

Revitalización de lengua y cultura mapuche en la ESRN N°58 de Los Menucos.



**II COLOQUIO DE INVESTIGADORES EN
PRÁCTICAS DE LECTURA Y ESCRITURA.**

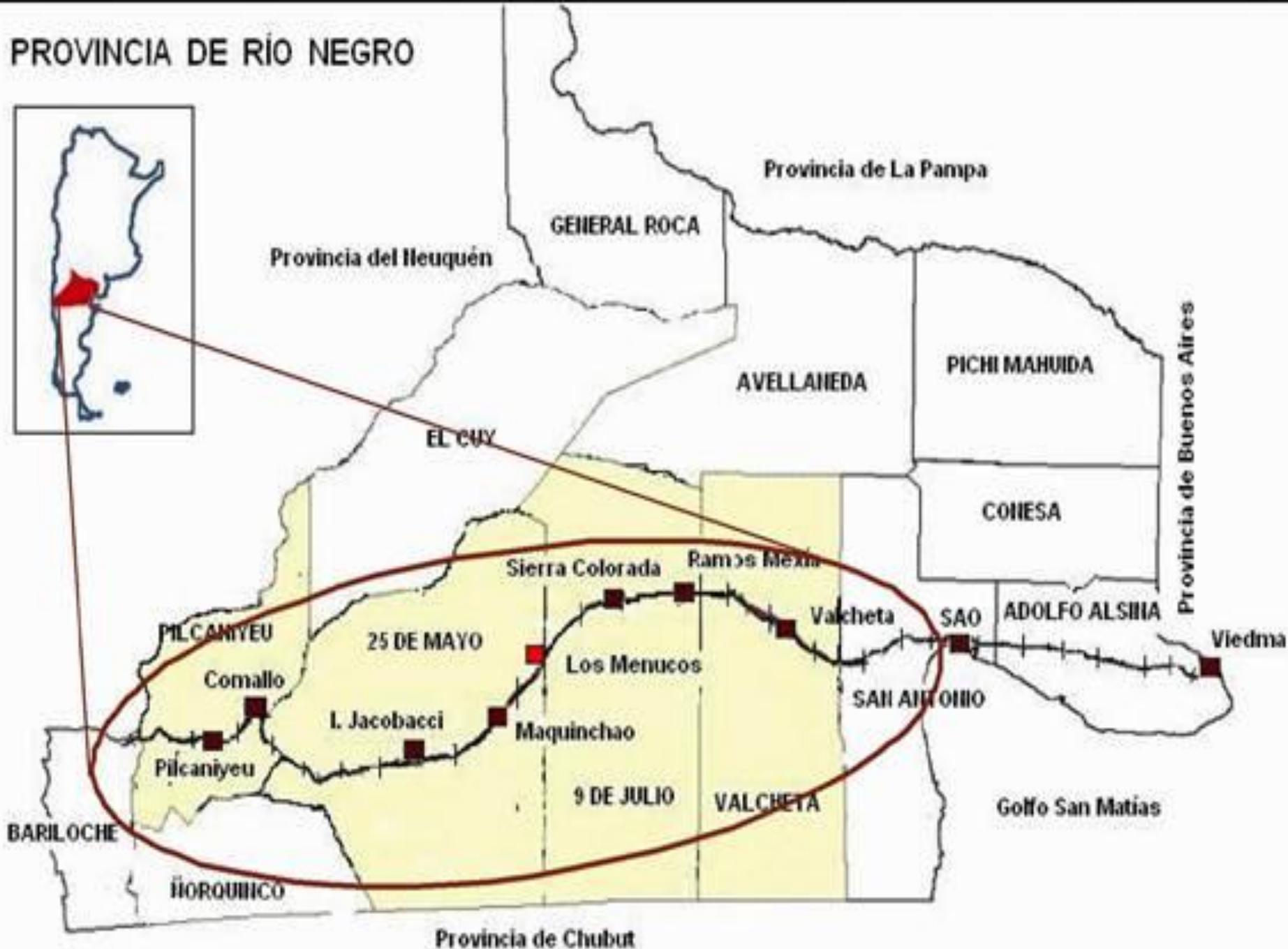
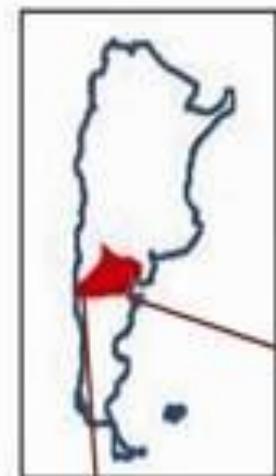
**“PROBLEMÁTICAS TEÓRICO
METODOLÓGICAS AL INVESTIGAR EN
CONTEXTOS EDUCATIVOS”.**

CCT CONICET-PATAGONIA NORTE

WALLÜNG2019



PROVINCIA DE RÍO NEGRO



Problemática



- Libros de texto para la enseñanza de inglés promueven la estereotipia y la trivialización. Voces silenciadas (Torres Santomé): grupos étnicos y mujeres.
- Multiculturalismo ácrítico.
- Interculturalidad funcional (Walsh).



Características de la Lengua



- Región Sur : área lingüística (Orden y Malvestitti) .
- Inmigración.
- En el año 2003, menos del 10% de la población era bilingüe (Malvestitti, 2003): Lengua amenazada. Semihablantes y neo hablantes. (Grinevald)
- Huellas en el paisaje lingüístico.



Lofche Ñanko Newen



- Experiencia autónoma lofche Ñanko Newen: kamarikum kam wiñoy tripantu. Recuperación de espacio espiritual .
- Articulación con otras lofche y organizaciones.
- Talleres de mapuzungun
- Presentaciones de libros.
- Muestras culturales en el museo de la localidad.
- Presentación de Wenu Foye en escuelas primarias (2017 y 2018)

(INCHE TA) MAPUCHE NGEN.
 (INCHE TA) _____ pingen.
 (INCHE TA) ^{ÜIICHA} ~~WEICHA~~ WEICHA ZOMO/WENTRUNGEN.
 (INCHE TA) _____ ~~NI~~ NI TUVÜN.

_____ waria mu, müley ñi ruka.

LLEGÜN (NACI) LLEGY (NACIO')

NACER
 ↓
 TREM-ÜN (CRECI)
 ↓
 CRECER

MAKINCHAO MU LLEGÜN

AGONDA DE GUERRA MU TREMÜN.



Pichi DENTUKUN TRAWLE IÑ RUKA MAPU
 MARI MARI FACHIAN TUG ^{KOFKE KO} ^{KURUP}
 FÜTA KUIFI NATKI MÜLY LIWEN
 KUMELEKAIÑ TREWA
 RUF ^{VERDAD} ^{KOYCA} ^{MENTIRA}
 (ZUNGO) (ZUNGO)
 FÜCHA ≠ WEICHA ^{KOJIWE} ^{CACHORRO} ^{PARIS} ^{hijola.} ^{ochia}
~~TUVÜN~~ ^{KOJIWE} ^{cuberos} ^{SER/ESTAR} ^{SOR} ^{ES}
 PINGEN ESquel waria mu

-MU } PREPOSICION müley ñi ruka.
 -MEW } DE-DESDE-EN FEY -EI -Ella -ES -O -ESA -
 -MO } PARA-CON-A- ESE

MÜLEY ^{ESTO} → EY ESTA - FEY ← ELLA
 ELLA FÜTA WENTRU (ADS) (SUST)
 ELANGECHI WENTRU (Ludo)

MÜLEN → ESTOY - INCHE (Yo) CHOFÜ WENTRU (Voz) KUNARE
 MÜLEIÑ → ESTAMOS - INCHIÑ (Nosotrxs)

1) Juan kañuepang pingen. - KALCFU KURA
 2) Juan kañuepang (ta) weche wentru ngey. - KATRU LAP
 3) Ni ruka müley Esquel waria mu ^(INCHE) ^{PEI} - KIDE NAO
 4) Mi casa esta en esquel. - KAYU NAO

Mi = TAMi = TAMi ruka müley los Menevos mu. EY Mi (VOS) USTED
 Tu casa esta en MENEVOS.

Unidades Didácticas ESRN N° 58



- 3° año del Ciclo Básico: Mujeres Científicas de la Patagonia.
- Rastreo de ideas previas.
- Lectura del artículo Mujeres en la Sombra de Natalia Behar Sosa
(<https://www.conicet.gov.ar/mujeres-en-la-sombra/>).
- Cuadro
- Propuesta de cierre: trabajo de investigación propio para escribir biografía o noticia.



A woman scientist from Patagonia

What are a woman scientist's interests? What are her contributions? Pilar Perez visited Los Menucos and we asked her a few questions about it.

By Hugo Muñoz

Pilar Perez is a woman scientist from Patagonia. She was born and raised in Bariloche, but she studied in Buenos Aires. In 2005 she became an English teacher and in 2007 she graduated as a history teacher. She returned to Bariloche in 2008 and teaches in the University of Rio Negro since 2009. She's also a **researcher**. Her studies focus on how the **Argentinian** state distributed land after the "Conquista del **Desierto**" and the relationships between the state, indigenous people and immigrants in Rio Negro and Chubut. She got her **PhD** in History. In 2016, she wrote a book called "**Apellidos del Silencio**". She came to Los **Menucos** and we interviewed her during the presentation of



Pilar with a copy of her book.

What is the book about?

The book tells the story of the conquest from a Patagonian point of view. That is to say, what happened to the people that remained here, before and after the **conquest**.

How much time took you this research?

It took me around 8 to 9 years. I became interested in this topic after growing up in the '90, which was a very hard time. That made me **wonder** about how our **society** works. That's how I decided to become a scientist.

Why did you choose to do research about this topic?

I chose to study about **indigenous** people because it wasn't a topic that was fully developed, so in that sense there are a lot of contributions that can be made. That is what makes a difference!

Why is it important to study it?

I believe that for a long time this issues were silenced. At the beginning not many scientists or people in general, were interested. However, now everyone has an opinion about it and that's what makes it relevant. Science, and scientists, contributed a lot to make these issues visible.

Where did you present the book?

I presented it in Bariloche, in the legislature of **Niedma** and in Los Menucos. I was invited by the **mapuche** community **Nanko Naven** and by the "Instituto de Formacion Docente".

Why did you agree to come?

Because I think it is important for scientist to share their work with students and with the communities or groups of people involved in the topics we deal with.



Presentation of the book in the Instituto de Formacion Docente, Los Menucos.



Pilar with members of the mapuche community Nanko Naven from Los Menucos.

Now look at the text again and mention every part of it. You can translate the word in the box below to guide yourself.

MASTER HEAD / HEADLINE / CUT / PHOTO CREDIT /

CUTLINE / BY LINE / LEAD

14 October 2014 11:00 AM | Rio Negro, December 21st, 2014

A woman scientist from Patagonia

What are a woman scientist's interests and contributions? What are the difficulties she finds to perform her duty? Pilar Pérez started her research and we asked her a few questions about it.

Who is she?

Pilar Pérez is a woman scientist from Patagonia. She was born in Bariloche in Chubut, but she moved to Buenos Aires in 2001 due to her work as a teacher and in 2007 she graduated as history teacher. She moved to Bariloche in 2010 and teaches in the University of Rio Negro since 2009. She's also a researcher. Her main focus is in the indigenous people and she also did the "I conquero el Silencio" and the archivos between the main indigenous people and researchers in Rio Negro and Chubut. Her paper Quien mata a Lucas Muñaz. In 2014, she wrote a book called "Archivos del Silencio". She came to Los Menucos and we interviewed her about her research.



© Pilar Pérez / UBA

What is her work about?

The book tells the story of the conquest from a Patagonian point of view. This is to see what happened to the people that remained here, before and after the conquest.

How much time took you to do this research?

I took me around 3 to 4 years. I became interested in this topic after getting up to the 7th, which was a very hard one. The main research structure was qualitative work. That's how I decided to become a scientist.

Why did you choose to do research about this topic?

I always to study about indigenous people because it wasn't a topic that was fully developed. So, in the same time, also as a lot of contributions that can be made. I believe that for a long time there hasn't been any interest. It's the same with not many people, or even scientists, were interested. However, now everyone has an opinion about it and that's what makes it different. Science and scientific research a bit to make these topics visible.

Do you think it is harder for women than for men to produce such work?

Absolutely, they tend to achieve higher positions or obtained or take decisions. However, the number of women getting involved in research is increasing.

Why did you agree to meet?

Because I think it is important for women to share their work with students and with the community or groups of people involved in the topic we deal with.



Participation of the author in the "Indigenous Peoples in History" conference, UBA (2014)



Group of authors of the book "Archivos del Silencio" (2016) at the conference, UBA (2016)

Read the text again and answer TRUE or FALSE. Justify your answers.

- Pilar Pérez is a woman scientist from Patagonia.
- In 2008 she became a History and an English teacher.
- She works in the University of Rio Negro since 2010.
- Pilar is a teacher and a researcher.
- She thinks men and women in her field have the same opportunities.
- Her research took her a short time.
- There aren't many people interested in these topics now.

Read the text again and spot the following words: Researcher; PhD; Conquest; wonder; society; indigenous. Translate them and explain their meanings in your own words.

Answer.

- Who is Pilar Pérez? Where was she born?
- What did she study and where? What did she accomplish?
- What were the contributions of her research?
- What is her opinion about these topics?

Complete the text with the correct form of the verbs in brackets.

- Pilar Pérez _____ (be/born) in Bariloche.
- She _____ (move) to Buenos Aires to study.
- She _____ (study) a lot and _____ (graduate) as an English and a History teacher.
- She _____ (become) a scientist.
- She _____ (get) her PhD in 2014.
- She _____ (specialize) in History.
- She _____ (work) as an English teacher to pay for her studies.
- Pilar _____ (visit) Los Menucos in 2017.
- She _____ (support) mapuche people claims.
- Pilar _____ (read) many books.

Read the following facts and write Pilar's biography. Some of the sentences above might help you!

Name: <u>Pilar Pérez</u>	Works in: UNRN - <u>Bariloche</u> since 2009.
Nationality: <u>Argentina</u>	Interests: <u>history, indigenous rights</u> .
From: <u>Bariloche</u>	<u>Books</u> : Archivos del Silencio (2016), Quien mata a Lucas Muñaz (2018), La Tierra de los otros (2019)
Date of birth: 18/04/1979	<u>Novels</u> : Chubut, tierra y libertad by <u>Carlos Echeverría</u> .
Graduated from: UBA	Interest: Reading, writing and travelling.
Degrees: English teacher ISP <u>Joaquín V González</u> (2005); History Teacher <u>FFyL</u> , UBA (2007) PhD in History <u>FFyL</u> , UBA (2014)	

- 2º año del Ciclo Básico: Animales de la Patagonia.
- Lectura de l texto “Koalas” del libro Access 1 de la Editorial Express Publishing.
- Nos preguntamos qué animales hay en Los Menucos. ¿Cómo se llaman? ¿Cuál es su origen?

CUTE LITTLE ANIMALS

Koalas

They are cute, they are soft, but they are wild and they don't make good pets. You may think they are bears, but they aren't. Koalas are Australia's most popular marsupial mammals.

They have got grey fur.

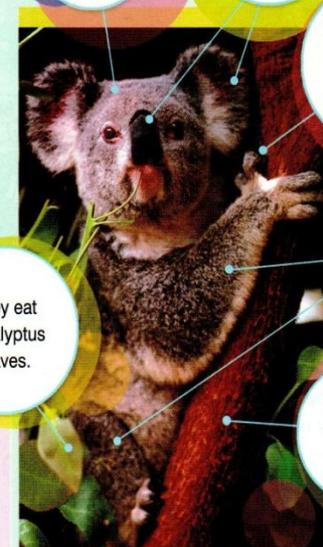
They have got big round ears and a black nose.

They have got sharp claws for climbing trees.

They have got short, strong arms and legs.

They eat eucalyptus leaves.

They live in trees.



DID YOU KNOW THAT...

- koala means 'no water'?
- they never drink, but they get all the liquid they need from eucalyptus leaves?
- they swim very well?
- they sleep during the day?

1 What is the animal in the picture? Where does it live? What does it eat and drink? Read, listen and check.

2 Read again and complete the fact file.

Animal: Koala

Face: 1

Body: 2

Colour: 3

Home: 4

Food: 5

3 You are a zoologist. The class asks you questions about koalas. Use the text to answer them.

Project

4 Collect information from encyclopaedias, school textbooks or the Internet and write a fact file about an animal that lives in your country.

● Dictionarios “Tañi wüne chilkatupeyüm re mapuzungun mew”

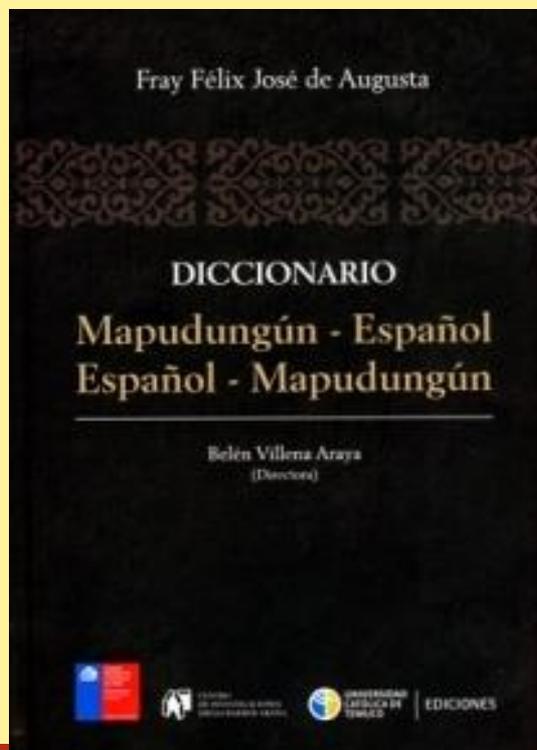
Editorial Pehuen

● Dictionario Aukusta. Versión mobil.

● Dictionario de inglés

● Disponibles en la

● Biblioteca escolar.



ZORRO



ESPAÑOL: El zorro es un animal salvaje.

INGLES: The fox is a wild and fast animal.

HAPUCHE: Ngüru ngey kiñe acukare kullin.

ESPAÑOL: El zorro es grande.

INGLES: The fox is big.

HAPUCHE: Ngüru ngey kiñe iloyica külen, Ngüru kullintoy.

PUMA



ESPAÑOL: El puma es un animal muy salvaje.

INGLES: The puma is a wild and fast animal.

HAPUCHE: Ngüru ngey kiñe acukare kullin.

ESPAÑOL: El puma tiene orejas grandes.

INGLES: The puma has big ear.

HAPUCHE: Pangı ngey epu fura ke pilun.

Jazmín y cielo

20 40

Torilis Calam

Choyke le fly

Choyke fuchapurangey ngey

Choyke ngey pichun

Choyke ngey Kollu

Choyke ngey ep meli ke loyke namun

The ostrich can run fast

The ostrich is tall

The ostrich has got feather

The ostrich is green

The ostrich has got long legs

El avestruz es un animal rapido

El avestruz es un animal alto

El avestruz tiene plumas

El avestruz es verde

El avestruz tiene las patas largas



¡WIÑOTUAIÑ TAIÑ KEWÜN ZUNGUN!

