

RITES OF PASSAGE



GRADE 7



This guide links the *Rites of Passage* unit to the Texas Essential Knowledge and Skills (TEKS) for seventh graders. *Rites of Passage* is an English language arts/social studies unit that allows students to explore rites of passage in their own culture and in other cultures. *Rites of Passage* also teaches students skills in other subject areas. For example, students will understand how physical and social environmental factors can influence individual and community health, as required by the health education TEKS. The following document includes the applicable TEKS and the details of the *Rites of Passage* unit. The asterisks indicate the TEKS that are testable on the State of Texas Assessments of Academic Readiness (STAAR). The final section of this document presents the applicable Texas College and Career Readiness Standards adopted by the Texas Higher Education Coordinating Board (THECB) on January 24, 2008.

Description of Unit

Students will choose a Texas Native American or immigrant group and study that group's rites of passage. They will compare and contrast those rites of passage with their own contemporary experiences. Then students will look at rites of passage across generations within their own families from sources including an interview. In their final products, they will predict how rites of passage will be different 100 years from now.

Goals

Students will meet these goals in their explorations:

- Develop the essential skills of logical thinking, creative problem solving, intellectual risk taking, and communicating.
- Make connections across disciplines.
- Gain awareness of other cultures and their significant rites of passage
- Draw conclusions.
- Become familiar with similarities and differences in cultural groups over generations.

Rites of Passage (Grade 7)

Teacher Directions	Additional Teacher Preparation & Notes
<p>Elicit</p> <p>Define the term “rite of passage.” You may wish to use the following questions to introduce the topic to students:</p> <ul style="list-style-type: none"> • What rites of passage are you familiar with? • Why are rites of passage important? • What have they meant historically? • What do they mean in contemporary times? • How are rites of passage different across cultural groups? • How are they similar? <p>Document the class definition on the board or a piece of chart paper.</p>	<p>Allow students to conduct research if they are struggling to define this concept.</p> <p>According to dictionary.com, rites of passages are ceremonies that mark important transitional periods in a person's life, such as birth, marriage, having children, and death. Rites of passage usually involve ritual activities and teachings designed to strip individuals of their original roles and prepare them for new roles. The traditional American wedding ceremony is such a rite of passage.</p>
<p>Engage</p> <p>Ask students to develop a rite of passage for being a member of their class. What action, task, or experience could they use to welcome new members to the group? How might this process impact the dynamic of the group?</p>	<p>Encourage students to keep this positive to avoid making any student feel uncomfortable or unwelcome.</p>
<p>Explore</p> <p>Choose a Texas Native American group or a group that immigrated to Texas from another country. Some examples are Germans, Italians, Latin Americans, Swedes, Czechs, Africans, and Chinese. You may wish to use a group that students have studied in social studies.</p> <p>Explore the rites of passage and significant cultural experiences for the group, using a variety of primary and secondary sources, including one biography.</p> <p>Go to a museum or cultural center—either in person or online.</p>	<p>If resources are unavailable, you may wish to use a historical fictional account as a way to learn about the group’s culture.</p>

Rites of Passage (Grade 7)

<p>Have a group discussion about similarities and differences of rites of passage across cultures and time.</p>	
<p>Explain</p> <p>Use a Venn diagram to compare and contrast the group’s rites of passage with contemporary rites of passage that students have gone through or will go through. You may wish to have students present findings in a paper or other format.</p>	
<p>Elaborate (Phase II)</p> <p>Research process</p> <ol style="list-style-type: none"> 1. Selecting a topic. Each student identifies a rite of passage that is celebrated in his or her family or culture. 2. Asking guiding questions. Once the student has selected a rite of passage, he or she should form guiding questions to learn about the historical context of the rite of passage. <ul style="list-style-type: none"> • How has the rite of passage changed over time? • How did the rite of passage differ for different generations in your family? • What societal or historical characteristics shape the rite of passage? How did it get started? • Does everybody go through that rite of passage? Who is affected, and who is not? • Is the rite of passage unique to your family? Your culture? • How will a person's life change once they go through the rite of passage? <p>While these examples are general, the students’ questions should be specific to the chosen topic. The questions should lead him or her to form individual research-based opinions. The student should also develop a hypothesis or some possible answers to the questions.</p>	<p>During the research process, students work independently to develop a final product displaying the results of their research.</p>

Each student should think of guiding questions about the rite of passage that will lead him or her to form research-based opinions. Each student should also develop a hypothesis or some possible answers to the questions.

3. Creating a research proposal. The student should include numerous components in the research proposal:

- The rite of passage he or she will study
- The five guiding questions he or she will investigate, as well as hypothetical answers to those questions
- Resources he or she will need to find answers to questions, such as primary and secondary sources, correspondence with experts on the subject, etc.

4. Conducting research. After you have approved student proposals, each student begins using the resources he or she has identified and others he or she may encounter. During this stage, the student will need to keep a log, note cards, or resource process sheets of all the sources and what he or she has learned from each one.

As part of the research process, the student should conduct an interview with a person from at least one other generation. This person can be somebody from the student's family or another person who is familiar with the chosen rite of passage.

5. Developing conclusions. Based on the research, each student should develop a theory about what the rite of passage looked like in the past and what it will look like in the future. The student should consider the following questions:

- What did the rite of passage look like 10 years ago, 50 years ago, and 100 years ago?
- What will the rite of passage be like in 10 years, 50 years, and 100 years?
- What would the rite of passage look like if it were celebrated in another country or by another culture?
- How would the rite of passage be different from and similar to your experience?

Explain

The product

The student will show what he or she has learned through **one** of the following products:

1. A museum exhibit. The student should create a museum exhibit that shows what the rite of passage looked like in the past, what it looks like for the student in the present, and what it will look like in the future (based on the student's theory). It should include artifacts, a timeline, and other relevant visuals.
2. A personal journal. The student should create a personal journal as if he or she were 100 years in the past. What are some of the major personal events that he or she would have gone through? The student should include descriptions of and artifacts from major personal events.

Communication

The student will communicate what he or she has learned in **one** of the following ways:

1. For the museum exhibit, the student should give a docent talk that highlights major predictions. The talk should include unscripted questions from the audience.
2. For the journal, the student should take on the persona of somebody from the past and talk about the major rites of passage in his or her life. The talk should include unscripted questions from the audience.

Evaluate

Use the TPSP Middle School Rubric to assess each student's learning. Additionally, you may wish to develop self- or peer-assessments based on the rubric that students could use to evaluate their products. Use of peer-assessments should be prefaced by discussion about respecting others' opinions and work.

A completed project consists of:

1. A research proposal, including guiding questions and answers
2. A research log, notes, or resource process sheets
3. A transcript of the interview
4. The product—the museum exhibit or personal journal

The TPSP Middle School Rubric can be downloaded at <http://www.texaspsp.org/middle-school/middle-school-assessment.php>.

<p>5. A Works Cited Page 6. A videotape or audiotape of the student’s talk, including the unscripted Q&A session</p> <p>In what ways did the student:</p> <ul style="list-style-type: none"> • develop sophisticated, open-ended questions about the self-selected topic; • use a variety of sources that access advanced content and include multiple perspectives; • collect data using the tools of the discipline; • analyze and interpret the data; • capture and apply their analysis through an original product; and • communicate his or her research findings, learning, and ideas to an audience using the language of the discipline? 	
<p>Extend</p> <p>The following activities are interdisciplinary extensions to this task.</p> <p>Science Some cultures see natural experiences as a rite of passage when any major life event occurs. Students research and plan a rite of passage nature experience. Where would the experience take place, how long would it last, what supplies are needed, and what would be gained from the experience? Ask students to compare life transitions for humans to those in nature.</p> <p>Math Students study the demographic makeup of Texas. Where did/do most Texas immigrants originate? How do these numbers impact the culture of Texans?</p> <p>Fine Arts What artistic representations of rites of passage exist? How are rites of passage depicted in ancient artworks and contemporary art? Are they included in theatrical scripts such as plays and operas? Can we see evidence of rites of passage in architecture from the past?</p>	



Texas Essential Knowledge and Skills

The unit may address the following TEKS:

English Language Arts and Reading:

- 7.1 Reads grade-level text with fluency and comprehension
- 7.2 Understands new vocabulary and use it when reading and writing* (Testable on the Grade 7 Reading STAAR, Reporting Category 1)
- 7.3 Analyzes, makes inferences, and draws conclusions about theme and genre in different cultural, historical, and contemporary contexts and provides evidence from the text to support understanding* (Testable on the Grade 7 Reading STAAR, Reporting Category 2)
- 7.7 Understands, makes inferences, and draws conclusions about the varied structural patterns and features of literary nonfiction and provides evidence from text to support understanding* (Testable on the Grade 7 Reading STAAR, Reporting Category 1)
- 7.9 Analyzes, makes inferences, and draws conclusions about the author's purpose in cultural, historical, and contemporary contexts and provides evidence from the text to support understanding* (Testable on the Grade 7 Reading STAAR, Reporting Category 1)
- 7.13 Uses comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning* (Testable on the Grade 7 Reading STAAR, Reporting Category 2, Reporting Category 3)
- 7.14 Uses elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text* (Testable on the Grade 7 Writing STAAR, Reporting Category 1, Reporting Category 2, Reporting Category 3)
- 7.19 Understands the function of and uses the conventions of academic language when speaking and writing* (Testable on the Grade 7 Writing STAAR, Reporting Category 3)
- 7.20 Writes legibly and uses appropriate capitalization and punctuation conventions in compositions* (Testable on the Grade 7 Writing STAAR, Reporting Category 3)
- 7.21 Spells correctly* (Testable on the Grade 7 Writing STAAR, Reporting Category 3)
- 7.22 Asks open-ended research questions and develops a plan for answering them
- 7.23 Determines, locates, and explores the full range of relevant sources addressing a research question and systematically records the information gathered
- 7.26 Uses comprehension skills to listen attentively to others in formal and informal settings
- 7.27 Speaks clearly and to the point, using the conventions of language

Social Studies:

- 7.1 Understands traditional historical points of reference in Texas history
- 7.4 Understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood
- 7.5 Understands how events and issues shaped the history of Texas during the Civil War and Reconstruction

- 7.6 Understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century
- 7.7 Understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries
- 7.9 Understands the location and characteristics of places and regions of Texas
- 7.11 Understands the characteristics, distribution, and migration of population in Texas in the 19th, 20th, and 21st centuries
- 7.19 Understands the concept of diversity within unity in Texas
- 7.21 Applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology* (Testable on the Grade 8 Social Studies STAAR)
- 7.22 Communicates in written, oral, and visual forms* (Testable on the Grade 8 Social Studies STAAR)
- 7.23 Uses problem-solving and decision-making skills, working independently and with others, in a variety of settings

Health Education:

- 7.6 Understands how physical and social environmental factors can influence individual and community health throughout the life span
- 7.7 Investigates positive and negative relationships that influence individual, family, and community health
- 7.9 Understands how social factors impact personal, family, community, and world health
- 7.10 Recognizes and uses communication skills in building and maintaining healthy relationships
- 7.11 Understands, analyzes, and applies healthy ways to communicate consideration and respect for self, family, friends, and others

Mathematics:

- 7.1 Uses mathematical processes to acquire and demonstrate mathematical understanding

Texas College and Career Readiness Standards

This unit may address the following Texas College and Career Readiness Standards:

English Language Arts:

- I.A.1 Determines effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer’s purpose and audience
- I.A.2 Generates ideas and gathers information relevant to the topic and purpose, keeping careful records of outside sources
- I.A.3 Evaluates relevance, quality, sufficiency, and depth of preliminary ideas and information, organizes material generated, and formulates thesis
- I.A.4 Recognizes the importance of revision as the key to effective writing



- I.A.5 Edits writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate
- II.A.1 Uses effective reading strategies to determine a written work’s purpose and intended audience
- II.A.2 Uses text features and graphics to form an overview of informational texts and to determine where to locate information
- II.A.3 Identifies explicit and implicit textual information, including main ideas and author’s purpose
- II.A.4 Draws and supports complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions
- II.A.5 Analyzes the presentation of information and the strength and quality of evidence used by the author, and judge the coherence and logic of the presentation and the credibility of an argument
- II.A.7 Evaluates the use of both literal and figurative language to inform and shape the percepts of readers
- II.A.8 Compares and analyzes how generic features are used across texts
- II.A.10 Identifies and analyzes how an author's use of language appeals to the senses, creates imagery, and suggests mood
- II.A.11 Identifies, analyzes, and evaluates similarities and differences in how multiple texts present information, argue a position, or relate a theme
- II.B.1 Identifies new words and concepts acquired through study of their relationships to other words and concepts
- II.B.2 Applies knowledge of roots and affixes to infer the meanings of new words
- II.D.1 Describes insights gained about oneself, others, or the world from reading specific texts
- III.A.1 Understands how style and content of spoken language varies in different contexts and influences the listener’s understanding
- III.A.2 Adjusts presentation (delivery, vocabulary, length) to particular audiences and purposes
- III.B.1 Participates actively and effectively in one-on-one oral communication situations
- III.B.2 Participates actively and effectively in group discussions
- III.B.3 Plans and delivers focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning
- IV.A.1 Analyzes and evaluates the effectiveness of a public presentation
- IV.A.2 Interprets a speaker’s message; identifies the position taken and the evidence in support of that position
- IV.A.3 Uses a variety of strategies to enhance listening comprehension
- IV.B.1 Listens critically and responds appropriately to presentations
- IV.B.2 Listens actively and effectively in one-on-one communication situations
- IV.B.3 Listens actively and effectively in group discussions
- V.A.2 Explores a research topic
- V.A.3 Refines research topic and devise a timeline for completing work
- V.B.1 Gathers relevant sources

- V.B.2 Evaluates the validity and reliability of sources
- V.B.3 Synthesizes and organizes information effectively
- V.B.4 Uses source material ethically
- V.C.1 Designs and presents an effective product

Mathematics:

- VI.A.1 Plans a study
- VI.B.1 Determines types of data
- VI.B.2 Selects and applies appropriate visual representations of data
- VI.B.4 Describes patterns and departures from patterns in a set of data
- VIII.A.1 Analyzes given information
- VIII.B.2 Uses various types of reasoning

Science:

- I.A.1 Utilizes skepticism, logic, and professional ethics in science
- I.C.1 Collaborates on joint projects
- III.C.1 Prepares and represents scientific/technical information in appropriate formats for various audiences
- III.D.1 Uses search engines, databases, and other digital electronic tools effectively to locate information
- III.D.2 Evaluates quality, accuracy, completeness, reliability, and currency of information from any source
- V.C.1 Recognizes patterns of change.
- V.E.1 Uses models to make predictions

Social Studies:

- I.A.2 Analyzes the interaction between human communities and the environment
- I.A.3 Analyzes how physical and cultural processes have shaped human communities over time
- I.A.5 Analyzes how various cultural regions have changed over time
- I.B.2 Identifies and evaluates sources and patterns of change and continuity across time and place
- I.B.3 Analyzes causes and effects of major political, economic, and social changes in U.S. and world history
- I.E.1 Identifies different social groups and examines how they form and how and why they sustain themselves
- I.E.2 Defines the concept of socialization and analyze the role socialization plays in human development and behavior
- I.E.3 Analyzes how social institutions function and meet the needs of society
- I.F.1 Uses a variety of research and analytical tools to explore questions or issues thoroughly and fairly
- II.B.4 Evaluates how major philosophical and intellectual concepts influence human behavior or identity

- II.B.5 Explains the concepts of socioeconomic status and stratification
- II.B.6 Analyzes how individual and group identities are established and change over time
- IV.A.1 Identifies and analyzes the main idea(s) and point(s) of view in sources
- IV.A.2 Situates an informational source in its appropriate contexts
- IV.A.3 Evaluates sources from multiple perspectives
- IV.A.4 Understands the differences between a primary and secondary source and uses each appropriately to conduct research and construct arguments
- IV.A.5 Reads narrative texts critically
- IV.A.6 Reads research data critically
- IV.B.1 Uses established research methodologies
- IV.B.3 Gathers, organizes, and displays the results of data and research
- IV.B.4 Identifies and collects sources
- IV.C.1 Understands/interprets presentations critically
- V.A.1 Uses appropriate oral communication techniques, depending on the context or nature of the interaction
- V.A.2 Uses conventions of standard written English
- V.B.1 Attributes ideas and information to source materials and authors

Cross-Disciplinary Standards:

- I.A.1 Engages in scholarly inquiry and dialogue
- I.A.2 Accepts constructive criticism and revises personal views when valid evidence warrants
- I.B.1 Considers arguments and conclusions of self and others
- I.B.2 Constructs well-reasoned arguments to explain phenomena, validate conjectures, or support positions
- I.B.3 Gathers evidence to support arguments, findings, or lines of reasoning
- I.B.4 Supports or modifies claims based on the results of an inquiry
- I.D.1 Self-monitors learning needs and seeks assistance when needed
- I.D.2 Uses study habits necessary to manage academic pursuits and requirements
- I.D.3 Strives for accuracy and precision
- I.D.4 Perseveres to complete and master tasks
- I.E.1 Works independently
- I.E.2 Works collaboratively
- I.F.1 Attributes ideas and information to source materials and people
- I.F.2 Evaluates sources for quality of content, validity, credibility, and relevance
- I.F.3 Includes the ideas of others and the complexities of the debate, issue, or problem
- I.F.4 Understands and adheres to ethical codes of conduct
- II.A.1 Uses effective prereading strategies
- II.A.2 Uses a variety of strategies to understand the meanings of new words
- II.A.3 Identifies the intended purpose and audience of the text

- II.A.4 Identifies the key information and supporting details
- II.A.5 Analyzes textual information critically
- II.A.6 Annotates, summarizes, paraphrases, and outlines texts, when appropriate
- II.A.7 Adapts reading strategies according to structure of texts
- II.A.8 Connects reading to historical and current events and personal interest
- II.B.1 Writes clearly and coherently, using standard writing conventions
- II.B.2 Writes in a variety of forms for various audiences and purposes
- II.B.3 Composes and revises drafts
- II.C.1 Understands which topics or questions are to be investigated
- II.C.2 Explores a research topic
- II.C.4 Evaluates the validity and reliability of sources
- II.C.5 Synthesizes and organizes information effectively
- II.C.6 Designs and presents an effective product
- II.C.7 Integrates source material
- II.C.8 Presents final product
- II.D.1 Identifies patterns or departures from patterns among data
- II.D.2 Uses statistical and probabilistic skills necessary for planning an investigation, and collecting, analyzing, and interpreting data
- II.D.3 Presents analyzed data and communicate findings in a variety of formats
- II.E.1 Uses technology to gather information
- II.E.2 Uses technology to organize, manage, and analyze information
- II.E.3 Uses technology to communicate and display findings in a clear and coherent manner
- II.E.4 Uses technology appropriately