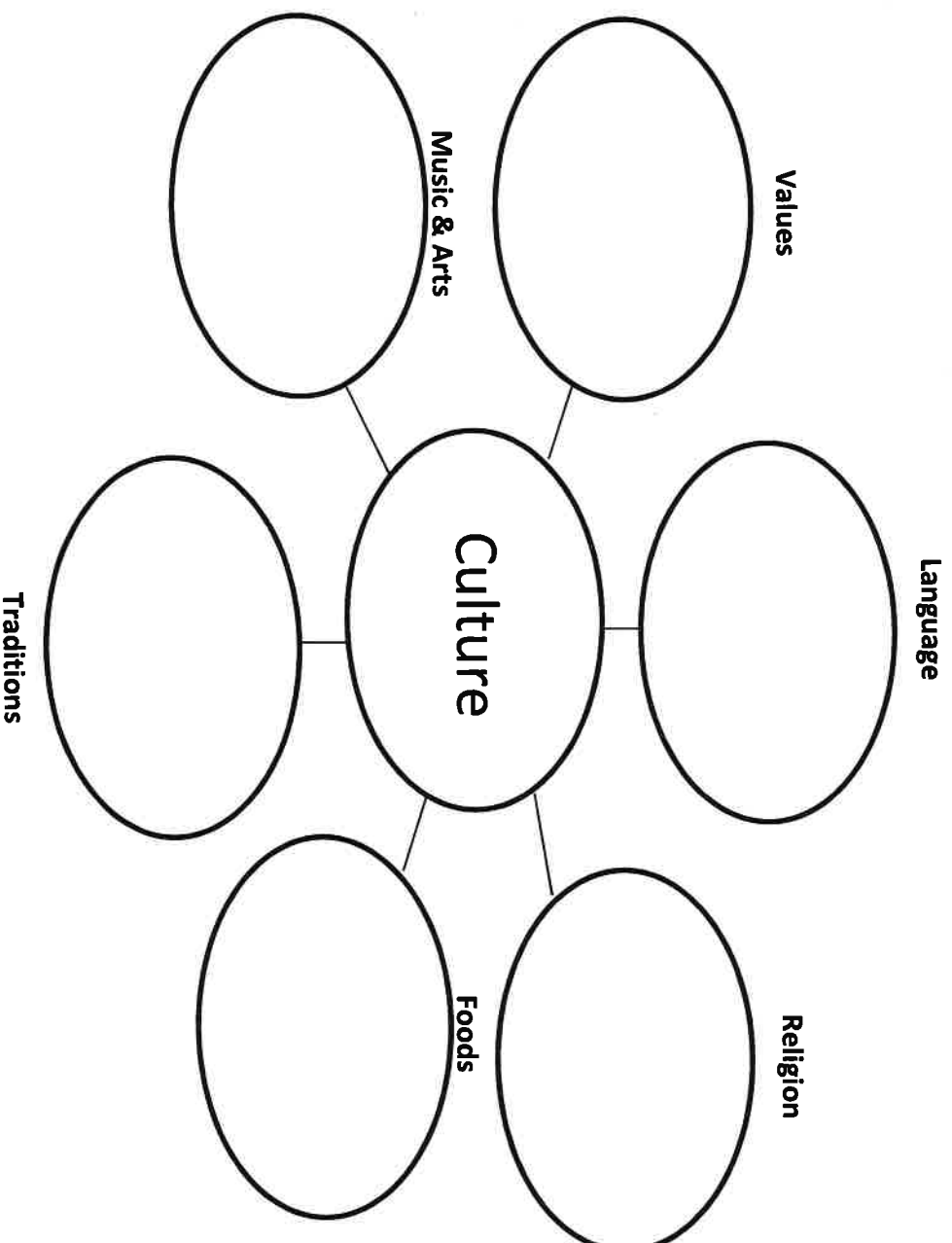


What is culture?

Culture includes many aspects of life. Culture is the characteristics and knowledge of a particular group of people, defined by everything from language, religion, foods, traditions, values, music and arts.

1. Discuss the term "Culture" with your students.
2. Provide your students with the complete definition of culture and ask them to give specific examples of their own culture.
3. Have students draw a concept web like below to illustrate all the components that make up culture, then students can then note their own culture characteristics on the diagram.

A simple definition for your students to remember is: Culture = All aspects of the way people live.



Puerto Rican Culture

Folklore

The Taino tribe-people, the Spaniards, and the black slaves imported from Africa all contributed to the folklore heritage of Puerto Rico. The Taino passed their legends down orally; they were first recorded by the Spanish colonialists. Some of the Taino language was preserved by writers who used Taino words to describe the alien aspects of their new surroundings, including *casabe* (a kind of bread) and *bohío* (a native thatched hut).

Many of these legends are ghost tales about demons who roam the island after dark, pursuing food or people or else protecting gold and loot that pirates long ago stashed away for safekeeping. Much of the island's folklore also dealt with the forces of nature that would descend in the form of a "big blow" (hurricane), decimating local crops and settlements.

Among many of the African customs and beliefs Santería played and still plays an important role in Puerto Rican Folklore. The practice of Santería dates to the fifteenth century when its earliest practitioners - members of the Yoruba people of West Africa - were brought to Puerto Rico as slaves. Not allowed to practice their traditional religion, the Santería priests, called Santeros, hid their rituals under the guise of Roman Catholic figures.

One of the most prominent Puerto Rican figures is "el jíbaro" (hillbilly), a country person from the mountainous interior, is an idealized folk hero, common in island literature and the arts. The jíbaro continues to fascinate artists of various disciplines, and the term is used on a daily basis as a sign of affection. Since at least the 1920s, the term jíbaro has a more positive connotation in Puerto Rican culture, proudly associated with a cultural ideology as pioneers of Puerto Rico. The jíbaro represents an ideology of a traditional Puerto Rican: hard-working, simple, independent, and prudently wise. Colloquially, the jíbaro imagery serves as a representation of the roots of modern Puerto Rican people, and symbolizes the strength of traditional values of living simply and properly caring for homeland and family.



Puerto Rican Culture

Local Holidays

Christmas

In Puerto Rico, as in most of Latin American countries, Christmas traditions have their roots in Catholicism. Due to the influence of other cultures (such as U.S.) some traditions have evolved and changed through time.

Puerto Rico's Christmas season is long, starting right after Thanksgiving day and officially lasting until Three Kings Day on January 6. Yet, this can extend until "Las Octavitas", eight days after Epiphany. Homes are decorated with lights and poinsettias, Christmas trees and scenes of the Nativity, also known as "nacimientos" or "pesebres" are very popular. The season combines delicious food, great music and festive merry-making. Typical dishes are roast pork, seasoned rice with pigeon peas, fried plantains, cooked green bananas, cooked yam and "pasteles", made of mashed plantains or yucca, filled with meat and other vegetables, wrapped in the leaves of the banana tree. The favorite desserts are "arroz con dulce" (rice cooked with spices, raisins, sugar, milk, and coconut milk) and "tembleque" (a custard made with cornstarch, sugar, and coconut milk). Other Christmas foods include Spanish "turrón" (a hard white nougat with almonds), Spanish apple cider, nuts, and assorted candies.

Friends often form "parrandas", "asaltos" or "trullas", a more joyful group than typical North American Christmas carolers. Lively music is sung usually to bongo, guitar, guiro and other musical instruments accompanied as the group goes to visit homes of unsuspecting friends, eats and drinks, and then moves on to the home of another friend. The cycle repeats itself, usually until next day. Christmas Eve is a more solemn occasion spent at home with family.

On December 24th, a Catholic mass is celebrated at midnight, called "*Misa de Gallo*", celebrates the birth of Jesus. On this day, commonly known as "*Nochebuena*", many families organize a special dinner or party to celebrate.

On December 25th, Puerto Ricans celebrates Jesus' birthday. Santa Claus brings gifts to the children who had been good during the year. This tradition originated in the U.S., but since the 1940's has become part of Puerto Rico's Holiday traditions.

Puerto Rican Culture

On December 28th, marks the day of the Holy Innocents. Catholics commemorate the mass slaying of male children by Herod in Bethlehem following the birth of Christ, as it is told in the Gospel.

On December 31, people celebrate the "end of the year" with relatives and friends. The major event occurs at midnight, when everybody greets and hugs each other and wishes good luck and happiness to everyone. Some traditions includes: a) eating 12 grapes, one for every time the clock rings its bells to tell time. It is believed to bring good luck to those who can eat all 12 grapes before the clock stops ringing the bells b) throw out a bucket of water by the balcony or window, it is believed to scare away bad luck.

Three Kings Day

At the end of the Twelve Days of Christmas comes a day called the Epiphany, or Three Kings Day. This holiday is celebrated as the day the three wise men first saw baby Jesus and brought him gifts. In Puerto Rico, before children go to sleep on January 5, they leave a box with hay under their beds so the kings will leave good presents.



The Three Kings Statue, Puerto Rico

Town Festivals

Each town celebrates an annual festival to honor its patron saint. The festivities usually last a week and features dances, food, parades and religious processions. There are also other holidays, sometimes called carnivals, that have been adopted from Catholic or pagan traditions. Special folk festivals, usually featuring an important product to the region, also take place, such as Yauco's "Festival Nacional del Café".

Puerto Rican Culture

Traditions and Special Events

Weddings

Throughout history there have been interesting similarities in the wedding traditions all around the world, but there are also some differences in the way they get married and celebrate such events. One unique characteristic of a Puerto Rican wedding is the bridal doll. A bridal doll, in a dress identical to the brides' gown, is usually placed on the head or center table with souvenirs attached to its dress. During the reception, the bride and groom will walk to each person and thank him or her for their presence at the nuptials. Each person is then pinned with a souvenir, some people in return pin dollars into the doll's dress.

During the wedding ceremony, the priest gives a blessed plate of coins, which represent good luck and prosperity, to the groom, who then gives them to his new wife as a present



Bridal Doll with Boutineers



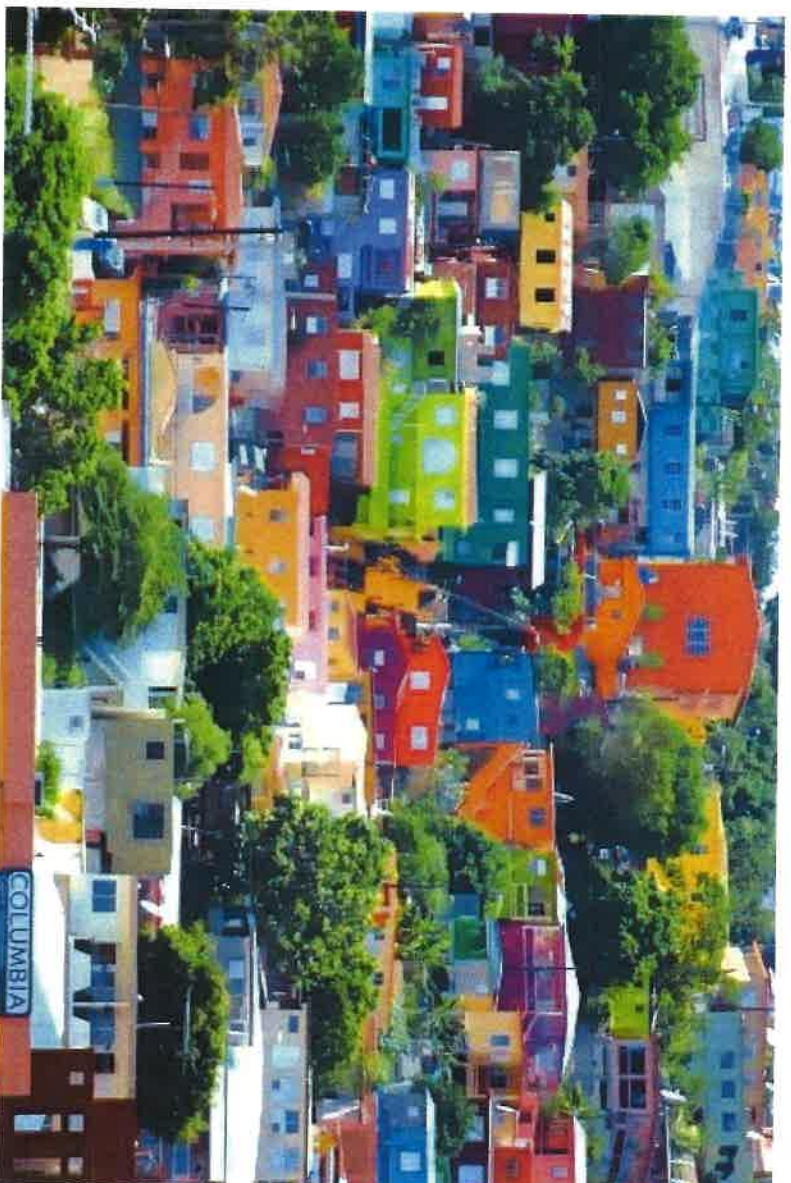
Quinceañeros Doll

Quinceañeros

The quinceañera tradition started centuries ago with the indigenous people as an important social ritual to commemorate the transition from adolescence to womanhood. At that time, fifteen year old girls were taken from their families to prepare for womanhood by learning about the history and traditions of her people. The return of the girl to the community was cause for a great celebration because of her new found knowledge and understanding of what womanhood entailed. Today, this celebration often includes a religious ceremony at church to celebrate the young woman's coming of age, followed by a party.

Puerto Rican Culture

The girl on her special day wears an extravagant white or pastel ball gown, similar in style to a modern day wedding gown. Fifteen couples - the young girl plus 14 other girls (damas) and 15 boys (chambelanes) attend the ceremony. A special doll called a "quince" doll is thrown, like a garter at a wedding, showing the girl no longer will play with dolls. The girl wears flat shoes at the beginning of the night, but exchanges them for high heels and a dance with her father, signifying she is now a young lady.



Puerto Rico - Clothing

The commonwealth of Puerto Rico may be a U.S. territory, but it has a rich culture and heritage all its own. The history of the island has shaped its traditional styles of dress up through the present. Although most of the outfits you'll see on locals are just the same as what you'd expect in any Western nation, the influence of historical costumes is particularly apparent during special occasions and traditional holidays.

Guayaberas

The guayabera is the most distinctive and well-known garment from Puerto Rico. A kind of tailored shirt for men, it has patch pockets on the front and is usually worn over an undershirt. The fit is tailored but loose, to be worn over trousers. Often, the shirt has short slits on the side and is worn with a few buttons open, so the undershirt shows underneath. Traditional materials include cotton and linen, though polyester is also used for modern guayaberas. A traditional version of the guayabera, primarily used as formal wear, is made with fibers from the pineapple plant.



Historical Dress

Historically, Puerto Rican dress has changed with each wave of new inhabitants. The indigenous Taino people had very little clothing, with the men, children and teens wearing nothing at all. Only married women wore garments, simple cotton skirts called naguas. The length of the nagua indicated the woman's status in society, with higher-ranking individuals wearing longer garments. Men and women used paints to decorate their bodies and wore jewelry made from bones, rocks, feathers and coral. By contrast, the Spaniards who first arrived in Puerto Rico wore full uniforms despite the island's extreme heat and humidity.

Special Attire

During festivals and special occasions, it's common for Puerto Ricans to wear more traditional costumes. During the quinceanera, a coming-of-age celebration for 15-year-old girls, the quinceanera wears an extravagant gown, usually in a pastel color or in white, much like modern Western wedding gowns. Another tradition has babies wear gold bracelets or necklaces adorned with coral charms, made to protect them from the mal de ojo or the evil eye, **Azabache Bracelets**.

Puerto Rico - Clothing

The **traditional dress of Puerto Rico** is a *blend of Jibaro and Bomba* cultures. This means the typical and local features in the traditional clothing of Puerto Rico but the Spanish, Caribbean and the Latin American influences are also pretty much reflected there. For the understanding, we can categorize the traditional dress of Puerto Rico into three main kinds.



Jibaro dancers from Puerto Rico in their traditional dresses – Image by Jaime Olmo

There is a dominating culture in Puerto Rico which is known as **Jibaro culture** which has its origins in the Taino Indian Puerto Rican culture and the term Jibaro usually refers to “*La Gente de la Montañas*” (the people of the interior mountainous regions of Puerto Rico) and emerged in the 16th century with the blending of the Pre-Columbian Taino Indian and Spanish European cultures in the central mountains of the island of Puerto Rico. Some values of this culture can be observed even today. The most prominent feature of the **Jibaro dress** is the headdresses as the jibaro men wear the straw hat and the jibaro women wear the flower bonnet. The men normally wear white shirt and pants with a colored sash around the waist and colored kerchief around neck

Taken from < <http://traveltips.usatoday.com/typical-clothing-puerto-rico-100926.html> > Nov 18, 2015

Taken from < <http://www.prfdance.org/bomba.htm> > Nov 18, 2015

Puerto Rico - Clothing

and shoulders. Similarly the jibaro women wear the multi colored long skirts and low cut white blouses. The footwears include sandals and a machete.



Bomba dancers from Puerto Rico wearing traditional costumes.

The **Bomba culture** is a purely African tradition that was introduced in Puerto Rico by the black slaves who worked on the island's sugar² plantations in the 17th century. The **Bomba dancers** usually perform hip-hop dancing on drum beats and the drums are accompanied by the rhythmic beating of sticks and maracas to create a swelling tide of drumbeats. The traditional **Bomba costumes** of Puerto Rico are much similar to the traditional slave attires as the turbans and long flowing white skirts and short blouses are the major articles of such dresses. The men wear colorful shirts tied at the waist and pants cut at the ankles or sometimes the man is dress elegantly in a white suite with a **Panama Hat**.

Puerto Rico - Clothing



Puerto Rican dancers in phenomenal traditional costumes

Plena is a genre of music, chant and dance native to Puerto Rico and it was originated in **Joja del Castillo Ponce** around 1900. While performing **Plena folklore**, the Puerto Rico women wear flowers in their hair colorful short dress above the knee. The Puerto Rico men wear Panama hats with guayabera shirts mostly in white.

In the nutshell, the population of Puerto Rico is multi cultured and the lovely people of this small island wear a variety of traditional dresses. The **traditional dress of Puerto Rico** is an amazing **blend** of the **Jibaro**, **Bomba** and **Plena** cultures.

Puerto Rico - Language

6 Taino Phrases ...

Taino is an old language spoken by Taino Indians in Puerto Rico, Cuba and other parts of the Caribbean. The language comes from the Arawak language, which is spoken by the Locono Indians of South America.

Go to <http://www.timeforkids.com/destination/puerto-rico/native-lingo> and listen to the way the following phrases are pronounced in Taino. Teach the students the sayings and practice them daily. Practice the words during snack time. Use the sayings as you greet students and naturally as they fit in throughout the day.

Hello.

Tau (tah-oo).

Thank you.

Hahom (hah-home).

How are you?

Anegwaba (ah-neg-wah-bah)

Be quiet.

Teitoka (tay-toe-kah).

Let's go!

Waiba! (why-bah)



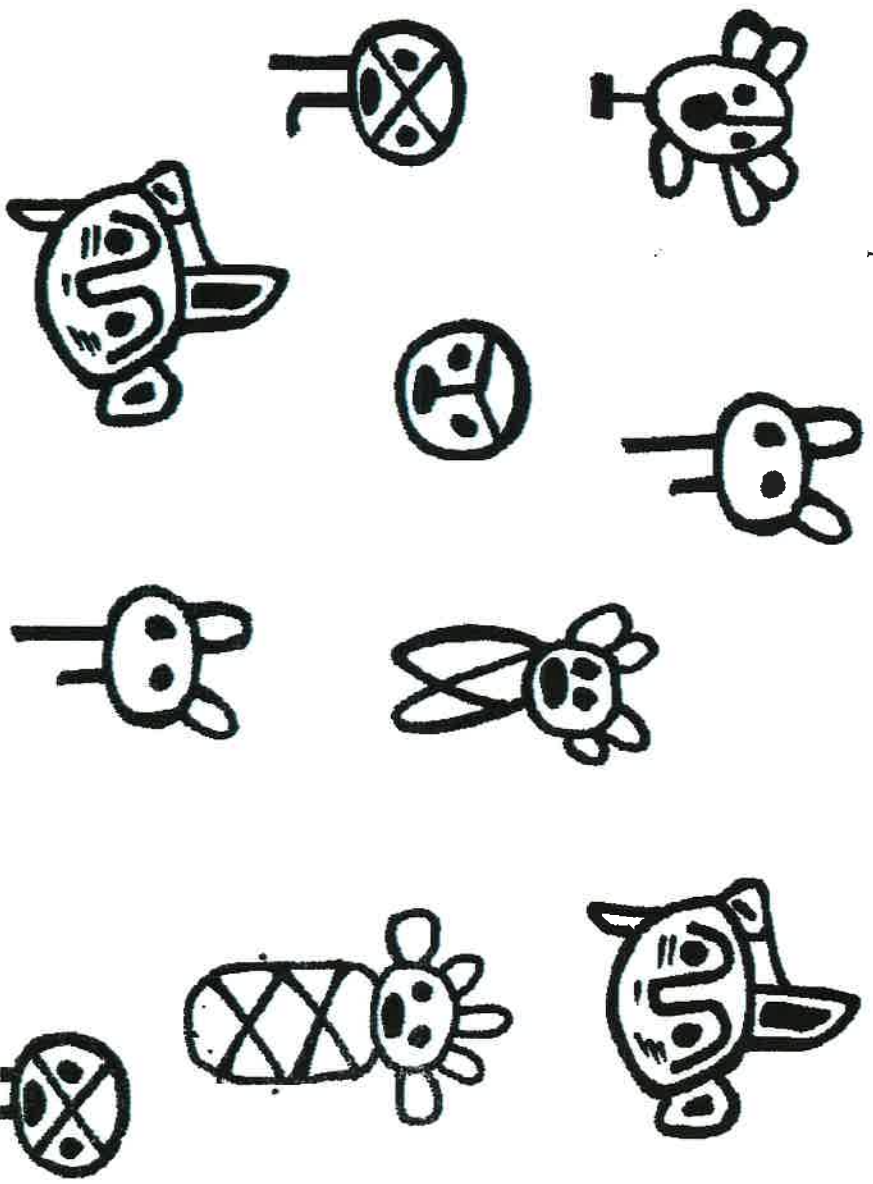
Let us speak Taino, our language.

Tainey wahián wahiákawo (tah-eee-nay waah-yan waah-yak-aw-o).

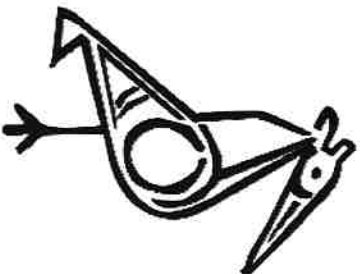
Táinos of Puerto Rico

Suggested Activities:

- Make a hunting hat by using a brown paper bag cut to fit down to the shoulders. Cut eye holes. Attach plant material to the outside of the bag.
- Make Taino jewelry. Use string, feathers, sea shells, and pretty stones. Weave around the stones to attach them to the string.
- Face painting using Taino designs of petroglyphs below. (**Use washable material. Do not use ink.**)
- Have students create a coded message using the petroglyphs below. Exchange paper with another student and decode.
 - To add to the list, as a class create new symbols.
- Plan an Areyto. Assign characters such as cacique, bohike, children, mothers, fathers, musicians, etc. Celebrate by sitting on the floor or short benches. Serve fresh tropical fruits.



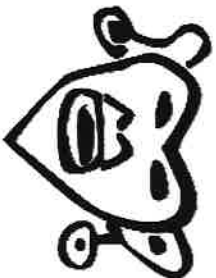
Táinos of Puerto Rico



bird



fertility



unknown
in the Central Plaza in Caguana,
United Puerto Rico



frog
Rio Blanco, Puerto Rico



unknown
petroglyphs from Zama, Jayuya
Puerto Rico.



sun



coqui





Make a Guanin

Taino chiefs (called "caciques") wore a gold medallion around their neck to symbolize their power. You can make your own "guanín" to wear in about 20 minutes.

Here's what you'll need:

- Scissors
- Poster board or lightweight cardboard
- A circle template 3"-5" wide (an empty soup or coffee can is good – Make sure there are no sharp edges!)
- Markers, paints, or crayons
- Yarn or string
-

Here's what to do:

1. Trace around the can onto the poster board to create a circle.
2. Decorate the circle. Use one of the Taíno symbols found on the "Taínos of Puerto Rico" or make up one of your own.
3. Poke a hole in the top of the circle and string it onto the yarn.
4. Place it around your neck and now you are the ruler of your own *yucayeque* (village)!

What is a Carnival?

What is a Carnival?

There are many types of carnivals celebrated all over the world. A carnival can be a small street fair or circus, or a large celebration like Mardi Gras. In Ponce (PAWNsay), Puerto Rico, Carnival is a special celebration in the month of February, before the Christian season of Lent. During the carnival, people dress in brightly-colored costumes and masks, dance, and play music.



The Ponce Carnival

People in the town of Ponce have been celebrating carnival for over 250 years! Each year the carnival lasts the whole month of February with parades, music, and special events. At the end of the carnival, everyone celebrates the “burial of the sardine.” A sardine is a small fish. A woman leads a “pretend” funeral procession through the town, while the crowd sings songs and beats drums. As the sardine is put in its grave, each person throws in a handful of dirt. Then the crowd sings a final song...

¡Ya se muerto el carnaval!

Ya lo llevan a enterrar;

échenle poquita tierra

que se vuelve a levantar.

Carnival is dead now

They are burying him;

Throw just a little dirt in

So he can rise ag

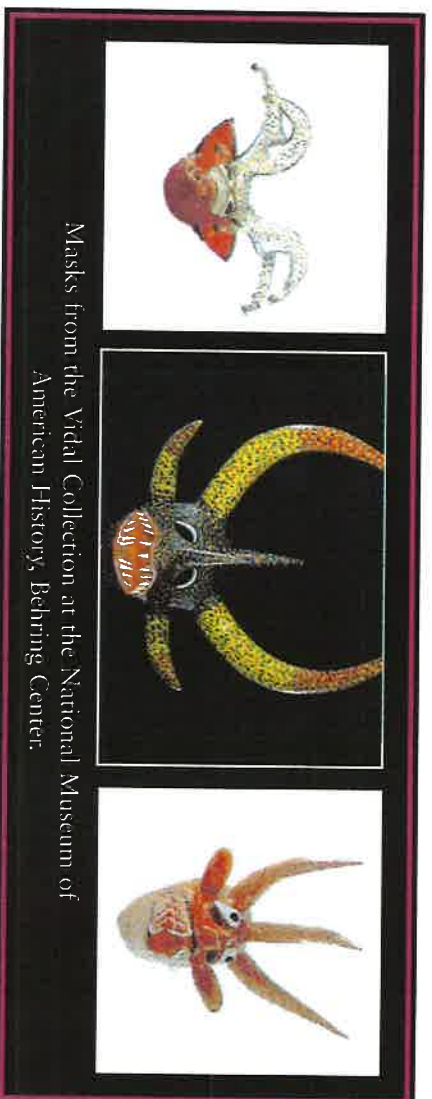
Make Your Own Carnival Mask

Introduction

Caretas De Vejigantes

In Ponce, Puerto Rico, mask makers use papier-mâché (shredded paper and glue) to create special masks for the Carnival.

Here are simple directions you can use to make your own carnival mask. Before you begin, think about the type of mask you want to make. Look at these Ponce masks for some ideas!



Materials

You will need to gather these things to make your mask.

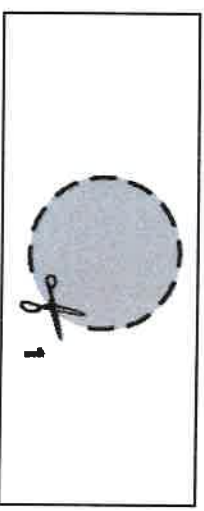
1. Three pieces of posterboard or cardboard (Approximately 12" by 14")
2. 10"-12" disposable paper dinner plate (larger plates for older children)
3. Scissors, pencil, and tape
4. A mixing bowl
5. 4-5 tablespoons of flour
6. 1-1/2 cups of warm water
7. Long strips of newspaper (1 inch in width)
8. Acrylic or tempera paints and paintbrushes (red, yellow, and black are the traditional Ponce colors)
9. Elastic cord or string to hold your mask in place
10. Paper towels to clean up!

Directions

To make your vejigante mask

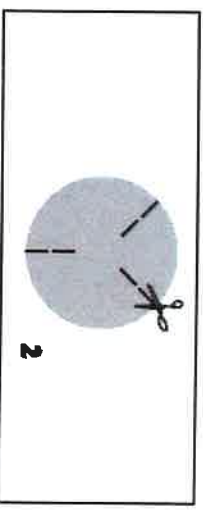
Step 1:

Place the dinner plate on 1 piece of posterboard. Trace the plate with a pencil to make a large circle. Cut the circle out with scissors.



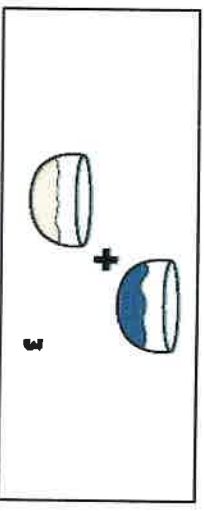
Step 2:

Make a 3 "-4" cut into the bottom of the circle. At the top of the circle, make two 2 "-3" cuts. Overlap the edges of each of the cuts and tape together. This will make your mask 3-D.



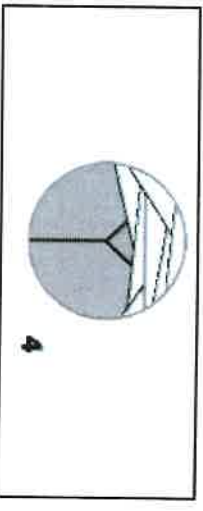
Step 3:

Place the flour in the bowl. Add water slowly and mix to make a thin paste.



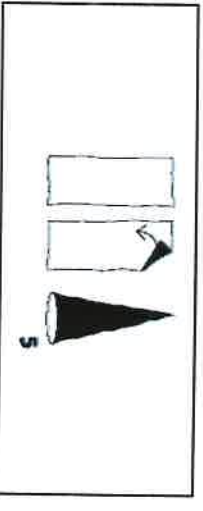
Step 4:

Dip the newspaper strips into the paste and place them across your mask, covering all of the posterboard. Keep adding strips until you have 3 or 4 layers.



Step 5:

Make horns! Cut the other 2 pieces of posterboard into smaller pieces. Roll each piece into a cone. Add tape to keep the cone together. Cover each horn with 2 or 3 layers of papier-mâché, and attach them to your mask using more papier-mâché strips.



Step 6:

Paint your mask! Many Ponce masks are painted red, yellow, and black, and often have dots painted on them. Attach a piece of elastic to the inside of your mask to hold it on!



Congratulations!

You are ready to wear your vejigante mask!

Objectives

Students recognize the cultural uses of masks and identify a strong feeling or emotion to represent in their own masks. Students create masks that focus on color, texture, and pattern to reflect the emotions of a particular situation, and reflect on how each others' work communicates that emotion.

Multiple Intelligences

Bodily-Kinesthetic

Intrapersonal

What Does It Mean?

Mottled: blotches of color or texture

Art principles: use of balance, repetition/rhythm/pattern, unity, contrast, variety, proportion, emphasis, and movement in a work of art

Visual Arts Standard #3

Changing and evaluating a range of subject matter, symbols, and ideas

Visual Arts Standard #5

Reflecting upon and assessing the characteristics and merits of their work and the work of others

Social Studies Standard #1

Culture—experiences that provide for the study of culture and cultural diversity.

Health Education Standard #4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Background Information

People have worn masks since ancient times as both functional and beautiful objects. They are used to ward off evil spirits, provide self-defense, celebrate holidays and commemorations, and transform the wearer into something different than self.

Early cave paintings in Lascaux, France (ca. 15000 BCE) depict hunters wearing masks that resemble the animals they hunted. Ancient Egyptians in the second century AD made portrait masks of their dead. Details of the face were painted around glass eyes that were fitted on the mask. In Bali, Hindu dancers wear different masks to portray the powers of good and evil during the epic dance of Ramayana. Some tribes in Africa and Alaska wear masks when performing hunting rituals today. During Mardi Gras celebrations around the world, people wear masks to free themselves from who and what they are the rest of the year.

Resources

How Are You Peeling? by Saxton Freymann

A joy for all ages, the author transforms real fruits and vegetables into people's many moods with rhyming text.

Making Masks by Renee Schwarz

A how-to book for 9- to 12-year-olds. Clear, step-by-step instructions for 13 creative masks.

The Amazing Book of Shapes by Lydia Sharrman

A book with a lot of eye appeal. It encourages independent exploration of the topic for second to sixth graders.

Vocabulary List

Use this list to explore new vocabulary, create idea webs, or brainstorm related subjects.

Communication	Revel
Disguise	Ritual
Emotion	Sentiment
Express	Texture
Expression	Transform
Face	Veil
Feeling	
Hide	
Mask	
Masquerade	
Mood	
Pattern	



Mexican Festival Mask

1999

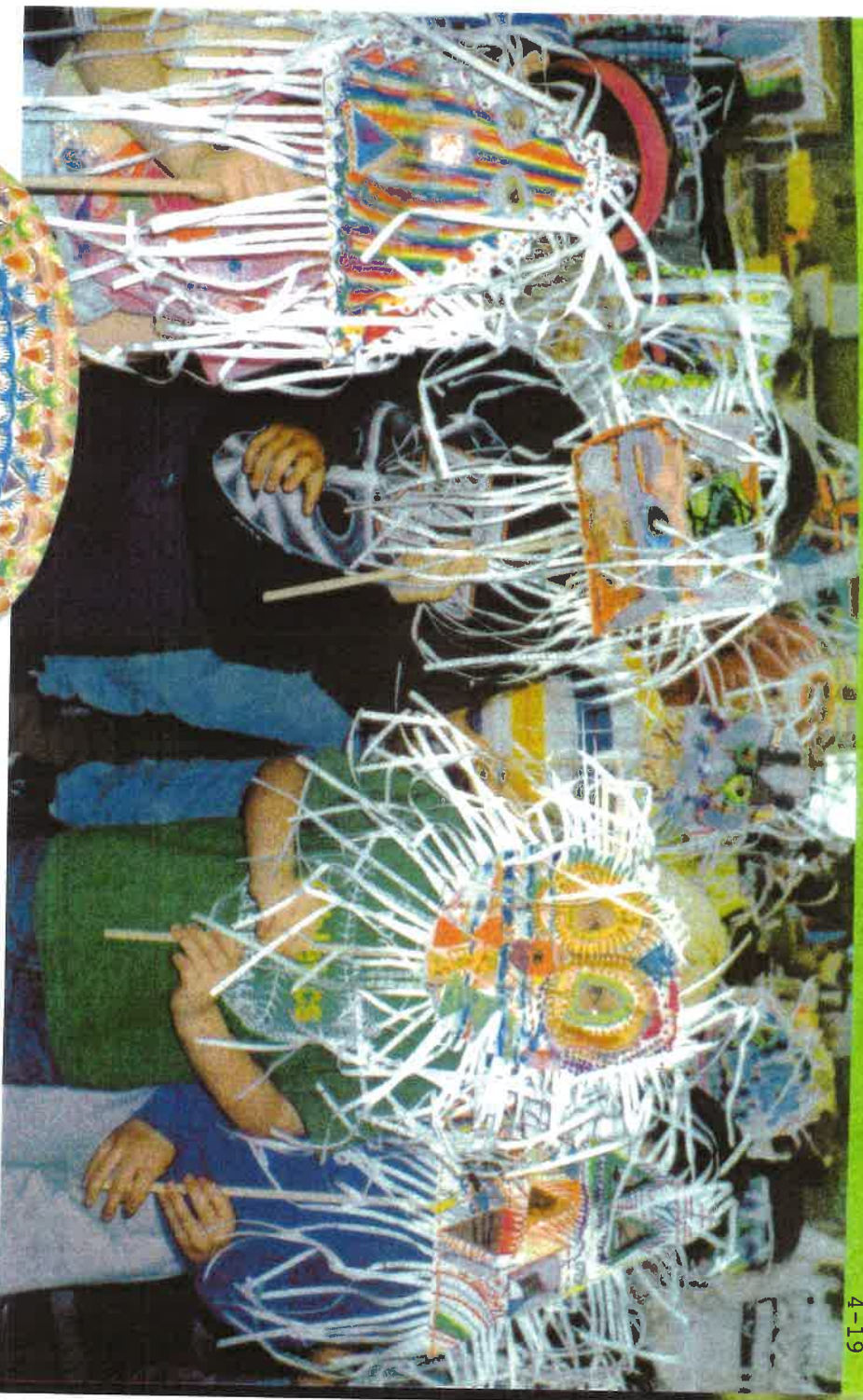
Artist: Juan Huerta

Painted wood

Height: 12 1/2"

Tucson, Metropolitan Museum

Donor: Collection



Artwork by students from Volsenburg Elementary School,
Kutztown, Pennsylvania.
Teacher: R. De Long.



Indonesian Zany Mask
Zuni, Georgia
Material: paper
Height: 11 x
Width: 10 inches



Malaysian Mask
Made
with
natural color
height 11
width 10 inches



Dream-Makers
Building fun and creativity into standards-based learning

K-2

3-4

5-6

Suggested Preparation and Discussion

Ask children to discuss how they can tell what someone might be feeling about a situation: by looks on their faces, their body posture, or what they say, for example. What facial expressions often reveal strong emotions? How could those feelings be expressed in a mask through shape, color, pattern, and texture?

Discuss how people in various cultures and during special times wear masks to temporarily transform themselves into new roles. How do facial features on masks express, or disguise, emotions of the wearer? Together, figure out how art elements and principles such as shape, color, pattern, and texture can express emotional ideas.

How is emotion portrayed visually? Discuss examples. Analyze masks from several cultures, based on their function and time period. In that culture, what colors appear to express happiness? Which textures might portray nervousness or shyness? What colors or patterns could convey hurt? Brainstorm ideas about how art elements and principles such as shape, color, pattern, and texture can express emotional ideas.

Display examples of masks and pictures of masks from different parts of the world, various time periods, and those used for a range of purposes. Discuss materials used to make them. Children each choose a situation in which a feeling can be portrayed in a unique mask.

Crayola® Supplies

- Colored Pencils
- Markers
- Paint Brushes
- School Glue
- Scissors
- Tempera Paint (white)

Other Materials

- Masking tape
- Oak tag or recycled file folders
- Paper towels
- Recycled newspapers
- Scrap papers to shred
- Water containers
- White paper

Set-up/Tips

- Ask parent volunteers to shred paper beforehand.
- Cover painting surface with recycled newspaper.
- Dilute paint with an equal amount of water.
- Instead of a paper tube, a tree branch, craft stick, or dowel stick can also be used for a handle.



Artwork by students from Weisenberg Elementary School, Kutztown, Pennsylvania. Teacher: K. DeLong

Make mask form

- Process**
Session 1
20-30 min
1. Cut out a large mask in a shape that can help convey the chosen emotion. Write the emotion to be portrayed on the back of mask.
 2. Hold mask to face. An adult lightly marks places for eyes, noses, and mouths with colored pencils.
 3. Cut out facial features.

Decorate mask

- Process**
Session 2
15-20 min
4. Experiment with markers to use line, color, pattern, and texture to express the mask's emotion.
 5. Lightly brush diluted white paint across the entire design to create a pastel effect.
 6. Blot the surface with paper towels for a mottled look. Air-dry the paint.
 7. Redraw any design elements that are too subdued.

Assemble mask

- Process**
Session 3
20-30 min
8. Glue shredded paper strips or other shapes around the mask's perimeter. Air-dry the glue.
 9. Tightly roll a paper tube for the handle. Glue the open edge. Glue handle to back of mask. Air-dry glue.

Assessment

- Students present their masks to classmates to identify the emotion.
- Children reflect on how they used art techniques to express emotion.
- Ask students to reflect on this lesson and write a DREAM statement to summarize the most important things they learned.

Extensions

Younger students and children with special needs may make a large oval mask, which is easier to cut out. Decorate the surrounding area.

Role-play problem-solving situations in which the strong emotions chosen are central. What actions can students take to either celebrate or constructively handle those strong emotions?

Conduct mime sessions in which students act out emotions wordlessly for others to identify.

Students each choose a cultural or historic mask for in-depth research. Write reports and present findings to classmates.

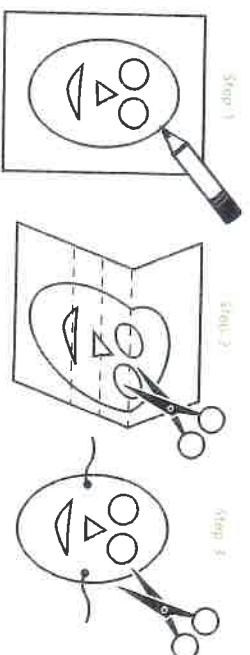
Suggest that students identify times when they have strong emotions. Ask them to record words that describe those feelings.

How do different cultures portray emotions? Study masks used to tell stories or for various celebrations and events.

Gifted students could write a play using masks to convey meaning. Study Kabuki Theatre and its use of masks.

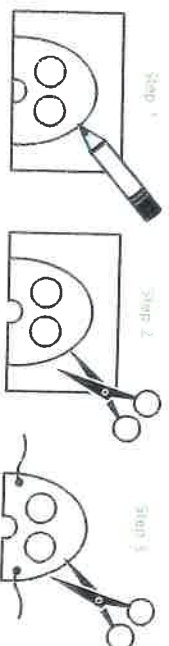
How to make a whole mask

- Step 1** Adult makes head with simple features of cartoon or real animal features (should discuss where facial features should be placed)
- Step 2** Students identify and name your facial features. Then, discuss what you can do to express different feelings. They should express one or two feelings and continue to make a few more.
- Step 3** Cut away where appropriate to create a face shape. Repeat steps 1, 2, and 3 until all faces are done.



How to make a half mask

- Step 1** Make adult mask without eye holes. Air-dry the mask.
- Step 2** Cut out your face mask design.
- Step 3** Mirror mine in mirror (mask should mirror) face to light, try on.



Puerto Rico - Music and Dance

Instruments

The typical Puerto Rican musical instruments reflect the influence of the different ethnic and racial groups existing in Puerto Rico during the colonization of the island. The “guiro” and the “maracas” came from the Taino Indians who inhabited the island when the Spanish conquerors arrived. The “cuatro” and the “tiple” are variations of stringed instruments brought by the Spaniards, such as the guitar. The drums, timbrels and marimbas represent the Afro-Antillean black influence. Because musical instruments were difficult to get to the interior of the island, draftsmen made them from local materials. While they were at it, they made alterations to suit the tastes of their customers, often decorating them with carvings and inlays representing flowers, birds and landscapes.

To make these instruments, the Puerto Ricans used the fruit of some tropical trees like the higuera and the marimbo. They also used the trunk and bark of other trees.

A guiro is made by carving the shell of the elongated fruit of the cucumber family and making parallel fluting on its surface. It is played with a wire fork called a *pua*. A rhythmic, rasping sound that beats the time of the dance is produced.

The Maraca is made from the fruit of the higuera tree. It must be round and small. After taking out the pulp of the fruit through two holes bored on its surface, small pebbles are introduced into it. Then a handle is fitted to the dry fruit shell.

The Tiple (Treble) is a small guitar, but may have from one to five strings. It is made from one piece of wood. It sounds are more sharp and high than those of the guitar.

The Cuatro is the same size as the tiple, made in the shape of a narrow mouthed pitcher. It has five strings (two pairs and one single)

The Marimbola consists of a wood box with a sound hole cut in the center of it. Across this hole, a number of metal strips are attached at one end to the resonating box. These metal strips are tuned to different pitches, and are plucked to produce a bassline for the music.

Instruments

Guiro: To hear and see how to play the guiro, go to You Tube and type in “Guiro”. Below are three differently shaped guiros.



Christoforo-Mitchell, Rose. “The Heritage and Culture of Puerto Ricans” Yale-New Haven Teachers Institute, 2 Jan. 2006. Web. 19 Nov. 2015.

<<http://www.yale.edu/ynhti/curriculum/units/1991/2/91.02.06.x.html#l>>

Puerto Rico - Music and Dance



Maracas: See activity “Festive Maracas” for directions on making maracas.



Marimbolas: a wooden box with metal pieces that makes the characteristic bassline thump heard in traditional music.



Two different types of marimbolas

Christoforo-Mitchell, Rose. “The Heritage and Culture of Puerto Ricans” Yale-New Haven Teachers Institute, 2 Jan. 2006. Web. 19 Nov. 2015.
<<http://www.yale.edu/ynhti/curriculum/units/1991/2/91.02.06.x.html#l>>

Puerto Rico - Music and Dance

Dance and music have always been traditional cultural expressions of Puerto Rico's ethnic heritage. There are many different styles of dance that are performed on the island, including salsa, merengue, danza, plena, bomba, and cha-cha, to name a few. The majority of Puerto Rico's dance steps are choreographed to accompany specific music, and the dance and the music usually share a name. The roots of dance on the island can be traced back as far as the days prior to European contact.

History of Dance

To learn about dance on Puerto Rico is to also learn about the island's history and culture. The Taino Indians were Puerto Rico's first inhabitants before the arrival of European explorers. They held religious ceremonies and other traditional celebrations that featured dance as a focal point of the festivities. After the island was taken over by Spain, the music and dance of Puerto Rico became a blended harmony of musical styles borrowed from Spanish, African, and other European cultures, creating Puerto Rico's signature style of Latin dance.

Types of Dance

There are many different kinds of dance on Puerto Rico, and the following are some of the most popular styles.

- **Merengue:** Adapted from a genre of dance on the Dominican Republic, the style of merengue that is popular on Puerto Rico has two variations. The choreography of the ballroom merengue is a basic two-step, but with a contrary twist of the hip to the right, which makes it somewhat difficult to perform. The two dance partners get into a vals, or waltz-like position. The couple then side steps, which is known as paso de la empalizada or "stick-fence step," followed by either a clockwise or counter-clockwise turn. During all of the dance steps of the ballroom merengue, the couple never separates. The second kind of merengue is called the Figure Merengue or Merengue de Figura, and the performing couple makes individual turns without letting go of each other's hands.
- **Plena:** Couples dance the simple choreography of the plena, though there is evidence it was originally danced apart. Some plena dances are performed at a blistering pace, accompanying vivacious drum beats.
- **Bomba:** The bomba dance is vital to the bomba genre of music and provides the foundation for the rhythm. The history of bomba can be traced back to the end of the 17th century, when the dance was developed along the coast of Puerto Rico. The West African slaves and their descendants used the bomba dances to celebrate baptisms, marriages, and even to plan rebellions. For this reason, the slaves were only allowed to hold these ceremonies on Sundays and feast days. The bomba is danced in pairs, but there is no contact. The dancers each challenge the drums and musicians with their movements by approaching them and performing a series of fast steps called floretea piquetes, creating a rhythmic discourse.

Christoforo-Mitchell, Rose. "The Heritage and Culture of Puerto Ricans" Yale-New Haven Teachers Institute, 2 Jan. 2006. Web. 19 Nov. 2015.

<<http://www.yale.edu/ynhti/curriculum/units/1991/2/91.02.06.x.html#l>>

Puerto Rico - Music and Dance

- **Salsa:** The word salsa simply refers to a fusion of different rhythms and is a mixture of many Latin and Afro-Caribbean dances. Salsa music was first created in the 1960s, and since then its popularity has extended to the non-Latino world. Similar to the mambo, salsa dancing has a pattern of six steps danced over eight counts of music. Salsa has a side-to-side feel, and turns are an important part of the dance.
- **Cha-Cha:** Named for the scraping sounds of the dancers feet, the cha-cha-cha is a spin-off of the mambo. Dancing the cha-cha consists of three quick steps called the triple step or cha-cha-cha, followed by two slower steps on the one beat and two beat.

Activities

1. Have students listen to Puerto Rican music. (Check "Research and Websites" page)
2. Have students learn a few Puerto Rican songs and dances. These can be performed on Family Night. (Go to You Tube to see examples of Plena, Bomba, Salsa, etc.)
3. Have students write biographies of famous Puerto Rican Composers. Rafael Aponte Ledee, Noel Estrada, Jesus Figueroa, Pedro Flores, Rafael Hernandez, Manuel Jimenea, "Canario" Ladislao Martinez, Angel Mislán, Juan Morel Campos, Sylvia Rexach, Felipe Rosario Goyco, Don Felo, and Myrta Sylva
4. Continue to do Culminating Activities and other activities from this binder.



Christoforo-Mitchell, Rose. "The Heritage and Culture of Puerto Ricans" Yale-New Haven Teachers Institute, 2 Jan. 2006. Web. 19 Nov. 2015.

<<http://www.yale.edu/ynhti/curriculum/units/1991/2/91.02.06.x.html#1>>


Festive Maracas – Puerto Rico






Materials:

- Yogurt cups or Styrofoam cups
- Craft sticks
- Beans, rice, or macaroni
- White acrylic paint
- Tempera or poster paint
- Paint brushes
- Craft knife
- Hot glue gun

Safety Tips

- Keep the glue gun and craft knife out of young children's reach.
- Watch out for this sign . It means adult help is needed for the particular step.

Steps

1. Wash two yogurt cups and let them dry thoroughly
2. Prime the cups, including the lids, with white acrylic paint. Let the paint dry completely
3. Paint the cups with various colors of water-based paint such as tempera, acrylic, or poster paint. Come up with your own unique designs
4. Paint two craft sticks and set them aside to dry.*
5. Cut a slit at the center of each lid just wide enough for a craft stick to get through 
6. Fill each yogurt cup around one-third full with beans or rice.
7. Insert a craft stick through the slit on each lid. Fix the stick in place with a glue gun. 
8. Fix the lid to the cup as well using the glue gun. 
9. Once the glue dries, you can start shaking your pair of festive maracas

*Instead of using craft sticks, glue two yogurt cups or Styrofoam cups together

Popular Foods of Puerto Rico

Pasteles



Pasteles is similar to tamales: The masa is made of a combination of green banana, green plantain, potato, and tropical pumpkins known as calabazas. It is filled with a variety of delightful treats. Like tamales, it is a Christmas time Puerto Rican tradition.

Mofongo



Mofongo is a mashed mound of plantains into which a combination of seafood, meat, or vegetables is added. It can be served as a side dish or a main course accompanied typically by beans and rice.

Empanadas - Fried Meat Pies



Empanadas are pastry shell turnovers made by folding dough over a filling, sealing it, and cooking it, either by baking or frying. Just about every Caribbean island has a recipe for sweet or savory fillings.

Tostones



The dish is made from sliced green (unripe) plantains cut either length-wise or width-wise and are twice fried. Tostones are salted and eaten much like potato chips. In some regions, it is customary to dip them in mojo (a garlic sauce).

Taken from < <http://latinfood.about.com/od/puertorico/r/pasteles.htm>>
< <http://recipes.epicurean.com/recipe/1078/puerto-rico-mofongo.html>>
< <http://deep-fried.food.com/recipe/puerto-rican-fried-meat-pies-empanadas>>
Oct 26, 2015

Popular Foods of Puerto Rico

Bacalaítos



Bacalaítos are salt cod fritters filled with minced cod fish and garnished with cilantro, garlic (mojito) and onions, they are a traditional Puerto Rican snack.

Pastelón



Puerto Rico's Lasagna made out of sweet plantains.

Cornmeal Cake



The Cornmeal Cake, so well known in Puerto Rico and the islands of the Caribbean, is one of the favorite desserts in every home. It's not bread but a cake made with corn wheat.

Coconut Rice Pudding



(Arroz con Coco)

Taken from < <http://latinfood.about.com/od/puertorico/r/pasteles.htm>>
 < <http://recipes.epicurean.com/recipe/1078/puerto-rico-mofongo.html>>
 < <http://deep-fried.food.com/recipe/puerto-rican-fried-meat-pies-empanadas>>
 Oct 26, 2015