

**Title**

“Histórias/Histories: An Introduction”

**Concept/Main Idea of Lesson**

Students will get a brief overview of Brazil --- history, geography, and current issues --- and learn about the art exhibition, *Histórias/Histories*.

**Intended Grade Levels**

Grades 6-12

**Duration**

1-2 days

**Infusion/Subject Areas**

Visual Arts

Social Studies

**Curriculum Standards****Next Generation Sunshine State Standards**

Visual Arts:

- VA.5.H.1.1: Examine historical and cultural influences that inspire artists and their work.

Social Studies:

- SS.912.G.2 Understand physical and cultural characteristics of places
- SS.912.G.3 Understand the relationships between the Earth’s ecosystems and populations that dwell within them
- SS.912.G.5 Understand how human actions can impact the environment

**National Standards for Arts Education**

- Standard 4: Understanding the visual arts in relation to history and cultures.
- Standard 6: Making connections between visual arts and other disciplines.

**National Council for the Social Studies**

- Theme 1: Culture
- Theme 2: Time, Continuity, & Change
- Theme 3: People, Places, and Environments
- Theme 6: Power, Authority, and Governance
- Theme 9: Global Connections

**Common Core**

- CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source (extension activity)

**Instructional Objective**

Students will:

- Reflect upon their geographic understanding of the Western hemisphere via a mental map and in-class discussion

- Identify and describe important information about Brazil via an in-class discussion
- Elaborate on three pieces of information that s/he learned about Brazil from this lesson on an exit card

### **Learning Activities Sequence**

1. Activate the PowerPoint. On slide 1, tell students that today they will learn about the country of Brazil and an art exhibition based on Brazilian artists' work.
2. **Attention-Getter:** Advance to slide 2 (Mental Cartography). Ask students to close their eyes and try to envision the Western Hemisphere (North, Central, and South America) in their mind's eye. Have them consider:
  - What does it look like?
  - What natural features do you see?
  - What human-made structures are there?Then have them open their eyes, pick up their pencils, and draw their mental maps of the Western Hemisphere on the blank sheets of paper provided. Students are to label as many places and features as they can. Reassure students that they do not need to be artistically proficient, just general locations, shapes, and corresponding labels are sufficient. Allow 5 minutes.
3. **Pair-Share:** Advance to slide 3. Allow students to turn to a shoulder partner and share their maps (approximately 3 minutes), noting:
  - What places or features did both of you draw?
  - What places or features did you both label?
  - What do you know about the features you drew?
  - What differences are there between the two maps?
4. **Whole Class Discussion:** Advance to slide 4. Engage students in a discussion centered on the following prompts:
  - What generalizations can you make about your maps?
  - What are some things your maps had in common?
  - What were some differences?
  - What are some possible explanations for the commonalities and differences?
  - How accurate do you think your maps are?
5. **Whole Class Discussion:** Advance to slide 5 and allow students a minute or two to compare their maps with the one projected. Ask students questions such as:
  - How many of you included the Amazon River or Rainforest?
  - How many of you included Brazil on your map?Inform the class that Brazil is the fifth largest country in the world (both in terms of geographic area and population). Segue to the presentation, *An Introduction to Brazil* by asking students to share what information they already know about the country of Brazil (e.g. historical facts and figures).
6. **Content Presentation:** (Slides 6-15) Share with students pertinent information about Brazil, reviewing details in the "Notes View" and pausing to point out illustrations and graphics.
7. **Artist Introduction:** Explain to students that the selected artists (Jonathas de Andrade, Caio Reisewitz, Virginia de Medeiros) all live and work in Brazil. Some of the issues discussed have served as major influences on the artists' work. Use the slide notes to introduce the students to each artist.

8. **Closure:** Ask students to revisit their mental maps, and pose the following question:
  - How would you draw your map differently if asked to participate in the mental cartography exercise again?
9. **3-2-1 Exit Ticket:** (Slide 16) Ask students to list three things they learned in today's lesson about Brazil, two questions they have about the content, and one thing they would like to learn more about

### **Evaluation**

- 3-2-1 Exit Ticket
- Small group and whole class discussion

### **Optional Extension Activity**

- **Current Event:** Investigate one of the social concerns mentioned in the content presentation (favelas, water scarcity, Amazon degradation). Students will find a news article from the past year describing the issue, or as an alternative, be assigned an article by the teacher. After reading their article, students should submit a reflection answering the following questions:
  - What are the details of the issue described in the article (Who? What? Where? Why? When?)
  - Why is this issue of importance to global society?
  - What is to be done about this issue? By the Brazilian people? By the Brazilian government? By others in the world?

As alternative to the written reflection, students could orally present their responses to the reflection question in small groups or to the entire class.

### **Materials and Resources**

- PowerPoint Presentation, *An Introduction to Brazil*.
- LC projector & Screen
- Computer
- Blank sheets of paper (plain white copier paper works well)
- Pencils

### **Internet Links**

- National Geographic Kids: Brazil (<http://kids.nationalgeographic.com/explore/countries/brazil/#brazil-soccer.jpg>)
- Kids World Travel Guide: Brazil (<http://www.kids-world-travel-guide.com/brazil-facts.html>)
- Time for Kids: Brazil (<http://www.timeforkids.com/destination/brazil>)

### **References**

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- BBC. (2014). Favela life: Rio's city within a city. . Retrieved from: <http://www.bbc.com/news/world-latin-america-27635554>.
- WWF Global. (2013). Keeping an eye on deforestation. Retrieved from: <http://wwf.panda.org/?208511/Keeping-an-eye-on-deforestation>.