

**PONTIFICIA UNIVERSIDAD CATÓLICA
DE VALPARAÍSO
FACULTAD DE FILOSOFÍA Y EDUCACIÓN
INSTITUTO DE LITERATURA Y CIENCIAS
DEL LENGUAJE**



**PONTIFICIA UNIVERSIDAD
CATOLICA
DE VALPARAISO**

**HOW DO NATIVE AMERICANS SEE THE WORLD? AN INSIGHT INTO THEIR
CULTURE: AN INTRODUCTORY ELECTIVE WORKSHOP FOR JUNIORS**

**Trabajo de Titulación para optar al
Grado de Licenciado en Educación y al
Título de Profesor de Inglés**

Profesor Guía:

Ricardo Benítez Figari

Alumna:

Katherine Arcaya Ahumada

Viña del Mar, Junio - 2015

INTRODUCTION

Understanding culture

For years, the concept of culture has been broadly discussed. Cakir (2006) described it as “the context within which we exist, think, feel and relate to others” (p. 160). But culture goes beyond that definition because there are many aspects involved in what constitutes it; it is not only the context what builds the basis for culture. As Moran (2001) points out, five elements constitute culture: products, practices, communities, persons and perspectives¹. All of these components represent a dimension of the broad concept, each of them with equal importance.

Language and Culture

Even though all components aforementioned are equally relevant, there are two dimensions that represent the origin of the others: communities and persons. Of course, culture develops from people. A big cultural group, for instance a nation, is integrated by several communities that interact with each other because they are all inhabitants of the same territory. At this level, there are elements that all communities share; for example, language. Even though each community may deal with a distinct language to interact exclusively within their group, they are also able to interact at a macro level with other communities through the national language.

That being said, it is necessary to observe the context of the United States in terms of ethnicity: there are hundreds or maybe thousands of different ethnic groups. Even though they all may have a language different from English as their first or second tongue, English is the basis for them to interact at a nationwide level. Therefore, from the point of view of

¹ Moran (2001) points out that Culture is composed by five dimensions:

Products: Artifacts produced or adopted by the members of the culture. Practices: The full range of actions and interactions that members of the culture carry out. Perspectives: The perceptions, beliefs, values and attitudes that underlie the products and that guide persons and communities in the practices of culture. Communities: The specific social contexts, circumstances, and groups in which members carry out cultural practices. Persons: The individual members who embody the culture and its communities in unique ways.

an English as a foreign language teacher, English as a school subject may be turned into a means to explore these communities.

Indigenous communities in the US context

Most of the time, cultures are seen from a functionalist view (Moran, 2001), considering that one country is equivalent to one broad culture. It is easy to generalize by assuming that a country's culture is represented by an "integrated, harmonious whole" (Moran, 2001). From this perspective, communities' singularities are not taken into consideration; on the contrary, only the elements shared by most cultures in a country are.

But beyond this view, the interpretive view (Moran, 2001) legitimizes the existence of communities and, consequently, validates the existence of their own perspectives that stem from the context in which they live and the culture they are inserted in.

From the interpretive view, several communities can be identified within a single nation. In the context of the United States, the number of communities is one of the largest on Earth. For years, the already existing groups of people, added to the ongoing mass of immigrants from all over the world who have moved to look for better opportunities, have given birth to one of the richest multicultural societies. Each of these groups has contributed to achieving this level of diversity by preserving their own culture.

Apart from this image of the United States as a place with so much diversity, there is a worldwide image of it as a developed nation. Actually, most English-speaking countries are considered developed nations. On the contrary, most indigenous communities are commonly associated with developing countries. Therefore, it is interesting to explore an indigenous community in a country that is considered a global power.

Native Americans as a means of teaching English and as an ultimate goal

Among the coexisting communities in the United States, there is one not very often talked about: Indigenous People, also known as Native Americans or American Indians. "Native Americans" is a very wide notion that encompasses all of the tribes that inhabited the territory of the United States before European colonists arrived. Since then, 562 tribes have

managed to preserve their identity and culture until today. Their culture is marked by their connection to nature and by their struggle to keep their traditions alive:

When European explorers 'discovered' lands on the other continents, there were already people living there. All too often the explorers took the land away from the native or indigenous peoples and either killed them or suppressed them. In many cases, the native languages and cultures were suppressed and the natives were forced to adopt Western ways. Unfortunately, this isn't just a thing of the past -- many indigenous peoples and their cultures are still threatened today. (Silverstein, <http://www.doonething.org/quotes/indigenous-quotes-5.htm>)

These tribes are owners of a truly rich cultural heritage, amassing myths, customs, stories, guidelines, and traditions for thousands of years. All of this knowledge has survived until today thanks to their willingness to pass this inheritance on subsequent generations. Unfortunately, not many people have developed awareness and appreciation of the cultural legacy of the native peoples (Bastian & Mitchel, 2004).

One way to preserve Native Americans' legacy is to spread their wisdom and knowledge of their culture. EFL teachers can raise awareness of their existence and importance by incorporating cultural elements into their lessons. Furthermore, if students learn about and reflect on another culture, they will not only learn about it, but also about their own culture and themselves. Moran (2001), for example, points out that by learning culture, students will know about, how, why and, last but not least, they will know themselves. By knowing about, students will acquire new information about another culture; by knowing how, they will develop cultural behaviors; by knowing why, they will notice that there are reasons behind certain cultural products and practices; finally, by knowing themselves, they will be able to express their personal point of view to what they are learning.

Considering all of the above, the need for creating a course that focuses on studying Native Americans becomes evident. This course will have students critically interpret the major elements that constitute the culture of Native Americans, once they have gained an insight into their people, practices and beliefs. Since a course of this type requires a certain level of judgment and mental skills, juniors are the students best suited for assimilating its contents.

Teaching culture in the Chilean context

In the Chilean Ministry of Education's *Planes y programas* of English, one of the fundamental objectives in the Junior program is that students develop reading skills in English as well as a respectful attitude towards cultural diversity: “Desarrollar una actitud positiva hacia la lectura, respeto por la diversidad cultural e interés por la información entregada por los textos en idioma extranjero” (Ministerio de Educación, 2004, p. 12). However, there is no topic or unit that addresses this objective. If the objective is that students will become more tolerant and culturally aware, they should be taught about other cultural realities. This is something that comes together with learning a new language. Language and culture cannot be separated because one is embedded in the other. As Samovar, Porter, and Jain (1981, as cited by Purba, 2011) state,

Culture and communication are inseparable because culture not only dictates who talks to whom, about what, and how the communication proceeds, it also helps to determine how people encode messages, the meanings they have for messages, and the conditions and circumstances under which various messages may or may not be sent, noticed, or interpreted... Culture...is the foundation of communication. (<http://jet.uki.ac.id/wp-content/uploads/2014/02/The-Importance-of-Including-Culture-in-EFL-Teaching-pp-44-56.pdf>)

Having that in mind, it becomes clear that instead of dismissing elements from a foreign language culture, they have to be integrated as topics to be studied by Chilean students.

In order to foster cultural awareness in students through the learning English process, this workshop's contents have to be meaningful and, to achieve this purpose, teachers must consider “the need to raise their students' awareness of their own culture” (Thanasoulas, 2001). For example, nowadays a group of indigenous people from Chile, specifically Mapuche tribes, have been in the headlines because of their struggle to recover the territories they once occupied. Even though they represent an important part of native Chileans, they are not the only ones. There are the Kola, the Atacameños, the Aimarás, the Kawésqar, and so on. These tribes are not very often talked about probably due to the lack of awareness of their existence and importance.

Teaching about Native Americans can serve as a means of introducing the topic of Native Chileans to make connections to students' context as aforementioned and to raise their awareness of their own culture.

Needs Analysis

Since students are the center of this workshop, it is imperative to know what they think in relation to the topic and to learning English in general. To do so, a 10-question survey was conducted (see Appendix 1). Nineteen junior students from Colegio Nacional Limache, a private-subsidized school, answered it. 95% of the students answered the first question affirmatively, thus confirming that they have some previous knowledge on the topic of indigenous communities; they know about at least one tribe. The most common tribes mentioned were the Mapuches, the Mayas and the Aztecs.

Fifty-seven percent of the students pointed out that with regard to the tribes aforementioned, they know about their religion, food, and language of those tribes. 22% said that they know about social organization and objects, 17% said that they know about customs, and only 4% said that they know about games (see Appendix 2, Graph 1).

Eighty-four percent of the students responded that they know about one or more tribes in other countries. Most of the students mentioned countries like Mexico, Peru, Ecuador, Brazil and Guatemala. To Question 3, which aims at finding out if students acknowledge the importance of knowing about indigenous peoples in Chile and other lands, 90% of them replied affirmatively.

Question 4 begins to introduce the topic of Native Americans. Fifty percent of the students answered that they know at least about one or two things about them. Among the things they mentioned are that they live in the United States, that they own casinos, that they wear feathers in their outfits, that there is a tribe named Cherokee, and that a great damage has been caused to these tribes by colonizers.

One of the aims of this workshop is to have students relate Native American tribes to indigenous tribes in Chile, since there are many elements in common. Question 5 gives evidence that indeed this workshop could help students to establish relations of this type,

since 68% of them replied that they do not think there is anything in common between Chilean and Native American tribes (see Graph 2).

With the purpose of finding out what the interests of students are so that they will be included in the workshop's syllabus, different topics were provided for students to select the ones they would be most interested in learning about. Seventy-four percent chose "Famous Native Americans in history". This topic was followed by Games (68%); "Their view of the universe" and "Social Organization" received 63% of approval. Religious ceremonies and practices received 59% of preferences; "Historical background" and "Current situation" were chosen by 42% of students; "Daily life and customs" received 38% of approval and finally "Daily life and customs" was marked by 26% of students.

In regard to Question 7 (see Graph 3), Speaking was chosen as the most difficult skill, gaining 50% of students' preference; on the contrary, no one voted for reading, so it is possible to infer that reading is the skill with which students feel most comfortable. Even though Speaking was voted as the most difficult skill, it collected 47% of the preferences in terms of activities (Question 8, see Graph 4), being followed by listening comprehension activities with 36%. Reading comprehension obtained 16% of the preferences, but no preferences were given to Writing.

In terms of preferences as to reading materials, students could choose more than one option, so each percentage was calculated in relation to the whole class. Sixty-eight percent of students marked Comics as an interesting mode of reading comprehensively, being followed by short stories (42%), magazine articles and books (37% each), historical documents (32%) and newspaper articles (21%). In relation to listening comprehension materials, 90% of students marked Movies, and 47% of the class expressed their preferences for short films. Documentaries and interviews received 26% each. Finally oral narrations received 21% and talks 16%.

Syllabus

The limitations of the Chilean English as a Foreign Language curriculum lead to the creation of a course which addresses the development of cultural awareness in Chilean students, as well as the improvement of the four English skills: listening, reading, writing

and speaking. To achieve this, students have to find links between the cultural content they are to learn and their own cultural background. Learning about Native Americans will help foster cultural awareness in students and will help introduce the topic of Chilean indigenous people.

The general objective of the course is that students will be able to critically interpret the most representative features that constitute the culture of Native Americans. The workshop will be introductory because it will study the basic characteristics of the cultural features that will be presented. These features correspond to Native Americans' history, products and practices related to daily life and religion, education, and difficulties they currently face. It will constitute an instance for students to improve their English skills by performing reading comprehension activities, watching and listening to different audiovisual material, and discussing ideas in the target language.

The subject of Native Americans will be addressed through engaging activities that will include authentic and pedagogical material. These activities will aim at raising students' curiosity about the subject and, consequently, will have them actively participate in debates and discussions.

The type of syllabus chosen for this course is topic-based. A syllabus of this kind makes possible the breakdown of a vast subject —Native Americans— into narrower parts and each of these parts will constitute a stimulating and interesting unit. As Bourke (2006) points out in regard to topic-based syllabi: “Children learn best by doing—in the sense of exploring topics and engaging in meaningful tasks” (p. 286).

The organization of the topic-based syllabus herein proposed looks like this:

Unit 1 So...who are Native Americans?

- Introduction to the concept of Native Americans
- Most numerous tribes
- Historical Background
- Famous Native Americans

Unit 2 Daily Life

- Houses and Homes
- Food
- Sports and Recreation
- Arts and crafts
- The Native American Family

Unit 3 Their Wisdom

- Beliefs
- Health and Healing
- Gifts and Giving
- Ceremonies and celebrations

Unit 4 Native Americans today

- Life in Reservations
- Education
- Major problems they face today

Unit 5 Consolidation Unit

- Making connections
- Debates

Unit 1 will serve as a starter point for students to get acquainted with Native Americans, with their history, and with the major tribes that make up this culture. In Unit 2, students will study and reflect upon different dimensions of Native Americans' daily life. In Unit 3 the topic of beliefs and values will be addressed and discussed. In unit 4 students will be able to analyze and discuss about the current situation of Native Americans in terms of daily life, education, and problems that afflict them. At this point, students will be able to form their own opinion on the subject. Finally, in Unit 5, the consolidation unit, students will provide evidence of their progress by participating in a debate.

Unlike product-oriented syllabi, this syllabus will focus on the process of learning itself. It will be during the activities that students will show evidence that they are learning because the teacher will be monitoring their progress the whole time. In each unit, students will be able to explore a dimension from Native Americans, to expand their knowledge about them, and to improve their language skills.

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How do Native Americans see the world? An insight into their culture.

Workshop Syllabus

Teacher's name	Ms. Katherine Arcaya
Name of the workshop	How do Native Americans see the world? An insight into their culture
Type of workshop	Elective
Audience	Junior students
Level of English required	Pre-intermediate / Intermediate
Duration of the workshop	One semester
Workshop hours	2 hours per week
Teacher's email address	katherine.arcaya@gmail.com

Rationale

This workshop was created with the main purpose of raising awareness of the importance of indigenous communities; in this case, Native Americans. By doing so, the lack of culturally diverse topics in the Chilean EFL program for eleventh grade would be addressed. It will last four months approximately. Apart from developing cultural awareness, this workshop also aims at improving the students' four language skills so that they will become more proficient in English. Furthermore, critical thinking is widely developed since many interesting debates can arise from the topic of Native cultures.

Course Organization

The course is divided into five units. The first unit serves as an introduction; the first approach to Native Americans. In this unit, students will get to know who Native Americans are, and they will also discover general facts about them; for example, the most numerous tribes, their historical background, and so on. The next two units will address a series of dimensions around the lives of Native Americans, such as daily life and religion. In unit four, students will explore the current situation of Native Americans and the

problems they are facing. The final unit will represent an instance for students to relate what they have learned about Native Americans to their own context.

General Objective

At the end of this workshop, students will be able to critically interpret the most representative features that constitute the culture of Native Americans.

Workshop Evaluation

The evaluation process in this workshop will take place during the lesson by analyzing students' performance during the in-class activities and homework. At the end of the workshop, students will hold a debate, in which they will show the improvement of their language skills as well as their understanding on the subject of Native Americans. Attendance will be part of the evaluation as well. Students will also be able to assess their own performance during the workshop through a self-evaluation.

Grading System

1. Attendance	10%
2. Debate	20%
3. Workshop self-evaluation	10%
4. In-class activities	60%

Table 1: Specific objectives for units and lessons.

Unit 1: So...who are Native Americans? Specific Objective: To identify and to talk about who Native Americans are.	
1.1. Introduction to the concept of Native Americans	<ul style="list-style-type: none">• Recognize who indigenous people are.• Provide examples for indigenous people in Chile and other countries.• Recognize the difference between Native Americans, American Indians and Indigenous people.• Identify who the concept “Native Americans” refers to.• Elaborate a short description of who Native Americans and Indigenous people are.
1.2. Most numerous tribes	<ul style="list-style-type: none">• To recognize where each tribe lives.• To locate where the most numerous tribes live.• To identify the most important characteristics of the most numerous tribes.• To compare and contrast the most numerous tribes with each other.
1.3. Historical Background	<ul style="list-style-type: none">• Recall previous knowledge of Native Americans.• To identify the most important events in Native Americans’ history.• To choose the most relevant events in Native Americans’ history.• To create a timeline with the chosen relevant events in Native Americans’ history.
1.4. Famous Native Americans	<ul style="list-style-type: none">• To recall some past events in Native Americans’ history.• To identify a famous Native American.• To recall previous knowledge.• To compare and contrast fictional with non-fictional

	<p>information.</p> <ul style="list-style-type: none"> • To evaluate the importance of a character. • To support a choice. • To compare two relevant characters in the United States and Chilean histories.
<p>Unit 2: Daily Life</p> <p>Specific Objective: To discuss different elements from Native American's daily life.</p>	
2.1. Houses and Homes	<ul style="list-style-type: none"> • To recall information on where the most numerous tribes are located. • To list some of their most important characteristics. • To compare and contrast the different types of houses. • To recognize to which tribes certain types of houses belong. • To compare and contrast Native Americans' and Native Chileans' houses. • To create a Native American house and describe it.
2.2. Food	<ul style="list-style-type: none"> • To identify the main sources for food. • To classify the food according to geographical areas. • To examine a Native American recipe. • To discuss how the arrival of Europeans influenced Native American cuisine.
2.3. Sports and Recreation	<ul style="list-style-type: none"> • To identify sports created by Native Americans. • To identify leisure activities in Native Americans' daily life. • To dramatize a Native American game. • To appraise Native American music. • To discuss about racist stereotypes in American sports. • To evaluate cultural appropriation in American sports.
2.4. Arts and crafts	<ul style="list-style-type: none"> • To classify the different types of Native American artistic expressions.

	<ul style="list-style-type: none"> • To recognize the characteristics of the different expressions. • To evaluate the Indian Arts and Crafts Act of 1990. • To propose a plan to preserve Native Chileans' Arts and crafts.
2.5. The Native American Family	<ul style="list-style-type: none"> • To identify members of the family. • To recognize the roles of each member of a Native American family. • To compare and contrast the family life of Native American and Chilean families. • To describe a Native American family.
Unit 3: Their Wisdom Specific Objective: To discuss the dimensions related to Native Americans' wisdom and religion.	
3.1. Beliefs	<ul style="list-style-type: none"> • To recognize the main characteristics of animism and shamanism. • To analyze the implications of Animism. • To discuss and compare animism with Native Chileans' beliefs. • To describe animism. • To support a position.
3.2. Ceremonies and celebrations	<ul style="list-style-type: none"> • To recall Native Americans' religious beliefs. • To discuss the main characteristics of the major Native American ceremonies and celebrations. • To relate Native American ceremonies to their beliefs. • To evaluate the implications of the Peyote ceremony.
3.3. Health and Healing	<ul style="list-style-type: none"> • To recall the importance of ceremonies. • To analyze the importance of ceremonies in relation to healing. • To identify the elements of the Medicine Wheel and the

	<p>healing totem.</p> <ul style="list-style-type: none"> • To compare and contrast modern medicine and Native American medicine. • To argue for or against modern medicine or Native American medicine.
3.4. Gifts and Giving	<ul style="list-style-type: none"> • To define what the terms Gift Economy, Potlatch and Barter refer to. • To analyze the historical roots of giving in Native American history. • To discuss the importance of giving for Native Americans. • To evaluate the impact of the Europeans' arrival on the Native American culture of giving.
<p>Unit 4: Native Americans today</p> <p>Specific Objective: To evaluate and judge the current context of Native Americans.</p>	
4.1. Life in Reservations	<ul style="list-style-type: none"> • To explain what a reservation is. • To list the main characteristics of a reservation. • To discuss the pros and cons of a reservation. • To evaluate the current situation of reservations. • To provide personal opinion. • To support a stance.
4.2. Education	<ul style="list-style-type: none"> • To briefly analyze the US Educational system. • To discuss the major events in Native American history regarding education. • To discuss the impact of American Indian boarding schools in terms of culture loss. • To evaluate the current situation of Native Americans in the educational context.
4.3. Major problems they face today	<ul style="list-style-type: none"> • To determine the biggest problems that affect Native Americans nowadays.

	<ul style="list-style-type: none"> • To analyze the roots of the problems. • To develop possible solutions for these problems. • To compare the problems that affect Native Americans to the problems that affect Chilean Mapuches.
Unit 5: Consolidation Unit Specific Objective: To support a stance on a debate about a topic related to Native Americans.	
5.1. Making connections	<ul style="list-style-type: none"> • To choose one topic from the last unit. • To prepare a debate on the topic. • To support a position. • To formulate valid arguments. • To investigate the topic.
5.2. Debates	<ul style="list-style-type: none"> • To support a position. • To reflect upon the importance of Indigenous people. • To evaluate the concept of Indigenous people before and after the workshop.

Rubric for the debate on Native Americans

CATEGORY	4	3	2	1
Understanding of Topic	The team clearly understood the topic in-depth and presented their information forcefully and convincingly.	The team clearly understood the topic in-depth and presented their information with ease.	The team seemed to understand the main points of the topic and presented those with ease.	The team did not show an adequate understanding of the topic.
Use of Facts/Statistics	Every major point was well supported with several relevant facts, statistics and/or examples.	Every major point was adequately supported with relevant facts, statistics and/or examples.	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.	Every point was not supported.
Pronunciation and Grammar	Always uses correct grammar and pronunciation is adequate for understanding.	Often uses correct grammar and pronunciation is adequate for understanding.	Sometimes uses correct grammar and pronunciation is adequate for understanding.	Rarely uses correct grammar and pronunciation is often not adequate for understanding.
Information	All information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear and accurate, but was not usually thorough.	Information had several inaccuracies OR was usually not clear.
Organization	All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	All arguments were clearly tied to an idea (premise) but the organization was sometimes not clear or logical.	Arguments were not clearly tied to an idea (premise).
Respect for Other Team	All statements, body language, and responses were respectful and were in appropriate language.	Statements and responses were respectful and used appropriate language, but once or twice body language was not.	Most statements and responses were respectful and in appropriate language, but there was one sarcastic remark.	Statements, responses and/or body language were consistently not respectful.

(Adapted from <http://rubistar.4teachers.org/> and <http://teacherweb.com/ON/CRMarchant/mrv/Speaking-and-Presentations.pdf>)

Rubric for self-evaluation of performance during the workshop

CATEGORY	4	3	2	1
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
Attitude	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).
Focus on the task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others. Does not cause \"waves\" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
Preparedness	Brings needed materials to class and is always ready to work.	Almost always brings needed materials to class and is ready to work.	Almost always brings needed materials but sometimes needs to settle down and get to work	Often forgets needed materials or is rarely ready to get to work.

(Adapted from <http://rubistar.4teachers.org/>)

UNIT 1 Lesson 4

Famous Native Americans



Before starting! What have we learned about Native Americans until now? Talk to your partner.



DO YOU REMEMBER?

- Last class we created a timeline with the most important events in Native Americans history. Go over your timeline, find out what happened in these years and write it here:

1607: _____

1854 - 1891: _____



POCAHONTAS



1) In pairs, discuss the following questions:

- What happened in 1607 according to the history of Native Americans?
- Have you heard about Pocahontas before? If so, what do you know about her?



2) Watch the trailer of Pocahontas (1995 Disney Movie) (see Appendix 3) and select the correct alternative:

Pocahontas was ...

- a) A Native American child
- b) A Native American young woman
- c) An English woman

Pocahontas' father was ...

- a) An English man
- b) An Indian warrior
- c) An Indian chief

John Smith was ...

- a) An Indian warrior
- b) An English explorer
- c) An English soldier



Did Pocahontas' tribe oppose to the romance?

- a) Yes
- b) No
- c) No information available



3) Reading Comprehesion: Read the text and answer the questions.

Pocahontas

Pocahontas was born in 1595 in Werowocomoco (Eastern Virginia), daughter of the powerful tribal leader Powhatan. She was one of as many as one hundred children. Pocahontas, however, was said to be Powhatan's favorite. Powhatan was the **chief** of the Algonquian Indians in the Virginia area. Pocahontas's real name was Matoaka.

In April of 1607 the first group of English **settlers** arrived in Virginia and founded the **colony** of Jamestown. Life was difficult for the settlers. Pocahontas watched as the settlers struggled to find food, build shelter, and survive. As winter set in, Pocahontas made several visits to Jamestown bringing the colonists much needed **supplies**.

During her visits to Jamestown she met Captain John Smith whom she taught the Powhatan's language and tradition. Pocahontas liked Captain Smith immediately, and some accounts claim that she saved him from **execution**. Other accounts assert that Smith was captured by the Algonquian Indians and was to be



executed, or that a false execution was a ceremony to adopt him into the tribe. The Powhatans admired John Smith and believed him to be a powerful magician.



Pocahontas went back and forth delivering messages from her father and keeping **trade** between the Indians and the settlers open. Powhatan, however, eventually demanded that the settlers bring him guns in exchange for food and supplies, but John Smith refused. Slowly, relations between the two groups **broke down**. The Jamestown settlement continued to suffer from corruption, laziness, disease, and poor management. In October of 1609, John Smith was badly **injured** by a gunpowder explosion. After his injury, and repeated attempts by the Indians and the settlers to kill him, John Smith returned to England. After his departure, and several changes in leadership, the Powhatan Indians **moved in on** the settlers.

Powhatan ordered several settlers to be killed and Pocahontas was sent to live with the Patawomeke tribe. In response, Captain Samuel Argall devised a scheme to **kidnap** Pocahontas. With the help of Japizaws and his wife, and two Patawomeke Indians, Argall attracted Pocahontas onto a ship headed for Jamestown. The ship promptly set sail and Pocahontas was a **captive**. During her capture she was treated well and learned of Christianity. She was baptized in 1614, at which time she renounced her previous Gods. While in captivity, Pocahontas met colonist and tobacco developer John Rolfe. They were married in 1615. Soon after, Pocahontas gave birth to a son, Thomas.

Pocahontas traveled to London in 1616 with her husband and son, where she soon became the center of attention. She met with the king and queen and went to banquets and dances all over England. While in England she was reunited with John Smith whom she believed was dead.

While in England Pocahontas contracted **small pox** and died in March of 1617 at the age of 21. She was buried in the chapel of the parish church in Gravesend, England. John Smith wrote that Pocahontas was "the instrument to pursue [preserve] this colonie [colony] from death, famine, and utter confusion."

(Adapted from: <http://mrnussbaum.com/pocahontas/>)



4) Find the words **in bold** in the text. Match them with their correspondent definition.

1. _____: hurt or physically harmed.
2. _____: food or other things necessary for living.
3. _____: a type of serious infectious disease in which there is a severe rash of large, pus-filled spots that usually leave scars.
4. _____: (an act of) killing by law.
5. _____: a prisoner.
6. _____: the head of a clan, tribe etc.
7. _____: the exchange of goods.
8. _____: to carry off (a person) by force, often demanding money in exchange for his safe return
9. _____: people who arrive, especially from another country, in a new place in order to live there and use the land.
10. _____: to come close or closer to something or someone in order to attack or take control of them.
11. _____: to finish or end.

(Definitions adapted from *Cambridge Dictionaries Online*)



5) Answer the following questions:

1. How did Pocahontas help the English settlers?
2. How did Pocahontas help John Smith?
3. Why did the relation between settlers and Indians break down?
4. Why was Pocahontas kidnapped?
5. Did Pocahontas marry John Smith?

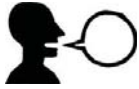


6) Are there any similarities/differences between the fictional story of Pocahontas (trailer from the movie "Pocahontas") and the real story (text "Pocahontas")? Fill in this chart.

Similarities	Differences
•	•



SITTING BULL



1) In pairs, discuss the following questions.

- What happened between 1854 and 1891 according to the history of Native Americans?
 - Have you heard about Sitting Bull before? If so, what do you know about him?
- Write down your answer.
- Where did the Sioux tribes live?



2) We are going to watch a video about Sitting Bull (see Appendix 3). Listen carefully and complete this timeline of Sitting Bull's life with the correspondent dates.



_____: A man called Sitting Bull was born and in the Hunkpapa Lakota tribe he grew up.

_____ - _____ - _____: More and more White people moved West every year.

_____: The Fort Laramie Treaty conceived that settlers would stay off from certain areas for good.

_____: Colonel Custer declared that gold was found in South Dakota's hills. So the Whites came back with the Fort Laramie Treaty broken and killing Natives who stood in the way.

_____: One summer day, near a river called Little Bighorn, Custer brought troops to smash a small Indian town, but the army hadn't known how big Sitting Bull followers had grown and instead of running, they beat Custer's army down.

_____: Sitting Bull came back from Canada after many years.

_____: Sitting Bull was killed by police in a reservation.



3) Listen again and fill in the gaps with the words missing.

Among a big nation called _____, a man called Sitting Bull was born. They called him Sitting Bull because his _____ was like a bison who would fight instead of running.

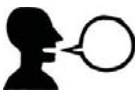
Sitting Bull and other brave _____ men tribes fought off the settlers everywhere they could.

Whites made the Great Sioux _____, and said all Sioux who would not live were illegal. And because Whites killed the _____, all ways Sioux became impossible; many chose the reservation for their people.

Sitting Bull refused to give up _____ even if it meant hard, lonely, hungry days. And as his legend spread around, other tribes knew where he could be found, and thousands joined him, taking courage from his ways.

Sitting Bull knew there was no way in the long run. So he crossed _____'s border, he gave a choice and not an order; some stuck with him and others went to reservations.

The _____ of Sitting Bull is still inspiring people, wherever the small guys stand and fight for the _____.



4) In groups of three people, discuss the following questions.

- Why is Sitting Bull still admired?
- Why do you think Sitting Bull refused to give up?
- What did Sitting Bull see when he came back from Canada?
- Do you agree with the struggle of Sitting Bull? Why? Why not?

MAKING CONNECTIONS

- Have you heard about the Mapuche leader Lautaro? Go to the following link and read his biography: <http://totallyhistory.com/lautaro/>

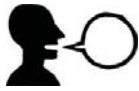


Are there any similarities between Lautaro and Sitting Bull? In your notebooks create a chart like these and write the similarities between both characters.

Lautaro	Sitting Bull

UNIT 3 Lesson 1

Native American Beliefs



Before starting! What have we learned about Native Americans until now? Talk to your partner.



WHAT DO YOU KNOW?



Read the following definition of Animism and try to explain it to your classmate:

"The belief that all natural things, such as plants, animals, rocks, and thunders, have spirits and can influence human events"

(Definition retrieved from <http://dictionary.cambridge.org/dictionary/british/animism>)



Discuss the following questions in pairs:

- 1) Do you know about other tribes in Chile or other countries that believe in animism? Provide examples.
- 2) What is a Shaman?

ANIMISM AND SHAMANISM



We are going to watch a video about Animism and Shamanism (see Appendix 3). Listen carefully and answer the following questions:

- 1) How did people look at animals?

2) What natural elements are mentioned? And what characteristic was attributed to them?

3) Who did Native Americans talk to?

4) What did they consider humanity as part of?

5) What concepts were considered as part of this circle?

6) What was the role of a shaman?

7) Why was the shaman so important for Native Americans?

8) Why didn't the White man understand the way of the shaman?

MAKING CONNECTIONS



Look at the pictures and discuss the questions in groups of four:

A



B



1. Picture A corresponds to a Native American shaman. Do you recognize picture B?
2. What do you know about Mapuche machi?
3. Have you met a Mapuche machi?
4. What is the relation between both pictures?
5. Can we compare Native American shamans and Mapuche machi to doctors? Why? Why not?
6. Would you visit a machi if you were sick? Why? Why not?



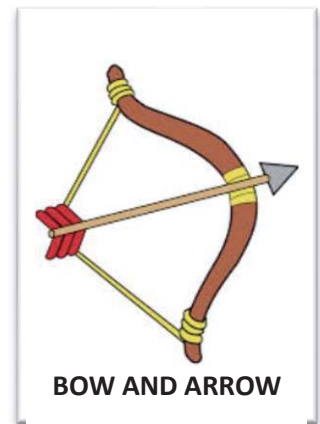
Reading Comprehension: Read the text and answer the questions.

THE ORIGIN OF MEDICINE

(Native American tale)

1. At one time, animals and people lived together peaceably and talked with each other. But when mankind began to multiply rapidly, the animals were crowded into forests and deserts. Man began to destroy animals indiscriminately for their skins and furs, not just for needed food. Animals became angry at such treatment by their former friends, resolving they must **punish** mankind.

2. The bear tribe met in council presided over by Old White Bear, their Chief. After several bears had spoken against mankind for their horrible ways, war was unanimously agreed upon. But what kinds of **weapons** should the bears use? Chief Old White Bear suggested that man's weapon, the bow and arrow, should be turned against him. All of the council agreed. While the bears worked and made bows and arrows, they wondered what to do about bowstrings. One of the bears sacrificed himself to provide the strings, while the others searched for good arrow- wood.



3. When the first bow was completed and tried, the bear's **claws** could not release the strings to shoot the arrow. One bear offered to cut his claws, but Chief Old White Bear would not allow him to do that, because without claws he could not climb trees for food and safety. He might **starve**.

4. The deer tribe called together its council led by Chief Little Deer. They decided that any Indian hunters, who killed deer without asking pardon in a suitable manner, should be **afflicted** with painful rheumatism in their joints. After this decision, Chief Little Deer sent a

messenger to their nearest neighbors, the Cherokee Indians: "From now on, your hunters must first offer a prayer to the deer before killing him," said the messenger. "You must ask his pardon, stating you are forced only by the hunger needs of your tribe to kill the deer. Otherwise, a terrible disease will come to the hunter."

5. When a deer is **slain** by an Indian hunter, Chief Little Deer will run to the spot and ask the slain deer's spirit, "Did you hear the hunter's prayer for pardon?" If the reply is yes, then all is well and Chief Little Deer returns to his cave. But if the answer is no, then the Chief tracks the hunter to his lodge and **strikes** him with the terrible disease of rheumatism, making him a helpless man unable to hunt again.

6. All the fish and reptiles then held a council and decided they would **haunt** those Cherokee Indians, who tormented them, by causing them **hideous** dreams of serpents twining around them and eating them alive. These snake and fish dreams occurred often among the Cherokees. To get relief, the Cherokees pleaded with their Shaman to banish their frightening dreams if they no longer tormented the snakes and fish.

7. Now when the friendly plants heard what the animals had decided against mankind, they planned a countermove of their own. Each tree, shrub, herb, grass, and moss agreed to **furnish** a cure for one of the diseases named by the animals and insects. Thereafter, when the Cherokee Indians visited their Shaman about their ailments and if the medicine man was in doubt, he connected with the spirits of the plants. They always suggested a proper remedy for mankind's diseases. This was the beginning of plant medicine from nature among the Cherokee Indian nation a long, long time ago.

(Adapted from <http://www.indians.org/welker/origmedi.htm>)



What is the main idea of each paragraph? Match the paragraph number with its main idea.

☐

Bears decided to take justice into their own hands, so they agreed on declaring war to humans and began creating their arms.

☐

Reptiles and some sea animals took revenge on Cherokee Indians for torturing them. They appeared in the Indians' dreams. The Shaman helped the Indians to keep away those dreams.

☐

After an assembly, the deer decided that if a man wanted to hunt one of them, he should ask for pardon first.

☐

Men and animals used to live in peace, but when the number of men increased, they started to kill animals massively. Animals became angry at this and decided to reprimand men.

☐

Plants decided to help men by providing medicine for the diseases caused by animals. The shaman was the intermediary between plants and men.

☐

The bears failed in their attempt to start a war because they could not use the bows and arrows.

☐

The leader of the deer was in charge of asking the killed deer if they hunter asked for pardon. The punishment was rheumatism.



Match the words **in bold** in the text with these synonyms:

1. To be extremely hungry:
2. To provide:
3. Killed:
4. To castigate:
5. Repugnant:

6. Arms:
7. Nails:
8. Tormented:
9. To disturb:
10. To attack



In pairs, answer the following question:

- How does the text reflect the belief of Animism?

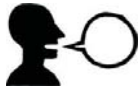


Write a short piece of text (150 – 200) in which you:

- Describe animism in your own words.
- Give your opinion on the topic: Do you agree or disagree with this belief? Why?

UNIT 4 Lesson 1

Life in Reservations



Before starting! What have we learned about Native Americans until now? Talk to your partner.

WHAT IS AN INDIAN RESERVATION?



Before Reading: Answer the following questions

A



B



1. Look at pictures A and B. What do you think an Indian Reservation is? Write your own definition for "Indian Reservation" in 15 – 25 words.
2. Find a classmate and compare your definition. Are they similar or different?
2. Look at picture B. Why do you think it says: "DO NOT ENTER" in the sign?



Reading Comprehension:

INDIAN RESERVATIONS

The Congress of the United States passed the Indian Appropriations Act in 1851 under President Millard Fillmore. This act created reservations for Native American Indians. These reservations are parcels of land that are managed by Native American tribes as their own sovereign nation. The creation of the reservations was to serve two purposes. The United States government hoped that setting aside land for the Native Americans would avoid clashes between them and the white settlers. The government also hoped that by confining the Native Americans to an area of land, they could be watched, with hopes of "civilizing" them.

There are 310 Indian reservations in America, but not all recognized tribes have their own reservation. Some tribes are so large that they may have more than one reservation. Some of the Indian reservations are quite large. Twelve of them are larger than the entire state of Rhode Island. Nine of the reservations are larger than the state of Delaware. The total land of the Indian reservations is 55.7 million acres. While that may seem like a lot of land, it only comprises 2.3% of the total land in the United States. There are almost two million Native Americans living on reservations.

These reservations are governed by the tribal council, although the system of government may vary from reservation to reservation. Life on the reservation is often of lower quality than that of the surrounding areas. There are high instances of unemployment, alcoholism, and poverty while the Native Americans struggle to retain and pass down their heritage and culture.

To help, the Reagan administration allowed the tribes of the reservations to open gambling sites on the land as a revenue earner. The first Indian bingo operation in the United States was opened by the Seminole tribe in Florida in 1979. The Indian Gambling Regulatory Act was passed in 1988. This act allows casinos on reservations as long as the state government allows for some type of legalized gambling.

(Adapted from: <http://tribaldirectory.com/information/indian-reservations.html>)



Answer the following questions based on the text “Indian Reservations”

1. According to the text, what were the purposes of reservations in the beginning?
2. How big are reservations?
3. Who governs a reservation?
4. What problems are present in reservations?
5. What is the importance of gambling and casinos in reservations?



Group work: Get in groups of 3 people and discuss the following questions.

1. What do you understand by **sovereignty**? Is there a connection between this concept and the requests made by Peru and Bolivia to the International Court of Justice (La Haya)?
2. What do you understand by **civilizing** (end of paragraph 1)? Why do you think it is between quotation marks (“”)?
3. What is a tribal council? What is their specific function?
4. What do you understand by “a low-quality life”?
5. Do you think Chilean tribes have a low-quality life? How do you know?
6. What do you understand by “heritage”? How can the heritage be “passed down”?
7. What is a revenue earner? What metal represents the major revenue earner for Chile?

After Reading



Write down 4 pros and 4 cons of an Indian Reservation.

PROS



1) _____

2) _____

3) _____

4) _____

CONS



1) _____

2) _____

3) _____

4) _____

WHAT IS A RESERVATION LIKE?

How do you imagine a reservation? Take a look at the pictures and choose one. Justify your answer.

A



B





A) We are going to watch a segment of the documentary “30 Days - Living on the Navajo Indian Reservation” (min 4:08 – 4:56) (see Appendix 3). Focus on the **landscape** of the reservation (The roads, the people, the houses, etc.). What is it like? Take notes of what you see.



How different is the reservation from what you expected? Discuss with your partner.



B) We are going to watch the video from the beginning. Answer the following questions. (Min 0:01 – 6:30)

1. Describe how the American perceptions of Native Americans changed over the years.

2. What are two of the three rules Morgan has to follow over his 30 days?


3. What characteristics of the reservation does the man in the store mention?

4. What does Morgan buy to take as a gift to the reservation? Why?

5. Describe who Morgan is living with and where he is living on the reservation.

MAKING CONNECTIONS



 As you noticed, reservations have their own tribal government, schools, and money support based on casinos. What if a reservation for Mapuche tribes was established in Chile? Do you support the idea? Would it work? Why? Why not?

Write a reaction paper stating your position. Length: 300 words.

[illegible]

Appendix 1: Needs Analysis Survey

Survey for Junior Students

Dear students: This survey aims at exploring what you know about a certain topic. Your honest answers are very much appreciated. This will not be graded.

INSTRUCTIONS: Mark with an slash (/) the alternative that best suits you.

1. Do you know anything about indigenous people in Chile?

- a) Yes, I know about one or more tribes.
- b) Yes, but I know about only one tribe.
- c) No, I don't know anything about indigenous people in Chile.

If you answer was A or B, tick the things you know about those tribes.

____ Religion

____ Food

____ Customs

____ Social organization

____ Games

____ Objects

____ Language

Any other aspect:_____.

2. Do you know anything about indigenous people in other countries?

- a) Yes, I know of three or more tribes in other countries. Name the countries where those tribes live:_____.
- b) Yes, but I only know about tribes in one other country. Name that country where that tribe lives:_____.
- c) No, I don't know anything about indigenous people in other countries.

3. Do you think it's important to know about the culture of indigenous people in Chile and in other countries?

- a) Yes, I think that it is really important to know about the culture of indigenous people in Chile and in other countries.
- b) Maybe, but I think the culture of indigenous people in Chile is the only one that matters.
- c) No, I don't think it is important to know anything about indigenous culture.

4. Have you heard about "Native Americans" or "American Indians" before?

- a) Yes, I know many things about them.
- b) Yes, but I only know one or two things.
- c) No, I don't know anything about them.

If your answer was A or B, write what you know about them: _____

_____.

5. Do you think that indigenous people in Chile and indigenous people in the United States have something in common?

- a) Yes, I think they have many things in common.
- b) No, I don't think they have anything in common.

If your answer was A, what do you think they have in common? (You can answer in Spanish)

_____.

6. If you were going to enroll on a course on Native Americans, what would you like to know about them? You can select more than one option.

- ☐ Religious ceremonies and practices
- ☐ Their view of the universe
- ☐ Historical background
- ☐ Current situation (what happens with them nowadays)
- ☐ The most numerous tribes
- ☐ Games and entertainment

- ____ Social Organization
- ____ Daily life and customs
- ____ Famous Native Americans in history

7. Which skill do you find the most difficult?

- ____ Listening
- ____ Speaking
- ____ Reading
- ____ Writing

8. What kind of activities do you like the most?

- a) **Listening** Comprehension
- b) **Speaking** Activities
- c) **Reading** Comprehension
- d) **Writing** Activities

9. What types of texts do you find most interesting? You can choose more than one option.

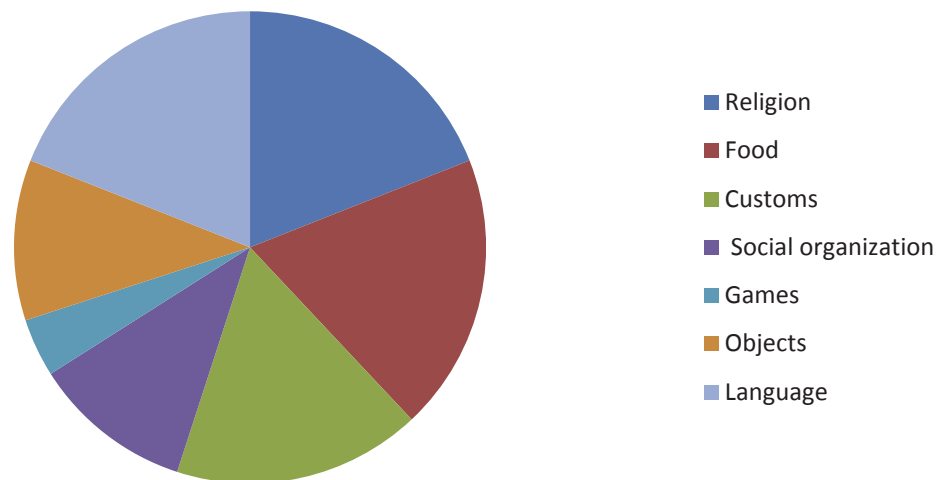
- a) Magazine articles
- b) Books
- d) Comics
- e) Short stories
- f) Newspaper articles
- g) Historical documents

10. What audiovisual materials do you prefer? You can choose more than one option.

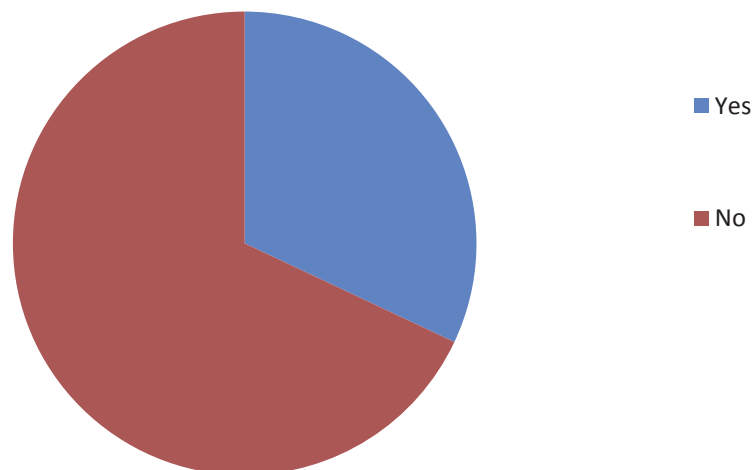
- a) Movies
- b) Documentaries
- c) Talks
- d) Oral narrations
- e) Short films
- f) Interviews

Appendix 2: Graphs of Needs Analysis results

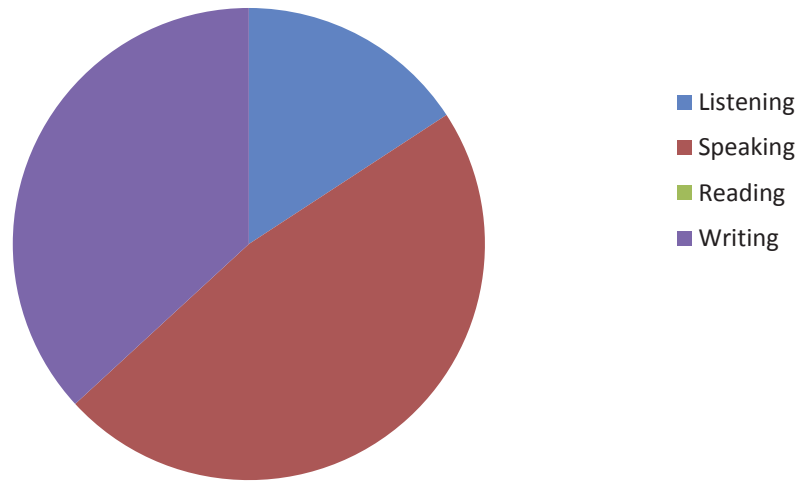
Graph 1 - Things you know about Indigenous people in Chile



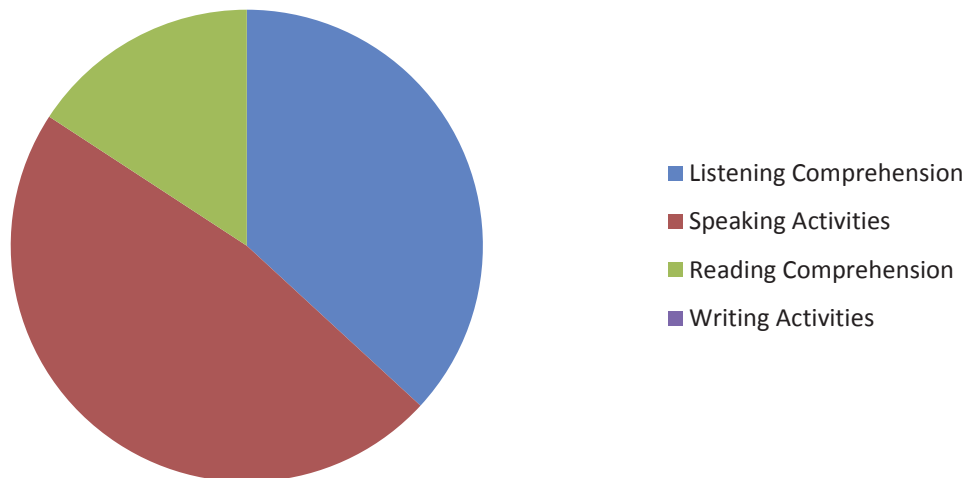
Graph 2 - Do you think that Indigenous people in Chile and Indigenous people in the US have something in common?



Graph 3 - Which skill do you find the most difficult?



Graph 4 - What kind of activities do you like the most?



Appendix 3: Video materials (Available from the CD)

- Unit 1 – Lesson 4, Section “Pocahontas,” Activity **2**: Trailer from the movie *Pocahontas* (1995) (AVI video).
- Unit 1 – Lesson 4, Section “Sitting Bull,” Activity **2** and **3**: Video about Sitting Bull produced by History Channel, starring singer Jeffrey Lewis (Date unavailable) (AVI video).
- Unit 3 – Lesson 1, Section “Animism and Shamanism”: Video *The Hmong Shaman in America* (Date unavailable) (AVI Video).
- Unit 4 – Lesson 1, Section “What is a Reservation like?” Activity **A** and **B**: Documentary *30 Days - Living on the Navajo Indian Reservation* (2008) (AVI Video).