

Module 3: Early Ifugao trade goods: What were they for and where did they come from?

I. Objectives

A. Pangkaalaman (comprehension)

1. To identify different kinds of imported tradeware goods found in Old Kiyangan Village and learn what these objects mean to everyday early Ifugao life
2. To have a general idea of where these trade goods originated from
3. To understand early Ifugao trade relationships with lowland groups in the Philippines
4. To understand early Ifugao history in connection to the world at the beginning of Spanish colonization in the Philippines

B. Pandamdamin (values)

1. To appreciate the value of early Ifugao cultural materials
2. To reflect on preservation of archaeological or early cultural materials
3. To find significance in the interconnections among early Ifugaos, other lowland groups in the Philippines, and the rest of the world

C. Pangkasanayan (proficiency)

1. To learn key archaeology terms, methods, and concepts
2. To develop critical thinking skills and apply observation, reasoning, speaking, and writing skills
3. To identify on the map geographical locations of countries or regions that traded with the Philippines
4. To use students' knowledge of science and history to identify how artifacts help archaeologists understand the past

II. Main themes

Old Kiyangan topics discussed in module 3 that relate to “Pakikipagkalakalan sa mga bansa sa Asya”, “Pamumuhay ng mga Sinaunang Pilipino”, “Pamamaraan ng paghahanapbuhay ng mga sinaunang Pilipino”:

1. Early Ifugao imported or trade goods (from neighboring countries)
2. Relationship between early Ifugaos and other lowland groups in the Philippines

III. Overview

Ifugao culture history background

The archaeological excavations at Old Kiyangan Village unearthed artifacts or objects that can tell us about early Ifugao life. There were different types of **ceramics** that early Ifugaos used for cooking, storing food and water, serving, and decoration. There were beads that not only tell us about Ifugao aesthetics, but also about early Ifugao burial practices. Archaeologists can learn a lot about the past by studying these materials. When it comes to cultural materials, they are particularly interested in what these objects were used for and where they came from.

There are three kinds of ancient ceramics in the Old Kiyangan Village: **earthenware**, **stoneware**, and **porcelain**. These ceramics are represented in different types: bowls, cooking pots, and water jars. The most common type of ceramic found in the Old Kiyangan Village are earthenware ceramics from cooking pots and water jars (Figure 1). Stoneware (Figure 2) and porcelain (Figure 3) are classified as **tradeware** ceramics, because they were obtained at some point in time through **trade** or exchange.

Stone and glass beads are other examples of trade items found in excavations at Old Kiyangan Village (Figure 4). Ifugao historian Lourdes Dulawan notes that beads and other **heirlooms** are some of the items that make up early Ifugao wealth. Early Ifugaos wore beads as jewelry, but they were also used as burial goods (Figure 5). Most beads at Old Kiyangan Village were found in burial jars, which indicate the different purposes of tradeware items. They can be used as heirloom pieces, decoration, jewelry, for economic trade, or for burial.

These trade items were not made in Ifugao and come from other parts of the world. They came from ships on the coast, traded or sold in the lowland areas of the Philippines, and then brought to Ifugao and other neighboring highland areas. In the Old Kiyangan Village, archaeologists found porcelain that were made from Europe or China. Stone and glass beads were traded all over Southeast Asia during that time. Evidence of these trade goods indicates that early Ifugaos interacted with lowland regions and had access to these tradeware items. Historic accounts of the early Ifugao also document this socio-economic relationship between lowland and highland groups. Possession of these imported goods, such as porcelain and beads, was highly prized and signified a social status in early Ifugao society.

Vocabulary

Ceramics - Pots and other materials made from clay. They are created by shaping the clay, then hardening it by firing in heat

Earthenware - Ceramic ware made of slightly porous or coarse clay and hardened at low heat

Stoneware - Strong ceramic ware made of nonporous clay and fire-hardened at high heat

Porcelain - Hard, white ceramic ware made of fine-grained clay and hardened at very high temperature

Tradeware - Materials that are bought, sold, or exchanged economically

Trade - The activity or process of buying, selling, or exchanging goods or services

Heirloom - A valuable object that has belonged to a family for several generations

Archaeology background

Archaeology is the study of the past through material remains left by human activity. These material remains are called artifacts and they are either made or modified by people. **Artifacts** reveal patterns that can indicate wealth, social status, livelihood, heritage, activity, customs, traditions, and values.

Archaeologists study changes in society through time, from prehistory to history. The analysis of transformations of artifacts through time is one way of explaining social change. The things we use today may be different in the future. These things, then, later on become artifacts for

archaeologists to study and analyze. A similar situation is seen in studying the archaeology of the Old Kiyangan Village. Early Ifugaos owned things that are not as often used or not completely used at all by modern Ifugaos. There are also early Ifugao customs that are not practiced today. By looking at the artifacts, we can see these changes in the everyday lives of past people: changes in the material wealth, changes in livelihood, changes in lifestyle, and changes in the environment.

Archaeologists keep a detailed record of artifacts they excavate in order to explain the chronology or order of events in history of a place. Each artifact fits as a piece of a whole puzzle of history. Removing an artifact from its **provenience** or origin changes the history of the archaeological site. Provenience in archaeology is very important, because it helps in the preservation of the history of a place. Stealing, illegally selling, or improperly excavating these artifacts are acts of a **treasure hunter**, not of protectors of the integrity of the history of a culture.

Vocabulary:

Archaeology - The study of the past through material remains left behind by human activity

Artifacts - Material or object made by humans; artifacts are usually portable

Provenience - The location of a specific object at an exact point on an archaeological site

Treasure hunter - Any person who collects archaeological objects in an unscientific manner for personal gain, and whose actions result in the destruction of surrounding data. Treasure hunting is illegal artifact collecting.

IV. Process (Structure and rationale of the module)

A. Paghahanda (Getting ready – introducing the module in class)

Rationale: Module 3 focuses on early Ifugao cultural materials to explain Ifugao interactions. This module highlights Ifugao trade and the relationship between early Ifugaos and lowland groups in the Philippines. These excavated objects provide a glimpse of Ifugao's everyday life, their possessions and interactions. The archaeology activity in this module introduces the OKV artifacts to students to teach them how archaeologists interpret the Old Kiyangan artifacts. This understanding or knowledge, in turn, can apply to the preservation of historical/archaeological sites and materials in Ifugao. In the case of this module, the preservation of early Ifugao cultural material.

B. Paglinang ng aralin (making sense of the module)

Ifugao culture history background:

The Ifugao culture history background of this module provides a summary of the most prevalent cultural materials in the Old Kiyangan Village: ceramics (earthenware, stoneware, and porcelain) and beads. These artifacts can tell us how these materials were used (wealth and possession; daily activities) and where the materials came from (local and imported productions). Information from this module may be used to address topics in early Filipino way of life (pamumuhay ng sinaunang Pilipino at paraan ng ikabubuhay) and early trade networks (sinaunang pakikipagkalakalan).



Teacher tip: Provide a world map indicating Europe, Asia, and Southeast Asia. Make use of the world map during discussion. Let students locate Philippines, China, the European continent, and Southeast Asia. Locate Ifugao in Northern Luzon, circle the Philippines, and then draw a line connecting China, Europe, and Southeast Asia. This will show students the trade networks and the global interactions of the past, and how connected the Philippines was to other parts of the world.

Archaeology background:

The archaeological focus of this module is on OKV material culture: beads, porcelain, earthenware, and stoneware ceramics. Artifacts are the main source of data for archaeologists. They help us understand past people's lives. Artifacts collected through archaeological excavations require proper techniques and careful documentation. How these artifacts are treated and collected are very important in preservation and interpretation of the archaeological site.

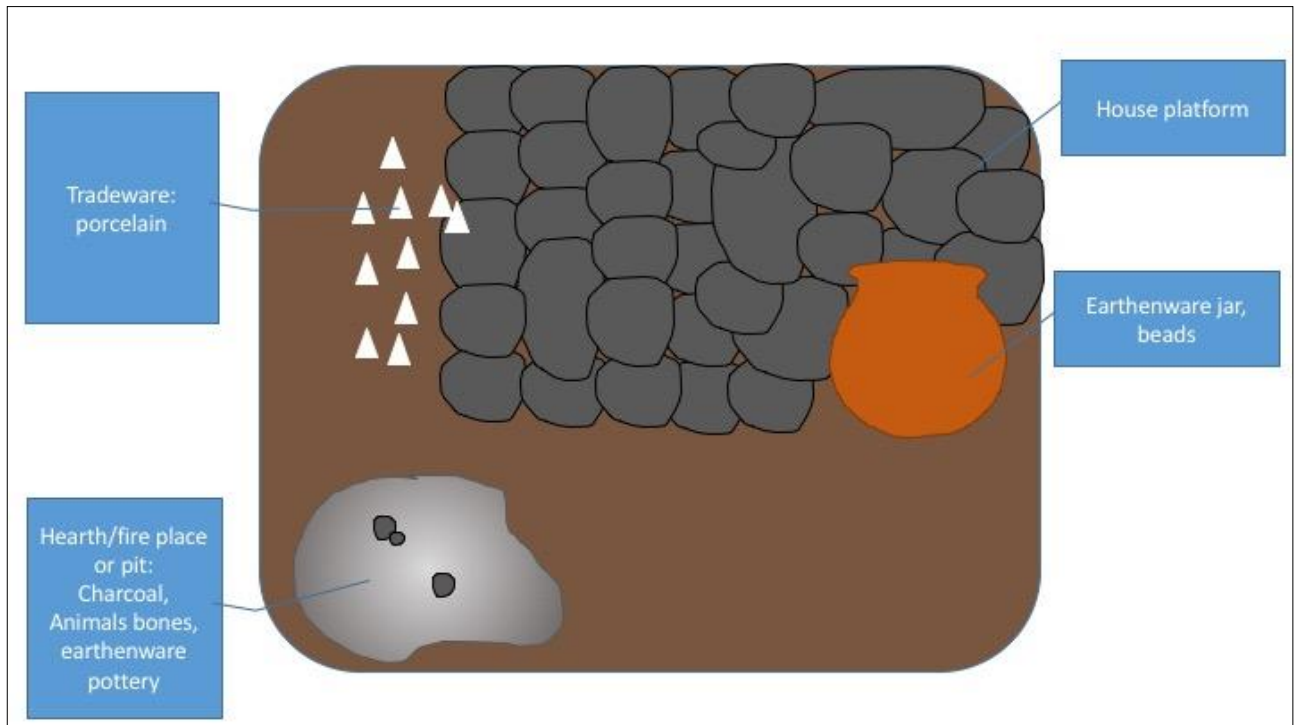
The activity in module 3 is a review of previous archaeology activities in modules 1 and 2. Module 1 teaches that interpreting archaeological sites requires archaeologists to recognize discerning patterns in the archaeological record. That is the reason why archaeologists sort and list artifacts to look for characteristics that typically describe places of human activities (i.e. cooking, butchering, tool-making, fishing, taking care of the sick). In this module's activity (module 3), sample artifacts are strategically placed to recreate an OKV excavation site that includes all the cultural materials mentioned in this module (see Section III overview). The activity also provides an historical interpretation of the site. What should be emphasized here, however, is not the archaeological interpretation, but the significance of the artifacts. The goal of this activity is for students to understand how artifacts play an important role in understanding the history of a place. Knowing that some early Ifugao artifacts hold higher historical value, artifacts that are improperly taken out of context ultimately destroy and take away the history of the place. This prevents descendant communities from knowing their history and appreciating their heritage.

Archaeology Activity:

This activity is similar to the archaeology activity in module 1, but instead of using modern materials, this activity now uses sample materials from Old Kiyangan. This activity emphasizes how archaeologists interpret archaeological sites. This activity, however, goes a step further by applying gained archaeological knowledge of the site to the significance of preservation a site.

Site on the Floor

(Archaeology activity adapted from The Society for Georgia Archaeology (1992) *Archaeology in the Classroom* by Teachers for Teachers)



“Archaeological site” floor activity

Materials

- Modern objects that resemble artifacts from Old Kiyangan Village: broken pieces of earthenware pottery, porcelain, beads
- Manila paper or cartolina
- Markers, crayons

Procedure

Set up: Gather together objects that resemble the artifacts from Old Kiyangan Village. Some artifacts should indicate trade like porcelain or beads; some need to be earthenware pots. Other artifacts should be decorative.

1. Lay out an "archaeology site" on Manila paper or *cartolina* (poster board). Group similar items together to show different activity areas. In a piece of paper, let each group of students describe and identify different artifacts found at the "site". This is an example of "recording a site". Students are allowed to touch the "artifacts" but should practice provenance.
2. Explain the artifacts and the idea of context to students. Show how the artifact concentrations are patterns of human activity.

Sample script: The activity is an imaginary archaeological site. In this make believe scenario, the house platform serves as the floor of the house. Tradeware ceramics are found on the edge of the house platform, while the earthenware ceramics are found in the hearth. This could indicate that earthenware ceramics are used for everyday activity, such as cooking and storing food. Tradeware ceramics on the other hand might not have been used for cooking, but for decoration or serving dishes inside the house. The hearth is indicated by the presence of charcoal, animal bones, and earthenware ceramics.

3. Act out "discovering" a site. State that you have always wanted to own some "antiques" and that they would look great on your TV cabinet. Be selective in the artifacts you take. Take the tradeware artifacts. Pocket the porcelain, beads, and other "pretty" items, leaving the "plain" ones behind like the earthenware sherds. Now ask students what happened to the site.

Sample script: What if one day I happen to be at an archaeological or historical site and I knew about the value of these tradeware items like the porcelain and beads. And I secretly take them and put them in my pocket for my own keeping so I can decorate my own house or sell them to make money. What do you think will happen to the site? How did the story of the site change? What is the new picture of how people lived? Can we tell if they traded? Can we tell the social status or wealth?

The answers to these questions no longer exist, because I picked up the artifacts that were supposed to help answer those questions. So how should we help protect our cultural materials?

V. Importance/significance of the lesson

Old Kiyangan Village has early Ifugao trade items like ceramics and beads. These prized heirloom pieces had been in families for generations and were symbols of status or prestige in the community. Trade items, especially beads, were also used as grave goods in early Ifugao burial practices. Trading ships carried imported items made from China, Europe, and other places in Southeast Asia. These imported goods were traded in the lowland regions of the Philippines, and later brought to the highlands for trade.

Archaeology is the study of early cultural material to understand and make sense of past people's lives. Provenience of artifacts is important so archaeologists can properly put together the puzzle pieces of history. Treasure hunting (such as looting or stealing and improper excavation of historical or cultural significance) is not archaeology. It destroys valuable information and the cultural and historical integrity of a site. Knowing one's history can help safeguard cultural information and can preserve cultural heritage.

VI. Evaluation

Game: Charades

Time: 30 seconds per team (Teacher serves as the timer, moderator, and score keeper)

Words/phrases to act out (sample):

Beads worn by an Ifugao woman	An archaeologist digging	*Ifugao word/phrase that is related to lesson*
An Ifugao trading pottery to another person	Pot-hunter stealing artifacts	*Ifugao word/phrase that is related to lesson*

1. Divide the class in two teams.
2. A Team 1 player chooses a clue from the box and secretly reads the word or phrase. The “timer” starts, and the Team 1 player acts out the clue until a teammate guesses the correct answer or time expires. If Team 1 is unable to answer, Team 2 will have a chance to guess the clue.
3. Team 2 scores if they guessed the word/phrase correctly. If Team 2 does not get it right, Team 2 player picks another clue from the bowl.
4. Members alternate to allow every player to act out a clue and then the order is repeated.

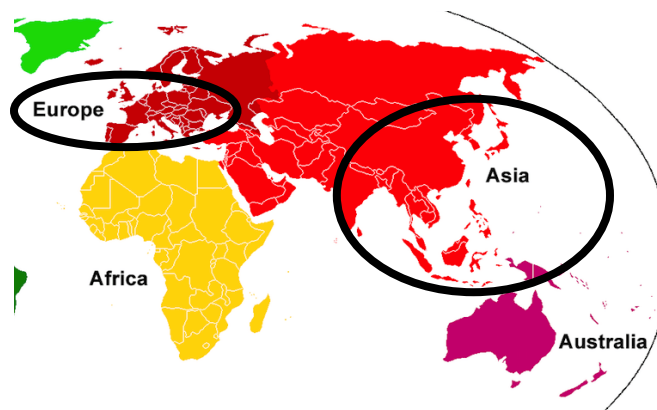
VII. Summative test

Correct answer:

- I. Matching type
 1. B
 2. D
 3. A
 4. C

- II. Multiple choice
 1. D
 2. A
 3. C
 4. B

- III. Map

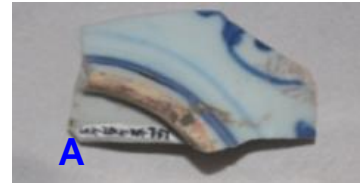


See Summative test on page 8.

Summative test

I. Matching the words to the right artifact. Write the correct letter below.

Earthenware pottery



Stoneware



Porcelain



Beads

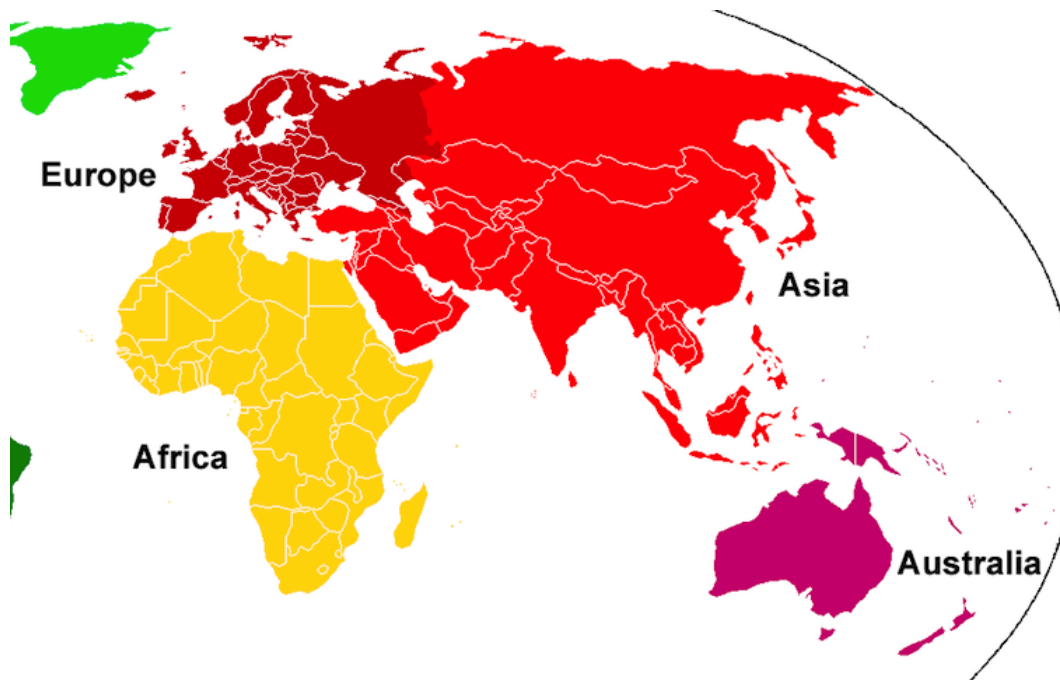


II. Multiple choice

1. What is an example of tradeware item in Ifugao?
 - a. Rice
 - b. Beads
 - c. Porcelain
 - d. B and C
2. Archaeologists learned that these tradeware items were imported from other places. How did they get to Ifugao?
 - a. Ifugaos traded with nearby lowland groups from foreign trade ships to the coast
 - b. Ifugaos who worked in the lowlands brought them home as pasalubong
 - c. Ifugaos bought them from other Ifugaos
 - d. None of the above

3. Why did these tradeware items mean to early Ifugaos?
- They were not important
 - Souvenirs
 - Wealth
 - Religious items
4. What is a treasure hunter?
- Any person who studies archaeology.
 - Any person who collects archaeological objects or excavates sites in an unscientific manner for personal gain, and whose actions result in the destruction of surrounding data
 - Any person who digs.
 - Any person who travels to different parts of the world.

III. Map. Circle the regions or continents, where the Philippines traded in the 1500s.



Short answer. What is the importance of these artifacts to Ifugao culture and Philippine history



Figure 1. Old Kiyangan earthenware pottery (Photo courtesy of IAP 2013, Dr. Stephen Acabado)



Figure 2. Old Kiyangan Stoneware (Trade items). (Photo: IAP 2012 community presentation, "Artifacts recovered" by Cabrera V., Lun, V., and Sioco M.)

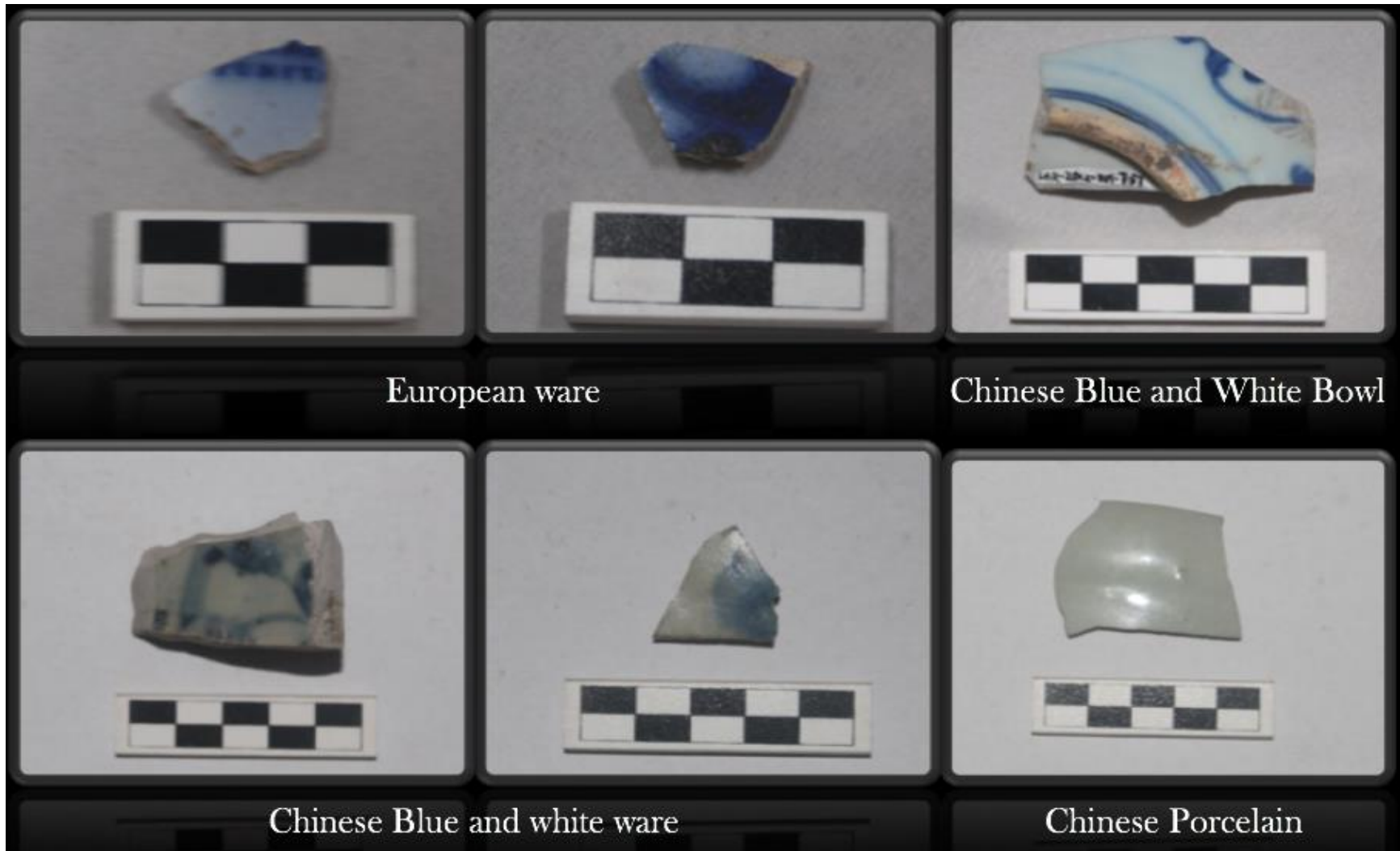


Figure 3. Old Kiyangan Porcelain (Trade item). (Photo: IAP 2012 community presentation, "Artifacts recovered" by Cabrera V., Lun, V., and Sioco M.)

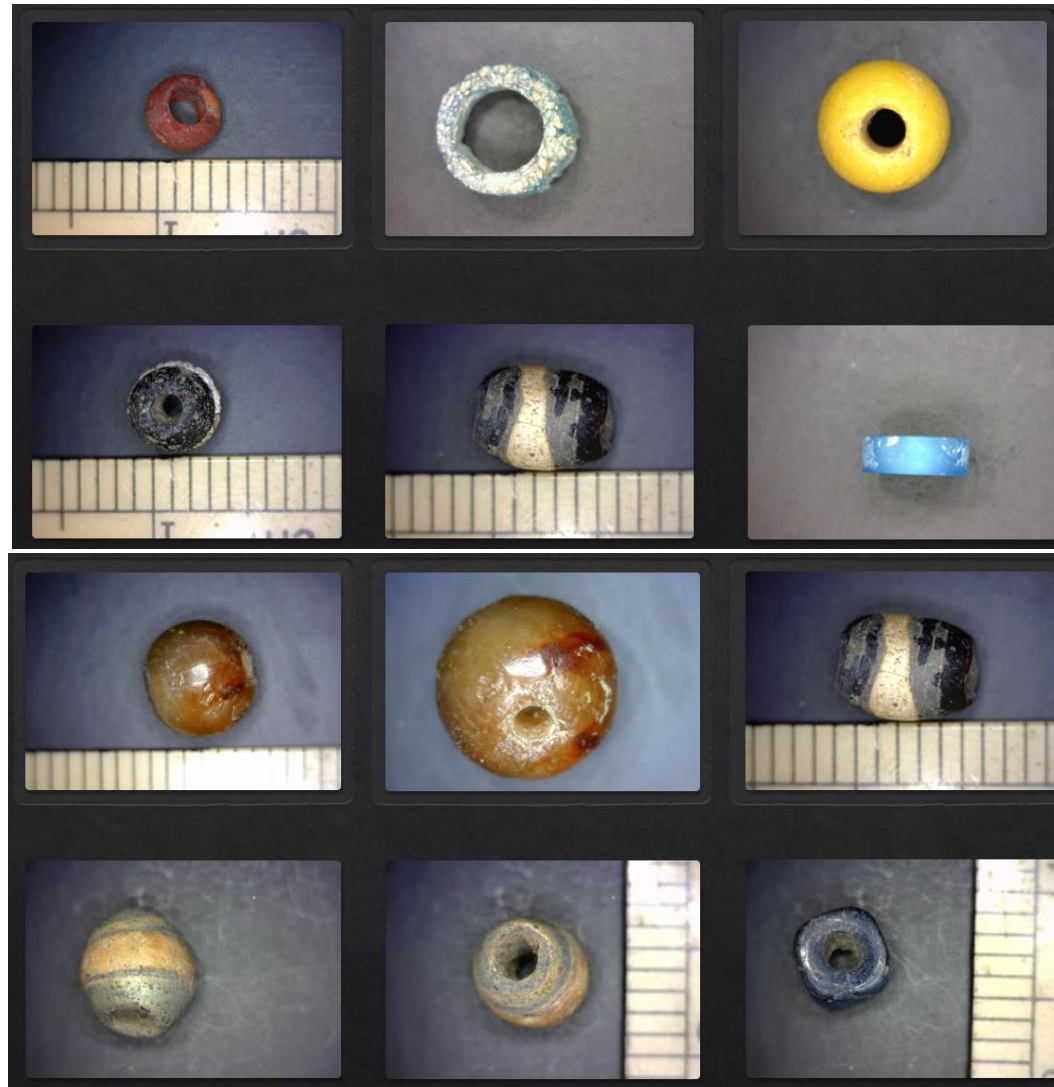


Figure 4. Old Kiyangan Beads (Trade item). (Photo: “Global connections: Beads and the interaction network of the Ifugao, Cordillera, Philippines” by Yakal, M. and Moore, J.)



Figure 5. Old Kiyangan Burial Jars. (Photo: IAP 2012 community presentation, "Artifacts recovered" by Cabrera V., Lun, V., and Sioco M.)