

## Act It!

**Educational Guide:** Research and Activity

**Level:** 6-12

**Time:** Varies according to teacher/student need

**Origin:** Petra

**Key Words:** Student Choice

**More about this resource:**

Students use the information they have learned about Petra to create skits or plays.

**Michigan Framework:**

Strand 1 Historical Perspective

Standard 1.3 Analyzing and Interpreting the Past

Students will reconstruct the past by comparing interpretations written by others from a variety of perspectives and creating narratives from evidence.

Strand 2 Geographic Perspective

Standard 2.1 People, Places and Cultures

Students will describe, compare, and explain the locations and characteristics of places, cultures, and settlements.

Standard 2.3 Location, Movement, and Connections

Students will describe, compare, and explain the locations and characteristics of economic activities, trade, political activities, migration, information flow, and the interrelationships among them.

### Lesson Site

**Petra: Lost City of Stone**

**Educational Guide:** Research & Writing

**Time Required:** Teacher/Student Choice

**Age Level:** 6-12

Our knowledge of Petra continues to grow. We know that the Nabataeans were Arabian nomads who began settling in Petra sometime in the third century B. C. We know that they were able to gain control of the spice and incense trade throughout the Arabian Peninsula. We know that there were merchant and ruling elites in the city. We know that religious traditions from surrounding areas were a part of their culture. We know that there were artists, architects, and engineers who developed the many incredible "finds" of Petra. We know that the decline of Petra came at the hand of Emperor Trajan of Rome in A.D. 106, and we know that the great earthquake of A.D. 363 brought considerable damage.

Allow your students who have creative literary minds to write plays or skits of historical fiction, weaving the information we know about Petra with fictitious characters who act out possible scenarios of life in Petra. These plays and skits will be enhanced by encouraging students to incorporate accurate historical data and appropriate Petra vocabulary.

Give directions to older students to accomplish Standard 1.3 of the Michigan Framework by comparing interpretations written by others before they begin to write. Older students may also follow Standard 2.3 by encouraging them to describe, compare, and explain the locations and

characteristics of economic activities, trade, political activities, migration, information flow, and the interrelationships among them within the lines of their play.