

<b>Lesson Number and Title: Lesson 1 – The 2016 Olympics in Brazil</b>	
<b>Lesson Description:</b>	
<b>Learning Outcomes:</b> Students will be able to identify where the Olympics were, what events were held, and how many medals both Brazil and the U.S. won.	
<b>Activation</b>	
<b>Description</b> (What is the student going to see, hear, watch, do or read?)	<b>Resources/Media Notes</b>
Students will answer a bell work question to gauge their knowledge of the 2016 Olympics and Brazil.	<u>Materials</u> Paper Pen(cil)
<b>Demonstration</b>	
<b>Description</b> (What is the student going to see, hear, watch, do or read?)	<b>Resources/Media Notes</b>
Go over the Marking the Text strategy with the students, and do the first paragraph as an example.	<u>Material</u> Paper Pen(cil) Marking the Text PowerPoint Marking the Text overview sheet Brazilian flag  <u>Reading</u> News clip summarizing 2016 Olympics in Rio de Janiero
<b>Application</b>	
<b>Description</b> (What is the student going to do? How are they going to receive guidance and feedback?)	<b>Resources/Media Notes</b>
Students mark the text, discuss with a partner, then discuss with the class.	<u>Materials</u> Paper Pen(cil) Marking the Text overview sheet  <u>Reading</u> News clip summarizing 2016 Olympics in Rio de Janiero
<b>Integration</b>	
<b>Description</b> (How will the student demonstrate the learning outcome?)	<b>Resources/Media Notes</b>
Exit ticket about one fact that they learned about the Olympics	

<b>Lesson Number and Title: Lesson 2 – The Geography of Brazil</b>	
<b>Lesson Description:</b>	
<b>Learning Outcomes:</b> Students will be able to identify Brazil on a map of the world, the capital of Brazil, bodies of water, and other major landmarks.	
<b>Activation</b>	
<b>Description</b> (What is the student going to see, hear, watch, or do?)	<b>Resources/Media Notes</b>
Students will complete a short map quiz answering questions about a map of South America.	<u>Materials</u> Paper Pen(cil) Map of South America Map Questions
<b>Demonstration</b>	
<b>Description</b> (What is the student going to see, hear, watch, or do?)	<b>Resources/Media Notes</b>
Discuss the geography of Brazil with the students with a short lecture.	<u>Material</u> Paper Pen(cil) Cornell Note paper Geography of Brazil PowerPoint Photographs of Brazilian landscapes
<b>Application</b>	
<b>Description</b> (What is the student going to do? How are they going to receive guidance and feedback?)	<b>Resources/Media Notes</b>
Provide students a list of locations and landmarks to find on the map. Hand out blank maps of Brazil and have students identify the key cities, bodies of water, and landmarks.	<u>Materials</u> Paper Pen(cil) Colored pencils Blank map of Brazil
<b>Integration</b>	
<b>Description</b> (How will the student demonstrate the learning outcome?)	<b>Resources/Media Notes</b>
Student created maps of Brazil and ability to locate these locations and landmarks in the future.	



<b>Lesson Number and Title: Lesson 4 – The Politics of Brazil</b>	
<b>Lesson Description:</b>	
<b>Learning Outcomes:</b> Students will be able to identify major political parties in Brazil and some of their platform points.	
<b>Activation</b>	
<b>Description</b> (What is the student going to see, hear, watch, do or read?)	<b>Resources/Media Notes</b>
Students will have a short discussion about the structure of politics in the United States, and what they believe the government should be in charge of providing to its citizens.	
<b>Demonstration</b>	
<b>Description</b> (What is the student going to see, hear, watch, do or read?)	<b>Resources/Media Notes</b>
Go over the Jigsaw strategy with the students, and do an example with them.	<u>Material</u> PowerPoint outlining Jigsaw strategy Jigsaw Example
<b>Application</b>	
<b>Description</b> (What is the student going to do? How are they going to receive guidance and feedback?)	<b>Resources/Media Notes</b>
Jigsaw about politics in Brazil. Students will be grouped and given an outline of a political party in Brazil. They mark the text, answer the questions as a group, then report out to the class.	<u>Materials</u> Jigsaw worksheets Overview of political parties  <u>Reading</u> Short overview of political parties
<b>Integration</b>	
<b>Description</b> (How will the student demonstrate the learning outcome?)	<b>Resources/Media Notes</b>

Student jigsaw worksheets and ability to accurately teach their classmates the information.



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**Lesson Number and Title: Lesson 6 – Religion in Brazil**

**Lesson Description:**

**Learning Outcomes:**

Students will be able to identify major regions in Brazil and an understanding of how Christianity and African religions blend in Brazil.

**Activation**

**Description** (What is the student going to see, hear, watch,

<b>Lesson Number and Title: Lesson 7 – Women and Blacks in Brazil</b>	
<b>Lesson Description:</b>	
<b>Learning Outcomes:</b> Students will be able to identify major issues surrounding women and the portrayal of women in the media in Brazil.	
<b>Activation</b>	
<b>Description</b> (What is the student going to see, hear, watch, do or read?)	<b>Resources/Media Notes</b>
Students will look at two images on the board (one of Brazilian women and one of Afro-Brazilians) and write down what they think the meaning of each photo is.	<u>Materials</u> Paper Pen(cil)
<b>Demonstration</b>	
<b>Description</b> (What is the student going to see, hear, watch, do or read?)	<b>Resources/Media Notes</b>
Discuss women's rights and portrayal of women in Brazil juxtaposed with the rights and portrayal of women in the United States. Discuss black rights and portrayal of blacks in Brazil juxtaposed with the rights and portrayal of women in the United States.	<u>Material</u> PowerPoint discussing women's rights and portrayal of women and Afro-Brazilian's rights and portrayal of Afro-Brazilians <b>Photographs of Brazilians</b>
<b>Application</b>	
<b>Description</b> (What is the student going to do? How are they going to receive guidance and feedback?)	<b>Resources/Media Notes</b>
Students will participate in the discussion and take Cornell notes. Students will have small discussion groups based on the new information to share ideas and thoughts.	<u>Materials</u> Paper Pen(cil) Cornell Note paper
<b>Integration</b>	
<b>Description</b> (How will the student demonstrate the learning outcome?)	<b>Resources/Media Notes</b>

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<b>Lesson Number and Title: Lesson 9 – Music and Art in Brazil</b>	
<b>Lesson Description:</b>	
<b>Learning Outcomes:</b> Students will be able to identify African themes in art and music.	
<b>Activation</b>	
<b>Description</b> (What is the student going to see, hear, watch, do or read?)	<b>Resources/Media Notes</b>

<b>Lesson Number and Title: Lesson 10 – Capoeira and African Culture</b>	
<b>Lesson Description:</b>	
<b>Learning Outcomes:</b> Students will be able to identify Afro-Brazilian instruments and role of capoeira, and how capoeira helped keep African culture alive.	
<b>Activation</b>	
<b>Description</b> (What is the student going to see, hear, watch, do or read?)	<b>Resources/Media Notes</b>
Students will watch a short clip of Capoeira and write a paragraph about what they think it is that they are watching.	Materials Paper Pen(cil) Capoeira video clip
<b>Demonstration</b>	
<b>Description</b> (What is the student going to see, hear, watch, do or read?)	<b>Resources/Media Notes</b>
Review Afro-Brazilian instruments and role in capoeira	Material Afro-Brazilian Instruments PowerPoint Capoeira by Sonia Rose
<b>Application</b>	
<b>Description</b> (What is the student going to do? How are they going to receive guidance and feedback?)	<b>Resources/Media Notes</b>
A member of a Detroit Capoeira club will come talk to the students about the history of Capoeira. If the speakers are unavailable, students will watch a video about Capoeira while writing down questions that they still have.	Materials Paper Pen(cil) National Geographic - Seven Deadly Arts - Capoeira video
<b>Integration</b>	
<b>Description</b> (How will the student demonstrate the learning outcome?)	<b>Resources/Media Notes</b>
Exit ticket about one new thing they learned about Afro-Brazilian music and/or Capoeira.	

**Lesson Number and Title: Lesson 11 – Research Project**

**Lesson Description:**

**Learning Outcomes:**

Students will be able to discuss cultural, political, and societal issues in Brazil.

# Marking



2

You might circle: key concepts, places, dates, names of his rele

ased vocabulary, names of people, names of ts, numbers, repeated words, and anything he reading purpose.

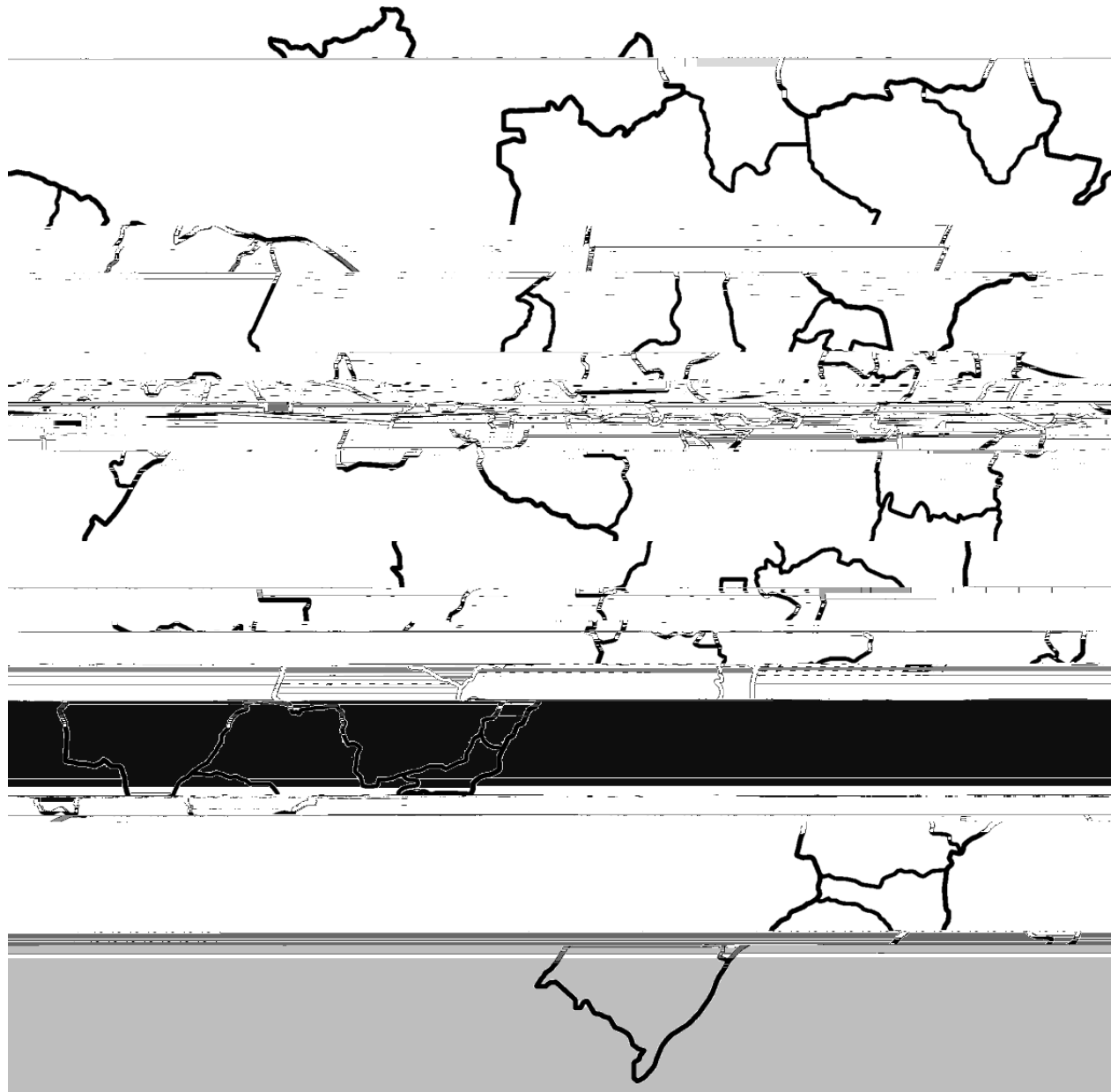
UNDERLINE AUTHOR INFORMATION

Relevant information might place, thing, or idea, descrip relationships, repeated w

3

CLAIMS, EVIDENCE, AND ANT TO READING PURPOSE

entral claims, evidence, facts about a person, erson, place, thing, or idea, cause and effect nything relevant to the reading purpose.



INTRODUCTION TO PORTUGUESE - BASIC PHRASES

English	Portuguese	Pronunciation
I'm sorry	Desculpe	Dez-coor-pe
How are you?	Como vai?	Co-mo-vie
Yes	Sim	Seem

The image shows a software interface for learning Portuguese. It features a grid of phrases with corresponding audio waveforms and playback controls. The interface is color-coded with a blue header, a red bar for the first row, and a yellow bar for the second row. The text is in a clean, sans-serif font. The audio waveforms are rendered in a light blue color, and the playback progress bars are also light blue. The overall design is clean and functional, typical of educational software.

## **At a glance - June 2015**

EPRS | European Parliamentary Research Service Author: Elena Lazarou, Members' Research Service PE 559.491

### **Brazil: Political parties**





The Brazilian Socialist Party (PSB) dates back to 1947. It was outlawed during the military regime of 1964, when many of its members joined the MDB, and was recreated in 1985 as a left-wing party situated between social democracy and radical socialism. In 1989, it cooperated with the PT and the Communist Party of Brazil (PCdoB) to create the Popular Brazil Front (FBP), which put forward Lula da Silva's first candidacy.

**Name**

**Topic**

As you read and discuss with your group, write down important facts about your topic. Write a summary based off of your important ideas, and write down any other facts you find important or interesting.

# Budget Worksheet

**Monthly Income.** Enter your gross income from all sources. For income received infrequently, such as bonuses or tax returns, calculate the annual income, then divide by 12 to find the monthly amount. (Remember, R\$ is Brazilian Reais)

Source	Gross Income
Job	R\$880

**Monthly Expenses.** Since many expenses are variable, such as utilities and groceries, it is important to average these expenses.

Category	Expense	Average Per Month
HOUSING	Rent/Mortgage	
	Gas/Electric	
	Water/Sewer/Garbage	
FOOD	Groceries/Household Items	
MEDICAL CARE	Doctor/Chiropractor	
	Optometrist/Lenses	
	Dentist/Orthodontist	
	Prescriptions	
TRANSPORTATION	Car Payment #1	
	Car Payment #2	
	Registration	
	Gasoline/Oil	
	Maintenance/Repairs	
	Public Transportation/Tolls/Parking	

PERSONAL	Beauty/Barber	
	Clothing/Jewelry	
	Cosmetics/Manicure	
ENTERTAINMENT	Cable/Satellite	
	Movies/Concerts/Theater	
	Books/Magazines	
	CD/DVD	
	Dining Out	

Total Monthly Income	Total Expenses	Balance
	-	=



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Hour: \_\_\_\_\_

**Central Statement:**

**Agree (2-3 reasons):**

**Disagree (2-3 reasons):**

**Summarize your current position on the central statement above:**

During Philosophical Chairs the classroom is divided into a horseshoe shape, and students are given a statement to think about. Students are asked to come up with 2-3 reasons to agree with the statement, and 2-3 reasons to disagree with the statement. Students then divide based on whether they agree or disagree with the statement and sit in opposing rows. A member of the agree side begins the discussion, giving their reasons for agreeing with the statement. This is followed by a member from the disagree side summarizing the previous speaker's argument, and then giving their reasons for disagreeing with the statement. If anyone changes their opinion in the course of discussion, they



Students are then presented with a critical thinking question that will elicit thought and discussion.

Chairs are then placed in the horseshoe arrangement.

Students will then argue the merits of the question and that their choice of seat during the discussion will illustrate their position. They will have the opportunity to move as their minds change.

Encourage each student to speak at least two times.

**Read** the material for the debate and the opening statement carefully; be sure you understand it.

**Listen** to the person who is speaking.

**Understand** the person's point of view.

**Contribute** your own thoughts, offering your reasons as succinctly as possible.

**Respond** to statements only, not to the personality of the person presenting it.

**Change** your mind about the statement as new information or reasoning is presented.

**Move** to the opposite side or to the undecided chairs as your thinking grows and changes.

**Support** the Mediator in maintaining order and helping the discussion to progress.

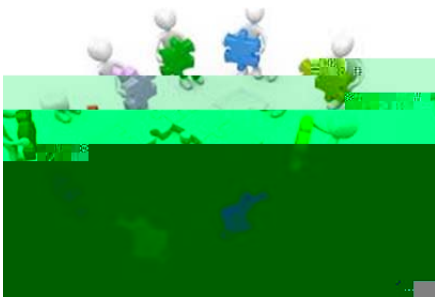
**Reflect** on the experience via the closing activity or assignment.

**Please respond openly and specifically to the following questions:**

1. What was the most frustrating part of the exercise?
2. What was the most successful part of the exercise?
3. What was said that caused you to change your seat, or what was said that caused you to not change your seat?
4. What conclusions can you draw about how you form your beliefs?
5. What conclusion can you draw about the nature of forming beliefs as it might relate to this activity?

## **Rationale**

The goal of a Socratic seminar is for students to help one another understand the ideas, issues, and values reflected in a specific text. Students are responsible for facilitating a discussion



discussion. (If students do not know how to annotate a text, you should model this for them.) Often teachers assign a discussion leader who generates a few open-ended questions that can be used to begin the seminar.

### *Step 3 Contracting*

Socratic seminars have rules that may not apply to other forms of discussion, so before beginning the seminar, it is important that everyone is aware of the norms.

### *Step 4 The Socratic Seminar*

A Socratic seminar often begins with the discussion leader, a student or the teacher, asking an open-ended question. A typical Socratic seminar opening prompt is: What do you think this text means? Silence is fine. It may take a few minutes for students to warm-up. Sometimes teachers organize a Socratic seminar like a fishbowl, with some students participating in the discussion and the rest of the class having specific jobs as observers. Socratic seminars should be given at least fifteen minutes and can often last thirty minutes or more. As students become more familiar with Socratic seminars, they are able to discuss a text for longer periods of time without any teacher-intervention.

### *Step 5 Reflect and Evaluate*

After the Socratic seminar, give students the opportunity to evaluate the seminar in general and their own performance specifically. This can be an in-class or a homework assignment. You can create evaluation forms to help with this step. Students can also reflect on their comfort level during the seminar and high points of engagement and disengagement. Reflecting on the seminar process helps students improve their ability to participate in future discussions. Here are some questions you might discuss or write about when reflecting on the seminar: