

Rites of Passage and The Lion King

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Introduction

My students see and experience many ceremonies in their young lives. In their families, they witness beginnings, coming of age, separation, graduation, marriage and possibly deaths. Of course, they notice these ceremonies on the internet, television and movies. In this unit, I want to explain the importance of the rites of passage in their lives. “Rites of passage are often ceremonies surrounding events such as childbirth, puberty, coming of age, marriages, or death. The term was popularized by German social scientist, Arnold van Gennep (1873-1957) in the early part of the twentieth century. Rites of passage are diverse, celebrated in a wide variety of ways throughout the world. There continue to be many diverse examples of rites of passages in contemporary society.”¹ Mr. van Gennep states that “the life of an individual in any society is a series of passages from one age to another and from occupation to another.”² After learning about the meanings of beginnings, coming of age, separation, graduation, marriage and death, students will begin to question how rites of passage influence their lives, their friends and their family. I hope that they see this and make the connection between the rites of passage and The Lion King. My goal is to have students connect and see how rites of passage effect their lives. Their choices and decisions are an important aspect of their lives. By singing, acting and playing instruments, my students use music to reinforce their study of the **Rites of Passage and The Lion King**.

When I saw that the seminar, “Comparative Religions”, was being offered by Dr. Fox, I immediately thought this would be an excellent unit to introduce religions into my fifth grade music classes. As we discussed rites in seminar as a ceremony associated with a change in social and ontological passage, I thought my students would enjoy discussing various rites of passage in the movie, The Lion King. It would give a profound appeal to relate rites of passage to the book and movie. The benchmarks as seen in Simba’s life would connect to the lives of my students. Every year the fifth graders perform scenes from a musical. In June, 2018, they will perform The Lion King featuring the songs, “The Circle of Life” (“Ingonya nengw'e nama bala”), “I Just Can’t Wait to be King”, “Hakuna Matata” and “Can You Feel the Love Tonight”. My unit enhances their background knowledge about rites of passage and how it relates to The Lion King. The connection is made between music, literature, history and drama.

I am currently teaching general music, chorus and guitars to K-5 students at Eisenberg Elementary. This school provides academically varied studies for kindergarten

through fifth grade. The school reflects a culturally diverse student body of approximately 600 students. Strong academic emphasis is placed on physical, social and emotional development to create a community of learners. Programs offered are STAR and Accelerated Reader which enable students to succeed by addressing their reading needs. 24 Club strengthens math skills as well as the ability to work together. The Responsive Classroom Behavior Support Program allows students to focus on appropriate actions in an educational environment. Teachers use research-based methods of instruction (Learning Focus and Responsive Classroom) which are aligned with the Delaware State Standards. In the Arts, students may participate in band in grades 4 and 5. Chorus is offered for grades 3, 4 and 5. In second, third, fourth and fifth general music classes, recorders, world drumming and guitars are presented as units of study. Second graders participate in a guitar club which performs in our Spring concert and share music with the guitar students at William Penn High School and the Leach School. Fifth grade students perform a yearly musical. My role as a music educator is not only to develop musical skills but also to relate music to other academic areas such as English Language Arts, Math, Social Studies and Science. This unit, **Rites of Passage and The Lion King** will relate music and the rites of passage for fifth graders. In this seminar, I am seeking to learn ways to empower my fifth graders into how to communicate and express various rites or ceremonies as heard in music of The Lion King, especially “The Circle of Life” (“Ingonyama nengw'e nama bala”). They will sing, act out scenes and use instruments.

Rationale/Objective

The Delaware Visual Arts Standards for fifth graders recommend that students demonstrate how interests, knowledge and skills relate to personal choices and intent when creating performing and responding to music (Cn10.0.5a). Students will demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes or contexts. (Re7.1.5) Right now, I think students need to recognize various stages in their life such as beginnings, coming of age, separation, graduation, marriage, and death and how it may affect them and others. They discuss these rites as seen in the musical The Lion King. They sing, accompany with instruments and act out scenes depicting the rites of passage.

My idea is to have students discuss various rites of passage that have changed their life or someone they know. Rites discussed include beginnings, coming of age, separation, graduation, marriage and death. Various examples of rites of passage and their ceremonies are shared with students. I then relate these passages to The Lion King. Students read the book, watch the movie and sings the songs. I will use some of the ideas used in the seminar such as the definition of rites of passage and rituals. Vocabulary terms will include rites, rituals, beginnings, coming of age, separation, transition, incorporation and anthropology. Centers are set up with various rites of passage from The Lion King for students to rotate. They create their own melodies, lyrics and

accompaniments with instruments. For the culminating activity, students will perform their new compositions and explain various rites of passage.

In my unit, **Rites of Passage and The Lion King**, my goal is to introduce students to various rites of passage of beginnings, coming of age, separation, graduation, marriage and death and then let them explore these ceremonies in music. They could discuss and perform using songs, instruments, pantomime, tableau and improvisation. After researching The Lion King I will be better able to direct my students with various strategies to understand themselves, family and their community.

Background Information

Rites vs. Rituals

When I began my research, I was confused by the difference between rites and rituals. Wikipedia defines a “rite of passage” as “A ceremony of the passage which occurs when an individual leaves one group to enter another.”³ Rites of passage facilitate adjustment to and adaptation into society. I learned in the seminar that a rite of passage is not a ritual. New World Encyclopedia defines a rite as “A **rite** of passage is a **ritual** that marks a change in a person’s social or sexual status.”⁴ Very often in my research the word rite is synonymous with ritual. Wikipedia defines rituals as “A ritual is a sequence of activities involving gesture, words and objects performed in a sequestered place, performed according to set sequence.”⁵ In the seminar, Dr. Fox explained rites of passage as defined by Eliade. There are two kinds of rites: rites of passage, which change social and ontological status and rituals which recreate cosmogonic events.⁶ Rituals include religious sacraments including traditions like New Year’s Eve traditions, Halloween parties, Christmas nativity scenes and masses and veteran parades. Another confusion I found was that the thesaurus lists “ritual as a synonym for the word “rite.” This unit will only discuss ceremonies involving the rites of passage that are appropriate for my students. Rites will include beginnings, coming of age, separation, graduation, marriage and death. These rites are associated with significant changes in everyone’s life. Religious rituals will not be discussed.

Stages of the Rites of Passage

Arnold van Gennep (1873-1967) wrote Les Rites de Passage first using the term rites of passage. This term was then implemented into anthropology, literature and music. In his book, Mr. van Gennep states that rites of passage are either secular or sacred. The secular rites of passage are set up into social groups on a scale reaching from common to privileged levels. Mr. van Gennep describes these groupings as from the profane and the sacred. Many secular customs can be tracked to the sacred tradition. ”Passage between these groups requires a ceremony or ritual hence a rite of passage.”⁷ The types of rites that he wrote about are associated with pregnancy, childbirth, initiation, puberty,

betrothal, marriage and death. For example, a sacred ceremony for marriage would be vows said before a justice of the peace and family. Sacred ceremony is a church wedding.⁸

Mr. van Gennep describes the rites of passage as being divided into 3 stages: separation, liminality (transition) and post liminality (incorporation). “I propose to call the rites of separation from a previous world, *preliminal rites*, those executed during the transitional state *liminal (or threshold) rites*, and the ceremonies of incorporation into the new world *post liminal rites*.”⁹ In the rites of separation, people may withdraw from their present status or class and transition to another status or class. It can be an insignificance by the person or group. Examples may be in death where the person moves to a different place or in shaving hair when one separates from civilian life to armed forces life. Rites of transition is the time between status or place. The person or group has not yet transitioned to the next status or class. Transition occurs in pregnancy, betrothal and birth of a child. This phase can have a lot of uncertainty. Should I marry? Do I have the monetary stability to get pregnant? Is the baby alright? In the rites of incorporation, the passage is finished. A new identity or position has commenced. Incorporation rites are seen especially in marriages. A new union is formed. These three stages may not be as elaborate to the same degree for everyone. For example, the rites of transition may be lessened for an adoption or the birth of a second or third child. A complete rite of passage must include separation, transition and incorporation. However these three stages do not have to have the same importance.¹⁰ A person or group of people who finish the rite of passage accepts their new importance and responsibilities. They then re-enter society.

Rites of Passage: Beginnings

In music, my students will learn and discuss beginnings, coming of age, separation, graduation, marriage and funerals as rites of passage. Rites of passage are varied and found in different societies, cultures and civilizations. Through discussion and their own background knowledge my students will be able share their experiences about the rites of passage in their lives. By acknowledging the various ways different cultures perform rites of passage, I can acknowledge cultural diversity in my students. Learning about rites of passage helps me understand my students as well as myself. It allows me to form an open minded, tolerant and accepting view of cultures who are not from the same society or culture as my own.¹¹

The rites of passage begin with the birth of a child. At birth, the umbilical cord is cut, thereby separating the mother and child. After the birth, the child transitions into a new beginning by being bathed, nursed and wrapped in blankets. The child is incorporated into the world with naming, eating, first tooth and first sounds.

Rites of Passage: Coming of Age

The rites of passage for coming of age is a person's transition from a child to an adult. The ceremony is usually a birthday party. The age at which this passage occurs changes depending on cultures. Coming of age can be a separation from youth to young adult. Young adults (ages 18-21) are no longer considered minors and are granted full rights and responsibilities of an adult. Coming of age may be a spiritual event that is associated with religious responsibilities.¹² It can also be associated with the age of sexual maturity and their role in society. "Where do I fit in?" "What is my situation?" Why do I feel alone?¹³ It may mean that the person will come out and take a stand. "In its second meaning, confession is to demonstrate where one stands, what one chooses to be, what the group is, where it stands."¹⁴ The young adult incorporates his ideas into this new rite of passage. The subject of Coming of age is also seen in fiction. A Coming of age book with psychological and moral growth is called Bildungsroman. Bildungsroman relates the growing up or coming of age of a person who searches for answers to life's questions with the conclusion seen as incorporation into society. As he is investigating his role in life, he gains experience in the world. Novels involving the Coming of age include Emma by Jane Austen, Jane Eyre by Charlotte Bronte, David Copperfield by Charles Dickens, A Tree Grows in Brooklyn by Betty Smith, The Catcher in the Rye by J. D. Salinger and To Kill a Mockingbird by Harper Lee.¹⁵ Coming of age is also in movies, mainly teen films. These movies focus on psychological and moral growth from youth to an adult. Personal growth and change are important characteristics in these movies. They rely on dialogue and emotional responses rather than physical conflict. In these films, the main character is usually a young male who tells his life's story through a flashback. Examples include American Graffiti, Harry Potter, Sandlot, American Pie and The Lion King. Television also has series about Coming of age. Examples of such series include Happy Days and The Wonder Years.¹⁶

Rites of Passage: Separation

The rites of separation include pregnancy and childbirth. In different cultures, the pregnant woman is separated from her people and transitions into her husband's family. She may be in a secluded place such as a special hut or room. She is isolated and treated as a stranger or as if she had an illness. "Pregnancy ceremonies, like those of childbirth, include a great many rites – sympathetic or contagious, direct or in-direct, dynamistic – whose purpose is to facilitate delivery and to protect the mother and child against evil forces."¹⁷ After the birth of her child, the rites of childbirth transition her into her new society where she is established in her different position as a mother. Higher social status is put on her if she gives birth to a son or it's her first born especially in the Indian society. The child also experiences the rite of separation. After birth, the child is given to another woman for a few days for the rites of cutting hair, bathing and putting on new clothes. This transition prepares the child for the newborn role in society. The infant is now incorporated into his culture. "It is the rites performed immediately after birth that give the infant the status of a true "living person," it is only by those rites that he is incorporated into the community of the living."¹⁸

Rites of Passage: Graduation

Graduation, also known as commencement, is the time that every young adult and adults who study at an institution anticipate. It is a rite of passage that marks the separation from education to employment. “Graduation is a significant stage of development from childhood to adulthood because one comes out with new ideas that they can use to improve the world. When compared with the other rites of passage, they have to do with one’s complete change of bodily state such as death and birth, and lifetime commitments such as marriage,” says Professor Stephen Noll, Vice Chancellor of Uganda Christian University¹⁹ After graduation, the adult transitions into this new rite of passage by applying for a job, changing jobs or advancement in their current position. The new employee then incorporates this employment into daily life. Graduation ceremonies use rings, gowns, food and a diploma as symbols of the rite of passage.

Rites of Passage: Marriage

Marriage as a rite of passage is very important in transitioning from one society to another. It may involve one spouse changing family and residence. The change of residence is a rite of separation. The engagement or betrothal is a time of transition from single to married. Sexual relations are allowed during the betrothal time. In the ceremony of marriage, a permanent incorporation forms a new union.²⁰ Symbols of this union are rings, wedding attire, communal meal, gifts and lighted candles.

Also, important in the marriage rite of passage is the economic significance to the family and society. How much did the bride cost the groom’s family? Does the bride’s family pay for the ceremony? Is the family losing income because person in the couple is moving? The affected family may be compensated with jewelry, money, food and/or clothing by the other family as part of the rites of separation. A transition occurs if the compensation is delayed.

Rites of Passage: Death

Death as rites of passage is a ceremonial act of burial. Throughout history and in every human society, death has been given special significance as a rite of transition. “It is a transitional period for the survivors, and they enter it through rites of separation and emerge from it through rites of the lifting of mourning.”²¹ The practice of burying the body was originally determined not by health considerations but by ideas considered by ancient societies transitioning to the afterlife. “Paleolithic peoples, such as the Neanderthals and later groups, not only buried their dead but provided them with food, weapons, and other equipment, thereby implying a belief that the dead still needed such things in the grave. This very significant practice can be traced back to great antiquity,

possibly to about 50,000 BC.”²² The death rites of passage, which are evident in almost every culture throughout the world, come from a refusal on the part of man to accept death as the definitive end to human life. Despite the appalling evidence of the physical decomposition caused by death, the belief has continued that some part of the individual person survives the experience of dying and is reincarnated. The rites of incorporation in death is to bring together the grieving family with a meal after the burial. Thus, the rites are trying to mend the broken heart and make it whole again.²³

Rites of Passage: The Lion King

My students will use the story of The Lion King to learn about the rites of passage. It is a familiar and easy story for them to understand. I want them to connect with the feelings of Simba, Nala and King Mufasa. They can then transfer that knowledge and delve into studying beginnings, coming of age, separation, graduation, marriage and death. I will lead them into looking for these rites in the story. My fifth graders and I will read and discuss the story of The Lion King. We will sing the songs from The Lion King written by Elton John and Tim Rice. In small groups, the story including the six rites will be acted out.

The Lion King begins with the rites of beginnings. King Mufasa and Queen Sarabi have a cub named Simba. On his day of presentation, Rafiki, the baboon, introduces Simba to all the animals living in Pride Rock. The rites of coming of age occur when Mufasa tells Simba that he is next to be king. Simba will rule all of Pride Rock except for the bad lands where the elephants are buried. Simba befriends Nala, a lioness, and they go to explore the graveyard. On the way, Zazu, an advisor to Mufasa, tries to discourage their trip. Simba and Nala run away from Zazu. They encounter three hyenas, Bonzai, Shenzi and Ed. They were sent by Scar, Mufasa’s brother to kill the cubs. Mufasa comes just in time to rescue Nala and Simba. He sends Nala and Zazu home. Mufasa is upset with Simba. Simba asks if his father will always be with him. King Mufasa tells Simba to look at the stars and he will always be there to guide his son. The rites of death happen when Scar kills Mufasa by pushing him off the ledge into the abyss of hyenas in the elephant burial ground. Simba finds his father’s lifeless body and thinks that he killed him. As Simba wanders into the desert, he is separated from his clan. He is exhausted when he is found by Timon, a meerkat, and a warthog named Pumbaa. Timon and Pumbaa teach Simba “Hakuna Matata” or “no worries.” As rites of graduation, Simba grows up in the desert and likes his new life. He tries to put the past behind him. However, his friend Nala finds Simba in the desert with Timon and Pumbaa. She tells him that Scar became King of Pride Rock and because of Scar’s greed the lands are desolate. She begs Simba to return and take his rightful place as King. After much soul searching, Rafiki convinces Simba that having known his father, Mufasa is not dead but lives in him, his son, Simba. Simba returns to Pride Rock with Timon, Pumbaa and Nala. He asks Scar to leave as King. When Scar refuses, Simba fights him and pushes him into a den of angry hyenas. Rain comes and washes away the destruction as Simba rises to

become King. The rites of marriage occur when Simba marries Nala. Months later, the animals gather at Pride Rock to welcome the son of King Simba and Queen Nala. “When Rafiki held the new lion cub high, all the animals knew that the circle of life would continue, unbroken, forever.”²⁴

In conclusion, after studying about the various rites of passage of beginnings, coming of age, separation, graduation, marriage and death, they will connect these rites of passage to their own lives and to the musical, The Lion King. Through music, they will create compositions depicting their rites of passage. Students will use rhythm instruments, guitars, drums and recorders to accompany their works. They will share their ideas of the rites of passage with each other. Their pieces will be performed and critiqued by the Fourth-grade students.

Learning Objectives

The objectives for **Rites of Passage and The Lion King** unit are that the learners will first discuss rites of passages such as beginnings, coming of age, separation, graduation, marriage and death in the news and in their lives. Students listen to the music and watch The Lion King. In groups they discuss what rituals they saw and how it affected the movie. Using dynamics, tempo, timbre, and articulation, students create a music composition about rituals. They explain how their music cites beginnings, coming of age, separation, graduation, marriage and death. A final evaluation is written explaining how the musical work applies established criteria. Music Standards that have recently been adopted by Delaware have overarching concepts of Performing, Responding, and Connecting. By creating a unit on social problems, I hope to encourage my students to select, evaluate, refine and connect to rituals. The following are the Delaware Music Standards to be addressed. (Pr4.3.5a Performing) Students interpret decisions based on the students understanding of context and expressive intent. (Re7.1.5a Responding) The educator selects musical works that are influenced by their interests, experiences, understandings and purposes. (Re8.1.5a Responding) Students provide clues to their expressive intent. (Cn10.0.5a Connecting) Using background knowledge, they connect personal interests, experiences, ideas and knowledge to creating, performing and responding. (Cn11.0.5a Connecting) Students connect daily life with musicians’ performing, responding and connecting.

Content Objectives

The Enduring Understandings were extracted from the Delaware Visual Arts Standards adapted in 2016. Students develop personal interpretations that consider the creators’ intent. Educator or students choose music appropriate for a specific purpose or context. Reviews by students support interpretations of musical works that reflect the creators/performers expressive intent. Using previous knowledge, they synthesize and

relate knowledge and personal experiences to make music. A relation is made between musical ideas and works with varied context to deepen understanding.

The Essential Questions were developed from the Delaware Visual Arts Standards adapted in 2016. Students will discuss and learn facts to answer questions. How do performers interpret musical works? How do individuals choose music to experience various rites of passage? How do we discern the musical creators and performers expressive intent? How do musicians make meaningful connections to creating, performing and responding? How do the other arts, disciplines, contexts and daily life influence our lives?

Music Strategies

Students need to use 4 specific musical strategies in **Rites of Passage and The Lion King**. Call/Response, improvisation, long-phrased melody and active listening are musical skills that will assist the students in better understanding how to cope with violence. Of course other approaches such as collaborative learning, working in small groups and think/pair/share will be used. Fifth graders use these strategies in other classes. I want to incorporate those strategies as well as add musical methods when learning and analyzing the songs.

Call/ Response

In music, call /response is a technique where one musician sings or plays a phrase and a second player answers with an exact or improvisational response to the phrase either sung or played on an instrument. Call/response depicts an AB form using a solo/chorus, solo/solo or chorus/chorus. For example, students sit in a circle and one calls, “It’s the circle of Life”. All respond “And it moves us all from the song, “Circle of Life” (“Ingonya nengw'e nama bala”). Students can also individually take turns singing the call and response. Another example of call/response would be for me to sing “Whisper to me.” The class then sings “softly, softly.” An exact echo call/response would be for me to chant “We are the Eagles, the mighty, mighty Eagles” and the class then would echo, “We are the Eagles, the mighty, mighty Eagles.” One of the great elements of call and response is that it can be a powerful unifying tool. Those who respond learn to listen carefully to the leader, and in many cases, they gain a sense of belonging by completing or repeating the call. Sometimes, people use it as a way to get collective ideas across to others.

Improvisation

In many cases, particularly in spirituals when call and response involves a choir or ensemble, the director or caller often improvises once he’s established the main melody.

Changes usually get more intense and complex as the music progresses to the climax of the composition. The answer remains fairly unchanged, providing a framework to fit the harmonic, rhythmic and phrasing structure of the piece. The leader often sings with what he's feeling in the moment. However, he has to use a basic knowledge of how the song goes or musical order to make everything line up and sound good. Students create chants and percussion accompaniments. They improvise simple melodies. Often students create movements to emphasize the meaning of the words. Improvisation strengthens and nurtures a child's creativity.

Slow, long-phrased melody

Long phrased melody is more common than Call/response, improvisation or syncopation. Instead of short fragmented lines, long complete sentences were sung. Students who do not like to sing will probably not like this strategy. Choral singing best demonstrates long-phrased melody. Melodic contour can be analyzed for duration, upward and downward motion, repetition, imitation, sequence, steps, leaps and modulation. Examples of long phrases are in the song, "Can You Feel the Love Tonight." Some phrases include "The world for once in perfect harmony" and "Stealing through the night's uncertainties." An effective method to feel long phrases is to have students move their arms in long arcs to the musical expressions.

Active Listening

Active listening means listening to music with focus and intensity, without diverting attention to any other activity. Active listening can be any form of listening activity where the students are engaged in the music 100% of the time. Being engaged in the music means that, while they are listening to music, the students are committed and fully present. By listening, they are immersed in, captivated by, and preoccupied with the music. In other words, they are interacting with the music.

Classroom Activities

This unit is divided into three lessons discussing rites of passage in The Lion King and in the students' lives.

Lesson One – Dramatic Structure

How do performers interpret rites of passage through the arts?

This introductory lesson gives students the opportunity to learn about the rites of passage. Focus will be on the defining rites of beginnings, coming of age, separation, graduation, marriage and death. Ceremonies will be discussed for various rites of passage. A sequence or time frame of the rites of passage will be charted.

Anticipatory Set: KWL chart for rites of passage. Students fill in the K "Think I Know" and W "Think I'll Learn."

Directed Instruction: Introduce definitions for rites of passage and rituals. Instruction will

center on rites of passage in the students' lives.

Activity: Pair students to complete a Frayer model (definition, traits, examples and solutions) for rites of passage. Students listen to "Hakuna Matata" while completing this activity. Then ask the group to share their answers and make revisions.

Assessment: Acrostic Summary: In groups, students complete an acrostic for the word RITES OF PASSAGE using each letter to tell something the students think about a characteristic of the rites of passage.

Lesson Two – Improvisation

How do individuals create music to develop rites of passage?

This lesson focuses on how music can be used in the rites of passage. The rites of beginnings, coming of age, separation, graduation, marriage and death are discussed in The Lion King.

Anticipatory Set: Students activate "What's Already in my Head?" They fill in a thought bubble with words or pictures to show rites of passage. Students show a ceremony with another picture.

Directed Instruction: Students listen to facts about rites of passage. They read the book and listen to the music of The Lion King. They discuss in pairs how the music of The Lion King could show the rites of passage of beginnings, coming of age, separation, graduation, marriage and death.

Activity: Students in small groups of eight discuss the lyrics of "I Just Can't Wait to be King". How do the words relate to rites of passage?

Assessment: Learning Log: Students responds to the prompt on post-it notes the answer to "Something new I learned today is....."

Lesson Three: Active Listening

How can other artistic expressions be used to create, perform and respond to rites of passage?

This lesson focuses on creating music and improvising a scenario about rites of passage.

Anticipatory Set: Have students read the lyrics and listen to "Circle of Life".

Directed Instruction: Students sing the song of "Circle of Life." Words are grouped in small sections and the meanings are discussed. How can these words show a rites of passage? What rites of passage do the words infer?

Activity: Students will agree on a rite of passage as seen in The Lion King. Students may choose beginnings, coming of age, separation, graduation, marriage and death. They will write the scene and make any changes they want to show the rite of passage. The written scene must have a beginning, middle and an end. In a group of 5, 1 will direct, 3 will improvise and 1 will evaluate. They must choose an appropriate type of music or a song go with their scene. They may also choose to write a Call and Response song and improvise on instruments. Speaking or pantomime will be used only music to portray the story. Students may use rhythm instruments, drums, xylophones or other props which they create. Students then act the scene depicting a rite of passage. Audience discusses the various strategies used in each act. Then, students set up centers with various rites of

passage from The Lion King for the fourth graders to rotate through. They create their own melodies, lyrics and accompaniments with instruments.

Assessment: Have student Think, Pair and then Share their ideas on “I would like to learn more about...”

Final Assessment: Students will be able to perform their scenes at a school assembly. After the performances, the audience will discuss what the performance meant and how the rites of passage are depicted in their lives and in The Lion King. Students will then discuss why the lyrics and music in these songs show awareness, management decision making and relationship skills in the rites of passage. Also, the class will give ideas for the L “I Learned” on the KWL chart. They then review the KWL chart.

Please check my website for **Rites of Passage and The Lion King** for updates.

<http://cmhann.weebly.com>

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Appendix A

Delaware Music Standards

In my unit, **Rites of Passage and The Lion King**, students will synthesize and relate knowledge and personal experiences about violence to make music. MU: Cn10.0.5a Students will connect and demonstrate how interests, knowledge, and skills relate to rites of passage and artistic expression when creating, performing, and responding to music.

MU: Cr2.1.5a Students will create selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context. MU: Cr3.2.5a After creating rites of passage scenario, students will present the final version of created music for others that demonstrate craftsmanship, and explain connection to expressive intent. MU: Pr4.1.5a Students will perform and demonstrate and explain how the selection of music to perform is influenced by personal interest in rites of passage, knowledge, context, as well as their personal and others' technical skill. MU: Pr4.3.5a Students will perform and demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style). MU: Re7.1.5a Students will respond, demonstrate and explain, citing evidence, how selected music connects to, and is influenced by specific interests, experiences, purposes or contracts. They will discuss how the music helps convey various rites of passage.

Delaware History Standards

In my unit, **Rites of Passage and The Lion King**, (H.1) Students will employ chronological concepts in analyzing historical phenomena. When studying The Lion King, (H.1.4-5a) Students will study historical events and persons of Africa within a given time-frame in order to create a chronology and identify related cause-and-effect factors. (H.2) Students will gather, examine, and analyze historical data. (H.2.4-5a) Students will draw historical conclusions and construct historical accounts from primary and secondary source materials. (H.2.4-5b) Students will examine historical materials relating to particular regions such as deserts and wetlands, society, or theme; chronologically arrange them, and analyze change over time.

Delaware Theatre Standards

In my unit, **Rites of Passage and The Lion King**, students will generate, organize, develop, refine, analyze and interpret ideas about the rites of passage using theatre arts. TH: Cr1.1.5 Students will create and identify physical qualities that might reveal a character's inner traits about the rites of passage in the imagined world of a drama/theatre work. TH: Cr2-3. Students will create and compare ideas with peers about the rites of passage and make selections using improvisation, tableau, puppetry or pantomime that will enhance and deepen group drama/theatre work. TH: Cr3.1.5 Students will create, revise and improve an improvised or scripted drama/theatre work through repetition and self-review. TH: Pr4.1.5 Students will perform and use physical choices to create meaning in a drama/theatre work such as pantomime. TH: Pr5.1.5 Students will perform and demonstrate the use of technical elements in a drama/theatre work. TH: Pr6.1.5 Students will perform and present drama/theatre work informally to a school audience of peers. TH: Re7.1.5 Students will respond by explaining personal reactions to artistic choices made in a drama/theatre work through participation and observation.

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- 1 “Rite of Passage”, https://www.newworldencyclopedia.org/entry/Rite_of_passage.
 - 2 Gennep, *The Rites of Passage*, 3.
 - 3 “Rite of Passage”, https://www.en.wikipedia.org/wiki/Rite_of_passage.
 - 4 “Rite of Passage”, https://www.newworldencyclopedia.org/entry/Rite_of_passage.
 - 5 Ibid.
 - 6 Eliade, *Mystic Stories:the Sacred and the Profane*.
 - 7 “Rite of Passage”, https://www.en.wikipedia.org/wiki/Rite_of_passage.

 - 8 Ibid.
 - 9 Ibid.
 - 10 Gennep, *The Rites of Passage*.
 - 11 “Beginnings”, <https://en.wikipedia.org/wiki/Beginnings>.
 - 12 “Coming-of-Age”, <https://en.wikipedia.org/wiki/Coming-of-Age>.
 - 13 Driver, *The Magic of Ritual: Our Need for Liberating Rites that Transform our Lives and our Communitites*.
 - 14 Ibid. 114.
 - 15 “Coming-of-Age”, <https://en.wikipedia.org/wiki/Coming-of-Age>.
 - 16 Ibid.
 - 17 Gennep, *The Rites of Passage*, 41.
 - 18 Eliade, *Mystic Stories:the Sacred and the Profane*, 185.
 - 19 “Rites of Passage Graduation”, <https://www.observer.ug/component/content/>.
 - 20 Gennep, *The Rites of Passage*.
 - 21 Ibid. 146.
 - 22 “Death Rite”, <https://www.britannica.com/topic/death-rite>.
 - 23 Gennep, *The Rites of Passage*.
 - 24 Walt Disney, *The Lion King*, last page.