

Translating Identity

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Jakarta International School



Topic:

How cultural understandings affect identity development

Grade Level(s):

4–6

Time Frame:

6 weeks

Summary of Unit:

Students will investigate the historical and contemporary country of Argentina as a case study for the development of a society within the larger context of the Americas. The six sectors of society that we will examine will include Politics, Economics, Religion, Social Life, Intellectual Achievements and Culture. Students will examine artifacts from Argentina, ask incisive questions regarding their applications and infer their meaning specific to Argentine society. From a careful study of these artifacts, students will build a more comprehensive view of Argentina as a multi-layered society that is constantly growing but remains rooted in its own unique history. Through the lens of these artifacts, students will build their own definition of identity for the people of Argentina.

They will then embark on their own research of a country of their choice, present artifacts from this country and present their own understanding of that country's identity through the evidence of their artifacts. Students will use the model of Argentina's identity development to explore another country's identity, and finally will embark on a related exploration of how their society influences their own identity.

Jakarta International School Adapted Ontario Standards:

Grade 4:

4TCC1 People have made significant contributions to change and maintain communities, heritages and identities.

4CI2 Cultures have distinctive social organization, languages, beliefs, values and lifestyles.

4PS2 Interactions between people and places affect the physical features of the land, biodiversity, water and atmosphere as well as the ways people live and work in communities.

4PS4 Maps have basic spatial concepts that describe location and direction, including north orientation and four compass points, symbols and a legend or key.

4PES1 There is a variety of government systems based on ideological beliefs and historical antecedents, which have different approaches to issues such as representation, free speech and civic participation.

Grade 5:

5CI1 Societies have responded to different cultures in positive and negative ways.

5TCC1 Events can be viewed differently according to a range of cultural, gender and socioeconomic viewpoints.

5PES2 Citizenship involves people sharing values, and working together in communities to influence decision making, resolve conflicts and achieve consensus between diverse views of individuals and groups.

5PES3 Trade and the development of infrastructure arise from the unequal distribution of resources and the specialization of economic activities and across space.

5PS4 Species and their habitats interact within an ecosystem, but human activity changes local and global environments, implying a need for a sense of responsibility for the environment and the use of resources.

5PES5 Economic systems allocate resources, and are based on the principle that while resources are limited, needs and wants are unlimited.

Grade 6:

6PES3 Resources can be allocated in different ways, affecting individuals, communities and the environment.

6CI2 Material and non-material elements influence personal identity and sense of belonging of groups.

6CI3 People's social organization, cultures and lifestyles influence their relationship to the environment and each other.

6CI4 Our beliefs and values influence thinking, actions, and perspectives.

Enduring Understandings:

Students will define identity, both Argentine and their own.

Students will identify and discuss the factors that affect a society.

Students will analyze and create artifacts and demonstrate how they represent a specific Latin American culture.

Essential Questions:

1. What does it mean to be Argentine?
2. How do the politics, economics, religion, social life, intellectual achievements, and culture of a country create its identity?
3. How can we infer identity from artifacts and cultural objects?
4. How is my identity created or defined by my own society?

Assessments:

My Identity Suitcase - summative

A Latin American Suitcase – summative

Argentina Suitcase - summative

Learning Plan:

Lessons	Standards	Learning Outcomes	Timeline
1.1 Factors of Society	4TCC1 People have made significant contributions to change and maintain communities, heritages and identities. 5CI1 Societies have responded to different cultures in positive and negative ways. 6CI2 Material and non-material elements influence personal identity and sense of belonging of groups.	* Students will identify the contributing factors of a society by making a list. * Students will define the term society and each factor by agreeing on and recording class definitions. * Students will retell why we are using Argentina as a case study for Latin America in their own words.	60-min lesson
1.2 Geography	4PS2 Interactions between people and places affect the physical features of the land, biodiversity, water and atmosphere as well as the ways people live and work in communities.	* Students will locate Argentina on a world map. * Students will code the map of Argentina with major landmarks. * Students will predict possible advantages and disadvantages based on	45-min lesson

	<p>4PS4 Maps have basic spatial concepts that describe location and direction, including north orientation and four compass points, symbols and a legend or key.</p> <p>6PES3 Resources can be allocated in different ways, affecting individuals, communities and the environment.</p>	geographical features.	
1.3 Politics	<p>4PES1 There is a variety of government systems based on ideological beliefs and historical antecedents, which have different approaches to issues such as representation, free speech and civic participation.</p> <p>5PES2 Citizenship involves people sharing values, and working together in communities to influence decision making, resolve conflicts and achieve consensus between diverse views of individuals and groups.</p>	<p>*Students will match names and faces for political leaders.</p> <p>* Students will list the contributions (both positive and negative) of major political leaders.</p> <p>* Students will predict their effect on the country's identity.</p> <p>* Students will predict a specific leader's effect on the country's identity.</p>	60-min lesson
1.4 Economics	<p>5PES5 Economic systems allocate resources, and are based on the principle that while resources are limited, needs and wants are unlimited.</p> <p>5PES3 Trade and the development of infrastructure arise from the unequal distribution of resources and the specialization of economic activities and across space.</p>	<p>* Students will identify Argentine currency.</p> <p>* Students will graph the historical and current imports and exports of the country.</p> <p>*Students will define inflation.</p>	45-min lesson

1.5 Religion	6CI4 Our beliefs and values influence thinking, actions, and perspectives.	<ul style="list-style-type: none"> * Students will retell the story of Pachamama. * Students will create a nature-based image of the Suri. * Students will explain how Christianity affected Pachamama beliefs. * Students will compare Christian images. 	90-min lesson
1.6 Social Life	<p>5TCC1 Events can be viewed differently according to a range of cultural, gender and socioeconomic viewpoints.</p> <p>6CI3 People's social organisation, cultures and lifestyles influence their relationship to the environment and each other.</p>	<ul style="list-style-type: none"> * Students will take a social survey and compare their answers to a child in Argentina. * Students will draw images of gnocchi and <i>mate</i> with captions. 	60-min lesson
1.7 Intellectual Achievements	<p>6CI2 Material and non-material elements influence personal identity and sense of belonging of groups.</p> <p>6CI4 Our beliefs and values influence thinking, actions, and perspectives.</p>	<ul style="list-style-type: none"> * Students will listen to <i>coplas</i> and write their own. * Students will read and mark an excerpt from Martin Fierro. * Students will watch a tango clip and try their own steps. 	60-min lesson
1.8 Culture	<p>4CI2 Cultures have distinctive social organization, languages, beliefs, values and lifestyles.</p> <p>5TCC1 Events can be viewed differently according to a range of cultural, gender and socioeconomic viewpoints.</p> <p>6CI3. People's social organisation, cultures and</p>	<ul style="list-style-type: none"> * Students will label images of an <i>asado</i>. * Students will watch short clips from <i>fútbol</i> games. * Students will create <i>boleros</i>. 	45-min lesson

	lifestyles influence their relationship to the environment and each other.		
1.9 Argentine Suitcase	6CI2 Material and non-material elements influence personal identity and sense of belonging of groups.	<ul style="list-style-type: none"> * Students will compile all the artifacts created so far. * Students will create the missing artifacts. * Students will write summative paragraphs for each artifact. * Students will display artifacts and be prepared to present their suitcase. 	5 lessons, 45 min each
2.1 Latin American Packing List	6CI2 Material and non-material elements influence personal identity and sense of belonging of groups.	<ul style="list-style-type: none"> * Students (in pairs) will choose a Latin American country. * Students will create an artifact to represent each factor of society. * Students will write summative paragraphs explaining each artifact. * Students will present their cultural suitcase. 	5 lessons, 45 min each
3.1 My Identity through Personal Artifacts	6CI2 Material and non-material elements influence personal identity and sense of belonging of groups.	<ul style="list-style-type: none"> * Students will create an artifact for each factor in their own identity. * Students will write summative paragraphs explaining how each artifact represents their own identity. * Students will present in small groups. * Students will provide feedback on two teams' identity suitcase. 	3 lessons, 45 min each; class presentations, 60 min

Lesson 1.1 Factors of Society

Standards: *What standards are we communicating to our students in this lesson?*

4TCC1 People have made significant contributions to change and maintain communities, heritages and identities.

5CI1 Societies have responded to different cultures in positive and negative ways.

6CI2 Material and non-material elements influence personal identity and sense of belonging of groups.

Aim: *How will our students show us that they are mastering the aims?*

- * Students will identify the contributing factors of a society by making a list.
- * Students will define the term society and each factor by agreeing on and recording class definitions.
- * Students will retell why we are using Argentina as a case study for Latin America in their own words.

Warm Up: *Are we using student data to formulate this opening activity?*

Students will look at two images of different societies and record their observations for each.

Agenda: *Do we have a consistent and engaging agenda? Maintain the flow without compromising depth.*

- Warm Up (5 min)
- Aims (2 min)
- Share out (5 min)
- What is Society? (10 min)
- Which pieces create a society? (30 min)
- What can an artifact tell us? (10 min)
- Why Argentina? (5 min)
- Think Deep (2 min)

Motivation: *What is the 'Real-world' application, short and quick, that contextualizes this lesson?*

Today we are going to start an exploration of a new region of the world. Any time we do this we need to spend some time orienting ourselves to the new place and the new people. As we have discussed not everyone lives the same way we do so as we start this exploration make sure you have your questions ready and maintain your respect for our world.

New Information/Guided Practice: *What information do I need to communicate and make sure my students record in their notes?*

Warm Up: Students will look at the two pictures provided and record observations about similarities and differences (handout 1.1 Classwork, attached).

Teacher will go over Aims for the lesson and share the motivation above.

Students will turn and talk to a partner about what they observed in the two pictures and make connections to their own lives. Time permitting, 5 partners will share their thoughts.

Teacher will guide the observations into a general understanding of society and how different people live around the world. (Society: a group of people organized in a community.)

Teacher and students will identify and define the pieces that create a society:

Geography – land

Politics – how the government rules the people

Economics – system of money or trade

Religion – a set of spiritual beliefs and practices

Social Life – the way in which people live, daily habits

Intellectual Achievements – important discoveries and accomplishments

Culture – values and beliefs of the people

Teacher will explain that one way to gather information about all these pieces of a society is to examine artifacts from that society, like an archeologist does with fossils. So there are certain questions to ask when examining an artifact:

What is the artifact?

Where did it come from?

How/why was it used?

Who used it?

What can it tell you about the society it came from?

What do you still want to know about this artifact?

Teacher will share that as we begin our study of Latin America, we will start with one specific society. We will look at Argentina first together as a class and then you will have the opportunity to investigate a society that you choose within Latin America before moving on to a study of your own society.

Looking at a specific Argentina artifact together (on handout 1.1 Classwork), students will predict answers to the above questions with teacher guidance.

Teacher Key:

1. A mug/vessel used to drink out of with a silver straw (*bombilla*)
2. Argentina
3. Used to share a cultural drink called mate, it is shared amongst friends
4. People in the countryside villages and now some in the cities
5. That community is important, that inclusion is a high priority, that they like to share, etc.
6. What is it made of? What does the mate taste like?

Homework hint: The artifact on the homework for this lesson (handout 1.1 Homework, attached) is a piece of cactus wood that is used to build most anything (garage doors, houses, altars, chairs, etc.) in the Jujuy region of Argentina.

Questions I MUST ask: *How can students be challenged to make connections or think deeply about the lesson?*

1. Name a factor of society and an example of how/when you have seen that factor.
2. Which factor do you feel you know the most about, and why? The least about, and why?
3. What are some questions you already have about the society we are going to study in Argentina?

Name: _____

Date: _____

Translating Identity 1.1 Classwork



I. What do you notice?

Similarities	Differences

II. Pieces of Society

Society -

G _ _ _ _ _ : _ _ _ _ _

P _ _ _ _ _ : _ _ _ _ _

E _ _ _ _ _ : _ _ _ _ _

R _ _ _ _ _ : _ _ _ _ _

S _ _ _ _ L _ _ _ : _ _ _ _ _

I _ _ _ _ _ A _ _ _ _ _

C _ _ _ _ _ : _ _ _ _ _

Artifact Analysis:

#	Question
1	
2	
3	
4	
5	
6	

Now it's your turn. Try it on the artifact below:



Question	Possible Answer
1	
2	
3	
4	
5	
6	

Name: _____

Date: _____

Translating Identity 1.1 Homework

I. List the piece of a society

G _____

P _____

E _____

R _____

S _____

I _____

C _____

Which piece of society deals with government? _____

Which piece of society includes discoveries? _____

Where do values fit in a society? _____

II. Artifact



Question	Possible Answer
What is the artifact?	
Where did it come from?	
How/why was it used?	
Who used it?	
What can it tell you about the society it came from?	
What do you still want to know	

about this artifact?	
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Lesson 1.2 Geography

Standards: *What standards are we communicating to our students in this lesson?*

4PS2 Interactions between people and places affect the physical features of the land, biodiversity, water and atmosphere as well as the ways people live and work in communities.

4PS4 Maps have basic spatial concepts that describe location and direction, including north orientation and four compass points, symbols and a legend or key.

6CI3. People's social organization, cultures and lifestyles influence their relationship to the environment and each other.

6PES3. Resources can be allocated in different ways, affecting individuals, communities and the environment.

Aim: *How will our students show us that they are mastering the aims?*

- * Students will locate Argentina on a world map.
- * Students will code the map of Argentina with major landmarks.
- * Students will predict possible advantages and disadvantages based on geographical features.

Warm Up: *Are we using student data to formulate this opening activity?*

Students will look at two images from Argentina (Buenos Aires and Las Pampas) and record their observations of which parts of society they notice for each (handout 1.2 Classwork, attached).

Agenda: *Do we have a consistent and engaging agenda? Maintain the flow without compromising depth.*

- Warm Up (5 min)
- Aims (2 min)
- What do you notice? (5 min)
- Where are we? (5 min)
- Key it in (20 min)
- Predict away! (10 min)
- Think Deep (2 min)

Motivation: *What is the 'Real-world' application, short and quick, that contextualizes this lesson?*

In our last lesson together, we defined what the various factors are that make up a society and we agreed on a definition of a society. Can someone share out how we defined society and one example of a factor?

Today we are going to apply our understanding of a society to our case study of Argentina and then we are going to zoom in on one factor, geography. Who can remind us what geography means?





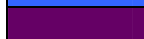
New Information/Guided Practice: *What information do I need to communicate and make sure my students record in their notes?*

Students will complete warm up activity, teacher will share aims for the lesson and everyone will share out their thinking from the warm up.

Teacher will guide students to the world map and gather their initial predictions of where Argentina might be. They should get that it is located in the Southern hemisphere and on the

continent of South America. The teacher will guide them to color in Argentina on the world map and students will do the same on the map of South America.

Next, students will color in the key to mark specific landforms on the map of Argentina.

	Mountains - Andes region
	Grasslands - Pampas region
	Rainforest - northeast along the border with Brazil
	Swampy and flat plains - Chaco region
	Plateau - Patagonia region

Teacher will ask students to brainstorm answers to the following questions using evidence from the maps used today:

What do you predict might be some challenges in Argentina based on their geography?

What do you predict might be some advantages in Argentina based on their geography?

Teacher will gather these initial predictions to return to later in the unit.

Homework Help (handout 1.2 Homework):

For the cemetery artifact, the answers to questions 1, 2, and 3 are as follows:

1: Graves in a cemetery

2: Cemetery in Buenos Aires, Argentina

3: Used to bury the famous dead, not open to just anyone when they died: Evita is buried here

Questions I MUST ask: *How can students be challenged to make connections or think deeply about the lesson?*

1. What is an example of a landform that may be an advantage for Argentina and why is it an advantage?
2. What is an example of a landform that may be a disadvantage for Argentina and why is it a disadvantage?
3. How do you think Argentina's location on the continent of South America might affect it as a society?

Name: _____

Date: _____

Translating Identity 1.2 Classwork

I. What factors of society do you notice?



Image #1	Image #2

II. Where are we?





Map Key:

Color	Landforms

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Name: _____

Date: _____

Translating Identity 1.2 Homework

I. Argentina Landforms: List the landforms that can be found in Argentina

a. _____

b. _____

c. _____

d. _____

e. _____

II. What are your thoughts?

If you were living in the high Andes mountains, what do you think would be one challenge and what would be one advantage to living in that region?

III. Artifact Analysis: Answer questions 1,2,and 3 about this artifact in the space below.



Lesson 1.3 Politics

Standards: *What standards are we communicating to our students in this lesson?*

4PES1 There are a variety of government systems based on ideological beliefs and historical antecedents, which have different approaches to issues such as representation, free speech and civic participation.

5PES2 Citizenship involves people sharing values, and working together in communities to influence decision making, resolve conflicts and achieve consensus between diverse views of individuals and groups.

Aim: *How will our students show us that they are mastering the aims?*

- * Students will match names and faces for political leaders.
- * Students will list the contributions (both positive and negative) of major political leaders.
- * Students will predict their effect on the country's identity.
- * Students will predict a specific leader's effect on the country's identity.

Warm Up: *Are we using student data to formulate this opening activity?*

Cut out the headshots (attached) and put them into groups. They can be in as many groups as you want but you cannot put them in one group. When you have got them into groups, think of a label for each group and be prepared to explain your reasoning behind how you chose your groups.

Agenda: *Do we have a consistent and engaging agenda? Maintain the flow without compromising depth.*

- Warm Up (15 min)
- Aims (2 min)
- Explain your thinking (5 min)
- Line up your leaders (15 min)
- Advantages and Disadvantages (10 min)
- Quick Questions (2 min)

Motivation: *What is the 'Real-world' application, short and quick, that contextualizes this lesson?*

Now that we have a lay of the land, the next factor we are going to look at is the government because often the leaders of a country can affect society both in positive and negative ways. So today we will look at the people who have ruled Argentina and how their styles of leadership formed the society.

New Information/Guided Practice: *What information do I need to communicate and make sure my students record in their notes?*

Students will complete the warm up activity, teacher will go over the aims for the lesson and then they will share their thinking from the sort activity.

Students will place cut out pictures on a timeline in order of their time in power (handout 1.3 Classwork, attached):

Juan Peron: 1946-1955; 1973-1974

Juan Carlos Onganía: 1966-1970

Jorge Videla: 1976-1981
 Raul Alfonsin: 1983-1989
 Carlos Menem: 1989-1999
 Fernando de la Rúa: 1999-2001
 Adolfo Rodríguez Saá: 2001-2002
 Eduardo Duhalde: 2002-2003
 Nestor Kirchner: 2003-2007
 Cristina Fernandez de Krichner: 2007-present

Next to each leader, students will record the below details with either a + or - about how they were brought to office and will fill in the blanks with the information below.

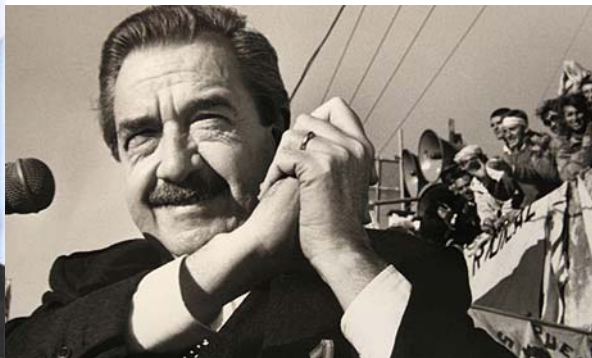
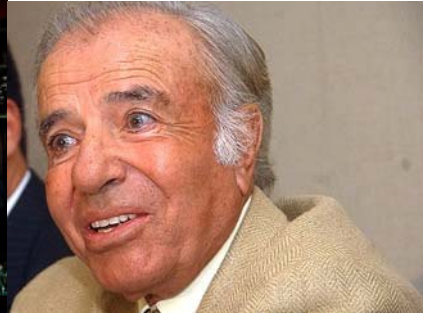
**It is important to point out here that we haven't glued in a picture for each leader because in many time periods the power changed hands multiple times.

- 1970-1973—2 different military takeovers: wife takes over as vice president from 1973-1976
- 5 different leaders both military and elected from 1955-1970
- 1981-1983 all military take overs—3 different leaders

Leader	Power in office
Juan Peron	+ free elections; reelected due to popularity
Juan Carlos Onganía	- Military take over
Jorge Videla	- Military take over
Raul Alfonsin	+ free elections
Carlos Menem	+ free elections
Fernando de la Rúa	+ free elections
Adolfo Rodriguez Saa	+ free elections
Eduardo Duhalde	+ elected by an assembly of government
Nestor Kirchner	+ free elections
Cristina Fernandez de Kirchner	+ free elections

Questions I MUST ask: *How can students be challenged to make connections or think deeply about the lesson?*

1. Which leader would you have liked to live under and why?
2. Which leader do you think did the most damage and why?
3. How can a leader in government affect a society?





Name: _____

Date: _____

Translating Identity 1.3 Classwork

I. Line 'em up

Timeline

Name: _____

Date:

Translating Identity 1.3 Homework

I. What would it be like?

Today you were exposed to a variety of leaders who have been in charge of the government of Argentina. Use your timeline from class to answer the questions below.

1. What patterns do you notice in how the presidents got to office?
2. How do you think the presidents who took power by military force ruled the people and why?
3. What similarity do you notice with the most recent seven presidents?
4. How do you think the many changes in power over the years have affected the Argentine people?

Lesson 1.4 Economics

Standards: *What standards are we communicating to our students in this lesson?*

5PES5 Economic systems allocate resources, and are based on the principle that while resources are limited, needs and wants are unlimited.

5PES3 Trade and the development of infrastructure arise from the unequal distribution of resources and the specialization of economic activities and across space.

Aim: *How will our students show us that they are mastering the aims?*

- * Students will identify Argentine currency.
- * Students will graph the historical and current imports and exports of the country.
- * Students will define inflation.

Warm Up: *Are we using student data to formulate this opening activity?*

Cut apart the currency images on your desk (attached) and be prepared to share out two observations that you notice.

Agenda: *Do we have a consistent and engaging agenda? Maintain the flow without compromising depth.*

- Warm Up (10 min)
- Aims (2 min)
- Share out (5 min)
- Can you afford it? (20 min)
- So what? (10 min)
- Think Deep (2 min)

Motivation: *What is the 'Real-world' application, short and quick, that contextualizes this lesson?*

Argentina has changed a lot over the years. One factor that caused such changes, as we have learned, was the government but with the various leaders in government the economics, or the money, has also changed. Today we are going to look at how the value of the currency has changed over time.

New Information/Guided Practice: *What information do I need to communicate and make sure my students record in their notes?*

Teacher will share the aims of the lesson and then have students share out their observations about the currency.

Teacher will use the definition of inflation: "a major rise in the level of prices resulting in a devaluing of currency" to guide students to an understanding of the term in their own words (e.g., when the prices go up so much that people can't afford items because the money is no longer valuable).

Teacher will spread out common everyday items around the room (e.g., loaf of bread, pencils, plants, books, a complete meal, bottle of water, computer, etc.) and have price tags written next to each item. The first round should be affordable prices. Using the money that the students just cut out, they will walk around the room and purchase goods that they need to survive.

The students will then graph the items they bought on a bar graph and answer the reflection questions (handout 1.4 Classwork, attached). Teacher will guide a brief discussion on how students felt or what students were thinking during this experience.

Teacher will then describe that there has been an economic crisis and the value of the currency has dropped so it now takes more money to buy less.

Use the information below to calculate the prices of your items:

Current conversion: USD\$1.00 = 4.5 pesos

The economic crisis inflated the peso by 215%

Ex., Milk = 4.5 pesos before the economic crisis and 9.7 after the economic crisis

Have students each take a price tag and calculate a 215% increase in the original price and write the new price on the back of the tag. Once students have recalculated all the price tags, turn them over to reflect the new prices and students will repeat the experience, graph their new data in the bar graph, and answer the same reflection questions.

Students will debrief as a group and connect how this experience might affect a person's development and identity. How would it impact you as a developing child if your family could not afford enough milk because the price had tripled?

Questions I MUST ask: *How can students be challenged to make connections or think deeply about the lesson?*

1. Is inflation negative or positive? Support your thoughts with specific evidence.
2. How do economics affect a person's identity?





Name: _____

Date: _____

Translating Identity 1.4 Classwork

I. Observations

II. Vocabulary

My definition of **inflation**:

My illustration of what I think inflation would look like:

A sentence with the word inflation that shows I know what the word means. For example, "I like inflation" does not work because it doesn't tell any information about inflation.

III. Before inflation

What did you choose to buy?

How much money did you spend?

How did you feel during this experience?

Would these prices affect your daily life?

IV. After inflation

What did you choose to buy?

How much money did you spend?

How did you feel during this experience?

Would these prices affect your daily life?

V. Whole group debrief

New thinking	New questions

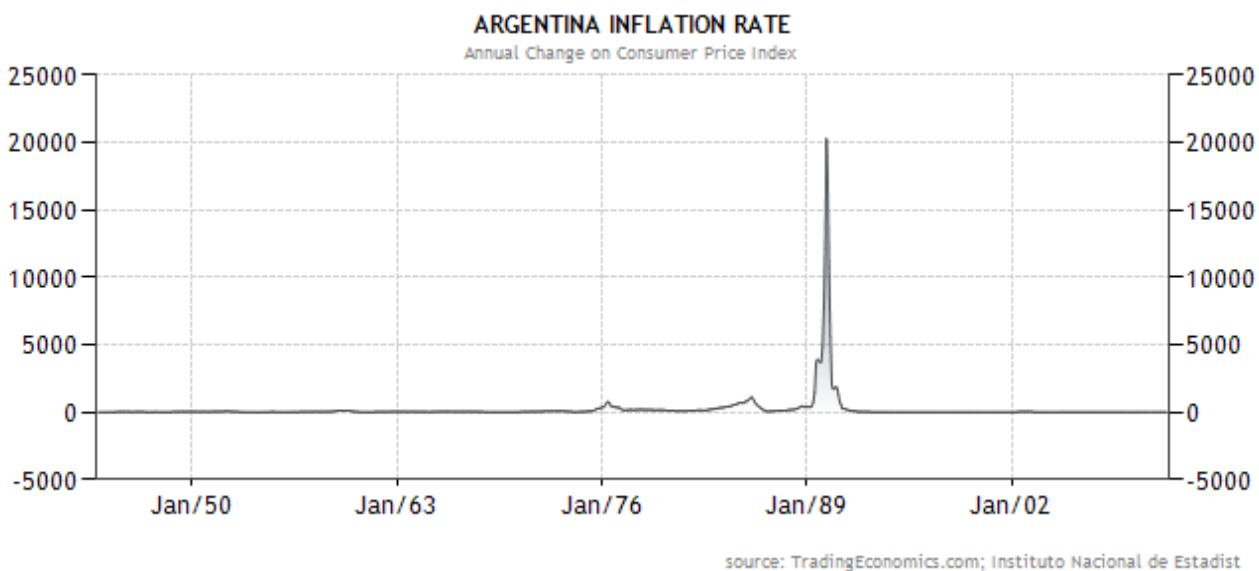
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Name: _____

Date: _____

Translating Identity 1.4 Homework

I. Look at the graph below of historical inflation data in Argentina



1. What do you notice?
2. What do you wonder?
3. How would the lives of the people living in the early 90s be affected?
4. What would you predict the inflation rate to be today and why?
5. What would you predict the inflation rate to be 50 years from now and why?

Lesson 1.5 Religion

Standards: *What standards are we communicating to our students in this lesson?*

6CI4 Our beliefs and values influence thinking, actions, and perspectives.

Aim: *How will our students show us that they are mastering the aims?*

- * Students will retell the story of Pachamama.
- * Students will create a nature-based image of the Suri.
- * Students will explain how Christianity affected Pachamama beliefs.
- * Students will compare Christian images.

Warm Up: *Are we using student data to formulate this opening activity?*

Students will look at different native religious images and write a prediction for what the native people may have believed or how they used the image.

Agenda: *Do we have a consistent and engaging agenda? Maintain the flow without compromising depth.*

- Warm Up (5 min)
- Aims (2 min)
- Share out (5 min)
- The story of the Pachamama (15 min)
- Your own nature (5 min)
- Create your own (20 min)
- Think Deep (2 min)

Motivation: *What is the 'Real-world' application, short and quick, that contextualizes this lesson?*

The next factor that we are going to look at is the factor of religion, however it is important for us to look at Argentina's religion in two parts because there was the native religion first, which we will look at today, and then came Christianity, which we will look at tomorrow.

New Information/Guided Practice: *What information do I need to communicate and make sure my students record in their notes?*

Teacher will share the aims for the lesson and then students will find a partner who has chosen the same image and they will discuss their predictions (handout 1.5 Classwork, attached).

Image	1	2	3	4
Symbolism	Frog - symbol of water and change	Condor - symbol of air and freedom	Ostrich - heart of the Pachamama, symbol of earth and being grounded	Serpent - symbol of fire and danger

Teacher and students will fill in the blanks of the Pachamama story to build background knowledge.

Pachamama is a goddess worshipped by the NATIVE people of the [Andes](#). *Pachamama* is usually translated as Mother EARTH, but a more literal translation would be "Mother world" in the native language QUECHUA. Pachamama is worshiped in parts of the Andean mountain ranges.

In INCA mythology **Pachamama** is a fertility goddess who rules over PLANTING and HARVESTING. She controls the EARTH and can even cause it to tremble causing EARTHQUAKES.

The Pachamama has a special day of worship called MARTES DE CHALLA when people bury food, BURN INCENSE, and THROW CANDIES. Sometimes even LLAMAS are sacrificed.

Students will then design their own images of the Pachamama and carve that image into quick dry clay using a stick or small wooden tool. The image will dry overnight.

As student complete this art project, use their background knowledge about explorers and how explorers brought Christianity with them. This can be a controversial topic, and is one that you could easily make into a follow up lesson. However, students should walk away knowing that Christianity also has a strong presence today in Argentina and that students could research more into the dual presence of both native and Christian religions in Argentina.

Questions I MUST ask: *How can students be challenged to make connections or think deeply about the lesson?*

1. Who was/is the Pachamama?
2. How did the natives represent images of the Pachamama?
3. Do you think there are people today who believe in both the Pachamama and Christianity? Why or why not?

Name: _____

Date: _____

Translating Identity 1.5 Classwork

I. Warm Up

Choose one of the images and sketch it below. Then write in a prediction for what you think this image may represent to the native people.



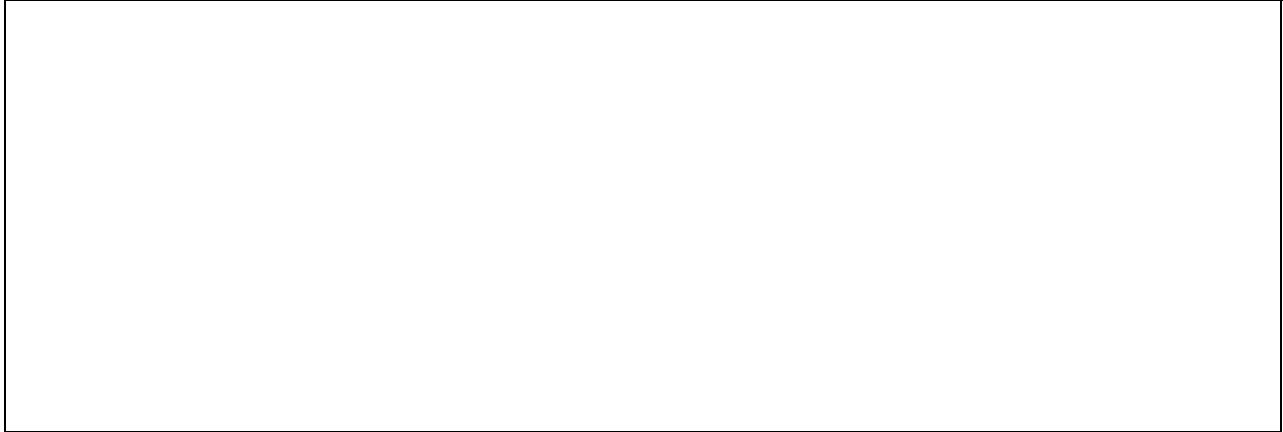
II. Pachamama

Pachamama is a goddess worshipped by the _____ people of the *Andes*. *Pachamama* is usually translated as Mother _____, but a more literal translation would be "Mother world" in the native language _____. Pachamama is worshiped in parts of the Andean mountain ranges.

In _____ mythology **Pachamama** is a fertility goddess who rules over _____ and _____. She controls the _____ and can even cause it to tremble causing _____.

The Pachamama has a special day of worship called _____ when people bury food , _____, and _____. Sometimes even _____ are sacrificed.

Draw two images that you think could represent the Pachamama. Use the images in your warm up if you need starting ideas.



III. Your own Pachamama

Now it is your turn to take your pachamama design and turn it into an artifact.

Step 1: Use quick dry clay to make a flat tile. Add grass or dirt to create texture.

Step 2: Use a stick to carve your design into the clay.

Step 3: Let your clay dry overnight.

IV. The Christian Component

What do you already know about the explorers?

Negative	Positive

How do you think the religion that the explorers brought affect the native religion of the Pachamama?

Name: _____

Date: _____

Translating Identity 1.5 Homework

I. Read the article below and highlight the four most important pieces of information.



August 1st, Pachamama's Day

At various points in the north-west region of Argentina, the Mother Earth is celebrated with traditional rituals, ceremonies, dance, music and special meals.

Pachamama, or Mother Earth, is the female goddess of earth and fertility, who nurtures, protects and sustains human beings. In the Inca tradition, she is the goddess of communal agriculture and the foundation of all civilization.

On the first of August there is a celebration to feed the Pachamama by burying a clay pot with food cooked with coca leaves, alcohol, wine, cigars and chicha, among other things. It is also customary for women to wear white and black lace—tied at the ankles, wrists and—of spun llama wool left by the Pachamama. The rite entails that day we must give to Mother Earth, who does not want, anything that our family was missing during the year and thank her for blessings received during the past year. Families and neighbors gather to open a hole in the ground, which will be decorated. Then they feed the earth with corn, quinoa, chalonga, lamb, goat, potatoes, beans, cobs, wine, beer, soda, coca and other food. Then they close the hole with their hands.

For example, in Salta, the festival begins on Saturday, August 1 and includes, besides the central ceremony of offerings to the burial of 15 hours, craft fairs, food from different communities, collas, and a music and dance festival. However, activities do not end that day.

Jujuy is also a major center for the worship of Pachamama. Throughout the province the day is worshiped by performing an ancient ceremony in which offerings are given to land, food, drinks and coca leaves. The celebration takes on added significance in Purmamarca, Tumbaya, Valle Grande and across the northern Puna region.

Lesson 1.6 Social Life

Standards: *What standards are we communicating to our students in this lesson?*

5TCC 1 Events can be viewed differently according to a range of cultural, gender and socioeconomic viewpoints.

6CI3 People's social organization, cultures and lifestyles influence their relationship to the environment and each other.

Aim: *How will our students show us that they are mastering the aims?*

- * Students will take a social survey and compare their answers to a child in Argentina.
- * Students will draw images of gnocchi and *mate* with captions.

Warm Up: *Are we using student data to formulate this opening activity?*

List five social aspects in your own life today. Keep in mind that social is defined as the way in which people live, daily habits.

Agenda: *Do we have a consistent and engaging agenda? Maintain the flow without compromising depth.*

- Warm Up (5 min)
- Aims (2 min)
- Survey (10 min)
- Compare your data (15 min)
- The story of gnocchi (5 min)
- The story of *mate* (5 min)
- Friendship Day (5 min)
- Think Deep (2 min)

Motivation: *What is the 'Real-world' application, short and quick, that contextualizes this lesson?*

People, types of land, religious beliefs, and money all have a huge impact on how a society develops but none of these things can happen unless the society has people and the interactions between those people are known as the social factor. You already know a lot about your own social interactions, and you may be surprised today just how similar or different you may be to a student your age in Argentina.

New Information/Guided Practice: *What information do I need to communicate and make sure my students record in their notes?*

Teacher will share the aims of the lesson and students will share out their warm up thoughts. Students will complete the social survey (handout 1.6 Classwork, attached) and share out their results (most of their answers will be similar). Students will then examine the answers given by students in Argentina and identify differences and similarities.

Social survey answers from Argentina:

1. at home with my family, unless I am already married: children live at home until they are married
2. a. play futbol b. hang out with my friends c. go to the movies

3. 2-3 hours: family affair with lots of courses and wine
4. 11pm: dinner doesn't start until 9pm and can sometimes last until midnight
5. *fútbol* (soccer)
6. Spanish: native language
7. hug and hold hands: girls do this the most but some boys as well
8. kiss on both cheeks: men and women do this
9. nice jeans, a new shirt, dress shoes: Argentines dress nice basically all the time, fashion is important
10. Buenos Aires, the capital of my country: most Argentines stay within their country for college because it's free

Teacher will share the story of gnocchi:

People make gnocchi at the end of the month when the money has run out. You make gnocchi by combining flour and water into pasta balls and dropping them in the boiling water until they rise to the top. They are then served with sauce and shared with family and friends. People gather to eat gnocchi at the end of the month and share in what is left over as a community.

Teacher will share the meaning of *mate*:

Drinking the yerba mate is considered to be more than just good for the body; it's also considered to be good for the soul. Drinking it can be a form of meditation or reflection - allowing the goodness to infuse into the body while stimulating and resting the mind. Those who share the mate join in a kind of bond of total acceptance and friendship as the mate is drank by all in a circle and shared without hesitancy. Generally the server will take the first drink. This is considered an act of kindness by the other people in the circle because usually the first serving is considered the worst.

Teacher will share the purpose of Friendship Day:

In Argentina, Friend's Day is a public holiday where friends gather, though some people also use the day to get in contact with old friends. The gatherings tend to happen during the evening and are very popular. Friendship Day has in recent years turned into a very popular mass phenomenon. In 2005, the amount of well-wishing friends led to a temporary breakdown of the mobile phone network in major cities. Seats in most restaurants, bars and other establishments are already completely booked a week before the celebration.

Students will create a visual image for each of the three social artifacts.

Questions I MUST ask: *How can students be challenged to make connections or think deeply about the lesson?*

1. Why is *mate* an example of a social factor if it is just something to drink?
2. Can you name some social factors from our own society that maybe they don't have in Argentina?
3. Which factor so far do you think has had the largest impact on Argentina's society?

Name: _____

Date: _____

Translating Identity 1.6 Classwork

I. My Social Life

List five daily habits that you do that involve talking with or connecting to people. EX. Saying "good morning"

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

II. My Social Identity

1. When you are 25 years old, where do you think you will live and who do you think you will live with?
2. When you are with your friends, what do you like to do? (List three things.)
3. How long does it take you and your family to eat dinner on average?
4. What time do you go to bed on a school night?
5. What is the most popular sport where you live?
6. What language do you speak with your friends?
7. How do you show affection to your friends?
8. How do you greet your friends or family?
9. What would you typically wear to go run errands on the weekend?
10. Where is the college located where you want to go to school? In state or out of state?

Now I will read you the responses to the same survey given to students close to your age in Argentina. Listen for what is similar between your social lives and what is different and record your observations below.

Similarities	Differences

What are some questions you are wondering or you would like to ask an Argentine if you had the chance?

- a. _____
- b. _____
- c. _____

III. Three examples

	Gnocchi	<i>Mate</i>	Friendship Day
Notes			
Images			

--	--	--	--

Name: _____

Date: _____

Translating Identity 1.6 Homework

I. Advertisement

Choose one of the three social artifacts and create a poster advertising it. The advertisement is up to you to design but your message must be clear, organized and illustrated.

--

Lesson 1.7 Intellectual Achievements

Standards: *What standards are we communicating to our students in this lesson?*

6CI2 Material and non-material elements influence personal identity and sense of belonging of groups.

6CI4 Our beliefs and values influence our thinking, actions, and perspectives.

Aim: *How will our students show us that they are mastering the aims?*

- * Students will listen to *coplas* and write their own.
- * Students will read and mark an excerpt from Martin Fierro.
- * Students will watch a tango clip and try their own steps.

Warm Up: *Are we using student data to formulate this opening activity?*

Students will list examples of intellectual achievements they recognize around the world, e.g., the pyramids, the Great Wall of China, invention of electricity, etc.

Agenda: *Do we have a consistent and engaging agenda? Maintain the flow without compromising depth.*

- Warm Up (5 min)
- Aims (2 min)
- What does Martin have to say? (10 min)
- *Copla* celebrations (15 min)
- Tango anyone? (10 min)
- Think Deep (2 min)

Motivation: *What is the 'Real-world' application, short and quick, that contextualizes this lesson?*

If you haven't noticed by now, the Argentines are amazing people for many reasons and even with all the turmoil and varied types of land in their country, they have over time and still today created extraordinary intellectual achievements. There are too many to possibly cover in one class so today we will highlight three of art forms: literature, song and dance.

New Information/Guided Practice: *What information do I need to communicate and make sure my students record in their notes?*

Teacher will outline the aims for this lesson and students will share out the intellectual achievements they have brainstormed. As they share out, the teacher will group them into categories, e.g., architectural, literary, mathematical, musical, etc. These categories should come from the students and their generated ideas.

Teacher will provide background on Martin Fierro, *coplas*, and tango and students will complete short hand notes in the boxes below in order to make a more informed decision about which one they will ultimately choose.

Martin Fierro: Epic poem about a gaucho (cowboy) that was published in the 1870s

The poem is a form of protest against the president and talks about the valor and importance of the gauchos in the history of Argentina when they fought for their independence from Spain.

Coplas: I have created a video of Laura Vilte singing a *copla*:

<http://dl.dropbox.com/u/11223547/Copla.m4v>

If you have difficulty viewing it, many YouTube videos are available if you search for *copla* + Argentina. One example: <http://www.youtube.com/watch?v=BkYngXusBIM>

Four verses of four lines each

Eight syllables in a line

Sung by women in a community to tell a story.

Tango: I have created a video of tango being danced on the street:

<http://dl.dropbox.com/u/11223547/Tango.m4v>

If you have difficulty viewing it, many YouTube videos are available if you search for tango + Argentina/Buenos Aires. One example:

<http://www.youtube.com/watch?v=y2gi9LbJLAM&feature=related>

It originated in the lower classes in 1890s where immigrants were living in a crowded space

Danced between a man and a woman with a lead

Reflects many different styles and regions of the world now

Students will choose one of the three intellectual achievements and find a way to extend or build upon it. For example, they could act out a scene from *Martin Fierro*, they could teach the first four steps of tango, they could write their own *copla*, etc. This will also serve as their homework.

Questions I MUST ask: *How can students be challenged to make connections or think deeply about the lesson?*

1. How do *coplas* represent an intellectual achievement?
2. Which intellectual achievement do you feel is/was most important and why?
3. What do you predict could be some other intellectual achievement factors that we didn't have time for today?

Name: _____

Date: _____

Translating Identity 1.7 Classwork

I. Intellectual Achievements

List as many intellectual achievements as you can think of in three minutes (Ex. the pyramids).

II. Which will you choose?

	Martin Fierro	<i>Coplas</i>	Tango
<u>My Notes</u>			

An excerpt from "Martin Fierro":

I step not aside from the furrowed track, Though they loosen their hilts as they come; Let them speak me soft, I will answer soft, But the hard may find me a harder oft; In a fight they have found me as quick as they, And quicker far than some.

When trouble's afoot -now Christ me save, And Christ me save from sin,- I feel my heart grow big and strong, And my blood rise up like a rolling song, For life is a battle, it seems to me, That a man must fight to win.

A son am I of the rolling plain, A gaucho born and bred; For me the whole great world is small, Believe me, my heart can hold it all; The snake strikes not at my passing foot, The sun burns not my head.

I was born on the mighty Pampas' breast, As the fish is born in the sea; Here was I born and here I live, And what seemed good to God to give, When I came to the world; it will please him too, That I take away with me.

A copla

Spanish original

*Hasta que el pueblo las canta,
las coplas, coplas no son,
y cuando las canta el pueblo
ya nadie sabe el autor.*

*Tal es la gloria, Guillén,
de los que escriben cantares:
oír decir a la gente
que no los ha escrito nadie.*

*Procura tú que tus coplas
vayan al pueblo a parar,
aunque dejen de ser tuyas
para ser de los demás.*

*Que, al fundir el corazón
en el alma popular,
lo que se pierde de nombre
se gana de eternidad.*

Rough English translation

Until the people [or village] sings them
coplas are not coplas,
and when the people sing them
By then, no one knows who wrote them.

Such is the glory, Guillén,
Of those who write songs:
To hear the people say
That no one wrote these.

Try to make it that your songs
go among the people to stick around,
although they cease to be yours
to belong to the others.

Which, to melt the heart
in the soul of the people,
that which it loses of a name
it gains of eternity.

Your challenge: Choose either the excerpt from Martin Fierro, the *copla*, or the tango in the square and extend that intellectual achievement. You will have to make a plan with your pair or trio to decide which one you will choose, how you will extend it, and then be prepared to share with the group at the start of class tomorrow. Let's brainstorm some ideas together . . .

Lesson 1.8 Culture

Standards: *What standards are we communicating to our students in this lesson?*

4CI2 Cultures have distinctive social organization, languages, beliefs, values and lifestyles.

5TCC1 Events can be viewed differently according to a range of cultural, gender and socioeconomic viewpoints.

6CI3 People's social organization, cultures and lifestyles influence their relationship to the environment and each other.

Aim: *How will our students show us that they are mastering the aims?*

- * Students will label images of an *asado*.
- * Students will watch short clips from *fútbol* games.
- * Students will create *bombilleros* to represent the *gauchos*.

Warm Up: *Are we using student data to formulate this opening activity?*

Students will watch a short video clip of a *fútbol* match and write down their observations. I created a video: <http://dl.dropbox.com/u/11223547/Futbol.m4v>

If you have difficulty viewing it, you can use this one from an Argentina vs. Jamaica match: http://www.youtube.com/watch?v=Vu9qx3n_bRs&feature=related

Agenda: *Do we have a consistent and engaging agenda? Maintain the flow without compromising depth.*

- Warm Up (5 min)
- Aims (2 min)
- Share out (5 min)
- Parts of an *asado* (10 min)
- *Bolas* (20 min)
- Think Deep (2 min)

Motivation: *What is the 'Real-world' application, short and quick, that contextualizes this lesson?*

We have come a long way through each factor that has contributed to Argentina's society. Today we have come to our last factor before we put them all together to form a picture of what it means to be Argentine. Today we are going to look at the cultural factor. Does anyone remember what culture means or some examples from our first discussion?

New Information/Guided Practice: *What information do I need to communicate and make sure my students record in their notes?*

Teacher will share aims for the lesson and then students will share out their thinking in a group of three about the video clip. As a class, students will share out how soccer might represent Argentine culture.

Students will label a grill of *asado* with all the various body parts and share out in pairs how this traditional meal may represent Argentine culture. Students may not get all the parts, this is just

for them to see all that is included in an *asado* and try to identify some pieces that they may recognize.

Teacher will provide background knowledge on how *bolos* were used by the *gauchos* to capture running game such as the ostriches. There are any number of weighted balls, usually 2-3, on the ends of a rope that are then swung around the *gauchos* head and thrown, lasso style, towards the feet of the prey in an attempt to tangle them.

Students will be provided yarn to braid together to become the rope. They will fill balloons with sand to become the balls and will then assemble and try to throw their own *bola* to capture an object in the room.

Students needs to record the steps 1-5 as they create their *bolos*.

Sample steps could be:

1. Braid the yarn to make a stronger rope
2. Fill each balloon with sand and tie the balloons closed
3. Tie the braided yarn onto each *bola*. There should be one on each end of the rope
4. Hold the rope in the center and *lasso* it around your head with momentum
5. Release the *bola* mid-air to try to capture an object by wrapping the rope around the object

Questions I MUST ask: *How can students be challenged to make connections or think deeply about the lesson?*

1. What can you infer about Argentine people from what is served in an *asado*?
2. Why emotion do you feel when you watch the crowd at a *fútbol* match?
3. How were *boleros* used by the *gauchos*?

Name: _____

Date: _____

Translating Identity 1.8 Classwork

I. Observations

I see	I think	I wonder

II. Asado



Label as many of the following as you can:

ubres – utters

chinchulines – fatty parts

mollejas - glands

chorizo

Asado de tira – beef ribs

Bife de chorizo – steak

entrana – skirt steak

higado – liver

Vaclo – flank steak

cuadril – rump steak

rignon – kidney

sessos – brains

Blood sausage

falda - naval

III. *Bolas*

Bolas =



IV. Now it is time for you to try . . .

Materials you will need:

- * 2-3 empty balloons
- * sand or flour
- * yarn long enough to brain together
- * a target to throw towards

Step One:

Step Two:

Step Three:

Step Four:

Step Five:

Name: _____

Date: _____

Translating Identity 1.8 Homework

Artifact Brainstorm:

Think back on all the different pieces of society we have discussed so far. Write in each piece of society on the left-hand side and then write in two artifacts for that piece on the right-hand side.

Piece of Society	Artifact Examples
G	
P	
E	
R	
S	
I	
C	

1. Which piece of society do you feel the most confident about and why?

2. Which piece of society do you feel like you still need some practice understanding and why?

3. Which pieces of society have you already made artifacts for and what are the artifacts?

Lesson 1.9 Argentine Suitcase

Standards: *What standards are we communicating to our students in this lesson?*

6CI2 Material and non-material elements influence personal identity and sense of belonging of groups.

Aim: *How will our students show us that they are mastering the aims?*

- * Students will compile all the artifacts created so far.
- * Students will create the artifacts they still need.
- * Students will write summative paragraphs for each artifact.
- * Students will display artifacts and be prepared to present their suitcase.

Warm Up: *Are we using student data to formulate this opening activity?*

Fill in the boxes about each piece that creates society with as many details or artifacts as you can remember from our past study of Argentina (handout 1.9 Classwork, attached).

Agenda: *Do we have a consistent and engaging agenda? Maintain the flow without compromising depth.*

- Warm Up (5 min)
- Aims (2 min)
- Your assignment (10 min)
- What do you have? What do you need? (15 min)
- Plan ahead (10 min)
- Artifact paragraphs (15 min)
- Think Deep (2 min)

Motivation: *What is the 'Real-world' application, short and quick, that contextualizes this lesson?*

You have all worked so hard these past few weeks to learn about the different factors affecting Argentina's society. Now it is time for you to compile what you have learned, create new artifacts from your now background knowledge and organize all of this into a presentation.

New Information/Guided Practice: *What information do I need to communicate and make sure my students record in their notes?*

Students will complete warm up and teacher will share aims for the day and for the week.

Teacher will present assignment and either pair up students or let them choose partners. "Your challenge over the next five days will be to assemble a suitcase of Argentine identity. Some of the artifacts you have already created, others you may have ideas for and still others you will have to research a bit more to get ideas. You will need to work with one other partner of your choice and if your teamwork is not organized and tight, you will struggle to get this all done. This will be the majority of your classwork and your homework for this week." Students will complete the planning page with their partners, assisted by the teacher.

Teacher will instruct students on how to take their central artifact questions and turn them into a caption nonfiction summative paragraph.

For example: This artifact is a *mate* cup from the Salta region of Argentina. It is currently used to share the communal drink of *mate* by the local people, specifically Luis who drives tour buses. This artifact can tell us that Argentine society values sharing because the *mate* cup is passed around. I am still wondering why the straw is silver and if that has a special meaning.

Students will write these on large notecards and attach one to each artifact as a caption for their final product.

Questions I MUST ask: *How can students be challenged to make connections or think deeply about the lesson?*

1. What went well today?
2. What are you struggling with?
3. Are you on schedule and, if not, what do you need to do to get on schedule?

Name: _____

Date: _____

Translating Identity 1.9 Classwork

I. List the pieces of society on the left and as many artifact examples as you can think of that tie to Argentina on the right.

Piece of Society	Artifact Examples
G	
P	
E	
R	Pachamama clay tile
S	
I	<i>My own copla</i>
C	

II. Assignment



Your challenge over the next five days will be to assemble a suitcase of Argentine identity. Some of the artifacts you have already created, others you may have ideas for and still others you will have to research a bit more to get ideas. You will need to work with one other partner of your choice and if your teamwork is not organized and tight, you will struggle to get this all done. This will be the majority of your classwork and your homework for this week.

Let's take a look at what you need to do and how you are going to do it!

Names: _____

Date: _____

Argentina Identity Suitcase Rubric:

	Expert (5)	Apprentice (3)	Novice (1)
Presentation	All seven artifacts are displayed neatly, have been created with obvious effort and detail, and include a clear and well-thought out explanation.	All seven artifacts are present, have been created with effort, and include a clear explanation.	Not all of the seven artifacts are present, some have been created with effort, and some include an explanation.
Geography	My geographical artifact is accurate and has been created with specific attention to detail. It includes a clear explanation of how it represents a societal factor and it describes how this factor contributes to Argentine identity.	My geographical artifact is present and has been created with effort. It includes a clear explanation of how it represents a societal factor or it describes how this factor contributes to Argentine identity.	My geographical artifact is present and it includes an explanation.
Politics	My political artifact is accurate and has been created with specific attention to detail. It includes a clear explanation of how it represents a societal factor and it describes how this factor contributes to Argentine identity.	My political artifact is present and has been created with effort. It includes a clear explanation of how it represents a societal factor or it describes how this factor contributes to Argentine identity.	My political artifact is present and it includes an explanation.
Economics	My economic artifact is accurate and has been created with specific attention to detail. It includes a clear explanation of how it represents a societal factor and it describes how this factor contributes to Argentine identity.	My economic artifact is present and has been created with effort. It includes a clear explanation of how it represents a societal factor or it describes how this factor contributes to Argentine identity.	My economic artifact is present and it includes an explanation.

Religion	My religious artifact is accurate and has been created with specific attention to detail. It includes a clear explanation of how it represents a societal factor and it describes how this factor contributes to Argentine identity.	My religious artifact is present and has been created with effort. It includes a clear explanation of how it represents a societal factor or it describes how this factor contributes to Argentine identity.	My religious artifact is present and it includes an explanation.
Intellectual Achievements	My intellectual artifact is accurate and has been created with specific attention to detail. It includes a clear explanation of how it represents a societal factor and it describes how this factor contributes to Argentine identity.	My intellectual artifact is present and has been created with effort. It includes a clear explanation of how it represents a societal factor or it describes how this factor contributes to Argentine identity.	My intellectual artifact is present and it includes an explanation.
Social Life	My social artifact is accurate and has been created with specific attention to detail. It includes a clear explanation of how it represents a societal factor and it describes how this factor contributes to Argentine identity.	My social artifact is present and has been created with effort. It includes a clear explanation of how it represents a societal factor or it describes how this factor contributes to Argentine identity.	My social artifact is present and it includes an explanation.
Culture	My cultural artifact is accurate and has been created with specific attention to detail. It includes a clear explanation of how it represents a societal factor and it describes how this factor contributes to Argentine identity.	My cultural artifact is present and has been created with effort. It includes a clear explanation of how it represents a societal factor or it describes how this factor contributes to Argentine identity.	My cultural artifact is present and it includes an explanation.
Summaries	I have a summary for each artifact in which the connection between artifact and societal factor is clear and how the artifact contributes to Argentine identity.	I have a summary for each artifact that connects the artifact with the societal factor or how the artifact contributes to Argentine identity.	I have a summary for some of my artifacts.
Teamwork	I worked well every day with my partner to complete all parts of our project. I demonstrated a high level of respect for our research and	I worked well with my partner to complete all parts of our project. I showed respect for our research and my partner.	I worked with my partner to complete some parts of our project.

	my partner at all times.		
--	--------------------------	--	--

Total Points ____/50 = ____%

Teacher Comments:

--

Names: _____

Date: _____

Argentine Suitcase Planning page

Piece	Artifact	Materials needed	Summary paragraph	Who is responsible?
Geography				
Politics				
Economics				
Religion				
Social Life				
Intellectual Achievements				
Culture				

Calendar of tasks:

	Monday	Tuesday	Wednesday	Thursday	Friday
Classwork					

Homework					

Due Date: _____

Lesson 2.1 Latin American Packing List

Standards: *What standards are we communicating to our students in this lesson?*

6CI2 Material and non-material elements influence personal identity and sense of belonging of groups.

Aim: *How will our students show us that they are mastering the aims?*

- * Students (in trios) will choose a Latin American country.
- * Students will create an artifact to represent each factor of society.
- * Students will write summative paragraphs explaining each artifact.
- * Students will present their cultural suitcase.

Warm Up: *Are we using student data to formulate this opening activity?*

Students will look at the Latin American countries on a world map and complete a table of what they already know and what they wonder about each country (handout 2.1 Classwork, attached).

Agenda: *Do we have a consistent and engaging agenda? Maintain the flow without compromising depth.*

- Warm Up (10 min)
- Aims (2 min)
- Assignment (10 min)
- Three brains are better than one (30 min)
- Plan ahead (10 min)
- What do you have? What do you need? (5 min)
- Think Deep (2 min)

Motivation: *What is the 'Real-world' application, short and quick, that contextualizes this lesson?*

Today is the next challenge in our Translating Identity project. You have worked in depth to uncover and understand how the factors of society in Argentina have created the Argentine identity. Now it is time for you to venture off on your own and teach us about another Latin American country's identity.

New Information/Guided Practice: *What information do I need to communicate and make sure my students record in their notes?*

Teacher will share the aims for the lesson and for the week.

Students will label the following ten countries and make a map key to color them in on the map:

Argentina, Uruguay, Paraguay, Chile, Brazil, Venezuela, Bolivia, Peru, Ecuador, Colombia. They will then record their background knowledge about each country and what they wonder to begin to identify which country they are interested in.

Assignment:

"Your challenge is the same, however this time you will be working in trios and you will be doing all the investigating yourselves. You will become the experts and will teach us about a Latin American identity in a week's time."

This is a lot of work, especially if you are not organized and focused both in and out of school so let's get planning.

Questions I MUST ask: *How can students be challenged to make connections or think deeply about the lesson?*

1. What country have you chosen and who are you working with?
2. What do you already feel confident about?
3. Which part do you think will require the most research on your part and why?
4. What is your plan for researching new information?

Name: _____

Date: _____

Translating Identity 2.1 Classwork



What do you know about the region?

Country	What I already know	What I wonder

--	--	--

Names: _____

Date: _____

Suitcase Planning page

Piece	Artifact	Materials needed	Summary paragraph	Who is responsible?
Geography				
Politics				
Economics				
Religion				
Social Life				
Intellectual Achievements				
Culture				

Calendar of tasks:

	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday
Classwork							
I need to do at home							

Latin American Country Identity Suitcase Rubric:

	Expert (5)	Apprentice (3)	Novice (1)
Presentation	All seven artifacts are displayed neatly, have been created with obvious effort and detail, and include a clear and well-thought out explanation.	All seven artifacts are present, have been created with effort, and include a clear explanation.	Not all of the seven artifacts are present, some have been created with effort, and some include an explanation.
Geography	My geographical artifact is accurate and has been created with specific attention to detail. It includes a clear explanation of how it represents a societal factor and it describes how this factor contributes to our country's identity.	My geographical artifact is present and has been created with effort. It includes a clear explanation of how it represents a societal factor or it describes how this factor contributes to our country's identity.	My geographical artifact is present and it includes an explanation.
Politics	My political artifact is accurate and has been created with specific attention to detail. It includes a clear explanation of how it represents a societal factor and it describes how this factor contributes to our country's identity.	My political artifact is present and has been created with effort. It includes a clear explanation of how it represents a societal factor or it describes how this factor contributes to our country's identity.	My political artifact is present and it includes an explanation.
Economics	My economic artifact is accurate and has been created with specific attention to detail. It includes a clear explanation of how it represents a societal factor and it describes how this factor contributes to our country's identity.	My economic artifact is present and has been created with effort. It includes a clear explanation of how it represents a societal factor or it describes how this factor contributes to our country's identity.	My economic artifact is present and it includes an explanation.
Religion	My religious artifact is accurate and has been created with specific attention to detail. It includes a clear explanation of how it represents a societal factor and it describes how this factor contributes to our country's identity.	My religious artifact is present and has been created with effort. It includes a clear explanation of how it represents a societal factor or it describes how this factor contributes to our country's identity.	My religious artifact is present and it includes an explanation.
Intellectual Achievements	My intellectual artifact is accurate and has been created with specific attention to detail. It includes	My intellectual artifact is present and has been created with effort. It includes a clear explanation	My intellectual artifact is present and it includes an explanation.

	a clear explanation of how it represents a societal factor and it describes how this factor contributes to our country's identity.	of how it represents a societal factor or it describes how this factor contributes to our country's identity.	
Social Life	My social artifact is accurate and has been created with specific attention to detail. It includes a clear explanation of how it represents a societal factor and it describes how this factor contributes to our country's identity.	My social artifact is present and has been created with effort. It includes a clear explanation of how it represents a societal factor or it describes how this factor contributes to our country's identity.	My social artifact is present and it includes an explanation.
Culture	My cultural artifact is accurate and has been created with specific attention to detail. It includes a clear explanation of how it represents a societal factor and it describes how this factor contributes to our country's identity.	My cultural artifact is present and has been created with effort. It includes a clear explanation of how it represents a societal factor or it describes how this factor contributes to our country's identity.	My cultural artifact is present and it includes an explanation.
Summaries	I have a summary for each artifact in which the connection between artifact and societal factor is clear and how the artifact contributes to our country's identity.	I have a summary for each artifact that connects the artifact with the societal factor or how the artifact contributes to our country's identity.	I have a summary for some of my artifacts.
Teamwork	I worked well every day with my partner to complete all parts of our project. I demonstrated a high level of respect for our research and my partner at all times.	I worked well with my partner to complete all parts of our project. I showed respect for our research and my partner.	I worked with my partner to complete some parts of our project.

Total Points ____/50 = ____%

Teacher Comments:

Lesson 3.1 My Identity through Personal Artifacts

Standards: *What standards are we communicating to our students in this lesson?*

6CI2 Material and non-material elements influence personal identity and sense of belonging of groups.

Aim: *How will our students show us that they are mastering the aims?*

- * Students will create an artifact for each factor in their own identity.
- * Students will write summative paragraphs explaining how each artifact represents their own identity.
- * Students will present in small groups.
- * Students will provide feedback on two teams' identity suitcases.

Warm Up: *Are we using student data to formulate this opening activity?*

Students will complete a quick, short answer set of questions tailored to the six factors that contribute to a society but the questions will be about themselves.

Agenda: *Do we have a consistent and engaging agenda? Maintain the flow without compromising depth.*

- Warm Up (5 min)
- Aims (2 min)
- The Challenge (10 min)
- What do you already know? (10 min)
- What do you still need to discover? (5 min)
- What's your plan? (10 min)
- Who can you ask for help? (5 min)
- Think Deep (2 min)

Motivation: *What is the 'Real-world' application, short and quick, that contextualizes this lesson?*

You have studied the identity of Argentina as a whole group, then you chose your own society to investigate its identity, and now it is time to apply all this hard work to yourselves. How do societal factors affect you and your identity as you are growing up in this world?

New Information/Guided Practice: *What information do I need to communicate and make sure my students record in their notes?*

Assignment:

"You are now ready for a personal challenge. You have done an excellent job investigating Argentina as a class, a variety of Latin American countries in trios and now it has come time for you to personalize your learnings to your own identity.

You will now gather (or make) artifacts from your own lives that represent your identity. You will use our structure of a society as a guideline to help you plan but you must also include convincing paragraphs on how each artifact represents your identity. This suitcase will be representative of the time when you are packing what is important to you as you head off to college. You can only take what is essential to your sense of self. Let's talk through some examples on the planning page. . . .

Ex. I might include money from Vietnam because my grandfather gave it to me after he fought in the war there and he is someone in my life who means a lot to me - economics

Ex. I might include an interview with my mom about who she voted for in the presidential election and her reasons why - politics

You will also be required to provide feedback (handout attached) on two teams' suitcases. You must include: two stars (compliments), a wish for future improvement, and a question you are still wondering.

Questions I MUST ask: *How can students be challenged to make connections or think deeply about the lesson?*

1. What do I know for sure about myself?
2. What do I need to reflect on more about myself?
3. How will I represent my identity through artifacts?

Name: _____

Date: _____

My Identity Suitcase Planning page

Piece	Artifact	Materials needed	Summary paragraph	Who can help me?
Geography				
Politics				
Economics				
Religion				
Social Life				
Intellectual Achievements				
Culture				

Calendar of tasks:

Monday	Tuesday	Wednesday	Thursday	Friday	Monday

Due Date: _____

Name: _____

Date: _____

My Identity Suitcase Rubric:

	Expert (5)	Apprentice (3)	Novice (1)
Presentation	All seven artifacts are displayed neatly, have been created with obvious effort and detail, and include a clear and well-thought out explanation.	All seven artifacts are present, have been created with effort, and include a clear explanation.	Not all of the seven artifacts are present, some have been created with effort, and some include an explanation.
Geography	My geographical artifact is accurate and has been created with specific attention to detail. It includes a clear explanation of how it represents a societal factor and it describes how this factor contributes to my own identity.	My geographical artifact is present and has been created with effort. It includes a clear explanation of how it represents a societal factor or it describes how this factor contributes to my own identity.	My geographical artifact is present and it includes an explanation.
Politics	My political artifact is accurate and has been created with specific attention to detail. It includes a clear explanation of how it represents a societal factor and it describes how this factor contributes to my own identity.	My political artifact is present and has been created with effort. It includes a clear explanation of how it represents a societal factor or it describes how this factor contributes to my own identity.	My political artifact is present and it includes an explanation.
Economics	My economic artifact is accurate and has been created with specific attention to detail. It includes a clear explanation of how it represents a societal factor and it describes how this factor contributes to my own identity.	My economic artifact is present and has been created with effort. It includes a clear explanation of how it represents a societal factor or it describes how this factor contributes to my own identity.	My economic artifact is present and it includes an explanation.
Religion	My religious artifact is accurate and has been created with specific attention to detail. It includes a clear explanation of how it represents a societal factor and it describes how this factor contributes to my own identity.	My religious artifact is present and has been created with effort. It includes a clear explanation of how it represents a societal factor or it describes how this factor contributes to my own identity.	My religious artifact is present and it includes an explanation.

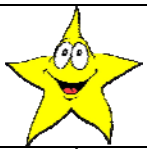



Intellectual Achievements	My intellectual artifact is accurate and has been created with specific attention to detail. It includes a clear explanation of how it represents a societal factor and it describes how this factor contributes to my own identity.	My intellectual artifact is present and has been created with effort. It includes a clear explanation of how it represents a societal factor or it describes how this factor contributes to my own identity.	My intellectual artifact is present and it includes an explanation.
Social Life	My social artifact is accurate and has been created with specific attention to detail. It includes a clear explanation of how it represents a societal factor and it describes how this factor contributes to my own identity.	My social artifact is present and has been created with effort. It includes a clear explanation of how it represents a societal factor or it describes how this factor contributes to my own identity.	My social artifact is present and it includes an explanation.
Culture	My cultural artifact is accurate and has been created with specific attention to detail. It includes a clear explanation of how it represents a societal factor and it describes how this factor contributes to my own identity.	My cultural artifact is present and has been created with effort. It includes a clear explanation of how it represents a societal factor or it describes how this factor contributes to my own identity.	My cultural artifact is present and it includes an explanation.
Summaries	I have a summary for each artifact in which the connection between artifact and societal factor is clear and how the artifact contributes to my own identity.	I have a summary for each artifact that connects the artifact with the societal factor or how the artifact contributes to my own identity.	I have a summary for some of my artifacts.
Classmate Feedback	I provide specific and constructive feedback to at least three classmates about their identity project.	I provide specific feedback to at least two classmates about their identity project.	I provide feedback to one classmate about his/her identity project.

Total Points ____/50 = _____%

Teacher Comments:

My name: _____

Whose suitcase I am evaluating: _____

	Feedback
	
	
	
	

My name: _____

Whose suitcase I am evaluating: _____

	Feedback
