



## **Yours, Mine and Ours:**

### A Comparative Study of the Cultures of the United States and Argentina



Developed by Sandra Freeman

Western Buckeye Educational Service Center, Paulding, Ohio

Subject Area: Gifted Education

Topic: Global Learning

Grade levels: 4–6

Time frame: Eight to ten 40-minute class periods meeting once weekly during a semester

The students will engage in a series of activities and the examination of artifacts to inquire into the concept of ***culture***, developing a generalized definition that they may use to make comparisons of the specific cultures of Argentina and the United States, particularly their own region of northwest Ohio. The students will complete several projects that will demonstrate their understanding of significant differences and parallels between the two cultures and the importance of global learning in their education as world citizens in the 21<sup>st</sup> century.

***Yours, Mine and Ours:***  
***A Comparative Study of the Cultures of the United States and Argentina***

***By Sandra Freeman***

**Contents**

**Standards**

NAGC 2010 Pre-K-Grade 12 Gifted Programming Standards	4
Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects	5
Ohio Academic Content Standards—Social Studies Pre-Kindergarten through Grade 8	7

<b>International Education in Ohio</b>	8
--	---

<b>Framework</b>	9
------------------	---

<b>Enduring Understandings</b>	9
--------------------------------	---

<b>Essential Questions</b>	9
----------------------------	---

<b>Performance Tasks</b>	10
--------------------------	----

<b>Rationale for Biographical Study with Gifted Children</b>	10
--	----

**Learning Activities**

Schools in Argentina and the United States—Similarities and Differences	11
Artifact Observation	11
Inquiry: Culture	12
Exploration: Spanish Vocabulary	13
Cultural Icons—Literature and Biography	13
Independent Study: Biography	14

**Handouts**

Artifact Observation & Data Collection	15
Artifacts	17
Inquiry—Culture	18

**Assessment**

Biography Project Rubric	21
Gifted Education Progress Report	23

<b>Bibliography and References</b>	<b>24</b>
------------------------------------	-----------

## **NAGC 2010 Pre-K-Grade 12 Gifted Programming Standards**

### **Standard 3: Curriculum Planning and Instruction**

3.1 Curriculum Planning. Students with gifts and talents demonstrate growth commensurate with aptitude during the school year.

3.1.4 Educators design differentiated curricula that incorporate advanced, conceptually challenging, in depth, distinctive and complex content for students with gifts and talents.

3.1.6 Educators use pre-assessments and pace instruction based on the learning rates of students with gifts and talents and accelerate and compact learning as appropriate.

3.4 Instructional Strategies. Students with gifts and talents become independent investigators.

3.4.1. Educators use critical thinking strategies to meet the needs of students with gifts and talents.

3.4.3. Educators use problem solving strategies to meet the needs of students with gifts and talents.

3.4.4. Educators use inquiry models to meet the needs of students with gifts and talents.

3.5 Culturally Relevant Curriculum. Students with gifts and talents develop knowledge and skills for living and being productive in a multicultural, diverse, and global society.

3.5.2. Educators integrate career exploration activities into learning opportunities for students with gifts and talents, e.g. biography study or speakers.

3.5.3 Educators use curriculum for deep exploration of cultures, languages, and social issues related to diversity.

# **Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects**

## **Reading Standards for Literature K–5 and 6–12**

### ***Grade 5 students:***

2. Determine a theme of a story, drama or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation, of fiction, folktale, myth, poem).

### ***Grade 6 students:***

2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

## **Reading Standards for Informational Text K–5 and 6–12**

### ***Grade 5 students:***

2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

### ***Grade 6 students:***

2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

## **Writing Standards K–5 and 6–12**

### ***Grade 5 students:***

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
6. With guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.
7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

### ***Grade 6 students:***

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
6. Use technology, including the Internet, to produce and publish writing as well as interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single setting.
7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote and paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

## **Ohio Academic Content Standards—Social Studies**

### **Pre-Kindergarten through Grade 8**

#### **Grade 5**

##### **Theme: Regions and People of the Western Hemisphere**

In grade five, students study the Western Hemisphere (North and South America), its geographic features, early history, cultural development, and economic change. Students learn about the early inhabitants of the Americas and the impact of European exploration and colonization. The geographic focus includes the study of contemporary regional characteristics, the movement of people, products and ideas, and cultural diversity. Students develop their understanding of the relationship between markets and available resources.

##### ***Geography Strand***

Topic: Places & Regions

Content Statement:

6. Regions can be determined using various criteria (e.g., landform, climate, population, cultural or economic).

Topic: Human Systems

Content Statement:

10. The Western Hemisphere is culturally diverse due to American Indian, European, Asian and African influences and interactions, as evidenced by artistic expression, language, religion and food.

## International Education in Ohio

Below is a definition of international education penned in 2002 by Madeline Uraneck, international education specialist at the Wisconsin Department of Public Instruction (WDPI). ODE (The Ohio Department of Education) is featuring the text below, with WDPI's permission, so that Ohio educators seeking to better develop their understanding of international education have access to a definition that continues to be widely accepted.

### What Is International Education?

“International education teaches about the lives and natural and social contexts of people living in other countries and cultures and actively promotes immersion experiences in other countries and cultures. International education explores interactions and connections among nations, especially the ways in which other people and cultures impact our daily lives. International education is an approach that creates awareness of political, economic, scientific, and cultural interdependence that exists across national and cultural borders. International education acknowledges the complexity of the world’s peoples, including their differences, similarities, conflicts, and connections.

***“International education calls for the infusion of global perspectives into all disciplines and at all grade levels. It is not a field or a separate subject in itself. Rather than a patchwork of occasional attention to the world and our connections to it, international education is a thread woven into the fabric of the entire school curriculum.”*** (emphasis added)

“Three other terms are often used beside or interchangeably with international education: global studies, regional studies, and multicultural education. In brief, global studies emphasize the interconnections between natural and social systems, for example global ecology, whereas regional studies focus on world issues and cultures of one particular world region, such as Africa. Multicultural education explores the diversity and dynamics of ethnic groups within a single nation or such place, such as the Asian- and African-American experience within the United States.”

### Source

Uraneck, Madeline (2002). Planning Curriculum in International Education (pp. 2–3). Madison, WI: Wisconsin Department of Public Instruction.

<http://www.education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1785&ContentID=95417&Content=95490>

## Framework

The project provides a curricular framework for students to engage in inquiry into the concept of culture, to understand the influences of culture on the individual and the community, to become familiar with aspects of Argentine culture, to recognize similarities and differences in the cultures of the U.S. and Argentina, and to complete research in order to develop a definition of "heroic" that reflects both a personal and cultural perspective.

## Enduring Understandings

- Culture is a complex concept.
- Everyone has a culture.
- All cultures share certain common elements.
- Cultural differences exist within these elements.
- Culture shapes how we see the world, ourselves and others.
- Language is an important part of a culture.
- The *gaucho* is a cultural icon of Argentina.
- Biography combines literary elements with historical methodology.
- Fiction and fact may blur with cultural icons or legends.
- Biography provides a window into a culture by creating a portrait of a real person in a particular time and a specific place.
- The study of biography allows readers to make new discoveries about themselves.
- The concept of heroism is both cultural and personal.

## Essential Questions

- What is culture?
- How does culture shape the way we see the world, ourselves and others?
- Why is it important to understand culture?
- How does language help in understanding a culture?
- How do you distinguish between realistic fiction, folklore and biography?
- Why is Martin Fierro a cultural icon?
- Why is San Martin a cultural icon?
- Why is Eva Peron (Evita) a cultural icon?
- What characters in American literature or history are like Martin Fierro, San Martin and Evita? In what ways are they alike?
- What qualities and traits of individuals are valued within a particular culture?
- What qualities and traits of individuals would you like to emulate?
- How do you define *heroism*?

## Performance Tasks

- Photographic Venn Diagrams of schools in Argentina and U.S.
- Artifact Observation Record, artifact hypothesis, oral presentation
- Group categorization activity
- Class discussion and generalization about *culture*
- Written reflection about cultural identity
- Translation of Spanish vocabulary in picture dictionaries
- Discussion and definition of *heroism*
- Recitation of alphabet and vocabulary in Spanish
- Biographical research project, annotated essay and picture dictionary/glossary

## Rationale for Biographical Study with Gifted Children

Biographical study has a rich history in the field of gifted education. There have been numerous studies of eminent people or child prodigies in order to understand the development of talent. The work of gifted education pioneer, Leta Stetter Hollingworth, in the 1920s and 1930s incorporated rich biographical studies. The practice continues in the contemporary use of biography for personal development in George Betts' Autonomous Learner Model, and in the Blueprints for Biography developed by Ann Robinson at the Center for Gifted Education at the University of Arkansas.

### Criteria for Choosing Biographies for Gifted Children

- Tells an engaging story
  - Provides factually accurate information
  - Incorporates insights about talent development
  - Is sensitive to multicultural issues
  - Is correctly identified as biography rather than historical fiction
- Robinson and Cotabish (2005)

## Learning Activities

### Schools in Argentina and the United States—Similarities and Differences

1. The students will work in groups of three for this activity. Each group will be given a disposable camera and directed to photograph their school environment, both indoors and outdoors. The group should determine what needs to be included in the photos to accurately and completely create a “picture” of their school.
2. Each group will be given prints of all of the photos they took at school, along with prints of photos taken at a variety of urban and rural schools in Argentina.
3. Using large chart paper, each group will create a Venn diagram to illustrate the ways in which schools in Argentina and the United States (rural Ohio) are alike and different by labeling the areas of two overlapping circles and placing photos into the areas where the members of the group, by consensus, determine they belong.

### Artifact Observation

1. Class brainstorming: What is an artifact? Teacher records all responses on chart paper.
2. Students will work in pairs or groups of three for this activity. Each group will be given an artifact (PowerPoint with artifact photos available for download from this website: <http://lanic.utexas.edu/project/etext/llilas/outreach/argentina11/>). Direct students to observe all features of the artifact carefully, and to complete the **Artifact Observation & Data Collection Form** (attached).

#### Part I—Observation

- a. Materials. What is your artifact made of?
- b. Technology. How do you think your artifact was made? What tool(s) might have been used?
- c. Decoration.
- d. Are there any people, animals, or plants on/in your artifact? What do they look like?
- e. Letter, numbers, symbols. If these are present, what do they look like? How were they produced? Do they represent language?
- f. Other features.

#### Part II—Hypothesis

- g. Purpose. What is your best guess of what the artifact means or may have been used for? Do you think it is rare or valuable?
  - h. Culture. What can you hypothesize about the time, place and society/community that produced the artifact? What did they value?
3. Each group will share their artifact, observations and hypothesis with the class.

4. The class will listen to selections and view illustrations from Motel of the Mysteries by David Macaulay.
5. The actual origins of the artifacts will be revealed. In the case of the **mate** and the **bombilla** this will be done by showing a photograph from the Fulbright-Hays Seminar in Argentina (2011).
6. Additional information about yerba mate and its role in Argentine culture is provided by a poster, photographs and/or printed handout that illustrate the traditional beverage and vessel.

### **Inquiry: Culture**

1. Students will work in the same groups as in the school photos activity. Each group will review the photos of schools in both Ohio and Argentina (PowerPoint with school photos available for download from this website: <http://lanic.utexas.edu/project/etext/llilas/outreach/argentina11/> and list what they see in the pictures (worksheet attached). For example, if they see a girl in a pink coat eating a hotdog, they will list coat and hotdog.
2. Students will sort the items on the list into categories. In the example above, hotdog might be in the category *food*, and coat could belong in the category *clothing*.  
What categories are identified?  
Are there items on the list that do not fit into any category?  
Are there items that fit into more than one category?
3. Each group will share the categories which they have identified to develop a master list of categories generated by the entire class.
4. Class discussion.  
Which categories do you think exist(ed) in every community or country, *past* or *present*?  
Do you think there are things that are important to **cultures** (schools, families, communities, countries) that are not shown in the photos or represented in any of the categories? What are they?
5. As a class, read or listen to someone read Building Bridges for Young Learners: Culture. Identify the elements (categories) the book discusses.  
*Traditions, Clothing, Language, Food & Cooking, Festivals & Holidays, Transportation, Greeting, Leisure Activities, History, Art*
6. Compare this list to the lists developed in (3) and (4) above.
7. Written Reflection.  
Do you think you belong to more than one culture? Explain your answer.  
How are these cultures different?

What do you do if there are conflicts between/among the rules of these cultures?

## Exploration: Spanish Vocabulary

The teacher will display a color copy of the **Diccionario** (vocabulary and significant names, terms, etc. accompanied with illustrations) from three books, La Historia del Gaucho Martin Fierro, La Historia de San Martin, el Libertador, and La Historia de Evita y el Voto Femenino, by María Susana Massabó (note: copies of Martin Fierro and Evita are available for loan to educators, free of charge, from the LLILAS Lending Library:

<http://www.utexas.edu/cola/insts/llilas/public-engagement/library-catalog.php>). These “histories” in Spanish are rebus stories, with the picture icons from the **Diccionario** embedded in the text to assist in understanding.

1. Each student will try to guess the English translation of each word by using the picture icons, similarity to English words, or other clues that they can find, and write their guesses on their own photocopy of the Diccionario.
2. The teacher will define and discuss the terms found in the Diccionario for La Historia...Martin Fierro.
3. Additional information about the **gaucho** and his role in Argentine culture is provided by a poster, photographs and/or printed handout that illustrate the traditional clothing, tools, weapons and lifestyle.
4. View video of Gaucho’s dance with **boleadoras**.

After 1-4, below:

5. Students will check their guesses and make necessary corrections for the diccionarios for San Martin and Evita.

## Cultural Icons—Literature and Biography

1. As a class, listen to the story of La Historia del Gaucho Martin Fierro (paraphrased in English).
2. Discussion.  
Are there characters in American literature that are like Martin Fierro? Who are the characters, and what do they have in common with Martin?  
Do you think Martin Fierro is a real person? Why or why not?  
Identify a legendary figure in American culture who is real, and another who is fictional. Are all of the elements of the legend real/fictional?
3. Read the essay, “Christa McAuliffe: A teacher on Earth and in Space!” by Caroline R. Titcomb. Do you think, as the author does, that Christa McAuliffe was a heroine? Why?
4. Reflection.  
According to your reasoning in (3), do you think Martin Fierro is a hero? Explain.

5. As a class, examine the cover of La Historia de San Martin, El Libertador and the vocabulary in the diccionario. What can you predict about the story? What clues are there about San Martin's role in Argentina's history and culture? Listen to the story, paraphrased in English.
6. Are there people in American history that are like San Martin? Who are they, and what do they have in common with San Martin? Do you think San Martin is a real person? Why or why not? Do you think San Martin is a hero? Why?
7. Follow the process in 5–6 with La Historia de Evita y el Voto Feminino.
8. View photographs from Buenos Aires and Tucuman that illustrate the lasting tributes to San Martin and Evita in Argentina.
9. Written Reflection  
Based on the stories/histories and essays read in class, other reading you have done and your own experiences, how would you define *heroism*?

### **Independent Study: Biography**

1. Students will select a biography of an American to read independently.
2. Students will locate at least two additional sources of information about their biographical subject.
3. Students will write a two-page essay to explain the significant events in the subject's life, significant contributions to American society, to determine if the subject is a hero according to the student's definition of heroism, and to defend this position.
4. Students will cite sources following guidelines provided.
5. Students will illustrate their essays with a picture dictionary of important, culturally significant vocabulary. The dictionary will have at least five entries. The dictionary may be bilingual (English-Spanish).

## Artifact Observation & Data Collection

Material(s). What is your artifact made of?	Technology. How do you think your artifact was made? What tools(s) might have been used?
Decoration.	Are there any people, animals, or plants on/in your artifact? What do they look like?
Letters, numbers, symbols. What do they look like? How were they produced? Do they represent language?	Other features

<p>Purpose. What is your best guess of what the artifact means or may have been used for? Do you think it is rare/valuable?</p>	<p>Culture. What can you hypothesize about the time, place and society that produced the artifact? What did they value?</p>
---	---

## **Artifacts**

Coins\*

Tea scoop\*

Soda Can\*

Book cover/fly pages\*

Mate\*

Bombilla\*

Chop\*

Doll

Cape pin/celtic pin

Class ring

Magnet

Battery

Cassette tape

Nesting balls

These are examples of everyday household or classroom objects that may be used for this activity.

\*I used in artifact activity

## **Inquiry—Culture**

### Part I.

Look at the photos you have taken at school and the photos Mrs. Freeman took in Argentina. Work with your group and make a list of the things you see in the pictures. For example if you see a girl in a pink coat eating a hotdog, put coat and hotdog on your list.

### Part II.

Review your list and identify things that you can put into categories. In the example above, *hotdog* might be in the category food and *coat* could belong in the category clothing.

What are your categories?

Do you have things on your list that do not fit into any category?

Do you have things that fit more than one category?

### Part III.

Make a list of the categories that you think exist(ed) in every community or country, *past* or *present*.

Part IV.

Do you think there are things that are important to communities (schools, families, communities, countries) that are not shown in your pictures? What are they?

Part V.

As a class, read or listen to someone read Building Bridges for Young Learners: Culture. What are the elements (categories) the book discusses? Compare this to the lists you developed in Part III & IV.

Part VI.

Reflection. Do you think you belong to more than one culture? Explain your answer.

How are these cultures different?

What do you do if there are conflicts between/among the rules of these cultures?

## Biography Project Rubric

Criteria	Beginning	Progressing	Achieving	Outstanding
Content	The essay identifies the biographical subject and gives one reason why s/he is well known. Some of his/her experiences are listed, but with limited discussion of how experiences are connected to character and achievement.	The essay identifies the biographical subject and gives at least one reason why s/he is well known. There is some description of the time and place the subject lived and his/her experiences are listed, but important details may be missing that make it difficult for the reader to make connections and understand what is most significant about the subject.	The essay identifies the subject of the biography, explains why s/he is well known, and identifies some character strength(s) <u>or</u> weakness(es), but not both. The time and place the subject lived are described in some detail, but there is little discussion of the cultural influences that impact the subject.	The essay identifies the character strengths and weaknesses of the biographical subject; describes important aspects of the time & place s/he lived; describes the important, relevant aspects of his/her life, work and/or achievements; refers to relevant cultural details that are important in forming the character of the subject.
Organization	The essay presents information without organizing it in a way that is interesting and makes sense to the reader.	The essay has a beginning and an ending, but the logical connection between the two may be missing, or the essay may end suddenly or unexpectedly.	The essay has a beginning, middle and end. At least one of these is well written. The sections may not be balanced in their importance.	The essay has a strong lead, a developed middle and a satisfying ending that combine to form a logical organization and contribute to high interest and readability.
Statement & Support of Position	The author's definition of <i>heroism</i> may not be written clearly or in sufficient detail to be readily understood by the reader. If the definition is clear, no comparison is made.	The essay clearly states the author's definition of <i>heroism</i> , but it may not be clear whether or not the subject meets this standard; confusing statements of evidence or no evidence is provided.	The essay clearly states the author's definition of <i>heroism</i> and clearly states that the subject does/does not meet this standard, but provides limited evidence.	The essay clearly states the authors' definition of <i>heroism</i> and provides substantial support to indicate how the subject does/does not meet this standard.

Synthesis of Sources	The essay is almost wholly copied from one or more sources.	Some relevant material from at least one source is used, but may also include irrelevant information, may be paraphrased incorrectly, and/or may be copied directly from the source and inserted in the essay without explanation.	Mostly relevant material is included from at least two sources, but organization may be awkward, source material may be over or underused, or some notes may be copied directly from the original source.	Essential information is extracted from several sources, organized and explained in a meaningful way that contributes to the clarity and readability of the essay. Source material is referenced and paraphrased accurately.
Conventions & Citations	Common words are used repetitively, and sentence structure is limited; may include fragments or run-ons. The essay may be written as a single paragraph. Careless grammar, spelling or punctuation may distract the reader. Citations include numerous mistakes.	Some words may be used incorrectly, or some sentences may be fragments or run-ons. Careless grammar, spelling or punctuation may distract the reader. Citations may include careless mistakes.	Word choice and construction of paragraphs/sentences are essentially correct, but not inspired. Few mistakes in grammar, spelling, punctuation and citations.	Word choice, construction of paragraphs/sentences, grammar, spelling, and punctuation all contribute to a level of excellence. Sources are correctly cited according to guidelines.
Illustration	Did not illustrate, copied illustrations directly from source material, or illustrations convey misunderstanding of important terms or information.	Includes at least five illustrations, but focus on less important details of the subject's life.	Includes at least five illustrations, some of which are connected to important concepts and/or key element(s) in the subject's life.	Includes at least five illustrations that are directly connected to important concepts, helping to identify key elements of the subject's life, culture and character.

**Western Buckeye Educational Service Center**

**Gifted Education Progress Report**

Student \_\_\_\_\_ Grade/Grad Year \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Program Teacher \_\_\_\_\_

**Projects/Units of Study**

**Evaluation**

_____	_____
_____	_____
_____	_____

**Goals/Objectives**

1-Beginning      2-Progressing      3-Achieving      4-Outstanding      N/A-Not applicable at this time

1. Reasons through problems in a logical fashion.	1	2	3	4	N/A
2. Demonstrates an understanding and ability to analyze, criticize, and draw warranted conclusions.	1	2	3	4	N/A
3. Generates unique ideas and solutions to problems. (flexibility and originality in thinking)	1	2	3	4	N/A
4. Generates many unique ideas and solutions to problems. (fluency in thinking)	1	2	3	4	N/A
5. Demonstrates an understanding of and an ability to use creative problem solving skills.	1	2	3	4	N/A
6. Uses language effectively and confidently in oral presentations.	1	2	3	4	N/A
7. Uses language effectively in written work; expresses ideas confidently and competently.	1	2	3	4	N/A
8. Demonstrates the skills needed to engage in independent study and research.	1	2	3	4	N/A
9. Identifies own individual strengths and weaknesses; demonstrates a positive self-concept and healthy social relationships.	1	2	3	4	N/A
10. Demonstrates commitment to excellence in work.	1	2	3	4	N/A

Comments: \_\_\_\_\_

## Bibliography and References

*Biography of Maria Eva "Evita" Peron: Argentina's Greatest First Lady* by Christopher Minster, About.com Guide. Accessed 11/9/11. <http://latinamericanhistory.about.com/od/historyofsouthamerica/a/evita.htm?p=1>.

*Biography of Jose de San Martin: Liberator of Argentina, Chile and Peru* by Christopher Minster, About.com Guide. Accessed 11/9/11. <http://latinamericanhistory.about.com/od/independencinargentina/a/Biography-Of-Jose-De-San-Martin10.htm>.

Boroditsky, Lera. "Lost in Translation." *Wall Street Journal* (July 2010). Accessed November 5, 2011. <http://online.wsj.com/article/SB100014240527487034677304575383131592767868.html>.

*Building Bridges: A Peace Corps Classroom Guide to Cross-cultural Understanding*. Accessed November 10, 2011. <http://www.peacecorps.gov/www/publications/bridges/pdf/BuildingBridges.pdf>.

*Building Bridges for Young Learners: Culture*. Accessed November 10, 2011. <http://www.peacecorps.gov/www/multimedia/ebooks/bbyl-culture/>.

*Canciones Para Argentinitos*. Producciones Para Argentinitos CD37. CD. 2001.

"Gauchos, Their Lifestyle and History." Travelsur. Accessed October 9, 2011. <http://www.travelsur.net/gauchos.htm>.

Macaulay, David. *Motel of the Mysteries*. Boston: Houghton Mifflin, 1979.

Massabo, Maria Susana. *La Historia de Evita y el Voto Feminino*. Buenos Aires: Editorial Guadal S.A., 2011.

———. *La Historia del Gaucho Martin Fierro*. Buenos Aires: El Gato de hojalata, 2007.

———. *La Historia de San Martin, el Libertador*. Buenos Aires: Editorial Guadal .S.A., 2010.

*Ohio Teachers Going Global*. Ohio Department of Education. Accessed November 1, 2011. [http://oia.osu.edu/pdf/OH\\_CurriculumTool.pdf](http://oia.osu.edu/pdf/OH_CurriculumTool.pdf).

O'Neill, Dennis. "Language and Thought Processes." *Language and Culture: An Introduction to Human Communication*. Accessed November 5, 2011. Last modified October 24, 2006. [http://anthro.palomar.edu/language/language\\_5.htm](http://anthro.palomar.edu/language/language_5.htm).

Robinson, A., and A. Cotabish. "Biography and Young Gifted Learners: Connecting to Commercially Available Curriculum." *Understanding Our Gifted* (Winter 2005): 3–6.

———. "Blueprints for Biography: Differentiate the Curriculum for High Ability Learners." Paper presented at the annual conference of the National Association for Gifted Children, Louisville, KY, November 10, 2005.

Robinson, A., and A. Schatz. "Biography for Talented Learners: Enriching the Curriculum Across the Disciplines." *Gifted Education Communicator* (Fall 2002): 12–15, 38–39.

Titcomb, Caroline R. "Christa McAuliffe: A Teacher on Earth and in Space!" In *Jacob's Ladder Reading Comprehension Program, Level 3*, 26-27. Waco, TX: Prufrock Press, 2009.

Second Place: Essays, Grades 6-8, College of William and Mary Writing Talent Search.

*Uncommon Journeys: Peace Corps Adventures Across Cultures*. Accessed November 15, 2011.  
<http://www.peacecorps.gov/www/publications/journeys/>.

*What is Yerba Mate?* By Marion Blazes, About.com Guide. Accessed 11/9/11. <http://southamericanfood.about.com/b/2011/02/28/what-is-yerba-mate.htm>.

*Yerba Mate: an Herbal Tea Beverage that is Popular in South America*. Accessed 11/13/11. <http://coffeetea.about.com/od/typesoftea/a/yerbamate.htm>.