

Fulbright Hays  
University of Detroit Mercy  
Group Project Abroad Brazil 2018  
Curriculum Project

Minha Comunidade

A Study of History, Culture and Community through Photography Designed for 11<sup>th</sup> and  
12<sup>th</sup> Grade College Preparatory Students

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**Lesson Number 1 and Title:** Introduction to Brazil

**Lesson Description:**

**Learning Outcomes:** SWBAT discuss and identify events in the history of Brazil. SWBAT compare and contrast the history of Brazil with the history of the United States. SWBAT analyze the significance of African influence of Brazilian culture.

**Activation**

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

**Resources/Media Notes**

Pre-Assessment: Students will answer questions to assess their prior knowledge about Brazilian history and culture. For example:

- Which city has the largest population?
- What language is spoken in Brazil?
- Which country has the largest population of African Descendants?

Materials: Brazil Pre-Test Reading

Assignments (attached below)

Reflection (attached below)

**Demonstration**

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

**Resources/Media Notes**

- Students will view a PowerPoint presentation, documentary videos and lecture about the history and culture of Brazil.
- Students will be introduced to basic Portuguese greetings and phrases. (See Handout)  
For example:
- Greetings
- Basic Conversation

Material: Bahia (2018) PowerPoint, Brazil an Inconvenient History video. Black in Latin America video, No Reservation Bahia video, Portuguese Language Handout

Reading

Assignment (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 compare and contrast significant events in the history of Brazil and the United States.
- Students will discuss in small groups aspects of Brazilian culture such as food, religion, music, art and dance based on lectures and films.

Materials: Compare and Contrast Chart, Bahia (2018) PowerPoint, Brazil an Inconvenient History video. Black in Latin America video, No Reservation Bahia video

Reading  
**Integration**

**Description** (How will the student demonstrate the learning outcome?)

**Resources/Media Notes**

Student will select and research an aspect of Brazilian culture such as food, dance, music and art and describe how African descendants have influenced this part of the culture.

Assignment (attached below)

## **Lesson Number 2 and Title: Comunidade**

### **Lesson Description:**

**Learning Outcomes:** SWBAT understand and explain how and why communities are developed and the importance of maintaining a community. SWBAT the impact of geographic and social communities. SWBAT understand and explain how and why communities are developed and the importance of maintaining a community.

### **Activation**

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

#### **Resources/Media Notes**

Class discussion topics;

- What or who creates a community?
- What or who makes a community good or bad?
- How and why do people choose to live in a specific community?

Materials: Notes and photos from: June 28<sup>th</sup> lecture, Quilombos and African Brazilian Liberation Movement, June 29<sup>th</sup> Quilombo Santa Rosa dos Pretos, July 2<sup>nd</sup> Alcantra Sao Sebastao, July 12<sup>th</sup> Ecology Justice and Environmental Issues, July 13<sup>th</sup> MST Camp, July 17<sup>th</sup> Terreiro Ile Axe Opo Afonja, July 19<sup>th</sup> Acervo da Laje, July 21<sup>st</sup> Terreiro Bankoma

### Reading

Assignments (attached below)

Reflection (attached below)

### **Demonstration**

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

#### **Resources/Media Notes**

- Explain, discuss and view images that represent specific communities in Brazil and the United States; Quilombos, favelas, acampamentos, terreiro, ghetto, projects, subdivisions, heir's property, urban, suburban and rural.
- Explain and discuss various laws and plans dealing with communities; land rights, squatters rights, gentrification, urbanization, urban growth, covenant laws, redlining

Material: See resources listed in activation, Vocabulary list

### Reading

Assignment (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 compare and contrast a specific community from Brazil and the United States.

Materials: Compare and contrast chart, see resources listed in activation

Reading

**Integration**

**Description** (How will the student demonstrate the learning outcome?)

### **Resources/Media Notes**

Students will explain a positive and negative issue related to a specific Brazilian community and relate it to a comparable community in the United States.

For example, Quilombo Santa Rosa dos Pretos and Heirs Property in South Carolina.

Assignment (attached below)

### **Lesson Number 3 and Title: Representations of Brazil/Photographic Composition**

#### **Lesson Description:**

**Learning Outcomes:** SWBAT recognize and apply photographic compositional elements. SWBAT compare, contrast and analyze various photographic representations of Brazil

#### **Activation**

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

#### **Resources/Media Notes**

Students will use Visual Thinking Skills to analyze and discuss the content and meaning of photographic representations of Brazil by the following photographers; Gordon Parks, Genevieve Naylor, Pierre Verger, Sebastiao Salgado and Edgar Azevedo

Materials: Reproduction of photographs by each photographer, Visual thinking skills questions

#### Reading

Assignments (attached below)

Reflection (attached below)

#### **Demonstration**

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

#### **Resources/Media Notes**

- Students will view examples of basic photographic compositional elements such as rule of thirds, angle, light, and color.
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Material: Photo composition PowerPoint

Reading: The Photographic Eye Assignment (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 look at photographs from activation activity and identify photographic composition elements.

Materials: camera phones, cameras, Images for Verger, Salgado, Parks, Naylor and Azevedo, J Cuhna, Acervo da Laje

#### Reading

#### **Integration**

**Description** (How will the student demonstrate the learning outcome?)

### **Resources/Media Notes**

Students will take photographs of objects and people around the classroom using photographic composition elements.

Assignment (attached below)

## **Lesson Number 4 and Title: Editing Digital Photographs**

### **Lesson Description:**

**Learning Outcomes:** SWBAT practice using photographic compositional elements. SWBAT use basic digital photographic editing techniques.

### **Activation**

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

#### **Resources/Media Notes**

Students will look at an image created by another student and give positive feedback and suggestions for improvement.

Materials: digital photographs, notes on composition

### Reading

Assignments (attached below)

Reflection (attached below)

### **Demonstration**

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

#### **Resources/Media Notes**

Teacher will demonstrate basic digital editing techniques such as cropping, rotation, saturation and brightness using photoshop/photoshop mix.

Material: Computers, cell phones, digital photographs

### Reading

Assignment (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 practice editing photographs of objects and people from previous lesson.

Materials: Computers, cell phones

### Reading

### **Integration**

**Description** (How will the student demonstrate the learning outcome?)

#### **Resources/Media Notes**

Student will compare and contrast original image with edited image.

Assignment (attached below) Original and edited photographs, compare and contrast chart

## **Lesson Number 5 and Title: Nossa Comunidade/Nossa Escola**



**Lesson Description:**

**Learning Outcomes:** SWBAT create a photograph that exhibits a physical, social or geographic characteristic of Cass Technical High School.

**Activation**

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

**Resources/Media Notes**

Students will create a list of 25 (5 per category) events, activities, locations, people and groups associated with Cass Technical High School.

Materials: Brainstorm chart Reading

Assignments (attached below)

Reflection (attached below)

**Demonstration**

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

**Resources/Media Notes**

Students will participate in small and large group discussions regarding the significance of each category to the school community and how these community aspects are related to the larger community.

Material: See resources from activation lesson 2 and Notes on July 10<sup>th</sup> Steve Biko, July 19<sup>th</sup> Special Education,

Reading

Assignment (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 select a topic from their list created during activation and photograph various elements of that topic.
- Student will select one photograph to edit and present to the class.

Materials: Camera phone, camera, computer,

Reading

**Integration**

**Description** (How will the student demonstrate the learning outcome?)

**Resources/Media Notes**

Students will write an essay reflecting their process and subject matter.

Assignment (attached below)

**Lesson Number 6 and Title: Critique 1****Lesson Description:**

**Learning Outcomes:** SWBAT objectively discuss the quality of a photograph based on subject,

composition and content.

### **Activation**

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

#### **Resources/Media Notes**

Class discussion; What is the purpose of a critique?

### Materials

Reading: The Visual Experience Chapter 21

Assignments (attached below)

Reflection (attached below)

### **Demonstration**

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

#### **Resources/Media Notes**

Students will read and review the four components of a visual art critique; description, analysis, interpretation and judgement.

### Material

Reading: The Visual Experience Chapter 21

Assignment (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 practice the critique process using a photograph by one of the following artists; Parks, Naylor, Verger, Salgado, Azevedo

Materials: Reproductions of photographs

### Reading

### **Integration**

**Description** (How will the student demonstrate the learning outcome?)

#### **Resources/Media Notes**

Randomly select a photograph of a fellow student and complete the critique process.

Assignment (attached below)

**Lesson Number 7 and Title: Researching my community**

**Lesson Description:**

**Learning Outcomes:** SWBAT create a dialogue and/or interview to research a specific aspect of

their community.

### **Activation**

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

#### **Resources/Media Notes**

Review of previous information about various communities in Brazil and the United States.

Materials: See notes and resources from lesson 2 Comunidade

### Reading

Assignments (attached below)

Reflection (attached below)

### **Demonstration**

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

#### **Resources/Media Notes**

Class discussion of what are the important aspects of a community and how these aspects contribute to the positive or negative nature of the community.

- Geographic/physical
- Social/human

Material: See notes and resources from lesson 2 Comunidade

### Reading

Assignment (attached below)

### **Application**

**Description** (What is the student going to do? How are they going to receive guidance and feedback?)

#### **Resources/Media Notes**

Select a location, person and a group of people in Brazil and Detroit you would like to research in your community.

Materials: Photos from Brazil and Detroit

### Reading

### **Integration**

**Description** (How will the student demonstrate the learning outcome?)

#### **Resources/Media Notes**

- Create a list of positive and negative attributes (i.e. physical things they see in the photos and perceptions) about your research topics.
- Create a list of images you want to document based on your research topics.

Assignment (attached below)

**Lesson Number 8 and Title:** Minha Comunidade

**Lesson Description:**

**Learning Outcomes:** SWBAT create photographs that document a specific aspect of their community.

**Activation**

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

**Resources/Media Notes**

- Student teacher discussion of research process in lesson seven.
- Student selection of one topic from research to create photographic series.

Materials: Research notes from lesson seven.

Reading

Assignments (attached below)

Reflection (attached below)

**Demonstration**

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

**Resources/Media Notes**

- Teacher will show photographs from trip to Brazil that demonstrate documentation of a community.
- Class review of photographs of Brazil from Parks, Naylor, Verger, Salgado and Azevedo.

Material: Photographs from Brazil trip 2018, reproductions of Brazil photos from Parks, Naylor, Verger, Salgado and Azevedo.

Reading

Assignment (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 use their list to photograph the specific aspect of their community using the photographic compositional elements taught previously. (At least 100 images)
- Students will select 10-12 photographs from the original 100 to represent the community.
- Students will use photoshop/photoshop mix to edit and manipulate the 10-12 selected photographs.

Materials: Camera, Camera phone, computer

Reading

**Integration**

**Description** (How will the student demonstrate the learning outcome?)

**Resources/Media Notes**

Students will write a statement explaining their choice of images.

Assignment (attached below)

**Lesson Number 9 and Title:** Preparing artwork for presentation/exhibit

**Lesson Description:**

**Learning Outcomes:** SWBAT prepare a photograph to be presented in an exhibition through mounting and matting.

**Activation**

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

**Resources/Media Notes**

Through a peer review process, students will select one photograph to prepare for exhibit.

Materials: Critique guidelines from previous lessons

Reading

Assignments (attached below)

Reflection (attached below)

**Demonstration**

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

**Resources/Media Notes**

Teacher will demonstrate the mounting and matting processes.

Material: Matting and mounting technique and process hand out, old calendars, mat cutter, x-acto knives, tape, pencils, erasers, mat board.

Reading

Assignment (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 practice matting and mounting calendar reproductions.

Materials: Matting and mounting technique and process hand out, old calendars, mat cutter, x-acto knives, tape, pencils, erasers, mat board.

Reading

**Integration**

**Description** (How will the student demonstrate the learning outcome?)

**Resources/Media Notes**

Student will properly mount and mat their selected photograph.

Assignment (attached below)

## **Lesson Number 10 and Title: Post-Assessment**

### **Lesson Description:**

**Learning Outcomes:** SWBAT analyze the African influence on Brazilian history and culture. SWBAT explain and discuss similarities and differences in Afro-Brazil and African-American history, culture and community. SWBAT analyze and interpret photographic compositions. SWBAT compare and contrast the works they created with the works of other photographers.

### **Activation**

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

#### **Resources/Media Notes**

Students will present in small groups their final photographs for critique and discussion.

Materials: Final photograph mounted and matted, visual thinking skills questions, critique guidelines

### Reading

Reflection (attached below)

### **Demonstration**

**Description** (What is the student going to see, hear, watch, do or read?) **Resources/Media Notes**

Wrap up class discussions:

- How does your photograph represent your community?
- How has learning about Afro-Brazilian history, culture and community changed your perspective on your own community?

How has this process changed your perspective of photography as an art form?

Material Reading

Assignment (attached below)

### **Application**

**Description** (What is the student going to do? How are they going to receive guidance and feedback?) **Resources/Media Notes**

Post-Assessment: Student will retake pre-assessment to gauge what they learned during the unit.

Materials: See activation from lesson 1 Pre-assessment Reading

### **Integration**

**Description** (How will the student demonstrate the learning outcome?)

#### **Resources/Media Notes**

Write a statement explaining how your art work was influenced by one of the following factors:

- One of the photographers discussed during the unit.
- Afro-Brazilian history, culture and community.
- African-American history, culture and community.
- One of the Brazilian communities discussed during the unit.

