



## GeoCivics Lesson: *Indigenous Sacred Places*

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<p><b>Teacher(s):</b> Jeannine Kuropatkin &amp; Frances Coffey</p>	<p><b>Unit Title:</b> Honoring Indigenous Sacred Places: A GeoCivics Perspective</p> <p><b>Lesson Title:</b> Indigenous Sacred Places</p>	<p><b>Grade Level:</b> <b>9 - 12</b></p>
<p><b>Notes:</b> This is lesson 1/3. This lesson builds students’ understanding of what sacred places are and how these are significant to particular groups of people. The lesson is a foundation to prepare students for learning about indigenous peoples sacred places to prepare for their Civic Action Project in Lesson 3.</p>		
<p><b>Pre-existing Knowledge:</b> Students should have mastery of the geographic definition and concept of “places and regions.”</p> <p><b>Prior to this lesson:</b> <i>The teacher should consider each of the following in terms of class populations:</i></p> <p>Students with the following background or experiences can bring a wealth of knowledge to the learning space:</p> <ul style="list-style-type: none"> <li>○ Students who have traveled in the state or nationally will have an extensive “sense of place” repertoire to draw upon as well as potential prior knowledge in the area of linguistic origins for place names. Emphasize proper pronunciation of place names or multiple names, if 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.)</li> <li>○ 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. Perhaps students who are from and/or connected to a local indigenous nation can share their understanding/ knowledge of ‘place’ in this learning space.</li> </ul>		
<p><b>Overview of Content:</b> 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 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.</p>		
<p><b>Purpose:</b> This inquiry-based lesson explores sacred places from a global to local scale of analysis, examines the unique nature of indigenous sacred places, and culminates with an investigation of local indigenous sacred sites.</p>		

## **National & State Social Studies Standards:**

### **C3 Framework: History, Dimension 2 Perspectives**

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.

### **Virginia State Social Studies Standards | Virginia and United States History**

VUS.1c: The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia and United States history.

### **Arizona History and Social Science Standards | History | Grades 9-12**

The development of civilizations, societies, cultures, and innovations have influenced history and continues to impact the modern world.

HS.H1.5 Explain how religions and belief systems have affected the origins of societies.

Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.

HS.H3.2 Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time.

### **Arizona History and Social Science Standards | Disciplinary Skills and Processes | Grades 9-12**

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.

HS.SP2.1 Analyze how contexts shaped and continue to shape people's perspectives.

## **National & State Geography Standards:**

### **National Geography Standards**

#### **Element 2: Places and Regions**

4. The physical and human characteristics of places

6. How culture and experience influence people's perceptions of places and regions

#### **Element 4: Human Systems**

10. The characteristics, distribution and complexity of Earth's cultural mosaics

### **C3-Framework: Geography, Dimension 2 Geographic Representations**

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.

### **Virginia State Social Studies Standards | World Geography**

WG.1b: The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by using geographic information to determine patterns and trends to understand world regions.

WG.3b: The student will apply the concept of a region by describing how regional landscapes reflect the physical

environment and the cultural characteristics of their inhabitants

WG.5d: The student will analyze the characteristics of the regions of the United States and Canada by recognizing cultural influences and landscapes.

### **Arizona History and Social Science Standards | Geography | Grades 9-12**

Human-environment interactions are essential aspects of human life in all societies.

HS. G2.1 Analyze interactions within and between human and physical systems.

HS. G2.3 Evaluate the impact of human settlement on the environment and culture of specific places and regions.

### **National and State ELA Standard**

#### **Common Core State Standards/Literacy in History/Social Studies:**

##### **Craft and Structure:** CCSS.ELA-LITERACY.RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

##### **Key Ideas and Details:** CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

##### **Integration of Knowledge and Ideas:** CCSS.ELA-LITERACY.RH.11-12.7

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.

### **Arizona ELA Standards:**

#### **Key Ideas and Details**

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.

#### **Integration of Knowledge and Ideas**

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.

**ISTE Teacher and/or Student Standard:**

**Teacher Standards**

**2.2b Leader:** Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning. Educators advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.

**2.3b Citizen:** Educators inspire students to positively contribute to and responsibly participate in the digital world. Educators establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.

**2.5 Designer:** Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability. Educators use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.

**Language Functions:**

- Inquiry/Seeking Information: Students use language to observe and explore the environment, acquire information, inquire.
- Summarizing and Informing: Students use language to identify, report or describe information
- Analyzing: Students use language to separate whole into parts, identify relationships and patterns
- Justifying and Persuading: Students use language to give reasons for an action, decision, point of view, convince others.
- Inferring, Predicting, & Hypothesizing: Students use language to make inferences, predict implications, hypothesize.

**Culturally Responsive Strategies:**

- **VOICE:** Lesson/Assignment allows places for students to work together cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs with the instructor and each other.
- **CONNECTION:** Lesson/Activity incorporates real-life connections and representations from various cultures and life experiences.
- **ACCESS:** Lesson/Activity communicates ideas in several different ways.
- **EQUITY/DECOLONIZATION:** Lesson minimizes dominant Eurocentric narratives and biases

**Objective(s):**

*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 the state in which the student resides or their assigned state.

**SIOP**

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

## Evidence of Mastery

### Formative

Student discussion, student responses on guided notes, student written reflection, and a student-created slide on a sacred place located in a world region.

### Summative

Students create an infographic about an indigenous sacred place in the U.S. (Note: The Infographic Checklist & Rubric are included on the “Infographic: Indigenous Sacred Place” handout.)

Students also write a summary paragraph about a fellow student’s infographic (Note: The Paragraph Checklist is included on the “Summary Paragraph” handout.)

### Key Vocabulary:

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

- *Engage:* Slideshow Presentation: “What Do These Have in Common?”
- *Explore:* Slideshow Presentation: “Sacred Places around the World”
- *Explore:* Cornell Note-taking Sheet: “Sacred Places Around the World” - one per student
- *Explore:* Handout: “Sacred Places: A World Regional Tour w/World Map” - one per student
- *Explain:* Handout: Creating a Google Slide “Sacred Place in a World Region” - one per student
- *Elaborate* - Handout: “Infographic: Indigenous Sacred Place” - one per student
- *Elaborate* - “Research Guide: Indigenous Sacred Places” - one per student
- *Evaluate* - Summative Assessment: “Summary Paragraph” - one per student

### Sources:

- Cornell Note-taking Sheet: “Sacred Places Around the World” - See handout for image source links.
- “Infographic: Indigenous Sacred Places” Handout - Research website: [https://sacredsites.com/americas/united\\_states/index.html](https://sacredsites.com/americas/united_states/index.html)
- Sample Infographic: [https://commons.wikimedia.org/wiki/File:Infographic\\_explaining\\_the\\_hierarchy\\_of\\_the\\_United\\_States\\_hydrologic\\_unit\\_system.png](https://commons.wikimedia.org/wiki/File:Infographic_explaining_the_hierarchy_of_the_United_States_hydrologic_unit_system.png)
- 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.

### Engage

#### Teacher Will:

:

1. The teacher will identify pre-existing knowledge by asking students to define culture. Once they have established a good definition of culture, then, ask how they think culture and experiences influence people's perceptions of places and regions.
2. Then allow time for students to brainstorm the question and share their ideas with a partner.
3. Project the Slideshow presentation “What Do These Places Have in Common?” featuring images of 10 sacred places from around the world, many of which have appeared in popular culture. Just project the slides without discussion.  
Note: The teacher will hook students’ attention by showing this slideshow which contains a montage of images, many from popular culture and movies such as Disney’s *The Hunchback of Notre Dame*, the movie *Ice Age*, anime, and Marvel Comics *Thor Ragnarok*. Students will likely have watched and enjoyed the movies depicted and be curious about what these places share in common.  
Through the slideshow presentation, the content will be placed in a personal context as students will likely have a cultural or

#### Student Will:

1. As a class, each student will share out their own definition of the word “culture” and then engage in a discussion of what a good definition of the word “culture” would be.
2. Brainstorm and share their ideas with a partner about how they think culture and experiences influence people’s perceptions of places and regions.

**(Preparation: Linking to background / Linking to past learning) (Grouping: Partners)**

personal reference to one or more of the places depicted. They may have seen the sacred place in a movie, TV commercial, documentary, book, website, or have personally traveled there.

4. After showing the slideshow presentation ask students: "What Do All of These Places Have in Common?" Listen in as students discuss their answers in small groups.
5. Then ask students to share out their answers with the class and tell if they have visited or know about any sacred places.

4. Work within a small group to discuss what the places they viewed in the slideshow share in common.

**(Grouping: small groups)**

5. Then share out their answers from their group discussion with the class and also share out about any places they have visited or know about that are sacred places.

**(Grouping: Whole class) (Preparation: Linking to Background) (Integrated Processes: Listening and Speaking)**

**Explore**

**Teacher Will:**

**IQ #1: *What makes indigenous sacred places unique?***

**NOTE:** *The teacher will present Inquiry question #1 to the class by writing out on the board: What are sacred places? and What makes indigenous sacred places unique? and then will lay a foundation by:*

1. Distribute the Cornell Note-Taking Sheet: "Sacred Places Around the World" and instruct students to take notes while the teacher projects the Sacred Places Around the World Slideshow. The Slideshow presentation presents sacred place slides with a photo plus descriptive text that clearly states the location, the ethnic or cultural group who view the place as sacred, and details regarding why the place is considered to be sacred. It also provides a visual representation of each vocabulary term, giving one or more examples from around the world, and providing supporting

**Student Will:**

1. Prepare to watch the slideshow presentation and take down notes. To provide support for ELs and SPED students if needed, the students can be placed with partners to help each other identify the information they need to write down and to complete their note taking sheets as they view the slideshow presentation.

text which will annotate the vocabulary terms.

2. As the teacher shows each slide, instruct the students to take notes on their note taking sheet by writing a short analysis of where the place is located and why it is considered sacred by a group of people. Also instruct students to write down the key vocabulary words as they are presented in the slideshow and to rephrase and write down the definitions, putting them into their own words.
3. After completing the presentation, the teacher will lead the students in a discussion of what they have viewed and also discuss their response to Inquiry Question #1 *“What makes indigenous sacred places unique?”* The teacher will then have students reflect on their own sense of place when they have visited a sacred place, and have them share their reflections with another classmate if they feel comfortable doing so.

2. View the Sacred Places Around the World Slideshow presentation and take notes while the slideshow is being shown, writing down on their note taking sheet a short analysis of where each place shown on the slides is located, and why it is considered sacred by a group of people. They will also write down each vocabulary word presented in the slideshow and paraphrase the formal vocabulary definitions presented by writing the definition in their own words on their note taking sheet.

**(Integrating Processes: Listening/Reading/Writing) (Scaffolding: Guided practice) (Grouping: Independent or Partners)**

3. Using their note taking sheets, students will engage in a class discussion of what they viewed in the slideshow presentation and share out how they would now answer Inquiry Question #1. They will then reflect on their sense of place in relation to a sacred place they have visited, and share their reflection with a classmate.

**(Preparation: linking to past learning) Integrated Processes: Reading/Listening/Speaking (Grouping: Whole class/ Partners) (Preparation: Linking to background) (Application: Meaningful)**

### Explain - Formative Assessment

#### Teacher Will:

1. Provide students with an opportunity to share what they have discovered/learned by creating a sacred place slide in a shared Google Slides presentation which all students will be able to access, view, and edit. Students will be given the handout for creating a Google slide: Sacred Place in a World Region and told to reference the “Sacred Places Around the World” PowerPoint and their guided Cornell

#### Student Will:

1. Create a sacred place slide using a shared Google Slides presentation provided by the teacher to share what they have discovered about sacred places. They will use their notes from the Sacred Places Around the World PowerPoint viewed during the Explore section, and also their Cornell Notes taken on their Sacred Places Around the World Note-Taking Sheet to include accurate use of the vocabulary terms.



Notes handout of Sacred Places Around the World Note-Taking Sheet for accurate use of vocabulary terms and explanations.

2. After creating their slides, the teacher will have the students engage in a class presentation where each student will present his/her own slide and share their learning with the whole class.

2. Engage with the class in a presentation by sharing their slide with the whole class.  
**(Grouping: Independent/Whole class)**  
**(Application: Meaningful/Promotes engagement/Linked to objectives)**

## Elaborate

### Teacher Will:

**IQ #2: "What makes an indigenous sacred place in your assigned state significant?"**

1. Students will take the learning from Explore and Explain to explore indigenous sacred places at a deeper level. They will use their research skills to learn about a specific indigenous sacred place in their assigned state, then integrate this newly gleaned knowledge into an infographic. The teacher will present Inquiry Question #2 to the class and then assign a US state to either - an individual, a pair, or a small group of students (differentiation depending upon skill, language, or learning support needed).

**Note:** *If your class has not made an infographic before, it would be helpful to share some examples with students before beginning to create their own.*

2. Provide students with copies of the Infographic: Indigenous Sacred Places Handout which provides clear and concise directions for the creation of an indigenous sacred place infographic, and also provide them with a vetted list of reliable and appropriate websites for researching sacred places. The teacher will also share with students the infographic rubric found on the Infographic: Indigenous Sacred Places Handout to make explicit the criteria for assessing students' work.

### Student Will:

1. Receive an assigned state for which to conduct their research in order to create an infographic responding to Inquiry Question #2: "What makes an indigenous sacred place in your assigned state significant?"
2. Work either independently, with a partner or in a small group, and use their copies of the "Infographic: Indigenous Sacred Places" handout to guide them and help them understand how to create their infographic. They will then use websites provided by the teacher to guide their research as they work to create an infographic focused on explaining the significance of an indigenous sacred place in their assigned state.

**NOTE:** For ELL/SPED: Provide a link that showcases an exemplar infographic so that students have a model of a quality finished product. For Gifted: Enrich the infographic with the addition of a “Fun Facts” page. Optional: Create a Padlet page for students to submit and post their completed infographics.

**(Grouping: Independent, Partners, or Small groups) (Application: Hands on/ Promotes engagement/Linked to objectives) (Integrating Processes: Reading/Writing/ Listening/Speaking)**

**Evaluate - Summative Assessment**

**Teacher Will:**

1. After completing their infographics, the teacher will hold a Gallery Walk for students to share out their infographics with the whole class. As a summative assessment, the infographic can be scored using the rubric provided.
2. After viewing the whole class’s infographics through the Gallery Walk, the teacher will provide students with an additional assessment using the “Summary Paragraph” handout providing clear and concise directions for writing a summative assessment paragraph of a classmate’s indigenous sacred place infographic. The students will then either choose or be assigned a fellow student’s infographic to write their paragraph. The teacher will also provide a checklist of the grading criteria for the written paragraph, and provide time for students to complete their summative assessment paragraphs.

**NOTE:** To support ELL/SPED students, the teacher can provide two Sentence Frames to serve as a scaffold to support diverse learners in writing their paragraphs.

**Student Will:**

1. Share out their completed infographic with the class by engaging in a class Gallery Walk.

**(Integrating Processes: Reading/Listening/ Speaking) (Assessment: Individual/Written)**

2. Use the “Summary Paragraph” handout and the grading criteria checklist to guide them in completing a summary paragraph of a fellow student's infographic.

**(Grouping: Independent)**

**(Assessment: Individual / Written)**

**Extensions:** Students can extend their learning from the lesson by doing further research about the lives and cultures of the Indigenous People groups who are associated with the sacred indigenous places that they have researched in this lesson. They can also do more research to learn about additional indigenous sacred places located within the United States as well as in other countries of the world. This could lead to the task of comparing and contrasting sacred places found around the world and learning about the indigenous people associated with them.

