

Manguito:

A Musical Journey through the Caribbean Educational Guide, Grades K-12



About the Performance

Experience the joyous and incredibly influential music of the Caribbean! In one hour, audiences are immersed into some of the most popular music styles of these marvelous islands. They learn about their culture, history, and influences, and how this music was born. Manguito introduces students to instruments used in Cuban "Son" and "Rumba", Puerto Rican "Bomba" and "Plena", and Dominican "Merengue" styles. Audiences get to participate as well by singing, playing some of the instruments (on-stage) and dancing.



About the Artists

Manguito is a musical group that focuses equally in both "teaching and performing" the music of Cuba, Puerto Rico and the Dominican Republic. Manguito's show connects directly to a Latin heritage we all need to preserve, and keep passing to our younger generations.

The members of Manguito are: Gonzalo Grau, piano/vocals (Venezuela), Manolo Mairena, percussion/vocals (Costa Rica), Ernesto Diaz, percussion (Colombia), Iris Luis-Gomez, bass/vocals (Cuba), and Jesus Andujar, percussion (Dominican Republic).

Program Learning Goals

1. To become familiarized with Latin American instruments and rhythms.
2. To explore the process of "acculturation" by examining how the music and history of the Caribbean and Latin America reflect Native American, Spanish, and African cultures.

Essential Questions

1. How does music tell the story of a culture?
2. What elements make up a person's culture?
3. How does Caribbean music influence other styles elsewhere?

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Vocabulary

- **Manguito:** Spanish for “little mango,” a term of endearment because mangos are sweet and delicious!
- **Culture:** the customary beliefs, social forms, and material traits of a racial, religious or social group
- **Acculturation:** the process by which one culture adopts the traits of another culture

Spanish Vocabulary

Spanish	English
¡Hola! (oh-lah)	Hello!
¡Adiós! (ah-dee-ohs)	Goodbye!
¿Cómo está usted? (coh-moh ess-tah oo-sted)	How are you?
¡Gracias! (grah-see-ahs)	Thank you!
Me llamo ____ (meh yahm-mo ____)	My name is ____



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Manguito:

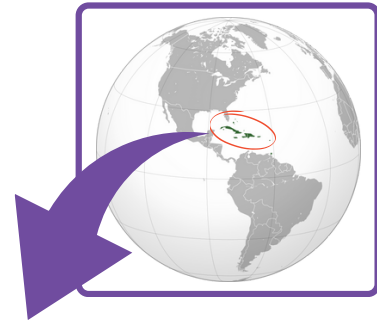
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Key Facts and Cultural Context for Students

The Caribbean Islands

The music, dances, and instruments featured in this performance come from the Caribbean Islands, specifically **Cuba**, the **Dominican Republic**, and **Puerto Rico**. The Caribbean Islands are south of the United States, east of Mexico and Central America, and north of South America. They are a group of islands in the Caribbean Sea.



Caribbean Percussion Instruments

Percussion instruments are instruments that are sounded by striking, shaking, or scraping. Here are some of the percussion instruments played by Manguito:



Maracas
(mah-rah-cahs)



Güira
(gwee-rah)



Chekere
(che-keh-ray)



Bongos
(bon-gohs)



Congas
(cohn-gas)



Timbales
(tim-bah-leys)

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Pre-Performance Discussion Questions

- What do you know about the Caribbean? What would you like to know? How could you find out more?
- What percussion instruments do you know? How are they played?
- What kinds of dances are you familiar with? Where are those dances popular?
- What do you think different cultures can communicate through music and dance?

Pre-Performance Activities

ACTIVITY 1: Simple Spanish

LEARNING GOALS:

- To become familiarized with a different language
- To learn Spanish phrases and vocabulary

DIRECTIONS:

1. Ask students what language(s) they speak. Ask if any speak a language other than English. If so, why? Discuss why people in different countries speak different languages.
2. Make a list of different languages and their countries of origin. Focus on the Spanish language. Discuss the countries where Spanish is the main language.
3. Tell students that Manguito will perform some Spanish songs. Teach students the selected list of Spanish vocabulary (see page 2). Translate the Spanish words by using pictures or gestures instead of the English words. For example, to teach your students the Spanish word for “nose”, point to your nose and say the word “nariz”. Have students practice the Spanish vocabulary words and phrases with partners.
4. Try to sing “Head, Shoulders, Knees and Toes” in Spanish!



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Pre-Performance Activities, continued

ACTIVITY 2: Historical Changes in the Caribbean

LEARNING GOAL:

To study the exploration of the Caribbean during the 1500s and its influence on the culture that exists there today.

MATERIALS:

- Maps of the Caribbean (including maps that show the political changes of the land)
- Books and/or vetted websites about the Caribbean and its history

DIRECTIONS:

1. Discuss what students know about the Caribbean Islands in regards to words, traditions, geography, history, or other ideas.
2. Look at maps of the Caribbean Islands throughout history from the 1400s to today. Discuss the changes in geography, borders, country names, etc.
3. Divide the class into small groups and assign each group a region/country. Have each group track the political changes in this region from the early 1400s to the 1900s. In particular, what was happening in the early 1500s and how did that affect the region in the following years and centuries?
4. Have each group report on the political changes they researched. How is each region's history similar or different?

Pre-Performance Activity Extensions

1. Listen to popular, traditional, and classical Latin American music. Ask students to identify instruments they hear in the music.
2. Discuss European exploration in the Caribbean in the early 1500s. What was happening in the region and how did it affect land ownership? What were the goals of the explorers? How did exploration affect the people already living in the Caribbean?
3. Discuss the concept of "acculturation," the process by which one culture adopts the traits of another. Ask students to share examples of "cultural mixing" from their own homes, families and communities.
4. Have students look in newspapers, magazines, and vetted websites for information about news and current events in the Caribbean. Share findings with the class.

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Post-Performance Discussion Questions

- What instruments did Manguito use in their performance? How were they played?
- What was your favorite dance from the performance? Why is it significant to the culture?
- How do the dances and music from the performance compare to the dances and music you listen to?

Post-Performance Activities

ACTIVITY 1: Making Musical Instruments

LEARNING GOALS:

- To make percussion instruments
- To create layers of sounds and rhythms using handmade percussion instruments

MATERIALS:

Coffee cans, beans, rubber bands, fabric, soda bottles and caps, paper towel rolls, paper clips, wooden sticks (for tapping), water

TIP FOR THE TEACHER:

Collect materials in the weeks preceding this lesson.

DIRECTIONS:

1. Discuss percussion instruments and how they make sound. Talk about the different instruments that Manguito used in the performance.
2. Have students brainstorm materials they could use to make instruments. Imagine how they could vary the sounds by changing the mechanics of their instruments (amount of beans, different sizes of cans, etc.).
3. Have each student make a percussion instrument using the collected materials. Encourage them to experiment with sounds before finishing their instruments.
4. Give students time to practice playing their instruments by themselves and with partners.
5. Have students make music with their instruments. Ask one student to begin. Gradually add layers of sound by adding more instruments one at a time.

EXTENSIONS:

1. Have students draw imaginary musical instruments. Ask them to explain the construction of the instruments, how to play them, and what they sound like.
2. Have students make repeated sounds with their voices and bodies. Designate a conductor and create a musical ensemble.

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Post-Performance Activities, continued

ACTIVITY 2: Cultures of the Caribbean

LEARNING GOAL:

To use research and writing skills to explore the roots of Caribbean culture.

MATERIALS:

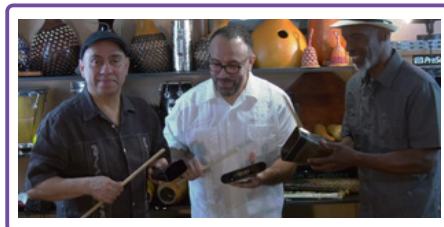
- Maps of the Caribbean (including maps that show the political changes of the land)
- Books and/or vetted websites about the Caribbean

DIRECTIONS:

1. Discuss the meaning of “culture” (*see page 2*). Have students share information about their own heritage and traditions. Ask them to give examples of language, food, celebrations, stories, dance, music, etc.
2. Divide the class into six groups. Assign each a different group that inhabited the Caribbean during the course of history: Native American, Spanish, French, English, Dutch, and African. Have students research this culture. Ask them to learn when and how the groups came to the Caribbean, where they lived, what they did there, and which elements of their culture became part of Caribbean life.
3. Have the students create a presentation about the people they studied using pictures, music, dance, food, etc.
4. Discuss the different cultures. Have students imagine what a country/region would be like if culture after culture brought in different customs.

EXTENSIONS:

1. Discuss “acculturation,” the process by which one culture adopts the traits of another. Discuss how this happened in Latin American music. How has it happened in the United States (food, music, language)?
2. Have each student bring in something to share from their family’s culture (music, food, art, etc.). What are the similarities between these cultures?



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Further Resources

- [Manguito Website](#)
- [The Kennedy Center's Digital Latin American Arts Collection](#)
- Burgie, Irving: *Caribbean Carnival: Songs of the West Indies*, Macmillan Caribbean, 1994
- Engle, Margarita: *A Song of Frutas*, Atheneum Books for Young Readers, 2021
- Shearer, Wendy: *African and Caribbean Folktales, Myths and Legends*, Scholastic Classics, 2021

Curricular Connections

Arts Standards: Dance and Music

Creating

- Generate and conceptualize artistic ideas and work. (D.Cr.01, M.Cr.01)
- Organize and develop artistic ideas and work. (D.Cr.02, M.Cr.02)

Performing

- Convey meaning through the presentation of artistic work. (D.P.06, M.P.06)

Responding

- Perceive and analyze artistic work. (D.R.07, M.R.07)
- Interpret intent and meaning in artistic work. (D.R.08, M.R.08)
- Apply criteria to evaluate artistic work. (D.R.09, M.R.09)

Connecting

- Synthesize and relate knowledge and personal experiences to make art. (D.Co.10, M.Co.10)
- Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding. (D.Co.11, M.Co.11)

English Language Arts and Literacy Anchor Standards

Speaking and Listening

- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.PK-12.2)
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. (SL.PK-12.3)

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Curricular Connections, continued

History and Social Science

K

- Topic 2: Geography: connections among places (HSS.K.T2)
- Topic 3: History: shared traditions (HSS.K.T3)

Grade 1

- Topic 2: Geography: places to explore (HSS.1.T2)

Grade 2

- Topic 2: Geography and its effects on people (HSS.2.T2)
- Topic 3: History: migrations and cultures (HSS.2.T3)

Grade 4

- Topic 1: North America: geography and map skills (HSS.4.T1)
- Topic 3: Early European exploration and conquest (HSS.4.T3)
- Topic 4b: The expansion of the United States over time and its regions today: The Southeast (HSS.4.T4b)

Grade 6

- Topic 1: Studying complex societies, past and present (HSS.6.T1)
- Topic 5a: Physical and political geography and indigenous populations of Central America and the Caribbean Islands (HSS.6.T5a)

Grades 9-12

- World History I, Topic 1: Dynamic interactions among regions of the world (HSS.WHI.T1)
- World History I, Topic 5: Global exploration, conquest, colonization, c. 1492-1800 (HSS.WHI.T5)
- World History II, Topic 3: The global effects of 19th century imperialism (HSS.WHII.T3)

World Languages Standards

Communication

- Engage in, negotiate with, and improvise with cultural norms, etiquette, and nonverbal cues. (S.4.e)

Linguistic Cultures

- Analyze and evaluate variations among products and practices and how they relate to perspectives in multiple cultures and communities. (S.5.a)
- Analyze and evaluate the contributions of various cultural influences in the development of identity. (S.5.b)

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Curricular Connections, continued

World Languages Standards, continued

Linguistic Cultures, continued

- Investigate, explain, and reflect on the nature of culture through comparisons of diverse target-language cultures and their own (S.6.a)

Lifelong Learning

- Research, analyze, evaluate, and hypothesize about diverse perspectives and distinctive viewpoints found in authentic materials from target-language cultures. (S.7.b)
- Apply cultural and linguistic skills to participate in the school, local, and global community (S.8.a)

