

# *Celebrating our Heritage*

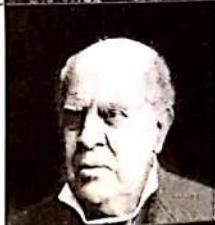
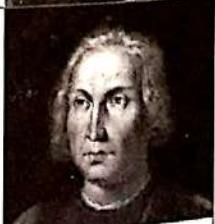
*200 years, 200 ideas*

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PRACTICAL IDEAS AND PHOTOCOPIABLE ACTIVITIES  
ABOUT OUR NATIONAL CELEBRATIONS  
FOR YOUNG LEARNERS, PRIMARY  
AND SECONDARY SCHOOL STUDENTS

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## INTRODUCTION

The year 2010 sets a very important landmark in Argentinian history: the bicentenary of our nation. It is a time to reflect upon our past and work for a better future; a time to lay the foundations for a revitalised educational system in general that may shed fresh light on ELT in particular. The English Department is not an isolated entity but an integral part of the school amidst its many daily activities. However, when it comes to celebrating our national holidays, we, English teachers, find it difficult to take part in school celebrations together with the rest of the teaching staff. That is why we thought it would be timely for teachers to finally have a unique ELT resource book full of ideas and activities to celebrate our identity, our traditions and cultural heritage. It was with these ideas in mind that *Celebrating our Heritage* was conceived.

The six chapters in this book are correlated to the main Argentinian national holidays: **The May Revolution, Flag Day, Independence Day, San Martín Memorial Day, Teacher's Day and Heritage (12 October and 10 November)**. They can be easily identified by title, date and picture of the historic figure related to these special dates. Each chapter is divided into three sections: **Young Learners** (with activities for 5-to-7-year olds), **Primary** (with activities for 8-to-11-year olds) and **Secondary** (with activities for 12-to-17-year olds). In this way, teachers can easily find the material they are interested in according to the age group they teach.

All the aims and objectives are clearly stated both for the **Young Learners** sections (**Language, Social Sciences and Arts and Crafts**) and for the **Primary** and **Secondary** sections (**Language and Social Sciences**). Each activity is clearly presented through a title and organised according to:

- **Time:** This is just a suggestion. The time required will depend on the number of students in the class, their language proficiency and study skills.
- **Group dynamics:** The teacher may wish to vary this, once again, according to the number of students in the class, their social development, the classroom setting and the time devoted to the activity.
- **Language:** Only the main aspects of the language in use in the activity are mentioned (lexical, functional and grammatical). The students are invited to use the whole range of functions and language items they already know.
- **Skills:** This covers the sub-skills needed for carrying out the activities and are grouped under Listening, Reading, Speaking and Writing.
- **Materials:** These are only mentioned if something special is required so that the teacher can get organised and be ready before the class takes place.
- **Preparation:** The steps mentioned are only intended in case there is something the teacher must do beforehand.
- **Description:** Step-by-step guidelines for the teacher to follow in class, which can be adapted to personal teaching styles and students' needs.
- **Extension:** Optional activities that foster more challenging and motivating class work when there are no time constraints.

**Tips and Answer Keys** throughout the book are clearly signposted for easy reference. **Grammar charts, mind maps and illustrations** are provided or suggested as an aid for classroom management. **Photocopiable worksheets** to be used with the activities are placed at the end of the book and are cross-referenced to the chapters.

We sincerely hope you find this handbook a useful resource to spice up your English classes, and that it may also serve as a springboard for further ideas to celebrate our heritage at school.



# The May Revolution

## AIMS

### LANGUAGE:

- To teach and/or review the Present Continuous for actions happening at the moment of speaking (affirmative, interrogative and negative).
- To teach and/or review *have got*.
- To teach and/or review *there is - there are* (affirmative, interrogative and negative).
- To teach and/or review demonstrative pronouns or adjectives.

- To teach and/or review vocabulary. LEXICAL SETS: action verbs, vocabulary related to television studios, items related to the May Revolution, anachronic elements in 1810, elements found in 1810, connectors and colours.

### SOCIAL SCIENCES:

- To familiarise students with the way of life in the colonial period and the meaning of the May Revolution.

### ARTS AND CRAFTS:

- To colour, cut and paste a picture of the Town Hall (Cabildo).

## ROGER THE REPORTER

### TIME

60 minutes /Extension activity: 15 minutes

### GROUP DYNAMICS

Whole group

### LANGUAGE

- **Action verbs:** walking, standing, selling, talking, giving out, telling, running, celebrating
- **Vocabulary related to television studios:** TV studio, reporter, programme
- **Items related to the May Revolution:** Cabildo (Town Hall or Town Council), criollos, blue and white ribbons, a new government, balcony, 200 years, 1810
- **Anachronic elements in 1810:** time machine, TV, computers, cars, bikes, restaurants, telephones, electricity, vacuum cleaners
- **Elements found in 1810:** horses, carriages, candles, brooms

### SKILLS

- **Listening:** listening for the gist of a story
- **Speaking:** assisted retelling of a story using miming and minimal expressions
- **Reading:** reading short sentences, matching sentences to pictures (only for children who can read and write)

### MATERIALS

Photocopiable worksheet on page 72, scissors, glue, colour pencils

### PREPARATION

- Make photocopies of the worksheet on page 72 to hand out to all the children.
- Prepare a blow-up of the same worksheet and cut out the different pictures.

**DESCRIPTION**

1 Read the following story aloud to the children while showing the pictures in the blown-up photocopy.

**Roger the Reporter**

- 1 This is Roger. He is a reporter for a TV programme. At the TV studio, he finds a time machine.
- 2 Roger is walking into the time machine and...
- 3 It is now 1810, the year of the May Revolution. Roger is standing outside the Town Hall (*Cabildo*). A woman is selling *mazamorra*.
- 4 Roger is talking to a lady. She is happy. There is a new government.
- 5 Now Roger is talking to a man. This man is giving out blue and white ribbons. He is happy. There is a new government.
- 6 Look! A man is speaking from a balcony. He is telling everybody there is a new government. A government by *criollos*! Everyone is very happy.
- 7 Roger is very happy, too. But now he is running... He must get back into the time machine.
- 8 He is now walking into the time machine and... he is at the TV studio again! It is now 25 May, and everybody is celebrating the May Revolution!

- 2 Hand out photocopies of the same worksheet (one per child) and ask the children to point to the corresponding picture while you read out the story. Mime some actions (*giving news on TV, walking into the time machine, selling food, standing outside the Town Hall (Cabildo), talking to a lady/a man, giving out blue and white ribbons, running, celebrating the May Revolution*).
- 3 Now ask the children to cut out the pictures, colour them and paste them in the right order into their notebooks. Help them do this by re-reading the story and miming it again.
- 4 Ask the children the following questions about what is happening in each picture. They can mime their answers and you can encourage them to say something.  
*Expected answers: (She is) selling food, (He is) giving the news on TV, etc.*
  - a. *What is Roger doing in Picture 1? He is giving the news on TV.*
  - b. *What is he doing in Picture 2? He is walking into the time machine.*
  - c. *What is the lady doing in Picture 3? She is selling mazamorra./ What is Roger doing? He is standing outside the Town Hall (Cabildo).*
  - d. *What is he doing in Picture 4? He is talking to a lady.*
  - e. *What is he doing in Picture 5? He is talking to a man./ What is the man doing? He is giving out blue and white ribbons.*
  - f. *What is the man on the balcony doing in Picture 6? He is speaking to the people.*
  - g. *What is Roger doing in Picture 7? He is running.*
  - h. *What is he doing in Picture 8? He is walking into the time machine again.*
- 5 If the children are already learning to read and write, ask them to cut out the sentences and match them to the pictures.

**EXTENSION**

Tell the children to pretend they are at the TV studio when Roger comes back from his trip. They have to interview him to find out about life in the colonial period. You can play the role of Roger and answer the questions.

## Sample questions and answers:

(Students): Roger, are there any TVs/computers/cars/bikes/horses/carriages/candles/restaurants/telephones/brooms/vacuum cleaners (in 1810)?  
 Roger, is there electricity (in 1810)?

(Roger): Yes/No/Yes, there is/No, there isn't/Yes, there are/No, there aren't

## 25 MAY, BACK IN 1810

## TIME

80 minutes /Extension activity I: 20 minutes/Extension activity II: 40 minutes

## GROUP DYNAMICS

Whole group, individual work, pairwork

## LANGUAGE

- **Have/has got**
- **Present continuous**
- **Demonstrative pronouns: this, these**
- **Items sold in the street in 1810: candles, brooms, water, empanadas**
- **Colours: yellow, red, green, light blue, light brown, white**

## SKILLS

- **Listening:** listening to a poem
- **Speaking:** asking and answering questions, reciting a poem

## MATERIALS

- Photocopiable worksheet on page 73 (top section)
- Extension activity II: photocopiable worksheet on page 73 (bottom section)

## PREPARATION

- Make photocopies of the top section of the worksheet on page 73. Cut out the four pictures and the four words so that every child gets one picture and one word only if they can read and write.
- Prepare a blow-up of the four pictures in the top section of page 73.
- Extension activity II: Make photocopies of the bottom section of page 73.

## DESCRIPTION

- 1 Hand out copies of the pictures at the top of page 73. Every child should get one picture. Tell the children these are pictures of some items people could buy in the street in colonial times.
- 2 Teach the vocabulary items by showing the blown-up pictures to the children and asking them to respond to the following questions by raising their hands:

*These are empanadas. Who has got the empanadas?*

*These are candles. Who has got the candles?*

*These are brooms. Who has got the brooms?*

*This is water. Who has got the water?*

- 3 Show the pictures once again and help the children to identify the objects (e.g.: *What are these?/Expected answers: Brooms. They're brooms*)
- 4 Now tell them to form groups by finding somebody in the class who has the same picture as they have. The group that gets together first is the winner.
- 5 If the children already know how to read and write, you can give each child a cut-out with one of the words. The children will then have to find somebody in the class who has the word that matches their picture. Then they can paste the word and the picture into their notebooks.

#### EXTENSION I

- 1 Ask one of the children to come to the front of the class and show him/her one of the pictures from the previous activity. The rest must not see it. Ask the child to mime what he/she is selling. The other children are supposed to guess what he/she is selling by asking questions. Help the children ask questions by giving them some prompts (e.g.: *Are you selling ...?*)
- 2 The child who guessed correctly should now look at another picture and mime what he/she is selling. Do the same with the rest of the pictures.

#### Answer Key:

1. Are you selling brooms? (Yes, I am./No, I'm not.)  
 2. Are you selling water? (Yes, I am./No, I'm not.)  
 3. Are you selling empanadas? (Yes, I am./No, I'm not.)  
 4. Are you selling candles? (Yes, I am./No, I'm not.)

#### EXTENSION II

- 1 Read out the poem below several times and encourage the children to repeat after you one line at a time. Mime as you read on. If the children can read and write, hand out copies of the poem or write it on the board.

#### REMEMBER!

We write:  
25 May

We say:  
'the twenty-fifth of May'

#### 25 May

Many, many years ago  
On 25 May  
Lots of people celebrating  
Glories of that day.

Let us celebrate together  
On 25 May  
Let's be grateful for the freedom  
That we have today.

- 2 Hand out photocopies of the bottom section of page 73 to each child. Tell them they have to colour the different cells in the picture by following the colour code. When they finish, they will discover a picture of the Town Hall (*Cabildo*). Review colours (yellow, red, green, light blue, light brown, white) and numbers (one, two, three, four, five, six) if necessary.





# The May Revolution

## AIMS

### LANGUAGE:

- To teach and/or review vocabulary. LEXICAL SETS: action verbs, anachronic elements in 1810, elements found in 1810.
- To teach and/or review *there is*-*there are* and *used to* + infinitive.
- To teach and/or review the Present Continuous and the Simple Present.

### SOCIAL SCIENCES:

- To familiarise students with the May Revolution in 1810 and the way of life at that time.

## WHAT DOESN'T BELONG?

### TIME

80 minutes

### GROUP DYNAMICS

Whole group, pairwork

### LANGUAGE

- Present Continuous
- *There is*/*there are*
- Anachronic elements in 1810: *parachute, mobile phone, hamburger, miniskirt, bicycle, camera, mp3, jeans, picture*

### SKILLS

Speaking: answering questions, describing a scene

### MATERIALS

Photocopiable worksheet on page 74

### PREPARATION

Make photocopies of the worksheet on page 74 to hand out to all the students.

### DESCRIPTION

- 1 Hand out photocopies of the worksheet on page 74.
- 2 In pairs, the students are supposed to find the items/situations that do not belong in the colonial period. Students will most probably name the items/situations in their mother tongue at this stage. The pair who finds the odd items/situations first is the winner.
- 3 Now, teach and/or review the following words: *mobile phone, mp3, hamburger, miniskirt, jeans, punk, picture, electric lamp post, dog walker*.
- 4 You may also need to teach and/or review the Present Continuous tense. Tell the students this tense is used to talk about actions happening at the time/moment of speaking. Provide a few examples:

*What is your mother doing now? She is working.*

*What am I doing? You are writing on the board./explaining the lesson.*

This should be enough at this stage.

### Answer Key (item 2):

- a man using his mobile phone
- a boy listening to his mp3
- a girl eating a hamburger
- a woman wearing a miniskirt
- a teenager taking a picture
- an electric lamp post
- a boy riding his bike
- a man on a parachute
- a punk man
- a man wearing jeans
- a dog walker with some dogs

5 If you think it is necessary, you can write the following chart on the board, so as to help the students understand the Present Continuous form:

### Affirmative

<b>I</b>	<b>am</b>	
<b>He</b>	<b>is</b>	
<b>She</b>		
<b>It</b>		<b>Verb + ing</b>
<b>We</b>		
<b>You</b>	<b>are</b>	
<b>They</b>		

### Negative

<b>I</b>	<b>am</b>	
<b>He</b>	<b>is</b>	
<b>She</b>		
<b>It</b>		<b>not + Verb + ing</b>
<b>We</b>		
<b>You</b>	<b>are</b>	
<b>They</b>		

### Interrogative

<b>Am</b>	<b>I</b>	
<b>Is</b>	<b>he</b>	
	<b>she</b>	
	<b>It</b>	<b>Verb + ing?</b>
<b>Are</b>	<b>you</b>	
	<b>we</b>	
	<b>they</b>	

Eg.: *The boy is listening to his mp3.*  
*The little girl is eating a hamburger.*

Eg.: *The ladies are not wearing miniskirts.*  
*The boy is not riding a motorbike.*

Eg.: *Is the boy walking the dog?*  
*Yes, he is.*  
*What is the man on the right doing?*  
*He is talking on his mobile phone.*

### Answer Key:

- He is talking on the phone.
- She is eating a hamburger.
- He is walking the dogs.
- He is coming down (on a parachute).
- She is wearing a miniskirt.
- He is riding a bicycle.
- He is holding a camera./ taking a picture.
- He is listening to his mp3.
- He is wearing jeans.

6 Now point to different characters in the picture and ask the students the following questions:

- What is the man (on the right) doing?*
- What is the little girl eating?*
- What is the teenager (in a cap) doing?*
- What is the man (on a parachute) doing?*
- What is the girl (with long hair) wearing?*

- What is the little boy doing?*
- What is the boy (at the front) doing?*
- What is the little boy (on the left) doing?*
- What is the man (on the left) wearing?*

Then ask the students to describe the scene. If necessary, go over the structure 'there is/there are' first. In this case, just tell the learners we use *there is/there are* to talk about the existence of something or somebody (e.g. *There is a broom/man.* *There are three brooms/men.*)

We can also say where (e.g. *There are three men in the square*) and what they are doing (e.g. *There are three people walking in the square*).

### SINGULAR

*There is a supermarket in this street.*  
*There is a telephone in the house.*

### PLURAL

*There are some good restaurants in town.*  
*There are three men at the corner.*

### Answer Key:

- a. There is a man
- b. There is
- c. There is
- d. a girl
- e. a boy
- f. on the phone
- g. walking some dogs
- h. two
- i. six
- j. There is
- k. two
- l. miniskirt
- m. wearing

You can help the students describe the scene by giving them some prompts:

*There is..... on a balcony. (a man)*

*There are ..... people in the picture. (thirty)*

### Possible sentences:

- a .....on a parachute.
- b .....a boy on a bicycle.
- c ..... a punk teenager.
- d There is ..... eating a hamburger.
- e There is ..... listening to his mp3.
- f There is a man talking .....
- g There is a teenager.....
- h There are ..... women selling food.
- i There are ..... children in the picture.
- j ..... a boy holding a camera.
- k There are ..... birds in the sky.
- l There is a girl wearing a .....
- m There is a man ..... jeans.

## A TYPICAL DAY

### TIME

60 minutes

### GROUP DYNAMICS

Whole group, individual work

### LANGUAGE

- **Simple present**
- **Used to + infinitive**
- **Elements found in 1810:** cloth dolls, cup-and-ball, bullfights, mazamorra
- **Anachronic elements in 1810:** TV, computer games, shopping centre, chewing gum, sweet shops

### SKILLS

- **Speaking:** answering questions
- **Writing:** completing sentences

### MATERIALS

Photocopiable worksheet on page 75

### PREPARATION

Make photocopies of the worksheet on page 75 to hand out to all the students.

### DESCRIPTION

- 1 Tell the students you are going to discuss what people used to do in 1810 and what people do today. To talk about things that happen regularly, we use the Simple Present.
- 2 If necessary, teach and/or review the Simple Present form by giving some examples:

*What do people do today to have fun?*

*They watch TV.*

*They play computer games.*

- 3 Now tell the students that we use the structure *used to + infinitive* form of the verb to talk about habitual actions in the past. If necessary, teach and/or review this structure by providing examples (see overleaf).

25 May

1810	Today

*What did people use to do in 1810?*

*They used to buy mazamorra outside the Town Hall (Cabildo).  
Girls used to play with cloth dolls.  
Boys used to play cup-and-ball.*

- 4 Draw a chart on the board with the headings: **1810** and **Today**. Ask the students to copy the chart in their notebooks and hand out the photocopies of page 75 containing activities taking place on both dates.
- 5 Ask the students to cut out the pictures and paste them under their corresponding heading.
- 6 Once they finish, check the activity with the whole class. As you do so, teach and/or review vocabulary by pointing to the different pictures, asking questions orally and eliciting answers:

**Q:** *What do people do at shopping centres today?*

**A:** *They buy clothes.*

**Q:** *And in 1810? Were there shopping centres back in 1810?*

*What did people use to do?*

**A:** *They used to make their own clothes.*

**Q:** *What do people do on Sundays today?*

**A:** *They watch TV.*

*They meet friends and relatives.*

**Q:** *And in 1810? Did people use to watch TV back in 1810? What did people use to do?*

**A:** *They used to go to bullfights.*

**Q:** *What do children buy from sweet shops today?*

**A:** *They buy chewing gum.*

**Q:** *And in 1810? Did people use to buy chewing gum back in 1810? What did they use to buy?*

**A:** *They used to buy mazamorra outside the Town Hall (Cabildo).*

**Q:** *What games do children play today?*

**A:** *They play computer games.*

**Q:** *And in 1810? Did people use to play computer games back in 1810? What games did they use to play?*

**A:** *Girls used to play with cloth dolls and boys used to play cup-and-ball.*

- 7 Now ask the students to complete the sentences in their photocopy, cut them out and paste them into their notebooks. Write some key words on the board to help them do the task:

*play cup-and-ball/computer games/with cloth dolls*

*buy mazamorra/chewing gum from sweet shops/clothes at the shopping centre*

*go shopping/to bullfights*

*make their own clothes*

*watch TV*

#### Answer Key:

1. In 1810, girls used to play with cloth dolls and boys used to play cup-and-ball.
2. Today children play computer games.
3. In 1810, people used to make their own clothes.
4. Today people buy clothes at shopping centres.
5. In 1810, people used to buy mazamorra outside the Town Hall (Cabildo).
6. Today people buy chewing gum from sweet shops.
7. In 1810, people used to go to bullfights.
8. Today people watch football on TV.



# The May Revolution

## AIMS

### LANGUAGE:

- To teach and/or review vocabulary. LEXICAL SETS: items related to battles and revolutions.

### SOCIAL SCIENCES:

- To familiarise students with some revolutionary processes in the world in the 18th and 19th centuries, with special attention to the main events leading to the May Revolution in 1810 in the River Plate.

## THE AGE OF REVOLUTIONS

### TIME

60 minutes

### GROUP DYNAMICS

Individual work, group work, whole group

### LANGUAGE

**Vocabulary related to battles and revolutions:** *lead, defeat, ways of thinking, freedom, landowners, improve, enclosure, wealthy, profit, unfair, ban, bankrupt, tax, bring to an end, insurgency movement, brew, landmark*

### SKILLS

- **Speaking:** *holding a class discussion on revolutions*
- **Reading:** *matching words with similar meaning, answering questions*

### MATERIALS

Photocopiable worksheet on page 76

### PREPARATION

Make photocopies of the worksheet on page 76 to hand out to all the students.

### DESCRIPTION

- 1 Discuss with your students what a revolution is. Brainstorm some ideas by asking them: *What do you associate the word 'revolution' with? What is a revolution for you? These ideas might help you: The word revolution comes from the Latin 'revolutio' that means to turn around. So, a revolution means that there is a sudden, radical or complete change in society. Normally it is not an isolated event; it forms part of a larger process of transformation. Revolutions have taken place on many occasions throughout human history. Many of them occurred during the 18th century which is often called 'the century of revolutions'. There were many at that time and they changed life in several aspects: politically, economically, socially and culturally. The way countries were ruled changed. The way people thought changed. The way things were done changed.*
- 2 Tell the students they are going to read a text about different revolutions around the world that led to Modernity.
- 3 Hand out copies of page 76. Ask the students to read the text silently so that they can get the gist of the text.

## Answer Key:

a. is a	j. enclosure
landmark	k. wealthier
b. further	l. profits
c. brewed	m. unfair
d. landed	n. banning
e. defeated	o. bankrupt
f. ways of	p. taxes
thinking	q. brought
g. freedom	something
h. landowners	to an end
i. improved	r. insurgency

## Answer Key:

- They created the first local government which would not respond to any authority in Spain.
- After the Glorious Revolution, modern English parliamentary monarchy began and this meant the monarch would never again hold absolute power.
- They helped to change the way of thinking.
- It helped introduce ideas such as freedom, equality, tolerance and civil rights.
- Because farm machines were improved, new machines were invented and the enclosure of fields made farms more efficient.
- The bourgeoisie and the industrial working class emerged from the Industrial Revolution.
- The American colonies refused to pay taxes and banned all imports of British goods.
- France was bankrupt and the king decided to increase taxes. People reacted and the revolution brought the monarchy to an end.

- Discuss with the whole class the main ideas in the text (different revolutions in different countries for different reasons). Make notes on the board as you elicit comments from different students.
- To help the students tackle vocabulary problems, ask them to find words or phrases in the text that mean the same as (write these words on the board):
 

a. <i>marks an important stage</i>	k. <i>richer</i>
b. <i>more</i>	l. <i>money</i>
c. <i>prepared, devised, thought</i>	m. <i>unjust</i>
d. <i>arrived</i>	n. <i>prohibiting</i>
e. <i>were victorious over</i>	o. <i>insolvent, without money</i>
f. <i>ideas</i>	p. <i>money the government collects from people</i>
g. <i>liberty</i>	q. <i>finished with something</i>
h. <i>people who had land</i>	r. <i>rebellion</i>
- The students get together in groups and answer the following questions that you can write on the board:
 

a. <i>What did the criollos create after the May Revolution?</i>	e. <i>Why do we say there was an Agricultural Revolution in the 18th century?</i>
b. <i>What did the Glorious Revolution mean to England?</i>	f. <i>Which two new social classes emerged from the Industrial Revolution?</i>
c. <i>What did all the developments in science and technology help to change?</i>	g. <i>How did the American Revolution start?</i>
d. <i>Which ideas did the Enlightenment introduce in society?</i>	h. <i>Which were the causes of the French Revolution?</i>

**Variation:** Students write the questions on different slips of paper and identify the answers in the text. They write the answers in separate pieces of paper. They place the eight questions and the eight answers face down and play 'Snap' (a memory card game also called 'Pelmanism').



## Flag Day

### AIMS

#### LANGUAGE:

- To teach and/or review vocabulary. LEXICAL SETS: Manuel Belgrano and the Argentinian flag (e.g. *a beautiful flag, my flag is..., white, light blue, for you and for me, thank you, a bright sun, the sun shines bright, a small boy, a big boy, a man, at school, at work, in the army, Manuel has a big dream*)

#### SOCIAL SCIENCES:

- To familiarise children with the life of Manuel Belgrano and the creation of the Argentinian flag.

#### ARTS AND CRAFTS:

- To make a story book and a flag jigsaw puzzle with a poem.

### MY FLAG

#### TIME

20/30 minutes/Extension activity: 10/15 minutes

#### GROUP DYNAMICS

Whole group, individual work

#### LANGUAGE

- **Colours:** *light blue, white, yellow*
- **Numbers:** *one to ten*
- *My flag is...*
- *The sun shines bright.*
- *For me and you.*

#### SKILLS

- **Listening:** *listening to a poem*
- **Speaking:** *saying a poem, counting to ten*

#### MATERIALS

Photocopiable worksheet on page 77 (one per child); an Argentinian flag or a picture of it; colourful pictures of: national flags, caution/danger flags (or any other symbol), flags of companies or organisations (food companies, car companies, firefighters, football clubs, schools, etc.); colour pencils, glue, straws or craft sticks, envelopes (one per child)

**Extension activity:** white and light blue balloons (only one balloon per child), a big drawing or cutout of the sun, photocopies of the worksheet on page 78 (one per child)

#### PREPARATION

- Make photocopies of the worksheet on page 77 (one per child).
- Get colourful pictures from books, magazines or the internet to illustrate: some national flags, some flags used for signals (caution, danger, etc.), some flags used to represent companies or organisations (schools, car companies, football clubs, etc.).

**Extension activity:**

- Make photocopies of the worksheet on page 78 (one per child).
- Make a big drawing or prepare a cutout of the sun.

#### DESCRIPTION

- 1 Introduce young children to the importance of a national symbol, the Argentinian flag. Display a picture of a flag - or a real one - and ask the children these questions in Spanish: *What is a flag?/Where can you see flags?/What do they represent?*

Expected answers in Spanish: a flag is a piece of cloth. I can see flags in buildings, in squares and in the school yard. A flag represents a country.

- 2 Enlarge on your learners' comments by saying (in Spanish) that a flag is a piece of cloth in the shape of a rectangle with colours and designs. Use the picture or the real flag to illustrate (rectangle, white and light blue colours, the design of the sun). Flags are used for signalling (show pictures of flags used as signals: danger, caution, finish flag in car racing, etc.). Flags represent companies or organisations (show pictures of some company/organisation flags: car companies, food companies, schools, football clubs, etc.). A flag is also used as a symbol of a country (show pictures of national flags: Brazil, Uruguay, etc.).
- 3 Hand out copies of the worksheet on page 77 (one per child). Ask the children to colour the poem (any colour) and the flag (white, light blue and a yellow sun). The children must then cut out the poem (one piece) and the flag into many pieces following the dotted lines to make a jigsaw puzzle. When they finish, ask them to put the pieces and the poem in an envelope and give it to another student. Everybody in the class should now have somebody else's envelope containing a flag jigsaw puzzle and a poem.
- 4 The children reassemble the pieces of the puzzle and glue them onto the blank side of the poem. They glue a straw or craft stick to the left side of the flag to make a mast.
- 5 Use the picture or the real flag to teach or review the phrase *my flag* and the colours *white* and *light blue*. Ask the children to repeat these words after you as they hold their own flags and point to the colours. Follow the same procedure when you present and teach the phrases *my flag is white*, *my flag is light blue*. Then present the words *the sun*, showing it on the flag, and mime the words *shines* and *bright* (*the sun shines bright*). Ask the children to repeat after you as they hold their flags, point to the sun and mime the action. Finally, mime the expressions *for me* and *for you*.
- 6 Say and mime the poem several times:

### My Flag

My flag is white.  
My flag is light blue.  
The sun shines bright  
For me and you.

- 7 Then say it once again, making pauses for students to join in and say the missing words. (*My flag is..., my flag is..., the sun..., for me and...*)
- 8 Repeat the actions until you make sure children know the poem by heart. Now you are ready to say the poem altogether as you all wave the flags in the air. If you have a musical ear and can play the guitar, turn the poem into a catchy song that children will love to sing.

### EXTENSION

- 1 Hand out copies of the worksheet on page 78 (one per child). Ask the children to identify and count all the Argentinian flags they can see in the photocopy (10 flags). Circulate around the class, helping the children to spot the flags and count to ten in English as they point to them.
- 2 Before you do the following final activity, make sure you have previously blown up white and light blue balloons and have kept them out of your learners' sight. Give out the balloons (only one per child).
- 3 Call out different groups of children and invite them to come to the front of the class so that you can help them form the Argentinian flag (e.g. Boys with light blue

*balloons. Hop to the front!/Girls with white balloons. Run to the front!)* Help the children get into three groups (the group with white balloons in the centre). Say: 'What's missing?' (Expected answer: *the sun*). Get hold of the drawing or cutout of the sun you prepared and take up the central position among the children with white balloons. Ask the children in the three different groups to count the number of balloons they have (e.g. *How many balloons in this group?/Let's see! Can you help me count?*) Then you can ask each child in the group to call out a number as they hold up their balloons (e.g. *One balloon!/Two balloons! ...*). You can finish the activity by saying or singing the poem (*My flag ...*) altogether once again.

## A SMALL BOY, A BIG DREAM

### TIME

30/40 minutes

### GROUP DYNAMICS

Whole group, individual work

### LANGUAGE

- *A small boy, a young boy, a man*
- *At school, at work, in the army*
- *A beautiful flag, Manuel has a big dream, a light blue and white sky, a bright sun*
- *For me and for you, thank you*

### SKILLS

- **Listening:** *listening to a story*
- **Speaking:** *choral repetition*

### MATERIALS

- Photocopyable worksheet on page 79 (one per child); a big picture or poster of Manuel Belgrano and the Argentinian flag, optional pictures of a small boy, a young boy and a man; envelopes (one per child), a stapler and colour pencils

### PREPARATION

- Make copies of the worksheet on page 79 (one per child).
- Cut out the first four pictures of each copy and put them in an envelope (one per child).
- Cut out the other two pictures and keep them for the final activity.

### DESCRIPTION

- 1 Introduce young children to the life of Manuel Belgrano, the creator of the Argentinian flag. Display a big picture or poster of Manuel Belgrano and the Argentinian flag and tell the children who he was (a lawyer and a military man) and what he created (the Argentinian flag). Use Spanish at this stage.
- 2 Pre-teach the most important words of the story below: *A Small Boy, a Big Dream*. Start with these words: *a small boy, a big boy and a man*. You can make drawings or stick pictures from magazines on the board to illustrate these words. Mime these concepts as you present them, and ask the children to repeat the words after you and mime them as well.
- 3 Stick the picture of Belgrano above the previous drawings on the board. Point to this picture and say: 'Look! This is Belgrano/He is a small (mime it) boy' (point to the drawing of a small boy) /'He is at school (draw a school on the board below the small boy) /'He has a big (mime it) dream' (mime the action and draw a bubble



coming out of the small boy's head) / 'He dreams of a flag' (draw a flag in the bubble) / 'A beautiful flag (point to the flag) for you and for me' (mime it). Repeat this part of the story as many times as necessary, making pauses in between to allow the children to complete your statements.

- 4 Follow the same procedure as in 3 above for the second part of the story. In this case the words are: *a big boy, he is at work, he has a big dream, and he dreams of a flag a beautiful flag for you and for me.*
- 5 Follow the same procedure again for the third part of the story. The words here are: *a man, he is in the army, he has a big dream, and he dreams of a flag, a beautiful flag for you and for me.*
- 6 Follow the same procedure again for the last part of the story. The words here are: *Look at the sky, Manuel! (draw a white and light blue sky on the board)/This is your dream/Look at the colours of the sky; light blue and white!/Look at the bright sun! (draw a sun on the board right in the middle of the sky)/This is your dream and this is your flag/A beautiful flag for you and for me/Thank you, Manuel! Thank you for your dream!*
- 7 Hand out the envelopes containing the four pictures (one per child). Ask the children to take the pictures out of the envelope and put them on their tables.
- 8 Read the story below and ask the children to listen to you and put the pictures in the correct order on the table.

#### Answer Key (item B):

1. Belgrano dreaming when he was a small boy
2. Belgrano sitting at a desk and working when he was a young boy
3. Belgrano in the army
4. Belgrano on the banks of the River Paraná with the Argentinian flag

### *A Small Boy, A Big Dream*

1. Look! This is Manuel. Manuel is a small boy. He is at school. He has a big dream. He dreams of a flag. A beautiful flag for you and for me.  
**Manuel has a dream. A big dream for you and for me.**  
**A beautiful flag for you and for me.**
2. Look! This is Manuel again. He is a big boy. He is at work. He has a dream. He dreams of a flag. A beautiful flag for you and for me.  
**Manuel has a dream. A big dream for you and for me.**  
**A beautiful flag for you and for me.**
3. Look at Manuel! He is a man now. He is in the army. He has a dream. He dreams of a flag. A beautiful flag for you and for me.  
**Manuel has a dream. A big dream for you and for me.**  
**A beautiful flag for you and for me.**
4. Look at the sky, Manuel! This is your dream! Look at the colours of the sky; light blue and white! Look at the bright sun! This is your dream and this is your flag. A beautiful flag for you and for me.  
**Thank you, Manuel! Thank you for your dream!**



- 9 Read the story once again and invite the children to repeat the parts that appear in bold. As you do so, circulate around the class and check all your learners' pictures are in the correct order.
- 10 Ask the children to colour the pictures and number them (1 to 4) according to their correct order in the story. When they finish, circulate around the class and staple the pictures to make story books.
- 11 Hand out the other two remaining pictures of the worksheet. These are the covers of the story books. Ask the children to colour the cover *A Small Boy, A Big Dream* and help them write their names in the blank box. Ask the children to make a drawing of themselves and the flag on the back cover: *My Flag and I*. Walk around the class praising each child's work as you staple their covers to the rest of their story books.

# Flag Day

## AIMS

### LANGUAGE:

- To teach and/or review vocabulary. LEXICAL SETS: description of people and objects and vocabulary connected with a person's biography.
- To teach and/or review the Simple Past (regular and irregular verbs), the Simple Present, the Present Continuous.

- To teach and/or review *there is* and *there are*.
- To teach and/or review *wh-questions*.

### SOCIAL SCIENCES:

- To familiarise students with the life of Manuel Belgrano and the creation of the Argentinian flag.

## A SHORT BIOGRAPHY OF BELGRANO

### TIME

20/30 minutes

### GROUP DYNAMICS

Group work

### LANGUAGE

- **Word formation**
- **Simple Past** (regular and irregular verbs): *studied, returned, worked, joined, believed, created, died, had, came, was born, became, etc.*
- **Wh-questions**
- **Vocabulary related to a person's life events** (e.g. *jobs, studies, family life, etc.*)

### SKILLS

- **Reading:** *reading a text for detail*
- **Speaking:** *asking and answering questions*
- **Writing:** *writing questions*

### MATERIALS

Photocopiable worksheet on page 80, bilingual dictionaries

### PREPARATION

Make photocopies of the worksheet on page 80 (one per student).

### DESCRIPTION

- 1 Ask the students to get into groups of four or five. Hand out copies of the worksheet on page 80 (one per student).
- 2 The students read the text in groups and fill in the gaps with words that derive from the cues provided (e.g.: *sales-salesman*). Encourage the use of dictionaries and check the answers with the whole class.
- 3 Elicit some typical WH-questions (e.g.: *What?/Where?/Who?/When?/Why?/How many?/etc.*) Ask the students to work in the same groups as before and write questions that refer to the text in a slip of paper. Write some examples on the board (see overleaf).

### Answer Key:

1. salesman
2. lawyer
3. journalist
4. government
5. experienced
6. passionate
7. leader
8. useful
9. freedom
10. education



## Flag Day

### AIMS

#### LANGUAGE:

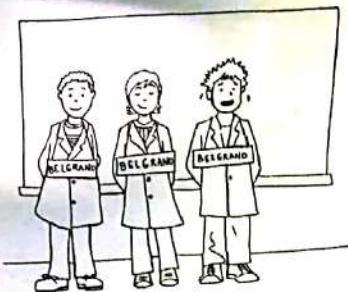
- To teach and/or review vocabulary. LEXICAL SETS: a person's life events, description of people and objects using all five senses.
- To teach and/or review the Simple Past (regular and irregular verbs), the Simple Present and the Present Continuous.
- To teach and/or review *wh-questions*.

#### SOCIAL SCIENCES:

- To familiarise students with the life of Manuel Belgrano and the creation of the Argentinian flag.
- To encourage students to become aware of the values represented in our national symbols: freedom, independence, equality, fraternity, loyalty, etc.

### SNIFFING OUT THE IMPOSTORS!

TIME	20 minutes
GROUP DYNAMICS	Whole group
LANGUAGE	<ul style="list-style-type: none"> <li>• Simple Past (regular and irregular verbs)</li> <li>• <i>Wh-questions</i></li> <li>• Vocabulary about a person's life events: : jobs, family life, studies, beliefs, experiences, etc.</li> </ul>
SKILLS	<ul style="list-style-type: none"> <li>• Listening: listening for detail</li> <li>• Speaking: asking and answering questions</li> </ul>
MATERIALS	None
PREPARATION	None
DESCRIPTION	<ol style="list-style-type: none"> <li>1 Read aloud the text below (<i>A Factfile about Manuel Belgrano</i>) laying emphasis on dates, places, numbers and quantities and the events associated with them.</li> <li>2 Ask the students to take down notes as you read on. Make it very clear to them that they must exclusively collect ideas under these three categories (write them on the board):           <ul style="list-style-type: none"> <li><b>Dates:</b> When? What happened then?</li> <li><b>Places:</b> Where? What happened there?</li> <li><b>Numbers, quantities, age:</b> Why are these figures important?</li> </ul> </li> <li>3 If necessary, read aloud the text once again for the students to check or collect new pieces of information. Ask three students to volunteer to play 'Sniffing out</li> </ol>



*the Impostors!* Talk to them in private and help them decide who is the real Belgrano. The real one must always tell the truth. The clones must lie only on one occasion. Give the students some time to go over the notes they made and get ready to face the grilling (questioning).

- 4 The rest of the class must ask each suspect only three questions to determine who is the real Belgrano. The students can use the notes they made to prepare the grilling. The class should account for their choice when they decide on the real Belgrano (e.g. *I think Pedro is the real Belgrano because he never lied. Pablo lied when he said...., and so did Juan when he said....*). If the real Belgrano is never discovered, reveal the truth.
- 5 You can ask some other trios to take over. The activity can be concluded when it becomes either a bit repetitive, or all the data collected by the students have been used when asking and answering questions.

### *A Factfile about Manuel Belgrano*

A lawyer, economist, journalist, politician, military officer and a great believer in education, Belgrano is considered one of the greatest leaders in the fight for our independence.

He was born in Buenos Aires on 3 June, 1770. He travelled to Spain in 1789 to study Law, specialising in Political Economics, and was awarded a gold medal. In 1794, when he was still 23 years old, he was appointed Secretary of the Commercial Consulate in Buenos Aires. During this period he set up colleges to study Mathematics, Design and Navigation. In 1801 he took part in the publication of the first newspaper of Buenos Aires, the *Telégrafo Mercantil*, and contributed to a weekly magazine on agriculture, trade and industry.

The first English invasion of Buenos Aires took place in 1806. During the 46 days that the city was under English control, Manuel Belgrano refused to swear allegiance to the British Crown. He believed in the importance of symbols and rituals both at war and in everyday life events. In 1810 he participated in the May Revolution and, with more political experience than most others at that time, was elected a member of the first local government. Later,

he was appointed General and, even though he had no formal training in the army, he was sent on many military expeditions to Montevideo, Rosario, Tucumán, Jujuy and Salta. He suffered some defeats and achieved many important victories. It was in Rosario in 1812 where he created and raised the Argentinian flag for the first time.

His inventiveness and intelligence were clearly demonstrated on the day of the heroic exodus of Jujuy when he retreated with his troops and thousands of townspeople. He ordered them to burn and destroy everything that might be useful to the enemy. After his victories in Salta and Tucumán, he was offered 40,000 pesos that he donated to build four state schools. Unfortunately, the government used this money for other purposes and the schools were never built. He also drew up the rules for these schools, and proposed that teachers should be better paid as their job was of utmost importance.

Belgrano, like many other national heroes in history, devoted his life to fighting for independence. Together with San Martín, they were instrumental in achieving the declaration of independence in 1816. He was very poor and very ill when he died at the age of 50 on 20 June, 1820.

### **I WAS THERE WHEN IT HAPPENED**

#### **TIME**

20/30 minutes

#### **GROUP DYNAMICS**

Individual work

## LANGUAGE

- **Simple Present, Present Continuous**
- **Vocabulary related to visual, olfactory, tactile, gustatory and auditory images** (e.g. *the blare of trumpets, the roll of drums, the smell of gunpowder in the air, etc.*).

## SKILLS

- **Writing:** *writing a descriptive paragraph*
- **Speaking:** *discussing the planning and organisation of a descriptive paragraph using images*

## MATERIALS

None

## PREPARATION

None (but in case you want the students to read, make copies of the text below)

## DESCRIPTION

- 1 Read aloud the text below (or hand out copies for the students to read on their own).
- 2 Discuss with the students the purpose of the task (see writing task below) and elicit the importance of images (visual, olfactory, auditory, tactile and gustatory) in written and spoken texts (they make retellings more vivid). Brainstorm and write on the board some images that the students could find useful when writing the paragraph (e.g. *the blare of trumpets, a damp and misty morning, etc.*). Help them plan what to write and how to write it (e.g. *topic sentence, supporting sentence/s, connectors and conclusion*).
- 3 Allow the students to work individually or in pairs and encourage them to swap their pieces for peer correction. Ask the students to edit their pieces for any grammar or spelling mistakes they may have noticed.
- 4 Finally, ask some volunteers to read aloud their paragraphs or encourage the group to post them on a class blog. This could be the first entry of a class blog devoted to creative writing.

## TIP:

Visit [www.blogspot.com](http://www.blogspot.com)  
and in three easy steps you can  
create a blog for your class.

*The Creation of the Flag*

On 13 February 1812, the central government in Buenos Aires accepted Belgrano's proposal to use a light blue and white rosette (or cockade) in battle. This served as a distinguishing feature from the enemies and also as a way to bring all the revolutionary armies under one emblem. On 25 February, Belgrano decided to use the same colours to create a national flag which he enthusiastically believed would strengthen people's sense of identity and loyalty to the

cause. He used this flag in battle two days later near the city of Rosario. As the central government had not authorised its formal use and was worried about Spain's reaction, Belgrano was ordered to keep the flag out of sight. On 25 February 1816, the Congress of Tucumán finally accepted the flag as an official emblem.

**Writing task:** (I was there when it happened)

Imagine you are a soldier. Belgrano has just raised the light blue and white flag for the first time before your own eyes. You swear allegiance to your flag and promise to love and defend your homeland. Write a paragraph describing the scene: what you see, hear, smell and feel (Use the Present Simple or Continuous) (e.g. The band is playing military songs and the blare of trumpets and the roll of drums fill my soul with pride.)

## MUSIC AND NATIONAL SYMBOLS

### TIME

20/30 minutes /Extension activity: 30 minutes

### GROUP DYNAMICS

Individual work, group work

### LANGUAGE

- **Vocabulary related to national symbols and values:** freedom, honour, etc
- **Basic tenses used to describe and retell:** Simple Present, Simple Past, Present Continuous, Past Continuous, Past Perfect and Simple Future

### SKILLS

**Speaking:** discussing the meaning and the importance of symbols

### MATERIALS

None

### PREPARATION

None

### DESCRIPTION

#### Answer key (suggested):

1. the flag, the coat of arms, the rosette (or cockade), the national anthem 2. These symbols help the Argentinians to have a sense of identity and belonging. They can also help other nations to identify who we are and what we believe in. 3. freedom, independence, equality, unity, respect, honour, courage, fraternity, etc.

- 1 Elicit from the students the word symbol by drawing on the board some well-known examples (e.g. \$, %, ♂, etc.) Ask the students to provide some more examples and describe what they represent and why and how we use them.
- 2 Discuss with the students the meaning of the word symbol. A symbol is a sign or object that represents something else, especially something invisible. Write the definition on the board. Discuss the difference between a symbol and a logo (they are basically the same because a logo is a symbol). Ask the students to provide examples of logos of companies and organisations. Ask them to describe these logos and define the institutions they represent.
- 3 Divide the class into groups of four or five. Ask the students to discuss in groups these questions:
  - 1) *What are the national symbols of Argentina?*
  - 2) *Why is it important to have these symbols?*
  - 3) *What are the main ideas in our National Anthem?* (the students may need to go over the lyrics to collect ideas)
- 4 Ask some students from different groups to report their findings to the rest of the class. Encourage whole-class participation by accepting different viewpoints and inviting the students to account for them.

### EXTENSION

#### TIP:

The students can visit these sites to read the lyrics of the songs and investigate their meaning and origin:  
[www.lyrics.com](http://www.lyrics.com)  
[www.wikipedia.com](http://www.wikipedia.com)  
[www.songfacts.com](http://www.songfacts.com)

Throughout history people have made inspiring songs to express their feelings for their traditions and cultural heritage. Heroes, symbols, stereotypes and special events that were meaningful for them as a nation appear in the lyrics of many songs. Discuss these ideas with your class. For homework, ask different groups of students to search the web for some songs in English (one per group) that develop these concepts. Some suggestions may include: 'Sunday, Bloody Sunday' by U2; 'Candle in the Wind' by Elton John; 'Englishman in New York' by Sting; 'Born in the USA' by Bruce Springsteen; 'God Bless the USA' by Lee Greenwood; 'Civil War' by Guns and Roses; 'America' by Neil Diamond and 'London Pride' by Noël Coward. Different groups must present their songs the following class and inform everybody about their meaning. They can make copies of the lyrics and illustrate their presentations with mp3 versions of the songs, pictures and videos found on the internet.



# Independence Day

## AIMS

### LANGUAGE:

- To teach and/or review vocabulary. LEXICAL SETS: adjectives, prepositions of place, classroom objects, jobs, means of transport in colonial times, vocabulary related to Independence Day.
- To teach and/or review questions and answers.

### SOCIAL SCIENCES:

- To familiarise students with the Congress of Tucumán and the Declaration of Independence.

### ARTS AND CRAFTS:

- To make a model of the House of Tucumán using a shoe box.

## THE STORY OF FIONA THE CAT

### TIME

60 minutes/**Extension** activity: 30 minutes

### GROUP DYNAMICS

Whole group, individual work

### LANGUAGE

- **Adjectives:** *important, famous*
- **Prepositions of place:** *on, in, under*
- **Classroom objects:** *chair, desk, schoolbag, book, notebook, board, pencil case, pencil, pen, eraser*

### SKILLS

- **Listening:** *listening for the gist of the story*
- **Speaking:** *retelling and acting out a story, asking and answering questions*
- **Reading:** *reading short sentences, matching sentences to pictures (only for students who can read and write)*

### MATERIALS

- Photocopiable worksheet on page 82
- **Extension** activity: Photocopiable worksheet on page 83 and shoe boxes

### PREPARATION

- Make photocopies of the worksheet on page 82 to hand out to all the children in the class.
- Prepare a blow-up of the same worksheet and cut out the different pictures.
- **Extension** activity: make a blow-up of the top section of the worksheet on page 83, and then make copies to hand out to all the children in the class. Ask them to bring some shoe boxes to class.

### DESCRIPTION

- I Read the following story aloud to the children while showing the pictures from the blown-up copy of the worksheet on page 82.

## *The Story of Fiona the Cat*

1. Hi, my name is Fiona and I'm a very important cat! Do you know why? Because my owner is really important and famous!
2. My owner is Doña Francisca Bazán. She's very important. Do you know why? Because her house is really important and famous!
3. Look! This is our house in Tucumán. This house is very important. Do you know why? Because the people here today are really important and famous!
4. Look at all these people in our house today! They are very important. Do you know why? Because the paper they are signing is really important and famous!
5. Look at the very important paper! They are signing the Act of Independence for our country.
6. Now you can see why I'm such an important cat:

My owner is really important. Her house is really important. The people in the house are really important and, most of all... the paper they are signing today is really important and famous: **The Act of Independence of Argentina!**

2. Hand out the photocopies you prepared and ask the children to point to the corresponding picture while you read out the story.
3. Read the story once more and mime it at the same time. Then read it again and ask the children to mime the story themselves as you read.
4. Ask the children to repeat key phrases and mime them (*very important, Do you know why?, Because..., really important and famous, Look!, our house, the people, the paper they are signing, the Act of Independence*). Then help the children to retell the story using their own words while acting it out.
5. Tell the children to cut out the pictures in the worksheet and colour them. They paste them in the correct order into their notebooks.
6. If the children are already learning to read and write, ask them to cut out the sentences printed on the same worksheet and match them to the pictures.
7. Now quickly review some prepositions of place (basically on, in, under) by putting the blown-up picture of Fiona in different places in the classroom and telling the children where she is. For example:

*Fiona is on the desk.*

*Now Fiona is under the chair.*

*And now she in my bag!*

You may also write these sentences on the board.

8. Ask a volunteer to leave the classroom for a few minutes. Meanwhile, hide the blown-up picture of Fiona somewhere in the classroom. Ask the child to return and find out where Fiona is. He has to ask questions such as the following: Is Fiona under Claudia's desk? Is she behind the door? Is she in Mario's schoolbag? Is she under your chair?
9. Once the child finds out where the cat is, ask another child to volunteer to play the game. Carry on with the activity until you notice it has become a bit repetitive.

**VARIATION:** You can vary the game by playing 'Hot and Cold.' Hide Fiona somewhere in the room and ask the children to circulate trying to discover

where the cat is. As they do so, you will be saying 'You're cold'/'Still cold'/'Tepid'/'Hot'/'Hotter'/'Burning up' as the children are getting closer to their objective. Then you can ask the children to say where Fiona definitely is (e.g. *Fiona is behind the curtain, on a bench, etc.*). After playing the game several times, the children already know the set of responses you use (Cold, Still cold, etc.) so you can ask one of them to lead the game.

**EXTENSION**

- 1 Hand out the enlarged copies of the top section of the worksheet on page 83 to all the children in the class. Ask them to colour and cut out the picture representing the front of the House of Tucumán. Then they must paste it onto one of the sides of the shoe box and remove its lid before pasting the picture. Help them cut apart the house front door.
- 2 Now ask the children to colour and cut out the figures of the congressmen and help them paste these figures inside the House.

**THE CONGRESS OF TUCUMÁN****TIME**

40 minutes

**GROUP DYNAMICS**

Whole group, individual work

**LANGUAGE**

- **Means of transport in colonial times:** horseback, cart, coach, stagecoach
- **Jobs:** priest, military man, gentleman
- **Where... from?**

**SKILLS**

- **Speaking:** answering questions
- **Writing:** answering questions in written form

**MATERIALS**

Photocopiable worksheet on page 83, colour pencils

**PREPARATION**

Make photocopies of the bottom section of the worksheet on page 83 to hand out to all the children in the class.

**DESCRIPTION**

- 1 Hand out the photocopies you prepared. Tell the children that the congressmen had to travel long distances to reach Tucumán, the place where the Congress was being held. Mention the different means of transport they used for their journeys: *by cart, on horseback, by coach, by stagecoach*, and point to the different pictures in the photocopy.
- 2 Now identify the four congressmen. They are (in clockwise order): Justo Santa María de Oro (a priest from San Juan); José Ignacio Gorriti (a military man from Salta); Tomás de Anchorena (a lawyer from Buenos Aires) and Tomás Godoy Cruz (a businessman from Mendoza).
- 3 Now tell the children to use different colours and trace over the four paths followed by the congressmen to get to the House of Tucumán.
- 4 Tell the children Santa María de Oro travelled by cart; José Gorriti, on horseback; Tomás Godoy Cruz, by coach and Tomás de Anchorena by stagecoach.
- 5 Now ask the children the following questions orally (give some sample answers).

**Answer Key:**

- a. He was from Salta.
- b. He was a military man.
- c. On horseback.
- d. He was from Buenos Aires.
- e. He was a lawyer.
- f. By stagecoach.
- g. He was from Mendoza.
- h. He was a businessman.
- i. By coach.

*Where was Santa María de Oro from? He was from San Juan.*

*What was his job? He was a priest.*

*How did he travel to Tucumán? By cart.*

- a. Where was Gorriti from?
- b. What was his job?
- c. How did he travel to Tucumán?
- d. Where was Anchorena from?
- e. What was his job?

- f. How did he travel to Tucumán?
- g. Where was Godoy Cruz from?
- h. What was his job?
- i. How did he travel to Tucumán?

- 6 If the children already know how to read and write, copy the questions on the board for them to provide the answers in written form. If they find the questions too difficult, say the beginning of each statement and create a gap for the children to complete orally (e.g. *Gorriti was from ..../He was a .... /He travelled to Tucumán by....*)
- 7 **Optional activity:** You can help the children make models of a cart, a stagecoach and a coach. You can use some recycled items such as small plastic bottles, milk cartons, toilet paper tubes, paper towel tubes, card paper and craft sticks or straws. The children can colour their designs which can be displayed on a big map of Argentina illustrating how the different Congressmen had to travel from the provinces to the city of Tucumán. Do not forget to place some plastic figures of horses on the map to represent 'on horseback'.



# Independence Day

## AIMS

### LANGUAGE:

- To teach and/or review vocabulary. LEXICAL SETS: means of transport used in colonial times, dates, action verbs (declare, celebrate, study, damage, etc.), forms of government, vocabulary related to The Congress of Tucumán and the Declaration of Independence.

- To teach and/or review *must* + infinitive.
- To teach and/or review questions and answers using different tenses.

### SOCIAL SCIENCES:

- To familiarise students with the Declaration of Independence.

## CLASSROOM RULES

### TIME

40 minutes

### GROUP DYNAMICS

Whole group, individual work

### LANGUAGE

*Must* + infinitive

### SKILLS

Writing: writing classroom rules.

### MATERIALS

Photocopiable worksheet on page 84

### PREPARATION

Make a blow-up of the top section of the worksheet on page 84. Make copies to hand out to all the students in the class.

### DESCRIPTION

- 1 Explain that our congressmen declared independence from Spain in Tucumán on 9 July, 1816. That day our country was born and we needed new rules, so the next step was to write a Constitution which contained a set of rules for our country.
- 2 Tell the students that in the same way the congressmen devised the rules for the new country, they are going to write the rules for their class all together.
- 3 Ask the students which they think should be the rules they have to follow and elicit some answers. Most probably, students will contribute ideas in Spanish. You can write them down on the board and translate them for the students to copy into their notebooks.

Suggested rules:

1. *We must respect our teacher and classmates.*
2. *We must be clean and tidy.*
3. *We must do our homework.*
4. *We must pay attention to our teacher.*

5. We must study our lessons.
6. We mustn't answer back.
7. We mustn't cheat during exams.
8. We mustn't chew gum in class.
9. We mustn't damage school equipment.
10. We mustn't tease/bully other students.

4. As you collect ideas from the students, explain that the structure you use when talking about rules is:

must	+ infinitive
mustn't	

5. Hand out the blown-up photocopies to the students and ask them to copy the sentences on the parchment scroll. They can colour it and paste it into their notebooks. You can stick a copy of the scroll containing the rules on the classroom walls, too. It will remind you and your students of the rules to follow in your class.

## RESEARCHING INTO THE CONGRESS OF TUCUMÁN

### TIME

60 minutes /Extension activity: 20/30 minutes

### GROUP DYNAMICS

Whole group, individual work

### LANGUAGE

- **Vocabulary related to the Congress of Tucumán and the Declaration of Independence:** means of transport used in colonial times, dates, the Declaration of Independence, declare, president, congress, congressmen
- **Questions and answers using different tenses**

### SKILLS

- **Reading:** skimming and scanning a text
- **Writing:** answering questions in written form

### MATERIALS

Articles about the Congress of Tucumán from school books, magazines, encyclopedias and/or material downloaded from the Internet

### PREPARATION

Ask the students to look up information about the Congress of Tucumán (in English or Spanish) in magazines, encyclopedias, school books and on the Internet. Encourage them to take notes and bring the material to class.

### DESCRIPTION

1. Tell the students they will be given a questionnaire about the Congress of Tucumán. To answer it, the students will have to do some research. They can consult their school books, encyclopedias, magazines or the Internet.
2. The *WH-questions* in the questionnaire use different tenses, so briefly explain and/or review the following information with your students (see overleaf).

## Answer Key:

- a. They travelled by carts, coaches, stagecoaches and on horseback.
- b. They started on 24 March.
- c. 33 congressmen attended.
- d. It was rotated monthly.
- e. The president was Francisco Laprida.
- f. He was from San Juan.
- g. We celebrate the Declaration of our Independence.
- h. The owner was Francisca Bazán de Laguna.

## EXTENSION

- a. If the verb *to be* appears in the questions, the answers should also contain the verb *to be*.
- b. If the questions are in the simple present, the answers should contain either the verb in the infinitive with *s* (*he, she, it*) or without it (*I, you, we, they*).
- c. If the questions are in the simple past, the answers should contain either the verb with *ed* (if it is regular) or the verb in the second column of the irregular verbs list.

## 3 Copy the questions on the board:

- a. *How did the congressmen travel to Tucumán?*
- b. *When did the Congress sessions start?*
- c. *How many congressmen attended the sessions?*
- d. *How often was the presidency of the Congress rotated?*
- e. *Who was the President of the Congress when the Act of the Declaration of Independence was signed?*
- f. *Where was he from?*
- g. *What do we celebrate on 9 July?*
- h. *Who was the owner of the house where the Congress took place?*

## 4 Give the students some time to look up the necessary information in their notes or in the material they have brought to class. Circulate around the class and offer help as the students answer the questionnaire in written form. Encourage peer correction before you go over the answers with the whole class.

## A Quiz Show

Divide the class into groups of 4 or 5 and ask the students to prepare a set of questions using the material they have collected. The questions should be different from the ones above. Invite two groups at a time to take part in a quiz show. The groups should exchange their materials (books, notes, articles, etc.) so that they can skim the required information when they are asked a question. The groups take turns to act either as the questioner or the respondent. Keep a record on the board of the number of correct answers per group. Allow 5 minutes for the skimming process. Indicate the remaining time if the students take long to come up with an answer (e.g. '30 seconds to go', '3, 2, 1, ...', 'Time is up!'). The winning team is the one with most correct answers.

## OUR INDEPENDENCE

## TIME

60 minutes

## GROUP DYNAMICS

Individual work, pairwork, whole group

## LANGUAGE

- **Forms of government:** *First Assembly, Junta Grande, First Triumvirate, Second Triumvirate, Assembly, Directory*
- **Vocabulary related to our Independence:** *rivalry, representatives, position, government, rule, king, appoint, lodge, resign, constitution, equality, abolish, forced labour, freedom, establish, symbol, anthem, coat of arms, refuse, obey, recover, colony, defeat, military, fight, patriot, battle, delegate, congress, promulgate*

**SKILLS**

**Reading:** organising information in chronological order, deciding if sentences are true or false.

**MATERIALS**

Photocopyable worksheet on page 84, bilingual dictionaries

**PREPARATION**

Make photocopies of the bottom section of page 84 to hand out to all the students in the class.

**DESCRIPTION****Answer Key (item 1):**

In 1810, after the May Revolution, ...  
 The **Junta Grande** has many ...  
 In 1813, they call for an assembly ...  
 In 1814, the Assembly ...

1 Tell the students they will read a text with information about the first forms of government in our country. The paragraphs in the text are jumbled up. The students have to cut the text into four pieces and paste them in the right order into their notebooks.

2 To read the text the students might need to look up some words in their bilingual dictionaries. Circulate around the class and offer help if needed. Encourage peer correction before you analyse the correct order of the paragraphs with the whole class.

3 As a follow-up, write the following sentence halves on the board. Tell the children to match the halves in pairs.

**Answer Key (item 3):**

- a. In the First Assembly, Saavedra wants immediate independence from Spain.
- b. The Junta Grande appoints a new government called the Second Triumvirate.
- c. The Assembly of the Year XIII promulgates a Constitution.
- d. The Directory replaces the Junta Grande.
- e. The Congress of Tucumán takes place in 1816.
- f. All the provinces send delegates to Tucumán.

a. In the First Assembly,	send delegates to Tucumán.
b. All the provinces	Saavedra wants immediate independence from Spain.
c. The Junta Grande	replaces the Junta Grande.
d. The Directory	appoints a new government called the Second Triumvirate.
e. The Congress of Tucumán	takes place in 1816.
f. The Assembly of the Year XIII	promulgates a Constitution.

**Answer Key (item 3):**

a. False	d. False
b. False	e. True
c. False	f. False

4 Now ask the children to work in pairs and determine whether the statements above are true or false. Ask different pairs to read out their sentences and account for their choices by referring to the original text they have read before. Invite the students to write some more true and false statements taken from the text to challenge their classmates.

5 Ask the students to think of a suitable title for the article they have just read.



# Independence Day

## AIMS

### LANGUAGE:

- To teach and/or review vocabulary. LEXICAL SETS: vocabulary connected with the process of independence of a country and the Congress of Tucumán.
- To teach and/or review the Simple Past.

### SOCIAL SCIENCES:

- To familiarise students with the process of independence of a country and the Congress of Tucumán.

## THE INDEPENDENCE GAME

### TIME

40 minutes

### GROUP DYNAMICS

Whole group, group work

### LANGUAGE

- Vocabulary related to the independence process of a country: *support, unstable, representative, rule, viceroyalty, draft, draw up, uprising, etc.*
- Simple Past

### SKILLS

Reading: reading a text for gist and detail, gap filling

### MATERIALS

Photocopiable worksheet on page 85, bilingual dictionaries

### PREPARATION

Make photocopies of the worksheet on page 85 (one per group).

### DESCRIPTION

- 1 Tell the students they will read three texts about: the Argentinian independence, the Mexican independence and the Brazilian independence. There are some missing words in these texts which you will write on the board.
- 2 Divide the class into groups of 3 or 4 and hand out the photocopies you prepared (one per group).
- 3 Tell the students to use their dictionaries to read the texts. Meanwhile, write the missing words on the board but in jumbled order (see Answer Key for the missing words).
- 4 The groups complete the texts. Go over the answers with the whole class. The winner is the team that finishes first and gets the most answers correct.

### Answer Key:

**Argentina:** 1) 1810 2) supported 3) Assembly 4) 1816 5) twenty-eight 6) Tucumán 7) put an end to 8) colonial 9) courage 10) independence 11) defeated 12) Spaniards 13) Salta 14) Jujuy 15) throne 16) troops 17) Buenos Aires 18) wars 19) federal

**Mexico:** 1) emancipation 2) Independence 3) uprising 4) struggle 5) fighting 6) remains

**Brazil:** 1) invaded 2) monarch 3) defeated 4) conflicts 5) parliament 6) control 7) territories 8) Emperor

## A LETTER FROM A CONGRESSMAN

<b>TIME</b>	60 minutes
<b>GROUP DYNAMICS</b>	Individual work and pair work
<b>LANGUAGE</b>	<ul style="list-style-type: none"> <li>Simple Past/Simple Present/Present Continuous</li> <li>Vocabulary about the Congress of Tucumán: student-generated vocabulary</li> </ul>
<b>SKILLS</b>	<ul style="list-style-type: none"> <li>Writing: writing an informal letter</li> <li>Reading: skimming and scanning website articles</li> </ul>
<b>MATERIALS</b>	Articles downloaded by the students from the Internet before coming to class
<b>PREPARATION</b>	<ul style="list-style-type: none"> <li>Ask the students to browse the Internet and look up information in English about the Congress of Tucumán and the Declaration of Independence. They must print out all the articles that they can find and bring them to class.</li> </ul>
<b>DESCRIPTION</b>	<p><b>TIP:</b></p> <p>Remind students of the layout of a typical letter to a friend:</p> <ul style="list-style-type: none"> <li>Write the address in the top right-hand corner of the page.</li> <li>Write the date on the left margin.</li> <li>Use <u>Dear + name</u> as a greeting and write a comma after it.</li> <li>In the first paragraph, give your reason for writing.</li> <li>Start each paragraph with a new idea.</li> <li>In the last paragraph, include some final ideas that can end with: <u>I look forward to seeing/meeting you soon.</u></li> <li>Use words like Best regards, Regards, Best wishes, All the best or Love to finish your letter.</li> <li>Don't forget to sign off your letter.</li> </ul>

### Sample Answer:

10 July, 1816

Dear Tom,

I am writing to tell you about the Congress. After a long and tiring trip by stagecoach which lasted for about a month, I finally arrived in Tucumán. I was exhausted, thirsty and hungry! Once there, I met the representatives from the other provinces.

Estancia Las Cruces  
San Miguel de Tucumán  
Tucumán

We had meetings every day which lasted for hours where we discussed, argued and agreed on different issues related to our country. We finally signed up the declaration of independence, a statement of freedom which will be used to draw up a constitution in the future.

We are very happy with the result of the Congress! I am finally going back home in two days.

I look forward to meeting you soon.

Best wishes,

Francisco



## San Martín Memorial Day

### AIMS

#### LANGUAGE:

- To teach and/or review vocabulary. LEXICAL SETS: farm and wild animals, furniture, personal appearance, clothes, colours, country symbols and action verbs.
- To teach and/or review question words.

#### SOCIAL SCIENCES:

- To familiarise students with San Martín, the Crossing of the Andes, the Grenadiers and the Ladies of Mendoza.

#### ARTS AND CRAFTS:

- To colour, cut and paste pictures and a grenadier's hat.

### THE STORY OF LISA, THE LAZY MULE

#### TIME

60 minutes/Extension activity: 20/30 minutes

#### GROUP DYNAMICS

Whole group

#### LANGUAGE

- Action verbs: *pull*
- Farm and wild animals: *mule, mouse, goat, lizard*

#### SKILLS

- Listening: *listening for the gist of the story*
- Speaking: *assisted retelling of a story, acting out a story*
- Reading: *reading short sentences, matching sentences to pictures (only for students who can read and write)*

#### MATERIALS

- Photocopyable worksheet on page 86
- Extension activity: brown card, masking tape, pencils, a pair of scissors

#### PREPARATION

- Make photocopies of the worksheet on page 86 to hand out to all the children in the class.
- Prepare a blow-up of the same worksheet and cut out the different pictures.

#### DESCRIPTION

- Read the following story to the children while showing the pictures from the blown-up photocopyable worksheet on page 86.

## The Story of Lisa, the Lazy Mule

One of the mules in San Martín's army is very lazy and today she has to carry food for San Martín. Look! They reach a very steep hill, and of course, Lisa sits down! The other mules ask for help and they call Fermín, the youngest soldier in the army. He holds Lisa's rope...

**And he pulls and pulls,  
and he shouts: 'Hey!'**

**But the lazy mule decides to stay.**

Fermín calls his big brother, Simón. He's older and taller. Simón holds the rope and Fermín holds Simón... Look! Now there are two to help. One, two.

**And they pull and pull,  
and they shout: 'Hey!'**

**But the lazy mule decides to stay.**

So the two brothers ask a goat to come and help. The goat holds Fermín, Fermín holds Simón. Simón holds the rope... and look! Now there are three to help. One, two, three.

**And they pull and pull...**

So the goat asks a friend, the lizard, to come and help to make the mule move. But the lizard is so small! So the lizard holds the goat. The goat holds Fermín. Fermín holds Simón and Simón holds the rope. Look! Now there are four to help. One, two, three, four.

**And they pull and pull...**

So the lizard calls a mouse to help to move the lazy mule. The mouse is smaller than the lizard! So the mouse holds the lizard. The lizard holds the goat. The goat holds Fermín. Fermín holds Simón. Simón holds the rope. Look! Now there are five to help. One, two, three, four, five.

**And they pull and pull,  
and they shout: 'Hey!'**

**The mule stands up!**

**They all say: 'Hooray!'**

And all together, Fermín, Simón, the goat, the lizard, the tiny mouse and Lisa carry the food for San Martín.

- 2 Hand out the photocopies you prepared and ask the children to point to the corresponding picture while you read out the story.
- 3 Read the story once more and mime it at the same time. Then read it again and ask the children to mime the story themselves as you read.
- 4 Ask the children to repeat key phrases and mime them (*the mule is lazy, he pulls and pulls, he shouts: 'Hey!', the lazy mule decides to stay, he asks Simón for help, Simón asks the goat for help, the goat asks the lizard for help, the lizard asks the mouse for help*) and then encourage them to retell the story in their own words while acting it out. Refer to the tip below.
- 5 Tell the children to cut out the pictures in the worksheet and colour them. They paste them in the correct order into their notebooks.
- 6 If the children are already learning to read and write, ask them to cut out the sentences and match them to the pictures.

### EXTENSION

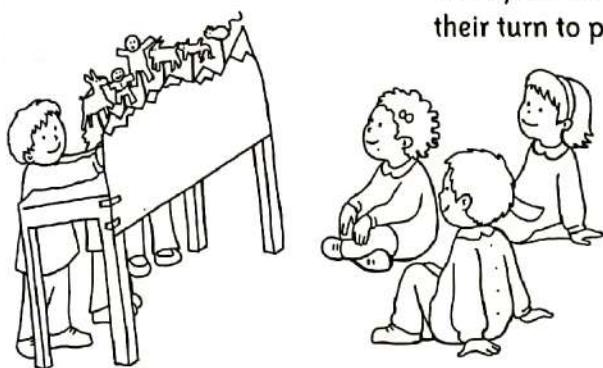
- 1 Prepare an extra blow-up of the photocopiable worksheet on page 86. Cut out the characters in the story and stick each of them to a pencil to make pencil puppets.
- 2 Draw a zig-zag line along one of the edges of the sheet of brown card and cut along this line to make the mountain scenery. Stick the mountain scenery to the edge of a desk.

### TIP:

Questions and phrases to use in assisted retelling:

- Who is Lisa? (The mule.)
- Who helps Fermín/Simón/the goat/the lizard? (Simón/the goat/the lizard/the mouse.)
- She is... (miming) (lazy) and she... (miming) (sits down.)
- What does the mule do? (She stands up.)
- What does Fermín do? (He pulls and pulls.)

3 Choose six children to play the characters in the story and put on a puppet show while you narrate it. Ask the rest of the students to mime the story while they wait for their turn to put on the show. In this way, they will all have the chance to participate.



## MARCHING WITH SAN MARTÍN

### TIME

60 minutes/Extension activity: 30 minutes

### GROUP DYNAMICS

Individual work, whole group

### LANGUAGE

- **Colours:** red, blue, yellow, black
- **Action verbs:** go, stop, go right, go left, sing, line up, march
- **Farm and wild animals:** mule, dog, lizard, mouse, goat
- **Question words:** How many?

### SKILLS

- **Listening:** listening to a song, listening to the teacher's instructions
- **Speaking:** singing a song, answering questions

### MATERIALS

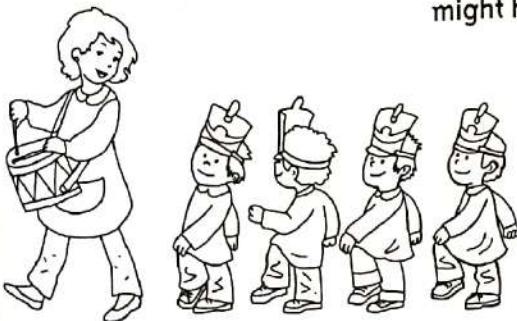
Photocopiable worksheet on page 87, masking tape

### PREPARATION

- Make photocopies of the grenadier's hat on page 87 for all the children in the class.
- **Extension activity:** Make photocopies of the picture at the top of the worksheet on page 88 for all the children in the class.

### DESCRIPTION

- 1 Hand out the photocopies of the grenadier's hat.
- 2 Ask the children to colour the hat according to the following instructions: 1) blue, 2) red, 3) yellow, 4) black. Cut the hat along the dotted line.
- 3 Use a string to join A and B (see model of hat on page 87) so that the children can wear it on their heads.
- 4 Teach the children the following song to the tune of 'For he is a jolly good fellow!' and ask them to line up and march while singing. The following commands might help: Line up!, March!, To your right!, To your left!, Stop!, Go!, Sing!.



### Marching with San Martín

An army went over the mountain  
 An army went over the mountain  
 An army went over the mountain  
 To set a country free.

## EXTENSION

### Answer Key:

1. There are 5 dogs.
2. There is 1 lizard.
3. There are 6 goats.
4. There are 2 mice.
5. There are 7 mules.
6. Fermín is cleaning a pair of boots.
7. Simón is carrying water.

- 1 Hand out copies of the top section of the photocopiable worksheet on page 88.
- 2 Tell the children that this is a picture of San Martín and his army camping near the river. It is a game very similar to *Where's Wally?* where they have to find different items according to instructions.
- 3 Ask them to find the following items and circle them:
  - Can you see a dog? How many dogs (are there)?
  - Can you see a lizard? How many lizards (are there)?
  - Can you see a goat? How many goats (are there)?
  - Can you see a mouse? How many mice (are there)?
  - Can you see a mule? How many mules (are there)?
  - Can you see Fermín?
  - Can you see Simón?
- 4 The children can then colour the picture.

## THE LADIES OF MENDOZA

### TIME

40 minutes

### GROUP DYNAMICS

Pairwork, whole group

### LANGUAGE

- **Pieces of furniture and decoration items:** table, chair, tablecloth, picture, fan
- **Clothes and personal appearance:** dress, necklace
- **Country symbols:** flag

### SKILLS

**Reading:** recognizing details in a picture and spotting the difference

### MATERIALS

Photocopiable worksheet on page 88

### PREPARATION

Make photocopies of the bottom section of the worksheet on page 88 for all the children.

### DESCRIPTION

### Answer Key:

1. One of the pictures is different.
2. One of the girls' hair is different.
3. The chairs are different.
4. The table is different.
5. The tablecloth is different.
6. One of the girls' dress is different.
7. The fan is folded.
8. The girl has no necklace.

- 1 Give all the children a photocopy of the bottom section of the worksheet on page 88.
- 2 Tell the children that San Martín's army is getting ready to cross the Andes Mountains. Remedios de Escalada is San Martín's wife. Her friends are helping her to make the flag for the army.
- 3 Teach them and/or review the following vocabulary items: flag, picture, table, tablecloth, chair, fan, dress, hair, face, necklace by pointing at these different items in the pictures.
- 4 Tell the children that these pictures are very similar but that they do have some differences. In pairs, they have to spot the nine differences by circling them in the second picture. Teach them and/or review the words: same and different.
- 5 The children can then colour the picture.



# San Martín Memorial Day

## AIMS

### LANGUAGE:

- To teach and/or review vocabulary. LEXICAL SETS: colours, clothes, directions, adjectives describing personality and vocabulary related to a person's lifetime.
- To teach and/or review the Simple Present and the Simple Past.
- To teach and/or review *should + infinitive* to give advice.

- To teach and/or review word order in questions and answers.

### SOCIAL SCIENCES:

- To get students acquainted with San Martín's life and accomplishments; his military campaign to free Argentina, Chile and Peru; the crossing of the Andes and his maxims to his daughter Mercedes.

## PICTURE DICTATION RACE

TIME	40 minutes
GROUP DYNAMICS	Group work
LANGUAGE	<ul style="list-style-type: none"> <li>• Colours: pink, yellow, blue, green, black, brown, red</li> <li>• Clothes: jacket, trousers, hat, boots, dress, shoes, ribbon, fan</li> <li>• What is he/she wearing? What has he/she got on?</li> </ul>
SKILLS	Listening: listening for specific information
MATERIALS	Photocopiable worksheet on page 89 (one per group)
PREPARATION	Make photocopies of the top of the worksheet on page 89 to hand out to small groups in class (the number will vary according to the number of groups you would like to have).
DESCRIPTION	<ol style="list-style-type: none"> <li>1 Divide students into small groups.</li> <li>2 Hand out one photocopy per group.</li> <li>3 Teach and/or review the vocabulary for clothes by pointing at the different pieces of clothing in the picture.</li> <li>4 Students should have the following colour pencils ready: yellow, blue, green, black, white, brown, pink and red. Review colours if necessary.</li> <li>5 Dictate the description overleaf (as you dictate, students have to colour the clothing items. Allow some time for them to paint).</li> </ol>

San Martín is wearing a blue jacket, white trousers and black boots. He has got a blue hat in his right hand. Remedios is wearing a beautiful green dress and brown shoes. She has

got a red fan in her right hand. Mercedes is wearing a pink dress and a yellow ribbon in her hair. She has got yellow shoes on and is holding a doll with an orange dress.

6 The group that finishes painting the clothes first is the winner. Make sure they have done it neatly and correctly.

## LITTLE HISTORIANS

### TIME

40 minutes/Extension activity: 20 minutes

### GROUP DYNAMICS

Pairwork, whole group

### LANGUAGE

- WH-questions and answers
- Simple Present
- Vocabulary related to battles and the military forces: recruit, train, invade, defeat, battle, campaign, expedition, troops, rule
- Listening: listening for specific information
- Speaking: asking and answering questions

### SKILLS

Photocopyable worksheet on page 89 (one for each pair of students)

### PREPARATION

- Make photocopies of the bottom section of the worksheet on page 89 (one for each pair of students).
- Cut the copies in halves (Student A, Student B).
- Before starting the activity, take some time to teach and/or review the Simple Present and word order in questions and answers. You can write the basic structures for the affirmative form, WH-questions and answers in the Simple Present.

Subject (I, we, you, they) + Verb

(he, she, it) + Verb + s

What			Verb	?
Where	do	I/we/you/they		
When	does	he/she/it		

Who

I/ we/ you/ they	verb	rest of the sentence
He/ she/ it	verb + s	

Hand out the photocopies (Student A, Student B).

2 Tell the students that this is an information gap activity to be done in pairs. Each student has some information that the other student does not have. The objective is for students to ask and answer questions so that they can collect the missing information from their peers.

**Answer Key: (Student A's questions and Student B's answers)**

1. Where is he from? He is from Yapeyú.
2. Where does he go? He goes to Spain.
3. How old is he (when he returns to Buenos Aires)? He is 34 years old.
4. Who does he marry? He marries Remedios de Escalada.
5. How many children do they have? They have one daughter.
6. What is her second name? Her second name is Tomasa.

7. What does he start? He starts his campaign across the Andes.
8. What does he like (doing in his free time)? He likes playing the guitar.
9. What is his favourite food? His favourite food is barbecue.
10. Where does he go (when he retires)? He goes to Europe.

**Answer Key: (Student B's questions and Student A's answers)**

1. How old is he (when he goes to Spain)? He is 6 years old.
2. What does he do there? He studies.
3. Where does he return? He returns to Buenos Aires.
4. What does he plan? He plans the independence of our country (and also of Chile and Peru).
5. What is her first name? Her first name is Mercedes.

6. Where are they very happy? They are happy in Mendoza.
7. What do they make? They make the flag for his Army.
8. What is his favourite game? His favourite game is chess.
9. What does he love (drinking)? He loves (drinking) coffee.
10. How old is he (when Remedios dies)? He is 46 years old.

**EXTENSION**

1 Write the following statements on the board:

***Liar! Liar!***

- a. San Martín is from Mendoza.
- b. When he is 6 years old, he goes to Italy with his family.
- c. He has two daughters.
- d. He likes playing the guitar.
- e. He studies in France.
- f. His favourite game is chess.
- g. He plans the independence of our country, Chile and Peru when he is in Mendoza.
- h. Remedios and her friends make the flag for the Army.
- i. When Remedios dies, he is 30 years old.
- j. He retires and goes to Africa with his daughter.

2 Tell the students that some sentences on the board are right and some are wrong.

3 Explain you are going to read the sentences aloud. Whenever the information you read is wrong, they are supposed to call out: 'Liar, liar' and provide the correct information.

**Answer Key:**

- a. Wrong. He is from Yapeyú, Corrientes.
- b. Wrong. He goes to Spain.
- c. Wrong. He has one daughter.
- d. Right.

- e. Wrong. He studies in Spain.
- f. Right.
- g. Right.

- h. Right.
- i. Right.
- j. Wrong. He retires and goes to Europe.

## SAN MARTÍN'S MAXIMS FOR MERCEDES

### TIME

20 minutes/Extension activity: 40 minutes

### GROUP DYNAMICS

Pairwork, group work

### LANGUAGE

- **Should + infinitive** to give advice
- **Adjectives describing personality: kind, honest, respectful, etc**

### SKILLS

- **Writing: writing sentences**

### MATERIALS

- Bilingual dictionaries
- **Extension activity:** a piece of card, old magazines

### PREPARATION

None

### DESCRIPTION

- 1 Tell the students San Martín cared about his daughter's education and always gave her sound advice.
- 2 Also teach them and/or review the grammatical structure we use in English to give advice:

*Subject (I, you, he, she, it, we, they) + should + verb*

- 3 Write the following words on the board in four columns:
- 4 Ask the students to work in pairs and use one word or phrase from each column to make up sentences.

### Answer Key:

1. You should be kind.
2. You should be honest.
3. You should be respectful.
4. You should tell the truth.
5. You should love your country.

### Maxims for Mercedes

You	should	be tell love	kind honest your country respectful the truth
-----	--------	--------------------	---

### EXTENSION

- 1 Ask the students to work in pairs and make a poster using a piece of card paper.
- 2 They should write their own maxims, or pieces of advice, for their classmates. They can paste letters, pictures or photographs from magazines to illustrate their maxims. Tell the students to use a bilingual dictionary if they need to. Help them when necessary and display the posters on the classroom walls.



# San Martín Memorial Day

## AIMS

### LANGUAGE:

- To review the Simple Past.
- To teach and/or review vocabulary. LEXICAL SETS: a person's main life events, military terms.

### SOCIAL SCIENCES:

- To get students acquainted with San Martín's life and accomplishments and the values underlying heroism.

## A PORTRAIT OF SAN MARTÍN

### TIME

60 minutes/Extension activity: 120 minutes

### GROUP DYNAMICS

Whole group, individual work

### LANGUAGE

- **Vocabulary for life events:** be born, die, study, go to live, return
- **Vocabulary for battles and military campaigns:** regiment, revolution, army, medal, grenadiers, triumph, rule, independence, victory, war, invade, attack, defeat, liberate, free, fight
- **Simple Past**

### SKILLS

- **Listening:** listening for gist, listening for specific information
- **Writing:** taking down notes, writing a biography

### MATERIALS

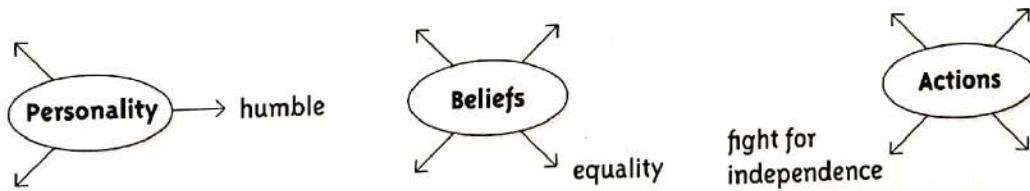
None

### PREPARATION

None

### DESCRIPTION

- I Write the following mind maps on the board: Personality, Beliefs and Actions (see below). Read the biography of San Martín and ask the students to take notes while you read. Complete the mind maps with the students.



### Suggested Answers:

**Personality:** brave, generous, loyal, had great leadership skills, cared about others, humble, persevering, honest, trustworthy, inspiring, courageous /**Beliefs:** independence, equality, liberty, fraternity, responsibility /**Actions:** crossing of the Andes to liberate Chile and Peru,

opening of schools and libraries, improvement of the prison system, fight for the independence of Argentina, development of agriculture and the wine industry, recruitment and training of the army

### *A Biography of San Martín*

San Martín was born in 1778 in Yapeyú, Argentina, and at the age of 5 went to live in Spain with his family. He joined the Murcia regiment six years later, in 1789, the year of the French Revolution. He fought bravely for Spain in many battles against Napoleon's French army and was awarded a gold medal.

He returned to Buenos Aires in 1812, where he formed and trained the regiment of Mounted Grenadiers. They protected the Paraná River shores from the Spanish army.

In 1813, San Martín fought his first battle in South America, the battle of San Lorenzo, which was also his first triumph. Afterwards, he asked the government to help the families of those who had died in battle.

In 1814, as the leader of the Army of the North, he realised that he had to liberate not only Argentina but also Chile and Peru. Otherwise America would never be free from Spanish rule.

He went to Mendoza in 1815 to organise and prepare his intelligent and bold plan. There, he was elected Governor of Cuyo. He did not accept the house and land he was offered and cut his salary by half. He helped develop agriculture and

the wine industry. He set up libraries and schools, because he believed that these were more powerful than armies to secure the independence of a country. He also improved life conditions in prisons.

The epic crossing of the Andes began in 1817. It took around 20 days. After fighting many battles and experiencing freezing cold temperatures, exhaustion, illness, thirst and hunger, his army defeated the Spanish in Maipú and Chile became independent. Chile offered him the highest position in the government and money, but San Martín declined both. He needed to continue his fight for independence.

In 1821, he attacked Lima by sea and by land. This victory led to Peru's independence. He became Protector of Peru for a year and abolished slavery. He believed all men are equal.

He could not return to Buenos Aires because he had refused to fight against the federalists. He did not want to take part in a civil war. His only fight was against the Spanish army and his only aim was to achieve independence in America. In 1824, a year after his wife died, he went to Europe with his daughter. He died on 17 August, 1850, in France.

**2** Go over the main events in the biography in more detail. Write down notes on the board and ask the students to do the same in their notebooks.

- born in Yapeyú, 1778
- went to live in Spain with his family and joined the army
- returned to Buenos Aires in 1812.
- formed and trained the regiment of Mounted Grenadiers
- defeated the Spanish in the battle of San Lorenzo
- went to Mendoza in 1815 to organise an army to cross

- the Andes and free Chile and Peru from Spanish rule
- defeated the Spanish in Chile
- invaded Peru by land and sea and this victory led to Peru's independence
- went to France with his daughter when his wife died
- died in 1850

**3** Ask the students to write a biography of San Martín and give it an attractive title. Encourage them to use their notes, mind maps and bilingual dictionaries to do this activity.

#### **EXTENSION**

- 1 Discuss the meaning of the word 'hero' with the students: *A hero is a person admired for his noble qualities and achievements.*
- 2 Ask the students to think about a person (dead or alive) they admire for his/her noble deeds. Encourage them to write notes about this person's main life events and write a mind map with words related to *personality, beliefs and actions*. Finally, tell them to write a biography of their hero in their own words.

# Teacher's Day

## AIMS

### LANGUAGE:

- To teach and/or review vocabulary contextualised within the topic of Domingo Faustino Sarmiento and Teachers' Day Celebration.
- To teach and/or review: *there is/there are, he/she is (not), this is ...*

### SOCIAL SCIENCES:

- To familiarise children with the life of Domingo Faustino Sarmiento and the celebration of Teacher's Day.

### ARTS AND CRAFTS:

- To colour, cut out and paste pictures.

## PENNY THE PIGEON AND LITTLE SARMIENTO

### TIME

20/30 minutes /Extension activity I: 15 minutes/Extension activity II: 10 minutes/  
Extension activity III: 20 minutes

### GROUP DYNAMICS

Whole group

### LANGUAGE

- *There is .../there are ...*
- *This is ...*
- *He is .../She is ...*
- **Other:** pigeon, a carrier pigeon, little Sarmiento, messages, many messages, no messages, leg, in Penny's leg, for my father, Good bye

### SKILLS

- **Listening:** listening to a story
- **Speaking:** repeating the words said by some characters in a story

### MATERIALS

- Photocopyable worksheet on page 90 ; a picture or poster of Sarmiento as an adult, a picture or poster of Sarmiento as a small boy; a mobile phone; colour pencils, glue, card paper
- **Extension I:** a box, a big paper bag or a wicker basket
- **Extension II:** card paper, pieces of string
- **Extension III:** sheets of white paper, a sheet of blue poster paper, colour pencils, glue, a pair of scissors

### PREPARATION

- Make a blow-up of the worksheet on page 90.
- Make photocopies of the same worksheet (one per child).
- Draw a big picture of a pigeon on a piece of card paper.

### DESCRIPTION

- Introduce the children to some basic facts about Sarmiento's life. Display a big poster or picture of Sarmiento and make some comments in Spanish about him:

(e.g. *Sarmiento is the father of all our schools./He was a very good teacher./He was president of Argentina./He created the zoo and the botanical gardens in Palermo in Buenos Aires.*)

2 Now show a picture of little Sarmiento when he was a student in San Juan, his home province. Introduce the children to little Sarmiento using the sandwich technique 'English/Spanish/ English'

(e.g. *This is little Sarmiento./He is in San Juan, his home province./He is a student - Este es el pequeño Sarmiento./Está en San Juan, su provincia natal./Es un alumno - and in English once again*).

Ask the children to identify this character (e.g. *Who is he? What is his name?*)  
(Expected answer: *little Sarmiento*)

3 Show the children your mobile phone. Ask them what we can do with it (expected answers in Spanish: *make phone calls/send text messages*). Tell the children that during Sarmiento's days people had no mobile phones or computers to send messages or emails. To send messages they used, for example, a carrier pigeon.  
4 Draw a picture of a pigeon on a piece of card paper and show it to the children. Introduce them to Penny, the pigeon. Use the sandwich technique again and say:

*This is Penny the pigeon./She is a carrier pigeon./She flies and takes messages in her leg.*  
(and then in Spanish, and finally in English)

Make a roll of paper simulating a message and show the actions above by miming and using the picture of the pigeon. Ask the children to identify the new character.

*Who is she? What is her name?*  
(Expected answers: *Penny/Penny the pigeon*)

5 Tell the children that they will hear a story about Penny, the pigeon and little Sarmiento. Stick the blown-up copy of the worksheet on the board and get ready to read out the story below.  
6 Mime the actions and some key words and use the sandwich technique explained above as you go over the story picture by picture. Use the big photocopy on the board to show what the story is about as you read it out and mime.  
7 Read out the story again, but this time with pauses. Make a pause every time you reach a point when somebody in the story says something. Invite the children to repeat after you what these people say.

(e.g. *There is a school - children repeat/There is a school down there - children repeat and mime*).

Go over each picture several times until the children can repeat the phrases on their own. Go over the whole story one last time and invite the children to join in every time you make a pause. They should now be able to remember most of the phrases.

8 As a follow-up, hand out the copies of the worksheet and ask the children to colour the story and paste it into their notebooks.

## *Penny the Pigeon and Little Sarmiento*

### **Picture 1**

Penny is a carrier pigeon. She flies and takes messages in her leg. Today is a very hot day in San Juan. It's summer. The wind is blowing. Peggy is in the sky. She is very hungry and thirsty. She is lost. Peggy looks down and says: 'There is a school down there!'

### **Picture 2**

The children and the teacher in this school give Penny some food and some water. Little Sarmiento, a student, looks at Penny. He says: 'There is a message in Penny's leg!'

### **Picture 3**

Little Sarmiento's father is in Mendoza with San Martín. They are going to cross the Andes. Little Sarmiento points at Penny's leg and says: 'There is a message for San Martín in Penny's leg.'

### **Picture 4**

All the children write messages for San Martín. Little Sarmiento writes a message for his father. There are many messages in Penny's leg now. Little Sarmiento says: 'There is one message for my father.'

### **Picture 5**

The children show Penny the way to Mendoza. Penny is very happy now. She flies away with the messages. There are many children. They say: 'Good bye!' to Penny.

### **Picture 6**

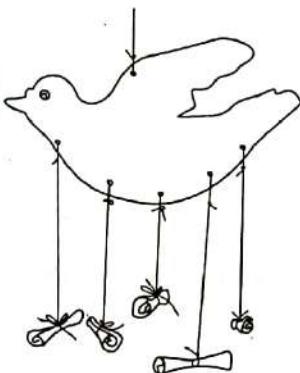
It is winter now. It is very cold. Penny is back. She is back at little Sarmiento's school in San Juan. Penny says: 'There are no messages in my leg.' Penny wants to learn. She wants to learn to read and write.

### **EXTENSION I**

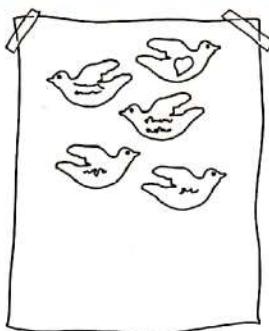
Get a box, or a big paper bag, or a wicker basket. Stick a picture of Penny, the pigeon, on the outside. Place the box, bag or basket up high in the class (on top of a window/ on top of a piece of furniture /etc.) Ask the children to draw a message for Penny to carry. Show them that Penny is high up there waiting for their messages. These can be simple messages like 'I love you, Penny!' with drawings of love hearts, Penny and some flowers. If the children can write their names, ask them to do so on their drawings. When they finish, collect the messages and put them in the box/bag/basket. Before you start the following class, make sure you have displayed all the drawings on the classroom wall. Prepare simple drawings (one per child) with the words: 'Thank you, (name of the child). I love you too!' (and a drawing of Penny). The following class show the children that Penny has posted their messages on the wall and has learnt to read and write. Hand out the thank you messages from Penny that you prepared for all the children.

### **EXTENSION II**

Make a mobile of a big carrier pigeon using a piece of card paper (see illustration on the left). You can use this mobile to hang the messages from Penny to the children (Extension I) before you hand them out. You can also use the mobile to hang the different pictures of the story 'Penny the Pigeon and Little Sarmiento' if you want to go over it once again the following class. The mobile can also be used to hang pictures of key words the children are learning that week because 'Penny will help the children to remember them.'



## EXTENSION III



Give out sheets of white paper (one per child) and ask the children to draw a big pigeon and colour it. Circulate around the class and help the children cut out their designs and paste them onto a sheet of blue poster paper to make a class mural (see illustration on the left). Write the artists' names below each design. Then ask the children to draw a small message and roll it into a loose cylinder. Help them paste their messages on their pigeons' legs. Display the mural on the classroom wall or school noticeboard. Write a title at the top: 'Penny, the carrier pigeon' and the details of your class at the bottom.

## TEACHER'S DAY SONG AND CARDS

## TIME

15/20 minutes

## GROUP DYNAMICS

Whole group, individual work

## LANGUAGE

- **Vocabulary related to Teacher's Day Celebration:** *We're singing/dancing ..., Hurray!; because it's Teacher's Day; we celebrate/learn ...; together with...*

## SKILLS

- **Listening:** *listening to a song*
- **Speaking:** *singing a song*

## MATERIALS

Colour pencils, glue, confetti, glitter glue, a sheet of poster paper

## PREPARATION

None

## DESCRIPTION

- 1 Help the children remember the lines of the song below. Sing the song several times so that the children can recognise how the tune goes. Then sing one line at a time and encourage the children to repeat after you.
- 2 Every time they sing it again you can add a new element (e.g. they can put up their hands every time they go 'Hurray!' or they can clap their hands when they go 'Ha, ha, ha').

*Because it's Teacher's Day (to be sung to the tune of 'Mambri se fue a la guerra')*

We're singing and we're dancing.  
Hurray, hurray, hurray!  
We're singing and we're dancing  
Because it's teacher's day.  
Ha, ha, ha,  
Ha, ha, ha!  
Because it's teacher's day.

Together with our teachers  
We celebrate today.  
We learn a lot of English,  
We sing and dance and play.  
Ha, ha, ha,  
Ha, ha, ha!  
Because it's teacher's day.

- 3 As a follow-up, ask the children to make a greeting card for their teachers. They can make drawings or paste photographs, frame the cards and decorate them with glitter glue and confetti.
- 4 When they finish you can paste all the cards onto a colourful sheet of poster paper and make a mural to display on the classroom wall or the school noticeboard. Write a title at the top of the mural: 'Cards to Celebrate Teacher's Day' and the details of your class at the bottom. Do not forget to include the children's names below each card!

# Teacher's Day

## AIMS

### LANGUAGE:

- To teach and/or review vocabulary. LEXICAL SETS: vocabulary related to a person's life and works, adjectives and phrases describing personality, nouns related to personal possessions.
- To teach and/or review the Simple Future, the Simple Present and the Simple Past.

- To teach and/or review Wh- questions and yes/no questions.

### SOCIAL SCIENCES:

- To familiarise students with Domingo Faustino Sarmiento's life and the value of education.

## A TEACHER'S POEM

### TIME

15/20 minutes/Extension activity: 15/20 minutes

### GROUP DYNAMICS

Group work, pair work or individual work

### LANGUAGE

- **Personal property items:** car, house, money, bank account, clothes
- **Used to + infinitive**
- **Simple Past**
- **Simple Future**

### SKILLS

- **Listening:** reading a poem
- **Speaking:** exchanging ideas about a poem
- **Writing:** responding to a poem in written form

### MATERIALS

None

### PREPARATION

None

### DESCRIPTION

- Copy the following poem on the board including the gaps and numbers in some lines and in the title.

### One Hundred ----1---- from now (excerpt from 'Within My Power' by Forest Witcraft)

One Hundred ----1--- from now  
 It will not matter  
 what kind of ----2--- I drove,  
 What kind of --3---- I lived in,  
 how much -----4--- was in my -----5--- -----6----  
 nor what my ---7---- looked like.  
 But the ----8--- may be a better place because  
 I was important in the life of a child.

## Gaps in the original poem:

1 years	5 bank
2 car	6 account
3 house	7 clothes
4 money	8 world

## Sample answer:

GAP 3 - MY CHOICE: City -  
REASON: I/ We chose 'city'  
because we live in a big city)

- Ask the students to read the poem and tell them that it was written by a teacher called Forest Witcraft.
- Encourage them to work in pairs or mini groups and respond to the poem by filling in the gaps with a word of their own choice.
- On the board draw the following table to help the students do the task. They have to suggest a word to fill in each gap and write some reasons to account for their choice.

GAP	MY CHOICE	REASONS
1		
2		
3		
4		
5		
6		
7		
8		

- Invite different groups to read out their versions of the poem and share them with the rest of the class.
- Reveal the writer's words for each gap one by one. As you do so, ask the children these questions to generate debate (e.g. *the writer's word here is HOUSE. What's the difference? Which do you prefer? Yours or the writer's word?*) According to your students' level, you will need to conduct this debate either in English or in Spanish.
- Finally, discuss with the students the main ideas in this poem (e.g. *What do you think is important in this teacher's life?/Why?*)  
You can follow the same procedure with any other poem that you would like to discuss with your class. It is a simple way to encourage students to have a responsive attitude towards poetry.

## EXTENSION

Ask the students to write an acrostic poem about their teacher. They must begin each line with a word or phrase that starts with the letter on that line.

M-----  
Y-----  
T-----  
E-----  
A-----  
C-----  
H-----  
E-----  
R-----

## TIMELINES AND DOMINOES

## TIME

20/30 minutes/**Extension** activity: 10 minutes

## GROUP DYNAMICS

Group work, pair work

## LANGUAGE

- **Vocabulary related to a person's life and works:** *be born, become, start, join, emigrate, come back, have, start, be elected*
- **Simple Present**
- **Simple Past**
- **Wh- questions and yes/no questions**

## SKILLS

- **Reading:** *reading a short biography*
- **Speaking:** *reporting about timelines*
- **Writing:** *summarising information*

## MATERIALS

Photocopiable worksheet on page 91; envelopes (one per pair of students)

## PREPARATION

- Make copies of the bottom section of the worksheet on page 91 (one per child).
- **Extension** activity: Make copies of the top section of the worksheet on page 91 (one copy every two students). Cut out the domino chips making sure each chip contains different halves of the pictures (one half on the right/a different half on the left). Put the chips in an envelope (one envelope every two students).

## DESCRIPTION

## Sample answers:

In 1811, Sarmiento was born./ In 1815, he was four and he could read very well./In 1826, he became a teacher when he was only 15./In 1827, he joined the army./In 1831, he emigrated to Chile, met María and had a daughter./In 1836, he came back to San Juan./In 1839, he founded a newspaper called 'El Zonda'./ In 1845, he travelled abroad and met San Martín in France./In 1848, he started to write many books./In 1849, he came back to his country./In 1868, he was elected president of Argentina and put many projects into practice./Today, we acknowledge him as 'the teacher of Latin America'.

- 1 Hand out copies of the bottom section of the worksheet on page 91 (one per child).
- 2 Encourage the students to work in pairs or small groups. Ask them to read the text and complete the timeline below with some facts and information. You can write the timeline on the board and provide an example.

**Follow-up:** Ask children to write a short paragraph about a historical event they remember from their Social Studies classes. They must use some time markers and give the paragraph a title. Encourage peer correction and the editing of grammar and spelling mistakes. They can read their paragraphs out in class or post them on a class blog.

1811	1815	1826	1827	1831	1836	1839	1845	1848	1849	1868	Today
Sarmiento was born											

- 3 Check the answers with the whole class by asking different members of different groups to read out parts of the time line (e.g. *What happened in...?*)
- 4 Write the table with questions overleaf on the board.

Passage	Timeline
a) Why did Sarmiento have to emigrate to Chile?	
b) How long did it take Sarmiento to learn to read?	
c) What were some of Sarmiento's projects?	
d) Did Sarmiento visit San Martín after or before he became president?	
e) Which events in Sarmiento's life were closest together in time?	

5 Ask the students to discuss within their groups these two questions:

**Sample answers:**

a) c) are easier to answer from the passage/ b) d) e) are easier to answer from the timeline

Which of the questions in the table are easier to answer from the passage?  
Which of the questions in the table are easier to answer from the timeline?

The students should tick the boxes in the table that correspond to their choice.

6 Check the answers to the previous two questions as a whole class inviting some representatives from different groups to report their findings.  
7 Discuss with the whole class this final question: *Why are timelines helpful?*  
(Expected answer: Because we can see a person's life events in a clearer way)  
8 As a follow-up you can ask the students to draw timelines showing the events of their own lives. They can work in pairs and use their timelines to report on the main events in their lives.

**EXTENSION**

As a relaxation activity the students can play dominoes. Hand out envelopes containing the 20 domino chips found at the top of the worksheet on page 91 (one envelope per pair of students). The domino refers back to the biography they have just read. The students take the chips out of the envelope and place them face down on their desks. They shuffle and distribute them evenly (10 chips per person). The player who holds the life event further back in time should start. The students take turns to continue putting the chips in chronological order. If they fail to have the corresponding chip, they must pass and miss their turn. The winner is the one who plays all his chips first. Encourage the students to use the target language as they play the game.

E.g. A: 'I have the 1811 chip. Sarmiento was born in ...'

B: 'I have the other part. San Juan. In 1811, he was born in San Juan'.



## Teacher's Day

### AIMS

#### LANGUAGE:

- To teach and/or review vocabulary. LEXICAL SETS: vocabulary connected with Sarmiento's life, education and the activities you can do when visiting a museum.
- To teach and/or review wh-questions using the Simple Past.

- To teach and/or review the language used to express opinion.

#### SOCIAL SCIENCES:

- To draw on students' knowledge about the life of Domingo Faustino Sarmiento and discuss about his legacy, his ideas and ideals.

### SARMIENTO'S LIFE, IDEAS AND IDEALS

#### TIME

30/40 minutes

#### GROUP DYNAMICS

Group work

#### LANGUAGE

- *Wh-questions*
- *Simple Past*

#### SKILLS

- **Speaking:** exchanging ideas about Sarmiento's life
- **Writing:** writing questions and answers
- **Reading:** reading a text for detail

#### MATERIALS

Photocopiable worksheet on page 92; card paper and pictures of Sarmiento's life to make a collage

#### PREPARATION

- Make copies of the top section of the worksheet on page 92 (one per student).
- Prepare a collage about Sarmiento's life (one per group).

#### DESCRIPTION

- 1 Brainstorm ideas about Sarmiento using a collage of pictures that you have previously prepared. Include pictures showing several facts and events in Sarmiento's life (e.g. a school boy in San Juan, president of Argentina, pictures of schools, letters, books, etc.) You can also include prompt words in the collage such as: education, census, public schools, San Juan, Paraguay, etc. You may refer to the biography on page 92 to collect ideas. Make as many collages as you think may be needed for the students to work in groups of four or five.
- 2 Divide the class into groups of four or five students and give each group a collage. Ask the students to look at the pictures and, on a blank piece of paper, record words or phrases that describe something in the picture. Sometimes, asking one student

to write the group's responses allows for the free flow of ideas. Note that each group does not need to have the same pictures. A variety of pictures on the same topic can often elicit broader responses.

- 3 After the groups have made a list of the ideas related to the collage, ask them to classify them into broad terms (e.g. Sarmiento's early years, his education, his beliefs, etc.) Circulate and offer help if needed.
- 4 Collect ideas from different groups and write them on the board so that the whole class can share their findings. A variation on this approach consists in asking the groups to construct a concept map or mind map using the words and ideas that emerged during the previous tasks. The groups can present their concept maps to the rest of the class.

**He created many schools**



- 5 Now ask the groups to formulate questions about aspects of Sarmiento's life that they would like to find out about (*Aspects about Sarmiento's life I would like to know about*). One member of the group should keep a written record of the questions produced. Circulate and offer help with the formulation of questions (e.g. *why, how, who, when, where, what and yes/no questions*).
- 6 Hand out copies of the worksheet on page 92 to all the students in the class. Ask them to read the text and determine whether they can find the answers to their questions. If so, they must spot the part of the text that gives them the answer.
- 7 Finally, ask the groups to read out their questions and provide the answers. In case the students fail to find one answer in the text, discuss a possible one with the whole class resorting to their knowledge of the topic, speculation or supposition.

## WORKING WITH QUOTATIONS

**TIME**

20/30 minutes

**GROUP DYNAMICS**

Group work, individual work

**LANGUAGE**

- Simple Present
- Simple Past
- Passive Voice
- Language used to express opinion: *I believe..., I think..., To my mind..., In my opinion..., etc.*

**SKILLS**

- **Reading:** reading quotes
- **Speaking:** giving opinions
- **Writing:** rewriting quotes, writing a short paragraph expressing opinion

Photocopiable worksheet on page 92, envelopes (one per group)

- Make copies of the bottom section of the worksheet on page 92 (one per group).
- Cut out the twenty boxes on the worksheet, shuffle them and put them in an envelope (one per group)

- 1 Ask the students to work in groups of four or five.
- 2 Hand out the envelopes containing ten selected quotes by Sarmiento. Tell the students that there are ten quotes but they have been split in halves. Ask the groups to put the halves back together and reconstruct the quotes.
- 3 Circulate and offer help with vocabulary if needed. Then check the answers by asking different members from different groups to read out the quotes.
- 4 Ask each group to choose three quotes that they like and identify what concept is being described. Encourage them to express why they have chosen those quotes and what they think about the ideas expressed in them.
- 5 Now ask the groups to choose three quotes they dislike or disagree with. Encourage the students to express why they dislike them or disagree with them.
- 6 As a follow-up you can ask the groups to have a go at writing their 'self-composed quotations'. They can choose any three quotes from the list and rewrite them using their own words (e.g. *'A teacher's disciples are his best biography.'* / *You can tell how good a teacher is by looking at his learners.*) Allow many different interpretations provided the students can account for them.

**Sample of possible answers:**

The concepts described in each quote refer to: 1) ideas/free thinking 2) education 3) education 4) education 5) writing and resistance 6) education 7) women's role in society 8) politics 9) welfare and education 10) society and education

**Sample answers:**

1) Anyone has the right to think freely. 2) Education is the solution to all our problems. 3) Arrogance and ignorance go hand in hand. 4) You can tell how good a teacher is by looking at his learners. 5) Writing helps me express my ideas to fight against the system. 6) Primary school education makes us better people and better citizens. 7) You can tell how civilised a country is by looking at the women's social situation. 8) All honest citizens should participate in politics. 9) Having enough food, money, clothes and freedom make adults better people. Having a good education makes children better human beings. 10) It is at school where you lay the foundations for everything in life.

**TIP:**

Visit: [www.blogspot.com](http://www.blogspot.com) and in three easy steps you can create a blog for your class.

**Follow up:** Ask the students to choose one of the quotes and write a blog entry called 'Sarmiento's Famous Quotes'. They must present the quote first and then express their opinion about it in a few lines. The style can be either formal or informal. You can elicit some useful language on the board that your students may use to give opinion (e.g. *I think.../I believe.../To my mind.../In my opinion.../People claim that.../In Sarmiento's view .../Most people suspect that ... etc., etc.*)

You can also create a class blog where all the students can then post comments in answer to their classmates' entries.

## PROJECT WORK: DESIGNING A BROCHURE

**TIME**

First lesson: 20/30 minutes/Second lesson: 60 minutes

**GROUP DYNAMICS**

Group work, individual work

**LANGUAGE**

- **Simple Past**
- **Simple Present**
- **Simple Future**
- **Passive Voice**
- **Various vocabulary sets:** rooms in a house, time and dates, prices, furniture, means of transport, food, drinks, gifts, etc.

**SKILLS**

- **Speaking:** exchanging ideas about places of interest in a town or city, describing a museum.
- **Reading:** reading a website in Spanish to make notes in English
- **Writing:** note taking, writing a promotional brochure

**MATERIALS**

Some pieces of blank A4 copy paper (one per group), pictures from the *Museo Sarmiento* that can be downloaded from the web (a set of pictures per group that the students themselves can print out at home)

**PREPARATION**

None

**DESCRIPTION**

- 1 In the first lesson, ask the students to think about what places of interest they would recommend to a foreign tourist visiting their city. Brainstorm their ideas on the board and ask the students to account for their choices.
- 2 Lay emphasis on the museums or historical sites that a tourist can visit in your city and ask the students to mention them and say why they are worth visiting.  
*E.g. Can you name any museums or historical sites in our city/town?/ Which ones would you recommend to a foreign visitor?/Why would you recommend them?*
- 3 Tell the students that there is a museum in Buenos Aires called '*Museo Sarmiento*'. For homework, ask the students to visit its website ([www.museosarmiento.gov.ar](http://www.museosarmiento.gov.ar)) and collect the information listed in item 4 below. Their findings will be discussed and shared the following class.
- 4 Write on the board or dictate the following research questions:

- a) General information about the museum: name, address, phone numbers, website, email, days and time it is open, ticket prices
- b) Short summary about Sarmiento's life
- c) What can you see at the museum? (e.g. different rooms, collections, exhibitions, etc.)
- d) What can you do at the museum? (e.g. do workshops, take courses, attend lectures, see films, go to the library, visit the archives, etc.)

- e) If you are thirsty or hungry, can you buy some food and drinks on the museum premises? Where? Where is this place situated? What can you get?
- f) If you want to buy a souvenir, where can you get it? Where is this place situated? What can you buy there?
- g) Why do you think foreign tourists visiting Buenos Aires must go to this museum?
- h) How can you get to the museum from central Buenos Aires?

- 5 In the second lesson, ask the students to work in groups of four or five and design a tri-fold brochure for which they will be using the A4 pieces of paper, the information collected and the pictures downloaded. Tell the students that the brochure is meant for foreign tourists visiting Buenos Aires. Encourage your students' creativity in terms of design and layout.



# Heritage

## AIMS

### LANGUAGE:

- To teach and/or review vocabulary. LEXICAL SETS: the discovery of America, some national traditions, requests and invitations, vocabulary related to breakfast and tea.
- To teach and/or review: *This is.../These are...; There are many...; Where is... now?; Who is...?; He is.../She is... (at the top of the mast, eating sweets, etc.)*

### SOCIAL SCIENCES:

- To familiarise children with the discovery of America, Columbus and some national traditions.

### ARTS AND CRAFTS:

- To make a papier mache model of a 'mate' gourd.

## TWO WORLDS MEET

### TIME

40/60 minutes

### GROUP DYNAMICS

Whole group, individual work

### LANGUAGE

- **Numbers:** 1 to 6
- **Action verbs:** eating, sailing, cooking, running, hunting, fishing
- **Items found in the New World:** huts, Indian village, cocoa beans, bow
- **Other:** ships, on board, ocean, telescope, sweets
- **Look! This is.../ These are.../ There are many....**
- **Where is... now?/ Who is... ?**

### SKILLS

- **Listening:** listening to a story
- **Speaking:** repeating some words in a story and/or miming them

### MATERIALS

Photocopiable worksheet on page 93; a picture or poster of Columbus and his three ships, a picture or poster of a South American Indian tribe with some huts; colour pencils, scissors, glue

### PREPARATION

- Make a blow-up of the worksheet on page 93.
- Make photocopies of the same worksheet (one per child).

### DESCRIPTION

- Introduce the children to some basic facts about Christopher Columbus and the aborigines in the New World. Display a big poster or picture of Columbus with his three ships, and another one of some South American Indians in a village where you can see some Indian huts. Make some comments in Spanish about these issues as you show the pictures. (See example overleaf.)



E.g. Columbus was an Italian navigator./He sailed from Spain to discover a new land, America, our land./He found aboriginal tribes in the new land, the Indians./They lived in villages and used arrows and bows./They hunted and fished for food./They had a chief, the most important man in the village.

- Now show a picture of Columbus once again and describe it. Use the sandwich technique 'English/Spanish/English' to lay the ground for the retelling of the story.

E.g. This is Christopher Columbus and these are his ships: the Pinta, the Niña and the Santa María./Columbus is on board the Santa María - Este es Cristóbal Colón y éstas son sus carabelas: la Niña, la Pinta y la Santa María./Colón está a bordo de la Santa María - and in English once again.

Ask the children to identify this character. (E.g. Who is he?/What is his name?) (Expected answer: Columbus/Christopher Columbus) (What are these?/What are their names?) (Expected answers: Columbus' ships. The Pinta, the Niña and the Santa María) (Where is Columbus?) (Expected answer: on board the Santa María). Help the children by prompting parts of the expected answers and encourage repetition or 'parroting'.

- Tell the children that you are going to tell them two stories. The first story is about Columbus and his pet monkey, Milton.
- Show the children an enlarged copy of the worksheet on page 93. You may perhaps decide to cut out the three boxes on the right margin of the copy, so as not to confuse the children with the second story that is printed on the same page. It may also be a good idea to paint the pictures using brilliant colours.
- Read the children the first part of story A (see story below). Stop at times to point at different items on the frames and mime some actions (e.g. sailing across the ocean, on board, land in the distance, telescope, etc.) Repeat this part of the story several times, resorting to the sandwich technique explained above in case you need to clarify some parts. As you do so, invite the children to mime and repeat after you.

### Story A: Milton the Monkey

#### Picture 1:

Look! These are the three ships of Christopher Columbus. One, two and three: the Niña, the Pinta and the Santa María. The three ships are sailing across the ocean. Christopher Columbus is on board the Santa María. He can see a new land in the distance. But where is his telescope?

#### Picture 2:

Look! This is Milton, the monkey. He is Columbus' pet. Where is Milton now? He is at the top of the mast. Milton is a bad boy. He plays with everything on the ship. He

has Columbus' telescope in his hands. 'Milton, you are a bad boy! Come down and give me the telescope!' says Columbus.

#### Picture 3:

Where is Milton now? Can you see him? Look! He is sitting on a table. He is eating Columbus' favourite sweets. Columbus is furious. 'Milton, you are a bad boy! Come here, Milton and give me those sweets!' says Columbus. But Milton runs away.



6 Go over this part of the story once again. Stop at times to allow the children to join in and respond by miming or saying some words and expressions to fill in the gaps.

E.g. 'Look! These are the three ships of ..... One, ..... : the ..... , the ..... and the ..... ./ The three ships are (mime the action of sailing by moving your hand imitating the waves of the sea) ..... across the ocean', etc.

7 Read out the second and third parts of story A and proceed as explained in items 5 and 6 above.  
 8 Now tell the children that the second story is about an Indian chief and his pet monkey.  
 9 Show the children the picture of the Indians once again. Draw a picture on the board, or get one of an Indian chief. Introduce the children to Taino, the chief. Use the sandwich technique again:

(E.g. This is Taino./He is the Indian chief./Taino is young and strong. There are many Indians in the village./The Indians live in huts - Este es Taino./Es el jefe indio./Taino es joven y fuerte./Hay muchos indios en la aldea./Los indios viven en chozas. - and in English once again)

Ask the children to identify this character (Who is he?/What is his name) (Expected answer: Taino) (Is he an Indian chief?) (Expected answer: Yes) (And what are these? - showing the huts) (Expected answer: huts). Help the children by prompting parts of the expected answers and encourage repetition or 'parroting'.

10 Now show the children the enlarged photocopy of story B. As you did before, it may also be a good idea to paint the pictures using brilliant colours.  
 11 Read the children the first part of this story (see story below). Stop at times to point at different items on the frames and mime some actions (e.g. cooking, hunting, running etc.). Repeat this part of the story several times resorting to the sandwich technique explained above in case you need to clarify some parts. As you do so, invite the children to mime and repeat after you.

### Story B: Millie the Monkey

#### Picture 1:

Look! This is an Indian village. There are many Indians and there are many huts. One, two, three, four, five and six Indians: cooking, running, hunting and fishing. One, two and three huts.

#### Picture 2:

This is Taino. He is young and strong. He is the Indian chief. And this is Millie, the monkey. She is Taino's pet. Where is Millie now? She is at the top of a tree. She plays with

everything in the village. She has Taino's bow in her hands. 'Millie, you are a bad girl! Come down and give me my bow!' says Taino.

#### Picture 3:

Where is Millie now? Can you see her? She is sitting on a rock. She is eating some cocoa beans. Taino is furious. 'Come here, Millie, and give me those cocoa beans!' says Taino. But Millie runs away.

12 Go over this part of the story once again. Stop at times to allow the children to join in and respond by miming or saying some words and expressions to fill in the gaps:

E.g. Look! This is an Indian village. There are many ..... and there are many ..... One, ..... , ..... , ..... and ..... Indians: cooking, ..... , ..... and ..... etc.

13 Read out the second and third parts of Story B and proceed as explained in items 11 and 12 above.

14 Now show the children the enlarged copy of the end of the story. You may also paint it using bright colours.

15 Read out the end of the story to the children (see story below). Follow the same procedure as explained in items 5, 6, 11 and 12 above.

### **End for both stories (sharing the same picture)**

Look! Columbus is in a new land now. He meets Taino. 'I am Christopher Columbus. I come from Spain!' he says. Taino looks at Columbus and Millie looks at Milton. Milton

smiles and Millie smiles, too. Taino and Columbus shake hands. The men and the monkeys are all very happy.

16 Hand out copies of the worksheet on page 93 to all the children in the class. Ask them to colour and cut out the pictures. They have to put the pictures in order taking into account the two stories and the shared ending. Circulate and offer help. Finally, ask the children to paste the pictures into their notebooks.

**Variation:** You can help the children make a story book by stapling together the pictures in the correct order. To make the front cover of the book, you can ask the children to draw Columbus, Milton, Taino and Millie on a piece of paper of the same size as the rest of the pictures. They can draw Columbus' three ships to make the back cover on a separate piece of paper. Staple the covers to the rest of the story book and write the name of the story 'TWO WORLDS MEET' on the front cover.

## **SWEET OLD TRADITIONS**

### **TIME**

30/40 minutes/Extension activity I: 30 minutes/Extension activity II: 30 minutes

### **GROUP DYNAMICS**

Whole group, trios

### **LANGUAGE**

- **Vocabulary related to breakfast and tea:** coffee, coffee and milk, tea, mate, alfajores, marmalade, toast, crackers, biscuits, cakes, etc. I have... for breakfast/tea
- **Requests and invitations:** Can I have some..., please?/ Would you like some...?/ Please/Thank you

### **SKILLS**

- **Speaking:** exchanging information about what we eat and drink for breakfast and tea

## MATERIALS

- Photocopyable worksheet on page 94 (one per child); pictures of twelve different food items and drinks for breakfast and tea (you can get them from magazines, from the internet or from the clip art archive in your PC), e.g. coffee, tea, mate, orange juice, milk shake, croissants, alfajores, sandwiches, crackers, biscuits, cakes, marmalade, etc.; envelopes (to keep the decks of cards you will design with the pictures)
- **Extension activity I:** towel paper, glue, glitter glue, tempera, brushes, water balloons
- **Extension activity II:** croissants, biscuits, toast, colourful chocolate chips, raisins, margarine, tablecloths, paper cups, hot beverages (chocolate, milk, tea, mate cocido, etc.)

## PREPARATION

- Make copies of the worksheet on page 94 (one per child).
- Prepare identical decks of 12 cards each, containing the 12 pictures described above. Design one original copy with 12 boxes of identical size and insert one picture in each box. Make as many photocopies as you need (1 deck per child). Cut out the pictures and put two decks in one envelope (for a memotest game) and the other deck in a different envelope (to hand out after the memotest game).

## DESCRIPTION

- 1 Elicit from the children some food items and drinks that we have either for breakfast or tea. Use one of the decks of cards you prepared, and show the pictures as you do the eliciting. Stick the pictures on the board and write the words next to them (only for children who can read and write). Conduct this part of the lesson partly in Spanish and partly in English, depending on the children's language proficiency.
- 2 Go over the examples you elicited and teach the English words for them one by one. Ask the children to repeat several times after you and then point at different pictures asking what they are. (e.g. *What is this?/What are these?*) (Expected answers: coffee/crackers, etc.)
- 3 Divide the class into groups of three. Hand out the envelopes containing two sets of cards (one envelope per group). Invite the children to play memotest (a version of '*pelmanism*'): a memory card game in which cards are spread out face down and players try to turn up pairs with the same symbol. If this is the case, then the player takes the two cards and keeps them. The game ends when there are no more cards on the table. The winner is the child with the most cards. As the children play the game, encourage them to say the words in English.
- 4 Write on the board the words *breakfast* and *tea* or draw two pictures of a table (one laid out for breakfast and one for tea). Say the words '*breakfast*' and '*tea*' and ask the children to repeat them after you. Use the sandwich technique to clarify meaning (e.g. *breakfast/desayuno/breakfast*). Refer to the pictures or words on the board that you used for elicitation and say '*I have ...* (your choice: *coffee and toast*, etc.) *for breakfast*'. You may use the sandwich technique again to clarify meaning. Invite the children to choose some pictures from their tables and tell the class what they have for breakfast (e.g. *Pablo, please, tell me what you have for breakfast./Pablo, ¿qué desayunás todos los días?* and in English again) (Expected answer: *I have coffee and milk and biscuits*). Follow the same procedure with '*I have ... for tea*'.
- 5 Get hold of the third set of cards (one per group) and add it to the previous two sets that every group has on their tables. In this way all the groups should now have a deck of 36 cards containing three identical pictures of each item. Help the groups shuffle the deck and deal six cards to each member in the group. The rest of the cards must remain on a pile face down on the table.

**Answer Key:**

1. There are fewer cakes in the basket in Picture B.
2. The lady's hairdo is different.
3. The girl in Picture B has blonde hair.
4. The man is wearing a hat.
5. The coya is wearing a different skirt.
6. The *mulatto* boy is playing a small drum.
7. The man is playing a guitar.
8. The dog is sleeping.
9. The boy is holding a kettle.

- 6 Player one picks up the card on top of the pile, and without showing it to the rest of the group, looks at the picture and tells what he/she has for breakfast (e.g. *I have biscuits for breakfast.*)
- 7 The other children listen and look at their own cards. If they have a card with the same food item or drink, they shout '*Breakfast! I have... (item on the card) for breakfast*' and discard the two cards with the same item. Tell the children that they should be really fast, as more than one of them can have the same card. (Remember that there are three cards with the same item in a deck). The winner is the first child to get rid of all their cards.
- 8 As a relaxation activity the children can play 'Spot the difference'. Hand out copies of the worksheet on page 94 (one per child). Tell them that these are two similar pictures of a traditional afternoon in the Argentinian countryside when *gauchos* and local people used to get together to drink some *mate*, eat cakes and sing songs. The children have to spot and circle nine differences between pictures A and B (they must circle the answers in Picture B). They can colour and cut out the pictures and then paste them into their notebooks. You may award prizes (*alfajores*, biscuits, croissants, etc.) to those children who finish first and have the right answers.

**EXTENSION I****Make a '*mate*' gourd**

Hand out water balloons (water bombs filled with air, not water) to all the children in the class. Help them cut some sheets of towel paper or tissue paper into small pieces and glue them onto the water balloon. Follow the same procedure some more times to cover the balloon with several layers of paper. Warn the children not to press too hard when gluing the paper, as this may cause the balloon to explode. Make sure they do not glue the area near the knot of the balloon as this will be the mouth of the *mate* gourd. Let the balloon dry for some minutes and then help the children puncture it to obtain a papier mache model of a *mate* gourd. They can decorate it using tempera and glitter glue and they can put a drinking straw into them. Bring to the class samples of typical *Pampa* design bands to show the children. They may copy the designs onto their mates. You can display the children's production on a big table in your classroom or in the school entrance hall. Do not forget to write your class details on a big card with the title TRADITION DAY, and small cards with your students' names to identify their production.

**EXTENSION II****Party time (brunch or tea time)**

Encourage the children to decorate some biscuits, croissants, cakes and pieces of toast using raisins, colourful chocolate chips and small sugary sweets. They can spread some margarine on top of the food items so that the decorations they make (faces, flowers, etc.) remain fixed to the surface. Display the decorated food on cloth-protected tables. Put some plastic cups on the table and get ready to pour some *mate cocido*, tea, chocolate, soft drinks or orange juice when the children ask you for some. Encourage the children to mingle and practise asking for and offering food at a party (*Can I have some ...?/ Would you like some...?/ Please and thank you*). Let them help themselves to some food if they ask the right question, but you take care of the drinks.



## Heritage

### AIMS

#### LANGUAGE:

- To teach and/or review Conditional Sentences, Type I.
- To teach and/or review the Simple Past.
- To teach and/or review vocabulary. LEXICAL SETS: animals and their body parts, action verbs, conversation fillers and colloquial expressions, trade products,

explorations and travels, vocabulary related to the inhabitants of a country and its history, vocabulary related to farming and industry.

#### SOCIAL SCIENCES:

- To draw on students' background knowledge about Columbus, the discovery of America, the making of our nation and some of our local traditions

### DECODE AND READ A TALE

#### TIME

40 minutes

#### GROUP DYNAMICS

Individual work, whole group

#### LANGUAGE

- Simple Past
- Animals and their body parts: *whale, fox, hare, horsefly, fin, leg, belly*
- Action verbs: *swallow, cough, yawn, hunt*
- Other: *Earth, bush, sea, water*

#### SKILLS

- Reading: *reading and understanding a legend*
- Writing: *gap-filling*

#### MATERIALS

Photocopiable worksheet on page 95; pictures of: *Earth, whale, mouth, bored, yawn, fox, hare, hunt, bush, swallow, horsefly, belly, sting, cough, sea, fin* (taken from magazines or the Internet)

#### PREPARATION

- 1 Make photocopies of the top section of the worksheet on page 95 (one per child).
- 2 Find the set of pictures mentioned above in magazines or on the internet.

#### DESCRIPTION

- 1 Tell the students they will read a traditional *tehuelche* legend. Some of the words have been replaced by illustrations. The students will have to replace the illustrations for the English words to complete the legend.
- 2 Hand out copies of top section of the photocopiable worksheet on page 95 to all the students in the class.
- 3 Before they start, make sure students understand what the illustrations represent and the meaning of the key words. You may decide to bring photographs from magazines or the Internet to illustrate the following terms: *Earth, whale, mouth, bored, yawn, fox, hare, hunt, bush, swallow, horsefly, belly, sting, cough, sea, fin*.
- 4 Finally, check all the students have correctly filled in the blanks.

## LET'S ACT IT OUT! CHRISTOPHER PERSUADED ISABELLA

TIME	120 minutes
GROUP DYNAMICS	Whole class, group work
LANGUAGE	<ul style="list-style-type: none"> <li>Conditional Sentences, Type 1</li> <li>Conversation fillers and colloquial expressions: <i>well, uh-huh, go on, all right</i></li> <li>Trade products: <i>silk, gold, spices</i></li> <li>Explorations and Travels: <i>king, queen, Indies, Earth, majesty, east, west, sail, cartographer, map, riches, Ottomans, Portuguese, British, finance, project, caravel, crew</i></li> </ul>
SKILLS	<ul style="list-style-type: none"> <li>Reading: <i>reading and understanding a play</i></li> <li>Writing: <i>acting out a play</i></li> </ul>
MATERIALS	Photocopiable worksheet on page 95; a piece of fake gold jewellery, one or several spices and a piece of silk to be used as realia; costumes for the characters in the play: king, queen, courtier, Columbus, Bartholomew, priest, advisor
PREPARATION	<ol style="list-style-type: none"> <li>Make photocopies of the bottom section of the photocopiable worksheet on page 95 (one per child).</li> </ol>
DESCRIPTION	<ol style="list-style-type: none"> <li>Remind the students that Columbus had a meeting with the king and queen of Spain to ask them to finance his trip to the Indies by sailing west, instead of east. He believed the Earth was round, not flat, and he wanted to prove it.</li> <li>Now tell the students they will recreate that meeting in groups. There are eight characters in the play. You can divide the class into groups of eight people to give all the students a chance to participate.</li> <li>Hand out copies of the bottom section of the photocopiable worksheet on page 95 to all the students in the class. Ask them to read it and help them sort out any vocabulary difficulty they may have. Highlight the use of fillers and colloquial expressions in conversation: <i>well, uh-huh, go on, all right</i>. To present the vocabulary about the riches that could be found in the Indies (<i>silk, gold, spices</i>) you can use realia.</li> <li>Now, write the following sentences on the board:</li> </ol> <p><i>If I sail west, I can reach the Indies.</i>  <i>If I sail west, I can avoid the problems with the Ottomans.</i>  <i>If you help me, I will help you.</i></p> <p>Tell the students these are conditional sentences. Columbus and the king and queen are talking about possible future actions. If the king and queen give him the money, he may reach the Indies by sailing west and avoid the problems with the Ottomans. It all depends on what they decide to do. This type of conditional sentence, first conditional, implies that the action in the <i>if-clause</i> is quite probable. The verb in the <i>if-clause</i> (e.g. <i>sail, help</i>) is in the Simple Present. The main clause often has <i>will</i>, but we can also use modal verbs such as <i>can</i> or <i>may</i>, as in the example above.</p>

5 Assign the roles in each team and ask the students to read and rehearse the play. They can then take turns and act out the play for the whole class. You can ask the students to bring costumes to class to dress up and act out the play again on a later occasion.

6 As a follow-up, you may ask the students to match the following clauses that make up conditional sentences, type 1.

## Answer Key:

- a. 3
- b. 1 or 5
- c. 5 or 4
- d. 2
- e. 4

a. If the Earth is round,	1. he will bring gold, silk and spices to Spain.
b. If Columbus gets to the Indies,	2. he will prove the Earth is round.
c. If the queen gives Columbus a chance,	3. Columbus can sail west to reach the Indies.
d. If Columbus finds an easier route to the Indies,	4. Columbus will have the caravels and the crew.
e. If the queen says yes,	5. the priests will have more souls to save.

## THE EARLY INHABITANTS AND IMMIGRANTS OF OUR COUNTRY

## TIME

80 minutes

## GROUP DYNAMICS

Group work

## LANGUAGE

- Simple Past
- Vocabulary related of the inhabitants of a country and its history: criollo, mestizo, zambo, mulatto, indigenous, subordinate, nomads, expedition, conquest, slave, gaucho, immigrant, populate
- Vocabulary related to farming and industry: farm, raise, cattle, hunt, seed, riches, goods, leather, fruit, fish

## SKILLS

- Reading: recognising time markers in a text, putting the paragraphs in a text in order

## MATERIALS

Photocopyable worksheet on page 96 (one per student)

## PREPARATION

Make photocopies of the worksheet on page 96 (one per student).

## DESCRIPTION

- 1 Tell the students they will read a text about how our country was formed: who the early inhabitants were and where the immigrants came from. The students will have to identify time markers to put the paragraphs in the text in the right order. Hand out copies of the worksheet on page 96 to all the students in the class.
- 2 Ask them to get into groups of four people and read the text two or three times. Check they understood the main ideas in the text.
- 3 Before the students put the paragraphs in order, ask them to match these words to their meanings (see overleaf):

**Sample Answer:**

a. 5; b. 7; c. 1; d. 2; e. 14;  
 f. 3; g. 12; h. 10; i. 4;  
 j. 13; k. 9; l. 8; m. 11; n. 6

a. farm	1. cows kept in farms for their milk or meat
b. raise	2. catch and kill animals for food
c. cattle	3. money and valuables or beautiful possessions
d. hunt	4. items that are produced to be sold
e. seed	5. use the land to make plants grow
f. riches	6. a person with one black parent and one white parent
g. criollo	7. breed animals
h. mestizo	8. a person with one black parent and one indigenous parent
i. goods	9. defeat, gain control
j. leather	10. a person with one Spanish parent and one indigenous parent born in colonial Spanish America
k. subjugate	11. aboriginal
l. zambo	12. a person born in the New World with Spanish ancestors
m. indigenous	13. material made by removing the hair or fur from animal skins
n. mulatto	14. the small hard part produced by a plant, from which another plant can grow

4 Now highlight the importance of the use of time markers in the text to put events in order: *at that time, finally, around 1530, in 1492*.

5 Ask the students to cut out the paragraphs and the pictures in their photocopies. They must put the paragraphs in order, match them to the pictures and paste everything into their notebooks. Encourage them to suggest some possible titles for this text (*expected answers: A Short History of Argentinian Population, Our Country and its People, Early Inhabitants and Immigrants of Argentina, etc.*)

**Answer key:**

f. In 1492, our present territory was inhabited by ... (Picture 1)

d. Around 1530, the King of Spain sent three expeditions to ... (Picture 5)

e. The new society which was formed after the Spanish conquest consisted of ... (Picture 2)

a. Our land finally became independent. But not all the territory was controlled by ... (Picture 4)

c. José Hernández admired the gaucho. In his book, *Martín Fierro*, ... (Picture 3)

b. At that time, masses of immigrants from other continents ... (Picture 6)



## Heritage

### AIMS

#### LANGUAGE:

- To teach and/or review vocabulary.

**LEXICAL SETS:** geographical names, dates, exploration and discoveries, action verbs.

#### SOCIAL SCIENCES:

- To familiarise students with the importance of the discovery of America and the differences between local traditions and those of some English speaking countries.
- To reinforce the concept of national identity and the value of our local customs and preferences.

### THE DISCOVERY OF AMERICA

#### TIME

20 minutes

#### GROUP DYNAMICS

Group work, individual work

#### LANGUAGE

- **Simple Past, Past Perfect**
- **Dates:** on 12 October, in the middle of the 15th century
- **Geographical names:** the Caribbean, easternmost, islands, etc.
- **Exploration and discoveries:** spices, silk, china, shipbuilders, etc.
- **Action verbs:** attack, reach, sail, occupy, charge, cross

#### SKILLS

- **Listening:** listening for specific information
- **Speaking:** reporting important facts
- **Writing:** writing a descriptive paragraph

#### MATERIALS

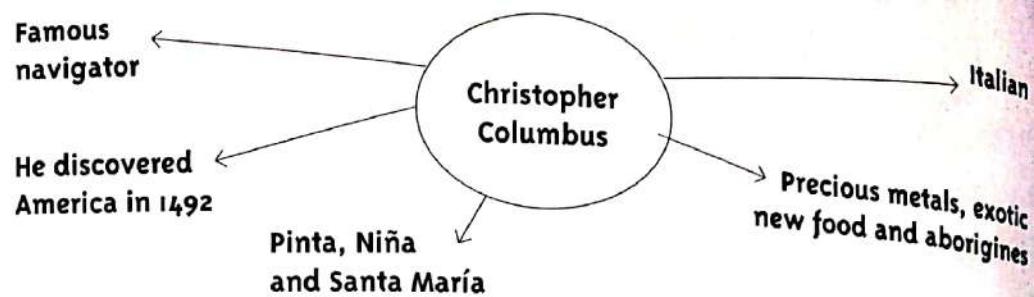
None

#### PREPARATION

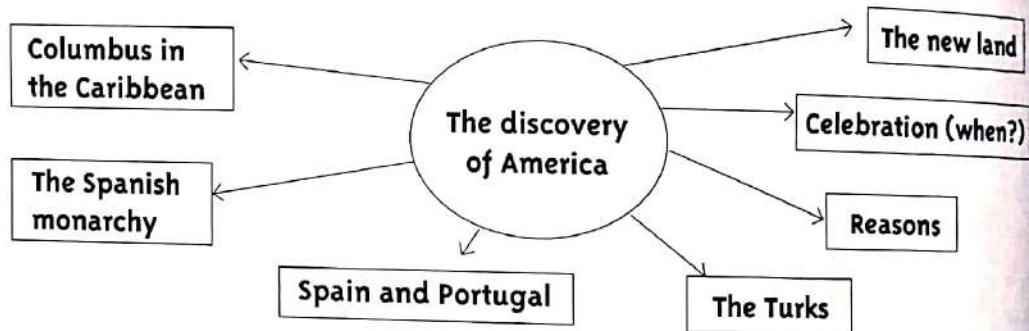
None

#### DESCRIPTION

- Elicit from your students what they know about Christopher Columbus and 12 October. Collect your students' answers and write them on the board using a spidergram to organise information (e.g. Who was Christopher Columbus?/ Where was he born?/Why was he famous?/What happened on 12 October, 1492?/ What could Europeans find in the New World?/What were the names of Columbus' three ships?/etc.)



2 Tell the students you will read aloud a text about the discovery of America. As you read the text below, they will have to listen and collect as much information as possible and organise it in the form of a spidergram or mind map as you did in activity 1. You may decide to read the text for a second or third time. You may also draw on the board the following spidergram to help the students listen for specific information and collect ideas.



3 Ask the students to work in groups of four or five and compare their spidergrams. They will have to produce a group mind map putting everybody's ideas together.

4 Tell the class that you will initiate a whole class report using the mind maps. Ask any student from any group to mention just one piece of information they have collected. As he/she does so, the rest of the groups check and complete their mind maps with any missing information they hear.

5 Encourage other students from different groups to add some more details or report a new piece of information. Continue working like this until you have covered the most important facts described in the text.

### *The Discovery of America*

On 12 October, we celebrate the discovery of America because on that day, in 1492, Christopher Columbus reached this continent for the first time.

In the middle of the 15th century, Europeans needed to find other **routes** to Asia, where they could buy **spices**, **silk** and **china**. They had apparently only ever sailed east but never west. The Turks had **occupied** the land between the Mediterranean and the Black Sea, so the **routes** to Asia from Europe became **dangerous** or extremely **costly**. They either attacked the Europeans or **charged** large sums of money to allow them to cross their territory.

Spain and Portugal were two powerful nations at that time and had both good **shipbuilders** and expert **sailors**. The Spanish monarchy agreed to **finance** Christopher Columbus' project to sail across the Atlantic to find a **passage** to Asia. So when Columbus **arrived** at an island in the Caribbean on 12 October - believing he had **reached** the easternmost part of Asia - a whole new chapter in the history of the world began.

In this new land, there was **gold**, **silver** and many **aboriginal natives** that could be put to work as **slaves**. Thus, began the **conquest** and **colonisation** of America.

## LOCAL AND FOREIGN TRADITIONS

### TIME

20/30 minutes

### GROUP DYNAMICS

Group work

### LANGUAGE

- **Simple Present**
- **Simple Past**
- **Qualifying adjectives:** *typical, fascinated, multifaceted, idiosyncratic.*
- **Other words:** *went down into history, misfortunes, cattle ranch, witnessed, hardships, touchstone, parades, grilled beef.*

### SKILLS

- **Speaking:** *exchanging information and expressing opinion about local and foreign traditions*
- **Reading:** *reading a short text for specific information*

### MATERIALS

Monolingual dictionaries, photocopies of the extracts of the text on page 70: *Why do we celebrate Tradition Day in Argentina?*

### PREPARATION

Make photocopies of the extracts of the text on page 70: *Why do we celebrate Tradition Day in Argentina?* (one extract per student).

### DESCRIPTION

- Ask the students to get into groups of four or five. Hand out slips of paper (one per group) containing one of the following questions:
  - *What do you consider as typically Argentinian? Why? Give examples and detailed descriptions.*
  - *What is the makeup of the Argentinian population? What are the benefits and drawbacks of having a mixed population?*
  - *What is a typical Argentinian like? Describe and give examples. Are people in big cities different from people in towns or rural areas? How different? Give examples.*
  - *Who do you consider to be outstanding Argentinians? Why do you look up to these people? Give reasons.*
  - *What do you consider to be the assets of our national identity (the most important elements we have as a nation)? What are our most feared drawbacks or limitations? How do you suppose we can overcome them?*
  - *If you had to define Argentina to a group of foreign people, how would you describe it? Prepare a fact file including geographical details, population, places to visit, things to buy, where to stay, what to do and what to be careful about.*



## Answer key:

1. Went down in history: be recorded or remembered in history
2. Misfortunes: adversities
3. Cattle ranch: farm where cattle are raised
4. Multifaceted: varied
5. Idiosyncratic: distinctive, special
6. Witnessed: perceived
7. Hardships: difficulties, sufferings
8. Epic: heroic
9. Pinnacle: the highest stage of development
10. Touchstone: an excellent example
11. Parades: a ceremonial procession
12. Grilled beef: *asado*

- 2 Give the students some time to discuss their questions in their groups. Then invite reporters from different groups to share their views with the rest of the class. Ask the reporters to read the assigned questions before they tell the class what they think. Encourage class debate and question your students' views by asking them to account for their choices and opinions.
- 3 Make copies of the text below and cut out each copy into five pieces (one piece should contain one extract). Make sure you do not include the word 'extract' and the numbers in the copies you make. Hand out different extracts to different students in the class (one per student). Tell them they are going to play *jigsaw reading*. (They all have a part of a bigger text about why we celebrate Tradition Day in Argentina).
- 4 Ask the students to read their extracts. Then they must find somebody in the class with a completely different extract from the one they have. There should now be as many groups as copies of the text you made.
- 5 Invite the students in each group to retell what their extract is about. Then they should all reconstruct the original text. As a follow-up they must try to come up with a synonymous expression or definition of the words in bold type in their texts (see text below for words in bold type). Allow the use of monolingual dictionaries. Go over the answers with the whole class and check the students have reconstructed the text in the correct way.

## WHY DO WE CELEBRATE TRADITION DAY IN ARGENTINA?

**Extract 1:** Every 10 November we celebrate Tradition Day in Argentina because the famous writer José Hernández was born on that day in 1834. He was also a poet, journalist, soldier and politician who **went down in history** as the author of the famous book, *Martín Fierro*, which retells the **misfortunes** of a typical *gaucho* of the Argentinian *Pampas*.

**Extract 2:** After his mother died in 1843, José Hernández's father, who worked on a **cattle ranch** owned by General Rosas, took his son to live with him. It was during this time that José Hernández learnt to love, admire and understand the *gauchos*.

**Extract 3:** He became fascinated with their lives, their **multifaceted** culture and their **idiosyncratic** language. He was not only attracted by the *gauchos*' way of life but he also **witnessed** their many recurrent **hardships**.

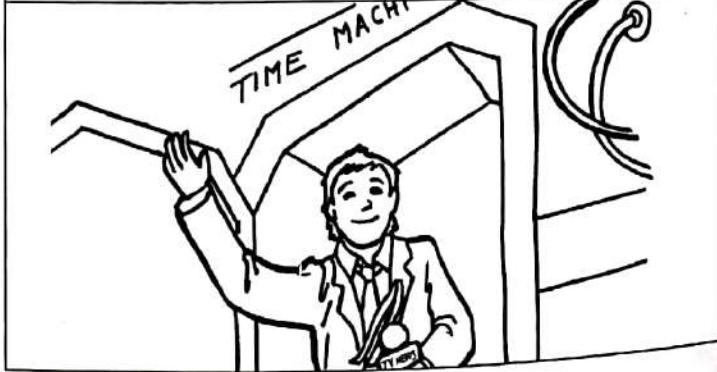
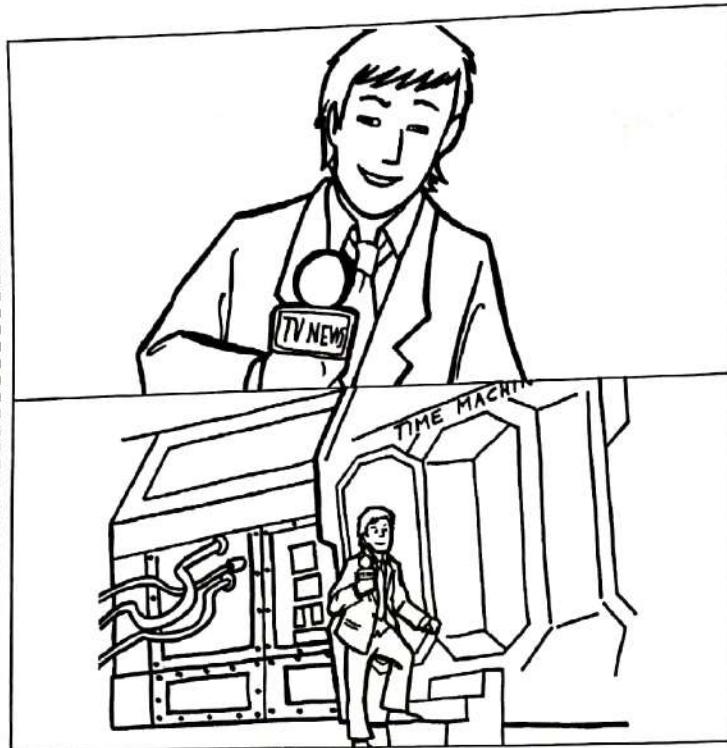
**Extract 4:** In 1872, *Martín Fierro* was published. This **epic** poem, the **pinnacle** of gauchesque literature, centres on the life of a *gaucho* of the *Pampas* and is considered a **touchstone** of our national identity.

**Extract 5:** Today, in some urban and rural areas of our country, this day is celebrated with street **parades** of people on horseback wearing national costumes, rodeos, dances, folk music and large quantities of **grilled beef** and red wine.

# Photocopiable worksheets

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# The May Revolution: ROGER THE REPORTER



ROGER IS A REPORTER.

ROGER IS STEPPING INTO THE TIME MACHINE.

ROGER IS STANDING OUTSIDE THE CABILDO. A WOMAN IS SELLING MAZAMORRA.

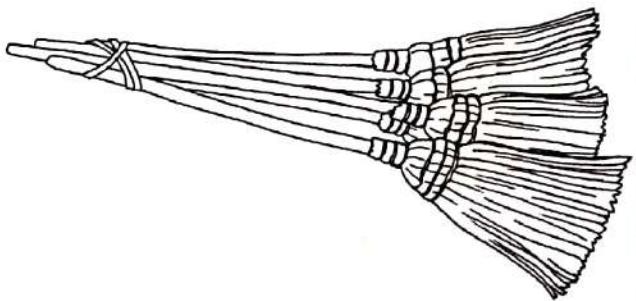
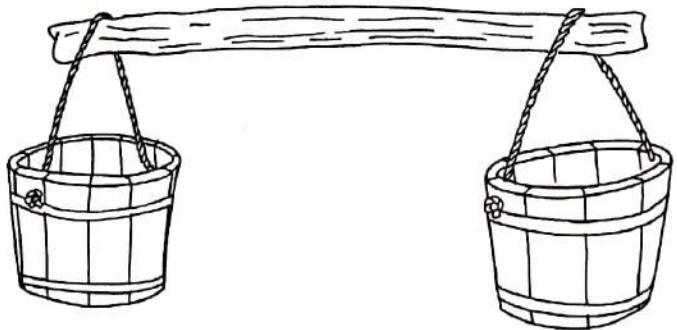
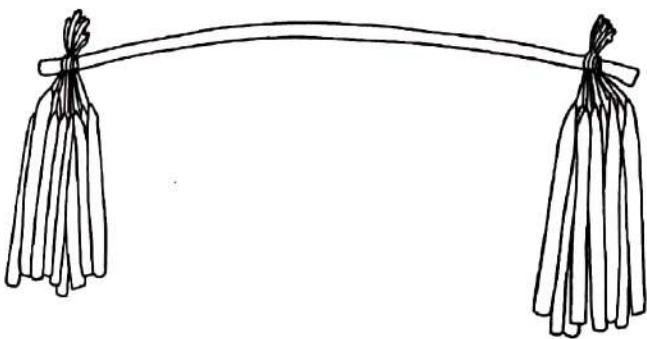
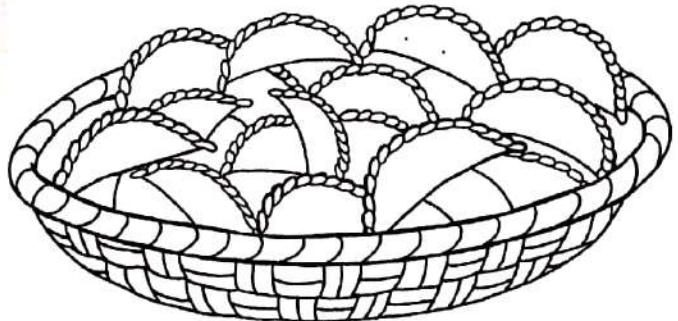
ROGER IS TALKING TO A LADY.

ROGER IS TALKING TO A MAN. THE MAN IS GIVING OUT BLUE AND WHITE RIBBONS.

A MAN IS SPEAKING FROM A BALCONY. HE IS TELLING EVERYBODY THERE IS A NEW GOVERNMENT BY CRIOLLOS.

ROGER IS RUNNING BACK TO THE TIME MACHINE.

ROGER IS STEPPING INTO THE TIME MACHINE AGAIN.

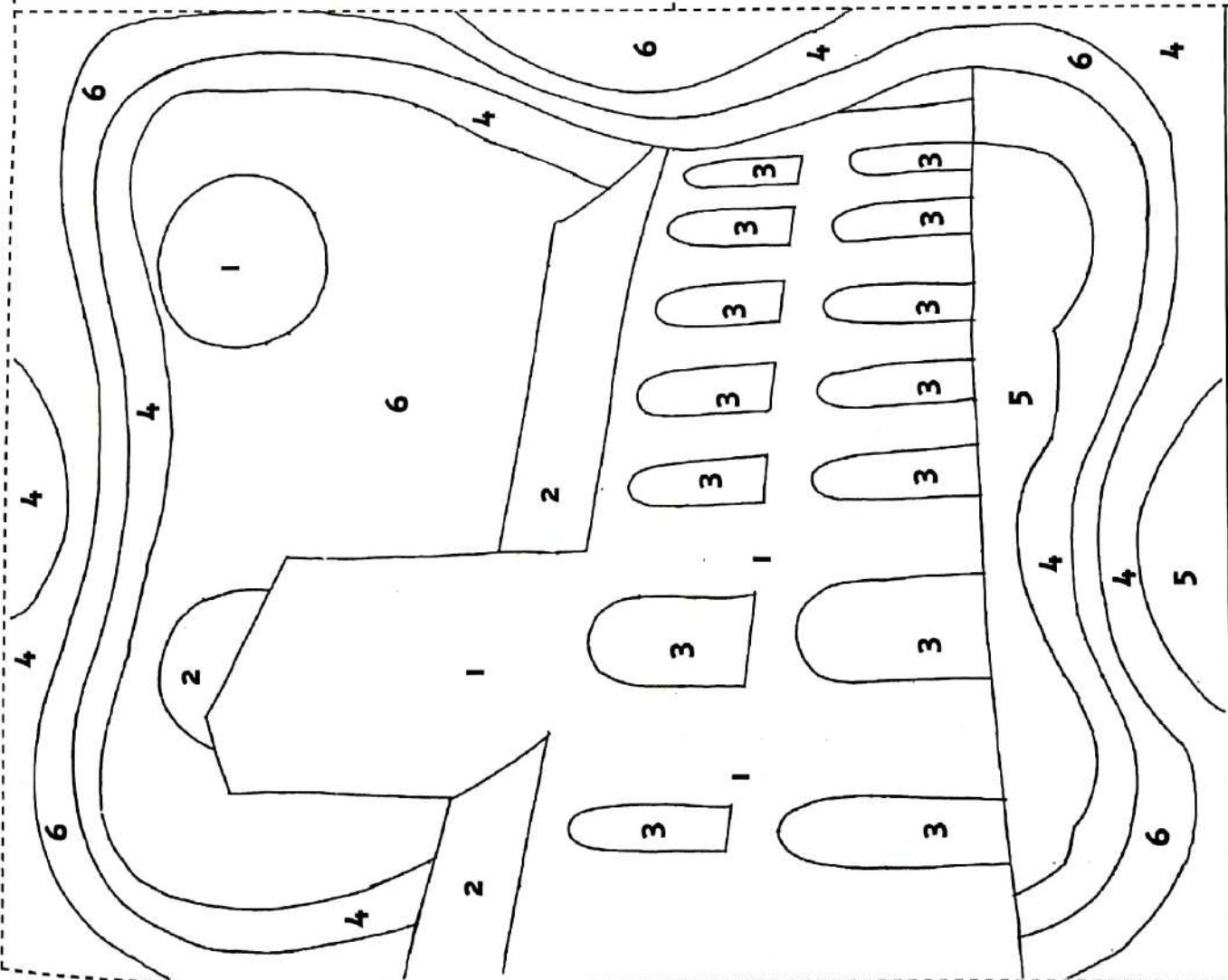


EMPAÑADAS

CANDLES

WATER

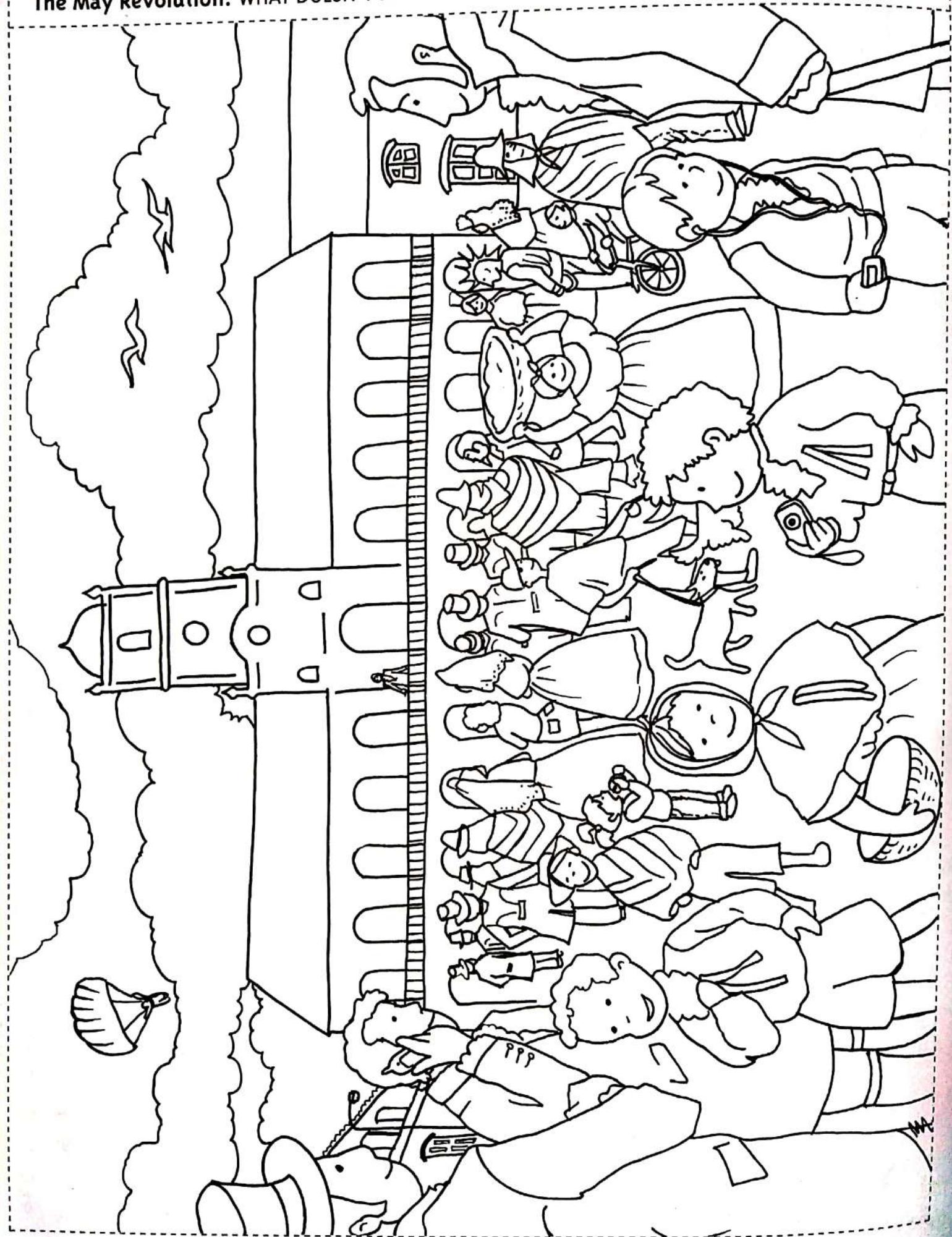
BROOMS



1 YELLOW, 2 RED, 3 GREEN, 4 LIGHT BLUE,  
5 LIGHT BROWN, 6 WHITE

1 YELLOW, 2 RED, 3 GREEN, 4 LIGHT BLUE,  
5 LIGHT BROWN, 6 WHITE

The May Revolution: WHAT DOESN'T BELONG?

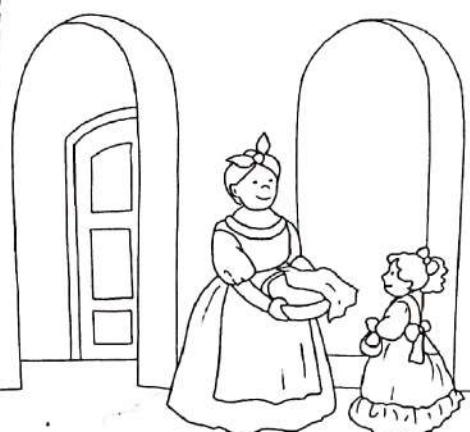


## The May Revolution: A TYPICAL DAY



In 1810, girls ..... with cloth dolls and boys used to play

.....  
Today, children ..... computer .....



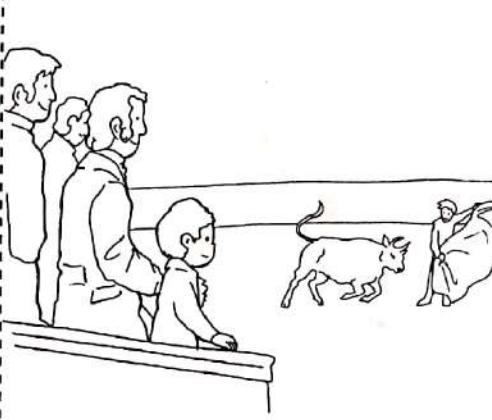
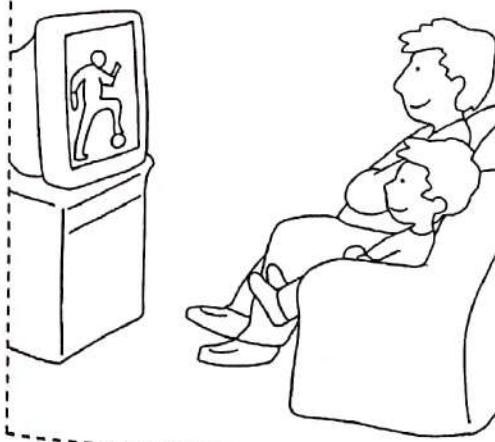
In 1810, people ..... their own clothes.

Today, people buy ..... at shopping centres.



In 1810, people used to buy ..... outside the Cabildo.

Today, people ..... chewing gum from .....



In 1810, people used to go to

.....  
Today, people ..... football on .....

The May Revolution is a landmark in the making of our country. It was not an isolated event but came about as a consequence of revolutions in society, philosophy, science, economy and politics in Europe and America that led to further changes and new scenarios in our emerging nation. On 25 May, 1810, the *criollos* created a local government that would not respond to any authority in Spain or elsewhere. This event was the result of political decisions made by our patriots and many historical circumstances and ideas brewed over the years in Europe and America.

**The Glorious Revolution:** In November 1688, Prince William of Orange landed in England and defeated the army of King James II, who fled to France. In 1689, the Parliament passed the Bill of Rights. This began modern English Parliamentary monarchy, which meant that the monarch would never again have absolute power.

**The Scientific Revolution:** There were many developments in science and technology in the 16th, 17th and 18th centuries. Mathematicians, philosophers and scientists published their investigations which modified ways of thinking and led to new discoveries in medicine, physics and chemistry.

**The Enlightenment:** New discoveries led to a change in the way in which man saw the world. Writers and philosophers introduced new ideas, such as freedom, equality, tolerance and civil rights, and questioned the power of the monarch and the church.

**The Agricultural Revolution:** Landowners found better ways to run their farms and grow crops. Farm machines were improved, new machines were invented and the enclosure of fields made farms more efficient and generated profits. Peasants who lost their land to wealthier

landowners moved to towns and then became factory workers.

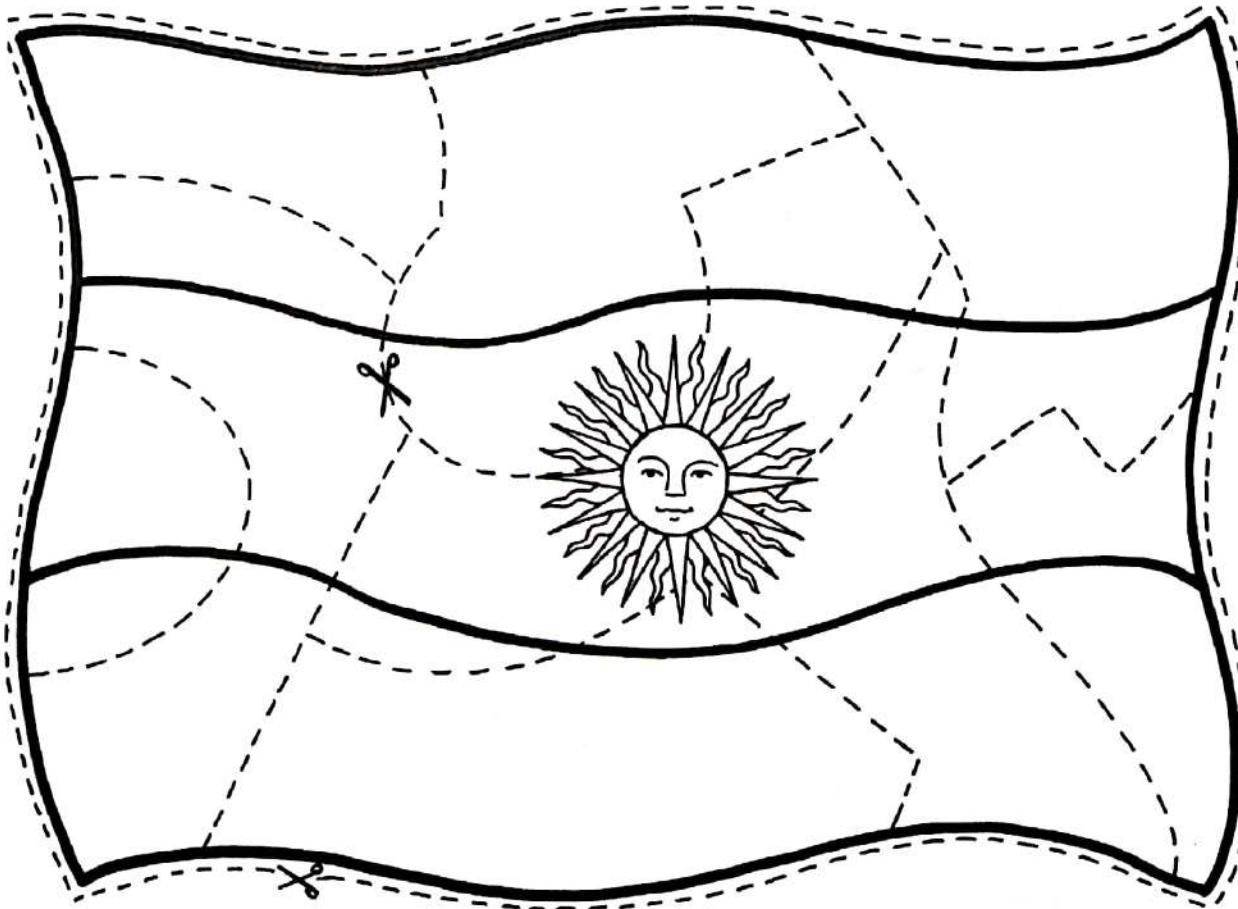
**The Industrial Revolution:** In Britain during the second half of the 18th century, new inventions and technology led to revolutions in farming, transport and industry, especially in textile and metal manufacture. This led to an increase in production, efficiency and profits, and to two new social classes: the bourgeoisie and the industrial working class.

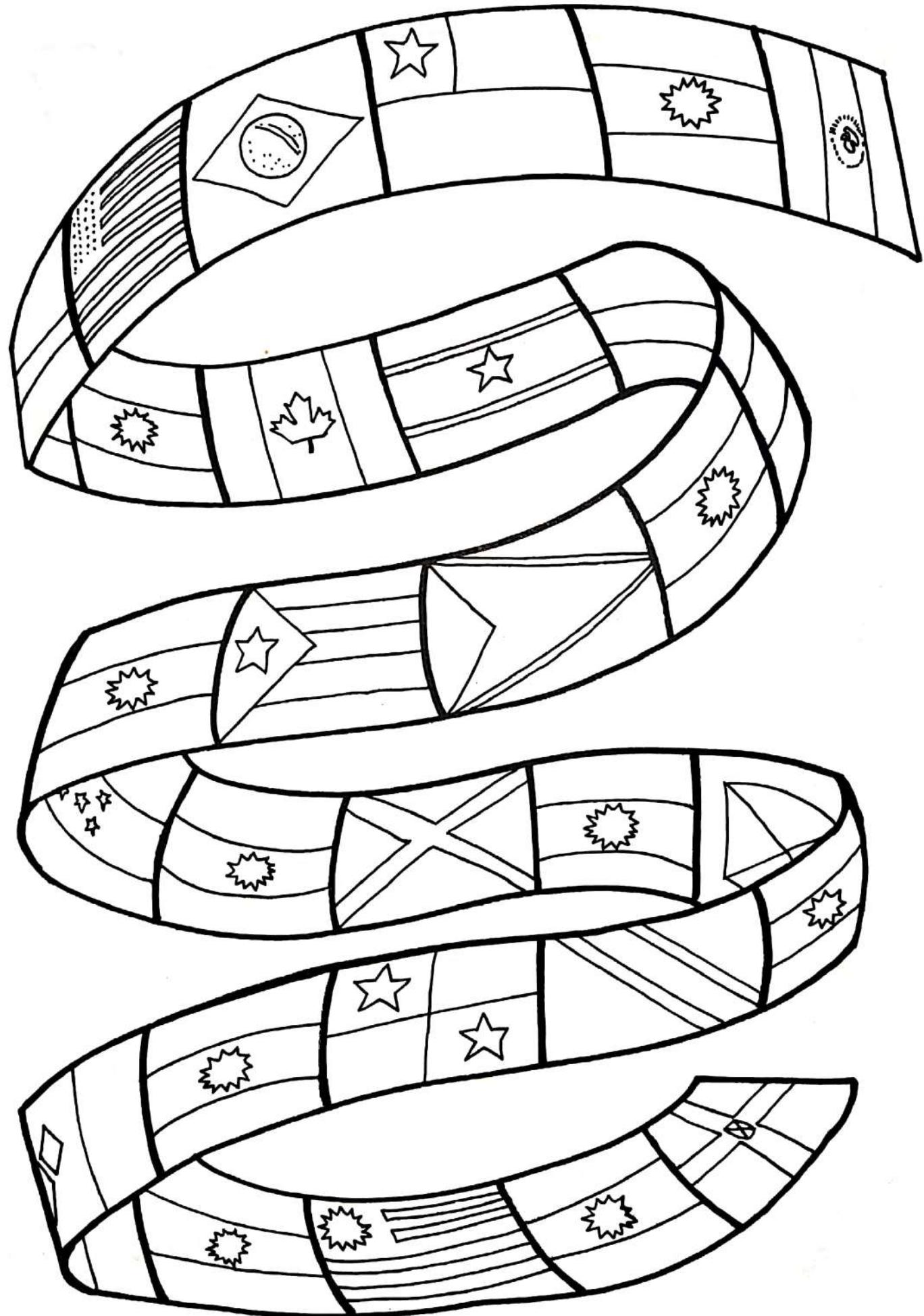
**The North American Revolution:** The American colonies felt it was unfair to pay taxes to Britain and reacted by banning all British imports. As a result, the American War of Independence took place and in 1776 the colonists signed the Declaration of Independence which was finally recognised by Britain in 1783.

**The French Revolution:** In 1789, France was bankrupt and the king and his noblemen decided to increase taxes, causing a revolution that brought the monarchy to an end. Many of the ideas from the Enlightenment influenced the French Revolution in which the people demanded political, social and economic changes and equality.

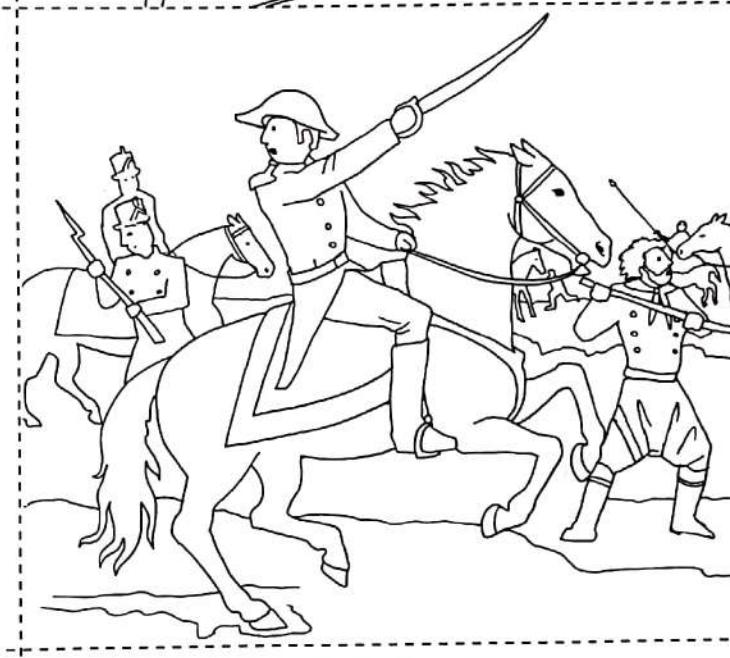
**The May Revolution:** In the 18th century, the Bourbon dynasty started a new reign in Spain and its colonies: an absolutist monarchy that implemented progressive economic and legal policies inspired by the ideas of the Enlightenment. News of the American and French revolutions also brought liberal ideas to South America, where the *criollos* resented the fact that all important government positions in the colonies were exclusively for Spaniards. The expansion of the Napoleonic Empire on the Spanish peninsula created a political context that favoured the emergence of insurgency movements. On 25 May, 1810, the people of Buenos Aires established the first local government as a symbol of rebellion.

MY FLAG IS WHITE.  
MY FLAG IS LIGHT BLUE.  
THE SUN SHINES BRIGHT.  
FOR ME AND YOU.

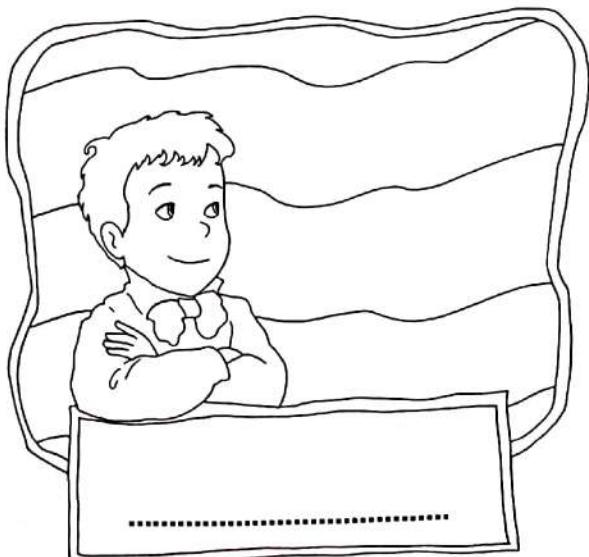




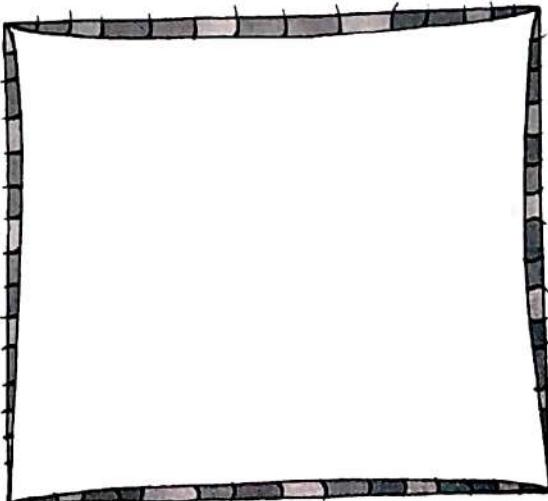
Flag Day: A SMALL BOY, A BIG DREAM



A SMALL BOY, A BIG DREAM



MY FLAG AND I



## Flag Day: A SHORT BIOGRAPHY OF BELGRANO

General Manuel Belgrano was born in Buenos Aires on 3 June, 1770. He had seven brothers and three sisters. His father was born in Genoa, Italy, and was a (1) ..... in Spain before he came to Buenos Aires. His mother was from Santiago del Estero.

sales

Belgrano had many different professions before he became a military man. He studied in Spain and became a (2) ..... and he was also a (3) ..... and an economist. When he returned to Buenos Aires he worked for the (4) ..... of the Viceroyalty of the River Plate. Later on, he joined the revolution and became a member of the First Assembly (*Primera Junta*).

law  
journal  
govern

Belgrano was not really an (5) ..... military man but he was very brave and (6) ..... He believed that patriot soldiers needed a flag to defend and fight for. He created a white and light blue flag and hoisted it for the first time on the coast of the Paraná River near the city of Rosario in 1812. Belgrano was chief of the Northern Army until San Martín took control. He fought several battles, losing some but winning many others such as the battles of Salta and Tucumán which stopped Spanish advance into central territory. Because Belgrano was a very clever and popular General, he was the (7) ..... of a big exodus in Jujuy. His troops and the people of Jujuy abandoned their land and destroyed everything that could be (8) ..... to the Spanish enemy. They sacrificed all they had for (9) .....

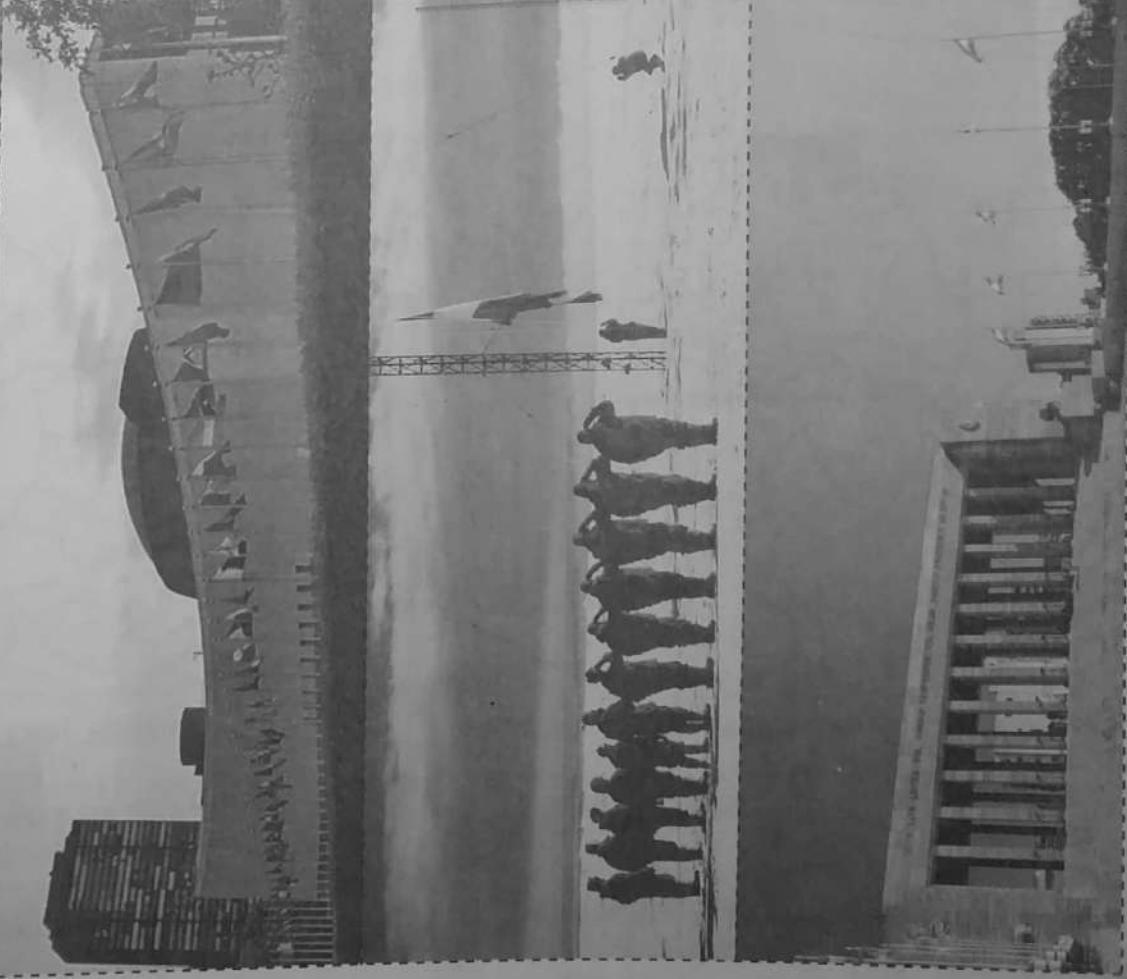
experience  
passion

Belgrano supported San Martín in his the plan to cross the Andes. He believed in (10) ..... and donated money to create four schools. Belgrano's health deteriorated greatly during his many military campaigns and expeditions. At the age of 50, he died in the city of Buenos Aires on 20 June, 1820.

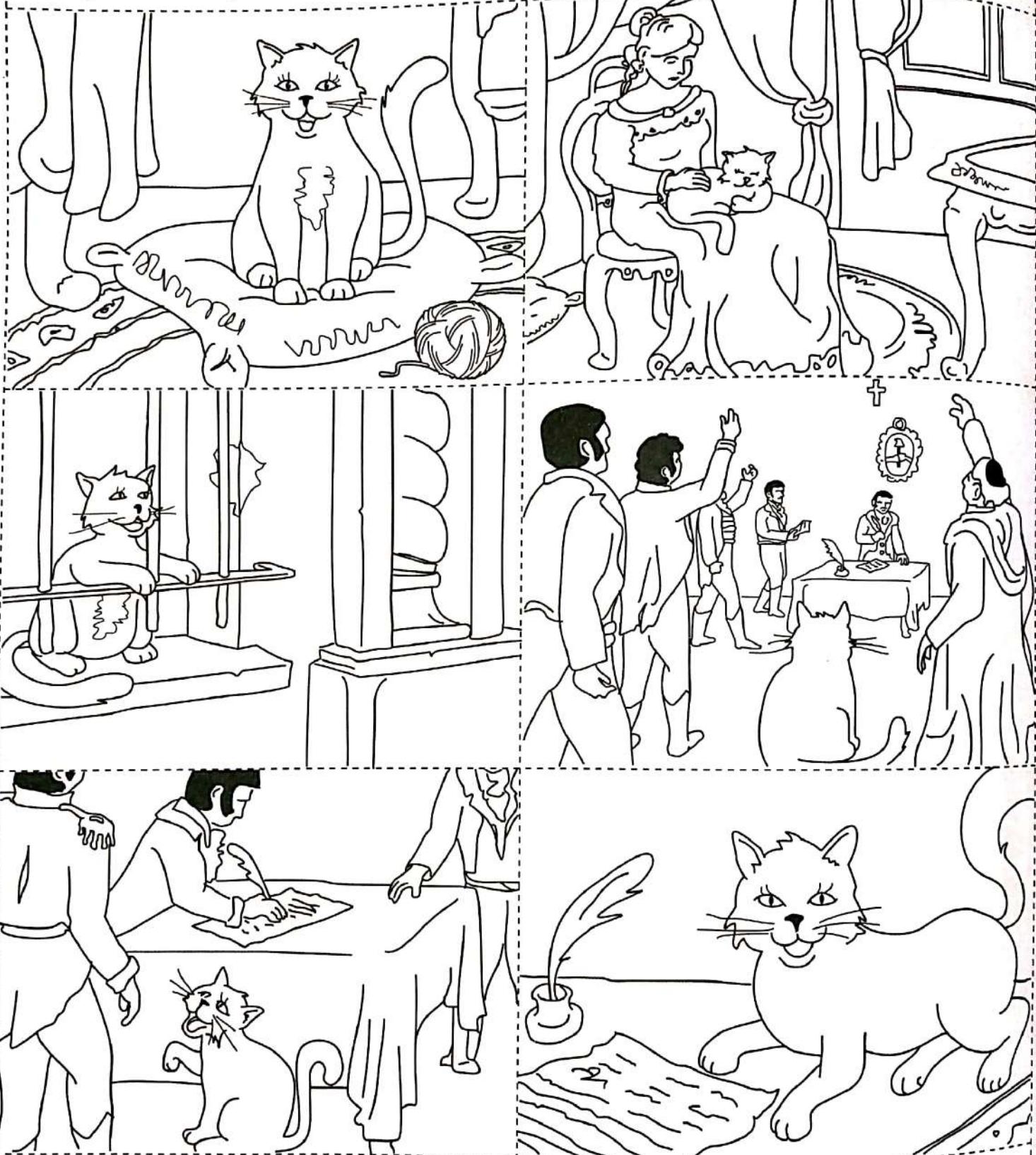
lead  
use  
free

educate

## Flag Day: OUR FLAG IS EVERYWHERE



## Independence Day: THE STORY OF FIONA THE CAT



I'M A VERY IMPORTANT CAT. DO YOU KNOW WHY?

THIS IS OUR HOUSE IN TUCUMÁN.

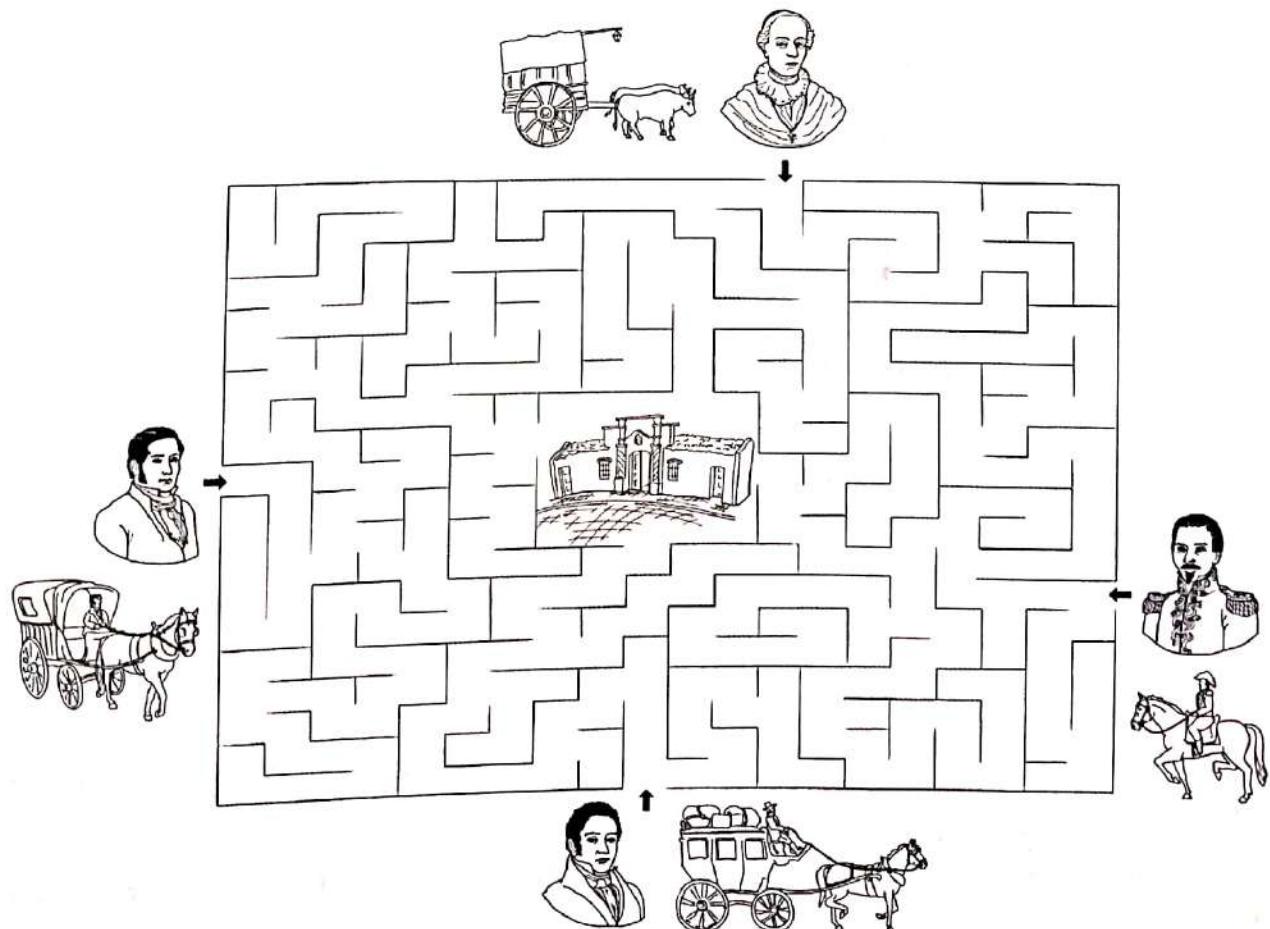
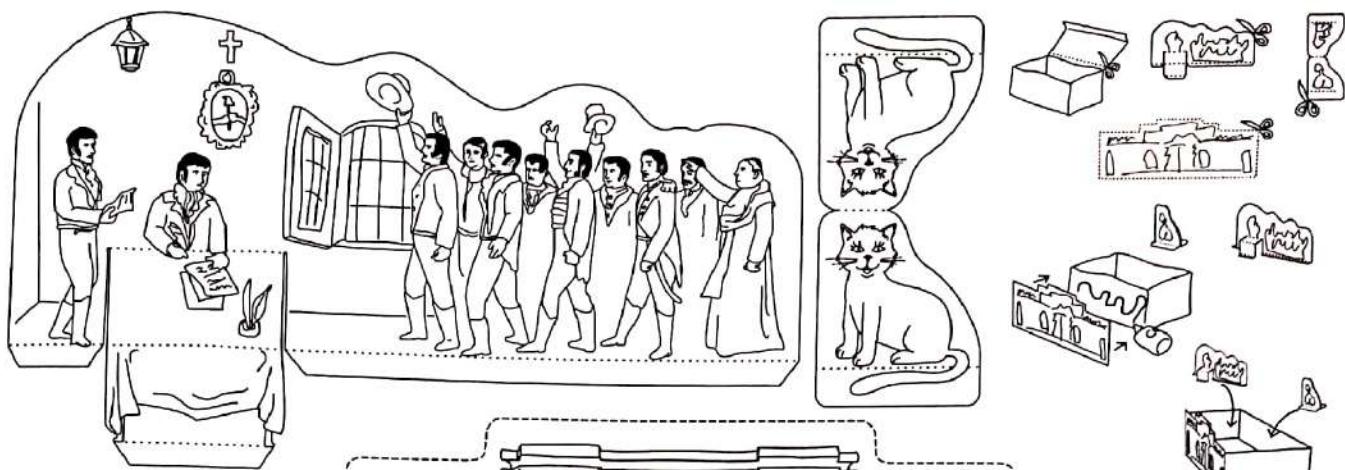
THIS IS THE ACT OF INDEPENDENCE.

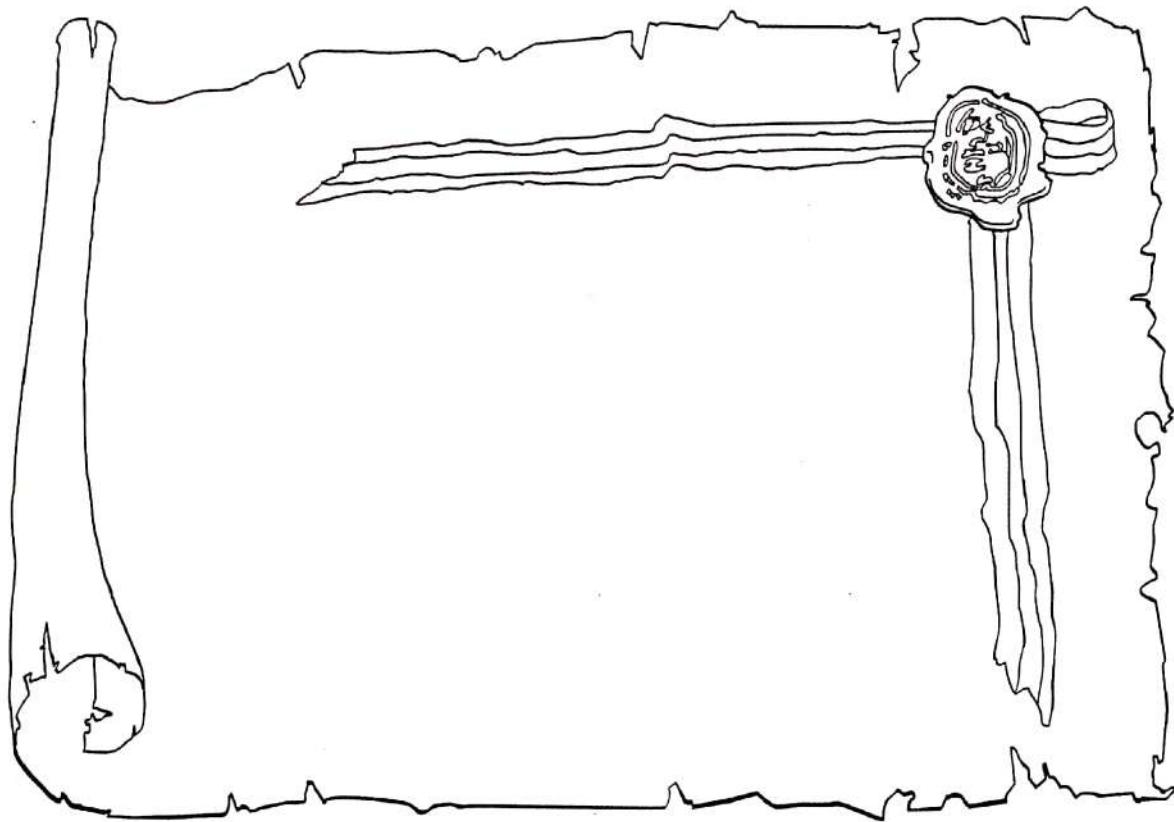
THIS IS MY OWNER. HER NAME IS FRANCISCA BAZÁN.

LOOK AT ALL THESE IMPORTANT PEOPLE  
IN OUR HOUSE TODAY!

I'M AN IMPORTANT CAT. NOW YOU KNOW WHY!

## Independence Day: THE STORY OF FIONA THE CAT/ THE CONGRESS OF TUCUMAN





In 1813 the **Assembly of the Year XIII** is created to decide the future of our country. Unfortunately, it does not promulgate a Constitution, but it makes some important social changes. It acknowledges people's equality, abolishes forced labour of indigenous people, declares freedom for all children born to slave mothers and establishes the national symbols (the National Anthem and the Coat of Arms). The Assembly issue the first national coins. However, the conflict between the provinces and Buenos Aires grows bigger and bigger. The eastern provinces feel that Buenos Aires makes its own decisions alone and does not allow them to participate. As a consequence, they refuse to obey the government of Buenos Aires.

In 1810, after the May Revolution, there are serious conflicts in the territory. The members of the **First Assembly** cannot decide what form of government is best, and there is constant rivalry between Buenos Aires and the rest of the provinces. There are two positions. Moreno wants the **First Assembly** to draw up a Constitution and govern in the name of all the Provinces of the River Plate. Saavedra wants to include the representatives of the other cities of the territory. Saavedra's position is favoured so there is a new government, the **Junta Grande**, with members of all the provinces but which still rules in the king's name.

In 1814, the Assembly decides to have a new government: the **Directory**. At that time, in Spain, Ferdinand VII is back in power and wants to recover all the colonies. He already has Mexico, Venezuela and Chile. The 1816, while San Martín, Belgrano, and other brave military men fight the Spaniards in battles, delegates of most provinces meet in Tucumán. They debate for three months. Finally, on 9 July, the Congress of Tucumán formally announces our Independence to the world!

The **Junta Grande** has many members and cannot make decisions quickly. In 1811, the **Junta Grande** appoints Lautaro Lodge. This group is in favour of complete independence from Spain. The Patriotic Society, which represents Moreno's ideals, the Lautaro Lodge and mob pressure make the **First Triumvirate** resign. The **Second Triumvirate** replaces it.

# Independence Day: THE INDEPENDENCE GAME

## THE DECLARATION OF INDEPENDENCE

### Argentina

On 25 May, 1)....., the first autonomous government was formed. However, not everybody had 2)..... the revolution and not everybody agreed on what type of government to have, so what followed were many unstable governments. Three years later, at a congress known as 3)'..... of the Year XIII', many actions were taken towards full independence, except a declaration of independence. Finally, on 9 July, 4)..... the Declaration of Independence took place. The 5)..... representatives of the Provinces of the Viceroyalty of the River Plate travelled to 6)..... and confirmed in writing their intention to 7)..... Spanish 8)..... rule. It took a lot of 9)..... because they declared our 10)..... at a very critical time: Simón Bolívar had been 11)..... in the north, Chile was in the hands of the 12)....., Güemes was bravely defending 13)..... and 14)..... and Ferdinand VII had recovered the Spanish 15)..... and was sending 16)..... to 17)..... . After the Declaration of Independence, there were many problems to solve, such as drafting a constitution and deciding on what form of government to have. What followed were many years of bloody civil 18)..... . Finally, in 1853, a national constitution was drawn up and Argentina became a 19)..... republic.

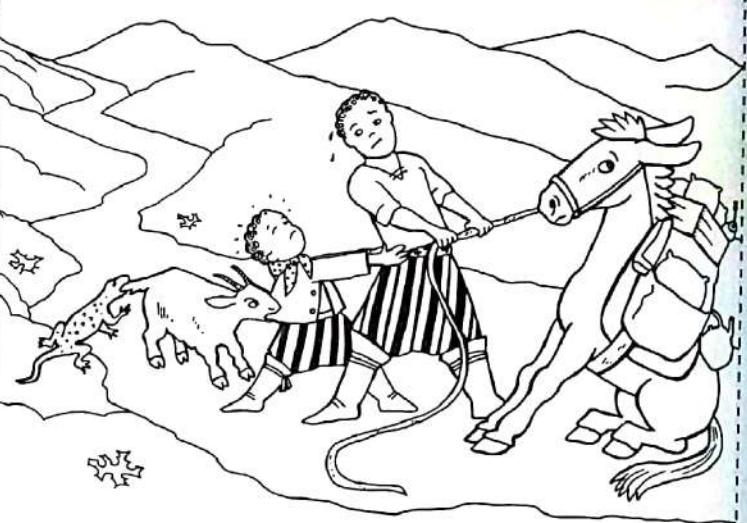
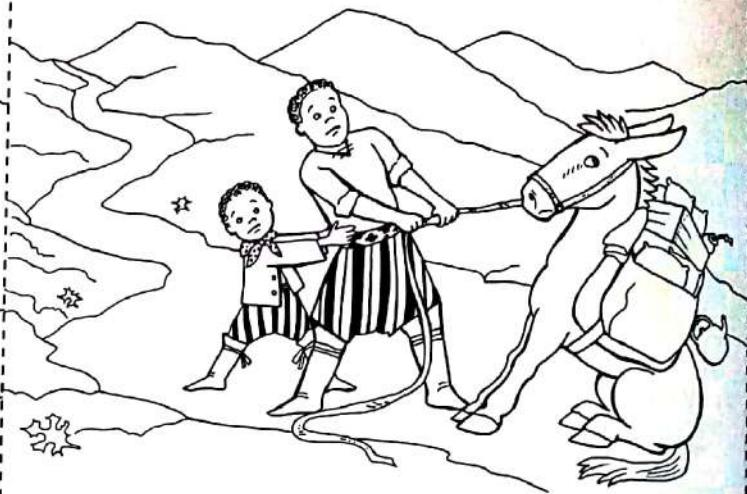
### Mexico

On 16 September, 1810, a few *criollos* and a large group of *mestizos* and Indians led by the priest Manuel Hidalgo started the 1)..... movement in the region of Querétaro in central México. This event is remembered as '*Grito de Dolores*' and it is the starting point of the Mexican 2)..... . Even today, every 16 September, the Mexican president comes out of the balcony of the presidential palace and rings a bell recreating this 3)..... led by Manuel Hidalgo. Even when Miguel Hidalgo was captured and executed by the Spanish authorities, his 4)..... for independence was followed by José María Morelos. He formed the '*Ejército Insurgente*' which continued 5)..... for Mexico's independence. Mexico's complete independence from Spain was achieved in 1821. The 6)..... of Manuel Hidalgo and José Morelos lie in the column of the Angel of Independence in Mexico City.

### Brazil

In 1808, when Napoleon 1)..... Spain and Portugal, the Portuguese king decided to move his court to his colony in Brazil. After staying in Brazil for more than 10 years, the Portuguese 2)..... decided to move back to Portugal. Napoleon had been 3)..... and there were many political 4)..... in Portugal. The king's son, Prince Pedro, decided to stay in Brazil. The 5)..... in Portugal decided to increase Portuguese 6)..... over their American colony, so many groups in Brazil considered independence as an option. They had the examples of the Spanish 7)..... that had emancipated recently. The king, Dom João, called his son, Prince Dom Pedro, back to Portugal but the Prince decided to stay and support the emancipation movement. This historic event is called "Grito do Ipiranga" and took place on 7 September, 1822, which is the day of the Brazilian Independence. Dom Pedro became the 8)..... of Brazil.

## San Martin Memorial Day: LISA THE LAZY MULE



FERMÍN PULLS AND PULLS.

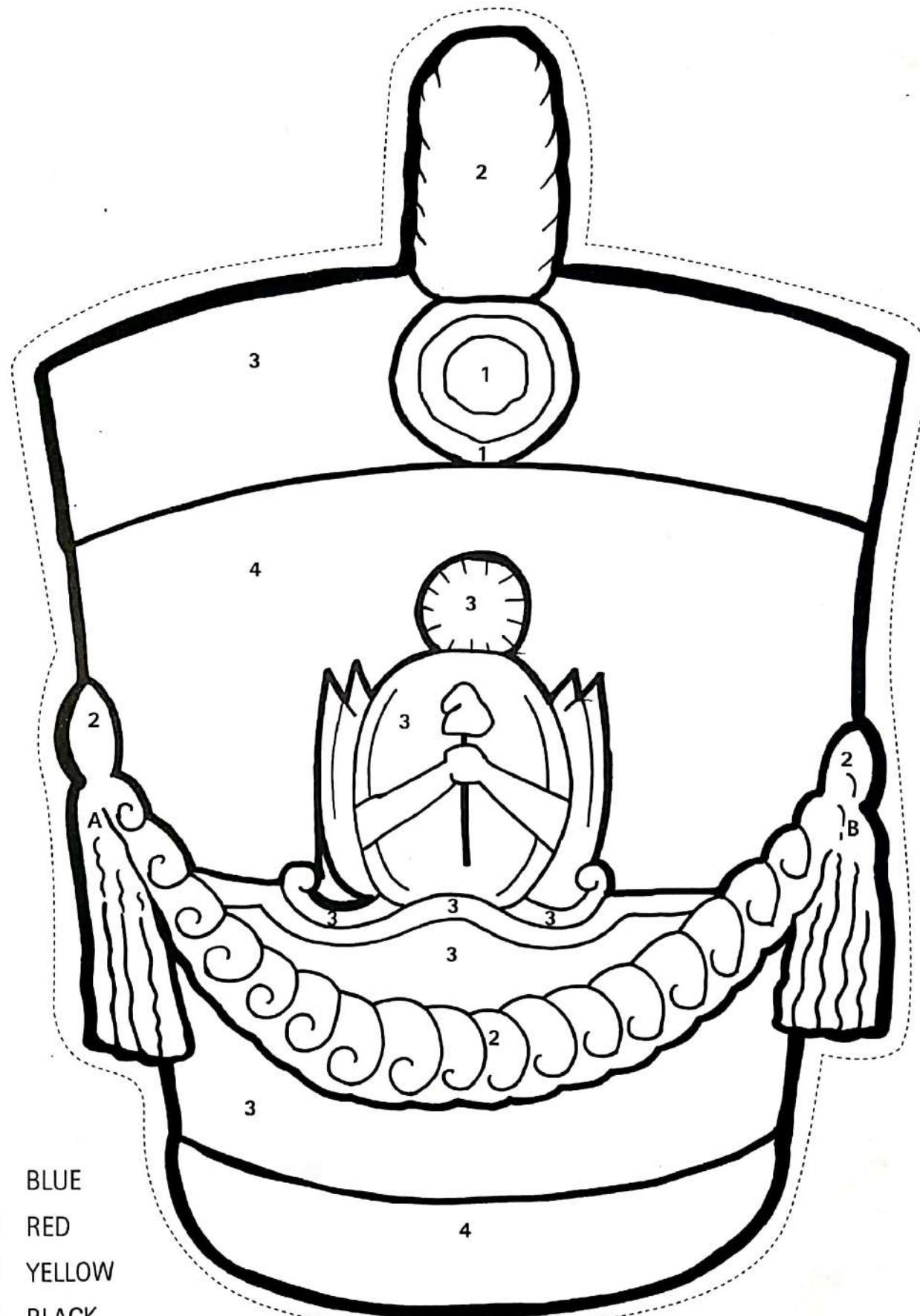
FERMÍN CALLS HIS BROTHER TO COME AND HELP.

THE BOYS CALL THE GOAT TO COME AND HELP.

THE GOAT CALLS THE LIZARD TO COME AND HELP.

THE LIZARD CALLS THE MOUSE TO COME AND HELP.

THE MULE STANDS UP! THEY ALL SAY: HOORAY!



1 BLUE

2 RED

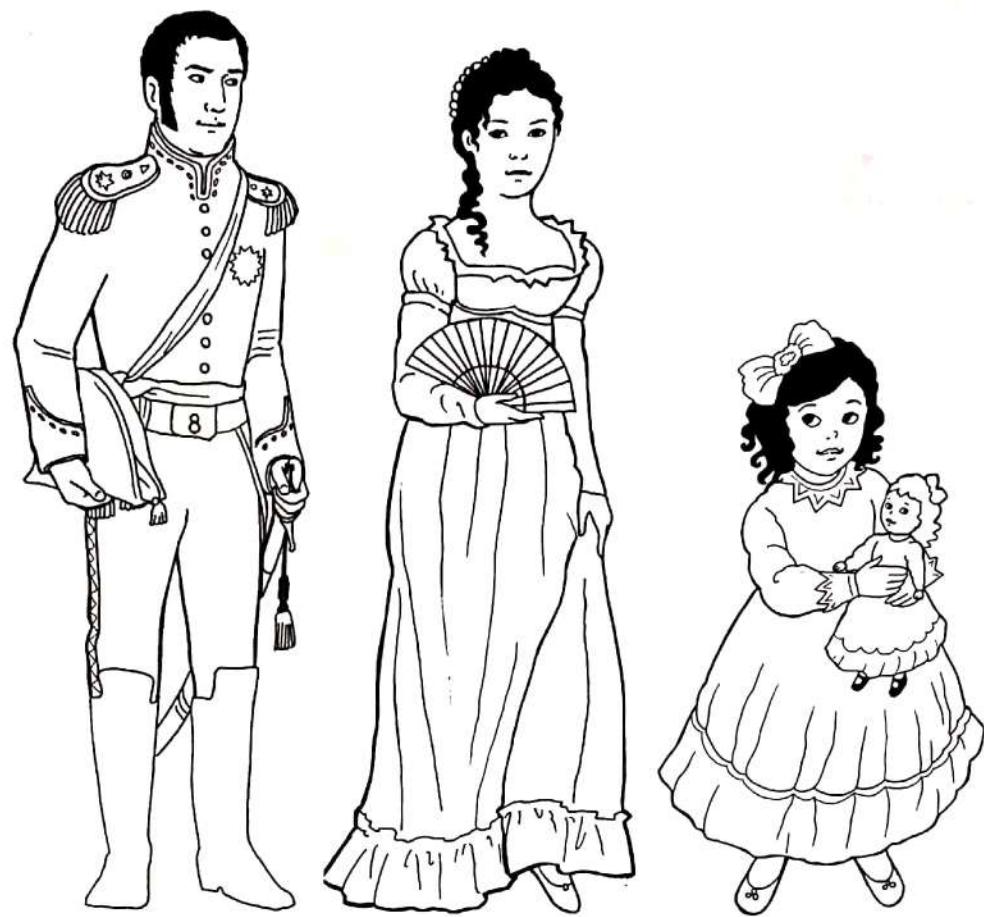
3 YELLOW

4 BLACK

San Martín Memorial Day: MARCHING WITH SAN MARTÍN/THE LADIES OF MENDOZA



## San Martín Memorial Day: PICTURE DICITION RACE/LITTLE HISTORIANS



### Student A

José de San Martín is from ..... (1. Where...?) When he is 6 years old, he goes to ..... (2. Where...?) with his family. He studies there and he is a soldier with the Spanish Army. When he is ..... (3. How old...?) years old, he returns to Buenos Aires. He joins the revolution. He plans the Independence of our country. He marries ..... (4. Who...?). They have ..... (5. How many children...?). Her first name is Mercedes and her second name is ..... (6. What...?). San Martín and his family are very happy in Mendoza.

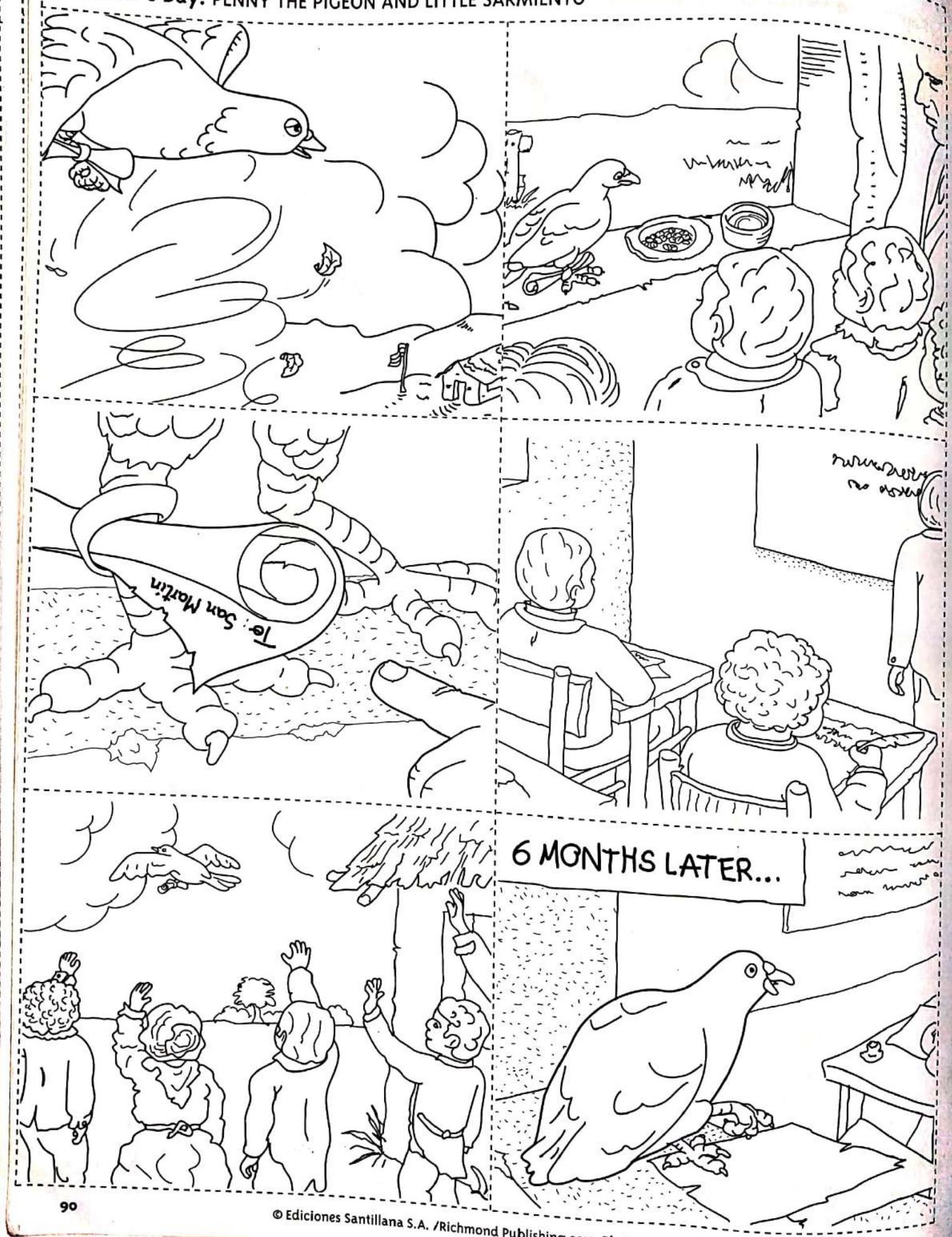
There, he starts ..... (7. What...?). Remedios and her friends make the flag for his Army. San Martín is a very good soldier and a very good father. But he likes other things, too. His favourite game is chess and he likes ..... (8. What...?). He loves coffee and his favourite food is ..... (9. What...?). When Remedios dies, he is 46 years old. He retires and goes to ..... (10. Where...?) with his daughter.

### Student B

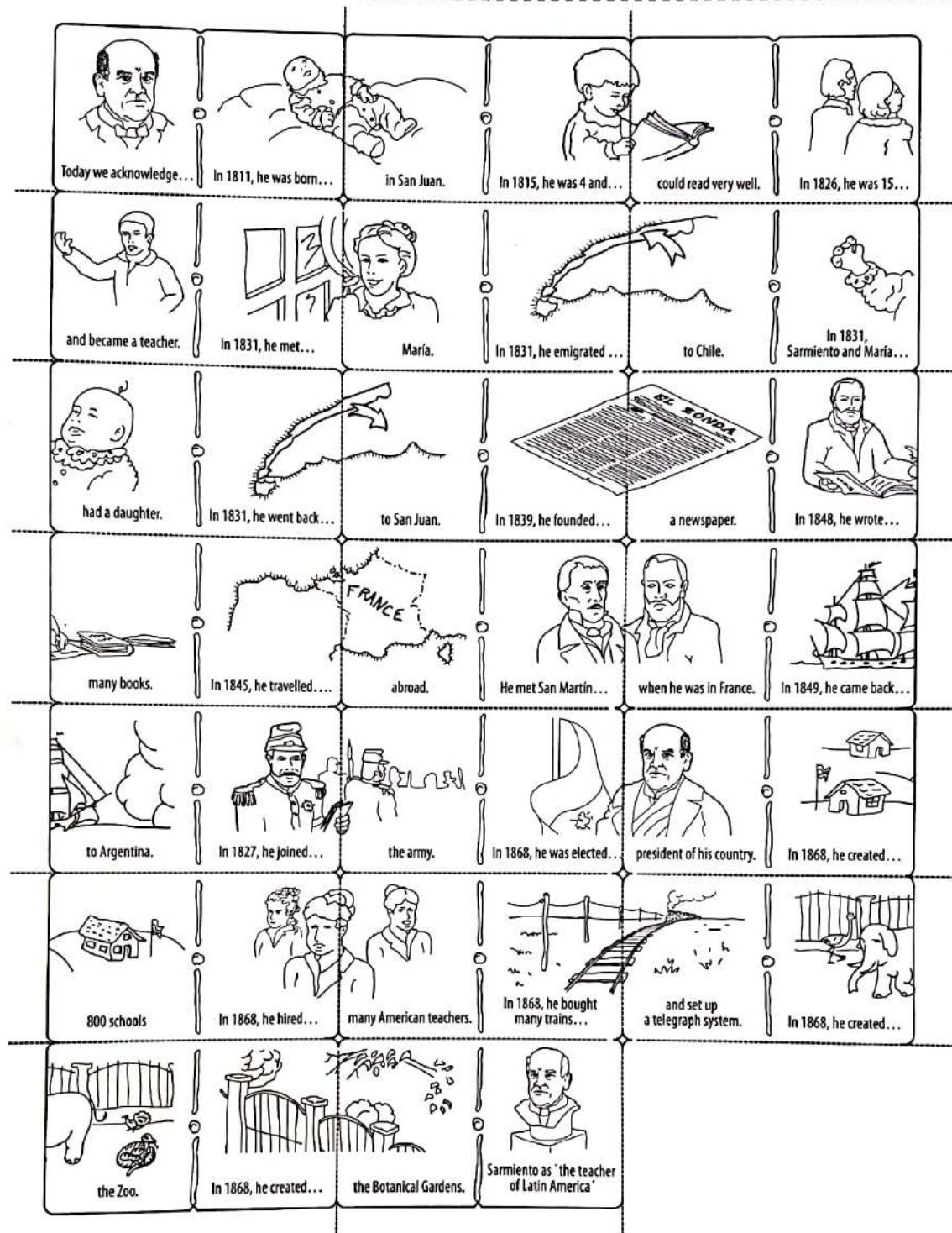
José de San Martín is from Yapeyú. When he is ..... (1. How old...?), he goes to Spain with his family. He ..... (2. What...?) there, and he is a soldier with the Spanish Army. When he is 34 years old, he returns to ..... (3. Where...?) He joins the revolution. He plans .....

(4. What...?). He marries Remedios de Escalada. They have one daughter. Her first name is ..... (5. What...?) and her second name is Tomasa. San Martín and his family are very happy in ..... (6. Where...?) There, he starts his campaign across the Andes to free Chile and Perú. Remedios and her friends make ..... (7. What...?) San Martín is a very good soldier and a very good father. But he likes other things, too. His favourite game is ..... (8. What...?). He likes playing the guitar! He loves ..... (9. What...?) and his favourite food is barbecue! When Remedios dies, he is ..... (10. How old...?) he retires and goes to Europe with his daughter.

Teacher's Day: PENNY THE PIGEON AND LITTLE SARMIENTO



## Teacher's Day: TIMELINES AND DOMINOES



### A BIOGRAPHY OF DOMINGO FAUSTINO SARMIENTO

Domingo Faustino Sarmiento was born in the province of San Juan on 15 February, 1811. He could read very well at the age of 4 and became a teacher in 1826 when he was only 15. He joined the army in 1827. In 1831, there were some political problems in his country and he decided to emigrate to Chile where he met María. They had a daughter in the same year, and in 1836 he came back to San Juan.

Sarmiento founded a very important newspaper called 'El Zonda' in 1839. He travelled abroad in 1845, and when he was in France he met San Martín, who was living there at that time. Sarmiento started to write many famous and important books in 1848, and one year later he came back to Argentina.

He was elected president of his country in 1868 and started to put into practice many of his excellent projects. For example, he created 800 schools and hired many American teachers to work there. Sarmiento also believed in progress. He bought many trains and set up a telegraph system for the country. He created the Buenos Aires Zoo and the Botanical Gardens. Today, we value his hard work and acknowledge him as a 'the teacher of Latin America'. *He died on 11th September 1888*

## Teacher's Day: SARMIENTO'S LIFE, IDEAS AND IDEALS

Domingo Faustino Sarmiento, known as 'the school teacher of Latin America', was born in 1811 in a poor neighbourhood in the city of San Juan, Argentina, and died in Paraguay in 1888. His father fought in Belgrano's army and joined San Martín for the crossing of the Andes. His mother sold ponchos to be able to feed her children. In spite of all the problems the family suffered, they believed that their children should have a good education. Sarmiento could read well when he was 4 and went to school at the age of 5. He studied at *Escuela de la Patria* which was founded by the First Patriotic Government. He started learning on his own when he was 12 and passed all the school courses available. By the age of 15, he had opened a school with his uncle and was already working as a teacher. He married Benita Martínez Pastoriza in 1848 who already had a son, Dominguito, who became Sarmiento's adoptive child.

Throughout his life, Sarmiento fought with passion and conviction to promote and develop education. As president of Argentina, he was a pioneer in developing and regulating a modern and private educational system in a largely illiterate world. The first national census, which he carried out in 1869, showed that 82% of the population were illiterate. As there were few educators and few schools, Sarmiento brought teachers from North America to teach children and train local teachers.

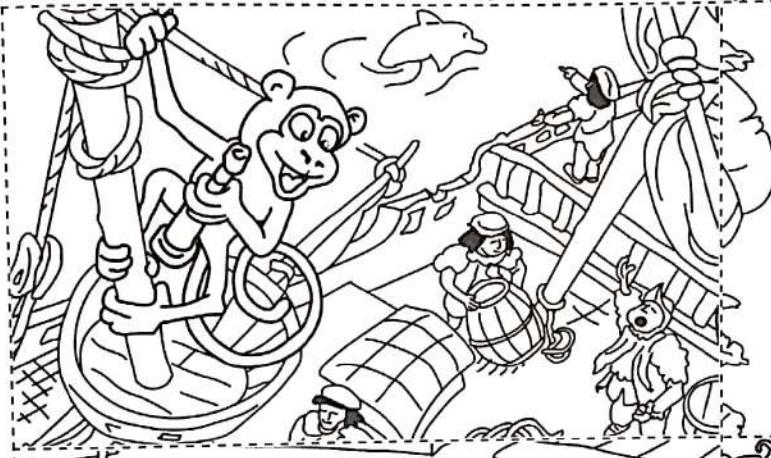
He opened some technical and military schools, created some teacher training colleges and built 800 schools. Sarmiento also founded an Observatory and some libraries and museums. He wrote books on how to teach language, mathematics and science and launched a special magazine for teachers called '*El Monitor*'. Among his many other books, there are two which are very famous: *Recollections of a Provincial Past* and *Facundo or Civilisation and Barbarism*. One of his greatest achievements was the establishment of compulsory public education at primary level which was made available to all regardless of gender, age, race, religion or socio-economic status.

Sarmiento was an active man who worked tirelessly to improve the social conditions of the inhabitants of his country. He dreamt of a prosperous and civilised nation. For this reason, he encouraged immigration and improved trade, agriculture, transport and telecommunications. He was a writer, journalist, military man and teacher but he also held public office on several occasions. In 1862 he became Governor of San Juan and from 1868 to 1874 he was President of Argentina. When he left office he was elected Senator for San Juan. His political career was the coronation to an active life full of projects, plans and dreams that he managed to materialise. The day he died, 11 September, 1888, is when we honour him by celebrating Teacher's Day.

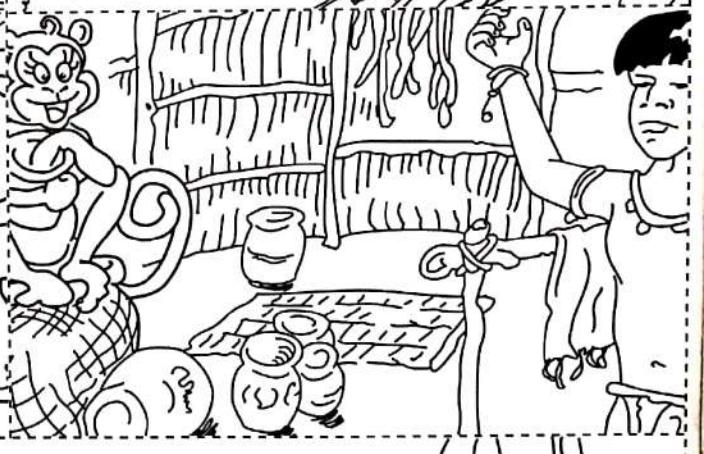
1. 'Ideas...	must not to be killed.'
2. 'All problems...	come from educational problems.'
3. 'Ignorance...	is a most insolent thing.'
4. 'A teacher's disciples...	are his best biography.'
5. 'I use my writing as a...	fighting tool because through fighting our thoughts come true.'
6. 'It is primary education what...	civilises people and develops their moral standards. Schools are the basis of civilisation.'
7. 'A nation's level of civilisation...	can be judged by its women's social status.'
8. 'When honest men go home, ...	the dishonest ones enter the government.'
9. 'A good salary, abundant food, good clothes and freedom...	educate an adult as school does with a child.'
10. 'Man, people, nation, state, everything: everything...	is to be found sitting on the humble benches of a school.'

**Heritage: TWO WORLDS MEET**

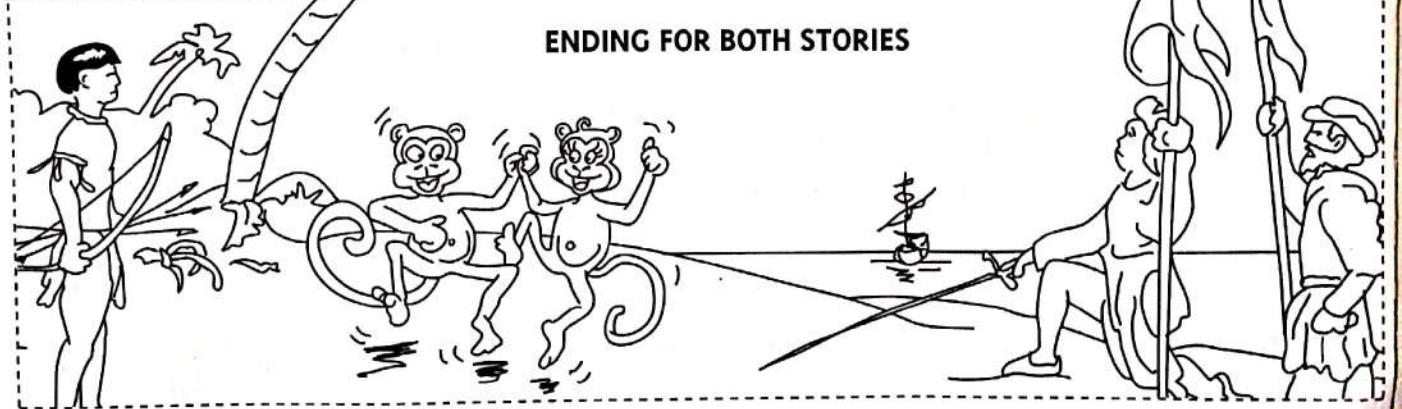
**STORY A**



**STORY B**



**ENDING FOR BOTH STORIES**

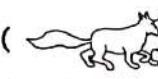
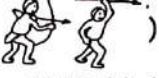
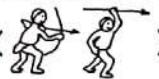
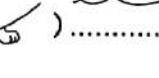




**PICTURE B**



## GOOS, THE WHALE

Once upon a time, a long, long time ago, Goos, the (  ) ..... was the biggest animal on (  ) ..... She walked slowly on very, very short (  ) ..... and she had an enormous (  ) ..... Because she was (  ) ..... or she yawned, she swallowed everything that was near her: ñandúes, guanacos, (  ) ..... , (  ) ..... and even (  ) ..... . The tehuelches were really worried because they found no animals to hunt, and the (  ) ..... who went hunting, never returned. So, one day, they called Elal, a brave man with magic powers. Elal hid behind some (  ) ..... . He soon saw how Goos yawned and swallowed some hunters. Elal thought for a while and decided to become a horsefly. He teased Goos so much, flying in circles around her, that she finally swallowed him. In her belly, Elal found a lot of (  ) ..... and (  ) ..... desperate to go out. So Elal started to sting her furiously with his spear. The (  ) ..... coughed and threw all of them out. Elal became a (  ) ..... again and persuaded her to live far from the (  ) ..... . As he was strong, he carried her to the (  ) ..... where her (  ) ..... became fins. Since then, whales have lived in the sea and have never been dangerous to men again.

Narrator: Columbus is trying to present his project to the king and queen of Spain.

Columbus: Your Majesty, I'd like to show you this.

Queen: What is it?

Columbus: A map. I've found a better and faster way to get to the Indies!

All (except Bartholomew): I don't believe you!

Columbus: Please, let me explain my plan to you! All of you know that the Earth is round...

Courtier: Not me!

King (ignoring him): Go on, go on...

Columbus: Well, Your Majesty, if I sail west instead of east, I can reach the Indies, too. (showing a map) Here. Have a look...

King: Uh-huh.

Bartholomew: I'm a cartographer and I've made a map to help my brother. If you...

Columbus (interrupting): I've discovered that if I sail west, I can avoid the problems with the Ottomans!

Besides... Imagine all the riches! The silk, the gold, the spices... Everything can be yours.

King and Queen: How?

Columbus: Well... First, I need some ships to sail the sea...

King: But we don't have the money!

Advisor: We don't, we don't! And besides... You're Italian... Why should we trust you?

Columbus: Because I'm a man of my word and if you help me, I will help you...

King and Queen: We have to think about it... (king, queen, advisor, courtier look at one another)

All: No!

Columbus leaves devastated.

Narrator: Four years later...

Queen: You again? I've got enough problems! The English, the Portuguese, the Ottomans...

Columbus: Precisely, Your Majesty! Please, give me a chance! I know you are a clever woman... You can make a difference!

Don't you understand? The Indies are right there, waiting for us!

Catholic Priest (to the Queen): Perhaps you should consider all the souls we can save there...

Queen: All right, all right! But don't tell the King! Ferdinand is always reluctant to finance new projects!

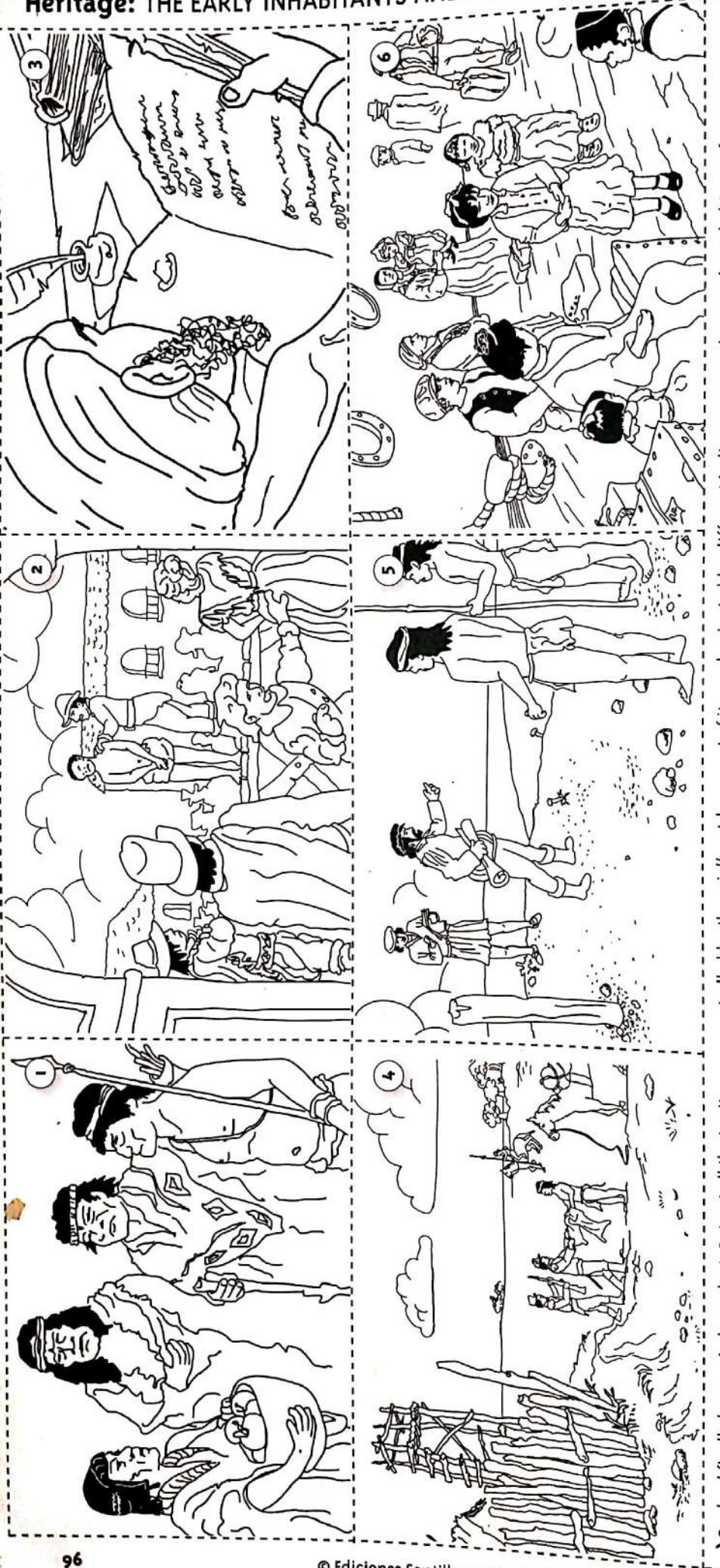
Columbus: Are you saying yes? Caravels, crew and all?

Queen: Well, convicts, of course... And you can take the Santa Maria, the Niña and the Pinta...

Columbus: Ah! Thank you, Your Majesty!

Queen (shouting): And take good care of them!

## Heritage: THE EARLY INHABITANTS AND IMMIGRANTS OF OUR COUNTRY



a) Our land finally became independent. But not all the territory was controlled by the *criollos*. A large part of it was dominated by different indigenous peoples. Another inhabitant of our country was the *gaucho*. The *gauchos* lived on the *Pampas*, mostly along the border dividing the lands occupied by the *criollos* and some indigenous peoples. All three groups exchanged their goods and competed for leather and cattle.

b) At that time, masses of immigrants from other continents were coming to work in our country. Argentina was very prosperous and the government decided to expand its control over all the territory. For this reason, it subjugated the indigenous people, populated the land with immigrants and created schools to teach the Spanish language and local customs rules to all.

c) José Hernández admired the *gaucho*. In his book, *Martín Fierro*, the protagonist narrates his life as a *gaucho*. He uses the language of the *gauchos* in a long and beautiful poem. In the 20th century, *Martín Fierro* was chosen as a symbol of our identity and literature because it expresses the combination of the different cultures and people of our land in a very special way.

d) In 1492, our present territory was inhabited by a great variety of indigenous people. Some of them were sedentary and farmed the land and raised cattle. Others were nomads: they hunted, fished and lived on the fruit and seeds they collected.

e) Around 1530, the king of Spain sent three expeditions to occupy the territory of our country and search for riches. He also wanted to have control of the region. Portugal was Spain's rival in Brazil.

f) The new society which was formed after the Spanish conquest consisted of groups clearly differentiated: whites (Spaniards and *criollos*), *mestizos*, blacks brought from Africa as slaves, mulattoes and *zambos*.