

Exploring Cultural Identity: Argentina's Identity and My Own

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Subject: Language Arts

Grade(s): This unit is for 6th grade students

Time Frame: Approximately 10, one-hour class periods

Learning Targets:

- I can analyze various meanings of the terms *culture* and *cultural values*.
- I understand that stories and literary works can reflect cultural identity.
- I can evaluate a literary work for cultural values, traditions, and/or identity.
- I can apply my knowledge of Argentina's cultural identity to reflect on my own cultural identity.
- I can create a literary work that expresses my own cultural identity.

Standards:

Illinois State Standards for Middle School English/Language Arts

Reading: **1.C.3b**, Interpret and analyze entire narrative text using story elements, point of view and theme. **1.C.3c**, Compare, contrast and evaluate ideas and information from various sources and genres. **1.B.3a** Preview reading materials, make predictions and relate reading to information from other sources.

Writing: **3.C.3a**, Compose narrative writings for a specific audience. **3B.3a**, Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence. **3.B.3b** Edit and revise for word choice, organization, consistent point of view and transitions among paragraphs using contemporary technology and formats suitable for submission and/or publication.

Literature: **2.B.3b**, Compare and contrast common literary themes across various societies and eras. **2.A.3d** Identify ways that an author uses language structure, word choice and style to convey the author's viewpoint. **2.B.3a** Respond to literary material from personal, creative and critical points of view.

Listening and Speaking: **4.B.3a** Deliver planned oral presentations, using language and vocabulary appropriate to the purpose, message and audience; provide details and supporting information that clarify main ideas.

Essential Questions:

- What is cultural identity?
- How do stories reflect cultural values and traditions?
- How do various regions of Argentina compare and contrast?
- What components of my life create my own cultural identity?

Introduction:

This unit introduces students to the cultural identity of Argentina, while prompting them to reflect on their own cultural identity. Students will define and deconstruct the terms *culture*, and *cultural identity*, and *cultural values* as they study poems, myths, narratives, and song from various geographic regions of Argentina. In addition to the literary works, students will analyze photographs, video, maps, and cultural symbols of Argentina. For the culminating assessment, students will write a short piece in the form of a narrative, *copla* or poem that expresses their own cultural identity.

Understandings:

This curriculum unit allows students to reflect on and define their personal identity in their Language Arts class. Adolescents gain awareness of their personal and cultural identity when they widen their worldview and compare and contrast their life experiences with the experiences of others. When students study the stories, cultures, and geography of Argentina, they will broaden their perceptions of the world and their personal identity. As adolescents develop abstract thinking skills, they begin to consider their identity with a new perception. When introspective adolescents ask the question, “Who am I?” they are searching for an abstract concept of self, instead of a concrete list of characteristics such as their name and their interests. Adolescents consistently examine and question their identity to determine how they fit into their community and larger society. The essential questions in this unit pertain to Argentine culture, geography, and literature, but they also provide a forum for all students to reflect on the shared human experiences of culture and identity.

Lesson 1: What is Culture?

Goals:

- Students will know that culture is a learned way of living shared by a group of people.
- Students will be able to identify different components that can make up a culture. (Food, clothing, geography, entertainment, sports, architecture, religion, symbols of national pride, religion, social customs such as greeting each other, eating customs, etc.)

Illinois State Standards:

1.C.3c, Compare, contrast and evaluate ideas and information from various sources and genres.

Materials:

- *Exploring Cultural Identity* iMovie (available on this website: <http://lanic.utexas.edu/project/etext/llilas/outreach/argentina11/>): *Segment 1: What is Culture?*
- Student Resource Packet
- Pencils

Time:

- 1 hour

Activities:

1. Show students *Segment 1: What is Culture* from the *Exploring Cultural Identity* iMovie. Tell students that they are going to watch images of various regions of Argentina. Instruct students to observe closely the images and write down images that stand out to them, questions they have about images, and/or thoughts and reactions to the images. Students should pair-share or share with group after the slideshow. Teacher can record student responses on class list.
2. After watching the segment, discuss: “What conclusions can you draw about Argentina from the photographs you viewed? What images helped you draw these conclusions?”
3. Group Discussion: *What is Culture? What does this word mean?* Discuss how and why students developed their responses. Use double circle graphic organizer to record class responses.
4. Students record teacher directed notes in Student Resource Packet, “culture is a learned way of living shared by a group of people. Components that can make up a culture include food, clothing, geography, entertainment, sports, architecture, religion, symbols of national pride, religion, social customs, eating customs, etc.”
5. Whole group activity: Students will view part or all of the segment of the iMovie again. During their second viewing, students will use their notes to respond to this question: Based on your notes about culture and the components that make up culture,

what images can be considered aspects of Argentina's culture? Note: there are many different cultures within a country, region, and even a family. You may find a variety of aspects of culture in the photographs.

6. Students individually respond to the question: *What is Cultural Identity?* Share. Class will revisit and define this term throughout the unit. Record class brainstorm list. Students do not need to record answers in packet.

7. Students can also complete coloring and predictions on page 1 of their packet.

Formative Assessment:

Student responses in Student Resource Packet should include images that relate to at least five aspects of culture listed in their notes.

Lesson 2: Welcome to Iguazu

Goals:

- Students will know the location of Iguazu National Park and will be able to describe the geography and landscape of the region.
- Students will analyze poems about Iguazu National Park and determine how the poems reflect cultural identity of the region.

Illinois State Standards:

2.B.3b, Compare and contrast common literary themes across various societies and eras.
2.A.3d, Identify ways that an author uses language structure, word choice and style to convey the author's viewpoint. **2.B.3a**, Respond to literary material from personal, creative and critical points of view.

Materials:

- *Exploring Cultural Identity* iMovie Segment 2: *Welcome to Iguazu*.
- Book: Animal Poems of the Iguazu/ Animalario del Iguazu, by Francisco X. Alarcon (poems are in Student Resource Packet)
- Outline maps of Argentine provinces and outline map of South America with countries labeled (see resource section).
- Student Resource Packet

Time:

- 1 hour

Activities:

1. Students will receive a map of South America and will color in Argentina. Students will receive an outline map of Argentine provinces and will color and label the province of Misiones. (See resource section. These can be included in the packet.)

2. Students will view *Segment 2: Welcome to Iguazu* from *Exploring Cultural Identity* iMovie and record their observations and questions in their packet.

3. Students will read and analyze four poems from Animal Poems of the Iguazu. Suggested poems: "Iguazu Waterfalls" page 5, "Guarani Myth" page 12, "Coati" page 14, "Without Borders" page 25, and "Red Earth" page 26. (These are in the Student Resource Packet.)

Formative Assessments:

1. Student responses on Iguazu National Park section of the Student Resource Packet.
2. Possible exit slip questions:
 - A) List four characteristics of the geography of Iguazu National Park.
 - B) What might it feel like or look like to walk one of the trails of Iguazu National Park? Write 3–4 complete sentences.

Lesson 3: What are Cultural Values?

Goals:

- Students can define the term **cultural values**.
- Students can evaluate cultural values in their own lives.
- Students will read and analyze a myth from the Misiones province and determine how the myth reflects the cultural identity of the region.

Illinois State Standards:

2.B.3b, Compare and contrast common literary themes across various societies and eras.

2.A.3d, Identify ways that an author uses language structure, word choice and style to convey the author's viewpoint. **2.B.3a**, Respond to literary material from personal, creative and critical points of view.

Materials:

- Student Resource Packet
- Pencils

Time:

- 1 hour

Activities:

1. Provide students with definition of cultural values "Cultural values are the standards of behavior that a society expects from its people" (p. 657 of McDougal Littell Literature level 6).
2. Students create a list of cultural values from their own life. (Shaking hands when we meet each other, foods commonly eaten at breakfast, common times to start and end school). Discuss list and include cultural values from students that may practice their own values outside of traditional American culture.
3. Read the myth "La Yerba Mate" (in Student Resource Packet) and discuss components of culture and cultural values present. Use packet for possible discussion and analysis.
4. There will be a brief summative assessment on terms **culture** and **cultural values** next class. Review terms.
5. Revisit *What is Cultural Identity?* class brainstorm list. Discuss, change/add to student responses. Keep list posted during unit and revisit/revise throughout unit.

Formative Assessments:

Two options:

- A) Responses in Student Resource Packet.
- B) Exit slip: What are cultural values? List 2 cultural values that are present in your own life.

Lesson 4: Travel to Jujuy

Goals:

- Students will know the location of the province of Jujuy and will be able to describe the geography/landscape of the region.
- Students will analyze literature from the community of Purmamarca and explain at least two aspects of the region's cultural identity.
- Students will be able to define the term **copla**.
- Students will be able to define the terms **culture** and **cultural values**.

Illinois State Standards:

2.B.3b, Compare and contrast common literary themes across various societies and eras.

2.A.3d, Identify ways that an author uses language structure, word choice and style to convey the author's viewpoint. **2.B.3a**, Respond to literary material from personal, creative and critical points of view.

Materials:

- Student Resource packet
- Pencils
- Culture Quiz (attached)
- *Exploring Cultural Identity* iMovie, *Segment 3: A Visit to Jujuy*.

Time:

- 1 hour

Activities:

1. Students will take short quiz on the terms culture and culture values, which will be used as a summative assessment.
2. Students will locate and color the province of Jujuy on their province map.
3. Students will read the Purmamarca and Tilcara page in the Student Resource Packet and then watch iMovie segment.
4. Students will record their responses to this section of the iMovie on their packet.
5. Students will define the term *copla*: a poetic verse of four lines; commonly written and sung in Latin America. Then students will read and analyze a *copla*.
6. Students will read and analyze excerpts of writing from the booklet "Purmamarca: Calendario de mi pueblo" and explain at least two aspects of the cultural identity of the region. (If more time is needed, these readings may also be read next class.)

Assessments:

Formative: Responses on Exploring Cultural Identity packet

Summative: Culture Quiz

Name _____

Date _____

Block _____

Exploring Cultural Identity Quiz

_____/10 points

1. Define the term **culture** (3 pts)

2. Define the term **cultural values** (3 pts)

3. List one aspect of Argentine culture (1 pt)

4. List 3 examples of cultural values that you hold or practice in your own life. (1 pt each)

Lesson 5: Purmamarca's Identity and My Own

Goals:

- Students will compare and contrast the geography of Iguazu and Jujuy province.
- Students will question how geography affects culture.
- Students will read student writing from the community of Purmamarca and analyze it for cultural identity/cultural values.
- Students will begin to evaluate their own personal and cultural identity.

Illinois State Standards:

2.B.3b, Compare and contrast common literary themes across various societies and eras.

2.A.3d, Identify ways that an author uses language structure, word choice and style to convey the author's viewpoint. **2.B.3a**, Respond to literary material from personal, creative and critical points of view.

Materials:

- Student Resource Packet
- Pencils
- Writing journals

Time:

- 1 hour

Activities:

1. Students briefly review packet notes and/or iMovie clips in order to compare and contrast the geography of the Iguazu region and the province of Jujuy.
2. Discussion and journal entry: How does geography affect culture? (Student responses to this question can be used to facilitate discussion of the narratives in this lesson and help students to determine their own culture.)
3. Students will analyze excerpts of "Purmamarca: Calendario de mi pueblo" (in Student Resource Packet) and explain at least two aspects of the cultural identity of the region.
4. Students will use a T-chart to sketch symbols or write words that relate to the cultural identity and values of Purmamarca, and then their own cultural identity.
5. Students share their T-charts with a partner. Teacher will make class T-chart with a selection of student responses.
6. Students choose one or several responses on their personal cultural identity side of their T-chart, and they will fast write to gather their ideas on this topic.
7. Review definition of the terms culture and cultural identity. Ask students if any writing in their journals reflects aspects of culture and cultural identity.

Formative Assessment:

Student responses on T-Chart should include at least five meaningful responses on each side of the chart.

Lesson 6: Myth and Cultural Identity

Goals:

- Students will read a myth from northern Argentina and determine how cultural identity is reflected in literature.
- Students will continue to reflect on their own cultural identity by creating a personal cultural symbol.

Illinois State Standards:

2.B.3b, Compare and contrast common literary themes across various societies and eras.

2.A.3d, Identify ways that an author uses language structure, word choice and style to convey the author's viewpoint. **2.B.3a**, Respond to literary material from personal, creative and critical points of view.

Materials:

- Student Resource Packet
- Pencils

Time:

- 1 hour

Activities:

1. Students will read "Pachamama, The Punishment of the Land" (in the Student Resource Packet) and complete analysis questions.

Possible Extension: Class discussion on the similarities and differences in this myth and the myth from the Iguazu lesson.

2. Based on their reading of the myth, students will work in pairs to create a drawn symbol that represents the culture of northern Argentina. Final drafts of symbols should be drawn in Student Resource Packet.

3. Individually, students should use their notes in their Student Resource Packet and their T-chart from lesson 5 to create one or more symbols, which represent their personal and/or cultural identity.

Formative Assessment:

Student responses and symbols in Student Resource Packet.

Lesson 7: My Cultural Identity

Goals:

- Students will reflect on and evaluate their own personal and/or cultural identity.
- Students will choose one event, practice, activity, or cultural value as the focus of their piece of writing.
- Students will use the Writers' Workshop model to create a piece of writing that reflects their own personal or cultural identity.

Illinois State Standards:

3.C.3a, Compose narrative writings for a specific audience. **3B.3a**, Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence.

Materials:

- Student Resource Packet
- Pencils
- Writing journals

Time:

- 1 hour

Activities:

1. Review genre characteristics of narrative, poem, and *copla*.
2. Students choose their preferred genre and utilize Writers' Workshop model to brainstorm and create the first draft of a their piece.
3. See resources in resource section of packet for further support of how to use Writers' Workshop model for teaching cultural identity in writing.

Formative Assessment:

Students should have determined the focus of their piece in their writing journals. Students should have completed at least the brainstorming component of the writing process using methods taught earlier in the school year.

Lesson 8: My Cultural Identity

Goals:

- Students will reflect on and evaluate their own personal and/or cultural identity.
- Students will use the Writers' Workshop model to create a piece of writing that reflects their own personal or cultural identity.
- Students will complete the drafting phase of the writing process and begin the revision stage of the writing process.

Illinois State Standards:

3.C.3a, Compose narrative writings for a specific audience. **3B.3a**, Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence. **3.B.3b**, Edit and revise for word choice, organization, consistent point of view and transitions among paragraphs using contemporary technology and formats suitable for submission and/or publication.

Materials:

- Student Resource Packet
- Pencils
- Writing journals

Time:

- 1 hour

Activities:

1. Review genre characteristics of narrative, poem, and *copla*. Chose one student-produced piece of writing to do this, or choose a piece of writing from the Student Resource Packet.
2. Students will choose their preferred genre and utilize Writers' Workshop model to complete their first draft and begin the revision stage of the writing process.
3. See resources in resource section of packet for further support of how to use Writers' Workshop model for teaching cultural identity in writing.

Formative Assessment:

Evidence of a completed brainstorming and first draft phase of the writing process in students' writing journals. Evidence that students have begun the revision stage of the writing process in their writing journals.

Lesson 9: My Cultural Identity

Goals:

- Students will reflect on and evaluate their own personal and/or cultural identity.
- Students will use the Writers' Workshop model to create a piece of writing that reflects their own personal or cultural identity.
- Students will complete the revision and editing stages of the writing process.

Illinois State Standards:

3.C.3a, Compose narrative writings for a specific audience. **B.3a**, Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence. **3.B.3b**, Edit and revise for word choice, organization, consistent point of view and transitions among paragraphs using contemporary technology and formats suitable for submission and/or publication.

Materials:

- Student Resource Packet
- Pencils
- Writing journals

Time:

- 1 hour

Activities:

1. Mini-lesson on revision vs. editing. Use student produced writing that is in the revision stage to model the lesson.
2. Students will utilize Writers' Workshop model to complete the revising and editing process of the writing process.
3. See resources in Resource section for further support of how to use Writers' Workshop model for teaching cultural identity in writing.

HW: Students incorporate their revisions and edits into their final, typed draft piece. Pieces due next class.

Summative Assessment:

Cultural Identity rubric (see next page).

Name _____

Block _____

Date _____

Cultural Identity Rubric

	12	9	6	3	Total
Focus	Almost all sentences refer to the same moment. Sentences build on one another.	Most sentences refer to a single, primary topic.	Some sentences refer to a primary topic.	Almost every sentence raises a new topic. The writing is closer to a list of actions or events.	
Showing	Effective use of sensory detail and show not tell to create a picture in the reader's mind.	Some use of sensory detail and show not tell to create a picture in the reader's mind.	Very little use of sensory detail and show not tell to create a picture in the reader's mind.	No use of sensory detail and show not tell to create a picture in the reader's mind.	
C.O.P.S (Sentence Mechanics)	0–1 errors in capitalization, organization, punctuation, spelling and/or formatting.	2–3 errors in capitalization, organization, punctuation, spelling, and/or formatting.	4–5 errors in capitalization, organization, punctuation, spelling and or formatting.	6 or more errors in capitalization, organization, punctuation, spelling and/or formatting.	
So What?	The purpose or message is woven throughout the piece by the use of thoughts and feelings, and/or dialogue.	The purpose or message is evident in the piece by the use of thoughts and feelings and/or dialogue.	Some use of thoughts and feelings and/or dialogue. The purpose or message is not evident.	The purpose or message is not evident. There is no use of thoughts and feelings and/or dialogue.	
Language Expresses Cultural Identity	Writing is crafted using engaging language and word choice, which clearly expresses author's cultural identity.	Writing contains language, which expresses author's cultural identity.	Some evidence of author's cultural identity is in the writing. No evidence that writing has been revised for this component.	No evidence of the author's cultural identity in the writing.	

Total Points: _____ /60

Teacher Comments:

Lesson 10: Celebrating our Cultural Identity

Goals:

- Students will speak clearly and with engagement to a specific audience.

Illinois State Standards:

4.B.3a, Deliver planned oral presentations, using language and vocabulary appropriate to the purpose, message and audience; provide details and supporting information that clarify main ideas.

Materials:

- Students should bring two printed copies of their final drafts of their writing.

Time:

- 1 hour

Activities:

1. Review etiquette for reading a piece of writing in front of an audience. Create a class list of expectations and post in the room.
2. Students use symbols to mark up one copy of their final drafts. Create class symbols for when to use eye contact, pause at appropriate times, and read with emphasis at appropriate times in their reading.
3. Students share writing with the class.

Formative Assessment:

Students will accurately execute two out of the three required reading techniques (eye contact, pauses, emphasis) while reading.

Extension:

If computers and Podcast software is available, students can practice speaking skills by creating Podcasts. A class webpage with Podcasts can be created.

Resources

Alarcón, Francisco X., and Maya Christina Gonzalez. *Animal Poems of the Iguazú: Poems*. San Francisco, CA: Children's Book Press, 2008. Print.

"Bountry, Provinces Map." *D-maps.com : Free Maps, Free Blank Maps, Free Outline Maps, Free Base Maps*. Web. 01 Dec. 2011. <http://d-maps.com/carte.php?lib=argentina_map>.

"Iguazu National Park." *UNESCO World Heritage Centre*. Web. 15 Oct. 2011. <<http://whc.unesco.org/en/list/303>>.

"Mitos Y Leyendas Argentinas." - *Folklore Argentino - Folkloredelnorte.com.ar*. Web. 29 Nov. 2011. <<http://www.folkloredelnorte.com.ar/tradyley.htm>>.

"South America Printable Maps." *Free Printable Maps*. Web. 01 Dec. 2011. <<http://www.printablemaps.net/south-america-maps/>>.

Students and Teachers at Pedro Goyenda School. *Purmamarca: Calendario De Mi Pueblo*. Students and Teachers at Pedro Goyenda School. Print.

"Unit 6 Myths, Legends, and Tales." *McDougal Littell Literature*. Vol. 6. Evanston: McDougal Littell, 2008. 640-71. Print.

Suggested Resources for Enrichment

1. Berdichevsky, Hernan, and Gustavo Strecher. *Identidad Argentina/Argentinean Identity*. Buenos Aires: STF, 2007. Print.

This book is a collection of symbols with short narratives about the cultural identity of Argentina. It is a good resource for teaching students how to create symbols that represent their own identity.

2. <http://www.learner.org/workshops/tml/workshop1/index.html>

This website provides curricular resources on how to use the Writers' Workshop model to teach multicultural literature at the middle grades level.

3. <http://online.culturegrams.com/>

Schools and public libraries may have a subscription to this database, which teaches about world cultures.

Student Resource Packet

Name _____ Date _____ Block _____

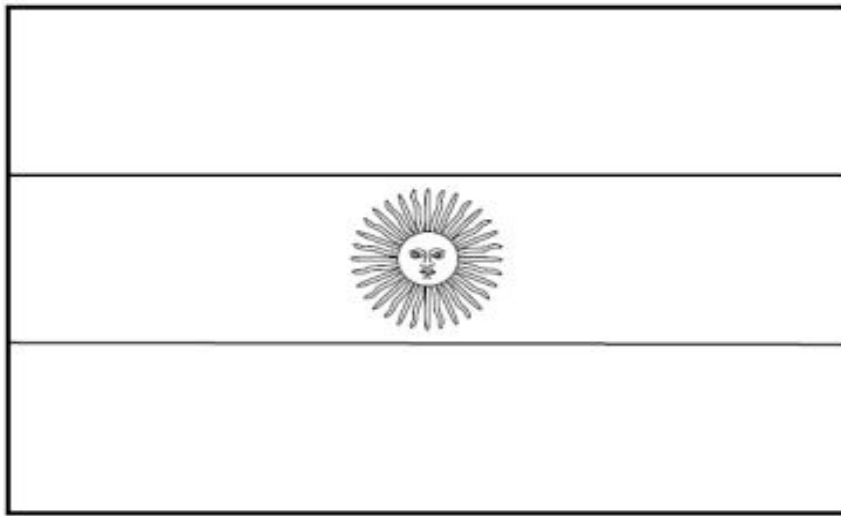
Welcome to Argentina!

For the next few weeks, you will be studying the cultural identity of Argentina. You will also reflect on your own personal and cultural identity and create a short piece of writing, that express this identity.

Please think about these big questions throughout our study.

- What is cultural identity?
- How do stories reflect cultural values and traditions?
- How do various regions of Argentina compare and contrast?
- What components of my life create my own cultural identity?

Argentina



www.ActivityVillage.co.uk - Keeping Kids Busy

Argentina's flag is one symbol of the country's cultural identity.

Please color the sun yellow and the top and bottom stripes light blue.

Predict: What might these colors represent (show) about the country?

What is Culture?

After viewing the images of Argentina, record your questions, observations, and reactions below. What did you see that stood out in your mind?



Culture is _____

Components that can make up a culture include: _____

Second viewing: based on your definition of culture, what images can be considered aspects of Argentina's culture? Why?

Welcome to Iguazu National Park!



South American Coati

After viewing the photographs of Iguazu National Park, please write down your observations and questions about the region.

Introduction to the region:

(from Word Heritage Convention Website: <http://whc.unesco.org/en/list/303>)

The site consists of the national park and national reserves in Misiones Province, northeastern Argentina. The Iguazú River forms the northern boundary of both the reserves and park, and also the southern boundary of Iguazu National Park World Heritage site in Brazil.

The Iguazú Falls span the border between Argentina and Brazil. Some 80 m high and 3 km wide, the falls are made up of many cascades that generate vast sprays of water and produce one of the most spectacular waterfalls in the world.

The vegetation is mostly subtropical wet forest rich in lianas and epiphytes, although the forests have less species diversity when compared with others in Brazil and parts of Paraguay.

The first inhabitants in the area were the Caingangues Indians. This tribe was dislodged by the Tupi-Guaranies who coined the name Iguazú (Big Water). The first European to reach the falls was the Spaniard Don Alvar Nuñez Cabeza de Vaca in 1541 and some 10 years later Spanish and Portuguese colonization commenced.

Literary Analysis:

As you read the poems below, imagine that you are walking through a thick, green jungle. The air is humid and if you look closely through the vegetation you might see a coati, a parrot, or monkey. When you approach one of the enormous falls, the violent gushing water may drown out all other sounds around you. Gigantic mists will spray you and cloud the air. From a look-out point on the path you may feel uneasy peering over the edge at the forceful, rushing waters of the Iguazu River. At the fierce falls at Devil's Throat, which divides Argentina and Brazil, you will be able to see both countries.

- Please read the poems below, which are found in the book Animal Poems of the Iguazu/ Animalario del Iguazu by Francisco Alarcon.
- Annotate the poems by writing questions and reactions in the margins.
- Circle words or groups of words that show what the setting looks like and feels like.
- What theme, or main message, do all of these poems contain?
- Find the similes in "Red Earth." Why did the author choose these specific words to make comparisons? What connotation do these words have? What do they reflect about the culture of Iguazu?

Iguazu Waterfalls

Iguazu means
"big waters"
in Guarni

these waterfalls
are the big blue
and green laughter

of Mother Earth
cascading down
in loud peals-

in this paradise
of plants and animals
called Iguazu

every day
offers more colors
than the rainbow

Guarani Myth

the sky's clouds
are all born
from the womb

of the largest
Iguazu river
waterfall

from after
columns of mist
waterfall

Mito guani

todas las nubes
del cielo nacen
de la matriz

de la catarata
mas grade
del rio Iguazu

desde lejos
columnas de vapor
ascienden al cielo

Coati

I'm a coati
very proud
of my great tail

so curious
so hungry
with my big nose

sniffing out
the food I know
you all carry

Coati

un coati soy
muy orgulloso
de mi gran cola

muy curioso
muy hambriento
con mi gran nariz

voy olfateando
la comida que se
que todos cargan

Red Earth

Earth, you have
so much iron
in your soil

that your color
is a rusty
red

like ground
dried chiles
and peppers

like cinnamon
and chocolate
powder

Tierra Colorado

Tierra, tienes
tanto hierro
en tu suelo

que tu color
es un Colorado
oxidado

como el aji
y el pimienta
secos y molidos

como la canela
y el chocolate
en polvo

La Yerba Mate: A Myth from Argentina

At night Yaci, the moon, shines from the Misiones sky above the treetops and makes the water from the waterfalls look silver. This is everything that she knew about the forest: the huge torrents and the green mattress of uninterrupted foliage, that almost never let the light pass. Stretch upon stretch, she could sneak up on some clearing to spy on the sleeping orchids or the silent work of the spiders. But Yaci is curious and she wanted to see the same wonders that the sun and the clouds spoke of: the sheen of the hummingbirds, the lace of the ferns and the brilliant beaks of the toucans.

But one day when she went below the earth accompanied by Arai, the cloud, and together, they changed into women, and they could explore the forest. It was noon and the rumor of the forest invaded them, which made it impossible to hear the sneaky footsteps of the jaguar that was coming near, crouching, ready to surprise them, ready to attack. But at the same instant an arrow fired by an old guarani hunter that was following the tiger was nailed into the side of the animal. The beast roared furiously and went to the side of the approaching shooter. Infuriated, he jumped over him opening his mouth and bleeding from his wound but, before the paralyzed women, a new arrow went through his chest.

In the middle of the jaguar's agony, the Indian believed that he had warned the two women who had escaped, but when the animal finally fell silent, he could not see more than the trees and more than the darkness of the bushes.

That night, sleeping in his hammock, the old man had an extraordinary dream. He returned to see the crouching jaguar, he returned to see himself tightening the bow, he returned to see the small clearing, and the two women with the whitest skin and the longest hair. They seemed like they were waiting for him and when he was at their side, Yaci called his name and said:

-I am Yaci and she is my friend Arai. We want to thank you for saving our lives. You were very brave, and for this I am going to give you a prize and a secret. Tomorrow, when you wake up, you will find a new plant at your door: it is called caa. With its leaves, toasted and crushed, you will prepare an infusion that will bring hearts near, and scare loneliness away. It is my gift to you, your children, and your children's children...

The following day, outside the big common house that the guarani families shared, the first thing the old man and the rest of the members of his tribe saw was a new plant with bright oval leaves that were standing here and there. The hunter followed Yaci's instructions. He did not forget to toast the leaves and, once they were crushed, he placed them inside a hollow gourd. He found a fine reed, poured water, and tried the new drink. The container was passed from hand to hand: this is how Yerba Mate was born.

Source: *Mitos y leyendas argentinas*, Folkloredelnorte.com.ar.

Cultural values _____

Cultural values that are present in my life include:

Literary Analysis La Yerba Mate: A Myth from Argentina

1. Please highlight 1–2 places in the text that stood out to you. You might underline a place in the text where something surprised you, a line that you liked, or maybe a place where you appreciated the language.
2. In the margin near your highlighting, explain why you highlighted the section.
3. Please circle words or groups of words that show what the setting looks like and feels like.
4. Underline words or groups of words that you believe reflect components of culture.
5. What cultural values are reflected in this myth? What lessons does this legend teach the reader? What does this myth explain about the natural world? What human qualities or emotions do you think are valued in this myth?

Please record your notes from your class discussion on cultural identity below.

A Visit to the Province of Jujuy: Purmamarca and Tilcara

It is a long trip from Iguazu, in northeastern Argentina, to the province of Jujuy, in the northwest of the country. This province shares borders with the countries of Bolivia and Chile and also with the Argentine province of Salta. You will learn about two small towns in this province: Purmamarca and Tilcara.

While visiting these tiny towns you might dine on llama meat, homemade corn tortillas with marmalade, or quinoa, a high protein grain grown in regions of the Andes Mountains. You will walk among orange and green mountains and giant cacti. You will stroll down dusty roads and see thin grey-green foliage – twisted shrubs and tall, thin trees – thriving in dry red soil. You might see a pile of rocks offered to Pachamama, a goddess honored by local, or indigenous, groups who live in the Andes Mountains.

There is evidence of people living in this area over 10,000 years ago. In addition to the indigenous peoples, groups who conquered the area, the Incas and Spanish, have also inhabited the area.

After viewing the photographs and video of the towns of Purmamarca and Tilcara, write down your observations and questions about this region. What stood out in your mind? Why?



A *copla* is _____

Please read the following *copla*, which was written by Laura Beatriz Vilte, the former head of school at Escuel N 21 "Pedro Goyenda on July 3, 2011.

Purmamarca, Purmamarca
Ceros de todos colores
Testigos de mis tristezas
La cuna de mis amores.

A mi me dicen morena
Porque soy color triguena
No saben que se color firme
Color de purmamarquena

Purmamarca, Purmamacra
Hills of every color
Witness of my sadness
The cradle of my love

To me, they call me brown skin
Because I am golden brown
They don't know the color
The color of a women from
Purmamarca

Pachamama, Pachamama
Hoy tus hijos te rendimos homenaje
Te pedimos Madre tierra
Un poco de tu coraje

En Purmamarca, señores
Coplas vienen, coplas van
Cantamos todito el tiempo
Pero mas en carnaval

Mother Earth, Mother Earth
Today your children render homage
to you
We ask you, Mother Earth
For a little courage

In Purmamarca men
Verse comes and goes
We sing all the time
But we sing even more at Carnaval

Copla Analysis:

What does this copla teach you about the cultural identity and cultural values of the region? What cultural values are being expressed? Underline words or lines that helped you formulate your response. Write your questions and reactions to the writing in the margins.

Excerpts from Purmamarca: Calendario de mi pueblo

The following pieces of writing are translated excerpts from a booklet titled “Purmamarca: Calendario de mi pueblo,” which was made by students and teachers at Escuel N 21 “Pedro Goyenda.” This is a K–8 grade school in the community of Purmamarca.

Febrero/February

Concurso del queso de cabra/ Goat cheese contest

Goat cheese is a traditional domestic craft in Purmamarca. Here the flocks of goats are numerous, adapting easily to the landscape and providing meat, milk and hides. The milk is used for making cheeses that are sold or bartered for merchandise. The contest began as an initiative of the Purmamarca Association to promote the production of the homemade cheese industry. The cheese is made in the following manner: the milk is curdled, separated from the serum, salted and placed in braided straw molds and weighted down. The selection of the winning cheese is carried out by judges who evaluate the following: texture, taste and presentation.

Carnival begins the first Thursday in February when the men come together after a year of hard work to celebrate the harvests. The following Thursday the women gather to celebrate, share food, *chicha* (a drink), games, poems and dances. Afterwards, everyone goes together to celebrate Carnival.

Carnival is a time of parties and fun. February turns into the month of happy get togethers and band festivals.

In our region, Carnival is represented by a doll in the form of a devil that is unearthed from beneath a pile of stones. The mound is decorated with “chalias” (of corn and streamers). At the base of the mound is placed an offering of regional food and beverages. While the celebrants toast and dance to the beat of the music of drums and boxes, the bands interpret little dances such as “carnavalitos huaynos” and the handkerchief dance. In Purmamarca we have various bands: Los Tradicionalistas Chanca Chanca, Los Chanca Chanquita y la Salamanca; also the Chala, Chala de Chalala, Los Alegres, de el paraje El Molino, la Flor del Durazno de Quisquiri y Los Alegres de Chanarcito.

The entire town leaves the mound, dancing as they go, running through the streets spreading their happiness, a little sprig of basil adorning their ear. For four days the people have a good time while the “devils” run loose and play tricks (also called “coludos”), wearing colorful clothing during the time of Carnival. The oldest townspeople say that anyone can dress up as the devil, but that it should be done during three carnivals. If it is a child dressed as a devil, people attach remnants of colored cloth to his costume in order not to anger the Devil who would end the festivities.

During Carnival the people drink “chicha de maiz,” a fermented corn or peanut beverage that is delicious and cannot be refused since it is called a “vaccination” and helps unleash the happiness from all the participants. There are also other “vaccinations” prepared with white beverages and fruit juices, or the well-known sangria. Only the adults drink, while the children throw talc, confetti, water and foam. Carnival culminates with the burial of the little devil doll under the stones, until next year.

Analysis Notes:

1. Please reread this passage and write your questions in the margins.
2. Underline one place in the text that stood out to you.
3. What components of culture are present in this passage?
4. What cultural values do you think exist in this region? Why?

Octubre/October

Maise: La Planta Sagrada/ Corn: The Sacred Plant

The grassy corn plant originally from America is similar to other food such as cocoa, potato, and tomato in that they were all brought to Europe and many other places.

The plant is approximately 2 meters tall, made of long leaves that grow on a stem formed like a cane and has two flowers, one male and the other female. Each plant grows three or four fruits that are yellow, white or mixed colors.

A large variety of corn exists, pisincho, white, pisingallo of capital. The period of sowing in this zone is from October to November; harvesting begins in February, March or April depending on the variation in temperature, the ground, and the irrigation.

Corn, considered the sacred plant because of the large variety of food derived from its grains, is greatly used for preparing: food, drinks, or simply corn on the cob. When the plant is tender and flourished it is used to decorate the areas of the various groups while dancing in the streets during the carnival.

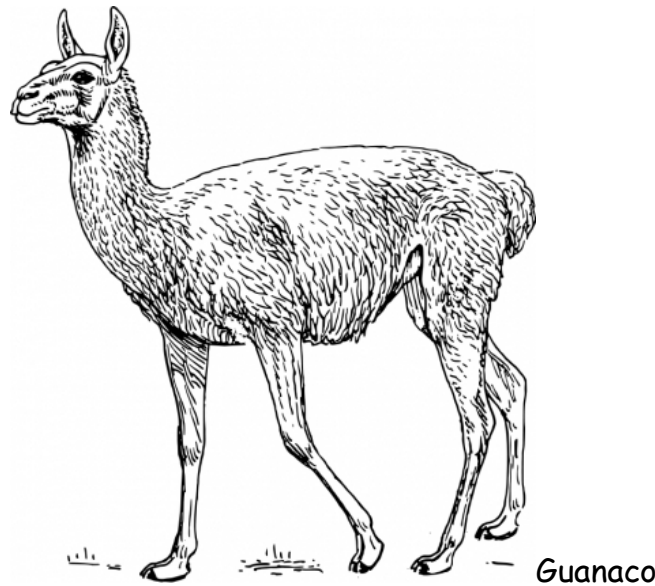
Corn is the sign of life and every time the harvest rises it ensures the continuity of life.

Recipe: "El mote pela" (Mote peels)

Dried corn can be white or yellow. It is boiled with ashes. During the first boil, remove it from the fire and fray it with both hands in order to peel them. Once they are peeled, rinse them various times with plenty of water. Always rinse them with both hands. Leave them to dry in a cool place and once they are dried, they are ready to be cooked.

Analysis Notes:

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Pachamama, The Punishment of the Land

A Myth from Northern Argentina

Don Hilario and his son used to hunt guanacos, vicuñas and llamas. Usually, they killed more animals than they needed, although they would later sell the surplus in the town. It is known that Pachamama, mother earth, does not permit hunting as a sport unless they kill the mother of the herd. Don Hilario, deaf of the sayings, went hunting every day, but that morning Pachamama gave a sign, she made the ground rumble and created landslides in the hills. The father and son tried to cover themselves under a ledge, where there was a pack of mules. While struggling to leave, they approached a gap to overcome the forces of the abyss. The animal fell into the abyss. This was the first punishment from Pachamama.

Seconds after the trembling stopped, the rocks became silent. The travelers, scared, contemplated the mule that had fallen to the bottom of the cliff. The scared travelers made an offering to the mother earth in order to calm her anger. They buried things that they carried on them such as gin, coca, and cigarettes. They spoke in a low voice with much respect and asked for forgiveness, good crops and many animals.

Don Hilario asked for permission to continue hunting. The people of the village also prayed to Pachamama and sacrificed a llama in her honor. Don Hilario, convinced he had permission to continue hunting, had returned to the hills, but his son and the people in the village did not follow him. After his hunt, Hilario returned to his ranch and did not see his son, which who was left to collect the goats. He asked his neighbors, but no one knew a thing. They searched for him past their prayers, ending their search with the fall of the night.

They traced the tracks of the boy from on way to the other, but it was useless. Once the night fell, they found the goats away from the village. Days and weeks

passed by and Hilario gave up looking for his son.

One morning, some villagers arrived in the town and saw from afar Hilario's son, riding on a guanaco...guiding the herd...he appeared to be a ghost...he was dressed in animal skins and he disappeared in the mist of the mount along with the animals.

Mother earth returned to collect her debt....with her she carried the only son that Don Hilario had in exchange for all the animals he killed needlessly.

The villagers told the story of the visit to Don Hilario, who began to make offerings from Pachamama, who didn't give good harvest, but therefore he should pray purely and he will have his repentance. After a few years Don Hilario was blessed with another son....to whom he taught to have respect to animals and the land.

Source: *Mitos y leyendas argentinas*, Folkloredelnorte.com.ar.

Literary Analysis for Pachamama, The Punishment of the Land: A Myth from Northern Argentina

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Welcome to Argentina Student Resource Packet was created by:

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Please email at dempsey.erin@gmail.com for *Exploring Cultural Identity* iMovie, or for any questions related to the unit.