**VOCABULARY TAUGHT USING TOTAL PHYSICAL RESPONSE**

When students are physically responding to words, the language has more concrete meaning. They demonstrate their understanding by doing the action. The following list of verbs are action verbs, and can be taught by modeling and performing. Hopefully, this way of teaching vocabulary will add variety to your class.

No more than ten verbs from the list should be covered each day to avoid confusion.

**Procedure**

1. Teacher models action denoted by verb while giving a command to students to do the same action. **EXAMPLE:** *Tap* on the desk.

2. After modeling a verb verbs, teacher commands **WITHOUT** modeling, and monitors students' actions. (The class as a whole is performing the action.)

3. Teacher selects small groups, rows, or individuals to respond to command, to further monitor acquisition of vocabulary meaning.

4. Students are instructed to create their own original commands using target vocabulary. **EXAMPLE:** *Tap* on your head.

**VOCABULARY NOT NEEDING PROPS** (*intransitive verbs*)

**LITERARY TERMS** - Figurative Language

<table>
<thead>
<tr>
<th>PART I</th>
<th>PART III</th>
<th>PART V</th>
<th>PART VII</th>
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<tbody>
<tr>
<td>tap</td>
<td>sprawl</td>
<td>frown</td>
<td>lurch</td>
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<tr>
<td>yawn</td>
<td>slip away</td>
<td>stroll</td>
<td>reach</td>
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<tr>
<td>stretch</td>
<td>dart</td>
<td>tear into (a room)</td>
<td>gestuicate</td>
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<td>mutter</td>
<td>concentrate</td>
<td></td>
<td>sway</td>
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<td>stumble</td>
<td>wander</td>
<td>PART VI</td>
<td>pray</td>
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<td>leap</td>
<td>yell</td>
<td>flutter</td>
<td>search</td>
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<td>twist</td>
<td>evade</td>
<td>buzz</td>
<td>stamp</td>
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<td>shiver</td>
<td>mock</td>
<td>hide-n-seek</td>
<td>bolt</td>
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<td>whistle</td>
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<td>roam</td>
<td>PART IV</td>
<td>PART VII</td>
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<td>press</td>
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<td>PART II</td>
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<td>hug</td>
<td>cackle</td>
<td>chop</td>
<td>race</td>
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<tr>
<td>shove</td>
<td>flee</td>
<td>bow (her head)</td>
<td>rush</td>
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<tr>
<td></td>
<td>huddle</td>
<td>peer into</td>
<td>plop</td>
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<td></td>
<td>pace</td>
<td>giggle</td>
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<td>hop</td>
<td>linger</td>
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<td>admire</td>
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<td>skip</td>
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</table>

**VOCABULARY NEEDING PROPS** (*transitive verbs*)

<table>
<thead>
<tr>
<th>PART I</th>
<th>PART II</th>
<th>PART III</th>
<th>PART V</th>
<th>PART VII</th>
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</thead>
<tbody>
<tr>
<td>block</td>
<td>gather</td>
<td></td>
<td>tear into</td>
<td>spill</td>
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<tr>
<td>toss</td>
<td></td>
<td>PART III</td>
<td></td>
<td>ambush</td>
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<tr>
<td>unangle</td>
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<td>wrinkle</td>
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<tr>
<td>caress</td>
<td></td>
<td></td>
<td>rip up</td>
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<td>pin up</td>
<td></td>
<td></td>
<td>swirl</td>
<td></td>
</tr>
<tr>
<td>wrap</td>
<td></td>
<td></td>
<td>whip (chalk dust)</td>
<td></td>
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<tr>
<td>fuss over</td>
<td></td>
<td></td>
<td>clutch</td>
<td></td>
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<tr>
<td>unwrap</td>
<td></td>
<td>snip</td>
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<tr>
<td></td>
<td></td>
<td>gurgle (water)</td>
<td></td>
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Of Secret Wars and Roses
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Personification

Directions: Find the noun in each of the following sentences that is given special attributes by the underlined verb. To what is each of these nouns being compared?

1. She let her mind race, allowing it to leap through time, across continents, and into long forgotten corners of memory.

2. Her thoughts flew above the rooftops.

3. The tensions of yesterday seized her reflections.

4. He never let his gaze roam about her body like the others.

5. Evil reigns under the cloak of darkness.

Metaphor

In the following sentence, what is the “web” Patricia has made with Javier?

1. Patricia had a chance to escape the tangled web she had begun to weave for herself.

Simile

Directions: Match the beginning of the simile to its comparison by writing the number in front.

1. There had been silences in the apartment as a mirror.

2. The heavy rain tapped on her window like a morning fog.

3. Sometimes the stream was as pure and as clear like annoying pebbles tossed by an intruder from the mountains above.

4. Life flutters at night like the scarlet leaves on trees in the moments before a storm.

Of Secret Wars and Roses

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Directions: Label each of the sentences below as “simile” or “metaphor.”

1. She closed her eyes and enjoyed the feel of the water pulsating over the gentle curves of her body, a halcyon river flowing gracefully through sloping hills.

   ________________
   (The water is compared to ________________ and her body is compared to ________________.)

2. Maybe in the time the two lived apart from each other, each had crossed wide lands of experience and were no longer able to touch.

   ________________
   (Different experiences are compared to ________________.)

3. She knew the surroundings like the markings on the palm of her hand.

   ________________
   (Her surroundings are compared to ________________.)

4. “The spirit will rise again in the Salvadoran people left behind to carry the torch we have lit.”

   ________________
   (Spirit is compared to ________________)
LITERARY TERMS

Mood

1. Discuss why the writer chose to begin and end her story with rain. Talk about mood, and the different connotations of rain: tears, sadness, pain, or a cleansing process.

2. Discuss how mood can be created through description: compare the description of the park on the way to San Jacinto (Part II) to the opening of Part III.

3. Discuss how different moods are conveyed through dialog between Patricia and her mother (Part I) as compared to the dialog between Armando and Patricia (Part IV).

Flashback

1. What technique does the author use to give information about the past? Where do the flashbacks begin? What characters are in the main story? What characters are in the flashbacks? Why doesn’t the writer just explain Patricia’s past memories in regular narrative form?

Symbolism

1. What is the symbolism of the rose? How would the story be different if Patricia kept a daisy in her white box? A rose has thorns. What are the thorns in Patricia’s life, especially in regard to those she loves? Why not a white or pink rose?

Active and Passive Voices

Change to active voice:

1. The image of a childhood friend was blurred and washed away by her own tears.

2. His short brown hair was tossed by the wind.

Change to passive voice:

1. The man quickly picked up a Spanish newspaper.

2. The noise of the cars penetrated the silence of the morning.
ROLE-PLAYING

1. You are the mother of a daughter or son. You are worried that your daughter or son isn’t making friends or going to parties.

You are the daughter or son. You may get angry, or try to explain your behavior to your mother.

2. You are telling your partner, whom you love, good-bye. You know that you may never see your partner again. What do you want him/her to remember about you?

You and your partner are in love, but your partner is telling you that s/he must leave. Perhaps you will never see each other again. What can you say to your partner so that s/he won’t leave?

3. You are the man on the bus. Without looking at the story, act out the argument on the bus with another student. Remember to use his feelings and opinions, even if they are different from your own.

4. Someone is trying to ask you out. You are saying no for some reason. You can decide what reason.

You want to go out with someone who has not shown much interest in you. When do you give up? How do you convince him/her to give you some attention or time?

5. Finish the argument between Patricia and her mother, when her mother says, “Stop worrying about what is gone forever. If you want roses, grow them here! What can anybody do? Why do you insist on punishing all of us with grief?”

6. When the soldier asks Patricia, “Do you know this man?” what if she answered “yes”? Finish the dialog between Patricia and the soldier, possibly bringing Armando into the scene.
WRITING EXERCISES

Writing A Letter

1. Pretend you are one of Patricia’s sisters writing to a friend in El Salvador about Patricia and about your own life. Why are you so different from your sister? Why do you think it is so hard for your sister to adjust to her new life?

2. Pretend you are Javier, trying to be a friend to Patricia and not scare her away. Write Patricia a letter.

3. Pretend you are Patricia writing a letter to Armando explaining how you felt when you saw him in the truck. How did you feel when he looked away. How did you feel when the military was questioning you?

4. Pretend you are Armando, answering Patricia’s letter. Do you understand Patricia? Do you feel that she turned against you?

Journals

1. Read an excerpt (such as the introduction, pages 92, 241 and 283) from *Anne Frank: Diary of A Young Girl*, by Anne Frank (Double Day and Company, Inc., Garden City, New York.) Take one of Patricia’s experiences in the story and write it as a first-person journal entry (her argument with her mother in Part I, her meeting with Javier in Part IV, her witnessing Armando’s capture in Part VI, or her argument with the man on the bus in Part VII). Use *The Diary of Anne Frank* as a model of first-person writing.

2. Describe a personal experience you’ve had, and write about it from both the first and third-person points of view.

3. Write about a favorite memory from life in your native country or your childhood. Patricia keeps memories in her small white box. Where do you keep yours? When do they come back to you?

4. Patricia says that her mother “never knew of this instant, never was aware of her little girl discovering love, blossoming into womanhood,” as she opens the box and takes out the rose. Write about a secret you’ve kept from your parents. Why have you never told them? Will you ever talk about it with them?

Supplemental Texts

*Fifth Chinese Daughter*, by Jade Snow Wong

*Farewell to Manzanar* by Jeanne Eakatsuki Houston

*The Woman Warrior* by Maxine Hong Kingston

*Lito, the Shoeshine Boy* by Davis Mangurian

*A Day in the Life* by Manlio Argüeta (Each chapter is described from the point of view of a different character. Especially interesting is the Salvadoran police officer’s point of view.)

Of Secret Wars and Roses

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COMO TU

Yo, como tú,
amo el amor, la vida, el dulce encanto
de las cosas, el paisaje
celeste de los días de enero.

También mi sangre bulle
y río por los ojos
que han conocido el brote de las lágrimas.

Creo que el mundo es bello,
que la poesía es como el pan, de todos.

Y que mis venas no terminan en mí
sino en la sangre unánime
de los que luchan por la vida,
el amor,
las cosas,
el paisaje y el pan,
la posta de todos.

LIKE YOU

I, like you,
love love, life, the sweet charm
of things, the celestial
landscape of January days.

Also, my blood boils
and I smile for the eyes
that have known the burst of tears.

I think that the world is beautiful,
that poetry is like bread, for everyone.
And that my veins don’t end in me
but in the unanimous blood
of those who fight for life,
love,
things, landscapes and bread,
poetry for everyone.
POETRY BY ROQUE DALTON (1935-1975)

1. In Part II Armando gives Patricia a yellow book of Roque Dalton’s poetry, and she asks him, “My God, how did you get it?” as if the book were difficult to obtain. Why might this poet’s writing be hard to get?

2. Do you think the speaker in the poem (“I”) sounds more like Armando or Patricia? Why? (Copy words from the poem that support your answer.)

3. How is poetry like bread, according to the speaker in the poem?

4. Copy the words from the poem that show the poet feels a part of other people—that he is not separate from them.

5. One of the rebels sold Dalton’s book of poetry to Armando. Why do you think a revolutionary would like this poem? Copy the words that support your answer.

**EXTRA CREDIT for Spanish speakers:

Using the original Spanish version, show the other non-Spanish speaking students how the poet uses alliteration. Why did he choose to repeat these consonants?
Sources for Further Reading and Activity

BOOKS

A passionate, first hand account of young lives caught in the maelstrom of Central America. Children of the Volcano provides a unique forum for the voices of children and youth.


The autobiographical prose/verse novel is a retrospect of the real, surreal and magical memories of childhood in El Salvador, into which the ugly realities of war gradually intrude.

A love story set against the events of 1932 when thirty thousand peasants were massacred in Ixilco, El Salvador.

One of El Salvador’s preeminent writers describes the daily life in this novel about a peasant family in El Salvador. Available in English and Spanish. (By same author: *Guatemala*.)

An excellent social, political and economic history of El Salvador.

A detailed synopsis of the history and current economics/politics of each Central American country.

Teacher strategies and student worksheets. Copies of this publication may be obtained from the Curriculum Editorial and Production Unit of the Office of of Curriculum Development and Support, Room 613, 131 Livingston Street, Brooklyn, NY 11201. (718) 596-4907.

Traces the roots of underdevelopment and crisis in the region by examining the shared and individual histories of the Central American nations.
A tool for educators and community advocates concerned about creating schools responsive to the needs of immigrant students and a diverse world. BRIDGES presents 75 academic programs to address the barriers faced by immigrant children in the schools. Available for $15 + 6.5% sales tax from California Tomorrow, Fort Mason Center, Building B, San Francisco, CA 94123, (415) 441-7631. Also Crossing the Schoolhouse Border: Immigrant Children in the California Public Schools ($12.)

Dr. Clements practiced medicine in El Salvador with only the supplies he could carry on his back. In this absorbing first person account he describes the special tragedy of children caught in the crossfire of war.

The English edition of the memoirs of a legendary revolutionary figure of El Salvador. (There are also many books of poetry by this author.)

Comprehensive background information on the roots of revolution throughout the Central American region.

A thoroughly researched study of the "Communist threat" in Central America. Also describes alternative approaches for peace in the region.

A combination of oral history and photojournalism, this book features conversations with over eighty Nicaraguans from various walks of life and differing political viewpoints.

This volume represents the results of the first study in El Salvador of the Hemispheric Migration Project. Sponsored by Georgetown University’s Center for Immigration Policy and Refugee Assistance, the research focuses on the characteristics of Salvadoran emigrants and the impact of their departure on the economy and society of the country. $7.50 + $1.00 postage.

A comprehensive, well-documented report on immigrant education in U.S. public schools. Order from NCAS, 100 Boylston St., Suite 737, Boston, MA 02116-4610: $12.95 + $2 postage.

Collection of short stories by Central American authors.
A detailed account which explains why there is a war raging in rural El Salvador and what frequent aerial bombardments mean for the people living there.

A moving collection of short stories by contemporary Central American authors.

Drawings of the war in El Salvador by children between the ages of 8 and 14. Order from NECCA.

Publishers/Distributors

Space does not allow a complete listing of the books available on Central America. The following publishers and organizations have catalogs of additional resources.

American Friends Service Committee
1501 Cherry Street, Philadelphia, PA 19102 (215) 241-7169
Educational resources and action tools on U.S. military policy, human rights and disarmament issues.

Central America Resource Center (CARC)
PO Box 2327, Austin, Texas 78768
Books with an analysis and background on Central America, published by PACCA (Policy Alternatives for the Caribbean and Central America), FLASCO (Facultad Latinoamericana de Ciencias Sociales), Westview Press and others.

Children's Book Press
1461 Ninth Avenue, SF, CA 94122 (415) 664-8500.
Beautifully illustrated, bilingual folk tales from Central America and the Caribbean. Stories from Central America include The Invisible Hunter and Uncle Nacho's Hat. Designed for 4-12 year olds but enjoyed by all ages.

Ediciones del Norte
P.O. Box A130, Hanover, New Hampshire, 03755
Latin American literature in English and Spanish.

Four Walls, Eight Windows
P.O. Box 548, Village Station, New York, New York 10014 (800) 835-2246
Literature in English, including And We Sold The Rain [9.95 + 2.50 postage].

Institute for Food and Development Policy/Food First
145 Ninth Street, San Francisco, CA 94103 (415) 864-8555
Research and education center that works to identify the root causes of hunger and food problems in the United States and around the world and to educate the public as well as policymakers about these problems. Extensive collection of books, curricula and audio-visual materials on Central America. Included in their catalog are two excellent classroom guides -- Exploding the Hunger Myths (junior/senior high) and Food First Curriculum (upper elementary).

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Maryknoll Fathers and Brothers
World Awareness Series, Price Building, Maryknoll, NY 10545
*Focus on Central America,* four unit supplementary curriculum for grades 7-12 ($12) and *Central America Close-up,* video portraits of youth in Guatemala, El Salvador, Honduras and Nicaragua ($38.80).

**Media Network**
121 Fulton Street, 5th Floor, New York, NY 10038
Media guides on films and videos about Central America.

**Orbis Books**
Maryknoll, New York 10545
Books on liberation theology and poetry.

**Oxfam**
Educational Resources, 115 Broadway, Boston, MA 02116 (617) 728-2541.
An international agency that funds self-help development and disaster relief in over 30 countries in Africa, Asia, Latin America and the Caribbean. Also prepares and distributes educational materials on development and hunger issues.

**Readers International**
PO Box 959, Columbia, Louisiana 71418
Contemporary literature from Latin America, the Caribbean, the Middle East, Asia, Africa and Eastern Europe.

**Real Comet Press**
3131 Western Avenue #410, Seattle, WA 98121-1028 (206) 283-7827
Publisher and distributor of: bilingual collection of over 500 drawings entitled *The Art of Rini Templeton: Where There is Life and Struggle* ($14.95 + $2 shipping).

**Resource Center**
PO Box 4506, Albuquerque, New Mexico 87196
The inter-hemispheric Education Resource Center is a research and policy institute which has gained an international reputation for providing cutting-edge research and analysis about such topics as U.S. economic aid programs, low-intensity conflict, U.S. food aid and farm policy, the foreign operations of private organizations and churches and the deepening crisis in Central America. The Resource Center produces and distributes a large selection of books, pamphlets, and slide shows on Central America and the Caribbean. Some examples are: *The Central America Fact Book* ($11) and a slide show — *Dollars and Dictators* ($65/purchase, $25 rental).

**South End Press**
300 Raritan Center Parkway, PO Box 7816, Edison, New Jersey 08818-7816 (800) 533-8478

**Springboard Software**
7808 Creekridge Circle, Minneapolis, MN 55435, (612) 944-3915
Software including *Hidden Agenda,* an interactive simulation in which the player becomes the newly elected president of a mythical Central American country that has just overthrown its dictator.

**State Department**
Bureau of Public Affairs, U.S. Department of State, Washington, D.C. 20520
For the administration position, request documents on specific topics from the State Department. Most Department of State publications are made available to Federal depository libraries throughout the country. Contact university or public libraries to determine depository status. Or write to the Public Information Division, Room 5819A at the above address for free single copies of nonsubscription publications. To be placed on a mailing list, write to the Office of Opinion Analysis and Plans, Room 5815A at the above address.
Video Project: Films and Videos for a Safe and Sustainable World
5332 College Avenue, Suite 101, Oakland, CA 94618 (415) 655-9050.
Over 100 documentary films and videos on critical global issues for sale or rent.

Westview Press
5500 Central Avenue, Boulder, Colorado 80301
Distribute and publish books on Central America.

PERIODICALS

Central America in the Classroom
PO Box 43509, Washington, DC 20010
See About the Publisher on last page of this curriculum.

Executive News Summary
Central America Resource Center, 1407 Cleveland Avenue, St. Paul, MN 55108 (612) 644-8030
Monthly 12 page synopsis on Central America from over 60 publications. $20/year.

NACLA Report on the Americas
North American Congress on Latin America (NACLA), 475 Riverside Drive Room 454, NY, NY 10115.
Detailed, well-documented reporting on Latin America and U.S. policy in the region. $20/year.

Sojourners
PO Box 29272, Washington, DC 20017
Sojourners is an independent Christian monthly highlighting popular struggles and the role of the progressive church in the United States and the Third World, $21/year.

Third World Resources: A Quarterly Review of Resources From and About the Third World
Third World Resources, 464 19th Street, Oakland, CA 94612
Organization - $30/one year, Individual - $30/two years.

ORGANIZATIONS

Committee in Solidarity with the People of El Salvador (CISPES)
PO Box 12056, Washington, DC 20005 (202) 265-0890.
Through hundreds of local chapters and affiliates, CISPES works to provide political support to the liberation movement in El Salvador and to apply human rights and anti-intervention pressure on U.S. policy makers.

Ecumenical Program on Central America and the Caribbean (EPICA)
1470 Irving Street, NW, Washington, DC 20020 (202) 332-0282
Publishes educational materials on Central America and the Caribbean. Also organizes delegations.

Environmental Project on Central America
300 Broadway Suite 28, SF, CA 94133 (415) 788-3666
Through research, education and legislative action, EPOCA shows the links between war, poverty, the policies of transnational corporations and environmental destruction.

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Madre.
121 West 27th Street Room 301, NY, NY 10001 (212) 627-0444
A women's organization linking North American women with women in Central America.

New El Salvador Today (NEST)
PO Box 4762, Berkeley, CA 94704 (415) 549-2114.
Supports efforts of displaced people in ES to repopulate their villages and restore community construction and development.

Network of Educators' Committees on Central America.
PO Box 43509, Washington, DC 20010 (202) 867-2618.
Publisher/distributor of classroom resources on Central America, including this volume. Organizes educators' tours to the region. Publishes bi-monthly newsletter, Central America in the Classroom.

Quixote Center.
PO Box 5206, Hyattsville, MD 20782 (301) 699-0042.
Coordinates material aid campaigns, such as Quest for Peace and Communities of Peace and Friendship (CPF); publishes materials and lobbies Congress. With the assistance of CPF funds, Nicaraguans have built schools, homes for teachers, child care centers and clinics.

Salvadorean Humanitarian Aid, Research, and Education (SHARE)
Box 16, Cardinal Station, Washington, DC 20064

TRAVEL INFORMATION AND OPPORTUNITIES

Schools

CNE (Casa Nicaraguense de Español)
2330 W. 3rd Street, Suite 4, Los Angeles, CA 90057 (213) 386-8077.
Learn Spanish while living in Managua with a Nicaraguan family. Write for information and schedule.

NICA (Nuevo Instituto de Centroamerica)
PO Box 1409, Cambridge, MA 02238 (617) 497-7142.
Learn Spanish while living with a Nicaraguan family in Esteli. Learn about life in Nicaragua firsthand. Write for information on program costs and current schedule.

Study Tours

Center for Global Information.
Augsburg College, 731 21st Avenue, South, Minneapolis, MN 55454 (612) 330-1159.
Coordinates experiential travel programs to Mexico, Central America, the Caribbean, the Philippines and the Middle East.

NECCA. See About the Publisher on last page of curriculum.

Witness For Peace.
PO Box 567, Durham, NC 27702. (919) 688-5049.
Visits zones of conflict in Nicaragua to show solidarity. Faith-based organization.

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Travel Agencies

Tropical Tours
2667 E. Florence Street, Huntington Park, CA 90255 (800) 421-5040 (outside California) or (800) 854-5858 (inside California)

Marazul Tours
250 W. 57th Street, Suite 1311, New York, NY 10107 (212) 582-9570 or (800) 223-5334.

Other Information

Travel Programs in Central America
PO Box 50211, San Diego, CA 92105 (619) 583-2925
Comprehensive guide to travel opportunities in Central America.

Bridging the Global Gap: A Handbook to Linking Citizens of the First and Third Worlds
Global Exchange, 2141 Mission St. #202, San Francisco, CA 94110 (415) 255-7296
Answers to the question “What can we do?” (Global Exchange also sponsors tours.)