

Brazil: A Social Study of Colonization

Grade Level: 5-8

Subject: Geography, History, Civics/Government, Economics

Key Words: colonization

Time Frame: 3 days

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School: Unidos Dual Language School, GA

Summary: Students will learn about the structure of colonization in Brazil through the four pillars of social studies. Students are entitled to learn real world facts as they relate to people on Earth. It will encompass performance tasks, activities, and resources that support learning for all students. The unit will include differentiated instruction for special education students, English learners, and gifted/AP students. Lesson plans will be developed using the [SIOP Model \(Sheltered Instruction Observation Protocol\)](#) developed by the Center for Applied Linguistics).

Student Objectives

Students will be able to:

- Explain the impact of location, climate, distribution of natural resources, government and population distribution as it pertains to colonization in Brazil.

Essential/Driving Questions

- Why did Europeans travel to Brazil?
- How does the climate and location of Brazil differ from Europe?
- What resources are found in the Brazilian rainforest?
- Who are the indigenous peoples of Brazil?
- What impact did colonization have on them?
- Why didn't slavery succeed with Brazil's indigenous peoples?
- What are civics and the purpose of government?
- What is the difference between a dictatorship and a democracy?
- How do citizens influence government?
- What are Brazil's productive resources?
- What are Brazil's tangible resources?
- What is the currency used in Brazil?

Vocabulary words:

- Indigenous People

- Climate
- Natural Resources
- Monarchy
- Treaty of Tordesillas
- Human Rights
- Democracy
- Productive Resources
- Tangible Resources

Materials:

- Blank map of the U.S. and Brazil
- White board
- Magazines
- Jimmy Kimmel's "Can You Name a Country?"
YouTube: https://youtu.be/kRh1zXFKC_o
- Maphill – Online Map Gallery www.maphill.com
- Printable maps: www.pinterest.com/pin/408420259936190178/
- Wilson Center Report: "Environmental Concerns – Brazil 2018 Understanding the Issues" <https://www.wilsoncenter.org/article/environmental-concerns-brazil-2018-understanding-the-issues>
- World Wildlife Fund –
Brazil https://wwf.panda.org/get_involved/live_green/travel/on_vacation/eco_tips/brazil/
- National Geographic Kids Online
Magazine: <https://kids.nationalgeographic.com/explore/countries/brazil/>
- The Treaty of Tordesillas:
 - University of Texas A&M YouTube clip: www.youtube.com/watch?v=fgaVt_0trv8
 - National Geographic: www.nationalgeographic.org/thisday/jun7/treaty-tordesillas/
- *Brazil: A History of Change*; The Choices Program, Brown University
○ www.choices.edu/curriculum-unit/brazil-history-change/
- *The Animated History of Brazil in a Nutshell*
○ <https://www.youtube.com/watch?v=EiPBI1KyvAw>
- *The Brazil Reader: History, Culture, Politics* by John Crocitti and Robert M. Levine, 1999.
- *The Alchemist* by Paulo Coelho, 1988.
- *Becoming Brazilians: Race and National Identity in Twentieth-Century Brazil* by Marshall C. Eakin, 2017.
- *Go Betweens and the Colonization of Brazil* by Alida C. Metcalf, 2005.

- *Race in Another America: The Significance of Skin Color in Brazil* by Edward Telles, 2004.

Activity I: Introduction to the Geography of Brazil

Objectives:

- Students will be able to locate Brazil and the Amazon Rainforest on a map.
- Explain important environmental issues in Brazil
- Explain the impact of location and climate in Brazil

Procedure:

DAY ONE –

Have students watch the short Jimmy Kimmel (see Materials) video from YouTube, “Can you name a country on a map.”

Tell students they will be learning about a country in South America. Show them an image of the country of Brazil on your large screen projector. Also, show them the other maps of Brazil one at a time (Brazil in South America, in the western hemisphere and in the world. Do a basic search for “Map of Brazil” on the internet). Discuss each map.

Ask students to compare and contrast Brazil to other South American countries as seen on the maps.

Place students in cooperative groups of 2-3 to research online. Instruct them to develop a fact sheet on the geographical location, climate, natural resources and environmental issues of Brazil.

Whole group reading (select one of the text readings on the resource page)

Issue students a blank map of Brazil and have them label it including the following: Amazon River, Amazon rainforest, three regions/states

Ask students the essential questions for this geography lesson and have them write an expository text about what they have learned.

DAY TWO:

Obtain background information from students regarding their knowledge of a rainforest. Write their responses on a chart paper sheet.

Show images of the Amazon rainforest. Show short video of the same.

Have students brainstorm ideas on what impact the destruction of rainforest presents and list their responses.

Have students read a selection from resource readings with a partner about the threats to the existence of the rainforests.

Activity II: A History of Colonization in Brazil

Objectives:

- Students will be able to explain conflict and change in Brazil.
- Identify the ethnic groups that had the greatest impact on Brazilian culture.
- Discuss the impact of colonization in Brazil.

Procedure:

DAY ONE:

Build background by asking the class if they know who lived in the United States before settlers came from Europe.

Show videos on the indigenous peoples of Brazil and have students take notes. Conduct a short class Q&A.

Introduce vocabulary terms necessary for comprehension of the days' reading **Class reading of selections from *Go Betweens and the Colonization of Brazil***

Assign each student a tribe of indigenous peoples of Brazil to research and have them share their findings with a partner or group.

DAY TWO:

Review findings from previous lesson then have students continue to share research. Present map that shows travel route of Portuguese to Brazil.

Give students websites to explore the historical timeline of colonization in Brazil.

Conduct a class discussion about the failure of slavery with the indigenous population (use text evidence from readings).

DAY THREE:

Continue with selected readings from resources:

Conduct a class discussion about the Treaty of Tordesillas

What is the Treaty of Tordesillas and why is it important? What did the Treaty of Tordesillas do?

What are the terms of the Treaty of Tordesillas? What event led to the Treaty of Tordesillas?

Have students develop a timeline that indicates countries that sent immigrants to Brazil.

DAY FOUR:

Show final video then have students develop a graphic organizer to assist with their writings. Complete timeline including all significant events.

DAY FIVE:

Discuss new findings and develop a list of positives and negatives regarding colonization in Brazil. Develop graphic organizers. Have students start an expository text about what they have learned.