

Date:

Title/Focus: **El Paso Strong**

Grade Level: **9-12**

## TEKS

- observation and perception
- creative expression
- historical & cultural relevance
- critical evaluation and response

## Objectives & TEKS

TEKS 117.1.a.b.c

Students will . . .

- Acquire and use grade-appropriate academic and domain specific words and phrases in discussions and writings
- Participate in collaborative discussions (one-one-one, in groups, and teacher led) to express ideas clearly and persuasively
- Interpret information (e.g. charts, timelines, artwork, etc) and explain how it contributes to an understanding of the concept
- Analyze an artwork and determine its significance

## Teacher Preparation & Materials

- List of Vocabulary Terms (See Community Word Search)
- A to Z Graphic Organizer
- Twenty Questions (Museum Resources)
- Vocabulary Quiz
- Still I Rise Poem and Questions

## Opening Activity

- Read aloud “I Could Sing” by Bernice L. Wiggins
- Conduct Whole-class Venn Diagram of the two poems.
- Conclude with discussion about “Community Identity is Cultural Identity”. The title of the El Paso Museum of History’s Exhibit is a line from perhaps Angelou’s most well-known poem.

## TEKS

- observation and perception
- creative expression
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## Group Activity

- In **Think, Pair, Share** groupings, provide students a copy of “Still I Rise” by Maya Angelou.
- Groups, in allotted timeframe, should answer analysis questions.
- Whole group discussion about poem’s relationship to Exhibit’s theme and content.

## Individual Practice

Using 20 Questions organizer, students review Museum Resources and write questions that the Exhibit answers. Students should use their (by now) completed A to Z list to help write questions.

Completed products for Packets 1-3:

- A to Z list
- I Note graphic organizer
- Analysis of an Image
- Crossword Puzzle
- Twenty Questions
- Timeline Quiz/Paragraph
- Still I Rise – Questions

Vocabulary Quiz: Using A to Z – have students take Vocabulary Quiz (handout)

## Assessment

- Are students able to reflect and evaluate their learning?
- Are students involved in their learning through reinforcement by peers?
- Are students able to appropriately use relevant topic vocabulary in their speaking and writing?

# Still I Rise by Maya Angelou

You may write me down in history  
With your bitter, twisted lies,  
You may tread me in the very dirt  
But still, like dust, I'll rise.

Does my sassiness upset you?  
Why are you beset with gloom?  
'Cause I walk like I've got oil wells  
Pumping in my living room.

Just like moons and like suns,  
With the certainty of tides,  
Just like hopes springing high,  
Still I'll rise.

Did you want to see me broken?  
Bowed head and lowered eyes?  
Shoulders falling down like teardrops.  
Weakened by my soulful cries.

Does my haughtiness offend you?  
Don't you take it awful hard  
'Cause I laugh like I've got gold mines  
Diggin' in my own back yard.

You may shoot me with your words,  
You may cut me with your eyes,  
You may kill me with your hatefulness,  
But still, like air, I'll rise.

Does my sexiness upset you?  
Does it come as a surprise  
That I dance like I've got diamonds  
At the meeting of my thighs?

Out of the huts of history's shame  
I rise  
Up from a past that's rooted in pain  
I rise  
I'm a black ocean, leaping and wide,  
Welling and swelling I bear in the tide.  
Leaving behind nights of terror and fear  
I rise  
Into a daybreak that's wondrously clear  
I rise  
Bringing the gifts that my ancestors gave,  
I am the dream and the hope of the slave.  
I rise  
I rise  
I rise.



# Still I Rise by Maya Angelou

- Who do you think the speaker/narrator of the poem is? Is it a person? A cultural group? Identify words or phrases that help you identify the speaker/narrator.
- How does the speaker/narrator seem to feel about herself (or itself)? Draw a face that represents that emotion (e.g. a smiley face, sad face, or angry face) next to a word phrase that exhibits it. Have you ever felt that way?
- To whom do you think the poem is directed? Highlight words and phrases that support your answers and share them with your partner.
- What message is the writer trying to give the person or group to which she is writing? Have you ever had to give a similar message to someone? If so, when?
- What do you believe the poem's overall theme is? Examples include hopelessness, strength, resiliency, spirit and anger. Write the theme you have identified at the top of the poem. Then draw an arrow to a word or phrase from the poem that supports that theme.
- Do you see this poem in a historical context? If so, explain that context to your partner.
- Finally, consider and share with your partner how your own knowledge, experiences and cultural identity influence the way you have chosen to interpret the poem. Have you interpreted it differently than your partner?

**"Still I Rise" - Maya Angelou**

**FIRST:** Read the poem. Mark/make notes on anything you find interesting or have a question about.

**SECOND:** Mark all examples of personification (P), allusion (A), similes (S) and metaphors (M)

**THIRD:** Answer the questions using COMPLETE SENTENCES (unless multiple choice).

1. What is the meaning of her first two lines? Think about the museum resources and how African Americans in history have been treated.

I think the meaning of the first two lines is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. The last two lines of this stanza set the tone for the whole poem. What is the tone?

- A. Wistful
- B. Defiant
- C. Jubilant

***Does my sassiness upset you?  
Why are you beset with gloom?  
Cause I walk like I've got oil wells  
Pumping in my living room.***

3. Look up the phrase 'rhetorical question.'" Write the definition you found.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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**"Still I Rise" - Maya Angelou**

***Just like moons and like suns,  
With the certainty of tides,  
Just like hopes springing high,  
Still I'll rise.***

4. How does the simile help give the idea of determination in the stanza? (think about "rising")

Comparing herself to the \_\_\_\_\_ and the \_\_\_\_\_ shows determination because \_\_\_\_\_

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***Did you want to see me broken?  
Bowed head and lowered eyes?  
Shoulders falling down like teardrops,  
Weakened by my soulful cries?***

5. Who is the "you" the speaker is addressing in the two rhetorical questions?  
The "you" is \_\_\_\_\_

**BONUS QUESTION** (10 points) How does the use of rhetorical questions as well as the other two lines in the stanza add to the tone of defiance?

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***Does my haughtiness offend you?  
Don't you take it awful hard  
'Cause I laugh like I've got gold mines  
Diggin' in my own backyard.***

6. Look up the word haughty. Does the speaker think she is haughty or is she accusing others of viewing her as haughty?

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**"Still I Rise" - Maya Angelou**

***You may shoot me with your words,  
You may cut me with your eyes,  
You may kill me with your hatefulness,  
But still, like air, I'll rise.***

7. Look at the violent verbs ("shoot", "cut," "kill"). What was the author's purpose for using them? The author's purpose for using violent verbs was:

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***Does my sexiness upset you?  
Does it come as a surprise  
That I dance like I've got diamonds  
At the meeting of my thighs?***

8. Why would the "you" be upset by the speaker showing her femininity?

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***Out of the huts of history's shame  
I rise  
Up from a past that's rooted in pain  
I rise  
I'm a black ocean, leaping and wide,  
Welling and swelling I bear in the tide.***

9. What is the allusion to the "huts of history's shame?" The "hues of history's shame" is alluding to \_\_\_\_\_

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**"Still I Rise" - Maya Angelou**

10. Explain the metaphor in the final two lines of the stanza. Angelou compares the speaker to a black ocean because \_\_\_\_\_

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***Leaving behind nights of terror and fear  
I rise  
Into a daybreak that's wondrously clear  
I rise  
Bringing the gifts that my ancestors gave,  
I am the dream and the hope of the slave.  
I rise  
I rise  
I rise.***

11. That is the theme of the poem? The theme of t the poem is \_\_\_\_\_

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# Bernice Love Wiggins

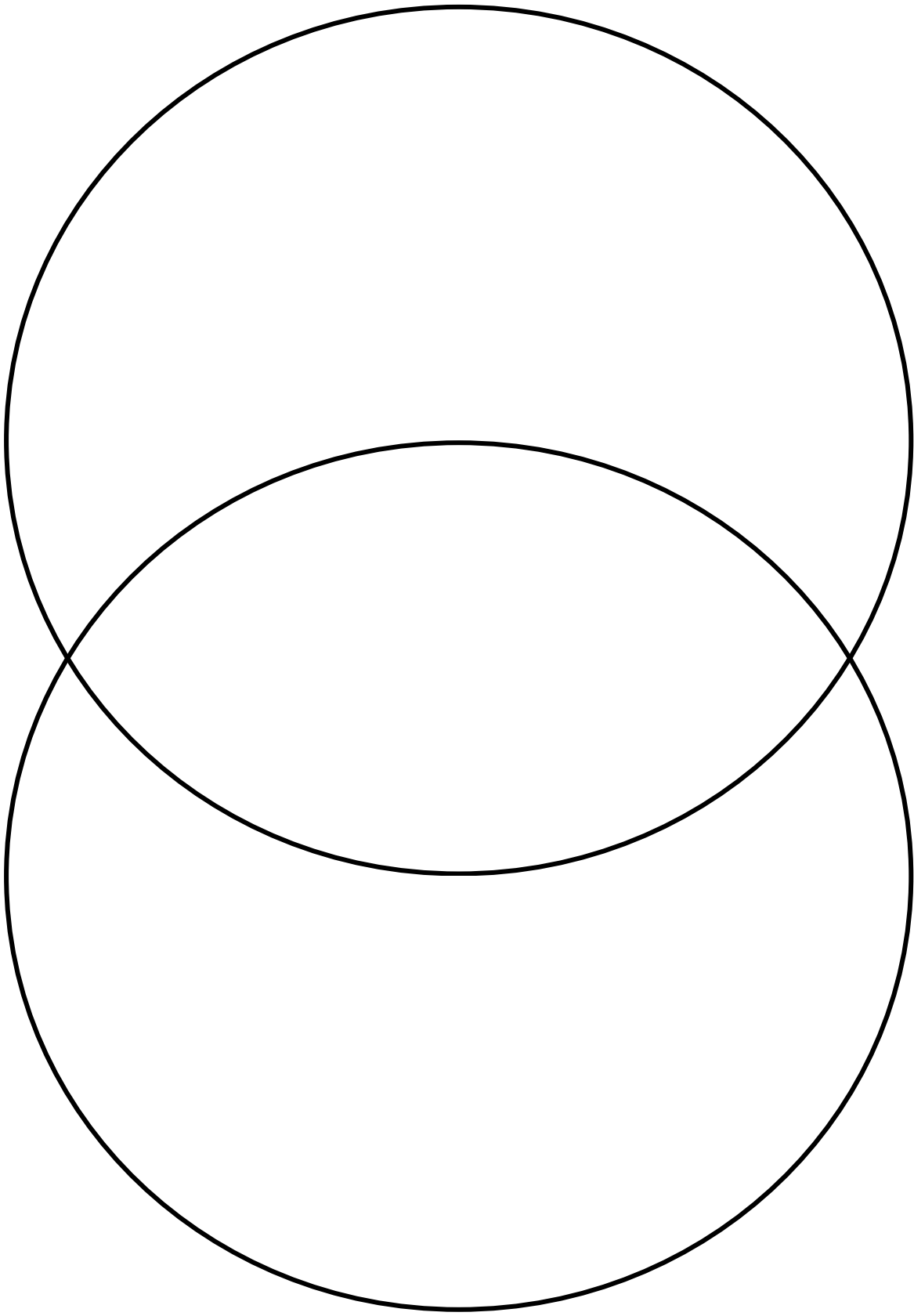
I could sing a mournful song  
With its metre doleful, long  
I could turn reformer, ever shouting "Don't."  
I could tell a tale of woe,  
Set to measure sad and slow,  
But I won't.

I can sing a cheering lay  
Sing of lovers happy, gay,  
In a rippling rhyming rhythm that will thrill.  
I can make this old world smile,  
And forget its cares awhile,  
And I will.



Name: \_\_\_\_\_

Date: \_\_\_\_\_



# Vocabulary Quiz: Still We Rise

Grade Level: **3-5**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions** - Complete Parts A - E using words from your: A to Z list, puzzles, charts, etc. Words may appear on more than one list.

## Part A - Words to describe the way a person feels or behaves

- |          |          |          |
|----------|----------|----------|
| 1. _____ | 2. _____ | 3. _____ |
| 4. _____ | 5. _____ | 6. _____ |
| 7. _____ | 8. _____ | 9. _____ |

## Part B - Words to describe or associated with community

- |          |          |          |
|----------|----------|----------|
| 1. _____ | 2. _____ | 3. _____ |
| 4. _____ | 5. _____ | 6. _____ |
| 7. _____ | 8. _____ | 9. _____ |

## Part C - Words that are verbs

- |          |          |          |
|----------|----------|----------|
| 1. _____ | 2. _____ | 3. _____ |
| 4. _____ | 5. _____ | 6. _____ |
| 7. _____ | 8. _____ | 9. _____ |

## Part D - Words that are nouns

- |          |          |          |
|----------|----------|----------|
| 1. _____ | 2. _____ | 3. _____ |
| 4. _____ | 5. _____ | 6. _____ |
| 7. _____ | 8. _____ | 9. _____ |

## Part E - Words that are associated with a negative meaning/ connotation

- |          |          |          |
|----------|----------|----------|
| 1. _____ | 2. _____ | 3. _____ |
| 4. _____ | 5. _____ | 6. _____ |
| 7. _____ | 8. _____ | 9. _____ |

# 20 Questions

What question does the *Still We Rise* exhibit answer?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_