

¡Buen Viaje!

A Journey to Hispanic America!





Objectives of this curriculum guide:

1. To increase student knowledge and awareness of the Hispanic people and their varied and exciting culture.
2. To increase student knowledge and awareness of the newspaper as a major resource for "informational text."
3. To better understand the meaning and the composition of "America."
4. To better understand the influence and the role of Hispanic culture and immigrants on life in Florida.
5. To better understand the similarities and differences in a variety of languages and the influence the Hispanic languages have on our language.
6. To understand the importance of maintaining a written record of daily events and the role this can play in history.

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About the Sun Sentinel News In Education program:

Throughout the school year, the Sun Sentinel NIE program provides newspapers, both digital and print, to South Florida schools at no charge. Our goal has been to help teachers help their students, promote literacy, encourage hands-on learning using the newspaper, and help students stay up-to-date on the world around them. Another key focus of our program is providing curriculum materials, like ¡Buen Viaje!, to enhance lessons in the classroom across all subject areas. These complimentary booklets are aligned with the Sunshine State Standards.

For more information about Sun Sentinel News in Education and to download educational materials, visit our website at: www.SunSentinel.com/nie

Teachers can order free copies of the *Sun Sentinel Digital Edition* by contacting drahamim@SunSentinel.com

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Let's plan a trip to HISPANIC AMERICA!



Let's plan a trip to some of the countries that make up Hispanic America. Before we begin, there are some facts to learn that will help us better understand the people, places, and cultures we will visit. Sit back, relax, and prepare to take an exciting "field trip" without ever leaving the classroom!

Some important facts:

Hispanics: A designation used to include all people whose first language is Spanish. It identifies natives of Spain (Europe), Mexico (North America), the countries of Central America, the Caribbean nations of Cuba, Puerto Rico, and the Dominican Republic, all of the countries of South America, except for Brazil (where they speak Portuguese) and the three Guyanas. It also applies to the ethnic groups in the United States whose ancestry and roots are a part of the Spanish-speaking world.

Discovery: Although there is some evidence of previous voyages to the Americas, the discovery that changed the face of the continent is the one that occurred on October 12th, 1492. The person responsible for this was Cristoforo

Colombo (Italian), Cristóbal Colón (Spanish), or Christopher Columbus in the English version of his name. He traveled four times and explored the areas of the Caribbean basin. It is doubtful if he ever realized that he had stumbled upon an unknown mass of land. He named the inhabitants that he encountered "Indians," since he believed that he was in India. Cristóbal never did discover what today is called the United States of America. When we say that Columbus "discovered" America we use the term "America" to indicate the continents of North and South America.

Conquest: Since Cristóbal Colón was sponsored by the Queen of Spain, Isabel, the discovery had direct and immediate impact on the small and relatively isolated peninsula of Europe. The Iberian Peninsula includes two countries: Spain and Portugal. It must be remembered that in the 15th and 16th centuries there were no satellites, television, radios, telephones, or FAX machines, so communication traveled at a much slower pace than it does today. Therefore, for over one hundred years after October 12, 1492, the explorers were conquering huge areas of the Americas for Spain and Portugal. As late as 1791, the Spanish Empire included one-third of

Activity: Temperature

Temperatures in the United States are measured in Fahrenheit degrees, but in most other countries they are measured in Centigrade or Celsius. The six countries you will be visiting are among those that measure temperature in Celsius degrees. Here is a conversion chart and formula:

To convert Celsius to Fahrenheit:

Multiply by 1.8 and add 32

ex.: $100C \times 1.8 = 180 + 32 = 212F$
(boiling point of water)

To convert Fahrenheit to Celsius:

Deduct 32 and multiply by .55

ex.: $98.6F - 32 = 66.6F \times .55 = 36.6C$
(normal body temperature)

Use your *Sun Sentinel Digital Edition* and go to the weather map located in the LOCAL section. Check out today's high and low temperatures for local, national, and international locations. Practice converting them to Celsius.

As you visit each country, check out the temperature and convert it to Fahrenheit for your journal.

what is now the continental United States.

Geography: The continents of North and South America expand from the Arctic to the Antarctic (North Pole to South Pole) across the globe. The Andes Mountains are thought of as the "backbone of South America." They are the highest mountain range in the western hemisphere. The Amazon River is the most affluent (carries the most water) river in the world, and the Rio de la Plata (River Plate) is so wide that it was once thought to be a sea!

Climate/Seasons: The climate of a region depends on the location, altitude, and other variables like ocean currents. The region of the equator has a tropical climate. This is where we find thick jungles around the Amazon River. As we travel south the climate gets colder and colder until we reach the glaciers of La Isla de Fuego (Fire Island) at the southern tip of South America. The equator is the invisible dividing line between the northern and southern hemispheres. The seasons south of the equator are the exact opposite of the seasons north of the equator. As a result, children in the southern hemisphere attend school from March through December and celebrate Christmas in the summer time!

Exchange Rates:

| COUNTRY | CAPITAL | EQUALS \$1 U.S.** | CURRENCY |
|--------------------|---------------|-------------------|--------------|
| Spain | Madrid | 0.765814 | Euros |
| Mexico | Mexico D.F. | 13.066 | Pesos |
| Guatemala | Guatemala | 8.0865 | Quetzales |
| Honduras | Tegucigalpa | 18.90 | Lempiras |
| El Salvador | San Salvador | 8.752 | Colones |
| Nicaragua | Managua | 17.20 | Cordobas |
| Costa Rica | San José | 517.935 | Colones |
| Panama | Panama City | 1.000 | Balboas |
| Cuba | La Habana | 1.000 | Pesos |
| Dominican Republic | Santo Domingo | 32.75 | Pesos |
| Puerto Rico | San Juan | U.S. Dollars used | Dólares |
| Venezuela | Caracas | 2.14745 | Bolívares |
| Colombia | Bogota | 2,344.79 | Pesos |
| Ecuador | Quito | 24,950 | Sucres |
| Perú | Lima | 3.105 | Nuevos Soles |
| Bolivia | La Paz | 7.02 | Bolivianos |
| Paraguay | Asuncion | 4,995 | Guaraníes |
| Chile | Santiago | 578.381 | Pesos |
| Argentina | Buenos Aires | 3.73264 | Pesos |
| Uruguay | Montevideo | 23.95 | Nuevo Pesos |

**Note: These exchange rates are accurate as of April 2009. You may want to check daily exchange rates on the Internet, for the most up-to-date exchange rates.

Go to: finance.yahoo.com/currency-converter

Activity: Exchange Rates

Round the currency to the nearest whole number. Using the exchange rates chart, make up five math word problems based on the information. Make a separate answer sheet and then exchange your problems with another classmate.



Typical Peruvian clothing.

Activity: Take a travel shopping spree!

Look at the *Sun Sentinel Digital Edition* and find six items that you would like to buy for your trip through Hispanic America. With your teacher's permission, print them out and paste them on a sheet of paper. Figure out how much these six items would cost in the countries you are planning to visit. Use the exchange rate chart in this guidebook to figure out the answers, and write an explanation of why you think these items are necessary for this trip.

Mexico



Costa Rica



Perú



Chile



Uruguay



Where will we go?

Let's choose six different countries that will show us the greatest diversity within the Hispanic culture. Because of the geography and the history, the regions have some similarities in culture, but also many differences. Let's examine some of these. We must then plan our itinerary, (or schedule), and the money that we will need.

Let's visit: one neighbor to the South, one of the islands in the Caribbean, one country in Central America, one country in the Northwest corner of South America, and two countries in the South cone.

Mexico, because...



it is our neighbor to the South of the Rio Grande; therefore we share a common history and heritage. Mexico is also the site of some of the oldest and most accomplished civilizations known to mankind, the Mayan and the Aztec. Its unique mixture of Native Americans, Spanish, and other European influences, and ancient and modern cultures, makes it a fascinating country to visit.

Puerto Rico, because...



of its unique political position as a Free Associated State, as well as its pristine island beauty. Some people believe that Puerto Rico is one of the states of the union; in that case we would have to have fifty-one stars on our flag! Actually Puerto Rico became a commonwealth with its own constitution on July 25, 1952; "Borinqueños," as the Puerto Ricans call themselves, have some of the rights of U.S. citizenship.

Costa Rica, because...



it is among the most prosperous countries in Central America. It is a stable society, and one Costa Rican president, Oscar Arias Sanchez, won the Nobel Peace Prize in 1987 for his role in drawing a Central American Peace Plan. Costa Rica is considered the "land of courtesy, domestic enterprise, honesty, and gentleness." Visitors delight in its historical sites, its temperate climate, and its friendliness.

Perú, because...



it is the site of the Incan Empire, a fascinating civilization responsible for erecting the mysterious lost city of Machu Picchu. Perú is a mecca for archeologists. Social life is refined and European in style; Peruvians are noted for their hospitality and for the plentiful and delicious meals that are served to their visitors.

Chile, because...



of its unique shape and geographical features, which determine its diversity in landscape, climate, and lifestyles. The people of Chile are extremely warm and affectionate, both among themselves and to their guests.

Uruguay, because...



it is a small country. It is friendly and safe to visit. It shares the European heritage and cultural traditions with the much larger Argentina. The four seasons are similar to those of North Carolina since it is located at the same latitude south of the equator as North Carolina is north of the equator! The seasons are reversed!



Itinerary:

Since we are going to travel during our summer break we will set out from South Florida mid-June.

| | | |
|--------------------|---------------------------------|--|
| Leave Miami | Date: Saturday, 6-13-09 | Time: 8:00 a.m. |
| Arrive Mexico City | Date: Saturday, 6-13-09 | Time: 8:10 a.m. (Mexico City is 3 hours ahead) |
| Leave Mexico City | Date: Monday, 6-15-09 | Time: 9:00 a.m. |
| Arrive San Juan | Date: Monday, 6-15-09 | Time: 3:00 p.m. (Puerto Rico is 2 hours behind) |
| Leave San Juan | Date: Wednesday, 6-17-09 | Time: 8:30 a.m. |
| Arrive San José | Date: Wednesday, 6-17-09 | Time: 10:45 a.m. (Costa Rica is 2 hours ahead) |
| Leave San José | Date: Friday, 6-19-09 | Time: 10:00 a.m. |
| Arrive Lima | Date: Friday, 6-19-09 | Time: 3:00 p.m. (Lima is 1 hour behind) |
| Leave Lima | Date: Monday, 6-22-09 | Time: 10:00 a.m. |
| Arrive Santiago | Date: Monday, 6-22-09 | Time: 12:40 p.m. (Santiago is 1 hour behind) |
| Leave Santiago | Date: Wednesday, 6-24-09 | Time: 9:00 a.m. |
| Arrive Montevideo | Date: Wednesday, 6-24-09 | Time: 12:20 p.m. (Montevideo is 1 hour behind) |
| Leave Montevideo | Date: Sunday, 6-28-09 | Time: 7:30 p.m. |
| Arrive Miami | Date: Monday, 6-29-09 | Time: 5:20 a.m. (Miami is 1 hour ahead) |

Activity: Itinerary

You will notice some of the locations in the Itinerary are different time zones. Using Eastern Standard Time, determine what the time would be in those locations if you did not change your watch from when you first left Miami.

Create some math word problems for your classmates based on the information supplied in the Itinerary.

Let's learn Spanish!

Repitan (repeat):

Buenos días. Good day.
 ¿Cómo está usted? How are you?
 Muy bien, gracias. Very well, thank you.
 ¿Dónde está el baño? Where is the bathroom?
 ¿Dónde está el hotel? Where is the hotel?
 ¿Cuánto cuesta? How much does it cost?
 Tengo hambre. I am hungry.
 Tengo sed. I am thirsty.
 Vamos a... Let's go to ...

Select five phrases and words from the charts. Write a letter to a friend explaining why these will be important to learn before you all set out on your trip to visit the Hispanic countries.

Remember that though all Hispanics speak Spanish, but there are differences in accent, pronunciation, rhythm, and even vocabulary and expressions. For example:

English

corn
 peach
 orange
 skirt
 bus
 baby

Mexico

elote
 durazno
 naranja
 falda
 camión
 bebé

Spain

maíz
 melocotón
 naranja
 falda/saya
 autobús
 bebé/niño

Argentina

cholco
 durazno
 naranja
 pollera
 ómnibus
 gurís

Peru

choclo
 durazno
 naranja
 falda
 ómnibus
 bebé

Puerto Rico

maíz
 melocotón
 china
 falda
 guagua
 baby/bebé

Activity: Spanish Television

Search through the *Sun Sentinel Digital Edition* for television listings and find the Spanish-speaking television stations.

1. List the names of the T.V. programs that are on:

After school: _____

Dinner time: _____

Prime time: _____



Late night: _____

Translate the titles into English. What are some similar English-speaking shows that you watch? Make a T-chart showing the Spanish language show on one side and the English language show on the other. Share your list with a classmate and discuss why you selected the shows that you did.

2. Now look at the Travel channel and check to see if there are any programs about the countries we're about to visit. If you find a program, watch it. This is a great way to learn more about a country before actually going there.

Activity: Cognates

Look at a copy of *el Sentinel*, a newspaper written in another language, or a book written in Spanish. (Spanish language books can be found in the school or public libraries). Using the chart below, compare the two.

| | | |
|--|--|--|
| | SunSentinel  | el Sentinel  |
| overall style | | |
| size (measure) | | |
| articles (what they are about) | | |
| your choice | | |

If you are working with two newspapers, cut out and compare advertisements from them. Try to find words in the ads that are almost or exactly the same. The term for these words is **COGNATES**. These are words that look the same in two languages, usually mean the same thing, but are pronounced differently.

Example:

natural – natural

especial – special

aireacondicionado – air conditioning.

Find 5 more cognates and write them in the chart below.

| Cognates English | Spanish | definition |
|---------------------|---------|------------|
| | | |
| | | |
| | | |
| | | |
| | | |

Activity:

Make Your Own Brochure

Using descriptive words (adjectives) that you have printed from the *Sun Sentinel Digital Edition*, make a tri-fold travel brochure for the trip you are about to take. (Remember to include a small section about each of the six countries.)

Research using the *Sun Sentinel Digital Edition*, magazines, or other forms of travel information to find pictures of the places you will visit on our trip. (Teachers, ask students to bring in pictures, flyers, magazines, etc.)

Activity: Postcard

Check out the TRAVEL section of the *Sun Sentinel Digital Edition* and plan your next dream vacation. While on your dream vacation, take a few minutes out of your busy day and write to a friend. Here's a postcard all ready for you to fill out. Write home to your best friend, and tell him/her about how you have been spending your days.

PLACE
STAMP
HERE

Mexico



The Tulum Ruins, created by the Mayans, in Quintana Roo, Mexico.

Our first stop is the Estados Unidos de Mexico (United States of Mexico). Our immediate neighbor to the south is made up of nineteen states and reflects the cultures of both the Aztecs and the Hispanic explorers who came in search of gold. There are many interesting places to visit in Mexico so we follow our tour guide and begin to discover the wonders of this wonderful country.

Our first stop is Xochimilco, The Floating Gardens. This unique park is made up of canals and we ride in our gondola and see others floating by covered in flowers spelling the names of beautiful señoritas (women)! Other gondolas are filled with groups playing music and vendors selling regional treats.

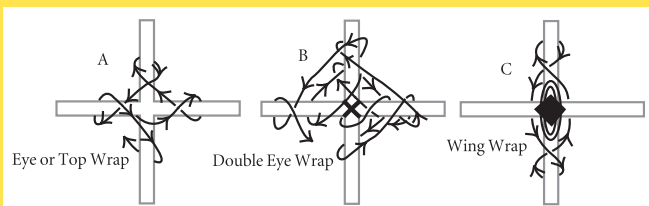
We also visit Parque Chapultepec where we learn the true story of Emperor Maximilian and Carlotta who resided in Chapultepec Castle – a huge black and white building. Poor Emperor Maximilian was deceived by Napoleon III and the story had a tragic ending, but was also one of respect and honor.

We go indoors now to visit the Museo de Antropología which houses treasures from the Mayan, Aztec, and other ancient civilizations. The main attraction is the Aztec Calendar – which is very mysterious and very large.

We discover many wonderful foods and crafts as we continue our journey through Mexico. We eat tostadas, listen to mariachi bands, are awed by a large Ojo de Dios (God's Eye), and even get to participate with other children in trying to break a humongous piñata! We will take great memories of Mexico with us as we continue our journey.

Activities:

1. Both the Aztec and Mayan civilizations were mentioned during our tour of Mexico. Research to find out more details about these civilizations, their culture, the similarities and differences between them, and their eventual fate.
2. Using the *Sun Sentinel Digital Edition* go to the travel section and see if you can find information about the ancient pyramids found in Mexico as well as other historical landmarks. Share what you found and make a poster advertising your favorite for a travel magazine.
3. Go to the *Sun Sentinel Digital Edition* and find a recipe for tostados or other Mexican foods. Share the recipe with your class and try to make it at home and bring in samples. Be prepared to explain to the class how you made your product!
4. Research the Ojo de Dios and then follow the directions below to make your own.



Journal Entry:

We went shopping at the exciting outdoor market of the PLAZA DEL BUEN TONO. Our guide taught us to bargain, and we selected our treasures at the best possible prices. Everyone enjoyed the bartering with the vendors.

Then, we shopped in the fashionable ZONA ROSA. We admired the elegant boutiques, but when we tried to apply our newly acquired bargaining skills in "Sanborns," the sales people seemed quite offended. Then, we learned that bargaining is only acceptable in the outdoor market and at the stands – never in the smaller city stores.

Puerto Rico



Tour Guide demonstrating how a leaf can be used instead of an umbrella in the rainforest.



We're heading next to Puerto Rico, an island nation which is a territory of the United States. Its inhabitants have been United States citizens since 1917. Before Christopher Columbus discovered the island on his second voyage, Puerto Rico was called Borinquen. He then named it San Juan (the name of the capital today) for St. John the Baptist. It was later renamed Puerto Rico meaning rich port!

One of the most interesting animals we discover in Puerto Rico is the coqui, a small, cream-colored frog found on the Isla Del Encanto (Charm Island – a nickname for Puerto Rico). This frog is about one inch long and only sings its melody, co-qui, on the island. If it is removed from Puerto Rico, it will die.

There are many historical sites to visit on this small island including La Muralla (city wall) which was completed in the 1700's, the oldest governor's mansion still in use, and the Fuerte San Felipe Del Morro (San Moro Fort). We feel as though we are walking through history as we go through the narrow streets of old San Juan to get to these amazing places.

One other stop on our walking tour is the Museo de Pablo Casals, one of the most famous cello players in the world. His mother was born in Puerto Rico and the museum contains memorabilia from his life.

Activities:

1. We visited La Muralla, Fuerte San Felipe del Morro, and the governor's mansion. Select one and research about its history, how it got its name, why it is important to Puerto Rico today. Write a newspaper article about the site you select.
2. Using the *Sun Sentinel Digital Edition* go to the travel section and plan a trip to Puerto Rico. Decide if you will go by plane or cruise ship and make a map from your home to Puerto Rico. Include a compass rose, map key, and label all the geographical forms along the journey!
3. We learned a little about the coqui. Research to discover the ancient legend and then write your own original legend.
4. Find a recipe for a food unique to Puerto Rico. Using the *Sun Sentinel Digital Edition* find the food ads and list the prices for each item in the recipe. What will be the total cost of making your dish?

Journal Entry:

As we were getting ready to leave Puerto Rico, an older lady approached us. She told us that she had observed our excitement and wanted to be sure we kept a wonderful memory of our visit. She then gave us each a lovely reproduction of the COQUÍ, the typical Puerto Rican frog known for its unique song. No wonder Puerto Ricans have a reputation for being extremely generous, open, and giving people. We will certainly always remember our visit fondly.

Costa Rica



Arenal Volcano in Costa Rica, one of the 10 most active volcanos in the world!

Wow, here we are in the "Switzerland" of Central America! The country of Costa Rica is awesome. There is no army and the president is elected every four years for one term only. We learn that the inhabitants call themselves Ticos and the climate is like having spring all year round.

As we arrive in the capital, San Jose, we discover a mix of colonial Spanish style buildings, squares, and streets blending with Kentucky Fried Chicken, McDonald's, and Pizza Hut!

We decide to take a famous old train from the capital to the Atlantic coast. The train travels through the side of mountains and old villages and only goes ten miles an hour. The trip takes us a leisurely six hours. As we travel through the forests we hear the songs of many of the 850 species of birds.

Back in the capital city we take a quick tour of some of the other famous landmarks – the Banco Central and Gold Museum and the Post Office! We journey over to the Mercado Central to buy souvenirs of our trip in its colorful shops.

Activities:

1. Using the *Sun Sentinel Digital Edition*, find articles about Costa Rica and other countries in Central America. Print them out and use the information to create a travel brochure for that area of the world.
2. Find a map of Costa Rica and predict why you think it is called Costa Rica (rich coast). Support your prediction with facts taken from your observations or additional research.
3. Using the *Sun Sentinel Digital Edition* and try to find information about some of the places of interest found in San Jose.
4. Research to discover the history of the train to the coast and write a brief report to share with your class.

Journal Entry:

On their fifteenth birthday, young ladies are given a "coming out" party, or "ball." It is their official introduction to society. This particular party was outside in the family's well landscaped garden, under a bright, starry sky. Mireya, our new friend's sister, was a beautiful "señorita;" she wore a white dress that looked almost like a wedding gown. One of us, the most daring boy, invited her to dance. She looked very confused and embarrassed. Her brother rushed over to explain that the first dance would be a special waltz that she would dance with her father. Everyone circled around them and enjoyed watching father and daughter complete the waltz, before the boys broke in and requested their turn around the dance floor with the honored young lady. The waltz selected on this occasion was Julio Iglesias' "De Niña a Mujer" (From a Little Girl into a Woman.)

Perú



The ruins of Machu Picchu, a sacred place for the Incas.

We are now heading to the continent to our south, South America. The first country on our itinerary is Peru, the land of the Incas! This ancient civilization created the greatest empire on the continent of South America before they “disappeared.” They built the “lost city” of Machu Picchu hidden high up in the mountains and discovered by Hiram Bingham, an American historian, in 1911.

Peru is also home to Lake Titicaca, the highest lake above sea level. It is said that an ancient caravan carrying gold and other treasures disappeared and ended up at the bottom of the lake. Adventurers still venture to the lake to dive in hopes of finding the lost Inca treasure!

We begin our official tour in the city of Lima which was built by the Spanish in 1535. Since they were seafaring people they preferred to settle by the water (Pacific Ocean). We want to see the ancient ruins of the Incas so we head inland to Cuzco. We board a tourist train transferring to Patucusi Bridge to go up the mountain roads to Machu Picchu by automobile.

In the city of Cuzco we purchase a visitor ticket and tour the city with our guide. We see the heart of the city called the Plaza de Armas where we find Coricancha which was covered with gold during the time of the Incas!! (In Quechua, the language of the Incas, Coricancha means “the golden courtyard”).

Our final stop back in Lima is the Museo de Oro, the Gold Museum. Some of the unique pieces we find there are golden ear plugs and ponchos embroidered with hundreds of gold plates.

Journal Entry:

When the plane landed, the Peruvian young people invited us to eat dinner at their home. But they told us to come at 9:00 p.m.! We thought this was too late, but we arrived on time. It took a while for someone to come to the door. The mother acted embarrassed when she showed us in. Our new friends appeared fifteen minutes later and apologized. They explained that according to custom, guests are not supposed to come on time for a social invitation because they are not expected until at least 1 to 1 1/2 hours later!



Activities:

1. Make a physical map of Peru including the mountains and Lake Titicaca. Label all the physical features and major cities. Also include the location of Machu Picchu. Be extra creative and make a 3-D model!
2. Use the *Sun Sentinel Digital Edition* to plan a trip to Peru. Find out about the climate and explain what clothes you will bring. How often do tourist trains go from Lima to Cuzco? What types of food will you eat?
3. Research about the Incas and their ancient civilization. Go to the *Sun Sentinel Digital Edition* and find pictures that could satisfy descriptions of what you have discovered. Make a travel brochure for potential tourists.

Chile



Our next stop in South America is Chile, a country that looks like a piece of spaghetti on the map because it is long and thin. Its western border is the Pacific Ocean and its eastern border is made up of the Andes Mountains - the tallest mountain range of the western hemisphere. The capital, Santiago De Chile, is in a valley that is almost totally surrounded by the Andes Mountains!

At the southernmost tip of Chile we find Tierra del Fuego (or Isla del Fuego) which means Land of Fire or Island of Fire. It received its name from the early Spaniards who saw many, many fires burning when they first arrived because the native inhabitants used these to keep warm. When we are at this part of the world we are very close to Antarctica - thus, it is cold all the time!

We are really happy that we brought our skis along with us because the southern part of Chile also houses some of the best ski resorts in the entire world. The area is called Los Lagos del Sur (The Lakes of the South) and it is shared by both Chile and neighboring Argentina.

Activities:

1. Use the *Sun Sentinel Digital Edition* to shop for an outfit for a ski vacation at Los Lagos del Sur. Make sure you find warm clothing, ski equipment, and, if you check out the travel section you may even be able to book your hotel! Write down the items, where you will find them and how much they will cost. Add up the total cost and see if \$150.00 will be enough to purchase everything. If not, how much more money will you need?

2. Research to find out why they call Tierra del Fuego "Alaska of the South"? Make a Venn diagram comparing and contrasting Tierra del Fuego and Alaska.

Journal Entry:

After having traveled for 10 days, we felt a little homesick for the United States. That is why we were particularly happy to be invited to see a football game. We thought we would get a taste of home. WRONG!!! When we walked into the stadium and saw that the game had started, it was not our football at all - IT WAS SOCCER! Then we were told not to call it soccer in Latin America. People get very defensive about the fact that FUTBOL is the most popular sport in international competitions among the American and European countries, like the WORLD CUP. Once we recovered from the surprise, we had a great time, joining in the general excitement of the local fans.

Uruguay



Activities:

1. Using the *Sun Sentinel Digital Edition*, look through the travel section to discover the name of the monument buried on the beach. Write an essay explaining whether you think this is a good name. If not, what would you call it and why?
2. Research to find out from which European countries Uruguay's population came from. Using the *Sun Sentinel Digital Edition*, find a map of the world, print it out, mark the countries in Europe you listed and then draw a line showing the route the original settlers probably took when sailing from Europe to Uruguay.



This is our last stop in South America. Uruguay also borders on Argentina as well as the Atlantic Ocean. In fact, a very famous and luxurious resort called Punta del Este is a small peninsula located at the southeastern tip of the country. Many tourists come to enjoy the restaurants and the modern Museum of Art and enjoy viewing the many exquisite mansions there.

We are also amazed to see a very unique monument buried on the beach. It is a huge hand with only the fingers visible above the sand. It is a reminder of the story of Don Quixote who was a fictional character who fought bravely against evil.

Believe it or not, there is a famous Uruguayan musician who has a month named after him. The tango is often connected with the country of Argentina, but the most famous one was composed by a composer from Uruguay and is called *La Cumparsita*. The most famous tango singer, Carlos Gardel was killed in a plane crash way back in 1935 but has been idolized so much that every June (the month he died) the country honors him with activities in memory of his music, his life, and his movies. The nickname for June is "the month of Gardel."

Uruguay has one other unique feature. 99% of the population is of European decent whereas most of the other countries of South America have many native inhabitants along with European settlers.

Journal Entry:

It was so cold and windy when arrived, but the sun was warm, and the sky was very blue. A lovely lady met us and told us that she was our guide. She introduced herself as "Maria Mercedes Rodriguez Aubriot de Haendel." When she saw our expressions about the long name, she said, "Just call me CHUNGA." Then she explained the custom of naming in Hispanic countries:

Double first names are common, often beginning with Maria. The father's last name becomes the family name, but the actual last name is the mother's family name. Married ladies traditionally add their husband's family name to their entire maiden name with "de" (of).

Glossary

GENERAL VOCABULARY

¡Buen Viaje! – Have a good trip!

Amigos – Friends

La mar estaba serena – The sea was calm (a song)

Repitan – Repeat

Buenos Días – Good morning

¿Cómo está usted? – How are you?

Muy bien, gracias – Very well, thank you

¿Dónde está el baño? – Where is the bathroom?

¿Dónde está el hotel? – Where is the hotel?

Tengo hambre – I am hungry

Tengo sed – I am thirsty

Vamos a ... - Let's go to ...

Elote, maíz, choclo – corn

Durazno, melocotón – peach

Naranja, china – orange

Falda, saya, pollera – skirt

Camión, autobús, ómnibus, guagua – bus

Bebé, niño, gurís, guagua – baby

MEXICO

Distrito Federal – Federal District

Estados Unidos de Mexico – United States of Mexico

Museo de Antropología – Museum of Anthropology

Parque Chapultepec – Chapultepec Park

Plaza del Buen Tono – Good Taste Plaza

Zona Rosa – Pink Zone (fancy shopping district)

Mariachi – Typical music group

Tostada – Typical snack (recipe)

Viva Juarez – Long Live Juarez

La Cucaracha – The Cockroach (song)

PERÚ

Llamas – llamas

Empanaditas de carne – Small meat turnovers

Papas con Ocopa – Potatoes with Ocopa sauce

Arroz con leche – rice with milk or rice pudding

Ocopa a la Arequipeña – Ocopa sauce Arequipa style (recipe)

Plaza de Armas – The Armory

La Compañía – The Company (a church)

Picantería – Spicy eatery

La Peña de Don Luis – Don Luis gathering place

Cuy – Roast guinea pig

Anticuchos de corazón – Beef hearts shish-kabob

Choclo con queso – Corn with cheese

Cancha – Toasted corn

Sapa – Bullfrog or a game of darts

Museo de Oro – Gold Museum

La Flor de la Canela – Cinnamon Flower (song)

PUERTO RICO

La Muralla – The wall

La Fortaleza – The fortress

Fuerte San Felipe del Morro – The Morro Fort

Museo de Pablo Casals – Pablo Casals Museum

Piraguas – Tropical-flavored snow cones

Halados – Ices, or ice cream

Universidad Río Piedran – University Río Piedras (Stones River)

Mantecaditos – Butter fingers (recipe)

Coquí – Small frog

Isla del Encanto – Charm Island

Cuatro – a musical instrument

Guaraguas – a tree

Yagrumo – a tree

Borinqueños – Name given to people from Puerto Rico

CHILE

Avenida Alameda – Oak Avenue

Plaza de Armas – Armory or Plaza of the Arms

Cerro Santa Lucía – St. Lucia's Hill

Puerta Principal – Main gate

Los Lagos del Sur – The Lakes of the South

Isla del Fuego – Fire Island

Estrecho de Magallanes – Strait of Magellan

Meciendo – Rocking (a poem)

Fútbol - Soccer

Merengue – Meringue (recipe)

COSTA RICA

Ticos – Name given to people from Costa Rica

Banco Central – Central Bank

Mercado Central – Central Market

Casado con Huevo – Married with Egg (recipe)

A ojo – By eye (estimated)

Puerto Limón – Lemon Port

De Niña a Mujer – From a child into a woman

A la Rueda, Rueda – Ring Around the Roses (poem)

URUGUAY

Confitería – Tea House

Rambla – Beach strip

Dulce de Leche – Sweet Milk (recipe)

Mercado del Puerto – Port Market

Parrillada – Open grill

Casa Pueblo – The house of the people

Punta Ballena – Whale Point

Punta del Este – East Point

Estancia – Farm

Colonia Suiza – Swiss Colony

Mate – A gourd used to drink an herbal tea

Bombilla – A silver and gold straw

Parrilla – Different beef parts cooked on an open grill

Morcillas – Blood sausage

Chorizos – Sausages

Chinchulines – Intestines

Rinones – Kidneys

Mollejas – Sweetbreads

Asado – Roast or beef roast

Tango – Typical music of Uruguay and Argentina

La Cumparsita – A famous tango

Medio y medio – Half and half



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