# SP20: Poesía – *Oda a los calcetines*

Student Name: Student ID Number:

Instructor: Class Level: Date:

# About This SDLA

All activities in the SDLA must be completed before meeting with a tutor and receiving credit. If your instructor wants evidence of this completed SDLA, return this form to him or her with the tutor’s signature included.

## Learning Outcomes: You will have

* Acquired knowledge about basic poetry terminology
* Identified and explained themes in a poem
* Made a real-world connection by writing your own verses using the knowledge you have obtained

## Section 1: Antes de leer

Visit this website to learn the vocabulary used to describe poems.

<https://www.quia.com/jg/2598237list.html>

Define the following terms:

1. Poema
2. Prosa
3. Verso libre
4. Versos
5. Estrofa

## Section 2: Leer antes de responder

**Parte I**: Visit this website to learn about the author. This website will give you a brief idea about the intentions of the author who wrote the following poem.

<https://www.poetryfoundation.org/poets/pablo-neruda>

**Parte II**: Based on the title and what you know about the author, what do you think the poem will be about?

## Section 3: Durante la lección

**While you read**, keep in mind that you may encounter words you have never seen before. With a pencil, mark the words you don’t know and use the following website to help you find a definition.

<http://www.wordreference.com/english_spanish_dictionary.asp>

Once you have completed this activity, read the poem one more time to see if this exercise has made it easier to understand. Una vez que hayas completado esta actividad, lee el poema una vez más para ver si esto ha hecho que sea más fácil de entender.

**Oda a los calcetines**

**Pablo Neruda**

Me trajo Mara Mori

un par de calcetines,

que tejió con sus manos de pastora,

dos calcetines suaves como liebres.

En ellos metí los pies

como en dos estuches

tejidos con hebras del

crepúsculo y pellejos de ovejas.

Violentos calcetines,

mis pies fueron dos pescados de lana,

dos largos tiburones

de azul ultramarino

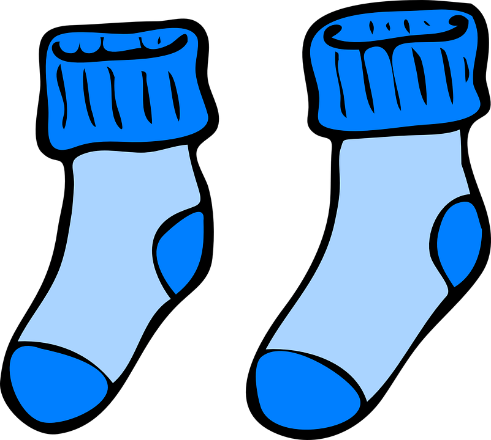
atravesados por una trenza de oro,

dos gigantescos mirlos,

dos cañones;

mis pies fueron honrados de este modo

por estos celestiales calcetines.



Eran tan hermosos que por primera vez

mis pies me parecieron inaceptables,

como dos decrépitos bomberos,

bomberos indignos de aquel fuego bordado,

de aquellos luminosos calcetines.

Sin embargo, resistí la tentación

aguda de guardarlos como los colegiales

preservan las luciénagas,

como los eruditos coleccionan

documentos sagrados,

resistí el impulso furioso de ponerlas

en una jaula de oro y darles cada

día alpiste y pulpa de melón rosado.

Como descubridores que en la selva

entregan el rarísimo venado verde

al asador y se lo comen con remordimiento,

estiré los pies y me enfundé

los bellos calcetines, y luego los zapatos.

Y es esta la moral de mi Oda:

Dos veces es belleza la belleza,

y lo que es bueno es doblemente bueno,

cuando se trata de dos calcetines

de lana en el invierno.

## **Section 4: Comprensión y conversación**

**Part I:** Spoken response (complete with a tutor)

1. Provide a brief description of the poem to the tutor.
2. Is it similar or different to other poems you have read? In what ways is it similar or different?

**Part II**: Written response

1. In Spanish, write an *Oda* to an object in your life in a stanza in free verse.

*Ejemplo:*

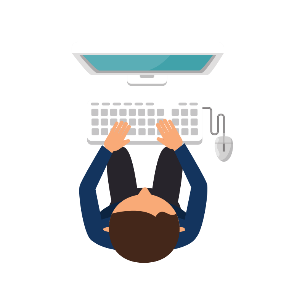
Oda a la computadora

Pantalla brillante y luminosa.

socia de las teclas sensibles

Intermediaria entre el universo y yo

Pequena maquina viajera



**Tu turno**. Write a 4-6 line *Oda* to a common object.

**GOOD job! Now make an appointment for Spanish Tutoring at the Front Desk.**

**The tutor will call your name when she is ready. You must be in the LLC when you make your appointment.**

**Grading Rubric**

|  |  |  |
| --- | --- | --- |
| **Possible Points** | **Pass** | **Not Yet Pass** |
| **Completion** | The student completed all of the sections of the DLA. | The student has not yet completed all of the section of the DLA. |
| **Comprehension/**  **Metacognition** | The student can effectively explains the concepts and skills learned in the DLA. | The student cannot yet effectively explain the concepts and skills learned in the DLA. |
| **Course Connections** | The student can explain the connections between their coursework and the DLA. | The student cannot yet explain a connection between their course and DLA. |

**Students must pass all criteria to move on to the next DLA.**

**Tutor Recommendations:**

**🞎** **Congratulations! Move on**

Student has successfully completed this SDLA and is ready to continue to the next.

**🞎 Repeat**

Student hasn’t yet mastered this SDLA. It is recommended that the student complete it again.

**Tutor Signature: Date:**