

Janet Miller
2004 Fulbright-Hays Seminar Abroad Program in Argentina and Peru
Curriculum Project

Title of Curriculum Project

The Cowboy, The Gaucho, and The Chalán

Summary of the Unit/Project

The cowboy is a literary and legendary hero of the American West. Historically, the cowboy worked with cattle or horses on an open range or on a fenced ranch. His work involved riding a horse and roping and branding cattle. The cowboy would often be on the trail for months at a time. Occasionally, there was trouble with Indians. Stampedes and river crossings were hazardous. For the most part, the cowboy's life was one of monotonous hard work. The cowboy would wear a Stetson "ten-gallon" hat to carry water and to provide needed shade. A bandanna kerchief was worn around the cowboy's neck to keep out dust. "He wore Levi's blue jeans and sometimes 'chaps' (leather pants that were open at the back) over his jeans to protect himself from thorns and cactus spines and of course, high-heeled boots to give him a firm footing in the stirrups." Today, the American cowboy may still use a horse or may just as easily use a jeep or pickup truck to perform his daily duties.

However, the cowboy is not limited to the United States. He exists wherever large numbers of cattle or horses are raised. In Argentina, the cowboy of the pampas is known as a 'gaucho'. In Peru, the cowboy is known as a 'chalán.'

The purpose of this curriculum project is to familiarize students with the "cowboy" of Argentina and Peru.

Grade Level

12th grade students who are in their fourth year of Spanish studies

Key (Essential) Questions/Queries

What is a gaucho?

What is the origin of the word "gaucho"?

What role has the gaucho had in Argentine history?

What is a chalán?

Where do the gaucho and the chalán live?

Does their work involve the same animals?

What kind of horses does the 'chalán' train? What is their origin?

What apparel do the 'gaucho' and the chalán' wear? How is their apparel similar and how is it different?

What is a 'facón'?

What is a 'bombacha'?

What is 'mate'?

What are 'parrillas'?

What is the difference between an 'estancia' and a 'hacienda'?

How do the gaucho and the chalán compare to the American cowboy?

Background Notes

This project was chosen to enrich the reading of two short stories “El tiempo borra” and “El caballero Carmelo”. Both stories deal with aspects of the Argentine and Peruvian culture—the cowboy.

Standards

The Indiana Academic Standards for Foreign Languages that will be met with this curriculum project are:

Communication: Communicate in Languages Other than English

Standard 2—Students understand and interpret written and spoken language on a variety of topics.

Cultures: Gain Knowledge and Understanding of Other Cultures

Standard 4—Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 5—Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections: Connect with Other Disciplines and Acquire Information

Standard 6—Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 7—Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.

Comparisons: Develop Insight into the Nature of Language and Culture

Standard 9—Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Objectives

Students will be able to describe the life, the apparel, and the work of the ‘gaucho’ (the cowboy of Argentina) and the ‘chalán’ (the cowboy of Peru).

Students will be able to spell correctly the vocabulary words presented in this unit of study.

Students will be able to translate and define new Spanish vocabulary words in English presented in this unit of study.

Students will be able to apply what they have learned about the cowboys of Argentina and Peru to their reading of short stories.

Materials

The materials for this curriculum project include:

Photos to be shown in a power-point presentation

The Hacienda Lurin in Lima, Peru
The Draghi Museum in San Antonio de Areco
The Museum of the Gaucho “Ricardo Güiraldes”
The Estancia “El Ombú de Areco”

Books

Bram, L. & Phillips, R. (1981). Gaucho. In Funk & Wagnalls New Encyclopedia (Vol. 11, p. 213). New York: Funk & Wagnalls, Inc.

Downey, D. (Ed.) . (1978). Cowboy. In New Standard Encyclopedia (Vol. 3, pp.612-614). Chicago: Standard Educational Corporation.

Güiraldes, R. (2003). Don Segundo Sombra. Buenos: Zurbaran Ediciones.

Hernández, J. (2003) Martin Fierro. Buenos Aires: Zurbaran Ediciones.

More Alva, G. (2004) A paso llano por el mundo: La historia del caballo peruano de paso para niños. Lima, Peru: Asociación Nacional de Criadores y Propietarios de Caballos Peruanos de Paso.

Municipalidad de San Antonio de Areco. Museum of the Gaucho (Parque Criollo & Museo Gauchesco) “Ricardo Güiraldes” [Brochure]. Buenos Aires: Author.

Valdelomar, A. El caballero Carmelo. (1950). In J. C. Babcock & M. B. Rodríguez (Eds.), Cuentos de ambos mundos pp. 39-49). Cambridge, MA: The Riverside Press.

Valette, R.M. & Renjilian-Burgy, J. (1993). Album: Cuentos del mundo hispánico. 2nd ed., Lexington, MA: D. C. Heath and Company.

Artifacts

Wooden Statue of a Gaucho
Boleadoras
Facones (silver and bone-handle)
Post-cards

Music

D’Arienzo, J. (2003) A media luz. On 20 Grandes Éxitos [CD]. Argentina: BMG. (1963)

D’Arienzo, J. (2003) El choclo. On 20 Grandes Éxitos [CD]. Argentina: BMG. (1963)

Grupo Peru-Manta (1999) Danzas del Arachi. On Zampoñas y Charango Vol III [CD]. Peru: Discocesa.

Grupo Peru-Manta (1999) Poncho color viento. On Zampoñas y Charango Vol III [CD]. Peru: Discocesa.

Additional Resources of Information

Internet Websites

Definition of a ‘chalán’

<http://chile.com/tpl/lugar/lugar.tpl?codigo=4719>

Gauchos

<http://www.travelsur.net/facts056.html>

The Gauchos

<http://www.travelsur.net/gauchos.htm>

Argentina—Culture (Gauchos)

<http://www.studyglobal.net/SGEstancias.htm>

On the Trail of the Gauchos in Argentina’s Pampa

http://gonomad.com/destinations/0408/argentinas_gauchos.html

Map, Flag, and Coat of Arms of Argentina

<http://en.wikipedia.org/wiki/Argentina>

Map, Flag, and Coat of Arms of Peru

<http://en.wikipedia.org/wiki/Peru>

Gaicho

<http://en.wikipedia.org/wiki/Gaicho>

NPR’s The Legend of Argentina’s Gaucho Gil

<http://www.npr.org/templates/story/story.php?storyId=4078875>

Bolas

<http://en.wikipedia.org/wiki/Bolas>

The Peruvian Horse

<http://www.go2peru.com/webapp/ilatintravel/articulo.jsp?cod=1998833>

Paso Horses

<http://www.inkawasitravel.com/peru-travel-information/peru-travel-history-culture/paso-horses-peru.htm>

Festivals—National El Paso Tournament

<http://www.inkawasitravel.com/peru-travel-information/peru-travel-destinations/lima-peru/lima-travel-information-festivities-calendar.htm>

Strategies

Students will complete a Webquest using the internet to find information about the “gaucho” and the “chalán”. Students will use Trackstar (<http://www.hpptec.org>) Track# 237029 as a tool to obtain this information on the internet. A track has been prepared with key questions to guide students in their research.

Through the use of a power-point presentation, students will be shown pictures of the ‘Hacienda Lurin’ (a Peruvian ranch house where ‘chalanes’ train horses) and the ‘Estancia—El Ombú de Areco’ (an Argentine ranch house where a ‘gaucho’ works with cattle).

Assessment (Evaluation)

- Oral tests and quizzes
- Written tests and quizzes
- Observation

References

Please see the above list of books and the above list of websites used.