

Brazil in a Nutshell

Alisa Warshay
Shaker Heights High School
Social Studies or Spanish
General Introduction to Brazilian History, Culture & Portuguese Language
Middle or High School
10 class periods

During this unit, students will get a feel for what Brazil is like. Students will learn about basic aspects of modern Brazil including geography, economics, politics, religion, food, climate and education. Students will get a taste for Brazilian culture through music, food and dance. They will also learn some very basic Portuguese.

Goals of the unit are to:

- instill in students an appreciation for and an interest in Brazilian culture.
- provide students with a basic understanding of some aspects of modern Brazil .
- highlight important aspects of Brazilian history.
- introduce students to Brazilian culture and the Portuguese language.

Important Notes to Teacher

Dear Teacher,

As indicated above, this unit can be used in a Social Studies classroom or in a Spanish classroom.

Please note that all materials are written in English. If you would like to use this unit for a Spanish class, you may want to translate some of the materials. Alternatively, you can use them in English and just say the questions to the students in Spanish (like, for example, in the PowerPoint and the Jeopardy games).

I have left certain parts of the unit more general so you can add in the details that you want. For that reason, many of the slides in the PowerPoint have links to Web sites where you can read up on the topics. Prior to teaching this unit, I suggest enhancing your own knowledge of the topic by accessing the linked resources so you know what you want to mention.

With respect to the portions of the unit relating to music as well as Portuguese language:

In lieu of choosing certain artists and songs for you to listen to with your students, I have provided links to the types of music in the PowerPoint. I suggest reading through some of the information and choosing a song or an artist. You might consider taking a CD out of the library, downloading music or looking on youtube.

The same is true with respect to the portion of the unit that teaches Portuguese language. In the Day by Day Plan I have suggested what topics you may cover and some activities you might choose to do. But primarily I have supplied you with many resources that you should look at prior to teaching this unit so that you can decide what you want to focus on.

Please feel free to contact me with suggestions or comments regarding this curriculum unit at **warshay_a@shaker.org**

Brazil in a (Brazil) Nutshell
Unit Plan
Alisa Warshay

Ohio Department of Education—Academic Content Standards
Foreign Language Curriculum Standards Addressed

Communication

- **Benchmark B.** Exchange personal information.
- **Benchmark D.** Give and follow a short sequence of instructions.
- **Benchmark F.** Identify people and objects based on descriptions.
- **Benchmark G.** Decode words, phrases and sentences using knowledge of letter/symbol-sound correspondences and contextual cues.

Cultures

- **Benchmark A.** Analyze, discuss and report on a wide variety of practices and perspectives of the target culture.
- **Benchmark B.** Participate in and discuss a wide variety of cultural practices.
- **Benchmark D.** Analyze, discuss and report on significant contributions from the target culture.

Connections

- **Benchmark A.** Investigate, analyze and present concepts from across disciplines.

Comparisons

- **Benchmark D.** Discuss the concept of culture through analysis of products, practices and perspectives of the target culture and students' own culture.

Social Studies Curriculum Standards Addressed

People in Societies

- **Benchmark B.** Analyze the consequences of oppression, discrimination and conflict between cultures.
- **Benchmark C.** Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices.

History

- **Benchmark C.** Analyze the reasons that countries gained control of territory through imperialism and the impact on people living in the territory that was controlled.

Essential Questions

- How is Brazil similar to and different from the United States?
- Is arts education important and, if so, why?
- How is Portuguese similar to English and Spanish and is it an important language to learn?

Performance Tasks

Written response, performed dialogue, poster presentation on a significant Brazilian person

Learning Activities

Web quest, Jeopardy, PowerPoint presentations, discussion, Portuguese language instruction, various foreign language learning activities (reading, listening, speaking)

Day By Day Plan

Day One	
Objectives	Introduce students to history and culture of Brazil.
Teacher Prep Work	<ul style="list-style-type: none"> • Review “Brazil in a (Brazil) Nutshell” PowerPoint (available for download from this Web site: http://lanic.utexas.edu/project/etext/llilas/outreach/brazil10/). • Access the links to learn more about the topics. • Decide what specific information you’d like to highlight and mention to the students.
In class	Present PowerPoint except for the arts organization information and some of the music information.
Materials	<ul style="list-style-type: none"> • Computer connected to a projector • You may want to print out the presentation in handout format and have students take notes since you’ll be mentioning information not written on the slide.
Day Two	
Objectives	Increase knowledge of Brazil.
Teacher Prep Work	<ul style="list-style-type: none"> • Copy Web quest papers. • Check Web sites if you have time. • Print out questions from Jeopardy games (games available for download as PowerPoints from this Web site: http://lanic.utexas.edu/project/etext/llilas/outreach/brazil10/).
In class	<ul style="list-style-type: none"> • Tell students that they will use the information they find in

	<p>Jeopardy games to be played on the following day.</p> <ul style="list-style-type: none"> • Students work on Web quest in pairs, accessing Web sites and filling in their sheets. • Students should divide up the work and work separately and then share answers, so as to maximize time and effort. • Encourage students to scan Web site information and not spend too much time on any one topic.
Materials	<ul style="list-style-type: none"> • Computer lab • Alternatively, assign for homework previous day.
Notes to Teacher	<ul style="list-style-type: none"> • It is advisable to print out the Jeopardy questions (which you'll use on Day Three). • As students work on the Web quest, use the Jeopardy questions to guide students toward exactly what information they'll need the following day by announcing things aloud (e.g., Have you found out _____? Who knows _____?).
Day Three	
Objectives	Review and test student knowledge about Brazil.
Teacher Prep Work	<ul style="list-style-type: none"> • Review Jeopardy games to make sure they work properly (available for download as PowerPoints from this Web site: http://lanic.utexas.edu/project/etext/llilas/outreach/brazil10/).
In class	<ul style="list-style-type: none"> • Play Jeopardy and Double Jeopardy. • Students are divided in teams and can use their Web quest papers and any other notes they've taken for Jeopardy.

Materials	Computer and projector
Notes to Teacher	*The dollar amounts in the Jeopardy game may not change to another color after having been clicked. As a result, it may not be possible to see which clues have been chosen. You may want to have a student keep track of this on the blackboard.
Day Four	
Objectives	Recognize similarities between U.S. and Brazil with respect to legacy of slavery and social issues.
Teacher Prep Work	<ul style="list-style-type: none"> • Prepare a quiz on the information studied thus far. • Copy teacher-made quiz and Brazilian Poster Project assignment. • Consult these two Web sites prior to class to help prepare for your discussion: http://en.wikipedia.org/wiki/Social_issues_in_Brazil http://en.wikisource.org/wiki/Brazilian_and_United_States_Slavery_Compared
In class	<ul style="list-style-type: none"> • Explain history of slavery in Brazil in basic terms. • Based on students' prior knowledge of U.S. slavery, discuss similarities, differences, long term impact. Fill in holes for students. • Discuss shared social problems: poverty/<i>favelas</i>, education, racial issues. • Compare and contrast Brazil and U.S. using a Venn Diagram

	<p>based on student's knowledge thus far.</p> <ul style="list-style-type: none"> • Things to highlight are large size of both, slavery, democracy, racial diversity, poverty. • Quiz on information presented on Brazil thus far (teacher-made). • Distribute Poster Project assignment.
Materials	<ul style="list-style-type: none"> • Teacher-made quiz • Brazilian Poster Project • Student-made Venn Diagram
Notes to Teacher	Keep things simple and general.
Day Five	
Objectives	Learn about different types of music, samba dance and capoeira.
Teacher Prep Work	<ul style="list-style-type: none"> • Find examples of different styles of Brazilian music to listen to in class. • Consult Web sites on music from Day Two PowerPoint prior to class so you have an idea of the differences. • Scan through videos below to see which ones you'd like to show your class.

<p>In class</p>	<ul style="list-style-type: none"> • Explain the different types of Brazilian music and capoeira and explain history of each. • Listen to samples. • Look at this video of capoeira: http://www.youtube.com/watch?v=6H0D8Valli0 <p>and samba dance here: http://www.brazilcarnival.com.br/videos</p> <p>Students and teacher can watch this video and follow along to learn basic samba footwork: http://www.youtube.com/watch?v=7q5wh5F49FQ&playnext=1&list=PLBDBB65E8188754E0</p>
<p>Materials</p>	<ul style="list-style-type: none"> • CDs or links to music • Video of capoeira and samba
<p>Notes to Teacher</p>	<p>This is a laid back day listening to music and getting a taste for the musical culture of Brazil.</p>
<p>Day Six</p>	
<p>Objectives</p>	<ul style="list-style-type: none"> • Discuss importance of arts for young people. • Learn about arts education in Brazil and contrast with U.S. • Learn about two non-governmental organizations that promote the arts for young people in Brazil.

<p>Teacher Prep Work</p>	<ul style="list-style-type: none"> • Familiarize yourself with AfroReggae and also Grupo Corpo by visiting their Web sites (linked in PowerPoint). • Think of some reasons why arts are important in terms of developing youth. • Consider a personal anecdote to share with students. • Think of arguments against teaching arts in the schools. • Photos from visits to these organizations can be found here: http://blogs.utexas.edu/brazilartsfulbright/, as well as on their sites.
<p>In class</p>	<ul style="list-style-type: none"> • Students share what arts programs they participate in and the benefits they get out of participating. • Discuss what a young person can gain both personally and academically from participating in arts programming. • Discuss similarities and differences between participating in arts programming and sports programming. • Discuss how they'd feel if the arts programs were cut. • Have students provide arguments both for and against teaching arts in the schools. • Explain the mission of Corpo Cidadão and AfroReggae and visit their Web sites, narrating in general what occurs at these organizations (basic Portuguese knowledge will be necessary here because these sites are in Portuguese). • Show pictures from Web site and from Fulbright Hays blog: http://blogs.utexas.edu/brazilartsfulbright/

Day Seven & Eight

Objectives	<ul style="list-style-type: none">• Highlight advantages of learning a foreign language.• Introduction to Brazilian Portuguese.
Teacher Prep Work	Look through the materials suggested below in order to plan two of the days of Portuguese language study.
In class ideas	<ul style="list-style-type: none">• Facilitate discussion—Spanish vs. Portuguese—what are the advantages of learning either or both?• What are some careers where knowing a foreign language is useful?• Show students Portuguese words that are similar to English or Spanish and have them guess what they mean.• Introduce basic phrases and have students make up a simple, short dialogue.• Go through the rules of pronunciation for Portuguese and try to read aloud.• Listen to some of the youtube instructional videos.• Listen to the interviews with native speakers on http://www.laits.utexas.edu/orkelm/ppe/intro.html with and without subtitles to tune ear to Portuguese.• Look up the lyrics to one of the songs you listened to a few days ago and have the students follow along and sing it.

<p>Some Suggested Materials</p>	<p>Cogantes: http://www.learn-portuguese-now.com/cognates.html</p> <p>ABC's: http://www.youtube.com/watch?v=HCpY8Wmmh6M</p> <p>Portuguese for Spanish Speakers:</p> <p>http://www.portspan.cercll.arizona.edu/index.htm</p> <p>Culturally Based Linguistic Comparisons Between Spanish and Portuguese: http://www.coerll.utexas.edu/brazilpod/tafalado/</p> <p>Pronunciation and Contractions:</p> <p>http://www.tupinitango.hpg.ig.com.br/e_idioma2.htm</p> <p>Blog with Nice Links:</p> <p>http://portuguesetips.blogspot.com/search?updated-min=2010-01-01T00%3A00%3A00-08%3A00&updated-max=2011-01-01T00%3A00%3A00-08%3A00&max-results=16</p> <p>Pronunciation Guide:</p> <p>http://www.sonia-portuguese.com/text/pronunciation.htm</p> <p>Native Speaker Interviews:</p> <p>http://www.laits.utexas.edu/orkelm/ppe/intro.html</p> <p>Online Lesson on Recognizing Cognates:</p> <p>http://www.youtube.com/watch?v=zJI3AEBymwk</p>
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Day Nine	
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Objectives	Continue learning Portuguese.
Class Activities	Read folktales and explain the gist to the class.
Teacher	<ul style="list-style-type: none"> • Copy stories.

<p>Prep Work</p>	<p>Stories used were from small folktale books I purchases in Brazil but was unable to locate on amazon.com or anywhere else. They can be ordered in advance from this Web site:</p> <p>http://www.lojacultural.com.br/magento/index.php/maleta-folclore-divertido.html</p> <p>Alternatively, you'll have to find them elsewhere.</p> <ul style="list-style-type: none"> • Read summary of most of the stories here: • O Curupira • Festa no Ceu • Canto Do Sabia • Negrinho Do Pastoreiro • Mula-Sem-Cabeca • Cavalo Encantado • Bumba-Meu-Boi • Saci-Perere • Lobisomem <p>A few are described here as well:</p> <p>http://www.maria-brazil.org/brazilian_myths_and_fantastic_creatures.htm</p>
<p>In class</p>	<ul style="list-style-type: none"> • Students work in groups to figure out the basic gist of the folktale they've been assigned. • Students present folktale to class.
<p>Day Ten</p>	
<p>Objectives</p>	<p>Learn about noteworthy Brazilians.</p>

Teacher	Prepare rubrics to grade student's projects.
Prep Work	
In class	Students present Brazilian Poster Projects.
Materials	Nothing special required.

Additional Ideas

- Invite a Brazilian exchange student into your classroom to talk about his/her culture.
- Cultural experience in classroom.
- Request Brazilian music and musical instruments from the Outreach Library at the Teresa Lozano Long Institute of Latin American Studies at the University of Texas at Austin: <http://www.utexas.edu/cola/insts/lilas/outreach/library.php>
- Arrange for a capoeira, drumming, bossa nova or samba demonstration or lesson.

Brazil Webquest

Directions: Working with a partner, divide the topics between the two of you. Consult the following Web sites to fill in the chart with information that you think is important in each category. Ideas in parentheses are not to be considered an exhaustive list.

Geography (border countries, states, natural features, major cities)	History (important events, slavery)
Politics (important presidents, main issues, voting, terms)	Natural Resources (sugar, coffee, cattle, industry, development, exports)

Music (samba, tropicalismo, axé, forró, instruments, regions)	Sports (soccer, capoeira, car racing)
Cuisine (staples, special dishes, regions)	Other (religion, holidays)
Economy (successes, struggles, sectors)	Slavery, Colonialism (leaders, revolts, heroes)

Suggested Web sites to Consult

<http://en.wikipedia.org/wiki/Brazil>

<https://www.cia.gov/library/publications/the-world-factbook/geos/br.html>

<http://www.state.gov/r/pa/ei/bgn/35640.htm>

<http://www.lonelyplanet.com/brazil>

<http://www.everyculture.com/Bo-Co/Brazil.html>

http://www.maria-brazil.org/brazilian_eating_habits.htm

<http://brazilianrecipes.org/>

http://en.wikipedia.org/wiki/Sport_in_Brazil

<http://www.carnaval.com/music/samba.htm>

<http://www.allbrazilianmusic.com/generos>

http://en.wikipedia.org/wiki/Brazilian_cuisine

<http://www.justbrazil.org/brazil/eat&drink/regional.asp>

Brazil Poster Project

Choose one of the following people:

Pelé	Hebe Maria Camargo	Paulo Coelho
Ronaldinho	Vera Fischer	Anderson França
Carmen Miranda	Oscar Niemeyer	Varejão
Xuxa Meneghel	Roberto Burle Marx	Marcos Cesar Pontes
Ronald Golias	Amir Slama	Heitor Villa-Lobos
Taís Araújo	Ricardo Almeida	Sérgio Mendes
Maria Flor	Chico Mendes	Tom Jobim
Ana Paula Arósio	Zumbi dos Palmares	Caetano Veloso
Fernanda Montenegro	Paulo Freire	Maria Bethânia
Lázaro Ramos	Gisele Bündchen	Gilberto Gil
Rodrigo Jun Seu Jorge	Jorge Amado	Daniela Mercury
		Sepultura

You will need to:

- Write a couple of paragraphs explaining who it is, a little about their background, what they accomplished, why they are well known and important in Brazil.
- You need to use at least 3 resources.
- You will need to create a poster (or another visual aid) to highlight the interesting things about your topic.
- **Consider doing this project using the Web site glogster.com.**
- You will present your poster in front of the class by talking about, not reading, what you've written.

Brazil in a Brazil Nutshell



It's much more than just
soccer and samba

History



- Tupi and Guarani
- Portuguese colony
- Slavery until 1888
- Independence
- Democracy since 1985



People

- Racially diverse due to mixing with slaves and immigration from Italy, Germany, Portugal, Lebanon and Japan.
- Most people live in cities and not far from the coast
- Strong Brazilian identity
- Huge gap between rich and poor

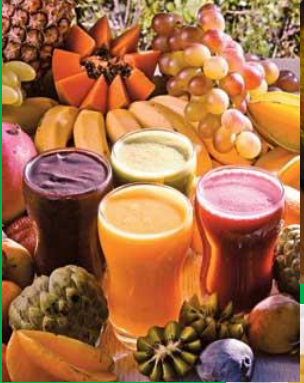


Education

- Poor education system in general
- Public education trails well behind private
- Recent affirmative action program for entrance into university
- School hours are shorter than in U.S.
- Older students study in the a.m. and younger in the p.m.



- Seafood and meat
- *Feijoada* is a national dish
- *Churrasco*
- *Rodízio* and *comida a kilo* are popular
- Lots of different fruits and vegetables
- *Salgadinhos* (fried snacks)
- Influence from immigrant populations

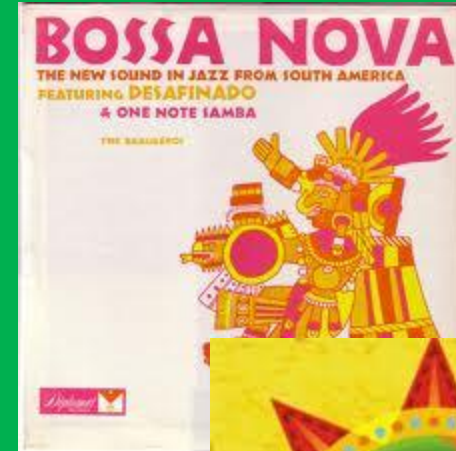


Arts and Leisure

- Soccer is most popular sport
- [Capoeira](#) and jiu-jitsu are also popular
- Music, dance, drama and other arts are highly appreciated in Brazilian culture
- However, no arts education in schools
- Non-governmental organizations offer free arts programming to students without the means to otherwise participate in these activities

Music

- Samba
- Bossa Nova
- Forró
- Axé
- MPB- Popular Brazilian Music
- There are MANY more types





- Corpo Cidadão: An outgrowth of [Grupo Corpo](#) dance company
- Before and after school arts programs whose mission is to transform and develop youth through the arts
- 4 locations in Belo Horizonte teaching art, dance and music
- Advanced dance and music group by audition



- Located in a favela
- Offers an array of arts and computer classes, all of which are free
- Cultural center is open 24/7
- Founded by members of musical group AfroReggae, its vision is to awaken potential in youth through the arts and raise their self esteem

[Promotional Video:](http://www.afroreggae.org/wp/institucional/video-institucional/)

<http://www.afroreggae.org/wp/institucional/video-institucional/>

H

Jeopardy

Geography	History	Sports	Food	Other
<u>Q \$100</u>	<u>Q \$100</u>	<u>Q \$100</u>	<u>Q \$100</u>	<u>Q \$100</u>
<u>Q \$200</u>	<u>Q \$200</u>	<u>Q \$200</u>	<u>Q \$200</u>	<u>Q \$200</u>
<u>Q \$300</u>	<u>Q \$300</u>	<u>Q \$300</u>	<u>Q \$300</u>	<u>Q \$300</u>
<u>Q \$400</u>	<u>Q \$400</u>	<u>Q \$400</u>	<u>Q \$400</u>	<u>Q \$400</u>
<u>Q \$500</u>	<u>Q \$500</u>	<u>Q \$500</u>	<u>Q \$500</u>	<u>Q \$500</u>

Final Jeopardy

\$100 Question from Geography

This is the capital of
Brazil.

\$100 Answer from Geography

What is Brasília?

\$200 Question from Geography

This is the most
populous city in Brazil.

\$200 Answer from Geography

What is São Paulo?

\$300 Question from Geography

Name 3 of the
countries that
border Brazil.

\$300 Answer from Geography

What are Venezuela, Colombia,
Suriname, French Guyana,
Guyana, Peru, Bolivia,
Paraguay, Argentina?

\$400 Question from Geography

Brazil is the _____ largest country in the world.

\$400 Answer from Geography

What is
the 5th?

\$500 Question from Geography

Most of Brazil has
this type of climate.

\$500 Answer from Geography

What is
tropical?

\$100 Question from History

Brazil was a colony of
this country.

\$100 Answer from History

What is Portugal?

\$200 Question from History

Starting in the 16th century,
this was Brazil's most
important export.

\$200 Answer from History

What is sugar?

\$300 Question from History

This practice was finally eliminated in 1888, more than 20 years later than in the U.S.

\$300 Answer from History

What is slavery?

\$400 Question from History

This is the name of
the man who ruled over
a dictatorship in Brazil
during the 1930s and '40s.

\$400 Answer from History

Who is Vargas?

\$500 Question from History

From 1889-1930, the Presidents of Brazil alternated, coming from the states of São Paulo and Minas Gerais.

This pattern was nicknamed

_____ **Politics,**

after what is produced in those two states.

\$500 Answer from History

What is Milk
and Coffee?

\$100 Question from Sports

This is the most
popular sport in Brazil.

\$100 Answer from Sports

What is soccer?

\$200 Question from Sports

This is a type of martial arts and dance mixture.

\$200 Answer from Sports

What is capoeira?

\$300 Question from Sports

This is one of the most popular beach sports in Brazil.

\$300 Answer from Sports

What is
footvolley?

\$400 Question from Sports

This type of car racing is a popular spectator sport.

\$400 Answer from Sports

What is
Formula One?

\$500 Question from Sports

This is a popular
form of martial arts.

\$500 Answer from Sports

What is jiu-jitsu?

\$100 Question from Food

This is the national dish of Brazil, a meat and bean stew.

\$100 Answer from Food

What is *feijoada*?

\$200 Question from Food

This is the name for
Brazilian barbecue.

\$200 Answer from Food

What is *churrasco*?

\$300 Question from Food

This type of oil is commonly used in cooking in Northeastern Brazil.

\$300 Answer from Food

What is palm oil
or *dendê*?

\$400 Question from Food

This type of buffet restaurant is popular with Brazilians for lunch.

\$400 Answer from Food

What is *comida à quilo*
or food by the kilo?

\$500 Question from Food

These are 3 of the most popular types of foods brought by immigrants to Brazil.

\$500 Answer from Food

What are Italian,
Lebanese and
Japanese?

\$100 Question from Other

This is the world event
Brazil will host in
2016.

\$100 Answer from Other

What are the
Olympics?

\$200 Question from Other

The name Brazil
is derived from
a Portuguese word with
this meaning.

\$200 Answer from Other

What is the Portuguese
word for brazilwood,
pau-brasil?

\$300 Question from Other

The Treaty of Tordesillas
divided the New World
between these two
European countries.

\$300 Answer from Other

What are Spain and
Portugal ?

\$400 Question from Other

This city was Brazil's
first capital.

\$400 Answer from Other

What is Salvador?

\$500 Question from Other

This indigenous language
is still spoken in the
Amazon.

\$500 Answer from Other

What is Tupi-Guarani?

Final Jeopardy

Brazil has done this five times since 1958.



Final Jeopardy Answer

What is win the
World Cup?

Double Jeopardy

Politics	Music	Economics	Natural Resources	Culture
<u>Q \$200</u>	<u>Q \$200</u>	<u>Q \$200</u>	<u>Q \$200</u>	<u>Q \$200</u>
<u>Q \$400</u>	<u>Q \$400</u>	<u>Q \$400</u>	<u>Q \$400</u>	<u>Q \$400</u>
<u>Q \$600</u>	<u>Q \$600</u>	<u>Q \$600</u>	<u>Q \$600</u>	<u>Q \$600</u>
<u>Q \$800</u>	<u>Q \$800</u>	<u>Q \$800</u>	<u>Q \$800</u>	<u>Q \$800</u>
<u>Q \$1000</u>	<u>Q \$1000</u>	<u>Q \$1000</u>	<u>Q \$1000</u>	<u>Q \$1000</u>

\$200 Question from Politics

A President serves
this many years in
Brazil.

\$200 Answer from Politics

What is 4?

\$400 Question from Politics

This is the
number of states in Brazil.

\$400 Answer from Politics

What is 26?

\$600 Question from Politics

This is the
youngest age at
which a Brazilian
can vote.

\$600 Answer from Politics

What is 16 ?

\$800 Question from Politics

This number of political parties are represented in the Brazilian Congress.

\$800 Answer from Politics

What is
15?

\$1000 Question from Politics

Criminal law is under the jurisdiction of this level of government.

\$1000 Answer from Politics

What is
federal?

\$200 Question from Music

This type of music is most popular in the Rio de Janeiro Carnaval.

\$200 Answer from Music

What is samba?

\$400 Question from Music

This high energy music is popular in the Northeast.

\$400 Answer from Music

What is *axé*?

\$600 Question from Music

This type of music, where the accordion is key, is popular in the Northeast and is danced with a partner.

\$600 Answer from Music

What is *fórró*?

\$800 Question from Music

Heitor Villa-Lobos is
the most famous Brazilian
composer
of this type of music.

\$800 Answer from Music

What is classical?

\$1000 Question from Music

Caetano Veloso and Gilberto Gil
created a musical movement
with this name.

\$1000 Answer from Music

What is *tropicalismo*?

\$200 Question from Economics

This is the name of
Brazilian currency.

\$200 Answer from Econmics

What is the
real?

\$400 Question from Economics

These are 2 of
Brazil's main
exports.

\$400 Answer from Economics

What are automobiles,
textiles, shoes, durable
consumer goods, steel,
pharmaceuticals,
petrochemicals?

\$600 Question from Economics

This product, essential for cars, had a boom towards the end of the 19th and beginning of the 20th century.

\$600 Answer from Econmics

What is
rubber?

\$800 Question from Economics

These are 3 of
Brazil's main
agricultural
products.

\$800 Answer from Econmics

What are coffee,
soybeans, beef, sugarcane,
cotton, cocoa, oranges,
wheat, rice ?

\$1000 Question from Economics

The *Bolsa Familia*

Program, created by the Lula government, provided money to poor families under these terms.

\$1000 Answer from Econmics

What is keeping their
children in school and
vaccinated?

\$200 Question from Natural Resources

This metal was
mined in 18th century
Brazil.

\$200 Answer from Natural Resources

What is gold?

\$400 Question from Natural Resources

This color dye comes
from Brazilwood.

\$400 Answer from Natural Resources

What is red?

\$600 Question from Natural Resources

This region of Brazil

is the more industrialized.

\$600 Answer from Natural Resources

What is the South?

\$800 Question from Natural Resources

This can be made into
alcohol, fuel or a
sweetener.

\$800 Answer from Natural Resources

What is sugar cane?

\$1000 Question from Natural Resources

These 2 agricultural activities threaten the environment of Brazil.

\$1000 Answer from Natural Resources

What are logging,
cattle ranching, oil
extraction?

\$200 Question from Other

This is a very small,
very sweet cup of
coffee served after
meals and in the
afternoon

\$200 Answer from Other

What is *cafezinho*?

\$400 Question from Other

This religion is a
combination of
Catholicism and
African religions.

\$400 Answer from Other

What is *Candomblé*?

\$600 Question from Other

During this holiday, class differences, poverty and all other of life's problems are set aside for a wild 4-day celebration.

\$600 Answer from Other

What is *Carnaval*?

\$800 Question from Other

The *Festas Juninhas*
are celebrated in this month.

\$800 Answer from Other

What is June?

\$1000 Question from Other

Tiradentes, who began
a revolt against the
Portuguese, worked
in this profession.

\$1000 Answer from Other

What is a dentist?