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**Fall, 2003**

**Title:** Guachos the Argentina's Cowboys

**Guiding Question:** What does it mean to be a gaucho in Argentina?

**Activity Summary:** Gauchos are as central to Argentina's history as the cowboy is to American history. Students will become "experts" in a specific aspect of a gaucho's life, through the jigsaw technique. After becoming experts they will impart their knowledge to classmates. Students will orally present their findings. Readings were taken from Argentina: The Culture and Argentina: The Life. Both books are found in the culture kit.

**Task:** Students will be assigned specific areas of a gaucho's life to read about. Each group will need to determine the main idea from their reading selection. Students will take the main ideas and concepts from their readings to create an oral presentation for the class.

**Kentucky Core Content:**

**SS-M-4.1.2**

Different factors (e.g., rivers, dams, developments) affect where human activities are located and how land is used in urban, rural, and suburban areas.

**SS-M-4.3.1**

Human settlement develops in different ways based on the culture and needs of settlers.

**SS-M-4.3.2**

Human populations may change and/or migrate because of factors such as war, famine, disease, economic opportunity, and technology.

**SS-M-4.4.2**

The physical environment both promotes and limits human activities (e.g., exploration, migration, and trade).

**Steps for Planning and Implementing:**

1. Teacher uses projection unit to display images of guachos in various daily activities. The images serve as a basic visual introduction.
2. Teacher gives a brief introduction of the gaucho
3. Teacher will divide students into 7 groups. Each group will be given a specific area of a gaucho's life to read about and become an "expert" in.
  - Snappy Dressers
  - Celebrating Guachos
  - Gaucho General
  - Legendary Guachos
  - Las Chinas
  - Guachos Today
  - Tools of the Trade
4. Students read their selection and develop a short oral presentation.
5. Performance Task: Students will be assessed in 2 formative assessments.
  - The first assessment will be consider the oral presentation.
  - The second assessment will consider the student's participation level.

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## Oral Presentation Rubric : Personal Assessment

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Teacher Name: **Ms. Varner**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
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Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most ( 94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
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Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
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Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
Collaboration with Peers	Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others in the group. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.
Volume	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.

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## Oral Presentation Rubric : Group Presentation

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Teacher Name: **Ms. Varner**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
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Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.
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Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well