

## 3.6 Water and history

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### Short description on the theme

Water has played a very important role in the history of humankind. All ancient civilizations were built near big rivers, so life could be supported; all important ancient and medieval cities were also located near big rivers. Water in history was important for, among other things, personal hygiene, transport, trade and development of industry.

In this exercise we want: to take a look into the past; to see what is happening now; and to see what consequences our current civilization's use of water will have on the future. The main message is to appreciate water, to respect it, and to take action to protect and save water resources.

### Goals of this unit

- Learn about how old water on planet earth is;
- Learn to appreciate water;
- Learn about how water is related to ancient civilizations;
- Make the link between ancient and modern civilization in relation to water issues;
- Reach conclusions about the importance of water.

### Objectives

- Developing critical thinking in relation to history, and to the connection between ancient civilizations and water.
- To respect water and its different forms as a part of the global eco-system that is supporting life on earth.

### Basic conditions

Target group ..... children and youths aged 10 – 14 and their parents

Place ..... Class room in a school, archaeological site or a classroom in nature

Materials needed..... Tables to be filled in by answering questions; photos from the archaeological site or ancient civilization which water is being connected with; and pens.

### Method

- Method 1: Field visit to an archaeological site  
Group discussion about the importance of water in everyday life  
Waste water treatment in history and in modern times
- Method 2: Photos from an archaeological site or ancient civilization, which water is being connected with, are presented.  
Group discussion about the importance of water in everyday life.  
Waste water treatment in history and in modern times.

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Abstract of the examined themes and target group

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Eight Concepts on water issues

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Experience of water by working at learning stations

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Water in our everyday life

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Research on waterbodies, organisms and water quality

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Water Art on paper

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### Time frame

#### Method 1

5 minutes: Introducing the theme, and instructions to involve all the senses in trying to experience water – and it's role in history;

20 minutes walking through the archaeological site,

20 minutes plenary session and conclusions

#### Method 2:

5 minutes: Introducing the theme, and instructions to involve all the senses in trying to experience water – and it's role in history;

5 minutes: Introduction of the theme and instruction to involve all senses trying to detect water and history.

20 minutes looking at the photos and talking about water in relation to history. This part can be modified by splitting the group into smaller groups, thus promoting team work.

20 minutes plenary session and conclusions.

#### Method 3:

If there is internet access, 20 minutes can be used for searching the internet and finding interesting data about water and history.

### Explanation

Explain to the group the goals and objectives of the exercise. Distribute tables to each participant with explanation that they should fill them in within 20 minutes. Use Method 1 or Method 2 for this exercise.

At the plenary session, ask the following questions from the chart:

1. How many senses were you able to use to sense water?
2. How many different connections with water were you able to experience?
3. Was life possible without water in the past; is it possible in today's world?
4. What was the most impressive experience you had, and what did you like most?
5. What we should do to protect the water?

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1.	How many senses were you able to use to sense water?	
2.	How many different connections with the water could you experience?	
3.	Was life possible without water in the past; is it possible in today's world?	
4.	What was the most impressive experience you had, and what did you like most?	
5.	What should we do to protect water?	

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Heraclea Lynkestis was an important strategical town during the Hellenistic period, as it lay on Macedonia's border with Epirus to the west, and to the non-Greek world to the north, until the middle of the 2nd century BC, when the Romans conquered Macedonia and destroyed its political power. The Romans divided Macedonia into four regions and Heraclea was in the fourth region.

The main Roman road in the area, Via Egnatia went through Heraclea, and Heraclea was an important stop. The prosperity of the city was maintained mainly due to this road. Objects discovered from the time of Roman rule in Heraclea are: votive monuments, a portico, thermae (baths), an amphitheatre and town walls. In the early Christian period, Heraclea was an important episcopal seat. Some of its bishops are mentioned in synods in Serdica and other nearby towns. The ensembles of the small and great (large and big) basilica date from this period. The grave (funeral) basilica with a necropolis is located east of the theatre.

	<p>Ancient public fountain</p>
	<p>Centre of the antique city. You are able to see blue cabins (portable toilets).</p>
	<p>Mosaics. Here, ducks are connected with water.</p>
	<p>Antique column. Artistic representation of a wave.</p>

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	<p>Mosaic. Fish in relation to water.</p>
	<p>Antique water system: supply pipe.</p>
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	<p>Roman thermal bath.</p>

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	<p>Antique water system supply pipe through the centre of the city</p>
	<p>Early Christian baptism font</p>
	<p>Medieval castle at the top of the hill at the city of Ohrid, and Ohrid Lake – which dates originally from the 9th century. Clouds are also related to water. Trees are also connected to water.</p>

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