

Teacher Guide for Faces: Portugal

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Objectives:

- Students will gain an understanding of Portugal and the History of Portugal
- Students will gain an understanding of everyday life and the culture of Portugal
- Students will be able to compare and contrast their country to the climate and traditions of Portugal

Materials:

- Map of Portugal from pages 4-5
- World Map
- Chart paper
- Markers
- Internet

"At A Glance: Portugal" (pg. 4-5)

Studying the map of Portugal is important for knowledge for all activities throughout the teacher guide.

Prior to beginning any activity students should have an understanding of where Portugal is located on a map of the world, including the Azores and the Madeira Islands.

Using the map provided on pages 4 and 5 discuss with the student the various topics covered.

Quiz at the end of the Unit.

Have the students study the map of Portugal throughout the Unit and at the end give them the map Appendix 1. Ask them to label places on the map.

"The Fishing Dog" (6-7)

Read article out loud.

Discussion question:

1. Why was the Portuguese water dog important to fishermen?
2. Why did the Portuguese water dog almost become extinct?

"Picturesque Portugal" (pg. 8-11)

Materials: Map of Western Europe and a of world map.

Read the article with the class.

Study the map and discuss with the class where Portugal is situated in comparison to Spain. Discuss what the Iberian Peninsula is. Look at Brazil and discuss why this was a location for so many Portuguese people traveled there.

Individual Questions:

1. List the numerous agricultural activities that are important to Portugal's economic growth.
2. Why has the fishing industry played such a big role in Portugal's history?

"Portugal Around the World (pg. 12-14)

Have students read the article silently. Then answer the following questions.

1. a)How many people around the world speak Portuguese?
b)Where do the vast majority of these people live?
c)Why do so many people around the world speak Portuguese?
2. Conduct research using the internet and material provided in this article to create a biography of Vasco da Gama.
Include the following:
 - His birth and death dates
 - Information of his childhood
 - Education and family
 - Information on why he become and explorer
 - Major accomplishments as an explorer

"Everyday Is Cod Day (pg. 16-18)

Read the article with the class and discuss the Portuguese food that is listed within the article.

Ask the students to think about the types of cultural dishes that families make. Compare and contrast the dishes from each culture.

Create a chart on the board as seen below:

Depending on the number of students in the class and the number of different cultural groups your chart may vary.

Cultural Group	Food Dish	Similarities	Differences

If time permits use the recipe for "Broas del mel," and make the Honey cakes with your students. This will allow the students to sample a Portuguese dessert.

Jigsaw Activity (pg.20-32)

Materials: Chart Paper and Markers

Break the students up in to five groups. Assign each group an article to read and present to the class.

- 1) "Growing Up in Portugal." (pg. 20-22)
- 2) "Sheep and Silicon = Solar Power." (pg. 23)
- 3) "Summer Festas." (pg. 24-26)
- 4) "These Walls Talk." (pg. 27-29)
- 5) "Islands of Volcanic Splendor." (pg. 31-32)

You may like to have the class create their own "Azulejos," on page 29.

"You Can Speak Portuguese," (pg. 33)

The activity provided on this page is already complete. However, you may wish to ask your students to practice saying the words out loud. You may also wish to look for more Portuguese words for your students to learn and practice.

Try some of the following:

English - Portuguese

Yes - *sim*

No - *não*

Thank You - *obrigado*

Good Bye - *adeus* or *chao*

Good Morning - *bom dia*

Good Afternoon - *boa tarde*

Good Night - *boa noite*

Welcome - *bem-vindo*

Excuse Me - *com licença*

I'm Sorry - *desculpe*

See You Later - *até logo*

Can I? - *posso?*

How much? - *quanto?*

Here - *aqui*

There - *ali*

Near - *perto*

Far - *longe*

Hot - *quente*

Cold - *frio*

New - *novo*

Old - *velho*

Yesterday - *ontem*

Today - *hoje*

Tomorrow - *amanhã*

I need help. - *Preciso de ajuda*

Where's ___ Street? - *Onde é a rua ___*

Do you know...? - *Você sabe...?*

Good - *bom*

Bad - *mau*

Open - *aberto*

Closed - *fechado*

Mother - *mãe*

Father - *pai*
Son - *filho*
Daughter - *filha*
Breakfast - *pequeno-almoço*
Lunch - *almoço*
Dinner - *jantar*
Sandwich - *sandes*
Ice Cream - *gelado*
Dessert - *sobremesa*
Coffee - *café*
Tea - *chá*
Juice - *sumo*
Olives - *azeitonas*
French Fries - *batatas fritas*
Vegetables - *legumes*
Butter - *manteiga*
Eggs - *ovos*
Bread - *pão*
Salad - *salada*
Cheese - *queijo*
Glass/Cup - *copo*
Bottle - *garrafa*
Sunday - *domingo*
Monday - *segunda-feira*
Tuesday - *terça-feira*
Wednesday - *quarta-feira*
Thursday - *quinta-feira*
Friday - *sexta-feira*
Saturday - *sábado*
January - *janeiro*
February - *fevereiro*
March - *março*
April - *abril*
May - *maio*
June - *junho*
July - *julho*
August - *agosto*
September - *setembro*
October - *outubro*
November - *novembro*
December - *dezembro*
Money - *dinheiro*
Bus - *autocarro*
Train - *comboio*
Airplane - *avião*
Keys - *chaves*
Soap - *sabão* or *sabonete*
Bathroom - *quarto de banho*
Newspaper - *jornal*
Magazine - *revista*
Letter - *carta*
Postcard - *postal*
Envelope - *envelope*

Stamp - *selo*
Post Office - *correios*
Hospital - *hospital*
Doctor - *doutor*

"Born to be Rich," (pg. 40-42)

Drama Activity:

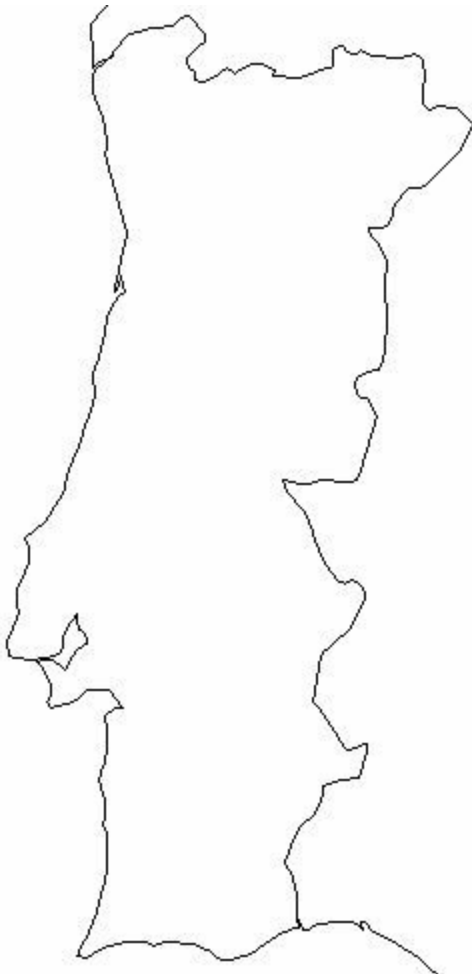
Read the story with the class.

Break students up into groups of 6. Each student should be assigned a role: Narrator, Cobbler, Neighbour, Fisherman's wife, wife and Jeweler. If there are not enough students to break up evenly, ask one student to play more than one role.

Student will work together in groups to practice and present their version of the play. Have the students make a set and props to help illustrate their production. You may wish to have them present their work to another class.

Appendix 1:

Map of Portugal



Label the following:

1. Lisbon
2. Porto
3. Douro River
4. Faro
5. The area where the Estrela Mountains are located.

