Introduction
This unit invites you and your seventh grade class on a journey south of the United States to Latin America. This unit will engage students in listening, speaking, writing, and reading exercises. It will also educate the students on the many diversities in the Latin American countries today. This unit is for the mainstream classroom with integrated English Language Learners whose levels of proficiency are early production beginners and intermediate speech emergent respectively. Students will begin their journey with an introductory description of each country as well as a map of Latin America. Students will develop map skills as they locate each country and differentiate between the Latin American flags. Students will learn about the indigenous culture of the Arawak Tainos, Aztecs, and the Mayans. Students will compare various kinds of government that can be found in Latin America. Students will be able to explain how the United States influenced governments of Latin America and tell why they did it. This unit will help develop an awareness of the cultural diversity among the countries of Latin America.
Alina Gonzalez

**Content Objectives:**

- Students will have the opportunity to label the location of each Latin American country on a map (Content Standard 9: Places & Regions)
- Students will cite the conflicts between Cuba and the United States (Content Standard 3: Historical Themes)
- Students will discuss the communist government of Cuba. (Content Standard 7: Political Systems)
- Students will role play the positions of campesino workers, U.S. interest groups and the Guatemalan government (Content Standard 8: International Relations)
- Students will learn how the Red Scare influenced U.S. policy and affected the Latin American countries. (Standard 8 International Relations)
- Students will cite the reason behind the U.S. influences of Latin America during the Red Scare. (Content Standard 2: Local, United States & World History)
- Students will examine how foreign investment influences United States policy (Content Standard 5: U.S. Constitution & Government)

**Language Objectives:**

- Students will be able to read their descriptions of the location of specific Latin American countries to their classmates. (Goal 2, Standard 1)
- Students will listen to their classmates' descriptions of other Latin American countries and use higher order thinking skills to locate where each country is on their blank map. (Goal 2, Standard 1)
- Students will have the opportunity to listen and discuss information about the campesino workers. (Goal 1, Standard 2)
- Students will have the opportunity to write personal essays reacting to hardships that Guatemalan people experience (Goal 1, Standard 1)
- Students will keep a personal journal passport and will write about their traveling experiences (Goal 1, Standard 2)
- Students will record in their passports, the phrases that they learned per class (Goal, Standard 3)
Title describing the unit:  Let's Explore Latin America!

Grade level for this unit is 7th grade.

This unit is for the mainstream classroom with integrated English language learners (ELL's) whose levels of proficiency are intermediate in the early beginner production stage and the intermediate speech emergent stage.

My source of written materials includes printouts from:
www.worldtrek.org.lessonplans

Putumayo Presents World Playground Multicultural Activity Kit
Putumayo Presents Latin Playground English & Spanish Activity Kit

In Focus: Guatemala
Beyond Heroes & Holidays

Videos: Spirits of the Jaguar

The source of the lessons designed for the mainstream class come from the sources written in #4 as well as the teacher's guide for the book World Explorer.

This unit will take the students on a journey to various Spanish speaking countries south of the United States, specifically to the Caribbean, Central, and South America.

Students will become familiar with the flags of different Latin American countries. Students will review basic mapping skills and have the opportunity to identify the separate countries of Latin American. While students travel, they will record in their journal passports information that they have learned about each country.
Latin America

**MUSIC**
- Discriminate between different musical instruments
- Identify popular dances

**MATH**
- Convert money from dollars to countries currency
- Know how to convert miles to kilometers, etc.

**SCIENCE**
- Identify & list star constellations
- Identify environmental issues of today
- Discuss common diseases that are found in each country

**SOCIAL STUDIES**
- Identify first, second, & third world countries
- Identify U.S. influence with the countries history
- Compare and contrast various governmental systems

**CULTURE**
- Identify similar celebrations & examine the way it is celebrated
- Identify & name different celebrations
- Point out any daily differences in culture
## Functions Checklist

<table>
<thead>
<tr>
<th>Functions</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
<th>Lesson 4</th>
<th>Lesson 5</th>
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</thead>
<tbody>
<tr>
<td>Understand</td>
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<td>Identify</td>
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<td>Describe</td>
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<td>Read/Interpret</td>
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<td>Define</td>
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<td>Analyze</td>
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<td>Expand</td>
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<td>Label</td>
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<td>List</td>
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<td>Create/Make</td>
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<td>Summarize</td>
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<td>Explain</td>
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<td>Recognize</td>
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<tr>
<td>Apply</td>
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<td>Determine</td>
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<td>Locate</td>
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<td>Examine</td>
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<td>Cite</td>
<td>✓</td>
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<tr>
<td>Show</td>
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<td>Write</td>
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</tbody>
</table>
Lesson 1
<table>
<thead>
<tr>
<th>Sheltered Features</th>
<th>Present in Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Contextualize Lesson</strong></td>
<td></td>
</tr>
<tr>
<td>1a. Visuals (Realia, Manipulatives, Gestures)</td>
<td>✓</td>
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<tr>
<td>1b. Model (Instructions, Processes)</td>
<td>✓</td>
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<tr>
<td>1c. Activate Background Knowledge</td>
<td>✓</td>
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<tr>
<td><strong>2. Make Text Comprehensible</strong></td>
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<tr>
<td>2a. Graphic Organizers</td>
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<tr>
<td>2b. Develop Vocabulary</td>
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<tr>
<td>2c. Simplify Written Text</td>
<td>✓</td>
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<tr>
<td><strong>3. Make Talk Comprehensible</strong></td>
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<tr>
<td>3a. Graphic Organizers; Listening Guides (checklists, etc.)</td>
<td></td>
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<tr>
<td>3b. Frame Main Ideas</td>
<td>✓</td>
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<tr>
<td>3c. Pace Teacher’s Speech</td>
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<tr>
<td><strong>4. Engage: Opportunities for Output</strong></td>
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<tr>
<td>4a. Teacher Questioning &amp; Response Strategies; Instructional Conversations</td>
<td></td>
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<tr>
<td>4b. Small Group Work (including information gap activities)</td>
<td>✓</td>
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<tr>
<td>4c. Meaningful, real-life activities; Students as researchers</td>
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<tr>
<td><strong>5. Engage Appropriate Language Proficiency Levels</strong></td>
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<tr>
<td>5a. Use questions appropriate for language levels</td>
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<tr>
<td>5b. Assign appropriate tasks for varying levels</td>
<td>✓</td>
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<tr>
<td><strong>6. Literacy/Academic Development</strong></td>
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<tr>
<td>6a. Allow use of LI for planning and conceptualization</td>
<td>✓</td>
</tr>
<tr>
<td>6b. Lots of real oral and written language</td>
<td>✓</td>
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<tr>
<td>Participatory processes- Problem posing (finding the location of each country)</td>
<td>Learning strategies - note taking</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
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<tr>
<td>Culture-culture awareness (the meaning behind the make of each countries flag)</td>
<td>Tasks &amp; Activities - Information Gap Activity</td>
</tr>
<tr>
<td>Listening Skills- Lecture via the teacher. Reading from other students</td>
<td>Speaking Skills- Reading out loud to students within their groups</td>
</tr>
<tr>
<td>Reading Skills- Reading handouts (country location flag description)</td>
<td>Writing Skills - journal writing</td>
</tr>
<tr>
<td>Notions &amp; Topics- Personal identification (filling out their personal passports)</td>
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</tbody>
</table>
This introductory lesson to the countries of Latin America makes modification for ELL’s whose levels are early production beginners and speech emergent students. The students are in a seventh grade mainstream classroom. The lesson begins with a teacher-centered warm-up, activity. A globe and a map of the world is used. The students must locate Latin America from the United States. This activity will allow students to get a better sense of where Latin America is. Students will receive their personalized passport journals. They will write their summarizes that they learned about certain countries in their passport journals. This activity reinforces the material that they learned during each class. I continue the lesson by modeling part of their group activity. In groups, students are expected to locate each Latin country from the description handouts that they receive. Students are expected to read each phrase out loud to their group. This reading allows for peer correction. Modifications for speech emergent ELL’s include important text highlighted while for early production beginners, key concepts will be translated, text will be highlighted, and pictures will be inserted to help them understand the text, translation of key words will also be offered. Working in small groups allows ELL’s to model proper language, work at their own pace and be interactive. It also allows students to discuss and think aloud about the material given. A class discussion on the location of the countries will be held after students finish their group work. The teacher will model the correct locations on the overhead projector. This modeling will allow students to reflect on their answers. After this activity, each student would receive a description of each Latin American flag. The actual flags would be places on the board. Important information would be highlighted for the speech emergent student. The early production beginners would receive descriptions with pictures of the key words within each sentences. After matching the description with the flag, students will take turns reading their phrases to the class. ELL’s will be allowed to be helped by their classmates. As the teacher lectures for the last five minutes, ELL’s will be invited to write down any words that they had problems understanding during class. As I lecture, I will underline any key
terms that students should write down. This will reinforce the material but not overwhelm the students with long sentences.
Alina Gonzalez
Learning Objectives

Lesson 1

Goal: Students will be introduced to the countries of Latin America by engaging in reading, speaking, listening, and writing activities.

Learning Objectives for early production beginners:

Languages Objectives:

1. Students will be able to identify that Latin America is south of the United States by a show of hands.
2. Students will be able to read the words from their descriptions in order to locate the countries of Latin America.
3. Students will be able to write the names of each Latin American country on their map.
4. Students will be able to identify the descriptions with the correct Latin American flag.
5. Students will be able to apply their knowledge of colors to identify each Latin American flag by its description.

Content Objectives:

1. Students will be able to identify the location of Latin America to that of the United States.
2. Students will have the opportunity to cite the directions of North, South, East, and West on a map.
3. Students will be able to recognize certain characteristics of different Latin American flags.

Learning Objectives for Speech Emergent students:

Language Objectives:

1. Students will have the opportunity to write their personal information in their passport journal.
2. Students will be able to identify where Latin America is from the United States by raising their hands.
3. Students will be able to read their location descriptions of certain countries and work with their classmates’ descriptions in order to locate the different countries in Latin America.
4. Students will have the opportunity to explain why their description and the flag that they picked match.
5. Students will be able to tell the class of an instance when they were fearful.

Content Objectives:
1. Students will be able to label each country in Latin America.
2. Students will be able to determine the meaning behind each color within each of the flags of Latin America.
3. Students will understand the need to have a passport in order to travel outside of the country.
Alina Gonzalez  
Unit of Latin America  
Modified Lesson 1: Introduction to Latin America  

5 minutes:  
Warm-up: (Teacher centered) Using a globe to locate the place of study in the world and a map of North and South America, I will point to Latin America and announce that we are traveling there to study each country. Ask students if Latin America is South of the United States. Students will raise their hand if the answer is yes and not raise their hand if the answer is no. Ask students to name countries that they know are in Latin America (teacher will name a few to get class started) Ask what we need when we leave the country in order to travel. (Answer: passport)  

5 minutes (Modeling):  
After students receive their personal passport journals, I will show my passport to the classroom and model what they are supposed to fill out on the overhead projector. Handout a finalized passport of Europe so that students can see how they are expected to project their information.  

15 minutes: (Group Work/Modeling from the teacher)  
Students will locate various Latin American countries. Hand out map. Before putting students in groups, model what I expect them to do using an overhead projector. I will write on the sheet arrows with North, South, East, and West and read my description aloud emphasizing certain location hints. Students will tell me the location of my country. I will then explain that students must read their own descriptions and they will need to hear everyone’s description in order to locate the countries. Give the ELL’s highlighted information as well as description with helper pictures, ex. North=↑, South=↓ etc., as well as a rough translation in their language as well as in English. After students are done, I will use my own map, pointing to each country, I will choose each student to answer me. They can refer back to their map if they are uncertain of the name.  

5 minutes: (Matching, students work alone)  
Give the ELL’s descriptions with helper pictures or translations in their language as well as in English. All students must read the description of their flag carefully and pick out their flag, which will be hung on the board a collage will be made as the unit progresses.  

10 minutes: (Individual)  
After matching the description with the flag, students will take turns reading their phrases and explain why they matched it with the flag that they chose. For ELL’s, their classmates can help them with difficult words, or I will read the descriptions while they point to the flag to show the characteristics that are described on the paper. When done, they will stick the flag by the country on the map, on the board and draw an arrow from the country to the flag.
5 minutes: (Teacher centered)

When asking about fear, I will write the word on the board and I will model the word by possibly shaking or shrinking in a corner. When asking students if they ever feared something, I will point to them and point to the word. When discussing communism, I will write the word on the board with arrows pointing towards fear. I will then write U.S. and point to the United States on the map while explaining why the United States feared communism. (give students a bullets page of important terms and definitions, ex. Communism, Red Scare, Marxism).

Homework- Students will write one paragraph about information that they have acquired. ELL’s can use bullets to show their information.
While experiencing the music from our World Playground, fill this passport with pictures and your discoveries about the people, places and cultures of the world.

1) Write about the people, places and cultures of the world.

2) Be sure your name, birthday and other important information along with a photograph or drawing of yourself are filled in below.

3) Fill your passport with World Playground "cut, color 'n paste" pictures of flags, instruments and country shapes.

4) Look at the World Playground Map on the back of your passport so you always know where you are going.

5) Draw pictures and write notes about the things you learn as you travel from place to place.

6) Bring friends and family along to share in your adventures around the world.

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My Name Is

My Birthday Is

I Was Born In

I Live In

Today's Date Is

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Country Name: ____________________
What The Country Looks Like:

New Words I've Learned:

Some things I learned while visiting ________________
country name
Country Flag:

Instrument:

My drawings of the things I learned in ____________________________

*country name*
Country Name: ____________________________

New Words I've Learned: __________________

What The Country Looks Like: ________________________________________________________

Some things I learned while visiting ________________________________ country name

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__________________________________________________________________________
Country Flag:

Instrument:

My drawings of the things I learned in ____________________________

Country name
<table>
<thead>
<tr>
<th>New Words I've Learned:</th>
<th>Country Flag:</th>
<th>Instrument:</th>
</tr>
</thead>
</table>

Some things I learned while visiting [country name]

My drawings of the things I learned in [country name]
Puerto Rico is an island in the Caribbean Sea. It is east of the Dominican Republic and Haiti. But which one is Puerto Rico next to?

The people to Haiti speak Creole French. Haiti is part of an island in the Caribbean Sea. It shares that island with the Dominican Republic. Haiti is west of Puerto Rico.

Belize is in Central America. Belize is a little country in Central America. It is south of Mexico and next to Guatemala.

Mexico is below the United States. It is south of Texas and is one of the largest countries in Central America.

Cuba is the Caribbean's largest island. It is west of Haiti. In fact, they are so close that the tips of each island almost touch!

Panama connects Central America to South America. It is an isthmus, which means a narrow strip of land that has water on both sides and joins two larger bodies of water.

While one side of the country speaks Creole French, the Dominican Republic, which is on the right side of the island, speaks Spanish.

Brazil is the only country in Central or South America that speaks Portuguese. The equator passes the northern part of the country.

From west to east the country of Chile is 200 miles at its widest point but from North to South Chile covers quite a distance! It is below Peru and next to Bolivia. The Andes Mountains separate Chile from Argentina.
The country of Colombia has 80 different Indian groups. It is in the northwest of South America.

Venezuela is the neighbor of Colombia. Venezuela is home to the world’s highest waterfall.

Peru is home to Machu Picchu and the Inca Trail. You can easily ride from Ecuador’s capital of Quito and arrive in Peru’s capital of Lima in less than a day. It is next to Brazil and Bolivia but when you are at the beach, looking west, all you can see is the Pacific Ocean.

Guyana, Suriname, and French Guiana are all in the north of South America.
Suriname is sandwiched between Guyana and French Guiana. Guiana shares a border with Venezuela and Brazil.

Argentina shares the Andean mountains with Chile. Argentina would be the southern most point if South America if it wasn’t for Chile’s Strait of Magellan.

With beautiful beaches, Uruguay has a mostly relaxed atmosphere with a U.S. dollar equaling 29 pesos. A dollar can go a long way in this country that is under Brazil.

Paraguay is bigger than Germany and about the same size of California. It is one of the only two South American countries with no beaches. It is north of Argentina, west of Brazil and south of Bolivia.

People who have traveled to Bolivia say it has everything—except beaches. It is north of Argentina.

Ecuador is in the northwest corner of South America but more to the west than to the north. Ecuador has sunny beaches.
Guatemala is famous for its coffee, its Spanish schools and its colorful Mayan people. It is close to Mexico. You can take a bus from Belize and as long as you drive west, you can reach Guatemala in a few hours.

El Salvador is one of the smallest countries in Central America.

If you travel half way through Central America, you will reach Honduras. It is sandwiched between Guatemala and Nicaragua and reaches both the Caribbean Sea and the Pacific Ocean.

Nicaragua is the largest country in Central America. It is north of Costa Rica, south of Honduras, west of the Caribbean Sea and east of the Pacific Ocean.

If you look on a map, you will notice that Costa Rica is north of Panama. It is the second to last country in Central America before entering South America.
Haiti: The red and blue colors are taken from the French flag but were made to be horizontal (====) instead of Frances vertical(||||) colors.

Guatemala: The blue and white are the color of the original flag of the United Provinces of Central America. The flag shows a quetzal bird sitting onto of rifles and swords, which represent defense of freedom. The paper shown is of the countries Declaration of Independence.

Puerto Rico: This flag follows the American flag as it has the red and white strips with one star in the blue triangle. The version seen here was adopted in 1952 and is only supposed to be flown with the US flag.

El Salvador: The flag's two blue stripes and one white are modeled after the United Provinces of Central America. It has a small triangle in the center surrounded by a wreath of green.

Cuba: Its flag was designed in 1848 for the Liberation Movement, which wanted to separate itself from Spain and join the United States. There is one star on the flag that represents Cuba and five (5) blue and white stripes (=).

Mexico: Red, white and green are the colors of this flag. In the center of the flag an eagle clutching a serpent can be seen. Aztec legend held that they should build their city on the spot where they saw an eagle on a cactus, clutching a snake. The Mexican flag shows its Aztec roots. Mexico City was built on top of the Aztec's city of Tenochtitlan.

Argentina: The light blue and white recall the sky when the first uprising for independence was staged. The color were formed into a flag by the leader of the revolution. The Sun of May was added to the center of the flag in 1818.

Brazil: The green represents the Brazilian rainforest; the blue represents the country's mineral resources. Each of the stars in the constellation represents a state of the Federation. The words on the flag are translated to Order and Progress.

Ecuador: blue, and red can be seen on many flags in South America. is the color of the federation, red symbolizes courage and the blue symbolizes the independence of Spain. The condor in the center stands for bravery and liberty.

Chile: The flag is modeled on the U.S. flag, the white symbolizes the snow of the Andes, the blue represents the clear skies, with one star in the blue square. The red is for the blood shed for freedom.

Peru: The vertical(||||) red and white are color chosen by San Martín and are also said to be the color of the Inca Empire.
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Peru: The vertical(||||) red and white are chosen by San Martín and are also said to be the color of the Inca Empire.
Puerto Rico is a commonwealth of the United States. Spanish is the main language spoken in Puerto Rico. The currency is U.S. dollars. Puerto Rico is an island in the Caribbean Sea. It is east of the Dominican Republic and Haiti. But which one is Puerto Rico next to?

The people in Haiti speak Creole French. It is a version of the French language. Most people in Haiti are very poor. Haiti is part of an island in the Caribbean Sea. It shares that island with the Dominican Republic. If you look on a map you will see that Haiti is west of Puerto Rico.

Although Belize is in Central America, it is not considered a Latin American country because the language spoken there is English and English did not come from Latin! Belize is a little country in Central America. It is south of Mexico and next to Guatemala.

Mexico is below the United States. It is south of Texas and is one of the largest countries in Central America. Aztec and Mayan Indians once lived in Mexico. Tenochtitlán was the main city of the Aztecs while the ruins of Chichén Itzá and Palenque belonged to the Mayans.

Cuba is the Caribbean’s largest island. It is west of Haiti. In fact, they are so close that the tips of each island almost touch! Cuba is a communist country rules by Fidel Castro. Although Americans are not allowed to travel there, we will still study this country.

Panama connects Central America to South America. It is an isthmus, which means a narrow strip of land that has water on both sides and joins two larger bodies of water.

While one side of the country speaks Creole French, the Dominican Republic, which is on the right side of the island, speaks Spanish.
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# Lesson Plan: Latin America

**Name:** Alina Gonzalez  
**School:**  
**Grade/Level:** 7th grade

**General Objectives:** Students will mark the location of each Latin American country on their map. Students will identify different Latin American flags. Students will identify various characteristics of the different Latin American countries.

<table>
<thead>
<tr>
<th>Time</th>
<th>Objectives</th>
<th>Activities</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td>Introduce students to the Latin American countries</td>
<td>Announce that we will be going on vacation to study various Latin American countries. Since we are leaving the country what do we need? Have students fill out first page of passport.</td>
<td>Personal passport journal</td>
</tr>
<tr>
<td>15 minutes</td>
<td>Students will locate various Latin American countries.</td>
<td>Hand out Latin American Playground map; each student gets 4 descriptions of 4 different countries, 5 people per group. Students must share descriptions to be able to locate where the countries are.</td>
<td>Latin American Playground map, descriptions of the separate countries.</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Students will match the Latin American flag with the appropriate country.</td>
<td>Hand out flags of each Latin American country to students. They will match the flag with the description of the country.</td>
<td>Latin American flags</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Students will be able to describe the symbolism and the history Latin American flags.</td>
<td>After matching, have students read aloud the descriptions to the class and explain why they matched the description to a certain flag. Students will stick the flag by the country on the classroom map.</td>
<td></td>
</tr>
<tr>
<td>5 minutes</td>
<td>Students will look into how U.S. policy affected Latin American countries</td>
<td>Ask students about fear, ask them if they were fearful and did something that they regretted. Would they have done it if they were not so afraid? Explain briefly about the Red Scare, U.S. policy to communism and some of their reactions and the long term effects it had on Latin American countries</td>
<td></td>
</tr>
</tbody>
</table>
**Puerto Rico** is a commonwealth of the United States. Spanish is the main language spoken in Puerto Rico. The currency is U.S. dollars. Puerto Rico is an island in the Caribbean Sea. It is east of the Dominican Republic and Haiti. But which one is Puerto Rico next to?

The people to **Haiti** speak Creole French. It is a version of the French language. Most people in Haiti are very poor. Haiti is part of an island in the Caribbean Sea. It shares that island with the Dominican Republic. If you look on a map you will see that Haiti is west of Puerto Rico.

Although **Belize** is in Central America, it is not considered a Latin American country because the language spoken there is English and English did not come from Latin! Belize is a little country in Central America. It is south of Mexico and next to Guatemala.

**Mexico** is below the United States. It is south of Texas and is one of the largest countries in Central America. Aztec and Mayan Indians once lived in Mexico. Tenochtitlán was the main city of the Aztecs while the ruins of Chichén Itzá and Palenque belonged to the Mayans.

**Cuba** is the Caribbean’s largest island. It is west of Haiti. In fact, they are so close that the tips of each island almost touch! Cuba is a communist country rules by Fidel Castro. Although Americans are not allowed to travel there, we will still study this country.

**Panama** connects Central America to South America. It is an isthmus, which means a narrow strip of land that has water on both sides and joins two larger bodies of water.

While one side of the country speaks Creole French, the **Dominican Republic**, which is on the right side of the island, speaks Spanish.
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Lesson 2
<table>
<thead>
<tr>
<th>Sheltered Features</th>
<th>Present in Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Contextualize Lesson</strong></td>
<td></td>
</tr>
<tr>
<td>1a. Visuals (Realia, Manipulatives, Gestures)</td>
<td>✓</td>
</tr>
<tr>
<td>1b. Model (Instructions, Processes)</td>
<td></td>
</tr>
<tr>
<td>1c. Activate Background Knowledge</td>
<td></td>
</tr>
<tr>
<td><strong>2. Make Text Comprehensible</strong></td>
<td></td>
</tr>
<tr>
<td>2a. Graphic Organizers</td>
<td>✓</td>
</tr>
<tr>
<td>2b. Develop Vocabulary</td>
<td>✓</td>
</tr>
<tr>
<td>2c. Simplify Written Text</td>
<td>✓</td>
</tr>
<tr>
<td><strong>3. Make Talk Comprehensible</strong></td>
<td></td>
</tr>
<tr>
<td>3a. Graphic Organizers; Listening Guides (checklists, etc.)</td>
<td></td>
</tr>
<tr>
<td>3b. Frame Main Ideas</td>
<td>✓</td>
</tr>
<tr>
<td>3c. Pace Teacher’s Speech</td>
<td></td>
</tr>
<tr>
<td><strong>4. Engage: Opportunities for Output</strong></td>
<td></td>
</tr>
<tr>
<td>4a. Teacher Questioning &amp; Response Strategies; Instructional Conversations</td>
<td></td>
</tr>
<tr>
<td>4b. Small Group Work (including information gap activities)</td>
<td>✓</td>
</tr>
<tr>
<td>4c. Meaningful, real-life activities; Students as researchers</td>
<td></td>
</tr>
<tr>
<td><strong>5. Engage Appropriate Language Proficiency Levels</strong></td>
<td></td>
</tr>
<tr>
<td>5a. Use questions appropriate for language levels</td>
<td></td>
</tr>
<tr>
<td>5b. Assign appropriate tasks for varying levels</td>
<td>✓</td>
</tr>
<tr>
<td><strong>6. Literacy/Academic Development</strong></td>
<td></td>
</tr>
<tr>
<td>6a. Allow use of L1 for planning and conceptualization</td>
<td></td>
</tr>
<tr>
<td>6b. Lots of real oral and written language</td>
<td>✓</td>
</tr>
<tr>
<td>Learning strategies- note taking (writing in journals)</td>
<td>Content- academic subjects (textbook reading)</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>Culture- culture awareness (Puerto Rico’s history)</td>
<td>Tasks &amp; Activities- Informational gap activity</td>
</tr>
<tr>
<td>Listening Skills- listening for specific information provided by the informational gap activity</td>
<td>Speaking Skills- turn taking during the informational gap activity</td>
</tr>
<tr>
<td>Reading Skills- students will scan textbook reading to pick out the pro &amp; cons of Puerto Rico’s political status/future</td>
<td>Writing Skills- structure the pro &amp; con information</td>
</tr>
<tr>
<td>Functions- present findings of Puerto Rico’s political status</td>
<td></td>
</tr>
<tr>
<td>Vocabulary- citizens, commonwealth, constitution</td>
<td></td>
</tr>
</tbody>
</table>
Alina Gonzalez
Lesson #2
Narrative

This introductory lesson to the commonwealth of Puerto Rico makes modifications for ELL’s whose levels are early production beginners and speech emergent students. The students are in a 7th grade mainstream classroom. The lesson begins with a reading activity. Speech emergent ELL’s will receive photocopies of the page with key terms highlighted, while early production beginner ELL’s will receive the key concepts in note form. This will allow the students to focus on the main information without being overwhelmed with the additional information. During the next activity, I will use visuals of a map to chart the Indian migration to the Caribbean. I continue the lesson by explaining the history of Puerto Rico and how it became a commonwealth. I will mark the important dates on a timeline, to show students the order of the historical dates. While I lecture, I will write key concepts on the board. This visual will allow students to revert back to this information, if needed, during the class. Students will read in their textbooks about the pros and cons of Puerto Rico being a state, receiving independences, or remaining a commonwealth. In groups, students will gather and present their information. Working with groups will allow students to discuss and think aloud about the material. When their group presents, ELL’s will learn how to explain and present information. The lesson will continue with students receiving an informational gap activity. Students will work in pairs, reading their ditto aloud. Working in pairs will allow ELL’s to model proper language, work at their own pace, and be interactive. After each student has filled in their ditto, they will compare their work, which will guarantee that each student has the correct information. During the last five minutes, students will summarize what they learned about Puerto Rico in their journals. ELL’s can use bulleted phrases to record their newly acquired information.
Lesson 2

Goal: Students will have the opportunity to study the history of Puerto Rico, analyze its commonwealth status and examine different cultural viewpoints of Puerto Ricans today by engaging in reading, speaking, and writing activities.

Learning Objectives for early production beginners:

Language Objectives:
1. Students will have the opportunity to examine the pros & cons of Puerto Rico’s political status by discussing the reading in a small group.
2. Students will be able to show what they learned in class by writing key words in their journals.
3. Students will be able to read the modified information about Puerto Rico.

Content Objectives:
1. Students will have the opportunity to compare the map that Columbus used on the world to the world map of today.
2. Students will be able to cite important historical information from the video shown in class.
3. Students will be able to draw the migration of Native Americans migrating to the Caribbean and Columbus traveling to the Caribbean and date each significant event.
4. Students will have the opportunity to label important historical dates on the timeline of Puerto Rico.

Learning Objectives for Speech Emergent students:

Language Objectives:
1. Students will be able to write the correct terms in the informational gap ditto.
2. Students will have the opportunity to read highlighted chapter material.
Content Objectives:

1. Students will have the opportunity to cite important historical information from the video shown in class.
2. Students will be able to list the dates and location of the Native Americans migration from South America to the Caribbean.
3. Students will have the opportunity to summarize what they learned about Puerto Rico in their journals.
4. Students will be able to label important dates on the timeline.
Alina Gonzalez  
Unit of Latin America  
Modified Lesson 2: Puerto Rico  

5 minutes:  
Warm Up: Students will read pg 69 in their book. ELL’s will receive photocopies of page with the key terms highlighted.

10 minutes (Teacher Centered):  
Teacher will show map of what Christopher Columbus thought the world looked like, and compare it to today’s world map. Teacher will draw on the map, the migration charts of the Arawaks and the Caribs. Teacher will mark the dates that they arrived in the Caribbean. Teacher will show pictures of the meeting between Columbus and the Indians.

10 minutes (Teacher Centered):  
Write in bullets the history of Puerto Rico’s history, students will mark the timeline with the historical dates. Define commonwealth. Emphasis important words, use repetition, and use controlled speech.

10 minutes (Group Work):  
Students will read pg. 123-125, ELL’s will receive handouts with important information highlighted. In groups, students will give pros & cons of being a commonwealth, a state, or gaining independence. Students will be assigned roles within each group: recorder, presenter, and timer. Students can express their findings from the book as well as their own opinions.

5 minutes (Student Centered):  
Students will present findings.

5 minutes (Student pairs)  
Students will receive informational gap dittos. Each student has to read their ditto in order for the other student to receive all the information. ELL’s partner will show ELL their ditto. ELL will listen to partner’s reading of the ditto. The partner will show the ELL student where to write the appropriate information. ELL will in turn, read the finished ditto so their partner can receive their answers.

5 minutes (Students Centered):  
Students will write in their journal what information they learned about Puerto Rico. ELL’s can use bullet phrases or key words to show what they comprehended.

Homework: ELL’s will receive words or sentences that carry important information, highlighted.
The World
Lesson 2: Puerto Rico

- Cuba is in the Caribbean Sea.
- 1st people to arrive in Cuba:
  - CIBONEY 2,000 BC
  - ARAWAK 300 BC
  - CARIBS 1000 AD
  - COLUMBUS 1492

- Columbus turned the Native Americans into slaves

- DEATH of the Indians=overwork (Too much work) & diseases (small pox)

- When there were not enough Native American slaves, the Europeans brought Africans.
PUERTO RICO

Citizens - people with certain rights and responsibilities under a particular government.

Commonwealth - a country that has its own government but has strong ties to another country.

Constitution - a statement of a country's basic laws and values.

- Puerto Ricans are U.S. citizens
- Puerto Ricans cannot vote in U.S. presidential elections
- Puerto Ricans have only a non-voting representative in the U.S. Congress
- Puerto Rico is a commonwealth of the U.S.

Boricuas = Puerto Ricans
Puerto Rico has sugar cane & fish. People in Puerto Rico raise chickens, pigs, and cattle.
Puerto Rico's capital is San Juan.
1951 - Puerto Ricans made their own constitution.
Puerto Rico is still bound by many U.S. laws.

????STAY A COMMONWEALTH????

Stay a commonwealth

Con - Puerto Rico's connection with the U.S. can lead to identity issues.
- Puerto Ricans cannot vote in U.S. elections

Pro - U.S. businesses raise the standard of living
- U.S. government sends millions of dollars each year to help poor people in Puerto Rico.

Statehood???

Pro - can vote in U.S. election
- Puerto Ricans can take part in the U.S. government

Con - Puerto Ricans will have to pay taxes
- It would be the poorest nation in the U.S.
Separate Nation???

Pros: Puerto Ricans will not be confused about their identity
Cons: no financial help will be given from the U.S.
The First People of the Caribbean

The Caribbean islands are also called the West Indies because when Christopher Columbus arrived there, he thought he had reached the Indies in Asia. The first people to live in the Caribbean were Native Americans, the Ciboney (SEE bokay). The Ciboney lived on the islands for thousands of years. In about 300 B.C., they were joined by another indigenous group, the Arawaks (AR ah wahks), who came from South America. In about 1000, the Caribs (KA ribz), another South American group, arrived.

The Caribs gave the region its name. They lived there for more than 400 years before the first Europeans came to the area. Christopher Columbus and other Spaniards enslaved the Native Americans. Almost all of the Caribs, Arawaks, and other groups died of overwork and of diseases the Spanish brought with them. Today, just a few hundred Caribs still live on the island of Dominica.

Other Europeans followed the Spanish. They hoped to make money from the region’s wealth of natural resources. Dutch, French, and English colonists began claiming territory in the 1600s. They built large sugar plantations and brought many enslaved Africans to work on them.

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Caribbean Customs

<table>
<thead>
<tr>
<th>Greetings</th>
<th>Puerto Rico</th>
<th>Dominican Republic</th>
</tr>
</thead>
<tbody>
<tr>
<td>A handshake; “Good morning/afternoon/evening”; use Mr., Mrs., Miss.</td>
<td>A handshake. Women kiss each other on the cheek.</td>
<td>Shake hands. Greet everyone when you enter a room. Ask about people’s families.</td>
</tr>
<tr>
<td>Gestures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Show approval of an idea by touching fists. Suck air through your teeth to mean “Give me a break.”</td>
<td>Wiggle your nose to mean, “What’s going on?” Point with puckered lips.</td>
<td>Point with puckered lips. Clap hands to request your check in a restaurant.</td>
</tr>
<tr>
<td>Table Manners</td>
<td></td>
<td></td>
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<td>Women wear colorful skirts and matching headdresses. Many people have tailors make their clothes. Jewelry is common.</td>
<td>Casual clothing is worn for everyday occasions. Parties and social events require formal clothing.</td>
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Chart Study: When you visit another culture, knowing the local customs can help you understand what you see. Critical Thinking: Name some customs that are unique to the United States.
Puerto Rico

Cultural Identity of a People

Reach Into Your Background
Do you ever feel that you have "two selves"? One that acts a certain way with some people? And another that comes out when you are with other people? Are both of them the real you?

Questions to Explore
1. What factors influenced Puerto Rican culture?
2. What is Puerto Rico's relationship with the United States?

Key Terms
- citizen
- commonwealth
- constitution

Key Places
- San Juan
- Condado

Puerto Rican Esmeralda Santiago (ez mur el duh sant ee AHG oh) can never forget the first time she saw the movie West Side Story. She was living in New York. It was 1961 and she was 13 years old. The movie was about Puerto Ricans living in New York, but most of the actors who played them were English-speaking whites. To her, they just didn't seem like Puerto Rican people.

Seeing the movie was a turning point in Esmeralda's life. She knew the movie was not about her. But she did not know what the film should have been like. Realizing this made her feel confused.

"I had no sense of Puerto Rican culture or what it was to me. Where did I come from? Who is this person who calls herself a Puerto Rican and what does that mean? ... [W]hen I think Puerto Rican, there's this big void, this empty space where my history should be."

Puerto Rican and American

Even though Esmeralda felt confused about who she was, she remembered her early days in Puerto Rico vividly. When Esmeralda's mother brought her to New York City, everything changed.
It was not that Esmeralda was completely separated from her people. Puerto Ricans are U.S. citizens. Citizens are individuals with certain rights and responsibilities under a particular government. However, Puerto Ricans cannot vote in U.S. presidential elections. They do not pay U.S. taxes. And they have only a non-voting representative in the U.S. Congress. Puerto Rico is a commonwealth of the United States. A commonwealth is a country that has its own government but also has strong ties to another country. Esmeralda had the right to return to Puerto Rico whenever she chose.

Esmeralda found life on the mainland strange and confusing. One problem was that to succeed in school, she had to improve her English. Esmeralda was also confused by her new group of friends. She found that Puerto Ricans living on the mainland were different from her friends on the island of Puerto Rico. Instead of the salsa and merengue
Chart Study Many Puerto Ricans have moved to the mainland United States. Critical Thinking Which region of the mainland has the most Puerto Ricans? What do you think draws Puerto Ricans to a particular area?

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Distribution by Region

- □ Northeast
- □ Midwest
- □ South
- □ West

music she loved, they preferred rock music. Most of the time they spoke neither pure Spanish nor English, but a mixture of the two that they called “Spanglish.” Although they were Puerto Rican, Esmeralda felt different from them. Eventually, she learned their ways. She became more like them and thought less about her old life on the island.

Most Puerto Ricans who move to the mainland keep connections to Puerto Rico. As people travel back and forth between the mainland and Puerto Rico, they bring customs and products with them. If you visited Puerto Rico, you would see many influences from the U.S. mainland. You would also see that in Puerto Rico, there is a strong cultural connection to the Caribbean. Most people are a mix of Spanish and African ancestry. Some Puerto Ricans like to look even further back into their history by calling themselves “Boricuas” (bohr ee koo uhs). The name comes from the Boriqueno (bohr ee kaw noh), an indigenous farming people who lived on the island before the Spanish arrived.

The land of Puerto Rico is a memory no Puerto Rican forgets. Some, like Esmeralda Santiago, never go back to it. But others return, longing for the peace and familiar ways they left behind. Julia de Jesus Chaparro (hoo lee a day haw sous sha PAHRO po) moved back to a small mountain village in Puerto Rico after more than 14 years in Boston. She is fond of saying that where she lives now there are “more than the four walls of the city.” To prove what she means, she takes visitors to her back porch. Outside it, one can see a row of steep mountains. Peeking between them is the bright blue of the Caribbean Sea. The mountain slopes steeply
down from her back porch, but she has managed to clear some land. Her garden of mangoes, coconuts, grapefruit, and lemons thrives in the sun. Behind a nearby tree, a hen and six chickens are pecking in the dirt.

On other parts of the island, farmers ride horses through fields of tall sugar cane. Higher in the hills, Puerto Rican cowhands, called jibaros (HEE bahr ohs), hunt, fish, and raise chickens, pigs, and cattle. To the southwest, where the land gets lower, fishing villages dot the coast.

Puerto Rico is an island of cities as well as countryside. Puerto Rican cities show influences of Spanish, Caribbean, and U.S. mainland cultures. About 70 percent of Puerto Ricans live in cities. Many city people work in factories. Others work in the hotels and restaurants that draw many tourists. Puerto Rico’s capital, San Juan (san HWAHN), has a large waterfront area known as the Condado (kohn DAH do). It is packed with luxury hotels. Not far away, modern skyscrapers pierce the brilliant sky. In the old section of San Juan, Spanish-style buildings are everywhere. A 450-year-old Catholic church built by the Spanish has been carefully restored. Not far from it sit ancient houses graced with iron balconies in lacy Spanish style.

A Common Wealth Question

In 1951, Puerto Ricans voted to adopt their own constitution. A constitution is a statement of a country’s basic laws and values. This gave Puerto Rico its own group of lawmakers. But it was still connected

Puerto Ricans are the largest ethnic group in New York City’s Lower East Side, and they make up about 12 percent of the city’s total population.
to the United States. Puerto Rico is bound by many United States laws. Puerto Ricans have many questions about this. Is it good for Puerto Rico? Should Puerto Rico become independent? Or should it become a state of the United States?

**What Direction to Take?** Puerto Ricans have many disagreements over the answers to these questions. Many feel that having "one foot" in Puerto Rico and "one foot" in the United States can lead to problems. Others point out how the relationship with the United States has helped Puerto Rico. U.S. businesses on the island have raised the standard of living. Each year, the U.S. government sends millions of dollars to the island to help people in need.

Some people still feel that Puerto Rico has a disadvantage because people there cannot vote in U.S. elections. They say Puerto Rico should try to become a state. But if it does, it will become the poorest state in the union. Puerto Ricans earn more money than people in other Caribbean countries. However, they earn less than people on the U.S. mainland. Also, if Puerto Rico becomes a state, Puerto Ricans will have

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San Juan, Puerto Rico's oldest city, is famous for historic forts and the wrought iron balconies of its oldest neighborhoods. But San Juan is also a vacation spot for tourists, with modern hotels lining its sandy beaches.
These women are celebrating Puerto Rico's Spanish heritage. Puerto Ricans celebrate many holidays with traditional music and dancing.

to pay U.S. taxes. This could lower the earnings of many who have little to spare. For these reasons, in 1993, Puerto Ricans voted not to become the 51st state of the United States.

The Question of Independence Some people who voted against statehood have even bigger dreams for the country. They want Puerto Rico to become a separate nation. If not, they fear that Puerto Ricans will become confused about their identity, just as Esmeralda Santiago became confused about hers. They stress Puerto Rico's connection to other Caribbean nations. They want to make sure that Puerto Ricans always identify with the Spanish language and Spanish culture. But for now, Puerto Rico will keep its links to the mainland. Many Puerto Ricans hope that their relationship with the United States will lead to a profitable and peaceful future.

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1. Define (a) citizen, (b) commonwealth, (c) constitution.

2. Identify (a) San Juan, (b) Condado.

3. What is the political connection between Puerto Rico and the United States?


Critical Thinking

5. Identifying Central Issues What are the three options Puerto Ricans consider in terms of their relationship with the United States? What are the benefits and drawbacks of each?

Activity

6. Writing to Learn Try to put yourself in Esmeralda Santiago's place. Write a paragraph telling what it was like to move to New York from Puerto Rico.
Lesson Plan: Puerto Rico

Name: Alina Gonzalez

School:

Grade level:

General Objectives: Students will have an opportunity to:
- Define a commonwealth
- Identify the Native Americans of Puerto Rico and their affect on the English language.
- Construct a definition of what Puerto Rican culture is
- Cite the different viewpoints of Puerto Ricans to their commonwealth situation

<table>
<thead>
<tr>
<th>Time</th>
<th>Objectives</th>
<th>Activities</th>
<th>Comments &amp; Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 minutes</td>
<td>Students will identify the Arawak Tainos and Caribs of the Caribbean. Students will identify 3 Arawak words that are in the English language</td>
<td>Students will read pg. 69 (1st people of the Caribbean) in book. Ask what we know of Native Americans, write on board. Show video. Discuss the contributions of the Indians to American culture. Explain the etymology of hurricane, hammock, tobacco, barbecue, canoe, iguana.</td>
<td>Need: World Explorer Book Video: Spirits of the Jaguar Explain what etymology is.</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Students will define a commonwealth</td>
<td>Write commonwealth on the board with definition. Explain a brief history of how Puerto Rico became a commonwealth.</td>
<td></td>
</tr>
<tr>
<td>10 minutes</td>
<td>Students will examine the different Puerto Rican viewpoints of their commonwealth status.</td>
<td>Reading- pg. 123-125: A Commonwealth in Question 6 groups of 3 or 4. Give pros &amp; cons of being a commonwealth, a state, or gaining independence.</td>
<td>Compare &amp; contrast</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Students will present their findings to the class.</td>
<td>Students will share with classmates, what they have found out.</td>
<td></td>
</tr>
<tr>
<td>5 minutes</td>
<td>Students will compile information about Puerto Rico through their information gap ditto</td>
<td>2 Students together will have the same ditto with different parts missing from different phrases. Students have to work together to fill in all the gaps.</td>
<td>Puerto Rico ditto—info. Gap ditto</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Students will assemble the information that they learned about in their journals</td>
<td>Students will spend the last 5 minutes of class writing in their journal.</td>
<td></td>
</tr>
</tbody>
</table>

Homework: Read pg. 107-111, Cuba: Clinging to Communism. Give copies to ELL's with important information highlighted
The First People of the Caribbean  The Caribbean islands are also called the West Indies because when Christopher Columbus arrived there, he thought he had reached the Indies in Asia. The first people to live in the Caribbean were Native Americans, the Ciboney (see boh nay). The Ciboney lived on the islands for thousands of years. In about 300 B.C., they were joined by another indigenous group, the Arawaks (ar ah wahks), who came from South America. In about 1000, the Caribs (ka ribz), another South American group, arrived.

The Caribs gave the region its name. They lived there for more than 400 years before the first Europeans came to the area. Christopher Columbus and other Spaniards enslaved the Native Americans. Almost all of the Caribs, Arawaks, and other groups died of overwork and of diseases the Spanish brought with them. Today, just a few hundred Caribs still live on the island of Dominica.

Other Europeans followed the Spanish. They hoped to make money from the region's wealth of natural resources. Dutch, French, and English colonists began claiming territory in the 1600s. They built large sugar plantations and brought many enslaved Africans to work on them.

Caribbean Customs

<table>
<thead>
<tr>
<th>Greetings</th>
<th>Jamaica</th>
<th>Puerto Rico</th>
<th>Dominican Republic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A handshake; “Good morning/afternoon/evening”; use Mr., Mrs., Miss.</td>
<td>A handshake. Women kiss each other on the cheek.</td>
<td>Shake hands. Greet everyone when you enter a room. Ask about people's families.</td>
</tr>
<tr>
<td>Gestures</td>
<td>Show approval of an idea by touching fists. Suck air through your teeth to mean “Give me a break.”</td>
<td>Wiggle your nose to mean, “What's going on?” Point with puckered lips.</td>
<td>Point with puckered lips. Clap hands to request your check in a restaurant.</td>
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<td>Table Manners</td>
<td>Keep the fork in the left hand. If you buy food from a street cart, eat it on the spot.</td>
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Read Actively

Connect: What kind of music do you listen to? Does the music you listen to reflect your feelings about your life and your community? Why or why not?

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Before the Spanish colonizers arrived in Puerto Rico in the 1500's, the island was called Borinquen meaning "great land of the valiant and noble lord," by the native Taino Indians, who largely died out due to slavery and disease. Many Africans were brought to work on sugar plantations. Today, there is still a strong African influence in Puerto Rican culture. Puerto Rico is nicknamed "The Island of Enchantment," because it is so beautiful. The capital of Puerto Rico is San Juan, a colonial city which is home to an old Spanish fort called El Morro.

The national symbol of Puerto Rico is the coqui, a small frog that lives deep in the forest. There are many more animals that live in El Yunque, Puerto Rico’s rainforest. San Pedritos, a tiny bird that lives in little holes in the earth of El Yunque.

Puerto Rico’s most important holiday is actually a combination of a few: Christmas eve is the first, with Christmas as the second, third is New Years, and the most important is Three King’s Day or Los Tres Reyes Magos. Three King’s Day is a celebration of the kings who gave gifts to Jesus on January 6th.
Name __________________________

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Lesson 3
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<th>Sheltered Features</th>
<th>Present in Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Contextualize Lesson</strong></td>
<td></td>
</tr>
<tr>
<td>1a. Visuals (Realia, Manipulatives, Gestures)</td>
<td>✓</td>
</tr>
<tr>
<td>1b. Model (Instructions, Processes)</td>
<td></td>
</tr>
<tr>
<td>1c. Activate Background Knowledge</td>
<td></td>
</tr>
<tr>
<td><strong>2. Make Text Comprehensible</strong></td>
<td></td>
</tr>
<tr>
<td>2a. Graphic Organizers</td>
<td>✓</td>
</tr>
<tr>
<td>2b. Develop Vocabulary</td>
<td>✓</td>
</tr>
<tr>
<td>2c. Simplify Written Text</td>
<td>✓</td>
</tr>
<tr>
<td><strong>3. Make Talk Comprehensible</strong></td>
<td></td>
</tr>
<tr>
<td>3a. Graphic Organizers; Listening Guides (checklists, etc.)</td>
<td></td>
</tr>
<tr>
<td>3b. Frame Main Ideas</td>
<td>✓</td>
</tr>
<tr>
<td>3c. Pace Teacher’s Speech</td>
<td></td>
</tr>
<tr>
<td><strong>4. Engage: Opportunities for Output</strong></td>
<td></td>
</tr>
<tr>
<td>4a. Teacher Questioning &amp; Response Strategies; Instructional Conversations</td>
<td></td>
</tr>
<tr>
<td>4b. Small Group Work (including information gap activities)</td>
<td>✓</td>
</tr>
<tr>
<td>4c. Meaningful, real-life activities; Students as researchers</td>
<td></td>
</tr>
<tr>
<td><strong>5. Engage Appropriate Language Proficiency Levels</strong></td>
<td></td>
</tr>
<tr>
<td>5a. Use questions appropriate for language levels</td>
<td>✓</td>
</tr>
<tr>
<td>5b. Assign appropriate tasks for varying levels</td>
<td>✓</td>
</tr>
<tr>
<td><strong>6. Literacy/Academic Development</strong></td>
<td></td>
</tr>
<tr>
<td>6a. Allow use of L1 for planning and conceptualization</td>
<td></td>
</tr>
<tr>
<td>6b. Lots of real oral and written language</td>
<td>✓</td>
</tr>
<tr>
<td>Participatory processes - problem posing (analyze positive vs. negative information given by book)</td>
<td>Learning strategies - note taking</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Culture - culture awareness (difference of government)</td>
<td>Tasks &amp; Activities - analyzing propaganda</td>
</tr>
<tr>
<td>Listening Skills - group work (listening for specific information)</td>
<td>Speaking Skills - turn taking when in groups (Cuban revolution and reaction by U.S.)</td>
</tr>
<tr>
<td>Functions - analyze persuasive techniques through propaganda usage</td>
<td>Writing Skills - journal writing</td>
</tr>
<tr>
<td>Vocabulary - propaganda, dictator, communist, exile</td>
<td></td>
</tr>
</tbody>
</table>
Alina Gonzalez
Lesson #3
Narrative

This introductory lesson to the country of Cuba makes modifications for ELL’s whose levels are early production beginners and speech emergent students. The students are in a 7th grade mainstream classroom. The lesson begins with students writing one sentence each on the board to explain what they know about Cuba. ELL’s can bullet their information or write key words that they understood from the reading on the board. I will ask students to explain the difference between positive information and negative information and write it on the board. I will then ask students, by a show of hands, to tell me if the information is negative or positive. This will allow students to voice their opinion without adding the anxiety of speaking. I will continue the lesson by drawing a T chart on the board writing U.S. truths and Cuba truths. I will pass out an excerpt from Lonely Planet Guide about Cuba. ELL early production beginners will receive their information in note form while ELL speech emergent students will receive the text in highlighted form. Students will be chosen to read out loud. This will allow ELL’s to match the sound of a word with the spelling of the word. Students will, then, get into groups of three and discuss Cuba’s point of view. The number of students in each group allows for a more intimate atmosphere with the ELL’s. They will be spoken to and asked their opinion of the issue being discussed. This will allow ELL’s to practice their speaking skills as well as modeling the speech of the mainstream students. I will hand out copies of two cartoons that mirror Cuba’s view on the U.S. This will help ELL’s if they become overwhelmed by the speech of the discussion. I will continue this activity by handing out different pictures of propaganda to each group. This activity reinforces the differences in people’s point of view. Students will report what they learned about the propaganda on a piece of construction paper that they will present to the class. The journal writing will be the final assessment activity. I will collect their journals at the end of the class.
Alina Gonzalez
Learning Objectives

Lesson 3

Goal: Students will have the opportunity to learn the differences in point of view between Cuban lifestyle and American lifestyle.

Learning Objectives for early production beginners:

Language Objectives:

1. Students will have the opportunity to write key terms that they learned about Cuba in their journal.
2. Students will be able to voice their opinion on how the information on Cuba was projected in the book by a show of hands.
3. Students will be able to differentiate between U.S. truths and Cuba truths through a chart.
4. Students will be able to identify the meaning of propaganda.

Content Objectives:

1. Students will be able to connect the fall of the Soviet Union with the troubled times experienced by families in Cuba.
2. Students will have the opportunity to connect the deterioration of friendship between the U.S. and Cuba, with Cuba's becoming Communist.
3. Students will be able to write key words to describe what communism is.
4. Students will have the opportunity to analyze the use of propaganda.

Learning Objectives for Speech Emergent Students:

Language Objectives:

1. Students will have the opportunity to write key statements that they learned about Cuba in their journal.
2. Students will be able to differentiate between U.S. truths and Cuba truths from the reading in class using the board chart.
3. Students will be able to identify the meaning of propaganda.
Content Objectives:

1. Students will have the opportunity to define communism.
2. Students will have the opportunity to examine the deterioration of the friendship between Cuba and the U.S.
3. Students will be able to analyze the way propaganda is used to influence public opinion.
Alina Gonzalez
Unit of Latin America
Modified Lesson 3: Cuba

5 minutes (Student Centered):
ELL’s must write information on what they know about Cuba from their readings on the board. Teacher will ask students what the difference is between positive information vs. negative information. Teacher will write the meanings on the board. Ask students to identify information on board; is it positive or negative?

15 minutes (Teacher & Student Centered):
Ask students if their view of Cuba was negative or positive while reading this chapter (show of hands). Ask students what point of view means. Who’s point of view is the class reading about in this chapter. T Chart on board: U.S. truths and Cuba truths. Pass out description of Cuba from Lonely Planet. ELL’s will receive a modified version. Choose students to read aloud.

5 minutes (Student Centered):
Students will get into groups of three and discuss how Cuba viewed the U.S. before the Cuban revolution, introduce visuals to help the ELL’s.

10 minutes (Student Centered):
Group of students will analyze U.S. & Cuba propaganda, aimed at the war.

10 minutes (Student Centered):
In groups, students will identify U.S. truths from their reading and Cuba truths from the Lonely Planet guide description and report this information on a piece of construction paper and present one key point in each of their presentations.

5 minutes (Student Centered):
Journal writing. ELL’s can use key terms or bullet sentences. The teacher will collect the students journals.

Homework:
ELL’s will receive homework information highlighted or modified.
ABOVE: "Only a little step and Uncle Sam will be in Cuba."
A caption on a cartoon from Kladderadatsch,
December 30, 1894.
The Goddess of Liberty heralds the day of freedom for Cuba, Porto Rico and the Philippines.
Solidaridad Mundial Con Cuba
World Solidarity With Cuba
Solidarité Mondiale Avec Cuba
الطلاقة العالمي مع كوبا
CUBA
CUBA

Cuba:
- is the largest island in the Caribbean
- least commercialized
- relaxed atmosphere for travelers

As of November 8, 2004, the U.S. dollar is not legal tender.
Cuba’s main industries are sugar, minerals, tobacco, medicine, agricultural, and tourism.

HISTORY

☐ American public was interested with Cuba since 1898.
☐ U.S. warship called The Maine, mysteriously exploded, since the warship was anchored in Cuba, the U.S. used this as an excuse to fight Spain for Cuba’s independence.
☐ December 12, 1898, the peace treaty was signed (Cubans were not invited to attend)
☐ U.S. installed a “puppet” governor, General John Brooke
☐ U.S. tied Cuba to the U.S. by building schools and public projects.
☐ U.S. built Guantánamo Bay in 1903.
☐ 1920, U.S. companies owned 2/3 of Cuba’s farmland.
☐ U.S. imposed tariffs & discriminated against blacks.
☐ Coups (actions to overthrow the government) occurred.
☐ 1933, Fulgencio Batista seized power, he diverted country’s funds into his own accounts.
☐ Fidel Castro overthrew Batista on January 1, 1959
☐ Castro nationalized U.S. owned petroleum refineries.
☐ U.S. tried to overthrow the government but it didn’t work
☐ Bay of Pigs, 1961-Batista supporters that were trained by the U.S. CIA attacked Cuba. They were captured and ransomed back to the U.S. for medical supplies.
☐ Castro announced that the government was ‘Socialist in Nature’.
- October 1962, Cuban Missile Crisis—closest the world has ever come to a nuclear conflict
- Castro supported guerilla groups in South America and Africa while the U.S. supported the dictators of those countries.
- 1989-Russia withdrew its aid as Eastern Europe collapsed.
- 1993-Cubans are allowed to be self-employed
- 1996 foreign companies can own and operate businesses
- Cuba still has one of the worst human rights records in the Western Hemisphere.
- Criticism has come from the late Pope, European Union, Mexico, and Uruguay.
Cuba: Clinging the Communism

**Dictator** - a ruler who has complete power

**Communist** - country where the government owns all large businesses and most of the country's land

**Exile** - a person who leaves his or her homeland for another country because of political reason

1994-35,000 Cubans tried to sail to the U.S.

*Cubans can apply to enter the U.S. as immigrants if they touch U.S. soil

2 main reasons to leave Cuba

1. bad economy
2. desire for freedom

Cuba’s leader, Fidel Castro does not allow Cubans to speak out against government policies

Cuba is the third largest sugar producer in the world

**History**

- Cuba was a Spanish colony
- 1898, the U.S. defeated Spain in the Spanish-American War and Cuba won its independence
- Cuba became the richest country in the Caribbean
- Cuba had many leaders who rules as dictators
- Fidel Castro overthrew the government during the 1950’s
- Fulgencio Batista gave up the government and left the country in 1959
- Castro took control of Cuba and made it communist
- Anyone who disagreed with government policies was put in jail
- The Soviet Union gave Cuba money and supplies
- The U.S. welcomes the people who fled from Cuba
- Those people that fled are called exiles
- 1991, the government of the Soviet Union collapsed and could no longer help Cuba.
- Food, medicine, tools, and other necessities have become more scarce
Twelve-year-old Venesa Alonso (vuh NEH suh uh LAHN zoh) lives in Miami, Florida. Her home is just a few miles away from the ocean. Venesa hardly ever goes to the beach, however. The blue waves and roaring surf remind her of her trip from Cuba to the United States. The memory still gives her nightmares.

Venesa and her family left Cuba in the summer of 1994. They built a rickety raft and carried it to the ocean. They were among the 35,000 Cubans who took to the sea that summer. They sailed on anything that would float—rubber tires, old boats, and home-made rafts. One hope kept them going. It was the thought of making it to the United States. They planned to apply to enter the United States as immigrants.

Venesa's family and thousands of others left Cuba for two main reasons. The first reason was that Cuba's economy was in bad shape. People often did not have enough food to eat. Clothing, medicine, and other basic necessities were hard to get. A desire for freedom was the second reason why many people left. Cuba's leader, Fidel Castro (fee DEL kas troh), does not allow Cubans to speak out against government policies they disagree with.
Cuba's History

Cuba is a small country. It is about the size of the state of Pennsylvania. Cuba's farmland is fertile, and Cuba is the third largest sugar producer in the world. Look at the political map in the Activity Atlas in the front of your book. Cuba is located between the two entrances to the Gulf of Mexico. It also has excellent harbors. This makes it a good place to trade with the United States and other parts of the Caribbean. But Cuba's relationship with the United States and many of its neighbors has not been friendly since the 1960s.

Cuban Independence Cuba's government and economy were not always like they are now. Cuba was a Spanish colony. In 1898, the United States defeated Spain in the Spanish-American War, and Cuba won its independence. In the years that followed, Cuba became the richest country in the Caribbean. Sugar planters made money...
A Fiery Speechmaker

Fidel Castro led the revolution in Cuba. After the revolution, Cuba's friendly relationship with the United States ended. Critical Thinking: Why do you think the United States is opposed to Castro's rule as Cuba's communist dictator?

selling to people in the United States. Hotels were built, and tourists came to Cuba to enjoy its beautiful beaches and great climate. Many Cubans became businesspeople, teachers, doctors, and lawyers.

Not all Cubans shared the country's wealth, however. Most farm and factory workers earned low wages. Cuba also had many harsh leaders who ruled as dictators. A dictator is a ruler who has complete power. In the 1950s, Fulgencio Batista (fool en see yoh bah tee stah) was Cuba's leader. During his rule, some people formed rebel groups to remove Batista and change the country.

Communism in Cuba A young lawyer named Fidel Castro led one of those small rebel groups. He tried three times to overthrow the government during the 1950s. By his third attempt, he had gained many supporters. Finally, Batista gave up and left the country in 1959.

When Batista left, Fidel Castro took control of Cuba. He still holds power today. Castro's government is communist. In a communist country, the government owns all large businesses and most of the country's land. Under Castro, the Cuban government took over private businesses and land. Further, Castro said that newspapers and books could print only information supporting his government. Anyone who disagreed with government policy was put in jail. Huge numbers of Cubans fled the island. Many settled in Miami, Florida.

Cuba became a communist country in the early 1960s. At the same time, it became friendly with the Soviet Union. The Soviet Union was then the most powerful communist nation in the world. It sent money and supplies to Cuba. The United States and the Soviet Union, however, were not friendly. As a result, Cuba's relationship with the United States became tense. Relations grew worse when the United States openly welcomed the people who fled from Cuba.

Latin America 109
Cubans Leaving Cuba

Lydia Martin left Cuba in 1970. She was only six years old. Her mother had grown tired of the limits on freedom and lack of opportunity in communist Cuba. She wanted to take Lydia to the United States with her. Lydia’s father begged her to stay.

“For years [my mother] had been anxious to leave Cuba...to take me to a place where I could learn about freedom. Her exit papers had finally arrived, but my father wouldn’t let me go... There was no talking sense into a man who feared losing his little girl forever... While my mother was away at the church, I called him.

“I’m leaving with my mother,” I told him with all the bravery a six-year-old could muster...

“Have you stopped to think you may never see me again?” my father asked...”

Cuban Exiles Many Cuban exiles tell stories like Lydia’s. An exile is a person who leaves his or her homeland for another country because of political problems. From the 1960s onwards, large numbers of people left Cuba. Many families were torn apart.
Dreams of Returning to Cuba  Some Cubans never got over the loss of their home. In the 1970s, relations between the United States and Cuba grew worse. Even if she wanted to, Lydia Martin could not write to her father. The government might punish him if he got a letter from the United States. Still, Lydia hoped to reunite with him one day. Lydia’s mother now spoke of Cuba with longing. She said that in Cuba, the sky was bluer, the sand whiter, and the palm trees greener.

In 1991, the government of the Soviet Union collapsed and could no longer help Cuba. Food, medicine, tools, and other necessities became more scarce. Lydia began worrying about her father and her other relatives. In 1995, she flew back to the island for the first time. Visitors from the United States are not always welcome in Cuba, especially if they once fled the island. Lydia was nervous.

Cuba: Today and Tomorrow

When Lydia stood on the beach in Cuba, she thought of her mother. Her mother had been right. The sky did seem bluer here, the sand whiter, and the palm trees greener.

Lydia had heard about the food shortages in Cuba, but she had not known how bad they were. Her father’s new family sometimes had little more than rice to eat. When Lydia unpacked the shoes, soap, powdered milk, and underwear she had brought, her father and his new family took them with joy. They cooked her a delicious meal of lobster and rice on her first night. They had been saving money for it for months.

Livan Hernandez At 21 years old, Livan Hernandez was close to becoming a star pitcher in the Cuban Baseball League. He left Cuba for a chance to make millions of dollars pitching for a major league team in the United States. If that decision sounds easy, consider that Hernandez left behind everyone who is dear to him in Cuba. Hernandez hopes his family can one day enjoy the same freedom he has found.
Cuba and Puerto Rico were Spain's last holdings in the Western Hemisphere.

José Martí had long warned of US interest in Cuba, and in 1898 he was proved right. After years of reading lurid (and often inaccurate) tabloids tales about Cuba's Second War for Independence, the American public was fascinated with the island. Although everything was quiet, newspaper magnate William Randolph Hearst told his illustrator not to come home just yet: 'You furnish the pictures and I'll furnish the war.' In January 1898 the US warship *Maine*, anchored outside Havana harbor, exploded mysteriously. All but two of its officers were off the ship at the time. The Spanish-American war had begun.

Spain, weakened by conflict elsewhere, limped to battle, trying to preserve some dignity in the Caribbean. They nearly beat future US president Teddy Roosevelt and his Rough Riders (though they'd had to leave their horses on the mainland) in the Battle of San Juan Hill. The USA's vastly superior forces eventually prevailed, however, and on December 12, 1898, a peace treaty ending the war was signed. The Cubans, including General Calixto García, whose largely black army had inflicted dozens of defeats on the Spanish, were not invited.

The USA, hobbled by a law requiring its own government to respect Cuban self-determination, could not annex Cuba outright, as it did Puerto Rico, Guam and the Philippines. Instead, they installed a governor, General John Brooke, and began a series of public works projects, building schools and improving public health, that further tied Cuba to the USA. US leaders did retain the legal right to intervene militarily in Cuba's domestic affairs: in 1903, the USA built a naval base at Guantánamo Bay, that is still in operation today.

By the 1920s US companies owned two-thirds of Cuba's farmland, imposing tariffs that crippled Cuba's own manufacturing industries. Discrimination against blacks was institutionalised. Tourism based on drinking, gambling and prostitution flourished. The hardships of the Great Depression led to civil unrest, which was violently quelled by President Gerardo Machado y Morales. In 1933 Morales was overthrown in a coup, and army sergeant Fulgencio Batista seized power. Over the next 20 years Cuba crumbled, and its assets were increasingly placed into foreign hands. On January 1, 1959, Batista's dictatorship was overthrown after a three-year guerilla campaign led by young lawyer Fidel Castro. Batista fled Cuba for the Dominican Republic, taking with him US$40 million of government funds.

Castro was named prime minister and began reforming the nation's economy, cutting rents and nationalising landholdings larger than 400 hectares. Relations with the USA, already shaky, deteriorated when he nationalised US-owned petroleum refineries that had refused to process Venezuelan oil. The Americans retaliated by cutting Cuban sugar imports, crippling the Cuban economy, and the CIA began plotting devious ways to overthrow the revolutionary government. Desperate for cash, Castro turned to the Soviet Union, which promptly paid top dollar for Cuba's sugar surplus.

In 1961, 1400 CIA-trained Cuban expats, mainly upper-middle-class Batista supporters who had fled to Miami after the revolution, attacked the island at the Bay of Pigs. They were promptly captured and ransomed back to the US for medical supplies. The
Following week, Castro announced the 'socialist nature' of the revolutionary government, something he'd always denied. The Soviet Union, always eager to help a struggling socialist nation (particularly one so strategically located) sent much-needed food, technical support and, of course, nuclear weapons. The October 1962 Cuban Missile Crisis is said to be the closest the world has ever come to nuclear conflict.

The missiles were shipped back to the USSR, and the USA declared an embargo on Cuba. Castro and his Minister of Economics, Che Guevara, began actively supporting guerilla groups in South America and Africa, sending troops and advisers to assist socialist insurgencies in Zaire, Angola, Mozambique, Bolivia (where Guevara was killed) and Ethiopia. The US response was to support dictators in many of those countries. By the 1970s, Cuba had limited itself to sending doctors and technicians abroad; there were problems enough at home. Despite massive Soviet aid, the Cuban command economy was in ruins, and the country's plight worsened in 1989 when Russia withdrew its aid as Eastern Europe collapsed.

In December 1991, the Cuban Constitution was amended to remove all references to Marxism-Leninism, and economic reforms began. In 1993, laws passed allowing Cubans to own and use US dollars, be self-employed and open farmers' markets. Taxes on dollar incomes and profits were levied in 1994, and in September 1996 foreign companies were allowed to wholly own and operate businesses and purchase real estate. These measures gradually brought the economy out of its post-Soviet tailspin. The US responded by stiffening its embargo with the Helms-Burton Act, ironically solidifying Castro's position as defender of Cuba against the evil empire.

Critics of the Cuban government's human rights record include the Pope; at least 500 people are 'prisoners of conscience'. Each year, hundreds of Cubans brave the shark-infested waters separating Cuba from the USA, hoping to make a landfall that guarantees US citizenship and support from the wealthy Cuban exile community in Miami, Florida.

While there is broad support in the US for a relaxation of sanctions against Cuba, Washington continues to pander to the powerful Florida Cuban community. In May 2002, it accused Cuba of producing biological weapons and added it to its list of 'axis of evil' countries, coinciding with an historic goodwill visit by former US president Jimmy Carter. Meanwhile, Cuba's worsening human rights record drew criticism from all quarters, such as the European Union (which has threatened sanctions), the UN Human Rights Commission, and even old friends such as Mexico and Uruguay (with whom diplomatic ties were suspended in 2002).
Lesson Plan: Cuba

Name: Alina Gonzalez
School:
Grade/Level: 7th grade

General Objectives: Students will contrast Cuba lifestyle to American lifestyle. Students will identify Fidel Castro and Che Guevarra.

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<thead>
<tr>
<th>Time</th>
<th>Objectives</th>
<th>Activities</th>
<th>Comments &amp; Materials</th>
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<tbody>
<tr>
<td>5 minutes</td>
<td>Students will tell what they know about Cuba.</td>
<td>Ask students what they know about Cuba. Write list on board, include teacher’s words as well.</td>
<td>Expected descriptions: communist, Fidel Castro, Gue Guevarra, strained relationship w/ US. Cuban exiles</td>
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<tr>
<td>15 minutes</td>
<td>Students will be invited to judge Cuba and then determine if their previous judgment is correct.</td>
<td>Discuss how students view Cuba after the reading the Chapter. Draw chart with 2 parts on board titled: US truth and Cuba truth. How does the reading affect our view of Cuba? Students will read excerpt from Lonely Planet Guide Cuba.</td>
<td>Discuss words from phrases that might be difficult for students while I read the article.</td>
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<td>5 minutes</td>
<td>Students will compare the 2 viewpoints</td>
<td>Write on board how Cuba viewed the U.S.</td>
<td></td>
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<tr>
<td>10 minutes</td>
<td>Students will examine Che Guevarra’s experience</td>
<td>Show excerpts from Motorcycle Diaries of Che &amp; his interviews w/ indigenous peoples</td>
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<tr>
<td>10 minutes</td>
<td>Students will revise their views on the issues between the United States and Cuba.</td>
<td>Discuss again the different point of views and how different experiences shape our beliefs. Discuss the Cuba of today</td>
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<tr>
<td>5 minutes</td>
<td>Students will record their findings</td>
<td>Give students the last 5 minutes of class to write in their journal. Students will hand in journals so that I can read them.</td>
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Homework: Students must read pg. 63-67—cultures of Latin America.
ELL’s will receive important information highlighted.
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Fidel Castro led the revolution in Cuba. After the revolution, Cuba's friendly relationship with the United States ended. Critical Thinking: Why do you think the United States is opposed to Castro's rule as Cuba's communist dictator?

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There is a large Cuban American community in Miami, Florida. These men are playing dominoes in a Miami park. Behind them is a mural showing the presidents of many countries in the Western Hemisphere.

Lydia Martin left Cuba in 1970. She was only six years old. Her mother had grown tired of the limits on freedom and lack of opportunity in communist Cuba. She wanted to take Lydia to the United States with her. Lydia's father begged her to stay.

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After Lydia Martin (left) departed from Cuba, she did not see or talk to her father (right) again for 25 years.
Introduction

Cuba is the Caribbean's largest and least commercialised island and one of the world's last bastions of communism. Its relative political isolation has prevented it from being overrun by tourists, and locals are sincerely friendly to those who do venture in.

Despite the formality of the colonial architecture, Cuba is pretty relaxed, even in the larger towns. The most frenetic it gets is in the middle of an enthusiastic cha-cha-chá, and the loudest it gets is behind one of the huge finned American cars chugging the streets.

If you want it even quieter, Cuba's backcountry and beaches are perfect chillout destinations for hikers, swimmers, cyclers, spelunkers or those who just want to smoke a fine cigar under a palm tree.

The Helms-Burton Act has allowed Cuba to find its place in the post-Soviet world gradually, without the sudden destabilising shock of mass consumer tourism from the United States. It's only a matter of time before American-imposed travel and trade barriers fall. No doubt millions will come when flights from Miami resume. Clearly, the time to go is now.

Warning

As of 8 November, 2004, US Dollars are no longer legal tender in Cuba. Travellers must now use 'convertible pesos'; travellers' cheques and credit cards drawn on American banks are also no longer acceptable. Exchanging US Dollars incurs a 10% charge.

Full country name: Republic of Cuba
Area: 110,860 sq km
Population: 11 million
Capital City: Havana (pop 2,200,000)
People: 60% Spanish descent, 22% mixed-race, 11% African descent, 1% Chinese
Language: Spanish
Religion: 47% Catholic, 4% Protestant, 2% Santería (many Catholics also practice Santería)
Government: Communist republic
Head of State: President of the Council of State Fidel Castro

GDP: US$20 billion
GDP per capita: US$2,000
Annual Growth: 2.5%
Major Industries: Sugar, minerals, tobacco, agricultural, medicine and tourism
Major Trading Partners: Western Europe, Latin America, Russia, China, Iran, North Korea

Facts for the Traveler

Visas: Virtually all visitors require a Cuban visa or Tourist Card, available from travel agencies, tour operators or a Cuban consulate for a stay of one month. The USA officially prohibits its citizens from travelling to Cuba unless they obtain a special license; travel restrictions are relaxing, however.
**Time Zone:** GMT/UTC -5 (USA Eastern Standard Time)
**Dialling Code:** 53
**Weights & measures:** Metric

**When to Go**

There isn't a bad time to visit Cuba. The hot, rainy season runs from May to October but winter (December to April) is the island's peak tourist season, when planeloading Canadians and Europeans arrive in pursuit of the southern sun. Cubans take their hols in July and August, so this is when the local beaches are most crowded. Christmas, Easter and the period around 26 July, when Cubans celebrate the anniversary of the revolution, are also very busy.

**Events**

**Public Holidays**
1 January - Liberation Day
1 May - Labor Day
25-27 July - Celebration of the National Rebellion
10 October - Day of Cuban Culture
Note that Christmas Day has been observed as a public holiday since the Pope's visit in 1997.

**Money & Costs**

As of 8 November, 2004, US Dollars are no longer legal tender in Cuba. Travellers must now use 'convertible pesos'; travellers' cheques and credit cards drawn on American banks are also no longer acceptable. Exchanging US Dollars incurs a 10% charge. Cuban pesos, or moneda nacional, can be used at local venta libre stores, cafeterias and street stands, cinemas, and many other businesses away from popular tourist destinations. Cadeca, with kiosks throughout Cuba, changes currency at fair rates.

Refrain from handing out money or anything else to children or beggars on the street. Cubans are not allowed to beg from tourists, and plainclothes police are on duty in most places where tourists and Cubans mix. It may be gratifying to hand out trinkets to people you view as needy, but these people could be questioned as soon as you disappear from sight, and you may be personally responsible for sending someone to prison.

If you’re not in the habit of tipping, you’ll learn fast in Cuba. Wandering son septets, parking guards, ladies at bathroom entrances, restaurant wait staff, tour guides – they’re all working for hard currency tips. Musicians who besiege tourists while they dine, converse or flirt will want a peso, but only give what you feel the music is worth. Taxi drivers will appreciate 10% of the meter fare, but if you've negotiated a ride without the meter, don't tip as the whole fare is going straight into their wallets.

Tipping can quickly fix things up. If you want to stay beyond the hotel check out time or enter a site after hours, for instance, small tips (1.00 to 5.00) bend rules, open doors and send people looking the other way.
History

Cuba and Puerto Rico were Spain's last holdings in the Western Hemisphere.

José Martí had long warned of US interest in Cuba, and in 1898 he was proved right. After years of reading lurid (and often inaccurate) tabloids tales about Cuba's Second War for Independence, the American public was fascinated with the island. Although everything was quiet, newspaper magnate William Randolph Hearst told his illustrator not to come home just yet: 'You furnish the pictures and I'll furnish the war.' In January 1898 the US warship Maine, anchored outside Havana harbor, exploded mysteriously. All but two of its officers were off the ship at the time. The Spanish-American war had begun.

Spain, weakened by conflict elsewhere, limped to battle, trying to preserve some dignity in the Caribbean. They nearly beat future US president Teddy Roosevelt and his Rough Riders (though they'd had to leave their horses on the mainland) in the Battle of San Juan Hill. The USA's vastly superior forces eventually prevailed, however, and on December 12, 1898, a peace treaty ending the war was signed. The Cubans, including General Calixto Garcia, whose largely black army had inflicted dozens of defeats on the Spanish, were not invited.

The USA, hobbled by a law requiring its own government to respect Cuban self-determination, could not annex Cuba outright, as it did Puerto Rico, Guam and the Philippines. Instead, they installed a governor, General John Brooke, and began a series of public works projects, building schools and improving public health, that further tied Cuba to the USA. US leaders did retain the legal right to intervene militarily in Cuba's domestic affairs: in 1903, the USA built a naval base at Guantánamo Bay that is still in operation today.

By the 1920s US companies owned two-thirds of Cuba's farmland, imposing tariffs that crippled Cuba's own manufacturing industries. Discrimination against blacks was institutionalised. Tourism based on drinking, gambling and prostitution flourished. The hardships of the Great Depression led to civil unrest, which was violently quelled by President Gerardo Machado y Morales. In 1933 Morales was overthrown in a coup, and army sergeant Fulgencio Batista seized power. Over the next 20 years Cuba crumbled, and its assets were increasingly placed into foreign hands. On January 1, 1959, Batista's dictatorship was overthrown after a three-year guerilla campaign led by young lawyer Fidel Castro. Batista fled Cuba for the Dominican Republic, taking with him US$40 million of government funds.

Castro was named prime minister and began reforming the nation's economy, cutting rents and nationalising landholdings larger than 400 hectares. Relations with the USA, already shaky, deteriorated when he nationalised US-owned petroleum refineries that had refused to process Venezuelan oil. The Americans retaliated by cutting Cuban sugar imports, crippling the Cuban economy, and the CIA began plotting devious ways to overthrow the revolutionary government. Desperate for cash, Castro turned to the Soviet Union, which promptly paid top dollar for Cuba's sugar surplus.

In 1961, 1400 CIA-trained Cuban expats, mainly upper-middle-class Batista supporters who had fled to Miami after the revolution, attacked the island at the Bay of Pigs. They were promptly captured and ransomed back to the US for medical supplies. The
following week, Castro announced the 'socialist nature' of the revolutionary government, something he'd always denied. The Soviet Union, always eager to help a struggling socialist nation (particularly one so strategically located) sent much-needed food, technical support and, of course, nuclear weapons. The October 1962 Cuban Missile Crisis is said to be the closest the world has ever come to nuclear conflict.

The missiles were shipped back to the USSR, and the USA declared an embargo on Cuba. Castro and his Minister of Economics, Che Guevara, began actively supporting guerilla groups in South America and Africa, sending troops and advisers to assist socialist insurgencies in Zaire, Angola, Mozambique, Bolivia (where Guevara was killed) and Ethiopia. The US response was to support dictators in many of those countries. By the 1970s, Cuba had limited itself to sending doctors and technicians abroad; there were problems enough at home. Despite massive Soviet aid, the Cuban command economy was in ruins, and the country's plight worsened in 1989 when Russia withdrew its aid as Eastern Europe collapsed.

In December 1991, the Cuban Constitution was amended to remove all references to Marxism-Leninism, and economic reforms began. In 1993, laws passed allowing Cubans to own and use US dollars, be self-employed and open farmers' markets. Taxes on dollar incomes and profits were levied in 1994, and in September 1998 foreign companies were allowed to wholly own and operate businesses and purchase real estate. These measures gradually brought the economy out of its post-Soviet tailspin. The US responded by stiffening its embargo with the Helms-Burton Act, ironically solidifying Castro's position as defender of Cuba against the evil empire.

Critics of the Cuban government's human rights record include the Pope; at least 500 people are 'prisoners of conscience'. Each year, hundreds of Cubans brave the shark-infested waters separating Cuba from the USA, hoping to make a landfall that guarantees US citizenship and support from the wealthy Cuban exile community in Miami, Florida.

While there is broad support in the US for a relaxation of sanctions against Cuba, Washington continues to pander to the powerful Florida Cuban community. In May 2002, it accused Cuba of producing biological weapons and added it to its list of 'axis of evil' countries, coinciding with an historic goodwill visit by former US president Jimmy Carter. Meanwhile, Cuba's worsening human rights record drew criticism from all quarters, such as the European Union (which has threatened sanctions), the UN Human Rights Commission, and even old friends such as Mexico and Uruguay (with whom diplomatic ties were suspended in 2002).

Culture

After the revolution the arts were actively supported by the government: many theatres, museums and arts schools were founded, musicians were guaranteed a salary and a national film industry was established. The government has sought to redress the influence of North American mass culture by subsidising Afro-Cuban cultural groups and performing ensembles, which contributes to a proud and lively cultural identity.
Lesson 4
<table>
<thead>
<tr>
<th>Sheltered Features</th>
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<tr>
<td><strong>1. Contextualize Lesson</strong></td>
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<td>1a. Visuals (Realia, Manipulatives, Gestures)</td>
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<td>1b. Model (Instructions, Processes)</td>
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<td>1c. Activate Background Knowledge</td>
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<td><strong>2. Make Text Comprehensible</strong></td>
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<tr>
<td>2a. Graphic Organizers</td>
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<tr>
<td>2b. Develop Vocabulary</td>
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<tr>
<td>2c. Simplify Written Text</td>
<td>✓</td>
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<tr>
<td><strong>3. Make Talk Comprehensible</strong></td>
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</tr>
<tr>
<td>3a. Graphic Organizers; Listening Guides (checklists, etc.)</td>
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<tr>
<td>3b. Frame Main Ideas</td>
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<tr>
<td>3c. Pace Teacher’s Speech</td>
<td>✓</td>
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<tr>
<td><strong>4. Engage: Opportunities for Output</strong></td>
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</tr>
<tr>
<td>4a. Teacher Questioning &amp; Response Strategies; Instructional Conversations</td>
<td>✓</td>
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<tr>
<td>4b. Small Group Work (including information gap activities)</td>
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<tr>
<td>4c. Meaningful, real-life activities; Students as researchers</td>
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<tr>
<td><strong>5. Engage Appropriate Language Proficiency Levels</strong></td>
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<tr>
<td>5a. Use questions appropriate for language levels</td>
<td>✓</td>
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<tr>
<td>5b. Assign appropriate tasks for varying levels</td>
<td>✓</td>
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<tr>
<td><strong>6. Literacy/Academic Development</strong></td>
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<tr>
<td>6a. Allow use of L1 for planning and conceptualization</td>
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<tr>
<td>6b. Lots of real oral and written language</td>
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<tr>
<td>Participatory processes - problem posing (immigrants working in the U.S.)</td>
<td>Learning strategies - note taking</td>
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<td>-------------------------------------------------</td>
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<tr>
<td>Culture - culture awareness (reasons behind Mexican immigration)</td>
<td>Tasks &amp; Activities - concept map</td>
</tr>
<tr>
<td>Listening Skills - listening for specific information (movie clip)</td>
<td>Speaking Skills - turn taking (during class discussion)</td>
</tr>
<tr>
<td>Functions - discussing (class discussion on immigration)</td>
<td>Communicative situations - class discussion</td>
</tr>
<tr>
<td>Grammar - &quot;I&quot; form through opinion sharing</td>
<td>Vocabulary - diversity, indigenous, injustice, maquiladora, emigrate, immigrant</td>
</tr>
</tbody>
</table>
Alina Gonzalez
Lesson 4 Narrative

This lesson to the country of Mexico makes modifications for ELL’s whose levels are early production beginners and speech emergent students. The students are in a 7th grade mainstream classroom. The lesson begins with the teacher drawing a concept map on the board while students model this at their desks. Students will describe the characteristics of Mexicans to the teacher. The one word answer will give ELL’s the opportunity to discuss their opinions without being overwhelmed with speaking in sentences. I will write these characteristics on a board within the concept map. The lesson will continue with a brief ten-minute movie clip. I will stop at certain clips and repeat and emphasize key concepts. This will allow students to write the key information into their notes without missing the rest of the story. Students will also be able to hear the information while seeing scenes that match the information. While discussing how the Indians were converted to Christianity, I will show visuals. This will allow the ELL’s to match the information with the pictures. I will emphasize key terms while speaking, and then write these key characteristics on the board. I will continue the lesson by writing characteristics on the board that describe rich and poor families. Students will get into groups of three. Using these characteristics, students will analyze why someone would leave their country to look for work. This will allow ELL’s to discuss and think out loud about the material. When students present the group’s ideas, ELL’s will be allowed to see how they should present information. I continue the lesson by handing out an elementary school principal’s reaction on the subject of immigration. ELL’s will receive this information highlighted. Students will read this out loud within their groups, allowing ELL’s to hear the proper pronunciations of the words. After reading this ditto, all students will hold a class discussion and share their opinions about immigrants working in the U.S. Lastly, students will summarize what they learned by writing in their journals. ELL’s can bullet their information or use simplified sentences.
Alina Gonzalez
Learning Objectives

Lesson 4

Goal: Students will have the opportunity to examine the history of Mexico and its relationship with the U.S.

Learning Objectives for early production beginners:

Language Objectives:

1. Students will have the opportunity to take notes on the key concepts shown in the movie clip.
2. Students will be able to make a concept map of Mexico.
3. Students will have the opportunity to write key learned terms about Mexico in their journal.
4. Students will be able to either write key terms or voice their opinion on immigration.
5. Students will have the opportunity to separate characteristics defining rich families and poor families.

Content Objectives:

1. Students will be able to identify the reasons that Mexican travel to the U.S. to work.
2. Students will be able to identify what significance the Aztecs had on Mexico.
3. Students will have the opportunity to describe the different characteristics of Mexicans by listing these characteristics in their concept map.

Learning Objectives for Speech Emergent Students:

Language Objectives:

1. Students will have the opportunity to note key concepts shown in movie clip.
2. Students will have the opportunity to summarize what they learned about Mexico in their journals.
3. Students will be able to voice their opinions on immigration during a class discussion.
Content Objectives:

1. Students will have the opportunity to identify Aztec significance to Mexico.
2. Students will be able to identify the religious culture of Mexico today.
3. Students will have the opportunity to cite the different characteristics of Mexicans in their concept maps.
Alina Gonzalez
Unit of Latin America
Modified Lesson 4: Mexico

5 minutes (Teacher Centered):
Students will model teacher’s concept map at their desks in their notebooks. The concept map will be a web activity that includes the aspects of Mexico that we will be studying in class that day. Students will tell the teacher what type of characteristics would describe Mexico.

10 minutes (Teacher Centered):
Movie clip: Teacher will stop clips to repeat and emphasize key concepts. Students will write these concepts in their notebook.

2 minutes (Teacher Centered):
Teacher will expand concept map, students will model.

5 minutes (Teacher Centered):
Use pictures while discussing how the first peoples of the Americas were converted to Christianity. Emphasize key terms. Expand web activity to include Christianity.

10 minutes (Student Centered):
Teacher will write different characteristics on the board, that describe rich and poor people. Using these characteristics, students will analyze why someone would leave their country to look for work.

5 minutes (Student Centered):
Students will receive a reaction of an elementary school principal on the subject of Mexican immigration. ELL’s will receive the ditto with the important information highlighted. Students will read this ditto out loud within their groups.

3 minutes (Student Centered):
Students will hold a class discussion and share their opinion about immigrants working in the U.S.

4 minutes (Student Centered):
Students will spend the last 4 minutes writing in their journals.

Homework: Students must read their specific reading and present in next class.
The Cultures of Mexico and Central America

Diversity - Variety
Indigenous - descendants of the people who first living in a region
Injustice - unfair treatment of people
Maquiladora - border factories
Emigrate - to move out of one country into another
Immigrant - a person who has moved into one country from another

Central America has seven (7) nations in its area.
Spanish is the language of the government and business.
Mexico has both Native American and Spanish influences.
Spanish is the first language for most Mexicans while some Mexicans speak a Native American language.

Religion - In the 1500's and 1600's, Spanish missionaries converted many Native Americans to Christianity.

- Today most people in Central America are Catholic, while other people are Protestant.
- Native Americans have blended (mixed) many of their traditional religions with Christianity.
- Many people in Central America have experienced injustice
- Injustice occurs when people are imprisoned without having a trial or when people have their property taken from them unfairly.
- The population of Central America is growing rapidly
- Most people in Mexico and Central America live in cities
- Moving to the border allows people to work in factories owned by American companies.
- Border factories are called maquiladoras.
Rich (wealthy) people
Big houses on wide streets
Good school
Can pay for medical care

Poor People
shortage of housing
not easy to find work, only available
jobs are selling fruit
or soda on street corners
hard to feed a family

- Because of the poor conditions, thousands of people emigrate to work in the U.S.
- People want to earn some money to help their families.
Elvia Alvarado (el vee ah ah vah RAH doh) walks the back roads of rural Honduras. She helps poor campesinos make a living. Honduran campesinos are like rural people in all of Central America. Many have little land of their own. It is hard for them to make enough money to support their families.

Alvarado is a mother and grandmother. She works for an organization of campesinos. She helps people get loans to buy seeds and farm machinery. Alvarado also helps them get more land. She works with community groups.

Alvarado’s work is not easy. “The communities we work in are hard to get to,” she says. “Sometimes I don’t eat all day, and in the summertime the streams dry up and there’s often no water to drink.” Sometimes Alvarado does not get paid. “But I couldn’t be happy if my belly was full while my neighbors didn’t have a plate of beans and tortillas to put on the table,” she says. “My struggle is for a better life for all Hondurans.”

Cultural Heritage

Alvarado lives and works in Honduras, in Central America. It is one of seven nations in this area. Together they form a crooked, skinny isthmus. The isthmus links Mexico and South America.
One Region, Many Faces There is much diversity and variety, among the people of Central America. Hondurans, like Alvarado, are mostly mestizo. They have both Spanish and indigenous ancestors. Indigenous people are descendants of the people who first lived in a region. About half of Guatemala’s people are mestizo. The other half are indigenous. Many Costa Ricans are direct descendants of Spaniards. And more than half the people of Belize are of African or mixed African and European descent.

These countries have many languages, too. Guatemala is home to more than 20 languages. Spanish is the language of government and business. But the indigenous people in Guatemala speak their own languages. So do indigenous people in Panama, El Salvador, and Nicaragua. Spanish is the main language in six of the seven countries. People in Belize speak English.

Mexico’s Heritage Mexico is very much like the Mexican people. It blends Native American and Spanish influences. Spanish is the first language for most Mexicans, and Mexico is the world’s largest Spanish-speaking country. Some Mexicans speak a Native American language in their daily life. About 30 percent of the people of Mexico are indigenous, and some Mexicans are mestizos.

The Church Religion is important to the people of Mexico and Central America. In the 1500s and 1600s, Spanish missionaries converted many Native Americans to Christianity. The Roman Catholic Church has been important to this region ever since. Most of the people are Catholic. In the country of Belize, however, most people are Protestant. And Native Americans have blended many of their traditional religions with Christianity.

The people of El Salvador are mostly mestizo, and their mixed heritage is reflected in their paintings. Critical Thinking What in this painting illustrates the Salvadorans’ Spanish heritage?
A Growing Population

United States

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<th>Females</th>
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| Percentage of Total Male/Female Population |

Mexico

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<tr>
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<th>Females</th>
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| Percentage of Total Male/Female Population |

Chart Study: Unlike the United States, Mexico is a nation of young people. Critical Thinking: Think about what different skills and needs people have at different ages. What challenges do you think Mexico faces because so many of its people are very young?

Many people in this region want to stop injustice. Injustice is the unfair treatment of people. For example, injustice occurs when people have their property taken from them unfairly. It also occurs when people are imprisoned without first having a trial. Injustice often occurs in countries that have undemocratic governments. Often, the Church has fought injustice. Priests and bishops have called for all people to be treated fairly.

Following the Church's lead, many citizens have taken their own steps to end poverty and injustice. People have started their own health clinics, farms, and organizations. Like Elvia Alvarado and her campesino families, they hope that by working together they will be able to create a better way of life.

Looking for More

The population of Mexico and Central America is growing rapidly. If population continues to grow at the current rate, it will double in 20 to 30 years. As a result, thousands of young people in rural areas cannot...
Many Mexican and Central American immigrants to the United States find jobs on farms, picking crops. The farm workers on the right are picking strawberries near Salinas, California. The worker below is harvesting broccoli in Texas' Rio Grande Valley.

find jobs. Many have left their homes to look for work in the city. Today, most people in Mexico and Central America live in cities.

In Mexico, some people move to towns along the border with the United States. There, they can work in factories owned by American companies. These companies place their factories in Mexico because wages are lower there. Border factories are called maquiladoras (ma kee la dor as).

**Life in the City** In many cities in the region, there are big contrasts between the lives of the wealthy and the lives of the poor. Wealthy people live in big houses on wide streets. They go to good schools and can afford to pay for medical care. Many of them have a lifestyle similar to that of wealthy people in the United States.

For the poor, however, life in the city can be hard. There is a shortage of housing. It is not easy to find work. Sometimes, the only job available is selling fruit or soda on street corners. It is hard to feed a family.
on the wages such work commands. Yet people are willing to live with hardships they find in the city. Cecilia Cruz can explain why. She moved with her husband and their two sons to Mexico City from the southern state of Oaxaca (wah HAH kah). They live in a two-room house made of cinder blocks. It is on the outermost boundary of the city. “We came here for the schools,” says Cruz. “There are more choices here. The level of education is much higher.” Most newcomers to the city would agree.

Moving to the United States Most people in Mexico and Central America move somewhere else within their own country if they cannot find work. Some move to cities or border towns. In addition, however, thousands of people emigrate. To emigrate means to move out of one country into another. Most leave because they cannot find work at home. Also, rising prices have made living more expensive. Many people emigrate to the United States.

Fermin Carrillo (fair meen kah ree yoh) is one worker who did just that. He left his home town of Huaynamota, Mexico. There were no more jobs at home, and his parents needed food and medical care. Carrillo moved to a town in Oregon. Now he works in a fish processing plant. He sends most of the money he earns home to his parents. Carrillo hopes one day to become a U.S. citizen. Other immigrants are different. They want to return home after earning some money to help their families. An immigrant is a person who has moved into one country from another.

Many Mexicans and Central Americans, like Fermin Carrillo, have left the region in search of a better life. Many more have followed Elvia Alvarado’s example. They have stayed and begun to build a better life for themselves at home.

**SECTION 1 REVIEW**

1. Define (a) diversity, (b) indigenous, (c) injustice, (d) maquiladora, (e) emigrate, (f) immigrant.

2. Identify Mexico City.

3. (a) What is the main language and religion of the people of Mexico and Central America? (b) How do the languages and religions of the region reflect its history?

4. What is one reason that rural people in Mexico and Central America are moving to the cities?

**Critical Thinking**

5. Recognizing Cause and Effect Explain several reasons for Mexican and Central American immigration to the United States.

**Activity**

6. Writing to Learn Write a journal entry from the point of view of one of the people mentioned in this section. Write about that person’s hopes and dreams. How are they like your own? How are they different?
The laughter comes spontaneously, like the time I overheard an attorney saying to a peer: "We need Proposition 187 because people are coming over here taking our jobs." I stood by the side of those attorneys trying to imagine some illegal immigrant crawling under a barbed wire fence or risking his or her life running across eight lanes of dangerous traffic trying to get to an interview at their law firm.

"Er-uh, Mr. Lopez, how many cases of insurance fraud have you litigated?"

Mr. Lopez, wiping dirt from his travails off his shirt, says, "Que?"

"Good answer, Mr. Lopez. Get a suit that's a little less campesino in appearance and report here in the morning."

Come on. Who is coming to this country and taking meaningful jobs from any American? How many U.S. citizens are standing in lines for the backbreaking work that lettuce fields have to offer?

A little laughter. But then the sadness sets in and my eyes water with tears as I think of this world we live in. People don't know how to get along. They pretend to create good relations with our neighbors to the north and south with hollow schemes like the North American Free Trade Agreement (NAFTA). Right. And it doesn't snow in Minneapolis in the wintertime.

If NAFTA offers half the potential it has promised, we won't have an immigration problem with our neighbors to the south. Do we really think people want to leave the country of their birth, of their ancestry, and split up their families, living on the edge, facing a life of uncertainty?

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Both kinds of Ellis's
Lesson Plan: Mexico

Name: Alina Gonzalez

School:

Grade/Level: 7th grade

General Objectives: Students will examine Mexican lifestyle.

<table>
<thead>
<tr>
<th>Time</th>
<th>Objectives</th>
<th>Activities</th>
<th>Comments &amp; Materials Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 minutes</td>
<td>Students will develop a concept map with Mexico as a centerpiece.</td>
<td>Write Mexico in center of web on board. Students will draw their concept map at their desk. Ask students how they would describe Mexico and its people.</td>
<td>Web Activity turning into a concept map</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Students will be able to define who the Aztecs were.</td>
<td>Show 10 clip of movie: Spirits of the Jaguar: The Aztecs.</td>
<td></td>
</tr>
<tr>
<td>2 minutes</td>
<td>Students will expand their web</td>
<td>Expand web activity to include various aspects of Aztec culture.</td>
<td></td>
</tr>
<tr>
<td>5 minutes</td>
<td>Students will cite various religious places that are significant to Mexican culture</td>
<td>Discuss how the first peoples of the Americas were converted, then discuss the places religious sites and their significance.</td>
<td>Expand Catholic bubble on web activity</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Students will analyze the reasoning behind illegal immigrants</td>
<td>Write characteristics from the homework assignment of poor vs. rich people on board. Students will get into groups and analyze why someone would leave their country and look for work elsewhere.</td>
<td></td>
</tr>
<tr>
<td>5 minutes</td>
<td>Students will examine a principal’s thought on immigration.</td>
<td>Hand out a ditto of a reaction of an elementary school principal on the subject of Mexican immigration in book Beyond Heroes and Holidays</td>
<td></td>
</tr>
<tr>
<td>3 minutes</td>
<td>Students will expand this lesson by holding a class discussion.</td>
<td>Students will voice their opinion about immigrants working in the U.S. through a class discussion.</td>
<td></td>
</tr>
<tr>
<td>4 minutes</td>
<td>Students will summarize what they learned by writing in their journal</td>
<td>Students will write, in their journals, what they learned about in class today.</td>
<td></td>
</tr>
</tbody>
</table>

Homework: Separate class into groups, students must read and present for next class.
Elvia Alvarado (el vee ahl vah RAH doh) walks the back roads of rural Honduras. She helps poor campesinos make a living. Honduran campesinos are like rural people in all of Central America. Many have little land of their own. It is hard for them to make enough money to support their families.

Alvarado is a mother and grandmother. She works for an organization of campesinos. She helps people get loans to buy seeds and farm machinery. Alvarado also helps them get more land. She works with community groups.

Alvarado’s work is not easy. “The communities we work in are hard to get to,” she says. “Sometimes I don’t eat all day, and in the summertime the streams dry up and there’s often no water to drink.” Sometimes Alvarado does not get paid. “But I couldn’t be happy if my belly was full while my neighbors didn’t have a plate of beans and tortillas to put on the table,” she says. “My struggle is for a better life for all Hondurans.”

Cultural Heritage

Alvarado lives and works in Honduras, in Central America. It is one of seven nations in this area. Together they form a crooked, skinny isthmus. The isthmus links Mexico and South America.
One Region, Many Faces  There is much diversity, or variety, among the people of Central America. Hondurans, like Alvarado, are mostly mestizo. They have both Spanish and indigenous ancestors. Indigenous (in djuh nus) people are descendants of the people who first lived in a region. About half of Guatemala’s people are mestizo. The other half are indigenous. Many Costa Ricans are direct descendants of Spaniards. And more than half the people of Belize are of African or mixed African and European descent.

These countries have many languages, too. Guatemala is home to more than 20 languages. Spanish is the language of government and business. But the indigenous people in Guatemala speak their own languages. So do indigenous people in Panama, El Salvador, and Nicaragua. Spanish is the main language in six of the seven countries. People in Belize speak English.

Mexico’s Heritage  Mexico is very much like the Mexican people. It blends Native American and Spanish influences. Spanish is the first language for most Mexicans, and Mexico is the world’s largest Spanish-speaking country. Some Mexicans speak a Native American language in their daily life. About 30 percent of the people of Mexico are indigenous, and some Mexicans are mestizos.

The Church  Religion is important to the people of Mexico and Central America. In the 1500s and 1600s, Spanish missionaries converted many Native Americans to Christianity. The Roman Catholic Church has been important to this region ever since. Most of the people are Catholic. In the country of Belize, however, most people are Protestant. And Native Americans have blended many of their traditional religions with Christianity.

The people of El Salvador are mostly mestizo, and their mixed heritage is reflected in their paintings. Critical Thinking What in this painting illustrates the Salvadorans’ Spanish heritage?
Many people in this region want to stop injustice. Injustice is the unfair treatment of people. For example, injustice occurs when people have their property taken from them unfairly. It also occurs when people are imprisoned without first having a trial. Injustice often occurs in countries that have undemocratic governments. Often, the Church has fought injustice. Priests and bishops have called for all people to be treated fairly.

Following the Church’s lead, many citizens have taken their own steps to end poverty and injustice. People have started their own health clinics, farms, and organizations. Like Elvia Alvarado and her campesino families, they hope that by working together they will be able to create better way of life.

Looking for Work

The population of Mexico and Central America is growing rapidly. If the population continues to grow at the current rate, it will double in 20 to 30 years. As a result, thousands of young people in rural areas cannot
Many Mexican and Central American immigrants to the United States find jobs on farms, picking crops. The farm workers on the right are picking strawberries near Salinas, California. The worker below is harvesting broccoli in Texas’ Rio Grande Valley.

find jobs. Many have left their homes to look for work in the city. Today, most people in Mexico and Central America live in cities.

In Mexico, some people move to towns along the border with the United States. There, they can work in factories owned by American companies. These companies place their factories in Mexico because wages are lower there. Border factories are called maquiladoras (ma kee la dor as).

Life in the City In many cities in the region, there are big contrasts between the lives of the wealthy and the lives of the poor. Wealthy people live in big houses on wide streets. They go to good schools and can afford to pay for medical care. Many of them have a lifestyle similar to that of wealthy people in the United States.

For the poor, however, life in the city can be hard. There is a shortage of housing. It is not easy to find work. Sometimes, the only job available is selling fruit or soda on street corners. It is hard to feed a family
on the wages such work commands. Yet people are willing to live with hardships they find in the city. Cecilia Cruz can explain why. She moved with her husband and their two sons to Mexico City from the southern state of Oaxaca (wah HAH kah). They live in a two-room house made of cinder blocks. It is on the outermost boundary of the city. "We came here for the schools," says Cruz. "There are more choices here. The level of education is much higher." Most newcomers to the city would agree.

Moving to the United States Most people in Mexico and Central America move somewhere else within their own country if they cannot find work. Some move to cities or border towns. In addition, however, thousands of people emigrate. To emigrate means to move out of one country into another. Most leave because they cannot find work at home. Also, rising prices have made living more expensive. Many people emigrate to the United States.

Fermin Carrillo (fair MEEN kah kee yoh) is one worker who did just that. He left his home town of Huaynamota, Mexico. There were no more jobs at home, and his parents needed food and medical care. Carrillo moved to a town in Oregon. Now he works in a fish processing plant. He sends most of the money he earns home to his parents. Carrillo hopes one day to become a U.S. citizen. Other immigrants are different. They want to return home after earning some money to help their families. An immigrant is a person who has moved into one country from another.

Many Mexicans and Central Americans, like Fermin Carrillo, have left the region in search of a better life. Many more have followed Elvia Alvarado’s example. They have stayed and begun to build a better life for themselves at home.

SECTION 1 REVIEW

1. Define (a) diversity, (b) indigenous, (c) injustice, (d) maquiladora, (e) emigrate, (f) immigrant.

2. Identify Mexico City.

3. (a) What is the main language and religion of the people of Mexico and Central America? (b) How do the languages and religions of the region reflect its history?

4. What is one reason that rural people in Mexico and Central America are moving to the cities?

Critical Thinking

5. Recognizing Cause and Effect Explain several reasons for Mexican and Central American immigration to the United States.

Activity

6. Writing to Learn Write a journal entry from the point of view of one of the people mentioned in this section. Write about that person’s hopes and dreams. How are they like your own? How are they different?
laugh at its absurdity or cry because of its cruelty. We've done both.

The laughter comes spontaneously, like the time I overheard an attorney saying to a peer: "We need Proposition 187 because people are coming over here taking our jobs." I stood to the side of those attorneys trying to imagine some illegal migrant crawling under a barbed wire fence or risking his or her life running across eight lanes of dangerous traffic trying to get to an interview at their law firm.

"Er-uh, Mr. Lopez, how many cases of insurance fraud have you litigated?"

Mr. Lopez, wiping dirt from his travels off his shirt, says, "Que?"

"Good answer, Mr. Lopez. Get a suit that's a little less campesino in appearance and report here in the morning."

Come on. Who is coming to this country and taking meaningful jobs from any American? How many U.S. citizens are standing in lines for the backbreaking work that lettuce fields have to offer?

A little laughter. But then the sadness sets in and my eyes water with tears as I think of this world we live in. People don't know how to get along. Why pretend to create good relations with our neighbors to the north and south with hollow schemes like the North American Free Trade Agreement (NAFTA). Right. And it doesn't snow in Minneapolis in the wintertime.

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Lesson 5
<table>
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<tr>
<th>Sheltered Features</th>
<th>Present in Lesson</th>
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<tbody>
<tr>
<td><strong>1. Contextualize Lesson</strong></td>
<td></td>
</tr>
<tr>
<td>1a. Visuals (Realia, Manipulatives, Gestures)</td>
<td></td>
</tr>
<tr>
<td>1b. Model (Instructions, Processes)</td>
<td>✓</td>
</tr>
<tr>
<td>1c. Activate Background Knowledge</td>
<td>✓</td>
</tr>
<tr>
<td><strong>2. Make Text Comprehensible</strong></td>
<td></td>
</tr>
<tr>
<td>2a. Graphic Organizers</td>
<td></td>
</tr>
<tr>
<td>2b. Develop Vocabulary</td>
<td>✓</td>
</tr>
<tr>
<td>2c. Simplify Written Text</td>
<td>✓</td>
</tr>
<tr>
<td><strong>3. Make Talk Comprehensible</strong></td>
<td></td>
</tr>
<tr>
<td>3a. Graphic Organizers; Listening Guides (checklists, etc.)</td>
<td></td>
</tr>
<tr>
<td>3b. Frame Main Ideas</td>
<td>✓</td>
</tr>
<tr>
<td>3c. Pace Teacher’s Speech</td>
<td>✓</td>
</tr>
<tr>
<td><strong>4. Engage: Opportunities for Output</strong></td>
<td></td>
</tr>
<tr>
<td>4a. Teacher Questioning &amp; Response Strategies; Instructional Conversations</td>
<td></td>
</tr>
<tr>
<td>4b. Small Group Work (including information gap activities)</td>
<td>✓</td>
</tr>
<tr>
<td>4c. Meaningful, real-life activities; Students as researchers</td>
<td></td>
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<tr>
<td><strong>5. Engage Appropriate Language Proficiency Levels</strong></td>
<td></td>
</tr>
<tr>
<td>5a. Use questions appropriate for language levels</td>
<td></td>
</tr>
<tr>
<td>5b. Assign appropriate tasks for varying levels</td>
<td>✓</td>
</tr>
<tr>
<td><strong>6. Literacy/Academic Development</strong></td>
<td></td>
</tr>
<tr>
<td>6a. Allow use of L1 for planning and conceptualization</td>
<td></td>
</tr>
<tr>
<td>6b. Lots of real oral and written language</td>
<td>✓</td>
</tr>
<tr>
<td>Participatory processes-experiential learning technique</td>
<td>Learning strategies- note taking</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
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</tr>
<tr>
<td></td>
<td>Tasks &amp; Activities- presenting homework</td>
</tr>
<tr>
<td>Culture- culture awareness (life on a finca)</td>
<td>Speaking Skills- group work (comparing finca life to U.S. slavery life)</td>
</tr>
<tr>
<td>Listening Skills- listening for specific information as teacher reads role playing descriptions</td>
<td></td>
</tr>
<tr>
<td>Vocabulary- ethnic group</td>
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</tbody>
</table>


This lesson introduces the country of Guatemala and makes modifications for ELL’s whose levels are early production beginners and speech emergent students. The students are in a 7th grade mainstream classroom. The lesson begins with a student-centered activity. The students were placed in groups, each under a certain topic within the textbook. Each student was assigned a paragraph within that topic that they had to read and summarize. Each student presents their summary within their group in the front of the class. ELL’s are expected to present as well but they will have received the reading material highlighted or modified. The activity will give readers a chance to speak in class. ELL’s will have an opportunity to share their knowledge with the rest of the class. While at the same time, modeling proper language by reading their modified text to the class. I continue the lesson by reading out loud a role-playing ditto. This ditto shares the different beliefs and opinions about how to treat citizens in Guatemala and how to improve the Guatemalan economy. Students will write their opinions on a piece of paper as if they were the people that I am describing. ELL’s will be allowed to write key words or phrases instead of summarizes. The way the ELL’s can work at their own pace without feeling that they have to match the activities of the mainstream students.

The lesson will continue with the students getting into groups and analyzing the finca lifestyle in Guatemala. Students will then compare this lifestyle to that of the slaves in the U.S. before the Civil War. ELL’s will have received a modified version of the finca life. Working in groups will allow ELL’s to model proper language while the modified ditto will allow the ELL’s to view the key concepts already displayed. The final activity will be a timeline activity. Students will mark the timeline with the important dates that we have discussed thus far on all of the four countries. This will provide students with a visual of the history of Puerto Rico, Cuba, Mexico, and Guatemala.
Alina Gonzalez
Learning Objectives
Lesson 5

Goal: Students will have the opportunity to examine life in Guatemala before and after its Civil War.

Learning Objectives for early production beginners:

Language Objectives:
1. Students will have the opportunity to read their summary homework to the class.
2. Students will have the opportunity to write sentences or key phrases of their action to each role-playing activity.
3. Students will have the opportunity to write key learned terms about Guatemala in their journal.

Content Objectives:
1. Students will have the opportunity to identify the differences of opinion between the Guatemala President and the U.S. President during the 1950's and 1960's.
2. Students will have the opportunity to describe life on the finca by writing key terms in their notebook.
3. Students will have the opportunity to list important dates on the countries that have been discussed up to this point on a timeline.

Learning Objectives for Speech Emergent Students:

Language Objectives:
1. Students will have the opportunity to compare the finca life in Guatemala to that of the slaves in the U.S. and discuss the information within their groups.
2. Students will have the opportunity to present their homework summary to the class.
3. Students will have the opportunity to write key learned phrases about Guatemala in their journal.
Content Objectives:

1. Students will have the opportunity to examine the difficulties of a farmer’s life while working in a finca.
2. Students will have the opportunity to analyze the differences of opinion between all of the main characters in the role playing activity.
3. Students will have the opportunity to create a timeline on the board with the dates provided by the teacher.
Alina Gonzalez
Unit of Latin America
Modified Lesson 5: Guatemala

Previous Homework: Certain paragraphs will be given to ELL’s for homework. These assignment paragraphs will be either modified or highlighted.

15 minutes (Student Centered):
Groups will present what they read for homework, each student will have 1-2 paragraphs that they were expected to summarize. ELL’s will have had their information highlighted or modified. They will be allowed to write the key information on the board, then read the information to the class.

15 minutes (Teacher Centered):
Pretend role-playing activity. Students will write sentences describing their feelings about Guatemala’s political and economic economy as if they were the people whose characters I am describing. ELL’s can write key words to show what they understand these characters to be for or against.

10 minutes (Student Centered):
Students will read the description of the finca life in Guatemala. They will get into groups of 3 and discuss how they can compare the finca life to that of the slaves in the U.S. before the Civil War. ELL’s can write key terms on their notebook before sharing with the class.

5 minutes (Teacher Centered):
I will write the key dates that the class has discussed up to this point on Puerto Rico, Cuba, Mexico, and Guatemala. Students will put these dates in the correct order on the timeline. Students at their desk will copy this in their notes.

Homework: Students are to choose two articles from the bold print from In Focus: Guatemala and react to the readings. ELL’s can write key words or a summary that
shows what they understood from the reading. All students must summarize what they learned about Guatemala in their journals.
Losing a Home (modified notes for ELL's to present to class)

- Rigoberta Menchú had a difficult childhood
- The civil war was occurring in Guatemala
- Most Native Americans in Guatemala could not read or write
- Mayas own land but if they do not file any papers with the government to prove that they own the land, then they have no proof of ownership
- Soldiers can come and take the land if there is no proof of ownership
- When Rigoberta Menchú was twelve, people that claimed to own her village's land came with soldiers.
- They took the village's crops (food) and made the people leave
- The villagers had nowhere to go but into the rain.

500-Year-Old Struggle (modified notes for ELL's to present to class)

- The indigenous people (Indians) of Guatemala have resisted injustice for 500 years
- The Spanish, first conquered Native Americans by force
- Indians dies from hunger, slavery, and disease
- In Guatemala there are 23 ethnic groups of Native Americans

*Ethnic group:* group of people who share a language, a religion, and cultural traditions.
Role Play Cards

These are to be given to students so they can play their roles better.

Jacobo Arbenz:
I am the second president in Guatemalan history to be elected democratically. I am trying to find a way to help the Guatemalan people break free of their poverty. To do this, I want to redistribute land from wealthy landowners to landless people so rural Guatemalans can grow their own food. I do not like that the United Fruit Company has so much power in Guatemala. This and other foreign companies paid little to no taxes in the past under the various dictators who preceded me. All of the profits from these companies go back to the U.S. where they do not help my people. These big landowners use a small proportion of their land. I want to give that unused land to peasants who can really use it. I will compensate the landowners with the amount they claimed on their taxes the land was worth. These companies also treat my people badly. They do not pay workers well; they force workers to work seven days per week, and they provide substandard housing for workers. I encourage my people to unite and organize in unions so they can improve their situations.

Sam Zemurray:
I am the Managing Director of the United Fruit Company. I worked hard to make the company the success it is today. I believe in capitalism and the right of a business to succeed based on savvy business decisions. It was my brilliant idea to invest in Guatemala. I realized the American people would love bananas, and I am able to provide them with this delicacy. Without the United Fruit Company, the Guatemalan people would have no work. We provide thousands of jobs to people who otherwise be unemployed. Our workers live in better conditions and get paid better than other people in the Guatemalan countryside. Our land is worth millions of dollars. The Guatemalan government has no right to expropriate our land for a ridiculously small sum of money. All of our business practices have been accepted by past leaders. Why is Arbenz causing this big disruption now? We would lose so much money from the land expropriation that it would no longer be economical for us to invest in Guatemala. This would be very bad for the Guatemalan people. The Guatemalan economy relies on UFCO to provide jobs and stability. Also, our stockholders in the U.S. expect a certain profit margin. We cannot let our stockholders down. We cannot allow the land redistribution to occur!
Carlos Castillo Armas:
I am a colonel in the Guatemalan army. I came to power in 1954 with the backing of the CIA. After leading a group of rebels over the Honduran border and into Guatemala, I was flown into Guatemala City aboard the plane of U.S. Ambassador Peurifoy. I took the presidency from Arbenz in a coup that was planned by the U.S. government. Once I took office, I suspended the Guatemalan constitution and ruled by decree, meaning whatever I commanded was the law. I established the Committee of National Defense Against Communism and encouraged citizens to turn in neighbors they suspected of being communists. This committee had unlimited powers to arrest people without warrants. I repealed land reform measures enacted by my predecessors and destroyed labor unions. These represented a communist influence. I also banned rural literacy programs because they were a means of spreading Communist ideology.

President Eisenhower:
I am president of the United States. In this position, it is my responsibility to defend democracy in all parts of the globe. I believe that Arbenz’s government is a threat to democracy in Central America. His actions in favor of land reform and labor unions impede the free flow of capitalism in Guatemala. He has recognized the Communist Party as an official political party in Guatemala and allows two outspoken Communists to remain in the Guatemalan congress. Also, Arbenz recently accepted arms from Czechoslovakia indicating his alliance with the Soviet Union. Arbenz’s actions are too serious to ignore. If we do not suppress the fire of Communism in Guatemala, it will spread throughout Latin America. Pretty soon, the Russians will be marching through Mexico straight for the U.S. border! We must stop Arbenz!

Guatemalan campesinos:
We are indigenous Guatemalans. We are farmworkers who take whatever work we can find. Most of the time, we work on the large fincas picking coffee or bananas for a few cents per day. We work long hours and often have to work seven days per week. Our salaries do not even pay us enough to buy food for our families. It is especially difficult to buy meat, eggs, and milk, so our families can not get enough protein and are malnourished. Also, there are times when we can not even find corn or beans to buy. This is because most of the rich farm land in Guatemala is used for export crops like bananas. If we had access to land, we could grow our own food. Corn, beans, onions, carrots, and cabbage are all crops that grow well here, yet the government often has to import these foods because not enough is grown here to sustain the people. We support President Arbenz’s efforts to redistribute land to campesinos. All we want is adequate food and shelter, and the ability to organize into labor unions to gain fair compensation for our work.
Slave Labor

- Most women pickers on the coffee estates are Indians.
- These women are poor and have to bring their children with them during harvest time.
- Women will sometimes have ten (10) children, but out of the ten (10) children, three (3) or four (4) will be healthy and grow into adulthood. The rest will die of malnutrition.
- Women have to spend the entire day picking, then cook in the barns where they live.
- These barns, also called galeras, have dirt floor, no beds, no side walls, and no running water.
- Malnutrition levels and child death rates are very high on plantation.
- Sometimes children die from the pesticides that the planes spray in the coffee.
- Why do landowners use insecticides?
- More insecticide kills more insects, which mean more cotton and that equals bigger profits.
- The whole coffee estate system can be compared to slavery.
- A contratista (contractor) lends money in advance to farmers who use it to buy corn or fertilizer.
- In return, the peasants must work on the finca for a fixed period.
- The loan is automatically deducted from their wages.
- People get paid Q4.20 for every 100 pounds of coffee they pick.
- Q7.20 = $1
- People are only able to pick about 30 pounds a day.
- People work there in order to pay off the contratista who lends people money to buy fertilizer.
- Even if these people work for a month, they will not earn enough to pay off the contratista.
- While these people work for very little money, the owner of the finca owns various fincas, a helicopter, and a new car.
Issues in Latin America Today

Reach Into Your Background
Most people like the feeling of being able to take care of themselves. What could you do now to prepare for that part of your life?

Questions to Explore
1. How are Latin American nations trying to improve their economies?
2. What issues has the move to the cities created in Latin America?

Key Terms
- invest
- economy
- campesino
- rural
- urban

Key Places
- Brazil

Samuel Zemurray came from Russia to the United States in 1892. He worked for his aunt and uncle, who owned a store in Alabama. As part of his job, Zemurray sometimes traveled to the port city of Mobile. He noticed that fruit and vegetable traders there often threw away ripe bananas. They knew the bananas would spoil before reaching stores. Zemurray bought the ripe bananas and delivered them to stores overnight. The quick delivery meant that the fruit was still fit to be sold. Zemurray's business was so successful that he decided to expand. He did this by buying land in the country of Honduras, where bananas were grown. Zemurray soon became a leading banana grower.

Foreign Investment

In the 1900s, many companies like Zemurray’s invested in Latin America. To invest means to spend money to earn more money. Some companies owned farms and grew crops such as sugar and bananas. Other foreign companies ran mines. By the mid-1900s, most businesses in Latin America were owned by or did work for foreign companies. As a result, foreign companies became powerful in Latin American economies. A country’s economy is made up of the ways that goods and services are produced and made available to people.

Often money from the sale of goods and services comes into or goes out of a country, it affects the country’s economy.
Foreign companies made huge profits from their businesses in America. However, these companies did little to help Latin American countries build their economies. Many Latin Americans realized it was important to improve their economies. They needed to factories so that they could make their own manufactured goods. They also needed to grow many different kinds of crops and to develop a wide range of resources.

Some Latin American countries soon took steps to carry out their economic building plans. And they proved successful. During the 1960s and early 1970s, the economies of many Latin American countries grew. However, in the early 1980s, oil prices went up. Latin American countries needed oil to run their factories—and they had to pay high and higher prices for it. At the same time, the prices of Latin American products fell. Latin American countries had to spend more money, they were making less and less. To make up the difference, they borrowed money from wealthy countries such as the United States. By the 1980s, many Latin American countries had huge foreign debts.

### Debts of Latin American Nations

<table>
<thead>
<tr>
<th>Country</th>
<th>Debt 1994</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argentina</td>
<td>73</td>
</tr>
<tr>
<td>Bolivia</td>
<td>4.2</td>
</tr>
<tr>
<td>Brazil</td>
<td>134</td>
</tr>
<tr>
<td>Chile</td>
<td>20</td>
</tr>
<tr>
<td>Colombia</td>
<td>12.6</td>
</tr>
<tr>
<td>Ecuador</td>
<td>13.2</td>
</tr>
<tr>
<td>Paraguay</td>
<td>1.4</td>
</tr>
<tr>
<td>Peru</td>
<td>22.4</td>
</tr>
<tr>
<td>Uruguay</td>
<td>4.2</td>
</tr>
<tr>
<td>Venezuela</td>
<td>40.1</td>
</tr>
</tbody>
</table>

**Billions of Dollars**

**Chart Study**

Argentina and Brazil are the two Latin American countries with the most industry. They also have the most foreign debt. **Critical Thinking**

Why do you think that Argentina and Brazil have more debt than other countries?
Facing Economic Challenges

People in Latin American countries have expanded their economies by building more factories and growing different kinds of crops. And they have taken other steps to improve their economies.

Foreign companies still invest in Latin America. But most Latin American countries limit how investments can be made. They want to prevent foreign countries from having too much control over important parts of their economies. Some countries, for instance, have tried to stop foreign companies from acquiring too much land.

Latin American countries have tried to improve their economies by cooperating with one another. For a long time, most Latin American countries did not trade with one another. They did not need to because, for the most part, they all produced the same kinds of goods. Recently, however, some countries have developed new industries. The products these countries make can be traded to other countries in the region. This kind of trade has increased in the last few years. Latin American countries also have formed several organizations that encourage cooperation in the region.

Land Distribution

The issue of how land is used greatly affects the future of Latin America's economies. Land is one of Latin America's most important resources. Some people and companies own great amounts of land in

Building Televisions on an Assembly Line

In the last 50 years, Latin American countries have begun to produce many more products in factories like this one in Brazil. Critical Thinking: What skills do you think these factory workers need?
In El Salvador, many farmers do not have modern farming equipment. They use traditional wooden plows and oxen. Critical Thinking: What would it cost a farmer to own oxen? How would this cost compare to the cost of owning a tractor?

Latin America but most people in the region do not own any land. In Brazil, for example, 45 percent of the land is owned by only 1 percent of the population.

**Dividing the Land** Much of the farmland in Latin America is owned by a few wealthy families. This land is occupied by haciendas where crops are grown to sell abroad. In contrast, many poor farmers—known as campesinos (kahm peh SEE nohs)—own only small tracts of land. They often grow enough only to meet their own needs.

Starting in the 1930s, many Latin American countries tried to help the campesinos by dividing the land more equally. These programs have met with mixed success. In some cases, the land given to the campesinos was of poor quality. No matter how hard they tried, they could not make a living from it. In other cases, the campesinos struggled because they had neither the money to buy seeds and equipment nor the skills necessary for success. Many Latin American countries have begun to see that taking land from one person and giving it to another does not necessarily improve people’s lives or the economy.

**Using and Protecting the Land** Dividing up the land has raised other issues. Brazil gave land to landless peasants by moving them to the Amazonian rain forest. The peasants burned down trees to clear the land for farming. After a few years, however, the soil in the rain forest became unfit for farming.
Many people around the world expressed worries about the clearing of the rain forest. Some believed that this would hurt the environment. Others said that it would change the way of life of the Native Americans who live there. Some people, however, have challenged this view. Economic progress, they say, will come only if Brazil uses all its resources. Brazilian leaders are looking for a balance. They want to find ways to help the economy and the campesinos without destroying the rain forest.

The Move to the City

Many campesinos have decided that making a living from the land is just too difficult. They have left the land and gone to the cities in search of different economic opportunities. This move has resulted in the rapid growth of the populations of large cities. Since the 1950s, many Latin American countries have had a population explosion. The population has increased dramatically in both the rural or countryside, and the urban, or city, areas of Latin America. The population of urban areas, however, has gone up the most.

Many Latin Americans who move to the cities are looking for better jobs. They also want to improve the quality of their lives. They hope to find comfortable homes, better medical care, and good schools for their children. However, they do not always realize their hopes. As Latin American countries strive to build their economies, there will be greater opportunities for people to have a better life.

Activity

4. How have Latin American countries tried to change the landowning system in the region?

Critical Thinking

5. Recognizing Cause and Effect: How has the increase in population contributed to the growth of cities in Latin America?

SECTION 5 REVIEW

1. Define: (a) invest, (b) economy, (c) campesino, (d) rural, (e) urban.

2. Identify: Brazil.

3. What steps have Latin American countries taken to improve their economies?
Losing a Home  During most of Menchú's childhood, there was a civil war going on in Guatemala. The Mayas were caught in the middle. Indigenous people do not always think of themselves as citizens of the country in which they live. A Mayan woman is more likely to think of herself as a Maya than as a Guatemalan.

Also, most Native Americans in Guatemala cannot read or write. Most Mayas have not filed any papers with the government showing that they own land. The Mayas often have no way to prove that their land belongs to them. The people of Menchú's village worked hard for many years, and soon the land began to produce crops. But then the civil war and landowners caught up with Menchú's village.

Menchú wrote that when she was twelve years old, the landowners came with soldiers. They disagreed with the village's claim to the land. Now that it was cleared and producing crops, they wanted it. They forced Menchú's family and their neighbors to leave.

"First they went into our houses without permission and got all the people out," Menchú remembered. Then, the soldiers were ordered to throw away each family's belongings. The soldiers took all the corn the people had stored. The villagers had nowhere to go but out into the rain.

The Sami  The Sami, or Lapps, live in the far north of Norway, Sweden, Finland, and Russia. The governments of these countries consider the Sami their citizens. Most Sami, however, look upon themselves as part of a separate nation. In recent years, the Sami have won some degree of self-government. The Sami of Norway, for example, have their own elected assembly.

Mayas in rural Guatemala do much of their shopping at open-air markets like this one. Movement: What types of goods are being traded or sold at this market?
Mayan communities each have their own hand-woven style of clothing. Critical Thinking: What skills do you think are needed to weave cloth into a certain pattern?

**CITIZEN HEROES**

Overcoming Obstacles
Justina Tzoc travels through rural Guatemala, teaching Quiché Maya women about their rights and teaching them to read. Her work is dangerous, because she sometimes travels through areas that are torn by civil war. But Tzoc is determined to help every woman she can reach.

**A 500-Year-Old Struggle**

Menchú’s story is a common one. The indigenous people of Guatemala have fought against injustice for 500 years. They started when the Spanish first arrived.

The Spanish conquered Native Americans by force. Many were killed. Others died of hunger or the hardships of slavery. Still others died from European diseases. In many Latin American countries, there are few indigenous people left.

But in Guatemala, Native Americans are the majority of the population. They form 23 ethnic groups. An ethnic group is a group of people who share language, religion, and cultural traditions. The indigenous groups of Guatemala are related to each other. However, each group is different. Each has its own language and customs. Rigoberta Menchú comes from the largest group, the Quiché Maya.

Rigoberta Menchú began working with campesinos all over the country. She learned several other indigenous languages. She also learned Spanish. She wanted to be able to work with ladinos who supported Native American land rights. Menchú became part of a
nationwide political movement, which is a large group of people who work together to defend their rights or to change the leaders in power. This political movement was to defend campesino rights. Menchú helped villages plan ways to protect themselves. She taught people how to read. She also taught people about the history of their land. Menchú helped the movement organize meetings, protests, and strikes or work stoppages. She was determined to defend Native American land rights.

Menchú’s mother, father, and brother were killed fighting against the landowners. But Menchú continued to fight for the rights of her people. Her life, too, was in danger. For her own safety, Menchú had to leave the country. She went to live in Mexico.

**Peace in Guatemala** In 1992, Rigoberta Menchú was awarded the Nobel Peace Prize. She was the first indigenous person in the world ever to win the prize. Since 1992, Menchú has continued to work for justice in Guatemala. Her efforts have brought important changes. Recently, Guatemala’s government appointed 21 Mayan priests to advise officials about Mayan culture. New Mayan organizations are being formed every day. In addition, Mayan languages are being used in books, newspapers, and radio programs. Government officials and Mayan leaders hope these changes will bring peace to Guatemala.

**SECTION 2 REVIEW**

1. **Define** (a) ladino, (b) ethnic group, (c) strike.
2. **Identify** (a) Rigoberta Menchú, (b) Guatemala.
3. How does Rigoberta Menchú describe the land where she was born?

4. How do most indigenous people in Guatemala make a living? What difficulties do they face?

**Critical Thinking**

5. **Identifying Cause and Effect** Explain the main reason that Guatemala’s indigenous people and other farmers have formed a political movement.

**Activity**

6. **Writing to Learn** Write a short essay explaining what you would have done if you were in Rigoberta Menchú’s position. Then, explain what you would do if you were the president of Guatemala.

Rigoberta Menchú never went to school. Instead, she worked on farms and as a maid. Later, she taught herself to speak and read several languages. She knew that command of these languages would help her get her message to all Guatemalans.
Role Play Cards

These are to be given to students so they can play their roles better.

______________________________________________________________

Jacobo Arbenz:
I am the second president in Guatemalan history to be elected democratically. I am trying to find a way to help the Guatemalan people break free of their poverty. To do this, I want to redistribute land from wealthy landowners to landless people so rural Guatemalans can grow their own food. I do not like that the United Fruit Company has so much power in Guatemala. This and other foreign companies paid little to no taxes in the past under the various dictators who preceded me. All of the profits from these companies go back to the U.S. where they do not help my people. These big landowners use a small proportion of their land. I want to give that unused land to peasants who can really use it. I will compensate the landowners with the amount they claimed on their taxes the land was worth. These companies also treat my people badly. They do not pay workers well, they force workers to work seven days per week, and they provide substandard housing for workers. I encourage my people to unite and organize in unions so they can improve their situations.

______________________________________________________________

Sam Zemurray:
I am the Managing Director of the United Fruit Company. I worked hard to make the company the success it is today. I believe in capitalism and the right of a business to succeed based on savvy business decisions. It was my brilliant idea to invest in Guatemala. I realized the American people would love bananas, and I am able to provide them with this delicacy. Without the United Fruit Company, the Guatemalan people would have no work. We provide thousands of jobs to people who otherwise be unemployed. Our workers live in better conditions and get paid better than other people in the Guatemalan countryside. Our land is worth millions of dollars. The Guatemalan government has no right to expropriate our land for a ridiculously small sum of money. All of our business practices have been accepted by past leaders. Why is Arbenz causing this big disruption now? We would lose so much money from the land expropriation that it would no longer be economical for us to invest in Guatemala. This would be very bad for the Guatemalan people. The Guatemalan economy relies on UFCO to provide jobs and stability. Also, our stockholders in the U.S. expect a certain profit margin. We can not let our stockholders down. We can not allow the land redistribution to occur!
Carlos Castillo Armas:
I am a colonel in the Guatemalan army. I came to power in 1954 with the backing of the CIA. After leading a group of rebels over the Honduran border and into Guatemala, I was flown into Guatemala City aboard the plane of U.S. Ambassador Peurifoy. I took the presidency from Arbenz in a coup that was planned by the U.S. government. Once I took office, I suspended the Guatemalan constitution and ruled by decree, meaning whatever I commanded was the law. I established the Committee of National Defense Against Communism and encouraged citizens to turn in neighbors they suspected of being communists. This committee had unlimited powers to arrest people without warrants. I repealed land reform measures enacted by my predecessors and destroyed labor unions. These represented a communist influence. I also banned rural literacy programs because they were a means of spreading Communist ideology.

President Eisenhower:
I am president of the United States. In this position, it is my responsibility to defend democracy in all parts of the globe. I believe that Arbenz's government is a threat to democracy in Central America. His actions in favor of land reform and labor unions impede the free flow of capitalism in Guatemala. He has recognized the Communist Party as an official political party in Guatemala and allows two outspoken Communists to remain in the Guatemalan congress. Also, Arbenz recently accepted arms from Czechoslovakia indicating his alliance with the Soviet Union. Arbenz's actions are too serious to ignore. If we do not suppress the fire of Communism in Guatemala, it will spread throughout Latin America. Pretty soon, the Russians will be marching through Mexico straight for the U.S. border! We must stop Arbenz!

Guatemalan campesinos:
We are indigenous Guatemalans. We are farmworkers who take whatever work we can find. Most of the time, we work on the large fincas picking coffee or bananas for a few cents per day. We work long hours and often have to work seven days per week. Our salaries do not even pay us enough to buy food for our families. It is especially difficult to buy meat, eggs, and milk, so our families can not get enough protein and are malnourished. Also, there are times when we can not even find corn or beans to buy. This is because most of the rich farm land in Guatemala is used for export crops like bananas. If we had access to land, we could grow our own food. Corn, beans, onions, carrots, and cabbage are all crops that grow well here, yet the government often has to import these foods because not enough is grown here to sustain the people. We support President Arbenz's efforts to redistribute land to campesinos. All we want is adequate food and shelter, and the ability to organize into labor unions to gain fair compensation for our work.
Slave Labor
From Guatemala: False Hope, False Freedom

Most of the women pickers on the coffee estates are Indians, many of whom are forced by their poverty to travel with their husbands and children to the plantations at harvest time. Rigoberta Menchú was one of them:

'Mothers are very tired and just can't do [the picking]. This is where you see the situation of women in Guatemala very clearly. Most of the women who work picking cotton and coffee, or sometimes cane, have nine or ten children with them. Of these, three or four will be more or less healthy, and can survive, but most of them have bellies swollen from malnutrition and the mother knows that four or five of her children could die. We'd been on the finca for fifteen days when one of my brothers died from malnutrition. My mother had to miss some days' work to bury him. Two of my brothers died in the finca. The first, he was the eldest, was called Felipe. I never knew him. He died when my mother started working. They'd sprayed the coffee with pesticide by plane while we were working, as they usually did, and my brother couldn't stand the fumes and died of poisoning.'

Women represent around 25 per cent of all the temporary wage labour on the coffee plantations. On top of the picking, they often have to do the cooking in the galeras [open sleeping barns] in which they are housed with the rest of the temporary workers. These galeras usually have dirt floors, no beds, no side walls and no nearby access to running water or sanitary facilities. Some of the highest malnutrition levels and child death rates are to be found on the plantations.

The reckless use of pesticides (particularly on cotton plantations) is a particular problem for mothers. Why the heavy use of insecticides? In the words of one of the landowners: 'It's very simple: more insecticide means more cotton, fewer insects mean bigger profits.'

In 1976 a paper was presented to the UN which claimed that the transport and working conditions were so appalling and the labour recruitment methods of such dubious legality that the whole system of migratory labour could be justifiably compared to that of slavery. A contratista [contractor] usually lends money in advance to peasant farmers who use it to buy corn or fertiliser. In return the peasants have to work on the finca for a fixed period, and the loan is automatically deducted from the wage.

personal visit by a foreign journalist to a coffee and cardamom finca near Nuevo Progreso in San Marcos in
September 1986 revealed that little has changed in the ten years since the UN paper. She picked coffee on the finca with a group of 50 migrant workers from villages near Sacapulas, Ouiche who were on a one-month contract:

'The families live all together in a galera which consists of roughly planked walls, a dirt floor, and no furniture except some hammocks and posts to hang bundles on. They are being paid Q4.20 (about £1) for every 100 pounds of coffee they pick, but they are only able to pick 30 pounds a day. Some of them, even after working a whole month, are not going to earn enough to pay off the contratista who had lent them the money to buy the fertilizer they need for their milpas, so they are still going to end up in debt. The adult workers receive only two pounds of corn and four ounces of beans per day which they must share with their children. The rest of their food they have to buy from the closest town (several kilometres away) or from the permanent workers on the farm. The woman who does the cooking for the workers migrates to the farms every year with her husband and three children. They have ten cuerdas [about one acre] of land in Ouiche, but in their own words 'they have to have paid work to have something to eat in the summer.' She goes to bed at 7 p.m., gets up at 1 a.m. to prepare the breakfast for the rest of the workers, and then takes them out their food at lunchtime. For that she and her husband (who cuts the wood) earn Q6 between them (75p each) a day. The owner of the finca is said to be a military man or a judicial [member of the secret police] he also owns two other fincas, a new, white helicopter, a new Cherokee, and a large chalet on the beach near El Salvador.'
### Plantation Life:
**U.S. and Guatemala**

<table>
<thead>
<tr>
<th></th>
<th>Guatemalan Plantation</th>
<th>U.S. Plantation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time Period</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(when plantations existed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>People</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(employed on plantations)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Plantations Owners</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Primary Crops</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(grown on the plantations)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Daily Wage</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Living Conditions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Guatemalan Plantation</td>
<td>U.S. Plantation</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Time Period (when plantations existed)</td>
<td>early 1600's - present</td>
<td>late 1600's - 1860's</td>
</tr>
<tr>
<td>People (employed on plantations)</td>
<td>Mostly indigenous Guatemalans</td>
<td>African-American slaves descended from people brought against their will from Africa</td>
</tr>
<tr>
<td>Plantations Owners</td>
<td>Large foreign companies</td>
<td>Wealthy whites in the southern U.S.</td>
</tr>
<tr>
<td>Primary Crops (grown on the plantations)</td>
<td>cotton, sugar cane, bananas, coffee</td>
<td>cotton, sugarcane</td>
</tr>
<tr>
<td>Daily Wage</td>
<td>2 Quetzales = 55 cents</td>
<td>none</td>
</tr>
<tr>
<td>Living Conditions</td>
<td>galeras, no nearby access to running water or sanitation, little food</td>
<td>wood shacks, fear of lynching and whipping</td>
</tr>
</tbody>
</table>
A Maya Doctor

Lelicia Velazquez, a 34-year-old Quiché woman, was the only Mayan of 1,600 medical students at the San Carlos State University to graduate in 1991. Throughout her seven years of studies Velazquez suffered constant harassment and discrimination from teaching staff, some of whom tried unsuccessfully to expel her from the school. One doctor ordered her to cut off her braids. Her biggest problem was that she refused to change her traditional Mayan traje, an ankle-length woven skirt and embroidered blouse, for western wear.

"I have always been a bit of a rebel and thought that if I changed my clothes I would not be myself. So I resisted. It was when I went to the hospital to treat patients that the problems started. A resident doctor who was Ladino said to me, "Look, the way you're dressed shows a lack of respect for your patients. Please come in civilian clothes." I told him, "These are my civilian clothes. And besides it's not a lack of respect because I'm the doctor here and the patients have to respect me. I'm indigenous and there are thousands and thousands of us who have more right than you to be working in this hospital."

After that he was very hard on me in the class and if I made a mistake he would say that I should be shining shoes in the park or planting onions instead of studying medicine."

Velazquez's struggle to overcome racism did not end with her graduation. In her first job at the same university, as the only Mayan in the office, she earned less than half of what her two Ladino colleagues in the same position received. Since then Velazquez has been recognized internationally as an expert in public health in indigenous communities and has worked to reform the Guatemalan health system.

"When I see how far I've come, I can't believe how I could have put up with so much. Now there are many more Maya in the university than before, but it's a slow process, and discrimination continues. One must be very clear about what is going on. Sometimes it seems as if they are paying attention to you, but then it turns out that you are just being used. Indigenous people are now 'in fashion' and so Ladinos have to employ us, but often without real participation or power."

It's Good to Talk

In Guatemala City, well-heeled executives whip down the wide avenues in their Mercedes while doing business deals on their cellular phones. At home they cruise the Internet while their Maya muchachas (domestic worker) serves them a cocktail.

In Barillas, Huehuetenango, on the northwestern border with Mexico, a recently returned refugee walks eight hours and then travels an hour by bus to get to the nearest telephone to call a sistor who is working in Los Angeles, California. He is having a good day. The only phone for the population of eight districts, covering thousands of people, is not working. It has been raining heavily in the area and no one knows when the line will be up again. He could wait, and take the chance that the phone might be working in the morning, but he doesn't have enough money to pay for food and lodging in the town for the night and pay for the call. He begins the long, arduous journey back to his village.

In Guatemala in 1997 only two percent of the population had a telephone, yet the average Guatemalan has four cellular phones and spends $400 a year on them. It's no wonder that the maya muchachas are in demand.
Brewing History

The earthy-smelling brew the world wakes up to may conjure images of smoky peasants, playfully dropping their beans into a wicker basket on the verdant slopes of a cloud-topped volcano. Even in the most exclusive of gourmet shops, coffee costs less than a few dollars, and provides the simplest of pleasures. But the cost of cultivating coffee for most Guatemalans has been extraordinarily high. No other crop has so shaped the country’s destiny.

The introduction of coffee to Guatemala in the mid-1800s led to coffee growers accumulating vast tracts of the most fertile land. The country’s development and infrastructure were then geared to facilitate coffee cultivation. The first ports, railways, and roads were built to provide coffee to the U.S. and Europe, rather than with the country’s long-term development needs in mind. Coffee reinforced the power of an entrenched and reactionary oligarchy, which was dependent on forced labor. Despite agricultural diversification, in the late 1990s, coffee continued to be the country’s single most important export earner.
Lesson Plan Guatemala
Name: Alina Gonzalez
School:
Grade level:
General Objective:

Previous Homework: have 5 separate groups read different parts of different chapters in the World Explorer book.
Group 1: Read Foreign Investment pg 55 & 56
Group 2: look at Debts of Latin American Nations & read Facing Economic Challenges pg. 57
Group 3: read all of Land Distribution pg. 57-59
Group 4: Read Losing a Home and A 500 Year Old Struggle pg. 91 & 92
Group 5: Read Rigoberta Menchú Takes A Stand pg. 92 to end of pg. 93

<table>
<thead>
<tr>
<th>Time</th>
<th>Objectives</th>
<th>Activities</th>
<th>Comments &amp; Materials Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 minutes</td>
<td>Students will teach each other about the issues they read in the book</td>
<td>Each group presents what they read and each person has to speak at least once. Students listening have to take notes on what the students are presenting.</td>
<td>Students will connect foreign investment in Latin American to its foreign debt, land distribution, how it affects campesino workers, Mayan problems during the Civil War. I will spend another 5 minutes touching on anything that was missed.</td>
</tr>
<tr>
<td>15 minutes</td>
<td>Students will examine different positions of key people who helped lead Guatemala to their civil war</td>
<td>I will read each role play card and give students 2 minutes per card to write a statement and their feelings on the matter as if they were that person.</td>
<td>Role playing cards</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Students will look into a campesino worker’s life on a finca and compare this life to that of the slaves in the U.S.</td>
<td>In groups, students will fill out the plantation life comparing the life of the finca to the life of a slave in the U.S.</td>
<td></td>
</tr>
<tr>
<td>5 minutes</td>
<td>Students will identify each significant event that the class has studies thus far within the four Latin American countries.</td>
<td>I will write the dates on the board. Students will mark the dates on the timeline in the correct order.</td>
<td></td>
</tr>
</tbody>
</table>

Homework: Write in journal. Choose two stories to read from the bold print from In Focus Guatemala. Students are to write personal essays describing their feelings and reactions of the stories. 1-2 pages
Before You Read
Each into Your Background
Most people like the feeling of being able to take care of themselves. What could you do now to prepare for that part of your life?

Questions to Explore
1. How are Latin American nations trying to improve their economies?
2. What issues has the move to the cities created in Latin America?

Key Terms
- invest
- economy
- campesino
- rural
- urban

Key Places
- Brazil

Samuel Zemurray came from Russia to the United States in 1892. He worked for his aunt and uncle, who owned a store in Alabama. As part of his job, Zemurray sometimes traveled to the port city of Mobile. He noticed that fruit and vegetable traders there often threw away ripe bananas. They knew the bananas would spoil before reaching stores. Zemurray bought the ripe bananas and delivered them to stores overnight. The quick delivery meant that the fruit was still fit to be sold. Zemurray's business was so successful that he decided to expand. He did this by buying land in the country of Honduras, where bananas were grown. Zemurray soon became a leading banana grower.

Foreign Investment
In the 1900s, many companies like Zemurray's invested in Latin America. To invest means to spend money to earn more money. Some companies owned arms and grew crops such as sugar and bananas. Other foreign companies ran mines. By the mid-1900s, most businesses in Latin America were owned by or did work for foreign companies. As a result, foreign companies became powerful in Latin American economies. A country's economy is made up of the ways that goods and services are produced and made available to people. Money from the sale of goods and services comes into or goes out of a country, it affects the country's economy.
Foreign companies made huge profits from their businesses in America. However, these companies did little to help Latin American countries build their economies. Many Latin Americans realized it was important to improve their economies. They needed to factories so that they could make their own manufactured goods. They also needed to grow many different kinds of crops and to develop a wide range of resources.

Some Latin American countries soon took steps to carry out their economic building plans. And they proved successful. During the 1970s and early 1980s, the economies of many Latin American countries grew. However, in the early 1980s, oil prices went up. Latin American countries needed oil to run their factories—and they had to pay higher prices for it. At the same time, the prices of Latin American products fell. Latin American countries had to spend more money, they were making less and less. To make up the difference, they borrowed money from wealthy countries such as the United States. In the 1980s, many Latin American countries had huge foreign debts.

![Debts of Latin American Nations Chart]

**Debts of Latin American Nations**

<table>
<thead>
<tr>
<th>Country</th>
<th>Debt (1994)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argentina</td>
<td>73</td>
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<tr>
<td>Bolivia</td>
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<tr>
<td>Brazil</td>
<td>134</td>
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<tr>
<td>Chile</td>
<td>20</td>
</tr>
<tr>
<td>Colombia</td>
<td>12.6</td>
</tr>
<tr>
<td>Ecuador</td>
<td>13.2</td>
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<tr>
<td>Paraguay</td>
<td>1.4</td>
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<tr>
<td>Peru</td>
<td>22.4</td>
</tr>
<tr>
<td>Uruguay</td>
<td>4.2</td>
</tr>
<tr>
<td>Venezuela</td>
<td>40.1</td>
</tr>
</tbody>
</table>

![Billions of Dollars Graph]

**Billions of Dollars**

- Argentina and Brazil are the two Latin American countries with the most industry. They also have the most foreign debt. Critical Thinking: Why do you think that Argentina and Brazil have more debt than other countries?
Facing Economic Challenges

People in Latin American countries have expanded their economies by building more factories and growing different kinds of crops. And they have taken other steps to improve their economies.

Foreign companies still invest in Latin America. But most Latin American countries limit how investments can be made. They want to prevent foreign countries from having too much control over important parts of their economies. Some countries, for instance, have tried to stop foreign companies from acquiring too much land.

Latin American countries have tried to improve their economies by cooperating with one another. For a long time, most Latin American countries did not trade with one another. They did not need to because, for the most part, they all produced the same kinds of goods. Recently, however, some countries have developed new industries. The products these countries make can be traded to other countries in the region. This kind of trade has increased in the last few years. Latin American countries also have formed several organizations that encourage cooperation in the region.

Land Distribution

The issue of how land is used greatly affects the future of Latin America's economies. Land is one of Latin America's most important resources. Some people and companies own great amounts of land in

Building Televisions on an Assembly Line

In the last 50 years, Latin American countries have begun to produce many more products in factories like this one in Brazil. Critical Thinking What skills do you think these factory workers need?
In El Salvador, many farmers do not have modern farming equipment. They use traditional wooden plows and oxen. Critical Thinking What would it cost a farmer to own oxen? How would this cost compare to the cost of owning a tractor?

Latin America but most people in the region do not own any land. In Brazil, for example, 45 percent of the land is owned by only 1 percent of the population.

**Dividing the Land** Much of the farmland in Latin America is owned by a few wealthy families. This land is occupied by hacienda where crops are grown to sell abroad. In contrast, many poor farmers—known as campesinos (kahm peh SEE nohs)—own only small tracts of land. They often grow enough only to meet their own needs.

Starting in the 1930s, many Latin American countries tried to help the campesinos by dividing the land more equally. These programs have met with mixed success. In some cases, the land given to the campesinos was of poor quality. No matter how hard they tried, they could not make a living from it. In other cases, the campesinos struggled because they had neither the money to buy seeds and equipment nor the skills necessary for success. Many Latin American countries have begun to see that taking land from one person and giving it to another does not necessarily improve people’s lives or the economy.

**Using and Protecting the Land** Dividing up the land has raised other issues. Brazil gave land to landless peasants by moving them to the Amazonian rain forest. The peasants burned down trees to clear the land for farming. After a few years, however, the soil in the rain forest became unfit for farming.
Many people around the world expressed worries about the clearing of the rain forest. Some believed that this would hurt the environment. Others said that it would change the way of life of the Native Americans who live there. Some people, however, have challenged this view. Economic progress, they say, will come only if Brazil uses all its resources. Brazilian leaders are looking for a balance. They want to find ways to help the economy and the campesinos without destroying the rain forest.

**The Move to the City**

Many campesinos have decided that making a living from the land is just too difficult. They have left the land and gone to the cities in search of different economic opportunities. This move has resulted in the rapid growth of the populations of large cities. Since the 1950s, many Latin American countries have had a population explosion. The population has increased dramatically in both the **rural**, or countryside, and the **urban**, or city, areas of Latin America. The population of urban areas, however, has gone up the most.

Many Latin Americans who move to the cities are looking for better jobs. They also want to improve the quality of their lives. They hope to find comfortable homes, better medical care, and good schools for their children. However, they do not always realize their hopes. As Latin American countries strive to build their economies, there will be greater opportunities for people to have a better life.

### Activity

6. **Writing to Learn**

You have read that many people oppose Brazil's plans to move poor farmers to the rain forest. Write a paper that explores both the pro and the con sides of the following statement: "A country has the right to use its resources as it sees fit."

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**SECTION 5 REVIEW**

1. **Define** (a) invest, (b) economy, (c) campesino, (d) rural, (e) urban.
2. **Identify** Brazil.
3. **What steps have Latín American countries taken to improve their economies?**

4. **How have Latin American countries tried to change the landowning system in the region?**

**Critical Thinking**

5. **Recognizing Cause and Effect** How has the increase in population contributed to the growth of cities in Latin America?
Losing a Home  During most of Menchú's childhood, there was a civil war going on in Guatemala. The Mayas were caught in the middle. Indigenous people do not always think of themselves as citizens of the country in which they live. A Mayan woman is more likely to think of herself as a Maya than as a Guatemalan.

Also, most Native Americans in Guatemala cannot read or write. Most Mayas have not filed any papers with the government showing that they own land. The Mayas often have no way to prove that their land belongs to them. The people of Menchú's village worked hard for many years, and soon the land began to produce crops. But then the civil war and landowners caught up with Menchú's village.

Menchú wrote that when she was twelve years old, the landowners came with soldiers. They disagreed with the village's claim to the land. Now that it was cleared and producing crops, they wanted it. They forced Menchú's family and their neighbors to leave.

"First they went into our houses without permission and got all the people out," Menchú remembered. Then, the soldiers were ordered to throw away each family's belongings. The soldiers took all the corn the people had stored. The villagers had nowhere to go but out into the rain.

Mayas in rural Guatemala do much of their shopping at open-air markets like this one. Movement: What types of goods are being traded or sold at this market?
Overcoming Obstacles
Justina Tzoc travels through rural Guatemala, teaching Quiché Maya
women about their rights and teaching them to read. Her work is dangerous,
because she sometimes travels through areas that are torn by civil war. But
Tzoc is determined to help every woman she can reach.

Mayan communities each have their own hand-woven style of clothing.
Critical Thinking What skills do you think are needed to weave cloth
into a certain pattern?

A 500-Year-Old Struggle  Menchú’s story is a common one. The
indigenous people of Guatemala have fought against injustice for
500 years. They started when the Spanish first arrived.

The Spanish conquered Native Americans by force. Many were
killed. Others died of hunger or the hardships of slavery. Still others
died from European diseases. In many Latin American countries, there
are few indigenous people left.

But in Guatemala, Native Americans are the majority of the popula-
tion. They form 23 ethnic groups. An ethnic group is a group of people
who share language, religion, and cultural traditions. The indigenous
groups of Guatemala are related to each other. However, each group is
different. Each has its own language and customs. Rigoberta Menchú
comes from the largest group, the Quiché Maya.

Rigoberta Menchú Takes a Stand

Rigoberta Menchú began working with campesinos all over the
country. She learned several other indigenous languages. She also
learned Spanish. She wanted to be able to work with ladinos who
supported Native American land rights. Menchú became part of a
nationwide political movement, which was a large group of people who work together to defend their rights or to change the leaders in power. This political movement was to defend campesino rights. Menchú helped villages plan ways to protect themselves. She taught people how to read. She also taught people about the history of their land. Menchú helped the movement organize meetings, protests, and strikes, or work stoppages. She was determined to defend Native American land rights.

Menchú’s mother, father, and brother were killed fighting against the landowners. But Menchú continued to fight for the rights of her people. Her life, too, was in danger. For her own safety, Menchú had to leave the country. She went to live in Mexico.

**Peace in Guatemala**  In 1992, Rigoberta Menchú was awarded the Nobel Peace Prize. She was the first indigenous person in the world ever to win the prize. Since 1992, Menchú has continued to work for justice in Guatemala. Her efforts have brought important changes. Recently, Guatemala's government appointed 21 Mayan priests to advise officials about Mayan culture. New Mayan organizations are being formed every day. In addition, Mayan languages are being used in books, newspapers, and radio programs. Government officials and Mayan leaders hope these changes will bring peace to Guatemala.

**SECTION 2 REVIEW**

1. **Define** (a) ladino, (b) ethnic group, (c) strike.
2. **Identify** (a) Rigoberta Menchú, (b) Guatemala.
3. How does Rigoberta Menchú describe the land where she was born?
4. How do most indigenous people in Guatemala make a living? What difficulties do they face?
5. **Critical Thinking**  
   **Identifying Cause and Effect** Explain the main reason that Guatemala’s indigenous people and other farmers have formed a political movement.

**Activity**

6. **Writing to Learn** Write a short essay explaining what you would have done if you were in Rigoberta Menchú’s position. Then, explain what you would do if you were the president of Guatemala.
Role Play Cards

These are to be given to students so they can play their roles better.

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Jacobo Arbenz:
I am the second president in Guatemalan history to be elected democratically. I am trying to find a way to help the Guatemalan people break free of their poverty. To do this, I want to redistribute land from wealthy landowners to landless people so rural Guatemalans can grow their own food. I do not like that the United Fruit Company has so much power in Guatemala. This and other foreign companies paid little to no taxes in the past under the various dictators who preceded me. All of the profits from these companies go back to the U.S. where they do not help my people. These big landowners use a small proportion of their land. I want to give that unused land to peasants who can really use it. I will compensate the landowners with the amount they claimed on their taxes the land was worth. These companies also treat my people badly. They do not pay workers well, they force workers to work seven days per week, and they provide substandard housing for workers. I encourage my people to unite and organize in unions so they can improve their situations.

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Sam Zemurray:
I am the Managing Director of the United Fruit Company. I worked hard to make the company the success it is today. I believe in capitalism and the right of a business to succeed based on savvy business decisions. It was my brilliant idea to invest in Guatemala. I realized the American people would love bananas, and I am able to provide them with this delicacy. Without the United Fruit Company, the Guatemalan people would have no work. We provide thousands of jobs to people who otherwise be unemployed. Our workers live in better conditions and get paid better than other people in the Guatemalan countryside. Our land is worth millions of dollars. The Guatemalan government has no right to expropriate our land for a ridiculously small sum of money. All of our business practices have been accepted by past leaders. Why is Arbenz causing this big disruption now? We would lose so much money from the land expropriation that it would no longer be economical for us to invest in Guatemala. This would be very bad for the Guatemalan people. The Guatemalan economy relies on UFCO to provide jobs and stability. Also, our stockholders in the U.S. expect a certain profit margin. We can not let our stockholders down. We can not allow the land redistribution to occur!
Carlos Castillo Armas:
I am a colonel in the Guatemalan army. I came to power in 1954 with the backing of the CIA. After leading a group of rebels over the Honduran border and into Guatemala, I was flown into Guatemala City aboard the plane of U.S. Ambassador Peurifoy. I took the presidency from Arbenz in a coup that was planned by the U.S. government. Once I took office, I suspended the Guatemalan constitution and ruled by decree, meaning whatever I commanded was the law. I established the Committee of National Defense Against Communism and encouraged citizens to turn in neighbors they suspected of being communists. This committee had unlimited powers to arrest people without warrants. I repealed land reform measures enacted by my predecessors and destroyed labor unions. These represented a communist influence. I also banned rural literacy programs because they were a means of spreading Communist ideology.

President Eisenhower:
I am president of the United States. In this position, it is my responsibility to defend democracy in all parts of the globe. I believe that Arbenz’s government is a threat to democracy in Central America. His actions in favor of land reform and labor unions impede the free flow of capitalism in Guatemala. He has recognized the Communist Party as an official political party in Guatemala and allows two outspoken Communists to remain in the Guatemalan congress. Also, Arbenz recently accepted arms from Czechoslovakia indicating his alliance with the Soviet Union. Arbenz’s actions are too serious to ignore. If we do not suppress the fire of Communism in Guatemala, it will spread throughout Latin America. Pretty soon, the Russians will be marching through Mexico straight for the U.S. border! We must stop Arbenz!

Guatemalan campesinos:
We are indigenous Guatemalans. We are farmworkers who take whatever work we can find. Most of the time, we work on the large fincas picking coffee or bananas for a few cents per day. We work long hours and often have to work seven days per week. Our salaries do not even pay us enough to buy food for our families. It is especially difficult to buy meat, eggs, and milk, so our families can not get enough protein and are malnourished. Also, there are times when we can not even find corn or beans to buy. This is because most of the rich farm land in Guatemala is used for export crops like bananas. If we had access to land, we could grow our own food. Corn, beans, onions, carrots, and cabbage are all crops that grow well here, yet the government often has to import these foods because not enough is grown here to sustain the people. We support President Arbenz’s efforts to redistribute land to campesinos. All we want is adequate food and shelter, and the ability to organize into labor unions to gain fair compensation for our work.
Slave Labor
From Guatemala: False Hope, False Freedom

Most of the women pickers on the coffee estates are Indians, many of whom are forced by their poverty to travel with their husbands and children to the plantations at harvest time. Rigoberta Menchu was one of them:

"Mothers are very tired and just can't do [the picking]. This is where you see the situation of women in Guatemala very clearly. Most of the women who work picking cotton and coffee, or sometimes cane, have nine or ten children with them. Of these, three or four will be more or less healthy, and can survive, but most of them have bellies swollen from malnutrition and the mother knows that four or five of her children could die. We'd been on the finca for fifteen days when one of my brothers died from malnutrition. My mother had to miss some days' work to bury him. Two of my brothers died in the finca. The first, he was the eldest, was called Felipe. I never knew him. He died when my mother started working. They'd sprayed the coffee with pesticide by plane while we were working, as they usually did, and my brother couldn't stand the fumes and died of poisoning."

Women represent around 25 per cent of all the temporary wage labour on the coffee plantations. On top of the picking, they often have to do the cooking in the galeras [open sleeping barns] in which they are housed with the rest of the temporary workers. These galeras usually have dirt floors, no beds, no side walls and no nearby access to running water or sanitary facilities. Some of the highest malnutrition levels and child death rates are to be found on the plantations.

The reckless use of pesticides (particularly on cotton plantations) is a particular problem for mothers.

Why the heavy use of insecticides? In the words of one of the landowners: 'It's very simple: more insecticide means more cotton, fewer insects mean bigger profits.'

In 1976 a paper was presented to the UN which claimed that the transport and working conditions were so appalling and the labour recruitment methods of such dubious legality that the whole system of migratory labour could be justifiably compared to that of slavery. A contratista [contractor] usually lends money in advance to peasant farmers who use it to buy corn or fertiliser. In return the peasants have to work on the finca for a fixed period, and the loan is automatically deducted from the wage.

personal visit by a foreign journalist to a coffee and cardamom finca near Nuevo Progreso in San Marcos in

http://www.worldrek.org/odyssey/teachers/slave.html
September 1986 revealed that little has changed in the ten years since the UN paper. She picked coffee on the finca with a group of 50 migrant workers from villages near Sacapulas, Ouiche who were on a one-month contract:

"The families live all together in a galera which consists of roughly planked walls, a dirt floor, and no furniture except some hammocks and posts to hang bundles on. They are being paid Q4.20 (about £1) for every 100 pounds of coffee they pick, but they are only able to pick 30 pounds a day. Some of them, even after working a whole month, are not going to earn enough to pay off the contratista who had lent them the money to buy the fertilizer they need for their milpas, so they are still going to end up in debt. The adult workers receive only two pounds of corn and four ounces of beans per day which they must share with their children. The rest of their food they have to buy from the closest town (several kilometres away) or from the permanent workers on the farm. The woman who does the cooking for the workers migrates to the farms every year with her husband and three children. They have ten cuerdas [about one acre] of land in Ouiche, but in their own words 'they have to have paid work to have something to eat in the summer.' She goes to bed at 7 p.m., gets up at 1 a.m. to prepare the breakfast for the rest of the workers, and then takes them out their food at lunchtime. For that she and her husband (who cuts the wood) earn Q6 between them (75p each) a day. The owner of the finca is said to be a military man or a judicial [member of the secret police] he also owns two other fincas, a new, white helicopter, a new Cherokee, and a large chalet on the beach near El Salvador.'

Back to Guatemala Lessons
Plantation Life:
U.S. and Guatemala

<table>
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<tr>
<th></th>
<th>Guatemalan Plantation</th>
<th>U.S. Plantation</th>
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<tbody>
<tr>
<td><strong>Time Period</strong></td>
<td>early 1900's- present</td>
<td>late 1600's-1860's</td>
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<tr>
<td><strong>People</strong></td>
<td>Mostly indigenous Guatemalans</td>
<td>African-American slaves descended from people brought against their will from Africa</td>
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<tr>
<td><strong>Plantations Owners</strong></td>
<td>Large foreign companies</td>
<td>Wealthy whites in the southern U.S.</td>
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<tr>
<td><strong>Primary Crops</strong></td>
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<td>cotton, sugarcane</td>
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<td><strong>Daily Wage</strong></td>
<td>2 Quetzales (~35 cents)</td>
<td>none</td>
</tr>
<tr>
<td><strong>Living Conditions</strong></td>
<td>galeras, no nearby access to running water or sanitation, little food</td>
<td>wood shacks, fear of lynching and whipping</td>
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## Plantation Life:
**U.S. and Guatemala**

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<th></th>
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<td><strong>Time Period</strong></td>
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<td>(when plantations existed)</td>
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<td><strong>People</strong></td>
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<td>(employed on plantations)</td>
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<td><strong>Plantations Owners</strong></td>
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<tr>
<td><strong>Primary Crops</strong></td>
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<tr>
<td>(grown on the plantations)</td>
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<tr>
<td><strong>Daily Wage</strong></td>
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<tr>
<td><strong>Living Conditions</strong></td>
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</table>
Rigoberta Menchú Tum

Rigoberta Menchú is an internationally known Mayan leader, who works for the promotion of human rights and social justice. She received the Nobel Peace prize in 1992, the youngest ever recipient, as well as the first indigenous person to receive such recognition.

Her triumphant return to Guatemala in October 1992 with the award was welcomed with fireworks by the Maya, and deep resentment on the part of the Ladino government and establishment. Although she was awarded medals by other governments and honored at banquets hosted by heads of state, the President of her own country, Jorge Serrano, did not even attend the diplomatic reception in her honor. “He has an earache,” was what his wife, who came in his stead, told the press. It was easy enough to believe that his ears hurt after the phone call informing him that a Mayan Indian had just been given the Nobel Prize.

Rigoberta Menchú was born in 1959 in the village of Chimeix, in a Maya Quiché community. She worked from childhood, first in the fields, and then as a domestic worker in Guatemala City. Her father was a peasant organizer who was killed in the Spanish embassy in 1980 along with others protesting the violence of the army in the countryside. Other close relatives, including brothers and her mother, were tortured and killed by the armed forces. She was forced into exile to Mexico in 1989. In 1983, a testimonial book about her life was published, entitled I Rigoberta Menchú, followed in 1998 by Crossing the Borders, the continuation of her biography.

As well as her international work, she works in Guatemala through the Rigoberta Menchú Foundation which carries out social and advocacy work in the areas of human rights, particularly for indigenous people. She has also been a member of the Committee for Campus Unity (CUC).

Leticia Velazquez, a 34-year-old Quiché woman, was the only Mayan of 1,600 medical students at the San Carlos State University to graduate in 1991. Throughout her seven years of studies Velazquez suffered constant harassment and discrimination from teaching staff, some of whom tried unsuccessfully to expel her from the school. One doctor ordered her to cut off her braids. Her biggest problem was that she refused to change her traditional Mayan traje, an ankle-length woven skirt and embroidered blouse, for western wear.

“I have always been a bit of a rebel and thought that if I changed my clothes I would not be myself. So I resisted. It was when I went to the hospital to treat patients that the problems started. A resident doctor who was Ladino said to me, ‘Look, the way you’re dressed shows a lack of respect for your patients. Please come in civilian clothes.’ I told him, ‘These are my civilian clothes. And besides it’s not a lack of respect because I’m the doctor here and the patients have to learn to respect me. I’m indigenous and there are thousands and thousands of us who have more right than you to be working in this hospital.’

After that he was very hard on me in the class and if I made a mistake he would say that I should be shining shoes in the park or planting onions instead of studying medicine.”

Velazquez’s struggle to overcome racism did not end with her graduation. In her first job at the same university, as the only Mayan in the office, her salary was less than half of what her two Ladino colleagues in the same position received. Since then Velazquez has been recognized internationally as an expert in public health in indigenous communities and has worked to reform the Guatemalan health system.

“When I see how far I’ve come, I can’t believe how I could have put up with so much. Now there are many more Maya in the university than before, but it’s a slow process, and discrimination continues. One must be very clear about what is going on. Sometimes it seems as if they are paying attention to you, but then it turns out that you are just being used. Indigenous people are now ‘in fashion’ and so Ladinos have to employ us, but often without real participation or power.”

It’s Good to Talk

In Guatemala City, well-heeled executives whip down the wide avenues in their Mercedes while doing business deals on their cellular phones. At home they cruise the Internet while their Maya muchachos (domestic worker) serve them a cocktail.

In Barillas, Huehuetenango, on the northwestern border with Mexico, a recently returned refugee walks eight hours and then travels an hour by bus to get to the nearest telephone to call a sister who is working in Los Angeles, California. He is not having a good day. The only phone for the population of eight districts, covering thousands of people, is not working. It has been raining heavily in the area and no one knows when the line will be up again. He could wait, and take the chance that the phone might be working in the morning, but he doesn’t have enough money to pay for food and lodging in the town for the night and pay for the call. He begins the long, arduous journey back to his village.

In Guatemala in 1997 only two percent of the population had a telephone.
The earthy-smelling brew the world wakes up to may conjure images of smilling peasants, playfully dropping their beans into a wicker basket on the verdant slopes of a cloud-topped volcano. Even in the most exclusive of gourmet shops, coffee costs less than a few dollars, and provides the simplest of pleasures. But the cost of cultivating coffee for most Guatemalans has been extraordinarily high. No other crop has so shaped the country’s destiny.

The introduction of coffee to Guatemala in the mid-1800s led coffee growers accumulating vast tracts of the most fertile land. The country’s development and infrastructure were then geared to facilitate coffee cultivation. The first ports, railways, and roads were built to provide coffee to the U.S. and Europe, rather than with the country’s long-term development needs in mind. Coffee reinforced the power of an entrenched and reactionary oligarchy, which was dependent on forced labor. Despite agricultural diversification, in the late 1990s, coffee continued to be the country’s single most important export earner.