Teachers:

In this project, students will use marketing techniques to convince classmates to join their family. Much like the gang, Mara Salvatrucha-13, students must recruit like the gang does; by repeating the positives, targeting the audience, and using catch phrases and jingles.

This activity is designed to address the AP theme Contemporary Life: Advertising and Marketing aspect and the IB theme Communication and Media: advertising aspect.

This activity also targets ACTFL/NCSSFL Can-Dos for Presentational Writing:

- Intermediate Mid- I can compose communications for public distribution.
  - I can compose a simple letter, response or article for public distribution.

Make one copy of the instruction sheet per student in class. They will also need access to white paper, markers, and possibly other craft supplies like scissors and construction paper. Collect the posters and display when complete.

After everyone has had a chance to look at the posters, they should pick a family to join. The family with the most members wins a prize. Some great prize ideas that cost no money are: an extra bathroom pass for the semester, first to leave when the bell rings, pick your own desk for a week (subject to good behavior), or office runner for a week (allow them to take papers to the office for you or be your errand kid for a week).

Speaking with a twist: Have students present their posters to the class and allow classmates to ask follow up questions about the family. (Follow with the voting and prizes.)
TOOTH
la mejor familia del
MUNDO

• 3 comidas al día
• Tenemos Netflix y Amazon Prime
• Hay una piscina
• ¡Hay wifi!

¡Júntate Hoy!

Si en tu familia sientes dolor,
con la familia Toth, encontrarás amor

• Un hermano y una hermana
• Una mamá loca y bilingüe
• Un papá cómico
Usa técnicas de mercadeo para reclutar a tus compañeros de clase a unirse a tu familia. Necesitas reclutar a más miembros que los otros estudiantes de tu clase. La persona con la familia más grande gana.

¿Cómo es tu familia? ¿Por qué van a querer unirse a tu familia? ¡Solo menciona las buenas características de tu familia! Incluye una descripción de los beneficios de ser miembro de tu familia.

**No te olvides de las tácticas del mercadeo:**

**Técnica 1:** Busca los mejores prospectos.

**Técnica 2:** Ofrece muchos beneficios.

**Técnica 3:** Conéctate una y otra vez con los prospectos.

**Técnica 4:** Testimonios de otros clientes.

**Técnica 5:** Eslóganes y frases que atraen la atención.

**Técnica 6:** Asegúrate que el proceso sea fácil.

**Técnica 7:** Repetición.
Teachers:

In this project, students will use what they know about family structure to complete a Venn diagram that compares a family with a gang.

This activity is designed to address the AP theme: Families and Communities- Family Structures, Friendship and Love and IB theme: Social Relationships- Relationships

Make one copy of the Venn diagram per student in class.

Allow students time to write the sentences in the appropriate section of the Venn diagram. You may choose to have them hand the papers in for a reading assessment.

Speaking with a twist: Draw the Venn diagram on the board and have the class help you write the sentences in the appropriate places. Do they agree on them all or are there some good debates about where they go.
Comparar una familia con una pandilla en este Diagrama de Venn.

Escribe la frase en la sección “familia”, la sección “pandilla” o entre las dos secciones.

- Acepta a sus miembros tal como son.
- Ayuda cuando una persona tiene un problema.
- Controla a sus miembros con violencia.
- Defiende a sus miembros cuando otra persona quiere hacerles daño (hacerles daño = to harm them).
- Les ofrece a los miembros amor incondicional.
- Mata a los miembros que no obedecen.
- Protege a sus miembros.
- Quiere que sus miembros ganen dinero.
- Quiere que sus miembros sigan reglas.
- Respete a los miembros.
- Una persona representa a todos.
Whether you are in a 1 iPad or 1:1 iPad classroom, you can do great things with iPad apps!

For a 1 iPad classroom, you will need to purchase the correct dongle to connect your iPad to your projector or monitor. Another option is to purchase Apple’s AirPlay software so that you can project over WiFi.

For a 1:1 iPad classroom, students can use the application on their own devices.

Apps of the Chapter:

**AppsGoneFree**- Don’t miss this app! Every day you can find new free apps to download! *Beware app addiction!*

**Poetics**- At the time of publication this is a free app (but app makers sometimes charge after their apps catch on so this may change… keep an eye on these changes with [www.appshopper.com](http://www.appshopper.com) where you can see price history and receive alerts when apps you’re watching go on sale). The poetics app allows students to take a picture or use a picture from their camera roll as a backdrop for their poem. Have students select a photo and then add text boxes with lines of poetry. The text boxes are relatively small so they will have to keep the poem short. They can use effects to enhance the picture and can manipulate where they place their text. Here is the poetics my daughter made as her ode to me!
Can-Do Corner

Intermediate Mid Interpersonal Communication- I can start, maintain, and end a conversation on a variety of familiar topics.

- I can be the first to start a conversation.
- I can ask for information, details, and explanations during a conversation.
- I can bring a conversation to a close.

This Can-Do is addressed by the “Inner Circle Outer Circle activity.

Continuing the Question Reflection activity as a class discussion will also address this Can-Do.

Intermediate Low Presentational Writing- I can write about people, activities, and topics of particular interest.

This Can-Do is addressed by the Inner Circle Outer Circle activity as students create their questions and record their partners’ answers.

This Can-Do is also addressed by the Question Reflection activity.

Intermediate High Presentational Writing- I can write about an entertainment or social event.

- I can describe an event I participated in or witnessed.

This Can-Do is addressed by the Grammar Bubble activity.

Intermediate Mid Interpretive Reading- I can understand the main idea of what I read for personal enjoyment

This Can-Do is addressed by the Cold Read activity.
Can-Do Corner

This activity is designed to address ACTFL/NCSSFL Can-Do statements for Presentational Writing. See the full document here: [http://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements](http://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements)

Intermediate Low Presentational Writing - I can write about people, activities, events, and experiences.

- I can post a question for discussion or reflection.

After reading chapter 1, hand each student a large rectangular post-it note. Each student should write a question (writing should be large enough to fill the space) about the narrator or his family in the target language. The question can be about information they know (from the reading) or can be information they want to know. **For example:** ¿Dónde nació el narrador? - Known information. ¿Qué piensan los padres cuando su hijo se junta con la pandilla? - Unknown information.

If you have the ability to take students outside of the classroom (into the hallway) you can have them stick the post it notes along the lockers or hallway walls. If you do not, they will have to make do with your board and classroom walls!

After all post-it notes are hung, give each student 5 smaller square post-its. They should quietly walk through the question gallery and answer five questions. Questions with a known answer need only be answered once. Questions with unknown answers can be answered many times as long as the answers are different in some way. They should complete the activity silently.
When all students have answered 5 questions, allow them a few minutes to read the post-its with other students’ answers.

Take some pictures with your cellphone or iPad and project on the following day to add an interpersonal discussion element to the activity. Which answer do they think was best and why?
COMMUNITIES: Use language in and beyond the school setting. Become life-long language learners.

Use MUSIC! As you begin the unit on gang life, introduce some songs that students might enjoy. When your students download favorite songs that you’ve studied in class, they begin walking down the road of becoming life-long learners. While they may choose not to complete mandatory homework assignments, they will frequently surprise you by downloading songs that you introduced or by telling you that they got on YouTube and watched the video. Use author Dave Burgess’s (Teach Like a Pirate) Taboo Hook: I can’t show you this video in class, it is just not school appropriate (even though it is) and see how many come back the next day and say they watched it and have no idea why you think you can’t show it in class!

Visit Kristy Placido’s blog at kplacido.com for ideas on how to incorporate music.
Comprehension & Assessment

I. What is the question for this answer? Write a question in Spanish that could be answered by the following:

1. 13 segundos-

2. Los Ángeles-

3. El Salvador-

4. La Mara Salvatrucha 13-

5. Calle 18-

II. Who, what, where, when, why?

6. Who left El Salvador?

7. What happened during the initiation?

8. Where did the parents of the narrator start their new life?

9. When was there a Civil War in El Salvador?

10. Why was the gang MS-13 formed?
Vida y muerte en la Mara Salvatrucha- Capítulo 1

Answer Key

I. What is the question for this answer? Write a question in Spanish that could be answered by the following: answers will vary

1. 13 segundos-
   ¿Cuántos segundos duró la iniciación del narrador?

2. Los Ángeles-
   ¿Dónde se formó la pandilla MS-13?

3. El Salvador-
   ¿De dónde emigraron los fundadores de la MS-13?

4. La Mara Salvatrucha 13-
   ¿Cómo se llama la pandilla más peligrosa del mundo?

5. Calle 18-
   ¿Cómo se llama la pandilla rival de la MS-13?

II. Who, what, where, when, why?

6. Who left El Salvador? The parents of the narrator.

7. What happened during the initiation? He was beaten and kicked for 13 seconds.

8. Where did the parents of the narrator start their new life? Los Angeles

9. When was there a Civil War in El Salvador? 1980s

10. Why was the gang MS-13 formed? To protect Salvadorans from the violent LA gangs.
I. ¿Cuál es la pregunta para esta respuesta? Escribe una pregunta en español para todas estas respuestas:

1. 13 segundos-

2. Los Ángeles-

3. El Salvador-

4. La Mara Salvatrucha 13-

5. Calle 18-

II. ¿Quién? ¿Qué? ¿Dónde? ¿Cuándo? ¿Por qué?

6. ¿Quién salió de El Salvador?

7. ¿Qué pasó durante la iniciación?

8. ¿Dónde se establecieron los padres del narrador?

9. ¿Cuándo hubo una guerra civil en El Salvador?

10. ¿Por qué formaron la pandilla MS-13?
I. ¿Cuál es la pregunta para esta respuesta? Escribe una pregunta en español para todas estas respuestas: answers may vary

1. 13 segundos-
   ¿Cuántos segundos duró la iniciación del narrador?

2. Los Ángeles-
   ¿Dónde se formó la pandilla MS-13?

3. El Salvador-
   ¿De dónde emigraron los fundadores de la MS-13?

4. La Mara Salvatrucha 13-
   ¿Cómo se llama la pandilla más peligrosa del mundo?

5. Calle 18-
   ¿Cómo se llama la pandilla rival de la MS-13?

II. ¿Quién? ¿Qué? ¿Dónde? ¿Cuándo? ¿Por qué?

6. ¿Quién salió de El Salvador? Los padres del narrador

7. ¿Qué pasó durante la iniciación? Lo golpearon y lo patearon.

8. ¿Dónde se establecieron los padres del narrador? En Los Ángeles

9. ¿Cuándo hubo una guerra civil en El Salvador? En los años 80

10. ¿Por qué formaron la pandilla MS-13? Para la protección de sus miembros
In order to pop-up past tense and get your Intermediate level kids to notice patterns in language, you may choose to include grammar bubble activities. This activity is designed to address the ACTFL/NCSSFL Can-Do statement for Intermediate High Presentational Writing:

I can write about an entertainment or social event.

• I can describe an event I participated in or witnessed.

In this activity, students will “notice” the –ron ending on preterite verbs. The teacher will pop-up “ron means they did something. Usually it indicates that the action only happened one time or that it ended quickly.” As the class reads, the teacher will focus on the –ron endings in the reading and will gently draw students’ attention to the preterite “they/you guys” form by asking frequently in the target language “¿Qué significa __________ron?” to which students will reply “they _____ed” or “¿Cómo saben que __________ron significa “they____?” to which students will reply “ron = they.”

some chapter examples: me golpearon, me patearon, salieron, buscaron, formaron, operaron

After the pattern is established in their mind, have them complete the Grammar Bubble activity as a formative assessment. If you see that students are using the –ron ending correctly in their writing, you know that they have begun to acquire this structure. If you see a lot of errors, they need more input and even some additional pop-ups when they see it in the text. Remember that acquisition is a journey! A mistake or two does not indicate that they have not understood the instructions and rules, it means that they are not yet able to produce that structure on their own and need to hear it more!
El narrador describió su iniciación en la pandilla Mara Salvatrucha 13. Fue uno de los momentos más memorables de su vida. ¿Cuál es un evento memorable de tu vida? Describe el evento y no te olvides de usar “aron” cuando usas un verbo con –ar o “ieron” cuando usas un verbo con –er/-ir para describir lo que hicieron tus amigos o tu familia.

Al final, léelo otra vez. Cuando hablaste de tus amigos y de tu familia, ¿usaste “ron”? 
Un evento memorable

The narrator described his initiation into the gang Mara Salvatrucha 13. It was one of the most memorable moments of his life. What is one of your most memorable moments? Describe the event and don’t forget to use “aron” when the verb ends in –ar or “ieron” when the verb ends in –er/-ir to describe what your friends and family did.

When you’re finished, re-read the paragraph. When you talked about friends and family, did you use the ending “ron”? 
Homeruns, Hooks, & Highlights

Tried and true class favorites! Looking for somewhere to start without feeling overwhelmed? Pick one of these activities that are sure to be a hit!

Apt APPS- Poetics
CI and the 5Cs- Music
Can-Do Corner- Inner Circle/Outer Circle
This activity is designed to build literacy in Spanish:

- Determine how point of view shapes a text.
- Read and understand texts independently and with proficiency.

This activity also targets the ACTFL/NCSSFL Can-Do:

**Intermediate Mid Interpretive Reading** - I can understand the main idea of what I read for personal enjoyment.

In this “cold read” activity, students will read the chapter silently. They will use what they have read to determine how the story reflects the author’s point of view and how his POV shapes the text.

Make a copy of the question sheet for each student. Students should reply in English to demonstrate comprehension.
Read Chapter 1 of the novel Vida y muerte en la Mara Salvatrucha and answer the following questions in English based on what you read.

1. How does the author describe the initiation? Why does he think it was a small price to pay?

2. Based on the author’s description, how does he feel about his parents’ decision to leave El Salvador for the US?

3. Describe the 18th street gang based on the author’s point of view.

4. In the author’s mind, why was MS-13 formed?

5. Explain how the author’s point of view will shape the content of the novel.
In order to use language well in real-world situations, students need to be able to ask questions. As a matter of fact, for careers in health-care, law enforcement, and many others, the primary use of language may be asking questions and understanding responses. Question Quandary activities will help students learn to build good questions which will in turn help them move higher on ACTFL’s proficiency scale. See the full document here http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/spanish.

Novice High language- Can ask and answer simple questions with practiced language.

Intermediate Low language- Can ask and answer simple questions on a variety of familiar topics.

Intermediate Mid language- Can handle basic interactions in daily life by asking and answering a variety of questions.

This activity is designed to target the Intermediate Mid level of language proficiency.

Getting to know you: Students know that the narrator is an initiated member of the Mara Salvatrucha-13 and they know that his parents are Salvadoran immigrants. What else do they want to know about him? As individuals (or as a class) do this ¿Qué sabemos? ¿Qué queremos saber? activity.

Fun Follow Up: What do you know and want to know about the students in your class? Practice asking and answering questions by interviewing a classmate or two every day!
¿Qué sabemos? What do we already know? Think of 3 questions we could ask the narrator that we already know the answer to.

1. 

2. 

3. 

¿Qué queremos saber? What do we want to know? Think of 7 questions we could ask the narrator to get to know him better. Ask the best questions you can and gather the most possible information about him.

4. 

5. 

6. 

7. 

8. 

9. 

10.
Vida y muerte en la Mara Salvatrucha - Capítulo 1

What do we know about the narrator? What do we want to know?

¿Qué sabemos? What do we already know? Think of 3 questions we could ask the narrator that we already know the answer to. **ANSWERS WILL VARY**

1. ¿De dónde son tus padres?
2. ¿Dónde vives?
3. ¿Por qué se unieron tu papá y sus amigos a la Mara Salvatrucha 13?

¿Qué queremos saber? What do we want to know? Think of 7 questions we could ask the narrator to get to know him better. Ask the best questions you can and gather the most possible information about him. **ANSWERS WILL VARY**

4. ¿Cómo te llamas?
5. ¿Por qué quieres ser miembro de una pandilla?
6. ¿Tus padres saben que te uniste a la pandilla?
7. ¿Tienes abuelos?
8. ¿Tienes miedo de la violencia en la pandilla?
9. ¿Quieres vivir en una ciudad menos peligrosa?
10. ¿Recomiendas que otros niños se unan a la pandilla?
This activity is designed to build skill in the area of writing.

- Support claims with accurate and solid evidence.

Name the Narrator: What is the narrator’s name? Based on what students have read in the Prologue and Chapter 1, what do they think the narrator’s name might be? Can they defend their choice with reasons from the text? Ask students to complete the worksheet and then work as a class to choose the best name.
¿Cómo se llama el narrador? Escribe su nombre completo en el rectángulo y debajo, defiende tu opinión con evidencia en el texto.

Se llama:

¿Por qué se llama así? ¿Su nombre es fuerte? ¿Es un nombre bueno para una persona violenta? ¿Por qué lo escogió? Defiende tu nombre con evidencia en el texto...

1.

2.

3.

4.

5.
¿Cómo se llama el narrador? Escribe su nombre completo en el rectángulo y debajo, defiende tu opinión con evidencia en el texto.

Se llama: Salvador Leal

¿Por qué se llama así? ¿Su nombre es fuerte? ¿Es un nombre bueno para una persona violenta? ¿Por qué lo escogió? Defiende tu nombre con evidencia en el texto...

ANSWERS WILL VARY

1. Su familia era de El Salvador. (p.2)

2. Vivía en un vecindario salvadoreño. (p.3)

3. La Mara Salvatrucha es una pandilla salvadoreña. (p.2-3)

4. Es leal a la pandilla. (p.1)

5. Su papá es leal a la pandilla también. (p.2-3)