



A UNIT OF STUDY
FOR GRADES 6-8 AND 9-12

SACRED JOURNEYS

CHILDREN'S
MUSEUM
INDIANAPOLIS



Produced in collaboration with the National Geographic Society, the exhibit is made possible by Lilly Endowment Inc.

Cover Image: Shutterstock.com

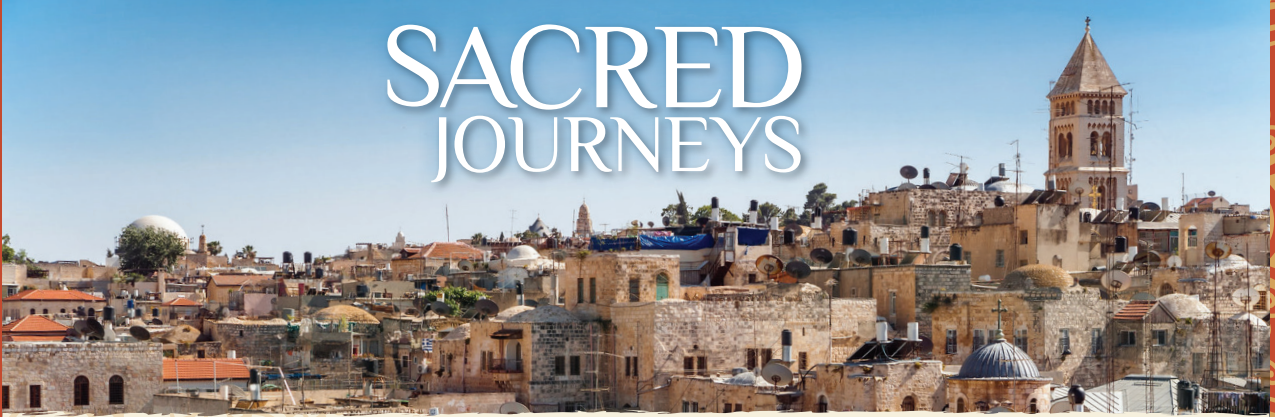


The Children's Museum of Indianapolis is a nonprofit institution committed to creating extraordinary learning experiences across the arts, sciences, and humanities that have the power to transform the lives of children and families. For more information, please visit childrensmuseum.org.

VISIT THE MUSEUM

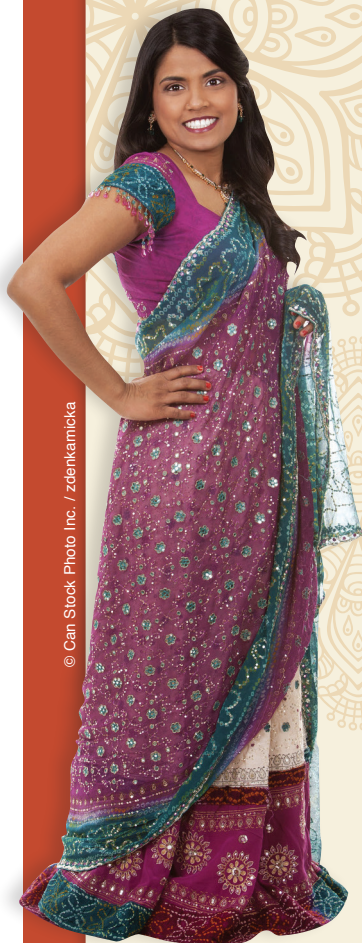
The museum provides special programs and experiences for students as well as teaching materials and professional development opportunities for teachers. To plan a visit or learn more about educational programs and resources, visit the Teacher section of the museum's website at childrensmuseum.org.

SACRED JOURNEYS



© Can Stock Photo Inc. / naxaso

Introduction	4
Lesson I: Journeys of Faith	7
Experience 1: What Is a Sacred Journey?	9
Experience 2: Faith and Freedom	12
Experience 3: The Road to Respect	16
Lesson 2: Sacred Journeys	18
Experience 1: A World of Faiths	19
Experience 2: Sacred Places	23
Experience 3: Considering Sources	25
Lesson 3: Sacred Journeys in Art and Words	29
Experience 1: Dreaming	30
Experience 2: Sacred Texts	32
Experience 3: Beautiful Writing—Arabic Calligraphy	36
Culminating Experience: Planning an Inquiry	40
Resources	43
Glossary	43
Teacher Resources	44
Student Resources	45
Academic Standards	46



© Can Stock Photo Inc. / zdenkamicika



Introduction

What Is a Sacred Journey?

Each year millions of people across the world embark on sacred journeys. These journeys may be individual religious experiences or may be undertaken by groups or congregations. Usually they are pilgrimages to places that are viewed as significant or sacred to specific religions because of their association with historical or religious events or revered objects.

ABOVE: The Yamuna River joins the Ganges near the city of Allahabad in Uttar Pradesh, India. The confluence of the two rivers is one of Hinduism's most sacred places.

Enduring Idea

Exploring the sacred journeys taken by pilgrims around the world fosters understanding of different religious traditions and respect for people of different faiths and cultures.

The Sacred Journeys Exhibit

Sacred Journeys has been created by The Children's Museum of Indianapolis in collaboration with the National Geographic Society and with the assistance of an advisory group made up of national and community religious leaders and scholars. The exhibit is designed to promote awareness of and respect for the world's mosaic of cultures and religious beliefs. Using National Geographic photographs, the exhibit immerses visitors in the sights and sounds of sacred places across the world.



Five Stories

The exhibit orients visitors to gallery experiences through the stories of five fictional young people who represent the millions of pilgrims who embark on sacred journeys for diverse reasons.

- Micha, who is Jewish, travels from the United States to the Western Wall in Jerusalem to connect with his people and their history.
- Amala, a Hindu girl from India, takes part in the Kumbh Mela on the banks of the Ganges River, one of the largest religious gatherings in the world.
- Hana, a Muslim girl from the United Kingdom, takes the *Hajj* (pilgrimage) to Mecca, the experience of a lifetime for her faith.
- An, a boy from Vietnam, travels to Bodh Gaya, India, seeking guidance in one of Buddhism's holiest places.
- Luis, a Christian boy, visits the Basilica of Our Lady of Guadalupe in Mexico City, an important national site for Mexican people.

Extraordinary Artifacts

In addition, the exhibit explores the experiences of real people through the objects that are significant to their religious beliefs. For example, astronaut David Wolf took objects that

are part of his Jewish faith with him on the International Space Station and provided them for the exhibit. Also included is a sketch of the Golden Temple at Amritsar, a Sikh holy site, by Indianapolis artist K. P. Singh; a special plate used for generations by a local Jewish family for Passover seder meals; and a Bible and other items from Bethany African Methodist Episcopal Church, a historic Christian congregation in Indianapolis. The exhibit also features iconic artifacts from around the world, including fragments of the Dead Sea Scrolls, a stone from the Western Wall in Jerusalem, a replica of the Shroud of Turin, a tile from the Dome of the Rock in Jerusalem, a leaf from a Gutenberg Bible, and a throne created for the Dali Lama for his visit to the Tibetan and Mongolian Cultural Center in Bloomington in 2010.

The Unit of Study

The *Sacred Journeys* unit of study uses the exhibit and National Geographic images as a springboard to encourage learning about different religions and cultures of the world. The unit connects to middle school and high school curriculum in social studies, English language arts, and visual arts. Each experience is tied to state and national academic standards in these areas. The unit is designed to help students develop the civil communication skills needed to carry out classroom discussions about religion and other topics where there may be differences of opinion. Students also develop skills in reading primary documents and recognizing different perspectives in written sources. As students prepare for the culminating experience at the end of the unit, they play the role of reporters—selecting a sacred place that interests them, carrying out research, and ultimately presenting their findings.

This unit of study does not attempt to reproduce information about world religions that is already available in textbooks or print and online references. Instead, it attempts to provide a context and a motive for student inquiry. **Lesson 1** lays the foundation for study about religions in American history and government, citing the First Amendment and primary documents. It goes on to help teachers establish a respectful environment in the classroom and provide students with skills and strategies for constructive

discussion about religions as well as other topics. **Lesson 2** examines the geographic distribution and movement of major religious faiths and helps students identify the author's perspective in written sources. **Lesson 3** explores the aesthetic dimension associated with sacred places through artworks and religious texts. **Teacher Tips** throughout the unit provide additional information and strategies and the **Resources** section at the end of the unit lists books and websites for teachers and students.

What's ahead?

Lesson 1: Journeys of Faith

Students explore the meaning of the terms *pilgrimage* and *sacred journey*. They create sketch maps of the world to locate pilgrimage sites and read newspaper and other media accounts of religious journeys. They begin plans to report on a sacred journey in the unit's culminating experience and consider how the First Amendment to the United States Constitution and the Universal Declaration of Human Rights affect them as individuals and reporters.

Lesson 2: Sacred Journeys

Students use maps, globes, GIS images, and historical information to analyze the movement and distribution of major world religions. They continue to plan for the culminating experience as they select a religious site and generate research questions. They consider strategies for presenting information objectively and plan the format they will use.

Lesson 3: Sacred Journeys in Art and Words

Students learn that in many cases sacred journeys and places are strongly connected to religious works of art and sacred writings. Students create their own "illuminated" text and discover how Arabic calligraphy can become part of the architecture of sacred spaces. They consider the importance of artworks as a form of communication and prepare for their report as they research and select images.

Culminating Experience: Presenting the Findings

Working in groups or individually, students play the role of reporters and present their news story on a sacred journey using the medium they have selected. Report content describes the geographic location and setting of the site, presents the basic beliefs of the religious group or groups that regard it as sacred, employs an objective perspective, uses artworks and images to communicate ideas to the audience, and cites a variety of reliable sources.

What will students be able to do?

Unit goals

Students will

- Examine the differences in travel for recreation and religious journeys
- Locate sacred places on maps and globes and compare political and natural features
- Consider geographic relationships and how these sites connect to other places
- Create maps showing the geographic distribution of religions
- Identify historic and geographic factors influencing the movement of religions from their places of origin
- Read and interpret primary documents in American history and government related to religious freedom
- Read and interpret international documents related to human rights
- Practice skills and strategies for carrying out civil discussions in the classroom
- Use a variety of sources of information about different religious faiths
- Identify the author's perspective in information sources
- Develop strategies for presenting information objectively
- Present a culminating news report using the strategies, information, and communication aids they have developed throughout the unit of study

© Can Stock Photo Inc. / ammentorp



Teaching about religion

The study of world religions is essential to a well-rounded education and should not be neglected at the middle school and high school levels in public as well as private schools. Knowledge of different religious faiths is necessary to the study of national and world history, geography, and culture. It also helps us understand how people interact with each other and the environment.

It has always been important to pursue religious topics carefully. This may be especially true today, during a time of religious conflict and economic and social change. New forms of communication technology have allowed people across the world to become more closely connected, perhaps without having learned to comprehend and respect each other any better than in the past.

The challenge for teachers is to teach **about** religions and engage students without crossing the line into activities that promote one religion over another or teach religious practices. Instruction about religions, particularly in public schools, should be impartial and objective. It should focus on the role of religion in relevant school disciplines, such as world history and geography, and must not interfere with the rights of students and their families to have and exercise their own religious beliefs, or to choose not to do so.

Visits to museum exhibits like *Sacred Journeys* provide unique opportunities to see religions of the world from new perspectives and experience images and artifacts that would not be available elsewhere. Visits to places of worship and interaction with religious community members and carefully selected speakers are very important because they introduce students to environments that are unfamiliar and help them see members of other faiths as real persons like themselves. Local interfaith organizations can be helpful in identifying community members who will present good information about their religious group without proselytizing or involving students in the practices of their religion. As always, ongoing communication with administrators and students' families is essential. See the **Resources** section of this unit for educational organizations that provide guidelines and professional development for teachers.



© Can Stock Photo Inc. / webking

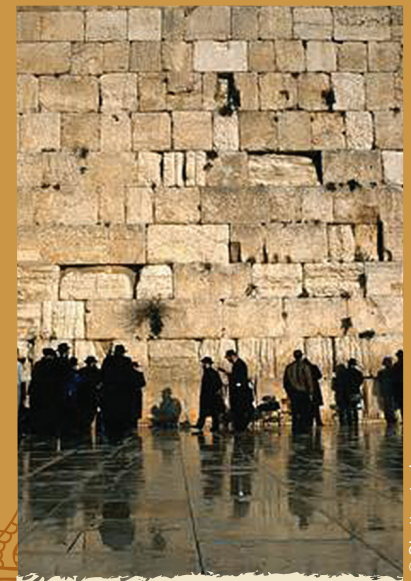
Lesson I Journeys of Faith

In this lesson students explore the differences between a tourist experience and a journey taken for a religious purpose. They begin to prepare for the unit's culminating project as they examine photos of important religious sites and consider the information they would need and questions they would want to explore as reporters covering a religious pilgrimage. Students read and analyze primary documents, including the First Amendment to the Constitution of the United States and the United Nations Universal Declaration of Human Rights, and consider the personal implications of these documents in their roles both as students in the classroom and as reporters documenting sacred journeys.

Objectives

Students will

- Explain the difference between being a tourist and a pilgrim and identify a sacred journey as a trip taken for a religious purpose
- Examine images of sacred sites, begin to select a site, and generate inquiry questions they would like to research
- Read and analyze primary documents related to religious freedom in United States and world history
- Identify specific implications that these documents have for them as citizens and as students researching religious topics
- Explain the difference in **dialogue** and **debate** and practice strategies for civil discussion
- Develop guidelines for respectful classroom discussions about religions of the world
- Use web resources to research and compare international media reports on religious freedom (high school students)
- Use their journals to write about the implications of their study of religious freedom for them as reporters as they prepare for the unit's culminating experience



© Shutterstock.com

Jewish pilgrims pray at the Western Wall in the Old City of Jerusalem.



Focus Questions

- What is a sacred journey?
- What makes a place sacred?
- Why do people travel to religious sites?
- Is there a sacred journey that is of special interest to you?
- What does the United States Constitution say about religious freedom?
- What do international documents say about religious freedom?
- What do these statements about religious freedom mean to us as individuals and citizens? How can we make our classroom a place where people are comfortable discussing religion?
- How will these statements about religious freedom and respectful dialogue affect our work as reporters?



Touro Synagogue, completed in 1763, is the oldest existing Jewish temple in the United States. Sephardic Jews, who fled the Inquisition in Spain and Portugal, established the congregation in the Rhode Island Colony in 1658.

You will need

Experience 1

- Photos and GIS images of religious pilgrimage sites (see **Resources**, page 44-45)
- World map
- Student notebooks for the Reporter's Journal, to use in planning the culminating experience
- Grades 9–12: "The Allure of Sacred Pilgrimage," *New York Times*, 12-2-14 (see link on page 11)

Experience 2

- The First Amendment to the Constitution of the United States (see page 12)
- Grades 6–8: George Washington's "Letter to the Hebrew Congregation in Newport, Rhode Island," 1790 (see link on page 13)
- Grades 9–12: United Nations Declaration of Human Rights, 1948 (see link on page 14)
- Internet connection for student research

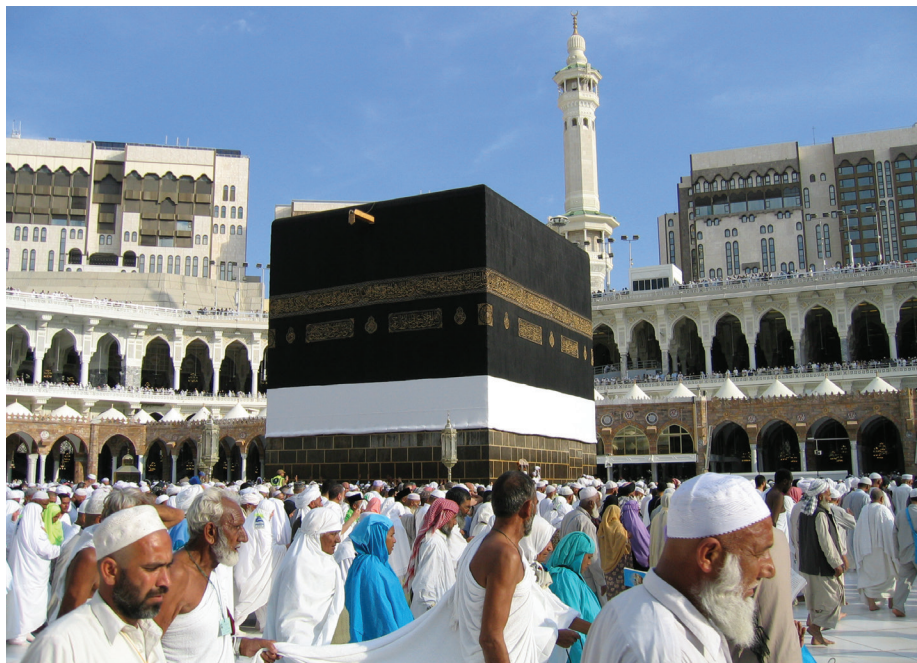
Experience 3

- Grades 6–8: Large bowl and scraps of colored paper for Peace Bowl activity
- Grades 9–12: List of current news topics or controversies (generated by teacher) and index cards for "Agree to Disagree" talk show



Vocabulary

amendments
civil
constitution
debate
declaration
dialogue
journey
mental map
pilgrimage
sacred
GIS



Das Fotarchiv./Still Pictures

Procedures

Grades 6–8

- Introduce students to the word **journey** in popular culture, such as music, advertising, and book titles. Students may be familiar with books such as *The Incredible Journey* or *Journey to the Center of the Earth*.
- Ask students: How does the word *journey* seem different from the word *trip*? Students may come to the conclusion that journeys have elements of adventure, danger, or even hardship.
- After discussing the two words, ask students if they have ever travelled somewhere for a special reason, such as to a family event like a wedding or to a religious celebration.
- Discuss student examples and help students consider that a journey is usually a trip that has a serious or significant purpose as well as being an adventure. Explain that some journeys are taken for religious reasons. This type of journey is sometimes called a **pilgrimage**.
- Introduce the word **sacred** as something that is related to a religion or a religious purpose. Explain that a pilgrimage might also be called a sacred journey.
- Show students photos, including GIS images, of different religious pilgrimage sites in various parts of the world (see the **Resources** section, page 43).
- Have students find these sites and the countries they are located in on a world map or globe.
- Have draw sketch maps of the world showing pilgrimage sites and their locations and political and natural features. Ask students what they know and want to know about each of these places.

Experience I: What is a sacred journey?

Students examine the meanings of the words *journey* and *sacred*. Through examples, they develop an understanding of the term *pilgrimage* as a journey with a religious purpose, and consider the information they would need and questions they would want to explore as reporters covering a religious pilgrimage.

ABOVE: Mecca, Arabia, The Hajj (pilgrimage) – Inside the Grand Mosque of Mecca, pilgrims circle the Kaaba, Islam’s most sacred site. According to Muslim traditions, this ancient temple was rebuilt by Ibrahim (Abraham) and later restored as a place of worship by Mohamed.

Academic Standards

Indiana Standards

English Language Arts

Reading – Nonfiction: 9–10.RN.1, 9–10.RN.2.1; 11–12.RN.1, 11–12.RN.2.1
 Reading – Vocabulary: 6.RV.1, 6.RV.2.1, 6.RV.2.2, 6.RV.2.3; 7.RV.1, 7.RV.2.2, 7.RV.2.3; 8.RV.1, 8.RV.2.1, 8.RV.2.2, 8.RV.2.3; 9–10.RV.1, 9–10.RV.2.1, 9–10.RV.2.3; 11–12.RV.1, 11–12.RV.2.1, 11–12.RV.2.3

National Standards

Common Core State Standards

English Language Arts

Reading – Informational Texts: RI.9–10.1; RI.11–12.1
 Writing: W.6.3.A, W.6.3.C, W.6.3.D, W.6.3.E; W.7.3.A, W.7.3.C; W.7.3.D, W.7.3.E; W.8.3.A, W.8.3.C, W.8.3.D, W.8.3.E; W.9–10.3.A, W.9–10.3.C, W.9–10.3.D, W.9–10.3.E; W.11–12.3.A, W.11–12.3.C, W.11–12.3.D, W.11–12.3.E
 Vocabulary: L.6.4.a; L.7.4.a; L.8.4.a; L.9–10.4.a; L.11–12.4.a

National Geography Standards, Second Edition

The World in Spatial Terms: Standard 1 – Grade 8: 2B; Standard 2 – Grade 12: 3A

National Council for the Social Studies

Social Studies for the Next Generation

Constructing Compelling Questions: D. 1.1.6–8, D.1.5.6–8
 Determining Helpful Sources: D.1.5.9–12, D.1.5.9–12



Robert Hardin/PublicLibrary Group

Basilica of Our Lady of Guadalupe, Mexico City – Many Roman Catholics believe that in 1531, soon after the Spanish conquest of Mexico, an Aztec man saw a vision of Mary, the mother of Jesus, at this site and her image appeared on the inside of his cloak.

Culminating Experience: Planning an Inquiry

Ask students to imagine what it would be like to take part in a sacred journey to one of these sites, not as a pilgrim but as a reporter documenting the experience of others. How would they choose a pilgrimage site? What would they need to know in order to make the journey? What questions do they want to explore? One of the first questions they might consider is: Why do people go on religious journeys? Ask students to make a list of possible questions to expand on as they learn more. Let students know that they will have the opportunity to choose a sacred journey, research the site and the religion it relates to, and report on the pilgrimage experience.

Reporter's Journal: Have students begin to keep a journal that they will use for planning their trip and recording information. To begin, ask students to write a narrative about a journey they have taken or would like to take. Ask students to draw a simple map locating the site, explain the purpose of the journey, and tell what they learned or would expect to learn as a result. Students should establish a context, provide a logical sequence of events, use transitional words, phrases, and descriptive details, and develop a conclusion that reflects the journey experience.

- Explain that the featured sites are visited by thousands and sometimes millions of people from around the world. Ask students what kinds of impact they think this has on the local environment and community members where the site is located. What kind of impact does it make on the visitors?

Grades 9 – 12

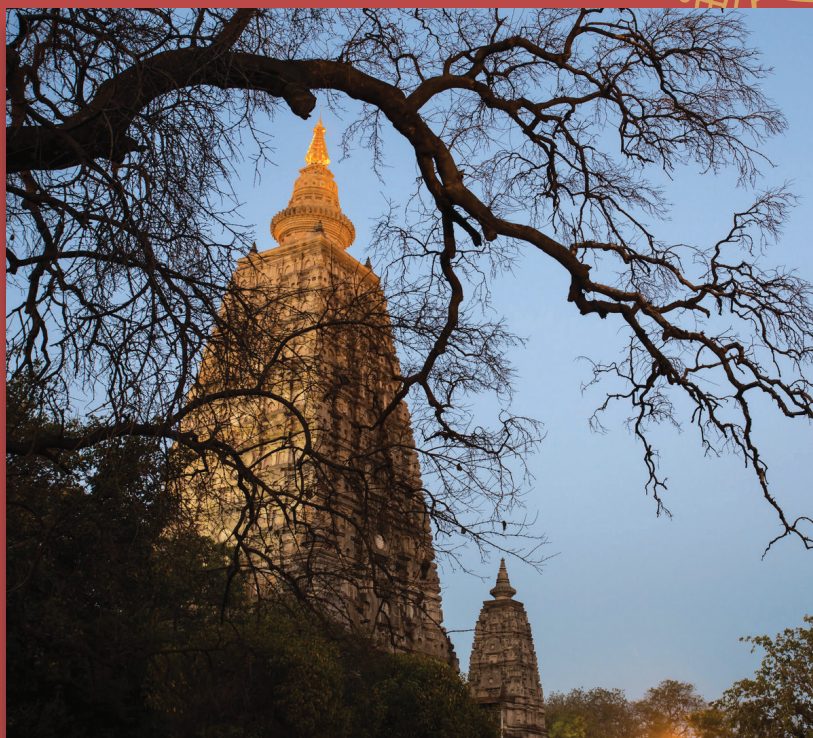
- Write the question “What is a journey?” on the whiteboard and ask students to look online for examples of the way the word **journey** is used in media of different types, such as advertising, movies, and books.

- Based on their findings, have students develop a set of descriptive words for *journey*, such as a trip that has a serious purpose, can be long and eventful, can be intellectual or emotional as well as physical, or might be figurative or imaginary.
- Ask students if they have ever taken a journey of any kind and discuss their experiences.
- Introduce the idea that some journeys are taken for religious or **sacred** purposes. A journey of this type is called a **pilgrimage**.
- Explain that religious journeys have been important in the world's history and continue to have great significance today.

Extending Experience: Book Club

Ask students if they think that pilgrimages had great importance in history. In addition to serving a religious purpose, what impact did journeys of this kind have on the culture and economic systems of the past? See the Resources section for middle-school fiction and nonfiction books relating to present and historical pilgrimage experiences. Place the books in a reading center in the classroom for students to read and use in their research.

- Introduce “The New Allure of Sacred Pilgrimages,” by Bruce Feiler, *New York Times*, 12-20-14 (nytimes.com/2014/12/21/sunday-review/the-new-allure-of-sacred-pilgrimages.html).
- Ask students to read independently to identify some of the specific sites mentioned and the various reasons people participate in sacred journeys.
- After discussion of the article, ask if any students have taken a journey for a religious reason or if they would like to make a pilgrimage.
- Have students sketch a world map from memory and locate some of the pilgrimage events and sites mentioned in the article, such as the Basilica of Our Lady of Guadalupe, in Mexico City; the Western Wall in Jerusalem; the pilgrimage or *Hajj* to Mecca in Saudi Arabia, and the Kumbh Mela celebration on the Ganges River at Tirupati, India, or other sites students may have visited or find of most interest.
- Explain that the maps they have made are called **mental maps**. Discuss the ways each of their maps are different depending on their interests and experiences, such as travelling to other places, having friends or relatives in other countries, and viewing television programs or movies.



© Can Stock Photo Inc. / Rufous

Culminating Experience: Planning an Inquiry

Explain to students that they will have the opportunity to imagine what it would be like to travel on a religious journey and document the experience as Bruce Feiler does in his articles, books, and films. Ask students: How is being a reporter different from taking part in a pilgrimage for a religious reason? What goals would a reporter have that are different from those of a religious pilgrim? What questions would a reporter have?

Have students begin their **Reporter’s Journal** by listing the inquiry questions they have about sacred journeys. As they learn more, they can add questions to their list and then choose a question that when help them focus their research. In contrast, ask students to take the point of view of a pilgrim and write a short narrative about a journey they have taken or would like to take. Ask students to explain the purpose of the journey and what they learned or would expect to learn as a result. Students should establish a context, engage the reader, provide a logical sequence of events, use transitional words, phrases, and descriptive details, and develop a conclusion that reflects the journey experience.

ABOVE: **Mahabodhi Temple – Bodh Gaya, India** – Many Buddhist pilgrims visit the temple because they believe that Siddhartha Gautama meditated here beneath a bodhi tree until he attained enlightenment and became the Buddha.



Experience 2: Faith and Freedom

As they begin their inquiry into religious journeys, middle school students learn that in the United States, the First Amendment to the U. S. Constitution protects people’s right to worship as they wish. They read and discuss related quotes from primary documents, including a letter written by George Washington, and restate them as they might be written today. High school students consider the historical background of the American tradition of religious freedom, as stated in the First Amendment, and compare it with the statements in international documents, such as the Universal Declaration of Human Rights.

Academic Standards

Indiana Standards

English Language Arts

Reading – Nonfiction: 6.RN.2.1, 6.RN.3.3; 7.RN.2.1, 7.RN.3.3; 8.RN.2.1, 8.RN.3.3; 9–10.RN.2.1, 9–10.RN.3.3, 9–10.RN.4.3; 11–12.RN.2.1, 11–12.RN.3.3, 11–12.RN.4.3

Social Studies

Civics and Government: 8.2.1
United States Government: USG.2.1, USG.2.3

National Standards

Common Core State Standards

English Language Arts

Reading – Informational Texts: RI.6.1, RI.6.6; RI.7.1, RI.7.6; RI.8.1, RI.8.6; RI.9–10.1, RI.9–10.6, RI.9–10.9; RI.11–12.1, RI.11–12.6, RI.11–12.9

National Council for the Social Studies

Social Studies for the Next Generation

Civic and Political Institutions: D.2.Civ.3.6–8, D.2.Civ.3.9–12

Amendment 1

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press, or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances. (Amendments to the Constitution of the United States of America, ratified December 15, 1791)



Procedures

Grades 6–8

- Ask students what kind of freedoms they have in their roles as reporters and as individuals. Explain that as reporters and citizens it is important for them to be aware of their rights guaranteed in the First Amendment.
- Place the text of the First Amendment on the whiteboard. Ask students to read it and briefly discuss its meaning to get a sense of the text.
- Explain that the First Amendment is one of the first ten **amendments** to the United States Constitution. These ten amendments are called the Bill of Rights.
- Highlight the “establishment and free exercise” clause and discuss the meaning of key words such as *Congress*, *respecting*, and *establishment*.
- Discuss the meaning of the clause and have students restate the clause in words that might be commonly used today.
- Focus on the remaining text of the First Amendment and ask students to identify the other rights that people have, such as freedom of speech, freedom of the press, the right to assemble peacefully, and to petition the government.

- Place an excerpt from George Washington’s letter to the Touro Synagogue on the whiteboard and lead students through a guided reading. Help them state the meaning of the excerpt in their own word.
- Ask students: Do you think George Washington was a strong supporter of religious rights? What evidence can you find in his letter that supports this idea? Why do you think many of the founders believed the government of the United States should not establish a state religion and should not interfere with people’s right to their own religious beliefs and practice?
- Explain that religious freedom has not always been a right in world history. Some of the early European immigrants who settled in North America came from countries where they had been persecuted for their religious beliefs. The United States became a nation at the end of the 18th century, a time of growing concern for individual rights, including the right to freely practice one’s religion.
- Discuss with students the kinds of behavior that are needed to make the classroom a safe and comfortable place for **civil** conversations. Students may think of “no put-downs,” and “being respectful.”
- Help students think in more depth and detail about how to respect each other’s rights to have their own beliefs and to share or not share those beliefs. Ask: What should the First Amendment look like and sound like in the classroom?



Culmination Experience – Planning an Inquiry

Point out to students that they are about to play the role of reporters as they document pilgrimages to places that are sacred to various religions. They will be learning about different religions, discussing religion, and sharing information. Ask: What does the First Amendment mean to you in this situation?

Reporter’s Journal: Have students use their journals to answer the question: What are some guidelines a reporter should use in reporting about a religion or religions?

What was George Washington thinking?

George Washington played a fundamental role in the political success of the Constitution and the amendments insuring individual rights. Washington had presided over the Constitutional Convention in 1787 and was elected president of the newly formed nation in 1789. In 1790, he visited several states. At least part of the purpose of the trip was to encourage the ratification of amendments to the Constitution that had been proposed by Congress, including the ten amendments we now call the Bill of Rights. Following a visit to Newport, Rhode Island, he wrote a response to a letter from leaders of the Jewish congregation of the Touro Synagogue to assure them that the new government was committed to protecting religious freedom. See the National Geographic book *Sacred Places of a Lifetime* for a photo and article about the oldest synagogue in the United States. Visit the Touro Synagogue website, touro-synagogue.org/history-learning/gw-letter, for the historical background and the complete text of the letter.



Teacher Tip

Students in grades 9 and 10 may have little information on World Wars I and II and their aftermath. The United Nations was formed in 1945 after World War II in the hope of avoiding another major international conflict. Like World War I, World War II was disastrous, particularly for civilian populations. In some cases, there were systematic acts of religious and ethnic genocide. Prejudice against Jews had long been a problem in Europe. After the Nazi party took over the German government in 1933, a planned campaign of persecution began and spread to other areas as Nazi troops invaded a large part of Europe. Nazis murdered approximately 6 million Jews in the concentration camps established by Hitler, an event known as the Holocaust. The Nazis also killed more than 5 million people who were identified with other minority groups. After Germany was defeated in 1945, the extent of the atrocities that had been inflicted became widely known. By 1948, when the U.N. Declaration of Human Rights was adopted, many Nazi war criminals were on trial for their crimes against humanity and details of their crimes were widely reported.

It is important for students to understand that the Declaration of Human Rights was created at the end of World War II when the horror of the Holocaust and other shocking events gave impetus to the need for an international statement regarding fundamental human rights. It is also important for students to realize that a **declaration** is very different from a **constitution** in terms of legal status. The U.S. Constitution and its Bill of Rights serve as the foundation for the laws of the United States. The Preamble of the U.N. Declaration of Human Rights states that it should be "... a common standard of achievement for all peoples and all nations." The declaration recognizes freedom of religion and expression as a fundamental right and establishes specific standards that can serve as a basis for international human rights treaties, but it does not carry the force of law within each of the member nations of the United Nations.

Grades 9–12

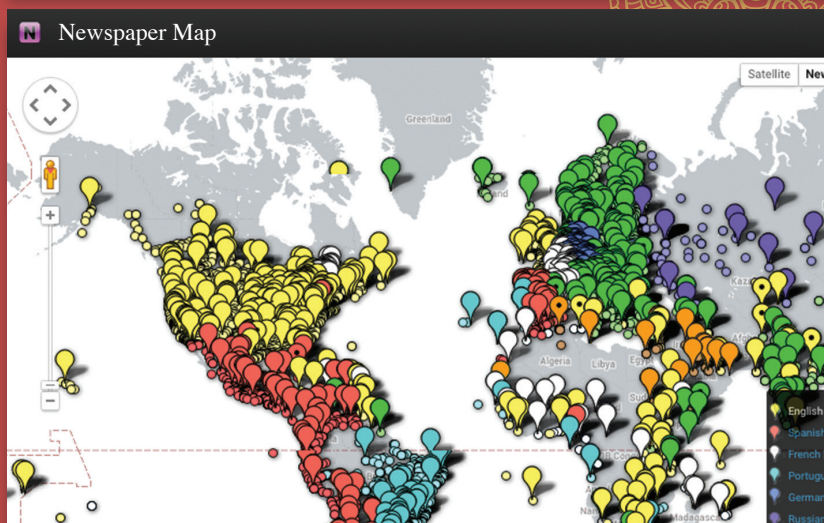
- Ask students what kind of freedoms they have in their roles as reporters. Explain that as reporters and citizens it is important for them to be aware of their rights guaranteed by the First Amendment of the Constitution of the United States.
- Place the text of the First Amendment on the whiteboard. Ask students to read it and briefly discuss its meaning to get a sense of the text.
- Highlight the "establishment and free exercise" clause and ask students to explain its meaning in their own words. Were religious freedom and the other rights listed in the First Amendment totally new ideas?
- Ask students what was happening in the world at the time the U.S. Constitution and Bill of Rights were written. What kind of government did most countries have? What kinds of rights did individuals have?
- Point out that prior to the late 18th century most European countries were monarchies with state-sanctioned religions. Although individual rights varied from country to country, most did not practice religious tolerance and persons whose ideas differed from the official religion were often persecuted. The Constitution was written during what is called the Enlightenment, a European philosophical movement that inspired a growing concern for civil liberties, including religious freedom.
- Introduce the United Nations Declaration of Human Rights, adopted in 1948, and explain that this is a 20th-century expression of individual rights.

- Place the text of Articles 18, 19, and 20 on the whiteboard and focus on the text of Article 18, which states that people around the world should have the “right to freedom of thought, conscience, and religion.” See the United Nations website, un.org/en/documents/udhr/, for the complete text of the **declaration**.
- Have students examine the text of all three Articles to identify the rights they describe and compare them to the rights described in the First Amendment.
- Provide students with a brief overview of the time frame and major events of World War II. Explain that the declaration was drafted shortly after the end of the war.
- Ask students to consider what world events at the time made representatives to the United Nations believe that the declaration was necessary.
- Discuss the differences in the United Nations Declaration of Human Rights and the Bill of Rights of the United States Constitution in terms of their legal function and ask students if they think freedom of religion and expression are still concerns in the world.

© Can Stock Photo Inc. / doigachov



© Newspaper Map / newspapermap.com



Culminating Experience: Planning an Inquiry

Group Assignment

Have students work in groups to use online sources such as Newspapermap.com to find articles regarding religious freedom in newspapers around the world. Each team should choose a country and compare the issues, the perspectives, and the reporting with an article in a U.S. newspaper.

Reporter's Journal

Ask students to use their journals to comment on the findings of their group assignment and the implications for themselves as reporters and individuals.



© Cam Stock Photo Inc. / szefei

Experience 3: The Road to Respect

Students in Grades 6–8 consider the difference in the words **dialogue** and **debate**. They synthesize what they have learned about First Amendment rights and civil discourse to create and illustrate a set of guidelines for classroom discussion. High school students use their knowledge of First Amendment rights to explore the idea of “agreeing to disagree” by developing and presenting a talk show that has the goal of carrying on respectful dialogue, rather than winning an argument.

Academic Standards

Indiana Standards

English Language Arts

Speaking and Listening: 6.SL.2.1, 6.SL.2.3, 6.SL.2.4; 7.SL.2.1, 7.SL.2.3, 7.SL.2.4, 7.SL.2.5; 8.SL.2.1, 8–10.SL.2.3, 8.SL.2.4, 8.SL.2.5; 9–10.SL.2.1, 9–10.SL.2.3, 9–10.SL.2.4; 11–12.SL.2.1, 11–12.SL.2.3, 11–12.SL.2.4, 11–12.SL.2.5

National Standards

Common Core State Standards

English Language Arts

Speaking and Listening: SL.6.1, SL.6.1.A, SL.6.1.B; SL.7.1, SL.7.1.A, SL.7.1.B, 7.1.D; SL.8.1, SL.8.1.A, SL.8.1.B, 8.1.D; SL.9–10.1, SL.9–10.1.A, SL.9–10.1.B, SL.9–10.1.D; SL.11–12.1, SL.11–12.1.A, SL.11–12.1.B, SL.11–12.1.D

National Council for the Social Studies

Social Studies for the Next Generation

Civic and Political Institutions: D.2.Civ.7.6–8, D2.Civ.7.9–12

Teacher Tip

Dialogue versus Debate

In a **debate**, persons holding different opinions try to support their positions with evidence or data in an attempt to persuade others and win an argument. In a **dialogue**, people convey their ideas and beliefs about a topic but the goal is not to win an argument or come to an agreement. In a dialogue the goal is to communicate different beliefs and perspectives in an inclusionary, respectful environment.

Students will need to develop and practice the skills of dialogue and may have experienced few models for this kind of behavior. It is normal to expect these skills to evolve slowly at first and then build as they gain confidence and learn strategies for expressing themselves while respecting the thoughts and ideas of others.



Procedures

Grades 6–8

- Follow up Experience 3 by asking students to share some of their thoughts on guidelines for discussions.
- Emphasize positive ideas and point out that the First Amendment doesn't suggest that everyone should agree or have the same beliefs or opinions.
- Introduce the words **dialogue** and **debate** and ask students to provide definitions.

- Explain that these two activities have different goals. In a debate, the idea is to win an argument. In a dialogue, the goal is to share beliefs and ideas. In a dialogue, it's OK to disagree respectfully.
- **Peace Bowl:** Bring a large bowl and scraps of colored paper to class. Ask students: What do you think respect sounds like? How does it look? How does it feel?
- Have students write words and phrases that help people respect each other and feel comfortable expressing themselves on the scraps of paper and put them in the bowl. These may include words and phrases from students' journals as well as new items.
- Ask students to draw words from the bowl and discuss how they can help create a respectful environment. After the discussion some students may want to create a collage using all the selected words.
- Working with the words and phrases that have been drawn from the bowl, help students develop five or six guidelines for respectful dialogue.
- "Test drive" the guidelines by practicing them on a question students have a stake in, such as "Should cell phones be banned during school hours?" Suggest students use strategies, such as acknowledging another person's point of view, before stating a differing opinion. For example: "I understand that you believe _____, but I have a different perspective."
- Did the guidelines and strategies help them have a respectful discussion? Help students make revisions until they are satisfied.
- Assign small groups to illustrate a poster featuring each one of the guidelines for display in the classroom.



© BigStockPhoto.com / monkeybusinessimages

Grades 9–12

- Point out to students that in some ways the First Amendment was an agreement to disagree about some important matters, such as religion.
- Ask: How can people agree to disagree? Is it important to have and be able to express differences of opinion? Why?
- Discuss the difference in **dialogue** and **debate** and how to make people comfortable discussing important issues.
- Ask students to offer strategies for dialogue, such as respectfully acknowledging others' points of view, stating one's point of view without negating others' perspectives, avoiding loaded words and sarcasm, and speaking at normal volume.
- Ask students to work in small groups of four or five students to create a new TV talk show using these strategies. The show might be called "Agree to Disagree" but students may want to invent their own title.
- Provide students with a list of current news topics appropriate for classroom discussion. Ask student teams to research these topics online.
- After preparation, team members serve as the talk show host and guests, who can be media personalities or fictitious characters. The team will also develop several predetermined questions on index cards that they will take from the rest of the class—the audience.
- After preparation, each talk show team goes "on the air" in front of the audience. The class can question the guests with the index cards as well as generate questions of their own.
- At the end of each talk show, ask students to evaluate themselves. Did they achieve the goal of respectful dialogue?



© Can Stock Photo Inc./siraanamwong

Lesson 2 Sacred Journeys

This lesson examines the interaction of human and geographical factors related to the present distribution of major religions and helps students understand that historical events and movements take place in a geographical context. Students use maps, globes, and GIS images to analyze the present distribution of major world religions. They construct a map using an online mapping tool and create a computer-based graphic showing some of the factors that influenced the spread of major religions from their places of origin. They view photos of sacred destinations, select a specific site and religion, and generate inquiry questions that will guide their research as they prepare for the culminating experience. They consider different sources of information about religious faiths and learn to identify an author’s perspective in relevant resources. As reporters, they consider strategies for presenting information objectively and plan for the medium and format they will use to convey information to their audience.

ABOVE: According to Japanese Shinto traditions, Torii gates mark the transition from the ordinary world to a sacred place.

Objectives Students will

- Use an online interactive map to examine the distribution of world religions
- Identify physical features and systems related to the movement of people and ideas
- Identify push-pull factors that influence migration
- Research the histories of major world religions and trace their movement
- Explain the ways technology has influenced cultural diffusion in the past and present
- Present findings using maps and computer generated diagrams
- Select a religion to research for their culminating project and generate key research questions
- Develop a research plan and select a medium and format for reporting their findings
- Identify the author’s perspective in potential research sources and learn how to appropriately cite sources they use

Focus Questions

- How do ideas and beliefs spread?
- Why do people migrate?
- What can we learn about different people and cultures from exploring sacred places around the world?

Vocabulary

cultural diffusion	physical map
dominant	point of view
indigenous	political map
migration	practitioner
objective	push-pull factors
observer	subjective
physical features	physical systems

You will need

- National Geographic MapMaker interactive mapping tool
- Computer graphics program or poster paper and markers
- Print and online research materials regarding the history of major world religions



Procedures

Grades 6–8

- Have students return to the sketch map they created in Lesson 1 showing places sacred to religions around the world. Explain they will be using online tools to discover where these religions originated and where they are **dominant** today.
- Have students access the National Geographic online interactive map showing the current distribution of major world religions (mapmaker.nationalgeographic.org/).
- Have students use the map legend to identify specific religions and the areas of the world where they are practiced. Make sure students understand that most places have a mix of religions. The map shows the religion practiced by the majority of the people in various parts of the world.
- Provide students with the general areas traditionally associated with the origin of five major world religions, including northwestern India for Hinduism, and the longitude and latitude of pilgrimage destination points such as Bodh Gaya, India, for Buddhism; Jerusalem, Israel, for Judaism and Christianity; and Mecca, Saudi Arabia, for Islam.
- Point out to students that some religions have spread far beyond their places of origin and remind them that the map shows only the areas where they are in the majority.
- This doesn't mean that the areas shown on the map are the only places where these religions are practiced. For example, there are many Hindus living and practicing their religion in the United States, Europe, and other parts of the world.

Experience I: A World of Faiths

Students examine an online interactive map showing the distribution of major world religions and add layers of information, including the locations of sites that are sacred to several major religions. They work in teams to research specific religions and identify factors that led to their spread. They consider the physical and human systems relating to the movement of people and ideas as well as the cultural push-pull factors causing people to migrate. High school students compare the ways ideas are transferred and cultures change as a result of cultural diffusion in the past and present.

ABOVE: A statue entitled "Christ the Redeemer" overlooks the growing city of Rio de Janeiro, Brazil, Brasil, one of the 10 largest urban areas in the world.

Academic Standards

Indiana Standards

Geography: 6.3.1, 6.3.3, 6.3.4, 6.3.9, 6.3.10; 7.3.1

Geography and History of the World: GHW.2.1, GHW.3.2

National Standards

National Geography Standards, Second Edition

The World in Spatial Terms: Standard 3 – Grade 8: 1A, 2A, 3A, Grade 12: 2A; Places and Regions: Standard 4 – Grade 8: 1A, 2B, Grade 12: 2A; Standard 6 – Grade 8: 2A, Grade 12: 1A; Human Systems: Standard 9 – Grade 8: 3A, 3B, 3C, Grade 12: 3B; Standard 10 – Grade 8: 3A, 3B, Grade 12: 3A, 3B

- Ask students why they think some religions have spread from the places where they originated. Students will probably think of **migration** as an important factor.
- Explain that when people migrate they bring their languages, traditions, foods, arts, and religions to a new place. This movement of people and ideas continues today and is called **cultural diffusion**. Sometimes this results in a mixture of cultures or the creation of new cultures.
- Encourage students to use more data layers to investigate further. Ask students: Are there **physical features and systems** (such as landforms, water forms, and climate) that may have encouraged or discouraged the movement of people and religious ideas from their places of origin to other parts of the world? What features appear to be barriers? How do you think they were overcome?
- Place students in groups and assign each group one of five religions: Buddhism, Christianity, Hinduism, Islam, and Judaism. Ask students to research two questions: Why have these specific religions spread to different parts of the world? How did they spread?
- Provide students with print resources or websites you have previewed to determine that they provide **objective** accounts regarding the history and movement of these religions (see pages 44–45).
- When groups have completed their research, have them use computer graphics to create a bubble diagram or web, placing the religion they researched at the center and the factors related to the diffusion of that religion around the center.

How do ideas spread?

It is important for students to understand that the diffusion of ideas takes place in different ways and in a combination of ways. People migrate from place to place, taking their culture with them. Sometimes, ideas are also spread by military, political, or religious leaders who encourage or enforce the adoption of their beliefs. Ideas can spread rapidly simply due to close contact of individuals or populations. Sometimes an idea spreads because it is powerful, innovative, or useful enough to catch people's attention.



The screenshot shows the National Geographic MapMaker Interactive interface. At the top, it says "NATIONAL GEOGRAPHIC MapMaker Interactive" with options for Save, Bookmarks, Share, Print, and Reset map. The map displays a world view with various geographical features, including the North Sea, Mediterranean Sea, and Himalayas. Major cities like London, Paris, Moscow, Beijing, and Mumbai are labeled. The interface includes a vertical toolbar on the left with icons for zooming, drawing, and adding text.

Discover Map Making Tools

National Geographic's MapMaker allows students to create maps with a number of layers of information and to use a variety of tools to add symbols, draw lines, and add text. Have students use the MapMaker latitude and longitude function and other tools to locate and circle these places:

- Bodh Gaya, India – Latitude 24°41'52" N, Longitude 84°59'31" E
- Jerusalem, Israel – Latitude 31°46'08" N, Longitude 35°12'58" E
- Mecca, Saudi Arabia – Latitude 21°25'35" N, Longitude 39°49'32" E

- Students will probably discover that religions spread in different ways at different times.
- In addition to migration, trade relationships were an important vehicle for the exchange of ideas. Political and military conquests spread religions during some periods of history. Sometimes these actions were part of larger conflicts over the control of trade routes or natural resources.
- Ask students: How does cultural diffusion take place today? In addition to migration, students may think of books, the web, and electronic media of all kinds. Discuss how these things compare with the technology of the past.

Culminating Experience: Applying Disciplinary Tools and Concepts

Have students save their maps and diagrams for possible use in research for their inquiry project. Remind them that the geography concepts they have learned and the map-making tools they have used, such as MapMaker, may be useful in carrying out research and creating visual aids for their report.

Migration

The movement of people has been an important factor in spreading ideas throughout human experience. Help students understand that people respond to **push-pull** factors causing them to migrate. Pull factors usually involve some type of voluntary migration. In these cases, people move to other areas because they are attracted to something, such as the availability of land, water, or jobs. Push factors usually involve involuntary migration caused by war, famine, or some other type of disaster. Some types of migration are carried out by force and are completely involuntary.

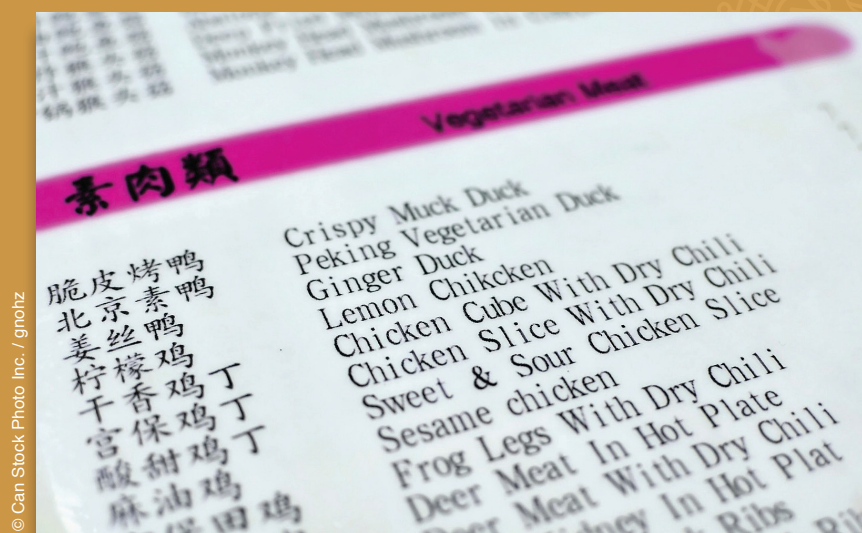
Grades 9–12

- Return to the sketch map showing places sacred to religions around the world in Lesson 1. Explain to students that they will be using online tools to create a map and discover where these religions originated and where they are **dominant** today.
- Introduce students to the National Geographic online interactive map showing the current distribution of major world religions (mapmaker.nationalgeographic.org/).
- Have students use the map legend to interpret the data presented in the map. Have them use a layer showing population data.
- Based on the data, ask students to identify several of the world's largest religions and the regions of the world where they predominate.
- Make sure students understand that most places have a mix of religions. The map shows the religion practiced by the majority of the people in various parts of the world.
- Explain that different religious beliefs have developed in different places from ancient times to the present. Some religions have spread far beyond their places of origin.
- Ask students: How and why have some religions spread from the places where they originated?
- Discuss the various ways that ideas are spread, including communication of various kinds, contact through trade, territorial expansion, and movement of people.
- Students will probably think of **migration** as an important factor. Explain that when people migrate they bring their languages, traditions, foods, arts, and religions to a new place. This movement of people and ideas continues today and is called **cultural diffusion**. Sometimes this results in a mixture of cultures or the creation of new cultures.
- Encourage students to use more MapMaker data layers to investigate further. Ask students: Are there **physical features** and systems (such as landforms, water forms, and climate) that may have encouraged or discouraged the movement of people and religious ideas from their places of origin to other parts of the world? What features appear to be barriers? How do you think they were overcome?
- Place students in small groups and ask each group to select one religion to research in more depth. Ask students to research two questions: Why has this religion spread to different parts of the world? How did it spread?
- Provide students with print resources or websites you have previewed to determine that they provide **objective** accounts regarding the history and movement of these religions (see pages 44-45).
- When groups have completed their research have them use computer graphics to create a bubble diagram or web, placing the religion they researched at the center and the factors related to the diffusion of that religion around the center.
- Have each group present its findings and explain the data using the maps and diagrams they have create.
- Ask students: "Do you think the map showing the distribution of religions gives the whole picture or is the actual situation more complex?"

- Why are several religions found in some regions? Are some **indigenous**, having their origins in the places they are found? Do some have their origins in other places, the result of migration?
- Ask students: How do you think migration and the introduction of a new religion affected the existing culture? Did one culture seem to become dominant? Was a new culture created?
- Write the words *cultural diffusion* on the white board and ask students to develop a definition.
- Ask students: Do you think cultural diffusion has an impact on people's lives today? Discuss the role of technology in the movement of people and ideas, especially the technology of travel and communication, in the past and present—from sailing ships to trains and airplanes, from the printing press to the Internet.

Culminating Experience: Applying Disciplinary Tools and Concepts

Have students save their maps and diagrams for possible use in research for their inquiry project. Remind them that the geography concepts they have learned and the map-making tools they have employed using MapMaker may be useful in carrying out research and creating visual aids for their report.



© Can Stock Photo Inc. / gnohiz

Extending Experience: Cultural Diffusion in Your Backyard

Can students think of examples of cultural diffusion in their own community? Have students look online to find indicators of cultural diffusion, such as listings of houses of worship of different faiths and restaurants serving foods from various countries. Other indicators might include the use of two or more languages in signage on businesses and non-English language broadcasts on local television and radio and in print media. In addition to indicators like these, they might investigate to see if there is government data regarding immigration to their community. Is there also evidence of out-migration, away from the community? Where do people go and why? How is migration changing the community? What do students think will be the long-term impact of this dynamic process of population movement?



© National Geographic Creative, Jonathan Irish

Experience 2: Sacred Places

What makes a place sacred?

In their roles as reporters, students view photos and satellite-generated images of sacred destinations to help them identify a specific religious faith and a corresponding sacred place as the subjects they will investigate. They analyze photos of pilgrimage sites, make observations, and generate questions that will guide their research.

ABOVE: Pilgrims float offerings of candles and flowers in the waters of the Ganges River during the Kumbh Mela.

Academic Standards

Indiana Standards

English Language Arts

Writing: 6.W.5; 7.W.5; 8.W.5; 9–10.W.5; 11–12.W.5

National Standards

Common Core State Standards for English Language Arts

Reading Informational Text – Literacy: RI.6.1, RI.6.6, RI.6.7; RI.7.6, RI.7.6, RI.7.7; RI.8.1, RI.8.6, RI.8.7

National Council for the Social Studies

Social Studies for the Next Generation

Constructing Compelling Questions: D1.1.6–8; D.1.1.9–12

National Geography Standards, Second Edition

Places and Regions: Standard 4 – Grade 8: 1A, 2B, Grade 12: 2A

Teacher Tip

In Experience 2, images of pilgrimage sites serve as the stimulus for exploration of the question “What makes a place sacred?” It presents students with a “What do you see?” question and encourages them to seek the “why” that explains their observations and puts them in context. This approach requires good student resources, ways to interact with those resources, and ways to share knowledge and report on what they have learned. As students begin their research, direct experiences, like a visit to a museum exhibit such as *National Geographic Sacred Journeys*, will allow students to become immersed in the environment of a sacred place, learn the stories of pilgrims who interact there, and view related artworks and objects. This also might be a good time to visit different places of worship and invite expert speakers to the classroom who can provide both personal and scholarly perspectives on different religious faiths. See Charles Haynes’ *A Teacher’s Guide to Religion in the Public Schools* for guidelines for selecting and working with speakers regarding religious topics (see **Resources**, page 44).

Procedures

Grades 6–8 and 9–12

- Return to some of the images of places that are sacred to specific faiths that students viewed earlier and located on maps.
- Discuss the reasons these sites are unique and significant to people of specific faiths. Explain that some of these sites relate to the origins of a religion. Others are considered important because of events that took place there, because of objects that are housed there, or for other reasons.
- Ask students: As reporters, which of these pilgrimage sites would you like to report on? Which one is most interesting to you? Why?
- Based on students' interests, have them select an image of a sacred place and work in groups to examine it and make concrete observations. Based on their observations, students generate and share questions.
- Work with students to turn their observations and resulting questions into key ideas that can guide their inquiry.
- Check with students to make sure they are comfortable with the sacred journey and religion they have selected for their news report.
- Review questions with students and help them generate questions that relate to key ideas about the sacred journey and the religion they have selected. Help them organize questions into two categories: Key questions and supporting questions.
- Have groups list their questions and ask students if they think the audience for their news report will be interested in their questions and answers. Help students consider ways they might organize

© National Geographic Creative, Jill Schneider



Teacher Tip

Inquiry Questions

After examining a photo of Kumbh Mela (the Pitcher Festival) on the banks of the Ganges, students may observe that many of the pilgrims appear to be dressed in red or orange and wonder about the significance of the color. Help students work backward from a concrete question, such as “Why are so many people wearing red?” to questions that can guide their research. For example, more comprehensive questions might be: “Why do so many Hindus take part in the festival? How might the presence of so many visitors affect this place? How might the experience affect the people who visit? What is the meaning of Kumbh Mela to people of the Hindu faith?”

ABOVE: Many Hindus revere the Ganges as a manifestation of the goddess, Ganga. They believe bathing in the waters of the river purifies the soul and helps release it from the cycle of reincarnation.

questions to help their viewers or readers understand the information.

- Work with students to develop a research plan that incorporates their questions for the report using the example on page 28 as a model. Have students record their plans in their **Reporter's Journal** and set up dates to review plans.



© National Geographic Creative, George Steinmetz

Experience 3: Considering Sources

Students consider different sources of information about different religious faiths and learn to identify the author's or the speaker's perspective. In their roles as reporters they consider strategies for presenting information objectively. They also select the medium and begin to plan the format they will use to report their findings and convey information to their audience. As they plan and begin their research, remind students that they are on the "road to respect." They should continue to practice the skills for respectfully discussing both their own religions and those of others.

ABOVE: Ethiopian Orthodox Christian Monks in Axum (Aksum), northern Ethiopia, study a religious text.

Academic Standards

Indiana Standards

English Language Arts

Reading – Nonfiction: 6.RN.1, 6.RN.3.3, 6.RN.4.3; 7.RN.1, 7.RN.3.3, 7.RN.4.3; 8.RN.1, 8.RN.3.3, 8.RN.4.3

National Standards

Common Core State Standards

English Language Arts

Reading – Informational Text: RI.6.1, RI.6.6; RI.7.1, RI.7.6; RI.8.1, RI.8.6; RI.9–10.6.1, RI.9–10.6.6; RI.11–12.6.1, RI.11–12.6.6

National Council for the Social Studies

Social Studies for the Next Generation

Determining Helpful Sources: D1.5.6–8, D1.5.9–12



© Can Stock Photo Inc. / justinkendra

Nonfiction and Point of View

Students, particularly at the middle school level, may have little experience in evaluating nonfiction sources. They may have difficulty understanding that authors of nonfiction, like the authors of fiction, write from a particular perspective. It is helpful to provide a wide variety of samples from a number of sources, including electronic media. Encourage students to read selections closely and look for words and phrases that indicate the author's point of view.

In most cases, perspectives fall into two broad categories: objective and subjective. Students should know that it is not safe to assume that either perspective is necessarily accurate. It is important to use a number of sources and to read all sources critically.

Procedures

Grades 6–8

- Present students with two samples of writing about a specific religion or a religious pilgrimage or celebration. One might be an informational piece from an electronic source. Another might be from a book or another source providing first-person accounts of religious practices or celebrations.
- Ask students to read each account to see if they can determine which author is writing from an **objective** or **observer perspective**, focusing on reporting, describing, and explaining without presenting personal views. Which author is writing from a **subjective** or personal perspective?
- Discuss some of the words and phrases such as “Most Hindus believe. . .”, or “According to Jewish tradition. . .” These phrases indicate the author is attempting to be objective in reporting on others’ beliefs. An author writing or speaking from a personal or subjective point of view may use the pronouns “I” or “we” and describe ceremonies and practices as a participant. Sometimes, a person communicating from a subjective perspective tries to convince others that his or her beliefs are best.
- Help students recognize that both perspectives may provide useful information and both may contain inaccurate information. The person writing objectively may be mistaken about some of his or her facts. The author of the personal account may be expressing ideas or opinions that other members of his or her faith don’t share.

- Ask students: How can you identify reliable sources and be sure you are finding accurate information? Explain that this is an important question for every reporter. Reporters look for a variety of sources. They also check to see if their sources have good credentials. This means that an author and his or her publisher have a reputation for good research and accuracy.
- Ask students: As reporters, what perspective should you adopt in your news report? Students should recognize that the primary responsibility of reporters is to inform their audiences as objectively as possible.
- Students should also consider the reporting medium and format they will use and select a format that is compatible with their goals. Their choices might include a newspaper or magazine article, a television news special, a mini-documentary, a podcast, or another format.
- As they choose a format, ask students to list other things they will need to do to make their news stories interesting and informative, and add them to their plan. Students may think of maps, timelines, photos, artworks, and other images of sacred places, structures, and objects.
- Establish a time frame to check students’ research plans and progress in developing their report, and set a date for the culminating experience where students present their findings.

Teacher Tip

Citing Sources

In doing research online, students are sometimes tempted to lift sections of text from sources. Emphasize that using the words or writing of others without acknowledging the source is called *plagiarism*. A reporter who is guilty of plagiarism would be fired. Plagiarism is considered dishonest and is forbidden in higher education, research, and journalism. It is important for students to acknowledge and cite their sources, perhaps especially so in researching religious topics. Students sometimes access sites that are sponsored by a religious organization or a site that is largely the work of an individual who is promoting his or her religious point of view. Lifting quotations from such a site without clearly identifying the source means that the student is presenting the perspective of that source as his or her own, probably without intending to do so. Discuss with students the negative consequences of using the words and perspectives of others without acknowledgement, and provide a format for citing sources.



Seder Plate – Jewish Families observe Passover with a special meal, readings from scripture, and games. The seder plate is designed to hold foods that commemorate the story of the Israelites’ exodus from Egypt.

© Can Stock Photo Inc. / lucidwaters

Grades 9–12

- Present students with two or three samples of writing about a specific religion or a religious pilgrimage site. One selection might be an introduction to a sacred place or journey from National Geographic’s *Sacred Places of a Lifetime*. Another might be from an electronic source or publication providing accounts of religious practices or celebrations from participants. Students might also consider the *New York Times* article they read in Lesson 1.
- Ask students to read each account to see if they can determine which author is writing from an **objective** or **observer perspective**, focusing on reporting, describing, and explaining without presenting personal views. Which author is writing from a **subjective** or personal perspective?
- Student will discover that, although the articles from National Geographic and the *New York Times* have very descriptive language and may include anecdotes about the personal experience of pilgrims and the reporter, the intent of the articles is to report and describe a place or experience from an objective perspective.
- Explain that some reporters become very involved and may even take part in religious celebrations or pilgrimages, not for a religious purpose, but in order to report more vividly on the experience. This is sometimes called “participatory journalism.”
- Discuss some of the words and phrases such as “Most Hindus believe. . . .”, or “According to Jewish tradition. . . .” These phrases indicate the author is attempting to be objective in reporting on others beliefs. An author writing



© Vladimir Melnik / Shutterstock.com

Sand Mandala – *Mandala means “circle,” “world in harmony,” or “cosmos” in ancient Sanskrit. Teams of Tibetan Buddhist monks create the artworks as a form of religious expression. Mandalas are destroyed after completion to indicate the impermanence of the material world.*

- or speaking from a personal or subjective point of view may use the pronouns “I” or “we” and describe ceremonies and practices as a person who embraces the religious beliefs involved. Some authors writing as religious practitioners may try to convince readers of the validity of their beliefs.
- Help students recognize that both objective and subjective perspectives may provide useful information for a researcher and both may have errors. The person writing objectively may be mistaken about some of his or her observations. The author of the personal account may be expressing ideas or opinions that other members of his or her faith don’t share.
- Ask students: As reporters, what perspective should you adopt in your news report? Students should recognize that the primary responsibility of reporters is to inform their audiences as objectively as possible.
- Students should also consider the reporting format they will use and select a format that is compatible with their goals. Their choices might include a newspaper or magazine article, a television news special, a mini-documentary, a podcast, or another format.
- As they choose a format, ask students to list other things they will need to do to make their news stories interesting and informative, and add them to their plan. Students may think of maps, timelines, photos, and other images of sacred places, structures, and objects.
- Establish a time frame to check students’ research plans and progress in developing their report, and set a date for the culminating experience where students present their findings.



Lesson 2 – Experience 2 – Student Handout
Culminating Experience: Research Plan
Sacred Journeys

Name: _____

Topic

What is the name of the place you have selected? _____

Where is it located? _____

Inquiry Questions

Key Questions: _____

Supporting Questions _____

Content

Based on your inquiry questions, what kinds of facts and information will you need to find? _____

Medium and Format

How will you report your findings? What type of medium would serve your purposes best?

What format will you use? (newspaper or magazine article, news broadcast, mini-documentary, podcast, other)

Supporting Material

What visual and other aids will help your audience understand the significance of this site?

(Maps, photos, audio or video recordings, timelines, etc.)

Sources

What books, magazine and newspaper articles, online sources, or individuals will you consult?

How will you acknowledge your sources and cite evidence from your sources?

How will you check the authors' credentials and the accuracy of the information?



The Public Museum, Grand Rapids, Michigan

Lesson 3 Sacred Journeys in Art and Words

As students move forward with their preparation for the culminating experience, they examine the importance of sacred texts and visual arts for the religious faith they have selected to research and consider how these resources may be referenced in their final presentation. Lesson images and activities in Lesson 3 help students understand that artworks are sometimes intended to go hand-in-hand with religious narratives. In some faiths, the need for literacy to learn about one's religion is considered extremely important. Many religions have sacred texts of different kinds that have been passed down through the generations to document and share beliefs. Some of these texts themselves are incredible works of art.

ABOVE: The Quran is the sacred book of the Islamic faith. This copy dates to 1670 and contains commentary written in the margins by a person studying the scripture.

Objectives

Students will

- Examine an artwork and consider its meaning in cultural context
- Create artworks related to places that have significance for them
- Discuss the different ways these artworks communicate ideas and beliefs
- Identify artworks that will help communicate key ideas about the sacred place and related religion they have chosen for their report
- Discuss the reasons written texts are important to many religions
- Explain why illuminated sacred texts were created
- Produce an illuminated composition based on the artworks they created in Experience 1
- Examine examples of calligraphy and produce a work in Arabic calligraphy
- Explain why calligraphy is often used to create works of religious art
- Give examples of the ways the printing press and the availability of printed books may have changed the way people practiced their religions
- Select images of artworks and sacred writings that will help them communicate their research findings



© Can Stock Photo Inc. / Arsty

Focus Questions

- How can an artwork connect people to their beliefs?
- Why are written texts and literacy important in many religions?
- How did new technology help increase literacy in Europe in the 15th and 16th centuries?
- How did increased literacy and the availability of books affect religion at the time?
- Will current technology increase literacy in the world?
- Why is calligraphy, the art of beautiful writing, an important art form in Arabic-speaking countries?
- Why do people attempt to make religious objects or writing beautiful?

ABOVE: Floral designs make up a stained glass window in Synod Hall of Christ Church Cathedral in Dublin, Ireland.

Vocabulary

Aboriginals	manuscripts
abstract	scrolls
calligraphy	texts
illumination	



© Can Stock Photo Inc. / sangers32

Experience I – Dreaming

Students view an image of Uluru, a place sacred to Aboriginal people of Australia. They examine a contemporary Dreamtime painting and discover how it connects the Aboriginal artist with the land and the people while it serves as a map of the environment that sustains them. Students create their own artwork and consider the importance of artworks and their connection to the narratives that are central to specific faiths.

Academic Standards

Indiana Standards

Visual Arts: 6.6.2, 6.7.4; 7.1.1, 7.6.1, 7.6.2, 7.7.4; 8.1.1, 8.1.3, 8.2.1, 8.6.1, 8.6.2, 8.7.4; H.1.1, H.1.2, H.2.1, H.2.2, H.6.2, H.7.3

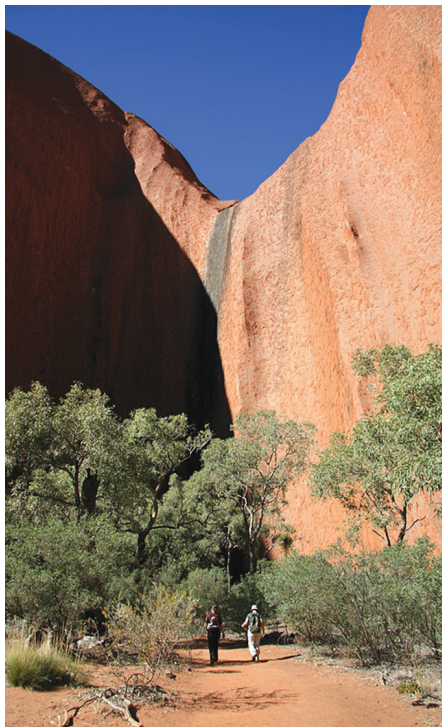
National Standards

Visual Arts: Content Standards 1 and 4

Procedures

Grades 6–12

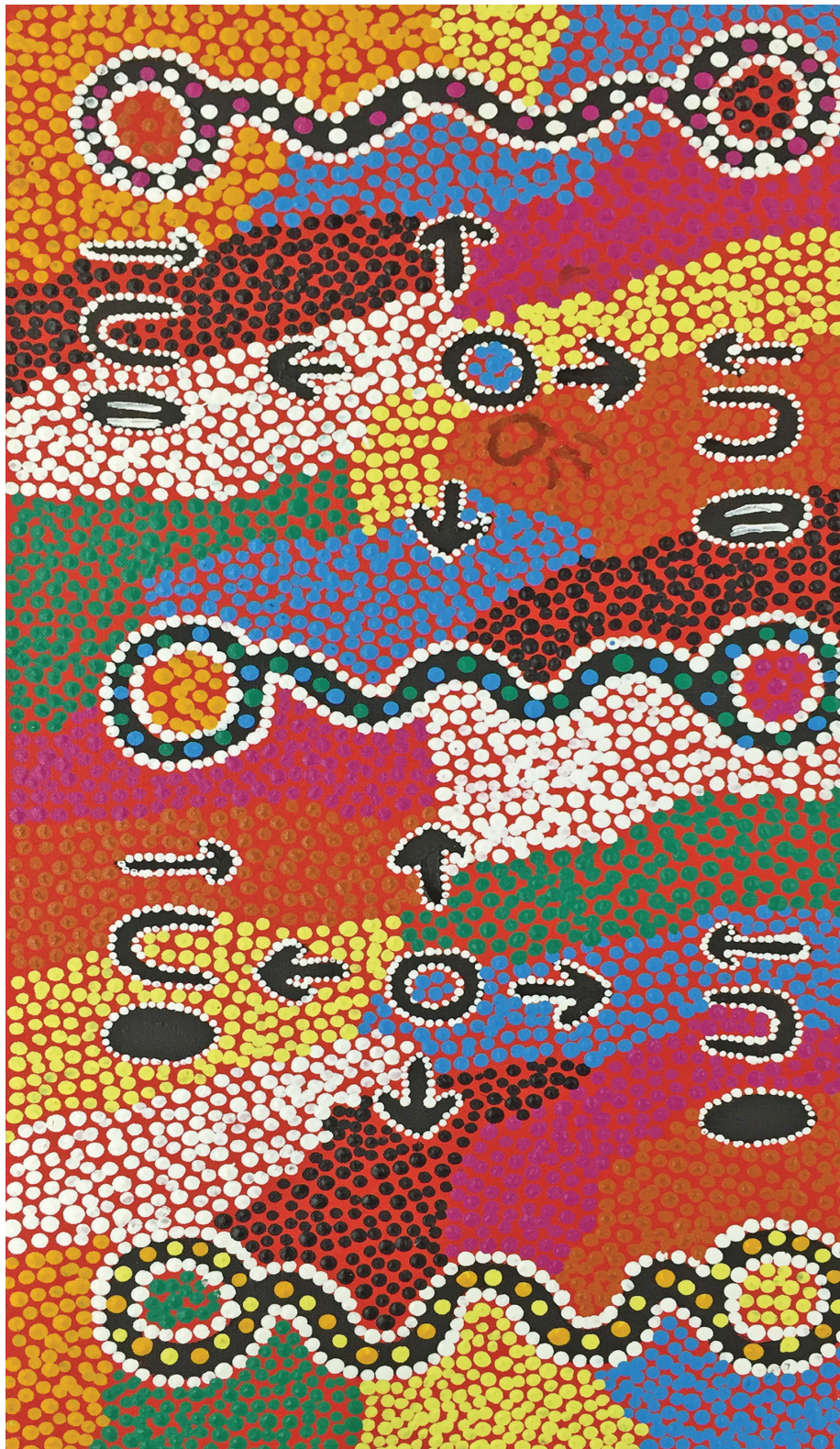
- Introduce students to the photo of Uluru, or Ayers Rock, in the desert of central Australia. Explain that the rock formation is considered sacred to the Anangu, a group of Aboriginal people who live in the area. The **Aboriginals** are the descendants of ancient peoples who may have migrated to Australia from Africa, through South Asia, up to 75,000 years ago.
- Present students with the work *Emu Dreaming, Ngarlikurlangu* by Margaret Nangala Gallagher without revealing the title or artist. Ask students what they think the painting is about.
- After discussing students' thoughts, introduce the idea that artist may have simplified and rearranged elements of the image so they are hard to recognize. Artworks of this kind are called **abstract**.
- Reveal the title of the work and explain that the artist is a contemporary Aboriginal painter who communicates ancient beliefs using present-day materials.
- Make sure students understand that an emu is a large Australian bird. Provide more cultural context by explaining that the word "Dreaming" in the title refers to the oneness of people and the environment. Dreaming stories connect Aboriginal people to spirit ancestors who created the earth, nature, and people.
- Explain that the paintings seem abstract but Aboriginal people are able to "read" these artworks. In some cases the works may function like maps. The paintings are about the place and the people's relationship to the land. They are important ways of continuing people's identity and ancient beliefs.
- Ask students if there is a place that has special meaning to them. This might be a place that connects their childhood to the present or connects them to their families or to nature. It could be a place that only exists in their imagination.
- Ask students how they would represent this place in an artwork. What art forms and media would they use?
- Provide the time and materials for students to produce their works and follow up with a discussion of the meaning the works have to them. Ask: Do your artworks tell a story? In what ways is your artwork like a map? Would other people be able to read it? How can artworks express people's spiritual beliefs?
- Ask students if artworks are important to the sacred journey and the religious faith they are reporting on. Would including examples of artworks help them tell the story of a sacred place?



© Can Stock Photo Inc. / imageX

Uluru

According to Aboriginal beliefs, Uluru was created by ancestral spirit beings who shaped the land and became part of it. The Aboriginals have a complex set of ancient beliefs. There are more than 600 Aboriginal groups speaking different languages that do not have a written form. Many people continue to remain connected to their beliefs through stories, ceremonies, and artworks.



Yanjirri Tjukurrpa (Emu Dreaming), Ngarlikurlangu
by Margaret Nangala Gallagher, 2010
Medium: Acrylic on canvas



© Tom Grundy / Shutterstock.com

Experience 2: Sacred Texts

In this experience, students learn that the written word is important in many religions. These religions have sacred texts that have been passed down through the generations to document and share their beliefs. In some cases, these texts are beautiful works of art, too. Students will examine several examples of illuminated manuscripts and other forms of text illustration. Based on their artwork in **Experience 1**, students will write a brief poem or narrative and create their own “illuminated manuscript.”

ABOVE: This illuminated manuscript, written in Latin, shows how initial letters in a phrase were sometimes embellished with colored inks and gold. This may have been done to highlight important parts of the text.

understand that hand-copied texts are very expensive and time-consuming. As a result, there were only a limited number of books available and they were owned only by the very rich. Few people had direct access to the information they contained.

- Ask students what advantages handwritten books might have had. Students may suggest that the books had value to people because of their beauty.
- Explain that hand-copying texts allowed for great artistic expression. Many of these texts have beautifully drawn details, such as miniature illustrations, elaborate initial letters, and decorative border designs. Ask: Why was it important to make the written words beautiful?



© cascoyl / Bigstock.com

Illumination was a way of glorifying the text, which was seen as sacred. It was also a way to mark the texts as particularly important at a time when few people were literate. Books were considered treasures for people who could afford them.

- Explain that handmade books with these decorations are referred to as illuminated manuscripts. Most are Christian texts dating from the 6th to the late 15th centuries. There are sacred texts from other religions, particularly Islam, with similar decorative traditions.

Academic Standards

Indiana Standards

Visual Arts: 6–8.WT.10; 6.1.1, 6.1.2, 6.2.1, 6.7.4; 7.1.2, 7.7.4; 8.1.1, 8.2.1, 8.2.2, 8.7.4; 9–12.WT.10; H.1.1, H.1.2, H.2.1, H.2.2, H.7.3

National Standards

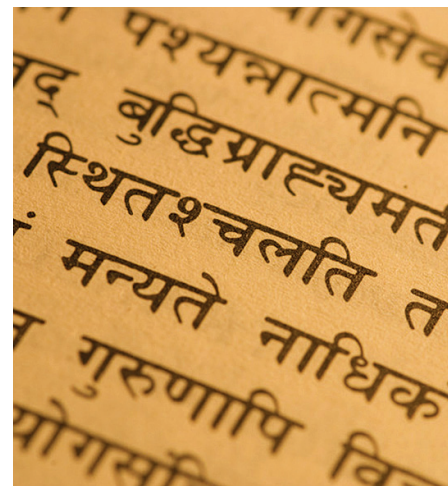
Visual Arts: Content Standards 1 and 4



Procedures

- Explain that for many religions, information was shared through oral communication before the adoption of writing. Once written, these books became sacred **texts** containing important information for these religions. Early texts were written on **scrolls**, then codices (bound **manuscripts**), and books.
- Ask students what the word **literacy** means. Why is it important?
- Explain that for many centuries, the only way to write and copy books was by hand. Specially trained scribes would meticulously copy the text.
- Discuss the limitations of hand-copying books. Help students

- Show students the examples of text **illumination** on page 32 and 34. Point out that a true illuminated manuscript has to incorporate gold or silver in the designs.
 - Have students discuss reasons why sacred texts might have been enhanced with these decorations. Ask: What properties of gold made it a desirable material for sacred writings?
 - Ask students: What invention in the mid-1400s changed everything about literacy?
 - Explain that a German man named Johannes Gutenberg invented a new kind of printing process using movable type and a press. This allowed for books to be printed cheaply and in great numbers, compared to the traditional hand-copying technique.
 - Ask students: How do you think Gutenberg's printing press changed the way information was shared? How might it have helped increase literacy rates?
 - Help students to understand that with the introduction of the printing press, books became less expensive and more widely available to people who were not wealthy. With printed books available, there was a reason and a greater opportunity for more people to learn to read and write.
 - Explain that with the use of the printing press, hand copying of books declined, and so did the use of illumination. Book printing did not allow the time required to add the hand-embellished details. Today only a few artists practice the tradition of illumination.
 - Ask students to return to the artworks they created in Experience 1 and write a brief composition based on the work. Students can choose to write either prose or poetry, but should use spelling and writing conventions accurately.
- Students should use descriptive words and appropriate details in their responses.
- Explain to students that they now have a chance to create their own "illuminated manuscripts" using the responses that they have written.
 - Have students plan the layout for their text. Remind them this would have been an important step for scribes creating illuminated sacred texts hundreds of years ago. Students must consider what type of illumination they will use and where it will be placed. This may include miniature illustrations, elaborate initials, and decorative border designs. In addition to the examples on page 32, students can find inspiration from the many examples of text illuminations that can be found online.
 - Once students have decided the type of illumination to be used, have them plan how to copy their text in a way that leaves room for the illumination of their choice.
 - When students are satisfied with their layout, they should copy their composition onto a clean piece of paper, using their best handwriting and leaving room for their illuminations as planned in the layout.
 - Have students create their illuminations using crayons, colored pencils, or paints. In order to be true illuminations, remind students to incorporate gold or silver into their design. Pens and markers with gold or silver ink will help create the effect. After the illuminations are complete, have students display their work.
 - Ask students: Are some important words and texts associated with sacred places? Ask students to make sure their report research includes this question. Students may decide to include examples of sacred texts in their presentation.



Text written in ancient Sanskrit.

In the Beginning

Long before the invention of writing, people passed down traditions from generation to generation through oral storytelling. These stories were taught to members of each successive generation to be shared with those who came after, keeping these traditions alive through the years. Oral traditions played a very important role in the early formation of many major world religions and still play a significant role for some today. After the invention of writing, many of these religious narratives were written down and became sacred texts. Many religions have early sacred texts, such as the Dead Sea Scrolls, which contain some of the oldest records of the Hebrew Bible, and early texts written in Sanskrit that served as the basis for Hindu writings.



Text written in Hebrew.

Sacred Texts and Literacy

Literacy, the ability to read and write, became increasingly important to many religions because this skill allowed people to read the sacred texts of their religion for themselves. Reading Hebrew is an important skill for followers of Judaism because it enables them to read from the Torah. Literacy in Arabic is important for Muslims in various cultures around the world because it allows them to read and study the Quran. Many early Christian texts were translated from ancient languages into Latin, which could be read only by the literate. Later they were translated to the various languages spoken in Europe to make these sacred texts more accessible.

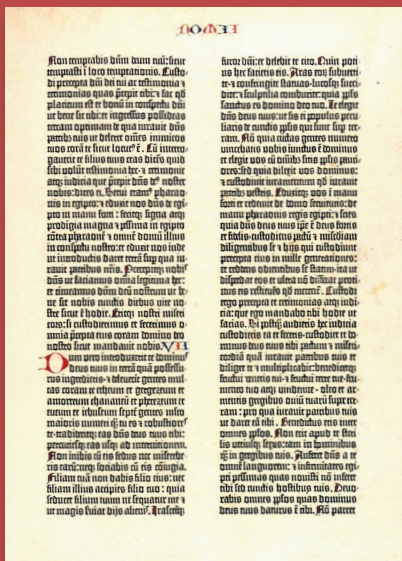
© Can Stock Photo Inc. / ocellia



Illuminated Words

We think of *illumination* as bringing light to something literally or figuratively. In the strictest sense, illumination refers to images that incorporate gold and silver decoration, but in common use, the term refers to all decorated or illustrated manuscripts. Most surviving illuminated manuscripts date to the Medieval and Renaissance periods, though some survive from Late Antiquity. The majority are religious in nature, primarily Christian or Islamic. The use of gold in the illuminations of religious texts was seen as a way of exalting the written sacred word. With the introduction of printed books, the costly and time-consuming practice of manuscript illumination began to fade by the end of the 15th century.

© Zvonimir Atletic / Shutterstock.com



The Public Museum, Grand Rapids, Michigan

Gutenberg's Big Breakthrough

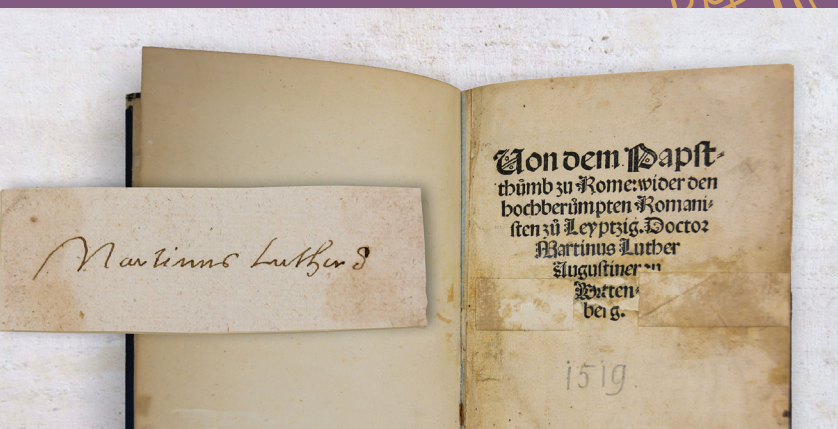
For a large part of human history, literacy was a rare thing. Only the very wealthy and educated in a society may have been able to read and write. Before the invention of the printing press, books were hand-copied by specially trained scribes and took a very long time to produce. These early books were extremely expensive. Only the rich could afford them. However, in the mid-1400s, Johannes Gutenberg invented the first movable-type printing press. The first book printed using this new technology was the Bible. This invention revolutionized the written word. The traditional hand copying of books could produce several pages a day. Gutenberg's press could print 3,600 pages in a single workday! Books could now be made cheaply and in great numbers. Books became widely available for the first time and literacy began to spread, ushering in a new age.



Present-day door of the Wittenberg Church.

ABOVE RIGHT: Martin Luther's booklet On the Papacy in Rome was printed on the moveable type printing press. Luther's signature comes from another source.

© Svenja-Foto / Corbis



The Green Collection

Martin Luther and the Printing Press

In 1517, a German priest named Martin Luther wrote a letter to his bishop outlining some concerns he had regarding some practices of the Roman Catholic Church at that time. These concerns later became known as the Ninety Five Theses. This letter might have been the end of things, had it not been for the invention of the printing press a few decades before. Luther's letter was translated into German and printed and disseminated throughout Germany, then on to the rest of Europe within the next couple of years. Martin Luther also furthered the mission of translating religious texts into the local vernacular, in this case translating the Bible from Latin into German, to make these texts more accessible to the increasingly literate people. Martin Luther's ideas spread in a way that would never have been possible before the invention of the printing press.



© Can Stock Photo Inc. / trebuchet

Experience 3: Beautiful Writing—Arabic Calligraphy

In this experience students learn that calligraphy, beautiful writing, is an important art form in many languages. Like illuminations, it is often associated with religious texts. This is the case with Arabic calligraphy, which often decorates mosques and religious objects as well as everyday items.

Academic Standards

Indiana Standards

Visual Arts: 6.7.2; 7.2.1, 7.2.2, 7.7.2; 8.2.1, 8.2.2, 8.7.2; H.1.2, H.2.2, H.7.2

World Languages: Content Standards 4, 5, 6, 7, and 8

National Standards

Visual Arts: Content Standards 1 and 4



Procedures

- Remind students of their experiences with illuminated text and their own artworks using illumination. Discuss the reasons people in the past worked to make sacred writing as beautiful as possible.
- Show students examples of Arabic calligraphy. Explain that *calligraphy* is based on two Greek words that mean *beautiful writing*. Calligraphy is an art form that is created in many different languages.
 - Ask students to discuss what they see in the examples of Arabic calligraphy. What does the writing look like? How is it incorporated into these works of art? How is it different from everyday writing?
 - Let students know that they will have the opportunity to learn to write some words in Arabic and create their own work of calligraphy in English. First they need to learn some important similarities and differences in the two writing systems.
- Explain that both English and Arabic have an alphabet. Although the Arabic alphabet is different from English in many ways, the two writing systems share some similarities.
- Ask students how many letters there are in the English alphabet. Explain that in Arabic, there are 28 letters. Many of the letters in the Arabic alphabet represent the same sounds as in English. Ask students to write their names on a piece of paper. In which direction did they write? They started on the left side and ended on the right. Explain that Arabic is read and written from right to left. This may seem a little strange but writing from left to right might seem strange to an Arabic-speaking student.
- Tell students that they are going to have an opportunity to learn to write a phrase in Arabic. The phrase is *as-salamu alaykum*, meaning “peace be upon you.” This is the most common everyday greeting in Arabic-speaking cultures. The response is “peace be with you.”
- Give students the handout with the Arabic greeting *as-salamu alaykum* on page 38 and 39.
- Ask students to describe what they see. Notice how all of the letters run together. They are connected in a way similar to English letters in cursive writing.
- Explain that writing is a very important part of Islamic culture. Arabic is the language of the Quran, the holy book of Islam. This is one reason learning to read and write in Arabic is considered important. Most people in Islamic cultures also value education and scholarship in general very highly.

- Have students trace the Arabic greeting *as-salamu alyakum* on the student handout, following the directional arrows that indicate the proper movements of the pen, starting from the far right. Students should repeat this tracing several times until they feel comfortable and confident.
- When they are ready, students should write the phrase in the provided space at the bottom of the worksheet. Remind students to think about the examples of calligraphy they looked at earlier and the characteristics that dominated these works of art—sweeping lines and stylized letters, etc. Encourage students to attempt a similar artistic flare.
- Give students the handout Arabic Calligraphy on page 39. Have them write the phrase *as-salamu alyakum* in Arabic in the inner circle. Suggest that they stretch or manipulate the phrase or write it several times to create a design.
- Using colored pencils or pens, students should then decorate the border around the design by using geometric, repeating, or symmetrical designs.
- Ask students if beautiful writing has a role in the sacred journey they are researching. If so, adding their own artwork in calligraphy might enhance their presentation.



© Mikhail Markovskiy / Shutterstock.com

The Dome of the Rock

The art of Arabic calligraphy and intricate tile work become part of the architecture of the Dome of the Rock in Jerusalem.



Richard Nowitz, National Geographic Creative

Arabic Calligraphy

When writing is used to create artworks it is called calligraphy, a combination of two Greek words that mean *beautiful writing*. In Arabic cultures, writing is considered one of the most important forms of art. Realistic representations of humans, plants, and animals are forbidden in Islamic religious arts. For this reason, calligraphy has become a major form of artistic expression in Islamic culture. In addition to its use in religious texts, it also has been used for centuries to decorate mosques, homes, buildings, jewelry, furniture, and tile work. Calligraphers—artists skilled at creating works of art from written words—study for years to master their craft and are greatly respected.



Lesson 3 – Student Handout I – Write a Phrase in Arabic



As-Salamu Alaykum

Peace be upon you

Trace the phrase.

السَّلَامُ عَلَيْكُمْ

السَّلَامُ عَلَيْكُمْ

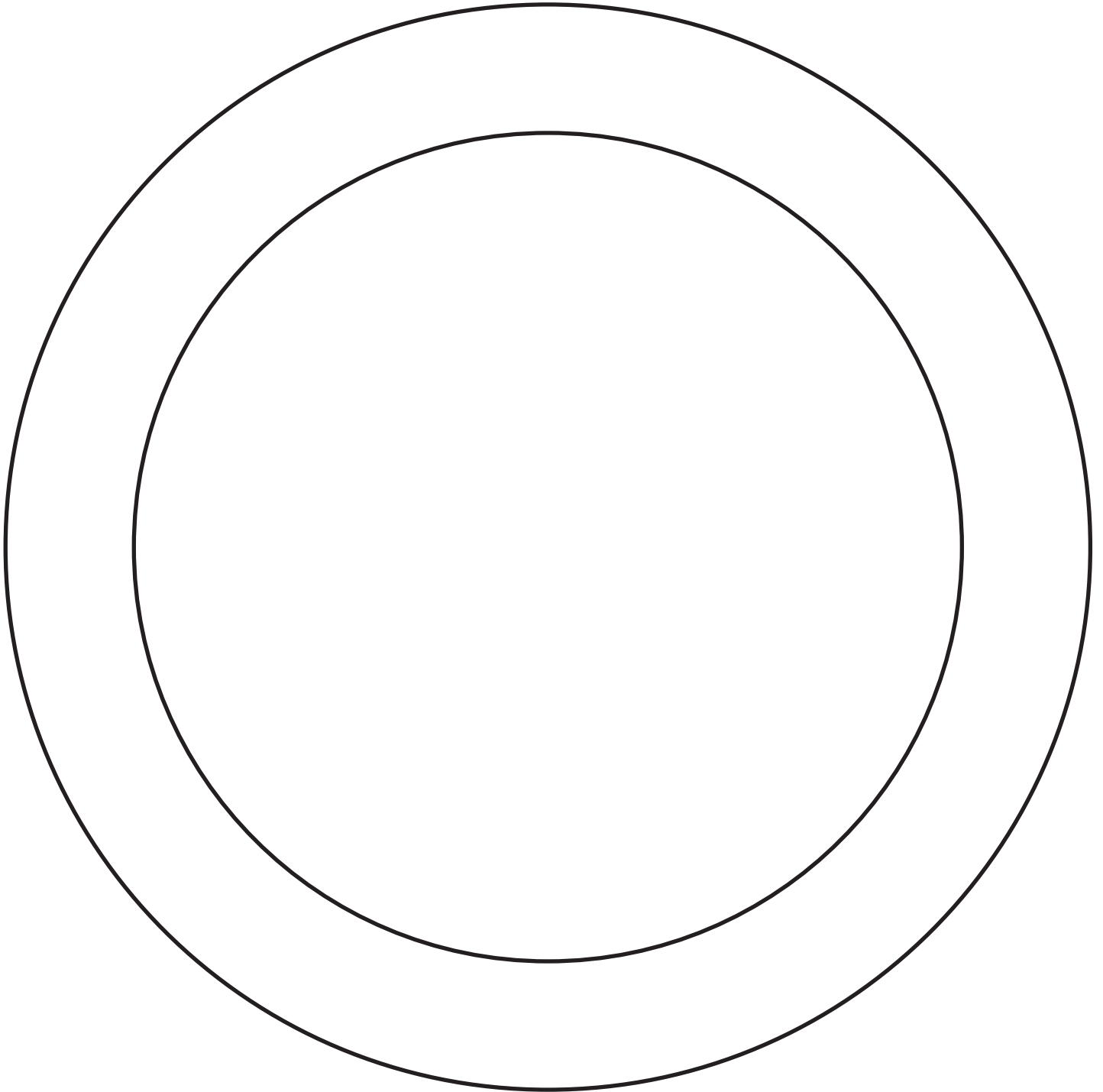
السَّلَامُ عَلَيْكُمْ

Write the phrase.



Lesson 3 – Student Handout 2 – Arabic Calligraphy

Write the phrase *As-Salamu Alaykum* in Arabic in the inner circle to make a design. Create a border around your calligraphy.



Culminating Experience



The Golden Temple of Amritsar, located in the Punjab region of northwestern India, is the most holy site for people of the Sikh faith.

© Can Stock Photo Inc. / salko3p

Academic Standards

Indiana Standards

English Language Arts: 6.SL.3.1, 6.SL.4.1, 6.SL.4.2; 7.SL.3.1, 7.SL.4.1, 7.SL.4.2; 8.SL.3.1, 8.SL.4.1, 8.SL.4.2; 9–10.SL.3.1, 9–10.SL.4.1, 9–10.SL.4.2; 11–12.SL.3.1, 11–12.SL.4.1, 11–12.SL.4.2

National Standards

Common Core State Standards

English Language Arts – Speaking and Listening: SL.6.2, SL.6.4, SL.6.5; SL.7.2, SL.7.4, SL.7.5, SL.8.2, SL.8.4, SL.8.5; SL.9–10.2, SL.9–10.4, SL.9–10.5; SL.11–12.2, SL.11–12.4, SL.11–12.5

National Council for the Social Studies

Social Studies for the Next Generation

Gathering and Evaluation Sources: D3.1.6-8, D3.2.6-8, D3.1.9-12, D3.2.9-12



Presenting Findings: Grades 6–12

After carrying out their research on their selected sacred journeys and corresponding religious faiths, students work in teams or as individuals to report their findings. Students will address the research plan they have developed, explain how the sources they have used contribute to their presentation, sequence ideas logically, present main ideas including pertinent facts and details, and engage their audience through the use of visual displays or multimedia components.

- Well before their presentation, plan to meet with student teams to make sure they are following the research plans.
- Provide teams with the Student Team Checklist on page 41 and discuss the meaning of each of the items. Help students understand what high-quality work looks like.
- Before team presentations, meet with teams to discuss the Scoring Rubric on page 42.
- Make sure students understand how evaluation criteria are related to their inquiry plan and the team checklist. Give student teams time to make adjustments and refinements to their presentations.
- Work with school administrators, other teachers, and parents to consider ways teams might demonstrate their work to a larger audience after they have presented their inquiry projects to their peers. This might include showcasing student work at scheduled school events such as family nights or taking part in a community event, such as a cultural festival.



Culminating Experience – Student Handout

As your team prepares your Sacred Journeys presentation, use this checklist to make sure you are producing high-quality work.

Student Team Checklist

- The presentation addresses our research plan and the inquiry questions developed by the team and introduces ideas in an organized, logical way.
- Our presentation is organized to present the main ideas about our topic and support those ideas with important facts and details.
- Our presentation provides important information about our topic, including the location, geographic setting, history, and significance of the site to a specific religious faith or faiths.
- The team has used a variety of sources for information, including print, online, and other media.
- We can cite (identify) the authors or publishers of the information.
- We can identify the point of view of the author or authors of our sources.
- We have checked on the qualifications of the author or authors.
- We can explain how we checked the **credibility** of the information provided by our sources. *(This means you have checked to see if the information is accurate or reliable. One way to do this is to check facts and compare information from several sources.)*
- We can explain the **relevance** of the sources we have used. *(This means that the sources provided information about your topic and helped to answer inquiry questions or were useful in helping explain your ideas to the audience.)*
- We have included visual materials that will be interesting to our audience and used them to help explain important ideas. (Materials might include maps, photos, artworks, artifacts, video clips, or other resources.)



Culminating Experience – Student/Teacher Handout

SCORING RUBRIC – SACRED JOURNEYS PRESENTATION						
PRESENTATION TITLE:		0	1	2	3	Score
TEAM MEMBERS:		Not evident	Minimal	Partially achieved	Fully realized	
Content Organization: <ul style="list-style-type: none"> Addresses research questions Uses logical organization Supports main ideas with details 						
Content Quality: <ul style="list-style-type: none"> Uses concepts in history and geography Explains religious significance 						
Use/Evaluation of Sources: <ul style="list-style-type: none"> Uses multiple relevant sources Cites sources correctly Evaluates credibility of sources Identifies author’s point of view 						
Use of Media <ul style="list-style-type: none"> Uses a variety of media Uses media to convey or clarify information Uses media to engage audience 						
Communication Skills <ul style="list-style-type: none"> Makes eye contact with audience Uses voice and body language effectively 						
TOTAL SCORE						

Glossary

- Aboriginals:** native people of Australia, descendants of ancient peoples who may have migrated to Australia from Africa, through South Asia, up to 75,000 years ago.
- abstract:** in artwork, elements that are simplified and rearranged so they are hard to recognize.
- amendments:** changes in the words or meaning of a law or document (such as a constitution).
- calligraphy:** artistic, stylized, or elegant handwriting or lettering.
- civil:** courteous and polite.
- constitution:** the system of beliefs and laws by which a country, state, or organization is governed; the document describing that system.
- cultural diffusion:** the spread of cultural beliefs and social activities from one group to another by communication, migration, transportation, and technology.
- debate:** a discussion between people in which they express different opinions about something, typically in an argumentative way.
- declaration:** the act of making an official statement about something; the document that contains an official statement.
- dialogue:** a civil conversation between two or more people or groups.
- dominant:** most common or influential than others.
- GIS:** a Geographic Information System, designed to capture, store, manipulate, analyze, manage, or present spatial or geographic data.
- illumination:** Decorative features in manuscripts, usually incorporating gold or silver coloration.
- indigenous:** born in or originating from a particular geographic region.
- journey:** traveling from one place to another, such as to visit a sacred place.
- manuscript:** a handwritten or type-written document.
- mental map:** a subjective point of view or visualization of a geographical area based on personal interests, knowledge, or experiences.
- migration:** movement from one place in order to live or work in another place.
- objective:** based on facts instead of feelings or opinions.
- observer:** a person who is present for something, such as a pilgrimage, in order to watch and listen to what happens.
- perspective:** point of view; an objective or subjective attitude toward or way of considering information.
- physical features:** Earth's natural landforms, bodies of water, vegetation, and soil.
- physical map:** a map that shows Earth's physical features, such as landforms and bodies of water.
- pilgrimage:** a journey to a special or sacred place.
- point of view:** the perspective from which someone or something is observed or considered.
- political map:** a map that shows the governmental boundaries of countries, states, cities, or other legal geographical areas defined by law. Political maps may also include some physical features, such as major bodies of water.
- practitioner:** a person who practices the beliefs and rituals of a particular religion.
- push-pull factors:** in migration, push factors drive a population away from home, such as because of religious persecution, while pull factors encourage them to settle in new geographic areas, such as where freedom of religion is a legal right.
- sacred:** holy; worthy of religious worship; deserving of great respect.
- scrolls:** long, handwritten manuscripts wrapped around cylinders. Before the invention of the printing press, religious texts were often wrapped on scrolls for ease of storage, transportation, and presentation.
- subjective:** based on opinion or feelings rather than facts.
- texts:** the original words and form of religious works, such as the Quran or Bible.

Teacher Resources

BOOKS

- Cannon, Jon. *The Secret Language of Sacred Places*. London: Watkins Publishing, 2013.
Through photographs and narrative, the author explores the religious meaning conveyed in the architecture and artworks in existing buildings.
- Cooke, Tim (ed.). *Concise History of World Religions: An Illustrated Time Line*. Washington, D.C.: National Geographic Society, 2011. This well-illustrated reference book provides a comprehensive look at major and less familiar religions throughout history. Maps, photos, timelines, and artifacts add a sense of both time and place.
- Haynes, Charles C. *A Teacher's Guide to Religion in the Public Schools*. Nashville, TN: The First Amendment Center, 2008. This guide provides Constitutional background and practical advice for classroom teachers. It can be downloaded free from the First Amendment Center, firstamendmentcenter.org/madison/wp-content/uploads/2011/03/teachersguide.pdf.
- Hitchcock, Susan Tyler, and John L. Esposito. *Geography of Religion*. Washington, D.C.: National Geographic, 2004.
The authors trace the origins of five major world religions—Hinduism, Buddhism, Judaism, Christianity, and Islam—and track their spread around the world. The narrative is enhanced by over 200 illustrations, including photos, maps, and images of architecture and artworks.
- Isbouts, Jean-Pierre. *The Biblical World: An Illustrated Atlas*. Washington, D.C.: National Geographic, 2007.
Photographs and maps illustrate the text and provide both historical and geographical background to the Biblical traditions of Judaism and Christianity.
- Mason, Antony. *Spiritual Places: The World Most Sacred Sights*. London: Quercus, 2014.
Through photography and narrative this book tells the stories of places that are considered holy or sacred by various cultures across the world.

Meredith, Susan and Clare Hickman. *The Usborne Encyclopedia of World Religions*. London: Usborne Publishing LTC, 2010.
This resource for both adults and students introduces the history, beliefs, and customs of major world religions. Go to usborne-quicklinks.com and search on the keywords “world religions” to take virtual tours, hear religious music, and see religious artworks, architecture, and more.

National Geographic. *Sacred Places of a Lifetime: 500 of the World's Most Peaceful and Powerful Destinations*. Washington, D.C.: National Geographic, 2008.
Beautiful photographs introduce the world's most visited, most remote, and most unusual sacred places. The text provides historical and geographic highlights and information for those planning a pilgrimage or a visit.

WEBSITES

Jerusalem

nationalgeographic.org/media/culture-goggles/

Navigate Jerusalem (all grades)
National Geographic Education
Students using the site's interactive Culture Goggles can experience multiple perspectives on Jerusalem's Old City, a place of religious significance for three of the world's largest religions.

nationalgeographic.org/activity/mapping-jerusalem-old-city/

Mapping Jerusalem's Old City (Grades 6–8). National Geographic Education
Students create their own map and learn about Jerusalem's Old City after watching excerpts from the film *Jerusalem*.

nationalgeographic.org/hires/1989-holy-land-jerusalem-map/

This educational supplement presents the history of the land held sacred by Jews, Christians, and Muslims. A thematic map of Jerusalem shows important features and reveals the history of the region's occupation by various empires.

nationalgeographic.org/photo/7moorishart-dome/

Dome of the Rock (Grades 6–11)
National Geographic Education
The multimedia materials accompanying this photo introduce students to Islamic architecture, including its distinctive motifs: rounded arches, Arabic calligraphy, vegetative design, and decorative tiles.

www.jerusalemthemovie.com/

Jerusalem (43 minutes; Grades 6–12)
National Geographic Education
Jerusalem provides a visually stunning journey to one of the world's oldest and most significant cities. Through the stories of Jewish, Christian, and Muslim families who call Jerusalem home, viewers discover why this city is sacred to three faiths. Activities, reference materials, and other resources allow students to discover the physical and cultural geography of this special place, learn about the religions that call Jerusalem home, and consider social boundaries that exist in their own world.

Ganges

nationalgeographic.org/photo/tributary-rivervganga/

Birthplace of the Ganges (all grades)
National Geographic Education
See this site's related materials for ideas on how to use this striking photo in the classroom.

video.nationalgeographic.com/video/ng-live/mcbride-ganges-lecture-nglive?source=relatedvideo

Chasing Rivers, Part 2: The Ganges (24 minutes; Grades 8–12)
National Geographic Education
This visually beautiful scientific journey along India's sacred waterway points out the river's cultural significance as well as a serious pollution problem.

ngm.nationalgeographic.com/2014/02/kumbh-mela/satellite-map

Kumbh Mela (Grades 6–12)
National Geographic Education
This interactive satellite image shows what the grounds look like before and during the festival.

Mecca

video.nationalgeographic.com/video/saudi-arabia-mecca?source=relatedvideo

Inside Mecca (56 minutes; Grades 8–12)
National Geographic Education
The annual pilgrimage to Mecca is presented through the personal stories of the pilgrims, including the mental preparation, physical strain, and spiritual benefits of the journey. The DVD also focuses on the historic significance of Mecca and the principles of Islam related to the Hajj.

video.nationalgeographic.com/video/saudi-arabia_mecca?source=relatedvideo

The Hajj (4 minutes; all grades)
National Geographic Education
This short video provides a good introduction to the Hajj, the five-day pilgrimage to Mecca.

Mapping Tools

mapmaker.nationalgeographic.org/

This National Geographic online interactive mapping tool allows students to create maps, add layers of information, and use a variety of map functions, such as latitude and longitude.

Sacred Journeys

indiana.pbslearningmedia.org/collection/sacredjourneys/

The *Sacred Journeys with Bruce Feiler Collection* provides short video clips from the PBS television series. Video segments are narrated, captioned, and designed to assist students in comparing and contrasting the core beliefs and practices of several world religions. Support materials include background essays, discussion questions, and teacher tips with ideas for student activities. The collection also features an interactive world map color-coded to show the prevailing religion in countries of the world. By clicking on a specific country, students can access a graph that shows the various religions practiced there as relative percentages of the population.

Teaching About Religion

www.firstamendmentcenter.org/publications

The *Newseum* in Washington, D.C., houses the Religious Freedom Center, which focuses on educating the public about the religious liberties in the First Amendment, and the First Amendment Center, which deals with the study of free expression in education and the media. Professional development opportunities are available as well as a digital classroom with primary sources, lesson plans, interactive experiences, and videos.

Student Resources

BOOKS

Middle School

Brown, Alan. *Christianity*. Vancouver: Whitecap Books, 2010.

One of a series exploring different religions from the perspective of individual practitioners, this book provides an account of a personal journey of faith.

Buller, Laura. *A Faith Like Mine*. New York: DK Publishing, 2005.

Intended for younger students, this book is written from the perspective of children from a wide range of cultures and countries. It provides good basic information and allows readers of all ages to experience the variety among and within religions.

Freedman, Paula J. *My Basmati Bat Mitzvah*. New York: Amulet Books/Abrams, 2015.

In this fictional story a girl prepares for her Bat Mitzvah as she deals with the conflicts of her Hindu and Jewish heritage.

Lewin, Ted. *Sacred River: The Ganges of India*. New York: Clarion Books, 2003.

In this personal account, the author describes his pilgrimage to the Ganges River and explores Hindu traditions.

Macaulay, David. *Mosque*. Boston: Houghton Mifflin Harcourt, 2008.

The author continues his series of architectural books exploring history and science as he portrays the planning, design, and building of a fictional 16th-century mosque in Istanbul.

McFarlane, Marilyn. *Sacred Stories: Wisdom from World Religions*. New York: Aladdin/Beyond Words, 2012.

Stories and tales from major world religions demonstrate the importance of each religion's teachings.

Warren, Rebecca (ed.). *The Religions Book (Big Ideas Simply Explained)*. New York: DK Publishing, 2013

Artworks, diagrams, and charts help students examine the major ideas of world religions.

Wilkinson, Philip. *Christianity*. New York: DK Publishing, 2006.

This illustrated reference book explores the Christian faith from its origins to the present.

Zia, Farhana. *The Garden of My Imaan*.

Atlanta: Peachtree Publishers, 2013.

In this fictional story, a young Muslim girl faces life in a new school.

High School

Ali-Karamali, Sumbul. *Growing Up Muslim: Understanding the Beliefs and Practices of Islam*. New York: Ember/Random House, 2013.

This account of growing to adulthood as a Muslim provides insights into everyday aspects of Muslim American life.

Bowker, John. *World Religions: The Great Faiths Explored and Explained*. New York: DK Publishing, 2006.

Photos and other images provide a clear view of the beliefs and practices of many religions, including Christianity, Islam, Judaism, Buddhism, and Hinduism.

Gaskins, Pearl Fuyo. *I Believe In... Christian, Jewish and Muslim Young People Speak About Their Faith*. Chicago: Cricket Books, 2004.

Made up of first-person interviews with young people ages 15 to 24 discussing the meaning of their faith, this book reveals the cultural complexities facing youths today.

Loundon, Sumi. *Blue Jean Buddha: Voices of Young Buddhists*. Sommerville, MA: Wisdom Publications, 2001.

The real stories of young Buddhists, told in their own words, provide insights into modern expressions of an ancient religion.

Morrison, Martha A., and Stephen F. Brown. *Judaism*. New York: Chelsea House, 2009.

This book presents the basic beliefs and history of Judaism and describes both traditional and contemporary practices.

Wangu, Madhu Bazaz. *Hinduism*. New York: Chelsea House, 2009.

The author provides a detailed discussion of Hinduism, including the origins and philosophy of the faith.

Woodhead, Linda. *Christianity: A Very Short Introduction*. New York: Oxford University Press, 2014.

This useful resource explores the historical, cultural, and institutional dimensions of the Christian faith.

Indiana Academic Standards

English Language Arts

Grades 6–8

- 6.RN.1 Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.
- 6.RN.3.3 Students are expected to build upon and continue applying concepts learned previously.
- 6.RN.4.3 Compare and contrast one author's presentation of events with that of another.
- 6.RV.1 Acquire and use accurately grade-level appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- 6.RV.2.1 Use context to determine or clarify the meaning of words and phrases.
- 6.RV.2.2 Use the relationship between particular words (e.g., *cause/effect*, *part/whole*, *item/category*) to better understand each of the words.
- 6.RV.2.3 Distinguish among the connotations of words with similar denotations.
- 6.W.5 Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.
- 6.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.
- 6.SL.2.3 Follow rules for considerate discussions, set specific goals and deadlines, and define individual roles as needed.
- 6.SL.2.4 Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- 6.SL.3.1 Interpret information presented in diverse media and formats (e.g., *visually*, *quantitatively*, *orally*) and explain how it contributes to a topic, text, or issue under study.
- 6.SL.4.1 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- 6.SL.4.2 Create engaging presentations that include multimedia components (e.g., *graphics*, *images*, *music*, *sound*) and visual displays in presentations to clarify information.
- 7.RN.1 Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.
- 7.RN.2.1 Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.
- 7.RN.3.3 Determine an author's perspective or purpose in a text, and analyze how the author distinguishes his or her position from the positions of others.
- 7.RN.4.3 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- 7.RV.1 Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- 7.RV.2.2 Use the relationship between particular words (e.g., *synonym/antonym*, *analogy*) to better understand each of the words.
- 7.RV.2.3 Distinguish among the connotations of words with similar denotations.
- 7.W.5 Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.
- 7.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.
- 7.SL.2.3 Follow rules for considerate discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- 7.SL.2.4 Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- 7.SL.2.5 Acknowledge new information expressed by others, and consider it in relation to one's own views.
- 7.SL.3.1 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., *visually*, *quantitatively*, *orally*) and explain how the ideas clarify a topic, text, or issue under study.
- 7.SL.4.1 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

- 7.SL.4.2 Create engaging presentations that include multimedia components and visual displays to clarify claims and findings and emphasize salient points.
- 8.RN.1 Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.
- 8.RN.2.1 Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.
- 8.RN.3.3 Determine an author's perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- 8.RN.4.3 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- 8.RV.1 Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- 8.RV.2.1 Use context to determine or clarify the meaning of words and phrases.
- 8.RV.2.2 Students are expected to build upon and continue applying concepts learned previously.
- 8.RV.2.3 Distinguish among the connotations of words with similar denotations.
- 8.W.5 Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.
- 8.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.
- 8.SL.2.3 Follow rules for considerate discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 8.SL.2.4 Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- 8.SL.2.5 Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in reference to the evidence presented.
- 8.SL.3.1 Analyze the purpose of information presented in diverse media and formats (e.g., *visually, quantitatively, orally*) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- 8.SL.4.1 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- 8.SL.4.2 Create engaging presentations that integrate multimedia components and visual displays to clarify information, strengthen claims and evidence, and add interest.
- Grades 9–12**
- 9–10.RN.1 Read a variety of nonfiction within a range of complexity appropriate for grades 9-10. By the end of grade 9, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 10, students interact with texts proficiently and independently.
- 9–10.RN.2.1 Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.
- 9–10.RN.3.3 Determine an author's perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.
- 9–10.RN.4.3 Analyze seminal U.S. and world documents of historical and literary significance, including how they address related themes and concepts.
- 9–10.RV.1 Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- 9–10.RV.2.1 Use context to determine or clarify the meaning of words and phrases.
- 9–10.RV.2.3 Analyze nuances in the meaning of words with similar denotations.
- 9–10.W.5 Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
- 9–10.SL.2.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.
- 9–10.SL.2.3 Work with peers to set rules for collegial discussions and decision-making (e.g., *informal consensus, taking votes on key issues, presentation of alternate views*), clear goals and deadlines, and individual roles as needed.
- 9–10.SL.2.4 Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.



- 9–10.SL.3.1 Integrate multiple sources of information presented in diverse media and formats (e.g., *visually, quantitatively, orally*) evaluating the credibility and accuracy of each source.
- 9–10.SL.4.1 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- 9–10.SL.4.2 Create engaging presentations that make strategic and creative use of digital media (e.g., *textual, graphical, audio, visual, and interactive elements*) to add interest and enhance understanding of findings, reasoning, and evidence.
- 11–12.RN.1 Read a variety of nonfiction within a range of complexity appropriate for grades 11–CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.
- 11–12.RN.2.1 Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.
- 11–12.RN.3.3 Determine an author’s perspective or purpose in a text in which the rhetoric is particularly effective (e.g., appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims), analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- 11–12.RN.4.3 Analyze and synthesize foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.
- 11–12.RV.1 Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- 11–12.RV.2.1 Use context to determine or clarify the meaning of words and phrases.
- 11–12.RV.2.3 Analyze nuances in the meaning of words with similar denotations.
- 11–12.W.5 Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
- 11–12.SL.2.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others’ ideas and expressing personal ideas clearly and persuasively.
- 11–12.SL.2.3 Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 11–12.SL.2.4 Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- 11–12.SL.2.5 Conduct debate and discussion to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task.
- 11–12.SL.3.1 Integrate multiple sources of information presented in diverse media and formats (e.g., *visually, quantitatively, orally*) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- 11–12.SL.4.1 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- 11–12.SL.4.2 Create engaging presentations that make strategic and creative use of digital media (e.g., *textual, graphical, audio, visual, and interactive elements*) to add interest and enhance understanding of findings, reasoning, and evidence.

World Languages
Grades 6–12

- Standard 4: Cultures: Develop awareness of other cultures.
Learners examine, experience, and reflect on the practices, products, and perspectives of the cultures studied, using both English and the target language.
- Standard 5: Connections: Make connections to other content areas.
Learners use the target language to expand their knowledge of and make connections among multiple content areas.
- Standard 6: Connections: Access and connect information through various media.
Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.
- Standard 7: Comparisons: Investigate the nature of language and culture.
Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.

Standard 8: Communities: Become an active global citizen by experiencing languages and cultures in multiple settings

Learners use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement.

Social Studies

Civics and Government

8.2.1 Identify and explain essential ideas of constitutional government, which include limited government; rule of law; due process of law; separated and shared powers; checks and balances; federalism; popular sovereignty; republicanism; representative government; and individual rights to life, liberty and property; and freedom of conscience.

United States Government

USG.2.1 Summarize the colonial, revolutionary, and Founding-Era experiences and events that led to the writing, ratification, and implementation of the United States Constitution (1787) and Bill of Rights (1791). (History; Individuals, Society and Culture)

USG.2.3 Analyze and interpret central ideas on government, individual rights, and the common good in founding documents of the United States.

Geography

6.3.1 Demonstrate a broad understanding of the countries and capitals of Europe and the Americas.

6.3.3 Describe and compare major physical characteristics of regions in Europe and the Americas.

6.3.4 Describe and compare major cultural characteristics of regions in Europe and the Western Hemisphere

6.3.9 Identify current patterns of population distribution and growth in Europe and the Americas using a variety of geographic representations such as maps, charts, graphs, and satellite images and aerial photography. Evaluate different push and pull factors that trigger migrations

6.3.10 Explain the ways cultural diffusion, invention, and innovation change culture

7.3.1 Formulate a broad understanding of the location of countries of Africa, Asia and the Southwest Pacific.

Geography and History of the World

GHW.2.1 Map the development over time of world religions from their points of origin and identify those that exhibit a high degree of local and/or international concentration.

GHW.3.2 Differentiate among selected countries in terms of how their identities, cultural and physical environments, and functions and forms of government are affected by world religions.

Visual Arts

6.1.1 Identify and analyze the relationship between a work of art and the history, geography, and technology of the culture, and identify where, when, why, and by whom the work was made (focus: Europe and the Americas, including the diversity of past and contemporary cultures and ethnicities).

6.1.2 Identify how the roles and relationships of artists and patrons have affected the creation of works of art.

6.2.1 Identify and be familiar with works from major periods of Western art, identifying artist, culture, style, and aspects from the historical context of the work.

6.6.2 Demonstrate the ability to utilize personal interests, current

events, media, or techniques as sources for expanding artwork.

6.7.2 Identify and discriminate between types of lines (characteristics, quality), shapes (geometric and organic), textures (tactile and visual), colors (primary, secondary, complementary, intermediates, neutrals, tints, tones, shades, and values), and space (background, middle ground, foreground, placement, perspective, overlap, negative, converging lines, positive, size, color), and the use of balance (symmetrical, asymmetrical, radial), and the use of proportion, rhythm, variety, repetition, and movement in own work and the works of others.

6.7.4 Demonstrate appropriate use of various media, techniques, and processes to communicate themes and ideas in artwork.

7.1.1 Identify where, when, why, and by whom a work was made; and analyze the relationship between a work of art and the history, politics, and technology of the culture (focus: Asia, Africa, and the South Pacific).

7.1.2 Research and compare works of art to identify similarities and differences in function or purpose.

7.2.1 Identify and be familiar with works from major periods of non-Western art identifying artist, culture, style, and aspects from the historical context.

7.2.2 Research and identify how beliefs, customs, and technology affect artists' styles of work.

7.6.1 Create works of art based on sensitive observation from real life and personal experience.

7.6.2 Demonstrate ability to utilize personal interests, current events, experiences, imagery, and media as sources for expanding artwork.

7.7.2 Identify and discriminate between types of lines (characteristics, quality), shapes (geometric and organic), textures (tactile and visual), colors (primary, secondary,



warm, cool, complementary, intermediates, neutrals, tints, tones, shades, and values), and space (background, middle ground, foreground, placement, one and two-point perspective, overlap, negative, converging lines, positive, size, color), and the use of balance (symmetrical, asymmetrical, radial), proportion, rhythm, variety, repetition, and movement in own work and the works of others.

7.7.4 Demonstrate appropriate use of various media, techniques, and processes to communicate themes and ideas in artwork.

8.1.1 Identify and analyze where, when, why, and by whom a work was made and the relationship of a work of art to the historical, environmental, technological, and social contexts of the culture in which it was created.

8.1.3 Identify ways in which artists from culturally diverse backgrounds have used personal iconography and life experiences in their artwork.

8.2.1 Compare a range of works from Western and non-Western cultures identifying culture, style, and other aspects from the historical context of the work.

8.2.2 Identify common stylistic features from art of one culture or time period.

8.6.1 Create works of art based on insightful observation from real life and personal experience.

8.6.2 Demonstrate ability to utilize personal interests, current events, experiences, imagery, media, or methods as sources for expanding personal artwork.

8.7.2 Identify and discriminate between types of lines (characteristics, quality), shape (geometric and organic), textures (tactile and visual), colors (primary, secondary, warm, cool, complementary, intermediates, neutrals, tints, tones, shades, and values), and space (background, middle ground, foreground, placement, one, two, and

three-point perspective, overlap, negative, converging lines, positive, size, color), and the use of balance (symmetrical, asymmetrical, radial), proportion, rhythm, variety, repetition, and movement in own work and the works of others.

8.7.4 Demonstrate appropriate use of various media, techniques, and processes to communicate themes and ideas in artwork.

6-8.WT.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

9-12.WT.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

H.1.1 Proficient: Identify connections between major world events and societal issues and the ways artists have responded to these through their work, reflecting a diversity of cultures and ethnicities.

Advanced: Hypothesize about future developments in the arts based on current social, political, economic, technological, environmental, and historical trends.

H.1.2 Proficient: Identify function in artwork and how it relates to the history, aesthetics, and culture of a work.

Advanced: Compare works of art for function and identify relationships in terms of history, aesthetics, and culture.

H.2.1 Proficient: Recognize and compare works of art, identifying them by artist, period, style, and geographic location.

Advanced: Analyze common characteristics of works of art and artifacts across time and among cultural groups to analyze and identify influences.

H.2.2 Proficient: Identify stylistic characteristics in the works of an artist

or movement and describe how style is influenced by the culture and time.

Advanced: Assign works to time-periods or movements based upon style.

H.6.2 Proficient: Make informed choices about specific subject matter or concepts and defend those choices when given a range of objects or spaces.

Advanced: Select subject matter, symbols, and ideas to communicate personal statements, and describe the origin of symbols and their value in artwork.

H.7.2 Proficient: Create works of art that use specific principles to solve visual problems.

Advanced: Create works that use specific elements, principles, and functions to solve problems and communicate ideas.

H.7.3 Proficient: Create artworks that demonstrate skill and understanding of different media, processes, and techniques.

Advanced: Begin, define, and solve challenging visual problems, demonstrating skill and in-depth understanding of media and processes.

National Standards

Common Core State Standards

English Language Arts

- RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- RI.9–10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.9–10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- RI.9–10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
- RI.11–12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.11–12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- RI.11–12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
- W.6.3.A Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- W.6.3.C Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- W.6.3.D Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- W.6.3.E Provide a conclusion that follows from the narrated experiences or events.
- W.7.3.A Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- W.7.3.C Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- W.7.3.D Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- W.7.3.E Provide a conclusion that follows from and reflects on the narrated experiences or events.
- W.8.3.A Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- W.8.3.C Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- W.8.3.D Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- W.8.3.E Provide a conclusion that follows from and reflects on the narrated experiences or events.
- W.9–10.3A Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- W.9–10.3.C Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- W.9–10.3.D Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- W.9–10.3.E Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- W.11–12.3A Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- W.11–12.3.C Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- W.11–12.3.D Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- W.11–12.3.E Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.6.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL.6.1.B Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.7.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL.7.1.B Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- SL.7.1.D Acknowledge new information expressed by others and, when warranted, modify their own views.
- SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.8.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL.8.1.B Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- SL.8.1.D Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL.9–10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.9–10.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.9–10.1.B Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

SL.9–10.1.D Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

SL.9–10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.9–10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.9–10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11–12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11–12.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.11–12.1.B Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SL.11–12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11–12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11–12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11–12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

L.6.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.7.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.8.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.9–10.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.11–12.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Geography for Life National Geography Standards, Second Edition

Grade 8

The World in Spatial Terms

Standard 1: How to use maps and other geographic representations, geospatial technologies and spatial thinking to understand and communicate information

The student knows and understands:

Using Geospatial Data to Construct Geographic Representations

2. The acquisition and organization of geospatial data to construct geographic representations.

Therefore, the student is able to:

- B. Construct maps using data acquired from a variety of sources and in various formats (e.g., digital databases, text, tables, images), as exemplified by being able to
 - Construct paper maps to illustrate the links between geographic patterns (e.g., examine associations among geographic phenomena such as water resources and population distribution or topography).



- Construct flow maps to explain the amount, source, and direction of movement (e.g., international petroleum trade, migration of refugees, flyways of bird migration, immigration to North America in the 1800s).

Standard 3: How to analyze the spatial organization of people, places, and environments on the Earth’s surface

The student knows and understands:

Spatial Concepts

1. The meaning and use of spatial concepts, such as accessibility, dispersion, density, and interdependence.

Therefore, the student is able to:

- A. Describe the spatial organization of people, places, and environments (where things are in relation to other things) using spatial concepts, as exemplified by being able to
 - Describe spatial concepts, such as population density, transportation networks or linkages, and urban or city growth patterns using paper or digital maps.

The student knows and understands:

Spatial Patterns and Processes

2. Processes shape the spatial patterns of people, places, and environments over time.

Therefore, the student is able to:

- A. Describe and compare the processes that influence the distribution of human and physical phenomena, as exemplified by being able to
 - Describe how changing transportation and communication technologies influence human distribution and settlement patterns using time lines, maps, and
 - Describe and compare the changes in environmental systems that cause changes in cultural, political, or economic conditions.

The student knows and understands:

Spatial Models

3. Models are used to represent spatial processes that shape human and physical systems.

Therefore, the student is able to:

- A. Describe the processes that shape human and physical systems (e.g., diffusion, migration, and plate tectonics) using models, as exemplified by being able to
 - Describe a model that illustrates the diffusion of cultural characteristics.
 - Describe how the demographic transition model explains historic changes in population and migration patterns.

Places and Regions

Standard 4: The physical and human characteristics of places

The student knows and understands:

The Concept of Place

1. Personal, community, and national identities are rooted in and attached to places.

Therefore the student is able to:

- A. Explain how personal, community, or national identities are based on places, as exemplified by being able to
 - Describe and explain the factors that contribute to the identity of being from a specific place.
 - Explain how place-based identities results from characteristics of a place.

The student knows and understands:

The Characteristics of Place

2. Physical and human characteristics of places change.

Therefore, the student is able to:

- B. Explain the ways that human processes change places, as exemplified by being able to
 - Describe and explain how the introduction of a new industry or the closing of an existing industry could change the characteristics of a place.

- Explain how the construction of a new bridge between two cities or creating a new traffic pattern could result in changes in those places.

Standard 6: How culture and experience influence people’s perceptions of places and regions.

The student knows and understands:

Changes in Perception of Places and Regions

2. Perception of places and regions change by incorporating multiple direct and indirect experiences.

Therefore the student is able to:

- A. Analyze the ways in which people change their view of places and regions as a result of media reports or interactions with other people, as exemplified by being able to
 - Describe the changing views people may develop about places featured prominently in the news.
 - Analyze the way in which traveling to a new place may change prior views of that place to a more informed and developed view based on the experiences there.

Human Systems

Standard 9: The characteristics, distribution, and migration of human populations on Earth’s surface

The student knows and understands:

Migration

3. There are multiple causes and effects of migration.

Therefore, the student is able to:

- A. Identify and describe the types of migrations in terms of time, distance, and cause, as exemplified by being able to
 - Identify and describe examples of short-term migrations (e.g., temporary workers going to another country or region, people on pilgrimages, refugees from environmental hazards).
 - Identify and describe examples of involuntary versus voluntary migrations (e.g., war or famine refugees, emigrating for work or education, deployed military units, forced migration of the African slave trade).

- B. Identify and explain push and pull factors influencing decisions to migrate, as exemplified by being able to
 - Identify and explain the role of pull factors (e.g., better jobs, cultural opportunities, better education) as reasons for migration.
 - Identify and explain the role of push factors (e.g., political unrest or war, famine, loss of jobs) as reasons for migration.
- C. Describe the consequences of migration for people as well as on the origin and destination places, as exemplified by being able to
 - Identify and describe positive and negative impacts that might occur at the places of origin for emigration
 - Identify and describe positive and negative impacts that might occur at migration destinations

Standard 10: The characteristics, distribution, and complexity of Earth’s cultural mosaics

The student knows and understands:

Cultural Diffusion and Change

3. Changes in cultural characteristics and the distribution of cultures result from migration of people and the diffusion of ideas and technology.

Therefore, the student is able to:

- A. Describe and explain the processes of cultural diffusion, as exemplified by being able to
 - Describe and explain how connections between cultures may result in the sharing of cultural characteristics (e.g., migration, travel, educational exchange programs).
 - Describe and explain how the increased knowledge and use of a common language increases the opportunities for cultural diffusion.
- B. Explain the diffusion of a cultural characteristic, such as religious belief, music style, and architecture, as exemplified by being able to
 - Explain how the diffusion of Islam followed trade routes through North Africa and into Europe.

- Explain how jazz music developed in the southern United States and then spread north primarily to cities along the Mississippi River.
- Explain how the spread of religious structures follow from processes of colonization (e.g., Catholic cathedrals and missions spread from Europe to the New World as a result of European exploration and colonization).

Grade 12

The World in Spatial Terms

Standard 2: How to use mental maps to organize information about people, places, and environments in a spatial context

The student knows and understands:

Using Mental Maps

3. Mental maps are used to answer geographic questions about locations, characteristics, patterns, and relationships of places and regions.

Therefore the student is able to:

- A. Identify from memory and explain the locations, characteristics, patterns, and relationships of places and regions to answer geographic questions, as exemplified by being able to
 - Identify from memory the pattern of world population and explain the relationship of population to land features and available renewable resources.

Standard 3: How to analyze the spatial organization of people, places, and environments on Earth’s surface

The student knows and understands:

Spatial Patterns and Processes

2. Complex processes change over time and shape patterns in the distribution of human and physical phenomena.

Therefore the student is able to:

- A. Analyze and explain changes in spatial patterns as a result of the interactions among human and physical processes through time, as exemplified by being able to
 - Analyze and explain the human and physical characteristics of regions that have changed over time because of the interaction among processes (e.g., local economic patterns shift as international trade relationships evolve.)

Places and Regions

Standard 4: The physical and human characteristics of places

The student understands:

The Characteristics of Places

2. The interaction of physical and human systems results in the creation of and changes to places.

Therefore the student is able to:

- A. Explain how physical or human characteristics interact to create a place by giving it meaning and significance, as exemplified by being able to
 - Describe and explain the reasons why the Himalayas are home to many Buddhist monasteries.
 - Explain how human beliefs can create special meaning and significance to a place (e.g., Uluru in Australia as part of the Aboriginal creation story, Delphi as the navel of the Earth in ancient Greece, the construction of Stonehenge in England).

Standard 6: How culture and experience influence people’s perceptions of places and regions

The student knows and understands:

The Perception of Places and Regions

1. People can view places and regions from multiple perspectives.

Therefore the student is able to:

- A. Explain how and why people view places and regions differently as a function of their ideology, race, ethnicity, language, gender, age, religion, politics, social class, and economic status.
 - Explain how and why groups of people may view a place differently (e.g., Harney Peak, South Dakota, as viewed by the Lakota people and the U.S. Forest Service; Mount Fuji viewed by Japanese citizens and foreign tourists).



Human Systems

Standard 9: The characteristics, distribution, and migration of human populations on Earth’s surface

The student knows and understands:

Migration

3. Migration is one of the driving forces for reshaping the cultural and physical landscape of places and regions.

Therefore the student is able to:

- B. Evaluate and explain the impact of international migration on physical and human systems, as exemplified by being able to
 - Identify areas where trans-border forced migrations have occurred and explain the effects on both areas.

Standard 10: The characteristics, distribution, and complexity of Earth’s cultural mosaics

The student knows and understands:

Cultural Diffusion and Change

3. Cultures change through convergence and/or divergence.

Therefore the student is able to:

- A. Identify and explain examples of cultural convergence, as exemplified by being able to
 - Explain examples of the spread of culture traits that contribute to cultural convergence due to globalization.
 - Analyze the ways technology contributes to cultural convergence on a global scale.
- B. Identify and explain examples of cultural divergence, as exemplified by being able to
 - Identify and explain examples of immigrant cultural groups maintaining language or other cultural markers in a new location.
 - Explain how subculture groups in the United States use dress or other characteristics to distinguish themselves from other groups.

National Council for the Social Studies

Social Studies for the Next Generation

Constructing Compelling Questions

- D1.1.6–8 Explain how a question represents key ideas in the field.
- D.1.1.9–12 Explain how a question reflects an enduring issue in the field.

Determining Helpful Sources

- D1.5.6–8 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.
- D1.5.9–12 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

Civic and Political Institutions

- D.2.Civ.3.6–8 Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.
- D.2.Civ.7.6–8 Apply civic virtues and democratic principles in school and community settings.
- D2.Civ.3.9–12 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
- D2.Civ.7.9–12 Apply civic virtues and democratic principles when working with others.

Gathering and Evaluating Sources

- D3.1.6-8 Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- D3.1.6-8 Evaluate the credibility of a source by determining its relevance and intended use.

- D3.1.9-12 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- D3.2.9-12 Evaluate the credibility of a source by examining how experts value the source.

National Fine Arts Standards

Visual Arts

Content Standard 1: Understanding and applying media, techniques, and processes

Grades 5–8

- Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices
- Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas

Grades 9–12

Proficient:

- Students apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks
- Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use

Advanced:

- Students communicate ideas regularly at a high level of effectiveness in at least one visual arts medium
- Students initiate, define, and solve challenging visual arts problems independently using intellectual skills such as analysis, synthesis, and evaluation

Content Standard 4: Understanding the visual arts in relation to history and cultures**Grades 5–8**

- Students know and compare the characteristics of artworks in various eras and cultures
- Students describe and place a variety of art objects in historical and cultural contexts
- Students analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art

Grades 9–12

Proficient:

- Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art
- Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places
- Students analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making

Advanced:

- Students analyze and interpret artworks for relationships among form, context, purposes, and critical models, showing understanding of the work of critics, historians, aestheticians, and artists
- Students analyze common characteristics of visual arts evident across time and among cultural/ethnic groups to formulate analyses, evaluations, and interpretations of meaning



Sacred Journeys Teacher Focus Group

The Children's Museum of Indianapolis wishes to thank the following teachers for their assistance in the development of the *Sacred Journeys* Exhibit and Unit of Study

Chris Bogart

7th Grade World Studies/8th Grade U. S. History
Franklin Township Middle School

Michael Burr

World Geography
Lawrence Township High School

Sandy Brown

5th Grade
Allisonville Elementary School
Washington Township Schools

Heather Campbell

Geography and History of the World
Franklin Central High School

Karen Grimes Cooper

Middle School
Mother Theodore Catholic Academies
Geography Educators Network of Indiana

Julie M. Doty

Geography and History of the World
Franklin Central High School

Erin Gettinger

7th Grade/Global Studies
Decatur Middle School

John Hartwyk

7th Grade Facilitator/Global Studies
Decatur Middle School

Andrew Kidwell

Geography and History of the World
Franklin Central High School

Scott Royer

Geography and History of the World
McCutcheon High School

