



Brazil

Brazil: Our Cousin

from Columbus to Coffee

Elementary Lessons

on

Brazil

to Support your Curriculum

Marsha M. Cobb

Lewisville ISD

Carrollton, Texas

Brazil: Our Cousin to the South

We are living in a modern world connected in many ways: through a common history, through economic ties, through just being people living in different places. Going to Brazil and learning about Brazil's culture has helped me to grow in understanding more about my country and about myself. Likewise, the more we learn about each other, the more we understand our world.

I like to think of Brazil as a cousin. Like a cousin, Brazil and the United States have different parents (England and Portugal) that shaped their development for the good or bad. Their grandparent, Europe, continues to influence the lives of its grandchildren, Brazil and the United States.

And so, we are cousins

Marsha M. Cobb

*Lewisville Independent School District
Carrollton, Texas*

BRAZIL: Our Cousin in South America

UNIT ONE:

The European Discovery of the Americas:
A Common History of Brazil and The United States

UNIT TWO:

The Columbian Exchange: Sugar and Brazil

UNIT THREE:

Brazil and the World Market: A look at Goods produced in the Americas

UNIT FOUR:

Street Vendors: Making a Living in Salvador, Brazil

UNIT FIVE:

Brazilian Money: A Look at Brazil's Animal Resources

The European Discovery of the Americas – A Common History of Brazil and The United States

Introduction:

Provide students with an opportunity to understand how world events in the 15th century give the Americas a common historical background. Students will develop an understanding of early history in the Americas by connecting a well-known historical figure, Christopher Columbus, to other navigators at the time. Provide students with a basic understanding of Europe during the early 15th century by supplying them with background information from a text or other sources.

Background information:

During the 15th Century, merchants in Europe enter into an “Age of Discovery.” Economics, the power of trade, and the desire for goods and profits became the impetus for discovering new routes to the Indies.

Competition led the way for European countries to take to the sea as land routes became blocked, time-consuming, and controlled by too many middlemen. Henry the Navigator was instrumental in Portugal emerging as an Empire in the 15th Century. As Prince of Portugal, he promoted exploration of unknown seaways, developed a school of navigation, and financed expeditions. Soon, the Portuguese navigators became the best mariners in the 15th Century and Portugal began to conquer and control trading posts.

Activities:

Begin with background knowledge of Christopher Columbus

1. Provide opportunity for class discussion by focusing on prior knowledge of Christopher Columbus.
2. Have students trace Columbus’ route to the West Indies. Remind students that there were no maps of anything west of Portugal.
3. Locate the Canary Islands. Tell the students that the Canary Islands would be a last stop for supplies before sailing on their voyages. Estimate the distance to the West Indies from the Canary Islands.
4. Locate the equator. Define the southern and northern borders of the United States in terms of latitude and longitude.
5. Locate Brazil and define the northern border and the southern border in terms of latitude and longitude.
6. Draw the line of demarcation on a map as described in the Treaty of Tordesillas.

Review vocabulary terms as appropriate for the grade level:

Vocabulary:

colonization	commander	conquistador	decade
explorer	navigator	latitude	league
longitude	settlement	voyages	

*league = 3.18 nautical miles, 3.6 miles or 5.75 kilometers

Introduce Portuguese or contemporary sailors of the 1500’s.

1. The students will work in groups and complete a matching activity with cards. Supply each group with the names and accomplishments already cut apart. The students will predict which person matches which accomplishment.
2. After 5 - 10 minutes, the students will volunteer their knowledge of the “Europeans Leading the Way to Conquer the Americas” by saying their matches aloud. Other groups will check to see if they agree or disagree.
3. On another worksheet, the students will write the correct name in the space by the accomplishment.
4. The students will predict the order in which the events or accomplishments took place took place.
5. The teacher may read or provide the “Navigator Time Sheet” to the groups for the students to complete a timeline.
6. Make a class model of a timeline with clothesline rope.

Review:

1. The students will review what they learned in their own words
2. The students will discuss what role Columbus played in the “Discovery of the Americas.”
3. The students will tell how modern technology could have helped the early navigators.

Additional activities:

- Research origin of the oceans’ names: Pacific, Atlantic, and India Oceans
- Research a famous person living in the 15th Century such as the Kings and Queens, navigators, traders, and explorers.
- Make a comparison to the first settlements in the United States to those in Brazil.

Challenge activities:

- Have the students independently or in groups to read about and report on the early Portuguese explorers as listed in Around the World in a Hundred Years from Henry the Navigator to Magellan by Jean Fritz
- Do a power point presentation on a navigator.
- Draw your own world map of what you think the world looked like to 14th century Europeans.
- Create your own trade route to Indies.
- Tell how you could establish a successful colony in the Americas.
- Pretend you were on a ship to the West Indies, create a journal or diary of your experiences include weather, food, and sights you observed.

Assessment:

The students will complete the “Europeans Leading the Way to Conquer the Americas” and the “Navigator Time Sheet.”

Children’s Literature:

Around the World in a Hundred Years from Henry the Navigator to Magellan by Jean Fritz

Explores and Traders (The Nature Company Discoveries Libraries) by Dr. Anne Millard

Eyewitness Books: Explorer by Rubert Matthews

The First Ships around the World by W. D. Brownlee

The Voyage of Magellan by Richard Humble

Westward with Christopher Columbus by John Dyson

The World Book Encyclopedia

Social Studies TEKS Alignment:

First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
1.2 (A) (B)	2.1 (A)	3.1C	4.1 (A)	5.6 (A)
1.3 A) (B)	2.2 (A) (B) (C) (D)	3.3 (A) (B) (C)	4.2(A)	5.18 (D)
1.4 (A)	2.3 (A)	3.5 (A) (B) (C)	4.6 (A) (B)	5.27 (A)
1.5 (A) (B)	2.5 (A) (B)	3.16 (C)	4.10 (A)	
1.6 (A)	2.6 (A) (B)	3.18 (A) (B)	4.20(A)	
1.8 (A) (B)	2.17 (A)		4.22 (A) (B) (C) (D)	
1.10 (B)			(E)	
1.18 (B)			4.24 (A)	
1.19(A)(B)				

Navigators Time Sheet

In **1488**, a Portuguese navigator, **Bartholomew Diaz** became the first European to sail around the southern coast of Africa. He named the cape he discovered Cabo Tormentoso, the Cape of Storms. The Portuguese hoped this discovery would lead to a profitable route to India. The cape became known as the Cape of Good Hope.

1492, a master mariner trained in Portugal, **Christopher Columbus** discovered new land. Columbus was Spanish or Italian by birth. Later, Columbus lived in Portugal where he developed the passion to be the first to map a route to the Indies by sailing west. After the King of Portugal refused his request, Columbus finally convinced the King Ferdinand and Queen Isabella of Spain to finance his voyage. In 1492, Columbus sailed west to find a short cut to the Indies. He found unknown land in 1492 and claimed it for Spain and named it Hispanola. He made four trips to the new land known as the West Indies, later called the Americas.

1494, the **Treaty of Tordesillas** was an agreement between Spain and Portugal to divide the “non-Christian” World into two parts. A line of demarcation issued by Pope Alexander VI in 1494, divided the sea into two parts. Lands to the east could be claimed by Portugal, those to the west by Spain. Originally, the line began 100 leagues from the Canary Islands, but was changed to 370 leagues west of the Canary Islands. Thus, enabling Portugal to claim Brazil in 1500.

In **1498**, a Portuguese navigator, **Vasco da Gama**, was the first person to sail around the Cabo Tormentoso, the Cape of Good Hope and reach India. His voyage marked a new discovery and mapped a new trade route to India. He arrived in Calcutta, India, in 1498.

In **1500**, a Portuguese navigator, **Pedro Alvares Cabral**, claimed the land now called Brazil. On his way to India following Da Gama’s route, Cabral went off course and reached the eastern coastline of South America. He claimed the land he called “Island of the True Cross” for Portugal. Cabral and his fleet of 13 ships continued the voyage back around the coast of Africa onto India.

In **1499 and 1501**, **Amerigo Vespucci**, an Italian navigator, sailed with the second expedition of Christopher Columbus and the following year he sailed for Portugal. During his trips, Vespucci explored and mapped the 6000 miles of the South American coastline. As Chief Royal Pilot of Spain, all Spanish sea captains reported to Vespucci. He discovered that the new land was not the Indies but a separate continent. His greatest achievements include calculating the earth’s circumference and in calculating almost exact longitude. A German mapmaker created a map using Vespucci data and printed the name America on the new continent thus giving the new continent a name.

In **1513**, **Ponce de Leon**, a Spanish conquistador, a former governor of Puerto Rico, explored Florida. Ponce de Leon had accompanied Columbus on his second voyage. He found gold in Puerto Rico and became rich. Ponce de Leon was searching for the “Fountain of Youth.” He was ordered to establish a colony in Florida. After being attacked, Ponce de Leon retreated to Cuba. About fifty years later in 1565, Saint Augustine would become the first permanent European settlement in North America.

1519 – 1522 **Ferdinand Magellan**, a Portuguese navigator, heads an expedition with five ships and 241 men to reach the Spice Islands by sailing around South America. After much difficulty in finding a way to sail around the southern coast at the end of the continent, he finds a passage, now known as The Strait of Magellan. Magellan names the peaceful ocean on the western side of South America, pacifico, the Pacific Ocean. Three years after his expedition set out, only one ship, the Victoria and her commander Juan Sebastian del Cano with 17 men, return to Spain.

Portuguese Navigators

Bartholomew Diaz

Christopher Columbus

Italian sailed for Spain

Vasco da Gama

Pedro Alvares Cabral

Amerigo Vespucci

(Italian) sails for Spain , Portugal

⋮

Ferdinand Magellan

Sails for Spain

1st voyage:

Martin Alonso Pinzon

master of the Pinta
separated from Columbus* explored
the mouth of the Amazon

Vincent Yañez Pinzon

master of the Niña rescues
Columbus

2nd voyage:

Vincent Yañez Pinzon

possibly first to discover Brazil

Ponce de León

discovers Florida

Amerigo Vespucci

discovers the new land is a new
continent

Europeans Leading the Way to Conquer the Americas

Bartholomew Diaz	sails to the southern tip of Africa and discovers a cape, now called the Cape of Good Hope.
Christopher Columbus	tried to find a westward route to the Indies. He calls the unmapped land, the West Indies, now known as America.
Treaty of Tordesillas	A treaty that separated lands claimed by the Spanish and Portuguese by dividing the ocean with an imaginary line from pole to pole at a certain distance from the Canary Islands.
Vasco da Gama	reached India by sailing around Africa.
Pedro Alvares Cabral	following da Gama 's route to India, gets blown off course and claims the "Land of the True Crosses " for Portugal.
Amerigo Vespucci	creates a map of the coast of South America based on his own travels and voyages of Spanish explorers.
Ponce de Leon	searching for the fountain of youth, claims new land he discovers Florida. He is forced to leave after being attacked by natives.
Ferdinand Magellan	heads an expedition to reach the Spice Islands by sailing around South America. He finds a passage at the southern end of the continent, now known as The Strait of Magellan.

Europeans Leading the Way to Conquer the Americas

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Early 15th Century Navigators

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# of ships	Dias 1488	Columbus 1 st Trip 1492	Columbus 2 nd Trip 1493	Cabot 1497	Da Gama 1498	Cabral 1500	Da Gama 1502	Magellan 1502

Early 15th Century Navigators of the Atlantic Ocean

Bartholomew Diaz sailed along the coast with three ships -two caravels and a supply ship
16 months added 1400 miles to the map

Columbus sails for the Indies with 3 ships and
2nd voyage 17 ships

John Cabot convinced the King of England to sail north to find northern China
sailed with one ship and 18 men in 1497. He landed on St. John's Day reported he had found new land
part of Canada today called New Found Land
2nd trip 1498 with six ships – never returned

Da Gama 4 ships and 170 men
2nd trip in 1502 with 20 ships and took over a large ship returning from
Mecca to India Calcutta filled later sent as viceroy to India

Cabral sails for India with a fleet of 13 ships and 1,500 men
returns with 7 ships
(Cabral was supposed to go on 2nd voyage Da Gama receives comission instead)died at 36

Magellan sails with five ships and 265 men

Early 15th Century Navigators

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In Search of the Indies

1550

1540

1530

1520

- 1519 - 1522

1510

- 1513

1500

- 1500
- 1499 - 1501

1490

- 1498
- 1494
- 1492

1480

- 1488

1470

In Search of the Indies

1550

1540

1530

1520

- 1519 – 1522
Magellan sails around South America to the Indies.

1510

- 1513 Ponce de Leon claims Florida for Spain

1500

- 1500 Cabral claims Brazil for Portugal
- 1499 – 1501 America Vespucci maps the South American coastline

1490

- 1498 Da Gama sails around Africa to India
- 1494 The Treaty of Tordesillas divides the Atlantic
- 1492 Columbus lands in the West Indies

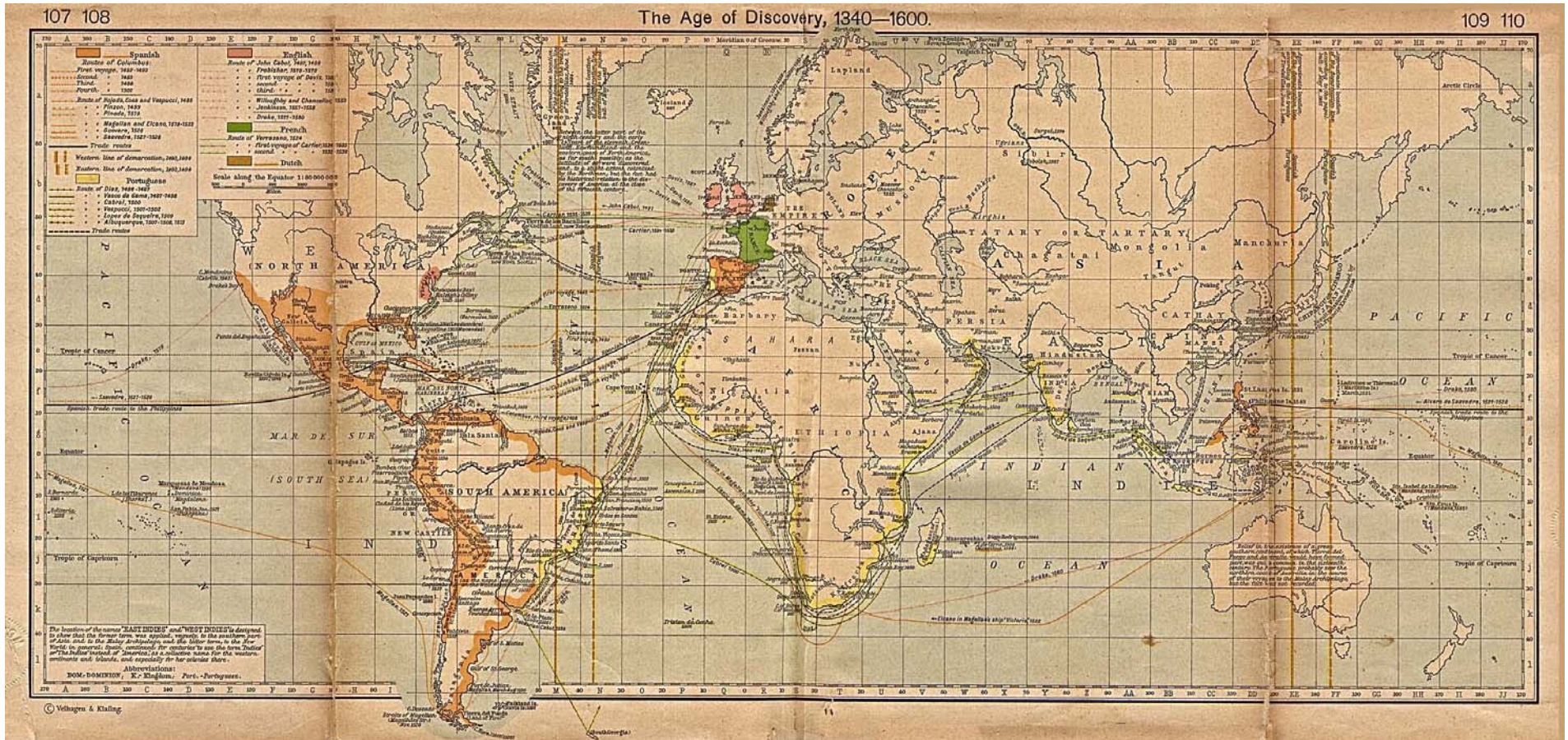
1480

- 1488 Bartholomew Dias rounds the southern coast of Africa. The Cape becomes known as the Cape of Good Hope.

1470

The Age of Discovery

From the University of Texas – Map Collections



The Columbian Exchange: Sugar and Brazil

Introduction:

Christopher Columbus's discovery of the "West Indies," started a massive exchange of plants, animals, and other goods. This exchange became known as the "Columbian Exchange." The explorers took new world goods back to Europe and they brought "needed" goods or "basic supplies" with them to the Americas.

Background information:

After the discovery of the "West Indies," the Spanish searched and conquered the Caribbean Islands, Central America, and the South American continent. Portugal too claimed part of South America with the help of the Treaty of Tordesillas. As the Spanish and Portuguese claimed land, the land became a valuable resource. To produce a profit, goods originally from the Indies would be produced in the Americas by using a plantation model. In fact, it was the Portuguese who introduced the plantation system to produce sugar. The need for labor would start the biggest exploitation of humans in the world. Over 12 million Africans would be forced from their homeland. (Many died before reaching the Americas.) The demand for sugar in Europe fueled the development of sugar plantations with slave labor. A third of the total number of slaves taken from Africa would be forced to work on sugar plantations in Bahia, Brazil. Brazil would dominate the sugar industry in the 16th and 17th centuries. Likewise, more than ½ the total number of African slaves brought to the Americas would work on sugar plantations in the West Indies. This "triangular trade system" lasted for over four hundred years. Later, the North American continent used the plantation model to grow tobacco, cotton, and sugar. (Today, only Nigeria has a larger black population than Brazil.)*

Vocabulary: Review vocabulary terms as appropriate for the grade level:

good	product	exchange	economy	Western Hemisphere
Eastern Hemisphere	supply	demand	refine	

Activities:

Day One:

1. Begin with developing knowledge of goods from the "old" and "new" worlds.
2. The students will work in small groups to sort cards of "Old World" and "New World" goods into two groups: "Goods from the Americas" and "Goods from Europe." (A third category "Goods from the Indies" could also be added depending on the students' prior knowledge.)
3. After the groups sort their goods, the students will share their results.
4. The class will discuss and apply prior knowledge or other problem solving techniques to justify the origin of the goods.
5. The teacher will have the students correctly place a card with the name of a "good" on a map of the western or eastern hemispheres (or a chart labeled: New World/Old World) indicating the place of origin.

Day Two:

1. The students will create a flow chart using a map of the world and the names of the products going from the eastern to the western hemispheres.
2. The students will learn sugar, a product of the "Old World," has become one of Brazil's leading exports. First, students in groups will brainstorm (5 – 10 min) everything they eat that has sugar in it. The students develop an awareness of the importance of sugar in the world economy.
3. Make a class chart of sugar products.

Day Three:

1. The students will learn what kind of plant sugar cane is. Discuss parts of a plant and how sugar cane is planted by using parts of the stalk. Talk about how sugar is processed from sugar cane. (The students may view a type of sugar cane from a website: <http://www.rainforesteducation.com/life/sugar.htm>)
2. The students will create their own sequence on the production of sugar or use the sequence strips provided with this lesson.
3. Make a list of workers that are involved in making sugar.
4. Extension: Show a piece of sugar cane. Have students taste sugar cane, raw sugar, and refined sugar. (Start a class experiment on growing a sugar cane plant in the classroom.)

Day Four:

1. Introduce Brazil as a leading producer as sugar cane in the world. Locate Brazil on a map of the world. Locate other major sugar cane producing countries. (Learn which states produce sugar cane in the United States.)
2. Students will discuss the United States Department of Agriculture's geographic map of areas in Brazil that grow sugar. Talk about the historic geography of Brazil's sugar cane fields.
3. The students will complete a chart on world production of sugar by using information about the production of sugar from the Department of Agriculture's website.

Day Five:

1. The students as a class, in groups, or individually will create a flow chart of a product that uses sugar. The chart will begin with the raw product and end with a "shelf product that is bought in the store." For example, younger students could start with a candy product such as a "Tootsie Roll Pop."
2. The students will present their sugar flow charts.

Assessment:

1. The students will review what they learned in their own words.
2. The students will make a flow chart.
3. The students will create and complete a graph on the world production of sugar.
4. The students will create a list good with sugar that they eat everyday.

Alternative activities:

- Research the countries that depend on the production of sugar cane today.
- Make a list of major exporters of sugar and major importers of sugar. Create a flow chart of sugar from Brazil to other countries.
- Research the historic production of sugar cane. (Find out about the use of the plantation model. Make a comparison to the plantation systems in Brazil to those in the United States. The students will tell how slavery helped the economy in the southern United States. Compare and contrast the plantation systems in Brazil and the United States. Research the influence of the African culture in America or Brazil. Compare and contrast Afro-American and Afro-Brazilian food and music, or folktales, religion, or language. Create a historic timeline on plantation economies in Brazil and the U. S. in the 1500's – 1800's.)
- Research the conditions of workers in sugar cane fields today.
- Invent your own product that uses sugar and create an advertisement brochure. Make a product label for your own kind of sugar.

TEKS Alignment:

First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
1.5 (A) (B) 1. 7(B) (C) 1.9 (B) 1.16 (C) 1.17 (A) (B) (C) 1.19 (B)	2.5 (A) 2.6 (C) 2.8 (B) 2.10 (A) (B) (C) 2.17 (A) (B)(C) (D)(E) 2.19 (A) (B)	3.7 (B) (D) 3.16 (B) (E)	4.6 (B) 4.7 (A) (C) 4.11 (A) 4.14 (A) (C) 4.22 (A) (B) (C) 4.24 (A) (B)	5.6 (B) 5.13 (A) 5.25 (B) (C)

Resources:

<http://www.almac.co.uk/personal/roberts/cane.html>

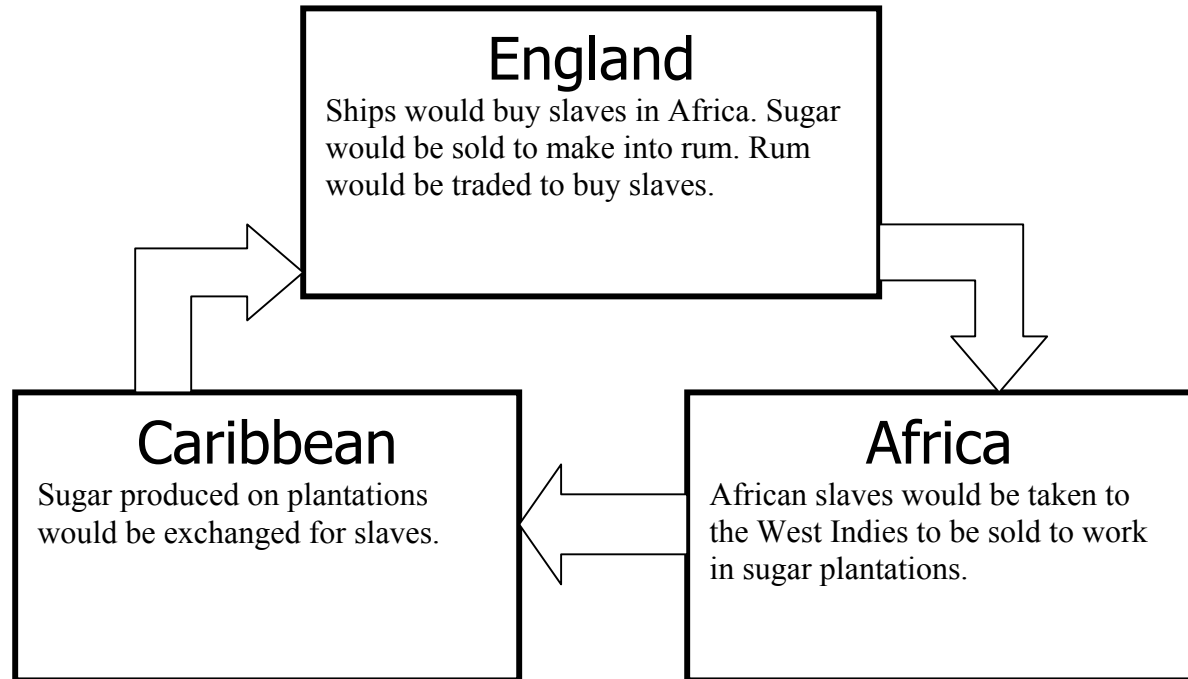
<http://www.illovo.co.za/worldofsugar/internationalSugarStats.htm>

<http://www.rainforesteducation.com/life/sugar.htm>

<http://www.usda.gov/agency/oce/waob/jawf/profiles/html/brz/brzsugc.html>

European Plantation Influences -

"Triangular Trade"



Graph based on information from "Triangular Trade" Wikipedia (<http://en.wikipedia.org>)

Other Goods Exchanged

"Old World Goods"

horses
sheep
oranges
pepper

pigs
wheat
sugar cane
cloves
slaves

chickens
coffee
cinnamon
nutmeg

"New World Goods"

pineapple
hammocks
tobacco
vanilla

turkey
tomatoes
cacao
gold
precious stones

potatoes
avocados
corn
diamonds

pineapple

turkey

potatoes

tomatoes

avocados

vanilla

precious stones

hammocks

tobacco

cacao

corn

gold

horses

pigs

pepper

cinnamon

oranges

sugar cane

sheep

wheat

cloves

coffee

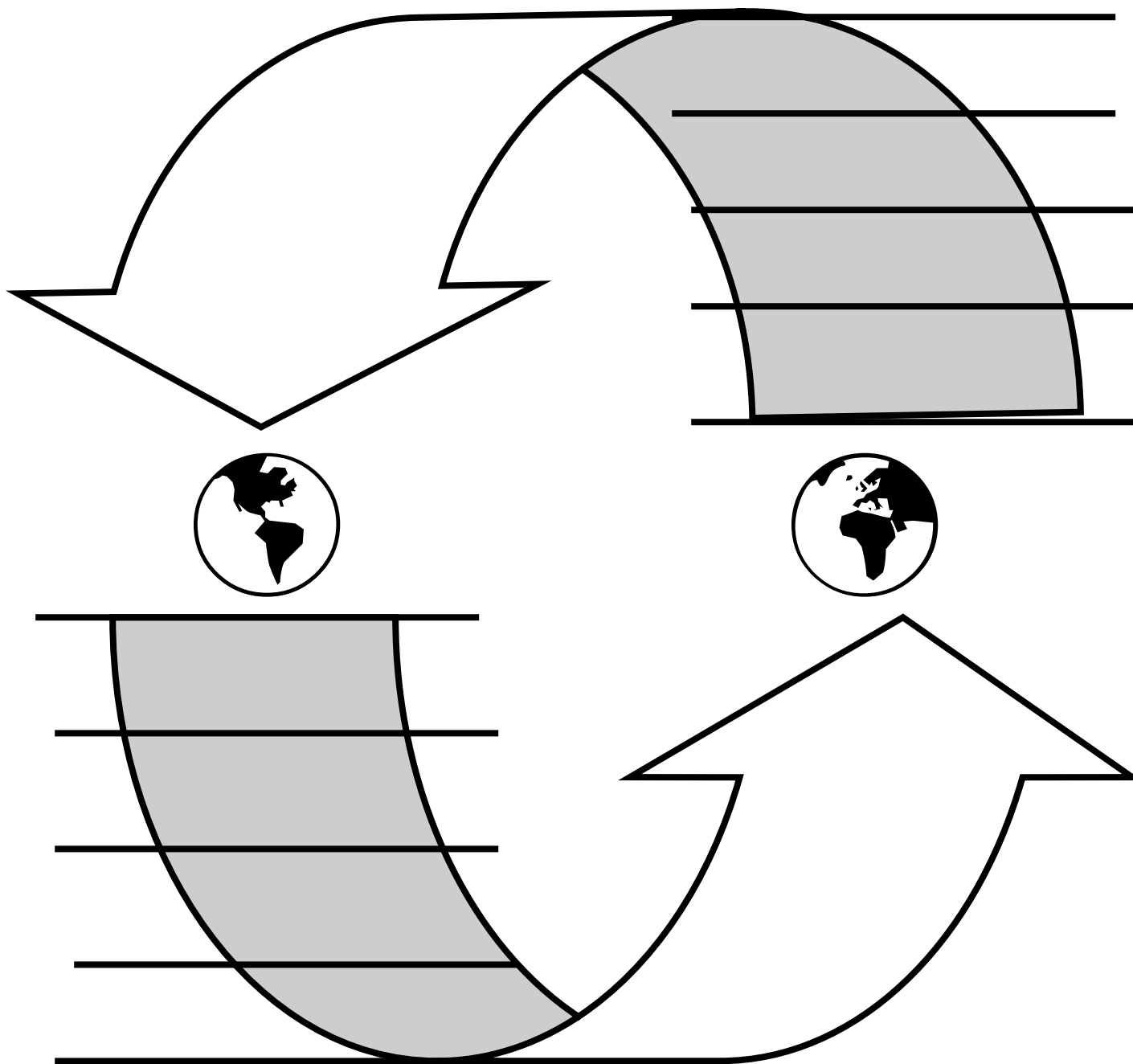
slaves

nutmeg

Name _____

The Columbian Exchange

Write the names of goods exchanged between Europe and the Americas.



Sugar Cane Production Steps

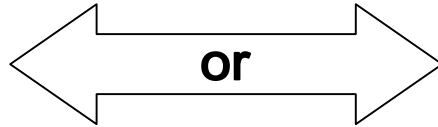
(Answers for Sequence Strips)

1. First, farmers plant the nodes 6 feet apart in the fields.
2. The cane grows until its ready for harvest.
3. The tall sugar cane is cut by hand using long machetes or knives.
4. Workers strip the leaves from the cut cane by burning, using a cane stripper, or pulling them off by hand.
5. Workers take the cut sugar cane stock to a mill.
6. At a mill, the sugar cane goes through a washer.
7. After washing the cane, a machine with revolving knives cuts the cane into small pieces.
8. A crusher mashes the small pieces of sugar cane.
9. The mashed crushed cane is squeezed through a press and squeezed again with water to remove as much of the sweet sugary juice from the crushed cane as it can. After going through three or more extraction presses, most of the juice or sap has been separated from the sugar cane. Now the extracted juice or molasses continues to be processed and the pulp will be used for cattle feed, paper, or fuel products.
10. The refinery boils the watery juicy sugar mixture or molasses and removes the impurities to get brown sugar crystals.
11. The brown sugar crystals or raw sugar crystals are ready for more refining.
12. Machines melt the brown sugar crystals, take away the color, heat and boil the sugar to get white sugar crystals.

Sugar Cane Production - Sequence Strips

Directions: Copy and cut apart sequence strips and allow the students to put them back in order.

Discuss the correct order.
Glue the strips in order.
Illustrate the strips.



Discuss the correct order.
Have each student illustrate a
step on the production of
sugar.

First, farmers plant the cane nodes 6 feet apart in the fields.

The cane grows until its ready for harvest.

The tall sugar cane is cut by hand using long machetes or knives.

Workers strip the leaves from the cut cane by burning or pulling them off by hand.

Workers take the cut stocks of sugar cane to a mill.

At a mill, the sugar cane goes through a washer.

After washing the cane, a machine with revolving knives or a worker cuts the cane into small pieces.

A crusher mashes the small pieces of sugar cane.

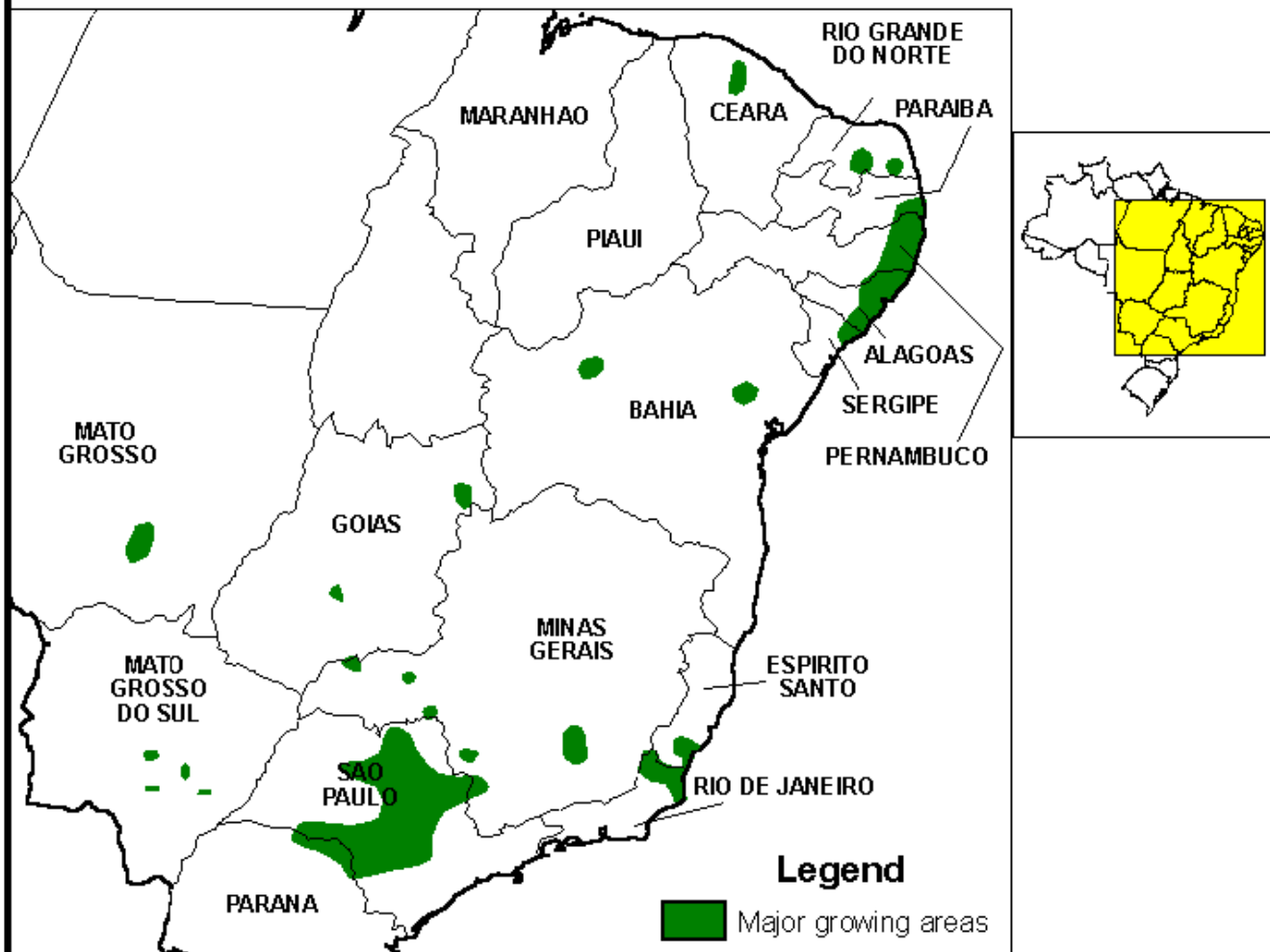
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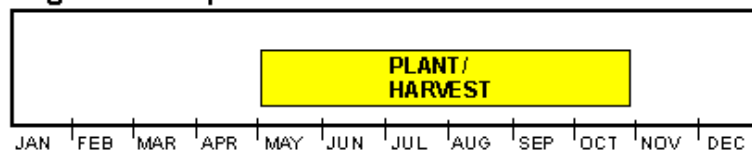
Brazil: Sugarcane



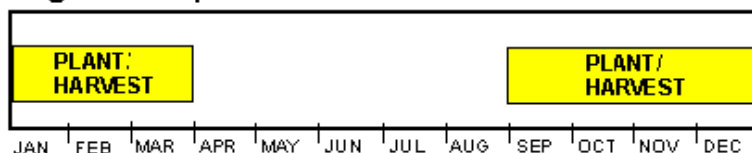
Regional Statistics

	Center-South	Northeast
Sugarcane Production	75 - 80 %	20 - 25 %
Raw Sugar Production	60 - 65 %	35 - 40 %
Ethanol Production	80 - 85 %	15 - 20 %
Sugar for export	25 - 30 %	70 - 75 %

Sugarcane crop calendar for most of Center-South Brazil



Sugarcane crop calendar for most of Northeast Brazil



JOINT AGRICULTURAL WEATHER FACILITY (NOAA/USDA)

Percent of total raw sugar production by state (1988/89-1992/93 average)

Sao Paulo	50%
Pernambuco	16%
Alagoas	14%
Rio de Janeiro	6%
Minas Gerais	6%
Parana	3%
Rest of Northeast	4%
Other	1%

Last revised: Wed Sep 15 17:25:48 1999

URL: http://www.usda.gov/agency/oce/waob/jawf/profiles/graphs/brz/brz_sugc.html

World Sugar Production 2004

Based on information taken from United States Department of Agriculture Foreign Agricultural Service

County/ continent	Imports In 1000 metric tons	Total supply In 1000 metric tons	Exports In 1000 metric tons
United States	1505	11144	181
Brazil	0	25800	14540
North America	2,975	19,692	404
South America	633	36,062	16,723
Western Europe	2,657	27,820	5,238
Eastern Europe	8,293	14,968	1,255
Africa	5,774	16,785	3,279
Middle East	6,560	13,558	1,357

World Sugar Production 2004

Based on information taken from United States Department of Agriculture Foreign Agricultural Service

County/ continent	Imports In 1000 metric tons	Total supply In 1000 metric tons	Exports In 1000 metric tons
United States			
Brazil			
North America			
South America			
Western Europe			
Eastern Europe			
Africa			
Middle East			

Brazil and the World Market:

A Look at Goods Produced in the Americas

Introduction:

500 years after Brazil started as a sugar empire, Brazil is the world's leading producer of sugar. Brazil has become a beacon of light competing within the world market. That beacon shines on coffee and tobacco, crops important in Brazil's economy two hundred years ago. Orange juice and cacao also shine for Brazil's agricultural industry. Brazil dominates the world market in exporting orange juice and Brazil is South America's largest producer of cacao. Brazil is the leading economic and political power in South America.

Background information:

An import from the east, sugar cane was the backbone of Brazil's early economy. That economy served Portugal and its elite class well. First competition with other sugar plantations in the Caribbean and then the loss of slave labor caused Brazil to develop other goods to market. By the late 1880's, coffee and tobacco would become the new elite crops of Brazil's economy. In fact, Brazil's national Coat of Arms proudly displays the coffee and tobacco branch. (That official seal is on Brazilian currency.) Later, during the first half of the twentieth century, the coffee growers (known as "café com leite") were so powerful they controlled Brazil's government. Today, even though Brazil is a world's leading exporter for several commodities it has to contend with paying off a huge national debt. In 1998, Brazil received \$ 41.5 billion from the International Monetary Fund.

Some of Brazil's leading agricultural exports are: sugar, coffee, soybeans, and orange juice. Brazil's oranges suffered from disease in the 70's and orchards had to be destroyed and the orange industry suffered many hardships. Cacao too has had set backs because of disease. Both coffee and cacao depend on the canopy layer of the rainforests to protect their fruit. The health of the ancient canopy compromises the production of cacao and coffee. The tobacco industry exports most of its tobacco, but Brazil's large tobacco economy suffers because of the black market. Nevertheless, Brazil has perfect conditions for growing crops; the climate and natural rainfall. Brazil can have two growing seasons and many crops do not need to be irrigated.

Vocabulary: Review vocabulary terms as appropriate for the grade level:

good	product	exchange	economy	supply	demand	refine
agricultural	commodities					

Activities:

Day One:

Introduce lesson:

1. After the lesson on "The Columbian Exchange," the students will learn more about Brazil as a world agricultural power. (Review sugar sequence chart and World Sugar Production graph as examples.)
2. The students will learn about the importance of Brazil agricultural exports and how the United States or world companies depend on Brazil to supply these goods. After completing research, they students will be able to compare and contrast the importance of some agricultural products. The teacher or the students will form teams depending on class size. Each agricultural product will have two teams, one for Brazil and one for the United States. The students will investigate coffee, orange juice, tobacco, and cacao beans on the world market. Assign eight teams for these four products (coffee, orange juice, tobacco, and cacao beans; other agricultural products could be included such as soybean).
3. The students will draw a card to see which group they're in, or the teacher can assign groups. One team will investigate that product in America; another team will investigate the same product in Brazil.
4. The students will work in small groups and use the "United Nation's Food and Agriculture website," a student atlas, and other resources to study the importance of these agricultural products on a world market.

Day Two & Three:

1. The class divides into teams. The teams research and discuss their food product. Each team will discuss and divide responsibilities. Each team will select a person to be the presenter, graphic artists for the map, and writer. Everyone will use cooperative learning techniques.
Brazil teams: (cacao, coffee, orange juice, tobacco)

- Must create a geographic map of the agricultural regions. Computer generated map or downloaded maps will not count.
- Create poster that shows a flow chart tell how the plant is grown or harvested.
- Write the historic account of producing the plant include the use of technology if it applies.
- Create a time line to show the development of this product in Brazil. Tell the country of origin if applicable or chart to show how the product relates to other counties.
- Include the name of a company that uses the agricultural product.
- Bonus points will be awarded for interesting and worthy trivia.

American Teams: (cacao, coffee, orange juice, tobacco)

- Must create a geographic map of the agricultural regions. Computer generated map or downloaded maps will not count.
 - Write the historic purpose for the use of the plant include the use of technology if it applies.
 - Create a time line to show the development of this product in Brazil. Tell the country of origin if applicable or chart to show how the product relates to other counties.
 - Include the name of a company that uses the agricultural product if possible.
 - Bonus points will be awarded for interesting and worthy trivia.
2. At the end of day two, the teams will turn in a rough draft of their time line and their completed agricultural regions map.

Day Four:

1. The students will complete their research and will create a poster to display their projects.
2. The students will practice their presentations.

Day Five:

1. The products will be presented back to back to allow students to compare and contrast the information. The students will present their posters to the class two at a time: Brazil and the United States.

Assessment:

1. The students will actively participate in class discussions.
2. The students will display all information on a poster board including: a flow chart, a graph on the world production of their product, and a timeline or short historical account.

Additional Activities:

- Research the Brazilian national and the state flag of Bahia's connection to the American flag.
- Research industrial products that compete on a world market.

Adaptations:

Second grade could investigate and gather information on one product. Groups could make posters in science fair fashion.

Third grade could research a Brazilian plant and create a sequence chart and important facts about their plant or crop.

Fourth grade could look up products produced in Brazil and Texas, like cotton and compare and contrast those crops.

Fifth grade will include information about Brazil when researching state economies:

- Florida and its original state seal
- Hershey Chocolate Company
- Duke Tobacco Company

General Resources:

Encyclopedias

Atlases

Almanacs

Children's Literature:

Brazil the People by Malika Hollander

Chocolate: Riches from the Rain Forests by Robert Burleigh

Marsha M. Cobb

Teacher's Resources

The Brazilians by Joseph A. Page

Web sites:

Maps of Brazil's agricultural regions: <http://www.usda.gov/agency/oce/waob/jawf/profiles/html/brz/brzpage.htm>

Other web sites:

<http://international.loc.gov/intldl/brhtml/br-1/br-1-6-1.html>

<http://en.wikipedia.org>

<http://sf.factmonster.com>

<http://www.chocolateandcocoa.org/Process/Buying/financial.asp>

http://www.fao.org/es/english/index_en.htm

<http://www.chocolateandcocoa.org/Process/Buying/financial.asp>

<http://www.hersheys.com/tour/index.shtml>

http://www.lib.utexas.edu/usage_statement.html

<http://www.theorudman.com/Brazil.htm>

http://www.hailcotton.com/crop_report.htm#Brazil1

<http://www.usda.gov/oce/waob/jawf/wwcb/inter.txt>

<http://www.tobacco.org/news/138505.html>

TEKS Alignment:

(5) History. The student understands causes and effects of European expansion beginning in the 16th century.

(A) identify causes of European expansion beginning in the 16th century;

(B) explain the political, economic, cultural, and technological influences of European expansion on both Europeans and non -Europeans, beginning in the 16th century.

(7) Economics. The student understands the concept of an economic system. The student is expected to:

(A) define and identify examples of scarcity;

(B) explain the impact of scarcity on the production, distribution, and consumption of goods and services;

(C) explain the impact of scarcity on interdependence within and among communities; and

(D) explain the concept of a free market.

(8) Economics. The student understands how businesses operate in the U.S. free enterprise system. The student is expected to:

(A) give examples of how a simple business operates;

(B) explain how supply and demand affect the price of a good or service;

(C) explain how the cost of production and selling price affect profits; and

(D) identify historic figures, such as Henry Ford, and ordinary people in the community who have started new businesses.

(11) Geography. The student uses geographic skills and tools to collect, analyze, and interpret data.

(A) create thematic maps, graphs, charts, models, and databases representing various aspects of world history;

(B) pose and answer questions about geographic distributions and patterns in world history shown on maps, graphs, charts, models, and databases.

26) Social studies skills. The student communicates in written, oral, and visual forms.

(A) use social studies terminology correctly;

(B) use standard grammar, spelling, sentence structure, and punctuation;

(C) interpret and create databases, research outlines, bibliographies, and visuals including graphs, charts, timelines, and maps; and

(D) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate

First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
1. 7(A) (B) (C) 1.9 (A) (B)	2.10 (A) (B) (C) 2.17 (A) (B)(C) (D)(E) 2.19 (A) (B)	3.7 (A) (B) (C) (D) 3.8 (A) (B) 3.17 (A) (B)(C) 3.18 (A) (B)	4.14 (A) (B) (C) 4.22 (A) (B) (C) 4.24 (A) (B) (C)	5. 14 (A) (B) (C) (D) (E) (F) 5.25 (A) (B) (C) (D) (E) (F) 5.27 (A)

TEAM CARDS

**Brazil
Coffee**

**America
Coffee**

**Brazil
Cacao (chocolate)**

**America
Cacao (chocolate)**

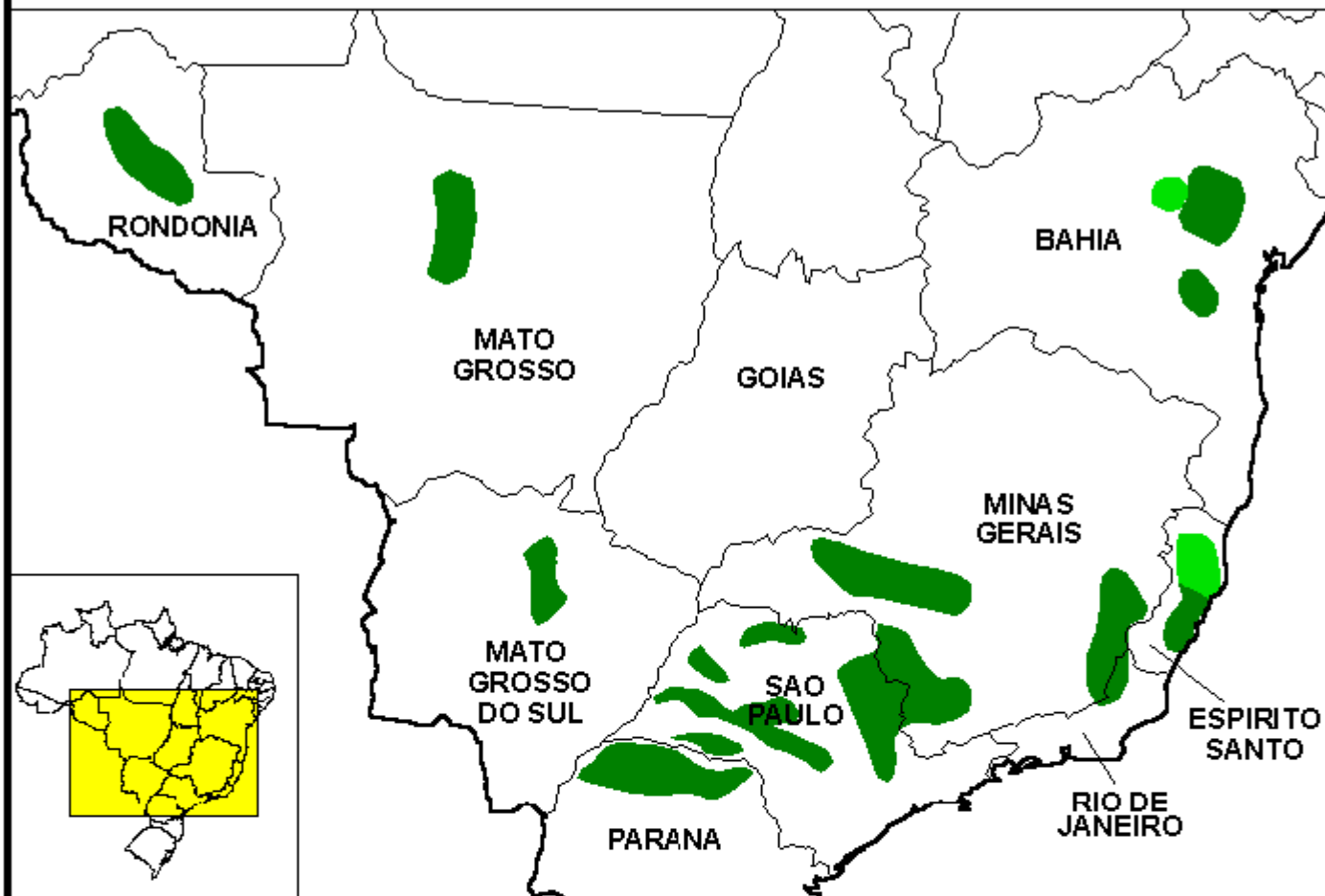
**Brazil
Orange juice**

**America
Orange juice**

**Brazil
tobacco**

**America
tobacco**

Brazil: Coffee



Legend

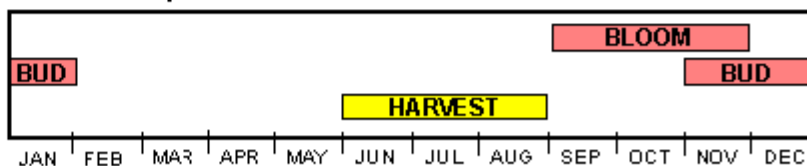
- Major Arabica coffee areas
- Major Robusta coffee areas

Percent of total production by state

(1990/91-1993/94 average)

Minas Gerais	40%
Sao Paulo	22%
Espirito Santo	18%
Parana	10%
Bahia	3%
Rondonia	3%
Mato Grosso	1%
Rio de Janeiro	1%
Other	2%

Coffee crop calendar for most of Brazil



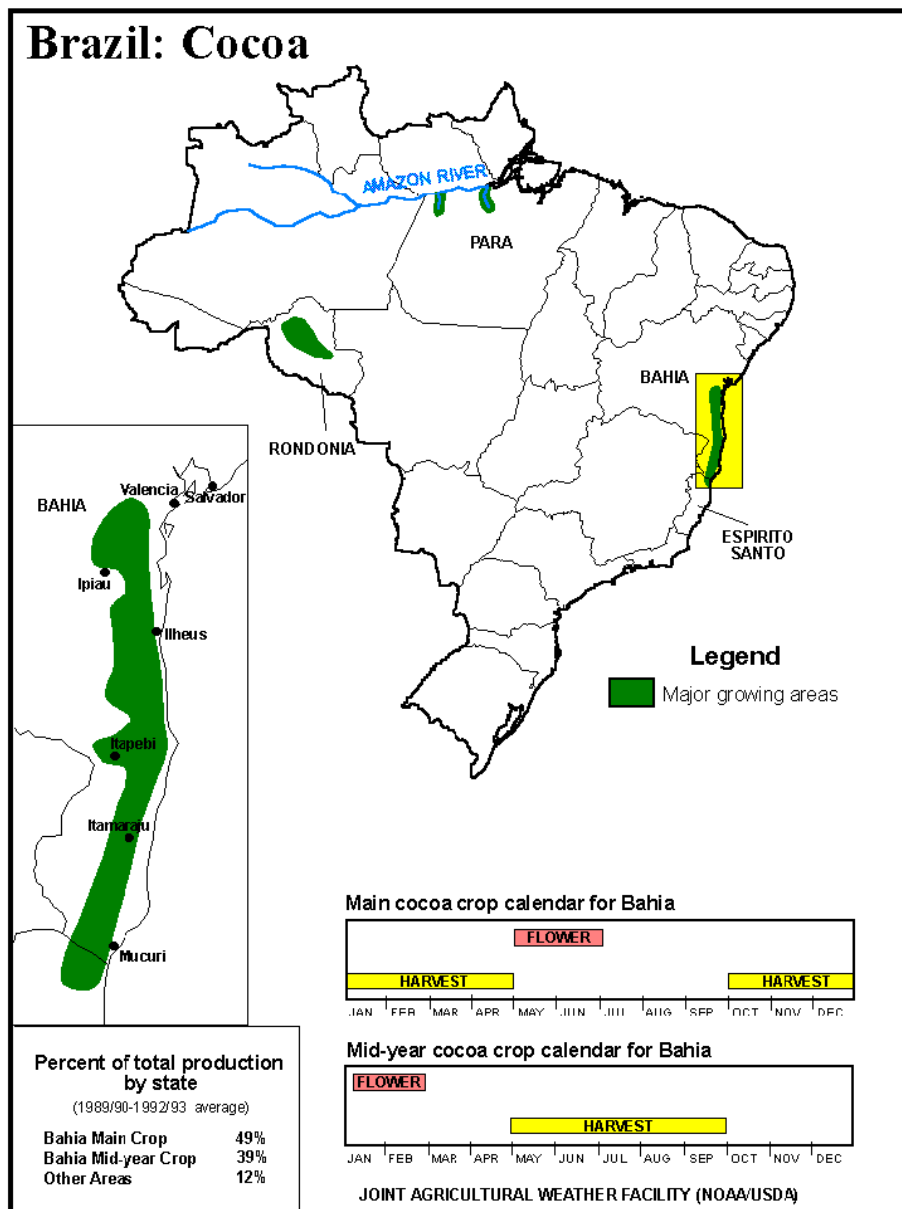
Arabica coffee accounts for about 85% of total coffee production.

JOINT AGRICULTURAL WEATHER FACILITY (NOAA/USDA)

Last revised: Wed Sep 15 15:44:10 1999

URL: http://www.usda.gov/agency/oce/waob/jawf/profiles/graphs/brz/brz_coff.html

Brazil: Cocoa



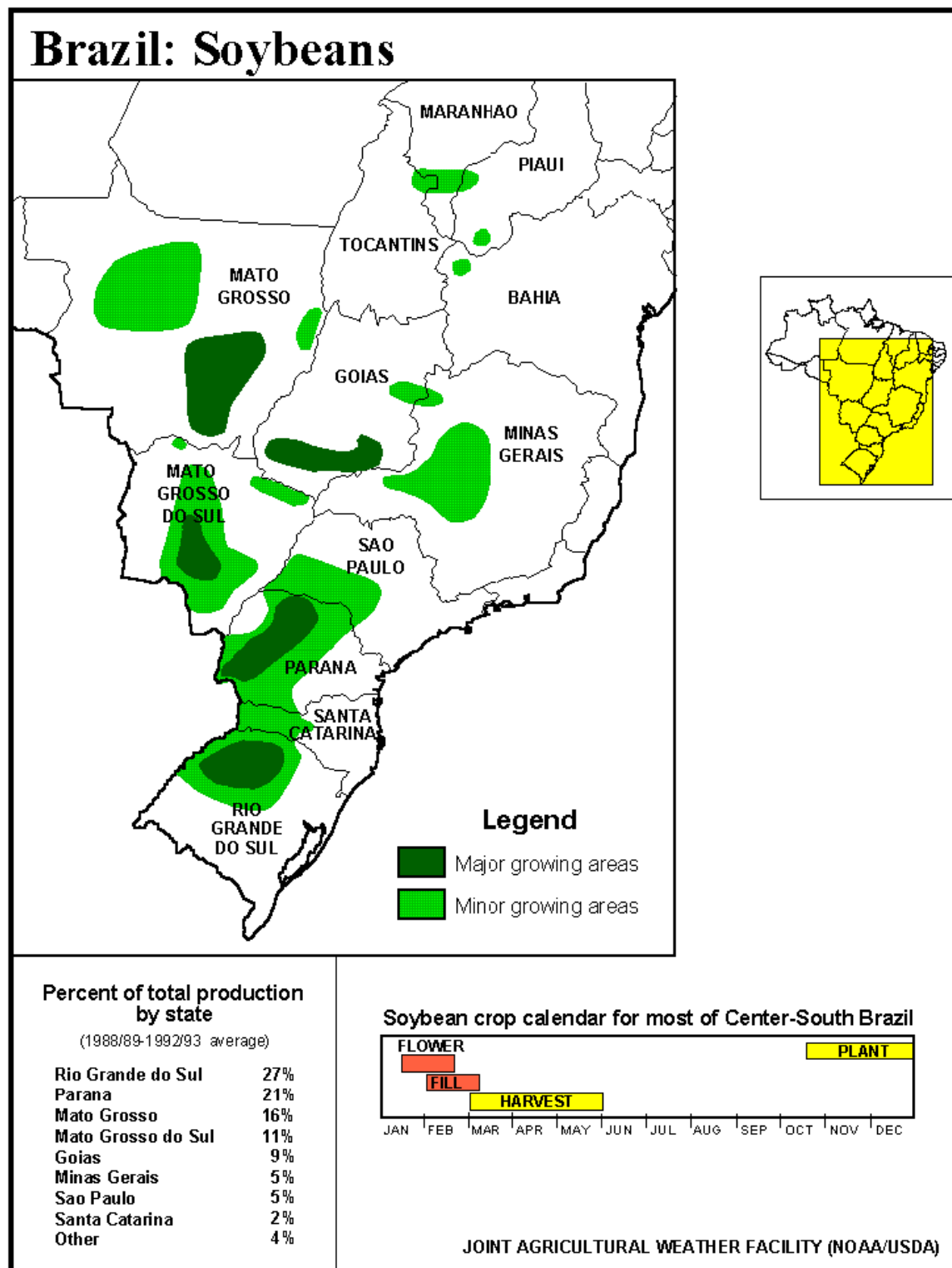
Brazilian Soybean Production
USDA Joint Agricultural Weather Facility (JAWF)

[Brazil Main](#) | [Major World ... Home Page](#) | [JAWF](#) | [WAOB](#) | [OCE](#)

Contact: (202) 720-9807 for additional information.

Or e-mail to: rstefanski@oce.usda.gov Last revised: Wed Sep 15 15:44:10 1999

URL: http://www.usda.gov/agency/oce/waob/jawf/profiles/graphs/brz/brz_soy.html



USDA historical production estimates subject to revision.

In the above table, 1997 corresponds to the crop that was harvested Mar-May 1998.

[Brazil Main](#) | [Major World ... Home Page](#) | [JAWF](#) | [WAOB](#) | [OCE](#)

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Street Vendors: Making a Living in Salvador, Brazil

Introduction:

Brazil has an abundance of natural resources, but it has not had the entrepreneurs or the financial backing to benefit its economy. Some say, Brazil has an unbalanced social structure because the elite control most of Brazil's wealth. At the bottom, there are no jobs for the poor. Brazil is making progress toward catching up to today's modern standards. Brazil is the world's largest producer of executive jets and helicopters. It also is the world's largest producer of sugar and coffee. Nevertheless, Brazil does not have enough jobs in its manufacturing or in its agriculture industries for everyone to have a job. Few citizens are considered middle class. Therefore, many people in Brazil have to find ways to make a living. Many are street vendors selling a variety of products and goods to support themselves and their families. Children also sell things in the street to make a few cents.

Background information:

Historically, rural people move to the big cities to look for jobs and a better standard of living. What they find is crowded cities with little or no job opportunities. People build their homes where they can find an empty piece of land. Eventually, some slums or favelas take on the look of neighborhoods when red cinder blocks become stuccoed with plaster. People try to make an honest living. Vendors rely on tourist trade.

Materials:

- Artifacts purchased from street vendors in Salvador, Brazil.
- Pictures of street vendors or pictures of artifacts.
- Poster boards
- Basic supplies to make examples of goods sold by vendors

Activities:

Day One:

1. The students will discuss the word vendor. Discuss prior knowledge of vendors.
2. Make a class list of vendors in their community and country. (Students from other countries could share their ideas.)
3. The students will tell of any of their real life experiences with buying goods from a vendor.

Day Two:

1. The students will be shown artifacts and/ or picture of vendors or artifacts.
2. The students will discuss what the artifacts and/or photos of vendors are and how they serve a purpose.
3. The students will be given a list of some typical vendors from Salvador, Brazil.
4. The students will discuss in small groups how vendors must market their goods.

Day Three:

1. The student with a partner will discuss or brainstorm:
What kinds of problems the vendors face? Who are the buyers? For example, how are vendors able to sell to foreigners? What kind of working hours do vendors have? What can of income do vendors need to survive? Where can you afford to live?
2. The student with a partner will take on the role of a street vender by creating a display for a product, by telling what resources he will need, where he gets his resources from, and by telling how he will find buyers for his goods.
3. The student with a partner will write a report or create a power point presentation about their vendor.

Day Four:

The students will create products for his/her display.

Day Five:

- The students will be given a rubric to help them prepare their presentation.
- The students will give an oral presentation on their street vendor and demonstrate how they would present their goods to a buyer. They also must tell how they will sell their goods, what a good price is, and how they might need to barter for a price. (The teacher will provide the cost of some food and luxury items.)
- Students may role-play selling their goods to a tourist.

Additional Activities:

1. The students will compare and contrast the advantages and disadvantages of being a street vendor.
2. The students will compare and contrast vendors in the United States or Texas with vendors in Brazil.

Assessment:

The students will peer assess their classmates and self evaluate using a rubric.

The students will create one to two power point slides about their vendor for a class project.

Vocabulary:

vendor

Real (hey al)

cinco - five

Cuanto é ? – How much?

Um desconto? – A discount?

Eu não quero alguns I don't want any.

Por favor – please

realis (hey ice)

dez - ten

um – one

vente - twenty

Quanto custa? How much does it cost?

Eu quero. – I want

Obrigado/obrigada – thank you

Não – no

dois – two

cinquenta - fifty

SECOND GRADE TEKS:

Social Studies:

2.6 **Geography**. The student understands the locations and characteristics of places and regions. The student is expected to:

(A) identify major landforms and bodies of water, including continents and oceans, on maps and globes;

(B) locate the community, Texas, the United States, and selected countries on maps and globes;

2.7 **Geography**. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns.

The student is expected to:

(A) describe how weather patterns, natural resources, seasonal patterns, and natural hazards affect activities and settlement patterns; and

(B) explain how people depend on the physical environment and its natural resources to satisfy their basic needs.

2.8 **Geography**. The student understands how humans use and modify the physical environment. The student is expected to:

(A) identify ways in which people depend on the physical environment, including natural resources, to meet basic needs;

2.9 **Economics**. The student understands the importance of work. The student is expected to:

(A) explain how work provides income to purchase goods and services;

2.10 **Economics**. The student understands the roles of producers and consumers in the production of goods and services. The student is expected to:

(A) distinguish between producing and consuming;

(B) identify ways in which people are both producers and consumers; and

(C) trace the development of a product from a natural resource to a finished product.

Science:


2.10 **Science concepts**. The student knows that the natural world includes rocks, soil, water, and gases of the atmosphere. The student is expected to:

(B) identify uses of natural resources.

Merriam Webster on-line

<http://www.m-w.com>

One entry found for **vendor**.

Main Entry: **ven·dor** 

Pronunciation: 'ven-d&r, for 1 also ven-'dor

Variant(s): also **vend·er** /-d&r/

Function: *noun*

Etymology: Middle French *vendeur*, from *vendre* to sell, from Latin *vendere*

1 : one that [vends](#) : [SELLER](#)

2 : [VENDING MACHINE](#)

Thesaurus.com

<http://thesaurus.reference.com/search?q=vendor>

Entry: **vendor**

Function: noun

Definition: seller

Synonyms: arab, bell-ringer, businessman, candy man, cheap jack, dealer, drummer, hawker, huckster, medicine man, merchant, outcrier, peddler, pitchman, pusher, roadman, spieler

Source: *Roget's New Millennium™ Thesaurus, First Edition (v 1.0.5)*
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Entry: dealer

Function: noun

Definition: owner

Synonyms: banker, bursar, businessman, Chandler, changer, dispenser, marketer, merchandiser, merchant, retailer, trader, tradesman, trafficker, **vendor**, wholesaler

Source: *Roget's New Millennium™ Thesaurus, First Edition (v 1.0.5)*
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Entry: merchant

Function: noun

Definition: businessperson

Synonyms: big wheel, broker, businessman, consigner, dealer, exporter, handler, jobber, marketer, operator, retailer, robber baron, salesman, seller, sender, shipper, shopkeeper, storekeeper, trader, tradesman, trafficker, tycoon, **vendor**, wholesaler

Source: *Roget's New Millennium™ Thesaurus, First Edition (v 1.0.5)*
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Entry: seller

Function: noun

Definition: dealer

Synonyms: agent, auctioneer, businessman, dealer, marketer, merchant, peddler, rep, representative, retailer, salesman, saleswoman, shopkeeper, storekeeper, tradesman, **vendor**

Source: *Roget's New Millennium™ Thesaurus, First Edition (v 1.0.5)*
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Student's name _____

Vendor Grading Rubric

	Superior 100	Good 85	Average 75	Needs Improvement 70- 0 points	Bonus Points
Visual Display	Is more elaborate than a display board. May include a cart or holding tray. Display has "real" representation of at least 5-6 artifacts	Uses a display board. Display has "real" representation of at least 5 artifacts	No display board. Made a "real" representation of at least 4 artifacts	No display board. Made 3 artifacts. 70 points. No display board. Made 2 artifacts. 60 points. No display board. Made 1 artifact. 50 points. Missing visual – 0 points	+ 10 points display "knocks the socks off" or "blows everyone away"
Oral presentation	Clearly has practiced presentation. Presentation follows a logical progression.	Has little difficulty giving the presentation. Presentation is fairly thought out.	Has some difficulty giving the presentation. Relies on reading the report to present.	Attempts and completes a presentation. 70 points Doesn't know what to say, but gives a partial presentation 60 points Forgot to prepare a presentation 0 points	+ 10 points Dramatizes the report by giving the report in first person and/or dresses as the vendor.(pretends to be the vendor.)
Written presentation	Report has proper heading including a title. Report written in paragraph form with no errors.	Report has proper heading including a title. Report written in paragraph form with less than 7 spelling and/or grammar errors.	Report has no heading. Report has less than less than 10 spelling and/or grammar errors.	Report has no heading. Report has more than 10 spelling and/or grammar errors. Two point deducted for each error.	+ 5 points * cover page + 5 points * graphic representation
Power point slides	Power point slides contain a excellent summary about the vendor. Slides contain a background color, a graphic or visual insert, and an appropriate audio insert.	Power point slides contain a summary about the vendor. Slides contain a background color and a graphic or visual insert.	Power point slides contain a summary about the vendor.	Partial or incomplete slides will receive the maximum grade of 60. No slides – 0 points	

Student's name _____

Vendor Grading Rubric

Check the appropriate boxes.

	Superior 100	Good 85	Average 75	Needs Improvement 70- 0 points	Bonus Points
Visual Display					
Oral presentation					
Written presentation					
Power point slides					

Final Grades:

Visual display
Oral presentation
Written presentation
Power point slides

Comments:

Jewelry – earrings

Jewelry – necklaces

Pottery

Maps

Cangas

Baskets

Coco water

Cheese sticks

eggs

Cashews

Peanuts

Sugar cane

Coffee expresso- cafezinho

Umbrellas

Sea shells

Wooden crafts (spoons, bowls)

Ribbons

hammocks



Photos © Marsha M. Cobb



Photos © Marsha M. Cobb

Brazilian Money: A Look at Brazil's Animal Resources

Introduction:

Brazil has the most diverse animal and plant populations in the world. The Amazon Rain Forest, the earth's largest tropical rain forest, may be the oldest rainforest on our planet. Because of its size and age, this 100 million old forest is the unique habitat for hundreds of plants and animals. Over 700 animal species can only be found in Brazil. Beside the Amazon, Brazil's other landforms include coastal mountains, the remains of the Atlantic Rain Forest, tropical savannas, semi arid "cerrados," and grasslands. Brazil has several national forests and national parks. International organizations such as World Wildlife Federation and the Brazilian government are trying to protect many animal species. Brazilian money shows the pride the Brazilians have in their native animal resources.

Background information:

The government of Brazil switched currency from the "Cruzeiro real" to the "real" in 1994 to help build Brazil's economy and to help elevate the value of their domestic currency. The name of the Brazilian dollar is real (hey al) for a one-dollar bill and reais (hey ice) for the other dollars.

Activities:

Vocabulary: Introduce Brazilian words as appropriate for the grade level:

Vocabulary:

Real (hey al)

reais (hey ice)

um – one

dois – two

Cinco - five

dez - ten

vente - twenty

cinquenta - fifty

Day one:

Students will exam Brazilian paper currency and compare it to their knowledge of American currency.

1. Have students work with a partner to put together a copy of the reverse of a paper note of the "dollar" bills.
2. The students will make a list of everything they can observe about the paper currency. They students will tell which paper dollar bill they have and what they think is unique about Brazilian paper currency.
3. The students will share what they know about Brazilian money.
4. The students will complete the Brazilian/ American "Compare- Contrast Chart."
5. The students will share their responses for the compare contrast chart. Students may add to the chart.

Day Two:

1. Depending on which "dollar amount," the students with a partner or small group will research the specific animal that they found on the reverse of the paper note and record their finding on an animal chart. The students will use library books, reference books, Internet, provided information sheets, or placards to complete their research.
2. From their research, the students will complete a short paragraph and draw a picture of the animal on a research sheet. Modify research according to ability.

Day Three:

1. Students will continue with their research paragraphs about animals that live in Brazil.
2. The students will continue to exam and research the animals on the other paper notes: Um real, dois reais, cinco reais, dez reais, vinte reais, and cinquenta reais bills by using library books, reference books, Internet, provided information sheets, or placards. The students will begin and complete their research on one of the other animals.
3. Alternative activity: Shorten the activity by having each person in the group use a different research resource to collect information on the group's animal. For example, the "Hummingbird Group" could have each person individually in the group use a different source to compile information about a hummingbird. Then the group would discuss, compile their information, and write a group report.

4. Plan for materials to be brought in for the following day, or provide the groups with materials. A list of materials may include shoeboxes, colored paper, paint, and modeling clay.

Day Four:

1. Each group will develop a presentation for their assigned animal. Group presentations must include locating Brazil on a map and showing the all the countries where their animal lives today.
2. The groups will create a diorama including a model of their animal and a representation of their animal's natural habitat.

Day Five:

1. The students will present their reports.
2. The class will ask questions and evaluate their peers using a rubric.

Review:

1. The students will review what they learned in their own words
2. The students will share their products in a group setting.

Assessment:

- The students will turn in their completed research charts.
- The students will complete a page in an animal book.
- The students will complete a fill in the blank money assessment sheet.
- The student will be graded on their group performance.

Reading and /or Language Arts Activities:

Activities: Make a literature connection by selecting a book from the Children's Book List and combine reading and writing skills into the lessons on Brazilian money.

Additional activities:

- The students will learn to count to ten in Portuguese.
- Have groups with six students make a counting book using the animals. Each student will complete one page of a class book. Each student will create a number rhyme or write a sentence about animals and then write their written expression and illustrate it on a piece of paper. Collect the illustrated papers to make a book.
- For an art activity, students will design hats or animal masks of one of the Brazilian animals featured on their currency.
- Research and design a new Brazilian dollar bill with different animals tell why you selected that animal.
- Write an animal fable about an animal shown on Brazilian money.
- Create an animal poster with a picture of the animal in the center and include pictures or sentences that tell the country, habitat/natural environment, food, and at least two other interesting facts.
- Make a connection to the existence of the jaguar and sea turtles in the United States.
- Find out which international organization are involved in protecting endangered species.
- Investigate how the United States protects its endangered species.

2nd Grade TEKS Alignment:

Social Studies	Language Arts	Science	Math
<p>2.17 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>(B) obtain information about a topic using a variety of visual sources such as pictures, graphics, television, maps, computer software, literature, reference sources, and artifacts;</p> <p>(C) use various parts of a source, including the table of contents, glossary, and index, as well as keyword computer searches, to locate information;</p> <p>(D) sequence and categorize information; and</p> <p>2.19 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</p> <p>(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and</p> <p>(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</p>	<p>2.1 Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The student is expected to:</p> <p>(A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate;</p> <p>(B) respond appropriately and courteously to directions and questions;</p> <p>(C) participate in rhymes, songs, conversations, and discussions;</p> <p>(D) listen critically to interpret and evaluate ;</p> <p>(E) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works; and</p> <p>2.2 Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:</p> <p>(A) connect experiences and ideas with those of others through speaking and listening; and</p> <p>2.9 Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud. The student is expected to:</p> <p>(A) use prior knowledge to anticipate meaning and make sense of texts;</p> <p>(B) establish purposes for reading or listening such as to be informed, to follow directions, and to be entertained ; and</p> <p>(C) retell or act out the order of important events in stories.</p> <p>2.11(C) distinguish fiction from nonfiction, including fact and fantasy;</p> <p>2.12 Reading/inquiry/research. The student generates questions and conducts research about topics introduced through selections read aloud and from a variety of other sources. The student is expected to:</p> <p>(A) identify relevant questions for inquiry such as "Why did knights wear armor?";</p> <p>(B) use pictures, print, and people to gather information and answer questions;</p> <p>(C) draw conclusions from information gathered ; and</p> <p>2.13 Reading/culture. The student reads or listens to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:</p> <p>(A) connect his/her own experiences with the life experiences, language, customs, and culture of others; and</p> <p>(B) compare experiences of characters across cultures.</p> <p>2.16 Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to:</p> <p>(A) record or dictate questions for investigating ; and</p> <p>(B) record or dictate his/her own knowledge of a topic in various ways such as by drawing pictures, making lists, and showing connections among ideas</p>	<p>2.2 Scientific processes. The student develops abilities necessary to do scientific inquiry in the field and the classroom. The student is expected to:</p> <p>(A) ask questions about organisms, objects, and events;</p> <p>2.3 Scientific processes. The student knows that information and critical thinking are used in making decisions. The student is expected to:</p> <p>(A) make decisions using information;</p> <p>2.5 Science concepts. The student knows that organisms, objects, and events have properties and patterns. The student is expected to:</p> <p>(A) classify and sequence organisms, objects, and events based on properties and patterns; and</p> <p>2.8 Science concepts. The student distinguishes between living organisms and nonliving objects. The student is expected to:</p> <p>(A) identify characteristics of living organisms; and</p> <p>2.9 Science concepts. The student knows that living organisms have basic needs. The student is expected to:</p> <p>(A) identify the external characteristics of different kinds of plants and animals that allow their needs to be met; and</p> <p>(B) compare and give examples of the ways living organisms depend on each other and on their environments.</p>	<p>2.12 Underlying processes and mathematical tools. The student applies Grade 2 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:</p> <p>identify the mathematics in everyday situations;</p>
			Art
			<p>2.3 Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:</p> <p>(A) identify stories and constructions in a variety of artworks;</p> <p>2.4 Historical/cultural heritage. The student relates theatre to history, society, and culture. The student is expected to:</p> <p>(A) imitate life experiences from various historical periods in dramatic play; and</p>

Name _____

Brazilian Money

Name of bill	Value of bill	Picture on bill	Color of bill
	1		
	2		
	5		
	10		
	20		
	50		
	100		

American Money

Name of bill	Value of bill	Picture on bill	Color of bill
	1		
	2		
	5		
	10		
	20		
	50		
	100		

Name _____

Compare and Contrast **Brazilian Money and American Money**

American Money

Both

Brazilian Money

Name _____

Brazilian Money

1. Examine this picture of money from Brazil.

2. Which bill is it?

☐ um real

☐ dois reais

☐ cinco reais

☐ dez reais

☐ vinte reais

☐ cinquenta reais

3. What do you think Brazilians call this bill?

4. What is the animal pictured on the bill?

5. Write two other interesting features you notice about this bill?

6. Find out some facts about the animal on this bill. Research this animal and complete the animal information sheet.

MAKE A PREDICTION

Do you know the amount this bill is worth?

Do you know the name of the amount?



Not legal tender.



Not legal tender.



Not legal tender.



Not legal tender.



Not legal tender.



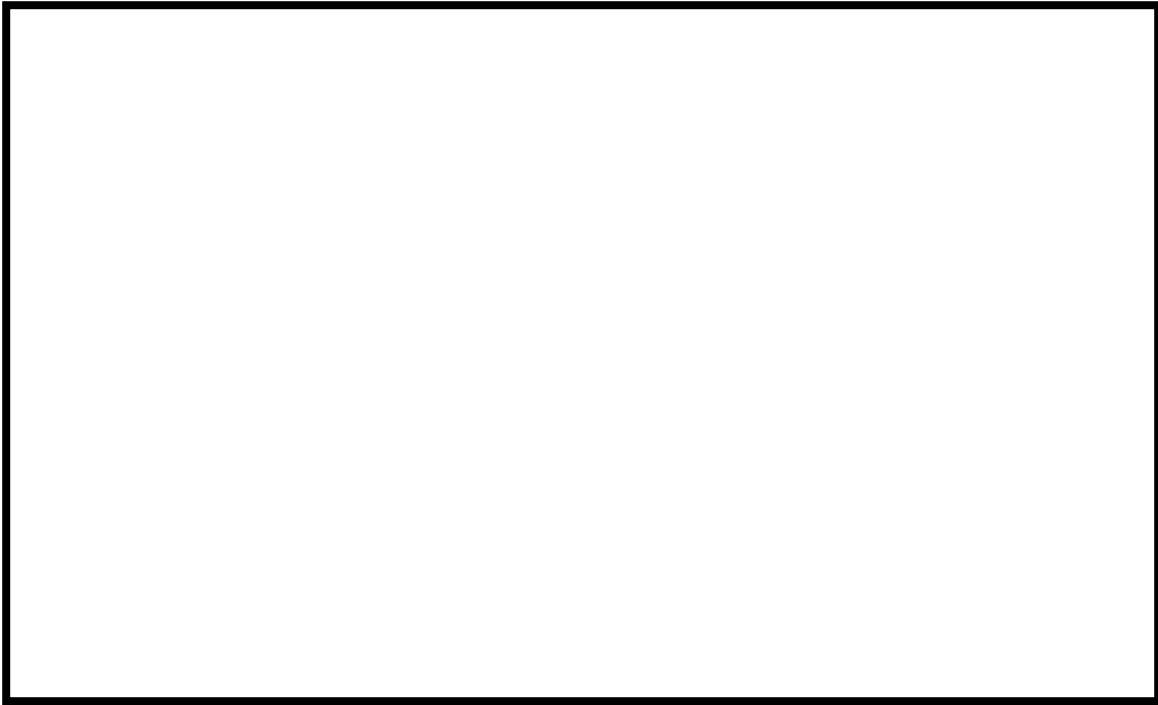
Not legal tender.

Brazilian Animals

Name _____

Animal's Name	Native Countries	Type of Habitat needed for the animal to live	Animal's Food	Animal's Size	Animal's Life Span
Hummingbird					
Hawksbill Turtle					
Macaw					
Golden Lion Tameron					
Jaguar					

title/name of animal



The name of this animal is a _____. This animal is
a _____. Its habitat (or place it lives) is in the

_____. That habitat is found in (geographical landform) _____.

It depends on that habitat to find _____

to eat and _____ for shelter.

Some interesting facts I learned about this animal are

Some more things I would like to learn about this animal are

Hummingbirds - Beija Flor



photo credits to <http://www.rubythroat.org>

Hummingbirds are unique because they are found only in the Western Hemisphere. Over 300 species of hummingbirds live in the western hemisphere from as far north as Canada to as far south as Argentina. Hummingbirds range in size from the smallest bird in the world, the bee hummingbird that weighs less than two grams to the giant hummingbird that is about eight inches long. The average humming bird is about 3 inches long. Hummingbirds have fairly short life spans of about four years. Most species of hummingbirds live in the tropical regions around the equator. Brazil is home to more than 100 different species of humming birds where many can be found in the central and southeastern parts.

Hummingbirds need habitats with lots of flowers such as the edges of forests. They use up so much energy flying that they need to eat half their weight in nectar each day. So, they spend most of their day sipping nectar from flowers with their long narrow beaks. Tiny insects are also part of their diet. As they hover over flowers, they beat their wings up to eighty times in a second. These little birds are also very fast flyers; they can fly 30 – 40 miles per hour and accelerate up to 60 mph. Hummingbirds get their name from the humming sound they make as they fly, but in Brazil they have a different name, beija flor, kisses flower.

In Brazil, the currency used for the one-dollar bill, the “um-real” has a drawing of a humming bird on the reverse. Many hummingbirds are given the names of gemstones to help describe their beautiful iridescent feathers that reflect different colors in the sunlight. The um-real bill shows a drawing of a Sapphire-Spangled Emerald hummingbird that is native to Brazil.

Tartaruga de Plente - The Hawksbill Sea Turtle



http://www.projetoamar.org.br/ta_espe.asp

Sea turtles live mostly in warm ocean waters around the world. There are only seven species of sea turtle alive in the world today: the green, loggerhead, hawksbill, leatherback, Kemp's Ridley, Olive Ridley, and Australian Flatback. The hawksbill's habitat ranges from Cape Cod in the northern Atlantic Ocean to the northeastern coastlines of Brazil in the southern Atlantic Ocean. They live close to the coasts in water that is less than 50 feet deep. Their habitats include coral reefs, inlets, and bays. The hawksbill sea turtle gets its name for its hooked, hawk-like beak. These omnivores use their narrow sharp beak to find food in crevices in the coral reefs. They eat a variety of food including sponges, algae, sea grasses, soft corals, crustaceans, mollusks, small fish, jellyfish, and other sea life. The caves and ledges in the reefs also provide the turtles with shelter to rest.

The hawksbill turtle is a small to medium sized sea turtle that grows to be about 3 feet long and weighs from 95 to 165 pounds. The hawksbill will nest on remote isolated beaches in the tropics. Because the sea turtles nest once every two to three years, it is very important to protect their clutches. One turtle may have up to six clutches with an average of over 100 eggs in each clutch. Very few of the small ½ ounce ½ long hatchlings will reach maturity. Their small size makes them ideal food for many predators.

The adult hawksbill sea turtle also has many challenges. Although it continues to be hunted for many reasons including its skin and body fat, the hawksbill is prized most for its beautiful amber colored shell. The shell is used to make "tortoiseshell" jewelry and is used for medical remedies. It can be sold for as much as \$100 a pound. The life span is unknown, but the hawksbill is estimated to live at least 30 or more years. In the United States Federal and state laws protect the sea turtle. The Endangered Species Act makes it illegal to kill, capture, or handle sea turtles. Fishermen in the Texas Gulf coast are required by law to have turtle excluder devices on their fishing nets.

Brazil too has made great efforts to help protect sea turtles. Currently there are five species of turtles that nest on northeastern Brazilian coastline. Projecto Tamar provides for a safe monitored and protected refuge on the beaches for the sea turtles. Projecto Tamar, a government program, has taken initiative in educating the fishermen, students, and visitors about the importance of protecting the sea turtles. The organization also provides an opportunity for employment by providing products to sell. The products not only help fund the organization, but also provide jobs for local people.

Egret - Garça



Great Egret, © Dan Sudia

The Great Egret is one of eight species of egrets that belong to the heron family. They can be found on every continent except Antarctica. At one time, this water bird almost faced extinction when thousands were killed for their beautiful white feathery plumes during the late nineteenth century. Today, the United States has laws in many states that protect the Great Egret. The Audubon Society and other organizations also help to protect the Great Heron. The reverse of Brazilian five-dollar bill has a picture of an egret. This long legged water fowl can live about twenty years.

The Great Egret can be found worldwide near ponds, lakes, mudflats, salt-water marshes, and other water habitats. They wade in shallow water with their long black legs looking for small water animals like fish, frogs, crayfish, and snakes to eat. When egrets catch their prey, their long necks shoot down and they spear their food with their long sharp yellow pointed bills.

Egrets are large birds that are over three feet tall with a huge wingspan of almost six feet. These graceful white feathered birds hold their necks in an “S” shape when they fly. At one time thousands of egrets in a colony would nest near their water habitats. Trees take on an artificial appearance when egret colonies cover them like beautiful white leaves. Egrets also nest in colonies where the male builds a type of platform nest in trees, bushes, or on the ground near a marsh or pond. The female will lay from three to five eggs in the nest and both the male and female take care of the chicks after they hatch.

Macaws - Arara



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Macaws are the largest of the South American parrots. They are named for one of their favorite foods, the nuts of the macaw tree. For hundred of years people have captured them and kept them as pets. They typically bond to one person. People like to teach their parrots to “speak” because they can mimic sounds very well and can develop good vocabularies. Macaws are known for their brilliant red, blue, green, and yellow colorful feathers and extremely long tail. This bird is about three feet long from the top of its head to the end of its tail feathers. Their beautiful tail feathers are about half their body length. Macaws prefer to live in flocks in the upper canopy of the rain forest 100 feet above the ground. Macaws can also live the savannahs and palm groves. Their streamlined wing feathers enable them to be excellent flyers. The rain forests provide them with seeds, fruit, and nuts. They have no trouble cracking open anything with their strong beak and they can even crack open Brazil nuts. Macaws like to nest in holes in trees, or sometimes they will build a nest in a rock crevice. They usually lay two eggs and take care of their chicks for six months or until they are grown.

The green winged macaw has red feathers on its head and most of its body. Its face also has red stripes along the skin under its eyes. Its wings are red, green, and blue. (The green winged macaw does not have yellow feathers.) Macaws can live to be around ninety years old. The Brazilian ten-dollar bill has a picture of a macaw on its reverse.

The Golden Lion Tamarin

- Mico leao dourado



photo © National Academy of Science

The golden lion tamarin is found in only one place in the world, Brazil. The Portuguese name mico-leão-dourado means small golden lion. This small primate with its silky golden mane does indeed remind you of a miniature lion. The fur on the golden lion tamarin generally is golden orange in color. It weighs about two pounds and its body is only about twelve inches tall. Its tail is slightly longer than its body at about 17 inches long. Today, only about 1,300 golden lion tamarins live in the wild. At one time the golden tamarin population was down to as few as 200 left in the wild. The golden lion tamarin is one of the 13 species of tamarins. The destruction of the coastal Atlantic rain forest for farming and the hunting or illegal capturing of these animals caused them to become extremely endangered.

Their original habitat is the tropical rain forest along the coastal region of the south Atlantic. (Today, only 2- 7% of the original Atlantic Tropical Rain Forests survives.) The golden lion tamarin may be found in the remnants of Atlantic coastal rainforests in southern Bahia, Rio de Janeiro, and on small islands. Their small family groups depend on the rainforest canopy for food and shelter. They use tree holes in the canopy for sleeping. Their small size makes them hard to see in the upper story of the rain forest canopy. They need a large territory of about 300 acres to forage for the variety of fruit, insects, frogs, and tree gums it needs in its habitat. This tamarin usually gives birth to twins and lives about 15 years. Today, large shade trees (remnants of the Atlantic rain forests) in the cabruca forests, or cocoa plantations, have become one natural habitat for these small mammals. The destruction of these cabruca forests because of a decline in the cacao industry poses a threat to the golden lion tamarin today.

A picture of the golden lion tamarin is featured on the twenty-dollar bill. Brazilian law helps to protect the golden lion tamarin and other endangered species. The Brazilian Institute for the Environment and Renewable Natural Resources protects and gathers valuable research material on the golden lion tamarins. The "mico-leão-dourado" is a worldwide symbol of nature conservation in Brazil. Survival of this small monkey is also part of a worldwide effort. For 25 years, The World Conservation program has helped to protect this extremely endangered species through many programs: research, conservation, education, and zoo breeding programs.

The Jaguar - Onca



photo credits to <http://www.brazilnature.com/fauna/onca.html>

The Brazilian fifty-dollar bill has a picture of a jaguar on it. This beautiful spotted jaguar is the largest cat in the Americas. At one time its habitat ranged from the southern part of the United States to Argentina. Today, the jaguar is an endangered species that lives primarily in the South American Amazon region. This beautiful golden brown spotted cat is stockier than the leopard found in Africa. Jaguars weigh between 150 – 300 pounds and stand three feet tall at the shoulders. They are about 6 ½ to 8 feet long from their nose to tail. Its unusual golden brown coat has small spots circled by a larger group of spots. It has white fur on its chest and undersides. Its coat helps it camouflage as it hunts for prey. The jaguars living in the rainforest tend to be smaller than those living in the open areas like the savannas. Sometimes the jaguar's fur is black. These solitary cats live about twenty years. Females have two to four kittens in a litter. Young cats stay with their mothers until they are two years old.

Jaguars live in a territory of about 5 – to more than 100 square kilometers depending on the food supply. They live in a variety of habitats from the tropical rain forests, swamps, to mountainous scrub areas. The jaguar loves to swim and hunt in streams and ponds. These carnivores usually hunt for their food on the ground at night. Occasionally they might pounce on their prey from a tree limb. Its diet includes over 85 different species of animals including deer, capybaras, armadillos, tapirs, ground birds, and water reptiles. The jaguar is the only large cat that uses its strong teeth to crack the skull of its prey or to crack open a turtle's shell.

Today, it would be extremely rare to see a jaguar in the United States. They are however, protected by federal law. The World Conservation Society and the Jaguar Corporation are involved in protecting this species.

The largest concentration of jaguars is probably in Brazil. The jaguar is endangered because of loss of habitat and human impact.

Children's Literature:

General:

Encyclopedia of a Rain Forest by Carol Hosking

The Great Kapok tree: A Tale of the Amazon Rain Forest by Lynne Cherry

Here is the Tropical Rainforest by Madeline Dunphy

The Magic School Bus in the Rainforest by Johanna Cole and Bruce Degen

More Ready to Tell Tales from Around the World by David Holt

Myths and Legends of the Amazon by Abigail Frost and Jean Thorton

Nature's Green Umbrella by Gail Gibbons

Rainforest Animals by Paul Hess

A Walk in the Rainforest by Kristin Joy Pratt

When the Monkeys Came Back by Kristine L. Franklin

Hummingbirds:

The Legend of the Hummingbird retold by Michael Rose Ramirez

Nature's Children Hummingbirds by Katherine Grier

Jaguars:

Jaguars (Animals of the Rain Forests) by Pat Lalley

Jaguars (The Big Cat Discovery Library) by Lynn M. Stone

Journey of the Nightly Jaguar (Mayan Legend) by Albert Burton

Macaws:

The Encyclopedia of Macaws by Werner Lantermann

Jungle Birds by Anita Ganeri

Papagayo the Mischief Maker by Gerald Mc Dermot

Turtles:

Into the Sea by Brenda Guiberson

One Tiny Turtle by Nicole Davis

Sea Turtles (Sundance- Little readers Twin Text with Vet Detectives) (literacy library book Level H)

Sea Turtles - Our Wild World Series by Lorraine Jay

Tammy Turtle by Suzanne Tate

The Turtle Lady, Ila Fox Loeischer of South Padre by Evelyn Sizemore

Turtle, Turtle, Watch Out! by Margaret H. Lippert, Felipe Davalos

Turtle Watch by George Ancona

Research books:

Zoo Books Magazine

World Book Encyclopedia

The World Book Student Discovery Encyclopedia World Book, Inc.

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