

# Villa Grimaldi

## Methodology Guide for Docents

Corporación Parque por la Paz Villa Grimaldi (Villa Grimaldi Park for Peace Corporation) is located at the former site of one of the most important clandestine centers of detention and torture throughout Chile, where thousands of prisoners were incarcerated, and 230 disappeared or were executed under the command of the security forces of the Pinochet regime.

Inaugurated in 1997 in a poor neighborhood with a high indigenous (Mapuches) population, Parque por la Paz Villa Grimaldi provides a public space welcoming people from diverse political, cultural, and religious backgrounds that is dedicated to remembering victims of human rights violations; to disseminating information on the history of state terrorism in Chile; and to promoting a culture of human rights

Target Group: Middle School Students

Learning Trail: On-Site Project at Villa Grimaldi

The objective of these guidelines is to give teachers a tool that will help them motivate their students and communicate their knowledge, studies and viewpoints on the events that took place at Villa Grimaldi, relating it to the history and social sciences areas.

This is living history, enriched by the testimony of survivors, and is designed to achieve a greater understanding of the social and political contexts of the era. In addition, it is meant to encourage reflection on the concepts of democracy (participation, citizenship, freedom, equality, rights, and social responsibility) and dictatorship (coercion, torture, forced disappearance, impunity, censorship, terror, fear), and to relate them to real situations in the current and recent history of Chile, as well as understanding the role of individuals and groups in these processes.

- Develop in the students the value of pluralism and diversity in a democratic, participatory society.
- Help to recognize, based on what is related in the classroom, the importance of keeping alive respect for human rights, and the need to cultivate the civic virtues in a responsible citizenry in order to avoid the abuses of power and violence committed by those in a position of authority and power.
- Interest students in the concept that recent history can be interpreted, without being subjective, through the resources of memory, autobiography, stories, eye-witness accounts, artistic and cultural expressions, and journalism.

## REFLECTION GUIDE FOR THE TRAIL OF TORTURE AT THE VILLA GRIMALDI

The methodology that will be used is intended to create an Interactive Trail that is in *dialogue* with the students, with its instructional keystone being the *question*, based on the eyewitness accounts.

This implies prior informational activities engaged by the students:

1. History of the Villa Grimaldi.
2. Historical context of the seventies.

Considerable material exists for the following sources: newspapers from the period, military orders, brochures, investigative journalism, novels, testimonials, official reports of the Rettig and Valech Commissions, and documentaries such as the Battle of Chile, the film "Allende," and web sites such as:

[www.villagrimaldicorp.cl](http://www.villagrimaldicorp.cl); [www.muacci.cl](http://www.muacci.cl);

[www.bbcmundo.com](http://www.bbcmundo.com);

[www.memoriaabierta.org.ar](http://www.memoriaabierta.org.ar), among others.

### Objectives:

- To make information available and to initiate thinking about what happened at Villa Grimaldi.
- To enable the students to establish a critical connection with the historical context in which the events occurred.

### 1. INITIAL QUESTIONS FOR INDIVIDUALS OR GROUPS

#### Objective:

- To retrieve any personal experiences and knowledge about the place so that the visitors may have as a way to open a dialogue.

WHY HAVE YOU COME TO VILLA GRIMALDI?

WHAT DO YOU KNOW ABOUT THIS PLACE?

HOW DID YOU LEARN ABOUT IT?

WHAT SIGNIFICANCE DOES THE VILLA HAVE FOR YOU?

### 2. QUESTIONS ON WHAT HAPPENED

**Objective:**

••• To initiate a debate about the events that occurred at Villa Grimaldi and compare and contrast with different versions of such events.

WHOM DID THEY BRING AND TORTURE HERE?

WHO BROUGHT THEM?

WHY?

FOR WHAT PURPOSE?

**3. QUESTIONS ON THE CONTEXT OF THE DICTATORSHIP PERIOD**

**Objective:**

••• To initiate a critical debate on the historical, political and social context of the time and the relationship between Villa Grimaldi and the regime of terror.

WHAT MADE THE EXISTENCE OF VILLA GRIMALDI POSSIBLE?

WHAT VISION OF SOCIETY WAS BEHIND IT?

WHAT KIND OF PEOPLE WOULD THIS REGIME REQUIRE?

WHOM DID IT BENEFIT?

WHAT KIND OF SOCIETY WERE THE VICTIMS OF THE REGIME PROMOTING?

**4. A FEW QUESTIONS**

**Objective:**

••• To make, based on the experience of the students, a critical identification of the elements upon which a dictatorship is founded and those which characterize a democratic society.

WHAT KIND OF SOCIETY HAS SYSTEMATIC TORTURE?

WHAT KIND OF SOCIETY RESPECTS THE RIGHTS OF INDIVIDUALS?

**5. FINAL QUESTIONS**

**Objective:**

••• To evaluate and gather opinion.

HOW DID YOU FEEL ON THIS TRAIL?

HOW WOULD YOU EXPRESS THAT FEELING?

## WHAT ARE YOUR SUGGESTIONS?

This evaluation is intended to collect the opinions of the students about their experience of the Trail. They should express their opinion using tools such as a letter, composition, story, poem, collage, dramatic presentation, cartoon, drawing, etc. so that it can be discussed and used to guide and enrich human rights education.

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