

# WHAT DID YOU BUY?

The purpose of this lesson is help students begin to analyze documents to better understand a person/time. This is what the archaeologists in Ashkelon did with Theophanes records.

Remind students that Theophanes left behind a papyrus record that was analyzed by the archaeologists in Ashkelon and told them valuable information about his diet, food available at the time, and cost of things. Ask your students to brainstorm different documents we have now that are like Theophanes records (budget, newspaper ads, receipts). Today we are going to talk about receipts and how we can use modern day receipts to make inferences about a person. Please be clear with your class that documents found were Theophanes personal records, like a budget, not receipts.

As a whole group analyze the receipt on the next page. Questions to ask:

- What do you see?
- What do you know about the person who purchased this food?
- What do you think they might make with this food?
- How is this similar/different from what Theophanes record?
- What don't you know? What information is missing?
- What questions do you have about this receipt?

Students can then draw a picture or write a story about the person whose receipt this is using the information they have on receipt. For older students this can be an independent activity, for younger students you could write a story as a whole or small group.

You could also ask families to send in receipts for your class to analyze. Students can make inferences regarding what the family was purchasing and what the family might look like (baby food? Pet food? Vegetarian?)

BAKERY

AN 9 GRAIN BREAD 3.99 \*

DELI

ND HONEY CURED HAM 2.54 \*

TOI TURKEY 7.06 \*

GROCERY

DAN 8PK ACTVIA ST/BL 4.49 \*

EGGLND LG WHT EGG 3.59 \*

MEAT

ANG TOP RD LND BRL 5.49 \*

PRODUCE

TOTE GALA APPLES

4.80 1b @ 0.99/ 1b 4.75 \*

BANANAS

2.18 1b @ 0.39/ 1b 0.85 \*

GREEN CUCUMBERS

2 @ 2 FOR 1.00 1.00 \*

BULK GARLIC 0.49 \*

RED TOMATOES ON VINE

1.33 1b @ 1.59/ 1b 2.11 \*

YELLOW ONIONS

0.37 1b @ 1.49/ 1b 0.55 \*

YELLOW ONIONS

1.26 1b @ 1.49/ 1b 1.88 \*

GREEN BELL PEPPERS

0.63 1b @ 1.49/ 1b 0.94 \*

SEAFOOD

FRESH TILAPIA FILLET 4.13 \*

TOTAL TAX 0.00

16 BALANCE DUE 43.86

Debit Card 43.86

## Theophanes in Ashkelon

Once students have returned their home activity sheets, analyze your findings as a class. Have students work in small groups/partners to answer the following questions about each home activity sheet:

- What did this family make for dinner?
- Did they use any ingredients that Theophanes used?
- How is their meal similar to his?
- How is their meal different?
- Compare your meal with another students' meal, what is similar/different?

### **ENTERTAINMENT**

Archaeologists in Ashkelon found an ancient token (like a coin), that they believe was to the ancient theater in Ashkelon. This coin has not been connected to Theophanes (i.e.: we don't know if it is his but the time periods line up).

Show students the image of the coin. (You could print the picture off and put it on your bulletin board! It would go with objects from the Roman/Byzantine time (4<sup>th</sup> century).) Questions to ask:

- What do you see?
- Why do you think the archaeologists might have thought this was a theater coin?
- Could it be a token for anything else?
- Do you use tokens for anything?

Tell students that they are going to design a token for their entertainment with their family. Remind each student what they did for entertainment and review expectations for detail, color and neatness. Maybe have students discuss their coin plans prior to drawing them with a friend.

When they are finished, have students take turns presenting their tokens to the group. Have the group make inferences (think like an archaeologist!) on what the families entertainment was based on the token.

Dear parents,

This week in archaeology we studied an ancient official, Theophanes, who travelled through Ashkelon, Israel on business. While in Ashkelon he kept detailed records of what he purchased. Archaeologist Tracy has challenged us to keep a detailed record of what we eat and do one night at home. Each student needs to:

1. Help plan a meal for your family and make a list of the dishes and ingredients you will need. For an added bonus encourage them to help you make the meal.
2. Make entertainment plans for your family after the meal (EXAMPLES: family movie, walk, play in the park, board game)

Help your child document your evening together on the attached sheet and return it to school by \_\_\_\_\_ so we can analyze your meal and complete a project with your child's entertainment choice.

Thanks for your help.

# MEAL PLAN

What dishes will you be making tonight? Write or draw the ingredients for each dish. If you are making more than 4 dishes include them on an attached sheet. You do not need to make 4 dishes!

<p>DISH 1:</p> <p>Ingredients:</p>	<p>DISH 2:</p> <p>Ingredients:</p>
<p>DISH 3:</p> <p>Ingredients:</p>	<p>DISH 4:</p> <p>Ingredients:</p>

If you want, attach a picture of your meal!

What will your family be doing for entertainment tonight? (EXAMPLES: family movie, walk, play in the park, board game)



# AN ANCIENT TOKEN

The purpose of this lesson is to help students make connections between Theophanes entertainment and their own. This lesson also introduces students to another artifact found in Ashkelon, a token.

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Show students the image of the coin. (You could print the picture off and put it on your bulletin board! It would go with objects from the Roman/Byzantine time (4<sup>th</sup> century).) Questions to ask:

- What do you see?
- Why do you think the archaeologists might have thought this was a theater coin?
- Could it be a token for anything else?
- Do you use tokens for anything?

Tell students that they are going to design a token for their entertainment with their family. Remind each student what they did for entertainment and give them the design a token paper. Maybe have students discuss their coin plans prior to drawing them with a friend.

When they are finished, have students take turns presenting their tokens to the group. Have the group make inferences (think like an archaeologist!) on what the family's entertainment was based on the token.

# Design an Entertainment Token

