

Ethics and Religious Culture

Learning and Evaluation Situation

Pilgrimages: Journeys of the Spirit

Secondary Cycle Two

Competency 2

Demonstrates an understanding of the phenomenon of religion

Competency 3

Engages in dialogue

WORKING DOCUMENT

June 2011

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PRESENTATION OF THE SITUATION

In this learning and evaluation situation students are encouraged to become aware that pilgrimages are religious experiences that are an essential dimension for some individuals or groups affiliated with a religious tradition. They are also guided towards an understanding of the effects that these experiences may have on individuals and the community by drawing on different texts.

WHAT IS EXPECTED OF STUDENTS

A letter that describes a religious pilgrimage and expresses the effects it may have on individuals or the community affiliated with a religious tradition.

EVALUATION

The following can be taken into consideration when evaluating students' work:

In religious culture
Criteria 1- Appropriate treatment of forms of religious expression
<input type="checkbox"/> Description of forms of religious expression studied
<input type="checkbox"/> Accurate explanation of the meaning and role of forms of religious expression
<input type="checkbox"/> Association of forms of religious expression with aspects of the social and cultural environment
In dialogue
Criteria 3- Appropriate practice of dialogue
<input type="checkbox"/> Interaction that fosters dialogue

Note:

These indicators can be found in the rubric on page 8. These are the most easily observable indicators in order to determine the success of the requested task. The teacher could target other criteria and indicators, depending on his/her adaptation of the LES.

CONNECTIONS WITH THE QUÉBEC EDUCATION PROGRAM

Broad Areas of Learning	Citizenship and Community Life
Cross-Curricular Competencies	Uses information
Subject-Specific Competencies Evaluated	<input type="checkbox"/> Demonstrates an understanding of the phenomenon of religion <input type="checkbox"/> Engages in dialogue
Targeted Program Content	
<p>Theme and related content in religious culture: Religious experience</p> <ul style="list-style-type: none"> • The nature of religious experience • Effects of religious experience <p>Subject-specific knowledge targeted in the Progression of Learning:</p> <ul style="list-style-type: none"> • Describes religious experiences: sites, actions taken, objects used, people present, words spoken, feelings and emotions experienced, etc. • Describes the effects of religious experience 	
<p>Content related to dialogue :</p> <ul style="list-style-type: none"> • Forms of dialogue: discussion, conversation, interview • Means for developing a point of view: comparison, synthesis • Means for examining a point of view: recognize and examine judgments and reasoning that form the basis for developing a point of view 	

SUGGESTED LEARNING CONTEXT

In Québec, the pilgrimage to the Shrine of Sainte-Anne-de-Beaupré is made by over 1.5 million people every year. For Muslims, the pilgrimage to Mecca is seen as an integral part of their religious tradition. The 800 km of the route to Santiago de Compostela is made by thousands of Christians and non-Christians every year. People often undertake a pilgrimage for various reasons: to better understand themselves, their religion and life; to transcend daily life and experience a divine presence; to be with other members of a shared community. Pilgrimages can be seen as a religious experience that has the potential to transform the individual. What other pilgrimages are you familiar with? Why do you think pilgrimages can be an essential dimension for some individuals or groups affiliated with a religious tradition?

OVERVIEW OF TASKS

Duration: About 4 hours and 30 minutes

PREPARATION—about 60 minutes

As a class

Discuss the learning context, the expected production and the criteria for evaluation.

Read about and examine the elements of a religious pilgrimage.

(Student Tool 1- Background Notes on Pilgrimages)

Discuss the definition and nature of **religious experience**.

(Student Tool 2- Background Notes on Religious Experience)

PERFORMANCE –195 minutes

TASK 1

In groups or pairs

Research and analyze pilgrimages from different religious traditions. Discuss how they can be seen as an exceptional religious experience for individuals or groups affiliated with a religious tradition.

(Worksheet 1 – Research Organizer)

(Worksheet 2- Pilgrimage: A religious experience)

TASK 2

In pairs

Interview a peer about his/her findings on pilgrimages. Consider how they might be exceptional experiences for the individual. Identify some of the possible effects on the individual or group affiliated with the religion.

(Worksheet 3- Interview Sheet)

(Worksheet 4 – Peer Evaluation of Dialogue)

TASK 3

Individually

A letter that describes a pilgrimage as a religious experience and explains the effects it may have on individuals or the community affiliated with a religious tradition.

(Worksheet 5- Pilgrimage Letter Checklist)

As a class

Read some of the letters to the class.

INTEGRATION – 15 minutes

Individually

Review process and take stock of reflections.

(Worksheet 6- Reflection on Process and Learning)

SUGGESTED PROCEDURE

PREPARATION

Read about and examine the elements of a religious pilgrimage. Discuss the definition and nature of religious experience.

60 minutes

As a class

- Give students an overview of the learning and evaluation situation: the competencies that will be worked on and evaluated, the evaluation criteria, the themes that will be addressed, the procedure, and the work methods.
- Explain to students that they will be asked to write a letter that describes a religious pilgrimage and expresses the effects it may have on individuals or the community affiliated with a religious tradition.
- Discuss the learning context.

- Help students understand the concept of pilgrimages by reading and discussing the **Background Notes on Pilgrimages**.
- Ensure that students have a good grasp of the various elements of a pilgrimage.
- Ask students to reflect on the nature of religious experience. Use the following questions to guide their reflection:
 - *What is a religious experience?*
 - *How would you describe it to someone?*
 - *Are you familiar with any religious experiences? Name them.*

- Read and discuss the **Background Notes on Religious Experience**.
- Ask students to reflect on how a pilgrimage can be seen as a religious experience.

PERFORMANCE (3 hours 15 minutes)

Research and analyze pilgrimages from different religious traditions. Discuss how they can be seen as a religious experience that is an essential dimension for individuals or groups affiliated with a religious tradition.

TASK 1

60 minutes

In groups (may be done individually or in pairs)

- Ensure that students have access to varied resources for research. (See **Suggested resources section**)
- Remind them to review the elements of a pilgrimage as it will help them organize their research and to make use of **Worksheet 1- Research Organizer** to record their findings.
- Give students time to conduct their research and record their findings

In pairs

- Invite students to discuss within their groups or in pairs how the pilgrimages that they have researched can be seen as a religious experience that is an essential dimension within a religious tradition. (Students may refer to the **Background Notes on Religious Experience** for guidance.)
- Direct students to complete **Worksheet 2- Pilgrimages: A religious experience**.
- Ask for a few volunteers to share their reflections with the class.

PERFORMANCE (continued)

Interview a peer about his/her findings on pilgrimages. Consider how they might be exceptional experiences for the individual. Identify some of the possible effects on the individual or the group affiliated with the religion.

TASK 2

75 minutes

In pairs

- Invite students to find a peer who has researched a pilgrimage that is different from the ones he/she has researched.
- Review means for developing and examining a point of view, and types of judgments, in order to help students organize their discussions.
- Remind students to be aware of conditions favourable to dialogue and to use strategies to overcome obstacles to dialogue during their discussion.
- Direct students to interview each other on one of the pilgrimages they have researched. (**Worksheet 3- Interview Sheet**)
- Encourage students to consider and discuss how each of the pilgrimages can be seen as an exceptional religious experience that has an effect on persons affiliated with the religion.
- Invite students to complete **Worksheet 4- Peer Evaluation on Dialogue**.

Write a letter that describes a religious pilgrimage from a religious tradition and expresses the effects it may have on individuals or the community affiliated with a religious tradition.

TASK 3

60 minutes

Individually

- Inform students that they will write a letter that synthesizes the information they have gathered over the course of the LES.
- Instruct students to choose **one pilgrimage** and to:
 - a. Name it and the religious tradition associated with it.
 - b. Write a brief synthesis that describes its main characteristics (they may use the table of elements included in the **Background Notes to Pilgrimages** as a guide). (**Worksheet 5- Pilgrimage Letter Checklist**).
- Remind students as they write that they are to synthesize their knowledge and consolidate their learning by making connections to the religious experience of a pilgrimage and the effects on the individual.

As a class

- Share the letters with a peer or the class.

INTEGRATION

Review process and take stock of reflections.

15 minutes

Individually

- Encourage the students to reflect on their learning.
- Invite students to think about their process as well as their interactions with their peers during discussions and research (Complete **Worksheet 6- Reflection on Process and Learning**).

As a class

- Allow time for students who are willing to share their reflections with the class to do so

Ethics and Religious Culture

Secondary Cycle Two

Rubric

C2-C3 RELIGIOUS CULTURE AND DIALOGUE

Name: _____

Group: _____

Title of the task: _____

Date: _____

Meets the requirements to an outstanding degree.
 Meets the requirements in a satisfactory manner.
 Meets a minimum number of requirements.
 Meets few of the requirements.
 Meets none of the requirements.

Criteria	The elements evaluated in this task are checked off below.	Observable Elements	Performance Requirement					
				5	4	3	2	1
Appropriate treatment of forms of religious expression	<input checked="" type="checkbox"/>	The student describes forms of religious expression in an appropriate manner .	<i>An appropriate description includes:</i> - the main characteristics of the form of religious expression studied (who, what, when, how, where) - the use of accurate vocabulary to describe these main characteristics - references to reliable and valid sources	5	4	3	2	1
	<input type="checkbox"/>	The student makes appropriate connections between forms of religious expression and their respective traditions.	<i>Appropriate connections involve:</i> - associating the forms of religious expression studied with their respective traditions - associating the forms of religious expression studied with other forms of religious expression from the same tradition	5	4	3	2	1
	<input checked="" type="checkbox"/>	The student accurately explains the meaning and role of forms of religious expression.	<i>An accurate explanation includes:</i> - the origins of the forms of religious expression studied - the meaning and role that these forms of religious expression have according to their religious tradition of origin	5	4	3	2	1
	<input checked="" type="checkbox"/>	The student explains connections between forms of religious expression and the environment.	<i>Relevant connections involve:</i> - identifying forms of religious expression (signs, symbols, heritage elements, etc.) found in the environment - relating these forms of religious expression to aspects of culture and society	5	4	3	2	1
Appropriate consideration of diversity	<input type="checkbox"/>	The student describes various religious or secular ways of thinking and acting in society.	<i>An appropriate description features:</i> - a variety of religious and secular ways of thinking (concepts, ideas) and acting evident in society <i>e.g. Presents various ways of conceiving of religious experience in a single religious tradition.</i> <i>e.g. Presents various religious references in secular art.</i> - the influence of culture on various forms of religious expression	5	4	3	2	1
	<input type="checkbox"/>	The student describes some effects of various ways of thinking and acting in society.	<i>An appropriate description features:</i> - coherent links between a religious or secular vision of the world and human beings, and its impact on life in society (beliefs, norms, behaviours, etc.) <i>e.g. Presents the effects of various beliefs about death on secular and religious funeral rituals.</i>	5	4	3	2	1
Appropriate practice of dialogue	<input checked="" type="checkbox"/>	The student interacts in a way that fosters dialogue.	<i>Appropriate interaction, orally or in writing, can be observed in one or more of the following actions:</i> - correctly using means for developing a point of view (p. 509) - correctly using forms of dialogue (p. 508) - creating and complying with conditions that foster dialogue (p. 508)	5	4	3	2	1
	<input type="checkbox"/>	The student questions points of view in an appropriate manner .	<i>Appropriate questioning, orally or in writing, can be observed in one or more of the following actions:</i> - selecting and using relevant resources (related to the subject of dialogue) - distinguishing between essential and secondary elements - identifying and examining processes likely to hinder dialogue (p. 512) - identifying and examining judgments expressed in a point of view (p. 511) - anticipating and formulating clarifying questions	5	4	3	2	1

Teacher's comments:

Student's reflections:

Result:

BACKGROUND NOTES ON PILGRIMAGES

STUDENT TOOL 1

Pilgrimages have been in existence for many thousands of years. One of the earliest known pilgrimage sites was in Abydos in Egypt, believed to be the place where Osiris, King of the Dead, died and was reborn. People may have gathered there as early as the 31st century BCE. Many of the major religious traditions have pilgrimages to special sites or places they consider sacred. However, secular pilgrimages (not related to a religious tradition) are also popular with many people even today.

Listed below are a few definitions of pilgrimage-(you may wish to consult a dictionary or encyclopedia of your own for other definitions).

Journeys of devotion, penance, thanksgiving, or the fulfillment of a vow.

[Concord Encyclopedia of World Religions \(2006\).](#)

Any long journey, especially one undertaken in quest of something for a particular purpose.

[Webster's Encyclopedic Dictionary \(1989\).](#)

A pilgrimage entails a journey from one place to another, from one aspect of one's life to another. As a result of this movement, many people experience pilgrimage as a transformation. Religious pilgrimage, in particular, can be viewed as a movement from the profane to the sacred, from everyday life to an encounter with the divine, or from local, conventional religion to a radiant religion experienced in a far-off place.

Gesler, Wi (1996). Lourdes: healing place of pilgrimage, *Health and Place*, 2 (2) pp.95-105

In their book *Image and Pilgrimage in Christian Society (1978)* Victor and Edith Turner describe the pilgrimage experience as analogous to a rite of passage that has three defining stages:

1. A separation from society that includes **preparation** and the start of the journey.
2. The liminal stage that includes:
 - a. **the journey itself**
 - b. the encounter with objects, symbols and rituals at the site itself
 - c. the **encounter with something sacred or special**
3. Reintegration (returning home)

In Québec over 1.5 million people per year make the pilgrimage to the Shrine of Ste. Anne, mother of the Virgin Mary. The shrine is located about 35 km northeast of Québec City. It has a large basilica that contains a statue of Ste. Anne as well as relics. People claim to receive cures for physical ailments after making the pilgrimage and praying to Ste. Anne.

Preparation for the journey	The journey	Objects, symbols, rituals at the site	Encounter with the sacred or something special	Returning home and possible effects on the individual and the community
May take many forms: having a request, needing help, prayer, etc.	May travel alone or with a guided group	The basilica, the statue of Ste. Anne, relics associated with Ste. Anne	The healing presence of Ste. Anne; a place where many have received favours	A sense of having accomplished a spiritual duty; being part of a large religious community

Explanation based on elements found in the Québec Education Program, Ethics and Religious Culture, p. 505.

Religious experience can take many forms. It can occur in daily life through contemplation, the admiration of nature, while observing rituals or when praying, amongst others. Religious experience can also be exceptional, such as conversions, transformations, reforms, visions, ecstasy, pilgrimages and others. The sites of religious experience are varied: it can manifest itself through the spirit, the body, a community or a gathering. The way that religious experience is transmitted can be through stories, texts, or ways of life. The common thread of religious experience is that it has a profound effect on those who are participants. For the individual it can lead to transformation, liberation, healing, discovery of the meaning of life compassion etc. For the community, it can lead to a deeper involvement or sharing of experiences. For the ways of life it may lead to asceticism, life as a hermit, monastic life, secular living, or a life devoted to others, amongst other effects.

Definition of Religious Experience – Various Sources

William James attributes four characteristics to religious experience:

1. **Ineffability:** The religious experience is simply beyond words. The participant cannot express the experience so that it can be understood by others; it is very particular to the person experiencing it.
2. **Noetic quality:** The religious experience has a sense of the spiritual or sacred, an encounter with an ultimate reality or a divine presence. It is often expressed as a mystical quality.
3. **Transiency:** Religious experiences are often very brief and fade quickly; however, they are memorable.
4. **Passivity:** The person in the religious experience has a sense that his/her will is non-existent and that he/she is being acted upon by a greater power.

James, William. *The Varieties of Religious Experience*. New York: Modern Library, 1994. Pp. 414-415

Religious experience: “Any experience carrying as its content the presence of something divine or transcendent. Religious believers may report such experiences as those of being in the presence of God... or as being able to comprehend a timeless and eternal divine order to the universe.”

Blackburn, Simon. *The Oxford Dictionary of Philosophy*. Oxford University Press, 2008

Religious experience

“Common to all religions is the idea that worshippers, in some way or another, can experience the absolute, or God. This experience is most obviously recognizable as a kind of heightened state of being-ecstasy, trance, exaltation, or calm-that reaches beyond the everyday.”

Wilkinson, Philip. *Religions*. New York: DK Publishing, 2008. p. 24

RESEARCH ORGANIZER

WORKSHEET 1

Name _____

Date _____

Group _____

✎ Use the organizer below to record your findings on religious pilgrimages. Try to research at least two different pilgrimages associated with different religious traditions.

Religious tradition and pilgrimage site	Reason for pilgrimage	Journey: How do they get there?	Objects, symbols rituals found or used at the site	Encounter with the sacred (What is considered holy or special about this place?)	Possible effects on the person
	Is the pilgrimage associated with a holiday or festival?				

PILGRIMAGE: A RELIGIOUS EXPERIENCE

WORKSHEET 2

Names: _____ Date: _____ Group: _____

- ✍ With a peer, each choose one of the pilgrimages that you have researched (write them in **Column A**).
- ✍ **Discuss** how each pilgrimage can (or cannot) be seen as a religious experience. Use the **Background Notes on Religious Experiences** to guide you.
- ✍ Extract some elements of a religious experience from one (or more) of the definitions of religious experience and write those in **Column B**. Then find some of those similar elements in your pilgrimage and write them in **Column C**.

A	B	C
Pilgrimage (Site and religious tradition)	Elements of a religious experience from the definition of religious experience in Background Notes on religious experience	Similar elements of religious experience found in researched pilgrimage

INTERVIEW SHEET

WORKSHEET 3

Name _____ Date _____ Group _____

Person interviewed and pilgrimage they researched: _____

✂ Use this sheet to interview a partner about one of the religious pilgrimages that they researched.

Why do people go on this pilgrimage?

Is the pilgrimage associated with any religious festival or holiday?

Can the pilgrimage be seen as a religious experience that is an essential element of a religious tradition? Explain?

What effect(s) does the pilgrimage have on the individual or community?

Your own question:

PEER EVALUATION OF DIALOGUE

WORKSHEET 4

Name _____ Date _____ Group _____

✎ Use this sheet to evaluate your interaction with a peer after the **Interview on Pilgrimages**.

Criteria	Me		My Peer	
	Yes (explain how)	No (explain why)	Yes (explain how)	No (explain why)
We were aware of our reactions to the subject we were discussing.				
We found ways to foster dialogue.				
We expressed our understanding.				
We listened to each other's answers.				
We explained our understanding using clear arguments.				
If we didn't understand something we asked for clarification.				

What can I improve upon next time?

Name _____ Date _____ Group _____

Imagine that you are asked to write a letter to someone describing the pilgrimage you have researched. Assume that this person has no prior knowledge of the pilgrimage. You must give them enough information to be able to have a rudimentary knowledge of the pilgrimage. However, you may write only 150 words.

Write about what you have learned about a pilgrimage. Include: the main elements of the pilgrimage (refer to Background Notes on Pilgrimages); how it is an essential dimension of a religious experience; and how it affects the individual or the community. Use the Checklist below to make sure that you have included the necessary elements.

CHECKLIST FOR LETTER:

- I identified the pilgrimage, the site, and the religious tradition that it is related to.
- I have included the main elements of a pilgrimage:
 - ✓ The preparation for the journey
 - ✓ The journey
 - ✓ The objects, symbols or rituals found or used on the journey and at the site
 - ✓ The encounter with the sacred or something special
 - ✓ The return home
- I have written about the possible effects that the pilgrimage experience can have on the individual or the religious community to which he/she is affiliated.

Name: _____ Date: _____ Group: _____

Reflection on Religious Experiences and Pilgrimages

1. Name one thing that you have learned about pilgrimages.

2. In your own words define a religious experience.

Reflection of the process of dialogue

3. What are some of the strategies that you used to ensure that conditions were favourable to dialogue?

4. What were some of the means that you used to better understand the subject of dialogue (pilgrimages) during your interactions with your peers or during your research?

Reflection on work methods

5. How did you plan and compile the information needed for your final product?

6. What strategies that you used worked well? What could be improved?

SUGGESTED RESOURCES

Books about pilgrimages:

Chaucer, Geoffrey. *The Canterbury Tales: An Illustrated Edition*. London: Leopard, 1996. (Trans. Into modern English by Nevill Goghill)

Coelho, Paulo. *The Pilgrimage*. Toronto: Harper Collins, 2000.

Coelho, Paulo. *The Alchemist*. (10th anniversary edition) Toronto: Harper Collins, 2006.

Hesse, Hermann. *Siddhartha*. New York: New Directions, 1951.

Highwater, Jamake. *Anpao: An American Indian Odyssey*. Philadelphia: Lippincott, 1977.

Levitin, Sonia. *The Return*. New York: Fawcett Juniper, 1978.

Marshall, James Vance. *Walkabout*. New York: Belmont, 1971.

Turner, Victor, and Edith Turner. *Image and Pilgrimage in Christian Society*. New York: Columbia University Press, 1978.

Wilson, Colin. *The Atlas of Holy Places and Sacred Sites*. New York: DK, 1996.

THE FOLLOWING BOOKS CAN BE FOUND AT THE GRANDE BIBLIOTHÈQUE OF THE BIBLIOTHÈQUE ET ARCHIVES NATIONALES DU QUÉBEC.

www.banq.qc.ca

Brabbs, Derry. *The Roads to Santiago: The Medieval Pilgrim Routes Through France and Spain to Santiago de Compostela*, London: Frances Lincoln, 2008.

Davidson, Linda Kay. *Pilgrimage: from the Ganges to Graceland, an Encyclopedia*. Santa Barbara, Calif: ABC-CLIO, 2002.

Desrochers, Gérard. *The Scala Santa*. Sainte-Anne-de-Beaupré, 1992.

Fraser, Sylvia. *The Rope in the Water: Pilgrimage to India*, Toronto: Thomas Allen, 2001.

Harris, Ruth. *Lourdes: Body and Spirit in the Secular Age*, London: Oenguin, 2000.

Harrison, Kathryn. *The Road to Santiago*. Washington, D.C.: National Geographic, 2003.

Lefebvre, Eugène. *As I Walk Through Life: My Journey to Beaupré*, Sainte-Anne-de-Beaupré: Secrétariat des Pèlerinages, Basilique Sainte-Anne, 1972.

Magnificat (Pub.). *The Wonders of Lourdes: 150 Miraculous Stories of the Power of Prayer to Celebrate the 150th Anniversary of Our Lady's Apparition*, United States: Maginificat, 2008.

MacLaiene, Shirley. *The Camino: A Journey of the Spirit*, New York: Pocket Books, 2000.

Molavi, Afshin. *Persian Pilgrimages: Journeys Across Iran*. New York: Norton, 2002.

Morton, Henry Canova Vollam. *This is the Holy Land: A Pilgrimage in Words and Pictures*, New York: Hawthorn Books Inc., 1961.

Morton, Henry Canova Vollam. *This is Rome: A Pilgrimage in Words and Pictures*, New York: Hawthorn Books Inc., 1960.

Simon, Steven. *Healing Waters: the Pilgrimage to Lac Ste. Anne*, Edmonton: University of Alberta Press, 1995.

Westwood, Jennifer. *Sacred Journeys: An Illustrated Guide to Pilgrimages around the World*, New York: H.Holt, 1997.

Wieczorek, Alfred(Pub.). *To the Holy Lands: Pilgrimage Centres from Mecca and Medina to Jerusalem: Photographs of the 19th century from the collections of the Reiss-Engelhorn Museums*. New York : Prestel, 2008.

Pilgrimages and Sacred Sites –General:

<<http://www.sacredsites.com/book/index.html>> (last accessed June 13, 2011)
(excerpts from Martin Gray's book *Places of Peace and Power*)

<<http://www.pilgrimsprogress.org.uk/index.htm>> (last accessed June 13, 2011)
(many links to different pilgrimages all over the world)

<<http://www.york.ac.uk/projects/pilgrimage/index.html>> (last accessed June 13, 2011)
(general information and definition of pilgrimage)

<<http://www.infoplease.com/ipa/A0904110.html>> (last accessed June 13, 2011)
(listing of many pilgrimage sites in the world according to religious traditions)

<<http://www.experiencefestival.com/a/Pilgrimage/id/1896483>> (last accessed June 13, 2011)

Christian Pilgrimages:

Santiago de Compostela

<<http://www.humnet.ucla.edu/santiago/iagohome.html>> (last accessed June 13, 2011)

<<http://whc.unesco.org/en/list/669/video>> (last accessed June 13, 2011)
(video about the pilgrimage)

<<http://www.csj.org.uk/>> (last accessed June 13, 2011)

Other Christian Pilgrimage sites:

<<http://www.request.org.uk/main/dowhat/pilgrimage/places/places01.htm>> (last accessed June 13, 2011)

<<http://www.request.org.uk/main/dowhat/pilgrimage/pilgrim01.htm>> (last accessed June 13, 2011)

Judaic Pilgrimages:

<http://findarticles.com/p/articles/mi_m1310/is_1995_May/ai_17040650> (last accessed June 13, 2011)

<http://www.aish.com/wallcam/Why_the_Wall_is_Holy.asp> (last accessed June 13, 2011)

Native Spirituality:

<http://www.faith.com/community/teens/articles/f_lib_article_id_vision.html> (last accessed June 13, 2011)
(Vision Quest)

Islamic Pilgrimages (Hajj):

<http://1stholistic.com/prayer/hol_islam-pilgrimage.htm> (last accessed June 13, 2011)

<<http://www.pbs.org/muhammad/virtualhajj.shtml>> (last accessed June 13, 2011)
(Interactive site with maps).

<<http://www.channel4.com/life/microsites/H/hajj/>> (last accessed June 13, 2011)
(search tag: Islam- hajj).

Hindu Pilgrimages:

<http://www.sacredsites.com/asia/india/pilgrimage_places.html> (last accessed June 13, 2011)

<<http://hinduism.iskcon.com/practice/501.htm>> (last accessed June 13, 2011)

Buddhist Pilgrimages:

<<http://www.buddhanet.net/e-learning/buddhistworld/pilgrimage.htm>> (last accessed June 13, 2011)

<<http://www.buddhanet.net/e-learning/pilgrim/places.htm>> (last accessed June 13, 2011)

<http://www.experiencefestival.com/a/Mount_Kailash_-_Pilgrimage/id/5199636>
(last accessed June 13, 2011)