



School: Liceo Experimental Bilingüe de Belén
Teacher's name: _____
Student's full name: _____
Group/Section: _____
Date: _____



1. Getting ready to do my self-study guide

Suggested Materials

- Notebook, pencil, pen, eraser, highlighters, etc.
- Self-study guide #6 for 10th Grade
- Computer & Internet access if possible

Conditions of the place to study

- Work in a place where you do your assignments and homework daily.

Expected time to work on this guide

- **60 minutes**



2. Recalling what I have learned/What I am about to learn

Context/General Instructions

The following activities will give you a preview of what are we going to work in this study guide such as essential vocabulary, general information and structures.

- Pre-Activity
- Questions
- Important language

1. Look at the Costa Rica infographic and write two ideas that caught your attention.



A,

B,



2. Important vocabulary to cover in this unit: categorize, characteristic, conflict, dehumanize, discriminate against, discrimination, generalization, false assumptions, features, feel superior, ideology, image, injustice, harm, intolerance, stereotypes.

b. Putting into practice what I have learned

Main activity/activities

Specific Instructions: Complete the following parts of the practice using the elements attached.

Task 1. Match the vocabulary to its definition.

- | | |
|--------------|-----------------------------------|
| 1. Depicting | a. a magical bird |
| 2. Traits | b. a traditional ceremony |
| 3. Quetzal | c. extreme anger |
| 4. Warrior | d. an offering of respect |
| 5. Medallion | e. qualities of someone/something |
| 6. Extensive | f. a skilled fighter |
| 7. Ritual | g. intelligent, smart |
| 8. Wrath | h. showing or displaying |
| 9. Tribute | i. a piece of jewelry |
| 10. Wise | j. having a wide range |

Task 2. Read the text and Write T or F in the space provided.

Wild Myths: Costa Rican Animal Legends, Spirit Animals

By Lindsay Fendt

Though many of the Boruca traditions have been lost over time, every year since the Spanish conquest, the Boruca have put on the Juego de los Diablitos (Little Devils' Game), where the performers often dress in animal masks. Usually depicting strong animals, like the jaguar, or wise animals, like an owl or parrot, the masks represent the inner traits of the wearer. Both Boruca and Bribri legends also include the belief that certain animals on Earth carry the spirit of gods. In Boruca legends, quetzals (*Pharomachrus mocinno*) carry the spirit of the great warrior Satú. According to the legend, Satú was born to a great chief; on the day of his birth, a quetzal came down to the village to sing. As a tribute, the villagers made Satú a medallion shaped like a quetzal that would protect him. Satú was never hurt in battle while he wore the medallion; in battle, quetzals protect the Boruca. One day while Satú was unprotected, his uncle killed him in the forest, but a quetzal flew down and sat over Satú's body. Later, it flew away to live in the mountains where it stayed forever, carrying Satú's spirit. 58 The Bribri people believe that all the world's tapirs (*Tapirus bairdii*) are spirits of a tapir god, the sister of Sibú. Legend has it that Sibú planned to marry off his sister in exchange for a wife of his own, but because she can tell the future, Tapir could see her brother's intentions and could also see that if she married, it would end unhappily. Tapir refused to get married, so her brother sent some of her spirit to Earth for the Bribri to hunt. Because of their beliefs, Bribris have extensive ceremonies surrounding tapir hunting. Any violations of the ritual will have the result of the wrath of the Tapir god.

1. Ceremonies and dances for the Boruca often include costumes as animals. _____
2. The Boruca believed that the quetzal was a bird that had special qualities. _____
3. The Boruca legend is that Satú died because he did not respect the quetzal. _____
4. The Bribri do not have any prohibitions in their culture for hunting the Tapir. _____
5. Boruca ceremonies often depict animals that are powerful. _____



Task 3. Select the best answer according to the text.

- | | |
|--|---|
| <p>1. Boruca ceremonial dances sometimes include costumes of:</p> <p>A. Cats and mice
B. Jaguars and owls
C. Insects and flowers
D. Dwarves and elves</p> | <p>3. A protective medallion in the form of a quetzal helped Satú:</p> <p>A. When he was young
B. Only in the daytime
C. Only when he prayed to the quetzal
D. When he wore the medallion</p> |
| <p>2. Animals who are depicted in ceremonial dances are considered to be:</p> <p>A. Wild and evil
B. Intelligent or powerful
C. Angry and vicious
D. Tricky and sneaky</p> | <p>4. The Bribri believed the Tapir could:</p> <p>A. Conquer warriors in battle
B. See into the future
C. Bring wealth and fortune
D. Destroy all evil spirits</p> |

<p>After the activity</p>	<p>Task. Write a paragraph about why you agree or disagree with the following statements.</p> <ol style="list-style-type: none"> 1. Belief in spirit animals and legends is something that should be maintained 2. It is important to keep traditions and customs such as legends about animals.
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Performance Self-Assessment: Check the box that best describes your performance.

Initial	Intermediate	Advanced
I can complete a little from doing the task (activity/exercise/items), following the specific descriptor.	I can complete most of the task (activity/exercise/items), following the specific descriptor.	I can complete the entire task (activity/exercise/items), following the specific descriptor.

Descriptor	Initial	Intermediate	Advanced
a. I can extract main ideas and specific details of texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I can interpret read textbook explanations, examples and many subject specific words when encountered in text about diversity, culture, cultural norms, and stereotypes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



c. I can explain and express opinions on familiar subjects, formulate question and points of view, briefly justify, assume and plan in a written way.

