

Nicaragua Nicaragüita

Objectives

As a result of this lesson, students will be able to:

- Analyze Nicaraguan a song and poem to interpret their meaning.
 - Compare and contrast different perspectives represented in the song and poem.
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Materials

- Student Handout: **Nicaragua Nicaragüita**
 - Student Handout: **Worksheet A**
 - Audio clip: *Nicaragua Nicaragüita*
 - Student Handout: **Nicaragua**
 - Student Handout: **Worksheet B**
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Notes to the Teacher

- Perhaps the most famous of Nicaraguan songs, *Nicaragua Nicaragüita* was written directly after the Sandinista revolution in 1979 as the first song of the *Canto Epico al FSLN*. The *Canto Epico* is an epic song series written and performed by Carlos and Luis Enrique Mejía Godoy celebrating the revolution and recounting the events leading up to it.
 - Nicaragüita is also the name of the national flower, frangipani.
 - Diriangén was an Indian chief who resisted the Spanish conquistadors in the sixteenth century.
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Activities

1. Distribute the student handout entitled **Nicaragua Nicaragüita**.
 - a. Direct students to underline cognates and known words.
 - b. Play the audio clip (*Nicaragua Nicaragüita*) and direct students to follow along by reading the stanzas on the handout.
 - c. Ask students to interpret the emotional tone of the song. What feeling about Nicaragua does the vocalist convey?
 2. Distribute the student handout entitled **Worksheet A**.
 - a. Divide the class into small groups to translate the song and to complete **Worksheet A**.
 - b. Once students have completed the worksheet, ask students to report their findings and interpretations.
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Activities

3. Distribute the student handouts entitled **Nicaragua** and **Worksheet B**.
 - a. Ask students to follow along as you read the poem. (Alternately, you can ask for student volunteers to read various stanzas.)
 - b. Again divide the class into small groups to discuss the meaning of the poem and to complete **Worksheet B**.
 - c. Once students have completed the worksheet, ask students to report their findings and interpretations.
 4. Conclude Activity by summarizing the students' findings and asking students for final impressions.
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Nicaragua Nicaragüita

Ay Nicaragua, Nicaragüita
la flor más linda de mi querer
abonada con la bendita, Nicaragüita
sangre de Diriangén.

Ay Nicaragua sos más dulcita
que la mielita de Tamagás
pero ahora que ya sos libre, Nicaragüita
yo te quiero mucho más
pero ahora que ya sos libre, Nicaragüita
yo te quiero mucho más.

Nicaragua

by Marco Morelli

I am in love with a woman raped
because in the sordid anguish of her wound
she has learned to love
and because her deepest need,
like my own,
is love.

I have opened my heart to disillusionment.
I am drowning in the catatonic waters of her eyes,
where dreams once splashed,
where independence torches marching in the night
once reflected.

Now she is mud and disease,
she is chaos and blood,
she is a hurricane of drunkenness and exploitation.

Still she is beautiful.

I sit alone at night
listening to her mountains howl,
and think . . .

I swing her barefoot children
in giggling wild circles
and fall dizzily smiling in the grass.
without machine, I dig her colorful earth
and lay, with blistering hands, an intimate foundation.

I let the flooding rivers of her disappointment spill over me
when there's no money for the operation,
when the application to escape the hopelessness
has been denied,
when the relief aid hasn't trickled down
and she's hungry, hungry, hungry . . .

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And I read her poems,
where she sings with fists and guffaws
her insurrection,
her solidarity,
her love.

I love a woman who was raped,
who continues to be raped
and who is not the rapist's only victim.
oh, and though I haven't known my lover long,
I know the rapist well.
I know the rapist well.

Worksheet B

1. Why do you feel the poet has chosen to represent Nicaragua as a woman?
 2. How is the atmosphere in the poem different from that of the song?
 3. How does the violence in the poem mirror what has happened in Nicaragua?
 4. Who is the rapist that the author knows so well?
 5. Combining the information from the song and the poem how does it affect your image of Nicaragua?
 6. Through this song and poem we see two different views of a spectacular country. According to the information that has been presented to you in this activity what are your final impressions of Nicaragua
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