

Chapter 1

Carnival and Society

(1) AA

Page 1

Location of Trinidad

Use a world map or a globe in the classroom to show students the location of Trinidad in relation to where the students are. Mention the relative distance and direction in relation to the location of the class.

(2) S, C/U

Page 1

Background of the Republic of Trinidad and Tobago

Use this internet link to find out some background information about the Republic of Trinidad and Tobago: <http://members.tripod.com/anansiweb/trinbago.htm>. Complete **Worksheet 1.1** after visiting the website. The worksheet involves these questions:

- Where is the Republic of Trinidad and Tobago located?
 - What is the relationship between Trinidad and Tobago?
 - What is the climate like in the Republic of Trinidad and Tobago?
 - Who lives in the Republic of Trinidad and Tobago?
 - What is the capital city of the Republic of Trinidad and Tobago?
 - What languages are being used in the Republic of Trinidad and Tobago?
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(3) AA

Page 3

Carnival

Identify local festivities in school or in the community throughout the year. What do people do during these festivities? What spectacular events occur during the festivities? Compare these festivities and spectaculars to the meaning of carnival. One of the world's biggest and most popular carnivals occurs in Trinidad. Students may use the Internet to find information about local festivities.

(4) AA

Pages 1-4

Fieldwork project in local community

In conjunction with a local festive event, such as a state fair, have students conduct a field project using the following guidelines:

Things to observe:

- What activities are observable? (e.g., singing, eating, playing games, etc.)
- How do you describe the people participating in this event (e.g., number, social groups, etc.)?
- How do different people interact with each other?
- What type of music can you find in the event?
- What do people do in relation to the music?

Ask musicians these questions in brief interviews:

- Where are you from?
- Where does the music you play/sing come from?
- Where do the musical instruments come from? How did you get them here?
- How did you learn to perform this music?
- What does this event/festival/state fair mean to you?
- What benefit would you like the participants of this event to have by attending this event?

Ask musician and non-musician participants (may be a family member) these questions:

- What does this event mean to you?
- How do you relate to the music?
- Do you listen to or play the same kind of music privately at home and in other settings?

Instructor may select from these ideas or design new guides for specific events and specific student level. Students may give an oral report in class or complete a written report for peers to read. Instructor should allow students to interact or collaborate with each other on the reports.

(5) S, C/U

Pages 9-14

Settlement patterns in Trinidad

After reading pages 9-14 of Chapter 1, have students complete **Worksheet 1.2** and come up with a chronological chart of settlements and events in Trinidad since the late 18th century. The chart should have three columns (Year, Who was involved, and Event or Activities). Below is an example of how the chart might look like. Refer to pages 9-14 in the text.

Year	Who was involved	Event or Activities
1783-1797	French planters	Settle in large numbers in Trinidad; invited by Charles III, the Spanish King; offered free land; brought slaves with them
1797	English	Took military control of Trinidad
19th century	French and English	English suppress French carnival celebrations; also instituted martial law at Christmas time beginning in 1800
1834-1838	slaves	Emancipation of slaves brought significant participation of blacks in carnival; distinction between public carnival patterned after European royalty on the street and private celebrations in restricted venues of the social elite; French- and English-identified bands engaged in confrontations on the street; limited carnival celebrations to the Monday and Tuesday before Ash Wednesday since 1838
1881	<i>jamette</i> (not respectable people by the upper class)	Canboulay Riots; <i>kalenda</i> (stick-fighting) was popular; outrage of the elite French Creoles; the <i>jamette</i> and the French Creoles defended carnival against the authoritarian impulses of the English colonial government
Around 1900	Carnival lovers (middle/upper class)	Formal competitions for masquerade and music with cash and merchandise prizes; preferred courtier's costumes over painted devils, and violins and guitars over bamboo stamping tubes and bottle-and-spoon percussion
20th century	Carnival performers	Women were almost entirely absent from calypso performances
1930s	Carnival Queen	Carnival Queen competition became a beauty pageant for light-skinned upper class girls
1940s-1950s	Carnival participants	Carnival competitions became a way to promote the agendas of cultural nationalists; gave Indians a voice; music for steelbands; carnival as expression of rivalry between different neighborhoods, bands, and individuals; carnival as a tool for promotion and control

Have students compile another chart (using **Worksheet 1.3**) for the settlement patterns of the area in which students are living locally, regionally, or nationally. Allow opportunities to see the relationship by comparing settlement patterns between Trinidad and where the students are (e.g., the role of slaves, the role of various foreign entities, and competition among various constituencies). This can lead to a comparison of the results of **Worksheet 1.2** and **Worksheet 1.3**, settlers and events of Trinidad and in local environment.

Worksheet 1.1

Background of the Republic of Trinidad and Tobago

Student Name: _____ Teacher: _____

Class/Grade: _____ Date: _____

Visit this internet link (<http://members.tripod.com/anansiweb/trinbago.htm>) before completing this worksheet.

1. Where is the Republic of Trinidad and Tobago located?
2. What is the relationship between Trinidad and Tobago?
3. What is the climate like in the Republic of Trinidad and Tobago?
4. Who lives in the Republic of Trinidad and Tobago?
5. What is the capital city of the Republic of Trinidad and Tobago?
6. What languages are being used in the Republic of Trinidad and Tobago?

