

Teaching Carnival

*Resources for Elementary, Middle School, and High School Teachers
of Art, English, ESL, Music, Social Studies, and Spanish.*

Activity instructions: ****consider using one of the images to do a class example together before students work in small groups*

1. Print the following images as big as you can so that students can easily see all of the details in the images (I typically print on 11 x 17" sized paper)
2. Hang the pictures around the classroom either on pieces of butcher paper/ big post-its or on dry erase/ chalk boards, so that students will have space to write notes for the images. Set up each station with 3 different color pens/ markers/ chalk—there will be 3 rounds, make sure that students all coordinate and use each color only for one round. Example: **Round 1= Green**; **Round 2= Blue**; **Round 3= Red**
3. Split up students into groups so that only 3-4 are at each image/ station. Set a time limit and consider using a timer on the board. *Suggested time limit: 5 minutes per round.*
4. For the first round, instruct students to look at the image and talk it through with their group. After talking it through (1-2 minutes), instruct them to use the **green writing utensil** to note their **observations** of the image. *Refer to the next slide for some guiding/ probing questions.*
5. After time is up for the first round, instruct students to rotate to the next station. For the second round, instruct students again to examine and discuss the image in addition to the **observations** noted by the previous group with their group. After talking it through (1-2 minutes), instruct them to use the **blue writing utensil** to note their **inferences** of the image. *Refer to the next slide for some guiding/ probing questions.*
6. After time is up for the second round, instruct students to rotate to the next station. For the third round, instruct students again to examine and discuss the image in addition to the **observations** and **inferences** noted by the previous groups with their group. After talking it through (1-2 minutes), instruct them to use the **red writing utensil** to create a **title** for the image that encapsulates the **observations** and **inferences** that their peers made. *Refer to the next slide for some guiding/ probing questions.*
7. After time is up for the third round, ask students to stay at their stations and present their images to the class. They can share the **titles** they created, and identify and explain the key **observations** and **inferences** from the previous groups that helped them create their **title**.
8. After everyone has presented their image, you can ask students to return to their seats and transition directly into a class discussion to use the images to make predictions about what Carnival is, where it's celebrated, how it's celebrated, etc. Another option is giving students time to free-write their thoughts and any questions they have on Carnival based on their own experiences/ ideas and what they saw in the images before transitioning into a class discussion.

Probing questions

First round: Observations

What do you see in the image?

Who do you see in the image?

What colors do you see in the image?

Second round: Inferences

What is happening in the image?

What are the people doing in the image, and why?

What do the colors represent or symbolize?

Third round: Theme/ title for image

What is the theme for the image?

Create a title for the image in 5 words or less based on the theme.

Citation for the following photos:

Mendes, Buda, et al. “Fotos: El Carnaval De Río De Janeiro (Brasil), En Imágenes.” *EL PAÍS*, 7 Mar. 2019, https://elpais.com/elpais/2019/03/05/album/1551809236_720851.html#foto_gal_14.

***This article provides some information/ descriptions for each image.*









MA PRA MENTAR o TAMANHO DO que VOCÊ TEM MEIO das PERNAS



EMBAIXADA de PERNAMBUCO
Bonecos Gigantes de Olinda













Videos about Carnival:

Slide 17: “What is Carnival?” YouTube video created by: Our Brazilian Life, a YouTube account of a family from Nevada (U.S.) that moved to Brazil. This video was taken during Carnival (2019) in Salvador, Bahia, Brazil. Our Brazilian Life shows clips from Carnival and discusses some of the historical and cultural aspects of Carnival in Brazil. ***This video is in English and is great for any level.***

Slide 18: “Brazilian Carnival Facts: Lesson for Kids Video” This resource is from Study.com and was created by Jennifer Lowery, an experienced k-3 educator. It provides an overview of Carnival and has a quick quiz based on the video to assess comprehension. ***This video is in English and would work great at the Elementary School level.***

Slide 19: “Entre bailes comienza el carnaval de Rio de Janeiro, Brasil” YouTube video created by: Imagen Noticia, a YouTube account of Grupo Imagen, a Mexican media outlet that creates news segments from around the world. This video is in Spanish and was taken during Carnival (2014) in Rio de Janeiro, Brazil. Imagen Noticias shows clips from Carnival and interviews people celebrating Carnival to show how Brazilians think of this celebration and what tourists from different parts of the world think about Carnival. ***This video is in Spanish and is great for any level.***

***With either of the above videos,** consider having students add notes to their free-write during the video on what they learn about Carnival and what questions they still have about Carnival.*

Additional activities:

Slide 20: “Cultural Writing, Speaking and Listening Activities on Carnaval” This highly rated resource is from [TeachersPayTeachers.com](https://www.teacherspayteachers.com) and was created by a teacher. It includes 6 activities in Spanish that address all three modes of communication as it walks students through Carnaval.

Slide 21: “Teaching Carnaval in the ESL Classroom” This resource is from Erica Edwards’s blog, Get Up, Get Out, Get Lost. Erica Edwards is a traveler, teacher and blogger and has used her experiences to create engaging, culturally relevant lesson plans and materials. This resource stems from Edwards’s experience teaching English in the Canary Islands (Spain). It includes vocab and grammar activities (and games!) geared towards ESL students at various levels of fluency.

Slide 22: “Teaching Carnaval at the K-4 Level” This resource was created by Andrea Delgado as part of Vanderbilt University’s Center for Latin American Studies outreach initiative. It outlines a lesson plan about Carnaval in Brazil that focuses on geography of Brazil, Brazilian culture, and a cultural comparison between Brazilian Carnaval with U.S. celebrations.

Slide 23: “Carnaval Masks from Puerto Rico” Bring a museum exhibit to your classroom! The Smithsonian has created lesson plans and materials at 4 different levels (k-2nd grade, 3rd-5th grade, 6th-8th grade, and 9th-12th grade) to introduce students to Carnaval in Puerto Rico. Consider using this resource to integrate art and history into the classroom and to compare Brazilian Carnaval to Puerto Rican Carnaval.

Slide 24: “Teaching Samba” This slide has two links from Study.com that each provide videos and quick quizzes about popular Brazilian music (Samba!). Both resources were created by Stephanie Przybylek, an experienced art and art history educator. The first link focuses on the history of and instruments involved in Samba. The second link addresses the origins and history of Samba.

Slide 25: This slide has the link to Vanderbilt University’s CLAS resources related to Brazil. There are an assortment of lesson plans available that range from basic Portuguese, Brazilian culture, real-world economics scenarios and much more! As an added bonus, the CLAS at Vanderbilt also offers resources based in other Latin American countries!

Slide 26: Rio (20th Century Fox, 2011). Consider using this (*adorable*) movie to branch into other relevant topics in Brazil, such as environmental issues. This slide has the movie trailer from YouTube linked to it along with resources for using Rio (in Spanish and in English) in the classroom.

Slide 27: Since 2002, the National Hispanic Cultural Center has hosted an annual Carnaval Celebration that features dancing, music and costumes commonly experienced in Cuba, Trinidad, Brazil and New Orleans. This slide has the link to the NHCC’s Carnaval event from 2019 for your reference—check back on the NHCC’s site for details on the Carnaval 2020.



“What is Carnaval?” <https://www.youtube.com/watch?v=nWCFlYyLRl0>

Brazilian Carnival Facts: Lesson for Kids Video

Chapter 2 / Lesson 30  Transcript

 Video

 Quiz

 Course



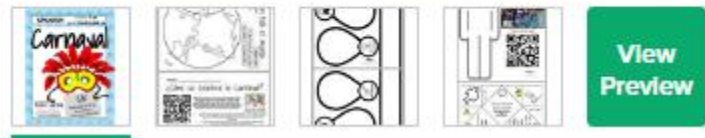
“Brazilian Carnival Facts”: Video and a Quiz Based on the Video
<https://study.com/academy/lesson/brazilian-carnival-facts-lesson-for-kids.html>



“Entre bailes comienza el carnaval de Rio de Janeiro, Brasil”

<https://www.youtube.com/watch?v=q60iryryjyVg&feature=youtu.be>

Spanish Carnival - Six Cultural Writing, Speaking and Listening Activities



Subject

Spanish

Grade Levels

6th, 7th, 8th, 9th, 10th, 11th, 12th, Homeschool

Resource Type

Lesson Plans (Individual), Activities, Cultural Activities

Product Rating

★★★★ 3.9 • 13 Ratings

File Type

PDF (Acrobat) Document File

Be sure that you have an application to open this file type before downloading and/or purchasing.

5 MB | 27 pages

Share

Share

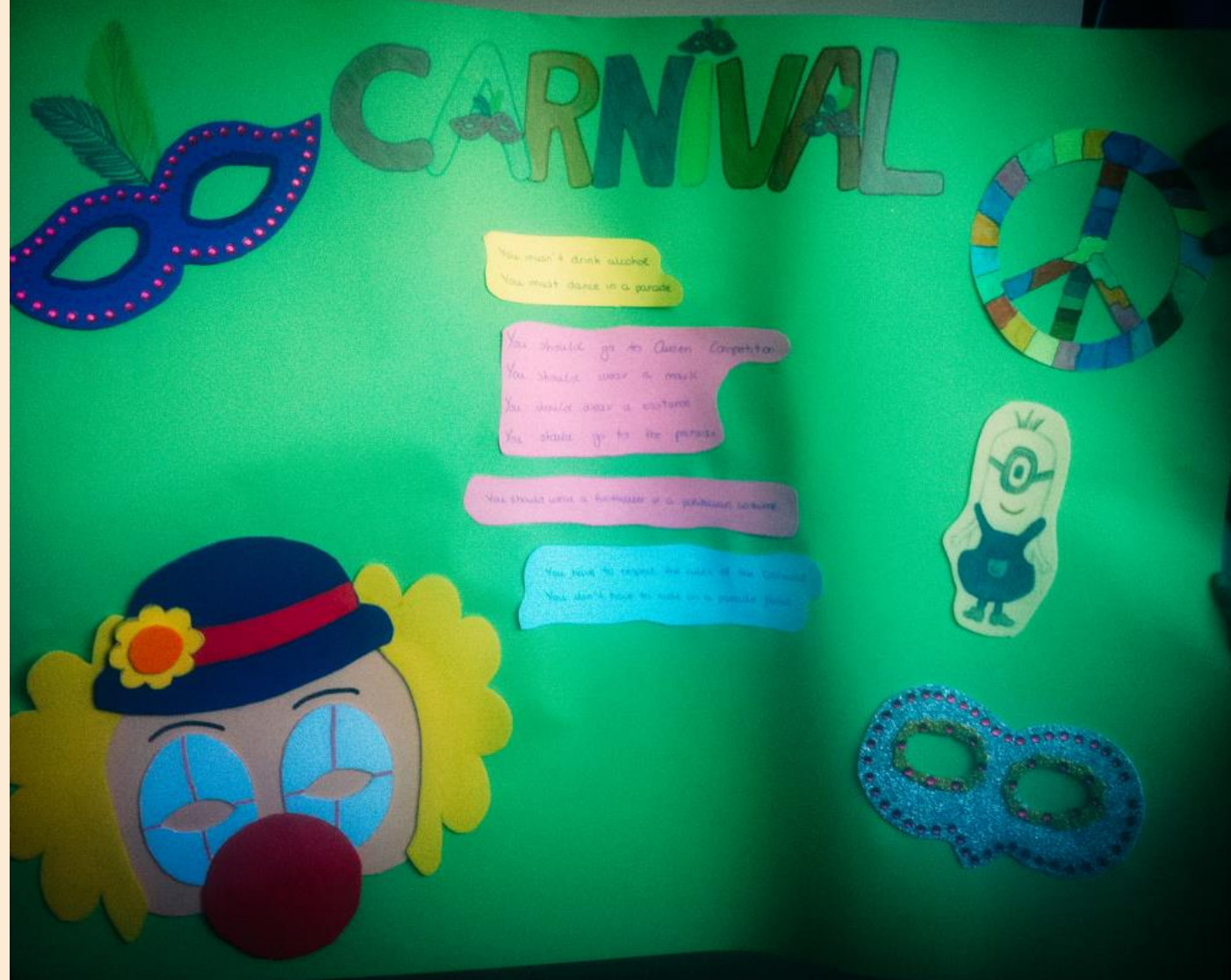
Tweet

Save

View Preview

Cultural Writing, Speaking and Listening Activities on Carnaval *(in Spanish)*

<https://www.teacherspayteachers.com/Product/Spanish-Carnaval-Six-Cultural-Writing-Speaking-and-Listening-Activities-2312381>



Teaching Carnival in the ESL Classroom: *Here is a great lesson plan outline for ESL teachers* <https://getupgetoutgetlost.com/2018/01/31/carnaval-in-the-classroom-esl-lesson-plans/>

Learn About Carnival Celebration in Brazil

An interactive and interdisciplinary presentation on the famous Brazilian holiday of Carnival that takes place each year in February. This workshop focuses on the costumes, music, and dance that take place, as well as a brief historical overview of the origins of the celebrations and its geographic diversity.

AUTHOR(S)

Andrea Delgado

CATEGORIES

Lesson Plans

GRADE LEVELS

K-4



Teaching Carnival at the K-4 Level: Consider this lesson plan for integrating geography and culture into the elementary classroom

<https://as.vanderbilt.edu/clas-resources/media/LALACA%20Carnaval.pdf>



Carnaval Masks from Puerto Rico: Download these lesson plans and materials from the Smithsonian. There are 4 levels available: k-2nd grade, 3rd-5th grade, 6th-8th grade, and 9th-12th grade.
http://www.smithsonianeducation.org/educators/lesson_plans/carnival/index.html

Samba Music: History and Instruments Video

Chapter 9 / Lesson 12 [Transcript](#)

Video

Quiz

Course

GROWING POPULARITY



The Origins and History of Samba Dancing Video

Chapter 9 / Lesson 13 [Transcript](#)

Video

Quiz

Course

SAMBA SCHOOLS



Teaching Samba

<https://study.com/academy/lesson/samba-music-history-and-instruments.html>

<https://study.com/academy/lesson/the-origins-and-history-of-samba-dancing.html>

Portuguese basic conversation

- Bom-dia! (morning)
- Boa tarde! (afternoon)
- Boa noite! (evening)

- Meu nor
- Muito pr



Vocabulary

el español	O Português	English
<i>La casa</i>	<i>A casa</i>	<i>The house</i>
la casa	a casa	The house
el jardín	o jardim	The garden
la cocina	a cozinha	The kitchen
el garaje	a garagem	The garage
la piscina	a piscina	The pool
la puerta		
el apartamento		

FACTS

1. A serious frost last year destroyed thousands of Brazil's coffee trees. There will be less to sell abroad.
2. Demand for coffee is increasing in Europe and the United States. This will keep prices high.
3. Japan, too, has become a nation of coffee drinkers. Between 1970 and 1982 Japan has increased its coffee imports from 81 to 186 thousand metric tons of coffee*.
4. Your land is perfect for coffee. The hills range from 1,000 to 3,000 feet above sea level. The temperature in the growing season ranges from 60 to 70 degrees Fahrenheit, and the rainfall of 50 inches comes at the right time.

RISKS

1. It takes 4-5 years for a coffee tree to produce coffee beans.
2. One tree will yield enough beans for a one-pound can of coffee each season.
3. You are new at coffee growing and must rely upon an unskilled, uneducated labor force as coffee must be handpicked.

*Yearbook of International Commodity Statistics, United Nations, NY 1984.

CONCLUSION

As a group, consider what makes the most business sense and decide what would be in your best interest. Present theories to classmates.

For an Assortment of Lesson Plans Related to Brazil,
Check Out the CLAS's Resources: <https://as.vanderbilt.edu/clas-resources/topic.php?id=9>



Rio (20th Century Fox, 2011): Check out the preview above

Resources in English: https://www.sparkenthusiasm.com/rio_la_pelicula.html

Resources in Spanish: <https://www.teacherspayteachers.com/Product/Rio-the-Movie-Film-Study-2462957>

A vibrant photograph of three women in elaborate carnival costumes. The woman in the center wears a bright green sequined top and a blue beaded necklace. The woman to her right wears a pink and yellow feathered costume. The woman to her left is partially visible, wearing a red and white beaded costume. The background is a blurred red and orange pattern.

CARNIVAL 2019: WITH PANDEMONIUM AND ODARA DANCE ENSEMBLE

March 1 – March 2

« All Events

This event has passed.

Carnaval 2019: with PANdemonium and Odara Dance Ensemble

NHCC's Carnival Celebration: *Here is the link to last year's event, check back with NHCC for their 2020 Carnival Celebration*

<http://www.nhccnm.org/event/carnaval-2019-pandemonium-odara-dance-ensemble/>