

Lesson Plan / Brazil Unit

I. Unit Goals

- A. Purpose of unit – Students will analyze primary sources, role play, study maps, and interpret events in history to gain an enduring understanding of:
 - 1. How and why almost 3.6 million men and women were uprooted in Africa and forced into slavery in Brazil from 1538 until 1888.
 - 2. The harsh working conditions and the cruelty that African slaves endured throughout Portugal’s colonization of Brazil.
 - 3. The customs, music, and religious beliefs that slaves brought from Africa that remain an integral part of the social order in Northeastern Brazil today.
- B. Performance and requisite learning goals – Upon completion of this unit, students will be able to:
 - 1. Identify the reasons why and how slavery evolved in Brazil.
 - 2. Chart the sea routes of slave ships along the middle passage using latitude and longitude coordinates.
 - 3. Describe slavery as an economic system.
 - 4. Argue the need for slavery from Portugal’s perspective.
 - 5. Expound on the sale and the ownership of slaves and the cruelty that slaves endured.
 - 6. Discuss the African culture and customs that remain entrenched in Northeastern Brazilian society today.

II. Evidence of understanding

- A. Developing competencies
 - 1. Students must have map skills in order to:
 - a. Use longitude and latitude coordinates to locate points on a world map that include: the Ivory Coast in Africa; Salvador, Brazil; slave ship routes in the Atlantic Ocean; the Caribbean Islands; and slave ship ports in North and South America.
 - b. Use the scale on a map to calculate distance and the approximate time it took slave ships to sail across the Atlantic Ocean.
 - 2. Students will require verbal communication skills when they are asked to reflect on and debate the issues presented in each reading assignment.
 - 3. Students must understand slavery as an economic system and realize that Brazil’s economy during colonial rule was even more dependent upon slave labor than the United States was.
 - 4. Students must understand the following terms:
 - a. Cultural diffusion – some of the customs and most of the architecture in Salvador, Brazil today are excellent examples of the 300-year long diffusion of African and Portuguese cultures in Brazil.
 - b. Indigenous – the Indians were “indigenous” to Brazil, meaning they were the first humans to inhabit the region.
 - c. Primary sources – an eyewitness account of an event in history.

6. Students must understand and appreciate the vast differences in the customs, traditions, and values of countries throughout the world. These differences are what make countries so interesting to study and to visit. Exploring and evaluating the music, religious beliefs, and customs, etc. of Brazil or any other country must therefore be conducted with an open, non-critical mind.
- B. Student self-reflections – After every reading, role-playing, and writing activity, students will be required to reflect on what they have learned either verbally, in writing or both.

III. Sequence of activities

A. Interconnected “web” of activities

1. Each student will receive a packet containing: a blank map of the world, a fill-in-the-blank historical outline of the Atlantic slave trade, and a copy of the role-play activity.
2. **A / V presentation** – In an effort spark student interest and to help familiarize the students with Brazil, this unit will begin with a fifteen-minute color slide presentation. The presentation will illustrate the amazing beauty of the coastlines, landforms, cities, people, art, and customs of Brazil. Also included will be photos of buildings in Salvador where slaves were detained and the city square where slaves were chained and sold at auction.
3. **Historical overview of the middle passage and the slave trade** – Students will fill in the information on their historical outlines as the teacher uses maps and various transparencies in a brief overview of the Atlantic slave trade.
4. **Reading activity (1)** – The African slave trade begins when Portuguese colonists realized the need for alternate sources of labor after most of the indigenous peoples either had escaped inland or had been killed. Students will read aloud excerpts from the book *Bound for America*, in which the author, James Haskins, describes the Indians and their reluctance to work. A discussion and questions will follow the reading.
5. **Role-playing activity** – “Indians – Brazil’s first slaves” (see Addendum).
6. The Middle Passage – Using an overhead projector:
 - A. Show a map of the world and indicate where in Africa most slaves came from, the routes of the slave ships across the Atlantic, and the major slave trade ports.
 - B. Show images of slave ships, slave holding pens, the living conditions on ships, leg and arm chains, a slave auction, and a sugar plantation.
7. **Reading activity (2)** – Students will read aloud about the dreadful conditions aboard slave ships in the chapter titled “A Filthy Voyage” from the book *The Slave Trade* by Hugh Thomas. A discussion and questions will follow.
8. **Map activity** –
 - A. Review the concept of latitude and longitude coordinates with a map of the world on an overhead screen.

- B. Write the following on the board, and ask students to plot these coordinates on their maps of the world. Collect for a daily grade.
1. Middle Passage Route Provide coordinates, and have students locate the coordinates and draw lines connecting the coordinates to reveal the various routes of the Middle Passage.
 2. Salvador, Brazil 10 degrees S, 20 degrees W
 3. Ivory Coast in Africa 10 degrees S, 10 degrees E
 4. Mozambique in Africa 20 degrees S, 35 degrees E
 5. Caribbean Islands 20 degrees N, 70 degrees W
 6. Charleston, South Carolina 33 degrees N, 78 degrees W
7. Sailing at an average speed of 70 miles per day, have students use the legend on the bottom of the map to determine the approximate number of days slave ships took to sail from Mozambique to Salvador, Brazil.
9. **Analyzing primary sources activity** – Students will listen to a twenty-minute segment of the audio tape, *To be a Slave*, an extraordinary narrative of the primary source accounts from slaves explaining what it felt like to be a slave, to wear shackles on your ankles, to feel whips lashing your back, and to work under the cruelest conditions. Display 5-7 questions on the overhead screen and have students write the questions and answers on a piece of paper as they listen to the audio tape. A discussion will follow. Collect for a daily grade.
10. **Cultural diffusion activities** – Defined as the spread of customs and culture from one part of the world to another. Portugal's colonization of Brazil and the relocation of Africans to Brazil offer excellent examples of cultural diffusion.
- A. Using an overhead projector, show color photos of Portuguese architecture in Brazil.
 - B. Play a one-minute audio of the Portuguese language, the principal language spoken in Brazil
 - C. Play several selections of Afro-Brazilian music and explain that all have roots from Africa.
 - D. Music activity – The class will first listen to a variety of lively Afro-Brazilian music that is certain to get students out of their seats and dancing in the aisles. Then, after a demonstration of various Afro-Brazilian musical instruments, students will have an opportunity to create their own Afro-Brazilian music by playing some of the most popular musical instruments including a *caja*, an *agogô*, a *berimbau*, and a *caixa*. Remind students that these instruments originated in Africa and are still popular in Brazil today.
 - D. Briefly discuss Candomblé, the very popular and controversial religion of most Afro-Brazilians that has African roots.

11. **Performance assessment/writing activity** – To be handed in at the end of the unit as a quiz grade.
 - A. Identify and discuss reasons why and how slavery evolved in Brazil.
 - B. Describe the Middle Passage.
 - C. Imagine that you are aboard a slave ship bound for Brazil. Write two descriptive paragraphs about what you might see, hear, smell and feel aboard the ship.
 - D. What is a primary source as it relates to World History? Discuss three things you learned from the primary sources reviewed during this unit.
 - E. Describe the Portuguese colonist's woefully inequitable system of land distribution and the economic impact this system has had on black Brazilians over the past 400 years.
 - E. Define cultural diffusion and provide five examples of cultural diffusion in Brazil.
- B. Rationale for each activity and sequencing
 1. A/V presentation – Primarily intended to spark student curiosity and interest in Brazil.
 2. Historical overview of the slave trade – This provides students with the knowledge base needed to understand how and why slavery evolved in Brazil. Students will be required to fill in the blanks in their historical outlines during the overview in order to reinforce what they have just been taught and to assure that they remain focused.
 3. Reading activity – This activity is intended to improve reading skills and the retention of the material presented in this unit. Reading aloud makes it easier for ESL students and slow readers to keep up. This reading is intended to provide students with specifics of the colonists' first source for slaves, the indigenous peoples.
 4. Role-play activity ("Indians – Brazil's first slaves") – This is an opportunity for students to use their imagination and to pretend they are either Indians or Portuguese colonists in Brazil during the early 1500s.
 5. Presenting images of the Middle Passage and the slave ships – This allows students to visualize slave ships, the living conditions aboard the ships, and the cruelty bestowed upon the slaves.
 6. Reading activity – Same as #3 above.
 7. Map activity – This activity gives students the opportunity to review and utilize basic map coordinate skills learned in World Geography. This will also help them visualize and comprehend the regions of the world where the slave trade existed during the 15th-19th centuries.
 8. Analyzing primary sources activity – The rationale for this activity is that primary sources are excellent tools to reinforce what students have already learned about an event in history. In addition, most students enjoy the opportunity to read or listen to the words of an eyewitness to an event in history. Any activity that interests students keeps them focused and increases their chances of retaining the material presented.

9. Cultural diffusion – Students must be able to comprehend the impact of cultural diffusion in the evolution of world civilizations. To do this we first provide examples of cultural diffusion in Brazil. Then to aid in the retention of this concept, students will brainstorm examples of cultural diffusion in the United States.
10. Music activity – The rationale for this activity are:
 - A. To generate an appreciation for Brazilian music and culture.
 - B. To reinforce the concept of cultural diffusion by reminding students that most of the music we will listen to and the instruments we will play in class have roots in Africa.
 - C. To encourage student involvement and creativity by allowing students to play Afro-Brazilian musical instruments.
11. Discussion of Candomblé – The rationale for this activity are:
 - A. To reinforce the concept of cultural diffusion since the roots of this popular religion are in Africa.
 - B. To reinforce the fact that Candomblé is an integral component of Afro-Brazilian tradition, customs, and culture.
 - C. The unconventional rituals performed in Candomblé ceremonies are guaranteed to generate student interest and comments.
12. Performance assessment and writing activity – The rationale for this activity are:
 - A. To give students the opportunity to reflect on the material presented in this unit, to organize their thoughts and then communicate their thoughts in writing.
 - B. Feedback for the teacher on the degree of student comprehension of the material presented in this unit.

IV. Curricular resources:

- A. Real-world artifacts:
 1. Afro-Brazilian musical instruments – Students will learn about four musical instruments with origins that date back hundreds of years in Africa. Listening to and having the opportunity to play these musical instruments will illustrate the types of music that helped to mold Brazilian culture.
 2. An authentic 5' by 3' flag of the country of Brazil. The significance of the colors and symbols in the flag will be discussed.
 3. A wood carving of Capoeira will help in discussing the tradition of Capoeira in Afro-Brazilian culture. Capoeira is part martial arts, part ceremonial dance, and a big part of the entertainment for tourists. Photos and a video, along with the wood carving, will help students understand why Capoeira is such an integral part of Brazilian culture.
- B. Digital resources: The following are websites to supplement this lesson plan:
 1. www.brazzil.com/musaug98 - The history of Brazilian music.
 2. www.kilamanjaroentertainment.com/African_music - The History of African music including audio clips of Afro-Brazilian music.
 3. www.intercity.org/holt/slavechron - The complete chronology of the history of the African slave trade including color maps of the Atlantic trade routes.

4. www.worldbook.com?features/explorers/html - The history of the Atlantic Slave trade.
5. www.cla.sc.edu/hist/faculty/scardaville/hist - This primary source document are the words of Jesuit priest João Antônio Andreoni around 1667 when he arrived in Brazil and observed life on sugar plantations and the roles of slaves.
6. www.brazilca.com - This Web site offers an overview of Brazilian art and culture.
7. www.capoeira.com - This Web site describes the history and tradition of the popular martial arts routine called capoeira.
8. Audiobook: *To Be a Slave* by Julius Lester – An historical account of slavery told by the slaves themselves. Their stories detail what it felt like to be a slave and to wear shackles, to feel whips lashing your back, and to work under the cruelest conditions.

V. Unit assessment

A. Aligned with performance goals

1. The fill-in-the-blank historical outline that students are required to complete and hand in for a grade will help determine:
 - A. How focused students were during the initial historical overview of the Brazilian slave trade.
 - B. Student comprehension of how and why slavery evolved in Brazil.
 - C. Student comprehension of slavery as an economic system
 - D. Student comprehension of the importance of slavery from Portugal's perspective.
2. A class discussion and questions requiring critical thinking skills will follow each reading activity to determine:
 - A. Student comprehension of how and why slavery evolved in Brazil.
 - B. Student comprehension of the living conditions on slave ships and the cruelty that slaves endured during the Middle Passage.
3. A class discussion and questions requiring critical thinking skills will follow the role play activity to determine student comprehension of the role of the Indians in the evolution of slavery in Brazil.
4. Charting latitude and longitude coordinates in the map activity will determine student comprehension of the sea routes that slave ships sailed along the Middle Passage.
5. A class discussion and questions requiring critical thinking skills will follow the A/V presentation and the music activity to determine student comprehension of the African customs and traditions that remain entrenched in Northeastern Brazil today.
6. The performance assessment/writing activity at the end of the unit will measure student comprehension in the areas detailed in III: 11A-11E above.

B. Aligned with Texas Essential Knowledge and Skills (TEKS) – TEKS that will be addressed during this unit include the following from World History:

<u>TEKS</u>	<u>DESCRIPTION</u>
1-A	Identify the major eras in world history and describe their characteristics.

<u>TEKS</u>	<u>DESCRIPTION</u>
1-B	Identify changes that resulted from important turning points in world history.
5-A	Identify the causes of European expansion beginning in the 16 th century.
5-B	Explain the political, economic, and cultural influences on European expansion.
7-B	Summarize effects of imperialism on selected societies.
11-A	Create maps representing various aspects of world history.
12-A	Locate places and regions of historical significance.
17-C	Identify examples of political, economic, and social oppression and violations of human rights throughout history.
20-A	Identify significant examples of art and architecture that demonstrate ideal or visual principle from selected cultures.
20-C	Analyze examples of how art, architecture, and music reflect the cultures in which they are produced.
25-B	Locate and use primary sources and artifacts to acquire information.
26-C	Interpret and create databases, outlines, visuals, and maps.

Addendum

Role-Playing Activity – “Indians – Brazil’s first slaves”

Source: Web site: <http://ladb.unb.edu/retanet/plans/search>. The concept for this activity came from Rachel King-Davis at Simon Gratz High School in Philadelphia, PA.

Materials needed:

Water guns, 3 x 5 cards, colored paper (matching your designated areas), objects that look like gold, bottles of sand or a picture of grass, sign to mark the gold mines, paper chains or a bike chain to represent the arrival of Africans.

Procedures:

1. Students arriving to the classroom will be given a card with a color (blue = European, Red = Indigenous) and a number. The indigenous people will be allowed to sit in the larger circle of the pre-arranged chairs at the beginning. After settling the class, explain that we are going to do a role-playing exercise that will reflect the arrival of the Portuguese colonists in Brazil and the capture of the indigenous people. Remind students that all must participate to assure the success of this activity.
2. Students pick a card according to their number. The cards should explain in detail the role they are to take and the time limits. Each performance will be in numerical sequence, starting with the Portuguese colonists and alternating with the Indigenous people, starting with a signal nod from the teacher. (See “Roles” below.)
3. Allow the students 3-5 minutes time to preview their cards so they understand the roles they are about to perform. Students are not permitted to talk about or divulge their roles to other students.
4. Before beginning this activity, the teacher will read several selected paragraphs to the class from James Haskins book, *Bound for America*, to reinforce the objective of this activity.
5. The cards should reflect the gradual takeover of Brazil’s indigenous peoples by Portuguese colonists.
6. After the activity, send students back to their seats and have them read their cards aloud, so that everyone knows the roles that each attempted to act out. Then allow students five minutes to reflect with the person next to them on what, if anything, the indigenous people could have done to improve the situation they found themselves in.
7. Emphasize the point that the destruction of the Indians created the need for more labor. Thus, Portuguese colonists decided to bring Africans to Brazil and use them as slaves in the gold mines and on sugar plantations.

Roles for the Portuguese colonists:

- #1 You are captain of a ship that just landed in the harbor at Salvador, Brazil in 1540. You jump off the ship and declare this beautiful land the property of the King and Queen of Portugal.
- #2 You are planning to take over these heathen-like people who don’t wear much clothing, are of a different color, and speak in a strange language. You want to convert them to Christianity so you declare them Christians.
- #3 You have a water gun. You tell the indigenous people that they now work for the King of Portugal. Tell them they will be beaten or shot if they disobey in any way. To prove your point, you start to beat one of the Indians in front of her family. (Don’t actually hit her!!!) Pretend to work her over for not following the rules. You then shoot her just to make a point to the other people.
- #4 Using a water gun, you shoot and kill another Indian as he tries to protect his people.

- #5 The indigenous people surrender but some were able to escape inland. You believe there is gold in the area and the gold will make all the men on the ship rich. You then march these people to a dangerous, snake infested, unbelievably hot gold mine where they are forced to work until they escape or die.
- #6 You are the foreman at the gold mine and you realize that most of your workers are dying in the gold mines or on the sugar plantations. Call a meeting with your fellow colonists and convey the bad news. Insist that the gold mines and sugar plantations will all be shut down soon unless more and better slaves are secured.
- #7 At the meeting you state that you heard about the plentiful supply of hard working slaves that have been brought to Portugal and Spain from Africa.
- #8 The group decides to investigate the slave trade from Africa because the Indian workers here in Brazil are of little use anymore. You suggest that ships be sent immediately to the west coast of Africa in search of quality slaves. The Atlantic slave trade begins.

Roles for the Indigenous people:

- #1 You are a leader in the tribe and you make many of the group's major decisions. As a matter of survival, you must influence your people into talking with these pale-face people. (Turn around, talk to your group and convince them of the need to make peace and work with these people.)
- #2 Your name is Bahia and you are a woman in the tribe. You tell others that you have seen pale-face people eyeing the gold in the village. You are very confused and afraid so you keep in the background.
- #3 Upon getting a signal from the teacher, you will be approached by a pale-face who will kidnap you. Do not resist or he may harm you. Give up willingly and try to stop anyone (verbally) who attempts to save you. You will eventually be killed so play dead at the end.
- #4 You are watching the brutal beating of your sister Bahia. You try to help but she tells you not to get involved. The pale-face people pull out a funny-looking object and turn towards you as you begin to advance on them. You hear a loud bang and feel pain in your stomach. You then fall on the ground.
- #5 You just witnessed the beating and killing of two of your people. You will be next unless you listen. You meekly walk over to the pale-face people with your hands raised. You are put to work in a cold, dark, and clammy gold mine until your death two years later.