

Teacher's Guide for FACES

November/December 2014: Sacred Places

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Getting Started

The first theme of geography is location. Review absolute location vs. relative location. This issue deals with relative location. As you make your way through the issue, look for ways these places are related.

Construct two T-Charts. Use them to classify each article.

Modern	Ancient	Natural	Manmade

High Five

(RI1) Classify each High Five point as: an event, what it contains, and the historical value.

At a Glance

(SP5) Create a pie chart or bar graph illustrating the world's major religions. How do you think this information was gathered?

(RI1) What do you notice about the distribution of color on the map? Why are there clusters of colors instead of dispersed colors?

Holy Cows

(RL8) Find evidence of the importance of cows in history.

(W1&W7) Conduct short research on the cows in Delhi. Do you think cows are a menace or are they meaningful? Write an opinion piece and support your opinion with facts and details from this article and additional sources.

Machu Picchu

(W7) Conduct short research to find out more about the Inca people. Watch this short video about the Inca emperor Pachacuti: www.history.com/topics/machu-picchu/videos

(RL8) Find evidence that Machu Picchu was sacred to the Inca people.

(RI1) What types of people might have lived there? Scientists? Religious leaders? Naturalists?

(RL7) How do the photo illustrations help you understand the physical geography of the area and the construction techniques used?

(SL1) How did the Incas build Machu Picchu? Work in groups and come up with an explanation of how your group thinks Machu Picchu was built.

(SL2) Visit <http://video.nationalgeographic.com/> and put Machu Picchu in the search box. Several short video options should appear including the controversy over who owns the artifacts brought to America by Hiram Bingham. Break students into groups and have them choose a video to watch. Then each group gives a short summary of their video.

Sacred Forests: A Lifeline in Modern Times

(RL1) Change each heading into a question. Read the section to find the answer to the question.

(W7) Investigate: germplasm banks, World Heritage sites: sacred mountains, sacred water

Stonehenge

(RI1) If it took 1500 years to complete, how many generations of people were involved? Why was it such a slow process? Why might there have been a 1,000 year gap in construction?

(SL2) Visit <http://video.nationalgeographic.com/> and enter Stonehenge in the search box. Watch "Stonehenge Builders Village" and summarize the archaeologist's findings.

Jerusalem: The City of Peace

(RL1) Why is Jerusalem sacred? List the three major religions and their reasons for coming to Jerusalem.

(RL7) How does the view of Jerusalem on pages 18-19 show population density and the contrast between ancient and modern society?

(RI1) Why has Jerusalem been conquered so many times? Consider the geographic location, historical significance, and events.

(L5) What is the meaning of the phrase "the city always manages to rise like a phoenix" on page 20?

(W1) Do people who live in Jerusalem consider it a city of peace? Read this article: www.newyorker.com/news/news-desk/the-fight-for-jerusalem-past-and-future. What is your opinion?

Growing Up: In India

(RL9) Compare/contrast Prafful's schooling to your schooling.

(L5) Consider these quotes from the article. What do you think they mean?

- "If one is to be successful in life, one has to be emotionally detached."
- "We have to give up pleasures to seek something substantial in life."
- "Peaceful coexistence is the need of the hour."

(W3) Prafful mentions things his parents have taught him. What lessons have your parents taught you?

(SL1) Prafful seems to be "wise beyond his years." Do you think most students your age are as "wise" as Prafful? Why? Why not? What type of career might be in Prafful's future?

Varanasi: Ghats, Gold, and the Ganges

(RL/RI1) The opening of the article says Varanasi is full of life, death, wonder, and ritual. Find examples of all of these in the article.

(RI1) The fourth theme of geography is movement. Think about the pilgrimages to the Ganges. How do these pilgrimages connect the people and their culture?

Remembering 9/11

(RL/RI1) You classified the High Five points on pages 2&3 by event/ what it contains/ historical value. What does this parcel of land commemorate? What does it contain? What is the historical value of this place?

(RI6) Ask multiple people to recall the events of 9/11. Look for similarities and differences in their points of view.

(RH1) The website www.911memorial.org has many lesson plans for teachers. They are divided by grade level and are aligned with common core standards. If you would like to work on the difference between primary and secondary sources, click on Lesson Plans and then click on 9/11 Primary Sources.

Japan's Ise Grand Shrine: Forever Ancient/Forever New

(RL4) What is the meaning of the title? How can something be ancient and new at the same time?

(RI2) Let's look at three different themes of geography touched on in this article.

- Movement: Why is the shrine taken down, moved, and rebuilt every 20 years?
- Place: How is Ise Grand different from any other place on earth?
- Human/Environment Interaction: Find evidence that Shinto followers are environmentally conscious.

Uluru: A Mystical Monolith

(RL4) Define: monolith, commune, title deed, rituals, mandate

(W1/W7) Who "owns" Uluru? State your opinion and support it with facts and information from the article and additional sources.

(SL1/SL4) How do you feel about tourists climbing Uluru? The article states, "Traditional law mandates that no one climb this sacred place. Unfortunately, people ignore this request and still climb 'the Rock.'" Present points of view of the tourists and the Anangu leaders.

The Maiden of the Mist

(RL3) Compare and contrast the characters/settings/events of The Maiden of the Mist with Dreamtime mentioned in the Uluru article.

(RL6) What is the purpose of the play? Why is putting this myth in a play format helpful when considering points of view?

Wrap Up

(RL/RI1) Use a world map to find the absolute location of the following places:

1. Machu Picchu
2. Stonehenge
3. Jerusalem
4. Varanasi
5. New York City
6. Ise Grand Shrine
7. Uluru

Discuss relative location. What interaction occurs between and among these places? How are they connected?

(SL4) Have you visited a sacred place? Tell the class about your visit using relevant details.