



# CULTURE GUIDE PORTUGAL

SERIES 1  
PRIMARY (K-6)



DAVID M.  
KENNEDY CENTER

FOR INTERNATIONAL STUDIES



# PORTUGAL CULTUREGUIDE

This unit is published by the International Outreach Program of the David M. Kennedy Center for International Studies at Brigham Young University as part of an effort to foster open cultural exchange within the educational community and to promote increased global understanding by providing meaningful cultural education tools.

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# WHY STUDY CULTURES?

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For most of us, cultures are misunderstood; they are nebulous, vague, and hidden. Like the famous iceberg analogy, we know that most of what a culture is cannot be seen. But what does that mean? And why, then, should we study cultures if we do not know what we're studying in the first place?

In the late twentieth century, Brigham Young University did not embrace a new discipline, but rather a new area of study—the study of cultures. Typically, anthropology is the social science that studies cultures. Why should they have all the fun? The study of cultures unites other academic disciplines (as needed), drawing upon literature, political science, sociology, and even the more applied areas of nursing, social work, law, and business. The study of cultures has grown into nothing short of a revolt against disciplines, “a mode of inquiry” that looks at things in new ways.<sup>1</sup>

In 1982, the David M. Kennedy Center for International Studies established International Outreach as a formal program to help build bridges of intercultural understanding. Since then, more than 10,000 *gratis* cultural presentations have been given to local area public schools, taking students to new places using language, multimedia, and imagination. *CultureGuides* derive from the same expertise that has been honed in classrooms—with the exciting exception that these intercultural learning tools are not geographically bound. Thanks to the Internet, accessible multimedia technology, and our trusty eMAC's, a limitless audience can learn about different cultures.

Globalization, the driving paradigm of the post-Cold War world, means that now, more than ever, culture matters. Culture is the invisible context that may keep us from understanding important people, places, and ideas; it exists whether or not we think about it. Intercultural education can help us, not only as an intellectual exercise, but also in very practical ways to combat racism, to expand business, and to communicate effectively.

*CultureGuides* share the same aim as Edward T. Hall, the eminent cultural scholar, to try to “make culture real.”<sup>2</sup> Even though our “student guides” are not present in every classroom, we hope that *CultureGuides* will make classrooms of the mind and cultural laboratories wherever you may reside.

<sup>1</sup> Ziauddin Sardar and Borin Van Loon. *Introducing Cultural Studies*, Totem Books, New York: 1998.

<sup>2</sup> *The Edge: The E-Journal of Intercultural Relations*, Summer 1998, Vol. 1(3) Posted 10/11/98, <http://interculturalrelations.com/v1i3Summer1998/sum98sorrellshall.htm>.

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# TRADITIONS

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## THE CELEBRATION OF ST. JOHN

Each year on 24 June, the people of Porto, Portugal and its surrounding regions flood the streets of downtown to celebrate their patron saint, Saint John. The festivities begin early in the afternoon and last well into the night as they celebrate by dancing, listening to music, eating traditional foods, bopping each other on the head with large inflatable hammers, and launching hot air balloons made from tissue paper into the night sky. Through this annual celebration, the people of Porto renew their love for life and strengthen their ties to their community and to the Catholic church.



### Starting Points

1. Display a picture of John the Baptist and ask the students what importance a religious figure like John the Baptist could have in the culture of Portugal. Compare Saint John to a local historical figure (Saint Patrick, George Washington, etc.).
2. Explain the importance of Roman Catholic beliefs in the Portuguese culture. Also, explain the idea of a patron saint watching over a city and how certain days of the year are set aside to celebrate each individual saint.
3. Discuss various ways of how we celebrate the following in America:
  - a. Tradition
  - b. Religion
  - c. Government
  - d. Community
  - e. Family



### Information

#### Religion in Portugal

Portugal has a long history of devotion to the Catholic church. Because the Portuguese lived under a dictatorship from 1932 until 1974, everyone was required to be Catholic, as freedom of religion was absent. The Portuguese people participated in the Inquisition to rid their nation of unbelievers, as did their neighbors in Spain. Furthermore, one of the most holy sites in all of Europe, *Fátima*, is located within the borders of Portugal. This is where the Virgin Mary is believed to have visited three shepherd children.

The Catholic church is a symbol of solidarity for most Portuguese people. While the government, attitudes, and traditions of Portugal have changed throughout the years, the church has remained constant and has played a fundamental role in the lives of the Portuguese. The Portuguese are born Catholic. They regularly attend church,

funerals, weddings, and baptisms; and they follow the Ten Commandments the best they can. Many of their traditions and celebrations have roots in Catholic customs.

### **Patron Saints**

One such custom deals with the historical figures selected to be patron saints. There are several reasons for a person to be awarded sainthood, and there are many saints. The Catholic religion recognizes a number of apostles or disciples of Jesus Christ as patron saints, including Saint John, Saint Matthew, Saint Mark, and Saint Mary. In addition, others are chosen as patron saints because they performed miraculous works during their lives. Saint Sebastian was killed for his beliefs, and according to legend Saint Anthony the Roman (who is recognized by the Roman Orthodox church) fled from persecution to a rock on a lone island, where he lived in fasting and prayer for over a year until a storm tore the rock off of the island and carried Anothony to safety in Russia. Similar to guardian angels, patron saints are to watch over the worshippers who decide to affiliate themselves with that particular saint. Some saints are also patrons to people in certain professions.

Every saint has a specified day each year on which they are to be celebrated. On this day, those who have associated themselves with the particular saint have a feast and celebration to show their gratitude for and acknowledgement of all the saint has done for them throughout the year.

In Portugal, each city, town, and village is assigned a certain patron saint to pay tribute to and honor. Each community has a celebration for their saint on the designated feast day. However, as the communities have grown closer together, many of the smaller communities have added the celebration of the larger city as part of their own tradition as well. Two of the largest celebrations are the celebration of Saint Anthony in Lisbon and that of Saint John the Baptist in Porto.

### **The Celebration**

The word “feast” in English actually shares roots with the word *festa*, or party, in the Portuguese language. Needless to say, the Portuguese know how to party. While Saint John is special to the citizens of Porto as their own patron saint, most cities of Portugal join in on the celebration of Saint John’s Day. The people of Porto begin celebrations for Saint John early in the day. The young men and boys of the neighborhoods gather firewood and arrange it to resemble a large tepee either on the street or a vacant lot; the women begin preparing the traditional dish of grilled sardines and green peppers, as well as desserts of all varieties; and the children play noisily in the streets. By five o’clock, everyone sits down to eat with either family members, close relatives, or neighbors. Everyone enjoys each other’s company as they eat the fresh sardines with pleasure. As the sun sets, the piles of firewood are lit, and everyone enjoys the warmth of the bonfire. As night falls and the fire dies, the number of activities only increases. The teenagers and young adults usually head to downtown Porto, where the streets are filled with people and are blocked off to automobiles. People, young and old, stroll through the streets listening to both music from the latest top forty list and *Fado*—traditional Portuguese music played by live musicians—which helps narrow the gap between the old and younger generations of Portugal.

While walking through the streets, they are also allowed, only on this night, to bop anyone (including complete strangers) on the head with large inflatable hammers. These plastic inflatables are merely a modern innovation used in lieu of the former, traditional scepter of choice—leeks.

In each neighborhood, children make hot air balloons using tissue paper. A lighted candle attached to the bottom provides a constant heat source so that the balloons continue to rise. However, the candle eventually lights the tissue paper on fire, and the colored balloons go up in flames and plummet to the earth. Additionally, the Portuguese also use firecrackers as part of the celebration.

Usually around one or two o'clock in the morning the bonfire finally dies down, and lovers like to jump over the small fire together. A successful jump made in unison indicates that they will marry each other in the near future. Bystanders laugh as couples brave the flames and tease those who wait until only embers are left. At that point, little children who have been able to stay awake join in the tradition and jump over the fire with a playmate—only under adult supervision, of course.

The party finally ends early in the morning as weary people return home to their beds. While it may appear to outsiders that this celebration is merely an excuse to throw a huge party, build fires, and eat good food with friends and family, the celebration of Saint John also gives the citizens of Porto an additional opportunity to celebrate their faith in their religion and their membership in the community.



### Activities

1. As a class or in small groups, have students construct hot air balloons from tissue paper (see **Traditions Visual 1**).
2. Have a classroom party to celebrate Saint John's Day.
3. Learn a Portuguese folk song with the students (see **Traditions Visual 2**).
4. Ask the students to describe some favorite traditions of their family.
5. Have students complete the "Scrambled Words" activity sheet (see **Traditions Visual 3**).



### Discussion Questions

1. What celebrations do we have for saints in America?
2. What is the largest celebration in your city?
3. Why do you think we celebrate religious holidays?
4. What do you think a person must do to become a patron saint?

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# FOLKLORE & LANGUAGE

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## THE BARCELOS COCK

The image of a black, red, yellow, and green rooster shows up everywhere in Portugal—souvenir shops, living rooms, and even on the covers of Portuguese tour books. This rooster is known as the Barcelos Cock, and because of the major role it plays in a traditional Portuguese legend. It has become a national symbol of Portugal. The story is well-known among the Portuguese and reinforces the faith that most Portuguese have in their religion. The cock also symbolizes Portuguese pride, which permeates throughout the country's culture in every way.



### Starting Points

1. Bring in a teacher from another classroom. Tell the students that the teacher has been accused of stealing something and have the teacher defend him or herself before the class. Have the class decide whether the teacher is guilty or innocent. Ask the students how they know whether the teacher is telling the truth or not. Discuss the complications of knowing the truth and judging fairly. Explain to the class that a famous Portuguese legend started because an innocent man was accused of stealing and sentenced to death.
2. Explain the importance of a rooster in Christian beliefs and traditions. Present a picture of a traditional Barcelos Cock (see **Folklore & Language Visual 1**). Then ask the students to think of all the reasons why the Barcelos Cock could be important in Portuguese culture.
3. Write the following statements on the board:
  - a. The rooster is a Christian symbol.
  - b. The rooster reinforces Catholic teachings and traditions.
  - c. The colors of the rooster reflect Portuguese society.



### Information

#### Background

The Barcelos Cock is one of the most recognized symbols of Portugal. It is displayed on letterheads, at tourism offices, and in souvenir stores. Representations of the cock can be made from clay, wood, plastic, or ceramic; and at least one is found in most Portuguese homes.

#### The Legend

A religious pilgrim was on his way to Santiago de Compostela to pray to Saint James. During his travels he was accused of theft and arrested. Despite his honesty, he was unable to offer a satisfactory defense, and the judge sentenced him to die by hanging the next evening. During the night, he appealed in prayer to the Blessed



Virgin Mary and to St. James, his patron, to protect him. The next day he asked his jailers if he could see the judge for one last request. He was brought to the dining hall of the judge who had just been served a roasted rooster.

The prisoner declared his innocence before the judge once more and asked for mercy. When it was denied, the innocent man declared that as proof of his innocence, the rooster would rise up and crow. All in attendance laughed, and the judge dismissed the man at once. The guards took him to the gallows in the town square, and the judge and his guests resumed their meal. However, none partook of the rooster. Just as the noose was placed around the innocent man's neck, the rooster came to life and crowed. The judge sent a messenger to save the innocent man from death, and the pilgrim's life was preserved.

### **History and Significance of the Legend**

The legend of the cock, like most legends, can be traced to similar traditions and stories in other cultures. The rooster is significant to Christian beliefs because a rooster crowed on the morning following Christ's crucifixion, after Peter had denied that he knew him three times. In Portugal, the legend grew closer to Portuguese culture by incorporating local names, places, and traditions. In this way, society not only influenced the legend, but the legend also gained influence in society.

The story reflects the Catholic heritage of Portuguese society by confirming certain principles of belief. First, it reinforces faith in the Virgin Mary to save, as the pilgrim prayed to Mary for help. The rooster parallels the resurrection of Jesus Christ; just as the rooster came back to life to save the life of an innocent man, Christians also believe that Jesus Christ rose from the dead to save mankind. Additionally, the story illustrates that honesty and justice will eventually triumph, even when the government may judge incorrectly or all evidence indicates otherwise.

### **The Rooster in Portuguese Culture**

The rooster is also significant in many cultures as a symbol of constancy. Every morning the rooster crows to recognize the start of a new day. Because the rooster has performed this duty so faithfully for much of history, laborers relied on the rooster's crow as their alarm clock. Moreover, the rooster is still portrayed in cartoons for kids as rising with the sun to perform his duty. In addition to constancy, the rooster also represents watchfulness and vigilance—attributes highly valued by the Portuguese people. The Portuguese convey the importance of these qualities by adopting the rooster as a symbol of their national pride. Each morning, they wake up and celebrate a new day to work and live.

The vibrant design of the rooster is also an important reflection on Portuguese culture and society. Model roosters are traditionally made from clay, which comes from the earth and can be molded into the desired shape. When the shape is achieved, the clay is fired in a kiln to solidify it, which symbolizes the Portuguese people starting work as farmers, progressing to become navigators, sailors, soldiers, explorers, monks, and scholars, and eventually, becoming stronger and more unified through shared hardships and trials.

The main color of the rooster is black. The color black is most often associated with death or grief; however, it is also a symbol of power and sophistication, as seen throughout history and in our times. For example, a black horse normally appears more powerful than a white one; when dignitaries and celebrities wish to show their power, they travel in black luxury vehicles; and black formal attire also indicates sophistication and class. The Portuguese have a rich history as a powerful and extremely advanced nation, especially at their height in the sixteenth century.

When looking at the rooster, the eye is immediately drawn to the hearts on the wings and tail. The hearts, as in many other cultures, signify love and romance—both of which are extremely important to Portuguese society. The colorful design that creates a border of yellow and red along the tail and wings shows the rich diversity of the Portuguese people inside a single solid nation. Portuguese citizens are not only descendants of Romans, Visigoths, and Moors, but also, many immigrants from the New World, Southern Africa, and Asia traveled to Portugal during the colonial expansion era of the fifteenth and sixteenth centuries— creating even more diversity within Portugal.



### Activities

1. Provide outlines of the Barcelos Cock for the students to color (**see Folklore & Language Visual 2**).
2. Ask the students to write a one-act play version of the legend and perform it as a class. You may have the students write it collectively or individually and then choose which play or plays you want the students to perform.
3. Have each student write a story about a certain animal that somehow saves lives.
4. Assign the students to write a newspaper article that tells the story of the legend of the pilgrim and the rooster.



### Discussion Questions

1. Why didn't anyone at the dinner table eat the rooster? Would you have eaten it?
2. Do you think this is a true story? Why? Which parts could be true and not true?
3. What stories or legends are there in American folklore of animals saving people's lives?
4. What are some of America's symbols? What makes these symbols American?

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# FOOD

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## BACALHAU

If Portugal had a national food, its people would undoubtedly choose the salted codfish. They would likely have a more difficult time agreeing on how to prepare it. As the Portuguese proudly say, there are as many ways to prepare codfish as there are days in a year. Even though codfish comes from the North European seas, it is a main part of the Portuguese diet, and it reflects their heritage, lifestyle, and diversity.



### Starting Points

1. Begin by having the students describe their favorite foods. This will most likely show that most of the students like the same kinds of food, but they may be prepared in different ways. Also, ask the students how they like to eat their chicken. This will demonstrate that Americans eat chicken in many different ways, similar to how the Portuguese eat cod in a variety of ways.
2. Tell the students that compared to its total area, Portugal has a long coastline. Ask them to think of the life of a fisherman who lives months on a ship. Ask the students to guess what kind of food he eats and whether that kind of diet affects his personality and way of thinking.
3. Discuss how the food we eat can be affected by the following items. Also discuss adaptations that can be made to food as one of the items changes.
  - a. Heritage
  - b. Profession
  - c. Income
  - d. Religion
  - e. Geography



### Information

#### Seafood

Bordered by oceans on two sides, Portugal has always had a connection to the sea. Portugal's location has allowed the people to trade not only with the Mediterranean countries, but also with those in the North, such as England, Norway, and Finland. Since Portugal's only border is with Spain, trade with other countries made sea travel necessary. This close proximity to the ocean made the Portuguese people exceptional sailors and lovers of all types of seafood. They enjoy crab, shrimp, octopus, and scallops. In supermarkets, the fish section is filled with seacreatures of various sizes and colors. In coastal communities, one can find women carrying on their heads baskets that contain freshly-caught fish. However, if the people had to choose just one type of fish to eat for the rest of their lives, most would probably choose codfish.

## Codfish

The codfish, known also by its scientific name, *Gadus morrhua*, comes from the sea north of the Arctic Circle. The Norwegians first began fishing cod and still provide most of the cod to Portugal. However, many years ago, Portugal adopted dried and salted cod as a traditional national dish.

In the fifteenth century, Portugal began its colonial expansion into Africa, Asia, Oceania, and the New World. On long voyages, the sailors could only eat what could be preserved, and for many years that meant cured pork. However, they soon discovered that codfish contained very few bones, had thin skin, and could be salt-dried for preservation. Since the diet of the sailors had been limited to dried and smoked pork products, the salt-dried cod was a refreshing addition to their usual diet. Historically, salt-dried cod was considered a poor man's food, and for many years, codfish remained a seaman's meal. However, when Portugal lost its fortune, being poor became the norm of society, and codfish became part of the average Portuguese diet. Even though Norway still provides a large part of the codfish to the world market, there are now firms that buy frozen, unprocessed cod and dry it locally in Portugal. The economic situation of the Portuguese has improved, and codfish has become more expensive to produce, but the people of Portugal still consume it with the same zeal and pleasure.

The consumption of codfish in Portugal shows an interesting aspect of the Portuguese culture. The different methods of preparation arose from differences in each community's lifestyle and customs. While each community may prepare the codfish in a different manner, they are still united by a common food.

## Celebrations

Although there are many recipes for preparing cod throughout the country, everyone prepares cod the same way during one special event—Christmas. At Christmas, instead of buying a Christmas goose or honey-baked ham, the Portuguese buy strips of dried codfish. The fish are stacked like boards in the aisles of the stores, and once the buyer has made a choice, an attendant cuts the pieces off and weighs them for purchase. Once home, the strips of fish soak for about seventy-two hours to return to their normal consistency. They are then boiled with cabbage and potatoes and placed on the dinner table. From there, the fish is served smothered in olive oil and vinegar and seasoned with white pepper and garlic (see **Food Visual 1**).

## Recipe for Christmas Codfish

### You will need:

2 ½ lbs salt dried codfish	olive oil
1 head cabbage	white wine vinegar
8–10 medium potatoes	white pepper
8 hard-boiled eggs	
2 cloves garlic	



### Preparation

1. Take the codfish and put it in a container of water for twelve to eighteen hours, changing the water at least three times.
2. Place washed potatoes in a pot of water and bring to a boil. Reduce heat and allow to simmer for ten to fifteen minutes or until potatoes are soft.
3. While potatoes are boiling, quarter the cabbage and remove the stem. Place the cabbage in a large pot of water and slowly bring to a boil.
4. When potatoes are soft, remove from heat and peel while still warm.
5. When the cabbage water begins to boil, add the codfish to the pot one piece at a time. Let it cook for five to ten minutes.
6. Add peeled potatoes and let it cook for a few more minutes. Remove pot from heat.
7. Remove ingredients from water, placing the fish in one dish, cabbage in another, and potatoes in a third.
8. Serve while still hot on a plate with two cloves of minced garlic, white pepper, olive oil, and vinegar (these ingredients make a sauce that should cover the plate). Add hard-boiled eggs to plate.

Codfish is served on many special occasions, as well as for ordinary day-to-day meals. It serves as a unifier of the nation and an important part of Portuguese history and culture.



### Activities

1. Draw a picture of your favorite food and tell the class about it. Explain why it is your favorite and if there are any special traditions or customs associated with it. Then ask the students to do the same and share it with the class.
2. As a class try to come up with 365 ways of preparing a food (*i.e.*, rice, pasta, chicken, or hamburger).
3. Put together a class cookbook of certain kinds of food.
4. Cook codfish together as a class.
5. Using the provided handout, have the class play “A Wacky Word Story,” a game similar to Mad Libs (see **Food Visual 2**).



### Discussion Questions

1. What should be the national food of America? Explain.
2. What could you take with you to eat on a long ocean voyage?
3. What kinds of food do we eat that used to be what poor people ate?
4. How do we preserve food today?

# CROSS-CULTURAL CONTRIBUTIONS

## NAVIGATION AND MAPMAKING

Throughout the world, Portugal is known for its credible navigation skills and mapmaking techniques. Portugal borders the Atlantic Ocean, thus the Portuguesees were forced to sail across the seas to trade with other countries, which helped them develop precise navigation skills. As a result, during the fifteenth and sixteenth centuries, sailors from all over Europe traveled to Portugal to learn how to navigate the oceans. This time became known as Portugal's "Golden Age." If a ship's crew did not have a Portuguese navigator, they at least had Portuguese maps to guide them. Through perfecting the science of navigation, Portugal contributed not only to the discovery of two-thirds of the world for Europe, but also to the discovery of the New World.



### Starting Points

1. Ask the students to close their eyes and imagine being alone in a boat in the middle of the ocean. Ask the students how they would get home without getting lost.
2. Share with the students the names of several Portuguese explorers and what their major accomplishments were. Some of these might include Magellan, Pedro Cabral, Vasco da Gama, or the Italian-born Christopher Columbus (**see Cross-cultural Contributions Visual 1**).
3. Write the following statements on the board:
  - a. While forms of navigating were known all over Europe, Portugal perfected the science.
  - b. The accomplishments of Portuguese explorers were key factors in several important discoveries.
  - c. The dependence of Portugal upon the sea is apparent in Portuguese society.



### Information

#### Navigators

Born in 1394, Prince Henry, the third son of King John I of Portugal, had a powerful influence on the history of Portugal, and the world. He became known as Henry the Navigator when he established the first school of navigation in Europe. He built an observatory and studied the stars to perfect the science of navigation. Under his tutelage, Portugal became a center for sailing. Henry designed the *caravel*, a vessel used by sailors in the Atlantic (**see Cross-cultural Contributions Visual 2**), but his greatest accomplishment was teaching others how to sail and navigate. In that era, if a ship did not have a Portuguese navigator aboard, it at least had access to a Portuguese map.

While Henry himself made no voyages beyond Morocco, he was instrumental in training many other great sailors and instigating Portugal's so-called Golden Age. Before Henry's death, Portuguese sailors whom Henry had trained discovered the islands of Madeira, the Azores, and had sailed as far south as Cape Verde. Even after Henry's death, sailors continued to be trained at the school that he established to train sailors in navigation. In 1488, a Portuguese sailor, Bartolomeu Dias, was the first to travel around the southern tip of Africa, and a colleague, Vasco da Gama, was the first to reach India by sea in 1497. In 1492, Columbus discovered the New World. What is less well known about Christopher Columbus, who sailed under the Spanish flag, is that he was trained in navigation at the school established by Prince Henry, and he also married a Portuguese woman. In 1500, Pedro Alavares Cabral discovered and claimed Brazil as a Portuguese colony. In 1513, Portuguese navigator Fernando de Magalhaes, known to us as Ferdinand Magellan, sailing under the Spanish flag, became the first European to sail on the Pacific Ocean by rounding the southern tip of South America. He died on that trip, but his crew was the first to sail around the world.

### **Navigation**

As a result of the aforementioned voyages and explorations, trade routes were established across the seas, helping to increase trade among Europe, Africa, India, Asia, Arabia, and North and South America. This increase in international contact facilitated the cross-cultural exchange of goods, culture, music, and lifestyle. Portugal also established colonies throughout the world. Both the Cape Verde Islands of western Africa and the nations of Angola and Mozambique in southern Africa were established by Portuguese traders and merchants. Because the government of China ceded the island of Macau to the Portuguese to use as a trade port, Chinese law forbade foreigners to enter the mainland; this was similar to England's arrangement with Hong Kong.

The most well-known Portuguese colony is Brazil. It is the largest country of South America and the fifth largest country in the world. More people speak Portuguese than Spanish in South America. Brazil is also home to São Paulo, one of the largest cities in the world.

With their affinity to conquer the sea and discover new lands, the Portuguese explorers enabled trade and communication between the continents of the earth. Their monks and priests not only spread European culture to foreign lands, but they served as historians, biologists, and linguists in these new lands, which helped the Portuguese people to learn about new and different societies. Because Portugal has assisted in the establishment of various trade routes, citizens of the world have become more united and aware of other cultures—since people today can travel more easily and comfortable. Portugal has made a significant contribution in organizing a global culture; however, there is still much exploration of cultures that can be done.



## Activities

1. Ask the students to draw a map of their neighborhood.
2. Teach the students how to use a compass.
3. Ask the students to pretend that they are reporters from the fifteenth and sixteenth centuries. Have them write newspaper articles about an exploration (rounding the Cape of Good Hope, arriving in India, arriving in the Americas, or reaching the west coast of South America).



4. As a class, build boats out of popsicle sticks, milk cartons, or any other materials (see **Cross-cultural Contributions Visual 3**). Sail the boats in a stream, pool, or pond .

## Discussion Questions

1. What would it be like to discover a new land?
2. How would you communicate with people who speak a language you've never heard before?
3. Among some of the great explorers you read about, who would you like to work for? Why?
4. What would be the hardest part about leaving on an exploration voyage?



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# FACTS ABOUT PORTUGAL

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**Official Name:** Republic of Portugal

**Capital:** Lisbon

**Government Type:** parliamentary democracy

**Area:** Total: 92,391 sq km; land: 91,951 sq km (includes Azores and Madeira Islands); water: 440 sq km

**Land Boundaries:** Spain 1,214 km

**Climate:** maritime temperate; cool and rainy in north, warmer and drier in south

**Lowest Point:** Atlantic Ocean 0 m

**Highest Point:** Ponta do Pico on Ilha do Pico in the Azores 2,351 m

**Natural Resources:** fish, forests (cork), iron ore, copper, zinc, tin, tungsten, silver, gold, uranium, marble, clay, gypsum, salt, arable land, hydropower

**Natural Hazards:** Azores subject to severe earthquakes

**Population:** 10,524,145 (July 2004 est.)

**Ethnic Groups:** homogeneous Mediterranean stock; citizens of black African descent who immigrated to mainland during decolonization number less than 100,000; since 1990 East Europeans have entered Portugal

**Religions:** Roman Catholic, Protestant

**Languages:** Portuguese (official), Mirandese (official - but locally used)

**GDP Per Capita:** purchasing power parity \$18,000 (2003 est.)

**GDP Composition By Sector:** agriculture 3.7%, industry 29.3%, services 67% (2002)

**Labor Force:** 5.1 million (2000)

**Unemployment Rate:** 6% (2003 est.)

**Industries:** textiles and footwear, wood pulp, paper, and cork; metalworking; oil refining; chemicals; fish canning; wine; tourism

**Agricultural Products:** grain, potatoes, olives, grapes, sheep, cattle, goats, poultry, beef, dairy products

**Exports:** \$31.13 billion (f.o.b. 2003 est); clothing and footwear, machinery, chemicals, cork and paper products, hides

**Imports:** \$43.73 billion (f.o.b. 2003 est); machinery and transport equipment, chemicals, petroleum, textiles, agricultural products

**Trade Partners:** Spain, Germany, France, Italy, United Kingdom, Netherlands

**Currency:** euro (EUR)

**Exchange Rate:** 0.89 euros = \$1 U.S. (2003)

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# HISTORY AND HOLIDAYS

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## TIME LINE

- 1139** Afonso Henriques declares Portuguese independence from the Spanish kingdoms of Castile and León, takes the title Afonso I, and becomes the first king of Portugal
- 1179** The Pope recognizes Portugal as an independent nation
- 1249** Afonso III expels the last of the Moors from southern Portugal; present-day borders are established; the capital is established in Lisbon
- 1290** The first university is established in Lisbon and is later moved to Coimbra
- 1383–1385** War between Spain and Portugal breaks out because Spain claims the throne of Portugal; Portugal wins and John de Avis is crowned king, becoming John I, and beginning the dynasty of Avis
- 1418** Prince Henry, the third son of John I, establishes the first European school of navigation in southern Portugal
- 1420** Portuguese navigators discover the islands of Madeira
- 1427** The Azores are discovered
- 1434** Gil Eanes passes Cape Bojador of Africa, allowing sailors to travel to southern Africa
- 1488** Bartolomeu Dias rounds the Cape of Good Hope, reaching the eastern coast of Africa
- 1492** Portuguese-trained navigator Christopher Columbus discovers the New World for Spain
- 1494** The Treaty of Tordesillas is signed by Spain and Portugal; a dividing line running north to south through the eastern bulge of South America gives Spain the right to all lands west of the line, and Portugal all lands east of the line
- 1498** Vasco de Gama reaches India and establishes maritime route to the East
- 1500** Pedro Alvares Cabral discovers Brazil and claims it for Portugal
- 1578** King Sebastian dies in a battle against Morocco without leaving an heir to the throne
- 1580** King Phillip II of Spain becomes King Phillip I of Portugal, beginning what is known as the “Sixty Years of Captivity”
- 1640** After a few failed attempts to revolt against Spain, the Portuguese are finally successful; John, the Duke of Bragança, becomes John IV of Portugal and begins the dynasty of Bragança
- 1755** The great earthquake of Lisbon destroys much of the city
- 1762** The Seven Years War begins as a defense against Spanish invasion; Portugal is successful
- 1777** Portugal sides with England against France
- 1807** Threatened by Napoleonic invasion, the royal court evacuates to Brazil

- 1811** The French retreat from Portugal after years of fighting a combined British-Portuguese army; the British remain in Portugal as overseers, while the royal family remains in Rio de Janeiro
- 1815** Brazil is declared a kingdom rather than a colony of Portugal; this allows Brazil to trade with other countries besides Portugal
- 1821** John VI returns to Portugal reluctantly
- 1822** Brazil declares complete independence from Portugal with Pedro I as Emperor of Brazil
- 1826** Pedro I of Brazil becomes Pedro IV of Portugal upon the death of his father John VI, but abdicates the throne of Portugal in favor of his seven year old daughter, Maria da Gloria; the new reigning monarch in Portugal, however, is Pedro's brother, Miguel, who will not give up the throne
- 1834** Pedro I of Brazil, with the help of England, returns to Portugal and expels Miguel to Vienna, placing Maria da Gloria upon the throne
- 1906** Carlos I and his son are assassinated; Carlos' second son, Manuel II, ascends the throne
- 5 Oct 1910** The monarchy is deposed and a constitutional government is put in its place; this new government is weak and causes political turmoil; over the next fifteen years, Portugal has eight presidents and about fifty changes of government
- 1926** General António de Fragoso Carmona is put in a president by a military coup
- 1928** Carmona, the election's only candidate, is elected president; António de Oliveira Salazar, a professor of economics at the University of Coimbra, is named Minister of Finance Salazar and is given extraordinary power to balance the budget and restore order to the Portuguese economy
- 1932** Salazar becomes prime minister and dictator of Portugal; his reign is marked by severe restrictions and regulations; the Catholic Church increases in power, and all citizens are forced to be Catholic
- 1943** Neutral Portugal allows the Allies in World War II to use the Azores for an air force base against the Axis powers
- 1961** India seizes the last remaining Portuguese colonies of Goa, Daman, and Diu on the Indian subcontinent
- 1967** Opposition to the government is widespread; unrest and rebellion break out in the African Portuguese colonies of Guinea, Angola, and Mozambique; the Portuguese economy weakens as military power is used to suppress the revolts
- 1968** Salazar is incapacitated by a stroke; his successor is Marcello Caetano, who attempts reform
- 25 Apr 1974** A peaceful military coup takes place; the colonies are granted independence and a new government is put in place
- 1975** East Timor declares its independence from Portugal, but is seized by Indonesia; after much bloodshed, East Timor is granted its freedom in 2000

- 1998** The World Fair is held in Lisbon  
**1999** Portugal returns the colony of Macau to China after nearly five hundred years

## **HOLIDAYS**

- 24–27 Feb** Carnival  
**Apr** Easter (Holy Week)  
**25 Apr** Anniversary of the signing of the Portuguese constitution  
**May** Festa do Espírito Santo (Holy Spirit Festival; occurs during the first week)  
**10 Jun** Portugal's National Day  
**12–13 Jun** Festa de Santo António (Feast of Saint Anthony)  
**23–24 Jun** Festa de São João (Feast of Saint John)  
**5 Oct** Anniversary of the Proclamation of the Republic  
**25 Dec** Christmas  
**31 Dec** New Year's Eve



## ADDITIONAL RESOURCES

### PORTUGUESE EMBASSY TO THE UNITED STATES

2125 Kalorama Road NW

Washington, D.C. 20008

Phone: (202) 328-8610, Fax: (202) 462-3726 or (202) 518-3694

E-mail: embportwash@mindspring.com, embport@mindspring.com

### DEPARTMENT OF TOURISM

590 Fifth Avenue, 4th Floor

New York City, NY 10036-4704

Phone: (212) 354-4403 or (212) 220-5773, Fax: (212) 764-6137

### BOOKS

Anderson, James. *The History of Portugal: The Greenwood Histories of Modern Nations*, Greenwood Publishing Group, 2000.

Anderson, Jean E. *The Food of Portugal*, William Morrow & Co, 1994.

Brown, Karen et al. *Karen Brown's Portugal*, Fodor's Travel Publications Press, 2001.  
*CultureGram '99*, Brigham Young University, 1998.

Cuyvers, Luc. *Into the Rising Sun: Vasco de Gama and the Search for the Sea Route to the East*, TV Books LLC, 1999.

Farmer, David H. *The Oxford Dictionary of Saints*, Oxford University Press, 1999.

Goldstein, Joyce et al. *Savoring Spain and Portugal*, Time Life, 2000.

Ortins, Ana. *Portuguese Homestyle Cooking*, Interlink Publishing Group, 2000.

*Pursuit of Portugal's History and Culture*, Harcourt Brace, 2002.

Russell, Peter. *Prince Henry the Navigator*, Yale University Press, 2001.

Saramago, Jose, Amanda Hopkinson, and Nick Caistor. *Journey to Portugal: In The Green Guide to Portugal*, Michelin Travel Publications, 2001.

Vieira, Nelson. *Roads to Today's Portugal*, Gavea-Brown Publications, 1983.

### FILM

*Portugal*, Clamshell, 2000.

*Portugal: Southern Coast and Lisbon*, Travel the World, 2000.

### INTERNET SITES

**Balloon Explorium: Tissue Paper Balloons:**

[http://www.explorium.org/tissue\\_balloons.htm](http://www.explorium.org/tissue_balloons.htm)

**CIA World Factbook:**

<http://www.cia.gov/cia/publications/factbook/mx.html>

**European Voyages of Exploration:**

[http://www.acs.ucalgary.ca/applied\\_history/tutor/eurvoya/portuguese.html](http://www.acs.ucalgary.ca/applied_history/tutor/eurvoya/portuguese.html)

**Ferdinand Magellan:**

<http://www.mariner.org/age/magellan.html>

**Galo de Barcelos:**

<http://www.vivaportugal.com/galo.htm>

**Henry the Navigator:**

<http://www.thornr.demon.co.uk/kchrist/phentry.html>

**O Mundo do Bacalhau:**

<http://www.bacalhau.com.br>

**Patron Saints Index:**

<http://www.catholic-forum.com/saints/indexsnt.htm>

**Pictures of Portugal:**

<http://www.picturesofplaces.com/Europe/Portugal.html>

**Popular Celebrations:**

[http://www.portcult.com/Portugal.07.POPULAR\\_CELEBRATIONS.htm](http://www.portcult.com/Portugal.07.POPULAR_CELEBRATIONS.htm)

**Princetown Portuguese Cookbook:**

<http://www.capecodaccess.com/cookbook/fish.html>

**Pure Portugal:**

<http://pureportugal.co.uk/beiras.html>

**A Saint a Day:**

<http://www.daughterofstpaul.com/saintday/>

**MUSIC**

*Great Voices of Fado*, ARC Music, 2002.

*Guitarra Portuguesa*, Blue Note, 1997.

## Traditions Visual 1: Balloon Making (1 of 2)

Name: \_\_\_\_\_

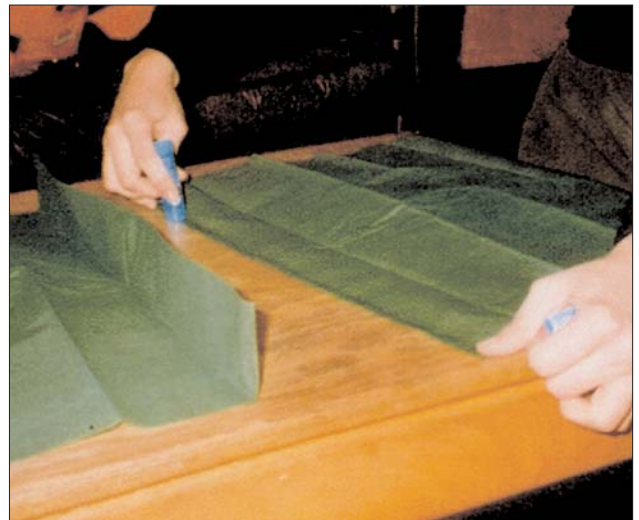
### You will need:

10 (18" x 30") sheets of tissue paper  
Glue stick  
Stapler  
Marker

Scissors  
Camp stove and chimney  
Matches



**Step 1:** Select 10 (18" x 30") sheets of tissue paper.



**Step 2:** Glue two sheets of paper together along the short edge. Repeat with the rest of the paper so that you have five, 5' sheets of paper.



**Step 3:** Fold the sheets of paper in half lengthwise, and stack them on top of each other so that the creased edges are along one side.



**Step 4:** Staple the stack together along the open edges, and draw the pattern on the top sheet with the crease on the inside of the curve. Leave about 3" along one end for the bottom of the balloon opening.

## Traditions Visual 1: Balloon Making (2 of 2)

Name: \_\_\_\_\_



**Step 5:** Cut along the line that you just drew. Make sure that you cut all the paper at once.



**Step 6:** Glue the panels together. this requires some help, especially for the last panel.



**Step 7:** Acquire a camp stove as well as a chimney, which can be made out of coffee cans or purchased at a hardware store



**Step 8:** Place opening over the chimney and allow the balloon to fill with hot air.

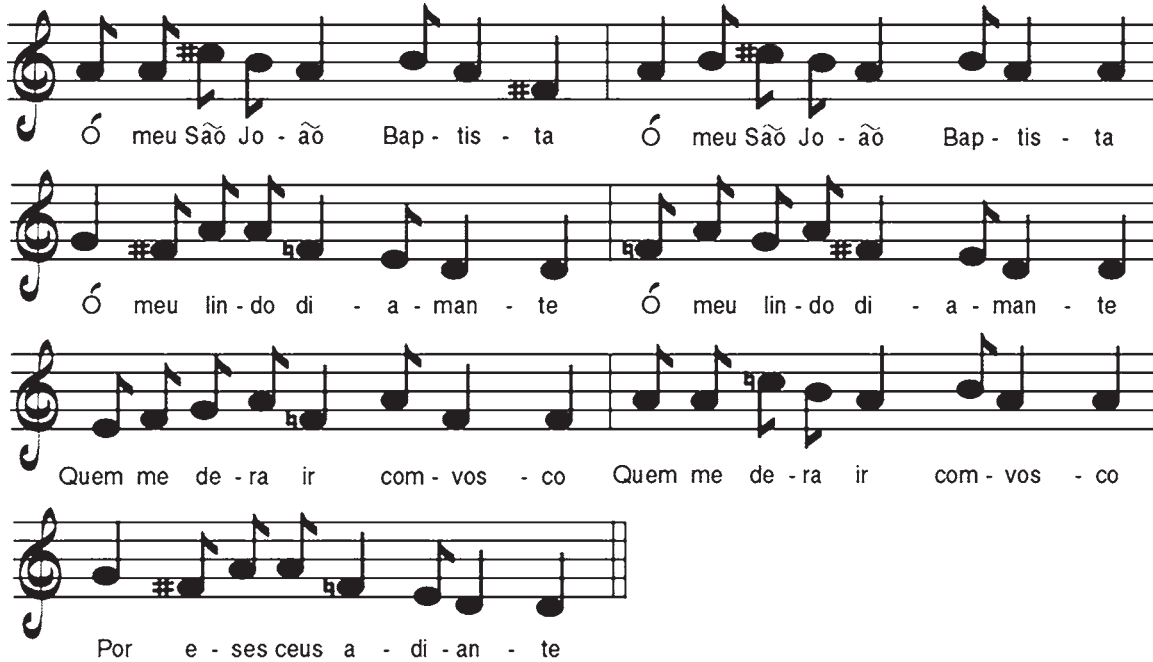


**Step 9:** When full, release the balloon and let it fly away. Depending on the weight of the paper, and the temperature, the balloon will float at different heights. When it will descends try to catch it. Have fun!



Name: \_\_\_\_\_

## FOLK SONG FOR SAINT JOHN'S DAY



Ó meu São Jo - ão Bap - tis - ta Ó meu São Jo - ão Bap - tis - ta

Ó meu lin - do di - a - man - te Ó meu lin - do di - a - man - te

Quem me de - ra ir com - vos - co Quem me de - ra ir com - vos - co

Por e - ses ceus a - di - an - te

### Translation:

Oh my Saint John the Baptist  
Oh my Saint John the Baptist  
Oh my pretty diamond  
Oh my pretty diamond  
Who said to me to go with you  
Who said to me to go with you  
Through the heavens and on.

### Pronunciation Guide:

São = sow  
João = jo-wow  
Meu = may-you  
Lindo = lean-do  
Diamante = dee-uh-mahnt  
Quem = kang  
Comvosco = cone-vos-coe  
Ceus = say-yous

### Traditions Visual 3: Scrambled Words (1 of 2)

Name: \_\_\_\_\_

Instructions: First, unscramble the word. Then, place the letters in the shaded boxes in the blanks at the bottom of the page according to which blank is indicated in order to make a sentence about Portugal.

1. eonrfib    \_\_\_\_\_ 

Last letter goes on 4 and 7

2. hhrccu    \_\_\_\_\_ 

Third letter goes on 2, 13, and 38

3. rtnpoa sinta     \_\_\_\_\_  \_\_\_\_\_

First letter goes on 34; sixth letter goes on 3, 8, 22, 27, and 33

4. imcsu    \_\_\_\_\_ 

Fourth letter goes on 17, 21, and 32

5. ayrpt    \_\_\_\_\_ 

Fourth letter goes on 5, 9, 15, 23, 37

6. ncelda    \_\_\_\_\_  \_\_\_\_\_  \_\_\_\_\_

Second letter goes on 20, 30, and 40; fourth letter goes on 29

7. laiymf     \_\_\_\_\_ 

First letter goes on 11; last letter goes on 10 and 31

8. oth ira loaobnl     \_\_\_\_\_  \_\_\_\_\_  \_\_\_\_\_

First letter goes on 16 and 26; ninth letter goes on 41; eleventh letter goes on 12, 25, and 35

9. edigllr ssindera      \_\_\_\_\_  \_\_\_\_\_

First letter goes on 39; second letter goes on 14 and 36; eighth letter goes on 18, 19, and 28

10. upjm     \_\_\_\_\_

First letter goes on 1 and 24

1    2    3    4    5    6    7    8    9    10    11    12    13    14    15    16    17    18

19    20    21    22    23    24    25    26    27    28    29    30    31    32    33

34    35    36    37    38    39    40    41

### Traditions Visual 3: Scrambled Words Answer Key(2 of 2)

Name: \_\_\_\_\_

Instructions: First, unscramble the word. Then, place the letters in the shaded boxes in the blanks at the bottom of the page according to which blank is indicated in order to make a sentence about Portugal.

1. eonrfib     b     o     n     f     i     r     e  

Last letter goes on 4 and 7

2. hhrccu     c     h     u     r     c     h  

Third letter goes on 2, 13, and 38

3. rtnpoa sinta     p     a     t     r     o     n       s     a     i     n     t  

First letter goes on 34; sixth letter goes on 3, 8, 22, 27, and 33

4. imcsu     m     u     s     i     c  

Fourth letter goes on 17, 21, and 32

5. ayrpt     p     a     r     t     y  

Fourth letter goes on 5, 9, 15, 23, 37

6. ncelda     c     a     n     d     l     e  

Second letter goes on 20, 30, and 40; fourth letter goes on 29

7. laiymf     f     a     m     i     l     y  

First letter goes on 11; last letter goes on 10 and 31

8. oth ira loaobnl     h     o     t       a     i     r       b     a     l     l     o     o     n  

First letter goes on 16 and 26; ninth letter goes on 41; eleventh letter goes on 12, 25, and 35

9. edigllr ssindera     g     r     i     l     l     e     d       s     a     r     d     i     n     e     s  

First letter goes on 39; second letter goes on 14 and 36; eighth letter goes on 18, 19, and 28

10. upjm     j     u     m     p  

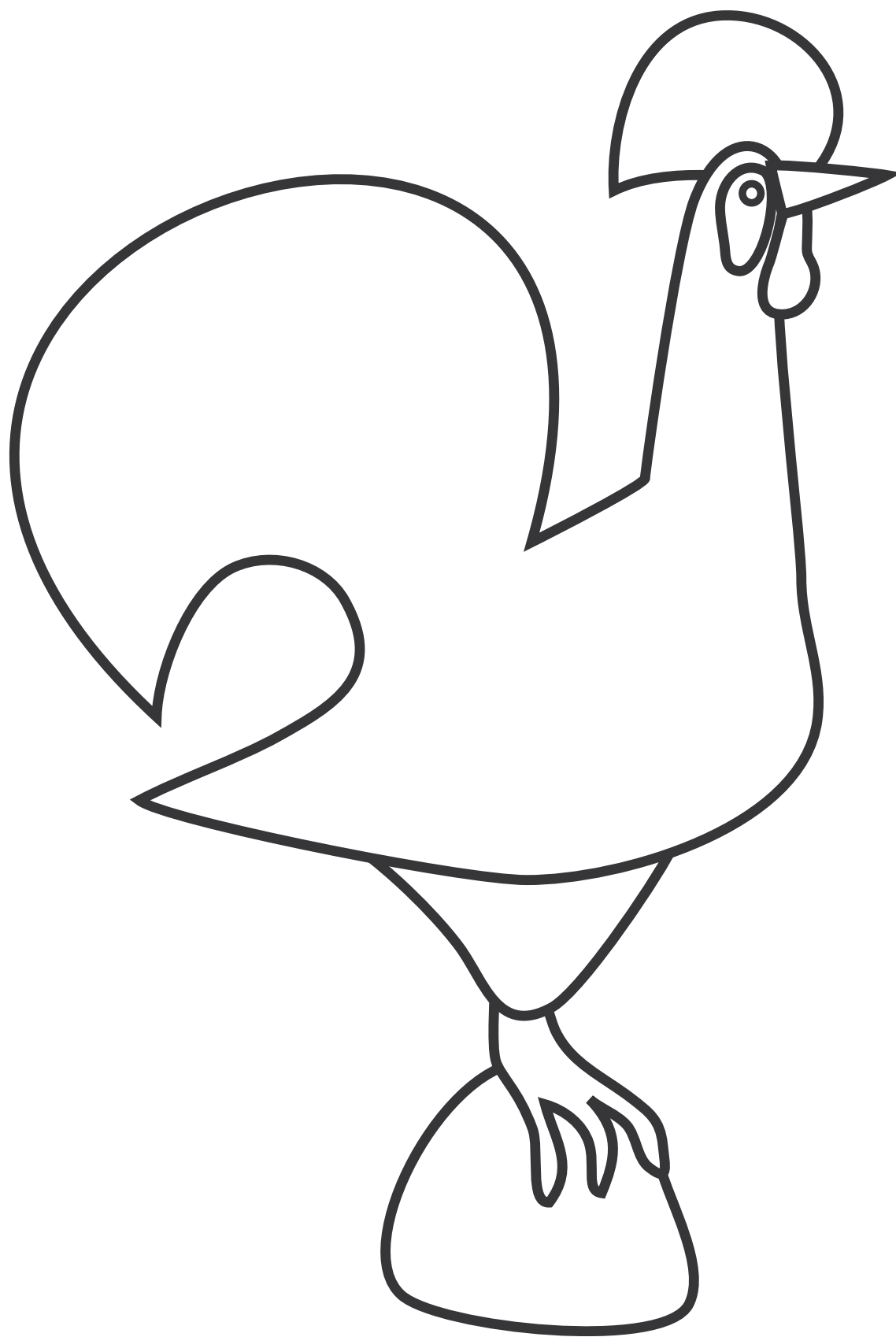
First letter goes on 1 and 24

<u>  J  </u>	<u>  u  </u>	<u>  n  </u>	<u>  e  </u>	<u>  t  </u>	<u>  w  </u>	<u>  e  </u>	<u>  n  </u>	<u>  t  </u>	<u>  y  </u>	-	<u>  f  </u>	<u>  o  </u>	<u>  u  </u>	<u>  r  </u>	<u>  t  </u>	<u>  h  </u>	<u>  i  </u>	<u>  s  </u>
1	2	3	4	5	6	7	8	9	10		11	12	13	14	15	16	17	18

<u>  S  </u>	<u>  a  </u>	<u>  i  </u>	<u>  n  </u>	<u>  t  </u>	<u>  J  </u>	<u>  o  </u>	<u>  h  </u>	<u>  n  </u>	<u>  ,  </u>	<u>  s  </u>	<u>  D  </u>	<u>  a  </u>	<u>  y  </u>	<u>  i  </u>	<u>  n  </u>
19	20	21	22	23	24	25	26	27	28		29	30	31	32	33

<u>  P  </u>	<u>  o  </u>	<u>  r  </u>	<u>  t  </u>	<u>  u  </u>	<u>  g  </u>	<u>  a  </u>	<u>  l  </u>	<u>  .  </u>
34	35	36	37	38	39	40	41	





**Food Visual 1: Codfish**





Name: \_\_\_\_\_

## Wacky Word Story

**Instructions:** Fill in the blanks below using any words you would like. The words do not need to correspond. Then, on the next page, insert your response for each number in the corresponding blank. Once you have inserted all your answers into the story, read it out loud to hear what wacky word story you have created!

### Examples:

1. Your name: John Smith
  2. Color #1: red
  3. Adjective #1: beautiful
  4. Adjective #2: shiny
- 

1. Your name: \_\_\_\_\_

2. Color #1: \_\_\_\_\_

3. Adjective #1: \_\_\_\_\_

4. Adjective #2: \_\_\_\_\_

5. Something that lives in the ocean: \_\_\_\_\_

6. Verb #1: \_\_\_\_\_

7. Verb #2: \_\_\_\_\_

8. Noun: \_\_\_\_\_

9. Number: \_\_\_\_\_

10. Food: \_\_\_\_\_

11. Adjective #3: \_\_\_\_\_

12. Color #2: \_\_\_\_\_

13. Plural noun: \_\_\_\_\_

14. Adjective #4: \_\_\_\_\_

Name: \_\_\_\_\_

## Wacky Word Story

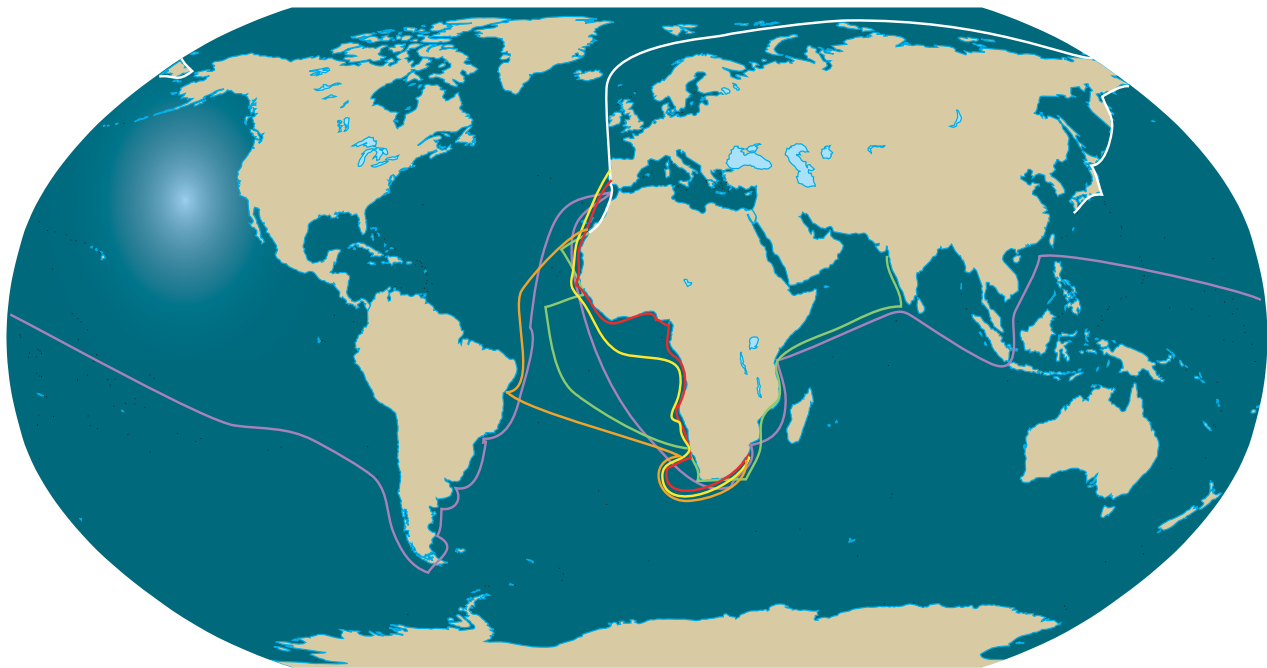
\_\_\_\_\_’s experience in Portugal

1

Last year, my family and I went on vacation to Portugal to visit my grandma. When we arrived at the airport, we were really hungry, so we decided to stop at the store and buy some food. I went down the fish section and noticed that they had a lot of different sea creatures like \_\_\_\_\_ crab, \_\_\_\_\_ shrimp, \_\_\_\_\_ octopus, \_\_\_\_\_, and codfish. My dad said that the people who live in Portugal love to eat codfish. I wanted to try codfish, so I said to my Dad, “Can we \_\_\_\_\_ some codfish and \_\_\_\_\_ it for dinner tonight?” My dad said “\_\_\_\_\_,” and we bought some. When we got to my grandma’s house, I asked her how codfish is normally cooked. My grandma said, “The Portuguese say that there are as many ways to prepare codfish as there are days in the year.” That means there are \_\_\_\_\_ different ways to cook it! My grandma boiled the codfish with cabbage and potatoes. I asked her if we could add some \_\_\_\_\_ too, but she said that would taste \_\_\_\_\_. When it was done boiling, she placed the fish, cabbage, and potatoes on the dinner table. She smothered the fish in olive oil and vinegar, and seasoned it with \_\_\_\_\_ pepper and garlic. I thought it tasted a lot like \_\_\_\_\_. It was so good! If I could eat codfish all the time, I would be the most \_\_\_\_\_ person in the world!

14

## Cross-cultural Contributions Visual 1: Famous Portuguese Explorations



 Diego Cão 1482-85

Explored the western coast of Africa and was the first explorer to pass Cape Bojador, just south of the Canary Islands, and enter the Congo River in what is now known as Angola.

 Bartolomeu Dias 1486-87

First European to sail around what was known as the Cape of Storms at the southern tip of Africa. Afterward it was renamed the Cape of Good Hope.

 Vasco de Gama 1497-98

First European to sail all the way to India. He began the maritime trade route with Asia.

 Pedro Alvares Cabral 1500

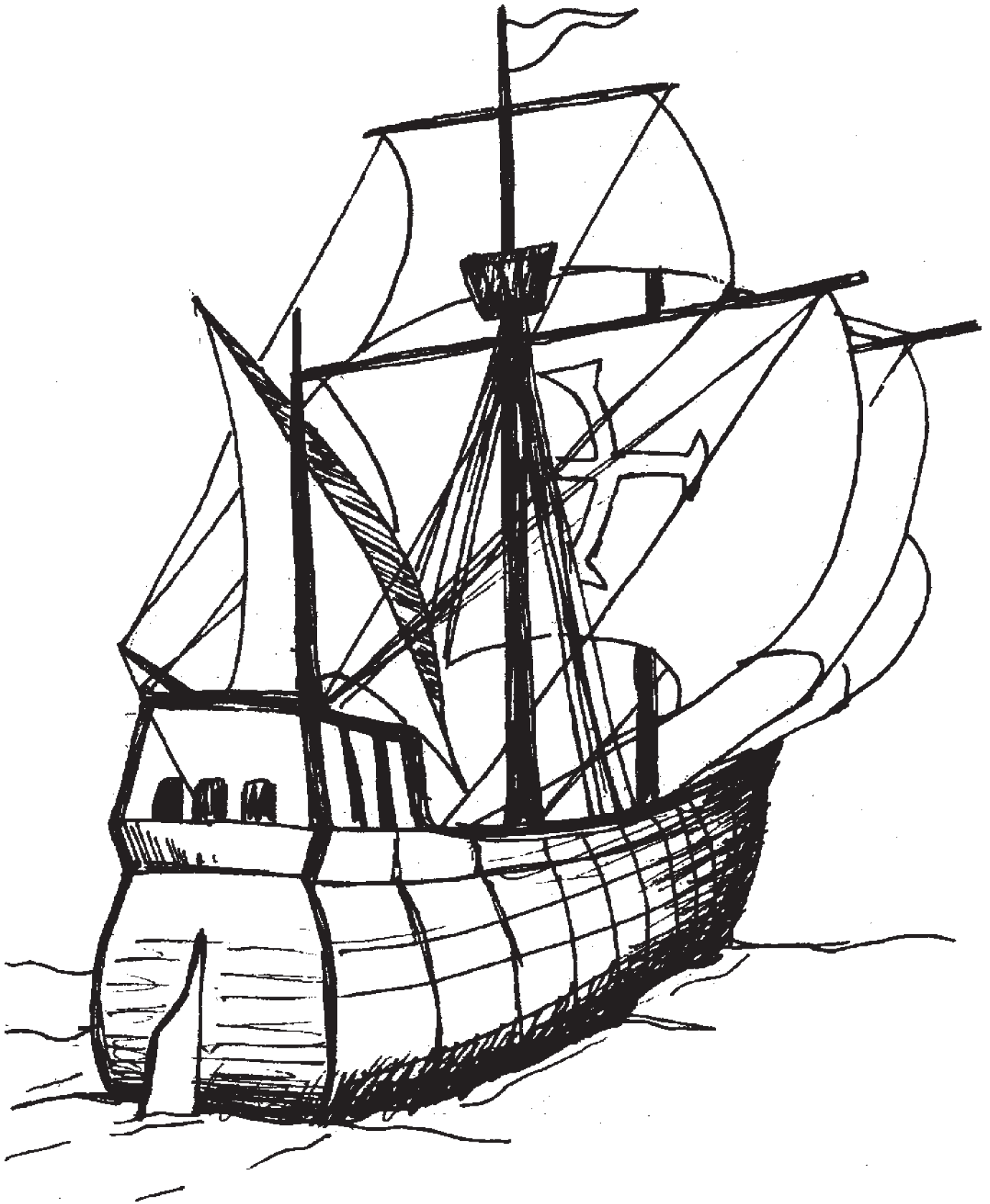
On his way to India discovered what is now known as Brazil. He sent a ship back to report the news and he continued on his voyage.

 Fernão de Magalhães 1482-85

First person to sail around the world. He actually died in the South China Sea but he is given credit since he navigated the entire journey the point where his crew could sail without him.

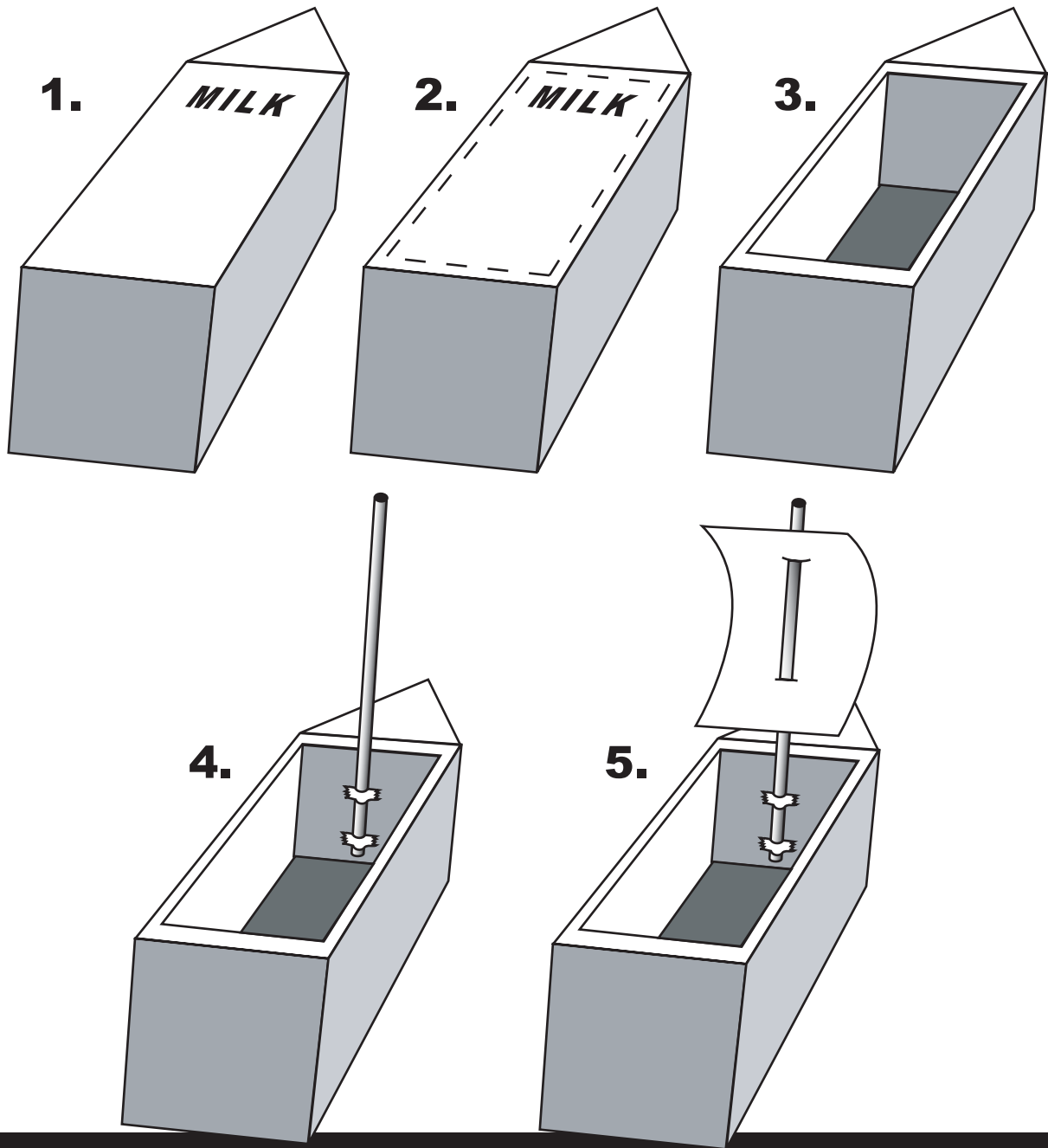
 David Megueleiro 1660

First European to sail north around Europe and Asia to arrive in Japan.



Name: \_\_\_\_\_

## Instructions for Making a Milk Carton Boat



Step 1- Clean out a milk carton and seal it again with glue.

Step 2- Draw a rectangle on one side of the carton.

Step 3- Cut out the rectangle.

Step 4- Tape in a long stick or a straw for the mast.

Step 5- Make a sail out of another piece of paper.

Step 6- Put it in water and use a straw to blow on the sail to move it around.



## FLAG OF PORTUGAL

The green band represents hope in the future and the green fields of Portugal. Red commemorates all who died to make Portugal great. The Armilar Sphere represents the Portuguese navigation of the seas and the first circumnavigation of the globe by a Portuguese navigator. The seven castles commemorate the seven significant battles fought by Dom Afonso Henriques to liberate Portugal from the Moors in the twelfth century. The five blue shields represent the five wounds inflicted on Christ during the crucifixion and the white dots represent the money paid to Judas to betray Christ (30 pieces of silver; the middle is counted twice).



## Map of Portugal

