

Glossary, cont:

dictator	A leader who holds sole power in a country and frequently rules in a brutal fashion.
Emperor Pedro I	A Portuguese king and the first Emperor of Brazil; under his leadership, Brazil became an independent nation in 1822.
Emperor Dom Pedro II	The son of Emperor Pedro I who became Emperor of Brazil at age 15. Dom Pedro II remained Emperor of Brazil until 1887.
escola de samba	“Samba school” – a neighborhood association or club that performs during Carnaval in Brazil. A samba school may have as many as 3,000 dancers and 250 percussionists and members volunteer their time to put together the extravagant costumes and floats, and to practice dancing and singing. Each school’s presentation is built around a theme, and through the floats, song and costumes, the theme becomes a story. Generally, the theme is Brazilian folklore or history. Occasionally, it makes a humorous comment on modern life.
favelas	A Brazilian slum.
Princess Isabel	The daughter of Emperor Dom Pedro II who abolished slavery in Brazil by signing “The Golden Law.”
Iguacu Falls	Located at the border of Brazil, Paraguay, and Argentina, the Iguacu Falls are taller than Niagara Falls, over two miles wide, and were declared a Natural Heritage of Mankind in 1986.
“The Golden Law”	A law, signed by Princess Isabel in 1887, that freed all slaves in Brazil without compensation to the slave owners.
Macumba	An Afro-American religion practiced chiefly in Brazil but also in adjacent countries. The religion came from Africa to Brazil, brought by slaves between 1549 and 1888.
Fernando Collor de Mello	The elected President of Brazil from 1990 to 1992.
samadrome	A huge stadium-like structure in Rio de Janeiro where the samba schools parade during Carnaval.
Getulio Vargas	A civilian politician who took over the government of Brazil in 1930, and declared himself dictator until he was forcibly removed in 1945.

Bibliography/Resources:

A-Z Brazil, Justine and Ron Fontes, Children’s Press, Scholastic, Inc., 2003.

Brazil {A New True Book}, Karen Jacobsen, Children’s Press, Chicago, IL, 1989.

Brazil {Cultures of the World}, Christopher Richard, Marshall Cavendish, New York, NY, 1991.

Brazil {First Reports}, Shirley W. Gray, Compass Point Books, Minneapolis, MN, 2001.

Samba, Alma Guillermoprieto, Vintage Books, New York, NY, 1990.

www.amazonrainforest.org - Find out how to help save the rainforest, special kids area and links to other sites

<http://www.oxfam.org.uk/coolplanet/kidsweb/world/brazil/index.htm> - Cool Planet for Kids (also special pages for teachers)

<http://en.wikipedia.org> - Wikipedia, the free encyclopedia

***please keep in mind that the internet is a very dynamic source for information - at the time of print, all of these website were available

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The information contained in this resource guide supports activities led by artist/educator Eric “the FISH” Paton, and can be used independently or in conjunction with other units in this series (Haiti, Japan, Cuba, and Puerto Rico). The information and recommended classroom activities are multi-disciplinary in nature, easily adaptable to all grade levels, and support academic content standards in math, social studies, language arts, science, music, and visual arts.

This teacher resource guide is most applicable with the following workshops/assemblies taught by Eric Paton: Multicultural Drumming Assembly; Brazilian Samba Workshop. Each workshop incorporates a wide variety of information and meets the Fine Arts-Music Content Standard for:

- Historical, Cultural and Social Contexts
- Creative Expression and Communication

History of Brazil:

Brazil, located in South America, is the fifth largest country in the world in area with the world’s longest continuous coastline, and the world’s sixth largest population. The capital of Brazil is Brasilia.

Brazil was discovered in 1500 by Portuguese explorer **Admiral Pedro Alvarez Cabral**. In 1549, the Portuguese formally established a **colonial** government in Brazil, and like other colonies in the new world, began establishing sugarcane plantations, mining for gold, and exporting Brazilwood. The native people of Brazil were forced to work for the Colonists and died of overwork or disease brought by the European settlers. Other natives scattered into the interior of Brazil; so the Portuguese imported Africans as slaves to work the fields.

Emperor Pedro I was the first leader of Brazil and successfully gained Brazil’s independence from Portugal in 1822. But he was not popular. In 1831, Dom Pedro returned to Portugal, leaving behind as heir his 6-year old son **Dom Pedro II**. In 1840, at age 15, Dom Pedro II became the Emperor of Brazil. He ruled for almost fifty years, overseeing the most stable and progressive stretch in Brazil’s history.

In 1887, a movement to abolish slavery in Brazil was taking place, and while out of the country, Dom Pedro’s daughter, **Princess Isabel**, signed “**The Golden Law**,” freeing all slaves without compensation to the slave owners. This made the landowners angry and Dom Pedro II, unable to resist a revolt led by the military, went into exile. The military took control of the government and proclaimed a new republic of The United States of Brazil. Between 1889 and 1930, thirteen presidents held office while disorder and confusion made their jobs almost impossible. Finally a military coup placed a civilian, **Getulio Vargas**, in power. While Vargas legalized labor unions, passed a minimum wage law and instituted a social security system, he also declared himself **dictator**, rewrote the constitution and cancelled elections. In 1945, another military coup took place, removing Vargas from power and restoring democracy.

In 1945, Brazil became a founding member of the United Nations. From 1964 through 1985, the military leaders again took power in Brazil, overseeing growth in industry and jobs, and placing Brazil in debt. While all of this growth was taking place, political freedom disappeared, and when the economy stopped growing in the 1980s, the military handed power back to a civilian president. In 1989, the people elected **Fernando Collor de Mello** their new president, and Brazil continues to be a democracy today.



a map of Brazil



the Amazon River



the Sambadrome in Rio de Janeiro



the Iguacu Falls

Brazilian Culture:

Brazil is a country rich in culture and natural resources' with a population made up of Native Americans, Europeans, Africans, and Asians. Over 200 different tribal communities, each with its own customs and language, live along the rivers in the Amazon Rain Forest, with little or no contact with the modern world. The cities of Brazil are large, modern, and contemporary, but about a third of Brazil's population is poor. Most of these people live in **favelas**, the name given to Brazilian slums. The favelas are crowded with people and shacks, with no electricity or running water.

The Amazon Rainforest is the largest rainforest in the world, home to over 25,000 different plants; 1,500+ species of flowers; 750 types of trees; 400 bird species; and thousands of insects. The rain forest also produces about one-third of the world's oxygen. The Amazon River snakes through the rain forest and is the second longest river in the world. Deforestation, air pollution, water pollution, and illegal wildlife trade threaten the healthy survival of the Amazon Rainforest. Another beautiful natural resource in Brazil is the **Iguacu Falls**, located in the border between Brazil, Paraguay, and Argentina. The falls are taller than Niagara Falls, over two miles wide, and so unique that in 1986 they were declared a Natural Heritage of Mankind.

Most Brazilians are Roman Catholic, but mix Catholicism with African and Indian folk religions. Portuguese plantation owners forced their African slaves to become Catholic; however, the slaves continued to worship their own gods using Catholic names. **Candomble** and **Macumba** are two African religions that have mixed with the Catholic faith in Brazil. Believers drum and dance and fall into trances in order to contact religious spirits.

Soccer is the popular sport of Brazil and there are about 20,000 soccer teams in Brazil. It is the only country that has won the World Cup five times.

Carnaval is Brazil's most famous festival and takes place for a week just before the Catholic holiday of Lent. The most well-known festivities take place in Rio de Janeiro, and the biggest event is the parade of the 26 best **escolas de samba**, or samba schools, along the **sambadrome**, a street lined with grandstands. For three nights, thousands watch elaborately costumed participants dance and sing their way down the parade route. A samba school, usually a neighborhood association from a poor area of a city, can have as many as 3,000 dancers and 250 percussionists. All year long, members volunteer their time to put together the extravagant costumes and floats, and to practice dancing and singing. Each school's presentation is built around a theme, and through the floats, song and costumes, the theme becomes a story. Generally, the theme is Brazilian folklore or history. Occasionally, it makes a humorous comment on modern life.

Another well-known festival in Brazil is All Soul's Day, celebrated on November 2. During All Soul's Day, Brazilians visit the graves of lost loved ones. They bring flowers and candles, and say prayers for those who are gone but not forgotten.

Recommended Classroom Activities:

Language Arts:

What language(s) is spoken in Brazil? Research and learn some basic vocabulary in the official language of Brazil, like mother, father, hello, goodbye, and thank you.

Language Arts/Social Studies:

Design and write the front page of a newspaper detailing reports from an important event in the life of Brazil. Use illustrations, write news articles, and include "quotes" from the important people involved in the event.

Design and write a travel brochure about Brazil. Use the internet, the library, or people you may know from Brazil to develop the brochure content. Highlight reasons why someone might like to visit the country. Use drawings, magazine, or computer pictures to illustrate your brochure.

Using the internet and the school library, ask students to research an animal that is indigenous to Brazil. Students should create a pre-

sentation about their animal (a poster, a power point presentation) and share the information they have learned with the class.

Social Studies:

Ask students to research an important figure in Brazil's history utilizing the library and/or the internet. The person could be a political leader, musician, or sports figure. Students should create a brief report or presentation about their person that they could present to the class.

Recommended Classroom Activities, cont:

Social Studies:

What was the Treaty of Tordesillas and why was it important to the history of Brazil?

Draw a picture of the flag of Brazil. Write descriptions of how this flag originated and when and where it was first flown. Include information describing the meaning or symbolism included on the flag.

Ask students to research Carnival of Brazil. What is Carnival – how did it originate and why? How long does Carnival last and what happens during the celebration? What other countries celebrate Carnival, and do these countries celebrate in the same way? Select one country other than Brazil that celebrates Carnival, and compare and contrast the celebrations.

Science:

The Amazon Rainforest is important to the world's ecology, producing about 1/3 of the world's oxygen. However, deforestation is threatening the rainforest. Ask students to research deforestation, utilizing the library and/or the internet. Students could discover plant or animal species that are threatened or lost because of deforestation, and look at other areas around the world that are also suffering from the loss of forested areas. They could also look at the way different governments are dealing with areas of deforestation and reforestation.

Using the internet, compare the weather in Columbus, OH to specific cities in Brazil – be sure to select cities throughout Brazil, providing a diverse view of the

country. Ask students to work on one city and one measurement of weather (i.e. – high temperature, wind speed, precipitation.) Collect the data over a specific period of time, then ask students to make a brief report, describing the location of their city, including longitude, latitude, and elevation in comparison to Columbus, and the presence of any geographical features that may contribute to the weather. They could also include a graph or table comparing and contrasting the collected data.

Study the science of sound through the construction of instruments used in the percussion section of a samba school. Ask students to research one of the instruments (surdo, cuica, tambourim, etc), including its origin and design. They could also compare their instrument to one used in Western culture, and discuss their similarities and differences. Once the research, utilizing technology, the library, and the school's music educator, is complete, the students should work in groups to construct one of the instruments. Ideas should be generated about design and materials. At the end of the project, the instrument should be able to be played, and sound reasonably like the traditional samba instrument.

The Iguacu Falls are located in the border between Brazil, Paraguay, and Argentina. Research these falls and find out things like: How big are the falls? How are they important to Brazil? Do they impact the creation of electric power in Brazil? How

do these falls compare to other falls systems throughout the world? Ask students to create a brief report/presentation about the Iguacu Falls.

The Amazon River is the second longest river in the world. Look at a map and trace the path of the Amazon River through Brazil. Compare the Amazon River to other rivers throughout the world, including the Mississippi River in the United States. Ask students to make a chart of the comparisons of their rivers and include data like length, width, etc.

Math:

What is the currency of Brazil? Research Brazil's monetary system and determine the worth, in U.S. dollars and cents, of each denomination. Ask students to take a specific amount of U.S. money and find its equal worth in Brazilian currency using a current exchange rate, easily found on the internet.

Learn to count in Portuguese, and try solving some simple math equations in Portuguese.

Music:

Find recordings/examples of the following types of Brazilian music: samba, bossa nova, baião. Write a brief report and create a class presentation indicating the similarities and differences of each style (instruments used, origin of the musical form, famous musicians/composers, etc.).

Glossary:

Admiral Pedro Alvarez Cabral The Portuguese explorer who discovered Brazil. Initially headed to India, Cabral landed on the coastline of Brazil six weeks after leaving Portugal. Some believe he was blown off course and found South America by accident, but modern historians believe that the Portuguese suspected land lay to the west of Africa and sent Cabral to find it.

Candomble

An Afro-American religion practiced chiefly in Brazil but also in adjacent countries. The religion came from Africa to Brazil, brought by slaves between 1549 and 1888.

colony

An area of land ruled by a distant country.

colonization

The settlement of an area or region of a foreign land under the laws of a distant home government.

deforestation

The destruction of a forested area for agriculture or urban development purposes; deforestation can create a destabilized ecological system and create the loss of animal and plant species.