

# COLOMBIA

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**Virtual Cultural Box**

User Guide

## Colombia Virtual Cultural Box User Guide.

The objective of this guide is to provide teachers, professors, auxiliaries and librarians with the knowledge and ideas to share the content of the Colombian Virtual Cultural Box with students.

In this guide we will talk about different activities and ideas of teaching and learning about Colombian culture. The activities of this teaching guide correspond to the following [Common Core Standards](#) and can be adapted for any k-12 classroom. *Enjoy!*

### Reading literature:

- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
- Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

### Reading informational texts

- Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

### Writing skills

- Develop the topic with facts, definitions, and details.
- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- Conduct short research projects that build knowledge about a topic.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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# COLOMBIA

## Introduction

Any attempt to define a country's culture is necessarily problematic. Colombia is no exception; for many years, the country has been subjected to just that. In contemporary times, discussions of Colombia have been largely dominated by *la Violencia*, promulgating images of drug trafficking and violent paramilitary and guerrilla groups.

The history of conflict in Colombia does provide a necessary context for many of the current issues in the country. The clash between right-wing and leftist groups provides background into current Colombian politics, and the mass displacement that occurred as a result helps guide one's understanding of many of the social issues that exist within the country today. Yet, it in no way fully encompasses the incredibly diverse nation that is Colombia: a country that contains an expansive coast, desert, and mountains, more than 80 languages, and even more dialects, festivals that celebrate everything from flowers to salsa dancing, and a diverse population comprised of a multitude of ethnicities and races!

Consideration of Colombia thus requires moving beyond the nation's political and historical status, and towards an understanding of the many facets of Colombian life, from the food to the music. The goal of this culture box is to provide resources for approaching Colombia in a multifaceted, multidisciplinary way. Within this "culture box," students and educators will find the tools to explore the nation's geography, its major political conflict, the racial and ethnic dimensions, the expansive Indigenous history, the impressive literary and linguistic development, the often untold history of the Afro-Colombians and their painful history of slavery, the development of vallenato and cumbia music, as well as many other themes of Colombian life.

# Passport Activity Guide

**Let's make our own class passport!**

**Objective:** To make a passport that will be the souvenir of the different activities involved in this virtual trip; the passport will give students the chance to make predictions for trips and reflect upon each trip afterwards.

**Time:** 30 - 40 minutes

## Materials:

Pencils	Color sheets of passport impression
Colors	Profile picture
Stickers	Adhesive tape
Markers	Glue
Scissors	Ruler

## Steps:

1. Download the LAII passport template at: <http://laii.unm.edu/info/k-12-educators/assets/laii-passport-template.pdf>
2. Print the cover page on colored construction paper. Cut along the outer edges.
3. Fold cover page in half along the solid line (with content facing outward).
4. Use glue to stick the fold together. Fold along the dotted lines to create the passport book cover.
5. Print the inside pages on a blank white sheet or light-colored sheet. Cut along all lines to make four individual sheets.
6. Fold inside pages into the cover and use a stapler to bind along the cover fold.
7. Have students fill out the personal information section. They can use a real photo or draw a picture of themselves.
8. Use stickers or stamps (or anything else!) to mark the students' "visits" to different regions of Colombia as they learn about them. You can also encourage students to use these pages to reflect on what they learn about the different regions through words, drawings, etc.

**For more instructions or ideas watch the following videos:**

DIY Passport-sized Paperdori! (Paper Traveler's Notebook):

<https://www.youtube.com/watch?v=tQOTCPdm68c>

Disney DIY: EPCOT Passport (Free Printable!) | BenildaVlogs:

<https://www.youtube.com/watch?v=ufd8CBGsYm0>

Summer fun for kids - printable FUN passports:

<https://www.youtube.com/watch?v=koShUL7UOjE>

# Colombian History



Figure 1 UnMAPamundi.com

**Location:** South America. Colombia is often referred to as “the gateway to South America”

**Capital City:** Bogota D.C (Capital District)

**Population:** 49.07 Million

**National currency:** Colombian Peso; \$1 USD equals about 3,800 COP

**Phone code:** +57

**Fun Fact:** The traditional national sport of Colombia is called Tejo. It is a team sport that involves launching projectiles at a target.

**Diversity:** Colombia is classified as a "megadiverse" country, ranking as the 2nd most biodiverse country in the world. It has the largest number of species by area in the world, including the most endemic species of butterflies, the most orchid species, the most amphibian species and more bird species than all of Europe and North America combined. 1

**Sports:** The most popular sport in Colombia is football (soccer), roller-skating, weightlifting, baseball, boxing, motorsport and cycling.

## Activity #1 | Welcome to Colombia

### What is Colombia?

**Objective:** To apply previous knowledge and learn the basic information of Colombia.

**Subject:** Colombia's Overview

**Time:** 30 - 40 minutes

**Materials:** American continent map, music player, page of fun facts.

This activity will be divided in three phases:

- 1) The first phase is identify Colombia on the map, learn about its geographic limits, and learn why this country got the name of Colombia.
- 2) The second phase is talk about the national language and the diversity of Colombia.
- 3) The last phase is share fun or surprising facts about Colombia.

#### Phase 1.

The instructor will ask the student group the following questions and lead the discussion. Then, the guide will show the map of the continent and the students will locate Colombia on it.

- a. Who knows where Colombia is located?



Figure 2 UnMapamundi.com



- b. What do you know about Colombia?  
c. What are the border countries of Colombia?  
d. How do you think Colombia got its name?  
e. Do you think Colombia has snow? Imagine traveling to Colombia, what do you think it is like? (e.g. climate, weather, geography, native animals, etc)

#### Phase 2

The instructor will show to the class the next songs and images that will show some of the Colombian diversity.

- a. What language do you think Colombians speak?  
b. How many languages are in Colombia?

Songs:

Lucho Bermudez - Colombia Tierra Querida

<https://www.youtube.com/watch?v=-ZvNOIXoRME>

Colombia Instrumental - Musica Andina Colombiana (Bambucos -- Pasillos)

<https://www.youtube.com/watch?v=YxHluvXdxcM>

**Note:** You can choose to play the music in the background during the discussions as a clue.

Images:



*Figure 3 Panorama Cultural*



*Figure 4 Radio Nacional de Colombia*

### **Phase 3**

In the last phase of this activity, the students will research fun or surprising facts about Colombia, and then they will share the facts that they found.

Links:

<http://www.sciencekids.co.nz/sciencefacts/countries/colombia.html>

<https://www.lifeder.com/tribus-indigenas-colombia/>

<https://news.southamerica.travel/what-is-colombia-famous-for>

### **To finish**

At the end of this class each student will put a stamp in their passport (see Passport activity guide). To reflect on this activity, ask students to note at least 2 things they learned about Colombia in their passport. Then, have students use what they learned today to make predictions for what they will learn in the upcoming activities.

## Activity #2 | Insular Region

### Natural Regions: Insular Region

What would it feel like to live on an island?

**Objective:** To learn the geographical and natural parks knowledge of Colombian Insular (islands) Region.

**Subject:** Colombia's Natural Regions

**Time:** 20 - 30 minutes

**Materials:** Insular (Islands) Region map, Travel passport, video player and imagines.

This activity will be divided in two phases:

1. In the first phase, we will talk about the geographical location and natural parks in the Insular Region.
2. Second phase will be about the natural resources and the different landscapes that the Insular Region has.

#### Phase 1:

Before starting the discussion, please show these videos to the class and then answer the following questions.

**San Andrés Island - 2016 Trip:** <https://www.youtube.com/watch?v=bKcqvo4Wi08>

**Sun Island Tours San Andres Islas Colombia:** <https://www.youtube.com/watch?v=Xysu0-kDK2A>

With the map of the Insular Region, you will be able to talk about geographic topics such as:

- a. What are the geographic limits of the Insular Region?
- b. What makes the economy system in the region sustainable?
- c. What are the economic and geographic benefits and the damage that the Insular region could have?
- d. If you were living in the Insular Region, what would be your favorite thing and your least favorite thing?

After discussing the questions, the instructor will show the students a map of the Insular Region and the students will start by locating the geographic limits and comparing this Colombian Natural Region with Hawaii and Cuba.

### The Geographic limits are:

**North:** Honduras, Jamaica, Haiti, Republic of Dominican

**South:** Costa Rica, Panamá

**East:** Region Caribe, Venezuela

**West:** Honduras

*Figure 5 Colombia un mar de sabores y texturas*



### Phase 2

In this final phase, the idea is to show students how important is to recognize the economic, social and natural impact that the tourism could have in the Insular Region by reading the following news and talking about the main aspects divided in good aspects, regular aspects and bad aspects. And at the end of this session, the students will share their thoughts about what they have learned.

**Colombia's island fishermen dive into battle to protect coral reefs. By Anastasia Moloney**

<https://news.trust.org/item/20181112101258-zbmjf>

**Improving market access for small and medium sized tourism businesses in the Colombian archipelago of San Andrés, Providencia, and Santa Catalina**

<https://www.solimarinternational.com/project/san-andres/>

**San Andrés and Providencia: A tale of two islands**

<https://thebogatopost.com/san-andres-and-providencia-a-tale-of-two-islands/20536/>

### To finish

At the end of this class each student will put a stamp in their passport (see Passport activity guide). Instruct students to reflect on today's activity, and to write down 2 questions they have about Colombia's geography.

## Activity #3 | Insular Region

### Insular Region Culture: Music and Dances

**Objective:** To learn the Insular Region's culture and participate in it.

**Subject:** Colombian Culture

**Time:** 30 - 40 minutes

**Materials:** A positive attitude, travel passport, video player and images.

This activity will be divided in three phases:

1. In the first phase the instructor will be talking about the culture of the Insular Region and the diversity of their dances and musical rhythm.
2. In the second phase the group will watching different videos of the dances and the musical instruments of the Insular Region.
3. At the las phase, the group have to be divided in small groups and each group will practice a dance or a song.

#### Phase 1

The instructor will use the *11<sup>th</sup> and 13<sup>th</sup> pages* of Colombian virtual Culture Box; where the professor would find the description of the different types of music and dances.

#### Phase 2

The instructor will present the following videos of dances and music presentations:

**Creole Group / Lucelia: Amplificado (San Andres y Providencia)**



<https://www.youtube.com/watch?v=82pi7oz6Fd0>

**Creole Group / Inside: Amplificado.tv (San Andres y Providencia)**

<https://www.youtube.com/watch?v=wqGTfaK4vB0>

#### Calypso

<https://www.youtube.com/watch?v=AssP0STRPUo>

<https://www.youtube.com/watch?v=SaxHnZggpvk>

## Mazurka

<https://www.youtube.com/watch?v=UuA6zNy0g1k>

### Phase 3

The classroom will be divided into small groups and then practice a dance or a musical presentation. When all the small groups are finished with the practice, they will present in front of the class.



Figure 6 <https://www.cancilleria.gov.co/newsroom/news/ninos-y-ninas-bailarines-san-andres-representaran-colombia-festival-danzas-turquia>

### To finish

At the end of this class each student will put a stamp in their passport (see Passport activity guide). To reflect on this activity, students should note which dance(s) felt most familiar to them or similar to dances that they already knew.

## Activity #4 | Insular Region

### Insular Region Culture: Gastronomy and food.

**Objective:** To cook a typical Insular Region's dish.

**Subject:** Colombian Culture

**Time:** 30 - 40 minutes

**Materials:** A positive attitude, travel passport, cooking materials, food, and some caution.

This activity will be divided in three phases:

1. In the first phase the instructor will be talking about the gastronomy and traditional dishes of the Insular Region.
2. In the second phase the group will be cooking and following one recipe of traditional Insular food.
3. At the last phase, the group has to enjoy what they cooked and in a round table talk about the experience of cooking Insular food.

### Phase 1

The instructor will use the page number 11 of **Colombian virtual Culture Box**; where the professor would find the description of the Insular traditional food.



Figure 7 Entre colombianas y letras

## Phase 2

This is the funnest part of this guide, it is time to cook! Please follow the instructions and enjoy this time cooking.

### **Receta de Rundown (Rondón) (San Andrés y Providencia) Colombia**

#### Ingredients to prepare Rundown (Rondón) (San Andrés y Providencia) Colombia:

2 liters of coconut milk  
2 pounds (1 kg.) Fish (or snail)  
1 pound (500 gr.) Salted pork, the tail (pork tail or any other piece)  
2 green plantains, peeled and cut whole  
1 pound (500 gr.) Cassava, peeled and chopped  
1 pound (500 gr.) Of ñame (a type of sweet potato), peeled and chopped  
1/2 pound (250 gr.) Sweet potatoes, peeled and chopped  
1/2 pound (250 gr.) Breadfruit fruit, peeled and chopped  
8 dumplings  
2 tablespoons chopped fresh basil and oregano

This is the classic dish of the islands. It can be prepared with a wide array of fish, salted pork and snail. It is usually cooked in the open air in a saucepan with a lid on a fire-fueled stove with palm leaves, husks and dried coconut towels.

#### Preparation of Rundown (Rondón) (San Andrés y Providencia) Colombia

The snail is beaten well to soften it, it is parboiled for about 10 minutes and minced. Then, the pork is parboiled for 10 minutes to remove the salt, it is thrown into the water and minced. The washed fish goes directly to the summary. The snail and the pork are cooked in coconut milk for 15 minutes. Bananas, cassava, ñame and sweet potato are added; When they are soft (approximately 25 minutes), add the fruit of the breadfruit, the dumplings, salt and pepper (if you are using fish, it is time to add it) and cook for 20 minutes over low heat, adding the herbs 5 minutes before serving.

*Taken from the book Great Colombian Cuisine, by Carlos Ordóñez<sup>1</sup>*

## Phase 3

Please enjoy the Rondón traditional dish you made.

Take a picture of your dish, your group of classmates enjoying the cooking process and the gathering after it; and send it to the Vamos a Leer email: [laiioutreach@unm.edu](mailto:laiioutreach@unm.edu).

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<sup>1</sup> Cocina33.com

### To finish

At the end of this class each student will put a stamp in their passport (see Passport activity guide). To reflect on this activity, ask students to compare and contrast this recipe with their favorite dish.

## Activity #5 | Orinoquía Region

### Orinoquía Region (Eastern Plains)

**Objective:** To learn about the geographic spaces and limits of the Orinoquía Region.

**Subject:** Colombian geography

**Time:** 30 - 40 minutes

**Materials:** Colombian and Orinoquía Map, Travel passport, Video and music player.



This activity will be divided in three phases:

1. In the first phase the instructor will be giving an introduction of general information of the Orinoquía Region.
2. In the second phase the group will be watching some videos and pictures about the Colombian region and then they will be discussing some questions about them.
3. At the last phase, the group has to make a travel agency exposition to show the touristic parts of the region.

### Phase 1:

The instructor will use the *Colombian Virtual Cultural Box (Page 16)* to talk and give an introduction of the region to the group of students. In this Cultural Box, they will find a map of the Orinoquía Region and a description, about the main characteristics like geographic limits and a map of this beautiful Colombian region.



Figure 8 De Peter Fitzgerald, OpenStreetMap - OpenStreetMap, CC BY-SA 2.0, <https://commons.wikimedia.org/w/index.php?curid=26201354>

## Phase 2

In this phase, the teacher will show some videos and pictures of the natural places and touristic parks of the Orinoquía Region. During the presentation of the videos the students are going to answer the following questions:

**Before watching the videos:** Make some predictions about this region. How do you imagine the Orinoquía Region? \_\_\_\_\_

**After watching the videos:** How do the videos describe this region? How does it compare to the Insular Region? \_\_\_\_\_

If you were a travel agent selling trips to the Orinoquía Region, what would be your motto and highlights for this region? \_\_\_\_\_

**El Tuparro National Natural Park:** <https://www.youtube.com/watch?v=DEb4N1WuMZw>

**Sierra de la Macarena National Park:** <https://www.youtube.com/watch?v=t160JeWCld>

**El Cocuy National Park:** <https://www.youtube.com/watch?v=HmkW6fWCfJc>

### Phase 3

As the last phase of this guide, the students are going to create a motto and describe in a paragraph some of the top places and national parks for tourists and why you would recommend traveling there.

**Motto**

**Tourist places to travel**

### To finish

At the end of this class each student will put a stamp in their passport (see Passport activity guide). To reflect, they should draw an image of a tourist attraction they would want to visit in this region.

## Activity #6 | Orinoquía Region

**Orinoquía Region (Eastern Plains): Culture, music and dances.**

**Objective:** To learn and understand the cultural expressions of the Orinoquía Region.

**Subject:** Colombia culture expressions

**Time:** 30 - 40 minutes

**Materials:** Colombian virtual cultural box, Travel passport, Video and music player.



This activity will be divided in three phases:

1. In the first phase, the instructor will be talking about the culture of the Orinoquía Region and the diversity of their dances and musical rhythm.
2. In the second phase, the group will watch different videos of the dances and the musical instruments of the Orinoquía Region.
3. At the last phase, the class has to be divided into small groups and each group will practice a dance or a song.

### Phase 1:

The instructor will show the students the musical and dance diversity of the Orinoquía region with the **Colombian Virtual Cultural Box** on pages 21 and 22 of the document.

### Phase 2

In this phase the group will be watching some videos that will show how to dance some of the traditional music of the Orinoquía Region.

*Figure 9 ANtologiaa 2011*

#### Joropo Galleron

**Song:** Llanero Si Soy Llanero

**Music:** Instrumental

**Artist:** Cholo Valderrama

<https://www.youtube.com/watch?v=px8hofc0dPA>

<https://www.youtube.com/watch?v=FZoMdjH0FdE>

While you are watching the videos and listening to the music, take notes of the moves, clothing, and instruments that called your attention. *Try to write them in English and in Spanish!*

Moves: Movimientos  
Flipflops: Alpargatas

### Phase 3

In groups of four or five students, instruct students to prepare a choreography that corresponds to either of the above videos; at the end of the session, they will present the dances as if they were part of the Joropodromo festival in the region.

**Video:** Joropodromo Villavicencio 2014

<https://www.youtube.com/watch?v=8gGeKQ7ESDY>



Figure 10 Noticias de Villavicencio.com

When your group is presenting record a short video or take some pictures... then go and send them to the Vamos a Leer email: [laiioutreach@unm.edu](mailto:laiioutreach@unm.edu).

### To finish

At the end of this class each student will put a stamp in their passport (see Passport activity guide). Have students note 3 articles of clothing or instruments that they saw in today's activity that are not commonly used in the music/ dances they are used to.

## Activity #7 | Orinoquía Region

### Orinoquía Region Culture: Gastronomy and food.

**Objective:** To cook a typical Orinoquía Region dish.

**Subject:** Colombian Culture

**Time:** 30 - 40 minutes

**Materials:** A positive attitude, travel passport, cooking materials, food, and some caution.

This activity will be divided in three phases:

1. In the first phase, the instructor will be talking about the gastronomy and traditional dishes of the Orinoquía Region.
2. In the second phase, the group will be cooking and following one recipe of traditional Orinoquía food.
3. At the last phase, the group will enjoy what they cooked and in a round table talk about the experience of cooking Orinoquía food in comparison with the dishes they normally have at home.

### **Phase 1**

The instructor will use the 23<sup>rd</sup> *page* of Colombian virtual Culture Box; where the professor will find the description of the Orinoquía traditional food.

### **Phase 2**

This is the entertaining part of this guide: is time to cook! Please follow the instructions and enjoy this time cooking with your friends.

### **Let's cook a Mamona!**

#### **Ingredients**

1 veal with 4 types of cuts

Condiments and spices

Chicha de Ahuyama

Beer

#### **Preparation**



The preparation of this dish is made with a 1-year-old veal, to which 4 types of cut are made: known as English Roast, Chuck Eye Roast or Mock Tender Roast. These cuts make meats the Mamona be more flavored and well done at the time of cooking.

The different cuts have preparations like this: The English Roast cut is used to prepare it in a brick oven and its cooking takes 8 to 10 hours at 250 Celsius degrees. Another way is for the ribs, shoulders, hurricanes and pulps that are cut thin and strung on the sticks, to prepare the Ilanera,

that is to say, they are prepared in a cross of sticks on the grill, without fanning it so that the fire does not snatch, it could be dangerous. Please be careful. The meat must be marinated and must not be pricked at any time since its juices would run out and it would be dry.

This type of meat is also usually roasted on hot coals, previously seasoned with chicha de ahuyama, beer or guarulo, typical preparations of that region. Also, to make it to the llanera some prefer it only seasoned with salt. <sup>2</sup>

### **Phase 3**

Please enjoy the Mamona traditional dish you made!

Take a picture of your dish, your group of classmates enjoying the cooking process and the gathering after it; and send it to the Vamos a Leer email: [laiioutreach@unm.edu](mailto:laiioutreach@unm.edu).

### **To finish**

At the end of this class each student will put a stamp in their passport (see Passport activity guide). To reflect on this activity, have students compare this dish to the one they made in the Insular Region section: how do the different choices in meat used for each dish show a cultural difference between these regions?

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<sup>2</sup> <https://www.colombia.com/gastronomia/asi-sabe-colombia/plato-fuerte/sdi140/16229/ternera-a-la-llanera>

## Activity #8 | Pacific Region

**Objective:** To learn about the geographic spaces and limits of the Pacific Region.

**Subject:** Colombian geography

**Time:** 20 - 30 minutes

**Materials:** Colombian and Pacific Region Map, travel passport, video and music player, paper and colors and a positive attitude.

This activity will be divided in three phases:

1. In the first phase, the instructor will be giving an introduction of general information of the Pacific Region.
2. In the second phase, the group will be interacting with videos and pictures about the Colombian region, and then they will be discussing some questions about the videos and images.
3. At the last phase, the group will make a drawing of the best places that the students saw in the videos and images.

### Phase 1:

The professor will use the pages 26 and 27 of the Colombian Virtual Box to present the Pacific Region and introduce the students to a coastal region with the biggest water supplies of the country.

In this introduction the professor will present the map of the region and will tell the students the main features and characteristics of the important geographic location of the Pacific Region.

### Phase 2:

With the help of the resources provided in the virtual box, the students are going to see the beauty of the Pacific Region; with the use of the pages 27 through 31 the students are going to learn and know more about the national parks and places that make this region unique and beautiful.

While you watch these videos, please take note of the places that call your attention, the main colors of the landscape and the thing that amazes you the most.

**Video:** Parque Natural Utria, Costa Pacifica, Bahía Solano, Nuqui, Ensenada Utria CHOCO, Colombia

[https://www.youtube.com/watch?v=n3dglOUVTCQ&list=PLio2\\_y1lGl21ZeJ4jeGkd\\_louE7eoG6J2](https://www.youtube.com/watch?v=n3dglOUVTCQ&list=PLio2_y1lGl21ZeJ4jeGkd_louE7eoG6J2)

**Video:** Cali & Valle del Cauca, the soul of the Colombian Pacific  
<https://www.youtube.com/watch?v=8TizS0O3jWg>

**Video:** Colombia DOCUMENTARY, The Pacific Coast, Walking Among Birds  
<https://www.youtube.com/watch?v=aBQg6KgZLPc>

**Video:** THE BIRDERS | A photographer's view of Colombia's Pacific Coast.  
[https://www.youtube.com/watch?v=YiUJ\\_rCXtpI](https://www.youtube.com/watch?v=YiUJ_rCXtpI)

### Phase 3

After watching all the above videos, it is time to draw and recreate on one sheet of paper the thing (e.g. animal, place, plants, etc.) that stood out to you the most from the pacific region.

When you finish take a picture, share with us at and send it to the Vamos a Leer email: [laiioutreach@unm.edu](mailto:laiioutreach@unm.edu)

### To finish

At the end of this class each student will put a stamp in their passport (see Passport activity guide). To reflect on this activity, list 3 places that you would want to visit in this region and explain what you would do in each spot.



## Activity #9 | Pacific Region

**Pacific Region: Culture, music and dances.**

**Objective:** To learn and understand the cultural expressions of the Pacific Region.

**Subject:** Colombia culture expressions

**Time:** 30 - 40 minutes

**Materials:** Colombian virtual cultural box, travel passport, video and music player.

This activity will be divided in three phases:

1. In the first phase, the instructor will talk about the culture of the Pacific Region and the diversity of their dances, musical rhythm and festivals.
2. In the second phase, the group will watch different videos of the dances and the musical instruments of the Pacific Region.
3. At the last phase, the group will be divided into small groups, and each group will practice a dance or a song. At the end of the class, they will perform in a parade.

### Phase 1

To start this class, the teacher will teach some of the main aspects of the Pacific culture and music. By using the **Colombian Virtual Cultural Box** pages 33 to 36, the students will learn main vocabulary in Spanish that is used in Pacific cultural expressions; vocabulary is listed in the following box:

<b>Marimba:</b>	<b>Folclor:</b>
<b>Tambores</b>	<b>Orquestas:</b>
<b>Clarinete:</b>	<b>Verbenas:</b>
<b>Sonidos:</b>	<b>Disfrazar:</b>
<b>Danza:</b>	<b>Festividades:</b>

places. They have to be careful in this phase because they will choose one of these dances and reenact it to the class.

**Video:** Amanece

**Author:** Herencia De Timbiquí - Pacífico Colombiano

**Link** <https://www.youtube.com/watch?v=4zqxTjrKSrU>

**Video:** Danza Colombia: Trayecto Pacífico – Libertad.

**Author:** Señal Colombia

**Link:**[https://www.youtube.com/watch?v=5SPC6WcSYrw&feature=emb\\_title](https://www.youtube.com/watch?v=5SPC6WcSYrw&feature=emb_title)

**Video:** Nuqui (Te Quiero Para Mi) [Official Video]

**Author:** ChocQuibTown

**Link:** <https://www.youtube.com/watch?v=EzbzWerC9AM>

**CALI PACHANGUERO - GRUPO NICHE - SALSA COLOMBIANA - COMO BAILAR SALSA CALEÑA**

<https://www.youtube.com/watch?v=B6y1ntHcxGY>

**Salsa, Salsa Choke, Bachata, Merengue, Cumbia - in 7 minutes**

<https://www.youtube.com/watch?v=3UzbhuSI5OE>

### Phase 3:

With your group, you will participate in one of these dances, and then perform it to your class. The dance can be Merengue, Salsa, Bachata, Cumbia or Salsa Choque.

Here is one video of how people in Cali celebrate and dance salsa in their Feria de Cali:

<https://www.youtube.com/watch?v=pW60WsmYEY>

When you finish dancing, take pictures and videos of your presentation, share with us at and send it to the Vamos a Leer email: [laiioutreach@unm.edu](mailto:laiioutreach@unm.edu)

### To finish

At the end of this class each student will put a stamp in their passport (see Passport activity guide). To reflect on this activity, write down two things you learned about culture in the Pacific Region and 1 question you still have.

## Activity #10 | Pacific Region

### Pacific Region Culture: Gastronomy and food.

**Objective:** To cook a typical Pacific Region dish.

**Subject:** Colombian Culture

**Time:** 30 - 40 minutes

**Materials:** A positive attitude, travel passport, cooking materials, food, and some safe kitchen practices.

This activity will be divided in three phases:

1. In the first phase, the instructor will talk about the gastronomy and traditional dishes of the Pacific Region.
2. In the second phase, the group will cook and following one recipe of traditional Pacific food.
3. At the last phase, the group will enjoy what they cooked and in a round table talk about the experience of cooking Pacific food in comparison to the other cooking activities.

### Phase 1

The instructor, with the *Colombian Virtual Cultural Box* pages 36 and 37 of the document, will explain some of the main characteristics of the Pacific's gastronomy. In this phase, you will learn some terms that are common in the Pacific Region.

#### Glossary / Glosario:

**Achiote:** Bixa Orellana. Natural coloring is of great importance in traditional cuisine. Vegetable of red color.

**Encocado:** This refers to all seafood stews, crab, meat or fish that is marinated with coconut milk.

**Atollao:** Traditional Pacific preparation based on rice with wet and thick consistence with seafood or smoked fish.

### Phase 2

With your group, follow the instructions and the steps of the Arroz con Camarones recipe on the next page.



**\*Warning\*** Please be cautious during this phase.

## Arroz con Camarones

### Ingredients

2 cups of rice

½ kg of raw shrimp

1 big onion  
1 carrot  
1 can of peas  
½ cup of beans  
1 garlic clove  
2 tomatoes

Salt and pepper

*Figure 11 Recetas del Pacifico Colombiano*

Chopped cilantro

### Preparation

Sauté the chopped onion, finely chopped garlic, grated carrot, chopped tomatoes, canned peas and beans in a large pan with some oil.

Boil the shrimp with some salt for approx. 10 minutes, remove the shrimp (but save the water!) and add the shrimp to the pan. In the water where the shrimp were made, boil the rice, add salt to taste, when tender, remove, drain, and set aside.

Combine with the stir-fry, shrimp and rice, salt and pepper, serve hot, add cilantro if you like.<sup>3</sup>

### Phase 3

Please enjoy the Arroz con Camarones traditional dish you made!

Take a picture of your dish, your group of classmates enjoying the cooking process and the gathering after it; and send it to the Vamos a Leer email: [laiioutreach@unm.edu](mailto:laiioutreach@unm.edu)

<sup>3</sup> Recetas del Pacifico Colombiano.com

### To finish

At the end of this class, each student will put a stamp in their passport (see Passport activity guide). To reflect on this activity and the previous activities in the Pacific Region, describe the culture of this unique region in 5 words or less.

## Activity #11 | Amazon Region

### Amazon Region

**Objective:** To learn about the geographic spaces and limits of the Amazon Region.

**Subject:** Colombian geography

**Time:** 20 - 30 minutes

**Materials:** Colombian and Amazon Region Map, travel passport, video and music player, paper and colors and a positive attitude.

This activity will be divided in three phases:

1. In the first phase, the instructor will be giving an introduction of general information of the Amazon Region.
2. In the second phase, the group will be interacting with videos and pictures about the Colombian Amazon region, and then they will discuss some questions about the videos and images.
3. In the last phase, students will explore news articles and clips to learn about the importance of this unique region.

### Phase 1

The teacher will introduce the Colombian Amazon Region with the use of the ***Colombian Virtual Cultural Box pages 38 to 43*** and the map of this region. During the introduction, the students are going to write down three questions or predictions of how they imagine the Amazon Region in Colombia.

Write your predictions / questions here:

- 
- 
-

## Phase 2

After writing and introducing the region, the group will watch a video that describes the Amazon from a resident of this region. Please note that the video is in Spanish, but you can watch it with the subtitles by using the subtitles option on YouTube.

**Video:** Amazonas Colombia: El viaje de tu vida

**Author:** Khanimambo Bar [https://www.youtube.com/watch?v=r9Nz7n0\\_zl4](https://www.youtube.com/watch?v=r9Nz7n0_zl4)

The next video will show you a different view of the Amazon Region; with an extreme sport and adventure that will hopefully be of interest to you!

**Video:** The Rio Caqueta: A Kayaking Journey Deep in the Colombian Amazon | KAVU

[https://www.youtube.com/watch?v=x1ztVhaq\\_GQ](https://www.youtube.com/watch?v=x1ztVhaq_GQ)

After watching the videos, the class will discuss the next questions in comparison to their answers to the starter question of how they imagined the Amazon Region of Colombia to be. Also, discuss this region in comparison to the other regions of Colombia that you visited.

- What did you expect the Amazon Region to be like?
- Based on the videos, what is the Amazon Region like? What activities and sports can you do in the Amazon?
- How would you describe the people of the Amazon?
- What makes this region and Amazon communities unique from the other parts of Colombia? And why?

## Phase 3

As a last activity, the students are going to search for news articles and clips that talk about the Amazon's importance to the world. During this phase, they will take notes, and then write a paragraph describing the importance of the Amazon to the world and their lives.

La Vanguardia: Por qué necesitamos la Amazonia

<https://www.lavanguardia.com/natural/20190822/464203885758/amazonia-amenaza-desaparicion-importancia.html>

NBC News: Why is the Amazon rainforest important?

<https://www.nbcnews.com/mach/science/why-amazon-rainforest-important-ncna1051401>



### To finish

At the end of this class each student will put a stamp in their passport (see Passport activity guide). To reflect on this activity, have students write down 2 things that surprised them about the Amazon Region and 1 question they have about this region.

## Activity #12 | Amazon Region

### Amazon Region: Culture, Music and Dances

**Objective:** To learn and understand the cultural expressions of the Amazon Region.

**Subject:** Colombia culture expressions

**Time:** 30 - 40 minutes

**Materials:** Colombian virtual cultural box, travel passport, video and music player.

This activity will be divided in three phases:

1. In the first phase, the instructor will talk about the culture of the Amazon Region and the diversity of their dances, musical rhythm and festivals.
2. In the second phase, the group will watch different videos of the culture and diversity of the Amazon Region.
3. At the last phase, the group will be divided into small groups, and each group will draw an abstract picture that represents the diversity of this region.

### Phase 1

In this first phase, the students and the instructor are going to use the **Colombian Virtual Cultural Box** pages: 43, 44, 46 and 47. Using these pages, the instructor will explain the Amazon culture and why it is so important to Colombia.

### Phase 2

In this phase, the group will watch some videos to learn about the diversity of the Amazon Region and its culture. Make sure to have students take notes as they watch the videos, and to write down 3 questions that they have as they learn about this beautiful region.

Video: Travel to the magical land of Amazonas with us. Akator Expeditions - Colombia.

[https://www.youtube.com/watch?v=A9kvVD\\_iSBU](https://www.youtube.com/watch?v=A9kvVD_iSBU)

Yurupary- Fredy Andres Januaris

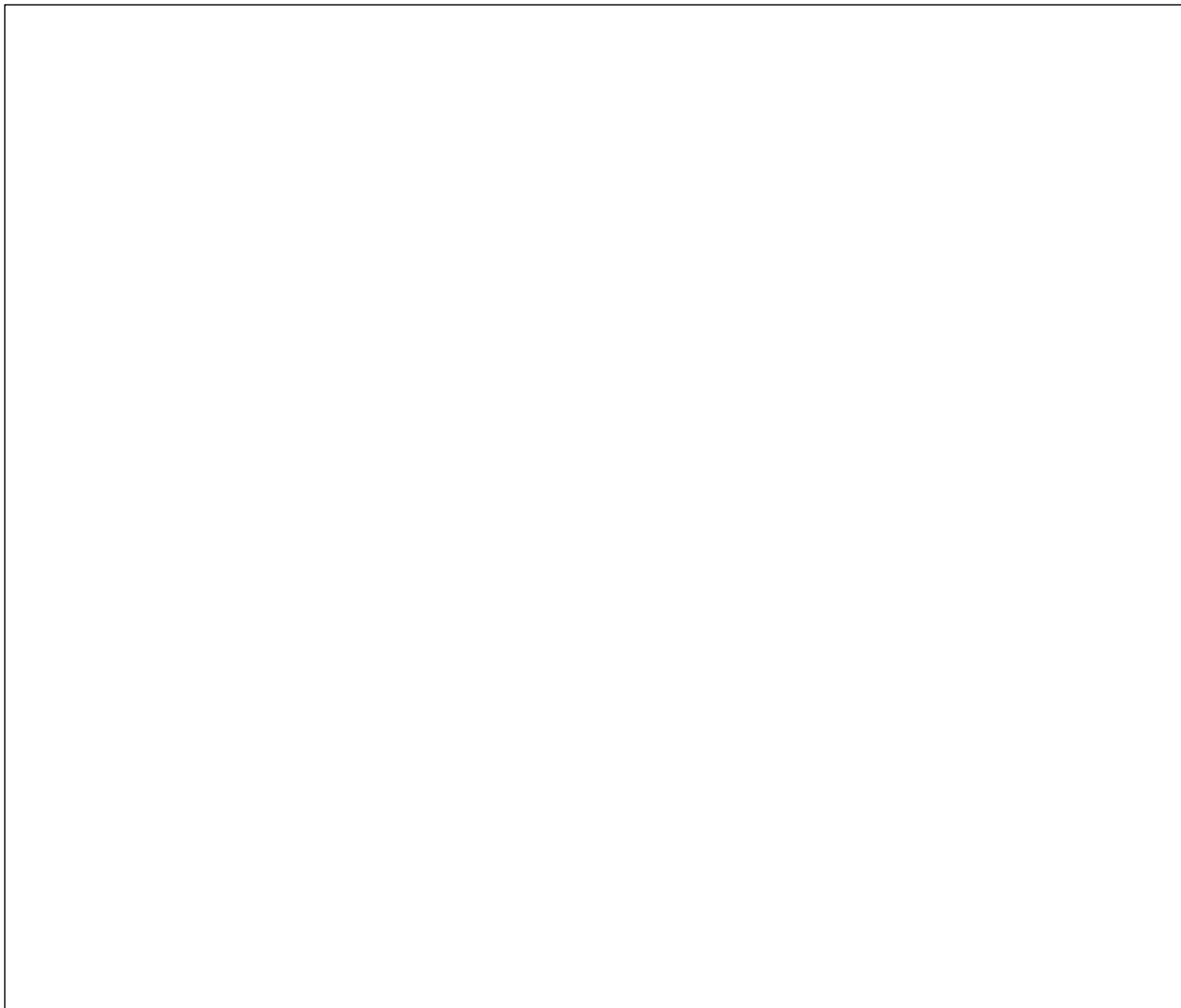
<https://www.youtube.com/watch?v=2AJ-lwJhgUU>

Adaptación Canción: Ritual De La Pelazon - Danzas Nuestra Raza, Leticia - Amazonas – Colombia  
<https://www.youtube.com/watch?v=qytrGIH1WGw>

Musica del Dpto. de Amazonas (Colombia)  
<https://www.youtube.com/watch?v=443zyLC5FAc>

### Phase 3

On a blank sheet of paper, draw a picture that depicts the diversity of this beautiful and important region. Be sure to incorporate the flora, fauna, and vibrant colors you saw in the videos. After students finish, have them use their masterpieces for a pair-share activity where their partners need to write a vivid description of their picture.



When you finish take a picture, share with us at and send it to [laiioutreach@unm.edu](mailto:laiioutreach@unm.edu)

### To finish

At the end of this class each student will put a stamp in their passport (see Passport activity guide). To reflect on this activity, students should write down 2 things that they can do in this region that they cannot do in other regions of Colombia, and 1 thing that they cannot do in the Amazon Region.

## Activity #13 | Amazon Region

### Amazon Region Culture: Gastronomy and Food

**Objective:** To cook a typical Amazon Region dish.

**Subject:** Colombian Culture

**Time:** 30 - 40 minutes

**Materials:** A positive attitude, travel passport, cooking materials, food, and some safe kitchen practices.

This activity will be divided into three phases:

4. In the first phase, the instructor will talk about the gastronomy and traditional dishes of the Amazon Region.
5. In the second phase, the group will follow one recipe of traditional Amazon food.
6. In the last phase, the group will enjoy what they cooked and, in a round table, talk about the experience of cooking Amazon food.

### Phase 1

In this phase, we will use the ***Colombian Virtual Cultural Box*** pages 44 and 45 to contextualize the Amazon gastronomic traditions.

### Phase 2

The group will start cooking the Golden or Bagre Coconut Sauce.

### Golden or Bagre in Coconut Sauce

*ingredients for 8 servings:*



3 kilos of catfish or dorado  
 2 liters of fish broths  
 500 grams of flour  
 8 oz of coconut milk  
 500 grams of butter  
 15 oz of cream or milk cream  
 3 kilos of potatoes  
 1 sprig of parsley  
 1 pinch of pepper  
 1 pinch of salt

Figure 12 <https://www.recetas.net/receta/7793/Dorado-o-Bagre-en-salsa-de-coco->

### Instructions

After the fish is cleaned and cut into slices, make the marinade with the seasonings to taste. Then, roast the fish on the grill. In a pan the flour is browned for one or two minutes, then sifted and the butter is added. After the butter has melted, the coconut milk is brought to the fire moving constantly until reaching the desired point of bubble lightly, the fish is added to this mixture and left to cook for 5 minutes. Finally, add the cream and serve. It is accompanied with white rice and steamed potato.<sup>4</sup>

### Phase 3

Please enjoy the Golden or Bagre Coconut Sauce traditional dish you made.

Take a picture of your dish, your group of classmates enjoying the cooking process and the gathering after it; and send it to [laiioutreach@unm.edu](mailto:laiioutreach@unm.edu)

### To finish

At the end of this class each student will put a stamp in their passport (see Passport activity guide). To reflect on this activity, ask students to analyze the ingredients and flavors incorporated into this recipe, and to explain how this dish represents the intricacies of this region.

<sup>4</sup> <https://www.recetas.net/receta/7793/Dorado-o-Bagre-en-salsa-de-coco->

## Activity #14 | Caribbean Region

### Caribbean Region

**Objective:** To learn about the geographic spaces and limits of the Caribbean Region.

**Subject:** Colombian geography

**Time:** 20 - 30 minutes

**Materials:** Colombian and Pacific Region Map, travel passport, video and music player, paper and colors and a positive attitude.

This activity will be divided in three phases:



Figure 13 Laregional.com

1. In the first phase, the instructor will give an introduction of general information about the Caribbean Region.
2. In the second phase, the group will interact with videos and pictures about the Colombian region, and then they will discuss questions about the videos and images.
3. At the last phase, the group will write a travel journal where they describe and express their thoughts about this so touristy region.

#### Phase 1

The students, following the lead of their teacher, are going to dive into the **Colombian Virtual Cultural** using pages 48 to 52.

In this phase, the students are going to read and learn more about the geography, and the different natural parks that are part of the Caribbean Region.

#### Phase 2

In this phase, the group will be putting attention to the videos that they are going to watch, and they will be taking notes on the main places, characteristics and important things of this touristy region.

**Video:** The Lost City - Ciudad Perdida Colombia - Trek in the Jungle to Tayuna

<https://www.youtube.com/watch?v=1HyVWo8vGWA>

**Video:** The Caribbean region of Colombia, Cartagena, Santa Marta, Tayrona Park

<https://www.youtube.com/watch?v=F7G0PiciUVU>

**Video:** Colombian Caribbean Coast Tour 12 days

[https://www.youtube.com/watch?v=eiEl\\_5Jdd44&list=PLVB3wyK7fMh9gtKuou14DjnthugUPYx8R](https://www.youtube.com/watch?v=eiEl_5Jdd44&list=PLVB3wyK7fMh9gtKuou14DjnthugUPYx8R)

**Blog:** Apple Language Courses; Cartagena on Colombia's Caribbean coast

<https://www.applelanguages.com/blog/locations/colombia/cartagena/caribbean-coast.php>

**Video:** Birding on the Caribbean Coast of Colombia - Colombia Birdwatching

<https://www.youtube.com/watch?v=fA6khHYYiY8>

### **Phase 3**

In this last phase, the class will split into small groups of 3-4 people; each group will write a travel journal post where they describe and express their thoughts about this so touristy region. Remember to include some pictures, personal thoughts, and what types of activities tourists can do here about this region!

When you finish writing this amazing post, you can be part of our blog page by sharing it with us at [laiioutreach@unm.edu](mailto:laiioutreach@unm.edu)

### **To finish**

At the end of this class each student will put a stamp in their passport (see Passport activity guide). To reflect on this activity, instruct students to create a pro/con list about why or why not someone should visit this region—make sure to include specific examples about this region.

## Activity #15 | Caribbean Region

### Caribbean Region: Culture, music and dances.

**Objective:** To learn and understand the cultural expressions of the Caribbean Region.

**Subject:** Colombia culture expressions

**Time:** 30 - 40 minutes

**Materials:** Paper of different colors, glue, cast, sensors, rulers, colors, markers, Colombian virtual cultural box, travel passport, video and music player.

This activity will be divided in three phases:

1. In the first phase, the instructor will talk about the Caribbean culture and their diverse dances, musical rhythm, and festivals.
2. In the second phase, the group will watch different videos about the culture and diversity of the Caribbean region.
3. At the last phase, the group will be divided into small groups and each group will make different carnivals marks.



Figure 14 <https://www.enchantingtravels.com/colombia-culture/>

### Phase 1

With the ***Colombian Virtual Cultural*** pages 52 to 55 and 58 to 61, the group and the teacher are going to read the different forms and representations of the culture in the Caribbean Region.

While you and your group are reading let's search for new vocabulary.

Music

Dance

Festivals

## Phase 2

In this phase, the group will have the experience of virtually traveling to the Caribbean Region to see the culture, music and festivals that make this region one of the most touristic places of Latin America.

Blog post: Culture Of Colombia

<https://www.enchantingtravels.com/colombia-culture/>

Video: La Piragua

<https://www.youtube.com/watch?v=9p7nbtNAcvc>

Video: Cumbia

<https://www.youtube.com/watch?v=HN1PHJE1ZFE>

Video: Historia del Carnaval de Barranquilla

<https://www.youtube.com/watch?v=nDbSZUPmIm0>

[https://www.youtube.com/watch?time\\_continue=2&v=gQ9oqYjIQlc&feature=emb\\_title](https://www.youtube.com/watch?time_continue=2&v=gQ9oqYjIQlc&feature=emb_title)

<https://www.youtube.com/watch?v=scR5DzCjZUI>

<http://www.carnavaldebarranquilla.org/carnaval-de-barranquilla-origen/>

## Phase 3

To finish this section of the guide on cultural expression of the Caribbean Region, the class is going to be divided into small groups to create a Barranquilla carnival mask. Using the following link, they will find the different masks and their history.

Barranquilla Carnival Masks:

<http://www.carnavaldebarranquilla.org/miniweb/mascaras/>



Figure 15 primera linea.com

When you finish making the great and creative masks of Barranquilla's Carnival you can be part of our blog page by sharing it with us at [laiioutreach@unm.edu](mailto:laiioutreach@unm.edu)

## To finish

At the end of this class each student will put a stamp in their passport (see Passport activity guide). To reflect on this activity, coordinate a class parade during which students can present their masks. After viewing each mask, ask students to write down how Barranquilla masks represent culture.

## Activity #16 | Caribbean Region

### Caribbean Region Culture: Gastronomy and Food

**Objective:** To cook a typical Caribbean Region's dish.

**Subject:** Colombian Culture

**Time:** 30 - 40 minutes

**Materials:** A positive attitude, travel passport, cooking materials, food, and some safe kitchen practices.

This activity will be divided in three phases:

7. In the first phase, the instructor will talk about the gastronomy and traditional dishes of the Caribbean Region.
8. In the second phase, the group will follow a recipe of traditional Caribbean food.
9. At the last phase, the group will enjoy what they cooked and discuss in a round table about the experience of cooking Caribbean food.

#### Phase 1

The instructor, with the *Colombian Virtual Cultural Box* pages 56 and 57, will explain some of the main and unique characteristics of the Colombian Caribbean's gastronomy.

#### Phase 2

##### Arepa e' Huevo Recipe

##### Ingredients

- 1 pound of cornmeal or chopped corn
- 1 bottle of sunflower oil
- A teaspoon of salt
- Half a teaspoon of sugar
- 10 eggs
- Water

##### Preparation

Add the flour in a bowl along with the salt and sugar. Gradually add the water until a very soft, manageable dough forms.



Figure 16

<https://www.colombia.com/gastronomia/noticias/sdi/150851/como-preparar-una-arepa-de-huevo>

When the dough is ready, form the arepas into approximately 5 centimeters wide and 1/2 cm thick circles.

Next, heat vegetable oil in a pot. When it boils, put the arepas in one by one, frying them in the oil. They should rise to the surface and fluff up; leave 3 minutes and remove from the pot. Very carefully make a 3 cm side opening where you'll insert the whole raw egg, press it a little with your fingers and add it again to the not so hot oil to cook the egg.<sup>5</sup>

### **Phase 3**

Please enjoy the Arepa e' Huevo, a traditional dish you made from the Caribbean Region.

Take a picture of your dish, your group of classmates enjoying the cooking process and the gathering after it; and send it to [laiioutreach@unm.edu](mailto:laiioutreach@unm.edu)

### **To finish**

At the end of this class each student will put a stamp in their passport (see Passport activity guide). To reflect on this activity, ask students to analyze the flavors they experienced in this dish and what other flavors they would expect in Caribbean dishes.

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<sup>5</sup> <https://www.colombia.com/gastronomia/noticias/sdi/150851/como-preparar-una-arepa-de-huevo>

## Activity #17 | Andean Region

### Andean Region

**Objective:** To learn about the geographic spaces and limits of the Andean Region.

**Subject:** Colombian geography

**Time:** 20 - 30 minutes

**Materials:** Colombian and Pacific Region Map, travel passport, video and music player, paper and colors and a positive attitude.

This activity will be divided in three phases:

1. In the first phase, the instructor will introduce general information about the Andean Region.
2. In the second phase, the group will interact with videos and pictures relevant to the Andean Region, and then they will discuss about the videos and images.
3. At the last phase, the group will write a notice for a newspaper that describes the importance of the Andean Region in Colombia.



Figure 17 Aumentaty community

#### Phase 1

The teacher will introduce the Colombian Andean Region with the use of the 62 to 68 pages of the **Colombian Virtual Cultural Box** and the map of the region. During the introduction, students are going to write two questions or predictions of how do they imagine the Andean Region in Colombia.

#### Phase 2

After writing down questions and the predictions, it is time to watch the videos listed below that describe the Andean Region. Take some notes of what surprises you and what this region has to offer its visitors.

Video: Colombia's Capital Bogota - Things to do & Restaurants (Exploring Colombia Ep.03)

[https://www.youtube.com/watch?v=WWt\\_GdozQ5Y](https://www.youtube.com/watch?v=WWt_GdozQ5Y)

Video: Colombia's New Hotspot: Medellin - Things to do & Tours (Exploring Colombia Ep.02)  
<https://www.youtube.com/watch?v=K5OSHU8PY2Q>

Video: Beautiful Villa De Leyva – Colombia  
<https://www.youtube.com/watch?v=WwRACoDkwvM>

Video: Qué ver en el EJE CAFETERO, Colombia. Valle de Cocora y mucho mas.  
<https://www.youtube.com/watch?v=duOjHF85Abw>

### **Phase 3**

In the last phase, split the class into groups of 3-4 and instruct them to write a newspaper articles that advertises the Andean Region to entice tourism to this beautiful region. Encourage students to incorporate images of this region and to use evidence from the videos to best represent this region.

When you finish writing this amazing post, you can be part of our blog page by sharing it with us at [laiioutreach@unm.edu](mailto:laiioutreach@unm.edu)

### **To finish**

At the end of this class each student will put a stamp in their passport (see Passport activity guide). To reflect on this activity, ask students to note 2 things they learned about this region and 1 question they still have.

## Activity #18 | Andean Region

### Andean Region: Culture, music and dances

**Objective:** To learn and understand the cultural expressions of the Andean Region.

**Subject:** Colombia culture expressions

**Time:** 30 - 40 minutes

**Materials:** Paper of different colors, glue, cast, sensors, rulers, colors, markers, Colombian virtual cultural box, travel passport, video and music player.

This activity will be divided in three phases:

1. In the first phase, the instructor will talk about the culture of the Andean Region and the diversity of their dances, musical rhythm and festivals.
2. In the second phase, the group will watch different videos about the culture and diversity of the Andean Region.
3. At the last phase, the group will be divided into small groups and each group will make different art sculptures.

#### Phase 1

With the use of the *Colombian Virtual Cultural* pages 68, and 72 through 74, the group and the teacher are going to read about the different forms and appreciations of culture in the Andean Region.

While you and your group are reading, let's search for the following words in English:

Feria de las flores	Festival de teatro
Atmosfera	Cometas
Compañías	Actuación

#### Phase 2

In this phase, the group will watch some videos about the diversity of the Andean Region and the culture of it.

**Video:** La Guaneña (Bambuco Sureño)-COLOMBIA

<https://www.youtube.com/watch?v=DqZOilHME6o>

**Video:** Guabina Santandereana - Danza Colombiana

<https://www.youtube.com/watch?v=ENrGhbsxRJo>

**Video:** Baile Sanjuanero Huilense

<https://www.youtube.com/watch?v=8DOOPFVZsEw>

**Video:** Festival internacional de teatro

<https://www.youtube.com/watch?v=ebRqB9ookH8>

<https://www.youtube.com/watch?v=OomVhSOYugU>



Figure 18 pinterest

**Video:**

Festival de las flores

[https://www.youtube.com/watch?v=QbbnFwzO\\_K4](https://www.youtube.com/watch?v=QbbnFwzO_K4)

<https://youtu.be/22wGbMcgis4>

### Phase 3

In the last phase, the group will be divided into small groups and each group will make different art sculptures where they can express the diversity of culture in the Andean Region.

Take a picture of your sculpture and send it to us:

Vamos a Leer email: [laiioutreach@unm.edu](mailto:laiioutreach@unm.edu)



Figure 19Deamstime

### To finish

At the end of this class each student will put a stamp in their passport (see Passport activity guide). To reflect on this activity, lead an in-class parade to allow students the chance to see their peers' sculptures. After the parade, ask students to analyze how the sculptures they saw in the videos presented Andean culture and to use this analysis to compare with the sculptures their classmates created.

## Activity #19 | Andean Region

### Andean Region Culture: Gastronomy and Food

**Objective:** To cook a typical Andean Region's dish.

**Subject:** Colombian Culture

**Time:** 30 - 40 minutes

**Materials:** Good attitude, travel passport, cooking materials, food, and some safe kitchen practices.

This activity will be divided in three phases:

1. In the first phase, the instructor will talk about the gastronomy and traditional dishes of the Andean Region.
2. In the second phase, the group will follow a recipe of traditional Andean food.
3. At the last phase, the group will enjoy what they cooked and in a round table talk about the experience of cooking Andean food.

#### Phase 1

The instructor will use the ***Colombian Virtual Cultural Box*** pages 69, 70 and 71 of the document to explain some of the main characteristics of the Andean's gastronomy.

#### Phase 2

#### Arepas de Queso Recipe

Prep time: 30 mins

Cook time: 25 mins

Total time: 55 mins



Arepas are one of the simplest, yet delicious culinary takeaways from my experiences in Colombia. You can find arepas all around the country: in restaurants, on the street, for a late-night snack, or any other time of the day. Learn how to make arepas de queso for your next craving!

Author: ArepasDelGringo

Recipe type: Meal

Cuisine: Colombian & Venezuelan

Serves: 10

#### Ingredients

- 2 cups of corn meal flour
- 2 cups of hot water or milk

- 1 Cup of grated shredded mozzarella cheese
- ½ stick of butter
- Quesadilla cheese pieces to fill
- Salt to taste
- Fresh avocado
- For your choice: Chicken, Scramble eggs, beef already cooked or ham.



### **Arepas De Queso Recipe**

#### **Instructions**

Add 2 cups of corn meal flour and 2 cups warm milk or water to a large bowl. Reserve the remaining ½ cup to add if you need it later.

Add 1 cup shredded mozzarella cheese.

Add 2 pinches of salt.

Form a ball with the dough by mixing the ingredients.

Break off a piece about the size of a large meatball.

Flatten and form a bowl in the cup of your hand.

Place shredded mozzarella cheese inside.

Close the arepa in half and seal the edges.

Form the dough into a flat circle.

Heat skillet to 320°F and rub a stick of butter on the hot surface.

Place the arepas on the skillet and sprinkle with salt.

Once it starts getting spotty brown, re-apply butter to skillet and flip. (~4 Minutes)

Salt the other side.

Once cheese starts to escape and ooze out, and it looks nice and golden brown, it is done.

Slice the freshly made arepa in half, but only ⅔ of the way through.

Insert fresh avocado and chicken inside.<sup>6</sup>

### **Phase 3**

Please enjoy the Arepa de queso a traditional dish you made from the Andean Region.

Take a picture of your dish, your group of classmates enjoying the cooking process and the gathering after it; and send it to the Vamos a Leer email: [laiioutreach@unm.edu](mailto:laiioutreach@unm.edu)

### **To finish**

At the end of this class each student will put a stamp in their passport (see Passport activity guide). To reflect on this activity, ask students to compare this version of arepas to the other arepas they've experience. Challenge students to propose ideas of why they are different and what that represents in terms of the regions' uniqueness.

<sup>6</sup> <https://arepasdelgringo.com/make-arepas-de-queso-colombian-recipe/>

## Other resources

**Culture Boxes:** Colombia culture box

<https://laili.unm.edu/info/k-12-educators/assets/documents/culture-boxes/colombia.pdf>

**Atlas, Colombia's Maps**

<http://atlas.ideam.gov.co/presentacion/>

**Documental Movie:** Colombia Magia Salvaje.

<https://www.youtube.com/watch?v=YfFe1H7On0Q>

**Portal Web:** Maguare

<https://maguare.gov.co/>

**Discovering the Colombian wild**

<https://www.colombia.co/en/colombia-travel/unique-places/los-katios-national-park/>

**Book Fogon Petronio: History, cooking, and more**

[https://petronio.cali.gov.co/wp-content/uploads/2019/11/FogonPetronio\\_VersionDigial.pdf](https://petronio.cali.gov.co/wp-content/uploads/2019/11/FogonPetronio_VersionDigial.pdf)

**More on Colombia:**

<https://www.colombia.com>

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