

MyMagical Chivita

The Colorful Colombian Bus

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A Teacher's Resource Guide

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Dear Teachers,

Thank you for scheduling to bring your wonderful scholars to Teatero SEA to enjoy the magic of theater. We hope that before or after you attend the show, you might be able to extend the experience of the theater into your classroom curriculum. Please feel free to use all or parts of this Teacher's Resource Guide in your classroom. The lesson ideas presented here in this guide are for you to use as presented or you are free to modify them to meet your classroom needs. We want these lessons to be authentic learning connections and experiences for your scholars to continue thinking about their time in the theater. Our hope is that theater and all the arts might enhance your curriculum and enrich the lives of your scholars. Please share any feedback and results of your success of integrating these lessons into your classroom curriculum.

Happy Teaching!
Teatro SEA Education Staff



WHAT'S INSIDE?

Inside the resource guide, you will find reference information about Colombia for you to share with your students as guided reading, read aloud, or reference information you can share as needed. The lessons and activities are organized and inspired by the characters in Mi Chivita Mágica. Each character has multiple lesson ideas that include learning goals and a brief outline of how you might teach the lesson. You know your scholars and your teaching style best. Please use these lessons and ideas in your own ways to enhance your curriculum.

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WHAT IS A **CHIVA**?

The Chiva is the most picturesque transportation on wheels in Colombia. This multi-coloured workhorse bus, often piled high with personnel and goods, travels all the highways of the Andean countries, going by the local roads that lead to the most remote villages. The typical chiva carries the beat of daily life through Colombia's rural towns.

The Chiva is a magical entity where the restlessness, the problems and the hopes of the native ethnoses of all South American regions come together: the coastal cholos, the Andean indigenous peoples and the amazon ones. Though a ravaged country, the CHIVA is a national symbol of free-spirits and carefree attitudes in the face of anguish.



The daily eleven o'clock chiva squeezes through traffic in the southwestern valley town of Bugalagrande.



All seats filled, loaded up and leaving town, two passengers cling to the outside of the eleven o'clock chiva.



In this part of Colombia, chivas are open-aired, due to the warmer tropical-like climate.



It's carrying mail, packages, fruits, vegetables for everywhere in the valley.



Lucy (Luz Ángela)



English Language Arts - Treasured, Lost and Found

Lesson Goals:

- Students will write three descriptive paragraphs of each with a main idea and supporting details.
- Students will be able to write on a given topic, revise their writing and elaborate to give more information.
- Students will be able to develop writing skills that allow them to build writing stamina, self-editing and the ability to convey ideas and information clearly.

In the show, Lucy is given a special gift from her grandfather to help her remember him and her Colombian roots. Lucy becomes very sad when she thinks she lost her Chivita. Write three

paragraphs describing something that was given to you or that you inherited that you Treasure (a special toy, small figurine, a book, a little container or jewelry box or any gift), something you Lost (This could be something that you no longer have, because you had to give it away, you had to leave it behind when you moved, or literally lost it and no longer have it.), and finally something that you have Found (a sea shell, rock, a toy or figurine, any object. It is more interesting if your found object is something second-hand, meaning, it belonged to someone else before you. Students could include in their writing ideas who owned it before them).

Social Studies - Traditions: Exploring Your Family's Customs and Culture

Lesson Goals:

- Students will be able to understand and identify traditions in their family.
- Students will research to connect their family traditions to a specific custom from their cultural heritage.
- Students will interview their parents, grandparents or other family members to gain information on their family tradition.

Lucy learned about country and heritage through her connection to her grandfather. All of our families celebrate various occasions, some national holidays and others occasions special to our own family. During these celebrations, families have their own traditions. Interview a family member about traditions surrounding a special occasion you celebrate. Research the origins of these traditions. Do these traditions come from a specific culture, region, religion or just a favorite pastime of your family?

Visual Art - Treasured, Lost and Found

Lesson Goals:

- Students will be able to draw an object from observation and memory.
- Students will combine shapes to draw an object.
- Students will draw materials and explore their expressive capabilities (use value to show dark and light areas, use a variety of lines and mark-making, and/or blend color)

Using the same prompts above in the ELA assignment, students will create three drawings of objects they have Treasured, Lost or Found. If possible, the Treasured and Found objects should be drawn from observation or drawn from looking at a photo of the object. The Lost item can be drawn from a photo or from memory. Suggested materials: 9" x 12 or 11" x 14" drawing paper, drawing or ebony pencil, colored pencils, oil pastels, charcoal or pen and ink. All three images could be mounted together to make a triptych. The ELA descriptive paragraphs could be presented below each drawing.

Abuelo Rafael and Lucy's Parents

English Language Arts – Recording Our Memories

Lesson Goals:

- Students will be able to introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- Students will recall a memory then write a narrative about the memory.
- Students will develop writing skills that allow them to build writing stamina, self-editing and the ability to convey ideas and information clearly.



In the show, *Mi Chivita Mágica*, Abuelo Rafael wanted his granddaughter Lucy to remember him and her Colombian heritage after she moves. Lucy has fond memories of spending time with her Abuelo Rafael. Invite students to think of a fond memory from their past as inspiration for their narrative. The memory can be recent or many years ago. What makes this memory stand out or what makes it special (the people, place or activity involved)? Students may start with a thinking map to help brainstorm memories. Then develop key details of the chosen memory that will provide content for the narrative.

Math – Visiting our Family Members Far Away

Lesson Goals:

- Students will be able to read word problems, identify important information, and decide the order of operations to solve the problem.
- Students will add, subtract, multiply and/or divide to solve the word problems (depending on the ability and level of difficulty of word problems)
- Students will be able to work together to develop and solve their own word problems.

Lucy and her parents moved a great distance from her grandfather. Many of your family members or friends might live far away. It is always nice to visit them. Sometimes we have many different options for going on a trip, driving, taking a bus, train or plane. Develop a word problem to work as a class and for students to work individually. Depending on the level of your students, make the word problem more or less complex. For example: provide a chart giving ticket information and travel times to a specific area. Students may need to calculate the price of the ticket for multiple riders of different ages. A more complex word problem could have students compare the cost of gas per mile compared to the cost of multiple train tickets. The amount of time spent to travel via train or car could be a factor. Then students could give their opinion on the best option for travel based on cost and time. This activity is a real world problem that gives students problem-solving skills. An additional possibility is to have students work together to develop their own travel word problems after gaining skills through working model problems as a class and during assignments. Then students could trade problems and find the solutions.

Visual Art – Family Collage Portraits

Lesson Goals:

- Students will learn to make a collage portrait of their family members from memory or from observation of a photograph.
- Students will explore: cutting, gluing and overlapping paper and shapes to create a collage.
- Students will work like an artist by selecting paper color, texture or pattern and by developing the composition for their family collage portrait.

Lucy is very close with her Abuelo Rafael. She misses him. One way to celebrate and remember someone is by having images of them displayed in your home. Make a collage of all your family members or only of family members that don't live close to you or that have passed away. Your composition can be totally imagined (meaning you can put family members in one collage composition).

Peter

Social Studies: Civic Ideas and Practices – Getting to Know You, Getting to Know All About You

Lesson Goals:

- Students will identify special characteristics, hobbies, activities and other interests that make them unique.
- Students will interview each other to learn about their classmates.
- Students will introduce their classmates and share interests about their new friend that others might not know.
- Students will discover, even though they might be different than their classmates, they may have very similar interests with each other. Students may be exposed to new activities they have never done before.



Peter and Lucy are friends, but Peter doesn't know too much about Lucy and neither does Lucy. She thinks her friend Peter might not like her chivita or that she is Colombian. Have students complete an "All About Me" activity sheet. Search online for "All About Me" activity worksheets. There are many free and editable choices that could match different grade levels. Allow students to complete their worksheet about themselves. Have students select names out of a box at random for the person they are going to be matched with for interviews and introductions. While introducing their partner, ask students to be prepared to share something they were surprised at learning about their partner. These partners could be partners for 6-8 weeks for in-class partner work fostering a more friendly and accepting classroom environment.

Mi Chivita Mágica and Friends

Social Studies: Welcome to My Town Tour Guide

Lesson Goals:

- Students will research local attractions and information about their town or neighborhood.
- Students will write several paragraphs about their location or attraction based on their research.
- Students will present their research as if they were a tour guide introducing the class to a new city.

Lucy's friends that ride in the Chivita Mágica help her navigate around Colombia. While on their journey, they meet many new friends and learn about the city or region they are visiting. Invite your students to learn more about where they live.



Develop a list of interesting locations in your neighborhood, city, county region or state. Give students time to research via the internet, school or city library. Possibly invite a city or region historian to come present to the class. Students will write a short report on their given location and prepare a presentation as if they were a tour guide introducing the class to a new place in the town.

Estrella

Social Studies – Stars on the Map

Lesson Goals:

- Students will become familiar with reading maps and locating points of interest on maps.
- Students will learn the United State capitals.
- Students will discover and present interesting facts about each state/ country capital.
- Students will learn the countries of the world and the state capitals.

Lucy visits Bogotá, the capital city of Colombia. She meets a star there, because the altitude of Bogotá is very high and close to the stars. A star also usually denotes a capital city on a map.

Have students research and discover the state or county capitals.

Engage the students in looking at maps of the capitals and identify roads, landmarks and land masses or bodies of water in the capital cities. Have students present key facts about their capital city and present what they learned about the area when looking at the map.



Science – Mapping the Stars

Lesson Goals:

- Students will learn about the constellations and the changing views of the night sky.
- Students will learn about the formations of constellations how to identify them.
- Students will discover how and why constellations were named and used.

Lucy's meets an estrella in Bogotá, a star named Saltoncito. Stars in our sky have names as well. These name have helped astronomers for years identify, locate and study the stars. Invite students to research books and the internet for star and astronomy related facts. Give the students access to sites like: NASA Kid's Club - www.nasa.gov/kidsclub/index.html

National Geographic Kids Passport to Space - <https://kids.nationalgeographic.com/explore/space/passport-to-space>

Science – Meteorology: the Study of the Weather

Learning Goals:

- Students will learn about Meteorology – how and why we study the weather.
- Students will learn key terms and how to ready a weather map.
- Students will study the weather and compare it to forecasts to determine the accuracy of meteorologists.

Saltoncito Estrella, the star Lucy meets, lives in the sky in Bogotá, Colombia. He enjoys the tropical weather in Bogotá. Engage your students in learning more about the weather. Invite them to do their own research and lead lessons on weather using these resources. National Geographic – Extreme Weather on Earth and Other Planets - <https://www.nationalgeographic.org/lesson/extreme-weather-earth-other-planets/>

Natioanl Geographic Kids – Make a Weather Station –

<https://kids.nationalgeographic.com/explore/science/make-a-weather-station/#weather-thermometer.jpg>

Doña Arrocita

Math – Eating Out on a Budget

Learning Goals:

- Students will develop skills on budgeting.
- Students will problem-solve and plan a menu staying within a budget.
- Students will use addition, multiplication, division and percentages to pay their bill.

Lucy gets hungry on her adventure through Colombia. Saltoncito Estrella tells Lucy about the great food at Doña Arrocita's. What he doesn't tell her is about how the food is always gone at Doña Arrocita's. What is your favorite restaurant to eat at or to order from in your neighborhood? Imagine your parents are going to be away for the weekend, and they are leaving you at home with your responsible older sibling or cousin. They leave you with \$100 to order food for your meals, because they don't want you cooking while they are away. How will you budget your money for meals Friday through Sunday evening? Teachers: collect local to-go menus from restaurants in your neighborhood. Allow students to plan their meals for the weekend. Remind them to budget a percentage of money for tips for each order. Another possible variation is to give groups of students one menu and give them a budget for the entire table's order. Allow the students to order, add up the bill, calculate the tax and tip and divide the cost per person in the group.

Math – Making Doña Arrocita's Famous Bandeja Paisa

Learning Goals:

- Students will learn to read a recipe and prepare a grocery list.
- Students will learn how to double, triple and quadruple a recipe.
- Students will add and multiple to find out the amount needed and the cost of the ingredients.



assigned grocery stores.



Give students the recipe for Doña Arrocita's Famous Bandeja Paisa from the reference materials on Colombia from this guide. Divide the class into groups and give each group a different store to shop at for their ingredients. Provide the groups a chart with different prices and sizes/quantities of the items for each store. Engage the students by telling them they are going to be preparing this recipe for different size parties of people. The students need to determine how much per ingredient they need to buy determined by the number of people they will be serving. Each group needs to determine how much it would cost to make one recipe of Bandeja Paisa from their respective store charts. Then give the cost for how much they have to buy to feed the amount of people at their party. Finally, the students will divide the cost of the meal per person and share with the class the cost of the meal at their

Lito

English Language Arts – Describing a Heavenly Place

Learning Goals:

- Students will be able to use descriptive language to thoroughly describe a place.
- Students will develop writing skills that allow them to build writing stamina, self-editing and the ability to convey ideas and information clearly.

Lucy's new angel from Lito has the privilege of living in Cali "Heaven's Lobby". Cali is described as "Heaven's Lobby," because it is the most beautiful place. Imagine a place that you have been that is beautiful or imagine a place you would like to visit someday. Write a descriptive paragraph about this place. Imagine you are describing this place to a person that is blind or blindfolded and can't see. Describe all the sights, colors, sounds and smells of this place. Don't leave anything out.



India Catalina

English Language Arts – Standing Tall and Proud Like a Statue with Statues

Learning Goals:

- Students will learn to research information on a selected topic.
- Students will take a position on the issue they selected or was given.
- Students will provide reasons that are supported by facts and details.
- Students will conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

La India Catalina from Cartagena fought for her people and land. She stood up against the people who stole their land. La India Catalina fought for something she really cared about, a cause that was special to her. What social problem or issue do you find interesting? Would you stand up and fight for this cause? What do you know about this issue? How can you support the issue with action? Write a persuasive essay outlining why this issue is important and needs attention. Describe how you can bring awareness to your topic.



La Puerta de Oro



English Language Arts – Rhyme is Prime!

Learning Goals:

- Students will read poems and discuss their meaning and symbolism.
- Students will write their own original poems that include rhyming in verse.
- Students will develop many drafts and select one to develop fully into a poem.

Students will write a series of poems describing a person they care about, a place they enjoy visiting, a place they hope to visit someday, their favorite food or activity, or a poem about themselves. The only stipulation on the poem is that lines have to rhyme with each other.

Silletero

Visual Art – Design Your External Spring Flower Parade Stand

Learning Goals:

- Students will design a flower pattern on a circle, square or rectangular base.
- Students will explore pattern, repetition and color.
- Student will strengthen their cutting, gluing and composition skills.

Lucy discovers where she needs to look for her Abuelo Rafael from the Silletero. He told her "When you are searching for large things, look in the small ones." Keep this quote in mind as you design your large silletero Spring flower parade stand. You might have a big design, but it is the small parts that put it all together. Suggested materials: collage paper (construction paper, painted papers, and/or various magazine papers in a variety of colors), oil pastels, colored pencils.



Math – Flowers for Sale! Get the Best Prices!

Learning Goals:

- Students will practice their addition and multiplication skills.
- Students will plan and problem solve which flowers they can use to stay on budget.
- Students will problem solve and find multiple solutions to meet their design and secure the best deal.

Provide the students with a chart of various types of flowers with prices. List a price per flower and a price per dozen. Give the students two or three charts of prices for different flower stands. Which stand will give you the best price of flowers for your design? Could you keep your price down by buying flowers from all the shops? Which flowers will you buy from each vendor? Students will need to look at their design from the visual art lesson in order to calculate their cost.

FACTS ABOUT **COLOMBIA:**



Official name: República de Colombia.

Short Form: Colombia (kelüm ' bēe, Span. kōlōm ' byä)

Capital: Bogotá

Population: 42.3 million (July 2002 est.)

Area: 440,831 square miles (1,141,748 square kilometers), includes the San Andrés y Providencia archipelago. The only South American country with both a Caribbean and a Pacific coastline, Colombia is bounded on the northwest by Panama, on the northeast by Venezuela, on the south by Ecuador and Peru, and on the southeast by Brazil .

Climate: Tropical. The climate, however, varies with elevation.

Language: Spanish

Ethnic groups: 58% mestizos, 20% caucasian, 14% mulatto, 4% black, 3 % black-Amerindian, 1% Amerindian.

Highest Peak: Pico Cristóbal Colón, 19,020 feet (5,800 meters).

Major Rivers: Magdalena, Meta, Cauca.

Currency: Peso

Religions: Roman Catholic 95%

Government: Republic. Chief of State and Head of Government: President; elected to four-year non-consecutive terms by direct national vote.

Main Agricultural Products: coffee, crops, sugarcane, potatoes, plantains, rice, bananas, corn, cassavas, flowers. Livestock: cattle, pigs, sheep, chickens.

Main Mined Products: Petroleum, natural gas, gold, platinum, silver, iron ore. Colombia ranks as the world's major source of emeralds.

Main Manufactured Products: Foods, chemicals, machinery, electrical, textiles, transport equipment, metal products.

Main Exports: Coffee, petroleum and petroleum products, fruits, flowers, iron and steel, textile and apparel.


People:

About 60% of Colombia's population are mestizos, and some one fifth are of European descent. Indigenous peoples, who account for only about 1% of today's population, live on the edge of some of the major cities and in remote areas. About 15% of the people are of mixed African and European descent. The small (less than 5%) black population is concentrated along the coasts and in the Magdalena and Cauca valleys. Spanish is the official language. The population is overwhelmingly Roman Catholic. There are universities in all of the major cities.

History:

Prior to the Spanish conquest, Colombia was inhabited by Chibcha, sub-Andean, and Caribbean peoples, all of whom lived in organized, agriculturally based communities. After the Spanish conquest, which began in 1525, the area of present-day Colombia formed the nucleus of New Granada (for colonial history, see New Granada). The struggle for independence was, as in all Spanish-American possessions, precipitated by the Napoleonic invasion of Spain. The revolution was, however, foreshadowed by the rising of the comuneros.

Prominent among the first revolutionary leaders was Antonio Nariño , who took part in the uprising at Bogotá on July 20, 1810. The revolution was to last nine years before the victory of Simón Bolívar at Boyacá (1819) secured the independence of Greater Colombia (Span., Gran Colombia). The new state Bolívar created included what is now Venezuela, Panama, and (after 1822) Ecuador, as well as Colombia. Cúcuta was chosen as capital. While Bolívar, who had been named President, headed campaigns in Ecuador and Peru, the Vice President, Francisco de Paula Santander, administered the new nation. Political factions soon crystallized. Santander advocated a union of federal sovereign states, while Bolívar championed a centralized republic.



Although Bolívar's authority prevailed by and large in the constitutional assembly (1828), Greater Colombia soon fell apart. In 1830, Venezuela and Ecuador became separate nations. The remaining territory emerged as the republic of New Granada. Through the 19th cent. and into the 20th cent., political unrest and civil strife reappeared constantly. Strong parties developed along conservative and liberal lines; the conservatives favored centralism and participation by the church in government and education, and the liberals supported federalism, anticlericalism, and some measure of social legislation and fiscal reforms. Civil war frequently erupted between the factions. During the 19th and early 20th cent., three statesmen stand out—Tomás Cipriano de Mosquera, Rafael Núñez, and Rafael Reyes. While Mosquera was President, a treaty was concluded (1846) granting the United States transit rights across the Isthmus of Panama.

Government:

Colombia is governed under a 1991 constitution. The President serves a four-year term. The legislature, subservient to the President, consists of a senate and a house of representatives. The members are apportioned among the departments (states) and popularly elected for four-year terms. The supreme court is chosen by the President and the legislature. The Conservative and Liberal parties, formed in the 1800s, dominate political life. To insure stability, the two formed the National Front Coalition in 1957 and agreed to divide the major offices between them and alternate in the presidency. The coalition, which ended in late 1973, was challenged in the 1960s by the Popular National Alliance, formed by the former dictator Rojas Pinilla.

Land:

Colombia has both torrid jungles and majestic, snowcapped mountains. By far, the most prominent physical features are the three great Andean chains that fan north from Ecuador. The Andean interior is the heart of the country, where in pre-Columbian days the highly advanced Chibcha lived. It has the largest concentration of population and is the area of large-scale cultivation of coffee, Colombia's major crop.

Of the three principal Andean ranges, the Western Cordillera is of the least economic importance. One of Colombia's major cities, Cali, lies just east of the range, in the upper Cauca valley. The Central Cordillera has a towering chain of volcanoes (e.g., Tolima) and is the divide between the valleys of the Magdalena and the Cauca rivers. It was, until the 19th cent., an undeveloped region, but with improved transportation, the introduction of coffee culture, and the exploitation of high-grade coal reserves, its cities of Medellín and Manizales have become the economic and industrial core of the republic. A third major city in the Central Cordillera is Armenia. The Eastern Cordillera is the longest chain. Its western slopes yield coffee, and in its intermontane basins, grains and cattle are raised. The area is rich in iron, coal, and emeralds. Among the leading cities of the highland basins are Tunja, Bucaramanga, and Cúcuta, in addition to Bogotá. In the eastern foothills of the Andes, some hundred miles east of the capital, lies a vast supply of light crude oil. Discovered in 1992, the oil fields constitute the largest find in the Americas since Alaska's Prudhoe Bay field (1969) and have revitalized Colombia's petroleum industry.

To the east of the Andes lies more than half of Colombia's territory, a vast and largely undeveloped lowland. The plains are crossed by navigable rivers, tributaries of the Orinoco and Amazon systems. The northern section consists of savannas (the llanos), which are devoted to a large extent to cattle and sheep grazing. Villavicencio, at the region's western end, is its major urban center. The dense jungles of the extreme southeast are of negligible economic importance. Leticia is the country's southernmost town, and its only port on the Amazon River. A fourth mountain chain, the Cordillera del Chocó, runs parallel to the Pacific. The range's slopes yield dyewoods and hardwoods, rubber, tagua nuts (vegetable ivory) and other forest products, as well as, gold and platinum.

On the Pacific are the ports of Buenaventura and Tumaco, terminus of a pipeline from the oil-rich area of Putumayo across the mountains. Colombia's chief ocean ports, however, lie on the Caribbean coast to the north: Santa Marta, Cartagena, and Barranquilla. At Mamonal, adjacent to Cartagena, is the terminus of the pipeline from the Barrancabermeja oil fields. In the north, separating the La Guajira peninsula from the rest of the country, is the magnificent Sierra Nevada de Santa Marta, which contains Colombia's highest peak, Pico Cristóbal (18,947 ft/5,775 m). The difficult terrain in Colombia limits the availability of road and rail transportation and makes air and water travel especially important. Administratively, the country is divided into 23 departments.

Folklore:

Colombia is rich in folklore and traditions, the grace and beauty of the Colombian folklore has not only been moulded through the character of its people who feel and express with the colorful and elegant folklore dresses, but also owes tribute to its geographical conditions. The songs portray, not only the different landscapes and climatic changes, also the human relationships and customs which exist and differ from region to region. Colombia has four zones of musical importance:

Atlantic coast with the Cumbia, world known, Vallenato expanding, Porro, Merengue, Gaitas and some others. Andean region with a big number of guitar and tiple groups that interpret sanjuanero, pasillo, guabina, bambuco as representative rhythms of the Colombian farmers. Pacific coast determined by African roots show us currulao as a cultural essence. The rally of Cauca adopted salsa as its representative music since the 1960's. Nowadays, there are several salsa orchestras. The eastern plains is an important source of joropo, music shared with Venezuela.

Colombian cities visited by Lucy:



(bōgōtā ´) Colombian City (1993 pop. 4,931,796), central Colombia, capital and largest city of Colombia, and capital of Cundinamarca dept. A picturesque, spacious city, Bogotá is on a high, fertile plateau (c.8,560 ft/2,610 m) in the Andes and has a cool, moist climate. Several rivers join at the site to form the Bogotá, a tributary of the Río Magdalena, the chief means of transportation in colonial times. Today, Bogotá is the political, social, and financial center of the republic, although Medellín and Barranquilla enjoy economic supremacy. It is the marketing and processing center for a region of coffee, cacao, and tobacco. Chemicals, tires, and pharmaceuticals are manufactured in Bogotá. The city is rich in splendid colonial architecture, notably the cathedral and the churches of San Ignacio and San Francisco. It has several universities and a museum with an internationally famous collection of pre-Colombian gold art. The region was a Chibcha center before the city was founded in 1538 by Jiménez de Quesada and named Santa Fé de Bogotá (in memory of the Chibcha chief Bacatá). As capital and archiepiscopal see of the colonial viceroyalty of New Granada, the city became an early religious and intellectual center. Alexander von Humboldt called it (c.1800) the Athens of America in honor of its cultural and scientific institutions. Among them was the first astronomical observatory in South America, founded by José Celestino Mutis. The intellectual impact of the French Revolution inspired Antonio Nariño and others to agitate against Spanish rule. José Acevedo y Gómez led the first successful revolt in the city against Spain in 1810. Later Santander and Bolívar were prominent in Bogotá. After Bolívar's decisive victory at Boyacá (1819), Bogotá became the capital of Greater Colombia; when the country was divided in 1830, Bogotá became the capital of what was later called Colombia. Much of the city was damaged during rioting in 1948 following the assassination of the radical leader, Jorge Eliécer Gaitán. In 1955, Bogotá and the surrounding area were organized as a Special District of 613 sq mi (1,588 sq km). A short distance from the city is the Salto de Tequendama waterfall and the underground cathedral at the salt mines of Zipaquirá.



"Bogotá is 2600 meters closer to the stars!"



(kā 'lē) Colombian City (1993 pop. 1,641,498), capital of Valle del Cauca dept., W Colombia, on the Cali River. It is an industrial and commercial center of the upper Cauca valley. Coffee, cotton, sugarcane, and soybeans are shipped through the city; and tires, tobacco products, textiles, paper, chemicals, and building materials are manufactured. Cali is also a tourist center. The city was founded in 1536, but its growth is relatively recent, with the population more than doubling in the 1950s. In the city are two universities and the headquarters of the Cauca valley development project, which is modeled after the Tennessee Valley Authority. The Cauca River has been drained for irrigation, hydroelectric power, and flood prevention. Cali's landmarks include an aqueduct and a cathedral. In the late 1980s and early 90s, the city gained notoriety for the cocaine "cartel" based there.



"Doorway To Heaven"

..."Sultana Of The Valle" ... "A River Crossed Dream" Many are the poetic names attributed to Santiago de Cali, inspired by its paradise ambience within which burns all the splendor, beauty, harmony, and spirit of the tropics. The people of Cali are friendly and helpful and greet travelers with open arms and hearts.



(bärängkē 'yā) Colombian City (1993 pop. 990,547), capital of Atlántico dept., N Colombia, on the Magdalena River, 8 mi (12.9 km) from the Caribbean Sea. Colombia's largest port on the Caribbean, it also has shipbuilding, textile, glass, perfume, beer, sugar, publishing, and other industries. Founded in 1629, Barranquilla was a sleepy tropical town until the mid-19th cent., when steamboats began navigating the river and railroads were built connecting it with other cities in the region. The port was enlarged in the 1920s, and the city gradually surpassed its old rival, Cartagena. Barranquilla's carnivals attract many tourists. It has an international airport and two universities.

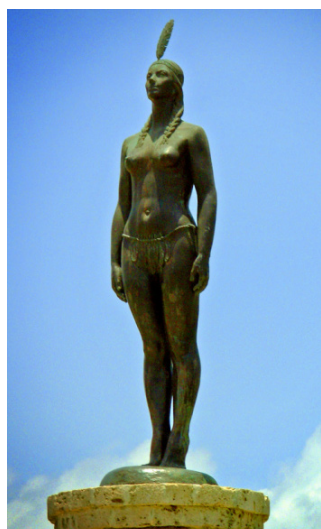
"The golden door of Colombia" For more than a century, from the mid 19th century until the mid 20th century, Barranquilla was "the golden door of Colombia," the city where Colombia's development began. It opened up the interior of the country through the Magdalena River. Industrial activity began here as did mail and aviation, among other activities.





(kärtähä 'nä) Colombian City (1993 pop. 616,231), capital of Bolívar dept., NW Colombia, a port on the Bay of Cartagena in the Caribbean Sea. It exports oil, coffee, and platinum. Manufactures include leather and tobacco products, cosmetics, and textiles. Tourism is a growing industry. Cartagena was founded in 1533 and became the treasure city of the Spanish Main, where precious stones and minerals from the New World awaited transshipment to Spain. Although the harbor was guarded by 29 stone forts and the city was encircled by a high wall of coral, Cartagena suffered sackings and invasions—in 1544, 1560, and in 1586 (by Sir Francis Drake). In 1741, it withstood a three-month British siege. The city was the first of those in Colombia and

Venezuela to declare (1811) absolute independence from Spain. Known as the Republic of Cartagena, it was one of the bases used by Simón Bolívar to launch his campaign to liberate Venezuela. In 1815, the city was besieged and captured by the Spanish general Pablo Morillo who inflicted savage reprisals on the population. Captured by rebel forces in 1821, Cartagena was incorporated into Colombia.



After the revolution, the city lost its importance and did not regain it until the 20th cent., with the improvement of communications and the laying of a pipeline to the oil fields of the Magdalena basin. Shady plazas and narrow cobblestone streets make Cartagena one of the most picturesque cities in Latin America. Points of interest include walls and fortifications from colonial times, a 16th-century cathedral, and the Univ. of Cartagena.

The statute known as La India Catalina, an Amerindian woman and courageous warrior, who served as an interpreter to Pedro de Heredia, the cities founder. Smaller copies of this statue are coveted as distinguished awards presented during the annual: Cartagena International Film and TV Festival held in March.



(māthāyēn ') Colombian City (1993 pop. 1,551,160), Medellín is Colombia's second largest city. Capital of Antioquia dept., W central Colombia. It is the country's chief manufacturing center. Textiles, steel, food products, automobiles, chemicals, and coffee are the principal products. Coal, gold, and silver are mined in the surrounding region. The city, which was founded in 1675, is located in a small intermontane valley at an altitude of c.5,000 ft (1,520 m). Until the development of transportation in the 19th cent., it was practically isolated; it has since developed into a transportation hub. Rich in cultural institutions, the city has three universities, several 17th-century churches, and a national mint.



Medellín is also the city where the famous flower parade, Feria de las Flores, is held every August. Music, dances and cultural events celebrate the Antioquiana customs, but the highlight is the “Desfile de Silleteros,” where campesinos come down from the mountains carrying flowers. The city is really beautiful. It’s full of parks, Botero sculptures and churches. The paisas (people from Medellín) are very friendly, hospitable and helpful. The climate is extremely nice, not too hot, not too cold, so the city is actually called the city of eternal Spring. Medellín is a really modern city compared to the rest of the Colombian cities. A really really nice place, and definitely worth to visit.

DOÑA ARROCITA'S Restaurant

BANDEJA PAISA

4 cups red beans or kidney beans
 1 tablespoon salt
 2 diced green plantains
 1 small carrot, grated or shredded
 1 pork trotter
 2 tablespoons oil
 2 tablespoons tomato paste



Rinse the beans before cooking, then place them in a pressure cooker half filled with water and 1 tablespoon of salt. Cook the beans for approximately 30 minutes. Then open the pressure cooker and place the rest of the ingredients in with the beans. Cook under pressure for another 20 minutes and serve with or without the trotter. Bandeja Paisa may be accompanied with 8 ounces of grilled beefsteak, steamed white rice, fried sweet plantains, deep fried pork crackling, 1 fried egg atop the rice, and 1 corn tortilla. The rice should be in the middle of the plate, then the beans on the left side. The remainder of the ingredients can be arranged on the plate to your liking.

Colombian Cuisine

Frijoles Antioqueños
 Sancocho de Gallina
 Ajiaco
 Caldo de costilla
 Buñuelos
 Chicharrones
 Sopa de arroz con torrijas
 Sobrebarriga casera
 Pandeyucas
 Papas chorreadas

Colombian Desserts

Arequipe casero
 Islas flotantes
 Postre de natas
 Leche Asada
 Arroz con Leche
 Merengón
 Torta de pan
 Natilla
 Mantecada

Información en Español:

¿Qué es una CHIVA?

- “La Chiva” es un autobús multicolor, medio de transporte habitual en algunos pueblos de Colombia. También, es utilizada como medio de diversión en algunas ciudades colombianas.
- En algunas regiones de Colombia existen “Chivas” que ofrecen un tour por la ciudad, acompañadas por un grupo musical, que hace bailar a los pasajeros. Esta es una manera divertida para los turistas que desean conocer la ciudad y la alegría de la cultura nocturna colombiana.
- Las “Chivas” se han convertido en un símbolo de la cultura colombiana. Los Artesanos hacen réplicas en miniatura y las venden como artesanía a los turistas. Son hechas a mano en cerámica o barro. Hay de diferentes tamaños y colores.

“Las Chivitas de artesanía que hacía el abuelito Rafael”

DATOS SOBRE COLOMBIA:

Colombia es un cúmulo de paisajes, biodiversidad y tradiciones que hacen del recorrerla una aventura plagada de magia y belleza.

GEOGRAFÍA

Ubicada en la esquina noroccidental de América del Sur, Colombia tiene costas sobre los océanos Atlántico y Pacífico, que constituyen sus límites norte y occidental, respectivamente. Al este limita con Venezuela y Brasil, al sur con Perú y Ecuador y al noroeste con Panamá. Por su tamaño, Colombia es el cuarto país más grande de América del Sur. Forman parte de sus territorio los archipiélagos de San Andrés y Providencia, el Rosario y San Bernardo, en el Caribe; y las islas de Gorgona, Gorgonilla y Malpelo, en el Pacífico.

Por sus características geográficas, en Colombia se diferencian claramente cinco regiones naturales: la Atlántica o Caribe, la Andina, la Pacífica, la Orinoquía y la Amazonía. En la región Atlántica extensas llanuras hallan su complemento ideal en las aguas tibias del caribe, a cuyas orillas se sitúan ciudades como: Cartagena, Barranquilla y Santa Marta, entre otras. La región Andina que debe su identidad a la soberbia codillera de los Andes, es la más poblada de todas y la de mayor desarrollo económico e industrial; en ella se sitúa la mayoría de ciudades importantes del país.

En la región Pacífica conviven departamentos de fuerte presencia indígena como Nariño y Cauca, así como el rico valle del cauca, en el sur, con las selvas del Chocó, al norte. La selva recorrida por grandes y caudalosos ríos caracteriza gran parte de la Orinoquía, conformado por los extensos llanos orientales, y la Amazonía; regiones con importante población indígena y ricas en biodiversidad y recursos naturales.

Información General:

Extensión: 1.141.748 km². de tierras emergidas; 928.660 Km² de áreas marítimas.

Población: 43.834.115 hab.

Organización Administrativa: 32 departamentos y un Distrito Capital (Bogotá), además del Distrito Turístico y cultural de Cartagena de Indias, el Distrito turístico y cultural e histórico de Santa Marta y el Distrito Especial, Industrial y Portuario de Barranquilla.

Idioma: Español

Religión: En el país hay libertad de cultos. La religión mayoritaria es la católica

Moneda: Peso colombiano

Alianzas Económicas:

- comunidad Andina de naciones (con Perú, Venezuela, Bolivia y Ecuador),
- Grupo de los Tres (con México y Venezuela),
- Sistema Económico Latinoamericano, Sela, conformado por 25 países más;
- Pacto de Cooperación Amazónica.

Folclor Colombiano:

Colombia es rica en folclor y en tradiciones, la gracia y la belleza del folclor colombiano se ha moldeado no solamente a través del carácter de la gente que siente y expresa con los vestidos típicos llenos de colorido, también se debe atribuir a las condiciones geográficas. Las canciones retratan no solamente los diversos paisajes y los cambios climáticos, también las relaciones y las costumbres humanas que existen y diferencian de una región a otra.

Colombia tiene cuatro zonas de importancia musical:

Costa atlántica con la Cumbia, Vallenato, Porro, Merengue, Gaitas y algunos otros ritmos.

La Región Andina con un numerosos grupos que interpretan el sanjuanero, pasillo, guabina, bambuco con la guitarra y el tiple. Son ritmos representativos de los granjeros colombianos.

La costa pacífica determinada por las raíces africanas, el currulao es el baile como esencia cultural.

El Valley de Cauca adoptó la salsa como su música representativa desde 1960, hoy en día hay varias orquestas de salsa.

Los llanos Orientales son una fuente importante del joropo, la música que comparte con Venezuela.

SABÍAS QUE COLOMBIA...

...es primera:

- En esmeraldas, flores, en mujeres lindas, alegres y elegantes, en calidad de café, en variedad de palmas, en anfibios (583 especies), en producción de guadua, en costas sobre el caribe, la mina abierta de carbón más grande del mundo, el museo de oro más importante de Latinoamérica, en variedad de orquídeas (3500 especies), en cirugías refractivas (miopía, astigmatismo, hipermetropía) en pájaros exóticos (1815 especies), en ranas, la mayor marcha por la paz en el mundo (11 millones de colombianos), en libros tridimensionales.

...es segunda:

-En producción de café, en exportaciones de productos agrícolas de América latina a EE.UU., en mariposas (300 familias y 14000 especies) en pesca de agua dulce.

...es tercera:

-En banano, en biodiversidad, en producción de ropa interior femenina, en especies de reptiles, en promoción de exportaciones entre las 59 economías mas desarrolladas del mundo.

...es cuarta:

-En producción de aceite de palma, en carbón, en abundancia de agua potable, en especies de mamíferos (456 especies), en Níquel.

- Las mas altas calificaciones de los doctorados en USA las realizan Colombianos.

- El director de neurociencias de la NASA es el colombiano Rodolfo Llinas.

- Tiene la única montaña con nieve al pie del océano (Sierra Nevada de Santa Marta).

- Tiene una reserva potencial de 37 billones de galones de petróleo.
- Es record de pago de deuda externa sin retrasos.
- Cuenta con orbita geoestacionaria.

GLOSARIO COLOMBIANO:

A tono: Una persona que esta plena, bien, en la onda o tambien se dice pleno.(A la moda)

Aletoso: Alborotado, bullisioso, peleon, busca problemas.

Babosa: Se le dice a una persona cuando dice algo tonto.

Bacano: Magnífico, muy bueno.

Boleta: Pasar una pena.

Coger el tiro: Aprender sobre algo, entender.

Corrinche: es mas o menos lo mismo que guachafita, alboroto.

Chévere: Magnifico, muy bueno.

De la vista gorda: Hacerse el que no entendió, fingir.

De uña y mugre: Muy buenos amigos.

Escamoso: una persona que todo le molesta, que siempre esta pendiente de todo, que todo le fastidia.

Embarrarla: Equivocarse.

Fafarachero: Aparenta mas de lo que es, extravagante.

Guachafita: Recocho, desorden, alboroto, bulla.

Huy pailas: Metido en problemas, como decir huy pailas parce: o sea amigo me meti en problemas.

Quicato: una persona que hace berrinche, consentida, mimada, fastidiosa.

Que Oso: Que vergüenza.

Que Boleta: Que vergüenza.

¿Qué hubo? Saludo, que hay de nuevo?

Lambón: Adulador.

Los vidrios: Nos vemos.

Llevar leña pal monte: Llevar algo que no sirve.

Mamando: Molestando.

Mamón: Que molesta.

Mono: De cabello rubio.

Meter la pata: Equivocarse.

Majadero: Persona muy empalagosa, como un moco, que es fastidiosa, que hace berrinches.

Pelado: Se le dice a los niños. Persona joven o que no tiene plata.

Parcero: Amigo. En saludo: Entonces qué parcero.

Pifia: Persona exagerada, que esta incomodando a otra, que se asara o se extreza por todo, se dice "uy, deja tu pifia."

Pispo: Hombre simpático.

Pedalero: Hacerle dar rabia a otra persona para que se arme la pelea o también se dice burear.

Sacar la piedra: Hacer enojar.

Sacar la leche: Exprimir a alguien con mucho trabajo, cansado.

Sacar los cueros al sol: Exponer secretos.

Solapado: Alborotado, una persona ridícula, que siempre se quiere mostrar, que pelea por todo.

Una chimba, que chimba: Que la pasaron cheverísimo, bacanísimo (Magnifico, muy bueno).

LA BANDERA:

La historia de Colombia cuenta que al prócer Francisco Miranda es a quién se le atribuye la composición cromática de la bandera colombiana: Amarillo, por las grandes riquezas que poseen las tierras colombianas; azul por los dos mares que bañan la nación y el color rojo, que buscaba hacer remembranza a la sangre derramada por los compatriotas en los campos de batalla en busca de la libertad.



En 1813, el libertador Simón Bolívar, adopta la bandera tricolor como emblema de Colombia, Venezuela y Ecuador (oficio del 28 de octubre, fechado en Valencia, Venezuela). Pero sólo aparece en el ámbito internacional hasta el 23 de febrero de 1821, cuando el encargado de negocios en Estados Unidos, Manuel Torres, presenta el diseño al secretario de Estado de ese país John Quincy Adams y le informa:

“Que ésta será desde ahora el distintivo de Colombia”.

Pero fue el decreto 861 de 1934, expedido por el gobierno nacional siendo Presidente de la República el General Pedro Nel Ospina, el que contiene las disposiciones sobre la bandera y el escudo nacionales.

Decreto N° 861 de mayo 17 de 1934

Artículo 1º.- El pabellón, bandera y estandarte de la República de Colombia, se compone de los colores amarillo, azul y rojo, distribuidos en tres fajas horizontales, de los cuales el amarillo, colocado en la parte superior, tendrá un ancho igual a la mitad de la bandera, y los otros dos en fajas iguales a la cuarta parte del total, debiendo ir el azul en el centro.

Artículo 2º.- La bandera mercante de Colombia tendrá tres metros de largo por dos de ancho; llevará en el centro un escudo de forma ovalada, en campo azul, circuido de una zona de terciopelo rojo de cinco centímetros de ancho, y con una estrella blanca en el centro, de ocho rayos y de diez centímetros de diámetro. Los ejes del óvalo, dentro del campo azul, son de cuarenta centímetros el mayor, y de treinta el menor.

Parágrafo:- Esta será la bandera que se pondrá en uso en los barcos de la Marina Colombiana y en las legaciones y Consulados acreditados en el exterior.

Mi Chivita Mágica - Related Unit

The following unit was written to be used in conjunction with the play, *Mi Chivita Mágica/My Magical Chivita, The Colorful Colombian Bus*, presented by The Society of the Educational Arts, Inc. The unit encompasses the subject areas of social studies, geography, reading, creative writing and visual art.

Goals:

- Students will learn the history of the geographical area in which they live.
- Students will work in groups to create presentations about different cities/neighborhoods of the geographical area in which they live.
- Students will create puppets that characterize the geographical area in which they live.
- Students will create a final presentation inspired by *Mi Chivita Mágica* using storytelling and puppetry to tell about the history of their geographical area.

Materials:

- Books about the selected geographical areas that students will be focusing on.
- Art materials for puppet construction (see puppet instructions)

- Atlas (for map references)
- Brown roll paper (for map murals)

Introduction:

- Teacher will lead a discussion to review what students saw in *Mi Chivita Mágica/My Magical Chivita*, *The Colorful Colombian Bus* and to get their feedback on Lucy's experiences as she traveled through Colombia and what she learned about where she comes from.
- Students will generate a list of the different puppets they saw in the show. They will describe the puppets and discuss the importance of each one, noting that not all the puppets represent people, but that many of them represent objects and natural resources that characterize Colombia (coffee, plantains, stars, etc.)
- Teachers will introduce the idea that every country/city/neighborhood has a rich and unique history that is worth learning about.

Activity:

- Students will be split into 4-5 groups to begin a research project. Each group will focus on one specific neighborhood in their city.
- Students will be guided in their research by the teacher, and if possible, the school librarian to learn interesting facts about the history of their assigned geographical area.
- Students will create large mural-sized maps of their assigned area to be posted around the classroom and to be used as backdrops for their presentations at the end of the unit. The maps should include drawings or decoupage of important objects, locations, etc. (i.e. natural resources, historical sites, etc.) that tell the story of the area's history.
- Students will choose key characters/objects and important events that they want to use to tell the history of their assigned area. (Ex: If a group is researching the Harlem section of New York City, they may want to use Duke Ellington, Malcolm X, Adam Clayton Powell Jr., etc. as characters, as well as important events like the Civil Rights movement, the birth of jazz, etc.). Objects might include musical instruments, important buildings, taxi cabs, etc.
- With the guidance of the teacher, the groups will write scripts for their final presentations using the key characters and important events they have chosen.
- Students will begin to construct puppets of the key characters/objects they have chosen.
- Performances for parents and school community.

Mi Chivita Mágica/My Magical Chivita, The Colorful Colombian Bus – Related Arts Activities

Visual Arts:

- Students can construct their very own Chivita.
- Students can construct puppets inspired by the play.
- Students can create a mural of Lucy's travels throughout Colombia.
- Students can create puppets of the characters Lucy meets on her travels through Colombia.

Dance:

- Students can deconstruct the movements used in dancing "cumbia," a typical Colombian folkloric dance. Using their bodies to explore, they can write about the important elements of this dance, i.e. what each body part does in the dance.
- Students can research costumes and music used for dancing cumbia.

Music:

- Students can listen to and learn about the different styles of music from Colombia.
- Students can learn about and experiment with the rhythms and sounds used in Colombian folkloric music, i.e. cumbia, vallenato, etc.

Theatre/Drama:

- In groups, students can present different frozen images and/or scenes from the play.
- Students can present puppet versions of the different scenes in the play.
- Students can research other cities in Colombia not covered in the play and decide who the important characters in these cities would be. They can write scripts and present scenes for these cities inspired by those in the play.



About SEA:

The Society of the Educational Arts, Inc./Sociedad Educativa de las Artes, Inc. (SEA), NYC's Premier Bilingual Arts-in-Education Organization & Latino Theatre Company for Young Audiences, is dedicated to the empowerment and educational advancement of children and young adults. Since its inception in Puerto Rico in 1985, in New York in 1993, and now in Orlando, Florida, SEA has created and produced a unique combination of educational theatre productions and art workshops / programs specifically designed to examine, challenge and create possible solutions for current educational, social, and community issues. SEA is responsible for reviving the tradition of producing children's theatre in Spanish in NYC, as well as founding NY's Only Latino Children's Theatre - Teatro SEA @ Los Kabayitos Puppet & Children's Theatre.

Fundada en Puerto Rico en el año 1985, SEA, Sociedad Educativa de las Artes, Inc. ha sido pionera en el campo del teatro educativo. Con sedes tanto en Puerto Rico como en la ciudad de Nueva York, y ahora también en Orlando, Florida, SEA se ha dedicado durante 18 años a la tarea de difundir y preservar nuestra herencia hispana a través del teatro, especialmente para los niños y jóvenes. SEA está considerada como una de las más prolíferas organizaciones en las Artes-en-la-Educación por su diversidad, bilingüismo y el profesionalismo de sus maestros-artistas, quienes representan a más de 15 países latinoamericanos, España y los Estados Unidos.

A través de efectivos programas de Artes-en-la-Educación, SEA provee la oportunidad necesaria para que los niños, jóvenes y adultos puedan examinar y crear posibles soluciones para sus respectivas problemáticas sociales y educativas particulares de su comunidad. El Teatro SEA @ Los Kabayitos Puppet & Children's Theatre, es la única sala teatral dedicada al teatro infantil latino en la ciudad de Nueva York y posiblemente la única en los Estados Unidos. SEA es responsable por re-establecer la tradición del teatro latino para niños en la ciudad.

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