

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

Rituals and practices

6. Possessions and readings

7. Dance and Music

8. Identity and Religions

9. Comparison of Candomblé with Christianity

10.

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

- 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

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:** an Fn 3.78 -0.002 Tw -2(o3ogy:)]TJ /TT2cn /TT3 1-3.78

- 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 Candomblè began in Brazil.

Learning Outcomes:

<p>Students will also break-up into small groups, discussing their notes and begin a dialogue of how slavery shaped countries and culture.</p> <p>-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>Reading:</u> Teresa A Meade ‘A Brief History Of Brazil’</p>
<p>Integration</p>	
<p>Description (How will the student demonstrate the learning outcome?)</p>	<p>Resources/Media Notes</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. (PowerPoint0 Tw uf5(r)5(e)6(5-g3rn38]TJ 0-0.002 Tw [(r)-5(e)6(lig)12(i

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	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes

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.

- Christian traditions which are used in the religion
- Yorba, Fon and Bantu religion involved in Candomble
- YouTube clip 2:37-4:17
- History of

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 (

-YouTube

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

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 (attached below)</u></p>

Learning Outcomes:

SWBAT:

- 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
-

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

-Students will be asks to discuss what they learned in the lecture and add to the L section on the KWL

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



Quick discussion on Beyoncé display of an Orixa. See if a student can identify the orixa and why this image is important to Black youth.

Material: O encanto do Ballet Folclorico da Bahia (whole clip)
PowerPoint

YouTube Clip: O encanto do Ballet Folclorico da Bahia (whole clip)

Reading

Discuss why it is important for African American to discuss their heritage.

Show modern painting with African aesthetic, graffiti and sculptors

YouTube Clip: “They Don’t Care About Us”- Michael Jackson (Shot in Brazil)

Show African art and music to begin a discussion on the differences and similarities

YouTube Clip: “Only” Fuse ODG

Works Cited

Capone, S. (2010). *Searching for Africa in Brazil: Power and tradition in candomblé*. Durham: Duke University Press.

Ligiéro, Z. (2014). *Initiation into Candomblé: Introduction to African-Brazilian religion*. New York: Diasporic Africa Press.

Meade, T. A. (2010).

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

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 Candomblé?
 - 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 slave?
 - A. Quilombos
 - B. Favelas
 - C. Ghettos
 - D. Candomblé
5. What does Candomblé 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

Name: _____

Period: _____

Date: _____

Grade: _____

Test 4

Orixas

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

Name: _____

Period: _____

Date: _____

Grade: _____

Test 5

Rituals and Practices

Name: _____ 27f 70

Name: _____

Period: _____

Date: _____

Grade: _____

Test 7

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

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

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

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

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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. _____

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?

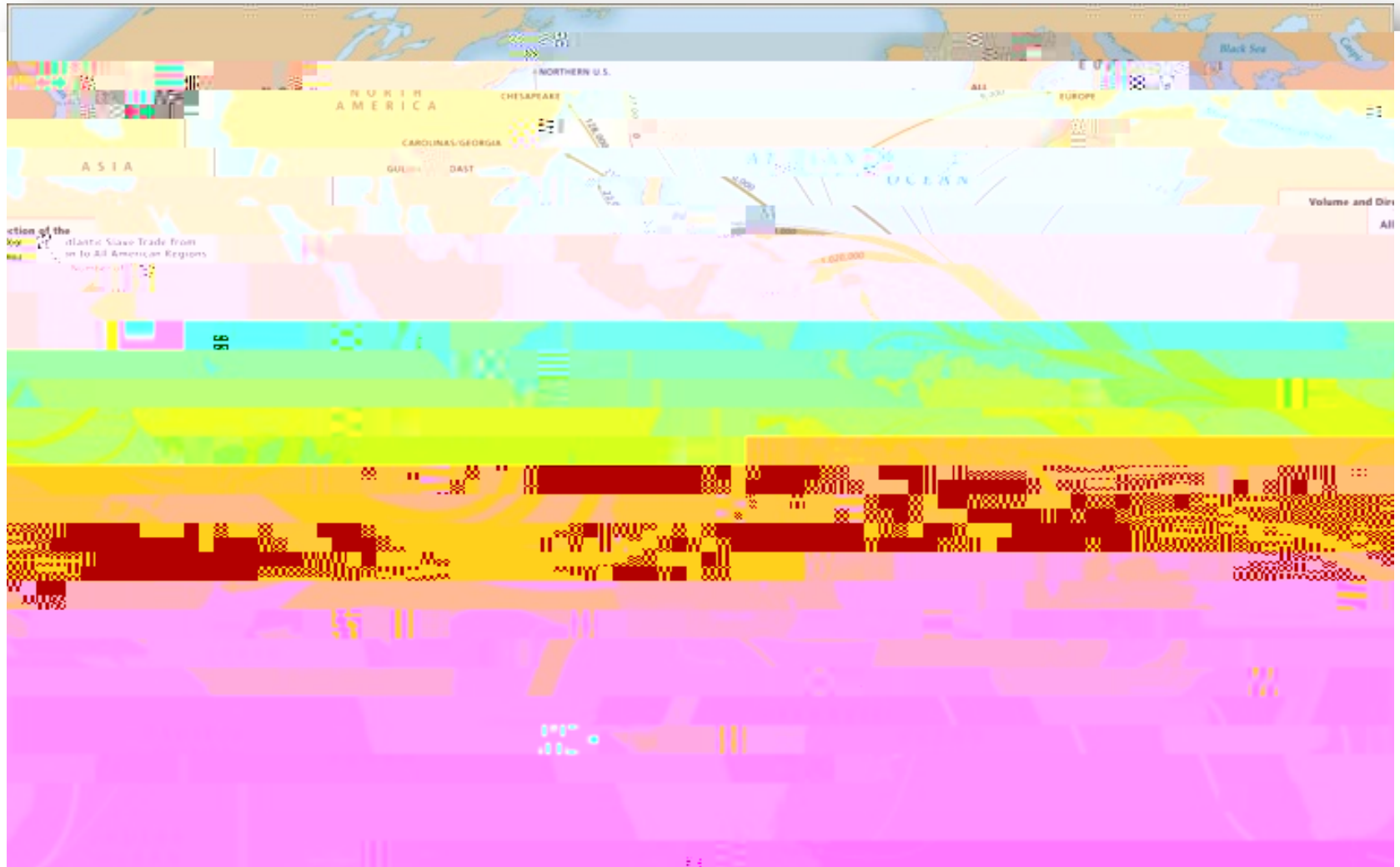
Northeast Slave Trades



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?
 - A. Free Birth Law
 - B. Liberation Law
 - C. The Right To Live Law
 - E. Free Person Act Law
3. A slave's 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

Lesson 2

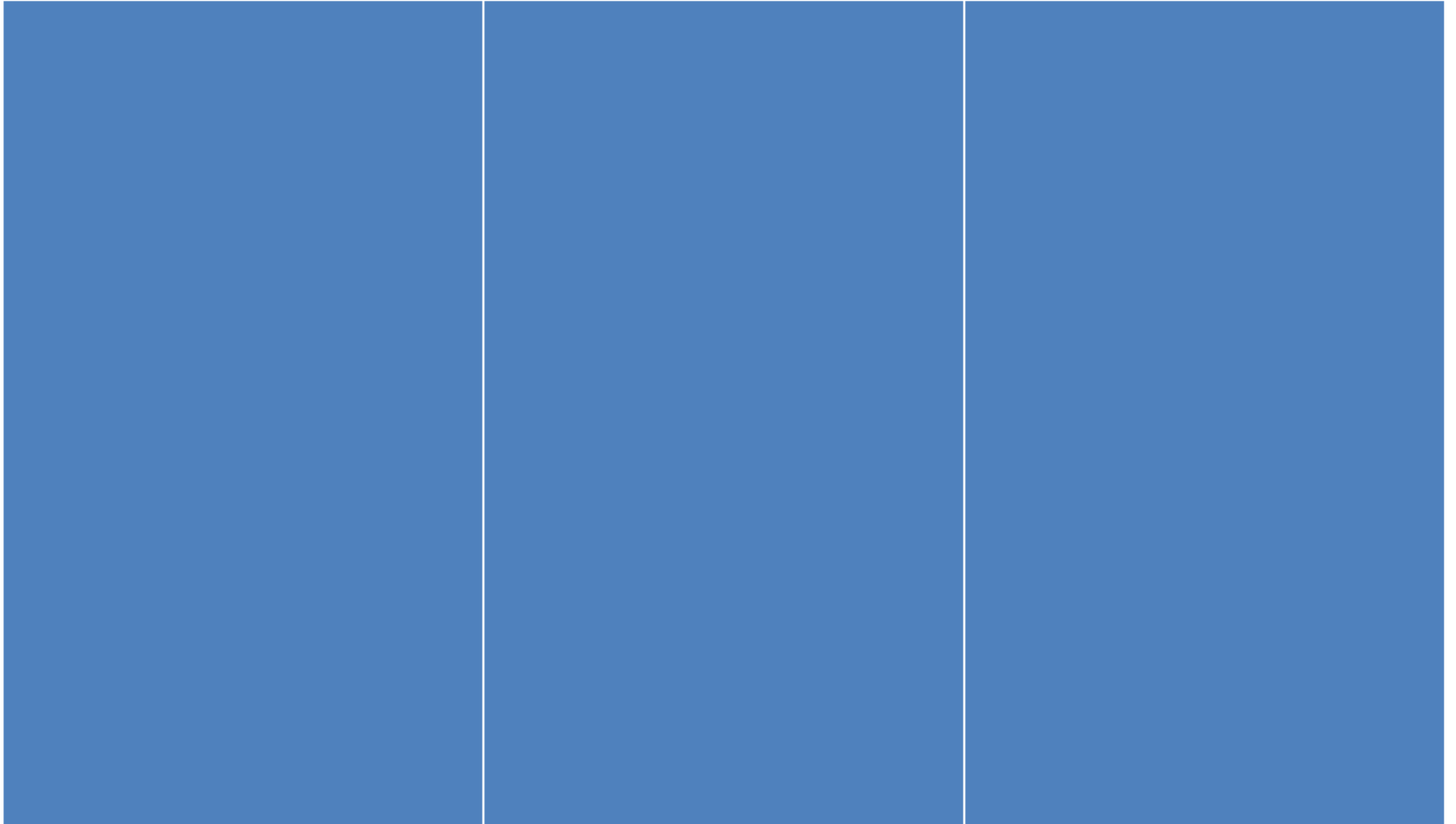
Origin of Candomblé?

Questions Of The Day

- What is the meaning of Candomblé?
- What religions are associated with

KWL

Candomblé

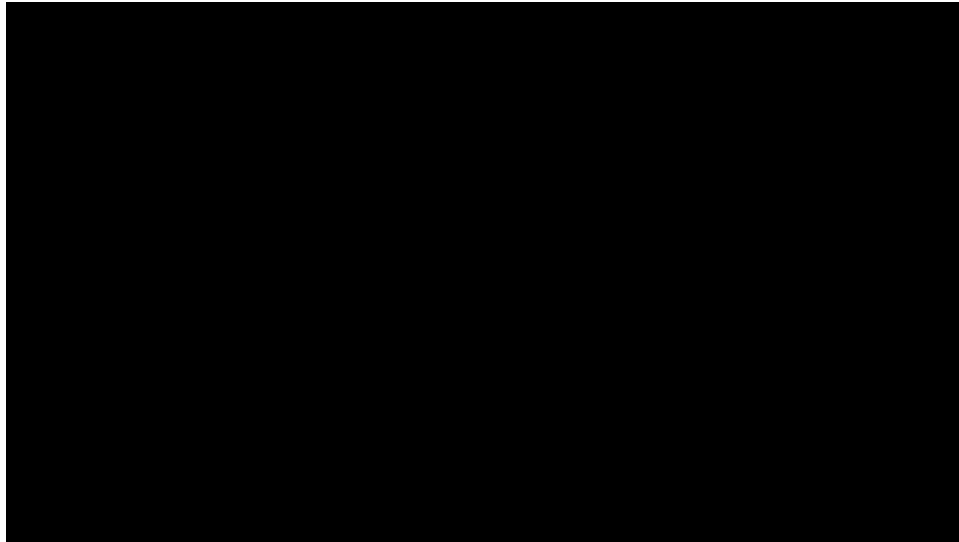


Terms



Activation

Breakout into small group discussion. From the clip try to



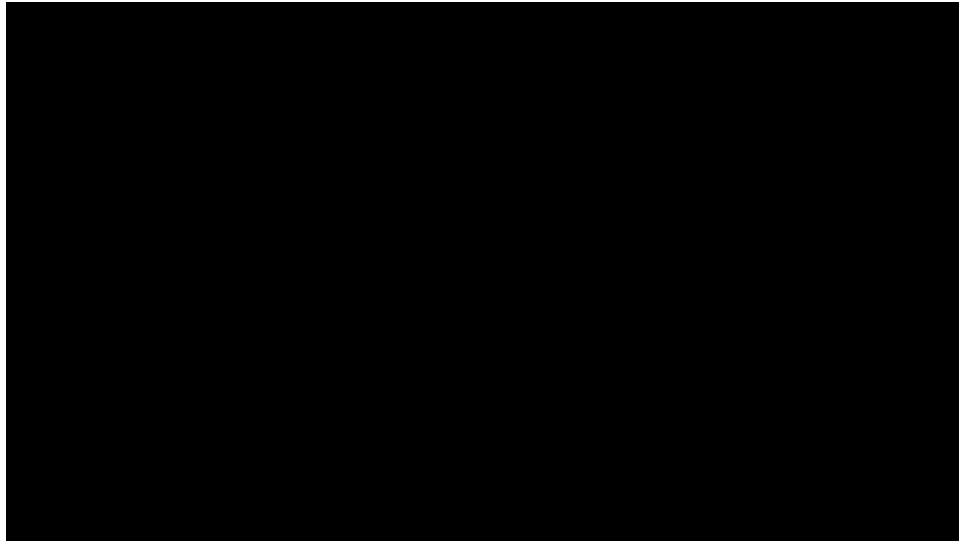
Religious Syncretism

- 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 AMCID 32 BDC /TT1 1 Tfa.y)

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.
-

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

Lesson 3

Candomblé in Latin America

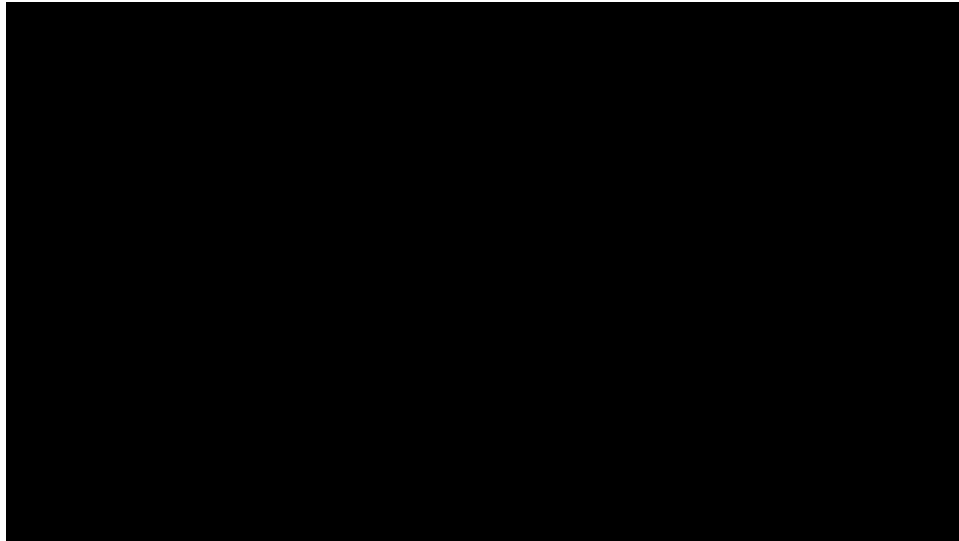
Questions of the Day

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

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

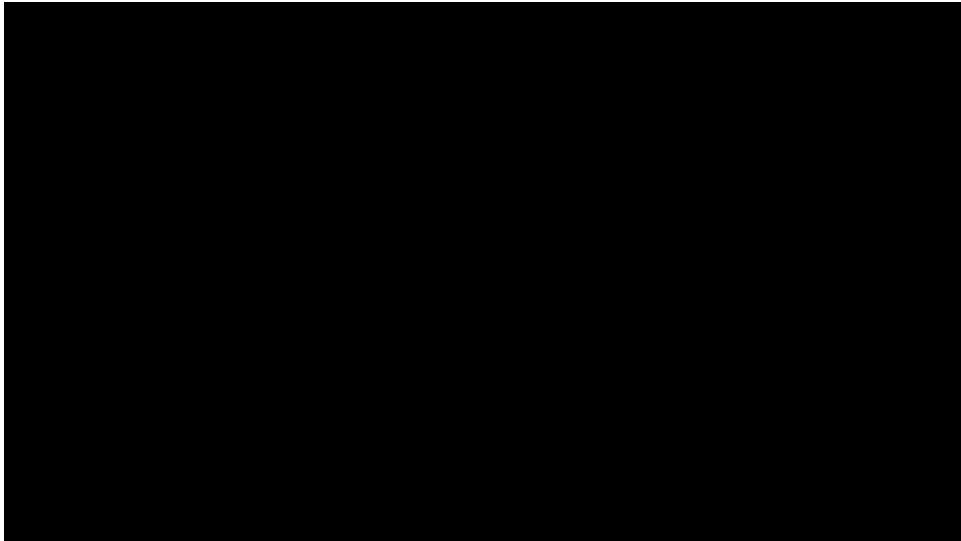
Activation



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



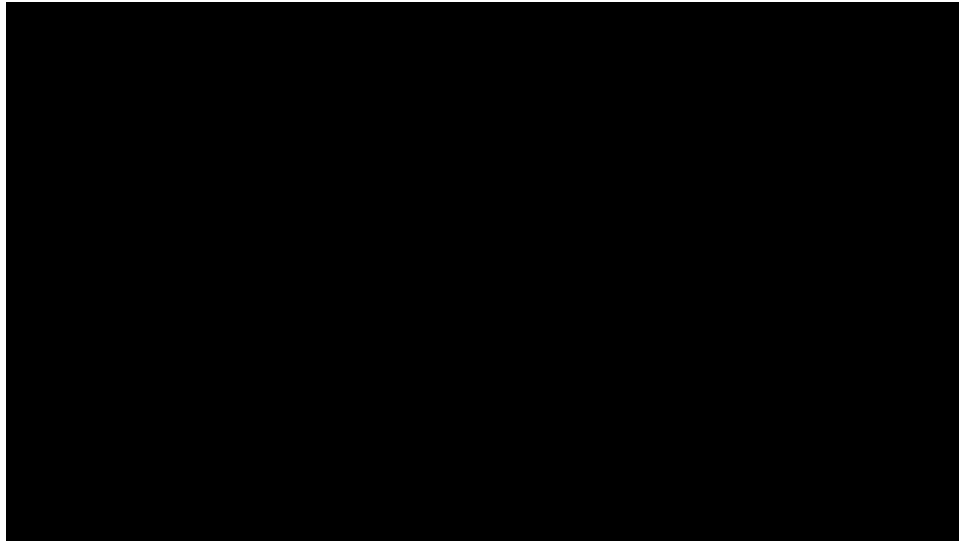
Orixás

- 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.

Yoruba, 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.

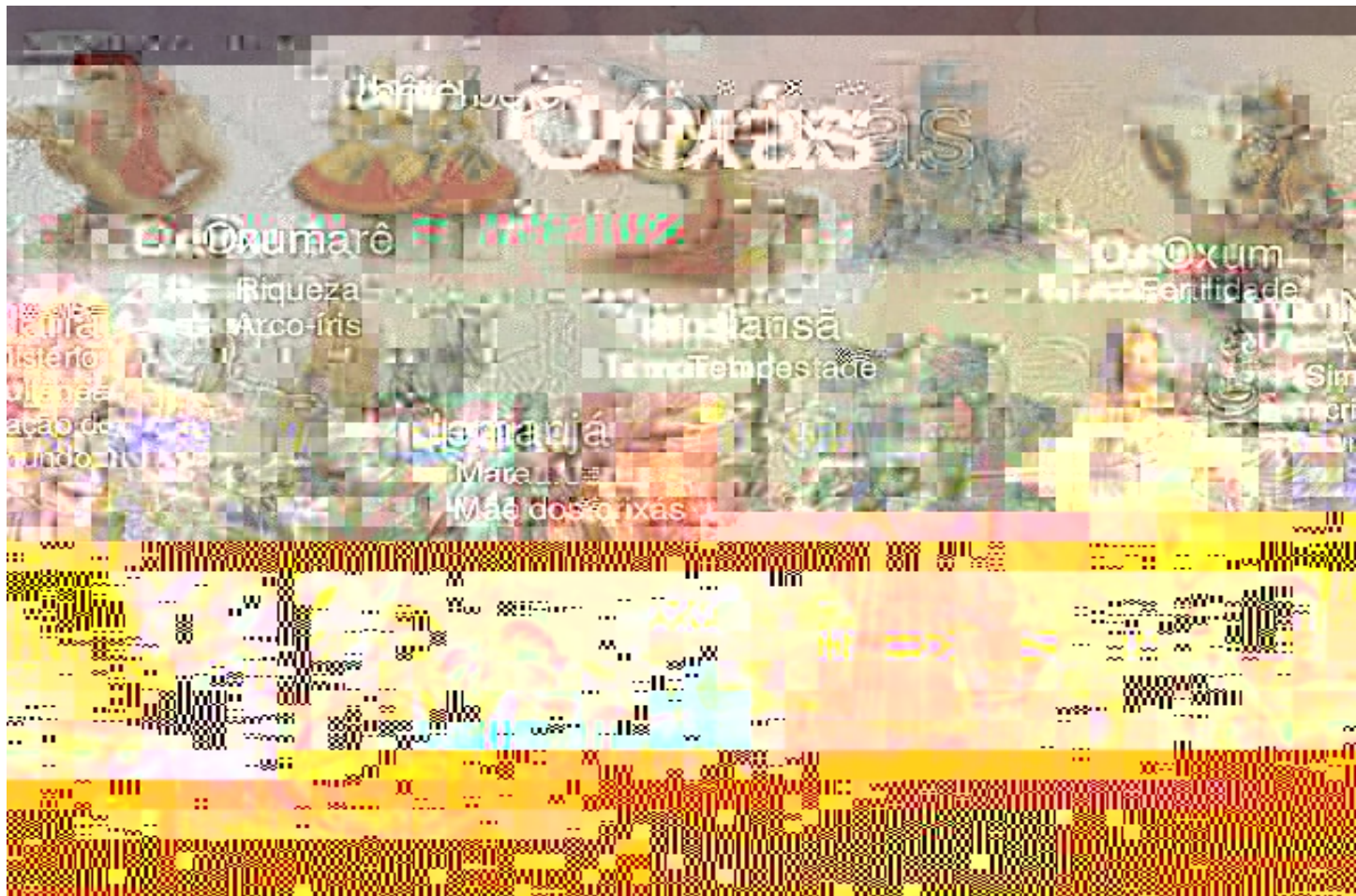
Lecture Test 3

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 Orixa'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-

Orixa cont.

- Exu- He is the top of the C5 (12)(0)12(0)(e)12(0)(i)10-54(h)-12(e)7(a)14(1-5-5)th0)23(e)2(c)

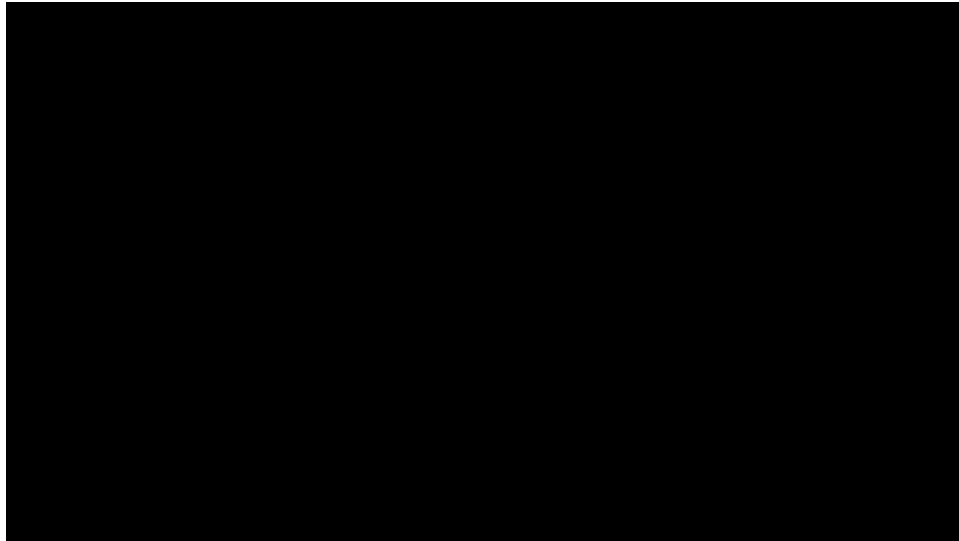
Questions of the Day

- 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

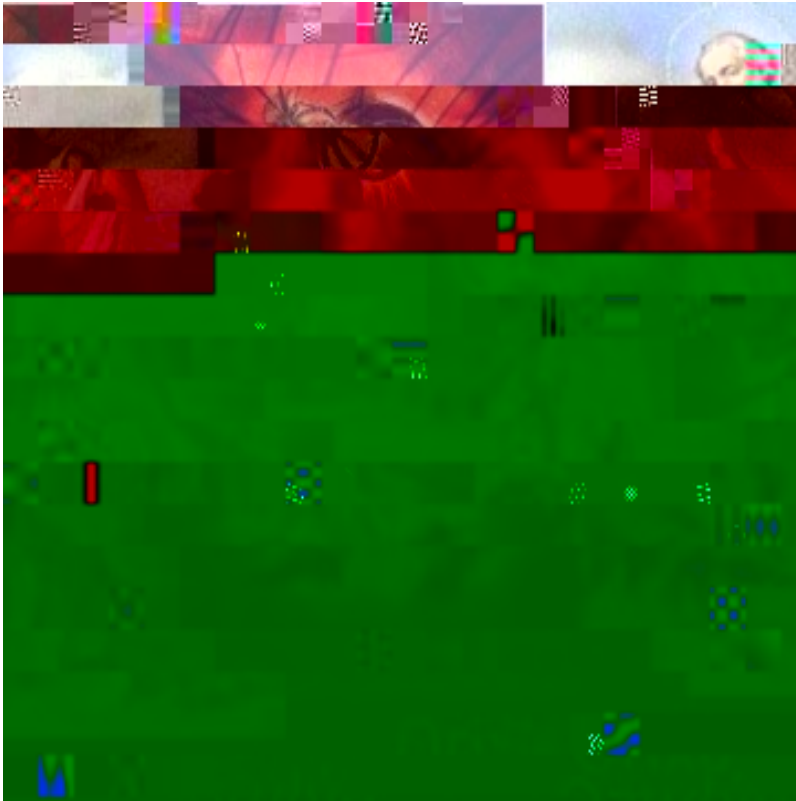
Clips



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



Omulu/Saint Lazarus Oxala/Jesus



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. Yemanja
 - D. Ogun
5. Which orixás is the divine twins?
 - A. Yaya
 - B. Iansa
 - C. Ibeije
 - D. Nana

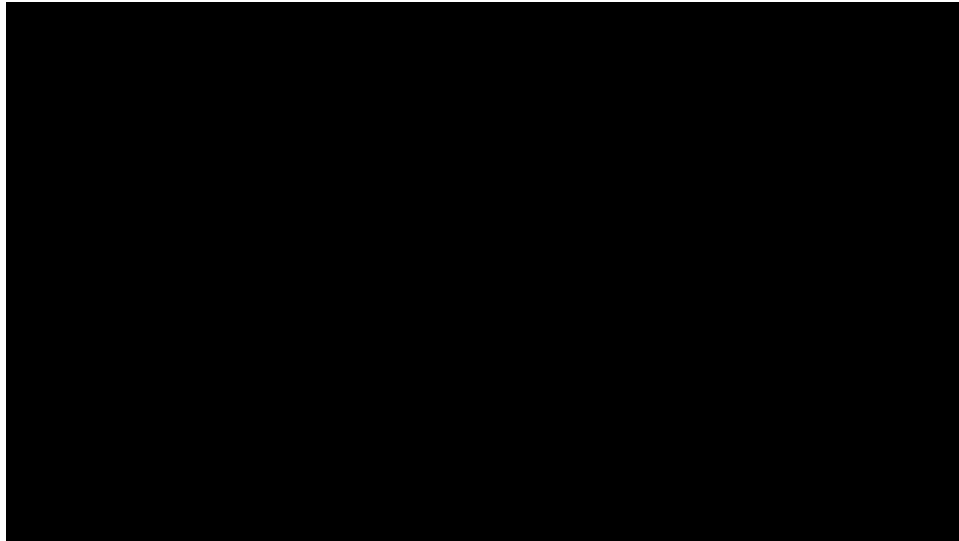
Lesson 5

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



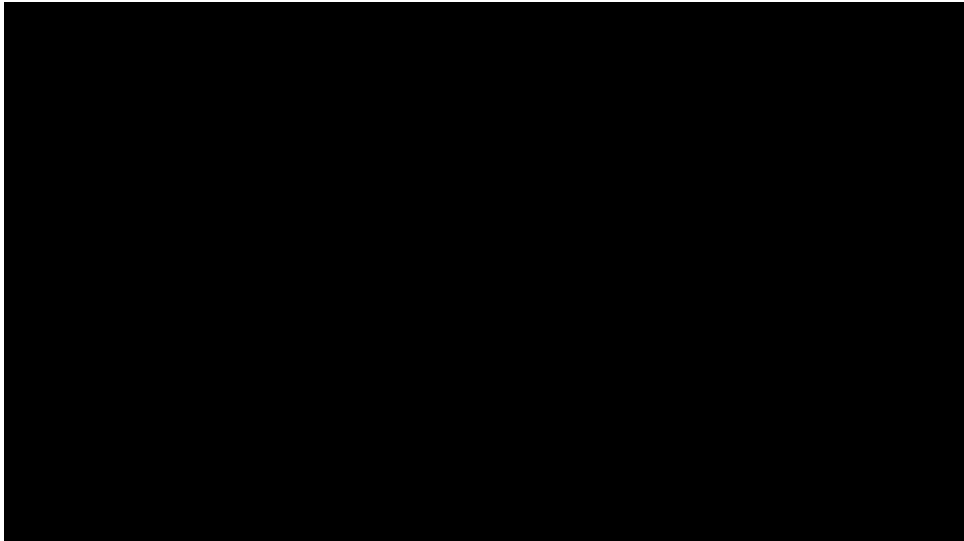
Terms

- 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



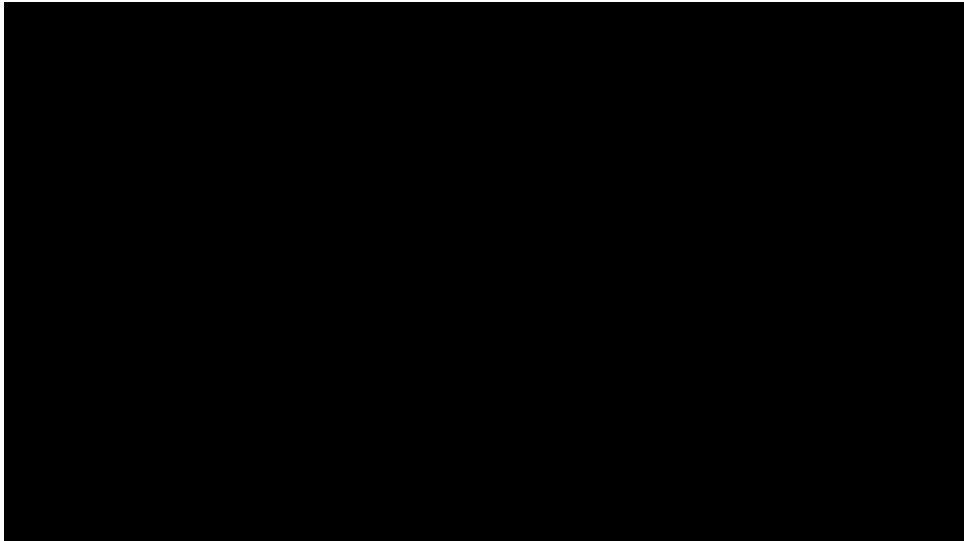
Preparation

- 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.

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

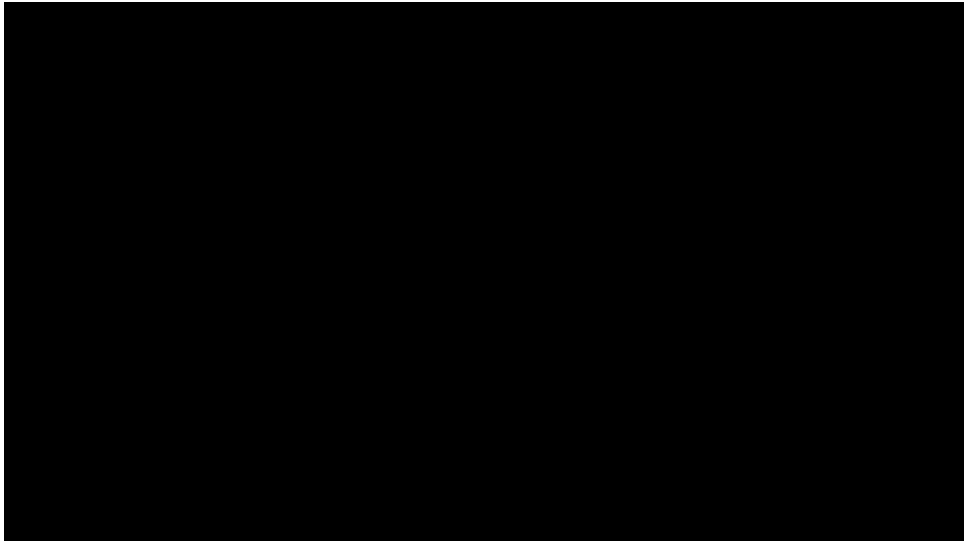
Term

- 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



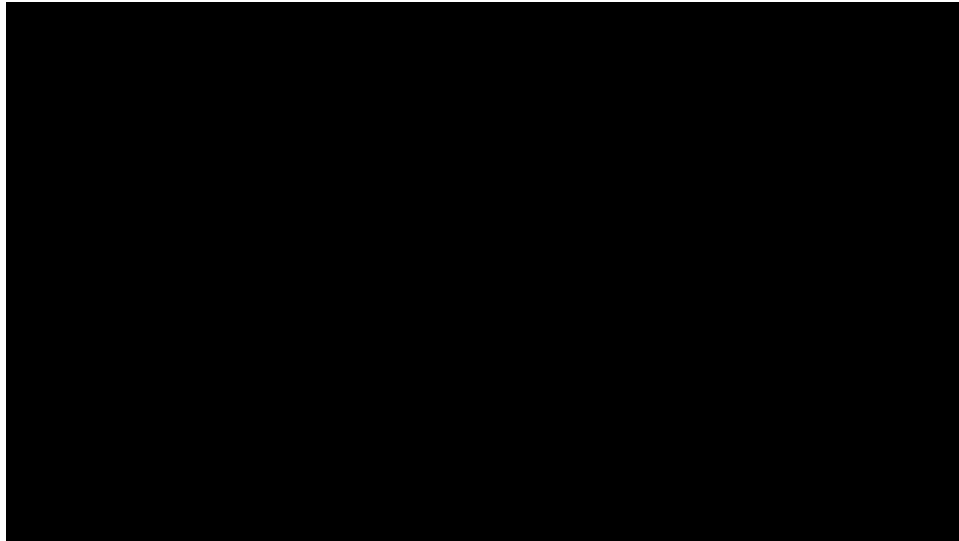
Temple

- 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
-

Clips



Orixá Reading

- Conditioned to approval by the orixás.
- People interested in Candomblé have a

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

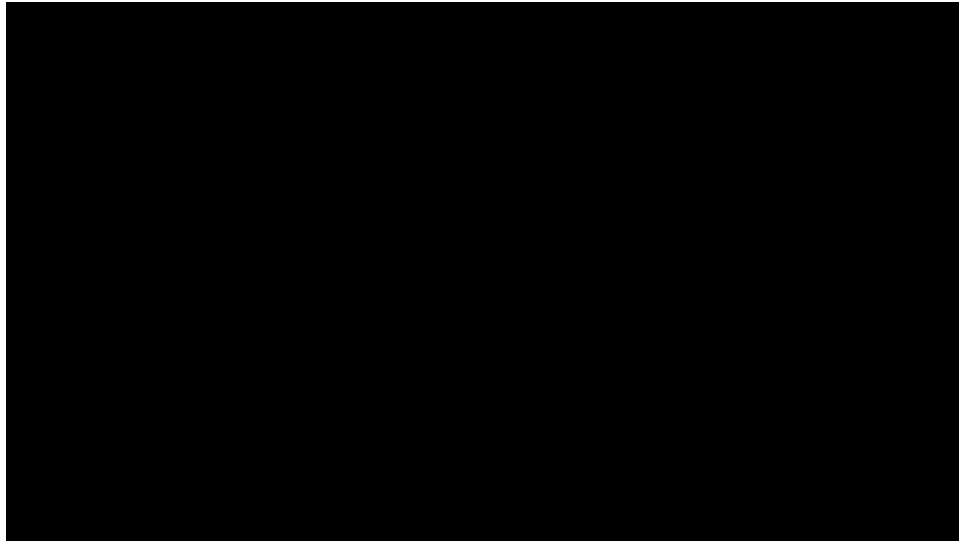
Worship

- 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.
-

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

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



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 the person may speak in a voice that is not their own.

Lecture Test 9

1. What's one different between Christianity and Candom-y I-3(n)2Tc 0 Tw 5.605 311.04 3 317.168 Tm(1)-5(éC /-0 0 11.04 43.2 431Tm8 Tm(1)-5(?C /0.4

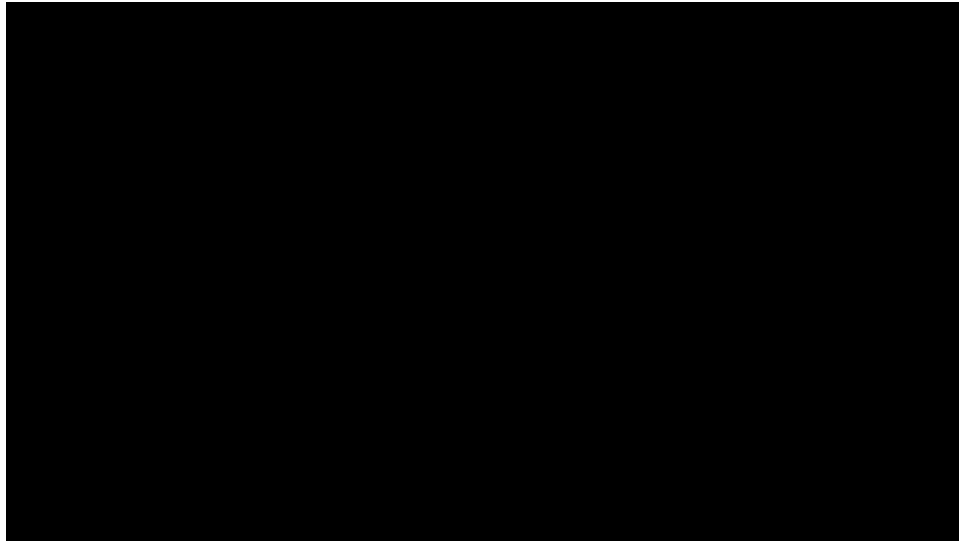
Lesson 10

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?

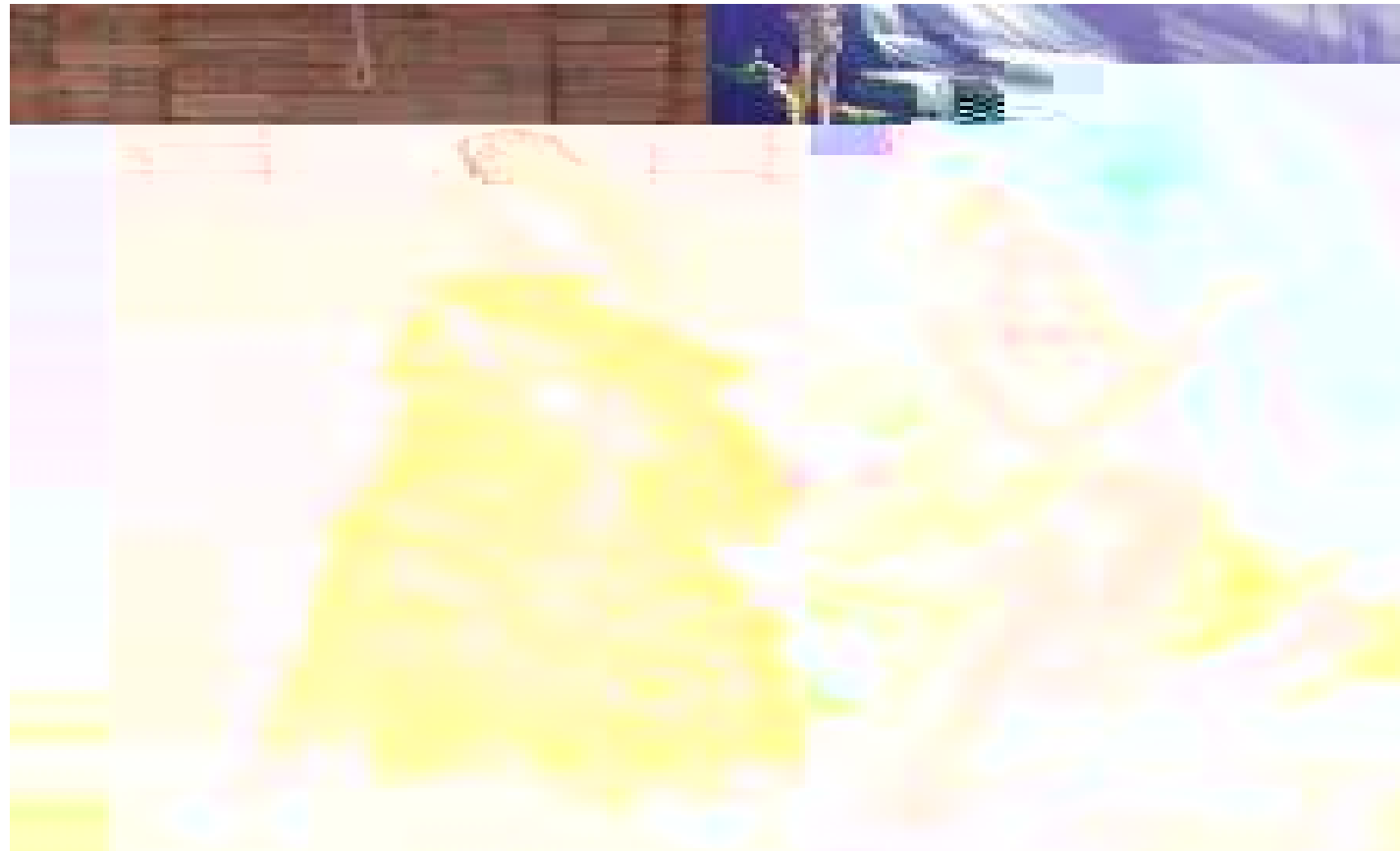
Hold up



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?

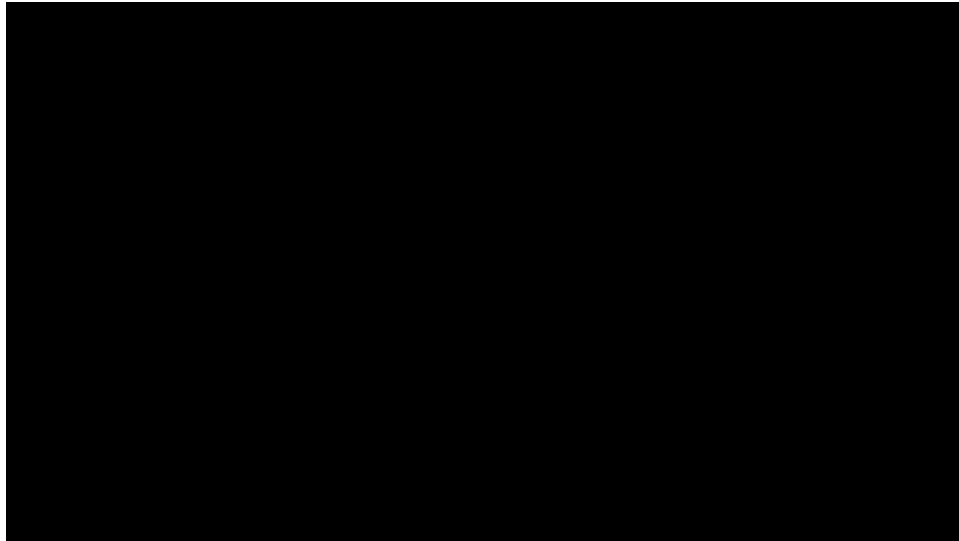
Beyoncé as Oxum



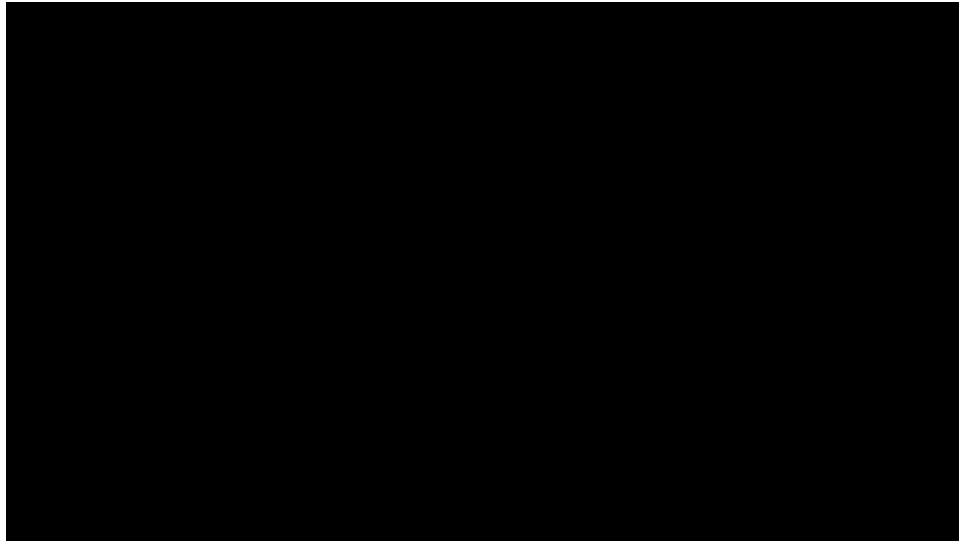
What did you see?

- 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



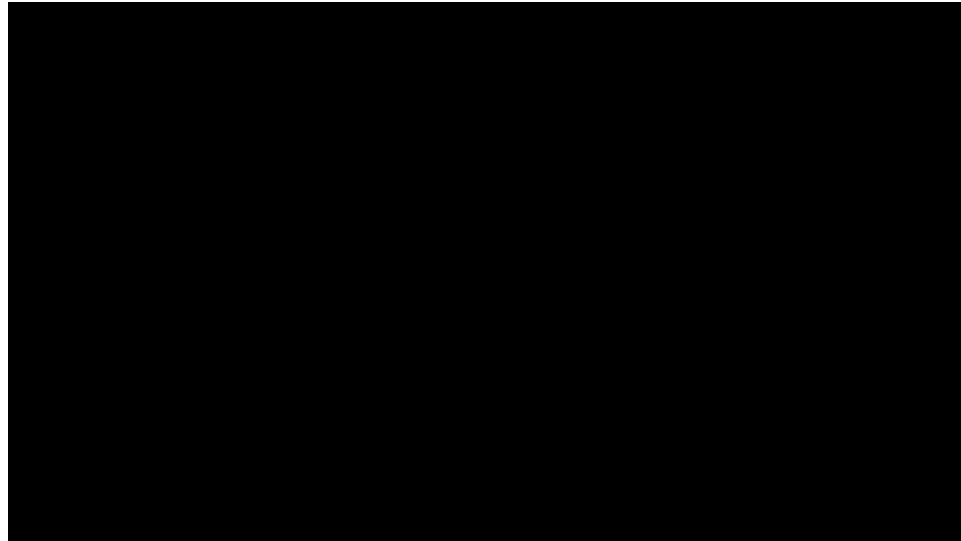
Michael Prison Version



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 artists 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