

## **LESSON PLAN**

### **K-W-L: The Land, People and Art of Northeast Brazil**

#### **Grades 9-12**

#### **Objectives**

Students will:

- pre-assess their knowledge of The Land, People and Art of Northeast Brazil.
- explain new knowledge of The Land, People, and Art of Northeast Brazil.
- practice note taking skills on Fact Sheet on the Northeast of Brazil.

#### **Materials needed:**

KWL Student Worksheet

Fact Sheet on Northeast Brazil - student information sheet

Figa Worksheet (optional, for Extended Activity)

Refer to “Let's Investigate” in “Learn More About Brazil” on [banditsandheroes.org](http://banditsandheroes.org)

Overhead projector

#### **Introductory Activity (10 minutes)**

1. Have students begin creating a K-W-L chart by brainstorming their prior knowledge about Northeast Brazil. Ask students:
  - What do you know about the land?
  - What do you know about the people?
  - What do you know about their art?

Record students’ responses on the board or by using an overhead projector, and have students make notes in the **Know** column of their chart.

2. When students have completed a list of their prior knowledge, proceed to the **Want to Know** column. Encourage students’ curiosity by asking a question like:
  - Imagine that you were an Amerindian or Native American living in Brazil during the early 1500s, what are your thoughts about the Portuguese coming to your land?
3. Have students continue to brainstorm as a class. Give them a few minutes to write what they **Want to Know** about the land, people, and art of Northeast Brazil.
4. Collect charts and explain that each student will fill out the last column, **What I**

**have Learned**, when they have completed this study of Northeast Brazil. They will also answer the question: The most interesting fact I learned was: \_\_\_\_\_

---

### **Learning Activity:**

1. Instruct students to take out the Fact Sheet on the Northeast of Brazil. Have students read and write, in note taking form, as many facts as possible in ten minutes.
2. When students have completed writing down the facts, have them get into groups of three or four people to share and discuss their responses.
3. After the first group responds with one fact, have subsequent groups reply by saying “ same” (if the fact they have is the same) or offering a different fact to be recorded on a large sheet of paper and posted in the room.

### **Discussion Question:**

Which facts did were the most interesting? Why?

Students may select facts from the posted sheet or may refer to the printed fact sheet to read and explain a selection.

### **Assessment/ Reflections:**

What do you look forward to seeing or finding out at the exhibit in the Charles H. Wright Museum of African American History?

### **Lesson Extension:**

- Click on “Let's Investigate” under “Learn More About Brazil,” and have students find three objects of art that they would like to learn more about at the *Bandits and Heroes* exhibit.
- Print the page with the **figa**, an outstretched left fist with a thumb between the first and the second finger. Ask students if they remember the public art sculpture of the Joe Louis fist in downtown Detroit. Remind them that, in Brazil, the figa symbolizes good luck. Have them explain verbally or in writing what Joe Louis’ fist symbolizes to them.