

Lesson Plan History 1. This lesson plan outlines one week of block scheduling.

Lesson Number and Title:	
Lesson Description:	
Learning Outcomes: Students will: (1) explore European oceanic travel and conquest; (2) describe the geographic routes taken in the exchange of people from 15-16 Century; Compare the slave trade between USA and Brazil	
Activation	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
<p>Day 1: Do now: Students will be provided copies of the world map, tracing individually what they think were the routes to bring slaves from Africa to America (both North and South). Students will classify the routes by color coding: red the most profitable routes, and blue for the less profitable routes. Students will explain why they selected each route and color coded the travel route.</p> <p>Day 2: Students will list 5 things they learned from the previous class to recall and review - and to prepare for in-class discussion.</p>	<p><u>Materials: world maps, color pencils</u></p>
Demonstration	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
<p>Teacher will provide guided instruction through questions on the slave economy, economic motivations, and human, social, and cultural costs of the slave trade. Brainstorming and scaffolding activity (resources of food and water for slaves, that could have avoided a high number of deaths due to the poor traveling conditions, the healthier the slave the higher the price on the market). Each criterion will be recorded on Chart paper. Using teacher guided discussion of each criteria, students will synthesize and categorize them in a final diagram. They will come to the understanding that Brazil had a strategic geographical position that benefited the colonizers and that spurred and sustained the slave trade from Africa to Brazil. Students will talk about the human costs involved. They will try to make other social, political and other past-to-present connections.</p>	<p><u>Material: world map</u></p> <p><u>Assignment</u> class discussion</p>
Application	
Description (What is the student going to do? How are they going to receive guidance and feedback?)	Resources/Media Notes
<p>Cooperative learning group Jigsaw strategy on reading Meade - selection about the Slave Trade in Brazil.</p>	<p><u>Materials: Reading selection from Teresa Meade: "A Brief History</u></p>

<p>Class discussion on living conditions, cultures and traditions in the life of slaves- based on presentation of pictures historical-significant places from the artifact collection of the Teacher. Accent on the Portuguese names (Pelourinho) and other typical names</p>	<p><u>of Brazil”, 2nd edition, 2010.</u></p> <p><u>Power point</u></p>
<p>Integration</p>	
<p>Description (How will the student demonstrate the learning outcome?)</p>	<p>Resources/Media Notes</p>
<ol style="list-style-type: none"> 1) Students will complete a Venn Diagram on the slaves’ life in Brazil vs USA using their prior knowledge and information from reading. 2) Students will compare it with a classmate. 3) Homework: Students will complete the comparison sheets, diagramming in different colored ink. 	<p><u>Assignment: Short quiz on the Brazilian slave trade</u></p>

Lesson Plan History 2: Block schedule: 90 minutes class time

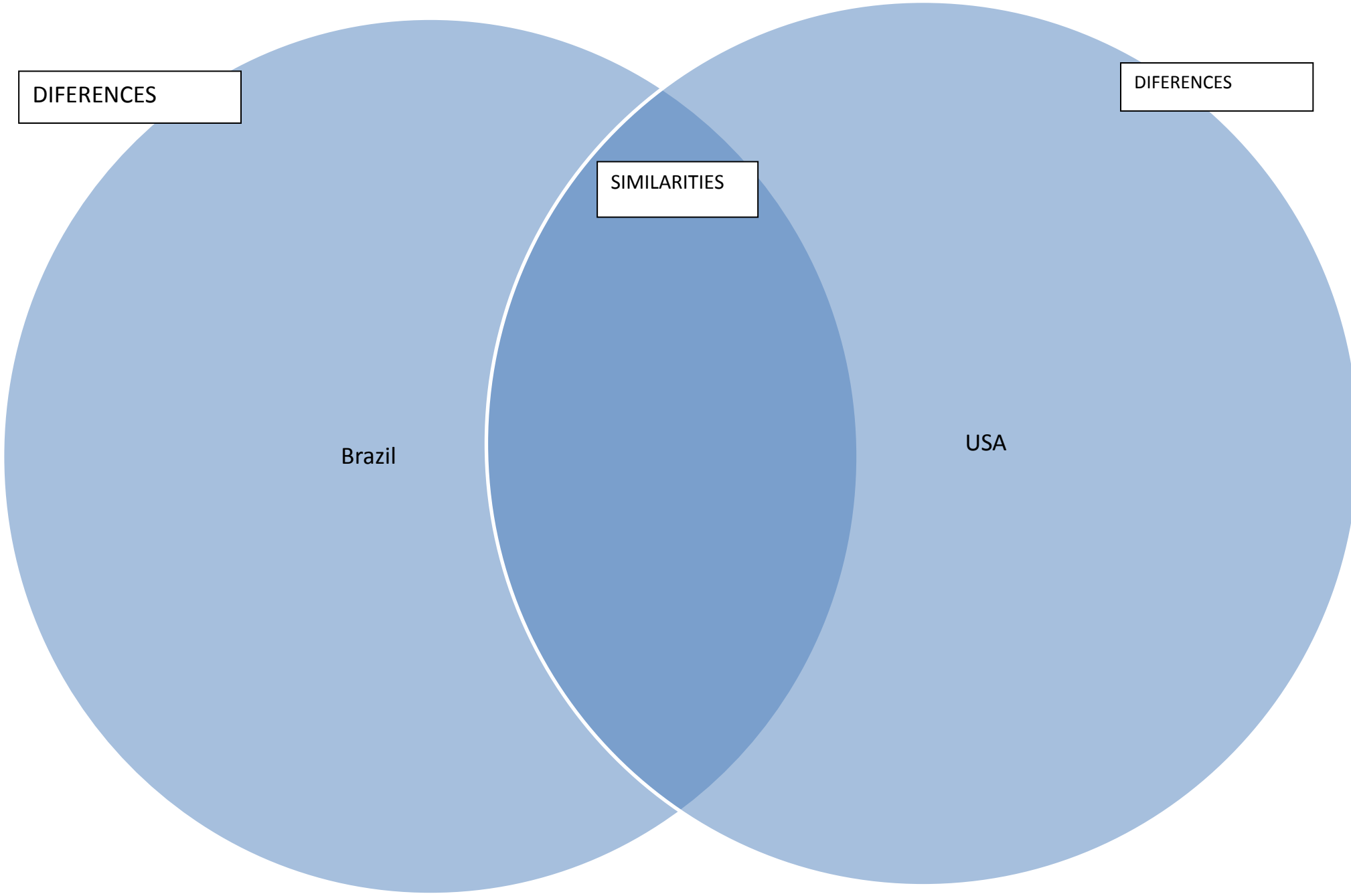
Lesson Number and Title: Understanding Race and Resistance in Brazil	
Lesson Description:	
<p>Learning Outcomes: Students will: 1) 5.3 Regional Content Expectations- Latin America through the 18th Century: Understand social stratification of the population; 2) 5.1.2 World Religions – Analyze the impact of the diffusion of world religions on social, political, cultural, and economic systems. 3) Learn about Quilombos as a typical form of slave resilience in Brazil.</p>	
Activation	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
<p>Do Now: Define the populations of Brazil over 14-16 Centuries – how it shifted from pre-colonial times where numerous indigenous inhabitants lived, to colonial periods of white (mostly male) colonialism and rule, the plights of the indigenous inhabitants during that time, and the establishment of communities of runaway African slaves (quilombos). Create a diagram of racial constructs in Brazil. Define key terms related to this and talk about how definitions of race in Brazil today vary somewhat from terms used in the United States.</p>	<p><u>Materials, pictures of Brazilian people, color pencils</u></p>
Demonstration	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
<p>a) The legend of Zumbi – Cooperative learning group – Jigsaw strategy</p> <p>b) Video presentation of 3 different Quilombos from Northeast Brazil. The video explanations will emphasize the current struggles and achievements of quilombolas. Students will record notes with information from video clips.</p> <ul style="list-style-type: none"> • Inference of linguistic knowledge quilombola, quilombo 	<p><u>Material: reading selection video selections</u></p>
Application	
Description (What is the student going to do? How are they going to receive guidance and feedback?)	Resources/Media Notes
<p>Group project- poster session: In groups of 3 students will create a poster on Quilombos and the struggle for education, land and health care in Northeast Brazil. Each group will prepare to present for 3 minutes. Each student is responsible for a section of the poster and expected to share their findings.</p>	<p><u>Charts, posters, color printer, internet, colors, tape, glue stick</u></p>

Integration	
Description (How will the student demonstrate the learning outcome?)	Resources/Media Notes
Presentation of the project	<u>Assignment</u> (attached below)

Lesson Plan History 3: this lesson is taking 3 days – includes a field trip to Museum of African American History

Lesson Number and Title: Resistance and Resilience in Brazil	
Lesson Description:	
<p>Learning Outcomes: Students will: 1) 5.3 Regional Content Expectations- Learn about Latin America through the 18th Century: social stratification of the population; 2) 5.1.2 World Religions – Analyze the impact of the diffusion of world religions on social, political, cultural, and economic systems.</p>	
Activation	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
Do Now: SWAT analysis- individual work	<u>Materials: index cards</u>
Demonstration	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
<p>Candomble – as an African Brazilian form of resilience – Direct instruction using video-clips; This part is intended to be in preparation for field trip to African American Museum</p> <ul style="list-style-type: none"> • There is an intention to bring in a music specialist (collaboration with another Fulbright-Hays scholarship recipient) – for a workshop on African instruments and rhythm. This activity will be coordinated with the band teacher from Osborn High school for room and drums, history teacher, and the guest music specialist. 	
Application	
Description (What is the student going to do? How are they going to receive guidance and feedback?)	Resources/Media Notes
Field trip to Charles H. Wright Museum of African American History with guest speaker Patrina Chapman (curator – Specialist in Slave Trade History) and Natalie Barmore – Specialist in African Brazilian art. This is intended to be a common activity with students from Cass High school.	<u>Charts, posters, color printer, internet, colors, tape, glue stick</u>
Integration	
Description (How will the student demonstrate the learning	Resources/Media Notes

outcome?)	
Presentation of the project – One full period	<u>Poster presentation</u>



DIFERENCES

DIFERENCES

SIMILARITIES

Brazil

USA