Hispanic/Latino Curriculum – Ninth Grade Language Arts Lesson Plan

Meciendo (“Rocking”)
by Gabriela Mistral

Content/Theme: Hispanic Poetry

Grade Level: Ninth Grade


Primary Benchmarks:

- LA.910.2.1.3- The student will explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position)
- LA.910.2.1.5- The student will analyze and develop an interpretation of a literary work by describing an author’s use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery).
- LA.910.4.1.1- The student will write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, and sensory description.
- LA.910.4.1.2- The student will incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.

Strand: Language Arts- Literary Analysis
Language Arts-Writing Applications

Time: 1 Class Period

Objectives:

- Students will identify the poetic contributions of Gabriela Mistral.
- Students will research information about Gabriela Mistral’s life.
- Students will apply concept of imagery and create their own poem.

Teacher Preparation/Materials:

- Multicultural Information/Handouts, Internet Access
Activities:

1. Use the “Prepare to Read” strategies to prepare for teaching “Rocking” in the Prentice Hall Literature Gold Series. Remind students of the definition imagery and discuss the poem. (Have a volunteer read the original poem in Spanish if possible.)

3. As a class, Go to:
   www.wsu.edu:8080/~wldciv/world_civ_reader/world_civ_reader_2/mistral.html
   Conduct imagery and discussion activity (transparency included) with “I Am Not Alone”, and “Tiny Feet.”

3. Tell students they are going to conduct Internet research to discover more about Gabriel Mistral. Give students Internet scavenger hunt and author map handouts as guides.

4. Have students report what they find to the class.

5. Have students write their own poem, with imagery. As a class, using the Poetic Imagery transparency (included) to brainstorm some ideas for topics.

ESOL Strategies:  Shared Reading, Cooperative Learning
Assessment:  Student Participation, Internet Activity, Writing Assignment
Resources:  www.distinguishedwomen.com/biographies/mistral.html
www.wsu.edu:8080/~wldciv/world_civ_reader/world_civ_reader_2/mistral.html
http://www.nobel.se/literature/laureates/1945/mistral-bio.html
Gabriela Mistral, born in Chile in 1889, won the Nobel Prize in Literature in 1945 for her lyric poetry, charged with powerful emotion and symbolic representation. Her poetry represents the idealistic aspirations of the entire Latin American world. She started poetry inspired in the sadness and despair produced by the loss of her love through suicide. In her first major work, Desolation, she started to show her love, compassion, and courageous nurturance to others, especially children or others in need of protection. Besides being a Laureate Poet, Mistral was involved in education in Chile, Mexico, the United States, and Puerto Rico. She also served as a diplomat in several countries. Other collections of poems are included in Tala and in Ternura. Gabriela Mistral died in 1957.

Think about the following in the two poems:

**What contrast is the poet drawing between the "deserted" world and her own state?**

**Why is she "not alone"?**

**How does the poet make the child's tiny feet express its suffering?**

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**I Am Not Alone**

The night, it is deserted
from the mountains to the sea.  
But I, the one who rocks you,  
I am not alone!  
The sky, it is deserted  
for the moon falls to the sea.  
But I, the one who holds you,  
I am not alone!  
The world, it is deserted.  
All flesh is sad you see.  
But I, the one who hugs you,  
I am not alone!

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**Tiny Feet**

A child's tiny feet,  
Blue, blue with cold,  
How can they see and not protect you?  
Oh, my God!  

Tiny wounded feet,  
Bruised all over by pebbles,  
Abused by snow and soil!  

Man, being blind, ignores  
that where you step, you leave  
A blossom of bright light,  
that where you have placed  
your bleeding little soles  
a redolent tuberose grows.  

Since, however, you walk  
through the streets so straight,  
you are courageous, without fault. Child's tiny feet,  
Two suffering little gems,  

How can the people pass, unseeing.  
_Translated by Mary Gallwey_

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Source:

http://www.wsu.edu:8080/%7Ewldciv/world_civ_reader/world_civ_reader_2/mistral.html
Poetic Imagery

What kind of images does the poem emit?
Think about the overall topic of the poem, and then write the types of images you get when you read the poem. Divide the images into the five senses:

Topic/Theme ____________________________

SIGHT

SOUND

TASTE

SMELL
INTERNET SCAVENGER HUNT
GABRIELA MISTRAL

Directions: Go to the following sites:
http://www.distinguishedwomen.com/biographies/mistral.html
http://www.nobel.se/literature/laureates/1945/mistral-bio.html
and read the pages in order to answer the questions below:

- What is a pseudonym? What was Gabriela Mistral’s real name?
- How did Mistral create her pseudonym?
- What type of jobs did Mistral have besides writing poetry?
- What types of themes run through Mistral’s poetry?
- What award could Mistral claim being the first?
- What was one program she started for the Mexico Educational System?