



WELCOME TO COLOMBIA

National Geographic describes Colombia as South America's sleeping giant, awakening to its vast potential. "The Door of the Americas" offers guests a cornucopia of natural wonders alongside sleepy, authentic villages and vibrant, progressive cities. The diverse, tropical country of Colombia is a place where tourism is now booming, and the turmoil and unrest of guerrilla conflict are yesterday's news.

Today tourists find themselves in what seems to be the best of all destinations... panoramic beaches, jungle hiking trails, breathtaking volcanoes and waterfalls, deserts, adventure sports, unmatched flora and fauna, centuries old indigenous cultures, and an almost daily celebration of food, fashion and festivals. The warm temperatures of the lowlands contrast with the cool of the highlands and the freezing nights of the upper Andes.

Colombia is as rich in both nature and natural resources as any place in the world. It passionately protects its unmatched wildlife, while warmly sharing its coffee, its emeralds, and its happiness with the world. It boasts as many animal species as any country on Earth, hosting more than 1,889 species of birds, 763 species of amphibians, 479 species of mammals, 571 species of reptiles, 3,533 species of fish, and a mind-blowing 30,436 species of plants.

Yet Colombia is so much more than jaguars, sombreros and the legend of El Dorado. A TIME magazine cover story properly noted "The Colombian Comeback" by explaining its rise "from nearly failed state to emerging global player in less than a decade." It is respected as "The Fashion Capital of Latin America," "The Salsa Capital of the World," the host of the world's largest theater festival and the home of the world's second largest carnival. For health enthusiasts, it offers a vast array of sporting adventures, as well as Latin America's longest network of bicycle routes (in fact, every Sunday, the capital city of Bogotá closes its usually congested main roads, giving its residents the healthy opportunity to walk, run, bike or skate using 75 miles of asphalt as their playground). Colombia

also boasts Latin America's oldest democracy, and is home to Miss Universe winners, Grammy winners and Nobel Prize winners.

So brace yourself for an exploration into one of the world's newest travel destinations. With Memphis in May International Festival now honoring the countries of the world for 40 years, the city of Memphis' largest celebration is pleased to offer an exciting and educational portal of exploration into "The Gateway of South America," the Republic of Colombia.



**Memphis
in May**
International Festival



Acknowledgements

This guide is developed each year by the Memphis in May International Festival to provide a comprehensive educational review of its annual honored country. It is provided to elementary, middle and high school teachers as a teaching tool, offering activities and lesson plans to help students explore that country's history, culture, geography, politics and lifestyle. It also addresses teaching standards as directed by the Tennessee Department of Education. Memphis in May thanks those who have helped to make this guide a reality, including Shelby County Schools Administration.

Special Thanks

Very special thanks to the Embassy of the Republic of Colombia in Washington, DC, for their help with this curriculum guide and the plans for the 2017 Memphis in May International Festival.

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This Memphis in May International Festival Curriculum Guide, in its entirety, paying tribute to the 2017 honored country of Colombia is available in PDF format for downloading and printing at www.memphisinmay.org.









The mission of Memphis in May International Festival includes a strong commitment to student education. Since its origin in 1977, the festival has developed dozens of comprehensive Curriculum Guides honoring and exploring countries around the globe, and offering practical lesson plans, activities and worksheets addressing many teaching standards. Each year, Memphis in May is proud to distribute thousands of Curriculum Guides to all Shelby County and private schools in Memphis.

The 2017 Memphis in May International Festival Curriculum Guide honoring the country of Colombia, and the Memphis in May Education Program are made possible by many generous supporters. They are made available free of charge to students and teachers throughout Shelby County and the greater Memphis area.

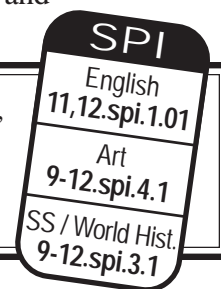
Table of Contents

Memphis in May International Festival, working hand-in-hand with Shelby County Schools, is proud to present this curriculum guide and to make it available to all Shelby County and private schools in Memphis.

How to Use This Guide - This guide is divided into four grade units to offer teachers educational tools for students. Each grade unit is designated by one of these icons, which represent various Colombian artifacts, many found at the National Museum in Bogotá. Sections offer practical applications of important teaching standards, including Foreign Language, Math, History, Science, Social Studies, Art, and others. They incorporate various activities, worksheets, puzzles and research assignments and resources. Many can be adapted for other grades.

	Introductory Pages - These pages include important information about the 2017 Curriculum Guide and an overview of the Republic of Colombia, with helpful information and activities for all grades, including history, fun facts, famous Colombians, and the always popular “Ultimate Quiz.”	Pages 1-16
	Kindergarten - 2nd Grade Unit - It’s a unit packed full of exciting (and educational) Colombian activities. This unit will introduce your students to the Biblioburro, pirates, the Amazon rainforest, fun Colombian games, the “Rainbow River” and so much more.	Pages 17-28
	3rd - 5th Grade Unit - Wake up your students with a little Colombian coffee before exploring volcanoes, the equator, and the legend of El Dorado. This unit will also help you to introduce them to a few creepy Colombian folktales, to Botero the artist, and to that tricky “Two-Part Word Search” puzzle.	Pages 29-42
	6th - 8th Grade Unit - In this unit, compare the population, land area and GDP of both Colombia and the United States, compare the distances between Mitu and Cucuta, and take the time to learn about such Colombian culture as condors, tejo and ajjaco!	Pages 43-56
	9th - 12th Grade Unit - Colombia is as diverse in people as it is wildlife! This unit will introduce students to remarkable people like the native Muisca, progressive political leaders, early explorers, and the many people and places which help to make Colombia the happiest place on Earth.	Pages 57-67
	Information Pages - Important information about the 2017 Memphis in May Education Program, including contests and opportunities for students, details of the festival’s salute to the country of Colombia, book and website resources, and answers to this guide’s puzzles and activities.	Pages 68-72

INCLUDES CORRESPONDING SPIs & COMMON CORE ... To assist teachers, activities throughout this guide are labeled with State Performance Indicator numbers and Common Core standards, as developed by the Tennessee Department of Education. Teachers are still encouraged to check guideline documents to assure that each corresponds with curriculum.





The People & Country of Colombia

Word is getting out about the “gateway to South America.” Today, the exploding Colombian tourism market will discover everything great about South America packed into one country. Its diverse terrain includes everything from Amazon rain forests, vast plains and savannas to snow-capped Andean peaks and beautiful coastal beaches. Colombia has become modern and sophisticated, paired with vibrant culture and entertainment, physically stunning landscapes and one of the world’s most diverse ecosystems.

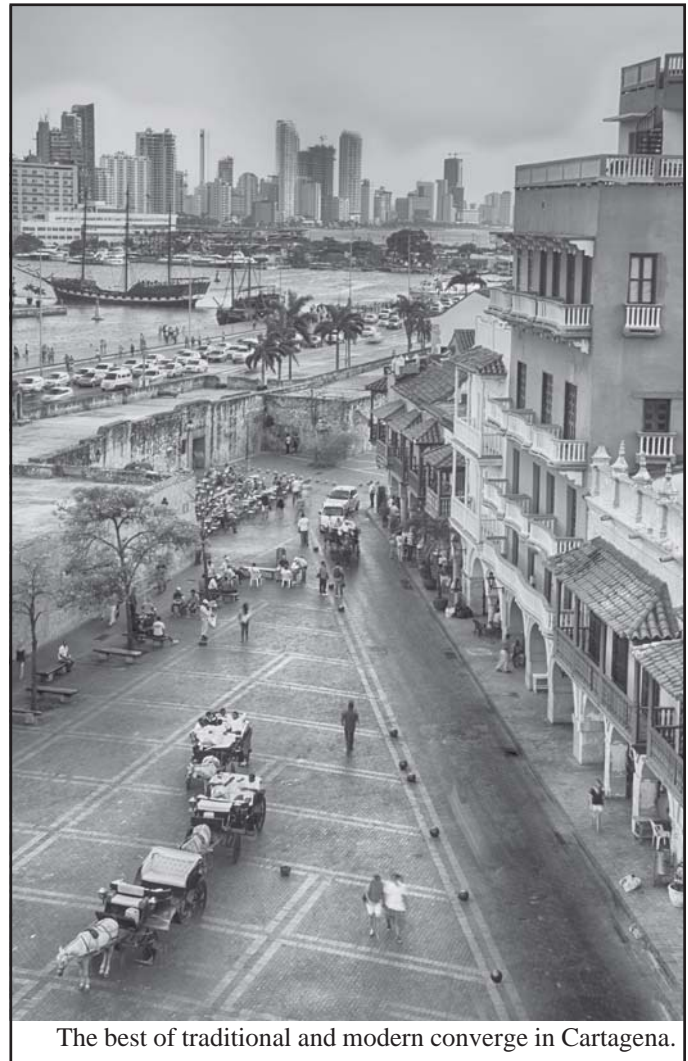
And speaking of tourists, archaeologists believe that the first tourists arrived in Colombia about 20,000 years ago. With settlers traveling from North and Central American regions, modern-day Colombia became a corridor of early human migration. About 8,000 years later, settlers in the Magdalena Valley in the western part of the country grew into a civilization called the Chibcha. Later there arose the Muisca, an advanced culture that became the dominant power in Colombia by 700 A.D.

Spanish explorers arrived in Colombia in 1500 A.D., obsessed with finding gold and other valuable minerals and gemstones, like emeralds. By 1538 they had conquered the Muisca and stolen all their gold and jewels, introducing 250 years of Spanish rule. By the late 1700s, people in Colombia had begun to grow tired of Spanish rule, prompting revolution. The city of Cartagena declared independence in 1811 and Bogotá soon followed. Spanish soldiers tried to reclaim control in 1815, but Colombian forces led by the famed general Simón Bolívar defeated the Spanish in 1819.

After independence, Colombia became part of a larger country called New Granada, primarily consisting of modern-day Colombia and Panama, along with smaller portions of Ecuador and Venezuela. This country fell apart by 1835, and Colombia became a separate nation. Colombia is Latin America’s oldest and most stable democracy. For more than a century, the country has experienced peaceful changes of government every four years.

Colombia is also a land of extremes. It is the fifth largest country in Latin America and home to the world’s third largest population of Spanish-speaking people. Through its center run the towering, snow-covered volcanoes and mountains of the Andes. Tropical beaches line the north and west. There are also deserts in the north and vast grasslands, called Los Llanos, in the east. Dense forests fill Colombia’s Amazon Basin, which takes up nearly half of the country’s southern region. The territory to the east of the mountains, which includes savanna and jungle, accounts for 50 percent of the country’s territory, but only 3 percent of its population. In northwest Colombia, a warm, wet, jungle-filled area called the Chocó reaches across the Panama border. Colombia also has 1,800 miles of coastline, the only South American country with Pacific and Caribbean beaches.

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The best of traditional and modern converge in Cartagena.

The People & Country of Colombia *(cont.)*



INTRO

All of this diverse terrain helps make Colombia one of the most biologically diverse countries on Earth. Even though it takes up less than one percent of the world's land area, about 10 percent of all animal species live there. Many of Colombia's forest habitats have remained undisturbed for millions of years. This allows wildlife a chance to evolve into many different species. Animals from jaguars to caimans to poison dart frogs all call Colombia's jungles home. The mountains provide habitat for huge Andean condors and rare spectacled bears, South America's only bear species. Colombia is considered one of seventeen "megadiverse" countries in the world. It is the second most biodiverse country in the world, just behind its neighbor, Brazil, which is 10 times larger in size. More bird species can be found in Colombia than any other country in the world, and more than Europe and North America combined. Colombia has more endemic species (species that exist only in one country) than any other country in the world. Fundación ProAves has become one of the most effective conservation groups in the tropics, and owns 17 forest reserves which protect endangered species in partnership with local communities.

Colombia's people are as varied as its landscape and its wildlife. Most citizens are descended from three ethnic groups: indigenous nations, African people brought to Colombia to work as slaves, and European settlers. This rich cultural mix makes the country's foods, music, dance, and art diverse and unique. Colombia has 87 indigenous groups, totalling 1.4 million people or about 3.4 percent of the population, which receive government representation. The major cities boast vibrant art, dance, music and fashion industries.

National sports include wrestling, boxing, roller skating, motorsports, chess, baseball, bowling, golf, and tennis, but with soccer and cycling being the most popular. Outdoor sports like mountain biking, hiking, ice and rock climbing, canyoning, paragliding, diving, snorkeling, horseback riding, and caving are also popular. The unique game of tejo, which involves throwing a metal disc at a gunpowder-loaded target, creating a harmless explosion, was played over 500 years ago by indigenous groups and is still the national sport of Colombia.

Colombia has a long history of democracy and, like the United States, the country is run by a president who is elected every four years. All citizens 18 and older are allowed to vote. Laws are made by a House of Representatives and a Senate. Instead of states, however, the country is divided into 32 departments and a Capital District (not unlike our capital, the District of Columbia). Each department is led by an elected governor, and municipalities (major cities) are governed by an elected mayor. Colombia's biggest trading partner is the United States, which buys 40 percent of the country's exports. Colombia sends a variety of items overseas, including flowers, bananas, oil, coal, gold, and platinum, and is a world leader in the export of coffee and the finest of emeralds.

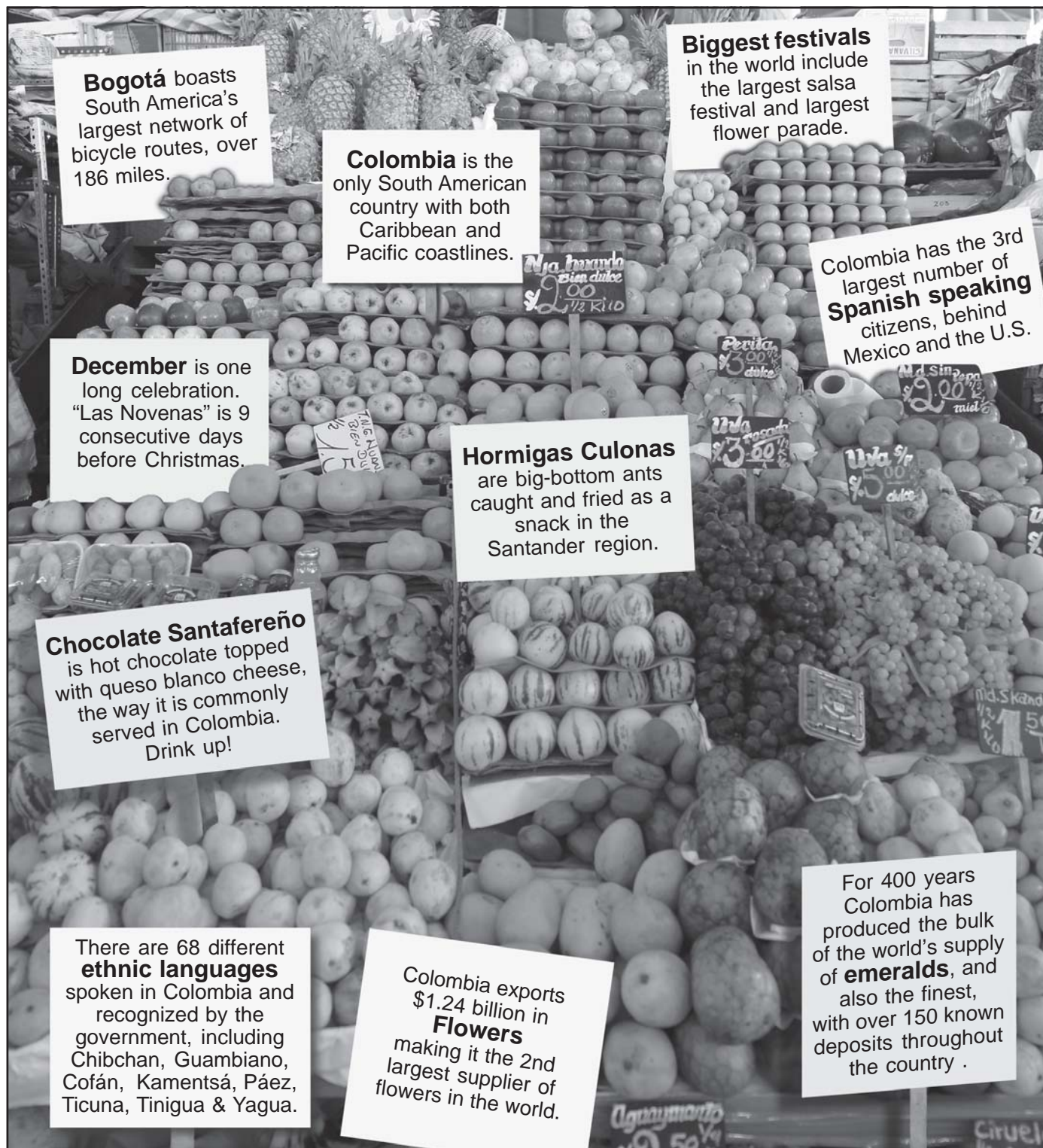


Battalla de Flores dancer during Carnival in Barranquilla



A Few Fun Facts About Colombia

Interesting facts about Colombia are as varied as a weekend market in Manizales! Treat your students to a few fun facts about the same country that brought us Juan Valdez, ketchup mixed with mayonnaise, the sombrero vueltiao, and Doris Salcedo's powerful sculpture of 1,150 chairs.



Don't take our word for it. Offer extra credit to students willing to dig deeper into these facts!

Abbreviated History of Colombia

Colombia's history has been marked by years of civil war, hostilities, and a once-thriving drug trade, combined, fortunately, by an insatiable appetite for independence and democracy. From early Spanish invasions to recent peace agreements, the country has ridden a roller coaster toward becoming one of South America's strongest economies and stable democracies. Today, buoyed by a sharp rise in tourism and drops in criminal activity, the country beams with optimism for what is to come in these next pages. Lonelyplanet.com introduces us to Colombia's rich history.

Colombia Before Columbus

As the gateway to South America, joining Central America via the Panamanian land bridge, it is believed that the land of current-day Colombia was crossed and populated by the continent's first human inhabitants, migrating south from North and Central America. It is possible that they traveled from as far as the Asian continent via the former land bridge between Russia and Alaska. Some tribes, such as the Inca, headed further south and built major civilizations, while smaller indigenous groups settled in present-day Colombia, though never expanding into major South American empires like the Mayans, Aztecs and Incas. While never becoming a major empire, they did leave evidence of their lives via certain monuments and artifacts.

Colombia has three primary archeological sites: San Agustín, Tierradentro and Ciudad Perdida. Discovered artifacts from these areas now rest in museums across the country. Mostly made of pottery and gold, they reveal a high degree of skill, with the goldwork displaying some of the best design and technique in South America.

In contrast to the Aztecs or Incas, who dominated vast regions, a dozen independent Colombian groups occupied relatively small areas scattered throughout the Andean region and along the Pacific and Caribbean coasts. They existed largely independent of other cultures, although evidence exists of some trading. Among Colombia's most significant early cultures were the Calima, Muisca, Nariño, Quimbaya, San Agustín, Sinú, Tayrona, Tierradentro, Tolima and Tumaco (see page 57).

Spanish Conquest

While he actually never stepped foot on Colombian soil, the country was named after Christopher Columbus. It was Alonso de Ojeda, a member of Columbus' second voyage to the New World, who became the first European to set foot on the land in 1499. He explored the Sierra Nevada de Santa Marta and was astonished by the wealth of the local Indians. Their gold and their stories about fabulous treasures gave birth to the myth of El Dorado, a mysterious kingdom abundant in gold. In its most extreme interpretation, El Dorado was believed to be a land of gold mountains littered with emeralds. Once the Spaniards arrived, their obsession with El Dorado became the principal force driving them into the interior. They did not find El Dorado, but their search resulted in rapid colonization.

The legend of El Dorado became linked to the Muisca and their famous Laguna de Guatavita, a circular lake now located in the municipality of Sesquilé. Originally believed to have been either a volcanic cinder or



INTRO



Muisca calendar, National Museum

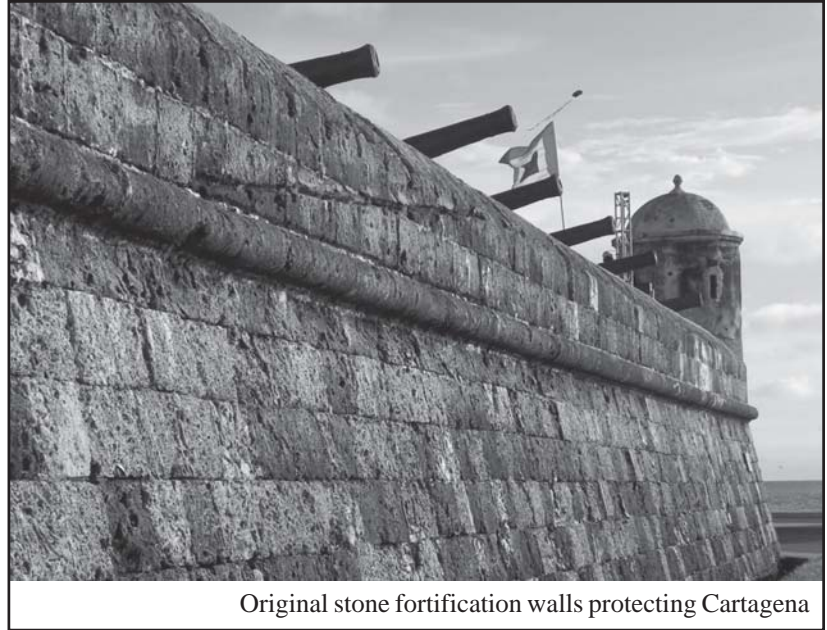


Abbreviated History of Colombia

formed by a meteor, it is now believed to be a filled sinkhole formed by the dissolution of underground salt deposits. The expectations of the Spaniards were to some degree confirmed by the rituals of the Muisca, who threw gold offerings into the sacred waters, though little has ever been recovered.

Attracted by the presumed riches of the Indians, the shores of present-day Colombia became the target of numerous expeditions by the Spaniards. Several short-lived settlements were founded along the coast, but it was not until 1525 that Rodrigo de Bastidas established the earliest town, Santa Marta. In 1533, Pedro de Heredia founded Cartagena, which soon became the principal center of trade.

In 1536, three different explorers led advancements into the central Colombian region, each expedition separate from the other, though all were fueled by rumors of great treasures. They were led by Jiménez de Quesada, Sebastián de Benalcázar (known in Colombia as Belalcázar) and Nikolaus Federmann. Though independent explorations, all three met in Muisca territory. Quesada set off from Santa Marta, pushed up the Valle del Magdalena and then climbed the Cordillera Oriental, arriving in Muisca territory early in 1537. At the time, the Muisca were divided into two clans.



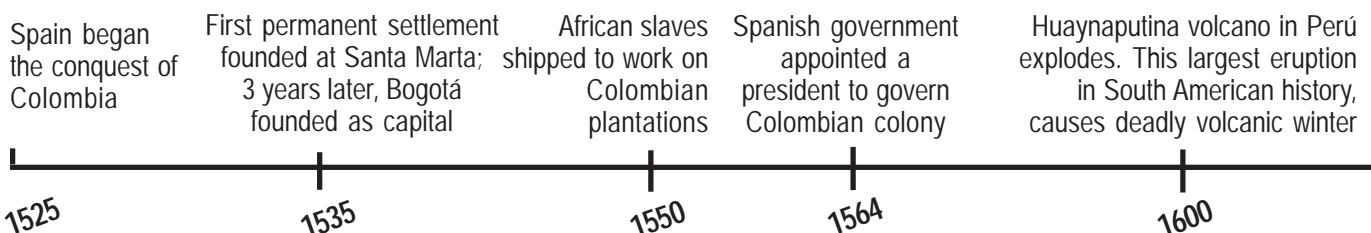
Original stone fortification walls protecting Cartagena

The southern empire was ruled by the Zipa from Bacatá (present-day Bogotá), and the northern empire under the Zaque in Hunza (present-day Tunja). The two tribes had quarreled over territory and the rivalry helped Quesada conquer the Muisca without much difficulty. In August 1538 he founded Santa Fe de Bogotá on the site of Bacatá.

Belalcázar and his men had served in the army with Spanish explorer Francisco Pizarro, who was busy conquering the Inca empire. Belalcázar's group deserted Pizarro and mounted an expedition leaving from Ecuador. He subdued the southern part of Colombia, founding Popayán and Cali along the way, and reached Bogotá in 1539. Federmann started from the Venezuelan coast and, after crossing Los Llanos and the Andes, arrived in Bogotá shortly after Belalcázar. Thus, in a short period, much of the colony was conquered and a number of towns were founded. The three groups battled for supremacy, and it was not until 1550 that King Carlos V of Spain established a court of justice in Bogotá and brought the colony under the control of the Viceroyalty of Peru. *(continued next page)*

Brief Timeline of Colombian History

Following the Chibcha civilization, the Muisca became the dominant culture to reside in Colombia around 700 A.D.



Abbreviated History of Colombia *(cont.)*

Colombia's Colonial Period

In 1564 the Crown established a new governing system which controlled both military and civil matters. Through the Presidencia del Nuevo Reino de Granada, authority was in the hands of the governor, who was appointed by the King of Spain. At that time The Nuevo Reino controlled present-day Panama and all of Colombia, except what is today Nariño, Cauca and Valle del Cauca, which were under the jurisdiction of the Presidencia de Quito (present-day Ecuador).

The population of the colony initially consisted of indigenous communities and the Spanish invaders, but later included the arrival of African slaves. Cartagena served as the exclusive slave-trading port where slaves were sold and distributed throughout the colony. Most of them were set to work in mines and plantations, mainly on the Caribbean and Pacific coasts. During the 16th and 17th centuries the Spaniards shipped in so many Africans that they eventually surpassed the indigenous population in number. The demographic picture became more complex when the three racial groups began to mix, producing various fusions, including mestizos (people of European and native indigenous ancestry), mulatos (of European-African ancestry) and zambos (African-Indian). However, throughout the whole of the colonial period, power was almost exclusively in the hands of the Spaniards.

With the growth of the Spanish empire in the New World, a new territorial division was created in 1717 and Bogotá became the capital of its own viceroyalty, the Virreinato de la Nueva Granada. It comprised the territories of what are today Colombia, Panama, Ecuador and Venezuela.

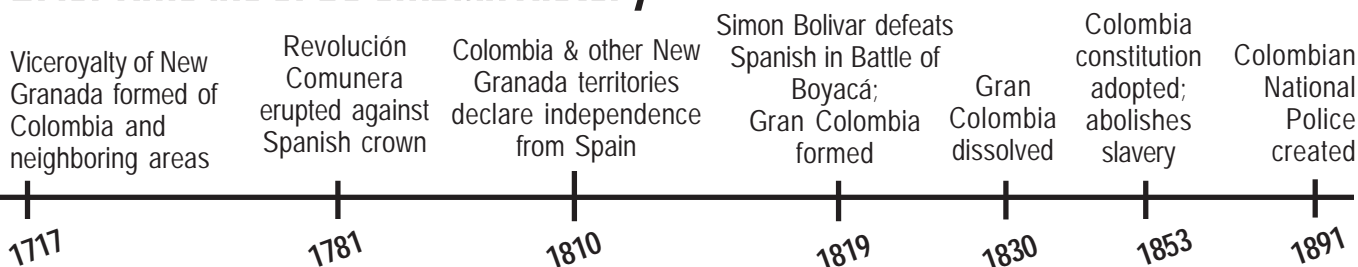
Wars for Independence

As Spanish domination of the continent increased, so too did the discontent of the inhabitants. Slavery, the monopoly of commerce, taxes and duties and other factors gave rise to protests. Revolución Comunera became the first open rebellion against colonial rule. Erupting in Socorro in 1781, it began over complaints against tax increases levied by the Crown, before taking on more pro-independence overtones. When Napoleon Bonaparte put his own brother on the Spanish throne in 1808, the colonies refused to recognize the new monarch. One by one, towns declared their independence. Unfortunately, political divisions and infighting appeared almost immediately.

In 1812, Simón Bolívar, who was to become the hero of the independence struggle, appeared on the scene. He initially won six battles against Spanish troops, but was soon defeated. Spain regained its throne from Napoleon and then set about reconquering its colonies. Full colonial rule, controlled by the Spanish, was reestablished by 1817. Bolívar retreated to Jamaica after the defeat and took up arms again. He went back to Venezuela, and after assembling an army of horsemen strengthened by a legion of troops from Britain, he marched over the Andes

Brief Timeline of Colombian History

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Abbreviated History of Colombia *(cont.)*

Mountains into Colombia, claiming victory after victory. The most decisive battle took place at Boyacá on August 7, 1819. Three days later he arrived triumphantly in Bogotá. Colombia's independence was won. Colombia's Independence Day is actually celebrated on July 20, commemorating that date in 1810 when Colombian patriots stirred the Bogotá citizens into street protests against Spanish rule. Under pressure the Viceroy was forced to allow a limited independence which later became permanent.

After Independence

With Colombia free, a revolutionary congress was held in 1819 in Angostura (modern-day Ciudad Bolívar, in Venezuela). Celebrating the victory for independence, delegates proclaimed Gran Colombia, a new state uniting Venezuela, Colombia, Panama and Ecuador (although Ecuador and large parts of Venezuela were still technically under Spanish rule). The Angostura congress was followed by another one, held in Villa del Rosario, near Cúcuta, in 1821. Two opposing political tendencies emerged - centralist and federalist. Bolívar, who supported a centralized republic, succeeded in imposing his will. The Gran Colombia came into existence and Bolívar was elected president. Francisco de Paula Santander, preferring a federal republic of sovereign states, became vice president.

From the beginning, however, the vast Gran Colombia state began to disintegrate. While Bolívar was many miles away fighting for the independence of Ecuador and Peru, Santander was left with effective power of the state. It became apparent that a central regime was incapable of governing such a large and diverse territory. By 1830, The Gran Colombia had split into three separate countries. Bolívar's dream of a sacred union consisting of the nations he had freed came to an end before he died.

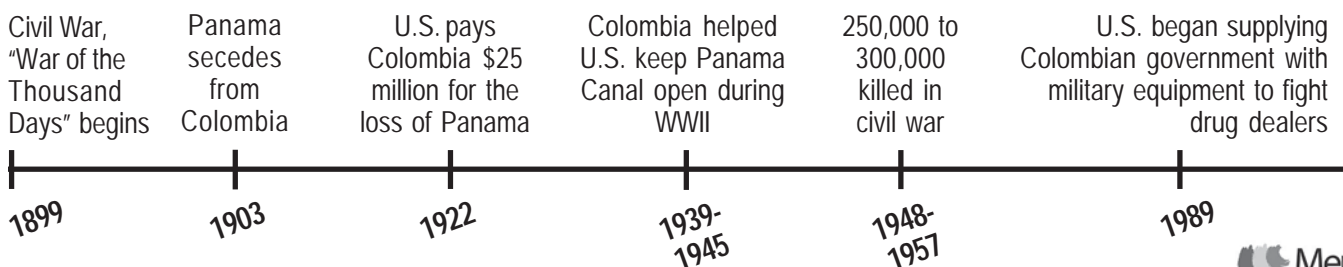
Thus began a new inglorious page of Colombia's history. In 1849 two political parties, one with centralist and the other with federalist beliefs, were established. Fierce rivalries between the Conservatives (with centralist tendencies) and the Liberals (with federalist leanings) resulted in a sequence of eight separate civil wars. Between 1863 and 1885 alone there were more than 50 antigovernment insurrections. In 1899 a Liberal revolt turned into a full-blown civil war. The War of a Thousand Days resulted in a Conservative victory and left 100,000 Colombians dead. In 1903, the U.S. took advantage of the country's internal strife and fueled a secessionist movement in Panama, at that time still a Colombian province. By helping to create an independent republic in Panama, the United States was able to build and control a canal across the Central American isthmus, a huge economic engine. It wasn't until 1921 that Colombia eventually recognized the sovereignty of Panama and settled its dispute with the U.S.

La Violencia

After a period of relative peace, the struggle between Liberals and Conservatives erupted again. In 1948 La Violencia broke out and became the most destructive of Colombia's many civil wars to that point. With a death toll

Brief Timeline of Colombian History

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Abbreviated History of Colombia *(cont.)*

of some 300,000, La Violencia was one of the bloodiest conflicts in the western hemisphere, comparable only to the Mexican Revolution and the American Revolutionary War. Urban riots, known as El Bogotazo, broke out in Bogotá on April 9, 1948, following the assassination of Jorge Eliécer Gaitán, a charismatic populist Liberal leader. Liberals soon took up arms throughout the country.



INTRO



Graffiti, sometimes political, has become a Colombian art form

Generation after generation of Colombians were raised as either staunch Liberals or Conservatives, imbued with a deep mistrust of the opposition that fueled the brutality of the period. In the 1940s and 1950s, these hatreds were the cause of countless atrocities, particularly in rural areas. The 1953 coup of General Gustavo Rojas Pinilla was the only military intervention the country experienced in the 20th century. The dictatorship of General Rojas, however, did not last. In 1957 the leaders of the two parties signed a pact to share power for the next 16 years. The resulting agreement, which also allowed women to vote for the first time, became known as the Frente Nacional (National Front).

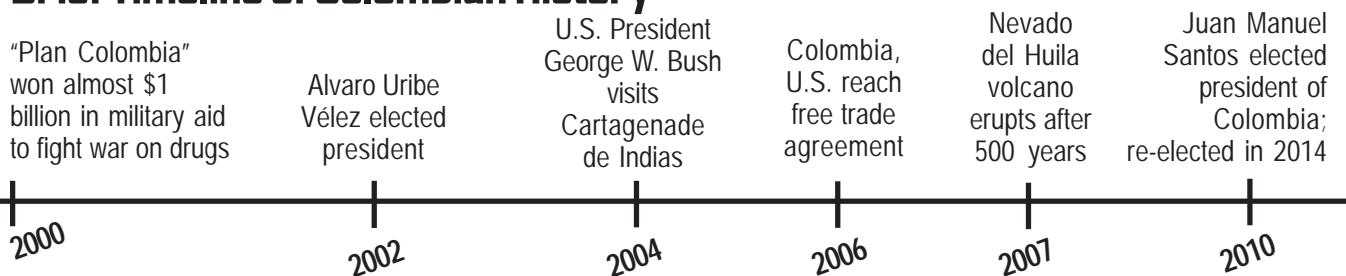
During the life of the accord, the two parties alternated in the presidency every four years. In effect, despite the enormous loss of lives, the same people returned to power. The agreement also disallowed the existence of any political parties other than the Liberals and the Conservatives, forcing opposition outside of the normal political system and sowing the seeds for guerrilla insurrection.

An Uncivil Civil War

By the 1940s and early 1950s, the tentacles of the global Cold War had reached Colombia. Disillusioned liberals set off to establish their own independent communities in the countryside. Wealthy landowners began to raise militias and security forces as they feared a breakdown of the status quo. The world was dealing with an ideological struggle between communism and capitalism, and Colombia with its colonial legacy of poor land distribution and impoverished indigenous underclasses, was ripe for the rise of Marxist guerrilla opposition. By the mid-1960s the

Brief Timeline of Colombian History

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Abbreviated History of Colombia *(cont.)*

political divide hardened into armed conflict. A new group, the Fuerzas Armadas Revolucionarias de Colombia (FARC), took up arms against what they saw as the corrupt and self-serving government. In all, Colombia gave birth to perhaps a dozen different guerrilla groups, each with its own philosophy and its own political and military strategies. Those with the greatest impact were the FARC, the Ejército de Liberación Nacional (ELN) and the Movimiento 19 de Abril (M-19).

Leftist guerrillas battled the government, paramilitaries and even the cocaine cartels for two decades. Tragedy overtook all sides and horrific murders and acts of terrorism were committed. As communism fell around the globe and the political landscape shifted, the FARC and the ELN lost support from Moscow and Havana. They moved on to drugs, extortion, robbery and kidnapping to finance their struggle. The struggle itself became clouded by the cocaine trade. Regardless of the vague political goals of these groups, the sale of cocaine kept their soldiers marching well after the end of Cold War. The guerrillas controlled large swaths of the countryside, sometimes estimated at as much as 40 percent of the country. In 2002, the United States and the European Union included the guerrillas on their list of terrorist organizations. Paramilitaries or autodefensas groups built by landholders and cartels flourished to become full standing armies. Sometimes Colombia's military even turned a blind eye or outright supported the paramilitaries, because they shared similar objectives.

Narco-Trade

Colombia became the world's largest producer of cocaine, at one time controlling 80 percent to 90 percent of the global market. Regional cartels started small in the early 1970s but quickly developed the trade into a big industry, with their own plantations, laboratories, transport services and protection rackets. The boom years began in the early 1980s. The Medellín Cartel, led by a former car thief named Pablo Escobar, became the principal mafia, and its bosses lived in freedom and luxury. They even founded their own political party, held congressional seats, established two newspapers and financed massive public works and public housing projects. By 1983 Escobar's personal wealth was estimated to be two billion dollars, making him one of the richest criminals in the world. Concurrently, the Colombian government launched a campaign against the drug trade. In response, the cartel bosses disappeared from public life and proposed an unusual peace treaty to President Belisario Betancur. For immunity from both prosecution and extradition, they offered to invest their capital in national development programs. More tantalizing still, they proposed to pay off Colombia's entire foreign debt, some \$13 billion at that time. The government turned down the proposals and violence escalated between the cocaine mafia and the government.

The election of Liberal César Gaviria (1990-94) brought a brief period of hope. Following lengthy negotiations, which included a constitutional amendment to ban the extradition of Colombians, Escobar and the remaining cartel bosses surrendered and narcoterrorism subsided. However, Escobar escaped from his house arrest following the government's attempts to move him to a more secure site. An elite special military unit of 1,500 officers searched for Escobar for 499 days. They tracked him down in Medellín in 1993 and killed him. Despite this, the drug trade continued. While the government successfully ended the Escobar cartel, others diversified into opium cultivation and heroin trafficking. As those cartels fell in the mid-1990s the guerrillas and paramilitaries filled the void.

Uribe & the United States

Fed up with violence, kidnappings and highways deemed too dangerous to use, the nation turned to hardliner Álvaro Uribe, a Medellín politician who had studied at Oxford and Harvard, and whose father had

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Abbreviated History of Colombia

been killed by FARC. Uribe ran on a full-on antiguerrilla ticket during the testy 2002 presidential election. While his predecessor Andrés Pastrana had tried negotiating with FARC and ELN, Uribe



Colombian sports fans

didn't bother, quickly unleashing two programs. The first was a military push back of groups such as FARC, and the second was a demobilization offer for both paramilitaries and guerrillas, who were promised lenient sentences in exchange for weapons and information. In the post-9/11 era, his branding of guerrillas as "terrorists" helped garner even more U.S. support, which sometimes ran between \$500 - \$600 million in U.S. aid annually.

A rare Latin American ally with the United States, Uribe became wildly popular. Even his critics acknowledged much progress was made under his watch. From 2002 to 2008, murder rates fell 40 percent, highways cleared of FARC roadblocks became safe, and Uribe's green light of a successful Rambo-style rescue in 2008 of high-profile kidnap victims from FARC (including French-Colombian politician Ingrid Betancourt) did much to keep his approval ratings near the 80 percent mark. In 2005, politician Juan Manuel Santos helped found the Social Party of National Unity, a coalition of lawmakers and officials from various parties who supported Uribe's agenda. In 2006, Santos joined Uribe's cabinet as defense minister, further escalating the government's military campaign against the FARC.

In March 2008, President Uribe approved a bombing mission across the border into Ecuador that resulted in the successful assassination of FARC leader Raúl Reyes and the retrieval of computer files that indicated that FARC was trying to acquire uranium for bombs. The bombing mission, however, caused ripples, with Venezuelan president Hugo Chávez immediately moving tanks to the Colombian border, but things soon settled. Meanwhile, back in Colombia, Uribe's popularity hit 90 percent approval levels, although scandals arose during his second term.

In 2009 Juan Manuel Santos resigned his cabinet post to run for president. His promise to continue the policies of Uribe, constitutionally barred from seeking a third term, proved popular with voters. He received 47 percent of the ballots in the first round of polling in May 2010, and in the second round he secured 69 percent of the vote in a landslide victory. Santos took office on August 7, 2010. He won re-election in 2014. On September 23, 2015, at a meeting between Santos and FARC representatives, they agreed to reach a final peace accord within six months. On January 25, 2016, the Security Council of the United Nations agreed to establish a political mission of international observers to verify the definitive bilateral ceasefire, following their signing of the Final Peace Agreement. On June 23, 2016 the government of President Santos signed a ceasefire with the FARC effectively ending the longest armed conflict in Latin American history, a historic milestone in Colombia's transformation into one of the world's most attractive and stable emerging markets.

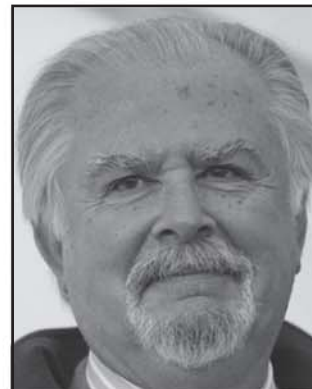




List of Famous Colombians

Some of your students might be familiar with the U.S. space shuttle Columbia. Some senior high students might even consider sending applications to attend Columbia University (and we won't even get into the Columbia versus Colombia discussion here... see page 18). However, most students will only be able to name a small handful of famous Colombians... but they might be surprised!

Fernando Botero (1932 -) Artist and sculptor from Medellín, Colombia. His signature style, also known as "Boterismo", depicts people and figures in large, exaggerated volume, which can represent political criticism or humor. He is considered the most recognized and quoted living artist from Latin America.



Fernando Botero

President Juan Manuel Santos Calderon (1951 -) Colombia president since 2010, winning his second presidential term in 2014. Featured on the 2012 cover story of *Time* magazine titled "The Colombian Comeback." Founded the Social Party of National Unity in 2005.



President Juan Manuel Santos

Radamel Falcao (1986 -) Professional footballer, sometimes nicknamed "El Tigre," who plays as a striker for Manchester United on loan from AS Monaco, and the Colombian national team. Commonly cited as one of the best strikers in world football today.

Nina Garcia (1965 -) Colombian fashion journalist and critic who has held the post of Fashion Director at *Elle* and *Marie Claire* magazines, and has been a judge on the Lifetime reality television program "Project Runway" since its premiere season.

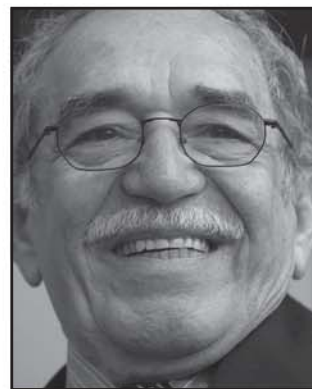
Ariadna Gutiérrez (1993 -) Actress, TV Host, model and beauty queen who won Miss Colombia 2014 and represented Colombia at Miss Universe 2015 where she placed 1st runner-up. Gutiérrez received international attention due to Miss Universe host Steve Harvey announcing her as the winner by mistake.



John Leguizamo

John Leguizamo (1964 -) American actor, voice actor, producer, stand-up comedian, playwright and screenwriter. As of 2009, Leguizamo has appeared in over 75 films, produced over 10 films, and starred on Broadway in several productions. Born in Bogotá.

Gabriel Garcia Marquez (1927 - 2014) Novelist, short-story writer, screenwriter and journalist born in Aracataca, known affectionately as Gabo or Gabito. One of the most significant authors of the 20th century. His books are the biggest selling Spanish language books in the world after the Bible.



Gabriel Garcia Marquez

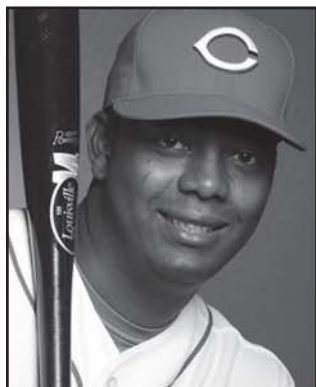
Juan Pablo Montoya (1975 -) Race car driver born in Bogotá. Career highlights include some of the world's most prestigious races, including the Indianapolis 500 (2000, 2015), Grand Prix of Monaco (2003), 24 Hours of Daytona (2007, 2008, 2013), British Grand Prix (2005), Italian Grand Prix (2001, 2005) and Grand Prix of Long Beach (1999).

Édgar Rentería (1975 -) "The Barranquilla Baby," is a former professional baseball shortstop who played for the Florida Marlins, the St. Louis Cardinals, the Boston Red Sox, the Atlanta Braves, the Detroit Tigers, San Francisco Giants and Cincinnati Reds. In 1997, his RBI single off Charles Nagy in the eleventh inning of Game 7 of the 1997 World Series

List of Famous Colombians (cont.)



INTRO

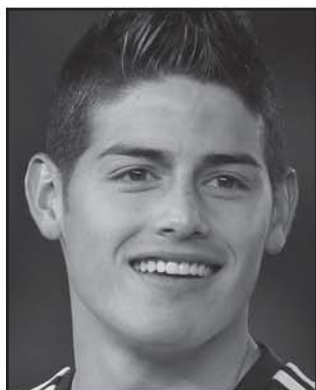


Édgar Rentería

won the first World Series in Marlins' history. In the 2010 World Series, he won the Most Valuable Player Award after he hit game-winning home runs in Game 2 and Game 5.

James Rodríguez (1991 -) Professional footballer who plays for Spanish club Real Madrid and captains the Colombia national team as an attacking midfielder or winger. Commonly ranked as one of the best young players in the world. He played in the 2014 FIFA World Cup where he won the Golden Boot as the top goalscorer.

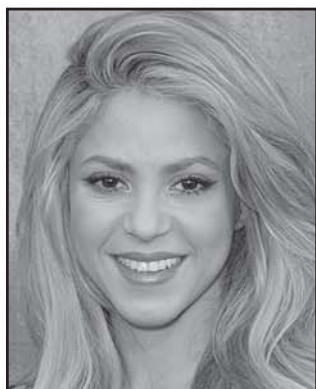
Shakira (1977 -) Singer, songwriter, dancer, record producer, choreographer, model, and judge on "The Voice," born in Barranquilla. Winner of five MTV Video Music Awards, two Grammy Awards, eight Latin Grammys and seven Billboard Music Awards. Her hits include "Whenever, Whenever," "Hips Don't Lie," and others.



James Rodríguez

Rogelio Salmona (2029 - 2007) Architect whose designs are highly representative of 20th century Colombian architecture, including red brick and natural shapes like spirals, radial geometry and curves in his designs. His awards included first place at the 1986, 1988, and 1990 Colombian Architecture Biennials, and the Alvar Aalto Medal in 2003.

Francisco de Paula Santander (1792 - 1840) Colombian military and political leader during the 1810 - 1819 independence war of the United Provinces of New Granada (present-day Colombia). Acting President of Gran Colombia between 1819 and 1826; later elected by Congress as the President of the Republic of New Granada between 1832 and 1837.



Shakira

Carlos Valderrama (1961 -) From Santa Marta, one of Colombia's (and the world's) most recognized footballers, with his distinctive blond hair and flamboyant ball technique. Known as *El Pibe* ("The Kid"), he played a huge role during the golden era of Colombian football in the 1990s, representing his country in 111 full internationals. He joined Major League Soccer in its first season.

Paulina Vega (1993 -) Colombian TV host, model and beauty queen who was crowned Miss Colombia 2013 and Miss Universe 2014. Born in Barranquilla, she became the first Colombian to win the Miss Universe crown in 56 years.



Sofia Vergara

Sofia Vergara (1972 -) Actress, comedian, producer, TV host, model and businesswoman. She has appeared in numerous films, and stars on the ABC comedy "Modern Family" for which she has been nominated for 4 Golden Globe, 4 Primetime Emmy, and 7 Screen Actors Guild Awards. In 2012 and 2013 she was the top-earning actress on U.S. television. In 2014 she was ranked as the 32nd most powerful woman in the world by *Forbes*.

Activity These 16 famous Colombians provide just a glimpse into the long roster of individuals who have made huge impacts in art, science, literature, politics, sports, and more. Have your students identify another famous Colombian not listed, research their life and accomplishments, and prepare an informative paper about them. Have them present their famous Colombian to the classroom.



The Ultimate Colombian Quiz

Colombia is emerging as a desirable and diverse destination. From the lowlands to the highlands and the upper Andes, this nation offers unmatched wildlife, breathtaking waterfalls and outdoor sports, high fashion and elevated cuisine. There is much to explore, but before you begin, why not test your smarts with this quiz, just to see how well you do. Then revisit this “Ultimate Quiz” once you’ve done your Colombian homework, and see if your score improves. Answers can be found on page 68.

1. What country borders Colombia to the northeast? _____
2. Following independence, what was the name of the country that included Panama and Colombia? _____
3. What do Colombians call the vast grasslands in the eastern part of the country? _____
4. What color is on the top band of the Colombian flag? _____
5. What is the name of the Colombian game which translates as “frog”? _____
6. What is the name of the Colombian river that explodes into a rainbow of colors each year? _____
7. What is the name of the chicken and potato soup that is very popular in the capital of Bogotá? _____
8. What is the name of the Colombian president elected for a second term in 2014? _____
9. What is the name of Colombia’s southernmost department? _____
10. What brand new whiskered primate was recently discovered in Colombia? _____
11. In the 1800s, Colombia gained independence from what country? _____
12. What city is known as “The Fashion Capital of Latin America”? _____
13. Where in Bogotá could one find a gold raft depicting the legend of El Dorado? _____
14. What is the name of the explosive national sport which involves tossing at a target? _____
15. What are those Colombian, pan-fried potato patties, usually topped with peanut sauce? _____
16. What is La Ciudad Perdida also known as? _____
17. Mix a little ketchup and a little mayonnaise together, as the Colombians do, and what do you get? _____
18. Who is the Colombian professional footballer nicknamed “El Tigre”? _____
19. What Colombian city claims the title “La Capital de la Salsa” (World’s Salsa Capital)? _____
20. What is the collective name of the 1,900 swamps that cover 7,800 sq. km of Colombian territory? _____
21. What is the name of the warm, wet jungle-filled area separating Colombia and Panama? _____
22. What body of water borders Colombia’s western coast? _____
23. What little bean does Colombia export \$1.6 billion worth to the United States each year? _____
24. What is the lake of the El Dorado legend, into which gold and emeralds were supposedly tossed? _____
25. What Colombian city has South America’s largest network of bicycle routes? _____
26. What Colombian writer became one of the most significant authors of the 20th Century? _____

Our Classroom Celebrates Colombia!

Kindergarten - Grade 2 Learning Unit



Why not allow your classroom to take the lead in a schoolwide celebration of the Republic of Colombia.

Prime your students for an exploration of this exciting country as presented in the following pages, and then let it spill outside of your classroom for all students to enjoy (and learn!). As they learn more about this South American country, your students can even play a role in teaching other students in the school about Colombia. Initially, most students will probably know very little about it.

How Should We Get Started?

If you can, post a large map of Colombia in your classroom.

Use a globe to show students its exact location in comparison to Memphis or the United States.

Explain to them on which continent Colombia can be found. Use your classroom or library computer to explore some of the various topics about Colombia listed below. Each topic to explore also gives your students a little art activity, which will also serve to decorate your classroom for a

Colombian carnival (you know, Colombia boasts the second largest carnival celebration in the world). Don't limit your student's exploration to this grade unit alone. The 3-5 unit includes a fun art project where your students can design their own chivas (what is that?), and the 6-8 unit even offers some easy Colombian recipes. Most lesson plans can be adjusted to your students and to your curriculum.

SPI

Social Studies

3.1.spi.1

Social Studies

3.spi.1.8

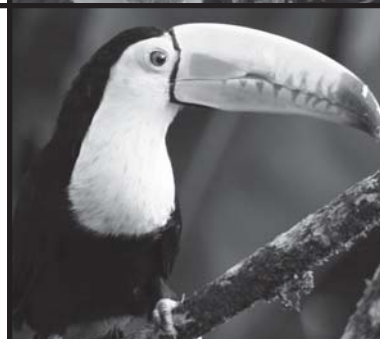
What Kind of Clothes Do They Wear?

- Do you think they dress like us? What about in the cities? What about in the rural areas?
- Think about their weather. Do you think they dress to match the weather?
- Use crayons and markers and draw people in brightly colored Colombian costumes. Let your teacher use them to decorate your classroom.
- Could your parent or guardian help to dress you like a Colombian?



What Kind of Animals Would We Find There?

- What kind of birds live in Colombia? What kind of furry mammals live there? Do you think they have bugs, snakes and fish?
- Do you think they keep animals for pets like we do? What type of animals do you think they keep as pets? Dogs? Birds? Jaguars!?
- Use crayons and markers and draw all sorts of Colombian animals. Many are quite colorful. Others have elaborate patterns and designs.



What Kind of Scenery Would I See in Colombia?

- If someone asked what type of scenery they would see in America, what would you tell them? Mountains? Lakes? Deserts? Beaches?
- Do you think they have one primary type of scenery in Colombia? Might it be sandy deserts? Volcanoes? Jungles? Big cities?
- Use crayons and markers and draw things you might find in a Colombian landscape. Think of flowers, trees, waterfalls, and volcanoes.





What Will You Find in Colombia?

The Amazon rainforests cover a large area of the country of Colombia. Flora and fauna is unlike anywhere else on Earth, and the rainforest is an ever growing, ever

adapting living thing! Plant life covers everything. So it might be best for us to begin our exploration of Colombia like a small plant, and then let our understanding grow like a rainforest. Our first “sprig” of learning should focus on the basics of the country.

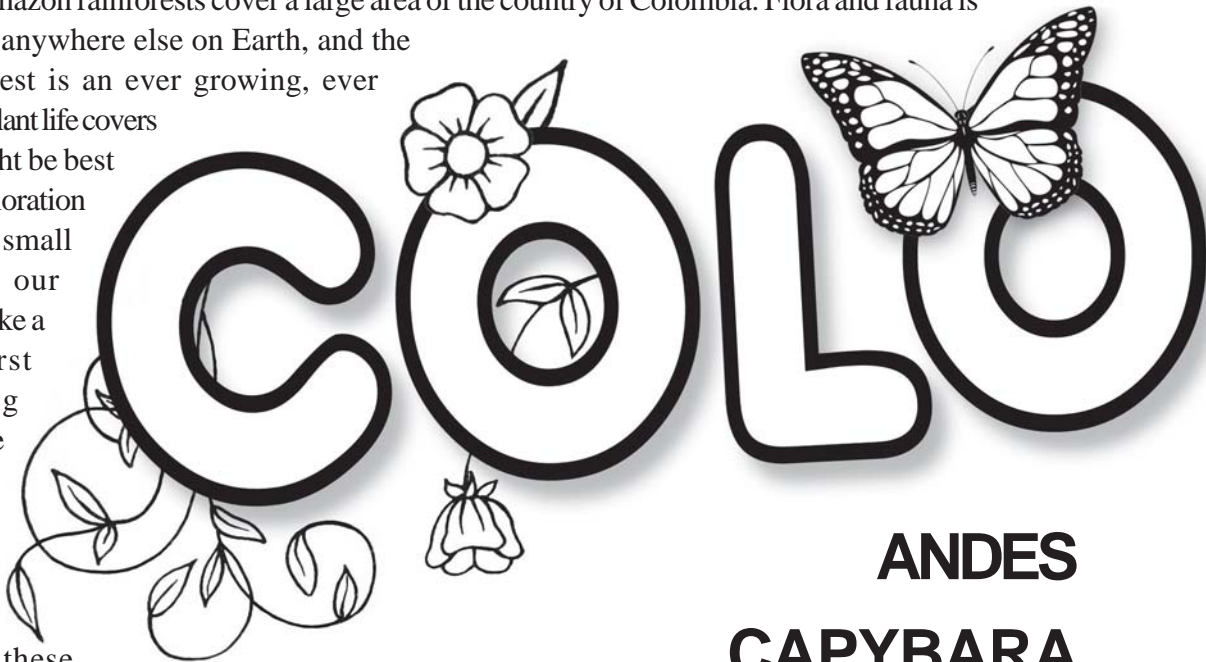
What could be more basic than learning its name? Spelling is a basic standard for these grades, so begin by teaching students to spell “Colombia.” Sure, it’s a large word by second grade standards... however you would be surprised at how many adults spell this South American country “Columbia”! Write the name of the country on the board, then, on a globe or map, show your students where it is located, and compare it to where we are located. Ask them, “Could you get there in a car or bus?” Ask the same question about traveling to Paris or Hawaii.

Once the country is written on the board, ask your students to call out the letters of the alphabet used to spell this name. They should notice that “o” is used twice. Sound out each letter for the younger grade students. Then ask them to name words which they think begin with each letter. They may say “cat,” “car” or “cold,” for example.

Activities

Using each letter used to spell Colombia, help your students to learn words which

(continued on next page)



COASTS

ANACONDA

COCONUT

AMAZON

BOAS

BUGS

MUSICIANS

CONDORS

MANATEES

CARIBBEAN

ANDES

CAPYBARA

OTTERS

BEARS

ANTEATERS

BUTTERFLIES

LEAVES

LIZARDS

CHILDREN

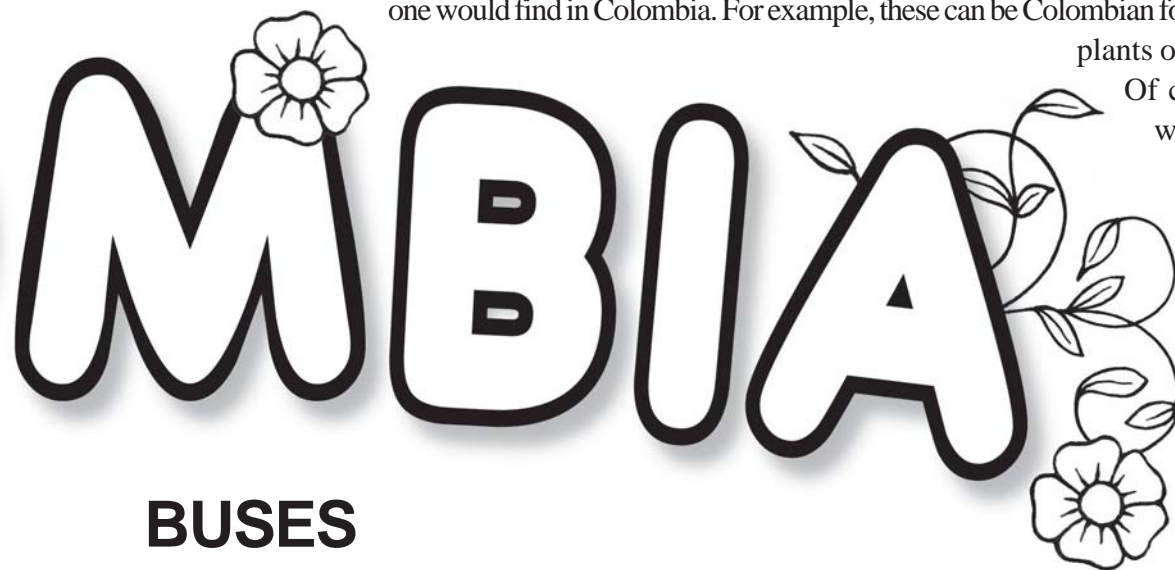
OXEN

MINES

BIRDS

What Will You Find in Colombia? *(cont.)*

begin with each letter, but equally important, are words which relate to Colombia or which are items one would find in Colombia. For example, these can be Colombian foods, animals, plants or landmarks.



Of course, these will not be words which your students already know, or know how to spell. Begin with each letter and use the list to the left to name certain Colombian words which begin with each (you may think of others than those listed).

With each word you teach them, ask them if they know what that word is, or what it means. They will know “music,” but might not know “manatees.” Use computer searches, photographs and other resources to teach them about each word (in doing so, they are also learning about Colombia).

After studying each or most of the words, distribute paper, markers and construction paper and give your students the chance to create a brightly colored picture of one of these words. You might have to write each word on the board, or remind them what some of the words mean. You can either allow students to choose their word to illustrate, or you can assign them. Once complete, use these bright pieces of art to create a Colombian bulletin board or classroom door display. Place the word “Colombia” across the top, and use your students’ artwork to help explain many of the great things one could find when visiting this South American country.

BUSES

IGUANAS

CITIES

ART

OCEAN

BURROS

BANANAS

ORCHIDS

COFFEE

MACAWS

LLAMAS

CACTUS

CARS

AUTOMOBILES

CARNIVALS

BOATS

AIRPLANES

MONKEYS

MUSEUMS

ORANGES

ANIMALS

BATS

LAKES

SPI

Art
K-2.spi.1.2

Art
K-2.spi.2.1

Social Studies
3.1.spi.1

Social Studies
3.1.spi.7



What is a Biblioburro?

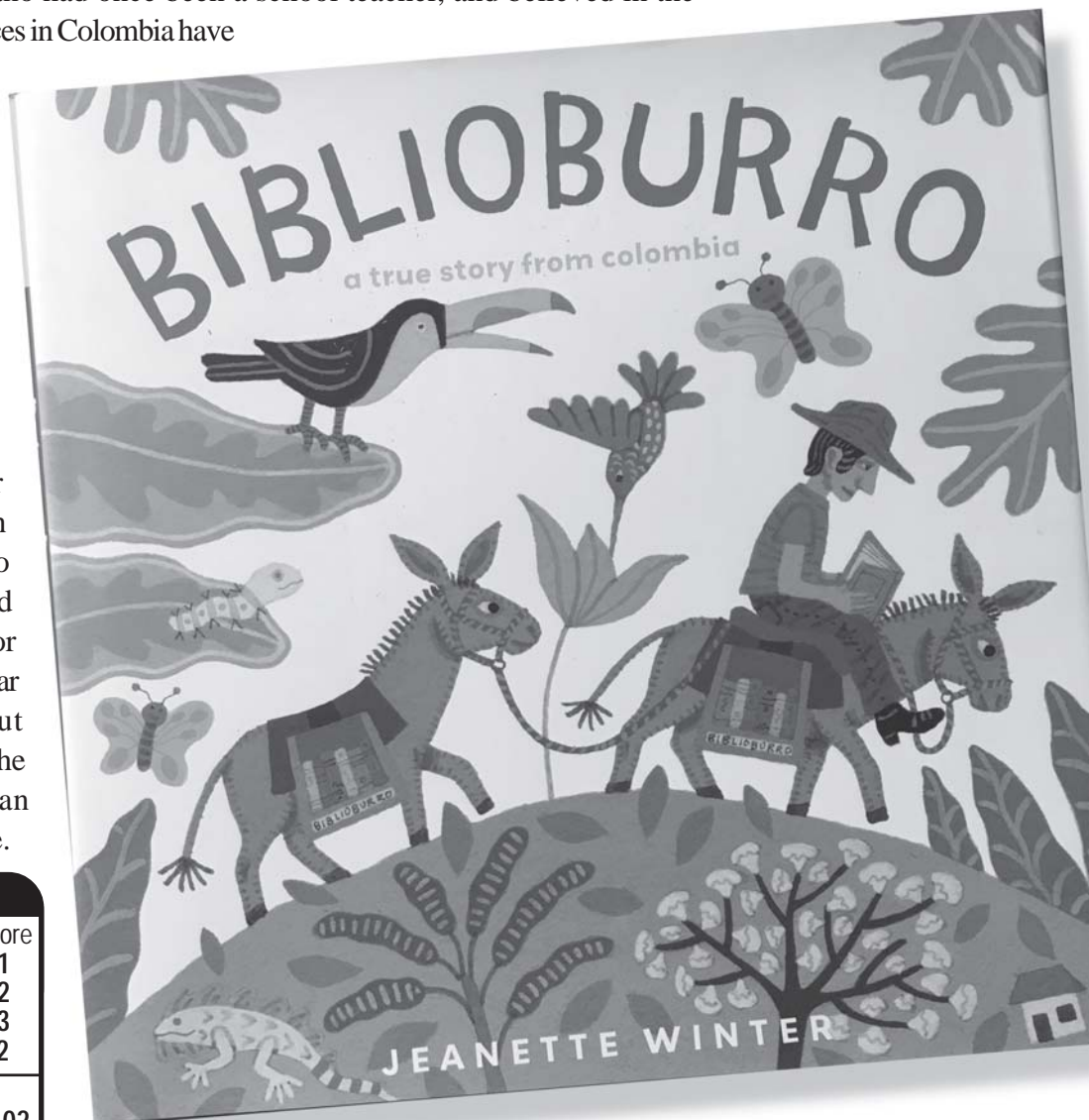
Colombia has a deep tradition of literature and storytellers. Perhaps the most famous of these writers is Gabriel García Márquez, a novelist and short story writer considered to be one of the most significant authors of the 20th century. Others include Álvaro Mutis, Fernando Vallejo, Jaime Manrique, Ivar Da Coll, Jorge Isaacs, Tomas Carrasquilla, Jose Eustasio Rivera, Leon de Greiff, and others. Famous Colombian authors of children's books include Jairo Anibal Niño, Euclides Jaramillo, and Rafael Pombo, whose books and nursery rhymes include such whimsical characters as Rin Rin the tadpole, Michin the cat ("El Gado bandito"), and Little dumb Simon, among others.

Sometimes children's stories arise from early Colombian folktales, like in most countries. Others come from adaptations of true life stories. Thus is the case with "Biblioburro," a meaningful story which is based on a real man, and which has been penned by several authors, including Jeanette Winter, Monica Brown and John Parra. Their children's story is based on the true story of Luis Soriano, a man who lives in a small town in northern Colombia known as La Gloria. Mr. Soriano had once been a school teacher, and believed in the importance of reading. Many places in Colombia have lots of books and lots of libraries. Other areas have very few books, just like certain areas of the United States.

Ask students if they have ever seen small wooden boxes, set up on posts, and placed on corners of neighborhoods or in front of houses. Many people throughout Memphis have begun placing these "book boxes" near their homes and they fill them with books they have already read, so that someone else can stop by and select one of the books to read for themselves... for free! That is similar to what Mr. Soriano did, but instead of building a book box, he delivered books to Colombian towns where books were scarce.

Teachers, you may want to purchase or check out a copy of "Biblioburro" by Jeanette Winter (pictured to the right) or "Waiting for the Biblioburro"

SPI
Common Core
RL.K-2.1
RL.K-2.2
RL.K-2.3
SL.K-2.2
English
K-2.spi.1.02
English
K-2.spi.1.07



(continued on next page)



What is a Biblioburro? *(cont.)*

by Monica Brown and John Parra. Use Ms. Winter's book, or the image of the book's cover on the previous page, to lead your students on an educational adventure about Colombia, about helping and sharing with others, and about Mr. Soriano and his true story. A copy of Ms. Winter's book is also available in the Memphis in May "World Cargo Crate" which travels among schools (see page 71).

Activities

1. Show your students the cover picture from Ms. Winter's book on the previous page. This activity will test their creative thinking and test their memory. Give each student an equal amount of time to look at the cover picture. Tell them to study it carefully. Then ask them the following questions. Additional activities are below the questions.

1. Do you know what a burro is? Have them name several other animals which might be similar to a burro. Other answers might include a donkey or a mule. Now that they know what a burro is, the name of the book might begin to make sense. "Biblio" sounds like a Spanish word. Actually, it is a prefix that comes from an original Greek word, and it means "books" (like bibliography). That will help explain to students that the name of the book refers to "The Book Burro" which Mr. Soriano used.

2. How many burros did he use? Books can be extremely heavy (especially when you haul a lot of them home from the library). Ask your students if they can tell from the picture how (and where) the books were carried.

3. Now let's test their memory! Explain to the students that, in order to get the books from town to town, Mr. Soriano had to travel throughout the Department of Cesar in the northern part of the country near Venezuela. The cover of the book shows him walking past 5 different animals (other than the burros). Ask them if they remember what other animals they saw on the cover of Jeanette Winters' book (caterpillar, lizard, butterfly, hummingbird and toucan... the bird with the big beak).

4. If you do pick up a copy of Ms. Winter's book, of course read it to your students. The brightly colored illustrations will help them understand the story. However, even without the book, it is easy to imagine the story... Mr. Soriano loads up his used books onto his burros, and travels town to town delivering them to children in those towns who do not have books. Thus, he shares the special gift of reading! Have students draw and color their own illustration from the story. Their picture could include Mr. Soriano feeding his burros, or loading the books into his burros' satchels. It could be a picture of Mr. Soriano riding across Cesar, which is actually an area with a desert climate. Along the way, he might have crossed some shallow streams or rivers.. Their picture might include him giving the books to the young children, or his wife welcoming him back home to La Gloria.

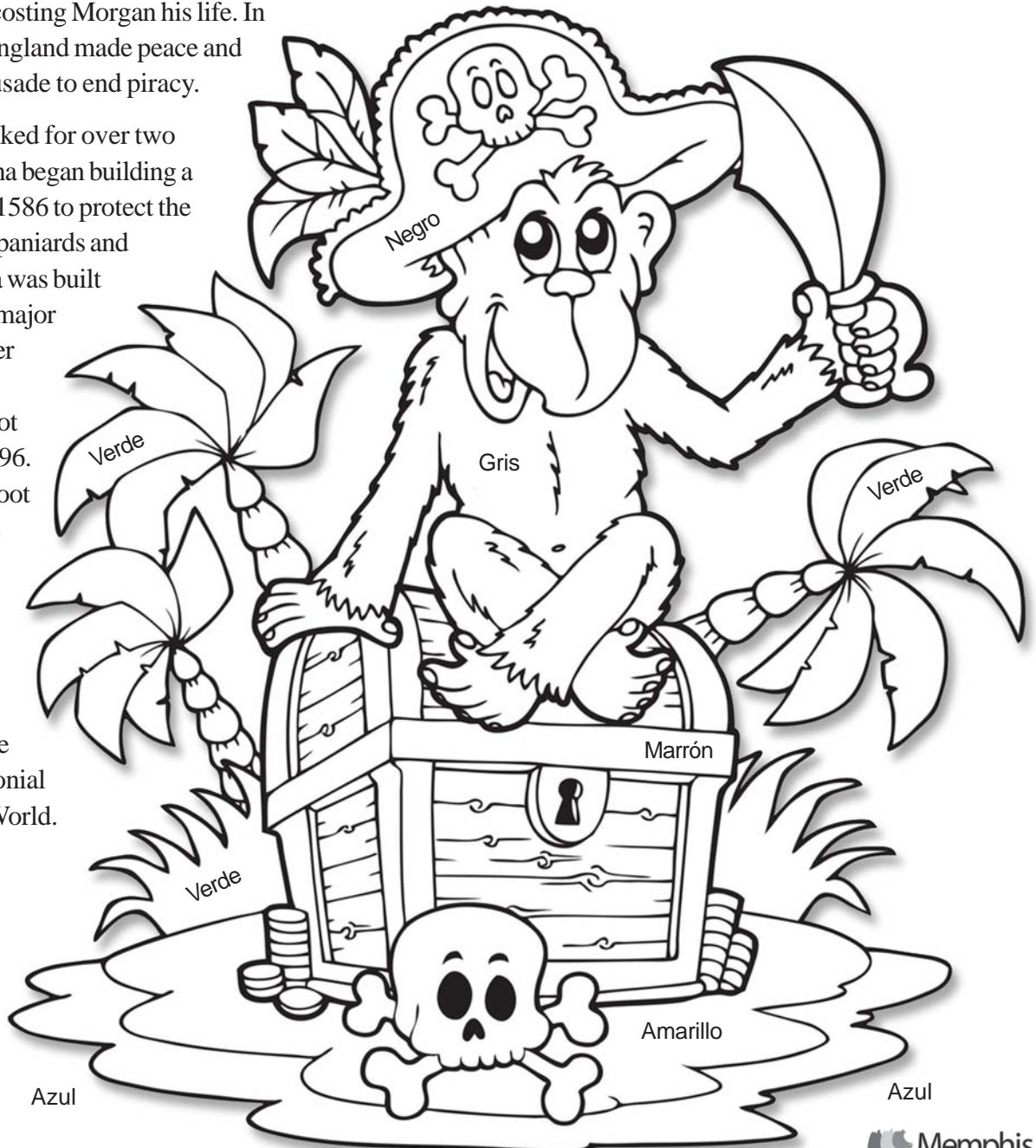
5. Ask your students if they have many books at home. How many have they read? As part of your celebration of Colombia, why not create your own classroom "Biblioburro"? This would be a great way to share your study of Colombia with the rest of the school. Create a classroom door or hallway mural with butcher paper and construction paper. Draw or cutout a big picture of Luis Soriano riding his burro, with a satchel loaded with books across his burro's back. With a marker or pen, write across the top of your mural: "Luis Soriano rides his burro and carries books, sharing them with children across Colombia. We want to share books, too!" Have students use construction paper, glue and markers to create bright paper plants and animals to complete the mural... birds, lizards, bugs, flowers. Next to your classroom door, set a chair with a cardboard box sitting in the seat. Have students decorate the cardboard box. Give students the opportunity to bring books from home that they have already read and will never read again (have them get their parents' permission). On the front of the box, put a sign that says, "Bring a Book! Borrow a Book!" and let students from your school enjoy the same sharing as Mr. Soriano.



Face-to-Face With Colombian Pirates

Throughout this guide students will learn about Spanish conquistadors who established strongholds along the Caribbean coastline from Mexico to the Orinoco River, often looking to claim land for Spain, but primarily following rumors of places filled with gold, such as the mythical Colombian city of El Dorado. Well, where there's gold, there are usually pirates looking to steal Spanish gold! No Spanish port was as tempting to pirates as the Colombian city of Cartagena. The city was first plundered in the 1540s by French pirate Robert Ball, however the most notorious pirate was Sir Francis Drake from England. Like these two, pirates were often sponsored by countries which were sworn enemies of Spain. In 1586, Drake captured Cartagena, destroyed the cathedral and much of the city, and left with a fortune in treasure. In the 1660s, another famous pirate, Captain Morgan, was also headed to Cartagena to ransack the city when his flagship the H.M.S. Oxford exploded, almost costing Morgan his life. In 1697, Spain and England made peace and embarked on a crusade to end piracy.

Targeted and attacked for over two centuries, Cartagena began building a major city wall in 1586 to protect the city against both Spaniards and pirates. La Muralla was built in stages, with the major protective perimeter still standing in Cartagena today not completed until 1796. This massive, 26-foot tall wall around the city measured 6.8 miles in distance around the city. Most of the wall is still standing today, making it one of the best preserved colonial walls in the New World.



SPI
Foreign Language spi.1.2
Art K-2.spi.1.1
Art 2.spi.1.2

Colombian Coat of Arms

Most countries have an official “Coat of Arms.” While flags are usually more prominent, countries usually display their coat on official buildings and stationary. The most interesting aspect of a coat of arms is that it usually gives you a great snapshot of the country.

This activity is best if you can show your students a full color image of the Colombian coat of arms.

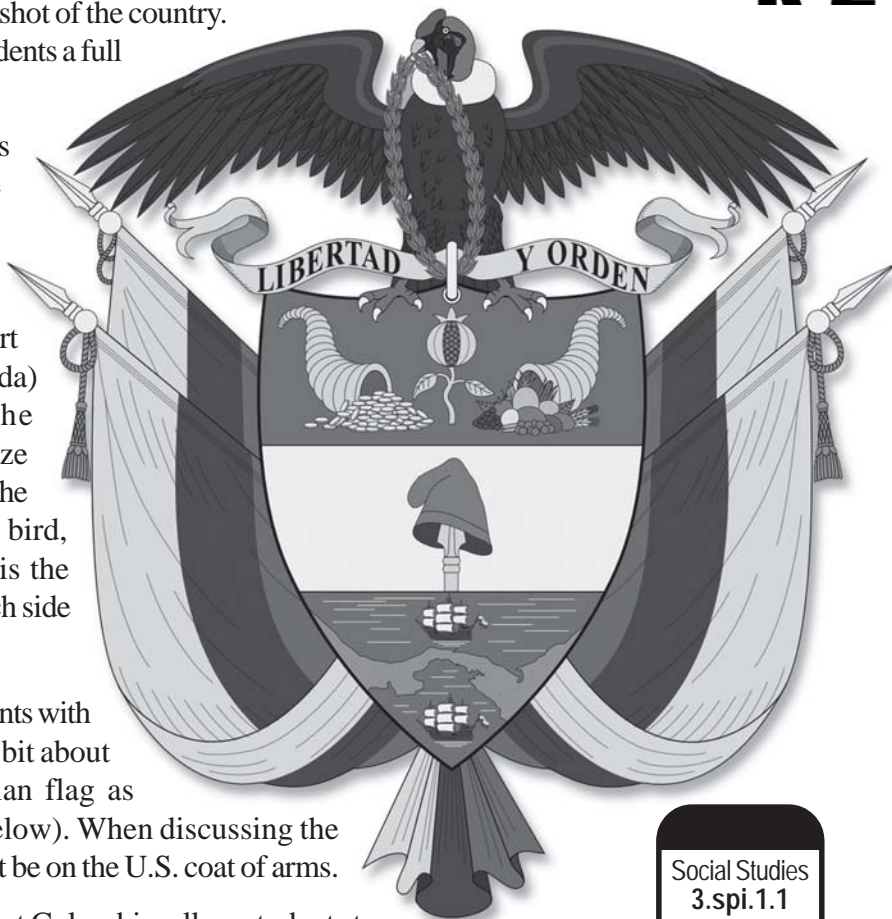
In the center of the Colombian coat of arms is a shield, divided into three parts. On the bottom are two ships, representing the maritime history of Colombia and the two coasts. In the middle is a traditional symbol of freedom, the Phrygian cap. The upper part has a pomegranate (symbol of New Granada) between two cornucopias. Both the pomegranate and the cornucopias symbolize mineral wealth (left) and agriculture. Above the shield is an Andean condor, the national bird, holding an olive branch. On the banner is the national motto, “Liberty and Order.” On each side are Colombian flags... amarillo, azul, rojo.

Activity - Begin by discussing the components with your students, and they’ll begin learning a bit about Colombia. Explain the draped Colombian flag as described above in Spanish colors (see below). When discussing the condor, ask them what bird they think might be on the U.S. coat of arms.

Once you complete your whole lesson about Colombia, allow students to display all that they have learned about Colombia by creating a brand new coat of arms. Give them plenty of paper and crayons or markers. Have them first make a list of things they have learned about Colombia. These can include animals, places, landmarks, famous people, culture, and more. Then let them design a new coat of arms for Colombia. Remind them to incorporate lots of components into their design without making it sloppy, and encourage them to make it bright and colorful. For more fun, when they describe their design, they must explain it using Spanish colors. Once finished, display these in your classroom.

Speaking a Little Spanish - Colombia’s Spanish is considered by many to be the “clearest” in the world. While your students may be too young to become fluent, it is important for them to learn a little Spanish. We will start with colors. Practice the English and Spanish words for familiar colors listed to the right with your students. Then use those colors for the activities above (have them describe their coat of arms design using Spanish colors) and on the previous page. Enlarge and copy the “Pirate Monkey” and present a copy to each student. Have them color the picture, but they must follow the instructions and color each section according to the Spanish colors listed on the illustration.

Yellow = Amarillo
Blue = Azul
Red = Rojo
Green = Verde
Brown = Marrón
Orange = Naranja
Purple = Morado
Black = Negro
Gray = Gris



Social Studies
3.spi.1.1

Art
K-2.spi.1.1



My Forest or The Rainforest?

There are many differences and similarities between the plants and animals of temperate forests and rainforests. Certain environmental conditions allow particular plants and animals to thrive in the rainforest. Begin by offering students an explanation of a rainforest and a temperate forest. Ask them if they have ever been to Shelby Forest, or to the real shady areas of Shelby Farms. Before starting this activity, ask them what kind of plants and what kind of animals (including bugs, birds and reptiles) they might have seen. With this activity, students will explore both a Colombian rainforest and a good old Tennessee forest, and compare the two. They will create a Venn diagram that will illustrate the similarities and differences. Special thanks to the Rainforest Alliance for this lesson plan. Learn more at www.rainforest-alliance.org/curriculum.

Activity

Divide your class into small groups for this activity. They can be in pairs, or small groups of four. Load your classroom with stacks of old magazines. The first step of this activity is to let groups flip through magazines and look for pictures of things one might find in a temperate forest, or pictures of things one might find in a rainforest (or both). To expand the activity, you can also allow students to search online for pictures, and print them from their home computers, if available. As teacher, to ensure a thorough activity, you may also want to search for some forest photos, and allow groups to choose from your pictures, as well. To add another twist, if it is too difficult to find pictures, let students draw and color small pictures on index cards



Amazon River cutting through Colombian rainforest. boomsbeat.com

1. In groups, have students sort their pictures according to whether they think the subject (plant, insect, bird, fish, tree, flower, insect, etc.) could be found in a Tennessee forest, or a Colombian rainforest, or both.
2. On your whiteboard, display three large poster boards. Across the top of one, write "Tennessee Forest," across a second write "Colombian Rainforest," and across the top of the third write "Both." You can also choose to use butcher paper to create a large Venn diagram.
3. Taking turns, allow a member from each group to bring one of their pictures and present it for display on the "Tennessee," "Colombia," or "Both" poster board (or correct section of the Venn diagram). Members of each group should take turns presenting a different photo.
4. Each time a picture is brought to the front of the class, the members of the other groups should weigh in on whether or not the picture was placed in the correct section.
5. Have a classroom discussion about all of the pictures and about the presentation as a whole. Allow students to explain why they believe that each picture belongs in each section. Ask them to discuss the various plants and animals. Do they notice anything particularly different about the rainforest animals which might make them thrive in those harsh conditions? Talk about what they think each animal might eat for dinner, and whether or not the forest in which they live has

SPI

Science
K-2.spi.9.1

Science
K-2.spi.9.2

Science
GLE 0107.2.3
GLE 0207.2.2

Social Studies
3.spi.1.1

(continued on next page)

My Forest or The Rainforest? *(cont.)*



an abundance of their favorite foods. Do they notice anything different about the size of the animals from the Tennessee forest, as compared to the rainforest? Do they notice anything different about the plants from the two different forests, such as the size of their leaves?

6. Turn this visual activity into a tangible one with a scavenger hunt. Give all groups three days to seek out common items one would find in a Tennessee temperate forest or a Colombian rainforest, then bring them to class. You can either ask each group to bring in a designated number of items from each forest, or make it a challenge and see which group can bring in the most. Of course, it will be much easier for them to find examples of flora (acorns and maple leaves to represent temperate, coffee beans and fern fronds to represent rainforests, for example), than fauna. Allow groups to describe some of their items, and explain where they found them. They may be surprised to discover that many items can be found at a grocery store. A list of temperate forest and rainforest items is provided below to help students with their Venn diagram activity and this scavenger hunt activity.

Temperate Forests



Ferns (bracken, interrupted fern)
 Fruit (apple, blueberry, blackberry)
 Leaves - deciduous & coniferous (beech, eastern white pine needles, red maple, red oak, red pine needles, sugar maple, white ash, etc.)
 Lichens and mosses
 Maple syrup samples
 Mushrooms
 Seeds (acorns, apple seeds, walnuts, pecans, pine cones)
 Amphibians (bullfrog, spring peeper, tree frog)
 Birds (American crow, American kestrel, black-capped chickadee, sparrows, blue jay, hummingbird, northern cardinal, red-tailed hawk, rock dove, wood thrush, owls, ducks)
 Insects (carpenter ants, mosquitoes, beetles, centipedes, butterflies, hornets)
 Landscapes (winter, fall, early spring)
 Mammals (black bear, badger, beaver, deer mouse, gray squirrel, little brown bat, lynx, muskrat, weasel, deer, raccoons, chipmunks, opossums)
 Reptiles (garter snake, rattlesnake, lizards)
 Trees (oak, magnolia, dogwood, American beech, paper birch, red maple, red oak, sugar maple, sweet gum, elm, cypress)

Rainforests



Coffee beans
 Fruit (avocado, banana, fig, mango, orange)
 Lichens and mosses (Species may be limited geographically, but these organisms thrive in both forests)
 Mushrooms
 Plants (with large leaves, like elephant ear fern, orchids, bromeliads, water lilies, heliconia)
 Amphibians (poison arrow frog, red-eyed tree frog, newts, salamanders, caecilians)
 Birds (American kestrel, cattle egret, cockatoo, hummingbird, toucan, parrot, pelican, quetzal, scarlet macaw, rainbow lorikeet, red-tailed hawk)
 Ferns (tree fern, calla lily, elephant ear fern)
 Insects (leaf cutter ants, bees, large stag beetle, colorful katydids)
 Landscapes (ridgelines dominated by vegetation, dense canopy with emergent layer of trees)
 Mammals (anteater, monkeys, deer mouse, flying foxes, bats, howler monkey, jaguar, kinkajou, ocelot, spectacled bear, tamarin monkey, capybara,)
 Reptiles (anaconda, boa constrictor, chameleon, gecko, coral snake, anole, basilisk)
 Trees (with very large trunks, tall trees, cacao tree, wax palm, mahogany, cecropia tree, kapok tree, teak tree, strangler fig tree)



Playing Ball in Bogotá

If you travel to any country in the world, you will find children laughing and playing games. Whether it is cricket in Calcutta or soccer in Seattle, many sports and games are universal. However, games also help us to understand the identity of a nation, as most countries still have their own unique games, many entrenched in early history and indigenous cultures. Here are some games which will help your students learn more about the people and country of Colombia, including a few which your students can try for themselves.

Sports Played in Colombia

Like most people around the world, Colombians play a lot of sports. Like most countries, soccer (football) is hugely popular, but so is baseball, golf, tennis, wrestling, boxing, motorsports, bowling, cycling, even roller skating. The country's diverse landscapes also offer opportunities for many outdoor sports, including mountain biking, hiking, rock climbing, diving, snorkeling, rafting, and many more. Those same diverse landscapes also offer some more unique opportunities, such as spelunking, which involves the exploration of caves, and canyoning, riding a zip line between trees across the rainforest canopy, 50 feet above the ground!

Tejo or Turmeque

This explosive sport (literally) is almost like a national sport. There are several theories as to its origin, though widely accepted is that it has its origins among indigenous aboriginals from the center of Colombia, perhaps the Chibcha people. The game consists of throwing metal discs at a target. A successful pitch across the 22-yard-long court might hit a target loaded with gunpowder, known as a "mechas," resulting in an explosive score. More details about tejo can be found on page 52 in the 6th through 8th grade section.

Rumbaterapia

Move over Zumba! Believe it or not, Rumbaterapia is all about dancing for 45 minutes straight in order to burn calories and build muscle. This high-cardio workout has found its way into gym classes all throughout Latin America.

Rana

The name translates as "frog." Rana is extremely simple to play. It is typically played in pairs: two teams of two play each other. Each team has six small brass rings. The object of the game is to throw the rings into the mouths of metal frogs, or "ranas", which are located on top of a wooden box. There are usually three ranas in a game, and you also receive points for putting the rings in holes on the top of the box.

You will notice that, as rings successfully fall into the holes on the top of the box of an official rana game, they fall into the trays below, determining their point value. Rana is probably the most popular in Colombia, but it's also beloved in other countries as well. Rana game boxes can be found in bars and restaurants all throughout Colombia, popular after work hours. Rana, in addition to being fun, can be a great way to brush up on your knowledge of Spanish numbers. Spanish numbers in increments of one hundred can be a bit confusing. They are as follows:

100.....cien	400.....cuatrocientos	700.....setecientos	
200.....doscientos	500.....quinientos	800.....ochocientos	1000....mil
300.....trescientos	600.....seiscientos	900.....novecientos	



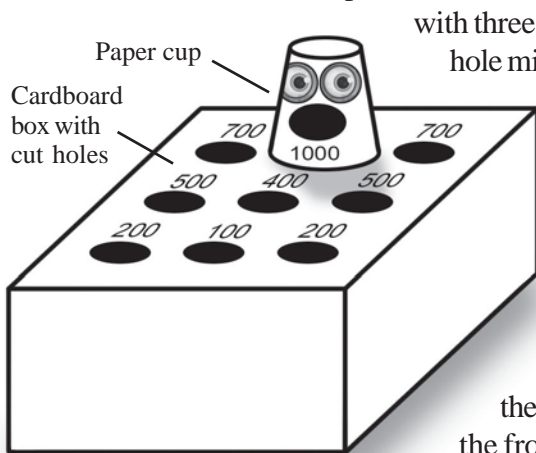
Rana game box with metal frog atop

(continued on next page)



Playing Ball in Bogotá (cont.)

For your classroom, build a simple rana game with a large cardboard box, a paper cup, and some paint for decorating. Instead of brass rings for tossing, you can use small bean bags, large washers from the hardware store, or pink erasers. Cut nine holes in the top of the box, consisting of three rows



with three holes per line as shown in the illustration to the left. The back center hole might need to be slightly larger (just smaller than the mouth of the paper cup). Cut a hole in the side of the paper cup, which is about the same size as the other eight holes you have cut in the box. To make it more creative (and more in keeping with the name of the game), you may want to decorate your paper cup, painting it green with a couple of googly eyes, having the hole serve as your “frog’s” mouth. Glue or tape your frog over the back center hole. It becomes the target offering the greatest number of points (yet more difficult to hit!). Number each of the holes in the box as shown to the left, including the frog’s mouth hole. You will notice that holes in the center (except for the frog) offer slightly fewer points than those to each edge. It is easier to land a ring in the center of the box, rather than aiming for the left or right edge.

Allow students to play individually, taking turns tossing their rings, or have them play in teams.

Chaza

Chaza, also known as “national ball,” is a Colombian racquet sport which is played on a rectangular court bounded by lines, and a center line which divides the playing field in half. It is played with two teams of four players per team. The object is to launch a ball by racquet (called a “bombo”) so that it bounces into the opponents’ field without being returned. You can see that it is similar to a combination of tennis and volleyball. The sport dates all the way back to the 15th century, played by indigenous communities along the border between Colombia and Ecuador.

Tingo, Tingo, Tango

This is a great Colombian game for your students to play at recess. Players stand in a big circle. One player is “it.” The player who is “it” hides his or her eyes while standing in the center of the large circle. They then repeat “tingo, tingo, tingo, tingo” and as they do, all of the players in the circle pass a small object from one hand to the next. When they decide, the student who is “it” changes his or her chant and instead of “tingo, tingo, tingo” calls out “tango.” When “tango” is called out, the student caught with the small object in their hand has to pay a penalty, and that penalty is decided either by the teacher or by the student who was calling out “tingo, tingo, tango.” The teacher might even decide to write an assortment of fair penalties on index cards, and the student who is caught with the small object in their hand must choose their own penalty. A penalty might include being forced to sing a particular song, crowing like a rooster, reciting the lyrics to a familiar song, hopping around the circle on one foot, wearing a silly hat for the rest of the day, spinning around 15 times, or acting out a scene from their favorite movie. The player who was caught and paid the penalty then enters the circle and becomes “it” for the next game.

Juegos Deportivos Nacionales

The “National Games of Colombia,” similar in structure to the Olympics, is the premier multi-sport competition between the different departments (regions) of Colombia. The event was first organized in 1928, and is held every 4 years. This event involves competitions in over 40 sports, including baseball, boxing, karate, gymnastics, tennis, volleyball, tejo, squash, water sports, equestrian sports, wrestling, bowling, archery, and more.

SPI	
Physical Ed.	K-2.spi.1.1
Physical Ed.	K-2.spi.1.8
Physical Ed.	K-2.spi.1.11



Colombia's River of Five Colors

The Caño Cristales river is located near Vistahermosa, Colombia just east of the Andes Mountains. Only during certain magical dry months of the year, often between September and November, this river turns bright shades of red, blue, yellow, orange and green in a vibrant natural display that happens nowhere else on Earth. It's been called the "river of five colors" or "the river that ran away from paradise."

This river is not easy to access. Reached by flights from either Bogotá or Villavicencio, the closest airport is in tiny La Macarena. Boats then run from La Macarena along the Guayabero River, where bright red macaws and shiny, rust-colored howler monkeys live along the banks. Letting travelers off at one of three hiking trails, the rest of the journey to Caño Cristales is on foot, and tour guides are required.

Questions - Lead discussions and ask students these questions about Caño Cristales.



"Carol's Pool" in Caño Cristales, photo by Eric Mohl

1. Since it turns many bright colors, it has been given such nicknames as the "River of five colors" or "the river that ran away from paradise." Let's have fun and think of some other fun nicknames for Caño Cristales (perhaps "The Crayola River," "The Magic River," "Rainbow River," even "The Skittles Stream.")
2. What do you think causes this river to turn bright colors of red, blue, yellow, orange and green?
3. It only happens a few months during the year. Let's discuss what might happen during those months.
4. The text says "during certain magical dry months," but lists September to November. Think about these months in Memphis. Are they considered "dry months" in Memphis? Do dry months in Memphis usually fall during summer months? What might this tell you about "seasons" in Colombia? If you have a classroom globe, now is a good time to talk about seasons being different on different parts of the globe. Explain that countries far south of the equator have seasons opposite of our seasons, while Colombia's position makes it a country without seasons.
5. Discuss other aspects of the narrative, such as the airport in La Macarena. From the airport, they can catch boats that run along the Guayabero River. Ask students if they notice any transportation similarities between La Macarena and Memphis.
6. Have a discussion about the wildlife travelers might see on their way to Caño Cristales, like the brightly colored macaws, parrots and howler monkeys. Why might there be a lot of wildlife around this area?

Explanations! - Some people mistakenly think Caño Cristales' color comes from algae or moss. The real culprit, however, is a picky endemic aquatic plant called *macarenia clavigera*, which requires precise conditions. During those certain months, the sun reduces the water level so that this plant receives just the right amount of sunlight to explode into color. Also, just like many of our national parks, this river is closely protected. From January to May the river is closed to travelers to give the area's ecology a break. During the early days of Caño Cristales tourists were largely unregulated, but locals soon realized that litter from riverside picnics and other examples of human impact were threatening the *macarenia clavigera*, which is as delicate as lace. Now, environmental protection rules are firmly enforced, including mandatory guides, groups of no more than seven people, and a complete ban on wearing sunscreen or insect repellent when visiting the river.

SPI
Science K-2.spi.9.1
Science K-2.spi.9.2
Science GLE 0107.2.3 GLE 0207.2.2
Social Studies 3.spi.1.1

Special thanks to Karen Catchpole, writer for the BBC, and to photographer Eric Mohl

Introducing Your Students to Colombia

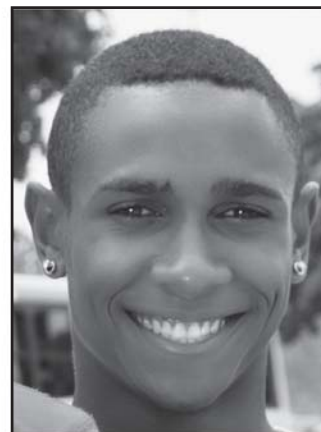
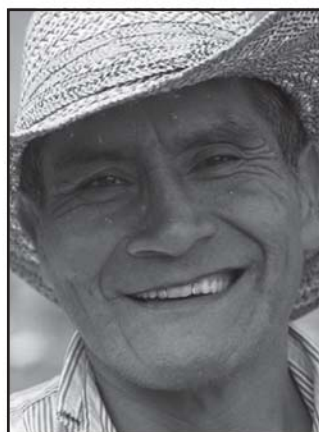
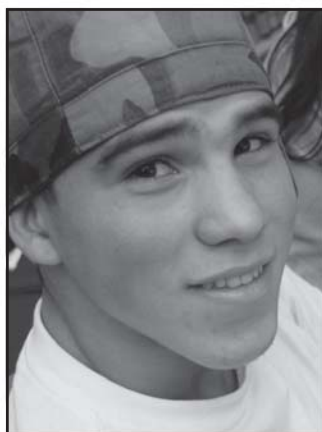
3-5 Grade Learning Unit



3-5

“¡Hola!,” “Buenas,” or “Buenos días” are all ways to politely greet strangers in Colombia. However, we don’t want our friends in Colombia to continue to be strangers! We want to get to know them much better... like becoming friends. That’s what this grade unit is for, to properly introduce your students to the people and places of Colombia. Then, as they become more and more familiar, they might just start saying “¡Quiubo!” (which is actually a shortened version of “¿Qué hubo?” or “What’s been going on?”) or “¿Cómo van las cosas?,” which literally means, “How are things going?” So, to better find out just “how things are going,” let’s get started.

To do that, begin this lesson unit with a discussion among students about who they think Colombians are. As they express answers (or assumptions), begin posting those on the board or write them down, so that you and your students can refer to those assumptions once their study of Colombia is complete. Some questions you might ask them: What do you think they eat? Do you think they dress mostly for warm weather or cold weather? What language do you think they speak? What sports do you think they play? What do you think their music is like? Hopefully, their interest will be piqued, and they will be ready to introduce themselves to a few Colombians!



Do your students really want to introduce themselves to a few Colombian friends? It is not too difficult to find American teachers who are teaching English in Colombia. Your students might want to consider starting a “pen pal” exchange between themselves and a same-age student in Colombia. They could compare each other’s culture, help each other to learn the other’s language better, and more. There are several reputable services on the internet which can connect you with teachers in major Colombian cities in order to organize a pen pal program between students. While it is helpful if the Colombian students can speak some English (just as it would be best if your students could understand some Spanish), use this to improve their language skills, as well.



3-5

Volcanoes & The Ring of Fire

Volcanoes are vents in the Earth's crust which allow hot magma to escape and well up from the mantle of liquid rock found beneath the crust on which we live. Colombia has twenty active volcanoes (eight of them with an unstable behavior that makes them prone to erupt), making it one of the most volcanically

active areas of the world. It also sits on a circle which scientists call the "Ring of Fire." The danger of volcanic eruptions is not only from hot lava which flows down the sides of the volcano, but equally dangerous are lahars. A lahar is a massive avalanche of mud up to 100 feet deep which rolls down the side of the volcano, taking out everything in its path. Lahars are often formed when there is a lake within the crater of the volcano, or when the volcano is partially covered by a glacier. The hot flowing lava mixes with the water from the lake or melting glacier, mixing with dirt to form this destructive mud flow. In this lesson plan, students will study Colombia's volcanoes, and why its location on the "Ring of Fire" impacts its volcanic activity.



Nevado del Ruiz volcano

Activities - Plate tectonics describes the motion of the Earth's lithosphere, built on the concept of continental drift developed during the early 1900s. The lithosphere, which is the rigid outermost shell of a planet, is broken up into tectonic plates. The Earth is composed of seven or eight major plates and many minor plates. Where they meet, earthquakes and volcanic activity occur along their boundaries. Their movement typically ranges from zero to 100 mm annually.



Have students study the "Ring of Fire" map to the right, and to locate Colombia. Have them identify and name the tectonic plates which surround Colombia, and discuss why so many converging plates could increase the existence of volcanoes in Colombia.

Have students choose one of the Colombian volcanoes listed to the right. Have them research and write a report about their volcano. They should locate it on a map, determine if it is active or dormant, dates of its last activity, and define the region around it. They can find additional information at <http://volcanolive.com/colombia.html>.

Colombian Volcanoes

Azufral	Purace
Bravo	Romeral
Cumbal	Santa Isabel
Dona Juana	Sotara
Galeras	Tolima
Machin	
Negro de Mayasquer	
Nevado del Huila	
Nevado del Ruiz	
Petacas	

SPI

Social Studies
3-5.spi.3.01

Social Studies
3.tpi.4

Social Studies
5.spi.3.03

Computer
3-5.spi.3.1

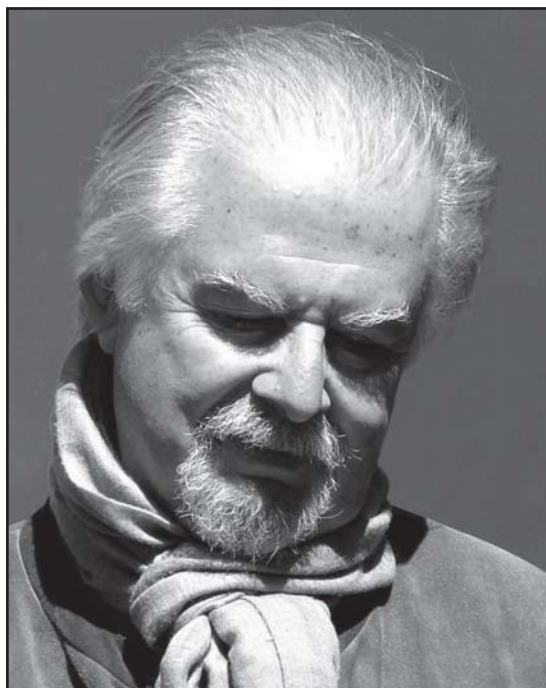
Computer
3-5.spi.5.1

Building a Bigger, Better Botero

Fernando Botero is probably the greatest visual artist in Colombian history. He was born in Medellín in 1932 and attended matador school for several years before leaving to become an artist. His paintings were first exhibited in 1948, when he was 16 years old, and he had his first one-man show two years



3-5



later in Bogota. Biography.com notes that Botero's work in his early years was inspired by pre-Colombian and Spanish colonial art and the political murals of Mexican artist Diego Rivera. Also influential were the works of his artistic idols at the time, Francisco de Goya and Diego Velázquez. The most important evolution in Botero's career occurred after he moved to New York City in 1960 and began experimenting with proportion and size. It was then that he began developing his trademark style of round, bloated humans and animals. The inflated proportions of his figures are depicted using flat, bright color and prominently outlined forms, a nod to Latin-American folk art. After moving to Paris in 1973, Botero began creating large metal sculptures. These also focused on his bloated subjects... people, birds, cats, horses. His huge bronze figures are staged in parks and plazas around the world.

Activity - First on canvas and then through large, bulbous sculptures of metal now featured in public displays and scattered around the globe, Fernando Botero added size to art. A majority of his works, especially of his paintings, featured people. Through

sculpture, he also added pounds to many species of the animal kingdom. For this activity, we will focus your students on Botero's great animal art, like the cat and horse to the right. Start this activity by sharing many of Botero's animal paintings and sculptures with students. Have them use adjectives to describe the animals (you will notice, they are not necessarily fat, they are just, as your students may say, "bulked up" not unlike superhero species). However, since "bulbous" people (as Botero has also certainly depicted) could lead toward snickers, bullying and comparisons, we will keep our focus on animals. Assign or have students each choose a different animal. To make this activity even more Colombian, have each student choose an animal native to our honored country. These could include jaguars, monkeys, parrots, bears, condors, toucans or dolphins. Take some time studying Colombia's rich animal populations (see pages 50 - 51). Have students create a work of art, depicting their chosen animal, but approaching

their illustration the same way Botero might represent that animal. Allow students to use markers, paint, crayons or construction paper to create their work. Remember, Botero's earlier paintings used flat images, bright colors and bold outlines. For students in higher grades, you might allow them to use modeling clay to create Botero-like sculptures of their chosen animal. Just as Fernando Botero might do from his studio in New York City, display your students' completed paintings and/or sculptures like an art gallery in your classroom. Include a photo and a panel about Botero, explaining his career and his influence on your students' works of art for this fun activity.



SPI

Art
3-5.spi.1.1

Art
3-5.spi.2.4

Art
3-5.spi.4.1

Art
5.spi.2.3



3-5

Two Part Word Search Puzzle



This one country offers both the steamy heat of the Amazon rainforest, and the below freezing temperatures of its volcanic peaks. However, both come together to create one great Colombia, just as both halves of our “Two-Part Word Search” come together to provide even more Colombian information! First have students answer the questions on this page, then find those answers on the next page. They may appear across, up and down or diagonally, either forward or backward. The number at the end of each question is the number of letters in the answer. Most answers can be found throughout this guide. All answers can be found on page 68.

1. Cartagena began building this protective wall in 1586 as protection against pirates (2 words) (9): _____
2. This animal can be found atop Colombia’s coat of arms (6): _____
3. In Spanish, this is the color of the top band on the Colombian flag (8): _____
4. The exploding targets at which you aim when you’re playing tejo (6): _____
5. The “National Games of Colombia,” similar in structure to the Olympics (3 words) (26): _____
6. Skinny people do not want to have their portraits painted by this Colombian artist (2 words) (14): _____
7. The familiar line of longitude which runs through Colombia (7): _____
8. The legendary Colombian city of gold and gemstones (2 words) (8): _____
9. Big-bottom ants fried and eaten as a snack throughout Colombia (2 words) (15): _____
10. Over 150 known deposits of these precious gemstones are located throughout Colombia (8): _____
11. Nine-day Colombian celebration which precedes Christmas (2 words) (10): _____
12. Non-Colombian who became a hero of the independence struggle of the early 1800s (2 words) (12): _____
13. Turn-of-the-century Colombian president whose popularity reached a 90% approval rating (5): _____
14. This popular Grammy-winning Colombian singer has quite a voice! (7): _____
15. Colorful means of transportation seen throughout rural Colombia (6): _____
16. This Pacific island is a sanctuary of several endemic plant and animal species (3 words) (13): _____
17. This is the largest rodent species in the world, and it calls Colombia home (8): _____
18. Sitting within the “Ring of Fire” means that Colombia has its share of these (9): _____
19. What is the name of the largest theater festival in the world, held in Colombia (2 words) (22): _____
20. This is the largest kitty cat you’ll find prowling around Colombia (6): _____
21. This river is the most important commercial waterway in Colombia, and source of electric energy (9): _____
22. The last name of the notorious drug lord who was killed in 1993 (7): _____
23. The last name of fictional character Juan who became the global face for Colombian coffee (6): _____
24. Colombian Nobel Laureate for literature (7): _____

Two Part Word Search Puzzle



3-5

Make copies of the Word Search puzzle below, and distribute to your students. After answering the 24 questions on the previous page about Colombia, have them locate those words within the Word Search puzzle below. They should circle each answer as it runs forward or backward, either across, up and down or diagonally. Answers to this puzzle can be found on page 68.

O	L	L	I	R	A	M	A	G	N	Y	O	R	M	C	O	P	A	G	F	M	E	Y	O	U	N	E
N	P	N	E	U	O	N	I	N	U	T	S	O	O	G	A	N	M	E	C	H	A	S	W	O	S	L
A	A	U	A	V	U	D	E	R	E	I	N	D	A	R	N	E	C	R	O	N	I	H	C	A	A	P
C	C	E	I	R	U	R	D	T	E	L	R	A	T	A	T	N	S	C	B	S	A	A	S	A	L	A
I	A	T	R	A	M	O	U	N	R	A	A	R	S	I	T	A	A	R	L	D	V	K	P	I	S	M
R	U	K	C	T	A	N	C	E	G	L	N	D	N	M	C	O	H	A	A	R	E	I	E	E	U	R
E	I	A	S	A	R	N	A	N	L	P	E	A	G	U	T	B	D	T	T	E	R	R	L	B	H	S
M	O	L	U	M	H	L	F	A	Q	U	R	L	I	A	N	E	D	B	U	G	B	A	I	E	I	C
A	N	M	R	A	H	O	R	R	L	V	K	I	A	Y	M	E	S	W	S	R	N	R	N	A	A	T
O	M	C	A	I	C	U	R	H	A	S	E	C	G	A	N	I	O	S	E	O	N	A	C	L	O	V
R	E	H	A	L	M	I	A	M	H	C	O	C	L	I	D	S	N	C	I	U	N	O	A	L	O	A
E	M	E	R	A	L	D	S	E	I	T	A	P	A	Y	U	I	K	C	W	S	T	H	I	M	O	L
B	S	A	L	B	O	P	Y	D	A	G	E	T	F	A	T	S	A	O	I	A	C	R	O	A	Z	D
I	A	I	E	A	C	K	O	T	I	L	A	O	A	H	A	N	A	N	T	H	O	R	E	E	A	E
L	O	N	E	T	D	E	O	L	O	A	J	S	L	L	S	O	R	D	Z	L	E	P	U	D	N	Z
A	R	A	B	Y	P	A	C	G	S	E	K	E	C	A	S	M	R	O	T	A	U	Q	E	O	S	O
V	M	U	S	U	B	O	U	A	N	K	S	M	V	U	A	R	A	R	A	R	R	I	P	L	O	J
I	I	R	D	G	A	S	O	U	U	R	A	I	C	E	L	N	T	C	A	A	B	G	V	I	S	T
T	H	P	R	P	Y	G	I	G	L	E	T	M	A	L	T	O	S	M	M	I	E	O	D	G	B	Y
S	P	T	I	A	O	L	E	M	O	R	E	T	O	B	O	D	N	A	N	R	E	F	G	S	C	L
E	U	S	B	P	M	O	E	S	O	E	E	W	B	P	C	X	T	A	O	A	S	E	A	A	R	A
F	C	E	O	E	Q	O	P	P	M	N	N	M	A	A	A	P	M	S	S	W	L	N	U	V	E	R
K	O	G	N	B	L	L	E	S	C	O	B	A	R	E	A	I	O	O	D	R	E	A	B	I	O	S
P	O	U	A	N	K	D	O	O	R	H	G	O	U	S	T	C	U	R	U	V	B	T	A	H	Q	U
W	T	O	M	A	S	T	O	G	E	N	C	W	L	N	E	T	N	S	O	R	I	T	I	C	A	N
R	W	R	M	O	I	O	N	R	H	K	I	O	I	I	O	K	U	N	K	U	R	I	P	A	B	P
I	O	D	G	N	M	A	R	K	A	I	R	C	A	R	V	I	S	S	E	L	U	W	N	C	E	L
V	I	E	H	Z	A	L	C	C	N	D	O	A	U	C	H	A	I	F	U	E	I	T	N	U	O	M
L	U	L	T	H	O	A	N	Y	H	A	O	R	S	S	L	S	R	L	P	C	I	S	N	N	B	U
J	A	G	U	A	R	E	R	H	C	E	Z	C	R	Y	M	O	S	G	A	I	D	A	N	A	O	E



3-5

Sitting Hot on The Equator

Each year for 41 years, Memphis in May International Festival has honored a foreign country, celebrating its people and culture. Is Memphis in May close to running out of countries? No! Around our planet, there are 196 different countries. On that big list, there are only 13 countries which sit on the equator. In this lesson plan, students will learn a little more about that imaginary line that wraps our globe and dissects Colombia.

Activity

1. Provide your students with access to a globe and a detailed map of Colombia (find one online, from the library, or use the one on page 47). First, have them work individually or in groups to answer the following questions.

A. Does the equator pass through northern, central or southern Colombia (*southern*)?

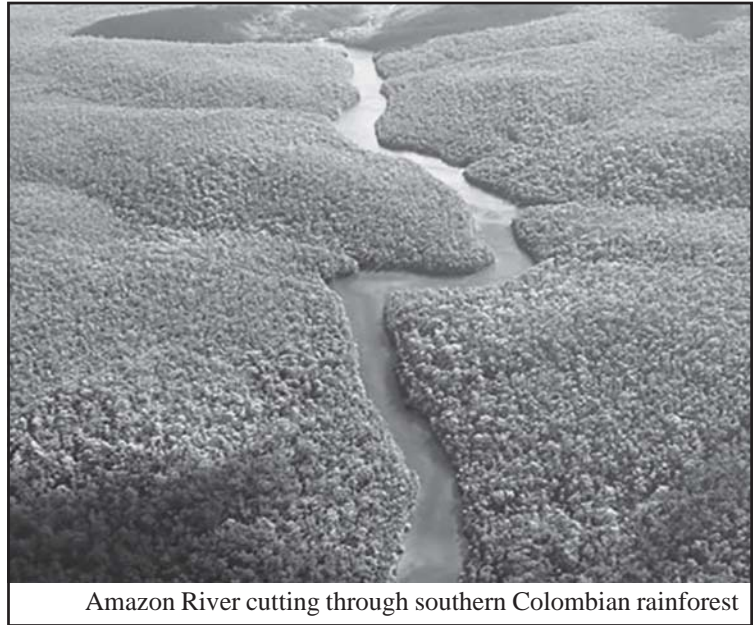
B. Colombia has 32 departments (departments are similar to states in the United States). Name each of the Colombian departments touched by the equator (*Putumayo, Caquetá, Amazonas, Vaupés*). Which department hosts the longest stretch of equator (*Caquetá*)?

C. The equator passes closest to which Colombian city (*La Tagua*)?

D. Research online, or study a population map of Colombia. Like most countries, there are densely populated areas and sparsely populated areas. Based on the Colombian population, do you think there are many people living along the equator, or few people, and why?

E. Studying the entire globe, identify the 13 countries through which the equator passes (*Sao Tome and Principe, Gabon, Republic of The Congo, Democratic Republic of The Congo, Uganda, Kenya, Somalia, Maldives [the equator passes through the territory but not on dry land], Indonesia, Kiribati [the equator may or may not touch dry land], Ecuador, Colombia, Brazil*). Which countries are most familiar to your students? Are there countries of which they have never heard?

2. Have students or groups choose one of the other 12 countries through which the equator passes. Have them write a brief paper comparing Colombia with that country, particularly focusing on aspects which might involve their physical location of the equator. What is the population density along the equator? Describe the lifestyle of the people along the equator in Colombia and that of the people in their chosen country. Compare birth and death statistics of the two countries, and list any indigenous groups which might prosper along the equatorial sections of the two countries. Describe wildlife and vegetation along the equator in each country. Attempt to find information about the weather and climate for the areas in each country, including average high and low annual temperatures. Is the terrain flat, mountainous or other (and describe)? List the height of each equatorial area above or below sea level. In summary, have students or groups list what they see as the advantages and disadvantages of being situated on the equator. Individual student projects can be presented as written papers. Group projects can be visual classroom presentations, or presented to the rest of the class as oral presentations with visuals.



Amazon River cutting through southern Colombian rainforest

SPI

Science
Spi 0307.7.1

Science
Spi 0307.8.1

Social Studies
3.spi.1.1

Social Studies
3.spi.1.8

The Long Road to Colombian Coffee



3-5

Every single day 54 percent of all Americans older than 18 years of age drink coffee. On average, Americans drink 2.1 cups of coffee every day, totaling about 382 million cups of coffee consumed daily. So are coffee beans a major import? Yes! Annually, it takes almost 12 million pounds of coffee to keep Americans sipping. Colombia exports \$2.6 billion in coffee each year, second only to Brazil, with \$1.2 billion coming to the United States. Before we raise our cups, however, let's explore how coffee gets from Colombia to our tables.



This series of lessons challenges students to compare and contrast how coffee grown in Colombia gets to their kitchen. Coffee grown some 3,000 miles away goes through several processes as it travels from being a plant in Colombia to students' homes. The process is further explained through the story "Chayo's Andean Home" incorporated into this activity and presented on page 37, as her family depends on coffee bean production. Understanding how this process works

will help students realize the interconnectedness of their community and Colombia and begin to create an understanding of the differences between locally and non-locally grown produce.

Following coffee's path from Colombia to the U.S., students will:

- Organize picture cards into a sequence to illustrate how coffee grown in Colombia gets to their home.
- Compare the differences between the steps locally and foreign grown produce take to get to their home.
- Create an exhibit to illustrate how Colombian coffee beans make their way from the coffee fields to their home.

Activity

How does food grown on a farm near Memphis get from the farm to our dinner table? How does coffee that is grown 3,000 miles away in Colombia (where Chayo lives) get to your students' homes? Food goes through many processes and travels in all sorts of vehicles like tractors, boats, planes, trains, trucks and cars just to get to local restaurants and kitchen tables. Your students' challenge is to compare how food grown nearby and coffee grown in Colombia compare in terms of how they get to their homes.

1. Tell students that you are going to read them some passages from Chayo's story that have to do with coffee. Tell them that you are going to make a number of statements after reading, some which will be true and other statements that will not be true. Tell them that their challenge will be to figure out which statements are true and to correct what's wrong about the statements that are false.

- a. Coffee is grown in tropical rainforests in Colombia. (True)
- b. Coffee comes from a tree that produces orange berries. (False. The berries are green and red.)
- c. Coffee harvest lasts four months from November to February. (False. Coffee harvest lasts five months from December to April).

(continued on next page)



3-5

The Long Road to Colombian Coffee *(cont.)*

d. Coffee plants on Chayo's farm grow in an open, sunny field like corn is grown around here.

(False. Coffee plants are grown beneath shade trees.)

e. Birds don't like the smell of coffee berries and stay away from Chayo's shady coffee plants.

(False. We don't know if birds like the smell, but birds do hang out around the coffee plants under the shade trees.)

f. Only the green berries are picked. (False. Only the red berries are picked.)

g. Inside the red berries is liquid coffee, like that found in coffee cups. (False. Inside the berries are beans.)

h. The beans are laid out on the ground to dry in the sun. (True)

2. Challenge students to determine how the coffee grown on Chayo's farm gets to their home. Use the following activity to illustrate the pathway from Colombia to coffee cup, and the steps of the process.

Materials

- Large classroom map of the Western Hemisphere (includes both the United States and South America).
- A small blue paper house marking your students' home area and a coffee bean taped near Chayo's home in the Andean Mountain Range of Colombia.
- One can of Colombian coffee.
- A coffee bean and clear tape.
- 4" x 6" cards representing the path that coffee travels from Chayo's farm in Colombia to your students' homes. (Label cards: coffee tree, berries being picked, beans being extracted from berries, farmer raking beans for drying in sun, truck, industrialized coffee roasting or grinding factory, truck, packaging plant, truck distribution center, truck, plane/boat, truck, United States distribution center, truck, store, car going to store, customer buying coffee at store, car going home).

Tape the 4" x 6" cards, randomly placed, on a board so that all students can see. Divide students into pairs.

1. Ask students to figure out with their partner how to order the cards to illustrate how the coffee grown on Chayo's farm gets to their homes.

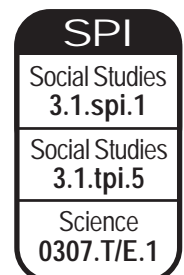
2. Invite partners to come up to the board and arrange the cards. After a pair arranges the cards, ask if another group has a different order.

3. Invite other students to reveal and explain their sequence.

4. Tell students to watch you reorder the cards, if necessary, according to the actual pathway the coffee takes. Ask students if they noticed any differences between how you and they arranged the cards. Ask them what surprises them about the path and processes coffee goes through to get to their home.

3. Ask students to speculate how the process of getting coffee from Chayo's farm in Colombia to Memphis might differ from getting local produce, let's say apples, from a produce farm in Whiteville, Tennessee to their home. Which steps would be the same? Would there be new steps for the delivery of local apples that don't apply to coffee delivered from Colombia? (For example, "The coffee travels in more different kinds of vehicles than the apples." Or, "The apples go through fewer steps to get to our home than the coffee once it is removed from the tree.").

4. Have students work together to create a door decoration or a bulletin board which illustrates the route coffee would take from Colombia, through production, to its final destination to a cup in Memphis. The cup can be at someone's home, or even served to a customer at Ugly Mug or Otherlands. Have students work individually or in groups to create 8.5" x 11" color drawings which illustrate each step of the coffee process. Under each illustration, post descriptions of each picture and the step it illustrates. Include illustrations of Colombia as the starting point of the process, and then illustrations of Memphis to demonstrate the final destination.



Chayo's Andean Home



Hola ! I'm Chayo. My name is really Rosario, but everyone calls me Chayo. I live in Rio Negro, Colombia. Rio Negro is in the Andes Mountains, but not too high. It is close to the town of El Encino. Rio Negro is real small - just some farms and a school.

I live in a white house with my mom, dad, three brothers and six sisters. I have five brothers and seven sisters, but the older ones don't live with us. We also have two dogs, three cats and a parakeet named Felix. It is certainly a full house, but we all have fun playing together.

My dad is a farmer. On our farm, we grow mostly coffee, but we have lots of other crops. We grow a little corn, beans, tomatoes, cabbage, onions, squash, plantains, potatoes, oranges, avocados, limes, bananas, pineapples, and papayas. I love papayas; they're my favorite fruit. We also have chickens, turkeys, two cows and a horse.

We all work on the farm, except for my younger brother and sister, who are too little. I know how to plant corn and vegetables, how to weed and fertilize. I collect firewood, help my mom in the kitchen, feed the turkeys and chickens, and sweep the house. I can chop weeds with a machete, and pick coffee.

The coffee harvest here lasts from December to April. You have to pick only the red berries and leave the green ones for later. Then you take the coffee beans out of the berries and dry them in the sun. It's a lot of work.

I'm always happy when school starts because it means I don't have to do so much farm work. My teacher is Señora Solano. She's really nice. Twice a week, Hilma and Carolina from Fundación Natura visit my class. That's my favorite time, because they teach us about plants and animals. I love animals, especially birds.

Sometimes they take us outside to look at birds. The coffee farms around here have lots of birds in them because the coffee grows under trees that the birds like.

Carolina says Colombia has more different kinds of birds than any other country in the world. My favorite is the toche, a pretty yellow and black bird. Carolina has a book about all the birds in Colombia. It's in English, so they have different names — the toche is called a yellow-backed oriole. The azulejo, a little blue bird that's always chirping, is called a blue-gray tanager in English. The sittura, a brown bird with a long striped tail that's always on our farm, is called a squirrel cuckoo. They seem like weird names to me.

Carolina explained that some birds only live in Colombia half the year. In April, they fly up to North America, where they build their nests and lay eggs. The chipeco amarillo, a little yellow bird I've seen near my house, is one of the birds that fly north. In English, it's called a Tennessee warbler. How's that for a crazy name?

Carolina and Hilma took my class to Cachalú National Park, high in the mountains. We spent the night in a big old farmhouse, and hiked in the cloud forest. It must be the greenest place in the world! It's full of ferns, bromeliads, giant trees and tiny orchids.

We saw animals I'd never seen before, like a guache, or coati, and a toucancillo — a bright green bird with a big bill. It's called emerald toucanet in English. Cachalú is the home of the oso andino, a bear that looks like it's wearing glasses. You would call it the spectacled bear. We didn't see one, but maybe I will next time I go there. I hope I can go back to Cachalú soon. It's beautiful!



Special thanks to the Rainforest Alliance. www.rainforest-alliance.org



Creepy Colombian Folktales

3-5

We think of fables as being fun bedtime stories (though Riding Hood's granny was eaten by a wolf!). Same for Colombia. Many of their folktales are rather creepy (thus scooting out of the K-2 section into 3-5, although "Biblioburro" on page 20 is rather nice). Share these brief summaries of some famous Colombian tales, passed down from generation to generation, or locate the full stories online. Then have students complete the activities below.

El Sombrerón - The legend of The Sombrerón (The Man in the Hat) began with a real villager. He dressed in black and rode a black horse. He was a stern-faced, well-dressed man who harmed no one. When he died his spirit became the terror of those who wander the streets at night and cause mischief (drunks, cheats, gamblers and fighters). The Sombrerón chases his victims through dark, moonlit areas, sometimes accompanied by two fearsome black dogs. This legend is usually told in Antioquia.

El Mohán - The Mohán is everyone's favorite monster. His description varies from place to place. He's usually a huge creature, covered in hair with long, claw-like nails, sometimes with red eyes and gold teeth, and always fond of mischief. Fisherman say he capsizes boats and steals bait and hooks. Some say he bewitches girls with music and tricks. He is said to guard treasures in his underground palace. His appearance is believed to herald the arrival of floods and plagues.

La Patasola - The Patasola (One-Legged Woman) lives in dense jungle and is feared by miners, hunters, farmers, hikers and loggers, especially due to the speed through which she moves through the jungle on just one leg. Some say she appears as a beauty who entices men to her lair, then traps them as an ugly, wild-eyed woman. Others say she attracts men by screaming for help before transforming into a murderous, blood-sucking beast. Men tell her story to frighten their wives into being faithful, and to instill a wariness of the jungle. This folktale is believed to have originated in Tolima.

La Llorona - The Llorona (Wailer) is a wandering woman who carries a child through the streets. She's muddy and wild-eyed, dressed in rags. Some legends say she screams for aid, but anyone who carries the infant inherits the curse to become the new Llorona. The spirit is said to stalk lonely places and appear to anyone plotting mischief. Some believe she was a jealous woman who killed the child's mother in rage; others that she was a desperate wife who killed herself, and a child she had with a lover when she learned that her husband was returning from war. This story is particularly popular in eastern Colombia, in the region known as Los Llanos.

La Madre Monte - Madre Monte (Mother Mountain) is a stout, elegant woman who wears moss and leaves and a green hat that conceals her face. She lives in dense jungle and bathes in rivers, causing flooding and heavy storms. Madre Monte haunts those who steal other people's land and casts plagues on cattle owners who usurp fields or ignore boundaries. She also dislikes unfaithful spouses, vagabonds and general mischief-makers.

Activities - Have students research one of these tales (or choose from many other Colombian tales available online), and write a full story about it with a beginning, middle and conclusion. Also have them create illustrations of the folktale creature they choose. Is there an American folktale which best compares?



Yes, there is actually a statue of La Llorona!

SPI

Common Core
W.3-5.7

Social Studies
3.spi.1.1

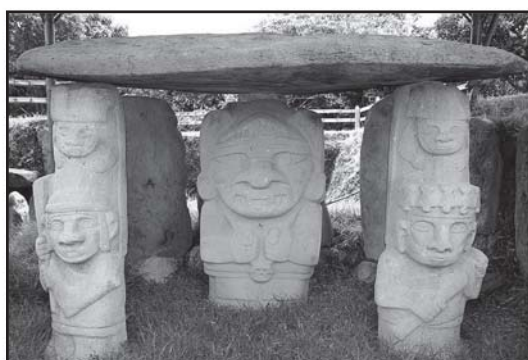
English
4-5.spi.2.07

The Stone Gods of Colombia

The world's largest necropolis, filled with gods, mythical animals and heroes, rests in the southwestern Andes of Colombia. The San Agustín Archaeological Park hosts the largest collection of religious monuments and megalithic sculptures in South America. This park, a UNESCO World Heritage Site, is located in the municipalities of San Agustín and Isnos, in the department of Huila, Colombia.



3-5



This is described as a tomb with a deity. Warriors with alter egos serve as pillars for the tomb.

This site covers an area of 772 square miles. It has been suggested that between 3300 B.C. and 600 B.C., agriculture had not been introduced in the area, however the society that inhabited this area did possess rudimentary stone technology. Therefore, it is possible that some of the earliest stone statues at San Agustín were made during this period of human occupation. At the end of San Agustín's pre-agricultural period, a new society settled in the area. These people cultivated maize, and were thought to have lived in groups headed by chiefs. It has been suggested that this society only lasted until the third or second century B.C. The so-called "Agustínian culture" emerged during the first century A.D., and lasted until the eighth century A.D. There was a flowering of monumental lithic art during this period, and many of San Agustín's stone statues were carved by the people of the Agustínian culture.

One of the factors contributing to the flourishing of stone art was the social consolidation and the concentration of power in the hands of chiefs. Human labor could be effectively organized to produce a huge number of stone statues. The statues carved by the Agustínian culture included human figures, animals, deities and monsters. The largest of these stone statues is said to be 23 feet tall. Some of the most famous statues include a warrior with two bodies and one head (called the 'Double Self'), and a figure delivering a child known as El Partero ('the Male Midwife').

The site was abandoned and rediscovered during the 18th and 19th centuries. It was referenced in a 1771 manuscript by a Spanish monk, sent as a missionary to South America. He hinted that the stones were carved by the Devil to warn of the coming of the Spanish

missionaries. It has even been suggested that they are evidence of extra-terrestrial visitors. For archaeologists, however, it is generally agreed that the statues were used in a funerary context, and as guardians of the dead.

Activities - Have students research the San Agustín Archaeological Park, and study as many of the park's many megalithic sculptures as possible. Consider these questions and activities:

- Ask students if they think each statue was carved by one artist or by many (as the Egyptians did).
- As they study statues, have them speculate whether they were ceremonial, funerary, protective or honorary of a particular person, and why? Why do they think animals and monsters were carved?
- Have them speculate how they might have been carved. Was the stone resting in that spot or carried from another location.
- Why do they think the area was abandoned by the Agustínian culture?
- To help determine scale, have them draw a comparison to the size of this 772 square mile park. Larger than the city of Memphis?
- Define "necropolis" and "megalithic."
- Provide students with clay and have them created their own Colombian-style stone statue. Have them pull artistic styles from the San Agustín statues, but not copy them. Have them describe their piece.

SPI
Social Studies 3.spi.1.1
Social Studies 3.spi.1.8
Foreign Language 3-5.spi.1.2



3-5

Colombia's Legend of El Dorado

Many have written about the mystical legend of El Dorado. Few entities cover the world as well as National Geographic and the organization's writer Willie Drye sums up the story that has driven and intrigued people for centuries. For this lesson, read Mr. Drye's article and then have students participate in the activities that follow. Special thanks to National Geographic. For more information about El Dorado, visit <http://science.nationalgeographic.com/science/archaeology/el-dorado>.

El Dorado Legend Snared Sir Walter Raleigh by Willie Drye

The lust for gold spans all eras, races, and nationalities. Through the centuries, this passion gave rise to the enduring tale of a city of gold. In the 16th and 17th centuries, Europeans believed that somewhere in the New World there was a place of immense wealth known as El Dorado. Their searches for this treasure wasted countless lives, drove at least one man to suicide, and put another man under the executioner's ax.

"El Dorado shifted geographical locations until finally it simply meant a source of untold riches somewhere in the Americas," says Jim Griffith, a folklorist in Tucson, Arizona. But this place of immeasurable riches hasn't been found. The origins of El Dorado lie deep in South America. And like all enduring legends, the tale of El Dorado contains some scraps of truth. When Spanish explorers reached South America in the early 16th century, they heard stories about a tribe of natives high in the Andes mountains in what is now Colombia. When a new chieftain rose to power, his rule began with a ceremony at Lake Guatavita. Accounts of the ceremony vary, but they consistently say the new ruler was covered with gold dust, and that gold and precious jewels were thrown into the lake to appease a god that lived underwater.



The scene depicted in this ancient artwork, on display at the Gold Museum in Bogota, Colombia, shows the origin of the El Dorado myth. Legend tells of a Muisca king who would cover himself in gold dust during festivals, then dive from a raft into Lake Guatavita.

The Spaniards started calling this golden chief El Dorado, "the gilded one." The ceremony of the gilded man supposedly ended in the late 15th century when El Dorado and his subjects were conquered by another tribe. But the Spaniards and other Europeans had found so much gold among the natives along the continent's northern coast that they believed there had to be a place of great wealth somewhere in the interior. The Spaniards didn't find El Dorado, but they did find Lake Guatavita and tried to drain it in 1545. They lowered its level enough to find hundreds of pieces of gold along the lake's edge. But the presumed fabulous treasure in the deeper water was beyond their reach.

English courtier Sir Walter Raleigh made two trips to Guiana to search for El Dorado. During his second trip in 1617, he sent his son, Watt Raleigh, with an expedition up the Orinoco River. Walter Raleigh, then an old man, stayed behind at a base camp. The expedition was a disaster, and Watt Raleigh was killed in a battle with Spaniards. Eric Klingelhofer, an archaeologist at Mercer University says Walter Raleigh was furious at the survivor who informed him of Watt's death and accused the survivor of letting his son be killed.

(continued on next page)

SPI

Social Studies
3.spi.1.1

Social Studies
3.spi.1.8

Art
3-5.spi.1.1

Speaking Spanish with Shakira

Shakira Isabel Mebarak Ripoll, known worldwide as Shakira, is the most popular Colombian musician ever. She has sold over 100 million records worldwide, in 2014 Forbes magazine listed her as the 58th most powerful woman in the world, and also in 2014 she became the very first person to reach 100



million followers on Facebook. She has recorded worldwide in both Spanish and English.

Activity

Spanish is taught in almost all American schools. It is the official language of Colombia. Have students work together to translate the list of Shakira records below. First have students guess what the title might be, before utilizing online or library resources to look up translations. Then, for a musical exchange, have students also make a list of their favorite songs and have them translate the titles of those songs into Spanish.

1. "La Bicicleta" (2016, #2 on Latin charts)
2. "Loca" (2010, #1 on Latin charts)
3. "Estoy Aquí" (1995, #2 on Latin charts)
4. "¿Dónde Estás Corazón?" (1996, #3 on Latin Pop charts)
5. "Un Poco de Amor" (1996, #11 on Latin Pop Songs)
6. "No Creo" (1999, #9 on the Latin charts)
7. "Ojos Así" (1999, #22 on the Latin charts)
8. "Moscas en la Casa" (1999, #25 on the Latin charts)
9. "Te Dejo Madrid" (2002, #45 on the Latin charts)
10. "Día de Enero" (2006, #29 on the Latin charts)
11. "Sale el Sol" (2011, #10 on the Latin charts)
12. "¿Dónde Están los Ladrones?" (1998, #1 on the Latin album charts)

Answers

1. "The Bicycle"
2. "Crazy"
3. "I'm Here"
4. "Where Are You, Love?"
5. "A Little Bit of Love"
6. "I Do Not Believe"
7. "Eyes Like That"
8. "Flies in the House"
9. "I Leave You Madrid"
10. "January Day"
11. "The Sun Comes Out"
12. "Where Are the Thieves?"

(continued from previous page) The legend of El Dorado endures because "you want it to be true," says Jose Oliver, a lecturer at the Institute of Archaeology at University College London. "I don't think we've ever stopped seeking El Dorado."

Drye, Willie. "El Dorado Legend Snared Sir Walter Raleigh." *National Geographic*.
< <http://science.nationalgeographic.com/science/archaeology/el-dorado> >.

Activities

1. Hold a classroom discussion or organized debate among students about El Dorado. Ask them whether or not they think the legend of El Dorado could be real or not? How might they recommend that contemporary explorers best pursue this unfound gold? Should the country of Colombia promote this legend, or try to make it go away, and why? Have them name other unsolved legends about which they have heard (Loch Ness monster; City of Atlantis).
2. Have students create works of art to illustrate their depictions of the legend of El Dorado, the ceremony of Lake Guatavita or the extensive search by explorers. Students can create illustrations using markers, paint or crayons, or allow them to expand this activity by working in groups to create three-dimensional dioramas depicting the golden city or the elaborate explorations from England or Spain.



Creating Your Colombian Chivas

3-5

Chivas are the traditional mode of transportation in rural Colombia, and are a quintessential element of Colombian culture. The name actually translates as “goats,” and these traveling works of art are typically created from old school buses or trucks, and repurposed with parallel benches. They are

brightly painted and decorated in various combinations of the national colors of red, blues and yellow, depicting designs, pictures, slogans and more. Some even have ladders attached to their sides, with additional seating attached to the roof. Designing a chivas almost becomes a competition, with gaudy designs and unique additions to attract attention (and hopefully customers).



Activities

1. Have students use the chivas template below to create their own. Enlarge the blank bus below and provide each student with a large copy. Have them use markers, paint or crayons to decorate their chivas, however, they must use images which are representative of Colombia. These might include drawings of Colombian wildlife, plants, landmarks, sports, or more. These bright works of art will be used for the second activity.

2. Have each student create a promotional poster for one of the smaller Colombian cities listed below. Have them place their chivas at the top of their poster. Just underneath, have them write “Visit ____” and the name of the city they are promoting. Then have them write and illustrate key, interesting attractions and components of that city, all of which might entice tourists to explore Colombia beyond the borders of Bogotá and Medellín.

Choose From These Cities (all under 150,000 population): Maicao, Turbo, Uribia, Piedecuesta, Sogamoso, Quibdó, Santa Cruz de Lorica, Ipiales, Fusagasugá, Facatativá, Duitama, Yopal, Ocaña, Pitalito, Ciénaga, Zipaquirá, Malambo, Rionegro, Chía, Girardot, Jamundí, Yumbo, Sahagún, Caucasia, Sabanalarga, Cereté.

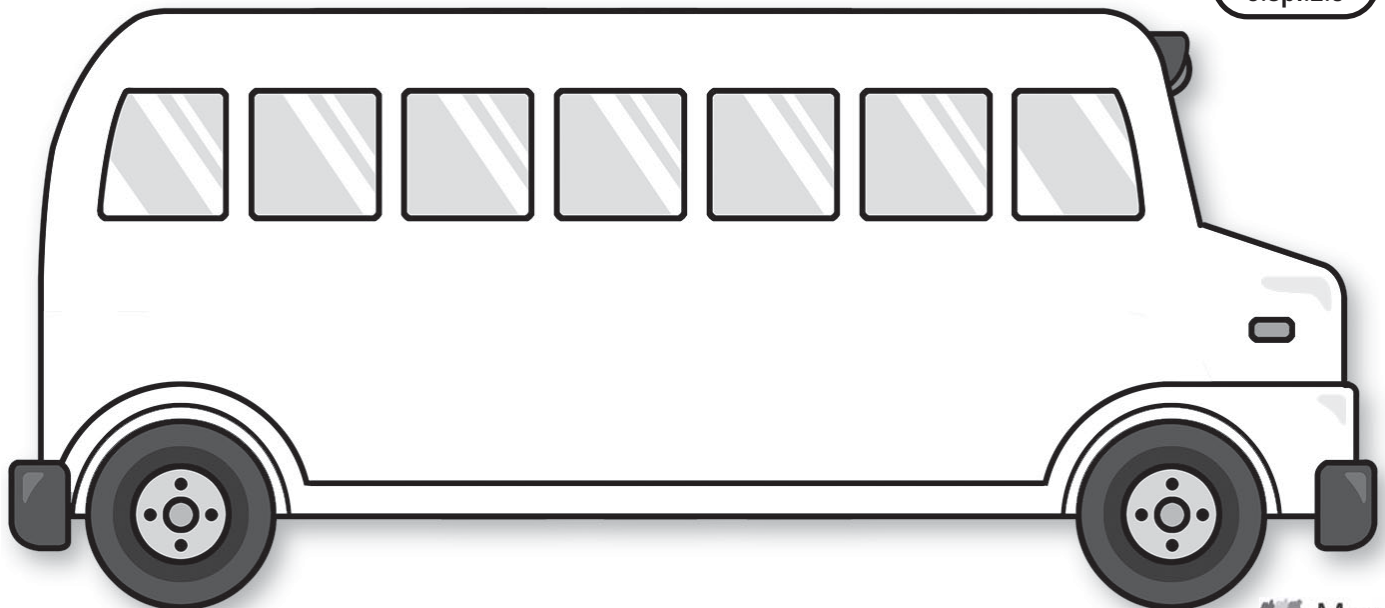
SPI

Art
3-5.spi.1.1

Art
3-5.spi.2.4

Art
3-5.spi.4.1

Art
5.spi.2.3



Comparing Our Country & Colombia

6-8 Grade Learning Unit



6-8

Many things divide a country. Let's take our country, for example, it could be said that horizontally it is divided by the imaginary Mason Dixon line, and vertically it could be divided by the Mississippi River, or into time zones. It could also be divided politically or racially. Now let's look at our honored country of Colombia. It is divided by many rivers. It is also divided by the mighty Andes Mountains. It is divided into vast rural areas with very small populations, and large contemporary metropolitan areas. It is divided into groups, like contemporary Colombians who live just like us, and indigenous populations, like the Arhuaco, Kogi, Muisca, Nukak and Wayuú, many of whom maintain traditional customs.

As we launch into our exploration of the Republic of Colombia, let's consider one other divide: what we know about Colombia today, and what we will know about Colombia when our lessons are complete. Provide each student with two copies of the chart below, or have them create their own. For our preliminary activity, we will not only list what we currently know about Colombia (and later compare it to what we've learned). This time we will list what we currently know about Colombia, and make a similar comparison to the United States. For example, the equator passes through Colombia, and the Arctic Circle (another important line of longitude) passes through the United States (actually through Alaska). At the conclusion of your classroom study of Colombia, use the second copy of the chart to list new things learned about Colombia, and attempt to provide similar comparables to the United States. They can include weather, geography, wildlife, landmarks, cuisine, and more.

What I Know About Colombia	A Similar Comparison to the U.S.
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
9. _____	9. _____
10. _____	10. _____

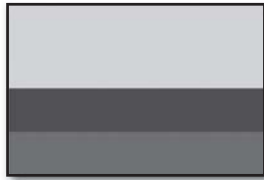


6-8

Comparing Colombia & the U.S.

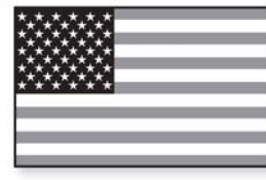
The CIA online “World Factbook” at <https://www.cia.gov/library/publications/the-world-factbook/index.html> offers information about all countries around the globe, regarding topics ranging from natural resources, population, government, military and more. In addition to the information provided for this activity, many more facts about Colombia and the United States are available. Consider having students select a category from the website not represented below, make a comparison, and present it to the class. Use the information below to answer questions on the following page.

Colombia



Population:	46,736,728 (2015 est.)
Land Area:	645,418 sq miles
Natural Resources:	Petroleum, natural gas, coal, iron ore, nickel, gold, copper, emeralds, hydropower
Agricultural Products:	Coffee, cut flowers, bananas, rice, tobacco, corn, sugarcane, cocoa beans, oilseed, vegetables, shrimp, forest products
GDP:	\$642.5 billion (2014 estimate)
GDP per capita:	\$13,500 (2014 est.)
Population Below Poverty Rate:	32.7% (2012 est.)
Unemployment rate:	9.1% (2014 est.)
Public Debt:	46% of GDP (2014 est)
Internet Users:	Total, 24.3 million; % of population, 52.4%; country comparison to the world, 25

United States



Population:	321,368,864 (2015 est.)
Land Area:	5,684,050 sq miles
Natural Resources:	Coal, copper, lead, gold, phosphates, timber, uranium, iron, mercury, nickel, silver, natural gas
Agricultural Products:	Wheat, corn, fruits, other grains, vegetables, cotton, beef, poultry, pork, dairy products, fish, forest products
GDP:	\$17.35 trillion (2014 estimate)
GDP per capita:	\$54,400 (2014 est.)
Population Below Poverty Rate:	15.1% (2010 est.)
Unemployment rate:	6.2% (2014 est.)
Public Debt:	74.4% of GDP (2014 est.)
Internet Users:	Total, 276.6 million; % of population, 86.8%; country comparison to the world, 3



6-8

Comparing Colombia & the U.S. *(cont.)*

Labor Force: 23.66 million (2014 est.)

Labor Force by Occupation: Agriculture, 17%;
Industry, 21%;
Services, 62% (2011 est.
estimate)

Exchange Rates: Colombian pesos per US dollar
2,001.1 (2014 est.)
2,001.1 (2013 est.)
1,798 (2012 est.)
1,848 (2011 est.)
1,898.6 (2010 est.)

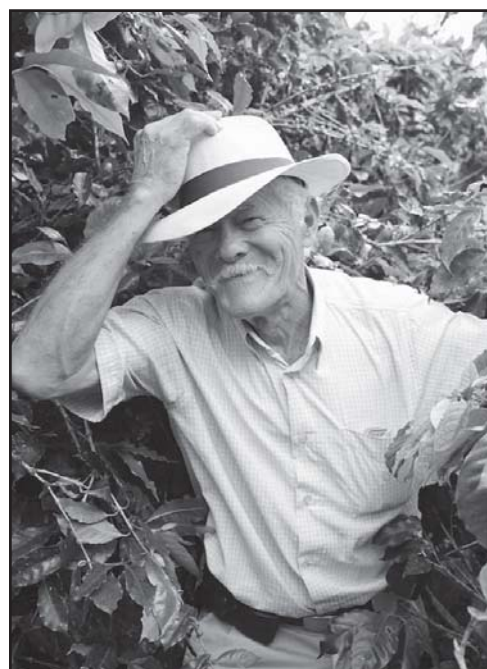
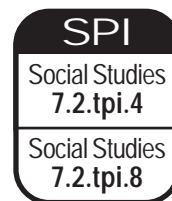
Labor Force: 155.9 million

Labor Force by Occupation: Farming,
forestry, and
fishing, 0.7%;
Manufacturing, extraction,
transportation, and
crafts, 20.3%;
Managerial, professional,
technical, 37.3%;
Sales & office, 24.2%;
Other services, 17.6%

The information on the previous page, pulled from the CIA “World Factbook” website, provides population, economic, and education comparisons between the United States and Colombia. Utilize the information provided, as well as other research sources such as library reference materials and the internet, to determine answers to the following questions.

Activity - Study the charts comparing Colombia and the U.S., and answer the following questions.

1. How many times larger is the United States than Colombia in land area?
2. Calculate how many times larger Colombia is than Tennessee in land area.
3. The population of Colombia is most similar to what U.S. state’s population?
4. Based on the chart, what natural resources do the two countries have in common?
5. What does GDP stand for? What does it mean? What does GDP Per Capita mean?
6. Notice the difference between the two countries when it comes to labor force by occupation. Write a short paragraph explaining some possible reasons for the differences.
7. Research and list the top five service jobs for people in Colombia.
8. What has happened to the value of the Colombian peso compared with the U.S. dollar over the last five years? What might be the causes for this?
9. If a Colombian self-balancing electric scooter cost 800 Colombian pesos in 2014, how many U.S. dollars would it have cost at that time?
10. Notice the labor force numbers for each country. What are some advantages to having a large labor force like the United States? What are some of the disadvantages of a large labor force?



Colombian coffee farmer



6-8

Colombian Map Skills

Use the map of Colombia on the next page to explore the cities and geographical features of Memphis in May's 2017 honored country. The map can also be used to answer the following questions and complete the accompanying map skills activity. Teachers may choose to incorporate an art activity into this lesson plan, and have students create a large wall map of Colombia utilizing butcher paper and markers. On it they can label cities, departments and bodies of water. The wall map could also be used to label Colombia's many national parks and mountain ranges, or to even create weather overlays for each region.

Map Skills Activity - Use the map on the following page to answer the following questions.

1. Use the scale in the lower left corner of the map to measure the distance between each of these two cities.

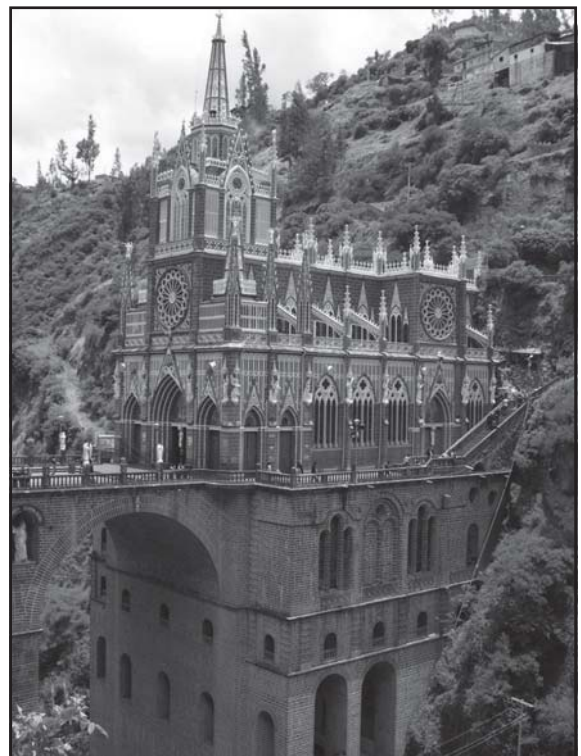
- A.) Bogota and Pasto _____
- B.) Mitu and Cucuta _____
- C.) Santa Marta and Turbo _____
- D.) Bogata and Mitu _____

2. Find the absolute location of the following Colombian cities.

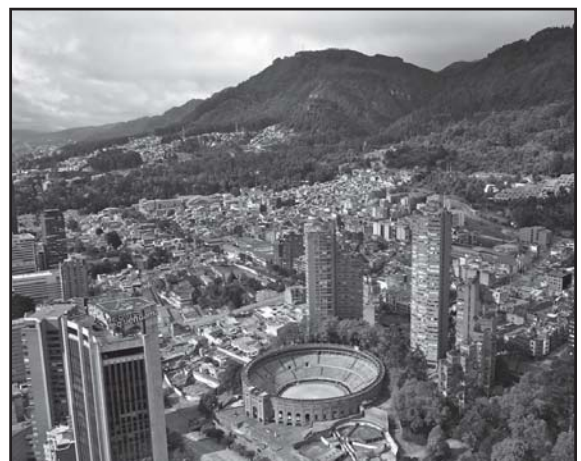
- A.) La Tagua _____
- B.) Inirida _____
- C.) Buenaventura _____
- D.) Cucuta _____
- E.) Puerto Bolivar _____

3. Answer the following questions using the map.

- A.) What countries border Colombia?
- B.) Measure the amount of coastline that Colombia has on the Pacific side and then on the Atlantic (Caribbean) side. What are some advantages to having straight access to both oceans? What might be some disadvantages?
- C.) According to the map, how many "departments" does Colombia have? List them. What do you think a Colombian "department" might be?
- D.) The designations on the key show the gray line for major roads. Where are most of the roads concentrated? What might this tell us about the areas of Colombia through which most of the roads run, as opposed to the areas where roads are more sparse?



Las Lejas Sanctuary in Ipiales



Capital city of Bogota, Colombia

SPI

Social Studies
3.1.spi.1

Social Studies
3.1.tpi.5

Social Studies
3.3.spi.1





6-8

Excavating Colombian Treasures

Not unlike indigenous decline throughout North America, Central America and other areas of South America, the arrival and occupation of Spanish conquistadors and settlers brought devastating results to these cultures' health and lifestyles, especially as they brought European disease to the Western Hemisphere. Today, Colombia still has dozens of indigenous tribes. Some tribes continue to thrive, while others struggle under contemporary pressures. Many villages have become Westernized, while others still cling tightly to traditional customs. None of these tribes became as prominent as other major Central and South American tribes like the Incas, Aztecs and Maya.

While customs have been passed down among some tribes, early pieces of art or pottery remain to help archaeologists and anthropologists research their cultures. Few pieces have been discovered as intact as "Figure Seated on a Bench." It was excavated near Popayán, Colombia, created by an unknown artist sometime before 1500 A.D. We will use this artifact to study Colombian culture, art and archeology.

Activity Overview

This artifact resides at the Denver Art Museum. The museum offers lesson plans related to many of its exhibited items, so that teachers can integrate them into their own classroom curriculum. After analyzing the significance of the artistic features of the "Figure Seated on a Bench," students will design and create a comic strip based around the ideas represented in the figure. By creating a comic strip based around an artistic feature of the Figure, students will learn to interpret a piece of art and transform the ideas and beliefs represented in the piece into a new form of visual representation. This activity should take approximately 45 minutes. The full lesson plan is available at http://creativity.denverartmuseum.org/wp-content/uploads/2009/10/PopayanFigure_Sec.pdf.



"Figure Seated on a Bench" (front), Denver Art Museum

Rationale Through the completion of this lesson plan, students will be able to: • Identify artistic features of the Figure Seated on a Bench; • Create a creature based on a key concept represented in the figure; and • Design a comic strip.

Materials • Drawing paper and colored markers / pencils for creating comic strips; • "About the Art" sheet on "Figure Seated on a Bench" (found at the end of the lesson plan); • One color copy of the figure for every four students, or the ability to project the image onto a wall or screen.

(continued on next page)



6-8

Excavating Colombian Treasures *(cont.)*

Who Made It?

Little is known about the peoples of the Cauca River Valley in west-central Colombia who produced Popayán [po-pah-YAHN] style gold and ceramics. The dates of the Popayán style, reminiscent of several surrounding artistic traditions, are yet to be determined. Though we do not have a lot of information about it, this piece is the most impressive known example of Popayán ceramic art. Two similar vessels are known, but this is the only complete example. The artist modeled this figure out of buff-colored, gritty clay, which was then fired to a light grey/tan.



"Figure Seated on a Bench" (side), Denver Art Museum

What Inspired It?

The original function of this object is unclear, but it seems likely that it once held very precious or sacred materials of some kind. The figure's headdress is removable, and the body serves as a vessel. Bones or cremated human remains were often stored in human effigy containers, but these are usually much larger. Stools or benches were important symbols of rank in ancient Colombia, Panama, and Costa Rica. The figure's commanding pose, with his right hand to his chest, his headdress, shield, and jewelry all indicate a person of power and wealth.

Activity

1. Warm-up: Invite the students to reminisce, sharing stories and memories, about their first pet and ask them questions such as: What did your pet like to do? Was your pet fun or boring? What kinds of adventures did you have with your pet? What is the most memorable characteristic of your pet? If students have never had a pet, have them imagine what it would be like to have their dream pet.
2. Display the Figure Seated on a Bench for the students to see. Ask them to name different artistic features of the figure: the geometric designs on the headdress and shield, the exaggerated calves, the bench he is seated on, etc. Point out the creature with a spiral tail on the figure's back. What do the students think this creature is? What is it doing on the figure's back? Why did the artist put it there?
3. Using the About the Art sheet, explain that there are many interpretations for this design element. The lizard-like creature could be a costume element, represent a shamanic alter ego, or represent a spirit-companion that supports and strengthens the man.
4. Have the students imagine they have a creature, real or imaginary, that follows them like a shadow and provides support or strength. The shadow creature could bestow upon the student some sort of power, provide encouragement to accomplish a difficult task, or keep the student safe. An example might be Harry Potter's Patronus Charm that

(continued on next page)

SPI

Common Core
W.6-8.3

Social Studies
6.1.spi.1

Art
6-8.spi.2.0

Computer
6-8.spi.6.1

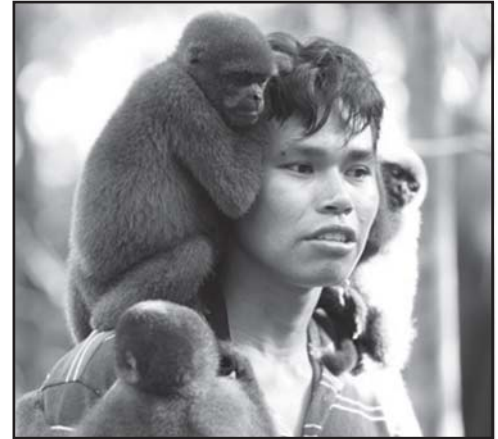


6-8

Caring for Colombian Wildlife

Colombia is the second most biodiverse country in the world, lagging only after its neighbor, Brazil, which is approximately 7 times larger in land mass. Its high biodiversity, with the highest rate of species by area unit, makes it a world leader. Of all world countries, Colombia also has the largest number of endemisms (species that cannot be found in their natural environment anywhere else in the world). About 10% of the Earth's species live in Colombia, including over 1,900 species of bird, more than in Europe and North America combined, Colombia has 10% of the world's mammals species, 14% of the amphibian species and 18% of the bird species.

Colombia is one of only 17 megadiverse countries in biodiversity, ranking first in bird species. As for plants, the country has between 40,000 and 45,000 plant species, equivalent to 10 or 20% of total global species. This is even more remarkable given that Colombia is considered a medium-sized country. Colombia has about 2,000 species of marine fish and is the second most diverse country in freshwater fish. Colombia is the country with more endemic species of butterflies, number one in terms of orchid species and also has approximately 7,000 species of beetles. Colombia is second in the number of amphibian species and is the third most diverse country in reptiles and palms. There are about 2,900 species of mollusks and, according to estimates, about 300,000 species of invertebrates. In Colombia there are 32 terrestrial biomes and 314 different types of ecosystems. *(continued on next page)*



Colombian Woolly Monkey



Red-Bearded Tiki. Photo courtesy of Finding Species, Inc.

Seated Figure *(continued from previous page)*

protects him from evil, or Dory from the Pixar movie "Finding Nemo" who helps a dad find his lost son.

5. After the students have decided on a creature, have them draw an initial sketch that illustrates how the creature will help, protect, and support them.

6. Distribute drawing paper and colored pencils/markers. Invite the students to expand on their initial sketches by writing and illustrating a comic strip that documents an adventure the two will embark on.

Extension Activities

- Many different shapes can be found in the form and surface design of this figure. Have the class pick out as many different shapes as they can find.
- This figure is a zoomorphic figure, meaning it has both human and animal features. Have students closely look at the Popayán figure and pick out which characteristics are human and which are animal and from which animals do they come. Are there any features that seem neither wholly human nor wholly animal?
- Scholars are not positive who is being depicted here but believe this figure is a depiction of the solar deity as the First Shaman, an important mythological figure to the people. Have students write about who they think this figure may be and what role he plays in society.

Special thanks to the Denver Art Museum, Denver, Colorado!



6-8

Caring for Colombian Wildlife *(cont.)*

Colombia's Wildlife Conservation Society saves and protects wildlife through science, global conservation, education and management of the world's largest system of urban parks and protected areas. Fundación ProAves is the leading conservation group in Colombia, managing 20 nature reserves throughout the country. Colombia is at the forefront of protection (such as programs for the endangered Colombian woolly monkey, pictured left) and discovery (like the recently discovered red-bearded titi, opposite page). Colombia's diverse ecosystem supports species which flourish in jungles, savannas, freshwater, oceans and extreme altitudes.

Activity

For students in these grades, teachers should assign topics to be researched and be presented as full research papers or comprehensive group classroom presentations. Students should choose or secretly draw from among these Colombian wildlife topics: (1) reptiles, (2) marine life, (3) mammals, (4) birds, (5) insects, (6) reptiles, (7) amphibians, (8) invertebrates, (9) nocturnal species, (10) freshwater fish, (11) plant life, (12) endemic species, (13) endangered species, (14) Colombian nature reserves, (15) Colombian wildlife conservation. Teachers with students in younger grades can still incorporate this activity into their curriculum. Have students select one of the animal species native to Colombia, like those pictured below, and write a research paper or develop a classroom presentation. Students in the earliest grades can draw and color a picture of Colombian wildlife.

SPI
Science Spi 0607.2.1
Science Spi 0607.2.4
Science GLE 0107.2.3 GLE 0207.2.2



Pacarana



Right Whale



Howler Monkey



Hormigas Culonas



Piranha



Andean Condor



Magdalena Turtle



Parrot



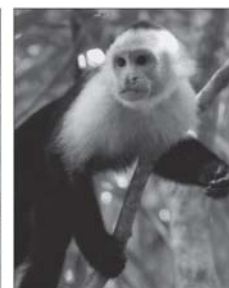
Manatee



Three-Toed Sloth



Bat



Capuchin



Toucan



Capybara



Anaconda



Jaguar



Iguana



Poison Frog



Colombia's Explosive National Sport

Tejo: Colombia's Other Pastime

6-8

Soccer isn't the only sport for which Colombians are passionate. Across the country, local sports that have been played for centuries conjure up fierce competition and a lot of fun. One of the most beloved competitive games dates all the way back to the 15th century. That game is tejo.

Here is what you need to know about this traditional game in case you ever visit Colombia, or just want to strike up a game at the next family picnic. It's widely believed that over 500 years ago, indigenous inhabitants of the departments of Cundinamarca and Boyaca, known as the Muisca, enjoyed playing a game that involved launching a disc to hit a target. They called it Turmeque, and though there is no official history of the game, it's rumored that the disc they used at the time was made of gold, and was often played to earn the right to wed a beautiful maiden from an opposing tribe.

Gameplay consisted of hurling golden discs into a hole approximately 20 meters away (sort of sounds like corn hole, doesn't it?). With the arrival of the Spanish to Colombia the game evolved, and because of the Conquistadors' tireless quest for precious metal, the gold discs were melted down and the game began to be played with stones or discs of less precious metals. The Spanish also made another subtle change to the game, and that was the addition of explosives to the mix!

In the game's modern version the target is a raised clay-filled box with gunpowder or small firecrackers in the center to produce an explosive sound. In June of 2000, tejo was declared a national sport by the Congress of the Republic. Today tejo is played across the Andean highland area of Colombia as well as many other sites around the country. In 2016, it was even featured on the CBS television program, "The Amazing Race."



The Rules for Playing Tejo

The sport's current incarnation features dense steel discs, thrown into a box measuring one square meter (just over three feet square) located at the far end of the tejo lane. A small paper triangle packed with gunpowder sits on the lip of a plastic circle in the center of the clay-filled box. The game can be played by as few as two people, or as many as six.

While there are a lot of rules which apply to formal and competitive play, for a fun recreational game you only need to keep a few rules in mind. Your goal is to hit a metal ring, known as a "bocin," with the "tejo" from about 20 meters (or about 66 feet or 22 yards) away. That is no short distance! This should be accomplished with an underhand toss. Opposing players take turns and the first to 27 points is the winner.

(continued on next page)

Colombia's Explosive National Sport (cont.)



6-8

There are four ways to earn points:

Mano: One point is given to the tejo that is located closest to the metal cylinder after all players toss. The winning tejo has to actually stick in the clay to count.

Mecha: Three points are given to the tejo that hits a firecracker and makes it explode! Please note that the tejo does NOT have to stick in the clay to win the mecha points.

Embocinada: Six points are given to the tejo that lands inside the metal cylinder and sticks to the clay. If this happens, then the round is over immediately and players who have yet to throw miss their turn.

Moñona: A full nine points are given to the tejo that makes a firecracker explode and sticks to the clay afterwards inside the metal cylinder.

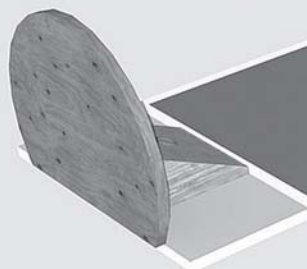
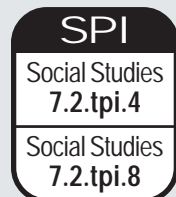
The player that wins each round will be the first player to throw in the next round.



With each round, players switch sides of the court. A player should be at least $\frac{2}{3}$ of the court length away when throwing. In the beginning players may start closer, but should try moving further away as they get the hang of it. Many rural areas throughout Colombia sport tejo fields, and locals are all too willing to shame tourists right in front of their girlfriends. However, don't think of tejo as just a man's sport. Many Colombian chicas are also happy to trounce their competition in the art of exploding lawn darts! Youth leagues practice on the weekends, with smaller amounts of gunpowder, minimal adult supervision, and large amounts of giggling, running and firecracker pops.

Activity

As a culminating activity for your classroom's unit on Colombia, students could create very basic tejo courts and play the game with sandbags, all while munching on delicious lapingachos. It might be a good idea to make each court shorter, depending on the age of your students.



Challenge students and teachers in other classrooms to tejo tournaments, or even make it a school-wide competition with a big Colombian carnival at the conclusion of the tournament.

Special thanks to Medellin Living (medellinliving.com) and Lonely Planet (www.lonelyplanet.com/colombia/travel-tips-and-articles/12948) for their help with this lesson plan.



6-8

A Colombian Culinary Celebration

Colombian food is very diverse, with each region of the country having its own characteristic dishes.

This wonderful cuisine offers dishes that have been handed down from generation to generation, not

only influenced by indigenous

Colombian culture, but Spanish, African and Arab cultures as well. Colombian food is versatile, rich, full of flavor, colorful and comforting. Colombia's varied cuisine is influenced by its diverse fauna as well as the cultural traditions of the ethnic groups. Colombian dishes and ingredients vary widely by region.

Some of the most common ingredients are cereals, such as rice and maize, tubers like potatoes and cassava, assorted legumes, meats including beef, chicken, pork and goat, fish and seafood. Colombia cuisine also features a wide variety of tropical fruits such as cape gooseberry, feijoa, arazá, dragon fruit, mangostino, granadilla,

papaya, guava, blackberry, lulo, soursop and passionfruit. There are a large variety of dishes that take into account the difference in various regional climates. For example:

- In the city of Medellín, the typical dish is the bandeja paisa. It includes beans, rice, ground meat or carne asada, chorizo, fried egg, arepa, and chicharrón. It is usually accompanied by avocado, tomato, and special sauces.
- In the city of Cali, the most traditional dish is "sancocho de gallina," a soup composed mostly of chicken, plantain, corn, coriander, yuca root, and other seasonings.
- In Bogotá and the Andean region, ajiaco is the traditional dish. It is also a type of soup made of chicken, potatoes, and flavored with a locally grown herb called "guasca". Traditionally, cream and capers are added just before eating. Both soups are served with white rice, salads with a hint of lemon, avocado, or plantain chips, either sweet or salty. For breakfast people often eat changua, milk, scallion, and egg soup.
- Along the Caribbean coast, spicy cooking, with fish and lobster, is practiced. Coconut rice is a common dish.
- In the Amazonas, the cuisine is influenced by Brazilian and Peruvian traditions.
- Dishes like lapinachos, a cooked potato patty, are popular in Colombia but they are not unique to Colombia.

Activity As part of a culminating activity, students can create a few of the basic dishes and bring them to class for a celebration of Colombia. Teachers can also ask students to choose one of the many diverse areas of Colombia (coastal areas, rainforests, Andes, savanna, etc.) and research the traditional foods of that area, like those mentioned above, and explore the unique ingredients each region utilizes in these dishes, and how they are grown and harvested in these regions. On the next page are two basic, yet very traditional Colombian dishes which students can try at home and bring to class for your Colombian celebration.



Famous Colombian painter, Fernando Botero, often depicted meals and picnics as part of his hefty subject matter, like "Picnic in the Mountains," from 1966.



6-8

A Colombian Culinary Celebration *(cont.)*

Ajiaco is a traditional Colombian soup, common within the capital city of Bogotá. Chicken and potatoes are the primary ingredients, also flavored with corn and heavy cream. It is also often served with white rice. Arepas, one the most popular foods in Colombia, are served in almost every home and are the equivalent of tortillas in Mexico. There are different versions of arepas throughout Colombia, each region having its own variation.

Buen provecho!

ajiaco

3 skinned chicken breasts • 12 cups water
3 ears fresh corn, cut in half • 3 scallions
2 chicken bouillon cubes • 1/4 teaspoon salt • Pepper
2 minced garlic cloves • 3 tablespoons diced cilantro
2 cups papa criolla (Andean Potato) • 1/3 cup guascas
3 medium white & 3 medium red potatoes, peeled and sliced
1 cup heavy cream & 1 cup capers for serving

Step 1 - Place chicken, corn, chicken bouillon, cilantro, scallions, garlic, salt and pepper in large pot. Add water and bring to a boil. Reduce heat to medium and cook for about 35 to 40 minutes, until chicken is tender. Remove chicken and set aside.

Step 2 - Continue cooking the corn for 30 more minutes. Discard green onion and add red potatoes, white potatoes, and the guascas. Cook for 30 more minutes.

Step 3 - Uncover, add the frozen papa criolla and simmer for 15 to 20 minutes, season with salt and pepper.

Step 4 - Cut the chicken meat into small pieces and return to the pot. Serve hot with capers and heavy cream on the side.



ajiaco

arepas

Ingredients - 1 lb. pre-cooked corn flour
1 tbs. salt • 2 tbs. vegetable shortening
4 cups warm water

Step 1 - In a large bowl, combine water, salt & shortening together, then slowly add flour, mixing quickly to avoid lumps. Mix with electric mixer until shortening is completely combined and the mixture is homogeneous (about two minutes).

Step 2 - Cover dough with moist towel & let rest for 10 minutes.

Step 3 - Portion dough into a 6 oz. ball, flatten like a burger patty. It needs to be thick enough to be sliced and stuffed like a pocket.

Step 4 - Seal the arepas on a flat griddle that has been oiled; 2 minutes each side.

Step 5 - Place arepas on a hot grill for 5-8 minutes each side. They can also be cooked in the oven at 350 degrees for 10-15 minutes.

Step 6 - Using a small knife, slice halfway through the middle. Stuff generously with your favorite filling and serve immediately!



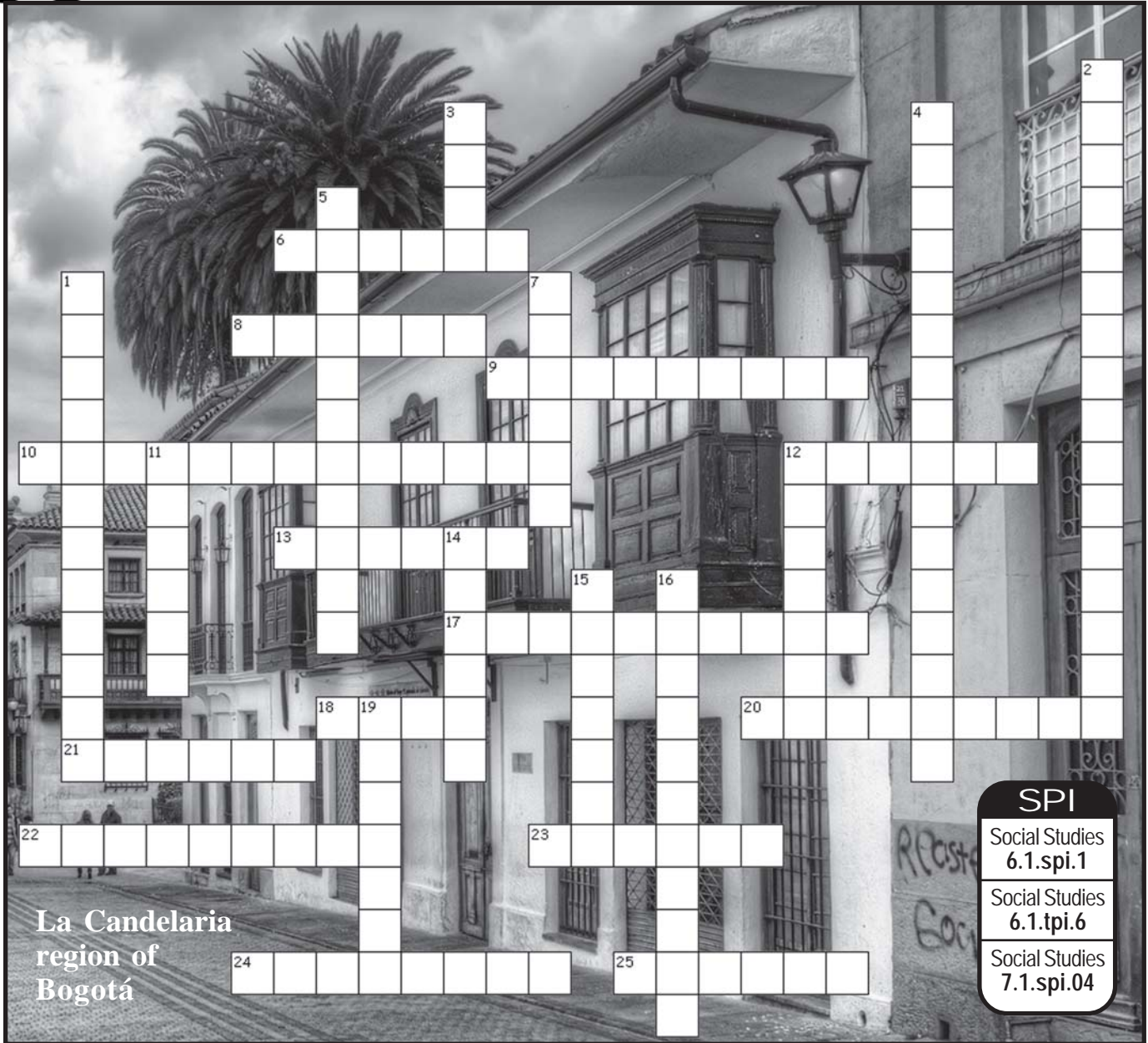
arepas



6-8

Colombian Crossword Puzzle

Have students use this curriculum guide and other online resources to complete this crossword puzzle. There is a Word Bank on page 68 you can provide to students. Answers are available on page 68.



Across

6. Borders Colombia to the southeast
8. Capital and largest city in Colombia
9. Body of water that connects Colombia to the Atlantic Ocean
10. Colombian professional footballer; former national team captain (2 words)
12. Re-elected President in 2014
13. Tribe associated with legend of El Dorado
17. Colombian fashion journalist (2 words)
18. Explosive traditional sport in Colombia
20. Wall built around Cartagena to protect against Spaniards & pirates (2 words)

21. Food made of ground maize dough or cooked flour

22. Borders Colombia to the east
23. Connects Colombia to Central America
24. Major gemstone export
25. Most popular sport in Colombia

Down

1. Colombian-American actress, comedian, producer and businesswoman (2 words)
2. Famous Colombian Indycar driver (3 words)
3. Most populous city in southwest Colombia
4. Colombian politician, former senator and anti-corruption activist (2 words)

5. "Mythical" fruit of several cactus species indigenous to Colombia (2 words)
7. Rain forest that lies partly in Colombia
11. Region that contains the majority of Colombia's urban centers
12. Colombian singer, songwriter, dancer & record producer... what a voice!
14. Pictured on Colombian coat of arms
15. Woody shrub native to South America, with an edible, starchy, tuberous root
16. Potato patties cooked until golden brown
19. Country on Colombia's southwest border



Colombia - Where Should We Start?

Grades 9-12 Learning Unit

For many of your students, beginning a study of the Republic of Colombia will be new. Most senior high students can discuss countries like Mexico, France, Japan, or Australia, but might know much less about Colombia. Hopefully, this unit can help change that. You might want to begin where much of the country itself began, by studying some of Colombia's indigenous populations.

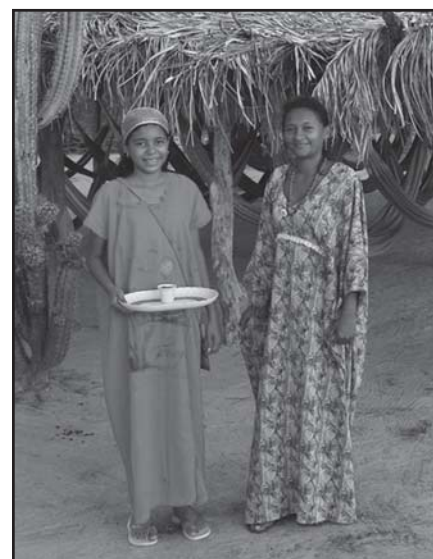
Activity Have each student select one of the indigenous populations from Colombia listed below. There are many of them, and many will be quite obscure, so allow students to return to the list if they are unable to find sufficient material for their first choice. Most of the indigenous populations of Colombia never grew to the size of those major Latin American dynasties, and left behind less evidence and artifacts. Instruct them to research and write a 4 or 5 page paper about their chosen community. Some topics they might consider exploring and including could be unique characteristics of the people, their culture, their region of habitation within Colombia, style of dress, primary diet, houses and village structure, leadership hierarchy, and crafts. An alternative to a research paper would be to have each student prepare an audio / visual classroom presentation about their topic.

Indigenous People of Colombia

Achagua	Emberá	Ocaína	Umbrá
Amorúa	Guahibo	Pacabuy	U'wa / Tunebo
Andaquí	Guambiano	Páez / Nasa	Wanano
Andoque	Guane	Panche	Wayuú
Arhuacos	Guayabero	Pasto	Witoto / Huitoto
Bara	Guayupe	Piapoco	Wiwa / Sanhá
Barasana	Hupda	Piaroa	Wounaan
Barí/Motilon	Inga	Pijao	Yagua
Betoye	Kamsá	Piratapuyo	Yanacona
Bora	Kankuamo	Pitsamira	Yarigui
Cabiyarí	Kogui	Puinave	Yukuna
Carapana	Kokama	Sáliba	Yukpa / Yuko
Carijona	Kuna (Tule)	Siona	Yuri
Catío	Letuama	Siriano	Yurutí
Cocama	Makaguaje	Sutagao	Zenú
Coconuco	Makuna	Taiwano	
Cofán/Kofán	Masiguare	Tama	
Coreguaje	Matapí	Tanimuka	
Cubeo	Miraña	Tariano	
Cuiba	Mokaná	Tatuyo	
Curripaco	Muinane	Tayrona	
Chimila	Muisca	Tikuna	
Chiricoa	Muzo	Totoró	
Desano	Nonuya	Tukano	
	Nukak	Tuyuca	



Guambiano woman at market in Silvia



Wayuu women at cultural festival

SPI

Common Core
W.9-12.7&8

World
Geography
9-12.spi.4.1

World
Geography
9-12.spi.4.2



Happiest Place on Earth

9-12

In 2015, Gallup named Colombia as the second most happy country on Earth. Even better, The Huffington Post, known online and in print for its news and satire, named Colombia “The Happiest Country on Earth” in 2013 and again in 2016. A Gallup survey released in January, 2016, polled 66,040 people from 68 countries across the globe between September 2015 and December 2015, and asked respondents: “In general, do you personally feel very happy, happy, neither happy nor unhappy, unhappy or very unhappy about your life?” According to the survey, 87 percent of Colombians polled said they were happy, and only 2 percent said they were unhappy, giving them a “net happiness score” of 85 percent - twenty points above the global average and nearly double the score of the United States. So whether or not your students put validity in surveys (given their margin of error), no one can dispute this Colombian happiness. When Colombia hit the top of the poll in 2013, The Huffington Post listed 21 reasons for that premier ranking. Use them for activities at the end of the list.



1. Megadiversity - Colombia is considered the second most biodiverse country in the world (behind Brazil) and the most biodiverse per square kilometer. While only covering 0.8% of the globe’s surface it manages to be home to over 10% of the planet’s biodiversity. To put this in perspective, Colombia’s ecosystems are home to more than 1,821 species of birds, 623 species of amphibians, 467 species of mammals, 518 species of reptiles, 3,200 species of fish (18% of which are endemic) and a mind-blowing 51,220 species of plants (nearly 30% endemic).

2. “The Door of the Americas” - Colombia’s location gives its inhabitants and tourists unique access to both the Atlantic (Caribbean Sea) and the Pacific Ocean. Apart from its renowned tropical beaches, the country can offer visitors a chance to explore the Amazon rainforest, climb the Andes or Sierra Nevada mountains (including the country’s snowy peak, highest point, and the world’s tallest seaside mountain Pico Cristóbal Colón), journey through tropical grasslands, trek through the Tatacoa Desert, and more.

3. Beautiful Woman - It’s no secret that one of Colombia’s best known treasures is its women, its very beautiful women. While beauty of course remains in the eye of the beholder, whether it’s on the Miss Universe stage or on the small screen, Colombians like Sofía Vergara, Shakira, and Danna García are always sure to turn heads.

4. Emeralds - Colombia is known for exporting many things, but did you know the South American country is responsible for more than 60% of the world’s emeralds? Colombian emeralds are considered to be very best and are much sought after. If the green gem in your jewelry box originated from the emerald deposits of Muzo you are very fortunate!

5. Pick A Climate, Any Climate - While many know this Equatorial country as a tropical paradise, its diverse ecosystems are due to its varied climate zones (rainforest, savanna, steppe, desert, mountain climate,

(continued on next page)



9-12

Happiest Place on Earth (cont.)

etc.). There are no striking seasonal changes throughout the year and Colombia's temperatures vary based on elevations and rainfall. Climate in the South American country can vary from 75° to 100° F at sea level F to its tierra helada above 14,764 feet where temps fall well below freezing.

6. The Best Coffee in the World - Ahh yes, if there's one thing Colombia has always been synonymous with, it's delicious freshly ground coffee. The "Eje Cafetero" (Colombian Coffee-Growers Axis), also known as the "Triángulo del Café," located within the Caldas, Risaralda, and Quindío departments is home to what many consider the best coffee in the world.

7. The River That Ran Away From Paradise - The world is full of amazing rivers, however one in particular stands out. Caño Cristales, referred to as "the river that ran away to paradise" is a famous river in Colombia. Residing underwater are rocks covered in tiny green plants. But for a period from September to November, the water level dips allowing the sun's heat to warm the plants covering the rocks. As a result, blooms of all shades and colors grow beneath the water.

8. Se Habla Español... Y Muy Bien - While the Spanish language may have its roots in motherland Spain, Colombia's Spanish is considered by many to be the "clearest" in the world. This may vary, however, when you travel across the country. In general, Colombians don't have a strong accent, especially those living near the country's capital, Bogotá.

9. The Fashion Capital of Latin America - "La ciudad de la eterna primavera" (the city of the eternal Spring) speaks to the beauty of Colombia's second biggest city, Medellín. Once home to ruthless drug lord Pablo Escobar, its thriving textile industry has helped to shed its past and replace it with a growing, world-recognized fashion industry. Known as the "Fashion Capital of Latin America," Medellín hosts two important annual fashion shows: Colombia Moda and Colombiatex.

10. The Value of Rest - Only bested by Argentina, Colombia has the second highest number of national holidays in the world. With 18 public holidays and an average of 15 paid vacation days, it's clear that this South American country values rest. In comparison, the U.S. has 10 public holidays and about 10 paid vacation days. Most Colombians take advantage of the long weekends, also known as "puentes festivos," to travel within the country.

11. A Healthy Body Is a Happy Body - Since 1974, on Sundays and national holidays the country's capital closes its usually congested main roads to give Bogotá's residents a chance to walk, run, bike, skate, skip, hop, etc. In other words, from 7 AM to 2 PM Colombian families and tourists can use the over 75 miles of asphalt as their playground. The capital city, Bogotá, has the most extensive network of cycle routes in Latin America.

12. Full Belly, Happy Heart - Ajíaco, sancocho, bandeja paisa, mojarra - might be the real reason Colombians need the ciclovías to exercise on the weekends. With delicious typical stews hailing from different corners of the country, Colombians hardly lack gastronomic splendor. Staples of the country are red beans, rice, arepas, empanadas, plantains, among others. But don't forget dessert! Arequipe (caramel-like spread) with brevas (figs) or obleas (thin wafers) are a favorite, otherwise Arroz con Leche (rice pudding) or buñuelos (cheese fritters) can top off any meal!

13. Salsa Caleña - "¡Oiga, Mire, Vea....vengase a Cali para que vea!" Colombia's third most populous city, Cali, is not only one of the oldest cities in the Americas, but is also La Capital de la Salsa (World's Salsa Capital). With significant differences from other styles of salsa, "Salsa Caleña" is known for its quick footwork with a mostly still upper body. Dancers' steps are backward and forward or diagonal, rather than the side-to-side.

14. Nobel Prize Winning Literature - Colombians are also happy about their country's rich culture. Nobel Laureate and novelist Gabriel García Márquez is the best known figure in

SPI	
Common Core	W.9-12.7&8
World Geography	9-12.spi.4.1
World Geography	9-12.spi.4.2



Happiest Place on Earth *(cont.)*

9-12

Colombian literature. Author of “One Hundred Years of Solitude” (1967) and “Love in the Time of Cholera” (1985), his works have not only been critically acclaimed but have made “Gabo” an icon within the Magic Realism genre.

15. The Legend of El Dorado - The Legend of El Dorado tells of the Muisca people who used gold, not as a symbol of wealth, but as a sacred metal for religious offerings. The story describes the famed El Dorado ceremony which welcomed the new cacique (chief). Covered in gold powder, the chief would travel on a raft with emeralds and gold at his feet. He would dive into the lake with his offerings as bystanders cheered. Rumors of the riches of the Muisca reached the Spanish conquistadores upon the “discovery” of the New World, spurring the legend of a city built of gold and gems. Bogotá’s International Airport “El Dorado” was named after the ceremony. Gold artifacts, like the Muisca Raft, can be found in Bogotá’s Museo del Oro (Gold Museum).

16. Fútbol With Heart, On Its Way To the Top - United by their love of fútbol, Colombians rarely miss a chance to socialize over a good soccer match. Cheering for La Selección Colombia, Colombians wear their yellow, blue, and red with pride. Colombian soccer star Radamel Falcao, from the Club Atlético de Madrid, rose to prominence with club and national victories. The impressive performances by El Tigre (The Tiger) helped the Colombian national team become a force among South American teams qualified for the 2014 FIFA World Cup in Brazil.

17. Stars That Shine Bright - Despite all of the country’s qualities, perhaps what shines the brightest internationally are its stars. From the charitable Juanes, Shakira and the hilariously sexy Sofía Vergara to the musically talented Fonseca and Carlos Vives - coffee may no longer be Colombia’s best known export.

18. In Love With the Chubby - And for all those chubby-loving art fiends, Colombian artist Fernando Botero’s work is nothing short of innovative. His figurative style “Boterismo” is characterized by portraying subjects in exaggerated volumes. His works are known to depict chubby women, men, children, animals, and even still-life with a sense of humor. Botero has also taken classics, like Da Vinci’s Mona Lisa, and given them his unique touch.

19. The Oldest Democracy - Despite having been ravaged by almost a half a century of violence at the hands of drug cartels and rebel groups, Colombia is actually Latin America’s oldest democracy. In August 2012, President Juan Manuel Santos announced a fourth attempt at ending decades of violence and a culture of impunity by entering peace talks with the FARC rebel group.

20. Festivals, Festivals, Festivals - It’s not enough to have astonishing biodiversity and ethnic diversity - you need to celebrate it. Colombia has the world’s biggest theater festival (Festival Iberoamericano), salsa festival, and flower parade. It also has the second biggest carnival in the world!

21. An Emerging Global Player - Colombia’s real GDP grew 5.7 % in 2011 with inflation at 3.7%. TIME magazine said it best when they featured the Colombian President on the cover of their international edition in April 2012, “The Colombian Comeback” is “From nearly failed state to emerging global player in less than a decade.”

Activity Have your students work individually or in groups. The Huffington Post list just scratches the surface of each topic. Chosen or assigned topics should be thoroughly researched and presented as complete term papers or classroom presentations. Either should include in-depth research about the topic, as well as fact comparisons between Colombia and other countries, most specifically the United States. Historical timelines should also be included which show how the chosen or assigned topic emerged to become one of the prominent components of Colombian culture. Term papers should still include support in the form of visual images. Classroom presentations can include charts, posters or table tops, but teachers may also want to encourage student teams to consider other options like custom built web sites, videos, PowerPoint presentations, etc. Remind students that they should properly credit all resources they cite in their papers or presentations.



9-12

Colombian Government Structure

Any federal U.S. election elicits online discussions about democracy, capitalism, socialism, etc. Politics can be intricate and confusing, but comparisons with other countries, especially democratic countries can help us understand critical similarities and differences in government. Colombia is actually Latin America's

oldest democracy. A comparison between U.S. and Colombian government structures can help students better understand many of the intricacies of each country's political process.



Colombia's congress voting on presidential re-election rules

Colombia is defined by its 1991 constitution as a democratic republic run by an elected president and a cabinet of ministers. Presidents can serve for a maximum of two consecutive four-year terms. Legislative power lies with the bicameral congreso (congress), which is made up of a 102-person Senado (Senate), each elected by a public vote, and a 166 seat Camera de Representantes (House of Representatives) who are elected by proportional representation. Members serve four-year terms. All citizens 18 years of age or older are eligible to vote. Elections are held in March every four years, and the election process is

overseen by a National Electoral Council. Interpretation and implementation of laws are overseen by four equal bodies, one being The Supreme Court. Judges are elected by peers and serve for eight-year terms.

The country of Colombia is divided into 32 departamentos (departments), along with the distrito capital of Bogotá. Each department is governed by an elected governor and a regional assembly. The departments are divided into 1,120 municipalities, each led by a mayor, as is the distrito capital. Five seats in congress are reserved for representatives of indigenous groups.

Today Colombia has five major political parties and more than a dozen smaller parties that are represented in congress. The nation is considered a stable democracy with a strong respect for free elections and the institutions of a civilian government.

Activity The copy above provides a very basic outline of the Colombian political structure, as it relates to national, departmental and municipal levels. Begin by reviewing this governmental structure with students during an overall discussion about Colombian culture and history. Then ask each student to write a research paper about Colombian politics and government structure directly compared with that of the United States. It is easy to see from reading the text above that there are many similarities, but there are also differences. Instead of just direct Colombian / U.S. comparisons as they stand today, also have them research and compare such major political items as the rights to vote among various groups (in Colombia, women and indigenous populations, for example), minimum voting age, minimum age to run for president, presidential term limits, succession in the instance of a presidential vacancy, etc. It is not only important to distinguish similarities and differences, but to also compare when certain political and voting laws were enacted. The first half of their paper should be all factual, but in the second half and conclusion, have them write their own opinions about a minimum of 5 political elements of either country, and include their opinions about the benefits or dangers.

SPI
Social Studies 3-5.spi.3.01
Social Studies 3.tpi.4
Social Studies 5.spi.3.03
Computer 3-5.spi.3.1



9-12

Studying the Amazon River Basin

The mere mention of the Amazon River evokes images of lush jungles, incredible wildlife and the world's second largest river. Colombians, however, are impacted more by the massive Amazon River basin than by the river. The Amazon basin, which Colombians call Amazonia, is a 643,000-sq-km region accounting for a third of Colombia's total area, which is about the size of California. The Amazon region is separated from the rest of the country by vast, mostly inaccessible tropical grasslands known as Los Llanos ("The Plains"). Most of this area belongs to another great river system, that of the Orinoco.

The Amazon River itself does pass through southern Colombia, although the greatest length flows through neighboring Brazil. The Amazon is the second longest river in the world. Aside from Colombia and Brazil, it also flows through Guyana, Ecuador, Venezuela, Bolivia, Brazil, Colombia, and Peru traversing a distance of about 4,000 miles or about 6,400 kilometers. It is so large that the river and its tributaries contain 20% of the planet's freshwater supply. The Amazon River has over 1,100 tributaries, many of which traverse the Amazonia area of Colombia. The Amazon rainforest is one of the most biodiverse places on earth and is home to a number of freshwater species including over 3,000 different fish species. The world's largest variety of electric fish, the Amazonian manatee, the black caiman, and Amazonian river dolphins live in the Amazon River.



Magdalena River by Luis Pérez, Medellín

Colombia is one of the richest countries in water resources. Its rivers drain into four areas: the Caribbean Sea, the Pacific Ocean, the Orinoco River Basin and the Amazon River Basin.

Activity For this activity, assign or have each student or student group choose one of Colombia's river drainage areas, or basins, or choose one of Colombia's major rivers listed below. Have them write a comprehensive paper about their topic. They should include major cities within their area or along their river, significant flora and fauna of the area, specific populations which live in their area or along their river, and other important facts such as length of rivers, their origin, their course, the amount of water carried, the significance to Colombian life or economy, etc.

The Basins

1. The Caribbean Basin: The Magdalena, Cauca, Atrato, Sinú and Catatumbo rivers are among those which flow down from the Sierra Nevada de Santa Marta, forming a drainage basin that feeds into the Caribbean Sea.
2. The Pacific Basin: This basin that feeds into the Pacific Ocean consists of more than 200 rivers. The most important are the Baudó, the San Juan, the Patia and the Mira Rivers.

(continued on next page)



9-12

Studying the Amazon River Basin (cont.)

3. The Orinoco Drainage Basin: For 250 km, the Orinoco River serves as a boundary between Colombia and Venezuela. Its drainage basin comprises the Arauca River, Meta, Vichada and Guaviare Rivers.
4. The Amazon drainage basin: The Amazon River is considered to be the second most important river in the world. Within its drainage basin are the Guainía, the Caquetá, the Vaupés and the Putumayo Rivers.
5. The Colombian Massif or Nudo de Almaguer: Called the “Star of Rivers” because four very important rivers originate in this massif. They are the Magdalena River, the Cauca, the Caquetá and the Patía Rivers.

The Rivers

1. The Magdalena River: The most important commercial waterway in Colombia, as well as a source of electric power and natural beauty. It originates in the southern region of the country, near the Magdalena Lake in Páramo de las Papas of the Colombian Massif.
2. The Cauca River: Starts in the Colombian Massif near Laguna del Buey, flowing northwards between the Western and Central cordilleras to its mouth at the Magdalena River in Bolívar department.
3. The Caquetá River: This river flows eastwards through Southern Colombia for about 2,200 km from its source in Páramo de las Papas in the Colombian Massif, to its junction with the Amazon River.
4. The Putumayo River: Begins its course in Nudo de los Pastos and flows eastwards, serving as a border between Colombia and Peru and between Colombia and Ecuador. It is a main tributary of the Amazon River.
5. The Guaviare River: This river is formed at the junction of the Ariari and Guayabero Rivers in the Cordillera Oriental in the western part of Meta department.
6. The Meta River: The main river of the Colombian Eastern Plains (Llanos Orientales). It is formed in Meta department by the junction of the Humea, Guayuriba and Guatiquia Rivers. It flows east-northeastward across the Eastern Plains to its mouth at the Orinoco River.
7. The Atrato River: This river holds the highest volume of water of any river in Colombia. It originates in the Cordillera Occidental and flows into the Gulf of Urabá in the Caribbean Sea.
8. The Patia River: Located in southwestern Colombia, it is the longest river on the Colombian Pacific Coast. It drains into the Pacific north of Tumaco.
9. The Vaupés River: A blackwater river, it forms part of the international border between Colombia and Brazil. On the border it merges with the Papurí River and becomes known as the Uaupés. In 1847 an explorer saw a rapid which hurled its waves 40 feet in the air.
10. The Putumayo River: One of the tributaries of the Amazon River, it forms part of Colombia's border with Ecuador, as well as most of the frontier with Peru. Once it crosses into Brazil, it is called the Içá River.
11. The Ciénagas Swamps: There are about 1,900 swamps that cover more than 7,800 square kilometers of the Colombian territory.

Special thanks to Colombia.sa for content. Learn more at <http://www.colombia-sa.com/geografia/geografia-in-2.html>



Exploring the Lost City of Colombia

9-12

La Ciudad Perdida, the Lost City, was once home to a Pre-Inca civilization hidden in the Santa Marta Sierra Nevada mountain range of northern Colombia. It is located on the sides of the Buriticá River, 1200 meters above sea level. The Tayrona people built La Ciudad Perdida over 1,000 years ago. They called it Teyuna. The Spanish invasion pushed the natives high into the Sierra Nevada until they were so dispersed that their numbers dwindled and their cities were abandoned. The jungle reclaimed the Lost City...until tomb raiders found gold. While this ceremonial center was "lost" to civilization for over a century, the local descendants of the Tayrona (the Arhuaco, Kogi, and Assario indigenous groups) are believed to have known about the city through the ages, with their shaman visiting it regularly for ceremonies.

La Ciudad Perdida has a history that stretches back 650 years before Peru's famous Machu Picchu, though it doesn't come close to attracting the throngs of tourists of Machu Picchu, possibly because of its isolation. It is a 5 to 6 day walk to get there, through dense jungle, amazing mountainous landscapes and remote indigenous communities, lasting two days longer than the "Camino Inca Trail" to Machu Picchu. Plus, only one hiking tour group is allowed on the Lost City trail at a time. All trips to the Lost City are organized by tour agencies in Taganga or Santa Marta. Hiking into the jungle, fighting mosquitoes, crossing rivers... that's what it takes to get to the Lost City, joining the few fortunate ones that make it to the ancient capital of the Tayronas (only about 1,000 persons a year).

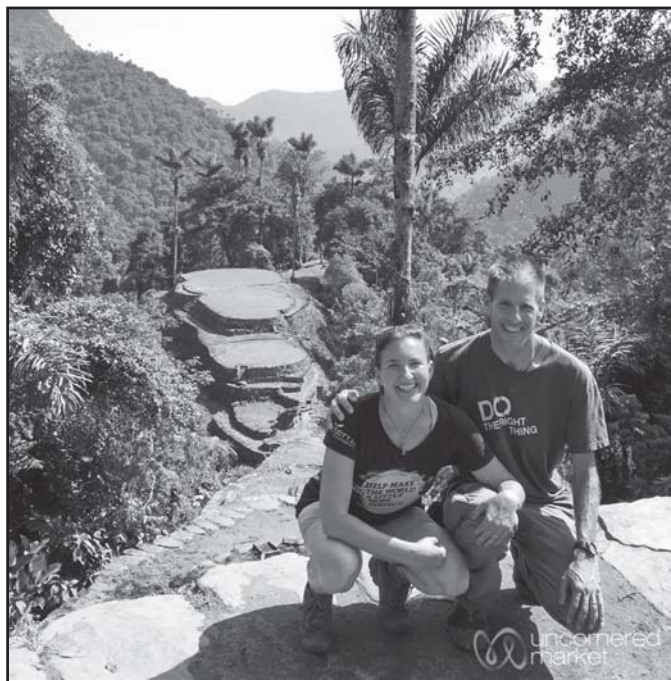
Activities

Daniel Noll and Audrey Scott are the husband and wife exploration team and the owners of Uncornered Market. They are full-time travelers and storytellers who, for over 14 years, have traveled to over 70 countries and every continent on Earth. Their adventures have included the 14 mile trek toward Colombia's Lost City, only completed after crossing a few rivers and by climbing the 1,200 stone steps that lead to the city's final destination, which, for obvious reasons, Audrey refers to as the "golf course" shot.

"The trail and landscape is more beautiful and varied than we had expected and the Lost City site itself is far more extensive than most photos indicate," Audrey writes within their extensive travel blog. "We especially appreciated having an indigenous guide. Celso, a member of the local Wiwa indigenous community, shared his culture with us and linked it to the other indigenous communities, their relationship to nature and their shared connection to the ancient Tayrona civilization."



Upper terraces of the Lost City, Teyuna



Audrey Scott and Daniel Noll of Uncornered Market

(continued on next page)



9-12

Exploring the Lost City of Colombia *(cont.)*

This activity involves much information shared by Audrey and Daniel in their very popular travel blog, Uncornered Market. We'll explore many interesting aspects of this secluded jungle area of Colombia, and many discoveries referenced by Audrey and Daniel in their blog at uncorneredmarket.com/blog (although also check out other areas of their website, like "How to Travel Outside Your Comfort Zone" or "How to Travel Without Hugging the Bowl" ...if you know what they mean!). In fact, your students should use their blog to help answer some of the following questions, or to assist them in some of the following activities.

1. Their website includes many photos from their many travels, including 33 photos from their hike through the jungles to La Ciudad Perdida, and many others from their other explorations of Colombia. Have each student visit the Uncornered Market website and choose one of the Lost City photographs to research and write a brief paper about its contents. From their chosen photo, they can discuss visible flora, landscape, weather conditions, geology.



Guide Celso explains theories of language stone

2. Colombia's La Ciudad Perdida is one of many mysterious destinations from around the world, some accessible, some rumored. Have students research The Lost City, unearthing as much information as can be found. Have them write a comparative research paper, evaluating similarities and differences between Colombia's Lost City and one other real or fabled destination, selected or assigned from the list below. Their paper should include exact location of each (including latitude and longitude), terrain, climate, flora and fauna, populations, preservation and excavation challenges and projects, and more. Teachers may choose to make this a group project, with a classroom visual and oral presentation. Aside from La Ciudad Perdida, students can choose their second destination from: Machu Pichu, Chitzen Itza, Tikal in Guatemala, Pompeii, lost city of Atlantis, Luxor / Thebes, Angkor Wat, Easter Island, Petra in Jordan, Teotihuacan, Borobudur in Indonesia, Ellora Caves in India, Masada in Israel, Great Zimbabwe, or Stonehenge.

3. After having studied the facts of La Ciudad Perdida, including the distance, terrain and weather one must face to reach it, have students prepare a preliminary strategy for a hypothetical hike, including what they would pack, how to prepare, and what distinct

steps they would take to improve their chances of reaching the upper terraces. After listing these things, using their research information to help them determine their choices, have them compare their strategy and supply list with the "Trek Packing List" and "Organizing the Lost City Trek" found on Audrey and Scott's blog. What items did they forget. Have them explain their supplies and why they included each item.

4. Have students imagine a trek to the Lost City from Santa Marta, but deep into the first day of the hike, their supply packs are lost, and they must survive off of the land. Studying the flora of this area of Colombia, have them determine a list of possible foods which might be found along the path to and from the Lost City.

5. Have students compare the language stone pictured above with the Rosetta Stone, originally of Memphis, Egypt. Hold a class discussion regarding what students believe the purpose of the stone might have been, and the information students believe the stone might have shared with La Ciudad Perdida populations.

SPI
Common Core W.9-12.7&8
World Geography 9-12.spi.4.1
World Geography 9-12.spi.4.2



Amazing Race to Colombia

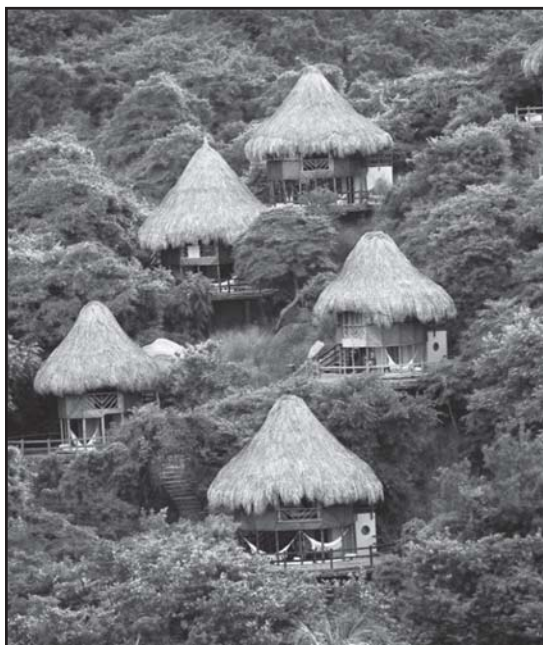
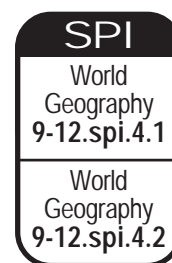
9-12

“The Amazing Race” on CBS-TV is one of the many travel shows which have popped up, enticing and educating Americans about major cities from around the world. Others which provide a culinary slant include “No Reservations,” “Have Fork Will Travel,” “Bizarre Foods” and others. Start this activity by first asking your students to name cities in Colombia. It is safe to say that some will have nothing to say. Some will mention, of course, the capital city of Bogotá, and a few will add Cartagena. This activity will give students a taste of the many other destinations in Colombia.

Activity - You are a television producer, and you have been assigned to bring The Network executives a comprehensive pitch for a new prime time network program for the new season. Your pitch does not have to include video, but it can (the cameras can start rolling once the execs have signed off on the show’s concept). Your show can be travel based, or focused on cuisine, extreme sports, architecture, fictional storyline, etc. ... but it must engage the television audience.

Begin by either assigning or allowing students or student groups to choose one of the Colombian destinations listed below. These are larger Colombian cities or districts. If a student wants to go smaller, they can choose from one of the smaller Colombian cities on page 42 (each with populations of under 150,000). Each presentation before the television executives (the rest of the class, or bring in a special community group of judges) should include details about the city, visuals of the city, and the unique aspects that will attract television viewers to this destination and its attractions. What activities, foods and landmarks make this city unique? Students should make their pitches unique... only one show gets the primetime slot! They should do more than just highlight the city, they should build a unique programming angle that will create lots of talk (and probably even strong social media traction), and build viewership.

At the conclusion of all of the pitches, have all classroom students vote for their top three favorite pitches (they cannot vote for their own pitch). They should judge on creativity, and based on how many new things they learned about each city being pitched.



Resort cabins in Santa Marta

Colombian Destinations to Choose

1. Medellín
2. Cali
3. Barranquilla
4. Cúcuta
5. Bucaramanga
6. Ibagué
7. Soledad
8. Pereira
9. Santa Marta
10. Soacha
11. San Juan de Pasto
12. Montería
13. Villavicencio
14. Manizales
15. Bello
16. Valledupar
17. Neiva
18. Buenaventura
19. Palmira
20. Armenia
21. Popayán
22. Floridablanca
23. Sincelejo
24. Itagüí
25. Magangué
26. Tuluá
27. Barrancabermeja
28. Dosquebradas
29. Envigado
30. Riohacha
31. Cartago
32. Guadalajara de Buga
33. Tunja



9-12

Nine Climate Regions of Colombia

Colombians usually describe their country's climate in terms of five zones. "Tierra caliente" is the area under 900 meters in elevation and is called the hot zone. "Tierra templada," or the temperate zone includes elevations between 1,000 and 2,000 meters. Elevations from 2,000 meters to about 3,000 meters constitute the cold zone, or "tierra fría." The upper limit of the cold zone marks the tree line and the approximate limit of human habitation. The treeless regions adjacent to the cold zone and extending to approximately 4,000 meters are high, bleak areas, usually referred to as the "páramos." Above that begins the area of permanent snow, or "nevado." Hard to believe in a country that sits on the equator!

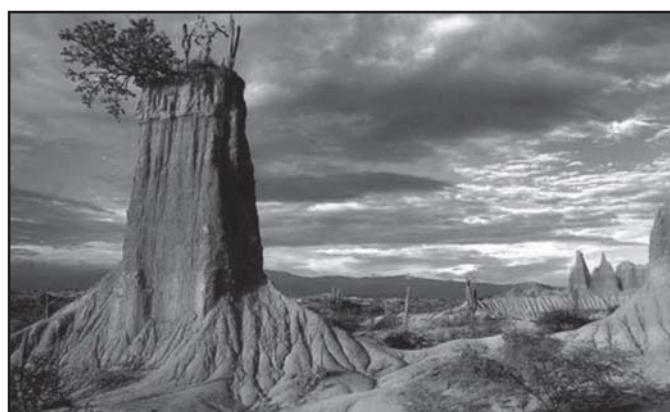
Even though Colombia is only about 440,800 square miles in area (about twice the size of the state of Texas), the country is characterized for having tropical rainforests, savannas, steppes, deserts and diverse mountain climates.

Activity - Through this activity, we are going to explore nine very different climate regions of Colombia. Teachers may allow students to choose one of the regions to research. However, teachers are encouraged to write each region on cards, and each student will draw one of the cards to discover which region they will research. These are the Colombian climate regions from which your students will choose:

- 1. Ice Cap Climate** - Like Colombia's Nevado del Ruiz where temperatures almost never surpass freezing.
- 2. Alpine Tundra Climate** - Biome that does not support trees because of high altitude, like in Sumapaz Paramo.
- 3. Oceanic Climate** - Narrow annual temperature range with year-round periods of precipitation like Tota Lake.
- 4. Mediterranean Climate** - The Boyacá department reflects the hot summers, wet winters of the Mediterranean.
- 5. Cold Desert Climate** - Hot, dry summers and brutally cold, dry winters like Colombia's Villa de Leyva.
- 6. Tropical Rainforest Climate** - Amazon region is hot and wet all year, and rainfall is both heavy and frequent.
- 7. Tropical Savanna Climate** - Average monthly temps above 64° with pronounced dry season like Los Llanos.
- 8. Hot Desert Climate** - The Guajira Peninsula typifies precipitation levels too low to support much vegetation.
- 9. Tropical Mountain Climate** - High altitude reliefs where climate is determined by elevation, like the Sierra Nevada de Santa Marta.

Once students have selected their Colombian climate, allow significant time for them to thoroughly research and write a comprehensive paper. Their research should first focus on thoroughly researching a complete description of their climate and its characteristics. They should then determine very specific areas of Colombia which match their climate. In addition to just naming the specific area(s), they should provide absolute location (including latitudes and longitudes) of the region.

They should also provide detailed explanations of the characteristics of that region which would define it as their chosen climate. Characteristics should include flora, rainfall, temperature ranges, and more. They should also identify a region from another area of the world which would most closely compare to the region and the climate which they have chosen, and describe their comparison in detail.



Tatacoa Deset near Huila, Colombia



Answers to Quizzes & Puzzles

Here are the answers we promised! Included below are the answers to most of the puzzles and quizzes included throughout this Curriculum Guide, providing your students with a wealth of information about the honored country of Colombia.

Ultimate Colombian Quiz, page 16

1. Venezuela
2. New Granada
3. Los Llanos
4. Yellow
5. Rana
6. Caño Cristales
7. Ajiaco
8. Juan Manuel Santos Calderon
9. Amazonas
10. Red-bearded titi
11. Spain
12. Medellín
13. Museo del Oro
14. Tejo
15. Lapingachos
16. The Lost City
17. Salsa rosado
18. Radamel Falcao
19. Cali
20. Ciénagas
21. Chocó
22. Pacific Ocean
23. Coffee
24. Lake Guatavita
25. Bogotá
26. Gabriel Garcia Márquez

Two-Part Word Search Puzzle, page 32

1. La Muralla
2. condor
3. amarillo
4. Mechas
5. Juegos Deportivos Nacionales
6. Fernando Botero
7. Equator
8. El Dorado
9. hormigas culonas
10. emeralds
11. Las Novenas
12. Simón Bolívar
13. Uribe
14. Shakira
15. chivas
16. Isla de Malpelo
17. capybara
18. volcanoes
19. Festival Iberoamericano
20. jaguar
21. Magdalena
22. Escobar
23. Valdez
24. Márquez

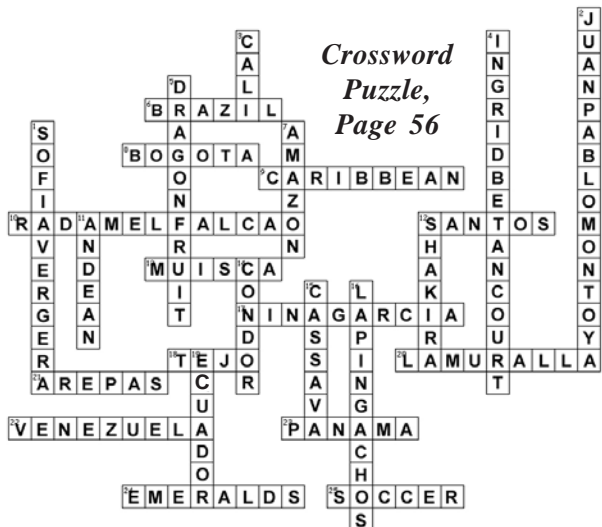
Crossword Puzzle Word Bank, Page 56

- | | | |
|-------------------|----------------|--------------------|
| Andean | Nina Garcia | Dragonfruit |
| Soccer | Tejo | Amazon |
| Shakira | La Muralla | Equador |
| Condor | Arepas | Cassava |
| Lapingachos | Venezuela | Brazil |
| Cali | Radamel Falcao | Bogotá |
| Ingrid Betancourt | Sofia Vergera | Caribbean |
| Santos | Panama | Juan Pablo Montoya |
| Muisca | Emeralds | |

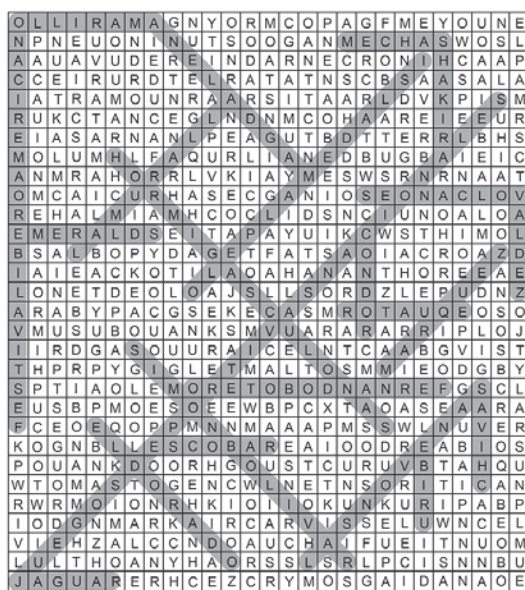
Crossword Puzzle Answers, Page 56

- | | | |
|--------------------|-----------------------|----------------------|
| Across | 20. La Muralla | 3. Cali |
| 6. Brazil | 21. Arepas | 4. Ingrid Betancourt |
| 8. Bogotá | 22. Venezuela | 5. Dragonfruit |
| 9. Caribbean | 23. Panama | 7. Amazon |
| 10. Radamel Falcao | 24. Emeralds | 11. Andean |
| 12. Santos | 25. Soccer | 12. Shakira |
| 13. Muisca | Down | 14. Condor |
| 17. Nina Garcia | 1. Sofia Vergera | 15. Cassava |
| 18. Tejo | 2. Juan Pablo Montoya | 16. Lapingachos |
| | | 19. Equador |

Two-Part Word Search Puzzle, Page 33



Crossword Puzzle, Page 56



Resources - A good selection of books and websites to assist you and your students in the study and exploration of Colombia, and to help with puzzles and assignments like those on this page, can be found listed on page 72 of this guide.



Education Programs

Your study and exploration of the Republic of Colombia continues past the pages of this curriculum guide. Each year, Memphis in May produces many educational and cultural events and contests to showcase its honored country. Throughout the year, Memphis in May offers contests, exhibits, performances and other educational opportunities for teachers and students to learn all about Colombia. Additional information about each, as well as updated details and deadlines, is available at www.memphisinmay.org/education. All programs are subject to change or modification.

Introducing the Official Microsoft Memphis in May International Classroom Program

Make Your Classroom the Official Microsoft Memphis in May International Classroom

Why should you become a Memphis in May International Classroom? International awareness is at the core of Memphis in May International Festival's commitment to the education of the Mid-South community. Memphis in May's goal: by the time a student graduates from high school, they will have had the opportunity to experience the customs and cultures of 12 different countries from around the world. Help us achieve that goal by starting in your classroom!

Participation is simple! Just incorporate a combination of Memphis in May resources into your classroom. It is very easy to get started. Register online now! Visit www.memphisinmay.org/education for details.

BlueCross BlueShield World Cargo Crates

The "Gateway to South America" is sending a bit of its own culture straight to your classroom! Each year, Memphis in May receives an international shipment from its honored country. The festival loads the goods into four different "World Cargo Crates" designed to be transported to Memphis area schools. "World Cargo Crate" is loaded with educational items, cultural items, historical items, games, musical instruments, costumes, handicrafts, and more, as well as a description of each item and its significance to Colombian culture. Your school can reserve a crate free of charge for a one-week period so that classrooms throughout your school will have the chance to explore the crate. The Memphis in May "World Cargo Crates" are available for reservation for dates between January and May 2017. **To reserve a crate for your school, or for more information, please email education@memphisinmay.org.** One week per school, please. The crate will be delivered to your school before 12 noon Monday morning, and picked up the following Monday by 10:00 a.m., courtesy of Blue Sky Couriers.

International Teachers' Conference

Mark **Saturday, February 25, 2017** on your calendar! "Memphis in May International Teachers' Conference - Bringing International Culture to Every Classroom" provides teachers with information on how to utilize international studies to enhance their curriculum. Teachers will gain hands-on knowledge needed to teach students about the culture and history of the honored country of Colombia.

Applications, additional details, deadline information, program changes and frequent educational opportunity updates are available online at www.memphisinmay.org/education.



Education Contests

This year we are making it easier to sign up for our programs and integrate the Memphis in May Curriculum into your classroom activities. Memphis in May provides easy to use resources to enable teachers to integrate education about the honored country into your classroom. Memphis in May will recognize teachers that utilize these resources during the year as an Official Memphis in May International Classroom. A minimum level of participation is required. Visit www.memphisinmay.org/education for details.

Become the Official Microsoft Memphis in May International Classroom Program

Classroom Competition / Grades K - 12

Teachers, you can win \$1,000 just by incorporating the honored country of Colombia into your classroom. Involve the students in your classroom or grade level in classroom decorations and activities with a theme based on this exciting country. Fill your classroom (and your students' minds) with images of Colombian culture. Visit www.memphisinmay.org/education#competitions for details. Entries must be received by **Friday, May 12, 2017 at 5:00 pm.**

Teachers Can Win
\$1,000

Sedgwick CMS International Teacher Competition

Teacher Competition / Grades K - 12

Now teachers have the chance to win alongside their students! Whether you always celebrate the honored country with Memphis in May, or whether you are considering incorporating Memphis in May into your classroom for the first time, this competition is for you. Memphis in May will recognize the teachers with the most outstanding "global classrooms," teachers who utilize international programming to supplement their curriculum and introduce a foreign culture to their students. Sign up for and participate in one or more of Memphis in May's education programs and events, complying with all the guidelines for that program. Participate in as many of the programs and events as possible to increase the international appeal of your classroom. Entries will not be judged solely on the quantity of Memphis in May activities, but rather the main criteria will be the educational impact, creative use of curriculum, and quality of the learning and educational activities in the classroom. Downloadable entry forms are available on the Memphis in May website at www.memphisinmay.org/education#competitions. Entries must be received by **Friday, May 12, 2017 at 5:00pm.**

Teachers Can Win
\$1,000

Creative Writing Contest Grades 4 - 12

The Memphis in May Creative Writing Contest promotes literary creativity and allows students to incorporate what they have learned about the Memphis in May honored country through the written word. Creative Writing Contest entries can include any type of literary work, fiction or non-fiction, including but not limited to poems, essays, short stories, plays, narratives, scripts and biographies. First, second and third place winners will be chosen in three grade categories (Upper Elementary - 4th & 5th grades, Middle - 6th - 8th grades, High - 9th - 12th grades). The competition is open to students attending any public, private or home school within the Shelby County area. Each entry must be submitted with a completed Creative Writing Contest entry form (typed or printed only). Downloadable entry forms are available on the Memphis in May website at www.memphisinmay.org/educational#competitions (subject to change, check website for any updates). Entries must be received by **Friday, March 24, 2017 at 5:00 p.m.** Entries must be submitted to the Memphis in May International Festival offices at 56 S. Front Street, Memphis, TN 38103.



Education Contests *(cont.)*

Valero Memphis Refinery Children's International Poster Competition Grades K - 6

The 2017 Valero Memphis Refinery Children's International Poster Competition promotes the creative artistry of students in grades K-6. Patterned after the Memphis in May Fine Art Poster Program, the student's work must depict some aspect of the honored country of Colombia through the medium of drawing and coloring. One student will become the Grand Prize winner, and their work depicting Colombia will then be printed and sold by Memphis in May as the 2017 Valero Memphis Refinery Children's International Poster. Since there will be a limited number of signed and numbered prints created, this lucky young artist's poster has the potential of becoming a unique collector's item. The Grand Prize winner will sign and number 100 of the prints. First, second and third prize winners will also be recognized in various grade divisions. All artwork must be designed and executed by the student. Downloadable entry forms are available on the Memphis in May website at www.memphisinmay.org/education#competitions. Entries must be received by **Friday, March 24, 2017 at 5:00 p.m.** Entries must be submitted to the Memphis in May International Festival offices at 56 S. Front Street, Memphis, TN 38103.

PowerPoint Competition Grades 9 - 12

This competition promotes design creativity and allows students to incorporate what they have learned about Colombia through overall presentation, graphic design, and written word. Students have a chance to create unique presentations illustrating the honored country's history, geography, people, language, food, art, music and dance. This competition is a wonderful tool to get students acquainted with PowerPoint, an important program in the business world. Teachers may also opt to have students present in front of the class, giving them valuable practice in communication skills, all while exposing them to international history and culture. This competition is open to all high school students attending public, private, or home school within the Shelby County area. First, second, and third place prizes will be awarded. Downloadable entry forms are available on the Memphis in May website at www.memphisinmay.org/education#competitions. Entries must be received by **Friday, March 24, 2017 at 5:00 p.m.** All entries must be submitted to the Memphis in May offices at 56 S. Front Street, Memphis, TN 38103.

Blue Cross Blue Shield World Cargo Crate Photo Contest

The World Cargo Crate Photo Contest encourages teachers to use their cameras to capture special moments in their classrooms. The photographic entries portray special "learning moments" between the students, their teachers, and the unique items from the honored country. As most of these items are foreign to the students, their reactions of interest, surprise, and curiosity are clearly visible in the photos. The winning teacher receives a Memphis in May prize package for their classroom and the privilege of being the first to reserve the World Cargo Crate for the upcoming school year. The winning teachers and students also get to see their pictures displayed on the Memphis in May website as "the face" of the World Cargo Crate for the next year. Up to 5 photos may be submitted per entry, along with the teacher's name and title, school name, school address, school phone number, and teacher's email address. Entries must be received by **Friday, May 19, 2017 at 5:00 p.m.** Entries must be digital and may be submitted by email or on a CD to 56 S. Front Street, Memphis, TN 38103. For more information, visit www.memphisinmay.org/education#competitions or contact mim@memphisinmay.org with any questions.

Exhibitions & Field Trip Opportunities

Each year, Memphis in May plans cultural exhibitions and performances involving art, artifacts, speakers and performers from the honored country. In 2017, teachers and students can expect many opportunities to explore the beauty, culture and history of Colombia. Many exhibits and performances offer great opportunities for classroom field trips. As the festival approaches, visit the Memphis in May website at www.memphisinmay.org/education for updates on exhibitions, field trips opportunities and additional educational materials. You may also call 525-4611, ext. 108, to be placed on an education email list for notifications throughout the year.



Websites, Reading & Resources

With numerous geographic regions, 32 departments, and one of the most megadiverse environments of biodiversity in the world, with hundreds of thousands of exotic species, it's hard to fit a country like the Republic of Colombia into just 72 pages. Below are many useful books and websites which can help your students locate additional information for many of the educational assignments throughout this curriculum guide. These resources will also help them explore many more fascinating aspects of Colombia. Teachers may also want to utilize the Internet to reach out to other schools in Colombia to establish communication between their classroom and a similar classroom in that country, especially since English is spoken and we are in the same time zone with Bogotá. Your students could even reach out to like-aged students in Colombia via Twitter or Facebook, and establish a web-pal program!

Books

The New Colombia: Peace and Prosperity in Sight: The Country Comes of Age by Financial Times, Free Kindle Edition

Short Walks From Bogotá: Journeys in the New Colombia by Tom Feiling

Colombia: A Concise Contemporary History by Michael J. LaRosa and Germán R. Mejía

Colombia - Culture Smart!: The Essential Guide to Customs & Culture by Kate Cathey

Secrets of Colombia Cooking: Expanded Edition by Patricia McCausland - Gallo

A Great Perhaps? Colombia: Conflict and Divergence by Dickie Davis, David Kilcullen, Greg Mills and David Spencer

The Making of Modern Colombia: A Nation In Spite of Itself by David Bushnell

Walking In the Clouds - Colombia Through the Eyes of a Gringo by Michael F. Kastre

Colombia: Building Peace in a Time of War by Virginia M. Bouvier

Websites

Embassy of Colombia in Washington DC - <http://www.colombiaemb.org>

Colombia Travel - <http://www.colombia.travel/en>

Time Magazine - Colombia for Kids - <http://www.timeforkids.com/destination/colombia>

Nations Online - www.nationsonline.org/oneworld/colombia.htm

CIA World Factbook - <https://www.cia.gov/library/publications/the-world-factbook/geos/co.html>

National Geographic: Colombia - <http://travel.nationalgeographic.com/travel/countries/colombia-facts/>

Science Kids: Colombia Facts for Kids - <http://www.sciencekids.co.nz/sciencefacts/countries/colombia.html>

Need a Curriculum Guide of Your Own?

We teach students to share, but for your own copy of this Curriculum Guide, visit the Memphis in May website at www.memphisinmay.org/education. This entire Curriculum Guide about the honored country of Colombia is available on-line in a downloadable PDF format, so you can print your own Curriculum Guide copy for free!

Questions?

Each year, Memphis in May receives questions from educators about the honored country. This year, teachers might need a little help with their Spanish for their study of Colombia, or how to tell the difference between a capuchin and a capybara. Each year, Memphis in May strives to identify local citizens who are native to the festival's honored country. These citizens are often available to answer teachers' questions, and sometimes are available for classroom visits. Memphis in May also organizes a speakers bureau which offers presentations to schools and civic organizations. Interest and requests can be made by calling 525-4611 or by emailing Memphis in May at mim@memphisinmay.org.

Join the Memphis in May Education Email List!

Receive Information and applications as soon as they become available. To join the list, simply email education@memphisinmay.org!