

Spatial Patterns of U.S. Religious Adherence

Subject Area: Geography – Introduction to Human Geography

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Lesson Description: Students describe spatial data patterns representing religious adherence and age to, describe regional concepts of core and periphery. The data for this exercise is from the 2000 Census and ARDA (Association of Religious Data Archives). Students describe the spatial distribution as dispersed, clustered, or random. Students explore the different minimums and maximums of data ranges and discuss how a lack of awareness of these differences can mislead a map reader. Students learn about normalizing data, develop Boolean logic queries to explore correlations.

ITSE National Technology Standards

- 1) Develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
- 2) Use technology tools to enhance learning, increase productivity, and promote creativity.

Geography Standards - Geography for Life 9-12th

- 1) Understand the distribution and complexity of earth's cultural mosaics
- 2) Understand how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective
- 3) Understand how to analyze the spatial organization of cultural features on earth's surface

Objectives: The students will be able to:

- 1) Describe the spatial patterns of age and religious adherence in the United States.
- 2) Identify spatial distribution by describing patterns of adherence as clustered or dispersed,
- 3) identify spatial regions by defining the core and periphery of various religious groups.
- 2) Evaluate data ranges of spatial data.
- 3) Design Boolean Logic queries.
- 4) Evaluate correlations as positive, negative or non existent.

Prerequisites:

- 1) Students should have completed the MAPS-GIS Tutorial activity and be familiar with geospatial skill such as viewing data layers, performing a Boolean logic queries and analyzing spatial patterns.
- 2) Students should be familiar with basic concepts of regions and the idea of core and periphery.
- 3) Students should know how Census data is collected and calculates.

Materials: Computer access with high-speed internet, student activity sheet.

Lesson Estimated Time: Approximately 60 minutes

Lesson Procedure: After discussing migration and immigration, students will be given this activity as a homework assignment. In class, following the completion of the assignment the class will discuss the overall patterns and correlations

Assessment/Evaluation: Will vary

- **References and Citations:** Open the U.S. Census Bureau Stat and County Quick Facts:

<http://quickfacts.census.gov/qfd/index.html>

References:

1. Smith, B. 2006. *The Importance of Economic Surroundings on Religious Adherence*. Masters Thesis
Baylor University.
2. Argyle M. 1959. *Religious behavior*. Illinois: Free Press
3. Argyle, M., and B. Beit-Hallahmi, 1975. *The social psychology of religion*. London: Routledge and
Kegan Paul.