

Petra Educator's Guide

Topic: Anthropology
Subtopic: Archaeology
Type: Curriculum Materials
Level: for grades Kindergarten through 12
Time: n/a
Origin: Petra

Keywords:

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

MORE ABOUT THIS RESOURCE

The exhibition *Petra: Lost City of Stone* brings the study of an ancient culture to life. It explores the caravan city of Petra and the nomadic desert traders, the Nabataeans, who built it, creating a crossroads of the ancient world. This comprehensive guide to the exhibit's resources is designed to help you maximize your trip to the museum. It includes:

- Detailed background information to help you prepare for your museum field trip, including four topics on archaeology that you can incorporate into your curriculum and the related exhibits at the AMNH:
 - Archaeology and Ancient Civilizations
 - Continuity and Change in Culture
 - People, Places, and Environment
 - Science, Technology, and Society
- A map of the exhibit that has notes and guidelines for reading museum labels.
- Several pre-, during-, and post-visit activities to do with your students.
- A listing of related museum exhibits and suggestions for how to tie them into your field trip.
- Notes about how the topics featured in the exhibit address New York State Standards.

STANDARDS

National Science Education Standards

Grades K-4:

Science as Inquiry CONTENT STANDARD A:

- abilities necessary to do scientific inquiry

Physical Science CONTENT STANDARD B:

- properties of objects and materials

Science and Technology CONTENT STANDARD E:

- abilities of technological design

Science in Personal and Social Perspectives CONTENT STANDARD F:

- types of resources

- changes in environments

History and Nature of Science CONTENT STANDARD G:

- science as a human endeavor

Grades 5-8:

Science as Inquiry CONTENT STANDARD A:

- abilities necessary to do scientific inquiry

Science and Technology CONTENT STANDARD E:

- abilities of technological design

Science in Personal and Social Perspectives CONTENT STANDARD F:

- populations, resources, and environments

History and Nature of Science CONTENT STANDARD G:

- science as a human endeavor

Grades 9-12:

Science as Inquiry CONTENT STANDARD A:

- abilities necessary to do scientific inquiry

Science and Technology CONTENT STANDARD E:

- abilities of technological design

Science in Personal and Social Perspectives CONTENT STANDARD F:

- natural resources

History and Nature of Science CONTENT STANDARD G:

- science as a human endeavor

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.
- compare ways in which people from different cultures think about and deal with their physical environment and social conditions.

Time, continuity and change

- compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past.
- demonstrate an understanding that people in different times and places view the world differently.

People, places and environment

- describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like.

Individuals, Groups, and Institutions

- identify roles as learned behavior patterns in group situations such as student, family member, peer play group member, or club member.

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.
- explain why individuals and groups respond differently to their physical and social environments and or changes to them on the basis of shared assumptions, values, and beliefs.

Time, continuity and change

- identify and use processes important to reconstructing and reinterpreting the past, such as using a variety of sources, providing, validating, and weighing evidence for claims, checking credibility of sources, and searching for causality.
- develop critical sensitivities such as empathy and skepticism regarding attitudes, values, and behaviors of people in different historical contexts.

People, places and environment

- describe how people create places that reflect cultural values and ideals as they build neighborhoods, parks, shopping centers, and the like.
- observe and speculate about social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought.

Individuals, Groups, and Institutions

- demonstrate an understanding of concepts such as role, status, and social class in describing the interactions of individuals and social groups.

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.
- 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.

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

- describe compare how people create places that reflect culture, human needs, government policy, and current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers, industrial parks, and the like.
- examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes.

Individuals, Groups, and Institutions

- apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.

Michigan Framework for Social Studies Education**Strand 1 - Historical Perspective**

- **Standard 1.2 – (Comprehending the Past)** – Students will understand narratives about major eras of American and world history by identifying the people involved, describing the setting, and sequencing the events.

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 2.2 – (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.
- **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.