

Early Civilisations

History

Year 3/4

Lesson 3 of 7

Learning Objective		Resources
To explore trade in early civilisations.		Slides Worksheet 3A/3B/3C Commodity Cards (FSD? activity only) Tokens, e.g. counters, shells, etc. (FSD? activity only)
Teaching Input		
<ul style="list-style-type: none"> Show children the characters on the slides. One is good at making pottery so has lots of pots. One is a farmer and has lots of grain. The other is a hunter who has lots of furs to make into cloaks for the winter. The hunter needs some grain to feed his family but hasn't got anything to put it in. What can he do? Invite children to share their ideas. Go through the information on the slides about how people started trading once they had settled in permanent settlements and how this may be why writing developed to keep track of goods. Show children the timeline of ancient civilisations on the slides. When do you think coins first started to be used? Why do you think money was needed? Invite children to share their guesses, then go through the information on the slides. Show children the objects on the slides. If we didn't have money today, what do you think would be a fair trade for this item? Invite children to share their ideas and repeat for the other objects. 		
Main Activity		
<u>Lower ability:</u> Provide children with worksheet 3A. Children to imagine they lived in an early civilisation and that they have just come back from a trip to the marketplace. Children to answer the interview questions about what it was like, using what they have learnt. When finished, children could act out their interviews with a friend.	<u>Middle ability:</u> Provide children with worksheet 3B. Children to imagine they lived in an early civilisation and that they have just come back from a trip to the marketplace. Children to answer the interview questions about what it was like, using what they have learnt. When finished, children could act out their interviews with a friend.	<u>Higher ability:</u> Provide children with worksheet 3C. Children to imagine they lived in an early civilisation and that they have just come back from a trip to the marketplace. Ask them to write a diary entry about their experience using what they know about early civilisations.
Fancy something different...?		
<ul style="list-style-type: none"> Split the class into two halves. Provide one half with the Commodity Cards and distribute several cards to each child so that they each have a commodity they can sell. Make sure there are enough Commodity Cards so that there is a jar of grain, an animal, a basket and a jar of oil for each child in the class. Set children up behind a row of tables like a market place. Provide the other half of the class with tokens, such as shells, counters, etc. (or make some clay tokens before the lesson). Tell children that their challenge by the end of the session is to try and make sure that each child has one jar of grain, one animal, one basket and one jar of oil. To do this, they will have to barter with their tokens and commodities. They should keep track of what they have traded and how much they have traded each one for. After a certain amount of time, stop the activity and see who has the commodities they need. Do you have all four? Do you have any tokens left? Is it fair that some children paid e.g. three tokens for their grain and others only paid two? Encourage children to discuss whether this would have been easier if the items all had a fixed price and the tokens had a fixed value. 		
Plenary		Assessment Questions
Show children the pictures of coins on the slides. Which of these coins do you think is the earliest? Can you put them in chronological order? Challenge children to order the coins with a partner, then check on the slides.		<ul style="list-style-type: none"> Do children know why people starting trading? Do children know why people started using tokens for trading? Do children know when money was first used?