

Foreign Language
Spanish 2
Grades 7 and 8



Lesson Plans

"Odes to Common Things"

Subject:

Foreign Language: Spanish 2

Level:

Grades 7-8

Abstract:

Students will study examples of poetry in both Spanish and English from Pablo Neruda's "Odes to Common Things," a book of poetry that's based on everyday items. They will learn vocabulary used in the Spanish version poetry and create illustrated flashcards. Students will learn grammatical topics taught via poetry activities and practice them on Spanish language instructional web sites. They will become familiar with figurative language terms such as metaphor, simile, personification, and alliteration at the instructor's discretion. Finally, students will compose and illustrate their own "Ode to a Common Thing" in Spanish and will present their work to the class. They will also research the life and times in which Neruda lived and present a report on their findings.

Invitation:

This lesson is about reflecting on the little details of life, ones that you appreciate. Taking everyday objects, such as a pair of socks, reflecting and writing about their physical characteristics and how these can have a positive impact on your existence.

The poet, Pablo Neruda, wrote a whole book of "odes" in honor of all sorts of everyday things, such as bread, soap, a bed, or a box of tea. An ode is a kind of poetry that uses imagery and metaphors to create a snapshot of an object being described. Here's a passage from the English translation of an ode Neruda wrote about a memorable pair of socks he once owned...

"Maru Mori brought me a pair of socks that she knit with her shepherd's hands. Two socks as soft as rabbit fur. I thrust my feet inside them as if they were two little boxes knit from the threads of sunset and sheepskin...thus my feet were honored by those heavenly socks... I stretched my feet forward and pulled on those gorgeous socks, and over them, my shoe. So this is the moral of my ode: beauty is beauty twice over and good things are doubly good when you're talking about a pair of wool socks in the dead of winter."

—from "Odes to Common Things"

Pablo Neruda (1904-1973) is one of the most influential poets in the Spanish language. Born Neftali Ricardo Reyes Basoalto in southern Chile, the poet took on the name of a nineteenth-century Czech writer, Jan Neruda, while in his teens, to hide his writing aspirations from his disapproving father. He was very talented and first published poetry in a magazine at the age of fourteen!

In this lesson, you'll be reading Neruda's odes in Spanish and English. You'll be learning how to use descriptive vocabulary so that you can write in Spanish and illustrate your own ode to a common, everyday thing of your choice, and then you'll recite it in class. You'll be doing a research project and presentation on the life and times in which Neruda lived, his importance as a Latin American poet and how his writings have lived on to influence contemporary poets. Remember that it's the simple things in life that can make you feel good and be happy!

Situations:

Where: The lesson will primarily take place in the classroom as well as in the computer lab. Students can also do research on a home computer or on library computers.

When: This lesson would be a great project for a second semester Spanish 2 class. It would serve as a review of present and past tense as well as a reinforcement of written expression whereby figurative language terms are studied.

How Long: This lesson could take from five to 10 class sessions depending on the tasks chosen by the instructor.

Tasks:

Task 1:

Pre-Reading Activity

Part 1 - Students will be asked to think of the following questions as they hear the poetry selection read aloud. A. Who is the speaker? B. What does the poem reveal about the speaker's character? Refer to Tip #2.

Part 2 - A group of students will be given a copy of "Oda a las papas fritas" to read as follows: A total of 10-12 students will be assigned one stanza each of the poem in either Spanish or English to read. (The ode is divided into 5-6 stanzas in each language, totaling 10-12 stanzas for both the English and Spanish versions.) Students assigned a stanza in Spanish will read first and their partner will read the English translation afterwards and the student with the following stanza will continue reading and so on, in the

same order until the end of the poem. The rest of the class will read their copy of the ode in both Spanish and English as the reading takes place. Refer to Tip #3.

Part 3 - In groups of two to three students, a brief brainstorming session will take place during which students will discuss and answer the first two questions asked in the pre-reading activity and then:

- A. Name the descriptive vocabulary used in the ode and the categories the words fall into: colors, animals, landscapes, etc. (See the "Template: Vocabulary Definition" attachment.)
- B. Name the verbs used in the ode and the different tenses they are in—present, past, etc. (*verbos: entran, salen, añade, atravesó, llenan*). Refer to Tip #4.

Task 2:

Students will work in groups of two as they define words from their vocabulary list. Refer to Tip #5.

Task 3:

Students will create illustrated flashcards of their vocabulary list. Verbs should be color-coded to specify the spell/stem changes or, if they are regular or irregular verbs and nouns, should also be color-coded differently according to gender. Refer to Tip #6.

Task 4:

Students will review tenses by filling in charts with conjugations of verbs to demonstrate their mastery of the grammar topic presented in the lesson. (See the "Sample: Verb Conjugation Table" attachment.) Refer to Tip #7. Grammatical topic for "*Oda a las papas fritas*" would be the present tense of regular verbs such as *entrar, llenar, or añadir* (regular verbs follow a standard conjugation structure) and irregular verbs such as *salir* (irregular verbs have stem changes or spelling changes, which cause a variance in the conjugation structure). There is one verb in the past tense (*atravesó*). Consequently, a review of the regular verb past tense conjugation could also take place.

Task 5:

Students will practice and master grammatical topics taught in their poetry activities via the following Spanish language instructional web sites:

<http://www.learnspanish.com/>

<http://www.colby.edu/~bknelson/exercises/index.html>

Task 6:

Students will apply their knowledge of grammatical topics and descriptive vocabulary by writing an ode to an object of their choice. (See the "Worksheet: Writing an Ode" and "Rubric for Ode Assignment" attachments.) Refer to Tip #8.

Task 7:

Students will illustrate their odes and prepare for their class presentation. Refer to Tips #9 and #10. Direct students to the "Rubric for Ode Assignment" attachment for guidance.

Interactions:

Full Class: The whole class will engage in the pre-reading activity involving introduction of the concept of an ode and figurative language terms. The class will listen to the reading performed by a group of 10 to 12 students reading from both the Spanish and English translation of "*Oda a las papas fritas.*" The entire class will generate a vocabulary list after the student brainstorming session and will receive instruction on the related grammar topic.

Partners: During the pre-reading activity, partners will read either the Spanish or English version of their assigned stanza to one another. Groups of two to three students will participate in a brief brainstorming session and discussion of the topic and partners will be looking up the meanings of their vocabulary words on an online Spanish dictionary list.

Individual: Individuals will copy the vocabulary list on a worksheet as it is created. Afterwards, they will be responsible for creating their illustrated vocabulary flashcards. Individuals will be responsible for the pre-writing brainstorming activity as well as for writing and illustrating their ode. They will also be responsible for demonstrating their knowledge of grammatical topics presented. Individuals will also be responsible for preparing a presentation of their illustrated ode.

Standards:

Language Arts, Grades 7-8

Word Analysis, Fluency, and Systematic Vocabulary Development

1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.

1.2 Identify and use infinitives and participles and make clear references between pronouns and antecedents.

1.3 Clarify word meanings through the use of definition, example, restatement or contrast.

Listening and Speaking Strategies

Organization and Delivery of Oral Communication

1.6 Use speaking techniques, including voice modulation, inflection, tempo, enunciation and eye contact, for effective presentations.

Analysis and evaluation of Oral and Media Communications

1.7 Provide constructive feedback to speakers concerning coherence and logic of a speech's content and delivery and its overall impact upon the listener.

Writing Strategies

Research and Technology

1.4 Plan and conduct multiple-step information searches by using computer networks and modems.

1.5 Achieve an effective balance between researched information and original ideas.

Evaluation and Revision

1.6 Revise writing for word choice; appropriate organization; consistent point of view, and transitions between paragraphs, passages and ideas.

Writing Applications (Genres and Their Characteristics)

2.3 Write research reports: a. define a thesis b. record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate. c. Use a variety of primary and secondary sources and distinguish the nature and value of each. d. Organize and display information on charts, maps and graphs.

Literary Response and Analysis

3.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry. (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).

3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.

Foreign Language Standards – Spanish Language

Communication: Communicate in languages other than English.

1.2 Students understand and interpret written and spoken language on a variety of topics.

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

2.3 Connections: Develop insight into the nature of language and culture. Students reinforce and further their knowledge of other disciplines through the foreign language.

Assessment:

- "Rubric for Ode Assignment"

Tools:

- Microsoft Word
- Microsoft PowerPoint
- Internet search engines

Project Tips and Alternatives:

Tip #1:

Obtain a copy of "Odes To Common Things" (bilingual edition) by Pablo Neruda for your personal library. ISBN 082122080-2

"Oda a las Papas Fritas" is on pgs. 146 – 147

"Oda a la Manzana" is on pgs. 116 – 119

Tip #2:

Define what *metaphors, similes, personification, alliteration, and assonance* are and how these concepts are used to write poetry.

Tip #3:

If time permits, a second selection, "Oda a la Manzana," can also be read and the follow-up vocabulary brainstorming activity can take place afterwards. (*verbos: quiero, celebrarte, llenándome, comiéndote, eres, son, mordemos, volvemos, ser, creadas, tenemos, ver, mordiendo.* Grammar topics could also be present tense –stem changing verbs, the reflexive pronouns, participles.)

Tip #4:

Either an assigned student or the instructor can write up a total list of vocabulary and corresponding terms as student groups share their findings. Use an overhead projector to project information on a screen. Students will copy information projected onto the screen so that everyone works from the same vocabulary list.

Tip #5:

Besides using an English Spanish dictionary, students could access an online dictionary web site: <http://www.spanishdict.com/>.

Tip #6:

Tip #7:

Students could use Microsoft Word to create tables that serve as the charts where they would write in the conjugations of verbs, demonstrating their mastery of the grammar topics presented in the lesson.

Tip #8:

If using Microsoft Word, students could use spell check as well as the Spanish dictionary while implementing their writing activity.

Additionally, use the attachments listed below to help students with written expression when writing in Spanish using Microsoft Word:

- "Step Sheet: Spanish Characters"
- "Step Sheet: Spanish Spelling and Grammar"

Tip #9:

Students should have in mind how they are going to illustrate their ode to express a clear interpretation of their work. Students could create original illustrations, clipart, or computer graphics to illustrate their odes. As an extension to this task, students could produce a PowerPoint slideshow to present their work.

Tip #10:

Oral expression skills would be reinforced by having students memorize and recite their ode in Spanish as part of their class presentation. Additionally, the entire class could create and perform a school presentation of one or several student odes written for the lesson.

Tip #11:

As an extension of the lesson, a mini research project could be assigned- having students research the life and works of Neruda. For example, students could study poetry he wrote during political events leading up to and during his exile from Chile and then present information about the events and people mentioned in the poems.

Attachments:

- "Worksheet: "Writing An Ode"
- "Template: Vocabulary Definition"
- "Sample: Verb Conjugation Table"
- "Rubric for Ode Assignment"
- "Step Sheet: Using a Projection Device"
- "Step Sheet: Teacher-Directed Demonstrations"
- "Step Sheet: Creating a PowerPoint Presentation"
- "Step Sheet: Putting the Slide Show Together"
- "Step Sheet: Creating Tables in Documents"
- "Step Sheet: Creating a New Document"
- "Step Sheet: Creating WordArt"
- "Step Sheet: Inserting Pictures into Microsoft Word"
- "Step Sheet: Typing Spanish Characters in Microsoft Office"
- "Step Sheet: Changing the Spelling and Grammar Check"

Web Resources – Content:

A list of [linked web resources](#) related to the content of this lesson can be found on the Lesson Page.

Web Resources – Word:

A list of linked web [resources for Word](#) can be found on the Word Resources page.

Assistive Technology:

Please refer to the [Assistive Technology section](#) for information on methods and devices to help ensure that all students have access to the curricula in the least restrictive environment.