

DOCUMENT RESUME

ED 054 100

SP 007 272

TITLE Argentina. Social Studies Guide, Unit II, Year 3.  
INSTITUTION South Dakota State Dept. of Public Instruction,  
Pierre.  
PUB DATE [69]  
NOTE 30p.  
EDRS PRICE EDRS Price MF-\$0.65 HC-\$3.29  
DESCRIPTORS \*Curriculum Guides, \*Geography, \*Grade 3, \*Social  
Studies

ABSTRACT

GRADES OR AGES: Grade 3. SUBJECT MATTER: Social studies: Argentina, the Pampas. ORGANIZATION AND PHYSICAL APPEARANCE: The introductory material includes an explanation and overview of the unit and suggestions for initiating the unit and integrating it with the K-12 social studies program. The main text is presented in four columns: content, teacher direction and contribution, learning activities, and resources. There is a short section on evaluation and a bibliography. The guide is mimeographed and staple bound with a soft cover. OBJECTIVES AND ACTIVITIES: General objectives are included in the introductory material. Student activities are listed in the main text. INSTRUCTIONAL MATERIALS: Films, records, and books are listed in the main text as well as in the bibliography. STUDENT ASSESSMENT: Criteria are provided for student self-evaluation and group-evaluation, teacher evaluation of students, and teacher self-evaluation. (MBM)

ED054100

Social Studies Curriculum Development Program

Unit II

Argentina: A World Community

Part B: The Pampas

U.S. DEPARTMENT OF HEALTH,  
EDUCATION, & WELFARE  
OFFICE OF EDUCATION  
THIS DOCUMENT HAS BEEN REPRO-  
DUCED EXACTLY AS RECEIVED FROM  
THE PERSON OR ORGANIZATION ORIG-  
INATING IT. POINTS OF VIEW OR OPIN-  
IONS STATED DO NOT NECESSARILY  
REPRESENT OFFICIAL OFFICE OF EDU-  
CATION POSITION OR POLICY

Pilot Teachers

Constance Beekley, Pierre Boarding School  
Sister M. Charles, Saint Liborius, Orient  
Kay Craft, Pierre  
Caroline Jensen, Vermillion  
Lylah Larson, Aberdeen  
Mildred Main, Rapid City, Editor of Unit  
Mary Tubandt, Wheaton, Rural Tulare

State Department of Public Instruction  
Dr. Gordon A. Diedtrich, Superintendent  
Pierre, South Dakota

TO THE TEACHER:

Here is a unit prepared for you by your fellow teachers and tested in classrooms. It is one of several units outlined for each year in the new social studies program adopted by the State Board of Education and the State Department of Public Instruction. Many teachers have accepted and are already using the basic ideas in the Social Studies Guideline, K-12. We hope you find this unit of value as you put it into action with your students. A sample, or model, unit is available at each grade level by making a request to the State Department of Public Instruction.

First, study the Social Studies Guidelines, K-12, for an overview of the new program. Understand the philosophy and purposes. Examine the structure and the meaning of the conceptual framework for perspective. Note the continuity of the 13-year program. Read and think about the year's program that is to involve you.

Specifically, the overall purpose of each unit is the development, or postholing, of two or three of the major concepts taken from one or more of the sciences. Each year the concept will be taught again at a more mature level with deeper understanding with richer and more complex content. (As you help students to grow intellectually, you are performing a professional task. The total planning of a school staff will yield the greatest returns for students.)

In addition to intellectual development, you will see emphasis upon skill development which must be sustained continuously for refinement. Skills must be learned to the point of application upon need. Think about the state of a child's skills when he comes to you. How well does he use and apply what he has learned? What new skills is he ready to learn? For example, can he gather new information efficiently? Can he organize his data? Can he use several kinds of resources? Can he put aside irrelevant data? Consider skills of making inferences, hypothesizing, generalizing. Do we plan to teach the uses of the atlas, the dictionary, the globe, maps, charts, diagrams, and cartoons.

Added to purposes of teaching a unit is the belief that attitudes are taught by planning. Attitudes, less tangible than the other two kinds of learnings, seem to come without direct teaching, but a consciousness that they are being taught is vital to the success of the learning. What attitude will you foster toward democracy, voting, safety, conservation, race, "the government", law, and the hundreds of concepts that make up social studies content?

Second, unify time, content, and teaching procedures to help students gain insight into their own learning. Plan around the objectives you set and the means you select to evaluate the growth of students during the unit.

Units are designed to encourage greater uses of the inductive method when appropriate for better learning. Students are to gather information from more than one resource that they might learn to compare and contrast sources of data and weigh evidence. Students must be taught to differentiate between relevant and irrelevant data, to perceive relationships, and to make tentative statements. Hopefully, we may lead students to trust and direct themselves and to become more creative in their thinking.

Inductive approaches include using problem-solving and inquiry methods. The use of them implies that students are to become involved in their own learning and take responsibility for the results. This growth alone justifies explaining and using a performance description, called performance criteria, of what a student is to do as evidence that he is learning. Too seldom have we demanded that the efforts of teaching show results in its counterpart, learning by the student.

## Overview of the Unit

The basic concepts of the social sciences begin to emerge as the child identifies himself, through comparisons and contrasts, with people in other parts of the world. The interdependence of people throughout the world may help develop new insights in understanding conditions and the recognition of problems to be solved.

Calling this Unit II, it is anticipated that several weeks prior were spent in becoming familiar with the local community. Unit I orientation should have included: the land regions of South Dakota, topography, people (ethnic background) cultural development, industries, government, etc.

In developing Unit II, choose a land region in Argentina comparable to one in your geographical location. This unit is written for the study of the "Pampas". The length of time for developing this unit would be three to four weeks, depending upon the interest shown by the pupils and the extent of materials available.

Steps for moving from Social Studies Guidelines, K-12  
to daily procedures in the classroom:

Step 1. Select several appropriate basic concepts from  
the six social sciences.

#### History

1. Change is inevitable. History is a record of struggles between people and groups who favor and those who oppose change. People, institutions, nations, and civilizations must remain flexible, adaptable, able to conform to new technology and new pressures for change or they will be brushed aside by winds of change.
3. History is a record of problems that men have met with varying degrees of success. Resolving problems causing change toward a desired goal is progress, but change away from desired goals may occur.
6. Each civilization has certain significant values and beliefs that influence its growth and development. Human liberty and justice are two values that are somewhat unique in our historical heritage.

#### Anthropology

1. Human beings are more alike than they are different. Practically all important differences in human behavior are understandable as variations in learned patterns of social behavior, not differences in biological structure, type of blood, or any other genetic inheritance.
2. Human beings everywhere shape their basic beliefs and behavior in response to the same fundamental human problems and needs.
3. Human beings, living in groups, develop cultures. These include particular patterns of behavior and the resulting materials and products.

### Sociology

1. Man is a social animal that always lives in groups. He may belong to a variety of groups, each of which can be differentiated by its structure.
4. Every group tends to develop various social processes and institutions which reflect its values and norms, to give order and stability to relationships among people.

### Political Science

1. Society, through political institutions, resolves problems not solved by other institutions.
3. Political ideals, values, attitudes, and institutions develop and change over a period of time.
4. Democracy is a form of government in which decision-making is in the hands of the people who make their desires known through voting, political parties, and pressure groups. Democracy seeks to protect the rights of the individual and those of minority groups.
5. Responsible citizenship involves active participation in the process of governing.

### Economics

2. Man constantly tries to narrow the gap between limited resources and unlimited wants. Geographical, occupational, and technological specialization are the results of his desire to produce more, better, and faster.
3. In a modern, complex system, individuals are dependent upon others for the satisfaction of many of their needs and wants.
4. Mankind is faced with decisions for production, uses of resources, goods and services, and distribution of products.

## Geography

1. Each individual place or area on earth is related to all other places on earth in terms of size, direction, distance, and time.
2. Maps represent different ways of viewing the earth. There are many kinds, sizes, and forms of maps that are useful to specific people and groups of citizens in general.
3. The nature and conditions of the earth influence people, but cultural achievements and the ability to think cause people to be able to modify the environments to suit their purposes.

Step II Translate the broad concepts into specific ones by using the content.

1. The ethnic background of the people living in the Argentine Pampas has tended to make them independent.
2. The pampas is a grassland region in the east central part of Argentina and may be compared to the Great Plains of the United States which includes South Dakota.
3. There are densely inhabited areas in the Argentine Republic, but there are also areas in the pampas where natives live in small isolated communities.
4. The people in Argentina are white European races and are much alike in feelings and desires, although they differ in appearance and ideas.
5. Cowboys tend great herds of cattle on the ranches of the plains.
6. Recently, Argentine farmers have devoted more and more of the pampas to farming.
7. The scientific and technological revolutions are making tremendous changes in industry, agriculture, business, transportation, and communication in Argentina.

8. Rules and regulations are a part of every community of Argentina.
9. Maps and globes illustrate physical environment. This environment, including natural resources, influences the culture and extent of man's achievement within each region of Argentina.

Step III Channel out of the concepts the general objectives that provide direction for teaching the unit.

1. Attitudes

- a. To develop an acceptance of differences between individuals and between cultures.
- b. To understand that people living in different regions of the Argentine Pampas have developed different ways of living just as they have in South Dakota.
- c. To note the wide gap that exists between the classes of people (rich and poor).
- d. To develop an appreciation for the work of the various people living on the pampas.
- e. To recognize the interdependence of people.
- f. To recognize the need for law enforcement in the community.

2. Knowledge

- a. With audio-visual material, books, discussion, encourage children:
  - 1) To understand that people have the same basic needs regardless of location.
  - 2) To discuss the similarities in the early settlements of South Dakota and of Argentina.
  - 3) To learn about the likenesses and differences of people in these areas.
  - 4) To evaluate the importance of imports and exports to the economy of Argentina.
  - 5) To become familiar with the monetary system - compare value of centavo and peso to our penny.
  - 6) To compare basic language spoken in each community.

- b. To appreciate that people must work together to produce food and clothing for everyone.

3. Skills

- a. As a result of his experiences in the unit, the child begins to make comparisons in the areas of:

- 1) land regions
- 2) occurrence of seasons
- 3) industries
- 4) forms of government
- 5) major cities
- 6) culture
  - a) religion
  - b) education
  - c) fine arts and crafts
  - d) social groups
- 7) standards of living

- b. The child will need to know:

- 1) map and globe skills such as:
  - a) locating places
  - b) locating places by degrees of latitude - hemispheres
  - c) finding places by using scale of miles - legend
- 2) The importance of:
  - a) listening and following directions
  - b) working well with others
  - c) the enlarging of vocabularies
  - d) the use of simple library skills

Step IV Refine general objectives into specific objectives that guide the daily planning.

1. To discover similarities and differences in early settlements of South Dakota and Argentina.
2. To compare and contrast the ethnic backgrounds of the people of these areas.
3. To make comparisons in the size of land areas, the difference in the seasons, the industries, forms of government, cities, culture, standard of living, languages spoken, etc.
4. To note the wide "gap" between the classes of people - rich and poor.
5. To compare or contrast the means of transportation and communication in Argentina and in the United States.
6. To learn to use map and globe skills.
7. To develop an understanding of "vocabulary words" typical to Argentina.

#### Performance Criteria

1. Children will bring pictures or news items about the homes, industries, schools, means of transportation and communication, and point out likenesses and differences between South Dakota and Argentina. (Understanding and application of knowledge)
2. Children will plan a culminating activity which will summarize the essence of the unit. This may be in the form of a dramatization -- (writing a skit or play representative of an interesting section of the unit might serve this activity). Or perhaps a presentation of the highlights of the unit in the form of a program. Include songs about Argentina or Spanish folk songs. "Come to My Farm" can be sung in Spanish. Folk dances create much amusement for this type program. Children love doing these dances and parents are delighted with the performance. (Organize and work)
3. Boys and girls will develop and organize a scrapbook concerning the complete unit. (motivation and organization)
4. Boys and girls will organize and discuss: (could be a debate or round table):  
Why we like the pampas, or Why we like the prairies.  
(understanding and knowledge)
5. Children will develop, organize, and keep a scrapbook covering the complete unit.

## INITIATING THE UNIT

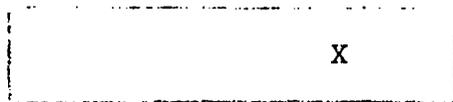
Use the inductive approach to a comparative study of a local community and a world community; namely, Argentina - "The Pampas". In developing basic concepts, it is recommended to help the student arrive at generalizations. Their interests and curiosities must be challenged by providing opportunities which extend basic understandings beyond their own environment and enabling them to recognize the interrelationship of people and places from far and near in a more exciting approach. When children recognize that people are different in many ways and yet have many things in common, they begin to understand and to appreciate cultures different from their own.

A few suggestions for introducing a lesson inductively:

Idea 1. Words to create interest--pupils ask questions about the meaning of the word that the teacher can answer with yes or no.

- |           |              |
|-----------|--------------|
| a. Pampas | c. community |
| b. gaucho | d. estancia  |

Idea 2.



Question - What does this X remind you of?

Draw the X on a large piece of paper and place it on the floor or where children can see it.

Idea 3. Suitable pictures may be used to introduce a lesson.

Idea 4. Be creative and encourage the pupils to be creative, too.

Idea 5. Key words for successful unit teaching are: DISCOVER AND EXPLORE.

## CONTENT

## TEACHER DIRECTION AND CONTRIBUTION

(Include vocabulary teaching)

### A. Argentina

#### 1. Location

Argentina is a wedge-shaped country extending over the greater part of southern South America.

Compare North and South America as to size, shape, location and direction from equator. Introduce term "Hemisphere".

Locate Argentina. Show that on a map of North America, it would reach from Cuba to Northern Ontario. Its maximum width (900 miles) is about 2 1/2 times that of South Dakota.

The globe is a very small model of the planet Earth.

#### 2. Topography

Physical features vary as do land regions. Forests, plains, grasslands, and coastal areas are found. The Andes mountains form the western border while the coastal regions form the eastern border. Only a few seaports are suitable for shipping.

Help children develop the following understandings:

1. The great variation in climate conditions in Argentina is related to its position on the earth, land elevations, ocean movements, and prevailing winds.
2. The great variations in physical features is related to the industries and products of the country.

#### 3. Climate

This varies in different regions. Times of seasons differ due to position in relation to equator. The hot region in the north changes to wind-swept plateaus in the south.

Point out the likenesses and differences in the climate of South Dakota and that of the grasslands in Argentina.

Physical environment, climate, and seasons affect the everyday lives of the people of many nations.

Few countries contain so many different kinds of land - so many climates - as Argentina.

LEARNING ACTIVITIES  
(Attitudes, Knowledge,  
Skills and Practices)

RESOURCES

Have children discover that there is considerably more water than land shown on the globe. Point out land and water masses on the globe.

Use wall maps and globes to locate continents. Locate land regions of Argentina and of South Dakota.

Locate places on maps and globe. Learn to use the scale of miles and legend.

Make various types of maps and explain what they show.

Use overhead projector with transparencies to compare the land regions and to study the topography of each.

Make paper-mache relief maps indicating different altitudes by color.

Make weather maps to indicate yearly changes in temperature, etc.

Compare season changes in Argentina to our season changes.

Discuss the kind of temperature one could expect on Christmas Day in Argentina.

World Book, V. 1, Page 2-15.

Learning About Latin America, Silver Burdett Company.

In Latin American Lands, Preston/Tottle, Heath and Company.

## CONTENT

## TEACHING DIRECTION AND CONTRIBUTION (Include vocabulary teaching)

### B. The Pampa Region

#### 1. Location and topography.

The Pampa is a grassland region in the central part of Argentina and is the most densely populated and the most productive. This region may be compared to the Great Plains of the United States. It has few trees, a rich soil, and very few rocks which make ranching, dairying, and crop raising very profitable.

In most of South America, the Spanish language is spoken, and the word pampa means plain.

The early Spaniards soon discovered that the land of the Pampa was thick and rich. Because the Pampa, like most plains, was once the bottoms of the sea, it has materials in it that help plants grow well.

#### 2. Climate

Due to its location south of the Equator, this region has many similarities to the United States. A mild climate makes grazing possible all year.

The climate and flat plains of the Pampa make it a good place to raise horses. Ranchers use horses to get from place to place on the big ranches. They also use them to help round up cattle. How else do you think ranches use horses to help them with their work?

#### 3. People

##### a. Natives and early settlers

The people are mostly of the white European races; Spanish, Italian, French, and English.

Human beings everywhere are similar in general body appearance.

People from Spain built large ranches called estancias on the Pampas. Gauchos are the men who care for the cattle on the Pampas.

LEARNING ACTIVITIES  
(Attitudes, Knowledge,  
Skills and Practices)

RESOURCES

Find South America on a globe. Is the Pampa about as far south of the Equator as the Great Plains, including South Dakota, are north of it?

Use reference material and organize material for reports.

Make graphs and interpret them.

Make graphs comparing the population of the cities. Compare these with similar graphs of cities in South Dakota.

Find two different calendars showing all the months of the year on one page. Label one calendar Argentina. Label the other one South Dakota. Mark off and label the seasons on each calendar.

Compare likenesses and differences in style of dress and clothing.

Make models of different kinds of homes.

Make believe you live on an estancia. Write a short story about your life there.

King, Fred M., Dorothy Bracken and Margaret Sloan, Regions and Social Needs, Laidlaw.

FILMS

People of the Pampas, 16 mm; 1 1/2 reels  
Encyclopedia Britannica  
Rental from U. of Minnesota \$2.25

Argentina -- in color -- 16 mm; 14 min.  
(excellent, can be used several times.)  
McGraw-Hill Film  
2 reels - color  
Covers 5 basic concepts about Argentina.  
Rental from U. of Minnesota \$6.00

CONTENT

TEACHING DIRECTION AND CONTRIBUTION  
(Include vocabulary teaching)

- b. Kinds of people and how they live.  
(homes, food, dress)

Argentina, more than any other South American country, is predominately Caucasian. Only about 3 out of 100 are Indians or other non-whites.

City dwellings are much like our own. People in small towns adhere to Spanish-style buildings.

Indians live and dress much like their ancestors.

- c. Custom, culture and tradition;  
Education and Religion.

The people have strong historical and cultural ties with European countries which influence their society and culture.

Spanish customs and traditions prevail and are upheld.

The government supports the Roman Catholic Church and most of the people are Catholic. Argentina allows complete freedom of worship.

Mount pictures of South American homes on bulletin board. Call attention to likenesses and differences.

People in Argentina like a drink called mate'. Mate' is made from leaves of yerba mate' bush which grows in the northern part of Argentina. Find out how mate' is prepared. What popular drink in our country is made from dried leaves?

Children who live on estancias go to school in the town nearest them that has one. How does this compare with South Dakota children living on ranches?

Children of the Pampas learn to write in kindergarten.

Elementary schools have seven grades in them and the children start when they are six years old. Except for Spanish which takes the place of English, the subjects taught in these schools are the same ones as taught in your schools.

How do children and teachers dress in these schools?

LEARNING ACTIVITIES  
(Attitudes, Knowledge,  
Skills and Practices)

Find out sources of income and the worth of the peso in our money.

Learn some of their songs and folk games.

Compare their type of recreation with ours.

Compare the customs and traditions they uphold with our traditions.

Use bulletin board to depict the life of the people in the area being studied.

Compare the schools in Argentina with our schools.

Compare the schools in Argentina with our schools.

Make a tape recording to be sent to a community in area being studied.

Suggest a return tape recording from students in a designated community.

Plan a fiesta day.

RESOURCES

FILMS TO BE USED

Farms of Argentina  
Argentina - in color - 16 mm  
Vacation on the Pampas

FILMSTRIPS

Our Latin American Neighbors - Argentina  
McGraw-Hill. \$6.75

Children of South America  
Eye Gate House Inc.  
Single strip \$4.00

BOOKS - Children

Cavanna, Betty, Pepe of Argentina  
Hall, Elvajan, The Land and People of  
Argentina  
Henry, Marguerite, Argentina in Story  
and Picture

BOOKS - Teachers

Bruce, James, Those Perplexing Argentin  
as, Longmans

Rev. Robert A. Stroud  
Casilla Corres FF  
Province of Newguen  
Argentina, South America

might be of help concerning the tape recordings.

## CONTENT

## TEACHER DIRECTION AND CONTRIBUTION (Include vocabulary teaching)

### d. Government

Rules and regulations are a part of community life everywhere. Local forms of government can vary from community to community as well as from country to country.

Buenos Aires, Capitol of Argentina, looks very much like Washington, D.C. It is the most important business and industrial city in South America.

President and Vice President are elected for six years and must be Roman Catholic and born in Argentina.

The government, democratic since 1958, consists of a National Congress and a Supreme Court.

To vote, one must be eighteen years or older. But citizens of voting age are required by law to vote.

### e. Industries (sources of income)

1. Agriculture, grazing, and dairying. About one-fourth of the Argentine workers work on farms and ranches.

2. Mining.

There are many kinds of mineral deposits, but limited and difficult to mine. Small amounts of coal, silver, and gold are mined. Petroleum is an important mineral resource. Due to limited resources and increasing needs, the wisest possible use of human and natural resources is necessary.

The Argentine Republic consists of twenty-two provinces and the federal district in which the capitol, Buenos Aires, lies. How does the number compare with the states in the United States? With the counties in South Dakota?

After Argentina's declaration of independence in 1816, the country was sadly divided. On one side were the portenos (people of the port) as the citizens of Buenos Aires call themselves. On the other were the people of the provinces, gauchos (the cattlemen of that day.)

Colonel Juan

Peron became the dictator-president of Argentina and he planned a five-year project. This included building more than forty new water-powered electric plants. The increased power would be used to manufacture machinery, rubber, and other needed products.

During his second five year plan, his rule became so cruel and so dishonest that the armed forces drove him from the country in September, 1955.

The capacity to produce influences standards of living. The effective use of machines increases productivity.

Locate the Region that leads in the agricultural and livestock business. Why?

Argentina is poor in iron and coal. There is very little oil. More electricity could be produced if more rivers were harnessed, but dams and power plants are very expensive.

LEARNING ACTIVITIES  
(Attitudes, Knowledge,  
Skills and Practices)

RESOURCES

Compare government in Argentina with our government.

FILM

Compare the duties of our Senators and Representatives with those of the National Congress. How are the Supreme Courts alike? Different? Find pictures of the Capitol Buildings in Argentina and compare them with buildings in Washington, D.C.

Argentina Today  
33 min.

\$1.75

University of Utah  
Audio-Visual Bureau  
Milton Bennion  
Hall 207  
Salt Lake City, Utah

Draw a flag of Argentina.

BOOK - Teachers

Construct the "Casa Rosada" to scale using milk cartons.

Kennedy, John F., Catholicism, Nationalism, and Democracy in Argentina  
University of Notre Dame

Report on Peron and tell how his rule affected the economy of Argentina.

FILM

Make pictures to illustrate farms and ranches in the area being studied and compare with farms and ranches in our community.

Farms of Argentina  
Encyclopedia Britannica  
425 North Michigan Avenue  
Chicago, Illinois 60611

Make a product map to show crops and livestock.

PHONOGRAPH RECORD

Show mining areas and minerals on a product map of paper mache.

South America  
Eastern and Southern Lands, Page 104  
Farmers of Argentina \$6.00

IN LATIN AMERICAN LANDS  
Preston and Tottle  
pages 334-337  
345-346

CONTENT

TEACHER DIRECTION AND CONTRIBUTION  
(Include vocabulary teaching)

3. Manufacturing

Goods are manufactured for the people of Argentina. They are not an export product.

One-fourth of the employed people work in factories or mines. Wages are paid in pesos, a unit of money worth little more than a penny.

4. Exports

Argentina exports more corn than any other country. Manufactured goods are limited. Meat and animal byproducts are sent to England and to other countries.

Newly invented barbed wire, brought to Argentina by an Englishman, was responsible for some changes. It enabled farmers to protect their crops from wandering cattle. Large fields surrounded by wire fencing were planted in wheat and other crops.

5. Imports

Textiles, iron, agricultural implements, food, tableware, oil, and automobiles must be imported.

How did the refrigerator ship, first used in 1877, help Argentina cattle raisers?

Argentina trades largely with Europe and the United States.

D. Transportation and communication

1. Kinds of transportation:

Land, air, and sea routes are used.

Roads and railroads branch out across the Pampas from Buenos Aires. Airlines connect all important cities. Average flight time from Buenos Aires to New York City is about 24 hours. Ships from many nations use the harbor at Buenos Aires. Rivers are also important means of transportation.

Many railroads run through the Pampa. The railroad companies found it easy to build tracks across these plains. Why?

World communities tend to become more closely related with improved transportation and communication.

Roads and highways are difficult to build because of the fertile ground and the lack of good hard rock.

LEARNING ACTIVITIES  
(Attitudes, Knowledge,  
Skills, and Practices)

RESOURCES

Become acquainted with manufacturing and manufactured goods and their uses.

World Book, V. 1

Make a list of exports to other countries and star the ones that we receive.

In Latin American Lands, Heath p. 187, 340-345.

Look at labels on canned meats in a grocery store. See if you can find any labels with the word Argentina on them.

Learning About Latin America, Silver Burdett, p. 246-247

Trade and Industry

Make a list of Argentine imports and illustrate their need for these products. Star the ones sent from the United States.

World Book, V. 2, p. 561.

Trace routes of travel by land, air, and sea. Make a travel map of overlays for the overhead projector to see the differences in distance as represented by each.

In Latin American Lands, Heath, p. 334-335.

Learning About Latin America, pp. 244-245; pp. 290-291.

Locate other routes of travel and compare distances using the scale of miles.

In Latin American Lands, p. 330, pp. 345-346.

CONTENT

TEACHER DIRECTION AND CONTRIBUTION  
(Include vocabulary teaching)

2. Kinds of Communication in Argentina.

- a. Telephone
- b. Television
- c. Radio
- d. Newspapers
- e. Magazines

Telephones, television, and radio are modern means of communication. At the present time there are about 70 radio stations and 7 television stations. Newspapers and magazines are available.

Building means of communication is difficult in some areas. Can you give reasons for this?

Newspapers and magazines are printed in English and Spanish. Copies of "La Prensa" and "La Nacion" are available through the American Chamber of Commerce at Buenos Aires, Argentina.

LEARNING ACTIVITIES  
(Attitudes, Knowledge,  
Skills and Practices)

RESOURCES

- Illustrate modern means of communication. World Book, V. 1, p. 619
- Trace methods used in communicating with a community in Argentina. Resource people who might be of help:
- Mr. and Mrs. Larry Case  
Redfield, South Dakota
- Mrs. Jack Berg  
2216 South Maple  
Rapid City, S. D. 57701
- Rev. Robert A. Stroud  
Casilla Corres FF  
Province of Neuquen  
Argentina, South America

## EVALUATION

### Student

- A. Self-evaluation in terms of performance criteria
1. Can each child explain with some accuracy the quality of his learning about Argentina?
  2. Can he demonstrate the skills of location on the globe and on maps?
  3. Can he recognize his own ability or inability to participate in discussion?
  4. Can he answer questions thoughtfully?
- B. Evaluation of the group
1. What do I see among my classmates as evidence of respect for an organized society - my country and the country of other children?
  2. Have we shown concern for the problems of others? How?
  3. In the summary (or a culminating activity) what performances indicate learning?

For this unit there may be a dramatization. The children possibly will write their own skit which includes a section of the unit. Estimate interest and enthusiasm for Argentina or Spanish folk songs. "Come to My Farm" can be sung in Spanish. Folk dances can provide evidence of pleasure in learning the content of the unit - or expressing an attitude toward it.

- C. Teacher evaluation of students
1. Observations of each student's performance on a daily basis.
  2. Recording of responses students make during discussion.
  3. Checking of organization and quality of products expected:
    - a. Notebook
    - b. Illustrations
    - c. Paragraphs
    - d. Maps
  4. Written practices of generalizations.
  5. Tests of facts.
  6. Written lessons on vocabulary
  7. Attitudes - Do students express a spirit of cooperation when working together?
  8. Skills - Have children improved in gathering data?  
Do children choose relevant data?  
Can children classify data more expertly?  
Are children more persistent in the completion of a task?

### Teacher Self-Evaluation

1. How did my contributions help children learn?
2. In what specific ways could I improve this unit?
3. Was I sincerely interested and involved in teaching this unit?
4. Did I honestly see each learner and his unique capabilities and potential?

CORRELATING WITH OTHER SUBJECTS

I. LANGUAGE ARTS

a. Outcomes when correlation is used:

1. Increased vocabulary
2. Selection of materials to read
3. Organizaing and evaluating information
4. Presenting information in written and oral form
5. Reading for enjoyment
6. Listening courteously to teacher and classmates
7. Dramatization
8. Writing letters
9. Extending an invitation orally as well as written

II. MATH

- a. Learn the value of "centavos" and "pesos" in American money
- b. Make play money naming the pieces "centavos" and "peso"
- c. Arrange a store in which Spanish money is used as the medium of exchange

GUIDE FOR A BOOKLET, SCRAPBOOK,  
OR ANY OTHER PROJECT ON ARGENTINA

I. People

- A. What is Argentina's national language?
- B. What is Argentina's national religion?
- C. What percent of Argentines can read?
- D. How long is a school day in Argentina?
- E. How many years of Primary school are there in Argentina?
- F. How many years of High School are there in Argentina?
- G. What subjects are taught in Primary School?
- H. What is the nationality of most Argentines?
- I. What is the most popular sport played in Argentina?
- J. What kind of clothes do most of the people wear?
- K. What food forms an important part of the Argentine diet?
- L. What is the most popular Argentine beverage?
- M. What kind of homes do Argentines have?
- N. Who are the Gauchos?

II. Government

- A. Draw a flag of Argentina.
- B. What is the capital city of Argentina?
- C. Does Argentina have a president?
- D. Who makes the laws for Argentina?
- E. How many provinces does Argentina have?
- F. How old must you be before you can vote in Argentina?

III. History

- A. How was Argentina discovered?
- B. How did Argentina get its name?
- C. When is Independence Day in Argentina?
- D. From what country did Argentina get its independence?
- E. Who was the liberator or fighter for freedom in Argentina?

IV. Geography

- A. What are the four main land regions of Argentina? Tell something about each one.
- B. What kind of climate does Argentina have?
- C. What are the summer and winter months in Argentina?
- D. What is Argentina's most important industry?
- E. What are the most important products produced in Argentina?
- F. Draw a map of Argentina and locate important places we studied.
- G. Animals of the jungle.

- V. In what ways is Argentina the same as the United States?  
In what ways is Argentina different than the United States?

## BIBLIOGRAPEY

### BOOKS FOR CHILDREN:

1. Bowen, David, Hello, South America, Norton and Company, 1964. (good)
2. Carter, William, The First Book of Argentina, Franklin Watts, Inc., 1961.
3. Cavanna, Betty, Pepe of Argentina, Franklin Watts, Inc., 575 Lexington Avenue, New York, New York.
4. Gartler and Hall, Understanding Argentina, Laidlaw Brothers, Thatcher and Madison, River Forest, Ill. 60305.
5. Goetz, South America, Fedeler Company, 1958.
6. Hall, Elvajeon, The Land and People of Argentina, Lippincott.
7. Henry, Marguerite, Argentina in Story and Picture, Whitman.
8. Hudon, Walter H., Tales of the Gauchos, Knopf.
9. Olden, Sam, Getting to Know Argentina, Coward-McCann Inc.
10. Quinn, Vernon, Picture Map Geography of South America, Lippincott, 1941.

### BOOKS FOR TEACHERS

1. Bruce, James, Those Perplexing Argentines, Longmans.
2. Cooper, et al, The Changing World, Silver-Burdett Co., 1967, pp 440-447.
3. Harper, et al, Learning About Latin America, Silver-Burdett, 1967.
4. Kennedy, John F., Catholicism, Nationalism, and Democracy in Argentina, University of Notre Dame.
5. Pendle, George, Argentina, MacMillan
6. Rothery, Agnes, South American Roundabout, Dodd, Mead and Co., 1940.
7. The American Continents, Silver-Burdett, 1961,  
pp 345-351.

SOCIAL STUDIES TEXTBOOKS

- 1. Harper, Crist, Sorenson  
Learning About Latin America Silver Burdett Co.  
Park Ridge, Illinois
- 2. King, Bracken, Sloan  
Regions and Social Needs Laidlaw Brothers  
Thatcher and Madison  
River Forest, Illinois 60305
- 3. Preston/Trottle  
In Latin American Lands D. C. Heath and Co.  
Boston, Mass.
- 4. Wann, Stull, Warman  
Our Changing Nation and Its  
Neighbors Allyn and Bacon  
Boston, Mass.

PHONOGRAPH RECORDS

- 1. Children of Latin America 5 Argentine Dances and Songs  
Ethnic Folkways Library  
South America Area  
-also-  
Bomar Record Co. \$5.95  
South America Clinic
- 2. Children of Latin America -- \$1.07  
Filmstrip - Vacation on the Pampas -- \$6.50
- 3. Latin American Game Songs  
"Breaking the Pinata"  
"Little Widow"  
"Open the Gates"  
"Lady Santana"  
"Go Back to Your Cradle"  
"Sun or Moon"
- 4. Our Latin American Neighbors -- \$6.75 Argentina -- P. 107
- 5. Songs of Latin America -- Page 56 33 1/3
- 6. South America--Eastern and Southern Lands Page 104  
"Farmers of Argentina" \$6.00
- 7. Folk Songs of Por Pacific Neighbors Page 70 33 1/3 \$4.25  
Ethnic Folkways Library  
South American Area



#### MAGAZINES

1. The Instructor - 1964, F. A. Owens Publishing Co.
2. Grade Teacher, October, 1967.  
Special Section: The New Social Studies
3. Informative Classroom, Picture Publishers, Grand Rapids, Michigan.
4. Junior Scholastic, October 12, 1967, Joaquin Torres Garcia,  
Modern Painter.
5. NEA Journal, November, 1967.
6. News Focus, Latin America, January 5, 1968.

#### SONG BOOK

1. On Wings of Song, Hood, Gildersleeve, Leavitt, Ginn and Company,  
Chicago, Ill., Pages 19, 24, 78, 102, 113, 152.

RENTAL FILMS

- 1. Argentina -- in color, 16 mm, 14 min. SC-GSC919 \$6.65  
Indiana University  
A.V. Center  
Bloomington, Indiana
- 2. Farmers of Argentina  
Encyclopedia Britannica  
Educational Corp.  
Chicago, Ill. 60611
- 3. Horsemen of the Pampas \$3.00  
University of Minnesota  
A.V. Extension Service
- 4. Life in the Grasslands -- U5561  
Extension Division  
Iowa City University, Iowa
- 5. People of the Pampas -- 4404017, 16 mm \$3.25  
Extension Division  
Iowa City University
- 6. University of Utah  
Audio-Visual Bureau  
Milton Bennion Hall 207  
Salt Lake City, Utah 84110
  - a.\* Argentina - 12 min. - \$8.25
  - b.\* Argentina, Country at the Crossroads - 8 min. \$2.25
  - c.\* Argentina, People of the Pampas - 16 min. \$4.75
  - d.\* Argentina, Today - 33 min.

\* The above films would be very good for this unit.

FILMSTRIPS

- 1. Our Latin American Neighbors--Argentina, McGraw-Hill \$6.75
- 2. Children of South America, Eye Gate House Inc.-Single strip \$4.00
- 3. Vacation on the Pampas \$6.50

FREE EDUCATIONAL FILMS

- 1. Land of Potential - Gives the potentialities of many of the South American Countries  
  
Caterpillar Tractor Co.  
Advertising Dept.  
Peoria, Ill.

