

# **Exploring Fused Identity in Brazilian Culture:**

## **Points of Contact**

### **Purpose of Unit:**

Students will be introduced to the geographic and cultural diversity of Brazil, opening the door to an exploration of hybrid or fused identity and the negotiations that are connected with such an idea. Students can use the Brazilian experience as a lens for examining issues of diversity and identity in the United States.

### **Performance Goals:**

1. Students will discuss their impressions regarding the diversity of Brazil's geography and why different groups may have been attracted to Brazil. The question of Brazil's future success being connected to its resources will be explored.
2. Students will locate Brazil on a map and draw the "routes of entry" into Brazil such as that of the Portuguese colonizers and African slaves. The question of why these people came to Brazil will be explored. How did their goals differ? What elements did each group possibly transport with them across the Atlantic?
3. Students will analyze photos and artifacts from Brazil for evidence of various cultural elements. As facts are revealed about the photos and artifacts, students will explore the idea of culture and race mixing. Discussion will continue about how cultural elements from other countries have manifested themselves in Brazil. How Brazilian culture has spread globally will also be explored.
4. Students will create a children's book to teach a younger child about the diversity of geography, culture, and identity in Brazil.

### **Requisite Learning Goals:**

1. Students will need to know how to draw conclusions about a place by viewing pictures of its diverse landscape.
2. Students will need to know how to recognize cultural elements.
3. Students will need to be able to cooperatively discuss issues within a group and as a whole class.
4. Students will need to utilize writing and speaking/discussing skills.

### **Evidence of Understanding:**

1. Students are able to discuss and write about their impressions and feelings regarding Brazilian culture and identity through artifact/photo analysis, journal entries, and the creation of several products, including a culminating project.

## **Sequence of Activities:**

1. Introducing Brazil: students locate and label Brazil on a map and interact with photos in a PowerPoint presentation that present the diversity of Brazilian geography. Students discuss why people would want to explore and colonize a place like Brazil and label geographic regions on the map.
2. Origins of Identity: using a world map, students draw arrows from places like Portugal and the eastern and western coasts of Africa to show where the origins of Brazilian identity came from. Discussion of indigenous people will also be included at this point.
3. Artifact Analysis: stations are set up in the classroom with artifacts from Brazil (see Carrera\_Artifacts.pdf). These include:
  1. Wood carving of two people performing capoeira
  2. Brazilian soccer jersey
  3. Churrascaria menu
  4. Batik prints of Brazilians harvesting coffee, cacao, and sugar cane
  5. Orixá postcards with corresponding food postcards
  6. Brazilian popular teen magazines
  7. Didá poster
  8. Ceramic retirante
  9. Metal Orixá figures
  10. Brazilwood figa symbol

Students will use a series of artifact-analysis questions to examine each piece in groups. After student-inquiry, instructor will give each group the index card that explains what each artifact represents. Questions will guide students to pick out evidence of cultural elements. Evidence of influences from other places, specifically Africa, will be clarified and focused upon.

4. Photo Analysis: students view photos of Brazil and use analysis questions to draw conclusions. Instructor will provide a brief explanation regarding each photo. Various students will present the photos they viewed as the instructor shows them on a PowerPoint. Photos that reflect the presence of Portuguese (European), African, and Indigenous influence will be highlighted.
5. Students will have access to all artifacts and pictures as they design a short children's book explaining why Brazil is a place where many cultures have met and a new "fused" culture has been created.

## **Curricular Resources:**

1. outline maps, McDougall-Littell
2. artifacts purchased during summer program in Brazil (digital photos included in Carrera\_Artifacts.pdf)
3. photos of Brazil taken during summer program by myself or other participants (digital photos included in Carrera\_Photos.pdf)
4. self-created handouts for students to utilize during various parts of the unit
5. *The Brazilians* by Joseph A. Page
6. *Knopf Guide: Brazil*
7. PowerPoint presentation on Brazilian geographic regions

### **Unit Handouts:**

1. Map of Brazil handout including discussion questions to be used in conjunction with PowerPoint presentation
2. World map handout for use in showing the main cultures that have influenced Brazilian culture
3. World map handout with arrows drawn to show countries of influence
4. Artifact analysis handout (with teacher's guide explaining artifacts)
5. Photo analysis handout (with photo guide explaining photos)
6. Culminating project rubric

### **Unit Assessment:**

Students will create a children's book about the diversity of Brazilian geography, culture, and identity. The book will illustrate how Portuguese, African, and Indigenous people have all uniquely contributed to the creation of modern Brazil's multi-faceted identity as well as the impact of a diverse geography. The book will also reflect the globalization of Brazilian culture as well as the influence of other modern cultures upon Brazil.

### **Texas Essential Knowledge & Skills (TEKS) Covered, Social Studies, Grade 6:**

6.1 The student understands that historical events influence contemporary events.  
(A) describe characteristics of selected contemporary societies such as Bosnia and Northern Ireland that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade;  
(B) analyze the historical background of selected contemporary societies to evaluate relationships between past conflicts and current conditions.

6.3 The student uses maps, globes, graphs, charts, models, and databases to answer geographic questions.  
(A) create thematic maps, graphs, charts, models, and databases depicting various aspects of world regions and countries such as population, disease, and economic activities;  
(B) pose and answer questions about geographic distributions and patterns for selected world regions and countries shown on maps, graphs, charts, models, and databases; and  
(C) compare selected world regions and countries using data from maps, graphs, charts, databases, and models.

6.4 The student understands the characteristics and relative locations of major historical and contemporary societies.  
(A) locate major historical and contemporary societies on maps and globes;  
(B) identify and explain the geographic factors responsible for patterns of population in places and regions;  
(C) explain ways in which human migration influences the character of places and regions; and

(D) identify and explain the geographic factors responsible for the location of economic activities in places and regions.

6.18 The student understands the relationship that exists between artistic, creative, and literary expressions and the societies that produce them.

(A) explain the relationships that exist between societies and their architecture, art, music, and literature;

(B) relate ways in which contemporary expressions of culture have been influenced by the past;

(C) describe ways in which societal issues influence creative expressions.

6.21 The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.

(A) differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about selected world cultures;

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

6.22 The student communicates in written, oral, and visual forms.

(C) express ideas orally based on research and experiences;

(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies;

(E) use standard grammar, spelling, sentence structure, and punctuation.

## Geographic Regions of Brazil: Handout #1



### PART I:

Shade the following areas the appropriate colors:

1. Pantanal: blue
2. Cerrado (grasslands): green
3. Rain forest: red
4. Seasonal forest: pink
5. Sertao (Caatinga): orange

### PART II:

Answer each question in complete sentences:

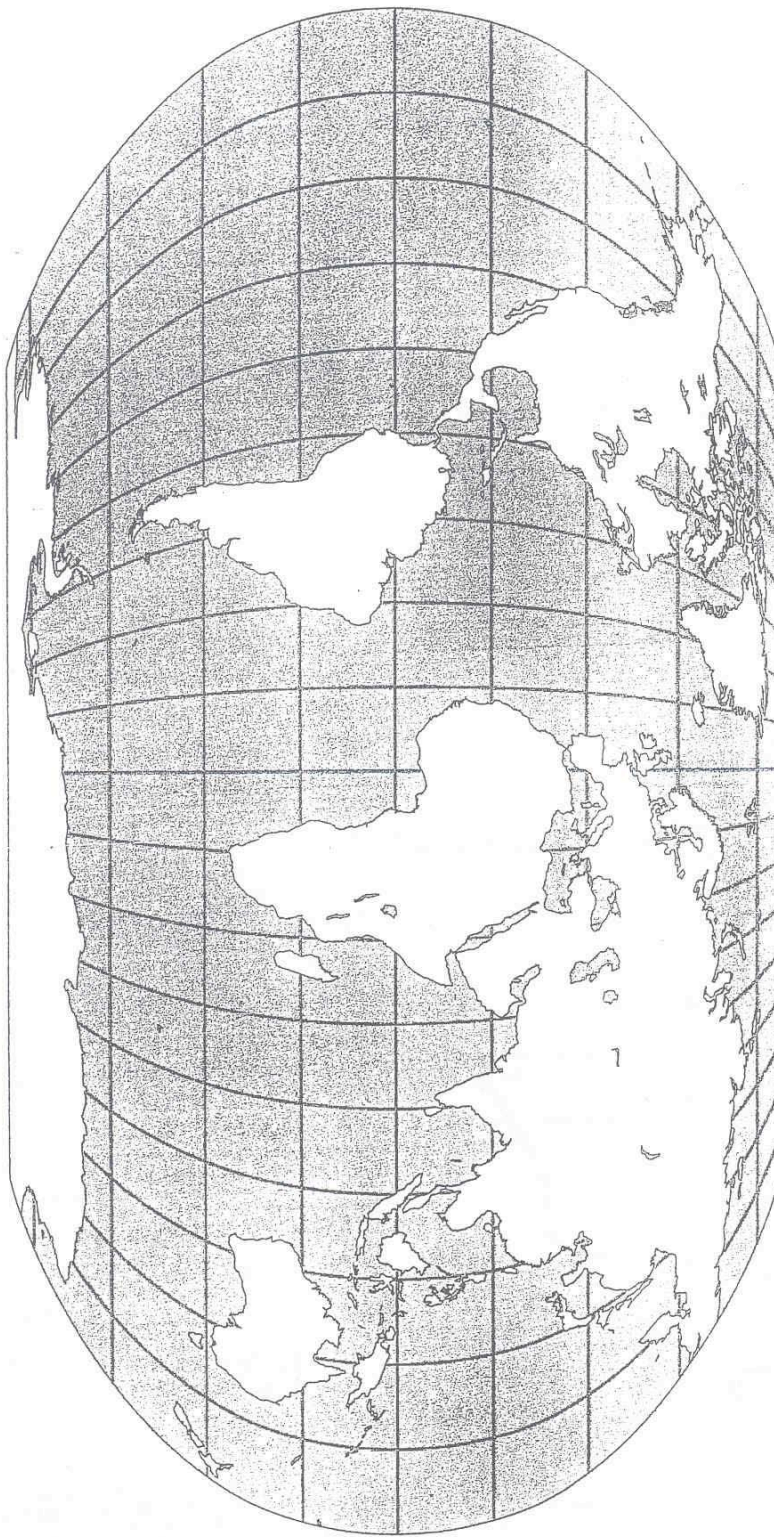
1. What resources make Brazil a good place to settle or colonize?
2. Which geographic regions are the best for farming and why?
3. Which geographic region is the most difficult to survive in and why?
4. Which region would you most want to visit and why?

## Geographic Regions Guide for Handout #1

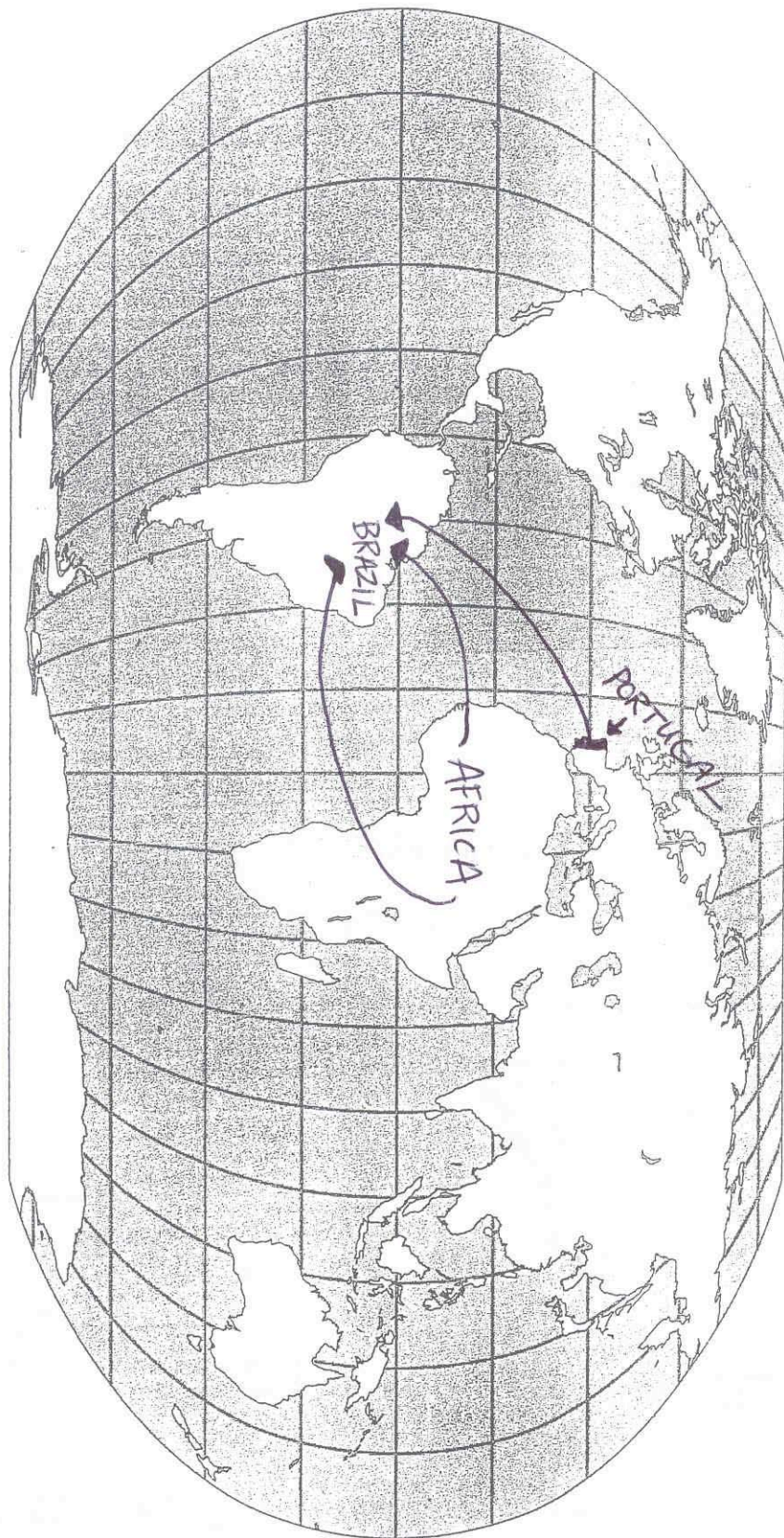


(Source: *Knopf Guide: Brazil*)

## Cultures Influencing Brazil: Handout #2



**Cultures Influencing Brazil**



## Cultures Influencing Brazil

## Artifact Analysis Sheet: Handout #4

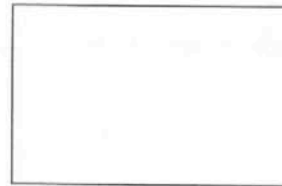
### Discovering Artifacts of Brazil!

Instructions: Answer the questions for each station that you visit and sketch each object. Remember to handle each artifact **carefully** because some are breakable. **Only the questions asking you to summarize need complete sentences.**

#### Station #1:

1. What is this artifact (object) made out of?
2. Was it created by hand or machine?
3. Why was this object created?
4. What do you think this object is showing?

Sketch the object:

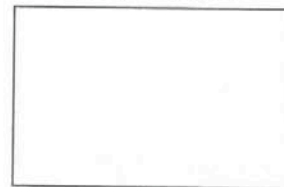


5. Which characteristic of culture do you think this object fits with and why?
6. Using the guide for this station, what is this object showing? Summarize the information about this object.

#### Station #2:

1. What is this artifact made out of?
2. Was it created by hand or machine?
3. What does it tell you about the culture it is from?

Sketch the object:



4. Can you make any connections to our culture with this object? Why?
5. Which characteristic of culture does this object fit into and why?
6. Using the guide for this station, summarize the information about this object.

### Station #3:

1. Why was this object created?
2. Can you tell anything about the life and times of the people who created it?
3. Where and when would this object have been used?
4. Which characteristic of culture do you think this object fits into and why?
5. Using the guide for this station, summarize the information about this object.

Sketch the object:



### Station #4:

1. How were the objects created?
2. What do you think they are trying to show you?
3. What do they tell you about the lifestyle of the culture?
4. Try and name what is going on in all three objects:
5. Which characteristic of culture do you think these objects fit into and why?
6. Using the guide for this station, summarize the information about these objects.

Sketch one of the objects:



### Station #5:

1. How were these objects created?
2. What do you think they represent?
3. Why do you think these objects were created?
4. Which characteristics of culture do you think these objects are part of?
5. Using the guide for this station, summarize the information about these objects.

Sketch one of the objects:



### Station #6:

1. What language do you think these objects are written in? Sketch one of the covers:

2. What do you find interesting about these objects?

3. Compare these to American ones that you read. What is similar or different?



4. What can you tell about the lives of the people who read these objects?

5. Which characteristic of culture do these objects belong to?

6. Using the guide for this station, summarize the information about these objects.

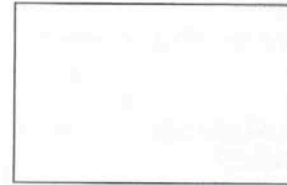
### Station #7:

1. Why was this object created?

Sketch this object:

2. What is it trying to show you?

3. What questions do you have about this object?



4. Which characteristic of culture does this object fit in with?

5. Using the guide for this station, summarize the information about this object.

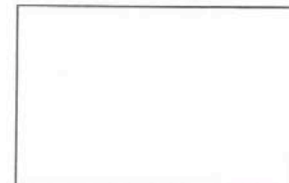
### Station #8:

1. What is this object made of?

Sketch this object:

2. What is this object trying to show?

3. Can you tell anything about the life of the people shown?



4. Using the guide for station #8, summarize the information about this object.

### **Station #9:**

1. What are these objects made of?

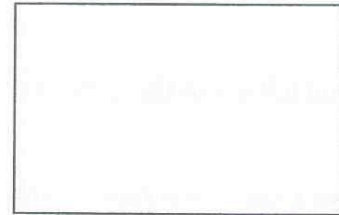
Sketch one object:

2. What do you think they might represent?

3. Why were these objects created?

4. Which characteristic of culture do these objects fit with?

5. Using the guide for this station, summarize the information about these objects.



### **Station #10:**

1. What is this object made of?

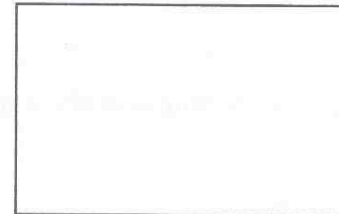
Sketch this object:

2. What do you think is the purpose of this object?

3. Was it made by hand or machine?

4. Which characteristic of culture does this object belong to?

5. Using the guide for this station, summarize the information about this object.



## **Conclusions (in full sentences):**

- 1. What are two places that have strongly influenced Brazil? What evidence of this influence have you seen through the objects you examined?**
  
  
  
  
  
  
  
  
  
  
- 2. What types of things are important to Brazilian culture based on the objects you examined?**
  
  
  
  
  
  
  
  
  
  
- 3. What was your favorite object and why?**
  
  
  
  
  
  
  
  
  
  
- 4. What similarities between the U.S. and Brazil did you notice?**

## Teacher's Guide:

**Station #1:** This artifact shows two figures engaged in the Afro-Brazilian martial art known as capoeira, which originated in Africa and was brought to Brazil by African slaves. Capoeira is a combination of dancing and fighting to traditional drumbeats and various instruments. This martial art was concealed from slave owners by being portrayed as merely a form of dance. Later, slaves would engage in capoeira as a means of rebelling against their masters.

**Station #2:** This artifact is an official Brazilian soccer jersey. Soccer is the most popular sport in Brazil and many people would argue that Brazil produces some of the best soccer players in the world.

**Station #3:** This artifact is a menu from a churrascaria in Salvador, Brazil. Churrascarias are "all you can eat" Brazilian meat buffets. Raising cattle is a major industry in Brazil and churrascarias can be found throughout the country. The menu shown for this particular churrascaria, "Boi Preto" (which means Black Ox), shows a very upscale restaurant with a wide variety of meats and special cuts of beef.

**Station #4:** These artifacts are three batiks of major industries or crops important throughout Brazilian history. Batik is a method of applying dye to cloth, which is covered in part with wax. After dying, the wax is removed, and the design appears in the original color against the newly colored background. The three industries shown in these batiks are the raising of sugar cane, cacao (chocolate), and coffee.

**Station #5:** These artifacts are postcards of African gods, known as Orixás (oh-ree-SHAHS). African religions were brought to Brazil with slavery and then mixed with native Brazilian religions as well as Catholicism. The African religion brought to Brazil that is most popular today is known as Candomblé. Through a series of rituals, people discover which god they are most connected to and on special days make offerings to their god, or orixá. Ways of worshipping your orisha include cooking his/her favorite foods as shown in the food postcards. Look on the back of the postcards to see which god each food corresponds to. Each god has a favorite food and color as well as a particular drum beat.

**Station #6:** These artifacts are popular Brazilian teen magazines. The covers often show American stars such as Brad Pitt and Avril Lavigne. The contents of these magazines are very similar to American teen magazines and include fashion, horoscopes, advice, stories about famous actors and musicians, and advertisements.

**Station #7:** This artifact is a poster for a drum school and group in Salvador, Brazil known as Didá. Not only does Didá have an all-female performing drum group, but it also offers classes and outreach programs to adults and children in the Salvador community. Women and children come to Didá's headquarters in downtown Salvador and take classes on computers, hair styling, dance, music, and many other topics. Didá provides meals and free lessons to

many people in Salvador. Numerous residents who have benefited from Didá have joined the staff and helped the organization reach more people.

**Station #8:** This artifact shows a family from the rural northeastern interior of Brazil who has packed up their belongings and decided to “urbanize,” by moving to one of the bigger cities. This figure, known as a retirante (heh-chee-RAHN-chee), is a national symbol for the determination of many rural families to survive by moving to big cities with only what they could carry on their backs.

**Station #9:** These artifacts are metal representations of three African gods, or orixás. The larger figure is Oxalá (oh-shah-LAH), the red figure is Xangô, (shahn-GO) and the light blue one is Yemanjá (yeh-mahn-JAH).

**Station #10:** This artifact is the Bahian (a state in Brazil) good luck symbol known as the “figa.” It is made out of Brazilwood, from which Brazil gets its name, which is a popular wood used to make many objects such as furniture, figurines, and kitchen items that tourists often purchase.

## *Photo Analysis Organizer:*

**Directions:** Examine each photo and answer the analysis questions that follow. After answering all the questions, look at the photo guide and compare your answers with the description for each photo.

### **Category 1: African Influence**

*Photo #1:*

**What do you think is happening in the picture and why?**

**What details are the best clues to the meaning of the photograph and why?**

*Photo #2:*

**What do you think is happening in the picture and why?**

**What details are the best clues to the meaning of the photograph and why?**

*Photo #3:*

**What do you think is happening in the picture and why?**

**What details are the best clues to the meaning of the photograph and why?**

*Photo #4:*

**What do you think is happening in the picture and why?**

**What details are the best clues to the meaning of the photograph and why?**

*Photo #5:*

**What do you think is happening in the picture and why?**

**What details are the best clues to the meaning of the photograph and why?**

*Photo #6:*

**What do you think is happening in the picture and why?**

**What details are the best clues to the meaning of the photograph and why?**

## **Category 2: Portuguese Influence**

*Photo #1:*

**What do you think is happening in the picture and why?**

**What details are the best clues to the meaning of the photograph and why?**

*Photo #2:*

**What do you think is happening in the picture and why?**

**What details are the best clues to the meaning of the photograph and why?**

*Photo #3:*

**What do you think is happening in the picture and why?**

**What details are the best clues to the meaning of the photograph and why?**

*Photo #4:*

**What do you think is happening in the picture and why?**

**What details are the best clues to the meaning of the photograph and why?**

*Photo #5:*

**What do you think is happening in the picture and why?**

**What details are the best clues to the meaning of the photograph and why?**

*Photo #6:*

**What do you think is happening in the picture and why?**

**What details are the best clues to the meaning of the photograph and why?**

### **Category 3: Indigenous Culture Fuses with Portuguese and African Influences**

*Photo #1:*

**What do you think is happening in the picture and why?**

**What details are the best clues to the meaning of the photograph and why?**

*Photo #2:*

**What do you think is happening in the picture and why?**

**What details are the best clues to the meaning of the photograph and why?**

*Photo #3:*

**What do you think is happening in the picture and why?**

**What details are the best clues to the meaning of the photograph and why?**

*Photo #4:*

**What do you think is happening in the picture and why?**

**What details are the best clues to the meaning of the photograph and why?**

*Photo #5:*

**What do you think is happening in the picture and why?**

**What details are the best clues to the meaning of the photograph and why?**

*Photo #6:*

**What do you think is happening in the picture and why?**

**What details are the best clues to the meaning of the photograph and why?**

## **Category 4: Diversity of Geography**

*Photo #1:*

**What do you think is happening in the picture and why?**

**What details are the best clues to the meaning of the photograph and why?**

*Photo #2:*

**What do you think is happening in the picture and why?**

**What details are the best clues to the meaning of the photograph and why?**

*Photo #3:*

**What do you think is happening in the picture and why?**

**What details are the best clues to the meaning of the photograph and why?**

*Photo #4:*

**What do you think is happening in the picture and why?**

**What details are the best clues to the meaning of the photograph and why?**

*Photo #5:*

**What do you think is happening in the picture and why?**

**What details are the best clues to the meaning of the photograph and why?**

*Photo #6:*

**What do you think is happening in the picture and why?**

**What details are the best clues to the meaning of the photograph and why?**

## **Category 5: Globalization of Culture**

*Photo #1:*

**What do you think is happening in the picture and why?**

**What details are the best clues to the meaning of the photograph and why?**

*Photo #2:*

**What do you think is happening in the picture and why?**

**What details are the best clues to the meaning of the photograph and why?**

*Photo #3:*

**What do you think is happening in the picture and why?**

**What details are the best clues to the meaning of the photograph and why?**

*Photo #4:*

**What do you think is happening in the picture and why?**

**What details are the best clues to the meaning of the photograph and why?**

*Photo #5:*

**What do you think is happening in the picture and why?**

**What details are the best clues to the meaning of the photograph and why?**

*Photo #6:*

**What do you think is happening in the picture and why?**

**What details are the best clues to the meaning of the photograph and why?**

# *Teacher's Photo Guide*

## **Category 1: African Influence**

- 1. All women's drum group, Didá, performing on the streets of Salvador**
- 2. A wood carving of the African goddess Yemanjá by the famous artist, Carybe**
- 3. Members of Didá performing inside their school**
- 4. A performer enacting the dance of the African goddess Oxum (oh-SHOOM)**
- 5. An African woman photographed in Africa wearing traditional clothing**
- 6. A Brazilian woman preparing traditional Brazilian foods brought over from Africa**

## **Category 2: Portuguese Influence**

- 1. Catholic Church in Salvador**
- 2. The remains of a fort (Praia do Forte) made of stones brought to Brazil from Portugal**
- 3. A Catholic Church in Salvador with an ornate facade brought from Portugal**
- 4. A tiled courtyard of a Catholic church (tiles brought to Brazil from Portugal)**
- 5. Close-up of tiles (brought from Portugal) in courtyard of a Catholic Church in Salvador**
- 6. Catholic Church in Salvador**

## **Category 3: Indigenous Culture Fuses with African and Portuguese Influence**

- 1. Downtown Salvador decorated for the June Festivals, including St. John's (São João) Festival**
- 2. The "hillbillies" in downtown Salvador show that the June Festivals are harvest festivals celebrating small town roots**
- 3. Two young children dressed up like hillbillies to celebrate St. John's (São João) Festival**
- 4. Marching drum groups on the streets of Salvador during St. John's (São João) Festival**
- 5. Elaborately costumed women parading through the streets of Salvador celebrating the St. John's (São João) Festival**

## **Category 4: Diversity of Geography**

- 1. Palm oil is extracted from these trees and is used in many dishes that originated in Africa**
- 2. Sugar cane growing in northeastern Brazil**
- 3. Cacao (chocolate) trees growing in northeastern Brazil**
- 4. Coconuts being brought to the beach areas of Salvador that will be sold to customers wanting to drink “coconut water” or *agua de coco***
- 5. The dry scrub brush of the northeastern interior of Brazil**
- 6. Bamboo growing wild in a downtown Salvador park**

## **Category 5: Globalization of Culture**

- 1. McDonald’s in Brazil**
- 2. Movie theater in Brazil showing Shrek 2 and Harry Potter 3**
- 3. Soccer stadium in Salvador**
- 4. Bus in downtown Salvador**
- 5. Texaco gas station in the interior of northeastern Brazil**
- 6. Even rural areas often have satellite dishes above their homes to connect them to the rest of the world**

## Culminating Project: Writing a Children's Book about Brazil

Using the knowledge you have gained about Brazil from the PowerPoint presentation, photos, and artifacts, design and write a six page children's book showing the different cultures present in Brazilian society. You will be able to use your notes and all photos and artifacts from Brazil. The book must have at least one graphic per page and include color. You must have one page showing each of the following: diversity of Brazil's geography, African influences on Brazil, Portuguese influences on Brazil, how several cultures have combined to create unique Brazilian culture, outside influences coming into Brazil, and Brazilian culture moving out of Brazil. You also must design a catchy cover page that includes a small map of Brazil and the Brazilian flag. This book may be produced by hand or on the computer. A seven to ten year old child should be able to understand your book.

### Grading Rubric:

#### Catchy Cover:

Title \_\_\_\_ (5)  
Color \_\_\_\_ (2)  
Neatness \_\_\_\_ (3)  
Spelling \_\_\_\_ (5)  
Flag \_\_\_\_ (5)  
Map of Brazil \_\_\_\_ (5)

#### Diversity of Brazil's Geography:

Accuracy of Information \_\_\_\_ (5)  
Color \_\_\_\_ (2)  
Neatness \_\_\_\_ (3)  
Spelling \_\_\_\_ (5)

#### African Influence:

Accuracy of Information \_\_\_\_ (5)  
Color \_\_\_\_ (2)  
Neatness \_\_\_\_ (3)  
Spelling \_\_\_\_ (5)

Portuguese Influence:

Accuracy of Information \_\_\_\_ (5)

Color \_\_\_\_ (2)

Neatness \_\_\_\_ (3)

Spelling \_\_\_\_ (5)

Unique Brazilian Culture:

Accuracy of Information \_\_\_\_ (5)

Color \_\_\_\_ (2)

Neatness \_\_\_\_ (3)

Spelling \_\_\_\_ (5)

Outside Influences Coming into Brazil:

Accuracy of Information \_\_\_\_ (5)

Color \_\_\_\_ (2)

Neatness \_\_\_\_ (3)

Spelling \_\_\_\_ (5)

Brazilian Culture Moving Outside Brazil:

Accuracy of Information \_\_\_\_ (5)

Color \_\_\_\_ (2)

Neatness \_\_\_\_ (3)

Spelling \_\_\_\_ (5)

Final Grade:

\_\_\_\_\_ (100)