

COMPARING BRAZIL AND THE US THROUGH ORIXÁS AND SUPERHEROES

8th Grade English Language Arts – F. Slaton-Barkley

STAGE #1 - IDENTIFY DESIRED RESULTS

| | |
|---|--|
| <p>Establish Goals (G):</p> <p>ELAGSE6RL9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> | |
| <p>Understandings (U) <i>Students will understand that...</i></p> <ul style="list-style-type: none"> US and Brazilian cultures have stories with heros with super powers. In Brazil there is a kind of super hero, with superpowers. They are called orixás. In the US, we call them superheroes. | <p>Essential Questions (Q)</p> <ul style="list-style-type: none"> What are the similarities and differences between the role of superheroes in American cultures and orixás in Brazilian cultures? What is the purpose of having superheroes? What are the characteristics of superheroes? |
| <p>Students will know... (K)</p> <ul style="list-style-type: none"> Students will be familiar with the concepts of superheroes and orixás. How to compare and contrast the role of superheroes in American cultures and orixás in Brazilian cultures. Students will read graphic novels and orixás legends to do this comparison. | <p>Students will be able to.... (S)</p> <ul style="list-style-type: none"> Identify the names of at least 5 common orixás Identify the colors associated with these orixás |

STAGE #2 – ASSESSMENT EVIDENCE

What is sufficient & telling evidence of understanding?

Keeping the goals in mind, what performance tasks should focus the unit/lesson?

*Center for Latin
American Studies*

| | |
|---|---|
| <p>Performance Tasks (T):</p> <ul style="list-style-type: none"> • Create a comic book featuring an orixá • Have class discussions/debates • Students individually will present on their projects | <p>Other Evidence (OE):</p> <ul style="list-style-type: none"> • Teacher observation during work sessions |
|---|---|

STAGE #3 – LEARNING PLAN

Step 1: Teacher will use classroom discussion to access background knowledge regarding the terms superheroes and **orixás**. Teacher will first discuss superheroes, as the concept is probably already familiar to students, making sure to ask about what colors each super hero wears. Students will give examples of superheroes that they are familiar with. Teacher will then ask about the term **orixá** to see if any students have background knowledge. Teacher will highlight the fact that the word, **orixá** is an Afro-Brazilian word. It might be helpful to bring up Greek mythology as well if students have a background.

Step 2: Show a short video (titles located in Teaching and Learning materials) to familiarize students with the role of **orixás** in Brazilian culture. Ask students to comment on the colors and images that they see for each **orixá**.

Step 3: Review the Power Point on Afro-Brazilian **orixás**. Ask students to describe what they see.

Step 4: Read a graphic novel/story/comic of American superheroes together. Ask them to look at characteristics of the superheroes. Do they always succeed? What challenges did they overcome? Are they role models? Are they only for kids? Why do movie production companies keep making movies about them?

Step 5: Introduce Brazil. Ask them what they know. Write it collectively on the board. Talk about stereotypes. Ask them what Brazilians look like. Ask them what language they speak. Talk about the Disney movie Rio. Show the trailer. Segway into the African population. Tell them that Brazil has superheroes too that are embedded in its cultures. Talk about the Atlantic Slave Trade and the population of Brazilians of African descent. Talk about that same demographic in the US. Compare and contrast the number of enslaved Africans that were brought to the United States versus the number brought to Brazil.

Step 6: Show Hugo Canto's work to bridge the connection between American graphic novels and **orixás**. Discuss each **orixás**' strength and weakness. Discuss the importance of colors for the **orixás**. Ask them for their thoughts on **orixás** either individually or in small groups. Read the legends of some of the **orixás**. Discuss.

Step 7: Final product is for students to come up with a comic script featuring an **orixá**. Pass out rubrics so that they know how to make their projects. Have students present.

TEACHING AND LEARNING MATERIALS

BOOKS

African Leyends of the Orishas

<https://www.amazon.com/Lendas-Africanas-Dos-Orixas-Bilingue/dp/8586551260>

Orishanet

<http://www.orishanet.org/ocha.html>

IMAGES

Hugo Canto's Orixá Comic Book art

<https://hugocanuto.com>

VIDEOS

O Tempo dos Orixás Trailer (Português)

*Center for Latin
American Studies*

VANDERBILT  UNIVERSITY

<https://www.youtube.com/watch?v=ijDQKd8o9xc>

Disney Rio Trailer

<https://www.youtube.com/watch?v=PZheNUuK8jg>

RUBRIC

Rubrics

<http://rubistar.4teachers.org/index.php>

MAPS

African Slave Trade maps

<http://www.slaverysite.com/Body/maps.htm>

*Center for Latin
American Studies*

VANDERBILT  UNIVERSITY