

Unit: The Nabataeans

History
Year 5/6 Age range 9-11

About the Unit

This unit is a study of Nabataean life and achievements. Comparisons can be made to other early civilisations, such as the Greeks or used to provide contrast with British history.

Where the unit fits in

This is an independent unit and does not rely upon any specific prerequisite unit.

Prior learning

Children should be aware of chronological terms and references, historical enquiry, being able to compare and contrast.

Vocabulary

Ancient, location, AD, BC, BCE, CE, revenue, trading, trader, goods, income, pirates, business, Nabataeans, Greeks, Egyptians, Romans, trade, Petra, sites, Nabataean coins, primary, secondary sources, coins, artefacts, relics, archaeology, events, kings, Nabataean city, capital, Al-Khazneh, the treasury, valley, sandstone, mausoleum, tomb, crypt, carving, structure, architecture, Stele, beliefs, funeral, burial, gods, Thamud, tomb, worship, alphabet, inscriptions, tombs, messages, letters, Arabic, Nabataean, writing, oral

Resources

World map or globe
BBC – Around the World in 80 treasures (Jordan episode)
www.wikipedia.co.uk (Nabataeans)
Glossary of historical terms www.prosyst3ms.co.uk
Al-Khazneh photos www.prosyst3ms.co.uk
Madain Saleh photos www.prosyst3ms.co.uk
Nabataean coins www.prosyst3ms.co.uk
Nabataean gods info sheet www.prosyst3ms.co.uk
Nabataean script www.prosyst3ms.co.uk
Nabataean traders sheet www.prosyst3ms.co.uk
Nabataean map and pics www.prosyst3ms.co.uk
Nabataean coins www.prosyst3ms.co.uk
Nabataean worksheet1 www.prosyst3ms.co.uk
Petra information sheet www.prosyst3ms.co.uk
Petra video clip worksheet www.prosyst3ms.co.uk
Petra video clip answers www.prosyst3ms.co.uk
Petra worksheet2 www.prosyst3ms.co.uk
Petra worksheet2 answers www.prosyst3ms.co.uk
The Nabataeans PowerPoint www.prosyst3ms.co.uk
Nabataean beliefs PowerPoint www.prosyst3ms.co.uk
End of unit test www.prosyst3ms.co.uk
End of unit test answers www.prosyst3ms.co.uk

Expectations

At the end of the unit

Most children will:

Be able to place the Nabataeans in time and place. Understand their beliefs and occupations and compare with their own. Record from primary and secondary sources.

Some children will not have made so much progress and will:

Understand the Nabataean civilisation existed a long time ago and in places found in the middle-east. Record from primary sources with assistance.

Some children will have progressed further and will:

Accurately place the Nabataeans in time and place as well compare their existence with other civilisations they may have studied. They will appreciate their beliefs, occupations and lifestyles, as well as how they were governed. Why they created cities in particular places and the significance of sites such as Petra and Madain Saleh. They will be able to make comparisons with the different aspects they have studied with their own lives.

Cross-curricular links

R.E.

- Be able to describe ways of life and practices in various religions and understand how these stem from beliefs and teachings
- Compare practices and beliefs of various religions to their own beliefs

Geography

- Locate different places that are being studied on a world map and/or on a regional map.
- Locate their own home town/country on a map.



<ul style="list-style-type: none"> • Learn about the location, climate and terrain of Arabia • place the Nabataean civilisation in time • that the Nabataean civilisation occurred 'Before and after Christ' 	<ul style="list-style-type: none"> • (PowerPoint sheets 1 to 4.) • Revise historical terms and their meanings, e.g. AD, BC, CE, BCE, etc. • Fill in details on a blank timeline of past civilisations children have studied to be able to put the Nabataeans in perspective of time. • Look at maps of the region where the Nabataeans settled. Look at pictures of terrain (desert and sandstone mountains) and discuss the climate. Compare with the children's home location. Use the worksheet to show their understanding of the terrain & climate. 	<ul style="list-style-type: none"> • locate Nabataean settlements on a map and ancient Nabataean civilisation on a time line • have discussed about the climate and physical features of the Nabataean settlements in Arabia • recognise that the ancient Nabataean civilisation is located BC and that more recent periods in history are AD
<ul style="list-style-type: none"> • That the Nabataeans were traders amongst other professions • The Nabataeans traded in different commodities • The Nabataeans had an extensive trade route 	<ul style="list-style-type: none"> • (PowerPoint sheets 5 to 8.) • Discuss/role-play what trade is and what traders do. • Discuss human-rights, something taken for granted today but something not evident in ancient times. The Nabataeans traded in different commodities even people (slaves). • Talk about Nabataean trade routes and other civilisations they traded with. • Children can work through the Nabataean traders comprehension worksheets. 	<ul style="list-style-type: none"> • Know the Nabataeans traded with many different countries • Know recognise that the ancient Nabataean were very good at trading
<ul style="list-style-type: none"> • That the Nabataeans were advanced and prosperous enough to mint their own coins • The difference between primary and secondary sources of information 	<ul style="list-style-type: none"> • Brainstorm how we can find out about the past. Make a list. • Discuss the terms primary and secondary sources. Children to sort the list they made into primary and secondary sources. • If Nabataean coins are available show the children the coins, allow them to feel and touch the items. Get them to describe them. (Otherwise use pictures/photos from the internet) • Children are to record the relics/coins from observation. They draw the coins and identify key features. See if they can identify the royalty on the coin. 	<ul style="list-style-type: none"> • Record from a photograph/artefact and make observations • recognise the difference between primary and secondary sources of information
<ul style="list-style-type: none"> • That the Nabataeans were prosperous enough to create beautifully carved structures which served different purposes • Learn about the Nabataean capital, Petra 	<ul style="list-style-type: none"> • Ask the children if they have heard of Petra – collect information from the class to ascertain prior learning. • Watch the BBC video clip from Around the world in 80 treasures about Petra (Jordan). Start the clip from 2mins & stop at 9.40mins. As they watch the video the children answer the questions – pause at appropriate moments to allow them to write the answers. Once done, go through the answers together. • Read through the Petra information sheets and examine the photo of Al-Khazneh. Children then complete the worksheets about Petra and Al-Khazneh. 	<ul style="list-style-type: none"> • Record from a photograph and make observations • Acknowledge the characteristics of Petra and its buildings

<ul style="list-style-type: none"> • to deduce information about Nabataean beliefs and religious practices from pictures of buildings • about the beliefs of the ancient Nabataeans • to compare the beliefs of the ancient Nabataeans with those of other cultures 	<ul style="list-style-type: none"> • Go through the Nabataean beliefs PowerPoint which explains briefly the different aspects of their beliefs, such as gods, funeral rites. • Explain to the children that we don't have much first hand documentation from the Nabataeans so scholars and historians have deduced things from other sources, such as tomb inscriptions, the testimony of foreign contemporary historians like the Greek Strabo. • Give the children the information sheet about Nabataean gods, read the text then they answer the questions. • View the photos from Madain Saleh a Nabataean site in Saudi Arabia – discuss the tombs, e.g. features, purpose, etc. 	<ul style="list-style-type: none"> • Discuss their beliefs • Recall some of the Nabataean beliefs
<ul style="list-style-type: none"> • that the ancient Nabataeans had their own written alphabet and language • to recognise the similarities and differences between the Nabataean and Arabic alphabets 	<ul style="list-style-type: none"> • Show the children pictures showing inscriptions on Nabataean coins, buildings, tombs, etc. Ask the children if they recognise any letters, write these on the board. Ask them whether they think the evidence shows the ancient Nabataeans had a written language. Did they use the same alphabet as we use? What is similar? What is different? • Inform the children the Nabataean script was the forerunner to the Arabic script. We're going to have a look at their script and then try to write a few words. Get the children to suggest a few simple short words in Arabic – using the script table convert the Arabic word into Nabataean. Children continue and have a go at a few other words – including their own names. 	<ul style="list-style-type: none"> • deduce that the Nabataeans had a spoken and written language • recognise the similarities and differences between the Arabic and Nabataean alphabets