



# Viajemos a Mexico y Brasil

## Lesson Plans

by Berta Galán

### 1. Unit Goals:

#### a) Purpose of Unit:

- ❖ Students will learn to communicate in two foreign languages, Spanish and Portuguese, implementing listening, speaking, reading and writing activities.
- ❖ Students will explore their own personal identity and the community in which they live.
- ❖ Students will study the evangelization of the New World with a focus on *Texas, Mexico* and *Brazil* during the colonial period and the impact it has had up to the present time on their cultures, religious belief systems and celebrations.
- ❖ Students will understand how different cultures and customs can affect each other and achieve a level of synchronization.
- ❖ Students will learn about colonial architecture.

#### b) Performance Goals:

- ❖ Students will identify and write their personal salient attributes, which will include their physical aspects and inherent characteristics, such as abilities, skills, strengths, knowledge, belief system and their life long goals.
- ❖ Students will engage in oral and written activities in Spanish and Portuguese in order to be able to communicate in the target languages.
- ❖ Students will compare and contrast the similarities and differences between Southern United States, Mexico and Brazil during the colonial

period, with emphasis on *San Antonio, Texas, Zacatecas, Mexico* and *Salvador, Brazil*.

- ❖ Students will understand the various cultural practices and perceptions in these areas.

c) **Requisite Learning Goals:**

- ❖ Students will need a basic understanding and usage of Spanish and Portuguese.
- ❖ Students need to have a basic knowledge of the religious beliefs before the colonization of the New World.
- ❖ Students will learn the history of evangelization during the colonial period in the *Southern United States, Mexico* and *Brazil*.
- ❖ Students need to be cognizant of the struggles of the indigenous people and the Afro-Brazilians during the colonial period.
- ❖ Students will learn how the African culture has impacted the Afro-Brazilian religious dogma.
- ❖ Students will study several literary genres, like legends, music and narratives.

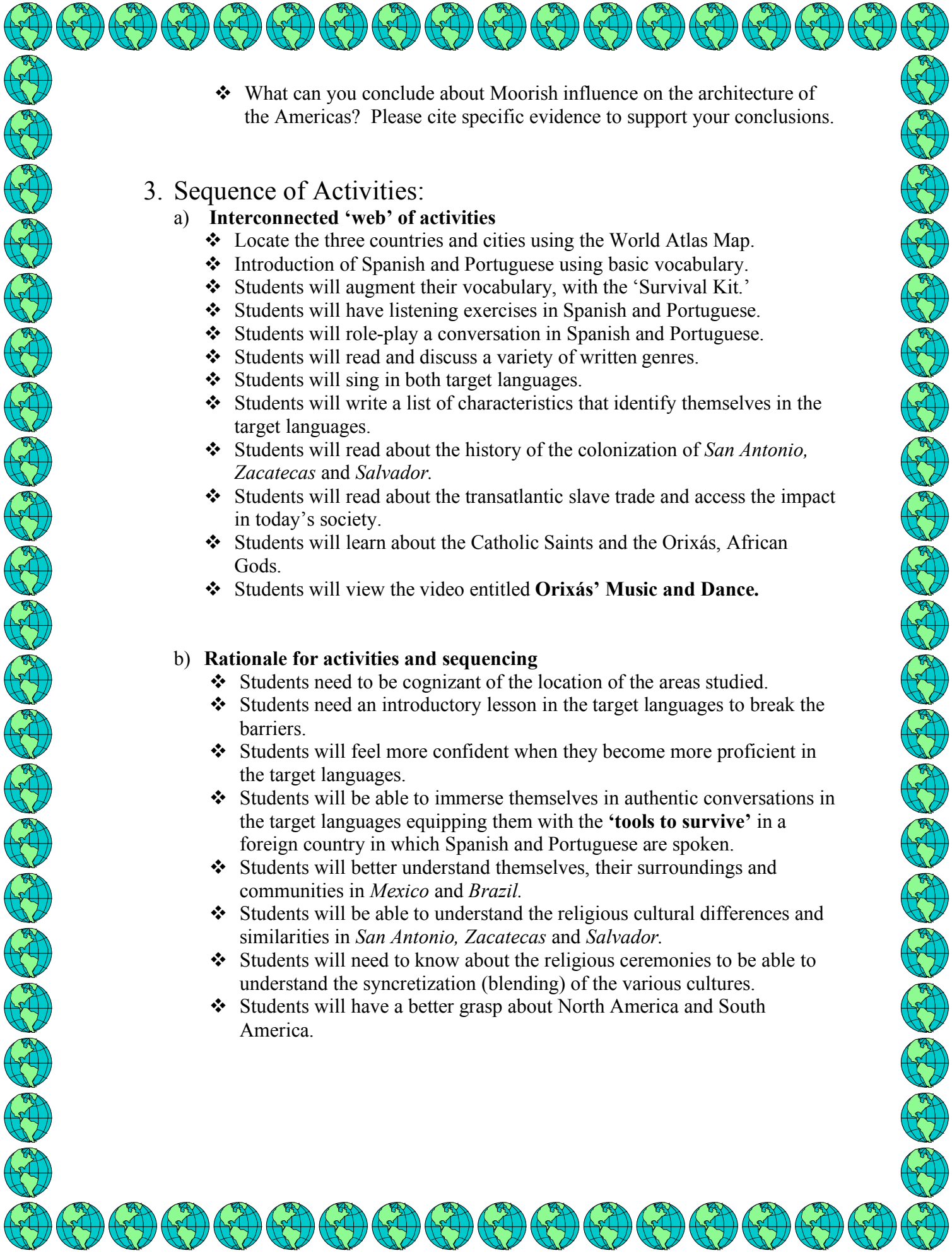
## 2. Evidence of Understanding:

a) **Developing Competencies: (In the Target Languages)**

- ❖ Students will engage in oral conversations in social settings, in guided exercises.
- ❖ Students will be able to order from a menu.
- ❖ Students will be able to ask for and understand directions.
- ❖ Students will demonstrate the ability to purchase items at a store or a *mercado*.
- ❖ Students discuss the information read in class.
- ❖ Using the Internet students will research the major cathedrals found in San Antonio, Zacatecas and Salvador.
- ❖ Students will discuss the impact the Moorish architectural influence.
- ❖ Students will need some information about the slave whipping post, The Pelourinho.
- ❖ Students will identify the places in maps.

b) **Student self-reflections**

- ❖ Compare and contrast the role/effect of Catholicism in the Southern United States, Mexico and Brazil.
- ❖ How would you explain/evaluate the significance of the numerous churches built during the colonial period?
- ❖ What is the significance of the evangelization process in relation to Pelourinho (the slave whipping grounds) and the separation of places for worship for slaves and whites? What are your sentiments about the evangelization process?

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- ❖ What can you conclude about Moorish influence on the architecture of the Americas? Please cite specific evidence to support your conclusions.

### 3. Sequence of Activities:

#### a) **Interconnected ‘web’ of activities**

- ❖ Locate the three countries and cities using the World Atlas Map.
- ❖ Introduction of Spanish and Portuguese using basic vocabulary.
- ❖ Students will augment their vocabulary, with the ‘Survival Kit.’
- ❖ Students will have listening exercises in Spanish and Portuguese.
- ❖ Students will role-play a conversation in Spanish and Portuguese.
- ❖ Students will read and discuss a variety of written genres.
- ❖ Students will sing in both target languages.
- ❖ Students will write a list of characteristics that identify themselves in the target languages.
- ❖ Students will read about the history of the colonization of *San Antonio*, *Zacatecas* and *Salvador*.
- ❖ Students will read about the transatlantic slave trade and access the impact in today’s society.
- ❖ Students will learn about the Catholic Saints and the Orixás, African Gods.
- ❖ Students will view the video entitled **Orixás’ Music and Dance**.

#### b) **Rationale for activities and sequencing**

- ❖ Students need to be cognizant of the location of the areas studied.
- ❖ Students need an introductory lesson in the target languages to break the barriers.
- ❖ Students will feel more confident when they become more proficient in the target languages.
- ❖ Students will be able to immerse themselves in authentic conversations in the target languages equipping them with the **‘tools to survive’** in a foreign country in which Spanish and Portuguese are spoken.
- ❖ Students will better understand themselves, their surroundings and communities in *Mexico* and *Brazil*.
- ❖ Students will be able to understand the religious cultural differences and similarities in *San Antonio*, *Zacatecas* and *Salvador*.
- ❖ Students will need to know about the religious ceremonies to be able to understand the syncretization (blending) of the various cultures.
- ❖ Students will have a better grasp about North America and South America.

#### 4. Curricular resources:

##### a) Real-world artifacts that:

- Illustrate or typify
  - ❑ A statue of the **Black Madonna, Rosario dos Pretos**
  - ❑ The **Orixá** doll representing the goddess, **Oxum**
  - ❑ Pictures of Catholic saints and Orixás
  - ❑ Original painting from Brazil incorporating the focus of this unit
  - ❑ Catholic Liturgical Guide in the target languages
  - ❑ Religious music in the target languages
    - ✓ Paloma Blanca
    - ✓ Las Mañanitas
    - ✓ Que Coisa tan Bonita
    - ✓ Oh Meu Santo Antonio
    - ✓ Sorriso Negro
  - ❑ Pop/Contemporary music in the target languages
    - ✓ Besamé
    - ✓ La Marcha de Zacatecas
    - ✓ Chic, Chic
    - ✓ Adoleta
  - ❑ Realia in the target languages
  - ❑ A Bahiana outfit and headdress
  - ❑ Map of Brazil written in Portuguese
  - ❑ Text entitled *Curso moderno de Lingua Portuguesa* which includes legends and short stories
  - ❑ Text entitled *Leyendas Mexicanas*
- Defy expectations
  - ❑ Orixás/Candomblé religious celebrations
  - ❑ Video entitled, **A Dwelling Place, Full of History and Magic**
- Tell a story
  - ❑ PowerPoint photo presentation
  - ❑ *Caipora, o pai do mato* by Sonia Junqueira
  - ❑ Legend of the Virgen de Guadalupe

##### b) Print and Audio-Visual Resources:

**Curso Moderno de Lingua Portuguesa**; Douglas Tufano,  
Editora Moderna LTDA, 1997

**Leyendas Mexicanas**; Genevieve Barlow & William N. Strivers,  
National Textbook Company, 1974

**Do Meu Jeito (CD)**; Kelly Key  
Warner Music Brasil, LTDA



**Canticos Do Rosario Dos Pretos;**  
Indústria E. Comércio Fonográfica, LTDA

**Todos los Romances (CD);** Luis Miguel  
Warner Music Benelux, 1997

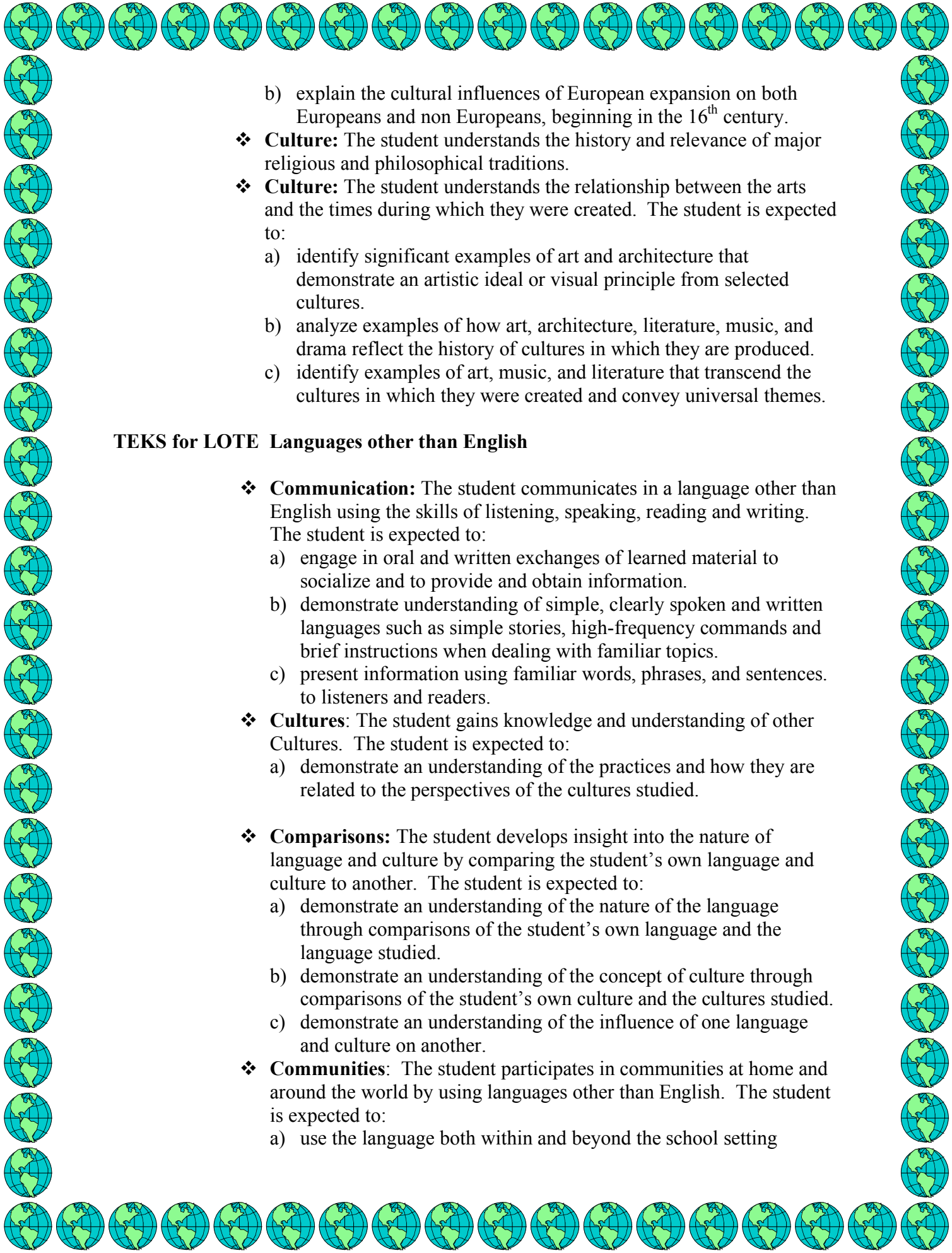
**A Dwelling Place Full of History, Magic and Mistery** (video);  
Solar Do Unhão (restaurante), Salvador, Bahia, Brasil,  
Phone # (71) 329-5551

## 5. Unit assessment:

- a) Evaluate and analyze the similarities and differences of Catholicism and Candomblé.
- b) What do you think is the importance of the parallels between names of churches and saints in *San Antonio*, *Zacatecas* and *Salvador*, and why do you believe that this amalgamation emerged in their belief system and how has this affected today's society?
- c) Analyze and align the Catholic Saints and the African gods, the Orixás. How has this phenomenon impacted Afro-Brazilian identity?
- d) Compare and contrast the architecture in the buildings from the colonial period in San Antonio, Mexico and Brazil. What impact have the Spanish, Portuguese and Muslim cultures had on architecture in the New World? Create a drawing or research edifices portraying this architectural style. List specific findings.
- e) Explain the role of evangelization Franciscans had in the New World during the colonial period? How is this manifested today?
- f) Identify important persons or life experiences that have molded your present identity. Compare and contrast by listing the similarities and differences that you and a person from Mexico and Brazil may have. Use a form of technology to present, for example PowerPoint.

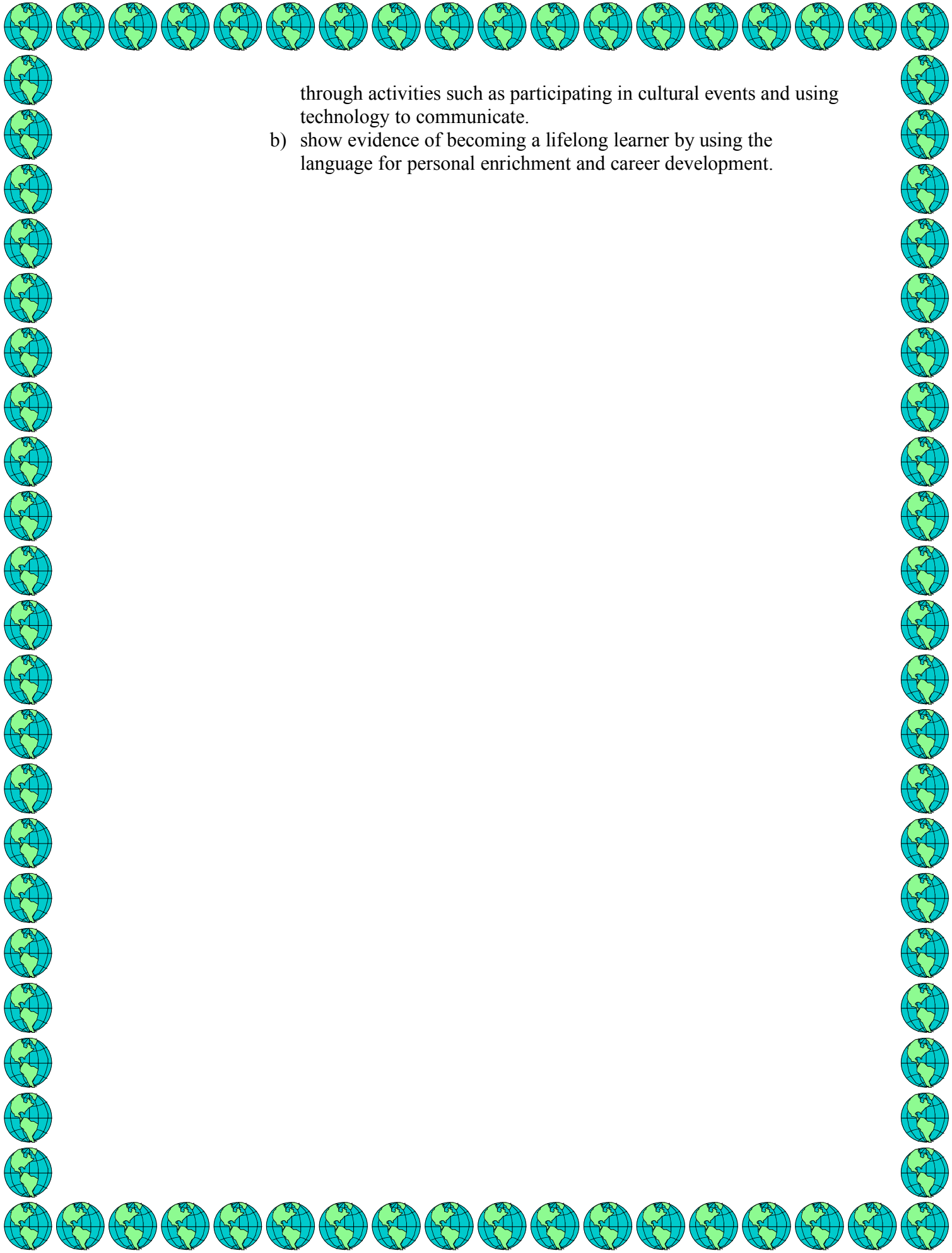
## Texas Essential Knowledge & Skills (TEKS) Social Studies

- ❖ **History:** The student understands how the present relates to the past. The student is expected to:
  - a) identify elements in a contemporary situations that parallel a historical event.
  - b) describe variables in a contemporary situation that could result in different outcomes.
- ❖ **History:** The student understands causes and effects of European expansion beginning in the 16<sup>th</sup> century. The student is expected to:
  - a) identify causes of European expansion in the 16<sup>th</sup> century.

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- b) explain the cultural influences of European expansion on both Europeans and non Europeans, beginning in the 16<sup>th</sup> century.
- ❖ **Culture:** The student understands the history and relevance of major religious and philosophical traditions.
  - ❖ **Culture:** The student understands the relationship between the arts and the times during which they were created. The student is expected to:
    - a) identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from selected cultures.
    - b) analyze examples of how art, architecture, literature, music, and drama reflect the history of cultures in which they are produced.
    - c) identify examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes.

### TEKS for LOTE Languages other than English

- ❖ **Communication:** The student communicates in a language other than English using the skills of listening, speaking, reading and writing. The student is expected to:
  - a) engage in oral and written exchanges of learned material to socialize and to provide and obtain information.
  - b) demonstrate understanding of simple, clearly spoken and written languages such as simple stories, high-frequency commands and brief instructions when dealing with familiar topics.
  - c) present information using familiar words, phrases, and sentences. to listeners and readers.
- ❖ **Cultures:** The student gains knowledge and understanding of other Cultures. The student is expected to:
  - a) demonstrate an understanding of the practices and how they are related to the perspectives of the cultures studied.
- ❖ **Comparisons:** The student develops insight into the nature of language and culture by comparing the student's own language and culture to another. The student is expected to:
  - a) demonstrate an understanding of the nature of the language through comparisons of the student's own language and the language studied.
  - b) demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied.
  - c) demonstrate an understanding of the influence of one language and culture on another.
- ❖ **Communities:** The student participates in communities at home and around the world by using languages other than English. The student is expected to:
  - a) use the language both within and beyond the school setting



through activities such as participating in cultural events and using technology to communicate.

- b) show evidence of becoming a lifelong learner by using the language for personal enrichment and career development.