

# Nabataean Journals

**Educational Guide:** Research

**Level:** 3-12

**Time:** Daily entries or a class period

**Origin:** Petra

**Key Words:** Petra, Nabataeans, engineers, builders, potters, religious leaders, Roman Era, Julius Caesar, Mark Antony, Cleopatra, Herod the Great

**More about this resource:**

Petra comes alive with first person accounts of life as a resident of Petra or as an historical figure in the time period.

**The lesson includes:**

- Selection of Petra residents
- Famous historical choices
- Procedure for scoring
- Research possibilities

**Michigan Framework:**

Strand I 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

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

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.

Benchmark 1.3.13

Select contemporary problems in the world, and compose historical narratives that explain their antecedents.

Strand 5 Inquiry

Standard 5.1 Information Processing

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

Benchmark 5.1.1

Locate information using people, books, audio/video recordings, photos, simple maps, graphs, and tables.

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 5.1.9

Interpret social science information about the natural environment and cultures of countries from a variety of primary and secondary sources.

**Benchmark 5.1.10**

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

**Benchmark 1.1.11**

Use traditional and electronic means to organize and interpret information pertaining to a specific social science topic and prepare it for in-depth presentation.

**Benchmark 1.1.12**

Develop generalizations pertaining to a specific social science topic by interpreting information from a variety of sources.

### **Lesson Site**

#### **Petra Lost City of Stone**

**Activity:** Research

**Time Required:** Daily entries or a class period

**Age Level:** 4-12

This activity gives the students an “up close and personal” look at Nabataean life in Petra. Students will “become” Nabataeans and write daily entries of life in Petra. Students may choose to write from the perspective of a builder, a potter, a religious leader, a merchant, a ruling elite, an artist, or an engineer. Some students may choose to write from the perspective of some of the traders who visited Petra or from the perspective of a Roman during the Roman Era. Famous historical figures from that era such as Herod the Great, Cleopatra, Mark Antony, and Julius Caesar may also be chosen. For the gifted student or the one with high interest in this activity, writing could be done from more than one perspective.

**Procedure:**

Students may write entries on a daily basis or this may be a class period project. Students will acquire information from all possible sources including electronic technologies. Students will reconstruct the past by comparing interpretations written by others from the variety of perspectives, then record what their life was like. Students should consider the impact of their daily activities and how they may be affecting the course of history.

Points could be earned by the validity of their entries as well as the mention of the many now known physical features of Petra. Example: The trader who visits Petra might mention the incense and spices traded. Other traders they meet in Petra, the architecture and artistry of the city, and possible mention of the Roman rule.

**Petra books and website references:**

<http://www.calvin.edu/petra/educators/references.php>