

Unit Title: The Culture of Argentina

Author & School: Brenda P. Lindgren, Sherwood Forest Elementary

Subject Area: Social Studies

Topic: Argentina's geography, history, food, weather and wildlife

Grade Level: First Grade

Time Frame: 2 weeks, 10 lessons; 45 minutes to 1 hour each

Brief Summary:

Students will learn about:

- Argentina's location
- The different regions of the Argentina and their geography
- Animals in Argentina
- The story of the gaucho Martín Fierro
- Typical foods from Argentina

Students will create a graphic organizer comparing themselves and/or their city/state to Argentines and Argentina.

Established Goals:

Washington State Social Studies Essential Academic Learning Requirements:

Component 3.1: Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface.

3.1.1 Understands and uses maps and globes to identify major bodies of water and continental land masses.

Component 3.2: Understands human interaction with the environment.

3.2.1 Understands that the way families live is shaped by the environment.

Component 4.4: Uses history to understand the present and plan for the future.

Component 5.4: Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.

5.4.1 Describes how different people live using a graphic organizer.

Understandings:

- The location of Argentina on a map
- The different regions of Argentina: Las Pampas, Patagonia, Gran Chaco and the Andes Mountains
- Animals found in different regions of Argentina
- The story of Martín Fierro
- Milanesa, ñoquis, empanadas, mate and submarinos are typical foods and drinks from Argentina

Essential Questions:

- Where is Argentina located on the world map?
- What are the four regions of Argentina and their geography?
- What are some animals that can be found in Argentina?
- Who is Martín Fierro?
- What happened to Martín Fierro?
- What are five typical foods/drinks from Argentina?
- What is milanesa?
- What are ñoquis?
- What is an empanada?
- What is mate?
- What are submarinos?

Students will know:

- Where Argentina is located on a world map.
- Where the four regions of Argentina are located in the country.
- The four regions of Argentina are called: Las Pampas, Patagonia, Gran Chaco, and the Andes Mountains.
- Las Pampas are plains, grasslands—big flat areas of land in central-east Argentina.
- Patagonia is the southern plateau usually covered in snow and ice in the winter.
- Gran Chaco is located in the North, is subtropical, and has forests.
- The Andes are range of mountains bordering Chile.
- Animals in Gran Chaco include jaguar, howler monkey and toucan.
- Animals in Las Pampas include giant anteater, falcons and Pampas foxes.
- Animals in the Andes mountains include llama, guanaco and vicuña.
- Animals in Patagonia include pumas, emperor penguins and elephant seals.
- Martín Fierro is a fictional character who was a gaucho (a person that raises cattle and lives in Las Pampas).
- Martín Fierro was a gaucho who joined the military. He did not like being in the military so he left the army. The police came to get him because it was illegal to leave the army. One of the policemen, Sergeant Cruz decided to help Martín Fierro. They both went to live with the natives. Disease spread and many people died including Sergeant Cruz. Martín Fierro decided to change his name and live in peace.
- Milanesa, ñoquis, empanadas, mate and submarinos are typical foods and drinks from Argentina.
- Milanesa is breaded beef that is commonly eaten in Argentina.
- Ñoquis are a popular type of pasta that is filled, sometimes with cheese, potato, pumpkin, or some other type of vegetable, and is popular in Argentina.
- Empanadas are pastry breads that are filled with meat (often ham and cheese), or sometimes vegetables, and are common in Argentina.
- Mate is a very popular tea that people in Argentina drink from a special cup.
- A submarino is hot chocolate made by heating the milk and then dropping a bar of chocolate into the milk and stirring it so that the chocolate melts.

Students will be able to:

- Locate Argentina on a world map
- Label the four regions of Argentina on a map
- Describe the four regions of Argentina
- Name a minimum of six animals found in Argentina
- Describe the character Martín Fierro
- Summarize the story of Martín Fierro
- Name 5 foods/drinks typical in Argentina
- Describe each of those 5 foods/drinks

Performance Tasks:

- Observation Charts—Students will sketch or write a prediction, question or comment about the photos placed around the room
- Inquiry Chart of Argentina—What do you know about Argentina? What do you want to learn about Argentina?
- Graphic Organizers (Pictorial Input Charts)—Locate and label country, regions, geography of regions, and animals
- Chant—Highlight and sketch vocabulary
- Write a sentence and sketch describing Martín Fierro
- Sentence Patterning Charts—Create sentence patterns about Martín Fierro
- Name and label pictures of typical foods/drinks of Argentina

Learning Activities:**Lesson 1****Timeframe: 45 minutes-1 hour****Objectives:**

Students will:

- Make predictions, list questions or write comments about Argentina.
- Begin to use vocabulary related to geography, food and animals in Argentina.

Materials Needed:

- Photos of Argentina's geography, animals, food—large and small (attached)
- Plain white paper
- Tape
- Blank (unlined) white chart paper or butcher paper
- Lined chart paper
- A set of colored markers
- Pencils (enough for every other student)
- Argentina Sound-Off Chant (attached)
- Access to color printer

Preparation Before Lesson:

- Before you begin teaching this unit, you will need to teach students about the geography and animals of their state. They should also know learn about a folk story common to the area or the United States (example: Paul Bunyan).
- Print several copies (enough for almost one of each photo per student) of the small photos on cardstock to create Super Scientist Awards. Cut each one out.
- Print the large photos of Argentina's geography and animals on 8 ½" x 11" paper and tape them around the room.
- Underneath each picture tape a blank 8 ½" x 11" piece of paper.
- Create an Inquiry Chart (T-Chart) with the categories: "What do you think you know about Argentina?" and "What do you want to learn about Argentina?"
- Create a copy of the Argentina Sound-Off Chant onto lined chart paper using 2 different colors of markers (see attachment).

Procedures:

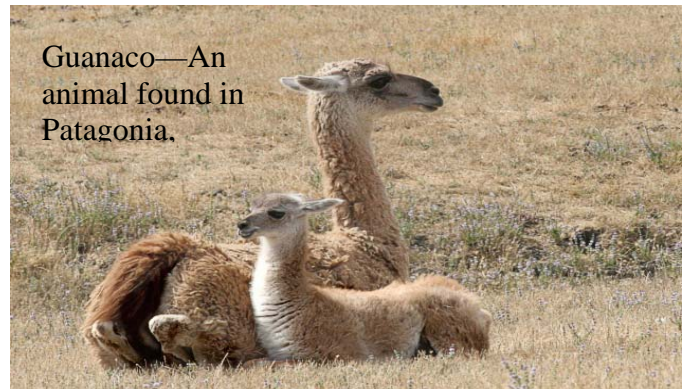
1. Introduce Super Scientist Awards to the students. Explain that students are able to earn Super Scientist Awards by making good decisions, solving problems and showing respect (the 3 personal standards) during lessons. During a lesson whenever a student shows respect (uses respectful language, is attentive), solves a problem (ignores someone who is distracting, asking a classmate who is interrupting to be quiet) or makes a good decision (listens, sits criss-cross), give them a Super Scientist Award stating what they did and explaining why they earned the award. After a couple days of modeling this, choose two students to be "scouts" during your lesson. These students will sit behind the class in chairs (the rest of the class is on the carpet) with the awards and look for students who are

- displaying one of the 3 personal standards. At the end of the lesson ask the students to name a student who earned an award. Students who earn Super Scientist Awards are able to trade them among their classmates in order to collect them all. As students earn Super Scientist Awards and begin to trade them they will be learning and using the vocabulary on the awards.
2. Explain to students that they will be working with a partner to observe the photos placed around the room. Have the students count the photos around the room with you so they know where they are and how many there are. Tell students that they will share one pencil with their partner; demonstrate sharing a pencil. Tell students they must think about, “What do I see in these photos?” As partners they should walk around the room and sketch or write a prediction, question or comment about the photo on the blank paper below it. Tell students that if they are waiting to sketch or write about a photo, because others are sketching/writing about the photo, they should be talking about the photo and what they will sketch or write. Give students approximately 20 minutes to complete this task.
 3. Display the Inquiry Chart and ask students, “What do you think you know about Argentina?” Write exactly what students say. Then ask students “What do you want to learn about Argentina?” Again write exactly what students say. Use different color markers for each side. In future lessons, if a student comes up with a new question or idea, add it to the inquiry chart using a different color.
 4. Close lesson by reading the Argentina Sound-Off Chant together as a class. Tell students that each day they will read the poem together and talk about the new, interesting, and high level words in the poem.

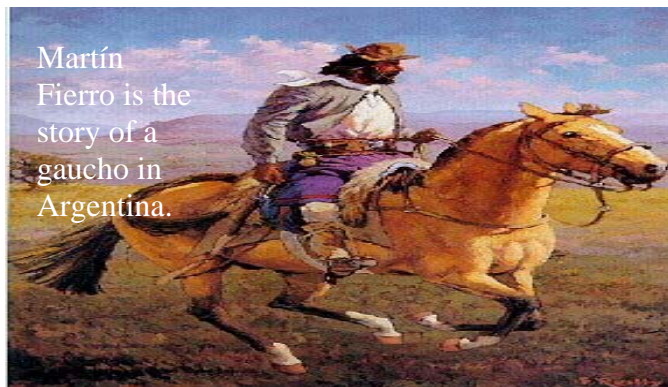
Super Scientific Awards



Argentina
—A
country in
South



Guanaco—An
animal found in
Patagonia.



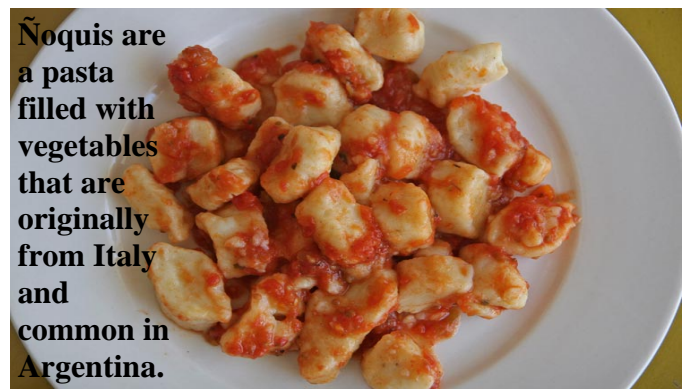
Martín
Fierro is the
story of a
gaucho in
Argentina.



Empanadas are
a meat or
vegetable filled
pastry eaten in
Argentina.



Milanesa is a
breaded meat
common in
Argentina.



Ñoquis are
a pasta
filled with
vegetables
that are
originally
from Italy
and
common in
Argentina.



Mate is a
traditional
Argentine tea
that people
drink using a
metal straw.

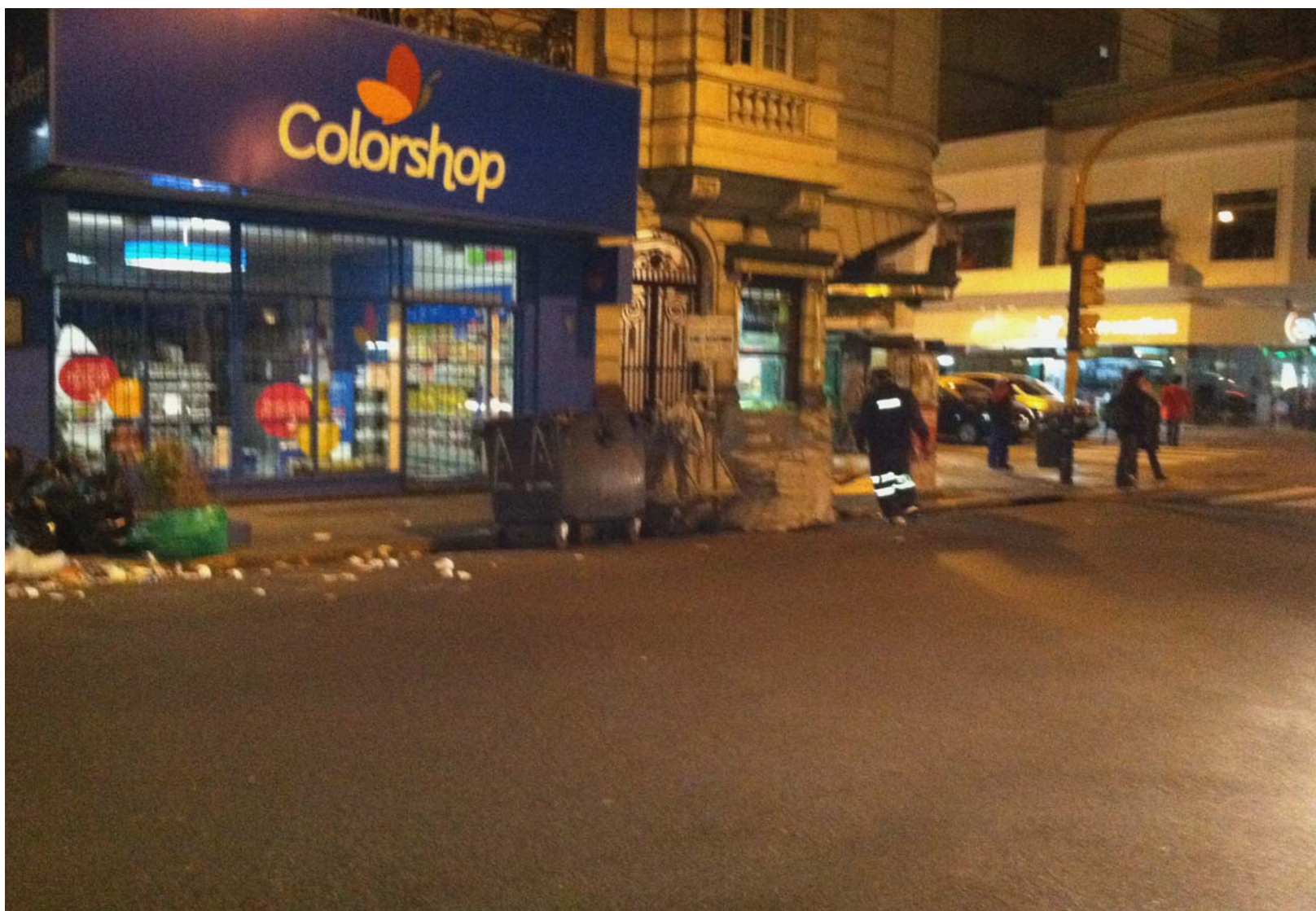


Warm milk
served with a
piece of
chocolate to
drop into the
milk is called
a submarino
in Argentina.



Howler
monkeys can
be found in
Argentina.

What you think you know about Argentina?	What do you want to learn about Argentina?























Argentina Sound-Off Chant (tune of marine cadence)

I don't know if you've been told,
of Argentina's regions and animals.
In the North are
jaguar, howler monkeys, and toucans.

Argentina-Argentina
South America-South America
Argentina is in South America!

In the grasslands there are many more
such as giant anteaters, falcons, and Pampas fox.
The western mountains tall and bold
have guanaco, vicuña, and llama.

Grasslands-Grasslands
Mountains-Mountains
Grasslands, Mountains have animals!

Patagonia is a region in the south,
It's very cold with snow and ice.
Elephant seals, pumas, and emperor penguins,
live in Patagonia.

Argentina-Argentina
South America-South America
Argentina is in South America!

Lesson 2

Timeframe: 45 minutes-1 hour

Objectives:

Students will:

- Learn vocabulary related to geography.
- Identify new, interesting and high level words within the Argentina Sound-Off Chant.

Materials Needed:

- Argentina Sound-Off Chant
- Tape, pins or magnets (to hang chant, chart)
- Blank (unlined) white chart paper or butcher paper
- A set of colored markers
- Transparency of a world map (attached) or SMART Board and Internet access
- Overhead projector, SMART Board or document camera

Preparation Before Lesson:

- Using an overhead projector, SMART Board or document camera, outline a large map of the world in light pencil onto blank white chart paper or butcher paper.
- Write and label the following on the map very lightly:
 1. Title: World Map
 2. The 7 continents, 5 oceans, United States, your state, your city
 3. “continent: a landmass of the world” somewhere at the top
 4. “ocean: a vast body of salt water” somewhere at the top
 5. “Argentina: a country in South America”
 6. outline the country of Argentina in South America
- Hang this traced map at the front of the room to teach from.
- Hang the Argentina Sound-Off Chant in the classroom somewhere accessible to the entire class but in a separate area from the traced map.
- Have Super Scientist Awards made and ready to distribute.

Procedures:

1. Remind students of the 3 personal standards and that they will earn Super Scientist Awards when they show the 3 personal standards throughout the lesson.
2. Lead Students over to the Argentina Sound-Off Chant. Read through it together with the entire class. Call on a student to tell you a word in the chant that is new, interesting or high level. Highlight the word that they chose and sketch a picture of the word next to it. As you are sketching, talk to the kids about the meaning of the word. Repeat this process with at least two more students.
3. Have the students return to the front of the classroom where you have the traced map. Using a black marker trace the World Map title, while tracing explain to students that today they will be learning about the world and the landforms and bodies of waters in the world. As you are tracing and talking, have students repeat everything you say/write, “Say it with me.” Begin to trace with a brown marker the continent of North America and its label. As you trace explain that

there are several landforms in the world. Explain that some of those landforms are called continents. At this point trace the word and definition of continent. Then explain to students that there are 7 continents and this one is called North America. Continue this process until all continents are traced and labeled. Use a blue pen to trace the labels of the oceans and the word ocean and its definition. Then take a green pen and trace and label the United States, your state, and city explain to the students that this is where they live and it is located on the continent of North America. Then take a red pen and trace “Argentina: a country in South America” and outline Argentina on the map.

4. Now ask students to stop, look at the map, and think about what they have learned. Have them turn to their partner and tell them 3 things they learned. After several minutes, have students raise their hand to share with the whole group.
5. Close the lesson by stating that tomorrow students will be working with the world map and learning more about the country of Argentina.



Lesson 3

Timeframe: 45 minutes-1 hour

Objectives:

Students will:

- Learn vocabulary related to geography and animals in Argentina.
- Locate Argentina on the world map.
- Identify new, interesting, and high level words within the Argentina Sound-Off Chant.

Materials Needed:

- Argentina Sound-Off Chant
- Tape
- Tape, pins or magnets (to hang chant, chart)
- Blank (unlined) white chart paper or butcher paper
- A set of colored markers
- Transparency of a map of Argentina (attached) or SMART Board and Internet access
- Overhead projector, SMART Board or document camera
- Cardstock

Preparation Before Lesson:

- Using an overhead projector, SMART Board or document camera, outline the map of Argentina in light pencil onto blank white chart paper or butcher paper.
- Write and label the following on the map very lightly:
 1. “Argentina” in large letters at the top
 2. Outline the red and green portions of the map and label: Gran Chaco
 3. Outline the purple and brown portions of the map and label: Pampas
 4. Outline the blue portion of the map and label: Patagonia
 5. Draw mountains (^) along the western border of Argentina and label: Andes Mountains
- Sketch some trees in Gran Chaco.
- Sketch a gaucho and label it (used attached picture to help you sketch).
- Use the attached pictures to label and draw a small simple sketch of each animal inside its region:
 1. Jaguar, howler monkey, toucan in Gran Chaco
 2. Giant anteater, falcon, Pampas fox in Las Pampas
 3. Puma, elephant seal, emperor penguin in Patagonia
 4. Llama, guanaco, vicuña in the Andes Mountains
- Hang this traced map at the front of the room next to the world map.
- Print and cut out the vocabulary from the previous day on cardstock in color (or write the words out in color with markers).
- Put tape on the back of each vocabulary card.
- Have Super Scientist Awards made and ready to distribute.

Procedures:

1. Remind students of the 3 personal standards and that they will earn Super Scientist Awards when they show the 3 personal standards throughout the lesson.
2. Lead Students over to the Argentina Sound-Off Chant. Read through it together with the entire class. Call on a student to tell you a word in the chant that is new, interesting or high level. Highlight the word that they chose and sketch a picture of the word next to it. As you are sketching, talk to the kids about the meaning of the word.
3. Have the students return to the front of the classroom where you have the world map and the map of Argentina. Pass out the vocabulary cards to students. Have students discuss their vocabulary card with a partner. Then ask for the person with the word Argentina to come forward and tape it on top of the word Argentina on the map. To differentiate, you can say the definition of a word and ask that person to bring the word up and paste it to the map, you can give a synonym and ask for the person with that word to paste it to the map, etc.
4. Explain to students that today they will be working on a new map. Using a black marker trace the Argentina title, while tracing explain to students that today they will be learning about the country of Argentina. As you are tracing and talking have student repeat everything you say/write, "Say it with me." Begin to trace with a red marker the outline of Argentina. As you trace explain that Argentina is a country with many different regions and animals. Use a green pen to trace and label of the region of Gran Chaco. Explain that within the Gran Chaco are animals that live in forests. Then trace and label the jaguar, howler monkey, and toucan talking about each animal (what they look like, their environment, etc) as you sketch them. Then take an orange pen and trace and label the region of Las Pampas. Explain that the Pampas is an area of grasslands that is flat. Explain that in the Pampas are people called gauchos who take care of cattle. Trace and label the giant anteater, falcon, Pampas fox. Then take a blue pen and trace and label the region of Patagonia. Explain that Patagonia is a very cold area of Argentina. Also trace and label the puma, elephant seal and emperor penguin. Finally take a purple marker and trace and label the Andes Mountains. Explain that these mountains are well-known and span the western boarder of Argentina. Sketch and label the llama, guanaco, and vicuña.
5. Now ask students to stop, look at the map and think about what they have learned. Have them turn to their partner and tell them 3 things they learned. After several minutes, have students raise their hand to share with the whole group.
6. Close the lesson by stating that tomorrow students will be learning the famous Argentinian story of a gaucho named Martín Fierro.

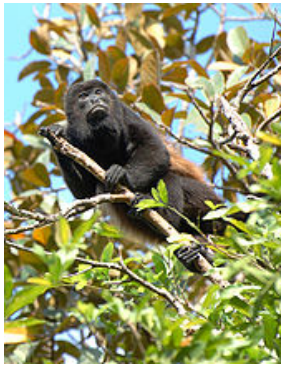
Argentina: a country in South America	continent: a landmass of the world
North America	South America
Antarctica	Asia
Europe	Australia
Africa	United States
Washington	Bellevue
ocean: a vast body of salt water	Pacific Ocean
Atlantic Ocean	Indian Ocean
Arctic Ocean	Southern Ocean



Gran Chaco



Jaguar



Howler Monkey



Toucan

Las Pampas



Giant Anteater



Falcon



Pampas Fox

Patagonia



Puma



Elephant Seal



Emperor Penguin

Andes Mountains



Llama



Guanaco



Vicuña

Lesson 4

Timeframe: 45 minutes-1 hour

Objectives:

Students will:

- Learn vocabulary related to geography and animals in Argentina.
- Identify new, interesting and high level words within the Argentina Sound-Off Chant.
- Identify the characters, setting and main events in the story of Martín Fierro.

Materials Needed:

- Argentina Sound-Off Chant
- Tape, pins or magnets (to hang chant, chart)
- A set of colored markers
- Cardstock
- Construction paper
- Laminator
- Color printer

Preparation Before Lesson:

- Print and cut out the vocabulary from the previous day on cardstock in color (or write the words out in color with markers).
- Put tape on the back of each vocabulary card.
- Cut and paste the pictures to construction paper or cardstock (words go on the back of the pictures to be read while holding the pictures).
- Laminate the pictures from the story of Martín Fierro (pictures taken from http://roperodepablouriburu.blogspot.com/2009_06_01_archive.html).
- Put tape on the back of the pictures from the story.
- Have Super Scientist Awards made and ready to distribute.

Procedures:

1. Remind students of the 3 personal standards and that they will earn Super Scientist Awards when they show the 3 personal standards throughout the lesson.
2. Lead students over to the Argentina Sound-Off Chant. Read through it together with the entire class. Call on a student to tell you a word in the chant that is new, interesting or high level. Highlight the word that they chose and sketch a picture of the word next to it. As you are sketching, talk to the kids about the meaning of the word.
3. Have the students return to the front of the classroom where you have the world map and the map of Argentina. Pass out the vocabulary cards to students. Have students discuss their vocabulary card with a partner. Then ask for the person with the word gaucho to come forward and tape it on top of the word gaucho on the map. To differentiate you can say the definition of a word and ask that person to bring the word up and paste it to the map, you can give a synonym and ask for the person with that word to paste it to the map, etc.

4. Explain to students that today they will be learning the story of a gaucho named Martín Fierro. Explain that it is a famous fictional story in Argentina. Remind them of the definition of gaucho and have them say it with you. Then hold up the title of the story and read it aloud. Paste it to the wall. Next hold up the first picture in the story of Martín Fierro. Read the back of the picture. Emphasize the words, “Martín Fierro was a gaucho.” Students should join in whenever you read that sentence in the narrative. Then paste it to the wall after the title. Continue reading the narrative and pasting the pictures to the board until the entire story is displayed on the board in order.
5. Now ask students to look at the pictures and think about what they have heard. Have them turn to their partner and say the names of the characters in the story. After several minutes, have students raise their hand to share with the whole group. Then have them think about the setting of the story, share with a partner and then share out with the class. Finally have them think about the main events in the story share with a partner, and then share out with the class.
6. Explain to students that they will each be writing a sentence and drawing a sketch from the story of Martín Fierro.
7. Close the lesson by explaining to students that tomorrow they will be working in groups to write sentences about Martín Fierro.

Gran Chaco	jaguar
toucan	howler monkey
Las Pampas	giant anteater
Pampas fox	falcon
Patagonia	emperor penguin
Puma	elephant seal
Andes Mountains	llama
guanaco	vicuña
Gaucha: a person who cares for cattle in Las Pampas	

The History of the Gaucha Martín Fierro

Images from:

http://roperodepablouriburu.blogspot.com/2009_06_01_archive.html



Martín Fierro was a gaucho. He was happy and lived with his family in Las Pampas. He played the guitar and drank mate. He rode a horse and took care of his cattle.



Martín Fierro was a guacho...until one bad day they made him a soldier and put him in the military. He was tired and unhappy so he escaped from the military. The police went after him because it was illegal to leave the military but one of the policemen decided to help Martín Fierro.



Martín Fierro was a gaucho...who escaped from the military with the help of a sergeant named Cruz. Martín Fierro and Sergeant Cruz became good friends.



Martín Fierro was a gaucho...with a new friend, Cruz. Martín Fierro and Sergeant Cruz went to the desert and lived with natives for several years. Eventually the natives became ill with a virus and many died. Sergeant Cruz became ill and he too died.



Martín Fierro was a gaucho...but he was sad, so he left the desert and returned to Las Pampas. He changed his name and decided to live in Las Pampas in peace!

Lesson 5

Timeframe: 45 minutes-1 hour

Objectives:

Students will:

- Create sentence patterns about Martín Fierro.

Materials Needed:

- The story of Martín Fierro displayed in pictures on the board
- A blank piece of chart paper or butcher paper
- Colored markers
- Blank printer paper or white construction paper (enough for each student)
- Colored markers or crayons for each student
- Extra printer paper or construction paper (enough for several pieces for every group of 4 students)
- Post-its

Preparation Before Lesson:

- The story of Martín Fierro displayed in pictures on the board.
- Create four columns on the butcher paper (see attached chart). Label the first column “adjective” using a red marker, the second column “noun” using a black marker, the third column “verb” with a green marker and the last column “prepositional phrase” using the blue marker.
- Have Super Scientist Awards made and ready to distribute.

Procedures:

1. Remind students of the 3 personal standards and that they will earn Super Scientist Awards when they show the 3 personal standards throughout the lesson.
2. Begin by asking students to turn to a partner and summarize orally the story of Martín Fierro that they heard yesterday.
3. Then explain that today they are going to use a sentence patterning chart to make patterns describing Martín Fierro. Proceed to explain what each part of speech means and draw some simple sketches next to the words to help illustrate their meaning. Then ask students to think of adjectives to describe Martín Fierro. As students give suggestions write them down under the adjectives column along with a sketch to illustrate the meaning of the word. Next ask students to suggest verbs for Martín Fierro. Last, have students suggest prepositional phrases beginning with words such as: on, in, around, under.
4. Finally choose 3 adjectives from the list and mark them using post-its, choose one verb and mark it with a post-it, and choose one prepositional phrase and mark it with one post-it. Then teach students how to sing the pattern (to the tune of The Farmer in the Dell). It is sung:

Adjective, Adjective, Noun-Happy, healthy, Martín Fierro

Adjective, Adjective, Noun-Happy, healthy, Martín Fierro

Adjective, Adjective, Adjective, Noun, Verb, Prepositional Phrase-Happy,
healthy, brave, Martín Fierro riding in Las Pampas

Once you have sung the pattern, have the students sing with you. Then have a student come to the chart and choose 3 different adjectives, a different verb, and a different prepositional phrase. Again have the class sing the pattern.

5. Close the lesson by explaining to students that tomorrow they will begin to learn about some of the typical foods eaten in Argentina.

Adjective Describe nouns	Noun Subject- person, place, or thing	Verb Action—what do nouns do?	Prepositional Phrase Where?
	Martín Fierro		

Lesson 6

Timeframe: 45 minutes-1 hour

Objectives:

Students will:

- Know the main ingredients necessary to make milanesa.

Materials Needed:

- Ingredients and utensils (enough for each student or for a small group of students to share) to make milanesa: large plates or a platter, a rectangular pan, large bowl, whisk, thinly cut beef (one for each student), bread crumbs (1/2 cup per student), flour (4 oz per student), eggs (1 per student), chopped garlic (3 cloves per 4 students), chopped parsley (4 per student), milk (a quart of milk, added as necessary), olive oil (7 oz per student), mustard (2 spoons per student), salt (1 spoon per student) and pepper (1 spoon per student)
- Refrigerator (for milanesa; take home to cook and students sample the following day or have samples prepared in advance for students to sample the day of)
- White printer paper or white construction paper (enough so each group is able to make 2 maps, a sentence patterning chart, a story of Martín Fierro, and a chant)
- Colored markers or crayons for each student
- Map of the world, map of Argentina, Argentina Sound-Off Chant, story of Martín Fierro, sentence patterning chart
- Student Key (attached)
- Books from the library about Argentina
- Aprons or extra large undershirts to be used as aprons (enough for each student)

Preparation Before Lesson:

- Create groups of students 3–4 in each group.
- Print and post the Student Key.
- Place books on Argentina in an accessible place.
- Add sketches to the Student Key to illustrate the meaning of the words.
- Create a space in your room where a group can meet with you to make milanesa
- Print a color copy of the photo of milanesa (attached) and display it near your demonstration area.
- Have milanesa samples done ahead of time for students to taste and/or take home what students make to be cooked at home and return the following day with their milanesa.

Procedures:

1. Begin by explaining that today they will be working in groups to complete several tasks. Show the students the key and explain that their team must work together to complete the tasks listed on the key. Read through each task and explain that they may use all the charts, photos and books in the room to assist them. Explain that they will have four days to complete these tasks. Also discuss that while groups are working to complete these tasks one group will be working with the teacher to

learn how to make a typical food from Argentina and that over the next four days they will be learning how to make four different foods typical in Argentina. (Depending on the size of your class and if you have teacher's aides and how well your students are able to work independently this may take several more days to get through all groups.)

2. Gather a group around you (after having students wash their hands and put on aprons). Show them the picture of milanesa and explain that it is a typical food eaten in Argentina. Read on the picture, "Milanesa: breaded beef." Explain that in Argentina there are many real-life gauchos who raise cattle, so many foods in Argentina are made with beef. Explain that the main ingredients in milanesa are bread crumbs and beef.
3. Have students follow your directions, demonstrate adding eggs, garlic, parsley, milk, 1 spoon of olive oil, 1 spoon of mustard, salt and pepper. Then demonstrate whisking the ingredients together.
4. Next put the bread crumbs and flour into a rectangular pan. Have students help to mix the ingredients well. Then each student should take one piece of beef and put it into the liquid mixture and then into the bread crumb mixture, pressing hard so that the bread crumbs stick to the meat. Then put the meat aside on a plate.
5. Explain to students that next the meat will be fried in a frying pan with oil. (Cook at a later time and serve to the students who are interested in tasting or have samples pre-prepared for students to taste.)
6. Close the lesson by explaining to students that tomorrow they will learn how to make ñoquis.
7. Repeat this lesson with the remaining groups who are completing team tasks.

Key

- Create a world map
- Create a map of Argentina
- Write the story of Martín Fierro using sketches and sentences
- Create a sentence patterning chart about an animal in Argentina
- Create a new Chant about Argentina
- Add sketches, comments and/or questions to the pictures of Argentina in the room
- Add to the inquiry chart



Milanesa: Breaded Beef

Main Ingredients: Beef,
Bread Crumbs

Lesson 7

Timeframe: 45 minutes-1hour

Objectives:

Students will:

- Know the main ingredients necessary to make ñoquis.

Materials Needed:

- Ingredients and utensils (enough for each student or for a small group of students to share) to make ñoquis: spatula, strainer, bowl, potato masher, measuring spoons, serving spoon, colander, pot with lid, ñoquis board, cleaned, peeled, and boiled potatoes (1 per student), flour (8 oz per student), eggs (1 per student), salt (1 spoon per student), pepper (1 spoon per student), nutmeg (a pinch per student), baking powder (1/2 spoon per student)
- Refrigerator (for ñoquis; take home to cook and students sample the following day or have samples prepared in advance for students to sample the day of)
- White printer paper or white construction paper (enough so each group is able to make 2 maps, a sentence patterning chart, a story of Martín Fierro, and a chant)
- Colored markers or crayons for each student
- Map of the world, map of Argentina, Argentina Sound-Off Chant, story of Martín Fierro, sentence patterning chart
- Student Key
- Books from the library about Argentina
- Aprons or extra large undershirts to be used as aprons (enough for each student)

Preparation Before Lesson:

- Post the Student Key.
- Place books on Argentina in an accessible place.
- Create a space in your room where a group can meet with you to make ñoquis.
- Print a color copy of the photo of ñoquis (attached) and display it near your demonstration area.
- Have dough prepared ahead of time for students to roll out.
- Make ñoquis for students to sample.

Procedures:

1. Begin by explaining that today they will be working in groups to continue to complete the tasks on the key. Show the students the key and explain that their team must work together to complete the tasks listed on the key. Read through each task and explain that they may use all the charts, photos and books in the room to assist them. Explain that they will have three more days to complete these tasks. Also discuss that while groups are working to complete these tasks one group will be working with the teacher to learn how to make a typical food from Argentina. (Depending on the size of your class and if you have teacher's aides

- and how well your students are able to work independently this may take several more days to get through all groups.)
2. Gather a group around you (after having students wash their hands and put on aprons). Show them the picture of ñoquis and explain that it is a typical food eaten in Argentina. Read on the picture, “ñoquis: potato filled pasta.” Explain that many people from Italy moved to Argentina long ago. In Italy they are famous for pasta and so when many people from Italy moved to Argentina, Argentina became famous for pasta too. One type of pasta that Argentina is famous for is ñoquis. Explain that the main ingredients in ñoquis are potatoes and flour.
 3. Explain that the potatoes were cooked in a pot with salt, so they are now soft. Have students follow your directions and use the potato masher to mash the potatoes. Each student should have their own bowl of mashed potatoes.
 4. Next demonstrate how to add eggs, salt, pepper, nutmeg and baking powder and then have the students do the same.
 5. Then add flour a little bit at a time, mixing with the spatula. Have the students do the same.
 6. Using the pre-made dough show students how to form the dough into rolls and then use the ñoquis board to shape the ñoquis. Have the students give it a try.
 7. Explain to students that the last step is to drop the ñoquis in boiling water to cook and once the pasta floats to the top of the water it is ready to eat. Have students sample the pre-made ñoquis.
 8. Close the lesson by explaining to students that tomorrow they will learn how to make empanadas.
 9. Repeat this lesson with the remaining groups who are completing team tasks.



Ñoquis: potato filled pasta

Main Ingredients: potato
and flour

Lesson 8

Timeframe: 45 minutes-1hour

Objectives:

Students will:

- Know the main ingredients necessary to make empanadas.

Materials Needed:

- Ingredients and utensils (enough for each student or for students to share) to make empanadas: wooden spoon, cutting board, frying pan, knife, baking pan, brush, beef cut into small pieces (1 handful per student), chopped onion (small handful per student), spoonful of oil (per student), chopped, pitted green olives (1 spoon per student), 1 chopped hard boiled egg per student, 1 beaten egg (per student), a pinch of salt and pepper (per student), empanada shells (1 per student), water in a bowl
- Refrigerator (for empanadas; take home to cook and students sample the following day or have samples prepared in advance for students to sample the day of)
- White printer paper or white construction paper (enough so each group is able to make 2 maps, a sentence patterning chart, a story of Martín Fierro, and a chant)
- Colored markers or crayons for each student
- Map of the world, map of Argentina, Argentina Sound-Off Chant, story of Martín Fierro, sentence patterning chart
- Student Key
- Books from the library about Argentina
- Aprons or extra large undershirts to be used as aprons (enough for each student)

Preparation Before Lesson:

- Post the Student Key.
- Place books on Argentina in an accessible place.
- Create a space in your room where a group can meet with you to make empanadas.
- Print a color copy of the photo of empanadas (attached) and display it near your demonstration area.
- Fry the meat and onions ahead of time.
- Oil the pan.
- Make empanadas ahead of time for students to sample.

Procedures:

1. Begin by explaining that today they will be working in groups to continue to complete the tasks on the key. Show the students the key and explain that their team must work together to complete the tasks listed on the key. Read through each task and explain that they may use all the charts, photos and books in the room to assist them. Explain that they will have two more days to complete these tasks. Also discuss that while groups are working to complete these tasks one

- group will be working with the teacher to learn how to make a typical food from Argentina. (Depending on the size of your class and if you have teacher's aides and how well your students are able to work independently this may take several more days to get through all groups.)
2. Gather a group around you (after having the students wash their hands and put on aprons). Show them the picture of the empanadas and explain that it is a typical food eaten in Argentina. Read on the picture, "empanadas: pastry bread filled with meat." Explain that the main ingredients in empanadas are pastry bread and meat.
 3. Explain that the onions and meat were cooked in a frying pan with oil and now we must take the meat and onions and add salt, pepper, chopped hard boiled eggs and chopped olives and mix them in as well. Demonstrate and then have the students try.
 4. Show students how to take the empanada shell and open it. Then use the brush to wet the shell. Have the students do the same with their shells.
 5. Next show students how to take a spoon full of the meat mixture and fill the center of the shell. Once it has enough filling demonstrate how to close the shell, folding together the ends of the shell to seal it shut.
 6. Have student put their empanadas in the oiled pan. Finally have student take the brush, dip it in the beaten eggs and brush the egg over the empanadas.
 7. Explain that they will be put in the oven and cooked. Tomorrow they will be ready to be eaten.
 8. Close the lesson by explaining to students that tomorrow they will learn how to make submarinos and mate.
 9. Repeat this lesson with the remaining groups who are completing team tasks.



Empanadas: pastry bread filled
with meat

Main Ingredients: pastry bread
and meat

Lesson 9

Timeframe: 45 minutes-1 hour

Objectives:

Students will:

- Know the main ingredients necessary to make submarinos and mate.

Materials Needed:

- Ingredients and utensils (enough for each student or for students to share) to make mate and submarinos: 1 Hershey's chocolate bar per 4 students, 10 oz milk per student, heated milk in thermos' or a stove or hotplate, large pot to boil milk if using a hot plate or stove, spoons (plastic is fine, one per student), 2 paper cups for each student, cooking thermometer, mate herbs, hot water, hot water heater, mug
- Refrigerator (for milk)
- White printer paper or white construction paper (enough so each group is able to make 2 maps, a sentence patterning chart, a story of Martín Fierro, and a chant)
- Colored markers or crayons for each student
- Map of the world, map of Argentina, Argentina Sound-Off Chart, story of Martín Fierro, sentence patterning chart
- Student Key
- Books from the library about Argentina
- Aprons or extra large undershirts to be used as aprons (enough for each student)
- Food Assessment (attached)

Preparation Before Lesson:

- Post the Student Key.
- Post all the pictures of the food made all week around the room.
- Place books on Argentina in an accessible place.
- Create a space in your room where a group can meet with you to make submarinos and mate.
- Heat water in a hot water heater.
- Have milk warming before the lesson begins.
- Print a color copy of the photo of the mate and submarino (attached) and display it near your demonstration area.

Procedures:

1. Begin by explaining that today they will be working in groups to continue to complete the tasks on the key. Show the students the key and explain that their team must work together to complete the tasks listed on the key. Read through each task and explain that they may use all the charts, photos and books in the room to assist them. Explain that this is their last day to complete these tasks. Also discuss that while groups are working to complete these tasks one group will be working with the teacher to learn how to make a typical food from Argentina. (Depending on the size of your class and if you have teacher's aide and how well

- your students are able to work independently this may take several more days to get through all groups.)
2. Gather a group around you (after having the students wash their hands and put on aprons). Read on the picture, “mate: tea.” Explain that mate is made with herbs and hot water.
 3. First demonstrate to students how to make mate. Show them the herbs and let them smell them. Then put the herbs in a mug and pour hot water from the hot water heater into the mug. Tell them after it cools that each student may taste the mate but that the taste is bitter so children usually do not like the taste without a little milk. If students would like they can try the mate with milk. Continue to add hot water to the mate herbs as you allow each student to try it. You can use a cooking thermometer to ensure the water is not too hot. It should be at about 120 degrees F.
 4. Tell students that they will each get to make and taste a submarino. Show them the picture of the submarino and mate and explain these are typical drinks in Argentina. Read on the picture, “submarinos: hot chocolate.” Explain that the main ingredients are chocolate and warm milk.
 5. Tell students that the first step is to warm up some milk. Once the milk is about 120 degrees F the teacher will pour the milk into each student’s cup. Give each student a segment with 3 pieces of the chocolate. Demonstrate to students how to drop the chocolate into the cup and mix it with a spoon, then have the students try.
 6. Close the lesson by giving each student the food assessment to complete.
 7. Repeat this lesson with the remaining groups who are completing team tasks.



Mate: Tea
Main Ingredients: Hot water and
Mate Herbs



Submarino: Hot Chocolate
Main Ingredients: Warm milk and
chocolate

Food Assessment

Directions: Match the picture to the name of the food or drink.



milanesa



mate



submarino



empanada



nioquis

Food Assessment

Directions: Match the picture of the food or drink with its ingredients.



bread crumbs and beef



flour and potatoes



chocolate and milk



pastry bread and meat



mate herbs and hot water

Lesson 10

Timeframe: 45 minutes-1 hour

Objectives:

Students will:

- Create a graphic organizer comparing themselves and/or their city/state to Argentines and Argentina.

Materials Needed:

- White printer paper or white construction paper (enough for one piece for each student)
- Colored markers or crayons for each student
- Pictures of Argentinian food, map of the World, map of Argentina, Argentina Sound-Off Chant, story of Martín Fierro, sentence patterning chart—all displayed around the room
- Books from the library about Argentina

Preparation Before Lesson:

- Display all chants, posters and pictures that have been created and used throughout the unit

Procedures:

1. Tell students that today they will be creating a graphic organizer using all the materials that we have used and created in this unit on Argentina.
2. Explain that students should divide their blank paper into 2 sections. On one side they will draw and label or write about Argentina—geography, animals, food. They may choose one region of Argentina to focus on or draw/label or write about each region of Argentina. On the second section of paper students should draw/label or write about themselves—animals that are common in their state, the geography of their state, and foods that they enjoy eating.
3. After students have completed their graphic organizer they should present them to the class.
4. Teachers should use their graphic organizers as an assessment of what students have learned throughout the unit.