

The Middle East: Land of Contrasts: Teacher's Guide

Grade Level: 6-8

Curriculum Focus: Geography

Lesson Duration: Three class periods

Program Description

This ancient region gave rise to powerful civilizations and three of the world's great religions. The program chronicles the interweaving of history, faith, and modern life in several nations. Students will gain a historical background to better understand recent events in the Middle East. This program includes one feature segment and three short segments.

Onscreen Questions

- What kinds of goods were traded in the Middle East, and how has trade changed?
 - What are some ways that people living in the Middle East choose to travel?
 - What makes a city a holy place?
 - Why do some people think it's important to travel to holy places?
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Lesson Plan

Student Objectives

- Review Jordan's location and geography.
- Work with partners to learn about a monument in Petra, Jordan's ancient city.
- Create a class "slide" show about ancient Petra.

Materials

- *The Middle East: Land of Contrasts* video and VCR, or DVD and DVD player
- Computer with Internet access
- Print resources about Petra
- Construction paper (five pieces for each site)
- Materials to create "slides" (plain paper, markers, glue, scissors)

Procedures

1. After watching "The Royal Tour of Jordan" segment, ask students to find Jordan on a classroom map. In what part of the world is Jordan found? (the Middle East) What countries border Jordan? (Israel, Syria, Iraq, and Saudi Arabia) How much of the country is bordered by the sea? (very short coastline along Gulf of Aqaba, Red Sea) Ask students to use the map and what they learned in the video to describe Jordan's geography. (There are deserts to the east and mountains to the north and south.)
2. Show the class Petra on the classroom map. (Petra is in southeast Jordan.) Ask students what they remember about Petra, the ancient city featured in the program. Give students some background: Petra is an ancient city carved in the cliffs and rocks in the middle of Jordan's desert. The Nabataeans, a group of Arabian nomads, founded the city in about 50 B.C. Located along ancient caravan routes between Arabia, Egypt, and the Mediterranean Sea, Petra was a center for trade. But it was also a political center, serving as the capital of the wealthy and powerful Nabataean kingdom. In A.D. 106, the city was taken over by the Roman empire. Over time, the trade routes shifted, and Petra slowly lost its importance. The city was virtually lost until western explorers rediscovered it in the 1800s. Since then, archaeologists have excavated some of Petra's spectacular monuments that were carved into the city's cliffs and learned about life in this ancient city. For more about Petra, visit: <http://ology.amnh.org/archaeology/petra/index.html>
3. Tell students they will explore Petra's monuments and landmarks. Their task is to imagine that they're archaeologists working on one of these sites. They are going to learn about the site, collecting at least five images of the site and artifacts found there. With these images, they will create small posters, or "slides," to put together a slideshow for archaeologists back in the United States who are interested in Petra.
4. Assign students one of the following sites at Petra:
 - Al Khazneh (The Treasury)
 - The Great Temple
 - The Siq
 - Temple of the Winged Lions
 - Qasr al-Bint
 - Royal Tombs
 - Petra Church
 - Theater
5. Tell students that as they research their site they should gather at least five images. These images can reflect the site itself, an artifact that was found there, or a map of its location. Students may print out or sketch these images. They should make sure that each one is clearly labeled.
6. Have students use print and online resources in their research. The following Web sites may be helpful:
 - American Museum of Natural History: Ancient City of Petra
<http://ology.amnh.org/archaeology/petra/index.html>

- Petra: Photo Essay
<http://www.archaeology.org/magazine.php?page=online/features/jordan/petra>
 - Petra
<http://www.raingod.com/angus/Gallery/Photos/MiddleEast/Jordan/Petra/index.html>
 - Pool Complex at Petra
<http://www.homestead.com/petragarden/poolcomplex.html>
 - Great Temple Tour
<http://www.brown.edu/Departments/Anthropology/Petra/temple/temple.html>
 - The Complete Petra
<http://www.isidore-of-seville.com/petra/>
 - World's Monuments: Petra (article and 3 pictures)
<http://wmf.org/2000list.html?sid=2357&year=2002>
 - Petra: Jordan's City in the Rock
<http://www.nationalgeographic.com/explorer/petra/more.html>
 - Tour of Petra
http://www.panoramaproductions.net/tr_petra.htm
 - Petra: The Great Temple Excavation
<http://www.brown.edu/Departments/Anthropology/Petra/>
7. Once students have completed their research, give them one class period to write up their findings and create "slides." To do this, they should glue each of the pictures they collected onto a piece of construction paper, labeling the image.
8. Have students present their slides, letting them pass each image around the class. Their presentations should include the background information collected in their research.

Assessment

Use the following three-point rubric to evaluate students' work during this lesson.

- **3 points:** Students were highly engaged in class discussions; showed thorough research on their Petra site; labeled at least five appropriate images; created a complete presentation that included all of the assigned information.
- **2 points:** Students participated in class discussions; showed satisfactory research on their Petra site; labeled fewer than five appropriate images; created an adequate presentation that included most of the assigned information.
- **1 point:** Students participated minimally in class discussions; showed minimal research on their Petra site; labeled less than four appropriate images; created an incomplete presentation with little or none of the assigned information.



Vocabulary

archaeologist

Definition: A scientist who studies the life and culture of ancient peoples by studying their material remains (such as ruins and artifacts)

Context: Archaeologists have uncovered only a small part of the original city of Petra.

artifact

Definition: An object made by humans, such as a tool; an object remaining from a particular period

Context: Many artifacts have been found in Petra, from water pipes to religious statues.

Nabataeans

Definition: A group of nomadic people who settled in Petra and ruled over a powerful kingdom from 170 B.C. to A.D. 106

Context: Petra was the capital of the Nabataean kingdom.

nomad

Definition: A wanderer; someone who moves from place to place

Context: Like other desert nomads, the Nabataeans had a keen knowledge of how to survive in their environment.

Academic Standards

Mid-continent Research for Education and Learning (McREL)

McREL's Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education addresses 14 content areas. To view the standards and benchmarks, visit <http://www.mcrel.org/>.

This lesson plan addresses the following national standards:

- Geography – Human Systems: Understands the patterns of human settlement and their causes
- Language Arts – Viewing: Uses viewing skills and strategies to understand and interpret visual media

The National Council for the Social Studies (NCSS)

NCSS has developed national guidelines for teaching social studies. To become a member of NCSS, or to view the standards online, go to <http://www.socialstudies.org>

This lesson plan addresses the following thematic standards:

- Time, Continuity, and Change
- People, Places, and Environments
- Individuals, Groups, and Institutions



Support Materials

Develop custom worksheets, educational puzzles, online quizzes, and more with the free teaching tools offered on the Discoveryschool.com Web site. Create and print support materials, or save them to a Custom Classroom account for future use. To learn more, visit

- <http://school.discovery.com/teachingtools/teachingtools.html>
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DVD Content

This program is available in an interactive DVD format. The following information and activities are specific to the DVD version.

How To Use the DVD

The DVD starting screen has the following options:

Play Video – This plays the video from start to finish. There are no programmed stops, except by using a remote control. With a computer, depending on the particular software player, a pause button is included with the other video controls.

Video Index – Here the video is divided into four parts (see below), indicated by video thumbnail icons. Watching all parts in sequence is similar to watching the video from start to finish. Brief descriptions and total running times are noted for each part. To play a particular segment, press Enter on the remote for TV playback; on a computer, click once to highlight a thumbnail and read the accompanying text description and click again to start the video.

Curriculum Units – These are specially edited video segments pulled from different sections of the video (see below). These nonlinear segments align with key ideas in the unit of instruction. They include onscreen pre- and post-viewing questions, reproduced below in this Teacher's Guide. Total running times for these segments are noted. To play a particular segment, press Enter on the TV remote or click once on the Curriculum Unit title on a computer.

Standards Link – Selecting this option displays a single screen that lists the national academic standards the video addresses.

Teacher Resources – This screen gives the technical support number and Web site address.

Video Index

I. Crossroads of Commerce (3 min.)

Explore the historic trade routes of Southwest Asia, and tour its traditional cities of trade and commerce – Istanbul in Turkey, Jerusalem in modern-day Israel, and Aleppo in Syria.

II. The Royal Tour of Jordan (38 min.)

From the ancient carved city of Petra to the brilliant blue Gulf of Aqaba, travel across Jordan with the country's most important man – King Abdullah II.



III. Jerusalem's History (5 min.)

Discover Jerusalem, an ancient city in the heart of modern-day Israel that is at the center of not one but three of the world's oldest religions, Judaism, Christianity, and Islam.

IV. The Call to Mecca (3 min.)

Each year, hundreds of thousands of Muslims participate in an annual pilgrimage to Mecca, called the hajj. Learn about the customs and traditions of this sacred journey.

Curriculum Units

1. Trade and Barter

Pre-viewing question

Q: Where do most of your food and necessities come from?

A: Answers will vary.

Post-viewing question

Q: What were the traditional goods traded in Jerusalem, Aleppo, and Istanbul?

A: Jerusalem: wood and fuel. Aleppo: wheat. Istanbul: carpets, tiles, and other manufactured goods.

2. The Life of a King

Pre-viewing question

Q: Why do you think future leaders of other countries are often educated in the United States?

A: Answers will vary.

Post-viewing question

Q: What would you do if you were declared a monarch?

A: Answers will vary.

3. Nomads of the Wadi Rum

Pre-viewing question

Q: Who are the Bedouins?

A: These nomads have roamed Jordan and other lands of the Middle East for thousands of years.

Post-viewing question

Q: In what ways might it be difficult to enforce the law in the desert?

A: Answers will vary.

4. Above the Wadi Rum

Pre-viewing question

Q: What is the best way to see the landscape of your hometown?

A: Answers will vary.

Post-viewing question

Q: What areas of the United States look similar to the Wadi Rum?

A: Answers will vary, but may include the Grand Canyon.



5. Journeying to Petra

Pre-viewing question

Q: How long do you think the buildings in your hometown will survive?

A: Answers will vary.

Post-viewing question

Q: What do you think is the most awesome aspect of Petra?

A: Answers will vary.

6. Recovering the Lost City

Pre-viewing question

Q: What are some important ruins or relics in your area?

A: Answers will vary.

Post-viewing question

Q: Why was Petra abandoned?

A: The trade routes shifted away from Petra, making it a less desirable place to live and work.

7. Diving in Aqaba

Pre-viewing question

Q: How would you make an area desirable to tourists?

A: Answers will vary.

Post-viewing question

Q: Why do you think the Red Sea has some of the best scuba diving in the world?

A: Answers will vary.

8. Jareh and the Royal Family

Pre-viewing question

Q: What do you think life is like for royalty?

A: Answers will vary.

Post-viewing question

Q: Is it possible for members of a royal family to live normal lives?

A: Answers will vary.

9. Water Adventures

Pre-viewing question

Q: Why is the Dead Sea so named?

A: The water is so salty that nothing can grow there.

Post-viewing question

Q: How is the Wadi Mujib similar to the Grand Canyon?

A: Answers will vary.



10. The Temple Mount

Pre-viewing question

Q: Are there any places that you consider to be sacred?

A: Answers will vary.

Post-viewing question

Q: What is the significance of the Western Wall?

A: It is the one remaining wall from King Solomon's temple, and Jews believe that God's presence is particularly strong there.

11. Religions of Jerusalem

Pre-viewing question

Q: What three religions call Jerusalem home?

A: Islam, Judaism, and Christianity all have spiritual roots in Jerusalem. For Judaism the spiritual center is the Temple Mount. For Islam, it is the Dome of the Rock. And for Christianity, it is the Church of the Holy Sepulcher.

Post-viewing question

Q: Do you think any one religion should have claim over Jerusalem?

A: Answers will vary.

12. The Hajj

Pre-viewing question

Q: What is Mecca?

A: Located in Saudi Arabia, Mecca is the holiest city in the Islamic religion. The prophet Muhammad taught that people should travel to Mecca at least once in their lives.

Post-viewing question

Q: What is the Black Stone?

A: According to Islamic beliefs, it was a gift from God to the first human being. During the hajj, Muslims must circle the shrine where this stone is kept seven times. When they are close enough to the Black Stone, they may kiss it or touch it with their fingers. Afterwards they are to pray.