

<b>Title</b>	Rites of Passage
<b>School</b>	BCS
<b>Grade Level</b>	6-8
<b>Discipline(s):</b>	ELA / Social Studies / Science / Math
<b>Specific Topic:</b>	Rites of Passage: How do they shape our understanding of the world and ourselves?
<b>Start and End Dates</b>	June 6 - June 19

<b>Summary:</b>
<p>Students will study different cultures, focusing on the types of rituals present. After exploring common rituals around birth, coming of age, marriage, death, and others, students will dive more deeply into their current phase: coming of age. They will explore rites of passage, seeking to determine what defines a rite of passage as well as distinguishing between authentic and pseudo rites of passage. Students will experience many elements of a rite of passage while designing their own personal one. The final ceremony will revolve around students reintegrating with the community while proving how they have moved towards adulthood.</p>
<b>Essential Questions:</b>
<p><b>What does it mean to become a young adult?</b></p> <ul style="list-style-type: none"> <li>- Who am I now and who am I becoming?</li> <li>- What are the universal aspects of a ritual?</li> <li>- How do rituals define the expectations that a society places on its members?</li> </ul>

**Guiding Questions: 5-10 questions that will guide your research...which will allow students to answer the essential question.**

- What qualifies or disqualifies an experience as a ritual and as a rite of passage?
- What are some of the rituals in various cultures throughout the world?
- What rituals are part of my Brooklyn community?
- How are rituals different for boys and for girls? How do these differences enforce gender norms and expectations?
- Where are the initiated (wo/)men of power today?
- What are the repercussions of not participating in the rituals of a society?

**Standards and Long-Term Targets Assessed in the Learning Expedition**

Discipline	Standard-Based Learning Targets
<b>ELA</b> <b>Math</b> <b>Social Studies</b> <b>Science</b>	<p><b>Reading:</b>            +I can determine the central idea of a text.            +I can determine an author's POV and purpose.</p> <p><b>Writing:</b>            +I can write an argument to support a claim w clear reasons and relevant evidence.            +I can conduct a short research project to answer a question.            +I can produce clear, coherent writing in which the development, organization and style are appropriate to audience.</p> <p><b>Math:</b>            +I can use math to help manage money effectively and make sound financial decisions.            (budget for food, transportation, cell phones. unlimited vs. pay-per-ride Metrocards)</p> <p><b>Social Studies:</b>            +I can (everything about this expedition is social studies)</p> <p><b>Science:</b>            +I can (something anthropological / biological / psychological?)</p>

**Anchor Text(s)** *Anchor texts are key texts read to support content and literacy skills. Usually all students have a copy of anchor texts.*

<b>Title</b> ( <i>Case Study, if linked to a specific one</i> )	<b>Author / Illustrator</b>	<b>Text Type</b>	<b><u><a href="#">Evidence of / Notes on Complexity</a></u></b>
Assorted BBK texts (should be reread during research periods during Intensive)			
TA-NA-E-KA			
Day of the Dead			
SoulCraft			

<b>Other Resources &amp; Links (Films, etc)</b>
<i>The Emerald Forest</i> (be sure to have subtitles available) National Geographic rites of passage TED Talks (how to keep a conversation flowing, power of vulnerability)

<b>Project(s)</b>	<ul style="list-style-type: none"> <li>• Jigsaw: compare ritual in different cultures</li> <li>• Study rites of passage in different cultures</li> <li>• Design your own rite of passage</li> <li>• Oath of Dedication (what is your purpose?)</li> <li>• Design your own pendant (e.g., painted, glazed clay necklace / pendant)</li> <li>• Solo elements (keeping a journal)</li> <li>• Potential challenges:               <ol style="list-style-type: none"> <li>1. vow of silence</li> <li>2. team challenge (like 1-handed shoelace initiative)</li> <li>3. trust fall/walk</li> </ol> </li> <li>• Closing ceremony (final stage of separation, transition, reincorporation)</li> <li>• Adult Behaviors               <ol style="list-style-type: none"> <li>1. Use the weather forecast</li> </ol> </li> </ul>	
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	<ol style="list-style-type: none"> <li>Engage in productive conflict</li> <li>Have good posture / eat healthy / exercise</li> <li>Make eye contact</li> <li>Avoid pettiness</li> <li>Think of others and not only yourself</li> </ol>	
Project Title	Project summary	Audience/Format
<b>Rituals</b>	<p>Students investigate ritual throughout different history, looking for similarities and differences. They decide which ones resonate with them and why.</p> <p>They may explore their own religious and/or cultural rituals that relate to major archetypes (e.g., birth, death, coming-of-age, marriage, purification) as well as less common events (e.g. <i>The Keeping Quilt</i>, family get-togethers, holiday celebrations). This will provide the necessary framework to study rites of passage, a specific type of ritual.</p>	Other MS June Intensive Groups
<b>Rites of Passage</b>	<p>Students investigate rites of passage throughout history, looking for similarities and differences. They attempt to determine the essential characteristics for something to qualify as a rite of passage (e.g., separation, transition, reincorporation).</p> <p>Pseudo-rites: challenges (cinnamon, eraser, salt/ice), fraternity hazing, gang initiations, sweet 16, prom</p>	<p>Other MS June Intensive Groups / BCS Community</p> <p>(Museum to present final products on last day of Intensives)</p>
<b>Outward Bound Experience</b>	<p>Outward Bound courses follow a kind of recipe or formula, termed` the Outward Bound Process Model which is well described by Walsh and Golins (1976) as:</p> <ol style="list-style-type: none"> <li>Taking a ready, motivated learner</li> <li>into a prescribed, unfamiliar physical environment,</li> <li>along with a small group of people</li> <li>who are faced with a series of incremental, inter-related problem-solving tasks</li> <li>which creates in the individual a state of dissonance requiring adaptive coping and</li> <li>leads to a sense of mastery or competence when equilibrium is managed.</li> <li>The cumulative effect of these experiences leads to a reorganization of the self-conceptions and information the learner holds about him/herself.</li> </ol>	

	<p>8. The learner will then continue to be positively oriented to further learning and development experiences (transfer).</p> <p>In a typical class, participants are divided into small patrols (or groups) under the guidance of one or more instructors. The first few days at a base camp are spent training for the Outdoor recreation activities that the course will contain and in the philosophy of Outward Bound. After initial confidence-building challenges, the group heads off on an expedition. As the group develops the capacity to do so, the instructors ask the group to make its own decisions.</p>	
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<b>Connections to the Community and the Larger World</b>	
<b>Experts</b>	<b>Adam will coordinate with HSers to interview about what they learned in / wished they knew about high school.</b>
<b>Fieldwork opportunities</b>	<ol style="list-style-type: none"> <li>1. Prospect Park - connect to nature - solo</li> <li>2. Prospect Park - group challenges / Outward Bound</li> </ol>
<b>Expedition culmination</b>	<p>Students create a community rite of passage ritual in which each person plays a part based on their personal rite of passage. What they present to the community can be in part developed in the Identity exercises within the intensive. Invite important adults, family members, school leaders, possibly off-site.</p>

## Planning Calendar

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Last Day of Classes</b>	<b>Expedition Kick-Off</b>  Rite of Passage KWL  Introduce Journal <ul style="list-style-type: none"> <li>Who do you know well?</li> <li>Who matters to you?</li> <li>What do you know well?</li> </ul> Community Agreements  <i>Tea/Snack Break</i>  Ritual BBK <ul style="list-style-type: none"> <li>Multicultural Survey: (mystery images, common read, expert texts)</li> <li>Group Carousel</li> </ul> Rites of Passage BBK <ul style="list-style-type: none"> <li>Boy / Girl RoP Videos (30 minutes)</li> </ul> Tie-Dye Shirts	<b>How do Rites of Passage help us form our identity?</b>  Rites of Passage BBK <ul style="list-style-type: none"> <li>Watch <i>The Emerald Forest</i> (144 min)</li> </ul> Mini-Solo in Baseball Field <ul style="list-style-type: none"> <li>Where do you participate in ritual?</li> <li>What has it meant to you?</li> <li>Have any rituals impacted or changed you?</li> </ul> Gender Split Circles <ul style="list-style-type: none"> <li>What does it mean to be a man/woman?</li> <li>Where are the initiated men/women of power today?</li> </ul>	<b>PD Day (no students)</b>	<b>What is a Rite of Passage?</b>  Close Reading on RoP <ul style="list-style-type: none"> <li>Separation</li> <li>Transition</li> <li>Re-incorporation</li> </ul> <b>Prospect Park Field Work</b> <ul style="list-style-type: none"> <li>Bundle of Sticks</li> <li>Trust-Building Activities</li> <li>Solo / Journal / Lunch</li> <li>Collaborative Challenges</li> <li>Sociometry Questions</li> </ul> Rites of Passage BBK <ul style="list-style-type: none"> <li>RoP Group Sort-It</li> <li>Common Characteristics</li> <li>What is or isn't a RoP?</li> </ul>

<b>Who am I?</b>  Reflection on Initiatives  The Butterfly  Introduce Final Project: <ul style="list-style-type: none"> <li>Telling Your Story</li> <li>Personal Oath</li> <li>Playlist of You</li> <li>Sacred Object / Symbol</li> </ul> Gender Split Circles  Myers-Brigg  Death of Child / Birth of Adult <ul style="list-style-type: none"> <li>Holotropic Breathwork</li> <li>Personal Journal</li> </ul>	<b>Solo (Prospect Park)</b>  Field Work <ul style="list-style-type: none"> <li>Vow of Silence</li> <li>Solo (60 min)</li> <li>Solo Debrief</li> <li>Lunch</li> <li>Play in Park</li> </ul>	<b>Expert Interviews</b>  Designing Final Product  Gender Split Circles  <b>(ELA Regents 9:15-12:15)</b> <b>1:00-1:45pm</b> Interview Students (who are Articulate, Reflective, Mature)  Designing Final Product	<b>Design Final Product</b>  Ta-Na-E-Ka Story  Designing Final Product  Burning Regrets  Power of Vulnerability  Gender Split Circles	<b>Design Final Product</b>  Designing Final Product  Gender Split Circles  Movie: Crooklyn
<b>Reincorporation</b>  Promotion rehearsal (pd 1)  Final touches (pd 2-4)  <b>Periods 6-8</b> Bridge-Crossing Ceremony Individual Presentations (213) Celebration (413)	<b>All-Crew Day</b>  8th Grade: FunFuzion 6/7th Grade: Park Day	<b>8th Grade Park Day</b>	<b>8th Grade Clean-Up</b>  <b>8th grade mass prep (pd 6-8)</b>  (8th Grade Dance 5-8pm)	<b>8th Grade Promotion</b>  10am-12pm
<b>No School</b>	<b>8th Grade Clean-Up</b>	<b>Last Day of School</b> ½ day All-Crew		

## Assorted Notes:

- Cultivating awareness as a long term LT
  - I think my own mind is the most interesting puzzle, but it's a joy to help other people with theirs, too.
- How do you react to authority? To whom do you grant it and why? Whom do you trust to have your best interests at heart?
- We all must walk our own paths. What will you do with your life?
- Shoelace challenge: 2 people have to tie all 4 of their shoes each using only 1 hand
- [How to keep a conversation flowing](#)
- Mark Manson: [1,500 people give relationship advice](#)
- Mark Manson: [Your Two Minds](#)
- James Clear: [Inversion: the crucial thinking skill no one taught you](#)
- *Science of Us*: [The 5 Personality Traits that Make for a Better Life](#)
- Write down your regrets and burn them
- TED Talk: [Brené Brown on The Power of Vulnerability](#)
  - Students weren't really paying attention, but it also seemed a bit over their heads. Maybe create a guided note-catcher or have a pre-discussion.
- *National Geographic*: [In Their Words: How Children are Affected by Gender Issues](#)
- Male circles
  - Sharing our stories with other people is one of the most powerful things we can do.
  - Where did you come from? What makes you, you? A billion factors, nature and nurture. But now you can be self-made (show [Escher hands](#)), cultivate yourself like a garden, adjust your own programming.
  - [13 questions most cis-gendered men will never have to ask themselves](#)
  - [Pornography habits](#): unrealistic & objectifying of women ("watching porn to learn about sex is like watching *The Fast and the Furious* to learn how to drive")
  - Puberty survey
  - What sex is actually like: metaphor of playing soccer, awkward, vulnerable, communication, can feel so good
- Female circles
  - We need less **history** and more her story
  - [Two friends directed their negative body image thoughts at each other](#)
  - [Dove Real Beauty Sketches](#)
  - [10 most insane Victoria's Secret Photoshop fails of all time](#)
  - [Washington Post](#): What happens when you ask women for their stories of assault
  - *People Bodies*: [Why stop following people who use Photoshop on social media](#)
  - *The Atlantic*: [Why is Silicon Valley so awful to women?](#)
  - Period tracking apps (understanding vulnerability for pregnancy and when, as well as understanding why your moods are changing from a biochemical perspective)
  - Beyonce - If I were a boy
  - Masturbation / sex-positivity
    - *Mother Jones*: [Our Barbie Vaginas, Ourselves](#)



- Get adults to write a secret letter to each of the students. Give them at the culmination.
- Study [attachment theory](#)
- Erik Erikson's [Theory of Life Stages](#)
- Change your phone wallpaper / lock screen to an inspirational message to yourself. What is it that you need to hear every day?
- An initiated adult must understand the dark arts. Whether you choose to use them is up to you, but you will meet people in this world who use persuasion, seduction, violence, and fear to control others.
- It's not about changing your story; it's about dying to your story. How could you possibly teach enlightenment? It's a path you can only find yourself.
- Mindfulness meditation: Dreams: start with Ha-Ha-Ha-Shhh, you might forget, close your mind's eye, the thinking part...
- Have them embark upon a quest. No grades, but to progress you must complete a menu of options. Like a gauntlet. Stickers for each accomplishment.
  - **Initiate: Probing the Past**
    - Family RoP interview
    - Day you were born interview
  - **Cocoon: vow of silence + solo**
  - **Warrior: vigor & courage**
    - Exercise / take up martial arts
    - Do something that scares you (confront someone, tell the truth)
    - Truth or Dare type challenge? Group Therapy cards.
    - Name a way each member of the group makes you feel insecure and describe how...
  - **Magician: the thinker**
    - Befriend the darkness
    - Dreamwork: record & reflect on your dreams
    - Meditation / Mindfulness
    - Study / teach something
  - **Lover: passion & sensitivity**
    - Sing, play and instrument
    - Express your appreciation of beauty
    - Listen to music that moves you and let yourself be moved
  - **King/Queen: final product**
  - **Optional challenges:**
    - Reflective journal prompts
- Quotes:
  - Make your ego porous. Will is of little importance, complaining is nothing, fame is nothing. Openness, patience, receptivity, solitude is everything. -Rainer Maria Rilke
  - One does not become enlightened by imagining figures of light, but by making the darkness conscious. -- C.G. Jung
  - [Best Rumi quotes](#)
- Ritual: from *Buy-ology*
- Read *The Happiness Hypothesis*

- (To train Magician power): Focusing exercise: when you're feeling strong emotions (e.g., fear, anger, jealousy, despair), sit down in an "observation chair" and as the feelings come up imagine placing them in a stack in the middle of the room. Place each one carefully, noting its color, shape, nuanced emotional tone. Not judging or repressing them, but observing them. "Oh, there you are again! That's what you feel like." Then when the force of the feelings has passed, you can banish them.

By "initiated member of society" I see a spectrum of development:

- Infancy: helpless, must be cared for
- Childhood: developing autonomy, but lacking self-awareness
- Adolescence: abstract thought, developing identity
- Adult (initiated member of society): post-pubescent, developing awareness, able to effectively steer the course of one's own life
- Wise Elder: an adult with experience, knowledge, awareness, and love

In our current secular society, I believe that we have stripped away much of the ritual processes that define adulthood. Many experience this extended adolescence well into their 20s or 30s, because they weren't properly initiated. There was a piecemeal, pseudo-initiation through the Internet or drugs used recreationally. An initiated member of society must possess a host of skills / experiences. Ideally I would include financial skills, interpersonal skills, sex / drug / mental health education, developing self-awareness through meditation, compassion, bravery, executive functioning, etc... I also believe that in order to work most effectively, there need to be rituals that build a sacred space. I truly believe we're playing the role of Wise Elder, particularly in the gender circles, but also throughout this intensive. I think one of the most important pieces of the whole thing is the quality of their final product.

## Journal Prompts

1. Boys have life easier than girls do--what are your thoughts on this matter?
2. What do you think is the biggest problem in the world today?
3. What is the best invention ever created by human beings?
4. Tell about a time you made a big mistake and what you learned from it.
5. Tell about a time you accomplished something really difficult.
6. Write a letter to your parents; tell them what a good or bad job they are doing.
7. Write a letter to your best or worst teacher from the past.
8. Describe your best or worst teacher. What does he or she look, sound, and smell like? How does he or she behave?
9. Describe your favorite place in the world and explain why you like it.
10. What are the three most important things in your life and why?
11. If you could change one thing about your life, what would you change and why?
12. Tell me what's on your mind (something real--don't tell me what you're going to have for lunch).
13. List the five most important things in your life. (After students write individual lists and participate in class and group discussions, request volunteers to share their lists. See if there is a difference between group lists and individual lists.)
14. What qualities or behavior are important in a friend?
15. Describe the code of conduct that guides your own behavior. (This is difficult and may require more time or instructor assistance.)
16. Interview a parent, grandparent, or guardian about the day you were born. What time of day was it? Where were you born? How did he/she feel the first time they saw you? What details about the day have you not been told? Think about the questions you would like to ask before you sit down with your family member. Write the questions on the lines below so you are prepared for your interview. Write the responses to the questions as you conduct your interview.
17. A person's bedroom often tells a lot about the person. Decorations, posters, music, awards, pillows, and stuffed animals all tell a little about a person's likes and dislikes. Pretend your bedroom is writing about your life. What would your room say about you? Are you someone who likes to keep their belongings neat and tidy? Are you someone who likes to leave a mess everywhere? Let your bedroom describe you.
18. Many people have items that provide them with good luck and success. While some believe in this "luck," many people just believe whatever happens is meant to happen. Do you have a good luck charm? If so, what is it and what about it makes it bring you good luck? If you do not have a good luck charm, write about why you think people have good luck charms.
19. Many people love thunderstorms; however, others do not. How do you feel in a thunderstorm? Is there something you like to do during a thunderstorm? Write a descriptive paragraph about your feelings, thoughts, and actions during a thunderstorm.
20. Some people have many brothers and sisters; however, sometimes a person may be the only child. In your opinion, is it better to have brothers and sisters or to be an only child?
21. Every month has several holidays. Thinking about the various holidays that occur throughout the year, what is your favorite holiday? Why do you like this holiday the best? How do you and your family celebrate this holiday?