

Brazil: A History of Change

Student Text



THE
**CHOICES
PROGRAM**
BROWN UNIVERSITY

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FERNANDO HENRIQUE CARDOSO

Former President of Brazil
Professor at Large, Watson Institute for International and Public Affairs, Brown University

ANANI DZIDZIENYO

Associate Professor of Africana Studies and Portuguese and Brazilian Studies, Brown University

ROQUINALDO FERREIRA

Henry Charles Lea Professor of History
University of Pennsylvania

SETH W. GARFIELD

Professor of History; Director, Institute for Historical Studies
University of Texas at Austin

JAMES N. GREEN

Carlos Manuel de Céspedes Professor of Modern Latin American History and Portuguese and Brazilian Studies, Director of the Brazil Initiative, Brown University

JEFFREY LESSER

Samuel Candler Dobbs Professor of History;
Chair, Department of History, Emory University

AMY NUNN

Associate Professor of Behavioral and Social Sciences
Associate Professor of Medicine
Brown University

ANDRE PAGLIARINI

Visiting Assistant Professor of History
Brown University

ANTHONY PEREIRA

Director, King's Brazil Institute
King's College, London

KEISHA-KHAN PERRY

Associate Professor of Africana Studies
Brown University

THOMAS SKIDMORE

Professor Emeritus of History
Brown University

BARBARA WEINSTEIN

Professor of History; Silver Professor; Chair,
Department of History, New York University

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The Choices Program

Faculty Director

Naoko Shibusawa

Assistant Director, Curriculum Development

Susannah Bechtel

Administrative Assistant

Christine Seguin

Curriculum Development Director

Andy Blackadar

Administrative Manager

Kathleen Magiera

Professional Development Director

Mimi Stephens

Marketing and Communications Manager

Jo Fisher

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Introduction: A New Century of Change

The 2014 FIFA World Cup of soccer and the 2016 Olympic Games put Brazil in the international spotlight. The importance of soccer to many Brazilians initially made holding the World Cup a source of deep national pride. The selection of Brazil as the host of the 2016 Olympics was also an important milestone—the first time a country in South America had been invited to host the Olympics. Both events seemed designed to recognize Brazil's status as an emerging global power.

The preparations for these events, however, including building new stadiums, improving roads, and renovating airports for the millions of tourists expected to attend, proved more expensive than early estimates had indicated. Huge sums of money were spent (about \$12 billion on preparations for the World Cup alone, more than the country's 2014 health care budget), and instances of corruption left many Brazilians distrustful of the government. In response, popular protests questioned the country's fiscal priorities. The ensuing backlash would eventually expose the fragility of the country's political system.

While Brazil's natural beauty and vibrant population captured the world's imagination in recent years, the country soon found itself mired

in crisis. The political disillusion would eventually culminate in the bitterly contested impeachment of President Dilma Rousseff, Brazil's first woman head of state, in 2016 and the election of conservative retired army captain Jair Bolsonaro in 2018. The highs and lows that Brazil has experienced over the past decade is part of a longer dramatic history. It is the story of a nation constantly struggling to understand and define itself, of distinct groups forging shared identities and asserting themselves, often in the face of overwhelming odds.

Who lives in Brazil?

With a population of over two hundred million people, Brazil is home to the sixth largest population in world. Portuguese is Brazil's official and most widely spoken language. It is also the most spoken language in South America. Brazilian society—including Brazilians' religions and racial identities—is very much shaped by its history.

Brazil is a racially and ethnically diverse country. Its history has been influenced by its many groups of indigenous people, the Portuguese who colonized it five hundred years ago, immigrants from Europe, the Middle East, and Japan, as well as the Africans who powered the largest slave

economy the world has ever seen. More than fifty percent of Brazilians have African ancestry, making Brazil the country with the second largest population of people of African descent after Nigeria.

What are some important features of Brazil's geography?

Brazil is the fifth largest country in the world—about the size of the continental United States. It is the largest country in South America and shares a border with nearly all countries on the continent: Argentina, Bolivia, Colombia, French Guiana,



Bruna Brunara [CC BY 2.0].

There were widespread protests across Brazil about the costs of hosting the 2014 World Cup. The protester's poster reads "We want a Brazil where health and education are the priorities."

Brazil: A History of Change

Teacher Resource Book



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Racial Identity in Brazil

Objectives:

Students will: Explore racial identity in Brazil from the late nineteenth century to today.

Consider how race is understood and functions differently in Brazil and the United States.

Analyze symbols of racial identity and “whitening” in the 1895 painting *The Redemption of Ham* by Modesto Brocos.

Analyze and compare Brazil’s 1976 census and 2010 census.

Required Reading:

Students should have read Part III of the student text and completed “Study Guide—Part III” (TRB 49-50) or “Advanced Study Guide—Part III” (TRB-51).

Handouts:

“The Redemption of Ham: 1895” (TRB-55)

Note: A projectable slideshow of “The Redemption of Ham” is available in color at <<http://www.choices.edu/brazilmaterials>>.

“The Brazilian Census: 1976 and 2010” (TRB 56-58)

Videos:

“Brazil’s Colour Bind” by *The Globe and Mail* and short, free videos produced by the Choices Program to accompany this lesson are available at <<http://www.choices.edu/brazilmaterials>>.

In the Classroom:

1. Getting Started—Show the video “Brazil’s Colour Bind.” Ask students to share their responses to the video. How do the people interviewed talk about race? How do they identify themselves and each other? How do different people believe that their race has shaped their life and the opportunities that they have?

Write on the board, “Who lives in Brazil?” Ask students to share responses, making connections to the reading when possible. How has Brazil’s population changed over time? Who lived in the

territory that is now Brazil prior to the arrival of European settlers? How did different events in Brazil’s history change the population? For example, Portuguese colonialism? The forced migration of enslaved people? Waves of immigration from Italy, Japan, and other countries? How have perceptions of race in Brazil changed over time?

2. Painting Analysis—Tell students that they will be analyzing a selection of historical sources that address racial identity in Brazil at different points in the country’s history, from the late 1800s to today. Break the class into pairs and distribute “The Redemption of Ham: 1895.” Allow students a few minutes to read the handout, look at the painting, and answer the questions. You may wish to review the concept of “whitening” that is described in Part II of the student text prior to having students analyze the painting.

3. Exploring the Census—Distribute “The Brazilian Census: 1976 and 2010,” and tell students to review the sources and answer the questions in their pairs. Once students have had a chance to complete the handout, reconvene the class. What did students find interesting about the 1976 census? Are any biases apparent in any of the descriptions? The 2010 census? How do the two sources help students understand racial identity in Brazil?

4. Concluding Discussion—Based on all of the sources that the class has reviewed, how have perceptions of race in Brazil changed over time? Which aspects of Brazil’s history have influenced perceptions of race there?

How do perceptions of race in Brazil compare to perceptions of race in the United States? Can students identify similarities and differences between the two countries?

Extra Challenge

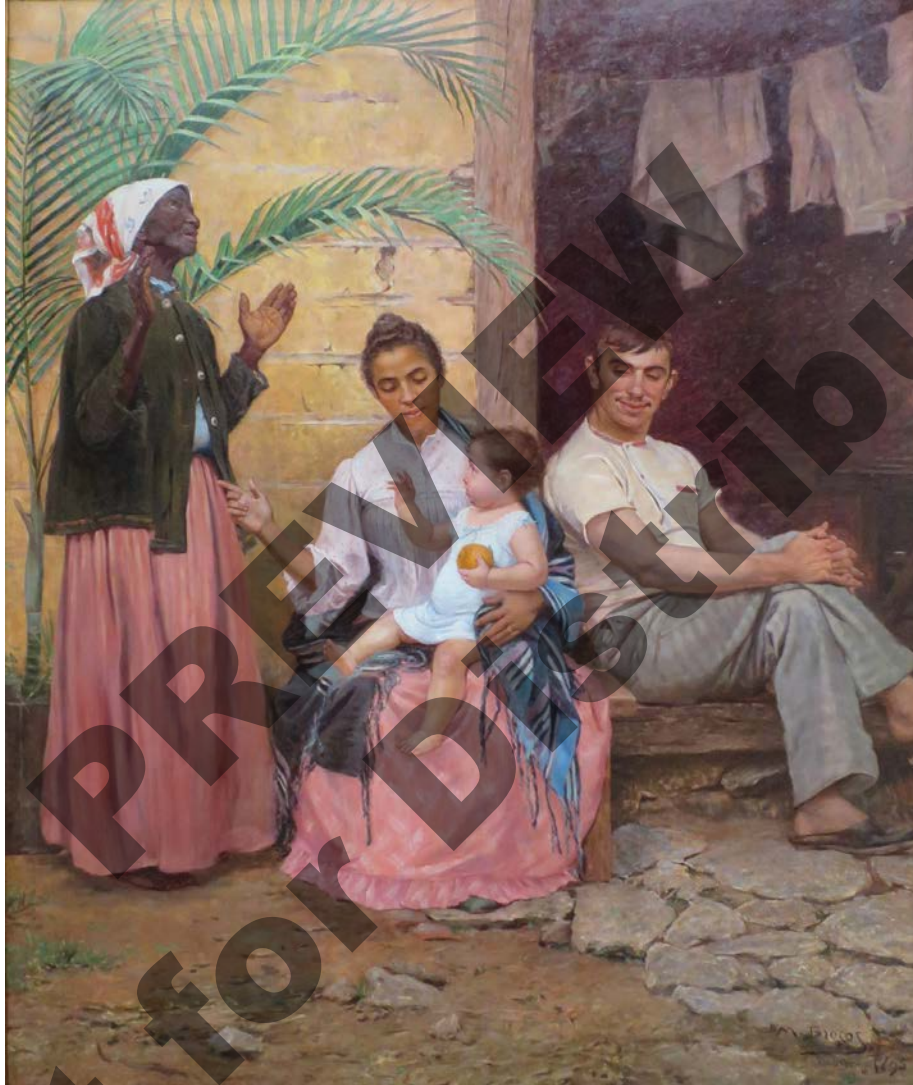
Ask students to consider the quotation on identity by the Cuban-French writer Anaïs Nin, “We don’t see the world as it is, we see it as we are.”

Ask students to write an essay about how they see themselves, what characteristics they identify with most, and how this shapes their worldview.

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The Redemption of Ham: 1895

Instructions: The painting below, called *The Redemption of Ham*, was created by Modesto Brocos in 1895. (Ham refers to a biblical story that has sometimes historically been used to explain race and justify slavery.) It depicts three generations of a Brazilian family and reflects beliefs in the “whitening” of Brazil. Review the painting and answer the questions that follow on a separate piece of paper.



Museu Nacional de Belas Artes, Public Domain

1. Describe the setting of the painting.
2. Describe each of the people in the painting. For example, what type of clothing are they wearing? What are their facial expressions? How would you describe their race and skin color? What do you think their ancestry might be? What are they doing?
3. When was this painting created? What do you know about Brazilian history during this time period? What significant events took place in the years prior to this painting's creation?
4. Does this painting have a message? If so, what story do you think it tells? How does this painting relate to what you know about “whitening” and perspectives on race in Brazil at this time?

The Brazilian Census: 1976 and 2010

Instructions: A census is a procedure of obtaining and recording information about a particular population, often through requiring people to complete questionnaires. A national census typically records how many people are living in a country and how many of those people have particular characteristics. A census questionnaire may ask people to record their gender, race, family size, income, and other information. Review the responses to questions about racial identity on the Brazilian censuses of 1976 and 2010 and then answer the questions that follow.

1976 Census

The 1976 census did not provide racial categories from which Brazilians could choose. Instead Brazilians provided their own description of their race. Below are the racial categories that Brazilians used to describe themselves. The translations are in parentheses. Read the list.

1. Acastanhala (cashewlike tint; caramel colored)
2. Agalegada (an often derogatory term for Galician; features considered gross and misshapen)
3. Alva (pure white)
4. Alva-escura (dark or off-white)
5. Alverenta (or aliviero, “shadow in the water”)
6. Alvarinta (tinted or bleached white)
7. Alva-rosada (or jambote, roseate, white with pink highlights)
8. Alvinha (bleached; whitewashed)
9. Amarela (yellow)
10. Amarelada (yellowish)
11. Amarela-quemada (burnt yellow or ochre)
12. Amarelosa (yellowed)
13. Amorenada (tannish)
14. Avermelhada (reddish, with blood vessels showing through skin)
15. Azul (blue)
16. Azul-marinho (deep bluish)
17. Baiano (Bahian or ebony)
18. Bem-branca (very white)
19. Bem-clara (parchment-like; translucent)
20. Bem-morena (very dusky)
21. Branca (white)
22. Branca-avermelhada (peach white)
23. Branca-melada (honey toned)
24. Branca-morena (darkish white)
25. Branca-pálida (pallid)
26. Branca-queimada (sunburned white)
27. Branca-sardenta (white with brown spots)
28. Branca-suja (dirty white)
29. Branquiça (a white variation)
30. Branquinha (whitish)
31. Bronze (bronze)
32. Bronzeada (bronzed tan)
33. Bugrezinha-escura (Indian characteristics)
34. Burro-quando-foge (“burro running away,” implying racial mixture of unknown origin; the opposite of cor-firma)
35. Cabocla (mixture of white, Negro, and Indian)
36. Cabo-verde (black; Cape Verdean)
37. Café (coffee)
38. Café-com-leite (coffee with milk)
39. Canela (cinnamon)
40. Canelada (tawny)
41. Cardão (thistle colored)
42. Castanha (cashew)
43. Castanha-clara (clear, cashew-like)
44. Castanha-escura (dark, cashew-like)
45. Chocolate (chocolate brown)
46. Clara (light)
47. Clarinha (very light)
48. Cobre (copper hued)
49. Corada (ruddy)
50. Cor-de-café (tint of coffee)
51. Cor-de-canela (tint of cinnamon)
52. Cor-de-cuia (tea-colored; prostitute)
53. Cor-de-leite (milky)
54. Cor-de-oro (golden)
55. Cor-de-rosa (pink)
56. Cor-firma (“no doubt about it”)
57. Crioula (little servant or slave; African)
58. Encerada (waxy)
59. Enxofrada (pallid yellow; jaundiced)
60. Esbranqueimento (mostly white)
61. Escura (dark)
62. Escurinha (semi-dark)
63. Fogoio (florid; flushed)
64. Galega (see agalegada above)
65. Galegada (see agalegada above)
66. Jambo (like a fruit the deep-red color of a blood orange)
67. Laranja (orange)
68. Lilás (lily)
69. Loira (blond hair and white skin)
70. Loira-clara (pale blond)
71. Loura (blond)
72. Lourinha (flaxen)
73. Malaia (from Malabar)
74. Marinheira (dark greyish)
75. Marrom (brown)
76. Meio-amerela (mid-yellow)
77. Meio-branca (mid-white)
78. Meio-morena (mid-tan)
79. Meio-preta (mid-Negro)
80. Melada (honey colored)
81. Mestiça (mixture of white and Indian)
82. Miscigenação (mixed—literally miscegenated)
83. Mista (mixed)

Name: _____

84. Morena (tan)
85. Morena-bem-chegada (very tan)
86. Morena-bronzeada (bronzed tan)
87. Morena-canelada (cinnamon-like brunette)
88. Morena-castanha (cashew-like tan)
89. Morena clara (light tan)
90. Morena-cor-de-canela (cinnamon-hued brunette)
91. Morena-jambo (dark red)
92. Morenada (mocha)
93. Morena-escura (dark tan)
94. Morena-fechada (very dark, almost mulatta)
95. Moren o (very dusky tan)
96. Morena-parda (brown-hued tan)
97. Morena-roxa (purplish tan)
98. Morena ruiva (reddish tan)
99. Morena-trigueira (wheat colored)
100. Moreninha (toffee-like)
101. Mulatta (mixture of white and negro)
102. Mulatinha (lighter skinned white-negro)
103. Negra (negro)
104. Negrota (Negro with a corpulent body)
105. P lida (pale)
106. Para ba (like the color of marupa wood)
107. Parda (dark brown)
108. Parada-clara (lighter skinned person of mixed race)
109. Polaca (Polish features, prostitute)
110. Pouco-clara (not very clear)
111. Pouco-morena (dusky)

112. Preta (black)
113. Pretinha (black of a lighter hue)
114. Puxa-para-branca (more like a white than a mulatta)
115. Quase-negra (almost Negro)
116. Queimada (burnt)
117. Queimada da praia (suntanned)
118. Queimada do sol (sunburned)
119. Regular (nondescript)
120. Retinta (“layered” dark skin)
121. Rosa (roseate)
122. Rosada (high pink)
123. Rosa-queimada (burnished rose)
124. Roxa (purplish)
125. Ruiva (strawberry blond)
126. Russa (Russian, see also polaca)
127. Sapecada (burnished red)
128. Sarar  (mulatta with reddish kinky hair, aquiline nose)
129. Sarauba (or saraiba: like a white meringue)
130. Tostada (toasted)
131. Trigueira (wheat color)
132. Turva (opaque)
133. Verde (greenish)
134. Vermelha (reddish)

2010 Census

In 2010, Brazilians were asked to identify their race from a pre-established set of options. The form provided five categories and asked respondents to select one.

| | Total | Branca [White] | Preta [Black] | Amarela [Yellow] | Parda [Brown] | Ind gena [Indigenous] | Undeclared |
|------------------------|-------------|-------------------|------------------|---------------------|---------------|--------------------------|------------|
| Men | 86,390,003 | 40,274,166 | 7,183,461 | 889,677 | 37,679,454 | 358,632 | 4,613 |
| Women | 90,569,638 | 44,076,294 | 6,678,542 | 1,074,655 | 38,380,241 | 358,136 | 1,770 |
| Total | 176,959,641 | 84,350,460 | 13,862,003 | 1,964,332 | 76,059,695 | 716,768 | 6,383 |
| Percentage of Total | 100% | 47.7% | 7.8% | 1.1% | 43.0% | 0.4% | 0.004% |

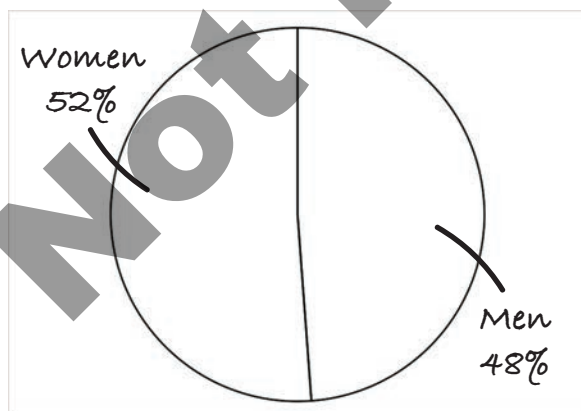
1976 Census

1. a. Which physical features, in addition to skin color are used in racial identifications in the 1976 census?
Give at least two examples.
- b. Which other nonphysical features? Give at least two examples.
2. List three of the identifications that stand out most to you. Explain why you chose them.

2010 Census

3. How many people in total identified as *preta* (black)?
4. How many people identified as *parda* (brown)?
5. Some Afro-Brazilian activists believe that people who are categorized as *preta* or *parda* should actually be categorized as one racial group, *negro*, as they are both of African descent and share a history of racial injustice. If everyone who participated in the 2010 census agreed with this, what percentage of respondents would identify as *negro*?
6. Using the data and the blank circle provided, draw approximate sections for a pie chart to represent the percentages of the different racial groups of census respondents. Label each of these groups and the percentage of the total that they represent. Use the "Sample Pie Chart" as a model.

Sample Pie Chart
2010 Census-Gender



2010 Census-Racial Groups

