

## Petra Educator's Guide Insert

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

**Keywords:**

American Museum of Natural History--Exhibitions • Ancient civilizations • Excavations (Archaeology) • Museum exhibits • Petra (Extinct city) • Trade routes--Middle East • timelines • Petra: Lost City of Stone

### [MORE ABOUT THIS RESOURCE](#)

This two-page reproducible accompanies the Petra Educator's Guide and includes:

- a map of Petra's trade routes
- a detailed timeline that describes the historic events in Petra, and important events that were happening at the same time elsewhere in the world

### 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.

###### *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.

###### *People, places and environment*

- construct and use mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape.
- use appropriate resources, data sources, and geographic tools such as atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information.

##### **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.

###### *People, places and environment*

- create, interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs.
- use appropriate resources, data sources, and geographic tools such as aerial photographs, satellite images, geographic information systems (gis), map projections, and cartography to generate, manipulate, and interpret information such as atlases, data bases, grid systems, charts, graphs, and maps.

##### **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.

###### *People, places and environment*

- create, interpret, use, and synthesize information from various representations of the earth, such as maps, globes, and photographs.
- use appropriate resources, data sources, and geographic tools such as aerial photographs, satellite images, geographic information systems (gis), map projections, and cartography to generate, manipulate, and interpret information such as atlases, data bases, grid systems, charts, graphs, and maps.

#### **Michigan Framework for Social Studies Education**

##### ***Strand I – Historical Perspective***

- **Standard 1.1 – (Time and Chronology)** – Students will sequence chronologically the following eras of American History and key events within these eras in order to examine relationships and to explain cause and effect; the meeting of three worlds (beginnings to 1620); colonization and settlement (1585-1763); expansion and reform (1801-1861); the Civil War and Reconstruction (1850-1877); the development of the industrial United States (1870-1900); the emergence of modern America (1890-1930); The Great Depression and World War II (1929-1945); post-war United States (1945-1970); and contemporary United States (1968-present).
  - **Benchmark 1.1.13 – (High School)** – Identify some of the major eras in world history and describe their defining characteristics.
- **Standard 2.1 – (People, Places and Cultures)** – Students will describe, compare, and explain the locations and characteristics of places, cultures, and settlements.
  - **Benchmark 2.1.1 – (Early Elementary)** – Describe the human characteristics of places and explain some basic causes for those characteristics.
  - **Benchmark 2.1.2 – (Early Elementary)** – Describe the natural characteristics of places and explain some basic causes for those characteristics.
  - **Benchmark 2.1.4 – (Later Elementary)** – Locate and describe diverse kinds of communities and explain the reasons for their characteristics and locations.
  - **Benchmark 2.1.6 – (Middle School)** – Locate and describe the diverse places, cultures, and communities of major world regions.