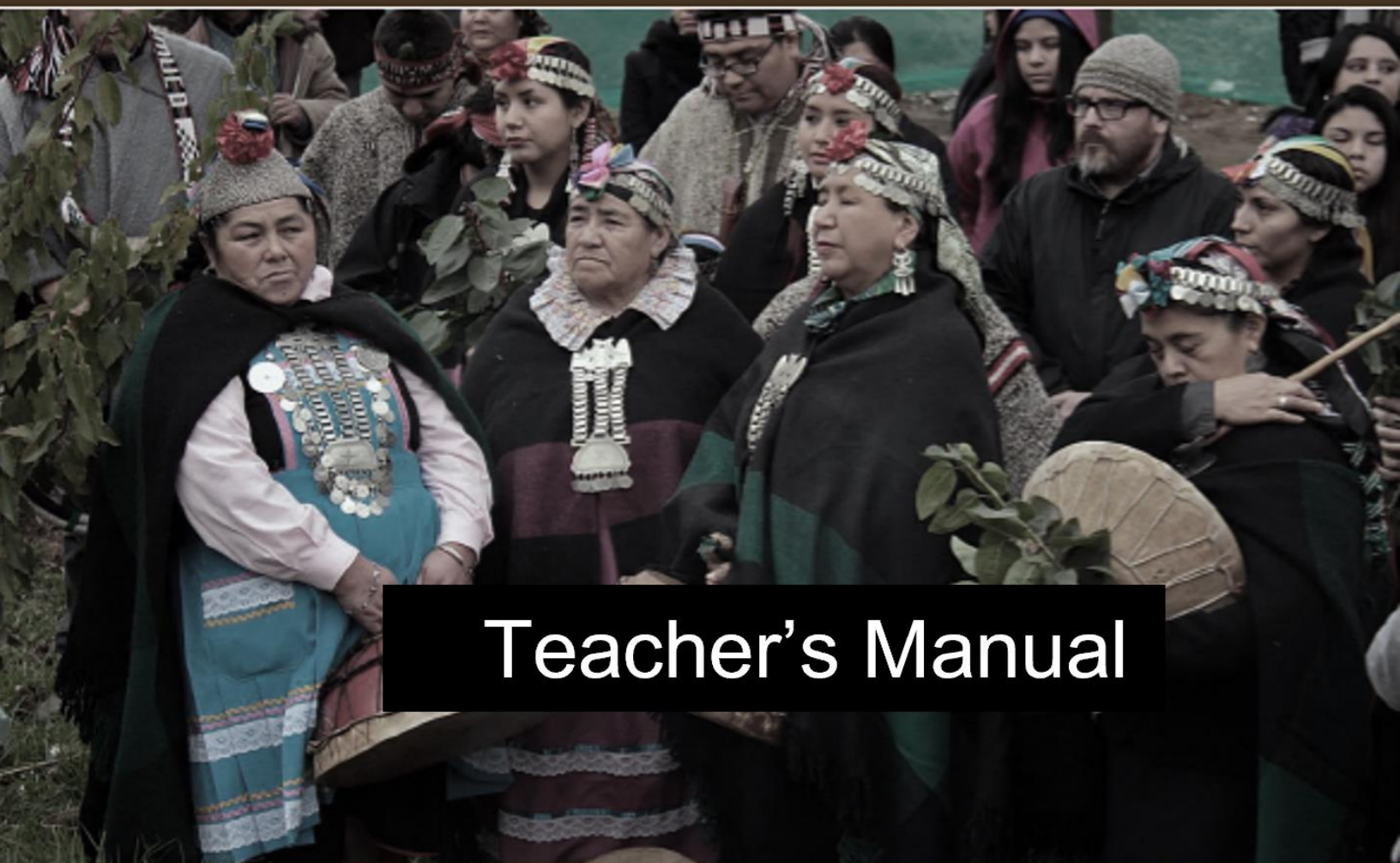




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The Mapuche Culture



Teacher's Manual

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INTRODUCTION

The purpose of this book is to provide a supplementary resource for primary school teachers to develop reading skills in their students while, at the same time, it seeks to promote the traditional lore of the Mapuche people as a way to preserve our cultural identity. The book has been graded to suit the B1 CEFR level and the Chilean Ministry of Education contents, vocabulary and reading comprehension learning outcomes for 11th grade.

The Mapuche Culture was created with a belief in mind – that students understand texts better if the content they read about is known to them, or if they share some knowledge base with the text. This fact helps them interact with the information of the text in a better way.

As the book was created for Chilean students, it has some key characteristics: it is based on the contents and learning outcomes mandated by the official national syllabus of the Ministry of Education. It takes into account the students' local identity and it includes a well-known national theme and topic. It provides familiar cultural background for students. It helps to activate world knowledge to interact with the texts and make appropriate inferences and mental representations of the topics at hand. Finally, as the authors are also Chilean, there is shared cultural background between authors and students.

Notwithstanding, the book can be used by any kind of student from different backgrounds, other than Chile, as the book can be worked as an average graded reader that will provide new knowledge about the traditions, culture and world view of the Mapuche people in Chile.

The book has been structured in the following way: there are seven texts which represent four different genres – non-fiction, legend, biography and article – each one with reading activities. Before each text, there are some exercises to activate your students' prior knowledge or to provide background knowledge to understand it.

The activities following the texts are organized upon two grounds: 1.- the use of learning and reading strategies found in specialized literature (such as scanning, visualizing, grouping, etc.), and 2.- a model of interactive reading comprehension which has three levels of mental representation of what is read.

Activities addressing the three levels have been included. The first three texts have exercises developing only one level each. The rest of the texts have questions that combine the use of the three levels.

This book is part of a more comprehensive pack with several components that are free to use from the part of English teachers and students. Besides, all the materials are also photocopiable.

The components you will find in this technological package are the following:

- Supplementary graded text “The Mapuche Culture” adapted to CEFR level B1.
- Reading strategy use through activities and exercises to improve reading skills.
- Theoretical framework of the Reading comprehension model underlying the texts.
- Audio for each text, read by a native speaker.
- Methodological-didactic manual with all the answers and suggestions for the work with the texts in the classroom, and assessment guidelines.
- Reading comprehension activities and questions for each text in the book.
- A section explaining how the books were created and adapted.
- Two versions: español and english!

READING COMPREHENSION MODEL

There is an underlying reading comprehension model behind the questions and activities included in this book, which is understood as being interactive, i.e. combining the top-down and bottom-up reading models. In an interactive reading model, the reader attempts to get meaning from the text while, at the same time, using his own background knowledge to interact with the information in the text to build meaning and memory from the texts.

The model chosen for the text has three levels of mental representation of what is read, going from literal to deeper understanding. The first level is called **surface code**, in which the reader deals with the vocabulary and syntax and the content in a literal way. The next level of representation is the **textbase**, in which the reader – after having dealt with the surface code – starts organizing a hierarchical structure of propositions, from the least important ideas (microstructure) until a summary of the most important ideas is reached (macrostructure). This macrostructure or summary is the textbase, a semantic structure defining the global idea of a text. At this stage, the reader also processes a superstructure, which is the typology the text belongs to, or the rhetorical forms upon which it is based such as narrative, argumentative, expository, etc. Finally, the reader reaches the third representation level, called **Situation Model**. This is like an ‘image’ (although it is not always like that) the reader forms in their mind about the

situation being described in the text. The situation model is separated from the text and, in order to do this, the reader needs to integrate the information in the text with their own background knowledge. Both, the textbase and the situation model are levels in which inferential processes are present.

You can get more information and learn about the three representational levels in more detail by checking the webpage and the section which develops the model further.

STRATEGIES

The Mapuche Culture makes use of a set of learning and reading strategies to help students better understand what they read or to deal with the information in the texts.

What is a learning strategy?

According to Monéreo and Castelló a strategy is “a decision-making process, which is conscious and intentional about what conceptual, procedural and attitudinal knowledge to put to work in order to achieve a learning goal in a context defined by some specific conditions”. Therefore, students will use strategies thanks to a conscious metacognitive process that will help them work with concepts, procedures, and attitudes in order to achieve a learning outcome.

Strategies can also be viewed as a sequence of activities that students follow in order to reach a learning outcome effectively. Some students have rudimentary strategies, so if teachers want them to be successful in using strategies, they must be taught. The idea is that students use them flexibly, which demands knowledge of when, why and how to use strategies. In that way, students will be independent learners and thinkers.

Chamot and his colleagues postulate a metacognitive model of strategic learning that organizes several strategies into four processes: planning, monitoring, problem solving and evaluation.

Reading strategies

Much of what we know about learning strategies comes from the work in the field of reading comprehension. Reading is crucial to access the information needed to be processed by students in order to learn.

There is an arsenal of reading comprehension strategies and the approaches to teach them. Several authors have described reading strategies that include cognitive, socio-affective and metacognitive strategies ranging from planning your reading, identifying the structure of texts to pre-visualizing what you read, for example.

In sum, learning and reading strategies help the student-reader to access the information in an active way, planning, monitoring, and evaluating their process with the purpose of comprehending what they are studying or reading. This use is conscious, metacognitive, and strategic.

Most importantly, as Duke and Pearson put it “Can we teach students to engage in these productive behaviors? The answer is a resounding yes. A large volume of work indicates that we can help students acquire the strategies and processes used by good readers”.

Another important idea about strategies is that they can be used in different moments during reading. Thus, they can be classified according to whether they are used during pre-reading, while-reading or post-reading activities.

In this book, authors have made use of the following strategies:

- Pre-viewing, which includes activating prior knowledge
- Scanning
- Imaging, visualizing (such as drawing)
- Summarizing
- Vocabulary connections
- Grouping (completing charts, classifying)
- Evaluating

HOW EACH LESSON WORKS

Each lesson in the text is understood to coincide with each of the texts in the book. The lessons have been thought to be structured according to the pre-reading, while-reading and post-reading moments. Apart from this fact, each lesson begins with an overview of each text, and also detailed comments, activities and extra information are provided for each part. The structure of a lesson is as follows:

TEXT OVERVIEW

A very brief summary of the text, as well as the kind of genre it belongs to is given. If extra information is needed, a ‘teacher’s notes’ section is included.

PRE-READING

Activating prior knowledge

One of the most important activities and reading strategies is the activation of prior knowledge, from the part of the student, about the topic in the text at hand.

In this section, there are two ways in which the teacher may activate their students’ prior knowledge: a.- by using the activities provided in the book, or b.- by using the suggestions given by the authors. Sometimes, both ways will be possible, and in some cases, only the second way will be available as not all the texts include an activity to activate prior knowledge.

Extra Support Notes

Sometimes, the activation of prior knowledge is not successful or enough for your students to reach a knowledge threshold that would allow them to better understand the text at hand. Usually, teachers know their students’ characteristics (level of English, knowledge about the topic at hand, etc.) and consider that more information is needed. The authors have acknowledged that fact, so ‘extra support notes’ will be included whenever the authors consider a need for extra information is required.

Vocabulary

All the lessons in the book consider a vocabulary section in the pre-reading stage. This section may want to develop vocabulary in the form of a translation into the students’ language, a dictionary search, guessing meaning, or others. The main purpose of the section is to introduce some key vocabulary of each text to the students.

WHILE-READING

In this stage of each lesson, several kinds of exercises have been included which obey to the use of reading strategies or to questions and activities to work with one (or more) levels of

representation of the reading model. Activities that you may find include questions about information, passages or the whole text, alternatives, matching, vocabulary in context, ordering sequences, true or false statements, completing charts, crosswords or tables, drawing, and completing sentences.

In the question exercises, the three levels of representation will be targeted. The first three texts deal with a single level of representation each: the first text has questions aiming at the surface code only; the second text, aims at the textbase only, and the third text has questions about the situation model only. The other texts have a mixture of questions that deal with the three levels of representation. For each question, the level of representation at work will be stated.

In this section, the answers to each of the questions will be given, and an explanation for each correct answer. If further information is needed, it is provided in the 'extra support notes'.

POST READING

Post-reading exercises, as the name implies, are exercises to be completed after the actual reading is over. Some of the texts include post-reading activities, and some others, don't. In the case a text does not have post-reading activities, suggestions will be included.

Throughout this manual, you will see these icons:



By clicking on this icon, you can access directly to the part of the website that contains the resource or topic that you are teaching.



This icon suggests the use of the recording available on the website. You can play it during the class if you want the students to listen to the text while they read. You can access the recording by clicking on the icon.

BEFORE YOU READ THIS BOOK

The aim of this first page is to introduce the general information about the topic. For that, show the maps and read the information about the geographical areas where mapuche people live.

Activation of Prior knowledge

Ask students the question: What do you know about the mapuche people?

They must write their answers individually. Check their answers and give feedback if necessary.

Then ask them to make a list of the words in mapuzugun which are commonly used in our every day life. Then ask students to compare their answers with their partner's.

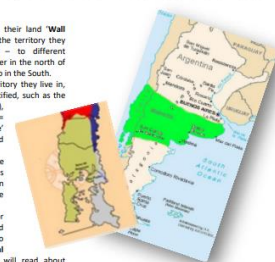
Possible answers:

Pichintun, guarén, merkén, cahuin, machitún.

BEFORE YOU READ THIS BOOK

Look at the maps. They show the land of the Mapuche and Williche peoples separately.

The Mapuche People call all their land 'Wall Mapu'. This is the name of the territory they have historically inhabited – to different extents – from the Limari River in the north of Chile to the Chiloé Archipelago in the South. According to the specific territory they live in, different groups can be identified, such as the 'Pikunche' ('Pikun' = North), the 'Pewenche' ('Pewen' = pifon), the 'Lhalkenche' ('Lhalken' = the coast), and the 'Williche' ('Willi' = South). The Williche are the people who currently inhabit the Los Rios and Los Lagos regions in Chile, from Valdivia to the south of the Chiloé Island. One of the williche 'lof' or communities that we can find in Alerce village (near Puerto Montt) is the 'Ancestral Pallahuéque Lof', and you will read about them later!



What do you know about the Mapuche People?

Write three ideas on the lines below:

- 1.- _____
- 2.- _____
- 3.- _____

Most people in Chile know that the Mapuche speak a language called **Mapuzugun**. What words from this language do you know or use? Make a list and compare it with your partner's.

Extra support

Note about the writing system used

This book follows the graphemes proposed by the Ministry of Education and, thus, used in all teaching resources distributed to schools. This writing system is called **azumchefe** and, in some cases, it uses a different combination of letters from Spanish to represent some sounds. In this way, the sequence "tr" in mapuzugun becomes a digraph written as "tx". For example, the word "trompe" is written as "txompe". In the same way, the sequence "ng" is written just as "g, as in the the word "kultxüg" instead of "kultrung". Similarly, the sequence "nk" is written as "gk", as in the word "logko" instead of "lonko".

Cognates. As a suggestion, teach students to use cognates when reading. Cognates are words that are similar or the same in two or more languages and **they mean the same**. Look at the chart for examples.

English	Spanish
Circus	circo
Nation	nación
Similar	similar
family	familia

TRADITIONAL MAPUCHE CLOTHING

Overview

This text is *non-fiction*, since it gives true information about a topic. In this lesson, five traditional garments worn by men and women are described.

WHILE- READING ACTIVITIES



Activities A and B. The answers to each of the questions can be literally taken out the text. Therefore, what students must do is to **scan the text** to find the answers.

Extra support

Scanning is a simple strategy. Students have to look through the text quickly with the purpose of finding specific information using keywords. These keywords are often found in the questions.

Answers:

1. women do not wear jewels all the time, but they have to wear them when there is a logko or a machi around.
2. A txapelakucha is a silver ornament worn by mapuche women. It is a breastplate with the shape of two birds on top.
3. The links in the chains that hang from the upper part of it represent the origin of nature and steps of life on Earth.
4. Because spaniards paid mapuche people with coins and, as they didn't use money, women used them as ornamental objects.
5. Its name comes from txari ("to tie") and logko (=head). It means "headband".
6. It is made of wool

Answers for activity B.

1. c) 2. a) 3. a) 4. d)

READING ACTIVITIES

A. Answer these questions:

1. When do women wear jewels?
2. What is a txapelakucha?
3. What do the links in the chains of a txapelakucha mean?
4. Why do txarilogkos contain coins?
5. What does the word "txarilogko" mean?
6. What is a makuñ made of?

B. Choose the answer that best completes the sentences according to the text.

1. Women are not allowed to wear jewels...
 - a) when there is a logko
 - b) when they are at a machi's place.
 - c) they are in a ceremony
 - d) they are in natural place.
2. A txapelakucha...
 - a) represents two birds
 - b) reflects the marital status of a woman
 - c) is a waistband
 - d) is a silver ornament
3. A txarilogko represents...
 - a) wisdom
 - b) Spanish money
 - c) ornamental objects
 - d) little pearls

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Activity C.

Ask students to read the text again and write the names of the pieces of clothing shown in the image.



TYPICAL ITEMS OF MAPUCHE LIFE

Overview

This text is *non-fiction* as it gives true information about a topic. In this case, three musical instruments as well as the 'ruka' or house of mapuche people are described

PRE-READING

Activity A. To introduce the vocabulary of this text, ask students to label the pictures with the words given.

Answers:

First line: stalk, drawings

Second line: reeds, drum, roof.

Activity B. Ask students to match the words on the left to their definitions on the right.


Answers


1. b 2. e 3. f 4. d 5. g 6. a 7. b


GET READY TO READ


A. Write the names of the objects below each picture. Choose the words from the box.

drum drawings roof stalk reeds









B. Match the words on the left to their definitions on the right. Write the letters (a-g) on the lines (1-7). Use a dictionary if necessary.

1. ____ patch
2. ____ rawhide
3. ____ horn
4. ____ blow
5. ____ pole
6. ____ dwelling
7. ____ hearth

- a) A house where a person lives.
- b) A small piece of material that is used to cover a hole.
- c) The space for a fire.
- d) To send out air from the mouth.
- e) Natural leather that has not had any special treatment.
- f) A hard pointed part that grows, usually in pairs, on the heads of some animals.
- g) A long thin straight piece of wood used as a support.

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WHILE- READING ACTIVITIES



Now, the answers to these questions are not literally found in the text. Students must either understand the whole text to write the required answer or find the connection between the ideas.

Answers:

1. The kultrüg is important because it is used by the machi during ceremonies.
2. The stones inside the kultxüg.
3. Yes. The stones inside symbolise the Earth.
4. They are used to make txtuxukas and to make the walls of a ruka.
5. The skin of a horse and the horn of a cow.
6. In the east (where the sun rises).
7. Gen-kuntxal is a spirit, the soul of the hearth.

READING ACTIVITIES

A. Answer these questions about the text:

1. What is the importance of a *kultxüg*?
.....
2. What does the word *thasa* in line 15 refer to?
.....
3. Is nature represented in the *kultxüg*? How?
.....
4. What are colihue stalks used for? Mention two uses.
.....
5. What animal parts are used to make a *trutuka*?
.....
6. According to the text, where are the Andes mountains in Chile?
.....
7. Who is *gen-kuntxal*?
.....

B. Write True or False according to the text. Correct the wrong information.

1. ____ The diameter of the *kultxüg* is smaller than half a metre.
2. ____ The *kultxüg* has two names.
3. ____ The stones in the *kultxüg* have a special meaning.
4. ____ The horn of a *trutuka* makes the sound louder.
5. ____ The *trompe* was played in Asia hundreds of years ago.
6. ____ The *trompe* player uses both hands to play the instrument.
7. ____ Mapuche people make their own *trompes*.
8. ____ The plants used in the construction of a *ruka* cannot get wet.
9. ____ Mapuche people do not have their own myths.
10. ____ There is smoke inside the *ruka*.

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Activity B. Ask students to read the text and write True (T) or False (F) according to the text. Correct the wrong information.

Answers

- 1.- T.
- 2.- F. The text says that the kultxüg has other names (not just another name).
- 3.- T
- 4.- T
- 5.- T
- 6.- F. The player of this instrument must take the frame with one of his hands, press the arms of the instrument with his teeth and pull the trigger with his index finger.
- 7.- T.
- 8.- F Reeds are resistant to the weather conditions of the South of Chile.
- 9.- F The information about gen-kutxal is introduced by “according to the mapuche mythology” which suggests that they have their own myths.
- 10.- T

POST-READING ACTIVITY

As a suggestion, students may create posters related to the information in the texts. They could also find out information about other typical items of mapuche life.

LIKARAYEN

Overview

This text is a *legend*, since it is a story about the past which is believed by many people but cannot be proved to be true. The story – which belongs to the area where the Osorno and Calbuco Volcanoes are located in Los Lagos region in Chile – narrates how a mapuche princess, called Likarayen, came to die.

PRE-READING

A. Ask students: What do you know about Likarayen? Let them talk in pairs about the information they know. Then they write their ideas and share them with the class.

Answers may vary.

B. Tell the class to find these words in a dictionary and write down the Spanish word for it.



GET READY TO READ

A. What do you know about Likarayen? Talk and discuss with the class and write the information you know.

B. Find these words in a dictionary: write down the Spanish word for it.

- | | |
|--------------|---------------|
| 1.- Chief | 7. Spear |
| 2. Flames | 8. Ravine |
| 3. Worrisome | 9. Guts |
| 4. Council | 10. Cleansing |
| 5. Leaves | 11. Molten |
| 6. Axe | 12. Gorge |

C. Of the words in exercise B, which ones are synonyms?

D. Draw a map including the following geographical features: Lake Llanquihue, Osorno Volcano, Calbuco Volcano, Puerto Varas

Answers

- | | |
|---------------------------|--------------------------------|
| 1. Chief: jefe,a. | 7. Spear: lanza |
| 2. Flames: llamas | 8. Ravine: quebrada, barranco. |
| 3. Worrisome: preocupante | 9. Guts: interior |
| 4. Council: | 10. Cleansing: limpieza |
| 5. Leaves: hojas | 11. Molten: fundido. |
| 6. Axe: hacha | 12. Gorge: desfiladero. |

C. Ask them to think about the two words that refer to a similar thing.

Answer: ravine and gorge.

D. C. Before they read the text, ask SS to draw the map that covers the area of Lake Llanquihue, Puerto Varas and as they imagine it

Drawings will vary



WHILE- READING ACTIVITIES

Tell students to answer the questions in exercise A. These focus on the situation model, which uses the students' prior knowledge and the information of the text.



Click on the icon (pressing the Control key at the same time) to check an example of what the situation model is about.

Students' answers may vary.

NOTE: It is important to notice that there may be lots of different answers, as your students have different background knowledge about the topic. All those answers should be considered correct if they are using the information in the text. We suggest that you keep an open mind regarding students' answers, since some of them might not be connected to the situation in your view; however, if students can explain the reason for their answers and they fit the context, they should be considered right. Your students' situation models may sometimes differ from the teacher's and they sometimes surprise us with their answers because they have knowledge you do not have or share with them (some students live in the countryside, their parents work in specific fields, others have been abroad, etc.).

Answers

- Before 1541. This is because in the first, the text reads "when no white man had still set foot on this land."
- It can be inferred that canelo leaves are sacred to the mapuche.
- Any sharp and pointed object is correct.
- First reason: the machi had ordered to take the heart to the top of the volcano for a bird to eat the heart. Second reason: The canelo leaves had to fall inside the crater.
- Many years elapsed (line 65). Note: the text talks about the necessary time for plants and roots to grow and make a palace. Therefore, any logical answer could be acceptable.

And it snowed and snowed – days, weeks, months, and whole years. It was a real battle between the fire coming out from the guts of the volcanoes and the cleansing snow that fell upon them.

In the end, the molten snow ran down the mountains forming torrents of water that washed the slopes of Osorno and Calbuco volcanoes, and ended at their feet filling their gorges up. That is how the lakes Llanquihue, Todos los Santos and Chapo were formed.

When the mapuche went back to the place where the sacrifice was consummated, they saw with amazement that the flowers that served as a dying bed for Likarayan had already grown roots and that their branches had formed the most beautiful palace that no man has ever seen.

That palace still exists today at Devil's Gorge near Puerto Varas. Many have climbed down to see the palace and admire its beauty, but only a few have been able to really see it, for it is only visible for those who have no stain in their mind or soul.

READING ACTIVITIES

A. Answer these questions about the text:

- The Spanish conquerors came to the South of Chile after 1541, was this legend started before or after this year?
- In the text, "canelo leaves" are mentioned. Why do you think the canelo tree may be so important?
- In your opinion, what did Kitralpi use to open Likarayan's chest? Why?
- Why did the strongest man of the Mapuche take the heart to the top of Pichi Juan's Hill? Give two reasons.
- How much time passed until the Mapuche went back to the place where the sacrifice was consummated?

In the next section students are asked to complete a pyramid with information from the text. The ideas, or pieces of information, used must progressively include from one to eight words.

SUGGESTED ANSWERS (they may vary according to students)

One word

Likarayén

Two words

Beautiful princess/ young woman

Three words

Inside Osorno Volcano / Pichi Juan's hill / mountains and volcanoes

Four words

Vomit smoke and fire/ made the earth tremble

Five words

Likarayen arrived at the site/ And it snowed and snowed.

Six words

Kitralpi kissed her on the forest.

Seven words

A condor appeared soaring in the sky

Eight words

God idea to avoid going to those places / they do not come across this evil woman

B. Complete the following pyramid with information from the text:

Main Character's name _____

Two words about the character _____

Three words describing the **setting** (time and place) _____

Four words stating the **problem/conflict** _____

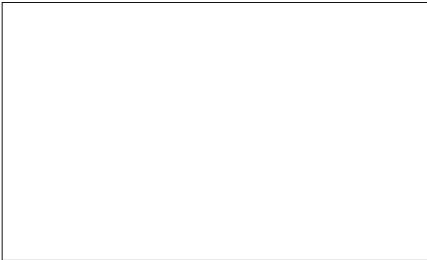
Five words describing one **event** _____

Six words describing another **event** _____

Seven words describing a third **event** _____

Eight words describing a **solution** to the problem _____

C. Draw your favourite part of the legend



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POST-READING ACTIVITY

Activity C. Tell the class to draw their favourite part of the legend. This time they should follow the description in the text. They can draw without looking at the text and use the information they remember.

Drawings may vary.

LAUTARO

This text is a *biography* (a non-literary, expository text) which revises the legendary figure of Lautaro, one of the most prominent characters in Mapuche and Chilean history.

PRE-READING

Activation of Prior knowledge

Activity A. Ask students to complete the K-W-L chart with the following information:

What you **KNOW** about the topic (K), and What you **WANT** to know about the topic (W). After they read the text (as a post-reading activity), they should write what they **LEARNT** from the text in the third column (L).

Answers may vary before and after they read.

Activity B focuses on some key words that students should know

to understand this legend. Tell the class to complete the sentences with the words or phrases in the box.

1. If people commit a crime, they deserve punishment.
2. During protests some people loot stores or supermarkets.
3. The king ordered his page boy to serve wine to the visitors.
4. I have several tasks to do at home, like cleaning or cooking.
5. Alzheimer is a terrible disease. It destroys people's minds.
6. In the Ice Age, men killed Mammoths with long spears.
7. The Chilean national soccer team defeated Ronaldo's Portugal in the Confederations Cup.

WHILE- READING ACTIVITIES


Activity A. Ask students to answer questions 1 to 6.



Answers

1. Lautaro was in charge of Pedro de Valdivia's horses and he accompanied the conqueror in battles and military exercises.
2. The Spaniards could not pronounce his name correctly
3. It refers to witnessing the cruel punishments inflicted to the native population after the battles of Andalién and Penco
4. It's about how Lautaro was killed.
5. Around 1545 (when he was 11).
6. He was 23 years old.


GET READY TO READ



A. COMPLETE THE K-W-L chart.

What you **KNOW** about the topic (K), and
What you **WANT** to know about the topic (W)

K	W	L




Once you have read the biography of "Lautaro", write what you **LEARNT** from it in the "L" column.

B. Complete the sentences with the words or phrases in the box.

Tasks	Page boy	Defeated	Loot
Punishment	Spears	Disease	

1. If people commit a crime, they deserve _____.
2. During protests some people _____ stores or supermarkets.
3. The king ordered his _____ to serve wine to the visitors.
4. I have several _____ to do at home, like cleaning or cooking.
5. Alzheimer is a terrible _____. It destroys people's minds.
6. In the Ice Age, men killed Mammoths with long _____.
7. The Chilean national soccer team _____ Ronaldo's Portugal in the Confederations Cup.




READING ACTIVITIES

A. Answer these questions:

1. What tasks did Lautaro have to do as a servant of Pedro de Valdivia?
2. Why did the Spaniards call him Felipe Lautaro?
3. What does the underlined phrase **This fact** refer to?
4. What is the 10th paragraph about? Summarize.
5. What year was Lautaro taken prisoner and turned into a yanacóna?
6. How old was Lautaro when he died?

B. Chronological Order: Complete the chart with the correct information about Lautaro's life.

YEAR / DATE	EVENT(S)
ca. 1534	
1550	
1553	
February 1554	
1555	
1556	
April 30, 1557	



Activity B. Ask students to order the events in Lautaro's life in chronological order-

YEAR / DATE	EVENT(S)
ca. 1534	He was born
1550	Lautaro witnessed the cruel punishments inflicted to the native population after the battles of Andalién and Penco
1553	Lautaro appeared as the main leader in the Battle of Tucapel – he was appointed Toki .
February 1554	Lautaro showed his leadership and talents again at the Battle of Mariwefiu .
1555	Lautaro and his army destroyed Angol
1556	Lautaro started combat again
April 30, 1557	He died.

MAPUCHE WORLD VIEW

Overview

This text is *non-fiction*. It develops the ideas of how Mapuche people understood the world they lived in – their cosmovision.

PRE-READING

Activity A. As a way to introduce students to the beliefs of different groups of people, ask them to write the name of gods or divinities for catholics, Buddhists, islamists and mapuche.

Extra support

Catholics believe in the oneness of God, the Holy Trinity, and the incarnation of Jesus Christ as the Son of God. They also believe in the meaning of the crucifixion, resurrection and ascension of Jesus. Another belief is that people will go to Heaven after they die to live eternal life.

Some Buddhists worship Buddha as a god and believe in his Four Noble Truths. Buddhists believe in *karma* and *reincarnation* to the point of ceasing to exist. This is the chief aim of Buddhists and is called *Nirvana*, an enlightened state that is free from desire. Nirvana is achieved by continually seeking, and eventually accomplishing, self-perfection.



GET READY TO READ

A. Name what gods or concepts these people believe in:

CATHOLICS:

BUDDHISTS:

ISLAMISTS:

MAPUCHE:

B. Go to the dictionary or the web and find out what WORLD VIEW means. Write the definition in the space below.

Before you read the following text, guess if the sentences are true or false.



C. Write 'Yes' on the space if the information is correct and 'No' if it is incorrect.

1. ☐ There is only one belief among all the mapuche communities.
2. ☐ The mapuche world view can be taught using the *kultxüg*.
3. ☐ They believe in many spirits, and a Divine Family.
4. ☐ They think there are four 'lands' or dimensions.
5. ☐ For them, the circle is important, starting from the North.

Muslims are monotheistic and they worship one, all-knowing God, who in Arabic is known as Allah. They believe several prophets were sent to teach Allah's law. They respect some of the same prophets as Jews and Christians, including Abraham, Moses, Noah and Jesus. Muslims contend that Muhammad was the final prophet. The Quran (or Koran) is the major holy text of Islam. They believe there will be a day of judgment, and life after death.

The mapuche people do not worship an image or a person, as they have a very spiritual conception. The altar or *rewe* is not an image to be worshipped, but a cosmic ladder that allows the machi in a trance, thanks to the strength of the whole community, to leave her body on earth (*nagmapu*) and cross the space-time dimension (*wenu mapu*) with her spirit to meet with the spirits of the ancestors from whom she asks for advice on how to deal with a certain situation that worries the community.

Although they conceived of a world populated by spirits and gods, everything was summed up under the existence of an all-powerful being, creator of all living species: *Ngnechen*, who lived in the celestial heights and had the power to grant life and death. He endowed Mapuche man with a soul (*am*) and a spirit (*pillú*). Each element or being of nature has an owner or protector (*ngen*).

The main idea of this exercise is for students to understand that the Mapuche, as other groups of people, have their own spiritual, religious identity.

Activity B. Ask students the definition of "World view" and tell them to write it on the space provided.
Answer: A way of thinking about the world (according to *dictionary.cambridge.org*)

Activity C is intended to help students predict the information they will find in the text. After reading about the mapuche world view, ask them to confirm if their guesses were right.



WHILE- READING ACTIVITIES

Activity A. Ask the class to read the text and answer questions 1 to 6 on page 28.

Answers

- two planes: a vertical plane, which is spiritual, and a horizontal plane, which is earthly.
- It's about the importance of considering the oral transmission of their beliefs, so they are not homogeneous in all mapuche communities.
- The latter refers to the supernatural world (which was mentioned at the end) and the former refers to the natural world (which was mentioned first).
- No, nobody can wear red to a Ngillatun. it is prohibited for representing war and blood.
- Erratum: the question in the book says line 21 and it should say line 27. It refers to the divine space.
- The main idea of this text is that the mapuche world view is based on the coexistence of the natural and supernatural worlds.

North and the East are associated to the platform of evil, and the centre of the Earth is associated to the green of the natural world.
As it can be seen, the world view of the Mapuche Culture is a dual one, where good and evil coexist on earth, not as a fusion but as a dynamic interplay.

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READING ACTIVITIES

A. Answer the following questions about the text:

- How many planes does the Mapuche world view have? Name them.
- What is the second paragraph about?
- What do the expressions '*the latter*' and '*the former*' in line 4 refer to?
- If you are wearing a black jacket, a red shirt and blue jeans, Can you go to a Gillatun? Why?
- What does the underlined word '*which*' in line 21 refer to?
- What is the main idea of this text?

B. SUMMARY CORRECTION: read the following summary of the text and correct the mistakes:

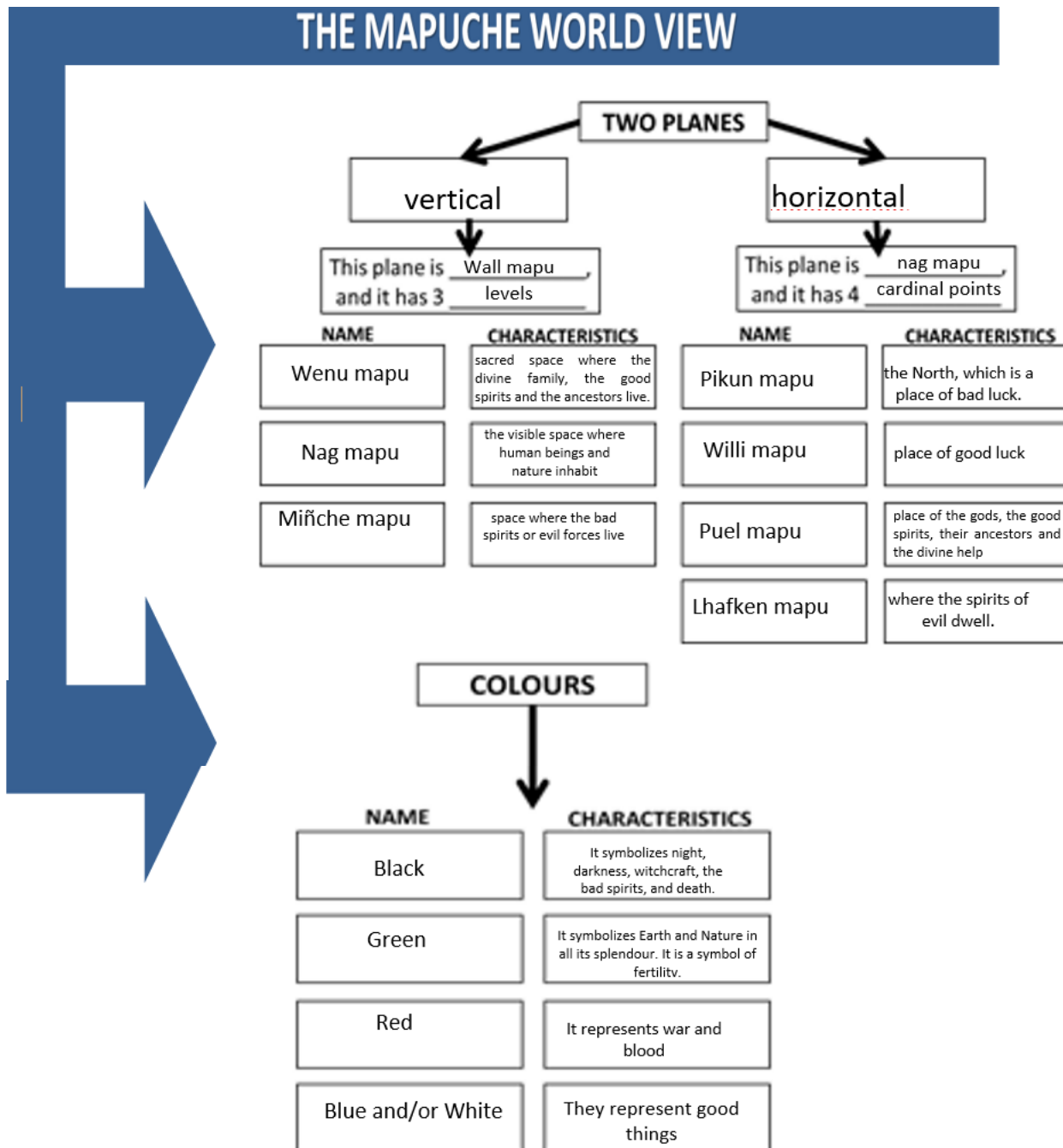
"The mapuche believe the natural world and the supernatural world are separate. Their world view can be divided in three dimensions. In the vertical plane, they have the four cardinal points, and in the horizontal plane, there are three spaces. Finally, colours are associated to the cardinal points. Black, for example, is good and is associated to the East and South."

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Activity B. Ask students to read the summary, which contains mistakes. Tell them to find the mistakes and correct them. In the text below, the mistake is underlined and the correct information in parentheses.

“The mapuche believe the natural world and the supernatural world are separate (coexist). Their world view can be divided in three (two) dimensions . In the vertical (horizontal) plane, they have the four cardinal points, and in the horizontal (vertical) plane, there are three spaces. Finally, colours are associated to the cardinal points. Black, for example, is good (bad) and is associated to the East and South (north).”

Activity C. Ask students to complete the chart with information from the text.



ANCESTRAL PAILLAHUEQUE LOF

Overview

This text is an *article* which provides information about a mapuche community in Alerce village in the Los Lagos region in the south of Chile. It also includes an interview to the members of the community or 'lof'.

PRE-READING

Activity A. Ask students: What do you know about these topics? Let them talk in pairs about the information they know. Then they write their ideas and share them with the class.

Answers may vary.

Activity B is intended to help students predict the information they will find in the text. After reading about the mapuche world view, ask them to confirm if their guesses were right.

WHILE- READING ACTIVITIES



Activity A. Ask students to read the text and answer these questions:

Answers

1. dried apple chips
2. when they celebrate some rituals or carry out special public activities
3. In 2015.
4. No. Only for the We Txipanthü.
5. A machi has a connection with the spirits and with nature and s/he practices healing rituals.
6. It is a ritual to heal people spiritually.
7. No. There is some resistance to this view on the part of doctors.

GET READY TO READ

A. Before you read the following text, what do you know about these topics:

Gillatun mapuche families Mapuzugun mapuche games

Talk to your partner and compare your answers.

Before you read about the Ancestral Paillahueque Lof, guess if these sentences are true or false.

B. Write "Yes" on the space if you think the information is correct and "No" if it is incorrect.

1. _____ The community has a gillatun every year.
2. _____ They celebrate the New Year's Day in June.
3. _____ There is a machi in the community.
4. _____ All the members speak Mapuzugun.
5. _____ They have more than one writing system.
6. _____ Their ancestors lived in Frutillar.
7. _____ Their surname, Paillahueque, has a meaning.
8. _____ They teach children different aspects of their culture.

C. Now read the text on the next page and check your answers.

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READING ACTIVITIES

A. Answer these questions using the information in the text.

1. What are "orejones"?
2. When do the mapuche community wear their traditional clothes?
3. In what year was the last gillatun performed?
4. Do they have a specific date for all their ceremonies?
5. What is special about a machi?
6. What is a *lapuntun*?
7. Do doctors support the use of mapuche medicine?

B. Write these mapuche words next to their meanings according to the information in the text.

Wiño	Lof	Linao	Newenh	Chezugun
Azümchefe	Machitun	Logko	We txipanthü	

1. leader of the community.
2. new year's day
 - 3. language of the people
 - 4. healing ceremony
 - 5. one of the mapuche writing systems
 - 6. family or mapuche community
 - 7. mapuche ball game
 - 8. energy
 - 9. curved stick to play palin.

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Activity A. Tell the class to match the words in the box with their definitions according to the information contained in the text.

Answers

- | | | | | |
|----------|-----------------|-------------|-------------|--------------|
| 1. Logko | 2. We txipanthü | 3. Chezugun | 4. Machitun | 5. Azümchefe |
| 6. lof | 7. linao | 8. Newenh | 9. wiño | |

THE MAPUCHE AND THE LOCAL

Overview

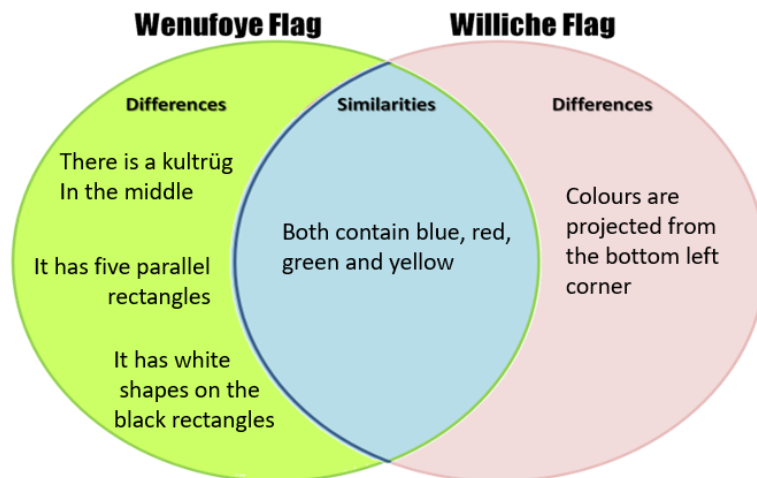
This text is non-fiction and focuses on more contemporaneous and local aspects of the mapuche culture. As the authors belong to the Los Lagos Region, a look at how the mapuche are present in this specific geographical location was included. Different, local mapuche flags and the incorporation of the banjo as a musical instrument are examples of the changes experienced in the mapuche culture of the twenty-first century.

WHILE- READING ACTIVITIES



Activity A. Tell students to look at the mapuche flag on page 5 and at the williche flag on page 36 and ask them to complete the venn diagram. The following diagram shows some possible answers.

VENN DIAGRAM – COMPARISON CONTRAST



Activity B. Ask students to find four ways in which local mapuche identity and culture differ from the general mapuche culture.

Answers

1. Different flags in different geographical areas.
2. The mapuche people in Osorno province use the banjo.
3. They may create new symbols to represent their own identity.
4. They have created one flag to represent the mapuche people in Chiloé.

55 banjo has six metal strings which are tuned in the same way as a guitar. Unlike the acoustic guitar, a pick is used to play the banjo.



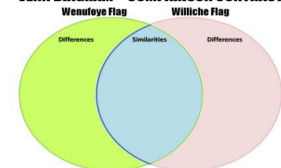
Due to the fact that the banjo can be easily made, it became popular and accepted as part of the traditional rituals of the mapuche people in Osorno and its surroundings.

As you can see, the mapuche traditions can also change to give way to new customs and traditions. They may incorporate already known items, such as the banjo, or they may create new symbols to represent their own identity, such as the flags. However, these new changes have one and only objective, which is to bring to light their own way of expressing as a mapuche community or people – the importance of the local.

READING ACTIVITIES

A- **COMPARE AND CONTRAST:** complete the Venn Diagram. On the left and right sides of the circles, write the **differences** between the Wenufoye Flag and the Williche Flag, and in the centre, write the **similarities** between them.

VENN DIAGRAM – COMPARISON CONTRAST



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B- How do the mapuche people differentiate their local identity and culture from the general culture? Think of four ways in which people do that and complete the chart.



C. According to the text, what materials are these parts of the mapuche banjo made of?

Head: _____
Tension hoop: _____
Neck: _____
Nut: _____
Tuners: _____

D. Answer these questions using the information on the text:

What is the main difference between a Mapuche and an American banjo?

Name one similarity and one difference between a banjo and an acoustic guitar.

If a person knows how to play the guitar, can s/he play the banjo? Why?

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Activity C. Ask students to mention, according to the text, the materials used to make these parts of the banjo:

Answers:

Head: rawhide

Tension hoop: metal

Neck: wood

Nut: animal bone or plastic

Tuners: metal

Activity D. Ask students to answer these questions using the information on the text.

Notice that these questions point at the Situation Model level, so students need to use their prior knowledge and the information in the text to answer the questions. Therefore, if they refer to the banjo made in another century to compare it to today's, you should consider it correct.

Here are some possible answers:

What is the main difference between a Mapuche and an American banjo?

The mapuche banjo is made of wood from native trees which are not found in the United States. (Therefore, the banjos made in the USA are not made with those woods).

The mapuche banjos are not made out of pumpkin, they are made out of a saucepan (in the beginnings)

Name one similarity and one difference between a banjo and an acoustic guitar.

One similarity is that both have six strings and have the same tuning.

One difference is that a pick is used to play the banjo.

If a person knows how to play the guitar, can s/he play the banjo? Why?


Yes, they can. If a person knows how to play the guitar, they can play the banjo because they are tuned in the same way.

They are similar instruments and they have the same basic way of playing.

POST-READING ACTIVITY

WRITER'S CORNER

As a post-reading activity, students could write a biography of any famous mapuche person and use the guidelines shown below. Make sure students follow all the steps until the biography is ready.



WRITER'S CORNER

WRITE A BIOGRAPHY

Write a biography of a Mapuche leader or a famous mapuche person. Choose someone you want to know more about (e.g. Colo Colo, Cayenel, etc.).

Your biography should be 5 paragraphs long. Use all the materials you need (books or the internet).

STEP 1: Research the person
Write questions about this person. Here are some questions you can use as a guide to get information


a.- When and where was the person born?
b.- What are 3 or 4 important events in this person's life?
c.- When did these events happen?
d.- Why were they important?

Write the answers in your notebook. DO NOT COPY word for word.

STEP 2: Use a timeline to organise dates and events.
Organise your information in chronological order. Then put the dates and events on a 'Timeline'. You may add more events or dates to the timeline

STEP 3: Write your first draft
a.- Use the biography about **Lautaro** on page 21 to help you.
2.- Begin with a strong opening.
b.- Use details to describe important events.
c.- Use the timeline to put events in the correct order.
d.- Use the past tense to tell what happened.
e.- Choose title for your biography.
f.- WRITE IT DOWN!

STEP 4: Outline
Use the outline given on the next page to write your biography.


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OUTLINE FOR BIOGRAPHY

I. Paragraph 1
A. Begin with a strong opening.
B. Who is the person?
C. When and where was the person born?

II. Paragraph 2
A. Describe the first important event.
1. What?
2. When?
3. Where?
4. Why?

III. Paragraph 3
A. Describe the first important event.
1. What?
2. When?
3. Where?
4. Why?

IV. Paragraph 4
A. Describe the first important event.
1. What?
2. When?
3. Where?
4. Why?


V. Paragraph 5
1. Tell the results of the event.
2. What impact did the person have?
3. Why is this person admired?

STEP 5: Revise, Edit and Proofread
Re-read your biography, and check if you have all the information, if your grammar is correct, and if you spelled the words correctly. If you can, make changes to improve your draft.


1.- The biography has a strong opening. YES ____ NO ____
2.- The events are in the correct order. You used transition words. YES ____ NO ____
3.- The writer includes details and adjectives. YES ____ NO ____
4.- The writer gives reasons for his/her opinions. YES ____ NO ____

STEP 6: PUBLISH YOUR BIOGRAPHY!

- If you wrote your biography by hand, rewrite it in your best handwriting, or type it in the computer and print it.
- Write a good title and your name.
- Include a picture of the person in the biography.
- Hand your biography to the teacher and share with your classmates!



Good luck with your work!
Küme küzaw!


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ASSESSMENT GUIDELINES

In this section, suggestions of what to do to assess learning and reading comprehension will be developed. You may, of course, choose your own assessment tools and methods.

Written tests

The most common form of assessing reading comprehension is a written test. It can include different types of questions, such as alternatives, true and false item, matching item, questions (close and open), etc.

Please, go to the model of reading comprehension in the web site, and try to include questions for each of the mental representation levels, i.e., questions that ask students to identify literal, explicit information (surface code), questions that ask them to summarize, to identify the kind of text or genre, connect sections of the text, identify cohesive devices, etc. (text base), and questions that ask them to make inferences, and to come up with implicit information from the text (situation model).

As a suggestion, the questions that ask students to infer, especially those in which they have to project information and evaluate information, should weigh more than those that ask them for literal, explicit information. Give one point per each question regarding the surface code and the text base, but 2 points for questions in which they have to infer the answer or justify their answers.

Projects

Projects are a good way to assess what was learnt from reading a text. Practical projects will help your students get creative while enhancing their written and communicative English skills – and do it collaboratively! Some examples for projects are the following: create an advertisement of what was read; create a poster; create a new ending for one of the texts; make a comic strip; create different kinds of charts; etc.

Oral Presentations

An oral presentation is another way in which your students can show evidence of what they learnt from the texts. You may ask them to do it individually or in groups, and the topics are plentiful! Ask one group to present on one or more of the characters in the text; ask another group to present on some extra information; for example, in the case of “Myths and Legends from Chiloé”, ask them to bring a new legend or myth and present about it, or in the case of “The Mapuche Culture”, ask them to present about a well-known mapuche person.

Mini plays

Ask your students to choose one of the texts or a part of the texts and act it out in front of the class. Make a rubric that not only includes the contents of the texts, but one that includes the setting and the clothing, for example. Students enjoy this kind of assessment very much

Longer text writing

If the level of the class allows, teachers can ask them to write longer texts. The possibilities are several in this case, too: essays, summaries, letters to one of the characters, etc.

Reading aloud

An interesting way to assess both reading comprehension and pronunciation, for example, is to make students choose their favorite text and read it aloud in front of the class. A variant of this could be to make students read in pairs.

All the above-mentioned techniques may be classified as intensive reading, which involves learners reading in detail with specific learning aims and tasks, such as the ones above. However, the graded readers in this technological package may also be used for extensive reading, which involves learners reading texts for enjoyment and to develop general reading skills. In this case, assessment may differ in some cases, as the objective is not to discover whether the students remember information from the text, or if they can order a correct sequence of events as they are presented in a text. Rather, assessment may be viewed as a process, in which the student can

work during a longer period of time (as the whole semester, for example) in his/her own pace. The following are two suggestions to assess extensive reading.

Log

Ask your students to write a log as an assignment. The log should include the name of the book, the author(s), the date when they read it and the pages, key themes of the book, major characters and plot developments, your opinions on the texts.

This technique is not necessarily used to assess reading, but the process the students go to. Thus, at the end of the determined time (the semester, a month, etc.) students should submit their logs, and they will be assessed with a rubric to check if they followed the process and completed the log.

Talk about students about progress

Although it is a time-consuming activity, talking to students about their progress when reading a book during a longer period of time is also a good way to discover whether they have read the texts and whether they have understood them, and most importantly, if they have had trouble understanding the texts. In the conversation, the teacher may give them a mark, and at the same time, ask them to self-evaluate their reading progress, and thus, the student will have a mark in which s/he has taken part.

LITERATURE CIRCLES

Literature circles are groups of usually four or five students who discuss the same text, which they have chosen to read.

It is usually better to pre-select some texts and present them to the students so that they choose the one they want to work with. Then, they make groups of four students and organise themselves to carry out different tasks within the group in order to discuss the content of the text.

Ask students in each group to answer the four questions below (A-D) individually. Then ask them get together in groups and share their answers. This could be done in class or as homework to discuss them in the next class.

After they get together, you can use the self-assessment rubric on the next page to evaluate the activity.

INDIVIDUAL QUESTIONS

A. Look for special words in the text. Words that are:

-new -different -interesting
-hard -strange -funny

When you find a word that you want to talk about, write it down here.

Word	Why I picked it
_____	_____
_____	_____
_____	_____

B. Now, find connections between the text and the world outside. This means connecting the reading to:

- Your own life
- Other people or problems
- Some news
- Your experience as a student

C. Choose a part of the text that called your attention. Say why.

D. Write down at least two good questions that you think the group will want to talk about.

(Adapted from: Daniels, H. & Steineke, N. (2004). *Mini-lessons for literature circles*, NY: Heinemann, p. 77.)

Name: _____

Text: _____

Lit Circle Rubric: Discussion

- A. What did you do well for **preparation** in today's discussion? (Check what is true for you.)
1. I was prepared for class (with notes, assignment role sheet, etc).
 2. I completed our agreed upon reading.
 3. There was an equal sharing of responsibility.
- B. What did you do well for **teamwork** in today's discussion? (Check what is true for you.)
1. I was involved and participated in the discussion.
 2. I took my turn and interrupted politely if I needed to.
 3. I used the target language (exceptions made when NL needed for clarification, etc.)
- C. What did you do well for **respect** in today's discussion? (Check what is true for you.)
1. I engaged in friendly debate.
 2. I took and gave constructive criticism.
 3. I was open-minded and tolerant of different viewpoints.
- D. What did you do well for **analysis** in today's discussion? (Check what is true for you.)
1. I went back to the text to support my ideas when I needed to demonstrate my ideas to my group members.
 2. I listened and engaged with other group members as they supported their ideas.
 3. I made connections from the book to other texts, ideas, etc.
 4. I gave emotional reactions to the text.

You can assign a score to each numbered aspect and calculate a mark