

Actividad 1: A new trend?

PROPÓSITO

Se busca que los estudiantes comprendan y se expresen de manera oral en temas que les interesen, y que participen en un juego de roles.

OBJETIVOS DE APRENDIZAJE

OA 2 Producir textos orales y escritos breves y claros en contextos relacionados con sus intereses e inquietudes, con el fin de expresar una postura personal crítica que respeta otras posturas.

OA 3 Utilizar su conocimiento del inglés en la comprensión y producción de textos orales y escritos breves y claros, con el fin de construir una postura personal crítica en contextos relacionados con sus intereses e inquietudes.

ACTITUDES

- Trabajar con autonomía y proactividad en trabajos colaborativos e individuales para llevar a cabo eficazmente proyectos de diversa índole.

DURACIÓN

4 horas pedagógicas

DESARROLLO

Comprendiendo el uso del *Rationale*

El docente presenta la actividad y explica que partirán trabajando el razonamiento que la sustenta:

Rationale: *A rationale is the explanation that goes behind an activity or assignment you produce.*

*Rationales can be both oral and written. It is important to learn this skill because it allows you to be fully aware of **WHAT** and **WHY** you are producing.*

The idea of a rationale is that you:

- *Become aware of what you decided to do in your activity and why.*
- *Become aware of how you did it: Language used, topics covered, style used.*
- *Become aware of whether your task was completely successful or not and why.*
- *Can provide examples (quotes) of your own work to prove the points of the rationale.*

At the end of the unit you will be asked to produce an oral role play activity together with an oral rationale.

- El profesor presenta el tema y el texto que leerán: *To get familiarized with these tasks, let us practice:*
 - Why do you think it is important to know about the history of tattoos? Discuss with your partner.*
 - Predicting information: Think about three positive and three negative connotations that tattoos had in the past. Then read the article to find out the answers.*

- Los estudiantes reciben el texto y, en parejas, verifican las respuestas a las preguntas trabajadas. El docente acota: *Read the text and remember to use your dictionary if it is necessary.*

History & Origin of Tattoos

(Adapted from: <https://www.curriculumnacional.cl/link/https://authoritytattoo.com/history-of-tattoos/>)

Tattoos are permanent forms of body art which belong to a multitude of different cultures all over the world.

Ancient and Traditional Practices

Tattoos date back many thousands of years. In fact, we have firm evidence that tattooing is an ancient art, after discoveries of tattoos on mummified skin were found. The oldest evidence of human tattoos is believed to be from between 3370 BC and 3100 BC.

Otzi the Iceman, Europe's oldest human mummy, has a total of 61 tattoos in various different areas of his body, mainly on his legs. Close examination of Otzi's body indicate that soot or fireplace ash were used to create the tattoos.

There is evidence of tattooing from over 49 different locations around the world, where tattooed mummies and remains have been discovered.

China & Asia

Some cemeteries across western China in the province of Xinjiang have revealed a number of tattooed mummies which date as far back as 2100 BC, while others are from 550 BC. Within ancient Chinese practices, tattooing was considered to be barbaric and was highly stigmatized.

Ancient Chinese literature refers to folk heroes and bandits as having tattoos. It is also thought to have been fairly common for convicted criminals to be branded with a tattoo on their face. This tattoo was used to warn other members of society that this person could not be trusted.

Egypt

Discoveries of tattooed mummies from ancient Egypt, suggest that the practice dates back to at least 2000 BC. Some theories indicate that these tattoos were for decorative purposes and they were carried out only on women. Research suggests that tattoos may have even been performed as a medical treatment.

During the Meroitic period, between 300 BC and 400 CE, Nubian men started receiving tattoos as well.

Samoa

Tattooing has formed a part of Samoan cultural traditions for thousands of years. It is even believed that the modern-day English word 'tattoo' may have originated from the Samoan word 'tatau'.

The tradition of giving and receiving tattoos by hand in Samoa has been practiced for more than two thousand years. The techniques and tools used for this traditional practice have hardly changed during this time either. The skill is taught and passed down from father to son.

The tool used to give the tattoos is handmade, from turtle shell and boar's teeth. The process of receiving traditional tattoos takes many weeks to complete. Tattoo ceremonies are generally held to mark a younger chief's ascension to a leadership role within society.

Once complete, the tattoos represent and celebrate dedication to the culture and great endurance. These tattoos are extremely painful to receive, and the procedure comes with a great risk of infection. Unfortunately, those who are unable to endure the pain can be branded with the mark of shame.

Ancient Greece & Ancient Rome

Written records provide evidence of tattooing from the 5th century BCE in Greece. Tattoos during this era in Greece and Rome were used mainly on the outcasts of society. Criminals, prisoners of war, and slaves would be branded with their status.

A famous example of the use of tattoos by the Ancient Greeks was the Athenians tattooing owls onto the Samians after defeating them. Evidence shows the use of the verb 'stizein', which means to prick when referring to tattooing in their ancient literature.

Throughout Ancient Rome there is also evidence of soldiers as well as arms manufacturers getting tattoos. It is believed that this practice continued right through into the 9th century. Slaves were also marked with a tattoo in Ancient Roman times to show they had paid their taxes.

Glossary

- ✓ **Skin:** the natural outer layer that covers a persona, animal, fruit, etc.
- ✓ **Mummy:** a dead body that is prevented from decaying by being treated with special substances before being wrapped in cloth.
- ✓ **Soot:** a black powder mainly of carbon, produced when coal, wood is burned.
- ✓ **Warn:** to make someone realize a possible danger or problem.
- ✓ **Trusted:** deserving of trust, or able to be depended on.
- ✓ **Endurance:** the ability to keep doing something difficult, unpleasant, or painful for a long time.
- ✓ **Brand:** a particular type of something, or way of doing something
- ✓ **Shame:** something disappointing or not satisfactory
- ✓ **Outcast:** a person who has no place in the society or in a particular group, because the society or group refuses to accept them
- ✓ **Prick:** to make a very small hole or holes in the surface of something, sometimes in a way that causes pain.
- ✓ **Slaves:** a person who is legally owned by someone else and has to work for that person.
- ✓ **Taxes:** money paid to the government that is based on your income or the cost of goods or services you have bought.
- El profesor los guía para que debatan sobre el texto, preguntando:
 - a. What is your opinion about tattoos?
 - b. What has been surprising for you in relation with tattoos?
 - c. Do people have tattoos for the same reasons presented in the text?
 - d. Why do you/don't you like tattoos?

Aplicando con un juego de roles

- Ahora indica: *Based on the article, create a role play conversation between two people regarding tattoos and the different perceptions about it. One person must be from any of the times shown in the article and the other one must be a modern citizen of your age. Each person must ask and answer questions to the other explaining the meaning tattoos had/ have in their times and must ask the other person how he or she feels about it and why.*

Your dialogue must incorporate the following Big Idea: “New trends from nowadays are influenced by past experiences”, or any other Big idea that it is considered relevant.

Steps to follow:

- Planning: Before you begin writing, brainstorm your ideas and then organize them into different steps so that you know well what each character will say. In that way you make sure the conversation is interesting and meaningful.*
- Once you have finished your dialogue, create a short Rationale according to what it was discussed previously. Create your rationale following this format:
Paragraph 1: what were you trying to do (tone, purpose, audience to reach?)
Paragraph 2: How did you try to do that? Give examples from your piece.
Paragraph 3: How did you connect to the essential question?*

Example...

I wrote a dialogue from a woman of the times of _____ and a man from _____ in which they talk about _____. I wanted readers to realize that these people felt _____ that is why I used a happy/ sad/humorous tone and language to show that _____. (Purpose)

Examples of this are “(quote your own work)”, “_____” where it can be seen that the language I chose is _____ because_____.

*This task addresses the idea of tattoos as a trend which is based on the past because _____.
(100 words approximately)*

- Los estudiantes efectúan una presentación oral de su *role play* y se autoevalúan entre pares, considerando el *Rationale*, la organización, el idioma, entre otros indicadores.
- También reciben los comentarios del docente.

Orientaciones para el docente

Se sugiere los siguientes indicadores para evaluar formativamente los aprendizajes:

- Escriben, aplicando expresiones propias del *Rationale*.
- Participan en una discusión para sostener un punto de vista sobre un tema dado.

Conexión interdisciplinar

Artes Visuales

OA1

Crear obras y proyectos de ilustración, audiovisuales y multimediales, para expresar sensaciones, emociones, ideas, tomando riesgos creativos al seleccionar temas, materiales, soportes y procedimientos.