

# Indigenous Sacred Places

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**Grade Level** High School  
**Duration** 5-6 class periods

National Standards	AZ Standards	Arizona Social Science Standards
<p><b>GEOGRAPHY</b>  <b>Element 2: Places and Regions</b>            4. The physical and human characteristics of places            6. How culture and experience influence people's perceptions of places and regions  <b>Element 4: Human Systems</b>            10. The characteristics, distribution and complexity of Earth's cultural mosaics</p> <p><b>C3-FRAMEWORK</b>  <b>GEOGRAPHY</b>            D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</p> <p><b>HISTORY</b>            D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.            D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.</p>	<p><b>ELA</b>  <b>Key Ideas and Details</b>            9-10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.            11-12.RI.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.  <b>Integration of Knowledge and Ideas</b>            9-10.RI.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.            9-10.RI.9 Analyze seminal/primary documents of historical and literary significance, including how they address related themes and concepts.            11-12.RI.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>	<p><b>Geography</b>  <b>Human-environment interactions are essential aspects of human life in all societies.</b>  <b>HS.G2.1</b> Analyze interactions within and between human and physical systems.  <b>HS.G2.3</b> Evaluate the impact of human settlement on the environment and culture of specific places and regions.</p> <p><b>History</b>  <b>The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.</b>  <b>HS.H1.5</b> Explain how religions and belief systems have affected the origins of societies.  <b>Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.</b>  <b>HS.H3.2</b> Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time.</p> <p><b>Disciplinary Skills and Processes</b>  <b>Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions since there are multiple points of view about events and issues.</b>  <b>HS.SP2.1</b> Analyze how contexts shaped and continue to shape people's perspectives.</p>

SLOP Elements		
<b>Preparation</b> Adapting content <b>Linking to background</b> <b>Linking to past learning</b> Strategies used	<b>Scaffolding</b> Modeling <b>Guided practice</b> <b>Independent practice</b> Comprehensible input	<b>Grouping Option</b> <b>Whole class</b> Small groups <b>Partners</b> <b>Independent</b>
<b>Integrating Processes</b> <b>Reading</b> <b>Writing</b> Speaking Listening	<b>Application</b> Hands on <b>Meaningful</b> <b>Linked to objectives</b> Promotes engagement	<b>Assessment</b> <b>Individual</b> Group <b>Written</b> Oral

**Arizona English Language Proficiency Standards**

**Grade 9-12**

**Basic**

**Listening and Reading**

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-1: determine the central idea or theme and explain how they are supported by using text evidence.

B-2: recount a text including specific details and information.

B-5: utilize visual information to understand the text.

Standard 2 By the end of each language proficiency level, an English learner can determine the meaning of words and phrases in oral presentations and literary and informational text.

B-3 compose informational text that include relevant details, concepts, and examples to develop a topic while using appropriate conventions.

B-4: integrate graphics or multimedia when useful.

B-5: use examples of precise language and domain-specific vocabulary within informative texts.

**Listening, Speaking, Reading, and Writing**

Standard 6 By the end of each language proficiency level, an English learner can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

B-2: participate in written exchanges about grade-appropriate topics and texts.

B-5: review information expressed by others and add relevant information and evidence to collaborative oral and written discussions.

B-7: summarize the key points expressed.

Standard 7 By the end of each language proficiency level, an English learner can conduct research and evaluate and communicate findings to answer questions or solve problems.

B-1: gather information from multiple provided resources to answer questions.

B-2: summarize the main idea using evidence from text or presentations.

B-3: paraphrase observations, information notes with labeled illustrations, diagrams, or other graphics, as appropriate.

B-4: cite sources used in research appropriately.

**Overview**

Sacred places are locations considered holy or sacred by individuals or groups of people. Sacred places can be part of the physical environment and/or the built environment. Indigenous sacred places are sites that hold spiritual or religious significance for one or more indigenous groups. People often engage in prayer, rites of passage, meditation, spiritual contemplation, and connect with

the divine at sacred places and indigenous sacred places.

**Purpose**

This inquiry-based lesson explores sacred places from a global to local scale of analysis, examines the unique nature of indigenous sacred places, and

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culminates with an investigation of local indigenous sacred sites.

### Key Vocabulary

**built environment:** human-made environment consisting of structures

**indigenous:** the original inhabitants of the land

**indigenous sacred place:** a location that is considered holy or spiritual by the original inhabitants of the land

**physical landscape:** the natural environment

**pilgrimage:** a journey to a sacred place for spiritual reasons

**sacred place:** a location that is considered holy or spiritual

**sense of place:** the subjective feelings and memories evoked by a geographic location

### Materials

- Slideshow Presentation: What Do These Places Have in Common?
- Slideshow Presentation: Sacred Places around the World
- Cornell Note-taking Sheet: Sacred Places Around the World
- World Regions Map
- Sacred Places: A World Regional Tour
- Infographic: Indigenous Sacred Place
- Infographic Rubric
- Research Guide: Indigenous Sacred Places
- Super Important & Most Important Part of Your Research
- Summative Assessment: Summary Paragraph

### Objectives

The student will be able to:

- Describe how culture and experience influence people's perceptions of places and regions.
- Describe the criteria that define sacred places.
- Compare and contrast the similarities and differences between sacred places with indigenous sacred places.
- Investigate indigenous sacred places in their state or in an assigned state.

### Procedures

**Prerequisite Knowledge:** *Students should have mastery of the geographic definition and concept of "place and region."*

**Prior to this lesson:** *The teacher should consider each of the following in terms of class populations:*

*Students with the following background or experiences can bring a wealth of knowledge to the learning space.*

- *Students who have traveled in and out of their state will have a larger repertoire of "sense of place" to draw upon as well as the potential for prior knowledge of linguistic origins of place names. Emphasize proper pronunciation of place names or multiple names, if a place is significant to several local tribal nations, (Ex: Öngtupqa is the Hopi word for the Grand Canyon; Chimik'yana'kya dey'a is the Zuni word for the Grand Canyon; Wi:ka'i:la is the Yavapai word for the Grand Canyon; Bidáá' Ha'azt'i' Tsékooh is the Navajo word for the Grand Canyon, etc.)*
- *Students who speak one or more languages may also possess prior knowledge with regards to the cultural background and linguistic roots of places and regions.*
- *Students may find looking at sacred spaces a way to connect with relatives that can share experiences. Encourage this interaction.*
- *Students who are from and/or connected to a local indigenous nation can share their understanding/knowledge of "place" in this learning space.*

### SESSION ONE

#### Engage:

1. Begin the lesson by asking the students to define culture. Once they have established a good definition for culture, ask how they think culture and experiences influence people's perceptions of places and regions.
2. Allow time for students to brainstorm the question and share their ideas with a partner. **(Preparation: Linking to past background, Linking to past learning)**
3. Project the "What Do These Places Have in Common?" slideshow presentation featuring images of 10 sacred places from around the world, many of which have appeared in popular culture. Simply project the slides without discussion.
4. Then ask, "What do all of the places in the slideshow share in common?" Direct students to discuss their answers first with a partner, then with their group to come to a consensus with their answer.
5. Switching to the whole class, ask students to share their consensus answers and any sacred places they have visited or know about. **(Integrated Processes: Listening and Speaking; Grouping: Whole class)**

**SESSION TWO**

**Explore:**

1. Write the Essential Questions on the whiteboard. What are sacred places? What makes indigenous sacred places unique?
2. Distribute copies of the Cornell Note-taking Sheet: Sacred Places Around the World, as well as copies of the World Regions Map, one per student. Instruct students to take notes while viewing the "Sacred Places Around the World" slideshow. The teacher will "microteach" each slide by narrating, posing questions, and discussing the content with students. The slideshow features a montage of images and information about sacred places from around the globe interspersed with slides of the key vocabulary words for the lesson. After each slide, students have an interactive note-taking task to complete on the Cornell Notes.
3. Instruct students to first write the formal definition of the word as displayed on the slide. Next, they will re-phrase the formal definition by rewriting the definition in their own words and then locating the country using the World Region Map.
4. Continue to explain the directions, after reading the descriptive text in the slideshow and analyzing the photo of the sacred place, they will discuss, then record their conclusions as to whom this place is sacred and why.
5. After the vocabulary word, "indigenous" has been introduced in the slideshow, have students analyze whether the sacred place has its spiritual origin or "sense of place" connection to indigenous peoples.
6. At the conclusion of the slideshow, have students reflect on their "sense of place" in relation to a sacred place they have visited and compose a Sense of Place Reflection Paragraph based upon the writing prompt questions.  
**(Integrated Processes: Listening, Reading and Writing; Grouping: Whole class)**

**SESSION THREE**

**Explain:**

1. Remind students of the sacred places that were identified in the last session, then distribute copies of the Sacred Places: A World Regional Tour.
2. Discuss the handout directions for the student-created collaborative Google Slideshow featuring a world tour of sacred places.
3. Pair up students and assign each pair their world regions. Allow students time to investigate

sacred places in their respective world regions and select one to research further.

4. Remind students to use the checklist provided on the handout. **(Application: Meaningful, Linked to objectives; Grouping: Partners)**

**SESSION FOUR**

*Prior to this Session: If your class has not made an infographic before, it would be helpful to share some examples. There are many online tools available to create infographics, including Canva, Piktochart, Google Drawings, and Adobe Express.*

**Elaborate:**

1. Write the Essential Question on the whiteboard. "What qualities make indigenous sacred places significant?"
2. Distribute copies of the Infographic: Indigenous Sacred Places handout. Explain that each student will be assigned a specific indigenous sacred place (located in an assigned US state) to research. Share the Infographic Rubric.
3. Distribute copies of the Research Guide: Indigenous Sacred Places and Super Important & Most Important Part of Your Research handouts. Allow students time to research their indigenous sacred place and complete the Research Guide.
4. Using the information from the Research Guide, Instruct students to create their indigenous sacred place infographic based upon the checklist criteria outlined on the Infographic: Indigenous Sacred Place handout.
5. Instruct students to self-check their infographic based upon the Rubric found on the Infographic: Indigenous Sacred Places handout.
6. Have students submit their completed Infographics electronically to the teacher. It is recommended that the teacher create a Padlet or Wakelet page for students to post their infographics. **(Application: Meaningful, Linked to objectives; Grouping: Independent)**

**SESSION FIVE**

**Evaluate:**

1. Conduct a digital Gallery Walk by viewing their classmates' infographics posted on the Padlet or Wakelet page. Instruct students to select ONE infographic to read in depth to learn about a new indigenous sacred place.
2. Distribute copies of the Summative Assessment: Summary Paragraph handout, one per student. Explain the directions and discuss the criteria for the written paragraph. Sentence frames are provided to serve as writing scaffolds for diverse learners.

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3. Allow time for students to write their paragraph. Remind students to use the Summary Paragraph Checklist to make sure all required elements of the paragraph have been included. **(Assessment: Written, Individual)**

## Assessment

### Geography, History, and ELA

The Cornell Note-taking Sheet: "Sacred Places Around the World" can be graded for completeness and accuracy. Mastery will be considered a score of 90% or higher.

The slide(s) created in the "Sacred Places: A World Regional Tour" assignment can be graded using the slide checklist based on 20 points possible. Mastery will be considered a score of 16 points or higher.

The infographic can be scored using the rubric provided based on 12 points possible. Mastery will be considered a score of 9 points or higher.

The Summary Paragraph can be graded based on the Paragraph Checklist and Rubric provided based on 20 points possible. Mastery will be considered a score of 16 points or higher.

## Sources

See slides and credits for images.

Website: World Pilgrimage Guide  
<https://sacredsites.com/>

Gogerty, Clare. *Sacred Places: Where to Find Wonder in the World*. Aster, 2020.

National Geographic. *Sacred Places of a Lifetime: 500 of the World's Most Peaceful and Powerful Destinations*. National Geographic Publications, 2008.