

Farm Project Rubric:

Student name: _____

Period: _____

	Acceptable 1 punto	Average 2 puntos	Good 3 puntos	Great 4 puntos	Excellent 5 puntos	TOTAL
Creativity	The project is unoriginal and does not display creativity.	The project does not have visual interest, but is partially creative.	Project is somewhat visually pleasing, and creative.	Project is visually pleasing and creative.	Project is very visually pleasing and vibrantly creative.	Student receives a total of _____/5 pts for creativity

Animales de la granja:

Student has _____ animals included for a total of _____/5 pts

Student correctly labeled _____ animals for a total of _____/5 pts

Student receives a **total of _____/10 pts**

Otras palabras de la granja:

Student has _____ other words included for a total of _____/5pts

Student has correctly labeled _____ other words for a total of _____/5 pts

Student receives a **total of _____/10 pts**

FINAL SCORE FOR WHOLE PROJECT: _____/25PTS

FIRST-HAND CULTURE EXPERIENCE IN COSTA RICA:

Taken from: <http://beyondthefarm.org/growing/spanish-lessons/>

Spanish Lessons

by [Guest Blogger](#) on June 27, 2011



This post is the first in a series bringing together Foundations' two blogs: [beyondthefarm.org](#) and [languageandliteracy.org](#), and to explore the relationships between food justice, language and culture. [Beyondthefarm.org](#) is co-produced by staff from Foundations' Seeds for Learning urban farm; entries focus on topics related to food justice and sustainability.

Languageandliteracy.org features content from Foundations' literacy and English Language Learner experts; entries focus on language, policy, reading and technology.

For me, the connection between language, food and sustainability is obvious. In 2006, I spent a year living on a farm in rural Costa Rica. After numerous stints trying to learn Spanish, this is where it stuck. I learned the word for the sweet pancakes we used to eat with peanut butter (*arepas*), the herb my adoptive mother Miriam used to tear off a bush outside her window and throw into the cooking pot in one quick motion (*culantro*), and the fruits we plucked from trees, bushes, vines and the roof (*guanabana, mandarininos, naranjas, mangos, pejivalle, papaya, piña, platanos, bananos*).

As my curiosity grew, so did my Spanish. I learned that on a farm the work is rarely finished, especially for women. Lunch for husbands, sons, daughters and sisters working in the fields must be packed and ready at 5 a.m. Plants need daily water and attention or they will wither and spoil. Dirt, insects, leaves and tiny twigs must be cleaned from the black beans before they are sold. On market days, produce must be packed into the truck late the night before, then counted and sold for hours in the valley where there is no breeze. Baby chicks need coddling and protection from stray cats.

Thursday afternoons were reserved for advanced Spanish class. Miriam and I, spread out in her breezy kitchen making *arepas*, would spend an hour discussing the complexities of life and giving each other little pieces of advice (*consejos*). We talked often about feeling halfway between Costa Rica and America, where many young men in the village would travel to make money and have adventures, including Miriam's oldest son. Miriam advised me not to tell my mother about my terrible bouts of homesickness. "She will worry," she said. "When my son called me for the first time after being in America for five months, I couldn't say a word. Because if I tried to speak I would cry." Years later, while making *arepas* on a return trip, I

found out that her youngest son was planning on moving to Minneapolis. “Don’t worry,” I said, “It’s very cold there and it snows a lot. He’ll be back soon.”

After returning to the United States that first year, I worried about losing my Spanish, and that *arepas* would not taste the same if they were made in an American kitchen. Since that year, I have made American friends raised in Peru, Cuba and Venezuela. While some Costa Rican words and recipes have been forgotten, my new friends have taught me to speak Spanglish and cook a Venezuelan version of *arepas* made with corn. But when I return to Costa Rica, my old Spanish always comes back to me right away. *Guanabana, mandarininos, naranjas, mangos, pejivalle, papaya, piña, platanos, bananos*. Once you have tasted something that ripe and sweet, you do not forget how to say its name.

This photo is the view from Miriam’s house in Guayabo Abajo, Costa Rica. The address is “50 meters north of the school.”

Jennifer Kobrin is Assistant Director, Language and Literacy at Foundations, Inc. Previously, she taught English in a variety of settings, including a public elementary school in Costa Rica, an adult immigrant education center in Harlem and a college program for young adults. She has lived in El Salvador, Spain and Costa Rica.

Supporting Questions:

1. How long did the writer spend in Costa Rica? _____
2. Define the following Spanish words. Try to rely on cognates! If you cannot recognize a cognate, use the article or a dictionary for help!
 - a) Arepas - _____
 - b) Culantro - _____
 - c) Guanabana - _____
 - d) Mandarininos - _____
 - e) Naranjas - _____
 - f) Mangos - _____
 - g) Pejivalle - _____
 - h) Papaya - _____
 - i) Piña - _____

j) Platanos - _____

k) Bananas - _____

l) Consejos - _____

3. Name five things a woman is expected to do when living on a farm:

a) _____

b) _____

c) _____

d) _____

e) _____

4. If you were the writer, would you have gone back to Costa Rica? Why or why not? _____

5. Why do you think she went back? Have you ever been anywhere else but here for a long period of time and have thought of going back? _____

6. Judging by what you learned from the article, in what ways is farming in Costa Rica similar to farming in the United States? _____

KEY: India and South American Farming Video Guide

Name: _____

1. If you look at the situation in India, the land for farming is shrinking because:
 - A. Less land for farming
 - B. High cost of land
 - C. Water shortage
2. Solution for India: to look for land overseas
3. Argentina is considered to have the most efficient grain cluster in the world
4. Booming agricultural regions/countries mentioned for great farmland in South America:
Brazil, Argentina, Uruguay, Paraguay
5. What was listed as a major export for Brazil, Argentina, Uruguay, and Paraguay? Soy beans
6. These countries account for 80% of the world's soy bean exports
7. Reasons for great farming in South America: adequate/excellent weather, premium/green farmland
8. Why doesn't the land in these countries need irrigation? Plenty of rain water/abundance of fresh water
9. Which country has access to the most water per capita? Paraguay
10. They use very modern technology.
11. Premium farmland in Uruguay goes for about \$2,250 an acre to \$2,500 an acre
12. What are some possibilities for this land? Corporate farming, agro processing, bio fuels
13. The governments in these areas are democratic.
14. Additionally, there is a cultural compatibility.

15. An advantage is that these areas are away from: wars, terrorism, or religious or racial problems

16. Which country comes out on top on the risks table, meaning that it is the country with the lowest number of risks? Uruguay

India and South American Farming Video Guide: Student Worksheet

Name: _____

- If you look at the situation in India, the land for farming is shrinking because:
 - _____ land for farming
 - _____ cost of land
 - Water _____
- Solution for India: to look for land _____
- Argentina is considered to have the most efficient _____ in the world
- Booming agricultural regions/countries mentioned for great farmland in South America:
_____, _____, _____, and _____
- What was listed as a major export for Brazil, Argentina, Uruguay, and Paraguay?

- These countries account for _____% of the world's soy bean exports
- Reasons for great farming in South America: _____ and

- Why doesn't the land in these countries need irrigation?

- Which country has access to the most water per capita? _____
- They use very _____ technology.
- Premium farmland in Uruguay goes for about \$ _____ an acre to \$2,500 an acre
- What are some possibilities for this land? _____, _____
_____, or _____
- The governments in these areas are _____.
- Additionally, there is a cultural _____.

15. An advantage is that these areas are away from: _____, _____, and

16. Which country comes out on top on the risks table, meaning that it is the country with the
lowest number of risks? _____

Farming in South America Project Guidelines

On your poster, please include the following:

1. Background information
2. Location
3. Area
4. Boundaries
5. Climate
6. Terrain
7. Elevation extremes
8. Natural resources
9. Land use
10. Irrigated land
11. Total renewable water resources
12. Freshwater withdrawal
13. Natural hazards
14. Environment
15. Geography

Farming in South America Project Rubric

CATEGORY	1	2	3	4	SCORE
Important Elements	Several important elements were missing.	Some of the important elements are not included on the Project.	Important elements are met.	The project was done by the students. Pertains to the country studied. Requirements are exceeded.	
Use of Time	Did not take time to do the project with thought and concern.	Could tell time was not used well. Project either looks hurried and unfinished or students claimed minimal time used.	Used time ok. Focused on getting the project done and not especially concerned about attractiveness of project.	Good use of time. Could tell students took time to ensure project was professional and attractive.	
Content - Accuracy	Facts are not accurately displayed on/in the project.	Some facts are accurate others are not.	Accurate facts are displayed on/in project.	Many details and facts are accurate and displayed on/in the project.	
Mechanics/ neatness	There are more than 5 errors in capitalization or punctuation. Project was thrown together	There are several errors in capitalization or punctuation. Project needs to be neater.	There are 1-2 errors in capitalization or punctuation. Project could use some cleaning up.	The project is exceptionally neat. Capitalization and punctuation are correct throughout.	
Graphics - Originality	No graphics made by the students are included.	The graphics are made by the students, but are based on the designs or ideas of others.	One or two of the graphics used on the Project reflect students' creativity in their creation and/or display.	Several of the graphics used on the project reflect an exceptional degree of students' creativity in their creation and/or display.	

FINAL SCORE: ____/20

TEACHER COMMENTS:

Farm Essay

Pretend that you are a farmer in Argentina, Paraguay, or Uruguay. Describe your life and daily activities that relate specifically to your country. Write at about what you do each day, what your struggles are, and what your best crops/animals are. **You will write this essay in English, but five points of extra credit will be awarded if it is written in Spanish.** Each paragraph should contain a minimum of 5 sentences.

Structure your essay as follows:

Paragraph One: Introduce the country you live in and give basic information about the country.

Paragraph Two: Describe your daily farming routine. What do you do each day? What does your farm look like? Where is your farm located? What type of land is your farm on?

Paragraph Three: Describe your best crops. Which crops grow the best on your farm? Which animals do you have? Do you grow for food for your family or for money?

Your essay will be graded on sentence structure and content. Up to five points will be awarded for proper sentence structure/grammar and up to five points will be awarded for content/having a sufficient amount of information. In addition, an extra five points of extra credit are available if the essay is written in Spanish. There are a total of ten points possible, with the maximum score including the extra credit being 15/10.

Down on the Farm: Unit Test

Nombre y apellido: _____

Período: _____

Part One: Animal Vocabulary Identification. Choose the answer that best completes each sentence. (5 pts)

1. Bull
 - a) Vaca
 - b) Toro
 - c) Oveja
 - d) Pollo
2. Chicken
 - a) Pavo
 - b) Gallo
 - c) Gallina
 - d) Pollo
3. Sheep
 - a) Perro
 - b) Pato
 - c) Cabra
 - d) Oveja
4. Hen
 - a) Caballo
 - b) Cabra
 - c) Gallina
 - d) Gallo
5. Rabbit
 - a) Cerdo
 - b) Conejo
 - c) Caballo
 - d) Cabra

Part Two: Other Farm Word Vocabulary Identification. Choose the answer that best completes each sentence. (5 pts)

1. Farm
 - a) Granja
 - b) Granero
 - c) Horca
 - d) Granjero
2. Barn
 - a) Granja
 - b) Granero

- c) Tractor
 - d) Granjero
3. Tractor
- a) Granero
 - b) Tractor
 - c) Horca
 - d) Granjero
4. Pitchfork
- a) Granero
 - b) Tractor
 - c) Horca
 - d) Granjero
5. Farmer
- a) Granja
 - b) Granero
 - c) Horca
 - d) Granjero

Part Three: Vocabulary Matching. Match the English Word with the Spanish Equivalent. (15 pts)

- 1. Bull _____
- 2. Cat _____
- 3. Cow _____
- 4. Chicken _____
- 5. Dog _____
- 6. Donkey _____
- 7. Duck _____
- 8. Goat _____
- 9. Hen _____
- 10. Horse _____
- 11. Pig _____
- 12. Rabbit _____
- 13. Rooster _____
- 14. Sheep _____
- 15. Turkey _____

- A. Burro
- B. Caballo
- C. Cabra
- D. Cerdo
- E. Conejo
- F. Gallina
- G. Gallo
- H. Gato
- I. Oveja
- J. Pato
- K. Pavo
- L. Perro
- M. Pollo
- N. Toro
- O. Vaca

Part Four: Translation. Translate the following sentences into Spanish. (2 pts each: 1 pt for correct vocabulary and 1 pt for correct grammar) (10 pts total)

1. The farmer spends a lot of time working on his farm.

2. The farmer has five cows, six pigs, and ten chickens in his barn.

3. The farmer's favorite farm animals are the hen and the rooster.

4. The farmer has a new duck and a new turkey on his farm.

5. I wish his barn had a horse.

Part Five: Culture: Farming in Costa Rica, Argentina, Paraguay, and Uruguay. Choose the answer that best completes each sentence. (5 pts)

1. Which of the following is not a responsibility for women living on a farm in Costa Rica?
 - a) Making lunch for husbands, sons, daughters and sisters working in the fields by 11 a.m.
 - b) Watering plants daily
 - c) Cleaning dirt, insects, leaves and tiny twigs away from the black beans before they are sold.
 - d) Coddling a protecting baby chicks from stray cats
2. Which country is currently buying farmland in Argentina, Paraguay, and Uruguay?
 - a) Saudi Arabia
 - b) Brazil
 - c) India
 - d) Libya
3. Which of the following countries is the second-largest country in South America?
 - a) Costa Rica
 - b) Argentina
 - c) Paraguay
 - d) Uruguay
4. Which of the following South American countries has the highest percentage of land use?
 - a) Argentina
 - b) Paraguay
 - c) Uruguay
 - d) India
5. Which if the following South American countries has the highest percentage of cultivatable land?
 - a) Argentina
 - b) Paraguay
 - c) Uruguay
 - d) India

Down on the Farm: Unit Test Answer Key

Nombre y apellido: _____

Período: _____

Part One: Animal Vocabulary Identification. Choose the answer that best completes each sentence. (5 pts)

1. Bull
 - e) Vaca
 - f) Toro
 - g) Oveja
 - h) Pollo
2. Chicken
 - e) Pavo
 - f) Gallo
 - g) Gallina
 - h) Pollo
3. Sheep
 - e) Perro
 - f) Pato
 - g) Cabra
 - h) Oveja
4. Hen
 - e) Caballo
 - f) Cabra
 - g) Gallina
 - h) Gallo
5. Rabbit
 - e) Cerdo
 - f) Conejo
 - g) Caballo
 - h) Cabra

Part Two: Other Farm Word Vocabulary Identification. Choose the answer that best completes each sentence. (5 pts)

1. Farm
 - e) Granja
 - f) Granero
 - g) Horca
 - h) Granjero
2. Barn
 - e) Granja
 - f) Granero

- g) Tractor
 - h) Granjero
3. Tractor
- e) Granero
 - f) Tractor
 - g) Horca
 - h) Granjero
4. Pitchfork
- e) Granero
 - f) Tractor
 - g) Horca
 - h) Granjero
5. Farmer
- e) Granja
 - f) Granero
 - g) Horca
 - h) Granjero

Part Three: Vocabulary Matching. Match the English Word with the Spanish Equivalent. (15 pts)

- 1. Bull ___N___
- 2. Cat ___H___
- 3. Cow ___O___
- 4. Chicken ___M___
- 5. Dog ___L___
- 6. Donkey ___A___
- 7. Duck ___J___
- 8. Goat ___C___
- 9. Hen ___F___
- 10. Horse ___B___
- 11. Pig ___D___
- 12. Rabbit ___E___
- 13. Rooster ___G___
- 14. Sheep ___I___
- 15. Turkey ___K___

- | |
|------------|
| P. Burro |
| Q. Caballo |
| R. Cabra |
| S. Cerdo |
| T. Conejo |
| U. Gallina |
| V. Gallo |
| W. Gato |
| X. Oveja |
| Y. Pato |
| Z. Pavo |
| AA. Perro |
| BB. Pollo |
| CC. Toro |
| DD. Vaca |

Part Four: Translation. Translate the following sentences into Spanish. (2 pts each: 1 pt for correct vocabulary and 1 pt for correct grammar) (10 pts total)

- 1. The farmer spends a lot of time working on his farm
El granjero pasa mucho tiempo trabajando en su granja.

2. The farmer has five cows, six pigs, and ten chickens in his barn.
El granjero tiene cinco vacas, seis cerdos y diez pollos en su granero.
3. The farmer's favorite farm animals are the hen and the rooster.
Los animales favoritos de la granja del granjero son la gallina y el gallo.
4. The farmer has a new duck and a new turkey on his farm.
El granjero tiene un pato nuevo y un pavo nuevo en su granja.
5. I wish his barn had a horse.
Espero que/Quiero que su granero tiene un caballo.

Part Five: Culture: Farming in Costa Rica, Argentina, Paraguay, and Uruguay. Choose the answer that best completes each sentence. (5 pts)

1. Which of the following is not a responsibility for women living on a farm in Costa Rica?
 - a. Making lunch for husbands, sons, daughters and sisters working in the fields by 11 a.m.
 - b. Watering plants daily
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