



Introduction to the Teaching Materials for the Project “Mapping Intercultural Conversations”

Welcome to our “Mapping Intercultural Conversations” Project!


This initiative is based on the idea that to better understand the relationship between Mapuche and non-Mapuche society in present-day Chile, we need to learn more about the past. With this in mind, we have created teaching materials that present historic events and stories and pose questions to help students understand the past and critically analyze the present. The national curriculum now recognizes the importance and value of having conversations with students about social and cultural processes in Chile and Latin America as part of a broader aim to develop critical thinking skills. Through the materials made available here we seek to contribute to these efforts: we hope that secondary school teachers can draw on these materials in their classrooms and use their own experience and creativity to adapt and improve them.

The protagonists of the teaching materials or ‘Materiales Didácticos’ (MDs) are Manuel Manquilef (1887-1950), Manuel Aburto Panguilef (1887-1952) and Venancio Coñuepán (1905-1968) (to learn more about their lives, see www.interculturalconversations.com). These leaders became prominent public figures in the struggle for indigenous rights in Chile at the beginning of the 20th century, but their histories remain unknown to most people in Chile. The experiences of and challenges faced by these leaders provide the foundation for the structure of the activities and questions offered in these MDs.

The Story of the Project: A Proposal for Decolonial Interculturality

The Teaching Materials found here are part of our “Mapping Intercultural Conversations” project, which began in 2015. The first phase of the project was an exploration of the networks, social worlds, and political legacies of Manquilef, Aburto Panguilef y Coñuepán. We were interested in the following questions: With whom were they connected? How did they become recognized public leaders? What were the implications of such developments? To answer these questions, we researched a variety of historical sources (newspapers, letters, photographs and books). In this most recent stage of the project, the same sources allowed us to develop, together with a team of inspirational teachers from Temuco and Santiago, the materials offered in this package.

The value of these materials lies not only in the richness of the historical documents. In line with what is occurring in many parts of the world, we seek to contribute to the decolonization of the secondary education curriculum in Chile, presenting and disseminating the voices of indigenous activists of the past, whose life stories are



unknown or rarely debated. As proposed by Catherine Walsh, a scholar and specialist in decolonial interculturality: “critical interculturality (...) is a construction by and from the people who have suffered historical submission and subalternization”. The researchers leading this project are not from (or do not live in) Chile and the institutions where they work are considered “dominant” from a decolonial perspective (one from the UK and another in Santiago, Chile). However, right from the beginning, “Mapping Intercultural Conversations” has been nourished by the experience and feedback from teachers who live in Chile and are connected with the Mapuche world. The teachers who contributed their reflections on and suggestions for these materials work for the following educational institutions: the Liceo Politécnico Pueblo Nuevo in Temuco, the Complejo Educacional Maquehue in Padre Las Casas and the Complejo Educacional Joaquín Edwards Bello in Santiago.

A Flexible Proposal

The aim of these teaching materials is to foster open and productive conversations in the classroom, recognizing and valuing differences of opinion so that students relate to each other from a position of empathy. The questions posed on the student worksheets seek to promote debate as well as to increase knowledge about and interest in the history of the Mapuche people: a community that reacted to Spanish and Chilean colonialism in different ways. We hope that the use of these materials opens doors toward new reflections about the past and present. In all, there are three ‘Teaching Materials’ packages and in each one, the intention is to explore a topic through the experiences of the three leaders: Manuel Manquilef, Manuel Aburto Panguilef y Venancio Coñuepán. Each Teaching Material (MD) focuses on a central theme related to current debates:

- MD1: Education and citizenship rights.
- MD2: Prejudice and stereotypes.
- MD3: The representation of Mapuche people and Mapuche organizations in the press.



✚ The MDs are divided into four sections:

- An introduction to the objectives of the proposed activities and potential connections with the current curriculum.
- A set of 'Teachers' Notes' with supplementary sources and clarifications to help plan and deliver the exercises in the classroom (for example, information about historical context, definitions of narrative genres, etc.).
- Student Worksheets (with questions and activities for individual and group work).
- 'Guidance for the questions' where we propose possible student responses. These proposals are meant only to guide and support teachers, if they want it; they are suggestions, not impositions, since the questions can be answered in multiple ways. There is no one correct answer.

The activities and the work with primary sources are structured around two overarching questions: **How can we better understand the interaction between Mapuche and non-Mapuche in present-day Chile? How can we learn about the past to better understand the present?**

The focus of the questions and exercises proposed in each MD encourage the development of transversal skills that vary in complexity and type. There are descriptive fact-finding questions, for example, but also prompts that ask students to share their personal opinions and experiences. There are questions of inquiry, to foster discussion, research, and the analysis of processes. We propose that these materials be used in secondary education by schools focused on Humanities-Science education as well as Technical education. Considering the changes recently implemented in the curriculum, we have created flexible MDs that can be used in a variety of school contexts (public and private) and in many subjects: History, Geography and Social Science, Language and Literature, English, Mapudungun, Technology, Theology/Religion among others. We also hope that teachers feel free to adapt the MDs and share with us any adjustments or additions they make in their courses.



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