

Trade

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Introduction to Trade and Archaeology

When we are motivated it is easier for us to learn. Delving into the past has been a fascination for people since time began. Archaeology allows us to explore the past and use our imaginations.

We can do this by looking at what is physically around us, beneath us, above us, in other words, the built environment, and under water. Written sources, photographic evidence, oral histories, ancient maps, and of course the study of material remains of human activity in the past – objects.

Since the 17th Century when an interest in evidence of the past meant people started to travel the world and collect objects, we have realised that these ‘objects’ hold memories and stories.

An archaeologist is a kind of historical detective, piecing together clues to try to build a complete picture. But every time a new piece of evidence emerges, the picture changes. Questions may be answered or new mysteries emerge.

Like a jigsaw puzzle if you can find all the pieces and reconstruct the picture you will find your answers. Over time a puzzle’s pieces get lost or destroyed and the original owner is long gone, so it is with archaeology! You can hypothesise, empathise, observe, imagine, question and draw endless conclusions by looking at all the evidence.

By using archaeology as a more explorative approach to finding out about the past we are able to understand why certain forms of evidence have survived over time, while others have not. Maybe more importantly so long as you can back up your theories the answers are never wrong!

Trade and Archaeology:

'Trade' gives us a unique insight into population growth, increased amounts of architecture - general tendencies toward cultural complexity.

Do we see an example of trade stimulating culture? Archaeology is key to defining physical limits of trade. It allows us to reveal and understand complex transport and systems of exchange. Coinage and pottery allows us to think about the extent and diversity of trade in everyday items and luxuries.

The study of 'trade' is key to any archaeologist's understanding of the needs and workings of a community in the past. It allows us to reveal new information on foodstuffs, living areas and daily life in general, as well as compare administrative models to our society today. It gives an insight into the people, animals and societies that came and went before us.

National Curriculum guidelines state that History should impart knowledge, skills and understanding through the following five elements:

- **Chronology**
- **Events**
- **People and changes in the past**
- **Historical Enquiry**
- **Historical interpretation**

Archaeological data lends itself to the study of all of these key elements and is a way of making dry subject matter tangible, touchable and real to children and older learners alike.

The National Curriculum for Geography also has many areas where archaeological data ties in with the syllabuses and schemes of work - using and making maps and plans, observation, recording, enquiry, research, and investigation.

The other main subject for consideration is Citizenship. Several themed modules do directly tie in with the use of archaeological evidence and history. Useful resources for looking at issues such as conflict, problems and different points of view, all core issues within Citizenship.

Cross-Curricular:

Citizenship through archaeology is a topic that can be linked to most other subjects if you think laterally, for example:

- **Science:** investigate durable materials; how soils affect objects; climate and environmental changes on objects and society
- **Literacy:** creative writing, drama activities, poetry, script writing, reading, other's values, different sources have different opinions
- **Art:** Sketching, use of pattern and objects, pottery for design and fashion trends,

artists, art forms, political influences on art of time, jewellery

- **Maths:** problem-solving, decision-making, cultural boundaries, data
- **History:** lives, lifestyles, people, places, choices, politics, influences, ideas, belief systems, crime and punishment
- **ICT:** databases, research and presentation skills, diagrams, statistics
- **D.T:** buildings, patterns, trends, tools and their function
- **Geography:** Map skills and reading, fieldwork, patterns and processes – physical and human features, processes and their impacts
- **Drama/Music:** music/dance of the period, patterns and design in to dance, role-play, ethnic identity, variety, global appreciation
- **Religious Education:** Morals, right and wrong, social and cultural issues, identity

Archaeology can support Citizenship units KS2:

- **Unit 02.** Choices
- **Unit 03.** Animals and us
- **Unit 05.** Living in a diverse world
- **Unit 07.** Children's rights – human rights

Archaeology can support Citizenship units KS3:

- **Unit 02.** Crime (through Victorians, Tudors, Medieval periods)
- **Unit 03.** Human Rights
- **Unit 04.** Britain – a diverse society?
- **Unit 05.** How the law protects animals – a local-to-global study
- **Unit 06.** Government, elections and voting
- **Unit 07.** Local Democracy
- **Unit 12.** Why did women and some men have to struggle for the vote in Britain? What is the point of voting today?
- **Unit 21.** People and the environment

Units 6, 7 and 12 KS3 relate to the Greeks who invented democracy, Suffragettes, Victorians, Romans

Unit 5 KS3 & KS2 Unit 3 could be related to looking at animal husbandry from prehistoric hunters and farmers to modern organic farming and fast food. Also relates to KS2 Unit 2 choices, healthier lifestyle options, are we fitter than past peoples and Unit 5 & 21 KS3

Pupils will also develop knowledge on freedom, equality, justice, peace, attitudes, an individual's rights, responsibilities, society, and culture at both KS2 & KS3.

Outcomes: using these resources, pupils will utilise:

- Thinking skills
- Information-processing skills
- Reasoning skills
- Enquiry skills
- Creative-thinking skills
- Evaluation skills

Activity 1 – What is trade?

Aims/Objectives:

- For the children to understand the purpose of archaeology
- For the children to understand historical relevance
- For the children to be able to make choices, debate
- For the children to reflect on everyday items we take for granted
- For the children to have an appreciation and awareness of where our foodstuff comes from and how diverse our food is now
- To understand what ‘trade’ means

The City of London today is one of the great financial and trading centres of the world. In its long history, successive civilizations have thrived there. It has been built and rebuilt many times and is a city of many archaeological layers. Some evidence of London’s past can be seen above ground, but by digging through its underground layers archaeologists have uncovered a wealth of evidence, which tells us the fascinating story of the city of its people.

Resources:

- Range of foodstuffs, including items like peppers, chillies, potatoes, chocolate, tomatoes, lima beans etc that have been introduced to Britain over the centuries
- Ask the children to bring in an item of food they like
- Download resources from Camden Young Archaeologists’ website for this starter activity – pictures, archaeological excavation reports, shop signs, historical texts, foods from the new world information and pictures food
- Internet – different websites
- Definitions of trade

Introduction:

1. Talk to the children about what archaeology means and show examples using smart boards or photos. Ask if children have watched any programmes on TV about archaeology i.e. Time Team, Meet the Ancestors, Big Dig etc
2. Ask the children what they think an archaeologist would do before an excavation (use visual aids). Then confirm with children that before an excavation is started, archaeologists read any documents, literature or previous excavation reports which relate to the site. They also examine maps, plans, photographs and any other visual records available, such as old engravings or watercolour paintings.
3. Discuss what sources/resources there are - record answers on board
4. Discuss what you would find on an archaeological site – pottery, animal bones, clothing, environmental samples – show pictures/websites
5. Ask children if they know what ‘trade’ is – how it works – answers on board - discuss
6. Explain that we are going to look at what trade is and the things we trade by using archaeological excavations and the objects found

Plenary:

- Brainstorm things we eat everyday or buy from supermarkets - spider diagram
- Discuss in pairs/groups which countries they think the items come from – pairs/groups present to the others what they think
- Whole class then looks at photos, reports provided about sites and environmental finds, pottery (food used to decorate) etc to see if there is any evidence of foodstuffs surviving

Extension activities:

- Extension - You could talk about soils, climate in areas to explain why some things survive and other things do not
- Working in mixed ability pairs, children to classify with a partner on a chart (provided) what food stuffs are found on different archaeological sites and the country they are from (Africa, Egypt, Britain etc)
- Class to discuss their findings and confirm opinions/guesses
- Ask class how they think these items got to Britain – using resources supplied – maps, photos etc from Tudors, Romans, Medieval, food from the new world TRADE
- Talk to class about how diverse our food is and multicultural due to the choice we have from food coming in from all over the world
- Extension – brainstorm why we liked these new additions to our food – choices, healthier lifestyle, more affordable, changing system from barter to coinage, vegetarian versus meat eater leads to Unit 3 KS2 & Unit 21 KS3
- Extension - choices, design medieval banquet, good food bad food as far as health concerned. Diseases of the past due to eating certain food, rich/poor can be seen in skeletal evidence

Further Extension activities:

- Designing their own menu from different foodstuffs available from different time periods
- Home economic lessons could actually cook food from certain countries and eras
- Could discuss the climate environments of the different countries and time periods in relation to what would grow naturally or be cultivated – could extend by discussing modern agriculture (pesticides versus organic) to ancient methods
- Children can draw a self portrait/collage made up of the foods they like the most – try using different textured papers to represent the foods – or on a computer or part of D.T.
- Discuss advantages/disadvantages with supermarkets versus greengrocer – cost, freshness, colour, preservatives, organic etc – do a study to see if the food sold in one area is different to food sold in another – similarities too – produce a graph(?)

Activity 2 – Artefacts *(Unit 5 KS2 & Unit 4 KS3)*

Learning Outcomes:

- For the children to observe or handle sources of information to answer questions about the past
- For children to appreciate the range of sources available to them for research
- For children to understand that within archaeology they can extend their ideas and understand that there can be more than one interpretation
- For the children to understand that diversity within our culture has been around longer that they might appreciate (immigration started with the Romans)

Resources:

- Historical documents, photos, excavation reports
- Object recording sheet
- Swiss Cottage Library (books for loan/loan boxes)
- websites

Development:

- Pre warn children to bring in something that has meaning/value to them such as music, jewellery, pottery, art (pictures)
- Talk about how different cultures value different materials and have their own identities. Show pictures of objects – all these objects have meaning as either currency or exchange – shell beads/fish vertebrae from New Caledonia; copper ingot from Upper Congo; packet of salt from Zaire; 2 West African manillas or bracelets; a tea brick from Tibet and shell money from Guinea. Extension: Could also bring in the geography of these countries – where are they? Climates and environment through time
- Recap starter lesson to reiterate trade and what it means
- Hand out object recording sheets and get the children to fill them in for the object they brought into school
- In groups or individually they can present back to the class and explain why it has meaning to them, part of their own identity, culture etc
- Look at different websites exploring Roman, Anglo-Saxon and Medieval London – how ‘trade’ influenced the growth of the city
- Get children to research in mixed ability groups (5/6) from hand outs the sort of ‘goods’ that have been found on archaeological sites and decide what their function was i.e. trade and what form they took i.e. currency or exchange to reiterate previous lesson ‘What is Trade’
- Extension: look at old maps of London from different time lines, look at historical evidence and archaeological evidence to see if TRADE influenced development and settlement by peoples

Surf

Foodstuffs and trade routes

<http://library.thinkquest.org/C004203/economic/economic02.htm>

http://www.metmuseum.org/toah/hd/trade/hd_trade.htm

<http://www.lankalibrary.com/phpBB/viewtopic.php?t=908&sid=1ceca4f19b1bafef2e8144c0ac7990d7>

<http://muweb.millersville.edu/~columbus/data/art/ANDREWS1.ART>

<http://www.touregypt.net/featurestories/maadi.htm>

<http://www.le.ac.uk/archaeology/research/projects/nerc/>

<http://leb.net/~farras/ugarit.htm>

http://en.wikipedia.org/wiki/Economic_history_of_Spain

http://www.enjoyturkey.com/Entertainment/Turkish_Cuisine.htm

Excellent site of Turkey's ancient history, trade and how influenced today's food

<http://www.public.asu.edu/~mesmith9/1-CompleteSet/MES-05-TradeEncyc.pdf>
(America)

<http://www.archatlas.dept.shef.ac.uk/Trade/Trade.htm>

Fantastic site world trade routes maps etc

<http://www.foodtimeline.org/foodfaq3.html>

<http://www.hindu.com/2006/01/22/stories/2006012202341800.htm>

http://www.luciadentice.com/30001.html?*session*id*key*=*session*id*val*

Excellent compares roman foodstuffs with today's Italian cooking

<http://www.altnature.com/Library.htm>

excellent site for looking up herbs, pictures, what used for etc

<http://www.isesco.org.ma/English/irak/civilization.htm>

excellent site on Iraq, with pictures of objects and site

<http://www.menumagazine.co.uk/book/foodorigins.html>

curry and spice and all things nice

<http://www.evgschool.org/The%20Indians%20of%20the%20New%20World.htm>

the indians of the new world

<http://www.foodtimeline.org/>

dates, recipes

Note: The Food Timeline is a resource that documents many Old World products. This resource sets up a number of contradictions.

For example: Many sources note that tomatoes originated in the New World; The Food Timeline indicates that tomatoes were introduced to the New World in 1781. The Food Timeline indicates that strawberries and raspberries were available in the 1st century in Europe; other sources identify them as New World commodities.

http://www.brown.edu/Administration/George_Street_Journal/v22/v22n8/food.html

food in the new world

<http://www.hup.harvard.edu/features/gabwea/timeline.html>

we are what we eat timeline

<http://www.foodmuseum.com/>

the food museum online

<http://www.mnh.si.edu/archives/garden/history/>

Fair Trade

<http://www.zhejiang.gov.cn/gb/node2/node1619/node1624/node1642/userobject13ai6458.html>

<http://www.traidcraft.co.uk/>

<http://www.divinechocolate.com/>

<http://www.cafedirect.co.uk/fairtrade/definition.php>

<http://www.dubble.co.uk/>

<http://news.bbc.co.uk/1/hi/business/4788662.stm>

BBC article how fair is fairtrade

New World Foods - Pictures

<http://www.hotcakencyclopedia.com/Botany/image.MaizeField.jpeg>

Maize

<http://www.paulparent.com/vegschool/vegetableschoolnotes.html>

Potatoes, Tomatoes and Sweet Peppers

<http://www.malvaceae.info/Genera/Theobroma/gallery.html>

Chocolate or Cacao

<http://www.alfafarmers.org/commodities/peanuts.phtml>

Peanuts

<http://www.orchidsasia.com/vanilla.htm>

Vanilla

http://www.tinypineapple.com/gallery/field_ripe_pineapples.html

Pineapples

<http://www.seedfest.co.uk/seeds/beans/beans.html>

Lima Beans

<http://jardin-mundani.info/euphorbiaceae/tapioca.jpg>

Tapioca

<http://www.rarebreeds.co.nz/turkeys.html>

Turkeys

<http://www.photo.net/photo/pcd1680/chili-peppers-35.4.jpg>

Chili

<http://www.chilipepper.com/AboutChilipeppers/tabid/57/Default.aspx>

Chili Peppers and History

Read

Food and Culture

Albala K. 2003. *Food in Early Modern Europe.*

Albala K. 2000. *Southern Europe.* In *The Cambridge World History of Food.* KF Kiple, KC Ornelas (editor)., Pp. 1203-10: Cambridge University Press. [history; contemporary food habits; food & religion]

Barlosius E. 2000. France. In *The Cambridge World History of Food.* KF Kiple, KC Ornelas (editor)., Pp. 1210-6: Cambridge University Press. [history; Europe; France]

Bell R. 1985. *Holy Anorexia.* University of Chicago Press. [history; women; fasting; appetite expression; eating disorder; anorexia; Europe]

Black M. 2004. *Medieval Cookery: Recipes and History.* English Heritage. [history; food habits; kitchen equipment; etiquette; Europe; England]

Brears P. 2004. *Tudor Cookery: Recipes and History.* English Heritage. [history; food habits; kitchen equipment; etiquette; New World foods; Europe; England]

Bynum C. 1987. *Holy Feast and Holy Fast: The Religious Significance of Food to Medieval Women.* [history; fasting; women; Europe]

Carlin M, Rosenthal JT, eds. 1998. *Food and Eating in Medieval Europe:* Hambleton Press. [collected essays; history; feasts; famine; food habits; Europe]

Charsley SR. 1992. *Wedding Cakes and Cultural History.* Routledge. [food use; social relations; Europe; United Kingdom; England]

Clarkson LA & Crawford EM. 2001. *Feast and Famine: Food and Nutrition in Ireland, 1500-1920.* Oxford University Press. [nutrition history; food intake; health; disease; Europe; Ireland]

Dalby A. 2002. *Food in the Ancient World, an A-Z.* Routledge. [history; various foodstuffs; Europe; Classical Greece; Rome]

Dalby A. 2003. *Flavours of Byzantium.* Prospect Books. [history; dining custom; dietary theory; seasonal foods; Middle Ages; Europe; Eastern Roman Empire; Constantinople]

Davidson A. 1992. *Europeans' Wary Encounter With Tomatoes, Potatoes, and Other New World Foods.* In *Chilies to Chocolate: Food the Americas Gave the World.* N Foster, LS Cordell (editor)., Pp. 1-14. [history; food use: tomato, potato]

Day I, ed. 2000. *Eat, Drink, and Be Merry – the British at the Table, 1600-2000: Wilson.* [history; social life; food habits; feasting; breakfast; tea time; drinking customs; Europe; England]

- Faas P. 2002.** *Around the Table of the Romans: Food and Feasting in Ancient Rome.* Palgrave Macmillan Press. [history; festival; Europe]
- Freeman J. 2004.** *The Making of the Modern Kitchen.* Berg. [history; contemporary culture; cookery; utensiles; applicances; symbol and meaning; Europe; United Kingdom]
- Garnsey P. 1988.** *Famine and Food Supply in the Greaco-roman World: Responses to Risk and Crisis.* Cambridge University Press. [history; starvation; causes; social and political responses; Europe; Greece; Rome]
- Garnsey P. 1999.** *Food and Society in Classical Antiquity.* Cambridge University Press. [history; food availability; nutritional status; Europe]
- Glanville P, Young H, eds. 2002.** *Elegant Eating: Four Hundred Years of Dining in Style: V & A Publications.* [collected essays; history; food habits; table settings; decorations; Europe]
- Gronow J. 2003.** *Caviar With Champagne: Common Luxury and the Ideals of the Good Life in Stalin's Russia.* [history; foodways; hunger; Soviet society; Europe; West Asia; Russia]
- Henish B. 1976.** *Fast and Feast: Food in Medieval Society.* [history; fasting; feasts; foodways; Europe]
- Jordan WC. 1996.** *The Great Famine: Norther Europe in the Early Fourteenth Century.* [history; food shortage; Europe]
- Kinealy C. 1995.** *This Great Calamity: The Irish Famine, 1845-52.* Gill and Macmillan. [history; famine; Europe; Ireland]
- Kuster H. 2000.** *Northern Europe – Germany and Surrounding Regions.* In *The Cambridge World History of Food.* KF Kiple, KC Ornelas (editor)., Pp. 1226-31: Cambridge University Press. [prehistory; history; Europe]
- Lehmann G. 2003.** *The British Housewife: Cookery Books, Cooking and Society in 18th-century Britain.* Prospect Books. [history; cookery; table manners; meals; social relations; social class; anotated bibliography; Europe]
- Mason L. 1998.** *Sugar-Plums and Sherbet: The Prehistory of Sweets.* Prospect Books. [history; foodstuff: confections; candy making; Europe; United Kingdom]
- Mennell S. 1986.** *All Manners of Food: Eating and Taste in England and France from the Middle Ages to the Present.* [history; Europe; England; France]
- Nestle M. 2000.** *The Mediterranean (diets and Disease Prevention).* In *The Cambridge World History of Food.* KF Kiple, KC Ornelas (editor)., Pp. 1193-203: Cambridge University Press. [history; contemporary food habits;; diet and health; Europe; Mediterranean]
- O'Grada C. 1989.** *The Great Irish Famine.* MacMillan. [history; famine; Europe; Ireland]
- Patterson KD. 2000.** *Russia.* In *The Cambridge World History of Food.* KF Kiple, KC Ornelas (editor)., Pp. 1240-7: Cambridge University Press. [history; famine; Europe]
- Poirteir C. 1995.** *The Great Irish Famine.* Mercier. [history; famine; Europe; Ireland]

Pollington S. 2003. *The Mead-Hall: The Feasting Tradition in Anglo-saxon England.* Anglo-Saxon Books. [history; feasts; ritual meals; Europe]

Renner HD. 1944. *The Origin of Food Habits.* [history; foodways; Europe]

Revel J-F. 1987. *Culture and Cuisine: A Journey Through the History of Food.* [history; foodways; Europe; France]

Saffron I. 2002. *Caviar: The Strange History and Uncertain Future of the World's Most Coveted Delicacy.* Broadway Books. [foodstuff; contemporary trade; ecology; pollution; history; Europe; Western Asia; Caspian Sea]

Scally RJ. 1995. *The End of Hidden Ireland: Rebellion, Famine and Emigration.* Oxford University Press. [history; hunger; Europe]

Serventi S; Sabban F. 2002. *Pasta: The Story of a Universal Food.* [foodstuffs, grain & water doughs; history; contemporary culture; Europe; East Asia; China]

Spencer C. 2000. *The British Isles.* In *The Cambridge World History of Food.* KF Kiple, KC Ornelas (editor)., Pp. 1217-26: Cambridge University Press. [prehistory; history; Europe; Great Britain]

Stead J. 2004. *Georgian Cookery: Recipes and History.* English Heritage. [history; food habits; kitchen equipment; etiquette; Europe; England]

Tames R. 2003. *Feed London: A Taste of History.* Phillimore. [history; markets; eating places; diet; social conditions; social class; Europe; England]

Some of these books are available from the camden schools library service at Swiss Cottage Library.

Visits

The British Museum

Great Russell Street, London WC1B 3DG

Telephone: 020 7323 8000 (switchboard), 020 7323 8299 (information desk)

Email: visitorinformation@thebritishmuseum.ac.uk

The British Empire & Commonwealth Museum

Clock Tower Yard, Temple Meads, Bristol BS1 6QH

Tel: 0117 925 4980

Email: admin@empiremuseum.co.uk

National Maritime Museum

Greenwich, London SE10 9NF

Tel: 020 8858 4422, Recorded Information Line 020 8312 6565

Museum of London

150 London Wall, London EC2Y 5HN

Tel: 0870 444 3852

www.museumoflondon.org.uk

Museum in Docklands

No1 Warehouse, London E14 4AL

Tel: 0870 444 3857

www.museumindocklands.org.uk

Museum of London Archaeology Service (MoLAS)**and The London Archaeological Archive and Research Centre (LAARC)**

Mortimer Wheeler House, 46 Eagle Wharf Road, London N1 7ED

MoLAS: 020 7410 2200

LAARC: 020 7490 8447

www.molas.org.uk

