

## Human Geography and Brazil: More than Samba and the Rain Forest A Study of Cultural Differences and Similarities

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**Grade Level Focus:** 6<sup>th</sup> Grade World Cultures

**Objectives:** Students will analyze the culture of Brazil using the 12 Culture Keys and will be able to compare Brazilian culture to their own personal culture and the culture of other contemporary societies.

### Texas Essential Knowledge and Skills (TEKS):

(15) **Culture**. The student understands the similarities and differences within and among cultures in different societies.

The student is expected to: (A) define the concepts of culture and culture region; (B) describe some traits that define cultures; (C) analyze the similarities and differences among selected world societies.

(16) **Culture**. The student understands that certain institutions are basic to all societies, but characteristics of these institutions may vary from one society to another.

The student is expected to: (A) identify institutions basic to all societies, including government, economic, educational, and religious institutions; and (B) compare characteristics of institutions in selected contemporary societies.

(17) **Culture**. The student understands relationships that exist among world cultures.

The student is expected to: (A) explain aspects that link or separate cultures and societies; (C) analyze how culture traits spread; (D) evaluate the consequences of improved communication among cultures.

(18) **Culture**. The student understands the relationship that exists between artistic, creative, and literary expressions and the societies that produce them.

The student is expected to: (C) describe ways in which societal issues influence creative expressions; and (D) identify examples of art, music, and literature that have transcended the boundaries of societies and convey universal themes.

**Enduring Understandings:**

- 1) People are central to geography.
- 2) Human activities help shape the Earth's surface.
- 3) Culture is a combination of many factors such as religion, housing, jobs, language, customs, beliefs, government, and needs and wants.

**Essential Questions:**

- 1) How is the world organized culturally?
- 2) How do people living in certain regions adapt to or modify their physical environment?
- 3) How do common cultural characteristics organize and preserve societies?
- 4) How do different cultures influence each other?
- 5) How do wants and needs shape a culture?
- 6) How does your culture describe your place in the world?

**Time Frame:** The unit will be ongoing throughout a six-week time period as students learn about the culture of Brazil and then refer back to that information to make comparisons with their own culture and other world cultures.

**Performance Tasks:**

- 1) Artifact Analysis
- 2) Culture Keys Collage
- 3) Culture Keys Quiz
- 4) Culture of Me Project
- 5) Comparison Essay with Thematic Map
- 6) World Culture Comparison Project

**Learning Activities:**

- 1) Artifact Analysis: Students will be given an artifact found in the culture of Brazil and will complete an Artifact Analysis questionnaire with a partner.  
Materials: ABCs of Culture list, artifacts and/or photographs, Artifact Analysis questionnaire
- 2) Brazil PowerPoint Graphic Organizer: Students will use a graphic organizer to jot down information on the 12 Culture Keys (Appearance, Belief System, Communication, Dates, Entertainment, Food, Government, Homes, Information, Jobs, Kinds of Environment, Leftovers) as they watch a PowerPoint presentation on Brazil.  
Materials: Teacher-created PowerPoint presentation, graphic organizer
- 3) Culture Keys Collage: Students will work in groups and use magazine pictures and/or drawings to illustrate each of the 12 culture keys in a collage format. After completing the collage, students will take the Culture Keys quiz.  
Materials: magazines, construction paper, list of culture keys, scissors, glue, quiz

- 4) Culture of Me Project: Students will create a poster or PowerPoint presentation that demonstrates how five or more of the culture keys reflect their own and their family's culture.  
Materials: poster board, scissors, glue or computer access
- 5) Culture Comparison Essay and Thematic Map: Students will use the information they have put on their Culture of Me project and their notes from the Brazil PowerPoint to write a comparison essay showing how their culture and Brazil's culture are alike and different. Students will create a thematic map comparing religions, ethnic groups, or age structure in Brazil and the United States.  
Materials: project, notes, notebook paper or computer access, outline maps of Brazil and the U.S.
- 6) World Cultures Comparison Project: Students will choose another country in the world (other than the U.S.) and conduct research on that country's culture using the 12 Culture Keys. They will then create a PhotoStory or PowerPoint presentation to show the similarities and differences between the culture of Brazil and the culture of the country they researched. (The product could also be a poster if technology is not available.)  
Materials: computer access, research materials and Web sites on other world cultures (or poster board, scissors, glue, markers)
- 7) Students will present their World Cultures Comparison Project products to the class in a Culture Fair format as a final culminating project.  
Materials: Large display area and student products  
Extra Credit: preparing food from Brazil or the country they researched.

## Artifact Analysis

Materials: ABCs of Culture list (attached), artifacts and/or photographs, Artifact Analysis questionnaire (attached)

Teacher Directions:

- 1) Group students in heterogeneous pairs.
- 2) Give each pair of students an artifact or photograph.
- 3) Give each student pair a copy of the Artifact Analysis questionnaire.

Student Directions:

- 1) Tell students that, as they examine their artifact or photograph, they should record the information requested on the questionnaire. Remind students that they may not know what the artifact is or was used for, but they should make an educated guess as they discuss it with their partner.
- 2) Allow students to discuss and record information for 10 to 15 minutes.
- 3) Have each student pair present their artifact or photograph to the class and explain their findings and thoughts. Depending on the time available, you may allow other students to add their opinions.
- 4) After each pair presents their findings, reveal the true identity of the artifacts.

NOTE: Artifacts may be borrowed from the Teresa Lozano Long Institute of Latin American Studies at the University of Texas at Austin through:

Natalie Arsenault, Outreach Director  
Teresa Lozano Long Institute of Latin American Studies  
The University of Texas at Austin  
1 University Station D0800  
Austin, Texas 78712-0331

[n.arsenault@austin.utexas.edu](mailto:n.arsenault@austin.utexas.edu)

<http://www.utexas.edu/cola/insts/llilas/outreach/library.php>

OR by searching the Internet for photographs of Brazilian artifacts.

## **ABCs of Culture (Culture Keys)**

**Appearance** – clothing, costumes, jewelry, tattoos, make-up, hair style and color, skin and eye color, piercings, masks, facial features

**Belief Systems** – religion, superstitions, ceremonies, folk medicine, taboos

**Communication** – languages, alphabets, number systems, gestures, signs, greetings, proverbs

**Dates** – calendar, holidays, time, observances

**Entertainment** – music, sports, dance, drama, visual arts, games, recreation

**Food** – cuisine, spices, utensils, avoidances, drinks, cooking methods

**Government** – leaders, structure, laws, flags and symbols, currency

**Homes** – houses and other dwellings, buildings, furniture, decorations, gardens

**Information** – education, media, advertisements, maps, history, technology

**Jobs** – occupations, male/female roles, economy, businesses, chores, child-rearing, volunteerism

**Kinds of Environment** – climate, habitat, geography, resources, population, conservataion, wildlife

**Leftovers** – transportation, energy, health care



## **Brazil PowerPoint**

Materials: Teacher-created PowerPoint presentation (available for download from this Web site: <http://lanic.utexas.edu/project/etext/llilas/outreach/brazil10/>)  
ABCs of Culture graphic organizer (attached)

Teacher Directions:

- 1) Give each student an ABCS of Culture graphic organizer.
- 2) Present PowerPoint on Brazil and have students take notes on their worksheets.

## ABCs of Culture (Culture Keys) — Graphic Organizer

Appearance
Belief System
Communication
Dates
Entertainment
Food
Government
Homes
Information
Jobs
Kinds of Environment
Leftovers



## **Culture Keys Collage**

Students will work in groups and use magazine pictures and/or drawings to illustrate each of the 12 culture keys in a collage format.

Materials: magazines, construction paper or chart paper, list of culture keys, scissors, glue, quiz (attached)

Teacher Directions:

- 1) Divide students into groups of 3 or 4.
- 2) Give each group magazines and a 9" x 12" sheet of construction paper or chart paper.
- 3) Tell students they are to illustrate each of the 12 culture keys with at least one picture cut from the magazines and glued onto their poster.
- 4) Give students the culture keys quiz.

## **Culture Keys Quiz**

1. Give a specific example of each of the following cultural keys:

Belief System \_\_\_\_\_

Communication \_\_\_\_\_

Dates \_\_\_\_\_

Jobs \_\_\_\_\_

Food \_\_\_\_\_

2. How do kinds of environment influence the culture of a group of people?
3. How does culture influence the appearance of the people who live in that culture?
4. How does entertainment explain the culture of a group of people?

Possible answers to quiz:

1. Belief System – specific religions, a superstition such as walking under a ladder, good luck charms, acupuncture

Communication – specific languages, waving hello, billboards, a specific proverb

Dates – specific holidays, birthdays, quinceañera, bar mitzvah

Jobs – specific jobs, specific women's jobs / men's jobs in any society, free market economic system, command economy

Food – specific foods from various ethnic groups, not eating certain meats such as pork or beef

2. Environment causes differences in clothing, housing styles, occupations, and available foods
3. Hair styles, clothing styles, wearing head coverings, costumes worn for special occasions or ceremonies, tattoos as rights of passage to adulthood
4. Sports such as soccer and baseball define a culture; dance is used in ceremonies such as passage into adulthood or to celebrate historical events; drama expresses feelings and commemorates historical events

## **The Culture of Me PowerPoint**

**Create a PowerPoint slide show that explains 5 or more Culture Keys and shows how each of the keys is related to your culture and the culture of your family.**

- 1. Create 5 slides.**
- 2. Put the name of a culture key on each slide.**
- 3. Find one or more illustrations (photos, maps, etc.), using the Internet, that show how this cultural key relates to you and your family's culture.**
- 4. Write a sentence or two on the slide to explain how the illustration is connected to your family's culture.**

**Add color to your slides.**

**Add slide transitions.**

**Add animation to your slides.**

## Culture Comparison Essay and Thematic Map

Students will use the information they have put on their Culture of Me project and their notes from the Brazil PowerPoint to write a comparison essay showing how their culture and Brazil's culture are alike and different. Students will create a thematic map comparing religions, ethnic groups, or age structure in Brazil and the United States.

Materials: project, notes, notebook paper or computer access, outline maps of Brazil and the U.S.

Student Directions:

- 1) Write a comparison essay showing how your culture and the culture of Brazil are alike and different.
  - a. Paragraph 1 – Introduce the topic
    - i. What are you going to be including in your essay?
    - ii. Where did you find the information?
    - iii. Why did you choose the culture keys you are including in your essay?
    - iv. Why is it important to compare cultures?
  - b. Paragraph 2 – Explain how your culture and the culture of Brazil are similar. Use at least 3 of the culture keys that you used in your PowerPoint. Give specific examples of each of the keys for your culture and for Brazilian culture.
  - c. Paragraph 3 – Explain how your culture and the culture of Brazil are different. Use at least 3 of the culture keys that you used in your PowerPoint. They may be the same or different from the keys used in Paragraph 2. Give specific examples of each of the keys for your culture and for Brazilian culture.
- 2) Create a thematic map comparing Brazil and the United States.
  - a. Draw or print an outline map of Brazil and an outline map of the United States.
  - b. Using the CIA World Factbook Web site (<https://www.cia.gov/library/publications/the-world-factbook>), locate data for both Brazil and the United States on one of the following topics:
    - i. Religions
    - ii. Ethnic groups
    - iii. Age structure
  - c. Create thematic maps with this data by shading or coloring the appropriate percentage of the maps for both countries. Be sure to include a map key for each of your maps.

## Comparing Brazil and My Culture – Rubric

Write an essay to compare and contrast the culture of Brazil with your own personal culture. Use 5 or more of the Culture Keys (ABCs of Culture) to write your comparison. Give specific examples for each of the keys you describe.

CATEGORY	4	3	2	1
<b>Amount of Information</b>	All topics are addressed and all questions answered with at least 2 sentences about each.	All topics are addressed and most questions answered with at least 2 sentences about each.	All topics are addressed, and most questions answered with 1 sentence about each.	One or more topics were not addressed.
<b>Quality of Information</b>	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1–2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
<b>Organization</b>	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized.
<b>Paragraph Construction</b>	All paragraphs include introductory sentence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs included related information but were typically not constructed well.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.

## World Cultures Comparison Project

Students will choose another country in the world (other than the U.S.) and conduct research on that country's culture using the Culture Keys. They will then create a PhotoStory or PowerPoint presentation to show the similarities and differences between the culture of Brazil and the culture of the country they researched. (The product could also be a poster if technology is not available.)

Materials: computer access, research materials or Web sites on other world cultures

### Student Directions:

- 1) Choose a country anywhere in the world (not the United States).
- 2) Choose 3–5 of the culture keys and conduct research on that country's culture, taking notes on the Culture Keys form.
  - a. Useful Web sites are:
    - i. <https://www.cia.gov/library/publications/the-world-factbook/>
    - ii. <http://www.country-data.com/>
    - iii. <http://data.worldbank.org/data-catalog>
    - iv. <http://www.infoplease.com/countries.html>
- 3) Using PhotoStory or PowerPoint, your country research data, and your notes on Brazil's culture, demonstrate your knowledge of the differences and similarities between the two cultures.

For example, you can put pictures and a brief explanation for both countries on one slide, showing how they are alike or different. Or you can create multiple slides for each country, explaining with pictures and words how they are similar or different.

You must include a sentence or two explaining what you have learned about the cultures of both countries and how they are alike or different.