



# “The Rose That Grew From Concrete” Poem Exploration

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Language Arts  
Grades 6-8



## Introduction

“The Rose That Grew from Concrete”, Tupac Shukar explores themes such as growing up, surpassing expectations, and persevering. This poem encourages pushing forth even when you are in situations that have the power to prevent you from reaching your personal best.

## Learning Objectives

- ([CCSS.ELA-Literacy.RL.6.2](#)) Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments
- ([CCSS.ELA-Literacy.SL.6.1.a](#)) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

## Materials Needed

- [“The Rose That Grew From Concrete” by Tupac Shakur](#)

## Procedure

1. Have the students jot down a working definition of *theme*.
2. Lead the class in a discussion of theme and how it helps in developing a well-written poem.
3. Introduce the poem, “The Rose That Grew from Concrete”.
4. Have the students read the poem independently and jot down the themes that occur throughout the poem. Require the students to support their stance by citing textual evidence.
5. Place the students in groups of 3 or 4 and have each student present their themes and accompanying evidence. Encourage the students to engage in healthy discussions of their agreement or disagreement concerning their classmates’ identified theme.
6. As a whole group, lead the students in sharing their themes. Chart the themes with evidence to display within the classroom for future reference by students.

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## Evaluation

	<b>3</b>	<b>2</b>	<b>1</b>
<b>Identified Theme</b>	Accurately identifies themes from the poem	Identifies a theme, but it is difficult to link to the poem	Does not determine the theme
<b>Contextual Evidence</b>	Provides evidence from the poem that supports the identified theme(s)	Provides evidence from the poem, but it does not support the identified theme	Does not provide any contextual evidence from the poem
<b>Discussion Participation</b>	Participates extensively in the group discussion by sharing the identified theme(s) and contextual evidence as well as listen and provide feedback as group members are sharing	Contributes some suggestions and ideas to the group discussion. Provides some input to group members' ideas	Does not contribute to the group discussion and provides no input to classmates' ideas