

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 “Still I Rise” by Maya Angelou. Teacher-led discussion of poem as it relates to the “Still We Rise” Exhibit.
- Whole-class Venn Diagram
- Conclude with discussion about “Community Identity is Cultural Identity”.

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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?

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. _____

Vocabulary Quiz: Still We Rise

Grade Level: **6-8**

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. _____ |

Name: _____

Date: _____

