

2° Semestre: *español III*

Unidad: Perspectivas de El Salvador
(Unit: Perspectives from El Salvador)

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Table of Contents

Unit Overview

Introduction	3
Goals	4
Standards	5-7
Procedures	8
Materials	9
Assessments	10-26

Unit Composition (Lesson Plans)

Introductory Lesson	14-27
Lessons in the Body	28-39
Culminating Lesson	40-41
Rubric for Final Assessment	42

References	43
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Introduction

In order to prepare 21st students for a global society, knowledge of other countries' perspectives of the US is essential. In Spanish class, Latin American perspectives can be examined through interpreting the target language through various mediums such as art, film, and literature. This Unit explores the El Salvadorian Civil War and present day issues related to El Salvador and the US.

As this unit explores the El Salvadorian Civil War and its aftermath as related to their current situation and that of the US, students will see how US actions influence other countries and vice versa. By exploring different topics such as immigration, war, human rights, and Latin American gangs, students will develop opinions which may differ from those they currently hold. Comparing perspectives on these topics will help students develop awareness of El Salvador's culture while creating empathy towards "the other's" situation.

Goals

Students will be able to identify US and El Salvadorian perspectives on the El Salvadorian Civil War, Children Soldiers, and immigration. Students will be able to analyze the effects of the El Salvadorian Civil War. Students will create a blog spot dedicated to their reflections on this Unit. Students will write reactions to a film based on the El Salvadorian Civil War using <<Tumblr>> (a blog spot) and respond in writing to several reactions of their classmates using the target language. Students may post photos and investigate El Salvador further and then post videos and articles to their blog for further synthesis of the information. Students will compare US and El Salvadorian perspectives on the El Salvadorian Civil War. Students will read and interpret a book based on the life of a member of an El Salvadorian Gang (MalSalvatrucha-13) in class and react as a part of their TUMBL blog. Students will debate the role of the US in issues on Central American Immigration. Students will listen to music written about El Salvador's Civil War and interpret its meaning as well as sing parts of the song from memory.

Standards

Los días 1-2: ¿Qué pasa en El Salvador?

STANDARDS:

Level: Intermediate

Interpretive Communication (Standard 1.2)

+Demonstrate comprehension of content from authentic audio and visual resources.

Cultures: Practices and Products (Standard 2.1 and 2.2)

+ Examine, compare and reflect on products, practices, and/or perspectives of the target culture(s).

Connections: Acquiring New Information (Standard 3.2)

+Acquire information from other content areas using authentic Sources.

Interpretive Communication (Standard 1.2)

+Interpret content from authentic multimedia and digital/print resources.

Presentational Communication (Standard 1.3)

+Retell or summarize information in narrative form, demonstrating a consideration of audience.

LESSON OBJECTIVES:

- *Students will be able to identify El Salvador's location on the world map
- *Students will be able to explain where El Salvador is located to a classmate.
- *Students will be able to identify the two sides of El Salvador's Civil War.
- *Students will be able to identify some perspectives of the war from the El Salvadorian view.
- *Students will set up a blog spot on TUMBLR.
- *Students will write a blog about perspectives thus far on life in El Salvador.
- *Students will respond to at least one of their classmates' posts.

Los días 3-5: Niños Soldados

STANDARDS:

Level: Intermediate

Communities: Beyond the School Setting (Standard 5.1)

+Analyze the features of target culture communities (e.g. geographic, historical, artistic, social and/or political).

Interpretive Communication (Standard 1.2)

+Interpret content from authentic multimedia and digital/print resources.

Comparisons: Cultures (Standard 4.2)

+Compare and reflect on products, practices, and/or perspectives of the target culture(s) and one's own culture.

LESSON OBJECTIVES:

- *Students will view and interpret the film, “Voces Inocentes” while answering some basic comprehension questions.
- *Students will be able to identify the FMLN’s motivation by relating them to Chava’s Uncle and Father Romero from the film, *Voces Inocentes*
- *Students will be able to identify the government’s position in the Civil War by relating it to the movie and the previous article read in class.
- *Students will create two of the following: a blog post, a post a video, or an image which relates to El Salvador on their blogs.

Los días 6-8: ¿Conoces a La Mara Salvatrucha – 13?**STANDARDS:**

Level: Intermediate

Comparisons: Language (Standard 4.1)

- +Demonstrate understanding of the nature of language through comparisons of the language studied and one’s own.
- +Retell or summarize information in narrative form, demonstrating a consideration of audience.

Interpretive Communication (Standard 1.2)

- +Monitor comprehension and use other sources to enhance understanding.
- +Apply critical reading skills to authentic written and aural sources

Comparisons: Cultures (Standard 4.2)

- +Compare and reflect on products, practices, and/or perspectives of the target culture(s) and one’s own culture.

Interpretive Communication (Standard 1.2)

- +Derive meaning from expressions found in culturally authentic texts.

LESSON OBJECTIVES

- *Students will interpret parts of the book, *Vida y muerte en La Mara Salvatrucha*.
- *Students will listen to a story read to them in the target language.
- *Students will read *Vida y muerte*.
- *Students will express possible reasons that El Salvadorian immigrants formed the MS-13s.
- *Students will create a individualized dictionary to further their understanding of the book, *Vida y muerte en La Mara Salvatrucha*.
- *Students will write posts on their Tumblr blogs reacting to the story and responding to others reactions.
- *Students will analyze the uses of preterit and imperfect tenses.

El día 9: ¿Conclusiones?

STANDARDS:

Level: Intermediate

Cultures: Practices and Perspectives (Standard 2.1)

+Demonstrate an understanding of the relationship between the practices and perspectives of cultures studied.

Presentational Communication (Standard 1.3)

Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

+Self-monitor and adjust language production.

+Self-edit written work for content, organization, and grammar.

LESSON OBJECTIVE

*Students will demonstrate their knowledge of the enduring understandings of this unit through a final writing assessment.

Procedures

Los días 1-2: ¿Qué pasa en El Salvador?

Jig Saw
Individual reflection through writing
Pair-Share
Presentation of written material
Inquiry
Lecture with Google Earth

Los días 3-5: Niños Soldados

Imagine and write a story using a visual cue
Individual reflection through writing
Large Group Discussion
Inquiry
Inference

Los días 6-8: ¿Conoces a La Mara Salvatrucha – 13?

Pair-Share
Individual reflection through writing
Large Group Discussion
Inquiry
Inference
“jist” statements

El día 9: ¿Conclusiones?

Write to learn

Materials

Los días 1-2: ¿Qué pasa en El Salvador?

Diario
 Questions for short video clip, "Bitter Civil War Legacy"
 Articles entitled "Recordando a Romero" and "Background of the Civil War"
 Exit slips
 COW
 Questions for short video clip, "Bitter Civil War Legacy"
 (<https://www.youtube.com/watch?v=ZG7rwfC31u4&feature=relmfu>)

Los días 3-5: Niños Soldados

Diario
 Picture of Child Soldier Activity
Voces Inocentes film
 Comprehension Questions
 Free Write Questions

Los días 6-8: ¿Conoces a La Mara Salvatrucha – 13?

Diario
 Picture/Child Soldier Activity
Vida y muerte en La Mara Salvatrucha
 Comprehension Questions
 Notebook for personal dictionary
 Activity Sheet: Pretérito vs. Imperfect
 Activity Sheet: Categorizing Vocabulary

El día 9: ¿Conclusiones?

Diario
 Final Assessment Writing Prompts
 Student rough drafts and notes

Assessments

This unit's assessments are heavily focused on developing students presentational writing abilities. They will practice their writing through a variety of activities. The main writing activity focuses on the use of a daily blog. Students will write reactions and interpretations of the film, literature, and content they are experiencing in class. They must also respond to classmates' posts on a daily basis.

During the course of the unit, students will practice their linguistic ability through writing activity based around answering content questions and responding to writing prompts. The final assessment will be a culmination of the work they have done writing during the unit where they will be able to access their previous creations and content during the in-class writing assessment.

Below is a list of informal assessments given throughout the unit.

- Diario
- Exit slip
- Blog responses
- Content comprehension guides
- Writing the "jist"
- Self-Evaluation
- Bubble Chart

Nombre: _____ **Fecha:** _____

Pre-Assessment: Perspectivas de El Salvador

Answer the following questions to best of your ability.

1. ¿Qué sabes de El Salvador? (What do you know about El Salvador)

2. ¿En cuales años fue la guerra civil en El Salvador? (In what years was the Civil War fought in El Salvador?)

2. ¿En cuales años fue la guerra civil en Los Estados Unidos? (In what years was the Civil War fought in the US?)

3. ¿Cuál fue la mayor causa de la Guerra Civil en el Salvador? (What was the major cause of the Civil War in El Salvador?)

4. ¿Cuál fue la mayor causa de la Guerra Civil en Los Estados Unidos? (What was the major cause of the Civil War in the US)

5. ¿Los Estados Unidos “ayudó” a El Salvador en su Guerra Civil? (Did the US “help” El Salvador during its Civil War?)

6. ¿Qué sabes de la pandilla, MS-13? (What do you know about the gang, MS-13?)

Language/level: español III
Unidad: Perspectivas de El Salvador

I can explain at least two different perspectives on El Salvador's Civil War.

I can tell about two important facts from El Salvador's Civil War.

I can understand my classmate's opinions that they post on their blog.

I can create a blog and respond to other posts about the Civil War and El Salvador.

I can name at least two reasons that the FMLN fought in the Civil War.

I can interpret the movie Voces Inocentes through viewing it and skimming subtitles.

I can explain the differences in perspectives (US, FMLN, Government of El Salvador).

I can see two different perspectives on immigration.

I can summarize paragraphs into a "jist" statement.

I can express my opinions on child soldiers to a partner.

I can ask express my opinions in writing about issues such as Civil War and immigration.

I can react to someone else's opinion.

I can write about my experiences with writing a blog.

I can post on my TUMBLR account.

I can

I can

I can

I can

I can

I can

Assessment (Final): “Perspectivos de El Salvador”

I. Pick two of the questions below to answer in short essay form on a separate sheet of paper. You may use class notes and your rough drafts to complete this assessment. Referencing materials covered in class is necessary.

- A. ¿Qué harías si tuvieras que ser soldado a los doce años?
- B. Muchos países utilizan niños soldados. ¿Que podemos hacer para apoyar los derechos humanos a un nivel mundial? ¿Existen soluciones?
- C. ¿Si fueras Chava, irías a los Estados Unidos? ¿Por qué si? ¿Por qué no?
- D. Escribe sobre el rol de los Estados Unidos en la Guerra Civil de El Salvador. ¿Cómo les ayudó? ¿Cómo no les ayudo?

Final Assessment Rubric

	1-2	3	4	5
Interpretation	Student does not show understanding of unit content	Students shows little understanding of course content	Student shows good understanding of course content	Students shows great understanding of course content
Communication	Student expresses little to nothing in writing about their opinions, ideas, interpretations of the unit content	Student expresses some in writing their opinions, ideas, and interpretations of the unit content but is not always clear.	Student expresses much in writing their opinions, ideas, and interpretations of the unit content clearly 90% of the time.	Student expresses in writing at length their opinions, ideas, and interpretations of the unit content clearly.
Comparisons	Student does not compare the US and El Salvador in their writing.	The student compares the US and El Salvador, but the comparison is not accurate.	The student compares the US and El Salvador accurately and relates it to the unit content.	The student compares the US and El Salvador more than once appropriately and relates their comparisons to the unit content.
Connections	Student does not relate content to their intrapersonal experience and/or life experience.	Student loosely relates content to their own experience but does not mention the blog.	Student relates content to their own experience and the blog at least once.	Student relates content several times to their own experiences and the blog.
Final Points				

Lesson Plans

Los días 1-2: ¿Qué pasa en El Salvador?

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- *Students will be able to identify some perspectives of the war from the El Salvadorian view.
- *Students will set up a blog spot on TUMBLR.
- *Students will write a blog about perspectives thus far on life in El Salvador.
- *Students will respond to at least one of their classmates' posts.

ANTICIPATORY SET:

(5 minutes)

1. Students will "plug into" this Unit through the use of a Google earth representation of El Salvador today.

(<https://maps.google.com/maps?hl=en&tab=w1&authuser=0>) *Bendición de Dios: Shanties* gives an interesting image of cardboard houses common in certain rural outskirts of the capital, San Salvador.

As T. shows the Google earth map and navigates through El Salvador's streets, students will have the chance to see an architectural representation of the enormous gap between rich and poor.

T. introduces the Unit through the use of this visual saying:

We will be looking at the El Salvadorian culture through the eyes of many different people and resources such as film, music, and literature.

INPUT:

(5-8 minutes)

2. Diario Students will answer five questions about El Salvador in their “diario”. Students may use the internet to look up information on their phones. If a student does not have internet on their phones, they may work with a partner. Once finished with the five questions, T. will review the answers with students to check students’ information and elaborate on the answers. Students may receive participation points for answering the questions. T. records participant’s points as they answer.

(15 minutes)

3. Bitter Civil War Legacy Students view a short clip about El Salvador Post War and respond in writing to Handout entitled Bitter Civil War Legacy. <https://www.youtube.com/watch?v=ZG7rwfC3lu4&feature=relmfu> (*Bitter Civil War Legacy*)_Once finished with the handout, students pair-share with their seatmate the answers.

(20 minutes)

4. Jig Saw Activity

Teacher sets up the activity by using the following script.

- a. Form groups of three. Group members find each other according to their hair color. Each group member should have a similar color hair.
- b. Find out who is the youngest. The person who is younger of the three retrieves the article with which the group will be working. There are two possible options: “Recordando a Romero” o “Background of the Civil War” (TBD)
- c. Group 1: Paragraphs 1-2
Group 2: Paragraphs 3-4
Group 3: Paragraphs 5-6
Group 4: Paragraph 7
Group 5: Paragraph 8
Group 6: Paragraph 9
Group 7: Paragraphs 10-11
Group 8: Paragraph 12
- d. The article is in English and Spanish. One person in the group should be the Spanish reader. One person should be the English reader. One person should be the writer.
- e. Once I tell you “Andale” you may start on this activity. Here are the directions.
- f. Spanish reader reads aloud the article to their group members while their group members are interpreting its message.
- g. English read reads aloud the article to their group members while their group members are interpreting its message.

- h. All three group members negotiate the meaning of their paragraphs, become experts on the content of them and write a short summary of it in the target language and in English.
- i. What are we going to do? (T. asks someone to repeat directions)
- j. Keep in mind that this article was written by a writer from the US.
- k. Andale.

Day 2

(5 minutes)

5. Diario Write three to five things you remember about El Salvador from yesterday's class. Teacher asks for five people to present their answers while all others listen and add to their own answers.

(20 minutes)

6. Reporting

To follow up on the Jig Saw Activity, the teacher sets up the following activity by using this script:

- a. With your group members you are now going to report back to the class what you have summarized.
- b. Starting with Group 1, the groups' Spanish reader will stand up and read the group's summary of their assigned paragraphs and the English reader will stand up and read the group's summary as well.
- c. While the groups are reading, those who are not should be listening to the group's summary.

(15 minutes)

7. Activate Tumblr: Teacher says the following to set up the activity:

- a. Because we are going to be dealing with some intense subject matter we will be doing a lot of reflection. To facilitate that reflection, for homework, we will be posting our thoughts on a blog and responding to others thoughts as well.
- b. Is anyone familiar with TUMBLR?
- c. We are now going to set up our TUMBLR accounts. Each set of seat partners will check out a computer.
- d. You may go get one now.
- e. We will now set up the account together.
- f. Log onto TUMBLR.COM.
- g. Follow the steps to set up your account. Pass the computer to your partner and have them set up their account as well. Once you have set up your account, tell me your blog title. I will make a list of them on the board. Once you have your account set up, you must follow each person's blog from this class by searching for them and adding them to your "follow list".

h. Each day that you have class you will receive a writing prompt for the blog. You will post your response to the prompt and respond to at least one other person's response. Write down your information in a safe place as you will need to access it daily.

(5 minutes) 8: Blog post 1 What are your thoughts about life in El Salvador so far? What are your predictions for the movie, "Voces Inocentes"? Write your response in the target language and respond to one other person's response. Those of you who are sharing a computer need to both write even if one is writing a draft on paper before entering it into the computer. One student will be using the teacher computer. By using one of the students' accounts, teacher will show an example post from their account.

(3-5 minutes) 9. Closure

T. asks for volunteers to give different perspectives on the Civil War that they have learned so far. How do some El Salvadorians view the war? How do some U.S. citizens view the war?

Students write an exit slip which states what they learned today and what they still have questions about on their way out the door.

Students also will be reminded that for each day of class for this Unit students will write a post on their blog spot on TUMBLR and respond to one other person's post all in the target language.

THINKING LEVELS:

Identify

Students will be able to identify where El Salvador and San Salvador on Google Map.

Interpret

Students will interpret content of a short video clip in the target language.

Understand

Students will display their understanding of the basic events of the short video clip by responding in writing to comprehension questions.

Analyze

Students will analyze an article written about El Salvador's Civil War in the target language and English.

Students will make predictions/infer possible events.

Remember

Students will recall the information from the article.

Create

Students will write a summary of an assigned portion of the article.

Students will create a blog.

Explain

Students will explain their summary to the class.

MATERIALS:

Diario

Questions for short video clip, "Bitter Civil War Legacy"

Article entitled "Recordando a Romero"

Exit slips

COW

METHODS:

Jig Saw

Individual reflection through writing

Pair-Share

Presentation of written material

Inquiry

Lecture with Google Earth

LEARNING STYLES:**Kinesthetic**

Students present and explain information to the entire class.

Interpersonal

Students pair-share reactions to a short video clip.

Linguistic

Students write responses and predictions related to the Unit topic.

Students write a summary of a short article.

Students write a blog response and respond to others on the blog.

Visual/Auditory

Students view a short video clip which helps give diverse perspectives on the Civil War in El Salvador.

Students view the Google Earth map of El Salvador in order to get their bearings on the part of the country about which we will be learning.

CHECKING FOR UNDERSTANDING:

Teacher will informally observe students answering content questions and comprehension questions, pair-shares, group work summaries.

Finally, teacher will assess all students during the closure with an Exit ticket on which they will write what they have learned and what they still need to know.

GUIDED PRACTICE:

All tasks are guided practice and will be monitored and checked throughout the class.

INDEPENDENT PRACTICE:

Students will respond to the information they have processed about El Salvador on their personal blogs.

Students will also write an exit slip individually..

ASSESSMENT:

The exit slip will serve as an informal assessment.
Blog responses will also serve as informal assessment.

REFLECTIONS:

Is this too much to get through for 2 days?
Is the article by Mark Engler too dense for their reading level in English and Spanish?
Should I be more explicit about who is pairing up?
Have I mistimed the computer activities?

28 de enero

Diario (Puedes usar el internet)

1. ¿Qué sabes de El Salvador? (no uses el internet para esta pregunta)
2. ¿En cuales años fue la guerra civil en El Salvador?
2. ¿En cuales años fue la guerra civil en Los Estados Unidos?
3. ¿Cuál fue la mayor causa de la Guerra Civil en el Salvador?
4. ¿Cuál fue la mayor causa de la Guerra Civil en Los Estados Unidos?
5. ¿Los Estados Unidos “ayudó” a El Salvador en su Guerra Civil?

1. Varias respuestas.
2. La guerra civil de El Salvador duró doce años. 1980-1992-90,000 se murieron.
3. La guerra civil de Los Estados Unidos duró cuatro años. 1861–1865 1, 030,000 se murieron.
4. El gobierno de El Salvador no protegía ni apoyaba a los campesinos ni los indígenas. Había una historia largo de inequidad social.
5. Había mucha tensión entre los estados del Sur y el Norte sobre la esclavitud y los once estados del Sur dejaron la Unión, queriendo formar su propia nación.
6. EEUU dio \$9,000,000 al gobierno de El Salvador durante la Guerra Civil. Todavía hay un debate si el dinero les ayudo o no.

29 de enero

1. Escribe cinco cosas que aprendiste ayer sobre El Salvador.

1. Varias respuestas.

NOMBRE: _____ FECHA: _____

Bitter Civil War Legacy

1. Why is Oscar's opinion on why gangs formed after the Civil War?
2. How many killings happen per day in El Salvador?
3. What was the main reason for the Civil War?
4. How old was Teresa when she enlisted in the war?
5. What has the Civil War affected present day El Salvador according to this clip?

Bitter Civil War Legacy

1. Why is Oscar's opinion on why gangs formed after the Civil War?

An extreme lack of job opportunities forces people into violent gangs.

2. How many killings happen per day in El Salvador?

There are ten homicides a day in El Salvador.

3. What was the main reason for the Civil War?

The gap between rich and poor was enormous.

4. How old was Teresa when she enlisted in the war?

Teresa was thirteen years old.

5. What has improved as a result of the Civil War in El Salvador according to this clip?

Human rights are supported more so and the government's violence against its citizens has lessened as well.



Recordando a Romero

Mientras la Casa Blanca usa a El Salvador como modelo para Irak, aún nos queda mucho por saber acerca del asesinato del Arzobispo Romero hace veinticinco años.

Por Mark Engler

24 de marzo de 2005.

Hace veinticinco años, el 24 de marzo de 1980, el Arzobispo Oscar Romero fue asesinado en San Salvador mientras celebraba misa. Durante los años anteriores a su asesinato, Romero se había distinguido como defensor absoluto de los salvadoreños pobres, lo que le hizo uno de los mejores representantes de la teología de la liberación que estaba dando nueva vida a la iglesia católica en Latinoamérica durante las décadas del 70 y del 80.

Hoy haríamos bien en recordar a Romero como ejemplo de valentía moral en una época de guerra. Pero su historia también es significativa porque El Salvador ha sido usado repetidamente por la actual administración Bush como un paralelo de la situación en Irak.

Durante el largo conflicto en El Salvador, que se extendió desde fines de los 70 hasta 1992, el gobierno del país y sus escuadrones paramilitares de la muerte asesinaron a unos 75 000 ciudadanos. En 1993 una Comisión de la Verdad patrocinada por Naciones Unidas confirmó que esas fuerzas se dedicaron en especial a atacar a disidentes políticos, sindicalistas, ministros religiosos y trabajadores por los [derechos humanos](#).

Romero fue decidido en su respuesta a esta situación. Insistió en la necesidad de “denunciar las estructuras sociales que crean la miseria (del pueblo) y la perpetúan”. Cuando sus sacerdotes fueron atacados como parte de la represión oficial, Romero declaró sin temor: “Me alegro de que hayan asesinado a sacerdotes en este país, porque sería muy triste si en un país donde están asesinando tan horrorosamente al pueblo no hubiera sacerdotes entre las víctimas”.

El día antes de ser asesinado Romero hizo un “llamado especial” en su sermón dominical, en el cual apeló a los soldados a que obedecieran “a su conciencia en vez de una orden pecaminosa”. En sus palabras transmitidas por radio a todo el país, dijo: “Les imploro, les pido, les ordeno en nombre de Dios: detengan la represión”.

La petición de Romero estaba dirigida no sólo al ejército salvadoreño, sino también a Estados Unidos.

Lamentablemente EEUU tuvo un papel significativo en apoyar al gobierno responsable de graves abusos de derechos humanos. Seis semanas antes de su muerte, Romero escribió al Presidente Jimmy Carter,

advirtiéndole de que el aumento en ayuda militar “indiscutiblemente provocaría mayor injusticia y represión al pueblo organizado, cuya lucha a menudo ha sido en favor de los más básicos derechos humanos”. Carter, temeroso de que le adjudicaran una “nueva Nicaragua”, ignoró la advertencia.

Los presidentes Reagan y George H.W. Bush enviaron posteriormente cientos de millones de dólares en armamentos, ayuda y asesores. Cuando el régimen salvadoreño utilizó ese apoyo para usos asesinos, funcionarios como Elliott Abrams construyeron sus carreras en la negación, el ocultamiento o la minimización de los abusos. (Actualmente Abrams es el recién nombrado vice asesor de seguridad nacional del actual Presidente Bush, y responsable de la coordinación de los esfuerzos de la administración por “promover la democracia” en el exterior.)

Todo esto pudiera relegarse a los anales de la historia de la Guerra Fría, excepto que en los últimos meses algunos funcionarios, entre ellos el vicepresidente Dick Cheney y el Secretario de Defensa Donald Rumsfeld, han presentado a El Salvador como modelo de exitosa intervención norteamericana, pertinente para Afganistán e Irak. Ellos citan las elecciones salvadoreñas de principios de los años 80 que EEUU ayudaron a celebrar—dejando de mencionar que fueron una farsa en la que el voto era obligatorio y los miembros de la oposición blancos de la represión. Además, el conflicto lleno de atrocidades continuó durante una década después de que se adoptaran los acuerdos de paz. Eso no parece un camino deseable cuando se aplica a la situación en Irak.

Más preocupante aún es lo que estas referencias revelan acerca de la comprensión de la Guerra Fría que existe ahora en Washington. El martirologio de Romero ha hecho poco para alterar la visión de los conservadores de que las “guerras sucias” latinoamericanas eran asunto, según las palabras de *The Weekly Standard*, de “totalitarismo vs. democracia—el bloque soviético vs. el Mundo Libre”. Los halcones atacan a cualquiera, desde Romero a John Kerry, que se atreva a vincular los levantamientos en Centroamérica con “factores socioeconómicos tales como la pobreza”.

Mientras que la propia Guerra Fría es resucitada como modelo para la “guerra contra el terror”, los guerrilleros de El Salvador se convierten en “terroristas” y el apoyo norteamericano a gobiernos militares es incluido en la declaración retórica de Bush de que “desde el día de nuestra fundación”, EEUU ha buscado el “gran objetivo de acabar con la tiranía”.

Al recordar a Romero, nuestro reto es promover una nueva narrativa de la Guerra Fría que brinde una valoración realista de las acciones de Estados Unidos en el pasado y asegure de que un verdadero compromiso con la libertad exija el autoexamen. Hasta que nuestro país no acepte su papel en la historia del conflicto de El Salvador, estaremos condenados a aceptar una visión de la infalibilidad de EEUU, lo cual no nos permite apreciar el ejemplo moral de Romero ni garantizar que hechos como los que provocaron su asesinato se repitan.

— [Mark Engler](#), escritor que vive en la ciudad de Nueva York, puede ser contactado por medio del sitio web www.DemocracyUprising.com. Jason Rowe colaboró en la investigación para este artículo. Traducido por Progreso Semanal.



Remembering Romero

With a White House that uses El Salvador as a model for Iraq, we still have much to learn from the assassination of Archbishop Romero twenty-five years ago.

By [Mark Engler](#)

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Twenty-five years ago, on March 24, 1980, Archbishop Oscar Romero was shot down while celebrating Mass in San Salvador. In the years before his murder, Romero had emerged as an outspoken defender of the Salvadoran poor, making him one of the best-known embodiments of the liberation theology that was infusing new life into the Catholic Church in Latin America in the '70s and '80s.

Today we would do well to remember Romero as an example of moral courage in a time of war. But his story is also significant because El Salvador has repeatedly been used by the current Bush administration as a parallel for the situation in Iraq.

During El Salvador's long conflict, which stretched from the late 1970s to 1992, the country's government and its paramilitary death squads murdered some 75,000 citizens. A 1993 U.N.-sponsored Truth Commission confirmed that these forces made a special point of attacking political dissidents, trade unionists, religious [ministers](#), and human rights workers.

Romero was resolute in his response to this situation. He insisted on the need to "denounce the social structures that give rise to and perpetuate the misery" of the people. When his priests were targeted as part of the official repression, Romero unflinchingly stated, "I am glad ♦ that they have murdered priests in this country, because it would be very sad if in a country where they are murdering the people so horrifically, there were no priests among the victims. ♦"

The day before he was killed, Romero made a "special appeal" in his Sunday sermon, in which he called upon soldiers to "[obey] your consciences rather than a sinful order." In words broadcast by radio across the country, he said, "I implore you, I beg you, I order you in the name of God: Stop the repression."

Romero's pleas were directed not only at the Salvadoran army, but also at the United States.

Regrettably, the U.S. had a significant role in supporting the government responsible for rampant human rights abuses. Six weeks before his death, Romero wrote to President Jimmy Carter, warning that increased military aid would "undoubtedly sharpen the injustice and the repression inflicted on the organized people, whose struggle has often been for their most basic human rights." Carter, wary of being tagged with "another Nicaragua," ignored the plea.

Presidents Reagan and George H.W. Bush later sent hundreds of millions of dollars worth of armaments, aid, and advisers. When the Salvadoran regime put this support to murderous use, officials like Elliott Abrams built their [careers](#) by denying, obscuring, or minimizing the harrowing abuses. (Today, Abrams is the newly appointed deputy national security adviser to the current President Bush, responsible for coordinating the administration's efforts to "advance democracy" abroad.)

All this might be relegated to the annals of Cold War history, except that, in past months, officials including Vice President Dick Cheney and Secretary of Defense Donald Rumsfeld have held up El Salvador as a model of successful U.S. [intervention](#), relevant to Iraq and Afghanistan. They cite the early 1980s Salvadoran elections the U.S. helped stage — neglecting to mention that these were farces in which voting was mandatory and opposition party members were targets for repression. Moreover, the atrocity-laden conflict continued for a decade afterward before peace accords were adopted. That's hardly a desirable route when mapped onto the situation in Iraq.

More troubling still is what these references reveal about the understanding of the Cold War that now prevails in Washington and beyond. Romero's martyrdom has done little to alter conservatives' view that the Latin American "dirty wars" were a matter, in the words of *The Weekly Standard*, of "totalitarianism vs. democracy — the Soviet bloc vs. the Free World." Hawks lambaste anyone, from Romero to John Kerry, who dared link uprisings in Central America with "socioeconomic factors such as poverty."

As the Cold War itself is resurrected as a model for the "war on terror," El Salvador's guerillas become "terrorists," and U.S. support for military governments is blanketed over with Bush's rhetorical assertion that "from the day of our founding" America has pursued the "great objective of ending tyranny."

In remembering Romero, our challenge is to promote a new narrative of the Cold War that provides a realistic assessment of America's past actions and asserts that a true commitment to freedom demands self-examination. Until our country comes to terms with its role in the history of El Salvador's conflict, we will be condemned to accept a vision of U.S. infallibility that neither allows us to appreciate Archbishop Romero's moral example, nor to ensure that events like those that led to his murder will never be repeated.

Was the United States justified in providing aid to the El Salvadoran military between 1980 and 1991? (Created by Maureen Kane - December 2002)

El Salvador is a small, Central American country bordered by Honduras, Guatemala and the Pacific Ocean. In recent years, it has been plagued by violence and poverty due to over-population and class struggles. The conflict between the rich and the poor of the country has existed for more than a century.

In the late 1880s, coffee became a major cash crop for El Salvador. It brought in 95% of the country's income. Unfortunately, this wealth was confined within only 2% of the population. Tensions between the classes grew, and in 1932 Augustin Farabundo Marti formed the Central American Socialist Party and led peasants and indigenous people against the government. In response, the government supported military death squads which killed anyone who even looked Indian or may have been supporting the uprising. The killing became known as La Matanza (the Massacre) and left more than 30,000 people dead. Marti was eventually arrested and put to death.

The struggle continued through the 1970s. Both sides continued to fight back and forth in an endless string of assassinations and coups. As the presence of guerillas existed, the military reinstated the death squads in order to combat the rebel forces. In 1979, yet another military junta overthrew the government. When the Junta made promises to improve living standards in the country but failed to do so, discontent with the government provoked the five main guerrilla groups country to unite in the Farabundo Marti National Liberation Front (FMLN).

In 1980, El Salvador's civil war officially began. The government-supported military targeted anyone they suspected of supporting social and economic reform. Often the victims were unionists, clergy, independent farmers and university officials. Over the ensuing twelve years, thousands of victims perished. Some of the most notable were Archbishop Oscar Romero (shot to death 1980), four US church workers (raped and murdered 1980) and six Jesuit priests, their [housekeeper](#) and her daughter (shot to death at home 1989). The military death squads wiped-out entire villages believed to be assisting the guerrilla efforts. In 1981, the military killed over 1,000 people in the village of El Mozote. The first reports of the attacks were denied by both El Salvador and the United States, but after the mass graves were uncovered, it was hard to deny what had taken place.

As the military defended their stand of killing any alleged rebels, the FMLN also worked to blow-up bridges, cut power lines, destroy coffee plantations and anything else to damage the economy that supported the government. The FMLN also murdered and kidnapped government officials. As time passed, guerrilla efforts became more advanced. The FMLN progressed from using machetes and small pistols to using grenade launchers and other imported arms. Their advances became more strategic and better planned.

The war persisted despite efforts from both sides to bring an end to the fighting. The FMLN refused to participate in presidential elections, feeling that any election results would be adjusted in favor of right-wing parties. The government refused to attend peace talks organized by the FMLN.

Today many people say that that the Salvadoran civil war never would have lasted so long without the support of the United States. Like many countries engulfed in civil war, El Salvador exhausted its resources fighting itself. The government was able to continue its efforts with help from the US, which had begun supporting the government with financial and military aid as soon as the war started. Although the US temporarily suspended funds after the rape and murder of the church women in 1980, apparent growing socialist support in Nicaragua encouraged President Reagan to reactivate support for El Salvador. Military and monetary aid supporting the Salvadoran government from the US continued until 1990. During the height of the war, aid averaged 1.5 million dollars a day. The US finally ceased support only in 1990 after the United Nations became involved, and Congressman Moakley confirmed reports of human rights violations. Eventually, the military aid from the US became reconstruction aid. Currently, the US sends about 30-35 million dollars annually to El Salvador.

Throughout the war, critics in the US fought to end US aid to El Salvador's government and argued that America was pouring money into an organization that committed incredible violations against human rights. Some say that the US choose to remain ignorant to the violations in order to justify its actions. In addition, many argued that America had no business in Central America as many regional countries, including El Salvador, were ripe for internal unrest.

On the contrast, others supported the government' decision to intervene. They agreed with President Ronald Reagan when he said, "What we see in El Salvador is an attempt to destabilize the entire region and eventually move chaos and anarchy to the American boarder." Some felt paranoically that it was essential to protect America from any possible communist advance. The FMLN rebels were seen as communist supporters because they accepted some weapons from Cuba and had the verbal support of Cuban leader Fidel Castro. (Evidence is said to be found in certain "White Papers", but has not been confirmed.) Acceptance of any Cuban support was viewed as acceptance of Soviet support. At the time the Soviets were viewed as the greatest threat to the United States.

In the end about 75,000 people died as result of the civil war between 1980 and 1992. Most of these people were simply civilians in the wrong place at the wrong time. Whether the US was right or wrong in supplying aid to the government of El Salvador is an issue still being debated today, as more evidence of war crimes emerges and more former government officials are prosecuted. Did the US really know about the thousands of unarmed civilians being killed? Was Fidel Castro actively supporting the rebels? These are all viable questions to be answered before deciding if the US was right or wrong.

<http://novaonline.nvcc.edu/eli/evans/his135/Events/ElSalvador80/Salvador80.html>

Los días 3-5: Niños Soldados

STANDARDS:

Level: Intermediate

Communities: Beyond the School Setting (Standard 5.1)

+Analyze the features of target culture communities (e.g. geographic, historical, artistic, social and/or political).

Interpretive Communication (Standard 1.2)

+Interpret content from authentic multimedia and digital/print resources.

Comparisons: Cultures (Standard 4.2)

+Compare and reflect on products, practices, and/or perspectives of the target culture(s) and one's own culture.

LESSON OBJECTIVES:

*Students will view and interpret the film, "Voces Inocentes" while answering some basic comprehension questions.

*Students will be able to identify the FMLN's motivation by relating them to Chava's Uncle and Father Romero from the film, *Voces Inocentes*

*Students will be able to identify the government's position in the Civil War by relating it to the movie and the previous article read in class.

*Students will create two of the following: a blog post, a post a video, or an image which relates to El Salvador on their blogs.

ANTICIPATORY SET:

- (5-8 minutes) 1. Teacher shows students a picture of a child soldier and students create a paragraph describing the child and his situation. The picture is of a young boy being taken by El Salvador's government to serve as a soldier in the Civil War.

INPUT:

- (5-8 minutes) 2. Diario See anticipatory set. Once students have written their descriptions teacher calls for four or five volunteers to read their descriptions. T. then tells them that this is a soldier of twelve years old possibly that was recruited to fight in El Salvador's Civil War. Today we will start viewing the Civil War through the eyes of a twelve year old boy through a film entitled, *Voces Inocentes*.
- (45 minutes) 3. Viewing of *Voces Inocentes* Students will view and interpret this entire film over the next three days (111 minute film). During the film they will answer some basic comprehension questions related to the content of the film.

DAY 4

- (5 min) 4. Diario Answer the five questions related to the film. Teacher calls on volunteers to report information. Teacher adds to information helping students get the “big picture” on the film.
- (45 minutes) 5. Viewing of *Voces Inocentes* During the film they will answer some basic comprehension questions.

DAY 5

- (5-8 minutes) 6. Diario Write questions that you have about the film.
- (25 minutes) 7. Viewing of *Voces Inocentes* Students will view the last part of the film. During the film they will finish up the basic comprehension questions.
- (15 minutes) 7. Writing Activity Using the film and article we read at the beginning of the unit as inspiration, free write about two of the following topics:

What you would do if you were recruited as a child soldier?

Many countries recruit children to serve in the military, not just El Salvador. Write about some possible solutions for the violations on human rights in El Salvador.

Would you leave El Salvador to come to the United States like Chava did? Why or why not?

Why did the movie portray the US as an enabler? In your opinion, did the US enable El Salvador’s government to cause more violence than they would have without US intervention?

8. Closure: Teacher reminds students to post in their blog each day and respond to someone else’s

THINKING LEVELS:**Create**

Students will create and write a story based on a visual cue.

Remember

Students will answer comprehension questions regarding the film’s content.

Analyze

Students will make judgments on the conditions of El Salvador.

Apply

Students will use newly gained knowledge to make decisions about hypothetical situations.

MATERIALS:

Diario

Picture of Child Soldier Activity

Voces Inocentes film

Comprehension Questions

Free Write Questions

METHODS:

Imagine and write a story using a visual cue

Individual reflection through writing

Large Group Discussion

Inquiry

Inference

LEARNING STYLES:

Visual/Auditory: Students will interpret a film in the target language.

Linguistic: Students will express opinion about topics in the film through writing on their blog and free writing.

Intrapersonal: Through writing students will have individual time to reflect.

Interpersonal: Through the blog space, students will respond to each other on topics related to the film.

CHECKING FOR UNDERSTANDING:

Teacher will continually check on students' progress "over their shoulders" to see what they are writing for picture description activity.

Some students will share theirs so teacher can make some informal assessments based on what is heard.

T. will observe students familiarity with blogs by viewing their computer screens and completed blog sites.

GUIDED PRACTICE:

During the creation of the blog, students will work with their seat partner to make sure each are correctly completing the blog set up.

INDEPENDENT PRACTICE:

Students will work on comprehension questions during the movie. Students will have time to freewrite and reflect about the movie.

ASSESSMENT:

Students will be assessed informally throughout each class.

Students' blog will also be assessed.

REFLECTION:

Is this topic too intense for this age level?

Is there a way to foster a better class discussion?

Are students getting how lucky they are?

Are they developing empathy?

Is immigration too much of an intense topic to cover as a student teacher?

30 de enero

Diario

1. ¿Quién es el FMLN? ¿Quién forma parte de ello?
2. ¿Cómo está representado el gobierno de El Salvador?
3. ¿Qué es un guerrillero?
4. ¿Cómo está representado los Estados Unidos?
- 5.

1. El partido de liberación. Los campesinos.
2. Cruel. Dictadura.
3. Un soldado en contra el gobierno.
4. Los Estados Unidos apoya al gobierno de El Salvador. Parecen un poco ignorantes.
- 5.

1 de febrero

Escribe 5 preguntas que tienes sobre la película.

1. Varias respuestas
- 1.
- 2.
- 3.
- 4.
- 5.



1. Describe este niño. (¿Donde esta? ¿Por que tiene una arma? ¿Cómo es su vida? ¿Qué siente?)

Free Write Prompts

¿Qué harías si tuvieras que ser soldado a los doce años?

Muchos países utilizan niños soldados. ¿Que podemos hacer para apoyar los derechos humanos a un nivel mundial? ¿Existen soluciones?

¿Si fueras Chava, irías a los Estados Unidos? ¿Por qué si? ¿Por qué no?

Escribe sobre el rol de los Estados Unidos en la Guerra Civil de El Salvador. ¿Cómo les ayudó? ¿Cómo no les ayudo?

Los días 6-8: ¿Conoces a La Mara Salvatrucha – 13?

STANDARDS:

Level: Intermediate

Comparisons: Language (Standard 4.1)

+Demonstrate understanding of the nature of language through comparisons of the language studied and one's own.

+Retell or summarize information in narrative form, demonstrating a consideration of audience.

Interpretive Communication (Standard 1.2)

+Monitor comprehension and use other sources to enhance understanding.

+Apply critical reading skills to authentic written and aural sources

Comparisons: Cultures (Standard 4.2)

+Compare and reflect on products, practices, and/or perspectives of the target culture(s) and one's own culture.

Interpretive Communication (Standard 1.2)

+Derive meaning from expressions found in culturally authentic texts.

LESSON OBJECTIVES

*Students will interpret parts of the book, *Vida y muerte en La Mara Salvatrucha*.

*Students will listen to a story read to them in the target language.

*Students will read *Vida y muerte*.

*Students will express possible reasons that El Salvadorian immigrants formed the MS-13s.

*Students will create a individualized dictionary to further their understanding of the book, *Vida y muerte en La Mara Salvatrucha*.

*Students will write posts on their Tumblr blogs reacting to the story and responding to others reactions.

*Students will analyze the uses of preterit and imperfect tenses.

ANTICIPATORY SET

- (5-8 minutes) 1. Teacher reads the students the first few paragraphs of the prologue of the story, *Vida y muerte en La Mara Salvatrucha*, while students listen. Students receive a packet of comprehension questions and a copy of the book, *Vida y muerte en La Mara Salvatrucha*.

INPUT:

- (5-8 minutes) 2. Diario Students translate five sentences from the story, *Vida y muerte en La Mara Salvatrucha*'s introduction.
- (5-8 minutes) 3. Personal Dictionary Students will create a section of their notebooks dedicated to vocabulary words from *Vida y muerte*. Teacher models an example of a personal dictionary under the document camera. Students section off their notebook and begin their lists, using new words from the diario. Students may look up definitions on their phones or in classroom dictionaries.

- (25) 4. Reading Time Students will listen and follow along as the teacher reads the prologue of *Vida y muerte* to the class as a group. As they are listening, students should copy down at least five new words. After each paragraph, students negotiate meaning with a partner (pair-share).
- (5 min) 5. Closure Teacher calls on students with the popsicle stick method to answer the comprehension questions. Teacher reminds students that they should be post a blog and responding to someone else's blog about today's class and/or topics related to this unit.

DAY 7

- (5-8 minutes) 6. Diario Students translate five sentences taken from the book, *Vida y muerte en La Mara Salvatrucha*'s chapters 1-2.
- (20 minutes) 7. Examining parts Working individually, students analyze a paragraph from Chapter 2 of the book, *Vida y muerte* (Worksheet: Pretérito v Imperfecto). Students work with a partner identifying the verbs in the paragraph. Once the verbs are identified, students designate the tense of the verb and say why it is either preterit or imperfect. Teacher reviews the answers with the class as a whole, calling on volunteers to supply correct answers.
- (20 minutes) 8. Reading Time Students will listen and follow along as the teacher reads chapters 1-2 of *Vida y muerte* to the class as a group. As they are listening, students should copy down at least five new words. During the read aloud, teacher stops after each paragraph so that students negotiate meaning and create a "jist" statement with a partner (pair-share). Teacher then checks for class understanding by asking for volunteers to informally present their "jist" statement for each paragraph.
- (5 minutes) 8. Closure Teacher passes back writings from the writing prompt activity with proofreading marks and explains final assessment related to the writing prompts. (See Sheet on Final Assessment)

Day 8

- (5-8 minutes) 9. Diario Students translate five sentences taken from the story, *Vida y muerte en La Mara Salvatrucha*, chapters 3-4.
- (15 minutes) 10. Examining parts Working individually, students analyze Chapter 4 of the book, *Vida y muerte* (Worksheet: Categorizing Words). Students work with a partner placing vocabulary words in categories. Teacher reviews the answers with the class as a whole, calling on volunteers to supply correct answers
- (20 minutes) 11. Reading Time Students will listen and follow along as the teacher reads chapters 3-4 of *Vida y muerte* to the class as a group. As they are listening, students should copy down at least five new words. After each paragraph, students negotiate meaning with a partner (pair-share).

- (8-10 minutes) 12. Personal Dictionary Students may work individually on their personal dictionaries. They should have at least five words per section of the book (25 words total)
- (2-3 minutes) 13. Closure Teacher calls on students with the popsicle stick method to answer the comprehension questions. Teacher reminds students that they should be post a blog and responding to someone else's blog about today's class and/or topics related to this unit.

THINKING LEVELS:

Create

Students will create and write a dictionary of new words.

Remember

Students will answer comprehension questions regarding the book's content.

Analyze

Students will make judgments on the conditions of gang life in the MS-13s.

Understand

Students will understand the reasons that the MS-13 gang started.

Apply

Students will apply their background knowledge of El Salvador's Civil War to the situation of members in the MS-13 gang.

MATERIALS:

Diario

Picture/Child Soldier Activity

Vida y muerte en La Mara Salvatrucha

Comprehension Questions

Notebook for personal dictionary

Activity Sheet: Pretérito vs. Imperfect

Activity Sheet: Categorizing Vocabulary

METHODS:

Pair-Share

Individual reflection through writing

Large Group Discussion

Inquiry

Inference

"jist" statements

LEARNING STYLES:

Visual/Auditory: Students will interpret parts of a book in the target language.

Linguistic:

Students will express opinion about topics in the film through writing on their blog.

Students will read and interpret parts of a book in the target language.

Intrapersonal: Through blog writing, students will have individual time to reflect.

Interpersonal: Through the blog space, students will respond to each other on topics related to the film.

CHECKING FOR UNDERSTANDING:

Teacher will continually check on students' understanding throughout the lesson by observing students speak to their partners in pair-share activities.

Teacher will check for comprehension of the book through the comprehension questions that the students will be filling out daily, after listening to the book.

Teacher will observe students' blogs to gauge their understanding of the book.

Teacher will collect and informally assess the two activities related to grammar and vocabulary.

GUIDED PRACTICE:

Students will answer comprehension questions, create an individual dictionary, and do grammar/vocabulary activities in class with help from a partner and/or the teacher.

INDEPENDENT PRACTICE:

Students' individual dictionaries will be guided independently as students chose words and define them according to their individual needs.

ASSESSMENT:

Students will be assessed informally throughout each class.

Students' blog will also be assessed.

REFLECTION:

Will students be okay with only reading four chapters of this book?

Is the vocabulary at the correct level for them?

Is this book helping them understand the differences between preterit and imperfect?

Will they always think of El Salvador as a violent place? Should I also present positive information if time?

4 de enero

Diario: Traduce del español al inglés.

1. Durante la década entre 1980 y 1990 hubo una guerra civil en el país de El Salvador.
2. Por eso, muchas personas intentaron escapar la violencia e inmigraron a los Estados Unidos.
3. Muchos de los mexicano-americanos tomaron a los salvadoreños como una amenaza a la estabilidad de sus trabajos y casas.
4. Por eso, la pandilla mexicana local, La Calle 18 (18th Street Gang) empezó a atormentar a los inmigrantes salvadoreños.
5. MS-13 nació de circunstancias defensivas, pero muy pronto el enfoque de los muchachos cambio.

1. During the decade between 1980 and 1990 there was a Civil War in the country of El Salvador.
2. Because of this, many people tried to escape the violence and immigrated to the US.
3. Many Mexican-Americans took the moving in of Salvadorians as a threat to the stability of their jobs and homes.
4. Because of this, the local Mexican gang, La Calle 18, started to torment the Salvadorian immigrants.
5. MS-13 was born out of defensive circumstances, but soon their focus changed.

5 de enero

1. Me golpearon y me patearon en las piernas, el estomago, la espalda y la cabeza por cada uno de esos trece segundos.
2. Originalmente mi familia era de El Salvador, pero yo nací acá.
3. Al llegar a L.A. mis padres experimentaron mucho maltrato y brutalidad de mano de unas pandillas locales que controlaban las calles.
4. Sabiendo que ella era la esposa de un Salvatrucha, los pandilleros de la Calle 18 siguieron a mi mama y a mi hermano.
5. Muy pronto su miedo se convirtió en enojo y odio hacia la Calle 18 y las injusticias de la vida.

1. They hit me and kicked me on the legs, the stomach, the back and the head, each one of them for thirteen seconds.
2. Originally my family was from El Salvador, but I was born here.
3. Upon arriving in L.A. my parents experienced a lot of bad treatment and brutality by the hands of the local gangs that controlled the streets.
4. Knowing that she was the wife of a Salvatrucha gang member, the gang members of 18th St followed my mom and my brother.
5. Quickly his fear turned into anger and hate against 18th St and the injustices of life.

6 de enero

1. Nunca me voy a olvidar de aquel día.
2. Fue el día que cambio mi vida para siempre.
3. No sabemos exactamente lo que paso con papa, pero supuestamente él fue al territorio de los de la Calle 18.
4. Cuando papa fue a la cárcel, Pedro y yo fuimos a vivir a la casa de su amigo.
5. En la frontera de los Estados Unidos, ellos le pagaron casi todo el dinero que tenían a un coyote que los pasó al otro lado.

1. I am never going to forget that day.
2. It was the day that changed my life forever.
3. We don't know exactly what happened to Dad, but supposedly he was in the 18th street's territory.
4. When Dad went to jail, Pedro and I went to live at his friend's house.
5. At the border of the US, they paid almost all the money they had to a "coyote" that got them to the other side.

Nombre _____

MS-13 Prologo-capitulo-4

1. Why were people leaving El Salvador?
2. How were they treated when they came to California?
3. How/why was the gang formed?
4. Why/how did the gang grow in Central and South America?

Cap 1-4:

1. What were the longest 13 seconds of his life?
2. Why did his dad form/join the MS-13 gang?
3. What happened when his mom and older brother went to the grocery store?
4. How did his brother react?
5. Where did the boys' dad go the day he left them?
6. What do they think happened to him?
7. Who was Gustavo?
8. How did Gustavo know their dad?

El día 9: ¿Conclusiones?

STANDARDS:

Level: Intermediate

Cultures: Practices and Perspectives (Standard 2.1)

+Demonstrate an understanding of the relationship between the practices and perspectives of cultures studied.

Presentational Communication (Standard 1.3)

Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

+Self-monitor and adjust language production.

+Self-edit written work for content, organization, and grammar.

LESSON OBJECTIVES

*Students will demonstrate their knowledge of the enduring understandings of this unit through a final writing assessment.

ANTICIPATORY SET

(0 minutes) 1. None

INPUT:

(5-8 minutes) 2. Diario Students may write and ask five questions before the final assessment.

(30 minutes) 3. Final Assessment Students may get out their rough draft writing prompt assignments and any notes they may have to help them during the final assessment. Teacher gives each student an assessment and reviews the instructions with the class.

(10 minutes) 4. Blog Self-Eval Students grade their performance on the blog assignment.

(2-3 min) 5. Closure Teacher congratulates students for their efforts during this intense Unit. Students may make final comments and conclusions voluntarily.

THINKING LEVELS:

Remember

Students will answer writing prompts regarding all Unit input.

Analyze

Students will make judgments on the conditions of El Salvador and the US.

Apply

Students will apply their background knowledge of El Salvador's Civil War to the situation of members in the MS-13 gang.

MATERIALS:

Diario
Final Assessment Writing Prompts
Student rough drafts and notes

METHODS:

Write to learn

LEARNING STYLES:**Linguistic:**

Students will express opinion about topics in the film, book, video clips, and articles through writing.

Intrapersonal: Through writing, students will have individual time to reflect and synthesize information from this Unit.

CHECKING FOR UNDERSTANDING:

Teacher will assess for enduring understandings by reading their responses to two of the four writing prompts.

GUIDED PRACTICE:

NA

INDEPENDENT PRACTICE:

Students will write an essay responding to two of the four writing prompts they have been given.

ASSESSMENT:

Students will be assessed formally with a piece of their writing.

REFLECTION:

Did I provide enough scaffolding for this Unit?
Is it too focused on content over grammar/vocab?
Are students generally interested in this topic?
Can students relate at all to the topic?
Do I think it was helpful in teaching them empathy?

Final Assessment: “Perspectivos de El Salvador”

I. Pick two of the questions below to answer in short essay form on a separate sheet of paper. You may use class notes and your rough drafts to complete this assessment. Referencing materials covered in class is necessary.

- A. ¿Qué harías si tuvieras que ser soldado a los doce años?
- B. Muchos países utilizan niños soldados. ¿Que podemos hacer para apoyar los derechos humanos a un nivel mundial? ¿Existen soluciones?
- C. ¿Si fueras Chava, irías a los Estados Unidos? ¿Por qué si? ¿Por qué no?
- D. Escribe sobre el rol de los Estados Unidos en la Guerra Civil de El Salvador. ¿Cómo les ayudó? ¿Cómo no les ayudo?

Final Assessment Rubric

	1-2	3	4	5
Interpretation	Student does not show understanding of unit content	Students shows little understanding of course content	Student shows good understanding of course content	Students shows great understanding of course content
Communication	Student expresses little to nothing in writing about their opinions, ideas, interpretations of the unit content	Student expresses some in writing their opinions, ideas, and interpretations of the unit content but is not always clear.	Student expresses much in writing their opinions, ideas, and interpretations of the unit content clearly 90% of the time.	Student expresses in writing at length their opinions, ideas, and interpretations of the unit content clearly.
Comparisons	Student does not compare the US and El Salvador in their writing.	The student compares the US and El Salvador, but the comparison is not accurate.	The student compares the US and El Salvador accurately and relates it to the unit content.	The student compares the US and El Salvador more than once appropriately and relates their comparisons to the unit content.
Connections	Student does not relate content to their intrapersonal experience and/or life experience.	Student loosely relates content to their own experience but does not mention the blog.	Student relates content to their own experience and the blog at least once.	Student relates content several times to their own experiences and the blog.
Final Points				

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