

Note to teachers:

The following set of lesson plans as been prepared at the request of Hinduism Today magazine to assist with the teaching of it series on Hindu history.

Teachers are invited to improve upon the plans and offer suggestions to Arumugaswami, managing editor of Hinduism Today, at ar@hindu.org.

Not all web sites listed in the plans have been thoroughly vetted, so teachers should explore them first.

The plans are preceded by an explanation of the teaching method employed in their creation.

Dear Educators:

The following lesson plans are suggestions for how to implement the educational materials produced by Hinduism Today in response to the controversy over Hinduism's treatment in Californian public-school history textbooks. These materials only follow the California standards for sixth-grade social studies to the extent that these standards are historically accurate. Hence, Standards 6.5.2 ("Discuss the significance of the Aryan invasions") and 6.5.3 ("Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism") have been deliberately ignored, as most modern historians have rejected the theories on which they are based.

The structure of these lessons is based on a slightly reworked version of the workshop model promoted by Columbia University's Teachers College. It will be explained in detail below, but the overall idea of workshop model is that sixth grade teachers are more effective when they act as facilitators of knowledge who enable students to learn independently or in small groups. This promotes student independence, cooperation, and ultimately accountability. It frees the teacher to circulate through the class, assess student understanding, and provide for individual student needs. In the original version of workshop model, the majority of each class period (about seventy percent) was dedicated to independent work; our reworked model devotes more time for whole-group discussion and scaffolding (defined below), so it ends up that about half of the period is dedicated to independent work.

Each lesson is accompanied by a worksheet, which students complete during and after reading selections from the text. Reading for specific information is an important skill for students to acquire, and completing "guided notes" by filling in blanks and organizing information helps with comprehension and retention. If your students have three-ring binders, you should punch holes in these worksheets and, after you have graded them, they can serve as class notes. If not, the worksheets can go into a social studies folder, where students can refer to them at the end of the chapter, when it is time for a project on Hinduism.

These lessons are based on a 42-minute period; if you have more or less time in your social studies classroom, you can expand or delete sections accordingly. The time is roughly structured:

Do Now (2-5 mins)
Whole Group Instruction (10-15 mins)
Scaffolding (5 mins)
Independent Work (15-20 mins)
Summary (5-10 mins)

Each lesson begins with a **Learning Objective**. The purpose of the Learning Objective is to let students know what they are expected to do during the class period. The learning objective should be visible to the students at the beginning of each period; it is your decision if you want to read it aloud to the class, have a student read it aloud, or have

them copy the objective into their notebooks, onto looseleaf paper, or the handouts that accompany each lesson.

The students begin each lesson by answering a **Do Now** question in writing. Coupled with reading the learning objective, the Do Now provides an effective ritual for beginning the class period. Do Now questions are intended to only take a few minutes to answer and should be two or three sentence responses. They are composed to activate students' prior knowledge on the subject they are about to learn. If this knowledge was learned in a prior lesson, this is called **Spiraling**. Spiraling, or reviewing previously learnt material in preparation for new material that builds thereon, is an effective method to promote retention of information and ideas.

Whole Group Instruction typically begins with a review of student answers to the Do Now. The teacher can choose to chart student responses by writing them on the board or chart paper. By returning to this chart during the Summary period at the end of the lesson, students can add to or revise their answers to the Do Now. Whole Group Instruction techniques can vary, but this is not where the bulk of the lesson content is given. Rather, this is where the teacher begins to shape the ideas that are at the center of the lesson, which the student develops during the Independent Work Period. The Whole Group Instruction should take between ten and fifteen minutes, or between one-third and one-fourth of class time.

Scaffolding is only about five minutes long, but as it is the transition between instruction and work time, it can be one of the most crucial parts of any lesson. During scaffolding, the teacher works with the class to assist with the beginning of an assignment. This assistance is analogous to the scaffolding around a building under construction. One or two questions are solved as a class through effective questioning, and the teacher models how to answer them on the board or chart paper. Once students are confident that they understand the assignment, the "scaffolding" is no longer needed and they continue to work on their own or in small groups.

Teachers must decide whether students should work on their own, with a partner, or in small groups during **Independent Work Time**. Every class has students with diverse abilities; if the text is far above some students' reading levels, use of peer tutoring will be necessary during this period. It is important to ensure that every student participates, though. If one student has a difficult time reading and writing, give them another assignment within the group, like leading discussions and keeping other students on task. The more students are able to help one another, the more you will be freed up to make assessments and help those who are really struggling.

Just five to ten minutes long, **Summary** is another crucial part of the lesson. At this time, students review the work that they have done by sharing it with the class. Students should feel free to disagree with one another, but if their answer is incorrect, they should make revisions at this time. During Summary, it is good to look back at the Learning Objective and Do Now to see what students learned during the course of the period.

Assessment can be one of the trickiest parts of education. Any work that you look over, from the few sentences of a Do Now response to a carefully composed essay can be the subject of **Formal Assessment**. Formal Assessment is usually written in a grading book, whether as a number grade, a letter grade, or a simple scale like “0, $\sqrt{-}$, $\sqrt{}$, $\sqrt{+}$ ”.

A useful tool for Formal Assessment can be the **Rubric**, which is a matrix of the expectations for student achievement. The rubrics used in these lessons are based on a four-point scale, where a “4” indicates that the student surpasses the expectation for a grade-level response, a “3” satisfies those expectations, a “2” approaches those expectations, and a “1” does not meet those expectations. These numbers can be averaged to determine an overall grade for the assignment. Rubrics are most effective when students are familiar with them beforehand; if you choose to grade with a rubric, you may want to either review that rubric with students or even develop the rubric cooperatively so that your expectations are clearly communicated.

Informal Assessment is also important, and can be used to grade students on factors like participation and cooperation. You may want to have a column in your grade book regularly assigned for student participation.

Homework is an important tool for reinforcing the content of the day’s lessons and reinforcing good work habits and written communication. However, teachers must always use their discretion in the amount and length of assignments. Most of the questions assigned in these lesson plans are designed to be answered in one or two paragraphs. If your students are capable of more, feel free to supplement any of these homework assignments with questions from the text, or expand one into a full-length composition. If your students have difficulty with writing, you can simplify the question so that it requires a shorter answer, or modify it so students can respond with a drawing or oral argument.

With the educational technologies available today, teachers may choose to work with chalk on a blackboard, markers on chart paper, or project their notes with an overhead or digital projector. Each has its advantages, and the lesson plans mention some times when use of an overhead would be advantageous. Also, as more and more students have access to computers, many web-based **Resources** are listed as well, which could effectively be worked into either whole group instruction or the independent work period. The advent of search engines like Google Images and digital streaming video makes it even easier for a computer-enhanced classroom to meet the needs of visual learners. If you have limited or no access to the Internet or a digital projector in your classroom, you can also print images on overheads or show short video clips from DVDs to supplement the visual components of these materials. These can be shown during the Whole Group Instruction period, or incorporated into any of the other sections, such as the Do Now or the Summary.

We here at [Hinduism Today](#) hope that these educational materials help teachers provide engaging lessons that give sixth grade students accurate and appropriate understandings of Hinduism’s rich history, beliefs, and traditions.

The History of Hindu India
Chapter 4
Lesson Plan #1 – Timeline India 1857-1947

Learning Objective:

Students will begin to discuss how the British justified the colonial empire in India in 1858 and identify events that led to fight for independence of 1947.

HINDUSTAN TODAY'S Teaching Standards:

2. Explain how the uprising against the East India Company led to the establishment of the British Raj.

Materials:

- Dry erase board or chart paper/marker
- Text (previous assigned reading: Section 1, Chapter 4)
- Journals/notebooks
- Handouts of other timelines
- Independent worksheet
- Previously assigned homework/reading of Chapter 4, Section 1

Do Now: You grew up in a vegetarian home. Your parents, your sisters and brothers and your entire family have *never* eaten meat. You have a lot of animals as pets and you find it cruel to harm animals, let alone eat them! Your new school only offers ham, roast beef and turkey sandwiches for lunch. You are not allowed to bring your own lunch. You are hungry and the teachers tell you to “eat your lunch”. You protest but are given no choice and you are even threatened with detention if you complain again. How do you feel? What do you do? Journal your response.

Whole Group Instruction:

Based on the Do Now, discuss the responses to the scenario and compare this with the 1857 Revolt found in the reading in Chapter 4 (pg. 62-63). Have one volunteer read the “if you lived then...” passage (on page 62) out-loud to the class.

Collectively answer the following question with the class:

1. Who were the sepoys?
2. Why did Hindus and Muslims refuse to use the cartridges in the rifles?
3. Do you think the British considered the thoughts and beliefs of the sepoys?
4. What was the result of the Revolt of 1857?
5. Did the violent revolt work to benefit the Hindu and Muslim situations?

Pass out the different copies of timelines having to do with the struggle for India's Independence. Also hand out a time line, which chronicles the US Civil Rights movement. Break the class into groups of 2-3 students and ask each group to write

down three events which were happening simultaneously in both countries (it doesn't have to be exact, just approximate). Also have them compare protests that were occurring in both countries. Students may use the texts timeline on p. 64 as well.

<http://www.jfklibrary.org/JFK/JFK-in-History/Civil-Rights-Movement.aspx>

http://en.wikipedia.org/wiki/Indian_independence_movement

Groups share findings collectively with class. One finding per group or as time permits.

Scaffolding:

After passing out Worksheet #4.1, ask the students to define the vocabulary words as it was used in text reading. (*Protest, mutiny, raze, partition*). Allow them to come up with definitions in their own words. As these definitions flush out, write them on chart paper for the class to see. Discuss some of the questions below and encourage students to use some of the vocabulary words in their responses.

- What event propelled the British government to impose imperial rule over India?
- Who were the sepoys and what events are they known for in the Revolt of 1847? What did they do and why?
- What was one unfortunate result that happened soon after the independence of India?

Ask the students to copy their composed definitions onto their worksheet and lead them into independent work time/completion of worksheet.

Independent Work Time/Worksheet:

Instruct students to answer the questions independently (using the text is fine). If some students finish early, quickly assess their responses, and pair early finishers together to review their responses.

Summary:

Having the worksheet questions written out on the board, begin to elicit student responses, which they should glean from their work. Ask for explanations when they make connections between events. Share 3-5 responses under each question. Conclude the discussion by eliciting responses for

- Why would the British want to colonize and rule India?
- What events caused the up-rise against British rule?
- Do you think *satyagraha* influenced other global protests in history? Which ones and how so?

Homework:

Create two timelines, which chronicle at least 5-6 significant events in Mahatma Gandhi's life and Swami Vivekananda's life. Use the resources below or, better yet, find your own. Remember to keep your timeline clear, factual and easy to read. What common threads will your timeline display?

Assign reading for next lesson if appropriate.

Resources:

<http://www.advaitayoga.org/advaitayogaarticles/vivekanandatimeline.html>

http://en.wikipedia.org/wiki/Swami_Vivekananda

<http://history1900s.about.com/od/people/a/gandhi.htm>

http://en.wikipedia.org/wiki/Mohandas_Karamchand_Gandhi

Assessment:

Formal Assessment:

- Spot-check "Do Now" work in student journals. The use of journal entries should be collected sporadically to assess student work throughout the semester. It is a good place for students to begin gathering composing their reflections on the subjects discussed in class and the text readings. It is also a good place for them to reflect back upon development and understanding of issues discussed.
- Collect worksheets for assessment before students leave class.

Informal assessment: Participation and group work/discussion.

WORKSHEET #4.1

Name _____ Date _____

1. Define the following vocabulary words:

protest: _____

mutiny: _____

raze: _____

partition: _____

2. The Indian people received an English education, new railways and roads during British rule, what are some reasons that they protested British colonization?

3. According to the timeline (pg 64-65), what events may have further caused reason for protest against British rule?

4. How did Gandhi and his followers fight for the independence of India? Was this affective? Did they succeed?

5. When did WWII begin? Could it have affected the outcome of British rule in India? How so?

The History of Hindu India
Chapter 4
Lesson Plan #2 – Religious Tolerance

Learning Objective:

Students will be able to discuss the impact that freedom of religion had on regaining India's independence and they will identify how the Raj tried to use religion as a way of strengthening its rule over India.

HINDUSTAN TODAY'S Teaching Standards:

5. Describe the conflict of ideas between prominent Hindus, including Vivekananda and Gandhi, and the British missionaries and colonists.

Materials:

- Dry erase board or chart paper/marker
- Text (previously assigned reading: Section 2, Chapter 4)
- Journals/Notebooks
- Worksheet Handouts

Do Now:

Choose your favorite sport. List 3-5 reasons which make it the best sport (fully executed sentences). Support your claim, because this sport may be chosen as the only sport to be played during recess and gym periods. Journal your responses.

Whole Group Instruction:

After brief assessment of the student's work during the Do Now, quickly group the class under four sub-groups: the top three sports and a miscellaneous group, as the fourth group. Instruct each group to come up with 3-4 reasons why their sport is the best. Give them 5 minutes to anecdote responses collectively in their group.

Acting as the moderator, allow each group to defend their sport as if it will be the one chosen as the ONLY sport played in school. Allow the fourth group to defend their sports as well. Let the students defend their favorites and counter each other as well.

Wrap up the discussion by proclaiming **your** favorite sport (something no one has mentioned) and nominating THAT as the final and BEST result. After all that debate, the students will be shocked.

- Is this fair?
- Is the teacher being tolerant? It certainly isn't the majority choice or even close!

- Tell them that your sport is the best and theirs are inferior. How does this make them feel? Discuss.
- Compare this example to the beliefs of the missionaries and colonists who tried to convert the Hindus and Muslims.
- Discuss imposed religious beliefs and the *colonized mind*.

Scaffolding:

Review vocabulary, which should be prepared ahead of time on chart paper or written on the board: *Tolerance, impertinence, theological, egalitarian*

In groups of 3-4, have the students come up with solutions for the scenario above. How can we create a tolerant classroom or school? Remind them that tolerance has little to do with their personal opinion. Give them 5 minutes to discuss amongst themselves. How can they make everyone's sport represented throughout the week? Why would we do this?

Independent Work Time/Worksheet:

Pass out worksheet #4.2. Instruct students to answer the questions independently (pg 66-68). If some students finish early, quickly assess their responses and pair early finishers together to discuss their responses.

Summary:

Review the vocabulary words and answer any remaining questions and review Swami Vivekananda views on religion from page 67 in text. Collect work for assessment.

Homework:

Assign reading from text (pg 76-79). Complete/respond to questions #1 and #3 on page 79, in your journal. If you do not know of any monuments then research some online and then complete #1. Think of someone in our history who you respect so much that it would merit a monument. Why?

Assign reading for next lesson if appropriate.

WORKSHEET #4.2:

Name _____ Date _____

1. What was the main job of the British missionary? Why do you think missionaries were sent to India to do this?

2. How did Swami Vivekananda's view his religion and the religion of others? How did the world view his point of view on religion?

3. When Swami Vivekananda said "...as the different streams have their sources in different places, all mingle their water in the same sea..." what was he referring to? (Pg. 67) Explain.

4. What are two ways in which tolerance in religion is exhibited in our society today? List two examples that come to mind.

The History of Hindu India

Chapter 4

Lesson Plan #3 -Satyagraha

Learning Objective:

Students will be able to compare and contrast the use of *satyagraha* in the American civil rights movement and India's fights for independence in Gandhi's time.

HINDUSTAN TODAY'S Teaching Standards:

7.Explain how the principles behind satyagraha have improved the lives of people around the world.

Materials:

- Dry erase board or chart paper/marker
- Text
- Worksheet/Handouts
- Resources for students to use for homework (below)

Do Now:

Give students a synopsis of the Salt March (printed out) and ask them to read it as the Do Now and be prepared to discuss.

Salt March synopsis link:

<http://www.dadalos.org/int/vorbilder/vorbilder/gandhi/salzmarsch.htm>

Whole Group Instruction:

Define *satyagraha*: "force of truth", (pg. 65), using chart paper or board and allow the students to expand on the definition using their own words in addition to the understanding received via handout.

Create a table on the board or chart paper. One column for characteristics of 'violent protest', the other 'non-violent protest'. Use the table to list characteristics of both types of protests. Use the 1857 Revolt and the Salt March as points of comparison (students will already have read both event in text readings). Compare the short and long term effects in both instances and how the world reacted to both.

Scaffolding:

Using the worksheet, complete the first historical event listed. Use an overhead projector or simply allow the students to fill in the first event collectively as a class, as you guide the wording on the board. Allow the students to find the immediate and non-immediate responses (example provided).

Respond to any questions. After completing the first scenario listed on the worksheet, allow the students to complete the remaining worksheet individually.

Independent Work Time/Worksheet:

Students will review scenarios in the Indian struggle for independence where *satyagraha* was implemented. They will determine the immediate and long-term effects of the violent and/or non-violent protests/actions. Assist any students who may need help.

Summary:

Review the work complete on worksheet and review the Salt March significance on India's fight for independence and the strength which non-violence had in India and the world.

Homework:

Students should finish the first 3 events in class. After a quick spot check for understanding, assign the last segments of the worksheet to be completed for homework using resource links provided. Again, encourage students to find their own resources to find other forms of non-violent protests (*satyagraha*) in history (U.S. History links below).

Assign reading for next lesson if appropriate.

Resources:

<http://www.time.com/time/photogallery/0,29307,1887394,00.html>

<http://www.rosaparksfacts.com/rosa-parks-civil-rights-movement.php>

<http://www.jfklibrary.org/JFK/JFK-in-History/Civil-Rights-Movement.aspx>

<http://www.pbs.org/independentlens/februaryone/civilrights.html>

<http://www.enotes.com/topics/civil-rights>

WORKSHEET #4.3:

Name _____ Date _____

Historical Event/Protest	Immediate Results	Long term Results	Satyagraha?
1. 1857 revolt	<i>Many Indians and British die due to unjust demands on the Sepoys who refused to jeopardize their beliefs and as a result mutiny the British Army</i>	<i>While the British were not in the right, they brutally squash the uprising and the formal start of imperial rule begins in India</i>	No
2. The Salt March			
3. Birmingham, Alabama 1963			
4.			
5.			
6.			

The History of Hindu India
Chapter 4
Lesson Plan #4 – Indian Food & Tradition

Learning Objective:

Students will research different forms of cultural customs specific to a continent.

HINDUSTAN TODAY'S Teaching Standards:

Materials:

- Dry erase board or chart paper/marker
- Text (pages 70-71)
- Chopsticks, a gumball or marble, and two paper cups for each student
- Prepared Cultural Fact discovery cards (8-10 should suffice for each table or group)
- Handouts

Do Now:

Prepare chopsticks, and a gumball/or some round object in a cup at each student's desk as they walk into class. A second cup will be placed on other corner of desk.

Do now instructions: Using/touching only the two sticks/chopsticks on your desk, Pick up the object in the cup on your desk. This is the only way you may move it. If you succeed, place chopsticks down and raise hand. You have two minutes.

Whole Group Instruction:

Briefly discuss the do now. What is difficult? Then ask the students if they think the task could have been easier with a spoon. Discuss differences in the way people eat and how this is a cultural detail specific to people of a shared tradition or custom. Have students turn to page 70-71 in text. Discuss their reactions to the photograph. Then have volunteers read out "Fingers, Forks and Chopsticks" while entire class follows along. Discuss while fostering a safe environment in which to discuss difference/different cultural experiences.

Clearly, different communities have different customs or traditions. We don't have to go too far to witness this. However, the importance of culture lies in the customs, which may include the way people eat, dress, speak, celebrate, pray, etc.

Define: Custom, culture, segregation, integration, tolerance

Using the links provided below prepare abstracts of 2-3 customs from different parts of the world. (Suggestions below). Working in pairs, provide each pair with short passage. Allow students to read then discuss one of the customs (ex. Day of

Dead, Hajj, or Purim). Remind them that difference is fine, and even shocking sometimes but tolerance is essential in an integrated, peaceful society.

After a few minutes of discussion in pair work, pass out fact sheets and ask students to fill out the sheet based on their reading. Ask them to be as concise as possible.

Independent Work Time/Worksheet:

Each student will fill out the worksheet (#4.4) using cultural fact discoveries from previous pair work discussion. If some students finish early they may take a different reading and complete a second custom.

Resources/Suggestions:

<http://www.dayofthedead.com/>

http://www.boston.com/bigpicture/2010/11/hajj_2010.html

<http://en.wikipedia.org/wiki/Purim>

Summary:

Review the answers for the worksheet with class. Review that idea of cultural customs in many forms whether observed by the way people eat, dress, celebrate, pray, etc. Not every custom is religious. After summary of class, assign homework.

Homework:

Assign a research project as homework. Each student will research a 'typical' meal for a specific country. They will fill out a research sheet (on their country). They will need the library and Internet to do their research. Give them a few days to complete.

It is fine to assign two students with the same country and then have them compare their results and see what differences can be found via independent research.

The main objective in assigning homework as a research project is 1) to have students practice independent research and 2) to share the immense variety of dietary and eating customs from around the world. At first students might think eating off of a banana leaf with your hands is extremely strange or different, but by the time they make other discoveries, they will see that difference in what and how people eat changes everywhere in various cultures around the globe!

Create a randomly assigned country, printed on paper should be passed out to each student along with a research sheet (below). Folded pieces of paper are a nice way to make it a little more interesting.

Country Suggestions: China, Japan, Korea, Mali, Ethiopia, Egypt, Guatemala, Columbia, Samoa, Ireland, Iceland, Laos, Tajikistan, Georgia, Italy, Trinidad and Tobago, etc.

Assign reading for next lesson if appropriate.

Worksheet #4.4

FACT SHEET

Name _____ Date _____

Cultural Custom:

Where/Which country does it occur?:

When does it occur?:

Describe the event:

Cultural Custom:

Where/Which country does it occur?:

When does it occur?:

Describe the event:

Worksheet #4.4a

Name _____ Date _____

**Different Food Culture from Around the World!
Research Sheet**

Topic:
Main Idea:
Vocabulary: (new food terms?)

Fact #1: (what?)	Fact #2 (how?)
Fact #3 (why?)	Fact #4 (when/other detail)

The History of Hindu India
Chapter 4, Section
Lesson Plan #5

Learning Objective:

Students will be able to identify the *rites of passage* and their significance in Hindu society.

HINDUSTAN TODAY'S Teaching Standards:

8. Describe the Rites of Passage for Hindus including the samskara of childhood, puberty, marriage and death.

Materials:

- Dry erase board or chart paper/marker
- Text (previously assigned reading: Section 3, Chapter 4)
- Journals/Notebooks
- Worksheet/Handouts

Do Now:

When you read/hear “rites of passage’ or “initiations” What do you think of? What is an initiation? Why do you think you would be asked to follow such a path of initiation? Journal your response.

Whole Group Instruction:

Hindu traditions are quite old yet still adhered to today by millions in India and around the world. In spite of 100+ years of British rule, missionary campaigns, and a great deal of loss, the Hindu culture is alive and well. Many people attribute the strong philosophy and cultural tradition to Indian’s survival and strength today. A large part of the Hindu tradition follows the ‘rite of passage’ for each person.

After having students re-read pages 72-75, define the following terms together as teacher creates definitions on board/chart paper: ***samskara, disksha, Angi, mantra***

Ask students to list the first Hindu *rites of passage*: 1) childhood, 2) coming of age, 3) marriage, and 4) death and cremation and sometimes 5) monastic. Explaining that each area may have various rituals/customs that are performed and sometimes even vary from state to state.

Scaffolding:

Let students know that we are going to compare the Hindu rites of passage with customs we might have in our own lives, which are similar.

Begin the exercise by Handing out worksheet #4.5. Begin with the first rite: naming a child. Answer all the corresponding enquiries about this rite as stated in our reading. Then ask students what customs they may have in their families, which are similar to these rites of passage.

Independent Work Time/Worksheet:

Allow students to complete the first part of the worksheet together with a partner seated next to them. Monitor discussion and discussion may encourage them to feel comfortable with the topics. Remind the students to keep a tolerant and respectful mind to these customs.

When they have completed the first part of the worksheets let them complete the second part individually.

Summary:

Review the first part of the worksheet with the class. Respond to any outstanding inquiries about the rites of passage for Hindus. If time permits allow 2 or 3 students to share their responses to the second part of the worksheet. Collect in class work for assessment.

Homework:

Assign reading for next lesson if appropriate.

WORKSHEET #4.5

Name _____ Date _____

Which *rite of passage* is right?

I. Choose ONE: Childhood, Coming of Age, Marriage, Death and Cremation or Monastic

1. Naming of a child _____
2. Walking around a fire 7 times _____
3. Disksha _____
4. Wearing the sari for first time _____
5. Upanayana _____
6. Ear piercing _____
7. Vow of Chastity _____

II. Can you think of similar 'rites of passage' or tradition that you may share with your family that is similar to the Hindu 'rites of passage'? What is it called and how do you celebrate it? Describe two.

A) _____

B) _____

