

FACES®

BRAZIL

Dive into the history, geography, and culture of Brazil to learn more about what makes it unique.

CONVERSATION QUESTION

What environmental and cultural characteristics make Brazil unique?

TEACHING OBJECTIVES

- Students will learn about Brazil's history, geography, and culture.
- Students will explain the benefits and costs of economic decisions.
- Students will explain probable causes of events and developments.
- Students will explain how cultural patterns and economic decisions influence the daily lives of people.
- Students will conduct research.
- Students will give a multimedia presentation.
- Students will write a script for a short film.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

- **Welcome to Brazil**
Expository Nonfiction, ~1150L
- **A Tasty Melting Pot**
Expository Nonfiction, ~1150L
- **Amazon in Peril**
Expository Nonfiction, ~1050L

Welcome to Brazil

pp. 8–11, Expository Nonfiction

Explore the history of Brazil, including how its environmental characteristics have influenced the way people live.



OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about Brazil's history, geography, and culture.
- Students will explain the benefits and costs of economic decisions.
- Students will conduct research.

KEY VOCABULARY

- **land development (p. 11)** the altering of a geographical area for economic and cultural purposes
- **natural resources (p. 11)** materials or substances such as forests and water that occur in nature and can be used for economic gain
- **urban (p. 11)** of or relating to cities and the people who live in them

ENGAGE

Conversation Question: What environmental and cultural characteristics make Brazil unique?

Explain that Brazil is a country that has a very diverse geography with an abundance of resources (e.g., minerals, forests, rivers, etc.). Ask students how the abundance of resources might influence how people live (e.g., people may live close to those resources or have jobs that involve harvesting those resources). Have students record their thoughts and check them as they read the article.

INTRODUCE VOCABULARY

Write the following sentences on the board and have students use the vocabulary words to complete them.

1. Geographic diversity has contributed to the abundance of _____ in Brazil.
2. The practice of _____ has expanded Brazil's economic potential, but it can also have negative impacts on the availability of _____.
3. Because many of the _____ in Brazil are found in the southeastern part of the country, large, _____ centers have grown there.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. What are Brazil's geographic characteristics?
2. Why do Brazilians have a diverse range of ethnic heritages?
3. Where do most people in Brazil live? Why?

CONCEPT/SKILL FOCUS: Explain Benefits/Costs

INSTRUCT: Explain to students that cultural patterns are common, repeated ways of behaving or thinking. Also explain that cultural patterns influence how people live and the decisions they make. Point out the section of the article that explains how land development has impacted Brazil's environment.

ASSESS: Have students identify the primary geographical environments of Brazil (e.g., wetlands, rain forest, coasts, diverse plant species and wildlife, etc.). Then have students identify at least one benefit and one cost of land development to these environments.

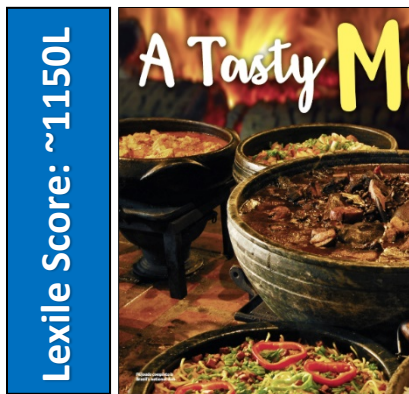
EXTEND

Math Have student groups research how much land has been cleared in Brazil for building and agriculture over the past several decades. Then have them compare this to Brazil's total land mass by calculating the percentage of Brazil's total land mass that has been cleared due to land development over the past several decades.

A Tasty Melting Pot

pp. 12–15, Expository Nonfiction

Discover why Brazilians eat foods familiar to both Europeans and Africans and why their eating habits follow the European style.



RESOURCES

- Explaining Cause

OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about Brazil's history, geography, and culture.
- Students will explain probable causes of events and developments.
- Students will give a multimedia presentation.

KEY VOCABULARY

- **imposed (p. 14)** forced something unwelcome or unfamiliar to be accepted or put in place
- **brought (p. 15)** came with someone or something to a place
- **introduced (p. 15)** brought something to a place for the first time

ENGAGE

Conversation Question: What environmental and cultural characteristics make Brazil unique?

Ask students to think about the foods they love, the times that they eat, and the habits they display when eating (e.g., using a fork and knife, drinking from a cup or glass, using a napkin, etc.). Then tell them that oftentimes, modern people's eating habits arose from a mixture of local cultural traditions and outside cultural traditions that have been introduced locally. Invite students to share what they know about the influence of outside cultural traditions on their eating habits.

INTRODUCE VOCABULARY

Read aloud the vocabulary words and definitions. Then ask students to use the vocabulary words to help them make predictions about the topic of the text. If necessary, help students guess the topic by revealing the title of the article. Remind students to look for the vocabulary words as they read.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. What does a traditional meal in Brazil include?
2. How have different cultural groups had an impact on Brazilian food traditions?
3. In what ways do Brazilian eating habits follow the European style?

CONCEPT/SKILL FOCUS: Explain Cause

INSTRUCT: Explain to students that many historical developments have more than one specific cause. Tell students that they'll be examining why Brazilian eating habits reflect European influences. Distribute the *Explaining Cause* graphic organizer.

ASSESS: Have students use the graphic organizer to record information from the article about how each of the three cultures identified have influenced what, when, and how Brazilians eat. To prompt deeper comprehension, hold a class discussion where you invite students to discuss which eating habits were imposed or brought/introduced.

EXTEND

English Language Arts Have students choose one country in the world and research the cultural influences on what, when, and how people eat in that country. In addition, ask them to gather information on how the country's food-related traditions came about. Then have them organize their findings into a multimedia presentation and present it to the rest of the class.

Name _____

Explaining Cause

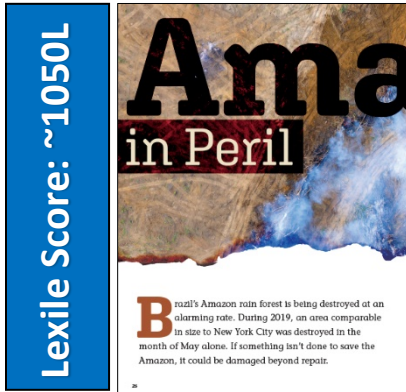
As you read the article, identify the cultural practices that have influenced Brazilian eating habits.

European Culture	Influence on Brazilian Eating Habits (e.g., types of food, timing, and way of eating food)
German	
Italian	
Portuguese	

Amazon in Peril

pp. 26–31, Expository Nonfiction

Discover how the largest rain forest on the planet, Brazil’s Amazon region, is under constant threat from legal and illegal human activity.



OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about Brazil’s history, geography, and culture.
- Students will explain how cultural patterns and economic decisions influence the daily lives of people.
- Students will write a script for short film.

KEY VOCABULARY

- **rain forest (p. 26)** an area of tall trees with a high amount of rainfall and diverse populations of animals and plants
- **deforestation (p. 27)** the action of clearing a wide area of trees
- **preserve (p. 30)** to maintain something in its existing or original state

ENGAGE

Conversation Question: What environmental and cultural characteristics make Brazil unique?

Ask students to identify a river, park, or other natural resource—local or national—that is polluted or not well protected (e.g., some coastal beaches, local rivers). Have them explain how the resource is polluted or not well protected. Then have them hypothesize why the resource isn’t cleaner or better protected. Inform students that Brazil’s Amazon rain forest is both polluted and left unprotected by Brazil’s government. Point out that both factors threaten the rain forest’s very survival.

INTRODUCE VOCABULARY

Define each word with students. Then have students work in small groups to practice using all three words in a single sentence. Finally, remind students to look for these words as they read the story.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. How did population movement impact the health of the Amazon rain forest?
2. How has the Brazilian government contributed to the expansion of illegal activities in the Amazon rain forest?
3. How can international pressure on Brazil help preserve the Amazon rain forest?

CONCEPT/SKILL FOCUS: Explain Influence

INSTRUCT: Explain that cultural patterns and economic decisions influence how people live their daily lives. Then explain that Brazil has made certain cultural and economic decisions that have negatively influenced the daily lives of people living in the Amazon rain forest.

ASSESS: Have students work in pairs to reread the article and identify at least one cultural pattern (e.g., population relocation, farming practices) and one economic decision (e.g., allow logging and mining, reduce environmental enforcement capabilities) made by the Brazilian people that has influenced life in the Amazon rain forest. Then have them describe the influence and identify it as positive or negative. Finally, have pairs get together in small groups to share their ideas.

EXTEND

Social Studies Invite students to use print and digital sources to learn how the Amazon’s indigenous peoples have organized to prevent deforestation and environmental contamination. Then ask students to write a script for a five-minute documentary about the efforts of these indigenous peoples and the challenges they’ve faced.