



Title: The Rose that grew from concrete

60 minutes

Credit: Tomas J. Stanton

Objective / Mastery Skill: Students will explore the historical contributions of African American’s and the cultural explosion of Hip Hop as it connects to the quest for racial justice and equality..

Literary Devices/ Key Terms	<ul style="list-style-type: none"> • Concrete Imagery • Metaphor • Legacy • Voice
Themes:	Black History.
Material, Room, and Technology Requirements	Writing utensil, paper, model poem
Social / Emotional Learning	<ul style="list-style-type: none"> • Self - Awareness • Social Awareness • Self- Management • Relationship Building

Academic Standards:

- (9-10.W.3) / (11-12.W.3) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- (9-10.W10) / (11-12.W10) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- (9-10.SL.1) / (11-12.SL.1) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades (9-10) / (11-12) topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.



Lesson Plan

Gratitude Journal	5 min	Start class by asking students one thing they are grateful for.
Warm Up	10 min	<p>Listen to the song from Hip Hop artist Common “I Have a Dream” (video link in below) https://youtu.be/XBa55sDTiIA</p> <p>Ask students to free write for 3 minutes on the ideas that they generate from reading this quote.</p> <p>Question:</p> <ul style="list-style-type: none"> • What are your dreams • What if true freedom • Are the lyrics from this song different from a poem? If so, how?
Model Poem/ Discussion <ul style="list-style-type: none"> • Think • Pair • Share 	15 min	<p>Read the poem “The Rose that Grew from Concrete” by Tupac Shakur. Ask students for initial thoughts of the poem using the guide of (I liked, I noticed, I wonder)</p> <p>Think - <i>Reflect on the image of a Rose growing between a crack in concrete. What does that contradiction express</i></p> <p>Pair - <i>Ask students to get into groups of 2 or 3 and discuss their thoughts and feels after reading this poem.</i></p> <p>Additional questions:</p> <ol style="list-style-type: none"> 1. <i>Focus on the line “Funny it seems, but by keeping its dreams, it learned to breathe fresh air.” Connect this line to the Common Song and the MLK Sample and focus on the power of positive thoughts.</i>



		Share - <i>Open up conversation up to entire group</i>
Writing	20 min	Have students write their version of a poem that celebrates the importance of Black History Month.. Remind students that creativity is infinite and they can take their version of the poem in a direction they want. Remind them of their conversations and use their discoveries and creative content.
Sharing/Feedback	10 min	Each student will be encouraged to share their poems with the group. Be sure to provide positive feedback and make connections to areas where the student exhibited a connection with the learning objectives for the lesson.
Put Ups	5 min	Students state acknowledgements to classmates.



Model Poem

The Rose that Grew from Concrete

BY Tupac Shakur

Did you hear about the rose that grew
from a crack in the concrete?
Proving nature's law is wrong it
learned to walk without having feet.
Funny it seems, but by keeping its dreams,
it learned to breathe fresh air.
Long live the rose that grew from concrete
when no one else ever cared.