

# Unit 5: Planning a Funeral

Content Area: **Social Studies**  
Course(s): **Death & Dying**  
Time Period: **1 marking period**  
Length: **2 Weeks**  
Status: **Published**

## Unit Overview

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Students will be able create a funeral plan and research what goes into a funeral, will, and obituary

## Transfer

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Students will be able to imagine their own mortality and investigate the cost and details of a funeral

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For more information, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## Meaning

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## Understandings

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Students will understand that...

- Knowing how to write an obituary is an important aspect of a funeral
- Having a will in place is an important step in the process of preparing

- Distributing your assets as per your will must be thought out thoroughly
- Planning a funeral is a costly expenditure and a stressful event that pre-planning can help those loved ones grieve properly

### **Essential Questions**

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Students will keep considering...

- Why pre-planning a funeral is practical
- Why their understanding of wills and advance directives are crucial in planning

### **Application of Knowledge and Skill**

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#### **Students will know...**

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Students will know...

- the proper way to write an obituary
- some of the different types of burial and cremation
- the value of a will
- the approximate cost of a view and funeral

## **Students will be skilled at...**

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Students will be skilled at...

- researching costs and components of a funeral
- creating an obituary
- compare and contrasting the cost verses the desires of the deceased
- analyze different aspects of a will
- creating and planning a funeral

## **Academic Vocabulary**

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Mausoleum, Living will, Advanced directive, Power of Attorney, Obituary, Cremation, Vault, Pre-planning, Death Certificate, Coroner, Embalming, Trustee, Beneficiary

## **Target 2**

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Determine the importance of researching funeral practices and options to make informed decisions.

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LA.K-12.NJSLSA.R1

Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

TECH.8.1.12.B.CS1

Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.1.12.D.CS2

Demonstrate personal responsibility for lifelong learning.

WORK.9-12.9.1.12.A.1

Apply critical thinking and problem-solving strategies during structured learning experiences.

## **Target 1**

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Determine how they will divide up their assets as per their will

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SOC.6.1.12.A.16.a	Examine the impact of media and technology on political and social issues in a global society.
SOC.6.2.12	World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible.
WORK.9-12.9.1.12.2	Critical thinking and problem solving in the 21st century are enhanced by the ability to work in cross-cultural teams in face-to-face and virtual environments.
WORK.9-12.9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.

## **Summative Assessment**

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All assessments are differentiated and aligned to the social studies standards and curriculum.

Alternate assessments may include problem based learning, projects or presentations, or a common paper/pencil assessment or combination of any of these.

Common summative assessments will be devised by the teachers teaching this course during a common planning time.

## **21st Century Life and Careers**

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CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.

## **Formative Assessment and Performance Opportunities**

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Do Nows

Teacher observation

Q and A

Cooperative learning opportunities

Surveys

Examples

Project

### **Accommodations/Modifications**

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Enrichment opportunities: extra credit for those who choose to do outside the classroom work

**Differentiation: 504 accommodations and IEP modifications are met as required**

All assessments are differentiated and aligned to the Social Studies standards and curriculum. Differentiation can include, but is not limited to:

- Graphic Organizers
  
- Chunked Readings
  
- RAFT Activities (Role, Audience, Format, Topic)
  
- Layered Curriculum/Tiered Assignments
  
- Academic Games to practice skills and deepen understanding of topics
  
- Think-Pair-Share Activities
  
- Stations and Learning Centers

- Utilizing Pre-tests to reteach complex content before summative assessment
- Providing additional resources for independent study (videos, study guides, teacher notes, web-based resources)

Alternate assessments may include, but are not limited to Project Based Learning, projects or presentations, or a common paper/pencil assessment or combination of any of these. Some example alternative assessment can include:

- Compare and Contrast Foldable
- Online Practice Game
- Graphic Organizer
- Perspectives Journal Writing
- Timelines
- Debate
- Play Re-Enactment and Song Analysis
- Research Activity <http://www.loc.gov/teachers/classroommaterials/lessons/tinker/procedure.html>

Online Resources:

Text to Speech: Natural Readers - <https://www.naturalreaders.com/>

Content Vocabulary: Academic Word Finder - <http://achievethecore.org/academic-word-finder/>

## **Unit Resources**

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Internet

Power Points

Surveys

Supplemental text/teacher resources

Videos

Project examples

## **Interdisciplinary Connections**

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