La Semana Santa

Presented by Christina Sottile and Ashley Zanolini
Learning Goals

I. Knowledge of the traditions, customs, and history of *La Semana Santa*.

II. Knowledge and recognition of Spanish vocabulary and grammar concepts related to the material.

III. An understanding of the religious views and values of the Spanish people.

IV. An appreciation and understanding of the differences between Spanish and American religious beliefs.
Background Information

- Semana Santa means Holy Week, the week leading up to Easter
- Processions depict scenes from the Bible.
  - Include biblical characters, specifically the Virgin Mary and Jesus
  - Carried through the streets by brotherhoods
- Coincides with daily masses
- Demonstrates religious traditions and cultural vivacity
Level One: Vocabulary

- The words required to describe the festivities of la Semana Santa
  - la banda de música, el capirote, la hermandad, etc.

- Objective:
  - TSWBAT correctly identify and define the terms related to La Semana Santa.
Level One: Vocabulary Activities

- **PowerPoint presentation of vocabulary**
  - First time through: teacher defines the words
  - Second time through: teacher adds a specific TPR action
  - Third Time: no PowerPoint, only TPR actions

- **Videos**
  - Catholic Traditions in Andalucía (2:58)
    [http://www.youtube.com/watch?v=WaQqEoj8dNc](http://www.youtube.com/watch?v=WaQqEoj8dNc)
  - Easter Parade (0:55)
    [http://www.youtube.com/watch?v=49TUEujlDC8&feature=related](http://www.youtube.com/watch?v=49TUEujlDC8&feature=related)
  - Semana Santa (3:13)
    [http://www.youtube.com/watch?v=d1nK8F2lY5Y&feature=related](http://www.youtube.com/watch?v=d1nK8F2lY5Y&feature=related)
Level One: Grammar Concept

- **Prepositions**
  - A word which indicates where one object/person is in relation to another
  - Examples: al lado de, lejos de, etc.

- **Objective:**
  - TSWBAT describe the relationship of the elements of la Semana Santa such as the clothing, the processionals, and the floats using prepositions.
Level One: Grammar Activities

- Guided Practice
  - Transparency
  - Revisit the vocabulary PowerPoint
    - Students describe the items in each picture using prepositions.
    - This reinforces both the basic vocabulary as well as the new prepositions.
- Worksheet

**Preposition Worksheet**

*Read the sentences below. Fill in the correct prepositional phrase for each sentence. Be sure to include any accent marks and spell each word correctly.*

1. Hay muchos velos _______ encima de _________ (on top of) las carrozas.
2. Los nazarenos llevan los capirotes _______ sobre _________ (over) las caras.
3. Si usted está en los EEUU, está muy _______ lejos de _________ (far from) las procesiones de la Semana Santa.
4. La cruz de guía está _______ delante de _________ (in front of) toda la procesión.
Level Two: Values

- **Aesthetic Values**
  - The elements within the celebration of La Semana Santa illustrate the value Spaniards put on visual beauty.
    - Ornate floats, flowers, bright colors, fabrics, banners, detailed artistry, candles, and intricate costumes.

- **Value of suffering and sacrifice**
  - La Semana Santa celebration emphasizes the death of Jesus and the suffering of his crucifixion.
    - The statues portray Christ’s pain during torture and the mourning of the Virgin Mary.
    - The “costaleros” consider it a honor to carry the heavy floats.
    - Actors often perform scenes of Christ’s flogging and death.
Level Two: Values

- Value and importance of the church
  - Mass
  - Brotherhoods - hold the responsibility of coordinating the processionals and creating the floats.

- La Semana Santa vs. American Easter
  - Whole week of celebrations vs. one day
  - Emphasis on the suffering of Christ vs. emphasis on the celebration
  - Biblical characters vs. Easter Bunny
  - Large role of the church vs. minimal church influence
Level Two: Values Activities

Group Brainstorming-
- Students will brainstorm traditional Easter practices in America.
- Prompts:
  - What are some traditional practices in American homes?
  - What sorts of decorations are used?
  - What types of traditional foods are eaten to celebrate?
  - What church traditions do various Americans practice?
  - Is Easter considered to be one of the “major celebrations” in most homes? Why or why not?
  - Do you think families discuss the suffering, sacrifice, and resurrection of Jesus? Why or why not?
Level Two: Values Activities

American Practices:
- Easter Bunny
- Emphasis on Christ's resurrection
- Easter egg hunt
- Major emphasis of the celebration is focused on one day
- Easter basket
- Church attendance low in comparison to Spain
- Commercialized
- Religion different from mass culture

Spanish Practices:
- Biblical Characters
  - Mourning Mary
  - Jesus
  - Apostles
- Emphasis on Christ's suffering
- Full week of celebrations
  - El Domingo de Ramos hasta el día de la Resurrección
- Parades (la procesión)
- Costumbres
  - Capirotes
- Large mass attendance
- Religion embedded in the culture
Level Two: Values Overarching Questions

- What is the role of aesthetics in la Semana Santa? What does this say about Spanish culture?

- In light of la Semana Santa traditions, how important is religion during the celebration? What does this say about religion as a whole in Spain?

- Which part of the Easter story (the death or resurrection) is emphasized in the Semana Santa celebration? Which part is emphasized in American tradition? What does this say about both cultures?
Level Three: Faith Informed

- Students use a worksheet to take organized notes on the following:
  - Themes:
    - Repentance
    - Suffering of Christ
    - Praising Christ
  - Relevant Scriptures
    - English and Spanish
  - Important Vocabulary

I. ____________________________________________
   A. Los apuntes:

   B. Las escrituras:
   - Matthew 27:27-32 This passage describes the physical suffering of Jesus, and that “they forced him to carry the cross.”
   - Mateo 27:32 “...y lo obligaron a llevar la cruz.”
   - Luke 3:8 “Produce fruit in keeping with repentance.”
     - Lucas 3:8 “Producen frutos que demuestren arrepentimiento.”
   - Luke 13:3 “Unless you repent, you too will all perish.”
     - Lucas 13:3 “De la misma manera, todos ustedes perecerán, a menos que se arrepientan.”
   - Luke 14:27 “And anyone who does not carry his cross and follow me cannot be my disciple.”
     - Lucas 14:27 “Y el que no carga su cruz y me sigue, no puede ser mi discípulo.”

C. Vocabulario Importante
   - el arrepentimiento —____________________
   - arrepentirse —____________________
   - la cruz —____________________
Level Three: Faith Informed Activities

- Students return to the Venn Diagram and compare the religious meaning behind the cultural practices.
- The following worksheet is used as a tool:

**Características de la celebración española**

1. Característica: ___________________________ ¿Tiene una fundación religiosa? ____
   
   El sentido: ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   Un versículo: ____________________________________________

**Características de la celebración estadounidense**

1. Característica: ___________________________ ¿Tiene una fundación religiosa? ____
   
   El sentido: ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   Un versículo: ____________________________________________
Spain’s Spiritual Climate

- **Statistics**
  - Of the 42 million people in Spain, less than .2% claim to know Jesus Christ in a personal way.
  - Less than 5% are practicing Catholics and despite outward practices 50% of Catholics have no meaningful link to the church.

- **History**

- **Implications**
  - Although Spain is a traditionally Catholic nation, the majority of Spaniards are unsure or uncommitted to their beliefs.
  - Spain may be culturally Catholic but not spiritually committed.
Experiencing Spain’s Spiritual Climate

- Skype Chat with missionaries in Spain
- Contacts include:
  - Margarita and David Burt, 40 years in the mission field of Spain
  - Ned and Jonie Steffens, 20 years of church planting in Spain
    - TEAM, The Evangelical Alliance Mission.
- Implications
  - People in the field, true experience
  - “Their faith is not something that directly affects their daily life.”
Spain’s Spiritual Climate

- Overarching Questions:

  - According to the statistics, how would you describe the percentage of individuals who regularly attend church?

  - After learning about La Semana Santa, what do you think about the way that Spaniards celebrate the holiday?

  - If the majority of Spaniards celebrate La Semana Santa, but only a few regularly attend church, what does this tell us? Do you think La Semana Santa is more of a religious or cultural celebration?
### El ensayo sobre las costumbres de la Semana Santa

¿Qué país tiene las costumbres más basadas en las escrituras, EE.UU. o España? ¿Por qué? Explique la respuesta completamente. Mire la rúbrica.

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<thead>
<tr>
<th>Criteria</th>
<th>1</th>
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<tbody>
<tr>
<td>Student clearly chooses a side and provides evidence supporting this side. Comments:</td>
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<td>Student describes at least 3 customs and their value within the chosen culture. Comments:</td>
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<td>Student correctly cites at least 2 scriptures. Comments:</td>
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<td>Student correctly incorporates at least three prepositions into the composition. Comments:</td>
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Level Three: Faith Informed Overarching Questions

- What is the religious significance of la Semana Santa, both in regard to specific practices and the holiday as a whole?
- How does Spain’s Christian faith influence its public practices?
- What Christian beliefs are demonstrated through the practices of la Semana Santa?
- Which country has Easter customs most based on the Scriptures?
- What is the true spiritual climate of Spain?
Resources

- **Catholic Traditions in Andalucia.** April 2007. 8 December 2009 <http://www.youtube.com/watch?v=WaQqE0j8dNc>.