

## Lesson Plan: La Diversidad de Religiones y Rituales en el Caribe

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## **Lesson Plan: La Diversidad de Religiones y Rituales en el Caribe**

### **Overview**

Students will work in groups to conduct research about religious diversity in the Caribbean.

### **Time Required:**

40 minutes

### **Lesson Goals and Objectives**

The objective is for AP Students to learn about the different religious practices and rituals in the Spanish speaking Caribbean and the influence they have had in South Florida. In addition, the goal is for students to do the research to obtain and process information, in spoken or written form, on this cultural and historical topic and orally present the information to the class. This will help them to effectively communicate orally in the target language regarding rituals and religions of the Caribbean and will prepare them for the oral part of the College Board AP Spanish Exam. Student will also communicate in writing by blogging on Blackboard their feelings and opinions, and answering two of their classmates about the topic.

- Students will be divided into groups of four. Each group will be provided a region to research; Puerto Rico, Republica Dominicana, Cuba, and Florida. They will then look up information on religions and rituals: Christianity,(catholic, protestant), other influential religions: Islam, Judaism, and Rituals of Santeria, Espiritismo, and Brujeria
- Students will research the internet, read newspapers and magazines, and seek documentaries and videos.
- Students will trace religions and rituals to Spain and Africa.
- Students must explain what are Santeria, Brujeria and Espiritismo.
- What forms of Christianity are there, (Catholicism, Protestantism)?
- What is Lent, Semana Santa, and Pascua Florida?
- What other religions are there? Judaism and the arrival of Islam.
- How have all these rituals influenced the culture in Florida? Did immigrants from the Caribbean bring their religion and rituals when they migrated to Florida?
- Students will create PowerPoints, poster boards, create own videos using Movie Maker (previously taught in lab), and include other types of media to present information to the class, including music used during rituals.
- **Florida State World Language Standards**

### **Content Standards**

**FL.A.2.4** - The student understands and interprets written and spoken language on a variety of topics.

**FL.A.2.4.1** - Obtains and processes information in spoken or written form on topics of academic, cultural, and historical interest, near the level of an educated native speaker of the language. **FL.A.2.4.2** - Understands the main ideas and significant details of extended discussions, presentations, and featured programs on radio and television, in movies, and in other forms of media designed for use

by native speakers. **FL.A.2.4.4** - Understands various aspects of, and relationships between, the arts, music, literature, history, politics, or economics as presented through a film or book produced by the target culture

**FL.A.3.4** - The student presents information, concepts, and ideas to an audience of listeners or readers on a variety of topics. **FL.A.3.4.1** - Effectively communicates orally in the target language regarding a past, present, or future event. **FL.A.3.4.2** - Communicates in writing using a variety of vocabulary for past, present, and future events and feelings about those events (e.g., by writing a letter to a native speaker of the target language).

**FL.B.1.4** - The student demonstrates an understanding of the relationship between the perspectives and products of culture studied, and uses this knowledge to recognize cultural practices.

**FL.B.1.4.3** - Identifies and discusses various aspects of the target culture (e.g., social and political institutions and laws). **FL.B.1.4.4** - Identifies and discusses artistic expressions and forms of the target culture (e.g., books, periodicals, videos, commercials, music, dance, design, and art). **FL.C.1.4.1** - Conducts research on a topic of interest from an academic discipline (e.g., an event, a historical figure, or a scientific concept) using a variety of target-language sources (e.g., print, audio, and CD-ROM). **FL.C.2.4** - The student acquires information and perspectives that are available only through the foreign language and within the target culture. **FL.C.2.4.1** - Uses research information as a basis for expressing opinions that reflect knowledge of the target culture. **FL.C.2.4.3** - Uses target-language skills to obtain information and perspectives from speakers

of the target language **FL.C.2.4.5** - uses the target language to access, process, and discuss information that is only available through the target language or within the target culture (e.g., by using technology such as databases and CD-ROM produced in the target language or consulting target-language sources to gain information on a topic of personal, community, or global concern). **FL.D.2.4.1** - Uses the target language to discuss how aspects of the target culture are reflected in his or her own culture. **FL.D.2.4.2** - Recognizes different world views as presented in the media (e.g., TV, newspapers, and radio). **FL.D.2.4.3** - Demonstrates knowledge and understanding of the similarities and differences between his or her own culture and the target culture as represented in the media and/or literature.

## **Background**

AP students are expected to have more in depth knowledge of a country's culture and traditions. This research will help prepare students to understand the influence that places, such as Spain and Africa, have had on religion and rituals in the Spanish speaking Caribbean. They will also learn how these religions and rituals have blended and created a distinct form of religious cultural expression in these areas, and how they have been brought to Florida.

## Target Audience

AP Spanish

## Required Materials

Language Lab Computers, internet access, projector for PowerPoint presentations and videos done with Movie Maker, posters, knowledge of blogging on Blackboard.

## Teaching Activities

Students will learn how to use Movie Maker in lab - about 30 minutes. Teach students how to blog in Blackboard-about 15 minutes. Students have two weeks to do research. The time for presentations should be 6 to 10 minutes.

## Grading Assessment

There will be two types of Assessments:

1.

Oral- the College Board AP Spanish Formal Oral Presentation Rubric will be used.

To show comprehension students will then use Blackboard Blogging to respond to the following questions and respond to 2 classmates (all in Spanish):

*En la clase hemos estudiado la diversidad religiosa en Cuba, Puerto Rico, Republica Dominicana y la Florida. ¿Qué ha aprendido? ¿Cómo le ha impactado esta información? En general ¿cuál es su opinión sobre este tema y por qué piensa así? Conteste las preguntas y también dé su opinión a dos de tus compañeros de la clase sobre lo que escribieron. Tenga en cuenta el vocabulario que usa en esta charla. La nota de esta tarea es la siguiente:*

Total 25 puntos:

Contestar Preguntas: 15 puntos

Escribir su opinión a dos compañeros-un blog: 10 puntos

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