

## Introduction and Overview

*"Community identity is a cultural identity"*

The El Paso Museum of History is excited to share resources that tell El Paso's history through the African American lens. ***Still We Rise*** includes profiles, artifacts, and an historical timeline. Throughout El Paso's history and culture, from the 18th century to today, the collection reflects the diverse roots of American culture as well as both individual and common experiences, shared across civic, artistic, geographical, professional and religious identity. Other aspects of identity are addressed in terms of personal spaces and a sense of place. Fundamentally, the exhibit and its resources advocate that Community Identity is Cultural Identity.

The ***Still We Rise*** curriculum guide was created in collaboration with a teacher professional development workshop designed for K-12 educators. It provides educators with tools and teaching strategies for student learning. Educators are provided with corresponding lessons and activities (K-2), (3-5), (6-8), and (9-12), which include vocabulary, age appropriate discussion questions, and literacy/writing activities aligned to the TEKS.

Studying history can empower people to better understand themselves, their communities, and the world. Our resources allow students and educators to:

- engage with diverse narratives of El Paso history;
- compare local narratives to national ones;
- define the characteristics of "the way and conduct of life in a community"; and
- explore, question, and create to become change agents in their own communities.

"Art engages in a conversation with history, while acting as a visual expression of contemporary thoughts and ideas." The *Still We Rise* exhibit resources will explore the links between history and art while celebrating the contribution of African-Americans to the El Paso community

# Description of Curriculum

"Community identity is a cultural identity"

The curriculum contains 3 packets per grade level. Packets are meant to be presented in sequence. This will maximize and scaffold student learning, understanding, and engagement. Lesson Length is an estimate. It will be dependent upon teacher's schedule block, lesson selection, and student engagement with activities presented. Each packet utilizes the Museum Resources as identified.

## **PACKET 1**

Focus: Overview Framework

Student Objectives: Combine sensing and thinking with emphasis on facts, definitions, and skills (ie: observe, recall, list, categorize, name)

Assessment: Are students able to recall what they have learned?

## **PACKET 2**

Focus: Concept Development

Student Objectives: State a concept and generate examples and non-examples. Identify characteristics of the concept. Write/State a definition of a concept in terms of its attributes.

Assessment: Are students able to identify the essential attributes of a concept and generate examples? Are students able to trace their thinking and form new relationships between data?

## **PACKET 3**

Focus: Synthesis and Involvement

Student Objectives: Integrate new information to bridge history and create motivation to become change agents within their own communities.

Assessment: Are students able to reflect and evaluate their learning?  
Are students involved in their learning through reinforcement by peers?

# Elementary Curriculum

Grades: **K-2 & 3-5**

## PACKET 1

**Focus:** Overview Framework

**Student Objectives:** Combine sensing and thinking with emphasis on facts, definitions, and skills (ie: observe, recall, list, categorize, name)

**Assessment:** Are students able to recall what they have learned?

**Title:** The Circle of Community

- LIVE, WORK, PLAY
- Included and Excluded (Grades 3-5)
- A to Z Vocabulary

## PACKET 2

**Focus:** Concept Development

**Student Objectives:** State a concept and generate examples and non-examples. Identify characteristics of the concept. Write/State a definition of a concept in terms of its attributes.

**Assessment:** Are students able to identify the essential attributes of a concept and generate examples? Are students able to trace their thinking and form new relationships between data?

**Title:** The Museum of ME (Grades K-2) and Communities & Museums (Grades 3-5)

- Community & Public Spaces
- Museum Etiquette
- Analysis of an Image (Grades 3-5)
- Profiles Say Something (Grades 3-5)

## PACKET 3

**Focus:** Synthesis and Involvement

**Student Objectives:** Integrate new information to bridge history and create motivation to become change agents within their own communities.

**Assessment:** Are students able to reflect and evaluate their learning?  
Are students involved in their learning through reinforcement by peers?

**Title:** El Paso Strong

- Show & Tell/Celebrate!
- Community is an Obligation (Grades 3-5)
- Still I Rise: Ten Questions (Grades 3-5)

## Categories of “Still We Rise” Materials Preview

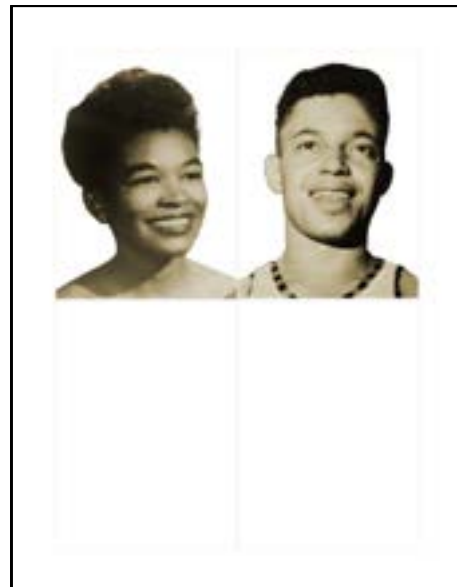
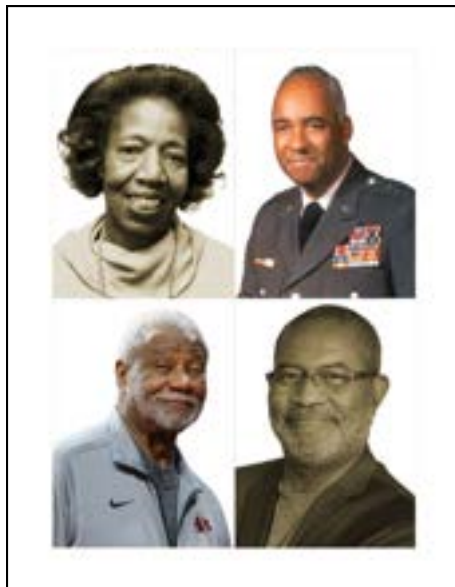
- Live - Work - Play/Public Spaces (6)



To display correct corresponding descriptions,  
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# Categories of “Still We Rise” Materials Preview (continued 1)

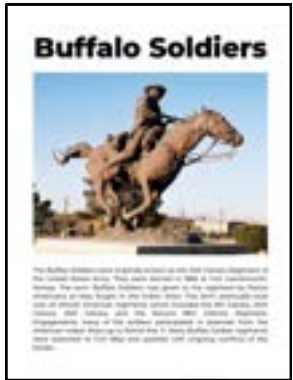
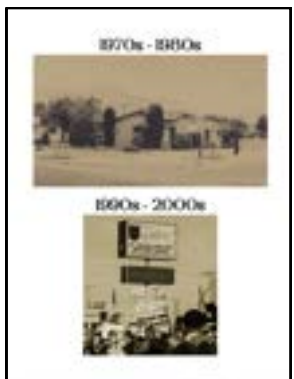
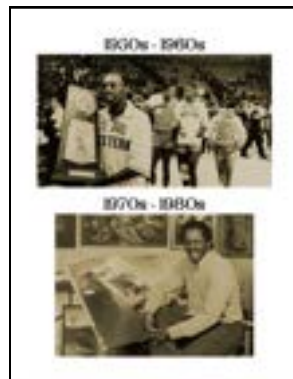
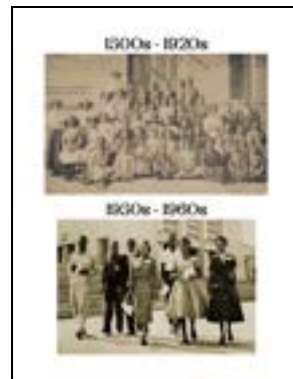
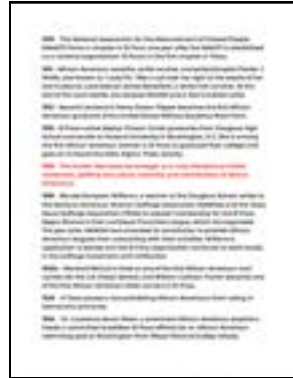
- Profiles of Black El Pasoans (14)



To display correct corresponding profile descriptions,  
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# Categories of "Still We Rise" Materials Preview (continued 2)

- Timeline of History



## Categories of “Still We Rise” Materials Preview (continued 3)

- Celebration (6)



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# Categories of “Still We Rise” Materials Preview (continued 4)

- Color, Culture, Condition

**Retaining Place –**  
**Demolition of a Neighborhood**

In 1955, Congress passed the Urban Renewal Act, and passed in the following years several other laws to encourage the construction of new housing in inner-city areas. The Urban Renewal Act of 1955 gave a \$100 million grant to the Federal Housing Administration to help with the demolition of slums and the construction of new housing.

However, it was one of the most controversial pieces of legislation in the history of the United States. It was a major step in the process of urban renewal, which was a process of demolishing old buildings and replacing them with new ones. The Urban Renewal Act was a major step in the process of urban renewal, which was a process of demolishing old buildings and replacing them with new ones.

**Bernice Love Whiggins**

1948-1954, a young woman living in the North Carolina town of Greensboro. She was a member of the NAACP and was active in the civil rights movement. She was a member of the NAACP and was active in the civil rights movement.



**Black GI Passes in World War II**

During World War II, the United States government passed laws that allowed Black soldiers to serve in the military. This was a major step in the process of desegregation. The United States government passed laws that allowed Black soldiers to serve in the military.

**A Way Around Segregation**

During the 1940s and 1950s, many Black people used the interstate highway system to travel between cities. This was a major step in the process of desegregation. The interstate highway system was a major step in the process of desegregation.

**Success**

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**Second Half Of The Twentieth Century**

During the second half of the twentieth century, many Black people used the interstate highway system to travel between cities. This was a major step in the process of desegregation. The interstate highway system was a major step in the process of desegregation.

**NAACP**

The National Association for the Advancement of Colored People (NAACP) is a civil rights organization. It was founded in 1909 and has been active in the civil rights movement. The NAACP is a civil rights organization.



**Sunday Best**

During the 1940s and 1950s, many Black people used the interstate highway system to travel between cities. This was a major step in the process of desegregation. The interstate highway system was a major step in the process of desegregation.



**Let's Talk About Hair**

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## About The Exhibition

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# Still We Rise

## El Paso's Black Experience

*Still We Rise: El Paso's Black Experience* reflects on past and present African Americans in El Paso. Like many African American Communities in the United States, much of their history has remained underrepresented. The arrival of El Paso's black community begun with the arrival of the railroad and soon blossomed after that. In a few decades, their presence was known within the South side neighborhoods and grew to encompass its very own Black Wall Street at the intersections of Alameda and Piedras. A thriving community flourished with churches, restaurants, barbershops, beauty salons, and multiple other businesses that catered to a still segregated Texas. With this empowerment and validity, many key figures gained momentum in the Civil Rights Movement which later made El Paso a leader in integration and equal rights in Texas. It was until the Federal-Aid Highway Act that built the current Interstate 10 where a majority of businesses and residencies were demolished. Despite this loss of space, the community continued to thrive through their churches, community centers, outreach groups, and led to many citizens holding big roles within civic and social realms.

This exhibition gathers personal memories, objects, and sense of place from local African American leaders and gives an inside look of resistance and resiliency through the 20th century here in El Paso.

This exhibition is on display at the  
El Paso Museum of History through March 16, 2024



**Free Admission | 510 N Santa Fe, El Paso, Texas 79901 | [epmuseumofhistory.org](http://epmuseumofhistory.org)**

Museum Resources	Teacher Resources	Student Products	External Resources
<p><b>1</b></p> <p>Live-Work-Play Profiles</p>	<ul style="list-style-type: none"> <li>• “Still We Rise” Intro</li> <li>• T-Chart</li> <li>• Include/Exclude Vocabulary</li> <li>• Profiles graphic organizer - Example</li> <li>• Profiles Vocabulary List</li> </ul>	<ul style="list-style-type: none"> <li>• Community – Fill In the Blanks Review</li> <li>• A to Z graphic organizer</li> <li>• Community Word Search</li> <li>• Profiles graphic organizer</li> <li>• Live-Work-Play Chart</li> </ul>	
<p><b>2</b></p> <p>Color, Condition, Culture, Public Spaces</p>	<ul style="list-style-type: none"> <li>• Word Search w/ Vocabulary List</li> <li>• Community – POP Quiz</li> <li>• Public Spaces graphic organizer (Answer Key)</li> </ul>	<ul style="list-style-type: none"> <li>• Museum Etiquette – Fill In The Blanks</li> <li>• Analysis of an Image Questions</li> <li>• Public Spaces graphic organizer</li> <li>• A to Z graphic organizer</li> </ul>	<ul style="list-style-type: none"> <li>• VIMEO.COM MOE/6 <b>Golden Rules of Museum Etiquette</b> Video (You-Tube)</li> </ul>
<p><b>3</b></p> <p>Live-Work-Play Profiles ALL</p>	<ul style="list-style-type: none"> <li>• Vocabulary Quiz – Answer Key</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary Quiz – Answer Key</li> </ul>	