

Writing & Speaking Portuguese (Selected Lesson Plans)

Jordan B. Jones

Sebastião Salgado e a fotografia (50 mins)

Before class, students watch the following sections of [Revelando Sebastião Salgado \(film on Kanopy\)](#) and submit discussion questions.

- minutes 20:00-23:00, about his son Rodrigo, who has Down Syndrome, and how raising Rodrigo helped him choose to do *fotografia social*
- minutes 29:00-34:00, about why Salgado works in black and white
- minutes 39:00-1:11:00, a description of many of Salgado's projects

Objectives:

By the end of class, students will be able to...

- Describe key themes and trends in Sebastião Salgado's photography
- Analyze a particular photograph using in speech and writing

Lesson plan:

- Warm-up: Take a few minutes to write about the documentary you viewed. What did you learn about Salgado? What do you still have questions about? (3 mins)
- Paired discussion of warm-up (3 mins)
- Class discussion of warm-up (3 mins)
- Photo search: look through the books of Salgado's photography on the table and choose a photo that you'd like to write about for Composição 2. (10 mins)
- Quickwrite: take some time to write about the photo you selected. What stands out to you about this image, and why is it powerful? (8 mins)
- Class discussion: show your chosen photo to the rest of the class and explain what you see and why you chose it (10 mins)
- Use student questions to guide discussion of clips they watched (12 mins)
 - Additional questions:
 - What do you think about the issue of capitalizing on suffering? What (if anything) gives Salgado the right to photograph the suffering of others?
 - Who can speak for others through art?
- Turn in what you just wrote; I'll provide feedback and return it to you tomorrow, which you can incorporate into your Composição 2 assignment.

Using language reference tools (50 mins)

Objectives:

By the end of class, students will be able to...

- Describe the advantages and disadvantages of different reference materials for defining and/or translating specific terms and phrases
- Select appropriate resources to expand their repertoire of words and phrases effectively and accurately

Lesson plan:

- Model (and have students follow along) using various strategies to find translations and definitions of words and phrases in English and Portuguese (25 mins—3-4 mins per tool):
 - [Wikipedia](#) - find the article in English, then click "languages" and switch to Portuguese (or vice-versa)
 - Ex:
 - [Google translate](#) - type the word or phrase in here, then search for the result on google.com.br to see if it yields any results so as to verify that the translation is legitimate

- Clarify that this should only be 1-3 words, not entire paragraphs, so as to avoid plagiarizing
 - [Priberam dictionary](#)—set to “dNAO” (depois do Novo Acordo Ortográfico) and whichever variant of Portuguese you’re using
 - [WordReference.com](#)
 - [Linguee.com](#)
 - [Corpus do português \(BYU corpora\)](#) - teach students how to use to discover how much specific words/phrases are used in Portuguese
 - Explore searching with Google images and translating
 - Ask students: what other methods do you use?
- Scavenger hunt: using the tools we just discussed, find accurate translations for the following (15 mins):
 - “ultimate frisbee”
 - “cashew fruit”
 - “the billboard”
 - “maçaranduba fruta” [find English equivalent]
 - “high” [on drugs]
 - Using the NOW database on BYU corpora, find out which of the following are used more (and how many times):
 - “pensar sobre” vs. “pensar em”
 - “apaixonado por” vs. “apaixonado com”
 - “irritado sobre” vs “irritado com”
- Review scavenger hunt terms, compare results, and recap which tools work for which kind of terms (10 mins)

Virtual tour of Inhotim (75 mins)

Objectives:

By the end of class, students will be able to...

- Identify key works of art at Inhotim and explain the center’s significance in preserving Brazilian art
- Use terms and grammar principles studied so far to discuss works of art with others

Lesson plan:

- Durante os próximos 40 minutos, faça o seguinte:
 1. Clique [aqui para fazer um tour virtual](#) de Inhotim, em Minas Gerais (no Brasil)
 2. Leia os trechos [pintados deste artigo](#)
 3. Vá para [maps.google.com](#) e pesquise “Inhotim” para ver o museu de forma panorâmica.
 - a. Clique em “Satellite” para uma vista mais realística
 - b. Clique em “Map” e clique nas exposições (ex: G15 Galeria Cosmococa) para ver mais fotos das várias exposições espalhadas pelo parque
 - i. Pode clicar em “360 view” para ver como cada uma das exposições são vistas pelas pessoas que estão lá
 4. Volte ao [tour virtual](#) e clique em “explorar” para ver e fazer um tour “streetview” do museu
 5. Identifique 3-4 obras significantes para você e se prepare para compartilhar suas impressões com um(a) colega
 6. Passe pelos menos 5 minutos olhando para uma só obra e estudando e refletindo profundamente
 7. Têm 40 minutos para explorar e depois voltamos como grupo para discutir
- Paired discussion - share the works you chose and explain why they stood out to you (15 mins)
- Class discussion - recap your paired discussions and share specific works with the class (10 mins)
- Exit ticket: Escrevam um bom parágrafo (ou grava um áudio) refletindo sobre sua experiência explorando Inhotim e mande-a para mim por email. (5 mins)