



Post Fellowship Reporting - Project Summary

Report Title: Changotenango **Name:** Edward Klaus and Sandra Camp
Other Team Members:
Program: San Francisco Program
Trip Dates: 11/30/-0001 - 11/30/-0001 **Location Visited:** Guatemala
Post Fellowship Reporting Template: PFR Template 01

Project Summary: Guatemala is a country of contrast- the old and the new; the rich and the poor; the traditional and the modern; the indigenous and the ladino communities. This dichotomy is exemplified by a site we saw many times in the country-side- the indigenous woman with traditional attire carrying her wares on her head while talking on her cell phone. We realize this difference carries through at our school in San Francisco. Our students are living in our modern city but still have integral connections to the traditions of their homeland.

It is this connection that we sought after by traveling to Guatemala. We felt if we could immerse ourselves in the language and culture of Guatemala we could better serve the students we teach and their families that support their growth as English Language Learners. In turn, we improved our Spanish, adventured to regions unknown to many and put ourselves in the role of language learner to better serve our school community. Bilingual education is the goal at our school and we have closed the language gap by taking on Spanish classes this summer. We opened ourselves to adventures that challenged our capabilities and widened our viewpoint immensely. The most eye-opening experience on our "viaje" was the understanding of how hard our students work to acquire their second language. We now have a new sense of patience and an understanding of how people learn a second language.

Career Impact: * participated in excursions that highlighted Mayan ceremonies, traditions, and beliefs to better understand the Mayan population in our classrooms
* garnered knowledge about the historic struggles of the indigenous people and the ingrained racism that pervades against this Native group
* studied a foreign language daily and gained a new perspective on how English Language Learners might access a second language
* challenged ourselves mentally by acclimating to the culture and immersing ourselves in a language we fully did not understand
* challenged ourselves physically by exploring the geography of Guatemala
* broadened perspective of the world by living amongst a different culture and participating in their everyday life

Classroom/Community Impact:* ability to communicate with students' families in their native language
* conducting parent conferences in Spanish instead of needing a translator
* put together a presentation on our summer trip to Guatemala in Spanish for the parents at Back to School Night
* shared our experience in Guatemala with our students via a slideshow

Open Response: * parent presentation in Spanish during Back to School night
* informal communication in Spanish
* parent conferences conducted in Spanish
* artifacts used and displayed in classroom to make students and families feel at home
* infusing our experiences on Volcan de Pacaya into our Science curriculum

Quote: "If you are not living on the edge, you are taking up too much space." - salty ex-patriot running a macademia nut plantation near Antigua

Photos:



El Arco is one of the most famous Antigua landmarks.



Sandra & Edward with their teachers and owner of La Union



Miguel Angel who lived at Las Cabezitas Algodones- elder care facility where we volunteered.



Adventure to a 100% Mayan town, San Antonio Aguacaliente- traditional Mayan wedding clothing



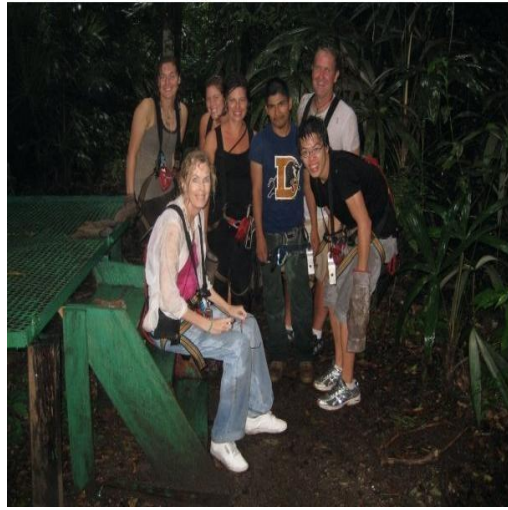
The Mayan ruins of Tikal.



View from the terrace of Volcan de Agua



The top of Volcan de Pacaya with our diligent guides who provided marshmallows for roasting over the hot lava.



Zip-lining through the jungle of Tikal during a deluge.