

TEKS

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

Objectives & TEKS

TEKS 117.1.a.b.c

Students will . . .

- Determine the topic
- Select important details that describe main idea
- Write a summary sentence
- Define new vocabulary

Teacher Preparation & Materials

- List of Vocabulary Terms (See Vocabulary for PROFILES)
- Crossword Puzzle – Student Handout for PROFILE VOCABULARY
- I-Note Lecture Outline and Student I-Note graphic organizer
- VIMEO.COM MOE/6 Golden Rules of Museum Etiquette Video (You-Tube)
- 6 Golden Rules of Museum Etiquette – Fill in the Blanks Student Handout
- Pictures of PROFILES – Museum Resources ***
- WELCOME – “Still We Rise” Exhibition – Museum Resources***
- T-Chart – Included and Not Included (Excluded)
- A to Z vocabulary organizer

Opening Activity

- Ask students about Included and Excluded. What does it look like and sound like? Complete group T-Chart.
- Discussion Questions: What are some reasons others are included/excluded? How does the person feel? How do you move from included/excluded?

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Group Activity

- Have students use the I-NOTE organizer as they read/listen actively to teacher who provides lecture/introduction to the “Still I Rise” Exhibit and Resources
- Have students THINK PAIR SHARE to review I-NOTE organizer content.
- Show Museum Etiquette Video. Students complete FILL IN THE BLANKS.
- Introduce vocabulary list, and A to Z organizer. Share I-NOTE vocabulary definitions for students to complete.

Individual Practice

- Students will complete the SAY SOMETHING!!! Graphic organizer for an assigned **PROFILE – MUSEUM RESOURCES***. Have students reflect on their I-NOTE Study Question to complete #5.**
- Students will complete definitions for vocabulary words and crossword puzzle worksheet.

Assessment

- Are students able to recall what they have learned?
- What is a community? How does a museum reflect a community?
- Who is in a community? How does color, condition, and culture influence a community?

Vocabulary List

Activist	Mentor	Valor	Catalyst
Heritage	Ostracize	Persecution	Valedictorian
Lawsuit	Infiltrate	Prejudice	Integrated
Hostility	Ethic	Bias	Artifacts
Tribulation	Inductee	Crusader	White Supremacist

Additional Vocabulary

Scholarly	Glimpse	Resonate	Distinguish
Posthumously	Immortalize	Relocate	Quartermaster
Embezzle	Surveying	Penmanship	Revere
Corridor	Triumph	Copyright	Tuberculosis
Aviator	Unjust	Herald	Desegregation
Jim Crow			

Vocabulary List

Activist – vigorous and sometimes aggressive action in pursuing a political or social end

Mentor – Somebody, usually older and more experienced, who advises and guides a younger, less experienced person

Valor – courage, especially that shown in war or battle

Catalyst – somebody or something that makes a change happen or brings about an event

Heritage – something somebody is born to

Ostracize – exclude from society

Persecution – the subjecting of a race or group of people to cruel or unfair treatment, e.g. because of their ethnic origin or religious beliefs

Valedictorian – best student

Lawsuit – court case between individuals

Infiltrate – to become part of an organization, or enter a place in order to gather information or influence events

Prejudice – opinion formed beforehand

Integrated – open to everyone, regardless of race, ethnicity, religion, gender, or social class

Hostility – a feeling or attitude of hatred or anger toward somebody

Ethic – set of standards

Bias – an unfair preference or dislike of something

Artifacts – an object made by a human being, e.g. a tool or ornament, especially one that has archeological or cultural interest

Tribulation – hardship or suffering

Inductee – somebody formally placed into a position or office

Crusader – a vigorous campaigner for or against something

White Supremacist – a racial view that white people are superior to all people or races

I Notes - A note-making organizer

Use all six parts

1 - Preview the Material. Determine the Topic

2 - Read/listen actively, list new vocabulary

3 - Discover the main idea.

4 - Select the important details that describe the main idea

5 - Write a summary. Restate the main idea in one sentence. Do not include details in the summary

6 - Write at least one main-idea questions (usually begin with words like *what*, *how*, *describe*, *define*, *compare*, and *show*)

Topic

Still We Rise

Main Idea

El Paso's Black Experience

New Vocabulary

- vibrant
- desegregation
- exhibition
- descendent
- Jim Crow
- showcase

Details

Work -

- Income
- Jobs
- Businesses

Live -

- Schools
- Family
- Neighborhoods
- Houses

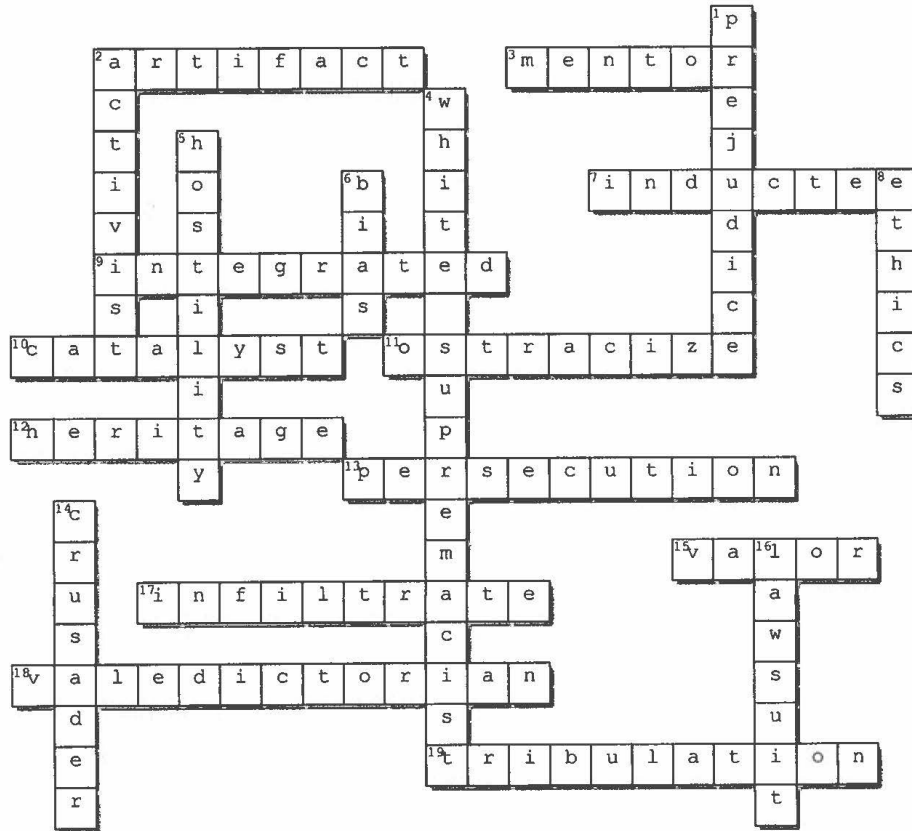
Play -

- Recreation
- Sports
- Organizations
- Arts
- Music
- Culture

Study Questions

- How does it feel to be included or excluded?
- Why are some people made to feel like “the others”?
- How can you improve a community?

Community & Museums - Complete the crossword puzzle below



Across

- 2. object made that has archeological or cultural interest (artifact)
- 3. somebody who advises and guides a (usually) younger person (mentor)
- 7. person formally placed in a position or office (inductee)
- 9. open to everyone, regardless of race, religion, gender (integrated)
- 10. something/body that makes a change happen (catalyst)
- 11. exclude from society (ostracize)
- 12. something somebody is born into (heritage)
- 13. unfair treatment of others because of race, religion, etc. (persecution)
- 15. courage, especially shown in war or battle (valor)
- 17. to become part of an organization in order to gather information (infiltrate)
- 18. the best student (valdictorian)
- 19. hardship or suffering (tribulation)

Down

- 1. Opinion formed beforehand (prejudice)
- 2. Person who acts in pursuing a political or social end (activist)
- 4. A racial view of hate (white supremacist)
- 5. Feeling or attitude of hatred or anger to others (hostility)
- 6. Unfair preference for or dislike of something (bias)
- 8. Set of standards (ethics)
- 14. A vigorous campaigner for or against something (crusader)
- 16. Court case between individuals (lawsuit)



Include/ Exclude Vocabulary List

(Source: Mary K. Cihak and Barbara Heron, (1980), Games Children Should Play)

Angry	Happy	Rejected
Annoyed	Helpful	Restless
Anxious	Helpless	Sad
Astounded	Horrible	Scared
Bored	Hurt	Silly
Brave	Ignored	Sneaky
Cheated	Jealous	Startled
Confused	Left out	Stupid
Cruel	Lonely	Tense
Different	Low	Terrible
Disturbed	Mad	Tired
Exhausted	Mean	Upset
Fearful	Miserable	Violent
Frantic	Nervous	Worried
Foolish	Overwhelmed	
Frustrated	Panicked	
Frightened	Petrified	
Glad	Picked on	
Guilty	Proud	

Topic

Main Idea

New Vocabulary

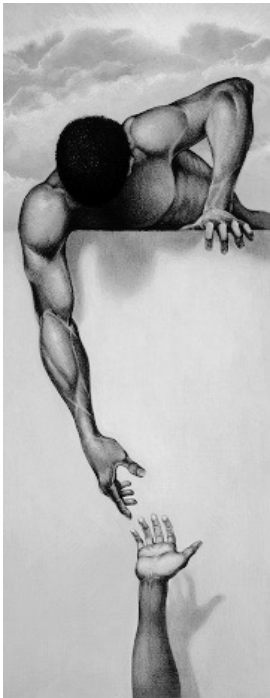
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Study Questions

Summary Sentence:

The Six Golden Rules Of The Museum

1. No _____
2. Use your _____ inch voice
3. Don't touch the _____
4. Eyes on ART. No _____ photos
5. Walk; _____
6. Read the _____ to uncover more about the ART



“He Ain’t Heavy”
by Henry C. Porter

Analysis Question For An Image

Grade Level: **6-8**

Image Title: _____

- 1. What does this work bring to mind?**
- 2. What does this work make you feel?**
- 3. What does this work remind you of?**
- 4. What do you see?**
- 5. Is the work realistic or abstract? Why?**
- 6. What do you think is the story behind the work?**
- 7. What clues are provided to tell you more about the subject?**
- 8. Is this an effective piece of work? Why or why not?**

A to Z:

A.

B.

C.

D.

E.

F.

G.

H.

I.

J.

K.

L.

M.

N.

O.

P.

Q.

R.

S.

T.

U.

V.

W.

X.

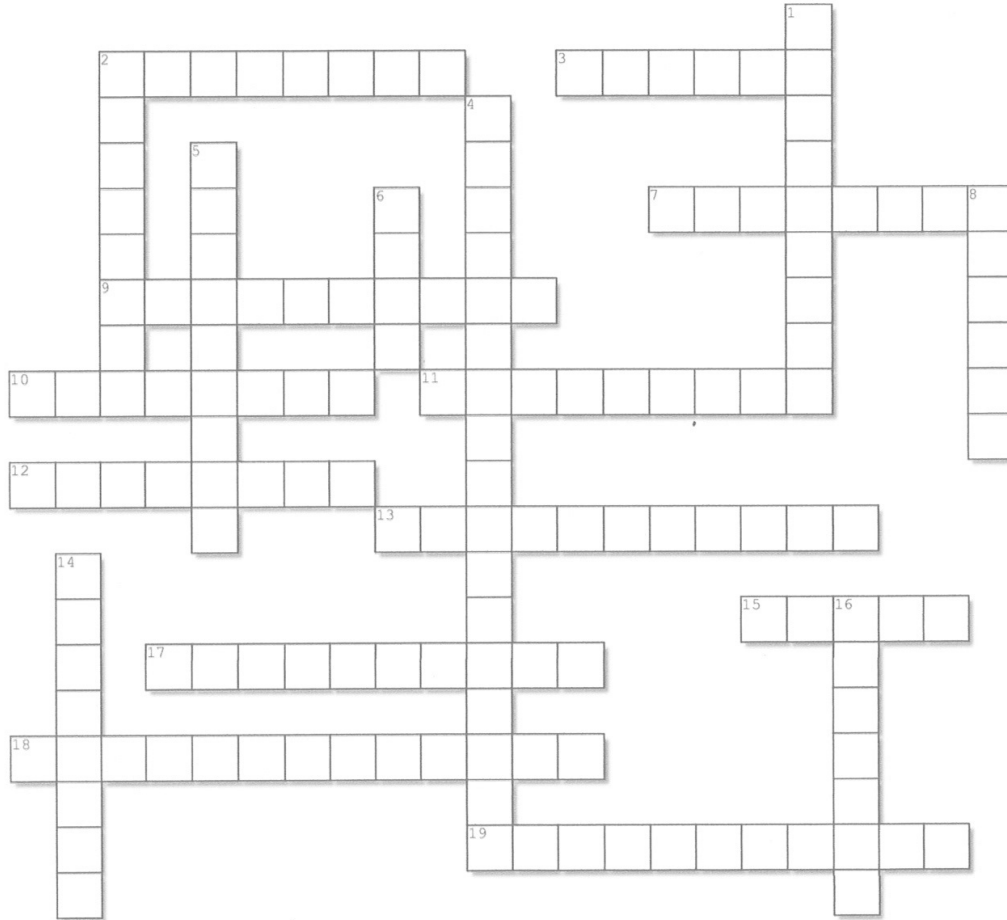
Y.

Z.

Name: _____

Grade Level: **6-8**

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Name:

Date:

Grade Level: **6-8**

Say Something!!!

Profile of: _____

1 - Make a comment.

2 - Ask a question.

3 - Compare/Contrast

_____ is like _____

_____ is not like _____

4 - Make a connection. This reminds me of (text/book, music, movie, world event, personal experience).

5- In the future, I hope/predict . . .
