

ADVANCED PLACEMENT HUMAN GEOGRAPHY FINAL PROJECT

UNIT IV: CULTURAL PATTERNS AND PROCESSES II: RELIGION, ETHNICITY, AND GENDER

Title: The Cultural Pattern of Religion

Objectives: The student will differentiate the various religious patterns in the world and the geographic spatial patterns of their outflows. The student will investigate where various religions have become part of the local community. The student will relate to the religious differences found in his/her community.

Materials Needed: Overhead Transparency Projector
World Map showing major religions
Computers with internet access
Blank outline world maps, outline maps for local town/community
Color pencils or markers

Links: *Geography for Life: The National Geography Standards* - Geography Standard 10 – Human Systems – The Characteristics, Distribution, and Complexity of Earth's Cultural Mosaics

Key concepts: religious regions, pattern of diffusion, cultural enrichment

Steps:

1. Teacher introduces the religious patterns by first defining monotheistic and polytheistic religions. Using the overhead, teacher will exhibit world map of religions.
2. Students will be divided into groups which correspond to the major religions. Each group will research the assigned religion and color in the corresponding area on their world map where the religion is dominant. Then through research and discussion, the students will devise the reason that the particular religion spread to other parts of the world.
3. Extension of this activity to the local community, students will be asked to describe the particular types of buildings associated with the assigned religion and whether they have seen these buildings in their local town and asked to identify the names or whereabouts of these buildings. Students will mark their maps to indicate locations of these religious buildings.
4. To further extend the lesson, an optional suggestion could be to survey the students and then ask students who practice a specific religion to interpret some of the ways that they celebrate their religion.
5. Finally, students could be paired up with members from different religious groups and they could interview each other.

Assessment: Student presentations ("This Is Your Religion") could be arranged whereby one student would "introduce" another student by stating the name of the student, his/her religion, where it originated from and what part of town the religious building is found and some information on how the religion is celebrated.

Title: The “Not-So-Ugly” American or “A Face in the Crowd”

Objectives: Students will recognize the various ethnic types that create the new American face.

Materials Needed: Various magazines with color photos showing people in ads
Poster board, markers, glue, scissors
Computers with access to internet
2000 Census data
Outline map of local community
Outline map of the U.S.

Links: Same as before (Standard 10)

Key concepts: ethnic groups, manipulation of census data, cultural appreciation

Steps:

1. Teacher defines ‘ethnicity’ on board. Asks for students to also volunteer their definitions and writes down their suggestions.
2. The teacher will divide the class into groups according to ethnic minorities such as: African Americans, Asian, Middle Eastern, Latino, mixed racial group, and South Asian. Working in groups, the students will be instructed to look through magazines for photos depicting people who have the outward appearance of an ethnic minority. The students will cut out these pictures and glue them on the poster board. The title of each poster board will be the name of the ethnic minority.
3. Extending it to the local community, the students will research on the 2000 U.S. Census site and determine where large groups of their assigned ethnic minority are found in their local town. Students can record this on their map of the community.
4. Extending to the national scene, the students will research on the 2000 U.S. Census site and determine which states have the highest concentrations of the assigned ethnic minority. Students can record this on their map of the U.S.

Assessment: Students can write a report projecting their future predictions on the impact/growth of the particular ethnic minority. As part of this report, students can include any research of a famous person of that ethnicity and what cultural contributions were accomplished by that individual.