



Religious Worlds of New York • Curriculum Development Project

The Grand Tour: Student Guides to Local Religious Sites

Liz Cario, Riverwood International Charter School, Sandy Springs, GA

Purpose

This project will be assigned during a larger unit focusing on culture, language, and religion particularly as it pertains to Sandy Springs and its community's religious diversity. They will have studied various faith traditions in detail before starting this assignment. Students will create a tour of the many different faiths represented in our community through an inquiry-based approach using data from The Pluralism Project, Pew Center for Research, and other sources.

Goal

Students will create a guided tour presentation with a visual of their choice: poster, brochure, physical medium of their choice, etc. It will include specific sites from all represented faiths in Sandy Springs, a description detailing the history and significance of the site, and an explanation to tourists of the importance of examining diversity within various communities.

Target Audience

This project is developed for a public school for an on-level ninth grade World Geography class. The school is very diverse, with approximately one third Caucasian, approximately one third African American, and approximately one third Hispanic.

Implementation

After discussing various faith traditions and the concept of lived religion as part of the religion section of the culture unit, the teacher will lead a discussion on their definition of religion and how that may or may not have changed over the course of the unit. Students will engage in a discussion about diversity between and within faiths. Discussion will be steered to the local landscape through guided questioning.

The students will be given a copy of the sample GPYMYCITY Tour of Famous Atlanta Religious sites. Students will discuss the list. Discussion will be led to the faith traditions represented in the

tour and whether that really represents all of Atlanta. The premise of the project will then be discussed and students will receive instructions. They will be given in class time to research and start their project. Students will be paired using flexible/ability grouping. This assignment will take between 2-3 90-minute periods with work also completed as homework.

On the due date, students will be paired with another group, again through flexible grouping, and they will share their products. They will discuss their findings, things they learned, their “a-ha” moments, and what it means to live in a plural society. After sharing with their partners, students will have a chance to share with the whole group. After the discussion, students will complete a written reflection. This reflection would best follow some of the topics presented during discussion. It should also include personal reflection of things that went well and things that they could have improved on while working on this assignment.

Aligned Georgia State Standards:

SSWG2: The student will explain the cultural aspects of geography.

d. Explain how the development of customs and traditions help to define a culture and a people.

SSWG8: The student will describe the interaction of physical and human systems that have shaped contemporary Canada and the United States.

e. Describe the ethnic and religious groups in Canada and the United States; include major customs and traditions.

Sources:

The Pluralism Project: <http://pluralism.org/landscape/atlanta/>

Interactive map source of various faith traditions in the Greater Atlanta Area, excluding Judeo-Christian traditions.

The ARDA: <http://maps.nazarene.org/ARDADemographics/?search=sandy%20springs>

Interactive map showing congregations of Judeo-Christian traditions.

GPSMYCITY <http://www.gpsmycity.com/tours/famous-religious-buildings-tour-in-altanta-2333.html>

iOs and Android app of self-guided walking maps of various sites. This serves as the introduction to the project, as the current religious buildings tour only focuses on one faith tradition.

Sperling's Best Places: http://www.bestplaces.net/religion/city/georgia/sandy_springs

Religious affiliation data on Sandy Springs and the United

For information about the Religious Worlds of New York summer institute for teachers, and more resources to enrich your teaching on religious diversity, see: www.religiousworldsnyc.org.

Name: _____

Create your own Guided Tour of Religious Sites in Sandy Springs

In order to promote diversity in Sandy Springs, the City Council has hired you to create a new guided tour of religious spots in Sandy Springs. They want to ensure that all faith traditions that are present in the city are well represented. You will work with a partner to propose a tour to the City Council. Remember, your main goal is to research and include houses of worship that will best represent Sandy Springs to visitors.

How to get started:

1. Use the bar graph of Religious Affiliation in Sandy Springs to decide which faith traditions to include and how many houses of worship from each faith should be on the tour.
2. Use The Pluralism Project and the ARDA Databases to discover places of worship in Sandy Springs. Some databases do not show all faiths, so it is important to use both.
3. Choose specific houses of worship and create a route that tourists would travel.
4. Speak with your group about how you want to present your route to the class. You may choose from *one* of the following mediums: Poster, brochure, or another medium of your choice (must be approved first).

What to include in your Guided Tour:

1. You must include 10 stops. For each stop on your route:
 - a. Include the name of the house of worship, faith tradition, and sect/branch, if applicable.
 - b. List the address
 - c. Include an image of the location or a map showing its location
 - d. Write a paragraph detailing the history and significance of the site. Make sure to include what tourists may expect to see upon visiting
 - e. Explain why you chose your set of houses of worship. Consider the following prompts: Do they have unique architecture/use of space? Do they represent a majority of practitioners of that faith in Sandy Springs? Do they show diversity within faith traditions?

(5 points each site/50 total)
2. Conclusion Section: Explain to the tourists why it is important to include many different faith traditions. You should also discuss why it would be important to also include different branches of the same faith.

(10 points)

Guidelines for creating your Guided Tour:

1. Visual Aid: Remember, you are proposing your guided tour to the City Council. Council members will need to see pictures and explanations for each site you choose to include. On your poster or brochure, include visual aid with a variety of pictures and an explanation of the pictures. This will be shared on the due date. **(10 points)**
2. Creativity: Provide unique perspectives; examples or ideas are original. **(5 points)**
3. Teamwork: There is clear evidence of teamwork, members shared the work load and collaborated together. **(5 points)**
4. Bibliography: Include five or more sources cited properly in MLA format. You may use sites such as easybib.com, bibme.org, or citationmachine.net to create your citations. **(10 points)**

In-Class Discussion and Reflection:

In class we have discussed the concept of lived religion and the importance of considering diversity within faith traditions. This section will be completed both in **group** discussion and **individually** in the form of a personal reflection.

(10 points)

Total: _____/100 points