

LATIN AMERICAN EDUCATIONAL RESOURCES

The Center for Latin America Studies (CLAS) has educational resources on Latin America available at the university, secondary, and elementary level for classroom use or for community lectures by teachers in the tri-state area. Materials may be borrowed for up to two-week intervals. The borrower is responsible for a replacement cost if the item(s) borrowed is/are lost or damaged. Note: All materials are university level unless otherwise specified. Elementary/secondary teachers: please preview all videos and slides before using them in your class; not all are appropriate for children.

LATIN AMERICA

Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Haiti, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Uruguay, Venezuela.

Latin America -- the expression first came into use in France just before 1860 -- refers to the eighteen Spanish-speaking republics of the western hemisphere, together with Portuguese-speaking Brazil (which is by far the largest Latin American country) and French-speaking Haiti. Martinique and French Guinea are not included because they are not independent countries, but rather colonies of Europe, legally as well as in economic and financial flow. Guyana and Suriname are not included because they are former non-Spanish colonies and have had little or no interaction or dialogue in events in Latin America. Puerto Rico is excluded from the literal definition of Latin America because it has never been independent, belonging until 1898 to Spain and subsequently to the United States. Source: Latin America Today, World Eagle, Inc. (CLAS resources include Puerto Rico as part of the Caribbean.)

Latin America Resources:

Maps:

- M-20** Turn-about Map (Jessie Levine).
- M-22** Latin America: Mexico, Central America, Caribbean & South America.
- M-23** National Geographic Maps (CD-ROM).
- M-24** Latin America: 1790/Post-Independence.
- M-25** The World (Foreign Policy Association).
- M-28** Ecoregions of Latin America and the Caribbean.

Audiotapes:

- T-1** *Carmiña canta a Latinoamérica.* Popular songs from Latin America sung in operetta style.
- T-2** *14 Cañonazos Bailables.* (Volume 22.) Latin dance music by various artists.
- T-4** *I Can sing en Español.* Songs which aid in the learning of Spanish. (Grade level: elementary.)
- T-12** *6 Estrellas de la Canción.* (Volume II.) Latin American folk songs.
- T-28** *Christmas Songs in Spanish.* (Gessler Publishing Company, Inc.) This tape includes such popular songs as *Jingle Bells*, *Silent Night*, and *Joy to the World*, along with other Christmas favorites in Spanish. (Lyrics included in Spanish.)

Compact Discs:

- CD-1** *Juegos Infantiles.* (Volume 1.) Este disco contiene actividades divertidas para que los niños jueguen, rian, canten, bailen, ejerciten el lenguaje, la memoria y la imaginación y se expresen corporalmente, todo envuelto en un sano ambiente de música y diversión.
- CD-2** *Infantiles.* (Volume 1.) Canciones y juegos infantiles.
- CD-3** *Infantiles.* (Volume 2.) Canciones y juegos infantiles.
- CD-4** *Infantiles.* (Volume 3.) Canciones y juegos infantiles.
- CD-13** *Katia Cardenal: En Reveslandia.* Children's songs translated into Spanish from the work of A. Proysen and sung by a Nicaraguan singer.
- CD-14** *Sol y Canto: Sancocho.* Sol y Canto's music features a wide variety of Latin American and Caribbean dance and folkloric rhythms with a positive spirit. This debut album features original compositions as well as those of traditional and contemporary Latin American composers.
- CD-15** *Sol y Canto: En Todo Momento.* Sol y Canto's music features a wide variety of Latin American and Caribbean dance and folkloric rhythms with a positive spirit.

Slide Sets:

- SS-3** *Latin America.* A slide collection on urbanization and housing in various countries including: Argentina, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Haiti, Mexico, Panama, Peru, Puerto Rico and Venezuela. (Accompanied by a short description.)

Stories:

- ST-2** *A Christmas Surprise for Chabelita.* (Written by Argentina Palacios and illustrated by Lori Lohstoeter, 1993, Bridgewater Books.) This is a story of a young Latin American girl who lives with her grandparents, because her mother works in the city. In order to compensate for her longing, Chabelita is learning her mother's favorite poem and plans to recite it in the school's Christmas pageant. (Grade level: elementary.)
- ST-6** *The Latino Holiday Book.* (Written by Valerie Menard, Foreword by Cheech Marin.) This book briefly looks into the many traditions of Hispanic-Americans; from Cinco de Mayo to Día de los Muertos. Along with the holiday descriptions it gives either recipe or craft ideas for the specific holiday. (Grade level: elementary.)

- ST-11** *Where Angels Glide at Dawn: New Stories from Latin America*. (Edited by Lori M. Carlson, et. al. including an introduction by Isabel Allende, Harper Collins, 1990.) Mixing the real sights and sounds of many countries with humor, poetry, politics and imagination, these modern stories invite readers to explore the people and literature of Latin America. (Grade level: middle school.)
- ST-15** *La Causa: The Migrant Farm workers' Story*. (Written by Dana Catharine de Ruiz and Richard Larios, Steck-Vaughn Co., 1993.) A Latin-American family recently immigrated into the United States; fight a battle against the exploitation of migrant Farm workers. Through nonviolent protest they struggle to build a union despite the resistance of wealthy farm owners. (Grade level: upper elementary - middle school.)
- ST-25** *Las Navidades - Popular Christmas Songs from Latin America*. (Selected and illustrated by Lulu Delacre, Scholastic Inc., 1990.) Includes English lyrics by Elena Paz as well as musical arrangements by Ana-Maria Rosado. Available in both English and Spanish. Christmas and New-year's eve lyrics and traditions from El Salvador, Puerto Rico, Santo Domingo, Venezuela and Mexico. Musical scores included. (Grade level: elementary.)
- ST-34** *The Big Book of Ancient Aztec, Maya and Inca Activities*. (Written and illustrated by Steve and Jean Henrich.) Designed to provide a variety of creative projects to enhance a unit of study on ancient Aztec, Maya and Inca civilizations. Includes projects such as how to make a clay pot, a wall mural of ancient Mexico, a Mayan mosaic jar and ancient jewelry artifacts. (Grade level: upper elementary and middle school.)
- ST-53** *Families of the World - Volume 1, The Americas and the Caribbean*. (By Hélène Tremblay, New York: Farrar, Straus and Giroux, 1988.) In 1981, Hélène Tremblay embarked on an ambitious and daring project: to record daily life all over the world through the one experience common to almost everyone - the family.
- ST-55** *Latin America & the Caribbean: Lands and Peoples*. (By David L. Clawson, Brown & Benchmark Publishers, 1997.) Written primarily as a geography of Latin America and the Caribbean, but is also intended to serve as an interdisciplinary introduction to the region. Includes 13 chapters divided into three parts (physical geography, cultural patterns, and economic patterns).
- ST-56** *Economic Restructuring in the Americas*. (Edited by Lourdes Beneria and Mary Jo Dudley, Latin American Studies program, Cornell University, Occasional Papers Studies, Volume 3, December 1996.) The papers in this volume were presented at a workshop held at Cornell University in October 1994, cosponsored by Cornell University's and University of Pittsburgh's Latin American Studies Programs.
- ST-57** *Cornell International Institute for Food, Agriculture and Development*. (CIIFAD, Annual Report 1995-96.)
- ST-59** *Focus on Latin America & Canada*. (New Jersey: Globe Fearon Educational Publisher, 1997.) An introduction to the geography, history, cultures, economics, and politics of Latin America and Canada. Includes maps, charts, and photographs. (Grade level: middle school.)
- ST-68** *Leyendas Lationamericanas*. (By Genevieve Barlow, Chicago: National Textbook Company, 1996.) This new and expanded second edition is a collection of tales designed for readers who are beginning to function comfortably in Spanish and who want to become more familiar with the cultural heritage of Spanish-speaking Latin America. Foot notes included. (Grade level: high school and above.)
- ST-80** *La Navidad: Christmas in Spain and Latin America*. (By Agnes M. Brady, Lincolnwood: National Textbook Company, 1995.) Introduction to the richness and diversity of Hispanic holiday traditions, offering a varied selection of Spanish songs, poems, and playlets. (Grade Level: middle school/intermediate.)
- ST-88** *CrashBoomLove*. (By Juan Felipe Herrera, Albuquerque: University of New Mexico Press, 1999.) A Chicano novel in verse. Drawing upon life as well as a lifetime of dedication to young people, *CrashBoomLove* helps readers understand what it is to be a teen, a migrant worker and a boy wanting to be a boy. (Grade level: middle school/high school.)
- ST-97** *Calliope: Exploring World History: The Ancient Maya*. (New Hampshire: Cobblestone Publishing Company, 1999). Articles, pictures and activities about the history of the Maya. (Grade level: upper elementary/middle school.)

Videotapes:

- V-4** *Chautauqua*. Shot on the occasion of the Second General Chautauqua Conference on the Americas where 21 Latin American students from the University of Pittsburgh participated and discussed debt, immigration, drugs, democracy, human rights and the environment (August 1991).
- V-32** *Diverse Roots - Diverse Forms: Six Latino Artists in the U.S.* Presents the richness and variety of American art through the work of Latin American artists. The artists (native Latin Americans/Latin Americans born in the U.S.) demonstrate their work in different artistic media, painting, sculpting and altar making. They discuss their experiences as a minority population, successes, frustrations, dreams, philosophy of life, cultural heritage as well as the role these experiences have played in their artwork. The artists deliver a strong message regarding diversity of life style and how to improve through life's experiences. (Grade level: secondary and above. Length: 28 minutes; Available in Spanish and English.)
- V-46** *Barroco*. Barroco traces the emergence of contemporary Latin American and Caribbean culture through historical musical encounters among native Mayan and Aztec populations, Spanish colonialists, and imported African slaves. Alejo Carpentier's *Concierto Barroco* inspired the films' lush images, which coalesce with the song and dance to create a musical spectacle that truly does speak louder than words. (By Paul Leduc, 108 minutes.)
- V-53** *Latin America in Transition*. Up to date video guide on Latin America. Includes six lessons: overview of Latin America; politics and democracy; economic development and regional integration; the environment; poverty, human rights and social change; and U.S. interests in Latin America with curriculum guide. (Cross-reference to CG-19, grade level: high school and above, 1995.)
- V-65** *The Challenges Facing Latin America*. Presented by Oscar Arias, the former President of Costa Rica and Nobel Peace laureate, at the inauguration of the Global Integration Lecture Series. (Toward the Americas of 2005: Democracy, Development and Prosperity at the University of Pittsburgh on November 13, 1997, 45 minutes.)
- V-79** *In Search of History: The Gold of El Dorado*. Spanish Conquistadors follow their desires for the gold and wealth of the lost city of El Dorado and in the process make history by discovering and conquering much of the New World's indigenous population. (Approximately 50 minutes, grade level: middle/ high school.)
- V-91** *Stories from Latin America, Four Children's Folk Tales*. Four charming folktales are brought to life by professional storytellers and beautiful illustrations. Children will delight in *Little Miss Cockroach*, the tale of a cockroach looking for a husband; *The Day It Snowed Tortillas*, the humorous story of a woman's scheme to hold on to the gold her husband found; *The Wonderful Chirrienera*, about an unusual snake; and *The Song of the Toucan*, the story of how this colorful bird gets its water. (1996, 30 minutes.)
- V-108** *Telenovelas: Love, TV and Power*. (Films for the Humanities & Sciences, Princeton, NJ, 2001, 59 minutes.) If TV is the opiate of today's masses, then the Latin American telenovela—broadcasts six days a week in prime time to more than 120 countries—is the leading genre. This classic program examines the cultural impact of the telenovela and its influence on Latin American power

politics. Interviews with sociologist Joan Luis von Tiburg; media moguls Emilio Azcarrage and Roberto Marinho; and others are included, along with generous clips from the sensational *By These Streets*, which closely parallels Venezuelan news events, and the mega popular Brazilian romantic melodrama *Body and Soul*.

From the Americas Series:

- V-26** *Builders of Images: Latin American Cultural Identity.* Explores the role of the artist in societies of the Americas through the eyes of four diverse and influential artists: Puerto Rican writer Luis Rafael Sanchez, Brazilian singer Caetano Veloso, Mexican performer and playwright Jesusa Rodríguez as well as Argentine filmmaker Fernando Solanas.
- V-29** *The Americas: The Latin American and Caribbean Presence in the United States.* Profiles California's Mexican population as well as the Latin American and Caribbean communities of Miami and New York City. This final episode poses questions about assimilation, national identity and how these communities are changing what it means to be an American.

The Buried Mirror Series (V-85 through V-89) (Written and presented by Carlos Fuentes.)

- V-85** *Program I: The Virgin and the Bull.* Best-selling Mexican author Carlos Fuentes looks for his forebears in the mix of people that created Latin America: Spanish, Arab, Jewish, Indian and African. He asks what is unique in their culture that is cause for celebration in the 500th anniversary year of Columbus. His quest takes him from the quayside at Vera Cruz, "where the Mediterranean comes to an end in the Caribbean", back to Spain, to the dark caves of Altamira, the harsh sunlight of the bullring and the stamping feet of the flamenco dancer. (59 minutes.)
- V-86** *Program II: Conflict of the Gods.* Carlos Fuentes retraces the Indian world through their magnificent pyramids and sculptures, a world of precise astronomy and human sacrifice, serenity and violence. The return of their exiled god was forecast for the very year Cortes reached their shores. The savagery of the conquistador equaled that of the Indian, but he brought with him a new god, a god who sacrificed himself for men. (59 minutes.)
- V-87** *Program III: The Age of Gold.* The New World brought Spain (and ultimately Europe) enormous treasures: gold, silver, chocolate, tomatoes, the potato. Yet Spain's most powerful ruler, Philip II, lived in austere solitude in a cell-like study. He sought to protect the Catholic faith, while the Spanish author Cervantes questioned all values in *Don Quixote*, the prototype of the modern novel. At the court, Velázquez painted masterpieces of psychological penetration and the Baroque style vaulted the Atlantic and celebrated its transformation into a tool for Indian fantasy in the magnificent churches of Potosí and Ocotlan. (59 minutes.)
- V-88** *Program IV: The Price of Freedom.* Every year a million Mexicans gather in the great central square of their capital to celebrate *El Grito*, the cry for independence. Following its progress, Carlos Fuentes crosses the Andes in the steps of Bolívar and San Martín. "Those who serve the revolution plow the seas," said the dying Bolívar. The liberators succeeded in throwing off the Spanish yoke, but they found it harder to establish a just society. For the gaucho there was the consolation of the open spaces, the mountains, and the plains. And for those crowding into the new cities like Buenos Aires, there was the tango, a sad thought that can be danced. (59 minutes.)
- V-89** *Program V: Unfinished Business.* Spain, Latin America and the Hispanic communities in the United States have all undergone enormous changes in this century. Within the lifetime of those born now, half the population of the U.S. will be Spanish speaking. Every year, half a million brave the border patrols to enter the United States illegally. "They are looking for the Gringo gold, but also bringing the Latin gold," Carlos Fuentes observes. Hispanic immigrants contribute a wealth of traditions: diverse cultural creativity in art, music, and dance, respect for family ties- distinct hallmarks of the Spanish-speaking world. (59 minutes.)

Curriculum Guides:

Tulane University's Latin American Curriculum Resource Center has produced two self-contained mixed-media curricula (CG-1 and CG-2). These resource guides were designed with multiple independent units, which may be integrated into an existing course or combined to provide all necessary materials for a 9-16 week program. Materials are fully reproducible for classroom use.

- CG-1** *Latin America: Land of Diversity.* Comprehensive, multi-media, nineteen-unit guide for social science courses was designed for grades 9-12 but can be used at both middle school and university levels. Each unit includes definitions of important terms, reading assignments, discussion questions, activities, a short objective quiz and supplemental materials including newspaper and journal articles, literary selections, maps and games. Activities stress the development of research, writing and critical thinking skills. (Includes 225 slides, a comprehensive final exam and a large full-color map of the Americas accompany over 400 pages of text.)
- CG-2** *La tierra mágica: Una exploración cultural de la América Latina.* Nine chapters including reading assignments, discussion questions, activity plans and supplemental materials such as literary selections, cartoons, games, maps and songs. The discussion questions and activities are designed to develop advanced level speaking, listening, reading, writing, and research skills, as well as encouraging a comparative, global understanding of many intercultural issues. The complete course includes 500 pages of reproducible text, more than 140 slides and over 30 minutes of recorded music. All materials, including vocabulary definitions and instructions, are in Spanish.
- CG-4** *Latin America and the Caribbean from a Global Perspective: A Resource Guide for Teachers.* (By Pedro R. Bermudez and Barbara C. Cruz, Florida International University.) A resource guide for teachers of grades 9-12. Ten lesson guides providing teachers with lesson plans that will expand their students' knowledge and perspectives about the particular region and increase their global awareness. Each unit outlines rationale, objectives, key concepts, infusion area, materials needed, and suggested time. In addition, learning activities, assessment and additional activities are also detailed.
- CG-8** *It's the Image That Counts: Cartoon Masters for Latin American Study.* (Drawings by Mark D. Prouse, a National Seminar Publication, Latin American Studies Association.) Reproducible cartoon images give busy teachers ideas for enhancing and enriching classroom activities through the use of cartoons. Includes cartoons representing false impressions held by North Americans in reference to Latin Americans, as well as those held by Latin Americans in reference to North Americans.
- CG-12** *Quincentennial Education Packet - 500 years: Exploring the Past to Discover the Present.* (Produced by the Quincentennial Education Project, Minneapolis, Minnesota.) This brilliantly innovative curriculum guide consists of three volumes: Volume I -- grades K - 6, Volume II -- grades 7 - 12, and Volume III -- an appendix on "Rethinking Columbus: Teaching About the 500th Anniversary of Columbus Arrival in America". "Exploring the Past to Discover the Present" provides an alternative way of teaching about the discovery of America; it refocuses history to include the views of those who were brought to the Americas from Africa, as well as women and children. Thus it provides a less biased view of this pivotal event in human history.
- CG-16** *Piñatas and Paper Flowers.* (By Lila Pearl, 1983.) Book provides brief descriptions both in English and Spanish of several Latin American holidays as they are celebrated in North, Central and South America. (Grade level: upper elementary.)

- CG-19** *Latin America in Transition.* Instructional guide on Latin America that includes six lessons: overview of Latin America; politics and democracy; economic development and regional integration; the environment; poverty, human rights and social change; and U.S. interests in Latin America. For use with videotape V-53. (Grade level: high school and above, 1995.)
- CG-21** *A Bit of Everything (Un Poco de Todo).* Activities for teaching Spanish. (Grade level: elementary.)
- CG-22** *I Can sing en Español.* Songs which aid in the learning of Spanish. (Grade level: elementary.)
- CG-24** *Latin America - Curriculum Materials for the Middle Grades.* (Edited by Virginia G. Gibbs, Center for Latin America, University of Wisconsin-Milwaukee.) This collection of materials has been designed to enrich the study of Latin America by introducing many subjects and themes. Includes Introductory and Summary Units as well as units based on Mexico, Central America and the Caribbean, Venezuela, Peru, Brazil and Argentina. (Grade Level: middle school.)
- CG-25** *Christmas - *Indo-Hispanic Folk Art Traditions I.* (Activities written and illustrated by Bobbi Salinas.) A book of culturally based activities with emphasis on Latin American Christmas traditions. Bilingual. (Grade level: K-adult.)
- CG-27** *Why Do People Move?* (Developed by Stanford Program on International and Cross-Cultural Education (SPICE), 1993.) Looks at the migration flow from six Latin American countries: Mexico, Dominican Republic, El Salvador, Guatemala, Haiti, and Cuba. Unit goals: to expand students knowledge and understanding of some of the reasons people leave their countries, of the obstacles people face when deciding to move and of the complexities of migration. Also, to make connections between students own experiences of migration and the cases presented in the unit. Includes audiotape. (Grade level: Grades 6 - 10.)
- CG-37** *Lessons on Latin America (Vol. A-C).* (By Robert W. Shedlock.) Provides students with a wide variety of high-interest learning activities, including television game shows, crossword puzzles, word games, map exercises, contests, small group games, team competition, role-playing activities, high-interest readings, and much more. Covers subjects such as geography, climate, culture, and history. (Grade Level: middle school.)
- CG-38** *Latin America Today: A Reproducible Atlas.* (By World Eagle, 1997.) Consists of 236 pages of illustrative maps, tables and graphs depicting many subjects such as size, population, cities, women, religion and labor. (Grade level: high school and above.)
- CG-40** *Neighbors of U.S.A: Canada, Mexico, Central America, Caribbean, and South America.* (By Mark Lueckenhoff.) Includes background material, directions and ideas for the teacher as well as directions, information, maps and materials for the students. Covers topics such as people, places, products, Multicultural Focus and Cross-Discipline Studies. (Grade level: 4-8.)
- CG-59** *CultureGrams: 2004 World Edition.* (Axiom Press Inc., 2003.) Reports on the Americas laying a framework for understanding and appreciating how other people live and think. CultureGrams helps you take each culture on its own terms and appreciate it for the gifts it brings to the world table: its religions and world views, arts and traditions, peoples and languages.

Overhead Transparencies:

- OT-1** 13 Transparencies depicting Latin American and North American stereotypes.

Other Resources:

- O-3** *Americas: New Interpretive Essays.* (Alfred Stephan, ed.) This book is an optional part of Americas' 10-unit video course. (See videos V-20-29.) It is a new interpretation of the forces shaping the Americas. Examines issues of sovereignty, the development of Latin American states, economic restructuring and political democratization, the evolution and future of revolutionary movements in the region, feminist movements, religious innovations, developments in literature and the arts and analyses of the identities of people of the region. These themes are explored through essays written by scholars from diverse disciplines of history, comparative literature, anthropology, sociology, demography, women's studies, economics and political science.
- O-10** *Latin America in Your Community: A Guide to Establishing Educational Outreach Programs.* (Ann Wildermuth ed., Center for Latin American Studies, Tulane University.) This publication is designed to help institutions open "windows" of Latin America to students, teachers and the public. Information includes: needs assessment, starting a program, suggestions of initial projects, curriculum development, teacher workshops and funding sources.
- O-15** *University of Pittsburgh's Center for Latin American Studies (CLAS) and Institute for International Studies in Education (IISE) Workshop Resources and Papers.* (A compilation of papers from four CLAS/IISE workshops for K-12 teachers in 1993-94.) Workshop themes include: Everyday Lives of Women and Men in Latin America; A Window to Realities in Latin America: Networking via Computer; Youth and Youth Culture in Latin America; and Cultura con CLAS: K-12 Spanish Language Teachers. These materials include resources lists, computer network contacts, suggested readings and exercises and other relevant information.

NORTH AMERICA

Mexico

Mexico Resources

Maps:

- M-1** Mexico.
- M-4** Mexico, Central America and West Indies.
- M-5** Mexico, Central America and the West Indies.
- M-6** Mexico, Central America and Northern South America.
- M-8** Ancient Mesoamerica
- M-9** Mexico, Central America and West Indies (large but old).
- M-12** Yucatan Peninsula, Central America, Caribbean and South America.
- M-22** Latin America: Mexico, Central America, Caribbean and South America.
- M-23** National Geographic Maps on CD-ROM.
- M-24** Latin America: 1790 - Latin America after Independence.

Audiotapes:

T-26, 27 *The Legend of Poinsettia*. (By Tomie dePaola, narrated by Yareli Arizmendi, music composed by Richard DeRosa, 1995, Scholastic Inc.) Two versions are available: one in English T-26 and one in Spanish T-27. This is a Mexican Christian legend of the poinsettia, a Christmas plant, and a little girl's special gift at Christmas time. Books also are available. (Also refer to ST-24, Grade level: elementary.)

Slide Sets:

- SS-3 *Latin America*.** Slide collection on urbanization and housing in various countries including: Argentina, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Haiti, Mexico, Panama, Peru, Puerto Rico and Venezuela. Accompanied by short descriptions.
- SS-4 *Mexico*.** Sites and costumes of the various areas of Mexico.
- SS-5 *Mexico*.** Sites from around the country.
- SS-6 *Mexico: Teotihuacán: Artes Mayores y Menores*.** Slide set of the varying art forms that can be found throughout the ancient city of Teotihuacán, Mexico.
- SS-16 *UNICEF*.** Alternative care for children in Mexico.
- SS-31 *Carnival in Veracruz, Mexico*** Slides with script and classroom activities. (Grade level: upper elementary and middle school.)
- SS-32 *Day of the Dead: A Mexican Celebration*.** Slides with script and classroom activities. (Grade level: upper elementary and middle school.)
- SS-33 *Pre-Colombian Cultures of Mesoamerica*.** Use slides with curriculum guide CG-13.

Stories:

- ST-3 *Diego*.** (By Mike Venezia, 1994, Alfred A. Knopf.) In vibrant miniature paintings, this book introduces the adventures that marked Diego Rivera's early years, as well as the power of his art in celebration of the Mexican People. (Grade level: middle school.)
- ST-9 *The Piñata Maker*.** (By George Ancona, Harcourt Brace & Co., 1994.) Don Ricardo creates magical piñatas and masks. Upon this credibility he is invited to share in many celebrations. A fascinating glimpse of Mexico with photos and other information on how to make a piñata. (Grade level: elementary.)
- ST-20 *My Home in Mexico*.** (By Donna Bailey, Steck-Vaughn Co., 1990.) Story of how a Mexican family earns their living in Mexico City, told by a young boy named Alberto. (Grade level: K to lower elementary.)
- ST-24 *The Legend of Poinsettia*.** (Retold and illustrated by Tomie dePaola, Scholastic Inc., 1994.) A Mexican Christian legend of the poinsettia, a Christmas plant, and a little girl's special gift at Christmas time. Bilingual. Audiotapes are also available. (Refer to T-26 and T-27, Grade level: elementary.)
- ST-25 *Las Navidades - Popular Christmas Songs from Latin America*.** El Salvador, Puerto Rico, Santo Domingo, Venezuela, and Mexico. (Grade level: elementary.)
- ST-27 *Nine Days to Christmas - A Story of Mexico*.** (By Marie Hall Ets. & Aurora Labastida.) In Mexico, the celebration of Christmas is preceded by nine days of posadas, special Christmas parties, with activities for children. One of the main attractions of the posada is the piñata. The adventure of a little Mexican girl and her first piñata and posada celebration. (Grade level: elementary.)
- ST-28 *Arroz con Leche - Popular Songs and Rhymes from Latin America*.** (Selected and illustrated by Lulu Delacre, Scholastic Inc., 1989. English lyrics by Elena Paz, musical arrangements by Ana-Maria Rosado.) Bilingual. Popular songs and rhymes of Puerto Rico, Mexico and Argentina. (Grade level: elementary.)
- ST-37 *Cinco de Mayo: A Historical Play*.** (By Mignon L. Bradley, Luisa Productions, 1992.) A play about Cinco de Mayo commemorating the defeat of the French at Puebla, May 5, 1862, following the invasion of the French military to the newly independent Mexican Republic. A typical Cinco de Mayo celebration or fiesta would include food, colorful dancing and a piñata-breaking for the children. The book was especially designed to make performing Cinco de Mayo easy, fun and educational for the students, the teacher and the audience. (Grade level: upper elementary/ middle school.)
- ST-38 *Living in Mexico*.** (By Alvino E. Fantini and Beatriz C. Fantini. published by The Experiment in International Living, Vermont, 1992.) A brief introduction or review of the culture and language of Mexico for visitors, students and business travelers. (Grade level: middle/high school and college.)
- ST-39 *Mexico: the land*.** (Crabtree Publishing Co., 1993.) Book describes the land of Mexico, including its history, regions, natural resources, wildlife, environmental problems and transportation systems. Includes index and glossary. (Grade level: upper elementary and above.)
- ST-40 *Mexico: the people*.** (Crabtree Publishing Co., 1993.) Book describes the people of Mexico, including their way of life, family life, education, religion, city and village life and work. Includes index and glossary. (Grade level: upper elementary and above.)
- ST-42 *The Folk Art of Mexico*.** (By Linford Donovan.) A how to do it book of Mexican crafts and costumes. (Grade level: upper elementary, middle and high school.)
- ST-44 *Cesar Chavez*.** (By Consuelo Rodríguez, New York: Chelsea House Publishers, 1991.) Biography of Mexican-American Cesar Chavez, labor leader. (Grade level: upper elementary/middle school.)
- ST-45 *Henry Cisneros*.** (By Elizabeth Coonrod Martinez, Connecticut: The Millbrook Press, 1993). Biography of Mexican-American Henry Cisneros, community leader. (Grade level: upper elementary/middle school.)
- ST-47 *Diego Rivera*.** (By James Cockcroft, New York: Chelsea House Publishers, 1991.) Biography of Mexican muralist Diego Rivera. (Grade level: upper elementary/middle school.)
- ST-48 *Frida Kahlo*.** (By Hedda Garza, New York: Chelsea House Publishers, 1994.) Biography of Mexican artist Frida Kahlo. (Grade level: upper elementary/middle school.)
- ST-51 *This Migrant Earth*.** Rolando Hinojosa's re-casting into English of the novel that is the basis of the modern Chicano literary movement: Tomás Rivera's . . . y no se lo Tragó la tierra. (Texas: Arte Publico Press, 1987, grade level: middle/high school.)
- ST-52 *A Migrant Family*.** (By Larry Dane Brimner, Minnesota: Lerner Publications Company, 1992.) A provocative photographic essay showing how one Mexican-migrant family gets along. (Grade level: upper elementary/middle school.)
- ST-58 *Mexican-American Folklore*.** (Compiled and edited by John O. West, Arkansas: August House, 1988.) Comprehensive look at the Mexican-American world, richly nourished by the folkways of three cultures: Indian, Spanish, and Mexican. Includes proverbs, riddles, folk songs and narratives, children's games, home remedies, folk foods, crafts, dress and more. (Grade level: middle school to adult.)
- ST-71 *Children of the Yucatan*.** (By Frank Staub, Carolrhonda Books, 1996.) From ancient pyramids to lively plazas, life in the Mexican state of Yucatan is a rich blend of Mayan and Spanish cultures and traditions. Author and photographer Frank Staub will take you

around Yucatan to meet several children who live in different areas of the state. Through words and pictures, these portraits of real children will help you understand what it is like to grow up in the Yucatan. (Grade level: elementary/middle school.)

- ST- 75** *Cuentos del Día de los Muertos, Day of the Dead Folk Tales.* (By Salvador González, González & Fukuda, 1997.) A collection of folktales from Mexico that celebrate El Día de los Muertos. Bilingual. (Grade level: High School/ Intermediate Spanish.)
- ST- 79** *Opossum and The Great Firemaker.* (By Jan M. Mike.) A trickster tale that shows the value placed on cleverness by the tribes of southern Mexico. (Grade Level: elementary.)
- ST-92** *Teotihuacán: History, Art and Monuments.* (México City: Monclém Ediciones, 1995.) A concise booklet containing information and color pictures of the archaeological site of Teotihuacán. (Grade level: middle school/high school.)
- ST-93** *Teotihuacán: City of the Gods.* (By Jorge Angulo, México City: Monclém Ediciones, 2001.) A concise booklet containing 92 color photographs with detailed text that covers all aspects of this archaeological site in México. (Grade level: middle school/high school.)
- ST-94** *México City: History, Art and Monuments.* (By Yolanda Bravo Saldaña, México City: Monclém Ediciones, 2001.) A work containing 200 color illustrations as well as color photographs depicting the people, places and various cultural aspects of México. (Grade level: middle school/high school.)

Videotapes:

- V-8** *Sentinels of Silence.* (18 minutes.) A documentary about the important Aztec and Maya ruins in Mexico.
- V-38** *Chicana.* (A film by Sylvia Morales, 1979.) Examines the roles of Chicana women beginning in the Aztec Empire through the Mexican Revolution and their roles today, including the U.S. context. In English. (Grade level: high school and above.)
- V-45** *Portrait of An Artist: The Frescoes of Diego Rivera.* A documentary following the career of Diego Rivera from 1920 when he returned to Mexico until his death. Rivera's works, true frescos, depict Mexican History and are described as the key to the spiritual transition of Mexico. Rivera himself states, "Art has a social function like any other craft." Includes over 118 fresco panels plus work done in the U.S., Detroit & NYC. Excellent for art classes, high school level and above, and as a cultural/historical introduction to Mexico for Spanish language classes.
- V-50** *Life in a Mexican Village.* (1993, 22 minutes.) This video depicts the typical daily life of a family living in a small Mexican village. It shows the daily chores, cooking, children at school, making of crafts and more. A very informative video that gives you a glance at the average Mexican family. (Grade level: middle school/high school.)
- V-52** *The Day of the Dead.* (1992, 32 minutes.) This video depicts how the Day of the dead is celebrated in Mexico. It shows a typical Mexican family in the market place as they buy all necessary flowers, foods, incense and decorations to decorate their home for the holiday. It also includes the important Spanish terms for items needed for this holiday. (Grade level: upper elementary, middle and high school.)
- V-59** *Basic Mexican Cuisine.* This video describes seven basic Mexican recipes that compose a traditional Mexican lunch or dinner. The chef reads the required ingredients and describes the steps involved to prepare each dish. Recipes include: guacamole, Mexican rice, enchiladas, tortillas chips, chiles rellenos, chile con queso and flan. (English, 80 minutes.)
- V-62** *Imágenes Intencionadas: Las Elecciones de 1994.* (Produced by the Academia Mexicana de Derechos Humano/Mexican Academy of Human Rights.) This organization analyzes the right to information according to the Article 6 of the political Constitution of the United States of Mexico regarding the 1994 presidential elections. According to specific guidelines, they selected various images from two of the major television news programs in Mexico, in order to question the equity, objectivity, and veracity of the way citizens were informed about the campaigns of three presidential candidates. (1994, Spanish, 30 minutes.)
- V-63** *The PRI and Mexican Democracy: On the Road to 2000.* (Legislative elections July 6, 1997, 40 minutes.) A brief description of the history of Mexico's democracy from the point of view of Mexico's political party PRI.
- V-64** *Libre y Secreto ¡Defiéndelo!* (Produced by the Academia Mexicana de Derechos Humanos/Mexican Academy of Human Rights.) Informs the Mexican population of their right to vote freely and without fear no matter what political party they support. (1997, Spanish, 15 minutes.)
- V-76** *Portrait of an Artist: Frida Kahlo.* Is a close-up look at the life and works of Frida Kahlo. Frida lived and worked at the center of the Mexican renaissance in the 1920s and 30s. At the age of 16 she was involved in a road accident that left her in constant pain. Her paintings reflect her struggle with her ravaged body. At the same time she was hailed as a surrealist by the artist André Breton. (60 minutes. Grade Level: high school and above.)
- V-77** *Julio y su Angel.* (Produced and directed by Jorge Cervera.) La película es la tierna historia de un niño huérfano que va en busca de su angel de la guardia. Es una película mágica que deja un mensaje positivo. El fondo musical de la película es la música folklórica de Veracruz. (98 minutos, Español con subtítulos en Inglés, grade level: middle school and above.)
- V- 82** *Hello! From Around the World! Mexico and Central America.* Focuses on the lives of children in Mexico, Guatemala and Costa Rica. It gives some historical background for each country and shows children taking part in daily activities. (25 minutes, 1993, Grade Level: K-7.)
- V-93** *Sixth Sun: Mayan Uprising in Chiapas.* Chronicles the January 1994 uprising led by the Zapatista Army of National Liberation. Visually interweaving the Mayan past and the Mexican Revolution with contemporary reality, this documentary portrays an epic confrontation pitting impoverished Indian peasants against large landowners and government officials in Mexico's poorest state. The video features in-depth interviews with Subcomandante Marcos, the ski-masked 'poet-warrior' amidst the mountains and jungles from which the rebellion sprang, as well as other leaders and soldiers from the Zapatista movement. Other protagonists include Bishop Ruiz, Mexico's outspoken practitioner of liberation theology and defender of indigenous rights; ranchers forced from their land; activists lay ministers; government officials and army officers; and the notorious guardias blancas, the landowners private armies.
- V-105** *Ciudades del México Antiguo-Teotihuacan: El Caracol Alado.* (2002, 45 minutes.) Represents the grandeur of an extraordinary city, Teotihuacan, and evocatively relives unique moments that most likely took place here, on one of the Humanity's Treasures.

From the Americas Series:

- V-22** *Continent on the Move: Migration and Urbanization.* Looks at migration, one of the most important forces transforming the Americas. It is set in Mexico where migration has moved people across borders and from rural villages to congested cities.
- V-26** *Builders of Images: Latin American Cultural Identity.* Explores the role of the artist in societies of the Americas through the eyes of four diverse and influential artists: Puerto Rican writer Luis Rafael Sánchez, Brazilian singer Caetano Veloso, Mexican performer and playwright Jesusa Rodríguez as well as Argentine filmmaker Fernando Solanas.

- V-28** *Fire in the Mind: Revolutions and Revolutionaries.* Looks at revolutionary movements in the region today, with emphasis on the former guerrillas in El Salvador and the current movement in Peru. The program also examines three revolutions of this century: Mexican, Cuban and Nicaraguan.
- V-29** *The Americas: The Latin American and Caribbean Presence in the United States.* Returns to the United States to profile California's Mexican population and the Latin American and Caribbean communities of Miami and New York City. This final episode poses questions about assimilation, national identity and how these communities are changing what it means to be an American.

Curriculum Guides:

- CG-9** *Life In A Mexican Village.* (By LoAnna Chance, Carlex Company.) A small workbook that accompanies the video of the same title, **V-50**, which includes activities related to the video.
- CG-11** *The Days of the Dead, 30 Exercises for the Spanish Class.* (By Joanne Matson, Carlex Company.) A bilingual workbook containing 30 activities to aid in teaching of the Mexican celebration of the Day of the dead. (Grade level: intermediate Spanish.)
- CG-13** *Mesoamerican Tapestry, Pre-Colombian Culture and the Living Legacy: A Resource Packet.* Presented by the Consortium of Latin American Studies Programs. A resource packet introducing many lesson plans on Pre-Colombian culture. (Maps and codices included: Guatemala and Mexico, grade level: middle/high School, to be used with slides SS-33.)
- CG-15** *The Skeleton at the Feast: The Day of the Dead in Mexico.* (By Elizabeth Carmichael and Chloe Sayer, 1992.) Book explores the historic origins of the Day of the dead holiday in Mexico, and offers a glimpse into the traditional and contemporary attitudes toward death and the dead. (Grade level: high school and above.)
- CG-17** *Information and Materials To Teach the Cultural Heritage of the Mexican-American Child.* (Developed by the Bilingual Program of Education Service Center, 1986.) A guide to help teachers in bilingual programs with supplemental cultural and historical materials to use in the classrooms. Guide includes a historical background of Mexico, important celebrations, places to see and descriptions of Mexican art and culture. (Grade level: elementary through middle school.)
- CG-18** *The Art of Mexican Folk.* (By Barbara Linse.) Arts, crafts and recipes from Mexico. (Grade level: upper elementary/middle school.)
- CG-23** *Fiesta: Mexico & Central America.* Classroom activities covering maps, holidays, customs, food and songs of Mexico and Central America with an audiotape of music. (Grade level: upper elementary/middle school.)
- CG-24** *Latin America - Curriculum Materials for the Middle Grades.* The collection includes Introductory and Summary units and units on Mexico, Central America and the Caribbean, Venezuela, Peru, Brazil and Argentina. (See page 4 for description.)
- CG-25** *Christmas – Indo-Hispanic Folk Art Traditions I.* (Activities written and illustrated by Bobbi Salinas.) A book of culturally based activities with emphasis on Latin American Christmas Traditions. Bilingual (Grade level: K-adult.)
- CG-26** *Day of the Dead - *Indo-Hispanic Folk Art Traditions II.* A book of culturally based, activities with emphasis on Mexican Day of the dead traditions: bilingual, social studies, folklore, cooperative learning activities. Bilingual. (Grade level: K-adult. *Indo-Hispanic denotes the combination of Indigenous and Spanish backgrounds common to most Spanish-speaking people of the Americas.)
- CG-27** *Why Do People Move?* (Developed by Stanford Program on International and Cross-Cultural Education SPICE, 1993.) Looks at the migration flow from six Latin American countries: Mexico, Dominican Republic, El Salvador, Guatemala, Haiti, and Cuba.
- CG-28** *Southwest: A Simulation of the Spanish/Mexican Influence upon American History.* (By Jan Callis, California: Interaction Publisher, Inc., 1992.) Includes an introduction, optional activities and six units: The Land, Native Americans, Explorers, Missions/Settlements, Ranchos/Statehood and Fiestas. (Grade level: upper elementary/middle school.)
- CG-50** *Teotihuacan.* (México: Codice Ediciones Mexicanas, 1998.) A picture activity book with colorable drawings of the structures and artifacts of Teotihuacán. Bilingual captions. (Grade level: elementary.)
- CG-51** *Museo Nacional de Antropología – México.* (México: Codice Ediciones Mexicanas, 1998.) A picture activity book with colorable drawings of the artifacts of Mesoamerica found in México's Nacional Museum of Anthropology. Bilingual captions. (Grade level: elementary.)
- CG-52** *The Best of Teotihuacán.* (México: Monclém Ediciones.) A picture activity book with colorable drawings of the artifacts and structures of Teotihuacán. Color pictures of actual artifacts included. Bilingual introduction and captions. (Grade level: elementary.)
- CG-53** *Coloring book of how the Aztecs lived/Libro de colorear de como vivian los Aztecas.* (México: Impreso en México, 1999.) A picture activity book with colorable drawings of the Aztec people as well as their city of Teotihuacan. Bilingual captions. (Grade level: elementary.)
- CG-54** *Aztec Calendar/Calendario Azteca.* A bilingual representation of an Aztec calendar including history based detail.
- CG-56** *Caught between Two Worlds: México at the Crossroads.* (Providence: Choices for the 21st Century Education Program at Brown University, 2002). Depicts México's wrenching economic, political, and cultural transformation. The unit probes México's complex identity—from a Mexican perspective—to bring students face-to-face with the difficult policy choices confronting the people of México today.

CENTRAL AMERICA

Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, Panama.

Central America Resources:

Maps:

- M-2** Central America
- M-4** Mexico, Central America and West Indies.
- M-5** Mexico, Central America and the West Indies.
- M-6** Mexico, Central America and Northern South America.
- M-9** Mexico, Central America and West Indies (large but old).
- M-10** Central America: past and present.
- M-11** Central America and the Caribbean.
- M-12** Yucatan Peninsula, Central America, Caribbean and South America.
- M-15,16** Central America and Caribbean (2).

- M-22** Latin America: Mexico, Central America, Caribbean and South America.
M-23 National Geographic Maps on CD-ROM.
M-24 Latin America: 1790 - Latin America after Independence.

Curriculum Guides:

- CG-13** *Mesoamerican Tapestry, Pre-Colombian Culture and the Living Legacy: A Resource Packet.* (Presented by the Consortium of Latin American Studies Programs.) A resource packet introducing many lesson plans on Pre-Colombian culture. Maps and codices included: Guatemala and Mexico. (Use with slides SS-33, grade level: middle/high school.)
CG-23 *Fiesta: Mexico & Central America.* Classroom activities covering maps, holidays, customs, food and songs of Mexico and Central America with an audiotape of music. (Grade level: upper elementary/middle school.)
CG-24 *Latin America - Curriculum Materials for the Middle Grades.* The collection includes Introductory and Summary units as well as units on Mexico, Central America and the Caribbean, Venezuela, Peru, Brazil and Argentina.
CG-29 *In the Shadow of the Cold War: The Caribbean and Central America in U.S. Foreign Policy.* (Developed by the Choices for the 21st Century Education Project staff, revised 1995.) Contains: U.S. Relations with the Caribbean and Central America, the Cuban Missile Crisis, three decades of the Tangled Triangle, options and supplementary document on the Cuban Missile Crisis. (Teacher's resource guide included.)

Stories:

- ST-53** *Families of the World - Volume I, The Americas and the Caribbean.* (By Hélène Tremblay, New York: Farrar, Straus and Giroux, 1988.)

Videotapes:

- V-66** *Central America: On the Horns of a Dilemma - Deforestation in Central America.* (By Billie R. DeWalt, Ph.D., anthropologist, a specialist in agrarian systems in Central America, is the host and content advisor for this program.) The video addresses the problems associated with deforestation in Central America. Costa Rica is highlighted as one nation that has suffered massive deforestation during the past thirty years and now is attempting revolutionary reforms in land management and production systems in order to remedy the environmental, economic and social problems associated with the loss of the tropical forest.
V- 82 *Hello! From Around the World! Mexico and Central America.* (25 minutes, 1993.) (See page 6 for description.)

Costa Rica Resources

Maps:

- M-2** Central America.
M-4 Mexico, Central America and West Indies.
M-5 Mexico, Central America and the West Indies.
M-6 Mexico, Central America and Northern South America.
M-9 Mexico, Central America and West Indies (large but old).
M-10 Central America: past and present.
M-11 Central America and the Caribbean.
M-12 Yucatan Peninsula, Central America, Caribbean and South America.
M-15,16 Central America and Caribbean.
M-22 Latin America: Mexico, Central America, Caribbean and South America.
M-23 National Geographic Maps on CD-ROM.
M-24 Latin America: 1790 - Latin America after Independence.

Curriculum Guides:

- CG-35** *Boots, Bananas, and Biodiversity.* (Published by Center for Latin America, the University of Wisconsin- Milwaukee, 1996.) Addresses four themes important to Costa Rica: Community Participation in Natural Resource Conservation and Wildlife Protection; Ecotourism; Environmental Studies in Costa Rica; Environment/Resource Use and Regional Development. The activities address not only the science of conservation and the tropical forests, but also the effects of local people's needs, economic constraints and political pressures on the actual result. (Grade level: 6-9.)

Slide Sets:

- SS-3** *Latin America.* Slide collection on urbanization and housing in various countries including: Argentina, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Haiti, Mexico, Panama, Peru, Puerto Rico and Venezuela. Accompanied with a short description.

Videotapes:

- V-58** *Costa Rica: Land of Pure Life.* An introduction to the unique and diverse social and cultural life in Costa Rica. Within a brief geographical and historical description, art and commerce in the main cities of Costa Rica are presented. Special emphasis is given to the beautiful natural resources and rich ecological environment that this country offers. (1996, English, 56 minutes.)
V-66 *Central America: On the Horns of a Dilemma - Deforestation in Central America.* Billie R. DeWalt, Ph.D., anthropologist, a specialist in agrarian systems in Central America, is the host and content advisor for this program. (See page 8 for description.)
V- 82 *Hello! From Around the World! Mexico and Central America.* (25 minutes, 1993.) (See page 6 for description.)

El Salvador Resources:

Maps:

- M-2** Central America.
M-4 Mexico, Central America and West Indies.
M-5 Mexico, Central America and the West Indies.
M-6 Mexico, Central America and Northern South America.

- M-8** Ancient Mesoamerica.
- M-9** Mexico, Central America and West Indies (large but old).
- M-10** Central America: past and present.
- M-11** Central America and the Caribbean.
- M-12** Yucatan Peninsula, Central America, Caribbean and South America.
- M-15,16** Central America and Caribbean.
- M-22** Latin America: Mexico, Central America, Caribbean and South America.
- M-23** National Geographic Maps on CD-ROM.
- M-24** Latin America: 1790 - Latin America after Independence.

Slide Sets:

- SS-3** *Latin America*. Slide collection on urbanization and housing in various countries including: Argentina, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Haiti, Mexico, Panama, Peru, Puerto Rico and Venezuela. Accompanied with short descriptions.
- SS-13** *UNICEF*. Reconstruction in El Salvador.

Stories:

- ST-25** *Las Navidades - Popular Christmas Songs from Latin America*. El Salvador, Puerto Rico, Santo Domingo, Venezuela and Mexico. (See page 2 for description.) Grade level: elementary.
- ST-96** *Faces: People, Places and Cultures—El Salvador*. (New Hampshire: Cobblestone Publishing Company, 1998.) Articles, pictures and activities about life in El Salvador. (Grade level: upper elementary/middle school.)

Videotapes:

- V-28** *Fire in the Mind: Revolutions and Revolutionaries*. Looks at revolutionary movements in the region today while placing emphasis on the former guerrillas in El Salvador and the current movement in Peru. The program also examines three revolutions of this century: Mexican, Cuban and Nicaraguan.
- V-47** *Americas in Transition*. (By Obie Benz, 29 minutes.) Provides a concise and fast-paced history of the volatile forces at work in Chile, El Salvador, Guatemala and Nicaragua in the 1980's. (See page 9 for description.)

Curriculum Guides:

- CG-27** *Why Do People Move?* (Developed by Stanford Program on International and Cross-Cultural Education - SPICE, 1993.) Looks at the migration flow from six Latin American countries: Mexico, Dominican Republic, El Salvador, Guatemala, Haiti and Cuba. (See page 4 for description.)

Guatemala Resources:

Maps:

- M-2** Central America.
- M-4** Mexico, Central America and West Indies.
- M-5** Mexico, Central America and the West Indies.
- M-6** Mexico, Central America and Northern South America.
- M-8** Ancient Mesoamerica.
- M-9** Mexico, Central America and West Indies (large but old).
- M-10** Central America: past and present.
- M-11** Central America and the Caribbean.
- M-12** Yucatan Peninsula, Central America, Caribbean and South America.
- M-15,16** Central America and Caribbean.
- M-22** Latin America: Mexico, Central America, Caribbean and South America.
- M-23** National Geographic Maps on CD-ROM.
- M-24** Latin America: 1790 - Latin America after Independence.

Slide Sets:

- SS-3** *Latin America*. Slide collection on urbanization and housing in various countries including: Argentina, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Haiti, Mexico, Panama, Peru, Puerto Rico and Venezuela. (Accompanied with short description.)
- SS-14** *UNICEF*. Guatemala.
- SS-15** *UNICEF*. Guatemala.

Stories:

- ST-5** *The Hummingbird King*. (Adapted by Argentina Palacios, Trol Associates, 1993.) His jealous uncle kills a young chief who was protected by a hummingbird. He is then transformed into a Quetzal, the symbol of freedom. Guatemalan myth. (Grade level: upper elementary/middle school.)
- ST-10** *Abuela's Weave*. (By Omar S. Castañeda, Lee & Low Books, Inc., 1993.) A girl and her grandmother create special weavings together and then travel to the market in hopes of selling them. A wonderful introduction to the rich sights and cultures of Guatemala. (Grade level: elementary/middle school.)
- ST-23** *The Twin Brothers* (World Myths: Americas), reviewed by Cheryl Ann Sutherland, 1994, Steck-Vaughn Co. A Guatemalan Mayan tale of heroic twin brothers that travel to the underworld to play tlachtli, a ball game in which players used elbows, knees and hips to hit a ball through stone rings. Grade level: elementary.
- ST-35** *Guatemala*, edited by Michael Martin, Gareth Stevens Publishing, 1988. Book follows the life of a young boy in Guatemala, by exploring Guatemalan festivals, religious ceremonies, and national holidays. Includes up-to-date information about Guatemala's geography, demographics, currency, education, culture, industry, and natural resources. It also features a bibliography, research

topics, activity projects and discussions on the country's history, political system, ethnic and religious composition, and language. Grade level: elementary/middle school.

- ST-95** *I, Rigoberta Menchú: An Indian Woman in Guatemala.* (By Elisabeth Burgos-Debray, London: Verso, 1983.) Depicts the remarkable life of a young Guatemalan peasant woman named Rigoberta Menchú. Includes a series of interviews as conducted with Rigoberta Menchú by Elisabeth Burgos-Debray. Winner of the 1992 Nobel Peace Prize.

Videotapes:

- V-5** *Discovering Dominga.* (by Patricia Flynn with Mary Jo McConahay) This film gives an in depth look at the tragic massacres of Rio Negro when 29- year-old Iowa housewife Denese Becker decides to return to the Guatemalan village where she was born, she begins a journey towards finding her roots, but one filled with harrowing revelations. Denese, born Dominga, was nine when she was adopted by an American family. Denese's journey home is both a voyage of self-discovery that permanently alters her relationship to her American family and a political awakening that sheds light on an act of genocide against this hemisphere's largest Indian majority.
- V-40** *Guatemala: Land of Color.* (Organization of American States, Museum of the Americas Audio-Visual Unit, 25 minutes.) Describes the cultural and tourist-like aspects of Guatemala. In English. (Grade level: high school and above.)
- V-47** *Americas in Transition.* (By Obie Benz, 29 minutes.) Provides a concise and fast-paced history of the volatile forces at work in Chile, El Salvador, Guatemala, and Nicaragua in the 1980s. Drawing on interviews with the Mexican writer Carlos Fuentes, former CIA director Lyman Kirkpatrick, former US Ambassador to El Salvador Murat Williams and Mary-Knoll missioner Peggy Healy, the film examines the roots of dictatorship, attempts at democracy, communist influences and the US role in Latin American politics. (Grade level: high school/introductory-level college.)
- V- 82** *Hello! From Around the World! Mexico and Central America.* (25 minutes, 1993, See page 6 for description.)

Curriculum Guides:

- CG-10** *Rigoberta Menchú: The Prize that Broke the Silence.* Resource Center of the Americas popular packet honors 1992 Guatemalan Nobel Peace Prize Laureate Rigoberta Menchú. Utilizes photographs, journal exercises, maps, a simulation about family life and group decision-making to help participants examine relationships between indigenous and non-indigenous peoples. (Grade level: middle/high school.) (See ST-6 for reference.)
- CG-13** *Mesoamerican Tapestry, Pre-Colombian Culture and the Living Legacy: A Resource Packet.* Presented by the Consortium of Latin American Studies Programs. A resource packet introducing many lesson plans on Pre-Colombian culture. Maps and codices included: Guatemala and Mexico. (Use with slides SS-33, grade level: middle/high school.)
- CG-27** *Why Do People Move?* (Developed by Stanford Program on International and Cross-Cultural Education - SPICE, 1993.) Looks at the migration flow from six Latin American countries: Mexico, Dominican Republic, El Salvador, Guatemala, Haiti and Cuba. (See page 4 for description.)
- CG-45** *UNICEF, Ministerio de Educación de Guatemala, UNESCO.* (Curriculum books: Mayan culture, Guatemala, C.A., 1993.) A series of books teaching different aspects of Mayan culture and heritage, intended for use by Guatemalan students. All guides provide informative text, pictures and reproducible activities. In Spanish.
- CG-45-A.** Los mayas de ayer y de hoy.
B. La alimentación maya.
C. Salud y enfermedad en la cultura maya.
D. La organización familiar maya.
E. La indumentaria maya.
- CG-46** *Aprendizaje y Enseñanza de Castellano como L2.* (Comisión de Educación Intercultural, Guatemala, C.A., 1993.) A guide for teaching Spanish as a second language. Intended for teachers in Guatemala to teach Spanish to indigenous language-speaking students. Activities require little or no knowledge of the first language. In Spanish.
- CG-47** *Preprimaria: Unidades Integradas para Aprestamiento.* (Ministerio de Educación, Guatemala, C.A., 2000.) A guide for teaching in Spanish to preschoolers. Intended for indigenous language-speaking Guatemalan students. In Spanish. (Grade level: preschool.)
- CG-48** *Viviendo la cultura en la escuela: Paquete curricular para formación y capacitación docente en material de educación intercultural.* (a-w; see folder on book shelf for title list) (Ministerio de Educación, Guatemala, C.A., 1994.) Teacher manual suggesting ways to incorporate cultural study in the classroom. In Spanish.

Honduras Resources:

MAPS:

- M-2** Central America.
M-4 Mexico, Central America and West Indies.
M-5 Mexico, Central America and the West Indies.
M-6 Mexico, Central America and Northern South America.
M-8 Ancient Mesoamerica.
M-9 Mexico, Central America and West Indies (large but old).
M-10 Central America: past and present.
M-11 Central America and the Caribbean.
M-12 Yucatan Peninsula, Central America, Caribbean and South America.
M-15,16 Central America and Caribbean.
M-22 Latin America: Mexico, Central America, Caribbean and South America.
M-23 National Geographic Maps on CD-ROM.
M-24 Latin America: 1790 - Latin America after Independence.

Stories:

- ST-64** *Honduras ... in Pictures.* (Visual Geography Series by Learner Publications Company, New York: Sterling Publishing Company, 1994.) This series not only contains an abundance of photographs, maps and charts that extend throughout the texts, but each text is divided into well-organized chapters on the land, history and government, people and the economy of each country along with a brief introduction and index. (Grade level: elementary/middle school.)

Nicaragua Resources:

MAPS:

- M-2** Central America.
M-4 Mexico, Central America and West Indies.
M-5 Mexico, Central America and the West Indies.
M-6 Mexico, Central America and Northern South America.
M-9 Mexico, Central America, West Indies (large but old).
M-10 Central America: past and present.
M-11 Central America and the Caribbean.
M-12 Yucatan Peninsula, Central America, Caribbean and South America.
M-15,16 Central America and Caribbean.
M-22 Latin America: Mexico, Central America, Caribbean and South America.
M-23 National Geographic Maps on CD-ROM.
M-24 Latin America: 1790 - Latin America after Independence.

Audiotapes:

- T-6** *Guitarra Armada*. Songs about the Nicaraguan guerilla war from the Sandinista point of view.
T-11 *Un son para mi pueblo*. (By Luis E. Mejía and Mancotal.) Nicaraguan liberation music.

Compact Discs:

- CD-11** *20 Exitos de Musica Nicaraguense*. Nicaraguan folkloric music and songs.

Stories:

- ST-31** *León Viejo, Guía Turística*. (autor Clemente Guido Martínez, Octubre 2001) Es un compendio de la historia de León Viejo, aunque por su calidad en la información científica que ofrece, podría considerarse como un curso básico de historia de esta primera capital de Nicaragua.
ST-36 *Nicaragua*. (Edited by Michael Martin, Gareth Stevens Publishing, 1988.) Book follows the life of a young boy in Nicaragua, by exploring Nicaraguan festivals, religious ceremonies and national holidays. Includes recent information about Nicaragua's geography, demographics, currency, education, culture, industry and natural resources. It also features a bibliography, research topics, activity projects and discussions on the country's history, political system, ethnic and religious composition as well as language. (Grade level: elementary/middle school.)
ST-84 *Mama Chilaindrá*. A book of Nicaraguan poems, songs, games, riddles and tongue-twisters. All in Spanish. (Grade level: elementary.)
ST-85 *Coplititas para la Luna*. Poems and songs. All in Spanish. Illustrated. (Grade level: elementary.)
ST-86 *El Taller de las Mariposas*. Story of the origin of the butterfly, designed by a mischievous young "designer of all things" who dreamed of combining animal and plant designs. All in Spanish. (Grade level: elementary.)
ST-99 *Nicaragua: después del Mitch...qué?* (By Oscar-René Vargas, Nicaragua: CEREN, 1999.) Un diagnóstico y una propuesta para enfrentar los problemas estructurales de nuestro país, agravados por el impacto del huracán Mitch, que destruyó vidas, bienes e infraestructura, y que además de las fisuras y resquebrajamiento que produjo, puso en evidencia las ya existentes en el cuerpo político, institucional y social de la Nación.
ST-100 *Enciclopedia de Nicaragua*. (Barcelona: Mimi Editorial Océano.) La vocación de los nicaragüenses por el saber y la necesidad de una gran obra que aborde los más variados aspectos de la realidad nacional han encontrado su plasmación en la presente *Enciclopedia de Nicaragua*. Sus páginas, enriquecidas por numerosos recuadros, ilustraciones a todo color, espléndidas fotografías, gráficos y estadísticas. (Dos volúmenes, nivel: la escuela secundaria a adulto.)

Videotapes:

- V-25** *Miracles are not Enough: Continuity and Change in Religion*. Travels to Brazil and Nicaragua to document the explosion of theological debate, social activism, and spiritual revival that is changing a region where religion has long played an important role in society and politics.
V-28 *Fire in the Mind: Revolutions and Revolutionaries*. Looks at revolutionary movements in the region today, with emphasis on the former guerrillas in El Salvador and the current movement in Peru. The program also examines three revolutions of this century: Mexican, Cuban and Nicaraguan.
V-47 *Americas in Transition*. (By Obie Ben, 29 minutes.) Provides a concise and fast-paced history of the volatile forces at work in Chile, El Salvador, Guatemala and Nicaragua in the 1980s. (See page 9 for description.)
V-102 *Nicaragua: Nuestra Naturaleza*. En este video se presentan algunos aspectos de Nicaragua a través de sus variados paisajes, su ecología, flora y fauna, al igual que algunas manifestaciones de su cultura popular, atestiguadas en el diario quehacer de la vida rural, además de las expresiones festivas de sus habitantes, en un arraigo de costumbres y creencias tradicionales. En una condensada muestra de los panoramas que ofrece la atractiva geografía del país, los cuales enmarcan el escenario de su igualmente rica herencia cultural.

Curriculum Guides:

- CG-49** *Celebrate with Nicaragua/Celebraré con Nicaragua*. (By Sarah Hornsby, Nicaragua: Ediciones de PAVSA, 2002.) A bilingual book that describes a brief history of indigenous people in Nicaragua, traditional Nicaraguan folkdance dress, and celebrations and regional dances of Nicaragua. Comes with paper dolls and different examples of traditional dress which are able to be photo copied. (Grade level: elementary.)
CG-57 *Historia de Nicaragua para niños y niñas*. (Nicaragua: Programas Textos Escolares Nacionales, 2001.) Una historia de Nicaragua completamente ilustrada y concebida para iniciar y fomentar en los niños y niñas el interés y el conocimiento de la historia de este país. En el relato se ofrecen elementos que sirven para valorar lo positivo o negativo, es decir, para aprender de nuestro pasado en la construcción de los valores democráticos, justicia social y derechos humanos, que deben orientar el futuro. (Nivel: escuela primaria.)

CG-58 *Nicaragua: People, Culture and History--A Resource Guide.* A compilation of elementary school lessons from a bilateral perspective, taking into account both U.S. and Nicaraguan points of view. This guide was put together by Rosalind Eannarino (CLAS Outreach Coordinator) as well as twelve Spanish-language and social studies teachers whose field research enabled them to design curriculum for inclusion in classes at their secondary schools. This project was funded by a \$60,000 grant from the U.S. Department of Education's Fulbright-Hays Group Projects Abroad program, serving as a major component of CLAS' outreach program for the year and was implemented by both Rosalind Eannarino and by CLAS graduate student Manuel Román-Lacayo. In addition to the trip itself, the project included an eight-week pre-trip seminar, a post-trip curriculum development segment, and curriculum sharing and dissemination. (2002.)

Panama Resources:

Maps:

- M-2** Central America.
- M-4** Mexico, Central America and West Indies.
- M-5** Mexico, Central America and the West Indies.
- M-6** Mexico, Central America and Northern South America.
- M-9** Mexico, Central America, West Indies (large but old).
- M-10** Central America: past and present.
- M-11** Central America and the Caribbean.
- M-12** Yucatan Peninsula, Central America, Caribbean and South America.
- M-15,16** Central America and Caribbean.
- M-22** Latin America: Mexico, Central America, Caribbean and South America.
- M-23** National Geographic Maps on CD-ROM.
- M-24** Latin America: 1790 - Latin America after Independence.

Slide Sets:

- SS-3** *Latin America.* Slide collection on urbanization and housing in various countries including: Argentina, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Haiti, Mexico, Panama, Peru, Puerto Rico and Venezuela. Accompanied with short description.

Videotapes:

- V-27** *Get Up, Stand Up: Problems of Sovereignty.* Addresses internal and external challenges to national sovereignty in the Americas. Colombia, Jamaica and Panama are highlighted and wide ranges of threats from narco-terrorism to foreign intervention are explored.
- V-30** *The Panama Deception.* (22 minutes.) This Academy-Award winning work examines the U.S. military intervention in Panama in 1989. The film documents U.S. military strategy and includes interviews with Panamanian President Endara, former CIA analyst David Macmichael and other experts. The film was banned in Panama and labeled "subversive" in the United States. The film is extremely critical of U.S. policy in Panama but may be valuable as a learning tool, despite its anti-U.S. government rhetoric, because it shows an extreme perspective of the U.S./Panamanian experience in 1989.

CARIBBEAN REGION

Cuba, Dominican Republic, Haiti, Puerto Rico

Caribbean Region Resources:

Maps:

- M-11** Central America and the Caribbean.
- M-12** Yucatan Peninsula, Central America, Caribbean and South America.
- M-15,16** Central America and Caribbean (2).
- M-22** Latin America: Mexico, Central America, Caribbean and South America.
- M-23** National Geographic Maps on CD-ROM.
- M-24** Latin America: 1790 - Latin America after Independence.

Audiotapes:

- T-10** *El Mandamás.* (By Bonny Cepeda and his Orchestra.) High energy dance music from the Caribbean.

Stories:

- ST-29** *Carnival.* (Written by Denise Burden-Patmon with Kathryn D. Jones and illustrated by Reynold Ruffins, The Children's Museum, Boston, 1992.) Story about Rosa, a young girl from the Caribbean Island of Barbados who moves to Brooklyn, and is inspired by her relatives to continue to celebrate Carnival like in her native island. Glossary included. (Grade level: elementary.)
- ST-53** *Families of the World - Volume 1, The Americas and the Caribbean.* (By Hélène Tremblay, New York: Farrar, Straus and Giroux, 1988.) (See page 2 for description.)
- ST-55** *Latin America & the Caribbean: Lands and Peoples.* (By David L. Clawson, Brown & Benchmark Publishers, 1997.) Written primarily as a geography of Latin America and the Caribbean, but is also intended to serve as an interdisciplinary introduction to the region. Includes 13 chapters divided into three parts: physical geography, cultural patterns and economic patterns.

Videotapes:

- V-29** *The Americas: The Latin American and Caribbean Presence in the United States.* Returns to the United States to profile California's Mexican population and the Latin American and Caribbean communities of Miami and New York City. This final episode poses questions about assimilation, national identity and how these communities are changing what it means to be an American.

- V-41** *Harvesting New Songs: Caribbean.* (16 minutes.) Brief geographic and historical review of Puerto Rico, Cuba and the Dominican Republic, followed by musicians presenting the merengue and bolero-son. Musical instruments featured: congas, bongos, maracas, cuatro, guiro and claves. Good introduction to music of the Caribbean. (Grade level: high school and above.)
- V-46** *Barroco.* (By Paul Leduc, 108 minutes.) Inspired by Cuban Novelist Alejo Carpentier's *Concierto*. (See page 2 for description.)
- V-81** *People of the Caribbean.* A bilingual program designed to develop concepts regarding the heritage of the U.S.'s minority groups. Highlights the countries which have sent many Black and Spanish-speaking people to our country, including Puerto Rico, Haiti, Dominican Republic, Trinidad and Tobago, Barbados, Jamaica and Cuba. (English version, 27 minutes. Followed by Spanish version, 31 minutes.)

Curriculum Guides:

- CG-4** *Latin America and the Caribbean from a Global Perspective: A Resource Guide for Teachers.* (By Pedro R. Bermudez and Barbara C. Cruz, Florida International University.) A resource guide for teachers of grades 9-12. (See page 3 for description.)
- CG-5** *Resistance in Paradise: Rethinking 100 Years of U.S. Involvement in the Caribbean and the Pacific.* (Edited by Deborah Wei and Rachael Kamel, Philadelphia: American Friends Service Committee, 1998.) Demonstrates perspectives that are often neglected in mainstream U.S. education, this guide offers the viewpoint of the affected communities of US imperialism. (Grade level: high school and above.)
- CG-24** *Latin America - Curriculum Materials for the Middle Grades.* The collection includes Introductory and Summary units as well as units on Mexico, Central America and the Caribbean, Venezuela, Peru, Brazil and Argentina. (See page 4 for description.)
- CG-29** *In the Shadow of the Cold War: The Caribbean and Central America in U.S. Foreign Policy.* (Developed by the Choices for the 21st Century Education Project staff, revised 1995.) Includes a teacher's resource guide. (See page 8 for description.)
- CG-42** *Caribbean Heritage Resource Guide: A Handbook for Teachers Working with Caribbean Students.* (By JA George Irish, 1994.) Intended for the creative teacher who is looking for bibliographic sources relevant to the history, language, literature and general background of the students from Caribbean countries where English is an official language, but where various Caribbean Creoles represent the lingua franca of the majority of the people. Annotations are made to suggest grade and age-appropriateness of some materials, and to indicate some of the thematic areas covered. (Grade level: elementary/middle school.)

Cuba Resources:

Maps:

- M-11** Central America and the Caribbean.
- M-12** Yucatan Peninsula, Central America, Caribbean and South America.
- M-15,16** Central America and Caribbean.
- M-22** Latin America: Mexico, Central America, Caribbean and South America.
- M-23** National Geographic Maps on CD-ROM.
- M-24** Latin America: 1790 - Latin America after Independence.

Slide Sets:

- SS-3** *Latin America.* Slide collection on urbanization and housing in various countries including: Argentina, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Haiti, Mexico, Panama, Peru, Puerto Rico and Venezuela. Accompanied with short description.

Stories:

- ST-69** *Children of Cuba.* (By Frank Straub, Carolrhoda Books, 1996.) The largest island in the Caribbean, Cuba is a place of mountains and forests, beaches and coral reefs, large cities, and quiet villages. The many different groups that have called Cuba home have shaped its thriving cultural life. Follow author and photographer Frank Staub as he takes readers on a tour of this island nation. With words and pictures, Staub paints a clear portrait of what life is like for the children of Cuba. (Grade level: elementary/middle school.)
- ST-89** *Pombo: A Man of Che's Guerrilla.* (By Harry Villegas, New York: Pathfinder Press, 1997.) A story of the 1966-68 revolutionary campaign in Bolivia, led by Ernesto Che Guevara. It is the diary and account of Pombo—a member of Guevara's general staff, a young Cuban fighter still in his 20's and already a veteran of a decade of struggle around the globe. Today, Harry Villegas "Pombo" is a brigadier general in Cuba's Revolutionary Armed Forces.
- ST-90** *At the Side of Che Guevara.* (By Mary-Alice Waters and Luis Madrid, New York: Pathfinder Press, 1997.) Interviews with Harry Villegas (Pombo), a brigadier general in the Revolutionary Armed Forces of Cuba who worked and fought alongside Che Guevara for a decade in Cuba, the Congo and Bolivia. (Grade level: high school.)

Videotapes:

- V-7** *Miami-Havana.* A documentary on Cuba and Cuban Americans. (52 minutes.)
- V-28** *Fire in the Mind: Revolutions and Revolutionaries.* Looks at revolutionary movements in the region today, with emphasis on the former guerrillas in El Salvador and the current movement in Peru. The program also examines three revolutions of this century: Mexican, Cuban and Nicaraguan.
- V-33** *Cuba Va.* Presents youth of Cuba casually discussing political, economic and social topics that affect their families, island and lives. They comparatively analyze and criticize Cuba pre & post Castro discussing the government, international situation and U.S. embargo. Through their point of view, one senses a tremendous young group, politically and socially mature, who are well aware of the two major political and economic systems, capitalism & communism, influencing their lives. These youth were born post socialist revolution in Cuba and are very socially conscious and sensitive to human rights issues. They conclude that a system consisting of the best elements of capitalism and communism might be ideal. Excellent video from a youthful point of view on issues of concern today in Cuba. If used at a high school level, students would need to have a historical, political and social background of Cuba. (Grade level: high school and above, 59 minutes.)
- V-39** *La Promesa.* (Center for Latin America, University of Wisconsin-Milwaukee, 1995.) Describes the pilgrimage that thousands of Cubans make each year to Rincon, a small town on the outskirts of Havana to make offerings to their patron saint, San Lazaro. In Spanish with English subtitles. (Grade level: high school and above.)

- V-41** *Harvesting New Songs: Caribbean.* Brief geographic and historical review of Puerto Rico, Cuba, and the Dominican Republic followed by musicians presenting the merengue and bolero-son. (16 minutes, see page 13 for description.)
- V-46** *Barroco.* (By Paul Leduc, 108 minutes.) Inspired by Cuban Novelist Alejo Carpentier's *Concierto Barroco*. (See page 2 for description.)
- V-55** *Improper Conduct: Castro's Cuba.* A documentary of the opinions and experiences of 28 Cuban exiles: writers, dancers, painters, laborers and students. Each discussing their homeland's oppression. This film includes a brief history of Cuba under Fidel Castro's leadership, focusing on the "regime's suppression of dissidents and free speech." (1996, English, 112 minutes.)
- V-56** *Holding Back the Tide.* Thirty-five years ago Fidel Castro led a revolution that reshaped Cuba. Today, after the collapse of the communist trading block, Cuba faces a new crisis. This program examines the problems of Cuban people and their government, delving into the factors keeping Castro in power. In addition to examining Cuba's economy and the government's initiatives, the program visits a hospital that offers a painful metaphor for the decay of Castro's Cuba. (1996, 30 minutes.)
- V-57** *Cuba: Island of Dreams.* Geographical and cultural tour of Cuba giving a general picture of major cities such as Havana, Santiago de Cuba and Camaguey. Beautiful landscape reflecting Cuban cultural traditions and daily life are presented within a basic Cuban historical and socio-economic point of view. (1996, 52 minutes grade level: high school and above.)
- V-81** *People of the Caribbean.* (English version - 27 minutes, followed by Spanish version - 31 minutes.) (See page 13 for description.)
- V-90** *Fidel Castro: El Comandante.* As one of the most controversial political figures of the twentieth century, Fidel Castro led a remarkable six year fight to rescue his country from a corrupt regime. Yet the rebel leader, who claimed he was not interested in leading the new government, soon became dictatorial, ordering executions and imprisoning many thousands of political opponents. This remarkable program examines the life of the leader known as *El Comandante*. Rare archival footage chronicles his rise and rule, while interviews with people who know him offer insight into the man himself. (1996, 50 minutes grade level: high school and above.)
- V-92** *Fidel.* A remarkably informative and engaging portrait of the early years of the Cuban Revolution. Filmed in late 1968, the film follows Fidel Castro on a five-day trip by jeep through the Oriente Province, where his encounters with a wide range of Cuban citizens reveal both the popular support for, and bitter complaints about, the social transformation then under way. The film provides a capsule history of the revolution, features in-depth interviews with Castro about his family history, political philosophy and the problems of revolutionary social transformations, as well as both pro and con comments on the new society from farmers, peasants, students and political prisoners.

Curriculum Guides:

- CG-29** *In the Shadow of the Cold War: The Caribbean and Central America in U.S. Foreign Policy.* Developed by the Choices for the 21st Century Education Project staff, revised 1995. (Teacher resource guide included. See page 8 for description.)
- CG-55** *The Cuban Missile Crisis: Considering its Place in Cold War History.* (Providence: Choices for the 21st Century Education Project at Brown University.) Draws students into the policy debate on the most dangerous moment of the Cold War. The unit examines the history of U.S. involvement in the region, the impact of the Cold War and the issues that shaped the U.S. response to the crisis.

Dominican Republic Resources:

Maps:

- M-11** Central America and the Caribbean.
- M-12** Yucatan Peninsula, Central America, Caribbean and South America.
- M-15,16** Central America and Caribbean.
- M-22** Latin America: Mexico, Central America, Caribbean and South America.
- M-23** National Geographic Maps on CD-ROM.
- M-24** Latin America: 1790 - Latin America after Independence.

Slide Sets:

- SS-3** *Latin America.* Slide collection on urbanization and housing in various countries including: Argentina, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Haiti, Mexico, Panama, Peru, Puerto Rico and Venezuela. Accompanied with short description.

Stories:

- ST-25** *Las Navidades - Popular Christmas Songs from Latin America.* El Salvador, Puerto Rico, Santo Domingo, Venezuela and Mexico. (See page 2 for description. Grade level: elementary.)

Videotapes:

- V-23** *Mirrors of the Heart: Race and Identity.* Explores race and ethnicity as indicators of an individual's self-image and social standing. An indigenous family in Bolivia strives for economic and social advancement while maintaining their cultural identity. People of neighboring Haiti and the Dominican Republic show contrasting attitudes towards their African roots.
- V-41** *Harvesting New Songs: Caribbean* Brief geographic and historical review of Puerto Rico, Cuba, and the Dominican Republic followed by musicians presenting the merengue and bolero-son. (See page 13 for description. 16 minutes.)
- V-81** *People of the Caribbean.* English version - 27 minutes, followed by Spanish version - 31 minutes. (See page 13 for description.)

Curriculum Guides:

- CG-27** *Why Do People Move?* (Developed by Stanford Program on International and Cross-Cultural Education SPICE, 1993.) Looks at the migration flow from six Latin American countries: Mexico, Dominican Republic, El Salvador, Guatemala, Haiti and Cuba. (See page 4 for description.)

Haiti Resources:**Maps:**

- M-11** Central America and the Caribbean.
M-12 Yucatan Peninsula, Central America, Caribbean and South America.
M-15,16 Central America and Caribbean.
M-22 Latin America: Mexico, Central America, Caribbean and South America.
M-23 National Geographic Maps on CD-ROM.
M-24 Latin America: 1790 - Latin America after Independence.

Slide Sets:

- SS-3** *Latin America*. Slide collection on urbanization and housing in various countries including: Argentina, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Haiti, Mexico, Panama, Peru, Puerto Rico and Venezuela. Accompanied with short description.

Videotapes:

- V-23** *Mirrors of the Heart: Race and Identity*. (See page 15 for description.)
V-81 *People of the Caribbean*. English version - 27 minutes, followed by Spanish version - 31 minutes. (See page 13 for description.)

Curriculum Guides:

- CG-27** *Why Do People Move?* (Developed by Stanford Program on International and Cross-Cultural Education SPICE, 1993.) Looks at the migration flow from six Latin American countries: Mexico, Dominican Republic, El Salvador, Guatemala, Haiti and Cuba. (See page 4 for description.)

Puerto Rico Resources:**Maps:**

- M-11** Central America and the Caribbean.
M-12 Yucatan Peninsula, Central America, Caribbean and South America
M-15,16 Central America and Caribbean.
M-22 Latin America: Mexico, Central America, Caribbean and South America.
M-23 National Geographic Maps on CD-ROM.
M-24 Latin America: 1790 - Latin America after Independence.

Slide Sets:

- SS-3** *Latin America*. Slide collection on urbanization and housing in various countries including: Argentina, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Haiti, Mexico, Panama, Peru, Puerto Rico and Venezuela. Accompanied with short description.

Stories:

- ST-16** *Puerto Rico y Su Historia*. (By Aurelio Perez Martinez, 1978, Cultural Puertorriqueña, Inc.) In Spanish. A textbook about Puerto Rican history, fully illustrated with pictures, maps and reading comprehension activities. (Grade level: upper elementary/middle school.)
ST-17 *Historia General de Puerto Rico*. (By Fernando Picó, 1986, ediciones Huracán, Inc.) In Spanish. A fully comprehensive textbook about Puerto Rican history. (Grade level: secondary and above.)
ST-25 *Las Navidades - Popular Christmas Songs from Latin America*. El Salvador, Puerto Rico, Santo Domingo, Venezuela and Mexico. (See page 2 for description. Grade level: elementary.)
ST-26 *Vejigante - Masquerader*. (By Lulu Delacre, 3 copies available, bilingual.) A small Puerto Rican boy makes his own clown-like costumes and paper maché masks for Carnival. (Grade level: elementary.)
ST-28 *Arroz con Leche - Popular Songs and Rhymes from Latin America*. (Selected and illustrated by Lulu Delacre, 1989, Scholastic Inc., English lyrics by Elena Paz, musical arrangements by Ana-Maria Rosado, bilingual.) Popular songs and rhymes of Puerto Rico, Mexico and Argentina. (Grade level: elementary.)
ST-46 *Roberto Clemente*. (By Thomas W. Gilbert., New York: Chelsea House Publishers, 1991.) Biography of Puerto Rican baseball legend Roberto Clemente. (Grade level: upper elementary/middle school.)

Videotapes:

- V-26** *Builders of Images: Latin American Cultural Identity*. Explores the role of the artist in societies throughout the Americas through the eyes of four diverse and influential artists: Puerto Rican writer Luis Rafael Sánchez, Brazilian singer Caetano Veloso, Mexican performer and playwright Jesusa Rodriguez as well as Argentine filmmaker Fernando Solanas.
V-41 *Harvesting New Songs: Caribbean*. Brief geographic and historical review of Puerto Rico, Cuba, and the Dominican Republic followed by musicians presenting the merengue and bolero-son. (16 minutes. See page 13 for description.)
V-81 *People of the Caribbean*. English version - 27 minutes, followed by Spanish version - 31 minutes. (See page 13 for description.)
V- 83 *Puerto Rico: History and Culture*. Designed to develop an appreciation for the rich history and cultural traditions of Puerto Rico. In addition to surveying its history from the fifteenth century to the present, examples of the wide variety of cultural and artistic talents of Puerto Rico's people are given. (English version - 21 minutes, followed by Spanish version - 24 minutes.)

SOUTH AMERICA
ARGENTINA, BOLIVIA, BRAZIL, CHILE, COLOMBIA, ECUADOR, PARAGUAY, PERU,
URUGUAY, VENEZUELA.

South America Resources

Maps:

- M-6** Mexico, Central America and Northern South America.
M-12 Yucatan Peninsula, Central America, Caribbean, & South America.
M-19 South America: political.
M-21 South America.
M-22 Latin America: Mexico, Central America, Caribbean and South America.
M-23 National Geographic Maps on CD-ROM.
M-24 Latin America: 1790 - Latin America after Independence.

Audiotapes:

- T-13** *Songs of South America.* (By Andanzas.) A musical odyssey of the lands and cultures of Latin America. Vocal and instrumental pieces are drawn from traditional music combining Indian and Spanish styles and from folk ballads of today's leading Latin American composers.

Stories:

- ST-53** *Families of the World - Volume 1, the Americas and the Caribbean.* (By Hélène Tremblay, New York: Farrar, Straus and Giroux, 1988. See page 2 for description.)

Videotapes:

- V- 84** *The Mission.* The winner of the 1986 Cannes Film Festival's Best Picture Award, *The Mission* is a powerful epic about a man of the sword (Robert DeNiro) and a man of the cloth (Jeremy Irons) who unite to shield a South American Indian tribe from brutal subjugation by 18th century colonial empires. (125 minutes, 1986.)

Curriculum Guides:

- CG-31** *South America.* (By Instructional Fair.) 100 reproducible activities designed as an introduction to South America. Includes writing, research and illustration activities. Answer key for teachers. (Grade level: middle school.)
CG- 39 *South America.* (By Myrl Shireman.) A social studies activity book covering geography, history, culture, population and environmental problems. (Grade level: 5-8+.)

Argentina Resources

MAPS:

- M-12** Yucatan Peninsula, Central America, Caribbean and South America
M-19 South America: political.
M-21 South America.
M-22 Latin America: Mexico, Central America, Caribbean and South America.
M-23 National Geographic Maps on CD-ROM.
M-24 Latin America: 1790 - Latin America after Independence.

Music:

- MU-2** *La Cigarra Americana.* Spanish lyrics to songs by Argentine folk singer and political activist Mercedes Sosa.

Slide Sets:

- SS-3** *Latin America.* Slide collection on urbanization and housing in various countries including: Argentina, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Haiti, Mexico, Panama, Peru, Puerto Rico and Venezuela. Accompanied with short description.

Stories:

- ST-28** *Arroz con Leche.* Popular songs and rhymes from Latin America, selected and illustrated by Lulu Delacre, 1989, Scholastic Inc. English lyrics by Elena Paz, musical arrangements by Ana-Maria Rosado. Bilingual. Popular songs and rhymes from Puerto Rico, Mexico and Argentina. (Grade level: elementary.)
ST-60 *Argentina ... in Pictures.* (Visual geography series by Learner Publications Company, New York: Sterling Publishing Company, 1994.) This series not only contains an abundance of photographs, maps, and charts that extend throughout the texts, but each text is divided into well-organized chapters on the land, history & government, the people, and the economy of each country along with a brief introduction and index. (Grade level: elementary/middle school.)
ST- 76 *Guía turística de la ciudad de Buenos Aires, para chicas y chicos.* (By Silvia Alderoqui y Pompei Penchansky.) A colorful guide to the city that includes maps, pictures, history and important things to see and do. Book is in Spanish. (Grade level: Intermediate Spanish.)

Videotapes:

- V-20** *The Garden of Forking Paths: Dilemmas of National Development.* Traces the modern-era development of the nations and national economies of the Americas. Focusing on Argentina, the program follows its recent history, including the Perón years, the dictatorship of the 1970s and the Malvinas/Falkland War.

- V-26** *Builders of Images: Latin American Cultural Identity.* Explores the role of the artist in societies throughout the Americas through the eyes of four diverse and influential artists: Puerto Rican writer Luis Rafael Sánchez, Brazilian singer Caetano Veloso, Mexican performer and playwright Jesusa Rodríguez as well as Argentine filmmaker Fernando Solanas.
- V-48** *Argentina: Land of Natural Wonder.* (The South American Collection Video Travel Library, 51 minutes.) Describes the diverse Argentinian animal life, as well as the landscape and geography, including Tierra del Fuego, the Patagonia plains, the Andes and the beaches of Mar del Plata. In English. (Grade level: high school and above.)
- V-107** *Captain Evita/Evita Capitana.* (Latin American Video Archives, Argentina, 2001, 47 minutes.) Depicts the 1951 presidential elections, with Juan Peron as incumbent. This clever documentary mixes interviews, archival footage and reenacted sequences to capture that peculiarly Argentine dovetailing of sports and politics.

Curriculum Guides:

- CG-20** *Argentina: Land of Natural Wonders Video Worksheets.* A supplement to the Argentina: Land of Natural Wonder video.
- CG-24** *Latin America - Curriculum Materials for the Middle Grades.* The collection includes Introductory and Summary units and units on Mexico, Central America and the Caribbean, Venezuela, Peru, Brazil and Argentina. (See page 4 for description.)

Bolivia Resources:

Maps:

- M-12** Yucatan Peninsula, Central America, Caribbean and South America.
- M-19** South America: political.
- M-21** South America.
- M-22** Latin America: Mexico, Central America, Caribbean and South America.
- M-23** National Geographic Maps on CD-ROM.
- M-24** Latin America: 1790 - Latin America after Independence.

Audiotapes:

- T-5** *Cumbre - the Summit.* (By Sukay.) High-energy music of the Andes, Peru, Ecuador and Bolivia, with the special participation of the great Bolivian panpipe & wind instrumentalist Alcides Mejía.
- T-7, T-8, and T-9** *Malkuri, Vols. 1 & 2.* (By Malkuri, Golden Condor.) Traditional music of the Andes: Peru, Ecuador and Bolivia. The instruments used in these recordings feature the rondador, quena, zampoñas, flute, chachas, bandolin, mandolin, charango, wiro, clave and bombo.
- T-29** *O Boizinho Barrica/Bumba Meu Boi/Coral São João.* A cassette tape of music of which originated in the São Luís region of Maranhão, Brazil.

Slide Sets:

- SS-2** *Bolivia* -- typical sites in La Paz, Sucre, Potosí, Tarabuco, and the Gran Poder.
- SS-8** *UNICEF* -- Children and women in Bolivia.
- SS-9** *UNICEF* -- Bolivia.

Stories:

- ST-21** *This Place is High Place.* (By Vicky Cobb, 1989, Walker and Co.) Guides us through a marvelous trip to the Andes Mountains of Bolivia, with special emphasis on the indigenous people, Aymara and Quechua Indians, their culture and survival skills in high altitudes. Includes an Inca legend about the birth of civilization; a brief history of the Inca city Machu Picchu, Peru; and a brief description of Francisco Pizarro's conflict with the Inca Empire. (Masterfully illustrated by Barbara Lavallee. (Grade level: elementary.)
- ST-33** *Bolivia.* (Edited by Michael Martin, Gareth Stevens Publishing, 1988.) Follows the life of a young boy in Bolivia by exploring Bolivian festivals, religious ceremonies and national holidays. Includes information on Bolivia's geography, demographics, currency, education, culture, industry and natural resources. Also features a bibliography, research topics, activity projects and discussions on the country's history, political system, ethnic/religious composition and language. (Grade level: upper elementary/middle school.)
- ST-72** *The Grandchildren of the Incas.* (By Matti A. Pitkanen (Carolrhonda Books, 1991.) Centuries ago the Incas populated a vast empire in South America. Today their descendants, the impoverished Quechua Indians, struggle to preserve a rich and noble heritage. With pictures and words, this book captures the lives of the Quechua grandchildren living in the mountains of Perú and Bolivia. (Grade level: elementary/middle school.)
- ST-91** *Let me Speak!* (By Domitila Barrios de Chungar with Moema Viezzer, New York: Monthly Review Press, 1978.) A testimony of Domitila, a woman of the Bolivian mines. This is a vivid account of her activities and brutal imprisonment, accompanied by her observations on the clergy, military and upper-class abandonment of Bolivia's repressed poor.

Videotapes:

- V-6** *El Jaguar Azul (The Blue Jaguar).* A documentary about the Simbas Indians of the Bolivian lowlands. In Spanish.
- V-23** *Mirrors of the Heart: Race and Identity.* (See page 15 for description.)
- V-35** *The Spirit Possession of Alejandro Mamari.* (produced by Norman Miller) An old Bolivian man nears the end of his life. He has property and status, but not contentment. Believing himself possessed by evil spirits, he opens his heart to reveal his anguish. His personal tragedy brings us close to every man's confrontation with the unknown, old age, and death. 27 minutes.
- V-43** *Harvesting New Songs: Andean Region.* Brief geographic and historical review of Bolivia, Ecuador and Peru, followed by musical presentations. Instruments featured: charango, sikus and quena. (Grade level: high school and above, 16 minutes.)

Brazil Resources:

Maps:

- M-12** Yucatan Peninsula, Central America, Caribbean and South America.
M-13 Estado do Piauí, Brazil.
M-19 South America: political.
M-21 South America.
M-22 Latin America: Mexico, Central America, Caribbean and South America.
M-23 National Geographic Maps on CD-ROM.
M-24 Latin America: 1790 - Latin America after Independence.
M-27 Brasil - prioridades para conservação da Mata Atlântica do Nordeste.

Compact Discs:

- CD-7** *Brasil: A Century of Song.* (4 CD box set.) It is common knowledge that Brazilian music is a combination of AmerIndian, Portuguese and African influences. But the distinctive factor, really, is a common inspiration the musicians share to keep searching for new sounds, new harmonies, and new forms. This constant search, combined with Brasil's diverse musical heritage, produces sounds that have reached into every style of music. The rhythms, poetry, melodies and harmonies are changing the way Brazilian forms of music are played, and changing the way musicians think about music all over the world. The 4 CDs are organized into the following categories: Folklore, Carnaval, Bossa Nova era, and Popular Brazilian Music. There is an accompanying booklet.
- CD-8** *Camargo Guarnieri: Orquestra Sinfônica da Universidade de São Paulo.* The music of Camargo Guarnieri (1907-1993) represents side by side with the music of Heitor Villa-Lobos (1887-1959) the culminant point of Brazilian musical creation of national roots. In effect, Guarnieri's nationalism went through various phases and is quite distinct from Villa-Lobos' musicality. Guarnieri is a rigorous composer; his style is characterized by vigorous rhythm, excellent domain of counterpoint and a harmonic language, which starting from modalism arrives to virtual atonality.
- CD-9** *Classics of Love and Praise.* Music of old by UFF (Universidade Federal Fluminense.)
- CD-10** *Lorenzo Fernandez: Amazonia Quartet.* Alcoa Collection of Brazilian Classical Music.

Slide Sets:

- SS-3** *Latin America.* Slide collection on urbanization and housing in various countries including: Argentina, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Haiti, Mexico, Panama, Peru, Puerto Rico and Venezuela. Accompanied with short description.
- SS-10&11** *UNICEF.* Hospital in Brazil and UNICEF, Sao Paulo, Brazil.
- SS-20** *Rain Forest Slide Show.* A tour of a tropical rainforest in the Amazonian Region of South America depicting flora, fauna and outstanding characteristics of this type of environment. Includes script. (Grade level: upper elementary/middle school.)
- SS-21** *Belem/Manaus, Brazil.* Slides with script.
- SS-22** *Brasília, Brazil.* Slides with script.
- SS-23** *Candomble, Brazil.* Slides with script.
- SS-24** *Colonial Legacy of Minas Gerais, Brazil.* Slides with script.
- SS-25** *Ethnicity and Population (Brazil.)* Slides with script.
- SS-26** *Favela, Brazil.* Slides with script.
- SS-27** *Rio de Janeiro.* Slides with script.
- SS-28** *Salvador, Bahia, Brazil.* Slides with script.
- SS-29** *Sao Paulo, Brazil.* Slides with script.
- SS-30** *Sertão, Brazil.* Slides with script.

Stories:

- ST-1** *The Sea Serpent's Daughter.* (A Brazilian legend, adapted by Margareth Lippert and illustrated by Felipe Davalos.) Long ago, there was no night. Neither starlight, nor sunrise, nor sunset. The Sea Serpent's Daughter is a Brazilian legend about how night came to the people of the rain forest. (Grade level: elementary.)
- ST- 77** *History, Philosophy, and Practice of Capoeira: A Brazilian Art Form.* (By Bira Almeida, Berkeley, North Atlantic Books.) Capoeira is a Brazilian martial art form that is in reality a rich artistic expression that is part of the African-Brazilian cultural heritage. After being persecuted, as were other expressions of black and popular culture of the country, the form of capoeira found at the beginning of this century is known as Capoeira Angola. This form combines elements of dance, martial art, music, ritual and mimicry. The end product of intermingling of all these elements cannot be solely identified by one of them without risking capoeira's originality as an art. Traditional capoeira, Capoeira Angola, can be considered a "magical theater," or a school for life, which by metaphorically reproducing the situations found in real life, prepares stylists to overcome them. The stylist traverses through it humbly, with respect for his opponents. (Grade Level: middle school and above.)
- ST-81** *Brazil in Brief.* (Brazilian Embassy, 1999.) Offers an overview of the country of Brazil. The book covers the topics of land, people, history, political institutions, economy, agriculture, industrial development, transportation, education, culture, architecture, sports, food and drink.
- ST-82** *Brazil and the USA, What Do We Have in Common?* (Brazilian Embassy, 1999.) From the 1500's to the present, this book examines the relationship between the United States and the country of Brazil, their agreements and disagreements.
- ST-83** *The Decade of Destruction: The Crusade to Save the Amazon Rain Forest.* (By Adrain Cowell, New York: Henry Holt and Company, 1990.) The textual accompaniment to the films that came out of that ten year period (1980-90), it stands on its own as a dramatic record of violence, duplicity and waste and of the terrible loss of much that is fragile and unique. The book also bears witness to the stunning courage of quite ordinary men and women who took it upon themselves to challenge a corrupt and venal system. (Grade level: high school and above.)
- ST-87** *Guide to San Luis.* Guidebook describing São Luis, Brazil. "One of the assets of San Luis is its architecture, but the major asset is its people." (Also refer to V-103. All in Portuguese.)

Videotapes:

- V-2** *At Play in the Fields of the Lord.* (Based on the novel by Peter Matthiessen and directed by Hector Babenco, 3 hours.) This is the tale of two men's experiences, one a missionary and the other a mercenary, with a native Indian tribe in the Brazilian rainforest.

- V-31** *Brazilian Populations: Stories and Myths.* Examines the population explosion in Brazil with special emphasis on family size, birth control methods, elderly situation and cases of migration. Mothers discuss how economic conditions in Brazil have forced them to limit their family size. In addition to presenting case studies, the video contains graphs showing population and migration behavior trends as well as Brazilian TV commercials related to the subject. (Grade level: secondary and above, 35 minutes.)
- V-42** *Harvesting New Songs: Brazil.* Brief geographic and historical review of Brazil followed by musicians presenting the samba (the national rhythm of Brazil). Musical instruments featured: cuica, agogo bells and afuche. Includes an introduction to the music of Hector Villa-Lobos. (Grade level: high school and above, 16 minutes.)
- V-60** *How Tasty was My Little Frenchman.* From an anthropological perspective, this film is quite accurate in portraying the Tupi groups of the Brazilian coast during the very early colonial period. Ethnographic detail is highlighted: dress styles, body decorations, village structures, etc. There is a great deal of complete nudity on the part of both sexes. The story is based on the account of Hans Staden - 1929 (originally published in German in 1587). (Hans Staden: The True Story of His Captivity, translated by Malcolm Letts: New York, McBride, Portuguese/Tupi with English subtitles, 80 minutes.)
- V-103** *Sao Luis: Patrimônio de Humanidade.* Video of life, culture and history of the city of São Luis in the Brazilian state of Maranhão. (See ST-87, in Portuguese.)
- V-106** *Mending Ways: The Canela Indians of Brazil.* This program, based on the research of Smithsonian Institute anthropologist Dr. William H. Crocker, documents the unique Canela way of life, focusing on their extraordinary bonding rituals and their conflict resolution skills they call "mending ways." Contains nudity. A Co-production of the National Human Studies Film Center, Smithsonian Institution. (1999, 53 minutes, color.)

From the Disappearing World Series:

- V-10** *Carnaval Bahia.* The city of Bahia in northern Brazil is a riot of dance, music and celebration during Carnival, a pre-Lenten festival that ends on Shrove Tuesday. For five days, the poor become the kings of the town, and festival participants divide into groups, each trying to outdo the other in producing spectacular floats, dazzling costumes and exuberant displays. (Anthropologist: Peter Fry, 50 minutes, 1982.)
- V-11** *Umbanda: The Problem Solver.* A religious cult, based on a centuries-old African tribal ritual brought to Latin America by slaves, now has more than 20 million followers in Brazil. Umbanda blends elements of Roman Catholic ritual with belief in spirit possession. This film contains graphic footage of a vast, weekend ceremony of worship, ritual dancing and hypnosis on the beach of Sao Paulo. (Anthropologist: Peter Fry, 52 minutes, 1977.)
- V-13** *The Kayapo.* The Kayapo are the first tribe to have an air force. Life changed dramatically for the fiercely independent Kayapo when gold was discovered on their land. In 1982, thousands of Brazilians invaded the Amazonian rainforest to excavate one of the largest gold mines in the world. The Kayapo were forced to become "businessmen", or see their traditional way of life destroyed. This is the first of two programs on the Kayapo. (Anthropologist: Terry Turner, 52 minutes, 1987.)
- V-14** *The Kayapo: Out of the Forest.* The destruction of Brazil's Amazonian rainforest now threatens the existence of its native peoples. The Kayapo Indians have gained international recognition for their bold political resistance and for the reassertion of their traditional cultural identity. (Anthropologist: Terry Turner, 52 minutes, 1989.)
- V-15** *The Mehinacu.* The Mehinacu live in a small village near the river Xingu in the central Brazilian rainforest. The focus of this program is their annual month-long Piqui celebration, designed to ensure a good fruit harvest. Now the peaceful Mehinacu way of life is threatened by a planned road through the forest. This film contains nudity. (Anthropologist: Thomas Gregor, 52 minutes, 1974.)

From the Americas Series:

- V-21** *Capital Sins: Authoritarianism and Democratization.* Begins in the 1960s when many of the region's political and economic systems were in disarray and either reform or revolution seemed inevitable. This program looks at the path taken by Brazil that confronted its problems with rich resources.
- V-25** *Miracles are not Enough: Continuity and Change in Religion.* (See page 12 for description.)
- V-26** *Builders of Images: Latin American Cultural Identity.* Explores the role of the artist in societies throughout the Americas through the eyes of four diverse and influential artists: Puerto Rican writer Luis Rafael Sánchez, Brazilian singer Caetano Veloso, Mexican performer and playwright Jesusa Rodriguez as well as Argentine filmmaker Fernando Solanas.

The Decade of Destruction Series (V-97- V-100):

- The Decade of Destruction Series* chronicles the devastation of the Amazonian rainforest from 1980 to 1990 throughout perhaps this century's worst environmental disaster. Amazonia is the last great frontier the world will ever see. Award-winning director Adrian Cowell structures each episode around the real life stories of people caught up in the frontier's web of need and greed, stories of personal tragedy and great courage. Through their individual struggle is told the full story of Amazonia during the 1980's, its decade of greatest destruction. (See also CG-43 and ST-83.)
- V-97a&b** *The Decade of Destruction: In the Ashes of the Forest.* Part I & II. A Brazilian settler's two sons are murdered and another is kidnapped by Indians. While a government expedition searches for the child, the colonists' expansion continues to encroach on the Indians. Landless peasants are lured to the forest with promises of free land and big harvests. By the decade's end, the fate of the kidnapped boy is learned; an epidemic kills many of the Indians; the settlers' farms have failed; and more than 15% of the rainforest has been destroyed. (Two videotapes, 55 minutes each, grade level: high school and above.)
- V-98** *The Decade of Destruction: Killing for Land.* This program follows the land wars that have broken out as millions of poor farmers migrate to massive ranches carved out of the rainforest by rich speculators with the aid of tax exemptions and government loans. As squatters, they begin to work the land until the absentee landlords hire gunmen to frighten them off. The squatters take up arms themselves and the result is a lawless gun battle. (Grade level: high school and above, 55 minutes.)
- V-99** *The Decade of Destruction: Mountains of Gold.* 250,000 illegal gold prospectors swarm over private gold reserves in the rainforest. We follow Jova, who is famous among his colleagues for his illegal gold strikes, as he plays hide and seek with the security forces of Brazil's largest mining multi-national. Mining's long-range impact on the rainforest is likely to be the center of controversy in the Amazon of the 1990's. (Grade level: high school and above, 55 minutes.)
- V-100** *The Decade of Destruction: The Killing of Chico Mendes.* The series concludes with the story of Chico Mendes, a rubber-tapper, whose murder brought worldwide attention to the problem of Amazonian deforestation. Mendes had become a symbol of the struggle between the rubber-tappers and the landowners. As a result of Chico's activism, twelve extractive reserves, with more than 5 million acres, are being created in the most promising development to have come out of Amazonia in the 1980's. (Grade level: high school and above, 55 minutes.)

- V-101** *Benedita da Silva: An Afro-Brazilian Woman's Story of Politics and Love.* The video highlights the varied activities of Senator Benedita da Silva, her life experiences, tragedy, triumph, sorrow and successes. Growing up a poor urban child herself, the video depicts the everyday life of the millions of urban poor in Brazil. (Grade level: high school and above, 30 minutes.)

Curriculum Guides:

- CG-7** *Brazil in the School.* (By Pat Wilson and Keith Orrell.) A series of thirteen booklets that overview the many different aspects of the vast country of Brazil. Includes a teacher's guide, 3 maps and several posters. (Grade level: elementary/middle school.)
- CG-24** *Latin America: Curriculum Materials for the Middle Grades.* The collection includes Introductory and Summary units and units on: Mexico, Central America and the Caribbean, Venezuela, Peru, Brazil and Argentina. (See page 4 for description.)
- CG-43** *The Decade of Destruction: The Story of Amazonia's Rainforest During the 1980's.* (By WWF and Central Independent Television, 1991.) Linked with a five part video series, this educational tool is of relevance to teachers of geography, English and science. Particular emphasis is placed on the geography element of the pack, which contains detailed background notes providing essential reading for geography teachers, as well as useful supplementary reading for teachers of other disciplines. (Grade level: high school and up, with reference to V-97, V-100 and ST-83.)

Chile Resources:

MAPS: Individual maps (not on rollers):

- M-12** Yucatan Peninsula, Central America, Caribbean and South America.
- M-17** Chile: geo-political including historical information.
- M-19** South America: political.
- M-21** South America.
- M-22** Latin America: Mexico, Central America, Caribbean and South America.
- M-23** National Geographic Maps on CD-ROM.
- M-24** Latin America: 1790 - Latin America after Independence.
- M-26** Chile: historical/regional map.

Audiotapes:

- T-3** *Chile:* (By Los Huasos Quincheros.) Typical Chilean folk songs.

Music:

- MU-1** *A lo humano y lo divino.* (Volumes I and II.) Spanish lyrics and guitar music to songs by Chilean folk singer and political activist Violetta Parra.

Slide Sets:

- SS-3** *Latin America.* Slide collection on urbanization and housing in various countries including: Argentina, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Haiti, Mexico, Panama, Peru, Puerto Rico and Venezuela. Accompanied with short description.

Stories:

- ST-43** *Pablo Neruda.* (By Joseph Roman, New York: Chelsea House Publishers, 1992.) Biography of Chilean poet Pablo Neruda. (Grade level: upper elementary/middle school.)
- ST-62** *Chile ... in Pictures.* (Visual Geography Series by Learner Publications Company, New York: Sterling Publishing Company, 1994.) This series not only contains an abundance of photographs, maps and charts that extend throughout the texts. Each text is divided into well-organized chapters on the land, history/government, people and economy of each country along with a brief introduction and index. (Grade level: elementary/middle school.)

Videotapes:

- V-24** *In Women's Hands: The Changing Roles of Women.* Examines the changes Chilean women of every social class effected as they organized during the Pinochet years to create better living conditions for their families.
- V-47** *Americas in Transition.* (By Obie Benz, 29 minutes.) Provides a concise and fast-paced history of the volatile forces at work in Chile, El Salvador, Guatemala and Nicaragua in the 1980's. (See page 9 for description.)
- V-54** *Pablo Neruda: Chile's Master Poet:* The life and work of Nobel Laureate, statesman, and renowned poet Pablo Neruda both reflect and embody the events that shaped the 20th century. Born in Chile, he fled as a political refugee in 1948, not to return until 1952. Through archival material, Neruda's writings, and interviews with family, friends, and scholars, this program presents Neruda's life and the times that molded it. Spanish with English subtitles, 28 minutes. (Grade level: high school and above.)
- V-94** *La batalla de Chile I: La insurrección de la burguesía.* En marzo de 1973 se celebran las últimas elecciones democráticas chilenas durante el gobierno de Salvador Allende. La oposición y la clase media votan contra la amenaza comunista. Pero Allende gana con el 42,3% de los votos y la oposición parlamentaria comprende que los mecanismos legales ya no le sirven. De ahora en adelante, la estrategia de estos adversarios democráticos será, paradójicamente, la estrategia del golpe de estado. Todo en español. (Nivel: universitario, 100 minutos.)
- V-95** *La batalla de Chile II: El golpe de estado.* Entre marzo y septiembre de 1973, la izquierda y la derecha se enfrentan en la calle, en las fábricas, en los tribunales y en el parlamento. Allende trata de llegar a un acuerdo con las fuerzas del centro político -la Democracia Christiana- sin conseguirlo. Los militares empiezan a planificar el golpe de estado en Valparaíso. Un amplio sector de la clase media apoya el boicot económico y político, creando un clima de guerra civil. Una semana antes del golpe de estado, un millón de simpatizantes se despiden de Allende. Todo en español. (Nivel: universitario, 90 minutos.)
- V-96** *La batalla de Chile III: El poder popular.* Durante 1972 y 1973 (al margen de los grandes acontecimientos) las capa populares que apoyan el gobierno de Salvador Allende organizan y ponen en marcha una serie de ejemplos de "poder popular": almacenes comunitarios, cordones industriales y comités campesinos, con la intención de neutralizar el caos y superar la crisis económica. En realidad estas instituciones espontáneas representan un "estado" adentro del Estado y son también la ilusión (el sueño) de la utopía. Todo en español. (Nivel: universitario, 82 minutos.)

Other Resources:

- O-8** *Chilean Cultural Panorama.* Four short publications outlining Chile's national emblems, amusements and games; agriculture, flora and mining; Antarctica, Easter Island and Juan Fernández Archipelago; and three figures in Chilean Literature. The Cultural Department of the Embassy of Chile published these materials.

Colombia Resources:**Maps:**

- M-12** Yucatan Peninsula, Central America, Caribbean and South America.
M-19 South America: political.
M-21 South America.
M-22 Latin America: Mexico, Central America, Caribbean and South America.
M-23 National Geographic Maps on CD-ROM.
M-24 Latin America: 1790 - Latin America after Independence.

Audiotapes:

- T-30** *Mis Primeras Canciones.* (Servilibro) Libro Cassette, Volume I y II. Canciones para niños.

Slide Sets:

- SS-3** *Latin America.* Slide collection on urbanization and housing in various countries including: Argentina, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Haiti, Mexico, Panama, Peru, Puerto Rico and Venezuela. Accompanied with short description.

Stories:

- ST-30** *Fiesta.* (Written by Beatriz McConnie Zapater, illustrated by Jos, Ortega, the Children's Museum, Boston, 1992.) A young boy from Colombia celebrates fiestas with his parents. Glossary included. (Grade level: elementary.)
ST-63 *Colombia ... in Pictures.* (Visual Geography Series by Learner Publications Company, New York: Sterling Publishing Company, 1994.) This series not only contains an abundance of photographs, maps and charts that extend throughout the texts. Each text is divided into well-organized chapters on the land, history/government, people and economy of each country along with a brief introduction and index. (Grade level: elementary/middle school.)
ST-101 Colombia mi abuelo y yo (Escrito por Pilar Lozano, ilustrado por Carlos Riaño., Panamericana Editorial, Bogotá, Colombia, 2003). Esta es la historia de un niño y su abuelo. Las historias son acerca de la geografía y la vida cotidiana en Colombia. Glosario incluido. (Escuela Primaria).
ST-102 Mis Primeras canciones, (Servilibro) Libro y cassette, Volume I y II. Canciones para niños.

Videotapes:

- V-16** *Embera -- The End of the Road.* Four centuries ago, the Spaniards sought gold in Colombia, tried to enslave the Embera Indians, then massacred them when they fought enslavement. Today the remaining Embera have been pushed into the remote jungle headwaters. (Anthropologist: Ariane Deluz, 1971, 51 minutes.)
V-17 *The Last of the Cuiva.* The last of the Cuiva live in northeast Colombia surrounded by settlers' ranches. Only a few retain their traditional nomadic life-style and many work as day laborers for white ranchers. Canadian anthropologist Jean-Paul Dumont says the Cuiva are being "killed culturally". This powerful and moving program reveals the truth of his statement. (Anthropologist: Bernard Arcand, 1971, 52 minutes.)
V-18 *War of the Gods.* For thousands of years the Maku and Barasana Indians have lived in the deep forests of northwest Amazonia, Colombia. Now, the traditions of the past are giving way to the forces of Christianity, as Catholic missionaries and American evangelists compete to convert the Indians. (Anthropologists: Peter Silverwood-Cope, Stephen and Christine Hugh-Jones, 1971, 52 minutes.)
V-27 *Get Up, Stand Up: Problems of Sovereignty.* Addresses internal and external challenges to national sovereignty in the Americas. Colombia, Jamaica and Panama are highlighted and wide ranges of threats from narco-terrorism to foreign intervention are explored.
V-44 *Harvesting New Songs: Colombia and Venezuela.* Brief geographic and historical review of Colombia and Venezuela followed by musical presentation of the joropo, the traditional music of the llanos (plains or flat lands). Instruments featured: tiple, quena and cuatro. (Grade level: High school and up, 16 minutes.)
V-61 *From the Heart of the World.* The BBC in association with the Goldsmith Foundation present a documentary film about the Kogi, living in the Sierra Nevada de Santa Marta, Colombia. The Kogi believe that they are responsible for maintaining balance and harmony on earth. They call themselves the "Elder Brothers", the "guardians of Mother Earth". For them our planet is a single living being and it is their responsibility to look after and care for her. Because the Elder Brothers have been witnessing environmental changes, they felt it necessary and urgent to get their message out. The film is the Elder Brothers message to us, the Younger Brothers. (90 minutes.)

Curriculum Guides:

- CG-6** *Shamans, Gods, and Mythic Beasts: Colombian Gold and Ceramics in Antiquity.* (By the American Federation of Arts and the Bowers Museum of Cultural Art, New York: The American Federation of Arts, 1998.) A guide covering the art from about 1000 BC to the Spanish Conquest in the sixteenth and seventeenth centuries. Guide includes slides, maps, and a glossary. (Grade level: 3-6.)

Ecuador Resources:

Maps:

- M-12** Yucatan Peninsula, Central America, Caribbean and South America.
M-14 Ecuador.
M-19 South America: political.
M-21 South America.
M-22 Latin America: Mexico, Central America, Caribbean and South America.
M-23 National Geographic Maps on CD-ROM.
M-24 Latin America: 1790 - Latin America after Independence.

Audiotapes:

- T-5** *Cumbre (The Summit)*. (By Sukay.) High-energy music of the Andes, Peru, Ecuador and Bolivia, with the special participation of the great Bolivian panpipe & wind instrumentalist Alcides Mejia.
T-7, T-8, and T-9 *Malkuri*. (Volumes I & II, by Malkur, Golden Condor.) Traditional music of the Andes: Peru, Ecuador and Bolivia. The instruments used in these recordings feature the rondador, quena, zamponas, flute, chachas, bandolin, mandolin, charango, wiro, clave and bombo.

Slide Sets:

- SS-3** *Latin America*. Slide collection on urbanization and housing in various countries including: Argentina, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Haiti, Mexico, Panama, Peru, Puerto Rico and Venezuela. Accompanied with short description.
SS-12 *UNICEF*. Children and women in Ecuador.

Stories:

- ST-70** *Children of the Ecuadorean Highlands*. (By Barbara Beirne (Carolrhoda, 1996.)) Two separate chains of the Andes Mountains stretch through Ecuador and almost half of Ecuador's people live in the highlands of these mountains. Author and photographer Barbara Beirne takes readers on a journey through the beautiful Ecuadorean highlands, as seen through the eyes of its children. (Grade level: elementary/middle school.)

Videotapes:

- V-43** *Harvesting New Songs: Andean Region*. Brief geographic and historical review of Bolivia, Ecuador and Peru followed by musical presentations. Instruments featured: charango, sikus and quena. (Grade level: high school and above, 16 minutes.)
V-49 *Ecuador and the Galapagos Islands*. A U.S. high school student's perspective of Ecuador while visiting its countryside, cities, the Amazon region and the Galapagos Islands. (Grade level: middle/high school, 47 minutes.)
V-78 *Nomads of the Rainforest*. Nova takes you to the edge of the Amazon Basin in Ecuador to discover an indigenous people called the Waorani, who have veered away from the Western World to maintain their distinct Stone Age culture. This video contains nudity depicted in an indigenous setting. (60 minutes.)

Paraguay Resources:

MAPS:

- M-12** Yucatan Peninsula, Central America, Caribbean and South America.
M-19 South America: political.
M-21 South America.
M-22 Latin America: Mexico, Central America, Caribbean and South America.
M-23 National Geographic Maps on CD-ROM.
M-24 Latin America: 1790 - Latin America after Independence.

Slide Sets:

- SS-17** *UNICEF*. Children and women in Paraguay.

Peru Resources:

MAPS:

- M-12** Yucatan Peninsula, Central America, Caribbean and South America.
M-19 South America: political.
M-21 South America.
M-22 Latin America: Mexico, Central America, Caribbean and South America.
M-23 National Geographic Maps on CD-ROM.
M-24 Latin America: 1790 - Latin America after Independence.

Audiotapes:

- T-5** *Cumbre (The Summit)*. (By Sukay.) High-energy music of the Andes, Peru, Ecuador and Bolivia, with the special participation of the great Bolivian panpipe & wind instrumentalist Alcides Mejia.
T-7, T-8, and T-9 *Malkuri*. (Volumes I & II, by Malkur, Golden Condor.) Traditional music of the Andes: Peru, Ecuador and Bolivia. The instruments used in these recordings feature the rondador, quena, zamponas, flute, chachas, bandolin, mandolin, charango, wiro, clave and bombo.

Compact Discs:

- CD-6** *El Alma del Peru Negro/The Soul of Black Peru*. (Afro-Peruvian Classics.) Afro-Peruvian music is a unique blend of Spanish, Andean and African traditions. The language comes from Spain, as does the preference for poetic forms like the *décima* and the *copla*, and the guitar as a musical instrument. From the Andes comes the pantheistic religiosity common to both African and Andean cultures, and the melancholy of certain musical forms like the *Yaravi*, *Hatajo de Negritios* or the *Danza de Pallas*. And from Africa come the visceral and seductive rhythms that have been passed down from generation to generation through dance.
- CD-17** *Nazca: beyond the lines*. (Macrostudios, Soluciones Multimedia) an interactive CD-Rom which uses a series of videos, pictures, and printable descriptions to explore Peru's Nazca Civilization. The CD has four main parts followed by a game section. (1) The Lines – a virtual journey over the Nazca's Lines and extensive study about the different theories that aid in the explanation of their origin. (2) The Territory – a look at where the Nazca civilization developed. (3) Under the Desert – an exploration of Nazca ceramic and funeral rituals. (4) The Temples – a media produced reconstruction of the Cahuachi Nazca's biggest architectural complex. The game section contains many puzzles and memory games.
- CD-18** *Virtual Machu Picchu and the Cusco's Incas*. (Macrostudio, Soluciones Multimedia) An informative and creative multimedia CD-ROM created from original videos and documented research. This CD has 4 sections. The main section is called Virtual Machu Picchu. It includes a virtual tour through the most famous of Inca cities. The Inca World is an interactive encyclopedia about daily life, the arts, politics and war in the times of Tahuantinsuyu. History offers a glimpse into the rise, rule and fall of the Empire. Cusco is a tourist guide based on interactive maps of the main Inca ruins in the region.

Slide Sets:

- SS-3** *Latin America*. Slide collection on urbanization and housing in various countries including: Argentina, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Haiti, Mexico, Panama, Peru, Puerto Rico and Venezuela. Accompanied with short description.
- SS-7** *Peru*. Lima, Cuzco, Machu Picchu, Huancayo and other various coastal archeological sites.
- SS-18** *UNICEF*. Peru.
- SS-19** *UNICEF*. Women and children in Peru.

Stories:

- ST-13** *Parque Nacional del Manu*. (Manu National Park, Peru, 1989.) Bilingual. Detailed description of the Peruvian national park and rain forest with pictures of the park's flora and fauna.
- ST-14** *Moon Rope - Un Lazo a la Luna*. (Adapted by Lois Ehlert, 1992.) Bilingual. Adaptation of a Peruvian tale called "The Fox and the Mole", in which a fox and a mole decide to go to the moon with a little help from a rope of grass and their friends the birds. Illustrations inspired by ancient Peruvian textiles, jewelry, ceramic vessels, sculpture and architectural detail. (Grade level: elementary.)
- ST-21** *This Place is High Place*. (By Vicky Cobb, Bolivia and Peru.) (See page 18 for description.)
- ST-22** *The Llama's Secret*. (Adapted by Argentina Palacios, Troll Associates, 1993.) A Peruvian rendition of the Great Flood story, in which a llama warns the people and other animals to avoid the rising sea by seeking shelter on Huillcacoto. (Grade level: elementary.)
- ST-49** *Peru, the People and Culture*. (By Bobbie Kalman, New York: Crabtree Publishing Company, 1994.) Is a description of the ancient and modern culture of Peru including art, music, dance and festivals. Includes index and glossary. (Grade level: upper elementary/middle school.)
- ST-50** *Peru, the Land*. (By Bobbie Kalman, New York: Crabtree Publishing Company, 1994.) Is a description of the land of Peru, including its history, regions, natural resources, wildlife, environmental problems and transportation systems. Includes index and glossary. (Grade level: upper elementary/middle school.)
- ST-65** *Peru ... in Pictures*. (Visual Geography Series by Learner Publications Company, New York: Sterling Publishing Company, 1994.) This series not only contains an abundance of photographs, maps and charts that extend throughout the texts. Each text is divided into well-organized chapters on the land, history/government, people and economy of each country along with a brief introduction and index. (Grade level: elementary/middle school.)
- ST-72** *The Grandchildren of the Incas*. (By Matti A. Pitkanen, Carolrhonda Books, 1991.) (See page 18 for description.)
- ST-98** *Calliope: Exploring World History-The Incas of Peru*. (New Hampshire: Cobblestone Publishing Company, 2000.) Articles, pictures and activities about the history of the Incas. (Grade level: upper elementary/middle school.)

Videotapes:

- V-28** *Fire in the Mind: Revolutions and Revolutionaries*. Looks at revolutionary movements in the region today, with emphasis on the former guerrillas in El Salvador and the current movement in Peru. The program also examines three revolutions of this century: in Mexico, Cuba and Nicaragua.
- V-34** *Dancing with the Incas*. Documents the most popular music of the Andes, huayno music, and explores the lives of three huayno musicians in a contemporary Peru torn between the military and the Shining Path guerillas. The film shows how ancient Incan music, passed down through the centuries, has a contemporary life of its own in the cities of Peru. Lima on Sundays is alive with huayno music, in which one hears authentic Inca melodies performed on every conceivable type of instrument. In the moody lyrics, the musings of oppressed people assume an existential and timeless quality even when a carnival atmosphere prevails. This is one of the few ethnographic videos that deal with complex issues of cultural mixture. Rather than focusing on a single community or ethnic group, the video investigates a broad cultural region and illustrates what happens to it as it confronts the commercial traditions and demands of the West. (Grade level: secondary and above, 58 minutes.)
- V-36** *Eduardo the Healer*. (Directed by Richard Cowan) English subtitles are used when Spanish is spoken. Documentary portrait of Eduardo Calderon, a fisherman, sculptor, and shaman who, like Casteneda's Don Juan, uses incantations, psychology, and hallucinogenic drugs to practice his healing art among the villagers of Peru. Shown as a wise, warm, fascinating man of exceptional character, Eduardo, through his views of the human psyche, suggests there is more to the practice of medicine than modern technology admits. 54 minutes.
- V-43** *Harvesting New Songs: Andean Region*. Brief geographic and historical review of Bolivia, Ecuador and Peru followed by musical presentations. Instruments featured: charango, sikus and quena. (Grade level: high school and above, 16 minutes.)
- V-51** *New Explorers Series: The Mystery of Machu Picchu*, 1995, 57 minutes. Narrated by Bill Moyers, it describes the mysteries of the city of Machu Picchu, Peru, and the Inca way of life group of leading archeologists who specialize in studying the Inca Empire.

- V-73** *Secrets of Lost Empires: Inca.* In this 60-minute video NOVA tries to reconstruct the mysterious building techniques of the Inca, the remarkable civilization who ruled the Peruvian Andes 500 years ago.
- V-104** *Big Spuds, Little Spuds.* A film delving into the effects which El Niño had on the Peruvian potato industry, focusing on the effects of climate change and monoculture. Also taking a look at traditional methods of potato farming where Andean families grow their own varieties, practice crop rotation and utilize a minimum of inputs. (1999, 52 minutes.)

From the Disappearing World Series:

- V-19** *The Quechua.* The Quechua live in the Andes Mountains, in an isolated part of Peru. Unlike many tribes in remote areas, they desperately want a road to link them with the outside world and its benefits, especially the tourist trade. (Anthropologist: Michael Sallnow, 1974, 51 minutes.)

Curriculum Guides:

- CG-24** *Latin America - Curriculum Materials for the Middle Grades.* The collection includes Introductory and Summary units and units on: Mexico, Central America and the Caribbean, Venezuela, Peru, Brazil and Argentina. (See page 4 for description.)
- CG-44** *Latin America and Japan: Crossing Borders and Making Connections.* The Pacific Basin is fast eclipsing the Atlantic as the center of economic and political activity in the world. With these exchanges, cultural adjustments ensue, political issues arise and environmental concerns mount. Furthermore Japanese culture and the cultures of the Americas are inter-penetrating one another, yielding subtle changes in the cultural texture of each. Increasing numbers of people are migrating. The objective of these lessons is therefore, to promote global understanding, especially between people from Japan, the United States and Latin America. Especially relevant to Brazil and Peru. (Grade Level: middle/high school.)

Other Resources:

- O-9** *The Decade of Chaqwa: Peru's Internal Refugees.* (U.S. Committee for Refugees.) An on-site documentation report carried out between April and December 1990 in Peru. The report on Peru's internally displaced civilians examines the impact of the decade-long war, economic collapse and a devastating drought in the southern highlands.

Uruguay Resources:

MAPS:

- M-12** Yucatan Peninsula, Central America, Caribbean and South America.
- M-19** South America: political.
- M-21** South America.
- M-22** Latin America: Mexico, Central America, Caribbean and South America.
- M-23** National Geographic Maps on CD-ROM.
- M-24** Latin America: 1790 - Latin America after Independence.

Stories:

- ST-66** *Uruguay ... in Pictures.* (Visual Geography Series by Learner Publications Company, New York: Sterling Publishing Company, 1994.) This series not only contains an abundance of photographs, maps and charts that extend throughout the texts. Each text is divided into well-organized chapters on the land, history/government, people and economy of each country along with a brief introduction and index. (Grade level: elementary/middle school.)

Venezuela Resources:

MAPS:

- M-12** Yucatan Peninsula, Central America, Caribbean and South America.
- M-19** South America: political.
- M-21** South America.
- M-22** Latin America: Mexico, Central America, Caribbean and South America.
- M-23** National Geographic Maps on CD-ROM.
- M-24** Latin America: 1790 - Latin America after Independence.

Compact Discs:

- CD-5** *Irene Farrera: Alma Latina.* Songs of the great troubadours, Violeta Parra & Silvio Rodriguez, Antonio Carlos Jobim and the nameless songwriters who cried their sorrows and triumphs into the vast folklore of Venezuela.
- CD-12** *Musicanto.* Stories, games, myths, legends and children's songs from Venezuela. CD is accompanied by book with stories/instructions. In Spanish. (Grade Level: elementary.)

Slide Sets:

- SS-3** *Latin America.* Slide collection on urbanization and housing in various countries including: Argentina, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Haiti, Mexico, Panama, Peru, Puerto Rico and Venezuela. Accompanied with short description.

Stories:

- ST-25** *Las Navidades - Popular Christmas Songs from Latin America.* El Salvador, Puerto Rico, Santo Domingo, Venezuela and Mexico. (Grade level: elementary. (See page 2 for description.)
- ST-67** *Venezuela ... in Pictures.* Visual Geography Series by Learner Publications Company, New York: Sterling Publishing Company, 1994.) This series not only contains an abundance of photographs, maps and charts that extend throughout the texts. Each text is divided into well-organized chapters on the land, history/government, people and economy of each country along with a brief introduction and index. (Grade level: elementary/middle school.)

Videotapes:

- V-12** *A Clearing in the Jungle.* The Panar, live in a clearing of a jungle in Venezuela only 300 miles from Caracas. They deliberately reject outsiders in order to maintain their unique Indian way of life. There is no hierarchy and no system of laws and punishments; the Panar, are held together by ties of kinship and have only accepted change when it benefits the whole society. (Anthropologist: Jean-Paul Dumont, 1970, 39 minutes.)
- V-44** *Harvesting New Songs: Colombia and Venezuela.* Brief geographic and historical review of Colombia and Venezuela followed by musical presentation of the joropo, the traditional music of the llanos (plains or flat lands). Instruments featured: tiple, quena and cuatro. (Grade level: high school and above, 16 minutes.)
- Venezuelan Series:** Expedición Programa de aventuras dedicado a la conservación de nuestro ambiente (Venezuela). Donated to the Center by María Emperatriz Ruiz-Merroth. (Spanish, 100 minutes each.)
- V-67** Vol. I - *Los Llanos, Tierra de Contrastes Maravillosos y Neblina, Mundo Misterioso.*
- V-68** Vol. II - *Expedición Fluvial.*
- V-69** Vol. III - *Amazonas: La Última Frontera y Amazonas: Entre La Verdad y La Leyenda.*
- V-70** Vol. IV - *La Gran Sabana: Tierra de Tepuyes y Cuare: Paraíso en Peligro.*
- V-71** Vol. V - *Sarisariñama: El descenso al centro del Tebuy y Urumaco: Las huellas del tiempo.*
- V-72** Vol. VI - *Donde Nace El Orinoco y El Archipiélago de Los Roques Un Oasis en el Mar.*

Curriculum Guides:

- CG-24** *Latin America - Curriculum Materials for the Middle Grades.* The collection includes Introductory and Summary units and units on: Mexico, Central America and the Caribbean, Venezuela, Peru, Brazil and Argentina. (See page 4 for description.)

AMAZONIA REGION (Rainforest)

Bolivia, Brazil, Colombia, Ecuador, Peru, Venezuela

Amazonia Resources:**Compact Discs:**

- CD-16** *The Yanomami in the Amazonian Rainforest.* A multi-media disc, for a computer using Windows, bringing the viewer a visual experience of the Yanomami in their area of the Amazon rainforest.

Audiotapes:

- T-5** *Cumbre - the Summit.* (By Sukay.) High-energy music of the Andes, Peru, Ecuador and Bolivia, with the special participation of the great Bolivian panpipe & wind instrumentalist Alcides Mejía.
- T-7, T-8, and T-9** *Malkuri, Vols. I & II.* (By Malkuri, Golden Condor.) Traditional music of the Andes: Peru, Ecuador and Bolivia. The instruments used in these recordings feature the rondador, quena, zampoñas, flute, chachas, bandolin, mandolin, charango, wiro, clave and bombo.
- T-29** *O Bozinho Barrica/Bumba Meu Boi/Coral São João.* A cassette tape of music of which originated in the São Luís region of Maranhão, Brazil.

Maps:

- M-18** Amazonia: A World at Risk.

Stories:

- ST-12** *Un Paseo por el Bosque Lluvioso (A Walk in the Rainforest.)* (By Kristin Joy Pratt, Dawn Publications, 1993.) Readers follow the travels of an ant that explores the lush vegetation and unusual animals of the rainforest. A rich source of fascinating facts, written by the author when she was 15 years old. (Grade level: elementary/middle school.)
- ST-83** *The Decade of Destruction: The Crusade to Save the Amazon Rain Forest.* (By Adrain Cowell, New York: Henry Holt and Company, 1990.) The textual accompaniment to the films that came out of that ten year period 1980-90, it stands on its own as a dramatic record of violence, duplicity and waste and of the terrible loss of much that is fragile and unique. The book also bears witness to the stunning courage of quite ordinary men and women who took it upon themselves to challenge a corrupt and venal system. (Grade level: high school and above.)

Videotapes:

- V-1** *Amazonia: Voices from the Rainforest.* A documentary focusing on the strategies of the people of the Amazon to defend their homeland. This video has a companion resource and action guide. (See resources O-1 on page 4 for description, 69 minutes.)
- V-2** *At Play in the Fields of the Lord.* Based on the novel of Peter Mattheissen and directed by Hector Babenco, this is the tale of two men's experiences, one a missionary and the other a mercenary, with a native Indian tribe in the Brazilian rainforest. (3 hours.)
- V-3** *Caxiri or Manioc Beer.* Manioc is the most important food of Waiapi agriculture. The harvested tubers must undergo extensive processing to remove toxins, which results in kwaka flour. Pancakes are made from this flour along with caxiri beer, a crucial accompaniment to festivals and musical performances. (19 minutes.)
- V-9** *Waiapi Slash and Burn Cultivation.* The Waiapi use of slash and burn cultivation to grow foods. After a forest area is cut and the vegetation burned, the ashes are spread for fertilizer. Women typically do planting and harvesting, and after two years the gardens are abandoned for regeneration by the rainforest, sustaining a healthy, balanced relationship with nature. (22 minutes.)
- V-74** *Warriors of the Amazon.* Travel with NOVA to remote reaches of the Amazon rainforest to visit the Yanomami, an endangered tribe whose culture is built on fierce rivalries and communal harmony. (60 minutes.)
- V-78** *Nomads of the Rainforest.* NOVA, 60 minutes. (See page 24 for description.)
- V-80** *Journey into Amazonia.* Journey into Amazonia captures the spirit of the world's largest tropical wilderness, the Amazon Basin Rainforest. The series features swollen rivers, flooded forests and dense canopy of the vast rainforest recognized as one of the

Earth's natural wonders, and offers a closer look at rarely seen animals as they contend with the volatile waters of the world's largest river system. (2 tapes, 1999, 180 minutes.)

V-106 Mending Ways: The Canela Indians of Brazil. This program, based on the research of Smithsonian Institute anthropologist Dr. William H. Crocker, documents the unique Canela way of life, focusing on their extraordinary bonding rituals and their conflict resolution skills they call "mending ways." Contains nudity. A Co-production of the National Human Studies Film Center, Smithsonian Institution. (1999, 53 minutes, color.)

From The Decade of Destruction Series (V-97- V-100):

The Decade of Destruction Series chronicles the devastation of the Amazonian rainforest from 1980 to 1990- perhaps this century's worst environmental disaster. Amazonia is the last great frontier the world will ever see. Award-winning director Adrian Cowell structures each episode around the real life stories of people caught up in the frontier's web of need and greed, stories of personal tragedy and great courage. Through their individual struggle is told the full story of Amazonia during the 1980's, its decade of greatest destruction. (See also CG-43 and ST-83.)

V-97a&b The Decade of Destruction: In the Ashes of the Forest. Part I & II (See page 20 for description.)

V-98 The Decade of Destruction: Killing for Land. (See page 20 for description.)

V-99 The Decade of Destruction: Mountains of Gold. (See page 20 for description.)

V-100 The Decade of Destruction: The Killing of Chico Mendes. (See page 20 for description.)

From the Disappearing World Series:

V-12 A Clearing in the Jungle. (Anthropologist Jean-Paul Dumont, 1970, 39 minutes. (See page 19 for description.)

V-13 The Kayapo. (Anthropologist Terry Turner, 1987, 52 minutes. (See page 19 for description.)

V-14 The Kayapo - Out of the Forest. (Anthropologist Terry Turner, 1989, 52 minutes. (See page 19 for description.)

V-15 The Mehinacu. (Anthropologist Thomas Gregor, 1974, 52 minutes. (See page 19 for description.)

V-16 Embera -- The End of the Road. (Anthropologist Ariane Deluz, 1971, 51 minutes. (See page 19 for description.)

V-17 The Last of the Cuiva. (Anthropologist Bernard Arcand, 1971, 52 minutes. (See page 19 for description.)

V-18 War of the Gods. (Anthropologists: Peter Silverwood-Cope, Stephen and Christine Hugh-Jones, 1971, 52 minutes. (See page 19 for description.)

Curriculum Guides:

CG-43 The Decade of Destruction: The Story of Amazonia's Rainforest During the 1980's. (See also videos V-97-100 and story ST-93.)

Other Resources:

O-1 Amazonia: Voices from the Rainforest. (Angela Gennino, ed.) A resource and action guide designed as an organizational tool to help people and groups about to plunge into Amazonian work for the first time. It is a directory of over 250 organizations working on the issue. This publication includes profiles of over 100 Amazonian grassroots organizations and has an accompanying video. (See V-1 on page 26.)

ANDEAN REGION

Argentina, Bolivia, Colombia, Chile, Ecuador, Peru, Venezuela

Andean Region Resources:

Audiotapes:

T-5 Cumbre (The Summit). (By Sukay.) High-energy music of the Andes, Peru, Ecuador and Bolivia, with the special participation of the great Bolivian panpipe & wind instrumentalist Alcides Mejía.

T-7, T-8, and T-9

Malkuri. (Volumes I & II, by Malkur, Golden Condor.) Traditional music of the Andes: Peru, Ecuador and Bolivia. The instruments used in these recordings feature the rondador, quena, zampoñas, flute, chachas, bandolin, mandolin, charango, wiro, clave and bombo.

Stories:

ST-74 Cuentos Migueleños (Ik'Ti'Yu Naj Pel Mekel Ana). (By Pedro Miguel Say, Rancho Palos Verdes: Ediciones Yax Te', 1996.) A bilingual book of folktales in Quechua, an Amerindian language, and Spanish. (Grade Level: university and above.)

Videotapes:

V-19 The Quechua. The Quechua live in the Andes Mountains, in an isolated part of Peru. Unlike many tribes in remote areas, they desperately want a road to link them with the outside world and its benefits, especially the tourist trade. (Anthropologist Michael Sallnow, 1974, 51 minutes.)

V-34 Dancing with the Incas. See Peru section for description on page 23.

V-43 Harvesting New Songs: Andean Region. Brief geographic and historical review of Bolivia, Ecuador and Peru followed by musical presentations. Instruments featured: charango, sikus and quena. (Grade level: High school and above, 16 minutes.)

V-104 Big Spuds, Little Spuds. A film delving into the effects which El Niño had on the Peruvian potato industry, focusing on the effects of climate change and monoculture. Also taking a look at traditional methods of potato farming where Andean families grow their own varieties, practice crop rotation and utilize a minimum of inputs. (1999, 52 minutes.)

Other World Areas

Maps:

- M-3** The World: political.
M-5 Mexico, Central America and the West Indies.
M-7 World Map (Spanish text.)
M-9 Mexico, Central America and West Indies (large but old).
M-23 National Geographic Maps on CD-ROM.

Audiotapes:

- T-14-25** *Português Contemporâneo I & II*. (María Isabel Abreu and Cléa Rameh, Georgetown University Press, Washington, DC.) Partial Portuguese review course, forty lessons on twelve tapes including two text books.

Stories:

- ST-7** *Kids Explore America's Hispanic Heritage*. Students in the Westridge Young Writers Workshop collaborated to produce this kids'-eye view of America's Hispanic culture. The book includes information and perspectives on history, food, festivals, art, stories and language. (Grade level: upper elementary/middle school.)
- ST-8** *Native American Stories*. (Told by Joseph Bruchac, Fulcrum Publishing, 1991.) A rich collection of stories from North American native cultures. From the Inuit of the north to the Zuni, Hopi and Cherokee of the south, this work illustrates the role of the people as Keepers of the Earth. (Grade level: upper elementary/middle school.)
- ST-18** *Kinaald - a Navajo Girl Grows Up*. (By Monty Roesel, Lerner Publications Company, 1993.) The book explains the Kinaald, a coming-of-age ceremony for Navajo girls, through the experiences of Celina, a thirteen-year-old Navajo girl. Contemporary information about Navajo religion, history, territory and customs is provided. (Grade level: upper elementary.)
- ST-19** *The Sacred Harvest - Ojibway Wild Rice Gathering*. (By Gordon Regguinti, Lerner Publications Company, 1992.) The Sacred Harvest provides an insider's view into the Ojibway collection and process of mahnomin, wild rice. The book is centered on an Ojibway family, the Jacksoms, and the first time their son Glen is taken out to gather mahnomin. (Grade level: upper elementary.)
- ST-53** *Families of the World: The Americas and the Caribbean - Volume I*. (By Hélène Tremblay, New York: Farrar, Straus and Giroux, 1988. (See page 2 for description.)
- ST-54** *The Latino Experience in U.S. History*. (New Jersey: Globe Fearon, 1994.) A text book for middle school. Donated by Globe Fearon, Educational publishers.
- ST-73** *Reference Library of Hispanic America, The Hispanic American Almanac. Volumes 1-3*. (Edited by Nicolás Kanellos. Detroit: Afro American Press, 1997.) A one-stop source for information about a broad range of important aspects of Hispanic life and culture in the United States. (Grade level: middle/high school.)
- ST-78** *Amazing Hispanic American History, A Book of Answers for Kids*. (By George Ochoa, New York: John Wiley & Sons, Inc.) A book designed to answer common questions about Latinos and their presence in the United States. It recounts the common histories of Hispanic Americans and shows how they differ, region by region. (Grade Level: middle/high school.)

Curriculum Guides:

- CG-3** *Columbus: Beyond the Myth*. (By James J. Pancrazio, University of Illinois.) An educational curriculum guide for the teaching and study of the encounter of two worlds for secondary and junior college levels. It is designed to provide a few ready-made activities for the classroom and give helpful suggestions for other activities. It is not a substitute for background reading and teachers will have to do extra research. Readings, discussion questions, commentary, integrated activities and suggestions regarding independent reports and debates are provided to set things in motion.
- CG-14** *Surfing Social Studies, The Internet Book*. (By Joseph A. Braun, Jr. and C. Frederick Risinger, Washington D.C, National Council for the Social Studies, 1999.) A guide designed to help teachers make use out of one of the best and most current possible resources: the Internet. Lists sites and other relevant information all applicable to the areas of social studies.
- CG-27** *Why Do People Move?* (Developed by Stanford Program on International and Cross-Cultural Education - SPICE, 1993.) Looks at the migration flow from six Latin American countries: Mexico, Dominican Republic, El Salvador, Guatemala, Haiti and Cuba. (See page 4 for description.)
- CG-30** *Women of Hope: Latinas Abriendo Camino*. (Produced by Cultural Project 1995.) Includes a study guide, biographical sketches and posters of 12 women of hope. The resource guide provides sources for further study about the women, their world and teaching for social change. (Grade level: middle/high school.)
- CG-32** *The Language of Folk Art: An Introductory Spanish Course*. (By Mari Haas, Addison-Wesley Publishing Co., Inc., 1996.) Is a unique set of instructional materials for beginning to practice Spanish while learning about the cultures of Spanish-speaking people of the Americas. Includes activity book, teacher guide and posters. (Grade level: beginner.)
- CG-33** *Spanish – Elementary*. (Grand Rapids, MI: Instructional Fair, Inc.) This guide includes 100 reproducible activities that can be used to accompany class lessons on vocabulary, grammar, sentence structure, and much more. (Grade Level: elementary)
- CG-34** *Spanish - Middle/High School*. (Grand Rapids, MI: Instructional Fair, Inc.) These guides include 100 Reproducible Activities that can be used to accompany class lessons on vocabulary, grammar, sentence structure, and much more. (Grade level: Middle/high school.)
- CG-36** *The World As It Should Be: Reversing History's Mistakes*. (By George Thomas Kurian, New York: UN Studies Forum, 1997.) The World As It Should Be is an attempt to redraw the map of the world on rational, logical and historical grounds. Included in the book is "The Ideal Map" which has a total of 101 nations including 17 new nations and two island confederations. In the country profiles, nations are rated on the basis of four criteria: ethnic homogeneity, national identity, age since Independence in 2000 and legitimacy.
- CG-44** *Latin America and Japan: Crossing Borders and Making Connections*. The Pacific Basin is fast eclipsing the Atlantic as the center of economic and political activity in the world. With these exchanges, cultural adjustments ensue, political issues arise and environmental concerns mount. Furthermore Japanese culture and the cultures of the Americas are inter-penetrating one another, yielding subtle changes in the cultural texture of each. Increasing numbers of people are migrating. The objective of these lessons is therefore, to promote global understanding, especially between peoples of Japan, the United States and Latin America. (Grade level: middle/high school.)

Overhead Transparencies:

OT-1 13 transparencies of [Latin American and North American stereotypes](#).

Cross Cultural Assimilation:

CC-1 *Heelotia, a Cross-Cultural Simulation Game*. (Developed by Stanford Program on International and Cross-Cultural Education - SPICE, 1991.) A simulation designed to provide students with an experimental or discovery exercise in cross-cultural relations. The simulation is designed to be part of more extensive study of cultural perceptions and can be used in an exploration of one's own community as well as that of more geographically distant cultures. (Grade level: middle/high school.)

Other Resources:

O-2 *Americas: An Anthology*. (Mark B. Rosenberg, A. Douglas Kincaid, and Kathleen Logan, eds.) This selection of high-interest primary and secondary source materials, including speeches, letters, government documents, newspaper and magazine articles, essays and cartoons, accompanies Americas 10-unit video course. (See videos V-20 through V-29.)

O-4 *Americas: Study Guide*. (By Bernadette M. Orr with Barbara Cruz.) This study guide is part of the 10-unit, college credit video course. The study guide is designed to prepare the student to view each video unit critically and to help the student evaluate what has been seen. It also integrates the program material with assigned readings in the textbook and anthology and reinforces the themes of the telecourse. (See videos V-20 through V-29.)

O-5 *Americas: Telecourse Faculty Guide*. (By Bernadette M. Orr with Barbara Cruz.) This faculty guide is part of the 10-unit, college credit video course. The faculty guide includes background information on important concepts addressed in each program; it integrates the programs with the textbook and supplementary readings and includes a test bank and supplemental resources. (See videos V-20 through V-29.)

O-6 *Americas: Project Overview Guide*. Two project overview books that include an introduction to and overview of the Americas course components, its analytic framework, how to use the course and sample chapters from the accompanying texts. (See videos V-20 through V-29.)

Videotapes:

V-75 *Cabeza de Vaca*. A Nicolas Echevarria film. In 1928, a Spanish expedition founders off the coast of Florida - 600 lives lost. One survivor, Alvar Nuñez Cabeza de Vaca, roams across the American continent searching for his Spanish comrades. Instead he discovers the Iguase, an ancient Indian tribe. Over the next eight years, Cabeza de Vaca learns their mystical and mysterious culture, becoming a healer and a leader. But soon this New World collides with the Old World as Spanish conquistadors seek to enslave the Indians and Cabeza de Vaca must confront his own people and his past. (Grade level: high school and above, 1 hour 48 minutes.)

Resources for teaching about the United Nations:

MUN-1 *United Nations Curriculum Guide*. (Edited by Gary P. DeBolt, sponsored by UNA-USA, Association of Teacher Educators, Stanley Foundation, and The IJB Foundation Inc.) This guide to teaching about the United Nations includes an introduction and four teaching units. Unit I covers the history, structure and operations of the UN. Units II, III and IV use peace building as a theme for the lessons. (Grade level: middle/high school.)

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Cross Cultural Assimilation

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