

LESSON PLAN

Title: Petra: How trade leads to cultural synthesis **Subject/Course:** World History

Topic: Petra **Grade:** 9-10 **Designer:** Kim Young

Stage 1 – Desired Results

ESTABLISHED GOALS/STANDARDS

NCSS - Culture, Time, Continuity, and Change: Through the study of the past, learners examine the institutions, values, and beliefs of people in the past and gain an understanding of how important historical events and developments have shaped the modern world.

NCSS - Individual Development and Identity: In order to understand individual identity and development, learners should study the influence of various times, cultures, groups, and institutions.

ENDURING UNDERSTANDINGS

Engaging in complex trade networks benefits a civilization economically, but it also leads to intellectual and artistic fusion.

ESSENTIAL QUESTIONS

What is significant about Petra's geographic location?
Which architectural features of Petra are uniquely Nabataean? Which architectural features are the results of cultural fusion? Why did this fusion happen?

CONTENT

Petra – trade, architecture, Nabataean
International Influences –Roman, Greek, Egyptian, Babylonian, Indian
Terms—syncretism, cultural fusion, crowstep, Dushara, Corinthian, temple, column, amphitheater, ziggurat, obelisk

SKILLS

Compare and contrast visual primary sources to infer cultural origins of architecture in Petra.
Critically analyze the role trade played in supporting cultural fusion in the Middle East.
Communicate historical conclusions through writing.

Stage 2 – Assessment Evidence

Performance Task:

Formative: Pollseverywhere Open Ended Response Survey

Summative: Tour Guide Speech Writing, Pollseverywhere Open Ended Response Survey

Stage 3 – Learning Plan

Formative Assessment:

Using the powerpoint (<http://www.slideshare.net/9thWorldHistory/petra-intro>), at the beginning of class, have students complete a Pollseverywhere.com activity. Load open ended sentences, like “The Middle East is _____” and “Trade results in_____” to the program to quickly gauge students’ current understandings. Show the one-minute clip from *Indiana Jones and the Last Crusade* and also have students submit open-ended observations. (<https://www.youtube.com/watch?v=-7sQQg7MFNw>)

Using the data collected from pollseverywhere, as a class, sort statements using the DIE model. Use this activity to foster discussions about students’ current conceptions. (20 minutes)

DESCRIPTION: What I See (only observed facts)

INTERPRETATION: What I Think (about what I see)

EVALUATION: What I Feel (about what I think...positive or negative)

Learning Activity:

Prior to this lesson, students should have an overview understanding of the Silk Road. A suggested resource to use with students is the YouTube series *Crash Course: World History*, Episode 9. The primary source evidence pages and secondary source reading should be printed (one per group) and placed in a folder (mix order).

Give a brief direct teach introduction on Petra and the Nabataeans. See resources for suggested texts. (5 minutes)

Break students up into groups. Pass out folder of primary sources and one secondary source. Allow students to explore the resources collaboratively and draw conclusions. The teacher should circulate and ask probing questions. (40 minutes).

Direct students to synthesize their conclusions. They should use googledocs to collaboratively complete the tour guide speech writing assignment. (45 minutes).

Have students complete the Pollseverywhere prompts again. (5 minutes)

Use Pollseverywhere prompts to create word clouds to visually show students’ change in learning. Use word clouds and reflections from students to review essential questions. (10 minutes)

Resources

Milstein, Mati. “*Lost City’ of Petra Still Has Secrets to Reveal.*” National Geographic.
<http://science.nationalgeographic.com/science/archaeology/lost-city-petra/>

Rababe’h, Shaher. *Nabataean Architectural Identity and its Impact on Contemporary Architecture in Jordan* (http://www.researchgate.net/publication/259265552_Nabataean_Architectural_Identity_and_its_Impact_on_Contemporary_Architecture_in_Jordan)

Taylor, Jane. *Petra and the Lost Kingdoms of the Nabataeans*. New York: I.B. Tauris & Co, 2012.

Petra - Architecture

As part of your investigation, make sure to think about:

Key Ideas:

1. Geographic advantages of Petra
2. Architectural characteristics unique to the Nabataeans
3. Architectural characteristics that are the result of cultural fusion
4. What are the effects of Silk Road trade in Petra?



Evidence to utilize:

- 1) Map
- 2) Primary Source images
- 3) Secondary Source reading

As you analyze the evidence, take notes related to the key ideas. (40 minutes)

When you have finished examining the evidence, use googledocs to collaboratively write an informative, engaging, and interactive tour guide speech. Imagine you are a tour guide at Petra---what will you tell tourists to better inform their perceptions of the Middle East? Speeches may be conversational and should be one page long. (45 minutes)

A good speech will:

- thoroughly address all key ideas
- be historically accurate
- intersperse use of artifacts and primary sources with information
- be engaging: no boring "talking heads".....don't make your tourists fall asleep!

Writing Rubric

Criteria	Exceeds	Meets	Needs Improvement
Ideas and development	The writing achieves its purpose through an original, unifying idea fully supported by rich details and critical thinking. Writing demonstrates mastery of content knowledge.	The writing has a purpose and a unifying idea supported by sufficient details and adequate critical thinking. Writing demonstrates adequate content knowledge.	The writing lacks a clearly identifiable purpose, unifying idea and/or sufficient details/critical thinking. Writing demonstrates confused, incomplete or incorrect content knowledge.
Organization	The structure enhances the central idea and purpose, including an effective beginning, an intentional progression of ideas, and a sophisticated conclusion/resolution. -Uses all documents -Analytical grouping -	The writing includes a clear beginning, a logical progression of ideas, and an adequate conclusion/resolution to suit the purpose.	The structure lacks a consistently logical progression of ideas and/or is inappropriate to purpose without providing an adequate conclusion and/or resolution.
Language and style	Word choice, voice, sentence fluidity and overall clarity are deliberate, fully achieving the writing's purpose and engaging the audience.	Word choice, voice, sentence fluidity, and overall clarity suit the writing's purpose and audience.	The writing lacks consistent consideration of audience and purpose, including poor word choice, inappropriate voice, and/or unclear expression of ideas.
Mechanics	The writing demonstrates an effective use of written conventions (e.g. spelling, grammar, formatting, punctuation, no repetition, appropriate word choice, capitalization, emphasis, no sentence fragments, no slang or informal language) to fully achieve its purpose and communicate to the audience. Meets all expectations listed in the middle column.	The writing demonstrates understanding of written conventions (e.g. spelling, grammar, formatting) as appropriate to purpose and audience. Include the title, name, date, instructor's name. Double spaced, appropriate font size, proper line spacing, numbered pages.	The writing demonstrates a lack of understanding of written conventions due to spelling, grammar, formatting or other errors given the purpose and audience.
Area of Focus: Cause and Effect	Student explains in-depth how a single cause results in multiple effects.	Student explains how a single cause results in multiple effects.	Student provides limited explanation on how cause determines multiple effects.

Pliny the Elder and other writers identify **Petra** as the capital of the Nabataeans and the centre of their caravan trade. Enclosed by towering rocks and watered by a perennial stream, **Petra** not only possessed the advantages of a fortress, but controlled the main commercial routes which passed through it to Gaza in the west, to Bosra and Damascus in the north, to Aqaba and Leuce Come on the Red Sea, and across the desert to the Persian Gulf.

Excavations have demonstrated that it was the ability of the Nabataeans to control the water supply that led to the rise of the desert city, creating an artificial oasis. The area is visited by flash floods and archaeological evidence demonstrates the Nabataeans controlled these floods by the use of dams, cisterns and water conduits. These innovations stored water for prolonged periods of drought, and enabled the city to prosper from its sale.

Although in ancient times **Petra** might have been approached from the south via Saudi Arabia on a track leading around Jabal Haroun ("Aaron's Mountain"), across the plain of **Petra**, or possibly from the high plateau to the north, most modern visitors approach the site from the east. The impressive eastern entrance leads steeply down through a dark, narrow gorge (in places only 3–4 m (9.8–13 ft) wide) called the Siq ("the shaft"), a natural geological feature formed from a deep split in the sandstone rocks and serving as a waterway flowing into Wadi Musa. At the end of the narrow gorge stands **Petra**'s most elaborate ruin, Al Khazneh (popularly known as "the Treasury"), hewn into the sandstone cliff.

El Deir ("The Monastery")

A little further from the Treasury, at the foot of the mountain called en-Nejr, is a massive theatre, so placed as to bring the greatest number of tombs within view. At the point where the valley opens out into the plain, the site of the city is revealed with striking effect. The amphitheatre has been cut into the hillside and into several of the tombs during its construction. Rectangular gaps in the seating are still visible. Almost enclosing it on three sides are rose-coloured mountain walls, divided into groups by deep fissures, and lined with knobs cut from the rock in the form of towers.

Source: <http://www.terhaal.com/jordan-petra-geography>

Primary Sources

Print out one set per group and put in a folder/envelope. Mix up order so answers are not immediately apparent.

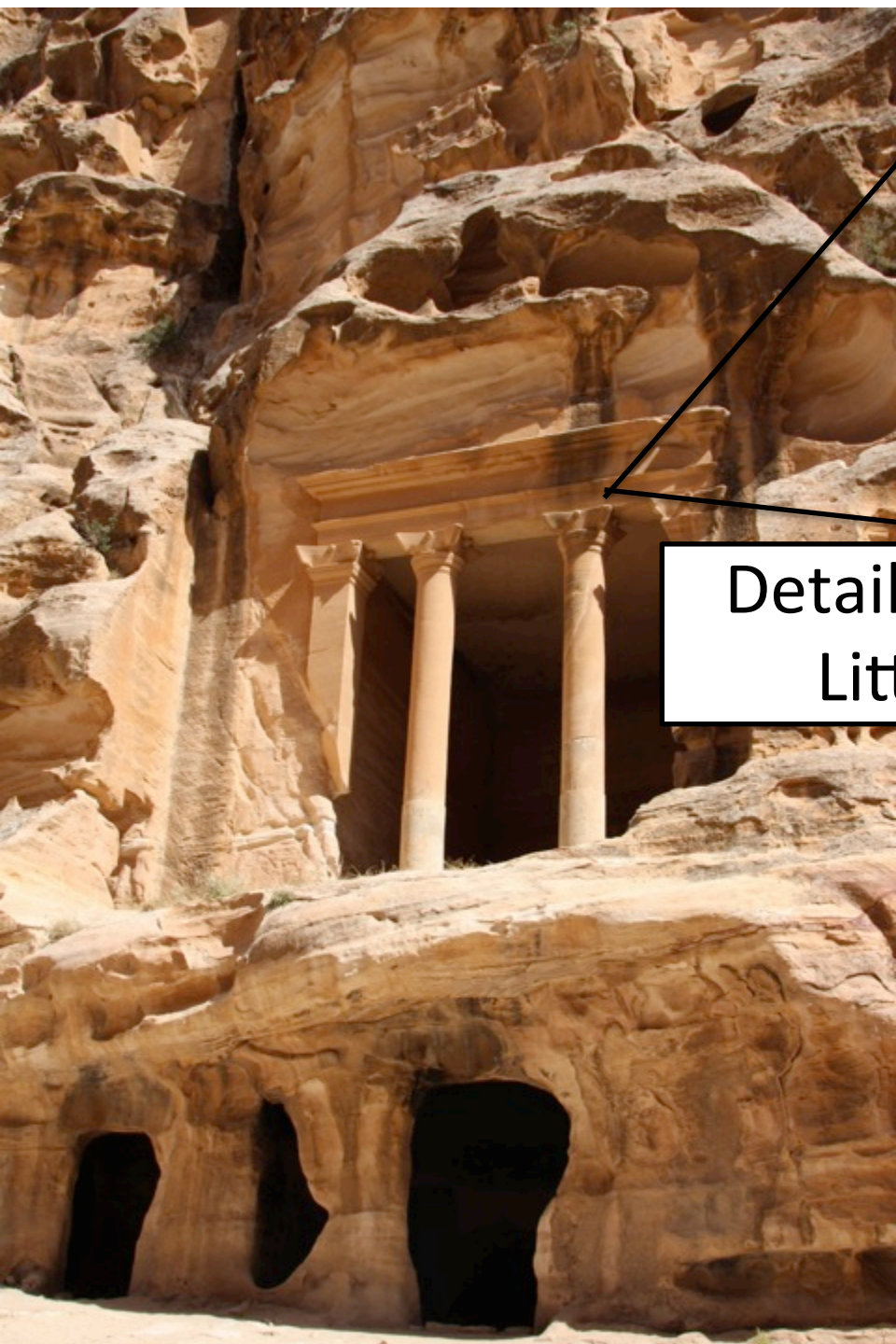
Color printing is preferred, but b/w will also work.



Frescos, Dining Hall, Siq al-Barid
Little Petra, Jordan



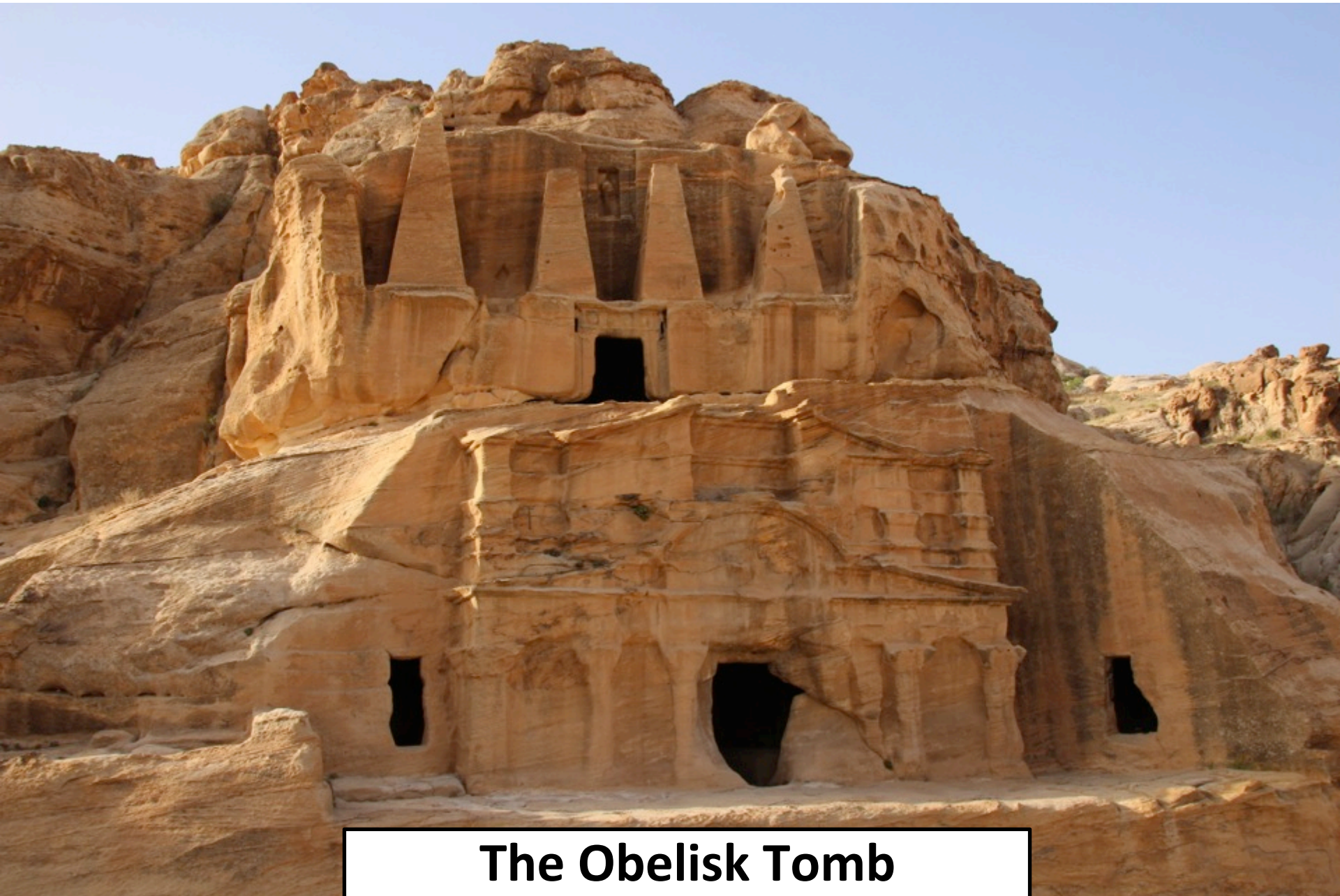
House of the Venus of the Seashell
Pompeii, Italy



Detail of Temple Column
Little Petra, Jordan

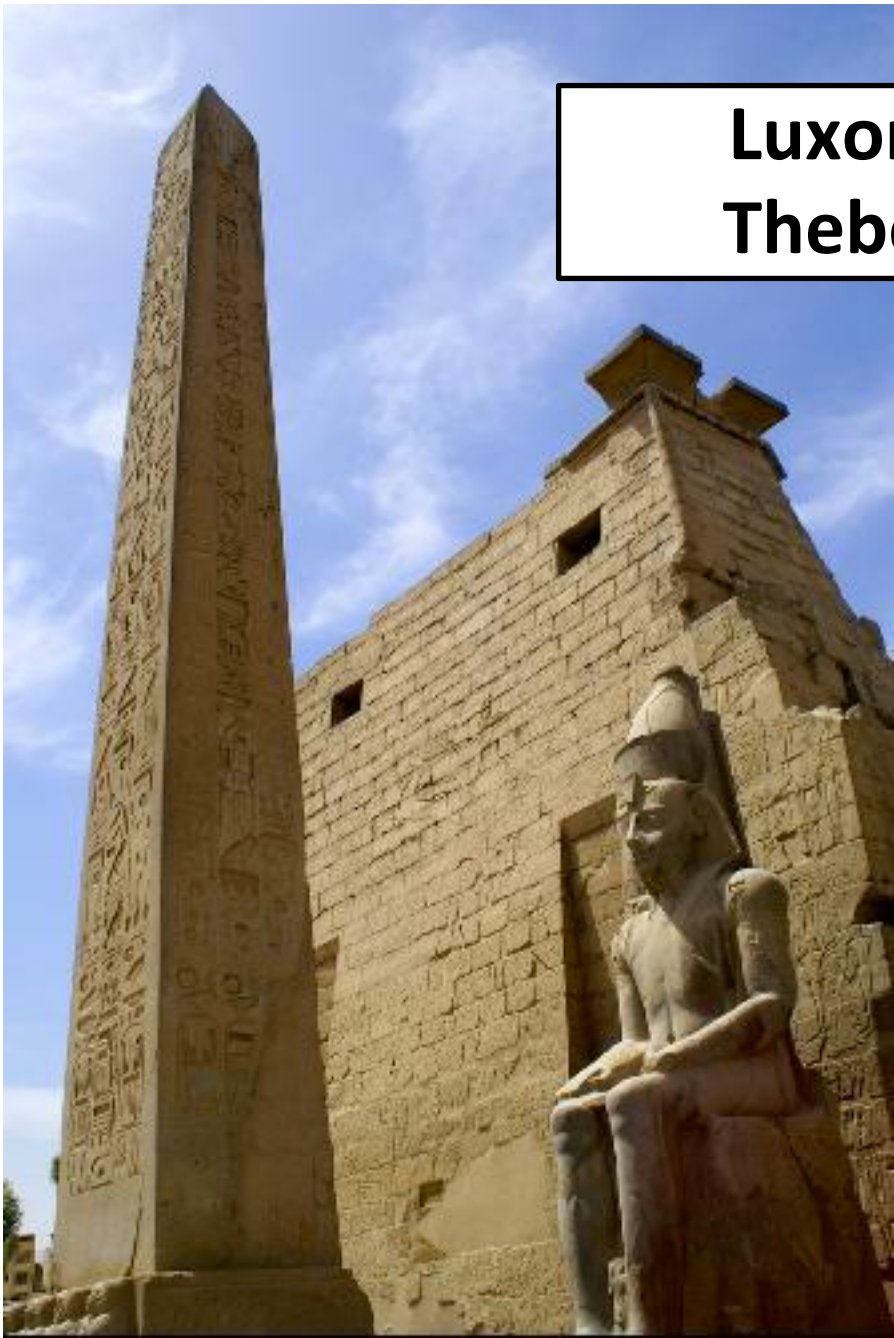


Detail of Column
Petra, Jordan



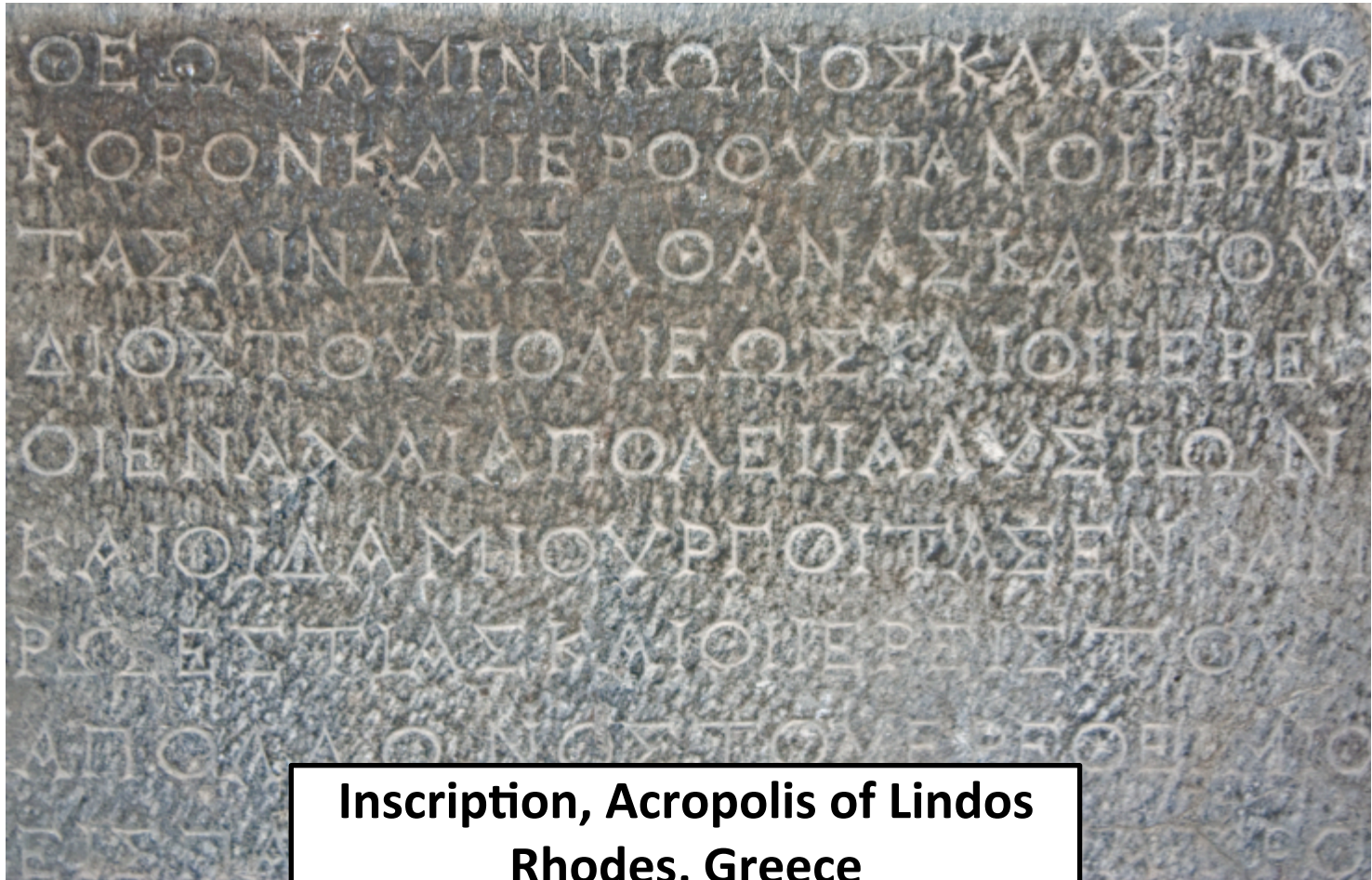
**The Obelisk Tomb
Petra, Jordan**

Luxor Temple Thebes, Egypt



**Inscription, Valley that leads to the Siq
Petra, Jordan**





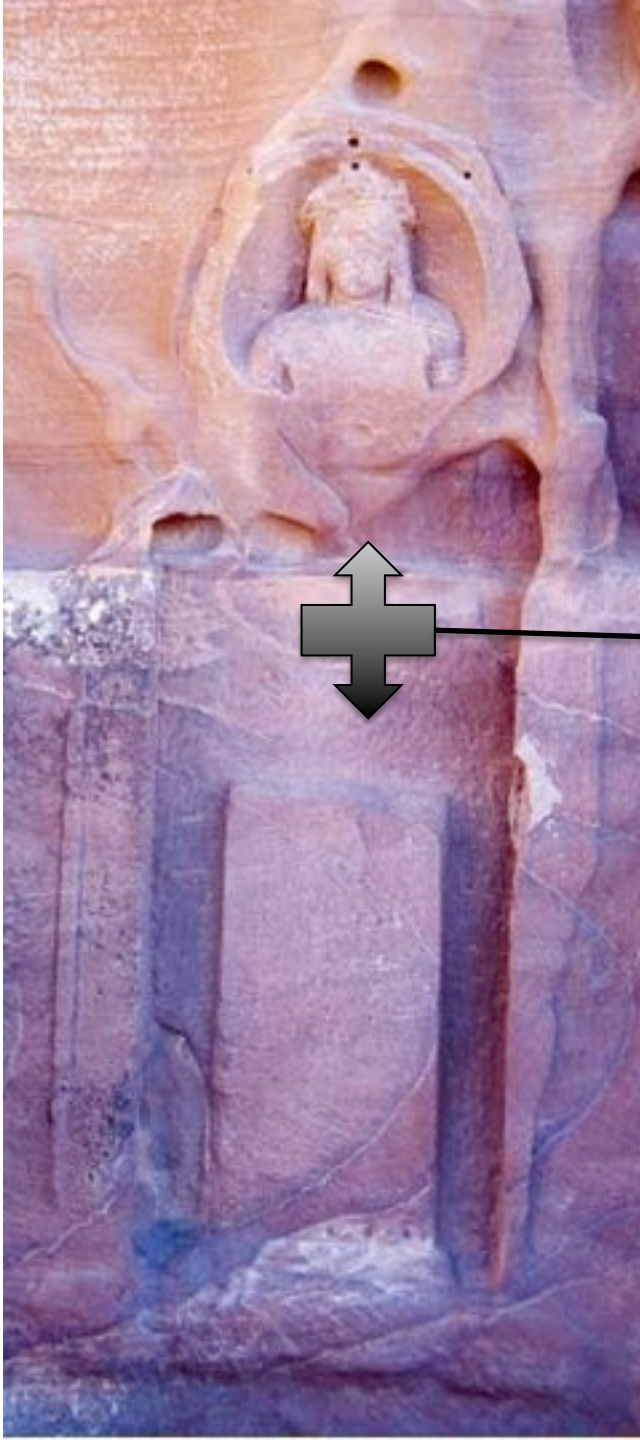
**Inscription, Acropolis of Lindos
Rhodes, Greece**

Detail, Carvings Canyon leading to Petra



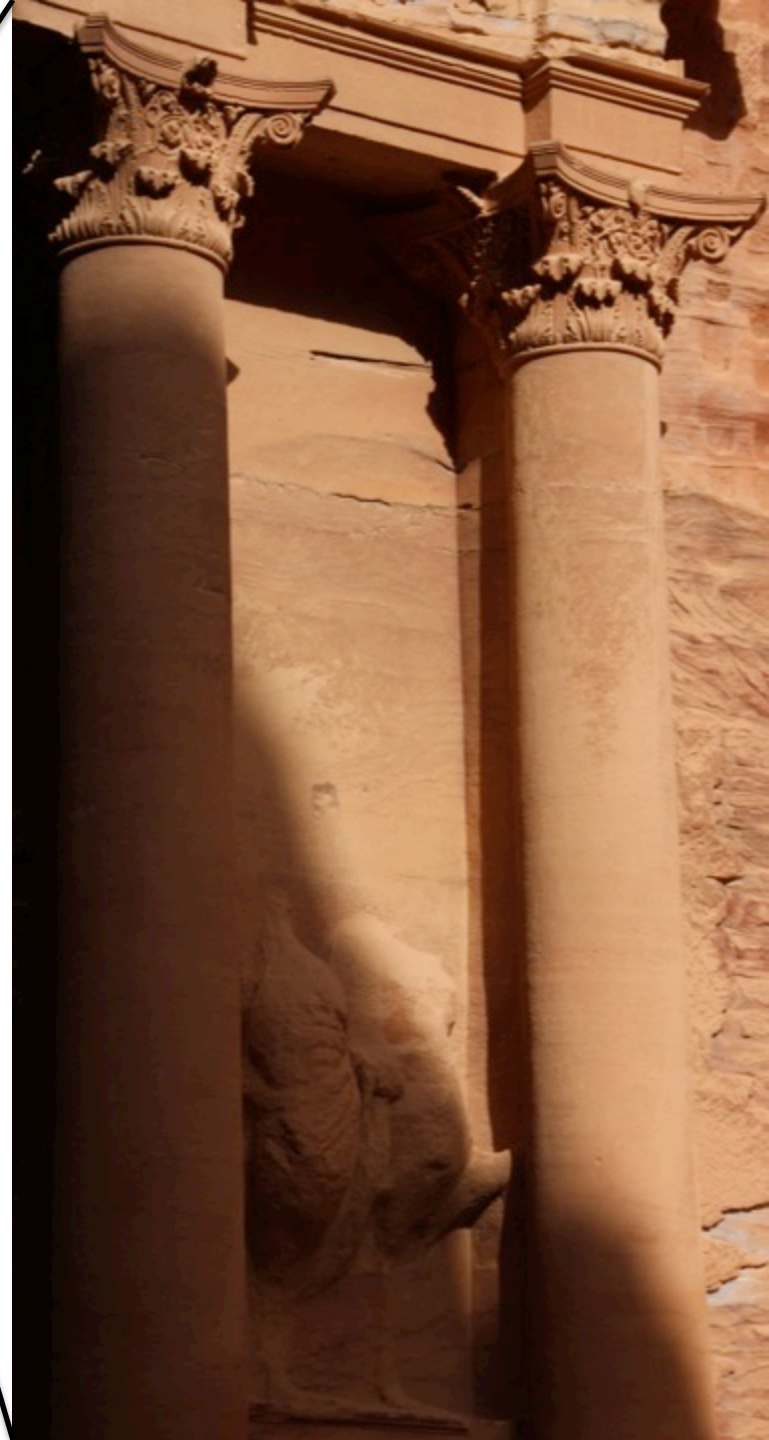
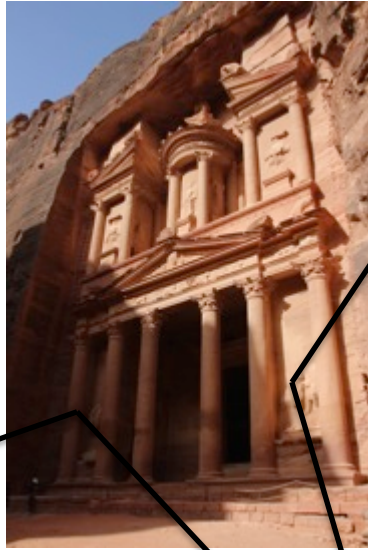
**Nabataeans often depicted
their gods as blocks or circles**

**Detail, Carvings
Canyon leading to Petra**



**How does this image show
religious cultural fusion?**

**Detail, The Treasury
Petra, Jordan**

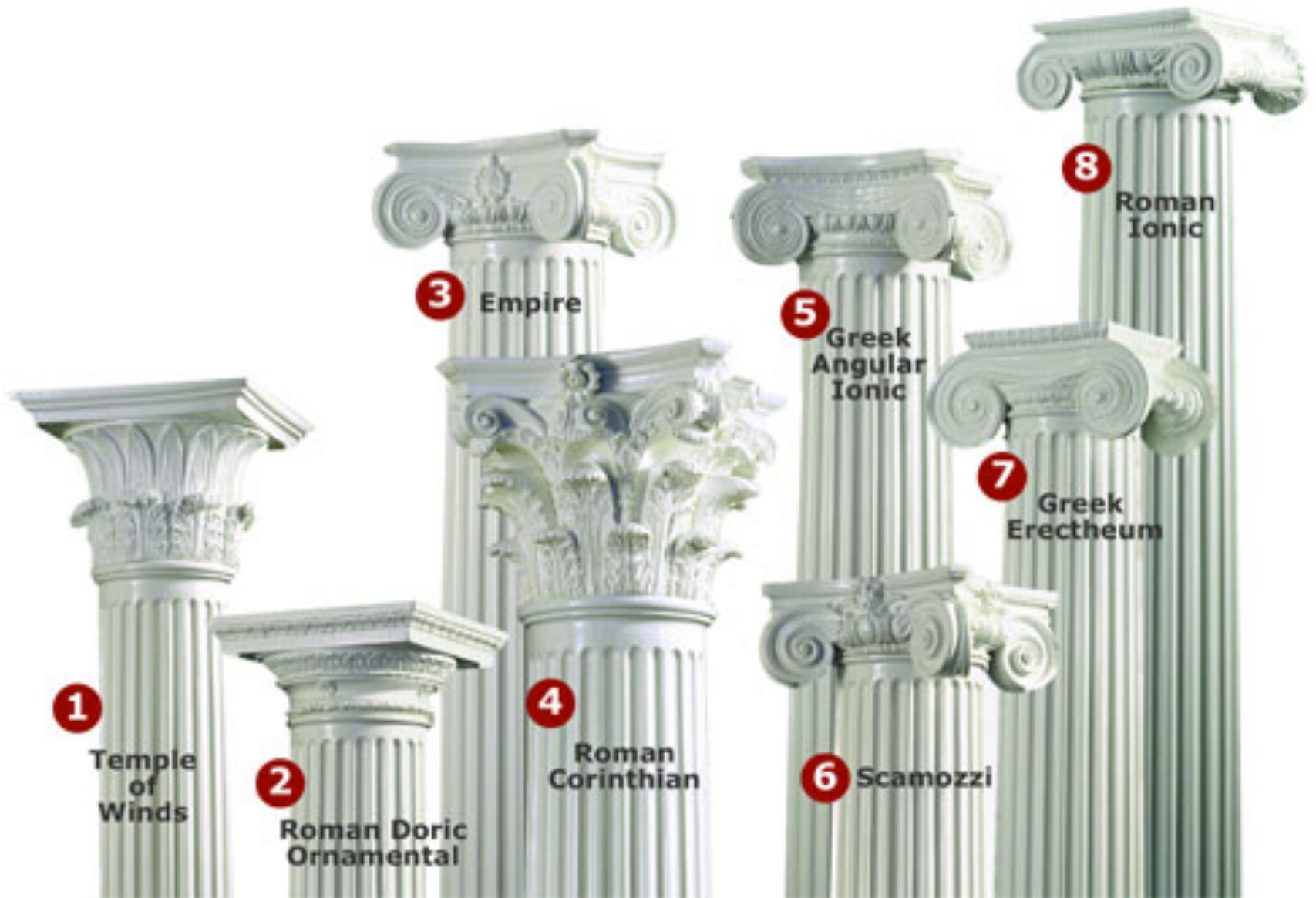




**Heavenly Twins, Castor and Pollux
Capital Building
Rome, Italy**

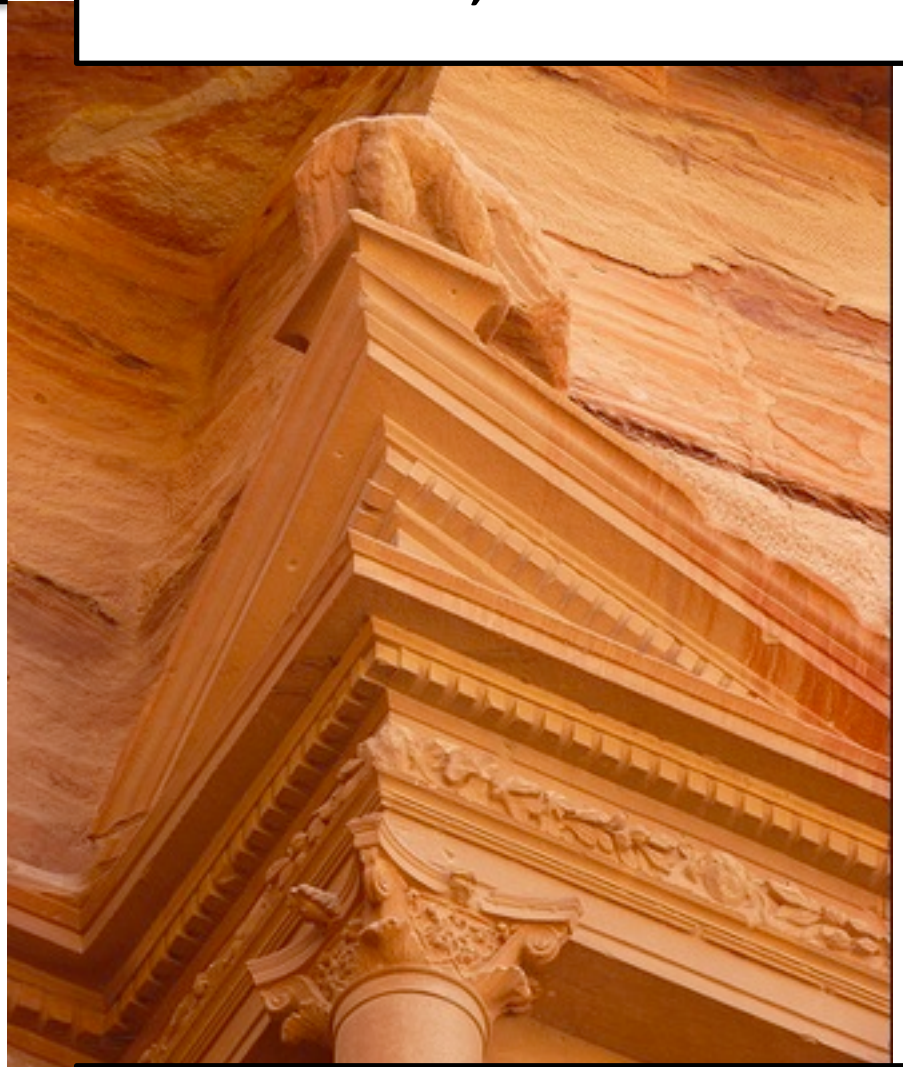


Detail, Column
Petra, Jordan



Guide to Greek and Roman Columns

**Detail of Façade, The Treasury
Petra, Jordan**

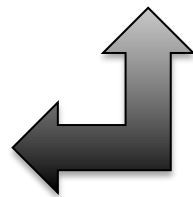


**Dushara, a powerful Nabataean
God, was often depicted as an
Eagle**

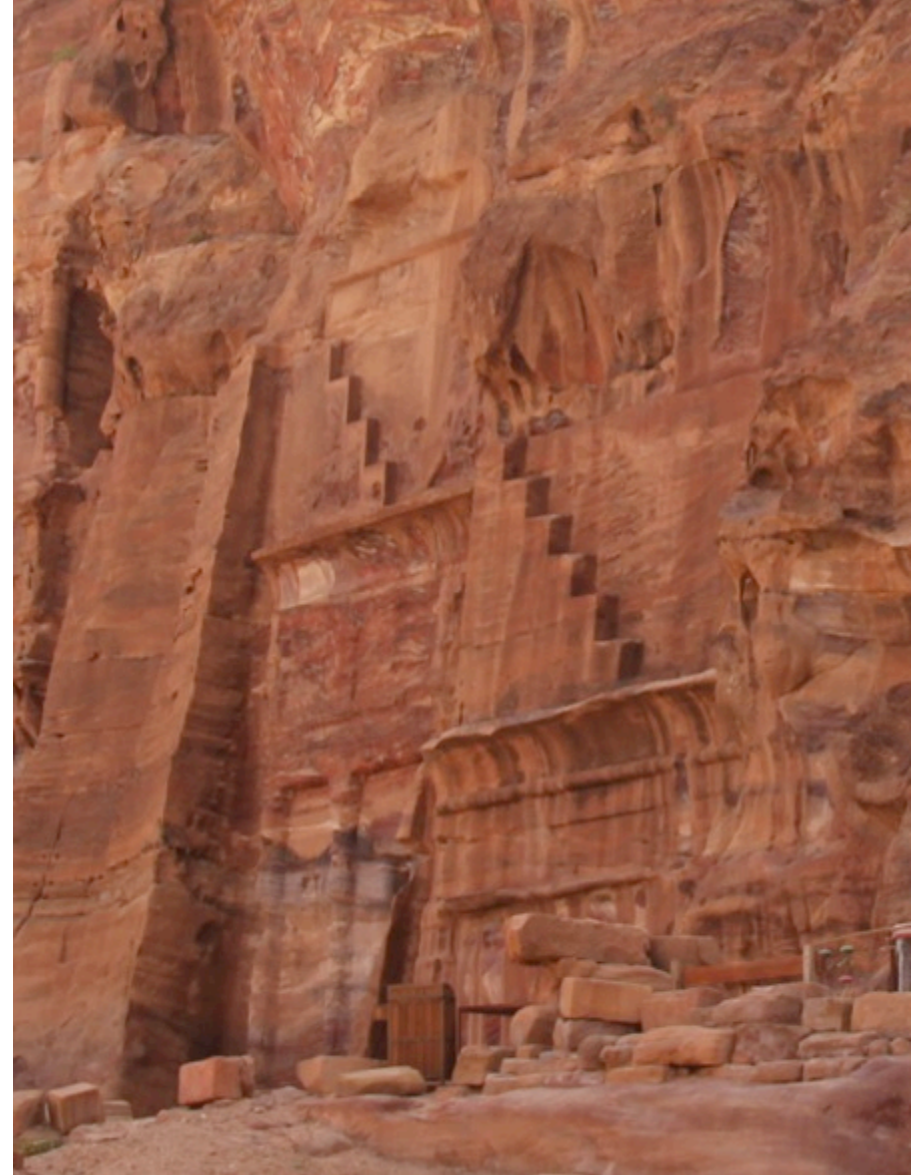
**The Treasury
Petra, Jordan**



**Pantheon
Rome, Italy**

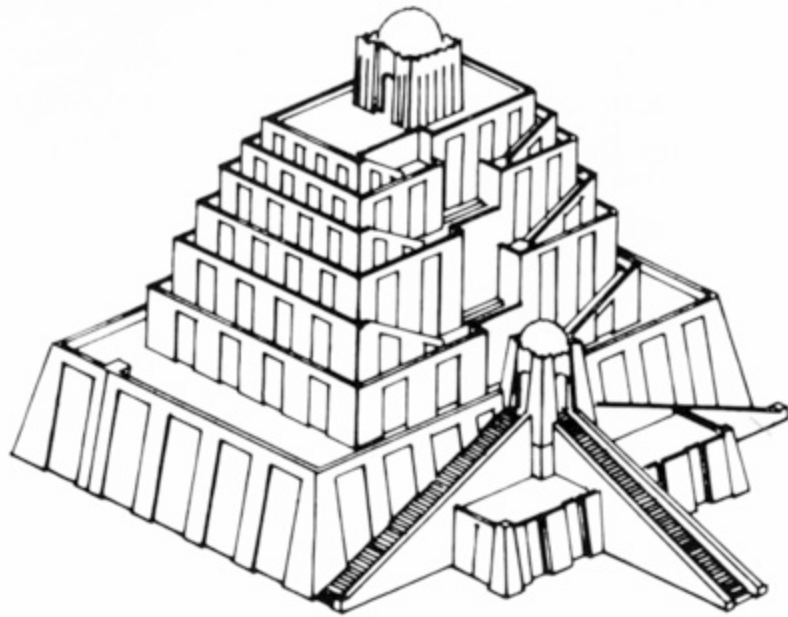


**What did the Nabataeans
borrow from the Romans? What
did they adapt/change?**



Crow-step: A pyramidal stepped design used as decoration on Nabataean tombs, either in a narrow horizontal band of multiple crow-steps or in a single monumental pair of steps over a cavetto cornice;

**Detail, Facade
Petra, Jordan**



**Ziggurat of Ur
Tell el-Makayyar, Iraq
built by the Babylonians**



Petra, Jordan

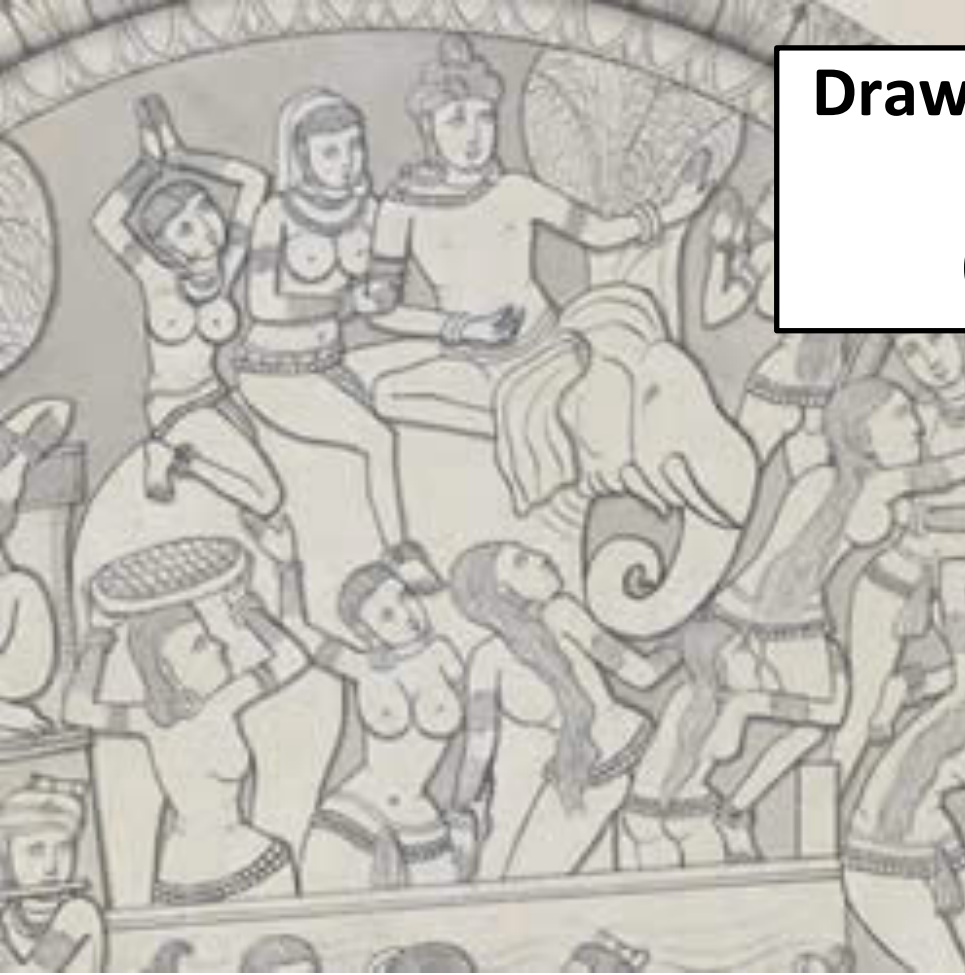


**Amphitheater
Verona, Italy**



**Detail, Great Temple
Petra, Jordan**

**Drawing of Temple Medallion
Amaravati, India
(in British Museum)**



**Temple Medallion
Amaravati, India
(in Chennai State Museum)**



**Detail, Arch
Petra, Jordan**





**Medusa Sculpture
Rome, Italy**

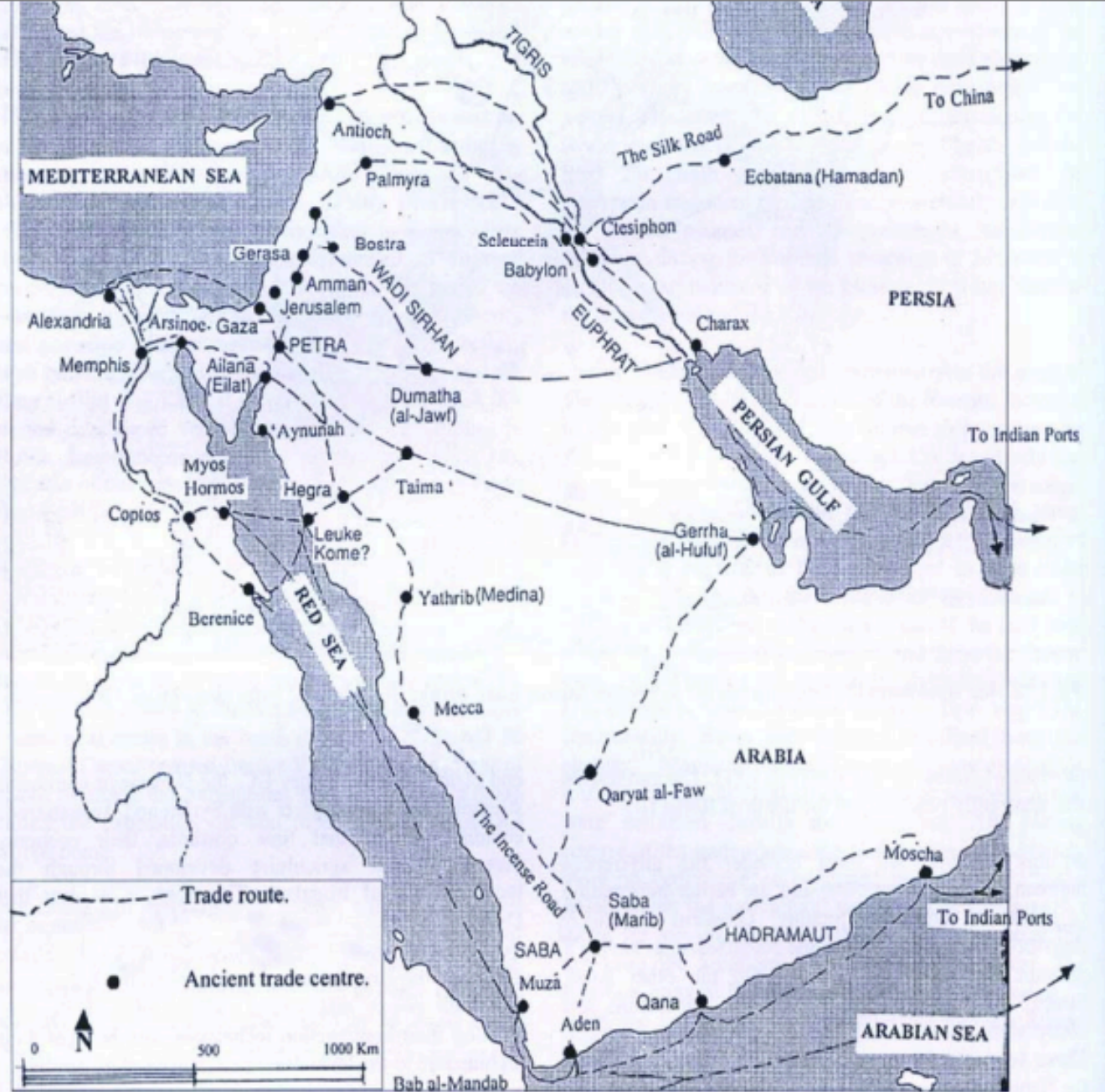



Fig.1. Nabataean Kingdom, its extent, ancient trade routes and major centres, Petra and Medain Saleh (After Rababeh, 2005: Fig.1.13).



**Detail, Treasury Façade
Petra, Jordan**

**Nabataean Goddess al-'Uzza
Or
Greek Goddess Aphrodite
Or
Egyptian Goddess Isis?**