

External Mediation Tool #5a The IMAGE Model for Exploring Cultural Perspectives:

PLANNING STAGE: Preparing for the Lesson

A. Who are the students? Eighth grade students, beginning level Spanish 1. First semester.
Divided across 2-3 days

B. What is the cultural content of the lesson?

Product/Practice: Dancing the Cueca, the Chilean national dance.

Perspective(s):

- National identity and tradition is important to maintain.
- Cueca is a symbol of what Chileans have overcome as a nation.
- Cueca is a symbol of resistance against injustice.

Images:

Set 1: Images of Chileans dancing the cueca

Set 2: Images of the Cueca Sola (when women protested the Pinochet regime). Images of Pinochet.

C. What vocabulary do students need to participate in the lesson?

Specific vocabulary:

Bailar

El pañuelo

El paso

El brazo

El paseo

Las palmas

La vuelta

Derecha

Izquierda

El escobillado- la escobilla

El zapateo- el zapato

La dictadura/ El dictador

Muerto/ Vivo/ Vida

Formulaic Phrases for students to use when expressing their opinion:

En mi opinion...

Creo que...

Pienso que...

En general...

D. **Grammar structures** student will need to participate in the lesson include:

Students will need to use the verb SER and TENER along with understanding basic adjectives.

External Mediation Tool #5b: The IMAGE Model for Exploring Cultural Perspectives

ENACTING THE CULTURAL IMAGES LESSON

Step 1: Images and Making Observations

Image 1 & 2

Slide one: 3 pictures. #1 A man playing guitar. #2 A woman and man dressed traditionally. #3 A man and woman dancing the cueca

Fact Questions:

Photo 1: ¿Qué vemos en la primera foto? ¿De dónde es el hombre (puedes mirar la bandera)?

Photo 2: ¿Qué vemos en la segunda foto? ¿Cómo son es la mujer? ¿Y su ropa? ¿Cómo es el hombre? ¿Y su ropa?

Photo 3: ¿Que vemos en la tercera foto? ¿Que hacen las personas? ¿Qué tienen en la mano? Entonces, ¿Qué es la cueca Chilena? Sí! Es un estilo de música, ropa y un baile nacional.

Slide 2: An instructional video in Spanish about how to dance the cueca. Students will watch a clip of the dance. As they watch, they will have pictures of the individual dance steps (there are 10), and they will put the steps in order as they watch the video.

Fact questions:

¿Cuál es el primer paso? Y el segundo, y el tercer paso.... Etc.

¿Es un baile difícil o fácil? ¿Qué opinan?

¿Cómo es el baile? ¿Rápido o lento? ¿Gracioso, serio, romántico?

** In reality, this would probably be the first day. We would then begin to learn the dance and actually spend another day learning the dance before moving on to Step 2. **

Step 2: Analyzing Additional Information about the Product and/or Practice:

Slide 1: 3 pictures. #1- Picture of Pinochet. #2 Picture of military coup (bombing). #3 Picture of unarmed civilian men being taken away by the military.

*****Prior to this lesson, the students must be familiar with Pinochet and his dictatorship.

Perhaps I would assign this as a homework assignment the night before. Ideally they could watch a short video about Pinochet and his dictatorship. *****

Fact Questions:

¿Quién es el hombre? Si Pinochet. ¿Qué pasa en la segunda foto? ¿O cómo toma control de Chile Pinochet? ¿Con una elección, o violencia? Si con violencia. ¿Cuándo ocurrió? ¿Es mucho tiempo o poco? ¿Muchos años o pocos? ¿Entonces, quién es Pinochet? ¿Es un presidente como Trump, como Obama, o es un dictador, como Stalin, como Hitler? Si es un dictador. ¿Y cómo son los dictadores normalmente? ¿Muy buenos? ¿Muy amables? ¿Muy pacientes? ¿Muy justos? No desafortunadamente. Son malos. Son crueles. Matan a las personas sin excusa. ¿Qué pasa en la tercera foto? ¿Los hombres están hablando tranquilamente, or están usando violencia? Y los hombres detenidos, ¿cómo son? ¿Tienen pistolas? ¿Tienen uniforme militar? No, son personas normales más o menos, cierto. Los hombres detenidos, ¿les gusta a Pinochet or no? ¿Son parte del grupo político de Pinochet, o

de otro grupo? Si de otro grupo. ¿Qué pasa ahora con los hombres detenidos? ¿Qué crees? Hablas con una pareja. Bueno, vamos a ver.

Slide 2: A video of a woman dancing the cueca alone at el estadio nacional while names of the missing/killed scrolled across the big screen.

Slide 3: Pictures of women dancing the cueca sola, wearing photographs of their missing loved ones that say “Donde estan.” A still picture from the video with words on the screen “para que nunca mas.”

Fact questions:

¿Qué baila la mujer en el video? La cueca es un baile de pareja o de una persona? Si, normalmente bailas la cueca con dos personas. ¿Con quién baila ella? ¿Con su padre? ¿Con su hermano? ¿Con su esposo? No, no baila con nadie. Baila sola.

¿Qué tiene ella en su frente, alrededor de su cuello? ¿De que es la fotografía? ¿Las fotografías son del mismo hombre o de hombres diferentes? ¿Que dice la fotografía?

Bueno ahora miramos el gráfico. Representa personas durante Pinochet. ¿Representa personas vivas o personas muertas? Si muertas. ¿Cuántas personas? Si, 2,2179. ¿Es mucho or poco? ¿Cuántas personas muertas eran hombres? Si 94,5%

Entonces, ¿por qué crees que la mujer baila sola? ¿Quienes son los hombres en las fotografías? Hablas con una pareja.

¿La cueca sola es una forma de: arte, diversion, o protesta?

Step 3: Generating Hypotheses about Cultural Perspectives

**** In this portion we will switch to English for a couple of reasons. I believe these concepts are too advanced for students to truly express themselves in the target language. Secondly, some of the quotes, which were written by native Chileans, are in English. Rather than translate them myself, I thought I would keep them pure.****

Share these three quotes with students:

1. Sergio Campos, a Chilean who lives in a community of Chilean refugees that resisted in Norway. They fled during the Pinochet regime.

“Here...

And way back there...

The cueca is pure Chile.

Although we are dancing so far away,

Here, outside ...

Let us celebrate our Independence Day,

And in the enramada¹

The Chilean party is prepared ...

Let us dance cueca in Norway

Let us dance cueca “with our coats on”

Because cueca is Chile ...

Here ...

And in all corners of the world.²

2. Maria , a member of the group that originally danced the Cueca Sola as protest. Her father was tortured and killed by the Pinochet regime.
"Pinochet quiso doñarse de todo. Pero no pudo. **La cueca no le pertenece a el.**"

3. Margot Loyola observes exiles returning to Chile after the Pinochet regime is deposed.
"We were coming back by plane from a tour in Argentina shortly after civil rule had been reinstated in Chile. I think it was in 1990. With us on the plane was a large group of exiles returning home after many ... maybe fifteen years, in exile. We had just crossed the Andes Mountains ... we could see the valley of Santiago ... the plane began to descend ... **and somebody started clapping the cueca rhythm, and suddenly the whole plane was clapping.** It was very emotional ... many people were crying."

What does the cueca mean to Chileans?

What Chilean values are expressed by this national dance?

Step 4: Exploring Perspectives and Reflecting Further

National identity and tradition is important to maintain. Cueca is a symbol of what Chileans have overcome as a nation. Cueca is a symbol of resistance against injustice.

Option #1: Design a poster promoting the USA with some symbol that reflects these same values in our own culture: the value of national identity and tradition, overcoming a national tragedy, and resistance against injustice. You may choose to incorporate one symbol that you think embodies all of these things, or multiple symbols. If you prefer, you may design a poster promotion the country of your heritage instead of the USA.

Option #2: Come up with your own symbol of protest about something in your life or in society. With cueca, the Chileans danced without a partner. Come up with some activity and delete a key component as a symbol of protest. Video tape your demonstration.