

Hispanic/Latino Curriculum – Eighth Grade Language Arts Lesson Plan  
**Pablo Neruda**

**Content/Theme:** Hispanic Poetry

**Grade Level:** Eighth Grade

**Textbook Connections:** Prentice Hall Literature, Timeless Voices, Timeless Themes – Silver Level, “Ode to Enchanted Light,” by Pablo Neruda, pg 848

**Benchmark:**

- LA.E.1.3.4 knows how mood or meaning is conveyed in poetry (e.g. word choice such as dialect, invented words, concrete or abstract terms, sensory or figurative language; use of sentence structure, line length.)

**Time:** 1 Class Period

**Objectives:**

- Students will learn about Pablo Neruda’s life and works.
- Students will understand the concept of ode.
- Students will write an ode to a common object around their house.

**Teacher Preparation/Materials:**

- Multicultural Information/Handouts
- Internet Access

**Activities:**

1. Use the “Prepare to Read” strategies to prepare for teaching ode and Neruda’s poem, “Ode to Enchanted Light” on pg. 848 in the Prentice Hall Literature Silver Series.
2. Remind students of the definition of an ode by asking them what the three qualities of an ode are: focus on one object, elaborate description, celebration/glorifying tone. Chart responses on the board.
3. Explain about Pablo Neruda’s life by taking students to: <http://www.nobel.se/literature/laureates/1971/index.html> and showing them Neruda’s biography and acceptance speech for the Nobel Prize for Literature. Write four characteristics about Pablo Neruda in an author map on the overhead (author map included). *Possible answers: from Chile, Nobel Prize, political/revolutionary writer, famous for odes*
4. Read the “Ode to Enchanted Light” and discuss as group. Ask students:
  - What is being celebrated in this poem?
  - Is the subject something that may be overlooked on a day-to-day basis?
  - What are the words to describe the light?
  - What are the metaphors/similes used to describe the light? (Review definitions of metaphor and simile – transparency included)
5. Have students complete Internet Scavenger Hunt for more informational on Neruda and for analysis on another one of his poems, “Ode to the Artichoke.”

6. Have students come together as a group to discuss their Internet findings.
7. In small groups or as individuals, students will write an ode to any common object around their house or school. Students can place their ode on large manilla paper and illustrate it. Display around room.
8. As a class, create a rubric for grading student's ode. Sample rubric:
  - 25 pts: poem features a clearly chosen common object
  - 25 pts: poem shows mood/tone of celebration/glorification
  - 25 pts: poem uses figurative language (metaphor/simile)
  - 25 pts: poem is appropriate length

**ESOL Strategies:** Shared Reading, Cooperative Learning

**Assessment:** Student participation, Internet activity, writing assignment

**Resources:**

[www.poetryconnection.net/poets/Pablo\\_Neruda](http://www.poetryconnection.net/poets/Pablo_Neruda)

[www.motherbird.com/pablo.htm](http://www.motherbird.com/pablo.htm)

<http://www.nobel.se/literature/laureates/1971/index.html>

**Multicultural Content Information:**

Pablo Neruda was born Ricardo Eliecer Neftali Reyes y Basalto in Chile in 1904, and later acquired his pen name. His poetry brings alive the destiny and dreams of South America with the action of an elementary force. His work, utilizing surrealist techniques and exploring his inner self against the broad background of South America, was critically acclaimed through his career. He had a deep commitment to communism, and he was a force in the political arena as a Chilean diplomat. He wrote poetry at all levels, from his *Odes to Common Objects* to his numbered poems. *Poem Number Twenty* is one of his most famous works. He was encouraged to write poetry by a local teacher in Temuco, Chile, Gabriela Mistral, who would later become a famous writer in her own right. Neruda's first volume of poetry, *La canción de la fiesta*, was published in 1921. He was also a political figure and activist in his native country of Chile, in South America, and one can see his political themes in many of his works. He received the Nobel Prize in Literature in 1971. Pablo Neruda died in 1973.

Name \_\_\_\_\_ Date \_\_\_\_\_



## INTERNET SCAVENGER HUNT PABLO NERUDA

Directions: Go to the following site:

[www.poetryconnection.net/poets/Pablo\\_Neruda](http://www.poetryconnection.net/poets/Pablo_Neruda)

and read the pages in order to answer the questions below:

- Where did Neruda get his pen name?
- At what age did Neruda begin to publish his first works?
- What was a result of his government consulship?
- Which war affected the writings of Neruda?
- Why was Neruda forced to live underground in his own country?

Find a copy of “Ode to an Artichoke” on the [www.poetryconnection.net](http://www.poetryconnection.net) website and answer the questions below:

- Point out three similes or metaphors in which Neruda describes the artichoke.
- Point out three phrases Neruda uses to create a glorified tone while describing the artichoke.
- In the poem, what are the three stages of this artichoke’s life?
- Why is the comparison between an “artichoke” and “armor” appropriate?

# Metaphor and Simile

**Simile** is figurative language that authors/poets use to convey a comparison using like or as. It usually compares two dissimilar objects.

Examples:

- *His feet were as big as boats.* We are comparing the size of feet to boats.



- *He runs like the wind.* We are comparing his running to the wind.



**Metaphor** is also figurative language; this time, it is a direct comparison between two dissimilar things (in other words, same purpose, it just doesn't use the words "like" or "as").

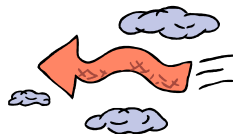
Metaphors tend to be more dramatic.

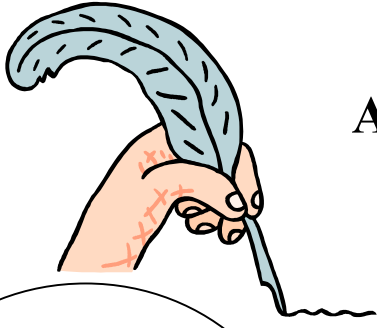
Examples:

- *His feet were boats!*

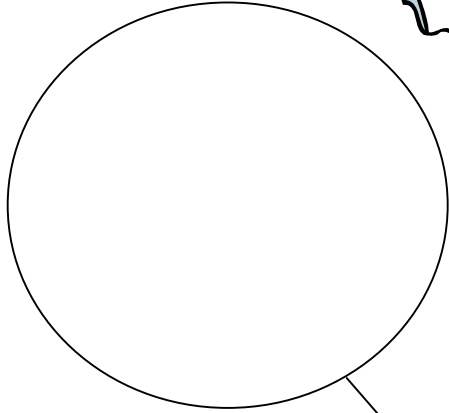


- *He is the wind!*

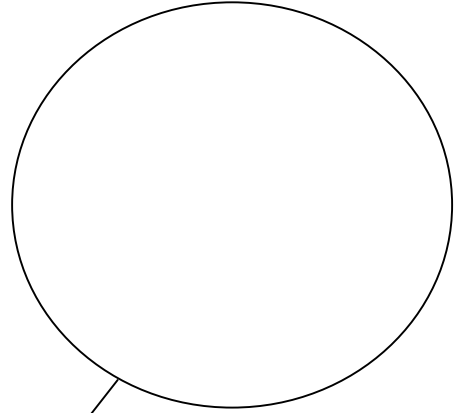




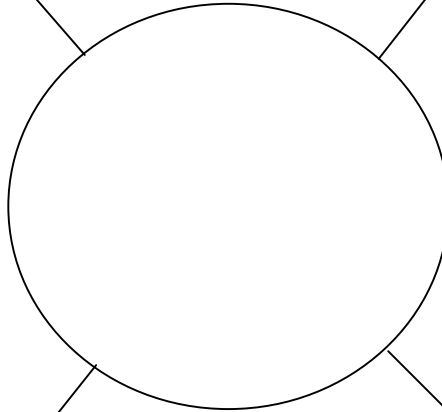
# AUTHOR MAP



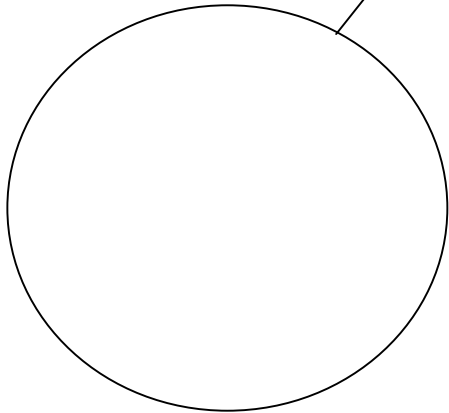
**Origin?**



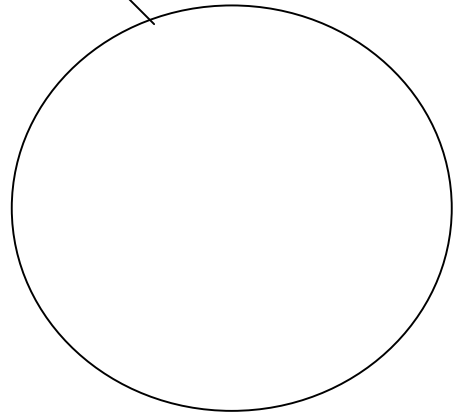
**Famous For?**



**AUTHOR NAME**



**Personal Life?**



**Awards/Honors?**