

THE PHOENICIANS

Mark It on the Map

Turn to pages 8–9. Have students look at the inset and locate this area of the world in relation to the United States. Then have students look at the main map and locate Phoenicia. Ask them what role they think the Phoenicians played in the ancient world.

Suggest that they use the image on the front cover, the area’s geographical location, and the images decorating the main map as clues to help them find an answer. While students read the issue, have them locate each site on the main and inset maps.

Vocabulary

trireme	cuneiform
pictographs	pantheon
hieroglyphs	thermoluminescence

Introduction

Judging from the cover image, ask students in which time period they think the Phoenicians lived. Have them give reasons for their answers. Ask if any have ever studied or read about the Phoenicians, and have them explain when and what they learned. Ask if any have heard or read about Lebanon. Then explain that present-day Lebanon includes much of ancient Phoenicia. As students study the issue, have them bring in current newspaper and magazine articles that focus on Lebanon.

Questions for Discussion

- Who are the Muses? What role did they play in Greek mythology?
- What political circumstances led the Phoenicians to expand westward across the Mediterranean Sea, instead of to the east?
- Which city was the most successful Phoenician colony? Why?
- From whom did the Phoenicians learn shipbuilding techniques? Give the technique and the people from whom they adapted their design.
- Why did the Greeks refer to the Phoenician city of Gebal as Byblos?
- What is the difference between pictographic writing and alphabetic writing? To which group does the English language belong? Explain each answer.
- What are the two main sources of information on Phoenician deities? Why is so little material available about the deities?
- Describe the three deities that formed the basic triad in each Phoenician city.
- In what way is Adonis’ tale connected with the changing seasons of the year?
- What is “Tyrian purple”? Why was it so prized? What are its legendary origins?
- How do archaeologists use thermoluminescence to date artifacts?

Writing Workout

Students may complete one or more of the following activities:

- After reading the issue, choose four illustrations and write a one-paragraph caption for each, based on the information you gleaned from the issue.
- Pretend you are a reporter. Make a list of five questions you would ask Himilco and Hanno. Next to each, give your reason for asking the question.
- Pretend you are a resident of ancient Byblos. Write a letter inviting a foreigner to your city, explaining why this person should visit Byblos. Use the article on pages 15–17 as a reference.
- Write a two-to-three page essay explaining what the phrase “born to the purple” means.
- After reading about volunteer archaeology on pages 38–40, write an essay explaining why—or why not—you would like to join an amateur dig.
- If you were allowed to visit any excavation site in the world, which would you choose?

Think About It

Students may complete one or more of the following activities:

- Why did the Phoenicians promote the establishment of colonies around the Mediterranean? Why were they satisfied with colonies instead of conquering tracts of land?
- Why do you think the Phoenicians developed a system of coinage and used coins in their trading ventures, while most other nations preferred to barter?
- Study the Phoenician boat. What type of water travel do you think these boats could and could not accommodate? How did these factors affect travel and trade prospects?
- In this issue, there is much mention of trade and little mention of warfare or a standing army. What does this tell you about the Phoenicians and their philosophy of life?
- How could a product like “Tyrian purple” bring wealth and fame to the city of Tyre?

Then and Now

Compare and contrast an ancient Phoenician city-state with a city in the United States.

Get Into Art

Students may complete one or more of the following activities:

- Divide the class into three groups. Assign one group the task of making a master outline map of the world, labeling the continents and countries named in the article about Himilco and Hanno on pages 10–11. Ask the second group to draw the outline (on the master map) of the voyage the Egyptian king Necho ordered Phoenician sailors to make. Have the third group outline the routes of Himilco’s and Hanno’s voyages. Have each group use captions and/or illustrations to explain their map.
- Divide the class into three groups and assign each group one type of ship developed by the Phoenicians, referring to pages 13–14. Have them illustrate and write captions describing their ship. Let each group present their work to the rest of the class.
- Have students read the description of the gods worshiped by the people of Byblos as found on pages 22–23. Then have them make a diagram showing each deity, including its name, its role, and other facts, and using illustrations to depict the god’s purpose. The diagrams should rank the deities in order of power and importance.
- Have students read about Tyrian purple on pages 28–31, then draw a picture visually describing the process used to obtain this dye. The colors of the illustration should match the explanation in the text.

Class Projects

Students may complete one or both of the following activities:

- Divide the class into two groups. Have one group illustrate the Phoenician version of the story of Adonis. Have the other group illustrate the Greek version of Adonis’s story. Have a spokesperson from each group explain their illustrations. Then combine the two groups and make a list of the similarities and dissimilarities between the versions.
- Divide the class into groups. Let each group contact one of the groups mentioned on page 47, as well as the local historical society, to find out about projects in and around your area. If possible, arrange for someone to talk to the class about the project and what archaeologists are doing there.

Research Projects

Students may complete one or more of the following activities:

- Assign students to research the cedars of Lebanon. Why were these trees so important in ancient times, what happened to cedar groves in Lebanon over time, and what is the availability of “cedars of Lebanon” today.

- Assign students or groups of students to list the ancient names and corresponding modern names of six locations. If possible, have them research when the name changes happened and why. Let the students present their findings to the class.
- Assign students to research why tin was an important commodity in ancient times, what tin is, and where it is found naturally.
- Divide the class into four groups. Have each group research the Phoenician alphabet, Sumerian cuneiform, Egyptian hieroglyphs, or Chinese ideographs. Have the groups make a chart of each system and explain them to their classmates.
- Assign students to make a chart that lists the time of each invasion of Phoenicia and the people involved. Have students present their findings to the class. Students could also look at the time line for the longest periods of relative peace, then discuss why the area was invaded so many times.

Just for Fun

Students may complete one or both of the following activities:

- Make your own purple dye by following the directions on pages 32–33.
- Try dating pictures using the directions on pages 44–45.

Follow These Footsteps

Himilco

Hanno