Discovering Chile and its Culture

Ileana Gonzalez

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Discovering Chile and its Culture

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<table>
<thead>
<tr>
<th>Grade Level (Req.): 9th grade</th>
<th>Content Area (Req.): Spanish as a second language</th>
<th>Unit (Opt.):</th>
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</thead>
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Connections to Other Disciplines (Opt.):
- Geography
- 
- 

Time Frame (Req.): Depends on how long the teacher wants to allow for research.

Goal (Req.): Students will be exposed to the Chilean geography, traditions, music, literature, astronomy, cuisine, sites of interest, education, and other topics of interest.

Objective (Req.): Students will be able to familiarize themselves with the geography of Chile. Students will be able to familiarize themselves with sites of interest in Chile. Students will be able to become aware of geographical differences and similarities between Chile and the US/Iowa. Students will be able to compare life and culture in Chile to life in the US/Iowa through festivals, schools, landscape, music and other cultural topics.

Materials Needed (Req.):
- Maps of Chile and Latin America posted around the classroom
- Maps from the GAI website
- Computers with Internet access
- Handouts: 1) Discovering Chile and its Culture: Browsing the Topics; 2) Project Scoring Rubric
- Student samples

New Vocabulary (Opt.):
- 
- 
- 
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Anticipatory Set/Introduction [Inquiry Question is required] (Req.): What is Chile like? At the beginning of the lesson, review aspects of Chilean culture that have been discussed in class. The teacher will announce the enrichment project about Chile showing pictures, postcards, souvenirs, books, textiles, etc. as they are available. Mention that they will be writing a reflection comparing their topic from Chile to a topic in Iowa. Once students have chosen their topic, ask them to think about similarities and differences as compared to Iowa/US.

Instructional Sequence/Procedure (Req.):
1. Announce project.
2. Hand out the “Browsing the Topics” sheet for students to choose a topic from. Take note of each student’s preferred topic. Give them three choices. If they don’t know what topic to choose, assign one.
3. Tell students that they will submit two products on the due date: 1) Visual product – which means a PowerPoint of at least 8 slides, a poster, a brochure, or a mini-book; 2) One page reflection – saying what their topic was about, what did they learn, what type of connections or comparisons this project made them to think about.
4. Regarding the scoring guide, tell students that the visual product must be appealing, attractive to the eye, interesting to share with the class. They need to show that they spent time preparing it. The reflection must be one page long, double spaced, neatly written in good English. If handwritten, it must be in good, readable handwriting.

5. During the following days, take students two or three days to the computer lab to work on this project. Some students will work at home on this, so have a back up task for them. I assigned a textbook section to work on for those students who are fast or who would rather work on their project while being at home.

6. On the due date, teacher calls presenters at random. When all students have presented, they get into groups to share their reflections, that is: 1) Students present their project to the class; 2) In small groups, students share their reflections and reactions; 3) Comments and discussion as a class follow the students’ presentations; 4) Compare the different topics from the two perspectives: Chile and Iowa; 5) Collect the students’ reflections for assessment.

7. Extension Activity: 1) Use the students PowerPoint slide shows and posters for conversation activities; 2) Create “Learning stations” around the room, select some of the posters that students have just created, have a questionnaire about the information exposed on these posters; 3) Show YouTube video clips with the different topics; 4) Print out the song “Si vas para Chile” and view the “Cuatro Brujas” (the four witches) sing the patriotic song, the most popular patriotic song in Chile.

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Formative Evaluation (Req.): Discussion, efficient use of class time
Assessment (Req.): Project, reflection

Iowa Core Curriculum Standards Used (Req.):
- Geography, grade 9-12: Understand the use of geographic tools to locate and analyze information about people, places, and environments.
- Technology Literacy (21st Century Skills), grade 9-12: Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Common Core Curriculum Standards Used (Opt.):
- Speaking and Listening, grade 6-12: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen
- Writing for Literacy in History/Social Studies, grade 6-12: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to and display information flexibly and dynamically.

<table>
<thead>
<tr>
<th>NGS Standards Used (Req.):</th>
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<tbody>
<tr>
<td>- How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective</td>
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<tr>
<th>Five Themes of Geography Used (Req.):</th>
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<tbody>
<tr>
<td>- Location</td>
</tr>
<tr>
<td>- Place</td>
</tr>
<tr>
<td>- Human-Environmental Interaction</td>
</tr>
<tr>
<td>- Region</td>
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<tr>
<th>School District Standards and Benchmarks (Opt.):</th>
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21st Century Universal Constructs (Opt.): Complex Communication, Creativity, Productivity and Accountability

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<tr>
<th>Other Disciplinary Standards (Opt.):</th>
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<tbody>
<tr>
<td>- National Standards for Foreign Language Education: Cultures – Gain knowledge and understanding of other cultures: Students demonstrate an understanding of the relationships between the products and perspectives of the culture studied.</td>
</tr>
<tr>
<td>- National Standards for Foreign Language Education: Comparisons – Develop insight into the nature of language and culture: Students demonstrate understanding of the concept of culture through comparisons of cultures studied and their own.</td>
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<tr>
<th>Other Essential Information (Opt.):</th>
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<th>Other Resources (Opt.):</th>
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Discovering Chile – Browsing the topics

1 Music:
1.a Music: CD by Chilean musician/singers. Review CD find out what some of the songs mean and choose which is your favorite; include the lyrics of your favorite.
1.b Music: “Si vas para Chile” If you go to Chile. Find the lyrics and tell what it means – or what some of the words mean.
1.c Music: “Cuando a Chile yo voy” When I go to Chile. Tell about the lyrics, what some of the words mean.
1.d National dance ‘La cueca’

2 Cuisine:
2.a Try making one of the recipes you found. Create a cook mini-book… Look up: Pastel de Choclo (Chilean corn pie), Empanadas Chileans (oven-baked empanadas), Sopaipillas (pumpkin fried dough), etc.

3 Education:
3.a Find a school at a given city and tell what is it like. Compare it with LHS: sports, schedule, etc. Extra credit for:
3.b Pontificia Universidad Catolica de Chile,
3.c Colegio Lucida Godoy- Hualpén, Concepción,
3.d Colegio Apoquindo, Santiago,
3.e Universidad de Concepción-Mural Espíritu Latinoamericano.

4 Literature:
4.a Poet Pablo Neruda’s simple odes
4.b Isabel Allende’s The House of the Spirits, book and movie or another book

5 Museums:
5.a Pablo Neruda’s Houses - 5.b Gabriela Mistral’s Museum

6 Politics:
6.a Current President Michelle Bachellet
6.b Former president Salvador Allende and the CIA in Chile
6.c Dictator Augusto Pinochet and human rights violations

7 Festivals:
7.a Pilgrimage in Andacollo to Visit the Virgin of Andacollo

8 Tourism:
8.a La Serena during the summer
8.b Pilgrimage to Andacollo
8.c Valparaiso during the summer 8.d Easter Island

9 Sports:
9.b Soccer business… teams: La Universidad - the World cup

10 Geography:
10. a Atacama Desert  
10. b The Azapa Valley  
10. c Bio Bio River  

12 Mining, Fishing, Agriculture:  
12. a Copper, Chile’s highest export earner  
12. b Grapes, olives (health and olive oil)  
12. c Fishing exports  

13 Ecology:  
13. a Region of Tarapaca –  13. b Region of Arica and Parinacota  

14 Astronomy:  
14. a Main astronomical observatories  

15 Architecture:  
15. a Catedral de San Marcos, Arica, extra credit  
15. b El Palacio de la Moneda, extra credit  
15. c The Central Market/Train Station, extra credit  
15. d Bernardo Ohiggins’ Park  

16. History:  
16. a The war of independence  
16. b History of the flag  

17. Climate:  
17. a Compare the weather/temperature C vrs F  

18. Other topics: …  

Final Products Choices:  

I. PowerPoint  
2. Poster/brochure  
3. Mini-book  
4. Activity like Jeopardy or other game about Chile  

II. Reflection: Write one page expressing your opinion/reaction/ about your project: What did you learn? Include comparisons/connections/similarities differences: How does your topic compare to Iowa/the US? What’s you own own experience about this topic? What did your project make you think about? Etc. etc.  

Due date: …  

Total points: 50 …  

Can be changed… Rubric follows.
Discovering Chile and its Culture

Proyecto de Enriquecimiento

Enrichment Project

Nombre: ________________________________ Periodo: ______

Scoring Guide

<table>
<thead>
<tr>
<th>15 points</th>
<th>20 points</th>
<th>10 points</th>
</tr>
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<tbody>
<tr>
<td><strong>One page</strong></td>
<td><strong>Visual</strong></td>
<td><strong>On time</strong></td>
</tr>
<tr>
<td>Sí 100% Puntos</td>
<td>Un poco 50% Puntos</td>
<td>No 0% Puntos</td>
</tr>
</tbody>
</table>

**One page** (15 points) Your personal reflection/reaction was neat, one page long, written in good English, double spaced if type-written **no double space and readable if hand-written. You included your name, date, hour, and a title. Comparisons/connections/similarities/differences were included.

**Visual** (20 points) When presenting your project you showed seven+ PowerPoint slides, or a poster/brochure or a mini-book. Enough information and details were provided in your visuals to prove that you spent time preparing your project. Your project was appealing,

Attractive to the eye.

**On time** (10 points) Your visual and reflection were turned in on due date. You were ready to present when the teacher called you.

**Comments** (5 points) The activity was age and classroom-appropriate. The activity dealt with Chilean culture and Spanish language.

TOTAL SCORE (50 points)
Student Samples

Chile War of Independence PowerPoint by Kenny S.

view as pdf  download PowerPoint file
Chile's Observatories

**Paranal Observatory**
Paranal Observatory is owned by ESO and is home to the Very Large Telescope (VLT). It houses four 8.2-meter telescopes. These telescopes can work independently or together as an interferometric mode. They observe the amount of light coming from stars by acting like a single giant 164-meter telescope and are a part of a system of five telescopes worldwide. The VLT can see light with wavelengths from near UV to 25 µm in the infrared.

**La Silla Observatory**
1. La Silla Observatory is located on La Silla, a 2400-meter tall mountain. It became the first astronomical observatory to house a 4-meter telescope.
2. La Silla, in this case, means 'the saddle'. The mountain was chosen for its shape.
3. La Silla Observatory borders the southern extremity of the Atacama Desert.
4. La Silla is 160 km north of La Serena.
5. It's owned by ESO (European Southern Observatory).
6. La Silla Observatory has 7 telescopes in use today.
7. One of its telescopes is the 3.6 m New Technology Telescope, one of the first telescopes in the world with computer-controlled mirrors.
8. It has 12 telescopes that are not in use.

**Cerro Tololo Inter-American Observatory**
Cerro Tololo is owned by the National Optical Astronomy Observatory. Cerro Tololo Inter-American Observatory is located 500 kilometers west of Santiago and 70 kilometers east of La Serena. The observatory has one radio telescope. Cerro Tololo Inter-American Observatory has several telescopes including the 4-meter Blanco Telescope, and 4.1-meter SOAR telescope.

**Gemini South**
Gemini South is a 6.6-meter optical-infrared telescope and is a joint project of the Gemini North Observatory. Gemini North is located in Hawaii on the Mauna Kea. Both Gemini's telescopes are the only two large telescopes in the world that have secondary mirrors.

**Las Campanas Observatory**
1. Las Campanas has a 6.5-meter optical telescope.
2. Las Campanas Observatory is located in the Chilean Andes.
3. Las Campanas was built on the Magellan Project.
4. The Magellan Project is a project to construct two 6.5-meter telescopes for the Carnegie Institution of Washington.
5. The observatories for the Carnegie Institution of Washington, University of Arizona, Harvard University, University of Texas, and the Massachusetts Institute of Technology (MIT).
Dia de los

The Day of the Dead

honors their ancestors offering such as food and gifts
in public, in their own homes.

Mes de la Patria

Month of Independence

On September 11th, they celebrate "Independence Day" actually, Chile's independence, from Spain, since still oversaw Chile until that independence.

Easter

People in Chile und the capital Santiago spent Easter for the sick and unable to attend church. Follow the priests besides been made on priest.
THE DISCOVERY OF CHILE

Total Conquest

Lake Titicaca

Andes Mountains

DODDA

Discoverer: Diego de Almagro

Take Over

Additional text and diagrams related to the discovery of Chile.
THE DISCOVERY OF CHILE

Discoverer: Diego de Almagro

Lake Titicaca

Andes Mountains

D.O.D.D.A.

Diego de Almagro

Takeover:

Almagro was a successful conqueror in the early 16th century, but his ambition and power led to his overthrow and execution by the Spanish authorities.

On July 15, 1535
GABRIELA MISTRAL
and her museum

* Gabriela Mistral was a famous poet.
* She was at one time a school teacher.
* She taught Spanish literature.
* Her live poems made her well known throughout Latin America.

* She got the Noble Literature prize in 1945 and the National Literature prize in her country in 1952.
* Her complete collection of poetry was released published in 1938.
* She died of Pancreatic Cancer on January 10th, 1957, she was 67 years old.

* The museum is located in the house where she lived.
* The museum is the place of memories of the house where she once lived.
* Her old clothes were on display in the museum where she once lived.
* It opened in 2000.

* It has her old clothes.
* It also has personal photos.
* The museum is a place related to her.
Santiago International School

By Josh McNew
MUSEUMS

CHILE!

SANTIAGO MUSEUM
- Using ceramics, letters, costumes, carriages, maps, and large-scale models, Santiago’s history is displayed. From the time it was occupied by the Incas to the present, it has seven exhibition halls.

FACTS!
- 150km² between 15th and 17th.
- Museums are free for anyone over 60 years old.
- There is also a visitation permit from 15th to 17th century.

NATIONAL MUSEUM OF FINE ARTS
- With tapestries, sculptures, engravings, and paintings, make up part of its collection of over 3,000 artworks.

FACTS!
- Established in 1880.
- The oldest in South America.
- Has a library that has over 33,000 volumes.
- Located in the North Port of the capital's commune.

ASHLY KITCHEN
Si vas para Chile, te ruego que pases,
Por donde vive mi amada,
En una casita, muy linda y chiquita,
Que está en la orilla de un arroyo azulada.

Le digas a ella que de amor me mueren
Si vas para Chile, te ruego que pases,
Le digas a ella que de amor me mueren
Si vas para Chile, te ruego que pases,
Le digas a ella que de amor me mueren
Si vas para Chile, te ruego que pases,
Le digas a ella que de amor me mueren
Si vas para Chile, te ruego que pases,
Le digas a ella que de amor me mueren

If you go to Chile, you ask that you pass,
Where live my beloved
It's a cottage, very nice and chiquita,
That is at the root of a hill located.

The adored the creek, crosses it a stream
And at the front there is a willow
That cries and cries, because I want

If you go to Chile, traveler, would you ask
You tell her that I die of love
If you go to Chile, traveler, would you ask
You tell her that I die of love

The village is called Las Condes
And over the hills and the sky
And if you look from on high place
You will leave the traveler
And at the front there is a willow
That cries and cries, because I want

If you go to Chile, traveler, would you ask
You tell her that I die of love
If you go to Chile, traveler, would you ask
You tell her that I die of love
**Bernardo O'Higgins National Park**

It is the largest protected area in all of Chile. The park was named after General Bernardo O’Higgins. It has many beautiful mountains and large glaciers making it a very spectacular scenery. You can only tour the park by bus or helicopter due to the rugged geography.

**Mercado Central**

Santiago’s Mercado Central opened in 1872 by the president Federico Errázuriz Zañartu. It took 10 years to build but finally was finished. In 1984 it was declared a National Monument. The Mercado Central soon became a market. Nowadays, it’s mostly a fish market which has a wide variety of sea food restaurants, fruits, vegetables, and wines.

**Yellowstone National Park**

In the U.S. we have a very large national Park called Yellowstone National Park. In the Yellowstone they have many beautiful things but by far the thing that attracts the most tourists each year would be the Grand Canyon. This large canyon goes on for miles and miles. It’s very similar to the bernardo O’Higgins National Park because it also has gorgeous scenery that stretches across Chile.

**Fish Markets in the U.S.**

In the U.S. we have many fish markets that are similar to Mercado Central. Our fish markets are the similar because many contain sea food restaurants or near by many fish markets. In the United States the fish market are located along the coast such as Maine and New York.
Tarapaca

Bordering of Peru and Bolivia

Driest desert, in the world!

Main Rivers:
- Islaqa River
- Cariquima River

Animals:
- Flamingos
- Alpacas
- Llamas

Very Beautiful

They do have water!
How to get in

I MUST BE A FULL TIME STUDENT AT UNI
AND I MUST BE A SOPHOMORE
WITH A GPA OF 2.8 OR HIGHER
Pontificia Universidad Católica de Chile

By Taylor Anderson

February 11, 1930. Pius XI declared it a pontificia universidad.

Address:
Patriaica Libertador Bernardo O'Higgins 507 Santiago, Chile

Was ranked among the top five universities in the Spanish-speaking world.

Learning Expectations:
Classes are a mix of lecture and discussion, in-class presentations, group performance, and case studies. Attendance is required. Poor attendance will result in lower grades. Active class participation is usually part of each student's final grade.

Grading: 1.3 Excellent
2.0 Very Good
3.0 Good
4.0 Excellent
5.0 Outstanding
6.0 Distinction
7.0 Distinction
8.0 Outstanding

Language Requirement:
Fluency in Spanish is required after the first year of study.

Founded on June 21, 1888

Sports:
- Tennis
- Football
- Basketball
- Horseman ship
- Soccer

Yo necesito el lápiz.
I need a pencil.

Tu usas la computadora.
You use the computer.