

Facing Challenges

Introduction

Brazil is a land of contrasts. Today, it has all the appearances of a dynamic society that is rapidly developing into the world's 10th largest economy. On the other hand, there is a definite disparity of wealth in Brazil. This economic distinction reflects the status of the poorer, more underdeveloped North and the wealthier, more industrialized South. This is sometimes referred to as the "two Brazils" or "Belindia," with the wealthy South being compared to Belgium and the poorer North to India.

Former President Fernando Henrique Cardoso stated, in 1994, that "Brazil is no longer an underdeveloped country. It is an unjust country." Today, Brazil has the most unequal distribution of income in any nation except South Africa. Moreover, inequality has been growing. The poorest 20 percent of the population receives only 3 percent of national income, while the richest 10 percent received 47 percent. This "social question," as it is often referred to in Brazil, permeates discussions on social, economic, political, and levels throughout the country.



The lessons in this section of the *Resource Guide* are structured to provide students with an essential understanding of the economic forces shaping Brazilian life and how the people of Brazil are responding to the challenges of the global economy.

Contemporary Brazil: The Economic Dimension

Objectives

As a result of this lesson, students will be able to:

- Compare standards of living in high income, middle income, and low income nations.
 - Compare the apparent needs of low-income nations to those of middle income and high-income nations.
 - Determine whether Brazil is a high income, middle income, or low income nation.
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Materials

- Student Handout: **Analyzing Development Data**
 - Student Handout: **Development Data Statistics (2004)**
 - Teacher Handout: **Brazilian Development Data (2004)**
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Activities

1. Place the terms “high income,” “middle income,” and “low income” on the chalkboard.
 - a. Explain that nations, like individuals, can be classified by the amount of income they generate. In the case of nations, this can be seen by such statistics as GNI Per Capita (Gross National Income divided by the total population, which gives a total amount of GNI generated per person in a given year.)
 - b. Write the number \$6,338 on the chalkboard. Explain that this is the average global GNI Per Capita, taking all of the wealth generated by the world’s economies and divided by the total global population.
 - c. Ask students to hypothesize, based on this average, what a “high income” GNI Per Capita might be. (Write the consensus figure on the chalkboard.)
 - d. Follow the same procedure for “middle income” and “low income” averages.
 2. Distribute the student handout **Analyzing Development Data**.
 - a. Explain that the World Bank gathers and publishes statistics that enable analysts to compare relative standards of living in various nations around the world.
 - b. Review with students the meanings of each of the statistical categories listed in the handout.
 - c. As you review each statistic, ask students to hypothesize how the data might differ between “high income,” “middle income” and “low income” nations.
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- d. Direct students to record their hypotheses in the margins of the handout.
3. Distribute the student handout **Development Data Statistics (2004)**.
 - a. Explain that the United States is an example of a high income (HI), highly industrialized **developed** nation.
 - b. Direct students to analyze the statistics for the United States as listed on the handout.
 - c. Ask students to compare the statistics to the hypotheses they created for a “high income” nation. What are the similarities and differences?
 - d. Ask students to identify those statistics that they believe are the most significant in illustrating America’s standard of living and to explain why they consider them the most significant?
 - e. Direct students to locate the other high income (HI) nation on the chart (Australia) and to compare their statistics with those of the United States. What are the similarities and differences?
 4. Direct students to analyze the statistics for the Mexico and Botswana as listed on the handout.
 - a. Explain that Mexico and Botswana are both examples of upper middle income (UMI), partially industrialized **developing** nations.
 - b. Direct students to compare the statistics for Mexico and Botswana to those of the United States and Australia. What are the similarities and differences?
 - c. Ask students to explain which statistics they believe indicate the most significant differences between upper middle income and high income nations. How to they account for these differences?
 5. Direct students to analyze the statistics for the Peru and Iran as listed on the handout.
 - a. Explain that Peru and Iran are both examples of lower middle income (LMI), partially industrialized **developing** nations.
 - b. Direct students to compare the statistics for Peru and Iran to those of Mexico and Botswana. What are the similarities and differences?
 - c. Ask students to explain which statistics they believe indicate the most significant differences between upper middle income and lower middle income nations. How to they account for these differences?
 6. Direct students to analyze the statistics for the Chad and Nepal as listed on the handout.
 - a. Explain that Chad and Nepal are both examples of low income (LI), less industrialized **underdeveloped** nations.
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- b. Ask students to evaluate the degree of difference between the high income and low income nations.
 - c. Ask students to explain which statistics they believe indicate the most significant differences between the three categories of nations?
 7. Divide the class into discussion groups.
 - a. Ask students to discuss what they know or have heard about Brazil and to hypothesize, based on that information, if Brazil would be a high income, upper middle income, lower middle income, or low income nation.
 - b. After the groups have reached a consensus, ask a spokesperson for each group to report that consensus to the class and to explain the reasoning behind it.
 8. Using the teacher handout entitled **Brazilian Development Data (2004)**, provide students with all of the relevant statistics except “Type.”
 - a. Ask students to work in their groups to determine, based on the statistical data, which type of country Brazil actually is.
 - b. After the groups have reached a consensus, ask a spokesperson for each group to report that consensus to the class, and to explain the reasoning behind it. Was it similar to or different from their original hypothesis? Why or why not?
 - c. Share with the class Brazil’s actual classification (LMI). [**Note:** If the class consensus has not identified it as such, ask them to reexamine the data for telltale statistics. GNI Per Capita, in this case, is a key statistic.]
 - d. Explain to the class that the World Bank uses the range of \$876 - \$3,465 per capita as an indication of LMI status. Since Brazil is in the higher range in this category, what does this suggest about the direction in which the country is moving?
 9. Ask the class to examine Brazil’s GNI Per Capita.
 - a. Direct students to divide the GNI Per Capita (\$3,000) by the number of days in the year.
 - b. Ask students how many of them think that they could have a comfortable life if all they had to spend each day was \$8.22. What would they have to change in their current life? What does this tell them about the average standard of living of the typical Brazilian family?
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Development Data Statistics (2004)

	World	USA	Chad	Mexico	Iran	Nepal	Botswana	Peru	Australia	Brazil
Population (millions)	6,400	293.7	9.4	102.0	67.0	26.6	1.8	27.6	20.1	
Population growth	1.2	1.0	3.4	1.0	0.9	2.0	-0.1	1.5	1.2	
Life expectancy	67.3	77.4	43.9	75.1	70.8	62.2	35.5	70.4	79.9	
Fertility Rate	2.6	2.0	6.4	2.2	2.1	3.5	3.1	2.8	1.8	
Infant mortality rate	54.1	6.7	117.0	22.6	32.0	58.6	84.0	24.2	4.6	
Under 5 mortality rate	79.3	7.6	200.0	27.6	37.6	76.2	116.0	29.2	5.5	
Births attended	62.2	----	14.4	95.0	89.6	15.0	94.0	71.1	99.3	
Immunization, measles	46	93.0	56.0	96.0	96.0	73.0	90.0	89.0	93.0	
Prevalence of HIV	18	0.6	3.4	0.3	0.1	0.5	24.0	0.5	0.1	
Literacy rate, adult total	32	----	25.7	91.0	77.0	48.6	81.2	87.7	----	
Net primary school enrollment	107.2	99.0	71.0	109.2	103.0	113.9	104.5	113.9	102.8	
Net secondary school enrollment	65.7	94.8	15.1	79.7	81.9	42.7	75.1	91.6	148.6	
Fixed line and mobile phone subscribers	470.9	1,222.7	14.4	553.9	270.3	21.8	395.8	222.9	1,358.5	
Internet Users	140.0	630.0	6.4	137.5	82.1	6.6	33.9	116.8	646.4	
GNI per capita	6,338	41,440	330	6,930	2,330	250	4,380	2,360	27,070	
GDP annual growth	4.1	4.2	29.5	4.1	4.8	3.4	4.9	4.8	3.0	
Merchandise trade (% of GDP)	44.8	20.0	69.8	57.4	48.7	39.1	78.7	33.1	30.7	
Foreign direct investment	664.9 billion	106.8 billion	478.2 million	17.4 billion	500.0 million	0.0	46.8 million	1.8 billion	42.5 billion	
Type		HI	LI	UMI	LMI	LI	UMI	LMI	HI	

Brazilian Development Data (2004)

Population (millions)	183.9
Population growth	1.4
Life expectancy	70.9
Fertility Rate	2.3
Infant mortality rate	31.8
Under 5 mortality rate	34.2
Births attended	----
Immunization, measles	99.0
Prevalence of HIV	0.5
Literacy rate, adult total	88.6
Net primary school enrollment	141
Net secondary school enrollment	102
Fixed line and mobile phone subscribers	587.2
Internet Users	119.6
GNI per capita	3,000
GDP annual growth	4.9
Merchandise trade (% of GDP)	27.0
Foreign direct investment	18.2 billion
Type	LMI

Analyzing Development Data

Births attended	Births attended by skilled health staff are the percentage of deliveries attended by personnel trained to give the necessary supervision, care, and advice to women during pregnancy, labor, and the postpartum period; to conduct deliveries on their own; and to care for newborns.
Fertility rate	The number of children that would be born to a woman if she were to live to the end of her childbearing years and bear children in accordance with current age-specific fertility rates.
Fixed line and mobile phone subscribers	Data refers to the number of people, per 1,000, who subscribe to either fixed lines (i.e. residential or business telephone mainlines) and/or mobile phones using cellular technology.
Foreign direct investment	Foreign direct investments are the net inflows of investment capital coming into a country from companies in other nations (in current U.S. dollars).
GDP annual growth	The one year % growth rate in real gross domestic product (gross value added by all resident and non-resident producers in an economy, plus indirect taxes.)
GNI per capita	GNI per capita (formerly GNP per capita) is the gross national income, converted to U.S. dollars using the World Bank Atlas method, divided by the country's midyear population.
Infant mortality rate	The number of infants who die before reaching one year of age, per 1,000 live births in the same year.
Immunization, measles	Child immunization measures the percentage of children ages 12-23 months who received vaccinations before 12 months or at any time before the survey. A child is considered adequately immunized against measles after receiving one dose of vaccine.

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Internet users	Data refers to the number of people, per 1,000, with access to the Internet through either a personal computer, Internet café, etc.
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Literacy rate, adult total	Adult literacy rate is the percentage of people ages 15 and above who can, with understanding, read and write a short, simple statement on their everyday life.
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Life expectancy	The number of years a newborn infant would live if prevailing patterns of mortality at the time of birth were to stay the same throughout its life.
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Merchandise trade	Merchandise trade as a share of GDP is the sum of merchandise exports and imports divided by the value of GDP, all in current U.S. dollars
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Net primary school enrollment	The ratio students actually enrolled in primary school, regardless of age, of the total population eligible to be enrolled in primary school.
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Net secondary school enrollment	The ratio students actually enrolled in secondary school, regardless of age, of the total population eligible to be enrolled in secondary school.
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Population growth	The one-year rate of growth in total population.
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Population	Total population is based on the de facto definition of population, which counts all residents regardless of legal status or citizenship--except for refugees not permanently settled in the country of asylum, who are generally considered part of the population of their country of origin.
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Prevalence of HIV	Prevalence of HIV refers to the percentage of people ages 15-49 who are infected with HIV.
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Under 5 mortality rate	The probability that a newborn baby will die before reaching the age of five, if subject to current age-specific mortality rates.

Data courtesy of the World Bank (www.worldbank.org)

Contemporary Brazil: The Political Dimension

Objectives

As a result of this lesson, students will be able to:

- Analyze the nature of the political system.
 - Assess the degree to which Brazilians enjoy the opportunity for civic and political participation.
 - Apply Freedom House criteria to contemporary Brazil.
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Materials

- Student Handout: **Freedom House Ratings**
 - Student Handout: **The Political Process and Civil Society**
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Activities

1. Distribute the student handout entitled **Freedom House Ratings**.
 - a. Explain that Freedom House is a non-governmental organization that studies the condition of political freedom and civil liberties in nations around the world.
 - b. Place the numbers “1,1,F” and “7,7,NF” on the chalkboard.
 - Explain that the first number indicates the level of political freedom in a country (right to participate in elections, a political party, etc.) and the second number indicates the level of civil liberties (freedom of religion, freedom of the press, freedom of assembly, equal opportunity, etc.)
 - Explain that, based on their analysis, Freedom House assigns one of three ratings to a state: Free (F), Partially Free (PF), Not Free (NF)
 - Explain that the lower the rating, the more free and democratic the society is, with 1,1,F being the best rating and 7,7,NF the worst rating.
 - c. Direct students to take a few moments to read through the criteria for the ratings in the “Political Rights” segment of the handout.
 - Ask students to apply these criteria to the political system in the United States. What rating would they give the U.S.? Why?
 - After students have shared their observations, explain that Freedom House gives the U. S. a 1 regarding political rights.
 - d. Direct students to take a few moments to read through the criteria for the ratings in the “Civil Liberties” segment of the handout.
 - Ask students to apply these criteria to civil society in the United States. What rating would they give the U.S.? Why?
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**Activities
(continued)**

- After students have shared their observations, explain that Freedom House gives the United States a 1 regarding civil liberties. This would give the United States a rating of 1,1, F, a free state.
2. Divide the class into a series of work groups and distribute the student handout entitled **The Political Process and Civil Society**
 - a. Explain to the class that they are now going to apply the Freedom House criteria to the nation of Brazil by examining a condensed version of the 2006 Freedom House report on Brazil.
 - b. Explain that their task, as a group, is to:
 - read through the evidence as presented by Freedom House.
 - reach a group consensus on what ratings Brazil should be assigned for both political rights and civil liberties.
 - label Brazil as a Free (F), Partially Free (PF) or a Not Free (NF) country based on their findings.
 - Construct a group report that explains the rationale for their rating, using examples from the Freedom House report to support their rating.
 3. When each group has completed its analysis, direct each group to select a spokesperson to deliver the findings of the group to the class.
 - a. As each group delivers its report, enter the group's rating (example: 2, 2, F) on the chalkboard.
 - b. After all groups have presented, direct the attention of the class to the ratings on the chalkboard. Is there consistency in the ratings? If not, ask the class to try to reach a consensus based on the evidence presented.
 - c. Once the class has achieved consensus, reveal that Freedom House has rated Brazil as 2, 2, F.
 - d. Direct students to read through the handout and to identify at least three reasons why Freedom House has rated Brazil as a Free state.
 - e. Ask students to note that, of particular significance, Brazil's civil liberties rating improved from 3 to 2 due to continued governmental steps to enhance racial equality.
 4. Concluding Activity

Direct students to compose an essay in which they identify what they believe to be the most significant obstacles to Brazil's achieving a full 1,1,F rating, justifying their arguments with data from the Freedom House report.
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Freedom House Ratings

Political Rights

Rating	Explanation
1	Countries and territories that receive a rating of 1 for political rights come closest to ensuring the essential political freedoms, beginning with free and fair elections. Those who are elected rule, there are competitive parties or other political groupings, and the opposition plays an important role and has actual power. Minority groups have reasonable self-government or can participate in the government through informal consensus.
2	Countries and territories rated 2 in political rights are less free than those rated 1. Such factors as political corruption, violence, political discrimination against minorities, and foreign or military influence on politics may be present and weaken the quality of freedom.
3 - 5	The same conditions that undermine freedom in countries and territories with a rating of 2 may also weaken political rights in those with a rating of 3, 4, or 5. Other damaging elements can include civil war, heavy military involvement in politics, lingering royal power, unfair elections, and one-party dominance. However, states and territories in these categories may still enjoy some elements of political rights, including the freedom to organize quasi-political groups, reasonably free referendums, or other significant means of popular influence on government.
6	Countries and territories with political rights rated 6 have systems ruled by military juntas, one-party dictatorships, religious hierarchies, or autocrats. These regimes may allow only a minimal manifestation of political rights, such as some degree of representation or autonomy for minorities. A few states are traditional monarchies that mitigate their relative lack of political rights through the use of consultation with their subjects, tolerance of political discussion, and acceptance of public petitions.
7	For countries and territories with a rating of 7, political rights are absent or virtually nonexistent as a result of the extremely oppressive nature of the regime or severe oppression in combination with civil war. States and territories in this group may also be marked by extreme violence or warlord rule that dominates political power in the absence of an authoritative, functioning central government.

Civil Liberties

Rating	Explanation
1	<p>Countries and territories that receive a rating of 1 come closest to ensuring civil liberties, including freedom of expression, assembly, association, education, and religion. They are distinguished by an established and generally equitable system of rule of law.</p> <p>Countries and territories with this rating enjoy free economic activity and tend to strive for equality of opportunity.</p>
2	<p>States and territories with a rating of 2 have deficiencies in a few aspects of civil liberties, but are still relatively free.</p>
3 - 5	<p>Countries and territories that have received a rating of 3, 4, or 5 range from those that are in at least partial compliance with virtually all checklist standards to those with a combination of high or medium scores for some questions and low or very low scores on other questions. The level of oppression increases at each successive rating level, including in the areas of censorship, political terror, and the prevention of free association. There are also many cases in which groups opposed to the state engage in political terror that undermines other freedoms. Therefore, a poor rating for a country is not necessarily a comment on the intentions of the government, but may reflect real restrictions on liberty caused by nongovernmental actors.</p>
6	<p>People in countries and territories with a rating of 6 experience severely restricted rights of expression and association, and there are almost always political prisoners and other manifestations of political terror. These countries may be characterized by a few partial rights, such as some religious and social freedoms, some highly restricted private business activity, and relatively free private discussion.</p>
7	<p>States and territories with a rating of 7 have virtually no freedom. An overwhelming and justified fear of repression characterizes these societies.</p>

The Political Process and Civil Society

The Political Landscape

Citizens of Brazil can change their government democratically. The October 2004 municipal elections were free and fair. A new constitution, which went into effect in 1985 and was heavily amended in 1988, provides for a president to be elected for four years and a bicameral National Congress consisting of an 81-member Federal Senate elected for eight years and a 513-member Chamber of Deputies elected for four years. A constitutional amendment adopted in 1997 permits presidential reelection.

Based on the size of congressional delegations elected in 2002, the largest Brazilian political parties, in descending order, are the Workers' Party (PT); the Liberal Front Party (PFL); the Party of the Brazilian Democratic Movement (PMDB); the Brazilian Social Democracy Party (PSDB); the Brazilian Progressive Party (PPB); the Liberal Party (PL); the Brazilian Labor Party (PTB); the Brazilian Socialist Party (PSB), and the Democratic Labor Party (PDT). Each of these won at least 20 seats; 10 other parties are also represented in Congress.

The Media

The constitution guarantees freedom of expression. The press is privately owned, but foreigners can acquire only a 30 percent share of a media company and are restricted in their ability to influence editorial decisions or management selection. There are dozens of daily newspapers and numerous other publications throughout the country. The print media have played a central role in exposing official corruption.

The government does not impose restrictions on the use of the Internet, although federal and state police have begun to monitor the Internet to detect online recruitment by sex traffickers and to check on the activities of hate groups.

Civil Liberties

The constitution guarantees freedom of religion, and the government generally respects this right in practice. Evangelical Christian communities have grown significantly in recent years, from 9 percent of the population in 1991 to 15 percent in 2000. The government does not restrict academic freedom.

The rights of freedom of association and assembly are generally respected, as is the right to strike. Industrial labor unions are well organized; although they are politically connected, unions tend to be more autonomous of political party control than is true in most other Latin American countries. There are special labor courts.

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Crime

Few Brazilians have not been affected by violent crime, and in 2005, the country's criminal justice system appeared on the verge of collapse, even as the police conducted military-style raids against drug traffickers in the hills of Rio de Janeiro. The climate of lawlessness is reinforced by a largely independent but weak judiciary, which is overtaxed, plagued by chronic corruption, and virtually powerless in the face of organized crime.

Brazil has the highest rate of homicide caused by firearms of any country not at war—more than 70 percent—and the yearly number of gun deaths has more than doubled since 1992. Police say that most violent crime in the country, perhaps as much as 70 to 80 percent, is directly or indirectly related to the illegal drug trade, including most of the 37,000 annual murders. An estimated 200,000 Brazilians are employed in the narcotics business, with at least 5,000 heavily armed gang members working for various drug-trafficking groups in Rio de Janeiro alone. Since 1994, the federal government has deployed the army to quell police strikes and bring order to Rio de Janeiro's 400 slums, most of which are ruled by gangs in league or in competition with corrupt police and local politicians.

The Issue of Corruption

Despite a constitutional right of access to public information, Brazil does not have specific laws to regulate and guarantee the principle of transparency provided for in the constitution. Corruption remains a serious problem in Brazil, which was ranked 62 out of 159 countries surveyed in Transparency International's 2005 Corruption Perceptions Index.

On January 1, 2003, Luiz Inacio "Lula" da Silva was inaugurated as president. He instituted anticorruption measures, maintained cordial relations with the United States despite his independent foreign policy, and quickly established himself as one of the world's foremost voices for developing nations.

However, his Worker's Party (PT) and its coalition partners were wracked by a series of highly explosive scandals in 2005, including accusations that they offered legislators millions of dollars in bribes, had paid for party campaigns across the country with illegally obtained funds, and were engaged in kickback schemes involving public works. Questions about da Silva's knowledge of the illegal acts led to a decline in his popularity ratings, although he rebounded from the scandal and won re-election in 2006, promising a full investigation and a package of anticorruption reforms.

Brazil's police are among the world's most violent and corrupt. Torture is used systematically to extract confessions from prisoners, and extrajudicial killings are portrayed as shootouts with dangerous criminals. Death squads operating in at least 15 of Brazil's 26 states, often composed of off-duty state police, terrorize shantytown dwellers and intimidate human rights activists attempting to investigate abuses.

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Gender Issues Congress approved a legal code that for the first time in the country's history makes women equal to men under the law. In January 2003, a new civil code took effect, formally replacing a 1916 text that contained myriad discriminatory provisions concerning social behavior in government, in business, and at home; the new code gave women the same rights in marriage as men. Nevertheless, violence against women and children is a common problem, and protective laws are rarely enforced. Forced prostitution of children is widespread. Child labor is prevalent, and laws against it are rarely enforced.

The Landless Movement Large landowners control nearly 60 percent of the country's arable land, while the poorest 30 percent of the population share less than 2 percent. In rural areas, land invasions are organized by the Landless Workers' Movement (MST), which claims that the lands invaded are unused or illegally held, but many of the properties invaded are legally owned by others. The courts have increasingly supported the eviction of such land invaders, and some owners have resisted with force. The MST is a grassroots movement not formally affiliated with the PT but has enjoyed some PT support.

The Issue of Race Racial discrimination, long officially denied as a problem in Brazil, began to receive both recognition and remediation from the government of President Luiz Inacio "Lula" da Silva. Afro-Brazilians earn less than 50 percent of the average earnings of other citizens, and on average, Afro-Brazilian university graduates earn less than others with only high school diplomas. In a precedent-setting series of actions, upon taking office da Silva named four Afro-Brazilians to his cabinet, appointed the country's first Afro-Brazilian Supreme Court justice, and pressed for the adoption of a Racial Equality Statute to redeem his pledge that Afro-Brazilians would make up at least one-third of the federal government within five years. In July, a court ruled in favor of an Afro-Brazilian man who claimed racial discrimination in his dismissal by a hotel in Rio de Janeiro in 2003.

Source Adapted from a report used by Freedom House (www.freedomhouse.org)

Contemporary Brazil: The Social Dimension

Objectives

As a result of this lesson, students will be able to:

- differentiate between needs and wants.
 - compare and contrast personal wealth in USA with personal wealth in Brazil.
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Materials

- Student Handout: **Deus lhe Pague**
 - Student Handout: **Life in a Favela**
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Activities

1. Write the following question on the chalkboard: What is the “good life?”
 - a. Ask the students to share their responses. Discuss what they believe to be the “good life” and list the characteristics on the chalkboard.
 - b. Following the discussion, write the following question on the chalkboard: How wealthy do you have to be to lead the “good life?”
 - c. Ask the students for volunteers to share their responses. Based on their responses, ask them to define what it means to be “wealthy.”
 - d. Share with the class the following statement by “The greatest wealth is to live content with little.”
 - Ask the class to analyze the statement. What do they think he means? Do they agree or disagree with him? Why or why not?
 - e. Share with the class the following statement by Oscar Wilde: “Ordinary riches can be stolen, real riches cannot. In your soul are infinitely precious things that cannot be taken from you.”
 - Ask the class to analyze the statement. What do they think he means? Do they agree or disagree with him? Why or why not?
 - f. Based on the statements by Plato and Wilde, ask the class to reevaluate their definition of wealth. What do people really “need” to be wealthy?
 - g. What do you “need” to be wealthy?
 2. Distribute the student handout entitled **Life in a Favela**.
 - a. Direct students to read the section entitled “Rio.”
 - b. Ask students to explain why misconceptions might arise between the haves and the have-nots as well as tourists. How might lack of interaction contribute to that misconception?
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Activities

3. Direct students to read the section entitled “The Favelas” on the first page of the handout.
 - a. Ask students to evaluate the conditions described in the handout. Would they consider the residents of the favelas “wealthy?” Why or why not?
 - b. Ask students to speculate about life in a favela. How would it be different from their lives?
 4. Direct students to read the section entitled “The Favelas (continued)” on the second page of the handout.
 - a. Ask students to focus on the comments of Carlos Antonio. Do they think he would agree with the comments of Plato and Wilde? Why or why not?
 - b. What do the writer’s comments regarding the shared sunset reflect? What is real “wealth?”
 5. Distribute the student handout entitled **Deus lhe Pague**.
 - a. Ask students to analyze the stanzas for meaning. Is the speaker happy or sad? For what is he grateful?
 - b. Ask students to compose a short essay in answer to the question “Is the speaker in Deus lhe Pague “wealthy?” Why or why not?”
 6. Extension Activity
 - a. If available and time allows, show excerpts from the film *Favela Rising*. (The film is a documentary about a man trying to escape a favela in Rio through a nonviolent cultural movement known as Afro-reggae. It will lend itself to many open ended discussions about wealth, needs, culture, and life choices.)
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Deus Ihe Pague

A popular songwriter/singer in Brazil, Chico Buarque, wrote the following song in 1971.

Portuguese	English Translation
<p>Por esse pão pra comer, por esse chão pra dormir A certidão pra nascer e a concessão pra sorrir Por me deixar respirar, por me deixar existir Deus lhe pague</p>	<p>For this bread to eat, for this hard ground on which to sleep The birth certificate and the ability to smile For letting me to breathe, letting me exist God pays to it (God rewards you)</p>
<p>Pelo prazer de chorar e pelo ``estamos aí" Pela piada no bar e o futebol pra aplaudir Um crime pra comentar e um samba pra distrair Deus lhe pague</p>	<p>For the pleasure to cry and say "we are there" For the joke in the bar and to applaud at soccer A commit a crime and to dance a samba to distract God pays to it (God rewards you)</p>
<p>Por essa praia, essa saia, pelas mulheres daqui O amor malfeito depressa, fazer a barba e partir Pelo domingo que é lindo, novela, missa e gibi Deus lhe pague</p>	<p>For this beach, this skirt, for the women from here The quickly botched love, to have a beard and to leave For Sunday that is beautiful, novels, mass and comic books God pays to it (God rewards you)</p>
<p>Pela cachaça de graça que a gente tem que engolir Pela fumaça, desgraça, que a gente tem que tossir Pelos andaimes, pingentes, que a gente tem que cair Deus lhe pague</p>	<p>For cachaça that is free and people have that to swallow For smoke, her making me unhappy, for coughs and medicine For scaffold, runny noses and snuffles, since people fall God pays to it (God rewards you)</p>
<p>Por mais um dia, agonia, pra suportar e assistir Pelo rangido dos dentes, pela cidade a zunir E pelo grito demente que nos ajuda a fugir Deus lhe pague</p>	<p>For another day, for agony, for support and to aid the creaked teeth one, to go to the busy city and I yell like a lunatic to shout and run away (escape) God pays to it (God rewards you)</p>
	<p>For the carpideira woman in praising them and spitting at the flies-bicheiras in kissing them and covering for the last peace that at last goes in redeeming them God pays to it (God rewards you)</p>

Life in a Favela

About the author

Dana Mathews is a sophomore majoring in journalism and women's studies at Penn State University. The following excerpt from her blog references her observations from her visit to Brazil during her Semester at Sea experience.

Rio

It is common for the people of Rio de Janeiro, Brazil to say "Deus e Carioca," which when translated means "God is a Rio-dweller." Rio is a city with a soul and a strong identity. Its culture winds through every street corner and ascends each of its lush mountains. The locale in Rio is stunning: sandy, white beaches and blossoming green peaks reaching for the sky near every beach. The people are equally as striking. Early morning joggers move swiftly along the shoreline alongside a backdrop of crashing waves and palm trees. Ipanema Beach draws crowds thousands deep every day with each person sporting a golden tan and a tiny Brazilian swimsuit.

The classes are divided into the rich and the poor with no middle class, and the residential areas in Rio are also divided accordingly. Generally, there is little interaction between the haves and the have-nots because of the misconceptions each group has. Tourists also have a lot of the same misconceptions about how the poor live.

The Favelas

But like many other cities, Rio has its nice areas and its run-down slums. The slums of Rio, called "favelas" by the natives, weave up the mountainside overlooking the gorgeous Rio beaches. The favelas are thousands of tiny shacks practically on top of each other, many of which do not have roofs or running water. The roofs that are in place throughout the city consist primarily of tin roofs covered with Oriental rugs. The sides of the houses are painted, with most of the paint peeling. The incontestable presence of the favelas is devastating. There are miles upon miles of favelas in all of Rio. Whereas many American cities have specific sections for poor and low-income housing, Rio's favelas are everywhere.

There are 78 different favelas in Rio, each with its own unique atmosphere. Rocinha, Brazil's largest favela, is home to over 127,000 inhabitants. About 80 percent of the favelas are located north of Rio and are considered very dangerous. Tourists and even locals are advised to stay away from the area because of the prevalence of crime, specifically assaults and robberies. The other 20 percent of the favelas in Rio are located west and south of the city.

Continued on next page

**The Favelas
(continued)**

Carlos Antonio, who grew up in Rocinha, stated "We need each other, we take care of each other. Favela is a big family. Just because we're poor doesn't mean we're not happy." Antonio continued to explain that residents of the favelas have the second-lowest average salary in the world, at about only 150 American dollars per month. "Our own government doesn't invest in the favelas. Ninety-nine percent of the investors are from Europe," he said. "The rich communities next door won't come in because they are afraid. It's a shame, they should really get to know us."

The poorest people live at the top of the mountain. Upon entering a stereotypical favela home, I was surprised because there really wasn't much in this home and just like many others, there wasn't a roof. We ventured down the favela through passageways winding through the houses. As we got further down, the homes were getting nicer. As if the sight of the nicer homes weren't enough to indicate the change in wealth among the residents, the putrid rotten-egg smell at the top of the favela faded into the welcoming scent of an evening dinner being cooked as we continued down the mountain.

The differences between the lives of the rich and poor are glaring across the area, but both groups equally enjoy celebrating the day. People celebrate the sunset and the end of the day everyday at Ipanema Beach. I was fortunate enough to go, and I saw thousands of people watching the sunset. Once the sun had completely set, there was a roar of applause and people talking, each of whom was thanking God for the sun that day and for the many days to come.
