

READING YOUR WAY INTO CULTURE

A Materials Development Project

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Date _____

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ABSTRACT

The focus of this paper is to help beginning Spanish foreign language students increase and improve their reading skills in the target language while learning about some of the Hispanic culture and customs in Guatemala. In this paper I will combine the two, explaining and giving examples of how students, novice language learners, can learn more about the target language culture while improving their reading skills in the target language.

ERIC Descriptors: Classroom Activities
Cultural Enrichment
Student Participation
Student Projects
Student Responses
Teacher Developed Material

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INTRODUCTION

Just a few short years ago in Athens, the small rural town nestled in North-Central Wisconsin where I teach, “cultural diversity” for the students there didn’t branch out much further than Holstein and Guernsey cows and Ski-Doo and Polaris snowmobiles. Then, little by little, more and more Hispanics began moving into the small rural town and surrounding area to work on the large farms being built. The children of these workers began attending the local schools. Some of my students worked on the farms with the Hispanics with very limited, if any, English speaking skills. Now my students were being faced with people from a different country and culture living, working and studying next to them.

Since I began teaching at Athens School District, with a ninth through twelfth grade high school of approximately 200 students, I have always tried my best to teach the Spanish language and at the same time to spark my students’ interest in the Hispanic culture. The connection between language and culture is an entire topic unto itself, but what I basically want to accomplish is tie in some cultural exposure so my students will be able to use this information as general background knowledge when reading Spanish language texts, as opposed to knowing nothing except stereotypes.

As a returned Peace Corps Volunteer from Guatemala, I have also tried to do my part in fulfilling one of the goals of the Peace Corps in “bringing the world back home.” My students have always seemed to have an interest in my pictures, slides, videos, relia and stories of cultural experiences. Feedback from my students has mentioned time after time that they would like even more cultural information offered during class. Of

course, I have been delighted to hear those responses because I love sharing my knowledge of the rich Guatemalan culture with whoever will listen.

It seems the majority of cultural information and emphasis in the textbooks and other supplementary material I've used in the classroom is focused on either Mexico or Spain. Granted, I do my share of teaching general customs from those countries, but I felt bringing my personal cultural experiences from Guatemala would aid in the expansion of my students' knowledge and awareness of the cultural diversity within the Hispanic culture.

I have heard many times there are two main areas that are so often overlooked in a foreign language classroom: exposure to the very culture of the language being taught and one of the four skills, reading. Culture is so often neglected or just briefly touched on because of the pressure to get through the entire curriculum required before the students continue to the next level of Spanish. Although I felt I was bringing more than average amount of culture into my classroom through my stories and experiences of living in Guatemala, I sensed there was a particular gap in the reading area. I sometimes wondered if I was spending too much time on the cultural exposure to the point where the students were being "robbed" in the reading area. Even though my students were learning about another Hispanic country's culture and hearing and learning new vocabulary, I wanted to do more for my students that would help them develop other skills to enhance their language learning.

Upon reflection, I realize that my lesson plans have been lacking in the reading area. I have had my students read a little bit now and then, but I especially realized how much my students were lacking in that area after completing the 4 Skills class at the

School for International Training (SIT). I decided it would be a great idea to combine culture and reading by having the students read a story that included Guatemalan customs and culture. The students would be increasing their reading skills while learning about the culture.

This combination sparked a very personal interest in me. I truly enjoy sharing my knowledge and pictures of Guatemala, its people, customs and the beauty of the land with whoever wants to listen. Also, I have had a longtime desire to write a short educational book. My goal to write, my aspiration to help my students read texts in Spanish and my desire to present more culture inspired my Independent Professional Project (IPP).

This paper includes a story that I wrote in Spanish, which addresses these goals. Additionally, in the following pages, I describe the preparation and implementation of this story, *El Viaje a Guatemala*. Specifically, this includes a discussion of common students responses to reading in the foreign language classroom, a review of major points about the reading process and how the reader and the text itself play key roles in contributing to the understanding of the text, how important content schema ties into understanding the text, and a sampling of various activities that will demonstrate the steps of guiding the students through their reading experience. Also included are students' reactions to the guided reading process and activities. In conclusion, I examine my major insights and learning as a result of this project.

This paper is written for high school teachers of Spanish who are looking to heighten their novice students' involvement in reading Spanish. I have provided lesson plans, along with other activities and suggestions on how to use the story. I encourage teachers to experiment with them in their classes.

I used the chapter book, *El Viaje a Guatemala*, in my Spanish I and II classes, which are forty-five minutes long. The book, which consists of eleven chapters, is about two fifteen year old American girls traveling to Antigua, Guatemala to study Spanish.

The book is actually based partially on some of my personal experiences in Guatemala. It integrates such facts as the symbolism and significance of the designs and colors of the typical indigenous clothing. The story briefly describes some of the physical beauty of the land as well as cultural customs such as a day at the market. I knew we would be reading the story during the spring semester so I chose a major holiday, Easter, which is celebrated in both Guatemala and the United States. The Holy Week festivities include the traditional making of a sawdust rug and the Good Friday procession that takes place in Antigua. By choosing this holiday, I felt the students would be able to make comparisons to something that was familiar to them.

The following section discusses the frustrations reading caused my students, some of which were actually fueled by my approach to teaching that particular skill.

“YOU WANT US TO READ?”

Many times when my students looked at a short magazine article or another piece of reading material in Spanish, even though geared toward their level, a sense of “panic” would wash over them as they would moan and complain, “You want us to read this??” “But I can’t read this---it’s in Spanish. I don’t know what ‘any’ of the words mean. I can’t understand it.” These comments, more times than not, would be declared by the students after merely glancing at the article, handout, or whatever it was that I wanted them to read, and seeing that the words weren’t in English. Right away, instead of taking the time to think about what they already knew and putting into practice things they had previously learned, they would think negatively and put up a barrier to the use of reading in the process of learning Spanish.

In the meantime, even though I could sense the students’ apprehension to reading, I would continue, thinking I was at least touching on the reading aspect of the four skills (reading, writing, speaking, listening) and therefore satisfying that part of the curriculum objective to some extent. I would perhaps give a brief introduction to the piece or dialogue, draw their attention to any “vocabulary boxes” in the corner of the page, maybe help define a few of the unknown words, then expect them to read the short article or paragraph and totally understand it in its entirety. I would follow-up with a few questions to basically check for simple content comprehension. When a small handful of students would answer the questions, I would be satisfied that I had fulfilled the reading skill for the day or week. Unfortunately, I had left many students behind and frustrated.

Even though I had taken one or two general graduate classes on reading before attending SIT, I really didn't take them that seriously because I didn't think reading had that much to do with learning a foreign language. What was it about reading that I had completely overlooked, misunderstood, or just didn't know? As I was going through the reading section of the 4 Skills class at SIT, it didn't take me long to realize that I was doing a huge injustice to reading in my classroom and how I had grossly misunderstood the importance of reading in second language development. And I wondered why my students had a difficult time reading, understanding what was read and were frustrated? Through the presentations at SIT given by Vivian Zamel and Ruth Spack and by reading additional articles and books I also learned what a strong connection and impact reading has with not only learning a foreign language, but also with the other skills involved – writing, listening, and speaking. In the following section, I will briefly break down the reading process and how it can be beneficial to learners of a second language.

THE READING PROCESS

Many new reading terms were presented to me during my class. Terms like formal schema, content schema, top-down and bottom up processing were a few that were vaguely familiar to me. I realized I needed to gain a better understanding of these words and work with what these terms stood for if I were to help my students in their reading process. All of these terms are part of the schema theory, and what exactly is the schema theory? Very basically, it is the process a person goes through when reading an article, text or other piece of reading material to make sense of it. It includes top-down and bottom-up processing skills and utilizing the content and formal schema. Adams and Collins, as well as Rumelhart, state, “According to schema theory, reading comprehension is an interactive process between text and the reader’s prior background knowledge.” (qtd. in Carrell and Eisterhold, 1983, 556-557). Reading is indeed a complex activity that requires processing to work together with schema. This must take place for the reader to get a good understanding of the text.

To better understand how the top-down and bottom-up processing work and the impact of background knowledge, which include content and formal schema, have on reading, I have broken reading into three stages, those being:

- What the reader brings to the text
- Outside influences which affect the reader
- Assimilation of the new material

The first stage concentrates on what background knowledge the reader brings to the text. This knowledge will aid the top-down process, helping the reader make predictions about what will happen in the text. Of course, the piece being read will

influence what schemata is brought into the process. Is it an autobiography of a famous person or perhaps a romance novel or a piece of adventure fiction? If what is being read is an autobiography, it will be approached differently than if it is a romance novel. In the story *El Viaje a Guatemala*, the student will anticipate some sort of adventure and perhaps some factual things pertaining to that country. The reader could bring in some background material about some adventurous trip (s)he once took. Predictions could be made about what will happen to the characters in the book during the trip and once in Guatemala. To make these predictions, the reader would be bringing in personal experiences about trips and adventures. (S)he will then look for things in the text to match the predictions. The reader will be looking for something in the story to match his or her expectations. Because of experience and predictions brought to the text by the reader, the top-down process is also referred to reader based.

The background knowledge of the reader in the top-down process is very important in reading. One key area of this knowledge is known as the content schema. This includes any and all things the reader may bring to the text concerning its content. A good example of this would be personal experiences. Is there any part of the text the reader can personally relate to in some way? What sort of feelings or emotions triggered by the text can the reader relate to? Earlier I mentioned the student making predictions about *El Viaje a Guatemala* concerning the trip and adventures the characters may face. These predictions are based on what the reader knows about trips and adventure. To further explain the content schema, let's say part of the story is about a trip to buy groceries, which usually takes place at a supermarket here in the United States. The reader would think about trips (s)he has made to the supermarket. How did the reader get

there? With whom did (s)he go? What was the purpose of the trip? Was it to pick up just a gallon of milk and a loaf of bread, or was it to buy a week's worth of groceries? The reader would perhaps envision what the store looked like, how big it was, where the milk was located, or who was seen at the store. Maybe the reader fondly remembers taking trips to the supermarket with a parent and some siblings as a small child. Once in the store (s)he was in total awe of all the products on the shelves. Or maybe trips to the supermarket brought unpleasant memories of the reader trudging through the store while being repeatedly admonished by Mom or Dad not to touch anything. These are just a few of the possibilities of what a reader could bring to a text concerning anything to do with a supermarket and make predictions based on this background knowledge.

Another item the reader can bring to the text is the kind of strategy to be used while reading. The purpose for which the text is being read can make a difference on how the reader approaches it. For example, is it being read for pure entertainment or is it for the purpose of seeking information? Will the reader be skimming the text to get the general idea of it or will (s)he be scanning it to look for specific details to answer particular questions? Many times both of these are used while reading. The reader may quickly skim through a paragraph to find out if it needs to be scanned more carefully to find answers.

The second stage of the reading process is affected by the mood of the reader, the motivation for reading and the ability to understand the text, which is tied to the formal schema. First, I'd like to briefly explain the impact motivation and mood of the reader have on the reading process.

Readers must have a motivation for reading. The text should be of interest to them. They need to have expectations about the text and reasons for reading it, whether it is for having a brief discussion, for answering questions or writing a brief summary about it. A reader may be motivated to find out if the predictions made about the story were correct. If there is no reason to read the text, the reader will have no motivation to do so.

It has been my experience in my classroom that a text being read by students who enjoy reading is going to be approached much differently than by those who dislike reading but has to get through the text merely because it is something that has to be done. The students who enjoy reading will be more likely to rely on the background knowledge and put content and formal schema to use to the best of their ability.

Formal schema is another type of background knowledge. This knowledge is brought into and used in the bottom-up part of the information processing. Also referred to as text-based, bottom-up processing relies on the data being provided by the text. In this process the reader pieces together the vocabulary, syntax, grammar, and all the component parts. The linguistic background knowledge of the reader is being used. The readers who dislike the task of reading will be more likely to get caught in the bottom-up processing and get bogged down with having to know the meaning of every single word. In doing so they lose the flow of the story and get frustrated with the language. They get discouraged because they can't understand the general meaning and their dislike of reading overshadows the process.

Before I had learned more about the importance of reading and what the reading process is really about, my students would stumble through a text I wanted them to read, understanding only bits and pieces. A number of them would get so frustrated in this

formal schema they wouldn't even think about bringing in content schema to help them get a vague idea of what the story was really about. They would be very intent on having to know the exact meaning of every word. Applying what they had learned about verb conjugations, for example, flew right out the window. They basically would get stuck in the bottom-up processing. As I got a better grasp on the reading process myself, I introduced the students to various pre-reading and other activities (described in the following sections) to help them. Little by little they came to realize that they didn't have to know the meaning of every word right away. They could figure out the meaning of an unknown word by the context in which it was used. They began applying more and more of what they had previously learned about the mechanics of the language to what they were reading. By working with the students through various activities and helping them through the process in steps, their confidence is built little by little. The readers who struggle will slowly come to realize that the "inch by inch it is a cinch" theory does work. They will not be overwhelmed with trying to understand "everything" all at once.

The third stage of the reading process involves assimilating new material. Bringing in personal reflection and participating in a group discussion show that the reader was able to grasp the main ideas of the text. This also helps in being able to compare and contrast the customs and traditions of Guatemala with those here in the United States, developing a better understanding of the Hispanic culture.

I have tried to help guide my students through this process in hopes that the reading skill will help them get a better grasp on the use and understanding of the Spanish language.

In the next section, I will discuss cultural specific content schema and what role it has in the reader's understanding of the text being read.

CULTURE AND CONTENT SCHEMA

Since a major part of the content schema is bringing in background knowledge to the piece being read, it is obvious that my students in Athens, Wisconsin will struggle with readings about a culturally specific situation, making it very difficult, if not impossible, for them to relate. Studies have shown that readers have an easier time reading and understanding a text based on their own culture as opposed to one referring to a different culture (Carrell and Eisterhold, 1983, 561). These authors go on to say in their article, “The background knowledge that second language readers bring to a text is often culture specific.” (Carrell and Eisterhold, 1983, 562)

I have to remember that many of my students, outside of World History class, have had very little exposure to “real-life” cultural diversity. Their definition of culture is based on what they have seen and heard, not from their own experience. There are misconceptions formed, stereotypes made and just a plain misunderstanding of cultures other than ours here in the United States of America. Sadly, many times parents, relatives, and/or friends are feeding the reader with misguided information. This is the type of background knowledge some of my students are bringing into the text, which, for the most part, will not aid them much in their reading process. Their content schema is flawed from the beginning.

Learning about a culture is a very complex matter. It cannot simply be learned overnight or learned in its entirety in broken up segments that are intertwined into a classroom setting spread throughout the school year. Even living, working and studying in various Hispanic countries, as I have done, has not given me a complete 100%

understanding of the Hispanic culture. My objective, therefore, in my approach to exposing and teaching my students about culture is that I cover four main points. Those points, along with a very brief description are:

- 1) Knowledge – knowing facts as opposed to not being able to distinguish the difference between facts and stereotypes.
- 2) Awareness – Being aware of our thoughts and actions toward a culture different than ones own.
- 3) Skills – The abilities one has to develop ways to understand differences.
- 4) Attitude - Opening ones mind to the ways of other cultures.

I believe it is my responsibility to expose them to the cultural material and help them distinguish between facts and stereotypes. I want them to develop insights which will help them better understand what is meant by culture.

Textbooks often ignore the fact that their readers may not have all, or at least enough, of the culturally specific background needed for the text. This, therefore, contributes to a lack of comprehension and frustration on the reader's part. If the student has difficulty relating to the text (s)he may set up a barrier against making attempts to read the second language text. I have seen this in my students, so I knew I needed to work on improving their knowledge of the Hispanic culture along with the reading process to break down the barrier.

Referring back to the grocery-shopping situation in the previous section, my students in Athens, Wisconsin have a totally different idea of what going grocery shopping is compared to going shopping at a market in Guatemala. Shopping for food at an open food market in Guatemala may be incomprehensible to them. They might have a vague idea that the market may involve women sitting on woven straw mats in the street

with a child strapped to their back as they're trying to sell the bushels of carrots they have placed in front of them. Buying vegetables will probably include some bargaining on the price. Instead of people pushing grocery carts through carefully arranged aisles, one would see women with straw baskets filled with fruits and other purchases balanced on the head. It's an entirely different scenario from what the students are familiar with as a trip to the (super) market. It's probably not what they expected. Through the use of pre-reading questions, showing pictures and a short discussion on the differences, my students were better able to get a more realistic picture of what a Guatemalan market is like. More specific examples of reading activities are given in the next section.

READING ACTIVITIES FOR *EL VIAJE A GUATEMALA*

This section gives a general description of some of the activities I had my students do as I guided them through the reading process, from pre-reading through post reading. The following will serve as a guide, not only on how to use some of the activities, but also as to the reasoning behind the process. For the majority of the chapters of *El Viaje a Guatemala*, I basically used the same format, doing pre-reading, reading and post-reading activities. The post-reading activities were usually started toward the end of the class period and completed as homework assignments. A number of the activities were repeated for various chapters, with slight variations, adjustments and adaptations being made, depending on the content of the chapter (for example, different pre-reading questions were used to activate the chapter's content schema). Toward the end of this section, I have included examples of specific lesson plans for chapters one, two, four and five of the book, which includes objectives, materials needed, specific activities and how they were executed and approximate time needed to complete the activities. A number of activities described in this section were repeated or done with slight variations throughout the book.

Prior to doing this project, my tendency was to concentrate on speaking and listening in my classes, with a little reading and writing included here and there. With all of those skills, an important step is to lead the students through the learning pyramid. This consists of three stages, those being the presentation of the material, the practice activities to enhance understanding of the new material and the performance by the

students in which they utilize the new material. I have, however, too often rushed through the important practice stage, which includes starting with small tasks and gradually adding new challenges onto the tasks. I had developed a habit of jumping too soon into the performance part of the learning pyramid. Merely introducing a text by briefly telling the students what it was about and then expecting them to read it was not helping them to enhance their reading skills.

A major step that I had been neglecting in the reading process was the importance of pre-reading activities. These types of activities played an important part in helping to bring in background knowledge that some students otherwise would not have thought about prior to reading the story. Simple variations of activities help activate the schema. What do the students already know about the general content of the text? What thoughts do they have concerning the general topic? Tapping into their background knowledge will aid the student in the “top-down” part of their reading.

A variety of strategies can be used to access background knowledge. The following are examples of questions I asked and a sampling of some of the students’ responses:

- Who has ever flown?
- What were you feeling when you flew?
- Were you scared? Nervous?

These questions were asked to try to bring in the emotional schema of flying. Some students that had flown replied they were very nervous while others said they had a mixture of emotions, being nervous but yet excited. Those that had never flown were asked how they would feel going up in an airplane. Some stated they wanted to do so while others stated they were afraid of flying, especially after the September 11, 2001

terrorist attacks. After a brief discussion on the various emotions involved in taking a flight, the students were asked what other possible problems could occur, aside from terrorist hijackings.

Student responses ran the gamut of common travel problems. They felt lost luggage was a common problem. I asked if anyone had ever lost his or her luggage or knew someone who had experienced the misfortune. None of the students who had flown had luggage problems but some had a parent or relative that had had problems. I shared experiences I have had with lost and damaged luggage. Other possible problems were then discussed, such as delayed or missed flights. Even though the majority of students had never flown, most of them knew someone who had flown. Many of them knew someone who had experienced some slight misfortune while on their trip.

Other examples of questions asked prior to reading the book to help the students bring in the proper background knowledge included:

- How many would like to travel and/or study in a different country?
- What types of feeling might you experience? (fear, excitement, loneliness for friends, family back home)
- What are some changes or differences you may encounter? (food, customs, clothing, how things are done)
- How adventurous would you be? Would you be willing to go beyond your “safety net” and try new things?

These questions helped the students develop the right mind-set for what they would be encountering throughout the story. Every student had a personal opinion or experience to contribute to his or her schema. By asking these questions and through the brief discussions on these topics, the students became a little more familiar with the “travel and culture” schema, especially if they hadn’t had any personal experience. They were then able to bring that into the first chapter of the story.

The top-down process to bring out and develop schema needed was followed by a brief pre-reading discussions of the book. Students were then asked to scan Chapter One and underline any cognates they recognized, or words they thought were cognates. I then had volunteers write their list of cognates on the board. The class then identified unknown words and as a group, we clarified meanings. There was always one student who knew the meaning of an unknown word. The purpose of doing this activity was to show the students that they knew more than they gave themselves credit for knowing. It helped boost the confidence of the weaker students proving to them that reading the story was within their means.

While it may appear that I was diligent with pre-reading activities for Chapter One, I soon realized that this was time well spent. With boosted confidence and a repertoire of strategies my students began to apply these strategies as we read future chapters. Students continued to look for cognates and use them to help with the comprehension. At times, the students would get stuck on a “false” cognate, but it was interesting to observe the students help each other figure out the true meaning of the word. For example, in the second chapter, one student thought the word *camerero* meant camera. A few students were in agreement with him, so I asked the students to re-read the prior sentence and the sentence in which *camerero* appeared. I asked if the word camera would make sense in the context. Another student said it must mean “waiter.” Of course, the original student agreed that would fit much better and that the context of the sentences could help in figuring out the meaning of an unknown word.

Other pre-reading and reading activities I did on occasion throughout the book were slight variations using the “Word Splash.” One such variation was making a list of five to ten words and expressions from the chapter about to be read that I didn’t think the majority of students would be sure of. For example, for Chapter Four I had written *vista*, *hermosa*, *bajan*, *indígena*, *hablaron*, *se sientan*, and *buen provecho* on a large piece of paper, which was hung in front of the class. I then asked if any of the students knew the definition of any of the words, or cared to take an “educated guess” at the unknown words, based on the schema of the story thus far. I wrote their definitions on the board. I then read the chapter out loud while the students followed along with their copy. When finished, we went back to the “Word Splash” vocabulary. The students were asked if any of their definitions changed. They were able to reaffirm some words for which they had guessed the meaning, and they were able to correct the words that had been defined erroneously. If the group was stuck on a word at any time, we would find the word in the chapter and re-read one or two sentences before and after it. More times than not, at least one student would then figure out the meaning. If the students were completely stuck on the definition of one of the “Word Splash” words, I would act it out or draw something on the board, instead of just telling them the meaning in English. This entire process helped the students to use the “bottom-up” processing by using the text itself to understand what is being read.

For a variation, I also presented a “Word Splash,” then had the students read the chapter, either silently or out loud to a partner. The students would then go over the “Word Splash” with his or her partner to define the words. After a certain amount of time, I asked if there were any words still not understood. If a student said a word, I

asked if anyone else knows meaning of word, giving the students the opportunity to give a definition.

As we progressed through the book, I had the students read a chapter in its entirety with a partner, or a few paragraphs at a time if it was a longer chapter. The students were instructed to underline and write down any unknown words. They were creating their own personal “Word Splash.” As others dictated, a student volunteer wrote the unknown words on the board. When all the words were listed, I asked the students if anyone knew the definition of any of the words. The vast majority of the words were defined or figured out using the context. The students were beginning to use more and more of what they had previously learned and applying that information to the task at hand.

During the actual reading of the text, I made sure to vary the students’ purpose for reading. Figuring out vocabulary definitions was not our only goal. I would give them two to three specific questions for which they had to find the answers. For example, in Chapter Two I asked them the following questions:

- What is unique about *el Restaurante Cacao*?
- What general type of food was served at the restaurant?
- Was there anything special about the waiter?

These questions were discussed as a class to check for a general understanding of the chapter. The students were then asked to go over the chapter with a partner and underline any words that were still unknown. Those words were then brought before the class and defined by another student or through the context was defined.

Another reading activity that was done was the “Scrambled Sentences.”

(Appendix 1) After reading a chapter, the students were placed in groups and given five

to ten sentences about the chapter. (These sentences had also been written randomly on the board.) The sentences were not always direct quotes, but rather paraphrased. The groups were then asked to put the sentences in the correct order, without referring back to the chapter. A representative from each group then went up to the board and numbered the sentences in the order they thought was correct. I then reread the chapter while the students listened. They were not allowed to make any corrections until after the chapter was completely reread. Only then were they allowed to make any changes in the order of their sentences. Their changes were also made on the board. The correct order was then revealed. More groups than not got the order correct. Those that did not have everything in order had only a couple of sentences mixed up.

This scrambled sentence activity was recycled as a review activity before starting with Chapter Six. I had about twenty-five sentences, which the students had to put in order, again working in groups. I had planned to review the chapters first as a class to help the students refresh their memories. One class, however, asked if they could just try to put sentences in order without the review. The students did a superb job working together in their groups. As I circulated around the room, I could hear them bringing in what they had learned. If a group member wasn't sure about a word in a sentence, the other members offered what they knew. I definitely witnessed top-down and bottom-up processing taking place during this activity. I also found it interesting that the Spanish I class that challenged themselves to put the sentences in order without a review did just as well as the other class that reviewed first.

During the reading process, I tried to incorporate a variety of comprehension activities. Sometimes students retold the chapter that had just been read. This was

accomplished in different ways. One was to have the students turn the chapter face down after the reading was complete, then retell a partner what the chapter was about. Another method was to go around the room and have each student say a sentence about the chapter, making every effort to keep the sequence of events in the correct order.

It should be noted that throughout our reading experience, I read a good portion of the book to the students while they followed along with their copy. I had heard so many times before that reading out loud would “insult” the students’ intelligence; they know how to read, so why should I read it out loud? Reading the text out loud does have its values. Paraphrasing Ruth Spack, a workshop presenter at SIT: when the teacher first reads a text out loud to the students they can come to understand that they don’t have know the exact meaning of every single word but still comprehend the gist of the story. Reading aloud also allows the students to hear the pronunciation of the words, especially very unfamiliar ones, and develops a flow to the text. If students, for example, are asked to read a piece silently, they may become bogged down by looking up unknown words, or become frustrated because they don’t know the exact meaning of every single word. They will then, very easily, lose the flow of the story and miss the general content. I did have the students read parts of the book either silently or out loud with a partner, but this was done in the later chapters after the students had become more comfortable with the reading process as a whole.

The main post-reading activity I had the students do was draw. I had them draw a picture of Alcayaga’s house, which was described in the story (Appendix 2). They then showed and explained the drawing to a partner. The students also drew their own huipil. (Appendix 3) They had to create a design and explain not only the significance of the

design, but also what the colors represented for them. This activity was done after reading chapter five, in which the huipil and the meanings of the colors were discussed. Prior to reading the chapter, I had also brought in a number of my huipils that I had either purchased or received as gifts in Guatemala so the students were able to see first hand about what they were going to read.

Following you will find the sampling of lesson plans for *El Viaje a Guatemala*. These lesson plans give a foundation for what can be done with the chapters. Parts can be expanded upon or completely eliminated, depending on ones class.

Lesson Plan for Chapter One

María and Linda are two 15-year-old girls traveling to Antigua, Guatemala to study Spanish. Once in Guatemala, the girls meet the family with whom they will be living during their stay.

I. Materials needed:

1. List of questions (for teacher).
2. Map of Central America and Guatemala.
3. List of cognates from Chapter One.
4. Copies of Chapter One.

II. Objectives:

1. Generate students' background knowledge of "travel and culture" schema.
2. Students will be able to identify location of Guatemala City and Antigua, Guatemala on a map.
3. Students will be able to define a short list of cognates.
4. Students will be able to tell at least three things that happen in Chapter One.

III. Pre-reading activities:

1. Questions/discussion (5-10 minutes)
2. The teacher will ask a number of questions to activate discussion.
3. Have a student volunteer locate the country of Guatemala and the cities of Antigua and Guatemala City on a map. (2-3 minutes)
4. Show list of cognates for student identification. (5 minutes)
As a class, have students define cognates. A student may write the definition of the words on the board.

IV. Reading activities:

1. Hand out copies of chapter to each student. Teacher reads chapter while students follow along. (5-7 minutes)
2. Ask students if there are any unknown words or phrases. Discuss with the class. Guide students in figuring out meanings. (5-10 minutes)
3. Have students tell a partner three things they can remember about the chapter. (5 minutes)
4. Together as a class, have students retell the story as key points are written on the board.

V. Possible post- reading activities (given as homework)

1. Research and write a short report on a place of interest in Guatemala City, such as a museum, cathedral, the National Palace, etc.
2. Research and write a short report on what airlines fly into Guatemala City and give an example of its arrival and departure schedule.

Lesson Plan for Chapter Two

María and Linda's Guatemalan family takes them to a restaurant where they have the opportunity to try some typical food. They meet some friends of their new family, only to discover that they have a son working in Wisconsin.

I. Materials needed:

1. Copies of Chapter Two.
2. Paper, markers
3. List of pre-reading questions on board or overhead projector.

II. Objectives:

1. Generate students' background knowledge of food and restaurants.
2. The students will be able to discuss two differences and or similarities between Guatemalan food and American food.
3. The students will be able to correctly define fifteen cognates.
4. The students will be able to reconstruct the chapter with the use of pictures.

III. Pre-reading activities:

1. Ask and discuss with students what they know about Guatemalan food. Is it different than American food? Mexican food? Do they think there are similarities? Are the restaurants the same as those here in the United States? (5 minutes)
2. Hand out copies of Chapter Two. With a partner, skim through story looking specifically for cognates, underline and define them. (this can be tied into reading activity) One partner will then write their list of cognates on the board with definitions. Go through the list with class to double check for errors. If there are any errors, ask if any student knows the correct meaning. If not, guide students through the context to help them figure out the correct meaning. (10 minutes)

IV. Reading Activities:

1. Teacher reads chapter while students follow along. (5 minutes)
2. Have volunteers give a review of the chapter. Students ask about any words/phrases still in question. With a partner, have students discuss pre-reading questions about Guatemalan food and the restaurant. Make list of similarities and/or differences. (5-7 minutes)
3. Bring class together for discussion. Have a student volunteer write similarities/differences on the board as stated by classmates. (5 minutes)
4. Divide chapter into three segments. Students are assigned a segment to reread. Individually, they will then draw a picture depicting that segment. Students will form groups according to segments and explain their diagram with a partner in that group. Students will then form new groups, with one person from each segment. They will then retell (in Spanish) the chapter using their diagrams. Regroup entire class and ask if there are any questions about the chapter. (30 minutes -may need to be extended to following class period based on 45 minute classes)

V. Post- reading activities:

1. In groups, with a partner or individually, have students research a restaurant found in Guatemala. Make an original version of a menu for that restaurant or write a critique for the newspaper describing its atmosphere, the food, location, etc.
2. Have students make Guatemalan food or drink recipes and share with the class.

Lesson plan for Chapter Four

María and Linda meet Rosa, the family *muchacha*, as she is preparing the family breakfast. After breakfast the family discusses the day's activities, along with other possibilities for the girls to do during their stay in Antigua.

I. Materials needed:

1. Copies of Chapter Four.
2. "Word Splash" (list of predicted unknown words from chapter)

II. Objectives:

1. Students will be able to define five new words.
2. Students will be able to retell Chapter Four to a partner.

III. Pre-reading activity:

1. "Word Splash" (5-10 minutes)
Teacher will show list of "predicted" unknown words. Ask students if anyone knows or thinks they know any definitions. Write student ideas on the board.

IV. Reading activities: (15-20 minutes)

1. Hand out the chapter. Teacher reads the story while students follow along.
2. Go over "Word Splash" vocabulary again. Ask students if any of the definitions changed and to define words not yet defined.
3. Give students two to three questions about the chapter. (for example, what does Rosa fix the family for breakfast? What is the significance of 'Buen Provecho'?) Students reread chapter silently to look for answers.
4. With partners, discuss answers and what words, phrases, etc. still are not clearly understood.

V. Post-reading activities:

1. Do research about Volcán de Agua, or any of the other volcanoes found in Guatemala. Draw a picture of the volcano and write or give a brief report.

Lesson Plan for Chapter Five

In this chapter, the Alcayaga family takes the girls to the market and central park. While there, María and Linda learn about the colors and designs with which the typical indigenous clothing is made.

I. Materials needed:

1. Huipils or pictures of huipils.
2. Pictures of an open-air market.
3. White construction paper and markers.
4. Copies of Chapter Five.

II. Objectives:

1. Activate students' knowledge of an open air market and indigenous clothing.
2. Students will be able to give the definition of five new words.
3. Students will be able to put scramble sentences in the correct order.
4. Students will be able understand and explain the general significance of colors, designs and symbols of huipils.

III. Pre-reading activities:

1. Display/questions/discussion of market and huipil questions (5-7 minutes)
2. The teacher will show pictures of open markets and ask questions to activate discussion such as:
 - What is different about the picture of the market and a supermarket as you know it?
 - What do you usually carry your groceries in?
 - Are there vendors sitting in the aisles in the supermarkets?
3. The teacher will show either actual examples or pictures of huipils and ask questions to motivate discussion such as:
 - Why do the huipils have different designs?

- What do you think the colors, designs and symbols mean?

IV. Reading activities:

1. Hand out Chapter Five to students. Have students take turns reading the chapter with a partner. (5 minutes)
2. Partners write down any word not clearly understood. (5 minutes)
3. Have students put unknown words on the board and define them as a class. (5 minutes)
4. Have partners re-tell the chapter to each other. (5 minutes)
5. Have the class get together. Go around the room with each student telling one thing that they remember from the chapter. (no repeats if at all possible!) (10 minutes)
6. Ask some comprehension questions such as: (5 minutes)
 - What is a licuado?
 - Why are the designs different on the huipils?
 - What does the color black represent? Red? Blue?
7. Scrambled Sentences. (10-15 minutes or first part may be given as homework and continued in class the following day)
 - Partners are given list of scrambled sentences. (Sentences are written in random order on the board also.)
 - Without looking at the chapter handout, partners attempt to put the sentences in the correct order.
 - One partner goes to board and numbers sentences in order.
 - Teacher rereads chapter while students listen.
 - After chapter is reread, changes may be made.
 - The correct order is revealed.

V. Post-reading activity: (given as homework)

1. Students will design and draw their own huipil. They will explain the significance of the colors, designs and symbols to a partner the following class period. Volunteers can explain their huipil to the class.

I did find that using these various activities dispersed throughout the lesson helped the students clarify and verify their understanding of the text being read. They helped recycle vocabulary and various grammatical points and best of all, the activities helped maintain their interest; they are doing several different tasks, but yet working on the same material, thus reinforcing what it is they were learning. These activities helped

my students overcome some of the fears they had about reading and gave them a new confidence about the entire process.

WHAT I LEARNED

While working with the book, it appeared that the majority of the students were interested and motivated to read the story. Numerous times the students would ask me if we were going to read the next chapter that day in class. It was obvious the students were interested in the story and wanted to find out what was going to be happening. Would it be the same as their prediction? They also became very good at bringing in the content schema background knowledge based on stories and other facts I had shared with them about Guatemala.

I have always made an attempt to address intercultural exploration, i.e. to compare, contrast and discuss various culture differences, especially between Hispanic countries and those of the U.S. There always seems to be a small handful of students that have the mentality, "It's our (U.S. Americans') way or no way." Interestingly, but yet not surprising, I have found that the students who were more open and willing to learn about the Hispanic culture and the differences within those countries had an easier time reading *El Viaje a Guatemala*. These students listened with more intensity and asked more questions as I have shared with them my personal experiences from Guatemala, Costa Rica and Mexico. They had absorbed more information about different cultures and were able to bring in more to the text as their background knowledge. Based on the feedback from my students, they seem to have become more aware of cultural differences. They are better able to distinguish between fact and stereotypes. I have seen a definite change in their attitude as we have discussed cultural items and done various

activities. My students' minds have been opened and a number of them are telling me they want to learn even more about the Hispanic culture.

At the end of our reading, students were asked to complete a feedback form. (Appendix 4) I especially found the Spanish I level students' comments about the story to be very interesting. One student, Tanya, who averaged a "C" in class, stated on her feedback "most of the talking we did all year helped me understand it." Another student, 'Javier', who received an "A," actually stated that he felt he had learned very little new cultural material "because you share a lot with us." A "B" student, Melissa, wrote that she hadn't really learned anything much different about life and customs in Guatemala "because it was like the things we talked about earlier." These students clearly benefited from bringing in their learned background knowledge about life in Guatemala to the text and applied the material as they were reading the story. Though not having their own personal experience to help serve in the content schema, they were able to use my experiences as a surrogate. Tania, 'Javier' and Melissa, among other students, had an easier time reading and understanding *El Viaje a Guatemala* than those students who had made up their minds from the beginning that they couldn't understand it and made very little effort to bring in any type of background knowledge.

The students were asked on the feedback if they found the story too difficult, challenging but "do-able," or too easy to understand. Only one student said it was difficult for her. The rest of the students said it was challenging but do-able because of the process and activities they did as they read the story. They had also been asked if they felt they had to know the exact meaning of every unknown word to understand the general meaning of the story. Casey stated, "I think it is possible to figure out the

meaning of a word by the words around it.” Angela said, “No, as long as you knew what the main, key words were it was no problem understanding. The rest was all context.”

Travis wrote, “I think all that you have to understand are the main points of the story, not every word.” These students, along with many others, came to realize that knowing the exact meaning of every word wasn’t necessary. The more of the story they read, the more I saw the students utilizing previously learned grammatical material to figure out what they didn’t know in that area. My students were enjoying a culture-based story while becoming competent readers.

I also asked which activities they liked the best and which ones helped them the most. The majority of the students felt the “Word Splash” activities were very helpful. They enjoyed the challenge of trying to figure out the meaning of unknown words based on the context of the story. Some of the students preferred the prepared list made by me while others liked going through a chapter with a partner and making their own “Word Splash.”

Another feedback question dealt with the method of the actual reading of the text. I found the students to be split on their opinion of what worked best for them. Some stated that listening and following along while I read a chapter out loud was very helpful to them in gaining a better understanding of the story. Others, however, said they preferred reading the story silently to themselves, which they had done on occasion.

In general, the students found the activities they did made it easier to understand each chapter. They discovered that new words were recycled and used again in later chapters. “Bianca” wrote, “There were a lot of words that I didn’t understand at first, but

then in the next chapters they were used again and I understood.” Tanya stated, “I think it got easier each chapter because you had a feeling of what was going to happen next.”

With an idea of the schema of the text and using the “top-down, bottom up” process, the students discovered reading the story was less threatening with each chapter. In fact, they erased a number of fears reading in a foreign language. Through this process, they realized that they know more and can understand more than they thought they could.

Evidence that my efforts in using top-down/bottom-up schema were paying off for my students came by surprise one day in my Spanish I class. At the beginning of class I was sitting in a student desk talking with one of my students. When the student entered the room and saw her desk was occupied, I began teasing her that she was the teacher for the day, and I was a student. With a little coaxing by her classmates, Kendra began teaching the next chapter of *El Viaje a Guatemala*. She started by having the students take turns reading out loud. Every few sentences, Kendra asked the class if there were any words that were not understood. She had another student write those words on the board. At the end of a paragraph, she would check for understanding by having the students tell what happened in the paragraph. At the end of the chapter, she went around the room and had each student say a sentence about the story. I then took over and commented to the students that even though there were a few words that were incorrectly defined, or not defined at all, they had understood the gist of the chapter. Without my direction, Kendra and her classmates had established a good comprehension of the schema and were less afraid to take risks in the bottom-up process of using the text itself to figure out meanings of unknown words. This episode was testimony that my students

had taken ownership of the procedure used for reading and the techniques we had been using.

Reading, I have discovered, plays a huge role and has a big impact on student learning. By using a reading text, one can start with very simple tasks and build to more complex ones. I definitely learned that guiding the students through the steps of the reading process is very essential to helping them succeed. It helped me as a teacher to know where my students were in the process and what I perhaps needed to change, even if the change was small. Before, I was so concerned that recycling and repeating material would “bore” the students, when in fact that played a very important role. I learned that by changing activities just a little usually presented the students with a new challenge. The students were soon expanding what they have learned from the text and applying those things at a higher level of their language learning and usage.

One of the biggest steps for me was to improve the pre-reading activities. The building of the schema, I discovered, was an essential part of the process. So many times before, I had given my students little opportunity to share with me, or their classmates, what they already knew about the topic. What was reinforced to me as a teacher was that students do take pride in what they know and by allowing them to share and experiment with more freedom, they seem to become more willing to take chances and experiment with the language.

Leading my students in a structured manner, but yet allowing for their creativity is very important. This was especially proven to me in some of the reading and post-reading activities. It gave the students a feeling of ownership to an activity or project, therefore investing more time and effort. Guiding my students through *El Viaje a*

Guatemala proved to me that my students have a lot of potential and a wealth of untapped skills and knowledge for which I hadn't given them credit, nor the opportunity for them to unveil.

During this project I feel like I have been planted in new soil and watered. I grew as a teacher in my understanding of the value reading can bring to learning a language. I am now ready to blossom further. My mission is to keep my watercan filled so I can sprinkle my love of reading onto my students so they, too, will reap the benefits it has to offer as they learn Spanish. The book is one instrument that helps me do this.

El Viaje a Guatemala is a story of two American teenage girls who travel to Guatemala. They will be living with a family in Antigua, Guatemala. During their stay, the girls discover the beauty of the country, both in its land as well as the indigenous culture. They are exposed to, and learn about, the symbolism of the colors and designs of typical indigenous clothing. The girls, along with their new friends, who they met at the language school, are faced with challenges on their camping trip to the top of a volcano. Perhaps one of the most memorable cultural experiences includes the making of a rug for the Good Friday procession. During the Good Friday festivities, María finds herself to be a potential victim of robbery. Following a farewell party at their school, María and Linda must say good-bye to their Guatemalan family. The girls are sad, but yet happy, to return to their families in Wisconsin.

Hopefully, this book's content will help students develop a new awareness of the Guatemalan culture.

EL VIAJE A GUATEMALA

CAPÍTULO 1

“La Reunión de la Familia Alcayaga”

María vive en los Estados Unidos, en el estado de Wisconsin. Ella vive con sus padres y tres hermanos. Ella tiene 15 años. María no es muy alta ni es muy baja. Ella tiene pelo castaño y los ojos verdes. María tiene un animal doméstico. Es una perra que se llama “Chica.” “Chica” es negra y un poco blanca. Le gusta mucho correr y jugar con la pelota de tenis y un “frisbee.”

A María le gustan los deportes, leer, estar con amigos, y viajar. A ella también le gusta aprender cosas sobre culturas diferentes. Ella va a viajar a Guatemala para estudiar Español en Antigua. Antigua es una ciudad muy vieja y bonita. Una amiga de María va a viajar y estudiar con ella. La amiga se llama Linda. Ella tiene 15 años también. María y Linda asisten a la misma escuela secundaria en Wisconsin. Ellas van a vivir con una familia Guatemalteca en Antigua. La familia se llama Alcayaga. María y Linda están muy emocionadas. Ellas esperan y esperan el día de su salida. Finalmente, llega el día.

Las familias de María y Linda las llevan al aeropuerto el 24 de marzo. Ellas van a estar en Guatemala por un mes. Todos se despiden. María y Linda suben al avión. Linda está un poco nerviosa porque es su primer viaje por avión. Ellas van a volar a Dallas, Texas primero. Durante el vuelo ellas comen en el avión. La azafata les sirve el desayuno que consiste de huevos revueltos, tocino, pan tostado, leche y jugo de naranja. A ellas les gusta mucho el desayuno. Llegan a Dallas a la 1:37 p.m. María y Linda

tienen que esperar dos horas y media en el aeropuerto. Ellas suben a otro avión y siguen su viaje. El vuelo está bien y ellas llegan a la ciudad de Guatemala a las 6:05 de la noche. La familia Alcayaga las espera. La familia consiste del padre que se llama Jorge, la madre que se llama Miriam y dos hijas, Ivonne y Lilian. Primero, todos van para recoger el equipaje.

--Aquí está mi maleta -- les dice Linda a María y su familia Guatemalteca. Ella está muy alegre.

-- ¿Dónde está mi maleta? -- le pregunta María -- No veo mi maleta. Necesito mi maleta. Toda mi ropa está en mi maleta. ¿Qué voy a hacer sin mi ropa? María está muy triste y muy preocupada.

-- No te preocupes.--le dice Miriam. --Esperamos un poco más. Tu maleta va a llegar.

--Espero qué sí --le dice María. Finalmente, la maleta de María llega. María está muy alegre. Todos salen del aeropuerto.

CAPÍTULO 2

“El Restaurante”

Durante su vuelo, María y Linda no comieron mucho. Ahora tienen hambre.

--¿Tienen hambre Uds.? -- les pregunta Jorge.

--Sí, tenemos hambre -- le contestan.

--Pues, vamos a un restaurante muy bueno--dice Jorge. -- Allí Uds. pueden comer tortillas de maíz, pollo frito, arroz y frijoles negros y otra comida típica de Guatemala.

--¿Cómo se llama el restaurante? -- le pregunta María

--Se llama “Cacao”--contesta Miriam.

--¿Cómo es el restaurante? --le pregunta Linda.

-- Es muy bonito e interesante también -- contesta Miriam. -- Tiene un techo de palma y hay un puente de vidrio. También hay muchos ángeles de barro que sirven de lámparas. Los camareros usan trajes típicos de diferentes regiones de Guatemala. Los trajes son muy bonitos.

-- Entonces, vamos al restaurante -- dicen María y Linda.

Todos van en carro al restaurante “Cacao.” Al llegar al restaurante, todos bajan del carro y entran a “Cacao.”

-- Uds. tienen razón, el restaurante es muy bonito e interesante. -- le dice María.

-- Y mira al traje de los camareros -- dice Linda, -- todo está muy bonito. El traje es muy colorido y brillante. Es muy diferente de mi ropa.

-- Se puede distinguir de que parte de Guatemala es el traje por el diseño y los colores-- les explica Jorge. -- Uds. van a ver mucho más en Antigua.

Un camarero se acerca. -- Buenas noches, ¿les gustaría sentarse en una mesa?

-- Sí, muchas gracias-- contesta Jorge.

Entonces, Jorge, Miriam, sus hijas, María y Linda siguen al camarero a su mesa. Todos se sientan y el camarero les da a todos un menú. Todos miran el menú.

-- Hay muchas comidas nuevas y diferentes para nosotras --dicen María y Linda.

-- ¿Hay una especialidad de la casa? --le pregunta Jorge al camarero.

-- Sí Señor, la especialidad se llama ‘Pulique.’ Es un plato de carne – pollo, cerdo o de costilla de res – y verduras como papas, zanahorias, y/o elote. Es una comida típica de Guatemala. La recomiendo.

-- Parece interesante -- dice María. -- Me gustaría probarla.

-- A mí también --afirma Linda. --y, ¿qué hay para tomar?

-- Hay un ‘ponche’ hecho con jugo de piña, jugo de naranja y jugo de limón, bananos, fresas y 7-Up -- le contesta el camarero. --Es muy delicioso y fresco.

--Bueno, entonces, me gustaría ‘ponche’ para tomar -- dice Linda.

-- A mí también --dice María.

Después de ordenar, todos hablan y esperan la comida. Después de veinte minutos, el camarero les trae la comida y las bebidas. Él les sirve a todos.

-- ¿Algo más para Uds.?-- les pregunta el camarero.

-- No, gracias -- le contesta Jorge -- todo parece bien.

Entonces, María, Linda, Jorge y Miriam comen y hablan. Todos piensan que la comida y el ‘ponche’ son deliciosos. Todos están llenos. Están listos para salir.

Jorge le pide al camarero por la cuenta. El camarero la trae. Jorge paga la cuenta y todos van a salir del restaurante cuándo entran Mirza y Cesar Bustamante. Ellos son amigos de Miriam y Jorge.

--¡Hola Mirza y Cesar! -- les dicen Miriam y Jorge.

--¡Hola Miriam y Jorge! -- les dicen Mirza y Cesar -- ¿Por qué están aquí Uds.?

--Pues, -- dice Jorge --nosotros comimos en el restaurante. Estas dos estudiantes americanas van a estudiar español en Antigua por unas semanas. Ellas van a quedarse con nosotros. Les presento a María y a Linda.

-- Mucho gusto --dicen ellas.

-- Igualmente --dicen Mirza y Cesar.

-- ¿De qué parte de los Estados Unidos son Uds.? -- les pregunta Mirza.

-- Nosotras somos de Wisconsin.

--¿De veras? -- dice Cesar. -- Es increíble porque nuestro hijo trabaja en Wisconsin en una granja cerca de un pueblo que se llama 'Whitehall.'

--¡No me digas! --exclama María. --Mis padres tienen una granja cerca de un pueblo que se llama 'Blair.' 'Blair' está cerca de Whitehall. ¡Es increíble!

--Nosotros vamos a visitar a nuestro hijo en Wisconsin en dos meses. Visitaremos a Uds. también --les dice Cesar a María y a Linda.

Entonces, todos se despiden. Mirza y Cesar van a comer en el restaurante y la familia Alcayaga, María y Linda van al carro para ir a Antigua.

CAPÍTULO 3

“La Casa”

Durante el viaje a Antigua, nadie habla mucho porque es tarde y todos tienen sueño. María y Linda no pueden ver la vista porque es la noche y está oscuro. Ellas duermen.

Cuándo María y Linda se despiertan, están en Antigua. Llegan a la casa de la familia Alcayaga.

--Aquí estamos--les dicen Ivonne y Lilian. --Bienvenidos a nuestra casa. Nuestra casa es su casa.

Todos entran a la casa. No es una casa grande ni es una casa pequeña tampoco. Hay un cuarto que sirve como la oficina, dos dormitorios, una sala, un baño y la cocina. Hay un sofá y dos sillones en la sala. Hay unas fotos en las paredes. Ellas salen de la cocina y entran el patio. En el patio hay una pila. La pila es de cemento y tiene tres partes.

--¿Qué es esto?--le pregunta Linda.

--Es una pila --contesta Ivonne. --La usamos para lavar los platos, ropa, y otras cosas. El agua siempre está en la parte medio. Nunca ponemos cosas sucias en esta parte. Usamos una palangana... un tazón de plástico... para echar el agua en las otras partes.

--Entonces, ¿No tienen Uds. una lavadora? Nosotras vamos a tener que lavar nuestra ropa a mano? --le pregunta María.

--No--dice Lilian --tenemos que lavar la ropa a mano, pero tenemos “una muchacha” que nos ayuda. En otros países se llama una criada o sirvienta. Ella le ayuda a nuestra mamá a lavar la ropa, cocinar y limpiar la casa. Ella puede lavar su ropa también. Es muy común tener una muchacha. Nuestra muchacha se llama Rosa.

--¿Cómo secan la ropa? No tienen una secadora, ¿Verdad? ¿Siempre tienen que tenderla? --pregunta Linda.

--Sí, y durante la estación de lluvia, es difícil porque usualmente está lloviendo durante las tardes. Pero, así es la vida aquí en Guatemala --contesta Lilian.

--A ver, entonces ¿Rosa lava todo y cocina todas las comidas?--pregunta María.

--No, no, no. Nuestros padres cocinan también y Mamá lava la ropa y otras cosas. Y nosotras también tenemos que ayudar con los deberes en casa --dice Ivonne --y por supuesto, yo hago más que mi hermana.

--¡No es verdad! --exclama Lilian --creo que yo hago más que Ivonne.

María y Linda piensan que es muy cómico y se ríen. Ivonne y Lilian se ríen también. Ellas continúan por el patio. Hay muchas flores en el patio. Es muy bonito. Hay una escalera.

--Vamos a subir la escalera. Allá arriba es el dormitorio de Uds.--explica Lilian.

Todos suben la escalera al balcón. Entran al dormitorio. Hay dos camas, una cómoda grande y dos escritorios pequeños. Hay una lámpara pequeña en cada escritorio.

--Bienvenidos a su dormitorio. Uds. pueden adornar las paredes con carteles y fotos si quieren--explica Ivonne. -- Hay un escritorio para cada uno y tienen que compartir la cómoda. ¿Está bien todo?

--Todo está bien. Muchas gracias. Ahora, tenemos que dormir porque tenemos mucho sueño. Buenas noches --dicen María y Linda.

--Buenas noches. Hasta mañana --responden Ivonne y Lilian.

CAPÍTULO 4

“Las Actividades de la Mañana”

En la mañana María y Linda se levantan a las 8:00. Ellas van al balcón. Es un día muy bonito. Hace buen tiempo. Hace sol. No hace calor.

--¡Mira la vista!--exclama María. --¡Qué bonita!

--¡Ay! Sí, es muy hermosa. ¡La vista de todas las montañas y el volcán es increíble! ¿Sabes cómo se llama el volcán, María?

--No sé, Linda, pero es muy alto. Preguntaremos a Lilian y Ivonne. Ahora, vamos a la cocina para el desayuno. Tengo hambre.

María y Linda bajan a la cocina. Solo hay una muchacha indígena en la cocina. Ella hace tortillas y huevos revueltos. Ella lleva ropa típica como el camarero en el restaurante.

--Muy buenos días --dice la muchacha indígena. --Me llamo Rosa. Yo trabajo aquí los lunes, los miércoles y los viernes. ¿Son Uds. las estudiantes Americanas que van a estudiar español y vivir aquí?

--Sí, me llamo María.

--Mi nombre es Linda.

--Mucho gusto --dice Rosa.

---Igualmente---dicen María y Linda.

Entonces, entran Miriam y Jorge. Ellos están alegres de ver a las chicas.

--Buenos días. ¿Cómo están Uds. esta mañana? Ivonne y Lilian todavía duermen. Uds. hablaron mucho anoche.

--Sí, hablamos mucho. Tengo sueño todavía pero estoy muy emocionada estar aquí. No puedo dormir más --dice María.

--No puedo dormir más tampoco --responde Linda. --Nosotras queremos explorar la ciudad y aprender mucho. Por ejemplo, ¿Cómo se llaman los volcanes que podemos ver?

--Un volcán se llama 'Volcán de Agua' y el otro se llama 'Volcán del Fuego.'

Entran Ivonne y Lilian a la cocina. María y Linda están alegres de verlas. Todos se sientan para desayunar. Rosa les sirve huevos revueltos, tocino, tortillas, y jugo de naranja.

--Muchas gracias por el desayuno Rosa. ¡Muy delicioso! --dicen Linda y María.

Después de comer, María y Linda les preguntan sobre las actividades del día.

---Pues, hay muchas actividades que Uds. pueden hacer mientras están aquí. Hoy vamos al mercado y después vamos al centro. Hay muchas tiendas en el centro. Vamos a almorzar en un restaurante que se llama Doña Luisa. ¿Cómo les parecen estas actividades? --les pregunta Jorge.

--Parecen muy bien. ¿Qué más? --responde Linda.

--Hay mucho más que hacer, pero creo que no hay bastante tiempo para hacer todo mientras Uds. están aquí. Por ejemplo, Uds. pueden visitar una fábrica de jade, subir al Volcán de Agua o explorar las ruinas y varias iglesias. Uds. deben participar en las actividades de Semana Santa, y por supuesto, ¡Uds. tienen que estudiar!

--Todos nosotros queremos ayudarles a estudiar --dice Lilian. --Va a ser fácil para Uds. porque ya saben bastante bien el español.

--Muchas gracias. Uds. son muy amables --dice María.

Miriam dice --¡Vamos al mercado!

Antes de salir de la mesa, todos los miembros de la familia Alcayaga se dicen---
Buen Provecho.

María y Linda no entienden y les preguntan ---¿Qué significa 'Buen Provecho'?

--Más o menos tiene la significación que todo está bien con su comida. Es una
costumbre decir éste después de comer y antes de salir de la mesa --explica Miriam.

--Entonces, 'Buen Provecho' a Uds. también --dicen María y Linda.

--¡Ahora, vamos al mercado! --dice Miriam otra vez.

CAPÍTULO 5

“El Mercado”

Es un buen día. Hace sol pero no hace calor. Miriam, Jorge y las chicas caminan por las calles al mercado. Es muy interesante y diferente para María y Linda. Todo está en el aire libre. Hay muchas personas en el mercado. Hay personas que venden muchas cosas diferentes. Unas venden ropa y zapatos. Otras venden verduras y frutas. Hay papas, zanahorias, brócoli, maíz, ejotes y mucho más. También hay piñas, manzanas, naranjas, bananos, fresas y otras frutas. Hay mujeres que llevan mercaderías en canastas en su cabeza. Hay vendedores que venden refrescos y licuados.

--¿Les gustaría un licuado? --pregunta Ivonne a María y a Linda.

--No sé --dice María. --¿Qué es eso?

Lilia explica --Se hace con fruta y hielo o leche. Se mezcla como un batido pero no hay helado. Son muy deliciosos y frescos.

--Me gustaría probar un licuado de banano --dice María.

--Me gusta uno de fresas, por favor --dice Linda.

Jorge paga por los licuados.

--¿Les gustan? --pregunta él.

--- Mmmm, ¡qué rico! --dicen María y Linda.

Después de ver muchas cosas en el mercado, María, Linda y la familia Alcayaga van al centro de Antigua. Hay un parque muy bonito en el centro. Hay árboles y flores. Hay muchos bancos dónde se sientan muchas personas. Hay muchas personas que llevan traje típico. Ellos son personas indígenas.

--¡Miren! --exclama Linda. --¡Esa mujer lleva la misma blusa y falda que tiene Rosa!

Miriam explica a María y a Linda, --la blusa se llama ‘huipil’ y la falda se llama ‘corte.’ Es lo que llevan las chicas y mujeres indígenas. Los hombres y chicos también llevan camisas y pantalones especiales. Cada huipil, corte, camisa y pantalón tiene un diseño diferente, depende de que pueblo es la persona. Rosa, por ejemplo, es del pueblo ‘San Antonio Aguas Calientes,’ cerca de aquí. También los colores significan algo especial. Por ejemplo, el negro representa guerra y las armas, porque el color es similar a la obsidiana que los maya quiches usaron para hacer puntas de lanza y flechas. El amarillo representa el maíz, su comida básica. El azul es el color del sacrificio y verde representa la majestad. El color rojo es el más popular. Unas personas dicen que el rojo representa la sangre y otras dicen que representa la guerra. Otras dicen que representa el calor, fuerza y todas cosas viviendo. Los Quiche dicen que rojo está conectado al sol y es el corazón de todo para ellos.

--¡Qué interesante! --exclama Linda.

--Sí, aprendo mucho de Guatemala --dice María. --Y los diseños de los huipiles son muy bonitos.

--Los diseños también representan algo. Unos diseños tienen animales, plantas o pájaros. La naturaleza es parte de su religión, por eso los símbolos son importantes para ellos. También, diferentes colores, diseños y como la persona lleva la ropa puede representar muchas cosas sobre la persona. Por ejemplo, su edad, su posición económica, la ocasión en que la persona participa o también, la herencia de la familia de la persona – explica Jorge.

--¡Ay! Y todo que yo veo es un huipil muy, muy bonito de diferente colores y un diseño hermoso. Pero, para ellos el huipil es como un libro lleno de información --dice María.

Ivonne y Lilian dicen --tenemos hambre. Vamos al restaurante 'Doña Luisa' para comer.

--Es buena idea --dicen María y Linda.

Todos van al restaurante y comen mucho.

CAPÍTULO 6

“La Clase de Español”

Es lunes. Hoy es el primer día de clases de español para María y Linda. Ellas van al ‘Centro de Entrenamiento.’ Aquí ellas van a asistir a sus clases de español.

El ‘Centro’ es una escuela pequeña. Hay cinco salas de clases y hay un patio con una pila. Hay muchas flores. Es muy bonito.

Las clases son pequeñas. La clase más grande tiene solo diez estudiantes. En la clase de María y Linda hay seis estudiantes. Todos son de los Estados Unidos. Hay dos chicos de Colorado que se llamen Pablo y Felipe. Hay uno de Carolina Norte que se llama Carlos y hay una chica de Tejas que se llama Juanita. Hay estudiantes de otros países en las otras clases. María y Linda están emocionadas de conocer a todos los estudiantes.

La profesora de María y Linda se llama ‘Pilar.’ Ella es indígena. Lleva un huipil y un corte. Son muy bonitos. Parecen el huipil y el corte que lleva ‘Rosa.’

--Buenas días clase --dice la profesora. --Me llamo Pilar y soy su profesora de español.

--¿Es Ud. del pueblo ‘San Antonio Aguas Calientes?’ --le pregunta María.

--Sí, soy de allí, pero, ¿cómo sabes eso? --responde Pilar.

--Es porque la muchacha de mi familia Guatemalteca lleva un huipil y un corte muy similar. Ella es de allí --dice María.

Pilar dice --Muy bien, ya aprendiste algo de las costumbres y ropa aquí en Guatemala.

--Sí, nuestros padres Guatemaltecos nos explicaron que los colores y los diseños del traje indígena representan cosas diferentes. Es muy interesante.

Juanita, la chica de Tejas, dice --A mí me gustaría aprender más sobre el traje típico.

--Pues, a nosotros nos gustaría aprender más también --exclaman los chicos.

--Sí, sí, sí. Voy a enseñarles a Uds. cosas sobre la cultura aquí en Guatemala -- dice Pilar, --pero primero, vamos a hablar de Uds. ¿De dónde son Uds.? ¿Cómo es su familia? ¿Por qué quiere estudiar español aquí en Antigua? ¿Qué les gusta hacer? etc. Uds. van a practicar español.

Entonces, cada estudiante habla de sí mismo. Todos se conocen.

CAPÍTULO 7

“El Viaje de Acampamiento al Volcán de Agua”

Un día, después de las clases, todos de la clase de María y Linda hacen planes para el fin de semana. Todos quieren subir Volcán de Agua, cerca de Antigua. También ellos quieren acampar encima del volcán por la noche. Volcán de Agua es muy bonito y muy alto. Es el cuarto más alto de Guatemala.

--Vamos a necesitar unas tiendas de acampar, unos sacos de dormir y por supuesto, comida --dice Carlos, el chico de Carolina Norte.

Juanita, la chica de Tejas, les dice:

--Creo que mi familia tiene dos tiendas de acampar. Podemos prestarlas.

--Y cada uno tiene nuestro propio saco de dormir --dice María.

Felipe, un chico de Colorado, les dice:

--Nosotros compraremos pan del restaurante ‘Doña Luisa.’ El pan de allí es excelente.

Pablo, también de Colorado, les dice:

--Sí, y podemos comprar mantequilla de maní, galletas, dulces de chocolate y fruta. Vamos a tener bastante que comer. Y necesitamos llevar bastante agua.

Linda les dice:

--Debemos llevar linternas y fósforos para hacer una fogata de campamento también.

El sábado, muy temprano, los jóvenes toman un autobús a un pueblo. Desde allí, ellos se ponen sus mochilas y comienzan a caminar. Ellos caminan y caminan. Todavía

no es muy difícil pero después de una hora, ellos descansan. Comen galletas, chocolate y toman agua. Quince minutos más tarde, ellos comienzan subir el volcán otra vez. El camino es más y más difícil. Ellos descansan cada hora. Cinco horas pasaron. Todavía no están en la cumbre. Ya son las 4:00 de la tarde. Hace calor.

--¡¡¡Ay!!! ¿Cuánto nos falta? --les pregunta Linda --¡No puedo más!

--Pues, ya mero. Un poco más. --dice Felipe.

Los jóvenes siguen subiendo. Al fin, ellos llegan a la cumbre.

--¡Miren la vista! --exclama Juanita. --¡Es increíble!

--Sí, es bonita. Vale la pena, Linda, ¿No? --le dice María.

Carlos les dice:

--¡Podemos ver el océano Pacífico y el Mar Caribe.

--Y miren a los otros volcanes. Creo que son más bonitos que las Montañas

Rocosas en Colorado --exclama Pablo.

Felipe les dice:

--Pues, ya es tarde. Debemos poner las tiendas y después, hacemos una fogata de campamento.

Entonces, todos trabajan. Ellos pusieron dos tiendas de acampar, una para las chicas y otra para los chicos. Ahora, ellos están listos para hacer la hoguera.

--¿Quién tiene los fósforos? --pregunta Felipe.

--Yo los tengo --le dice Linda.

Ella los busca pero no puede encontrarlos. Linda grita:

--¡No es posible! ¡No tengo los fósforos! ¿Dónde están? ¿Hay otra persona que tiene los fósforos?

Juanita está enojada y grita:

--Fue tu responsabilidad, Linda. ¿Cómo puedes olvidar los fósforos?

Linda llora y les dice:

--¡Lo siento mucho! ¡Lo siento mucho! Soy una persona terrible.

Carlos y María le dicen:

--No llores, Linda. No eres una persona terrible. Fue un error, nada más.

--Ahora, podemos mirar a las estrellas con más claridad -- les dice Pablo.

--Sí, y no necesitamos una fogata para hacer la comida. Tenemos sándwiches de mantequilla de maní, dulces de chocolate, frutas y galletas. Todo va a estar bien --le dice Felipe.

Juanita le dice:

--Sí, toda va a estar bien, Linda. Lo siento por gritar. Vamos a sentarnos, comer, cantar y hablar.

Entonces, todos comen, cantan muchas canciones y hablan mucho. A medianoche, todos se acuestan y se duermen.

A las seis de la mañana los jóvenes se despiertan. Ellos comen frutas y galletas para el desayuno. Todos hacen sus maletas y preparan para bajar del volcán.

--¿Todos tienen todas sus cosas? --les pregunta María. --¿Linda, tienes todo?

--Sí, yo tengo todo esta vez --responde ella.

Entonces, ellos bajan del volcán. Es más fácil bajar, pero después de tres horas todos tienen dolor de las rodillas y los pies. Ellos descansan. Ahora, Juanita dice:

--¡Ay! ¡Cómo me duelen las rodillas y los pies! ¿Cuánto nos falta?

--Ya mero --dice Felipe. --Un poco más. Tú puedes hacerlo.

Finalmente ellos llegan al pueblo y suben al autobús para regresar a Antigua.

Todos tienen mucho sueño y quieren dormir en su propio cama.

CAPÍTULO 8

“Regresando del Viaje”

María y Linda llegan a su casa. Su familia les espera. Miriam les pregunta:

--¿Cómo fue su aventura al volcán?

María le responde:

--¡No puedo creer que bonita es la vista!

--Sí, aunque fue difícil subir y bajar, ¡vale la pena! --dice Linda.

Lilian les dice:

--Uds. tienen que descansar porque la semana que viene es Semana Santa y vamos a estar muy ocupados. Nuestra familia, parientes y amigos van a hacer una alfombra para la procesión de Viernes Santo. Papá ya hizo el diseño para la alfombra.

--¿Tenemos que hacer una alfombra? ¿Dónde vamos a hacerla? -- les pregunta Linda.

Jorge le responde --Vamos a hacerla en la calle.

--¿En la calle? Pero, una alfombra es para la casa. ¿Cómo es la alfombra?
¿Cómo la hacemos? Estoy muy confundida -- le dice María.

--Sí, esta alfombra es diferente. Hacemos la alfombra con aserrín colorado. Hace más que ocho horas para cumplir nuestra alfombra. No es para la casa. Hay muchas personas que hacen alfombras con diseños diferentes y muy bonitos. Todas las alfombras están en las calles para la procesión de Viernes Santo. Unas alfombras son de una cuadra de longitud. Hace diez a doce horas para cumplir esas --le explica Jorge.

--Pero, si las alfombras están en las calles, y hay una procesión, ¿Dónde camina la gente? --pregunta Linda.

Ivonne le contesta --La gente camina por las alfombras.

--Entonces, ¿la gente que camina en la procesión las destruye? --pregunta María.

--Pues, así es --dice Lilian, --pero es la costumbre. Las personas que llevan las andas más pequeñas, con figuras de diferentes Santos, caminan al lado de las alfombras. Solamente la anda principal, con la figura de Jesús Cristo, pasa por las alfombras. Se necesita como noventa a cien hombres para llevar la anda principal. Pesa mucho. Los hombres se turnan cada cuadra.

María dice --Estoy emocionada de ayudar con la alfombra y ver la procesión de Viernes Santo.

--Yo también --exclama Linda. --¿Cuándo empezamos hacer la alfombra?

Jorge le contesta -- Mañana nosotros continuamos con más preparaciones. Muy temprano en la mañana de Viernes Santo, a las 2:30, vamos a empezar hacer la alfombra. Hasta entonces, Uds. tienen que descansar porque tenemos bastante que hacer.

CAPÍTULO 9

“La Semana Santa”

Cada día durante Semana Santa, la familia Alcayaga, María y Linda trabajan mucho. Jorge trabaja un poco más con los diseños de las alfombras. Miriam y las chicas planean la comida que van a servir cuándo hacen la alfombra. También, ellas hacen un horario cuándo todos van a trabajar en la alfombra. De lunes a miércoles la familia trabaja mucho. También ellos asisten a otras procesiones de diferentes iglesias. Es una semana muy especial.

El Jueves Santo hay una procesión grande, pero la procesión de Viernes Santo va a ser más grande. Después de la procesión del jueves, la familia Alcayaga, María y Linda van a la calle dónde van a hacer la alfombra. Va a estar en la Calle Cuarta Oriente, media cuadra del Parque Central. Ellos van a hacer la alfombra enfrente de la Barbería Central. La barbería es del padre de Miriam. Jorge les dice a María y a Linda:

--Vamos a regresar a la casa. Tenemos que dormir porque mañana, muy temprano por la mañana, necesitamos empezar la alfombra.

Todos regresan a casa pero María y Linda no pueden dormir. Ellas están muy emocionadas. A las 2:30 A.M. todos van a la Calle Cuarta. Hay muchas personas en las calles. Todo el mundo está ocupado con su alfombra.

--¿Qué hacemos primero? --pregunta Linda.

--Pues, tenemos que tinter el aserrín --contesta Jorge. --Usamos añelina. Ésta es polvo especial para colorar el aserrín. Nosotros mezclamos la añelina con agua caliente y sal. Entonces, añadimos al aserrín. Entonces, tenemos aserrín de rojo, verde, azul, y

amarillo. Ponemos el aserrín colorado sobre las plantillas de madera para cumplir el diseño de la alfombra en la calle.

--¡Ay Díos Mío! Parece que es mucho trabajo --exclama María. --¿Sólo hace ocho horas para hacer la alfombra?

--Sí, ocho horas, pero las horas pasan muy rápido -- dice Miriam.

Entonces, todos empiezan a trabajar. Jorge, Miriam, Ivonne y Lilian les hablan a María y a Linda mucho. También, el padre de Miriam y otros parientes y amigos hablan con ellas. María y Linda están muy alegres porque aprenden más sobre la Semana Santa y pueden practicar el español. A las 4:00 María dice:

--Tengo hambre. ¿Puedo comer un sándwich?

--También tengo hambre y sed --le dice Linda a Ivonne.

Ivonne les contestan --Entonces, Uds. pueden descansar y comer. Tenemos sandwiches de jamón y queso y refrescos. Hay dulces y postres. Hay mucho que comer.

María y Linda descansan y comen. Ivonne y Lilian deciden descansar y comer también.

Lilian les pregunta:

--¿Les gusta hacer la alfombra?

--Me gusta mucho --dice María, --pero ya trabajamos sólo una hora y media y tengo mucho más que hacer todavía. Tengo mucho sueño. Quiero dormir.

Linda le dice:

--Sí tú puedes subir al Volcán de Agua, tú puedes ayudar con la alfombra. No es la hora de dormir. Es la hora de trabajar.

María continua trabajando. Linda y los demás continúan también. A las 8:00 A.M. ellos comen frijoles y fruta y toman jugo de naranja para el desayuno.

Lilian dice:

--Hace una hora que comenzó la procesión enfrente de la iglesia La Merced.

María exclama:

--Pero, ¡tenemos que cumplir nuestra alfombra todavía! ¡No estamos listos!

--No te preocupes, María --dice Ivonne. --La procesión no va a llegar a esta calle hasta las 2:30 de la tarde. ¿Recuerdes que la anda pesa mucho? Los hombres caminan muy despacio. Tenemos bastante tiempo para cumplirla.

Finalmente a las 12:30 P.M. ellos terminan. María y Linda exclaman:

--¡Qué bonita! ¡Y nosotras ayudamos hacerla! ¡Es increíble!

--Muy bien hecho --dice Jorge.

--Ahora --dice María, --tengo dos horas para dormir.

--También voy a dormir hasta que llegue la anda.

María y Linda se duermen en la calle.

CAPÍTULO 10

“La Procesión”

--¡Despiértense! ¡Despiértense! --grita Miriam. --¡Viene la procesión!

María y Linda se despierten.

--¿Qué hora es? --pregunta Linda.

--Son las 3:00 P.M. ¡Miren! La procesión viene por la calle --dice Jorge.

--¿Dónde está mi cámara? -- pregunta María.

--Aquí está --contesta Ivonne.

--Gracias, Ivonne. Quiero sacar muchas fotos.

María y Linda sacan fotos. La procesión avanza más y más cerca de la alfombra de la familia Alcayaga.

--¡La anda principal es increíble! --exclama Linda.

--¡Y ahora pasa por nuestra alfombra! --dice María. --Es emocionado pero triste también.

--¿Por qué es triste, María? --le pregunta Lilian.

--Porqué nosotros trabajamos por ocho horas para hacerla, y ahora está en ruinas. Creo que voy a llorar.

--No llores, María --le dice Miriam. --Tú tienes muchas fotos de nuestra alfombra. ¿Porqué no caminan tú y Linda por las calles para ver más alfombras. Uds. pueden sacar más fotos, también.

--Está bien, Miriam, y gracias por escucharme.

Entonces, María y Linda toman sus cámaras y sus bolsas y caminan por las calles. Ellas miran muchas alfombras muy bonitas. En una calle hay muchísima gente. La gente empuja mucho. Dos hombres les preguntan a María y a Linda algo, pero ellas no entienden la pregunta. Ellas continúan. Después de una hora, ellas regresan a Calle Cuarta dónde está la familia Alcayaga.

Lilian le pregunta a María:

--¿Qué pasó con tu bolsa? Está cortada.

María mira su bolsa y grita:

--¡No puedo creerlo! Alguien cortó mi bolsa. No robó nada porque mi dinero está en la bolsa de mis pantalones y mi cámara está en la mano.

Linda le pregunta a María:

--¿Recuerdas los dos hombres que nos preguntó una pregunta? Creo que uno de ellos lo hizo. Había mucha gente.

--Estoy de acuerdo. ¡Qué suerte que el hombre no tomó nada.

Jorge dice:

--Sí, qué suerte. Ahora, tenemos que limpiar la calle.

Después de limpiar la calle, todos regresan a casa. Todos tienen mucho sueño. Todos duermen.

CAPÍTULO 11

“Las Despedidas”

Es el última día en Antigua. En la escuela, todos los estudiantes, profesores y las familias van a tener una despedida. Todos preparan para la despedida. Ellos van a romper piñatas, jugar diferentes juegos, comer tortillas, frijoles y más comida, tomar refrescos y escuchar música. Va a ser una fiesta grande.

Por la tarde, todos llegan a la escuela. María y Linda hablan con sus compañeros de su clase de español. María dice:

--Voy a visitar a Uds. en los EE.UU. Yo tengo una tía que vive en Tejas, Juanita y Pablo y Felipe, tengo unos primos y unos tíos que viven en Colorado.

Linda dice:

--Yo viajo con María para visitar a Uds. y María va a viajar conmigo a Carolina Norte para visitarte, Carlos. Yo tengo otro amigo que vive allá también.

--Me gustaría visitar a Uds. en Wisconsin -- les dice Juanita.

--A nosotros también --dicen Pablo, Felipe y Carlos.

Carlos también exclama:

--Yo quiero visitar Wisconsin para comer mucho queso.

La profesora de español les dice:

--Uds. son buenos estudiantes. Son muy inteligentes y hablen muy bien el español.

Después de la fiesta, María y Linda regresan a la casa. Ellas hacen sus maletas. Ellas están tristes porque tienen que salir de Guatemala. Ellas no quieren salir, pero también ellas están emocionadas porque quieren regresar a su casa en Wisconsin.

La familia Alcayaga llevan las chicas al aeropuerto. María le dice a la familia:

--Muchísimas gracias por todo. Uds. son muy amables. Gracias por enseñarnos sobre la vida aquí en Guatemala. Siempre hay un lugar especial en mi corazón para Uds.

--Uds. son una familia fantástica --dice Linda. --Nunca voy a olvidarles. Uds. son muy especiales.

Jorge dice:

--Pues, ahora Miriam y yo tenemos cuatro hijas. Uds. son especiales para nosotros también.

Ivonne y Lilian les dicen:

--Adiós María y Linda. ¡Qué les vayan bien!

Entonces María y Linda suben al avión. Siete horas más tarde, ellas están en el aeropuerto de Minneapolis, Minnesota. Las familias de ellas las esperan. Todos están alegres. La madre de María le pregunta:

--¿Cómo fue tu viaje a Guatemala?

--¡Fabuloso! Quiero regresar otra vez. Tengo muchas cosas que decirte.

El padre de Linda le pregunta:

--¿Estás lista para vivir en Wisconsin otra vez?

Linda contesta:

--Sí, estoy lista, pero yo, también, quiero regresar a Guatemala algún día. Es un país muy bonito.

Entonces, María y Linda regresan a su casa. Ellas se duermen y sueñan de sus experiencias en Guatemala.

APPENDIX 1

Sentence Scramble

The following sentences are examples used for the “Sentence Scramble” activity for Chapter 5 of *El Viaje a Guatemala*.

1. En el centro, María y Linda ven muchas personas que lleven traje típico.
2. Todos van al mercado.
3. Todos comen en el restaurante ‘Doña Luisa.’
4. Miriam les explica a María y Linda sobre el significado de los colores de los huipiles.
5. María y Linda toman licuados.

APPENDIX 2

House Diagram

APPENDIX 3

Huipil Drawings

The following are examples of student drawn huipils. This was done as a post reading activity after completing Chapter 5.

APPENDIX 4

Student Feedback

Following are two samples of completed feedback forms concerning the activities and process used while reading *El Viaje a Guatemala*.

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APPENDIX 4 – continued

APPENDIX 4 –continued

APPENDIX 4 – continued

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