

<b>Unit Topic</b>	“Coming of Age”—Teenagers Then and Now
<b>Overview</b>	<p>This unit will explore the concept of “adolescence”- what this means and what it is like to be a teenager in today’s society.. It will then examine the notions of “coming of age”, “rites of passage”, and when and how people become “adults” in our society. Students will also compare and contrast what it’s like to be a teenager today to what it was like in the past by interviewing family and community members.</p> <p>A major goal of this unit is to introduce students to the methods of ethnographic field research and the techniques of documentary production. Doing so will:</p> <ul style="list-style-type: none"> <li>-help to develop intergenerational connections</li> <li>-facilitate student involvement with the communities in which they live</li> <li>-help students develop empathy and the ability to really listen to others</li> </ul>
<b>Enduring Understanding</b>	<ul style="list-style-type: none"> <li>-The nature/realities of adolescence—both past and present</li> <li>-An understanding of the concept of “coming of age”, what “rites of passage” are, and the role they play in the process of becoming an adult</li> <li>-How to interview/listen to others/ get them to tell their “stories”</li> <li>-Commonalities between people of different ages and an understanding of differences</li> </ul>
<b>Essential Questions</b> (ANESU Core EQs are numbered)	<p>Who am I?/What does it mean that I am a pre/teen?</p> <p>What was it like for others that are older than me when they were teenagers?</p> <p>How and when does one become an “adult” in our society?</p>
<b>Focusing Questions</b>	<p>What are “rites of passage” associated with adolescence and the transformation from childhood to adulthood?</p> <p>What role did/do these play regarding the “coming of age” in our society?</p> <p>What can I learn from interviewing other people?</p> <p>How do I create a “documentary”?</p>

## ANESU Power Standards

- **Power Social Studies, Grade 7, Power Social Studies**

### **Inquiry**

#### **1. Students develop, conduct, analyze and/or communicate research by**

- (1) Using prior knowledge, relevant questions, and facts to develop a prediction and/or propose an explanation or solution.
- (4) Citing sources.
- (5) Using appropriate methods for interpreting information, such as comparing and contrasting, summarizing, illustrating, sequencing, and/or justifying
- (7) Developing and giving oral, written, or visual presentations for various audiences.

### **Other Standards and Grade Expectations**

#### **Being A Historian**

6.6 Students use historical methodology to make interpretations concerning history, change, and continuity. This is evident when students:

*6.6.d. Use oral history methods and data to understand the ways in which people assign meaning to their own historical experiences*

*6.6.f. Identify and analyze recurring themes in the midst of change (e.g., ethnic and national identity*

IT4

#### **Communication**

Multi-media

World Wide Web

Email

1.17, 1.19,

1.11, 5.15

Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.

Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences

**Assessments**

-Culminating Assessment: 4 Learning Statements—Students will answer the following:

1. What are rites of passage in general? In particular, what are coming of age rites of passage? Are rites of passage helpful and/or important? Explain/
2. What does it mean to be an “adolescent” in our society today? What does it mean to be an “adult” in our society today? How and when does one become an adult?
3. Explain some of the similarities and differences between teenagers today and in the past?
4. What did you learn from this unit that you think you will always remember?

**\*\*\*Students will be assessed with regard to both content and with the Unified Paragraph rubric that the school has adopted.**

**Along the way, students will be assessed re. completion of various classwork and HW such as journal writing, readings, mini-poster, notetaking etc...**

**Re. The 2 documentary products: “Teenagers” Vox Pop and “Teenagers Then and Now” documentary. Students will be given credit for partaking in the process of creating these and not necessarily for the quality of the documentaries. Each will have a specific checklist/criteria that goes with the process of creating them and also for what is required for the outcome (final products) that students will need to meet.**

**((While I have some ideas what the criteria will be, this is not fully formulated yet...))**

<b>Content &amp; Vocabulary</b>	ethnography “coming of age” rituals/ ceremonies rites of passage Coming of Age rituals: -Kaw-“Ta-Na-E-Ka”                      -Lakota-Vision Quest -Judaism-“bar/bat Mitzvah”        -Australia Aboriginal-“Walkabout” -Borneo-“Tatoing”
<b>Skills</b>	“adolescence” the history of adolescence “adult” “documentary” “Vox Pop”

Grade \_\_\_\_\_  
March, 2008

	Editing audio/visual “footage” Designing and creating a finished piece of digital media for a particular purpose Working as a team Analyzing information
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<b>Suggested Resources</b>	<p>Deb White, Monica McEkerny, Melissa Muzzy (Team Odyssey-Vergennes)—last year they did an Expedition on Adolescence that culminated in their students teaching medical students about teens.</p> <p>Champlain Valley Agency on Aging, Inc. (CVAA)—to help to find elders for students to interview and also as a resource for helping students understand the needs and issues of the elderly here in Vermont/Addison County ***people who work with the various residencies for the elderly in Bristol</p> <p>Parents of Viking Crew students</p> <p>Town clerks of the 5 Towns (Monkton, Bristol, New Haven, Starksboro and Lincoln)—to help find possible elders to interview</p> <p>Historical Societies of the 5 towns—for interviewing purposes and to perhaps find primary sources for students to use</p> <p>Mt. Abraham Middle and High school guidance counselors—to help students formulate a clear understanding of puberty and adolescence</p> <p>Mike Carper, Shana Hobbs, Steve Jarvis, Lauren Perron—techno people at Mt. Abe</p> <p>Scott Beckwith, Kristen Farrell and other HS teachers to help MS students get hooked up with seniors to interview them</p> <p>Greg Sharrow—for an ethnographyinterviewing workshop for students? Erica Heilman – for workshop on interviewing and using audio—I’d love to have her work with me with students—love her style and energy!</p>
<b>Learning Opportunities/ Instructional Strategies</b>	<p>***Students will look at the overview of the entire unit—including the concepts and skills to be covered as well as the projects and assessments.</p> <p>1. -Journal write—What are teenagers like today? Describe teenagers today? Explain that students are going to create a “Vox Pop” using these same questions Listen to examples of Vox Pops</p>

2. Ethnography and interviewing workshop—learn basics (good listening, asking good questions, being responsible for the well being of the person being interviewed...

-Audio workshop—use of audio and editing equipment

3. Interviews and creation of Vox Pop (What are teenagers like today? Describe teenagers today)

\*\*\*\*\*As a class, make predictions about what people will say...)

Share Vox Pops (perhaps some can be put over the “loud speaker” for the school to hear...)

4. Learn about:

-adolescence—through readings, guest speakers, video

-rites of passage—in general . Birth, coming of age, marriage, death.)Powerpoint presentation, create mini-posters with examples.

-Coming of Age rites of passage in particular

Read and discuss short story “Ta-Na-E-Ka” by Mary Whitehead

Powerpoint presentation on:

-Lakota-Vision Quest

-Judaism-“bar/bat Mitzvah”

-Borneo-“Tattooing”

-Australia Aboriginal-“Walkabout”

\*\*Record synopses on note sheet

5. Discuss and explore -What coming of age rites of passage do we have that mark the transformation from childhood to adulthood?

How do these compare with the examples just learned about?

Have students come up with ways to figure out:

How and when does one become an “adult” in our society?

Legally:\*\*\* At what age can people get married? Drive? Drink alcohol? Smoke cigarettes?

Have sex? Work? Quit school? Legally not need parental consent?

Other factors to look at?

Share/discuss answers.

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6. Begin “documentary project”--

***Working in pairs students will create a documentary that deals with adolescence and shows what it was like being a teenager now and in the past***

Students will interview at least 4 people”:

-a middle school student (each other!)

-a high school senior

-a parent

-a grandparent or elder in the community

Back to interview workshops!

As a group, we will create questions to find out basic background information and find out what life was like for them as teenagers.. What do THEY want to find out?

\*\*\* See attachment for possible questions

-Conduct interviews

Grade \_\_\_\_\_  
March, 2008

	<ul style="list-style-type: none"><li>-Pairs will find the story, edit footage and produce their documentary</li><li>-Watch each others' documentaries</li></ul> <ol style="list-style-type: none"><li>7. Learning Statements</li><li>8. Evening event—invite parents and community members (including interviewees) to watch documentaries and to hear students' learnings from the unit</li></ol>

# *Interview Questions*

## **Required Questions**

1. What is your name and maiden name?
2. What is your date of birth?
3. What is your place of birth?
4. What is your ethnicity?
5. Where were your parents, brothers, and sisters born? Include their names.
6. Where were your children born? Include their names.
7. Where have you lived?
8. What language(s) do you speak?
9. What is your citizenship(s)? Have you served in the military? (Get the details connected with this question.)
10. What is your religious affiliation? What are your spiritual beliefs?

(You may expand on any of the above topics.)

## **Category Questions**

*You must ask questions from each of the following three categories. You may expand on any of the questions in the category.*

### **Birth to Adolescence**

1. Where did you live as a child?
2. When you were growing up, what was the role of boys and girls in the family? Were there any "coming of age" ceremonies or significant events?
3. Describe your neighborhood when you were in junior high school (grades 6-9).
4. What music, clothing, and food were popular during your teenage years? (How much did candy, movies, clothing, etc., cost?)
5. Describe your school. (The building, classroom, teacher, subjects offered, schedule, homework, etc.)
6. What was the ethnic breakdown in your school? (Was there any diversity and/or multicultural education at your school?)
7. What was socially accepted in your community? (Consider religious beliefs, sexual preferences, racial differences, women's rights, etc., as well as things such as smoking and dancing.)
8. How did one do for amusement? (Consider forms of entertainment, hobbies, sports, collections, etc.)
9. What illnesses were threatening the health of the community? (What vaccinations did you have to have?)

What were the rules of your house? Did you rebel in anyway?