

out to students when they appear in the story. See also ADL's [Definitions Related to Bias, Injustice and Bullying for Elementary Age Children](#).

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|---------------|------------|--------------|
| ■ anchors | ■ discover | ■ opposites |
| ■ brave | ■ freedom | ■ publishing |
| ■ coal miners | ■ hope | ■ struggled |
| ■ conductor | ■ justice | ■ swirled |
| ■ dangerous | ■ nature | ■ wealth |

Discussion Questions

Before reading the book aloud, ask pre-reading questions:

- What is the title of the book?
- Who and what do you see on the cover of the book?
- What do you think the book might be about?

As you read the book aloud, ask a few discussion questions periodically throughout the reading to check comprehension and keep the students engaged:

- In what country did Neftalí live? (page 5)
- What are some of the items he wrote poems about? (page 13)
- What is the reason his home in Spain was called House of Flowers? (page 22)

After reading the book aloud, ask some or all of the following discussion questions:

- What happens in the story?
- What did you learn about Neftalí right at the beginning of the book?
- Why do you think Neftalí decided he wanted to be a writer?
- When he was a teenager, what did Neftalí change his name to?
- Why do you think he might have changed his name?
- What were some of the things Pablo loved that he wrote poems about? If you were going to write poems about the things and places you loved, what would they be?
- Why did Pablo write about both joy and sadness?
- What did Pablo love above everything else?
- Why do you think Pablo was angry when he saw that people were cold, hungry and sick? How do you feel when you see suffering like that?
- How does the sharing of people's stories by writing poems about them help to make a difference?
- Why was Pablo Neruda considered "a poet of the people?"
- In what ways was Pablo brave? In what ways are you brave?

- What do you think was the message of the book?

Extension Activities

Below are activities that you can do with students in order to extend the learning from the book.

1. Write Poems about...

Ask students: *What did Pablo Neruda write poems about?* Remind students that he wrote poems about the things he loved, things he saw in nature, objects found at the marketplace, opposites, sea life, and most importantly, he wrote poems about people, their struggles and the injustice they faced. If you have not yet had a poetry unit, this could be a good opportunity to do one. Start by brainstorming different categories that students would want to write poems about, including the categories shared above. You can then explore different types of poetry including acrostic narrative, haiku, limerick and free verse—and you may choose to focus on just one for the purpose of this activity. As examples, read aloud some poems that use the format you have chosen and have students explore the form and content of those poems. Have students choose one or two categories for poetry writing and then engage them in writing a few poems for the category, conferencing with other students in order to revise and write multiple drafts. As a culmination, hold a poem-a-thon where students read aloud their poems to the rest of the class; consider inviting parents and other family members to class for the poem-a-thon.

2. Learn More about Pablo Neruda

Read aloud the “Author’s Note” on page 31. Remind students that this book is about Pablo Neruda, a famous poet from Chile who lived from 1904-1973 and who won a Nobel Prize for Literature. Have students engage in a study of Pablo Neruda, either as part of National Hispanic Heritage Month or as part of reading this book together. The following online resources may be helpful: [Biography: Pablo Neruda](#), [Encyclopedia.com: Pablo Neruda](#), [Fact Monster: Pablo Neruda](#) and [Brainpop: Pablo Neruda Lesson Ideas](#). Engage students in doing a project (with a partner or by themselves) about Pablo Neruda which could include one of the following options: (1) create a collection of his poems, (2) memorize part of or an entire poem and recite it aloud on video, (3) conduct research on Neruda and write a biography, (4) create a portrait or sculpture of Neruda, (5) write diary entries that Neruda may have written during different periods of his life, (6) create a game about him and his poetry, (7) write and then record a video of an imagined interview with him or (8) create a timeline of his life. Another option is to have students each do a biography project around a different important Latino person in history as part of National Hispanic Heritage Month using our resource, [8 Ideas for Teaching Hispanic Heritage Month](#).

3. Social Justice in My World: Write a Persuasive Letter

Ask students: *Why was Pablo Neruda called a “poet of the people?”* Remind students that he was called that because when he saw dangerous working conditions/jobs or people who were sick or hungry, he would share their stories through his poetry. He joined with others who fought for justice and wrote poems to honor those who struggled for freedom. Ask students to think about other things they think are unfair or unjust, in their school, community or in the country or world. Explain that Pablo Neruda let the world know about this through his poems and emphasize that there are other ways to express themselves around justice, such as writing a persuasive letter. Brainstorm a list of ideas that they come up with and then have each student select one and write a persuasive letter (to their parents, to their school, to their mayor, congressperson or President) about what they think is unfair or unjust, why and what should be done about it.

ADL Resources

The following are curriculum and resources on social justice, people, identity and culture and Hispanic/Latino people.

Curriculum Resources

"8 Ideas for Teaching National Hispanic Heritage Month, *Current Events Classroom*, www.adl.org/education/educator-resources/lesson-plans/8-ideas-for-teaching-national-hispanic-heritage-month.

"Social Justice Poetry," *Current Events Classroom*, www.adl.org/education/educator-resources/lesson-plans/social-justice-poetry.

"Who Am I? Identity Poems," *Current Events Classroom*, www.adl.org/education/educator-resources/lesson-plans/who-am-i-identity-poems.

Websites

10 Ways Youth Can Engage in Activism

www.adl.org/education/resources/tools-and-strategies/10-ways-youth-can-engage-in-activism

A list of ideas for bringing social activism into the classroom and outside of the school walls. These strategies can be acted upon individually, organized together as a group and young people can join with a larger effort that is taking place locally or nationally.

Anti-Bias Education

www.adl.org/education-outreach/anti-bias-education

Provides training program offerings for pre-K through 12th grade school communities—educators, administrators, youth and families—which focus on the development of an inclusive culture and respectful school climate by addressing issues of bias and bullying.

Creating an Anti-Bias Learning Environment

www.adl.org/education-outreach/curriculum-resources/c/creating-an-anti-bias-learning-environment.html

Tips for the classroom educator to create an anti-bias learning environment.

National Hispanic Heritage Month

www.adl.org/education/resources/tools-and-strategies/national-hispanic-heritage-month

A list of PreK-12 curriculum and other resources that help bring the themes of Hispanic Heritage Month to your classrooms.

Children's Books

Below are links to lists of recommended anti-bias and multicultural books for the indicated category.

People, Identity & Culture: Immigrants, www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature?tid%5b207%5d=207

Social Justice: Social Justice Activism, www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature?tid%5b236%5d=236