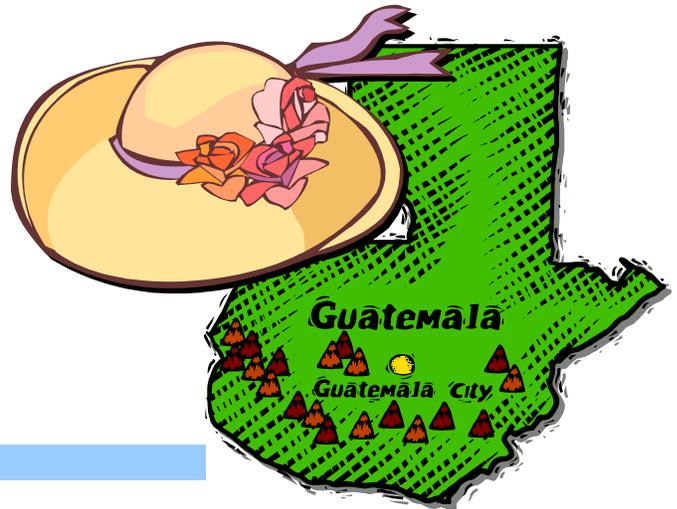


#9271 JUANITA'S DREAM: A MAYAN'S GUIDE TO GUATEMALA

AIMS MULTIMEDIA
1999
Grade Levels: 5-8
18 minutes



DESCRIPTION

Juanita shares her Mayan heritage on a tour of her homeland. Sociocultural aspects include farming, food, village, life, and handicrafts.

ACADEMIC STANDARDS

Subject Area: Geography: Places and Regions

- Standard: Understands the physical and human characteristics of place
 - Benchmark: Knows the human characteristics of places (e.g., cultural characteristics such as religion, language, politics, technology, family structure, gender; population characteristics; land uses; levels of development)
- Standard: Understands that culture and experience influence people's perceptions of places and regions
 - Benchmark: Understands how individuals view places and regions on the basis of their stage of life, sex, social class, ethnicity, values, and belief systems (e.g., perceptions of distance, impressions about what makes a place secure, views of public housing or wealthy urban neighborhoods)

Subject Area: Geography: Human Systems

- Standard: Understands the patterns of human settlement and their causes
 - Benchmark: Knows similarities and differences among the world's culture hearths (culture groups' places of origin), why humans settled in those places and why these settlements persist today (e.g., as centers of innovation and cultural, social, economic, and political development that attract people from other places)

Subject Area: Geography: Environment and Society

- Standard: Understands how physical systems affect human systems
 - Benchmark: Knows the ways in which human systems develop in response to conditions in the physical environment (e.g., patterns of land use, economic livelihoods, architectural styles of buildings, building materials, flows of traffic, recreation activities)

INSTRUCTIONAL GOALS

1. To develop an appreciation for another culture.
2. To make students aware of the different lifestyles of people in developing countries.
3. To portray the dignity of individuals despite harsh economic factors.
4. To understand the human-environmental relationships that have developed from Guatemala's geography.

AFTER SHOWING

Discussion Items and Questions

1. What are some of the crops grown by the Mayans?
2. How do most Mayan women spend their day?
3. What did you learn about Mayan weaving?
4. Why is the number "3" important to Mayans?
5. How is life in the city different from village life?
6. How is the everyday life of a Mayan child different from your life?



Applications and Activities

1. Write a letter to Juanita telling her what you liked about the video and asking her a question about Guatemala.
2. Exchange letters with a classmate, visit your school library to research the answer to your classmate's question about Guatemala and write a response as if you were Juanita (boys may use the name Juan). Share the letters in class.

SUMMARY

Juanita Velasco shares the Mayan way of life in intimate detail as she accompanies viewers on a tour of her homeland. Villagers show how they grow and harvest crops like mangos, papayas and coffee. Juanita chats with women who routinely spend much of their day preparing food, with farmers who walk miles to fields and markets and with a Shepard tending his flock. Friends and relatives of Juanita demonstrate traditional Mayan weaving. The connection between people and geography becomes apparent as viewers visit highland and lakeside villages, towns and a historic city. Colorful flowers, ripe fruit and lush vegetables are sold at market alongside Mayan handicrafts and textiles. Students will feel like they have visited Guatemala with a personal guide. The slow-paced lifestyle, rich traditions and culture, and the everyday life of the Mayans are portrayed in *Juanita's Dream*.



RELATED RESOURCES



Captioned Media Program

- Central America #2157
- Guatemala #9065
- Middle America: Mexico to Venezuela and the Caribbean Islands #3488



World Wide Web

The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and “kid safe” sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **CIA—THE WORLD FACTBOOK**

<http://www.odci.gov/cia/publications/factbook/geos/gt.html>

Presents facts on Guatemala, such as its geography, people, government, economy, and other features.

- **PEACE CORPS KIDS WORLD**

<http://www.peacecorps.gov/kids/world/iac/guatemala.html>

Find out how Peace Corps volunteers in Guatemala provide assistance in agriculture, environment, health and business development.

- **AMAZING TRAVEL BUREAU**

<http://www.nationalgeographic.com/features/97/bureau/html/headerleft.html>

Explore the secret of the Maya glyphs! Walk through a virtual journey of surprises from faraway places. Adventures lead you into the past, present, or future. A National Geographic site.