



## GRADE 9-10 LITERACY IN ENGLISH LANGUAGE ARTS: RITES OF PASSAGE

### UNIT OVERVIEW

This packet contains a curriculum-embedded CCLS-aligned task and instructional supports. The task is the culminating task at the end of a 3–5 week unit. Throughout their 9th grade year, students read informational and literary texts focused on responding to the essential question of “Who am I?” In the study of this question, students will draw from a variety of sources, including texts addressing the social, political, economic, and cultural factors and relationships that build identity in order to analyze the place which rites of passage have in the 21st century.

### TASK DETAILS

**Task Name:** Rites of Passage

**Grade:** 9-10

**Subject:** Literacy

**Depth of Knowledge:** 3 and 4

**Task Description:** This task requires students to write an argumentative essay answering the unit’s essential question, “In the 21st century, should certain rites of passage continue to be practiced?” Students will read and debate through a mock-trial format a series of texts addressing various rites of passage from cultures and societies across the globe. These texts will form the evidence base from which students will write an argument in response to the unit’s essential question.

### Standards Assessed:

W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which the student is writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

RI.9-10.1: Cite strong and thorough textual evidence \* (to support analysis of what the text says explicitly, as well as inferences drawn from the text).

*\*underlining indicates the portion of the standard that is assessed.*

**Materials Needed:**

Andrieski, Ed, "In Hispanic Ritual, a Place for Faith and Celebration," *New York Times*, January 5, 2008, accessed August 20, 2012, <http://www.nytimes.com/2008/01/05/us/05quin.html>.

Corbett, Sara, "A Cutting Tradition," *New York Times*, January 20, 2008, accessed August 20, 2012, <http://www.nytimes.com/2008/01/20/magazine/20circumcision-t.html>.

Fordearo, Lisa W., "Growing Up, Kagan Tested Boundries of Her Faith," *New York Times*, May 12, 2010, accessed August 20, 2012, <http://www.nytimes.com/2010/05/13/nyregion/13synagogue.html>.

Hadley, Malcolm, "Prom spending rises to average \$1,078 this year, survey says," *USA Today*, April 12, 2012, accessed August 20, 2012, <http://www.usatoday.com/money/industries/retail/story/2012-04-12/high-school-prom-spending/54224068/1?csp=ip>.

Moss, Aron, "Entering Adulthood - the Bar and Bat Mitzvah," *Chabd.org*, August 30, 2005, accessed August 20, 2012, [http://www.chabad.org/library/article\\_cdo/aid/259492/jewish/Entering-Adulthood.htm](http://www.chabad.org/library/article_cdo/aid/259492/jewish/Entering-Adulthood.htm).

Mutisya, P. Masila, "Demythologization and Demystification of African Initiation Rites: A Positive and Meaningful Educational Aspect Heading for Extinction," *Journal of Black Studies*, JSTOR 20, September 1996, accessed August 20, 2012, <http://www.jstor.org/stable/2784773>.

Risher, Jan, "On La Quinceañera," *Jan Risher: Writer, Mother, Etc. Blog*, April 15, 2012, accessed August 20, 2012, <http://janrisher.com/?m=201204>.

Shactman, Tom, "Rumspringa: Amish Teens Venture into Modern Vices," narrated by Neal Conan, Talk of the Nation, *National Public Radio (NPR)*, June 7, 2006, accessed August 20, 2012, <http://www.npr.org/templates/story/story.php?storyId=5455572>.

Smith-Spark, Laura, "Are Rites of Passage out of Step?" *BBC News*, July 2, 2006, accessed August 20, 2012, <http://news.bbc.co.uk/2/hi/africa/5132576.stm>.

Tuggle, Kathryn, "Prom Night Expenses: Going into Debt for one Night?" *Fox Business*, April 19, 2012, accessed August 20, 2012, <http://www.foxbusiness.com/personal-finance/2012/04/19/prom-night-expenses-going-in-debt-for-one-night/>.



## TABLE OF CONTENTS

The task and instructional supports in the following pages are designed to help educators understand and implement Common Core–aligned tasks that are embedded in a unit of instruction. We have learned through our pilot work that focusing instruction on units anchored in rigorous Common Core–aligned assessments drives significant shifts in curriculum and pedagogy. Callout boxes and Universal Design for Learning (UDL) support are included to provide ideas around how to include multiple entry points for diverse learners.

<b>CULMINATING PERFORMANCE TASK: RITES OF PASSAGE .....</b>	<b>4</b>
<b>RUBRIC.....</b>	<b>6</b>
<b>ANNOTATED STUDENT WORK.....</b>	<b>9</b>
<b>INSTRUCTIONAL SUPPORTS.....</b>	<b>28</b>
<b>UNIT OUTLINE.....</b>	<b>29</b>
<b>LESSON PLAN TEMPLATE .....</b>	<b>35</b>
<b>LESSON SUPPORTS .....</b>	<b>41</b>

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GRADE 9-10 LITERACY IN ENGLISH LANGUAGE  
ARTS: RITES OF PASSAGE

PERFORMANCE TASK

# PERFORMANCE-BASED ASSESSMENT

## ENGLISH LANGUAGE ARTS

*In the 21st century, should certain rites of passage continue to be practiced?*

### OVERVIEW

Throughout our study of rites of passage, we have looked at various traditions from around the world, the cultures and societies that create and uphold these traditions, and the positive and/or negative impacts that they have on the youth who experience them as a part of the transition into adulthood. Using our study of these rites of passage, examine two (2) or three (3) rites, introduce the role of each rite in representing the values and beliefs of the culture, and create an original thesis in which you argue for or against continuing to practice certain rites of passage as essential for transition into adulthood.

### REQUIREMENTS

Your paper should be 3–5 pages, typed with 1-inch margins and 12-point Times New Roman font. It should address the following:

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
  - b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
  - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - d. Establish and maintain a formal style and objective tone.
  - e. Provide a concluding statement or section that follows from or supports the argument presented.
2. Cite strong and thorough textual evidence to support your analysis.
  - a. Cite evidence from a minimum of three informational texts.
    - Texts may be chosen from those informational texts studied within the unit.
  - b. Use the Modern Language Association (MLA) citation format.



GRADE 9-10 LITERACY IN ENGLISH LANGUAGE  
ARTS: RITES OF PASSAGE

RUBRIC

# Common Core Standards Rubric: Rites of Passage

## Standards Addressed in Assessment:

### Full Alignment with W.9-10.1 a-e

#### Partial Alignment to RI.9-10.1 [Cite strong and thorough textual evidence to support your analysis]

<b>CCLS STANDARDS</b>	<b>Needs Major Support</b> The student has not yet acquired the basic reading, writing, and thinking skills required by standards-based high school instruction. Needs major support in and out of class to make progress.	<b>Emerging (1):</b> The student has basic reading, writing, and thinking skills for participating and producing grade-level work, but needs explicit support for building skills practice and clear feedback to become and stay an active member of the class.	<b>Developing (2):</b> The student is developing the higher-order reading, writing, and thinking skills necessary for becoming proficient, but needs support, demanding assignments, and clear feedback to work independently.	<b>Proficient (3):</b> The student has developed the higher-order reading, writing, and thinking skills to transition to upper level high school work. Continues to need support, demanding assignments, and clear feedback to become college and career ready.	<b>Exemplary (4):</b> The student has developed the level of reading, writing, and thinking skills needed for rigorous upper level high school courses or early college courses, or work in independent study or internship settings.
<b>W. 9-10.1.a</b> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	Makes no identifiable claim and may only write on the topic. Implies, but does not state, a claim.	Introduces claim(s) that is present for much of the text. There may be some contradictions or irrelevant points that distract from the argument.	Introduces precise claim(s) that remains consistent throughout the text, and which is evaluated against at least one counterclaim.	Introduces precise claim(s), distinguishes the claim from alternate or opposing claims, and creates an organizational structure that maintains consistency with the overall argument.	Introduces precise claim(s), distinguishes the claim(s) from alternate or opposing claims, and creates an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
<b>W. 9-10.1.b</b> Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	Develops no evidence of a balanced look at the issue; states or insists on own claim.	Develops own claim(s) with some evidence, may ignore or dismiss counterclaims, does not recognize the audience.	Develops own claims using evidence; other claims may only be mentioned. The two sets of claims may not be fair or balanced.	Develops own and other claims, examining the evidence and implications for each. Some recognition of audience's knowledge is present or implied.	Develops claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
<b>W. 9-10.1.c</b> Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	Does not use linking words or phrases, resulting in a fragmented and confusing organizational structure.	Uses basic words to link sections (e.g., <i>first, second, third; also; then</i> , etc.). The result may be list-like.	Uses basic words and phrases to create cohesion ( <i>therefore, in summary</i> , etc.) and the overall structure of an argument.	Uses words, phrases, and clauses to link sections of the text. May be somewhat uneven in clarity and relationships.	Uses words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

<b>CCLS STANDARDS</b>	<b>Needs Major Support</b>	<b>Emerging (1):</b>	<b>Developing (2):</b>	<b>Proficient (3):</b>	<b>Exemplary (4):</b>
<b>W. 9-10.1.d</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which the student is writing.	Writes as one might speak: the language is informal and often telegraphic, the tone and framing are highly personal.	Writes in a style appropriate for written communication. May still frame the argument largely from a personal point of view, without objective academic tone.	Writes in a style appropriate to written communication. Personal views may dominate, but other views may be included as background.	Writes in a formal style and attends to the norms and conventions of the discipline. Although mostly objective, first person or informal breaks in tone may be present in a way that is not strategic or supportive of the overall purpose for writing.	Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which the student is writing.
<b>W. 9-10.1.e</b> Provide a concluding statement or section that follows from and supports the argument presented.	Provides no conclusion or one that makes little sense in light of the body of the essay.	Provides an explicit conclusion that gives a sense of closure.	Provides an explicit conclusion that summarizes several of the major claims.	Provides an explicit conclusion that summarizes all of the major claims that have been developed.	Provides an explicit conclusion that summarizes all major claims that have been developed and includes closing insight or action steps.
<b>RI. 9-10.1:</b> Cite strong and thorough textual evidence to support analysis.	Provides no textual evidence to support analysis.	Relies only on personal opinion. References to texts do not support the argument.	Cites only general evidence to support analysis (e.g. topic, event, etc.) with no direct quotations or paraphrasing. Choice of citations may indicate misunderstanding of texts read.	Cites specific textual evidence to support analysis. Some evidence might be weaker than other evidence. There is evidence of understanding of cited texts.	Cites strong and thorough textual evidence throughout the essay, embedding it at relevant points in the analysis. The use of evidence suggests that the student understands the main ideas embedded in the text he/she has read.

**Comments:**



# GRADE 9-10 LITERACY IN ENGLISH LANGUAGE ARTS: RITES OF PASSAGE

## ANNOTATED STUDENT WORK

This section contains annotated student work at a range of score points and suggested next steps for students. The student work shows examples of student understandings and misunderstandings of the task.

**Grade: 9-10 English Language Arts: Rites of Passage  
Annotated Student Work**

**Student A: Grade 2.5**

Culture Essay

Rites passages are dangerous and can hurt teenagers. Rites of passages such as prom Quiceanera, female circumcision, Rumspringa, and other rites passages in Africa do not help teenagers and kids transit is to adulthood. In certain culture, people believe that these rites of passages are necessary. But some of these rites of passages can kill the young girls or boys who go through them. Rites of passages are not needed to make teenagers transition into adulthood.

**Comment [A1]:** Thesis is present but should be more clearly stated. Author makes it sound like all rites of passage should be discarded as opposed to just the 3 discussed in the essay. [W.9-10.1a]

Certain cultures believe that female circumcision is necessary for girls to transition into women .In certain cultures; people believe that female circumcision is a ritual and very important for girls to become women. Lara Corbett says

“Studies have shown that in some parts of Indonesia, female circumcision is more ritualistic, a rite of passage means to purify the genitals and best or gender identity on a female child –with a practitioner rubbing turmeric on the genitals or pricking the clitoris once with a needle to draw a symbolic drop of blood.” (Page 2 Line 45-48)

**Comment [A2]:** Evidence cited to support claim, not MLA format. [W.9-10.R.1 and RI.9-10.1]

And other cultures also believe that female circumcision help girls enter society. In the article “Are the rites of passage out of step? “It opens the door to identity, integrity and participation in an opens society.” (Smith-Spark 1) By making girls more pure and to make sure that they do not have any sexual relationship with anyone to become married then become women and look more beautiful in the eyes of their future husbands. All of this evidences shows how certain cultures and religious believe that female circumcision help young girls become women. But female circumcision isn’t always safe and can even kill a girl if the circumcision is not done properly.

**Comment [A3]:** Distinguishes a counter claim. [W.9-10.1a]

## Grade: 9-10 English Language Arts: Rites of Passage Annotated Student Work

Certain rites of passage have killed young people just as female circumcision. Young girls have already died from female circumcision, which is considered a rite of passage in certain cultures. "In Kenya, where female genital mutilation (FGM) is banned, a girl bled to death this month of trying to operate on herself because she been teased by other girls for not being circumcised." (Smith-Spark 2) This quote demonstrates the danger of female circumcision and how it can hurt young girls. Female circumcision is also not needed and you can injure the female reproductive system. "Any distinction between injuring the clitoris or the clitoral hood is irrelevant, says Laura Guarenty, an obstetrician and who's medical officer for child and maternal value in circumcising girls" she says." (Corbett 2). This quote shows the medical opinion of a doctor about female circumcision and female circumcision is not needed. The evidence shows that a young female do not need to be circumcise in order to become a woman and that female circumcision is also very dangerous. But people believe that other rites of passages are needed in order to become a man or woman.

**Comment [A4]:** Evidence to support the claim that female circumcision can kill. [W.9-10.1b]

People believe that by letting young girls and boys go in the by themselves and come back to the Amish church and community is a rite of passage to become an adult. In the Amish world, you get to experience what Amish call the "English" world to become part of the Amish church and become an adult. "According to studies done by Thomas J. Meyers, a sociology professor at Goshen College, more than 80 percent of Amish you do eventually become Amish church members." (Shachtman 8) This quote shows many teenagers think that they have mature enough in order to be seen as adults. This evidence shows that even after experiencing the "English" world and technology teenagers wants to go back to their Amish world to be considered as adults. But the freedom given to the teenagers during rumspringa can also be very dangerous.

**Comment [A5]:** No transition to link this paragraph to previous paragraph. [W.9-10.1c]

**Comment [A6]:** An attempt at outlining a counterclaim but does not make clear that the purpose of the rite is to reinforce commitment to the community. [W.9-10.1a]

**Grade: 9-10 English Language Arts: Rites of Passage  
Annotated Student Work**

During rumspringa, teenagers can do immature and dangerous things that they are not suppose to do. Teenagers are irresponsible and do things that are illegal in both Amish and “English” world during rumspringa. “While riding along, each Amish girl performs at least one of many actions that have been forbidden to her through her childhood: lights up a cigarette, grabs a beer, switches the rock and rap music on the car radio or CD player, and converses loudly and in flirtatious manner with members of opposite sex.” (Shachtman 2-3). This quote shows how irresponsible teenagers are during rumspringa. This evidence also shows the dangers that teenagers are putting themselves in during rumspringa while they are suppose to be responsible and mature so rumspringa it’s not need for the transition from childhood to adulthood. People also believe that by having a ceremony in church and changing from flat shoes to heels makes a young girl become a woman.

**Comment [A7]:** Term for rite of passage should come earlier in order to provide coherence and clarity for the reader. [W.9-10.1c]

**Comment [A8]:** Evidence cited to support claim. [W.9-10.1 and RI.9-10.1]

**Comment [A9]:** Emerging use of a transitional phrase but not clear that author is referring to the next rite of passage. [W.9-10.1c]

Quinceanera which is a Hispanic tradition for a girl on fifteenth birthday to go through is considered as a rite of passage for a girl to become a woman. Quinceanera can help girls mature and become more comfortable which you have to be in order to become a woman. “Fourteen can be an uncomfortable age for a girl, but in the last few months, she has flourished with the positive attention and appreciated the chance for extra time with friends practicing the Quinceanera waltz.” (Risher 1-2) This quote show that by preparing for Quinceanera young girls also learn how to become a women .But Quinceanera is also view as unneeded expenses and a party.

**Comment [A10]:** Claim is clearly distinguished from counterclaim. [W.9-10.1a]

Quinceanera it is not a rite of passage, it’s mostly about partying and a girl body and mind doesn’t change by changing from flat shoes to heel. Quinceanera cost a lot of money and all of that money doesn’t make a girl become a woman. “The Reyes family estimates it spent

**Comment [A11]:** Student takes on an informal tone. [W.9-10.1d]

**Grade: 9-10 English Language Arts: Rites of Passage  
Annotated Student Work**

\$20,000 on Monica's Quinceanera, relaying on savings, family, friends to pay for two limos, rental of a banquet hall, a buffet Mexican and America comfort food ,dresses and a discs jockey.” (Andrieski 2) This quote shows that to have a Quinceanera you have to spend large amount of money on a party. This shows that having a party doesn't make a girl a woman so Quinceanera are not needed. Ritual and events consider as rites of passages are not needed.

Rites of passages are not necessary for the transition from childhood to adulthood. They are rights of passages which can kill the ones going through them. And other ones are not important and are mostly about partying. This is all important because it's about young boys and girls that are going through these unnecessary requirements in their culture. And this can permanently affect their lives and people around them for unnecessary reasons.

**Comment [A12]:** 9-10.W.1E – Provides concluding statement that follows from the argument created. However, the conclusion could be stronger, concluding that these rites of passage encourage negative behavior instead of teaching and encouraging positive, mature behavior. [W.9-10.1e]

**Common Core Standards Rubric: Rites of Passage**

**Standards Addressed in Assessment:**

**Full Alignment with W.9-10.1 a-e**

**Partial Alignment to RI.9-10.1 [Cite strong and thorough textual evidence to support your analysis]**

<b>CCLS STANDARDS</b>	<b>Needs Major Support</b> The student has not yet acquired the basic reading, writing, and thinking skills required by standards-based high school instruction. Needs major support in and out of class to make progress.	<b>Emerging (1):</b> The student has basic reading, writing, and thinking skills for participating and producing grade-level work, but needs explicit support for building skills practice and clear feedback to become and stay an active member of the class.	<b>Developing (2):</b> The student is developing the higher-order reading, writing, and thinking skills necessary for becoming proficient, but needs support, demanding assignments, and clear feedback to work independently.	<b>Proficient (3):</b> The student has developed the higher-order reading, writing, and thinking skills to transition to upper level high school work. Continues to need support, demanding assignments, and clear feedback to become college and career ready.	<b>Exemplary (4):</b> The student has developed the level of reading, writing, and thinking skills needed for rigorous upper level high school courses or early college courses, or work in independent study or internship settings.
<b>W. 9-10.1.a</b> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	Makes no identifiable claim and may only write on the topic. Implies, but does not state, a claim.	Introduces claim(s) that is present for much of the text. There may be some contradictions or irrelevant points that distract from the argument.	Introduces precise claim(s) that remains consistent throughout the text, and which is evaluated against at least one counterclaim.	Introduces precise claim(s), distinguishes the claim from alternate or opposing claims, and creates an organizational structure that maintains consistency with the overall argument.	Introduces precise claim(s), distinguishes the claim(s) from alternate or opposing claims, and creates an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
<b>W. 9-10.1.b</b> Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	Develops no evidence of a balanced look at the issue; states or insists on own claim.	Develops own claim(s) with some evidence, may ignore or dismiss counterclaims, does not recognize the audience.	Develops own claims using evidence; other claims may only be mentioned. The two sets of claims may not be fair or balanced.	Develops own and other claims, examining the evidence and implications for each. Some recognition of audience's knowledge is present or implied.	Develops claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
<b>W. 9-10.1.c</b> Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	Does not use linking words or phrases, resulting in a fragmented and confusing organizational structure.	Uses basic words to link sections (e.g., <i>first, second, third; also; then, etc.</i> ). The result may be list-like.	Uses basic words and phrases to create cohesion ( <i>therefore, in summary, etc.</i> ) and the overall structure of an argument.	Uses words, phrases, and clauses to link sections of the text. May be somewhat uneven in clarity and relationships.	Uses words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

## Grade: 9-10 English Language Arts: Rites of Passage Annotated Student Work

CCLS STANDARDS	Needs Major Support	Emerging (1):	Developing (2):	Proficient (3):	Exemplary (4):
<p><b>W. 9-10.1.d</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which the student is writing.</p>	<p>Writes as one might speak: the language is informal and often telegraphic, the tone and framing are highly personal.</p>	<p>Writes in a style appropriate for written communication. May still frame the argument largely from a personal point of view, without objective academic tone.</p>	<p>Writes in a style appropriate to written communication. Personal views may dominate, but other views may be included as background.</p>	<p>Writes in a formal style and attends to the norms and conventions of the discipline. Although mostly objective, first person or informal breaks in tone may be present in a way that is not strategic or supportive of the overall purpose for writing.</p>	<p>Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which the student is writing.</p>
<p><b>W. 9-10.1.e</b> Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>Provides no conclusion or one that makes little sense in light of the body of the essay.</p>	<p>Provides an explicit conclusion that gives a sense of closure.</p>	<p>Provides an explicit conclusion that summarizes several of the major claims.</p>	<p>Provides an explicit conclusion that summarizes all of the major claims that have been developed.</p>	<p>Provides an explicit conclusion that summarizes all major claims that have been developed and includes closing insight or action steps.</p>
<p><b>RI. 9-10.1:</b> Cite strong and thorough textual evidence to support analysis.</p>	<p>Provides no textual evidence to support analysis.</p>	<p>Relies only on personal opinion. References to texts do not support the argument.</p>	<p>Cites only general evidence to support analysis (e.g. topic, event, etc.) with no direct quotations or paraphrasing. Choice of citations may indicate misunderstanding of texts read.</p>	<p>Cites specific textual evidence to support analysis. Some evidence might be weaker than other evidence. There is evidence of understanding of cited texts.</p>	<p>Cites strong and thorough textual evidence throughout the essay, embedding it at relevant points in the analysis. The use of evidence suggests that the student understands the main ideas embedded in the text he/she has read.</p>

**Comments:** Student scored a 2.5. Student sets up claims and distinguishes some counterclaims. Student used evidence from texts read to support their argument. Some evidence is repetitive. **Next Steps:** For this student, could be to work on developing counterclaims. For example, developing the purpose of the Rumspringa rite. Student could also benefit from analyzing a model essay that demonstrates an effective use of transitions.

**Grade: 9-10 English Language Arts: Rites of Passage  
Annotated Student Work**

**Student B: Grade 2**

Culture essay

Rite of Passage

A rite of passage is said to be an event or ceremony that allows someone to transition from childhood to adulthood. Every culture has their own rite of passage. Most rites of passages that we have learned about should not even be considered a rite of passage. They do nothing but rob children of their childhood and they force them to grow up way too fast. Instead of doing things that a normal child or teenager would do, these kids are forced to make plans and do things that will set them up for the rest of their lives. Even though some of these rite of passages get children to make a commitment and stick to it, they should not have to give up their childhood to do something their parents consider necessarily rite for them.

**Comment [A1]:** An argument is introduced but it is not clear which rites of passage will be discussed. [W.9-10.1A]

One of the rites of passages is called Female Circumcision or Female Genital Mutilation (FMG), the latter being the term used by people who are against it. This is a process in which a female's clitoris is cut off, in addition to the labia minora; her vaginal opening is then stitched together. Girls can have this done to them as young as the age three. According to the World Health Organization, "one hundred million women world wide have undergone FMG, which happens to three million girls under the age of ten every year, mostly in the sub-Saharan Africa". Not only is this procedure dangerous and can cause someone to bleed to death, but it is also done without any anesthesia so these young girls experience all of the pain. This should not be considered a rite of passage because the most sensitive part of a female's vagina is being removed and there is no medical reasoning behind why it's being done. More so, it does nothing for a female, in terms of making her more of a woman but less of a human being with out a say.

**Comment [A2]:** Evidence cited to support claim. Citation is not in MLA format. [W.9-10.R.1]

**Comment [A3]:** Student outlines a reason to support claim but does not provide evidence to back up their reasoning. [W.9-10.1b]

**Grade: 9-10 English Language Arts: Rites of Passage  
Annotated Student Work**

In addition, this procedure can cause an infection which ultimately can lead to death. The female vaginal area is the way it is for a reason and if you stitch it up then all of the functions that is supposed to perform for the body. That would not cause anything but damage and no one deserves to die like that. On the other had some people do not consider this process as female genital mutilation they call it female circumcision. They believe that this helps young females to purify their virginites until they are married. According to Lukman Hakin, there are three benefits to circumcising girls “one it will stabilize her libido, two it will make a woman look more beautiful in the eyes of her husband and three it will balance her psychology”. This would be easy for him to say because one, he is not the one being circumcised, and two; he does not have to face all of the baggage that comes with it. Also, being circumcised should not make a woman more beautiful in the eyes of her husband because any real man would love a woman for who she is as a person not for what she has done to offer physically. A woman’s body is her temple so therefore she should not be forced to do any damage and or harm to it because other people believe it will benefit her in the future.

A second rite of passage is the Women’s Initiation Rites in Africa. This is said to be a ceremony for African female to mark their entry into the realm of adults. The ceremony lasts for five days, but the girls start to prepare for it three weeks in advance. During the three weeks, the girls prepare for their five day ceremony by learning the art of music, dance, beautification, and cooking from her “ritual mother” who is someone that the girl’s real mother selects to guide though out the ceremony. The girl is also being prepared for her future role as a mother and wife. After the young girl is finished with her three weeks of “finishing school,” she is now ready for the “Dipo Ceremony”. The ceremony is not only for the girl to celebrate how much she has matured, but it is also for her to find a husband. This rite of passage is good because it helps

**Comment [A4]:** Student breaks into informal tone, “is the way it is for a reason” and does not support reasoning with evidence.[W.9-10.1b and d]

**Comment [A5]:** Informal tone. [W.9-10.1d]

**Comment [A6]:** Student selects an appropriate quotation to develop counterclaim. [W.9-10.1b]

**Comment [A7]:** Uses word to link major sections of the text. [W.9-10.1c]

**Grade: 9-10 English Language Arts: Rites of Passage  
Annotated Student Work**

young girls to perfect cooking and cleaning which is something every guy looks for in a wife.

**Comment [A8]:** Student makes a claim that is not supported with evidence. [W.9-10.1b]

Then again on the other hand, it is not good because young girls are now forced to find a

husband and have kids then put other's needs before their own. This would all be great if the girl

**Comment [A9]:** Distinguishes a claim from a counterclaim. [W.9-10.1a]

was actually a grown woman, but in reality she is still just a child her self. Also, because of the fact that her husband chooses her according to the amount of glass beads she wears at the ceremony, it signifies wealth, and the more beads you have the more beautiful you appear, proving that he would only want to be with her because of lust and not love. More importantly, these girls are being married at young ages and are throwing away their own childhood, dropping everything they are doing to become a wife and a mother.

A third rite of passage is La Quinceanera. A Quinceanera is a passage for fifteen year old girls of the Latin descent. In this ceremony, there is a two part division, the first part being a full mass at a church and the second part is a party to celebrate the young lady's commitment. The Quinceanera represents a young girl being escorted into adulthood by her family, witnessed by her court of fifteen friends, seven girls and eight boys, and lastly her community. To get ready for her Quinceanera, the young lady and her court practices for months in advance. The reason for practice is so that the young lady and her court can learn and perform a waltz for the gathering. It's said that the reason for a Quinceanera is for a girl to step through an "invisible door" as a child and come out the other side as an adult. Stepping through the door creates new responsibilities for that young girl. It also challenges her to become a more responsible person.

In many ways, this rite of passage is good because it gives young girls a chance to get rid of their childish ways. To prove that they are willing to leave their childish ways behind, the girls would switch from flat shoes to heels during the ceremony. The reason this rite of passage should not be considered a rite of passage is because picking one special day out of the year to go to church

**Comment [A10]:** Student introduces claim. [W.9-10.1a]

**Grade: 9-10 English Language Arts: Rites of Passage  
Annotated Student Work**

with your family to say you have given up your childhood to become an adult is not a rite of passage at all. It simply means that you're in church with your family doing something that your parents want and expect you to do. In addition, the after party seems to be more important than the actual ceremony being that the girl spends months with her court trying to get them to learn how to waltz for her party. Comparing the planning and getting all the elements for the party, seem to cost more than the ceremony of going to church, which can be done on any day, to make a pledge. Last and foremost, changing your shoes does not make you an adult at age fifteen. It is at the beginning of any young lady's teenage years when she starts trying to figure out who she is and her sense of self. Wearing heels is a fashion style that many girls, young and old, like to do and a ceremony is not needed to accomplish that goal. A Quinceanera should simply be considered as a coming of age teenage party.

In many ways, a rite of passage is just a fancy way of getting children to give up their childhood and forcing them to grow up. An individual's childhood should be the best part of their lives so why would anyone want to be forced to give it all away just to become an adult. When some of these children have to partake in a rite of passage, they should have to provide consent, as to what they want to do with their own lives in the far and near future. How is it rational to have a child who has not been through puberty, placed into situations which were developed by someone who claims that those circumstances will make you an "adult" and force them to grow up? This in itself is ironic being that there are many adults who do not even act as an adult and take on responsibilities. Let's face it, everyone has been given one life to live and making mistakes should be a normal characteristic in which is made, familiarized with, learned and grown from. Making mistakes and most importantly learning from them is part coming into adulthood because no one individual was created perfectly so therefore children should be

**Comment [A11]:** Evidence should be cited here to prove this claim. [R.9-10.1]

**Comment [A12]:** Student's use of evidence is not text-based. Additionally it is unclear the difference between a "rite of passage" and a "coming of age teenage party." Therefore, it is not clear the difference between the claim and counterclaim. [W.9-10.1b]

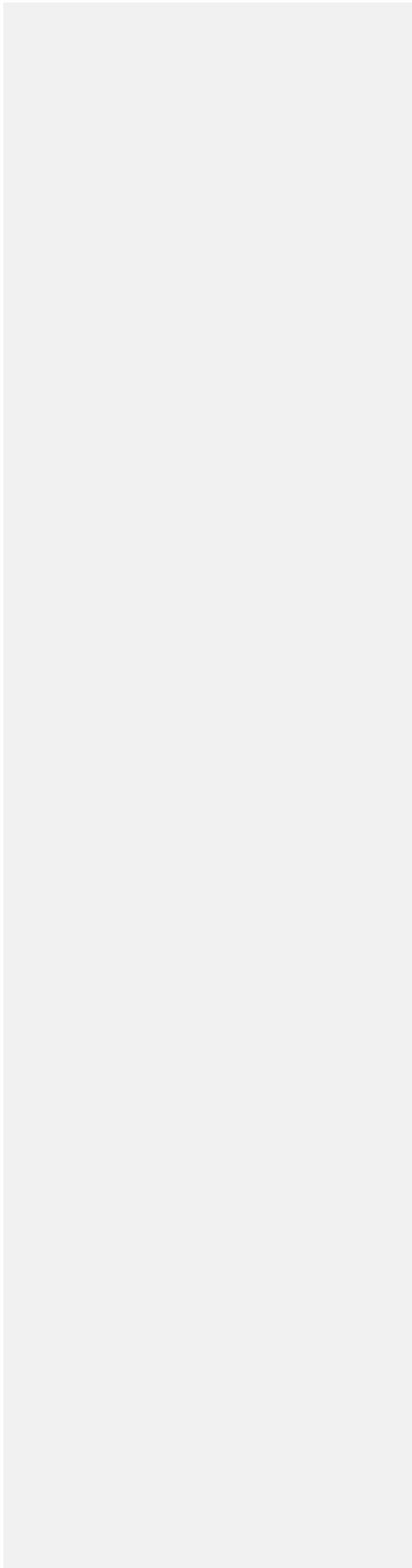
**Comment [A13]:** Conclusion does not support entire argument i.e. some rites of passage discussed happen post-puberty. [W.9-10.1e]

**Comment [A14]:** Student makes claim but does not cite evidence. [W.9-10.1b]

**Comment [A15]:** The claim linking "making mistakes" and it's relation to transitioning to adulthood is unclear. [W.9-10.1b]

**Grade: 9-10 English Language Arts: Rites of Passage  
Annotated Student Work**

brought into adulthood or told by someone else how to become an adult; it should be through experience and growing up on one's own. Many parents enjoy their child's first step, laugh, smile, word and their first mistake should be dealt with the same way, hands off. After all, one of the greatest accomplishments I have heard from a parent, is to sit back in their old age, watching and reflecting on their kids, remembering who they once were and what they've become, all through trials and tribulations. As Anne Frank once wrote, "Parents can only give good advice or put them on the right paths, but the final forming of a person's character lies in their own hands."



**Common Core Standards Rubric: Rites of Passage**

**Standards Addressed in Assessment:**

**Full Alignment with W.9-10.1 a-e**

**Partial Alignment to RI.9-10.1 [Cite strong and thorough textual evidence to support your analysis]**

<b>CCLS STANDARDS</b>	<b>Needs Major Support</b> The student has not yet acquired the basic reading, writing, and thinking skills required by standards-based high school instruction. Needs major support in and out of class to make progress.	<b>Emerging (1):</b> The student has basic reading, writing, and thinking skills for participating and producing grade-level work, but needs explicit support for building skills practice and clear feedback to become and stay an active member of the class.	<b>Developing (2):</b> The student is developing the higher-order reading, writing, and thinking skills necessary for becoming proficient, but needs support, demanding assignments, and clear feedback to work independently.	<b>Proficient (3):</b> The student has developed the higher-order reading, writing, and thinking skills to transition to upper level high school work. Continues to need support, demanding assignments, and clear feedback to become college and career ready.	<b>Exemplary (4):</b> The student has developed the level of reading, writing, and thinking skills needed for rigorous upper level high school courses or early college courses, or work in independent study or internship settings.
<b>W. 9-10.1.a</b> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	Makes no identifiable claim and may only write on the topic. Implies, but does not state, a claim.	Introduces claim(s) that is present for much of the text. There may be some contradictions or irrelevant points that distract from the argument.	Introduces precise claim(s) that remains consistent throughout the text, and which is evaluated against at least one counterclaim.	Introduces precise claim(s), distinguishes the claim from alternate or opposing claims, and creates an organizational structure that maintains consistency with the overall argument.	Introduces precise claim(s), distinguishes the claim(s) from alternate or opposing claims, and creates an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
<b>W. 9-10.1.b</b> Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	Develops no evidence of a balanced look at the issue; states or insists on own claim.	Develops own claim(s) with some evidence, may ignore or dismiss counterclaims, does not recognize the audience.	Develops own claims using evidence; other claims may only be mentioned. The two sets of claims may not be fair or balanced.	Develops own and other claims, examining the evidence and implications for each. Some recognition of audience's knowledge is present or implied.	Develops claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
<b>W. 9-10.1.c</b> Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	Does not use linking words or phrases, resulting in a fragmented and confusing organizational structure.	Uses basic words to link sections (e.g., <i>first, second, third; also; then</i> , etc.). The result may be list-like.	Uses basic words and phrases to create cohesion ( <i>therefore, in summary</i> , etc.) and the overall structure of an argument.	Uses words, phrases, and clauses to link sections of the text. May be somewhat uneven in clarity and relationships.	Uses words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

## Grade: 9-10 English Language Arts: Rites of Passage Annotated Student Work

CCLS STANDARDS	Needs Major Support	Emerging (1):	Developing (2):	Proficient (3):	Exemplary (4):
<b>W. 9-10.1.d</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which the student is writing.	Writes as one might speak: the language is informal and often telegraphic, the tone and framing are highly personal.	Writes in a style appropriate for written communication. May still frame the argument largely from a personal point of view, without objective academic tone.	Writes in a style appropriate to written communication. Personal views may dominate, but other views may be included as background.	Writes in a formal style and attends to the norms and conventions of the discipline. Although mostly objective, first person or informal breaks in tone may be present in a way that is not strategic or supportive of the overall purpose for writing.	Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which the student is writing.
<b>W. 9-10.1.e</b> Provide a concluding statement or section that follows from and supports the argument presented.	Provides no conclusion or one that makes little sense in light of the body of the essay.	Provides an explicit conclusion that gives a sense of closure.	Provides an explicit conclusion that summarizes several of the major claims.	Provides an explicit conclusion that summarizes all of the major claims that have been developed.	Provides an explicit conclusion that summarizes all major claims that have been developed and includes closing insight or action steps.
<b>RI. 9-10.1:</b> Cite strong and thorough textual evidence to support analysis.	Provides no textual evidence to support analysis.	Relies only on personal opinion. References to texts do not support the argument.	Cites only general evidence to support analysis (e.g. topic, event, etc.) with no direct quotations or paraphrasing. Choice of citations may indicate misunderstanding of texts read.	Cites specific textual evidence to support analysis. Some evidence might be weaker than other evidence. There is evidence of understanding of cited texts.	Cites strong and thorough textual evidence throughout the essay, embedding it at relevant points in the analysis. The use of evidence suggests that the student understands the main ideas embedded in the text he/she has read.

**Comments:** Student is clearly engaged in the topic and passionately argues his/her point. However, student could work on incorporating academic evidence and research to support his/her arguments. Essay takes on an informal and personal tone which does not always reveal a deep understanding of cultural context through which these rites developed. **Next Steps:** For this student, could be to practice distinguishing between unsupported personal opinion and more formal examples of text-based evidence to support arguments. Student could examine model texts and sort reasons and evidence into a T-chart; i.e., reasons that are supported by evidence versus reasons that are not supported by evidence.

**Grade: 9-10 English Language Arts: Rites of Passage  
Annotated Student Work**

**Student C: Grade 1.5**

Rites of Passage

“The key to growth is the introduction of higher dimensions of consciousness into our awareness.” Lao Tzu

Rites mark important transitional periods in a person's life such as weddings or parties. They strip a minor of their regular responsibilities and give them new ones. It is a ritual event that transcends children into adulthood. Some rites or passages are Quinceceras, Rumspringa, Female Mutilation, Women initiation rites in Africa and Prom. **These rites of passage are essential to some cultures, religions and people. In some places it is mandatory to go through a rite of passage to be respected or to be on the same level with an adult.**

**Comment [A1]:** Student introduces topic and makes a general argument in the introduction, “rites of passage are essential”. [W.9-10.1]

**In my opinion or from my perspective, rites of passage should be allowed or mandatory if it does not affect your physically or gives you limits.** It is only significant based on your culture, for example Female mutilation, in places like Indonesia or Africa. Female genitals are cut off. To the people that exercise or like this sort of passage into adulthood feel that this makes you more attractive to your spouse. Usually girls at a young age like 6 or 15 get this done. I feel that this is NOT a rite of passage because no one should have a say in your body or what to do with it unless you want them to. This affects you physically because you can get an infection or bleed to death and you can suffer many complications if not done properly. **Also, nobody special is doing this procedure on you and there are not many benefits that this can lead you to.**

**Comment [A2]:** Student introduces a claim. [W.9-10.1a]

**Another rite of passage that does not have many benefits is Prom.** Prom is a party night for the end of a high school term. It is not really essential or mandatory because it is only for one

**Comment [A3]:** Student could have made this paragraph stronger by citing evidence. [RI. 9-10.1]

**Comment [A4]:** Student shows an emerging use of claims. Claim could be more precise e.g. “nobody special.” [W.9-10.1a]

**Comment [A5]:** Links the first two paragraphs with a phrase. [W.9-10.1c]

**Grade: 9-10 English Language Arts: Rites of Passage  
Annotated Student Work**

night. Yes you get to enjoy yourself but for what cost? Based on the article “Prom Night Expense: Going into Debt for one Night?” , Families with teen bound for prom will spend an average of \$1,078 each this year, a 33.6% increase from \$807 spent in 2011, according to a survey by Visa. All of this for one night, even after the dance is done the dress and or accessories will most likely never be used again. Prom is acceptable if you’re willing to spend money for a night known as the “night of mistakes”. Otherwise, Prom is not really essential.

**Comment [A6]:** Citation is present. Citation is not in MLA format. [RI.9-10.1]

One rite of passage that can be significant, based on how you were raised is Rumspringa.

**Comment [A7]:** Student introduces a rite of passage that could support a counterclaim. [W.9-10.1a]

Rumspringa is a period of free time given to you where you can run off, explore the world and calm your hormones. This occurs in the Amish culture. Around the age of 16 you have the chance to do whatever you want and see the outside world. After Rumspringa, you can decide to stay and continue living under Amish traditions and culture or leave the town. This rite of passage can be significant based on how you were raised. For example in the article “Rumspringa” by Tom Shachtman, many Amish people observed were drinking , smoking , going out with unknown people and or using electricity. Most of these are forbidden and if people were caught doing this on an average day, would be killed or kicked out. But because it was during “Rumspringa”, parents do not have to be alerted in there teenagers whereabouts. People who do take advantage of “Rumspringa” can see other religions and cultures, step outside their comfort zone and see what the world is like and make tough decisions. They also have life experiences to tell.

Another rite of passage that gives you an experience of a lifetime is a “Quinceanera”. A “Quinceanera” is a ceremony for girls of Latin or Hispanic decent to reminisce the time they spent growing up. They vow or promise to their dad to stay virgin until marriage. This is the

**Grade: 9-10 English Language Arts: Rites of Passage  
Annotated Student Work**

start of responsibility with Latin women during Quinceanera. This is a traditional thing since the start to follow the steps of Virgin Mary. It shows that you are leaving your time being a young girl and taking the step into becomes a young –well adjusted adult.

**Comment [A8]:** Student does not make a claim about this rite. [W.9-10.1a]

Another traditional rite of passage is a Bar and Bat Mitzvahs. A Bar and Bat Mitzvah is a Jewish coming of age. The age to go through this rite of passage is 12 for girls and 13 for boys. Though at a young age, they are entitled to new responsibilities and finances. According to “Entering Adulthood – the Bar and Bat Mitzvah”, the maturity reached at age 13 is not one that allows you to buy alcohol or decide your own bedtime – it is a spiritual Maturity. From my perspective, though this may seem for all good intentions, I believe that the age does not match. I believe that Bar and Bat Mitzvah’s should at least target one around the ages of 15 – 18. In my opinion I think a person will recognize the spiritual and physical changes at these ages. To society people who are 12 or 13 are still noted as kids. Also since they feel that they are different they will act different too.

**Comment [A9]:** Claims are not supported with evidence. [RI.9-10.1]

To further conclude this essay, some believe that only certain rites of passages should be allowed in this world. They should meet the criteria: “allow kids to breathe”, reminisce, and not have a say in what you should be doing especially since you are now being considered as an adult. The rites of passages learned that met this criteria was Rumspringa and Quinceanera.

**Comment [A10]:** Student does not show source for quotation. [W.9-10.1e]

Rumspringa was in Amish culture that means to run around. It gave teenagers a chance to explore the outside world and decide whether they want to leave their home or stay. And, a Quinceanera is a celebration for Latin girls who turn 15. It is a time of remembrances and preparations for the future. To further clarify, Rites of passages should not affect you physically and or limit you in any way.

**Comment [A11]:** Student does not cite the source for this criteria. Student ends by summarizing their argument although the precise argument is still unclear. [W.9-10.1e]

**Common Core Standards Rubric: Rites of Passage**

**Standards Addressed in Assessment:**

**Full Alignment with W.9-10.1 a-e**

**Partial Alignment to RI.9-10.1 [Cite strong and thorough textual evidence to support your analysis]**

<b>CCLS STANDARDS</b>	<b>Needs Major Support</b> The student has not yet acquired the basic reading, writing, and thinking skills required by standards-based high school instruction. Needs major support in and out of class to make progress.	<b>Emerging (1):</b> The student has basic reading, writing, and thinking skills for participating and producing grade-level work, but needs explicit support for building skills practice and clear feedback to become and stay an active member of the class.	<b>Developing (2):</b> The student is developing the higher-order reading, writing, and thinking skills necessary for becoming proficient, but needs support, demanding assignments, and clear feedback to work independently.	<b>Proficient (3):</b> The student has developed the higher-order reading, writing, and thinking skills to transition to upper level high school work. Continues to need support, demanding assignments, and clear feedback to become college and career ready.	<b>Exemplary (4):</b> The student has developed the level of reading, writing, and thinking skills needed for rigorous upper level high school courses or early college courses, or work in independent study or internship settings.
<b>W. 9-10.1.a</b> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	Makes no identifiable claim and may only write on the topic. Implies, but does not state, a claim.	Introduces claim(s) that is present for much of the text. There may be some contradictions or irrelevant points that distract from the argument.	Introduces precise claim(s) that remains consistent throughout the text, and which is evaluated against at least one counterclaim.	Introduces precise claim(s), distinguishes the claim from alternate or opposing claims, and creates an organizational structure that maintains consistency with the overall argument.	Introduces precise claim(s), distinguishes the claim(s) from alternate or opposing claims, and creates an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
<b>W. 9-10.1.b</b> Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	Develops no evidence of a balanced look at the issue; states or insists on own claim.	Develops own claim(s) with some evidence, may ignore or dismiss counterclaims, does not recognize the audience.	Develops own claims using evidence; other claims may only be mentioned. The two sets of claims may not be fair or balanced.	Develops own and other claims, examining the evidence and implications for each. Some recognition of audience's knowledge is present or implied.	Develops claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
<b>W. 9-10.1.c</b> Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	Does not use linking words or phrases, resulting in a fragmented and confusing organizational structure.	Uses basic words to link sections (e.g., first, second, third; also; then, etc.). The result may be list-like.	Uses basic words and phrases to create cohesion (therefore, in summary, etc.) and the overall structure of an argument.	Uses words, phrases, and clauses to link sections of the text. May be somewhat uneven in clarity and relationships.	Uses words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

## Grade: 9-10 English Language Arts: Rites of Passage Annotated Student Work

CCLS STANDARDS	Needs Major Support	Emerging (1):	Developing (2):	Proficient (3):	Exemplary (4):
<b>W. 9-10.1.d</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which the student is writing.	Writes as one might speak: the language is informal and often telegraphic, the tone and framing are highly personal.	Writes in a style appropriate for written communication. May still frame the argument largely from a personal point of view, without objective academic tone.	Writes in a style appropriate to written communication. Personal views may dominate, but other views may be included as background.	Writes in a formal style and attends to the norms and conventions of the discipline. Although mostly objective, first person or informal breaks in tone may be present in a way that is not strategic or supportive of the overall purpose for writing.	Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which the student is writing.
<b>W. 9-10.1.e</b> Provide a concluding statement or section that follows from and supports the argument presented.	Provides no conclusion or one that makes little sense in light of the body of the essay.	Provides an explicit conclusion that gives a sense of closure.	Provides an explicit conclusion that summarizes several of the major claims.	Provides an explicit conclusion that summarizes all of the major claims that have been developed.	Provides an explicit conclusion that summarizes all major claims that have been developed and includes closing insight or action steps.
<b>RI. 9-10.1:</b> Cite strong and thorough textual evidence to support analysis.	Provides no textual evidence to support analysis.	Relies only on personal opinion. References to texts do not support the argument.	Cites only general evidence to support analysis (e.g. topic, event, etc.) with no direct quotations or paraphrasing. Choice of citations may indicate misunderstanding of texts read.	Cites specific textual evidence to support analysis. Some evidence might be weaker than other evidence. There is evidence of understanding of cited texts.	Cites strong and thorough textual evidence throughout the essay, embedding it at relevant points in the analysis. The use of evidence suggests that the student understands the main ideas embedded in the text he/she has read.

**Comments:** Student makes clear arguments for why female circumcision is dangerous. However, it is unclear what stand the student is taking for the rest of the rites. At points it appears the student is arguing whether certain rites should be considered rites (perhaps a conflation of the meaning for the words “right” and “rite”) as opposed to whether these rites should be continued. **Next steps:** Student could benefit from analyzing model argument essays to get a better sense of how an argument is supported by claims, counterclaims, reasons, and evidence.



## GRADE 9-10 LITERACY IN ENGLISH LANGUAGE ARTS: RITES OF PASSAGE

### INSTRUCTIONAL SUPPORTS

The instructional supports on the following pages include a unit outline with formative assessments and suggested learning activities. Teachers may use this unit outline as it is described, integrate parts of it into a currently existing curriculum unit, or use it as a model or checklist for a currently existing unit on a different topic.

## Unit Outline

**INTRODUCTION:** This unit outline provides an example of how to integrate performance tasks into a unit. Teachers may (a) use this unit outline as it is described below; (b) integrate parts of it into a currently existing curriculum unit; or (c) use it as a model or checklist for a currently existing unit on a different topic. The length of the unit includes suggested time spent on the classroom instruction of lessons and administration of assessments. Please note that this framework does not include individual lessons.

### Grade 9-10 Literacy in ELA: Rites of Passage

#### UNIT TOPIC AND LENGTH:

- Unit topic: Whether certain rites of passage should continue to be practiced in the 21st century.
- Suggested unit length: 3–5 weeks, including week 1–3 or 4 for instruction and week 5 for the Performance Assessment Task.

#### COMMON CORE LEARNING STANDARDS:

##### Standards Assessed

**W. 9-10.1** – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which the student is writing.

e. Provide a concluding statement or section that follows from and supports the argument presented.

**RI.9-10.1** – Cite strong and thorough textual evidence \* (to support analysis of what the text says explicitly, as well as inferences drawn from the text).

##### Standards Addressed

**RI.9-10.1** – Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.

**RI.9-10.2** – Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**RI.9-10.6** – Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

**RI.9-10. 7** – Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

**RI.9-10. 10** – By the end of Grade 9, read and comprehend literary nonfiction in the Grades 9-10 text-complexity band proficiently, with scaffolding as needed at the high end of the range.

**W.9-10.10** – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**SL.9-10.4** – Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

*\*underlining indicates the portion of the standard that is assessed.*

**BIG IDEAS/ENDURING UNDERSTANDINGS:**

- The ways in which culture differs from other forms of identity such as race or ethnicity.
- Culture influences when and how individuals “come of age” and the “rites of passage” that an individual must go through in order to come of age.
- What it means to come of age and go through a rite of passage differs greatly, depending on one’s culture, geography, etc.
- Cultural traditions have an importance and affect on an individual.

**ESSENTIAL QUESTIONS:**

- In the 21st century, should certain rites of passage continue to be practiced?
- What is culture?
- How does culture affect upbringing?
- What does it mean to “come of age”?
- What is a rite of passage?
- How do rites of passage differ depending on culture, geography, etc.?
- Do rites of passage truly transform the participant?
- Are rites of passage essential to the transition from youth to adulthood?
- How do rites of passage shape an understanding of the year’s essential question of “Who am I?”

<p><b>CONTENT:</b></p> <ul style="list-style-type: none"> <li>➤ The cultural and geographic background of the following rites of passage: Rumspringa, quinceañera, female genital circumcision, military/fraternity hazing, bar/bat mitzvah, prom, purity balls, scarification.</li> <li>➤ The significance of culture and its importance in defining “Who am I?”</li> <li>➤ The significance of rites of passage and their importance in defining “Who am I?”</li> </ul>	<p><b>SKILLS:</b></p> <ul style="list-style-type: none"> <li>➤ Write arguments that analyze the place of rites of passage.</li> <li>➤ Cite evidence to support claims and counterclaims about rites of passage.</li> <li>➤ Develop and strengthen writing through the editing process.</li> <li>➤ Cite evidence in MLA format.</li> <li>➤ Express what culture is and its significance to rites of passage.</li> <li>➤ Conduct interviews.</li> <li>➤ Use visuals to create an understanding of culture.</li> <li>➤ Create multimedia presentations.</li> </ul>
<p><b>VOCABULARY/KEY TERMS:</b></p> <ul style="list-style-type: none"> <li>➤ Culture</li> <li>➤ Rite</li> <li>➤ Rite of passage</li> <li>➤ Significance</li> <li>➤ Specific rites of passage: Rumspringa, quinceañera, female genital circumcision/mutilation, hazing, bar/bat mitzvah, purity ball, scarification</li> <li>➤ Argument</li> <li>➤ Evidence</li> <li>➤ Cite/citation</li> </ul>	
<p><b>ASSESSMENT EVIDENCE AND ACTIVITIES:</b></p> <p>The following resources follow this unit outline:</p> <ol style="list-style-type: none"> <li>1. Rites of Passage Article Analysis Sheet</li> <li>2. Mock Trial Participation</li> <li>3. Jury Deliberation Form</li> </ol>	
<p><b>FORMATIVE ASSESSMENT:</b></p> <p>Throughout the unit, students will be asked to independently and collaboratively address the extent to which each individual rite of passage is necessary for the transition into adulthood, using a close reading of informational texts. Students will initially complete this work at home using the article analysis sheet provided, which teachers will review in order to assess student understanding of topic and argument. This analysis will also be used as the basis for students to participate in a whole-class activity where the rite will be placed on trial and collaboratively discussed and evaluated. In this “trial,” teachers will be able to assess the extent to which students show depth of understanding of the topic and texts as their arguments and facts are presented, challenged, and debated.</p>	

### **FINAL PERFORMANCE TASK:**

In the 21st century, should certain rites of passage continue to be practiced?

### **OVERVIEW**

Throughout our study of rites of passage, we have looked at various traditions from around the world, the cultures and societies that create and uphold these traditions, and the positive and/or negative impacts that they have on the youth who experience them as a part of the transition into adulthood. Using our study of these rites of passage, examine two (2) or three (3) rites, explain the role of each rite in representing the values and beliefs of the culture, and create an original thesis in which you argue for or against continuing to practice certain rites of passage as essential for transition into adulthood.

### **LEARNING PLAN & ACTIVITIES:**

- Annotate the various texts for understanding, clarification, and summarizing.
- Determine the claim the author makes in various texts.
- Use the acronym HoTT (Hook, Task, and Thesis) to create an introduction that is engaging and clearly states what the essay will be about.
- Use the acronym TEAL (Topic, Evidence, Analysis, and Link) to write body paragraphs that clearly and explicitly state and prove a claim with cited evidence and flow seamlessly from one paragraph to the next.
- Use the acronym ROCC (Restate, Overview, Connections, Clincher) to write a conclusion that restates the thesis, reviews the arguments thoroughly, provides compelling connections, and ends with a clincher.
- Understand what claims and counterclaims are.
- Make claims and counterclaims.
- Support claims and counterclaims.
- Cite evidence. (MLA)
- Use graphic organizers to classify and organize information as well as develop claims.
- Write with a specific audience in mind.
- Use graphic organizers and annotated text to write drafts.
- Actively engage in revision process which includes, but is not limited the following: cutting unnecessary information and personal anecdotes; using correct grammar, mechanics, and spelling; and updating and upgrading word choice.
- Practice how to give an informative presentation to an audience of peers and teachers.
- Analyze, question, and draw conclusions about the importance of culture and rites of passage and how they relate to the 9th grade essential understanding of “Who am I?”
- Define culture through individual exploration and research.

## RESOURCES:

Texts that students read with support throughout the unit and will need for the final performance task:

Andrieski, Ed, "In Hispanic Ritual, a Place for Faith and Celebration," *New York Times*, January 5, 2008, accessed August 20, 2012, <http://www.nytimes.com/2008/01/05/us/05quin.html>.

Corbett, Sara, "A Cutting Tradition," *New York Times*, January 20, 2008, accessed August 20, 2012, <http://www.nytimes.com/2008/01/20/magazine/20circumcision-t.html>.

Fordearo, Lisa W., "Growing Up, Kagan Tested Boundries of Her Faith," *New York Times*, May 12, 2010, accessed August 20, 2012, <http://www.nytimes.com/2010/05/13/nyregion/13synagogue.html>.

Hadley, Malcolm, "Prom spending rises to average \$1,078 this year, survey says," *USA Today*, April 12, 2012, accessed August 20, 2012, <http://www.usatoday.com/money/industries/retail/story/2012-04-12/high-school-prom-spending/54224068/1?csp=ip>.

Moss, Aron, "Entering Adulthood - the Bar and Bat Mitzvah," *Chabd.org*, August 30, 2005, accessed August 20, 2012, [http://www.chabad.org/library/article\\_cdo/aid/259492/jewish/Entering-Adulthood.htm](http://www.chabad.org/library/article_cdo/aid/259492/jewish/Entering-Adulthood.htm).

Mutisya, P. Masila, "Demythologization and Demystification of African Initiation Rites: A Positive and Meaningful Educational Aspect Heading for Extinction," *Journal of Black Studies*, JSTOR 20, September 1996, accessed August 20, 2012, <http://www.jstor.org/stable/2784773>.<sup>1</sup>

Risher, Jan, "On La Quinceañera," *Jan Risher: Writer, Mother, Etc. Blog*, April 15, 2012, accessed August 20, 2012, <http://janrisher.com/?m=201204>.<sup>2</sup>

Shactman, Tom, "Rumspringa: Amish Teens Venture into Modern Vices," narrated by Neal Conan, Talk of the Nation, *National Public Radio (NPR)*, June 7, 2006, accessed August 20, 2012, <http://www.npr.org/templates/story/story.php?storyId=5455572>.

Smith-Spark, Laura, "Are Rites of Passage out of Step?" *BBC News*, July 2, 2006, accessed August 20, 2012, <http://news.bbc.co.uk/2/hi/africa/5132576.stm>.

Tuggle, Kathryn, "Prom Night Expenses: Going into Debt for one Night?" *Fox Business*, April 19, 2012, accessed August 20, 2012, <http://www.foxbusiness.com/personal-finance/2012/04/19/prom-night-expenses-going-in-debt-for-one-night/>.

<sup>1</sup> Academic source not cited in the original student work but added to the bundle to provide additional argument supporting the continued practice of rites of passage. Available through JSTOR database.

<sup>2</sup> A personal blog similar to the information students might gather during a personal interview on rites of passage practices.

## Mock Trial Lesson Plan Template

**Aim:** Is \_\_\_\_ an essential or non-essential rite of passage for the transition from youth to adulthood?

**Objective (SWBAT...):**

1. Judge whether the rite on trial is essential to the transition into adulthood.
2. Discuss the purpose of the rite and its relation to the culture.
3. Gather/record evidence to support claims and counterclaims.

**Standard(s):**

- RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.
- W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**Teaching Points:** Culture, assimilation, coming of age, rite of passage, argument, evidence

**Lesson Overview:**

- Before each trial students should be assigned an informational text article discussing a rite of passage, as well as arguments for and against that rite.
- Students will receive an article analysis sheet with which to track their understanding of the article and argument.
- In class the following day, students will participate in the trial via their individual role and team OR perspective and platform, from which to argue for or against the rite OR assess the arguments presented.
  - Defense – defendant, witness(es), defense lawyer
  - Prosecution – plaintiff, witness(es), defense lawyer
  - Assessment – judge, jury, jury foreperson

**Materials/Resources:**

- Articles
- Trial Roles Overview handout, including jury deliberation sheet
- Homework Article Analysis and possibly article extension activities

**Differentiation:** Students are assigned different roles based on their strengths and weakness. Roles are chosen to accommodate those who have trouble expressing themselves verbally. Students have an opportunity to learn not only from the teacher, but also from their peers.

**Universal Design for Learning (UDL)**

<b>Barriers</b>	<b>Strategies</b>
Students may struggle with the complexity of the text.	The trial allows for students to discuss key ideas of text with peers and teacher.
Students may struggle finding counterclaims.	Counterclaims will be argued by the defense lawyer and modeled for struggling students.
Students are reading below grade level.	Key vocabulary from the informational texts will be discussed in class prior to students reading on their own. As part of the article analysis, students will be asked to complete “key word” vocabulary in preparation for the trial, thus creating a “Rites of Passage” word wall.
Students have a variety of learning styles.	Auditory, visual, and kinesthetic learning are activated in the trial. Choice has been built into the method by which students can create/present their evidence.

*Teachers should use their discretion in choosing appropriate strategies to support students in successfully completing the culminating performance assessment. It should be noted that some students may benefit from multiple scaffolded attempts at a rigorous performance task before they are ready to complete a task independently. When tasks are scaffolded and supported, the standards are being addressed but not assessed.*

**Lesson - Mock Trial Roles**

**Essential Question:**

*Is \_\_\_\_\_ a rite of passage that should/should not continue to be practiced in the 21st century?*

**Defense Argument: Rites of passage should be practiced in the 21st century.**

### **Defendant**

You are the defendant. Your job is to provide concrete, firsthand evidence that your rite of passage is essential, through any type of media or text. You will represent the rite of passage for a particular culture (i.e., Rumspringa for the Amish). You are the human embodiment of a claim. You will also be a witness at your trial. You will explain why your rite of passage is essential for the transition into adulthood. You will defend the necessity of your rite of passage to be practiced in the 21st century. You will provide evidence from the readings that supports your argument.

### **Witness for the Defense**

As an outsider to the culture/rite of passage, you will provide an objective argument for the continued practice of the rite of passage. You will present evidence from the readings supporting the continued practice in the 21st century.

### **Defense Lawyer**

You are the defense lawyer. You represent the argument that the rite of passage on trial is not essential for the transition from youth to adulthood. To prove this you will question the plaintiff and witness and attempt to highlight and refute the claim that the rite of passage is essential. You may use opening and closing arguments.

**Prosecution Argument: Rites of passage should not be practiced in the 21st century.**

### **Plaintiff**

You are the prosecuting witness. You will inform the jury and judge about your position/claim about a selected rite of passage. You will tell how you feel about this rite of passage and help your lawyer prove that the rite should not be practiced in the 21st century. You will provide evidence from the readings that support your argument.

### **Witness**

Your job is to provide concrete, firsthand evidence that your rite of passage is essential, through any type of media or text.

### **Prosecution Lawyer**

You are the prosecuting attorney. Your goal is to prove that the rite of passage should no longer be practiced in the 21st century. You will try to prove through questioning that your rite of passage is not essential. You will also try and prove the issues with the counterclaim. Opening and closing arguments may aid your argument as well as disprove the defense's counterclaim.

### **Judge**

You are the judge. Your job is to provide order in the court so that all parties are able to make their claims.

### **Jury Foreperson**

You are a member of the jury. You will announce the verdict. You will also listen carefully during the trial, and just like other jury members, you will take notes and provide your input when the jury meets.

### **Jury**

You are a member of the jury and have an important task. It is you who will ultimately decide whether the rite of passage is guilty of being non-essential for the transition into adulthood. You should take notes while the plaintiff and the defense present their arguments and compare notes with other jury members to make a decision.

### **Here are the questions you must ask yourself:**

1. Is the rite of passage important in this culture for the transition into adulthood?
2. Is there any negligence, such as the safety of the participant and others?
3. Do you believe the participant has valued or will value the experience and reflect on it as a "coming of age moment"?
4. Has the evidence provided clearly supported the purpose of this rite?

## **Rite of Passage Trial Jury Deliberation Form**

*In the 21st century, should certain rites of passage continue to be practiced?*

**Rite of Passage on Trial** \_\_\_\_\_

**Prosecution** \_\_\_\_\_

**Defense** \_\_\_\_\_

**Notes:**

Yes, this rite of passage is necessary for transition from youth to adulthood. This rite of passage should continue to be practiced in the 21st century.	No, this rite of passage is not necessary for transition from youth to adulthood. This rite of passage should not be practice in the 21st century.

**Decision:** \_\_\_\_\_,

because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_.

**Juror's decision:** In my opinion, the jury should rule in favor of the \_\_\_\_\_.  
(prosecution or defense)

**Reasons for decision:**

Rites of passage should/should not (circle one) be practiced in the 21st century because \_\_\_\_\_

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# rites of passage homework article analysis

**TITLE**

**AUTHOR**

**MLA CITATION**

**ABSTRACT SUMMARY**

*(Think about the author's opinion or perspective)*

Is this rite of passage essential for the transition from youth to adulthood?

**CLAIM** *(it is because...)*

**COUNTER-CLAIM** *(it is not because...)*

**TEXTUAL EVIDENCE**

**TEXTUAL EVIDENCE**

## Article Analysis Extensions

### **Text Annotation**

- Can be done as an in class activity which will be collected and assessed by the teacher, or as an extension in order to build and/or assess reading comprehension for ELL/IEP students.
- Annotation Steps
  - Based on title, subtitle, captions, etc., develop a guiding question to focus reading of the text.
    - Guiding question can also be teacher-assigned, collectively developed, etc.
  - As you read, underline any quotes that answer the guiding question.
  - Write out reasoning or responses to the underlined text in the margins.
  - Circle any words you do not know as you read.
  - When done reading, answer the guiding question with at least three underlined quotes as supporting evidence/citations.

### **Pre-Reading and Comprehension**

<b>K:</b> What do you <i>know</i> about the rite of passage, or the culture and location in which it is practiced?	<b>W:</b> What do you <i>want</i> to know about the rite of passage, or the culture and location in which it is practiced?	<b>L:</b> What have you <i>learned</i> about the rite of passage, or the culture and location in which it is practiced?

## Vocabulary

Have students choose or assign five vocabulary terms from the article for chart completion.

<b>Key Word</b>	<b>Definition</b>	<b>Visual Representation</b>	<b>Context → use it in a sentence</b>