

Title: Brazil Mural Project

Developed as a result of U of D Mercy Fulbright Hays GPA to Brazil

Lesson Number and Title: 1. Pre-test	
Lesson Description: Students will be asked questions concerning slavery in the United States and Brazil. National Content: Standards and Benchmarks: Conceiving and developing new artistic ideas and work. Anchor Standard #1. Generate and conceptualize artistic ideas and work. Anchor Standard #2. Organize and develop artistic ideas and work. Anchor Standard #3. Refine and complete artistic work.	
Learning Outcomes: Students will have a deeper understanding of the similarities of colonial slavery in the United States and Brazil. Students will have a greater global comprehension of the social, historic, political and economic effects of slavery.	
Activation	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
Students will not see any images of enslaved people nor hear or watch any materials pertaining to slavery in the United States or Brazil.	<u>Materials-</u> pen, paper <u>Reading - 0</u> <u>Assignments</u> (attached below) – Students will write a brief statement expressing any information that they have on enslaved people of the United States and/or Brazil. <u>Reflection</u> (attached below) - Students will write a brief statement that expresses their thoughts on colonial and pre-civil war slavery in the U.S. and/or Brazil.
Demonstration	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes

Students will not be exposed to any images or writings that address enslaved Blacks in the United States or Brazil. Pre-test questions 1. In what parts of the western hemisphere were African people enslaved? 2. Can you identify any African Nations from which the people were kidnapped and enslaved? 3. What was the effect of slavery on the rest of the world. (How did other nations benefit from slavery?) 4. What is the approximate number of enslaved people shipped to the USA, the Caribbean Islands and to Brazil? 5. How did slavery in the US differ from that in Brazil? 6. How did post slavery differ in the US differ from that in Brazil?	<u>Material – pen, writing paper</u> <u>Reading - 0</u> <u>Assignment</u> (attached below)
Application	
Description (What is the student going to do? How are they going to receive guidance and feedback?)	Resources/Media Notes
The student will recognize that his/her limited knowledge is apparent and will hopefully become more engaged in the subject matter and become committed to understanding more about the subject. Feedback will be given in the form of peer discussion. The teacher will guide the group discussions by asking a series of thought provoking questions that each group of students will respond to.	<u>Materials – pen and paper</u> <u>Reading - 0</u>
Integration	
Description (How will the student demonstrate the learning outcome?)	Resources/Media Notes
Groups will illustrate a brief thumbnail sketch of what they thought slavery looked like, and compose a group statement that describes their thumbnail sketch.	<u>Assignment</u> (attached below)- 0

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Lesson Number and Title: #2 Comparison Timeline Time line 1492- 1900	
Lesson Description: Students will draft a (double) timeline that compares the historical events of slavery and post slavery in Brazil with that of the United States.	
Learning Outcomes: Students will have a better understanding of the events leading up to And including the US civil war. Students will have a working model to complete a mural in subsequent lessons.	
Activation	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
Students will work in groups of four, using pencil and large drawing paper. Students will make notations on post-it notes of historical events and arrange them on the butcher's paper. Then students will sketch out a double timeline that compares slavery and post slavery eras of Brazil and United States	<u>Materials – Large white drawing paper (butchers paper), pencils, erasers, rulers, post its</u> <u>Reading – “Cheik Anta Diop” by Luiz Brejo,(writings about slavery globally)</u> <u>Assignments</u> (attached below) <u>Reflection</u> (attached below)
Demonstration	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
Students will use notes and resource materials to compile a list of historical events.	<u>Material same as above</u> <u>Reading same as above</u> <u>Assignment</u> (attached below)
Application	
Description (What is the student going to do? How are they going to receive guidance and feedback?)	Resources/Media Notes
Student will brainstorm about the events they've written and	<u>Materials – same as above.</u>

placed (on post-its) on the two timelines.	<u>Reading</u>
Integration	
Description (How will the student demonstrate the learning outcome?)	Resources/Media Notes
The students will demonstrate learning by observing the items posted on the timeline and their relationship to one another. The students will be able to share their knowledge of events in an informal discussion session.	<u>Assignment</u> (attached below) – Discussion session

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Lesson Number and Title: #3 3D Sculptures (using ribbons and or strips of cloth)	
Lesson Description: Students will create a sculpture that expresses their community and or their individual belief system.	
National Content and Standards: Conceiving and developing new artistic ideas and work. Anchor Standard #1. Generate and conceptualize artistic ideas and work. Anchor Standard #2. Organize and develop artistic ideas and work. Anchor Standard #3. Refine and complete artistic work.	
Learning Outcomes: 1. Students working in groups will experience a sense of community. 2. Students working individually will experience a confirmation of identity	
Activation	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
The student will see images of the art work of famous African American 3D artist, Nick Cave and photos of the gates of the church Senhor De Bonfim in Sao Luis do Maranhao, Bahia, Brazil.. Students will listen to examples of Brazilian music.	<u>Materials-</u> chicken wire, ribbons, strips of African fabric. <u>Reading: power point demonstration</u> A brief history of Brazil by Theresa Meade The Brazil Reader – by Thomas Skidmore <u>Assignments</u> (attached below) <u>Reflection</u> (attached below)
Demonstration: Teacher will use recycled Barbie dolls as armatures. Dolls will be covered with nylon or metal mesh. Ribbons and strips of African fabric will be worked/tied into the mesh.	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes

Students will witness different techniques used to create a 3D sculpture.	<u>Material: books on Brazilian art</u> <u>Reading</u> <u>Assignment</u> (attached below)
Application	
Description (What is the student going to do? How are they going to receive guidance and feedback?)	Resources/Media Notes
Students will write different community oriented statements on each scrap of fabric or ribbon. The statements should reflect a social or religious conscience.	<u>Materials</u> <u>Reading</u>
Integration	
Description (How will the student demonstrate the learning outcome?)	Resources/Media Notes
Students will discuss their various social or religious statements and their meanings, and why they selected their particular statements.	<u>Assignment</u> (attached below)

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Lesson Number and Title: 4. Metal Overlay	
Lesson Description: Conceiving and developing new artistic ideas and work Anchor Standard #1. Generate and conceptualize artistic ideas and work. Anchor Standard #2. Organize and develop artistic ideas and work. Anchor Standard #3. Refine and complete artistic work.	
Learning Outcomes: Students will become acquainted with an art form practiced by the old masters.	
Activation	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
The student will be shown images of 17 th Century church interiors of Sao Luis, Ouro Preto, and Salvador. They will also be shown images of the interiors of Detroit Churches (in their community).	<u>Materials: LSD projector, digital images</u> <u>Reading – A Cor da Ternura – by Geny Guirrares</u> <u>Assignments</u> (attached below) <u>Reflection</u> (attached below)
Demonstration	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
The student will see images of historic churches. They will also see images of contemporary church interiors.	<u>Material – LSD projector</u> <u>Reading- “Cadernos Negros” – by Conceicao Evaristo</u>

	<u>Assignment</u> (attached below)
Application	
Description (What is the student going to do? How are they going to receive guidance and feedback?)	Resources/Media Notes
Students will review resource materials, and select an historic scene, or image to reproduce. The student will use the image to produce a layered (3D image). The layered image will be glued into a picture frame and then covered with aluminum foil or metallic paint. Use the pen stylus to burnish and push the metal into the corners or the piece.	<u>Materials: (laundry shirt) card board, white glue, scissors, pencils, paint brushes, stylus, aluminum foil or metallic paint, old picture frame (5"x 7").</u> <u>Reading</u>
Integration	
Description (How will the student demonstrate the learning outcome?)	Resources/Media Notes
The student will see the work that he has completed and begin to recognize the quality of life within his community. The work will be displayed in a group that will emulate the structure of a coffered ceiling.	<u>Assignment</u> (attached below)

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Lesson Number and Title: 5. Bumba Meu Boi Festival	
Lesson Description: Students will use papier mache make artifacts that are celebrated in Bahia Brazil's Bumba Meu Festival and /or festivals celebrated in their communities.	
Conceiving and developing new artistic ideas and work.	
Anchor Standard #1. Generate and conceptualize artistic ideas and work.	
Anchor Standard #2. Organize and develop artistic ideas and work.	
Anchor Standard #3. Refine and complete artistic work.	
Learning Outcomes: Students will become familiar with the Brazilian Bumba Meu Boi festival, and be able to compare and contrast it to American celebrations. Students will learn more about their own community celebrations.	
Activation	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
The student will be exposed to video tapes and photo images of various Brazilian and Detroit area festivals and celebrations. Such as the Bumba Meu Boi festival, La Naim Rouge, the Thanksgiving Day parade, St. Patrick's Day Parade, The Carribbean Day Parade etc.	<u>Materials – newspaper (for papier mache, scissors, glue, acrylic paint, paint brushes, sequins, newspaper, masking tape</u> <u>Reading</u> <u>Assignments</u> (attached below) <u>Reflection</u> (attached below)
Demonstration	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
Students will review photos and select a photo they'd like to form in 3D. Teacher will use newspaper and	<u>Material: newspaper, Masking</u>

masking tape to form an armature. Students will tear newspaper into strips and use glue to papier mache the form (either a bull or other animal of their choice). The work will be completed using paints, sequins, feather and other materials.	<u>tape, glue,</u> <u>Reading</u> <u>Assignment</u> (attached below)
Application	
Description (What is the student going to do? How are they going to receive guidance and feedback?)	Resources/Media Notes
After the 3D image has been formed, students will embellish the animal with beads, sequins, feathers, etc. The students will discuss the meaning of the images they selected, using peer analysis and critique.	<u>Materials</u> <u>Reading</u>
Integration	
Description (How will the student demonstrate the learning outcome?)	Resources/Media Notes
Learning outcomes will be demonstrated when students present their work and begin to share their experiences.	<u>Assignment</u> (attached below)

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Lesson Number and Title: 5. Cordel Illustrations	
Lesson Description: Students will use historical figures and events to illustrate a cordell styled booklet. Conceiving and developing new artistic ideas and work. Anchor Standard #1. Generate and conceptualize artistic ideas and work. Anchor Standard #2. Organize and develop artistic ideas and work. Anchor Standard #3. Refine and complete artistic work.	
Learning Outcomes: Students will ultimately learn more about their own communities as well as learning about African Brazilian historical figures and events.	
Activation	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
Teacher will show examples of Brazilian Cordel booklets. Teacher will also introduce writings about Brazilian National Heros, as well as cordels that use historical resources as references. In addition, teacher will review content about African /American “heros”. Teacher will lead discussion having students compare and contrast African-American and Afro-Brazilian national heroes.	<u>Materials – Cordel magazines,</u> <u>Reading – Brazilian Cordel magazines, “Quatro de Despajo” by Carolina Maria de Jesus</u> <u>Assignments</u> (attached below) <u>Reflection</u> (attached below)
Demonstration	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
Students will be introduced to African American and Afro Brazilian historical people. They will be asked to write an historical essay about the heroes in their community. The students will identify the figures that they wish to draw using paper and pencil. The drawn	<u>Material – Paper 8” x10’, printers ink, ink tray, brayer, pencils, erasers,</u>

images will be traced out on a piece of linoleum and then carved with a linoleum carving tool.	<u>Reading:</u> same as above <u>Assignment</u> (attached below)
Application	
Description (What is the student going to do? How are they going to receive guidance and feedback? The students will be challenged while drawing their historical and modernday heroes.	Resource s/Media Notes
After carving the linoleum, students will use ink and brayers to make prints of the heroes in various historic scenes.	<u>Materials</u> – same as above. <u>Reading</u>
Integration	
Description (How will the student demonstrate the learning outcome?)	Resources/Media Notes
Students will demonstrate their newly acquired knowledge of local/ethnic heroes by interacting with other students who have done the same.	<u>Assignment</u> (attached below)

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Lesson Number and Title: 7. Soft Sculpture, Abyome Doll	
Lesson Description: Students will make an Abyome (Brazilian Rag Doll) Conceiving and developing new artistic ideas and work. Anchor Standard #1. Generate and conceptualize artistic ideas and work. Anchor Standard #2. Organize and develop artistic ideas and work. Anchor Standard #3. Refine and complete artistic work.	
Learning Outcomes: Students will use story telling as a tool for critical thinking. Students will discover the relationship between story-telling and visual art.	
Activation	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
Students will be told a story of how enslaved Africans used their clothing to construct a doll for their children to play with.	<u>Materials – strips of cloth in various colors</u> <u>Reading – read CD cover and listening to the songs of Vivian Caronin’ “Meu Canto e no Espelo”</u> <u>Assignments</u> (attached below) <u>Reflection</u> (attached below)
Demonstration	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
Teacher will tell students of the enslaved Africans, and how, while on the slave ship, the African Mothers would rip strips of cloth from their clothing in order to make dolls for the children, while teacher is telling the story.	<u>Material – Same as above</u> <u>Reading – Same as above</u>

	<u>Assignment</u> (attached below)
Application	
Description (What is the student going to do? How are they going to receive guidance and feedback?)	Resources/Media Notes
The student will make dolls individually with the teacher as the teacher is modeling the making of the rag doll.	<u>Materials</u> <u>Reading</u>
Integration	
Description (How will the student demonstrate the learning outcome?)	Resources/Media Notes
Teacher will review doll characteristics for students. The dolls are to have no eyes or face. The doll torso and arms and legs are to be made from a single piece of black cloth. Knot the center of the strip to form a head, rap a piece of printed clothe around the head (to be a head wrap. Make knots for the hands and feet. The dolls dress is made from a single piece of cloth cut into a circle. Poke 3 small holes in the center of the clothe. (one for the head to poke through, and two for the arms.) Make knots for the hands and feet. Add a contrasting strip of clothe for the upper body.	<u>Assignment</u> (attached below)

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Lesson Number and Title: 8. Head dresses and accessories	
Lesson Description: students will select an Orixá and study the qualities of that particular Orixá and his/her accessories that identify him/her. Students will construct the accessories from Papier mache and wood.	
Conceiving and developing new artistic ideas and work. Anchor Standard #1. Generate and conceptualize artistic ideas and work. Anchor Standard #2. Organize and develop artistic ideas and work. Anchor Standard #3. Refine and complete artistic work.	
Learning Outcomes: Students will be able to use critical thinking to assess human qualities versus supernatural qualities. Students will be able to use critical thinking to compare and contrast social, cultural, economic values and states	
Activation	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
Students will be shown examples of the Orixas and their outfits with accessories.	<u>Materials – paper, glue, paint, paint brushes, sequins, yarn, feathers, cardboard, wood, string, etc.</u> <u>Reading – Students will read translations of Brazilian literature That describes the Orixas and their properties</u> <u>“Cadernos Negros” by Conceicao Evaristo</u> <u>Assignments</u> (attached below) <u>Reflection</u> (attached below)
Demonstration	
Description (What is the student going to see, hear, watch,	Resources/Media Notes

do or read?)	
The students will become familiar with a different culture and use critical thinking to compare and contrast the two cultures. They will see photographs of their community and Brazilian communities. They will also see photographs and art work from Catholic Cathedrals and cultural institutions in the US and Brazil.	Material – same as above <u>Reading</u> - same as above <u>Assignment</u> (attached below)
Application	
Description (What is the student going to do? How are they going to receive guidance and feedback?)	Resources/Media Notes
Students will use papier mache and other materials to construct different artifacts of the Orixas.	<u>Materials</u> – same as above. <u>Reading</u>
Integration	
Description (How will the student demonstrate the learning outcome?)	Resources/Media Notes
Students will have used a new and different medium, and used critical thinking to create a 3 dimensional object from two dimensional drawings/photographs.	<u>Assignment</u> (attached below)

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Lesson Number and Title: 9. Building constuction	
Lesson Description: Students will construct ma 3D model of a select a building or quilombo. Students will construct the quilombo and its terrain.	
Conceiving and developing new artistic ideas and work. Anchor Standard #1. Generate and conceptualize artistic ideas and work. Anchor Standard #2. Organize and develop artistic ideas and work. Anchor Standard #3. Refine and complete artistic work.	
Learning Outcomes: students will have a greater understanding of historic architecture. Students will benefit from cross curricular activities in mathematics and social studies. Accurate measurements must be taken when measuring the building for correct proportions	
Activation	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
Students will observe videotape of Brazilian quilombos, taking note of the proportions of the buildings, the style of architecture and the terrain on which the quilombo is constructed.	Materials - cardboard, rulers, erasers, pencils, wood, Styrofoam, paint, glue papier mache, paint brushes, etc. <u>Reading – “The Slave Trade” by Hugh Thomas</u> <u>Ao Mulatto –by Aloiso Azevedo Horchizo</u> <u>Assignments</u> (attached below) <u>Reflection</u> (attached below)
Demonstration	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
The students will hear interviews with quilombo founders, residents, musicians, singers and children.	<u>Material – same as above</u> <u>Reading</u>

	<u>Assignment</u> (attached below)
Application	
Description (What is the student going to do? How are they going to receive guidance and feedback?)	Resources/Media Notes
Students will make measurements that are in proportion to the quilombos. After construction, students will reflect upon the origin and nature of the quilombos in society.	<u>Materials – same as above</u> <u>Reading</u>
Integration	
Description (How will the student demonstrate the learning outcome?) Students will compare the conditions of the quilombo with their own or other communities.	Resources/Media Notes
	<u>Assignment</u> (attached below)

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Lesson Number and Title: 1 0. Mural - The Peroulino, Brazilian Heroes, literature,	
Lesson Description: The Lesson is to use information obtained in class to create a mural that is reflective of the African Brazilian (North East region)	
National Content and Standards Conceiving and developing new artistic ideas and work. Anchor Standard #1. Generate and conceptualize artistic ideas and work. Anchor Standard #2. Organize and develop artistic ideas and work. Anchor Standard #3. Refine and complete artistic work.	
Learning Outcomes: Students will become familiar with different regions of Brazil, different states in the nation and their products and features.	
Activation	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
Students will see different photographs and videos of historic images of Bahia, Minas Gerais and Maranhao (states of Brazil). Students will draw and then paint a mural that depicts Historic events, different festivals, traditional attire and foods, as well as Brazilian Industries and nature.	<u>Materials – large white paper, pencils, erasers, crayons, paints, paint brushes, water.</u> <u>Reading – “The Slave Trade” by Hugh Thoinas</u> <u>“Colonial Holocaust” by Claudis Mourah</u> <u>Assignments</u> (attached below) <u>Reflection</u> (attached below)
Demonstration	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
Students will study and discuss photographic images of Brazil. Students will use the information and techniques exposed to and learned in the previous units and lessons on Brazil.	<u>Material- - same as above</u> <u>Reading – “The Weapon of the Theory by Amilcar Cabral</u>

	<u>Assignment</u> (attached below)
Application	
Description (What is the student going to do? How are they going to receive guidance and feedback?)	Resources/Media Notes
Students will receive guidance and direction from teacher and feedback by peer review.	<u>Materials</u> <u>Reading</u>
Integration	
Description (How will the student demonstrate the learning outcome?)	Resources/Media Notes
The mural will be displayed in a large area of the school, accessible to teachers, parents and fellow students.	<u>Assignment</u> (attached below)