**Background on Pablo Neruda**

As we begin to read some of Neruda’s poetry, it’s important to understand the man behind the poetry. Over the next few days, you will work with a group of 2-3 to read a chapter from Neruda’s *Memoirs.* You will have a limited amount of time to read in class, so don’t waste it when it is provided.

Once you have completed the chapter, you will present what you have learned to the class and a 4 – 6 minute presentation. **You will be stopped at 6 minutes so please make sure you only include the important details from your chapter.**

Neruda likes to tell stories in his Memoirs. Instead of sharing the entire story, share the moral of the story – why he chose to write about it in his Memoirs. Focus on HOW the experience influenced his life and therefore, his poetry. **DON’T JUST RETELL HIS STORIES.** You will run out of time and score significantly lower on the rubric.

You may use a PowerPoint, Prezi or any other form of visual aid to “aid” in your presentation.

Here are the chapters that will be covered:

1. The Country Boy (24 pages)
2. Lost in the City (25 pages)
3. The Roads of the World (23 pages)
4. Luminous Solitude (35 pages)
5. Spain in my Heart (24 pages)
6. I Went out to Look for the Fallen (15 pages) and 7. Mexico, Blossoming and Thorny (15 pages)
7. My Country in Darkness (27 pages)
8. Beginning and End of Exile (28 pages)
9. Voyage and Homecoming (26 pages)
10. Poetry is an Occupation (77 pages) (3 groups will work on this chapter)
	1. 1st 1/3 – Pages 253 – 277
	2. 2nd 1/3 - Pages 277 – 299
	3. 3rd 1/3 – Pages – 299 - 328
11. Cruel, Beloved Homeland (24 pages)

\*In addition, there is a chronology at the end of the text that may be helpful to you.

Presentation Rubric

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| --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |
| **Organization****(weight = 1)** | Audience cannot understand presentation because there is no sequence of information. | Audience has difficulty following presentation because student jumps around. | Group presents information in logical sequence which audience can follow. | Group presents information in logical, interesting sequence which audience can follow. |
| **Subject Knowledge****(weight = 3)** | Group demonstrates little knowledge from the chapter. | Group demonstrates some knowledge from the chapter | Group demonstrates most knowledge from the chapter. | Group demonstrates full knowledge (more than required by covering all major details within the chapter. |
| **Visual A ids****(weight = 1)** | Group uses superfluous or no visual aids | Group occasionally uses visual aids that rarely support text and presentation. | Group’s visual aids relate to text and presentation. | Group’s visual aids explain and reinforce screen text and presentation. |
| **Eye Contact****(weight = 1)** | Group reads all of report with no eye contact. | Group occasionally uses eye contact, but still reads most of report. | Group maintains eye contact most of the time but frequently returns to notes. | Student maintains eye contact with audience, seldom returning to notes. |
| **Elocution & Volume****(weight = 1)** | Group mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear. | Group’s voices are low. Students incorrectly pronounces terms. Audience members have difficulty hearing presentation. | Group's voices are clear. Student’s pronounces most words correctly. Most audience members can hear presentation. | Group uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation. |
| **Engagement of Audience****(weight = 2)** | Group is engaging less than 50% of the presentation. | Group is sometime engaging and missing one of the required items: introduction, body or conclusion. | Group is engaging and audience is interested through most of the presentation. Group is missing one of the required items: introduction, body or conclusion | Group is engaging and audience is interested throughout the presentation. Group has solid/strong introduction, body and conclusion to presentation |