



# Lesson One

## Exploring Rites of Passage: Defining Rites of Passage

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# Exploring Rites of Passage

## Lesson One: Defining Rites of Passage

### SUMMARY

**Student outcome:** Students will define **rites of passage** and explain why they are important using conjunctions, adjectives, and nouns.

**Reading:** *Rites of Passage in a Changing World* by J. Moran

**Lesson duration:** 3–4 hours

#### Content vocabulary:

- rites of passage/ritual
- significant/significance
- transition
- tradition/traditional
- symbol/symbolism/symbolic
- ceremony/ceremonial

#### Functional language patterns:

\_\_\_\_\_ mark(s)/establish(es)/recognize(s) \_\_\_\_\_.

Examples of \_\_\_\_\_ are/include/can be found \_\_\_\_\_.

\_\_\_\_\_ is important/significant because it acknowledges/calls attention to \_\_\_\_\_.

\_\_\_\_\_ serves the purpose of/fulfills the need for \_\_\_\_\_.

### LESSON SEQUENCE

	Purpose	Process	Tools
I DO/ WE DO	Build knowledge	<ul style="list-style-type: none"> <li>▪ Develop context for new learning</li> <li>▪ Link contextual understanding to key concept</li> </ul>	Life cycle timeline and diagram Computer with Internet connection and LCD
I DO/ WE DO	Understand key concept Establish expectations	<ul style="list-style-type: none"> <li>▪ Define critical terms</li> <li>▪ Model and practice use of target language</li> <li>▪ Review expected outcomes</li> </ul>	<i>Concept Map</i> Sentence frames <i>Laminated Notebook Paper Posters</i> <i>Summative Writing Prompt Poster</i> Dry erase pens
I DO/WE DO/ YOU DO	Introduce vocabulary	<ul style="list-style-type: none"> <li>▪ Preview text</li> <li>▪ Facilitate guided reading</li> <li>▪ Model structured note-taking</li> </ul>	Article: <i>Rites of Passage in a Changing World</i> <i>Word Form Chart</i>
I DO/WE DO/ YOU DO	Interact with text Demonstrate comprehension	<ul style="list-style-type: none"> <li>▪ Read text purposefully</li> <li>▪ Take structured notes</li> <li>▪ Continue oral and written practice of target language</li> <li>▪ Complete formative assessment</li> </ul>	Article: <i>Rites of Passage in a Changing World</i> <i>Says-Means-Matters Note Taker</i> <i>Rites of Passage Drafting Template: Short Response</i> <i>Concept Map</i>



Find the corresponding *Student Workbook* page numbers for Lesson One materials:

Concept Map: *Rites of Passage*, p. 2

Summative Writing Prompt, p. 3

Chunked Article: *Rites of Passage in a Changing World*, p. 4

Word Form Chart: *Exploring Rites of Passage*, p. 6

Says-Means-Matters: *Rites of Passage in a Changing World*, p. 7

Drafting Template: *Short Response*, p. 9

# Lesson One

Outcome: **Students will define rites of passage and explain why they are important using conjunctions, adjectives, and nouns.**

## INSTRUCTIONAL SEQUENCE MATERIALS

### Build Knowledge (I Do/We Do)

15–20 minutes

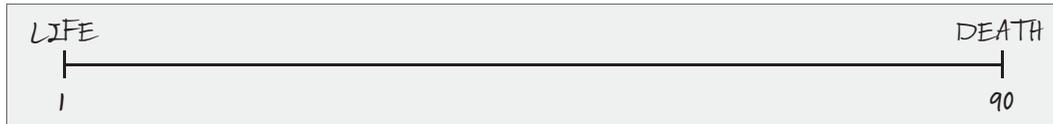
**ACTIVITY #1:** In this opening activity, students identify significant transitions that mark a life cycle.

Start the lesson by introducing the term **life cycle**. Explain that each human life undergoes a series of predictable stages, namely: infancy, childhood, young adulthood, and eventually old age and death. Draw or project a timeline on the board. Write **birth** on the far left end and **death** on the far right.

Ask students:

What are the common events or experiences that mark the human journey from birth to death?

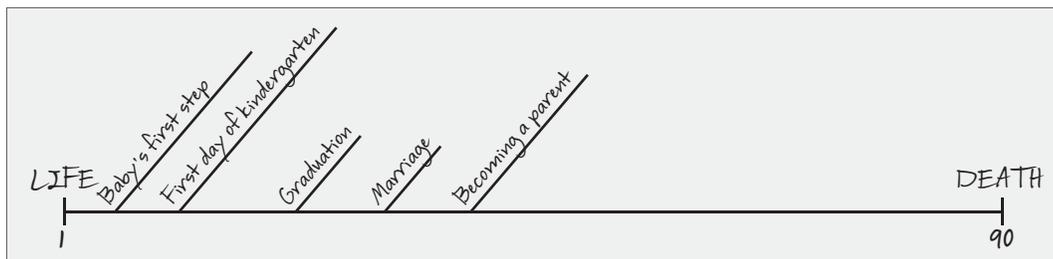
Set your classroom timer to three minutes and direct students to jot down their ideas. When the allotted time is over, have students share their thinking with a partner. Add the ages 1 and 90 to the appropriate ends of the timeline and then elicit input from the class. Make sure students are taking notes as you transcribe their ideas on the timeline.



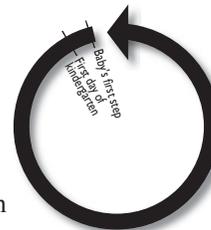
Let students know that they're about to watch a short video called "She's Always a Woman." Tell them that the video captures the significant transitions in one woman's life as she moves from birth to old age. Instruct them to look for the individual events or occasions that indicate she's growing older and changing. Advise the class to pay attention so that, after watching the video, they can add new ideas to their timelines.

Using a computer and an LCD projector, locate the following url for "She's Always a Woman:" <http://www.youtube.com/watch?v=jYOsWWKHZVw>

After watching the video, give students a few minutes to write down the events or occasions they noticed. Encourage them to share their thinking with a partner. Then bring the whole class together and add the following milestones to the projected timeline: baby's first step, first day of kindergarten, graduation, marriage, and becoming a parent.



Return to the term **life cycle**. Next to the projected timeline, draw a circular arrow representing the human life cycle (see example). Explain that the timeline indicates an individual life: yours or mine. But the circle represents the common stages of life many of us experience. Help students extend their thinking beyond the linear perception of a single life to the recurring, collective experience of humankind – a pattern of change and growth that we all have in common. Annotate the life cycle diagram with key events from the timeline.



Explain to the class that in this unit, they will be reading about and discussing the life transitions we all share, the events and occasions that mark our progression from one stage of life to the next.

Life cycle timeline and diagram, posted or projected

Classroom Timer



Computer with Internet connection and LCD

Find materials such as the *Laminated Notebook Paper Posters* and *Classroom Timer* in your *Constructing Meaning Support Kit*.