

Community Engagement Project: Building a library in Rabinal, Guatemala

Over the course of the quarter we will be fundraising with the goal of building a library for *Voces y manos* (an NGO) in Rabinal, Guatemala. The realization of this community engagement project involves two main parts:

1) RESEARCH PROJECT: Entendiendo el contexto de Rabinal, Guatemala

- No additional hours are required, these assignments will replace other Spanish 1 assignments.
- In *familias*, you will research the history of *Voces y Manos* and the socioeconomic, historical, and political context of its operation in Rabinal, Guatemala. A successful fundraising campaign requires background knowledge to be able to answer potential donor's questions about what the money is for, why they should contribute, etc. To this end, one of the objectives of this research is to learn the information to be able to successfully respond to these questions. This research will be completed in stages and will be conducted primarily in English.
- You will also have the opportunity to develop your Spanish language skills and realize the student learning outcomes for Spanish 1 through video interactions with youth members of *Voces y manos* in Rabinal, Guatemala.

2) COMMUNITY ENGAGEMENT PROJECT: Construyendo una biblioteca en Rabinal, Guatemala

- 12 hours required
- In *familias*, you will plan and implement a fundraising campaign. Much of planning and organization for this fundraising campaign will occur in-class, the actual fundraising will take place outside of class time (and will not exceed 12 hours).

Each of the phases of the community engagement project are outlined below. We will talk about each of these phases in class so that we can have the opportunity to modify them and elaborate them.

- I. **STAGE ONE** (Capítulo preliminar): ¿Qué es *Voces y manos*? / What is *Voces y manos*?
 - A. *Objective*: Learning about the nongovernmental organization *Voces y Manos*
 - B. *Key questions might include*:
 1. What is *Voces y manos*?
 2. What is its history / origins?
 3. Who are its members?
 4. What are its objectives?

5. What are its key values?
 6. What does *Voces y manos* do? What are its primary programs and how do they operate?
- C. *Culminating Project*: A one page (typed, double-spaced) written reflection in English summarizing the information learned. This is an individual assignment.
- II. **STAGE TWO** (Capítulo 1): ¿Dónde está Rabinal, Guatemala? / Where is Rabinal, Guatemala?
- A. *Objective*: Learn about Rabinal, Guatemala
- B. *Key questions might include*:
1. Guatemala: Where is it? What languages are spoken? What is its population? Who lives there? What do people do for a living? What are some of its important cultural traditions? How is it governed? Who are its primary leaders?
 2. Rabinal: Where is Rabinal? What languages are spoken? What is its population? Who lives there? What do people do for a living? How is Rabinal governed?
- C. *Culminating Project*: Each familia will give a brief presentation in English summarizing key ideas.
- III. **STAGE THREE** (Capítulo 2): ¿Cómo es Rabinal, Guatemala? / ¿Cuál es el contexto social, político y económico?
- A. *Objective*: Learn about the sociocultural, economic, and historical context of Guatemala and Rabinal
- B. *Key questions might include*:
1. What is the educational system like? Who has access to education?
 2. What are key moments in the history of Guatemala and Rabinal? Why are these moments important?
 3. What are its primary economic activities? What are the main economic challenges facing the residents of Guatemala and Rabinal?
 4. What is the relationship between the U.S. and Guatemala? What role has the U.S. played in its history?
 5. What is the United Fruit Company? Why is it important to the history of Guatemala?
- C. *Culminating Project*: Each familia will give a poster presentation in English that summarizes their research.

Video project 1: Each familia will prepare a list of questions for a Guatemalan youth related to additional information you want to learn about them, their lives, their studies, their experiences with *Voces y manos*, etc. These questions will be prepared in Spanish and will be presented in writing and through a video in which each member of the group also provides an introductory statement (name, origins, interests, etc.). A youth member of *Voces y manos* in Guatemala will prepare a video-taped response to these questions. Each familia will watch this video-taped response and individually provide a written summary / reflection on its content in Spanish.

IV. **STAGE FOUR** (Capítulos 3 and 4): Fundraising and Potential Bibliography

A. *Objective*: Create a fundraising campaign and implement it; Create a bibliography

B. *Key questions*:

1. How do we inform the community of De Anza and/or Cupertino about *Voces y manos*, the town of Rabinal, and the importance of a library?
2. How do we successfully raise money?
3. What books are youth interested in reading?

C. *Culminating Project*: Implementing the fundraising campaign

Video project 2: Each familia will respond to the questions by Guatemalan youth in writing and through a video. In addition, one of the additional goals of this exchange is to explore each others' literacy practices: what do you read? when do you read? what books or magazines would you like to be able to read? etc. Each individual will individually write a written summary / reflection in Spanish of this video exchange in Spanish. In addition, a bibliography will be provided with the titles of potential books to be purchased for the library. This bibliography will be compiled into a single class document and will be used to purchase books.