THE CLIMB

**Session 1**

WHAT DOES THIS SONG REALLY MEAN?

WATCH THE FOLLOWING VIDEO!

<https://youtu.be/QHT-tKXhGZ4>

While watching the video, read the lyrics from the song. Watch the video a second time. Then respond to the following:

1. What does the writer of the song want you to know? Show evidence from the text to support your response. [CCSS.ELA-Literacy.CCRA.R.2](http://www.corestandards.org/ELA-Literacy/CCRA/R/2/):

2. Highlight the important words or phrases in the song. Why are these words and phrases important? [CCSS.ELA-Literacy.CCRA.R.4](http://www.corestandards.org/ELA-Literacy/CCRA/R/4/):

3. Discuss with a partner the meaning of the metaphor of the mountain in the song. What is

***your*** mountain? Talk about it. [CCSS.ELA-Literacy.CCRA.R.4](http://www.corestandards.org/ELA-Literacy/CCRA/R/4/):

**For Teachers:**

The text-dependent questions posed for this activity align with the following standards from CT Core Standards:

**Key Ideas and Details**

1. [CCSS.ELA-Literacy.CCRA.R.1](http://www.corestandards.org/ELA-Literacy/CCRA/R/1/) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. [CCSS.ELA-Literacy.CCRA.R.2](http://www.corestandards.org/ELA-Literacy/CCRA/R/2/) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**Craft and Structure**

* 1. [CCSS.ELA-Literacy.CCRA.R.4](http://www.corestandards.org/ELA-Literacy/CCRA/R/4/) Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Lyrics

I can almost see it

That dream I'm dreaming but

There's a voice inside my head saying,

You'll never reach it,

Every step I'm taking,

Every move I make feels

Lost with no direction

My faith is shaking but I

Gotta keep trying

Gotta keep my head held high

There's always gonna be another mountain

I'm always gonna wanna make it move

Always gonna be a uphill battle

Sometimes I'm gonna have to lose

Ain't about how fast I get there,

Ain't about what's waiting on the other side

It's the climb

The struggles I'm facing,

The chances I'm taking

Sometimes might knock me down but

No I'm not breaking

I may not know it

But these are the moments that

I'm going to remember most yeah

Just got to keep going

And I,

I got to be strong

Just keep pushing on, 'cause

There's always going to be another mountain

I'm always going to want to make it move

Always going to be an uphill battle,

Sometimes I'm gonna to have to lose,

Ain't about how fast I get there,

Ain't about what's waiting on the other side

It's the climb (yeah)

There's always gonna be another mountain

I'm always gonna wanna make it move

Always gonna be a uphill battle

Sometimes I'm gonna have to lose

Ain't about how fast I get there,

Ain't about what's waiting on the other side

It's the climb (yeah yeah ea ea)

Keep on moving

Keep climbing

Keep the faith baby

It's all about

It's all about

The climb

Keep the faith

Keep your faith

Whoa oh oh

**Individual Assignment**

Complete between Session 1 and 2

Ask your parents or guardians their interpretation of the song.

How would they describe the climb in their lives or a member of your family?

Take notes on the next page

Parent / Guardian Story

1. Did they like the song?
2. What story did they tell you?
3. As a parent, what advice did they give you?
4. How will you face challenges in the future to continue “The Climb”.

**Session 2**

Group Activity

Share your stories with each other.

Write a poem or song regarding the message from the “THE CLIMB” and include the personal stories that your parents shared.

Each student may write several lines in the poem or song.

Here is an example:

My daddy works hard every day

He is the best worker, they all say

Finally, his dream has come true

A new job where he will get better pay

So our family can live life a better way

Once your poem or song is completed, share it with your class and post it in your classroom.

Teachers can also post these poems in the hallways and share them with the Superintendents office.