

## LESSON PLAN

### Vaqueiros and the Backlands of the Northeast Grades 3-5

#### **Objectives:**

Students will:

- explain four Portuguese words (See Words to Know below)
- discuss the vaqueiro's life in the sertão or the backlands of Northeast Brazil.
- explain whether Lampião is a hero or an outlaw.

#### **GLEC:**

4 – G2.0.1

Describe ways in which the United States can be divided into different regions (e.g., political regions, economic regions, landform regions, vegetation regions).

4 – C1.0.2

Explain probable consequences of an absence of government and of rules and laws.

5 – U1.4.1 Describe the convergence of Europeans, American Indians and Africans from the perspective of these three groups.

#### **Materials:**

crayons or markers

2 index cards for each student

Student Information Sheet: The Vaqueiros & The Cowboys

Story of Lampião (Lahm-pee-OUN)

#### **Words to Know**

|            |                                   |  |
|------------|-----------------------------------|--|
| sertão     | (pronounced sehr-TOUN)            | dry backlands                                    |
| vaqueiros  | (pronounced va-KEHR-OHS)          | cowboys of the Northeast                         |
| secas      | (pronounced SEH-kahs)             | drought  |
| retirantes | (pronounced<br>hey-chee-RAHN-tes) | people who leave the<br>Northeast during drought |

### **Introduction:**

From the **Words to Know** section above, write the four words and the pronunciations on the board. Practice saying them several times. Give two index cards to each student; cut each index card in half. Tell them to write the word and Portuguese pronunciation on one side of the index card; and draw the picture of the word on the other side. Students get into pairs and have each partner teach the other partner two words, showing them only the pictures. The other partner teaches his/her two words next. Students may then go to another partner and repeat the process.

### **Activity 1:**

Read aloud the Student Information Sheet: The Vaqueiros and The Cowboys. Direct students to use their imaginations, and write a journal entry as a cowboy on the desolate backlands or sertão. They should use adjectives and at least two **Words to Know** in their journal entries. Students may begin their entries however they would like, or they may choose a beginning like: “I am a vaqueiro and today I discovered...” or “Today I was riding the sertão and I felt...”

### **Activity 2;**

Read the story of Lampião (Pronounced Lahm-pee-OUN) and have students debate whether he is a bandit or hero.

### **Assessment/Reflection:**

- What did you learn today?

### **Extended Activities:**

Ask student s:

- How did the land of the sertão make it easier to raise cattle for a living than to farm for a living?
- Name some art prints and sculptures in the *Bandits and Heroes* exhibit that depict vaqueiros?
- Research cowboys or rodeo shows that come to the Detroit area.
- Research the cowboy brothers, Bill and Ben Pickett.