CULTURE GUIDE
CHILE

SERIES 1
PRIMARY (K–6)
CHILE CULTURE GUIDE

This unit is published by the International Outreach Program of the David M. Kennedy Center for International Studies at Brigham Young University as part of an effort to foster open cultural exchange within the educational community and to promote increased global understanding by providing meaningful cultural education tools.

Curriculum Development

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**Why Study Cultures?**

For most of us, cultures are misunderstood; they are nebulous, vague, and hidden. Like the famous iceberg analogy, we know that most of what a culture is cannot be seen. But what does that mean? And why, then, should we study cultures if we do not know what we’re studying in the first place?

In the late twentieth century, Brigham Young University did not embrace a new discipline, but rather a new area of study—the study of cultures. Typically, anthropology is the social science that studies cultures. Why should they have all the fun? The study of cultures unites other academic disciplines (as needed), drawing upon literature, political science, sociology, and even the more applied areas of nursing, social work, law, and business. The study of cultures has grown into nothing short of a revolt against disciplines, “a mode of inquiry” that looks at things in new ways.¹

In 1982, the David M. Kennedy Center for International Studies established International Outreach as a formal program to help build bridges of intercultural understanding. Since then, more than 10,000 gratis cultural presentations have been given to local area public schools, taking students to new places using language, multimedia, and imagination. *CultureGuides* derive from the same expertise that has been honed in classrooms—with the exciting exception that these intercultural learning tools are not geographically bound. Thanks to the Internet, accessible multimedia technology, and our trusty eMACs, a limitless audience can learn about different cultures.

Globalization, the driving paradigm of the post-Cold War world, means that now, more than ever, culture matters. Culture is the invisible context that may keep us from understanding important people, places, and ideas; it exists whether or not we think about it. Intercultural education can help us, not only as an intellectual exercise, but also in very practical ways to combat racism, to expand business, and to communicate effectively.

*CultureGuides* share the same aim as Edward T. Hall, the eminent cultural scholar, to try to “make culture real.”² Even though our “student guides” are not present in every classroom, we hope that *CultureGuides* will make classrooms of the mind and cultural laboratories wherever you may reside.

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Traditions

The Month of September

September is an important month for Chileans. On 6 September, Chileans have a “Day of Reconciliation” for those who died in the 1973 military coup that occurred on 11 September. On 11 September, many people protest the coup. They also celebrate their independence from Spain on 18 September. The holidays that occur in September display Chile’s unique cultural values and traditions.

Starting Points

1. Explain why September is an important month in Chile. Give a brief background of the history of 6, 11, and 18 September. This should lead nicely into a discussion of the traditions and events that occur during this time period.

2. With the students, discuss how the United States celebrates the Fourth of July. Next, analyze the similarities and differences in the ways that Chileans celebrate their independence day.

3. Show the students the picture of the flag of Chile (see Flag of Chile). Discuss how the flag was modeled after the flag of the United States. Lead a discussion about why Chile may have chosen to do this.

Information

Military Coup of 1973

A coup occurs when the military of a country takes control by forcing the country’s ruler out of office. On 11 September 1973, General Augusto Pinochet [pee-no-shay], the head of the Chilean military, led a coup that overthrew the socialist government run by Salvador Allende [a-yen-day]. During the three years that Allende was in power, the economy and the people of Chile suffered. On the day of the coup, Allende was killed in La Moneda, the presidential palace.

General Pinochet was the mastermind behind thousands of deaths that occurred during the weeks and months that followed the coup. Pinochet held power until 1990. In 1998, at the request of Spain, the British government arrested him while he was in England for back surgery. Spain hoped to have Pinochet tried for the war crimes he committed in the 1970s and 1980s, but after months of dispute, England let him go because of his deteriorating health.

Chile remembers those who died in the military coup with an official holiday that takes place on 6 September. On 11 September, many people go to the streets to protest the coup. Protesters put up barricades near foreign embassies, forcing the micros [mee-crows], or buses, to stop running. Although this day is not an official holiday, most people are not required to work.
Chilean Independence Day

On 18 September, Chileans celebrate the independence their country gained from Spain in 1810. Centuries before, Spain claimed the land of Chile and established cities across its frontier. In the nineteenth century, Latin America experienced a strong push for independence. Each Latin American country had different leaders that helped them attain their independence. Don Bernardo O’Higgins is celebrated as an important liberator of Chile. Another individual famous for his efforts is Don Jose San Martín, who crossed the Andes Mountains on horseback from Argentina and surprised the Spaniards in Santiago.

The Chilean flag represents the independence of Chile (see Flag of Chile). The flag looks similar to the United States flag with its red stripe, white stripe, and blue field with a white star in the upper left corner. The Chileans actually designed their flag using the flag of the United States as an example. During September, the flag is displayed everywhere. It is quite common to hear people say that it is against the law not to fly the flag during the period of celebration and that it is against the law to continue to fly it afterward.

Although Chilean independence includes the Mapuche [mah-poo-chay] Indians, these native Chileans claim they have never been defeated. They believe that they are independent from the Chilean state and government.

Kite Flying

September is a spring month in Chile, and the weather is perfect for being outdoors. During the September festivities, people commonly have barbecues and play soccer. Children also play unique games in the streets. One such game is kite flying. Chileans have a word for kite that is different than the word used by people from other Spanish-speaking countries. They call it a *volantín* [vo-lahn-teen]. Many of these kites are made by shop owners who are kite makers by trade. The kites include extremely long rolls of string containing pieces of glass. As the children fly their kites, each tries to get his or her kite above the others. Some children’s kites fly extremely high. The higher kites dive at lower ones and, with the glass in their strings, try to cut the strings of the other kites. When a kite’s string is cut, the kite plummets to the earth and the first child that reaches it is the new owner. Many of the kites land in trees. In fact, by the end of September, the trees look like kite cemeteries. Children often climb the trees to retrieve a damaged kite and repair it if possible.

Diabolo and Emboque

Common toys seen in the streets are the *diabolo* [dee-ah-bow-low] and the *emboque* [em-bow-kay] (see Traditions Visual 1). In Chile, many children play with these toys in the streets, just as many American children ride their scooters in the streets.

The diabolo is found in other areas of the world, such as all throughout Latin America and China. In China, it is called a Chinese yo-yo. Children in the United States may be familiar with this toy because of the strong Latin American influence that exists in many areas. The diabolo is also commonly used by professional jugglers in the United States. It has two main parts: two sticks with a string between them and a piece that resembles an hourglass. The piece shaped like an hourglass can be made of either
plastic or wood. Children learn a variety of tricks as they balance the hourglass-like object between the two sticks on the string. They can flip it around, pass it to a friend, and launch it into the air. Children that are really good may draw a large crowd of amazed peers. Don’t be fooled if this game looks easy. Beginners usually find it quite frustrating and wonder how young children have been able to master the device. If you choose to learn this game, be sure not to practice indoors; it may leave dents in the ceiling.

The emboque is a small wooden handle attached by a string to a larger piece of wood with a hole in it. The purpose of the game is to hold the handle and swing the larger piece of the wood onto the handle. If you prefer simple games, this would be a wise one to learn. With just a little practice, this game can be mastered. Your friends will be amazed at your coordination and newfound talent.

Empanadas

The empanada [em-pah-nah-duh] is the traditional food eaten during the September festivities (see Traditions Visual 2). It looks like a small meat pie and often contains raisins, olives, onions, and eggs.

La Cueca

La Cueca [kway-ka] is a popular Chilean dance that is performed during the September festivities. The dance is supposed to resemble a rooster trying to conquer a hen. The dancers usually wear the traditional clothing of the huaso [wa-so], or Chilean cowboy (see Traditions Visual 3). As they dance, they carry a white handkerchief in one hand and swing it around.

Folk Instruments

Chileans dance the Cueca to Chilean folk music (see Additional Resources). Throughout Chile, different instruments are used to make folk music (see Traditions Visual 4). Folk groups from the northern part of the country use instruments such as the pan flute (zampoña) [samp-ohnya], and a flute that resembles the recorder.

Another instrument Chileans use is the rain stick, also called the rainmaker. This is made out of cactus wood that has been dried in the sun. After the spines of the cactus wood have been removed, the wood is filled with small bean-like objects. When the wood is turned upside down, the bean-like objects fall down, making a sound like rain. These sticks range from one to two feet in length. If you listen to Chilean folk music, pay special attention to individual sounds; you will be able to hear the rainmaker accompanying the beautiful sounds of the pan flute.

Activities

1. Do the September Word Search that includes the vocabulary from this lesson (see Traditions Visual 5).

2. As a class, sit in a circle. Have one person start by saying, “If I were going to have a Chilean party in the United States, I would bring a/an ________.” Fill in the blank and have someone write the word on the board, maybe using a word from the word list at the bottom of the word search (see Traditions Visual 5).
Individual students in turn should say the phrase, repeating what is already on the list and then adding an idea to it. The “scribe” should continue to add students’ suggestions to the list on the board (see Traditions Visual 6).

3. Divide the class into groups of ten and assign a group leader. Research either Chile’s fight for independence in 1810 or the coup that occurred in 1973, and then reenact it. Group leaders should help determine character roles within their groups (see Traditions Visual 6). Take fifteen minutes to prepare your reenactment and five minutes to perform.

Discussion Questions

1. What are some similarities between the Independence Day celebrations of the United States and Chile?

2. Are there any significant events remembered during the month of September in the United States? What are some special times of the year in the United States and why?

3. Why do you think Chile’s Independence Day is important to Chileans? Why is the United States’ Independence Day important to Americans?

4. Who are some people that participated in the United States’ fight for independence that can be compared to Don Jose San Martín and Don Bernardo O’Higgins?
CHILEAN SPANISH

The way Spanish is spoken around the world differs from one Spanish-speaking country to another. Chile has its own forms of formal and informal speech, and many of the sayings Chileans use are unique to Chilean culture. To better understand Chileans, it is important to understand Chilean Spanish.

Starting Points

1. Let the students look at the list of British English vocabulary (see Folklore & Language Visual 1). Have the students guess what each word means. Discuss how Spanish, like English, varies depending upon where it is spoken.

2. Have the students listen to a tape where Spanish is spoken, but don’t reveal what language it is (see Folklore & Language Audio 1). Have the students guess what language it is and what the person is saying.

3. Show the students a video that demonstrates how Spanish is spoken in a variety of Spanish-speaking countries (see Folklore & Language Video 1).

Information

Castellano

In the early 1500s, Spain sent conquistadores [con-keys-ta doe-res], or conquerors, to conquer the New World, which included North America, Central America, and South America. During this period, Spain took control of Chile and introduced the Spanish language. Today, Spanish is the official national language of Chile. However, when you ask Chileans what language they speak, they say that they speak Castellano [cast-e-yano], or Castilian. People from Spain, Argentina, and Uruguay also say that they speak Castellano. Castellano is Spanish, but it is different from the Spanish spoken in other Latin American countries.

Even though Spanish is the official language of Chile, there are a number of towns in southern Chile where German is spoken. In some parts of Chile there are also native languages that were spoken before the Spaniards arrived.

Chilean Spanish

In Chile, there are unique variations of the Spanish language. For example, many Chileans don’t pronounce the letters s and d. An example of this is the Chilean pronunciation of pescado [peh-ska-do], or fish. In Chile, because they don’t pronounce the s and the d, you might hear them say pecao [peh-ka-o]. This sounds funny to a speaker of non-Chilean Spanish, because it sounds like pecado [peh-ka-do], the word for sin. If it sounds like someone from Chile is asking you if you like sin, they are probably asking you if you like fish!
Chileans also have a unique form of slang that varies across social classes. An example of this is the phrase that Chilean children use to ask someone what their name is: “¿Cómo te llamai?” [ko-mo te yam-ay]. Other Spanish-speaking nations would ask “¿Cómo te llamas?” [ko-mo te yam-as].

There are a number of unique sayings in Chilean Spanish (see Folklore & Language Visual 2). For example, some younger Chileans say “¿De dónde soi?” [day dohn-day soy], which means, “Where are you from?” People in other Spanish-speaking countries would normally say “¿De dónde eres?” [day dohn-day air-ace]. To non-Chilean Spanish speakers, the Chilean phrase would mean “Where am I from?” Knowing this difference in Chilean grammar will help someone new to Chile understand the language more quickly.

Activities
1. Play the English Word Game (see Folklore & Language Visual 3).
2. Write a letter to an imaginary Chilean pen pal. Use at least ten Chilean words or phrases in the letter (see Folklore & Language Visual 2).
3. Use Chilean phrases to play the telephone game. Arrange yourselves into a long line or half circle. One student begins, and whispers a message in the next student’s ear, who then whispers the message into the ear of the next person, until the message has gone through the entire group. The last student should tell the class the message that he or she heard (see Folklore & Language Visual 2).
4. Get into pairs and sit next to your partner. Each pair of students will need a piece of paper and a pencil. The first rule is that you cannot talk. The second rule is that you each must have one of your hands on the pencil. You have two minutes to draw a house. After two minutes, display your house. Discuss the importance of clear communication in group work. Discuss ways to achieve clear communication when language barriers exist.

Discussion Questions
1. Why is it important to understand how people communicate?
2. What problems can it cause when people from different cultures misunderstand each other?
3. When was a time that someone didn’t understand you? How did you feel because of that experience?
4. How can you learn more about the language differences that exist between Spanish-speaking countries?
FOOD

POPULAR CHILEAN FOODS

Chilean foods such as empanadas, completos [com-play-toes], and sopaipillas [so-pah-pee-yuhs] are an integral part of Chilean culture (see Traditions Visual 2). Countless stores and stands on the street sell these foods in order to earn extra money and participate in Chile’s Independence Day festivities.

Starting Points

1. Make and bring empanadas, completos, and sopaipillas for the students to sample (see Additional Resources).

2. Discuss the types of food that Americans eat on the Fourth of July. Compare those foods to the foods Chileans eat during their Independence Day festivities.

3. Show pictures of Chilean foods and have the students write a description of what they see (see Traditions Visual 2 and Food Visuals 1 and 2).

Information

Typical Foods
The food eaten in Latin America varies from country to country. Many people think that Chileans eat burritos, but it is uncommon to see anything that resembles Mexican food in Chile. Chileans eat a lot of rice, chicken, and mashed potatoes. They are very particular about the way that rice is presented on the plate when it is served. They put it in a cup, often with mayonnaise mixed in, and then empty it onto the plate, creating a small tower of rice.

In addition to rice, chicken, and mashed potatoes, Chileans eat a lot of soup dishes. An example of a Chilean soup is casuela [ka-sway-luh]. This soup is made with an entire potato, a cob of corn, and a slab of meat. The person eating the casuela is expected to dice the meat and potato into bite-size pieces and cut or eat the corn off the cob as he or she eats the soup. Another soup-like dish is the inexpensive porotos [po-ro-toes] soup, or bean soup. Beans are also sometimes added to a noodle salad. A common bean in Chile is the lentil. This is usually served with some type of pasta and small pieces of pork. As salads go, la ensalada Chilena [en-sa-la-da chee-lay-na] (the Chilean salad) is probably the most popular. This salad is made by cutting up onions and tomatoes and adding cilantro and oil.

Empanadas
The empanada is by far the food most commonly eaten during the holidays and throughout the year (see Traditions Visual 2 and Additional Resources). Empanadas can be filled with a variety of foods, ranging from meat to fruit. Empanadas filled with meat are considered a filling dinner, while empanadas with fruit in them
are considered a dessert. Meat-filled empanadas often also have raisins, olives, onions, and hard-boiled eggs in them. It is important to note that most Chilean olives still have the pit in the middle. When you eat an empanada with olives in it, you must be careful not to swallow the pit or crack a tooth on it. Empanadas found in stores in the United States usually come without the pit.

When Chileans are full and can’t eat anymore, they say they are satisfied rather than saying that they are full. Chileans find the expression “I’m full” offensive.

**Sopaipillas**

Another common food in Chile is the sopaipilla (see Additional Resources). This food is shaped like a small round disc and resembles a thick tortilla. Chilean sopaipillas are not like those made in Mexico and the southwestern part of the United States. Chilean sopaipillas are made with squash, lard, and a number of other ingredients. Usually sopaipillas are covered with ketchup or mustard, but for a sweet snack, they can be treated like scones and covered with honey. Sopaipillas are a popular after-school snack sold by street vendors; they are also eaten during times of festivity. Street vendors prepare the dough and keep a frying pan filled with hot oil ready to provide customers with fresh, hot sopaipillas. Some families have a tradition of making sopaipillas on rainy days.

**Completos**

Another food item sold on the street and eaten during times of festivity is the famous completo (see Food Visual 1). The North American equivalent of this food is the hot dog. However, Chilean “hot dogs” are very different from American hot dogs. The bread Chileans use tastes different because it is made with lard. The meat is also different because Chileans add avocado (*palta*) and tomato to the sausage. On top of these items, they usually put a lot of mayonnaise (Chilean mayonnaise resembles a mix of United States mayonnaise and mustard). Along with the mayonnaise, Chileans apply a fair amount of ketchup and mustard.

As the name suggests, Chilean hot dogs are called completos because Chileans believe that they are more complete than American hot dogs. There are other kinds of completos in Chile, such as the *Italiano*, which has more avocado. Another kind of completo is covered by sauerkraut. Completos are easy to prepare.

**Completos Recipe**

**You will need:**

<table>
<thead>
<tr>
<th>Ingredient</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 hot dogs</td>
<td></td>
</tr>
<tr>
<td>1 ripe avocado</td>
<td></td>
</tr>
<tr>
<td>1 tsp salt</td>
<td></td>
</tr>
<tr>
<td>1 T vegetable oil</td>
<td></td>
</tr>
<tr>
<td>1 tomato (diced)</td>
<td></td>
</tr>
<tr>
<td>4 buns</td>
<td></td>
</tr>
<tr>
<td>mayonnaise (opt.)</td>
<td></td>
</tr>
<tr>
<td>mustard (opt.)</td>
<td></td>
</tr>
<tr>
<td>ketchup (opt.)</td>
<td></td>
</tr>
</tbody>
</table>

**Preparation**

1. Boil the hot dogs until they are cooked.
2. Split the avocado and dig it out of the shell with a spoon.
3. Place the avocado in a bowl and add the salt and vegetable oil. With a fork, mash the avocado until it can be smoothly applied to the hot dog.
4. When making the completo, put the avocado on first so that the other items will stick to it. Add whatever condiments you want after this.

Yield: 4 servings

**Fruit**

Chile is famous for its fruit. The climate and geography of central Chile are ideal for growing all types of fruit. During the summer, farmers grow watermelons, avocados, cactus fruit, and grapes. Chile uses its fruit to make products such as marmalade [marmalade] (jelly) and juice (see Food Visual 2).

The fruit that Chile can grow because of its warm climate is a great resource for countries that live north of the equator. When it is winter in the United States, it is summer in Chile. Because grapes can’t grow in the United States during the winter, stores buy grapes from Chile. The next time you eat grapes in the wintertime, don’t forget to thank your friends in Chile!

**Sweets**

Stores in Chile offer a variety of sweets such as pastries and chocolates. Some of the chocolates they sell include the Super 8, which is a wafer cookie surrounded by chocolate, Golpe [goal-pay], which is filled with caramel-like liquid, and many other Nestle products. These chocolates are tasty and inexpensive. They usually cost fifty to one hundred pesos each, which is between seven and fourteen United States cents. There are also more expensive chocolates, but if you’re looking for a quick treat, the inexpensive chocolates are satisfying.

Alfajores [all-fey-hoar-es] are another treat commonly seen on store shelves. They are like a cookie that has been wrapped in chocolate and caramel. There are different types of alfajores and many are imported from other countries. Argentina is famous for these delicious sweets.

**Activities**

1. Make completos.

2. Divide into groups and with your group, create a poster that advertises your favorite Chilean food.

3. Write a letter to an imaginary pen pal from Chile and describe your favorite North American food (see Folklore & Language Activities). Also write what you like about Chilean food.

4. Divide into groups and with your group look at a picture of a Chilean food item (see Traditions Visual 2 and Food Visuals 1 and 2). Take a few minutes to write a description of each food as if you were writing for a food magazine that is trying to sell the food products to the public. Share your favorite description with the rest of the class.
Discussion Questions

1. How is Chilean food different from the food we eat in the United States?

2. What types of food do people in the United States eat at parties?

3. What influences the kinds of food people eat?

4. In the winter, the United States gets grapes from Chile. What products might Chile get from the United States?
Soccer

Soccer is an important sport to Chileans. It affects their relations with people outside of and within their country. Not only does it affect Chile’s international relations, but it also determines whom Chileans will be friends with.

Starting Points

1. Have the students write down three of their favorite sports or activities. Have them pick their favorite team or person involved in those sports or activities.

2. Tell the students the names of the two most popular Chilean soccer teams, Colo Colo [ko-lo ko-lo], and La Universidad de Chile [oo-nee-vair-see-dad day chee-lay] (the University of Chile), and show them the team logos (see Cross-cultural Contributions Visual 1). Tell the students to choose which team is their favorite. Inform the students that if they live in or visit Chile this choice will determine who their friends will be. For more details on the teams, visit their Web sites (see Additional Resources).

3. Tell the story of the war that began in Latin America because of a soccer game (see Information Section). Discuss the importance Chile places on soccer.

Information

Important Soccer Teams
When learning about Chile, or any other country in Latin America, it is important to understand the importance they place on soccer. Many people in Chile choose their friends and associates by their soccer team preference.

The most popular soccer teams in Chile are Colo Colo, La Universidad de Chile (the University of Chile), and La Católica [ka-toe-lee-kuh]. These professional teams compete annually to determine which team will win the title of champion. There are a number of national tournaments throughout the year, and every few years a national team is formed to play in international tournaments, such as the World Cup. The Chilean national team has been a source of unity and pride for Chileans.

When the popular teams play against each other, it is unlikely to see anyone on the street because everyone goes inside to watch the game. People watching the game wait in anticipation for their team to score a goal. When a goal is scored, there are bursts of cheering throughout neighborhoods.

La Chilenita
Chileans claim to have invented a soccer move called la Chilenita [chee-lay-nee-ta], which is sometimes simply called el Chileno [chee-lay-no]. In English we call this a bicycle kick. To do this move, a player jumps into the air and leans backward while
making a scissor kick. The player appears to be riding a bike. As the player gets to the highest point in the air, he or she kicks the ball overhead either to pass it to another player or to shoot it at the goal.

**Famous Chilean Soccer Players**

Two famous Chilean soccer players are Ivan Zamorano [ee-vahn sa-moe-rah-no] and Marcelo Salas [mar-sell-o sa-less]. Salas is one of the most well known Chileans in the soccer world. He has played for the Chilean national team for many years and continues to be a hero to Chileans. When Salas isn’t playing for the national team, he is playing for a European team. The leagues in Europe are quite important, so it is not surprising that Chileans love this player and are proud of the contribution he has made to Chile’s reputation in soccer. Salas has also played for an Argentine soccer team, which, according to some, has strengthened the political and social relationship of Chile and Argentina.

**High-Profile Soccer**

Although Chile’s recent national soccer team has been a source of great pride, it was only a few years ago that the team was disqualified for an incident during a match against the Brazilian team. During the match, the goalie for the Chilean team pulled out a razor blade from his shoe and cut himself. The goalie pretended that his injury was the result of a firework that had gone off. However, film clearly showed that the goalie gave the injury to himself. Some believe that the goalie did this hoping to convince the officials to give the Chileans the win through a forfeit. Because of this incident, the Chileans were kept out of the World Cup for eight years.

Other Latin American countries have also been known to go to extreme measures in response to the outcome of intense soccer matches. For example, a player for the Colombian national team was shot by one of his own countrymen after he mistakenly scored a goal against his own team during a World Cup game against the United States. There was also a war in Central America that started when El Salvador defeated Honduras in a qualifying round for the 1970 World Cup. Violence erupted in both countries, leading the salvadorans to launch a military attack against Honduras. There were other factors that led to the war, but the soccer match acted as a catalyst.

Another danger that exists in soccer involves the fans that attend the games. Each year people get trampled on because of the overcrowded conditions or are killed because some fans get drunk and become violent.

**Chilean Soccer**

Chilean soccer is particularly intriguing because of the various locations and forms in which it is played. It is not uncommon to see a three-year-old child kicking a ball around with a fair amount of coordination. Children play in the streets using trees, posts, rocks, or anything they can find that can be used as a goal. When playing in the street, they most often use a hollow plastic ball that breaks after a few games. After it breaks, they either continue to play with the battered ball or run down to the corner store to buy a new ball for one hundred pesos.

Most neighborhoods have a small park with a court about the size of a basketball court. The court has basketball hoops at both ends that extend down and branch out.
into a small goal, usually about five feet tall and eight feet wide (see Cross-cultural Contributions Visual 2). This makes it possible for people to play either basketball or soccer on the court. The Chileans call the type of soccer played on this type of court *bebe fútbol* [bay-bay foot-bowl], or baby football (American soccer is called *football* in Latin America.) This game is played with a heavier, smaller, and more durable ball and has only five or six players on each team. Bebe fútbol is a quick form of soccer that focuses on foot skills. With the smaller playing field, smaller goals, and less people playing, the game goes at a quicker pace and involves a lot more individual foot work, as opposed to the large amount of passing that is common in a regular soccer game. In the quick form of soccer, there is a lot more shooting and, since players are much closer together, there is a lot more quick action and interaction between the opposing teams.

Soccer fields in wealthy neighborhoods normally have grass. In the poorer areas, fields are filled with rocks and dirt but people are still happy to play there (see Cross-cultural Contributions Visual 3). Sometimes a large business will provide a grass field for a community. For example, in a small town just outside of Santiago, a brick factory built a grass soccer field that is great for local competitions and larger leagues.

Considering that soccer only requires a ball and a goal, it is not surprising that it is played by much of the developing world. However, it would be a mistake to conclude that it is a poor man’s sport. People from all classes participate in and support soccer. It is amazing to see the creativity of the Chileans in finding sufficient sports equipment for a game of soccer, and the desire they have to play the game.

**Activities**

1. Have a juggling contest with your feet. See how long you can keep a ball from touching the ground without using your hands. Award one point each time the ball is touched before it hits the ground.

2. Design a logo for a new Chilean soccer team and give the team a name.

3. Choose items in the room that could represent goals and something that could be used as a soccer ball. Go outside and play a short game of soccer with the items you chose. Afterward, discuss the willingness of Chileans to play soccer anytime, anywhere, and with anything.

4. Divide into small groups of three or four. Take turns describing a Chilean championship soccer match. The first student gets thirty seconds to write anything that comes to mind. The next student gets ten seconds to read what the previous student wrote and then another thirty seconds to freewrite. Follow this procedure until each student has gone at least twice. Share your stories with the rest of the class.
Discussion Questions

1. What differences exist between soccer in Chile and soccer in North America?

2. What is the most popular sport in the United States? How does this sport help our country?

3. How can sports unite a country? How can sports divide people and be disruptive to society?

4. Just as Chile claims to have invented the soccer move known as el Chileno, what are some sports moves that the United States claims to have invented?
Official Name: Republic of Chile
Capital: Santiago
Government Type: republic
Area: total: 756,950 sq km (includes Easter Island and the Sala and Gomez Island)
Land Boundaries: 6,171 km
border countries: Argentina, Bolivia, Peru
Climate: temperate; desert in north; mediterranean in central region; cool and damp in south
Lowest Point: Pacific Ocean 0 m
Highest Point: Nevado Ojos del Salado 6,880 m
Natural Resources: copper, timber, iron ore, nitrates, precious metals, molybdenum, hydropower
Natural Hazards: severe earthquakes, active volcanoes, tsunamis
Population: 15,823,957 (July 2004 est.)
Ethnic Groups: white and white-Amerindian 95%, Amerindian 3%, other 2%
Religions: Roman Catholic 89%, Protestant 11%
Languages: Spanish
GDP: $154.7 billion (2003 est.)
GDP Per Capita: $9,900 (2003 est.)
GDP Composition By Sector:
agriculture 6.4%; industry 38.6%; services 55.1% (2003 est.)
Labor Force: 6 million (2003 est.)
Unemployment Rate: 8.5% (2003)
Industries: copper, other minerals, foodstuffs, fish processing, iron and steel, wood and wood products, transport equipment, cement, textiles
Agricultural Products: grapes, apples, pears, onions, wheat, corn, oats, peaches, garlic, asparagus, beans, beef, poultry, wool, fish, timber
Exports: copper, fish, fruits, paper and pulp, chemicals, wine
Imports: consumer goods, chemicals, motor vehicles, fuels, electrical machinery, heavy industrial machinery, food
Trade Partners: United States, Japan, China, South Korea, Mexico, Italy, Argentina, Brazil (2003 est.)
Currency: Chilean peso (CLP)
HISTORY AND HOLIDAYS

TIME LINE

pre-1500  Pre-Columbian people reside in Chile
1538     Diego de Almagro goes to Chile in search of gold
1540     Pedro de Valdivia first enters Chile
1541     The city of Santiago is established by Pedro de Valdivia
18 Sep 1810 Chile declares independence from Spain
1810–1818 Fight for official independence from Spain led by Bernardo O’Higgins
1817     War of Chacabuco—Spanish defeated
1850     The southern city Concepción is founded
1879–1883 War of the Pacific between Chile, Peru, and Bolivia
1891     Civil war; Parliamentary government established
1924–1925 Military rules Chile
1964     Eduardo Frei of the Christian Democratic Party wins presidency
1970     Salvador Allende of the Popular Unity Party is elected president
1990     Pinochet steps down from power but remains commander of the armed forces; new elections are held and Patricio Aylwin (Christian Democrat) wins power
1991     National Truth and Reconciliation Commission is formed to investigate accusations of human rights violations during the dictatorship
1993     Eduardo Frei (son of a previous president) is elected president
1997     Asian financial crisis hurts Chilean economy
Oct 1998 Pinochet arrested in London
1999     President Lagos (Socialist) elected
Jan 2000 Britain releases Pinochet to Chile
Aug 2000 Pinochet is stripped of immunity from prosecution in Chile
Jan 2001 Pinochet ordered to stand trial for human rights abuses committed during his dictatorship
Mar 2001 Santiago Court of Appeals rules that Pinochet should stand trial, but only on charges of covering up murder and kidnappings, not of planning the crimes
Jul 2001 Pinochet declared unfit to stand trial; charges against him are suspended
Jul 2002 All charges against Pinochet dropped after Supreme Court upholds verdict finding him mentally incapable of standing trial for human rights crimes; Pinochet resigns from his position as a lifelong senator
Aug 2003 Appeals court blocks an attempt to force Pinochet to stand trial; judges vote against lifting his immunity from prosecution
<table>
<thead>
<tr>
<th>Date</th>
<th>Holiday</th>
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<tbody>
<tr>
<td>1 Jan</td>
<td>New Year’s Day</td>
</tr>
<tr>
<td>Mar/Apr</td>
<td>Good Friday (remembrance of Christ’s crucifixion; actual day varies)</td>
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<tr>
<td>Apr</td>
<td>Easter Sunday (celebration of Christ’s resurrection; actual day varies)</td>
</tr>
<tr>
<td>1 May</td>
<td>Labor Day</td>
</tr>
<tr>
<td>21 May</td>
<td>Commemoration of the Battle of Iquique (a battle that Chile fought</td>
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<td></td>
<td>against Peru in 1879)</td>
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<tr>
<td>Jun</td>
<td>Corpus Cristi Day (remembrance of those who died in war; actual day</td>
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<tr>
<td></td>
<td>varies)</td>
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<tr>
<td>29 Jun</td>
<td>Saint Peter and Saint Paul’s Day</td>
</tr>
<tr>
<td>15 Aug</td>
<td>Assumption Day (celebrates the Catholic belief that the Virgin Mary</td>
</tr>
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<td></td>
<td>was carried into heaven on this day)</td>
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<tr>
<td>6 Sep</td>
<td>Day of Reconciliation</td>
</tr>
<tr>
<td>18 Sep</td>
<td>Independence Day (celebrating Chile’s independence from Spain)</td>
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<tr>
<td>19 Sep</td>
<td>Army Day (remembrance of the armed forces)</td>
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<tr>
<td>12 Oct</td>
<td>Columbus Day</td>
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<tr>
<td>1 Nov</td>
<td>All Saints’ Day (Catholic celebration of all saints)</td>
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<tr>
<td>8 Dec</td>
<td>Immaculate Conception (Catholic celebration of Mary’s conception of</td>
</tr>
<tr>
<td></td>
<td>Christ)</td>
</tr>
<tr>
<td>25 Dec</td>
<td>Christmas</td>
</tr>
</tbody>
</table>
ADDITIONAL RESOURCES

CHILEAN EMBASSY TO THE UNITED STATES
1732 Massachusetts Avenue NW
Washington, D.C. 20036
Phone: (202) 785-1746, Fax: (202) 887-5579
Web site: http://www.chile-usa.org/

CHILEAN DEPARTMENT OF TOURISM
Providencia Avenue 1550
Santiago, Chile
Phone: (56-2) 731-8300, Fax: (56-2) 251-8469
Web site: http://www.sernatur.cl/index.htm

CHILEAN CULTURAL CENTER
1732 Massachusetts Avenue NW
Washington, D.C. 20036
Phone: (202) 785-1746, Fax: (202) 887-5579

BOOKS
Huber, Alex. We Live in Chile, Bookwright Press, 1986.
St. John, Jetty and Jose Armando Araneda. A Family in Chile, Lerner Publishing Group, 1986.

INTERNET SITES
A Taste of Chilean Cuisine:
Chilean Cuisine:
http://www.melissas.com/Magazine/index.cfm?article_id=251&Page_ID=69
Chilean Folk Music:
http://www.illapu.cl/


Colo Colo Soccer: http://www.soccerage.com/en/02/01326.html

Information about Chile: http://www.ingservtur.cl/chilepage.html

General Pinochet: http://www.derechos.org/nizkor/chile/juicio/eng.html

Overview of Chile: http://iexplore.nationalgeographic.com/dmap/Chile/Overview


Sopaipilla Recipe: http://erazo.org/chefrick/recipes/txt2html.cgi?sopaipillas

La Universidad de Chile Soccer: http://www.wsoccer.com/teams/chile/universidad-de-chile.htm

MUSIC
Traditions Visual 1: Diabolo and Emboque
Traditions Visual 2: Empanadas, a Chilean Flag, and a Copper Plate Depicting the Cueca
SEPTEMBER WORD SEARCH

Find the words listed below in the word search. Words may be horizontal, vertical, or diagonal.

Allende
Asado (BBQ)
Barricades
Completos (hot dogs)
Coup
Diabolo
Embassy
Empanadas (meat pie)
Fútbol (soccer)
Micros (buses)
O’Higgins
Once (eleventh)
Pinochet
Pino (type of empanada)
Protests
Queso (type of cheese empanada)
San Martín
September
Socialism
Volantín (kite)
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Traditions Visual 6: Suggestions for Activities 2 and 3

Activity 2: Possible Words

Cowboy Outfit               Olives
Diabolo [dee-ah-bow-low]    Pan Flute
Eggs                        Rain Stick
Emboque [em-bow-kay]        Raisins
Empanadas [em-pah-na-duz]   Recorder
Guitar                      Soccer Ball
Instruments                 String
Kite                        White Handkerchief
Meat (for the BBQ)

Activity 3: List of Possible Characters for Skits

18 September 1810
   Army
   Bernardo O’Higgins
   Mapuche Indians
   San Martín
   Spaniards in Santiago

11 September 1973
   Allende’s supporters and other officials that accompanied him in the Moneda
   General Pinochet, General of Armed Forces (Lead Coup)
   Members of the armed forces
   Salvador Allende, President of Chile
British English Word List

bird
biscuit
bobby
bonnet
cheers
flat
lift
lorrie
mince
pants
pudding
upset
sleeping policeman
stuffed
trousers
CHILEAN SAYINGS AND UNIQUE VOCABULARY

Andar pato [an-dar pa-to] (walking duck) = to be broke
Al tiro [al tee-ro] (upon throwing) = right now!!
Palta [pahl-ta] = avocado
Bacan [ba-cahn] = to be cool
Buena onda [bwe-na ohn-da] (good wave) = cool person
Chao pescado [chow pescow] (goodbye fish) = bye
Coche [co-chay] (usually means car in other countries) = stroller
Completo [com-ple-to] (complete) = hot dog
Cuando los bomberos reciben su pago [kwando lohs bohm-bair-ohs ree-see-ben sue pah-go] (when the firemen get paid) = it will never happen
Fome [fo-may] = something bad
Guagua [gwa-ca] = baby
Once [own-say] (eleven) = similar to supper
Pato malo [pot-oh mall-oh] (bad duck) = punk
Mas Chileno que los porotos [moss chee-lay-no kay lohs bar-oh-tos] (more Chilean than beans) = very Chilean
Pegar la pera [pay-gar la per-ah] (hit the chin) = to go someone’s house for the sole purpose of eating
Pintar monos [peen-tar mo-nos] (painting monkeys) = to waste time, do nothing, goof around
Pololo/Polola [po-lo-lo/po-lo-la] = boyfriend/girlfriend
Poroto [bo-ro-doe] = beans
Pulento [poo-len-toe] = to be cool
Tener manos de una monja [te-nair ma-nose day oo-na moon-ha] (to have nun hands) = to be a great cook
Tirar un chancho [tea-rar oon chan-cho] (to throw a pig) = belch

ENGLISH WORDS THAT CHILEANS USE

Camping [kom-peeng]
Packing [pack-eeng]
Rafting [raf-teeng]
Super [soup-air]
British to American English Translation Guide

bird: girl                  mince: ground hamburger
biscuit: cookie            pants: underwear
bobby: policeman           pudding: dessert
bonnet: hood of car        upset: sad
cheers: thank you          sleeping policeman: speed bump
flat: apartment            stuffed: pregnant
lift: elevator             trousers: pants
lorrie: truck

1. Using the translation guide given, fill in the blanks in the story with the following words:

   ________________  ________________ sitting on the
   ________________ of her car. She looked rather _________________. At her ________________ she
   had ________________ cooking on the stove and a delicious ________________ waiting in the
   refrigerator. But all she had here was a bland _________________. As she sat there feeling sorry for
   herself, a ________________ suddenly sped by in his ________________ and hit a
   _________________. Quickly stopping, he asked what was wrong. She was holding a bag in her hand
   that had an extra pair of ________________ and ________________ in it. She said she needed to get
   to the hospital, but was having car troubles. He offered her a ride and she exclaimed,
   “_______________!”

2. Now translate into American English what the story means.
Bristish to American English Translation

1. Read the story with its British English vocabulary.

One bright day in England, there was a (stuffed) (bird) sitting on the (bonnet) of her car. She looked rather (upset). At her (flat) she had (mince) cooking on the stove and a delicious (pudding) waiting in the refrigerator. But all she had here was a bland (biscuit). As she sat there feeling sorry for herself, a (bobby) suddenly sped by in his (lorrie) and hit a (sleeping policeman). Quickly stopping, he asked what was wrong. She was holding a bag in her hand that had an extra pair of (pants) and (trousers). She said she needed to get to the hospital, but was having car troubles. He offered her a ride and she exclaimed, “(cheers)!”

2. Translate the story with its American English vocabulary:

One bright day in England, there was a (pregnant) (girl) sitting on the (hood) of her car. She looked rather (sad). At her (apartment) she had (ground hamburger) cooking on the stove and a delicious (dessert) waiting in the refrigerator. But all she had here was a bland (cookie). As she sat there feeling sorry for herself, a (policeman) suddenly sped by in his (truck) and hit a (speed bump). Quickly stopping, he asked what was wrong. She was holding a bag in her hand that had an extra pair of (underwear) and (pants). She said she needed to get to the hospital, but was having car troubles. He offered her a ride and she exclaimed, “(thank you)!“
Food Visual 1: Completo
Cross-cultural Contributions Visual 1: Logos of Popular Chilean Soccer Teams

COLO-COLO

La Universidad de Chile
The flag has two equal horizontal bands of white (top) and red; there is a blue square the same height as the white band at the hoist-side end of the white band; the square bears a white five-pointed star in the center. The design was based on the United States flag.