

# Countries Around the World™

## Chile

### Program Summary

Meet 10-year-old Manuela. She and her family live in El Alfalfal, a village in the Andes mountain range. Join Manuela as she prepares to visit her grandmother in Santiago, the capital city of Chile. But before she goes, Manuela stops in a local store to browse the copper jewelry. When Manuela does arrive in Santiago, she and her grandmother take a cable car to the top of the highest hill in the city, San Cristobal. Next, they tour Santiago and introduce students to aspects of Chile's government, culture and history when they stroll past the presidential palace, encounter a group of street musicians and visit the Plaza de Armas, which is widely regarded as the spot where Santiago was founded in 1541. For the final leg of her journey, Manuela travels east to a seaside village just outside the city of Valparaiso to visit her cousins. Along the way, a stop at a vineyard will reveal the importance of wine-making to Chile's economy. Finally, Manuela meets up with her relatives, and they gather for some *bumitas* — a tasty treat made from corn puree — and to dance the *cueca*, the national dance of Chile.

### Country Information

- **location:** southern South America, bordering the South Pacific Ocean; bordered by Argentina, Bolivia and Peru
- **capital:** Santiago
- **official language:** Spanish
- **type of government:** republic
- **total area:** approximately 756,950 sq km
- **climate:** temperate with desert in the North, Mediterranean climate in the central region, and cool and damp conditions in the South
- **terrain:** low coastal mountains, fertile central valley and rugged Andes in the East
- **natural resources:** includes copper, timber, iron ore, nitrates, precious metals, molybdenum and hydropower
- **industries:** includes copper and other minerals, foodstuffs, fish processing, iron and steel, wood products, transport equipment, cement and textiles
- **agricultural products:** includes grapes, apples, pears, onions, wheat, corn, oats, peaches, garlic, asparagus, beans, beef, poultry, wool, fish and timber

### Vocabulary

**Castellano** — Another name for Spanish. Chileans often call their language “Castellano.”

**bumitas** — A popular dessert in Chile made from corn puree, wrapped in a corn husk.

**puree** — Any food prepared by cooking and straining it or by putting it through a blender.

**Chilean peso** — The currency of Chile.

**dictatorship** — A system of government characterized by unlimited powers of one person, group or political party and an absence of political liberty.

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**emblem** — A design that has symbolic pictures in it. Emblems are often presented with a motto.

**condor** — A large, endangered bird of prey related to the vulture.

**raptor** — Another name for a bird of prey.

**hemisphere** — Half of the Earth. The equator divides the Earth into the Northern and Southern Hemispheres, while the Prime Meridian divides the Earth into the Eastern and Western Hemispheres.

**cueca** — A traditional Chilean dance.

### Pre-viewing Discussion

- Lead a discussion on communities. Begin by asking students to brainstorm a list of criteria for things that they think make up a community. Engage students by asking questions like: What does it mean to be a part of a community? Can communities be comprised of more than just people? What are the differences among local, national and world communities? What are some similarities? As they watch the program, ask students to watch for examples of community in Chile that correspond to their criteria for what constitutes a community.
- Distribute outline maps of Chile to the students and have them label the major cities. Then ask students questions, such as: What do you think the climate is like? Where are most of the cities located in Chile? Why do you think that is? How many major cities are in the North as compared to the South of the country? How are the cities' locations possibly related to the climate?
- Invite students to share stories about a time when they took a trip somewhere. Questions to ask include: Where did you go? Why did you go there? How did you get there? How different was the place you visited from where you live? Was there anything that was the same? Would you go back? If you could choose to go anywhere in the world, where would it be? Why?

### Follow-up Activities

- In Chile, the people speak Spanish, but they call it “Castellano,” and it varies from Spanish spoken in other places. Students will have fun finding out how different English can be by investigating different colloquialisms and sayings from different regions of the United States, like “y’all,” or “grinder.” For each saying or expression they find, have the students write them on a note card along with an explanation of what the expression means and its region of origin. Post the expressions on a “word wall” dedicated to regional dialects.
- Chile is famous for its copper jewelry, but copper is also an important conductor of electricity. Conduct an experiment in the classroom to test different materials' ability to conduct or insulate. Begin by asking students to generate a list of materials that they think would be either a conductor or an insulator and have them bring those materials to class. A sample experiment developed by the U.S. Army Corps of Engineers can be found at [education.usace.army.mil/clubhouse/science/experiment.cfm?Topic=electric&Id=174](http://education.usace.army.mil/clubhouse/science/experiment.cfm?Topic=electric&Id=174). Students can record which items conducted electricity and which didn't and create a chart comparing the items.
- A very popular dessert in Chile is *bumitas* — corn puree wrapped in a corn husk. While not everyone thinks of corn for dessert, just about everybody has a favorite dessert! Have students take turns talking about their favorite desserts. Then, challenge students to create a recipe for “the best dessert ever” for inclusion in a class recipe book. Instruct students to give their desserts names and include measurements and how much their recipe would yield. If possible, have students make samples of their creations and bring them to class for a dessert tasting. As an extension, lead a discussion on healthy eating habits, highlighting moderation when it comes to eating sweets.

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- The Plaza de Armas in Santiago has a monument that celebrates Pedro de Valdivia, a Spanish soldier who founded the capital city in 1541 and is considered a hero in Chile by many people. Lead a discussion on heroes by asking questions, such as: Who are some people considered to be heroes here in the United States? In the world? What did they do to earn their status? Do heroes have to be people who are leaders or celebrities, or can other types of people be heroes too? As an extension, invite students to draw a portrait of someone they consider a hero, including an informational caption that explains what the person means to them.
- Chile is located below the equator in the Southern Hemisphere. Have students investigate the differences between the Southern and Northern Hemispheres and organize their findings in a Venn diagram. Then, initiate a discussion by asking students if they think their lives would be any different if they lived in the Southern Hemisphere. Would they have to adjust their lifestyles in any way? Would anything be the same?
- Discuss mottos and the use of birds as state/national symbols by asking questions, such as: Why do you think the condor was chosen to be a national symbol of Chile? What do you think it represents for Chileans? What does the bald eagle represent for Americans? What is a motto? What do mottos represent? Then, assign each student a state and have him or her find out what its state bird and motto are. For a list of state birds, visit [www.enchantedlearning.com/subjects/birds/Birdsymbols.html](http://www.enchantedlearning.com/subjects/birds/Birdsymbols.html), and for a list of state mottos, visit [www.cco.net/~paz/motto&songs.htm](http://www.cco.net/~paz/motto&songs.htm). Students can use the information they find to create a page for inclusion in a class book. As an extension, have students design and create a banner featuring an emblem, comprised of a bird and a motto, that they feel best represents them. Students can share their emblems with the class, explaining why they chose what they did.
- Since the famous poet Pablo Neruda was Chilean, what better way to celebrate Chile than with a poem? Have students write a diamante poem based on what they learned about Chile. For an interactive diamante poem guide, visit [www.readwritethink.org/materials/diamante/](http://www.readwritethink.org/materials/diamante/). Encourage students to share their poems with the class.
- How's the weather down there? Chile has a varied climate, including a desert in the north and Antarctic temperatures in the south. Divide students into small groups and assign each group a few cities in Chile so that the different climate regions are equally represented. Have the groups investigate the type of weather experienced in each of their cities. Then have the groups prepare and perform skits where they give a newscast-style weather report for their different cities. While the "weather-person" can deliver the forecast, the "anchors" can follow up with information about each climate region and their assigned cities.

## Suggested Internet Resources

- [www.geographia.com/chile/](http://www.geographia.com/chile/)  
This site includes basic information about Chile's geography, history and culture.
- [www.timeforkids.com/TFK/hh/goplaces/main/0,20344,1113147,00.html](http://www.timeforkids.com/TFK/hh/goplaces/main/0,20344,1113147,00.html)  
Discover Chile and what it is like to live there! This web site by Time Inc. presents information about Chile's famous sites, history and language. Also includes a quiz.
- [www.blueplanetbiomes.org/andes.htm](http://www.blueplanetbiomes.org/andes.htm)  
This site provides basic information about the plants, animals and climate of the Andes Mountains.
- [www.cia.gov](http://www.cia.gov)  
The CIA World Factbook web site presents detailed and up-to-date information on Chile and many other countries. Topics include geography, people, government, economy, transportation and communication. On the main page of the CIA site, click on the "World Factbook" link.

## Suggested Print Resources

- Hughes, Brenda. *Folk Tales from Chile*. Hippocrene Books, New York, NY; 1998
- Kwek, Karen. *Welcome to Chile*. Gareth Stevens, Chicago, IL; 2003.
- McNair, Sylvia. *Chile*. Children's Press, Danbury, CT; 2000.
- Rau, Dana Meachen. *Chile*. Marshall Cavendish, Tarrytown, NY; 2006.

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