

Investigating Religious and Cultural Spending Trends

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The Philadelphia High School for Girls

Overview: A familiar phrase, “Put your money where your mouth is” is thought to have originated around 1930 or thereabouts. Introduced even earlier than this phrase are the phrases “put their money where their faith is” (in Methodist Episcopal Church Year Book, 1881), and “put his money where his heart is” (in *The Harvester World*, 1919). The association between money and religion is not a new idea. Yet, how many teenagers have considered these links?

In this curriculum unit, students will research the spending patterns of the religion with which they identify and how that could influence local businesses. In homogeneous teams, students will choose different aspects of spending for holidays, rituals, customs or practices. They will interview clergy, business owners or family to see the effects of spending trends and present these findings to the class. Each presentation must include a chart and/or graph constructed from data the team has collected, and an analysis of how the spending trend affects the local economy and how these businesses have adapted or adjusted. Those students who do not identify with any religious group will investigate religious demographic data for the Philadelphia area including how that configuration affects the specific neighborhood’s businesses, or survey the student body to see what religious affiliations exist. Throughout the unit, there will be team and class discussions to progress student understanding and processing. The students will also be asked to complete a final self-reflection to make connections between their personal spending and beliefs.

Three full class periods will be required to introduce the project and then full or partial class period check-ins twice weekly for the duration of the assignment. Team presentations, class synthesis and individual self-reflections will end the unit after approximately one month. My hope is for the unit to be student driven. Once the teacher explains the framework and expectations, he/she will become a facilitator rather than an instructional leader.

Rationale: Philadelphia is known as the original melting pot. The city, which was the largest in North America until early in the nineteenth century, was the birthplace of freedom of religion and religious practices! In this political environment of intolerance, I believe it is important to educate students on different religions and their practices to build understanding and acceptance. The Philadelphia High School for Girls was established in 1848, before the country turned 100 years old. At Girls High, which

continues to draw students from across the city of Philadelphia, thirty-five different languages are spoken at home and 23 different cultures are represented!

In the seminar, “A Survey of Contemplative Practices”, we studied a variety of the world’s religions and discussed their similarities and differences. Although the general ideas of religions such as Hinduism, Buddhism, Daoism, Judaism, Christianity, Islam and Science and “New” Religions vary greatly, they all incorporate meditation practices that followers have been observing for thousands of years. The ability for humans to block out the distractions of the world and focus on the union with their supreme being(s) is a goal for most of the religions we studied. Guest speakers and a trip to a Shambhala Center, as well as weekly breathing exercises, invited us into the realm of mindfulness and helped us to experience first-hand the sensory and spirituality that many religious adherents seek.

The material aspects of the world's religious cultures are, in sometime subtle ways, deeply tied to contemplative aspects of these religions from the point of view of goals and practices. Even though on the surface, ritual acts, offerings, dietary practices, and gift-giving, markers of the material/corporeal life of religion, seem to be at odds with more "internal" aspects of religious life, they have significant intersections.

The teen years represent a “coming of age” within many cultures. What a better way to investigate or reflect on one’s religion or culture than to discuss, interview and delve into its spending trends? After all, spending is something teens do best!

Objectives: This unit is intended for high school students. This unit could fit anywhere in the school year. My plan is to use the unit for my Algebra 2 honors class, who I require to complete a real-world project each quarterly grading period. This should bring math analysis into their world for them to make connections to their lives and their beliefs.

The Objectives of the unit will include the following:

- Students will find a published article to read for background knowledge in association with their practice, ritual, custom, or holiday, and/or the impacted businesses.
- Students will use interview techniques to gain first-hand knowledge of the business aspects of spending for specific religious rituals and practices.
- Students will collect data on spending and adjustments made for a specific religious ritual or practice.
- Students will analyze the data they collected to find trends and make inferences based on the trends.
- Students will work cooperatively to prepare a presentation on their findings.
- Students will be introduced to an overview of some of the world’s religions and their rituals and practices. Later, the students will be exposed to the spending

- trends within the religions represented by students in their class. Students will have opportunities to ask questions in order to personalize their understanding.
- Students will reflect on their learning at the conclusion of the unit.

Strategies:

- Homogeneous grouping - students will work in teams based on their religious or cultural affiliation or choice of no affiliation. Students of the same cultural or religious background will work together.
- Student-driven topics – Students will have freedom to choose the practice or ritual or custom or holiday to investigate.
- Graphic Organizer – Students will use a chart to as a planning template to organize their investigation. The column headings are task, responsible parties, target completion date, and comments and teacher signature.
- Collecting and Analyzing real data – Student teams will decide what data to collect to support their hypothesis, organize and collect it, analyze it, and decide whether it supports, contradicts or has no correlation to their hypothesis.
- Making graphs/charts from data – Student teams will make various charts and graphs with Excel or any other electronic spreadsheet program.
- Self-reflection exercise once curriculum unit is complete – Students will use self-reflection questions to examine the process their team used and to make connections between their inner-motivation for religious or cultural practices and their outward rituals.

Classroom Activities:

Lesson 1 Project Introduction: What are religious and cultural practices and rituals, and how could spending for them influence our local businesses.

Learning Objective: At the end of this lesson, students will be able to provide examples of religious and cultural practices for which spending affects local businesses. Each student will also be able to explain the project to her family in order to discuss their religious and/or cultural affiliation or lack thereof.

Materials:

- Sunday Independent article "Religious Holidays' Effects on the Economy" by Pinky Khoabane (Link: <http://www.iol.co.za/sundayindependent/religious-holidays-effects-on-the-economy-1801045>)
- Project Details. (Appendix A)
- Project Grading Rubric. (Appendix B)
- Parent Information Letter. (Appendix C)

Procedures:

1. Assign article "Religious Holidays' Effects on the Economy".
2. Ask "What are religious and/or cultural practices, rituals, customs and holidays?" Have examples ready.
3. Ask "What kind of spending (or lack thereof) is associated with these practices, customs and holidays?" Have examples ready.
4. Ask "How do you think this spending could affect the local businesses?" Have examples ready.
5. Introduce project. Distribute Project Details and Rubric.
6. Assign homework: Be prepared to select a religious and/or cultural affiliation in class tomorrow, or to select no affiliation. Please discuss this with your family. Return the signature portion of the parent letter to ensure it was shared.

Lesson 2 Student Planning Teams

Learning Objective: At the end of this lesson, students will be in homogeneous teams according to their religious and/or cultural affiliation or none. The teams will know what practice, ritual, custom or holiday will be the subject of their study and have a back-up list ready.

Materials:

- Student planning template (Appendix D)
- Sample student planning template (Appendix E)

Procedures:

1. Students identify their religious/cultural affiliation or un-affiliation.
2. Teacher coordinates formation of homogeneous teams. There may be a need to group individually represented religions/cultures. Those students who choose no religion or culture can be sub-divided into those who will study the geographic demographics of religious followers in Philadelphia and those who will study the religious demographics of the student body. There may be unaffiliated students who are interested and wish to join affiliated individuals or teams. If possible, the optimal number of students in a team is 3-5.
3. Teams meet to discuss their options of a practice, ritual, custom or holiday. They should choose and rank 3.
4. Teacher models a spending scenario and completes the planning template accordingly.

5. Students complete the planning template to assist in itemizing and organizing. The specific tasks they must address are:
 - a. Impact Hypothesis
 - b. Interview
 - c. Data Collection
 - d. Chart or Graph
 - e. Research Article
 - f. Presentations
6. Assign homework: Write 5-10 interview questions for your clergy or business manager.

Lesson 3 Continued Planning and Interview Questions

Lesson Objectives: At the end of this lesson, student teams will have a completed planning template. The students will also have a list of interview questions for a clergy or business manager(s).

Materials:

- Individual teams' student planning templates.
- Interview question template. (Appendix F)
- Sample interview questions. (Appendix G)

Procedures:

1. Have students read over their planning template from Lesson 2. Edit as necessary.
2. Teacher introduces today's assignment to compose interview questions.
3. Teacher models interview questions (related to example scenario).
4. Team members write questions and plan interviews.
 - a. Students may wish to interview in pairs for safety and security reasons.
 - b. Remind students they need permission before recording an interview.
5. Teacher meets with each team and engages in a discussion of their topic and plan. The teacher may suggest some changes or enhancements (through questioning) and finally signs off on plan on the planning template. Some teams may need to work outside of class to refine their plans before the teacher accepts their template.
6. Teacher announces the date of the next class period students will work in class on the project and his/her expectations for tasks that should be completed by that time.

Lesson 4 Check-ins (Minimum 2, Maximum 5)

Lesson Objective: At the end of this lesson student teams will have reported on their progress (to each other and the teacher). Student teams will update their planning template and know their next steps towards completing the assignment.

Materials:

- Individual teams' student planning templates

Procedures:

1. The teacher can decide if for any check-in, they want to spend a whole or partial class period on the project. The teacher can give independent course work or have the project be the focus of the work that day.
2. The teams should have ample opportunity to discuss their progress (individual or team) and update their planning template accordingly.
3. It will be up to the teacher to decide if he/she wants to keep the student planning template or have the students' keep the updated version.
4. The teacher needs to meet with each team to make sure they are progressing and to discuss needs for revision or alternate plans and to sign off on each task.
5. Teacher announces the date of the next class period students will work in class on the project and his/her expectations for tasks that should be completed by that time.

Lesson 5 Making Graphs or Charts from Data on Excel or Google Sheets

Lesson Objectives: At the end of this lesson students will be able to make a chart or graph from data.

Materials:

- "Charts in Excel" (Link: <http://www.excel-easy.com/data-analysis/charts.html>)
- Computers (1/team or individual)
- Sample data from scenario (Appendix H)

Procedures:

1. Distribute "Charts in Excel".
2. Teacher presents sample data and asks students to enter into excel or google sheets.
 - a. This is researched, but completely made up data!
 - b. Profits from the sale of gas vary daily because gas is purchased at one price and then sold at fluctuating prices determined by competition and crude oil prices.

- c. Most gas station owners make more money from their convenience store sales than the actual gasoline!
 - d. Gas station owners often have a lower profit on gasoline sales because of the need to pay credit card fees.
3. Teacher models making various charts with sample data and discusses the benefits of each chart and decides with class, which display would best show the trend.
4. Students enter their team's data and creates a chart.
 - a. Some teams may need help quantifying their spending patterns, if this has not yet been addressed.
5. If a team's data does not support their impact hypothesis, this is still valuable information.
6. Teacher circulates and assists and approves teams' chart selections.
7. Student teams finalize their chart and save it for use in their presentations.

Lesson 6 Presentation Preparation

Lesson Objectives: At the end of this lesson, student teams will have a Power Point, Google Slides, Prezi or other media tool prepared to present to class. The teacher will also have approved the teams' presentation methods and ingredients and signed their planning templates.

Materials:

- Computers. (1/team or individual)
- Project Details. (Appendix A)
- Project Grading Rubric. (Appendix B)
- Sample Presentation. (optional)

Procedures:

1. Teacher reminds class of the project details (expectations & requirements) and rubric.
2. Teams work on presentations. The teacher can decide how many class periods to allot for this and if presentations are to be completed in class or outside of class. Remember that 1-2 days will be required for class presentations.
3. Teacher circulates and assists and approves teams' presentation planning.
4. Teacher announces presentation schedule.

Lesson 7 Class Presentations

Lesson Objectives: At the end of this lesson, students will have presented their project to the class. Students also have participated in active listening while other teams present their projects.

Materials:

- LCD projector or equipment for display of student presentations.
- Computer for student presentations
- Rubric for teacher grading. (Appendix B)
- Student Active Listening Participation Tool. (appendix I)
- Student Self-Reflection Questionnaire. (appendix J)

Procedures:

1. Teacher reminds students of presentation order and expectations and distributes and explains the active listening participation tool.
2. Student teams present.
3. After each team presentation, class members have the opportunity to ask questions of the presenters.
4. After each team presentation, students rate the team's description of practice, data & spending pattern theory, and presentation on a scale from 1-10. They also make positive and constructive comments.
5. After all of the presentations, the teacher leads a discussion on the practices that were presented. The purpose is to prime the students to reflect individually on the process and make connections between the physical practice and their beliefs.
6. Teacher assigns the individual self-reflection. It is up to the teacher and his/her time constraints as to whether this is an in class or take home assignment.

Endnotes

- I built the curriculum unit to be implemented independently alongside and in between ongoing mathematics topics over a month. It is quite possible, and perhaps even a better scenario to actually teach the unit on consecutive days.
- As noted in the rationale, I have the privilege to work in a very diverse school. If you are implementing this curriculum unit in a school with less diversity, I would recommend you do some background on various religions. Perhaps the unit could be done cross-curricularly with a Social Studies class.
- Feel free to share your ideas and observations with me ☺! Thank you!

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Appendix/Content Standards:

From PA Academic Standards for Reading, Writing, Speaking and Listening:

- 1.2.11.C Produce work in at least one literary genre that follows the conventions of the genre.
- 1.6.11.E Participate in small and large group discussions and presentations.
 - Conduct interviews.
 - Participate in a formal interview (e.g., for a job, college).
- 1.4.8.B Write multi-paragraph informational pieces (e.g., letters, descriptions, reports, instructions, essays, articles, interviews).

From PA Common Core Standards for Mathematics

- **CC.2.4.HS.B.2** Summarize, represent, and interpret data on two categorical and quantitative variables.

From Standards for Mathematical Practice

- Reason abstractly and quantitatively.

- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Look for and make sense of structure.

Appendix includes:

- Project Details – Appendix A -Lesson 1 & 6
- Project Grading Rubric – Appendix B - Lesson 1, 6 & 7
- Parent Information letter – Appendix C - Lesson 1
- Student Planning Template – Appendix D - Lessons 2 - 6
- Sample Planning Template – Appendix E - Lesson 2
- Interview Question Template – Appendix F - Lesson 3
- Sample Interview Question – Appendix G - Lesson 3
- Sample data (from scenario) – Appendix H - Lesson 5
- Active Listening Participation Tool – Appendix I - Lesson 7
- Student Self-Reflection Questionnaire – Appendix J - Lesson 7

Appendix A: Project Details

Investigating Religious or Cultural Spending Trends

Project Start Date: _____ Project End Date: _____

Overview: A familiar phrase, “Put your money where your mouth is” is thought to have originated around 1930 or thereabouts. Introduced even earlier than this phrase are the phrases “put their money where their faith is” (in Methodist Episcopal Church Year Book, 1881), and “put his money where his heart is” (in The Harvester World, 1919). The association between money and religion is not a new idea. Yet, how many teenagers have considered these links?

In this curriculum unit, you will research the spending patterns of the religion with which they identify and how that could influence local businesses. In homogeneous teams, you will choose different aspects of spending for holidays, rituals, customs or practices. You will interview clergy, business owners or family to see the effects of spending trends and present these findings to the class. Each presentation must include a chart and/or graph constructed from data the team has collected, and an analysis of how the spending trend affects the local economy and how these businesses have adapted or adjusted. Those of you who do not identify with any religious group will investigate religious demographic data for the Philadelphia area including how that configuration affects the specific neighborhood’s businesses, or survey the student body to see what religious affiliations exist. Throughout the unit, there will be team and class discussions to progress your understanding and processing. You will also be required to complete a final self-reflection questionnaire to make connections between your personal spending and beliefs.

Project Goals:

- Students will find a published article to read for background knowledge in association with their ritual or custom.
- Students will use interview techniques to gain first-hand knowledge of the business aspects of spending for specific religious rituals and practices.
- Students will collect data on spending and adjustments made for a specific religious ritual or practice.
- Students will analyze the data they collected to find trends and make inferences based on the trends.
- Students will work cooperatively to prepare a presentation on their findings.
- Students will be introduced to an overview of some of the world’s religions and their rituals and practices. Later, the students will be exposed to the spending trends within the religions represented by students in their class. Students will have opportunities to ask questions in order to personalize their understanding.
- Students will reflect on their learning at the conclusion of the unit.

Student Expectations:

- Students are expected to be responsible for and participate fully in every aspect of the project and each task along the way.

- Students are expected to share the work equally and productively in their team.
- Students are expected to seek help or ask for clarifications from their team or teacher when needed.

Project Requirements:

1. Students must return the signed portion of the project parent information sheet.
2. Students must work in teams.
3. Student teams must complete a planning template and acquire teacher approval for each task.
 - a. Impact Hypothesis
 - b. Interview
 - c. Data Collection
 - d. Graph/Chart
 - e. Research Article
 - f. Presentation
4. Student teams must make a hypothesis about how their specific practice affects local businesses.
5. Student teams must interview and document at least two people associated with their practice and/or businesses.
6. Student teams must collect and record data on at least one aspect of the impact of their practice.
7. Student teams must create a graph/chart on excel (or similar tool) from their data.
8. Student teams must analyze their data and establish if it supports, refutes or has no correlation to their hypothesis.
9. Student teams must find and include in their documentation, a research article pertaining to their practice, spending and/or business impact.
10. Student teams must prepare a presentation for the class. The presentation must include:
 - a. The religion or culture represented.
 - b. The practice, ritual, custom or holiday they selected and a brief explanation of it and its purpose.
 - c. The impact hypothesis they developed.
 - d. The details of their interviews.
 - e. The data they collected.
 - f. The graph(s)/chart(s) they created from their data.
 - g. An analysis of their data and whether it supported, contradicted or had no correlation to their impact hypothesis.
 - h. The title and URL if applicable of their research article.
11. Students must complete an active listening sheet after each team's presentation.
12. Students must complete a self-reflection questionnaire at the end of the project.

Appendix B: Project Grading Rubric

Names _____ Date _____

Religion/Culture _____

Practice/Ritual/Custom/Holiday _____

Impact Hypothesis _____

RUBRIC

Task	Points Possible	Points Earned
Signed Parent Information letter returned	5	
Planning Template approved at each stage (5)	5	
Influence of Spending Trends on local businesses hypothesized	10	
Interviews conducted and documented	10	
Data Collected	10	
Chart included and accurate	10	
Research article included and appropriate	10	
Religious/Cultural practice explained	10	
Presentation well planned, delivered and informative	15	
Active Participation Tool completed	5	
Self-Reflection Questions answered thoughtfully	10	
Total Points	100	

Comments: _____

Appendix C: Parent Letter

Date: _____

Dear Parent(s) or Guardian(s):

Our math class is about to embark on a project entitled “Investigating Religious or Cultural Trends”. The purpose of this curriculum unit is to have students investigate the spending patterns for religious or cultural practices and hypothesize how these trends affect local businesses. For example, during Ramadan, students who usually visit a corner store for snacks every morning, will not stop or shop. The hope is for student teams to see the ripple effect of their spending and to reflect upon the connection of performing these practices to their beliefs, and to learn about various religious and cultural practices

Students will be grouped homogeneously according to their religious or cultural affiliation and choose a practice, ritual, custom or holiday on which to focus. The students will interview local clergy and/or business owners as a way to investigate the influence of their spending. Students will be required to hypothesize the impact to their community, collect data, make a chart and present their findings to the class. The project requires approximately 7-10 class periods spread over about 4 weeks. The grade will count as a test grade.

Please understand that this is not a platform for religious proselytizing, recruiting or converting! It is simply an exposure to some of the practices, rituals, customs or holidays across the world’s religions. The Philadelphia High School for Girls is very diverse, with 35 languages spoken at home and 23 cultures represented. This is an amazing opportunity for learning.

My hope is that you will discuss your family’s religious affiliation if it corresponds to your daughter’s, and assist her in generating ideas of practices which require changes in spending. Please sign below to acknowledge that you have reviewed this letter with your daughter. Feel free to contact me with any questions or concerns and/or write comments below. Thank you for your continued support of your daughter’s education.

Sincerely,

Teacher

Email address

Please sign, detach and return form below

Student Name _____ Parent/Guardian Name _____

Parent/Guardian Signature _____ Date _____

Comments _____

Appendix D: Planning Template

Names _____ Date _____

Religion/Culture: _____

Practice/Ritual/Custom/Holiday: 1. _____ 2. _____ 3. _____

Impact Hypothesis _____

PLANNING TEMPLATE

Task	Responsible Parties	Target Completion Date	Comments/Teacher signature
Interview:			<input style="width: 50px; height: 20px;" type="text"/>
Data Collection:			<input style="width: 50px; height: 20px;" type="text"/>
Graph/Chart			<input style="width: 50px; height: 20px;" type="text"/>
Article			<input style="width: 50px; height: 20px;" type="text"/>
Presentation			<input style="width: 50px; height: 20px;" type="text"/>

Appendix E: Planning Template Sample

Names EXAMPLE (Abigail, Deborah, Ester, Hannah) Date _____

Religion/Culture ORTHODOX JUDASIM Practice/Ritual/Custom/Holiday 1.Shabbat 2.Passover 3.Bat Mitzvah

Impact Hypothesis: Local Gas Stations, Restaurants and Service Industries do less business from sundown Fri–sundown Sat.

PLANNING TEMPLATE

Task	Responsible Parties	Target Completion Date	Comments/Teacher signature
Interview: Who: Rabbi, Gas Station, Hair Dresser, Deli, restaurant	Abigail & Deborah: Rabbi and Gas Station Ester & Hannah: Hair Dresser, Deli, local restaurant(s)	1.5 weeks from today	How will your questions for the Rabbi be different than those for the merchants? <div style="text-align: right; border: 1px solid black; padding: 2px;">cj</div>
Data Collection: What: daily sales at gas station, hair dresser, deli, restaurant When: When we interview	Abigail & Deborah Ester & Hannah	1.5 weeks from today	The expectation is that Saturday sales will be lower than other days <div style="text-align: right; border: 1px solid black; width: 50px; height: 15px;"></div>
Graph/Chart Line graphs of average daily sales from places above.	Whole Team	2.5 weeks from today	<div style="text-align: right; border: 1px solid black; width: 50px; height: 15px;"></div>
Article Judaism 101 http://www.jewfaq.org/shabbat.htm	Abigail found the article, the Rabbi suggested other sources.	1.5 weeks from today	<div style="text-align: right; border: 1px solid black; width: 50px; height: 15px;"></div>
Presentation Power point with information about Shabbat, its purpose and line graphs Our analysis of decreased spending from Friday night – Saturday night.	Whole Team	3.5 weeks from today	<div style="text-align: right; border: 1px solid black; width: 50px; height: 15px;"></div>

Appendix F: Interview Questions

Names _____

Interviewee: _____ **Interviewer(s):** _____

Introduction: Thank you for meeting with us _____. My/Our name(s) is/are _____ and I/we am/are students at The Philadelphia High School for Girls. We are working on a project where we investigate the spending patterns of religious and/or cultural practices or customs and how these trends could affect local businesses. Our specific practice is _____.

Thank you for your time _____!

Interviewee: _____ **Interviewer(s):** _____

Introduction: Thank you for meeting with us _____. My/Our name(s) is/are _____ and I/we am/are students at The Philadelphia High School for Girls. We are working on a project where we investigate the spending patterns of religious and/or cultural practices or customs and how these trends could affect local businesses. Our specific practice is _____.

Thank you for your time _____!

Appendix G: Interview Questions - Sample

Names _____

Interviewee: Rabbi Samuel **Interviewer(s):** Abigail and Deborah

Introduction: Thank you for meeting with us Rabbi Samuel. Our names are Abigail & Deborah and we are students at The Philadelphia High School for Girls. We are working on a project where we investigate the spending patterns of religious and/or cultural practices or customs and how these trends could affect the local economy. Our specific practice is keeping Shabbat.

1. What can you tell us about the intended purposes for Shabbat?
2. In what ways do you think people spend more or less for Shabbat?
3. What businesses do you think are directly affected by this spending or lack of spending?
4. How do you think these businesses have had to adjust?
5. Do you think these spending patterns affect merchants more where there is a concentration of Orthodox Jewish people?
6. Do you think when merchants were more localized (like a corner butcher or grocer) that the effect was greater?
7. Can you suggest any articles that could help us with our project?

Thank you for your time Rabbi Samuel!

Interviewee: Gas Station Owner **Interviewer(s):** Abigail and Deborah

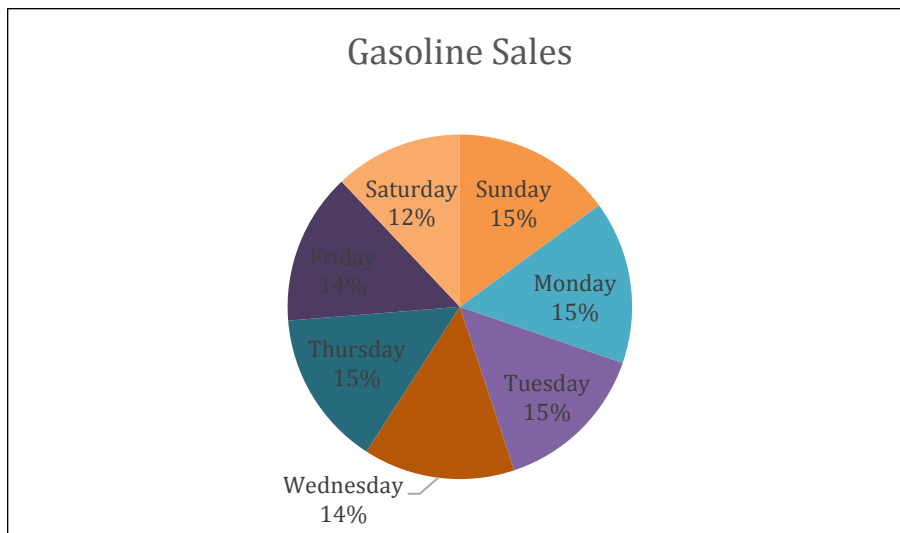
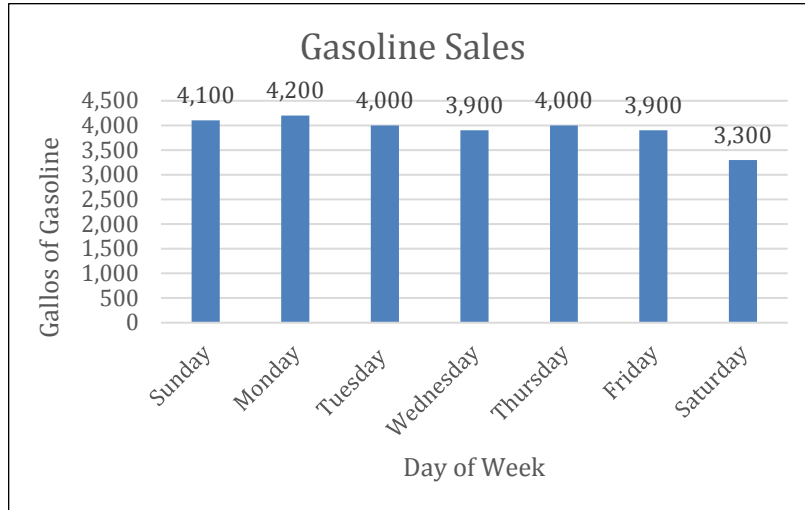
Introduction: Thank you for meeting with us Mr./Ms. _____. Our names are Abigail & Deborah and we are students at The Philadelphia High School for Girls. We are working on a project where we investigate the spending patterns of religious and/or cultural practices or customs and how these trends could affect the local economy. Our specific practice is keeping Shabbat.

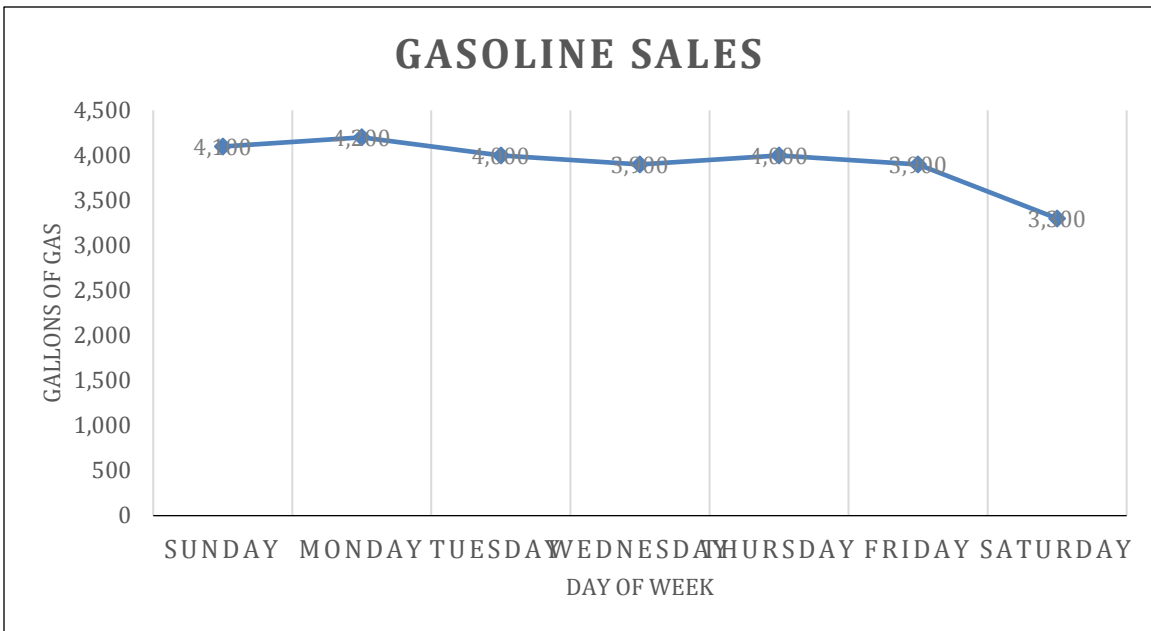
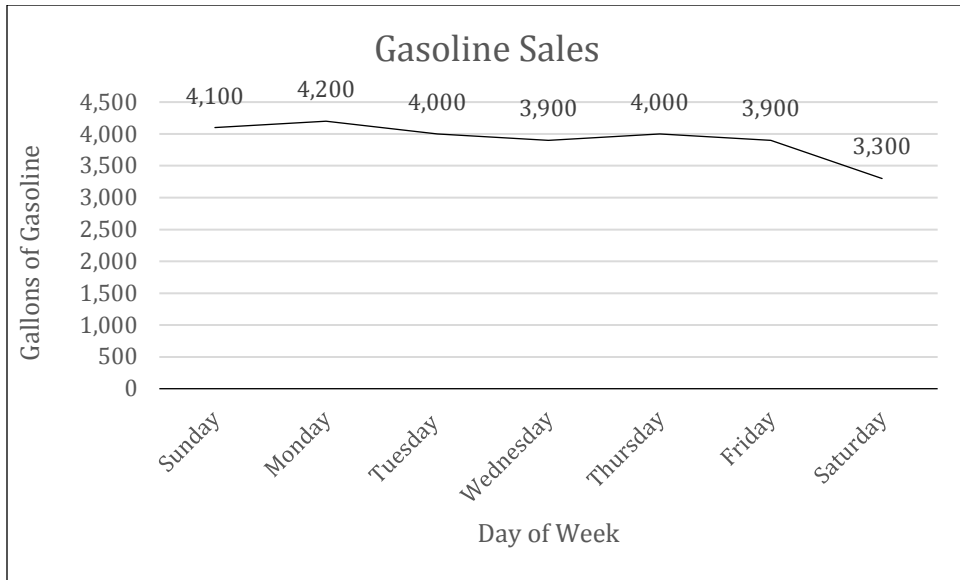
1. Do you keep records of your daily gasoline sales?
2. Can you please tell us what your average daily gasoline sales are for each day of the week? We need to have data for our assignment.
3. Have you seen any difference in your Fri night – Saturday night sales because Orthodox Jewish people are not driving during that period?
4. Do the spending trends also affect your mini-market sales?
5. How have you had to adjust your merchandise selection or hours?
6. Do you think if our neighborhood was less integrated, these patterns would be more noticeable?
7. Are there any other spending patterns you see or adjustments you have had to make because of Shabbat?

Thank you for your time!

Appendix H: Sample Data, Charts, and Graphs

Day of Week	Average Gallons of Gasoline Sold
Sunday	4,100
Monday	4,200
Tuesday	4,000
Wednesday	3,900
Thursday	4,000
Friday	3,900
Saturday	3,300





Appendix I: Active Listening Participation Tool

Name _____ Team _____

Please complete one box for each team which presents. Grade them honestly and sincerely.

Team _____ Date _____

Practice: _____

Ratings (on a scale of 0-10)

Practice Description: _____

Data & Spending Theory: _____

Presentation: _____

Positive Comments: _____

Constructive Comments: _____

Team _____ Date _____

Practice: _____

Ratings (on a scale of 0-10)

Practice Description: _____

Data & Spending Theory: _____

Presentation: _____

Positive Comments: _____

Constructive Comments: _____

Team _____ Date _____

Practice: _____

Ratings (on a scale of 0-10)

Practice Description: _____

Data & Spending Theory: _____

Presentation: _____

Positive Comments: _____

Constructive Comments: _____

Team _____ Date _____

Practice: _____

Ratings (on a scale of 0-10)

Practice Description: _____

Data & Spending Theory: _____

Presentation: _____

Positive Comments: _____

Constructive Comments: _____

Team _____ Date _____

Practice: _____

Ratings (on a scale of 0-10)

Practice Description: _____

Data & Spending Theory: _____

Presentation: _____

Positive Comments: _____

Constructive Comments: _____

Team _____ Date _____

Practice: _____

Ratings (on a scale of 0-10)

Practice Description: _____

Data & Spending Theory: _____

Presentation: _____

Positive Comments: _____

Constructive Comments: _____

Team _____ Date _____

Practice: _____

Ratings (on a scale of 0-10)

Practice Description: _____

Data & Spending Theory: _____

Presentation: _____

Positive Comments: _____

Constructive Comments: _____

Team _____ Date _____

Practice: _____

Ratings (on a scale of 0-10)

Practice Description: _____

Data & Spending Theory: _____

Presentation: _____

Positive Comments: _____

Constructive Comments: _____

Appendix J: Self-Reflection Questionnaire

Please answer thoroughly on lined paper.

For this project, you have:

- Investigated the spending associated with a religious or cultural practice with a team.
- Hypothesized about the spending impact to the businesses in the community.
- Collected data and made charts to back up your hypothesis.
- Presented your ritual and spending trends and its influence to the class

1. Did you learn anything new from the other teams' presentations? Please give examples.
2. What similarities and differences are there in the religious/cultural practices we learned about during this project?
3. How does your new knowledge of religions or cultures other than your own, assist you in developing tolerance or bias towards people who are affiliated with those groups?
4. How did your team develop the hypothesis for the effect of the spending trends?
5. Have you ever worked with raw data before? Where else will you be able to use the skill of making a chart on excel?
6. How did your data support, contradict or show no correlation to your hypothesis?
7. What about your data surprised you?
8. How have you analyzed your spending in the past? (Your answer cannot be "I have not")
9. What practice, ritual, custom or holiday did your team choose?
10. How did your team select this?
11. Have you practiced or celebrated this before?
12. How did your research into the purpose of the practice add to your appreciation of the act?
13. How did your investigation, help you to understand this practice in a deeper way?
14. What other ritual acts, offerings, dietary adjustments or gift giving do you practice for your religion/culture?
15. How do those external practices connect you to the internal aspect of religion/culture?
16. Is it important to you that others know you participate in these practices? Please explain.
17. What kind of relationship do you believe exists between spending and piety?
18. If your money goes towards helping others, is it important to you that you get credit?
19. What was your favorite part of this project? Why?
20. You have worked with your team throughout this whole project. How did your team work together? Is there anything that you, your team members or your teacher could have done to make this team process better?
21. What would you change about this project? What about the project worked or did not work? What would you add to enhance the project?