Teaching Brazil: Expanding Perspectives on Colonial History
A Curriculum Unit for Grades 1 – 12 (English Language Arts, Social Studies, and Foreign Language)

Primary Researchers:

Crechelle Aneke, ESOL Teacher
Unidos Dual Language School, GA

Gale Carter, World History Teacher
School City of East Chicago, IL

Katrina Dillon, Elementary Teacher
Zia Elementary School, NM

Nadia Hohn, Elementary Teacher
Africentric Alternative School, Ontario Canada

Nicole Means, Social Studies Teacher
West Feliciana High School, LA

Maria Miliken, Spanish Teacher
Maplewood High School, TN

Sharlyn Scott, Social Studies Teacher
Desert Vista High School, AZ

Savannah Strong, History Teacher & Assistant Director of Student Diversity
Greenview Academy School, CT

Maude Turnipseed, Social Studies Teacher
Unidos Dual Language School, GA

Benjamin Legg, Professor
Vanderbilt University, TN

Colleen McCoy, Outreach Coordinator
Vanderbilt University, TN

Denise Woltering Vargas, Senior Program Manager
Tulane University, LA

Stone Center for Latin American Studies
At Tulane University
www.stonecenter.tulane.edu

Center for Latin American Studies
At Vanderbilt University
www.as.vanderbilt.edu/clas

Latin American & Caribbean Studies Institute
At University of Georgia
www.lacs.franklin.uga.edu
Teaching Brazil: Expanding Perspectives on Colonial History
A Curriculum Unit for English Language Arts, Social Studies and Foreign Language

This unit contains copyrighted material, which remains the property of the individual copyright holders. Permission is granted to reproduce this unit for classroom use only.

June 2019.
# Table of Contents

**Introduction** ............................................................................................................................................................................. 5  
*Benjamin Legg, Vanderbilt University*

**How to use this unit in your classroom** ................................................................................................................................. 10

**Elementary Grade Level Resources** ......................................................................................................................................... 11

- **Reading Brazil in the Elementary Classroom** ..................................................................................................................... 13  
  *Katrina Dillon, Zia Elementary School*

- **Music of Brazil** ........................................................................................................................................................................ 45  
  *Nadia Hohn, Africentric Alternative School*

**Middle Grade Level Resources** .................................................................................................................................................. 11

- **Brazil: A Social Study of Colonization** ............................................................................................................................... 55  
  *Crechelle Aneke, Unidos Dual Language School*

- **Slavery in Brazil and the Americas** ........................................................................................................................................ 61  
  *Maude Turnipseed, Unidos Dual Language School*

**Resources for the High School** .................................................................................................................................................... 73

- **Brazil’s Diversity: Democracy or Despair?** .......................................................................................................................... 74  
  *Gale Garter, School City of East Chicago*

- **Impact of Migration Patterns: A Comparative Case Study of Brazil** ................................................................................... 86  
  *Nicole Means, West Feliciana High School*

- **Megacities: A Study of São Paulo and Rio de Janeiro** ........................................................................................................ 96  
  *Sharlyn Scott, Desert Vista High School*

- **Race as a Social Construct** ...................................................................................................................................................... 101  
  *Savannah Strong, Greenview Academy School*

- **Brazil: Music & Customs** ...................................................................................................................................................... 119  
  *María Miliken, Maplewood High School*

**Appendix** ................................................................................................................................................................................... 123
TEACHING BRAZIL: EXPANDING PERSPECTIVES ON COLONIAL HISTORY

INTRODUCTION

Why teach Brazil? Simple as it may seem, this country is missing across our K-12 curriculum. This curriculum unit was developed in response to that issue. Tulane University, Vanderbilt University and The University of Georgia collaborated over four years with the goal to increase the presence of Brazil at the K-12 level by developing four Summer K-12 Institutes for U.S. educators.

Why teach Brazil?
The United States has long had close connections with Latin America, which have only tightened in the past several decades through an increase in economic links, new modes of communication through social media, more frequent opportunities for travel, and larger numbers of U.S. citizens and residents with origins in Latin America. Our interactions with Latin America have given people in the United States a useful tool for comparison when we examine our own history, society and culture. The United States and Latin America share many commonalities given their similar histories of European exploration and colonialism, expansion into “unexplored” lands and confrontations with native populations, broadly institutionalized enslavement of indigenous and African populations, mass immigration from Europe and Asia, and large-scale movements to support democratic values and practices. The study of Latin America offers us new ways to consider challenges that we face in the United States like economic inequality, the effects of racism, crime and violence and political corruption. While a growing Latinx population with origins in Spanish-speaking countries has increased opportunities for these conversations in our classrooms, in much of the country we have had less chance to engage with the vast, multi-faceted nation that in so many ways most mirrors the United States: Brazil. Due to its unique linguistic status, geographic remoteness, and relatively low immigration in comparison to countries like Mexico and Cuba, Brazil is something of a grey area in an otherwise increasing field of knowledge about Latin
America. As the largest Latin American country in geographic size, population and economy, Brazil needs to be more effectively included in our teaching of Latin America.

**Our Approach to Introducing Brazil into the K-16 Classroom**

For the past four years, the Latin American Studies centers at three of the Southeast’s top universities have collaborated to bring U.S. educators into closer contact with Brazil, and in doing so, bring vibrant colors to the grey area in Latin American studies. With the assistance of a Department of Education Title VI National Resource Center grant, Vanderbilt University’s Center for Latin American Studies (CLAS), Tulane University’s Stone Center for Latin American Studies (SCLAS) and the University of Georgia’s Latin American and Caribbean Studies Institute (LACSI) organized *Somos Nós!* a series of intensive K-16 teacher training institutes held on their respective campuses which culminated in a teacher institute in Brazil itself. These workshops, held annually from 2015-2018, have been broadly successful, attracting some 48 K-16 educators from across the United States. While participants have tended to come from the secondary level, there has also been representation from elementary and higher education, and subject areas have ranged from English to World Languages to History to Mathematics. Participants in these workshops received instruction from over 25 faculty members from the three universities and while abroad in Brazil from the Universidade Federal da Bahia, Salvador. They participated in cultural activities like Brazilian meals and dance and capoeira classes and collaborated on curriculum development as a capstone activity. This collection of lesson plans and resources is a collective product of the final year produced by these educators and is available through online databases maintained by each Latin American Studies center.
2018 Institute in Brazil

In the final year of the series, nine educators explored Brazil from July 7 – 17, 2018. Since the main theme of 2018’s institute was expanding perspectives on colonial history, we began our workshop in Salvador, the capital of Bahia state in the Northeast of Brazil. Though it may not be the most common port of entry to Brazil, Salvador was an excellent choice as a launch pad for our teacher institute for a number of reasons.

Firstly, Salvador was the capital of Brazil for much of its colonial history, specifically during the centuries of slave-driven plantation sugar monoculture that so profoundly shaped Brazilian social organization. Secondly, Salvador is often considered the capital of Afro-Brazilian culture, with over 80% of the population being of African descent. With the focus on Afro-Brazilian culture so present in our earlier institutes in the United States, Salvador would be a place where participants could witness these cultural practices first hand. In addition to visiting important historical sites like the UNESCO
World Heritage recognized Historical Center of Salvador, several colonial era fortresses, and the last remaining black Catholic church in the city, participants engaged with local educator, Dr. Edilza Sotero, a professor in the Faculty of Education at the Federal University of Bahia, as well as the Steve Biko Foundation, a non-profit that provides university entrance exam courses and counseling to Afro-Brazilian students from the Salvador area. Participants learned about Brazilian visual arts and literature through sessions at the Fundação Pierre Verger and Jorge Amado’s Casa do Rio Vermelho. Finally, our visit to Salvador gave participants the opportunity to witness and participate in Afro-Brazilian cultural practices, such as the world-renowned *comida baiana*, and live performances of capoeira and samba, in the city where they originated.

The group then travelled to Rio de Janeiro, Brazil’s most famous destination and recent host to high profile international events like the 2014 FIFA World Cup and the 2016 Summer Olympics. Rio is a city where Brazil’s contradictions are laid out plainly for visitors, with the abundance and luxury of the beachside neighborhoods juxtaposed with *favela* communities and street children in the center. Our stay in Rio was shorter than that in Salvador, but participants still managed to cover extensive historical and cultural material, and further engage with Brazilians educators and students. A visit to the Botanical Garden gave participants both a lesson on the arrival of Portuguese imperial court to Brazil and the chance to examine Brazil’s diverse flora up close. An excursion to the iconic Cristo Redentor statue let them see Rio’s Mata Atlântica forests and learn about life as a teacher in Brazil from Fábio Mendes, a lifelong Carioca educator who accompanied the group. The tour of the Museu do Amanhã, a museum of science and technology constructed in the area of Valongo wharf, Brazil’s largest slave port in the 19th Century, allowed participants to reconcile Brazil’s rapid recent growth with its darker history. An added benefit of that outing was the chance to engage with Brazilian students who were touring the museum, and to hear their perspectives on learning and education in their homeland. Some participants more interested in music also visited exhibitions on Afro-Brazilians in the history of samba, as well as live samba music performances. While the stay may have been short, the lessons were abundant and long lasting.
Finally, the group spent its last days in São Paulo, Brazil’s largest city and an essential destination for anybody who wants to learn about contemporary Brazil and the ways it encounters its past. With the expert guidance of Paulistana educator Alissar Nassar, participants in the institute saw the many faces of this megacity, with walking and bus tours and visits to the Museu Afro-Brasil and the Museu de Futebol. In São Paulo the participants encountered the diversity of today’s Brazil, with special focus on the Japanese community through a visit to Liberdade, the traditional Japanese neighborhood, and the Syrian-Lebanese community through conversations with Alissar, a proud member of that community. The tour of the soccer museum coincided with the 2018 FIFA World Cup final game, thus drawing our participants, albeit briefly, into Brazil’s national passion for the game. Our time in São Paulo was a time to draw conclusions and make connections, to observe the traces of a history of slavery and resistance, of diverse peoples and projects, of nature’s abundance and society’s inequality.
HOW TO USE THIS UNIT IN YOUR CLASSROOM

This unit is designed to be used by teachers of different subjects and grade levels. Since the researchers of this unit represent different grade levels and subject areas, the unit showcases the interdisciplinary nature of Latin American Studies and supports the promotion of Latin American Studies across all disciplines at every grade level. Each unit, although created for a specific grade level or subject area, can be incorporated into your own teaching by utilizing other resources and/or working with colleagues to introduce Brazil into the classroom.

The unit is aligned to national standards (Common Core State ELA Standards, the National Curriculum Standards for Social Studies, and the American Council for Teachers of Foreign Language curriculum standards for the foreign language classroom). The unit has been designed to provide activities for grades 1 – 12. It allows flexibility on the part of the classroom teacher. Any section can be used individually or in combination with other sections. Based on previous coverage of the topic and the academic level of your students, you may incorporate as many or as few activities as support your learning goals. We encourage you to familiarize yourself with the entire unit to select the activities and topics that best suit your needs.
Key Ideas and Details:
CCSS.ELA-LITERACY.RLI.3.1
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.
CCSS.LITERACY.RLI.3.2
Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
CCSS.ELA-LITERACY.RLI.3.3
Describe characters in a story and explain how their actions contribute to the sequence of events.

Craft and Structure:
CCSS.ELA-LITERACY.RLI.3.4
Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
CCSS.ELA-LITERACY.RLI.3.5
Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
CCSS.ELA-LITERACY.RLI.3.6
Distinguish their own point of view from that of the narrator or those of the characters.
Integration of Knowledge and Ideas:
CCSS.ELA-LITERACY.RLI.3.7
Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story.
CCSS.ELA-LITERACY.RLI.3.9
Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.
READING BRAZIL IN THE ELEMENTARY CLASSROOM

Grade Level: 3 - 4

Subject: English Language Arts

Key Words: trickster tales, rainforest, soccer, Brazilian indigenous groups

Recommended Time Frame: 3 days or more

Designed by: Katrina Dillon

School District: Zia Elementary School, Albuquerque, NM

Summary: The purpose of this unit is to simultaneously provide a broad overview of the country of Brazil while also creating the space for students to delve more deeply into a specific area of Brazilian culture, geography, and literature. These lesson plans integrate literacy, social studies, and science content to support growth in both reading and writing, while also addressing information specific to the content areas. This should allow for flexibility in implementing the unit. It can be broken into separate pieces and integrated into a literacy, science, or social studies block, or be used as a thematic unit. Note: Though written for a third grade ELL classroom, it can be adapted for any elementary classroom by changing the expectations for discussion, analyses, research, and the final project(s).

Background information:

The appendix at the end of this document contains a list of videos about Brazil, student friendly websites and resources, and children’s literature on Brazil. Some of these are integrated into the activities below, but others can be explored during independent research time or used to expand classroom discussion.

Student Objectives:

Students will be able to:

- Locate Brazil on a map
- Identify geographical features of Brazil
- State basic facts about Brazil
- Analyze and compare two Brazilian trickster tales
- Discuss and present information about the Brazilian rain forest, including knowledge about the Indigenous tribes, animals, and plants that inhabit these geographical areas
- Tell about the life of Pelé, the Brazilian fútbol/soccer star

**Essential/Driving Questions**

- Where is Brazil? On what continent is it located?
- What are common characteristics of a rainforest? What animals and plants are found in the Brazilian rainforest?
- Who is Pelé? How has he influenced Brazilian culture? For what is he famous?
- What is the purpose of a trickster tale? How is it different from other types of fiction?
- What does Indigenous mean? How have Indigenous groups in Brazil been impacted by increased activity in the Brazilian rainforests? What have Indigenous groups in Brazil done to survive?

**Vocabulary words:**

- Trickster Tale
- Iguazú National Park
- Kapok tree
- Guaraní
- Awá
- Pelé
Materials:

- Printed images of Brazil (one full-page copy per print)
- Butcher paper, poster board, or chart paper
- Pencils or markers
- Crayons, colored pencils, or markers
- Post-it notes (optional)
- Videos (see procedure for specific titles)
- Projection system
- Internet access
- Articles from National Geographic Kids (may be projected or printed)
- Anchor Chart
- Copy of *Rosa Raposa* by Isabel Campoy
- Copy of *The Dancing Turtle: A Folktale from Brazil*
- Copy of *The Great Kapok Tree*
- Copies of Evaluation Table (see Appendix), one per student
- Copy of Animal Poems of the Iguazú
- World Map (may be digital image)
- Map of North and South America (may be digital image)
- White construction paper
- Tablets, laptops, or classroom computers (optional)
Learning Plan

Activity 1: Observation Charts
Observation charts are one way to introduce a new unit and begin a classroom discussion of upcoming topics.

Objectives:

• Use images to discuss, reflect, analyze and make predictions about Brazil.

Procedure:

1. Using an internet search engine, find images that represent Brazil (and the aspects of Brazil that you plan on focusing on in your unit). The images should be visually engaging, thought-provoking, and interesting to students. You will be breaking your students into small groups of 3-5. You will need one image per group. Print one full-page copy of each image. Glue each image to the top of a large piece of butcher paper, chart paper, or poster board. These are your observation charts. On the whiteboard, chalkboard, or other display board, write the following questions: “What do you see?” “What do you think is happening?” “How does this image make you feel?”
2. Explain to students that they will be working in small groups. Each group will rotate around the room to view and discuss each image. When looking at an image, students will spend at least one minute silently reflecting on what they see and the posted questions:
   • “What do you see?”
   • “What do you think is happening?”
   • “How does this image make you feel?”
3. After the silent minute is up, students will spend 2 minutes discussing what they see, think, and feel. Then, students will record their thoughts. Each group can either elect a recorder who will write down their ideas, or each student can write their own thoughts. Students can write these directly on the observation chart or they can use
sticky notes. Explain to students that they will have a set amount of time at each image and that you will signal when to begin the silent observation, the discussion, the recording, and when to rotate to the next image.

4. Divide students into small groups. Place an observation chart, writing utensil, and sticky notes (if using) at each station. Direct each group to the table or station where they will begin. Begin the activity. Continue rotating groups through the images until each group has seen each image.

5. Hang up all of the observation charts with comments.

6. As a whole group, discuss each image, giving students time to share and respond to what they posted. Keep the charts posted throughout the Brazil unit. Allow students to revisit them and discuss them as they learn more about the country and what the images represent.
Activity 2: Visual Representation of Brazil

Provide an introduction to the country of Brazil through visual and auditory mediums.

Objectives:

- Provide accessible content information to students about Brazil
- Create a written record to serve as an information resource throughout the unit

Procedure:

1. Explain to students that they will be viewing a video on Brazil. Show them the prepared anchor chart. Explain that after viewing the video they will each be given the opportunity to write down a fact(s) about Brazil that they learned from the video. Sticky notes or other note taking materials can be provided now or after the video.
2. Watch the video, pausing if needed, to reinforce or explain specific content.
3. After students have viewed the video, ask 2 or 3 students to share a fact they learned to model the expectation for the anchor chart. Then, ask each student to write a fact about Brazil on a sticky note. Once they have completed their fact, ask them to place it on the anchor chart.
4. Once all students’ facts are on the anchor chart, read them aloud. You may choose to create categories in which to group the facts so that they are visually chunked for the students.
5. Explain that the anchor chart is a main resource for information about Brazil for this unit. The class can continue to add to it each day of the unit, and students will be able to use it for their own research and writing assignments.
Activity 3: Introduction to Brazil Through Informational Text
This activity allows students to build on previous knowledge using informational texts.

Objectives:

- Read and discuss informational text
- Identify important information and details
- Articulate new knowledge gained

Procedure:
1. Preview the two National Geographic Kids resources to determine which is the most appropriate for the class. Print if necessary.
   - National Geographic Kids Brazil Country Profile
     (https://kids.nationalgeographic.com/explore/countries/brazil/#brazil-soccer.jpg)
     and/or
   - Brazil Facts: Discover this Super Cool Country!
     (https://www.natgeokids.com/za/discover/geography/countries/country-fact-file-brazil/)
2. Read the text, stopping to discuss important parts if reading as a whole group or in small guided reading groups. If using paper copies of the articles, allow students to annotate or highlight important information.
3. Once students have read the text, ask them to write down any new facts they learned on sticky notes and add these to the anchor chart.
Activity 4: Teaching Brazil Through the Trickster Tales of Rosa Raposa and The Dancing Turtle.

This lesson promotes literacy through the content area by using one or two trickster tales. The lesson below can be easily adapted to focus on one of these specific skills to better align with the specific needs of the class and the language arts curriculum being implemented. As a culminating project, students can write a compare and contrast essay using their Venn diagram (see Extension Activities).

Objectives:

- Read and analyze trickster tale(s) set in Brazil
- Study the genre of trickster tale
- Compare and contrast stories using a Venn diagram
- Practice reading comprehension skills including summarizing, sequencing events, cause/effect, and identifying central message

Procedure:

1. Review (or teach) a working definition of a trickster tale with students (one is provided below). Trickster Tale: A short story that often uses animals as the main characters. These stories typically explain something about a specific culture, usually connected to how people act or behave and why. Many times they include a moral or lesson.
2. To access any prior knowledge, as a class, brainstorm any other trickster tales students have read. If this lesson will be the first time students have explicitly engaged with the genre of trickster tales, explain that you will be reading two trickster tales set in Brazil.
3. Before reading, ask students to listen for what information the story shares about Brazil. Also, ask students to be thinking about what the central message or moral/lesson of the story might be.
4. Read the story Rosa Raposa out loud to students.
5. Give each study a copy of the Evaluation Table (found in the appendix). Read through the table as a whole group, clarifying what information each question is
asking for. Below are the questions students will be asked to answer.

a) Who are the main characters?

b) What is the setting?

c) What is the problem or conflict? What creates the conflict in the story?

d) Who is the trickster?

e) What is the climax of the story?

f) How is the problem resolved?

g) What is the moral or lesson to the story?

6. Re-read Rosa Raposa (either as a whole group, or in a small guided reading group).
   Stop throughout the story to fill out the table.

7. If time allows, repeat the above steps with the story The Dancing Turtle: A Folktale from Brazil.

8. Once students have read and filled out a table for each story, have them complete a Venn diagram comparing and contrasting the two trickster tales.

9. If there is any information about Brazil that students would like to add to the class anchor chart, provide the time to do so.
Activity 5: The Brazilian Rainforest: Literacy Through Content Area

This activity can be used throughout your study of the Brazilian rainforest, reading a few poems each day. The Iguazú National Park, spans three countries—Argentina, Brazil, and Paraguay. In Animal Poems of the Iguazú, Francisco X. Alarcon lets the animals of the Iguazú speak for themselves through individual poems.

Objectives:

- Discuss and analyze author’s style and text content
- Create illustrations to accompany a poetic text
- Summarize information regarding a rainforest animal
- Recall information and write it down for future reference

Procedure:

1. On the first day, read Alarcón’s introduction. On a map, show the students where the Iguazú National Park is and how it borders three different countries, including Brazil.
2. Each day, read a few pages of poems. Discuss interesting details of each poem, including both content and Alarcón’s style. You may want to create a list of animals discussed to serve as a class resource for later use.
3. Once you have read the entire book, ask students to pick their favorite poem and illustrate it. You can extend the activity by asking students to research their animal and write an informational paragraph about it to include with their illustration. This could also be integrated into the final project discussed below where the class creates a life size mural or replica of a Brazilian rainforest.
4. Give students the opportunity to add any new facts or information to the “All About Brazil” anchor chart. Discuss anything they add and how it should be categorized.
Activity 6: A Fieldtrip to the Rainforest Through The Great Kapok Tree

There are several lesson plans already available for The Great Kapok Tree. Please consult some of the lesson plans linked below or make your own search to find one that best meets the needs of your students and content standards.

- The Great Kapok Tree: A Social Studies Lesson (http://atozteacherstuff.com/pages/337.shtml)
- Write an Animal Speech—The Great Kapok Tree Extension Activity (https://www.scholastic.com/teachers/lesson)
- Main Idea: The Great Kapok Tree (https://www.teachervision.com/main)

Objectives:

- Discuss The Great Kapok Tree and identify the central message
- Make connections, compare, and contrast with Animal Poems of the Iguazú book
- Learn about the Guaraní people

Procedure:

1. Watch the YouTube film, Virtual Field Trip - Amazon Rainforest. This will provide students with a visual context for understanding The Great Kapok Tree.
2. Read The Great Kapok Tree out loud to the class. There are two versions of the read aloud available on YouTube (links below). If you have a larger class or don’t have the floor space for a circle time read aloud, this may be a preferable option so that students can better view the illustrations. If you will read the book twice with the class, it can be good to view it the first time, and then read it out loud the second.
   - https://www.youtube.com/watch?v=J1Teb_jTyI
   - https://www.youtube.com/watch?v=gw0arFtHeVw
3. Discuss the story, focusing on both the central message of the story and what it teaches about Brazil.
4. Implement the chosen lesson/unit plan.
5. Discuss how The Great Kapok Tree connects to Animal Poems of the Iguazú. Ask students to think about how the two books are the same and how they are different.
6. Give students the opportunity to add any new facts or information to the “All About
Brazil” anchor chart. Discuss anything they add and how it should be categorized.

7. Explain to students that it is not just animals, plants, and other wildlife that live in the rainforest, but that many Indigenous peoples also live in the rainforest.

8. Tell students that they are going to learn about the Guaraní people.

9. Depending on the amount of time available, use some combination of the following resources to introduce students to the Guaraní

   a) National Geographic Kids has a primary resource on the Guaraní available. Free Registration is required to access the materials. (https://www.natgeokids.com/za/primary-resource/guarani-people-geography-primary-resource/#!/register)

   b) Use the Britannica website to provide students a general overview of the Guaraní. (https://www.britannica.com/topic/Guarani)

   c) View the United Nations produced video (available on YouTube) showing how one Indigenous community is attempting to maintain Guaraní culture, language, and tradition. (https://www.youtube.com/watch?v=tmHeABi6mpg)
Activity 7: The Awá Tribe
In this lesson, students will learn about the Awá tribe, who live in Northeastern Brazil rainforest. They have lived almost entirely without any contact with the outside world and are nomadic, moving frequently carrying their belongings. They are entirely sustained by the rainforest.

Objectives:

- Learn about the Awá people
- Discuss information presented in videos
- Write down new information gained from lessons

Procedure:
1. Below are links to a news article, a website, and a video about the Awá. Please preview all of these resources before using with your students to make sure they are appropriate for your grade level. These resources can be used in whole group direct instruction and dialogue, or in a small group research setting.
   - Giving the Amazon rainforest back to the Awá tribe - BBC news article (https://www.bbc.com/news/magazine-27500689)
   - Uncontacted Amazon Tribe: First ever aerial footage (https://www.youtube.com/watch?v=sLErPqqCC54)
   - Detailed information, including a video, about the Awá tribe from Survival International (https://www.survivalinternational.org/awa)
2. Introduce students to the Awá tribe by locating the Northeastern Brazilian rainforest on a map.
3. Explain that students will be learning about another Indigenous group today, who are distinct from the Guarani they learned about earlier.
4. Begin with one of the two videos listed below (one is embedded in the Survival International website).
5. Discuss what students learned from the video.
6. Read the BBC article, focusing on the elements that are most relevant and applicable to student learning.
7. Spend time researching the information made available on the Survival International website. (At the bottom of the page, there are interactive ‘animal cards’ that may
connect to earlier discussions about the rainforest.

8. Watch the remaining video and discuss.

9. Give students the opportunity to add any new facts or information to the “All About Brazil” anchor chart. Discuss anything they add and how it should be categorized.
Activity 8: Pelé
In this lesson, students will learn about Pelé, the world-renowned soccer/fútbol player through books and a short film trailer.

Objectives:

- Learn about the Brazilian soccer player Pelé
- Identify key information in texts and make inferences

Procedure:

1. Assess prior knowledge by asking students what they know about Pelé. Record their ideas on chart paper.
2. Briefly explain who Pelé is (famous soccer player from Brazil).
3. Read students the book *For the Love of Soccer!* written by Pelé and illustrated by Frank Morrison.
4. Ask students to share anything that they learned about Pelé through the book. Record their answers on a prepared “All About Pelé” anchor chart, or add it to the “All About Brazil” chart under the category of important/famous Brazilians.
5. Show students the trailer for Pelé: Birth of a Legend. Please note, this is a trailer for the feature length film. It is rated appropriate for all audiences, but the movie in its entirety is rated PG. ([https://www.youtube.com/watch?v=XBrfxHOXsDE](https://www.youtube.com/watch?v=XBrfxHOXsDE))
6. After viewing, ask students to generate more information for the anchor chart.
7. Read students the book *Soccer Star* written by Mina Javaherbin and illustrated by Renato Alarcao.
8. After reading, ask student to think about the following questions: Why is Pelé such a famous Brazilian figure? Why do so many young people look up to him as a hero? What did he accomplish? Why is soccer so popular in Brazil?
9. Discuss their answers and record their ideas on the anchor chart.
10. See the last section of Final Projects/Extension Activities for more information on writing activities that can be implemented here (Informational essay, Biographical essay, Acrostic Poetry, or 5 Senses Poetry).
Assessment: Create an “All About Brazil” Lapbook. Students will demonstrate what they've learned about Brazil through creating an informational lap book. This can be completed at the end of the unit on Brazil, or done throughout the unit, creating different pieces as each lesson is completed. As the appropriate activities can vary greatly, I have not created the specific pieces for the lap book. A free lap book pdf is available at https://www.homeschoolshare.com/docs32466/brazil_complete.pdf.

Use this as it is, or adapt it for your students’ needs. There are also various adaptations for all grade levels available on Teachers Pay Teachers. Students can also create everything on their own without a template. Lap books can be created by refolding manila or colored folders, or folding a sheet of construction paper into thirds. The type and depth of knowledge and time for completion can be modified based on classroom needs.

1. Determine the type of lap book you want students to create (the free pdf, entirely student generated, or a template from TPT).
2. Create an example to provide a framework or model for students.
3. If the lap book will be entirely student generated, create a checklist of information that will be required.
4. Review expectations and requirements (such as complete sentences, illustrations, etc.)
5. Once student lap books are completed create a space to display them. Once students have examined the impact of migration in Brazil, they will examine the process of migration in our own local community. Distribute PERSONAL MIGRATION TIMELINES (students may need a few days to research and talk with family members to complete the timeline. Set a due date with your students.)

On the day of submission, students will work in groups and complete the following assignment:
EXTENSION

Supplemental Activity 1: Create a Mural or a Larger Scale Classroom Transformation of the Rainforest.

Students will create a mural, large-scale classroom transformation, or smaller scale diorama depending on time, space, and materials available, to demonstrate what they learned about the Brazilian forest. The larger scale project is likely a whole class activity where different groups of students would be responsible for different aspects of the rainforest (animals, Indigenous groups, plants, etc.). Here, students will create larger scale representations of the animals, plants, etc. These will then be displayed throughout the classroom walls, or if available, a hallway.

Objectives:

- Demonstrate acquired knowledge about Brazilian rainforest
- Create a large-scale representation of Brazilian animals, plants, and natural features.
- Work in groups to plan and execute a project

Procedure:

1. Explain to students that they are going to create a representation of a Brazilian rainforest. Review the expectations for the project, such as how many animals, plants, etc. should be represented or what kind of text should be included.
2. Working in small groups, students will plan out a mural, diorama, or large-scale classroom transformation of a Brazilian rainforest.
3. Students will then use available materials to bring their plan to life.
4. Once students have created the visual representation of the rainforest, they will write informational text (specific research on the plant, animal, or indigenous group or an overview of Brazilian rainforests) to accompany their final project.
Supplemental Activity 2: Biographical Essay and Presentation on the Life and Importance of Pelé.

Students will demonstrate what they have learned about Pelé through writing a biographical essay.

Objectives:

- Demonstrate acquired knowledge regarding Pelé
- Understand and practice elements of a biographical essay
- Optional: Use technological tools to research a topic

Procedure:

1. Review the content about Pelé.
2. Explain to students that they are going to write a biographical essay (or paragraph) about Pelé. If time and resources allow, provide students with technology to research more about Pelé online.
3. Review the purpose of a biographical essay. Share expectations for the information that should be covered in the essay (place of birth, date of birth, important childhood events/experiences, major accomplishments, etc.)
4. Review the expectations of the essay/paragraph, such as format and organization and then have students begin their rough draft.
5. When students have finished their rough draft, follow your classroom procedure for editing and revising. Students then write their final copy of some sort of 'special' final copy paper or type. Publish essays by hanging them in a designated area.
6. If time allows, have students draw a portrait of Pelé in a style and setting of their choice. Display the portrait with the essay.
7. This could also be expanded/modified to incorporate the use of more technology through asking students to create a presentation on Pelé using PowerPoint, Google slides, etc. The presentation could be in addition to or in place of the biographical essay.

Supplemental Activity 3: Compare and Contrast Essay of Two Trickster Tales
Students will take information acquired about the two trickster tales they studied to create a Venn diagram (if not already completed) and then write a compare and contrast essay.

Objectives:
- Demonstrate acquired knowledge regarding Pelé
- Understand and practice elements of a biographical essay
- Optional: Use technological tools to research a topic

Procedure:
1. Review the information on trickster tales and the specific stories.
2. Review the purpose and process of completing a Venn diagram.
3. As a whole class, with a partner, or individually, have students complete a Venn diagram of *Rosa Raposa* and *The Dancing Turtle*. Be sure to encourage students to think about how to compare or contrast ‘like’ things, so that they will then transfer this type of organized or ‘chunked’ information to their essay. For example, if they write a statement about the central message of *Rosa Raposa*, they should write a statement about the central message of *The Dancing Turtle*. Then, these two statements can become a sentence or connected sentences in their essay.
4. Once the graphic organizer is completed, students can begin to draft their compare and contrast essay. Next steps are largely dependent upon the grade level of your students. With younger students or students who have never done this activity,
templates and modeling are key to their success.

5. First, review the purpose of this essay (to demonstrate an understanding of trickster tales and the two stories, and to identify how the stories are alike and different).

6. Next, discuss the format of the essay in terms of number of paragraphs, indentations, and topic sentences. With young students, this is typically a two-paragraph paper. You may want to create the topic sentences as a class by modeling one broad introductory sentence and then two specific topic sentences for each paragraph.

7. From here, students can begin writing their essays. Again, if this is a new format, model how they should write comparative sentences. For example, In Rosa Raposa______________________________, but in The Dancing Turtle _____________________. Be sure to point out that they should be comparing or contrasting ‘like’ things as mentioned above in the discussion of the Venn diagram. For very young students (or if this activity is done at the very beginning of the year), you may want to provide a template for the entire essay, including sentence starters and transitional words.

8. When students have finished their rough draft, follow your classroom procedure for editing and revising. One approach would be to use the following procedure: rough draft, read out loud to self and revise, read out loud to partner and revise, meet with teacher for final editing. Students then write their final copy of some sort of ‘special’ final copy paper or type. Publish essays by hanging them in a designated area or creating a classroom book.

Supplemental Activity 4: Informational Essay About Brazil

Students will demonstrate what they've learned about Brazil through writing an informational essay or paragraph.

Objectives:

- Demonstrate acquired knowledge regarding Brazil
- Understand and practice elements of an informational essay
- Optional: Revise and peer-edit texts
**Procedure:**

1. First, review the purpose of and informational paragraph (to share/demonstrate knowledge about a specific topic).

2. Next, discuss the format of the essay. With young students, this is typically a one-paragraph paper. Older students can be expected to write more. If necessary, you may want to create the topic sentence as a class by modeling one broad introductory sentence.

3. Review all of the information that students have learned about Brazil and any resources available to use.

4. If specific information should be incorporated into the essay, create a chart or checklist for students to use while writing their rough draft. For example, Where is Brazil? What language is spoken in Brazil? Who lives there (demographics)? What is it like geographically? Describe a specific region. What would a person see if they went there on vacation? Describe a famous Brazilian.

5. From here, students can begin writing their essays. When students have finished their rough draft, follow your classroom procedure for editing and revising. One approach would be to use the following procedure: rough draft, read out loud to self and revise, read out loud to partner and revise, meet with teacher for final editing. Students then write their final copy of some sort of 'special' final copy paper or type. Publish essays by hanging them in a designated area or creating a classroom book.
Supplemental Activity 5

Acrostic Poetry (Brazil, Pelé, Rainforest). Students will demonstrate what they have learned about Brazil through an acrostic poem.

Objectives:

- Demonstrate acquired knowledge regarding a specific topic related to Brazil
- Understand and practice elements of an acrostic poem
- Revise, edit and publish poems
- Optional: create illustrations to enhance their written work

Procedure:

1. Introduce students to the idea of an acrostic poem if they are not familiar with it. Acrostic poems can be adapted for the grade level of students. For younger students, one word descriptions for each letter of the word “Brazil” may be sufficient. For older students, you may want to require a sentence or multi-word description, a rhyming scheme, or even alliteration. If acrostic poetry is a new concept, you may want to create one poem as a class in order to model the activity for students. Be sure to connect the activity to literacy content appropriate for your grade level, highlighting the meaning and use of adjectives, synonyms, rhyme scheme, alliteration, phonics patterns, etc.

2. Have students draft their own acrostic poem using a word of their choice or an assigned word. The subject of the poem can vary. For example, it could provide a broad overview of Brazil or a more specific description of the rainforest or a rainforest animal.

3. Once students have completed their poem, have them go through the revising, editing, and publishing process. Display the completed poems.

4. If time allows, students can create an illustration to go with their poem.
Supplemental Activity 6: 5 Senses Poetry

Students will demonstrate what they have learned about a Brazil-related topic through a poem.

Objectives:

- Demonstrate acquired knowledge regarding a specific Brazil topic covered
- Review the five senses and apply understanding
- Use collective knowledge to create descriptive poems
- Edit, revise, and publish poems

Procedure:

1. As a whole group, review or teach the concept of the five senses.
   - Activate students' prior knowledge by asking them to list all of the five senses. Record these on chart paper for students’ reference throughout the assignment.

2. Once students have an understanding of the five senses, ask the class to volunteer things related to Brazil that they could use in their poetry. Record their suggestions for future reference. This would be a good time to review any vocabulary or concepts from the previous lessons that you would like students to integrate into their assignment.

3. Using the vocabulary and/or ideas generated by the class, explain and model how to write descriptions based upon the senses. For younger students, you may need to offer guiding examples appropriate for their ability level. Highlight various aspects of descriptive language (such as adjectives, metaphors, and similes) appropriate for your grade level. The easier version can start with I see, I feel, I hear, etc. Older students can embed the sensory description within the phrase. For example,
   - Pelé sprinted across the field trying to catch up to the ball OR I see Pelé running after the ball.
4. At this point, students are ready to write their own five senses poem. You can provide the template below if necessary. Modify to include as many stanzas as desired.

I see______________________________________.
I feel______________________________________.
I taste______________________________________.
I hear______________________________________.
I smell______________________________________.

I see______________________________________.
I feel______________________________________.
I taste______________________________________.
I hear______________________________________.
I smell______________________________________.

5. When students have finished their rough draft, follow your classroom procedure for editing, revising, and publishing. If time allows, ask students to illustrate their poem.
ADDITIONAL RESOURCES AND REFERENCES

Links for student research:

**Brazil Facts for Kids | Brazil Attractions | Geography | Food | People**


**Brazil Facts For Kids | Cool Kid Facts**
[https://www.coolkidfacts.com/brazil-facts-for-kids/](https://www.coolkidfacts.com/brazil-facts-for-kids/)

**Brazil for Kids – MrNussbaum.com**
[https://www.mrnussbaum.com/brazil-for-kids/](https://www.mrnussbaum.com/brazil-for-kids/)

**A to Z Kids Stuff | Brazil**
[https://www.atozkidsstuff.com/brazil.html](https://www.atozkidsstuff.com/brazil.html)

**Video Resources** available on YouTube, free and age-appropriate. Can be used as part of direct instruction lesson for small group research implementing the available classroom technology. Doing own search is suggested as new videos are released often.

**Focus on Brazil! Country Profile and Geographical Info** by GEOgraphy Focus:
[https://www.youtube.com/watch?v=VTEJk8vPWFE&t=45s](https://www.youtube.com/watch?v=VTEJk8vPWFE&t=45s)

**National Geographic Kids- Brazil: Tree Climbing | Are We There Yet?:**
[https://www.youtube.com/watch?v=EbVAhNVz4U8](https://www.youtube.com/watch?v=EbVAhNVz4U8)

**National Geographic Kids- Brazil: Beach | Are We There Yet?:**
[https://www.youtube.com/watch?v=fEG-8R5YfY](https://www.youtube.com/watch?v=fEG-8R5YfY)

**Virtual Field Trip - Amazon Rainforest:**
[https://www.youtube.com/watch?v=JEsV5rqbVNQ](https://www.youtube.com/watch?v=JEsV5rqbVNQ)

**25 Facts About the AMAZON RAINFOREST | 25 FACTS:**
[https://www.youtube.com/watch?v=DgU7gsBOhUI](https://www.youtube.com/watch?v=DgU7gsBOhUI)

**Geography Now! Brazil:** [https://www.youtube.com/watch?v=JFfcD-Skqlc&t=204s](https://www.youtube.com/watch?v=JFfcD-Skqlc&t=204s)

**Pelé: Birth of a Legend Official Trailer (2016):**
[https://www.youtube.com/watch?v=XBrfxH0XsDE](https://www.youtube.com/watch?v=XBrfxH0XsDE) (Note: This is a trailer for the movie. It is rated appropriate for all audiences, but the movie in its entirety is rated PG.)
Bibliography of Children’s Literature About Brazil

Amazonia: Indigenous Tales from Brazil retold by Daniel Munduruku, illustrated by Nikolai Popov, and translated by Jane Springer. Groundhouse Books/House of Anansi Press, 2013. Ages 10+ (please note, there are some adult themes, pre-read any material before using).

Amazonia is an extraordinary book of Brazilian folk tales that combines the authentic voice of Munduruku, an Indian who grew up in the Amazon rainforest, with the imagined Amazon of Russia’s foremost children’s book illustrator. Mermaids, serpents, tigers, snakes, flying men, witches — extraordinary creatures from the world’s most important jungle live on in these tales. The stories are fascinating, and sometimes startling, as protagonists are killed off or transformed into animals — or rise up precipitously into the heavens. More than just rollicking adventures, they offer a panorama of experience — conflict and death, love and seduction, greed and gluttony, hunting and fishing, cooking and caring for plants — and describe the origins of the natural world. Munduruku’s storytelling and Popov’s imagination bring us the tales of the people of the Amazon in all their magic wonder.


In the magical rainforest of the Iguazú National Park, butterflies are the multicolored flowers of the air. Great dusky swifts watch over the park, and the untamed spirits of jaguars roam the jungle. Spanning three countries—Argentina, Brazil, and Paraguay—the thundering waterfalls and lush green rainforests of the Iguazú have dazzled visitors for centuries, and are now in danger of being lost. Following the Amerindian oral tradition, award-winning Chicano poet Francisco X. Alarcón lets the animals of the Iguazú speak for themselves in their own soaring, roaring, fluttering voices, and the resulting poems are as urgent as they are beautiful and humorous. Maya Christina Gonzalez’s mixed media illustrations bring the colors and textures of the Iguazú rainforest to vibrant life.

CAPOEIRA it’s a game, a dance, a martial art! It’s a way of expressing oneself through movement and music. With action-packed photographs and accessible text, readers are introduced to this exciting, popular game. At Madinga Academy in Oakland, California, a group of girls and boys practice the acrobatic moves of capoeira. Then they begin to play games to the infectious, rhythmic beat of traditional music and singing. On to Brazil to experience capoeira in its historic birthplace, where it dates back four hundred years. Capoeira developed as a way of fighting among enslaved Africans, it was outlawed by the government, and was permitted once again in 1930 as a martial art and game.


For weeks the people of the Brazilian town of Olinda have been sewing costumes, painting masks, and creating giant puppets--preparing for *carnaval*. Like Mardi Gras in New Orleans, *carnaval* is a five-day festival of parades, dancing, and singing. But unlike Mardi Gras, Olinda’s *carnaval* still celebrates the traditions and folklore of the people and the shared cultures--indigenous, European, and African--that make up Brazil. As generations have done each year, the people of Olinda and their visitors give themselves over to the music, dance, and joy of *carnaval*.

**Dancing Turtle: A Folktale from Brazil** written by Pleasant DeSpain and illustrated by David Boston. August House, 2005. Ages 4+

Turtle loves to dance and play the flute. But her exuberance puts her at risk when her music attracts the attention of a brave hunter who brings her home to make turtle stew. After she is caught, her only hope for escape is the hunter's children ... and her own wit. This folktale, first told by the indigenous people of Brazil, is now told throughout Latin America.

What does the world’s greatest soccer player love about the game? The same things as we do! Speed, team work, dribbling, passing, taking your best shot—and making a G-O-O-A-A-L! Pelé, three-time World Cup champion, has been the subject of several unauthorized biographies. But here, in his own words, he celebrates the kick and thrill of his favorite sport. Artist Frank Morrison scores an amazing assist with two dynamic visual stories: Pelé’s inspiring rise to fame, and a young athlete’s efforts to follow in his hero’s speedy footsteps. Together, words and pictures deliver all the fun and excitement of a closely-matched game. World Cup fans, come play!


A beautifully illustrated retelling of a Brazilian tale linking Brazil’s African heritage with a history of slavery recounts how an African goddess brings the gift of night to the hardworking people of Brazil.


Jaguar, the sharp-toothed, beady-eyed bully, is determined to eat Rosa Raposa for dinner. But Jaguar had better watch out, because clever Rosa has some surprises in store for him! In three hilarious South American trickster episodes, Rosa uses her sharp imagination to make Jaguar look like the biggest fool in the forest.


When Paulo Marcelo Feliciano becomes a soccer star, crowds will cheer his famous name! Then his mother won’t have to work long hours, and he won’t have to work all day on a fishing boat. For now, Paulo takes care of his little
sister Maria (she teaches him reading, he teaches her soccer moves) and walks her to school, stopping to give his teammates cheese buns as they set out to shine people’s shoes or perform for the tourist crowd. At day’s end, it’s time to plan the game, where Givo will bounce, Carlos will kick, and Jose will fly! But when Jose falls on his wrist, will the team finally break the rules and let a girl show her stuff? Set in a country whose resilient soccer stars are often shaped by poverty, this uplifting tale of transcending the expected scores a big win for all.


The author and artist Lynne Cherry journeyed deep into the rain forests of Brazil to write and illustrate her gorgeous picture book *The Great Kapok Tree: A Tale of the Amazon Rain Forest* (1990). One day, a man exhausts himself trying to chop down a giant kapok tree. While he sleeps, the forest’s residents, including a child from the Yanomamo tribe, whisper in his ear about the importance of trees and how "all living things depend on one another" . . . and it works. Cherry’s lovingly rendered colored pencil and watercolor drawings of all the "wondrous and rare animals" evoke the lush rain forests, as well as stunning world maps bordered by tree porcupines, emerald tree boas, and dozens more fascinating creatures.


This unique series of photographic information books, told in the first person, accompanies children who have grown up away from their family’s homeland, and are now visiting it for the first time. The unfamiliar food, clothing, and customs of another country are seen from a fresh, exciting perspective. With stunning photographs and a bright, child-friendly design, this informative, fun series is very relevant to today’s world in which so many people have moved away from their original culture to live elsewhere. Victoria's mother was born in Brazil and she is taking Victoria to see the place of her birth. From a coffee farm to a saint's day procession, from a street children's shelter to a huge family
barbeque, Victoria learns about her mother's country and warms to her big Brazilian family.


His parents may have named him Edson Arantes do Nascimento, but to the rest of the world, he is known as Pelé. The now-retired professional soccer forward stunned Brazil when he began playing for the Santos soccer club at age fifteen. He then went on to captivate the world when he joined his country's national soccer team and helped them win three World Cup championships. Although he's hailed as a national hero for his accomplishments in soccer, Pelé has been an influential person both on and off the pitch. His work with organizations like UNICEF has helped improve conditions for children around the world. Young readers can learn more about the man who connected soccer with the phrase "The Beautiful Game."
**Evaluation Table (to use with Activity 4)**

<table>
<thead>
<tr>
<th></th>
<th><strong>ROSA RAPOSA</strong></th>
<th><strong>THE DANCING TURTLE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Who are the main characters?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is the setting?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is the problem or conflict?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What creates the conflict?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>ROSA RAPOSA</strong></td>
<td><strong>THE DANCING TURTLE</strong></td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>What is the climax of the story?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How is the problem resolved?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is the message or moral of the story?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MUSIC OF BRAZIL

Grade Level: 1-3

Subject: Language Arts, Art, Music, Dance

Key Words: music, carnival, Blackness, identity

Recommended Time Frame: 3 days

Designed by: Nadia Hohn

School District: Toronto School District, Ontario, Canada

Summary:
This mini-unit is going to take a look at three important components of Brazilian music:

- Brazil music genres
- Carnival traditions
- Cultural and race relations

Background information:
Brazil is a country located in South America. It has the fifth largest population in the world with 210 million people (the United States is third with 327 million). It is the fifth largest in size (the United States is third). Brazil has a diverse population. The first peoples who lived in Brazil are often called Indígena or Amerindian and lived in this country for thousands of years. The next group to arrive were the Portuguese who began to settle and colonize Brazil in the 1530s. The country was named after a valuable material called Brazilwood. The Portuguese needed workers for this process and since many of the Indigenous people died due to new sicknesses brought in. From the mid-1500s Portuguese began to bring in people from Africa and enslave them. Over the centuries, almost 4 million Africans were brought. These are the largest groups in Brazil. Many Brazilians are mixed peoples. Please see Marshall Eakin’s book for additional background information Becoming Brazilians: Race and National Identity in Twentieth Century Brazil (Cambridge University Press, July, 2017).

For more information on Brazilian identity and culture, see:

- Afro-Brazilians History, Beats, and Culture: https://www.huffpost.com/entry/afro-brazilian-history-be_b_452877
- KAIA Kids Around the World- The Music of Brazil: https://www.youtube.com/watch?v=76ABfyo8Kv0
Student Objectives

Students will be able to

- Discuss race in a constructive and insightful way
- Understand the difference between positive and negative portrayals of Blackness
- Be able to identify the ways Blackness is erased in media
- Use the creative process to learn about carnival and cultural affirmation

Essential/Driving Questions

- How does media portray Blackness and what is being implied?
- How does Brazilian music give insight into the way people move in Brazil?
- What role does art play in the history and culture of a people?

Vocabulary words:

- Afro-Brazilian
- Carnival
- Maculelê
- Samba
- Bossa Nova
- Chorro
- Forró
- Pagode
- Carimbó
- Lambada
- Frevo
Materials:

- *Niña Bonita* by Ana Maria Machado, illustrated by Rosana Faria, translated by Elena Iribarren, (Kane Miller Book Publishing, 1996)
- *Chocolate Me* by Taye Diggs illustrated by Shane Evans (Square Fish, 2015)
- *The Blacker the Berry* by Joyce Carol Thomas and illustrated by Floyd Cooper (Amistad, 2008)
- *Skin Again* by Bell Hooks and illustrated by Chris Raschka (Jump at the Sun, 2017)
- *Be Boy Buzz* by Bell Hooks (Jump at the Sun, 2016)
- *Along the River* by Vanina Starkoff, translated by Jane Springer (Groundwood Books, 2017)
- *Carnavalia! African-Brazilian Folklore and Crafts* by Liza Papi (Rizzoli International, 1994)
- *Menina Mulher da Pele Preta* by Jorge Bren
- *I Love My Hair* by Natasha Anastasia Tarpley and illustrated by E.B. Lewis (LB Kids, 2003)
- *I Love My Hair* (Sesame Street song) [https://youtu.be/enpFde5rgmw](https://youtu.be/enpFde5rgmw)
- I love My Hair: Mand’s Version (Sesame Street song, Spanish version) [https://youtu.be/cYMsiwjAY0w](https://youtu.be/cYMsiwjAY0w)
- Lupita Nyong’o Loves Her Skin (with Elmo on Sesame Street) [https://youtu.be/xIC2hHECZ6Y](https://youtu.be/xIC2hHECZ6Y)
- *The Three Caballeros* scene in Bahia [https://www.youtube.com/watch?v=wedmjYnTPxE](https://www.youtube.com/watch?v=wedmjYnTPxE)
- Flexin’ my Complexion [https://youtu.be/aL-zvDq80-c](https://youtu.be/aL-zvDq80-c)
- If possible, various Brazilian instruments
- For self portraits:
  - pocket mirrors
  - paper
  - crayons
  - pastels
  - markers (especially, flesh-toned markers)
  - pencils
  - erasers
  - construction paper (various flesh-coloured tones)
  - glue sticks
  - scissors
  - yarn
  - various false hair textures (can be purchased at beauty supply stores)
• For costume design:
  § Paper plates
  § Ribbons on spools (different colors)
  § Glue
  § Scissors
  § Scrap fabric (assorted textures and colours including felt, lace)
  § Sequins
  § Sparkles
  § A child’s silhouette copied onto cardstock or construction paper
Learning Plan

Activity 1: Representation of Black Identity
Through music, books, and art, students can discuss how Blackness is portrayed. Discuss the differences between positive and negative portrayals. Racial pride and cultural understanding.

Objectives:

- Students will discuss portrayals and erasure of Afro-Brazilians in the media
- Students will create an image/picture of themselves that depicts their unique features

Procedure:

1. Read *Niña Bonita* to students. Read *Loving Me* by Angelot Ndongo. On another day, read another book from the list:
   - *Chocolate Me* by Taye Diggs
   - *The Blacker the Berry*
   - *Skin Again* by Bell Hooks
   - *Be Boy Buzz* by Bell Hooks
   - *I love my hair* by Natasha Anastasia Tarpley
2. Create a Venn Diagram with students to talk about what it means to be black in comparison between Nina Bonita and the other book.
3. How did it differ?
4. How is it similar?
5. If there are two versions of the *Nina Bonita/Menina Bonita do laço de fita*, ask students:
   a. Why are there two versions of the illustrations?
   b. What are some positive and negative features of each version of the book?
   c. Why might this book be problematic?
6. Listen to “Menina Mulher da Pele Preta” by Jorge Bren (see resource at the end). English lyrics:

7. Watch
   • I love my hair (Sesame Street song) https://youtu.be/enpFde5rgmw
   • I love my hair (Sesame Street song, Spanish version) https://youtu.be/cYMsiwjAY0w
   • Lupita Nyong’o Loves Her Skin (with Elmo on Sesame Street) https://youtu.be/xIC2hHECZ6Y
   • Three Caballeros scene in Bahia (Disney movie erases African/Black origin)
   • Flexin’ my Complexion https://youtu.be/aL-zvDg80-c
   • Rio (2011) and Rio 2 (2014) movies

8. Ask students: How have these movies each erased Blackness? Or minimized Black/African cultural references?

9. As a class, look at images of Yemanja. Discuss what message these different portrayals and how audiences may interpret them or be influenced by them.

Assessment:
1. Have students create their own mixed-media self-portraits (see materials above)
2. After completing them, find a place in the room to put them on display.
3. If time permits, allow each student to talk briefly about their creation and artistic choices.
Activity 2: Samba and other genres
How do we use music to accompany daily activities? Rhythm and songs accompany these activities in Brazil.

Objectives:

- Students will look at the different ways that people move and get around in Brazil
- Students will use movement to further immerse themselves in the learning experience about Brazilian rhythms

Procedure:

3. Create a soundscape that incorporates the sounds of instruments that make Brazil.
4. Discuss with students which musical instruments they would use to help tell this story.
5. Listen to samples of music from the following genres over the course of a few classes
   - Maculelê
   - Samba
   - Bossa Nova
   - Chorro
   - Forró
   - Pagode
   - Carimbó
   - Lambada
   - Frevo
6. Discuss and name the instruments that are heard
7. Play: Help students to learn the names of typical Brazilian instruments. Allow the students opportunities to practice and experiment with these instruments if you have access to them. Play songs and allow students to accompany them with an instrument.
8. Watch and move:
   - Watch videos showing the dances of each genre
   - Maculelê- learn to do this dance with pairs of sticks

Assessment:
1. Break students into small groups.
2. Have each group choose a Brazilian musical genre and study it by listening to the music and watching videos of people dancing.
3. Have a mini talent show where each group teaches the rest of the class a dance move of the genre they chose.

Activity 3: Carnival
The purpose of this workshop is to provide students with the opportunity to explore Writing (listen to the story “Malaika’s Costume”, connect it with the author’s writing process with their writing process, interview an author) and Arts (by Carnival headpiece making, singing, dancing to music, seeing examples of Carnival costumes and how it is celebrated throughout the Caribbean. Students will be able to make a connection between Writing (1st STEAM area) and Arts (2nd STEAM area) and apply it to a story that they have heard and had a chance to interact with (real world) by writing an extension or “fan fiction” piece that extends the story (end product).

Objective:

- Learn about how Carnival is used as a way to help Afro-Brazilians to retain their cultures, languages, and histories.
- Develop skills and craftsmanship with materials, tools and techniques
- Use the creative process to plan, organize and problem solve
- Understand how art has influenced and defined history and culture
- Make personal connections with visual art
Procedure:

1. (1hr) Read *Malaika’s Costume* to students.
   - Students select a theme or topic that were brought up in the story with teacher prompts (e.g., Canada, Caribbean, recycling, grandmother-granddaughter relationships).
   - Look at pictures of different Carnival Costumes and watch videos of kiddie Carnivals. Discuss what materials are used in the designing of the costumes.

2. (1hr) Select a theme. Design a costume for Carnival using the materials provided on a paper doll silhouette.

3. (45min) Redesign headpiece or redefine

Assessment:

Have students design their own carnival costume. Play Brazilian music and hold a mini parade where students wear their costumes.
RESOURCES FOR THE MIDDLE GRADES CLASSROOM

STANDARDS ALIGNMENT
National Council for the Social Studies Content Standards
National Council for Geographic Education
Brazil: A Social Study of Colonization

Grade Level: 4-8
Subject: Geography, History, Civics/Government, Economics
Key Words: colonization,
Time Frame: 30 days
Designed by: Crechelle Aneke
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/
• National Geographic Kids Online Magazine: 
  https://kids.nationalgeographic.com/explore/countries/brazil/

• The Treaty of Tordesillas:
  o University of Texas A&M YouTube clip: 
    www.youtube.com/watch?v=fgaVt_0trv8
  o National Geographic: www.nationalgeographic.org/thisday/jun7/treaty-
    tordesillas/

• Brazil: A History of Change; The Choices Program, Brown University
  o www.choices.edu-curriculum-unit/brazil-history-change/

• The Animated History of Brazil in a Nutshell
  o https://www.youtube.com/watch?v=EiPBI1KyvAw


• The Alchemist by Paulo Coelho, 1988.

• Becoming Brazilians: Race and National Identity in Twentieth-Century Brazil by

• Go Between 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 question 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 for 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.
Slavery in Brazil and the Americas

Grade Level: 6
Subject: History
Key Words: Slavery, Brazil, Americas
Time Frame: 3 days
Designed by: Maude Turnipseed
School District: Unidos Dual Language School, GA

Summary:
The following lesson is designed for a sixth-grade history course spanning from 16th to 17th century and focused on the transatlantic slave trade as it relates to Brazil. However, this lesson can be modified for use in a World Geography course or any other course that examines slavery or Brazil.

Background information: In 1585, 10,000 slaves were brought to Bahia, Brazil. Portuguese explorers first landed in northeast Brazil in 1500. In this region, called Bahia, they found large indigenous populations with whom they traded some local commodities, like wood which was used to make dyes. Facing competition from other European nations in the early- to mid-sixteenth century, Portugal began to invest in Brazil as a source of export commodities and imperial wealth. Since Brazil did not appear to have supplies of gold or silver, the Portuguese imported the technology of sugar production (slaveryandremembrance.org/articles/article/index.cfm?id=A0095) to Bahia from their Atlantic islands (Madeira and São Tomé, for example) where the crop had proved successful. This move, in the mid-1500s, launched plantation Brazilian agriculture and large-scale slave importation (slaveryandremembrance.org/articles/article/index.cfm?id=A0096). By 1600, Brazil was the largest exporter of sugar to Europe. When the North American continent was first colonized by Europeans, the land was vast, the work was harsh, and there was a severe shortage of labor. Men and women were needed to work the land. White bond servants, paying their passage across the ocean from Europe through indentured labor,
eased but did not solve the problem. Early in the seventeenth century, a Dutch ship loaded with African slaves introduced a solution—and a new problem—to the New World. Slaves were most economical on large farms where labor-intensive cash crops, such as tobacco, could be grown.

For more information on the Transatlantic Slave Trade as it relates to Brazil, see:


**Student Objectives:**

*Students will be able to:*

- Understand how and why almost 3.6 million men and women were uprooted in Africa and forced into slavery in Brazil from 1538 until 1888.
- Understand the harsh working conditions and the cruelty that African slaves endured throughout Portugal’s colonization of Brazil.
- Understand the customs, music, and religious beliefs that slaves brought from Africa that remain an integral part of the social order in Northeastern Brazil today.
- Understand that slaves were treated as a piece of property and were bought and sold.
- Understand that slavery in America started in 1619
- Know vocabulary words

**Essential/Driving Questions**

- Why was slavery important to Brazil and USA? Where did the enslaved people come from?
- How many enslaved people came to Bahia? How many enslaved people came to
America?

• What were the 5 countries where slaves were abducted?
• Why were African peoples more desirable than indentured servants or Native Americans to enslaved?
• How were the lives of enslaved families different from other Americans?

Vocabulary words:

• Middle passage voyage
• Civil War
• Transatlantic Route
• Slavery/enslaved person
• Manumission

Materials:

• Video on Youtube “The Actual Voices of Slaves Recorded Now Revealed (United States) https://www.youtube.com/watch?v=Ojg4SaMxMny
• Blank US map
• Blank Brazil map
• Never Forgotten by Patricia C McKissack illustrated by Leo Dillon (Schwartz & Wade, 2011)
• Youtube video: “The Atlantic Slave” (https://www.youtube.com/watch?v=3NXC4Q_4JVg)
• Youtube video: “Brazil: The Story of Slavery” (https://www.youtube.com/watch?v=sXAFHmxW-2Q)
• Trans-Atlantic Slave Trade Database - https://www.slavevoyages.org/
Learning Plan

Activity 1: Introduction to System of Slavery
In this activity, students will be able to understand why slavery was an important industry in Brazil and the United States.

Objectives:

• Students will understand that slaves were owned like property
• Understand that a slavery’s sole purpose was to sell and buy people in order to generate money for slaveholders.

Procedure:

1. Please preview before all videos before they are shown to students. There’s brief nudity in some of the photographs.
2. In a large group setting allow the students to complete a K-W-L chart. K-what do they know about slavery in Brazil? What do they know about slavery in the USA? Complete the second part of the chart: what I want to know?
3. After the first two sections have been filled in, display the chart on the wall. Later, when all activities are done, fill out the last section.
4. Show the video on Youtube “The Actual Voices Of Slaves Recorded Now Revealed” (United States); https://www.Youtube.com/watch?v=Ojq4SaMxMny (Brazil).
5. The teacher will lead a discussion based on the video and write down responses on chart paper using the following question:
   • What important facts do you remember?
6. Independent Practice
   a) Students will complete a think pair and share activity in teacher selected groups.
   b) Based on the information that has been discussed, the students will work with their group members to discuss why slavery was important to Brazil and United States of America.
   c) After discussing, their results should be written on chart paper to be displayed.
**Assessment:** The teacher will check for understanding by asking the students to write a paragraph on what they learned about slavery from today’s lesson.
Activity 2: The Transatlantic Slave Trade and the Middle Passage

In this activity, students will identify the areas of the world involved in the transatlantic slave trade and the rationale behind their involvement.

Objectives:

- Locate African countries targeted for enslavement of people
- Generate informed predictions and discuss the reasons why certain countries may have been targeted for slave trade.

Procedure:

1. Prior to teaching this lesson, teacher should bookmark all of the websites, preview video to make sure that they’re appropriate for students, and download a blank U.S Map and a blank map of Brazil.
2. The teacher will ask the following questions:
   a) What happened to the number of imported slaves to the United States between 1805 and 1808? Explain the change.
   b) How many voyages made to the mainland of North America after the abolition of the slave trade? (remember Florida is technically Spanish territory until 1821).
3. The students will locate the following countries on the map of Africa: Senegal, Gambia, Guinea- Bissau, Guinea, Sierra Leone, Liberia, and Ivory Coast.
4. Asking the following: “why do you think these counties were chosen?” The students should arrive at the conclusion that the countries were on the coast and easy to capture slave and get them on the ships. Bahia Brazil was chosen because it was on the coast, too.
5. Independent Practice: The students will use a blank map of Africa and use the makers to write the name of the countries where the enslaved peoples were kidnapped. The teacher should supervise and assist students who are having trouble completing the task.
**Assessment:** Have students do a free-write in their notebook where they make predictions about what could’ve been some of the challenges that enslaved peoples experienced during the Middle Passage voyage and what might have been some elements that helped them survive. Have students share and discuss entries as a class.

**Activity 3: The Extent of the Slave Trade**
Through a short story and videos, students will learn about the transatlantic slave trade from different sources.

**Objectives:**
- Students will review and discuss for reading comprehension
- Students will generate informed predictions

**Procedure:**

1. Teacher will read the excerpt story *Never Forgotten* by Patricia C. McKissack (see materials) to class and ask open ended questions about the father in the story and about his son being taken away from him.
2. Allow the students to work in groups and write their answers on the paper and share the results.
3. Allow the students brainstorm and write down with their groups how many slaves they thought were brought to Brazil and America
4. Write the answers on the board
5. Show the video on YouTube: *Brazil: The Story of Slavery* ([https://www.youtube.com/watch?v=sXAFHmxW-2Q](https://www.youtube.com/watch?v=sXAFHmxW-2Q)).
6. Show the short video on YouTube: *The Atlantic Slave Trade* ([https://www.youtube.com/watch?v=3NXC4Q_4JVg](https://www.youtube.com/watch?v=3NXC4Q_4JVg)).
7. Have each group share what they wrote in groups and teacher should follow up with higher-order thinking questions, such as “how do you think they felt leaving everything they owned and being taken against their will to a new land far away from their homes?”
**Assessment:** Have students go on a virtual museum visit on the following website: https://www.thirteen.org/wnet/slavery/teachers/virtual.html. Students must jot down three things they found interesting and why.
ADDITIONAL RESOURCES AND REFERENCES

Texts

**Songs**

*The African Slave Trade and Slave Life*
https://library.brown.edu/create/fivecenturiesofchange/chapters/chapter-2/african-slavery/

*Life in Brazil; or, A Journal of a Visit to the Land of the Cocoa and the Palm* by Thomas Ewbank; (Harper & Brothers, New York, 1856)

**Videos**

Follow the Drinking Gourd (song): https://www.youtube.com/watch?v=pw6N_eTZP2U

**Compare and Contrast: Slavery in Brazil and the United States**

<table>
<thead>
<tr>
<th></th>
<th>BRAZIL</th>
<th>THE UNITED STATES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>African Slave Trade</strong></td>
<td>The development of Slavery in the Americas was conditioned by the volume, timing, and destination of the Trans-Atlantic slave trade. About 4.8 Million imported. Slave importation lasted from 1530 to 1850.</td>
<td>About 400,000 African slaves imported. Slave importation lasted from 1620-1808.</td>
</tr>
<tr>
<td><strong>Slave Population</strong></td>
<td>Slave population could only be sustained through continued importation. When Thomas Ewbank visited Brazil in the 1850’s he</td>
<td>Slave population grew through natural reproduction as early as 1724. The 1810 census right after slave importation ended 1.1 million slaves.</td>
</tr>
</tbody>
</table>
commented on the short lives of the Brazilian slaves.
The 1872 census counted 1.5 million slaves.
Multiple negative factors include worst diet and tropical climate in many areas (such as Bahia).
Substantial disease factors including chronic and infectious disease and substantial gender imbalance. Prompted lower birth rate and higher death rate.
Backbreaking and deadly nature of sugar production in some areas.
High manumission rate and the comparative greater number of slaves fleeing captivity lessened numbers.

<table>
<thead>
<tr>
<th>Manumission Rate</th>
<th>Significant manumission encouraged declining slave population. Free blacks made up 58% Afro-Brazilian population in 1872.</th>
<th>Free blacks made up 10% African-American population in 1860 census.</th>
</tr>
</thead>
</table>

The 1860 census counted 4 million slaves.
Multiple factors included better diet, subtropical or temperate climate, fewer disease factors, and greater gender balance.
Prompted higher birth rate and lower death rate.
Slave population concentrated in one region of the country (South).
K-W-L chart strategy

1. Choose a text. This strategy works best with expository texts.

2. Create a K-W-L chart. The teacher should create a chart on the blackboard or on an overhead transparency. In addition, the students should have their own chart on which to record information. (Below is an example of a K-W-L chart.)

<table>
<thead>
<tr>
<th>K</th>
<th>W</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Ask students to brainstorm words, terms, or phrases they associate with a topic. The teacher and students record these associations in the K column of their charts. This is done until students run out of ideas.
### Timeline of when the slaves came to Bahia and America

*Table from the Trans-Atlantic Slave Trade Database - slavevoyages.org*

<table>
<thead>
<tr>
<th>Period</th>
<th>Europe</th>
<th>Mainland North America</th>
<th>Caribbean</th>
<th>Spanish Mainland Americas</th>
<th>Brazil</th>
<th>Africa</th>
<th>Other</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1501-1525</td>
<td>624</td>
<td>0</td>
<td>683</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1,307</td>
</tr>
<tr>
<td>1526-1550</td>
<td>0</td>
<td>0</td>
<td>6,092</td>
<td>14,926</td>
<td>0</td>
<td>0</td>
<td>2,234</td>
<td>23,252</td>
</tr>
<tr>
<td>1551-1575</td>
<td>0</td>
<td>0</td>
<td>9,280</td>
<td>34,996</td>
<td>388</td>
<td>0</td>
<td>300</td>
<td>44,964</td>
</tr>
<tr>
<td>1576-1600</td>
<td>266</td>
<td>0</td>
<td>19,907</td>
<td>158,965</td>
<td>931</td>
<td>399</td>
<td>35,891</td>
<td>216,359</td>
</tr>
<tr>
<td>1601-1625</td>
<td>359</td>
<td>0</td>
<td>15,216</td>
<td>195,846</td>
<td>1,670</td>
<td>0</td>
<td>11,157</td>
<td>224,248</td>
</tr>
<tr>
<td>1626-1650</td>
<td>0</td>
<td>0</td>
<td>11,150</td>
<td>103,788</td>
<td>39,981</td>
<td>240</td>
<td>5,857</td>
<td>161,016</td>
</tr>
<tr>
<td>1651-1675</td>
<td>1,306</td>
<td>1,675</td>
<td>117,945</td>
<td>23,605</td>
<td>8,431</td>
<td>3,368</td>
<td>5,431</td>
<td>161,761</td>
</tr>
<tr>
<td>1676-1700</td>
<td>1,437</td>
<td>10,279</td>
<td>325,061</td>
<td>16,632</td>
<td>81,492</td>
<td>92</td>
<td>6,863</td>
<td>441,856</td>
</tr>
<tr>
<td>1701-1725</td>
<td>377</td>
<td>39,406</td>
<td>479,998</td>
<td>40,376</td>
<td>241,128</td>
<td>1,063</td>
<td>12,807</td>
<td>815,157</td>
</tr>
<tr>
<td>1726-1750</td>
<td>3,589</td>
<td>98,354</td>
<td>681,843</td>
<td>15,407</td>
<td>424,141</td>
<td>473</td>
<td>37,880</td>
<td>1,261,687</td>
</tr>
<tr>
<td>1751-1775</td>
<td>1,151</td>
<td>122,141</td>
<td>1,108,974</td>
<td>2,589</td>
<td>353,404</td>
<td>1,144</td>
<td>24,618</td>
<td>1,614,021</td>
</tr>
<tr>
<td>1776-1800</td>
<td>18</td>
<td>23,829</td>
<td>1,147,044</td>
<td>12,993</td>
<td>453,519</td>
<td>1,680</td>
<td>11,907</td>
<td>1,650,990</td>
</tr>
<tr>
<td>1801-1825</td>
<td>0</td>
<td>63,233</td>
<td>536,326</td>
<td>27,382</td>
<td>1,044,939</td>
<td>34,412</td>
<td>12,806</td>
<td>1,719,098</td>
</tr>
<tr>
<td>1826-1850</td>
<td>0</td>
<td>585</td>
<td>363,074</td>
<td>3,849</td>
<td>882,067</td>
<td>103,723</td>
<td>9,081</td>
<td>1,362,379</td>
</tr>
<tr>
<td>1851-1875</td>
<td>0</td>
<td>1,922</td>
<td>190,056</td>
<td>0</td>
<td>9,798</td>
<td>18,340</td>
<td>0</td>
<td>220,116</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>9,127</strong></td>
<td><strong>361,424</strong></td>
<td><strong>5,012,649</strong></td>
<td><strong>651,356</strong></td>
<td><strong>3,541,889</strong></td>
<td><strong>164,934</strong></td>
<td><strong>176,832</strong></td>
<td><strong>9,918,211</strong></td>
</tr>
</tbody>
</table>
RESOURCES FOR THE HIGH SCHOOL CLASSROOM

STANDARDS ALIGNMENT

National Council for the Social Studies Content Standards
National Council for Geographic Education

WG.4.2 Develop maps of human migration and settlement patterns at different times in history and compare them to the present.

WG.4.3 Hypothesize about the impact of push factors and pull factors on human migration in selected regions and about changes in these factors over time.

WH.4.5 Explain consequences of the conquests and colonization as a result of the worldwide voyages of exploration including the transatlantic slave trade, Columbian Exchange, and the effects on native populations in the Americas.

WH.7.6 Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue and support that position.

CCSS.ELA-LITERACY.RH.6-8.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.7
Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
BRAZIL’S DIVERSITY: DEMOCRACY OR DESPAIR?

Grade Level: 9 - 10
Subject: World Geography, History
Key Words:
Time Frame: 30 days
Designed by: Gale Carter
School: School City of East Chicago, IL

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:

• Identity 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
- “Demographics of Brazil” - Wikipedia:
  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
- NPR “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/
- PBS “Brazil in Black and White” Segment 1:
- PBS “Brazil in Black and White” Segment 2:
- PBS “Brazil in Black and White” Segment 3:
• PBS “Brazil in Black and White” Segment 4:

• 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/

• 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

• 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

• 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/

• Foreign Policy, “Brazil’s New Problem with Blackness” by Cleuci de Oliveira, April 5, 2017:

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 multiculturality 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
  
  o Ask students to identify the image.
  o Post student responses.

  Image 2
  
  o Ask students to identify the image.
  o Post student responses

Plan - Activity - Assessments

1. Optional. Lead a discussion on the terms ‘race’ and ‘nationality’ now or 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
   
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

   Image 8
   http://catcomm.org/call-them-favelas/#prettyPhoto/2/

   Image 9
   https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcS8HFI0eYjBG07KXFQLvKdj-QK-B2SLrbBU2KzAb1yhrwNbML3nlg

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](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):

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/
      - READ-
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.

Possible discussion prompts:
First Article -
- What is meant by ‘soiled the family blood’?
- What is UFPel?
- 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 emmigrate from? How have they been treated in the USA?’

Background: Dive Deeper
- https://www.youtube.com/watch?v=r6Tu9gnDWPc
- 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://foreignpolicy.com/?s=brazil
Lesson plan resources:

<table>
<thead>
<tr>
<th>IDM</th>
<th>Purpose</th>
<th>Format</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRASPS</td>
<td><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></td>
<td><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></td>
<td><a href="https://www.slideshare.net/CHRISTINEKTO12/grasps-examples">https://www.slideshare.net/CHRISTINEKTO12/grasps-examples</a></td>
</tr>
</tbody>
</table>

**Please see maps and inquiry assignment sheets in Appendix.**
Impact of Migration Patterns: A Comparative Case Study of Brazil

Grade Level: 9-12
Subject: AP Human Geography, World Geography
Key Words: migration, colonialism, imperialism, globalization, urban development, population trends, push/pull factors
Recommended Time Frame: 3 days or more
Designed by: Nicole Means
School District: West Feliciana High School, West Feliciana, LA

Summary: The following lesson is designed for an Advanced Placement Human Geography course in which the course description explicitly states the importance of understanding and interpreting population trends throughout the world. Furthermore, the concept of spatial organization at various scales of analysis (local, regional, national, global) provides a gateway for students to understand economic, social, political, and environmental interconnections among the world regions. However, this lesson can be modified for use in a World Geography course or any other course that examines Brazil.

Background information:
For preparation and more information on migration in Brazil, please see the sources cited in the “Works Cited” section. In addition, the following may offer supplemental background information:

- Horridge and de Souza Ferreira Filho (n.d.) “Climate Change Impacts on Agriculture and Internal Migrations in Brazil.” Retrieved from https://www.gtap.agecon.purdue.edu/resources/download/5082.pdf
Student Objectives

Students will be able to:

- Analyze and interpret a variety of maps and geographical models, migration and rapid urbanization.
- Examine the influences of globalization on cultural patterns, interactions, landscape, and change.
- Examine the impact of colonialism, imperialism, and trade on Brazil's culture.
- Apply world regional urban models (i.e. Latin American Urban Model) to explain land use and urban development.
- Interpret how push and pull factors influence historical and contemporary migration patterns, specifically rates of population growth and decline.
- Evaluate problems and solutions associated with growth and decline within urban areas.
- Know vocabulary terms

Essential/Driving Questions

- How do megacities relate to periphery and semi-periphery countries?
- What factors have contributed to Brazil's rural to urban migration?
- What are current and historical factors attributed to the distribution of cities in Brazil?
- What challenges do global cities and megacities face?
- How does the Latin American City Structure model apply to Salvador, Rio de Janeiro, and São Paulo? Is the model still relevant today?
- What major push and pull factors have influenced contemporary and historical migration patterns?
Vocabulary words:

- Demographic Transition Model
- Favela
- Global City
- Gravity Model
- Hinterland
- Infrastructure
- Megacity
- Periphery
- Population Pyramid
- Semi-Periphery
- Thomas Malthus

Materials:

- Markers (at least one per student), including several red markers
- Butcher paper or easel pad paper
- Projector
- Laptop/computer
- Copies of: “personal migration timeline,” and “blank world maps.”
Learning Plan

Activity 1: Opening Activity
Review of previous information learned as well as an introduction to how population and migration impact other regions of the world. For the purpose of this lesson, Brazil will be used as a case study.

Objectives:

- Identify and discuss what information/beliefs students already bring regarding migration, the Caribbean, and Brazil.
- Brainstorm questions and areas of interest regarding settlement patterns.

Procedure:

1. Students will engage in a SILENT DISCUSSION (aka Chalk Talk). This assignment can be designed in several ways. For more information on how to conduct a Silent Discussion, please visit [http://teachersnetwork.org/ntny/nychelp/mentorship/chalktalk](http://teachersnetwork.org/ntny/nychelp/mentorship/chalktalk) (This site is meant to be used as a starting point for learning how to conduct a Chalk Talk. Feel free to modify according to individual classes.)

2. For this assignment, set up the classroom in 7 stations depending on the class size. Each station should have markers and a large poster-sized paper with one of the following prompts recorded on the top of the paper.
   - Prompt One: Most of the world population is highly clustered.
   - Prompt Two: Natural disasters play no part in migration or population trends.
   - Prompt Three: Physical factors (climate, landforms, bodies of water) and human factors (culture, economic, history and politics) influence the distribution of population.
   - Prompt Four: Forced migrations are a natural phenomenon.
   - Prompt Five: An aging population has social, environmental, economical, and political implications.
   - Prompt Six: Population will soon outpace food production.
• Prompt Seven: Push factors are always negative whereas pull factors are always positive.

3. Students should sit in groups of 3-4 (no more than four students per group). Each student will need a marker. Remind students they are not allowed to talk during the discussion. All components of the discussion must be completed on paper. They may ask one another questions or comment but absolutely NO TALKING. Each group will have 3 minutes per station. Once time is called, students will rotate to the next station. Once there, they will read comments and questions, and, then, add their own comments or questions to the poster. Students will rotate around the room until they reach their original poster. Once time is called, students will discuss in small groups their poster and share the progression of their poster and initial reactions, comments, and responses. Instructor will review this information with students to identify correctly Cuba, Havana, Guantanamo, other Caribbean nations.

4. Students will continue working in groups of 3-4 students. Distribute chart paper to each group.

• Project a physical map of Brazil (see accompanying presentation, slide #3). Students will briefly reflect on the following prompt: “Based on the map projection, what assumptions can be made about Brazil?”

• Using a map of Brazil (either in textbook or internet) students will work in groups and devise a list of questions they have about settlement patterns. Students will use the QUESTION FORMULATION TECHNIQUE (Resource can be found in the WORKS CITED PAGE.) For the first portion, each student will work quietly and post their own questions on the chart paper. (No more than 3 minutes.)

• Ask as many questions without judging, stopping, or discussion. Questions can be based on observations, reflections, and areas students would like to know more about. Students should record questions exactly as stated, they will have time to edit questions later.

• After students have had ample time and shared questions to the larger group, redirect students’ attention to THREE cities: Salvador, Rio de Janeiro, and Sao Paulo. Students will then work quietly and follow the same procedure as above (no more than 3 minutes).
• After time is called, groups will read through ALL questions posted on the chart paper. At this time, any statements will be converted into questions.
• Students will then take a RED MARKER and CIRCLE FIVE QUESTIONS that they agree are the most important questions. For instance, questions should address why/where population centers are located, factors that led to population centers, impact of colonialism on migration, etc.

5. Discuss questions with whole class. Questions should focus on the following themes:
   • Geographical and cultural factors that have contributed to major population centers
   • Impact of colonialism on migration patterns
   • What makes your assigned city’s colonial history different than other regions?
   • What immigrants were attracted to your assigned city and why?
   • What are contemporary examples of immigrant contributions on your assigned city?
   • Historical/current distribution of Salvador, Rio de Janeiro, and Sao Paulo
   • Reasons for differential growth among the three cities
   • Types of transportation and communication linkages among the three cities.
   To help students compose higher-level questions, refer to The Library of Congress for additional resources http://www.loc.gov/teachers/
Activity 2: History of Migration Patterns in Brazil

Provide historical background on migration patterns and population trends and allow students to conduct further research and synthesize information.

Objectives:

• Understand the motivations and implications of Portuguese colonialism in Brazil, and how this affected the history and populations of São Paulo, Salvador, and Rio de Janeiro.
• Generate higher-level questions regarding Brazil and its colonial history and legacies.
• Create a group presentation on the geography of Brazil, and its demographic and historical traits.
• Compose free response questions and corresponding rubric.

Procedure:

1. Teacher will have to explain the following information:
   a) Provide a context why the Portuguese were initially interested in Brazil and compare that to European colonial movements throughout the Americas.
   b) From the 1950s to 2018 Brazil’s population grew from about 50 million to over 210 million.
   c) Salvador (in northeast region) was once the colonial capital. Its population is much different than the rest of Brazil. (It claims to have the largest African population outside of Africa)
   d) Rio de Janeiro is Brazil’s cultural center and the second largest economic metropolis in the country.
   e) Sao Paulo, once a frontier settlement which was transformed by coffee is now a “global city” with a diverse population. It is now the largest metropolis in Brazil and is the center of industry. For instance, the largest Japanese diaspora occurred in Sao Paulo.
2. Students will be divided into three groups; 1) Salvador, 2) Rio de Janeiro, and 3) São Paulo. Each group will be responsible for creating a brief presentation with:
   a) Current City Map
   b) Historical Map dating back AT LEAST 100 years
   c) Brief history of settlement (reasons for initial settlement, industries, etc.)
   d) Demographics (population make-up, settlement patterns, aging/young population,
   e) Questions to consider:
      - Analyze the city map and determine the imprint that colonialism and imperialism have left on the assigned city.
      - What are some population trends in your city? Draw what the population pyramid of your assigned city looks like?
      - Based on the analysis of the assigned city, what challenges does your city face?
      - What are the major migration trends that have impacted your assigned city? Explain both internal and external migration trends.
      - How have interregional, intraregional, and international migrations impacted your assigned city?

3. After students have completed research, they will compose a FREE RESPONSE QUESTION (FRQ) as well as a RUBRIC, which denotes acceptable responses and the total number of points possible. (FRQ Rubrics should be based on College Board’s grading criteria for Advanced Placement Human Geography). All FRQs must include the following:
   a) Application of at least TWO of the TERMS TO KNOW (listed in the beginning of lesson plan)
   b) Must have 3-4 questions
   c) One question must pertain to migration trends of assigned city
   d) One question must do one of the following:
      - Analyze challenges and possible solutions that population trends will have on assigned cities
      - Examine reasons for past, present, and future migration patterns
- Compare/contrast assigned city to one other city (either in Brazil or another world region)

  e) Rubric must include bulleted points of acceptable concepts that must be included in final responses.

4. Journal Reflection: What impact will Brazil’s massive urbanization trends have on our global system? Provide examples. (Can be both positive and negative)

**Assessment:** Once students have examined the impact of migration in Brazil, they will examine the process of migration in our own local community. Distribute PERSONAL MIGRATION TIMELINES (students may need a few days to research and talk with family members to complete the timeline. Set a due date with your students.) On the day of submission, students will work in groups and complete the following assignment:

  a) Divide students in groups of 3-4.
  b) Students will share their personal timelines within their groups. As they share, group members will create a chart with headings TOP PUSH FACTORS and TOP PULL FACTORS. Students will complete charts to generate a list of why families moved.
  c) After students have discussed and completed charts, they will determine whether the reasons for moving were INTRAREGIONAL, INTERREGIONAL, or INTERNATIONAL.
  d) Teacher will distribute one blank world map to each group. Each member of the group will trace their family’s migration path on the map (using the colors listed below) and will record his/her initials above their family’s migration path.
    - Red: personal migration
    - Black: one family member on mother’s side
    - Blue: one family member on father’s side
  e) Small groups will share maps with the entire class as well as explain the longest distance traveled on the map.
  f) Journal Reflection: How does the process of immigration impact our local community and our associated political, environmental, cultural, and economic landscape?
ADDITIONAL RESOURCES AND REFERENCES

Links
“Brazil City Maps” http://brazilndx.com/brazil-city-views/

Texts
“Brazil” The Religious Literacy Project.” https://rlp.hds.harvard.edu/faq-country/brazil

Videos
Vox. “Inside Rio’s Favelas”
https://www.youtube.com/watch?v=c3BRTlHFpBU&feature=youtu.be, August 1, 2016
Megacities: A Study of São Paulo and Rio de Janeiro

Grade Level: 9-12
Subject: Geography, World History
Key Words: megacities, urban design
Time Frame: 1 day
Designed by: Sharlyn Scott
School District: Desert Vista High School

Summary: Using São Paulo and Rio de Janeiro as case studies to research and compare/contrast, students will gain a greater understanding of basic urban geography and the history and geography of Brazil.

Background Information:
Megacities are urban conglomerations with populations exceeding 10 million, sources vary on exactly how many global cities (and their urban sprawl) can be categorized as such. According to the United Nations, there are an estimated 37 cities those with more than 10 million people—in 2015, compared to just 14 in 1995 - and they estimate there will be 41 (maybe as many as 43) megacities by 2030. Two of the three megacities in Latin America are in Brazil: São Paulo and Rio de Janeiro.

For more information about megacities, São Paulo, and Rio de Janeiro, see:

- "São Paulo: South America’s Megacity": https://www.youtube.com/watch?v=sNEeY_gXFBC

Students will be able to

- Consider the needs of human populations within a city (their own as an introduction) and what challenges/successes city planners and leaders, as well as the population of that city, experience.
Research characteristics of the physical geography and human geography of São Paulo and Rio de Janeiro in order to create together a clearer picture and understanding of these two megacities in Brazil, and the successes/challenges both have experienced.

**Essential/Driving Questions**

- What are cities and how did they develop?
- What is a megacity and how did they develop?
- What considerations must be made in a city? In a megacity?
- What are the unique physical and human characteristics and challenges of two specific megacities in Brazil: São Paulo and Rio de Janeiro?

**Vocabulary words:**

- Megacity
- Urban
- Suburban

**Materials:**

- Introductory Power Point on the Basic History of Cities
- Introductory Reading on Megacities
- Group Research Assignment on Characteristics of São Paulo and Rio de Janeiro
Learning Plan

Activity 1: Introduction to Cities
Introduction on the development of cities in human history.

Objectives:

• Learn about how cities and megacities developed in history
• Think critically about and research the different conditions and challenges that arise in megacities
• Synthesize and present research findings to the class

Procedure:

1. Begin first by showing and discussing the Introductory Power Point on the Basic History of Cities
2. Have students brainstorm ideas (as a class or in small groups) regarding what considerations have to be made by urban planners and city leaders for all cities, and what challenges do urban dwellers face.
   - Examples of considerations and challenges include housing, healthcare, employment, food, water, sewage, garbage, poverty, crime, and physical geography including living space available, environmental hazards, and climate.
3. Time allowing, the class will need access to lap tops or a computer lab, and as an introductory activity to researching São Paulo and Rio de Janeiro – have your students research basic elements of the city in which they live (the larger city if it is a suburb or smaller town, and then students can consider the ideas of suburbs and other hinterlands). Depending on time available, and how rigorous the course is in which you are doing this, you may select from the topics below and have students research several individually or divide topics among different groups and have them report out the information to the class) in a short power point presentation or verbally give the information to the class.
• Ideas for research topics related to their own applicable city:
  a) Basic physical geography and climate (any critical environmental issues facing your city?)
  b) Summary of history of city’s establishment
  c) Population Size
  d) Demographics (Race/Ethnicity, Socio-Economic divisions)
  e) Main industries (money-making activities)
  f) Successes and Challenges in Housing (types, cost, availability)
  g) Successes and Challenges in Infrastructure (Transportation and Communication networks)
  h) Success and Challenges in Clean Drinkable Water Supply and Sewage/Waste Water Disposal
  i) Successes and Challenges in Garbage Disposal and Recycling
  j) Success and Challenges in Electrical Power Production
  k) Other topics: education, healthcare, housing, income disparity, racial/ethnic issues, crime & policing, and poverty and homelessness

4. Give students a copy of introductory reading “What is a Megacity?” and read aloud. Brainstorm and discuss unique challenges of a population over ten million. If you did the introductory activity, have them brainstorm and briefly compare/contrast a megacity with their own researched city.
• If possible, show short videos about Megacities:
  a) Megacities from A+: www.youtube.com/watch?v=_jnMivEZ8gc
  b) “Urbanization and the Rise of the Megacity” from The Economist: www.youtube.com/watch?v=JDS_BqDeZ4k

5. Students are now going to examine two megacities of Latin America, both in Brazil - São Paulo and Rio de Janeiro. Using practical research guidelines students will (depending on how much time and the depth/breadth you choose for this assignment) be divided into groups and given topic(s) related to either São Paulo and Rio de Janeiro.
6. Using the research collected on those topics from reliable sources, students will produce a short power point wherein they have outlined that information into a short presentation for the class. (See list of topics under #3).

**Assessment:** Based on notes students took from each other’s presentations, students can write a short compare/contrast essay wherein they identify three characteristics/challenges/successes of both cities. For higher level critical thinking, have students identify a specific challenge for both cities (or have them choose one) and identify possible solution based on research and evidence, as well as a specific success for both cities (or just one).
Race as a Social Construct:
A Lesson Examining the Development of Race and Racism in Brazil and the United States

Grade Level: 10-12
Subject: US History, World History
Key Words: race, social construct, racism, miscegination
Suggested Time Frame: 5 days
Designed by: Savannah Strong
School District: Greenview Academy

Summary: This lesson aims to center race as a way to understand its key role in U.S. history. This unit will first explore the idea of race as a social construct. Students will consider the assumptions they make in determining people’s racial identities. They will then work toward deconstructing those assumptions. Next students will explore the transatlantic slave trade, the emergence of chattel slavery, and the experience of enslaved people in Brazil. Students will then begin to critically consider how Brazilians have conceived of race since slavery was abolished in 1888. Finally, students will be asked to hold this prism up to their own society. They will consider they ways in which Brazil’s history might shed light on our own past and present in the United States.

Rationale: For many students, race is challenging to discuss, especially beyond the United States. This unit aims to provide students of U.S. history with a deeper and more understanding of race in their own country. It accomplishes this by drawing comparisons between the history of race and racism in the United States and Brazil. Through considering the development of these systems through the lens of another country, students of U.S. history will be better equipped to critically consider the development and perpetuation of similar systems within the United States. In learning about race in Brazil, U.S. History students will be able to understand the history of their own country in a different and essential light.
Background:

For more information on the construction of race in both the U.S. and Brazil, see:

- Global Social Theory guide: [https://globalsocialtheory.org/topics/critical-race-theory/](https://globalsocialtheory.org/topics/critical-race-theory/)
- Study on race in Brazil and the U.S.: [https://unews.utah.edu/black-white-or-multicultural-constructing-race-in-two-countries/?doing_wp_cron=1557236961.3977379798889160156250](https://unews.utah.edu/black-white-or-multicultural-constructing-race-in-two-countries/?doing_wp_cron=1557236961.3977379798889160156250)
- Black in Latin America, Brazil (film): [https://www.youtube.com/watch?v=Gh7c46U5hhY](https://www.youtube.com/watch?v=Gh7c46U5hhY)

Student Objectives

Students will be able to

- Use knowledge of Brazil and Brazilian history to understand the ways in which race has historically been constructed in the United States
- Understand the difference between different terms useful to the discussion of race and racism

Essential/Driving Questions

- What is race?
- What is a social construct?
- In what ways did the enlightenment serve to inform the ways in which European colonizers thought about race? How did this differ from pre-enlightenment thinking?
- What arguments did Europeans perpetuate to justify the institution of slavery?
Vocabulary words:

- Ethnicity
- Race
- The Enlightenment
- Racism
- Discrimination
- Miscegination

Materials:

- History of Western Society, McKay, “Race and the Enlightenment” (pg. 524-529)
Learning Plan

Activity 1: Introduction to Race as a Social Construct

Through a paired and class-based discussion, students talk about their own experiences and thoughts about race.

Objectives:

- Students reflect on their own personal experiences with the topic of race
- Students share their own knowledge/background on the topic

Procedure:

1. Ice Breaker Pair Share: Assign each student a partner. Partner A will talk to partner B for 1.5 minutes without interruption. Partner B does not contribute verbally or through body language. Next, partners switch roles. If one of the students finishes speaking before the allotted time is over, both students will sit in silence until it is time to move on to the next step of the activity. Students will then debrief for approximately 3 minutes.
   - Pair-share question: *What experiences in your own life have served to inform the development of your own racial identity?*

2. Class discussion
   - Question 1: *How did you experience that activity?*
   - Question 2: *What came up in conversation that was surprising to you?*
   - Question 3: *What can this activity teach us about communication?*
Activity 2: Race the Power of an Illusion, PBS

Through a sorting activity and discussion students will reflect on the way people “read” race and employ different term to talk about race.

Objectives:
- Analyze the ways race is a social construct
- Understand the different elements that have been used throughout history to construct racial categories

Procedure:
1. Write the following question on the board and have students brainstorm aloud: What is a social construct?
2. Have students complete PBS’s sorting people activity. This activity should be executed independently.
3. Engage the students in conversation around the following questions:
   - Question 1: How accurate were your assumptions?
   - Question 2: What tactics did you use to sort people into distinct racial categories?
     Eye shape? Nose size? Skin color? Hair texture?
   - Question 3: What lessons can we take away from completing an activity like this?
4. Discuss major conclusions of this activity:
   - Appearance does not always tell you about someone’s ancestry or self-identity. It is hard to make accurate predictions based on appearance alone.
   - Racial categories in the U.S. have changed since the beginning of our history. Race is an idea that we ascribe to biology.
   - In other countries race is defined in different ways than it is in the U.S.
5. Review Key Terms with students.
   - Ethnicity comes from the Greek word ethnikos and refers to a population which shares the same geography, broad historical experience, and similar cultural elements. Ethnicity is culture writ large.
• **Race** is a socially constructed distinction. Originally “race” was imposed by European explorers and missionaries to justify the killing and stealing of land and resources from the people with whom they encountered at the end of their travels who did not look like them. Distinguishing characteristics were asking color and facial features. The difference between Europeans and the newly-encountered based on characteristics resulted in a distinction called “race”. As such, race is a “constructed reality”, artificial in nature.

• **The Enlightenment** was the influential intellectual and cultural movement of the late 17th and 18th centuries that introduced a new worldview based on the use of reason, the scientific method, and progress.

• **Racism** involves social power and prejudice; the capacity to make and enforce decisions (power) is disproportionately or unfairly distributed. Racism can involve unequal access to such resources as money, education, information, etc. In the United States, racism can be best understood as a system with personal/individual and institutional manifestations. Racism is a system which differentiates between white people and people of color. Because the social systems and institutions in this country are controlled by white people, white people have the social power to make and enforce decisions and have greater access to resources. In a **racist system**, “white” standards for behavior are considered superior, for example, and are the standards by which behavior of other groups is judged.

• **Discrimination** is the act or practice of according negative differential treatment to individuals or groups on the basis of group, class or affiliation such as race, religion and gender.

**Assessment**: Watch the video “The Atlantic Slave Trade” (www.youtube.com/watch?v=dnV_MTFEGIY). As you watch, respond to the following questions:

• What was the transatlantic slave trade?
• What percentage of enslaved people were brought to the United States?
• What percentage of enslaved people were brought to Brazil?
Elaborate upon Europe's history of trading slaves. When did it begin?

Describe the economy of the slave trade.

What was the average life expectancy for enslaved people in Brazil? How did this compare to that of the United States? Consider: what may have been the cultural implications of this?

Define chattel slavery. How was chattel slavery distinct from other forms of slavery?

In what ways did Europeans use the bible to justify the enslavement of Africans?

In what ways did the Spanish and Portuguese help define the attitudes that characterize Atlantic slavery?
Activity 3: The Transatlantic Slave Trade

Students will engage with various materials to learn about the Transatlantic Slave Trade, the regions involved, and the experiences of enslaved peoples.

Objectives:

- Define chattel slavery and understand how it differs from other forms of coerced labor
- Identify the factors led to the emergence of chattel slavery during the 16th century
- Explain how the nature of slavery changed as a consequence of changing global economic systems
- Explain how enslavement was experienced by Black people in the new world

Procedure:

1. Assessment Review: Divide students into groups of 2-3 to discuss the questions from the previous day’s assessment.
2. Discuss questions as a class.
3. Map Analysis: In their small groups, have students observe the map of the transatlantic slave trade from the National Endowment for the Humanities (https://www.neh.gov/news/voyages-the-transatlantic-slave-trade-database). Each group should generate a list of five questions based on their observations.
4. Have students compile their questions on the whiteboard. Discuss.
5. Divide students into small groups and distribute the primary sources “Slavery in Brazil” from Brazil: A History of Change, Teacher Resource Book pg. 18-30.
6. Assign each group two sources. Students should:
   - Identify the origin of the source
   - Identify the purpose of the source
   - Identify the value of the source in gaining insight into the institution of slavery in Brazil
   - Identify the limitations of the source in gaining insight into the institution of slavery in Brazil
7. Engage students in a class conversation that explores the value of these documents in evaluating history. Ask: What do we gain from these documents? What might we be missing? How might ideas about race influence the ways in which Brazilian society was crafted after 1888?

Assessment:
Listen to the podcast, “Brazil in Black in White” (https://one.npr.org/?sharedMediaId=542840797:543264640). As you listen, consider the following questions:

- In Brazil, what is meant by the term “pardo”? Do we have an equivalent term in American English?
- After slavery was abolished in Brazil in 1888, how did the government attempt to recast a national narrative around race?
- What is the relationship between race and socioeconomic status in Brazil? Why might this relationship exist?
- What challenges did the Brazilian government face in attempting to structure affirmative action programs? What solution did they develop to combat this?
- Why might Brazil’s construction of race be “difficult” for us as Americans to understand?
Activity 4: Race in Brazil

Using music, students will explore the ways in which interpretations and conceptions of race have evolved in Brazil.

Objectives:

- Understand the concept of miscegination
- Trace the ways the definition of race has evolved in Brazil from the colonial era to the present
- Identify challenges that Brazilians face when it comes to combating racial inequality in their country
- Compare the ways race is understood differently in Brazil versus the United States

Procedure:

1. Play “Sou Mais Samba,” by Candeia - YouTube: www.youtube.com/watch?v=WneWB74LvfA. As students enter the classroom, encourage them to listen critically to the music that is playing
2. Each student should write down three questions they have about the piece.
3. Compile the students’ questions on the board. Ask students to also consider the following questions:
   - Question 1: What instruments do you hear? Where do these instruments come from?
   - Question 2: What language are the artists singing in? Why is this the case?
   - Question 3: Listen carefully to the lyrics. What can you understand? What can we surmise from the lyrics?
4. Hand out lyrics and translation (see Additional Resources and References). Listen to the song again. Ask: what assumptions can we make about Brazil and its history based on the sounds and lyrics we are hearing?
5. Assessment Review: Divide students into groups of 2-3 to discuss the below homework follow-up questions.
• Question 1: *What about this podcast was surprising to you?*

• Question 2: *How are conceptualizations of race in Brazil different from in the United States? Why might this be the case?*

• Question 3: *How has the Brazilian government attempted to combat racism in Brazil in recent years? Would these same tactics have been effective in the United States?*

6. Discuss the above questions as a class.
Activity 5: Art Analysis

Students will engage in art analysis and draw connections to previous lessons.

Objectives:

- Critically analyze “The Redemption of Ham” piece

Procedure:

1. Let students observe “The Redemption of Ham” by Modesto Brocos 1895 (image: https://en.wikipedia.org/wiki/Modesto_Brocos#/media/File:Reden%C3%A7%C3%A3o.jpg) for 60 seconds in silence.

2. Go around the room and have each student share one thing they observe. Make sure that students are simply making observations; they are not yet analyzing the image.

   - **Examples of observations:** there are four people, there is a baby sitting on a woman’s lap, the baby is white, the woman has brown skin, there is an older woman with her arms in the air, the older woman is black, there is a palm tree in the left hand corner, there is laundry hanging in the background of the painting, etc.

3. Now have students analyze the painting. As students analyze the image consider posing the following question: “What do you see that makes you say that?” (http://www.pz.harvard.edu/resources/what-makes-you-say-that)

   - **Examples of analysis:** There is a baby who appears to be white, the baby is seated on her mother’s lap, there is a man on the right side of the image who appears to be an immigrant (you can tell by the style in which he is painted), this man is likely the father, the palm tree is both a Catholic symbol and also indicates to the observer that this is an image from the tropics, the black woman is praising God for “whitening” her family.

4. Engage in a discussion of Big Picture Questions:

   - What does this image tell us about the ways in which Brazilians thought about race in 1895?
   - Consider the United States in 1895. How might this same image have been
received in our post-slavery society?

5. Screen “Brazil’s Color Bind” by The Globe and Mail with students  

6. Lead a quick follow-up conversation that ties together the major themes of the unit.  
   How is Brazil’s racial history similar to or different from that of the United States?

Assessment:
During the last three classes we have explored race as a social construct. We then embarked on a journey to understand the ways in which race has historically been constructed in Brazil. Now it is time for us to use this same lens to view our own country. 1. Using the central questions “How has race historically been constructed in the United States? What factors contributed to the development of this social construct?” Read “Drawing the Color Line,” in A People’s History of the United States, by Howard Zinn. Use the below questions to guide your thinking:

- According to Zinn, by 1617, what problems involving labor did English settlers in Virginia face? (24-25)
- Why was it easy for English settlers to conceive of imported black people as slaves? (25)
- Why were Africans “helpless” compared to indigenous populations and white settlers? (26)
- How did slavery in Africa compare to slavery in the Americas? (27)
- How many blacks were transported to the Americas by 1800? (29)
- What does Zinn mean when he asks, “This unequal treatment, this developing combination of contempt and oppression, feeling and action, which we call ‘racism’-- was this the result of a “natural” antipathy of white against black?”(30)
- What does Zinn mean when he writes, “there is evidence that where whites and blacks found themselves with common problems, common work, common enemy in their master, they behaved toward one another as equals”?(31)
- Why was indentured servitude not a sustainable system of labor in Virginia? (32)
- What is meant by the line, “Only one fear was greater than the fear of black rebellion in the new American colonies. That was the fear that discontented
whites would join black slaves to overthrow the existing order”? (37)

- According to Zinn, what six historical conditions led to American slavery? (37, last paragraph)

Note to educators: This chapter from Howard Zinn’s work is on the longer side for student homework assignments. I encourage students to read the chapter over multiple sittings.
Activity 6: Drawing the Color Line

Students will discuss and analyze the ways in which slavery gave way to racial categories in the U.S. and how these continue to resonate in the present.

Objectives:
- Identify the six historical conditions that led to American slavery, according to Howard Zinn
- Explain how America’s history of slavery contributes to the construction of race and racism in the United States
- Analyze the ways that legacies of this construct are present in the modern era

Procedure:
1. Homework Review & Class Discussion: Divide students into pairs to discuss the questions from last night’s homework assignment (~10 minutes).
2. Allow for students to engage in a student-led discussion of the text. Consider using the following questions to kickstart conversation: “According to Howard Zinn, what six factors led to the rise of African Slavery in the colonies? Why are these significant”
3. As students wrap up their conversation encourage them to consider the ways in which we see legacies of racism in the United States today.
4. Examining Racial Privilege: Using PBS “Race the Power of an Illusion” Discussion Guide (https://www-tc.pbs.org/race/images/race-guide-lores.pdf), ask each person to read through this list and give themselves a point for each item that is true for them:
   - My parents and grandparents were able to purchase or rent housing in any neighborhood they could afford.
   - I can take a job with an employer who believes in affirmative action without having co-workers suspect that I got it because of my race.
   - I grew up in a house that was owned by my parents.
   - I can look in mainstream media and see people who look like me
represented fairly and in a wide range of roles.

- I live in a safe neighborhood with good schools.
- I can go shopping most of the time, pretty well assured that I will not be followed or harassed.
- If my car breaks down on a deserted stretch of road, I can trust that the law enforcement officer who shows up will be helpful.
- I don’t have to worry about helping my parents out when they retire.
- I never think twice about calling the police when trouble occurs.
- Schools in my community teach about my race and heritage and present it in positive ways.
- I can be pretty sure that if I go into a business and ask to speak to the “person in charge” that I will be facing a person of my race.

5. With a partner, students should debrief how they experienced the activity. What was surprising to them? How does history inform their experience with race in the United States?

6. Engage students in a class conversation through which you summarize the major themes of the unit

Assessment:

Video Blog: Using a computer, smartphone, or camera, create a 3-5 minute video responding to the following question:

- How does your understanding of race in Brazil inform your understanding of race in the United States? Consider the following questions in your response:
  a) In what ways is race a social construct?
  b) How has the definition of race evolved in the United States from the colonial era to the present?
  c) How has the definition of race evolved in Brazil from the colonial era to the present?
  d) How does race impact you as an American citizen?
ADDITIONAL RESOURCES AND REFERENCES

Links:

Skin Color Still Plays Big Role In Ethnically Diverse Brazil, NPR (https://www.npr.org/2013/09/19/224152635/skin-color-still-plays-big-role-in-ethnically-diverse-brazil)

Videos:

Video Resource: “How did the idea of ‘whitening’ develop in Brazil?”, The Choices Program  www.video.choices.edu/media/how-did-idea-%E2%80%9Cwhitening%E2%80%9D-develop-brazil
Sou Mais o Samba
Candeia

CHORUS (2x):
Eu não sou africano, eu não
Nem norte-americano!
Ao som da viola e pandeiro
sou mais o samba brasileiro!

Menino, tome juízo
escute o que vou lhe dizer
o Brasil é um grande samba
que espera por você
podes crer, podes crer!

CHORUS (2x)
Á juventude de hoje
dou meu conselho de vez:
quem não sabe o be-a-bá
não pode cantar inglês
aprenda o português!

CHORUS (2x)
Este som que vem de fora
não me apavora nem rock nem rumba
pra acabar com o tal de soul
basta um pouco de macumba!
Eu não sou africano!

CHORUS (2x)
O samba é a nossa alegria
de muita harmonia ao som de pandeiro
quem presta à roda de samba
não fica imitando estrangeiro
somos brasileiros!

CHORUS (2x)
Calma, calma, minha gente
pra que tanto bambambam
pois os blacks de hoje em dia
são os sambistas de amanhã!
Eu não sou africano!

I'm More Samba
Candeia

CHORUS (2x):
I'm not African, I am not
Not even north American!
To the sound of the viola and tambourine
I'm more the Brazilian samba!

Boy, take your wits
listen to what I'm going to tell you
Brazil is a great samba
What awaits you?
you can believe,
you can believe!

CHORUS (2x)
To the youth of today
I give my advice for once:
who does not know the be-a-ba
can not sing in English
Learn Portuguese!

CHORUS (2x)
This sound that comes from outside
I do not panic neither rock nor rumba
to end this soul
just a little macumba!
I'm not African!

CHORUS (2x)
Samba is our joy
much harmony to the sound of tambourine
Who pays the samba wheel?
do not imitate foreigners
we are Brazilians!

CHORUS (2x)
Calm down, calm down, my people.
Why are you so much bamboo?
because today's blacks
are the sambas of tomorrow!
I'm not African!
Brazil: Music & Customs

Grade Level: 9 - 12
Subject: Spanish
Key Words: diversity, culture, traditions, religion, music
Time Frame: 3 days
Designed by: Maria Miliken
School District: Maplewood High School

Summary: Brazilian Music, Culture and The Wonderful People of all ethnic groups in different cities of Brazil that represent the Africa influences.

At Pelourinho, in the historical center of Salvador, during the carnival season residents celebrate carnivals. Olodum is a bloco-afro from Salvador’s carnival, in Bahia, Brazil. Olodum developed activism to combat social discrimination, boost the self-esteem and pride of African-Brazilians, and defend and fight to secure civil and human rights for marginalized people in Bahia and Brazil. Olodum rhythm that spreads to the world, inspiration for children and young lovers of percussion. It is a contagious culture. Similarly, Samba evolved in Rio de Janeiro by the early 20th century and grew to become the quintessential music and dance form associated with Rio's carnival. Although there were various forms of samba in Brazil with popular rhythms originated from drumming, samba as a music genre has its origins in Rio de Janeiro, the former capital of Brazil. At the end of this wonderful journey, we grew to appreciate the metropolis São Paulo that hosts the world's largest gay pride parade. CHORINHO it is the most popular music in Sao Paulo. The word choro in Portuguese literally means "to cry," which seems like an ironic name for music that is often so joyous and celebratory. In summary, Samba is recognized around the world as a symbol of Brazil and the Brazilian Carnival. Considered one of the most popular Brazilian cultural expressions. Samba has become an icon of Brazilian national identity. More than 80 percent of those parading for the samba groups are poor local people who receive their costumes are free courtesy of the local community.
Student Objectives

Students will be able to:

• understand the origin, traditions of clothing, music & style in Brazil.
• identify differences between USA and Brazil
• see the similarity of Olodum rhythm and Michael Jackson reggaeton.
• see the similarity between Chorinho and Ragtime
• understand the new vocabulary
• learn and practice new verbs that are formed, such as gustar (to like)

Essential/Driving Questions

• What is the purpose of samba in Brazil?
• What role does clothing play in Samba?
• What differences exist between the costumes and accessories used in Samba between Salvador of Bahia, Rio of Janeiro and Sao Paulo? Why are they different?
• What is the style of music in Salvador of Bahia, Rio of Janeiro and Sao Paulo?
• What influence did Michael Jackson have in Pelourinho in Salvador of Bahia?
• What is the similarity between Olodum and Michael Jackson rhythm?
• What was the message that Michael Jackson transmitted through his song?
• What is the similarity between CHORINHO and Ragtime?

Materials:

• Present the PPT slide show of Brazil and then initiate a discussion in which students compare what they learned in Brazil traditions, music, styles etc.
• YouTube videos
  a) https://youtu.be/8n8LOQmuEbg
  b) https://youtu.be/ui90CNEWLw8
  c) https://youtu.be/QNJL6nfu_Q
  d) https://youtu.be/_Eq35_c1Nnk
  e) https://youtu.be/WXSjdJGwKM baile
  f) https://youtu.be/alJj5mte1PY
  g) https://youtu.be/KNji33Fc3bQ
  h) Just like ragtime in the United States
  i) https://youtu.be/XYc2T_BIPx4
Appendix