

Detroit Public Schools Community District
Foreign Language Immersion and Cultural Studies School
3rd and 4th Grade Spanish language classes
Unit: The History and Liberation of Capoeira
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Rationale and framework

Our time in Salvador de Bahia celebrated the culture and empowerment that has emerged from the Afro-Brazilian population's fight for freedom. This liberation has created countless art forms, including Capoeira. As a third and fourth grade math and Spanish teacher in Detroit, I wanted to share an aspect of Brazilian culture that would both uplift and relate to my students. Children find freedom in movement and expression everyday and Capoeira is a bridge between the activities they love, like gymnastics, dance, and sports, and the history of the Afro-Brazilian movement. These lessons serve to teach the history and practice of Capoeira in Brazil to empower students in Detroit.

Guiding Questions:

- What connections can be made between Capoeira and other forms of resistance and empowerment that you see in Black culture in the United States today?
- Why did Capoeira begin in Brazil and what does it mean to Afro-Brazilians today?
- How has Capoeira influenced other aspects of culture in Brazil?
- Is Capoeira still viewed as an act of resistance?

Learning Objectives

- Students will learn the history of Capoeira in Brazil
- Students will understand key parts of the Capoeira practice circle (roda)
- Students will analyze similarities between Capoeira and other forms of movement in the United States

Learning Outcomes

- Students will be able to answer questions about the history of Capoeira in Brazil in the target language
- Students will be able to label parts of the Capoeira roda
- Students will be able to identify and model movements from the Capoeira practice

Content Standards

- 1.1.N.SL.h Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life
- 1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/internet, poetry or stories

Lesson Sequence
Lesson 1: Pre-Test and Introduction to Brazil

Lesson Description: In this lesson students will complete a pre-test in English to check for prior knowledge about Brazil and Capoeira. Students will write what they already know about Brazil and Capoeira in a "Know" column of their KWL chart. Students will then see a PowerPoint presentation giving an overview of Brazil and the purpose of our Fulbright-Hays program. Students will write any questions they have about Brazil in the Wonder column of their KWL chart.	
Learning Objectives: <ul style="list-style-type: none">- Students will learn the history of Capoeira in Brazil- Students will analyze similarities between Capoeira and other forms of movement in the United States	Learning Outcomes <ul style="list-style-type: none">- Students will be able to answer questions about the history of Capoeira in Brazil in the target language
Materials Needed <ul style="list-style-type: none">-KWL (Know, Wonder, Learn Chart) Handout A-Pre-Test (multiple choice/true and false) Handout B	

Activation:

Students will have a KWL chart with 3 columns, Know, Wonder, Learn (Handout A). Students will have 5 minutes to write what they know or wonder about Brazil and Capoeira. In their wonder column, they will write what they wonder about these topics. By the end of the lesson they should have at least 3 items in the Wonder and Know columns.

Demonstration:

Students will have 10 minutes to complete the Pre-Test about Brazil and Capoeira (Handout B). The class should understand that this pre-test is graded for completion and will just be used to check for improvement at the end of the unit.

Integration:

The teacher will share a video to introduce the country of Brazil and share pictures from the Fulbright-Hays Brazil program. Students should choose facts that they think are interesting or important to add to the Know column on their KWL chart. Students will have the chance to share what facts they chose to write.

Reflection Question: What is one difference you notice between the United States and Brazil? What is one similarity?

Lesson 2: The History of Capoeira

Lesson Description:

Students will start class drawing connections between Spanish and Portuguese with a matching activity to find cognates of Spanish and Portuguese words. The class will then do a class read of the Capoeira reading passage. Students will gain understanding of the history of Capoeira through this activity and show what they know by completing true and false questions.

Learning Objectives:

- Students will learn the history of Capoeira in Brazil
- Students will analyze similarities between Capoeira and other forms of movement in the United States

Learning Outcomes

- Students will be able to answer questions about the history of Capoeira in Brazil in the target language

Materials Needed

- Portuguese/Spanish vocabulary matching activity (Handout C)
- Capoeira reading activity with true and false questions (Handout D)

Activation:

Students will do a matching activity (Handout C) with Portuguese and Spanish cognates to find connections between the two languages. The class will first read through the words together to practice pronunciation and then choose each word's match. Then they will read the correct answers together.

Demonstration:

First, the class will go over the vocabulary list for the reading activity together. The class will read the passage about Capoeira together (Handout D) repeating after the teacher. Students will refer back to the vocabulary list for support with new words. The teacher will check for understanding as they read with "si o no" questions about key concepts. The teacher will model the first true and false question and correct answer for the class.

Integration:

The class will have 10 minutes to complete the remaining true and false questions with a partner. Students should ask each other the questions in Spanish and refer to the text for evidence on the correct answer. Students will share their answers after 10 minutes and correct their work. This will be collected at the end of class.

Reflection Question: "What surprised you about Capoeira?"

Lesson 3: Parts of the Capoeira Roda

Lesson Description: Students will learn about different parts of the Capoeira <i>roda</i> (circle) by analyzing both pictures and videos of Capoeira. Students will then label a picture of a <i>roda</i> . By the end of the lesson they will be able to identify and label the different actions and instruments used in the <i>roda</i> .	
Learning Objectives: <ul style="list-style-type: none">- Students will understand key parts of the Capoeira practice circle (roda)- Students will analyze similarities between Capoeira and other forms of movement in the United States	Learning Outcomes <ul style="list-style-type: none">- Students will be able to label parts of the Capoeira roda
Materials Needed <ul style="list-style-type: none">-Capoeira roda image with labels (Handout E)	
Vocabulary: ginga, berimbau, bateria, patada, negativa	

Activation:

Students will look at an image of the Capoeira roda and have 3 minutes to write their answer to the question- What instruments look familiar? What instruments have you never seen before? Students will share their answers with the class.

Demonstration:

The class will see pictures of the instruments used in Capoeira (Handout E) and practice saying the names of these instruments. They will then see videos of some of the different movements involved in Capoeira and learn the vocabulary words for those movements. By the end of the lesson students will understand the rules of Capoeira and how people take turns playing in the roda. They will see that the goal is to play, not to hit or harm anyone else.

Integration:

Students will use the presentation to match the vocabulary words listed on Handout E with the image of the roda. Students will write the vocabulary word on each line of the handout.

Lesson 4: Drawing Connections and Post Test

Lesson Description: Students will consider what hobbies they enjoy doing in the United States and how Capoeira may be similar or different.	
Learning Objectives: -Students will analyze similarities between Capoeira and other forms of movement in the United States	Learning Outcomes -Students will be able to identify and model movements from the Capoeira practice
Materials Needed -Blank paper and coloring materials	

Activation:

Draw a picture of yourself doing your favorite hobby. It can be a sport, dance, or other activity. Students will have time to share their work with the class.

Demonstration:

Students will have time to consider the following questions: How is Capoeira similar or different from the hobbies you do? What other forms of martial arts or movement make you think of freedom?

Integration:

Students will complete the post test about Brazil and Capoeira. They will understand that they should demonstrate growth from the pre-test.

Lesson 5: Active Capoeira Lesson

Lesson Description:

Students will participate in an interactive Capoeira lesson with an instructor from a local Capoeira center.

Learning Objectives:

- Students will learn the history of Capoeira in Brazil
- Students will understand key parts of the Capoeira practice circle (roda)

Learning Outcomes

- Students will be able to identify and model movements from the Capoeira practice

Materials Needed

Indoor gymnasium and active clothing

Activation

The Capoeira instructor will ask what students already know about Capoeira and explain the purpose and goals of Capoeira.

Demonstration

Students will observe the Capoeira instructor demonstrate the ginga and how to play safely in Capoeira.

Integration

Students will have a chance to practice Capoeira movements with the instructor and understand how these movements bring together both martial arts and dance.

Handout A: Capoeira KWL Chart

Know	Wonder	Learn

Handout B: Pre-Test/Post-Test about Capoeira

1. What is Capoeira?

BB

2. Where was Capoeira created? Circle the correct answer.

- a. Mexico
- b. Puerto Rico
- c. Brazil
- d. Spain

Choose True or False for the following questions. Circle your answer.

- | | | |
|---|------|-------|
| 3. The language spoken in Brazil is Spanish | True | False |
| 4. There is only one form of Capoeira | True | False |
| 5. Capoeira was invented by white Europeans | True | False |
| 6. Capoeira is a violent/aggressive spor | True | False |

Handout C:

Spanish and Portuguese Cognates

Help the Spanish Words find their Portuguese twin. Write the Portuguese word on the line next to its Spanish cognate.

Spanish

Portuguese

- | | | |
|---------------------|-------|---------------------|
| 1. buenos días | ----- | queijo |
| 2. buenas tardes | ----- | sete |
| 3. buenas noches | ----- | bom dia |
| 4. queso | ----- | irma |
| 5. hermana | ----- | oito |
| 6. ocho | ----- | !Qual e o seu nome? |
| 7. siete | ----- | boa noite |
| 8. !C6mo te llamas? | ----- | boa tarde |

Handout D: La Historia de Capoeira

Capoeira es una arte martial. Capoeira es de Brasil. Brasil es un pafs en Sudamerica. Brasil es el pafs mas grande de Sudamerica. En Brasil no hablan espanol, hablan Portugues.

Capoeira fue creado por los esclavos africanos en Brasil. Tocaban musica para parecer como un baile. Cantaban canciones para decir la historia. Pero en realidad, Capoeira fue como un arte martial para ponerse mas fuerte. Los esclavos querfan ser fuertes para escaparse y ser libre.

Entre los anos 1888 a 1932, Capoeira fue ilegal. Practicaban Capoeira en secreto. Hay dos formas de Capoeira. Capoeira Angola es la forma original. Capoeira Regional es la forma nueva y mas popular por todo el mundo.

Ahora, Capoeira es una forma de arte martial. Capoeira esta en todas las partes del mundo. No es una actividad violenta. Las personas juegan Capoeira para recordar la historia y cultura de Afro-Brasileros y hacer ejercicio.

Vocabulario

Sudamerica- South America

Esclavos- slaves

Baile- dance

Tocaban- they played

Ahora- Now

ponerse- to become

fuerte- strong

libre- free

recordar- remember

Cantaban- they sang

Cierto o Falso

- | | | | |
|----|--|--------|-------|
| 1. | Capoeira fue creado en Mexico. | Cierto | Falso |
| 2. | Capoeira fue creado en Brasil. | Cierto | Falso |
| 3. | En Brasil hablan espanol. | Cierto | Falso |
| 4. | Capoeira canta la historia de Afro-Brasileros | Cierto | Falso |
| 5. | Los esclavos jugaban Capoeira para ser libre | Cierto | Falso |
| 6. | Capoeira es una actividad violenta. | Cierto | Falso |
| 7. | Hay solo una forma de Capoeira, Capoeira Regional. | Cierto | Falso |

Handout Capoeira Roda- The Capoeira Circle Nome: -----

Write the name of each instrument or move from the word bank on the line pointing to it:

Berimbau

Atabaque

Patada

Negativa

