Brazilian Culture & Social Justice (Selected Lesson Plans)
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Mapping Brazil and Indigenous Peoples (75 mins)
Before class, students read Pero Vaz de Caminha's "Carta de achamento" (1500) and the Carta da comunidade Guarani-Kaiowá de Pyelito (2012) and submit discussion questions.

Objectives:
By the end of class, students will be able to…
- Describe colonial portrayals of indigenous groups in Brazil, and of Brazil in general
- Identify parallels between historical and contemporary representations of indigenous groups in Brazil

Lesson plan:
- Show images of Caminha's original letter, explain a bit of context (5 mins)
- Map activity: in pairs, look at various early maps of Brazil and respond to the prompt:
  - Consultem os mapas disponíveis no site abaixo e prestem atenção às representações da terra e dos indígenas. Como mudam ao longo do tempo? O que não muda? Quando é que o Brasil deixa de ser uma terra misteriosa, cheia de monstros e selvagens? (15 mins)
  - Each pair of students chooses a map to present on, leading the class discussion and analyzing its elements (10 mins)
  - Discuss the following maps as a class, focusing on what we see and what image of Brazil and of indigenous peoples these maps create (10 mins):
    - 1519 Brasil no Atlas Português
    - 1520 Giacomo Gastaldi ("terra non descoperta")
    - 1562 Diego Gutiérrez (canibalismo)
    - 1574 Luís Teixeira (ouro e prata?)
    - 1598 Barent Langenes - tribos indígenas, canibalismo
- Show Victor Meirelles's painting *Primeira missa no Brasil* (1860) and compare with the description in Camiha's letter. How are they similar (or not)? (5 mins)
- Student questions: use previously submitted questions to guide class discussion (15 mins)
- Compare Caminha's letter to the "Carta da comunidade Guarani-Kaiowá de Pyelito." How are they similar? How are they different? How has the representation of indigenous peoples changed or stayed the same over the last 500 years? (15 mins)

Migrants in the City (75 mins)
Before class, students read the following from Luiz Ruffato's *Eles eram muitos cavalos* (2001): scenes 6 (senhora no ônibus), 14 (o índio), 40 (onde estávamos há 100 anos?), 41 (táxi), 48 , 50 (carta de uma mãe ao filho pedindo notícias), 57 (Newark, Newark). They also submit discussion questions about what they read.

Objectives:
By the end of class, students will be able to…
- Draw comparisons between perceptions of migrants (including their accents) in the United States vs. in Brazil
- Articulate the ways in which their own experiences relate to those of migrants and how those are similar or different across geographical spaces

Lesson plan:
- Warm-up: Você acha que tem sotaque? De onde? No inglês, quais são os sotaques mais inteligentes e menos inteligentes? (5 mins)

- View video on [accents in U.S.](#)—listen to 2-3 mins. of variants and see if you can place where they're from (8 mins)
  - list stereotypes associated with each accent
- View [Porta dos Fundos video on sotaques](#) (3 mins)
- Accents in Brazil—students list and model additional Brazilian accents they're familiar with (8 mins)
  - Discuss stereotypes associated with each regional accent
- Compare and contrast migrant characters in the city, how they're seen and how they're treated (15 mins)
  - Create a character map on the board—list characters' names (or what they're called in the book) along with how they're treated or how they feel about São Paulo
- Alguém já te perguntou, "De onde você é? Não—de onde você *realmente* é?" Como isso te afetou? Por quê? (10 mins)
- In pairs, read article ["Nordestinos tendem a manter sotaque após migrarem para São Paulo"](#) and discuss this question: When you migrate somewhere, is it better to assimilate or retain your identity? Why? (10 mins)
- Discuss student discussion questions (15 mins)
- Additional discussion questions:
  - Essas histórias poderiam ter acontecido em qualquer outra cidade?
  - Que semelhanças há entre os migrantes em São Paulo e os nos Estados Unidos em termos de como são tratados e vistos?
  - Qual a cena que você achou mais marcante? Por quê?

Portrayals of Race in Carolina Maria de Jesus's *Quarto de despejo* (75 mins)

Before class, students read selections of *Quarto de despejo* (1960) and submit discussion questions.

Objectives:
By the end of class, students will be able to…
- Identify advantages and disadvantages of racial quota systems
- Use textual evidence to support specific claims about a literary text

Lesson plan:
- Warm-up: Você está a favor ou contra o uso de cotas raciais em universidades e outros lugares? Por quê? (5 mins)
- Watch [UCLA Black Bruins video](#) and discuss how this compares to things at Brown (10 mins)
- Pair work: Em pares, pesquisem respostas às seguintes perguntas (8 mins):
  - Quais as percentagens raciais no Brasil em termos de população? E nos Estados Unidos?
  - Como isso tem mudado nas últimas décadas?
  - Por que essas mudanças são importantes? O que sugerem?
- Brief biography of Carolina Maria de Jesus (8 mins) and how her life was affected by publishing books
- During the next 15 mins, find evidence to support or refute the following statements and write page numbers on the chalkboard for reference in our discussion (15 mins):
  - Carolina Maria de Jesus era racista contra sua própria raça.
  - Carolina Maria de Jesus era egoísta e não quis ajudar as outras pessoas.
  - Carolina Maria de Jesus mostrou que na favela tem muitas pessoas boas.
  - O texto de Carolina Maria de Jesus gera empatia na mente do leitor.
- Discuss student responses re: key scenes and questions about them (20 mins)
  - Additional discussion questions:
    - Do the intended benefits of racial quotas (increasing diversity in academic spaces) outweigh the disadvantages?
    - How might Carolina Maria de Jesus's life been different if she had benefited from affirmative action policies?

- Feedback: students submit anonymous feedback about the course on Google Forms (8 mins):
    - What activities have we done that are effective in helping you learn?
    - What activities have we done that are ineffective in helping you learn?
    - What is going well in the class?
    - What suggestions do you have? What changes would you like to see?