

World Cup Congress 2018: Soccer as a “Microcosm” for Globalization



Course Outline

GRADE: 7th

SUBJECT: *WORLD CULTURES*

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TIME REQUIRED: *20 blocks (50 minutes each)*

Background History:

The sport of soccer—or “football,” as it is commonly referred to throughout the rest of the world—is a prism by which we can understand the intersection of culture and history. Every four years when Americans encounter the World Cup, we are reminded that soccer is the most widely played team game in the world and the most popular spectator sport. Soccer was originally called “association football.” (The name soccer is derived from the word *assoc*, an abbreviated form of the word *association*.) By the mid-20th century, soccer was played an extraordinarily large amount on a global scale. One nation that long resisted soccer’s spread was the United States, where a completely different form of “football” evolved. Only in the 1970s did interest in soccer become widespread in the United States, ignited by the immense popularity of Brazilian star Pelé.

The following excerpt from the video “Soccer and the World Cup” (*Bridging World History*, Unit 25) provides an excellent historical context for understanding both Pelé and Brazil’s unique position in the world of soccer:

HOST:

ALTHOUGH BRITAIN HELD NO TERRITORIES IN SOUTH AMERICA, BRITISH ENTERPRISES AND COMMERCE WERE EXTENSIVE. ENGLISH RAILWAY WORKERS BROUGHT SOCCER TO URUGUAY, ARGENTINA AND BRAZIL IN THE 1870S. OVER TIME, THE BRAZILIANS DEVELOPED A UNIQUE STYLE OF SOCCER THAT CONTRASTED STRONGLY WITH EUROPEAN TECHNIQUES. THEY AVOIDED FIXED POSITIONS, TEAM STRATEGIES AND LONG PASSES. INSTEAD, BRAZILIANS DISPLAYED AN UNPREDICTABLE FLUIDITY, WITH INDIVIDUALS BREAKING AWAY, CONTROLLING THE BALL, AND MAKING LIGHTNING MOVES WITH SUDDEN CHANGES IN DIRECTION. AND LONG SHOTS FROM UNEXPECTED ANGLES BROUGHT FURTHER EXCITEMENT TO THE GAME.

PETER WINN:

Brazilians call their elegant style of *futebol* 'the beautiful game.' It's based on long-standing Afro-Brazilian traditions, such as capoeira, a martial art form created by Angolan slaves who disguised their military training as a form of dance. In capoeira, opponents taunt each other with illusive moves, spectacular acrobatics, but they never ever touch. One sees this game of keep away in the style of Brazilian soccer players.

HOST:

ANOTHER INNOVATION THAT BRAZILIANS BROUGHT TO SOCCER WAS PERFORMANCE ART IN THE STANDS. BRAZILIANS WERE THE FIRST FANS TO PAINT THEIR BODIES WITH TEAM COLORS, WEAR WIGS AND WILD OUTFITS, AND SET OFF FIREWORKS WHEN THEIR TEAM SCORED. EVERY MATCH HAD SHADES OF CARNIVAL. IN RECOGNITION OF BRAZILIAN PRE-EMINENCE IN SOCCER, FIFA SELECTED A BRAZILIAN, JOAO HAVELANGE, AS ITS FIRST NON-EUROPEAN PRESIDENT IN 1974. DURING THE QUARTER CENTURY HE HELD THAT POSITION, HAVELANGE HELPED MAKE SOCCER THE WORLD'S GAME. DOUBLING THE NUMBER OF TEAMS THAT COULD PLAY IN THE WORLD CUP, HE GAVE COUNTRIES FROM EVERY CONTINENT A SHOT AT THE CHAMPIONSHIP. HE ALSO CREATED THE WOMEN'S WORLD CUP THAT TODAY INCLUDES OVER 100 COMPETING TEAMS. AND NOW, THE PASSION FOR SOCCER HAS SPREAD TO PLACES WHERE IT HAD NEVER BEEN POPULAR BEFORE, SUCH AS KOREA AND SAUDI ARABIA.

PETER WINN:

When the World Cup was played in East Asia in 2002, two billion people around the world watched it. I remember being in Bolivia, where a woman of indigenous origin had her nose pressed up against the glass of a store selling computers and watching on the screen Brazil and Germany play in Korea. That is globalization of popular culture. That shows how globalization has affected all of us, no matter where we are and no matter who we are, all around the world.

As discussed here, soccer reveals the connection between culture and history on a global scale, highlighting the far-reaching impact of the sport.

Goal of Project:

The goal of this project is for students to examine the impact Brazilian cultural forms (such as African rhythms and *Candomblé*) have had on the development of soccer. In addition, as a World Cultures class our ultimate enterprise is to understand the social, economic, and/or political push/pull factors that are related to the development or lack of development of soccer throughout the world. Alongside the attention given to Brazil, students will also focus on the lack of soccer's popularity in America as an example of "exceptionalism." In direct contrast, the popularity of soccer in Iran provided the impetus for the "football revolution."

OBJECTIVES:

1. Students will understand the concept of globalization.
2. Students will use soccer as a lens to understand better how connected we have become globally.
3. Students will understand the unique role and impact of Brazil on the development of soccer (*futebol* or “the beautiful game”) as a global sport.
4. Students will understand why soccer is the most popular sport in the world, except in the United States.
5. Students will understand that soccer has deep roots in the political, cultural and social fabric of a country, as witnessed in “the football revolution” of Iran.

Essential Knowledge and Social Studies Skills for Latin Middle School Students

The student is expected to do the following:

- A) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
- B) explain and apply different methods that historians use to interpret the past, including the use of primary and secondary sources, points of view, frames of references, and historical context;
- C) use the process of historical inquiry to research, interpret, and use multiple sources of evidence;
- D) evaluate the validity of a source based on language, corroboration with sources, and information about the author;
- E) identify bias in written, oral, and visual material; and
- F) develop empathy.

Materials Required

Readings:

Simon Scoones. *Rio de Janeiro*. Global Cities series. New York, NY: Chelsea House Publishers, 2006. [excerpt available for download from this Web site: <http://lanic.utexas.edu/project/etext/llilas/outreach/brazil10/>]

Global Cities Series: *Cape Town, London, Mexico City, New York, Berlin, Los Angeles, Beijing, Sydney, Istanbul and Mumbai*. New York, NY: Chelsea House Publishers.

Zilah Deckker. *Countries of the World: Brazil*. New York, NY: Random House, 2008.

Ann Heinrichs. *Brazil*. Enchantment of the World series. Danbury, CT: Children’s Press, 2007.

Michael Mandelbaum. "The World Cup and American Exceptionalism," *New Republic Magazine*, June 24, 2010.

<http://www.tnr.com/blog/world-cup/75830/the-world-cup-and-american-exceptionalism>

Franklin Foer. "How Soccer Explains the American Culture Wars," *How Soccer Changed the World: An Unlikely Theory of Globalization*. New York, NY: Harper Collins, 2010.

[available for download from Google Books]

Franklin Foer. "How Soccer Explains Islam's Hope," *How Soccer Changed the World: An Unlikely Theory of Globalization*. New York, NY: Harper Collins, 2010.

[available for download from Google Books]

"Chicago Presents Olympic Bid to the IOC—Obama Wants to Restore the World's Faith in the U.S.," GamesBids.com, October 2, 2009.

http://www.gamesbids.com/eng/olympic_bids/chicago_2016/1216134725.html

Full Text of Obama Olympics Speech, NBC Chicago, September 16, 2009.

<http://www.nbcchicago.com/on-air/as-seen-on/Full-Text-of-Obama-Olympics-Speech-59485327.html>

Tom Phillips. "Brazil World Cup in disarray as construction falls way behind schedule." *The Guardian*. July 13, 2010.

<http://www.guardian.co.uk/sport/blog/2010/jul/13/brazil-world-cup-2014-delays>

Tony Karon. "Has globalisation stolen the World Cup magic?" *Times Live*. May 1, 2010.

<http://www.timeslive.co.za/sundaytimes/article428369.ece/Has-globalisation-stolen-the-World-Cup-magic->

Warren St. John. *Outcasts United: An American Town, a Refugee Team, and One Woman's Quest to Make a Difference*. New York, NY: Random House, 2009.

Video: "Soccer and the World Cup" Annenberg Project, *Bridging World History*, Global Popular Culture, Episode #25.

http://www.learner.org/courses/worldhistory/unit_video_25-3.html

Unit Overview

It has been argued that Brazil's soccer culture possesses more influence over Brazilians' lives than even aspects of politics or economics (Maranhão, 2002). Media coverage plays a role, and so does the myth of the rags-to-riches soccer star. Such media idols are much imitated by children, many of whom—like Pelé, Garrincha, Zico, Romário, and Ronaldo themselves—learned to play soccer in the dirt, under conditions of harsh poverty. Soccer here is a mix of joy in playing and suffering in being poor. In Brazil's streets the boys of the nation, particularly boys from ethnic minorities, kick a ball and dream of becoming media idols themselves. This dream motivates millions of children: soccer is their only hope of a future outside of poverty. Every time a poor kid succeeds through *futebol*, Brazil's national soccer culture becomes even more deeply ingrained.

According to Teich (2002), a number of players on Brazilian national soccer teams have followed a common path. Very poor and having limited schooling, they became more than idols: they became owners of surprising wealth. They pursued their soccer playing intensively, and the skills they developed strengthened soccer in Brazil, adding to its worldwide fame.

(Antonio J. Muller, *Use of Brazilian Soccer to Improve Children's School Experience.*)

Curriculum Rationale:

After spending the summer of 2010 on a Fulbright grant to Brazil, I witnessed firsthand the tremendous impact soccer (in general) and the World Cup (in particular) have on Brazil's sense of national pride and national identity. After watching a critical match between Brazil and its rival, Chile, I returned to the United States with a much better appreciation of soccer as a "culturally unifying" force as well as emboldened by an intellectual curiosity regarding America's tepid interest in this worldwide phenomenon. As a 7th grade World Cultures teacher, I realized that globalization was an essential topic that I wanted my students to explore. Therefore, I decided to combine my passion for and knowledge of Brazilian culture with a focus on globalization. This became the genesis of a project-based learning unit: **Latin School FIFA World Cup Congress 2018**.

The **FIFA World Cup 2018** is an important symbol of national identity; the host country's hopes, dreams, and aspirations are proudly on display for a brief shining moment. Working in pairs, students gained a deeper understanding of the economic, political, social, and cultural impact of this event by creating a bid on behalf of 11 pre-selected global cities as representatives of their respective countries: Rio de Janeiro (Brazil), Capetown (South Africa), London (England), Mexico City (Mexico), New York (USA), Tokyo (Japan), Berlin (Germany), Los Angeles (USA), Beijing (China), Sydney (Australia), Istanbul (Turkey), and Mumbai (India). Students created a final bid that included a speech, presentation, and a sample of their city's culture, such as music, food, religion, and language. The final presentations were given to a panel of administrators, teachers, and fellow students at Latin's FIFA World Cup Congress, on Monday, December 13, and Tuesday, December 14, 2010.

LESSON PLAN: World Cup 2018 Congress

Subject: 7th grade World Cultures

Lessons One–Twenty: Global Popular Culture: “*Soccer and the World Cup*”

Length Required: Twenty blocks (50 minutes each)

Materials / Room Arrangement:

1. Large flag of Brazil hanging on the wall.
2. An original banner from World Cup USA ‘94 on display.
3. A poster of the exhibition “O Negro No Futebol Brasileiro” from Museu Afro-Brasil in São Paulo, Brazil.
4. A computer with LCD projector and/or a SMART Board.
5. A DVD player.
6. The following DVDs:
 - ExaltaSamba—“AO VIVO na ILHA DA MAGIA”
 - Homenagem a Milton Nascimento
 - Gilberto Gil—“São João Vivo!”
7. Online Video—“Soccer and the World Cup,” Annenberg Project *Bridging World History* Series, Global Popular Culture—Episode #25.
http://www.learner.org/courses/worldhistory/unit_video_25-3.html

Student Objectives (By the end of this lesson, my students will be able to...)

1. Better understand the concept of globalization.
 - Some of the controversial discussion topics include the following statements:
 - This process of globalization has had an impact on popular culture everywhere. Dances and songs, sports and software, superstars and fashion have grown in popularity around the world.
 - Many regard globalization as a form of imperialism in which capitalist powers wipe out local customs to maximize profits.
 - Others consider the global marketplace an area of free choice, one that enriches individual perspectives without replacing inherited traditions. (*Bridging World History*, Unit 25)
2. Discuss the importance of soccer as a global phenomenon.
3. Understand Brazil’s unique position in the world of soccer.
4. Convey a better understanding of the interconnectedness of culture and history on a global scale.

Skills Required and Developed:

Stating and supporting opinions in class discussions and in writing; analytical reading and viewing; note taking; interpreting information and drawing conclusions; critical thinking; identifying cause and effect; identifying relationships and patterns; classifying; defining problems; and synthesizing information.

Introduction to Unit 25: Global Popular Culture (*Bridging World History*)

This unit explores the globalization of popular culture and its many and varied effects around the world. Frequently, this has been a process driven and dominated by developed countries and their transnational companies. However, the peoples of Africa, Asia, Latin America, and the Caribbean have also appropriated and transformed European and North American cultural forms, infusing them with their own cultures and concerns. In some cases, these less-developed countries were able to export the products of their own popular cultures to other Third World nations and even to Europe and the United States. The globalization of popular culture may be powerful and pervasive, but it is a complex process in which the peoples of the world are active agents as well as passive consumers. In the end, the globalization of culture is a complex multi-directional process that interacts with national and international politics, new technologies, and economic globalization; at the same time, it is itself a powerful historical process that has changed the ways people around the world live.

Learning Objectives:

- Identify ways athletic games reflect tensions between national and global identities.
- Analyze how people in different times and places adapted popular cultural forms to reflect their own cultural needs.
- Trace how twentieth-century technological advances in communication and transportation shaped the pace and nature of globalization.
- Determine in what ways specific forms of popular culture relate to economic and political processes of globalization.

Preparing for This Session

Read Unit 25 in the *Bridging World History* online text:

http://www.learner.org/courses/worldhistory/unit_main_25.html. You may also want to refer to some of the suggested readings and materials. If you feel you need more background knowledge, refer to a college-level world history textbook on this subject (look under the index for Bob Marley, Popular Culture, Music [twentieth century]).

Days One–Three (150 minutes)

Opening Activity / Introduction – 15 minutes

- Either write or project this description of globalization on the white board: “The process of globalization has accelerated the process of human integration through the movement of people, technological innovation, the spread of ideas, and economic connections. In many cases, this integration occurs without reference to national borders or boundaries. Globalization has also reinforced inequities in some places, and it has led to the creation of new inequities in others. For example, the forces of globalization can reinforce existing perceptions of gender differences, or it can create new inequalities in the global balance of power because of differential access to markets and resources.” (Excerpt taken from *Bridging World History*, Unit 25)

- Warm-up activity—Ask students whether or not they have ever watched a World Cup match. Based on their responses, ask students: why or why not? Follow-up questions: How many students currently play soccer and why? How many students played soccer until middle school? Why?
- Have students do a quick free writing activity—Why is soccer the most popular sport in the world except in the United States?
- Hand out copies of Franklin Foer’s “How Soccer Explains the American Culture Wars” (from *How Soccer Explains the World: An Unlikely Theory of Globalization*) and divide students into groups of three to have them compile a list of new vocabulary words and any questions they might have about the reading. **(35 minutes)**

Day Two (50 minutes)

Activity One, continued

- Have students complete the reading in their small groups. **(25 minutes)**
- Have students select a spokesperson from their group to write their new vocabulary words on the board. The teacher should help students with the definitions and contextual meanings of each word. This time should also be used to answer any questions students may have about the rather difficult reading. **(25 minutes)**
- Homework assignment: Have students read Franklin Foer’s “How Soccer Explains Islam’s Hope” (from *How Soccer Explains the World: An Unlikely Theory of Globalization*). Students should write down at least five questions they have regarding the reading as well as 5–10 new vocabulary words.

Day Three (50 minutes)

Opening Activity—Discuss the significance of Iran’s “football revolution” (35 minutes)

1. What role did this event play in the efforts of women to receive equal rights and equal treatment in Islamic countries?
2. What political impact, if any, does the World Cup play in fostering peace and mutual understanding among various nations?

Read and discuss Tony Karon’s article “Has globalization stolen the World Cup magic?”: <http://www.timeslive.co.za/sundaytimes/article428369.ece/Has-globalisation-stolen-the-World-Cup-magic-> **(25 minutes)**

Day Four (50 minutes)

Activity Two—Explain to students that they will see a short video regarding soccer and popular culture. Be sure to mention that particular focus will be given to Brazil’s role in

the history of soccer.

VIDEO SEGMENT: “Soccer and the World Cup” (Synopsis)

Read aloud to students (**5 minutes**):

Sports can often reflect the globalization of popular culture. This is certainly the case for soccer (which the rest of the world calls “football”) and its championship World Cup, which is explored in this segment. Soccer originated among the British working classes in the nineteenth century, but it soon spread around the world with the British Empire and British commerce. Imperial administrators, missionaries, workers, and settlers introduced soccer wherever they went.

In these new places, indigenous peoples often worked to excel at soccer in order to resist British notions of racial superiority or British colonial dominance. Colonial nationalists encouraged their followers to play soccer, as they argued that it could help generate a sense of national identity among both players and fans. Once soccer spread to new places, indigenous peoples introduced new styles to the game that were influenced by local and regional expressions of popular culture.

In Brazil, this type of improvisation resulted in a completely new approach to the game that emphasized new strategies and new ways for fans to express team loyalties. In recognition of Brazil’s unique contribution to the game, in 1974 the International Federation of Soccer Associations selected a Brazilian to be its first non-European president. During his term, he doubled the number of soccer teams eligible to play in the World Cup and created a Women’s World Cup, bringing the sport to more people than ever before. Today, Brazil has won more World Cups than any other nation, and two billion people watched the 2002 World Cup that was played in East Asia.

(Excerpt taken from *Bridging World History*, Unit 25)

Show the Annenberg video— “Soccer and the World Cup”

http://www.learner.org/courses/worldhistory/unit_video_25-3.html (**30 minutes**)

Closing Activity–15-minute wrap-up (discussion)

Homework assignment: Write a one-paragraph response to the following:

Based on the video, when compared to the United States, why is soccer so hugely popular in Brazil?

Assignment: Read Michael Mandelbaum’s “The World Cup and American Exceptionalism,” *The New Republic*

<http://www.tnr.com/blog/world-cup/75830/the-world-cup-and-american-exceptionalism>

Day Five (50 minutes)

Activity One: Globalization and Music—(*Bridging World History*—Activity Sheet)
(50 minutes)

Write a short response to Obo Addy’s quotation (included below), exploring the ways that his experience serves as an example of the effects of globalization.

Obo Addy:

“I was born in Accra in a village called Avena. Accra is the capital of Ghana. I was raised among 55 brothers and sisters. My father married 10 women. And my father was a medicine man who performed ceremonies with drumming, dancing, and singing. And through that, I became a musician. In 1972, me and my brothers were invited to come to the Olympic games in Munich, to perform there. And after the Olympic games, we met an agent who took us to England, and we stayed in England. We came on tour in the United States. Here I am now in the United States with two bands, two groups. One is a traditional group—music and dance group. And the other is a band using American musical instruments. Most of the things that bring us down, or get us away from what we should be doing, traditionally, is money. When people start getting money, they forget about what they have to do. They forget about their culture. But to me, I think you can make money with everything you want to make money with. But one thing is: Don’t forget where you come from. I’m writing it for the world, and whatever they think it sounds like—all I want is for them to enjoy it. If they enjoy it, good, just call my name and I’ll call my father’s name to it.”

(Obo Addy, Interview with Oregon Public Broadcasting, *Bridging World History*, Unit 25, Global Popular Culture [Oregon Public Broadcasting, January 2004].)

Writing Prompt for In-class Assignment: Do you agree with Obo Addy’s belief that “when people start getting money, they forget about what they have to do. They forget about their culture”?

Homework Assignment: In a one-page, typed essay, please write a response using a specific example of a sports figure or musician who seems to “have forgotten about his or her culture.” What role, if any, has globalization played in this cultural amnesia?

Final Activity: Have students share their responses with their fellow students.

Days Six–Eight—Brazilian Culture Expressed through Soccer, Samba, and Candomblé (150 minutes)

Introduction:

Music, as a cultural art form, permeates every aspect of life in Brazil. On the soccer field, fans of Brazilian futebol are mesmerized by the elegant style of futebol, “the beautiful game,” which is based on long-standing Afro-Brazilian traditions and African rhythms.

Brazilian music, especially samba, has managed to serve as an important repository of African traditions, culture and religious expressions, such as Candomblé.

Samba, the “National” Music of Brazil:

“When the abolishment of slavery occurred in 1888, the Bahians and poor families migrated to Rio. These individuals brought with them the rites of African-Brazilian religions such as Candomblé and various musical rhythms. These musical rhythms became incorporated into carioca samba. The northern part of the city became the main residence of these families.... Samba was looked upon as the poor man’s music. When the importance of carnival started to emerge, samba music took its place among the elite group of Brazilians. Samba music is now the national music of carnival,” writes Judith Davies in *Brazilian Culture through Music* (Yale-New Haven Institute).

Day Six (50 minutes)

Activity One—Play the DVD **Gilberto Gil**—“**São João Vivo!**” followed by **ExaltaSamba**—“**AO VIVO na ILHA DA MAGIA**”

During class, have students respond to the following questions:

1. What similarities and/or differences can be detected in the rhythms heard in samba and other musical forms such as R&B, jazz, pop, or reggae?
2. Ask students whether or not they can detect the African roots in the musical art form. If yes, explain fully.
3. Have students read and discuss the UT-Austin Brazil 2010 Summer Fulbright blogs and photos on yahoo flicker:
<http://www.flickr.com/photos/jnick1126/4769861572/>
<http://blogs.utexas.edu/brazilartsfulbright/2010/07/09/belo-horizonte-e-uma-sala-de-aula-belo-horizonte-is-a-classroom/>
<http://blogs.utexas.edu/brazilartsfulbright/tag/guri-santa-marcelina-project/>
4. Have students turn to the person next to them and discuss the arts as a tool of empowerment. Can they imagine other instances where the “arts” can be used to ameliorate societal problems?

Days Seven–Eight (100 minutes)

Activity Two—Have student read the handout “The Origin and Practice of Candomblé,” (available at http://www.ucis.pitt.edu/clas/brazil_proj/lessons/c_a/candomble.html)

Place the following vocabulary words along with their definitions on the board:

1. Capoeira
2. Orixás
3. Terreiros

4. Maculele
5. Samba de Roda
6. Reisado
7. Candomblé
8. Carnaval
9. Gilberto Gil
10. Syncretism

Have students break into pairs to read and discuss the article “Culture of Salvador, Bahia” (available at http://www.iufost2012.org.br/ingles/conheca_salvador.html). Each group should be assigned one of the above terms to research and to present to the rest of the class during a two-day period. Students should compile and present their research using their choice of a variety of multimedia forms: audio, video, music, photographs, PowerPoint or Prezi, podcast, Web site, poster, collage or pamphlet/booklet.

Day Nine (50 minutes)

Final Activity—Students will be given a quiz on all of the above terms. (15–20 minutes)

De-brief with students to make sure that they have a clear understanding of the concept of globalization. In addition, make sure students understand the intersection of culture and history in general, which is very important in our study of Brazilian culture and society. (30–35 minutes)

Extension activities:

1. Have a language teacher teach students basic conversational Portuguese.
2. Bring in a local group to demonstrate capoeira during an assembly.
3. Bring in a Brazilian dance troupe to demonstrate various Brazilian dances.
4. Organize a version of carnaval as a whole school activity.

Days Ten–Fifteen: The Importance of Soccer in Brazil’s Sense of National and Cultural Identity (300 minutes)

Day Ten (50 minutes)

Introduction—History of Soccer in Brazil (Read the passage below aloud or project on the screen.)

By the 1940s soccer had become the most popular sport in Brazil, and work began in August 1948 to build a brand-new stadium in Rio’s suburb. On July 16, 1950, a record-breaking 174,000 people crammed into the Estádio do Maracanã (Maracanã Stadium) to watch Brazil play Uruguay in the World Cup final. With the score at 1-1, the Uruguayan team broke the hearts of home supporters by scoring the winning goal 11 minutes from time. For two hours after the match, spectators sat in stunned silence. Brazil has since gone on to win the World Cup five times, a record unmatched by any other country, and a source of pride to its citizens....Soccer is like a religion for the city’s residents. The supporters of different teams engage in a passionate rivalry but join together to support the national team whenever it plays.

Excerpt taken from *Rio de Janeiro* by Simon Scoones—Global Cities Series

Warm-up exercise: Ask students to tell you what else comes to mind whenever they hear the words Rio de Janeiro or Brazil. **(10–15 minute discussion)**

Explain to the students that with the assistance of the school's librarian, this class will help them to uncover other important aspects of Brazilian society by focusing on Rio de Janeiro as one of the 12 global cities that students will study as part of their larger upcoming project on the World Cup 2018.

Essential Questions:

1. What are the challenges and opportunities available to those living in an urban world?
2. What is the history of Rio, and how does it inform the present?
3. Who are the people of Rio? What are their individual and collective stories and backgrounds?
4. What is it like to live in a major city as compared with the rural areas of Brazil?
5. What impact does Rio's economy have on its people?
6. How is Rio managed as a city? How are societal issues such as gangs, drugs and favelas affecting the lives of most *cariocas* (residents of Rio)?
7. What are the major modes of transportation in Rio?
8. What is the role of culture, leisure and tourism?
9. What is the role of the environment in Rio?
10. What does the future hold for Rio?

Days Eleven and Twelve (100 minutes)

Activity One—Either the teacher or librarian should use a projector to share with students the BCIS (Basic Content Information Sheets, attached). Explain to them that as a group we are going to answer all of the essential questions using the *Rio de Janeiro* book, Global Cities series (excerpt available for download from this Web site:

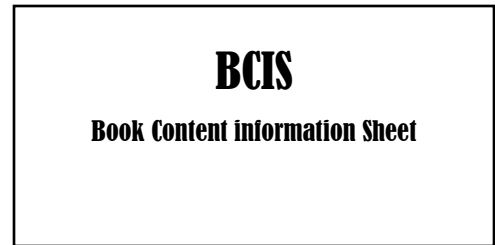
<http://lanic.utexas.edu/project/etext/llilas/outreach/brazil10/>). This is a way to model what they will do for their research into the remaining eleven cities. The Global Cities series includes Cape Town, London, Mexico City, New York, Berlin, Los Angeles, Beijing, Sydney, Istanbul and Mumbai.

Note: Many thanks to to Barbara Etchingham, Librarian, and Jennifer Nabers, 7th grade English teacher, for creating and designing the BCIS.

BCIS—Government of _____ Sheet

Name _____ Block _____

Date _____



Book Title:
Author:
Publisher:
Place of Publication:
Copyright date:

Using **ALL** parts of the book (table of contents, chapter headings and subheadings, maps, photos and captions, boxed-out information, charts, index), find and take notes on the following information. Your notes may be bullet points, but they must contain substantial information. Remember, you are looking to promote your city as a place worthy of hosting a major international event, so your notes should focus on the information you'll need to convince FIFA that now is the time for your city to do so!

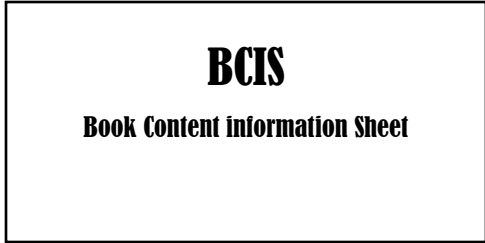
Start with the *Living in an Urban World* section of your book:

Government/Management of the city:

BCIS—Living in _____ Sheet

Name _____ Block _____

Date _____



Book Title:
Author:
Publisher:
Place of Publication:
Copyright date:

You are assigned specific sections of the book to read. You will write notes on your assigned sections in the space provided.

Remember to use the table of contents and index of the book. Your sections will have chapter headings and subheadings, maps, photos and captions, boxed-out information, a glossary, and charts. You will need to look at these carefully.

Your notes may be bullet points or full sentences, as long as you give substantial information.

Remember, you are promoting your city as a host of the World Cup, a major international event. Focus on the information you'll need to convince FIFA that your city should be the host city!

Read the *Living in an Urban World* section of your book first.

All global cities have challenges and opportunities. List them:

What are the challenges and opportunities in your global city? List them:

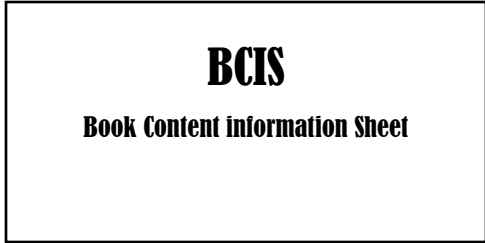
Based on *Living in the City*, what information about the city will be useful in promoting it?

Describe the culture (people, food, religion, languages) of your city:

BCIS—Management of _____

Name _____ Block _____

Date _____



Book Title:
Author:
Publisher:
Place of Publication:
Copyright date:

You are assigned specific sections of the book to read. You will write notes on your assigned sections in the space provided.

Remember to use the table of contents and index of the book. Your sections will have chapter headings and subheadings, maps, photos and captions, boxed-out information, a glossary, and charts. You will need to look at these carefully.

Your notes may be bullet points or full sentences, as long as you give substantial information.

Remember, you are promoting your city as a host of the World Cup, a major international event. Focus on the information you'll need to convince FIFA that your city should be the host city!

Read the *Living in an Urban World* section of your book first.

All global cities have challenges and opportunities. List them:

Tourism and transportation: Aside from the World Cup itself, what can people do and see when they visit? How will they get around the city?

Read the last section about your city of tomorrow. This will give you an idea of how your city is facing the future.

List five facts about the economy of this city:

Days Thirteen–Fifteen (150 minutes): Global Cities Library Research

Activity One—Divide the students into pairs and assign them to use the BCIS handouts to complete research on one of the following global cities as the possible destination for the FIFA World Cup 2018: Cape Town, London, Mexico City, New York, Berlin, Los Angeles, Beijing, Sydney, Istanbul and Mumbai.

1. Have students complete the *BCIS-Government* sheet together since it guides them through how to read a non-fiction book.
2. Have one student complete *BCIS-Living in the City* sheet alone.
3. Have the other student complete the *BCIS-Management* alone.
4. Using a modified jig-saw method, have students combine their findings into one document which will answer the following essential questions:
 1. What are the challenges and opportunities available to those living in an urban world?
 2. What is the history of your city and how does it inform the present?
 3. Who are the people of your particular city? What are their individual and collective stories and backgrounds?
 4. What is it like to live in a major city as compared with the rural areas near your city?
 5. What impact does your city’s economy have on its people?
 6. How is your city managed? How are societal issues such as gangs and drugs affecting your city?
 7. What are the major modes of transportation available in your city?
 8. What is the role of culture, leisure and tourism in your city?
 9. What is the role of the environment in your city?
 10. What does the future hold for your city?

Homework Assignment: Read the article “Brazil World Cup in disarray as construction falls way behind schedule”

<http://www.guardian.co.uk/sport/blog/2010/jul/13/brazil-world-cup-2014-delays>

Days Sixteen–Twenty: The Road to the World Cup 2018 (250 minutes)

Day Sixteen and Seventeen(100 minutes)

Opening Activity: Hand out the rubrics for the FIFA World Cup 2018 project (attached).

Name:

Block:

Soccer and Globalization Project Rubric

Overview: The goal of this project is to use soccer as a lens by which to better understand how connected we are globally. The readings you have done have focused on the football revolution in Iran as an example of how the sport has been used as a “powder keg” to fuel a revolution focused on the unfair treatment of women in Iran. In addition, by reading sections of *How Soccer Explains the World: An Unlikely Theory of Globalization*, you have been exposed to Franklin Foer’s interesting theories about soccer’s profound impact on the development of many cultures outside the United States. The **FIFA World Cup 2018** will be an important symbol: the host country’s hopes, dreams and aspirations will be proudly on display for a brief, shining moment. Working in pairs, I would like for you to understand better the economic, political, social and cultural impact of this event by creating a bid on behalf of 11 pre-selected global cities. Finally, you will present your final bid, which includes a speech, a presentation, and a sample of your city’s culture (such as music, food, religion and language). The final presentations will be presented to the World Cup Congress. Good Luck!

1. Book Content Information Sheet (BCIS) (30 pts) _____

2. Preparation for World Cup—(Makeover Your City Essay) Due _____

Content

- Typed, Double-spaced (5 pts) _____
- Use of 12 font (5 pts) _____
- Mechanics (punctuation, proper capitalization and spelling) (5 pts) _____
- Staying on Task During Class (15 pts) _____
- **TOTAL (out of 30 pts)** _____

3. Draft of FIFA World Cup Bid (Speeches) (20 pts) Due _____

4. Final Draft of Speeches Due _____

5. Final Presentations (20 pts) Due _____

6. Final Presentation Due in class in front of FIFA World Congress on _____

Presentation Components

- Speech (20 pts) _____
- Visual Aids—PowerPoint or Posterboard (20 pts) _____
- Sample of City’s Culture (food, music, religion, language) (20pts) _____
- **TOTAL (out of 60 pts)** _____

Grand Total (out of 160 pts) _____

Days Eighteen–Twenty (150 minutes)

Final Activity—FIFA World Cup Congress 2018—During a three-day period, students will work with their partners to examine the challenges they will face as the host city for the FIFA 2018 World Cup. Students are required to write an essay whereby they outline these challenges (such as Rio’s issues with gangs, *favelas* and an inefficient city government). Students need to do a “makeover” of their city to be handed in prior to the final presentation. This is an important exercise in which students will anticipate some of the concerns and issues that might be brought up by the FIFA Congress. It is important that students follow the tone set by Obama when he made an Olympic bid on behalf of Chicago. The speech highlights only the positive aspects of Chicago as a thriving educational, cultural city whose residents are rabid sports fans who will welcome international fans with open arms.

Step One: Share the “city makeover” essay with the judges prior to the World Cup Congress. This will allow the judges to have an opportunity to ask pointed questions about the challenges faced and solutions offered by each city/country as the host of the 2018 World Cup.

Step Two: Inform the judges that in the interest of consistency and fairness, participation as a judge in the FIFA World Cup Congress will require their commitment over a two-day period to the exact same classes/blocks.

Step Three: Pre-load as many PowerPoints as possible on the desk top in advance for the judges. In addition, I have found it extremely helpful to select at least one judge from the IT department in case of an emergency.

Step Four: Make the students aware of the line-up in advance. Collect the scoring sheets immediately after the class. Tally the scores, and announce the winners from each class and/or block.

Class/Period: _____

**World Cup Congress 2018
Judges Scoring Sheet**

Please grade each of the following categories:

Content Knowledge (1–10 pts)

Visual Aids: PowerPoint, Prezi, Imovie, or posterboard (1–5pts)

Sample of Culture: food, music, religion, language, etc. (1–5pts)

Eye contact, elocution and overall organization (1–10pts)

1. **Cape Town.** Team: _____ Total Points: _____
2. **Mexico City.** Team: _____ Total Points: _____
3. **Istanbul.** Team: _____ Total Points: _____
4. **Mumbai.** Team: _____ Total Points: _____
5. **Rio de Janeiro.** Team: _____ Total Points: _____
6. **London.** Team: _____ Total Points: _____
7. **Beijing.** Team: _____ Total Points: _____
8. **Sydney.** Team: _____ Total Points: _____
9. **Berlin.** Team: _____ Total Points: _____
10. **Tokyo.** Team: _____ Total Points: _____