

UNIT TITLE:

***Stepping and Twirling Your Way into Argentine Culture:
An In-Depth Exploration of the Folk Dance Traditions of Northern Argentina***

AUTHOR AND SCHOOL:

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SUBJECT AREAS:

Language Arts
Social Studies (History and Geography)
Art
Music
Dance

TOPICS:

Geography: Northwest, Cuyo, and Pampas Regions of Argentina
Culture: Folk Dance Traditions—The Chacarera, The Gato, The Zamba (Unit will focus on the most popular folk dances of Northern Argentina)

GRADE: 3**TIME FRAME:**

Week 1—Lesson 1 (2 days), Lesson 2 (1 day), Lesson 3 (1 day)
Week 2—Lesson 4 Chacarera (1 day) and week-long after school dance workshop
Week 3—Lesson 5 Gato (1 day) and week-long after school dance workshop
Week 4—Lesson 6 Zamba (1 day) and week-long after school dance workshop
Week 5—Lesson 7 (2 days), Unit Wrap-Up (2 days)

BRIEF SUMMARY AND GOALS:

The primary goal of this unit is to enable students to experience the beauty, joy, and richness of Argentine culture through learning about its vibrant and most popular folk dance traditions. Dance instruction is a personal love of mine and has been an important part of my teaching both during and after school. For the past 11 years, I have taken great joy in sharing a part of Spain's culture by teaching my students the folk dance traditions of southern Spain (the sevillanas). It has served as a powerful vehicle for teaching about the peoples and cultures of the Spanish-speaking world. In addition, by having students participate in learning about the

history, traditions, and basic footwork of these beautiful dances, they have been able to enjoy a very real, first hand, and unforgettable learning experience with a particular country's cultural traditions. This unit is designed to first introduce students to where Argentina is in the world and its relationship to neighboring South American countries. Next, students will have a better understanding of the Northwest, Cuyo, and Pampas regions of Argentina as well as the provinces that are located in those regions. Afterwards, students will gain further knowledge about the culture by taking an in-depth look at the most popular dances of northern Argentina (the Chacarera, the Gato, and the Zamba). It is my hope that over the course of the unit, as students learn about the background, traditions, and basic footwork of these folk dances; they will walk away with three extremely important lessons. First and foremost, after having the opportunity to practice, learn, and perform the dances with their peers, it is my hope that students will have developed a very meaningful and lasting connection with Argentine culture. Secondly, with the increased knowledge and understanding that my students will have acquired, it is hoped that they will show greater respect and appreciation for Argentina's rich cultural traditions as evidenced in its folk dances. Lastly, students will be able to make connections to their prior learning and see the commonalities that exist among cultures and the key role that folk dancing plays in connecting those diverse peoples and places.

Established Goals:

CONNECTICUT PERFORMANCE STANDARDS: Social Studies, Grade 3

Content Knowledge:

- Demonstrate an understanding of significant events and themes in world history/international studies.
- Demonstrate an understanding of geographical space and place.
- Demonstrate an understanding of patterns of human movement across time and place.
- Demonstrate an understanding of the characteristics and interactions among culture, social systems, and institutions.

History/Social Studies Literacy:

- Access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings, and text).
- Interpret information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings, and text).
- Create various forms of written work to demonstrate an understanding of history and social studies issues (journal, essay, blog, Web page, and brochure).
- Demonstrate an ability to participate in social studies discourse through informed discussion, debate, and effective oral presentation.
- Create and present relevant social studies materials using both print and electronic media (maps, charts, models, and displays).

CONNECTICUT PERFORMANCE STANDARDS: Language Arts, Grade 3

Reading, Oral Language, and Writing:

- Read, comprehend, and respond in individual, literal, critical, and evaluative ways to literary, informational, and persuasive texts in multimedia formats.
- Interpret, analyze, and evaluate text in order to extend understanding and appreciation.
- Read and respond to classical and contemporary texts from many cultures and literary periods.
- Explore multiple responses to literature.
- Communicate with others to create interpretations of written, oral, and visual texts.
- Produce written, oral, and visual texts to express, develop, and substantiate ideas and experiences.
- Apply the conventions of Standard English in oral, written, and visual communication.
- Speak and write using standard language structures and diction appropriate to audience and task.
- Prepare, publish, and/or present work appropriate to audience, purpose, and task.

CONNECTICUT PERFORMANCE STANDARDS: Dance, Grades K-4

Elements and Skills:

- Demonstrate eight basic locomotor movements (walk, run, hop, jump, leap, gallop, slide, and skip), traveling forward, backward, sideward, diagonally and turning.
- Demonstrate understanding of spatial concepts through movements in straight and curved pathways.
- Demonstrate accuracy in moving to a musical beat and responding to changes in tempo.
- Demonstrate kinesthetic awareness and concentration in performing movement skills.
- Demonstrate accuracy in memorizing and reproducing simple movement phrases.

Choreography:

- Demonstrate the ability to work effectively alone and with a partner.
- Demonstrate the following partner skills: copying, leading and following, and mirroring.

Meaning:

- Take an active role in a class discussion about interpretations of and reactions to dances that are viewed in class (You Tube video clips).

Thinking Skills:

- Observe two dances and discuss how they are similar and different in terms of one of the elements of dance by observing body shapes, levels, and pathways.

History and Cultures:

- Perform folk dances from various cultures with competence and confidence.

- Answer questions about dance in a particular culture and time period.

Connections:

- Create a dance project that reveals understanding of a concept or idea from another discipline.
- Respond to a dance using another art form and explain the connections between the dance and their response to it.

CONNECTICUT PERFORMANCE STANDARDS: Visual Arts, Grades K-4

Media:

- Use different media, techniques and processes to communicate ideas, feelings, experiences and stories.

History and Cultures:

- Create artwork that demonstrates understanding of how history or culture can influence visual art.

ENDURING UNDERSTANDINGS:

Students will understand...

- What the Chacarera, the Gato, and the Zamba folk dances represent.
- The historical influences that made each dance what it is today.
- How these influences arrived into Argentina.
- The commonalities and differences that exist among the three dances in four specific areas: Background Influences, Description of the Dance, Choreography of the Dances, Traditional Dress

Students will know...

- A description of each of northern Argentina's most popular folk dances: the Chacarera, the Gato, and the Zamba.
- The names of the provinces where each dance's popularity is concentrated today and which geographical region they pertain to.
- The basic steps of each of the dances.
- Key details that describe each step.
- The sequence of each dance.
- The main components of the female and male traditional dress for each of the dances.

Students will be able to...

- Locate Argentina on a world map.
- Identify where Argentina is in South America.
- Label and name the six geographical regions that make up Argentina.
- Relate specific details about each of the folk dances.
- Distinguish among the steps of a particular dance and organize them in the correct sequence.
- Match the names and written descriptions of each step with their corresponding illustrated visual.
- Identify and label the main components of traditional dress for each of the dances on a diagram.
- Compare and contrast the three dances in four specific areas: Background Influences, Description of the Dances, Choreography of the Dances, Traditional Dress
- Dance the **basic** steps for each of the dances with competence and confidence.
- Create murals depicting folk dancers in traditional Chacarera, Gato, and Zamba dress.
- Demonstrate their personal reflections and insights gained about the folk dance traditions of northern Argentina in the form of a written letter.

Essential Questions:

1. Where is Argentina located on a world map?
2. Which South American countries neighbor Argentina?
3. What are the names of Argentina's six geographical regions?
4. What are the names of the three most popular folk dances of northern Argentina?
5. Describe the Chacarera, the Gato, and the Zamba.
6. What does each of the dances represent?
7. What are the historical influences of the Chacarera, the Gato, and the Zamba?
8. How did those influences arrive in Argentina?
9. In which provinces is each dance's popularity concentrated today?
10. What is the sequence and choreography of the Chacarera?
11. What is the sequence and choreography of the Gato?
12. What is the sequence and choreography of the Zamba?
13. What are the main components of the female and male traditional dress for the Chacarera?
14. What are the main components of the female and male traditional dress for the Gato?
15. What are the main components of the female and male traditional dress for the Zamba?
16. What are the commonalities and differences that exist among the Chacarera, the Gato, and the Zamba?

Performance Tasks and Other Evidence of Learning:

1. Students will participate in and complete individual activities, partner work, and small group projects to demonstrate their understanding of the content presented in each of the lessons.
2. Students will read informational material about the folk dance traditions of northern Argentina in the PowerPoint slides that were prepared for each of the lessons.
3. Students, working in teams, will complete Venn Diagrams in order to identify the commonalities and differences that exist among the three folk dances.
4. Students will prepare for and reflect on their learning by completing a KWL chart, Learn and Share worksheets, exit slips, and dance cards.
5. Students will share insights that they have gained about the folk dance traditions of northern Argentina in the form of a written letter.
6. Students will self-assess their written work using a corresponding rubric.
7. Teacher will assess students' written and oral responses using a corresponding rubric.

Follow-up Activities:

1. Students will be invited to continue to learn the Chacarera, the Gato, and the Zamba in the after school dance group. Through their participation in the group, they will make connections to their prior learning, for example, the folk dance traditions of southern Spain. In addition, they will see the commonalities that exist among cultures and the key role that folk dancing plays in connecting those diverse people and places.
2. Students will dress up and perform one of the folk dances covered in the unit during the school's multicultural celebration.
3. Students will display their individual and group projects in the community area for the entire school family to enjoy.

Lesson 1: Pack Your Suitcase...Don't Forget Your Dancing Shoes! We're Going to Argentina

Introduction to Argentina (2 days)

Objectives:

1. Students will locate Argentina on a world map.
2. Students will identify where Argentina is in South America.
3. Students will label and name the six geographical regions that make up Argentina.

Materials Needed:

1. Maps displayed on the Smart Board: world map, map of South America, map of Argentina showing its six geographical regions, and map of Argentina showing its twenty four provinces (some maps attached and all are available on the PowerPoint presentation)
2. PowerPoint presentation with photos and brief overview of Argentina (Lesson 1 ppt available for download from this website:
<http://lanic.utexas.edu/project/etext/llilas/outreach/argentina11/>)
3. Chart paper and markers for the KWL chart (KWL graphic organizer can be obtained from <http://www.eduplace.com/graphicorganizer>)
4. Large poster board with an outline of the country of Argentina (located on a bulletin board designated for Argentina with three headings: Things I learned, Things I'd like to share with someone else, and Things I'd like to learn more about)
5. Six different colored large cardstock cutouts representing each of Argentina's geographical regions
6. Copies of blank South America and close-up Argentina maps for each student (attached and also available online; South America: <http://www.eduplace.com/ss/maps>; Argentina: <http://geography.about.com/library/blank/blxargentina.htm>)
7. Manila file folders (staple sides closed and give each child a construction paper handle to attach in order to create a homemade suitcase); student's name and maps will be glued on the outside of the folder and several learning activities will be kept there in order to facilitate the completion of the unit wrap-up activities.
8. Crayons, markers, and or colored pencils for students to share in their teams
9. Sentence strips
10. Learn and Share worksheets for each student (attached; from Rigby Reading Program, Guided Reading for Grades 3–6, pg. 183, Harcourt Achieve Imprint, © 2001.)

Learning Activities:

1. As a whole group, students will prepare for their Argentine adventure and be introduced to the unit by enjoying the PowerPoint presentation, also known as the in-flight movie.
2. Next, in order to access students' prior knowledge, ask students to share what they think they know about Argentina and what they want to learn more about, especially focusing on the area of folk dancing. As a whole group, make a list on the large KWL chart. Have students think-pair-share with a buddy to facilitate responses.
3. Using the Smart Board, show students where Argentina is in the world and specifically in the continent of South America. Explain that Argentina is made up of six geographical regions and that within those regions there are twenty-four different provinces.
4. Give students two individual maps each (one map of South America where they will outline, color, and label the country of Argentina and a second close-up map of Argentina where they will outline, color, and label its six geographical regions).
5. Next, students will make their homemade suitcases and attach their maps on the front and backsides of their suitcases.
6. Afterwards, break students up into six teams (one for each geographical region). Each team will be given a colored card stock cutout of that region with its name on a sentence strip. Each group will also receive additional blank sentence strips to use for the latter part of the activity.
7. First, each member of the team will complete a Learn and Share worksheet (Three things I learned, Two things I'd like to share with someone else, and One thing I'd like to learn more about) based on what they have learned during the in flight movie and the completion of the KWL Chart.
8. Then, each member of the team will choose one item from his or her worksheet to record on the blank sentence strips provided. Afterwards, have students keep their worksheets in their suitcases.

Closure:

Invite each team share with the rest of the class. Call each team up by region to the large bulletin board where the poster board with an outline of the country of Argentina is displayed. First, have one member of the team staple the cutout of the region, followed by its name in the appropriate place on the map. Next, have each member read their sentence strip out loud to the group and staple to it to the bulletin board under one of three headings: Things I learned, Things I'd like to share with someone else, and Things I'd like to learn more about.

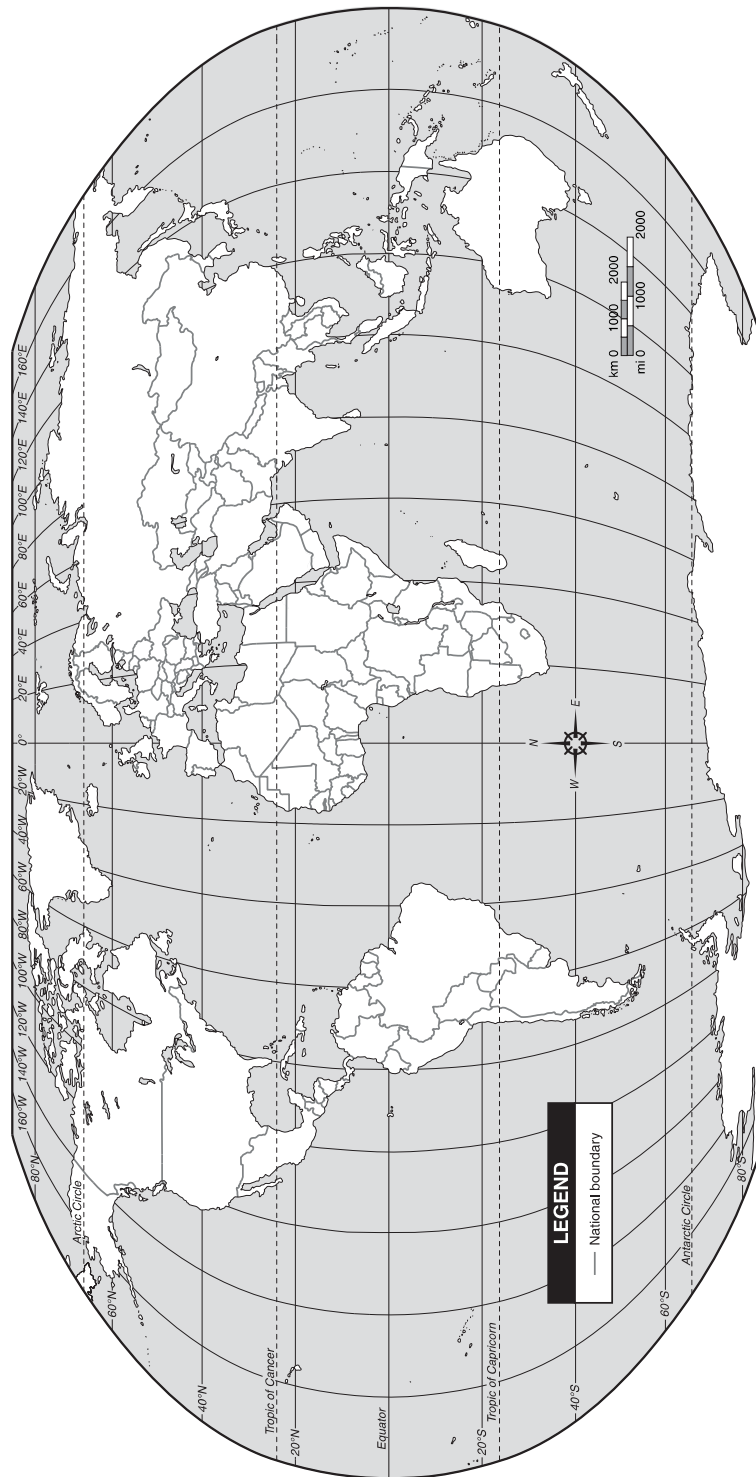
Extension:

Invite the other third grade classes to the classroom and have students present and share what they have learned and hope to learn more about as they begin this unit.

Important Note: This is a lengthy introductory lesson; therefore, the learning activities have been broken up over a two-day period. Items 1–4 should be done on day 1 and items 5–8 can be done on day 2.

Name _____ Date _____

World: Political



Outline Maps

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Name _____ Date _____

South America

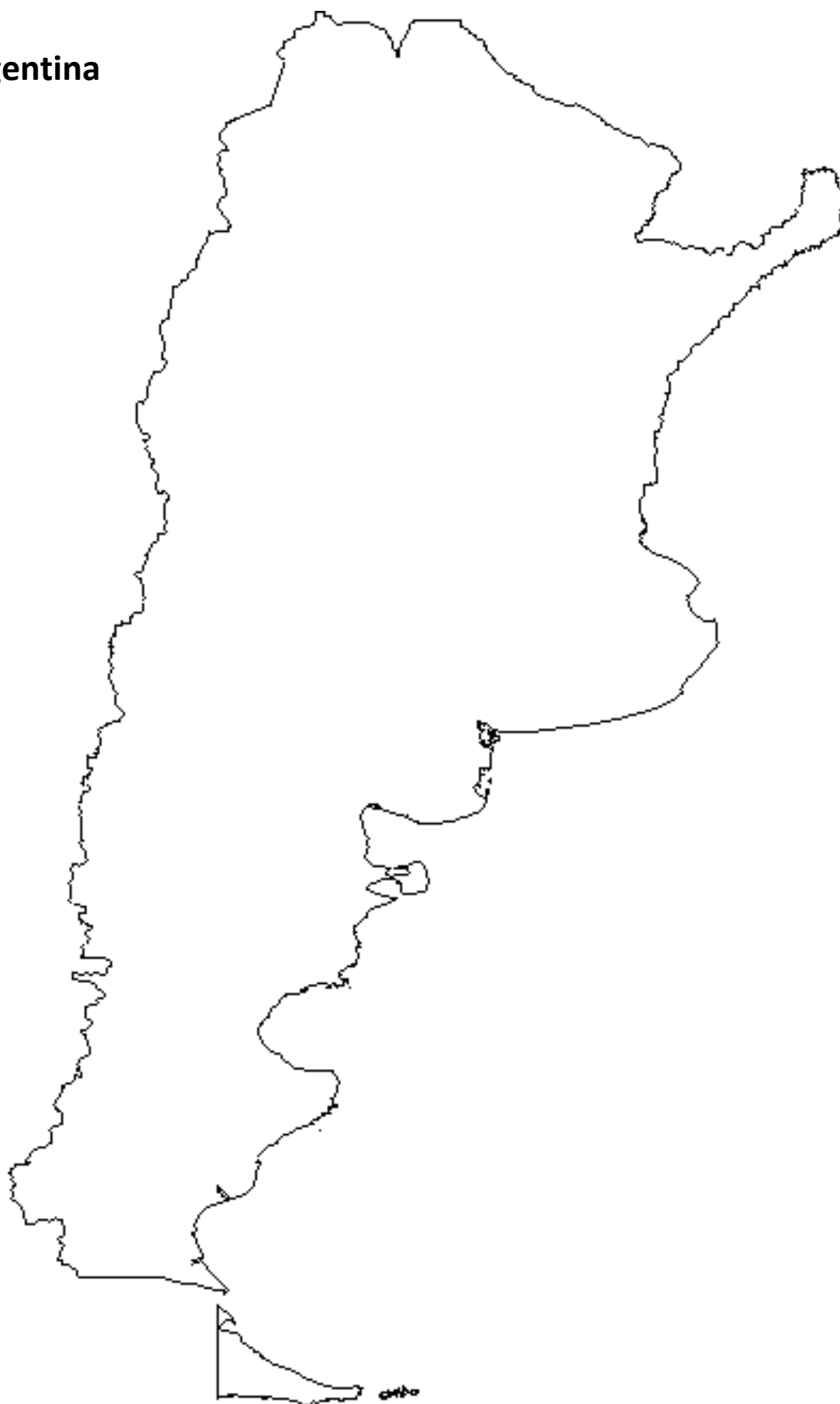


Outline Maps

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Argentina



Name _____

Date _____

Book _____

Learn and Share

Three things I learned:

Two things I'd like to share with someone else:

One thing I'd like to learn more about:

Lesson 2: Put on Your Dancing Shoes and Get Warmed Up!

Introduction to Argentina's Folk Dances: The Chacarera, The Gato, and The Zamba

Objectives:

1. Students will name Argentina's three most popular folk dances, which are the Chacarera, the Gato, and the Zamba.
2. Students will describe what each dance is like.
3. Students will explain what each dance represents.
4. Students will point out commonalities and differences that exist among the three dances.

Materials:

1. Book: Somos Latinos: Mis Bailes/My Dances by George Ancona
2. PowerPoint presentation that provides a brief description and explanation of what each of the dances represents as well as photos, musical recordings, and video clips for each (Lesson 2 ppt available for download from this website: <http://lanic.utexas.edu/project/etext/llilas/outreach/argentina11/>)
3. Flip books (attached) for each student on 8 ½" x 14" white copy paper. The inspiration for the flip book came from Instant Independent Reading Response Activities, pg. 46, Scholastic Professional Books, © 2002.
4. Crayons, markers, and or colored pencils that students can share in their teams
5. Student suitcases
6. Exit slips (attached)

Learning Activities:

1. First, review what students shared and completed during the introductory lesson to the unit.
2. Explain that one way to explore and learn about a particular country is to delve deep into its culture. One fascinating area of the culture that can teach us a lot about the country is its folk dance traditions. Through our work in this unit, we will have the opportunity to better understand Argentina's culture, by learning about three of its most popular folk dances: the Chacarera, the Gato, and the Zamba.
3. Next, read aloud the book, Somos Latinos: Mis Bailes/My Dances, to the whole group. Explain that traditional folk dances are an extremely important part of the cultural background and make up of a community. As you read the story, stress to students that as they continue working in the unit, they will discover that the same is true about the folk dance traditions of Argentina.

4. After the read-aloud, show students the PowerPoint presentation, which provides a brief description of the Chacarera, the Gato, and the Zamba as well as an explanation of what each of the dances represents in addition to photos, musical recordings, and video clips for each.
5. Next, students will create flip books that will include the following information: Outside flaps (covers) will have a place for the name of the dance and a simple illustration to accompany it. Inside the book, under each corresponding flap, there will be a place where students can record two details that describe what the dance is like as well as an area to write an explanation of what each dance represents.
6. While students are completing their flip books, have the PowerPoint presentation set up in the classroom computer center so that an individual student or a group of students can refer back to the information as necessary.

Closure:

Invite students to share their completed flip books with the entire class. Provide students with an exit slip where they point out one commonality and one difference that exist among the three dances. Share with the whole group and post exit slips on the Argentina bulletin board.

Extension:

Students take flip books home and share with their families and or another teacher or caring adult within the school community. Bring back to school and keep in their suitcases for later use.

Two details that I learned about the Chacarera are:	Two details that I learned about the Gato are:	Two details that I learned about the Zamba are:
1)	1.)	1.)
2)	2)	2)
The Chacarera represents:	The Gato represents:	The Zamba represents:

Student's name : _____

Date : _____

Class : _____

THE FOLK DANCES OF NORTHERN ARGENTINA

THE CHACARERA, THE GATO, THE ZAMBA

END OF LESSON EXIT SLIP



Name: _____ Date: _____

Write one commonality that the Chacarera, the Gato, and the Zamba share.

Write one difference that exists among the Chacarera, the Gato, and the Zamba.

Lesson 3: Break in Your New Dancing Shoes!

Breaking Down: The Historical Influences of the Chacarera, the Gato, and the Zamba; How Those Influences Arrived in Argentina; Where the Dances' Popularity is Concentrated Today

Objectives:

1. Students will identify the historical influences that made the Chacarera, the Gato, and the Zamba the folk dances that they are today.
2. Students will summarize how these influences arrived into Argentina (using the key words: first, then, and finally).
3. Students will recall the names of three provinces where each dance's popularity is concentrated today and point out which geographical region they pertain to.

Materials Needed:

1. PowerPoint presentation that provides a brief explanation of the historical background and influences of each folk dance, how those influences arrived in Argentina, and where each dance's popularity is concentrated today (Lesson 3 ppt available for download from this website: <http://lanic.utexas.edu/project/etext/llilas/outreach/argentina11/>)
2. Poster board, one per team, divided into three sections with the following headings on each: What Are the Historical Influences of the _____?; How Did Those Influences Arrive in Argentina?; Where Is the _____ Popularity Concentrated Today?
3. Crayons, markers, and or colored pencils for students to share in their teams
4. Large puzzle pieces (on different colored cardstock) cut out and ready for students to use (puzzle pieces can be obtained from <http://reallygoodstuff.com>)
5. Several different colored large cardstock cutouts representing each of Argentina's geographical regions
6. Argentina regions and political maps that students can use as references
7. Student suitcases

Learning Activities:

1. First, explain that Argentina's folk dance traditions have been shaped and influenced by several factors. These factors came together to make each dance what it is today much like the pieces of a puzzle come together to make a beautiful picture.
2. Next, show students the PowerPoint presentation that provides a brief explanation of the historical background and influences of each folk dance, how those influences arrived in Argentina, and where each dance's popularity is concentrated today.

3. After the presentation, students will be assigned specific roles and will work together to complete a task, which is set up as follows:
 - A) Place students into six teams (two teams assigned to each dance).
 - B) Each team should have four members.
 - C) Give each team a poster board (divided into three sections with the appropriate headings).
 - D) Assign specific roles:
 - **One student will record each dance's influences on individual puzzle pieces.
 - **Two students will work together to write a summary that explains how those influences arrived into Argentina (each part of the summary will be written on a separate puzzle piece; ex., First,... Then,... etc.).
 - **One student will identify the names of the provinces where the dance's popularity is concentrated today (student will write the name of each province on a separate puzzle piece, fit those pieces together, and finally identify which region those provinces are located in by attaching them to the appropriate cardstock cutouts of Argentina's geographical regions). Students can use the Argentina regions and political maps to facilitate this process as well as the Argentina regions map located on the back of their suitcases.
4. While students are completing their tasks, have the PowerPoint presentation set up in the classroom computer center so that an individual student or a group of students can refer back to the information as necessary.
5. Finally, when each member of the team has completed their role, have them join their puzzle pieces together and glue each completed puzzle under the correct heading on the poster board. (The team member responsible for identifying the provinces where the dance's popularity is concentrated today will attach the cardstock region cutout, displaying the puzzle pieces, directly to the poster board under the appropriate heading.

Closure:

Invite each team to share their completed poster board with the entire class. Display completed projects on the Argentina bulletin board.

Extension:

1. As a whole group, reflect on learning taken place so far in the unit and update and add information to the KWL chart.
2. Invite the principal and vice principal to the classroom and have teams explain their projects as well as present the information displayed on the Argentina bulletin board.

Lesson 4: Attention Everyone, Dance Class is in Session!

Learning the Sequence and Choreography of the Chacarera

Objectives:

1. Students will identify the basic steps of the Chacarera.
2. Students will recall specific key details that describe each step.
3. Students will discriminate among the steps and organize them in the correct sequence (using the key words: first, then, next, later, afterwards, and finally).
4. Students will match names and written descriptions of each step with their corresponding illustrated visual.

Materials Needed:

1. PowerPoint presentation that provides an explanation and demonstration of the sequence and choreography of the Chacarera: a breakdown of the steps, detailed descriptions of each step, and visuals that illustrate each of the steps, followed by photos, video clips, and music samples for students to listen to and watch (Lesson 4 ppt available for download from this website:
<http://lanic.utexas.edu/project/etext/llilas/outreach/argentina11/>)
2. Poster board, one per team, with the following major heading: The Sequence and the Choreography of the Chacarera. Below this heading divide the poster into four sections with the following sub-headings: Order of the Dance; Names of the Steps; Detailed Descriptions of Each Step; Illustrated Visuals of Each Step
3. Ziploc bags (one per team) containing one set of sequence key words written on blue index cards; the names of the steps on yellow; detailed descriptions on pink; and corresponding illustrated visuals on green (cut up and glued on the back of 4"x 6" blank index cards)
Note: The names of the dance steps and their detailed descriptions are attached. Please print the illustrated visuals of the dance steps directly from the PowerPoint presentation.
4. Glue sticks for teams to share
5. Dance card exit slips for each student (attached)
6. Crayons, markers, and or colored pencils for students to share
7. Student suitcases

Learning Activities:

1. Begin the lesson by showing students the PowerPoint presentation that provides an explanation and demonstration of the sequence and choreography of the Chacarera. In addition, explain to students that the presentation will help them better understand

what each of the steps looks like, how to dance the step, and the sequence in which the steps are performed. To further facilitate students' understanding show the video clips and refer back to the broken down explanation and visuals as necessary to clarify students' understanding of the content.

2. Next, place students in teams of three. Give each team a labeled poster board and a Ziploc bag with all necessary sets of cards inside (blue, yellow, pink, and green).
3. First, the team members will work together and glue the sequence key words in the correct order under the first section of the poster board. For the remaining three sections of the poster board, assign one sub-heading to each of the team members.
4. Students work on the task: putting the cards in order; matching written descriptions and illustrated visuals; discussing and making sure they are in agreement before finally gluing the cards onto their poster board under the appropriate sub-headings.
5. While students are completing their tasks, have the PowerPoint presentation set up in the classroom computer center so that an individual student or a group of students can refer back to the information as necessary.

Closure:

Invite each team to share their completed poster board with the entire class. Display completed projects on the Argentina bulletin board.

Extension:

1. Have students complete a Chacarera dance card exit slip for the lesson. On the top portion of the dance card, students write the name of the dance and create a picture of their favorite dance step that they learned. On the bottom portion of the card, they will write the name of the step and a two or three sentence description of that step. Students must use two or three of the key sequence words in their written response.
2. Following this lesson, students will hand in their dance cards as an entry tickets to a week-long after school (1 hour each day in the school auditorium) dance workshop to learn the basic footwork and arm work of the Chacarera.
3. Invite interested parents to join their children and participate in the dance workshop.
4. When students complete the workshop, return dance cards to them, and tell students to store them in their suitcases for later use.

Important Note: Please know that the goal of the after school dance workshop is to provide students with the opportunity to experience part of Argentina's culture and get a feel for and a taste of its folk dance traditions in a fun, hands-on way. The goal is not to turn them into professional dancers, on their way to *America's Dancing With The Stars*! However, based on their interests and talents, one never knows!

The Chacarera

1. CONFRONTATION—FORWARD (*Avance*) AND BACK (*Retroceso*)

The gentleman and the lady go forward and one towards the other in a straight line and they approach each other without touching, then they go back to the starting point.

2. TURN—

The male and female each dance a smaller circle around one another to the right on the sides of the square and stop in the initial point (with finger snaps).

3. TAP-DANCING (*Zapateo*) AND GOING ROUND (*Zarandeo*)—

The man tap-dances (*zapateo*) while the woman struts (*zarandeo*) without finger snaps, both in their respective places.

4. FULL TURN—

The male and female both perform one large, complete circle around one another (with finger snaps).

5. TAP-DANCING (*Zapateo*) AND GOING ROUND (*Zarandeo*)—

The man tap-dances (*zapateo*) while the woman struts (*zarandeo*) without finger snaps, both in their respective places.

6. HALF TURN—

The gentleman and lady undertake a final half turn, afterwards they move towards the center of the square, spreading the arms near the shoulders. Brief lively square and then they go back to their positions in order to wait for the instrumental interlude and the singer to say “*Aura!*”

7. CORONATION—

After completing steps 1–6 in the second part of the dance, the couple ends the dance in a final embrace in which the gentleman crowns the lady. They finish in the same place they occupied at the beginning of the dance.

DANCE CARD
EXIT SLIP

NAME OF THE FOLK DANCE: _____

NAME:



**DRAW A PICTURE TO SHOW YOUR
FAVORITE NEW DANCE STEP:**

**WRITE A 2–3 SENTENCE DESCRIPTION OF YOUR FAVORITE DANCE
STEP FROM THE _____.**

(Remember to use 2 or 3 of your sequencing key words in your response.)

Lesson 5: Dance Practice is in Full Swing! Grab Your Partner and Join in the Fun!

Learning the Sequence and Choreography of the Gato

Objectives:

1. Students will identify the basic steps of the Gato.
2. Students will recall specific key details that describe each step.
3. Students will discriminate among the steps and organize them in the correct sequence (using the key words: first, then, next, later, afterwards, and finally).
4. Students will match names and written descriptions of each step with their corresponding illustrated visual.

Materials Needed:

1. PowerPoint presentation that provides an explanation and demonstration of the sequence and choreography of the Gato: a breakdown of the steps, detailed descriptions of each step, and visuals that illustrate each of the steps, followed by photos, video clips, and music samples for students to listen to and watch (Lesson 5 ppt available for download from this website:
<http://lanic.utexas.edu/project/etext/llilas/outreach/argentina11/>)
2. Poster board, one per team, with the following major heading: The Sequence and the Choreography of the Gato. Below this heading divide the poster into four sections with the following sub-headings: Order of the Dance; Names of the Steps; Detailed Descriptions of Each Step; Illustrated Visuals of Each Step
3. Ziploc bags (one per team) containing one set of sequence key words written on blue index cards; the names of the steps on yellow); detailed descriptions on pink; and corresponding illustrated visuals on green (cut up and glued on the back of 4"x 6" blank index cards)
Note: The names of the dance steps and their detailed descriptions are attached. Please print the illustrated visuals of the dance steps directly from the PowerPoint presentation.
4. Glue sticks for teams to share
5. Dance card exit slips for each student (see Lesson 4)
6. Crayons, markers, and or colored pencils for students to share
7. Student suitcases

Learning Activities:

1. Begin the lesson by showing students the PowerPoint presentation that provides an explanation and demonstration of the sequence and choreography of the Gato. In addition, explain to students that the presentation will help them better understand

what each of the steps looks like, how to dance the step, and sequence in which the steps are performed. To further facilitate students' understanding show the video clips and refer back to the broken down explanation and visuals as necessary to clarify students' understanding of the content.

2. Next, place students in teams of three. Give each team a labeled poster board and a Ziploc bag with all necessary sets of cards inside (blue, yellow, pink, and green).
3. First, the team members will work together and glue the sequence key words in the correct order under the first section of the poster board. For the remaining three sections of the poster board, assign one sub-heading to each of the team members.
4. Students work on the task: putting the cards in order; matching written descriptions and illustrated visuals; discussing and making sure they are in agreement, before finally gluing the cards onto their poster board under the appropriate sub-headings.
5. While students are completing their tasks, have the PowerPoint presentation set up in the classroom computer center so that an individual student or a group of students can refer back to the information as necessary.

Closure:

Invite each team to share their completed poster board with the entire class. Display completed projects on the Argentina bulletin board.

Extension:

1. Have students complete a Gato dance card exit slip for the lesson. On the top portion of the dance card, students will write the name of the dance and create a picture of their favorite new dance step that they learned. On the bottom portion of the card, they will write the name of the step and a two or three sentence description of that step. Students must use two or three of the key sequence words in their written response.
2. Following this lesson, students will hand in their dance cards as an entry tickets to a week-long after school (1 hour each day in the school auditorium) dance workshop to learn the basic footwork and arm work of the Gato.
3. Invite interested parents to join their children and participate in the dance workshop.
4. When students complete the workshop, return dance cards to them, and tell students to store them in their suitcases for later use.

Important Note: Please know that the goal of the after school dance workshop is to provide students with the opportunity to experience part of Argentina's culture and get a feel for and a taste of its folk dance traditions in a fun, hands-on way. The goal is not to turn them into professional dancers, on their way to *America's Dancing With The Stars*! However, based on their interests and talents, one never knows!

The Gato

1. FULL TURN—

The male and female dance around one another in one large, complete circle to the right on the sides of the square and stop in the initial point (with finger snaps).

2. TURN—

The male and female each dance a smaller circle around one another to the right on the sides of the square and stop in the initial point (with finger snaps).

3. TAP-DANCING (*Zapateo*) AND STRUT (*Zarandeo*)—

The lady performs two circular struts of four steps each one. The gentleman tap-dances with different steps.

4. HALF TURN—

The male and female dance half way around the large circle, moving to the right on the sides of the square (with finger snaps).

5. TAP-DANCING (*Zapateo*) AND STRUT (*Zarandeo*)—

The lady makes a circular strut of eight steps. The gentleman tap-dances with different steps.

6. FINAL TURN AND CORONATION—

The gentleman and lady undertake a final turn, afterwards they move towards the center of the square, spreading the arms near the shoulders. Brief lively square and then they go back to their positions in order to wait for the instrumental interlude and the singer to say, "*Segunda!*" Then, they dance the second part by repeating steps 1–6. They finish in the same place they occupied at the beginning of the dance. The couple ends the dance in a final embrace in which the gentleman crowns the lady.

Lesson 6: Full Turns, Half Turns, Tap Moves and More...More Fun Awaits After Every Turn!!

Learning the Sequence and Choreography of the Zamba

Objectives:

1. Students will identify the basic steps of the Zamba.
2. Students will recall specific key details that describe each step.
3. Students will discriminate among the steps and organize them in the correct sequence (using the key words: first, then, next, later, afterwards, and finally).
4. Students will match names and written descriptions of each step with their corresponding illustrated visual.

Materials Needed:

1. PowerPoint presentation that provides an explanation and demonstration of the sequence and choreography of the Gato: a breakdown of the steps, detailed descriptions of each step, and visuals that illustrate each of the steps, followed by photos, video clips, and music samples for students to listen to and watch (Lesson 6 ppt available for download from this website:
<http://lanic.utexas.edu/project/etext/llilas/outreach/argentina11/>)
2. Poster board, one per team, with the following major heading: The Sequence and the Choreography of the Zamba. Below this heading divide the poster into four sections with the following sub-headings: Order of the Dance; Names of the Steps; Detailed Descriptions of Each Step; Illustrated Visuals of Each Step
3. Ziploc bags (one per team) containing one set of sequence key words written on blue index cards; the names of the steps on yellow); detailed descriptions on pink; and corresponding illustrated visuals on green (cut up and glued on the back of 4"x 6" blank index cards)
Note: The names of the dance steps and their detailed descriptions are attached. Please print the illustrated visuals of the dance steps directly from the PowerPoint presentation.
4. Glue sticks for teams to share
5. Dance card exit slips for each student (see Lesson 4)
6. Crayons, markers, and or colored pencils for students to share
7. Student suitcases

Learning Activities:

1. Begin the lesson by showing students the PowerPoint presentation that provides an explanation and demonstration of the sequence and choreography of the Zamba. In addition, explain to students that the presentation will help them better understand

what each of the steps looks like, how to dance the step, and the sequence in which the steps are performed. To further facilitate students' understanding show the video clips and refer back to the broken down explanation and visuals as necessary to clarify students' understanding of the content.

2. Next, place students in teams of three. Give each team a labeled poster board and a Ziploc bag with all necessary sets of cards inside (blue, yellow, pink, and green).
3. First, the team members will work together and glue the sequence key words in the correct order under the first section of the poster board. For the remaining three sections of the poster board, assign one sub-heading to each of the team members.
4. Students work on the task: putting the cards in order; matching written descriptions and illustrated visuals; discussing and making sure they are in agreement, before finally gluing the cards onto their poster board under the appropriate sub-headings.
5. While students are completing their tasks, have the PowerPoint presentation set up in the classroom computer center so that an individual student or a group of students can refer back to the information as necessary.

Closure:

Invite each team to share their completed poster board with the entire class. Display completed projects on the Argentina bulletin board.

Extension:

1. Have students complete a Zamba dance card exit slip for the lesson. On the top portion of the dance card, students will write the name of the dance and create a picture of their favorite new dance step that they learned. On the bottom portion of the card, they will write the name of the step and a two or three sentence description of that step. Students must use two or three of the key sequence words in their written response.
2. Following this lesson, students will hand in their dance cards as an entry tickets to a week-long after school (1 hour each day in the school auditorium) dance workshop to learn the basic footwork and arm work of the Zamba.
3. Invite interested parents to join their children and participate in the dance workshop.
4. When students complete the workshop, return dance cards to them, and tell students to store them in their suitcases for later use.

Important Note: Please know that the goal of the after school dance workshop is to provide students with the opportunity to experience part of Argentina's culture and get a feel for and a taste of its folk dance traditions in a fun, hands-on way. The goal is not to turn them into professional dancers, on their way to *America's Dancing With The Stars*! However, based on their interests and talents, one never knows!

The Zamba

1. COMPLETE TURN—

(16 steps) (with handkerchief) The couple meets in the center and the dancers give the turn in 4 series of 4 steps. The first 4 or 8 steps are simple (walking) without movement of the handkerchief. When they finish the turn they stay in the center, each one in their place. They place the right foot ahead in the last step and keep the left one leaning on its tip.

2. ARRESTS (SIMPLE)—

(8 steps) (with handkerchief) In the center, the dancers make the arrest towards the left with 4 short steps, describing a small bow, always face to face and within a short distance of one another, moving the handkerchief. In the fourth time, they are in opposite places, they lean on the left foot in order to go to the right with the right foot and they put the handkerchief down a little and at the same time they bow. The exit is towards the right. Then they return to their places, beginning the march with the right foot, they describe a wider bow in 4 steps and go away from the center to their places shaking the handkerchief; in the fourth time, already in their places, they face each other and greet.

3. HALF TURN—

(8 steps) (with handkerchief) Going to the center, the dancers go out with the left foot and they describe the half turn in two series of 4 steps for each one. When they finish it, they stay in the center, in the opposite place face to face. They shake the handkerchief during the first series of steps then they take it straight with both hands near the chest in the second series.

4. ARRESTS (DOUBLE)—

(16 steps) (with handkerchief) In the center: Each arrest and exit is described below in a series of 4 steps:

1. **First arrest:** Dancers move towards the left. They go out with the left foot. They join their straight handkerchief near the height of the lady's face, taking them with both hands and giving them a fast fall towards the side of the left movement.
2. **Second arrest:** Dancers move towards the right. They go out with the right foot taking the handkerchief toward the same side.

3. **Third arrest:** Dancers move towards the left. They go out with the left foot taking the handkerchief toward the same side.
4. **Exit:** Dancers move towards the right. They go out with the right foot taking the handkerchief with the right hand and shaking it as a sign of farewell. In the first time the gentleman can raise the handkerchief on the lady's head. In the fourth time, dancers stay in the opposite places.

5. **HALF TURN—**

(8 steps) (with handkerchief) Going to the center, the dancers go out with the left foot and they describe the half turn in two series of 4 steps for each one. When they finish it, they stay in the center, in the opposite place face to face. They shake the handkerchief during the first series of steps then they take it straight with both hands near the chest in the second series.

6. **ARRESTS (SIMPLE)—**

(8 steps) (with handkerchief) In the center, the dancers make the arrest towards the left with 4 short steps, describing a small bow, always face to face and within a short distance of one another, moving the handkerchief. In the fourth time, they are in opposite places, they lean on the left foot in order to go to the right with the right foot and they put the handkerchief down a little and at the same time they bow. The exit is towards the right. Then they return to their places, beginning the march with the right foot, they describe a wider bow in 4 steps and go away from the center to their places shaking the handkerchief; in the fourth time, already in their places, they face each other and greet.

7. **HALF FINAL TURN AND CORONATION—**

(7 steps) (with handkerchief) the dancers change places and go to the center. Dancers wait to hear the singer say, "*Segunda!*" Then, they begin the second part. It is equal to the first, but they begin from opposite places. The man's blockade is identified in this part and the lady finally accepts him, both dancing with great emotion. At last the gentleman crowns the lady with his handkerchief straight with both hands behind the lady's head.

Lesson 7: What Should We Wear to the Dance?

The Traditional Dress of The Chacarera, The Gato, and The Zamba (2 days)

Objectives:

1. Students will identify the main components of the female and male traditional dress for the Chacarera, the Gato, and the Zamba.
2. Students will label the main components of dress on a diagram of a dance couple (one for each of the three dances covered in the unit).
3. Students will distinguish among the three dress styles of the female for each of the dances.
4. Students will distinguish among the three dress styles of the male for each of the dances.
5. Students will point out the commonalities and differences that exist among the dress styles of the male for each of the dances.
6. Students will point out the commonalities and differences that exist among the dress styles of the female for each of the dances.

Materials:

1. Power point presentation that provides brief overview, explanations, and corresponding photos that illustrate the traditional female and male dress for the Chacarera, the Gato, and the Zamba (Lesson 7 ppt available for download from this website: <http://lanic.utexas.edu/project/etext/llilas/outreach/argentina11/>)
2. Poster board- one per team- divided into three sections with the following headings:
The Traditional Female and Male Dress for the Chacarera; The Traditional Female and Male Dress for the Gato; The Traditional Female and Male Dress for the Zamba
3. Three 8 ½" x 11" color copied photos per team of Chacarera, Gato, and Zamba dance couples wearing full traditional dress. Please print directly from the PowerPoint presentation.
4. Smaller Poster, one per team, with sides of poster folded into the middle (like 2 doors)- in order to represent a homemade closet where a list of key traditional clothing items worn by men and women for each of the dances (attached; items on the list are in random order)
5. Pencils and markers for each team to share
6. Glue sticks for each team to share
7. White address labels (standard size) for each team to share

Learning Activities:

1. Begin the lesson by showing students the PowerPoint presentation that provides brief overview, explanations, and corresponding photos that illustrate the traditional female and male dress for the Chacarera, the Gato, and the Zamba.
2. Next, place students in groups of six and distribute the following materials to each team: large poster board (divided into three sections with headings), three colored copies of the three different dance couples, and one smaller poster, “the homemade closet,” containing a list of key traditional clothing items worn by men and women for each of the dances. Items on the list should be in random order.
3. First, the team members will work together and glue the correct photo of each dance couple under the appropriate headings of the poster board.
4. Then, students will work together and examine the list of clothing items in the “homemade closet” and determine which dance couple is wearing those items.
5. Once students have completed this step, they will refer to the “closet” and record the names of those clothing items on separate address labels. Then, they will stick those labels on the poster board around the appropriate dancers and draw arrows connecting the labels to the appropriate clothing items on the dancers. (Please explain to students that there are many commonalities among the three dress styles, therefore, some clothing items will be used in more than one category.)
6. While students are completing their tasks, have the PowerPoint presentation set up in the classroom computer center so that an individual student or a group of students can refer back to the information as necessary.

Closure:

1. Invite each team to share their completed poster board with the entire class. Display completed projects on the Argentina bulletin board.
2. Provide students with an exit slip where they point out two commonalities and two differences that exist among the three dress styles. First, on one side of the exit slip, students will write one commonality and difference that exist among the dress styles of the male for each of the dances. Then, on the other side of the exit slip, students will point out the commonalities and differences that exist among the dress styles of the female for each of the dances.
3. Share with whole group and post exit slips on the Argentina bulletin board.

Extension: Art Project—Folk Dancing is Truly an Art Form!

1. Students will choose a paper doll cut out of a little boy and a little girl and dress them in the traditional Chacarera, Gato, or Zamba costume (paper dolls can be downloaded from www.padreshispanos.com).

2. Next, students will cut out their dancers out and glue them onto cardstock to make them a bit firmer and sturdier to work with.
3. Now it's time to get dressed for the dance! Students can use tissue paper, construction paper, felt, tiny beads, yarn, artificial flowers, assorted scraps of material, etc. to decorate their dance couple. The sky's the limit!!! Let your little ones be as creative as they can be and have fun with it!
4. While students are busy dressing their dancers they can refer back to the PowerPoint presentation as well as the posters on the bulletin board as necessary.
5. Students should keep their dancers and clothing items in their suitcases until they are ready to share with the rest of the class.

THE FOLK DANCER'S CLOSET

1. READ THROUGH THIS LIST OF CLOTHING ITEMS AND DESCRIPTIVE PHRASES AND DETERMINE WHICH ONES REPRESENT THE TRADITIONAL CHACARERA DRESS, THE GATO DRESS, AND THE ZAMBA DRESS FOR BOTH THE MALE AND FEMALE DANCERS.
2. WRITE THE ITEMS AND PHRASES ON THE LABELS PROVIDED AND STICK THE LABEL NEXT TO THE APPROPRIATE ITEM IN THE PICTURE. DRAW AN ARROW CONNECTING THE LABEL TO THE CLOTHING ITEM.
3. PLEASE USE ALL THE CLOTHING ITEMS AND DESCRIPTIVE PHRASES ON THIS SHEET. BE CAREFUL, SOME ITEMS WILL BE USED MORE THAN ONCE!

Dark colored dress with a long, bell-shaped skirt	Silk or velvet embroidered belt, <i>tirador</i>
Silk hat with velvet ribbon	Leather belt decorated with coins, <i>tirador</i>
White underskirt	Wide brimmed, black felt hat
Closed, horse-skin boots	Leather leg boots
Ankle boots with a medium heel	White embroidered hemp sandals
Embroidered vest with rounded lapels	Embroidered sash
Long flowing skirt with ruffled edge	Close-fitting, velvet dress with a long, full skirt
Narrow brimmed, black felt hat	Embroidered white pants
White silk handkerchief tied around the neck	Puffed sleeves
Hair worn in two braids adorned with flowers	Embroidered loose fitting pants
Short dress jacket, <i>corralera</i>	Hair worn in a bun
Black silk handkerchief tied like a necktie	White muslin details on the dress
Loose fitting pants, <i>bombachas</i>	Solid color blouse adorned with ruffles
Short, dress jacket with lapels	White silk underskirt decorated with ribbons and bows
White underskirt	Embroidered dress jacket with buttons that falls below the waist
Shawl, worn over both shoulders, <i>poncho</i>	Shoes with buckles and a low heel
Striped leg-coverings, <i>chiripa</i>	Red shawl with a black stripe and black fringes, <i>poncho</i>
Woven sash	Hair worn in a bun, decorated with flowers and a comb, <i>peineton</i>

Unit Wrap-Up: One More Dance Please! Get Dressed... Put on Your Dancing Shoes...and Join in This Folk Dancing Celebration!

Objectives:

1. Students will point out the commonalities and differences that exist among the three dances.
2. Students will relate specific details learned about three folk dances to a partner.
3. Students will create murals depicting folk dancers in traditional Chacarera, Gato, and Zamba dress.
4. Students will demonstrate their personal reflections and insights gained about the folk dance traditions of northern Argentina in the form of a written letter.

Materials Needed:

1. Four poster boards, with three-ring Venn Diagrams drawn on each and labeled with the names of the three dances (each poster displaying one the following headings): Background Influences; Description of the Dances; Choreography of the Dances; Traditional Dress
2. Inside-Out Partner Response sheets (folded paper; students record their partner's name on one side of the paper and their partner's response on the other)
3. Sections of the PowerPoint presentations (explanations, descriptions, and visuals) printed out and on hand at each center to assist students as necessary
4. Roll of large white drawing paper
5. Markers, crayons, colored pencils, chalk, and poster paints
6. Stationary paper, envelopes, pencils
7. Decorations: streamers, balloons, and colored plastic tablecloths
8. Refreshments: juice and empanadas (little beef pies). Just a suggestion!

Learning Activities:

1. Explain to students that today they are in for a special treat. The classroom has been **TRANSFORMED** and everyone has been invited to attend the National Folklore Festival for Argentina that is held in the town of Cosquin every January. Dancers and musicians from all over Argentina perform folk music and folk dancing. In the outdoor theater, there are performances from early morning until late into the evening. People from all over the world come to Cosquin for this delightful celebration. Students are very lucky because today the National Folklore Festival will be celebrated directly in the classroom. (Take some time to decorate the classroom: streamers, balloons, and colored plastic tablecloths are inexpensive and add tremendous excitement!)
2. Next, tell students that while attending the celebration they will have the opportunity to participate in a variety of center activities. Center activities have been designed to provide students an opportunity to review, solidify, reflect upon, make connections, and deepen their understanding of the content presented in this unit.
3. Brief center descriptions:

- A) The Compare and Contrast Champions Center—Students will work in teams to fill in three ring Venn Diagrams on large poster boards and record the commonalities and differences that they found among the Chacarera, the Gato, and the Zamba in four specific areas. There will be four Venn diagram posters to address those specific areas: Background Influences, Choreography of the Dances, Description of the Dances, and Traditional Dress. As students move through the center rotations, each group will add on to what the previous group has recorded on the posters (a community effort)!
- B) The Inside-Out Center—Students will form an inside-outside circle by forming two concentric circles where they face each other and share information they learned about the Chacarera, the Gato, and the Zamba with the partner across from them. Then, students rotate to a new partner and share again. This continues until students have made their way all around the circle. Students will record their partner's name and response after each rotation on an Inside-Out Partner Response sheet. Finally, students can use the response sheet to update and complete the classroom KWL chart started at the beginning of the unit.
- C) The Arts and Crafts Center—Students will have the opportunity to work in teams and create a mural of children dancing the Chacarera, the Gato, or the Zamba. (Students can use the roll of large white drawing paper and (markers, crayons, colored pencils, chalk, poster paints) and spread out on the table or on the floor and let their creativity flow. Have available printed images from the power point presentations to further inspire students. Finally, students can incorporate their paper doll dance couple creations from lesson 7 into the mural.
- D) The Writing Center (set up near the classroom computer center)—Students will write letters to the Ballet de Arte Folklórico Argentino Dance Company (led by Miguel Angel Saravia and located in the province of Buenos Aires). First, students will explore the dance company's website and view a variety of pictures and video clips. The site is very user-friendly and can be accessed in several different languages. The visuals and audios are a cultural delight for all ages! Next, explain to students that you will be contacting the director of the company (via email) to tell him that we have spent the last several weeks learning about the folk dance traditions of northern Argentina. Have students write their own letters (addressed to the director and or dancers in general) and encourage them to share their thoughts and feelings of their personal experiences as they were learning the Chacarera, the Gato, and the Zamba. Students can share insights that they gained about Argentina's folk dance traditions and make connections to other cultures previously studied. <http://www.balletfolcargentino.com/en/home.php>
- E) The Refreshments Center (no celebration would be complete without it)—Students will enjoy a snack, juice and empanadas (little beef pies), and dance the Chacarera, the Gato, and the Zamba a few more times for fun. Have video clips from the PowerPoint presentations ready so that students can enjoy the festivities and dance alongside the *argentinos*!

Important Note: As students complete the center activities, they can refer back to materials in their suitcases as well as completed work and projects displayed on the bulletin board. In addition, sections of the PowerPoint presentations can be printed out and on hand at each center to assist students as necessary in their completion of the tasks.

HOW AM I DOING ON WRITTEN RESPONSE?

Name: _____ Date: _____

Question: _____

I think my score on this question would be _____

- ☐ My answer is correct. The information came right from what I read.

- ☐ My answer is organized. It makes sense when I read it. It has a good order.

- ☐ My answer has plenty of details. It has examples or other evidence from the text.

- ☐ My answer is written so people can read it easily. I didn't leave words out. I tried to spell carefully. I remembered capitals and periods.

The best thing about my answer is _____
_____.

I still need to work on _____
_____.

**RUBRIC FOR ASSESSING STUDENTS' ORAL AND WRITTEN RESPONSE
TO COMPREHENSION QUESTIONS**

Name: _____

Date: _____

Question: _____

	0 Deficient	1 Developing	2 Excellent
Accuracy	The answer is clearly inaccurate and is well below the range of developmental-level expectations. It does not indicate that the student has constructed basic meaning from the text, either as explicitly-stated information or as inferred relationships among ideas. The answer may point to problems that go deeper than comprehension—perhaps insufficient word-identification skills.	The answer is partially accurate. It shows some confusion about events or information described in the text, and inferences may be “far fetched” or not tied directly to the content of the reading.	The answer is completely accurate. It is clearly based on events in the text that really happened, correctly represents factual information, and formulates reasonable inferences.
Organization	The answer has no organizational framework and is well below the range of grade-level expectations. It may be too sparse to provide a sense of organization; it may be very long and repetitive, saying the same thing over and over in a variety of ways; or it may be largely incoherent with no sense of direction.	The answer is marginally organized. It may begin in a logical fashion, but loses its focus, or the parts may all be present but are not well-sequenced.	The answer is logically organized. It follows the steps specified in the response criteria or uses another sequential structure that makes sense to the reader.
Thoroughness	The answer is vague and/or irrelevant and is well below the range of grade-level expectations. It may be so general, far fetched, or loosely tied to the text that it is hard to tell whether the student has even read the text.	The answer is more general than specific. It contains some details and elaboration, but the student has missed or has neglected to include enough evidence from the text to sufficiently support a general statement or main idea.	The answer is thorough according to grade-level expectations. It meets all criteria for details and elaboration specified for the response to a particular question. The details show a close, careful reading of the text.
Fluency	The answer is nearly incomprehensible because of written language deficits and is well below the range of grade-level expectations. It shows extreme lack of skill in communicating ideas in writing and may signal the need for interventions beyond the scope of written-response instructional supports.	The answer sounds somewhat “choppy.” It is generally able to be read and understood but may show more carelessness or lack of proficiency in the use of grammar, usage, writing conventions, vocabulary, and language structure than is appropriate for a student at this grade level.	The answer flows smoothly. It demonstrates grade-level-appropriate competence with grammar, usage, writing conventions, vocabulary, and language structure.

Greatest strength: _____

Next steps: _____

REFERENCES: VIDEO CLIPS

The Chacarera

<http://www.youtube.com/watch?v=emLvQl9YuQU>
<http://www.youtube.com/watch?v=dh38UY5zW04>
<http://www.youtube.com/watch?v=47g0Ed1eHaY>
<http://www.youtube.com/watch?v=QsXsXV2jM7k>

The Gato

<http://www.youtube.com/watch?v=J7bB9hp4h6M>
http://www.youtube.com/watch?v=cjn4n2cRZ_g
<http://www.youtube.com/watch?v=OshoulBhGoA>
<http://www.youtube.com/watch?v=qaTbwrego6U>
http://www.youtube.com/watch?v=X-SdUEa_fLk

The Zamba

<http://www.youtube.com/watch?v=BNgs2qHYTdA>
http://www.youtube.com/watch?v=oK4n6eZZb_g
<http://www.youtube.com/watch?v=UjtNhsucBYE>
http://www.youtube.com/watch?v=4AJTy_oC068
<http://www.youtube.com/watch?v=w-LY501tYx0>

REFERENCES: WEB PAGES

The Chacarera

http://www.folkloretradiciones.com.ar/articulos/clases_danzas/fa_010.htm
http://www.oni.escuelas.edu.ar/olimpi97/musica-folklorica/dan_ing/chaca_i.htm- (Choreography section was reproduced in its entirety)
<http://www.mundotangodanza.com.ar/chacarera.htm>
<http://www.portaldesalta.gov.ar/danza.htm>
<http://www.argentina.gov.ar/argentina/portal/paginas.dhtml?pagina=266>
<http://www.folkloredelnorte.com.ar/danzas/nociones.htm>
<http://www.folkloredelnorte.com.ar/English/epasobasico.htm>

The Gato

http://www.folkloretradiciones.com.ar/articulos/clases_danzas/fa_7.htm
http://www.oni.escuelas.edu.ar/olimpi97/musica-folklorica/dan_ing/gato_i.htm- (Choreography section was reproduced in its entirety)
<http://www.mundotangodanza.com.ar/gato.htm>
<http://www.portaldesalta.gov.ar/gato.htm>

<http://www.folkloredelnorte.com.ar/gato.htm>
<http://www.argentina.gov.ar/argentina/portal/paginas.dhtml?pagina=266>
<http://www.folkloredelnorte.com.ar/danzas/nociones.htm>
<http://www.folkloredelnorte.com.ar/English/epasobasico.htm>

The Zamba

http://www.folkloretradiciones.com.ar/articulos/clases_danzas/fa_024.htm
http://www.oni.escuelas.edu.ar/olimpi97/musica-folklorica/dan_ing/zamba_i.htm- (Choreography section was reproduced in its entirety)
<http://www.mundotangodanza.com.ar/zamba.htm>
<http://www.portaldesalta.gov.ar/zamba.htm>
<http://www.folkloredelnorte.com.ar/English/ezamba.htm>
<http://www.argentina.gov.ar/argentina/portal/paginas.dhtml?pagina=266>
<http://www.folkloredelnorte.com.ar/danzas/nociones.htm>
<http://www.folkloredelnorte.com.ar/English/epasobasico.htm>

REFERENCES: BOOKS

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Arico, Hector. Atuendo Tradicional Argentino. Buenos Aires: Editorial Escolar, 2002. Pp. 55–58, 60–62.

Berruti, Pedro. Manual de Danzas Nativas Coreografias, Historia y Texto Poetico de las Danzas. Buenos Aires: Editorial Escolar, 2010. Pp. 30–41, 101–102, 125–127, 130–131, 234–237, 240–243.

Boyles, Nancy N. That's a Great Answer! Teaching Literature Response to K-3, ELL, and Struggling Readers. Gainesville, FL: 2007

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SUPPLEMENTAL RESOURCES: MUSIC

Personal Recommendations

Special thank-you to dear friends in beautiful Argentina!

Los Chalchaleros

Album Title: La Noche Final

2004

Los Nocheros

Album Title: Nocheros en Vivo, Teatro Colon

2002

Herencia Nativa

Album Title: Danzas Argentinas-, Volume 3

2000 (Editorial Escolar)

La Juntada: Peteco Carabajal, Duo Coplanacu, and Raly Barrionuevo

Album Title: La Juntada en Vivo

2004

(A real treasure and absolutely beautiful from start to finish!)