

Culture and the Arts

Introduction

Nicaragua is a rustic land where horse carts are still used to haul supplies and the central plaza and adobe church still stand. It is a land of lakes, of volcanoes, of poets, and of a culture so diverse it would be next to impossible to capture it all. It is a land of firecrackers at 7 am, of perpetual celebration. In Nicaragua, life is a celebration with an array of foods, dances, sports and music to go with it.



The lessons in this section of the *Resource Guide* are structured to provide students with the flavor of Nicaraguan life, to develop an appreciation of the culture and creative spirit of its people, and to assess the impact of cultural diffusion.

A Taste of Nicaragua

Objectives

As a result of this lesson, students will be able to:

- Identify, describe & compare typical Nicaraguan foods.
 - Construct a portrait of select Nicaraguan cities.
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Materials (English/ Spanish)

- Computer lab
 - Student Handout: **Getting Started**
 - Map of Nicaragua (for reference)
 - Construction paper, scissors, markers, glue etc.... (for creating a poster)
 - Teacher Handout: **Food Description for the Teacher**
 - Teacher Handout: **Tres Leches Recipe**
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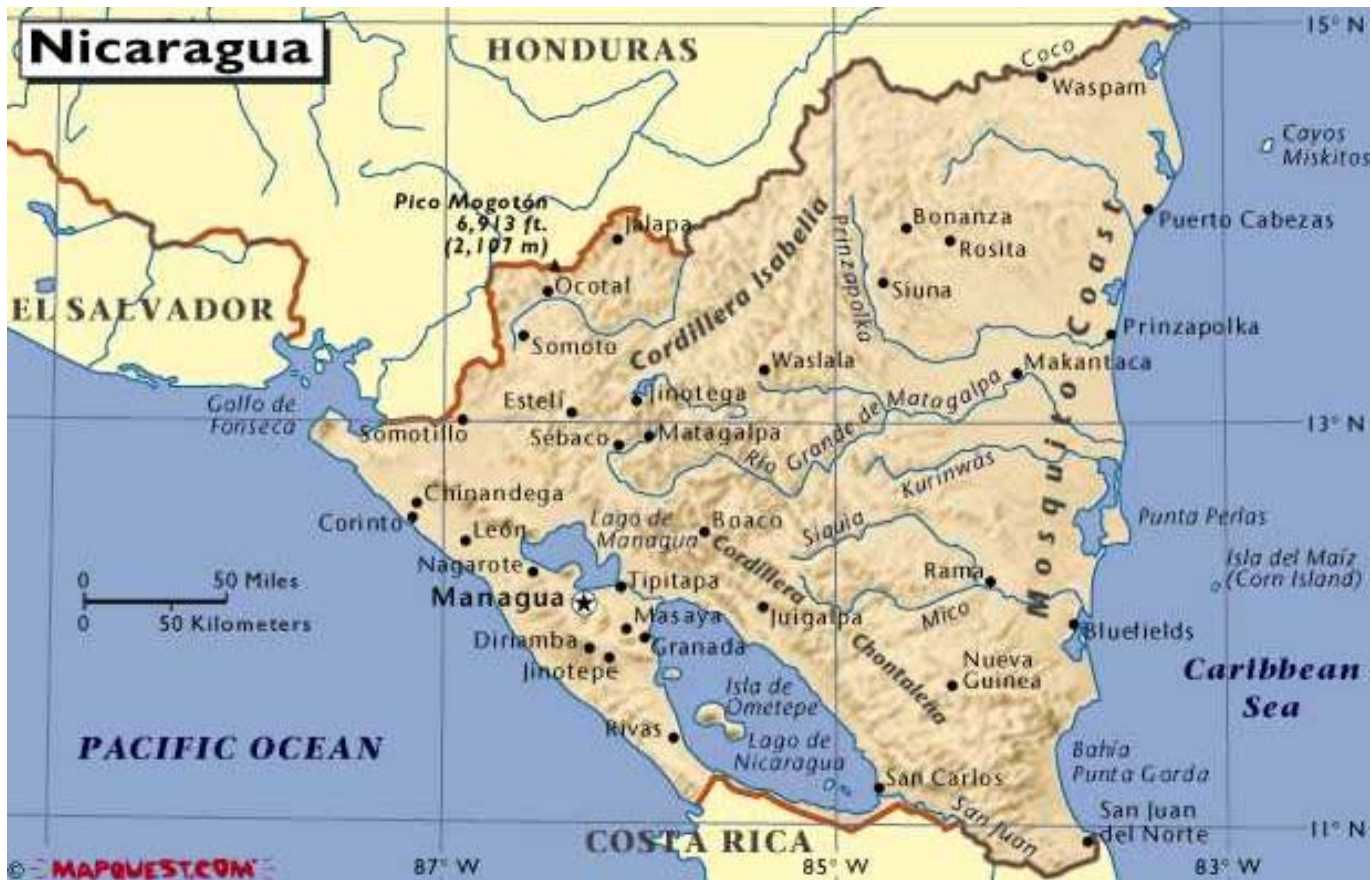
Activities

1. Divide the students into pairs.
 - a. Distribute a copy of the student handout entitled **Getting Started** to each student.
 - b. Explain that in this exercise the students will learn about local foods and drinks in selected Nicaraguan cities by using web search engines. (**Note:** Google was the search engine used in creating this lesson.)
 - c. Each pair will decide, according to the information they find, what they will eat and where in Nicaragua they will go for lunch.
 2. Once each pair has made its decision, instruct them to then create a poster and present their decision and where they are going to the class. Each pair must have a basic description of every food, their choices, being much more elaborate, but they will only have to describe one city. (The main course in each case is tied to a particular city, typical for the food specified.)
 3. Concluding Activity (optional).
 - a. Create one or many of the recipes. (The recipe for **Tres Leches** is included.)
 - b. Yucca for the vigoron is available at Latin markets and is sometimes found in the freezer section of larger grocery stores.
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**Notes to the
Teacher**

- This lesson lends itself to the inclusion of many levels of Spanish and there are also many opportunities to focus on particular grammar points. It has been used with 7th graders with a focus on “Me gusta” and “me gusta.”
 - Information on these foods was found in approximately 20 minutes using Google as the search engine. It took the 7th graders mentioned above two days to find all the material they needed and record it. All of the sites were found easily in English or Spanish. (If you use Google as a search engine you have the ability to translate pages from Spanish to English.) The only food that it was difficult to find a description of is Quesillo. That site has been included in case you or your students have a hard time finding it.
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Food Descriptions for the Teacher

Drinks

Cacao	Raw chocolate fruit mixed with milk ice and sugar, Yum!
Pitaya	A cactus fruit blended with lime and sugar, has a dark purple color and seedy pulp. (My personal favorite!)
Tiste	Tiste A unique corn and cacao drink

Main Courses

Nacatamales	Made of cornmeal, pork or chicken, peppers, onions and lard all wrapped in a big green banana leaf.
Quesillo	A thick homemade tortilla layered with an equally thick slab of creamy cheese, covered with onion salsa and a sour cream sauce. (www.siennamoonfire.com/nica/nica2.htm)
Vigoron	A dish of yucca covered with shredded cabbage and topped with fried pork skin.

Desserts

Tres leches	A sponge type cake soaked in three milks (cream, condensed and evaporated milk); finished with a meringue type icing.
Pio V	Named after Pope Pius V, it is a corn cake topped with light cream and bathed in honey.
Cajeta	Milk mixed with cane sugar or candied fruit

Getting Started

Overview

You are about to embark on an adventure into the tropics of Nicaragua, a country known for its 1000s of fruits and interesting cuisine. While most of the country lives on Gallo Pinto (rice and beans) there are many wonderful things to eat. Your mission is to find out what the following foods are; you will choose a drink, a main course, and a dessert from the following list.

Drinks	Main Course	Dessert
Cacao	Nacatamales-Managua	Tres leches
Pitaya	Quesillo- Nagarote	Pio V
Tiste	Vigoron- Granada	Cajeta

Instructions

- You must provide a brief description of every food, and a more elaborate description of the foods you choose (such as a recipe etc....).
 - The main course that you choose determines the city that you research.
 - You are only required to research **1 CITY**.
 - In the city report you will include at least 8 things that you find interesting about it.
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Timeline

- Day 1 Research computer lab
 - Day 2 Research computer lab
 - Day 3 Create poster for report to class
 - Day 4 Present findings to class
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Tres Leches Recipe

(Recipe courtesy of Alex Garcia)



Ingredients

6 eggs
1 cup sugar
1/8 teaspoon salt
1 cup flour
1 can sweetened condensed milk
1 can evaporated milk
2 cups whole milk, scalded
1 teaspoon almond extract
2 teaspoons vanilla extract

Directions

Preheat oven to 350 degrees. Whip eggs, sugar and salt until tripled in volume. Fold in flour. Pour mixture into parchment lined 9 by 11-inch baking pan and bake for 25 to 30 minutes. Set aside to cool.

Remove parchment paper and return cake to pan. With a fork, poke holes all over the top of the cake. Combine remaining ingredients and pour over the cake. Allow to soak in for 2 hours. Serve with fresh fruit and whipping cream.

Yield: 6 servings

Prep Time: 2 hours 20 minutes

Cook Time: 30 minutes

The Nation's Pride: Baseball

Objectives

As a result of this lesson, students will be able to:

- describe the status of baseball as a sport in Nicaragua.
 - explain how baseball in Nicaragua reflects the concept of cultural diffusion.
 - analyze Nicaragua's National Hymn for meaning.
 - identify some of the National baseball teams found in Nicaragua.
 - name and identify at least two Nicaraguan baseball players that have played or currently play in the Major Leagues.
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Materials

Student Handout: **Nicaraguan National Hymn**

Student Handout: **Béisbol**

Activities

1. Begin the lesson by asking students to list the sports they like to play, whether as an organized activity or just for fun. Place their list on the chalkboard.
 - a. Ask students to explain what they like most about playing their particular sport. Why do they enjoy it?
 - b. Survey the class again by asking students to guess what the most popular sport is in Nicaragua, based on their current knowledge.
 - c. After completing the survey, tell the class that the most popular sport in Nicaragua is baseball. Does that surprise them? Why?
 2. Ask students if they have ever played attended a professional or semi-professional baseball game and ask for a show of hands.
 - a. Ask them what the first activity is in any baseball game or professional sporting event. (Playing the National Anthem)
 - b. Distribute the student handout entitled **Nicaraguan National Hymn**.
 - c. Direct students to read the Nicaraguan National Hymn. You may wish to play the anthem if a recording is available. (For Spanish language classes, you may wish to duplicate only the Spanish language version and have the students translate the hymn.)
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- d. Ask students to interpret lines 1-4. What do these lines reveal about Nicaragua's history?
 - e. Ask students to interpret remaining lines. How do they reveal a sense of national pride and hope for the future?
3. Distribute the student handout entitled **Béisbol**.
 - a. Direct students to read the first page of the handout.
 - b. Ask students to explain how the origins of baseball in Nicaragua reflect the concept of cultural diffusion (the spreading of ideas and cultural practices from one culture to another).
 4. Direct students to read the remainder of the handout.
 - a. Based on the handout, ask students to explain why they think baseball can be considered Nicaragua's national pastime.
 - b. Ask students to evaluate the success of Nicaragua's national teams. How competitive do they appear to be?
 5. Concluding Activities (Select those that are most appropriate for your subject matter and grade level.)
 - a. Using available library and/or Internet resources, assign students research one of the Nicaraguan players who has made it to the major leagues and to report their findings to the class.
 - b. Using a map of Nicaragua from a previous lesson in this Resource Guide, direct students to identify and label the five different cities that have baseball teams in Nicaragua.
 - c. Have students create and design a picture of a logo or a mascot for one of the five baseball teams.
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Béisbol



There is really only one sport that arouses people's passions in Nicaragua: baseball. A trip to the national stadium in Managua takes you to the country's best-maintained and most protected grass lawn, the baseball diamond. The rest of Central and South America opted for soccer (fútbol) to be their national sport, but Nicaragua and Panama chose baseball. It was probably brought to Nicaragua by the American Marines, who occupied the country for most of the first half of the twentieth century. Clifford Hamm, collector general of Customs in Nicaragua in the 1920s, stated "Three cheers for the American marine who is teaching baseball and sportsmanship! It is the best step towards order, peace, and stability."



Indios del Boer

Nicaraguan baseball has a long way to go before it can compete with nations such as the U.S. and Cuba but it has advanced since its early days. Two baseball teams, "Southern" and "Four Roses" were created in 1887 along the Atlantic Coast and the first games were played the following years. Baseball has been played on the eastern Atlantic Coast, Misquito Coast, continuously since that time. The first "official" games in Nicaragua were played in the capital city of Managua in July of 1891 between Managua and Granada.

In 1904 the U.S. Consul in Nicaragua, Carter Donaldson, founded the first team in Nicaragua with a continuous history. It was named the "Boer" because it was the custom to name teams after warring factions, and the war in South Africa was much in the news at that time. Later on, the unlikely team names of "Russia" and "Japan" were founded in Masaya in 1904 to honor the war between those two countries. Ironically, the "Boer" team still remains the most popular in the country.



**Roberto
Clemente
Stadium,
Masaya**

The first national tournament was organized in 1914 and the "Managua" team beat the "Boer" and the baseball clubs from Masaya, Leon, Chinandega and Granada to win the Interlocal Championship of 1915.

Players were mainly from the Pacific Coast. A few of the black players from the Atlantic Coast had played with teams of the Pacific Coast. The "Navy" team from the Misquito Coast traveled to the Pacific Coast and had a record of 40-3 for the season. The public was so amazed with their athleticism that the "Navy" team was accused of witchcraft. Many of these players stayed on the Pacific Coast and baseball really began to excel.

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Vincente Padilla

Times have changed baseball in Nicaragua. The Nicaraguan National team took second place in 1935 in the Central American Games. The following year, Nicaragua and the U.S. played in the World Championship in Cuba. Nicaragua hosted this event in 1948, 1950, 1972, 1973, and 1994. In the Olympic Games in Atlanta in 1996, the national team, *La Selección*, just missed out on a bronze medal after beating the U.S. In 1998, the team came in third in the World Championships held in Italy, behind Cuba and South Korea.

The country has produced five Major Leaguers during the 1970's: Dennis Martinez, Tony Chevez, Albert Williams, David Green, and Porfirio Altamirano. Dennis Martinez, who in August 1998 became the most successful Latin American pitcher in the history of U.S. major league baseball. His fans in Nicaragua call him *El Presidente*, following rumors that he was set to return to his native country in 1996 to enter politics.



Oswaldo Mariena

Currently, three players from Nicaragua are playing in the Major Leagues:

- Marvin Bernard, plays Center Field for the San Francisco Giants, comes from Bluefields.
- Oswaldo Mariena, is a left-handed pitcher for the Florida Marlins. He comes from Chinandega.
- Vincente Padilla, is a right-handed pitcher for the Philadelphia Phillies. He also comes from Chinandega.

Baseball Teams in the Nicaraguan League



- Chinandega
- Estelli
- Leon
- Granada
- Managua (Boer)
- Masaya (San Fernando)



Baseball is not only for the professionals or semi-professionals. Wherever you go in Nicaragua, you will come across young people playing the game, whether in official league play or just in pick-up games in the community.

Nicaragua's National Anthem

¡Salve a ti, Nicaragua! En tu suelo
ya no ruge la voz del cañón
ni se tiñe con sangre de hermanos
tu glorioso pendón bicolor.
Brille hermosa la paz en tu cielo,
nada empañe tu gloria inmortal,
que el trabajo es tu digno laurel
y el honor es tu enseña triunfal.

English Translation

Hail to you Nicaragua!
The cannon's voice no longer roars
nor does the blood of our brothers
stain your glorious bi-colored flag.
Peace shines in beauty in your skies,
nothing dims your immortal glory,
for work is what earns your laurels
and honor is your triumphal ensign.

Sports and Leisure Activities: Then and Now

Objectives

As a result of this lesson, students will be able to:

1. describe how the game of the game of the Flyer and the Comelazoatze game were played in pre-Columbian Nicaragua.
 2. describe how the modern game of trompo is played in Nicaragua.
 3. identify other sports and games modern Nicaraguans play for entertainment.
 4. outline the career of Alexis Argüello and evaluate his importance in Nicaraguan society.
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Materials

- Student Handout: **Early Entertainment in Nicaragua**
 - Student Handout: **Other Sports and Games**
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Activities

1. Begin the lesson by asking students to compile a list of what they do in their free time. (i.e. watch TV, play video games, surf the Internet, play football read books, etc.) Write their responses on the chalkboard.
 - a. Ask students to determine how much it costs to conduct that activity by looking at the materials needed.
 - b. Examples: Watching TV
 - Cost of TV: \$200 to \$500 (or more)
 - Cable: \$ 50 per month.
 - Electricity: \$45 per month
 2. Distribute the student handout entitled **Other Sports and Games**.
 - a. Direct students to read the first section, entitled *The Economic Environment*.
 - b. Ask students to place themselves in the situation of an average Nicaraguan student. Which of their current activities would they have to surrender if they lived in Nicaragua? What type of things would they do to fill their time?
 3. Direct students to read the next two sections on the handout.
 - a. Ask students to compare trompo to the type of games they have played. Have they ever played a similar game? How was it played?
 - b. Ask students to explain what types of games or activities they can think of that they play that do not cost a significant amount of money but are a lot of fun, like trompo or soccer.
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4. Divide students into work groups.
 - a. Give each group a cap from a soda bottle and have them create or design a game to play with it.
 - b. Ask each group to compose a set of instructions for the game and to teach it to the class.
 - c. After each group has reported, explain that in Nicaragua, children are seen playing soccer on the streets with soda caps. The goal is between their legs.
 5. Direct students to read the last section of the handout, entitled *An Athlete With a Mission*.
 - a. Ask students to hypothesize why Alexis Argüello serves as a role model for young people in Managua.
 - b. What does his career indicate is possible for young people with dedication and determination?
 6. Distribute the student handout entitled **Early Entertainment in Nicaragua**.
 - a. Direct students to read the first section, entitled *The Game of Flyer*.
 - b. Ask students to summarize how the game was played.
 - c. Direct students to read the next section of the handout, entitled *The Comelazatoazte Game*.
 - d. Ask students to summarize how the game was played.
 7. Ask students to compare these early game to games played in American or European Culture. (Answers might include the may pole, May Day celebration, see-saws in the parks, early forms of a merry go round, etc.)
 8. Concluding Activities (Select those activities most appropriate to your subject matter and grade level.)
 - a. Using available library, Internet, and video facilities, have a group of student volunteers conduct research on Alexis Argüello's career and construct a documentary to present to the class.
 - b. Ask the students to draw a comic strip (8 to 10 frames), frame by frame, describing how either the Game of Flyer or the Comelazatoazte Game the was played. Captions can be underneath each frame for better understanding and to describe the process of the games.
 - c. Have a team of students reproduce working models of one of the two games to demonstrate how they were played. They may use such various materials as Lincoln Logs, toothpicks, rubber bands, string, etc., to reproduce their replica.
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Other Sports and Games

The Economic Environment

Nicaragua remains one of the poorest countries in Latin America despite some recent advances. The country is in the midst of a complex process of political, economic, and social transition. Currently, Nicaragua has a population of 5.1 million inhabitants. The high level of poverty, around 50 percent of the population, is an obstacle to developing and maintaining the nation's fragile economy. The weakest and most vulnerable groups are those people, especially women and children, living in rural areas, in a fragile physical environment, characterized by less education, less access to basic social services and with fewer options and opportunities.

In the area of education, the main problem is that 45 percent of the population under the age of 18 do not attend school, whether because they drop out early or because they were never financially capable of entering the system.

Currently, only 29 of every 100 students that enter primary school actually finish; in the end, only 2 percent complete higher education. On average, Nicaraguans spend 4.9 years in education, a figure that drops to 2 years among the rural poor. Nicaragua remains one of the poorest countries in Latin America despite some recent advances. The country is in the midst of a complex process of political, economic, and social transition. Currently, Nicaragua has a population of 5.1 million inhabitants. The high level of poverty, around 50 percent of the population, is an obstacle to developing and maintaining the nation's fragile economy. The weakest and most vulnerable groups are those people, especially women and children, living in rural areas, in a fragile physical environment, characterized by less education, less access to basic social services and with fewer options and opportunities.

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Keeping the education and economic facts listed above in mind, how do children and other people have time, opportunity or money for athletics or competition?

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Trompo



Children in Nicaragua entertain themselves without organized sports. A simple game called trompo is an inexpensive game to play. You have a top made of wood wrapped with a string with a metal point at the bottom. Just like a yo-yo, you put your finger in the loop of the string, hold the trompo in your hand and give it a whirl. The idea is to hopefully get the trompo to spin around like a top on the ground and knock your friends' trompo. If you miss your friends' trompo and the top is still spinning, you can pick it up in the palm of your hand as it still spins and try to knock the other trompo out again. Children of poor families can afford a trompo and are entertained by this game.



**Soccer game,
San Marcos**

Soccer, known as *fútbol* in Nicaragua and most the world outside the United States, is another game that is played in Nicaragua. Children with soccer balls are seen playing soccer wherever they can, in the street, in a central park, on a dirt field.

An Athlete With a Mission



**Alexis Argüello
in his Managua
Office**

Alexis Argüello grew up in Managua, Nicaragua and became one of the world's foremost boxing legends. He met 14 world champions, and in 1981, when he won the WBC lightweight crown, and he became the sixth man in boxing history to win a boxing title in three weight divisions: featherweight, super featherweight, and lightweight.

At 5-10, his height and reach provided him the kind of leverage that resulted in punching power. After four title defenses, Argüello sought yet another challenge.

His goal was to become boxing's first four-division champion when he squared off against WBA junior welterweight king Aaron Pryor. In a classic fight held at Miami's Orange Bowl in 1982, Pryor scored a dramatic 14th-round knockout. They met again one year later. When Pryor stopped Argüello for a second time, Alexis announced his retirement. But like many fighters, he returned to the ring. He came back several times, winning one fight each in 1985, '86, and '95 before retiring again in 1995.

Today Alexis Argüello tries to give back to the community that has embraced him as their champion. He runs a gym and training center in Managua that encourages young people to learn the self-discipline, pride, and confidence that comes from training and physical fitness. He uses his facility as a means for young people from the streets to start believing in themselves.

Early Entertainment in Nicaragua

The Game of Flyer

In the pre-Columbian time period, the people of Nicaragua used various forms of games and entertainment for dual purposes. They used the *Game of the Flyer* to help with the celebrations of a village's deity as well as entertain themselves.

The first game was very simple. It consists of an eight meter or twenty-four foot pole, some rope, a rectangular wooden frame and a statue of your village's deity. The deity, or god, was placed on the rectangular wooden frame at the top of the pole approximately eight meters or twenty-four feet high, in the beginning of the celebration. Two men or children were tied to the ropes and were coiled up the pole. They were then let go and the dozens of people in the crowd danced below until they received them. Then the crowd of people took the deity and placed it back in its shrine at their church or temple. The *Game of the Flyer* used to be practiced in village plazas all along the Pacific Coast of Nicaragua.

This painting depicts *The Game of the Flyer*. The painting can be found in the San Franciscan Museum in Granada, Nicaragua. You can also find a replica of the game at this museum.

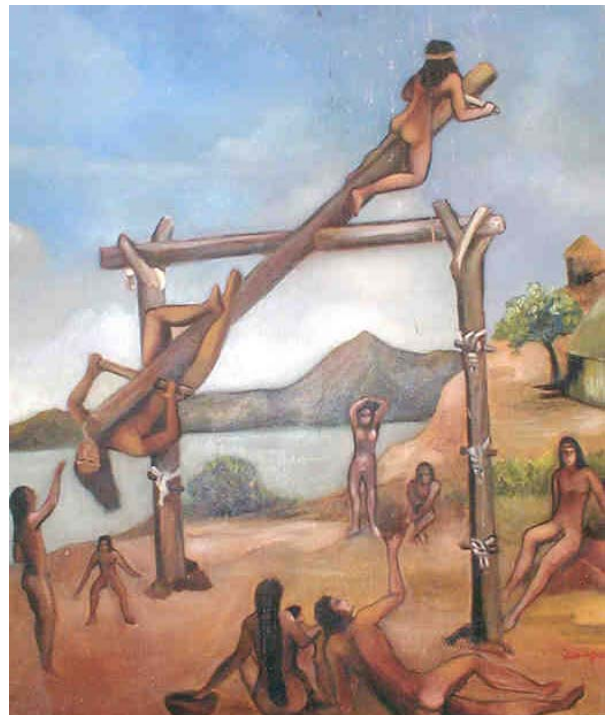


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**The
Comelazatoazte
Game**

The second game is not as complex, except for the name, *The Comelazatoazte Game*. This game is very similar to that of a seesaw or teeter-totter in America. There are two very thick and strong vertical poles ending in one horizontal pole. A wooden peg is carved into the center of the horizontal pole. Another strong wooden pole revolves around the horizontal pole. Rope is twisted around the pole and serves as an axis. They place two very strong men on the end of the pole. These two men begin to get the pole to move in an up and down motion, eventually getting the swinging pole to move around the horizontal pole 360 degrees.

**This painting shows the
Comelazatoazte Game. The
painting can be found in the
San Franciscan Museum in
Granada, Nicaragua. You
can see a representation of
this game made to scale at
this museum.**



Christmas in Nicaragua

Objectives

As a result of this lesson, students will be able to:

1. Compare and contrast the Christmas story with the song “Cristo De Palacaguina.”
 2. Compare and contrast American and Nicaraguan Christmas traditions.
-

Materials (English/ Spanish)

- Student Handout: **Christmas in Nicaragua**
 - Student Handout: **La Flor de Nochebuena**
 - Supplies for Spanish 1 Activity: Prepare folders of green red pink white and yellow tissue paper, scissors glue etc...
 - Student Handout: **Poem Project**
 - Student Handout: **Crista De Palacaguina**
 - Audio Clip: *Crista De Palacaguina*
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Notes to the Teacher

- You may wish to provide a typical Nicaraguan Christmas treat, *Bunuelos*, for the students to munch. (See the attached recipe)
 - There is also a song from the Purisima celebration to play while the students are working. It represents the typical sound of Nicaraguan music with the many fireworks in the background that accompany any celebration.
 - The activities in this lesson are structured for students with various levels of Spanish. Select those activities that are most appropriate for the students in your particular classes.
-

Activities

1. Distribute the student handout entitled **Christmas in Nicaragua**.
 - a. Direct students to take a few moments to read through the description of the holiday celebration.
 - b. Ask students to compare the Nicaraguan celebration with their own. What are the similarities? What are the differences?
 - c. Ask students to explain which of the unique Nicaraguan activities they find most interesting. Why?
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2. At this point, select one of the following activities that is most appropriate for the students in your class.
- a. Spanish 1: Poinsettias
 - Distribute the student handout entitled **La Flor de Nochebuena**, tissue paper supplies, scissors, glue, etc.
 - Divide students into work groups and instruct them to follow the directions on the handout to create tissue paper poinsettias.
 - b. Spanish 2: Poetry activity
 - Distribute the student handouts entitled **Poem Project and Format Sheet**.
 - Review the directions with the class before instructing students to begin creating their poems.
 - c. Spanish 3: *Cristo De Palacaquina*
 - Distribute the student handout entitled **Cristo De Palacaquina**.
 - Direct students to underline cognates and known words.
 - Play the audio clip (*Cristo De Palacaquina*) and direct students to follow along by reading the stanzas on the handout.
 - The students will work in small groups with a portion of the song to translate for meaning.
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Christmas in Nicaragua

During the Christmas celebrations on December 7th, Nicaraguans prepare themselves for their yearly traditions that honor the immaculate conception. This celebration is called La Purisima (The Most Pure). The prayers and songs for the Virgin Mary and the enjoyment of these festivities are such that they are called “La Noche de Gritería” (The Night of the Screaming).

During “La Gritería” a great majority of the country, particularly the young, are out there to sing with all their might until they lose their voices. They stop at each house, whose main entrance or porch is decorated, to sing for the Virgin Mary. The hymns sung to the Virgin are well known by all and are very old. Someone from the crowd will ask loudly, “What is the cause of our happiness?” And the chorus will answer, “The conception of the Virgin Mary!”

Fireworks explode everywhere the entire time and treats are offered at every house. These treats might include rosquillas, leche de burra (a sweet called donkey’s milk) nacatamal (tamal stuffed with meat) oranges, lemons, and chopped caña (cane). The children get their treats in a bag and are even aloud to shoot at each other with water balloons. Finally the doors close when there are no more foods or candy to share.

In December elegant decorations fill homes and cities. On the outside of the houses, red poinsettias are an essential decoration. The interior decorations consist of orange balls filled with spicy cloves to which green lace has been attached to hang them from the doorways. These are called Muérdago and used like mistletoe. Their fragrance fills the room symbolizing the arrival of Christmas.

Houses are also decorated with red crepe paper. Women get together to cut out guiraldas simulating the poinsettia, which in Nicaragua is called Flor del Pastor. The nativity is placed in a corner of the house to remind everyone that Jesus is the center of the celebration. In order to stimulate the Christmas spirit, Churches start to play carols at 4a.m. over loud speakers.

On the morning of December 24th, Nicaraguans’ homes become happy places where families prepare dinner together. In Nicaragua, Christmas is a celebration where family and friends are invited to each others homes to celebrate the birth of Christ. The typical food for dinner is Valencian style rice similar to Paella, stuffed chicken, nacatamal, and freshly baked bread. Spanish biscochos are served for dessert.

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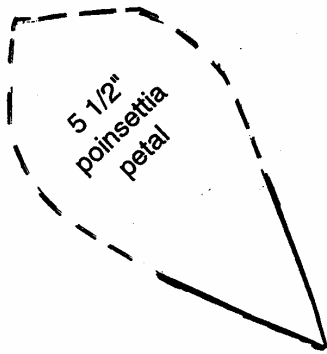
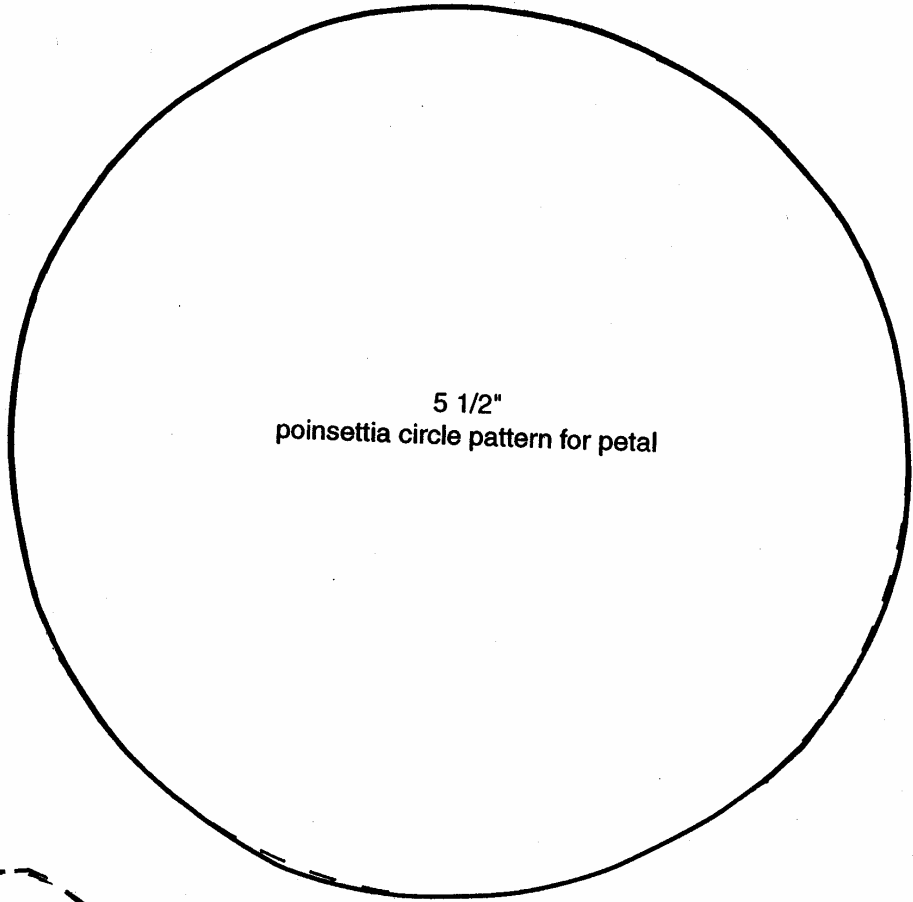
Late at night families prepare to go to church. The bells ring and the people go out to attend midnight mass. Inside the church incense is burned around the nativity scene, which occupies the entire top of the altar. Splinters of the ocote tree are added to the incense. When mass has ended people wait in line to kiss the Baby Jesus. Some people take some of the grass from the manger as a souvenir of the Mass.

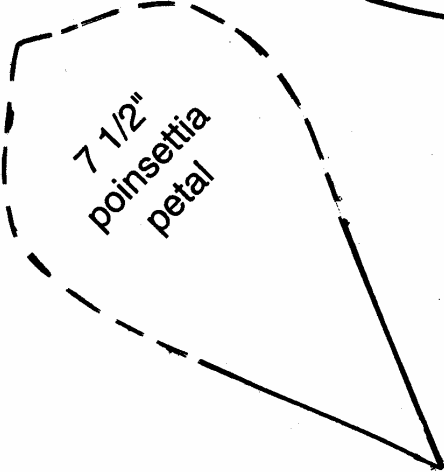
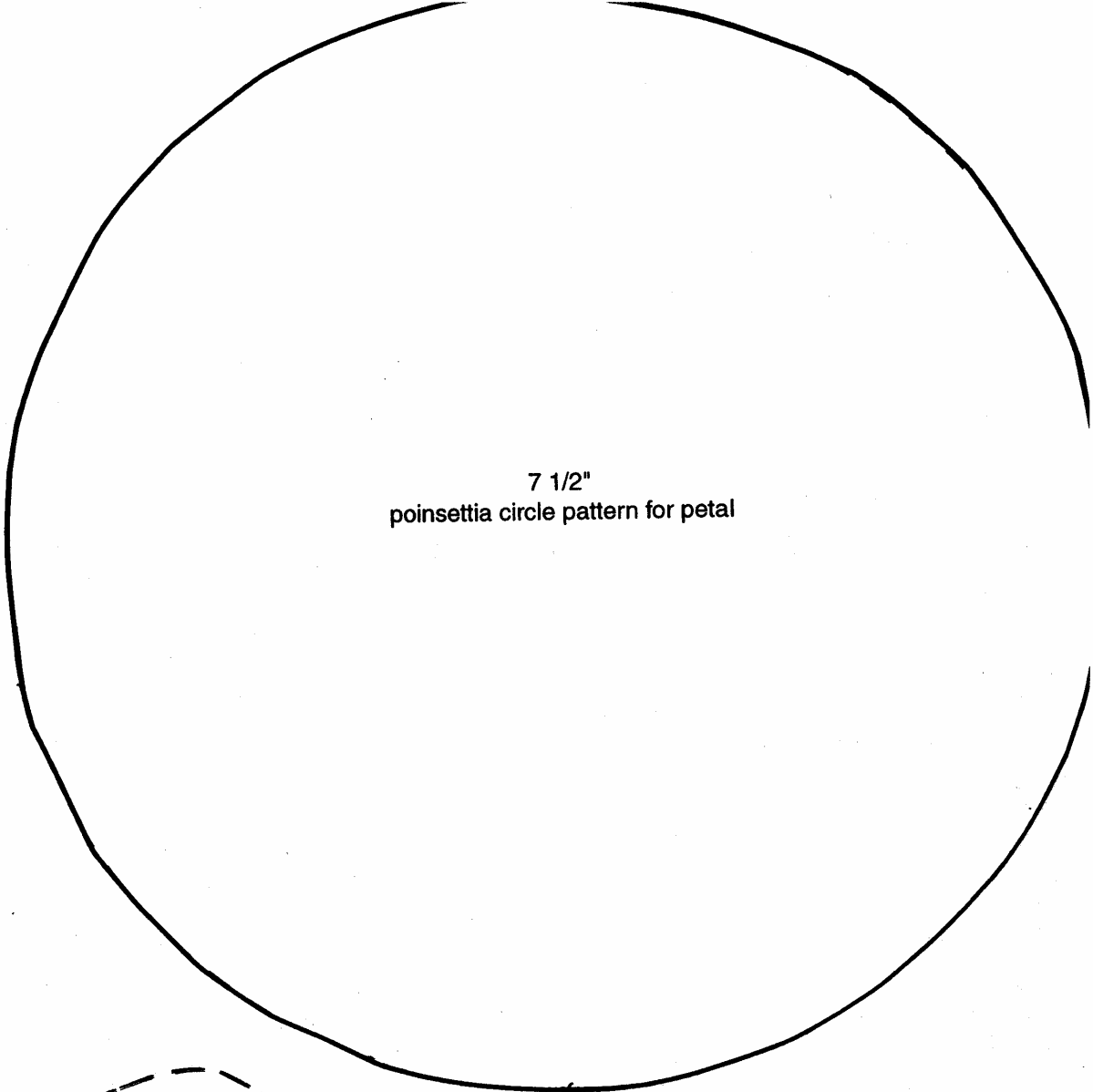
After Mass the people return home and place the Baby Jesus in the nativity to symbolize that finally he has been born. Children then run around the house to find the presents that the Baby Jesus has left them. It is unusual to us in the United States that the 25th is basically just another day in Nicaragua. It is the 24th that all the focus falls on.

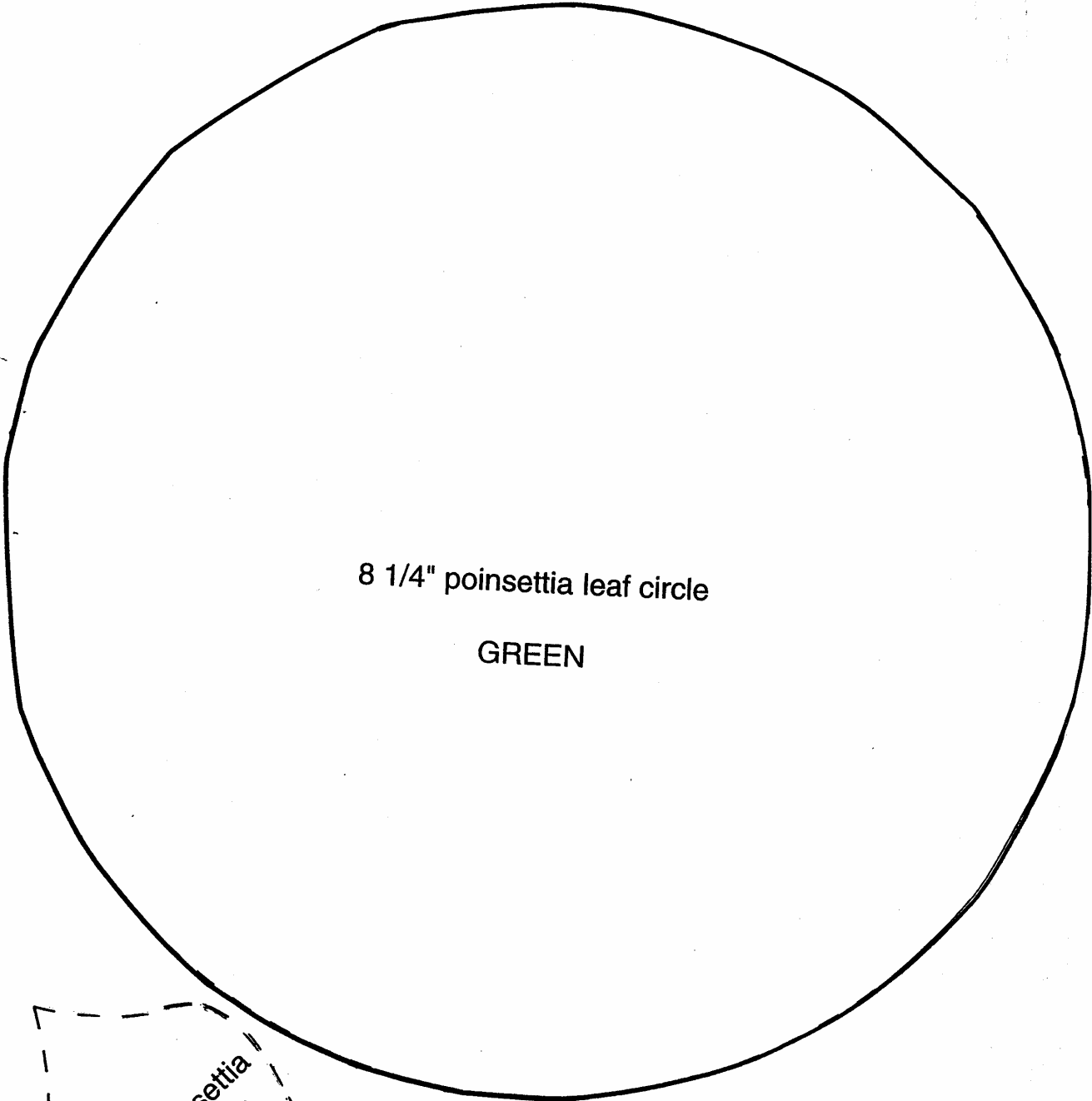
La Flor de Nochebuena

In order for your group to make poinsettias, you need to follow directions carefully.

1. Group Leader should pick up group folder. In the folder are enough materials to make 3 flowers.
 2. Materials Chairman should go to the supply table and get any necessary materials. Example: glue, scissors, etc.
 3. Group should work together to make poinsettias.
 4. One group member should trace and cut all the 8 ½” green circles. These circles will make the leaves.
 5. A different group member should cut six 7 ½” circles from the large piece of tissue. The tissue in your folder will be either pink, red, or white.
 6. Another group member should cut three 5 ½” circles from the half sheet of tissue. The red, pink, or white circles from steps 5 and 6 will make the flower petals.
 7. When all the circles are cut, fold the circle in half 3 times. Trace the pattern of the petal or leaf onto the folded tissue. Cut out the pattern. Be careful not to cut near the tip of the pattern because this is the middle of the petals.
 8. Take the yellow tissue and fold it lengthwise and fringe the ends without cutting to the fold. Open this strip and gather in the middle. Pinch the end and fluff the fringe out. This is the center of the flower and the last to be glued onto the poinsettia.
 9. Assemble the flower by putting a few drops of glue in the middle of the green leaves and center the first 7 ½” circle of petals on top. Glue the center of the petals with a few drops of glue and position the other 7 ½” circle of petals on top. Next, glue the center of the 5 ½” circle of petals. Glue the yellow center of the poinsettia.
 10. After the flower dries, take a pencil and roll each colored petal to make the petals curl.
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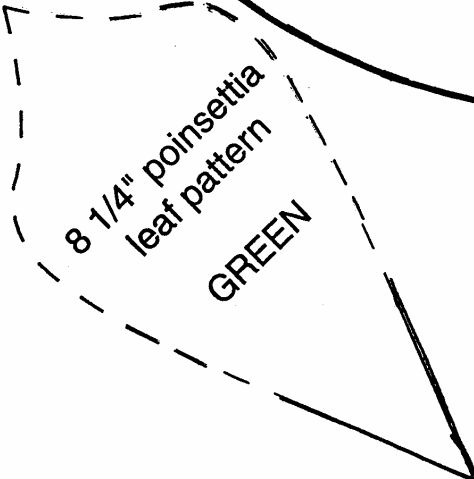






8 1/4" poinsettia leaf circle

GREEN



8 1/4" poinsettia
leaf pattern

GREEN

Poem Project

Instructions

1. Choose a symbol of Christmas or winter about which you could write a simple poem in Spanish.
 2. You are to write your original copy of your poem on the format sheet. Get it checked by your teacher to make sure that your grammar and spelling are correct before going on to step #3.
 3. Your corrected copy is to be rewritten on plain white paper and mounted on colored construction paper cut in the shape of the symbol you have described in your poem. Another option is to decorate your poem with your symbol.
 4. Grades for the written poem will be determined by the following:
 - Following instructions
 - spelling and grammar
 - creativity
 - neatness
 - quality of presentation.
-

Format Sheet

(name of a holiday or winter symbol in Spanish)

(3 adjectives in Spanish that describe your symbol)

(repeat name of symbol)

(2 verbs in sentences describing what your symbol does)

(repeat name of symbol)

Me siento _____

(a feeling word telling how this holiday makes you feel)

Buñuelos Recipe



Ingredients

4 eggs
¼ cup white sugar
1 teaspoon vegetable oil
2 cups all-purpose flour
1 teaspoon baking powder
1 teaspoon salt
1 cup white sugar
1 teaspoon ground cinnamon
1 cup vegetable oil for frying

Directions

In a large bowl combine eggs with ¼ cup sugar and beat until thick and lemon-colored. Add the oil. Combine separately 1-1/2 cups of the flour, the baking powder and the salt. Gradually add this to the egg mixture and beat well.

Turn dough out onto a floured board (use remaining ½ cup flour) and knead thoroughly until dough is smooth.

Shape dough into sixteen balls. Roll each one into a circle about 5 inches in diameter. Let stand uncovered on waxed paper for about 10 minutes.

Heat oil in a deep fry pan to 350 degrees F (175 degrees C). Fry circles until golden brown, turning once. Drain on paper towels. Sprinkle with sugar/cinnamon mixture. Store airtight.

Makes 8 servings (16 cookies)
