

Title: Brazil Mural Project

Developed as a result of U of D Mercy Fulbrights GPA to Brazil



Students will not be exposed to any images or writings that address enslaved Blacks in the United States or Brazil.

Pre-test questions

1. In what parts of the western hemisphere were African people enslaved?
2. Can you identify any African Nations from which the people were kidnapped and enslaved?
3. What was the effect of slavery on the rest of the world. (How did other nations benefit from slavery?)
4. What is the approximate number of enslaved people shipped to the USA, the Caribbean Islands and to Brazil?
5. How did slavery in the US differ from that in Brazil?
6. How did post slavery differ in the US differ from that in Brazil?

Material – pen, writing paper

Reading: 0

Assignment (attached below)

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**Lesson Number and Title: #2 Comparison Timeline
Time line 1492- 1900**

Lesson Description: Students will draft a (double) timeline that compares the historical events of slavery and post slavery in Brazil with that of the United States.

Learning Outcomes: Students will have a better understanding of the events leading up to And including the US civil war. Students will have a working model to complete a mural in subsequent lessons.

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Lesson Number and Title: #3

3D Sculptures (using ribbons and or strips of cloth)

Lesson Description: Students will create a sculpture that expresses their community and or their individual belief system.

National Content and Standards:

Conceiving and developing new artistic ideas and work.

Anchor Standard #1. Generate and conceptualize artistic ideas and work.

Anchor Standard #2. Organize and develop artistic ideas and work.

Anchor Standard #3. Refine and complete artistic work.

**Learning Outcomes: 1. Students working in groups will experience a sense of community.
2. Students working individually will experience a confirmation of identity**

Activation

The student will see images of the art work of famous African American 3D artist, Nick Cave and photos of the gates of the church Senhor De Bonfim in Sao Luis do Maranhao, Bahia, Brazil.. Students will listen to examples of Brazilian music.

Materials- chicken wire, ribbons, strips of African fabric.

Reading: power point demonstration

A brief history of Brazil by

Theresa Meade

The Brazil Reader – by Thomas

Skidmore

Assignments (attached below)

Reflection (attached below)

Demonstration: Teacher will use recycled Barbie dolls as armatures. Dolls will be covered with nylon or metal mesh. Ribbons and strips of African fabric will be worked/tied into the mesh.

Description (What is the student going to see, hear, watch, do or read?)

Resources/Media Notes

Title Brazil Mural Project

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Lesson Number and Title:

4. Metal Overlay

Lesson Description:

Conceiving and developing new artistic ideas and work

Anchor Standard #1. Generate and conceptualize artistic ideas and work.

Anchor Standard #2. Organize and develop artistic ideas and work.

Anchor Standard #3. Refine and complete artistic work.

Learning Outcomes:

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| | <u>Assignment</u> (attached below) |
| Application | |
| Description (What is the student going to do? How are they going to receive guidance and feedback?) | Resources/Media Notes |
| Students will review resource materials, and select an historic scene, or image to reproduce. The student will use the image to produce a layered (3D image). The layered image will be glued into a picture frame and then covered with aluminum foil or metallic paint. Use the pen stylus to burnish and push the metal into the corners or the piece. | <u>Materials: (laundry shirt) card board, white glue, scissors, pencils, paint brushes, stylus, aluminum foil or metallic paint, old picture frame (5" x 7").</u> <u>Reading</u> |
| Integration | |
| Description (How will the student demonstrate the learning outcome?) | Resources/Media Notes |
| The student will see the work that he has completed and begin to recognize the quality of life within his community. The work will be displayed in a group that will emulate the structure of a coffered ceiling. | <u>Assignment</u> (attached below) |

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Students will use papier mache make artifacts that are celebrated in



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| <p>masking tape to form an armature. Students will tear newspaper into strips and use glue to papier mache the form (either a bull or other animal of their choice). The work will be completed using paints, sequins, feather and other materials.</p> | <p><u>tape, glue,</u> <u>Reading</u> <u>Assignment</u> (attached below)</p> |
| <p>Application</p> | |
| <p>Description (What is the student going to do? How are they going to receive guidance and feedback?)</p> | <p>Resources/Media Notes</p> |
| <p>After the 3D image has been formed, students will embellish the animal with beads, sequins, feathers, etc. The students will discuss the meaning of the images they selected, using peer analysis and critique.</p> | <p><u>Materials</u> <u>Reading</u></p> |

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| Lesson Number and Title: 5. Cordel Illustrations | |
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| Lesson Description: Students will use historical figures and events to illustrate a cordell styled booklet. | |
| Conceiving and developing new artistic ideas and work. | |
| Anchor Standard #1. Generate and conceptualize artistic ideas and work. | |
| Anchor Standard #2. Organize and develop artistic ideas and work. | |
| Anchor Standard #3. Refine and complete artistic work. | |
| Learning Outcomes: Students will ultimately learn more about their own communities as well as learning about African Brazilian historical figures and events. | |
| Activation | |
| Description (What is the student going to see, hear, watch, do or read?) | Resources/Media Notes |
| Teacher will show examples of Brazilian Cordel booklets. Teacher will also introduce writings about Brazilian National Heros, as well as cordels that use historical resources as references. In addition, teacher will review | <u>magazines, “Quatro de Despajo” by Carolina Maria de Jesus</u> <u>Assignments</u> (attached below) <u>Reflection</u> (attached below) |
| Demonstration | |
| Description (What is the student going to see, hear, watch, do or read?) | Resources/Media Notes |
| Students will be introduced to African American and Afro Brazilian historical people. They will be asked to write an historical essay about the heroes in their community. The students will identify the figures that they wish to draw using paper and pencil. The drawn | <u>Material – Paper 8” x10”, printers ink, ink tray, brayer, pencils, erasers,</u> |

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| <p>images will be traced out on a piece of linoleum and then carved with a linoleum carving tool.</p> | <p><u>Reading: same as above</u></p> <p><u>Assignment</u> (attached below)</p> |
| <p>Application</p> | |
| <p>Description (What is the student going to do? How are they going to receive guidance and feedback? The students will be challenged while drawing their historical and modernday heroes.</p> | <p>Resource</p> <p>s/Media Notes</p> |

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Lesson Number and Title: 7. Soft Sculpture, Abyome Doll

Lesson Description: Students will make an Abyome (Brazilian Rag Doll)

Conceiving and developing new artistic ideas and work.

Anchor Standard #1. Generate and conceptualize artistic ideas and work.

Anchor Standard #2. Organize and develop artistic ideas and work.

Anchor Standard #3. Refine and complete artistic work.

Learning Outcomes:

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| | <u>Assignment</u> (attached below) |
| Application | |
| Description (What is the student going to do? How are they going to receive guidance and feedback?) | Resources/Media Notes |
| The student will make dolls individually with the teacher as the teacher is modeling the making of the rag doll. | <u>Materials</u> <u>Reading</u> |
| Integration | |
| Description (How will the student demonstrate the learning outcome?) | Resources/Media Notes |
| <p>Teacher will review doll characteristics for students.</p> <p>The dolls are to have no eyes or face.</p> <p>The doll torso and arms and legs are to be made from a single piece of black cloth.</p> <p>Knot the center of the strip to form a head, rap a piece of printed clothe around the head (to be a head wrap.</p> <p>Make knots for the hands and feet.</p> <p>The dolls dress is made from a single piece of cloth cut into a circle.</p> <p>Poke 3 small holes in the center of the clothe. (one for the head to poke through, and two for the arms.)</p> <p>Make knots for the hands and feet.</p> <p>Add a contrasting strip of clothe for the upper body.</p> | <u>Assignment</u> (attached below) |

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| Lesson Number and Title: 8. Head dresses and accessories | |
| Lesson Description: students will select an Orixá and study the qualities of that particular Orixá and his/her accessories that identify him/her. Students will construct the accessories from Papier mache and wood. | |
| Conceiving and developing new artistic ideas and work. Anchor Standard #1. Generate and conceptualize artistic ideas and work. Anchor Standard #2. Organize and develop artistic ideas and work. Anchor Standard #3. Refine and complete artistic work. | |
| Learning Outcomes: Students will be able to use critical thinking to assess human qualities versus supernatural qualities. Students will be able to use critical thinking to compare and contrast social, cultural, economic values and states | |
| Activation | |
| Description (What is the student going to see, hear, watch, do or read?) | Resources/Media Notes |

Students will be shown examples of the Orixas and their outfits with accessories.

Materials – paper, glue, paint, paint brushes, sequins, yarn, feathers, cardboard, wood, string, etc.

Reading – Students will read

Title Brazil Mural Project

Assignment

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| Lesson Number and Title: 10. Mural - The Peroulino, Brazilian Heroes, literature, | |
| Lesson Description: The Lesson is to use information obtained in class to create a mural that is reflective of the African Brazilian (North East region) | |
| National Content and Standards Conceiving and developing new artistic ideas and work. Anchor Standard #1. Generate and conceptualize artistic ideas and work. Anchor Standard #2. Organize and develop artistic ideas and work. Anchor Standard #3. Refine and complete artistic work. | |
| Learning Outcomes: Students will become familiar with different regions of Brazil, different states in the nation and their products and features. | |
| Activation | |
| Description (What is the student going to see, hear, watch, do or read?) | Resources/Media Notes |
| Students will see different photographs and videos of historic images of Bahia, Minas Gerais and Maranhao (states of Brazil). Students will draw and then paint a mural that depicts Historic events, different festivals, traditional attire and foods, as well as Brazilian Industries and nature. | <u>Materials</u> – large white paper, pencils, erasers, crayons, paints, paint brushes, water. <u>Reading</u> – “The Slave Trade” by Hugh Thoinas “Colonial Holocaust” by Claudis Mourah <u>Assignments</u> (attached below) <u>Reflection</u> (attached below) |
| Demonstration | |
| Description (What is the student going to see, hear, watch, do or read?) | Resources/Media Notes |
| Students will study and discuss photographic images of Brazil. Students will use the information and techniques exposed to and learned in the previous units and lessons on Brazil. | <u>Material</u> - - same as above <u>Reading</u> – “The Weapon of the Theory by Amilcar Cabral |

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| | <u>Assignment</u> (attached below) |
| Application | |
| Description (What is the student going to do? How are they going to receive guidance and feedback?) | Resources/Media Notes |
| Students will receive guidance and direction from teacher and feedback buy peer review. | <u>Materials</u> <u>Reading</u> |
| Integration | |
| Description (How will the student demonstrate the learning outcome?) | Resources/Media Notes |