

# mission FRIENDS

Dear Mission Friend:

*Hola!* This issue of *Mission Friends* introduces your students to the people and nation of Guatemala. Check your packet for the following items:

**1. Large map of Guatemala**

The map is on the reverse side of this letter.

**2. Response card**

Return this card for new *Mission Friends* subscriptions or if you have comments about *Mission Friends*.

**3. Student pages**

These pages are written at a 4th-5th grade reading level, but all or part of them may be enjoyed by younger and older students as well.

**4. Primary page**

This page is written especially for children in grades 1-3. Again, younger or older students may enjoy some or all of the activities on this page.

**5. Teacher pages**

These pages give additional information and teaching suggestions for both the student and primary pages.

**6. Parent page**

Please photocopy this page for each of your students and send it home with them, along with the *Mission Friends* student and primary pages.

The large map, student, primary, parent and teacher pages of *Mission Friends* are intended to be photocopied. **Please make as many photocopies as you need.** If you prefer, you may order additional copies of *Mission Friends* from CPH Publishing for \$1 each.

**PROJECT:JAMAICA update**

Since the PROJECT:JAMAICA report was published, we have learned of this additional gift:

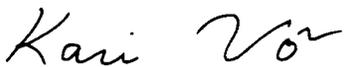
- Our Redeemer Lutheran Church of Sheboygan, Wisconsin, sent 15 school kits.

Many thanks to all who participated in PROJECT:JAMAICA!

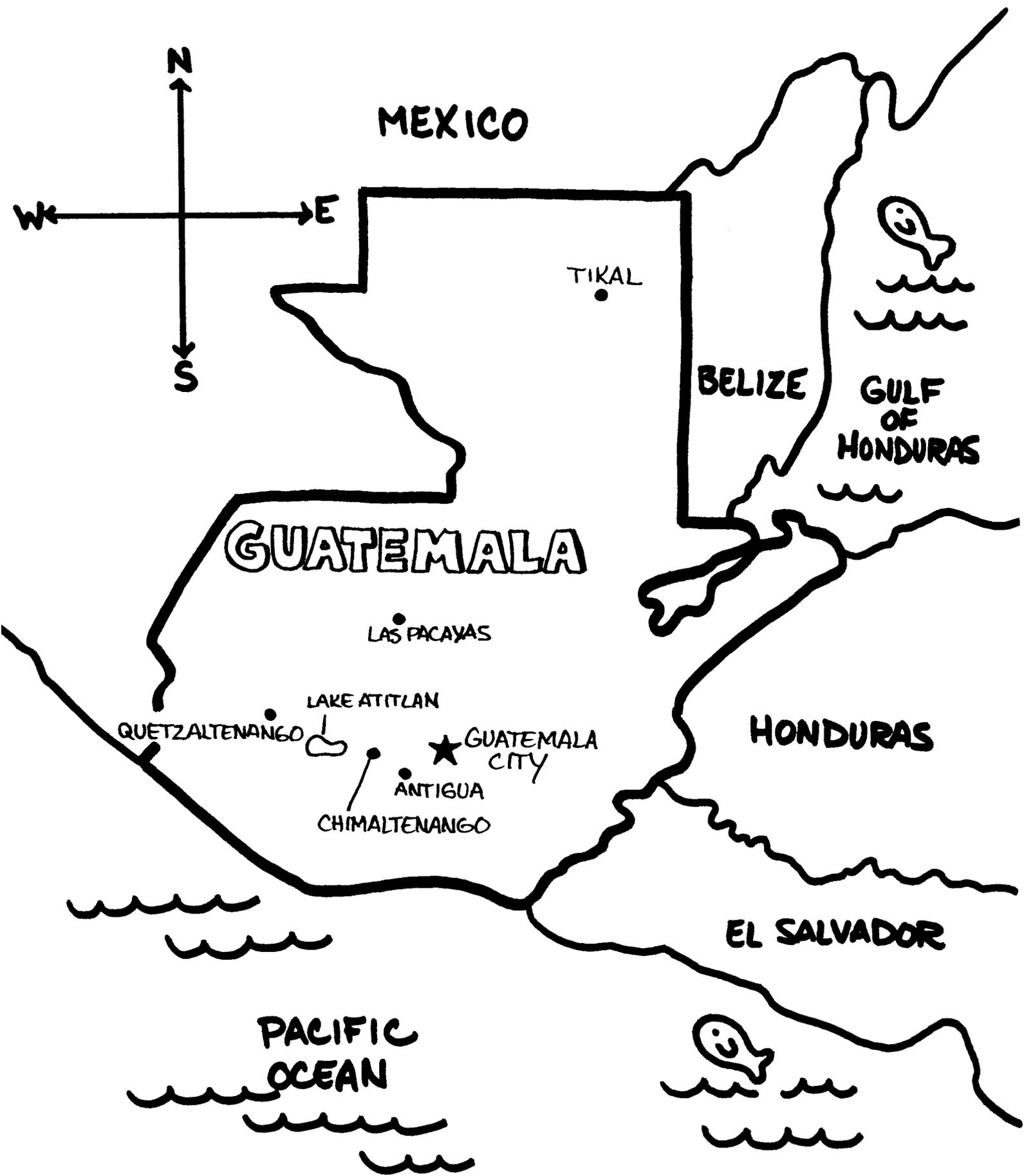
**Coming up!** These topics are on the schedule for future issues of *Mission Friends*: Ghana (newly revised, summer 1998) and Togo (fall 1998). **Back issues** of *Mission Friends* are still available for \$1 each. Order by country or topic from CPH Publishing, 1-800-325-3040. Previous topics include: Philippines (updated 1997!), Venezuela, Thailand, Papua New Guinea, Blind/Deaf/Disabled, Korea, Russia, Caribbean, India/Sri Lanka, Japan, Native Americans, Nigeria, Olympics (Hispanics, Muslims, Jews and Chinese in North America), Chinese People in Asia (China, Hong Kong, Macau, Taiwan), Hungary, Brazil, Côte d'Ivoire, Panama, Kazakstan.

Until next time . . .

Your partner in God's mission,



Kari Vo  
Editor, *Mission Friends*



MEXICO

TIKAL

BELIZE

GULF OF HONDURAS

GUATEMALA

LAS PACAYAS

LAKE ATITLAN

QUETZALTENANGO

★ GUATEMALA CITY

ANTIGUA

CHIMALTENANGO

HONDURAS

EL SALVADOR

PACIFIC OCEAN



# FRIENDS

## Let's Go to Guatemala!

### In This Issue

Palmer Parrot is back to take your students to Guatemala where The Lutheran Church-Missouri Synod has maintained mission work for more than 40 years. These teachers pages provide teaching suggestions and additional information to supplement the student and primary pages.

### Our Missionaries in Guatemala

The following career LCMS missionaries presently serve in Guatemala:

- Rev. David and Mrs. Janice Bailes, with their children Elena and Megan, live in Chimaltenango where Rev. Bailes is an evangelistic missionary. Mrs. Bailes has a background in music and elementary education.
- Mr. Martin and Mrs. Diane Brodbeck with their sons Beau, Christian, and Michael, live in the Department of Quetzaltenango. The Brodbecks are agricultural missionaries. Mr. Brodbeck is also the missionary counselor for the Guatemala field.
- Rev. Gregory and Mrs. Lydia Klotz are evangelistic missionaries in Antigua near Guatemala City. They have three children—Daria, John and Nicole. Rev. Klotz coordinates the Theological Education by Extension (TEE) program to develop national leaders for the Lutheran Church in Guatemala. He also teaches some of the courses.
- Rev. Gregory and Mrs. Stephanie Lorenz also live in the Department of Quetzaltenango, where they serve among the Quiché-speaking Indians. They have four children, Gregory, Daniel, Marissa and Matthew.
- Mr. Thomas McWilliams is the business manager for the LCMS mission in both Guatemala and Panama. Mrs. Cindy McWilliams, a registered nurse, teaches nursing skills to Indian women. The McWilliams family has four children, Kim, J.C., Jane and Esperanza.

Several long-term volunteers are also serving in Guatemala. For a list of current missionary personnel in Guatemala, contact LCMS World Mission at 1-800-433-3954.

If possible, use the missionary's prayer card, which has a picture of the missionary and his or her family on it. It also contains personal information about the family. Prayer cards can be ordered in quantity from CPH Publishing (Order desk: 1-800-325-3040). Allow students to take prayer cards home and encourage them to pray often for the missionaries.

### Writing to Missionaries

Writing to missionaries can be a great way for children to encourage missionaries and their children. Missionaries love to receive cards, letters and pictures from people who are praying for them and thinking of them. If your students would like to support a missionary family in this way, please call LCMS World Mission at 1-800-433-3954 to request a missionary's mailing address and to receive helpful tips on writing to missionaries.

### Let's Eat! Flan

*Flan* is a common Latin American dessert known by different names in different countries. If you decide to make flan for your class, you may use a metal cracker tin or any container that will withstand the heat in the pressure cooker. Decorative metal molds in many shapes are also available.

### More Class Activities

Discuss with students: What makes land good or bad for farming? Which of these factors can people change, and how?

Help students learn about volcanoes. What causes them? What are they like inside? What effects do they have on the land surrounding them? What benefits are there to living near a volcano? Have students do research in the library or on the Internet.

Ask students to locate the volcano nearest to where they live. When was it last active? Show a video about volcanoes, or bring in samples of *aa* and *obsidian* (two kinds of volcanic rock).

Study earthquakes together. What causes them? How do scientists measure them? Learn about faults and after shocks.

Have your students learn about the layers of the earth: the crust, mantle, and core. What is each layer like? How thick is it? In which level do earthquakes and volcanoes arise?

If you live in an area which near a fault line, discuss earthquake safety. Make sure students know what to do in the event of an earthquake. Have an earthquake drill as a class or school.

Learn about the ancient Maya. When did they live and flourish? Why did their civilization fall apart? Learn about the different theories.

Learn about Mayan mathematics (a good Internet site for this is [www.astro.uva.nl/michielb/maya/math.html](http://www.astro.uva.nl/michielb/maya/math.html)) The Maya did not use a system based on ten digits as we do, but one based on twenty. Learn about base ten and base 20 mathematical systems as well as binary (base two), which is used by computers. What would it be like to use one of these other systems on a daily basis—to make change, or to count how old you were?

Find pictures of pyramids, both the Mayan step pyramids and the more familiar smooth Egyptian pyramids. Have the students compare the two cultures. What did people in each use pyramids for? How are the two kinds of pyramids the same, and how are they different?

Have students do research about the animals of Guatemala, especially those that are endangered such as the jaguar and the quetzal. Why are these animals endangered? What are people doing to help save them?

Learn about the rainforest and deforestation. Why do people chop down the rainforest? What effects does this have on the animals, the land, the water? Why is it so hard to solve the problem of deforestation?

Listen to a musical recording which includes a *marimba*, an instrument commonly heard in Guatemalan music. The marimba is similar to a xylophone with a number of bars, usually 49 to 52, arranged on a frame. The musician strikes the bars with mallets covered in rubber or yarn.

Learn about writing systems. What is cuneiform? Hieroglyphics? Characters? How do these differ from alphabetic systems? Which system is the oldest, and which languages use which systems? Discuss with students: What are the advantages of writing with pictures instead of using alphabet letters to represent sounds? What are the disadvantages?

Help students work in small groups to learn about Guatemalan history. You might ask one group to report on the time of the Spanish explorers, while another group focuses on the period surrounding Guatemalan independence.

Invite a Guatemalan international student or immigrant to speak to your class. Help your class to prepare thoughtful questions to ask about the life and culture of Guatemala beforehand.

The concept of grace is an important one for your students to grasp. Animistic practices are built on the belief that people have to do things (perform rituals or sacrifices, avoid certain actions) in order to have good lives. Help students understand the difference between this idea and Christianity, where we God blesses us solely on account of Jesus Christ and the redemption He won for us—because He loves us. Explore these Bible stories with your students as you talk about what God's grace means:

- God forgives Adam and Eve and promises them a Savior: Genesis 3, especially verses 15 and 21
- God calls Abraham and promises to make him a mighty nation: Genesis 12:1-4
- God uses the prophet Elisha to heal an enemy general, without any payment: 2 Kings 5:1-19
- Jesus raises a little girl from the dead simply because of His love for her: Mark 5:21-24, 35-43
- Jesus forgives Peter after Peter denied him: John 18:15-18, 18:25-27, 21:15-19

## Key to Crossword Puzzle



## Vocabulary Words

(These words are italicized in the student pages.)

1. **agricultural:** Having to do with farming
2. **archaeologist:** An expert who studies how people lived long ago by looking at the houses, objects, and garbage they left behind
3. **captivity:** being a slave or in prison
4. **captivity:** not being free; being a slave or in prison
5. **catechumens:** People who are learning about what Christians believe; later they will become members of the church
6. **Central America:** The bridge of land that joins together North and South America
7. **chicle:** The milky juice of a tropical tree used to make chewing gum
8. **civil war:** War between people living in the same country
9. **descendants:** People who are the children, grandchildren, and so on of a particular person
10. **embroider:** To make a design by sewing, usually with colored thread
11. **hieroglyphs:** Pictures used in writing. The ancient Mayans and Egyptians used hieroglyphs.
12. **humid:** damp and sticky (because there is a lot of water in the air)
13. **irrigation:** Using channels and pipes to bring water to plants
14. **liberty:** Freedom; the opposite of captivity
15. **poverty:** being poor; not having enough money for the things you need
16. **regions:** large areas in a country
17. **sacrifices:** Things that people give in order to please a god or spirit

## Resources

### Video

*Hands of Love, Hearts of Joy.* Tells the story of how a group of people from Indiana served fellow Christians in Guatemala by helping to build a church there. It also shows how both groups learned from each other about the Christian faith. 18 minutes, videos are available from LCMS World Mission at 1-800-433-3954. Or borrow it from your district office!

### Computer:

CD-ROM: *Cartopedia: The Ultimate World Reference Atlas.* Dorling Kindersley, 1995. Includes lots of basic information, charts, maps and photographs for 193 countries. Available from World Almanac Education (1-800-321-1147) or Dorling Kindersley (1-800-DKMM-575).

## Internet:

- About Guatemala: [www.teachersoft.com/Library/ref/atlas/camerica/gt.htm](http://www.teachersoft.com/Library/ref/atlas/camerica/gt.htm)
- About earthquakes and volcanoes: [quake.wr.usgs.gov/more/eqfaq.html](http://quake.wr.usgs.gov/more/eqfaq.html)  
[pubs.usgs.gov/gip/earthq1/earthqkgip.html](http://pubs.usgs.gov/gip/earthq1/earthqkgip.html)  
[geology.er.usgs.gov/eastern/teachers.html](http://geology.er.usgs.gov/eastern/teachers.html) (teachers' information and resources)  
[volcano.und.nodak.edu/vw.html](http://volcano.und.nodak.edu/vw.html) (for students and teachers)
- About the Maya: [www.hist.unt.edu/09w-ar2b.htm](http://www.hist.unt.edu/09w-ar2b.htm)  
[www.mecc.com/mayaquest.html](http://www.mecc.com/mayaquest.html)

## Books:

### For students:

- *Guatemala in Pictures.* One title of the Visual Geography Series from the Geography Department of Lerner Publications Company, Minneapolis, Minn., 1987.
- *A Guatemalan Family* by Michael Malone. Minneapolis: Lerner Publications Company, 1996. Features a Mayan Indian family that became refugees from the civil war in Guatemala. (Grades 5-6)
- *Song of the Chirimia, A Guatemalan Folktale* by Jane Anne Volkmer. Minneapolis: Carolrhoda Books, 1990.
- *The Ancient Maya* by Irene Flum Galvin. Tarrytown, New York: Marshall Cavendish Corporation, 1997. (Grades 4-6)
- *The Spirit of the Maya* by Guy Garcia. New York: Walker Publishing Company, Inc., 1995. (Grades 3-6)
- *Pyramids* by Anne Millard. New York: Kingfisher, 1996. Grades 3-6.
- *Digging the Past: Archaeology in Your Own Backyard* by Bruce Porell. Reading, Mass.: Addison-Wesley Publishing Company, Inc., 1991.
- *The Young Scientist Book of Archaeology* by Barbara Cook and Struan Reid. London: Usborne Publishing, 1984.

### for teachers:

- *Guatemala: A Cry From the Heart* by David Schwantes. Minneapolis: Health Initiatives Press, 1990.
- *Guatemala: Eternal Spring, Eternal Tyranny* by Jean-Marie Simon. New York: W.W. Norton & Company, Inc., 1987.

## Mission Projects

**LCMS World Mission** has many projects in Guatemala that you can help support. Please call 1-800-325-7912 for a current list of projects.

**LCMS World Relief** also has many Guatemalan projects. Please call 1-800-248-1930.

**Children's Christian Concern Society** is a Lutheran mission agency that provides scholarships for children from several countries in Latin America to attend and board at Divine Savior Lutheran School in Zacapa, Guatemala. For information or to support their work, write to them at 1000 SW 10th St., Topeka, KS 6604 or call (785)539-6052.

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## Especially for Primary Teachers

### Quetzal: Freedom Bird

To help younger students grasp the abstract concept of freedom, have students take turns pretending to be a quetzal that is captured and put in a cage (made of desks or chairs). Then have another student set the quetzal-student free.

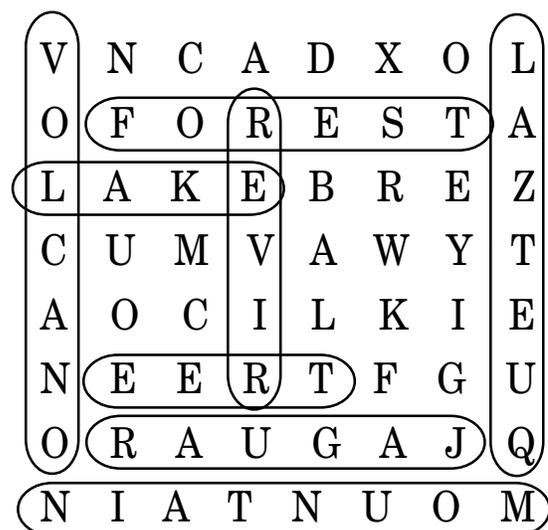
### The Mission Message: Freedom

To make the connection to God's mission message, put a sign with the word "sin" on the cage. Then ask several students to sit inside the "cage" while you talk briefly about the way sin separates us from God and keeps us in captivity. Then have another student, wearing a sign that says "Jesus," make an opening in the cage to set the children free. Talk about how Jesus died for us in order to set us free from sin in order to enjoy life with God forever. This might make a good activity for devotion time.

### Answer to scrambled words puzzle:

Jesus sets you free!

### Beautiful Guatemala



# FRIENDS

## Let's Go to Guatemala!

Hola, Mission Friends! I'm Palmer Parrot—here to take you to the beautiful country of Guatemala. Guatemala is on the land bridge between North America and South America. We call this area *Central America*.

*Something to do:* Find the place where you live on a globe or world map. Now find Guatemala City. How could you get to Guatemala City the fastest? Could you drive, fly, sail, walk? What countries would you pass through on your trip?

## The Land

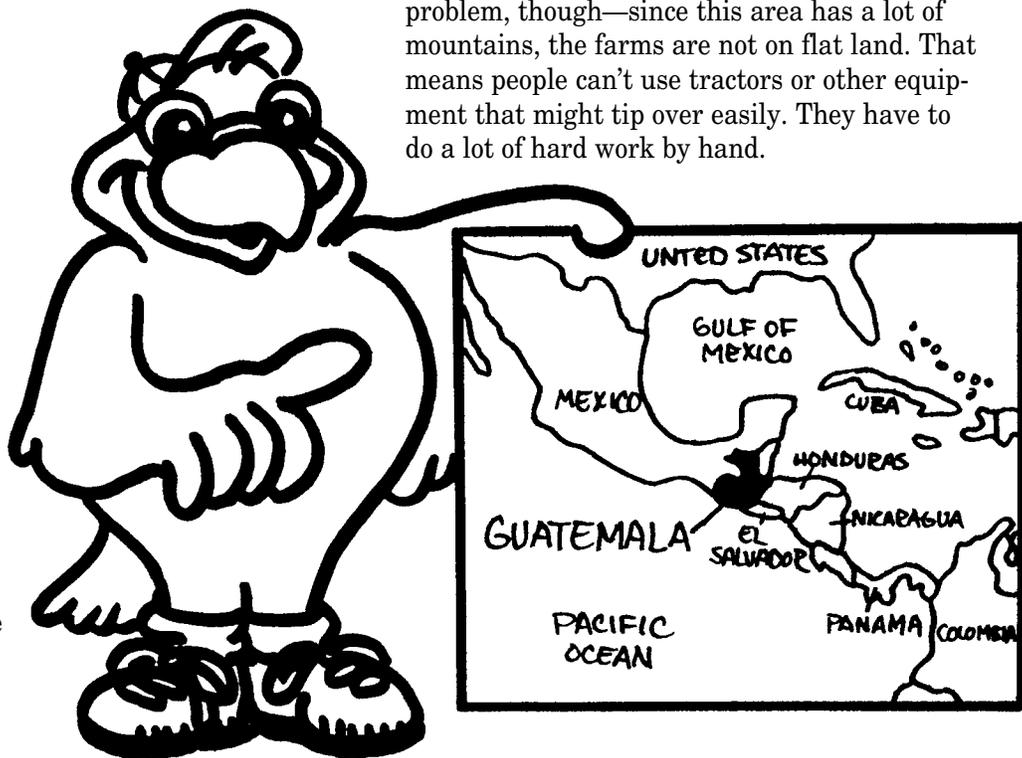
Guatemala is about the size of Ohio. It has five different *regions*:

**1. northeastern:** Much of this region is tropical rain forest without many people living there. People have chopped down some of the forest, and now they use it for farming and to raise cattle. One of the things they grow here is *chicle*, which is the sap from a tropical tree. People use it to make chewing gum!

**2. western:** This region is very hot and *humid*. The people grow sugar cane, bananas and cotton.

**3. central plateau:** This area is very dry, so the farmers have to use *irrigation* in order to grow plants. Then they can grow tobacco, melons, oranges, lemons, mangos and corn.

**4. highland:** This area is the reason why people call Guatemala "The Land of Eternal Spring." It has lots of rain and pleasant temperatures, so it's a good place to grow avocados, apples, peaches, and strawberries. There's just one problem, though—since this area has a lot of mountains, the farms are not on flat land. That means people can't use tractors or other equipment that might tip over easily. They have to do a lot of hard work by hand.



**5. coast:** Guatemala has two coasts, one on the east and one on the west. On the east coast the sand is white, but the west coast has black sand that comes from volcanoes that erupted long ago. Imagine building a sand castle with black sand!

## A Land That Rocks!

Guatemala is famous for volcanoes. There are more than 40 volcanoes in the Sierra Madre mountains of the central highlands. Many people like to climb sleeping volcanoes or to watch active ones, such as Pacaya, as they spew lava down the hillsides. But watching a volcano from too close up can be dangerous!

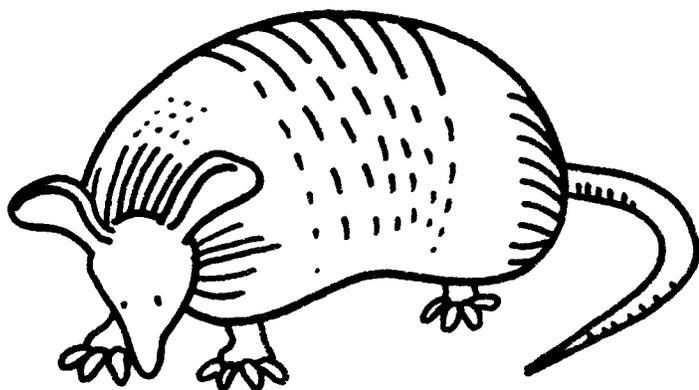
Earthquakes are also a problem. In 1976, a violent earthquake left about 1 million Guatemalans homeless and killed many people. Lutherans did a great deal to help people rebuild their lives afterward.

*Something to find out:* Why do countries with a lot of volcanoes also have a lot of earthquakes?

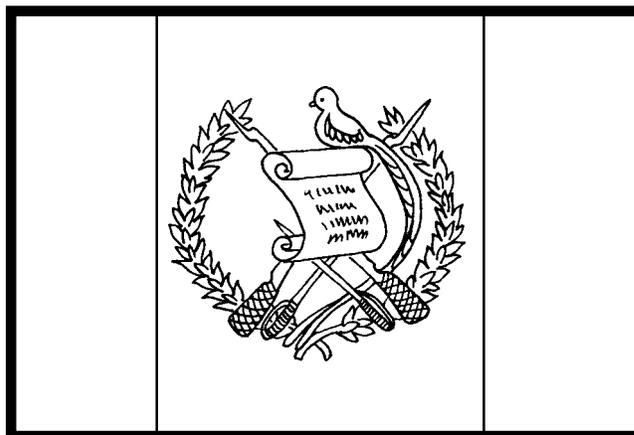
## Animals

There are no big wild animals in Guatemala, but there are lots of smaller animals like wild pigs, armadillos, jaguars, bears, alligators and monkeys. More than 150 different kinds of birds live in Guatemala. Scientists and bird-watchers from all over the world come to Guatemala to see rare birds like the quetzal (Guatemala's national bird) and the Lake Atitlan grebe.

*Something to do:* Find out what kinds of birds and wild animals live near your home. Even if you live in a large city, you'll be surprised at what you discover!



## The Flag



The quetzal bird on the flag is the national symbol of Guatemala. It represents *liberty*, or freedom, because it dies when people try to keep it in *captivity*. What bird is the symbol of the United States? What does it represent?

## Color the flag of Guatemala:

1. The side panels are light blue. Leave the middle panel white.
2. The quetzal is green with red on its breast and the top of its head.
3. The leaves of the wreath are green; the branches are brown.
4. The rifles are brown.
5. The swords are gold.
6. The ribbons are blue.
7. The scroll is light yellow.

## The People

About half of Guatemala's 11 million people are Indians. Many of these are direct *descendants* of the ancient Mayan Indians. The Indians have their own languages, dress and culture. Most of them are farmers who live in the highlands.

Guatemala also has many *ladinos*, people who have both European and Indian ancestors. Ladinos usually live in towns or in the capital city, Guatemala City.



## Map Activities

1. Find the capital city, Guatemala City, and draw a star over its name.
2. Find Lake Atitlan and color it blue. Many people think Lake Atitlan is the most beautiful lake in the world. There are three volcanoes nearby.
3. Find the ancient Mayan city of Tikal. Draw a pyramid next to it.
4. Draw crosses over Las Pacayas, Quetzaltenango, Chimaltenango and Antigua. These are the places where our missionaries live and work.

## Clothing

Most ladinos wear store-bought clothes similar to yours. But Indians often wear brightly-colored traditional clothes that they make by hand. Each Indian group has their own design *embroidered* or woven into their clothing.

Indian women wear a long, sleeveless garment called a *huipil* [whee-PEEL], a shoulder cape

called a *perraje* [pay-RRAH-hey] and a wrap-around skirt called a *corte* [kor-TAY]. Men wear long, baggy trousers called *calzones* [cahl-ZOHN-ays]. Both men and women may also wear a *faja* [FAH-hah], a sash or woven belt that goes around the waist to hold all the other garments together. The *faja* is also a good place to carry things. It takes the place of a pocket or a purse.

## Let's Sing!

### **Santo, Santo, Santo (Holy, Holy, Holy)**

Santo, santo, santo

[SAHN-toh, SAHN-toh, SAHN-toh]

Señor omnipotente,

[say-NYOR om-neeep-poh-TEN-tay]

Siempre el labio mío loores te dará

[see-EHM-pray el LAHB-ee-oh MEE-oh LOHR-ays tay dah-RAH]

Santo, santo, santo

[SAHN-toh, SAHN-toh, SAHN-toh]

Te adoro reverente

[tay ah-DOHR-oh reh-veh-REHN-tay]

Dios en tres personas, bendita Trinidad.

[DEE-ohs ehn trehs pehr-SOHN-ahs behn-DEE-tah tree-nee-DAHD]

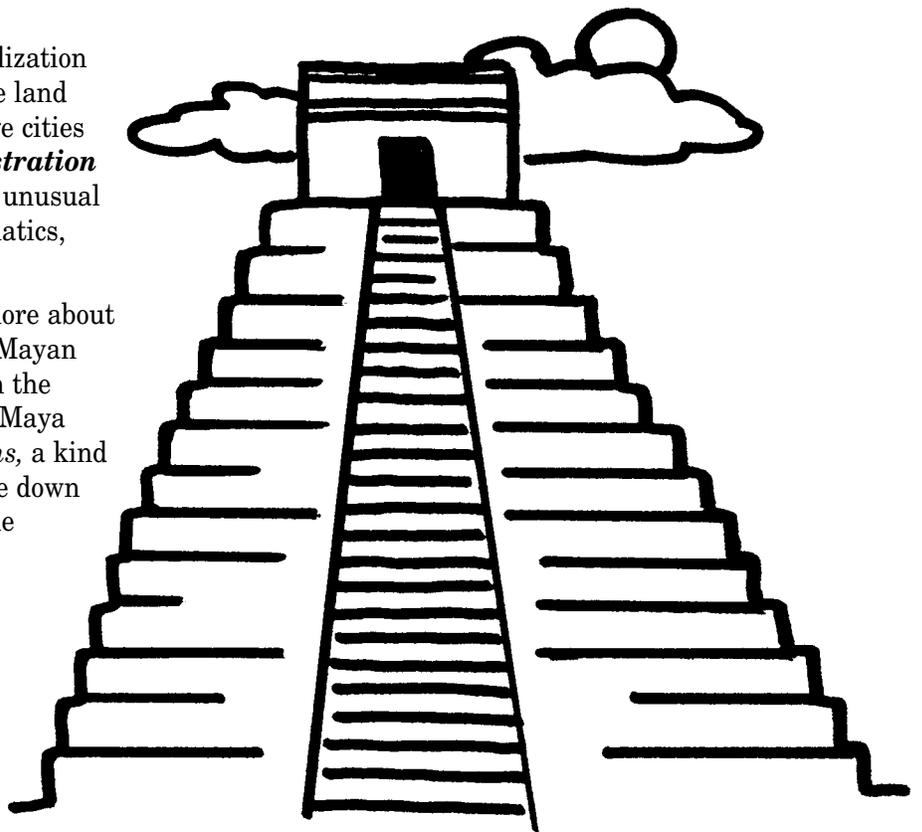


## The Maya

The Mayan Indians had a great civilization from about 2000 B.C. to 900 A.D. in the land that is now Guatemala. They built large cities with temples and step pyramids. *[illustration of a step pyramid here]* They had an unusual calendar and knew a lot about mathematics, building and art.

Today *archaeologists* are learning more about the ancient Maya. They study ancient Mayan cities like Tikal and Copán. They dig in the ground to look for clues to the way the Maya lived. Many clues come from *hieroglyphs*, a kind of picture-writing Mayans used to write down their history. One picture stands for one word or idea.

*Something to do:* Create your own hieroglyphics! What picture would you use for your house? Your friend? Your school? See if you can write a story or a letter to a friend using your own hieroglyphics.



## Two Problems: Poverty and Violence

*Poverty* and violence are serious problems in Guatemala. There was a *civil war* from 1964 to 1996 that affected almost every family in Guatemala. Thousands of children lost their fathers during the fighting. Many families became poor. Some had to steal in order to get enough money to live.

Today there are still many problems. In both villages and cities, many Guatemalans, particularly the Indians, do not have enough food to eat or good places to live. Violence is also an important problem for Guatemalans and the missionaries who serve them.



## Religion

The ancient Maya worshiped gods from nature. This religion is called *animism*. They made *sacrifices* to rain, sun and wind gods so they could have good crops. Even though the great Mayan cities died out by 900 A.D., the scattered Mayan Indians continued to practice animism.

When Spanish explorers arrived in Guatemala in the 1500s, they brought Roman Catholic beliefs with them. But instead of truly converting to the Roman Catholic faith, the Mayan kept believing as they always had, except they gave Christian names to their gods. For instance, they gave the names Jesus and Mary to their sun and moon gods.

So today, even though most Guatemalans say they are Roman Catholic, there are many people who still follow the beliefs of animism. They don't yet understand that Jesus made the only sacrifice people need when He died for us on the cross and rose again. You can pray for them to hear about God's love. Maybe someday you can go and tell them about Jesus!

## Languages

Spanish is the national language of Guatemala, but many people speak an Indian language in their homes. There are 44 Indian languages in Guatemala! Rev. Gregory and Mrs.

Stephanie Lorenz are missionaries working with Indians who speak the Quiché [kee-CHAY] language. You can learn to speak some Quiché words too.

### English

thank you  
mother  
father  
friend  
Jesus  
church  
How are you?  
What's your name?

### Quiché

maltyox  
nan  
tat  
rachi'l  
Haysus  
comon tiox  
La utz wach la?  
Jas abi?

### How to say it:

mall-tee-OHSH  
nahn  
taht  
rah-CHEEL  
HAY-soos  
KOH-mohn TEE-ohsh  
Lah oots watch tah  
Hahs ah-BEE

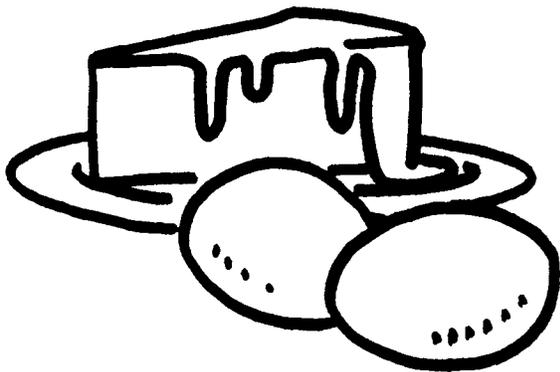
**Try this!** Say, "Thank you, Jesus," "How are you, Mother?" or "What's your name, friend?" in Quiché to a friend. Then listen to your friend say something in Quiché. Keep practicing your Quiché words until you can understand what each is saying.

## Let's Eat! Flan

You can make flan in about half an hour. Be sure to ask an adult to help.

### What you need:

1 can of sweetened condensed milk  
water  
3 eggs  
half a cup of sugar  
vanilla flavoring  
a metal mold with a lid (such as a cracker tin)  
a blender and a pressure cooker



### What you do:

1. Open the can of milk and pour it into a blender. Then use the empty can to measure your water. Put one can of water in the blender too.
2. Crack 3 eggs and add them to the blender. Then put in a teaspoon of vanilla. Put the lid on the blender and mix everything together.
4. Ask an adult to put half a cup of sugar in a pan and melt it carefully over low heat. The sugar should turn brown. If you get it too hot, the sugar will get very dark and will taste bitter, not sweet! When the sugar is melted, use it to coat the inside of your mold.
5. Pour the mixture in your blender into the mold. Then put the lid on the mold and put it inside the pressure pan. Add water to the pressure pan so that it comes 1/3 of the way up the side of the mold.
6. Put the pressure lid on the cooker, bring it up to pressure, and cook it for 10 minutes. Then turn off the heat, release the pressure, and let it cool down for a few minutes. Put it in the refrigerator until it's cold and you're ready to eat it. This tastes great!

## A Game to Play: Gallina Ciega (Blind Hen)

Find a safe open place to play *Gallina Ciega* [gah-YEE-na see-AY-gah]—for example, a playground or a grassy field with no trees. You will need an area about the size of a room. Set boundaries and make sure everyone knows where they are. No one is allowed to go outside the boundaries during the game.

Now choose one person to be the “hen” and put a blindfold on him or her. The hen will try to tag the other players in the game. If the hen catches someone, that person is out of the game.

If you get caught, you have to stand outside the boundaries. You can help the hen by shouting directions so the hen can find the other children and tag them. The last person to get tagged is the hen for the next game.



# The Church in Guatemala

50 years ago, The Lutheran Church—Missouri Synod sent missionaries to Guatemala. Today the people of Guatemala have their own Lutheran church, the Evangelical Lutheran Church of Guatemala.

Have you ever wondered how missionaries begin their work in a new place? How long do missionaries stay in one place? Forever? Or do they leave after a while? Let's go to the village of Las Pacayas [lahs pah-KIE-ahs] in Guatemala to find out.

## Getting started

*Agricultural* missionary Martin Brodbeck came to Las Pacayas first. For two years he worked with the people of the village, teaching them how to grow broccoli and other crops so that they could earn more money for their families. The people could see that he really cared about them, and they started to trust him. He had many chances to tell them about Jesus.

## The next step

Then Gregory and Stephanie Lorenz came to help. Mrs. Lorenz started a nutrition program for young children and pregnant mothers. She also helped train nurses to help sick people. Pastor Lorenz taught Bible studies in people's homes.

People began to worship and study the Bible together. Some were baptized. Then the first group of *catechumens* finished their studies and were confirmed. In 1994 a new church was born—*Iglesia Luterana Cristo El Camino* [ee-GLAY-see-ah loo-tehr-AH-nah KREES-toh el kah-MEE-noh]. In English, its name is Christ the Way Lutheran Church.

## Time to say goodbye

Mr. Brodbeck continued to work with the people to improve their farming. When they were ready to manage the farming themselves, he said goodbye and went to start work in a new village.

As the church grew, some men from the congregation began studying to be pastors and leaders. When the new church had many strong spiritual leaders of

their own, the Lorenzes also left to go and plant a church in a new area.

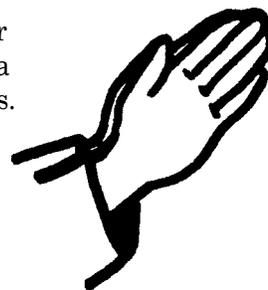
Mr. Brodbeck and the Lorenzes still come back to Las Pacayas to visit and help out if they're needed. But they come as visitors now to a village and a church that is blessed by God and growing in the hands of its own people.

*Something to think about:* What did the missionaries want to happen in Las Pacayas? What did they do to help this goal happen? How did the missionaries know it was time to say goodbye?

*Something to find out:* How did your own congregation get planted? Whom did God use to plant your church, and when did it happen? Ask an older member to tell you some of the stories from the early days of your church.

## Let's Pray!

Take time to pray for the people of Guatemala and for our missionaries. Invite others at church, at school or at home to pray with you. You can pray:



For our missionaries. Ask God to protect them and help them to share the Good News about Jesus.

For people in Guatemala who don't yet trust in Jesus. Ask God to bring them to faith and

help them to know how much He loves them.

For Christian believers in Guatemala. Ask God to strengthen their faith and help them to tell others about Jesus too.

For the leaders of the Evangelical Lutheran Church of Guatemala. Pray that God will use

them to help the church grow and mature.

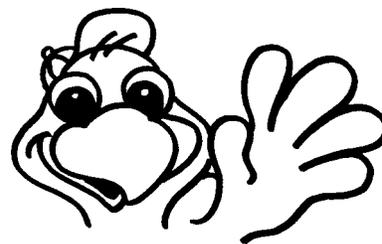
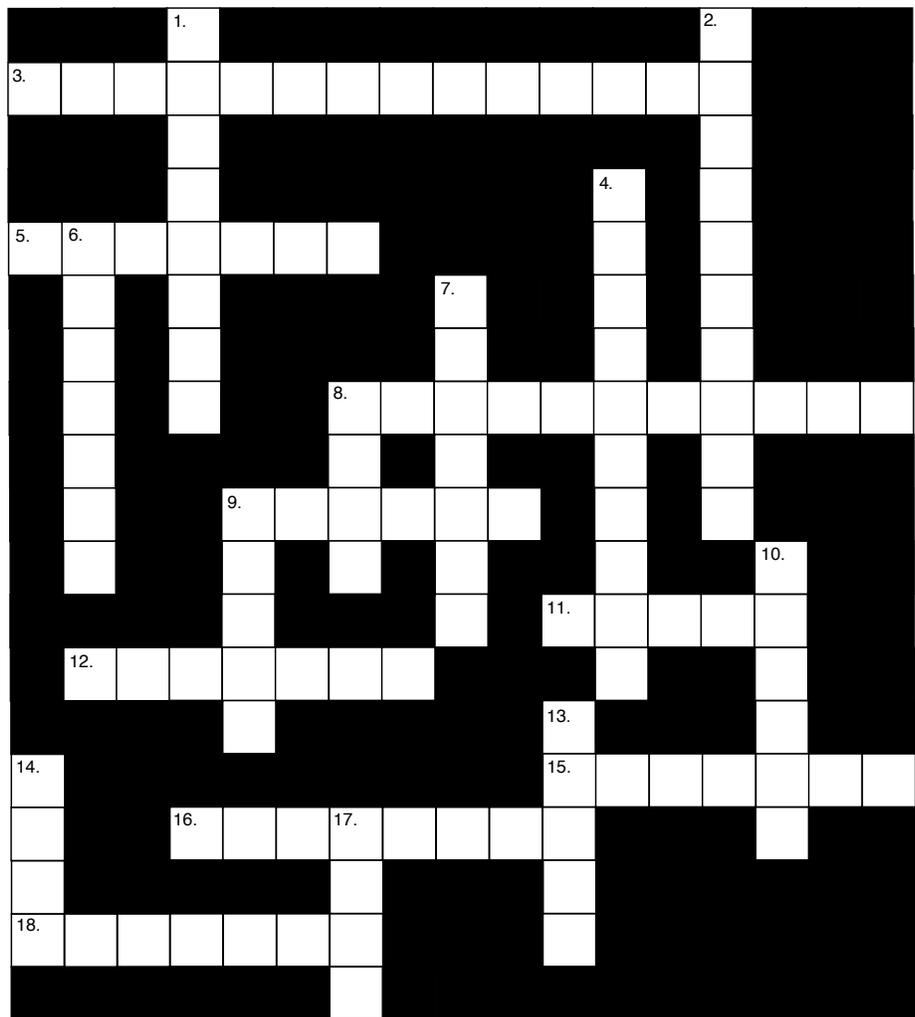
# A Crossword Puzzle

## Across

3. The land bridge between North and South America
5. The main language of Guatemala
8. A kind of picture writing
9. A country that neighbors Guatemala
11. The direction you would travel to get from the U.S. to Guatemala
12. A mountain that spews hot lava
15. The name of a Guatemalan lake
16. The religion most Guatemalans say they follow
18. The religion of worshipping spirits from nature

## Down

1. Guatemala touches this ocean
2. A village where our missionaries served
4. Bringing water to plants from far away by using streams, channels, and pipes
6. The Mayan Indians built this kind of building many years ago
7. The national bird of Guatemala
8. "Hello" in Spanish
9. The color of the sand on Guatemala's west coast
10. The milky sap of a tropical tree used in chewing gum
13. What people make chocolate from
14. The name of a great Indian civilization that once ruled in Guatemala
17. Where you live



**Hasta la vista,  
Mission Friends!**

I hope you enjoyed our trip to Guatemala. If you have more questions about Guatemala, our missionaries or how you can become a missionary, please write to me. Here's how—

Send regular mail to:



Mission Friends  
LCMS Mission Education  
1333 S. Kirkwood Road  
St. Louis, MO 63122-7295

If you have e-mail, write to: [mission.info@lcms.org](mailto:mission.info@lcms.org)

primary mission

# FRIENDS

## Let's Go to Guatemala!

### The Quetzal: Freedom Bird

The quetzal is the national bird of Guatemala. But you can't catch one and keep it as a pet. This beautiful bird will die if it is kept in a cage. If it is free, it will live.

Color the quetzal. Its breast and the top of its head are red. The rest is green. Its tail can be more than three feet long!



### The Mission Message: Freedom

All of us do wrong things. These wrong things are like a cage that can keep us away from God who loves us. If we stayed inside this cage, we would die, separated from God. But someone came to open our cages and let us out. Our missionaries are telling the people of Guatemala about this person. Unscramble each word below to find out the mission message!

ESSJU

ESTS

UYO

ERFE!

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_!

## Something to Drink! Horchata [or-CHAH-tah]

### What you need:

- 1 pound of uncooked rice
- 1 cup of sugar
- 2 quarts of milk
- 1 teaspoon of cinnamon
- 1/4 teaspoon of nutmeg
- 1 ounce of almonds (optional)

### What you do:

1. Put rice in a pan and cover it with water. Let it stand overnight.
2. Drain the rice and put it into a blender or food processor. Add the almonds. Then grind it up.
3. Add sugar, milk, cinnamon and nutmeg. Mix everything well. Put it in the refrigerator until it gets cold. This makes a thick, cold drink that tastes great.

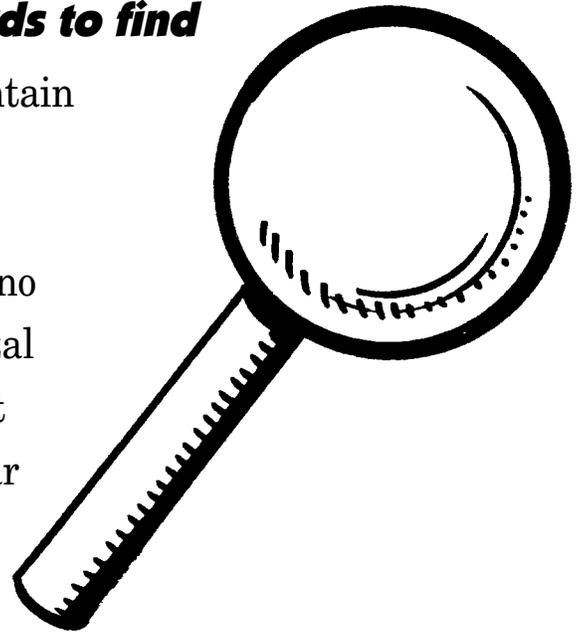


## Beautiful Guatemala

God made a beautiful land in Guatemala and filled it with plants, animals and people. Look for some of the things God made in the word find below. Words may run forward, backward, across, up or down.

### Words to find

- mountain
- lake
- tree
- volcano
- quetzal
- forest
- jaguar
- river



V	N	C	A	D	X	O	L
O	F	O	R	E	S	T	A
L	A	K	E	B	R	E	Z
C	U	M	V	A	W	Y	T
A	O	C	I	L	K	I	E
N	E	E	R	T	F	G	U
O	R	A	U	G	A	J	Q
N	I	A	T	N	U	O	M

parent  
mission

# FRIENDS

## Making Friends in Guatemala

Your children have been learning about the people of Guatemala and about the LCMS missionaries who share with them the Good News of salvation through faith in Jesus Christ.

Review the student and primary pages of *Mission Friends* with your children and complete the activities inside. See if your children can answer the following questions based on their study of Guatemala:

1. Guatemala is one country in Central America. What are the other five? (*Belize, Panama, Nicaragua, Honduras, El Salvador*)
2. What other country borders Guatemala, even though it's not in Central America? (*Mexico*)
3. What religion do most Guatemalans follow? (*Roman Catholicism*)

### Here are some more activities you can do as a family:

**FIND** Guatemala on a globe or world map. How far away is it from where you live? How long do you think it would take to get there, and how would you travel?

**LEARN** more about Guatemala and the people who live there by checking out books from the library. Also search the Internet for information about many of the topics mentioned in *Mission Friends*.



**LISTEN** to *marimba* music. The marimba is an instrument much like a xylophone that is commonly used in Guatemalan music. Check your public library for recordings.

**CELEBRATE** with *cascarones* [kahs-kah-ROH-nehs]. Cascarones are confetti-filled eggs. Guatemalan children use cascarones during parties for *Carnaval*, a festival celebrated the day before Lent begins. The children break the cascarones over one another's heads, releasing the confetti and glitter.

To make cascarones, make a half-inch hole in one end of each egg. Allow the contents to drip out (this will take some patience). Then gently

rinse the inside of the egg shells and set them in a safe place to dry. The next day, put some glitter and confetti inside each egg. Cover the hole by gluing a piece of colored tissue paper over it. Then decorate the outside of the shells using different colored markers.



**MAKE** tortillas. You may be able to find ready-to-cook tortilla dough (*masa*) in the refrigerated section of your supermarket. Have family members form their own tortillas by patting a ball of dough into a thin, flat circle in their hands. Place the tortillas one at a time onto a hot skillet or electric griddle. Turn the tortillas over when the edges look like they're drying out. If the skillet is hot enough, each tortilla should only take a minute or two to cook on each side.

**SET UP** a *Nacimiento* at Christmas time. This is a display set up in a corner of the room. It has a traditional manger scene along with houses, trees, mountains and figures of animals and people. For example, you might include people gathered around a Christmas tree, people skating on a pond, a winter snow scene with a deer or manger scenes from other countries.

Mission Friends is a quarterly publication of LCMS World Mission, 1333 S. Kirkwood Road, St. Louis, MO 63122-7295. The purpose of Mission Friends is to provide a realistic picture of missionaries and their work as well as the people they work with around the world. Questions about this publication and requests for free subscriptions may be directed to the editor by calling 1-800-433-3954. Single copies of back issues are available from this number or in bulk for \$1 each from CPH Publishing, 1-800-325-3040.

**SING** "Jesus Loves Me" in Spanish together.

*Cristo me ama, bien lo sé,*

[kree-stoh may ah-mah, bee-ehn loh say]

*Su palabra me hace ver,*

[soo pah-lah-brah may ah-say vehr]

*Que los niños son de aquel*

[kay lohs neen-yohs sohn day ah-kehll]

*Quien es nuestro amigo fiel.*

[kee-ehn ehs noo-ay-stroh ah-mee-go fee-ehll]

*Si, Cristo me ama, (3 times)*

[see kree-stoh may ah-mah]

*La Biblia dice así.*

[lah bee-blee-ah dee-say ah-see]

**PRAY** at family devotion time for the Christian believers in Guatemala. Pray also for our missionaries serving there. (See "Let's Pray!" on page 7 of the student pages.)