

Bell Ringers for the week of November 4, 2019

UNIT 3: Cultural Patterns and Processes – Religion

Plus: The History of Electoral Maps from National Geographic - Question #5 since Tuesday 11/5 is Election Day in the United States.

Prepared by Ken Keller kkeller1976@comcast.net

***Students should always be prompted, probed, so to speak, to answer the WHY question when responding to geographic inquiry ☺**

Question #1: Match the type of diffusion to the appropriate religion or branch, denomination, sect...:

Contagious, Islam

Relocation, Judaism, Christianity, Buddhism

Can students think of any others? For example, Mormons, Lutherans and Baptists within the United States.

Teachers can use Question #1 from the 2009 APHG exam to help teach the concept of religious diffusion.

http://apcentral.collegeboard.com/apc/public/repository/ap09_frq_human_geography.pdf

Have students describe the process that took place which caused these diffusion patterns.

As a good 2:00 intro to Religion: Maps of War @ <https://www.youtube.com/watch?v=1Snc1MNbHDc>

How the FIVE Major Religions Spread? @ <https://www.youtube.com/watch?v=AvFI6UBZLv4>
(approximately 2:30)

Question #2: Ask students how the cultural landscape of a particular place is impacted by specific religious groups?

Teachers can use Question #2 from the 2002 APHG exam to help teach the concept of how religion has shaped cultural landscapes.

http://apcentral.collegeboard.com/apc/public/repository/human_geo_frq_02_10412.pdf

As enrichment have students take a picture or a couple of pictures of local landscapes impacted by religious groups and write a short summary describing what that impact is; architecture, migration, place names, etc.

*Please send Ken an email if you would like a more broad cultural landscape project which he is currently using with his students ☺

Question #3: *Great article and associated graphics from Pew Research, April 2017 on how more babies are now being born to Muslim families than to Christian families. Nice connection to our last unit on demographics. Ask students about possible demographic impacts...
<http://www.pewforum.org/2017/04/05/the-changing-global-religious-landscape/>

*Depending on your own school this topic could be a sensitive one.

Question #4: Students take a term from the *list below and draw a pictorial representation of that term, concept, etc.

As an extension to this activity or as part of the initial activity itself; after they have completed their drawing students will create a written definition of the term and finally on the back of the paper they will justify why their image is a strong representation of their definition, how they came up with the idea, and what they believe the connection to our next unit is (my next unit is ethnicity, nationalism and political geography).

Religion Terms and Concepts:

Animism	Pagan
Autonomous Religion	Pilgrimage
Branch	Polytheism
Caste	Sect
Cosmogony	Solstice
Denomination	Universalizing religion
Ethnic Religion	*Feel free to add additional terms as you like.
Fundamentalism	
Ghetto	
Hierarchical Religion	
Missionary	
Monotheism	

Question #5: Related to Election Day:

The History of Electoral Maps from National Geographic @

<https://news.nationalgeographic.com/2016/10/united-states-election-map-history/>

Pretty cool maps. Neat analysis opportunity to evaluate trends, patterns and the like.

Looking at these maps, especially, the choropleth maps of U.S. elections at different scales is a great way to review the concept of “scale of aggregation” with your students.