

**A Spanish Language Educator's Guide to *Radio Ambulante*  
Season 2, Episode 18: *Fue el Estado***

**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, *Fue el Estado*, explores narco-corruption in the Mexican government through the experiences of a female journalist. It is recommended that this lesson plan cover 3 days (3 45-minute class periods) due to the complexity of the topic and the length of the episode.

## 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 the complexity of the drug market in Mexico and the corruption in Mexican journalism



### *It was the State / Fue el Estado*

**Publication Date:** January 23, 2018

**Host:** Daniel Alarcón

**Location:** México

**Audio Podcast:** <https://www.npr.org/2018/01/23/579108196/fue-el-estado>

**Transcript:** <https://www.npr.org/templates/transcript/transcript.php?storyId=579108196>

## SUMMARY

Since 2000, more than 100 journalists have been assassinated in Mexico. Twelve deaths in 2017 marked a new record. Anabel Hernández knows firsthand how dangerous journalism can be. Today she lives with bodyguards 24 hours a day, 7 days a week, as a result of her investigations into drug trafficking and government corruption. Why does she do it? And what can she tell us about the state of journalism in Mexico?

## LANGUAGE LEVEL

Grades 11-12/ Spanish IV, V, AP

## THEMES

Mexico, journalism, corruption, government, drug trafficking, violence

## RUN TIME

43:51

## **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 & CROSS-CULTURAL 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

*Notes: Since this podcast is almost 45 minutes long, the recommended duration for this lesson is 3 days. You will find links, in Spanish, to various news sources that can aid your students' understanding. This lesson includes sensitive content relating to violence and drug trafficking.*

### DAY 1:

#### Preparation

Before listening to the podcast, it is worthwhile to mention the [1968 Masacre de Tlatelolco and the history of censorship in the Mexican media](#). Although it is not the main focus of the episode, the podcast mentions the massacre relates it to the history of censorship in the Mexican media. On October 2, 1968, a group of student protesters and civilians were shot down by police and military forces as they gathered for a protest in the *Plaza de las Tres Culturas*, in Mexico City. Their deaths were part of a government effort to quell political opposition and disrupt the PRI (Partido Revolucionario Institucional), the political party which had dominated the Mexican government positions for decades. In the days after the massacre, newspapers and government officials concealed the truth (see [newspaper headlines](#)). This single incident has had long-lasting repercussions throughout Mexican media and journalism, as this podcast attests. After reviewing this information, ask students to reflect in a group discussion.

#### Discuss

- ❖ ¿Qué poder tenía el PRI sobre los medios?
- ❖ ¿Por qué piensas que escondieron los medios la verdad?
- ❖ El Masacre de Tlatelolco es un momento emblemático en México. ¿Qué revela de la identidad del país? ¿Puedes pensar en algo parecido en los EE.UU.?

Additionally, this podcast introduces several key people involved in Mexican drug politics. Here is a brief guide (included on the student worksheet) to review with students:

- ★ [Joaquín "El Chapo" Guzmán](#): Leader of the Sinaloa Cartel in the '90s and early 2000s, which the US Justice Department describes as "one of the world's most prolific, violent and powerful drug cartels," moving billions of dollars in marijuana, cocaine, heroin and methamphetamine. At the time of publication, *El Chapo* was facing federal charges for drug trafficking, firearms violations, money laundering, and murder. For more information, see BBC Mundo's [extensive coverage of his trial](#).
- ★ *Felipe Calderón*: President of Mexico from 2006-2012
- ★ *Vicente Fox*: President of Mexico from 2000-2006
- ★ *Mario Arturo Acosta Chaparro*: Mexican military general who was accused of human rights violations during the country's *Guerra Sucia*. He was assassinated in 2012.
- ★ *Genaro García Luna*: Secretary of Public Security of Mexico in 2006
- ★ *Jorge Enrique Tello Peón*: Deputy Secretary of Public Security of Mexico in 2006

## **DAY 2:**

### **Pre-listening**

Introduce the podcast 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. Pass out the **crucigrama** (see below) and ask students to complete with a partner. Review the answers. 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. Encourage students to jot down notes in the margins or on the back of their worksheet. There is a natural intermission for advertisements about halfway through the podcast (18:05). Stop the podcast here and collect worksheets.

## **DAY 3:**

### **Pre-listening**

Pass out worksheets. 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**

Remind them they don't have to understand every single word to get the gist.

### **Post-listening**

You may collect comprehension questions or fill in any gaps based on yesterday's and today's answers. Continue to the discussion questions at the bottom of their worksheets. Encourage students to use expressions like "(No) Estoy de acuerdo," "Y otra cosa," "(No) Creo que," and "Quisiera añadir" to respond effectively to their classmates and to add sophistication to their comments. Remind them that one of these expressions triggers the subjunctive.

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

Podcast – *Fue el estado*

### VOCABULARIO

**escolta** – bodyguard

**terremoto** – earthquake

**los medios** – media, news sources

**francotirador** – sniper

**secuestrador** – kidnapper

**amapola** – poppy (flor de la que se produce el opio)

**en fuga** – escaped (fugitive)

**podrir** – to rot

**carcajada**– cackle (una risa descontrolada)

**soborno** – bribery

**guardería** – daycare center

**rendirse** – to give up; to surrender

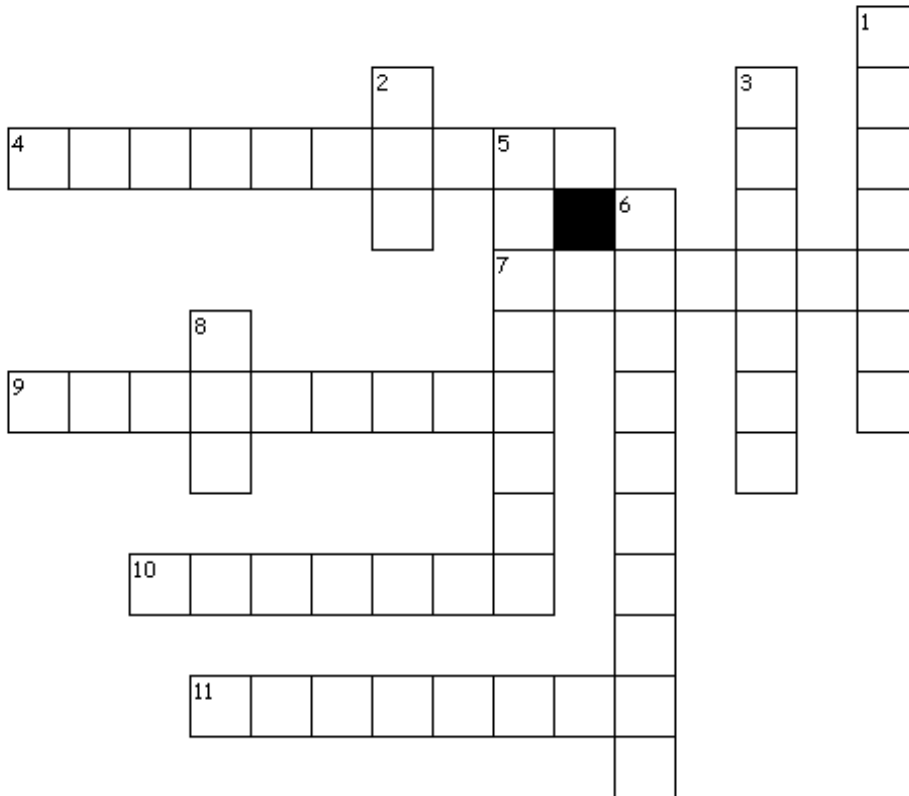
**incomodar** – to make uncomfortable

**guardería** – day care

### PERSONAS CLAVES

- ★ *Joaquín “El Chapo” Guzmán: Ex-narcotraficante que lideró el cartel de Sinaloa*
- ★ *Felipe Calderón: Presidente de México, 2006-2012*
- ★ *Vicente Fox: Presidente de México, 2000-2006*
- ★ *Mario Arturo Acosta Chaparro: General mexicano que fue acusado de violaciones contra los derechos humanos durante la Guerra Sucia. Fue asesinado en 2012.*
- ★ *Genaro García Luna: Secretario de Seguridad Pública of Mexico, 2006*
- ★ *Jorge Enrique Tello Peón: Subsecretario de Seguridad Pública, 2006*

## CRUCIGRAMA



### HORIZONTAL

4. Masacre del 2 de octubre, 1968
7. flor roja de la que viene el opio
9. establecimiento dedicado al cuidado de los niños
10. corrupción de alguien con dinero
11. Presidente de México de 2006-2012

### VERTICAL

1. líder del cartel Sinaloa
2. Presidente de México de 2000-2006
3. persona que acompaña a alguien para protegerlo
5. general militar que fue acusado de violaciones de los derechos humanos
6. Secretario de Seguridad Pública en 2006
8. el partido político que mantuvo control en México durante el siglo XX

## PARTE 1: PREGUNTAS DE COMPRENSIÓN

1. ¿Qué le inspiró a Anabel convertirse en periodista?
2. ¿Cómo fue el padre de Anabel involucrado en la masacre de Tlatelolco?
3. ¿Por qué no quería su padre que Anabel fuera periodista?
4. ¿Cómo murió el padre de Anabel?
5. ¿Qué mandaron los policías a cambio para resolver el misterio?
6. Explica la situación de explotación infantil en el estado de Chihuahua.
7. ¿Qué es el “Triángulo Dorado”?

## PARTE 2: PREGUNTAS DE COMPRENSIÓN

8. Durante su investigación, ¿qué se enteró Anabel sobre El Chapo, Acosta Chaparro, y otros miembros del gobierno mexicano?
9. En su libro, ¿qué decidió revelar Anabel? ¿Por qué fue peligroso?
10. Después, ¿qué pasó? Describe las amenazas que siguieron.
11. ¿Qué le pasó a General Acosta Chaparro?
12. Para Anabel, ¿cuáles han sido los costos más grandes por seguir en su profesión?

## PREGUNTAS PARA DEBATIR

1. Este podcast expone la corrupción del gobierno mexicano. Explica.
2. ¿Piensas que hay algo parecido en los EE.UU.?
3. Habla de esta cita: *“Si es el Estado el que nos está asesinando, ¿quién nos protege entonces?”*
4. ¿Cómo relaciona lo que relata Anabel con los eventos de 1968?
5. ¿Crees que hay libertad de expresión en México?
6. ¿Quiénes son peores: los carteles o los representantes en el gobierno que los protegen?
7. Habla de esta cita: *“Guardar silencio, dejar de hacerlo, dejar de contar estas historias, de hacer periodismo en estas condiciones, es un acto de complicidad y de muerte.”*
8. Si vivieras en México, ¿te atreverías ser periodista?