

Faces™

Chile

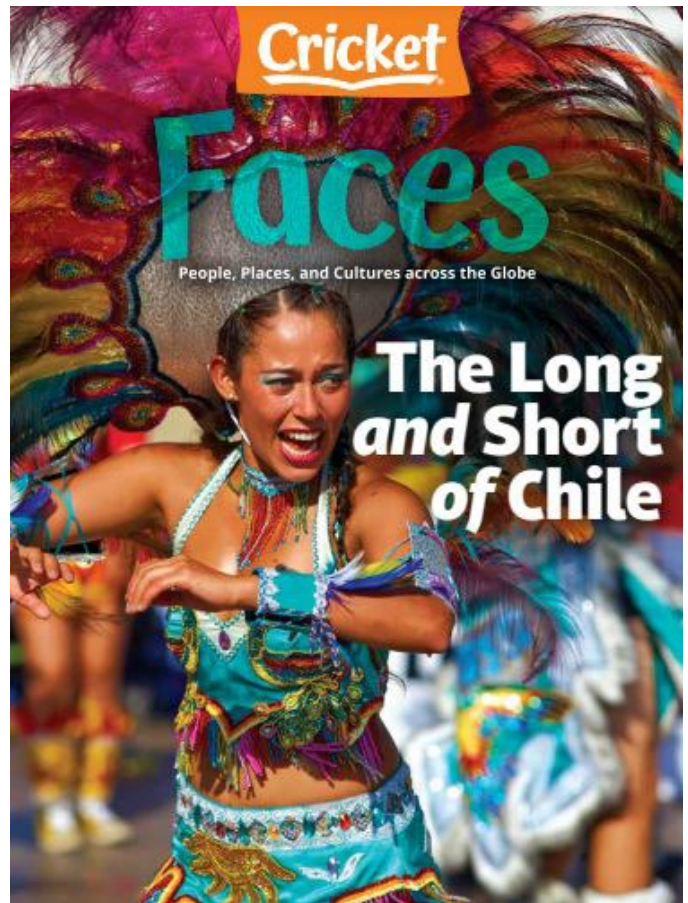
Chile is South America's most prosperous country. It shares many commitments with the United States, including democracy, human rights, and fair trade. This issue of FACES magazine takes readers on a journey to learn about Chile's people, history, and culture.

CONVERSATION QUESTION

What makes Chile a unique country?

TEACHING OBJECTIVES

- Students will learn about the nine main indigenous groups of Chile.
- Students will learn about the Chilean rodeo.
- Students will learn about Independence Day in Chile.
- Students will examine the goods and services of a region.
- Students will study the tradition and culture of a Chilean event.
- Students will analyze the causes and effects of events leading to Chile's independence.
- Students will plot geographical locations on a map of Chile.
- Students will debate the value of tradition.
- Students will research additional Chilean celebrations.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

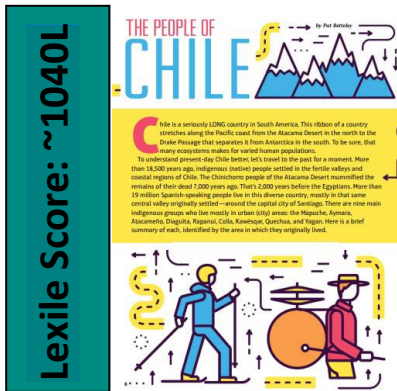
SELECTIONS

- **The People of Chile**
Expository Nonfiction, ~1040L
- **Showing Off Their Skills: The Chilean Rodeo**
Expository Nonfiction, ~980L
- **Independence, Chilean Style!**
Expository Nonfiction, ~1050L

The People of Chile

pp. 8–11, Expository Nonfiction

Chile is a long, narrow country in South America, stretching along the Pacific coast. Readers will learn about the indigenous groups that settled in Chile.



RESOURCES

- Goods and Services: Indigenous Economies

OBJECTIVES

- Students will learn about the nine main indigenous groups of Chile.
- Students will examine the goods and services of a region.
- Students will plot geographical locations on a map of Chile.

KEY VOCABULARY

- **indigenous (p. 8)** living, existing, or originating in a particular region or environment
- **diverse (p. 8)** made up of people or things that are different from each other
- **fjords (p. 11)** narrow parts of the sea between cliffs or steep hills or mountains

ENGAGE

Conversation Question: What makes Chile a unique country?

Explain that this article will introduce students to a country of rich ecosystems and varied cultures. Display a world map and give students the following clues, one at a time, so they can locate the country. (Chile)

1. This country is located in both the Southern and Western Hemisphere.
2. This country is located in the western part of South America.
3. This country borders Peru, Bolivia, and Argentina.
4. This country occupies a narrow strip of land between the Andes and the Pacific Ocean.
5. This country is the southernmost country in the world.

INTRODUCE VOCABULARY

Post and discuss the key vocabulary words and definitions. For each word, have students write a sentence that uses it correctly. Have students share their sentences with a partner. Then remind students to look for the vocabulary words as they read the story.

READ & DISCUSS

Read the article aloud with the class. Have students reread the text in small groups to answer the questions below. Discuss responses.

1. What are the Mapuche famous for?
2. Why are many Aymara moving to the city?
3. Where did the Diaguita live originally?
4. What are the Rapanui credited with doing?
5. How did the Yagán make their canoes?

CONCEPT/SKILL FOCUS: Goods and Services

INSTRUCT: Review with the class that people voluntarily exchange goods and services when both parties expect to gain as a result of the trade. Point out that a group's crafts and crops are representative of the region in which they live. Reread the article and use the *Goods and Services: Indigenous Economies* graphic organizer to record the goods and services produced by the indigenous peoples of Chile.

ASSESS: Collect and review the worksheets for accuracy.

EXTEND

Geography Instruct students to revisit the article to highlight all of the geographical locations mentioned in the text. Provide pairs of students with a blank map of Chile and have them plot and label each location. Have students add the name of the indigenous group that first settled in each region. They will need to use additional resources. Challenge students to locate and label Chile's capital city: Santiago.

Indigenous Economies

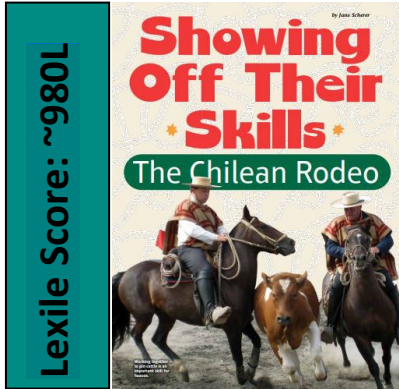
Goods and Services Use information from the article to identify the goods and services of each indigenous group. Provide complete and detailed responses.

Indigenous Group (Native People)	Goods (Traditional Crafts)	Economy (What is it based on?)
Aymara		
Atacameño		
Colla		
Quechua		

Showing Off Their Skills: The Chilean Rodeo

pp. 12–15, Expository Nonfiction

For more than 50 years, autumn in Chile has signaled an explosion of rodeos across the country. Readers will be immersed in the sights and sounds of this traditional sport.



RESOURCES

- Culture and Tradition: Cowboys for Life

OBJECTIVES

- Students will learn about the Chilean rodeo.
- Students will study the tradition and culture of a Chilean event.
- Students will debate the value of tradition.

KEY VOCABULARY

- **huaso** (p. 13) a Chilean countryman and skilled horseman, similar to the American cowboy
- **medialuna** (p. 14) (literally means “half moon”); a crescent-shaped corral used in Chile for rodeos

ENGAGE

Conversation Question: What makes Chile a unique country?

Have the class try to guess the event you are describing by supplying them with one word at a time until students have arrived at “rodeo.” Use phrases and words from the article. Begin with general terms and get progressively more specific. (Ex: 1. *colorful*, 2. *festive*, 3. *trophies*, 4. *horse*, 5. *cowboys*, 6. *bull*, 7. *sport*)

INTRODUCE VOCABULARY

Discuss the key vocabulary words and definitions with the class. Play an audio translation clip so that students can hear the correct pronunciations of the words. Teach students the additional theme-related Spanish words: *caballo* (“horse”), *toro* (“bull”). As a post-reading activity, challenge students to reread the article aloud with a partner, using these Spanish words in place of the English words.

READ & DISCUSS

Reinforce comprehension of the concepts presented in the article by using the following questions to direct discussion.

1. What was the purpose of the rodeo in Chile’s colonial days?
2. How is the Chilean rodeo similar to Spanish bullfighting?
3. How are Chilean rodeos different from rodeos in the U.S.?
4. Explain the atmosphere and activities of the Chilean rodeo.
5. What skills and behaviors must rodeo horses learn?

CONCEPT/SKILL FOCUS: Culture and Tradition

INSTRUCT: The article presents detailed information about the traditional Chilean rodeo. These festive occasions embrace serious sportsmanship and traditional celebrations. Distribute the *Culture and Tradition: Cowboys for Life* graphic organizer. Tell students they will record details about the cultural importance of the Chilean rodeo.

ASSESS: Review the chart. Have students write a descriptive journal entry about a day at the Chilean rodeo using information from the chart and the article.

EXTEND

Humanities Page 15 of the article states, “Animal lovers sometimes protest the rodeo. They believe the sport is outdated and inhumane in that it often injures the bull. But Chileans respect their legacy of fine horsemanship, and so it seems likely that this popular and festive tradition...is here to stay.” Show the class a general video clip of a Chilean rodeo and encourage students to share their thoughts. Pose this question: *Are there scenarios in which it is acceptable to value tradition over controversial practices?* Have students support their answers with details and examples.

Cowboys for Life

Culture and Tradition Consult the article to answer the questions and record how rodeos are an important tradition in Chilean culture.

What is the Chilean rodeo and what does it include?

Where is the rodeo held?

When does the rodeo take place?

Who competes and who attends the rodeo?

Why is the event held every year?

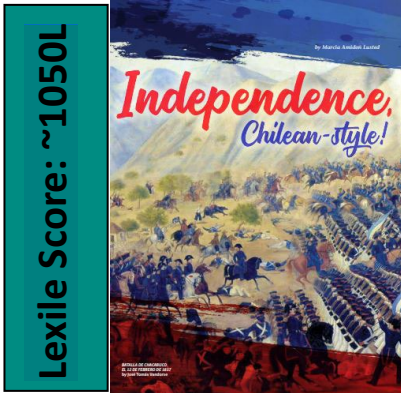
How is it scored?

Faces Teacher Guide: November/December 2022

Independence, Chilean Style!

pp. 24-27, Expository Nonfiction

Countries all over the world celebrate the events that led to their independence. This article explores Chile's fight for independence and its celebrations of freedom.



RESOURCES

- Cause and Effect: One Thing Leads to Another

OBJECTIVES

- Students will learn about Independence Day in Chile.
- Students will analyze the cause and effect of events leading to Chile's Independence.
- Students will research additional Chilean celebrations.

KEY VOCABULARY

- **rebelling** (p. 25) opposing or fighting against a government
- **identity** (p. 25) the qualities, beliefs, and characteristics that make a particular person or group different from others
- **defeat** (p. 26) the act of winning a victory over someone or something

ENGAGE

Conversation Question: Why is Chile a unique country?

Discuss Independence Day celebrations in the U.S. Then tell students they will be reading about independence celebrations in Chile, a country whose flag was influenced by the design of the American flag. Show an image of the Chilean flag. Discuss its similarities with the U.S. flag. (Both use red/white/blue and stars.) Share symbols on Chile's flag: **star** = a guide on the road of progress, **red** = bloodshed of independence fighters, **blue** = the sky, **white** = snow-covered Andes. Have students draw the flag of Chile and label what each element represents.



INTRODUCE VOCABULARY

Review the key terms and definitions with the class. Guide students to notice that each word belongs in a different part of the alphabet. (Beginning: A–H, Middle: I–P, End: Q–Z) Have them write these headings at the top of their paper and put each word in the correct category. As a post-reading activity, have students add other theme-related words from the article to their list in the correct columns.

READ & DISCUSS

Preview the questions below, and have students read the article independently. Then read the article aloud, pausing for discussion when answers to the questions are revealed.

1. Why were colonies throughout the world rebelling against the countries that ruled them during the 18th century?
2. What two things do Chileans celebrate on September 19?
3. How do Chileans celebrate their culture and customs?
4. What activities are enjoyed during Dieciocho?
5. Describe the festival foods and clothing.

CONCEPT/SKILL FOCUS: Cause and Effect

INSTRUCT: Guide students to acknowledge that an event in history is often surrounded by causes and effects. Distribute the *Cause and Effect: One Thing Leads to Another* organizer. Tell students they will record the causes and effects of events that have shaped the history of Chile. Have them reread the article with a partner to underline passages that will be helpful for this purpose.

ASSESS: Students may work in pairs to complete the organizer. Review the answers and invite students to share their responses.

EXTEND

Social Studies Have students reread the “More Chilean Celebrations” sidebar on page 27. Instruct students to choose one of the celebrations and then use books and online resources to learn more about it. Students working on the same celebration should share information and collaboratively present it to the class.

One Thing Leads to Another

Cause and Effect Consult the article to identify and explain the causes of the events listed below and the effects of these events in the country of Chile.

Cause	Event	Effect
	<p>On September 18, 1810, Chile declared itself to be independent from Spain.</p>	
	<p>In the 18th century, colonies throughout the world were rebelling against the countries that ruled them.</p>	
	<p>Chile did not gain full independence until ten years after it declared independence from Spain.</p>	
	<p>Fiestas Patrias is celebrated on September 18.</p>	