



# PARAGUAY

## Heartland of South America

The Republic of Paraguay, a landlocked country in the heartland of South America, has similarities as well as differences from Kansas. The traveling exhibit features a video which: a) illustrates those similarities and differences; and b) gives an overview of the people and culture of Paraguay. Paraguayan handiwork produced by family-based businesses or cooperatives as well as other Paraguayan artifacts also are included in the traveling exhibit. This educational resource is intended to help audiences increase their intercultural awareness and appreciation for people in other parts of the world.

Note: If you show the video only, but not the traveling exhibit (handiwork and artifacts), please disregard the script that refers to the traveling exhibit.

### Educational Objectives

After viewing the video and traveling exhibit, participants will be able to:

1. Identify similarities and differences between Paraguay and Kansas.
2. Develop a cultural awareness of the Paraguayan people and their environment.

### Intended Audience

General public, middle and high school students, and adults.

### Approximate Time Required

45-60 minutes—video, traveling exhibit and discussion

30 minutes—video and discussion only.

### Planning the Educational Experience

As the person presenting this lesson to an audience, the experience will have greater educational value and go smoother if you:

- ◆ Read through the teaching guide, holiday & festival guides (pg. 6), exhibit definitions (pg. 8), and view the 16-minute video before you present the lesson.
- ◆ Prepare specific questions or use the suggested questions to reflect upon the video and the handicrafts.
- ◆ Practice pronouncing the words on the handiwork labels.
  - Maka sounds like Mah KAH'
  - Aò Pòi sounds like Ah- Poe E'
  - Encaje ju sounds like In-kay hue
  - Ñanduti sounds like Nyahn due taEE'
- ◆ Be familiar with the handiwork items and arrange them beforehand on a table so all are visible.

Exhibit items are not to be removed from their plastic bag protection.

- ◆ (Optional) Have a large map of South America visible to the audience.

## Presentation Guide

1. Introduce the program by talking about Paraguay and its location in South America. Use the small map in the exhibit or a larger one if available to point out its location. Find out what the students or audience know about Paraguay and if anyone has visited the country.
2. Introduce the 16-minute video and ask the students or audience to think about the similarities and differences between the Republic of Paraguay and Kansas on specific areas that are relevant to the class or audience. The issues could be related to: geography, history, natural resources, languages spoken, major occupations, political systems, educational environment, religious life, favorite foods, family life, home-based businesses, or leisure activities.

*Note: One picture was mistakenly included in the video that is from Bolivia rather than Paraguay. It is the woman at a local market in a felt hat with a bright colored band.*

3. After the video, here are suggested ways to process the activity with the group:

### Sharing

Encourage participants to share their reactions, observations, and feelings to the video, especially in relation to the specific areas they were asked to concentrate upon. Suggested questions are:

- What were similarities and differences between Paraguay and Kansas that you observed?
- What did you learn that you did not know or that surprised you?

### Generalizing

Encourage participants to identify what they learned about a different culture. Here are some possible ideas to help guide the discussion:

- Families love and care for each other regardless of where they live.
- Natural resources (eg. land, weather, etc.) help to determine how people live and make a living.
- The history of an area helps to determine such things as the languages currently spoken, religions practiced, types of available education, political systems, and the economic well-being of different groups.

### Applying

Encourage participants to think about how they can apply what they have learned to real life situations. Here are some possible ideas to help guide the discussion:

- Read and study more about people who are from a different culture.
- Invite persons from a different culture to speak to their group.
- Prepare and eat food different from one's own.
- Participate in community cultural events.
- Adopt pen pals from a different country.

4. Introduce the exhibits by talking about families working together in home-based businesses to produce textiles. Refer to the exhibit definitions guide for more information on specific types of objects. Relate the objects to things they saw on the video such as:
  - The legend about the *Ñanduti* needlework.
  - Persons using the *bombilla*, *guampa*, and *yerba mate*.
  - The distinctive look of the *Maka* handiwork.

- **Guarani** being a language, money, and a group of people.

5. After the class or audience has viewed the exhibit items, consider asking questions to help expand the exhibit's educational value. Suggestions are:

#### **Sharing**

- What items were the most interesting to you? Why?

#### **Generalizing**

- What do these items tell us about the Paraguayan culture?

#### **Applying**

- How can we learn more about people from different cultures?

6. Summarize the presentation by asking the class or audience the following questions by raising their hands if they think the statement is true or false. Please record the response numbers on the evaluation sheet (pg. 5) to be returned with the traveling exhibit or mailed directly to Charlotte Shoup Olsen (*See address at the bottom of the evaluation sheet.*).

- A. "I learned things about Paraguay that I did not know before the presentation."
- B. "I can name one thing that is similar between Paraguay and Kansas."
- C. "I could not name a similarity between Paraguay and Kansas before the presentation."

7. Explain that a community development partnership between Paraguay and Kansas exists through Partners of the Americas, a private voluntary organization promoting economic and social development in the western hemisphere. The Kansas Paraguay Partners (KPP) and its Paraguayan counterpart, the Comité Paraguay Kansas (CPK), develop grassroots projects in both Kansas and Paraguay that are designed and coordinated to benefit both sides of the partnership. Membership is open to anyone. This traveling exhibit was made possible through their support. Brochures are included in the exhibit for those that are interested or see page 10 for more information.

*For Presenter's Use*

Other Teaching Notes:

## Evaluation Survey

(to be completed by the Presenter)



# PARAGUAY

## Heartland of South America

Please take a few minutes to complete this survey. It will help us determine the usefulness and educational value of this program. Thank you.

Presenter's Name			
Town		County	
Phone Number		Email Address	

Type of Group

School (give grades of the students and/or names of the classes)	
Other Community Group	

Date (when presentation was given)

Number of People Attending  Number of Females  Number of Males

Number of persons who indicated whether each statement was true or false.

(See #6 in Teaching Guide for instructions.)

True <input type="checkbox"/>	False <input type="checkbox"/>	A. "I learned things about Paraguay that I did not know before the presentation."
True <input type="checkbox"/>	False <input type="checkbox"/>	B. "I can name one thing that is similar between Paraguay and Kansas."
True <input type="checkbox"/>	False <input type="checkbox"/>	C. "I could not name a similarity between Paraguay and Kansas before the presentation."

(Optional) As the presenter, I think this program was... (check one)

Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Average <input type="checkbox"/>	Poor <input type="checkbox"/>	No opinion <input type="checkbox"/>
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Comments

Thank you for completing the survey! Please return it with the traveling exhibit or mail directly to:  
**Charlotte Shoup Olsen, Kansas State University, 343 Justin Hall, Manhattan, KS 66506**  
 Kansas State University Agricultural Experiment Station and Cooperative Extension Service



# PARAGUAY

## Heartland of South America

### January 1 - New Year's Day

### January 6 - Epiphany

Paraguayan children believe in the 3 Kings like we do Santa Claus. They believe that they have to put their shoes by the window and that the 3 Kings will leave gifts for them.

### February 14 - Valentine's Day

The custom is similar.

### February (40 days before Ash Wednesday)

Carnival like in New Orleans for Mardi Gras. It is a pagan celebration.

### March 1 Heros' Day - School Starts

### March 25 Founding of Encarnacion City 1614

### March or April

#### Lent

During Lent every Friday there is a procession of The Way of the Cross through the neighborhood.

#### Psalm Sunday

Everyone gathers in the square with their palms and the priest blesses the people and the palms. Then everybody goes in procession from the square to Mass with a palm.

#### Holy Week

The week before Easter is one of the most important celebrations. During this time only the necessary things are done. No one should make any noise, dance, sing, play music, run, speak very loudly, say a rude word, or laugh.

*Monday* Everybody buys corn flour, eggs, honey, chicken, squash, pumpkin, cheese, eggs, and starch. These are the ingredients used in the traditional foods of Holy Week.

*Tuesday & Wednesday* Everyone is preparing foods like Paraguayan soup or sopa Paraguaya, Chipa, Chicken. Cooking should not be done on Thursday or Friday.

*Wednesday* There is no school.

*Thru Friday*

*Thursday* At midday there is a big meal, the Last Supper is remembered. In the evening there is Mass.

*Friday* It is a sacred day. Everybody goes to The Way of the Cross. The neighborhood is decorated for the procession.

*Saturday* 9:00 pm the resurrection of Jesus is celebrated.

*Sunday* Easter. Godchildren go early to visit their godparents and ask for a blessing and then to receive a gift.

### April 30 - Teacher's Day

At the school the students and parents prepare a party. Gifts are given to the teachers.

### May 1 - Labor Day

### May 14 - Independence Day

Celebrated with a large parade.

### May 15 Mother's Day

### June 12 The Chaco Armistice

### June (3<sup>rd</sup>) Father's Day Sunday

### June 24 - San Juan Festival Week

San Juan, a traditional festival which originally came to Paraguay from Spain, is a blend of the sacred and the profane. Profane refers to the ancient pagan celebration of the summer solstice—June 21—at which the sun was worshipped.

Fire, which plays a central role in the San Juan festivities, symbolizes the sun. The sacred aspect is derived from the Feast of Saint John the Baptist on June 24, which custom dictates that bonfires are to be lit.

From June 23, parties are held in community centers, schools, neighborhoods, social clubs, and churches. There are traditional games/tests and foods which are exclusive to the San Juan days. The games/tests begin with the lighting of the “San Juan rata” or San Juan bonfire. When the kindling has finally been reduced by the flames, the live coals are spread out like a carpet over a surface measuring about 1 meter wide by 5 meters long in preparation for the test. At midnight, people walk barefoot over the coals.

Another popular activity is the fire ball. A large ball made of rags is drenched in pitch and kerosene and ignited. Participants then kick the “pelota tata” back and forth among themselves. Quite spectacular is the burning of Judas. A life-size dummy representing the Judas Iscariot is hung from a scaffold or tree and set on fire. The abdomen of the effigy has usually been stuffed with live frogs or a cat. When the flames are about to consume Judas, these creatures leap for their lives into the crowd of spectators.

Among the food served at the typical San Juan party are mbeju (a tortilla made of fecula, cheese, eggs, and lard); payagua mascada (a patty made with mandioca and ground meat); butifarra (spicy pork sausage); and morcilla (blood sausage).

### June 24 - St. John the Baptist Day

*(See above week for more explanation)*

Different games played on this day are:

*Jug breaking* A person is blind folded and given a short stick and then turned around. They try to break the jug made of clay.

*Slippery Stick* A thick, tall stick is made slippery with oil. Then children or teenagers try to climb the stick.

*Bogcare* It is like a potato sack race.

### July (2<sup>nd</sup> Week) - Winter break

Lasts 2 weeks.

### July 30 - Friendship Day

Secret friends send letters and later a party is held and gifts are exchanged.

### August 15 - Founding of Asuncion City

Celebrated with a large parade.

### September 21 - Youth Day

Celebrated with student parade, like the River Festival parade. Happy spring time.

### October 12 - Columbus Day

### November 1 - All Saints Day

### November 2 - Memorial Day

Some people go to the cemetery. Each grave has a cross with a white handkerchief and candles that symbolize the resurrection.

### December 8 - Virgin of Caacupe

It's a devotion to Jesus' mother. It's a big pilgrimage to the Sanctuary of Caacupe or different sanctuaries all over Paraguay.

### December 24 - Christmas Eve

9:00 pm Christmas Eve Mass

10:30 pm Supper – food: Paraguayan soup made with chicken, roast beef, or pork.

12:00 am A toast is made with sidra and pan dulce.

### December 25 - Christmas Day

Celebrated with picnic.

### December 31 - New Year's Eve

Celebrated with the same meal as was had on Christmas Eve. After midnight, people go to parties. A picnic is made on New Year's day.

### Decorations during the month of December

Christmas trees and manger scenes are used. Manger scenes consist of a typical house with a straw roof. There is a Baby Jesus, Mary, Joseph, sheep, cows, donkeys, shepherds, and the Three Kings.

## Exhibit Definitions



# PARAGUAY

## Heartland of South America

### *A Traveling Exhibit*

#### **Aò Pòi (2, 10, 11, 12, 13, 14, 15, 36)**

The folk art of weaving in Paraguay is a craft of the native population. The Guaranies, as well as other inhabitants of the area, practiced it. It was one of the first art forms in colonial times. The cotton fabric called “aò pòi” as well as the “poyvi” made of fiber from spiny plants that have continued to be made since Pre-Colombian times. The “aò pòi” is the background for the embroidery which we know by the same name as the fabric. During colonial times an embroidered blouse was the daily wear for the rich and Sunday’s best for the poor. A counted-thread technique is used as they produce angular native weaving designs. The white on white embroidery is without doubt the most elegant. The colored embroidery, although more flamboyant, lacks the same delicacy. A variety of items are embroidered in this manner: blouses, tablecloths, pillowshams, napkins, the traditional “Typol” blouse, and evening dresses of the most luxurious quality.

#### **Bombilla, Guampa, and Yerba Mate (34,35,37)**

Yerba Mate is a tea-like drink that is drunk at anytime of the day. It is placed in a type of container either made of wood or metal, called Mate, or if it is made of the horn of a cow, it is called Guampa. It is called Terere when it is drunk with cold water and is usually put in the Guampa. It is known as Mate when it is mixed with hot water and drunk in the Mate container. The metal straw is called a bombilla. The straw has a sieve at the end that is used to keep the leaves from entering the straw. Often times one Guampa or Mate container is passed around a group of friends and all share the same straw. The Yerba Mate container is passed around a group of friends and all share the same straw. Yerba Mate can also be

used with other herbs for medical purposes. During the winter Mate is drunk at morning and at night or many times it is used in the same way that we drink coffee here in the U.S.

#### **Chicken (42)**

Originally from the town of Ita, in the central region of Paraguay, the Lucky Hen is fashioned entirely by hand using black clay and brick powder. The hens are allowed to dry in the sun for several days before being baked in a clay oven. After baking, the hens are painted black and white, while the crests are accented in red. You’ll find these charming figurines in markets and shops throughout Paraguay.

#### **Cigars and Wooden Keychain (38, 41)**

The wooden keychain and cigars represent two major products of Paraguay—wood products and tobacco. Other products include: soja (soybean), algodon (cotton), carne (beef), mandioca (manioc), trigo (wheat), maiz (corn), arroz (rice), tabaco (tobacco) cana de azucar (sugar cane), medera (wood products), frijoles (beans).

#### **Encaje ju (3, 4, 5, 6, 47)**

Lace made with a needle. Common throughout the country.

#### **Guampa (See Bombilla, Guampa, and Yerba Mate)**

#### **Leather (39)**

Cattle are a big part of Paraguay. Therefore, leather products are plentiful. The leather keychain has a harp on it which is a popular instrument in Paraguay. It is used to play traditional music. The red, white, and blue circle at the bottom show the colors of the flag. Some leather

products are shoes, keychains, suitcases, coats, and decorations. Almost everyone has at least something of leather in Paraguay.

### **Maka Cocoa Palm (1, 22, 23, 24, 25, 26, 27, 28, 29)**

Made by the Maka native people of Paraguay. The Maka were the original inhabitants of what is now Asunción. They are noted for their handiwork and pottery.

### **Money (32, 43, 48)**

The money unit is guarani. The symbol for guaranties is Gs. The exchange rate (on 03/15/95) \$1.00 = Gs 1980.

### **Ñanduti (16, 17, 18, 19, 20, 21)**

Paraguay's unique native handicraft is the making of delicate Ñanduti lace. This craft, employing the imagination and skill of the Paraguayan women, has produced one of the world's finest laces. Ñanduti, which is made in a circular design, takes its name from a Guarani Indian word meaning "spider web." It takes weeks of skillful, patient labor to make Ñanduti. Circles are outlined on silk, cotton, or linen cloth, tightly stretched on a square embroidery frame. The lace-makers then work on the threads until the design becomes as filmy as a cobweb. (They cut the fabric away from the lace.) Flower motifs are popular among the many intricate patterns and arabesques. Each highly artistic design has a symbolic value, and even personal movements and attitudes of the people are expressed. It is said that only certain families know the secret of this art, passing it on from mother to daughter. Ñanduti is believed to have evolved from the needle-point lace that was introduced into Spain from Flanders in the sixteenth century, and from there carried to the New World.

### **Paraguayan Flag (44)**

Red symbolizes blood (from wars); white symbolizes peace, blue stands for liberty. This flag was adopted in 1811 after the War of Independence.

### **Paraguay Needlework (7, 8, 9)**

Generally made for tourists visiting Paraguay.

### **Place Mats (31)**

These handwovens were produced in Limpio, Paraguay, by the Women's Weaving Cooperative. Through the collaborative efforts of volunteers from Kansas and Paraguay, young women have developed weaving skills that have enabled them to produce beautiful handwoven products. This cooperative is one of many grassroots projects of the Kansas Paraguay Partnership, an international volunteer organization. During the past 25 years, projects in education, cultural arts, economic development, health and other areas have improved the quality of life and increased cultural sensitivity of citizens on both sides of the partnership.

### **Pottery (40)**

The Paraguayan arts are the occupation of many of the women. The product is predominantly made by families. In order to benefit the artists they push the product to be more commercialized. The making of different pottery products is limited and the "popos petyngua" art is very hard to put in to a certain or technical form. So it is very hard to get the Paraguayan figures.

### **Soccer Symbols (45, 46)**

In Paraguay there are two symbols for their soccer teams. Paraguay has ten teams. Two of the most popular teams are Olimpia, which is an international team, and Cerro Porteno, which is a national team. Soccer is the most popular sport. Most of the boys in their free time play soccer. Girls on the other hand play handball.

### **Wooden Keychain (See Cigars and Wooden Keychain)**

### **Yerba Mate (See Bombilla, Guampa and Yerba Mate)**

## Information About... Kansas Paraguay Partners

### Partners of the Americas

Partners of the Americas (POA), formed initially as a part of President Kennedy's Alliance for Progress, is the largest private voluntary organization promoting economic and social development in the Western hemisphere. Through this program, U.S. states are linked in more than 60 partnerships with countries of Latin America and the Caribbean. More than 20,000 members in 45 U.S. states and 31 Latin American Caribbean nations are participants in this unique program.

### The Kansas Paraguay Partnership

Since its establishment in 1968, the Kansas Paraguay Partnership (KPP) and its Paraguayan counterpart, the Comité Paraguay Kansas (CPK), have developed hundreds of grassroots projects in both Kansas and Paraguay. In each activity the two counterparts work together through joint committees to plan and implement community-based projects which are coordinated so that, whenever possible, projects are designed and coordinated to benefit both sides of the partnership.

### Participants

Individuals who make up Partner chapters include local citizens and professionals active in health and population programs, environmental conservations, AIDS education and prevention, small business development, women's and citizen's programs, drug abuse prevention, and agriculture—to name but a few. Men and women from all walks of life—including doctors, farmers, foresters, artists, city administrators, university professors, high school and university students and leaders of community organizations—participate in the program.

### Contact Information

For more information, visit the following websites:

Partners of the Americas

<http://www.partners.net>

Kansas Paraguay Partners (KPP)

<http://www.ksu.edu/oip/paraguay/kpp.htm>

KPP contact information

[http://www.partners.net/know\\_us/chapters\\_directory.htm#KANSAS\\_PARAGUAY](http://www.partners.net/know_us/chapters_directory.htm#KANSAS_PARAGUAY)

Comité Paraguay-Kansas

<http://www.cpk.org.py>

KPP brochures with more information can be found in the traveling exhibit.

**Exhibit Check-out Form**



**PARAGUAY**  
**Heartland of South America**  
*A Traveling Exhibit*

Please check out the PARAGUAY: Heart of South America Traveling Exhibit to:

Name \_\_\_\_\_

Organization \_\_\_\_\_

Street Address \_\_\_\_\_

City/State/Zip \_\_\_\_\_  
 (not a PO Box)

Telephone ( \_\_\_\_\_ ) \_\_\_\_\_ Email Address \_\_\_\_\_

I would like the Exhibit sent to me for:

First choice of Date \_\_\_\_\_ to \_\_\_\_\_

Second choice of Date \_\_\_\_\_ to \_\_\_\_\_

I understand there is no cost to me for this Exhibit except for a shipping charge of \$ 13.50 to have the Exhibit shipped to me (which will be billed to me at the above address) and the cost of returning the Exhibit to K-State Research & Extension Family Studies & Human Services when I am finished. I also understand that by checking-out this Exhibit, I am agreeing to be responsible for the condition of that it while in my care. I promise to make every effort to return the Exhibit in the same condition as it was received, making sure all items are returned by using the Exhibit Check-Off List. I also understand that I need to make every effort to return the Exhibit by the date specified on the packing list received with the Exhibit. If I need the Exhibit for an additional time, I understand I must first check with K-State Research & Extension Family Studies & Human Services Exhibit representative Paula Seele (785/532-5773) to confirm that additional time is available. If it is not, I understand I am obligated to return the Exhibit at the specified time so that the next scheduled person is able to receive the Exhibit in a timely manner.

Signature of Person Responsible for the Care of the Exhibit \_\_\_\_\_ Date \_\_\_\_\_

Please return this form to:

***Paula Seele, Kansas State University, 343 Justin Hall, Manhattan, KS 66506-1411.***

*The traveling exhibit was prepared by Charlotte Shoup Olsen as her project for the Kellogg Foundation/Partners of the Americas International Fellowship in Community Development (Class IX). Special thanks go to the following for support and assistance with the handicraft and artifact portion of the traveling exhibit: Paula Seele, Fedra Zamphiropolos, Mary Porterfield, Barb Gilmore, Meredith Pearson, Bradley Shaw, Adela Gallinar Rojas, Roberta Cavitt, Goodland High Spanish III-IV class, students from Colegio Eaglenest-Asuncion, Paraguay, Kellogg Foundation, Partners of the Americas, Kansas Paraguay Partners, Comite Paraguay Kansas, K-State Research and Extension, Kansas State University College of Human Ecology and School of Family Studies and Human Services. Acknowledgments for the video can be viewed at its conclusion.*

**Thank you for participating in this program!**

*By Charlotte Shoup Olsen, Ph.D.  
Extension Specialist, Family Systems*

June, 2004

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**Kansas State University Agricultural Experiment Station and Cooperative Extension Service, Manhattan, Kansas**

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