

Teacher's Guide *FACES: Honduras*

November 2006

Words and Terms for Further Exploration:

Caribbean, bonito tuna, Miskitos, Mosquito Coast, mestizos, indigenous, pechs, biosphere, deforestation, grassroots organization, barnacle, plankton, nixtamalization, “throwing” clay, natural clay, chiggers, bas-relief, banana republic, stela (or stelae), sundials, throng, puma, emblem, nourishment, cloak, scribe

As you read this issue:

- (1) Why is Honduras such a poor land?
- (2) What could Hondurans do to improve their country?
- (3) Why do hurricanes (like 1998's “Mitch”) cause so much damage in Honduras?

“Only in...The Mosquito Coast” by Donna O'Meara (page 6-7)

- (1) How did the Mosquito Coast get its name?
- (2) Using Internet or Library resources, find out more about the Mosquito Coast, the Rio Platano Biosphere Reserve, and the native people inhabiting the area.
 - a. Why do Hondurans call the Rio Plantano Biosphere Reserve the “Last Lungs of Central America?”

“Honduras: Facing Challenges” by R. Anthony Kugler (page 8-12)

- (1) Why does Honduras seem so “isolated” from the world?

(2) Why is deforestation considered a threat to the distinct lifestyles of Honduras?

- a. Using Internet or library resources, ask a small group of students to research and prepare a report about deforestation for the class.
- b. Or – ask two groups of students to research, prepare, and present a debate representing pro- and con-deforestation opinions.

(3) Does your community – or school – have any “grassroots organizations?”

What characteristics do all grassroots organizations have in common? What makes a grassroots organization unique?

- a. Why are grassroots organizations so important to Hondurans? Have they improved or hurt the lives of the citizens of Honduras? How?

“Voices of a Nation” by Barbara Mazarakos (page 12-13)

(1) Before reading this article, present a short lesson using only nonverbal communication. Discuss how this affected student understanding and response.

(2) What is *nonverbal communication*? Ask students to write a short paragraph describing examples of nonverbal communication in their daily lives.

(3) Do Hondurans have trouble communicating with each other? Use Internet or library resources to find out more about the different dialects and languages in modern Honduras.

(4) How are 21st century Hondurans working to save the languages and culture of Honduras? Use Internet or library resources to find out more.

“Playing Games Honduras-Style” by Katherine Swarts (page 14-16)

- (1) What is the favorite game of the people of Honduras? What other games do children in Honduras play?
- (2) How do the rules for *rayuela* compare to American hopscotch? Try playing *rayuela* using the Honduran method.
- (3) Does *oa* sound like any American game? Read the rules, find a rubber ball, and try playing *oh* on your own. Enjoy!

“Festivals and Celebrations” (page 17)

- (1) Use library or Internet resources to find out more about holiday and celebration traditions in Honduras.

“Gentle Giants of Utila” by Elizabeth Scholl (page 18-21)

“Visiting Honduras” by Peg Lopata (page 21)

- (1) Why do Utila fishermen like to see whale sharks near their nets? Why do whale sharks migrate to Utila every year?
- (2) Use library or Internet resources to find out more about whale sharks, bonito tuna, the Utila Whale Shark Research Project, the Mayan ruins of Copan, the Pulaphanzak waterfall, tropical cloud forests, and the national parks of Honduras.

“Growing Up in Honduras” by Ada Luisa Garcia (page 22-24)

- (1) After reading Ada and Melvin's story, discuss how their daily lives are different from the lives of average North American children.

“A Storm Called Mitch” by Barbara Mazarakos (page 25)

- (1) Why was Hurricane Mitch so devastating in Honduras? What can the people of Honduras do to prevent future tragedies like this one?
- (2) Use Internet or library resources to gather more information about deforestation, Hurricane Mitch, and reconstruction efforts. Prepare a bulletin board or other display of articles and information.

“Living Off the Land” by Christine Graf (page 26-29)

- (1) Using information from this article, organize a classroom meal featuring food from Honduras. Try the recipe for Baked Mangos on page 29 for a special dessert treat!

“Clay Creations: It's Only Natural!” by Lynn York (page 32-33)

- (1) Use Internet or library resources to find pictures and other information about the use of natural clay in Honduras. Prepare a bulletin board or wall display featuring this information.
- (2) What makes Honduran clay special?
- (3) What kinds of decorations do Hondurans use on their clay creations? What inspires these decorations?

- (4) Set up a classroom work center featuring the ‘clay creation’ ingredients in the activity on page 33. Display finished work in the classroom, school library, or office.

“Two Different Worlds” by Mary Vee (page 34-35)

- (1) Use Internet, library or community resources to find out more about volunteering in Honduras. Have any groups from your school or community traveled to Honduras to help? Invite a representative from that group to speak to your class.

“Carving Memories” by Peg Lopata (page 36-37)

- (1) Why does author Peg Lopata say that Scott McNeill is ‘carving memories?’
- (2) Use Internet, library, or museum resources to find out more about *bas-relief* sculpture, Scott McNeill’s work, and the work of other artisans and sculptors. Collect pictures and samples for a classroom or library display.

“Reconstructing Copan” by Rani Iyer (page 40-41)

- (1) What made Copan such a great place to live – at first – and why did some of these same features force people to leave Copan?
- (2) Copan priests and/or scientists made some great discoveries. List and discuss these achievements, using Internet or Library resources to find out more.
- (3) Use Internet or Library resources to find out more about this ancient civilization. What other ‘secrets’ will be discovered in the future?

