



THE UNIVERSITY OF ARIZONA
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

Center for Middle Eastern Studies

Nabataeans, Petra, and Global Trade Networks

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Title: Nabataeans, Petra, and Global Trade Networks: A Document-Based Harkness Discussion

Grade-level: 10-12

Subject Area: European/World History

Topic: Nabataeans as innovators, Petra as a city, architecture, hub for Silk Road Trade.

Standards: *Iowa Core Standards for Social Studies in Grade 9-12: World History*

SS.9-12.8. (Inquiry Standard)

Construct explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose.

SS.WH.9-12.16. (Social Studies Content Standard)

Examine the ways in which trade, commerce, and industrialization affected societies. (Emphasis in this case on trade and commerce).

National Council for the Social Studies Standards (C3 Framework):

D2.His.1.9-12.

Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D2.His.5.9-12.

Analyze how historical contexts shaped and continue to shape people's perspectives.

D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

Compelling Question: "To what extent does control of global trade networks affect societies?"

Learning Objectives: Students can discuss a historical topic answering the question: To what extent does control of global trade networks affect societies? They will use Petra as the "case study" or historical example, but could pull into the discussion what they have already learned about Greece, Rome, Mauryan/Gupta India, and Qin/Han China to answer this question.

Specific Iowa Standard Learning Target: *I can examine the ways in which global trade networks affected classical-age societies.*

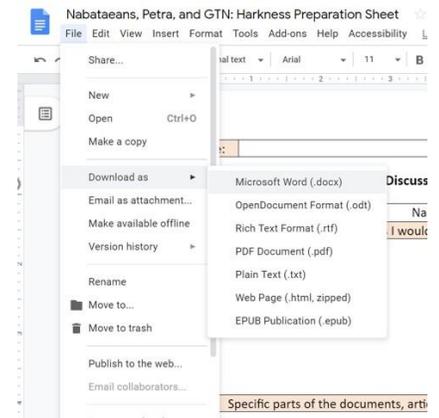
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Materials:

- The Google Drive Folder containing all documents needed is linked here: [“Nabataeans, Petra, and Global Trade Networks.”](#) Individual documents within this folder are linked below.
 - All documents will need to be COPIED. They will not be editable in their current form, since they are originals. In order to make a copy of these documents, select “File,” then “Make a Copy,” and select the folder where you would like it to save in your own Google Drive.

- Documents can also be downloaded as a Microsoft Word Document. To do this, select “File,” then “Download As” and then “Microsoft Word.” Then select the folder you wish to save it in.
- Projector in order for students to view a copy of the [Google Slides Presentation](#)
- Either 1:1 Technology for viewing and typing online, or copies of the following:
 - A copy of [Petra and Global Trade Networks DBQ](#) for each student **
 - A copy of the [DBQ Vocabulary Sheet](#) for either all students or just those who need it.
 - A copy or electronic copy of the [Harkness Prep Sheet](#) for each student.
 - A copy for each desk of the [Harkness Placemat by Mike Lutz \(Cumberland Valley School District\)](#)
 - A copy of the [Document analysis sheet](#) for students who need guidance with close-reading their documents. This document is fairly elementary, only focusing on implicit and explicit information, so it can be altered if students are ready for Point of View analysis and contextualization.
 - A link to or copy of [The Harkness Reflection](#), if desired, for each student
- A copy of [Harkness Tracking Sheet](#) for each class (one per class).
 - There are apps to track Harkness Discussions as well, if the teacher has an iPad:
 - Equity Maps: <https://equitymaps.com/>
 - Round Table: <https://round-table-harkness-discussion-tracking-ios.soft112.com/>



**It should be noted that hard copies are preferable for the DBQ, since students can highlight or annotate the documents. If that’s not possible, use an annotation app.

Procedure: Two (or three if needed) 45/50 minute class periods.

Day 1

- I. Prime the kids with the [Ending of Indiana Jones and the Last Crusade](#) Clip
 - Ask the kids if they know where that scene is filmed. ☺ See if they can recognize Petra, especially if they’ve read the reading before. If they have not (see below), then it serves as a fun introduction.
- II. Review Prior Learning (3-5 minutes): First, this lesson is meant for students who already have prior knowledge concerning the Silk Roads trade networks and the Classical Age Empires/Civilizations. It is also more effective if students have read the article from Newsela on the Nabataeans before this lesson. However, if the school has a no homework policy or if the student population will not read on their own, the teacher can have them read it in class before getting started. The teacher would need an additional 10-15 minutes for this if it is not assigned ahead of time.
 - If the teacher’s school district subscribes to Newsela, here is the link to the article “[The Nabataeans of Ancient Arabia, Builders of Petra.](#)” If not, the PDFs of the three secondary Lexile levels of the Newsela Article are linked below:
 - [MaxL](#) (11th-12th Grade)
 - [1130L](#) (9th Grade)
 - [980L](#) (7th Grade)
 - While the students read the article, or if students have already read it, the teacher opens the google slides presentation and leads the students through the first slide of questions. A Think Pair Share model might work best:
 - Why do you think people should learn about the Nabataeans?
 - Why do you think Indiana Jones was filmed there, in 1989?
 - What were the major global trade hubs of the classical era? What did they link together?
 - Why would the Roman Empire want to take the area that is present day Jordan, including Petra, in the 100s AD? Why didn’t they take it earlier?

III. Anticipatory Set (10-15 minutes):

- Introduce the Nabataeans. Who were they? Where did they live? Why are they important in history, even if we did not spend a large amount of time on their culture like we did with other Classical Civilizations?
 - Show 5 minute clip: [Who were the Mysterious Nabataean People of the African Middle East?](#)
 - The teacher may want to take a minute to discuss that there are other theories about who the Three Wise Men were (Persians/Medes etc.) if it is a priority. It is a nice example of historiography and differing opinions if there is time.
 - If the teacher has not already talked about caravanserais, s/he may wish to, since it is mentioned and not defined in this clip.
 - Show 5 minute clip: [BBC Two – Petra, Jordan](#)
- Discuss the importance of water to desert civilizations as well as trade routes. A connection to the Achaemenids and their control and manipulation of water as well as Asoka's creation of little "rest stops" on the Silk Roads for travelers might help students make a connection between government and control of trade networks if those topics have already been introduced.

IV. Main Activity (20-30 Minutes):

- Preparing for the Harkness Discussion
 - Continue the Power Point Presentation to the portion discussing the Harkness Method. Go through it with your students so they are aware of the expectations.
 - Have them get out their Harkness Placemats (linked above) so they can see what is on them, and show them how they can engage in a good Harkness Discussion.
- Analyzing the documents to prepare for the discussion
 - Spend the rest of class digging into and analyzing the documents to use in the discussion. Students may wish to discuss them in small groups, individually, etc. As long as classroom management is not sacrificed, students can benefit from talking through complicated primary sources with each other.
 - Students can use the Document Analysis sheets provided (linked above), if needed.
 - If this is the first Harkness Discussion for these students, they may benefit from doing the "Harkness Prep Sheet" (linked above). It can help students frame their initial thoughts, so they are not forced to come up with their analysis on the spot. This can also help shy students to have the confidence to participate.
- If students are unfamiliar with document analysis, they may need more time or more help. The teacher can choose to provide an additional day for document analysis, or guide students through the first few documents as a class.

V. Closing (2 Minutes):

- Remind students that they need to be ready to discuss the documents tomorrow, so make sure they have read and annotated them, and have filled out the Harkness Prep Sheet if it is one of the first discussions in the course.

Day 2

VI. Get ready for the discussion. (5 Minutes)

- If the teacher is a traveling teacher or the desks are not previously arranged, have the students help move the desks into a large circle.
- Have students pull out their Harkness Placemats and/or Harkness Prep Sheet.
 - When conducting Harkness Discussions, it is usually best to have no electronics on the desk if possible, but that would require the DBQ and all preparatory sheets to be printed ahead of time. So if printing cannot be done, then monitor student websites using GoGuardian or another monitoring network if it is available, or restrict their access to just Google Docs. This way students are not distracted online.
- Teacher pulls out the tracking sheet or tracking app if planning to utilize such a structure.

- Teacher writes the initials of each student in the circle on the tracking sheet or app approximately where they are sitting, leaving enough space out to the side to write the symbols for different types of involvement in the discussion.
- Teacher reminds students that pulling in information from the documents, from other units of study, and from teacher lectures is all utilizing evidence and is encouraged. Simply making observations without any information to back those observations up will not be sufficient for “full credit.”

VII. Harkness Discussion (35-40 Minutes)

- Students lead this discussion. The teacher can choose the student who will start the discussion if it is a shy class and needs a nudge, otherwise any student can start the discussion with a question or a thought to express.
- The teacher tracks the discussion using any method desired. A traditional Harkness model is tracked using the tracking sheet or one of the apps provided in the materials section, but if teachers do not wish to use that style, that is fine. The students should be able to get feedback from whatever is utilized. So rather than drawing lines only, or tracking the number of times students speak, the teacher should use the key to note what type of participation was occurring. (Extending conversation, thought provoking question, providing context globally, etc.)
- The teacher only steps in to correct misinformation. The teacher should be left out of the conversation unless it is relevant.
- In a standards-based model, this discussion could be utilized as evidence towards the standards mentioned above in terms of student knowledge. If the teacher is using a traditional grading model, it could be scored with points.

VIII. Debrief and Exit Slip (5-10 Minutes)

- Have the students write their thesis, or ultimate response to the question of the Harkness as an Exit Slip: “To what extent does control of global exchange networks affect societies?” This could be completed using a google form, or a simple piece of paper, whatever the teacher desires.
- At teacher discretion, students can also fill out the “Harkness Reflection” Google Form, which could also be printed. This allows students to reflect on their learning, determining how they could improve their discussion techniques in the future.

Additional Information

IX. Struggling Students Accommodations:

- When reading the Newsela article, use a reading level that is appropriate for those students.
- Some vocabulary could be added in order to help struggling readers. Some words from the DBQ may need to be defined. The vocabulary sheet provided in the materials section may be helpful for struggling readers, or provided to all students, and only those who truly need it will choose to use it.
- Document Analysis Sheets may be utilized if it helps the students to think about the documents. These can be very helpful if students are new to close reading documents or if students struggle with parsing out explicit vs. implicit information in a text or visual source.

X. Extension: If students are interested in an extension, or finish their analysis early due to advancement, here are a few options:

- Video (6 Mins) - [Petra’s Hydraulic Wonders](#)
- Video (55 Mins) - The [National Geographic Documentary on Petra](#)