

Be an Exhibition Explorer in Petra: Lost City of Stone

Topic: Anthropology
Subtopic: Archaeology
Type: Activity
Level: for grades 3 and up
Time: Approximately 1 period
Origin: Petra

Keywords:

American Museum of Natural History--Exhibitions •
Archaeology • Jordan--Antiquities • Museum exhibits •
Petra (Extinct city) • Petra: Lost City of Stone

MORE ABOUT THIS RESOURCE

This activity is a supplement to the Petra Educator's Guide. Here, students are given worksheets with pictures of various artifacts that need to be found within the *Petra: Lost City of Stone* exhibition.

- Students identify the exhibition section where each artifact is found.
- They then think about why these artifacts or human-made objects were placed in this section of the exhibit.

STANDARDS

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.
- describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture.

Grades 5-8:*Culture*

- compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns.
- explain and give examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture.

Grades 9-12:*Culture*

- analyze and explain the ways groups, societies, and cultures address human needs and concerns.
- apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.
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Michigan Framework for Social Studies Education

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.
 - **Benchmark 1.3.8 – (Middle School)** – Analyze interpretations of major events selected from African, Asian, Canadian, European, and Latin American history to reveal the perspectives of the authors.
 - **Benchmark 1.3.9 – (Middle School)** – Show that historical knowledge is tentative and subject to change by describing interpretations of the past that have been revised when new information was uncovered.

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 2.2.13 – (High School)** – Describe the environmental consequences of major world processes and events.