

Faces™

Brazil

Famous for its beautiful beaches, natural wonders, and lively music, Brazil is considered the gateway to South America. This issue of FACES magazine takes readers on a journey to this land of amazing heritage and vibrant culture.

CONVERSATION QUESTION

What is special about the country of Brazil?

TEACHING OBJECTIVES

- Students will learn about the Brazilian city of Rio de Janeiro.
- Students will learn about the historical National Library of Brazil.
- Students will learn about Ronaldo Nazário, Rio's soccer legend.
- Students will examine the physical and cultural characteristics of a region.
- Students will identify cause-and-effect relationships.
- Students will analyze cultural influence.
- Students will create dioramas that depict the rainforest habitat.
- Students will represent theme-related numbers in standard form, word form, and expanded form.
- Students will write a nomination essay for the imaginary GOAT Hall of Fame.



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

- **The Marvelous City: Welcome to Rio!**
Expository Nonfiction, ~1040L
- **Checking Out the National Library**
Expository Nonfiction, ~1070L
- **Ronaldo Nazário: Rio's Soccer Legend**
Expository Nonfiction, ~1170L

The Marvelous City: Welcome to Rio!

pp. 8–11, Expository Nonfiction

Located between lush rainforests and majestic mountains, Rio de Janeiro is Brazil's most celebrated destination.

Readers will learn about the culture, the communities, and the geography of this lively seaside city.



RESOURCES

- Physical and Cultural Characteristics: Ready for Rio!

OBJECTIVES

- Students will learn about the Brazilian city of Rio de Janeiro.
- Students will examine the physical and cultural characteristics of a region.
- Students will create dioramas that depict the rainforest habitat.

KEY VOCABULARY

- samba** (p. 9) a rhythmic musical style from Brazil
- summit** (p. 11) the highest point of a mountain

ENGAGE

Conversation Question: What is special about the country of Brazil?

Inform students that the article they will be reading presents one of the world's most captivating places. Display a world map and give students the following clues, one at a time, so they can locate the country being studied. (Brazil)

- This country is located largely in the Southern Hemisphere.
- This country is located in the central eastern part of South America.
- This country is the world's fifth largest country.
- This country is bordered by the Atlantic Ocean to the east.
- This country occupies almost half of South America and is dissected by both the Equator and the Tropic of Capricorn.

INTRODUCE VOCABULARY

Post and discuss the two vocabulary words. Play a sample of **samba** music or a video clip of Rio's annual Carnival featuring samba music and dance. Next, ask students what they would expect to see from the **summit** of a mountain. Instruct students to underline the key terms as they are revealed in the article.

READ & DISCUSS

Pose the following questions to prompt meaningful discussion.

- Why is Rio de Janeiro called "a party city"?
- How did Rio de Janeiro get its name?
- Why did the Portuguese and the French fight for control of Rio?
- Explain how the city is divided into several areas.
- What are the future goals for the city of Rio de Janeiro?

SKILL FOCUS: Examine Characteristics

INSTRUCT: The article presents readers with detailed information about the physical and cultural characteristics of Rio de Janeiro. Remind students that when studying a region, it is important to consider many facets of life in that region. Distribute the *Physical and Cultural Characteristics: Ready for Rio!* worksheet. Tell students they will use information from the article to complete the worksheet.

ASSESS: Review the worksheet as a class. Collect to check for accuracy.

EXTEND

Science: Brazil contains about one third of the world's remaining tropical rainforests. Have students use books and the internet to research Brazil's Amazon and Atlantic rainforests to learn about their plants, animal species, and land features. Then have students choose one of the rainforest biomes and create a diorama that depicts the habitat. Assign this as an ongoing project, developing as Brazil is studied.

Ready for Rio!

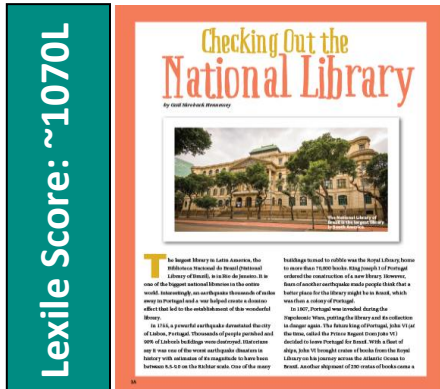
Physical and Cultural Characteristics Consult the article to explain how each of the elements listed below contributes to the uniqueness of Rio de Janeiro in Brazil.

Element	Defining Characteristics
Geography and Climate	
History	
Economy	
Resources	
Celebrations	

Checking Out the National Library

pp. 28–31, Expository Nonfiction

This article takes readers on location to the largest library in Latin America. The history, contents, and aesthetics of the National Library of Brazil are revealed through photographs and engaging text.



RESOURCES

- Analyze Cause and Effect: Look at a Book

OBJECTIVES

- Students will learn about the historical National Library of Brazil.
- Students will identify cause-and-effect relationships.
- Students will represent theme-related numbers in standard form, word form, and expanded form.

KEY VOCABULARY

- perished (p. 28)** died or were killed
- diplomatic (p. 31)** involving the work of maintaining good relations between the governments of different countries
- intervened (p. 31)** came between disputing people or groups in order to change or improve the situation

ENGAGE

Conversation Question: What is special about the country of Brazil?

Ask students to name materials that can be borrowed from a library. Inform them that at some libraries, patrons can check out sleds, Santa suits, tools, toys, board games, and even humans who are experts on different topics! Ask volunteers to contact your school and local libraries to find out about interesting and unusual items that can be checked out.

INTRODUCE VOCABULARY

Display the following statements and underline the key vocabulary words. Then have partners work together to use context to determine the meaning of each term. Reveal definitions.

- During the sinking of the *Titanic*, more than 1,500 people perished by drowning.
- The leaders of the United States and the United Kingdom work hard to keep up diplomatic relations.
- Liz and Ani stopped arguing after their brother intervened.

READ & DISCUSS

Reinforce comprehension of the concepts presented in the article by using the following questions to direct discussion.

- Where is the largest library in Latin America currently located?
- How did library books get from Portugal to Brazil?
- Why is the National Library building referred to as a work of art?
- Where was the library collection originally located and where was it moved to?
- What are some of the special items housed at the National Library?

SKILL FOCUS: Cause and Effect

INSTRUCT: Guide students to acknowledge that an event in history is often surrounded with causes and effects. Distribute the *Analyze Cause and Effect: Look at a Book* worksheet. Tell students they will record the causes and effects of events that have shaped the history of the National Library of Brazil. Have students reread the article with a partner to underline passages that will be helpful for this purpose.

ASSESS: Students may work in pairs to complete the worksheet. Review the answers and invite students to share their responses.

EXTEND

Mathematics: Page 31 of the article states that the National Library of Brazil has “an amazing collection of more than *nine million* items.” Review how to represent a number in standard form, word form, and expanded form. Then have students express the number nine million in each of these forms. Challenge students to use the following information to rewrite a larger number in each form: The largest library in the world is the Library of Congress in Washington, DC. It houses more than *170 million* items.

Look at a Book

Analyze Cause and Effect Consult the article to identify and explain the causes of the events listed in the center column and the effects of these events on the history of Brazil's National Library.

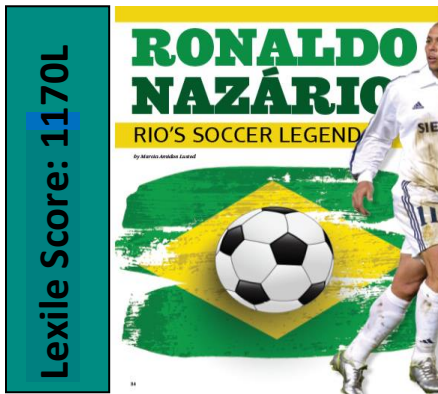
Cause	Event	Effect
	In 1755, the Royal Library in Latin America turned into rubble.	
	With a fleet of ships, John VI brought crates of books from the Royal Library across the Atlantic Ocean.	
	Dom Pedro became the Emperor of Brazil.	
	In 1815, King Dom João VI sent a stern communication to Great Britain.	

Ronaldo Nazário:

Rio's Soccer Legend

pp. 34–37, Expository Nonfiction

With a reputation for game-winning moves that led his teams to victory, Ronaldo Nazário is considered to be one of the greatest soccer players of all time. Readers will be inspired by his dedication and learn why his title is well deserved.



RESOURCES

- Cultural Influence: A Legendary Life

OBJECTIVES

- Students will learn about Ronaldo Nazário, Rio's soccer legend.
- Students will analyze cultural influence.
- Students will write a nomination essay for the imaginary GOAT Hall of Fame.

KEY VOCABULARY

- **legend** (p. 34) a famous or important person who is known for doing something extremely well
- **replica** (p. 37) an exact or very close copy of something

ENGAGE

Conversation Question: What is special about the country of Brazil?

Commonly used to refer to a top-tier athlete, musician, celebrity, or other public figure, discuss what it means to be a GOAT (Greatest of All Time). Have students generate a list of GOATs across different categories. Examples: Tom Brady/football, Beyoncé/music, Michael Phelps/swimming, Serena Williams/tennis, Usain Bolt/track and field, Leonardo da Vinci/art. Ask: *What traits do GOATs have in common?*

INTRODUCE VOCABULARY

Post and discuss the two vocabulary words and definitions. Have students Think-Pair-Share with a partner. Give them the following directives, one at a time:

- How does someone attain **legend** status? Is it always earned?
- Where would you see a **replica** of a historical figure? Where would you see a replica of a famous entertainer?

READ & DISCUSS

Read the article aloud with the class. Have students reread the text in small groups to answer the questions below. Discuss responses.

1. What was Ronaldo Nazário's nickname and what does it mean?
2. What helped Ronaldo develop his skills for soccer?
3. How was Ronaldo discovered?
4. Why wasn't Ronaldo given a spot on the Flamengo team?
5. Why and when did Ronaldo retire?

SKILL FOCUS: Cultural Influence

INSTRUCT: Guide students to acknowledge the cultural influence that the sport of soccer, and Ronaldo Nazário in particular, has had on the people of Brazil. Displaying many admirable traits, he is a legend in Rio for his amazing soccer skills as well as his inspirationally lived life.

Distribute the *Cultural Influence: A Legendary Life* worksheet. Tell students they will use information from the article to analyze the characteristics that caused Ronaldo to be such a cultural influence.

ASSESS: Review the chart. Instruct students to refer to the worksheet for ideas when completing the EXTEND activity below.

EXTEND

Persuasive Essay: Have students imagine there is a GOAT Hall of Fame that celebrates extraordinary people across all categories. Tell students they will choose a GOAT and write an essay to nominate this person for the GOAT Hall of Fame. (Revisit the ENGAGE activity for suggestions.) Review the criteria of a persuasive essay, which will guide students on writing a compelling nomination. Essays should include the nominee's background, outstanding achievements, accomplishments, and philanthropic involvements.

A Legendary Life

Cultural Influence Use information from the article to analyze how Ronaldo Nazário influenced the culture and people of Brazil.

Skill:	Nationalism:
Attitude/Ethics:	Contributions: