



TEXAS PERFORMANCE STANDARDS PROJECT
Grade 7 English Language Arts/Social Studies Unit
Rites of Passage

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 Texas Assessment of Knowledge and Skills (TAKS). The final section of this document presents the applicable Texas College Readiness Standards adopted by the Texas Higher Education Coordinating Board (THECB) on January 24, 2008.

Texas Essential Knowledge and Skills

This unit may address the following TEKS:

English Language Arts:

- 7.1 Reads grade-level text with fluency and comprehension
- 7.2 Understands new vocabulary and use it when reading and writing
- 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 their understanding
- 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 their understanding
- 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 their understanding
- 7.13 Uses comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning
- 7.14 Uses elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text
- 7.19 Understands the function of and uses the conventions of academic language when speaking and writing
- 7.20 Writes legibly and uses appropriate capitalization and punctuation conventions in their compositions
- 7.21 Spells correctly
- 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 record the information they gather
- 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
- 7.6 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 century
- 7.9 Understands the location and characteristics of places and regions in Texas
- 7.11 Understands the characteristics, distribution, and migration of population in Texas in the 19th and 20th centuries
- 7.19 Understands the concept of diversity within unity in Texas
- 7.20 Understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas
- 7.21 Applies critical-thinking skills to organize and use information acquired from a variety of sources, including electronic technology
- 7.22 Communicates in written, oral, and visual forms
- 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:

- 7.15 Uses logical reasoning to make conjectures and verify conclusions

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

Phase I. Learning Experiences

1. Define the term “rite of passage.” You may wish to use the following questions to introduce the topic to students:
 - 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?
2. 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, Chinese. You may wish to use a group that students have studied in social studies.
3. Explore the rites of passage and significant cultural experiences for the group, using a variety of primary and secondary sources, including one biography.
4. Go to a museum or cultural center—either in person or online.

Some helpful websites are:

<http://www.museumca.org/usa/>
<http://www.museum.com/jb/start.html>
<http://icom.museum/vlmp/world.html>
<http://www.kidsculturecenter.com/>
<http://www.prfdance.org/>
<http://indian-cultures.com/>
<http://www.czechcenter.org/>
<http://www.swedishculturalcenter.org/links/index.html>
<http://home.it.net.au/~murrayk/tib-centers.html>
<http://www.inmotionaame.org/home.cfm>
<http://www.acclub.org/>

If resources are unavailable, you may wish to use a historical fictional account as a way to learn about the group’s culture.

5. 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.
6. Have a group discussion about similarities and differences of rites of passage across cultures and time.

Phase II. Independent Research

A. Research process

1. Selecting a topic. Each student should identify a rite of passage that is celebrated in their family or culture.
2. Asking guiding questions. Once the student has selected a rite of passage, he/she should form guiding questions to learn about the historical context of the rite of passage.

- 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?

While these examples are general, the student's questions should be specific to the chosen topic. The questions should lead him/her to form individual research-based opinions. The student should also develop a hypothesis or some possible answers to the questions.

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

3. Developing and submitting a research proposal. The student should include numerous components in the research proposal:
 - The rite of passage he/she will study
 - The five guiding questions he/she will investigate, as well as hypothetical answers to those questions
 - Resources he/she will need to find answers to questions, such as primary and secondary sources, correspondence with experts on the subject, etc.
4. Conducting the research. After you have approved student proposals, each student begins using the resources he/she has identified and others he/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/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?

B. The product

The student will show what he/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, timeline, and other relevant visuals.

2. A personal journal. The student should create a personal journal as if he/she were 100 years in the past. What are some of the major personal events that he/she would have gone through? The student should include descriptions of and artifacts from major personal events.

C. Communication

The student will communicate what he/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/her life. The talk should include unscripted questions from the audience.

D. A complete project contains:

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
5. A Works Cited Page
6. A videotape or audiotape of the student’s talk, including the unscripted Q&A session

THECB College Readiness Standards

This unit may address the following THECB College 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, organize material generated, and formulate 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 departure 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 examine 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 use 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