

Unit Title: Let's Go to Argentina/¡Vámonos a Argentina!

Author and School: Sarah Willis, Seattle Country Day School, Seattle, WA

Subject Area: Spanish Language/World Language

Topic: Geography, culture, Argentine vocabulary and expressions, cooking and foods

Grade Level: 1–3

Time Frame: 8 days, 40-minute sessions

Summary of the Unit: This project is applicable to beginning Spanish language elementary school students and introduces them to Argentina's geography, culture, folklore, food, expressions, and specific vocabulary. The students will learn about Argentina through cultural artifacts, such as maps, flag, passport, photos, literature, film, and foods. By combining cultural information with language lessons, the students will gain a greater understanding of Argentina, its people, and what life is like there for families and children. The overall goal of this unit plan is to increase students' knowledge and understanding about Argentina (the country, culture, food, and vocabulary.) Students will learn new vocabulary and dialect specific to Argentina; make a map, passport, and flag of the country; write and illustrate their own travel journal; write a postcard and a poem; and prepare two different Argentine foods together.

Washington State, K–12 World Languages, Learning Standards

Communication

Communicate in Languages Other Than English

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Cultures

Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections

Connect with Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the world language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.

Comparisons

Develop Insight into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities

Participate in Multilingual Communities at Home & around the World

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Established Goals/Course Standards

- Students will understand, read, write, and communicate using the Spanish language.
- Students will comprehend vocabulary and everyday expressions in class conversations and discussions.
- Students will make an effort to communicate; participate in Spanish language activities; use vocabulary words and everyday expressions in conversations and be able to identify familiar objects in Spanish.

Culture

- Understand the relationships of people in different Hispanic countries, such as Argentina.
- Explore the traditions of various cultural groups.
- Demonstrate and recognize cultural artifacts, perspectives, and practices appropriate to various Hispanic cultures.

Geography

- Understand the purpose of maps.
- Comprehend and utilize the concepts of geography, location, distance, and directions.
- Understand and use geographical information to locate places on maps.
- Decipher simple maps and be able to label places and regions.
- Make and use a Spanish language compass rose.

Overall Unit Objectives

Students will be able to:

- locate Argentina on a world map.
- learn about the people who live there, the language spoken, its culture, geography, schools, food, etc.
- gain knowledge of some useful Spanish words and phrases and be able to use them in class conversations.
- understand some basic differences between Castellano (the Argentine dialect) and the Spanish language.
- increase knowledge of the Spanish language by mastering new vocabulary words.
- gain knowledge about Argentine family life, traditions, schools, education, and daily activities.
- explore the daily lives of several Argentine children and be able to compare them with their own lives and families.

- describe some similarities and differences between American and Argentine cultures and lifestyles.
- notice some differences between family life in an Argentine city and countryside.
- provide an introduction to two typical Argentine foods by preparing and tasting them.
- gain and increase their understanding and appreciation for both the country and the culture of Argentina.
- record in their travel journals some facts they learn about Argentina each day.
- utilize this information to increase their cultural awareness and knowledge of the country of Argentina, its culture, people, and geography.

Enduring Understandings

By participating in these lessons, students will:

- understand that Argentina is a large country with many provinces, diverse regions, people, and cultures.
- know where Argentina is located on the South American continent and in relation to the United States.
- be able to locate Argentina on the world map and name its capital, some major cities, provinces, important geographic places, and places to visit.
- be able to use some Spanish words and phrases (e.g., greetings, colors, months, and numbers) in everyday conversations.
- be able to recognize the Argentine flag and national anthem.
- understand that Argentina shares some similarities with the United States.
- learn about the daily life of an Argentine child and be able to compare it with their own.
- learn about and be able to identify several Argentine foods.
- increase their understanding and appreciation for Argentine culture.

Essential Questions:

Where in the world is Argentina located?

Who lives in Argentina?

What language is spoken in Argentina?

How is the Castellano dialect spoken in Argentina different from the Spanish language spoken in other countries?

What is daily life like for typical Argentine children living in the city and in the countryside?

What is school like for Argentine children?

What are the school calendar and schedule like?

What are families like in Argentina?

What are some typical foods eaten in Argentina?

Performance Tasks and Other Evidence:

Students will participate in class discussions and activities.

Students will read informational texts about Argentina.

Students will make and label a map of Argentina and its surrounding countries.

Students will make an Argentine flag.

Students will record in their Argentine travel journals things they learn each day.

Students will write and illustrate a postcard with detailed information about Argentina and send it to their families.

Students will learn vocabulary for months of the year and be able to create a *calendario de julio* in Spanish.

Students will take a challenge test together in class to assess their knowledge of the unit.

Students will write and illustrate an Iguazú Falls animal poem to share with the class.

Students will be able to complete a Venn diagram showing similarities and differences between Argentina and the United States.

Students will contribute information to a class newspaper article on Argentina.

Students will read and understand a short folktale about Argentine culture.

Students will use and comprehend Spanish language expressions and new vocabulary specific to our unit.

Students will prepare two popular children's dishes from Argentina.

Students will be able to express whether they like the foods we make together in class, using the "me gusta. . ." structures.

The postcards, poems, and journal entries will be the tools for assessing students' understanding and learning.

Follow-up Activities:

Students are encouraged to share what they learn with families and friends.

Students may create a poster about Argentina for other students and their families to share and increase their knowledge and understanding of Argentina.

They could complete a crossword puzzle using the new unit vocabulary.

Lesson 1: Where is Argentina?

Objectives:

By the end of today's lesson, students will know where Argentina is located on a world map and in South America.

They will be able to show where Argentina is located in relation to the United States.

They will learn where the capital city of Buenos Aires is located and be able to point it out on a map.

They will be able to locate various important places, geographical features, provinces, cities, and cultural regions within Argentina.

They will also learn and use *¿Dónde está?*, *Buen día* (good morning), *Chau* (good-bye), *sí*, *no*, *por favor*, *porteño*, *está aquí*, *allí*, *gracias*, *de nada*, as well as vocabulary specific to Argentina.

Students will learn the vocabulary words for colors in Spanish and use them to color in and label a map of Argentina.

They will complete their passport identification page in their Argentina travel journals together and make their first entry on Argentina.

Materials Needed:

World map, maps of North and South America, map of Argentina (attached)

Copies of Argentina map for each student (attached)

Book: Exploring Argentina with the Five Themes of Geography

Chart paper and markers

Know-Want-Learn sheet for Argentina (attached)

Passport forms/booklets (attached)

Argentina travel journal for each student (attached)

Learning Activities:

Find out what students already know about Argentina and brainstorm what they would like to learn about the country together by filling in the Know-Want-Learn sheet together as a class.

Introduce the students to the unit of study on Argentina by reading Exploring Argentina. Discuss the various sections together.

On the world map, show students where Argentina is located, as well as important places within Argentina and identify its bordering countries.

Introduce the vocabulary for colors in Spanish.

Students will use the vocabulary words for colors in Spanish to color in a map of Argentina and its neighbors. Translate into Spanish

Practice *¿Dónde está. . . ?* for places within Argentina.

Distribute the passport booklets with the students and have them each fill out their own passport. Discuss the significance of a passport and visa.

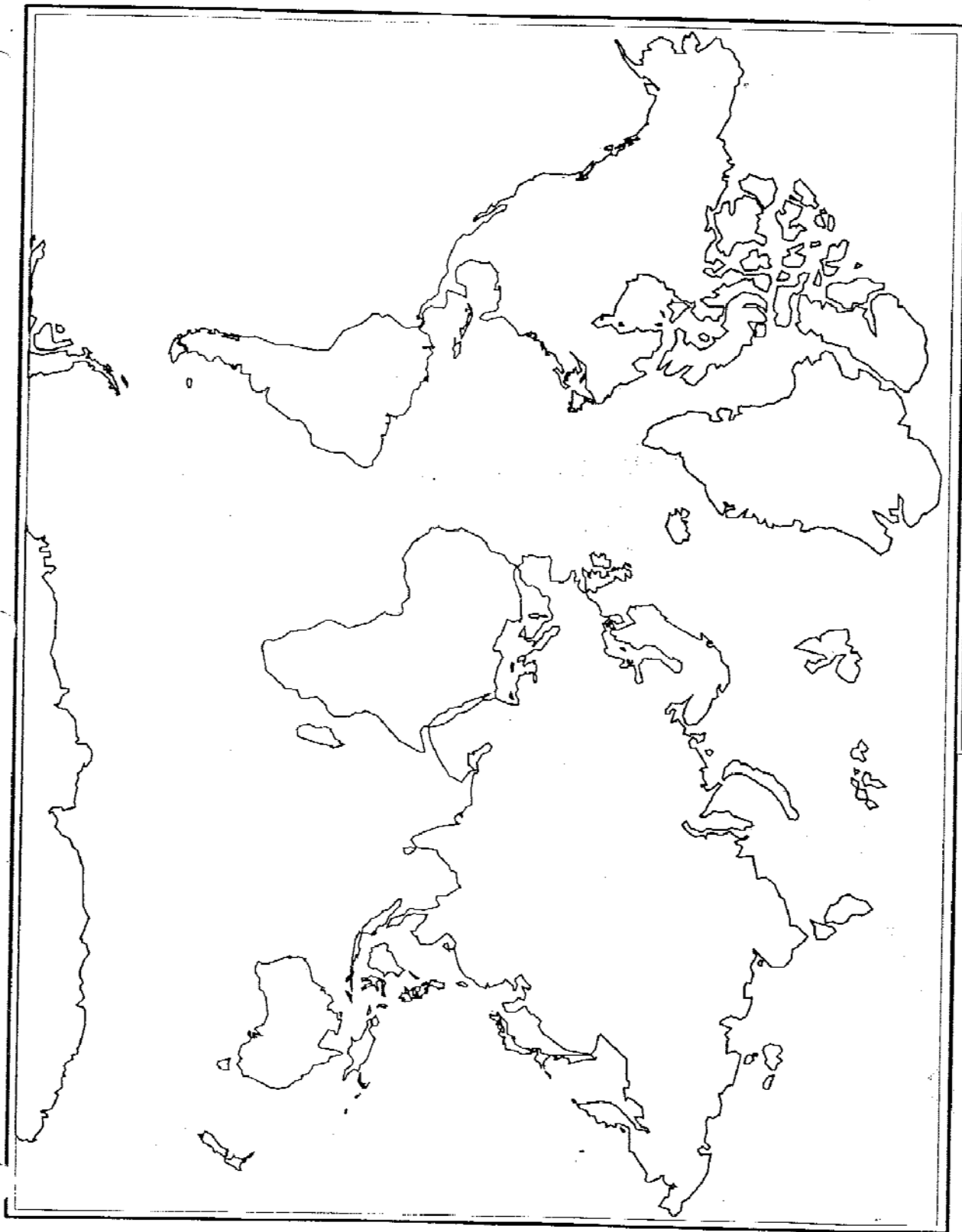
Closure:

Students will write at least two things they learned about Argentina today in their travel journals. Write down at least five new Spanish words that they learned.

Extension:

Take their passports and travel journals home to share with their families.

If necessary, students will finish coloring in various places on their own Argentina map, according to the color in Spanish.



World

Los países de América

Activity: The American Continent.

Instructions: Read the names of the countries below. Find them on the map, draw a line.
Color the countries in different colors.

- ¿Dónde se habla español?
(Where is Spanish spoken?)
- El español se habla en...
(It's spoken in...)

Canadá
los Estados Unidos
México
Cuba
Costa Rica
Belice
Guatemala
Nicaragua
Puerto Rico
Jamaica
Honduras
Panamá
La República Dominicana and Haití
Guyana, Surinam, Guyana Francesa
Ecuador
Venezuela
El Salvador
Brasil
El Perú
Chile
Argentina
Uruguay
Paraguay
Bolivia



¿Qué país hay al norte de los Estados Unidos?

¿Qué país hay al sur de los Estados Unidos?

¿Qué idiomas se hablan en este país?

¿Qué idioma se habla en este país?



Argentina



Color the Map



- Color Argentina yellow.
- Color Chile green.
- Color Uruguay pink.
- Color Bolivia red.
- Color Paraguay orange.
- Color Brazil purple.
- Color the Atlantic Ocean light blue.
- Color the Pacific Ocean dark blue.
- Draw green X's across the Pampas.
- Circle the capital, Buenos Aires in black.
- Circle the Falkland Islands in orange.
- Circle Cape Horn in red.

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Countries Around the World: Argentina DVD Activity Packet

Know – Want – Learned

| | | |
|------------------------------|---------------------------------------|--|
| What I know about Argentina. | What I want to learn about Argentina. | What I learned about Argentina from the video. |
| | | |

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Countries Around the World: Argentina DVD Activity Packet

VISAS

Argentina Uruguay


Perú Chile



Ecuador Venezuela

6

Doblar aquí



Número de pasaporte

Fecha de emisión

Fecha de vencimiento

Huella digital

3



Cortar aquí

7

Guatemala Puerto Rico

México Cuba



España Costa Rica

VISAS

Doblar aquí

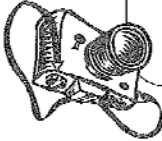
2

Fecha de nacimiento

Edad

Nombre y apellido

Fotografía



Encuentra y
colorea tu país

País: _____

Capital: _____

8

Pasaporte de

País

Bandera

1

Doblar y cortar aquí



5

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Doblar aquí

4

Colores de la bandera: _____

Presidente: _____

Moneda: _____

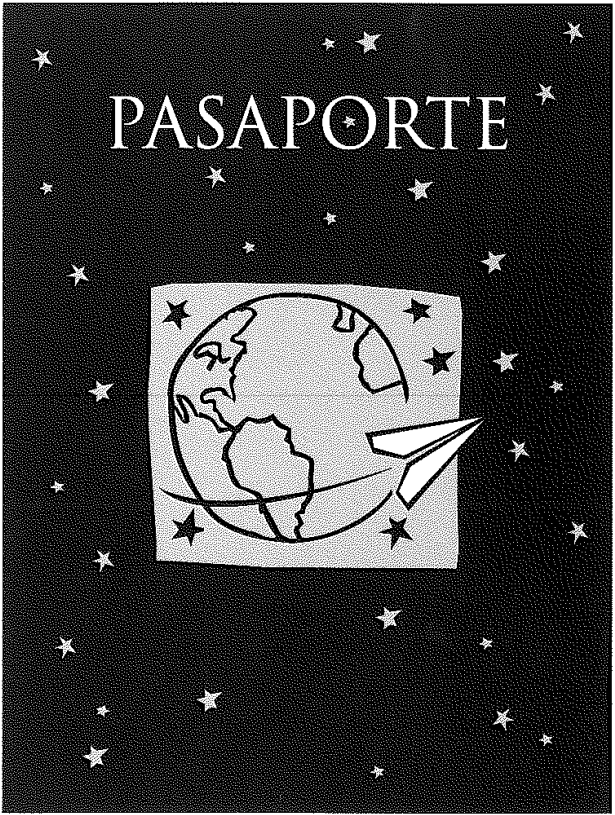
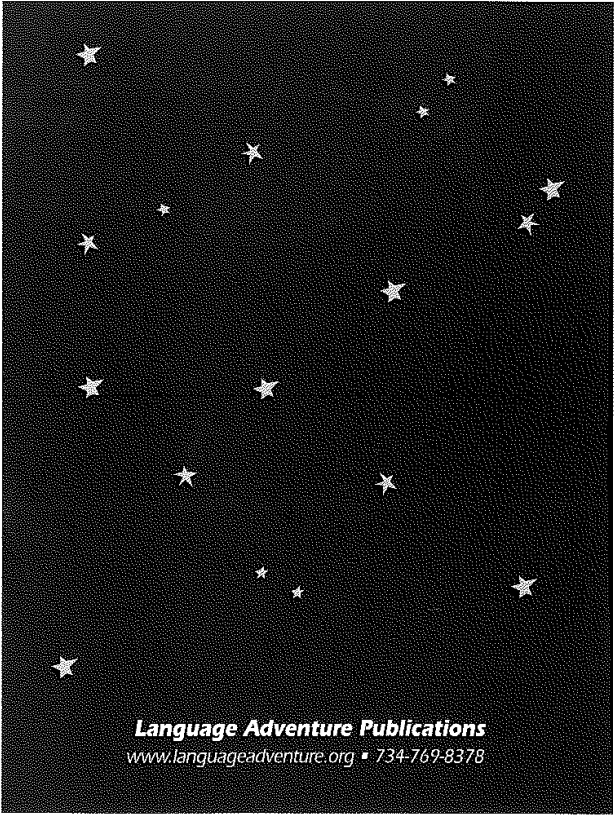
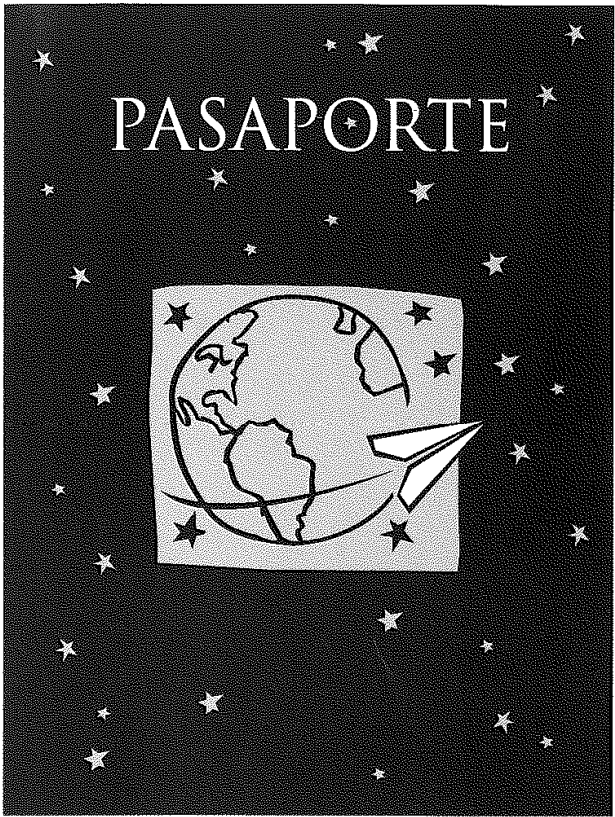
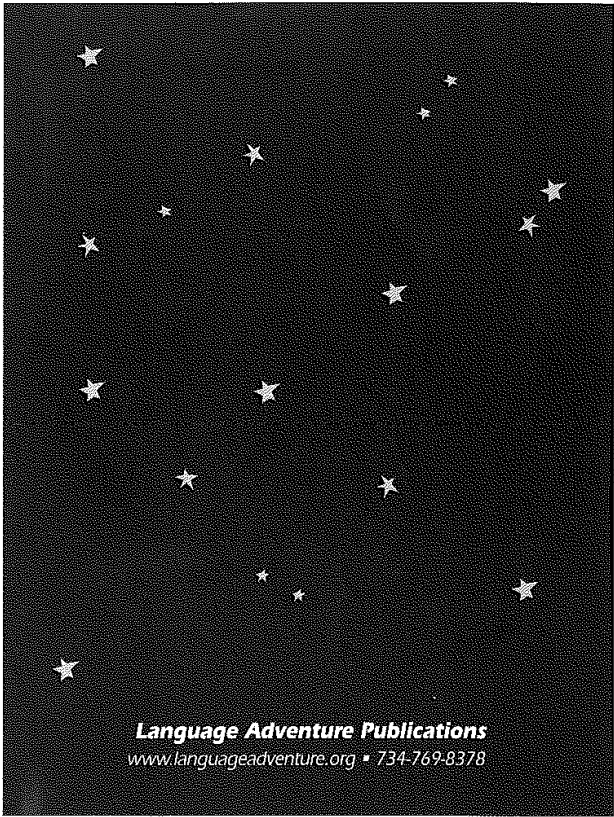
Número de provincias: _____

Población: _____ millones

Continente: _____

Capital: _____

País: _____



MI DIARIO DE VIAJE A ARGENTINA

Por: _____

Lección 1: Write at least two things you learned about Argentina today.

Write at least five new Spanish words.

Lección 3: Write the colors of the Argentine flag in Spanish.

Write the dates of the Argentine independence day and the U.S. independence day in Spanish.

Lección 4: Write three similarities you have with Gala or Carlos (or their families.)

Write three sentences, using new vocabulary words from the DVD.

Lección 8: ¿Te gusta el sandwich de miga?
¿Te gusta el submarino?

Include an illustration of each food.

Los Colores

- *amarillo* — yellow
- *anaranjado* — orange
- *azul* — blue
- *blanco* — white
- *gris* — gray
- *café* — brown
- *negro* — black
- *morado* — purple
- *rojo* — red
- *rosado* — pink
- *verde* — green

Lesson 2: Where is Argentina in South America?

Objectives:

Students will learn and use the geographical terms *este* (east), *oueste* (west), *norte* (north), and *sur* (south) and make a compass rose in Spanish.

Students will be exposed to different regions, culture, and places in Argentina through the CultureGrams slide show.

Materials Needed:

Paper plates, brads, thin poster board for compass roses

Sample compass rose

“Which Way to Go?” sheets (attached)

Slide show of photos from CultureGrams: <http://online.culturegrams.com>

Laptop and projection camera

Argentina travel journals

Learning Activities:

Review the Spanish vocabulary for colors from the previous lesson. Ask students to share which colors are on a completed colored map of Argentina in Spanish.

Present the slide show of photos from CultureGrams.

Teach vocabulary for directions (*este*, *sur*, *norte*, and *oueste*) in Spanish, adding *noroueste*, *sureste*, etc.

Post the direction signs in Spanish in the classroom from “Which Way to Go?”

Have students tell which places are located oueste of Buenos Aires, etc. They can also share which items are located in the *norte* part of the room to practice directions in Spanish.

Explain about how compass roses work in geography and what they are used for.

Model making a compass rose for the students in Spanish and then have them make their own decorated compass rose. The following sites provide directions for making a compass rose: <http://www.teachervision.fen.com/social-studies/printable/45157.html>,

<http://homeschoolparent.blogspot.com/2008/11/make-compass-rose.html>,

http://www.ehow.com/how_5161196_make-compass-rose.html

After each student has made a compass rose, play Games 1 or 2 from the “Which Way to Go?” sheet with directional labels on the school playground.

Closure:

Write down 4 new words for directions in Spanish, and 3 places they would want to visit in Argentina in their travel journals. Include why they would want to go there.

Extension:

Practice playing the direction game with compass roses at recess or at home with friends and family.

Play *Yo Espio* (“I Spy” game) in Spanish. Use colors to describe an item in the classroom, size: *grande, mediano, pequeño*, and location: *sur, noreste*, etc. The class will have to guess which item has been chosen. Whoever guesses the item correctly gets to choose the next item for the game.

Which Way to Go?

Games for Learning Directions

In these games students will learn north and south directions. Assist students by pointing out on the map that Baja California has two sections, Baja Norte and Baja Sur. Explain to them that norte means north and sur means south. Have them point north in the classroom, and then have them point south.

For each student, make copies and cut out the norte and sur signs on page 20 and the este and oeste signs on page 21.

Game 1

Clear the room of desks, or play this game in an open area. This would make a good recess game on the playground. Designate the north side of the area and the south side of the area. Have the children line up in the middle of the area. When you hold up the norte sign, they should run to the north side of the area. When you hold up the sur sign, they should run to the south area. Have them return to the middle before you hold up a new sign.

If you do not have room for this game, you can have the students sit down for south and stand up for north. Hold the signs up very quickly, and you will have a room full of laughing children.

Game 2

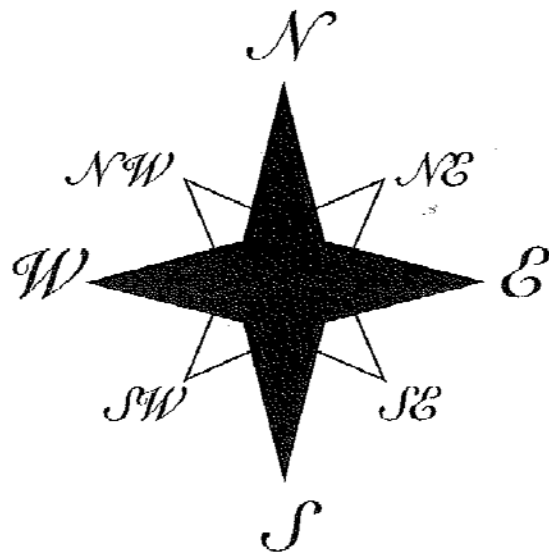
Play the game as above, but play it like "Simon Says." If you want to do the game in Spanish, say, "Simon dice" (see-mon dee-say).

Game 3

Have a large map of Mexico in the room where everyone can see it. Divide the country into north and south with a line. Give each child a norte and sur sign, or give half the class norte signs and half the class sur signs. Point to places on the map and have the children hold up the appropriate signs. Repeat the game by dividing the map into east and west. Use the este and oeste signs from page 21.

Extension Activities

- Bring in compasses so the students can find the cardinal directions.
- Add east and west to the game.
- For more advanced groups add the intermediary directions NW, SW, NE, SE.
- Talk to the children about which direction they would have to go to reach certain points.
Examples: the school cafeteria, home, the library, a friend's house.



Which Way to Go? *(cont.)*

NORTE

SUR

Which Way to Go? *(cont.)*

ESTE

OESTE

Lesson 3: The Argentine Flag and Independence

Objectives:

Students will learn about the history of the Argentine flag and Argentina's struggle for independence from Spain.

They will each make and color in an Argentine flag.

They will be able to answer questions about the flag and its history.

They will listen to and recognize the Argentine national anthem.

They will learn the vocabulary for the months in Spanish and make a calendar for the month of July, highlighting the dates of independence for Argentina and the United States.

Materials Needed:

Argentine flag

Markers, papers

Book: Argentina (Enchantment of the World series), pp. 62–63

CultureGrams national anthem, flag info: <http://online.culturegrams.com>

Sarah Willis, Argentina photos on Picasa:

<https://picasaweb.google.com/sarahannwillis/ArgentinaPhotos?authkey=Gv1sRgCMWb-5Kj69SHHQ>

Argentina travel journals

Flag worksheet (attached)

Blank calendar form (attached)

Learning Activities:

Review previous lesson with colors and expressions.

Show the Argentine flag to the class. Ask about the colors. *¿De qué color es? Blanco, azul claro, y amarillo.*

Read pp. 62–63 of Argentina to the class.

Discuss the information and check for understanding.

Show the photos of the flags from Manuel Belgrano School from the web album.

Have them contrast the Argentine struggle for independence with that of the United States. Compare the flags and national anthems, too. Review the dates of each country's independence day.

Have each student make an Argentine flag, using the colors in Spanish.

Practice counting from 1 to 31 in Spanish.

Introduce the vocabulary for the months of the year in Spanish.

Remind them that the seasons in Argentina are opposite of ours in the U.S., the northern hemisphere vs. the southern hemisphere.

Have the students make a July (*julio*) *calendario* with the dates of independence for Argentina (*el nueve de julio*) and the United States (*el cuatro de julio*).

Closure:

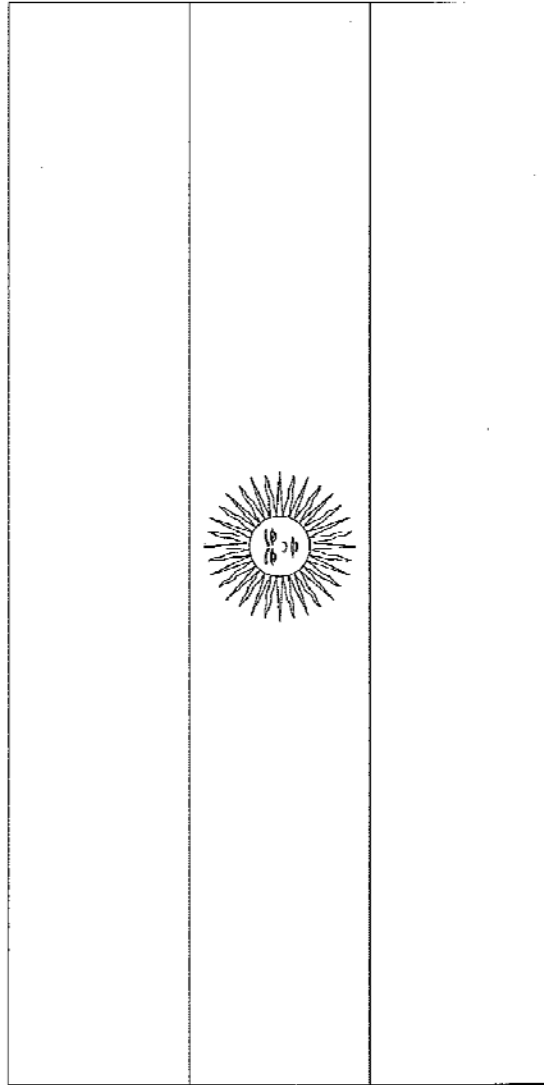
In their travel journals, students will write the colors of the Argentine flag and the dates of independence for Argentina and the United States in Spanish.

Extension:

Take the flag home to share with their families with a link to the CultureGrams website: <http://online.culturegrams.com>.

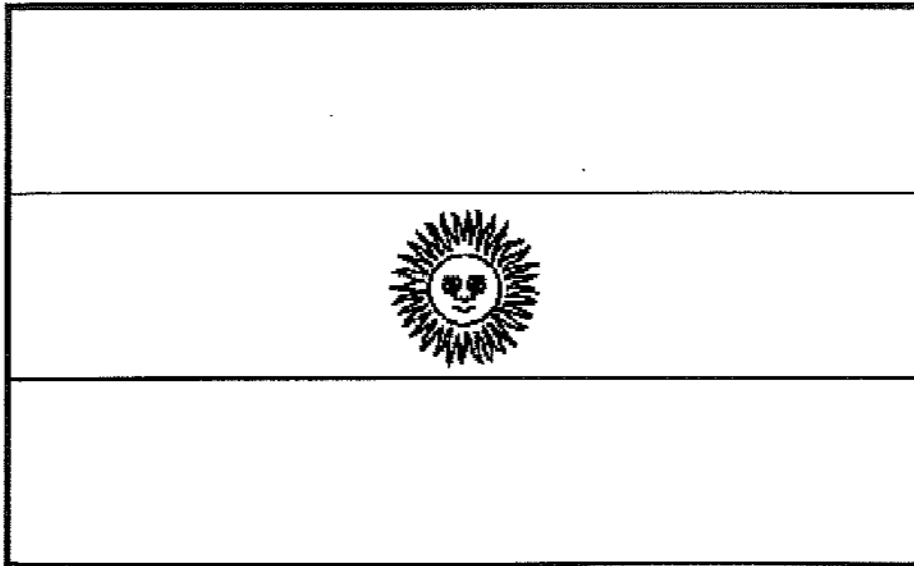
CultureGrams™ Country Flag Outline

Argentina



© 2007 ProQuest LLC and Brigham Young University.

Color the Flag



Color the top and bottom light blue
Color the center stripe white.
Color the sun yellow.

The blue and white colors were the colors used in the Argentinean revolution against Spain in the early 1800's. The sun in the center of the flag is called the Sun of May, and it represents the sun that shown through the clouds on May 25, 1810 when the revolution started, which led to Argentina's independence.

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Countries Around the World: Argentina DVD Activity Packet

LOS MESES DEL AÑO

- *enero* — January
- *febrero* — February
- *marzo* — March
- *abril* — April
- *mayo* — May
- *junio* — June
- *julio* — July
- *agosto* — August
- *septiembre, setiembre* — September
- *octubre* — October
- *noviembre* — November
- *diciembre* — December

el mes:

el nombre:

lunes

martes

miércoles

jueves

viernes

sábado

domingo

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Lesson 4: Families in Argentina

Objectives:

Students will become familiar with Gala, an Argentine girl who lives in Buenos Aires and Carlos, a boy who lives in the Pampas.

Students will be able to discuss how families in Argentina are similar to American families and how are they different.

They will be able to compare and contrast the daily life of an Argentine child living in the city with that of the one living in the countryside.

They will be exposed to cultural information and details about Argentina through the DVD.

They will complete a Venn diagram activity using information about Argentina and the United States.

Materials Needed:

DVD: Countries around the World: Argentina

Argentina vocabulary list for DVD (attached)

TV and DVD player

Book: Children Just Like Me

Venn diagram form (attached)

Sarah Willis, Argentina photos on Picasa:

<https://picasaweb.google.com/sarahannwillis/ArgentinaPhotos?authkey=Gv1sRgCMWb-5Kj69SHHQ>

Learning Activities:

Read pages 12 and 13 in Children Just Like Me and have the children get to know Carlos and his family.

Locate on a map of Argentina the area where Carlos lives and discuss Carlos' daily life.

Watch the DVD on Argentina together.

Locate on a map of Argentina map the area where Gala lives and talk about Gala's family/daily life.

Locate on a map of Argentina some of the places shown in the DVD.

Practice new vocabulary from the DVD.

Share the photos of school children and their schools from the web album.

Discuss similarities and differences between the families of Carlos and Gala.

Compare/contrast the daily lives of Carlos, Gala, and their own.

Fill in a Venn diagram with similarities and differences between the United States and Argentina.

Share their answers together in class.

Closure:

In their travel journals, students will write three similarities and differences between their family, Gala, and Carlos. Write three sentences using the new vocabulary words.

Extension:

Share their Argentina travel journals with their family at home and teach their families three new things they have learned about Argentina.

Important Vocabulary

tango

Buenos Aires

Cabildo

submarino

peso

alpaca

conquistadors

silver

empanadas

polo

parrilla

quena

mate

bombilla

Andes Mountains

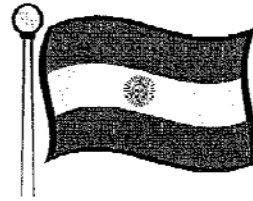
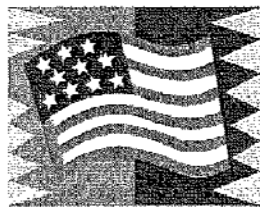
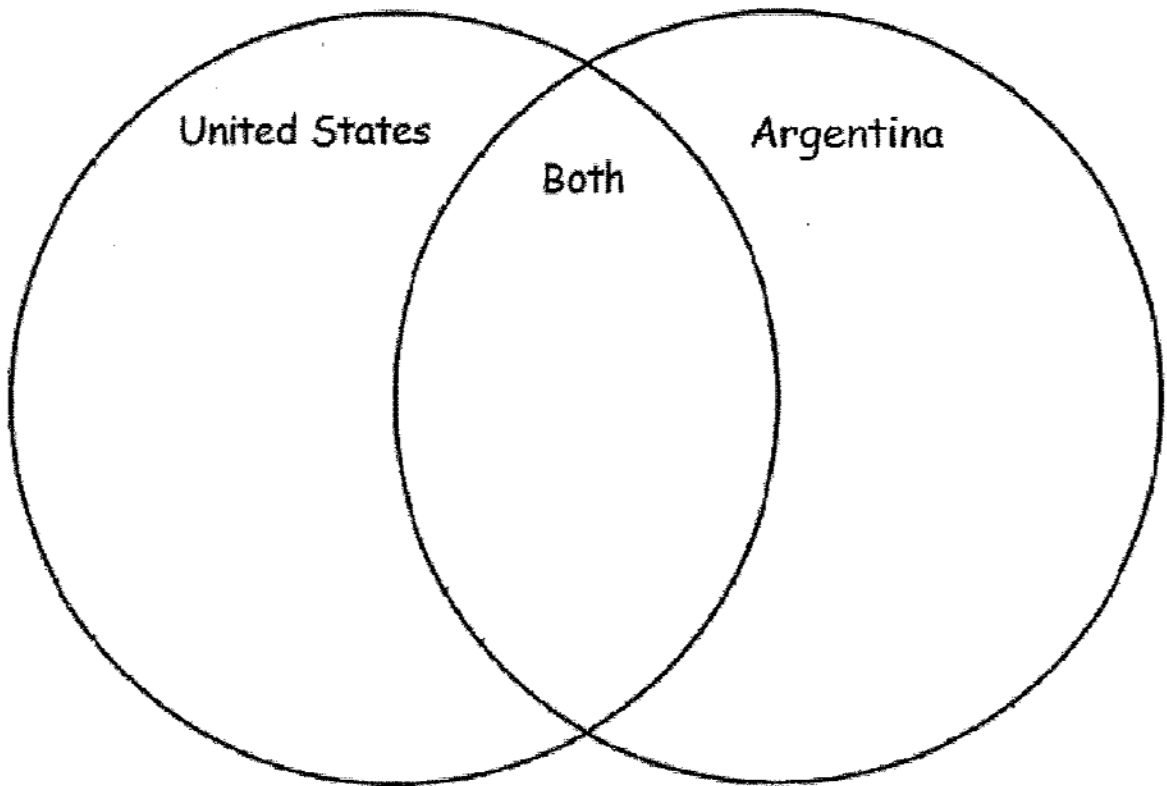
Pampas

estancia

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Compare and Contrast

In the section labeled "Argentina," list things you have learned about that are unique to Argentina. Then, in the section labeled "United States," list things that are unique to America. Now, in the section labeled, "Both," list things that you learned from the video that are similar in both countries. Example: Both the United States and Argentina produce a lot of beef or both play soccer and polo.



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Countries Around the World: Argentina DVD Activity Packet

Lesson 5: Folklore

Objectives:

Students will learn how stories and traditions are passed down by other cultures generation to generation.

Students will understand how cultural traditions are explained by Argentine folktales.

Students will identify practices from the past in Argentina and daily life.

Students will learn new vocabulary from the book and be comfortable using the words in their own sentences.

Students will learn about the animals and habitat of Iguazú Falls and write a short animal poem.

Materials Needed:

Book: The Magic Bean Tree

Vocabulary sheet with new words (attached)

Book: Animal Poems of the Iguazú

Sarah Willis, Argentina photos on Picasa:

<https://picasaweb.google.com/sarahannwillis/ArgentinaPhotos?authkey=Gv1sRgCMWb-5Kj69SHHQ>

Learning Activities:

Explain that a folktale is a tale or legend that is passed on from generation to generation, often verbally. It helps explain something that happens in nature or a belief of the people. Ask students to share the names of some American folktales (or from other countries) and what they explain.

Read The Magic Bean Tree aloud to the class.

Discuss the story. Ask questions to check for understanding about the story.

Go over the vocabulary, checking for comprehension of new words.

Have students use new words in sentences.

Show photos of Iguazú Falls from the web album and point out where the falls are located on a map of Argentina.

Read the animal poems together from Animal Poems of the Iguazú.

Talk about the Iguazú Falls and the environment, habitat, and animals in that region.

Closure:

In their journals, students will each write and illustrate an animal poem of their own to share with the class.

Extension:

Share the poem with their families by reading it together at home. Create another animal poem together with their family.

GLOSSARY

armadillo: A hard-shelled burrowing mammal related to the anteater. It has no teeth and is mostly nocturnal.

carob tree: (KA-rub) This tree's roots, which reach deep into the earth, can store great amounts of water, even in a drought. The Quechuan word for carob tree is *amapik* (AH-mah-pik).

Great Bird of the Underworld: Many South American Indian myths feature a large bird, often referred to as the Great Bird of the Underworld, which hides the stars behind its wings.

Life Giver: The sun god

llama: A humpless, camel-like animal that can carry heavy loads and is also highly valued among the people of the Andes region for its wool, flesh, and milk.

Mother of Storms: The bringer of rainfall

north wind: In the pampas, the north wind brings dry, hot air down from the equator.

Pachamama: Earth's mother, god of the ground, and "teacher of the world." She is an important figure to many South American Indian peoples.

pampas: A Quechuan word that means "fields without trees"—a vast flat grassland in southern South America that extends from the Atlantic coast to the Andes.

Pampero: (pahm-PAY-ro) The strong south wind of the pampas that brings heavy storm clouds and bounteous rain.

Quechua: (KECH-wa) The language of the South American Indians that originally constituted the ruling class of the Incan empire. It is now also spoken by other Indian peoples of Peru, Ecuador, Bolivia, Chile, and Argentina.

rhea: (REE-uh) A large, flightless pampas ostrich

Topec: A Quechuan name for a young boy

Underworld: A mythical region that is said to be the dwelling place of all that is evil.

Lesson 6: Web Hunt

Objectives:

Students will be able to learn new information on the Time for Kids website and synthesize their knowledge of Argentina.

They will show mastery of the unit on the Time for Kids challenge test.

Students will be able to compare their own school day schedule with that of an Argentine student.

Materials Needed:

Laptop computer and projector or enough laptops for each student to access the web

Time for Kids website: <http://www.timeforkids.com/destination/argentina>

Web hunt worksheet (attached)

Worksheet with different times on Yessica's schedule (attached)

Learning Activities:

Go over the following sections: sightseeing guide, history timeline, and native lingo.

Look over the information in each section and have the students practice by answering questions and true/false statements by teacher.

Have each student follow the web hunt worksheet on the website.

Take the challenge test together. Go over the answers together, checking for understanding.

Do the "Day in the Life" activity with Yessica.

Practice telling time together in Spanish.

Have them compare what they do during the selected times with Yessica.

Complete the worksheet on the times of day comparing Yessica's schedule with their school day schedule.

Share their schedules with the class.

Closure:

In travel journals, write at least two things they have in common with Yessica and two things they don't.

Extension:

Share the Time for Kids website with families and have them visit it together at home.

Web Hunt

Go to:

<http://www.timeforkids.com/TFK/kids/hh/goplaces/article/0,28376,491380,00.html>

Answer the following questions on a separate piece of paper.

Go to the history timeline:

When did Argentina declare its independence from Spain?

When did Juan Perón become president and what did he promise?

Go to sightseeing:

Click on Patagonia. – What did Patagonia remind Ferdinand Magellan of?

Click on Iguazú Falls. – What does the name mean and which is larger, Niagara Falls or the Iguazú Falls?

Click on Buenos Aires – What did you learn about this city?

Click on Tierra del Fuego – What does the name mean and what did you learn about it?

Now take the Argentina challenge – ¡Buena suerte! (Good luck)



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¿Qué hora es?

Yessica

Yo

6:45

7:15

7:45

9:50

12-noon

1:10 PM

2:00 PM

4:45 PM

6:00 PM

7:00 PM

7:15 PM

8:30 PM

9:00 PM

10:00 PM

Lesson 7: Postcard Activity

Objectives:

Students will be able to use and comprehend new vocabulary about Argentina, both verbally and in written form.

Students will show mastery of knowledge about Argentina by writing a short newspaper article about Argentina together as a class.

Students will be able to write and illustrate a postcard on Argentina to share with their own families.

Materials Needed:

Markers and large paper

“You Be the Reporter” form (attached)

Postcard home form (attached)

Learning Activities:

Review lesson 4 about Gala and her family in Buenos Aires. Review the list of important vocabulary.

Together as a class, brainstorm ideas for the newspaper article that will be about visiting Gala and her family and what they learned there.

Write the newspaper article together as a class.

Then, give each student a Postcard Home form and have each of them create a postcard including at least six things they have learned about Argentina. On the other side, they will draw a colorful picture about something that represents Argentina and label it.

Cut and paste the sides together and address them to their own families.

Closure:

Write their three favorite things about Argentina in their travel journals.

Extension:

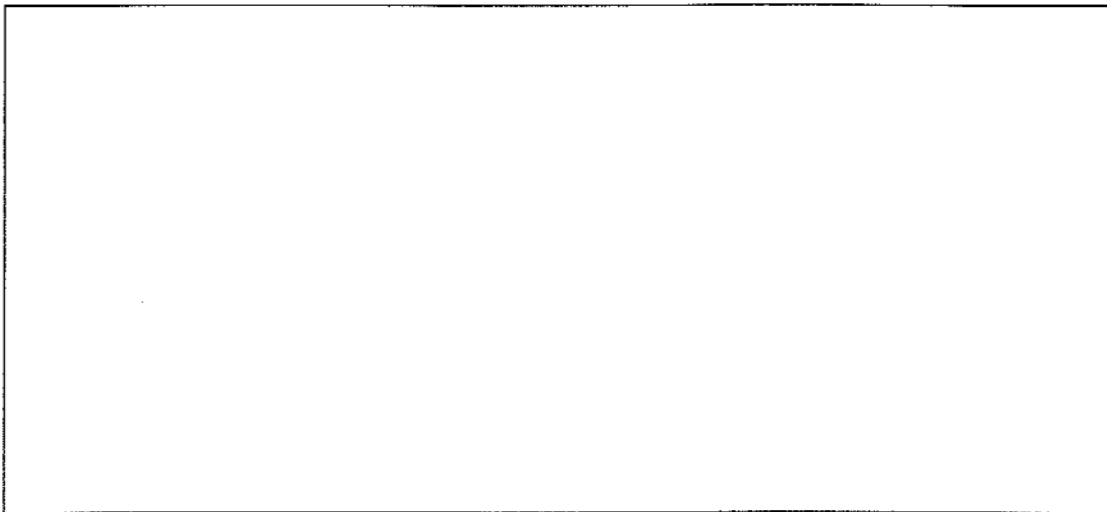
The postcards will be addressed, and then mailed or sent home to their families.

Share in class what their families liked about the postcard. If possible, send home the newspaper article, so that the students can share it with their families.

A Postcard Home

You are visiting Argentina. Create a postcard to send home to someone special. On the front side, draw a picture about something that represents Argentina and label it. On the back side, write at least 6 things you have learned about Argentina. Be sure to put "Dear _____" and sign your name on the postcard at the bottom.

(picture side)



(writing side)

| | |
|-------|-----------|
| _____ | |
| _____ | |
| _____ | |
| _____ | To: _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | |
| _____ | |
| _____ | |

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Lesson 8: Fiesta of Foods

Objectives:

Students will be able to identify and name some of the typical foods that Argentine children eat.

Students will learn Spanish words and phrases for food, cooking, and ingredients. Compare and contrast the foods they eat with those of Argentine children, including differences in meal times.

They will be able to say whether or not they like each food, using the new vocabulary, *me gusta*, *no me gusta*, *delicioso*, etc.

Materials Needed:

Milk and chocolate bars for the *submarinos*

Sandwich de miga ingredients (bread, meat, cheese, tomatoes, margarine or mayonnaise)

Recipe handouts with Spanish vocabulary (attached)

Chocolate song, CD, and lyric sheet (attached)

Sarah Willis, Argentina photos on Picasa:

<https://picasaweb.google.com/sarahannwillis/ArgentinaPhotos?authkey=Gv1sRgCMWb-5Kj69SHHQ>

Learning Activities:

Discuss foods eaten and meal times observed in Argentina.

Compare and contrast with those of American children and their families.

Discuss the meal times in Spanish. What time do you eat breakfast in the United States? In Argentina?

Introduce vocabulary for *sandwich de miga* and *submarinos* and their ingredients.

Share the photos of the foods from the web album.

Students will read the recipe for each dish, with the ingredients listed in Spanish.

Have the students prepare and try each dish.

Ask questions about whether they like them or not. *¿Te gusta el submarino? ¿Es delicioso el sandwich de miga?*

Teach the Chocolate song, using the song from the Calico CD.

Sing together.

Closure:

Have the students write whether or not they like the *sandwich de miga* and *submarino* in Spanish in their travel journals (*Me gusta el sandwich de miga y me*

gusta el submarino). They need to draw an illustration of the foods. Include a recipe for each dish to be glued in the travel journal.

Extension:

Have the students share the recipes with their families at home and make the dishes together. Have each student report about whether their family liked them or not.

Chocolate

Uno, dos, tres, Cho;

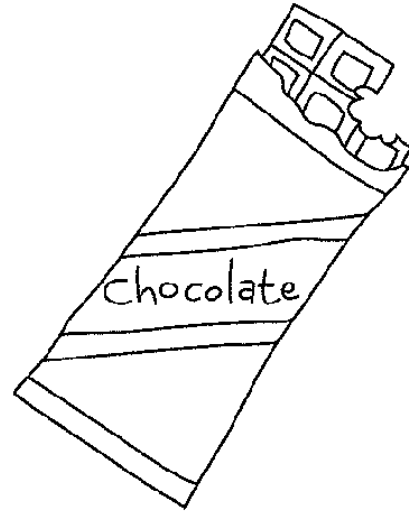
Uno, dos, tres, Co;

Uno, dos, tres, La;

Uno, dos, tres, Te;

¡Chocolate! ¡Chocolate!

¡A mí me gusta el chocolate!



Submarinos--Argentinean Hot Chocolate

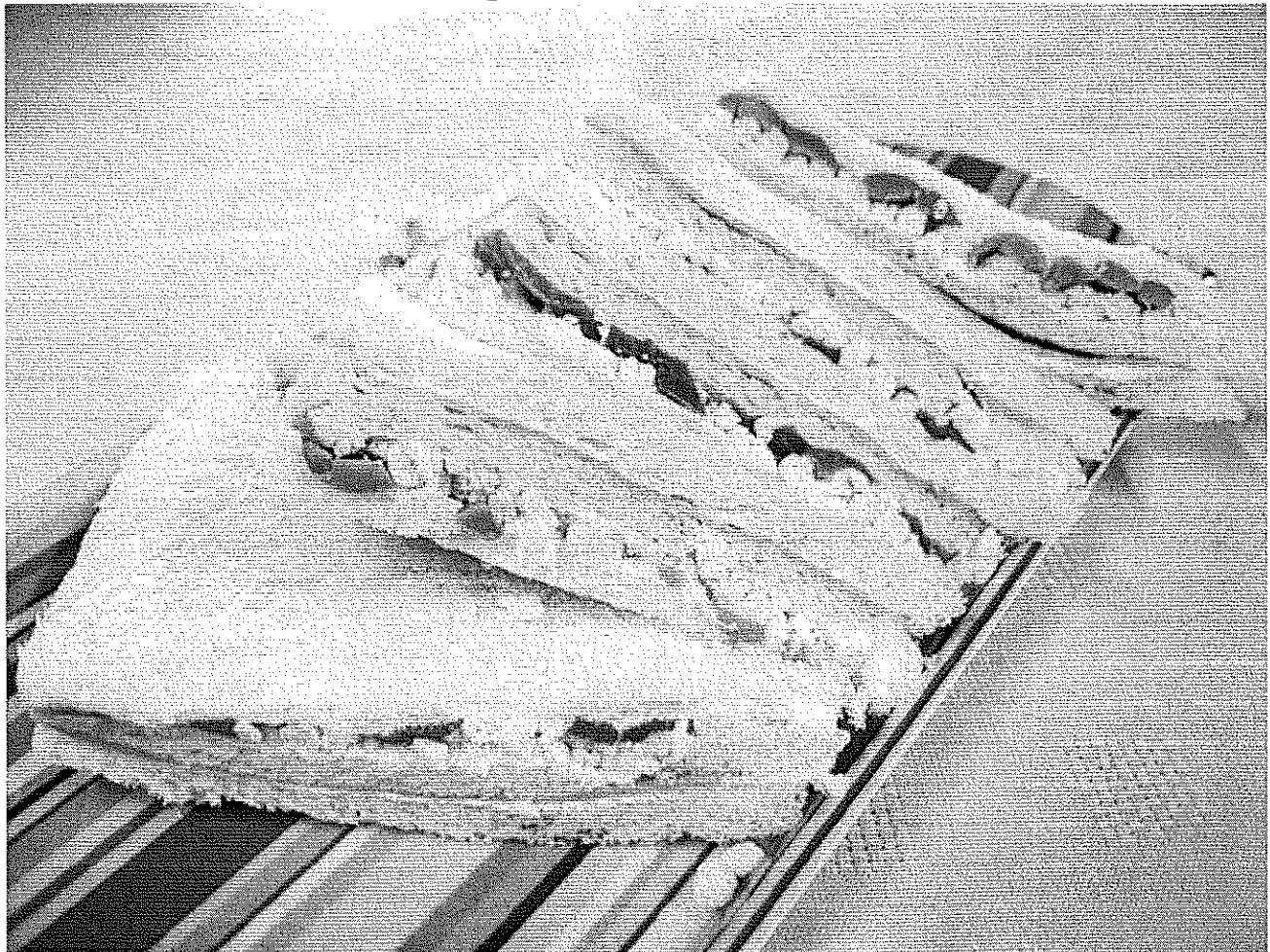
One mug of hot milk
portion of a bar of high-quality dark chocolate

Submarino
Un vaso de leche caliente
Un porcion de chocolate negro

To make the *submarino*:

Heat the milk to a drinkable temperature that's also warm enough to melt the chocolate. Insert the chocolate bar into the hot milk. Sink the submarine! And stir until the chocolate has melted and is incorporated into the milk. Enjoy with child-like glee.

Sandwiches De Miga



(Sandwich selection of ham and chopped hard-boiled egg mixed with either tomatoes, roasted red peppers, and green olives.)

Not much of an explanation is needed for these beauties. *Note: In Argentina, miga, or translated as crumb, primarily refers to the internal part of bread.*

1. Take a super large pullman loaf (pan de miga gigante); white or whole wheat. Height and width average around a sq. foot (30cm x 30cm) and length of about 18in. to 22in. (45cm to 50 cm) in size.
2. Trim off crust so that non of the browned part remains.
3. Cut into thin slices. 1/3 inch (1 cm) thick.
4. Skip all of the previous steps and buy large pre-sliced squares at a store.
5. Choose whether you want two or three slices of bread. For simples or triples, respectively.*
6. Lightly smear mayonnaise or whipped butter on what will be the inner sides of the bread.
7. Choose your ingredients.**
8. Layer those ingredients between the slices of bread but try not to overlap anything.
9. Slice 4 equally-sized (i.e. 8cm x 32cm) rectangles. Slice each of those in half (8cm x 16cm). Leave as is or cut those in half to create even 8cm squares. (Many Restaurants and some take-out establishments offer these sandwiches in larger wedge shapes as pictured.)
10. Serve just as they are or toast them a bit to create tostadas.***

Although quite popular at putting hunger at bay at around “tea time” until dinner, it is not uncommon to see these tasty treats eaten at, well, any time of the day. When time is short and lunch needed, a trip to the nearest bakery is in order for a quick selection of pre-made sandwiches. Or, do numerous mouths need feeding in a few hours at a birthday party or other informal celebration? A servicio de lunch(lunch service) that offers special rates for large custom orders is just a phone call away.

* Simples have one or two items between two slices of bread while triples have two or three items sandwiched between three slices. The latter typically has ham or cheese in one layer and whatever else in the other (as pictured above.)

**** Common or slightly uncommon toppings:**

Cooked Ham
Cured Ham (prosciutto-style)
Salami
Cantimpalo (smoky Spanish-style sausage)
Turkey
Chicken
Pastrami
Tuna
Blue cheese/roquefort (Mixed with cream or nuts and celery)
Danbo-type cheese
Tomatoes
Hard-boiled eggs
Olives (green or black)
Hearts of palm
Pickles
Roasted red peppers
Peaches
Pineapple
Asparagus
Lettuce
Corn
Anchovies

Sandwich de miga
Dos pedazos de pan
Mayonesa o manteca (mantequilla)
Jamón
Queso
Tomates

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Follow-Up Activities:

These are located on the next pages for extra activities for teachers, in case they would like to use them:

Use it in a sentence sheet

Create a poster activity

Crossword puzzle using Argentina vocabulary

Use It in a Sentence

Choose 10 of the "Important Vocabulary" words and use each one in a sentence.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



Create a Poster

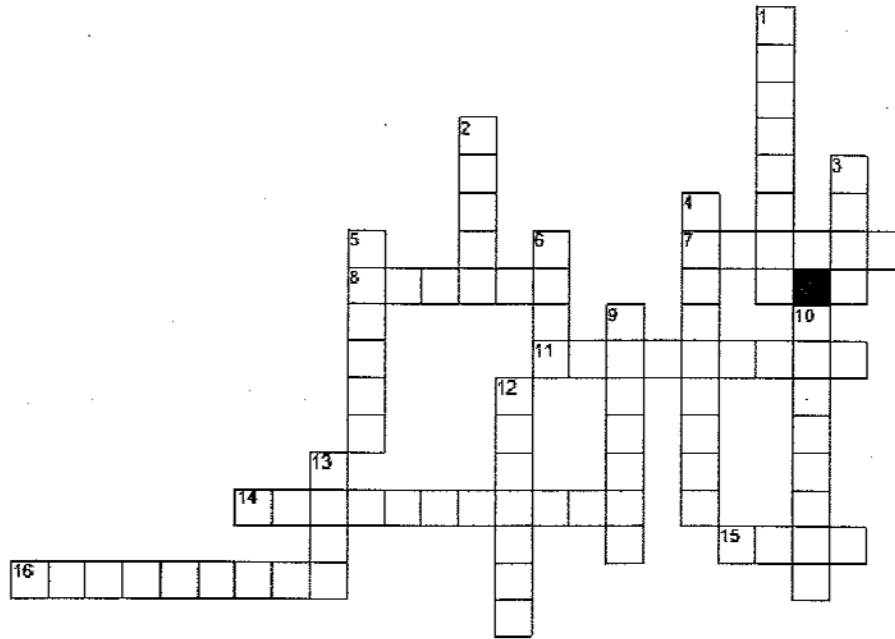
Create a poster about Argentina. Your poster must feature four sections. Be creative!

1. Culture – Something about the culture of the country such as dancing, instruments, etc.
2. History – Show something that happened in Argentina's history.
3. Daily life – Something about daily life such as food, sports, etc.
4. Things to see in Argentina – flag, landscape, buildings, etc.

| | |
|--|---|
| <p>Argentina's Culture</p>  <p>the tango</p> | <p>Argentina's History</p>  <p>Conquistadors</p> |
| <p>Daily life in Argentina</p>  <p>polo</p> | <p>Things to see in Argentina</p>  <p>flag</p> |

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Crossword Puzzle



Across

- 7. "argent" is Spanish for _____.
- 8. a relative of the llama that produces wool
- 11. little pastry turnovers
- 14. capital of Argentina
- 15. played on a horse with a club
- 16. hot milk with melted chocolate bar

Down

- 1. special tube used to drink mate
- 2. special type of flute from the Andes
- 3. Argentina is one of the largest producers of _____.
- 4. big farms that sometimes raise horses
- 5. big plain in the center of Argentina
- 6. a tea made from the holly tree's leaves
- 9. official language of Argentina
- 10. metal grill used for barbecuing
- 12. former town hall built by Spanish
- 13. currency (money) of Argentina



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