

Nick Waddell
Bellarmine Univeristy
Fall, 2003

La Plata: Exploring Cultures of South America

Title: La Plata, Argentina: Exploring South American Culture

Intended Level: High School (Grades 9-11)

Guiding Question: How can studying La Plata help us learn more about South American cities and cultures?

Activity Summary: La Plata history, economy, cultures and traditions, and geography can be seen through a learning tool kit including various artifacts and information. Students will compare and contrast La Plata's place in the world economically and historically. Students will also explore the market in which La Plata produces by examining their imports and exports.

Task: Students will form groups of three to four and will be assigned different responsibilities. Responsibilities will include and economic researcher, historian, geographer, and group leader (who will lead the presentation). Stations will be set up for students to visit and take notes for their presentation of information.

KY World Language Content:

WL-PM-1.3.D4 Interpret and present information from authentic material to audiences.
WL-PM-2.2.D2 Identify economic and social impact of products on world markets.
WL-PM-4.2.XX Analyze differences between target cultures and students' own cultures.
(Advertising Practical Living Core Content 3.1.4 *Methods and techniques of advertising exert and influence on consumer choices for products and services* can also be addressed)

KY Core Content for Assessment:

Cultures and Language: 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

WL-H-2.1.B5 Identify social, geographic, and political factors that impact cultural practice.

2.2 Students demonstrate an understanding of the relationships between products and perspectives of the culture studied

WL-H-2.2.D1 Explain familiar object images and symbols of target cultures.

WL-H-2.2.D2 Identify economic and social impact of some products on world markets

Comparison: 4.5 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Economic: SS-M-3.4.1 *Basic economic issues addressed by producers are production, distribution, and consumption of goods and services.*

SS-M-3.4.2 *Productivity can be improved by specialization, new knowledge, and technology/tools.*

SS-M-3.4.3 *Personal, national, and international activities are independent.*

Connections: SS-H-4.2.3- *People can develop stereotypes about places and regions.*

WL-H-3.2.B1 *Extract information from sources intended for native speakers.*

WL-H-3.2.B2 *Use authentic sources to identify perspectives of target culture.*

Steps for Planning and Implementing:

1. Teachers uses culture tool kit to set up various stations pertaining to economics, history, culture, or miscellaneous.
2. Teacher distributes a list of vocabulary words for each student to complete and turn in after the presentation. These words include Spanish, along with other important words.
3. Students use the Internet at one station to compare La Plata statistical, historical, and geographical information.
4. Students (in groups) research for their topic using the tool kit stations and any other resource provided in the classroom.
5. Tool Kit will include the following: Argentina Economic Packet, Argentina coinage, Doll from La Plata, Patricia Gonzalez CD (CD Player will be provided), Mate Tea Maker, La Plata geographical pamphlet, La Plata and Argentina maps, and various Argentina historical books (some written in Spanish).
6. Station One will include Patricia Gonzalez CD and CD Player, Mate Tea Maker, and La Plata Doll.
7. Station Two will include Argentina Economic Packet, coinage, and computer with Internet.
8. Station Three will include Argentina historical books, sharing the computer with Internet.
9. Station Four will include La Plat geography pamphlet, La Plata and Argentina maps.
10. Students will be given ten to fifteen minutes at each station for research and analysis.
11. Students will organize thoughts and research into a group presentation of fifteen minutes long.
12. Groups will present quality information and submit a three to five page document to the teacher containing knowledge gained by the group.

(RESOURCES: <http://www.latinworld.com/sur/argentina> <http://www.info.gov.ar>
<http://www.cia.gov/cia/publications/factbook/geos/ar.html>)