

**A Spanish Language Educator's Guide to *Radio Ambulante*
Episode 27: *Boom/Colapso***

ABOUT THIS GUIDE

This guide accompanies an episode of *Radio Ambulante*. It was produced by Sheena Chakeres on behalf of the Latin American and Iberian Institute (LAI) at The University of New Mexico as part of a series of lessons for advanced Spanish language students. The purpose of these lessons is to deepen students' understanding of the sociopolitical and historical issues facing contemporary Latin America while strengthening their listening skills. Each lesson includes background information on an episode's country and topic of focus, vocabulary from the episode, suggestions for presentation, and worksheets with comprehension/discussion questions.

ABOUT RADIO AMBULANTE

Radio Ambulante is an award-winning podcast in Spanish that features reports from Latin America. Its aim is to celebrate the diversity and complexity of the region's stories through long-form audio journalism. It is self-described as "a Spanish language podcast that tells uniquely Latin American stories in Spanish and from a perspective not usually heard via English language-centric news and media. The podcasts feature a variety of timely, professionally produced, and thought-provoking stories from all over Latin America and the Caribbean, and feature a wide variety of dialects of spoken Spanish."



Each open-access audio recording is accompanied by a transcript (in Spanish and occasionally in English) and, in many cases, supplementary materials such as interviews and contextual background information. The materials are made freely available under Creative Commons Licensing, making them accessible to educators in the classroom.

To learn more about *Radio Ambulante* and its classroom potential, visit the [Radio Ambulante portal for teachers](#). Please note that *Radio Ambulante* is copyright of National Public Radio (NPR) and that NPR does not promote or endorse the causes, ideas, sites, or services presented in this document.

ABOUT THE LAI

The LAI is an interdisciplinary resource center at The University of New Mexico. As part of its mission to promote a better understanding of Latin America among diverse constituents, it develops curriculum materials and related resources for teaching about Latin America in the K-12 classroom. To learn more about other classroom resources produced by the LAI, visit the [LAI website](#).

LESSON OVERVIEW

This episode, *Boom/Colapso*, tells the story of a family who moved from Colombia to Venezuela during the oil boom. While enjoying a high standard of living in Maracaibo, they witness the collapse of the Venezuelan economy and eventually must return to Colombia.

OBJECTIVES

- 1) To expose students to authentic Spanish speakers in order to hone their listening comprehension skills
- 2) To expand students' vocabulary base
- 3) To develop students' ability to discuss and debate
- 4) To deepen students' understanding of Venezuela's economic and leadership



Boom/Bust - Boom/Colapso

Publication Date: September 19, 2017

Host: Daniel Alarcón

Location: Colombia

Audio Podcast: <http://radioambulante.org/audio/boom-colapso>

Transcript: <http://radioambulante.org/transcripcion/transcripcion-boom-colapso>

SUMMARY:

Sinar Alvarado's family left Valledupar, Colombia in the late 1970s, and moved to the other side of the border, to Venezuela. It was the end of the oil boom, when the Venezuelan middle class could go on vacation to Miami, buy new cars and enjoy a lifestyle that was fairly uncommon for the rest of the region. Today, Venezuela is in a crisis never before seen. How does the story of Sinar's family reflect the collapse of a nation?

LANGUAGE LEVEL:

Grades 11-12/ Spanish IV, V, AP

THEMES:

Venezuela, Colombia, economics, petroleum, family, emigration,

RUN TIME:

27:38

APPLICABLE STANDARDS

The English Language Arts Common Core Standards mirror the current Standards for Foreign Language Learning in the 21st Century (see [Skills Map](#)). Both encourage a long sequence of language study in grades K–12 to promote a high level of literacy and communication ability.

COMMON CORE STATE → LITERACY → Grades 11-12

CCSS.ELA-LITERACY.SL.11-12.1.D

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-LITERACY.SL.11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-LITERACY.SL.11-12.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

FOREIGN LANGUAGE FOR THE 21st CENTURY → Advanced

CRITICAL THINKING & PROBLEM SOLVING

Students as inquirers frame, analyze, and synthesize information as well as negotiate meaning across language and culture in order to explore problems and issues from their own and different perspectives.

INFORMATION LITERACY

Students as informed global citizens access, manage, and effectively use culturally authentic sources in ethical and legal ways.

MEDIA LITERACY

Students as active global citizens evaluate authentic sources to understand how media reflect and influence language and culture.

SOCIAL & CROSSCULTURAL SKILLS

Students as adept language learners understand diverse cultural perspectives and use appropriate socio-linguistic skills in order to function in diverse cultural and linguistic contexts.

LESSON PLAN

Note: This podcast is designed as a 2-day lesson. The link to the podcast includes a video with the transcript in subtitles, which may help some students who find this podcast more challenging.

DAY 1:

Preparation

For this episode, it will be helpful to introduce Venezuela's petroleum boom and subsequent economic turmoil. You may offer to students this [interactive news story](#) that describes the oil boom, or here is a brief guide of terms and key players:

- ★ *Venezuela Saudita*: Term that describes the Venezuelan economy during the 1970s petroleum boom, when a rising middle class enjoyed a level of luxury unseen in South America.
- ★ *Viernes Negro*: Like the Black Friday that marked the start of the Great Depression in the United States, February 18, 1983 marks the beginning of an economic crisis in Venezuela when the bolivar, the national currency, lost over half of its value.
- ★ *Herrera Campíns*: President of Venezuela from 1979-1984
- ★ *Petróleos de Venezuela* (PDVSA): Venezuela's primary oil company, which accounted for 80% of export revenue during Chávez's presidency
- ★ *El Caracazo*: Also known as the *sacudón*, this term refers to a wave of looting, riots, shootings, and massacres in Caracas following the 1989 economic reforms. Hundreds of people died.
- ★ *Hugo Chávez*: President of Venezuela from 1999-2013 who ran on a platform of a Bolivarian Revolution that included elements of nationalism, a centralized economy, and a strong military. His ideology became known as *chavismo*, and his supporters *chavistas*. While much of the country supported his agenda to redistribute oil wealth, anti-chavismo protests were common throughout his tenure. Before his death, he named Nicolás Maduro as interim President, who went on to win subsequent elections, despite allegations of election fraud.
- ★ *Nicolás Maduro*: Assumed the Presidency in 2013; his presidency has coincided with a decline in Venezuela's socioeconomic status, with crime, inflation, poverty, and hunger on the rise. Analysts have attributed Venezuela's decline to both Chávez and Maduro's economic policies. At the time of publication, Venezuela was entrenched in a battle for the Presidency after an attempted coup by José Guaidó. Follow the story [here](#).

Pre-listening

Introduce the podcast, country of focus, key terms, and the vocabulary with your students (see next page for worksheet). Due to the nature of the vocabulary, it is recommended to not only go over the terms, but also to explain their meaning in English. To review, students will complete the *crucigrama* (see worksheet). Ask them to find Maracaibo on the map and to identify possible themes based on the title, the vocabulary terms, and the comprehension questions that follow. Before beginning the podcast, remind students that they may not understand every single word, but listening carefully to authentic sources helps them to hone their listening skills.

During the Podcast

Encourage students to jot down notes in the margins or on the back of their worksheet. Remind them that they don't have to understand every single word to get the gist. There is a natural intermission for advertisements about halfway through the podcast (12:50). Collect the worksheets. Students will listen to the rest of the podcast on Day 2.

DAY 2:

Return the worksheets. Remind students they don't have to understand every single word to get the gist.

Post-listening

Begin by reading the [comments](#) on the audio podcast. Ask students to think about Chavismo and how the country has been affected by the economic collapse. Continue to the discussion questions afterward.

Nombre: _____

Podcast – *Boom/Colapso*



- ★ *Venezuela Saudita*: Término que describe la economía venezolana durante el boom petrolero en los años 70, cuando la clase media creciente disfrutaba un nivel de lujo nunca antes visto en Sudamérica.
- ★ *Viernes Negro*: Como el día que marcó la Gran Depresión en los EE.UU., el 18 de febrero, 1983 fue el principio de la crisis económica en Venezuela cuando el bolívar, el dinero nacional, perdió más de la mitad de su valor.
- ★ *Herrera Campíns*: Presidente de Venezuela de 1979-1984
- ★ *Petróleos de Venezuela (PDVSA)*: La empresa de petróleo principal, que representaba más de 80% de los ingresos de exportación del país.
- ★ *El Caracazo*: También conocido como “*el sacudón*,” este refiere a la ola de saqueo, disturbios, tiroteos, y masacres en Caracas después de las reformas económicas de 1989. Centenas de personas murieron.
- ★ *Hugo Chávez*: Presidente de Venezuela from 1999-2013, conocido por su ideología chavista que incorporaba el nacionalismo, una economía centralizada, y un ejército fuerte. Mientras que mucho del país apoyaba su agenda, porque prometía redistribuir riqueza de petróleo, manifestaciones antichavistas eran comunes durante todo su ejercicio.
- ★ *Nicolás Maduro*: Asumió la Presidencia en 2013 cuando falleció Chávez; su liderazgo ha coincidido con una disminución del estado socioeconómica de Venezuela, y con un aumento de crimen inflación, pobreza y hambre.

VOCABULARIO

bonanza– boom; prosperity

reventar– to burst or break open

pozo– well

devaluación– depreciation

inflación– inflation

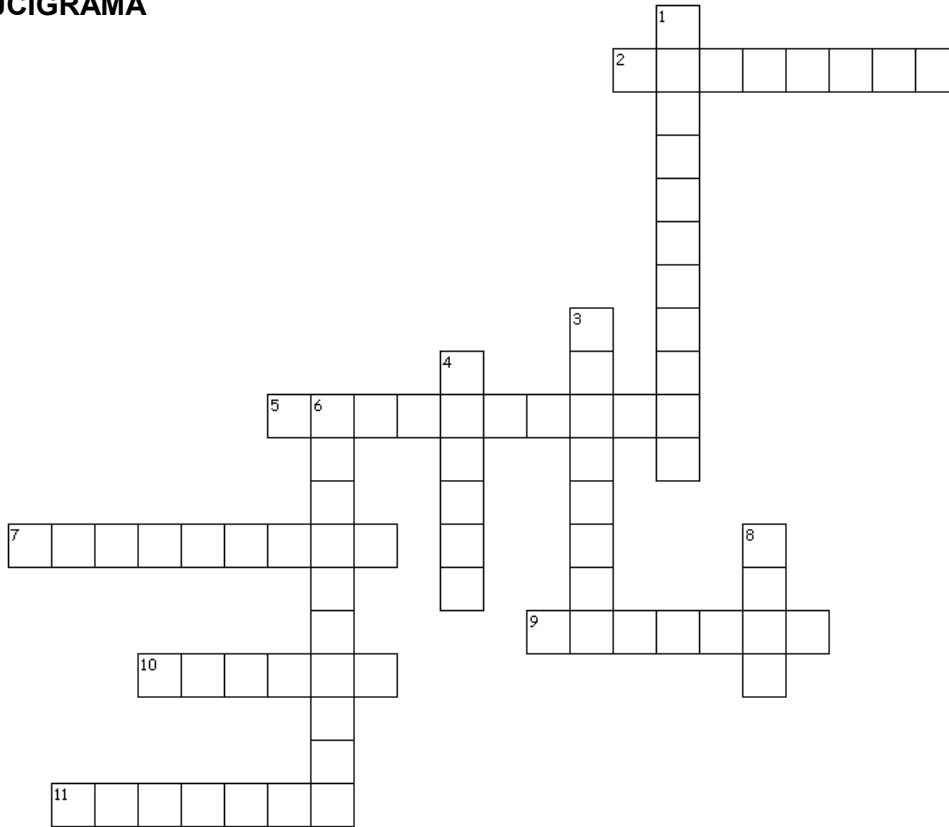
agudizar – to exacerbate

empobrecer – to become poor

descartar – to rule out

testaferro – front man (business)

CRUCIGRAMA



HORIZONTAL

2. principal fuente de ingresos de Venezuela en los 70 y 80
5. persona que presta su nombre en un contrato que es de otra persona
7. aumento general de precios
9. boom
10. Presidente de Venezuela de 1999-2013
11. moneda venezolana

VERTICAL

1. disminución de moneda
3. ola de disturbios en Caracas en 1989
4. Presidente actual de Venezuela
6. el opuesto de enriquecer
8. excavación profunda hasta encontrar agua, petróleo, etc.

PREGUNTAS DE COMPRENSIÓN

PARTE 1

1. ¿Por qué decidió mudarse la familia?
2. Describe el nivel de vida en el que vivía la familia en Maracaibo. ¿Por qué?
3. ¿Adónde solían viajar los venezolanos en los años 70 y 80?
4. Explica lo que pasó el viernes, 18 de febrero, 1983.
5. ¿Qué hacía la madre de Sinar para ganar dinero después de que se divorciaron?

PARTE 2

6. Dan ejemplos de las “reformas neoliberales” que implementó el Presidente Carlos Andrés Pérez a finales de los 1980’s.
7. ¿Qué fue *El Caracazo*?
8. ¿Adónde se mudó Sinar y su novia, Gabriela, después de pasar un rato en Italia?
9. Explica las emociones que han tenido Sinar y Gabriela al no poder volver a Venezuela?

PREGUNTAS DE DISCUSIÓN

1. Lee los comentarios sobre el podcast. ¿Qué muestran sobre la política de Venezuela?
2. ¿Cómo establecieron los asuntos de los años 80 la oportunidad para que ganara el Presidente Hugo Chávez?
3. Habla de esta cita por Nicolás Maduro del podcast: “*Si Venezuela fuera sumida en el caos y la violencia, y fuera destruída la revolución bolivariana, nosotros iríamos al combate. Y lo que no se pudo con los votos, lo haríamos con las armas.*”