



### Haitian Dance

with Kimberly Anderson

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#### *Please read to students*

In this program, you will learn some of the most popular Haitian folk dances and songs, so get your dancing shoes on and your voices warmed up! You will also learn what these dances mean to the Haitian people and you will translate the songs you learn from Creole to English. You will have the opportunity

to touch arts, crafts, and other objects from Haiti as well. You will also view professional dancers and students performing these beautiful dances. Lastly, you will have fun with your classmates and classroom teacher as you learn about this very special country.



#### Artist Bio: Kimberly Anderson

#### *Please read to students.*

Kimberly Anderson has been teaching dance to youth and adults for ten years. She has her own dance company in St. Louis, Banyan Dance Theatre. She has traveled to Haiti to

learn more about Haitian folk dance and has performed all over the United States and in France, Spain, and Cuba. Ms. Anderson loves what she does and enjoys sharing it with her community.



### Grade Level:

1-7

### Curriculum Connections

- Character Education
- Dance/Movement
- Storytelling
- Music
- Social Studies/  
Multiculturalism

### Special points of interest:

Location:  
Caribbean,  
western one-third  
of the island of  
Hispaniola,  
between the  
Caribbean Sea and  
the North Atlantic  
Ocean, west of the  
Dominican  
Republic

Haiti is slightly  
smaller than  
Maryland

## Learning objectives

### Students will:

-Learn about the Haitian people and their culture, especially with its connection to dance and music.

-Learn four different Haitian Folk dances and their Creole songs.

-Learn dance vocabulary and how to choreograph a

Haitian Folk dance.

-Gain daily experience in performing and being a good audience member.

## Preparing for the Program

A clean, uncluttered space suitable for dancing, ideally an empty classroom or gym

-Blackboard or Smartboard

-something to write on

-CD player

-DVD/VHS player

-Students should be dressed in

comfortable clothes they can move, sit, and stretch in. Please no skirts or dresses.

-Students will need a notebook and pencil for every class. These notebooks can be made in class out of construction paper and lined paper. (Red and blue are the colors of the Haitian

flag).



## Vocabulary

### Creole-mixed

**Ibo dance**- a dance that honors Africans who were forced to be slaves.

**Mirroring**-copying someone as if you are their reflection.

**Choreography**- a pattern of steps that makes a dance.

Juba- a farming dance

Nago- a dance that

imitates the mythological warrior Ogun

**Carnival**-a festival that happens before Lent in many countries where people with African ancestors live.

**Rara**- a Carnival dance and music

### Creole Vocabulary:

Bonju, moun, sak, passé, tout, bagi,

bon, creole, casse, pa, la, chien, ki, se, modem, mwe, gran, fami, gen, zel, nan, dou, tambu, maman, second, boula, fe, cha-cha  
Please see lesson summary each week for vocabulary words. I present new vocabulary through contextual clues.

## After the program...

Have students perform what they have learned for another class.

Have a fundraiser for the people of Haiti.

Start a pen-pal program with Haitian students.



## Resources

Springboard  
Centene Center for Arts  
3547 Olive St.  
Saint Louis, MO 63103

For more information on  
this program or others  
please contact  
Springboard:  
314.289.4120

Info@springboardstl.org

www.springboardstl.org

Kimberly teaches Haitian dance class at  
Pinx Academy of Dance in St. Louis.

Websites:

<http://www.mnsu.edu/emuseum/cultural/mesoamerica/hatianculture.html>

<https://www.cia.gov/library/publications/the-world-factbook/geos/ha.html>

Books:

*Culture & Customs of Haiti* (Culture & Customs of Latin America and the Caribbean) by J. Michael Dash.  
Greenwood, 2008.

*Material World: A Global Family Portrait* by Peter Menzel (Author) & Charles C. Mann. Sierra Club Books; First Edition, 1995.

Video:

*Egalite for All: Toussaint Louverture and the Haitian Revolution*. PBS. (2009)

Springboard provides programs in the arts, cultures, humanities, and sciences to schools and community organizations. These programs inspire their audiences to embrace knowledge and new experiences that broaden their horizons.

**Teachers must remain  
with the students in the  
classroom at all times.  
Thank you.**

## Day by Day

**Program Overview:** Students learn dances and songs from the island of Haiti as well as geographical, historical and cultural information about the island. They also compare and contrast aspects of life style and the history of Haiti and the United States. Finally, students take away with them a journal of all that they learned in the program.

### Day 1: Introduction for Class

**Objective-**Students will learn where Haiti is, the four main ethnic influences of Haitian culture and their order of arrival on the island, and a greeting in Haitian Creole.

- Students will play the game telephone with a globe to teach them the location of Haiti
- Students will be guided through discussion and a comparison of U.S. history to Haitian history to arrive at the four ethnic influences in Haitian culture and their order of arrival
- Students will learn a greeting in Haitian Creole and check for understanding by practicing with one another (this greeting will done at the beginning of every class)

### Day 2: Class structure and expectations and the Ebo dance

**Objective-**Students will learn the format of class and expectations for behavior, how to mirror movement, how to earn a game, and the significance of the Ebo dance and two of its movements.

- Students will learn about the structure of this class and understand the expectations for behavior and how they may earn a game at the end of class.
- Students will discuss mirroring and explore it in partners after which we will warm up. I will discuss the cultural significance of the Ebo dance
- Students will learn their first two Ebo dance steps through mirroring

### Day 3: Ebo dance continued

**Objective-**Students will refine the Ebo dance movement they already know and build their knowledge of the dance by learn more steps

- Students will be asked to demonstrate previously learned movement without me modeling
- Students will learn more Ebo steps
- Students will perform for one another what they have learned thus far in small groups
- Students will play a game if their behavior permits this reward

### Day 4: Ebo Song

**Objective-**Students will learn a song for the Ebo dance and its translation. Students will learn call and response song format. Students will also explore singing and dancing at the same time.

- Students will learn the song and practice in a variety of ways. For example, all the boys sing then all the girls, row by row, birthday months, fast, faster, fastest.
- Students will define and discuss call and response song format
- Students will be given the opportunity to demonstrate mastery of the Ebo, singing the lead and having the class respond to them
- Students will sing and dance at the same time and discuss how the experience was for them

### Day 5: Ebo dance continued and pattern arrangement

**Objective-** Students will learn about patterning as an aspect of creating choreography. Student will create a new pattern of movement for the Ebo dance steps they know. Students will learn about compromise through working together in small groups.

- Students will review all Ebo movement and the Ebo song.
- Students will discuss the importance of compromise in group projects and the importance of everyone's participation in the exercise as a team member.
- Students will be divided into small groups and spaced out in the room to work on their project for a set amount of time.
- Students will perform their new patterns.
- I will explain to the students that they have just created choreography.

#### **Day 6: Slavery in Haiti and the Juba dance**

**Objective-**Students will learn about the many countries that enslaved Africans for economic gain. Students will learn about slavery in Haiti and what types of crops the slaves in Haiti tended to. Students will learn that the Juba dance is an agricultural dance and begin learning the steps for the dance.

- Students will brainstorm as a group creating a list of countries that participated in chattel slavery.
- Using a map, students will color in all countries that participated in chattel slavery.
- Students will learn about the lives of slaves in Haiti and what types of crops they farmed.
- Students will warm-up and learn the first two steps of the Juba dance.

#### **Day 7: Juba continued**

**Objective-**Students will demonstrate their knowledge of the Juba dance steps and its meaning. Students will learn more Juba movement and demonstrate their mastery of the steps they've learned.

- Students will be asked to tell the significance of the Juba dance and perform the steps learned previously without me modeling them.
- Students will be taught more movement through the mirroring technique.
- Students will demonstrate their mastery of the movement by dancing with their eyes closed and doing the clock game and performing for one another.

#### **Day 8: Juba song**

**Objective-**Students will learn a song to go with the Juba dance and its translation into English.

- I will sing the Juba song for the students and then we will read the words to the song.
- The students will learn the song by singing one line at a time after I sing it to them.
- Students will sing the song over and over slow and fast. Then sing the song in the proper format.
- Students will demonstrate understanding by singing the song without me.
- Students will write the song in their journal and its translation.

#### **Day 9: Juba dance continued and direction changes in choreography**

**Objective-**Students will learn last steps of Juba dance and demonstrate an understanding of previously learned Juba steps and the song and its translation. Students will explore the use of direction changes in choreography.

- Students will demonstrate their knowledge of the Juba song and its translation in English by singing without me and telling me the meaning of each word in English.
- Students will demonstrate knowledge of previously learned Juba steps by dancing without me modeling.
- Students will be taught the last Juba steps.
- I will discuss with the students the importance of direction change in dance and its ability to create texture.
- Students will explore direction changes by working in small groups and performing their changes to the established choreography.

### **Day 10: Haitian independence and the Nago dance**

**Objective-**Students will gain knowledge of Haiti's fight for independence and its historical importance. Students will also learn of the inspirational influence on slaves in the U.S. Students will learn about the mythological folk hero Ogun, the warrior. Students will learn what a costume for the Ogun dance might look like. Finally students will learn the first step to the Nago dance for Ogun.

- I will tell the students about the Haitian Revolution, and how it inspired other enslaved Africans especially in the U.S. I will also tell the students about some of the slave rebellions that happened in this country.
- I will tell the students who Ogun is and the students will draw pictures of Ogun in their journals and label his costume pieces.
- Students will learn the first step in the Nago dance.

### **Day 11: Nago song**

**Objective-**Students will learn a song for Ogun to accompany the dance. Students will learn its English translation.

#### **Process**

- I will sing the song for the students.
- The students will read the words to the song and learn it line by line by singing after me.
- Students will write the song in their journals.
- I will translate the song, and the students will enter it into their journals.

### **Day 12: Continue the Nago dance**

**Objective-**Students will demonstrate their knowledge of previously learned Nago dance steps as well as the song. Students will learn more Nago steps.

#### **Process**

- Students will sing the Nago song without me and be asked to give the translation of the song in English.
- Students will perform the previously learned Nago steps without me modeling.
- Students will learn through the mirroring technique the remaining Nago steps.

### **Day 13: Performance viewing**

**Objective-**Students will explore Haitian dance as it is done for the stage. Students will realize that they have learned a lot about Haitian dance.

#### **Process**

- Students will watch a variety of Haitian dances on video and identify each after viewing. Students will discuss each dance.

### **Day 14 Theme-Rara**

**Objective-**Students will learn that Rara is a Carnival dance and learn the movements and a song for this dance. Students will learn how to take an across-the-floor dance class. Students will learn about the carnival tradition that exists here in the U.S. and how it is related to the Haitian tradition.

#### **Process**

- Students will learn what Carnival is and compare and contrast it to similar U.S. celebrations.
- Students will learn a simple Carnival song and be taught how to take dance class across the floor.
- Students will learn the Rara dance and sing as they learn.

## GLE's (Grade Level Expectations)

### Physical Education GLE's:

#### Efficiency of Human Movement and Performance

- **HM1E – Movement Concepts**  
Identify body parts and functions in relationship to movement
- **HM3A – Essential Elements of Rhythm**  
Recognize and move to a tempo or beat with various intensity, mood, accent and rhythm patterns
- **HM3B – Creative/Interpretive**  
Demonstrate ability to interpret and move to a variety of music (e.g., fluid and smooth movements, strong and intense movements)
- **HM3C – Rhythmic Activities**  
Create simple rhythmic routines using fundamental movement skills in partner and small group situations
- **HM3D – Forms of Dance**  
Demonstrate simple step patterns and scattered formations in dance  
Perform a traditional folk or square dance
- **HM3E – Social/Cultural Aspects of Dance**  
Identify the historical and cultural origin of various international folk dances  
Demonstrate appropriate social skills while participating in dance activities

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#### Expectations for the Hosting Teacher

- Advance notice of schedule changes.
- Name tags or tents for participating students.
- Information that will make the program successful for *your* students, such as classroom rules, individual students' learning styles, etc.
- Your presence and participation in every session. This helps connect the residency to what you are teaching, stimulate the interest of your students, and maintain order.
- On-going feedback on the residency.
- Completion of a program evaluation at the end of the semester.