



# Monthly Featured Book

Presented by ADL's Education Department

**About the Monthly Featured Book:** This collection of featured books is from Books Matter™: The Best Kid Lit on Bias, Diversity and Social Justice. The books teach about bias and prejudice, promote respect for diversity, encourage social action and reinforce themes addressed in ADL Education's programs. For educators, adult family members and other caregivers of children, reading the books listed on this site with your children and incorporating them into instruction are excellent ways to talk about these important concepts at home and in the classroom.

## Something, Someday

Amanda Gorman (Author) and Christian Robinson (Illustrator).

Sometimes the world feels broken. And problems seem too big to fix. But somehow, we all have the power to make a difference. With a little faith, and maybe the help of a friend, together we can find beauty and create change. With intimate and inspiring text and powerfully stunning illustrations, this book reveals how even the smallest gesture can have a lasting impact.

ISBN: 978-0593203255

Publisher: Viking Books for Young Readers

Year Published: 2023

Age Range: 4-8

(Note: Compelling picture books can be used with all ages of students.)



## Book Themes

Hope, Making a Difference, Community, Working Together, Social Justice, Poetry

## Key Words

Discuss and define the words below with students prior to reading the book. Rather than focus on students' retention of all the words, make sure they understand the words enough to follow the story and remind students of the words' meanings as they come up in the book. You can also post the words and point out when they appear in the story. For definitions that are differentiated for young children, see ADL's [Education Glossary Terms](#).

- |              |         |           |           |
|--------------|---------|-----------|-----------|
| ■ angry      | ■ dream | ■ huge    | ■ promise |
| ■ confused   | ■ fixed | ■ loved   | ■ tiniest |
| ■ difference | ■ hope  | ■ problem | ■ wait    |

## Discussion Questions

Before reading the book aloud, ask some or all of these pre-reading questions:

- What do you notice on the cover of the book?
- What do you think the child is doing?
- Based on the cover and the title, what do you think the book will be about?

As you read the book aloud, ask a few discussion questions periodically throughout reading to check for comprehension and keep the students engaged. Below are some sample questions that correlate to specific page numbers:

- What is the child pushing? (Page 5)
- How do the child and their parent feel as they look out the window? (Page 11)
- What are the people doing? (Page 23)

After reading the book aloud, engage students in a discussion by asking some or all of the following discussion questions:

- What happens in the story?
- How does the child feel in the beginning of the story? The middle? The end? How do you know?
- What does the child notice in the street?
- How do they try to help? What do others think and say about them trying to help?
- When the child has a friend to help, how do things change?
- The book says, "There is a problem, but it's our problem to fix together." What is the problem and how are they going to fix it?
- Have you ever seen a problem and tried to fix it alone? What happened? Did you try to fix it with others? What happened?
- What happens to the garden when there are more people working on it?
- When the child sees others enjoying the garden, how does the child feel?
- If the story were to continue, what do you think will happen next?
- How did you feel when the book ended?
- This book was written by a poet named Amanda Gorman. Does the book sound like a poem to you? What makes you think that?
- Why do you think she titled the book, *Something, Someday*?

## Extension Activities

Below are activities for students that can extend learning from the book.

### 1. My Favorite or Most Memorable Scene

Ask students: *What part or scene from the book was your favorite? What scene did you find enjoyable, memorable, impactful or interesting?* With students, brainstorm a list of scenes from the book that students liked, found impactful, important or memorable (e.g., when the child pushes the garbage in a shopping cart, when a man puts an umbrella over the child while he's picking up trash, when the child is hopeful and is cleaning up trash, when the child finds a friend to help, when the children start making a garden, when the garden grows, when people in the community look at and enjoy the garden). As students share scenes, ask whether this scene takes place in the beginning, middle or end of the book. After compiling a list of scenes, have each student select one scene that they find especially memorable, impactful or interesting. Then have them turn and talk with someone sitting nearby and share the part they chose and explain why they chose it. Based on their selected scene, have students draw a picture of that scene. For students who are able to write, invite them to also write words or sentences that describe the scene or words the characters are saying. For students not yet writing, you can write the words for them. Create a new book with all of the students' drawings together.

### 2. Expressing Feelings

Engage students in exploring the different feelings expressed throughout the book. Ask: *What are feelings?* Provide a few examples. Ask if they remember some of the feelings in the book. Re-read the book and point out the feelings expressed and shared including sad, scared, confused, angry, hopeful, happy, loved. Elicit and explain what each of the words means. Invite students to notice how the characters in the book express those feelings—either through their words, the look on their faces or the way their bodies move or don't move. Share aloud some of the feelings in the book (and other feelings) and invite students to act out the feelings with facial expressions and body movements. You can also talk about other words that express similar feelings (i.e., other words that express angry are mad, irritated, enraged, annoyed). Then ask: *When do you feel sad? When do you feel hopeful? When do you feel confused?* Ask students to share when they experience these different feelings. As a culmination, have students choose one feeling, either one from the book or another, and have them create a drawing about that feeling. The drawing could be a person expressing the feeling, doing something connected to that feeling, or other images or scribbles on the page that illustrate that feeling for them. After completing and sharing their feeling drawings, begin to create a feeling word vocabulary that you add to as you read other books and highlight the different feelings expressed by the characters.

### 3. Making a Difference in my Community: Working Together

Ask students: *What happens in the story?* Elicit and explain that at first, the child notices the garbage on the sidewalk and begins to clean it up. Some neighbors help (e.g., a man holds an umbrella over the child) and others tell the child the problem cannot be fixed or to wait to do something. Then, the child finds a friend, "someone who will hope with you," and that friend helps. Then the two of them make another friend and they work together to clean up the street and build a garden. Then more people help. Elicit from students that the child sees a problem in their community and wants to do something about it, trying at first to do it alone but then, with others helping, they can make a difference. They create a beautiful garden for others in their community to see and enjoy. Ask: *Did it make a difference when more people helped? Have you ever tried to do something in your community? What was that like? How did it feel when others helped?* Explain to students that when working to fix a problem, one person can make a difference. At the same time, having another person/more people helping can move the project along and also makes you feel less alone and more hopeful. Ask students: *What is community?* Elicit/explain a definition

of community as “a group of people who live in the same area, such as a city, town or neighborhood.” Then ask: *What is a problem you think needs fixing or solving in our community?* (In this case, community can mean school, block, neighborhood or town/city.) Brainstorm a list of problems that need fixing and start to focus on one or a few where there is interest and energy from students. If time permits, think through as a class how you can contribute to helping to make a difference in addressing that school or community problem.

#### 4. Get to Know Author Amanda Gorman

Share with students that **Amanda Gorman** is a poet, writer and activist. In 2017, Amanda Gorman was the first person to be named National Youth Poet Laureate, which is a role that participates in community projects that promote poetry, arts education, and youth advocacy. In 2021, she wrote and delivered her poem “The Hill We Climb” at the inauguration of U.S. President Joe Biden and Vice President Kamala Harris. In February 2021, Gorman was highlighted in *Time* magazine’s *100 Next* list under the category of *Phenoms*, with a profile written by Lin Manuel-Miranda. Also in 2021, Amanda Gorman wrote her first children’s book, *Change Sings: A Children’s Anthem*. Engage students in learning more about Amanda Gorman by **watching her recite her inaugural poem**. Have them conduct research about her by using these and other online resources from *Scholastic*, *Time for Kids* and *Kids Britannica*.

## ADL Resources

The following are curriculum and other educational resources on making a difference, social justice and poetry.

### Curriculum Resources

Bellen Woodard, Identity and “Crayon Activism” <https://www.adl.org/resources/lesson-plan/bellen-woodard-identity-and-crayon-activism>

Identity, Hair and Seeing Myself <https://www.adl.org/resources/lesson-plan/identity-hair-and-seeing-myself>

Judy Heumann and Disability Rights Activism <https://www.adl.org/resources/lesson-plan/judy-heumann-and-disability-rights-activism>

Who Am I? Identity Poems <https://www.adl.org/resources/lesson-plan/who-am-i-identity-poems>

### Websites

10 Ways Youth Can Engage in Activism <https://www.adl.org/resources/tools-and-strategies/10-ways-youth-can-engage-activism>

Kids Can Make a Difference <https://www.adl.org/resources/tools-and-strategies/kids-can-make-difference>

The Power of Poetry to Teach about Identity, Bias and Social Justice <https://www.adl.org/resources/tools-and-strategies/power-poetry-teach-about-identity-bias-and-social-justice>

### Children’s Books

Books about Social Justice <https://www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature?f%5B0%5D=topic%3A1583>

Books about Social Justice: Child and Youth Activism <https://www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature?f%5B0%5D=topic%3A1651>