Discovering Chile and its Culture

Ileana Gonzalez

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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>
</tr>
</thead>
</table>

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.):
- Geography

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.

**NGS Standards Used (Req.):**
- How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective

**Five Themes of Geography Used (Req.):**
- Location
- Place
- Human-Environmental Interaction
- Region

**School District Standards and Benchmarks (Opt.):**
- 
- 

**21st Century Universal Constructs (Opt.):** Complex Communication, Creativity, Productivity and Accountability

**Other Disciplinary Standards (Opt.):**
- 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.
- 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.

**Other Essential Information (Opt.):**

**Other Resources (Opt.):**
- 
- 
-
Students

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 Chilenas (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, Concepcion,
3.d Colegio Apoquindo, Santiago,
3.e Universidad de Concepcion-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:

1. 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 your 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></th>
<th>Sí</th>
<th>Un poco</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>One page (15 points)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual (20 points)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On time (10 points)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments (5 points)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL SCORE (50 points)</td>
<td></td>
<td></td>
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</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.
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.

La Silla Observatory
1. La Silla Observatory is located on La Silla, a 2400 meters tall hill.
2. La Silla, in this case, means 'the saddle'. The mountain was named for its shape.
3. La Silla Observatory borders the southern extremity of the Atacama Desert.
4. La Silla is 165 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 3.5m New Technology Telescope, the first telescope 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.

La Silla Observatory
1. La Silla Observatory is located on La Silla, a 2400 meters tall hill.
2. La Silla, in this case, means 'the saddle'. The mountain was named for its shape.

Cerro Tololo is located 500 kilometers west of Santiago and 70 kilometers east of La Serena.

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
1. Gemini South is a 8-meter optical/infrared telescope.
2. Gemini South is located at the Cerro Pachon Observatory (Gemini North) is located in Mauna Kea on the island of Hawaii.
3. Gemini's telescopes are the only two large telescopes in the world with the ability to see both the Earth and the Moon.

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

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

Mes de la Primavera
Month of Spring

On September 11th, celebrate "Independence Day." Actually, Chile's independence, from Spain, was still overseen by Chile until independence.

Easter

People in Chile went to the capital Santiago during Easter. People would spend time with their families. Without the priests being able to attend church, the people followed the priests being made in priest's.
THE DISCOVERY OF CHILE

On July 27 (1535)

Lake Titicaca

Andes Mountains

Discoverer

Diego DE ALMAGRO

Takeover

Almagro's Failure: Execution of Diego de Almagro

D.O.D.D.A.
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 Nobel 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 located in her old town down in her house, she once lived in.

It has her personal photos.

It opened in 1989.
Santiago International School

By Josh McNew
Holiday—La Tipana, Chile

WHERE? LaTipana, Chile

Beloved on the Holiday: America (the) and in the home of the Taranacns.

Attracton: LaTina Sanctuary, LaTina School Museum, LaTina School.

Activity: Participating Cultural Journeys,

When: July 16th, 17th

Where: Between the 1st and the 17th, the school where the students from the various schools.

Do All Perform: Does it involve a performance? Yes, everyone involved!

Why: Celebrates the cultural heritage of the Tipanara and the Taranacns. It is a unique and special experience.

La Tipana

Chile!
MUSEUMS CHILE!

SANTIAGO MUSEUM
- Using ceramics, letters, costumes, carvings, maps, and life-size models. Santiago's history is explained. As of 2014, it has over 120,000 visitors.

FACTS:
- Has a vast collection of over 120,000 visitors.
- Is a popular destination among tourists.

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

FACTS:
- Established in 1890.
- Has over 35,000 visitors.
- Located in the heart of the city's business district.
Si vas para Chile, te ruego que pases,
Por donde vive mi amada,
En una casita, muy linda y chiquita,
Que está en la faz de un cerro enclaraado.

La adorarán los perros, la cruzarán el estero
Y el fronter hay un sauces,
Quien llora y que llora, porque yo la quiero

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

El pueblo se llama Las Condes,
Y está junto a los cerros y al cielo
Y al mirar de la altura hacia el valle
La veras que lo habita un estero
Cenizas y gente de los pueblos
Te saldrá al encuentro viajero
Y vendrá como quien en Chile
Al amiguo cuando se acercara

En una casita, muy linda y chiquita,
Y el fronter hay un sauces,
Que llora y que llora, porque yo la quiero

Si vas para Chile, te ruego viajero,
Le digas a ella que de amor me mueren,
Si vas para Chile, te ruego viajero,
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 foot of a hill located,
The stream in the valley, 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 Valley
What really that bathes an estuary
Farmers and the village
You will leave the meeting traveler
And see as they want in Chile
When it is a long time friend
It's a cottage, very nice and chiquita,
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 mountain 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 15 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 seafood restaurants, fruits, vegetables, and wines.

Yellowstone National Park—In the U.S., we have very large National Parks called Yellowstone National Park. In the Yellowstone, they have very many beautiful sights, but by far the thing that attracts the vast majority of 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 seafood restaurants or near by many fish markets. In the United States the fish markets are located along the coastal such as Maine and New York.
Tarapaca
[BORDERING OF PERU AND BOLIVIA]

[NORTHERN CHILE]

DRICHEST DESERT IN THE WORLD!

Main Rivers:
- Islaqa River
- Cariquima River

Animals:
- Flamingos
- Alpacas

Very Beautiful!

They do have Water!
Pontificia Universidad Catolica de Chile

By Taylor Anderson

February 11, 1936 founded

Address: Pontificia Universidad Catolica de Chile

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

Learning Expectations: Class format is 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: 1.0-1.99: Unsatisfactory
2.0-2.99: Satisfactory
3.0-3.99: Good
4.0-4.99: Excellent

Language Requirements: Knowledge of Spanish is not required.

Founded on June 21, 1888

SPORTS: tennis, football, field hockey, horseback riding, and golf

Yo necesito el lápiz.
I need a pencil.

Tu usas la computadora.
You use the computer.

VERBS

When -ar verbs are used
They are used to form the present tense of a regular verb that ends in -ar.

Yo necesito el lápiz.
I need a pencil.