

## **Brazil in a (Brazil) Nutshell**

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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	
<b>Objectives</b>	Introduce students to history and culture of Brazil.
<b>Teacher Prep Work</b>	<ul style="list-style-type: none"><li>• Review “Brazil in a (Brazil) Nutshell” PowerPoint (available for download from this Web site: <a href="http://lanic.utexas.edu/project/etext/llilas/outreach/brazil10/">http://lanic.utexas.edu/project/etext/llilas/outreach/brazil10/</a>).</li><li>• Access the links to learn more about the topics.</li><li>• Decide what specific information you’d like to highlight and mention to the students.</li></ul>
<b>In class</b>	Present PowerPoint <b>except for the arts organization information and some of the music information.</b>
<b>Materials</b>	<ul style="list-style-type: none"><li>• Computer connected to a projector</li><li>• 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.</li></ul>
Day Two	
<b>Objectives</b>	Increase knowledge of Brazil.
<b>Teacher Prep Work</b>	<ul style="list-style-type: none"><li>• Copy Web quest papers.</li><li>• Check Web sites if you have time.</li><li>• Print out questions from Jeopardy games (games available for download as PowerPoints from this Web site: <a href="http://lanic.utexas.edu/project/etext/llilas/outreach/brazil10/">http://lanic.utexas.edu/project/etext/llilas/outreach/brazil10/</a>).</li></ul>
<b>In class</b>	<ul style="list-style-type: none"><li>• Tell students that they will use the information they find in</li></ul>

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

<b>Materials</b>	Computer and projector
<b>Notes to Teacher</b>	*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.
<b>Day Four</b>	
<b>Objectives</b>	Recognize similarities between U.S. and Brazil with respect to legacy of slavery and social issues.
<b>Teacher Prep Work</b>	<ul style="list-style-type: none"> <li>• Prepare a quiz on the information studied thus far.</li> <li>• Copy teacher-made quiz and Brazilian Poster Project assignment.</li> <li>• Consult these two Web sites prior to class to help prepare for your discussion:   <a href="http://en.wikipedia.org/wiki/Social_issues_in_Brazil">http://en.wikipedia.org/wiki/Social_issues_in_Brazil</a>   <a href="http://en.wikisource.org/wiki/Brazilian_and_United_States_Slavery_Compared">http://en.wikisource.org/wiki/Brazilian_and_United_States_Slavery_Compared</a> </li> </ul>
<b>In class</b>	<ul style="list-style-type: none"> <li>• Explain history of slavery in Brazil in basic terms.</li> <li>• Based on students' prior knowledge of U.S. slavery, discuss similarities, differences, long term impact. Fill in holes for students.</li> <li>• Discuss shared social problems: poverty/<i>favelas</i>, education, racial issues.</li> <li>• Compare and contrast Brazil and U.S. using a Venn Diagram</li> </ul>



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

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

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

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

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

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

<b>Teacher Prep Work</b>	Prepare rubrics to grade student's projects.
<b>In class</b>	Students present Brazilian Poster Projects.
<b>Materials</b>	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/llilas/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.

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



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

### **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://www.maria-brazil.org/brazilian_eating_habits.htm)

<http://brazilianrecipes.org/>

[http://en.wikipedia.org/wiki/Sport\\_in\\_Brazil](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://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.