

## **BRAZIL'S DIVERSITY: DEMOCRACY OR DESPAIR?**

**Grade Level:** 9 - 10

**Subject:** World Geography, History

**Key Words:** Democracy, diversity

**Time Frame:** 3 days

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**Summary:** Like most indigenous peoples of the New World, the first people of Brazil were joined by waves of immigrants, both voluntary and involuntary. Despite its diversity, Brazil is often portrayed as a racial democracy. Is this portrayal a fact, a falsehood or a fairweather farce?

This lesson plan follows the *Inquiry Design Model*, an approach to curriculum design created by the National Council for the Social Studies.

### **Student Objectives**

*Students will be able to:*

- Identify the geographical, educational, economic and political differences for Brazil's racial groups

### *Essential/Driving Questions*

- Does racial democracy exist?
- When, how and why did Brazil become ethnically diverse?
- Is Brazil's racial democracy true, false or a farce?
- Does the design of urban streets of Brazil signal racial democracy or racial discord?
- What is the evidence of race in Brazil?

## Vocabulary words:

- Race
- Nationality
- Whipping Post

## Materials:

- Migration Policy Institute: [www.migrationpolicy.org/article/shaping-brazil-role-international-migration](http://www.migrationpolicy.org/article/shaping-brazil-role-international-migration)
- “Demographics of Brazil” - Wikipedia: [en.wikipedia.org/wiki/Demographics\\_of\\_Brazil#History\\_of\\_immigration](http://en.wikipedia.org/wiki/Demographics_of_Brazil#History_of_immigration)
- *A Redenção de Cam* (Ham's Redemption, 1895) “blanqueamiento”: [en.wikipedia.org/wiki/Modesto\\_Brocos#/media/File:Modesto\\_Brocos\\_-\\_Reden%C3%A7%C3%A3o\\_de\\_C%C3%A3.jpg](http://en.wikipedia.org/wiki/Modesto_Brocos#/media/File:Modesto_Brocos_-_Reden%C3%A7%C3%A3o_de_C%C3%A3.jpg)
- NPR “Skin Color Still Plays Big Role In Ethnically Diverse Brazil: [www.npr.org/2013/09/19/224152635/skin-color-still-plays-big-role-in-ethnically-diverse-brazil](http://www.npr.org/2013/09/19/224152635/skin-color-still-plays-big-role-in-ethnically-diverse-brazil)
- PBS Learning Media “Time for School”: [www.pbslearningmedia.org/resource/wa08.socst.world.glob.haven/jefferson-safe-haven/](http://www.pbslearningmedia.org/resource/wa08.socst.world.glob.haven/jefferson-safe-haven/)
- PBS “Brazil in Black and White” Segment 1: [www.pbs.org/wnet/wideangle/uncategorized/brazil-in-black-and-white-video-segment-1/4712/](http://www.pbs.org/wnet/wideangle/uncategorized/brazil-in-black-and-white-video-segment-1/4712/)
- PBS “Brazil in Black and White” Segment 2: [www.pbs.org/wnet/wideangle/uncategorized/brazil-in-black-and-white-video-segment-2/4714/](http://www.pbs.org/wnet/wideangle/uncategorized/brazil-in-black-and-white-video-segment-2/4714/)
- PBS “Brazil in Black and White” Segment 3: [www.pbs.org/wnet/wideangle/uncategorized/brazil-in-black-and-white-video-segment-3/4716/](http://www.pbs.org/wnet/wideangle/uncategorized/brazil-in-black-and-white-video-segment-3/4716/)
- PBS “Brazil in Black and White” Segment 4: [www.pbs.org/wnet/wideangle/uncategorized/brazil-in-black-and-white-video-segment-4/4718/](http://www.pbs.org/wnet/wideangle/uncategorized/brazil-in-black-and-white-video-segment-4/4718/)
- *The Choices Program*, Brown University, “What are the Legacies of Slavery in Brazil?": [www.choices.edu/video/what-are-the-legacies-of-slavery-in-brazil/](http://www.choices.edu/video/what-are-the-legacies-of-slavery-in-brazil/)
- NPR, “Dark-Skinned or Black? How Afro-Brazilians are Forging a Collective Identity in Brazil”: [www.npr.org/sections/codeswitch/2015/08/12/431244962/dark-skinned-or-black-how-afro-brazilians-are-forging-a-collective-identity](http://www.npr.org/sections/codeswitch/2015/08/12/431244962/dark-skinned-or-black-how-afro-brazilians-are-forging-a-collective-identity)
- NPR “Expats Find Brazil’s Reputation for Race-Blindness is Undone by Reality”: [www.npr.org/sections/parallels/2015/05/22/408813624/expats-find-brazils-reputation-for-race-blindness-is-undone-by-reality](http://www.npr.org/sections/parallels/2015/05/22/408813624/expats-find-brazils-reputation-for-race-blindness-is-undone-by-reality)

- *The Choices Program*, Brown University, “Why Should High School Students Learn About Slavery in Brazil?” by Sidney Chalhoub, 2016: [www.choices.edu/video/why-should-high-school-students-learn-about-slavery-in-brazil/](http://www.choices.edu/video/why-should-high-school-students-learn-about-slavery-in-brazil/)
- *Foreign Policy*, “Brazil’s New Problem with Blackness” by Cleuci de Oliveira, April 5, 2017: <https://foreignpolicy.com/2017/04/05/brazils-new-problem-with-blackness-affirmative-action/>

### Procedure:

- Fill in a map that shows the immigration routes to Brazil, include the dates of migration and specific regions of settlement. Use color to represent the groups. (See Appendix for maps).
- Study selected content about Brazil and answer the prompts that accompany the content. The answers should be short essays.
- Compose a persuasive essay on the path that ethnic democracy took in Brazil. Relate how the black and white tiled streets in Rio de Janeiro and the Cabeza de Negro stoned streets of Pelourinho tell the history of Brazil, both literally and possibly figuratively.
- Design a tattoo that reflects the ethnic diversity of Brazil. It may reflect the experience of one ethnic group or it may reflect the multiculturalism of Brazil. Use color and other visual art tools to accomplish this. Maximum size for the tattoo is 2” by 2”.
- Develop an argument to: ‘Is Brazil the racial democracy that it claims to be?’ Answer this question in an essay. Support your argument by using credible sources such as government records, maps, etc.

### Extension:

- The USA was once described as an ethnic “melting pot.” Contrast the racial histories and present realities of Brazil and the USA in the form of a visual, chart, rap, poem, or song. Present your product.
- **Take Informed Action** –
  - Create a list of criteria/situations that would indicate the presence of racial democracy within a nation.
  - Measure Brazil’s racial climate for each of these criteria.
  - Find an organization that is working toward racial democracy in Brazil. Support that organization by:

- Sharing their work on social media,
- Raising funds for them or
- By encouraging persons and organizations of means to support and collaborate with them.

## Learning Plan:

### DAY ONE – (50 minutes)

#### Activity 1.

- Distribute *In Class Response*\* sheets, one per student. Review directions of these sheets with students.
- Project images one at a time:

#### Image 1

[https://www.123rf.com/photo\\_17900447\\_background-of-copacabana-sidewalk.html](https://www.123rf.com/photo_17900447_background-of-copacabana-sidewalk.html)

- Ask students to identify the image.
- Post student responses.

#### Image 2

- Ask students to identify the image.
- Post student responses

### Plan - Activity - Assessments

1. Optional. Lead a discussion on the terms 'race' and 'nationality' (it may be more beneficial to discuss them later).
2. Present the following images (no text) and audio to students.  
Have them continue to complete their response sheet, individually.  
Do not give them the answers, make no comment on their answers.

#### Image 3

<https://www.alamy.com/stock-photo-people-at-liberdade-the-japanese-quarter-sao-paulo-brazil-31043558.html>

#### Image 4

[https://www.google.com/search?safe=strict&rlz=1CAPPDO\\_enUS814&biw=780&bih=366&tbm=isch&sa=1&ei=mUvLXLKODcuWsAX55Z-YBw&q=afro+brazilian+teen+musicians&oq=afro+brazilian+teen+musicians&gs\\_l](https://www.google.com/search?safe=strict&rlz=1CAPPDO_enUS814&biw=780&bih=366&tbm=isch&sa=1&ei=mUvLXLKODcuWsAX55Z-YBw&q=afro+brazilian+teen+musicians&oq=afro+brazilian+teen+musicians&gs_l)

[=img.3...15256.19419..19625...1.0..0.149.1231.7j5.....1....1..gws-wiz-img.xNdz1qeX4jA#imgrc=16xpBko\\_YWyU-M:](http://img.3...15256.19419..19625...1.0..0.149.1231.7j5.....1....1..gws-wiz-img.xNdz1qeX4jA#imgrc=16xpBko_YWyU-M:)

### **Image 5**

[https://en.wikipedia.org/wiki/Michel\\_Temer#/media/File:07-09-2017\\_-\\_Desfile\\_C%C3%ADvico\\_por\\_ocasi%C3%A3o\\_do\\_Dia\\_da\\_P%C3%A1tria\\_\(37024411271\).jpg](https://en.wikipedia.org/wiki/Michel_Temer#/media/File:07-09-2017_-_Desfile_C%C3%ADvico_por_ocasi%C3%A3o_do_Dia_da_P%C3%A1tria_(37024411271).jpg)

### **Image 6**

<https://www.gettyimages.ca/detail/news-photo/brazilian-natives-from-several-tribes-attend-the-supreme-news-photo/832560454>

3. Place students in small groups. Have them share and discuss their response for 4 minutes. Have each group select a speaker.

4. Disband groups and have students continue sheet individually.

**Audio 1** (hide image)

<https://www.youtube.com/watch?v=NOijZzuTpmU>

**Audio 2** (hide visual)

<https://www.youtube.com/watch?v=yZWPYGbcVR8>

**Audio 3** (hide image)

<https://www.youtube.com/watch?v=g3oNSFQVzNM>

**Audio 4** (hide image)

<https://www.youtube.com/watch?v=jkFOSZ00Pn4>

5. Place students in small, but different groups. Have them share and discuss their responses to the audio selections for 4 minutes. Have each group select a speaker who has not been selected previously.

6. Disband groups and have students continue sheet individually.

**Image 7**

[www.getyourguide.com/sao-paulo-l384/sao-paulo-3-hour-private-city-tour-t69346/?utm\\_force=0](http://www.getyourguide.com/sao-paulo-l384/sao-paulo-3-hour-private-city-tour-t69346/?utm_force=0)

### Image 8

<http://catcomm.org/call-them-favelas/#prettyPhoto/2/>

### Image 9

<https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcS8HFIOeYjBG07KXFQlvKdj-QK-B2SLrbBU2KzAb1yhrwNbML3nlq>

7. Create different small groups. Have them share and discuss their response for 4 minutes. Have each group select a speaker who has not been selected previously.

8. Have the students reassemble as a class. Designated speakers will respond to the following prompts for their groups:

- What were 2 common responses to the visuals and audio?
- What were 2 unique response to any visual or audio?
- What does the group think that the collection of visuals and audios depicts? What was the basis of their conclusion?

**(DO NOT CONFIRM COUNTRY AT THIS TIME)**

Tell the students that this country is:

- the world's 5th largest country in land and population
- racially diverse
- the last country to abolish slavery in its hemisphere
- second only to Nigeria for its African population
- second only to Japan for its Japanese population

**(DO NOT CONFIRM COUNTRY AT THIS TIME)**

**Activity 2.** Inquiry homework assignment

9. Have each student sign up for one of the inquiry assignments (in a separate document) and answer the accompanying questions (in 2 other documents - separate front and back sides). The answers are due the next class meeting.

## **DAY TWO – (50 minutes)**

10. Group students according to their inquiry assignment, have them discuss their answers.

11. Regroup as a class (in a circle) and each group give a one-minute summary and analysis.

12. Students turn in their inquiry homework to the teacher.

Revisit opener:

13. Assemble the whole class.

14. Post question 'What do you know about or think about Brazil?'

15. Post the student responses next to old responses.

16. Discuss the differences in old and new responses and the reasons for the differences.

17. Project the following image from Wikimedia:

[wikipedia.org/wiki/Modesto\\_Brocos#/media/File:Modesto\\_Brocos\\_-\\_Reden%C3%A7%C3%A3o\\_de\\_C%C3%A3.jpg](http://wikipedia.org/wiki/Modesto_Brocos#/media/File:Modesto_Brocos_-_Reden%C3%A7%C3%A3o_de_C%C3%A3.jpg) Allow the students to briefly meditate individually on each of the following questions, then discuss as a class:

- Does this image stir any feelings within you?
- What is the purpose of this image? Is the artist conveying a message? What is the message?
- What is the setting (time period, place, occasion) of this image?
- Forward the audio to the 5:42 point and play for class (2 minutes):
  - <https://www.npr.org/2013/09/19/224152635/skin-color-still-plays-big-role-in-ethnically-diverse-brazil>

18. Project image 1 and 2 again. Ask the class: What are the images? After they give answers explain the origin of each image:



- **Image #1**  
<https://www.thebarefootnomad.com/europe/portuguese-pavement-lisbons-unique-street-tiles/> Have one student read aloud.
- **Image #2**  
 These streets are located in the neighborhood of Pelourinho, in the city of Salvador, in the district of Bahia, in Brazil.
  - Translation of pelour?
    - Pillory
    - Meaning of: *pillory, whipping post*
      - Who was whipped?
        - <https://streetsmartbrazil.com/slave-markets-colonial-brazil/>
        - <http://surfaceandmatter.blogspot.com/2014/06/pelourinho-where-they-used-to-beat.html>
        - READ-<https://www.npr.org/templates/story/story.php?storyId=122249741>

19. Give two homework assignments.

Homework Assignment 1:

- Make the material of all 14 inquiries available to all students.
- Have students write an essay that responds to ONE of the following prompts providing support from the inquiry materials:
  - Brazil's racial democracy: Fact, Falsehood or Fraud?
  - or
  - Does the composition of Brazil's streets (black and white tiles and Cabeza de Negro stones) reflect the composition, history and social status of Brazil's people?

## Homework Assignment 2:

- Design a tattoo that reflects Brazil's racial condition; the tattoo can reflect all or just one of Brazil's ethnicities. The maximum size of the tattoo is 2' by 2'. The use of color and other visual art devices should be considered.

## DAY THREE – (45 minutes)

- Students turn in essays.
- Space should be made for students to position their tattoos, creating a class mural.
- Make these articles available for each student to read silently in class.

Tell students to post words from the articles that you do not know on the chart (chalkboard) and those who know the words, post a simpler version of the word next to it.

<https://www.pbs.org/wnet/wideangle/uncategorized/discrimination-and-affirmative-action-in-brazil/4323>

<https://foreignpolicy.com/2017/04/05/brazils-new-problem-with-blackness-affirmative-action/>

Possible discussion prompts:

First Article -

- What is meant by 'soiled the family blood'?
- What is UFPeI?
- What is affirmative action?
- Why would interracial relationships be a duty?
- What was the original determinant of race in Brazil? What is it now?
- Which university is more admired in Brazil: public or private?
- Why would a school expulsion be a victory?
- Why would a campaign supporter paint his body a darker color?

Allow time for any closing thoughts on this lesson.

12. Extension suggestions:

- A. Like Brazil, the USA is also a diverse country, in terms of ethnicities, music and landscape. Unlike Brazil, the USA does not have a reputation of racial harmony. Do you think Brazil deserves the reputation for being racially harmonious? Support your answer. Do you think the USA deserves the reputation for being racially discordant? Support your answer. Are Brazil and the USA the only countries in the world with racial inequality? How widespread is this condition?
- B. The USA is a nation of immigrants, where did your family emigrate from? How have they been treated in the USA?’

**Background: Dive Deeper**

- <https://www.youtube.com/watch?v=r6Tu9gnDWpE>
- <https://whc.unesco.org/en/list/309>
- [https://www.listennotes.com/search/?q=brazil&sort\\_by\\_date=0&scope=episode&offset=0&language=Any%20language&len\\_min=0](https://www.listennotes.com/search/?q=brazil&sort_by_date=0&scope=episode&offset=0&language=Any%20language&len_min=0)
- <https://foreignpolicy.com/?s=brazil>

Lesson plan resources:

IDM	Purpose	<a href="http://www.c3teachers.org/inquiry-design-model/">http://www.c3teachers.org/inquiry-design-model/</a>
	Format	<a href="http://www.c3teachers.org/wp-content/uploads/2015/06/Inquiry-Design-Model-Template.docx">http://www.c3teachers.org/wp-content/uploads/2015/06/Inquiry-Design-Model-Template.docx</a>
	Example	<a href="http://www.c3teachers.org/inquiries/utc/">http://www.c3teachers.org/inquiries/utc/</a>

GRASPS	Purpose	<a href="https://teachingcommons.unt.edu/teaching-essentials/course-design/grasps-model-meaningful-assessment">https://teachingcommons.unt.edu/teaching-essentials/course-design/grasps-model-meaningful-assessment</a>
	Format	<a href="https://www.csus.edu/indiv/j/jelinekd/UnitDesign/GRASPS%20Worksheet.doc">https://www.csus.edu/indiv/j/jelinekd/UnitDesign/GRASPS%20Worksheet.doc</a>
	Example	<a href="https://www.slideshare.net/CHRISTINEKTO12/grasps-examples">https://www.slideshare.net/CHRISTINEKTO12/grasps-examples</a>

\*\*Please see maps and inquiry assignment sheets in Appendix.