

## **LESSON PLAN**

### **Celebrations in Northeast Brazil**

### **Grades 9-12**

#### **Objectives:**

Student will:

- describe Carnival and the Mardi Gras.
- explain why celebrations are important to cultures.
- examine Black Consciousness Month in Brazil.
- examine the history of African American History Month.

#### **Curriculum Standards and Learning Outcomes:**

k.1.3 Understand the diversity of human beings and human cultures.

#### **Materials:**

Student Information Sheet: Celebrations in Northeast Brazil.

Pen and paper

Internet -- Digital link to: APRESENTAÇÃO DAS BATERIAS DAS ESCOLAS DE SAMBA DO GRUPO ESPECIAL DO RIO DE JANEIRO – 2011  
 (<http://youtu.be/XX5389I-wBI>)

#### **Words to Know:**

- Black Consciousness Day - on November 20<sup>th</sup> honoring Zumbi and the struggle for African Brazilian equal rights
- bateria - the percussive unit of Carnival band
- commemorate - to honor the memory of with a ceremony.
- percussion instruments - musical instruments that produce sound by being struck, including drums, cymbals and rattles.

### **Introduction:**

Ask students to name some celebrations or festivals that occur in Detroit. (Noel Night, Independence Day/Fireworks Celebrations, African World Festival, Cinco de Mayo)

1. What activities are festival participants involved in during these celebration? (Singing, dancing, playing music, preparing food, telling stories, etc).
2. Carnivals are held throughout Brazil, and the Mardi Gras is held in the U.S. What do you know about these festivals?

### **Activity 1:**

1. Have students read the Student Information Sheet: Celebrations in Northeast Brasil.
2. Instruct students to view the digital file:  
 APRESENTAÇÃO DAS BATERIAS DAS ESCOLAS DE SAMBA DO GRUPO ESPECIAL DO RIO DE JANEIRO – 2011  
 (<http://youtu.be/XX5389I-wBI>)  
 Write a paragraph describing this experience. Think about including one of these details in your paragraph: the actions of the *mestre* or leader; the response of the total group; the costumes; variety of percussive instruments; or the young man who is “jittin” or dancing like it is done in the U.S.

### **Activity 2:**

Black Consciousness Day in Brazil is now the month-long Black November in Salvador. Research African American History month in the U.S. and answer these questions: When did it change from being observed for a week to being observed for a month. Also, note: Who started it? When did it begin? Where did it start? Why was it being celebrated? What do you do to observe it? Also, list the days or months that are now dedicated to other ethnic groups in the U.S.

**Reflection/Assessment:**

- Name two celebrations you look forward to? Why?
- How can other ethnicities celebrate Black Consciousness Month or African American History Month?

**Extended Activities:**

- Research the role of Samba schools and how they operate throughout the year preparing for Carnival.
- The blocos Afros developed in the 1970s and have appeared in Carnival in Salvador every year. Research their wide range of themes, costume and float designs.