



Teaching Tolerance: Maya Angelou

Resource ID#: 30128 Primary Type: Teaching Idea

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Direct Link: <http://www.tolerance.org/activity/maya-angelou>

This resource from Teaching Tolerance focuses on Maya Angelou's poem "Still I Rise." It begins with a discussion of figurative language and the power of words and moves into a discussion of overcoming hardships.

Subject(s): English Language Arts	Grade Level(s): 8
Intended Audience: Educators	Suggested Technology: Computer for Presenter
Instructional Time: 2 Hour(s)	Freely Available: Yes
Keywords: Maya Angelou, imagery, figurative language, overcoming hardship, culture, voice	Instructional Component Type(s): Teaching Idea
Instructional Design Framework(s): Direct Instruction , Cooperative Learning	
Resource Collection: CPALMS	

PEDAGOGY

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Grade Level(s): 8
Nature of Instructions: [Direct Instruction](#) , [Cooperative Learning](#)
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PUBLIC REMARKS

By Author/Submitter

Educators wishing to use this resource will need to locate a copy of Angelou's poem, "Still I Rise" from another source as the link provided directs to a website that no longer hosts the poem.

By Reviewer 1

Despite Teaching Tolerance labeling this resource as a lesson plan, it does not include all the necessary components to be a complete lesson. Therefore, CPALMS reviewers have identified this resource as a teaching idea. Also, CPALMS reviewers aligned standards to the resource based on the kinds of questions posed and the corresponding analysis students would conduct while analyzing the poem. Reviewers also aligned LACC.8.W.4.10 based on the "Write to the Source" activity.

SOURCE AND ACCESS INFORMATION

Contributed by: Sheree Brown
Name of Author/Source: Teaching Tolerance
Is this Resource freely Available? Yes
Access Privileges: Public
License: [Attribution-NonCommercial 3.0 Unported](#)

Related Standards

Name	Description
LAFS.8.RL.1.1:	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.8.RL.1.2:	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LAFS.8.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LAFS.8.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

[LAFS.8.W.4.10:](#)

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 discipline-specific tasks, purposes, and audiences.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. **Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.**
- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

[LAFS.8.SL.1.1:](#)