

Unit Plan Format

1. Unit Author(s)/First and Last Name: Erika Stowall

Dance/Detroit Academy of Arts and Sciences

2. Introduction/General Information

- Candomblé: Culture, Music and Dance
 - Unit break-down
1. Brief history of Brazil's slave trade
 2. What is Candomblé?
 3. Comparison of Candomblé in Brazil and other regions
 4. Study of the Orixas
 5. Rituals and practices
 6. Possessions and readings
 7. Dance and Music
 8. Identity and Religions
 9. Comparison of Candomblé with Christianity
 10. The use of Candomblé in contemporary dance and performance (Bale Folkloric and Beyonce's Lemonade)
 11. Samba Unit Plan
 - History and Social Studies
 - 6-8 grade
 - Students will be given a brief history lesson on the slave trade in Brazil to have a better understanding of Candomblé and how it developed in Brazil. They will also be able to explain how some Catholic beliefs have become a part of the Candomblé practices. Through the lesson they will be about to explain verbally and through written assignments: How Candomblé is important to Afro-Brazilians' identity. Why dance and music are important to an oral religion. They will be able to describe rituals and practices, name the orixas and identify modern day examples of Candomblé in the media. This will give them a better understanding of their culture and how to relate to a culture they have either denied or, due to lack of resources and knowledge, have no connection to.

3. Standards/Anchors

ART.D.IV.7.1 Identify and demonstrate understanding by performing folk and/or classical dances from other cultures; describe similarities and differences in steps and movement styles.

ART.D.IV.7.2 Identify and demonstrate understanding of folk, social, or theatrical dance forms learned from resources in their own community, of different cultures, time periods,

or from abroad spectrum of twentieth-century America. Understand, analyze, and describe the cultural/historical context of that dance, effectively sharing its context with peers.

4. Unit Goals – Learning Objectives and Student Learning Outcomes

Learning Objectives	<ul style="list-style-type: none"> • SWBAT written and oral explanation of what Candomblé is. • SWBAT give a summary of the slave trade in Brazil and how Candomblé originated in the country. • SWBAT explain why music and dance are essential components in the religion. • SWBAT make connections with Candomblé to current media entertainment and performance groups. • SWBAT compare Candomblés religious practices in other areas including the United States. • SWBAT name and identify at least two orixas and what they govern. • SWBAT explain the rituals and practices of Candomblé. • SWBAT understand how Candomblé plays a role in identity
Student Learning Outcomes	<ul style="list-style-type: none"> • Students will present an oral explanation of what Candomblé is (in pairs) and turn in a written description of the religious the day after the lectures. • Students in groups of 2/3 will identify on a map where African slaves were transported to Brazil, give an estimate number of slaves who were sent to Brazil, when slavery was ‘officially over’ in Brazil and why it actually ended. • Students will give at least 2 example of how Brazilians used music and dance in their ceremonies and show, in written form, how dance and music keeps an oral religious alive. • Students will view footage of Bale Folkloric and Beyonce’s Lemonade, identify the use of Candomblé practices. Afterward compare and contrast the differences in the work from the actual religious. • In small groups, students will discuss their religious practices and give two example to be presented in a class discussion. As a group, they will compare and contrast the differences in their religious practices with Candomblé. • Students will choose an orixa and search for a short folklore tale to read to the class a week from the lesson. • Students will have to give at least 2 examples of a Candomblé ceremony and the rituals which are performed. • Students will be able to write and orally explain self-identification; how Candomblé is essential to the black movement in Brazil and compare it with Blacks in the United States

5. Essential Question(s) for the Unit

6. Pre-Assessment:

1. How did Candomblé originate in Brazil?
2. What does Candomblé translate to in English?
3. Why is Candomblé in Brazil a syncretic (the amalgamation or attempted amalgamation of different religions, cultures, or schools of thought) religion?
4. What are Orixas/Orissa/Orisha?
5. Can you name an Orixá in the Candomblé religion?
6. Why is identity important in the Candomblé religion?
7. Why is music and dance important to the religion?
8. How has Candomblé resurfaced in modern dance entertainment?
9. What are some similarities to Christianity you'll find in Candomblé? What are some differences?
10. Describes one ritual performed at a Candomblé ceremony.

7. Content—Daily Lesson Plans (Lesson Plan Format)

8. Integration of Resources and Technology:

Smart Board

YouTube

Laptop

BBC website on Candomblé

iTunes: Clips of Beyoncé's Lemonade

Books: Search for Africa In Brazil: Power and Traditions in Candomblé

Candomblé And the Creation of Afro-Brazilian Identity.

9. Differentiated Learning Activities:

All participants will be learning this subject for the first time.

Summary of all learners:

- The majority of the students will be female and identify as African American. The majority of the students at Detroit Academy of Arts and Sciences (DAAS) come from a low-income single parent household.

- Learners will range from students who are below grade level to average or above grade level. Students with learning disabilities or who are behind, are given a plan of action within the first month of school. These students will be given extra time on their assignments or partner with an average or above average student to assist them. The lessons and work will be presented to their case worker, who will review and go over anything the student may not understand.
- Students advancing above grade level, will be able to assist other students and receive more in-depth lessons and break-down of the unit plan by coming together in group discussions facilitated by the instructor.

10. Summative Assessment/Post-Assessment

After each lecture, students will be given an open book quiz which will become a student sheet. At the end of the 10 day unit plan, students will have an exam on the information and present a folklore tale on one of the orixas that was discussed throughout the lesson.

Reflection—Completed after implementation of unit plan: Utilize pre-assessment data to assist your reflection. Provide questions you may pose to yourself for evaluating student learning and your instructional decisions.

ANALYSIS OF STUDENT LEARNING: Analyze assessment data and documented evidence of lesson results and explain to what degree instructional decisions made an impact on student learning and achievement of unit goals and lesson objectives.

ANALYSIS OF TEACHING: Include modifications/recommendations of current instruction for future application on 1) planning and preparation, 2) classroom environments, 3) instruction, and 4) professional responsibilities as related to instructional objectives or standards.

Lesson Design Format

Lesson Number and Title: 1: Brief History of the Slave Trade in Brazil	
Lesson Description: SWBAT learn a brief history of the slave trade and where the majority of the slave who were shipped to Brazil came from. This will assist them with having a better understanding of syncretism and how Candomblé began in Brazil.	
Learning Outcomes: SWBAT <ul style="list-style-type: none"> • Learn how slaves were transported to Brazil. • Appropriately how many slaves were sent to the Americas and the percentage of these who when to Brazil. • Emancipation of slavery and the fight for equity. 	
Activation	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
Pre-test: Return to unit plan	<u>Materials:</u> Pre-test, KWL Artifact: Pierre Verger print <u>Reading:</u> Teresa A Meade 'A Brief History Of Brazil' <u>Assignments</u> (attached below) <u>Reflection</u> (attached below)
Demonstration	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
-Students will review maps of the Northeast Slave trade from Africa to Brazil. -Data and graphs on the estimated percentage of slaves who were imported to Brazils -Documentation on how long slavery was in Brazil. -How the Portuguese transition from Indians to African slaves. -Brief history of the Indigenous (PowerPoint attached)	<u>Material:</u> PowerPoint (attached), , maps from www.slavevoyages.com <u>Reading:</u> Teresa A Meade 'A Brief History Of Brazil' <u>Assignment</u> (attached below)
Application	
Description (What is the student going to do? How are they going to receive guidance and feedback?)	Resources/Media Notes
-Students will take notes on the lecture. The instructor will identify which information is most important to the lesson.	<u>Materials:</u> PowerPoint (Attached)

Students will also break-up into small groups, discussing their notes and begin a dialogue of how slavery shaped countries and culture. -Students will be asked to discuss what they learned in the lecture and add to the L section on the KWL graphic organizer.	<u>Reading:</u> Teresa A Meade 'A Brief History Of Brazil'
Integration	
Description (How will the student demonstrate the learning outcome?)	Resources/Media Notes
At the end of the lecture, students will work in pairs on an open-note quiz, which will later be used as a study guide for their unit test.	<u>Assignment</u> (attached below) Lecture Quiz

Lesson Number and Title: 2: What is Candomblé?	
Lesson Description: Students will receive a breakdown of the Candomblé religion. Receive a clearer definition of syncretism and the names of the practices which form Candomblé.	
Learning Outcomes: SWBAT: <ul style="list-style-type: none"> • Articulate the meaning of Candomblé. • Identify the different religion which create Candomblé • Understand what orixas and deities are. • Describe how Candomblé originated in Brazil. • Know Candomblé is an oral religion 	
Activation:	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
YouTube Clip: Cultural Anthropology: Candomble In Brazil. Breakout into small group discussion. From the clip try to figure out what is Candomble. With your group write out 3 guess. Each group will pick their best answer to share with the class. KWL graphic organizer (K/W only)	<u>Materials</u> KWL graphic organizer Artifact: Xango doll <u>Reading:</u> Searching For Africa in Brazil <u>Assignments</u> (attached below) <u>Reflection</u> (attached below)
Demonstration	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
-Students will watch a clip of traditional ceremony and work on a KWL graphic organizer with the class.	<u>Material:</u> YouTube clips Cultural Anthropology: Candomble in

<p>-Students will review facts and histories on how Candomble traveled to Brazil, the breakdown of the religion and why it important to Afro-Brazilian culture. (PowerPoint attached)</p>	<p>Brazil- 0:28-1:28</p> <p><u>Reading:</u> Searching For African In Brazil</p> <p><u>Assignment</u> (attached below)</p>
Application	
<p>Description (What is the student going to do? How are they going to receive guidance and feedback?)</p>	<p>Resources/Media Notes</p>
<p>-Students will add to their previous notes. Review two clips about Candomble and how it is represented in Afro-Brazilian culture. Have small and large group discussion on the clips and using images from the clip, make guesses on what we think Candomble. Afterward, go into a lecture giving details on the religion and its place in Afro-Brazilian culture. --Students will be asks to discussed what they learned in the lecture and add to the L section on the KWL graphic organizer.</p>	<p><u>Materials:</u> PowerPoint (Attached)</p> <p><u>Reading:</u> Teresa A Meade ‘A Brief History Of Brazil’</p>
Integration	
<p>Description (How will the student demonstrate the learning outcome?)</p>	<p>Resources/Media Notes</p>
<p>At the end of the lecture, students will work in pairs on an open-note quiz, which will later be used as a study guide for their unit test.</p>	<p><u>Assignment</u> (attached below)</p>

Lesson Number and Title: 3: Comparisons of Candomblé and other regions in Brazil.	
<p>Lesson Description: Candomblé in Brazil is a syncretic religion. (Syncretism is a union or attempted fusion of different religions, cultures, or philosophies). Candomblé is practiced in other countries (Italy, US, Argentina, etc.) We will compare and contrast the practiced in these regions and how the Africa beliefs, (Yoruba, Fon, and Bantu) are practiced within Candomblé.</p>	
<p>Learning Outcomes: SWBAT:</p> <ul style="list-style-type: none"> • Identify which religion and practices are study within Candomblé • Name 2-3 regions that always practiced Candomblé. • Discuss Macumba and Umbanda • Describe the differences within the practice • Describes the similarities within the practice 	
Activation	
<p>Description (What is the student going to see, hear, watch,</p>	<p>Resources/Media Notes</p>

do or read?)	
<p>YouTube Clip: Candomble in Brazil 1:28-2:37</p> <p>Students will watch several clips from this short YouTube video.</p>	<p><u>Materials:</u> Candomble in Brazil Artifact: Mae de Pearl jewelry</p> <p><u>Reading:</u> Teresa A Meade 'A Brief History Of Brazil'</p> <p><u>Assignments</u> (attached below)</p> <p><u>Reflection</u> (attached below)</p>
Demonstration	
<p>Description (What is the student going to see, hear, watch, do or read?)</p>	<p>Resources/Media Notes</p>
<p>Student will watch several clips of Candomble in Brazil through the lecture. We will review the preview lecture and go more in-depth with the history of Candomble.</p> <ul style="list-style-type: none"> -Christian traditions which are used in the religion -Yorba, Fon and Bantu religion involved in Candomble -YouTube clip 2:37-4:17 -History of colonization and the quilombos, how the Candomble religion was shaped. -YouTube clip 4:17-6:00 -Discuss other region who practice Candomble. (Argentina, Uruguay, Paraguay and Venezuela. -Explain the differences and similarities in the religion. 	<p><u>Material: PowerPoint (Attached)</u> <u>Candomble In Brazil (YouTube Clips)</u></p> <p><u>Reading:</u> Teresa A Meade 'A Brief History Of Brazil'</p> <p><u>Assignment</u> (attached below)</p>
Application	
<p>Description (What is the student going to do? How are they going to receive guidance and feedback?)</p>	<p>Resources/Media Notes</p>
<p>-Students will watch the clips, and have group discussion on the images they observed. Discuss religion practiced within the classrooms and traditions each student may have with in their family or community.</p> <p>--Students will be asks to discuss what they learned in the</p>	<p><u>Material: PowerPoint (Attached)</u> <u>Candomble In Brazil (YouTube Clips)</u></p> <p><u>Reading:</u> Teresa A Meade 'A</p>

lecture and add to the L section on the KWL graphic organizer.	Brief History Of Brazil'
Integration	
Description (How will the student demonstrate the learning outcome?)	Resources/Media Notes
At the end of the lecture, students will work in pairs on an open-note quiz, which will later be used as a study guide for their unit test.	<u>Assignment</u> (attached below) Lecture Test

Lesson Number and Title: 4: Study of the Orixas	
Lesson Description: We discuss 25 orixas (1 per students). We will discuss their names, what they are gods/ deities over, who they are in relation to the other gods (father, mother, siblings etc.) colors of their attires and go over folktales of 1 or 2 deities.	
Learning Outcomes: SWBAT: <ul style="list-style-type: none"> • Identity and describes more than 1 Orixas. • Describes them by colors and elements • Understand what a folklore is and how they are used in all cultures • Learn history of the orixas and how they are connected to catholic beliefs and stories. 	
Activation:	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
Bellwork: When you entered the class, students will pull a name of an Orixas. . Find their name and picture on the board. In 3-5 sentences, describes them from their attires and actions which are being depicted in the photo. What element do you thing they are gods of. What else is being represented in the pictures?	<u>Materials: Journal entry</u> Artifact: A Lua Cheia De Vento book authored by Mel Adun <u>Assignments</u> (attached below) <u>Reflection</u> (attached below)
Demonstration	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
Before the lecture, students who have chosen the same orixa will compare their finding. They will connect their note and choose 2 familiarities to share with the class.	<u>Material:</u> PowerPoint presentation <u>Reading:</u> A Lua Cheia De Vento By Mel Adun/ Teresa A Meade

-YouTube clip: Candomble in Brazil 6:00-8:46 -Go over the main orixas, colors, powers, etc. -Connect the Orixas to catholic and Christian stories	‘A Brief History Of Brazil’ Interview with Mel and her husband _____ <u>Assignment</u> (attached below)
Application	
Description (What is the student going to do? How are they going to receive guidance and feedback?)	Resources/Media Notes
--Students will be asked to discuss what they learned in the lecture and add to the L section on the KWL graphic organizer.	<u>Materials: Return to KWL</u> <u>Reading:</u> Teresa A Meade ‘A Brief History Of Brazil’
Integration	
Description (How will the student demonstrate the learning outcome?)	Resources/Media Notes
At the end of the lecture, students will work in pairs on an open-note quiz, which will later be used as a study guide for their unit test.	<u>Assignment</u> (attached below) Lecture test

Lesson Number and Title: 5: Rituals and practices	
Lesson Description: Students will receive important on the rituals and practices which the Candomblé house performs. How each day is a day to workshop an Orixas; however it may difference from one house to the next. The ritual that going into a Candomblé ceremonies, the meaning of good/evil and giving and receiving energy.	
Learning Outcomes: SWBAT: <ul style="list-style-type: none"> • Understand the process which goes into having a Candomblé ceremony • Go more in depth on priestess and how important elders are to the religion • Discuss the clothing and the reason behind the colors and etc. • The process of being initiated • The ideas and beliefs of the religion • The beliefs of good/ evil, energy and how to live a life through the Candomblé religion 	
Activation:	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes

<p>-YouTube clip: Cultural Anthropology: Candomble In Brazil. 1:28-2:40</p> <p>Notes on the video clips</p>	<p><u>Materials: Cultural Anthropology: Candomble In Brazil</u></p> <p><u>Reading: Teresa A Meade ‘A Brief History Of Brazil’</u> http://www.bbc.co.uk/religion/religions/candomble</p> <p><u>Assignments</u> (attached below)</p> <p><u>Reflection</u> (attached below)</p>
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Demonstration

Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
<p>YouTube clip: Cultural Anthropology: Candomble In Brazil. 2:40-5:30</p> <p>-Study clips of Candomble ceremonies.</p> <p>-Show photos of priestess and explain why women are favored as head of the house.</p> <p>-Go fully in-depth into readings and initiation into Candomble.</p> <p>-The belief of Candomble and the familiarities in Christianity.</p> <p>YouTube clip: Cultural Anthropology: Candomble In Brazil. 5:30-6:24</p>	<p><u>Material: Cultural Anthropology, PowerPoint presentation</u></p> <p><u>Reading: http://www.bbc.co.uk/religion/religions/candomble/</u></p> <p>Teresa A Meade ‘A Brief History Of Brazil’</p> <p><u>Assignment</u> (attached below)</p>

Application

Description (What is the student going to do? How are they going to receive guidance and feedback?)	Resources/Media Notes
<p>-Students will learn how one begins to practice Candomble, where their beliefs are rooted and why women are so important to the religion.</p> <p>-Students will be asks to discuss</p>	<p><u>Materials: PowerPoint presentation</u></p> <p><u>Reading: http://www.bbc.co.uk/religion/religions/candomble/</u></p> <p>Teresa A Meade ‘A Brief History Of Brazil’</p> <p><u>Interview with Mel Adun and _____</u></p>

what they learned in the lecture and add to the L section on the KWL graphic organizer.	
Integration	
Description (How will the student demonstrate the learning outcome?)	Resources/Media Notes
At the end of the lecture, students will work in pairs on an open-note quiz, which will later be used as a study guide for their unit test.	<u>Assignment</u> (attached below) Lecture quiz

Lesson Number and Title: 6: Temple and House	
Lesson Description: Discussing how readings are performed in Candomblé and the meaning behind possessions.	
Learning Outcomes: SWBAT: <ul style="list-style-type: none"> • Understand what a reading is and why it is important • The practice and meaning behind a possession • Review the choosing of an Orixas • Preparation of an possession • Reviewing the choosing of an house and the ceremony initiation 	
Activation:	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
Review: As a class, discuss points from the previews lectures and how they will relate to today's lectures. 3-5 points.	<u>Materials:</u> Journal Entry Artifacts: Afro-Brazilian Clay dolls collected in Brazil <u>Reading:</u> Teresa A Meade 'A Brief History Of Brazil' http://santeriachurch.org/the-orishas/ <u>Assignments</u> (attached below) <u>Reflection</u> (attached below)
Demonstration	

Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
<ul style="list-style-type: none"> -Review readings -YouTube clip: Macumba, Candomble, and Umbanda: Brazilian Spirituality 0-3:04 (Split up into 2 parts) -Group discussion on the choosing of an Orixas -Discussion what we reviewed in the clip about possession and discuss preparation for possession. -Reviewing the choosing of a house and the ceremony of initiation(possession) 	<p><u>Material: PowerPoint presentation Macumba, Candomble and Umbanda Brazilian Spirituality (YouTube Clip)</u></p> <p><u>Reading: Teresa A Meade ‘A Brief History Of Brazil’ http://santeriachurch.org/the-orishas/</u></p> <p><u>Assignment</u> (attached below)</p>
Application	
Description (What is the student going to do? How are they going to receive guidance and feedback?)	Resources/Media Notes
<ul style="list-style-type: none"> -Students will break up into small groups to discuss similarities they find in Candomble and their own religion and family traditions. (I.E. holy ghost and fasting) --Students will be asked to discuss what they learned in the lecture and add to the L section on the KWL graphic organizer. 	<p><u>Materials: KWL</u></p> <p><u>Reading: Reviewing notes</u></p>
Integration	
Description (How will the student demonstrate the learning outcome?)	Resources/Media Notes
<p>At the end of the lecture, students will work in pairs on an open-note quiz, which will later be used as a study guide for their unit test.</p>	<p><u>Assignment</u> (attached below) Lecture quiz</p>

Lesson Number and Title: 7: Dance and music
Lesson Description: Discuss how Candomblé is an oral religion and how music and dance keeps the religion thriving and the power of music and dance to the religion

Learning Outcomes: SWBAT: <ul style="list-style-type: none"> • Understanding how they practice the religion through music • Important of dance and drums to tell stories • Explain how the music and dance keeps the religion alive • View performance at Candomblé ceremonies • Compare it to the Importances of music and dance to African culture 	
Activation:	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
<p>Photos: of Candomblé ceremonies</p> <p>YouTube Clip: 2 minute clip of: Candomblé: Ogun drum lesson , drum class, dance and song Bahia, Brazil w/ master Bira</p>	<p><u>Materials:</u> Photos of Orixas</p> <p><u>Reading:</u> Teresa A Meade ‘A Brief History Of Brazil’ http://santeriachurch.org/the-orishas/</p> <p><u>Assignments</u> (attached below)</p> <p><u>Reflection</u> (attached below)</p>
Demonstration	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
<p>Lecture of our heritage:</p> <ul style="list-style-type: none"> -Discuss from our preview lecture and African technique class the influences of music and storytelling. -Explain why and how music and dance keeps an oral religion alive 	<p><u>Material:</u> PowerPoint</p> <p>Artifacts: Capoeira CD, T-shirt, and photos</p> <p>Material used to teach Samba class</p> <p><u>Reading:</u> Teresa A Meade ‘A Brief History Of Brazil’ http://santeriachurch.org/the-orishas/</p> <p><u>Assignment</u> (attached below)</p>
Application	
Description (What is the student going to do? How are they going to receive guidance and feedback?)	Resources/Media Notes

Breakout discussion and a 20 minute workshop on Folkloric Samba. -Students will be asks to discuss what they learned in the lecture and add to the L section on the KWL graphic organizer.	Materials: <u>Radio and Afro-Brazilian music</u> Reading:
Integration	
Description (How will the student demonstrate the learning outcome?)	Resources/Media Notes
At the end of the lecture, students will work in pairs on an open-note quiz, which will later be used as a study guide for their unit test.	<u>Assignment</u> (attached below) Lecture quiz

Lesson Number and Title: 8: Identity and Religion	
Lesson Description: We will discuss self-identity, invisible racism, black movement and religion. Discuss each topic separately then how they relate to each other.	
Learning Outcomes: SWBAT: <ul style="list-style-type: none"> • Compare racial events from Brazil to events occurring in the US. • Compare and contrast Segregation and invisible racism • Discuss involvement of Candomblé in the social movement 	
Activation:	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
Students will break-up into small groups (3-4 per group) and discuss racial issues they have experienced or observed in social media. (2-3 minutes) each group will present 1/2 points they discuss to go on the board and discuss later. Create a new KWL format for this lecture. Start adding with the	<u>Materials: KWL</u> Artifact: Materials and clothing from CNN Educational Cultural Center <u>Reading: Preview notes</u> <u>Assignments</u> (attached below) <u>Reflection</u> (attached below)

assistant of the class	
Demonstration	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
<ul style="list-style-type: none"> -Statistics on race issues in Brazil and United States -Discuss timelines of Black liberation (slavery, segregation, civil rights movements, affirmative action, etc.) -Compare and contrast race in Brazil and the United States -Discuss how religion or religion leaders are used to assist with causes and movements. 	<p><u>Material: PowerPoint</u></p> <p><u>Reading: Teresa A Meade 'A Brief History Of Brazil'</u> http://www.npr.org/sections/parallels/2013/09/16/216890587/brazilian-believers-of-hidden-religion-step-out-of-shadows</p> <p><u>Assignment</u> (attached below)</p>
Application	
Description (What is the student going to do? How are they going to receive guidance and feedback?)	Resources/Media Notes
<ul style="list-style-type: none"> -Students will be asks to discuss what they learned in the lecture and add to the L section on the KWL graphic organizer. 	<p><u>Materials: KWL</u></p> <p><u>Reading: Preview notes</u></p>
Integration	
Description (How will the student demonstrate the learning outcome?)	Resources/Media Notes
Students will work in pairs to create an argument of why	<p><u>Assignment</u> (attached below)</p> <p>Lecture quiz</p>

Blacks in the Americas deserves equal rights.	
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Lesson Number and Title: 9: Comparison of Candomblé to Christianity	
Lesson Description: We will compare and contrast the differences in each religion and how they see some of Candomblé practices in their churches or communities.	
Learning Outcomes: SWBAT: <ul style="list-style-type: none"> • Explain the difference and in both religion • Identify similarities • Discuss possessions in Candomblé and the Holy Ghost in black churches • Have open discussion of how black churches and Candomblé encourage and represent African culture. 	
Activation	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
Bellwork: Brief describes your religion and traditions you performed in your family or community. 4-5 sentences.	<u>Materials:</u> Journal Entry Artifact: Ribbon bracelets Senhora do Bonfim <u>Reading</u> <u>Assignments</u> (attached below) <u>Reflection</u> (attached below)
Demonstration	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
Return to our KWL graphic organizer on Candomble and compare contrast how slavery and African customs have overlapped into the Black churches in the America. Also, how Christianity has shaped the black families and homes.	<u>Material:</u> KWL, PowerPoint <u>Reading:</u> Teresa A Meade 'A Brief History Of Brazil' <u>Assignment</u> (attached below)
Application	
Description (What is the student going to do? How are they	Resources/Media Notes

going to receive guidance and feedback?)	
With assistant from the instructor. Students will construct a compare and contrast map to display the differences and similarities in Christianity and Candomble.	<u>Materials: Journal entry</u> <u>Reading</u>
Integration	
Description (How will the student demonstrate the learning outcome?)	Resources/Media Notes
Class will review the Compare and Contrast Map and write one or more founding from the class discussion, which will be turned in at the end of class.	<u>Assignment</u> (attached below) Lecture quiz

Lesson Number and Title: 10: Candomblé in the media and entertain	
Lesson Description: Review and discuss how Candomblé has crossed over from a secret religion to the mainstream.	
Learning Outcomes: SWBAT: <ul style="list-style-type: none"> • View how popular artist have began to use African elements in their work • View how dance company have used elements of Candomblé in their repertoire • Discuss arts as a way for social change and advocacy • Identify Candomblé elements in other artistic work • Be able to identify elements of African culture in their everyday life. 	
Activation:	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
Video clip of Beyoncé’s Lemonade as Orixas Oxum- “Hold Up” (Explain to class they will not be showed the entire Lemonade music video, only clips pick out from the instructor. No request will be accepted, permitted or allowed.)	<u>Materials: Beyoncé Hold up video</u> <u>Reading</u> <u>Assignments</u> (attached below) <u>Reflection</u> (attached below)
Demonstration	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes

<p>Quick discussion on Beyoncé display of an Orixá. See if a student can identify the orixá and why this image is important to Black youth.</p> <p>YouTube Clip: O encanto do Ballet Folclórico da Bahia (whole clip)</p> <p>Discuss why it is important for African American to discuss their heritage.</p> <p>Show modern painting with African aesthetic, graffiti and sculptors</p> <p>YouTube Clip: “They Don’t Care About Us”- Michael Jackson (Shot in Brazil)</p> <p>Show African art and music to begin a discussion on the differences and similarities</p> <p>YouTube Clip: “Only” Fuse ODG</p>	<p><u>Material:</u> O encanto do Ballet Folclórico da Bahia (whole clip) PowerPoint</p> <p><u>Reading</u></p> <p><u>Assignment</u> (attached below)</p>
Application	
Description (What is the student going to do? How are they going to receive guidance and feedback?)	Resources/Media Notes
<p>Students will be able to review images and footage of how African American and Afro-Brazilians use their artistry to bring African heritage to a broader audience.</p> <p>Students will be able to discuss opening their views and opinions on the images which will be displayed throughout the lesson.</p>	<p><u>Materials</u></p> <p><u>Reading</u></p>
Integration	
Description (How will the student demonstrate the learning outcome?)	Resources/Media Notes
<p>Students will work in small groups to create their own dance performance which displays their orixás they picked in early lesson using popular dances, movements from Congolese and Folkloric Samba. Final works will be shown two days after the lesson has been taught.</p>	<p><u>Assignment</u> (attached below) Group assignment, to be shown at a later date. Artifacts: Painting of Oxum</p> <p>Visual image of how artist captured work from traditional African customs</p>

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Name: _____

Period: _____

Date: _____

Grade: _____

Test 1

Northeast Slave Trade

1. What was the life expectancy of a slave in Brazil?
 - A. 10-12 yrs.
 - B. 6-8 yrs.
 - C. 20-30 yrs.
 - D. 2-4 yrs.
2. What was the first law passed in favor of ending slavery?
 - A. Free Birth Law
 - B. Liberation Law
 - C. The Right To Live Law
 - D. Free Person Act Law
3. Slaves' short life expectancy was due to _____
 - A. Grueling work assignments
 - B. Poor nutrition
 - C. Improper housing
 - D. Viewing Africans as property instead of people
 - E. All of the above
4. When was Rio Branco signed?
 - A. 9/25/1888
 - B. 6/5/1658
 - C. 9/28/1871
 - D. 5/5/1551
5. What law was passed on 5/13/1888 outlawing slavery?
 - A. Bronze Law
 - B. Emancipation Law
 - C. Princess Isabel Law
 - D. Golden Law

Name: _____

Period: _____

Date: _____

Grade: _____

Test 2

Origins of Candomblé

1. Religious syncretism means _____

- A Religious practice
- B. Combining two ideas to make one
- C. The fusion of diverse religious beliefs and practices
- D. Organized belief

2. Large groups of slaves were from _____

- A. Yoruban ethnic group
- B. Nigeria
- C. Kenya
- E. Bantu

3. What religions make up Candomble?

- A. Jewish and Baptist
- B. Yorba and Catholic
- C. Catholic and Baptist
- D. Yorba and Muslin

4. What is the name of the communities created by runaway slave?

- A. Quilombos
- B. Favelas
- C. Ghettos
- D. Candomble

5. What does Candomble mean?

- A. Slave community
- B. African Independent
- C. Mixture of religious
- D. Dance in honor of the Gods

Name: _____

Period: _____

Date: _____

Grade: _____

Test 3

Candomblé In Latin America

1. Which other Latin America countries practice Candomble

- A. Argentina, Italy, Paraguay
- B. United States, Canada, Uruguay
- C. Venezuela, Argentina and Uruguay
- D. Argentina, London, and Brazil

2. What similarities do Macumba, Candomble and Umbanda NOT share?

- A. Catholic religion
- B. African culture and belief
- C. Started during slavery
- D. Greek mythology

3. Where was first Candomble temple built?

- A. Bahia
- B. Argentina
- C. Georgia
- D. Salvador

4. Where were the majority of the slave captured from?

- A. West Africa
- B. South Africa
- C. North Africa
- D. East Africa

5. What are the names of the gods/deities?

- A. Goddess
- B. Fon
- C. Yoruba
- D. Orixas

Name: _____

Period: _____

Date: _____

Grade: _____

Test 4

Orixas

1. Who is the Supreme Being, creator of all orixas?

- A. Nana
- B. Oxala
- C. Ogum
- D. Olodumare

2. Definition of an orixa is

- A. God or deities in the Yoruba belief
- B. Mutant
- C. Saints
- D. Priest/priestess

3. Which orixa is connected to Saint Lazarus?

- A. Omulu
- B. Ogun
- C. Xango
- D. Ibeije

4. Which is the mother of all living things, the queen of heaven, earth and all waters and resides in the ocean?

- A. Jesus
- B. Olodumare
- C. Lemanja
- D. Ogun

5. Which orixa is the divine twins?

- A. Yaya
- B. Iansa
- C. Ibeije
- D. Nana

Name: _____

Period: _____

Date: _____

Grade: _____

Test 5

Rituals and Practices

1. What is one Candomble belief?

- A No concept of good or evil
- B. All dogs go to heaven
- C. There is an after-life
- D. Money is the root of all evil.

2. What are the two parts of a Candomble Ritual?

- A. Spirit and the holy god
- B. Preparation and Mass
- C. Sabbath and Ash Wednesday
- D. Service and Communion

3. What is a festoon?

- A. a temple where people come to worship
- B. a bed for the ill
- C. a chain or garland of flowers
- D. a fest for a Candomble ceremony

4. Who is involved in the 'preparation'?

- A. Priest and Initiates
- B. The Government
- C. Jesus
- D. None of the above

5. Which ritual is a public festive banquet in Candomble?

- A. Preparation
- B. Sabbath
- C. Mass
- D. Easter

Name: _____

Period: _____

Date: _____

Grade: _____

Test 6

Temples and Houses

1. What is the meaning of 'family' in the Candomble religion?

- A. A group of people with the same interest
- B. A group of member who engage in the same religion at different Candomble's houses
- C. A group of believers who come together to fellowship and build a connection
- D. A group of people who dance and party together

2. How long is the initiation process into Candomble?

- A. 10 years q
- B. 5 years
- C. 2 years
- D. 7 years

3. During a reading _____?

- A. Mass happens
- B. A priest is chosen
- C. A dance is taught
- D. An orixa is chosen

4. Where is the name of Candomble's place of worship'?

- A. Castle
- B. Hall
- C. House
- D. Temple

5. What is the name of the female leader of a Candomble House?

- A. Pastor
- B. Pae-de-Santo
- C. Mae-de-santo
- D. Minster

Name: _____

Period: _____

Date: _____

Grade: _____

Test 7

Music and Dance

1. What type of religion is Candomble?
 - A. Performance
 - B. Spoken word
 - C. Oral
 - D. Scripture
2. What is a possession?
 - A. An orixa takes over a person's body
 - B. A sing to the orixas
 - C. When you prepared for the ceremony
 - D. Mass
3. How did they keep the tradition of Candomble alive?
 - A. Through the school system
 - B. Through text books
 - C. Through scriptures
 - D. Through song and dance

Name: _____

Period: _____

Date: _____

Grade: _____

Test 8

Identity and Religion

1. What's one different between US and Brazil history on racism?

- A. They are both the same
- B. There is no racial in Brazil
- C. US has documentation of discrimination to people of African descent.
- D. Brazil is doing a better job of tackling issues of racism than the US

2. What is racial democracy?

- A. A system that forces people to make chicken nuggets
- B. A system of favor where one group is more accessible than the other
- C. A system of stratification that focuses on the belief that some racial group are either superior or inferior to other racial group
- D. A system where everyone feels unwanted

3. What's one similarity to the US and Brazil history of racism?

- A. Segregation and Jim Crown
- B. History is written in history books and taught in the schools.
- C. Both had documented violence against Blacks.
- D. Religion leaders were important to their civil rights movement.

4. What hierarchy is displayed in Brazil?

- A. Lighter skin over darker skinner
- B. Pure Brazilian to mixed
- C. Better clothing
- D. Nicer teeth

5. In what ways are Afro-Brazilians discriminated against?

- A. Denial of jobs and property
- B. Lack of education
- C. Better living arrangement
- D. Social standing
- E. All of the Above

Name: _____

Period: _____

Date: _____

Grade: _____

Test 9

Candomble and Christianity

1. What's one different between Christianity and Candomble?

- A Christianity has written scriptures
- B. Have a concept of Heaven and Hell
- C. No concept of good or evil
- D. Have a week preparation for Mass.

2. How are the Holy god and Possession similar?

- A. The worshippers goes into a trance and allows the spirit to take over
- B. Person in a trance moves involuntarily.
- C. Music and dance are important elements.
- D. All of the above

3. What's one similarity between the religions (Black Christianity and Candomble)?

- A. They both have scripture
- B. Have a concept of heaven and hell
- C. Heavily rooted in the black community
- D. Both have no concept of good or evil.

4. Candomble believes in an "after life"?

- A. True
- B. False

5. Is music and dance important to both religious?

- A. Yes
- B. No

Name: _____

Period: _____

Date: _____

Grade: _____

Candomble: Pre/Post Test

1. How did Candomble originate in Brazil?

2. True/False: Candomble means Life is Love? _____

3. True/False: Candomble is a syncretic (the amalgamation or attempted amalgamation of different religions, cultures, or schools of thought) religion. _____

4. True/False: Orixas/Orissa/Orisha are priest and priestess. _____

5. Name an Orixas in the Candomble religious

6. Why is identity(race) important in the Candomble religion?

7. True/False: Music and dance is only important to the Candomble because of ceremonies.

8. True/False: Candomble has resurfaced in modern media through the arts. _____

9. What are some similarities to Christianity you'll find in Candomble? What are some differences?

10. True/False: A ritual performed at a Candomble ceremony is possession. _____

Candomblé

Dance of the Gods

Lesson 1

Lesson 1

Brief History of the Slave Trade in Brazil

KWL

Brazil

What do you know.....

What would you like to
know.....

What did you learn.....

Pre-Test

Candomble: Pre/Post Test

1. How did Candomble originate in Brazil?

2. True/False: What does Candomble means Life is Love? _____

3. True/False: Candomble is a syncretic (the amalgamation or attempted amalgamation of different religions, cultures, or schools of thought) religious. _____

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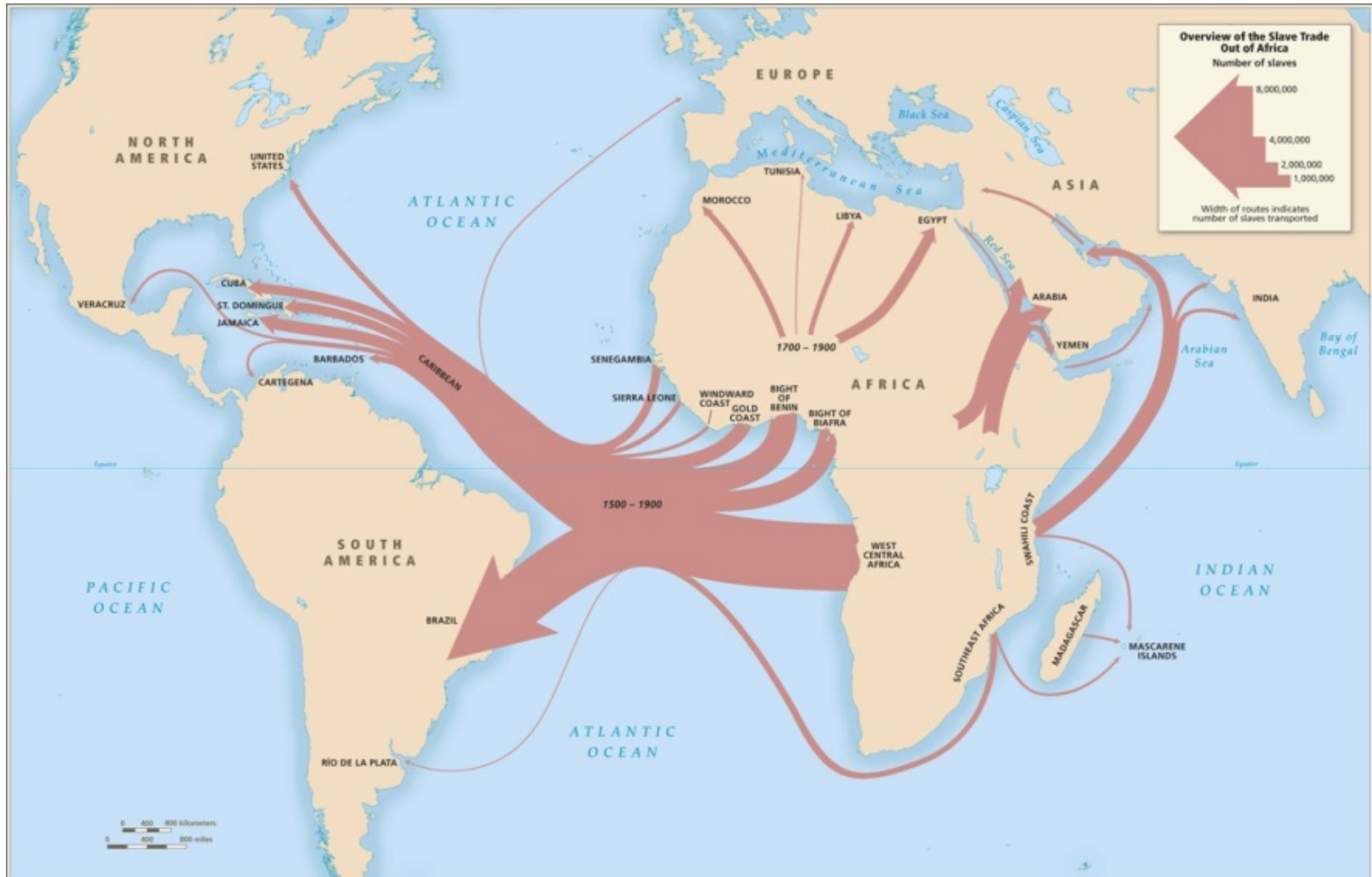
9. What are some similarities to Christianity you'll find in Candomble? What are some differences?

10. True/False: A ritual performed at a Candomble ceremony is possession. _____

Questions of the Day

- How were slaves transported to Brazil?
- How many slaves were sent to the Americas and what percentage of these to Brazil?
- What years were the emancipation of slavery in Brazil and in the United States?

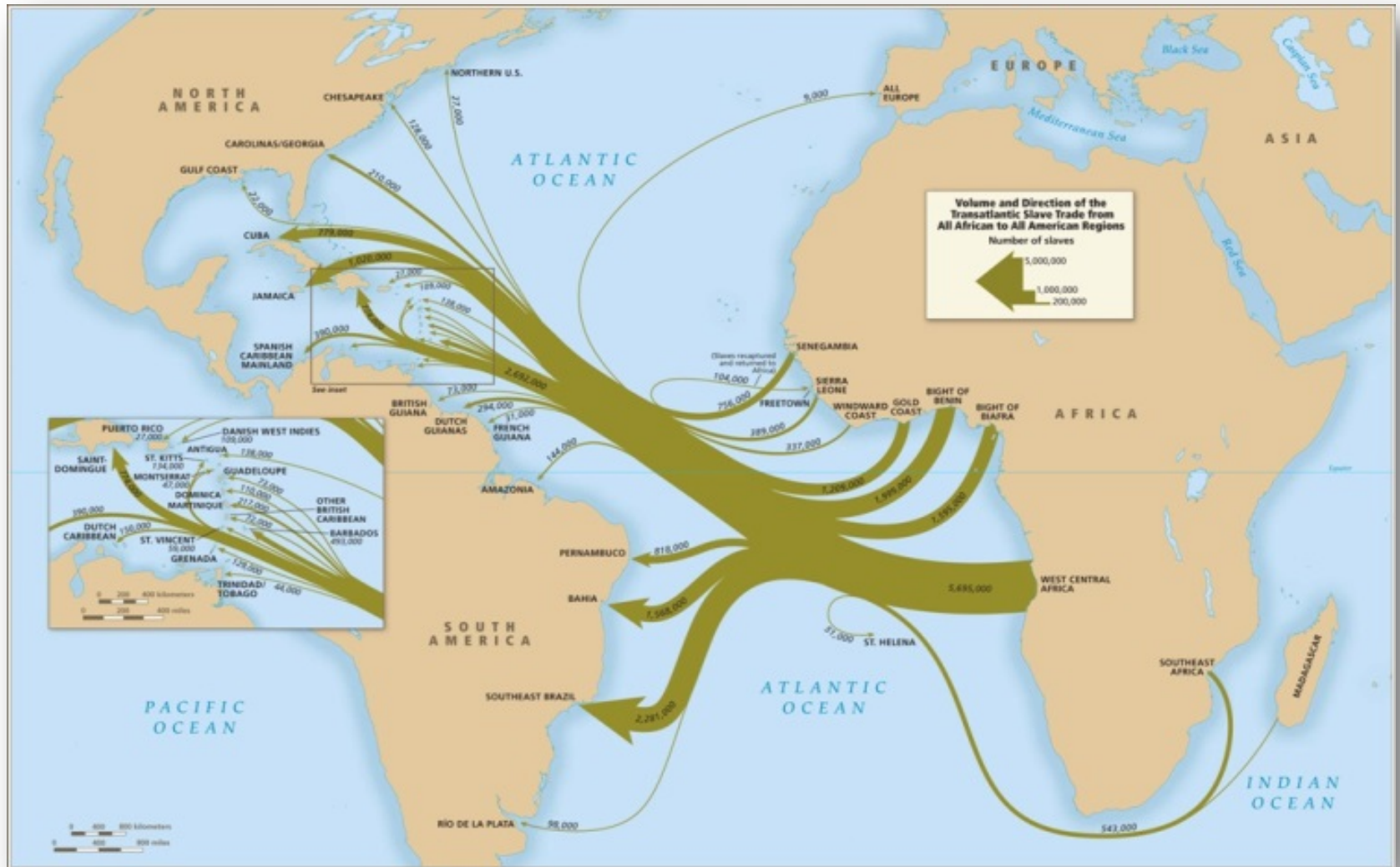
Northeast Slave Trades



Northeast Slave Trade

- Brazil began importing slaves as early as 1551.
- 2/3 of Brazil's records history it was a practice to uproot slaves from Africa
- Slaves were replenished through importation to Brazil instead of natural reproduction when in Brazil.

Northeast Slave Trade



Northeast Slave Trade

- The majority of slaves landed in Brazil, before trafficking began in the United States.
- More than 1 million slaves were imported to Brazil by the mid-19th century.
- United States grew by 2 million through internal reproduction.
- Slaves in Brazil had a low rate of reproduction and a high mortality rate, especially on the sugar plantations and in the mines.

Emancipation – law versus practice

- Rio Branco/Free Birth Law: Signed on 9/28/1871: No person born of a slave mother could be enslaved.
- Golden Law: Signed by Princess Isabel. Outlawed slavery in Brazil on 5/13/1881
- Slaves were still brought in illegally into the 20th century.

Lecture Test 1

1. What was the life expectancy of a slave in Brazil?
 - A 10-12 yrs.
 - B. 6-8 yrs.
 - C. 20-30 yrs.
 - D. 2-4 yrs.
2. What was the first law passed in favor of ending slavery?
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5. What law was passed on 5/13/1888 outlawing slavery?
 - A. Bronze Law
 - B. Emancipation Law
 - C. Princess Isabel Law
 - D. Golden Law

Lesson 2

Origin of Candomblé?

Questions Of The Day

- What is the meaning of Candomblé?
- What religions are associated with Candomblé?
- What are orixás and deities?
- How did Candomblé originate in Brazil?
- What does syncretism mean?

KWL

Candomblé

What do you know.....

What would you like to
know.....

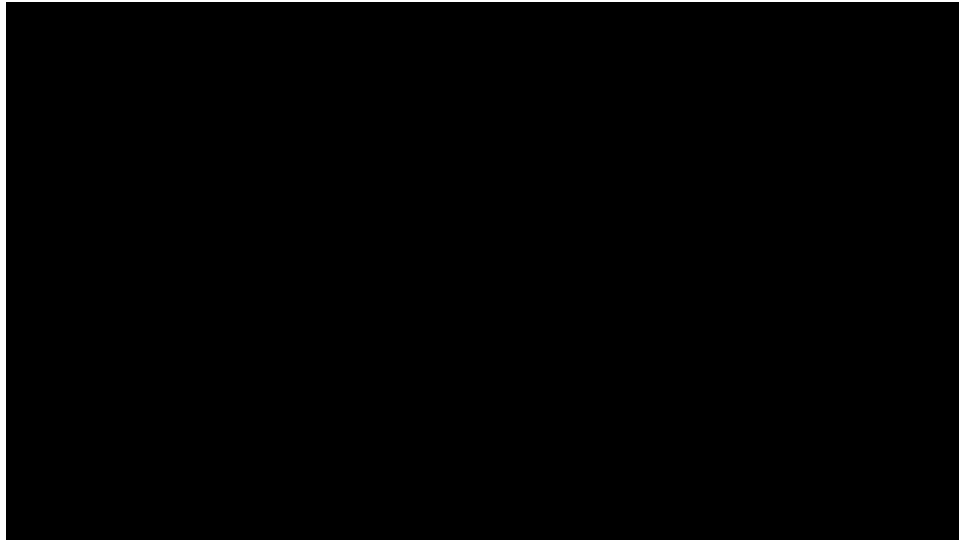
What did you learn.....

Terms

- Candomblé: Dance in honor of the Gods.
- Orixás: Gods/Deities
- Priestess: Heads/leader of Candomblé House
- Quilombos: Runaway slave community
- Favela: An urban area or ghetto in Brazil
- Mae de Santo: Mother of the Orixás

Activation

Breakout into small group discussion. From the clip try to figure out what is Candomblé. With your group write out 3 guess. Each group will pick their best answer to share with the class.



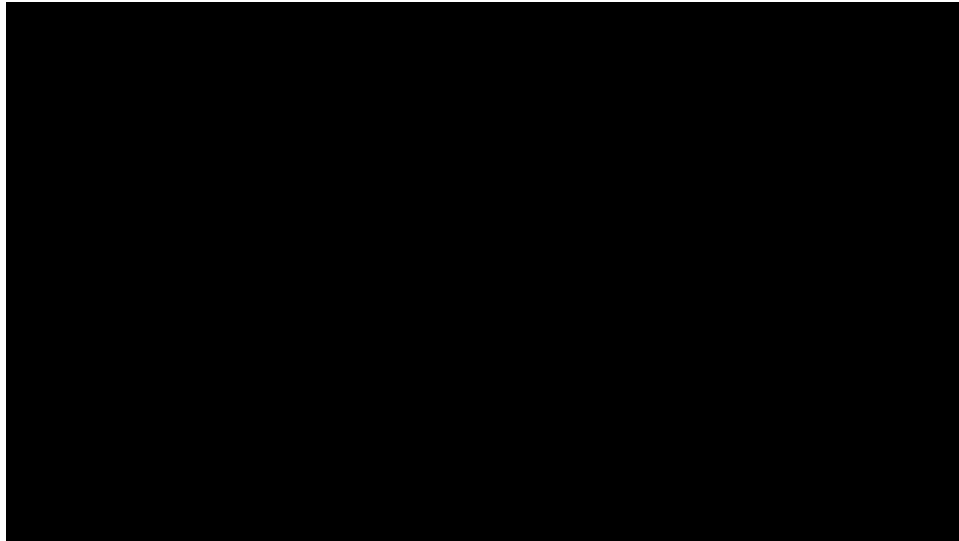
Religious Syncretism

- The fusion of diverse religious beliefs and practices. ~Encyclopedia Britannica

History

- Slaves were baptized at the dock as soon as the slave ships landed in Brazil.
- Priests taught slaves about Catholic beliefs, rituals, and traditions.
- Slaves adopted Catholicism loosely.
- Slaves ran away to quilombos (runaway slave communities that still exist today).
- In these communities Africans' religious and cultural practices flourished and still do today.

Clip



History Continues

- The largest group of slaves were from Yoruban ethnic group.
- Various cultures blended to form a larger Afro-Brazilian culture in name. However, many still identified with their African roots, but in secrecy.
- Many similarities exist between the Yoruba religions and Catholic system.
- Slave religions evolved into a mixture of Catholicism and Yoruba belief called Candomblé.

Lecture 2

1. Religious syncretism means _____.
 - A. Religious practice
 - B. Combining two ideas to make one
 - C. The fusion of diverse religious beliefs and practices
 - D. Organized belief
2. Large groups of slaves were from _____.
 - A. Yoruban ethnic groups
 - B. Nigeria
 - C. Kenya
 - E. Bantu
3. What religions make up Candomble?
 - A. Jewish and Baptist
 - B. Yorba and Catholic
 - C. Catholic and Baptist
 - D. Yorba and Muslim
4. What is the name of the communities created by runaway slaves?
 - A. Quilombo
 - B. Favela
 - C. Ghettos
 - D. Candomble
5. What does Candomble mean?
 - A. Slave community
 - B. African Independent
 - C. Mixture of religions
 - D. Dance in honor of the Gods

Lesson 3

Candomblé in Latin America

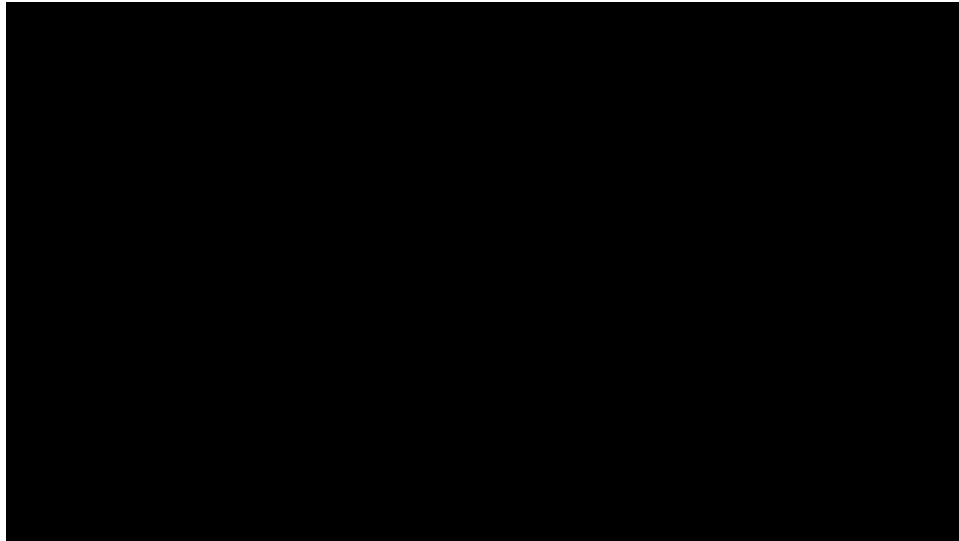
Questions of the Day

- Which religions and practices are studied within Candomblé?
- What are the differences within their practices?
- What are the similarities within their practices?

Terms

- Candomblé: Dance in honor of the Gods.
- Orixás: Gods/Deities
- Priestess: Heads/leader of Candomble House
- Quilombos: Runaway slave community
- Favela: Brazil urban area or ghetto
- Mae de Santo: Mother Of the Orixás

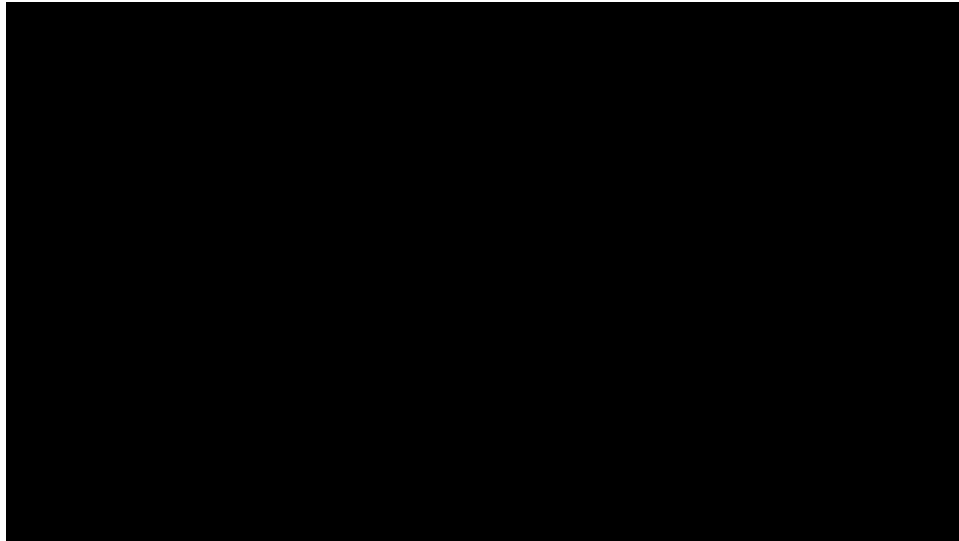
Activation



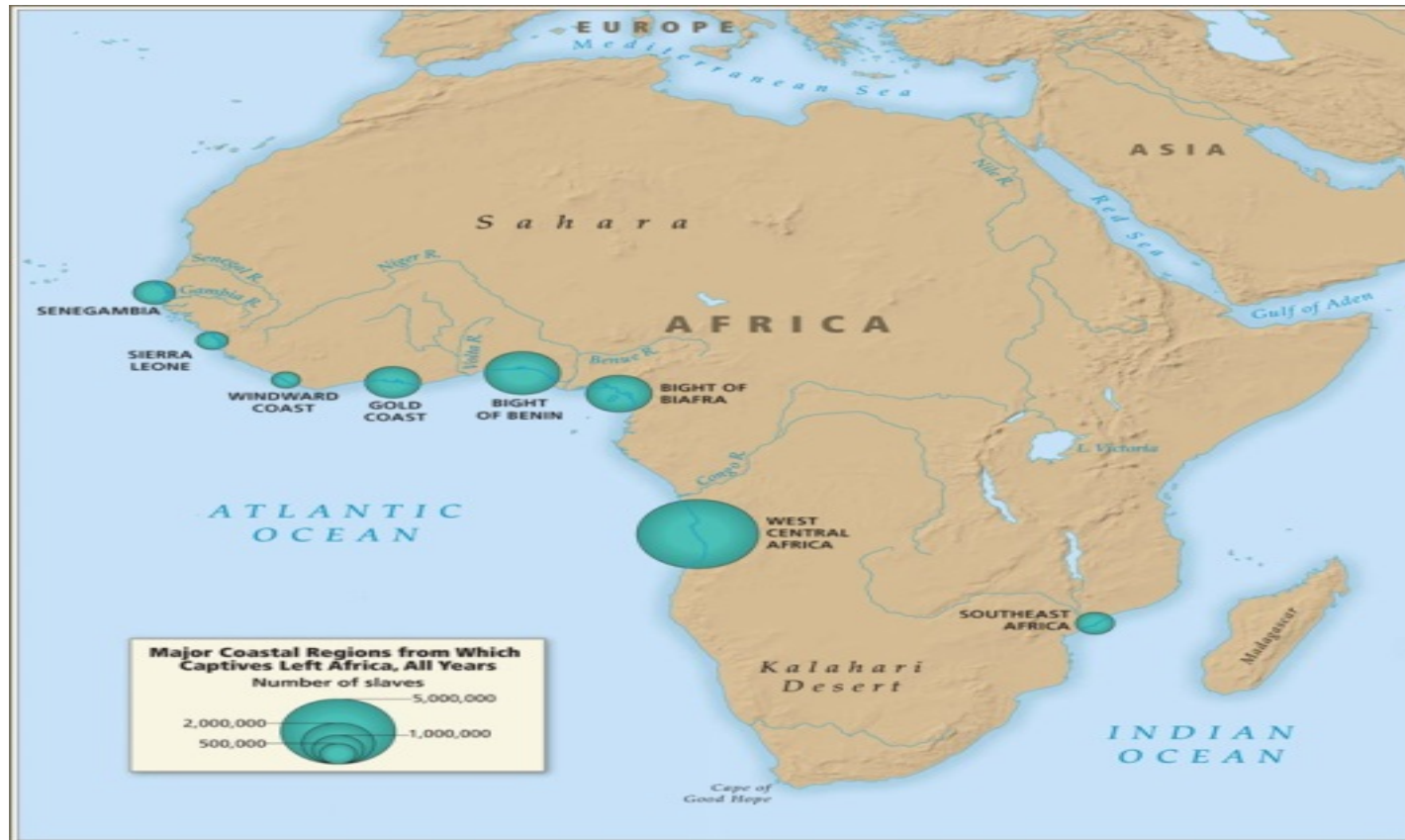
Latin America

- Brazil has the highest number of Candomblé practitioners.
- Candomblé is practiced in other Latin America countries, including Argentina, Uruguay, Paraguay and Venezuela.
- The first Candomblé center was founded by three formerly enslaved women in Salvador in 1930.
Meade Loc. 818
- Syncretic religions developed in Brazil in the slave quarters and quilombolas.

Clip



Captive Slaves



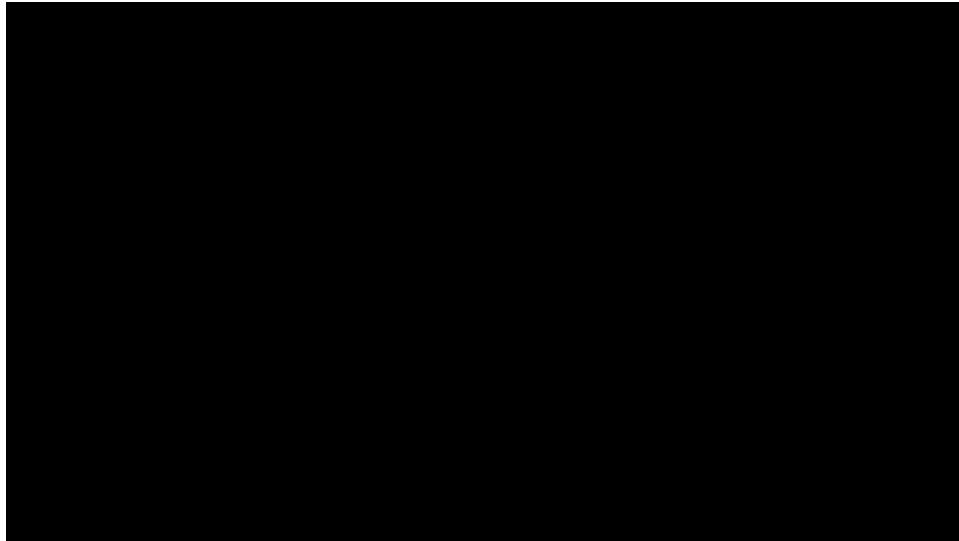
Orixás

- Candomblé is an oral tradition meaning there are no holy scripture.
- There is one supreme creator called Olodumaré.
- Lesser deities/orixas served Olodumaré.
- Each practitioner has their own orixás who control his or her destiny.

Yorba, Fon, Bantu

- The Largest group to come over from West Africa were the Yoruba, Fon and Bantu.
- Between 1549-1888 the religion developed in Brazil influenced by the group.
- It flourished the most in quilombos.
- Macumba and Umbanda also started in the slave quarters.

Clip



Similarities

- Macumba relies on orixas or deities.
- Macumba uses element of Catholic rituals.
- Umbanda combines African beliefs with other religion.
- Both are syncretic religions.
- Both use music and dance within their religion.

Differences

- Umbanda combines African beliefs with Buddhism and Hinduism.
- Umbanda doesn't use saints from the Catholic religion.
- Umbanda approximates Christian symbolism.

Lecture Test 3

1. Which other Latin American countries practice Candomble?
 - A. Argentina, Italy, Paraguay
 - B. United States, Canada, Uruguay
 - C. Venezuela, Argentina and Uruguay
 - D. Argentina, London, and Brazil
2. What similarities do Macumba, Candomble and Umbanda NOT share?
 - A. Catholic religion
 - B. African culture and belief
 - C. Started during slavery
 - D. Greek mythology
3. Where was first Candomble temple built?
 - A. Bahia
 - B. Argentina
 - C. Georgia
 - D. Salvador
4. Where were the majority of the slave captured from?
 - A. West Africa
 - B. South Africa
 - C. North Africa
 - D. East Africa
5. What are the names of the gods/deities?
 - A. Goddess
 - B. Fon
 - C. Yoruba
 - D. Orixas

Lesson 4

Orixás

Find the Orixá's name you pulled and give a description of their costume and what they have domain over.



Pair up

- Find other student(s) who have pulled your orixás.
- Compare your notes.
- Choose one or two similarities to share with the class.

Orixás

- Olodumaré: Supreme being Owner of the heavens and is associated with the Sun.
- Ibeje-Divine twins, The Ibeje are the orixás of joy, mischief, abundance and childish glee.
- Yemanjá-is the mother of all living things, the queen of heaven, earth and all waters. She resides in the ocean and her children are countless like the fishes in the sea.
- Iansa-is a fierce female warrior and the orixás of change. She took the secret of slinging lightning from Xangó.

Orixa cont.

- Exu- He is the owner of the crossroads, the witness of fate and acts as the connecting agent in this world. Often perceived as a trickster or impish child who tests our integrity.
- Oxum- Orixás of sweetness, love and beauty. She is the embodiment of feminine grace, and is a flirtatious coquette.
- Oxala-He is the Sky Father and the creator of human bodies, which were brought to life by Olodumare's smooth breath
- Nana-The grandmother of all Orixás, Nana Buruku is the ancient mother of the universe. This wise and revered Orisha embodies the spirit of the earth and the moon. She is known for her extraordinary healing powers and is an extremely spiritual being.

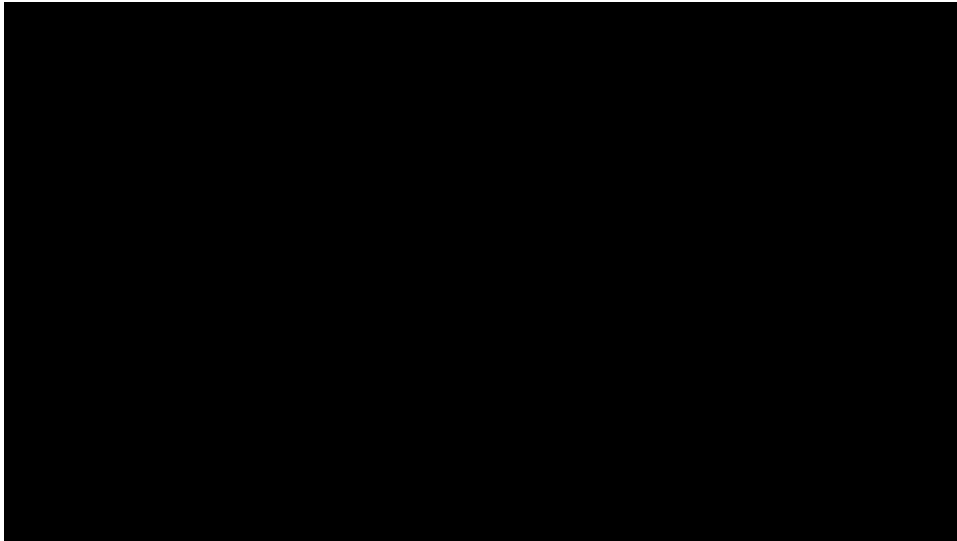
Questions of the Day

- What are the orixás's name and elements?
- What does their colors represent?
- What is folklore?

Terms

- Orixas-gods/deities
- Folklore- traditional customs, beliefs, stories, and sayings
- Saint- a person who is officially recognized by the Christian church as being very holy because of the way he or she lived

Clips



Oshun/Our Lady of Charity of Cobre Yemanjá/Our Lady of Regla



Omulu/Saint Lazarus

Oxala/Jesus



Orixá
Omulú



Omulú
Sincretizado



Comparison

Group Discussion:

- Compare the tales you heard today to stories your church, friends, family tell.
- What similarities do you hear?
- What differences?

Lecture Test 4

1. Who is the supreme being, creator of all orixás?
 - A. Nana
 - B. Oxala
 - C. Ogum
 - D. Olodumare
2. Definition of an Orixás is
 - A. God or deities in the Yoruba belief
 - B. Mutant
 - C. Saints
 - D. Priest/priestess
3. Which Orixá is connected to Saint Lazarus?
 - A. Omulu
 - B. Ogun
 - C. Xango
 - D. Ibeije
4. Which is the mother of all living things, the queen of heaven, earth and all waters and resides in the ocean?
 - A. Jesus
 - B. Olodumare
 - C. Yemanjá
 - D. Ogun
5. Which orixás is the divine twins?
 - A. Yaya
 - B. Iansa
 - C. Ibeije
 - D. Nana

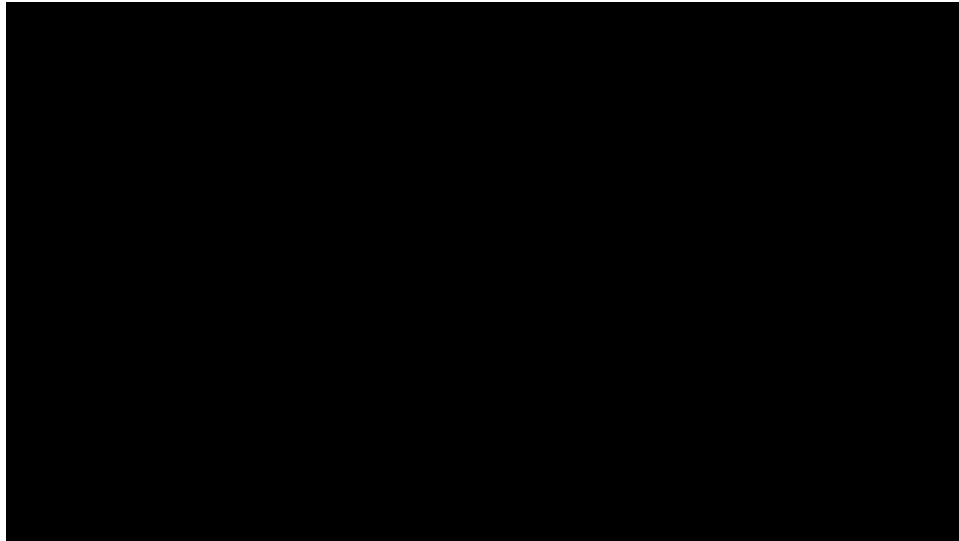
Lesson 5

Rituals and practices

Questions of the Day

- What is a Candomblé ceremony?
- What is a priestess within the Candomblé religion?
- What are the ideas and beliefs within the religion?

Activation



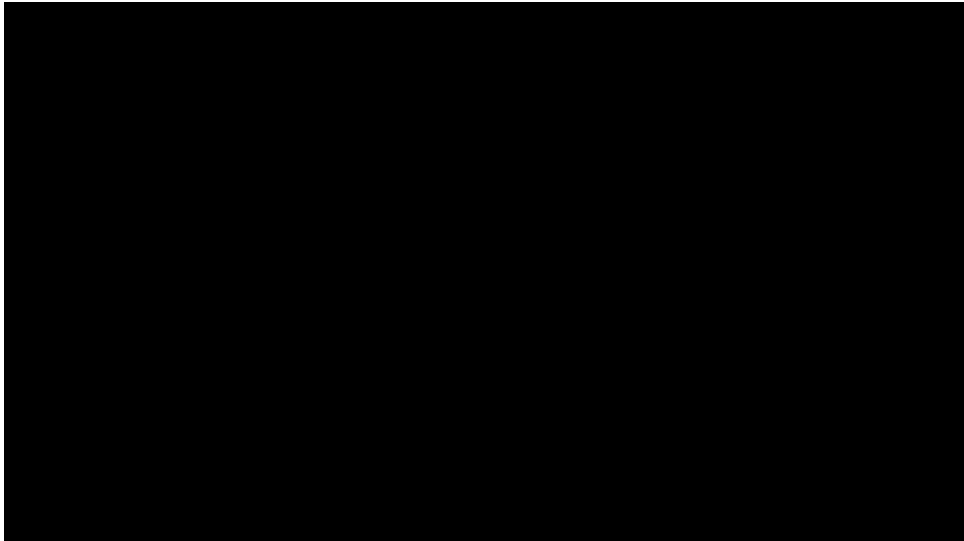
Terms

- Festoon: a chain or garland of flowers, leaves, or ribbons, hung in a curve as a decoration
- Jogo de búzios: cowrie-shell divinations
- Odu: (Ifa signs) are omens, destinations, predestination.

Rituals

2 parts to the ritual

- Preparation-
 - Starts a week before
 - Attended only by priest and initiates
- Mass-
 - Public festive banquet
 - Starts in the late evening



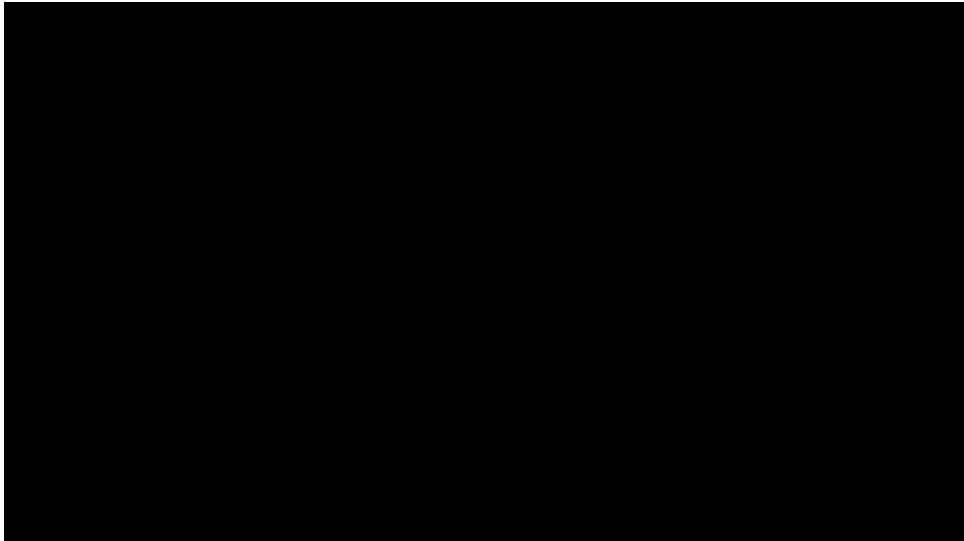
Preparation

- Initiates and aides wash and iron the costumes.
- The house is decorated with flags, festoons and colors favored by the orixás.
- Food is prepared.
- *Jogo de búzios* is performed and offering to desired orixas, as well as to Exu, the spirit messenger.

Jogo de búzios

cowrie-shell divinations

- Like a coin, the shell has only two stable positions on a flat surface, with the slit side facing either up or down.
- The two stable positions of the shell are still called "open" or "closed" for divination purposes. Open" still means that the natural opening is facing up.
- The number of "open" shells is used to select an item (*odú*) which direct the diviner to a fixed list of oracular verses.



Mass

- Invoke and incorporate the orixa.
- Falling into a trance-like state.
- Possessed person perform dances symbolic of the orixa attributes.
- The priest/priestess leads songs that celebrates the spirit's deed.

Candomble Belief

- Candomblé practitioners believe that every person has **their own individual orixa**, which controls his or her destiny and acts as a protector.
- There is **no concept of good or bad** in Candomblé. Each person is only required to fulfil his or her destiny to the fullest, regardless of what that is.

Lecture Test 5

1. What is one Candomble belief?
 - A. No concept of good or evil
 - B. All dogs go to heaven
 - C. There is an after-life
 - D. Money is the root of all evil.
2. What are the two parts of a Candomble ritual
 - A. Spirit and the Holy god
 - B. Preparation and Mass
 - C. Sabbath and Ash Wednesday
 - D. Service and Communion
3. What is a festoon?
 - A. a temple where people come to worship
 - B. a bed for the ill
 - C. a chain or garland of flowers
 - D. a fest for a Candomble ceremony
4. Who is involved in the 'preparation'?
 - A. Priest and initiates
 - B. The Government
 - C. Jesus
 - D. None of the above
5. Which ritual is a public festive banquet in Candomble?
 - A. Preparation
 - B. Sabbath
 - C. Mass
 - D. Easter

Lesson 6

Temples and Houses

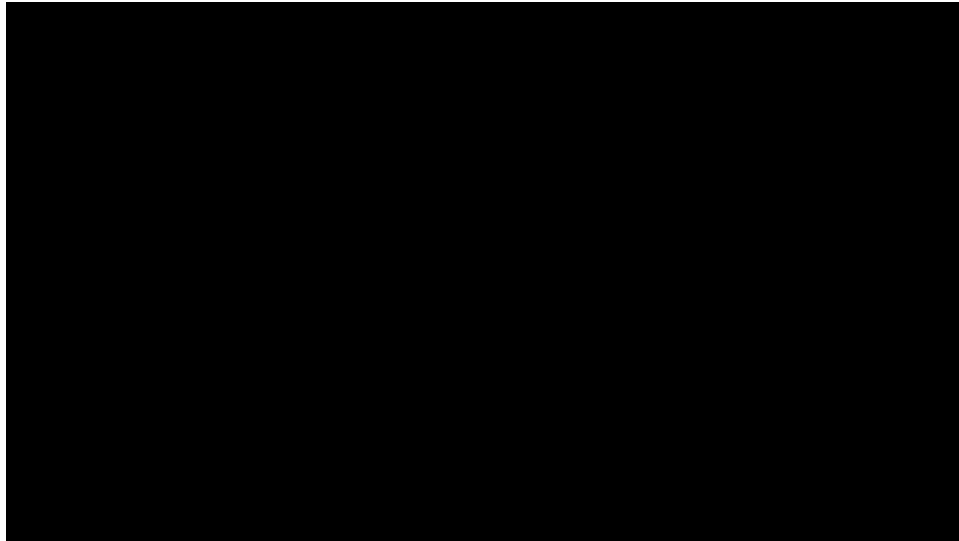
Term

- Casas- house
- Rocas- plantations
- terreiros- yards
- Mae-de-santo- mother of orixás
- Pai-de-santo-father of orixás

Questions of the Day

- What is a reading?
- What is possession?
- How are orixás chosen?

Clip



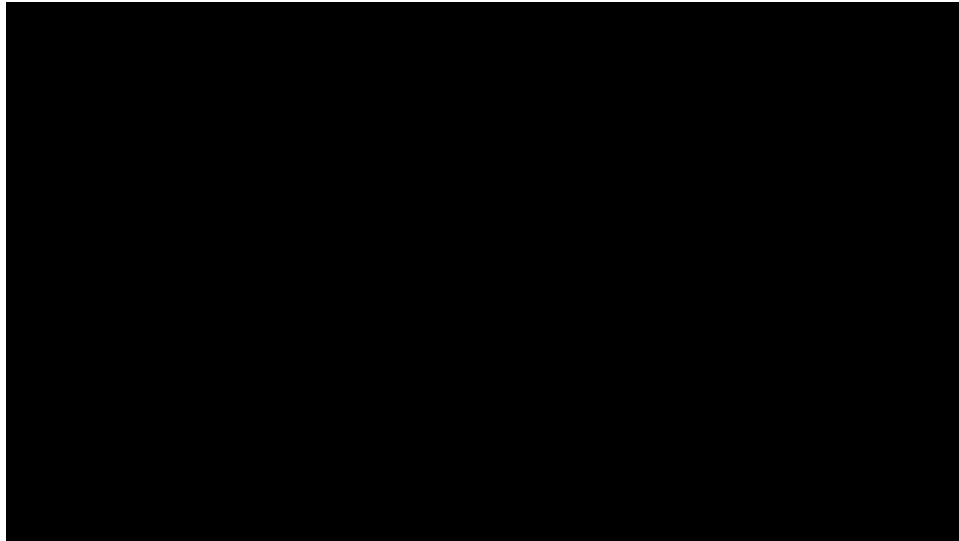
Temple

- Called casas, rocas or yards
- Managed by Mae-de-santo or Pai-de-santo
- Place of worship are the altars to the orixás

Family

- Symbolic 'families' (not necessarily related)
- Each family owns and manage one house.
- Women as diviners and healers
- Leader Mae-de-Santos
- A group of believers who come together to fellowship and build a connection

Clips



Orixá Reading

- Conditioned to approval by the orixás.
- People interested in Candomblé have a reading with a priestess.
- During this reading, an orixás will choose you.

Initiation to a House

- Initiates search for a house that suit them.
- They begin a lengthy initiation rites.
- Last 7 years or more
- During initiation, initiates fall into a trance to be taken over by the orixá.
- During this trance they perform a dance

Lecture Test 6

1. What is the meaning of 'family' in the Candomble religion?
 - A. A group of people with the same interest
 - B. A group of member who engage in the same religion at different Candomble's houses
 - C. A group of believers who come together to fellowship and build a connection
 - D. A group of people who dance and party together
2. How long is the initiation process into Candomble
 - A. 10 years
 - B. 5 years
 - C. 2 years
 - D. 7 years
3. During a Reading_____?
 - A. Mass happens
 - B. A priest is chosen
 - C. A dance is taught
 - D. An orixa is chosen
4. Where is the name of Candomble's place of worship?
 - A. Castle
 - B. Hall
 - C. House
 - D. Temple
5. What is the name of the female leader of a Candomble House?
 - A. Pastor
 - B. Pae-de-Santo
 - C. Mae-de-santo
 - D. Minster

Lesson 7

Music and Dance

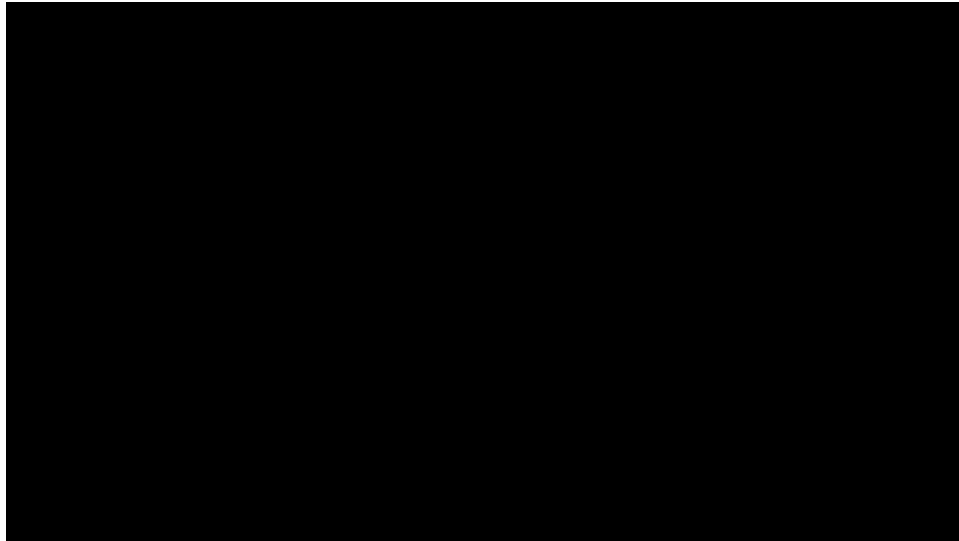
Worship

- Takes form of a specially choreographed dance and hymns.
- The dance is to call on your Orixás.
- Worshipers can be temporarily possessed.
- During possession, one enters into a trance-like state and dances.
- The dance is performed to singing and drumming.

Oral religion

- Music and the traditional dance traveled over
- Dance became an important symbol of rebellion
- Slaves were not allowed to learn how to read or write
- Passing message and history through song and dance were their only way to keep the tradition alive

Clip



Discussion

- How do you we as African American keep the traditions of Africa alive in our culture.
- What is music and dance important to African Americans' communities.
- How does your family keep African traditions alive in your household.

Lecture Test 7

1. What type of religion is Candomble?
 - A. Performance
 - B. Spoken word
 - C. Oral
 - D. Scripture

2. What is a possession?
 - A. An orixa takes over a person's body
 - B. A sing to the orixas
 - C. When you prepared for the ceremony
 - D. Mass

3. How did they keep the tradition of Candomble alive?
 - A. Through the school system
 - B. Through text books
 - C. Through scriptures
 - D. Through song and dance

Lesson 8

Identity and Religion

Questions Of The Day

- What are current racial events affecting Brazil and US.
- What is a brief history of discrimination in Brazil and how does it compare/contrast from the US.
- What were religious groups and leader involvement in the Civil Right movement.

Breakout Session

- When students entered, they will pulled an orixa card. Each matching orixá card will make one group.
- Discuss in your group social inequalities African American face in the United States.
- (Social inequality: the existence of unequal opportunities and rewards for different **social** positions or statuses within a group or society.)

KWL

Identity and Religion in Brazil

What do you know.....

What would you like to
know.....

What did you learn.....

Racism and Racial Democracy

- Racial hierarchy: a system of stratification that focuses on the belief that some racial group are either superior or inferior to other racial group.
- Hierarchy of lighter skin over darker skin.

Social Movements

- Brazil has never had a civil rights movement comparable to the United States.
- Lack of knowledge in the schools on Black leader and activist.
- Lacking of written history on violence against blacks.

Class

- Rigid social hierarchy
- Class, family, and wealth determines a person's status
- Afro-Brazilian have been discriminated against
- Denied jobs, housing, properties, proper schooling

Comparison

- Since the end of slavery, United States and Brazil African descendent have had to fight for equal rights.
- The social groups which are mainly affected by social instability are minorities.
- Leaders within the Black church or temple were/are the forefront of the civil right movement.

Religious and Advocacy

- Advocacy for black rights begin in the churches or temples.
- Religious leader were the frontrunner of protest and boycotts.
- Meetings were carried out in religious buildings.

Lecture Test 8

1. What's one different between US and Brazil history on racism?
 - A. They are both the same
 - B. There is no racism in Brazil
 - C. US has documentation of discrimination to people of African descent
 - D. Brazil is doing a better job of tackling issues of racism than the US
2. What is racial democracy
 - A. A system that forces people to make chicken nuggets
 - B. A system of favor where one group is more accessible than the other
 - C. A system of stratification that focuses on the belief that some racial group are either superior or inferior to other racial group
 - D. A system where everyone feels unwanted
3. What's one similarity to the US and Brazil history of racism ?
 - A. Segregation and Jim Crown
 - B. History is written in history books and taught in the schools.
 - C. Both had documented violence against Blacks.
 - D. Religion leaders were important to their civil rights movement.
4. What hierarchy is displayed in Brazil's society'?
 - A. Lighter skin over darker skinner
 - B. Pure Brazilian to mixed
 - C. Better clothing
 - D. Nicer teeth
5. In what ways are Afro-Brazilians discriminated against?
 - A. Denial of jobs and property
 - B. Lack of education
 - C. Better living arrangement
 - D. Social standing
 - E. All of the Above

Lesson 9

Candomblé and Christianity

Questions Of The Day

- What are the differences and in both religious?
- What are the similarities?
- What representation of African Culture are reflected in black churches.

Differences

- Christianity believes in heaven and hell
- Candomblé believes that your life can be either heaven or hell and doesn't believe in an after-life.
- Candomblé has no belief in good or evil. Whatever you send out, you will receive in life.
- Christianity has written scriptures.

Similarities

- Important in black culture.
- Music and dance is a huge part of the ceremony.
- Religious leaders are important to the community.
- Holy god and possession happens when a spirit takes over.

Holy god/Possession

- During a service or ceremony, spirits/holy god may take over the body and cause a person to go into a trance.
- During this trance they will perform involuntarily.
- The priest or minster will sing or say scriptures during the trance.

Lecture Test 9

1. What's one different between Christianity and Candomble?
 - A. Christianity has written scriptures
 - B. Have a concept of Heaven and Hell
 - C. No concept of good or evil
 - D. Have a week preparation for Mass.
2. How are the Holy god and Possession similar?
 - A. The worshippers goes into a trance and allows the spirit to take over
 - B. Person in a trance moves involuntarily.
 - C. Music and dance are important elements.
 - D. All of the above
3. What's one similarity between the religions(Black Christianity and Candomble)?
 - A. They both have scripture
 - B. Have a concept of heaven and hell
 - C. Heavily rooted in the black community
 - D. Both have no concept of good or evil.
4. Candomble believes in an "after life"?
 - A. True
 - B. False
5. Is music and dance important to both religious?
 - A. Yes
 - B. No

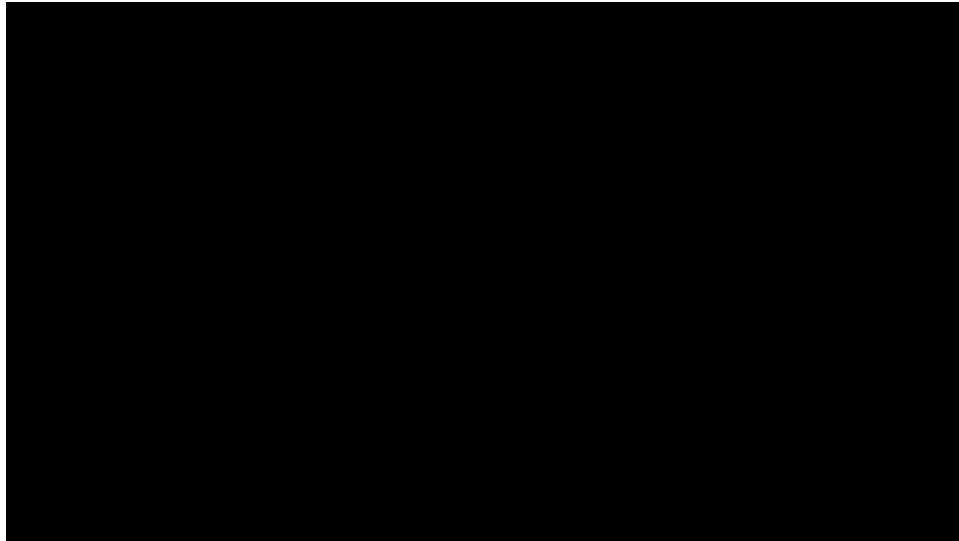
Lesson 10

Candomblé in the Media and Popular
Entertainment

Questions Of The Day

- How do popular artist use African elements in their work?
- How do dance company used elements of Candomblé in their repertoire?
- What are social change and advocacy important?

Hold up



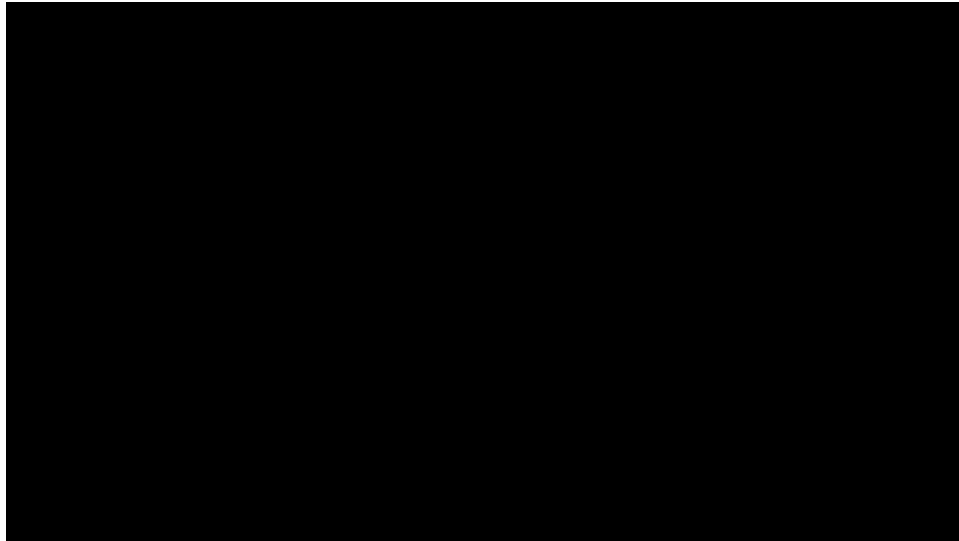
Yoruba Culture in the Media

- Identify which orixa Beyoncé was betraying?
- How did she represent Yoruba culture in her video?
- What other representation of Yoruba artifact can be show in the media or different artist?

Beyoncé as Oxum



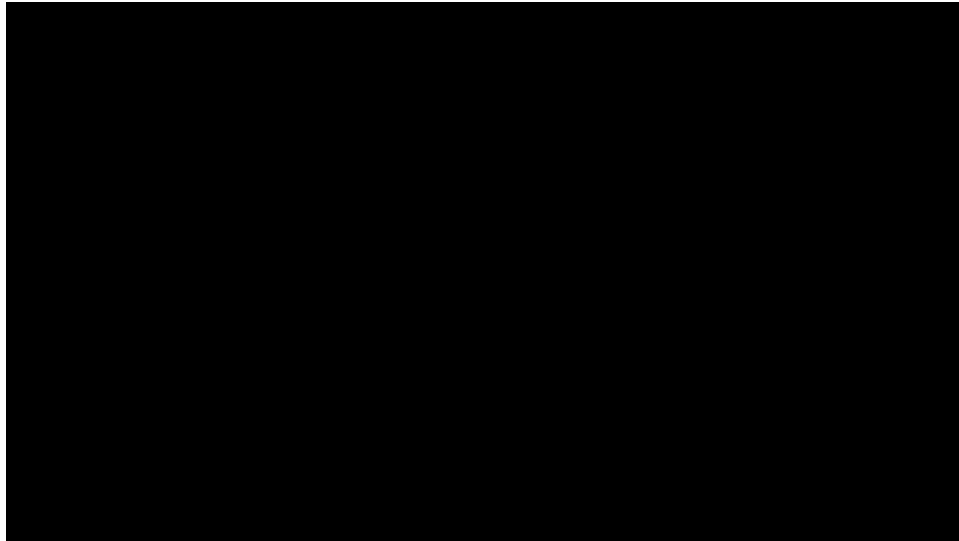
Bale Folkloric



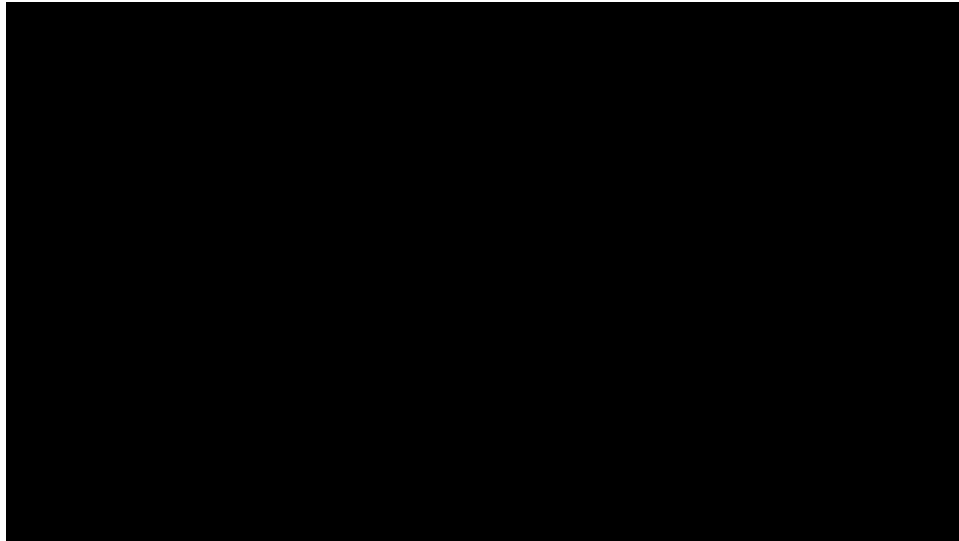
What did you see?

- Which orixás can you identify?
- How were the dances portrayed?
- How would you describes the trance-like performance?
- Describes the costumes.
- Describe their props.

Michael Jackson



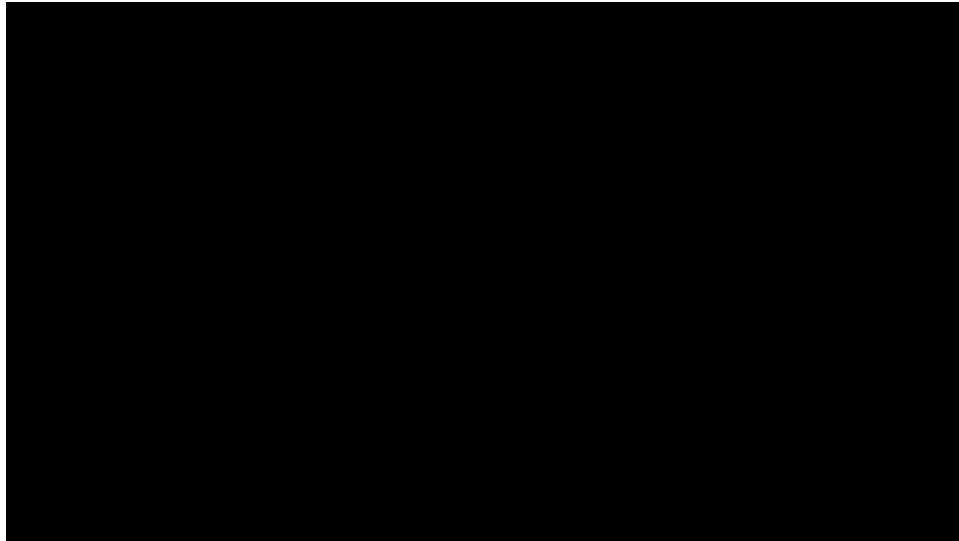
Michael Prison Version



Compare and Contrast

- What were the similarities?
- Differences?
- What's the meaning behind the song?
- How does the song make you feel?

Orixás in African Music



Arts and Advocacy

- How do Black artist display their African culture?
- Why is it important to connect with your culture?
- Why is it important to show your culture to the world?

Group Assignment

- Return to your notes on orixás and partner back with your original group.
- Create a 30 sec. work (36 counts) exhibiting your orixá's attributes.
- Use BEST to execute the assignment
 - Body
 - Energy
 - Space
 - Time