

## *ASU Fulbright Hays*

*Brazil - Educational Exchanges Between Southern Borderlands*

### *Phoenix Union High School District Curriculum Guide*



PHOENIX  
**PXU**  
UNION

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## Introduction

This guide is the result of the work done during the Fulbright-Hays Group Project: “Educational Exchanges Between Southern Borderlands”. The purpose of the program is “to provide the linguistic and area studies knowledge bases necessary to give Brazil and Portuguese a greater role in Arizona’s K12 curricula.” The units in this guide were developed as a collaboration of PXU education professionals during a study tour in the state of Rio Grande do Sul in Brazil. As part of the tour, they visited schools and engaged in academic discussions with counterparts from the Pontifical Catholic University of Rio Grande do Sul (PUCRS), the Federal University of Rio Grande do Sul (UFRGS), and teachers working in different schools in the cities of Pelotas, Novo Hamburgo, and Porto Alegre. They also attended seminars on the history of the region, the educational system of Brazil, comparative borderland studies, and the contributions of diverse ethnic groups of the region among other topics.

This set of lessons are divided into four units and are designed with the Arizona high school standards in the areas of World Languages, Art, Education, and History. The expectation for Arizona/PXU teachers is to utilize the resources provided and add them to their academic repertoire by relating them to their curriculum. With that in mind, teachers will be able to select the topics they feel will be the most useful in the classroom. Therefore, each unit may be taught individually and can stand on its own. The topics for the units were selected to complement the Arizona standards and to be of high interest for the population it seeks to serve.

The following are the aims of the units:

- By the end of the education unit, students will be able to explain the differences and similarities between the Brazilian and the United Statesian systems as well as evaluate common challenges for both systems using a critical pedagogy lens.
- By the end of the history unit, students will be able to approach history from a culturally responsive lens and examine different historical perspectives in order to continue their own personal identity development and formation.
- By the end of the art unit, students will be able to examine how indigenous artist Xadalu Tupã Jekupé uses art as a powerful resource to halt the erasure of indigenous cultures and to recognize his own ancestry and explore his identity.
- By the end of the Portuguese language unit, students will be able to read and listen to descriptions of others, describe their identity and ask their peers about theirs, and talk and write about their identities in Portuguese.

## Fulbright-Hays Southern Borderland Unit Plan

Title of Unit	Points of Encounter: The Brazilian Educational System	Grade Level	10-12
Curriculum Area	CTE: Education Professions 3-4	Time Frame	2 weeks
Developed By	Neritza Diaz-Cruz		
Unit Summary	<p>This unit provides students with an in-depth look at the Brazilian educational system. Learning about other school systems can provide new insights into our own system, provide new ideas to ponder and spark discussion. In addition, it can help us think critically about curriculum implementation, our own practices and the reasoning behind them. As a result of these new understandings, we can offer new solutions to common challenges and opportunities for solidarity.</p> <p>The Brazilian educational system provides an interesting contrast to the United Statesian system. While Brazil considers education a human right, public education from preschool to higher education is completely free, there are still great challenges in the areas of access and the quality of education. This unit was built using a critical pedagogy framework proposed by Brazilian educator Paulo Freire which encourages students to question, examine, and challenge power structures and patterns of inequality in order to imagine a better educational future for their communities. While this unit can stand alone, it is recommended to be taught towards the end of the school year in order to leverage student knowledge and experience in the creation and demonstration of lessons.</p> <p>"I could never think of education without love and that is why I think I am an educator, first of all because I feel love . . ."</p> <p>-Paulo Freire</p>		
Identify Desired Results			

Content Standards		
<ul style="list-style-type: none"> <li>EP.SP1.1 Identify factors that contribute to effective schools (e.g., leadership, parent/guardian involvement, rules and regulations, and community resources)</li> <li>EP.SP1.2 Explain the differences among public, charter, and private educational institutions</li> <li>EP.SP2.2 Describe the major philosophies of education and their significance to teaching and learning</li> <li>EP.SP2.3 Examine current educational issues (i.e., school policy, school reform, standards, technology trends, etc.)</li> <li>EP.SP2.4 Explain the importance of advocacy and civic engagement in support of education</li> <li>EP.SP9.1 Develop objectives aligned with state and district standards</li> <li>EP.SP9.2 Identify different assessment techniques and explain how they guide and inform instruction</li> <li>EP.SP9.3 Identify technology relevant to lesson planning, teaching, and assessment</li> <li>EP.SP9.4 Develop a lesson plan aligned with objectives, learning experiences, materials, and assessments</li> <li>EP.SP9.5 Conduct a reflective evaluation of a lesson, including the mastery of objectives based on assessment results</li> </ul>		
Academic Vocabulary		
<ul style="list-style-type: none"> <li>Pedagogy</li> <li>Critical Pedagogy</li> <li>Municipal Schools</li> <li>Federal Schools</li> <li>Participatory decision making</li> <li>Concurso</li> <li>Turma</li> <li>Movimento Sem Terra</li> </ul>		
Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<ul style="list-style-type: none"> <li>Education does not serve the same purpose around the world and is not organized the same way</li> <li>Issues of equity and access can limit educational opportunities</li> <li>Education is a radical act of humanization</li> <li>Learners have agency/power over their own learning</li> </ul>	<ul style="list-style-type: none"> <li>How is culture/history reflected on the organization of the educational system in the United States and Brazil?</li> <li>What is the role of activism and advocacy in Education?</li> <li>How can community come together to create change in their schools?</li> </ul>	<ul style="list-style-type: none"> <li>How is the Brazilian public education system organized?</li> <li>What are the differences and similarities to the American system of public education?</li> <li>What is the importance of Paulo Freire and his educational philosophy?</li> <li>How does critical pedagogy look like in the classroom?</li> </ul>
Transfer		
<ul style="list-style-type: none"> <li>Critical examination of governmental institutions</li> <li>Appreciation of other worldviews</li> <li>Value shared humanity</li> <li>Raise vital questions</li> </ul>		

<ul style="list-style-type: none"><li>• Articulate thoughts and ideas to convey clear messages and to collaborate</li><li>• Develop and refine strategies to present academic/professional tasks</li></ul>		<ul style="list-style-type: none"><li>• How do both systems deal with issues of access and equity?</li><li>• What is critical pedagogy?</li></ul>	
<b>Unit Outcome</b>		<b>Culminating Assessment</b>	
At the end of the week...		Students will...	
<ul style="list-style-type: none"><li>• Students will be able to explain the differences and similarities between the Brazilian and the United Statesian systems as well as evaluate common challenges for both systems.</li><li>• Students will be able to recognize and analyze the major tenets of the Freirian educational framework.</li></ul>		<ul style="list-style-type: none"><li>• Work together in the creation of comparison charts on different aspects discussed in class such as: school funding, teacher preparation, working conditions, etc.</li><li>• Create and demonstrate a lesson based on the Freirian educational framework.</li></ul>	
<b>Technology Used</b>			
<ul style="list-style-type: none"><li>• School Issued Laptops to access online materials, conduct research, and all other technology needs</li><li>• Microsoft Teams to access lesson materials and submit required work</li><li>• Padlet to post responses to the lesson introductions and collaborate with other students</li><li>• Microsoft Word or any other document creator to complete collaborative activities (if this option is chosen) and culminating lesson plan/handouts</li></ul>			
<b>Assessment Evidence</b>			
<b>Performance Based Project</b>			
<b>Goal</b>	The goal of this performance assessment is to utilize what was learned throughout the unit to create an authentic lesson.		
<b>Product/Performance</b>	Students will create a lesson using the tenets of critical pedagogy. They will work on a previously agreed upon topic. This culminating assessment can be a part of a larger capstone project for the course.		

	In addition, a concluding reflection will be assigned to students as the final task of the unit to determine their concluding thoughts and understanding of the unit.
<b>Standard</b>	• Standard 9.0: Teach a lesson to meet the needs of learners
<b>Other Evidence</b>	
All daily lesson assessments <ul style="list-style-type: none"> <li>• Comparison/Contrast Paragraph</li> <li>• Student Reflections</li> <li>• Oral Presentations</li> <li>• Poster</li> </ul>	

\*Accommodations and modifications should be made for ALL students who have an IEP, a 504 plan, or are multilingual learners dependent on their individual needs\*

Learning Plan				
Day 1	Day 2	Day 3	Day 4	Day 5
<b>Topic:</b> Critical Pedagogy	<b>Topic:</b> Organization of the Brazilian Educational System	<b>Topic:</b> Public Education	<b>Topic:</b> Private Education	<b>Topic:</b> Community Activism
<b>Introduction:</b> Bellwork: “Critical pedagogy is a teaching philosophy that invites educators to encourage	<b>Introduction:</b> Bellwork: As a review, summarize how the school system in the United States is	<b>Introduction:</b> Bellwork: Based on the information you learned yesterday in class, what are some of your	<b>Introduction:</b> Bellwork: Students will observe some pictures of Colegio Israelita. What are some similarities and	<b>Introduction:</b> Bellwork: What are some similarities and some differences that you can see in the pictures we

<p>students to critique structures of power and oppression. It is rooted in critical theory, which involves becoming aware of and questioning the societal status quo.”</p> <p>Examine this definition and write your thoughts on this educational framework.</p>	<p>organized in terms of funding, attendance, teacher preparation, and one more pertinent area discussed in class.</p> <p>Talk to your elbow partner. Share your answers and add any new information you consider pertinent.</p>	<p>expectations/predictions about the Brazilian public education system?</p>	<p>some differences you observe between your school and Colegio Israelita and Colegio Marista?</p>	<p>have seen so far, from the other schools, and the Instituto de Educação Josué de Castro?</p>
<p><b>Tasks:</b></p> <p>Students will conduct a quick internet search on the subject of critical pedagogy. What are some salient points on this educational philosophy?</p> <p>Small group activity: Share what you found on your search within your small group. Select a reporter to share out with the whole class.</p>	<p><b>Tasks:</b></p> <p>Students will listen to a short presentation on the Brazilian school system’s organization.</p> <p>Using the Brazilian school organizational diagram and the information given on the presentation, students will create a T-Chart on the American and Brazilian school systems.</p> <p>Select two salient points from the chart and</p>	<p><b>Tasks:</b></p> <p>The teacher will project pictures of different public schools in Brazil. The students will make observations and share those observations within their small groups.</p> <p>Students will take notes on a short presentation on teacher selection/hiring practices in Brazil as well as listen how their teacher got hired here in the United</p>	<p><b>Tasks:</b></p> <p>The teacher will provide a sheet with information on private schools in Porto Alegre. What are some details which “jump out” to you?</p> <p>Small group discussion: Students will look at the economic/social aspects of attending a private school in Porto Alegre.</p> <p>Class discussion: Students will examine the brochure for one of the</p>	<p><b>Tasks:</b></p> <p>The teacher will make a short presentation on the history of social movements and education in Brazil.</p> <p>Students will search information on the Movimento Sem Terra movement: origins, educational philosophy, organization/structure, Josué de Castro</p>



Examine your class. Do you see any elements of critical pedagogy in your class or any of your other classes?	conduct a quick internet search to gain a deeper understanding. (For example, sources of funding)	States. What are some similarities/differences?  Students will annotate a handout with additional information on public schools in Brazil.	private schools in Porto Alegre what are some of the selling points the school highlights for recruitment?	
<b>Closure/Assessment:</b> Students will be given a handout explaining the culminating assessment for the unit.	<b>Closure/Assessment:</b> Based on the information you learn today in class, your chart and your research, what are some questions you would like to ask an education professional from Brazil?	<b>Closure/Assessment:</b> Write a short comparison/contrast paragraph on the public education systems of Brazil and the United States.	<b>Closure/Assessment:</b> Reflect on how external issues, such as lack of transportation, play into the notion of access and equity in the realm of education. Write a short reflection on your notebooks.	<b>Closure/Assessment:</b> Students will come together in small groups and work in/give a short presentation for the class on their assigned topic.
<b>Day 6</b>	<b>Day 7</b>	<b>Day 8</b>	<b>Day 9</b>	<b>Day 10</b>
<b>Topic:</b> Paulo Freire	<b>Topic:</b> Paulo Freire	<b>Topic:</b> Critical Pedagogy	<b>Topic:</b> Culminating Assessment Presentations	<b>Topic:</b> Culminating Assessment Presentations
<b>Introduction:</b>  Bellwork: Write a short reflection on the following Paulo Freire quote:	<b>Introduction:</b>  Bellwork: In your small group, read the	<b>Introduction:</b>  Bellwork: Write a short reflection on the following Paulo Freire quote:	<b>Introduction:</b>  Set up for the day.	<b>Introduction:</b>  Set up for the day.

<p>“Whoever teaches learns in the act of teaching, and whoever learns teaches in the act of learning.”</p>	<p>comments/ questions of your classmates.</p> <p>Talk about the feedback of your classmates. Choose two pieces of feedback to address in front of the class.</p>	<p>“Reading the world always precedes reading the world.”</p>		
<p><b>Tasks:</b></p> <p>Students will join small groups and share their thoughts on the quote. Volunteers will be asked to share from each group.</p> <p>Teacher will share a short biography on Paulo Freire.</p> <p>Small group activity: Students will be given an excerpt from Paulo Freire’s works. They will read and annotate the excerpts. They will join small groups and discuss what they learned. Students will create</p>	<p><b>Tasks:</b></p> <p>Students will be given a longer excerpt from the book <u>Pedagogy of the Oppressed</u> and will annotate it.</p> <p>Students will get ready to participate in a Socratic Seminar by creating three questions on the excerpt.</p>	<p><b>Tasks:</b></p> <p>Socratic Seminar on Pedagogy of the Oppressed.</p> <p>Students will view a video of Paulo Freire.</p>	<p><b>Task:</b></p> <p>Student lesson demonstrations.</p>	<p><b>Task:</b></p> <p>Student lesson demonstrations.</p>

posters which represent what they learned from their excerpt.				
<b>Closure/Assessment:</b>  Gallery Walk: Students will walk around the class and make comments/questions on their colleague's posters on sticky notes.	<b>Closure/Assessment:</b>  Students will submit their questions on a MS Form.	<b>Closure/Assessment:</b>  Students will be given time to ask any last minute questions on the culminating assessment.	<b>Closure/Assessment:</b>  Complete feedback sheets	<b>Closure/Assessment:</b>  Complete feedback sheets

Resources
<ul style="list-style-type: none"> <li>• <a href="#">Paulo Freire Video</a></li> <li>• <a href="#">Brazil Education Resource Powerpoint</a></li> <li>• <a href="#">Brazilian School Organization Diagram</a></li> <li>• <a href="https://en.unesco.org/fieldoffice/brasil/expertise/education-quality#:~:text=Basic%20education%20is%20the%20first,%2Dyear%2Dold%20students).">https://en.unesco.org/fieldoffice/brasil/expertise/education-quality#:~:text=Basic%20education%20is%20the%20first,%2Dyear%2Dold%20students).</a></li> <li>• <a href="https://www.oecd-ilibrary.org/sites/c61f9bfb-en/index.html?itemId=/content/component/c61f9bfb-en">https://www.oecd-ilibrary.org/sites/c61f9bfb-en/index.html?itemId=/content/component/c61f9bfb-en</a></li> <li>• <a href="https://www.uopeople.edu/blog/10-facts-about-education-in-brazil/">https://www.uopeople.edu/blog/10-facts-about-education-in-brazil/</a></li> <li>• <a href="https://download.inep.gov.br/acoes_internacionais/pisa/documentos/2016/pisa_overview_of_the_brazilian_education_system.pdf">https://download.inep.gov.br/acoes_internacionais/pisa/documentos/2016/pisa_overview_of_the_brazilian_education_system.pdf</a></li> <li>• <a href="#">Lesson Plan Template</a></li> <li>• <a href="#">Freire biography</a></li> <li>• <a href="http://www.freire.org">www.freire.org</a></li> <li>• <a href="#">Freire book excerpt</a></li> <li>• <a href="https://www.teachthought.com/education/paulo-freire/">https://www.teachthought.com/education/paulo-freire/</a></li> <li>• <a href="https://www.theeducadvocate.org/how-to-implement-critical-pedagogy-into-your-classroom/#:~:text=Critical%20pedagogy%20is%20a%20teaching,questioning%20the%20societal%20status%20quo">https://www.theeducadvocate.org/how-to-implement-critical-pedagogy-into-your-classroom/#:~:text=Critical%20pedagogy%20is%20a%20teaching,questioning%20the%20societal%20status%20quo</a></li> <li>• <a href="https://www.chapman.edu/education/_files/freire-legacy.pdf">https://www.chapman.edu/education/_files/freire-legacy.pdf</a></li> </ul>

## Fulbright-Hays Southern Borderland Interdisciplinary Unit Plan



<https://www.greenpeace.org/international/story/21963/the-indigenous-resistance-in-brazil-in-photos/>

<https://edition.cnn.com/2020/11/27/americas/joo-alberto-silveira-freitas-brazil-intl/index.html>

Title of Unit	Hidden Narratives: Indigenous and Afro-Brazilian Identity in Brazil	Grade Level	9-12
Curriculum Area	Social Studies	Time Frame	2 weeks
Developed By	Bea Lainez		
Unit Summary	An aspect of the program involved the examination of the contributions of Indigenous and Afro-Brazilian history in the larger paradigm of Brazilian identity. These narratives have long been told from frames of reference that do not often account for a diversity of perspectives. One of the goals of this history guide is to explore in more depth narratives that are excluded or overlooked from dominant accounts of history by approaching the topics from a culturally responsive lens in conjunction with the		

model of Historically Responsive Literacy. As ethnic, racial, linguistic, and cultural demographics are in continuous flux throughout the world, the call to teach history that is informed by inclusive knowledge in ways that are accessible to students is important. Students will engage with the content through various literacy modalities such as gallery walks, reflections, debate, and short response writing to name a few.

A second goal of this guide is for students to examine different perspectives to continue their own personal identity development and formation. Through learning about topics outside of their contexts, students will be able to think more critically about their roles within their community and the world. This is self-affirming for students and validating to those communities they are learning about. This form of learning will happen alongside the skill development outlined in the standards and objectives for the unit which will be used to assess what they have learned and understood. The end of the unit will require students to take on an activist or advocate role to practice the skills and knowledge of the content. This will allow students to be evaluated in a way that is more personally meaningful.

The ten lessons within this unit are structured at different levels using a variety of activities. The first five lessons focus on Indigenous history in Brazil overall, Indigenous history of the Guaraní people in the South of Brazil, effects of colonization through a case study of the missions project in Rio Grande Do Sul, and the past and current efforts of Indigenous resistance and advocacy in Brazil. The next four lessons will focus on the Afro-Brazilian history in the region of Rio Grande Do Sul, effects of enslavement through a case study of the Charqueadas in Pelotas, Brazil, and the past and current efforts of Afro-Brazilian resistance and advocacy in Brazil. To culminate the unit, students will have a choice of showcasing their knowledge by writing or recording a video or a letter to a politician in Brazil or a speech to a local community to raise awareness. As this unit is grounded in Culturally Relevant Pedagogy and Historically Responsive Literacy, lessons can be used in other units or on their own to use in comparative studies or case studies with themes related to the topics found in the unit. Additional resources and activities are also included to supplement the core lessons of the unit.

Identify Desired Results		
Content Standards		
<ul style="list-style-type: none"> <li>• HS.SP1.1 Evaluate how events and developments were shaped by unique circumstances of time and place as well as broader contexts.</li> <li>• HS.SP2.2 Analyze the ways in which perspective shapes recorded history.</li> <li>• HS.SP3.8 Present arguments and explanations that feature ideas and perspectives on issues and topics to reach a range of audiences and venues.</li> <li>• using print, oral, and digital technologies.</li> <li>• HS.G3.5 Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time.</li> <li>• HS.H1.6 Analyze the relationship among different regional, social, ethnic, and racial groups and explain how these groups' experiences have</li> <li>• related to national identities.</li> <li>• HS.H4.1 Examine how historically marginalized groups have affected change on political and social institutions.</li> </ul>		
Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<ul style="list-style-type: none"> <li>• History is told from multiple points of views.</li> <li>• Certain narratives can have more focus than others.</li> <li>• Inclusive history is formed as a myriad of different experiences and perspectives.</li> <li>• Colonization had a monumental impact on existing indigenous peoples, their ways of life, and their culture.</li> <li>• Enslavement has lasting legacies on Afro-Brazilian people.</li> <li>• Histories of oppression lend to activism and advocacy for justice.</li> <li>• The causes and effects of historical events can inform the modern world and current events.</li> </ul>	<ul style="list-style-type: none"> <li>• What stories go untold?</li> <li>• Why do stories go untold?</li> <li>• How does history impact the present?</li> <li>• What is the role of activism and advocacy?</li> <li>• How do people create change for marginalized groups?</li> </ul>	<ul style="list-style-type: none"> <li>• How did the arrival of Europeans change the way of life for Indigenous communities in Brazil?</li> <li>• What role did the institution of charqueadas play in the past and what role do they play in the present?</li> </ul>

<p style="text-align: center;"><b>Transfer</b></p>	<ul style="list-style-type: none"> <li>• What are the lasting legacies of colonization?</li> <li>• What can students do to be more active in their communities or to bring awareness to problems they care about?</li> </ul>	
<ul style="list-style-type: none"> <li>• Think critically about the construction of history by examining various narratives</li> <li>• Recognize history is subjective, nuanced, and multifaceted based on different perspectives and experiences</li> <li>• Value shared humanity and honor differences in identities</li> <li>• Assume an active role within students' own community</li> <li>• Identify ways students can help or start bringing awareness to causes they care about</li> </ul>		
<p><b>Knowledge</b></p> <p>Students will know...</p>	<p><b>Skills</b></p> <p>Students will be able to...</p>	
<ul style="list-style-type: none"> <li>• History of the Guaraní people in Brazil, particularly in Rio Grande do Sul</li> <li>• The motivations of colonization of the south of Brazil by the Portuguese and Spanish</li> <li>• The role of the Jesuits in creating missions for the purposes of conversion</li> <li>• Ways indigenous people of Brazil are advocating for their rights through various avenues of activism</li> <li>• Long term consequences of colonization on Indigenous communities, their rights, and activism</li> <li>• What charqueadas were and how they functioned in relation to enslavement in Pelotas, Brazil</li> <li>• Significance of charqueadas to modern constructions of history</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze various sources such as images, quotes, and maps to make observations and draw conclusions</li> <li>• Analyze various arguments and different points of views on the same historical event</li> <li>• Brainstorm ideas and relevant research to create an informative piece of writing or video</li> <li>• Read critically and annotate passages for comprehension</li> <li>• Identify causes and effects of numerous historical events</li> <li>• Collaborate with classmates to gather information</li> <li>• Discuss with classmates to learn about different perspectives</li> <li>• Organize ideas to better understand historical events</li> <li>• Use research findings as resources for assessments</li> <li>• Summarize key points and interpret information</li> </ul>	

<ul style="list-style-type: none"> <li>• How Afro-Brazilians have historically been treated in Southern Brazil</li> <li>• The history and the important role of Black Revolutionaries in the region</li> <li>• Role of injustice in Southern Brazil and its significance to a larger movement of activism and protest</li> <li>• How to write an informative piece to a specific audience</li> </ul>		
<b>Technology Used</b>		
<ul style="list-style-type: none"> <li>• School Issued Laptops to access online materials, conduct research, and all other technology needs</li> <li>• Microsoft Teams or any other LMS system to access lesson materials and submit required work</li> <li>• Nearpod to access guided lessons</li> <li>• Jamboard to post responses to questions and collaborate with other students</li> <li>• Kialo-edu to post defensible positions to a discussion question and respond to classmates</li> <li>• Padlet to post responses to the lesson introductions and collaborate with other students</li> <li>• Microsoft Forms or any other online forms program to access end of lesson assessments</li> <li>• Tour Builder to access information about regions of Brazil discussed in the material</li> <li>• Flip to record video response to the summative assessment (if this option is chosen)</li> <li>• Microsoft Word or any other document creator to type final response to the summative assessment (if this option is chosen)</li> </ul>		
<b>Assessment Evidence</b>		
<b>Performance Task Description</b>		
<b>Goal</b>	The goal of this performance assessment is to fulfill the role of advocacy/activism to analyze students' own identity and their part within their community.	
<b>Product/Performance</b>	Students will have a choice of writing a letter to any politician in Brazil identifying a way to help the Indigenous movements and/or Afro-Brazilian movements within Brazil. Students will choose a politician based on the region or scale they wish to focus on. Alternatively, students can choose to write a speech to a local community group or organization to spread awareness and inform them of any Indigenous and/or Afro-Brazilian movement happening in Brazil. Students will choose a group or organization based on their mission or goals in relation to the students' focus. Students may also choose to record a video of their product rather than writing it. Final writing products will	



	<p>be typed on a document between 2 to 3 pages and final video products will be recorded to be between 3 to 5 minutes. A final unit/assessment reflection will be given to students as the final task of the unit to determine their concluding thoughts and learning of the unit.</p> <p>This summative assessment is recommended to be assigned at the beginning of the unit. Teachers have the option of having students work on the assessment as homework and receive the final day of the unit to finalize it. Teachers also have the option of allowing time in class to work on the assessment or a combination of in class and homework.</p>
<b>Standards</b>	<ul style="list-style-type: none"> <li>• HS.SP3.8 Present arguments and explanations that feature ideas and perspectives on issues and topics to reach a range of audiences and venues</li> </ul>
<b>Other Evidence</b>	
<p>All daily lesson closures/assessments</p> <p>Activity worksheets for lesson 1, 3, 4, 5, 6, and 8</p>	

\*Accommodations and modifications should be made for ALL students who have an IEP, a 504 plan, or are multilingual learners dependent on their individual needs\*

<b>Learning Plan</b>				
<b>Monday 1</b>	<b>Tuesday 2</b>	<b>Wednesday 3</b>	<b>Thursday 4</b>	<b>Friday 5</b>
<p><b>Introduction:</b></p> <p>Quote analysis-present a quote about the land from an Indigenous person of Brazil. Students analyze their interpretation of the quote.</p>	<p><b>Introduction:</b></p> <p>Map analysis-Students analyze a map of colonization in Brazil and record observations and trends</p>	<p><b>Introduction:</b></p> <p>Image analysis-Students examine images of the mission in São Miguel das Missões and write down observations and inferences</p>	<p><b>Introduction:</b></p> <p>Figure Study-Students choose one of three figures (Eric Marky, Mitã Xipaya, or Mayalú Waurá Txucarramãe) and search facts about who they are and their contributions</p>	<p><b>Introduction:</b></p> <p>Brainstorm-impacts of colonization on Indigenous people of Brazil using the information from the previous 4 lessons</p>

<p><b>Activity:</b></p> <p>Gallery walk about the Guaraní People to explore topics related to their history, their culture, and the effects of colonization. Students complete questions on their worksheet.</p> <p>Summative assessment is introduced which is designed to be homework but can also be worked on in class or a combination.</p>	<p><b>Activity:</b></p> <p>NearPod about the arrival of the Portuguese and Spanish in Rio Grande do Sul. Students collaborate and use the step ladder activity to build on the causes and effects of colonization in the region.</p>	<p><b>Activity:</b></p> <p>Three students will “perform” the history of São Miguel by taking on the roles of the Jesuits represented as the mission itself, the role of the natives represented by the natural environment, and the role of the colonizers represented by horses or weaponry. As the students perform by reading a script, the audience will write down key aspects of the performance on a graphic organizer.</p>	<p><b>Activity:</b></p> <p>Students watch a series of videos about Indigenous resistance in Brazil</p> <p><a href="#">Video 1</a></p> <p><a href="#">Video 2</a></p> <p><a href="#">Video 3</a></p> <p>Each video will be paired with discussion questions. Students think about their response first, then pair up with another classmate and record their answers to the discussion questions on their worksheets. One group will be chosen to share their ideas.</p>	<p><b>Activity:</b></p> <p>Students evaluate impacts of colonization on the Indigenous people of Brazil and the motivations of colonizers by engaging in a thinking hats activity and debating perspectives on Kialo-edu. Students first have different hats representing different points of view. Then, they will respond to the essential question on Kialo-edu and discuss perspectives with their classmates by responding to one another on the website.</p>
<p><b>Closure/Assessment:</b></p> <p>Students reflect on the learning by identifying a piece of information they connect with, questioning one piece of information, and making a prediction for future learning.</p>	<p><b>Closure/Assessment:</b></p> <p>Students identify the primary cause of colonization that had the greatest impact on indigenous people and why they chose that cause</p>	<p><b>Closure/Assessment:</b></p> <p>Students write a short paragraph summary of the lesson or draw a short comic strip summarizing the lesson</p>	<p><b>Closure/Assessment:</b></p> <p>Analyze the importance of activism and advocacy to create a change or make a difference using examples from the lesson</p>	<p><b>Closure/Assessment:</b></p> <p>Choose one idea they believe was convincing and why and choose one idea they believe was not convincing and why</p>

Monday 6	Tuesday 7	Wednesday 8	Thursday 9	Friday 10
<b>Introduction:</b>  Map analysis- students analyze a map of the slave trade and note observations or trends for Brazil specifically	<b>Introduction:</b>  Song analysis- students analyze a section of the Hino do Rio Grande do Sul (regional anthem) and record their impressions and thoughts	<b>Introduction:</b>  Figure study-Choose one Afro-Brazilian activist Djamila Batista, Emerica, and Erica Malunguinho and search facts about who they are and their contributions	<b>Introduction:</b>  Journal-Write about any justice movement already familiar with. Describe the movement, the goals, key figures, and outcomes (if any)	<b>Introduction:</b>  Students complete a checklist to identify which parts of their assessment are complete and what they need to finalize
<b>Activity:</b>  Students participate in a class jigsaw about charqueadas in Pelotas, Rio Grande do Sul. Students will be split into groups. Each group will learn about a specific aspect of a charqueada and the history using information provided for them. They gather key information and create a one slide poster they will present to their classmates. Each group will have a chance to present and students will record the key information on their worksheets.	<b>Activity:</b>  Students will read an article about <a href="#">Southern Brazil's Black Revolutionaries</a> As students read their article, they will annotate by noting down questions, thoughts, and connections. Once the article is read and students have annotated, they will create a graffiti wall of their collective thoughts and ideas on different pieces of large paper. They will then rotate around and put symbols on ideas, questions, or pictures that resonate with them.	<b>Activity:</b>  Students will engage in a gallery walk of ways Afro-Brazilians have historically resisted enslavement and oppression. Each station will have information about different examples of resistance. Students will record answers to questions for each station and discuss with each other.	<b>Activity:</b>  Read <a href="#">article</a> about João Alberto Silveira Freitas and his death in Porto Alegre along with subsequent national protest and movements  <a href="#">Read</a> a leveled and translated version of protest of Rio Grande do Sul's anthem  Each article will be annotated by students and include discussion questions that students discuss with each other.	<b>Activity:</b>  Arrange and finalize summative assessment. Complete typing written responses or recording video responses.

<b>Closure/Assessment:</b> One word to describe the charqueadas and reasons why that word was chosen.	<b>Closure/Assessment:</b> Identify a cause and effect from the article and explain the impact on Afro-Brazilians.	<b>Closure/Assessment:</b> Explain why resistance is important to Afro-Brazilians by providing examples.	<b>Closure/Assessment:</b> Explain similarities and differences in the Afro-Brazilian movements and other movements around the world	<b>Closure/Assessment:</b> Submit summative assessment and assessment reflection
<b>Websites and Additional Resources</b>				
<a href="https://sayhueque.com/blog/article/guarani-culture/">https://sayhueque.com/blog/article/guarani-culture/</a> <a href="https://minorityrights.org/minorities/guarani/">https://minorityrights.org/minorities/guarani/</a> <a href="https://www.youtube.com/watch?v=rDnPVabjrQI">https://www.youtube.com/watch?v=rDnPVabjrQI</a> <a href="https://www.youtube.com/watch?v=crMxykeylyA">https://www.youtube.com/watch?v=crMxykeylyA</a> <a href="https://www.youtube.com/watch?v=oGjRNbXeRXI">https://www.youtube.com/watch?v=oGjRNbXeRXI</a> <a href="https://www.kialo-edu.com/">https://www.kialo-edu.com/</a> <a href="https://www.zenger.news/2021/08/18/the-charqueadas-route-is-a-reminder-of-brazils-slavery-period/">https://www.zenger.news/2021/08/18/the-charqueadas-route-is-a-reminder-of-brazils-slavery-period/</a> <a href="http://anthems.lidicity.com/o/rgs.html">http://anthems.lidicity.com/o/rgs.html</a> <a href="https://edition.cnn.com/2020/11/27/americas/joo-alberto-silveira-freitas-brazil-intl/index.html">https://edition.cnn.com/2020/11/27/americas/joo-alberto-silveira-freitas-brazil-intl/index.html</a> <a href="https://ponte.org/camara-proibe-vereadores-negros-de-protestarem-contraracismo-do-hino-gaucho/">https://ponte.org/camara-proibe-vereadores-negros-de-protestarem-contraracismo-do-hino-gaucho/</a> <a href="https://archive.nytimes.com/www.nytimes.com/fodors/top/features/travel/destinations/centralandsouthamerica/brazil/riodejaneiro/fdrs_feat_129_9.html">https://archive.nytimes.com/www.nytimes.com/fodors/top/features/travel/destinations/centralandsouthamerica/brazil/riodejaneiro/fdrs_feat_129_9.html</a> <a href="https://www.greenpeace.org/international/story/48603/brazil-indigenous-peoples-marco-temporal-land-rights/">https://www.greenpeace.org/international/story/48603/brazil-indigenous-peoples-marco-temporal-land-rights/</a> <a href="https://cimi.org.br/2011/10/32682/">https://cimi.org.br/2011/10/32682/</a> <a href="https://news.mongabay.com/2022/06/in-sao-paulo-indigenous-guarani-unite-over-their-reclaimed-farming-tradition/">https://news.mongabay.com/2022/06/in-sao-paulo-indigenous-guarani-unite-over-their-reclaimed-farming-tradition/</a> <a href="http://old.scielo.br/scielo.php?script=sci_arttext&amp;pid=S1809-43412019000100207">http://old.scielo.br/scielo.php?script=sci_arttext&amp;pid=S1809-43412019000100207</a>				

<https://www.culturalsurvival.org/news/brazil-land-disputes-lead-violence-guarani-community>  
<https://library.brown.edu/create/fivecenturiesofchange/chapters/chapter-2/native-populations/>  
<https://library.brown.edu/create/fivecenturiesofchange/chapters/chapter-2/the-jesuits/>  
<https://library.brown.edu/create/fivecenturiesofchange/chapters/chapter-2/african-slavery/>  
<http://www.maria-brazil.org/charqueadas.htm>  
<https://www.charqueadasaojoao.com.br>  
<https://www.nonada.com.br/2021/05/charqueadas-de-pelotas-ignoram-passado-escravocrata-e-promovem-festas-privadas/>  
<https://www.americasquarterly.org/fulltextarticle/the-forgotten-betrayal-of-southern-brazils-black-revolutionaries/>  
<https://www.nationalgeographic.com/history/article/their-identity-was-forged-through-resistance-inside-the-lives-of-brazils-quilombos>  
<https://nacla.org/black-politics-resistance-brazil>  
<https://time.com/5915902/brazil-racism-quilombos/>  
<https://www.ancient-origins.net/ancient-places/sao-miguel-das-missoes-0012023>  
<https://www.portaldasmissoes.com.br/municipios/sao-miguel-das-missoes/historia>  
<https://www.theguardian.com/music/2021/oct/13/brazil-black-jazz-scene-jonathan-ferr-amaro-freitas>

Leitman, Spencer L. "The Black Ragamuffins: Racial Hypocrisy in Nineteenth Century Southern Brazil." *The Americas*, vol. 33, no. 3, 1977, pp. 504–18. JSTOR, <https://doi.org/10.2307/980951>.

Höfling, Ana Paula. Review of Capoeira and Candomblé: Conformity and Resistance Through Afro-Brazilian Experience. *Luso-Brazilian Review*, vol. 45 no. 1, 2008, p. 222-223. Project MUSE, [doi:10.1353/lbr.0.0013](https://doi.org/10.1353/lbr.0.0013).

Access all teacher created sources by making a copy:

<https://drive.google.com/drive/folders/18fTv1Bv75sSxiVnNDkozH5Mq73LjhrDi?usp=sharing>

## Fulbright-Hays Southern Borderland Interdisciplinary Unit Plan

Title of Unit	Introduction to Portuguese	Grade Level	9-12
Curriculum Area	World Languages	Time Frame	6 days
Developed By	Luke Red		
Unit Summary	This unit serves as an introduction to the Portuguese Language. Students will begin to develop reading, writing, listening, speaking, and conversation skills at the Novice High ACTFL level in Portuguese. Throughout the unit, students will learn to talk about their identities and how to ask others about themselves.		
Identify Desired Results			
Content Standards			
<ul style="list-style-type: none"><li>• Interpretive Reading</li><li>• Interpretive Listening</li><li>• Interpersonal Communication (Listening/Speaking)</li><li>• Interpersonal Communication (Reading/Writing)</li><li>• Presentational Writing</li><li>• Presentational Speaking</li></ul>			
Unit Outcomes		Essential Questions	
Students will be able to...		Overarching	Topical
<ul style="list-style-type: none"><li>• Read and listen to descriptions of others in Portuguese</li><li>• Describe your identity to others and ask about theirs</li><li>• Talk and write about your identity</li></ul>		<ul style="list-style-type: none"><li>• How can I talk about identity in Portuguese?</li></ul>	<ul style="list-style-type: none"><li>• How can I introduce myself in Portuguese?</li><li>• How can I discuss personalities in Portuguese?</li><li>• What are you like?</li></ul>

		<ul style="list-style-type: none"> <li>• How can I discuss likes and dislikes in Portuguese?</li> <li>• What do you like to do?</li> </ul>
<b>Technology Used</b>		
<ul style="list-style-type: none"> <li>• School Issued Laptops to access online materials, conduct research, and all other technology needs</li> <li>• Microsoft Teams or any other LMS system to access lesson materials and submit required work</li> <li>• Flip to record video response to the assessments</li> <li>• Microsoft Word or any other document creator to type final response to the assessments</li> </ul>		

<b>Learning Plan</b>					
<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>	<b>Day 6</b>
<b>Introduction:</b>  Students watch <a href="#">this video</a> and take notes on what words are used to make introductions in Portuguese.	<b>Introduction:</b>  Students watch 2 videos from other students from yesterday's Flip and write what they understood from the conversations.	<b>Introduction:</b>  Students receive the Personality vocabulary list (page 3 in resources document) and create a list of which words describe and do not describe themselves.	<b>Introduction:</b>  Students watch and follow along with <a href="#">this video</a> to learn more about their personalities.	<b>Introduction:</b>  Students receive the Likes and Dislikes Vocabulary list (page 5 in resources document) and write on a post-it note two words that best describe them and two words that least describe them.	<b>Introduction:</b>  Each student finds the person they believe they have the most in common with based on yesterday's closure activity, introduces themselves in Portuguese, and explains what they have in common.
<b>Activity:</b>  1. Students receive the Introductions	<b>Activity:</b>  Students complete the Introductions Practice	<b>Activity:</b>  1. Students post their list on the wall	<b>Activity:</b>  Students complete the Personalities Practice	<b>Activity:</b>  1. Students walk around the room and try	<b>Activity:</b>  Students complete the Likes and Dislikes Practice document

<p>vocabulary list (page 1 in resources document) and plan an introduction with a partner using the vocabulary list.</p> <p>2. Each pair presents their introduction to the class, and each student in the class keeps a record of student names.</p>	<p>document (page 2 in resources document).</p> <ol style="list-style-type: none"> <li>1. Read and interpret a conversation.</li> <li>2. Have a spoken conversation with a new person.</li> <li>3. Write an introduction of themselves.</li> </ol>	<p>anonymously. Students then walk around the room and try to match each student with their list and write their answers on a piece of paper.</p> <p>2. Students reveal which list each of them wrote, and they give themselves a point for each correct guess they made.</p>	<p>document (page 4 in resources document).</p> <ol style="list-style-type: none"> <li>1. Listen to and interpret descriptions of people.</li> <li>2. Have a written conversation about your personality.</li> <li>3. Record a video telling about yourself.</li> </ol>	<p>to find the person that is most similar to themselves to pair with based on what is written on their post-it.</p> <ol style="list-style-type: none"> <li>2. In pairs, students converse in Portuguese using the vocab list about what they like and do not like to do.</li> <li>3. Individually, each student presents to the class about what their partner likes to do based on the conversation they had. Students take notes on each other during these presentations.</li> </ol>	<p>(page 6 in resources document).</p> <ol style="list-style-type: none"> <li>1. Read and interpret a description of what someone likes to do.</li> <li>2. Have a spoken conversation about what you like to do.</li> <li>3. Write about what you do in your free time.</li> </ol>
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<b>Closure/Assessment:</b>  With a new partner, and without the vocabulary list, students use Flip to record themselves meeting a new student in Portuguese.	<b>Closure/Assessment:</b>  Students reflect on their current understanding of introductions and ability to introduce themselves in Portuguese.	<b>Closure/Assessment:</b>  Students complete the sentence stems of Sou_____ and Não sou _____ at the bottom of the Personality Lesson document (page 3 in resources document).	<b>Closure/Assessment:</b>  Students reflect on their current understanding of personality vocabulary and ability to present about their personalities in Portuguese.	<b>Closure/Assessment:</b>  Each student reviews their notes and writes the name of the person in class they believe they have the most in common with and why.	<b>Closure/Assessment:</b>  Students reflect on their current understanding of likes and dislikes vocabulary and ability to present about their likes and dislikes in Portuguese.
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Resources
<a href="#">Portuguese Language Unit Resources Document</a>

## Fulbright-Hays Southern Borderland Interdisciplinary Unit Plan

**Prepared by:** Erin O'Doherty Succar

**School/Location:** Camelback High School, PXU

**Curriculum Area:** Fine Arts

**Subject:** ENG 7-8CRNA & Elements of Art 1-2 **Grades:** 9-12 Elements of Art and grade 12 for ENG 7-8CRNA

**Interdisciplinary Non-Fiction Unit Title:** Guarani Artist: Xadalu Tupã Jekupé

**Time Needed:** 4 weeks

**Unit Summary:** This interdisciplinary unit was designed as a resource for PXU's Culturally Relevant English 7-8 Native American Perspectives course. It also serves as a unit for PXU's Elements of Art 1-2 course. This unit is also relevant to and can be applied to anyone focusing on the following Sustainable Development Goals (SDGs): 10/Reduced Inequalities and 16/Peace, Justice, & Strong Institutions, as well as other SDGs as it explores the artwork on an individual who addresses related themes within his work.

In this unit, students will explore the art of an indigenous Guaraní artist from Porto Alegre, Rio Grande do Sul, Brazil, Xadalu Tupã Jekupé. Students will also examine how the artist uses art as a powerful resource to halt the erasure of indigenous cultures within Rio Grande do Sul, Brazil, and throughout the world. Students will explore how Xadalu Tupã Jekupé uses art to recognize his own ancestry and explore his identity. After studying the artist, students will research their own ancestry, and compile information, from a variety of primary sources and secondary sources, to integrate into their own artwork.

STAGE 1: Desired Results

<p><b>ESTABLISHED GOALS (AZ Visual Art Academic Standards):</b></p> <p><b>G1.Responding/ HS Proficient 8:</b></p> <p>Interpret an artwork or collection of artworks supported by evidence (e.g. subject matter, media, elements and principles of modern art, artistic norms of diverse cultures, societal issues in contemporary art) found in the work and its various contexts (e.g. artists' life and times)</p> <p><b>G2. Presenting/HS Proficient 6:</b></p> <p><b>Convey Meaning through the presentation of Artistic Work</b></p> <p><b>Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.</b></p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning (real world purpose) to:</i></p> <p>T1. Investigate the world beyond one's immediate environment.</p> <p>T2. Recognize one's perspectives and those of others.</p> <p>T3. Communicate ideas effectively with diverse audiences.</p>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that:</i></p> <p>U1.Presenting and sharing artwork influences our beliefs, ideas, and experiences.</p> <p>U2.art can be a powerful tool to combat the erasure of culture and identities.</p> <p>U3. exploring the artwork of different people, places, and cultures deepens our understanding of ourselves.</p>	<p><b>ESSENTIAL QUESTIONS:</b></p> <p>E1. How do different parts of identity combine to make people who they are?</p> <p>E2. How do objects, places, and design shape communities?</p> <p>E3. How does art help us understand the lives of people</p>

<p><b>G3. Creating/HS Proficient 2:</b></p> <p><b>Organize and Develop Artistic Ideas and Work</b> a. Engage in making works of art or design both spontaneously and deliberately (e.g., using elements and principles of modern art, applying artistic norms of diverse cultures, addressing social issues in contemporary art).</p> <p><b>G4. Connecting /HS Proficient 11:</b></p> <p>Describe how knowledge of culture, tradition, and history may influence personal responses to art (compare initial response to artwork after studying context)</p> <hr/> <p><b>GLOBAL COMPETENCY:</b></p> <p>1. Investigate the world</p> <p>2. Communicate ideas</p>	<p>U4. artists use a variety of media to express their ideas.</p> <p>U5. the pursuit of preserving our ancestry improves th</p>	<p>of different times, places, and cultures?</p> <p>E4.How does art preserve aspects of life and culture?</p> <p>E5.How can I employ elements of art and principles of design to express my point of view and communicate ideas?</p> <p>E6. How does the pursuit of self-expression enrich our lives and the lives of others?</p> <p>E7. How do the differences in power and privilege influence the relationships between the Indigenous artists and the world?</p> <p>E8. How can we utilize art as a powerful resource against the erasure of Indigenous culture?</p> <p>E9. How can we use the visual arts to rescue and recognize</p>
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### 3. Weigh perspectives

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#### TECHNOLOGY USED:

- *Microsoft TEAMS* (collaborative discussion and submission of final work)
- *Microsoft OneNote Notebook* (access unit resources and gather notes)
- *Nearpod: collaboration boards to discuss artwork*
- *Flipgrid* (apply 3ys to initial opinions/reactions to artwork)
- *Canva* (used to create posters & sticker designs to be shared via social media)
- *Padlet* (online classroom exhibition)
- Social Media (i.e. Twitter and/or Instagram) to post images of their artwork
- *Microsoft FORMS* (self-assessments and reflections)



e quality of our lives.

our own ancestry?

	Acquisition	
	<p><i>Students will know:</i></p> <p>K1.how to identify elements of art within artwork</p> <p>K2. the importance of context when interpreting artwork</p> <p>K3.the relationship between artwork and an artist's statement, how to write an artist statement.</p> <p>K4.</p> <hr/> <p><b>RESOURCES:</b></p> <p>Secondary Text Sources on the artist and his artwork:</p> <p><a href="#">Exhibition from the Ibere Camargo Museum</a></p> <p><a href="#">PIPA Prize</a></p> <p><a href="#">Instuto Inclusartiz</a></p>	<p><i>Students will be able to:</i></p> <p>S1.Analyze various images and express their opinions about them</p> <p>S2. Consider &amp; respond to multiple perspectives</p> <p>S3. Gather reference images and information to incorporate into their artwork</p> <p>S4.Create a piece of artwork that uses symbolism to express their identities</p> <p>S5. Express their ideas in the form of an artist's statement</p> <hr/> <p><b>Links to Local</b></p>

	<p><a href="#">SP-Arte</a></p> <p><a href="#">Select</a></p> <p><a href="#">ArteBarasileiros</a></p> <p><a href="#">Video Sticker Connection</a></p> <p><a href="#">Video short: Xadalu O Indio Universal</a></p> <p>Primary Sources on the artist and his artwork:</p> <p><a href="#">Tupã Jekupé</a></p> <p><a href="#">Artist's Statement</a></p> <p>Global Resources:</p> <p>Questioning Strategies:</p> <p><a href="#">Text to Self, Text, World</a></p>	<p>Organizations:</p> <p><a href="#">Heard Museum</a></p> <p><a href="#">Phoenix Indian Center</a></p>
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	<a href="#">Question Formulation Technique</a>	
<b>Stage 2 - Evidence</b>		
<b>Assessment</b>	<b>Evaluation Criteria (Learning target or Student Will Be Able To)</b>	
<p>Assessments <b>FOR</b> Learning (formative):</p> <p>1. Thumbnail sketches for graffiti wall decal</p> <p>2. Flipgrid Recording for Interpretation of artwork</p> <p>3. Written Responses to Text (artwork) to Self, Text to Text, Text to World question stems.</p> <p>4. Nearpod Collaboration Boards</p> <p>5. Thumbnail sketches for final Painting/Drawing</p>	<p>1. Determine two or more central ideas or themes within an artwork and explain how they are supported by using several pieces of text evidence (from art work).</p> <p>2. Acknowledge information expressed by others by paraphrasing key ideas &amp; expressed and responding with relevant information in collaborative oral and written discussions (via Nearpod Collaboration Boards).</p> <p>3. Cite specific details and evidence from the artist's biography to support analysis of artwork.</p> <p>4. Use precise language and domain specific vocabulary to inform about or explain the topic.</p> <p>5. Explain how the artist effectively used elements of art and principles of design in a given artwork.</p> <p>6. Generate imagery that reflects</p>	



6. Draft of artist statement	
<p>Assessments <u>OF</u> Learning (summative):</p> <p><b>1. Graffiti Wall Decal (CANVA)</b></p> <p><b>2. Artist Statement</b></p> <p><b>3. Painting/Drawing</b></p>	<ol style="list-style-type: none"> <li>1. Construct grade appropriate artwork that reflects students' identity and culture.</li> <li>2. Utilize elements of art and principles of design. Adapt artistic choices to purpose, task, and audience.</li> <li>3. Utilize one or more central ideas or themes within one's artwork and explain how they are supported by symbolic or representative evidence.</li> </ol>

### Stage 3 - Learning Plan

**Week One:** Focus on Visual Arts Anchor Standards Responding & Presenting (emphasize context)

Monday	Tuesday	Wednesday	Thursday	Friday
<u>Introductory Activity:</u> Nearpod: present 3 pieces of art from Xadalu Tupã Jekupé without context– collaboration boards for students to express their interpretations of each piece.	<u>Introductory Activity:</u> Provide brief biography of artist.	<u>Introductory Activity:</u> Picture observation: provide 1 image & provide prompts  What do you see?  What do you feel?	<u>Introductory Activity:</u>  Art interpretation: provide 1 artwork, students identify elements of art and principles of design within work.	<u>Introductory Activity:</u>  Examine traditional Guarani symbols and crafts. Respond to guiding questions about what they represent. What elements of art are present?
<u>Learning Task:</u> Brief lesson on the Guarani, include map of region, demographics of modern day Porto	<u>Learning Task:</u> Small groups highlight key words that they believe are essential for a viewer to understand before encountering	<u>Learning Task:</u> Small groups explore secondary source on artist and report findings.	<u>Learning Task:</u> Watch video Sticker Connection and respond to 3ys on collaboration board	<u>Learning Task:</u> Brainstorm symbols for wall decal, include list of elements of art and principles of design on

Alegre.	the artwork.		(Nearpod).	checklist. Explicitly model process
<u>Closure/Assessment:</u> Reflection question: how does information on Guarani change your interpretation of the artwork explored today?	<u>Closure/Assessment:</u> Interpret 1 piece of artwork (microsoft FORM)	<u>Closure/Assessment:</u> Reflection: how does information on artist influence your perception of his work?	<u>Closure/Assessment:</u> Reflection: what issue that affects your community today, would you want to address in the form of street art?	<u>Closure/Assessment:</u> Submit Thumbnails for wall decal
<b>Week Two:</b> Focus on Visual Arts Anchor Standards Connecting, Creating, and Presenting (create wall decal)				

Monday	Tuesday	Wednesday	Thursday	Friday
<u>Introductory Activity:</u>  Interpret 1 piece of X. T.J's artwork, explain impact on local and global society.	<u>Introductory Activity:</u>  Interpret 1 piece of X. T. J's artwork, reflect on how this affects Indigenous identities.	<u>Introductory Activity:</u>  Self-assessment using rubric.	<u>Introductory Activity:</u>  Artist statement frames, nearpod on what to include in an artist statement	<u>Introductory Activity:</u>  Interpret 1 piece of X. T. J's artwork. Explain how what aspects of his culture are reflected in piece.
<u>Learning Task:</u>  Design wall decals on Canva, or other media.	<u>Learning Task:</u>  Finalize wall decals.	<u>Learning Task:</u>  Small group gallery walk and critique.	<u>Learning Task:</u>  Small group collaboration: provide artist statement & 1 piece of artwork for analysis—must include evidence from artist statement to support analysis.	<u>Learning Task:</u>  Brainstorm elements to include in artist statement. Provide artist statement exemplars. Small group activity, what is effective/ineffective in artist statements.
<u>Closure/Assessment:</u>  Examine one of X. T.J's wall decals & complete reflection: Text to self, text to text, text to	<u>Closure/Assessment:</u>  Describe how X. T. J. works to promote Indigenous identities	<u>Closure/Assessment:</u>  Select one artwork from class, explain art	<u>Closure/Assessment:</u>  Present findings on Flipgrid.	<u>Closure/Assessment:</u>  Rate understanding of artist statements,

world (microsoft FORM)	worldwide.	elements/ principles of design within it–what is most effective.		express what appeals most in X.T. J’s artist statement.
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**Week Three: Focus on Visual Arts Anchor Standards Connecting and Creating (write artist statements)**

Monday	Tuesday	Wednesday	Thursday	Friday
<u>Introductory Activity:</u>  Nearpod on symbolism (collaboration board on what symbols from one’s culture should be included in a body of work)	<u>Introductory Activity:</u>  Nearpod on final project. Provide rubric.	<u>Introductory Activity:</u>  Nearpod on artistic process.	<u>Introductory Activity:</u>  Explore artist’s social media accounts. Reflection on how work is presented.	<u>Introductory Activity:</u>  Review thumbnail graphic organizer.
<u>Learning Task:</u>  Provide artist statement frame. Write draft.	<u>Learning Task:</u>  Revise artist statement	<u>Learning Task:</u>  Finalize artist statement. Begin brainstorming ideas for	<u>Learning Task:</u>  Research symbols to be incorporated into piece.	<u>Learning Task:</u>  Create thumbnail. List symbols, elements of art and principals of design to be

		final project.		incorporated.
<u>Closure/Assessment:</u>  Read 1 peer's draft, provide feedback.	<u>Closure/Assessment:</u>  Reflection:	<u>Closure/Assessment:</u>  Submit final artist statement to Padlet.	<u>Closure/Assessment:</u>  Submit reflection form listing symbols and justification for use.	<u>Closure/Assessment:</u>  Submit thumbnail for final piece.

**Week Four: Focus on Visual Arts Anchor Standard Creating & Responding (create final piece & display)**

Monday	Tuesday	Wednesday	Thursday	Friday
<u>Introductory Activity:</u>  Artist worktime	<u>Introductory Activity:</u>  Review rubric. Highlight areas of strength and circle areas of weakness.	<u>Introductory Activity:</u>  Analyze 1 piece from Ibero Camargo exhibit—explain use of color, repetition, and shape (lack of value)	<u>Introductory Activity:</u>  N/A artist work time	<u>Introductory Activity:</u>  Complete self-assessment using rubric on FORMS
<u>Learning Task:</u>  Artist work time.	<u>Learning Task:</u>  Artist work time, check in with small group or one on one with	<u>Learning Task:</u>  Artist work time, check in with small group or one on one with	<u>Learning Task:</u>  Revise & finalize work	<u>Learning Task:</u> Partner Critique with rubric

	teacher.	teacher.		
<u>Closure/Assessment:</u>	<u>Closure/Assessment:</u> Complete checkin on FORMS (explain where student is at with final project), explaining plan for addressing weaknesses within piece.	<u>Closure/Assessment:</u> Identify one area within work that is unresolved.	<u>Closure/Assessment:</u> Upload image to Padlet with title and materials used.	<u>Closure/Assessment:</u> Respond to one piece of artwork on class's virtual exhibition (PADLET)



July 2022, Graffiti Wall Decal, Porto Alegre, Rio Grande do Sul. “Soon a new community will be here.”