

# Teacher's Guide

**dig**<sup>TM</sup>  
**INTO HISTORY**



From Cricket Media

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First Brazilians**

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**Brazil**  
**Claimed by a Treaty**

**Teacher’s Guide for *Dig:*  
Brazil – A Land Claimed by a Treaty**

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**OVERVIEW**

*In this magazine, readers will learn about Brazil from the arrival of the earliest Europeans through the end of its constitutional monarchy. **Dig:***

**Brazil – A Land Claimed by a Treaty** includes information about indigenous peoples and species as well as the slave trade and folklore.

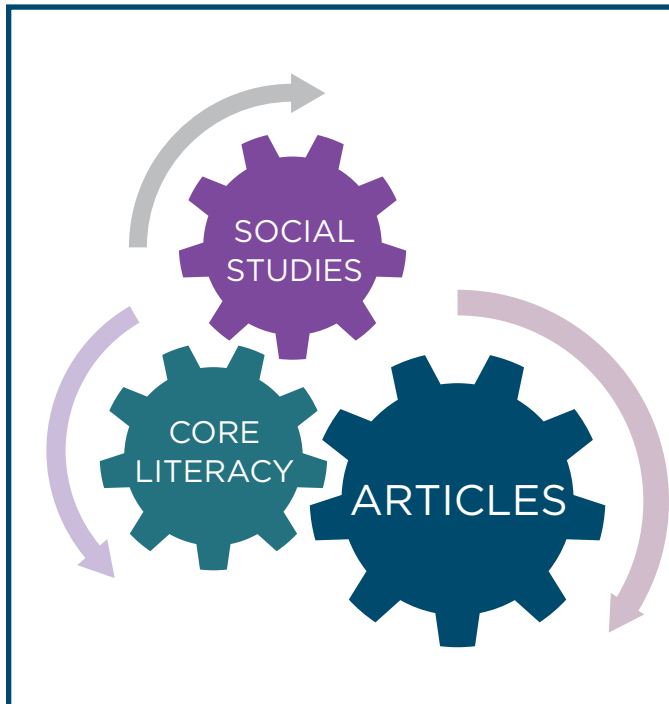
**ESSENTIAL QUESTION:**

***How did environmental and human factors affect the development of Brazil?***

We invite you to use this magazine as a flexible teaching tool, ideal for providing interdisciplinary instruction of social studies and science content as well as core literacy concepts. Find practical advice for teaching individual articles or use a mini-unit that helps your students make cross-text connections as they integrate ideas and information.

## **READ INDIVIDUAL ARTICLES PAGES 4 - 13**

Each article in this magazine is well-suited for teaching literacy concepts and content area knowledge. For each individual article in this guide, you'll find the following:



## **TEACH A MINI-UNIT PAGES 14 - 16**

Magazine articles can easily be grouped to make cross-text connections and comparisons. Our Mini-Unit allows students to read and discuss multiple articles and integrate ideas and information (CCSS.Reading.9). Discussing multiple articles (CCSS.Reading.9) prepares students to write texts to share and publish in a variety of ways (CCSS.Writing.2).

**Essential Question:** How did environmental and human factors affect the development of Brazil?

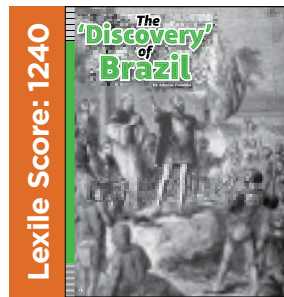
MAGAZINE ARTICLES	CORE CONTENT CONCEPT	LITERACY SKILLS	CORRESPONDING CCSS ANCHOR STANDARDS
<b>The 'Discovery' of Brazil</b> Expository Nonfiction	The past can be best understood by utilizing and evaluating multiple sources and the contexts of their creation.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Determine Author's Purpose</li> <li>Analyze an Argument</li> <li>Write a Persuasive Text</li> </ul>	<i>Reading 1, 2, 3, 6 &amp; 8</i> <i>Writing 1</i>
<b>Why Portugal?</b> Expository Nonfiction	A single historical event can shape significant historical change.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Interpret Figurative Language</li> <li>Interpret Visual Information</li> <li>Give a Multimedia Presentation</li> </ul>	<i>Reading 1, 2, 3, 4 &amp; 7</i> <i>Writing 2</i> <i>Speaking &amp; Listening 4, 5 &amp; 6</i>
<b>Organizing a New Land</b> Expository Nonfiction	Spatial patterns of political activities change over time due to interactions with distant and nearby places.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Text Structure</li> <li>Evaluate Evidence</li> <li>Write a Letter</li> </ul>	<i>Reading 1, 2, 3, 5 &amp; 8</i> <i>Writing 3</i>
<b>Let Me Introduce You</b> Expository Nonfiction	Spatial patterns of economic activities change over time due to interactions with distant and nearby places.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Determine Author's Purpose</li> <li>Compare Themes</li> <li>Present an Opinion</li> </ul>	<i>Reading 1, 2, 3, 6 &amp; 9</i> <i>Speaking &amp; Listening 1 &amp; 4</i>
<b>A Need for Workers</b> Expository Nonfiction	Spatial patterns of economic activities change over time due to interactions with distant and nearby places.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Interpret Figurative Language</li> <li>Interpret Visual Information</li> <li>Write a Poem</li> </ul>	<i>Reading 1, 2, 3, 4 &amp; 7</i> <i>Writing 3</i>
<b>Gold Extends the Treaty</b> Expository Nonfiction	Spatial patterns of economic activities change over time due to interactions with distant and nearby places.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Evaluate Word Choice</li> <li>Analyze Text Structure</li> <li>Debate a Topic</li> </ul>	<i>Reading 1, 2, 3, 4 &amp; 6</i> <i>Speaking &amp; Listening 1, 4 &amp; 6</i>
<b>Colonial Amazonia</b> Expository Nonfiction	Spatial patterns of economic activities change over time due to interactions with distant and nearby places.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Determine Author's Purpose</li> <li>Interpret Visual Information</li> <li>Research and Write an Essay</li> </ul>	<i>Reading 1, 2, 3, 6 &amp; 7</i> <i>Writing 2</i>
<b>A Kingdom of Brazil</b> Expository Nonfiction	Changes in the political structure of governments are examples of historical change.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Text Structure</li> <li>Analyze an Argument</li> <li>Conduct a Survey</li> </ul>	<i>Reading 1, 2, 3, 5 &amp; 8</i> <i>Speaking &amp; Listening 1 &amp; 6</i>
<b>The Amazonian Rainforest</b> Expository Nonfiction	Culture influences the way people modify and adapt to their environments.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Word Choice</li> <li>Interpret Visual Information</li> <li>Write a Graphic Story</li> </ul>	<i>Reading 1, 2, 3, 4 &amp; 7</i> <i>Writing 3</i>
<b>Meet Saci</b> Expository Nonfiction	People's perspectives shape the fictional sources they create.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Text Structure</li> <li>Determine Author's Purpose</li> <li>Present a Skit</li> </ul>	<i>Reading 1, 2, 3, 5 &amp; 6</i> <i>Writing 3</i> <i>Speaking &amp; Listening 1 &amp; 6</i>

**Comparing Texts:** *Reading 9*

**Mini-Unit:** *Reading 1, 2 & 3; Writing 2*

# ARTICLE: The ‘Discovery’ of Brazil

Magazine pages 2 - 3, Expository Nonfiction



The term “discovery” can be interpreted based on point of view and context. There are questions surrounding the official version of the story of the discovery of Brazil.

## ESSENTIAL QUESTION

**How did environmental and human factors affect the development of Brazil?**

## CORE CONTENT CONCEPT

**Social Studies** The past can be best understood by utilizing and evaluating multiple sources and the contexts of their creation.

## CROSS-CURRICULAR EXTENSION

**English Language Arts** What other terms could replace “discover” to describe the arrival of the Portuguese in Brazil? Use a dictionary and thesaurus to help you find the best word and then write a paragraph to explain why it’s the best.

## KEY VOCABULARY

**deviation (p. 3)** an action, behavior, or condition that is different from what is usual or expected

**hitherto (p. 3)** before this time

**interpret (p. 3)** to understand (something) in a specified way

## PREPARE TO READ

Introduce students to the stories of Lief Erikson, Amerigo Vespucci, and Christopher Columbus. Discuss the merits of the claims that each discovered America. Then ask why the peoples who were in America when these three arrived aren’t considered discoverers.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- What do the questions about Manuel I suggest about his motives and character? Cite details from the text to support your answer. *CCSS Reading 1*
- How do the quotation marks around the word “discovery” help illustrate the main idea? What is that main idea? *CCSS Reading 2*
- Make a Venn diagram of the relationships among varying views on the discovery. Make side notes on who holds each view and the reasons for their interpretation. *CCSS Reading 3*

### Craft and Structure

- **Determine Author’s Purpose** Why did the author choose the details presented? What do they suggest about the purpose of the article? *CCSS Reading 6*
- **Analyze an Argument** Trace the argument for each theory presented in the text and determine if the evidence supporting it is valid, sufficient, and relevant. *CCSS Reading 8*

## WRITING

**Write a Persuasive Text** Write an essay to persuade your classmates that one of the theories is a better interpretation of events than the others. Use details from the text and further research you’ve conducted to support your argument.

# ARTICLE: Why Portugal?

Magazine pages 4 - 7, Expository Nonfiction



Columbus's voyage to the New World was the impetus for the Treaty of Tordesillas, which gave Brazil to the Portuguese.

## ESSENTIAL QUESTION

**How did environmental and human factors affect the development of Brazil?**

## CORE CONTENT CONCEPT

**Social Studies** A single historical event can shape significant historical change.

## CROSS-CURRICULAR EXTENSION

**Technology** Study methods for determining latitude and longitude. How has this technology developed over time?

## KEY VOCABULARY

**ascertain (p. 7)** to learn or find out (something, such as information or the truth)

**implication (p. 5)** a possible future effect or result

**jurisdiction (p. 5)** the power or right to govern an area

## PREPARE TO READ

Ask students why they think Portugal may have been desired by the Europeans. Have students complete the K and W sections of a KWL chart about Portugal. (See KWL Chart: Portugal on page 19.)

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- What can you infer about the importance of navigation during the era of exploration? Use details from the text to support your answer. *CCSS Reading 1*
- Locate the main idea. How does each section of the text help the author develop the main idea? *CCSS Info Text 2*
- How did the “discovery” of the Americas influence relationships among European powers? Use details from the text to trace the impact. *CCSS Info Text 3*

### Craft and Structure

- **Interpret Figurative Language** What did Francis I mean when he said he didn't know “Adam had decreed that the world was to be divided between the Portuguese and Spanish”? *CCSS Reading 4*
- **Interpret Visual Information** Relate each image to the main text. How do they improve your understanding of the main themes? *CCSS Reading 7*

## SPEAKING

**Give a Multimedia Presentation** Complete the KWL chart on Portugal that you began in the Prepare to Read activity above. Create a short presentation using your preferred media to answer the question posed by the article title.



At first, the Portuguese came to find Brazilwood and fight pirates, but soon they established colonies and brought Christianity. After years of conflict with the French and native peoples, Brazil was fully united in 1567.

### ESSENTIAL QUESTION

**How did environmental and human factors affect the development of Brazil?**

### CORE CONTENT CONCEPT

**Social Studies** Spatial patterns of political activities change over time due to interactions with distant and nearby places.

### CROSS-CURRICULAR EXTENSION

**Science** What properties of Brazilwood make it desirable? Why does it have those properties? What does the plant need to thrive?

### KEY VOCABULARY

**align (p. 10)** to join a group that is supporting or opposing something

**directive (p. 8)** an official order or instruction

**private sector (p. 9)** the part of an economy which is not controlled or owned by the government

### PREPARE TO READ

Ask students to explain the roles of principals, parents, teachers, other school employees, students, and community members. Create a visual aid to show how the school governance structure functions. Then, ask students to hypothesize the effects of changing the structure of a new colony or territory.

### CLOSE READING AND TEXT ANALYSIS

#### Key Ideas

- What can you conclude about the role of Christianity in Portugal? Use details from the text to support your answer. *CCSS Reading 1*
- What is the main idea of each section of the text? Use these main ideas to write a summary and include the overall main idea. *CCSS Reading 2*
- Use details from the text to write a paragraph that explains the relationships between the French, native peoples, and Portuguese. *CCSS Info Text 3*

#### Craft and Structure

- **Analyze Text Structure** Look at each section of the text and write a sentence or two to explain how it fits within the overall structure of the text. Consider both what comes before and what comes after it. *CCSS Reading 5*
- **Evaluate Evidence** The author claims John III linked religion, politics, and warfare. What evidence supports this claim? Is the evidence sufficient? *CCSS Info Text 8*

### WRITING

**Write a Letter** Imagine you are a settler in Brazil. Are you chopping wood, fighting pirates, growing sugar cane, or something else? Select an occupation and a time period and write a letter home giving details of your day to day life. Use your imagination as well as the text.

# ARTICLE: Let Me Introduce You

Magazine pages 12 - 15, Expository Nonfiction



Native groups thrived on manioc or maize and the fruits of the waterways and rainforest, but they eventually came into conflict with Europeans, who brought sugar cane and needed slave labor.

## ESSENTIAL QUESTION

**How did environmental and human factors affect the development of Brazil?**

## CORE CONTENT CONCEPT

**Social Studies** Spatial patterns of economic activities change over time due to interactions with distant and nearby places.

## CROSS-CURRICULAR EXTENSION

**Language** Can you think of words that have changed in meaning or form over time? Ask adults for more examples and study why the changes occurred.

## KEY VOCABULARY

**decimate (p. 15)** to destroy a large number of (plants, animals, people, etc.)

**intersperse (p. 14)** to put (something) at different places among other things

**teem with (p. 15)** to be full of (life and activity)

## PREPARE TO READ

Show images of the geography and landscape of Brazil. Have students journal about what it might have been like to live in each landscape before modern technology. How would they survive?

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- Use details from the text to support inferences about the role of marriage in the political systems of the natives and Europeans. *CCSS Reading 1*
- What does the title suggest as the main idea for this article? Which details from the text support this as the main idea? *CCSS Reading 2*
- How does the author introduce and elaborate on the role of religion in the lives of the natives? Cite the text to support your answer. *CCSS Reading 3*

### Craft and Structure

- **Analyze Author's Purpose** Why does the author begin the article with descriptions of the native peoples? What does this suggest about the overall goal of the article? *CCSS Reading 6*
- **Compare Themes** Read the sidebar on page 14 and compare its theme to that of the main text. How does the information presented elaborate on the main text? *CCSS Reading 9*

## SPEAKING AND LISTENING

**Present an Opinion** Give a two-minute speech explaining whether marriage should be for love or political gain. Use details from the text and your own experience to support your opinion.





As competition for the territory now called Brazil increased, the Portuguese acted to solidify their control by turning to a sugar-based economy and bringing in slaves to work the plantations.

## ESSENTIAL QUESTION

**How did environmental and human factors affect the development of Brazil?**

## CORE CONTENT CONCEPT

**Social Studies** Spatial patterns of economic activities change over time due to interactions with distant and nearby places.

## CROSS-CURRICULAR EXTENSION

**Technology** Write an essay about the process of refining sugar. What was the process like during the slave era and how is it accomplished today?

## KEY VOCABULARY

**disruptive (p. 17)** to interrupt the normal progress or activity of (something)

**intrusive (p. 19)** annoying someone by interfering with their privacy

**menace (p. 18)** to threaten harm to (someone or something)

**stark (p. 19)** very obvious

## PREPARE TO READ

Bring in a variety of sugars. Ask the students where the sugars come from. (The packaging may contain some information.) Explain that sugar is a processed form of sugar cane and note where it is grown on a world map.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- Predict the article's contents based on the title and image on pages 16 and 17. Read to check the accuracy of your predictions. *CCSS Reading 1*
- What is the main theme of the text? Which details in the text helped you identify the theme? *CCSS Reading 2*
- How did the rising population of Europeans impact the population of native groups? Why? Cite specific details from the text to support your answer. *CCSS Info Text 3*

### Craft and Structure

- **Interpret Figurative Language** Use context clues to determine what “hands off” and “upper hand” mean. Consult a dictionary to verify your answers. *CCSS Reading 4*
- **Interpret Visual Information** What is the tone of the images that accompany the text? How do they add to your knowledge of the topic? *CCSS Reading 7*

## WRITING

**Write a Poem** Study the images and text and write a poem from the perspective of someone in the era. For example, you could be a slave or a slave owner. Before you begin, brainstorm words that will show the person's emotion about the topic and their position within it.



The discovery of gold, and later diamonds, led to a boom in immigration and the need for more slaves. But as the mining industry began to wane, the crown became suspicious and feared smuggling was to blame. So they taxed the colonists further, leading to an attempt at rebellion that would lay the foundations for independence.

## ESSENTIAL QUESTION

**How did environmental and human factors affect the development of Brazil?**

## CORE CONTENT CONCEPT

**Social Studies** Spatial patterns of economic activities change over time due to interactions with distant and nearby places.

## CROSS-CURRICULAR EXTENSION

**Science** Gold is an element. What is diamond? How are diamonds formed and characterized?

## KEY VOCABULARY

**boom** (p. 20) a rapid increase in growth or economic success

**gild** (p. 21) to cover (something) with a thin layer of gold

**hoard** (p. 22) to collect and hide a large amount of (something valuable)

## PREPARE TO READ

Many say US streets were paved with gold. Ask students what the phrase means. Explain that gold was discovered in Brazil but it only led to wealth for a few. Have them hypothesize why this happened and then read to test their hypotheses.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

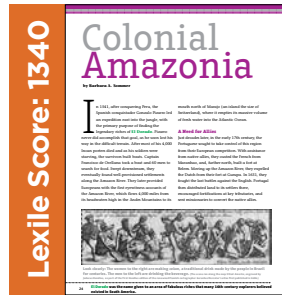
- Why was it important to have the capital in Rio de Janeiro? Use details from the text to support your inferences. *CCSS Reading 1*
- The title suggests that the treaty is a main theme or idea of this text. Is it? Use evidence from the text to support your answer. *CCSS Reading 2*
- Trace the relationship between the discovery of resources and the population of an area. Include each subgroup, for example, slaves. *CCSS Reading 3*

### Craft and Structure

- **Evaluate Word Choice** The author uses Portuguese terms and translations. How does this impact the overall tone of the text as well as your understanding of it? *CCSS Reading 4*
- **Analyze Text Structure** Analyze the paragraph that begins with “Some unmarried women” (p. 21). What is the structure of this paragraph? How does each sentence help develop the concept? *CCSS Reading 5*

## SPEAKING AND LISTENING

**Debate a Topic** Should the men have married the mothers of their children? Debate this topic with a partner. Keep the context of the times in mind. When your debate has concluded, present your results to the class.



The Amazon contains an abundance of natural resources that sustained natives and provided the Portuguese with goods for export. These include cacao and sarsparilla as well as the modern product rubber.

## ESSENTIAL QUESTION

**How did environmental and human factors affect the development of Brazil?**

## CORE CONTENT CONCEPT

**Social Studies** Spatial patterns of economic activities change over time due to interactions with distant and nearby places.

## CROSS-CURRICULAR EXTENSION

**Ecology** Write an essay to explain the environmental impact of the economic exploitation of the Amazon. Include steps being taken to preserve the rainforest.

## KEY VOCABULARY

**autonomous (p. 26)** existing or acting separately from other things or people

**entrepreneur (p. 27)** a person who starts a business and is willing to risk loss in order to make money

## PREPARE TO READ

Study the black and white illustrations and captions that accompany the text. What do the clothing and gender roles suggest about the people and their daily lives? Note changes from one time period to another.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- What does the flood cycle of the Amazon suggest about the climate of the region? Use details from the text to support your answer. *CCSS.Reading 1*
- List details on a T-Chart to determine whether labor or natural resources is a stronger theme for the article. (See chart on page 20.) *CCSS.Reading 2*
- How does the author introduce the Amazon River? In your notes, categorize details in the text that support various concepts in the introduction. *CCSS.Reading 3*

### Craft and Structure

- **Determine Author's Purpose** What does the link between the past and present at the end of the article suggest about the purpose of the article? Use details from the text to support your answer. *CCSS.Reading 6*
- **Interpret Visual Information** Study the image on page 27. What is happening in each section? What does the artist do to separate the sections? *CCSS.Reading 7*

## WRITING

**Research and Write an Essay** Research one of the natural resources mentioned in the article and write an essay explaining its habitat, how it was discovered by Europeans, how indigenous people used it, how it is used today, and any other details you feel are interesting.



Revolutionaries in Brazil chose to establish a constitutional monarchy rather than a democracy like other former colonies in the Americas had at the time, but why? To avoid the violence that happens during a revolution?

## ESSENTIAL QUESTION

**How did environmental and human factors affect the development of Brazil?**

## CORE CONTENT CONCEPT

**Social Studies** Changes in the political structure of governments are examples of historical change.

## CROSS-CURRICULAR EXTENSION

**Art** Create a political cartoon mocking a person, event, or institution mentioned in the article.

## KEY VOCABULARY

**mock (p. 29)** to laugh at or make fun of (someone or something), especially by copying an action or a way of behaving or speaking

**principle (p. 29)** a moral rule or belief that helps you know what is right and wrong and that influences your actions

**resentment (p. 29)** a feeling of anger or displeasure about someone or something unfair

## PREPARE TO READ

Read the definitions of a constitutional monarchy and a democracy that accompany the article. Have the students give examples of countries that are governed by each structure. Conduct a debate about the possible benefits of each and then explain that Brazilians chose a monarchy.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- Base inferences about Great Britain on information in the text. Cite the specific details that support your inferences. *CCSS Reading 1*
- How do the section titles relate to the themes of the article? Which is the main theme? Use details from the text to support your answer. *CCSS Reading 2*
- Chart the positives and negatives of having a constitutional monarchy. (See chart on page 21.) *CCSS Reading 3*

### Craft and Structure

- **Analyze Text Structure** The author opens with a quotation. How does it introduce the topic? *CCSS Reading 5*
- **Analyze an Argument** How does the author support the statement that the war with Paraguay and slavery were among the biggest challenges Pedro II faced? Is the evidence sufficient? Quote the text in your response. *CCSS Reading 8*

## SPEAKING AND LISTENING

**Conduct a Survey** Write a paragraph explaining how former slaves were treated in the United States and Brazil. Add a second paragraph to show when slavery and the slave trade ended in each country. Use this information to introduce a survey to determine which country your peers think was better for black people during the 1800s.



The rainforest is a key producer of oxygen and medicines. It consists of layers of plants that provide habitats for other species.

## ESSENTIAL QUESTION

**How did environmental and human factors affect the development of Brazil?**

## CORE CONTENT CONCEPT

**Social Studies** Culture influences the way people modify and adapt to their environments.

## CROSS-CURRICULAR EXTENSION

**Health** Herbal medicines are becoming more popular. But should you use them? Compare how they are developed, tested, and regulated with how these processes occur for other medications.

## KEY VOCABULARY

**buttress** (p. 32) the broadened base of a tree trunk or a thickened vertical part of it

**compounds** (p. 34) a substance created when the atoms of two or more chemical elements join together

**riddle** (p. 33) to make many holes in (something or someone)

## PREPARE TO READ

Show images of products derived from rainforest plants. Include some medicines. Explain what each is, which plant it came from, and where the species grows.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- What can you infer are potential consequences of overharvesting rainforest plants? Cite details from the text to support your answer. *CCSS Reading 1*
- Identify the main idea of the article and cite details that helped you determine it. Where is it located within the article? *CCSS Reading 2*
- How does the author elaborate on the idea of plants as medicine? In your answer, restate specific examples used. *CCSS Info Text 3*

### Craft and Structure

- **Evaluate Word Choice** The author uses scientific and common names for species. How does this affect the tone of the text? *CCSS Info Text 4*
- **Interpret Visual Information** What new information is presented in the images, including the cartoons, that accompany the article? How do the cartoon elements impact the overall tone of the article? *CCSS Info Text 7*

## WRITING

**Write a Graphic Story** Use your imagination to write and illustrate a story about the discovery of a new medicine. Be sure to include how the discovery was made and what the medicine can be used for.



Saci is a character of Brazilian legend. As new peoples arrived, his legend evolved.

## ESSENTIAL QUESTION

**How did environmental and human factors affect the development of Brazil?**

## CORE CONTENT CONCEPT

**Social Studies** People's perspectives shape the fictional sources they create.

## CROSS-CURRICULAR EXTENSION

**English Language Arts** Read stories about other tricksters, like Anansi, and compare the characters to Saci.

## KEY VOCABULARY

**appease** (p. 37) to make (someone) pleased or less angry by giving or saying something desired

**epithet** (p. 37) a word or phrase that describes a person or thing

## PREPARE TO READ

Tell the students to take out pens for a quiz. After a few seconds, apologize and explain that you were just joking to get them in the mood to read about another prankster. Explain that trickster characters are common in folklore. Then explain that in Brazil, one such legendary trickster is known as Saci.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- What can you infer about the Brazilian people based on Saci's actions? Cite details from the text to support your answer. *CCSS Reading 1*
- Which sentence in the text expresses the main idea? How does the remainder of the text develop that idea? *CCSS Reading 2*
- Trace Saci's evolution over time. Give examples of the influence of each new culture and of technological change. *CCSS Reading 3*

### Craft and Structure

- **Analyze Text Structure** What is the overall structure of the text? What impact would changing to another structure have? Why? Use textual evidence in your responses. *CCSS Reading 5*
- **Determine Author's Purpose** What is the author's purpose in presenting this legendary character? Cite specific details from the text that helped you determine that purpose. *CCSS Info Text 6*

## WRITING

**Present a Skit** With a partner, write a short skit detailing one of Saci's exploits and then present it to the class.

## CROSS-TEXT CONNECTIONS

**SYNTHESIZE:** Guide students to compare articles they read. Help students find the connections between pieces of information in multiple articles. Use prompts, such as the following examples, to have students work together to **Integrate Ideas and Information** (CCSS.Reading.9).

- Read “The ‘Discovery’ of Brazil” and “Why Portugal?” and analyze the evidence that King John of Portugal knew Brazil existed before negotiating the Treaty of Tordesillas. Write a summary of the evidence.
- Refer to “Let Me Introduce You,” “Colonial Amazonia,” and “The Amazonian Rainforest” and write an explanation of the natural resources and methods for using them that helped the indigenous peoples survive before the arrival of Europeans.
- Analyze a variety of articles to determine how the arrival of new groups changed the culture of Brazil.
- Use information from a variety of articles to create a timeline of events in Brazil’s history.
- How did Portugal’s relations with other nations impact Brazil’s history? Read “The ‘Discovery’ of Brazil,” “Why Portugal?,” “A Need for Workers,” “Gold Extends the Treaty,” and “Colonial Amazonia” and record information about Spain, France, Congo, and Angola.
- Slavery met an economic need for Brazil. Why did the slave trade start, what forces and events helped it continue and grow, and why did it end? Read several articles and write a summary of the Brazilian slave trade.

## EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

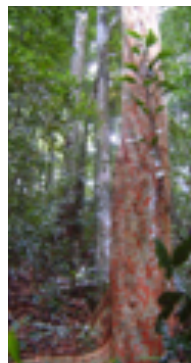
Brazil's natural resources helped the indigenous population thrive. Early Brazil's imported resources, both human and non-human, helped the colonial government thrive as well. In this Mini-Unit, your students will explore the roles of the many different kinds of natural and human resources used in Brazil's past by constructing Revolving Resources Wheels - like spinners in a board game - for each resource.

ENGAGE

READ FOR A  
PURPOSE

APPLY

**ENGAGE:** Engage students in the topic of Brazil by asking students to consider how the natural environment and changing values of the nation impacted it. Have students study the images below. They are gold, rubber, Brazilwood, sugar cane, slaves from Africa, indigenous people, and the Constitution of 1824. Brazilians saw these as resources. Views of slavery and treatment of indigenous peoples have changed since then. Ask students which resources are natural and manmade. Explain which are native to Brazil and where imported resources came from. Explain that the rubber band represents raw rubber. Hypothesize about why each of these resources may have been important to colonial Brazil and how it may have impacted the natural environment and society.







**READ FOR A PURPOSE**

**INTRODUCE THE ACTIVITY: Revolving Resources** Refer to the Engage activity. Tell students they will be learning more about the resources mentioned and another resource, territory. They'll learn how those resources impacted Brazilian society. To do this, each student will select a resource. (You may want to assign the resources instead. Consider whether students with more complex topics would be better served by working in pairs. Also decide if you'll allow time for further research.) Show the students the Wheel Template on page 18 and explain the parts.

**RETURN TO THE TEXT:** Explain to students that before they can create their wheels, they must gather information in order to learn the details they'll need to include. Set guidelines for how many details each student will need to include and have them use the Article Guide below to find articles that reference specific resources.

**ARTICLE GUIDE**

Article	Page	Resources
The 'Discovery' of Brazil	2	Territory, Indigenous Peoples
Why Portugal?	4	Territory
Organizing a New Land	8	Brazilwood, Indigenous Peoples, Territory
Let Me Introduce You	12	Indigenous Peoples
A Need for Workers	16	Indigenous Peoples, Sugar, Slaves, Territory
Gold Extends the Treaty	20	Slaves, Gold
Colonial Amazonia	24	Territory, Slaves, Indigenous Peoples, Rubber
A Kingdom of Brazil	28	Constitution, Territory, Slaves
The Amazonian Rainforest	32	Medical Plants



## APPLY

**REVOLVING RESOURCES:** Now that students have researched different types of resources, they are ready to construct their wheels. They can then use their wheels to test each other's knowledge.

### STEP 1: Gather Notes

Have students gather notes they took when re-reading the articles on their topic.

### STEP 2: Wheel Construction — Part 1

Cut an arrow out of poster board, leaving the long end wide enough so a brass fastener can fit through without breaking the edges. This will be the spinner for your wheel. Here's how to assemble your wheel:

- Cut out the template.
- Use the template to mark the same size circle on poster board.
- Cut out the new circle. It is better to cut larger if you cannot cut exactly on the lines.
- Use a glue stick to affix the template to the poster board circle.
- Use a brass fastener or hole punch to make a hole at the center of the circle.
- Attach the spinner with the fastener and close both ends.
- Write your name on the back.

### STEP 3: Wheel Construction — Part 2

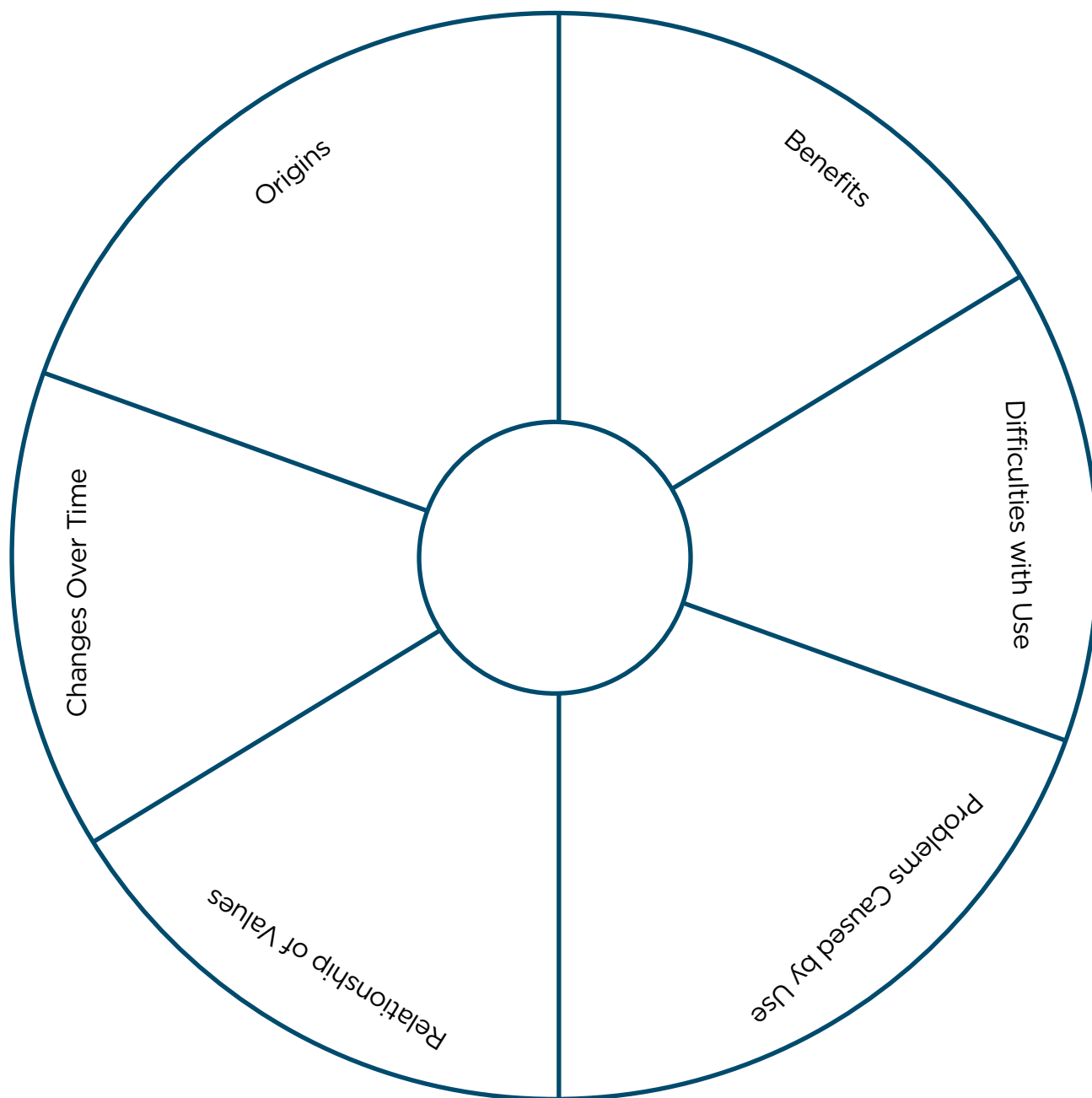
On the side with 'slices,' instruct them to transfer their notes onto the appropriate section of the wheel template. On the opposite side, instruct them to place the name of the resource near the center but not the exact center to allow room for the tack.

Note: Resource wheels can be shared for study or the design can be modified to make games. Instead of having the details in the sections with the titles, only write the titles in the sections. Cut the wheel out as before and cut along the numbered lines below and then halfway around each central arc. You should now be able to fold each section so it is partially open.

### STEP 4: Play Game

- Have students get into pairs and spin different wheels to test each group's knowledge. When any group is done with the questions on a wheel, have them attempt the questions on another student's wheel.
- Glue the uncut portions to the poster board. Be careful not to glue your flaps closed.
- Write details on the poster board under each flap.
- The spinner will catch on the flaps, so number each section.
- Create rules and play using a die.

## WHEEL TEMPLATE



NAME: \_\_\_\_\_

## KWL CHART: PORTUGAL

**K**

What We Know

**W**

What We Want to Know

**L**

What We Learned

--	--	--

NAME: \_\_\_\_\_

## AMAZON THEMES

**Topic: Labor**

**Topic: Resources**

Topic: Labor	Topic: Resources

NAME: \_\_\_\_\_

## CONSTITUTIONAL MONARCHY

Positives	Negatives

## Meeting State and National Standards: Core Instructional Concepts

The articles in this magazine provide a wealth of opportunities for meeting state and national instructional standards. The following pages contain charts listing Core Instructional Concepts for each of three curricular areas: English Language Arts, Science, and Social Studies.

### USING THE STANDARDS CHARTS

#### ELA

Corresponding CCSS anchor standards have been listed next to each item on the Core Instructional Concepts chart. To customize the chart, add your own grade, state, or district standards in the last column. Match the concepts and standards from the chart to the activities on each page of the Teacher's Guide to complete your lesson plans.

#### SOCIAL STUDIES

Content Concepts in each Article Guide are based on Dimension 2 of the CS Framework for Social Studies: Applying Disciplinary Concepts and Tools. Use the last column in the accompanying chart to correlate these concepts to your state or district standards.

#### SCIENCE

Content Concepts in each Article Guide are drawn from the Three Dimensions of the Next Generation Science Standards. You will also find connections to these concepts within individual close-reading questions.

#### MATH

Content Opportunities for math activities are provided in the Cross-Curricular extensions on each Article Guide page.

# CORE INSTRUCTIONAL CONCEPTS: READING, LITERATURE, AND LANGUAGE ARTS

SKILLS AND CONCEPTS	CCSS ANCHOR STANDARD	CORRESPONDING STANDARD
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## KEY IDEAS AND DETAILS

Read closely to determine what a text says explicitly.	Reading 1	
Make logical inferences to determine what the text communicates implicitly.	Reading 1	
Cite specific textual evidence to support conclusions drawn from the text.	Reading 1	
Determine central ideas or themes of a text and analyze their development.	Reading 2	
Summarize key supporting details and ideas.	Reading 2	
Analyze how individuals, events, and ideas develop and interact over the course of a text.	Reading 3	

## CRAFT AND STRUCTURE

Interpret words and phrases as they are used in a text.	Reading 4	
Determine technical, connotative, and figurative meanings.	Reading 4	
Analyze how specific word choices shape meaning or tone.	Reading 4	
Analyze the structure of texts (sequence, cause/effect, compare/contrast, problem/solution)	Reading 5	
Recognize the genre, key elements, and characteristics of literary texts.	Reading 5	
Assess how point of view or purpose shapes the content and style of a text.	Reading 6	
Analyze how an author's style and tone affects meaning.	Reading 6	

## INTEGRATION OF KNOWLEDGE AND IDEAS

Integrate and evaluate content presented in diverse media and formats.	Reading 7	
Identify and evaluate the argument and claims in a text.	Reading 8	
Analyze how two or more texts address similar themes or topics.	Reading 9	

## WRITING

Write arguments to support claims, using valid reasoning and relevant and sufficient evidence.	Writing 1	
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately.	Writing 2	
Write narratives to develop real or imagined experiences or events.	Writing 3	
Draw evidence from literary or informational texts to support analysis, reflection, and research.	Writing 9	
Conduct short as well as more sustained research projects.	Writing 10	





# CORE INSTRUCTIONAL CONCEPTS: SOCIAL STUDIES

**C3 INQUIRY ARC  
DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS**

**STATE OR  
DISTRICT  
STANDARD**

## CIVICS

Analyze the <b>origins, functions, and structure of different governments</b> and the <b>origins and purposes of laws</b> and key constitutional provisions.	
Summarize core <b>civic virtues and democratic principles</b> .	
Evaluate <b>policies</b> intended to address social issues.	

## ECONOMICS

Evaluate the <b>benefits and costs of individual economic choices</b> .	
Analyze <b>economic incentives</b> , including those that cause people and businesses to specialize and trade.	
Explain the <b>importance of resources</b> (i.e. labor, human capital, physical capital, natural resources) in <b>methods of economic production</b> .	
<b>Explain</b> the <b>functions of money</b> in a market economy.	
<b>Explain</b> the importance of <b>competition</b> in a market economy.	
Apply economic concepts (i.e. interest rate, inflation, supply and demand) and theories of <b>how individual and government actions affect the production of goods and services</b> .	
<b>Analyze economic patterns</b> , including activity and interactions between and within nations.	

## GEOGRAPHY

<b>Construct and use maps</b> and other graphic representations (i.e. images, photographs, etc.) of different places.	
<b>Explain cultural influences</b> on the way people live and modify and adapt to their environments.	
<b>Analyze places, including their physical, cultural and environmental characteristics</b> and how they change over time.	
Analyze <b>movement of people, goods, and ideas</b> .	
<b>Analyze regions, including how they relate to one another</b> and the world as a whole from a political, economic, historical, and geographic perspective.	

## HISTORY

Interpret historical context to <b>understand relationships among historical events or developments</b> .	
Evaluate historical events and developments to identify them as <b>examples of historical change and/or continuity</b> .	
<b>Analyze perspectives</b> , including factors that influence why and how individuals and groups develop different ones.	
<b>Evaluate historical sources</b> , including their reliability, relevancy, utility, and limitations.	
<b>Analyze causes and effects</b> , both intended and unintended, of historical developments.	



# CORE INSTRUCTIONAL CONCEPTS: SCIENCE

## DIMENSION 1: SCIENTIFIC AND ENGINEERING PRACTICES

Dimension 1 focuses on the practice of science, and how knowledge is continually adapted based on new findings. The eight practices of the K-12 Science and Engineering Curriculum are as follows:

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

## DIMENSION 2: CROSSCUTTING CONCEPTS

Dimension 2 provides an organizational schema for integrating and interrelating knowledge from different science domains. The eight NGSS Crosscutting Concepts are as follows:

- Patterns
- Similarity and Diversity
- Cause and Effect
- Scale, Proportion, and Quantity
- Systems and System Models
- Energy and Matter
- Structure and Function
- Stability and Change

## DIMENSION 3: DIMENSIONS AND DISCIPLINARY CORE IDEAS

Dimension 3 presents a contained set of Disciplinary Core Ideas to support deeper understanding and application of content. The following chart details Core Ideas for curriculum, instructional content, and assessments within four domains.

<b>LIFE SCIENCE</b>	<b>PHYSICAL SCIENCE</b>	<b>EARTH SCIENCE</b>	<b>SPACE SYSTEMS</b>
<ul style="list-style-type: none"><li>• Structure and Function of Living Things</li><li>• Life Cycles and Stages</li><li>• Reproduction &amp; Inherited Traits</li><li>• Animals</li><li>• Plants</li></ul>	<ul style="list-style-type: none"><li>• Forces and Interactions</li><li>• Energy</li><li>• Light</li><li>• Sound</li><li>• Electricity/ Magnetism</li><li>• Matter</li><li>• Waves</li><li>• Heat</li><li>• Chemistry</li><li>• Information Processing</li></ul>	<ul style="list-style-type: none"><li>• Weather</li><li>• Climate</li><li>• Rocks &amp; Soil</li><li>• Erosion and Weathering</li><li>• Landforms</li><li>• Water</li><li>• Oceans</li><li>• History of Earth</li><li>• Plate Tectonics</li><li>• Volcanoes, Earthquakes, and Tsunamis</li></ul>	<ul style="list-style-type: none"><li>• Solar System</li><li>• Planets</li><li>• Moon</li><li>• Sun</li></ul>

