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The Legend



An English-language magazine for news, sports and entertainment. Independently written by the students at St. George's College for your reading pleasure.

If you're interested in writing for *The Legend*, email: Mr. Colm csupple@saintgeorge.cl, Miss Mary mpullano@saintgeorge.cl, or Mary Beth mmclean@saintgeorge.cl. All are welcome!



Meet the New CHACERs!

Every year, Saint George's welcomes new English teachers from the United States. They teach here in Chile as part of The University of Notre Dame's *Alliance for Catholic Education* program in Chile (ChACE). The program gives teachers from the US a chance to live and teach in Chile for over a year. This year, Saint George's welcomes Rachel, Christine, Caleb, Brittany, and Jack. To find out more information about each one, check out page 8!



Pictured above from left to right:
Caleb, Rachel, Brittany, Christine, & Jack

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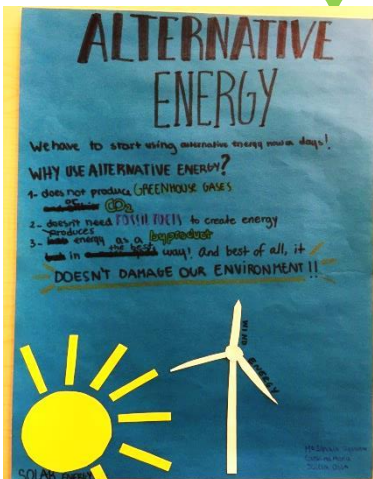
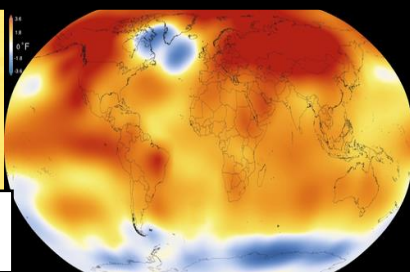


Photo of 10th grade poster courtesy of Mary Beth McLean

CLIMATE CHANGE: WHAT CAN WE DO?

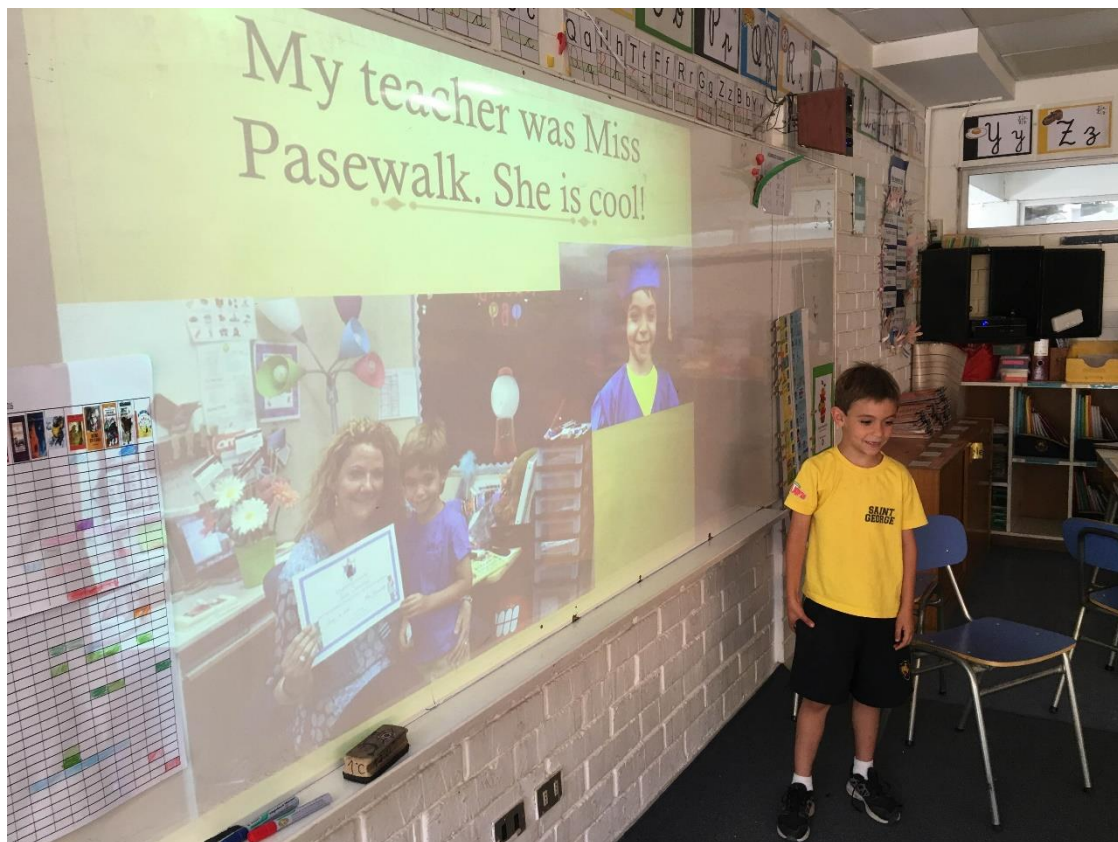
What's causing global warming?
How can we respond? 10th graders answer these questions and more on page 10.

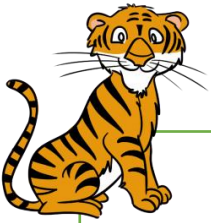


Unit I: End of Year Fun!

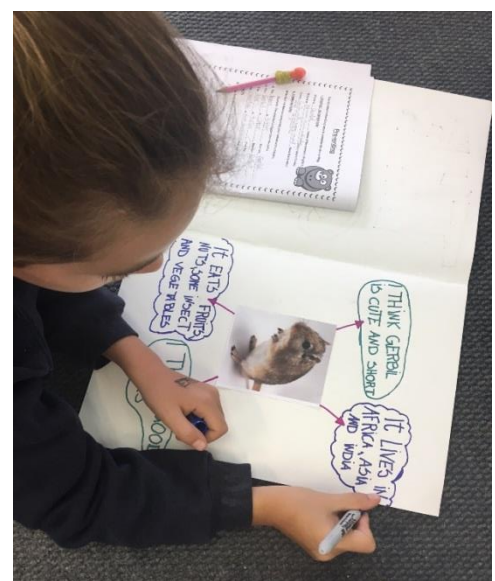
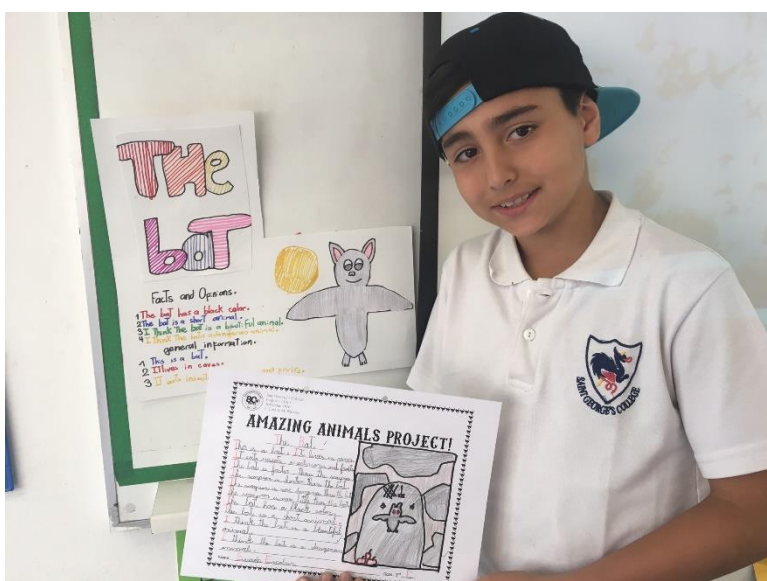
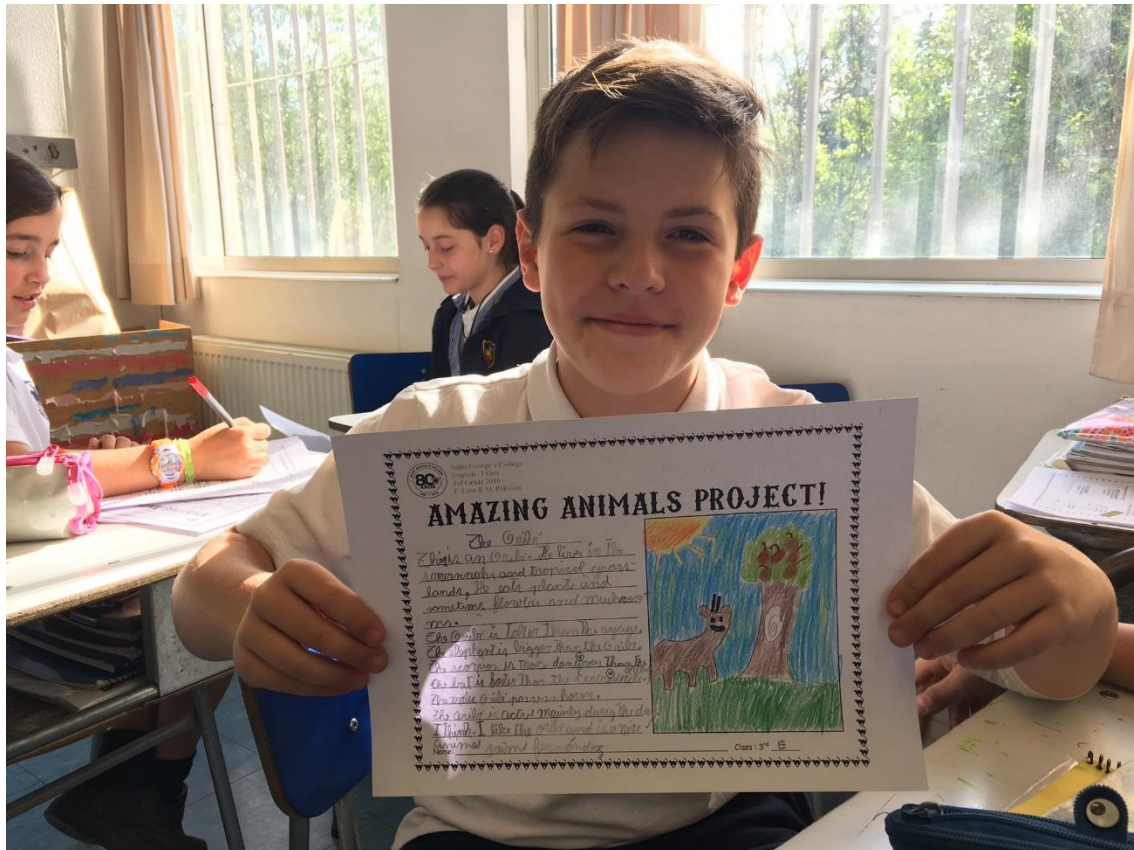
The first graders had a special presentation from Juan Francisco Sanchez. He did a wonderful presentation about his 6 month stay in Denver. His favorite place was LEGOLAND. He had a great time with his family, met lots of friends and travelled around the USA a lot.

Photos courtesy of Gabriela Cassigoli





The third graders have been very busy with their "Amazing Animals" project! They had to research about an animal and they presented them to their classmates. According to Miss Fernanda and Mr. Max "creativity was relevant in this project, since they were able to choose how to present: Some of them created masks, posters or power point presentations." **Photos courtesy of Fernanda Lara Castro**





Lights! Camera! Action!



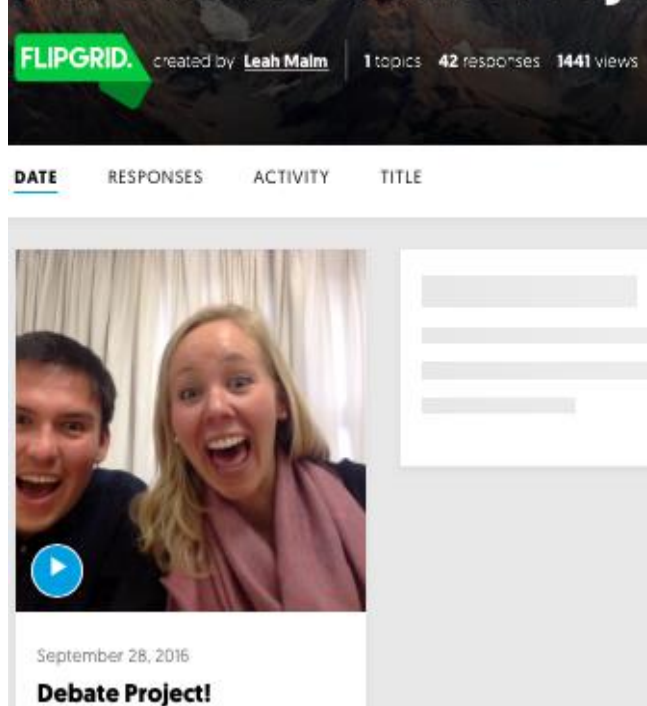
In 4th grades Cartoon Club the children have really been working hard in creating scripts and sets in order to make a stop motion animation through the medium of the English language. The children are very excited to see how their finished movie will turn out.

Photos courtesy of Colm Supple



Unit II: Integrating Technology and English

7th Grade Debate Project

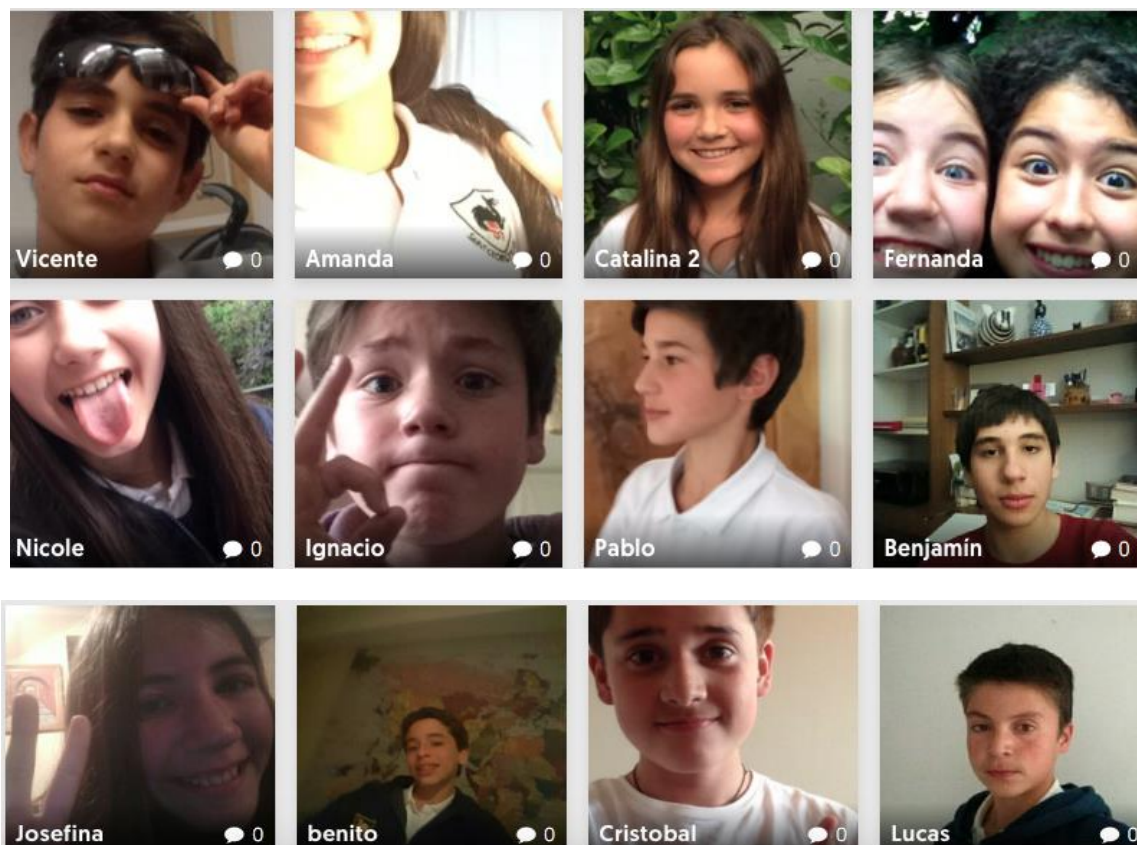


The Power of Words: Evidence Based Arguments

7th grade students developed their skills to express their opinions by supporting their ideas with evidence in a debate format. Students worked in small groups (2-3), where they had to choose an issue, research supporting evidence for both sides, and present their findings using Flipgrid. Our goals were to strengthen concepts that we had covered in class, such as sharing experiences using Present Perfect statements, connectors, and vocabulary related to debating.

Submitted by teachers
Alvaro Moraga and Leah Malm

7th Graders in on the Flip Grid



Why do you have a uniform?

My opinion is important because I am a student. The uniform needs to change, my idea is everyone uses clothes from your house. I don't like the uniforme because I don't have options. The students are bored. The students like liberty. The change is good, because I am unique and I am not the same as my partner.

**School
Uniform**

Why do we only have a few sports at in the school?

You should listen to me because I am a student of this school. The sport situation at the school needs to change, and here is my idea: there should be more sports at school. Some kids don't like some sports, but they prefer others. Students want to try new sports, but they can't because they don't exist. IN this school there are only 14 sports and in other schools there are more than 5! The school should have more sports like skating swimming or hockey.

Rafael Charun, 6C

The Classes Should Finish Early

Why is the school day so long? You should listen to me because I am a student.

The schedule finish time needs to change, and here is my idea: the classes should finish earlier. I think the students need more free time, because there are so many hours of school. The students need to stay more time with their families and friends. They need to have more fun and recreation.

Laura Aylwin, 6C



Like all Georgians, 6th graders have a lot of opinions! This bimester in Reporters Club, we worked on expressing our opinions and giving recommendations. Here are what a few 6th graders have to say about improving SGC

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In 6th Grade English, students are learning about how they can go green. Profe Nacho explained how he has gone green by building a greenhouse made of completely recycled materials.



Photo courtesy of Mary Pullano



Semana Georgiana

Why does semana georgiana have only 3 days? My voice is important because I am a student. The Georgian week needs to change. I think 5 days is better than 3 days because the name is semana georgiana not 3 Georgian days; it is a good opportunity for students to work in a team; and it is very fun for students. I recommend one change in the future: semana georgiana at the school should be 1 week, not three days.

Agustina Cerda, 6C

AUGUST

You must be one
of the wonders of
God's own creation.



by R. J. Palacio

In the 3rd bimester, 8th grade students read *Wonder* by R. J. Palacios, a book about the difficulties facing a boy named August who has some striking facial features a little outside of normal and is starting a new school. 8th Grade teacher Carola Ortiz reflects on the project saying “*What I really like about this project was that students were able to give their opinions about the book freely and the alternative endings in most cases showed August, the main character, living a better and brighter life with people appreciating him for what he was and not pitying him for what he looks like.*” Check out some of their awesome work below!



Alternate Book Cover and Bio Poem
created by Bruna Cereghino, 8B

Bio Poem of August

*You're careless, different, just like an
ordinary kid.*

*They ask if you're normal, but you
are young and free and happy.*

*You've been casted, hurt, bad-
mouthed and betrayed.*

*You fear to be casted hurt and
betrayed.*

*But you've made friends, been
protected and loved.*

You wish you'd be normal,

Have a face like them,

A voice like them,

A palace like them.

Might be your wishes,

Living your life in New York

In the best home you could ask for.

Unit III



Meet the New ChACERs!



Meet Christine

We interviewed Christine, who is a new ChACER of the school. She is from Fresno, California and now she is working in Saint George's College in the second unit. First, she came here because she wants to learn Spanish. Moreover, she wants to know a different culture. She is staying in Huechuraba. Her parents are living in California and her brother is in New York City. She studied at Santa Clara University, which is a big and beautiful place to study. The thing she liked the most about university was volunteering. Secondly, Christine's opinion about Saint George's College is that children of the second unit are "super nice" with her and something that she doesn't like is not knowing the names of all the students yet. She said that in Santiago the children have a lot of freedom compared to the United States. To sum up, Christine recommended visiting different places like Chinatown in San Francisco and getting garlic fries at baseball games. In Chile, she recommends eating hot dogs and lots of avocado.

Authors: Vicente Barrios, Franco Giarnoni, Eduardo Tuirido

Meet Brittany

Brittany Borman is a 24 year old teacher and a member of *the Alliance for Catholic Education in Chile (ChACE)*. This program consists of a group of people from the States trying to preserve Catholic influences. They have connections to the Holy Cross Congregation, which is why they come to teach at Saint George's. As a rule, ChACE teachers teach for at least 2 years in the United States before arriving to Chile. Brittany is a member of this program, but she is not just a teacher, she also has a story. She lived in Virginia, near Washington DC. She studied in 3 different schools from elementary to high school: Potomac, River Bend, and Thomas Jefferson. Brittany is looking forward to a great year at Saint George's.

Authors: Pascual Smith, Martin Vera, Jose

Meet Caleb

Caleb Cobbin is 26 years old. He's from South Bend, Indiana. He was raised by his grandparents and mom and lived with his 15 year older brother and his fraternal twin. He studied at Notre Dame and at Universidad Catolica 3 years ago. He studied Psychology and Theology and after that he got his master's degree in Education. We asked him a few questions so you can get to know him.

What's your first impression of Saint George?

"It seems like a college, it's quite big. Very chill and free. There's a lot of creativity going on here, which is cool."

Why did you choose the ChACE program and Chile?

"Because first I did the ACE program, so I was already teaching, and then I heard about ChACE, which was great because I was almost ready to come back to Chile."

Caleb also thinks Chilean empanadas are the best. All in all, we think as students that ChACE is a really good experience because we get to know other cultures and use more English.

Authors: Rocio, Anita, Ignacia Court, Martina, Miguel

Meet Jack

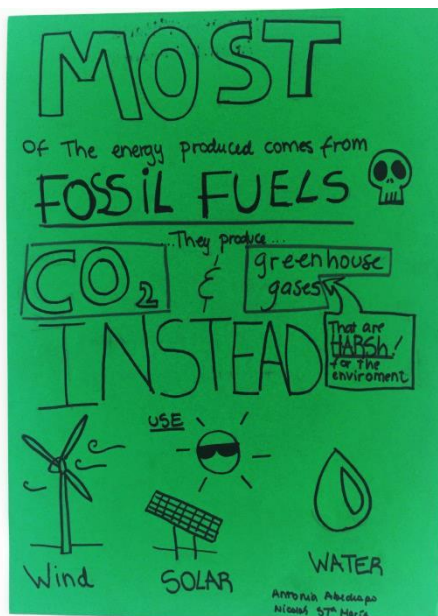
Today we interviewed Jack, best known as "Simple Jack." He is a ChACEr from the United States in San Francisco, California. He studied History at the University of Notre Dame where they offered him an exchange in Buenos Aires. He lived with 3 siblings: 2 bothers and his "little" sister back in the USA. In Buenos Aires, he stayed for 6 months and then went back to the US. He is now in Chile for the ChACE program. Jack is an interesting person. He played rugby in the US and on his rugby team he won his nickname "simple Jack." Jack wanted to travel to the south of Chile like Torres del Paine, Easter Island, etc. Jack loves travelling and he likes living outside his country. He said that it's an amazing experience. Jack is an amazing person and he is very funny. We had a very good time speaking with him. We hope that next year he teaches us.

Authors: Vladelica, Ripamondi, Costa, Valdiviero, Rojas

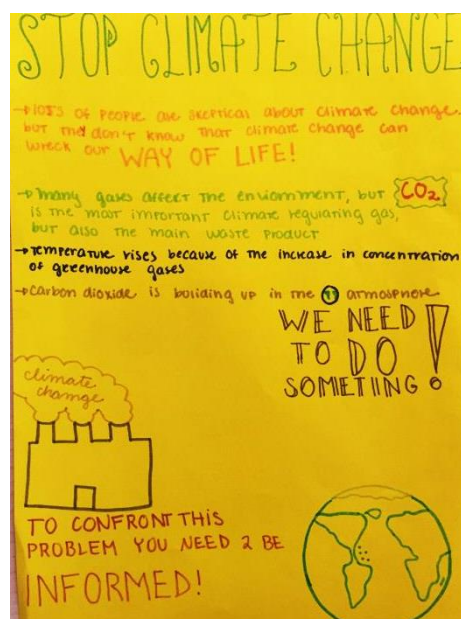
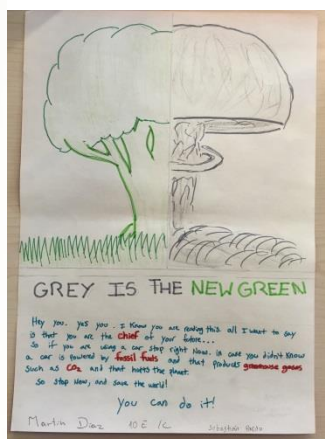


GLOBAL WARMING & CLIMATE CHANGE

In 10th grade English, students have read articles, watched TED talks, and discussed documentaries relating to numerous issues threatening our environment today. The biggest and most important of these is *climate change*, which according to scientific studies is happening at rates much faster than is natural. The culprit? Our burning of fossil fuels, like gas and coal for the main sources of our energy and power. These fuels may be cheap, but they release huge amounts of carbon dioxide and other greenhouse gases into the atmosphere, which trap too much of the sun's radiation. The results? Melting of polar ice, the rise of sea levels, and the general warming of the earth's atmosphere which in turn causes an increase in severe and dangerous weather events. So what can we do? 10th graders respond.



Pictured: Examples of 10th grade Environmental posters. Photos courtesy of Mary Beth McLean and Connor Geraghty.



Santiago's Awareness

Author: Maria Jose Godoy, 10C

In Santiago, there is a lot of air contamination. We produce tons of carbon dioxide every day, and that affects everyone that lives here. We need to be conscious of what's happening because it's affecting all of us, and we need to change. Firstly, we need to stop using fossil fuels because when we burn them, it releases tons of CO₂ into the atmosphere, creating what is called the greenhouse effect. This happens when the atmosphere retains greenhouse gases (like CO₂) that then affect our climate in insanely negative ways. We also need to inform people about climate change and contamination in our city because many people are skeptical about this, but as long as people know, they can help us make a change.

In Time to Change

Author: Martin Diaz, 10E



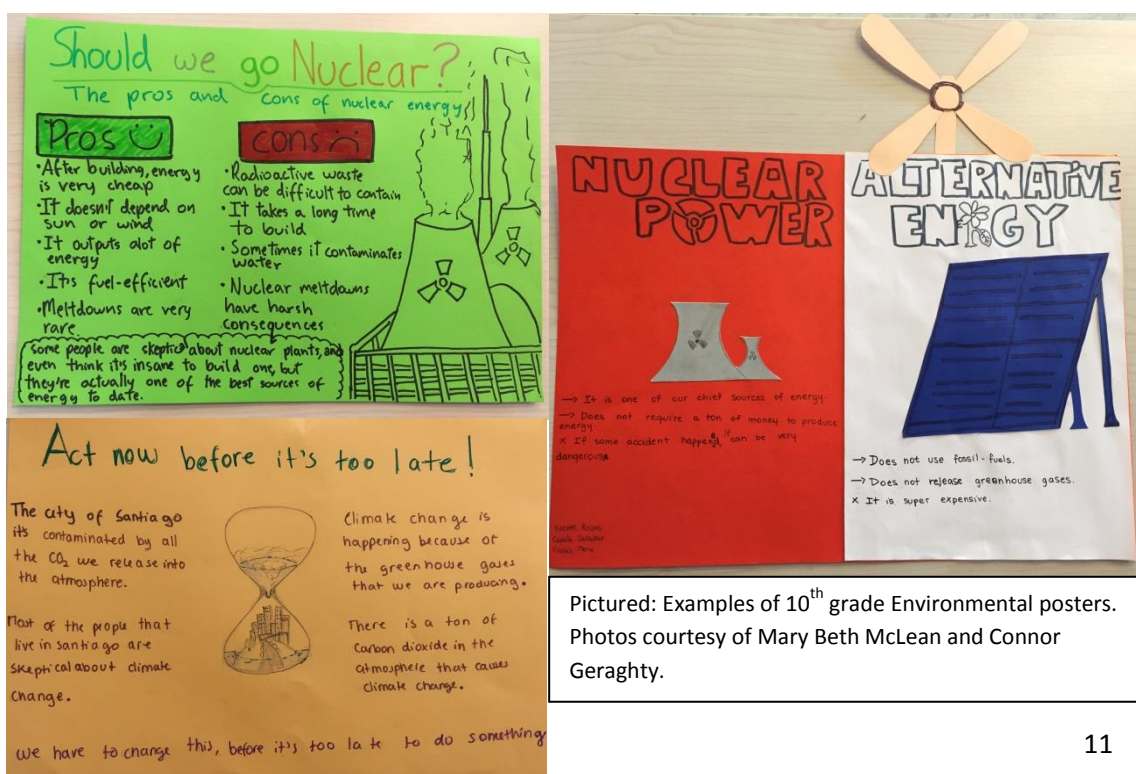
Firstly, it's important to know where air pollution comes from. Every year, our country releases tons of CO₂ (the chief greenhouse gas), that is then retained by the atmosphere, generating multiple negative effects on climate. Given these points, it's relevant that we confront this situation, and do something about it, such as reducing the use of fossil fuels, and provide ways of generating clean energy, for example installing more solar panels. We can also use fuel-efficient vehicles. If we follow these suggestions, we can reduce our impact on the environment. What are you waiting for? We are still in time to change!



A Real Problem

Author: Juan Jose Noemi, 10C

Tons of people are skeptical about climate change, even important world leaders. But I think it is a real problem that we need to confront in order to help the environment if we want to have a future... I think that our society doesn't know how much it is wrecking our lives, so we need to create a consciousness in the country about this problem. One of the chief reasons of climate change is greenhouse gases, like carbon dioxide (CO₂) because they retain warmth in the atmosphere. So they produce global warming. To sum up, if we don't confront this real problem, we will probably have a bad future because this place the earth, is and will be our home. So, because of this, we should take care of it and it will happen only if we create consciousness about climate change.



Pictured: Examples of 10th grade Environmental posters. Photos courtesy of Mary Beth McLean and Connor Geraghty.

9th grade Spotlight: Martín Fernandez



“Enthusiasm. Determination. Effort. Creativity: These are the words I think of when I think of Martín. In class, he was always willing to participate and challenge others and himself to do great work. For this reason, it doesn’t surprise me that he chose to write this story and he is being recognized for it. In the future, I’m sure that he will succeed in creating new and exciting projects for the world to enjoy.”

– Maria Paz Munoz, 9th grade English teacher

Congratulations to Martín Fernandez of 9th grade! Martín story was selected as one of the finalists for the 10^o Interscholastic Short Story Contest organized by Universidad Andrés Bello. Read it below!

Tasting Memories

I hate the idea of small kids who think the war is fun and games. I was one of those kids once, until I understood that it wasn’t, thanks to the scars I got, and the wounds that I made.

When I was a boy, like every other kid, I wanted to join the army. Perhaps the only difference between me and other kids was that I never had parents; they both left me soon after I was born. There was an excuse, *of course*, for why my parents left me alone, economic problems. My parents didn’t have the money to take care of me. At least, that’s what my uncle told me. That’s what I believed for a long part of my life.

My name is Hans. I still remember when my uncle told me of my origins when I arrived to France. I guess I should have known, the name Hans Kirchner doesn’t sound like a French one. It is because I am German, as my father used to be. I was born there and I remember some places, like the orphanage I lived in. My Mom’s brother, Pierre, was French, and he gave me a home to live in, after my parents left me the year 1905, five years after I was born.. Pierre was a soldier, and he had turned into a veteran a long time ago. In fact, that’s why I liked to play the soldier when I was a kid. He used to say; “Stop doing that, it isn’t funny, you don’t know anything about war!”. I never understood why, but he seemed to have a good reason for his rage.

The life of a German citizen in France isn’t easy, everyone talks about you, everyone stares at you, trying to guess where you are from, because I didn’t look like a typical French bloke, I am tall, I have some of a German accent, and the shape of my face reflects the typical German genetics. I remember when I was in school, some of the teachers frowned at me when I talked to them. They looked as if they were angry at me, just because our countries were fighting at war.

Three years ago I decided to go back to Germany. I was big enough to live and work on my own. After leaving, my uncle told me: "Take this letter with you, and read it when you have left the country" There was no good reason for this, but I didn't dare to ask him why.

The letter said the truth about my parents; they hadn't left me alone when I was born. Maybe, that's why my uncle asked me to read it when I was gone. What I read in that letter cracked my heart. They had died when they were at home in Germany, and a bunch of French soldiers entered the house, killing my dad and mom. I frowned. Anger made me grit my teeth, and I tightly held the letter, while sadness soaked my face with tears. All that I had heard about my parents was a lie.

After living four months in Germany, I decided to join the army. A year of military training had passed, and my squad was sent to France. The world's first war was ending.

I felt bad, I had lived a long time in France, and I had to attack that country. I didn't want to do it at first, but after accepting my obligations as soldier, I tried to forget what I lived there with pain.

It was a long road. We were smoking and playing poker when a man and our Lieutenant Colonel entered the truck we were riding. The man was the Colonel of our division. He head counted us. He stopped when he said my name. He was staring at me. He had a look in his face as if he knew me. He continued doing the headcount, and when he finished he got closer to me and asked:

"You look familiar, I feel like I already know you. Are you the son of..." There was a tiny pause between his words for breath. I didn't know what he was going to say, but I had a hunch. "...The dead doctor Lewis Kirchner?" Those words reached my heart. Yes, my dad indeed was Mr. Lewis Kirchner, I thought, but was he a doctor as well? As I said, I didn't know anything about my father but his name.

I didn't answer his question, there could be plenty of people called "Lewis Kirchner".

I wish I had said no, because what he said, afterwards was the last thing I would have ever wanted to hear. "He was murdered by a French squad in his house" He continued. "How do you know that?" I asked him, confused. "I was there" said the Lieutenant Colonel. Sadness was visible on his face. "We were having a normal conversation when a bunch of French soldiers got into the house and started shooting against us. One of the soldiers said "Sorry sister, but I have to do this for France" and then he shot Lewis, and Ms. Kirchner". Lieutenant Colonel said. I was in shock, the only thing I was able to ask him was if he had any information about the French soldiers who had attacked them. He didn't say anything, with an air of shame. The only thing he knew was that the name of the soldier who had killed my parents. Pierre Flamcourt. I was paralyzed. I felt shivers down my spine as I felt tears falling down my cheeks. That was my uncle's full name. I asked him how he was so sure it was that name, and he told me the soldier had dropped his dog tags by accident. He continued continued talking about the kid who had lived in the house, but I interrupted him, asking him to stop, because I already knew that story. It was mine.

The trip didn't feel long after the Lieutenant Colonel's words, but it somehow felt heavy.

When I arrived in France, I could not resist the temptation, driven by anger, to visit my house. I opened the door aiming with the bayonet, and I saw my uncle pointing at me with a rifle. We stared at each other, both pairs of eyes looking directly at its opponent's eyes. Tears were running. I asked him if it was true that he had murdered my parents. "Yes. I killed your father, and your mother, for reasons you would never understand because of your nationality." The statement sounded fairly wicked. There was a fight between anger and mercy inside me. "Hans" he said. "I regret..." He looked down his chest. It was bloody. I don't know what words came next after "regret", because anger had won the battle.

When I pulled the trigger, a void opened in my mind. Mercy was destroyed by my anger, but anger was destroyed by regret, the worst feeling I could ever have felt. My uncle murdered my parents, he killed the ones who gave me life. But that wasn't an excuse, because I had killed the man who had cared about the life my parents had given me.



REVIEW OF GRAN TORINO

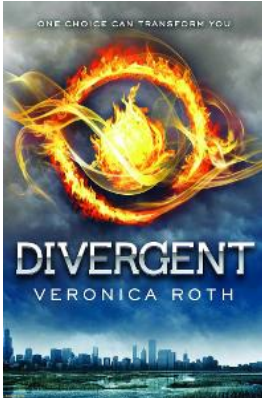
By Martin Vera and Pascual Smith

The film I would like to review is *Gran Torino*, directed and played by Clint Eastwood. This is a 2008 movie. The story is about Walt Kowalski, a veteran from North-Korean war, who is always grumpy and lives in Detroit neighborhood alone with his dog and the memory of a deceased wife. The relation he has with his only son is bitter-ish at best. However, everything will change when an Asian descendant family becomes his neighbors and that experience will change the way he sees the world.

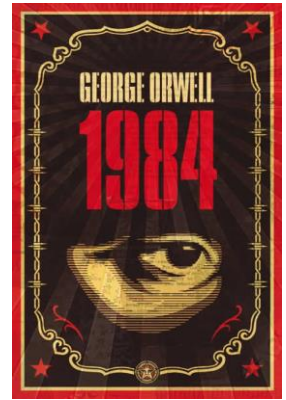
The best thing about this movie is the main story because it has unexpected twists and describes the harshest conditions in which many foreigners live daily, as well as an every developing character, starring by Clint Eastwood. It also has many great characters throughout the movie, with a few exceptions. On the other hand, although the movie contains violent scenes, there is not enough action and is mainly centered on the plot.

The final verdict is a solid 9 out of 10 because a few parts of terrible acting, but this only proves how great the movie is by itself, making it an all-time classic. We recommend this movie to anyone older than 13 years old and who enjoys a great and unique story.

11th Grade Comparison Essays



Reading a whole novel can be a challenging task- but what about reading one in a language that is not your first? 11th graders did just that this year when they read the dystopian novel "Divergent" by Veronica Roth or "1984" by George Orwell. Students were then asked to compare the novel to a dystopian film of their choice. Here is an excerpt from one student's essay.



Oppression and Fear in Orwell's *1984* and Terry Gilliam's *Brazil*

By: Cristobal Rosselot, 11D

"War is peace. Freedom is slavery. Ignorance is strength" (Orwell, 1984). Could you picture yourself living in a society that is based on phrases like this? It might be very hard for some, as it is the complete opposite of what our society today wants to be. These types of ideas are a common occurrence in dystopias, especially the ones that include one of civilized society's biggest fears: that the government we created in order to have a more organized and better society has turned against them, for the sole purpose of maintaining power- doing whatever they have to do to achieve their goals. There are literary and cinematic works that show this type of worlds very well: 1984 for George Orwell and the film "Brazil" directed by Terry Gilliam. These representations are very similar to one another, because both present a government ruling on control and terror and there are also other similar aspects between the two works, such as similarities between the main characters.

The first similarity is the type of government and society that is implied in each work. In both stories, there is a party that controls the power and keeps it for themselves while oppressing other groups. Because of this, they have an organization that functions with the sole purpose of oppression and everyone seems to fear them. These are the "Miniluv" in 1984 and the MOI in Brazil. However, one thing to note is that the regime in 1984 is way more extreme than in Brazil. We can see this in what O'Brien tells Winston Smith: "There will be no loyalty, but loyalty towards the Party. There will be no love, except love for Big Brother...All competing pleasures will be destroyed" (Orwell, 242). Unlike this, in Brazil the focus is not on loyalty to a Party but seeking to end rebellious acts and what they consider terrorism in their country.