



## **Interdisciplinarity between history and geography: the importance of regional legends in the construction of cultural identity in Minas Gerais**

*An interdisciplinary approach to history and geography: the importance of regional legends in the formation of cultural identity in Minas Gerais*

**Claudio Geraldo Rocha Caldeira<sup>1</sup>**

ORCID: <https://orcid.org/0009-0006-2478-506X>

### **SUMMARY**

This article investigates the integration of regional legends into the 6th-grade elementary school curriculum, focusing on the interdisciplinary nature of history and geography. The research was conducted at a public school in Curvelo, Minas Gerais, involving 26 students. The main objective was to explore the importance of legends, such as the Pisadeira, the Mãe-do-Ouro, and the Chico-Rei, in shaping students' cultural identity and to analyze how these narratives influence their understanding of the region's historical and geographical aspects. The methodology adopted included classroom discussions, hands-on activities, and the assessment of students' preferences regarding folkloric characters. Data collection was conducted through discussion groups, direct observations, and artistic productions. The results indicated that the inclusion of legends in the school curriculum not only increased students' knowledge of their culture but also fostered a greater sense of belonging and cultural pride. The research highlighted the relevance of folkloric narratives as effective pedagogical tools, contributing to the preservation of collective memory and the appreciation of local traditions. Furthermore, the interdisciplinary approach between History and Geography proved effective in contextualizing cultural narratives, strengthening students' cultural identity. The study's limitations were acknowledged, suggesting the need for future research in broader and more diverse educational contexts.

**Keywords:** Regional legends. Cultural identity. Interdisciplinarity. Elementary education. Folklore.

### **ABSTRACT**

This article investigates the integration of regional legends into the 6th-grade curriculum of elementary school, focusing on the interdisciplinarity between History and Geography. The research was conducted in a public school in Curvelo, Minas Gerais, involving 26 students. The main objective was to explore the importance of legends, such as the legends of Pisadeira, Mãe-do-Ouro, and Chico-Rei, in shaping the cultural identity of students and to analyze how these narratives influence the understanding of historical and geographical aspects of the region. The methodology employed included classroom discussions, practical activities, and the assessment of students' preferences for folklore characters. Data collection was carried out through conversation circles, direct observations, and artistic productions. The results indicated that the inclusion of subtitles in the school curriculum not only enhanced students' understanding of their culture but also fostered a greater sense of belonging and

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<sup>1</sup> Claudio Geraldo Rocha Caldeira is a tenured Basic Education teacher affiliated with the Minas Gerais State Department of Education (SEE/MG). He works at the Major Antônio Salvo State School (Curvelo, MG), in the Natural Sciences and Biology components. He holds degrees in Mathematics (1998) and Biology (2000), as well as Physics, Chemistry, Geography, History, and Literature (Portuguese, Spanish, and English). He holds a specialization in Applied Human and Social Sciences and the World of Work (UFPI, 2025), in Mathematics and its Technologies. and the World of Work (UFPI, 2023) and in Science Teaching-Learning Methodology in the Educational Process (FESL, 2000). He works with interdisciplinary practices and active methodologies.

Contact: [caldeiraciencias@gmail.com](mailto:caldeiraciencias@gmail.com)



cultural pride. The research highlighted the relevance of folklore narratives as effective pedagogical tools, contributing to the preservation of collective memory and the appreciation of local traditions. Furthermore, the interdisciplinary approach between History and Geography proved effective in contextualizing cultural narratives, thereby strengthening students' cultural identity. The study acknowledged its limitations, suggesting the need for future investigations in broader and more diverse educational contexts.

**Keywords:** Regional legends. Cultural identity. Interdisciplinarity. Elementary education. Folklore.

## INTRODUCTION

This work investigates the relevance of regional legends for the formation of cultural identity, highlighting the interdisciplinarity between History and Geography in the process of teaching and learning. Legends are narratives that carry the collective imagination, reflecting cultural, historical and geographical aspects of a society. In the context of legends of Minas Gerais, especially in Curvelo, it is observed that many of these stories are little known by students and their families, highlighting a gap in the regional cultural knowledge.

This study explores how specific legends, such as the Pisadeira, the Mãe-do-Ouro and the Chico-Rei, contribute to the construction of regional cultural identity and how its integration into the school curriculum can enrich students' understanding of the context historical and geographical. Legends not only preserve collective memory, but also perform important educational and social functions, such as explaining phenomena natural resources and the promotion of social cohesion.

The research seeks to respond to the problem of ignorance of these legends among students and their families, proposing the inclusion of these narratives in elementary education to strengthen cultural identity and connection with regional traditions. The research aims to explore the origin and impact of regional legends, analyze their functions in educational context and evaluate how the interdisciplinary approach between History and Geography can improve the learning process.

The work aims not only to highlight the importance of legends for preservation cultural, but also demonstrate how the integration of this knowledge can provide a richer and more contextualized understanding of local and regional history and geography. The proposal is to highlight the need to value and transmit this cultural heritage, promoting teaching that connects students to their cultural and historical roots.

In general, regional legends play a fundamental role in the formation of cultural identity, reflecting the richness of local and/or regional traditions and histories. In However, it is common to observe that many of these narratives, especially the lesser-known ones, are often neglected in the educational context, which can result in a significant lack of knowledge among students and their families.

Thus, the present research focuses on the importance of integrating the legends of Minas Gerais in the school curriculum of the 6th year of Elementary School, Final Years, exploring how interdisciplinarity between History and Geography can enrich understanding and valorization of these cultural narratives.

The most popular way of interpreting legends is as narratives that preserve the collective memory and explain natural and historical phenomena. Legends help maintain live cultural traditions and provide a deeper understanding of the context historical and geographical context of a region. The research explores the origin and impact of legends regional, such as Pisadeira, Mãe-do-Ouro and Chico-Rei, and investigates how these stories can enrich elementary education by being integrated in an interdisciplinary way.

This is often because legends offer a unique perspective on historical events and geographic features, helping to connect students with their cultural heritage. The scope of the research includes the analysis of educational and social functions of legends, such as cultural preservation, moral education and the explanation of phenomena natural resources, in addition to evaluating the effectiveness of the interdisciplinary approach to promote a richer understanding of regional narratives.

The problem question that guides this study is: how the integration of regional legends in the History and Geography curriculum can influence the formation of the cultural identity of students and improve their understanding of historical and geographical aspects relevant to their reality? The answer to this question could offer valuable insights to improve practice pedagogical and strengthen students' bond with their cultural heritage.

Given the relevance of regional legends in the formation of cultural identity, it is fundamental to understand how interdisciplinarity between History and Geography can enhance the teaching of these narratives.

In this sense, the objective of the research is to investigate the importance of regional legends, such as Pisadeira, Chico-Rei and Mãe-do-Ouro, in the construction of the cultural identity of

students, analyzing how these stories influence collective memory and teaching. In addition, Furthermore, we seek to understand the educational functions of these legends and evaluate how integration between curricular components can enrich students' understanding of the culture and local history.

The choice of the theme arises from the need to rescue and promote knowledge of regional legends, which are often unknown to students and their families. Understanding these legends is crucial to strengthening the cultural and historical identity of students, providing a deeper connection with their regional roots.

This work aims to offer a practical and effective approach to including legends in school curriculum, which can not only enrich learning but also enhance the value of local and/or regional culture. The contributions of this study are relevant to educators and for the school community, offering tools for a more contextualized education and culturally rich.

For data collection in this study, direct observations and analysis of the students' preferences regarding different regional legends. During the activities in classroom, discussions and debates about the legends were recorded through notes detailed. In addition, folklore characters were distributed to be colored by the students, and the choices they made regarding the characters were meticulously recorded and analyzed to understand interest and knowledge about the legends.

Data processing involved qualitative analysis of discussion notes, as well as evaluating students' preferences when coloring folklore characters. notes were examined to identify recurring patterns and themes related to understanding of legends and the impact of these stories on the formation of the cultural identity of students. Analysis of the characters' choices revealed which legends sparked the greatest interest and how the interdisciplinary approach between History and Geography influenced the students' learning about regional histories.

The work is structured in two chapters, which explore different aspects of legends and their cultural importance. The first chapter, entitled 'Legends', discusses the role of legends in preserving and transmitting a culture, identity and values community. This chapter explores how legends are crucial to the communication of social norms, the formation of cultural identity and education, both formal and informal.

Furthermore, he highlights the role of legends as pedagogical instruments, effective for teach history and culture in an accessible and engaging way.

The second chapter, titled "Folklore," examines the definition and relevance of folklore as a set of cultural practices and knowledge that emerge from traditions community. It highlights the absence of specific authorship, its antiquity with deep roots historical and their continuity, which maintains its meaning within communities. The chapter also analyzes folklore as a means of cultural preservation and transmission, reflecting the values and identity of the groups.

## 1 LEGENDS

According to Brito (2019), legends are traditional narratives that develop over time. over time, incorporating fantastic and extraordinary elements. Originating from Latin "legend", these stories are passed down orally and are linked to geographical contexts and specific temporalities, maintaining attributes such as antiquity and anonymity. They are located between belief and doubt, portraying events that, despite not having been experienced directly by the narrator, help to shape and organize the cultural and historical identity of a society.

As Bayard (2002) assures us, the term "legend" has its origins in Latin vulgar "legenda", which means "what should be read". Legends can be understood in very different forms, resulting in interpretations that can oppose or harmonize.

Legends and folklore characters play a crucial role in society by warning people children about the risks associated with natural environments, such as areas of dense vegetation and bodies of water. These narratives are also intended to prevent children from distance themselves from adults and discourage social behaviors considered inappropriate.

Legends allow:

[...] a social function: to alert children to the dangers of forests, venomous animals, lakes and seas, as well as to point out the risk of moving away from adults; they also seek to curb certain social behaviors, such as the case of the headless mule in Brazil, which mythologizes a heavy burden on women who have relationships with parish priests (SILVA, 2024, p. 110).

As can be seen in this quote, legends are present in different contexts, in both rural and urban areas. Although the study of folklore has focused historically in rural areas, cities also offer valuable opportunities for analysis of legends that arise in these environments.

Thus, legends appear in different geographical and social contexts, playing an important role in the transmission of knowledge and culture, and reflecting the diversity and the experiences of communities, regardless of their location.

Legends serve several important purposes. They are used to understand culture of a people, reflecting their traditions, values and beliefs, and serving as a mirror of cultural identity and collective experiences. Furthermore, they play a role educational, warning of dangers and transmitting moral lessons, especially for children. In the field of social and environmental sciences, the study of folklore and legends can offer insights into the relationships between humans and their environment, as well as the human interventions in the landscape.

Legends also help to interpret natural and social phenomena, explaining tragedies and seasonal events, and reinforcing religious dogmas, which contributes to the understanding of social events and behaviors. Finally, they are relevant for research interdisciplinary, crossing areas such as geography, anthropology, sociology and literature, and allowing a more comprehensive analysis of cultural manifestations. In this way, legends are a valuable resource for research and education, as well as playing a crucial role in cultural preservation and in the formation of social identity.

They are used to transmit and preserve the culture and values of a community. They help to understand traditions and beliefs, serve as educational tools to alert about behaviors and dangers, and offer explanations about natural and social phenomena. Furthermore, legends are used in interdisciplinary research to analyze the relationship between humans and the environment, and are present in both rural and urban contexts, reflecting the cultural diversity and collective experiences of communities.

For example, the legend of the Mother of Gold is associated with the phenomenon of fire. will-o'-the-wisp, a bluish light that appears in damp or decaying areas, often observed in mines. In legend, the Mother of Gold is a figure who protects the mines and can appear to help or punish miners. The will-o'-the-wisp, seen in mining sites,

can be interpreted as a manifestation of this mythical entity, guiding or testing the miners.

This association helps to explain the natural phenomenon in a cultural and symbolic way, reflecting on how legends can offer explanations and meanings for phenomena observable. Furthermore, it reinforces the idea that respect and care in the exploration of natural resources are valued, and that the presence of the Mother of Gold serves as a sign of that nature should be treated with reverence.

Still for Silva (2024, p. 118):

[...] they show the aspects arising from identity interpretations. The multiplicity of versions, curiously, acts in the exercise of new interpretations and resignifications mediated within the identity sphere. [...] narratives of legends and representations of folkloric figures are always versions, which enable us to practice the valuable act of intermediation, only possible by contrasting the versions.

In this sense, legends allow the transmission of cultural values and knowledge from generation to generation, in addition to explaining natural phenomena, reinforcing cultural identities and teach moral lessons in an accessible and engaging way.

Therefore, it is important to understand that legends play an essential role in perpetuation of cultural traditions and the transmission of values and beliefs of a society. In addition to serving as educational tools that warn of dangers and teach lessons moral, they also explain natural and social phenomena through accessible narratives and engaging. Legends are valuable instruments both in preserving cultural identity as in the formation of a sense of belonging in different communities, reflecting the richness and diversity of human experiences in diverse geographical contexts.

In this sense, we will exemplify legends as narratives that preserve and convey the culture, identity and values of a community, while at the same time educate and explain natural and social phenomena.

## 2 FOLKLORE

7

According to Silva et al. (2021), folklore is a term of English origin, derived from word 'folklore', which in turn comes from the expression 'folk-lore', created by the writer William John Thoms in 1846. Thoms combined the terms 'folk', meaning people, and 'lore', meaning

refers to knowledge or knowing. According to the author himself, this combination represents the traditional knowledge of a people.

As Sagário (2024) assures us, folklore represents a set of knowledge and cultural practices that originate in the traditions of a community, encompassing narratives, myths, legends, songs, customs and rituals passed down from generation to generation, mainly orally. Among its striking features are the absence of specific authorship, its antiquity with deep historical roots and its continuity, since it remains significant within communities.

Oral transmission is essential, although some expressions are also recorded in writing. In constant transformation, folklore interacts with contemporary influences, being vital for the construction of cultural identity and the preservation of collective memory, further highlighting its role in education and modern cultural expressions.

Folklore describes the set of cultural practices, stories, dances, songs, traditions and beliefs passed down between generations within a community or group specific. It encompasses both tangible elements, such as artifacts and cultural objects, and intangibles, such as narratives and customs. This concept is essential for the preservation of cultural identity, reflecting the experiences and values of a group over time. In addition, of its cultural and social functions, folklore also serves as a means for criticism and social reflection, promoting resistance and cultural transformation, and is studied within the scope of cultural communication:

Folklore allows:

[...] knowledge based on tradition and collectivity, conveying a sense of identity, belonging, and everyday life. Such knowledge, always alternative and non-institutionalized, arises from the tension between the ruling classes and the people. Finding themselves excluded from the hegemonic processes of production, communication, and education, the latter finds in the dialogue of affections with the collective the appropriate strategies for being and acting in the world grounded in the present by roots from the past that outline paths for the future (COSTA, 2023, p. 173).

As can be seen in this quote, Folklore applies mainly to the area of cultural anthropology and cultural studies. It is studied to understand and preserve the traditions, beliefs and practices of different communities, and can also be analyzed in the field of cultural communication to explore how these traditions reflect and influence the society. Clearly, the application can be used to understand and preserve the



traditions, beliefs and cultural practices of a community, analyzing how these practices transmitted between generations and how they influence cultural identity and collective memory.

Furthermore, the study of folklore is crucial to exploring how these traditions interact with contemporary influences and to promote critical reflection on social and cultural aspects.

Folklore acts as a vehicle for the preservation and transmission of knowledge cultural across generations. It is transmitted primarily through oral communication and traditional practices, such as narratives and rituals, reflecting the values and identity of a group. To use it, it is necessary to document and record these traditions, integrating them into educational and cultural contexts, and adapt them to modern influences to maintain their relevance.

An example is the practice of traditional festivals, such as São João in Brazil. During this festival, knowledge and traditions are transmitted through dances, music, typical foods and rituals, such as square dancing, bonfires and the greasy pole. These traditions are passed down from generation to generation, keeping the region's cultural identity alive. Records of these practices, such as recipes and songs, can be documented and integrated into educational and cultural activities, ensuring that folklore continues to influence and reflect the cultural and social identity over time.

Still for Costa (2023, p. 183):

Grounded in tradition and, therefore, a certain conservatism, folklore is also a communicative strategy through which the people make themselves heard; a catharsis of feelings repressed by hegemony; a cry for existence in the face of life's hardships. And, while these voices sometimes echo resistance and demand transformation, they are also sometimes tinged with the fears and prejudices that circulate within the society itself.

In this sense, folklore contributes to the formation of cultural and social identity by over time, through traditions and emotional connections established between generations.

Therefore, it is important to understand that folklore adapts to modern influences, being essential for the preservation of collective memory and for critical reflection on social and cultural issues. Therefore, in addition to preserving and transmitting traditions, folklore also serves as a platform for social criticism and adaptation, ensuring its relevance and link with cultural and social identity.

In this sense, we will exemplify Folklore as a vital means of preserving cultural traditions while adapting to modern changes, promoting identity cultural and critical reflection on society.

### 3 CASE STUDY

This study was carried out in a public school in Curvelo, Minas Gerais, with a class of 26 students in the 6th year of Elementary School, Final Years, composed of 14 girls and 12 boys, aged between 11 and 13. The school adopts a management model participatory and democratic, encouraging collaboration between administration, staff pedagogical, teachers, students and staff to improve the quality of teaching and relationships within the school community. Its mission is to provide quality education, focused on citizenship formation, in a dynamic process. Teachers play the role of coordinators of the pedagogical proposal, and families are seen as partners fundamental in the educational development of students. The institution has a good infrastructure and promotes projects that stimulate creativity, decision-making and student protagonism.

### 4 METHODOLOGY

This work adopts a qualitative and quantitative approach to investigate the integration of regional legends into the 6th grade elementary school curriculum, Years Finals, focusing on the interdisciplinarity between History and Geography. The objective is to explore the importance of legends, such as Pisadeira, Mãe-do-Ouro and Chico-Rei, in the formation of students' cultural identity and analyze how these stories influence their understanding of historical and geographical aspects of the region.

The object of study is the analysis of regional legends of Minas Gerais and their impact on cultural identity and education. The research was conducted with a class of 26 students from 6th grade of Elementary School, in a public school located in Curvelo, MG. The class is composed of 14 female and 12 male students. The methodology employed included classroom discussions class, practical activities and the distribution of folklore characters to color.

The legends covered vary in scope: some are known internationally, others regionally or locally, and many have versions that reflect the cultures of different regions. Its functions include cultural preservation, moral education, explanation of natural phenomena, the promotion of social cohesion and entertainment. These stories play an essential role in shaping cultural identity and transmission of values, being a vital part of the intangible heritage of any society.

Legends with varying degrees of knowledge and recognition were analyzed. The Corpo-Seco legend, widely publicized in the media, is best known by students and teachers. The legend of Negrinho do Pastoreio generated questions and feelings of discomfort, including concerns about issues of racism. In contrast, the legends of Chico-Rei and Mãe-do-Ouro aroused interest due to lack of knowledge, being relevant to understanding the Gold Cycle in the 18th century and slavery in Minas Gerais. These legends were explored in both History and Geography disciplines, providing a richer understanding of historical and cultural contexts.

Data collection involved guided discussions about the functions of legends, activities practices for sharing knowledge with families and analyzing their preferences students coloring folklore characters. The discussions addressed cultural preservation, moral education, the explanation of natural phenomena, social cohesion and entertainment. Discussion circles and debates were also held to explore students' perceptions about legends and their impact on cultural identity. Interaction with families was encouraged to investigate popular knowledge and the relevance of legends outside the school environment.

Data processing and analysis included qualitative analysis of the notes from the discussions and assessment of students' preferences when coloring folklore characters. Recurring patterns and themes related to the understanding of legends and the cultural impact of these stories. Students' responses to the legends discussed in class class notes were examined to highlight demonstrated interest and knowledge.

The choice of methodology is based on the need to deeply understand the impact of regional legends on the formation of cultural identity and the effectiveness of the approach interdisciplinary approach between History and Geography. The integration of curricular components allows a richer and more contextualized analysis of cultural narratives, offering an understanding more comprehensive and meaningful for students. Limitations of the research include the scope

restricted to the school and the selected class, which may limit the generalization of the results to other regions and educational contexts.

In the end, students acquired not only knowledge about the historical context and geographic region of Minas Gerais, but also developed a greater awareness of the preservation of collective memory and the importance of legends in the formation of identity cultural. The study highlighted the relevance of nationally and locally known legends, with examples such as the caipora, the curupira, the saci-pererê, the boitatá and the lara. The initiative of the students to research and share legends, such as those of guarana and pequi, illustrated the engagement and curiosity sparked by the topic. Practical activities and interaction with families contributed to a deeper understanding and appreciation of stories that form part of the local cultural heritage.

## 5 RESULTS AND DISCUSSIONS

The research carried out in a public school in Curvelo, Minas Gerais, had the following objectives: objective to integrate regional legends into the curriculum of the 6th year of Elementary School, Years Finals. The class, made up of 26 students, was involved in lessons that addressed the legends by through discussions and debates, promoting a collaborative environment. The students were encouraged to share their experiences and knowledge.

Data collection included discussion groups to assess participants' prior knowledge. students and record their preferences regarding folk narratives. Direct observations in classroom allowed detailed notes of student interactions, and the productions artistic activities, such as the painting of folk characters, also contributed to the analysis. Conducted over two weeks, the research enabled continuous monitoring of learning, with the active participation of all 26 students. The approach adopted provided a deep understanding of the impact of legends on the construction of identity cultural of students.

The results indicated that the legends of Minas Gerais, such as the Pisadeira, the Mother-of-Ouro and Chico-Rei were not known by the students before the research, despite their relevance in other regions of Minas Gerais. All students reported being unaware of the origin of these legends, highlighting the need to include them in the school curriculum. The

Classroom discussions showed that when learning about these narratives, students did not only acquire historical knowledge, but also developed a sense of belonging and cultural identity.

The data collected revealed that legends play multiple roles in educational context. During practical activities, students identified the legends as effective tools for cultural preservation and the transmission of moral values, in addition to use them to explain natural phenomena. Analysis of classroom discussions showed that legends also promoted social cohesion, with students reporting that sharing these stories with colleagues and family strengthened community bonds.

The interdisciplinary approach between History and Geography was fundamental to enrich the teaching of legends. Students participated in activities that integrated the historical account of legends with the geographical exploration of the regions where they originated, making learning more engaging and effective. Classroom observations have shown that the students were able to relate the legends to historical events and characteristics geographical, promoting a richer and more contextualized understanding.

The research highlighted the significant impact of regional legends on the formation of students' cultural identity. Many students expressed surprise to discover that their families themselves had stories and versions of the legends that were not widely known. This sparked a renewed interest in local cultural traditions and encouraged students to become "storytellers," sharing what they learned with friends and family members.

The research also revealed that the integration of legends into the school curriculum did not only enrich academic learning, but also fostered a sense of belonging and cultural pride. However, some students expressed discomfort and indignation, especially in relation to the legends of Saci Pererê, which for them show forms of discrimination, such as racism against black people and ableism against people with physical disabilities, also highlighting the combinatorial nature of discrimination, described as intersectional discrimination.

Regarding the legend of Negrinho do Pastoreio, many students expressed disgust due to the violent nature of the story and the treatment of certain groups as inferior in a specific period of Brazilian history. Chico Rei's story led to slavery

was clearly recognized as something unacceptable, generating confusion, indignation and abjection among students.

The legend of the Mother of Gold, covered in the subjects of History and Geography, is related to the Gold Cycle of Minas Gerais in the 18th century and the attempt to explain natural phenomena such as will-o'-the-wisp. Students' lack of knowledge about the term "will-o'-the-wisp" "fatuo" sparked interest in understanding the phenomenon and its associations with legends of ghosts and hauntings. This legend, like others linked to mining, illustrates the regionalization of folklore.

On the other hand, the legend of Pisadeira was unknown to the students, who, at the same time, knowing the story, they reported personal experiences related to the topic. In contrast, the legend of the werewolf, widely disseminated by the media and cinema, was familiar to everyone students.

Based on the results obtained, it is suggested that schools adopt an approach more integrated and interdisciplinary approach to teaching regional legends. It is recommended to create projects that unite History, Geography, Natural Sciences, Portuguese Language and Arts, allowing that students explore, represent and share local legends, promoting a active and collaborative learning.

Encourage family and community participation in school activities, such as storytelling and research into local legends can strengthen the bond between school and regional culture. It is also important to offer continuing education for teachers about the importance of legends and how to integrate them effectively into the curriculum, ensuring that they are prepared and motivated to address these topics in the classroom. Furthermore, it is recommended to develop teaching materials that include regional legends, facilitating students' access to these narratives and promoting their appreciation.

These suggestions aim not only to enrich teaching, but also to ensure that regional legends continue to be a vital part of students' cultural identity, contributing to the formation of a society that is more aware and respectful of its traditions.

## 6 CONCLUSION

The research investigated the importance of regional legends in the formation of identity cultural of 6th grade students of Elementary School, Final Years, in Curvelo, Minas Gerais. Through the integration of legends such as Pisadeira, Chico-Rei and Mãe-do-Ouro in the History and Geography curriculum, a significant gap in knowledge was identified cultural aspects of students and their families. The analysis revealed that this approach enriched the learning and promoted a greater sense of belonging and cultural pride among the students.

The results indicate that the inclusion of regional legends in the school curriculum does not only increased students' knowledge of their culture, but also facilitated a deeper understanding of the historical and geographical aspects of the region. The approach interdisciplinary approach between History and Geography proved to be effective, providing an analysis more contextualized cultural narratives and strengthening students' cultural identity.

The research findings have significant implications for pedagogical practice, highlighting the need to value and integrate regional legends into teaching. The appreciation of these narratives contributes to the preservation of collective memory and promotes education more contextualized, connecting students to their cultural roots. The research also suggests that similar pedagogical practices can be implemented in other regions to enrich teaching and promote cultural diversity.

This study contributes to the field of education by demonstrating how the integration of regional legends in the curriculum can improve the formation of cultural identity and the understanding of historical and geographical contexts. The proposed interdisciplinary approach enriches learning, promoting a sense of belonging and appreciation of local traditions, which can be replicated in different educational contexts.

Although the research revealed positive results, some drawbacks were identified limitations. Some legends caused discomfort among students, indicating the need for a more sensitive approach when dealing with controversial topics. Furthermore, the study was limited to a single class and school, which may restrict the generalization of the findings to other regions and contexts.

To improve future research, it is recommended to expand the scope of the study to include different classes and schools, which can provide a broader view of the

effectiveness of integrating legends into the school curriculum. Furthermore, exploring a greater diversity of legends and adopt a critical and reflective approach when dealing with narratives controversial can enrich analysis and promote more respectful and inclusive education.

The research highlights the importance of incorporating regional legends into the school curriculum to strengthen students' cultural identity and enrich the teaching of History and Geography. In addition to these subjects, other curricular areas, such as Art, Portuguese Language, Science Nature, Religious Education and even English can benefit from this integration.

Valuing these narratives increases students' engagement with their traditions cultural and contributes to the preservation of collective memory. The proposed recommendations aim to improve teaching practices and ensure that legends continue to perform a significant role in education and cultural preservation.

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