

Unit Title: An Introduction to Brazil

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Established Goal:

TEKS - 113.18. Social Studies, Grade 6, Beginning with School Year 2011-2012

(1) In Grade 6, students study people, places, and societies of the contemporary world. Societies for study are from the following regions of the world: Europe, Russia and the Eurasian republics, North America, Central America and the Caribbean, South America, Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific realm. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of various societies.

Enduring Understanding:

Students will learn about Brazil's culture, climate and organizations empowering students through the arts.

Essential Questions:

- What is unique about Brazil's culture?
- What is Brazil's climate like?
- Why do you think Didá, Olodum and AfroReggae help students in Brazil?

Performance Tasks:

- Formative Assessment: Note-taking on KWL activity, Brazil PowerPoint and Brazil's climate PowerPoint
- Formative Assessment: Essays comparing and contrasting Didá and Olodum and an essay answering questions about Didá, Olodum and AfroReggae.
- Summative Assessment: PowerPoint on Brazil

Learning Activities:

Activity:

Procedure (adapted from *Mexico and Peru: Yesterday, Today, and Tomorrow* by Alisa Warshay):

In order to determine students' previous knowledge and determine what type of information they are most interested in learning about, a KWL (Know, Want to Know, Learned) activity will be used.

Make a 3-column table on the board, labeling one column K, one W and one L.

Ask students what they know or think they know about Brazil's history and culture. If students struggle, you may divide the K column into topics such as language, geography, religion, etc. They may not know much.

After some things have been written in the K column, ask the students what they want to know about Brazil. Write between 5–10 questions/topics in that column.

Activity:

Show the PowerPoint created by Mary Smith on Brazil (available for download, under Mary Smith, from this Web site: <http://lanic.utexas.edu/project/etext/llilas/outreach/brazil10/>). Students will take notes on the PowerPoint. Add any questions/topics into the K column of the KWL chart for future use. Students will use all of their notes in order to create a PowerPoint about Brazil as a final product.

Activity:

Students will learn about Brazil's climate. Show students the PowerPoint (available for download from either site: <http://lanic.utexas.edu/project/etext/llilas/outreach/brazil10/> or <http://www.tes.co.uk/>) on Brazil's climate. Students will take notes and answer the questions posed.

Activity:

Students will learn some basic Portuguese. If possible, student will use computers to use the Web site <http://www.sonia-portuguese.com/text/phrases.htm#Greetings> to learn basic Portuguese. If computers are not available, make copies of the following greetings. Have students practice with each other. Use your computer to help students with pronunciation.

1. Greetings

PORTUGUESE	ENGLISH
Bom dia!	Good morning.
Boa tarde!	Good afternoon.
Boa noite!	Good evening/Good night.
Como vai?	How are you? (formal)
Bem, obrigado/obrigada.	Fine, thank you. (male/female person)
Oi!	Hi.
Oi, tudo bem?	Hi, how are you? (informal)
Tudo bem, e você?	Fine, and you?

2. Saying good bye

PORTUGUESE	ENGLISH
Tchau!	Bye. (informal)
Até logo!	Good bye. (formal)
Até mais!	See you then.
Até depois!	See you later.
Até amanhã!	See you tomorrow.

3. Polite expressions

PORTUGUESE	ENGLISH
Obrigado/Obrigada.	Thank you. (male/female person)
De nada.	You are welcome.

Por favor.	Please/Excuse me. (by asking information)
Desculpe.	Sorry. (by apologizing)
Dá licença.	Excuse me. (by making way/coming in)
Não tem problema.	No problem/It doesn't matter.
Não faz mal.	No problem/It doesn't matter.

4. Introduction

PORTUGUESE	ENGLISH
Meu nome é	My name is
Como é seu nome?	What is your name?
Você é brasileiro/brasileira?	Are you Brazilian? (male/female)
O senhor é brasileiro?	Are you Brazilian? (male/mark of respect)
A senhora é brasileira?	Are you Brazilian? (female/mark of respect)
Qual é sua nacionalidade?	What is your nationality?
Eu sou francês/francesa.	I am French. (male/female)
Quero te apresentar meus amigos.	I want to introduce my friends to you.
Quero te apresentar minha família.	I want to introduce my family to you.
Este é meu amigo/namorado/marido.	This is my friend/boyfriend/husband.
Esta é minha amiga/namorada/mulher.	This is my friend/girlfriend/wife.
Prazer.	It is a pleasure to meet you.
Muito prazer.	It is a pleasure to meet you.

Activity:

Take students to the computer lab to learn more Portuguese using the following Web sites. You can ask students to use these Web sites for homework as well.

Teach Portuguese!

<http://teachportuguese.blogspot.com/>

Tá falado: Brazilian Portuguese Pronunciation for Spanish Speakers

<http://www.coerll.utexas.edu/brazilpod/tafalado/>

Portuguese Communication Exercises

<http://www.laits.utexas.edu/orkelm/ppe/intro.html>

Activity:

Students will write an essay comparing and contrasting Didá and Olodum, which are organizations in Brazil. If possible, have students use computers to go to the following sites.

Didá

http://www.projetodida.org/index_eng.php

Olodum

<http://www.narin.com/olodum/>

If computers are not available, show students the two sites using your projector and print out the following information. Have students look at the videos from the Didá Web site or show them the videos: http://www.projetodida.org/videos_eng.php

Also show them the music video by Michael Jackson performing *They Don't Care About Us* featuring Olodum: http://www.youtube.com/watch?v=QNJL6nfu__Q

About Didá



The Educational and Cultural Association Didá is a social program without solid financial support that gratuitously acts to promote educational activities on the basis of art including popular manifestations created and maintained by Africans and their descendants. The educational foundation is in the transformation (of young lives) through percussion, more specifically of samba reggae. This variant of rhythms was created by Didá founder Neginho do Samba. Neginho has for more than three decades invested his experience and discipline to transform the lives of impoverished young children in the historic central district of Salvador, Bahia into responsible citizens and conscientious parents. These youth would otherwise be without prospects for a future.

Didá is a Yoruba word that means the power of creation. The name was chosen by Mestre Neginho to communicate that creation is the way of all artistic expression. The name also relates directly to the beneficiaries of Didá, since it is women who give birth in our world.



The Didá School today offers courses in 11 subjects: percussion, Afro dance, theater, capoeira, crafts, singing, drum battery, guitar, cavaquinho (a kind of small guitar), keyboard and sopro (a wind instrument). The number of students per year varies between 600 and 800 children and adolescents. Didá has 23 professionals including instructors, coordinators, maids, cooks, and collaborators. Each day basic meals are served: breakfast, lunch and supper for 40% of the pupils and evening snacks for 100% of the pupils.

Didá functions Monday through Saturday from 9 AM to 9 PM. The main objective of Didá is the education of women and children through the performing arts. The courses are distributed between the days of the week, circulating among them six concurrent educational projects:

- Family Mocambo Didá
- Afro Brazilian aesthetics and beauty
- Bloco-Afro carnival
- Store of articles Didá (merchandising)
- The Sòdomo (an African word) project for young children
- Didá Feminine Band

In brief, these projects aim to stimulate collective constructive manifestations, to work together to establish the conscience of community experience respecting the similarities and the differences between people and activities.

Olodum

Olodum is an internationally acclaimed Afro-Brazilian cultural group from Bahia, Brazil. *Olodum* (pronounced *oh-lo-doon*) was founded in 1979 as a *bloco afro* (African Bloc), a Bahian Carnival association highlighting African heritage and black pride through music, dance theater, and art. From their home city of Salvador da Bahia in Northeast Brazil (often described as the most African city in the Americas), *Olodum* has dedicated itself to cultural activism in the struggle against racial discrimination and socioeconomic inequality.

Olodum takes its name from the Yoruba deity *Olodumaré*. They focus their yearly Carnival themes on controversial issues such as black power and socialist movements in Africa and the African Diaspora. In the mid 1980s, the head drummer in the group—Mestre Neguinho do Samba—experimented with Afro-Caribbean rhythms and mixed them with the Brazilian *samba*. He divided the large *surdo* bass drums into four interlocking parts and layered the high-pitched *repique* drums in additive rhythms on top. The result was a new style of music dubbed *samba reggae* that quickly dominated Bahian Carnival. In the late 1980s *Olodum* assumed premiere position among the *blocos afro* in Bahia and became internationally known. They formed a professional musical band *Banda Olodum* which has now recorded over ten CDs. *Olodum* musicians have worked with international luminaries such as Michael Jackson, Paul Simon, and Spike Lee.



During Carnival season the group now parades with some two hundred drummers, singers, and thousands of costumed members. But the group's activities go well beyond Carnival and music. Throughout the year they sponsor seminars, speeches, and conferences on social and political issues and publish a monthly news journal, *Bantu Nagô*. They operate a factory where they make drums, costumes and other items which they sell to the public. *Olodum* also runs an inner-city school for Salvador's underprivileged children in which they teach a full array of academic and arts courses in order to build self-esteem and encourage economic ascension among Salvador's younger generation.

Activity:

Students will learn about AfroReggae. Students will write an essay answering the following questions. Why do you think Didá, Olodum and AfroReggae help students in Brazil? How are all of these organizations the same? How are they different? Do you think that what they do is important? Why or why not? Do you know of organizations in the U.S. that are similar?

AfroReggae

<http://www.afroreggae.org/>

If possible have students use computers so that they can practice translating AfroReggae's Web site using Google Translate. If computers are not available print out the following information about AfroReggae.

AfroReggae

MISSION

Promote inclusion and social justice using art, African-Brazilian culture and education as tools for building bridges across differences and serve as foundations for sustainability and citizenship.

VISION

AfroReggae Cultural Group is an organization that fights for social transformation through culture and art, awakening artistic potential that raises the self-esteem of young people from lower classes.

Founded on January 21, 1993, Grupo Cultural AfroReggae was created to transform the reality of slum-dwellers using education, art and culture as instruments of social integration. The embryo of the project was *AfroReggae News* newspaper, whose first edition was circulated in August 1992. The newsletter—distributed freely with no advertisers—soon became an open channel for discussing ideas and problems affecting the lives of the black and poor.

On 29 August that same year saw the massacre of [the neighborhood of] Vigário Geral, in which 21 innocent villagers were murdered. A month later, the producers of *AfroReggae News* reached out to the slum of Vigário Geral, offering percussion, capoeira, recycling and African dance for the residents there.

Since then, the AfroReggae Cultural Group invests in the potential of young slum dwellers, providing education, culture and art to areas marked by police violence and the drug trade. Over its 17 years (which will be completed on January 21, 2010), AfroReggae has been using its artistic activities, such as percussion, circus, graffiti, dance and theater to try to reduce the gaps that separate blacks and whites, rich and poor, the slum and pavement in order to build bridges of unity among different segments of society.

Activity:

Students will learn about capoeira. Show students the following videos and give them the following information. Let them know that any of this information can be used on the PowerPoint they will be creating as the summative assessment.

<http://www.youtube.com/watch?v=kMX9KKzG4-0>

<http://www.youtube.com/watch?v=Z8xxgFpK-NM>

What is Capoeira?

One of the major manifestations of African influence in Brazil is capoeira: a game that involves music, dance, singing, martial arts, strategy and acrobatics.

Researchers believe that capoeira was brought to Brazil by Africans from Central Africa in the 1700s and 1800s. Like many African rituals, capoeira was illegal until the mid-1900s and was viewed as a form of criminality. In the 1860s, capoeira played a legendary role in the War of the Triple Alliance between Brazil, Argentina and Paraguay. Without a formal army, Brazil emptied its prisons and offered slaves their freedom if they became soldiers. Through this process, capoeira shifted its meaning nationally from one of criminality to one of national pride.

Since then, capoeira has suffered censorship and persecution in Brazil, but in the 1930s and 1940s, some capoeiristas opened schools, formalized the game, and began to teach it to students around the world. Today, capoeira is practiced and played in almost every major city in the world.

From the unit, "Dance, Fight, Sing: Capoeira from Africa to Brazil" by Rachel Carrico. Idea from the unit, "Reflections on the Slave Trade and Impact on Latin American Culture" by Colleen Devine.

Summative Assessment:

Students will create a PowerPoint presentation on Brazil following the rubric provided. They may use sites such as the CIA World Factbook and any sites mentioned above.

Brazil Project Rubric

Student Name: _____

CATEGORY	4	3	2	1
Content	Presentation contains all information required.	Presentation contains most of the information required.	Presentation contains some of the information required.	Presentation contains very little of the information required.
Content - Accuracy	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that might be inaccurate.	The content is generally accurate, but one piece of information is clearly flawed or inaccurate.	Content is typically confusing or contains more than one factual error.
Spelling and Grammar	Presentation has no misspellings or grammatical errors.	Presentation has 1–2 misspellings, but no grammatical errors.	Presentation has 1–2 grammatical errors but no misspellings.	Presentation has more than 2 grammatical and/or spelling errors.

Medium: PowerPoint

Sources: One should be the CIA World Fact Book, others should be a .gov or .edu. Be careful with a .com (you must check for accuracy).

You may want to put several pieces of information on one slide in order to reduce the number of slides, but do not put too much information on one slide. Make sure that the slide is easy to read. Do not make the background distracting.

Projects must include the following:

- Name of country (capitalized)
- Your name (capitalized)
- Map
- Flag
- Beautiful Places (picture and caption)
- Total Land Area
- Area Comparative
- Bordering Countries
- Climate
- Terrain
- Natural Resources
- Natural Hazards

Environment - Current Issues
Population
Life Expectancy
Nationality
Ethnic Groups
Religions
Languages
Literacy Rate
Government Type
Capital
Date of Independence and additional information such as country that once governed
Executive Branch (chief of state and/or head of government)
Population below poverty line
Export Commodities
Import Commodities
Exchange Rate
Picture of Currency (type name of money into Google)
Food
Animals
Types of Dance
Major Holidays
Types of Clothing (past and present)
Sources

- Extra points given for interesting/surprising facts

27/04/2011



Brazil

Hot or not?

**LO: To develop an understanding of
Brazil's climate by looking at its
physical features**



Equator → 0°

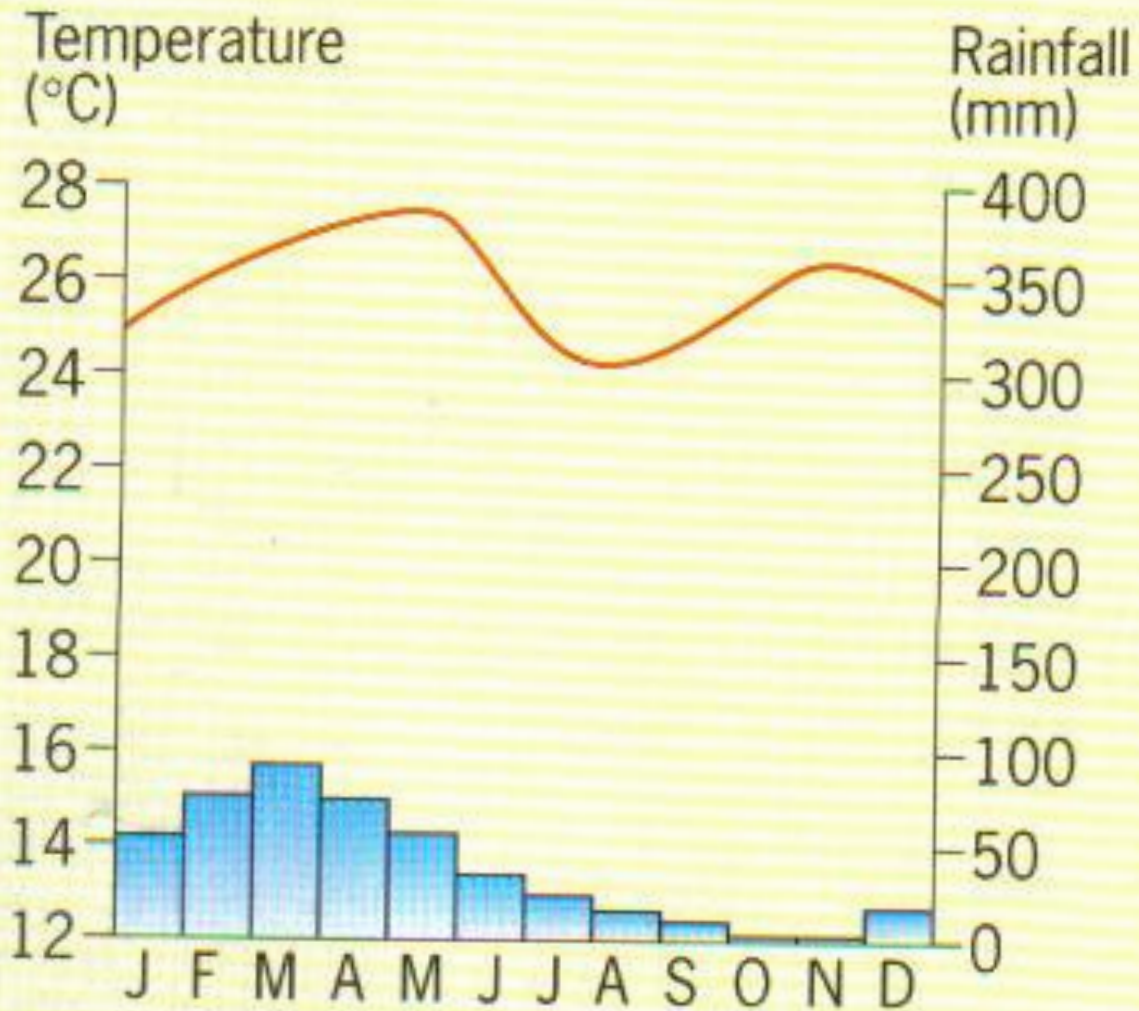
2

1

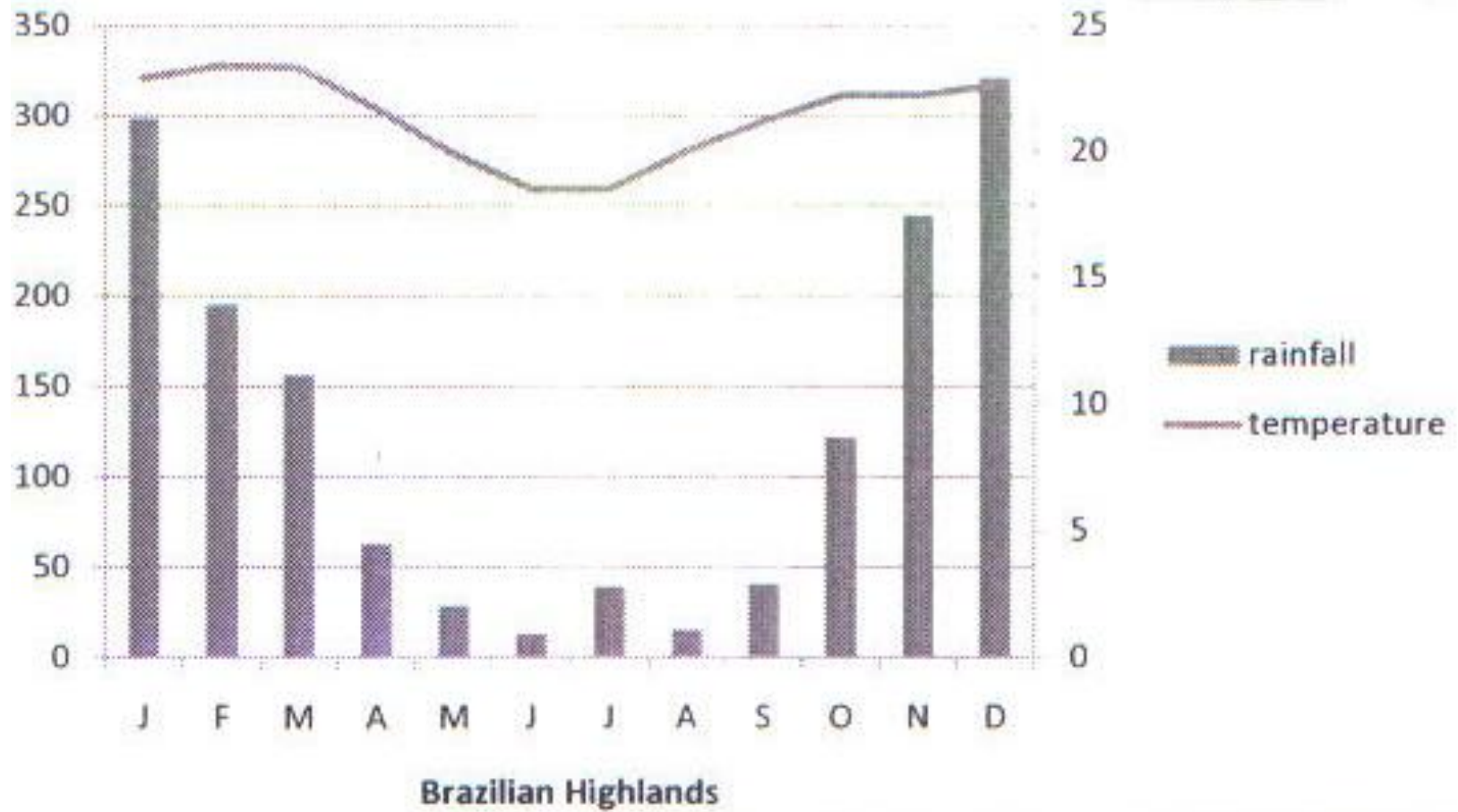
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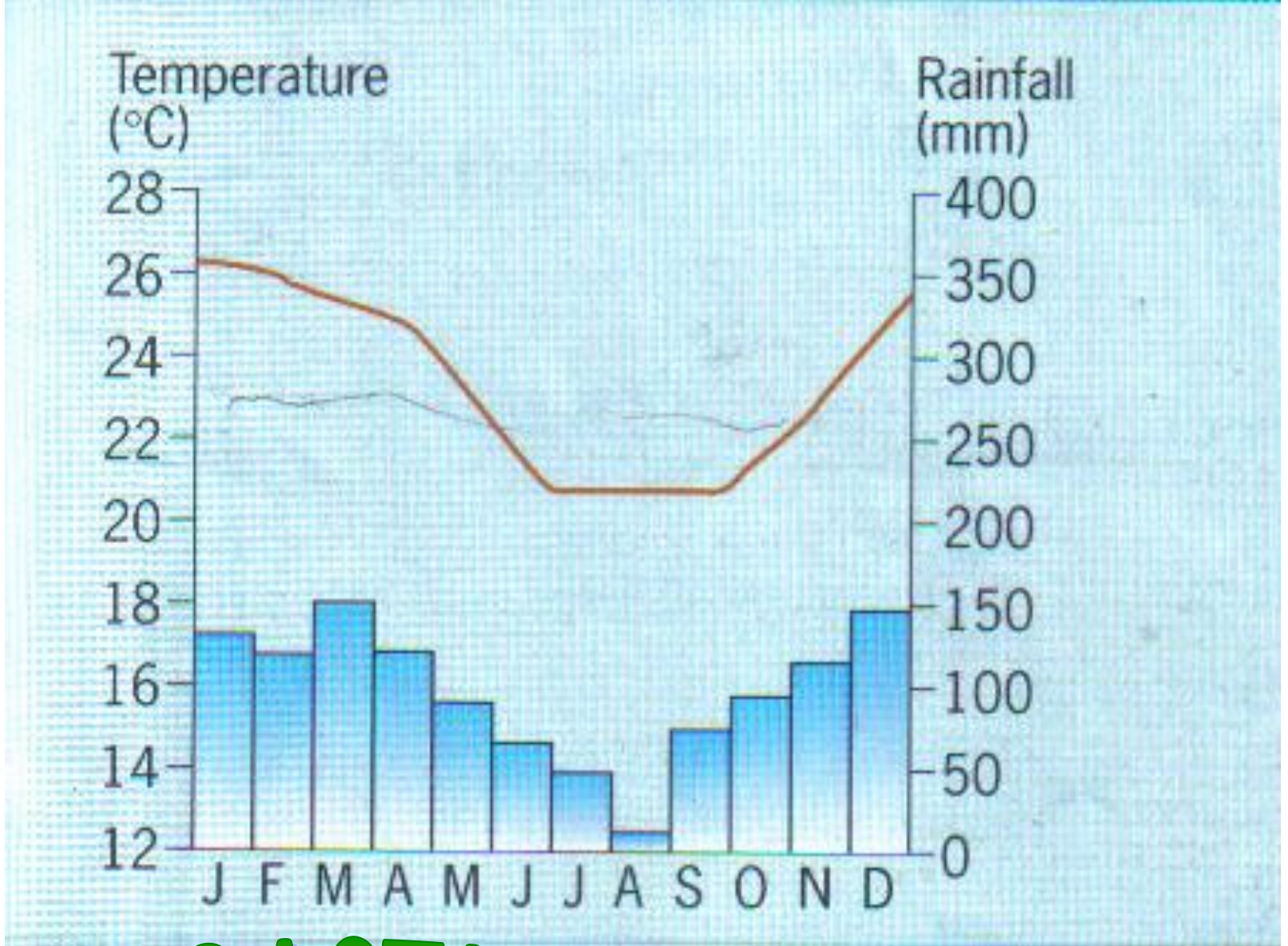
Tropic of Capricorn → -30°



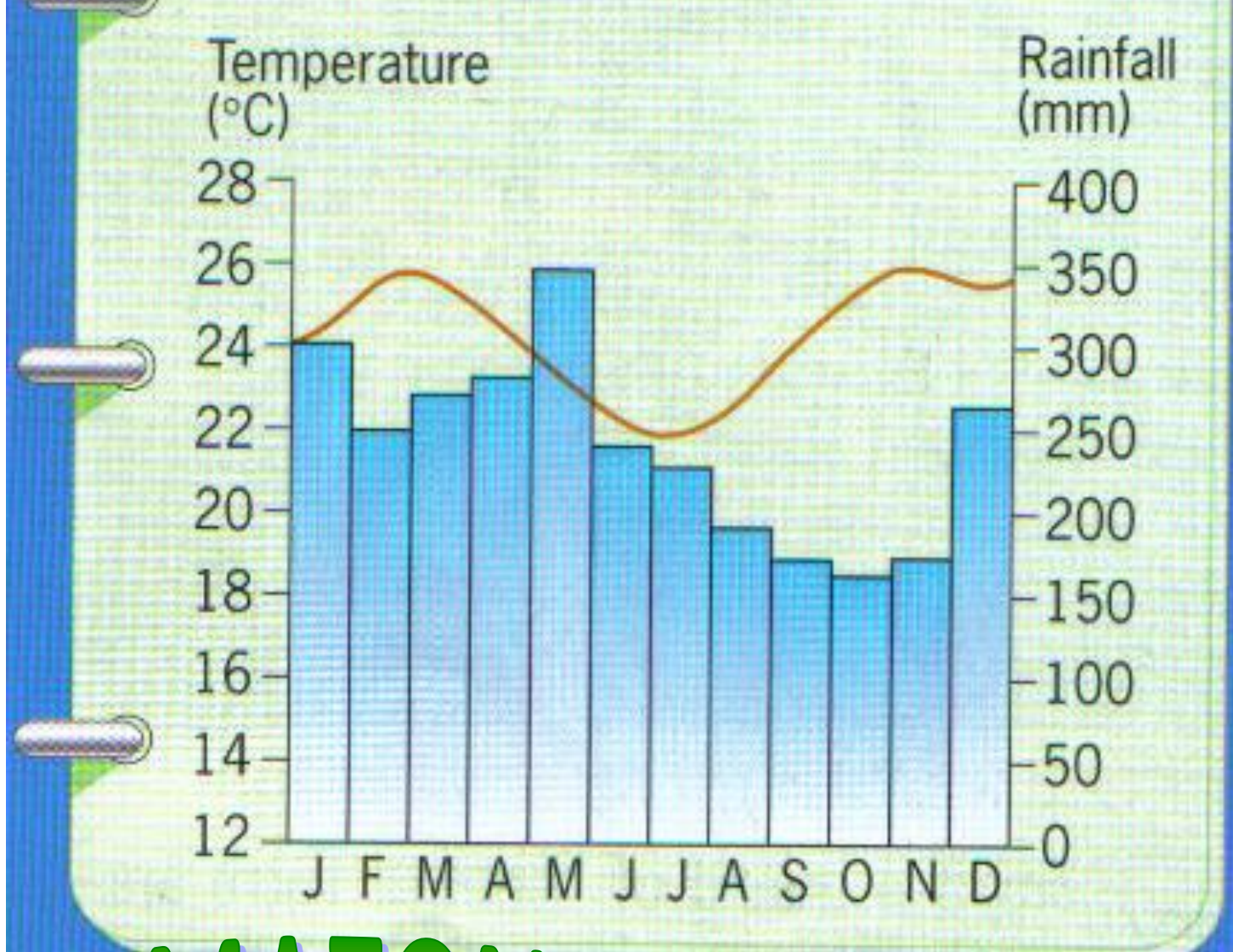
NORTH EAST BRAZIL



BRAZILIAN HIGHLANDS



COASTAL LOWLANDS



AMAZON RAINFOREST

Name that place!

This area is hot
and wet all year
round



Amazon
Rainforest

Brazilian
Highlands

Coastal
Lowlands

North East
Brazil

Name that place!

This area is very
dry – sometimes
no rain at all

Amazon
Rainforest

Brazilian
Highlands

Coastal
Lowlands



North East
Brazil

Name that place!

This area has
mainly flat-topped
highland

Amazon
Rainforest



Coastal
Lowlands

North East
Brazil

Name that place!

**This area was
once rainforest**

Amazon
Rainforest

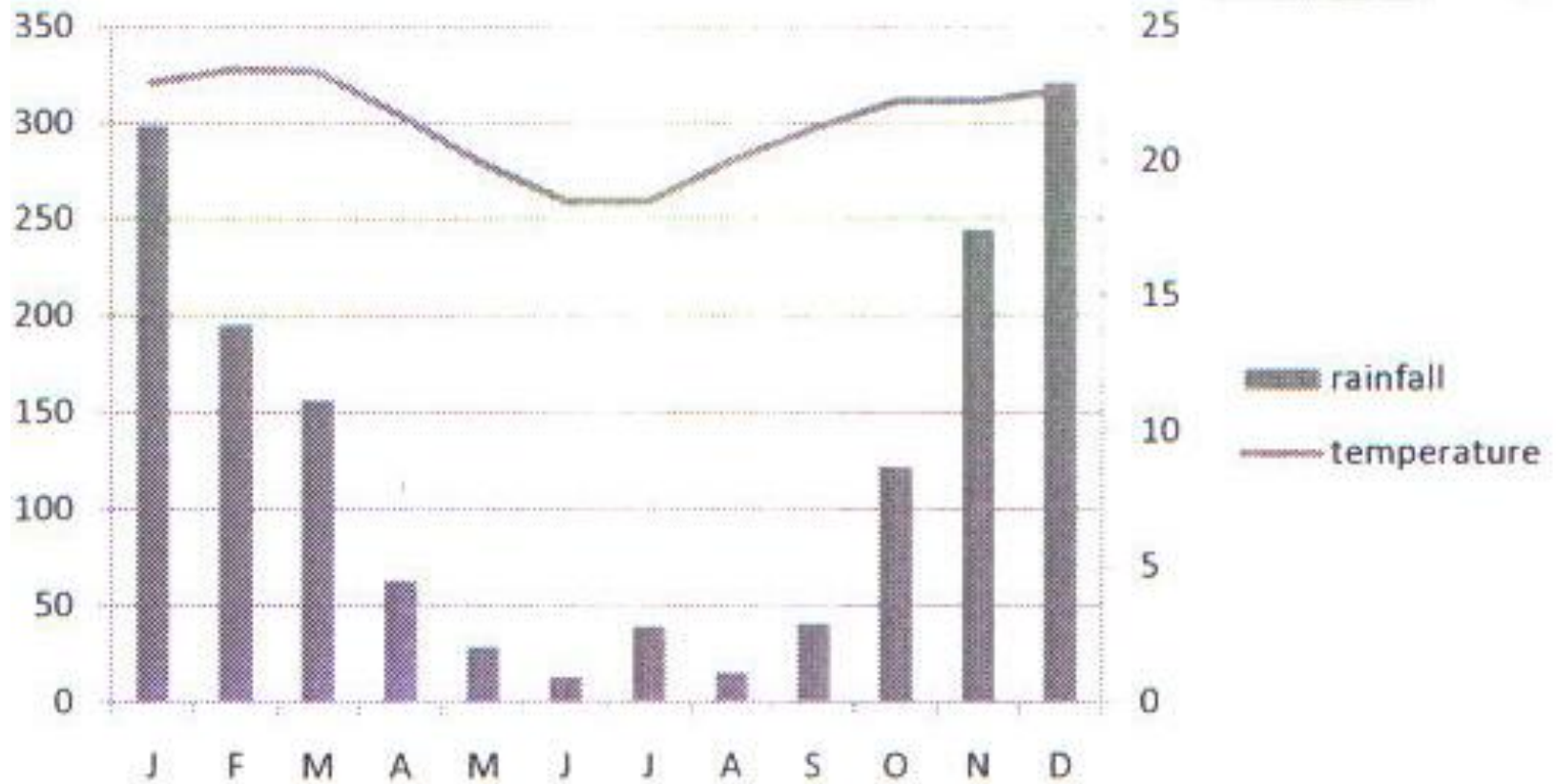
Brazilian
Highlands



Coastal
Lowlands

North East
Brazil

Name that place!



Amazon
Rainforest



Coastal
Lowlands

North East
Brazil

Name that place!

Scrub and thorn
bushes grow here

Amazon
Rainforest

Brazilian
Highlands

Coastal
Lowlands



Name that place!

Over 40 000
species of plants
and animals live
here



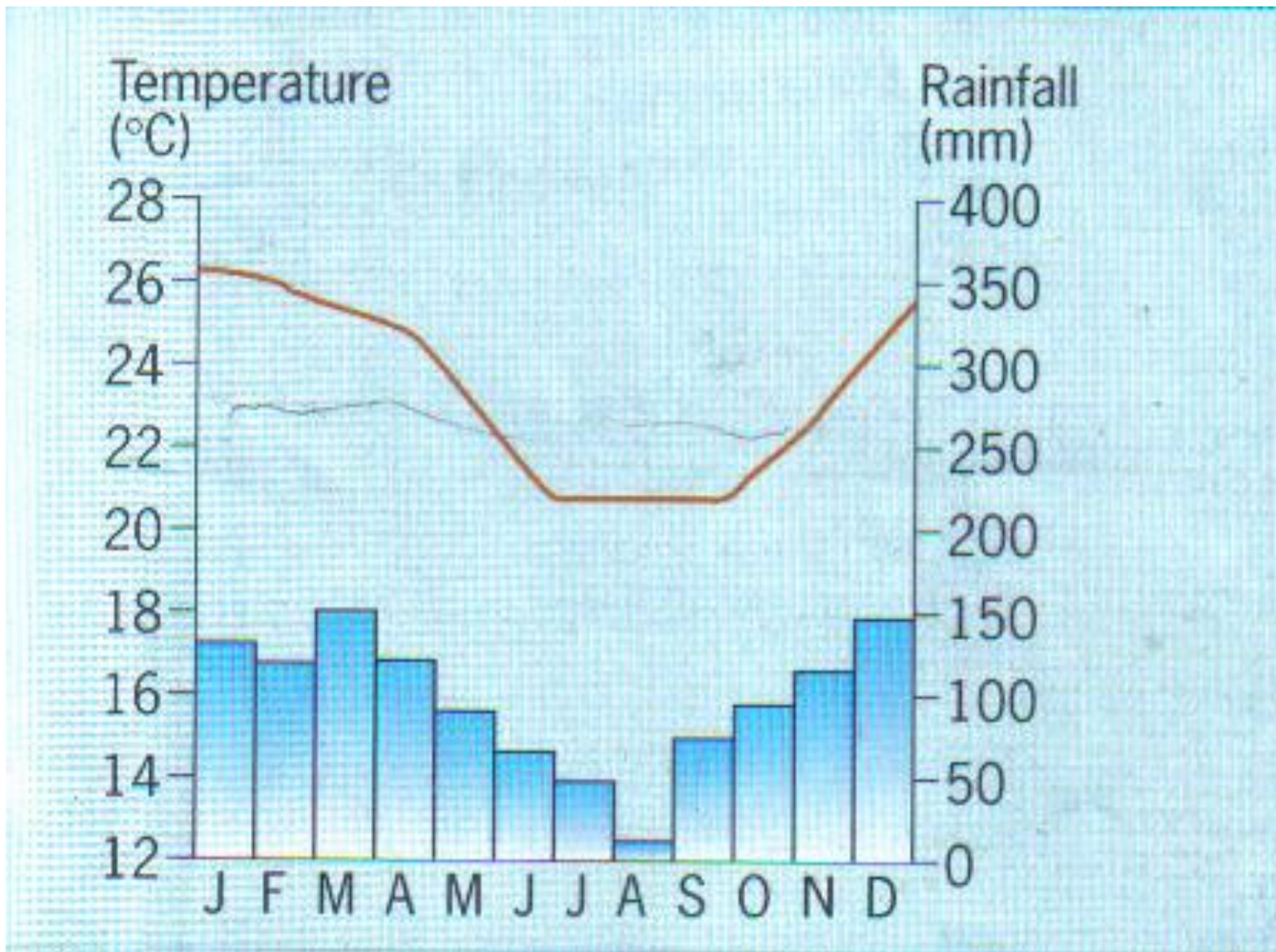
Amazon
Rainforest

Brazilian
Highlands

Coastal
Lowlands

North East
Brazil

Name that place!



Amazon
Rainforest

Brazilian
Highlands



Coastal
Lowlands

North East
Brazil

Name that place!

Hot, wet
summers and
warm, dry winters

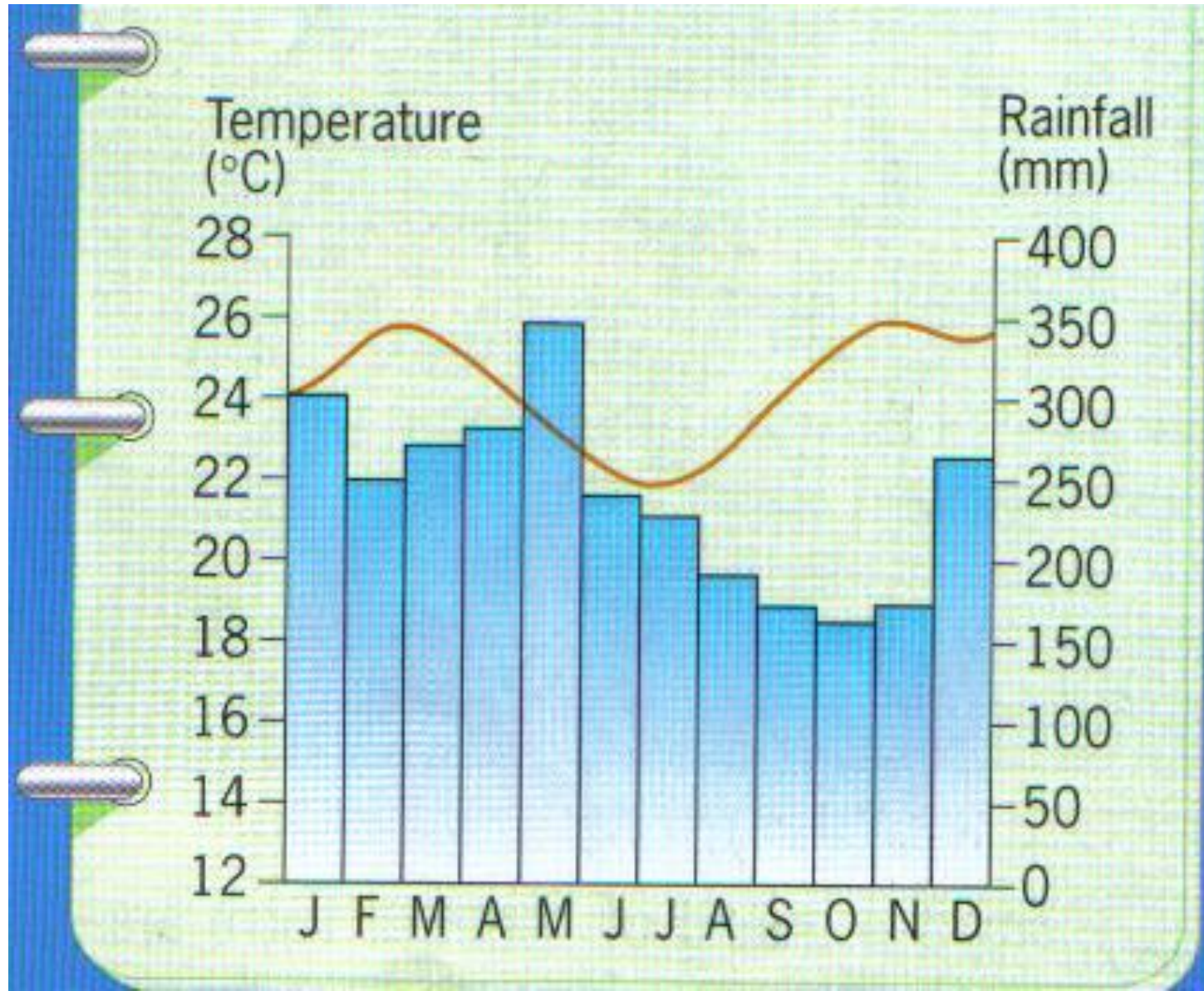
Amazon
Rainforest



Coastal
Lowlands

North East
Brazil

Name that place!





Amazon
Rainforest

Brazilian
Highlands

Coastal
Lowlands

North East
Brazil

Name that place!

Warm
temperatures,
ample rainfall
(good soil!)

Amazon
Rainforest

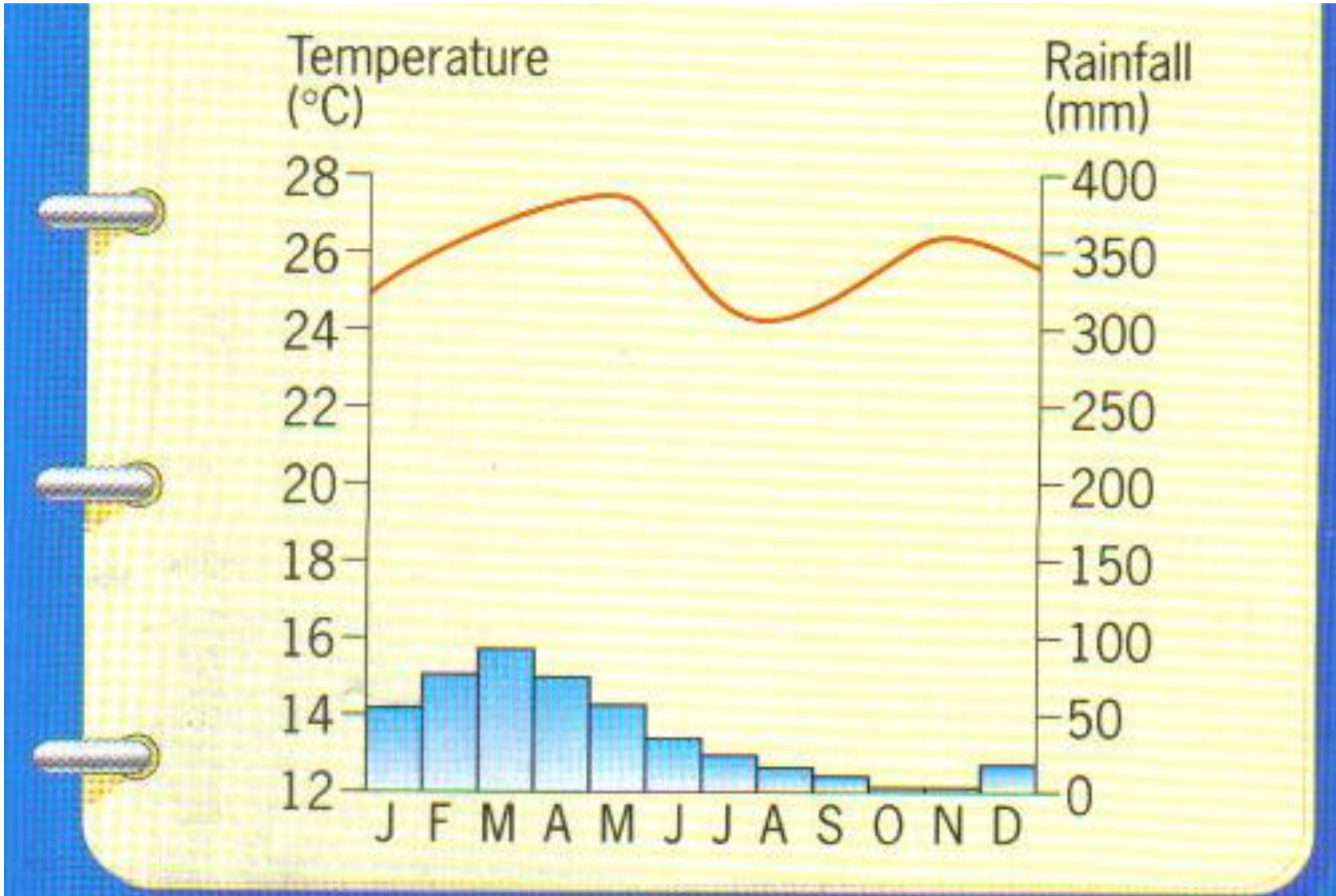
Brazilian
Highlands



Coastal
Lowlands

North East
Brazil

Name that place!



Amazon
Rainforest

Brazilian
Highlands

Coastal
Lowlands



Name that place!

**Highest parts of
Brazil are here**

Amazon
Rainforest



Coastal
Lowlands

North East
Brazil