

Argentina's Amazing Animals and Their Habitats

Grade Level:	2nd Grade
Subject:	Language Arts, Science and Social Science
Project Creator:	Debbie Nicholson
Time Frame:	Ten 45-minute lessons delivered over 3–4 weeks
School District	Portland Public Schools, OR
School:	James John ES

Link to ODE Content Standards

Science Standards

- Standard 2.1 Living and non-living things vary throughout the natural world.
- Standard 2.1L.1 Compare and contrast characteristics and behaviors of plants and animals and the environments where they live.
- Standard 2.2 Living and non-living things change.
- Standard 2.2L.1 Describe life-cycles of living things.

Social Science Standards

Geography

- Standard 2.7 Use basic information on maps and other geography tools to locate and identify physical and human features of the community.

Language Arts

- Standard ELA.2.RDG.3.3: Read, understand and use information from text features.
- Standard ELA.2.WRT.4.1: Write reports that include an introduction and concluding sentence/ending, three or more supporting details, and visuals appropriate to the topic.

Summary of Project

In this introductory unit of Argentine habitats and bio-diversity, students will learn about the major geographical regions and the predominant species found in those areas. They will learn what bio-diversity is and why it is important to maintain diversity within given habitats as well as learning about endangered and threatened species. The students will gain a basic understanding of where Argentina is placed in the world and will build on basic mapping skills. They will also continue to work on non-fiction writing skills. The students will work in partners to write a research project on a particular animal found in Argentina and use non-fiction text features to provide visual detail to their research. Students will listen to several folk tales about Argentine animals and relate that to their understanding of Argentine animals and habitats. They will evaluate why these folktales are used to teach Argentine children. The students will then present their Amazing Animal project to the rest of the class in a culminating activity, which will coincide with the final lesson presenting the students with some of the unique aspects of Argentine culture including mate, tango, foods and crafts.

Enduring Understandings

Students will understand that:

- Argentina is a large country with extremely diverse geographical regions.
- Unique animals live in very specific habitats.
- Animals need each other to thrive in a given habitat.
- Certain unique animals have adapted to survive in Argentina.
- Human impact on the environment is an important issue.
- Each of us must protect our global environment.
- We, kids in Portland or anywhere, affect Argentine habitats.

Essential Questions:

- Where is Argentina?
- What are the unique and distinct habitats in Argentina?
- What is a habitat and why is it important?
- What does an animal need to survive?
- How do people affect an environment?

Unit Objectives

Students will know:

- The difference between countries and continents.
- What a habitat is.
- What animals need to survive and thrive in an environment.
- Key vocabulary.

Students will be able to:

- Identify South America and Argentina on a map.
- Identify physical features on a map.
- Identify the major geographical regions of Argentina.
- Identify some of the predominate animals in each region.
- Identify non-fiction features and use them in their own writing.
- Write a research project about a particular animal indigenous to Argentina.
- Identify unique aspects of Argentine culture.

Performance Task and Other Evidence

- Students will participate in class discussions and activities.
- Students will locate Argentina on a world map and color in the key geographical regions.
- Students will research an animal unique to Argentina and present the project with visual non-fiction features to the class.

Learning Activities:

1. Students will participate in a mapping lesson to provide a broad understanding of where Argentina is located in the world compared to where they currently live.

- They will view a short video about Argentina that will give the students more schema about the country.
2. Students will see a PowerPoint presentation and learn about the major geographical regions of Argentina. They will learn about the predominant habitats found in those regions.
 3. Students will learn specifically what a habitat is and learn about some of the animals found in the different regions of Argentina. They will view a slide show with photos of some of the animals that are specific to Argentina or are a major part of their environment.
 4. Students will play a game matching animals to habitats and they will each choose an amazing Argentine animal on which to do further research.
 5. Students will learn about typical features used in non-fiction texts to illustrate important facts. They will create a non-fiction features journal.
 6. Students will begin their research on a particular animal. I will give students a list of animals to choose from. They will work with a partner, although both students will create their own project. This will take several sessions, probably 3 1-hour work sessions including one in the computer lab for the research part. Students will create an animal project about their animal on a piece of large tag board. It will have a minimum of three text features and will need to include a title, photo, description of the animal, its status in the wild and any unique adaptations to its particular habitat, as well as interesting facts.
 7. Students will listen to 2–3 animal folktales based on Argentine animals. They will relate these folktales to their understanding of Argentine habitats and discuss the importance of children from Argentina learning from these stories. It will be helpful if the students have already had a unit on other world folktales and understand the teaching aspect of these tales.
 8. Students will present their Amazing Animal Projects to the rest of the class and possibly a wider audience of their parents.
 9. Students will be able to experience some of the traditional aspects of Argentine culture, such as mate, tango, foods and crafts. This will involve artifacts collected during my travels to be brought in as well as preparing some of the traditional foods (empanadas, mate, Argentine olive oil, etc.). They will also watch a short YouTube video on the Argentine tango as well as listening to traditional Argentine music.

Note: Educators wishing to use this unit may download the PowerPoint presentation to use with the lesson plans from the following website:

<http://lanic.utexas.edu/project/etext/llilas/outreach/argentina11/>

Lesson 1: Where is Argentina Anyway?

Objectives: The students will be able to:

- Identify the difference between countries and continents.
- Identify South America and Argentina on a map.
- Identify physical features on a map.

Materials Needed:

- Globe and a world map
- Document camera or overhead
- One copy for each student of blank world maps and blank South American maps with the country borders drawn in, but not labeled
- Computer and slide show of travel photos
- Pencils, colored pencils and crayons
- Argentine Learning Log
- A legal size folder for each student to place their work and research in throughout the unit.

Learning Activities:

1. Give students a blank map of the continents. As a pre-assessment ask students to identify South America by placing a S. A. on that continent. And then ask them to place an A on the country of Argentina.
2. Monitor students and just give them about 1 minute to complete. Have them put it aside for now.
3. Next, show students the world map on the document camera and identify and label all 7 continents.
4. Have students label and color code their maps with the 7 continents in different colors.
5. Give students the blank copy of the map of South America with country borders drawn in. Ask students if they know where Argentina is and have individuals come up to the document camera to try to locate the country. Then show them the map of South America with the countries identified. Have them locate Argentina and then lightly color it in with a red color pencil, not crayon. They will be using this map later to identify the major geographical regions of Argentina.
6. Show students the oceans on either side of Argentina and identify them, explain that on maps bodies of water are identified with blue. Then identify the Andes Mountain range and show them how to draw in the mountains and label them.
7. Finally, show students a compass rose and have them draw one on their map identifying the cardinal directions. Explain that everything above a certain point on a map is North, everything below that point is South, everything to the left of that point is West and everything to the right of that point is East.

Closure: Let students know they will be studying Argentine habitats and animals for the next few weeks. Finish by showing the children's video *Argentina* (a France, Canada, Iceland co-production presented by Marathon, Pixcom Productions and Storm; written and directed by Charles-Antoine de Rouvre).

Extensions:

- Have students write in their Learning Log 2–3 things they learned about Argentina either from the map lesson or from the book.
- Students can share their learning with their families.

Lessons 2–3: Geographical Regions of Argentina

Objectives: The students will be able to:

- Identify physical features on a map.
- Identify the major geographical regions and their habitats of Argentina: pampas, Patagonia, Andes, subtropical rainforests, semi-arid plateaus, Cuyo, Northeast, Northwest, deserts.

Material Needed:

- World map
- Colored pencils, crayons and pencils
- Argentina Learning Log
- A pre-drawn map of the geographical regions; one copy for each student of this map with borders drawn in
- Computer and projector
- Photos of Argentine regions (attached)
- KWL chart made in advance on chart paper
- Create a chart with the vocabulary words and pictures to represent those words

* Note: This is a particularly lengthy lesson and will probably need to be broken into two parts for 2nd grade students to be able to understand and remember. I would present the first two regions on one day and the last three on the next day. It will probably take 45 minutes for each lesson.

Learning Activities:

1. Pre-load students with the necessary vocabulary for today's lesson: habitat, pampas, arid, semi-arid, mountains, desert, sub-tropical, rainforest, glaciers, grasslands, plateaus. See the attached vocabulary words and pictures.
2. Put up the KWL chart and find out what your students already know or remember from the first lesson and the slide show. Then generate a list of questions with the students regarding Argentine habitats.
3. Send students to their desk with their Argentine folder and ask them to get out their map of Argentina. Have them put their finger on Argentina. Show them the map with the regions drawn in. Give them a new map of Argentina with the regions drawn in. Have students color code each region and then write the regions name.
4. Show the photos of Argentina's regions. As you present each region, identify unique physical characteristics and some of the habitats they can be found in that region. Locate those habitats on the regions map. The five regions on the map are the Northeast, Northwest, Cuyo, Pampas and Patagonia. There are many different habitats within each of these areas and just the major habitats will be discussed. The following are for your information.
 - a. The Northeast: mostly recognized for its sub-tropical rainforest. It is different from tropical rainforest as it is below the prime meridian and has four distinct seasons. It gets cold enough in the winter to occasionally

have frost. Because of this there are different species than one might find in the rainforests closer to the equator.

- b. The Northwest: largely comprised of high deserts with very dry or semi-arid conditions and the pre-Andes foothills; here in the U.S. we would call them mountains. The rocky hillsides are full of minerals and have very colorful formations. There are scrub forests and areas with large concentrations of cactus.
 - c. The Cuyo: in the central West of Argentina, comprised of the Andes and fertile valleys. Most of Argentina's wine production occurs in this region.
 - d. The Pampas: large, flat grasslands, with some mountains, that are fairly humid and good for growing crops. The region receives 20–50 inches of rain spread throughout the four seasons, with generally temperate conditions. Most of Argentina's beef production occurs in this region and there are large species of animals, although many are threatened due to over-grazing.
 - e. Patagonia: an enormous area of Argentina that includes the Southern portion of the Andes range. Patagonia is more than a third of the total area for Argentina. Its chief habitat is the high semi-arid plateaus. But it also encompasses vast glacier fields and a long coastline on the Southern tip of Argentina that is the closest land mass to Antarctica. Because of its closeness to Antarctica and the Pacific and Atlantic Oceans, it has unique habitats not found in other parts of Argentina. The ocean habitat is full of sea mammals, ocean birds, including penguins and other marine life. This region's environment is threatened, and indeed seriously damaged, recently due to ozone depletion and the latest eruptions of several Chilean volcanoes.
5. Have students get out their Argentina Learning Log and write 3 new things they learned about Argentina habitats today.

Closure: Pull students back to your community circle area and have students volunteer to share from their learning logs.

Extensions: Challenge students to use their computers at home or at the library to learn about an animal from one of the habitats presented today.

Lesson 2 Vocabulary Words

Pampas



Arid



Semi-arid



Patagonia glaciers



Andes Mountains



Subtropical rainforest



Desert



Lesson 4

Objectives: Students will be able to:

- Identify the major geographical regions of Argentina.
- Identify some of the predominate animals in each region.
- Define what a habitat is.
- Learn what animals need to survive and thrive in an environment.

Materials Needed:

- Argentina folders
- Pencils
- Argentina Learning Logs
- Chart paper and markers
- Projector and screen
- *Argentina's Habitats and Animals* PowerPoint (available for download from this website: <http://lanic.utexas.edu/project/etext/llilas/outreach/argentina11/>)

Learning Activities:

1. Place the definition of habitat on a piece of chart paper for students to read at the beginning of this lesson. Habitat: the natural environment or home of an animal or plant. The place where it can meet all its needs for food, water, shelter, air and space.
2. Remind students of the slide show and the regions presented from the last lesson.
3. After reviewing the presentation, have students list the major regions in their Learning Logs.
4. Tell students today they will be learning about some of the animals of Argentina and that you will be showing a slide show of these animals grouped by region. Let them know they will be expected to be able to put one animal in each of the regions on their map, so they will need to pay close attention. In addition, they and a partner will be choosing one of these animals for further research.
5. Show the PowerPoint *Argentina's Animals and Habitats*. Stop frequently along the way to check that students are following. Let them know they can take notes in their Learning Logs along the way and pause for 2–3 minutes at a time to allow them to do this.
6. After the slide show, have students finish writing notes in their Learning Logs.

Closure: Allow students to share their notes at their tables groups or to a group of 3–4 students.

Extensions: Challenge students to do some more research on an animal on their own at home or their local library.

Lesson 5: Animals and Regions Matching Card Game

Objectives: Students will be able to:

- Identify the major geographical regions of Argentina.
- Identify some of the predominate animals in each region.
- Define what a habitat is.
- Learn what animals need to survive and thrive in an environment.

Materials Needed:

- One set for each group (4 students per group) of Region and Animal cards (attached)
- Argentina Learning Logs

Learning Activities:

1. Pull out the regions and animal cards and play a round of match the animal to the region with the whole class. The object of the game is to be able to identify which animal belongs in which region. If it belongs in more than one region the student may choose which one to place it. Students check the answer key to see if they have correctly placed all the animals. They can also play it in a concentration method, with putting them face down and trying to match the animal to the habitat. If the habitat is already turned over they can just identify the habitat and keep the card.
2. Send students to play several rounds in their small groups of four students.
3. After 15 minutes of play have them return to their seats and add an animal to each of the regions in their learning log.
4. Post the list of possible animals for the students to research. These will be the animals that were presented in the slide program. Pass out a 3x5 index card to each student. Have each student identify and list 3 animals they would like to research more about. It has to be one of the animals presented during the animals and habitats lesson.
5. Use the cards to match students with a partner. Students will work with each other and share their research, however each student will need to create their own Amazing Argentine Animal poster.

Closure: Finish by reading one of your children's books about Argentina, reading particularly the portions about animals and geography.

Argentina Regions and Animals Matching Game

















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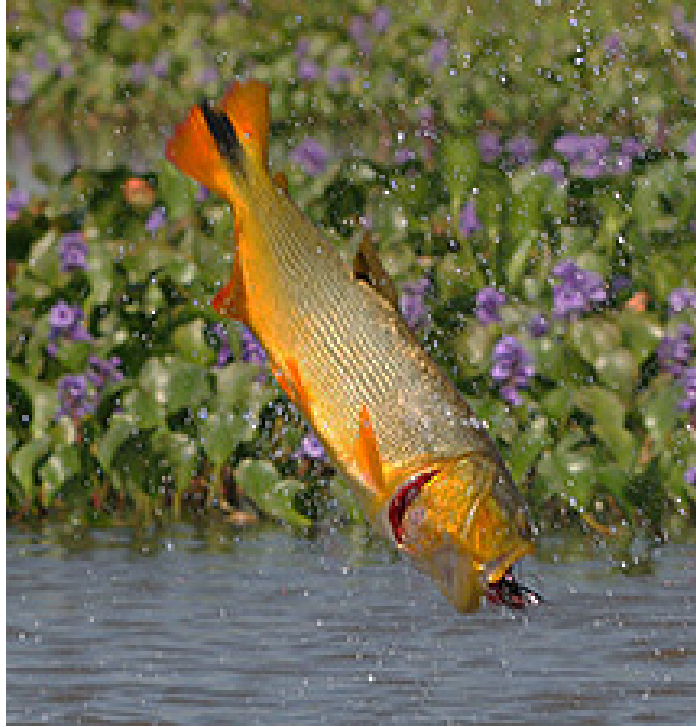


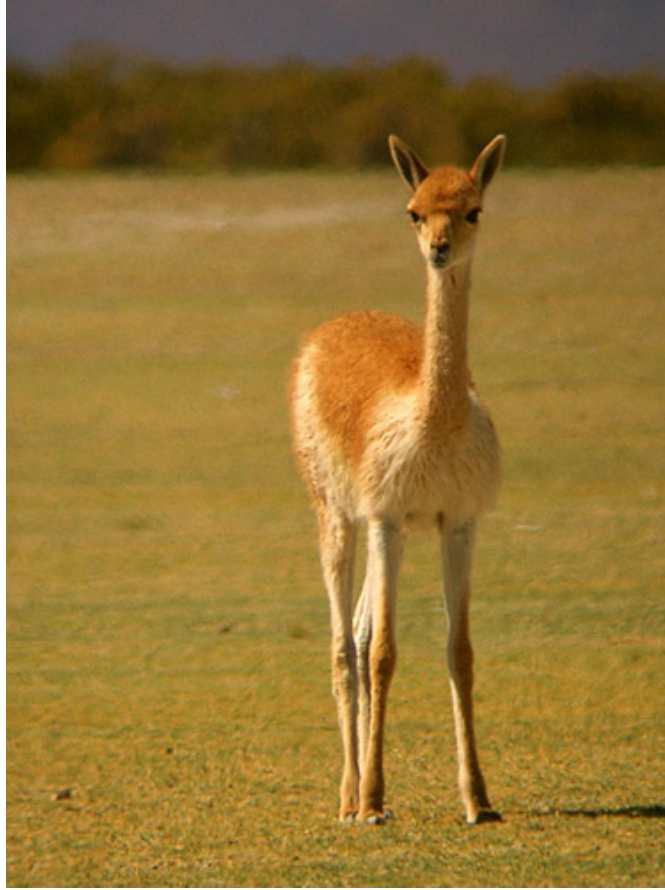














Names of Argentine animals

golden dorado
social flycatcher
Magellan penguin
black howler monkeys
Andean condor
guanaco
vicuña
jaguar
Pampas deer
peccary
llama
coatimundi
capybara
tapir
suri
alpaca

Lesson 6: Non-fiction Text Features

Objectives: Students will be able to:

- Identify non-fiction features and use them in their own writing.
- Listen to non-fiction read aloud.
- Create a list of non-fiction features (bold headings; maps; drawings, diagrams, photographs; bulleted lists; glossary; captions) in their Learning Logs.

Materials Needed:

- A variety of non-fiction books, could be animal and habitat related, but don't have to be
- Chart paper and markers
- Argentina Learning Logs

Learning Activities:

1. Read a short non-fiction text aloud. A scholastic news is great for this or any short non-fiction book.
2. Spread out the non-fiction texts for students to browse.
3. Give them 5–7 minutes to really look through the texts. Ask them to pay close attention to how it is different from fiction. You may need to remind them of the difference between the two.
4. After a suitable time to browse, have them place one book on the carpet in front of them or between two students. Bring their attention to the chart paper you have titled **Non-fiction Features**.
5. Have students identify all the things they noticed in the non-fiction text that brings attention to important information. As students identify the features write them on the chart paper.
6. After you have completed the list, send students to their desks to find examples of at least three text features and copy them into their Learning Logs.

Closure: Allow 3–4 students to share their text features with the whole class. After school, find examples of each of the text features listed on the chart paper and glue them up or draw them beside it so the students can use this as a reference for their research project.

Lesson 7: Argentina's Amazing Animals Research Project

Objectives: Students will be able to:

- Identify non-fiction features and use them in their own writing.
- Write a research project about a particular animal indigenous to Argentina.
- Write at least five related sentences about their animal with supporting details.
- Use at least three non-fiction text features in their writing.

Materials Needed:

- Argentina Learning Logs
- A sample research project completed by the teacher on an animal the students are not likely to choose
- Computers or computer lab
- Books on South American or Argentine animals
- 11"x17" copy paper, one for each student
- One piece of manila or white tag board for each student. You could use a whole sheet of white construction paper but the tag board holds up better.

Learning Activities:

Note: this will take at least three 1-hour sessions, possibly more.

1. Take students to the computer lab and demonstrate how to search for information on their particular animal. If your students haven't had experience searching just bookmark some suitable sites ahead of time and lead them to those sites. It is helpful to have additional adults or older students to help with this research. Students can print out the information they find or take notes if they are good writers. I have found that for some of my students I have to find the information for them and then just show them how to print.
2. After students have gathered their information, show them how to use their 11"x17" copy paper to plan out their poster.
3. Demonstrate first the title and where to place it and how to write it much larger than the rest of the print.
4. Then have them choose the non-fiction features they are going to use. I suggest, bold headings for diet, habitat, predators and other interesting facts. All the writing should be put on this rough draft so you and other adult volunteers can help edit for spelling and punctuation. Show them how to draw a simple picture or to plan for a photo with a caption. They can also use the photo or the drawing as a diagram of the animal. Finally give all the students a small map of the regions of Argentina and they can place a marker on the region where their animal is found most often. This map can be placed on their final product not the rough draft, but they should indicate on their rough draft where it will be placed.
5. When you have approved their plan have them begin to work on their poster. They should do all the work in pencil first and then they can copy over with black pen or felt marker. Students with immature handwriting can print the information on the computer or write in a notebook and a parent volunteer can type it for them

so it will be legible on the poster. Emphasize the need for an audience to be able to read the poster so they can learn about these amazing animals as well.

6. As students finish they can help their classmates or read non-fiction texts independently.

Lesson 8: Amazing Argentine Animal Presentations

Objectives: Students will be able to:

- Present information on a particular topic.
- Be able to answer questions about a researched topic.
- Understand that writers have to know their audience.
- Speak clearly in front of a group.

Materials Needed:

- A music stand for each student
- Space large enough for each student to be able to set up their poster on the music stands and be able to stand next to them

Learning Activities:

1. Set up a music stand in your gathering area and have students practice presenting their poster to the whole class. They need to read what they wrote, show the pictures and be able to answer 1 or 2 questions about their animal. The teacher should demonstrate what this looks like first.
2. After the students have had sufficient practice, invite an audience to come and view the student's work. Students will not stand up and present one at a time; rather, it will be a gallery walk.
3. Each student will stand next to his or her poster and the audience will walk by all the posters. Encourage the parents or other staff members to ask a question or two about the posters. Student partners should be placed next to each other so they can assist if their partner has forgotten something about their animal.
4. After the audience has had a chance to see the posters. Invite them to share in some *alfajores* and *mate* tea or *submarinos* with the students. These are all traditional foods and drinks from Argentina, which will be talked about in the last lesson.

* Note: I actually plan to present the last lesson immediately following the student presentations so parents will be able to participate in the culture lesson as well. I am also planning for a Spanish translator for my Spanish-speaking parents.

Lesson 9: Argentina's Amazing Food and Culture

Objectives: Students will...

- Be introduced to a unique culture.
- Experience music, food, dance, and crafts from Argentina.

Materials Needed:

- *Mate* cup with straw
- *Mate* tea (decaf); can be purchased at Whole foods or New Seasons
- Chocolate bars
- Steamed or heated milk; I use a crock pot to heat the milk in sufficient quantity
- *Alfajores dulce de leche* (a cookie with caramel filling)
- Crafts collected during travels
- Argentine tango music and videos from YouTube
- Laptop computer and projector

Learning Activities:

1. I will be showing the actual artifacts I collected but a teacher downloading this lesson can use images from Google.
2. Introduce the country of Argentina to your students and parents. The students will already have a lot of information but the parents may not.

Argentina is the eighth largest country by area in the world and the second largest in South America. Mostly Northern Europeans settled the country in the late 1800s and early 1900s. They gained their independence from Spain on July 9, 1816. Argentina has a long history of having periods of democratic ruled followed by brutal military regimes. The country is now coming out of a long period of economic struggles and is basically a democratic country, although with much distrust by its population due to years of political corruption. Cristina Kirschner is their President and was just re-elected to that office in December of 2011.

This country also had a large indigenous population that has been systematically oppressed and indeed all but eradicated. The oldest known people in Argentina were from about 9,000 BCE. Today, less than 5% of the population is considered Indian. The federal government finally passed a law in 1994 that recognized the local cultures, their traditional territories and their languages.

There are several unique aspects to Argentine culture that are recognized the world over. One of the best known is the Argentine tango. Please see the bibliography for the name of a YouTube video on Argentine tango. Argentine tango is a vibrant musical form that evolved from European and African beats that sprang up in the early part of the twentieth century around Buenos Aires.

Mate is a shared drink that is very popular in Argentina. It is made from the herbs of the yerba bush and is drank from a gourd through a metal or wood straw called a *bombilla*. Many Argentines drink it as Americans drink coffee.

Every city, town or village has a local arts and crafts fair or market. Although, sometimes, the products sold are from neighboring countries, if one is careful you can make sure you are getting local made items. One can find

handcrafted silver, minerals, leather, textiles, carved wooden items as well as many other products. See the photos accompanying for just a few of these items.

Food is a big part of Argentine culture. Every region has its specialty *empanada*, desserts that involve *alfajores* (cookies with *dulce de leche* in the center), *mate* tea and *submarinos*, a glass of hot milk served with a chocolate bar with a low melting point. The bar is dropped in the steamed milk and the result is a very smooth cup of hot chocolate. A large aspect of Argentine food involves barbecue. The Argentine barbecue involves eating parts of the animal Americans don't normally eat: the intestines, *mollitos* (part of the neck), blood sausage, kidneys and many other parts.

3. Have students and families take a walk around all the artifacts and allow them to try the *dulce de leche*, *mate*, *submarinos* and *empanadas*.
4. Finally, the students can use two strips of light blue paper to make an Argentina flag. Then they can draw a sun in the center white stripe and color it yellow. This concludes the set of lessons on Argentina and its amazing culture.

