

# AFRICA'S CARTHAGE

## Mark It on the Map

Refer to the map on pages 22–23 for place names. Mark **Sierra Leone, Cameroon, and Senegal** on a map of Africa.

## Introduction

Read aloud “Message From the Editors” and spend some time using the map on pages 22–23 to help students access their knowledge of this period of world history. Have students preview the issue and list some questions they would like to answer through their reading. At the completion of the reading, have students assess how they were able to answer these questions and how they might answer others that will occur to them later.

## Vocabulary

pyre	aqueduct
excavation	autonomy
navigational	Islam
sarcophagus	mosque
relief design	gilded
mosaic	Qur'an (Koran)
conservator	theologian
ingenious	custodian
amphitheater	

## Questions for Discussion

- Why did both Dido and Aeneas found new cities?
- When did the Phoenicians come into power, and why?
- In what three ways did the Phoenicians influence Western history?
- Find Phoenicia and Tyre on the map. What modern-day country is there now? Find Gibraltar. Why do you think the Phoenicians founded the city of Carthage and other colonies?
- For what purposes are “rubblings” made?
- How do archaeologists move a mosaic to a museum?
- What was Hannibal’s goal in his war against Rome? Why did Carthaginian soldiers on elephants have an advantage over Roman soldiers on horses? What part did Scipio play in Hannibal’s defeat?
- Why was Tyrian purple dye the favorite of royalty throughout the ancient world?
- Why did the Romans destroy Carthage in 146 B.C. ?
- Why did the Romans eventually rebuild Carthage? What did Carthage contribute to the Roman Empire?
- What changes occurred in the Roman Empire under the emperors Diocletian and Constantine?
- Who were the Vandals, and how did they act like “vandals”?
- Why did the Arabs want to conquer the Byzantine Empire in the early seventh century A.D. ?
- Why did Uqbah found the city of Kairouan? What made this city important?
- What is modern Carthage like? What have archaeologists found there?

## Writing Workout

Students may complete one or more of the following activities:

- Write a letter to Patricia Bikai volunteering to work on an archaeological dig. Tell her why you want to go.
- Write a farewell note from Hannibal to his people—the Carthaginians—before he took his own life.
- Make a list of the reasons why archaeology is important to people today.
- Retell an event in Carthage’s long history in a story or a poem.

## Viewpoints

Ask students these questions: Do you think the Romans were justified in destroying Carthage in 146 B.C.? Should the victor in a war destroy its enemy or try to turn the enemy into an ally? Debate these questions in a class discussion.

## Then and Now

Have students plan a trip to Carthage and the lands that surround the Mediterranean Sea. Ask them what places they would like to visit and what sights they would like to see.

## Get Into Art

Students may complete one or more of the following activities:

- Use lead to make a finger painting of a coin or other small item with a relief design. (See page 13.)
- Using small pieces of shiny paper, create a mosaic design. Perhaps you can make a portrait of Dido, Aeneas, or another historical or mythical figure. (See Medusa on page 27.)
- Create a larger, colored version of the map on pages 22–23. Display it on a bulletin board.
- Draw a series of pictures of what Kairouan might have looked like under Aghlabid rulers in the 800s. Read the descriptions on pages 37–39 for ideas. Remember to include Roman ruins and farmland, as well as the Great Mosque and luxurious palaces.
- Design some picture post cards of modern-day Carthage.

## Film Enrichment

Show the thirty-minute film *Carthage*, mentioned on page 48.

## Time Line

Refer students to the time line on pages 44–45, which shows the most important historical events in Carthage. Use this to summarize the issue and suggest that students review it in preparation for a quiz.

## Puzzle Pages

Have students complete the crossword puzzle on pages 24–25 to review what they have learned.

## A Major World Religion

Form a cooperative group to do research and report on the major beliefs and customs of Islam.

## Math Enrichment

Hannibal and his troops crossed the Italian Alps, accompanied by the many elephants they used in battle. Have students use a book such as *The Journeys of Hannibal* (see page 48) to find out how high the Alps are, how many miles Hannibal's army traveled, and how long it probably took them to get from the Italian Alps to Rome.

## Follow These Footsteps

Dido	Tertullian	Pygmalion
St. Augustine	Virgil	King Gaiseric
Aeneas	Belisarius	Hanno
Muhammad	Patricia Bikai	Abdullah ibn Saad
Hannibal	Uqbah ibn Nafi	Scipio
Kahinah	Cato	Aghlabid rulers
Octavian (Augustus)	Constantine the African	Josephus
Saint Cyprian	Diocletian	Terence
Emperor Constantine		