

**A Spanish Language Educator's Guide to *Radio Ambulante*  
*El Juez***

**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, *El Juez*, explores an ancestral Maya judicial system called *xic'a'y* in Guatemala's Quiché departamento and the ensuing conflicts.

## 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 indigenous history in Guatemala and the ongoing conflicts between indigenous customs and Guatemalan law



### ***The Judge / El Juez***

**Publication Date:** August 2, 2016

**Host:** Daniel Alarcón

**Location:** Guatemala

**Audio podcast:** <http://radioambulante.org/audio/el-juez>

**Transcript:** [http://radioambulante.org/transcripcion/transcripcion\\_el\\_juez](http://radioambulante.org/transcripcion/transcripcion_el_juez)

## SUMMARY:

In Guatemala, an ancestral judicial system still reigns in Quiché, the most populated indigenous region of the country. What happens when this system confronts modernity in one of the most violent countries on Earth?

## LANGUAGE LEVEL:

Grades 11-12 / Spanish IV, V, AP

## THEMES:

Guatemala, justice, police, indigeneity, Maya, indigenous rights, genocide

## RUN TIME:

22:39

## **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 could be a simple one-day lesson or function as a supplement for a longer lesson on Guatemala's history of indigeneity and violence. The link to the podcast includes a video with the transcript in subtitles, which may help some students who find this podcast more challenging.*

### Pre-listening:

For this episode, it will be helpful to discuss [Guatemala's civil war](#) and the genocide of indigenous people. Referred to as the "Silent Holocaust," a military counterinsurgency effort against leftist groups from 1960-1996 led to the massacre of hundreds of thousands of Maya peasants. What began as a campaign of terror against political activists and guerrillas, as well as union and student leaders, transformed into a scorched-earth offensive against indigenous villages. In the early 1980s, military and paramilitary forces razed whole communities in massacres of untrammelled brutality.

In 2013, former military dictator General Efraín Ríos Montt (1982–1983) was indicted for his role in the most intense stage of the genocide. If you would like to expand this lesson, it works well with this literature lesson on *Me llamo Rigoberta Menchú* and this lesson on the film *Granito*. Introduce the podcast, country of focus, and review the vocabulary with your students (see next page for worksheet). Ask them to identify possible themes based on the title, the vocabulary terms, and the comprehension questions that follow. 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 they don't have to understand every single word to get the gist. Check in with students at the 5-minute and 10-minute marks to give them time to process the information, especially due to the amount of Maya vocabulary.

### Post-listening

You may collect the answers as a listening comprehension assessment and individual reflection OR you can use the questions as a jumping off point for an in-class discussion.

Nombre: \_\_\_\_\_

Podcast – *El Juez*

### VOCABULARIO

**latigazos** – *lashing*

**ligero** – *light*

**cobrar** – *to charge*

**estafadas** – *swindled*

**por cierto** – *by the way*

**calumnia**- *slander*

**vara** – stick; cane

**linchamiento** – *lynching* (justicia sin juicio)

**arrodillados** – *on one's knees*

### PREGUNTAS DE COMPRENSIÓN

1. ¿Quién es Juan Zapeta?
2. ¿Cómo consiguió su puesto?
3. ¿Qué tipos de asuntos resuelve Zapeta?
4. Según Zapeta y su cuñada, ¿cuáles son las diferencias entre el xic'a'y y el sistema de justicia guatemalteco?
5. ¿Qué es “el pixab”?
6. ¿Qué es el *membrillo*? ¿Cómo se usa?
7. Juan Zapeta explica que “hay que cumplirlo.” Explica lo que pasó durante la Guerra Civil y las razones por tener su propio sistema de justicia.
8. ¿Cuáles son las complicaciones que se asoman?

### PREGUNTAS DE DISCUSIÓN

1. Explica el contexto histórico por el que la gente indígena lucha por sus costumbres.
2. ¿Cómo representa el xic'a'y los derechos indígenas?
3. ¿Qué te opinas tú sobre Zapeta y el xic'a'y?
4. Piensa en otro ejemplo de un choque entre las costumbres tradicionales de un grupo y el gobierno.