

## Ancient City of Petra

**Topic:** Anthropology

**Subtopic:** Archaeology

**Type:** Article

**Level:** for grades 3 and up

**Time:** Less than 1 period

**Origin:** OLogy

**Keywords:**

Archaeology • Excavations (Archaeology) • Jordan--  
Antiquities • Nabataeans • Petra (Extinct city) • Petra:  
Lost City of Stone

### MORE ABOUT THIS RESOURCE

This fun Web article is part of OLogy, where kids can collect virtual trading cards and create projects with them. Here, they learn about the ancient city of Petra.

- The article begins with an overview of this city, which was located along the ancient trade routes between Arabia, Egypt, and the Mediterranean Sea.
- Kids then have the chance to take a walk through Petra's ruins. This clickable illustration has 11 places for them to explore, including Petra's Treasury, the Temple of the Winged Lions, the Theater, as well as an Ez-Zantur house.
- The article concludes with an extensive information section with these seven topic areas:
  - A Nomadic Beginning
  - Creating an Oasis in the Desert
  - Controlling Trade Routes
  - A City Carved in the Cliffs
  - The Roman Empire Takes Charge
  - Christianity Comes to Petra
  - Timeline

### STANDARDS

#### National Science Education Standards

**Grades K-4:**

*Science as Inquiry* **CONTENT STANDARD A:**

- abilities necessary to do scientific inquiry

*Science in Personal and Social Perspectives* **CONTENT STANDARD F:**

- changes in environments

**Grades 5-8:**

*Science as Inquiry* **CONTENT STANDARD A:**

- abilities necessary to do scientific inquiry

*Science in Personal and Social Perspectives* **CONTENT STANDARD F:**

- populations, resources, and environments

**Grades 9-12:**

*Science as Inquiry* **CONTENT STANDARD A:**

- abilities necessary to do scientific inquiry

*Science in Personal and Social Perspectives* **CONTENT STANDARD F:**

- population growth
- natural resources
- environmental quality

#### Curriculum Standards for Social Studies

**Grades K-4:**

*Culture*

- explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.

*Time, continuity and change*

- demonstrate an ability to use correctly vocabulary associated with time such as past, present, future, and long ago, read and construct simple timelines, identify examples of change and recognize examples of cause and effect relationships.

**Grades 5-8:**

*Culture*

- compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns.

*Time, continuity and change*

- identify and use key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.

**Grades 9-12:**

*Culture*

- analyze and explain the ways groups, societies, and cultures address human needs and concerns.

*Time, continuity and change*

- apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.

**Michigan Framework for Social Studies Education**

**Strand 2 - Geographic Perspective**

- **Standard 2.2 – (Human/Environment Interaction)** – Students will describe, compare, and explain the locations and characteristics of ecosystems, resources, human adaptation, environmental impact, and the interrelationships among them.
  - **Benchmark 2.2.1 – (Early Elementary)** – Describe how people use the environment to meet human needs and wants.
  - **Benchmark 2.2.2 – (Early Elementary)** – Describe the ways in which their environment has been changed by people, and the ways their lives are affected by the environment.
  - **Benchmark 2.2.5 – (Later Elementary)** – Describe the location, use and importance of different kinds of resources and explain how they are created, and the consequences of their use.
  - **Benchmark 2.2.7 – (Later Elementary)** – Explain how various people and cultures have adapted to and modified the environment.
  - **Benchmark 2.2.8 – (Middle School)** – Locate, describe, and compare the ecosystems, resources, and human-environment interactions of major world regions.
  - **Benchmark 2.2.9 – (Middle School)** – Locate major ecosystems, describe their characteristics, and explain the process that created them.
  - **Benchmark 2.2.11 – (Middle School)** – Explain how humans modify the environment and describe some of the possible consequences of those modifications.