

Comparing Carnival Traditions in Latin America

1. Question & Research Task

When you hear the word “[Carnival](#),” what comes to mind? Did you picture a Ferris Wheel, games and cotton candy?

The word “Carnival” also signifies [a holiday in places like Latin America](#), though countries may not celebrate it in the same way. The Brazilian celebration alone has been described as “the biggest spectacle on Earth” and “the 4th of July and the Super Bowl rolled into one.” (*Carnival in Brazil* Discovery Channel, 2006)

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

How do Latin American Carnival celebrations blend music and traditions of different groups and cultures?



Many Carnival participants dress in colorful costumes, like these samba dancers.

Image Source: [GALE InContext](#).

2. Information Sources

Carnival – GALE In Context comprehensive article

Brazil

- [Celebration in the Sambadrome](#) Discovery Ed video
- [Puppets in Carnival](#) Gale in Context Middle School audio
- [What is Carnival?](#) Discovery Ed video

St. Thomas

- [Food Fair](#) Discovery Ed video
- [Steel Drums](#) Discovery Ed video
- [J'OUVERT](#) Discovery Ed video

Bolivia

- [Carnaval du Oruro](#) (Bolivia)
- [Carnival in Bolivia](#) reading

Venezuela: [Description of the Holiday](#); [Carnival in Venezuela](#)

Colombia: [Carnival in Barranquilla](#) podcast

Uruguay: [Montevideo Carnival](#) text



Carnival Dancers in Brazil

Image Source: [Discovery Education](#), by subscription

You may search [BCPS Digital Content](#) in the Apps Portal for additional information.

3. Student Activity

Use the information sources on Slide 2 to take notes on this [graphic organizer](#). Then complete a Venn diagram ([digital](#) or [paper](#)) comparing/contrasting Carnival traditions in two different Latin American countries.

Your notes should relate to these sub-topics:

- Dance or Samba
- Music
- Costumes
- Food
- Festivities & Parades
- Other traditions



Carnival Dancers in Grenada, 1992.

Image Source: [Discovery Education](#), by subscription

4. Assessment Activity

Using your notes, select one of the assessment options to respond to the inquiry question:

How do Latin American Carnival celebrations blend music and traditions of different groups and cultures?

Option 1 – Answer the question in a podcast. You may use the Sound Recorder within Schoology or an audio tool such as [Screencastify](#).

Option 2 – Create a screencast or video to answer the question by combining audio and images. You could use [Flip](#), [VoiceThread](#), [Microsoft Stream](#), or another tool approved by your teacher/librarian. (Your teacher needs to set up the Flip assignment if you want to use this tool.)

[This rubric](#) may be used to give you feedback about your creative product.



Carnival Float for Portela Sanba School in Rio De Janeiro

5. Enrichment Activities



Click the picture to launch a Discovery Education video about Mardi Gras costumes and traditions.

Image Source: [Discovery Education](#), by subscription

Explore these resources about Mardi Gras, an annual celebration celebrated in New Orleans, Louisiana:

- [World Book Advanced](#)
- [Article from Discovery Education](#)
- [Behind the Scenes at Carnival](#) article
- [Mardi Gras: Let the Good Times Roll](#) article

How is Mardi Gras similar to Carnival?
How are they different?

Use a Venn diagram ([digital](#) or [paper](#)) to compare and contrast these holidays.

6. Teacher Resources

Learning Standards Alignment

Maryland Fine Arts Standards

Expectation 6C: Determine readiness of a varied **repertoire** of music for public **performance**, based on experience of time, place, and **culture** from which the music is chosen.

Indicator 4B: Describe and analyze how **context** (historical, cultural, social, and personal) informs **performance**.

Common Core State Standards for English Language Arts & Literacy

Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

AASL Standards Framework for Learners Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

P21 Framework: 21st Century Student Outcomes

3. Information, Media & Technology Skills: Information Literacy: Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

ICT Literacy: Use technology as a tool to research, organize, evaluate and communicate information.

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Grade 6 World Music

Objective: Students will be conduct brief, focused research in order to compare and contrast Carnival traditions in Latin American countries.

Time Frame: 1-2 45 minutes class periods

Differentiation strategies for this lesson:

- Have students use learning supports provided in any BCPS Digital Content from the [Apps Portal](#) included in this lesson, such as audio read-aloud and labeled Reading Levels/ or Lexiles. Use [Digital Content Snapshots & Support resources](#) for support as needed.

Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- Some videos in this lesson may not be closed-captioned; however, other text-based resources are provided. Many videos have transcripts provided.
- Headphones will be needed for use with the videos in this lesson.
- Consider using the [Schoolology Assignment Apps](#) feature to assign Microsoft/Google Docs for students to access, edit, and submit through Schoolology.