

| **Cornell Note-Taking Sheet**A yin yang symbol with flowers and stars  Description automatically generated with low confidence**Sacred Places Around the World** |
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| **Essential Question/s** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Main Idea** | **Notes/Details** |
| ***sacred place*** | Definition: |
| Silhouette Places Worship Religious Diversity Stock Vector (Royalty Free)  1340184404 | Shutterstock | Paraphrase (In your own words): |
|  |  |
| **The Golden Temple** **India** | World Region Location: |
|  | WHO is it sacred to? |
|  | WHY is this place sacred? |
| ***physical landscape*** | Definition: |
|  | Paraphrase (In your own words): |
|  |  |
| **Ukonsaari Island****Finland** |  World Region Location: |
|  | WHO is it sacred to? |
|  | WHY is this place sacred? |
| **Uluru****Australia** | World Region Location: |
|  | WHO is it sacred to? |
|  | WHY is this place sacred? |
| ***built environment*** | Definition: |
| A black and white image of a city  Description automatically generated with low confidence | Paraphrase (In your own words): |
| Examples |  |

|  |  |
| --- | --- |
| Salt Lake Temple | World Region Location: |
| Utah | WHO is it sacred to? |
|  | WHY is this place sacred? |
| Santiago Baháʼí Temple | World Region Location: |
| Chile | WHO is it sacred to? |
|  |  WHY is this place sacred? |
|  |  |
| ***pilgrimage*** | Definition: |
| A silhouette of a person with a briefcase  Description automatically generated with low confidence | Paraphrase (In your own words): |
| Examples |  |
| **Sanctuary of Our** | World Region Location: |
| **Lady of Lourdes** | WHO is it sacred to? |
| **France** | WHY is this place sacred? |
| **The Kaaba** | World Region Location: |
| **Saudi Arabia** | WHO is it sacred to? |
|  | WHY is this place sacred? |
| **Gangotri Glacier** |  World Region Location: |
| **India** | WHO is it sacred to? |
|  | WHY is this place sacred? |
|  |  |
| ***indigenous people*** |  Definition: |
| A picture containing sketch, cartoon, LEGO, design  Description automatically generated | Paraphrase (In your own words): |
|  |  |
| ***indigenous sacred place*** | Definition: |
| A picture containing drawing, bird, child art, painting  Description automatically generated | Paraphrase (In your own words): |
| Examples |  |

|  |  |
| --- | --- |
| **Pirá Paraná River** | World Region Location: |
| **Colombia** | WHO is it sacred to? |
|  | WHY is this place sacred? |
| **Grand Canyon** | World Region Location: |
| **Arizona** | WHO is it sacred to? |
|  | WHY is this place sacred? |
| **Chicabal Lake** | World Region Location: |
| **Guatemala** | WHO is it sacred to? |
|  | WHY is this place sacred? |
| **Sri Pada** | World Region Location: |
| **Sri Lanka** | WHO is it sacred to? |
|  | WHY is this place sacred? |

**You Decide!!**

Which of the following sacred places are examples of?

**indigenous** sacred places?

|  |  |
| --- | --- |
| **Basilica of the** | World Region Location: |
| **Virgin of Guadalupe** | Is this an example of an indigenous sacred place? Yes | No |
| **Mexico** | Explain how you know: |
| **Mo’ai Statues** | World Region Location: |
| **Easter Island** | Is this an example of an indigenous sacred place? Yes | No |
|  | Explain how you know: |
| **Osun-Osogbo** | World Region Location: |
| **Sacred Grove** | Is this an example of an indigenous sacred place? Yes | No |
| **Nigeria** | Explain how you know: |
| **Great Mosque of**  | World Region Location: |
| **Djenné**  | Is this an example of an indigenous sacred place? Yes | No |
| **Mali** | Explain how you know: |
| **Borobudur Temple** | World Region Location: |
| **Indonesia** | Is this an example of an indigenous sacred place? Yes | No |
|  | Explain how you know: |
| **Mount Kilimanjaro** | World Region Location: |
| **Tanzania** | Is this an example of an indigenous sacred place? Yes | No |
|  | Explain how you know: |
| ***sense of place*** | Definition: |
| A picture containing smile, emoticon, smiley, yellow  Description automatically generated | Paraphrase (In your own words): |  |  |

***Sense of Place* Reflection Paragraph**

|  |
| --- |
| **Directions:** Reflect about a place that you may consider sacred. Identify and describe the place. Is it an indigenous sacred place or a non-indigenous sacred place? What is your sense of place when you’re there? In other words, when you are there, what do you feel and why? |
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**Sources for Illustrations Used on the Cornell Notes Handout**

Yin Yang Symbol

<https://www.vecteezy.com/vector-art/4748445-clip-art-yin-yang-symbol-day-and-night-flowers-and-the-moon-elegant-blue-and-white-design-for-postcard-poster-sticker>

Sacred Places

<https://image.shutterstock.com/image-vector/silhouette-places-worship-religious-diversity-260nw-1340184404.jpg>

Physical Landscape

|  |  |
| --- | --- |
| <https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcQIoDNhQSmcgjOfHh22K_I6PRuNsmYpLjNdcObM_fWsEmkeU7dmk1qkF_ZGh-HBGC94YSI:https://media.istockphoto.com/vectors/vector-illustration-of-nature-in-the-mountains-tourism-tent-in-nature-vector-id1266605239%3Fk%3D20%26m%3D1266605239%26s%3D612x612%26w%3D0%26h%3DoGOcNQhNqnsUR9PfntDJtOYsE40_LjqqOEP1sxassnQ%3D&usqp=CAU> |  |

Built Environment (SF Skyline)

<https://thumbs.dreamstime.com/z/san-francisco-city-skyline-panorama-clip-art-23999351.jpg>

Pilgrimage

<https://www.silhouette.pics/tags/journey.php>

Indigenous

<https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcQryJPs5kotJhK6O9wY9iOqhwsWX7XUjFkSkepVOgDETPLL-sm5FAqOLB9oc185TKbzUj4:https://lookaside.fbsbx.com/lookaside/crawler/media/%3Fmedia_id%3D4317618568307619&usqp=CAU>

<https://m.facebook.com/PHinSpain/photos/october-is-national-indigenous-peoples-ip-month-pursuant-to-presidential-proclam/4317618568307619/>

Indigenous Sacred Place

|  |  |
| --- | --- |
| [https://commons.wikimedia.org/wiki/File:Chief\_Buffalo%27s\_Petition\_1849\_originally\_of\_birch\_bark.jpg](https://commons.wikimedia.org/wiki/File%3AChief_Buffalo%27s_Petition_1849_originally_of_birch_bark.jpg) |  |
| <https://t1.gstatic.com/images?q=tbn:ANd9GcTCAWMV_gys-GLXhruAxo8kSFmAXvFQT7DmejJPa_Oa6ttD1t65>  |  |
| <https://cdn.shopify.com/s/files/1/0945/7542/products/16CC636_Celtic_Tree_f87e78de-bea3-4669-bd09-eeceb143dc84_1024x1024.png?v=1519013983>  |  |
| <https://classroomclipart.com/images/gallery/Clipart/Native_American_Indian/indian-hieroglyphics-on-stone.jpg>  |  |

Sense of Place

<https://www.familyeducation.com/sites/default/files/inline-images/Feelings%20Flashcards.jpg>

Google Slides Assignment: Sacred Place in a World Region”

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Sacred Places: A World Regional Tour**

**Directions**:

1) Each pair will be assigned one of the world regions depicted in the map below.

2) Each pair will research and select a sacred place located in their assigned world region.

3) Per Teacher directions, join the Shared Google Slideshow that everyone in the class can access and edit. Be mindful to work ONLY on your designated slides. Avoid editing other classmates’ slides.

4) Each pair may create no more than TWO slides to highlight their selected sacred place.

5) Students may wish to review the “Sacred Places Around the World” slideshow presentation as a guide for formatting

**Slide Checklist**

Please include the following information on your slide/s.

□ Authors: Student names

□ Name of the sacred place

□ 1-2 photos of the sacred place

□ Identify BOTH the country and world region in which the sacred place is located

□ Identify what cultural, religious, or ethnic group/s consider the place as sacred

□ Explain WHY the identified group considers the place to be sacred *(In your own words! Do NOT copy/paste information from online sources!)*

□ Citations: Cite the information sources used.

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Infographic: Indigenous Sacred Places** 

**What qualities make an indigenous sacred place significant?**

**Directions**: Research an indigenous sacred place in your assigned state, then design an infographic about it. Infographics display information in a more engaging visual manner to inform the reader. Use the following website <https://sacredsites.com/americas/united_states/index.html> to help you identify an indigenous sacred place in your assigned state. Submit your completed infographic electronically to your teacher.

\*\* There are many online tools you may use to create your infographic. Check out Canva, Piktochart, Google Drawings, and Adobe Express.

**Infographic Checklist**

Please include the following in your infographic.

□ Author: Student name

□ Title: Descriptive title featuring the indigenous sacred place

□ Names of the indigenous sacred place (the English translated name & indigenous name/s)

□ Location: Description and map of where the indigenous sacred place is located in the state

□ Indigenous People/s: Description and images of people/s who consider the place sacred

□ Indigenous Sacred Site: Image and description of the physical landscape and/or the built environment of the sacred site

□ Explain WHY the indigenous people/s consider the place to be sacred *(In your own words! Do NOT copy/paste information from online sources!)*

□ Citations: Cite the information sources used

Design tips for creating visually engaging infographics:

* Stay focused.
* Use graphics and visuals that enhance the textual information.
* Use a variety of visuals: photos, clipart, maps, icons, diagrams, charts, decorative elements.
* Use easy-to-read fonts and stick to 1-2 font styles.
* Stick to a color palette.
* Keep the text short and sweet. Infographics should NOT be overly wordy.
* Format the infographic to keep it clearly organized and sequential.
* Use the infographic template provided by the online tool (Canva, Piktochart, etc.).

\*\* Remember, the purpose of an infographic is to “tell a story” OR to “deliver information” in an eye-catching, concise, and readily comprehensible manner.

 **Infographic Rubric** - Your infographic will be assessed using this rubric.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 | 3 | 2 | 1 |
| **Design**  | Layout is well organized and uses a consistent style. Font styles & size (no smaller than 18) are easy to read throughout the infographic.Color of the text & background is attractive and easy to read throughout the infographic.  | Layout is generally organized and for the most part uses a consistent style. Font styles & size (no smaller than 18) are easy to read in most parts of the infographic.Color of the text & background is sufficiently attractive and easy to read in most parts of the infographic.  | Layout is somewhat organized and sometimes uses a consistent style. Font styles & size are difficult to read in some parts of the infographic.Color of the text & and background is distracting and/or difficult to read in most parts of the infographic. | Layout lacks organization and has an inconsistent style. Font styles & sizeare difficult to read in most parts of the infographic.Color of the text and background is distracting and/or very difficult to read throughout the infographic.  |
| **Content** **Information** | All of the required content is included, is highly accurate, and contains in-depth detail.  | Most of the required content is included, is accurate, and contains sufficient detail.  | Some of the required content is missing, contains some inaccuracies, and sometimes lacks sufficient detail.  | A significant amount of the required content is missing, it contains several inaccuracies, and lacks sufficient detail.  |
| **Images and Graphics** | Content information is enhanced by relevant images and graphics. Includes a minimum of five images and/or graphics.  | Content information is communicated by relevant images and graphics.Includes a minimum of five images and/or graphics. | Content information is insufficiently communicated by images and graphics.Does not include a minimum of five images and/or graphics.  | Content information is not supported OR images and graphics are unrelated to the topic.Does not include a minimum of five images and/or graphics. |

**Grade \_\_\_\_\_\_\_ / 12 = \_\_\_\_\_\_\_\_\_\_%**

**Feedback:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Summative Assessment: Summary Paragraph**

**Directions:**

1)Preview the infographics created by your classmates.

2) Select ONE infographic to read and learn about a new indigenous sacred place.

3) Write a paragraph that summarizes the major information about the new indigenous sacred place.

4) The written summary MUST include the following vocabulary terms in the paragraph. (21 points)

* built environment
* indigenous people
* indigenous sacred place
* physical landscape
* pilgrimage
* sacred place
* sense of place

5) In addition, the written summary **MUST make one explicit connection** between the indigenous sacred place you researched and the indigenous sacred place your classmate researched. (14 points)

6) When the summary is completed, go back, and highlight the vocabulary terms used in the paragraph. (5 points)

Here are two possible ways to structure your connection:

[Insert name of your indigenous sacred place] and [insert name of your classmate’s indigenous sacred place] are similar because they both \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

A connection between [insert name of your indigenous sacred place] and [insert name of your classmate’s indigenous sacred place] is that they are both \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

7) Use the Summary Paragraph instructions (#4, 5, and 6 above) to make sure all elements of the paragraph have been included.

8) Submit your Summary Paragraph electronically to your teacher. 

