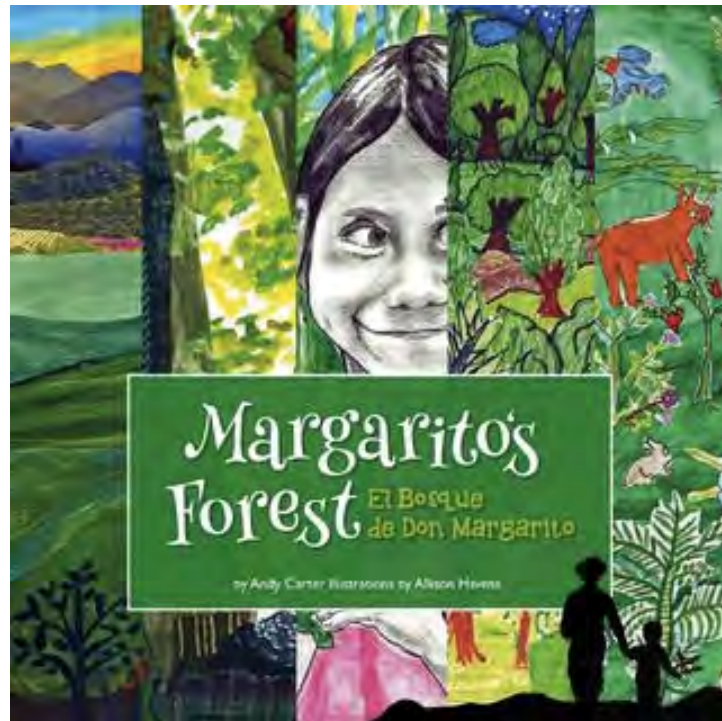


Américas Book Award 2017 Commended Title

Margarito's Forest

El Bosque de Don Margarito



by Andy Carter

Illustrations by Allison Havens

Dual Language Curriculum Guide

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Dual Language Curriculum Guide for *Margarito's Forest* (El Bosque de Don Margarito)

Margarito's Forest (El Bosque de Don Margarito)

Written by Andy Carter and illustrated by Allison Havens

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About the Américas Book Award

The Consortium of Latin American Studies Programs (CLASP) established the Américas Award in 1993 to recognize authors, illustrators and publishers who produce quality children's and young adult books that portray Latin America, the Caribbean, or Latinos in the United States.

Margarito's Forest received an honorable mention in 2017 alongside twelve other award winners.

Summary

Margarito's Forest tells the story of Don Margarito Esteban Álvarez Velázquez through the eyes of his daughter, Doña María Guadalupe. One day, young Esteban, great-grandson of Don Margarito, arrives at his grandmother's house with a sapling, not knowing his family's legacy in preserving the wisdom of the forest in keeping with K'iche' Maya tradition. His grandmother, Doña María, explains her father's love for the woodlands and his tireless work planting trees while the rest of the village clears forest land for agriculture.

Through his grandmother's eyes, Esteban appreciates the importance of environmental harmony and continues the legacy of the K'iche' Maya people as custodians of the natural world.

Key Concepts

Guatemalan Maya Culture, K'iche', Indigenous Knowledge, Environmentalism, Civil War, Reforestation, Global Warming.

Reading Level

Grades 2nd/3rd, Ages 7-9

Curriculum Guide for *Margarito's Forest* (El Bosque de Don Margarito)

About the Author



Andy Carter first traveled to Guatemala in 2007, where he met Don Virgilio Vicente in the village of Saq Ja'. A refugee of the Guatemalan Civil War, Don Vicente returned to help rebuild Saq Ja'. The author was amazed to find a lush, old-growth forest surrounded by fields and scrub brush. Don Vicente introduced Andy Carter to Don Margarito's daughter, María Guadalupe (left, with the author), who shared her father's remarkable efforts to preserve the natural world according to K'iche' Maya traditions.

About the Illustrator

Allison Havens is originally from Chicago and currently lives in Quetzaltenango (Xela), Guatemala. The illustrations in *Margarito's Forest* are a unique combination of Guatemalan textiles, photos, and the artwork of children in the Saq Ja' elementary school, where Allison conducted two sessions encouraging students to create art for the book.

Introduction for Teachers

The remote mountain village of Saq Ja' was one of many indigenous Mayan villages that was decimated in the Guatemalan Civil War, which ravaged the country between 1960 and 1996. Between 1981 and 1982, the Guatemalan military, under the authority of President Efraín Ríos Montt, waged a ruthless campaign of genocide against indigenous Guatemalans. Entire villages were razed and more than 200,000 people were massacred in orchestrated campaigns of terror.

Many more became refugees in Mexico and the United States, where large communities of Guatemalans were given asylum status and settled in large metropolitan areas such as Houston, Los Angeles, and Chicago. The civil conflict officially ended in 1996, but affected groups of indigenous peoples continue to pursue justice. In 2013, Ríos Montt was convicted of genocide and crimes against humanity. A constitutional court overturned the decision and he was seen unfit for retrial in 2015.

Guatemala's indigenous people continue to face discrimination, poverty and unequal access to employment, healthcare, and education. The poverty rate of indigenous Guatemalans is almost three times that of non-indigenous peoples.

Against this background of genocide and discrimination, *Margarito's Forest* highlights the importance of Maya indigenous knowledge about the natural world and a reaffirmation of Maya culture and customs. The text is in both English and Spanish, with selected excerpts in K'iche'.

Curriculum Guide for *Margarito's Forest* (El Bosque de Margarito)

Vocabulary

| | |
|-------------|------------|
| exploration | lumber |
| harmonious | underbrush |
| woodlands | harvesting |
| generation | seedlings |

Characters

Don Margarito, a wise man who lives harmoniously with the forest

Doña María Guadalupe, Don Margarito's daughter, who shares her father's story with Esteban

Esteban, Don Margarito's great-grandson who learns Mayan traditions from his grandmother

Don Calixto, a village holy man who teaches Don Margarito about sacred Mayan customs

Note: The terms Don and Doña are commonly used as a sign of respect to elders in Guatemala.

Essential Questions

How does Esteban feel at the beginning of the story?

Why does Esteban's father encourage Esteban to ask his grandmother about Don Margarito's forest?

When Margarito was a child, how was he different from other children?

Why did Margarito start asking questions about the woodlands?

What are some things that Don Calixto taught Margarito?

What are some of the traditional Maya ways of tending the forest?

What did Don Margarito do while other men in the village were clearing more land for their crops?

Why did Don Margarito light a candle each time he planted something?

What can you tell about Don Margarito's relationship to the natural environment?

Why do you think Don Margarito's father didn't understand why he was planting trees?

Based on the illustration on page 18, why do you think Don Margarito's family had to hide in the forest?

What happened to Esteban's grandmother while they were living in the forest?

How did his grandmother's family survive in the forest?

What did Esteban learn at the end of his grandmother's story?

Curriculum Guide for *Margarito's Forest* (El Bosque de Margarito)

Vocabulario

| | |
|------------|---------------|
| pedregoso | ceremonia |
| armonía | trasplantar |
| generación | terrenito |
| bisabuelo | desenterrarse |
| surco | beneficiar |
| escarbar | costumbre |

Personajes

Don Margarito, un hombre maya que vive en armonía con el bosque

Doña María Guadalupe, la hija de Don Margarito que relata su historia a Esteban

Esteban, el bisnieto de Don Margarito que hereda las costumbres mayas de su abuela

Don Calixto, un sacerdote maya que enseña las costumbres mayas a Don Margarito

.

Preguntas claves

¿Cómo se siente Esteban al principio del cuento?

¿Por qué el papa de Esteban le anima a preguntar a su abuela acerca del bosque de su bisabuelo?

¿Cómo era diferente Margarito a los otros niños de su pueblo?

¿Por qué Don Margarito comenzó a hacer preguntas acerca del bosque?

¿Qué le enseñó Don Calixto a Margarito?

¿Cuáles son algunas costumbres tradicionales del pueblo maya?

¿A qué se dedica Don Margarito mientras los otros hombres del pueblo talan árboles del bosque para cultivar sus siembras?

¿Por qué enciende una candela (vela) Don Margarito cada vez que siembra algo?

¿Qué podemos concluir acerca de la relación de Don Margarito con la naturaleza?

¿Por qué crees que el papá de Don Margarito no entendía porque su hijo sembraba más árboles?

A base de la ilustración en la página 18, ¿por qué crees que la familia de Don Margarito tuvo que esconderse en el bosque?

¿Qué pasó a la abuela de Esteban mientras se escondían en el bosque?

¿Cómo sobrevivió la familia de Don Margarito mientras estaban en el bosque?

¿Qué aprendió Esteban al final del relato?

Curriculum Guide for *Margarito's Forest* (El Bosque de Margarito)

Student Background

In *Margarito's Forest*, you will learn the story of Don Margarito Esteban Álvarez Velázquez as told by his daughter Doña María Guadalupe. (The words 'don' and 'doña' are used in Spanish to indicate respect.) While the rest of his village his cutting down trees to make room for farmland, Don Margarito plants trees in the traditional ways of the Maya people.

Don Margarito and his family are indigenous people in Guatemala. Indigenous people are native to a land and have lived there for generations. They are K'iche', one of many different groups of Maya in Guatemala. Don Margarito teaches his daughter Doña María Guadalupe how to plant trees according to the customs of his people. Doña María Guadalupe teaches her grandson Esteban how to maintain this tradition.

Many Maya people in Guatemala experienced a genocide when the Guatemalan military came into their villages and destroyed houses and kidnapped people. Don Margarito and his family hid in the forest during the massacre and returned to help rebuild the village.

Today, our world's natural environment is changing at a brisk pace due to global warming. Don Margarito is an example of a courageous human who lives harmoniously with the environment. Esteban will carry on his great-grandfather's legacy.

Información para el estudiante

En *El bosque de Don Margarito*, aprenderán acerca de la historia de Don Margarito Esteban Álvarez Velázquez según el relato de su hija, Doña María Guadalupe. Mientras su pueblo talaban árboles para cultivar el maíz y los frijoles, Don Margarito sembraba más árboles en el bosque de acuerdo con las costumbres ancestrales del pueblo maya.

Don Margarito y su familia son gente indígena de Guatemala. Los indígenas son gente que ha vivido en una tierra por muchas generaciones antes de la llegada de extranjeros. Son maya quiché, uno de los muchos grupos mayas en Guatemala. Don Margarito enseña a su hija cómo sembrar árboles en la manera de sus ancestros y, por su parte, Doña María Guadalupe comparte estas tradiciones con su nieto Esteban.

Mucha gente maya en Guatemala sufrió un genocidio cuando el ejército llegó a sus pueblos con el fin de destruirlos y asesinar a los residentes. La familia de Don Margarito se escondió en el bosque durante el masacre y regresó para reconstruir el pueblo.

Hoy en día, el mundo está cambiando a un ritmo frenético debido al calentamiento global. Don Margarito sirve como ejemplo de un hombre valiente que vivía armoniosamente con la naturaleza. Esteban seguirá con la herencia cultural de su familia.

Lesson 1: Sequence

CCSS.ELA-LITERACY.RL.3.5

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

TEXAS ELA TEKS 3.8(A)

Sequence and summarize the plot's main events and explain their influence on future events;

Overview

Esteban learns about the Maya heritage of his family and its relationship to the environment through the wisdom of his grandmother, great-grandfather and village elders. After bringing a young sapling to his grandmother's house, Esteban listens as his grandmother shares the story of Don Margarito, a man who had the wisdom to plant a forest while the rest of the village was clearing land to plant corn and beans.

As a child, Don Margarito is curious about the forest and spends time exploring nature. His curiosity leads him to Don Calixto, who teaches him Mayan traditions in planting trees and living harmoniously in nature. During the Guatemalan Civil War, the forest becomes a place of refuge for his family. Don Margarito teaches his children how to be stewards of the environment, and they in turn pass on their father's wisdom to other generations.

Essential Question

How did Don Margarito become a guardian of the environment?

Lesson

1. After reading *Margarito's Forest*, discuss with students the **sequence of events** in Don Margarito's life, emphasizing his childhood, his experience with Don Calixto, his adulthood and life during the Guatemalan Civil War.
2. Prompt students to think about how one key event in Don Margarito's life influenced subsequent events. For example, as a child Don Margarito spent time exploring the forest. How did this lead him to Don Calixto? During the Guatemalan Civil War, the forest became a place of refuge for the family. How did the trees return the favor to Don Margarito, who spent so much time tending to their care?
3. Complete the graphic organizer on the next page individually, as a class, or with a partner.

Margarito's Forest

Sequence

Why did Margarito spend so much time in the forest as a child?



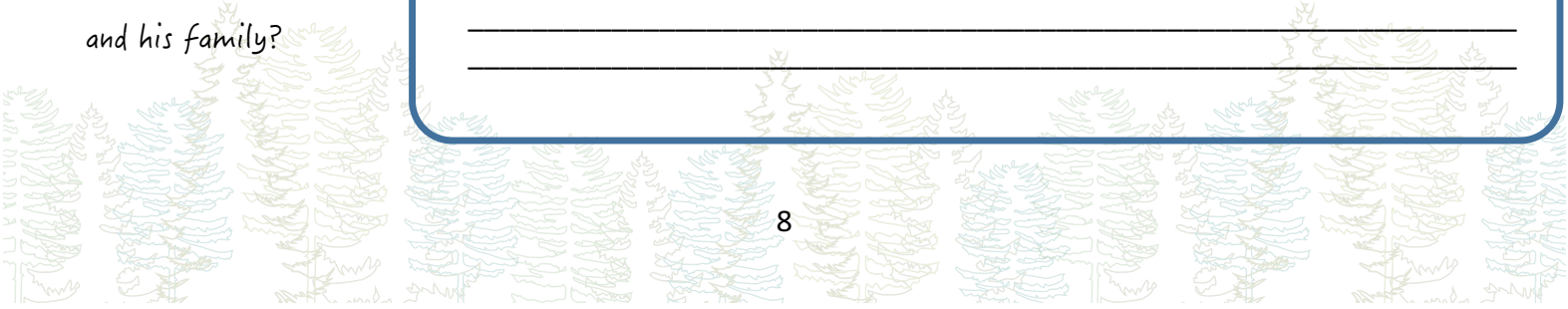
What did Margarito learn from Don Calixto?



What did Don Margarito do differently as an adult?



How did the forest save Don Margarito and his family?



Lección 1: Secuencia

CCSS.ELA-LITERACY.RL.3.5

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

TEXAS ELA TEKS 3.8(A)

Sequence and summarize the plot's main events and explain their influence on future events;

Resumen

Esteban aprende de su abuela las costumbres mayas de su familia y la relación del pueblo maya con el medio ambiente. Un día Esteban visita a su abuela con un arbolito y ella le cuenta acerca de su bisabuelo Don Margarito, un hombre que tenía la sagacidad para sembrar un bosque mientras el resto del pueblo talaba árboles con el fin de sembrar frijoles y maíz.

Cuando era niño, Don Margarito tenía curiosidad explorar el bosque. Su curiosidad le lleva a Don Calixto, quien le enseña acerca de las tradiciones mayas de sembrar árboles y vivir armoniosamente con la naturaleza. Durante la guerra civil, el bosque se convierte en lugar de refugio para la familia. Don Margarito enseña a sus hijos la importancia de ser custodios del medio ambiente y las siguientes generaciones continúan con esta práctica vital.

Pregunta clave

¿Cómo llegó a ser Don Margarito un cuidador del medio ambiente?

Lección

1. Al leer *El bosque de Don Margarito*, discute con los estudiantes la secuencia de eventos en la vida de Don Margarito, enfatizando su niñez, su experiencia con Don Calixto y su tiempo como adulto durante la guerra civil.
2. Estimula a los estudiantes a pensar cómo cada evento clave en la vida de Don Calixto influyó a los eventos subsecuentes. Por ejemplo, como niño, Don Margarito pasó tiempo explorando el bosque. Por consiguiente, ¿cómo llegó a conocer a Don Calixto? Durante la guerra civil, el bosque se convirtió en lugar de refugio para la familia. ¿Cómo recompensó el bosque a Don Calixto por haber ayudado en sembrar árboles?
3. Usa el organizador gráfico en la siguiente página de forma individual, en clase o con una pareja.

El Bosque de Don Margarito

Secuencia

¿Por qué pasó Don Margarito tanto tiempo en el bosque como niño?



¿Qué aprendió Margarito de Don Calixto?



¿Qué hacía Don Margarito a diferencia de otra gente en su pueblo?



¿De qué forma salvó el bosque a Don Margarito y su familia?

Lesson 2: Character Analysis

CCSS.ELA-LITERACY.RL.3.3

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

TEXAS ELA TEKS 3.8(B)

Describe the interaction of characters including their relationships and the changes that they undergo.

Overview

Don Margarito shows wisdom in planting a forest while his community is cutting down trees to make room for agriculture. His actions contribute to the well-being of the entire village, an important value in Maya culture. In this lesson, students are encouraged to analyze Don Margarito's actions in order to better appreciate his importance as a leader in his community.

Essential Questions

How do Don Margarito's actions help us understand his character?
What are Don Margarito's character traits?

Lesson

1. After reading *Margarito's Forest*, create a chart with two columns (Actions and Character Traits). Brainstorm with students key actions in the text that reveal Don Margarito's character traits. For example, Don Margarito seeks out knowledge from Don Calixto. This action shows us that he is curious. While hiding in the forest, Don Calixto teaches his family how to survive by relying on food from the forest. This action shows us he is resilient.
2. Once you have brainstormed as a class several key actions, allow students to complete the graphic organizer on the next page individually or with a partner.

Character Map

Action

Trait

Action

Trait

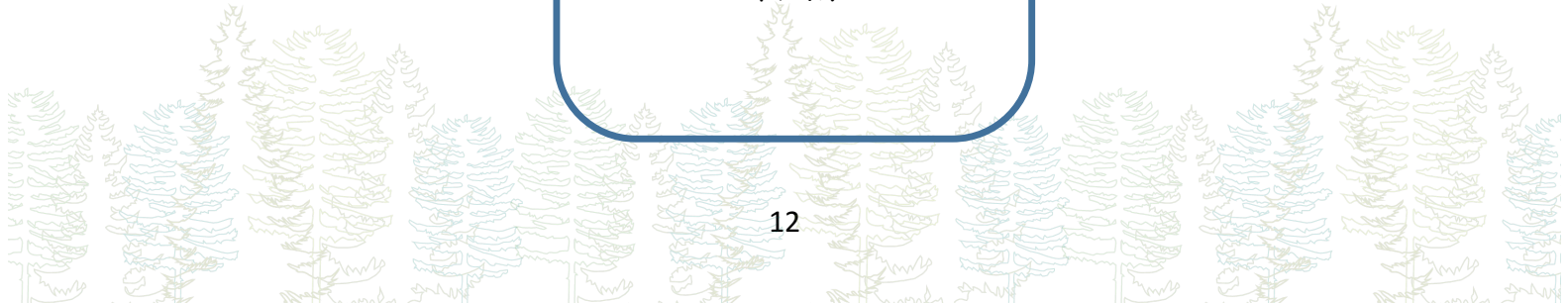
Don
Margarito

Action

Trait

Possible Character Traits

- Resilient
- Courageous
- Fearless
- Resourceful
- Independent



Lección 2: Rasgos de personalidad

CCSS.ELA-LITERACY.RL.3.3

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

TEXAS ELA TEKS 3.8(B)

Describe the interaction of characters including their relationships and the changes that they undergo.

Resumen

Don Margarito demuestra sabiduría al plantar un árbol mientras otros miembros de la comunidad los talan para sembrar. Sus acciones contribuyen al bienestar de su pueblo, un valor importante en la cultura maya. En esta lección, los estudiantes deben analizar las acciones de Don Margarito para poder apreciar su importancia como líder en su comunidad.

Preguntas claves

¿Cómo podemos analizar las acciones de Don Margarito para mejor entender su carácter?
¿Cuáles son las características de Don Margarito?

Lección

1. Al leer *El bosque de Don Margarito*, crea una tabla con dos columnas (Acciones y Rasgos de Personalidad). Piensa con los alumnos sobre las acciones claves en el texto que revelan los rasgos de personalidad de Don Margarito. Por ejemplo, Don Margarito busca sabiduría de Don Calixto. Esta acción demuestra que es curioso. Cuando está escondiéndose en el bosque, Don Calixto ayuda a su familia a sobrevivir con alimentos naturales. Esta acción revela que es fuerte.
2. Cuando han terminado de pensar en varias acciones claves, permite que los estudiantes terminen el organizador gráfico en la siguiente página de forma individual o en pareja.

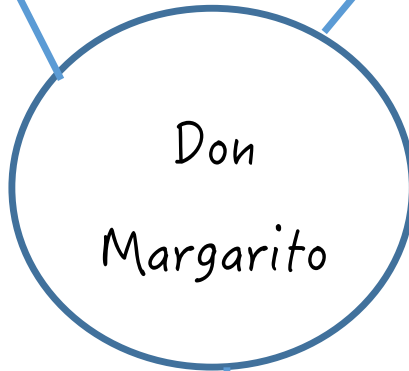
Rasgos de personalidad

Acción

Rasgo

Acción

Rasgo



Acción

Rasgo

Algunos rasgos de personalidad

- Fuerte
- Valiente
- Audaz
- Ingenioso
- Independiente



Extension Lesson 1: Personal K'iche' Dictionary

Overview

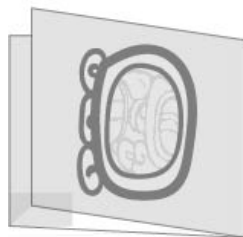
K'iche' (also spelled Quiché) is the most widespread of the Maya languages of Guatemala and the language of the community of Saq Ja'. It is the second most widely spoken language in the country after Spanish, with roughly one million speakers. The word K'iche' itself means "many trees" and highlights the importance of the forest to the Maya worldview.

As is the case with many indigenous languages, K'iche' faces a constant risk of disappearance. K'iche' communities are preserving the language through radio, television and print media as well as through bilingual education in primary schools. Each page of *Margarito's Forest* features a phrase in the text that has been translated and highlighted into K'iche'

In this lesson, students will have a chance to appreciate the linguistic diversity of Guatemala and explore basic words in K'iche' by making a foldable.

Lesson

1. After reading *Margarito's Forest*, return to each page of the text and have students notice the phrase in K'iche' that has been highlighted on each page. Have students think and respond. *Are any words similar with Spanish or English? Why is it important for indigenous Guatemalans to preserve their language?*
2. Refer to the linguistic diversity map and explain that K'iche' is one of twenty-one officially recognized Mayan dialects in Guatemala and the mostly widely spoken with one million speakers. Many Mayan K'iche' children speak and learn Ki'che' at school alongside Spanish. Don Margarito, Doña María Guadalupe, Esteban and all the other figures in *Margarito's Forest* are all Ki'che' speakers.
3. Listen to spoken K'iche' using the [Ki'che' Talking Dictionary \(Swarthmore College\)](#)
4. Distribute the word bank in Ki'che'. Students will use this resource to create a personal dictionary with illustrations. To assemble the dictionary foldable, cut out the template on the solid black lines and fold on the dotted lines. Use a stapler to hold the matchbook like pages together.
5. Students can choose six words and include an illustration as well as the meaning of a word in English/Spanish.



Lección de enriquecimiento 1: Diccionario personal quiché

Resumen

Quiché es el idioma maya con el mayor número de hablantes en Guatemala y también el idioma de la comunidad de Saq Ja'. Es el segundo idioma más hablado en el país después del castellano con un millón de hablantes. La palabra quiché en sí quiere decir "muchos árboles" y destaca la importancia del bosque a la cosmovisión maya.

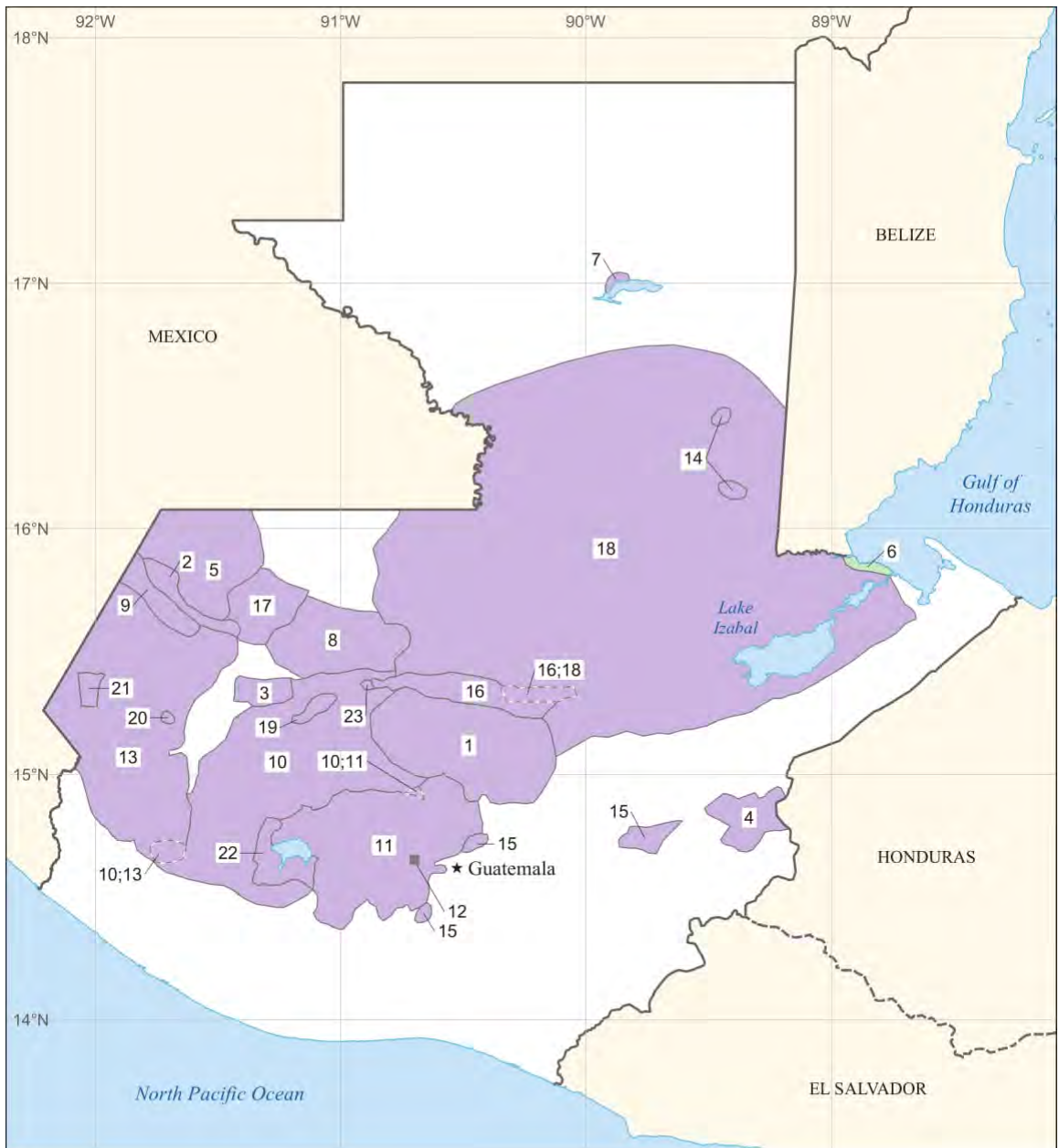
Como es el caso con muchos idiomas indígenas, el quiché enfrenta el constante riesgo de desaparición. Las comunidades de habla quiché están tomando las medidas para preservar el idioma a través de los medios de comunicación en combinación con la educación bilingüe en las escuelas primarias. Cada página de *El bosque de Don Margarito* pone en relieve una frase del texto traducida a quiché.

En esta lección, los alumnos tendrán la oportunidad de apreciar la diversidad lingüística de Guatemala y explorar palabras básicas en quiché al crear un diccionario personal.

Lección

1. Al leer *El bosque de Don Margarito*, regresa a cada página del texto con el objetivo de fijarse en la oración traducida a quiché. Pregunta a los alumnos si notan algunas palabras parecidas al español o al inglés. Además, los alumnos deben entender la importancia de valorar y preservar los idiomas indígenas.
2. Refiere al mapa de diversidad lingüística en Guatemala y explica que el quiché es el idioma de mayor uso aparte del español con un millón de hablantes. Muchos niños y niñas quichés hablan y aprenden el quiché en las escuelas al lado del español. Don Margarito, Doña María Guadalupe, Esteban y otros personajes en *El Bosque de Don Margarito* son hablantes nativos del quiché.
3. Escucha al quiché hablado usando el siguiente recurso: [Ki'che' Talking Dictionary \(Swarthmore College\)](#)
4. Distribuye el banco de palabras en quiché. Los alumnos usarán este recurso para hacer un diccionario personal con sus propias ilustraciones. Corta siguiendo las líneas oscuras y plegar en las líneas discontinuas. Junta las páginas con grapadora.
5. Una vez arreglada el diccionario como el ejemplo abajo, permite que los alumnos escriban las palabras en cada página con una ilustración.



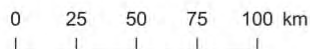


GUATEMALA

Language Families

- Maipurean
- Mayan
- Mixed language

- Boundary in dispute
- - - - - Language area overlap



- | | |
|--|------------------|
| 1 Achi | 13 Mam (2) |
| 2 Akateko | 14 Mopán Maya |
| 3 Awakateko | 15 Poqomam (3) |
| 4 Ch'orti' | 16 Poqomchi' (2) |
| 5 Chuj | 17 Q'anjob'al |
| 6 Garifuna | 18 Q'eqchi' (2) |
| 7 Itza' | 19 Sakapulteko |
| 8 Ixil | 20 Sipakapense |
| 9 Jakalteko | 21 Tektiteko |
| 10 K'iche' (3) | 22 Tz'utujil |
| 11 Kaqchikel (2) | 23 Uspanteko |
| 12 Kaqchikel-K'iche' Mixed Language | |

Note: Parentheses show the number of times a language's number appears on map, if more than once.

Word Bank in K'iche'

| K'iche' | Pronunciation | Spanish | English |
|------------------|----------------------|----------------|----------------|
| saqariq | sak-a-REEK | buenos días | good morning |
| tz'i' | TZEE | perro | dog |
| q'ij | k-EEH | sol | sun |
| ja' | HA | agua | water |
| Kechelaj | keck-e-LAH | bosque | forest |
| mam | MAM | abuelo | grandfather |
| ati'it | ati-IT | abuela | grandmother |
| ik' | ICK | luna | moon |
| ch'upikaq | ch-u-pee-KACK | arcoiris | rainbow |

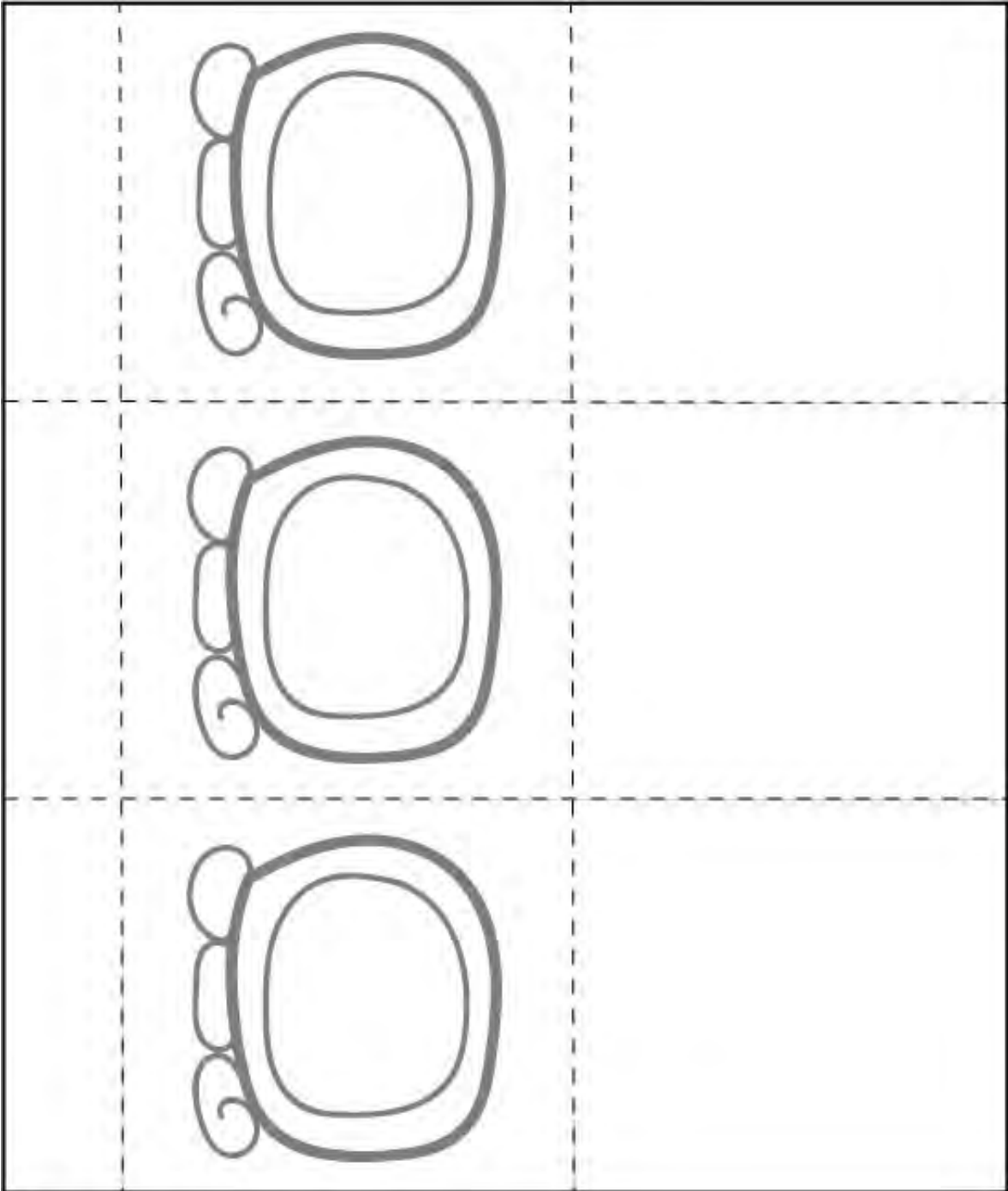
Source: http://www.famsi.org/mayawriting/dictionary/christenson/quidic_complete.pdf

Pronunciation Notes:

1. The apostrophe in K'iche' words indicates a slight pause between sounds.
2. The "j" like in Spanish is the "h" sound in English.
3. In the pronunciation column, capital letters indicate the syllable that receives emphasis.

K'iche' Personal Dictionary Template

Cut this template on the solid black lines and fold to resemble a matchbook. Students will draw their images inside the Maya glyph symbols and write the corresponding words in K'iche', Spanish and English.



Extension Lesson 2: Deforestation

Overview

Don Margarito's efforts to reforest Saq Ja' are an important endeavor considering that Guatemala has lost 17% of its forested land between 1990 and 2005. Today about 40% of Guatemala is forested land and 5.2 million acres of land are directly under the care of indigenous communities.

Large-scale agriculture and the desire for exotic wood (mahogany, cedar) are accelerating the loss of forests. Guatemala is prone to hurricanes and the absence of trees creates conditions that exacerbate devastation from natural disasters. Many indigenous groups are leading the efforts to preserve forested areas in Guatemala and practice sustainable agriculture in order to prevent further deforestation.

In this lesson, students read and analyze deforestation data in Guatemala and practice creating a bar graph.

Lesson

1. In *Margarito's Forest*, Don Margarito plants trees while other villagers clear land to plant corn and beans. *What are all the reasons to preserve a forest?* Brainstorm a list of student generated reasons of why forests are essential to the planet.
2. Explain that Guatemala faces deforestation at a high rate because of agriculture and the international desire for precious woods. Discuss what effects the loss of forest has on the natural environment (*loss of habitat for animals, increased devastation from erosion and natural disasters*).
3. Distribute the student sheet. Students will study the information in the table, track deforestation from 1990 to 2010, create a bar graph and draw conclusions based on the trends found in the graph.

Don Margarito's Forest: Deforestation in Guatemala

Between 1990 and 2005, Guatemala lost 17% of its forests. Deforestation happens when humans cut down trees to make room for agriculture or to sell the wood. Don Margarito was able to stop deforestation in his community by taking care of the forest and planting new trees, but deforestation continues to be a problem for the country.

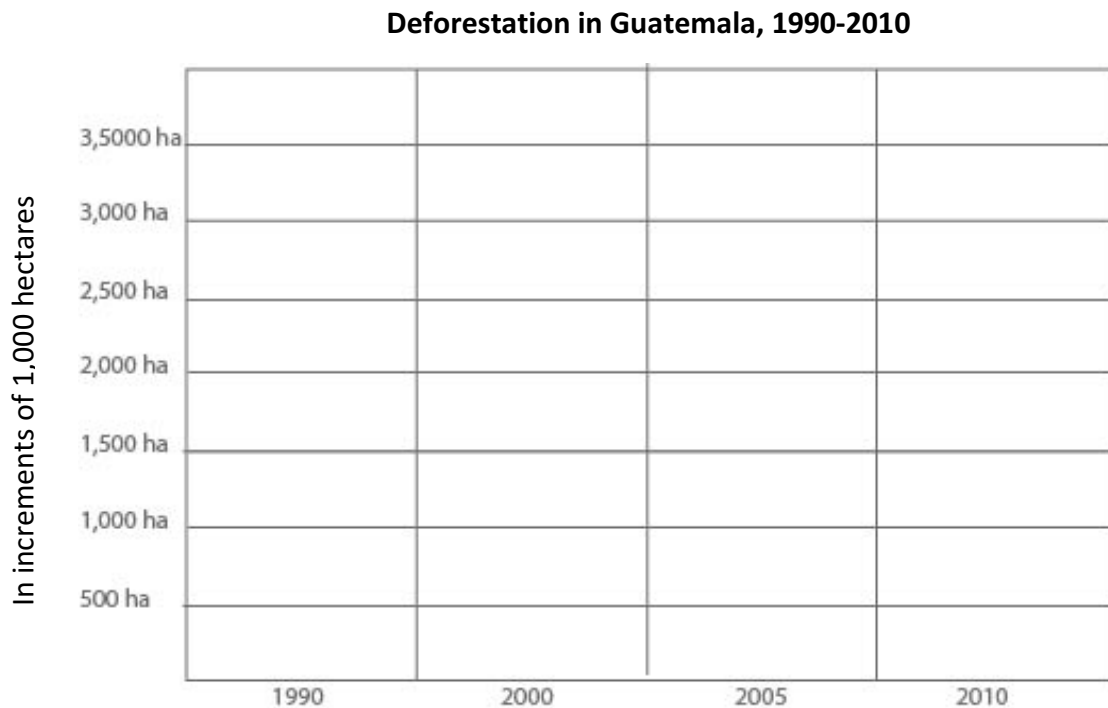
1. Look at the information in the table below.

Forest Coverage in Guatemala (1990-2010)

| Year | Hectares of Forest (In increments of 1000 hectares) |
|------|--|
| 1990 | 2,359 ha |
| 2000 | 2,091 ha |
| 2005 | 1,957 ha |
| 2010 | 1,691 ha |

A hectare is equal to about 2.47 acres. A football field is about one-half a hectare.

2. Create a bar graph using the data in the table above.



Don Margarito's Forest: Deforestation in Guatemala

3. Based on the bar graph you created in part 2, answer the following questions:

a) How many hectares of forest were lost between **1990 and 2000**?

b) How many hectares of forest were lost between **2000 and 2005**?

c) How many hectares of forest were lost between **2005 and 2010**?

d) Based on the data, is there an **increase** or **decrease** in deforestation?

e) What are **three ways** that humans can help stop deforestation?



Lección de enriquecimiento 2: Deforestación

Resumen

Los esfuerzos de Don Margarito para reforestar Saq Ja' son notables considerando que Guatemala ha perdido 17% de su terreno forestal entre 1990 y 2005. Hoy, cerca de 40% del territorio nacional cuenta con bosques y unos 5.2 millones de acres de tierra están bajo el cuidado de comunidades indígenas.

La agricultura industrial y el consumo de maderas exóticas (caoba, cedro) ha acelerado la tasa de deforestación. Además, Guatemala sufre huracanes, y la ausencia de árboles empeora la devastación causada por los desastres naturales. Las comunidades indígenas están liderando los esfuerzos para proteger las áreas forestadas con la práctica de agricultura sostenible, así frenando el ritmo de deforestación.

En esta lección, los alumnos leerán y analizarán estadísticas en torno a la deforestación en Guatemala. Harán una gráfica de barras para representar las tendencias.

Lección

1. En *El bosque de Don Margarito*, el protagonista siembra árboles cuando otros miembros de su comunidad los tallan para sembrar maíz y frijoles. ¿Qué son sus motivos para preservar el bosque? Haz una lluvia de ideas junto con los alumnos, detallando las razones para proteger el bosque.
2. Explica que Guatemala sufre de un alto índice de deforestación por causa de la agroindustria masiva y la demanda para maderas preciosas. Discute con los alumnos las consecuencias de la deforestación para nuestro medio ambiente (*pérdida de hábitat natural para animales, aumento de daño causado por la erosión y desastres naturales, etc.*)
3. Distribuye la hoja del estudiante. Los estudiantes leerán la información en la tabla para analizar la deforestación entre 1900 y 2010 y harán una gráfica de barras.

El bosque de Don Margarito: Deforestación en Guatemala

Entre 1990 y 2005, Guatemala perdió 17% de su área forestal. La deforestación se debe a la actividad humana, cuando se talla árboles a escala masiva para la agricultura y el consumo de madera. Aunque Don Margarito pudo controlar la deforestación en su comunidad, sigue siendo un problema grave para el país.

1. Estudia la información en la tabla a continuación.

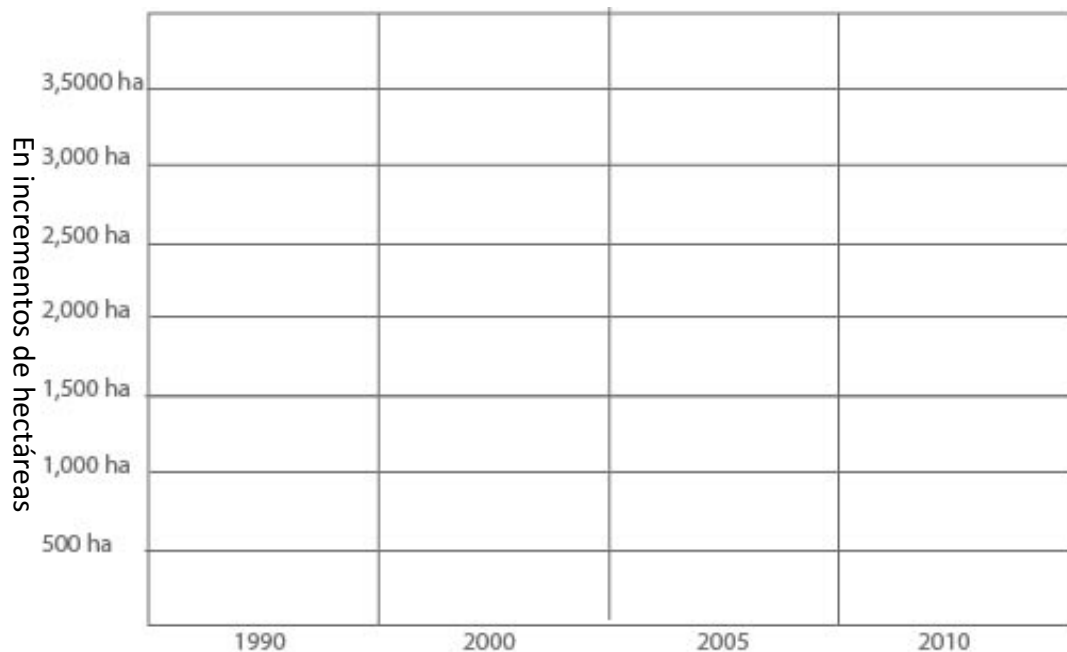
Tierra forestal en Guatemala (1990-2010)

| Año | Hectáreas de bosque (En incrementos de 1000 hectáreas) |
|------|---|
| 1990 | 2,359 ha |
| 2000 | 2,091 ha |
| 2005 | 1,957 ha |
| 2010 | 1,691 ha |

Una hectárea es igual a 2.47 acres. Un campo de fútbol americano es aproximadamente el tamaño de una media hectárea.

2. Completa la gráfica de barras a continuación usando la información en la tabla.

Deforestación en Guatemala, 1990-2010



El bosque de Don Margarito: Deforestación en Guatemala

3. Usando la información en la tabla y la gráfica, responde a las preguntas a continuación:

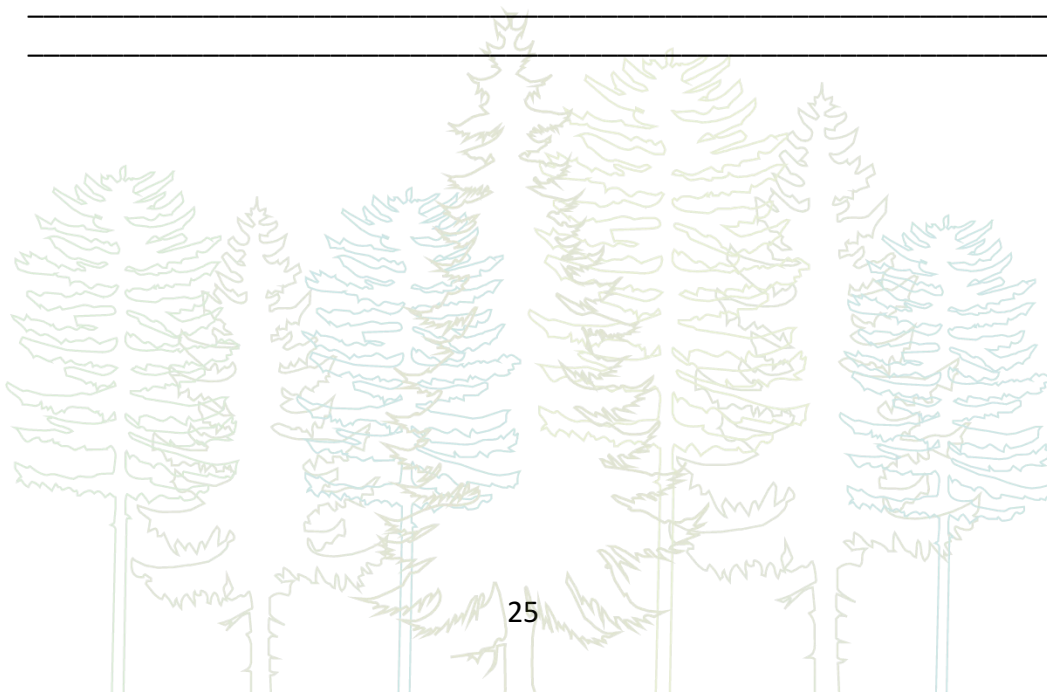
a) ¿Cuántas hectáreas de tierra forestal se perdió entre **1995 y 2000**?

b) ¿Cuántas hectáreas de tierra forestal se perdió entre **2000 y 2005**?

c) ¿Cuántas hectáreas de tierra forestal se perdió entre **2005 y 2010**?

d) A base de la información en la tabla y la gráfica, ¿está **aumentando** o **disminuyendo** la deforestación en Guatemala?

e) ¿En qué manera pueden los seres humanos ayudar contra la deforestación?



Extension Lesson 3: Multimedia Collage



Courtesy Allison Havens, Hard Ball Press

Overview

Allison Havens creates a unique set of illustrations for *Margarito's Forest* using drawings from the school children of Saq Ja' alongside her own illustrations, realistic photographs, and images of Mayan textiles. In this lesson students will recreate the illustrator's collage technique.

Materials

Magazines with photographs of natural landscapes, scissors, glue crayons and markers, pencils, art-quality paper, several sheets of white paper and print-outs of Guatemalan textiles.

Lesson

1. Return to *Margarito's Forest* and closely observe the illustrations with students. What materials does the illustrator use? How many different layers can you see?
2. Allow students to select a scene from the text (Don Margarito planting trees, Esteban learning his great-grandfather's story from Doña María Guadalupe etc.)
3. Cut out fragments of natural landscapes from magazines as well as from the textiles and glue them onto art-quality paper.
4. Using the plain white paper, draw and color the elements from the scene you are illustrating. For example, Don Margarito planting seedlings. Cut these images and overlay them on top of the first layer.

Lección de enriquecimiento 3: Collage multimedia



Cortesía de Allison Havens, Hard Ball Press

Resumen

Las ilustraciones de Allison Mavens para *El bosque de Don Margarito* combina los dibujos de los niños escolares de Saq Ja' con sus propios dibujos, fotos e imágenes de textiles mayas. En esta lección los alumnos replicarán el estilo de la ilustradora.

Materiales

Revistas con fotografías de paisajes naturales, tijeras, pegamento
Crayones, marcadores y lápices de color, papel de alta calidad, hojas de papel blanco e impresas de textiles guatemaltecos.

Lección

1. Regresa a *El bosque de Don Margarito* y observa cuidadosamente las ilustraciones con los alumnos. ¿Qué materiales emplea la ilustradora? ¿Cuántas diferentes capas de colaje pueden notar?
2. Permite que los alumnos elijan una escena del texto (Don Margarito sembrando árboles, Esteban escuchando la historia de su bisabuelo, etc.)
3. Recorta fragmentos de paisajes naturales de revistas y también de textiles mayas. Arreglan y pegan los fragmentos sobre un papel de alta calidad.
4. Usando el papel blanco, dibuja y pinta los elementos de la escena que quisiera ilustrar. Por ejemplo, Don Margarito sembrando arbolitos. Recorta estos dibujos y pégalos sobre la primera capa.