

Map Comparisons

Educational Guide: Research

Grade Level: 6-12

Time: One class period and individual research time

Origin: Petra

Key Words: Student Choice

More about this resource:

This lesson gives an in-depth look at maps of the first century A.D. and current maps for the purpose of comparison.

Michigan Framework:

Strand 5 Inquiry

Standard 5.1 Information Processing

Students will acquire information from books, maps, newspapers, data sets, and other sources, organize and present the information in maps, graphs, charts, and time lines, interpret the meaning and significance of information, and use a variety of electronic technologies to assist in accessing and managing information.

Benchmark 5.1.5

Organize social science information to make and interpret maps.

Benchmark 5.1.7

Locate and interpret information about the natural environments and cultures of countries using a variety of primary and secondary sources and electronic technologies including computers and telecommunications where appropriate.

Benchmark 5.1.10

Locate information pertaining to a specific social science topic in depth using a variety of sources and electronic technologies.

Lesson Site

Petra Lost City of Stone

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This activity involves students with map research. Students will explore books, maps, and electronic technologies to discover the differences and similarities of maps of the past and maps of today. Their focus will be the Middle East and trading communities of Petra.

Procedure:

Students will begin with the map of Petra which shows the ancient incense trade routes at around 100 B.C. This map is available on this Web site:

http://www.amnh.org/education/resources/rfl/pdf/petra_guide_insert.pdf [PDF 1700kb]. Then students would use primary and secondary sources of text and technology to research maps throughout the centuries, looking for changes in topography, trade routes, city and country names, and waterways throughout the areas of Nabataean trade.

A written narrative of discoveries would be required. An effort should be made on the part of the students to see relationships between map development and changes in government and power structures within a region.