

Elements of Culture

Southern Cone Curriculum

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Implementation of a project entailing an experience such as a Fulbright Summer seminar is a rewarding process for a classroom teacher. As I reviewed the vast amount of information, artifacts, books, and pictures that was collected during my visit to Peru and Argentina, I realized that it was the process of being in the Southern Cone that most rewards my school and community. Stories about the experience allow my students an insight into the cultural diversity of the two countries. Students enjoy my personal adventures as well as my reactions to numerous events that occurred during my five-week stay. The Southern Cone experience has enabled me to grow professionally as well as personally. Cultural diversification can become the focus of the curriculum of any educator's experience. As a teacher, it is my duty to share this with colleagues and students in all areas of my school setting.

Numerous methods of implementation of such a process are available. The focus of my curriculum centers on ten elements of culture. Previous experience in my field has proven that students gain an understanding of cultures through the study of these elements. Even though I do not teach classes in all of the areas, students are urged to research and study all of the elements in most of their projects. The elements of study that I include in my curriculum include:

- Family structure
- Celebrations
- Architecture and housing choices
- Art and crafts
- Literature
- Clothing
- Religion
- Language
- Ethnic politics
- Food

Combining personal experiences with a culture artifact box enabled me to establish the cultural elements of my project into the family and consumer science curriculum at Hollister High School. Many items are displayed in a shelving unit in my classroom. Students are spellbound as they view my display. Among the items I have collected for my artifact box include:

- Quechuan woman's traditional costume
- Bowler hat

Quechuan men's hat
Miniature "good luck" roof ornament from Sacred Valley
Mate cup
Textile wall hanging from Uros
Wooden Oral story log
Woven bags
Textile tablecloths
Magazines—teen, housing, entertainment
Poster of empanada production
Poster of Peruvian food
Grain display from the Sacred Valley
Straw canoe from Uros
Bow and Arrow from Iguazu Falls
Blowgun from Iguazu Falls
Wooden carvings from Iswazu Falls
Pan flute
Flute
Rattles
Whistle
Pottery
Magazines
Quechan folk dolls
Traditional dancing dolls from Lima
Handmade jewelry
Lliklla (mother's sling)
Rice server
Hand toys
Native dolls
Weavings from Uros
Quechuan woven belt
Gourd Rattle
Knitted shawls
Quechuan music
Gaucho poncho
Bolas
Quechan finger puppets
Scrapbooks of various cultural experiences
La Boco building model
Gaucho music
Tango music
Pictorial CD for reports
Festival video—Mamita Candelaria
Festival video—Rituales Guerreros
Dancing/folklore video—Noches de Folklore
Tray made out of cactus
Scenic paintings from Cusco and Buenos Aires

Architecture photos
DVD native dancing
Food photos

I have also collected the following materials to be used in a cultural library for use at my school. The resource is available to elementary, middle and secondary school students and teachers.

Castineiras, Noemi, To Be Evita, Eva Peron National Historical Research Institute
Oro Y Joyas--En El Antiguo Peru Museo Larco, Impresion, Quebecor World Peru, South America
Hoss de le Comte, Monica, Argentine Cookery, Maizal Ediciones, Buenos Aires, Argentina
Hoss de le Comte, Monica, The Tango, Maizal Ediciones, Buenos Aires, Argentina
Hoss de le Comte, Monica, Argentina Beef, Maizal Ediciones, Buenos Aires, Argentina
Hoss de le Comte, Monica, Argentine Indians, Maizal Ediciones, Buenos Aires, Argentina
Hoss de le Comte, Monica, The Gaucho, Maizal Ediciones, Buenos Aires, Argentina
Monterroso, Gonaazlo, Touring Argentina-- Jujuy, Bifronte, Buenos Aires, Argentina
Monterroso, Gonazalo, Touring Argentina—Cordoba, Bifronte, Buenos Aires, Argentina
Kirbus, Federico, A Trip to the Rituals of the Argentina, NW, Capuuvarela, Buenos Aires, Argentina 1997
Prego, Alberto Vazques How Argentina Cooks, Grupo Buenos Aires, Argentina
Prebisch, Teresa Piossek, Los Quilmes; The Quilmes Indians Legendary Settlers, Edicion de la autora, Tucuman, Argentina 2004
Custer, Tony, The Art of Peruvian Cuisine, Quebecor World Peru, South America, 2003
Kauffmann-Doig, Federico, Ancestors of the Incas—the Lost Civilizations of Peru, Lithography Publishing Company, Memphis, TN 1998
Thomson, Hugh, The White Rock, The Overlook Press, New York, NY 2001
Nouzeleilles, Gabriela and Montaldo, Graciela, The Argentina Reader, Duke University Press, London, 2002
Ravine, Rogger, Pachacamacm Los Pin, E.I.R.L. Lima Peru
Timerman, Jacobo, Prisoner Without a Name, Cell Without a Number, University of Wisconsin Press, Madison, WI 2002
Barreau, Annik Franco, Peruvian Cooking—Basic Recipes, Peruguia S.R, I., Lima, Peru 2004
La Torre, Oscar Espinar, Inca Myths, Cesar Chacon, Anka
Bauer, Brian, Ancient Cuzco—Heartland of the Inca, University of Texan Press, Austin, TX 2004

Smithsonian Institution Traveling Exhibition Service, Silverworks from Rio De La Plata, Argentina, Washington DC

Hernandez, Anheló, Matto—Pinturas Y Esculturas, 1991

Keller, Judith El Taller de Grafica Popular, University of Texas Press, Austin, TX 1985

Argentina—Una herida abierta, Ediciones Madres de Plaza de Mayo

Mythology of the North of Argentina , www.eltumionline.com

El Ciprecito –Niva “A” and “B” , Don Run Peru, La Oroya, Junin, Peru

Casanova, Eduardao, The Treasures of the Quebrada de Humahuaca, 2002

Numerous methods of implementation of the above artifacts and resources are available. Among the ways that I am using the information are discussed below. All of the projects and plans are aligned to the Missouri State Show Me Standards, the Family and Consumer Science National objectives, and Hollister School District’s CSIP standards. The criteria allows for cross-discipline curriculum within various core and elective departments.

Basic Family and Consumer Science

Objective: To differentiate cultural aspects of children’s literature.

During a child development unit, students will create an animated folk tale from Peru or Argentina . The source of the information will be from the books Inca Myths and Mythology of the North of Argentina. This production will be presented to a class in the middle school during its study of South America.

Interior Design

Objective: To analyze the effects of the elements of culture on housing and architecture choices.

A presentation of various pictures taken during the experience in Peru and Argentina will be combined with architecture and housing pictures of other countries and cultures from the world. These photographs will include urban, indigenous, and historical information. The information is used to give students an introduction to the effects of culture and geography on housing choices. The Inca and Quechua cultures will be included with a list of other cultures for students to use as a topic guide. Students will prepare a power point presentation featuring the elements of the chosen culture, produce a model home characteristic of the culture, and give an oral presentation detailing the effects of the elements on the cultural implementation of housing choices.

Resources from the cultural library and pictorial CD's will be used as a basis for research. Additional resources from the Internet and books will also be used.

Architectural pictures from Buenos Aires, Boco, and Lima will be combined with other styles as an introduction to a unit on architectural styles of houses. Discussion of the affect of climate and history on native style will be summarized.

International and Cultural foods

Objective: To analyze the elements of cultural influences in the preparation of a Southern Cone festival.

Students will research, plan, and coordinated a festival with traditional foods from Argentina and Peru. This project will be coordinated with the cultural literature and cultural art classes. Prior to the festival, the literature class will read a book relating to the Southern Cone (Gringa Latina by Gabriella de Ferrari has been recommended) and give a book review for all classes. The cultural arts class will create sample artwork relating to the areas. All classes will join efforts to study the cultures with a PowerPoint presentation of my experience and videos comparing and contrasting the cultures of Argentina and Peru. Students in the foods class will prepare food for a festival. Music, instruments, and costumes will be featured.

Basic Foods

Objective: To prepare a multi-cultural meal

Each spring, the basic food class prepares food for an International Food Festival. Students will divide into small groups to prepare a food from various ethnic areas of the world. Peru and Argentina will be added to the list. Research featuring the preparation, serving, production, and consumerism of food will be discussed. Articles from an artifact box can be used to support the research.

Child development

Objective: To compare and contrast child-rearing practices in various cultures.

Students will research the Quechuan child-rearing practices to compare and contrast with other world cultures. An oral presentation will be given by a group of students. They will also make a culture toy to be demonstrated during the report. Toys from the artifact box will be used as an example.

Family Living

Objective: To compare and contrast the basic family structure of various cultures and analyze the effect of these families on the global society.

Students will research the family structure of the Quechuan culture. Information will include family hierarchy, courting, marriage customs, birth, care of the elderly, and death within the culture. Resources from my library and photo CD can be used as supplements. Internet sources will also be used. The research will accumulate in both a written and oral report.

The impact of the cultural element curriculum will have a tremendous impact beyond my classroom. A co-curricular sharing will be combined with cultural literature, cultural arts, geography, middle school world history, and South American economics classes. The artifact box and resource library will be resources for students and instructors as they study cultures from Peru and Argentina. Perhaps the main goal of this project is to provide students with a world-view beyond their current experiences. Their eyes will be open to the fulfillment that is attained when a person become aware of the importance of ethnicity and cultural fulfillment.