

Lesson Plan History 1. This lesson plan outlines one week of block scheduling.

| Lesson Number and Title: | |
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| Lesson Description: | |
| Learning Outcomes: Students will: (1) explore European oceanic travel and conquest; (2) describe the geographic routes taken in the exchange of people from 15-16 Century; Compare the slave trade between USA and Brazil | |
| Activation | |
| Description (What is the student going to see, hear, watch, do or read?) | Resources/Media Notes |
| Day 1: Do now: Students will be provided copies of the world map, tracing individually what they think were the routes to bring slaves from Africa to America (both North and South). Students will classify the routes by color coding: red the most profitable routes, and blue for the less profitable routes. Students will explain why they selected each route and color coded the travel route. Day 2: Students will list 5 things they learned from the previous class to recall and review - and to prepare for in-class discussion. | <u>Materials: world maps, color pencils</u> |
| Demonstration | |
| Description (What is the student going to see, hear, watch, do or read?) | Resources/Media Notes |
| Teacher will provide guided instruction through questions on the slave economy, economic motivations, and human, social, and cultural costs of the slave trade. Brainstorming and scaffolding activity (resources of food and water for slaves, that could have avoided a high number of deaths due to the poor traveling conditions, the healthier the slave the higher the price on the market). Each criterion will be recorded on Chart paper. Using teacher guided discussion of each criteria, students will synthesize and categorize them in a final diagram. They will come to the understanding that Brazil had a strategic geographical position that benefited the colonizers and that spurred and sustained the slave trade from Africa to Brazil. Students will talk about the human costs involved. They will try to make other social, political and other past-to-present connections. | <u>Material: world map</u> <u>Assignment</u> class discussion |
| Application | |
| Description | |

Class discussion on living conditions, cultures and traditions
in the life of slaves- based on presentation of pictures
historical-significant places from the artifact collection of
the Teacher. Accent on the Po

Lesson Plan History 2: Block schedule: 90 minutes class time

| Lesson Number and Title: Understanding Race and Resistance in Brazil | |
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| Lesson Description: | |
| <p>Learning Outcomes: Students will: 1) 5.3 Regional Content Expectations- Latin America through the 18th Century: Understand social stratification of the population; 2) 5.1.2 World Religions – Analyze the impact of the diffusion of world religions on social, political, cultural, and economic systems. 3) Learn about Quilombos as a typical form of slave resilience in Brazil.</p> | |
| Activation | |
| Description (What is the student going to see, hear, watch, do or read?) | Resources/Media Notes |
| <p>Do Now: Define the populations of Brazil over 14-16 Centuries – how it shifted from pre-colonial times where numerous indigenous inhabitants lived, to colonial periods of white (mostly male) colonialism and rule, the plights of the indigenous inhabitants during that time, and the establishment of communities of runaway African slaves (quilombos). Create a diagram of racial constructs in Brazil. Define key terms related to this and talk about how definitions of race in Brazil today vary somewhat from terms used in the United States.</p> | <p><u>Materials, pictures of Brazilian people, color pencils</u></p> |
| Demonstration | |
| Description (What is the student going to see, hear, watch, do or read?) | Resources/Media Notes |
| <p>a) The legend of Zumbi – Cooperative learning group –</p> | |

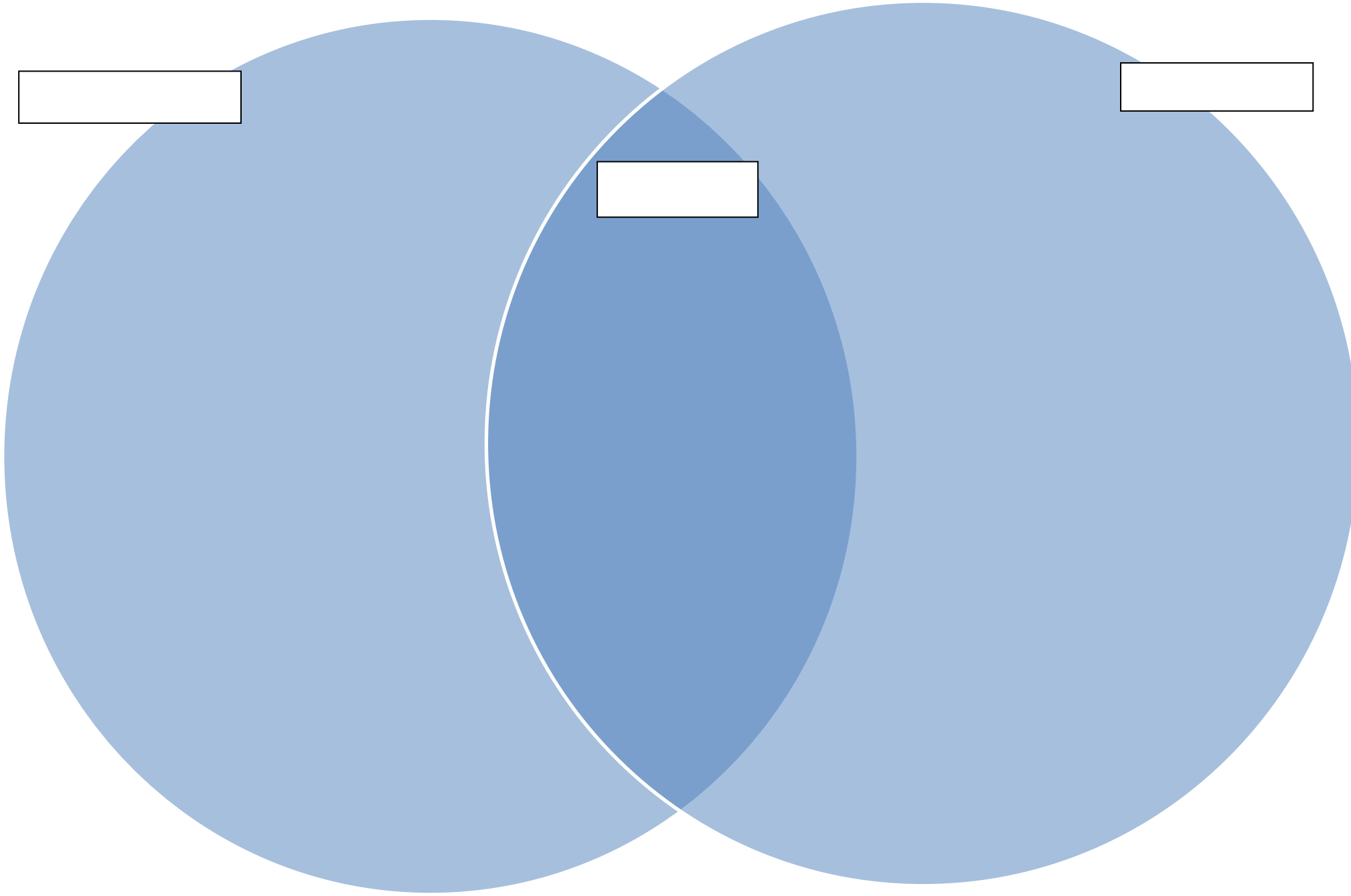
: In groups of 3 students will create a poster on Quilombos and the struggle for education, land and health care in Northeast Brazil. Each group will

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| Integration | |
| Description (How will the student demonstrate the learning outcome?) | Resources/Media Notes |
| Presentation of the project | <u>Assignment</u> (attached below) |

Lesson Plan History 3: this lesson is TJ ET Q q 66.84 562.68 478.319 72.72 re W n BT /TT0 1 Tf 12

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| outcome?) | |
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Presentation of the project



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