

**A Spanish Language Educator's Guide to *Radio Ambulante*
*Guerra en el Bío Bío***

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, *Guerra en el Bío Bío*, investigates the construction of hydroelectric plants in one of Chile's pristine biospheres and the opposition by the country's largest indigenous group, the Mapuche.

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 help students make connections between sustainability, land rights, human rights, legal systems and indigeneity in Chile and elsewhere.



War in the Bío Bío / Guerra en el Bío Bío

Publication Date: May 9, 2017

Host: Daniel Alarcón

Location: Chile

Audio Podcast: <http://radioambulante.org/audio/guerra-en-el-bio-bio>

Transcript: <http://radioambulante.org/transcripcion/transcripcion-guerra-en-el-bio-bio>

SUMMARY:

In the 1990s, Chile faced an energy crisis. With growing economic development, the State resolved to build various hydroelectric plants. The largest would be located in El Alto Bío Bío, a paradise in the high Andes inhabited for centuries by the Mapuches, the country's largest indigenous group. Faced with the threat of his people being stripped of their land, Víctor Ancalaf, a community leader, decides to do something...no matter the cost.

LANGUAGE LEVEL:

Grades 11-12/ Spanish IV, V, AP

THEMES:

Chile, climate change, indigenous rights, Mapuche, hydroelectric power, land rights, family

RUN TIME:

35:47

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 3-day lesson. The link to the podcast includes a video with the script, for students who may need to follow along with subtitles. An infographic with a brief history of the conflict between the Chilean state and the Mapuche people can also be found on the podcast page.

DAY 1:

Preparation

Introduce [ENDESA/ENEL](#), the company that wanted to invest in hydroelectric power in Chile's Alto Bío Bío, and [los Mapuches](#), the largest indigenous group in Chile. Introduce Chile's anti-terrorism law, drafted by August Pinochet in 1984 to counteract the actions of armed political groups that carried out kidnappings, assassinations, and attacks on police stations. The law doubles the normal sentences for some offenses, makes pretrial release more difficult, enables the prosecution to withhold evidence from the defense for up to six months, and allows defendants to be convicted on testimony given by anonymous witnesses. Read together this BBC news [article](#) about the law's questionable applications. After reading the article, ask students the comprehension questions below. You may explain to students that after ENDESA privatized hydroelectric power in Chile, the government violated indigenous rights in order to silence the Mapuches of the Río Bío Bío who opposed the construction of a dam.

Preguntas del artículo

1. ¿Qué porcentaje de la población chilena es Mapuche?
2. Cierto o Falso. Los Mapuches fueron conquistados por los españoles.
3. Explica la ley antiterrorista de 1984.
4. ¿Crees que esta ley es justa? Explica.

Pre-listening

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. Ask students to go over the infographic and discuss. 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.

DAY 2:

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. There is a natural intermission for advertisements about halfway through the podcast (17:30). Collect the worksheets. Students will listen to the rest of the podcast on Day 3. Homework: ask students to briefly research Augusto Pinochet's rise to power. Ask them to bring three facts (written in Spanish) for Day 3.

DAY 3:

Pre-listening

Ask all of your students to take out their Pinochet research and stand up. Each student will give one of their facts about Pinochet as you write them as bullet points on the board. Once all of a student's facts have been stated (either by him/her or someone else), he/she sits down. As a follow-up, ask students why they believe that Pinochet passed such a stringent anti-terrorism law as part of his leadership.

During the podcast

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

Post-listening

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

Nombre: _____

Podcast – Guerra en el Bío Bío

Ley antiterrorista de Chile- Redactada por **Augusto Pinochet** en 1984, tiene por objeto tipificar conductas o delitos terroristas y establecer penas más graves que los delitos comunes. Esta ley fue diseñada para contrarrestar las acciones de los grupos políticos que llevaban a cabo secuestros, asesinatos y ataques a comisarías.

VOCABULARIO

acantilado– *cliff*

una hidroeléctrica– *hydroelectric plant*

manifestación– *protest; demonstration*

despojar – *to strip; to dispossess*

inundar – *to flood*

fome – *wack (col.); lame*

delatar– *to renounce; to snitch on*

esposar (de esposas) – *to handcuff*

pisotear – *to trample*

vulneración – *infringement; violation*

vinculación – *connection, link*

PREGUNTAS DE COMPRENSIÓN

PARTE 1

1. ¿Qué es el Alto Bío Bío?
2. ¿Por qué decidieron construir una hidroeléctrica allí?
3. ¿Quiénes lo opusieron? ¿Por qué?
4. ¿Por qué fue encarcelado Víctor Ancalaf?
5. Describe las condiciones de la cárcel en la que entró Víctor.
6. ¿De qué fue acusado?

PARTE 2

7. ¿Quién es Sergio Fuenzalida? ¿Por qué pensaba que lo que pasó a Víctor era injusto?
8. ¿Qué hizo Víctor después de salir de la cárcel?
9. ¿Cómo siguió los problemas cuando volvió Víctor a Collipulli?
10. ¿Cuál fue la sentencia de la Corte?

PREGUNTAS PARA DEBATIR

1. Discute: *“es muy simple: sin electricidad no se puede generar crecimiento económico, y sin crecimiento económico no se puede sacar a millones de chilenos de la pobreza. Es el dilema clásico del bien de muchos versus el mal de pocos.”*
2. ¿Cómo fue manipulada la ley de antiterrorismo para encarcelar a Víctor? ¿Por qué?
3. ¿Qué responsabilidad tiene el Estado con respecto a la inversión exterior?
4. Discute: *“ Deben sentir como ganamos pero realmente qué ganamos...”*
5. Piensa en un conflicto similar en otro país. Describe las semejanzas.