

UNIT PLAN
GOVERNOR'S INSTITUTE FOR WORLD LANGUAGES

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Two Argentine legends

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Topic: Argentine legends and the gifts that they give.

Level: Spanish, level 5 or Advanced Placement.

ACTFL Standards:

Communication

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

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 the perspectives of the culture studied.

Connections

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

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

Comparisons

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 culture studied and their own.

Goals:

1. To introduce the students to the language used in two Argentine legends so that they may interpret the language, engage in meaningful conversations about the legends, and produce written and spoken evaluations of the lesson.
2. To represent to importance of two cultural products in Argentina: alfalfa, and yerba mate, and to help the students make connections between the universal role of humans and all other living things.
3. To emphasize the universal cultural perspective of the importance of good deeds and the good that can come from them.
4. The make connections and comparisons of Argentine cultural practices to the cultures and experiences of the students.

Objectives: By the end of this lesson, the students will be able to:

1. Identify the regions of Argentina on a map: the rainforest, the pampas, the cities, the rivers, and Patagonia and compare these places to our country's regions.
2. Describe yerba mate and alfalfa, their uses and their importance in Argentina.
3. Compare yerba mate and its use to popular beverages in United States.
4. Compare the indigenous cultures of Argentina to those of the United States.
5. Compare the gauchos of Argentina to cowboys and the pampas to our central plains.
6. Compare and contrast the legends of our culture to those we read in class.
7. Describe the importance of the cultural practice of doing the right thing and acts of kindness.
8. Read and interpret the legends and retell in own words using storyboards.
9. Complete a web-quest independently to find new information about the guarani, gauchos, pampas and Argentina.
10. Create an advertisement for yerba mate or for seeds to a magic plant.
11. Produce a skit to where the guaraní give thanks to the moon god for yerba mate or of the wedding between the stranger and the farmer's daughter in the pampas.

Materials needed:

1. *Leyendas Latinoamericanas*, Genevieve Barlow, Glencoe McGraw-Hill.
2. Mate, yerba mate and metal straw.

3. Alfalfa sprouts.
4. www.taskstream.com and computers with Internet access to sites such as www.espanole.org, www.lonelyplanet.com/destinations/south_america/argentina, www.frommers.com/destinations/argentina
5. Computer with power-point and television
6. Handouts of Argentina maps, story outlines, and VENN diagrams.
7. Overhead projector.
8. Poster board, markers, costumes and props for skits.

Overview:

Argentina is a country with great natural beauty and natural resources. It is an agricultural nation that depends greatly on the land and its richness. The culture is also rich in heritage and history of the guaraní, an indigenous tribe in the rainforests of the northern part of the country, the gauchos or cowboys of the pampas region in the center, and the European settlers of the big cities of Buenos Aires, Mendoza and Cordoba. Two legends of this area of South America serve as a base for this lesson, which will introduce the students to two of the most important products of Argentina; la yerba mate and alfalfa. The legends ***El regalo de la diosa luna*** and ***Un gran regalo*** afford the students the opportunity to read and interpret authentic literature that represents cultural products, practices and perspectives of the Argentine people. The students will evaluate the legends and retell them for the rest of the class. The legends serve as a base for discussion of the country of Argentina and allow for the making of connections to learn about its geography, its people, its history, and the importance of good deeds in our world. Then in turn we will be able to make comparisons to legends of our country as well as our cultural products, practices and perspectives that are related to those present in the Argentine legends.

Time needed for entire lesson:

I will need two weeks- 82 minute classes every-other day to complete the entire lesson and even more for the extensions. (A-B block)

Students' prior knowledge:

The students will have had lessons about Argentina in prior Spanish classes where they learned geography, a bit of history, and cultural knowledge. They have also learned basic knowledge of the Guaraní and have seen ***The Mission***, a movie about their history with the Jesuits. They also know about the gauchos. They will have also read legends from the rest of the Spanish-speaking world.

They will also have learned a great deal of needed vocabulary and all verb tenses.

The lesson:

Day 1- Pre-reading

Activity 1: Students will be given a mate, bombilla and a bag or yerba as well as alfalfa sprouts (or a picture of alfalfa) to pass around so they can touch, see and smell them. I will ask them to write in Spanish a description of the objects and to make educated guesses about what the objects are used for applying their prior knowledge of Argentina. We will then share the ideas as a class (in Spanish) making a diagram on the board for the mate and the alfalfa. They will exchange opinions about these two objects and will discuss these cultural products of Argentina. We will read a description of mate and compare it to American beverage traditions (Starbucks, etc...)

Activity 2: Students will use the school's mobile computer lab to do a web quest that they can access on the web at:

www.taskstream.com/ts/pohl1/WebQuestArgentina.html

They work individually to answer a series of questions about yerba mate, alfalfa, the guarani, gauchos, the pampas, and the history of immigration into Argentina (all in Spanish). When the students have finished the activity, we will then come together as a class and I will facilitate a discussion of each of the questions. The students will answer the questions in Spanish and we will keep record of the class' answers on the board. As an extension assignment, the students will create a description of yerba mate and alfalfa using what they have learned through the WebQuest, now applying the material learned: What is the importance of mate and alfalfa? These will be 100 word or more answers in Spanish.

Day 2- Pre-reading and Reading

Activity 1: I will show a quick power-point with photos of the rainforest in the north of Argentina which is the home of the guarani and then the pampas, the home of the gauchos. This should put the readers into the frame of mind to read and become part of the legends so that they can make connections to prior knowledge. The students will use a blank map of Argentina to label these areas, the major cities, and landmarks. We will then discuss the entire map of this country and compare its geography to that of the United States.

Activity 2: The class will be divided into two groups. One group will be called guarani and they will read *El regalo de la diosa luna* and the other group, called the gauchos, will read *Un gran regalo*. Before the class begins to

read, I will let them know of the assignment to completed at the end of the reading. They will have the task of retelling the story to the other group with the use of storyboards. They will have to be sure to read carefully and to interpret well the story in order to this. To begin, each student reads a page silently while underlining unknown words. Then the groups will read aloud the page and discuss what was read, taking notes (in Spanish) while reading using a story outline that I have given to them (available in the appendix). They will read the entire legend this way so they are able to obtain pertinent information and interpret the material as it is read. As they read, they have to keep in mind the task of presenting the story to the other group, so they need to know the legend well. As an assignment they will have a series of comprehension questions to complete to secure understanding.

Day 3- Reading and Post reading

Activity 1: In their guarani and gaucho groups, the students will discuss the comprehension questions that they answered for today. All members of the group should be in agreement as to the answers.

Activity 2: I will review the assignment of retelling the story to the other group using storyboards, costumes, and props. I will give them the rubric to be used for assessment (available in the appendix) and give them the rest of this day to prepare and practice the skits. They should read the rubrics and directions and need to be sure to include all of the required elements.

Day 4- Post reading

The students will practice the skits with storyboards that they have created. They will prepare to present to the class. We will also spend this day reviewing the map of Argentina and all that was learned from our WebQuest for a short quiz that will be given the next class.

Day 5- Post reading

The students will take a quiz on general information about Argentina and what they have learned. Then the groups will practice one final time for the storyboard presentations. Each group will present their skit to the other. After the story is presented to the class, the other group will fill out a story outline (same as the one in the appendix) for the story presented in the skit. This checks for basic understanding of the other group's presentation. They will make connections between the legend that they read with the other group's legend, especially about doing good deeds and the reciprocal actions in the legends. After both groups have presented, I will facilitate a discussion of the two legends and the cultural similarities that exist within them. We will do a VENN diagram to

compare and contrast the stories (available in the appendix). I will ask them to respond to the questions: How was each of the main characters in the stories compensated for doing the right thing? And, How does this compare to any traditions, idioms, or legends in our culture? These questions will be an assignment for the extensions of this lesson...

Extensions of this lesson:

1. Discuss doing the right thing and What comes around, goes around. Is this true in the legends? Is it true in our culture? Come up with examples from students' experiences.
2. The students will create an advertisement for a new brand of mate or for a seed that will produce a wonderful new plant. They will have a competition to see whose is the best ad.
3. The students could write a letter to the gods thanking them for mate or to the stranger thanking him for the seed.
4. We could produce skits where the students give thanks to the goddess of the moon for the gift of mate from *El Regalo de la Diosa Luna* or we could attend the future wedding of the daughter of the farmer to the gaucho in *Un Gran Regalo*.

Appendix:

www.taskstream.com/ts//pohl1/WebQuestArgentina.html