

Brazilian Beat: A Past with Slavery, a Present with Problems, and a Future with Potential

Emily Van Wey

**Perry High School
Massillon, Ohio**

**Social Studies – Global Issues or Spanish Communications
Grades 10–12
6 to 8 days
40-minute classes**

Through photographs, film, sound, discussion, and lecture, students will understand the basic history and culture of Brazil. They will understand and analyze the histories of the United States and Brazil, making comparisons. They will comprehend the social issues that Brazil faces today and evaluate the effect that those issues have on the citizens. They will learn about predictions that Brazil will be a world power and hypothesize about Brazil's future place in the world. Students will be exposed to some of the ways that Brazil is using culture and the arts to improve communities. Students will identify and evaluate similar programs that are currently in our area, or create plans for programs that could be applied in the future. This unit could be applied to a Global Issues class, like the one in my school, or taught to upper level Spanish students.

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Established goals:

Taken from the Ohio Department of Education Social Studies Standards DRAFT
Contemporary World Issues:

5. Individuals can identify, assess and evaluate world events, engage in deliberative civil debate and influence public processes to address global issues.

6. Effective civic participation involves identifying problems or dilemmas, proposing appropriate solutions, formulating action plans, and assessing the positive and negative results of actions taken.

7. Individuals can participate through non-governmental and non-profit organizations to help address humanitarian needs.

9. Nations and international organizations pursue their own interests on issues related to civil and human rights, resulting in both conflict and cooperation particularly as it relates to injustices against minority groups.

12. Sustainability issues are interpreted and treated differently by people viewing them from various political, economic and cultural perspectives.

19. The global economy creates advantages and disadvantages for different segments of the world's population.

Understandings:

The histories of Brazil and the U.S. have many similarities.

- The histories diverged at the time of industrialization, but the countries are very similar.
- Brazil is poised to be a next generation world power (BRIC).

The arts are being used to change Brazil.

- Art can be for art's sake, but it is used in Brazil to increase citizenship, ownership, and pride.
- Accessibility to good art is key.

Essential questions:

- How does the history of Brazil compare with U.S. history?
- What are the social issues Brazil is facing today?
- How are the arts being used to change Brazilian society?

Performance tasks:

Students will complete guided notes about the history. They will reflect on social problems and programs in Brazil, and then apply that knowledge to make comparisons to local problems and programs. They will take a quiz on historical comparisons between the United States and Brazil, and write an essay about the importance, and potential impact, of accessible arts in a community.

Learning activities:

1. I will present parallels between Brazilian and U.S. history, leading to the present and the forecasted future of Brazil. We begin discussing the history of Brazil.
2. An assignment will be given that students look online, ask at home, or ask their peers and teachers what are the major issues in U.S. society and our community. A class discussion will be held during which students will be asked to speculate as to the major issues in Brazil. Discuss the actual major issues. Short sections of *Favela Rising* will be shown, and students will be invited to a movie night (with parental permission) during which the film will be shown in its entirety.
3. A class discussion will be held about the film, during which the focus will be on how AfroReggae uses the arts to improve their society. This will lead to a presentation about all of the programs we learned about in Brazil.
4. Students will look for any examples of similar or comparable programs in our area. They will be asked to communicate with people from those local programs and try to find ways that our student body and staff could become involved. If they cannot find similar programs, they will be asked to look for ways that we could use the arts to help our community, or what they think we could do.

Daily plan (Our class periods are short, this unit could be shorter by combining several days in longer class periods)

Day 1: Ask what students know about Brazil, present a brief history of Brazil, students fill in guided notes with timeline, give key events in Brazil's history (<http://140.147.249.5/intldl/brhtml/br-1/br-1-1.html#track1> has a wonderful timeline).

Homework: Find the dates that the United States had similar events, assign reading excerpt from *The New Brazil*.

Day 2: Draw a T-chart on the board with Brazil on the left and the United States on the right. Fill in the important events from yesterday's lecture with dates for Brazil and have students add dates for those things in the United States. Finish presenting about the present and future of Brazil. Show scenes from *Favela Rising*.

Homework: Assign students to research local social, political, and environmental issues

Day 3: Hold a short class discussion about local issues. Bring articles about issues in Brazil (articles current from when you do this unit, as well as some that are linked in the resources section of this unit—be sure to include information on the arts programs: Didá, Nós do morro, SESC, Corpo Cidadão, Fundação Pierre Verger, Inhotim, AfroReggae, Guri Santa Marcelina). Put the articles in groups based on the issue that you believe it covers. Set up stations in the library. Students will get into groups and must determine the issue that is being addressed at each station. Encourage note-taking and reflection.

Evening activity: Show *Favela Rising* in its entirety (with parental and administration permission).

Those students who cannot or choose not to attend may research AfroReggae online for homework.

Day 4: Talk about the issues that they learned about in the stations. Ask students to make comparisons between local and Brazilian issues. Ask students if they have any ideas about how issues are being addressed locally, nationally, or in Brazil. Introduce students to the social organizations in Brazil.

Homework: Contact local organizations and officials for opinions on local issues and ways in which they are being addressed.

Day 5: Continue showing clips and images from the programs in Brazil. Discuss any responses from contacting local organizations and officials.

Day 6: Quiz

Day 7: Essay

Guided Notes Full name:
Official language:
Current president:

Capital:
Government type:
Year of Suffrage:

Important People

| Name | Who are they? | What did they do? |
|---|---------------|-------------------|
| Prince João I of Portugal King João II | | |
| Pedro Álvares Cabral | | |
| Tupi and Guarani | | |
| Slave Anastácia (Saint Anastacia / Escrava Anastácia) | | |
| Regent Princess Isabel | | |
| Marshal Deodoro da Fonseca | | |
| Fernando Henrique Cardoso | | |
| Luiz Inácio "Lula" da Silva | | |
| Dilma Vana Rousseff | | |

Important events (Match the event with the year it took place, or do this as a tear apart in teams)

| | |
|------------------|--|
| 1500 | _____ Dilma Vana Rousseff took office as president of the Republic. |
| 1630 | _____ Brazil became four-time world champion in soccer at the World Cup. |
| 1750 | _____ The Portuguese fleet commander Pedro Álvares Cabral landed in Brazil and claimed it for his country. |
| 1808–1821 | _____ Brazil declared war on Germany in World War I. |
| 1822 | _____ A new constitution restored individual rights. |
| 1888 | _____ Portugal and Spain signed a treaty, Tordesilhas, fixing areas of rule in South America. |
| 1889 | _____ Brazil declared its independence from Portugal. |
| 1917 | _____ Manufactured products, for the first time, earned more income from exports than did agricultural products. |
| 1930 | _____ Military leaders took control of the government. |
| 1942 | _____ The Dutch invaded Brazil. The Portuguese drove them out in 1654. |
| 1945 | _____ Military officials made Getúlio Vargas president. |
| 1946 | _____ Brazil proclaimed itself a republic. |
| 1960 | _____ Brazil declared war on the Axis in World War II. |
| 1964 | _____ Brazil joined the United Nations. |
| 1977 | _____ Slavery was abolished in Brazil. |
| 1985 | _____ Luiz Inácio Lula de Silva took office as president of the Republic. |
| 1988 | _____ Brazil moved its capital from Rio de Janeiro to the newly built city of Brasília. |
| 1989 | _____ Brazil's government was returned to civilian rule. |
| 1994 | _____ The Constituent Assembly promulgated the new constitution of Brazil, which expanded citizen's rights. |
| 1995 | _____ Fernando Collor de Mello was elected in the first direct elections for president since 1960. |
| 2002 | _____ The Portuguese royal family ruled Portugal and Brazil from Rio de Janeiro. |
| 2003 | _____ Fernando Henrique Cardoso took office as president of the Republic. |

2011

_____ Brazil became five-time world champion of soccer at the World Cup.

When did the following events happen in the United States?

Independence

Adoption of constitution

Abolition of slavery

Democracy

Industrialization

Involvement in World War I

Involvement in World War II

Programs and art: Didá, Nós do morro, SESC, Corpo Cidadão, Fundação Pierre Verger, Inhotim, AfroReggae, Guri Santa Marcelina (take notes on each program so you can remember them later and get some ideas)

How is Brazil using the arts?

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How are these programs set up?

Stations (answer the following for each station)

Issue:

Reflection:

Anything similar in the United States or locally?:

Quiz on historical comparisons

1. What are 3 similarities and 3 differences between the history of the United States and the history of Brazil?
2. Give an example and explain one role the United States has played in Brazil's history.
3. What is predicted for the future of Brazil?
4. Select one historical figure from Brazil that we discussed in class. Who were they? What did they do? When did they do it?
5. Select one current issue in Brazil that we discussed in class. Explain the issue and recent articles about it. Compare that issue to one that we have in the United States. Compare some of the methods being used to deal with this issue of which you are aware.

Essay

Select one project from Brazil. What issues are being addressed by participants and organizers of this project? What are some ways that a similar project might be used to tackle local issues?

Resources

Web sites and materials

Arts & Empowerment in Brazil (our group blog)

<http://blogs.utexas.edu/brazilartsfulbright/>

The New Brazil, Riordan Roett (2010)

Brazil in Black and White (2007)

<http://www.pbs.org/wnet/wideangle/episodes/brazil-in-black-and-white/video-fullepisode/2104/>

United States and Brazil: Expanding Frontiers and Comparing Cultures

<http://140.147.249.5/intldl/brhtml/brhome.html>

Anastacia

<http://www.encyclopedia.com/topic/Anastacia.aspx>

Countries and their Cultures

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

Brazil and the United States: from dependency to equality

http://www.opendemocracy.net/globalization-world/article_1599.jsp

Casahistoria Brazil 1

<http://www.casahistoria.net/Brazil.htm>

The Economist "American Brothers"

http://www.economist.com/blogs/americasview/2010/08/comparing_brazil_and_united_states

Relationship of the United States with Brazil

<http://usforeignpolicy.about.com/od/countryprof4/p/usbrazil.htm>

United States / Brazil

<http://www.wolframalpha.com/input/?i=compare%20United%20States%20and%20Brazil>

CIA World Factbook

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

Race in Brazil and the U.S.: A comparison

http://www.ucis.pitt.edu/clas/brazil_proj/lessons/soc/race.html

Organizations that we visited

Nós do morro – A vida levada pela arte – Petrobras

<http://www.youtube.com/user/TEDxSP#p/u/33/iGtg0hzuZ2s> (English subtitles)

Nós do morro

<http://www.youtube.com/watch?v=1TdIUWJNtHY>

<http://www.nosdomorro.com.br/eng/institucional.htm>

Corpo Cidadão

<http://www.youtube.com/watch?v=iw7foat-RTQ&feature=related>

<http://www.grupocorpo.com.br/pt/cidadao.php>

Grupo Corpo

<http://www.youtube.com/watch?v=VM9XkDU53CI>

Presenter Interview (about SESC)

http://www.performingarts.jp/E/pre_interview/0605/1.html

New Art Scenes and Big Cities: Brazil Edition

<http://studytourbrazil.wordpress.com/sao-paulo/sesc-pompeia/>

SESC Promotional Intro: in English

<http://vimeo.com/12603342>

UT Fulbright Group: Visit to AfroReggae

<http://vimeo.com/13370833>

Zeão at Choque Cultural

<http://vimeo.com/13620990>

Didá

<http://www.youtube.com/watch?v=SctV0MAecy8>

<http://www.dida-salvador.com/>

Girl Beat – Power of the drum (2003)—DVD or portion of film online through amazon.com

http://www.amazon.com/Girl-Beat-Power-Drum/dp/B000VFU5J0/ref=pd_vodsm_B000VFU5J0

Favela Rising (2005) DVD

About AfroReggae

<http://www.favelarising.com/about-afroreggae.html>

Fundação Pierre Verger

http://www.pierreverger.org/fpv/index.php?option=com_frontpage&Itemid=1&lang=en

Inhotim

<http://www.inhotim.org.br/>

Guri Santa Marcelina

<http://www.gurisantamarcelina.org.br/>

<http://vimeo.com/12376887>

<http://www.youtube.com/watch?v=i-F3ubdPhzg>