

## **Man on the Moon: The Mis and Underrepresented Contributions of Black Women in Societal Structure and World History**

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This curriculum unit is recommended for:

High School Sociology/World History (modification for any Secondary Social Studies Course)

**Keywords:** Black Women, Perspective, Contribution, Sociology, World History, Resistance

**Teaching Standards:** See [Appendix 1](#) for teaching standards related to World History and [Appendix 2](#) for teaching standards related to Sociology

**Synopsis:** In this curriculum unit, students of Sociology and World History will explore the underrepresented and misrepresented contributions of Black Women throughout history. This curriculum unit is intended for both 9th grade students and 11-12th grade students to use instruction to delve into the history of Black women. The North Carolina Essential Standards and Common Core will be used in this unit to increase reading comprehension, research, and writing skills. Students will be able to understand the complexities of Women of Color throughout history. There are many eras in history where Women of Color, specifically Black women have not been represented well or at all, although their contributions have shifted the dynamic of the outcome of said history. Students of World History will use different eras of time to understand, analyze, and define the contributions of Black Women. Therefore, in order to chunk/scaffold material; mini-lessons will take place. The use of mini-lessons will increase the conceptual knowledge of students, to be able to apply those concepts to the historical moments of Black women. This topic is chosen mainly for the purpose of relation to students and for students to be able to advocate for others, who may not be able to advocate for themselves. In Sociology, students will be able to use the concept of intersectionality and the social stratification of human beings as it relates to race, class, and gender; in order to understand the lack of mainstream attention to the population of Black women. This will also help students to further understand the complex relationship between Black women and society and in-group relationships as well. This unit is created to humanize Black women as a whole and explore the diversity that exists within. The final project for students is to assume responsibility for researching the contributions of Black women through streams of culture within and outside of the United States; including but not limited to innovations, activism, literary works, music/art, political platform, etc. It is important to note that this unit can be taught in whole or in part.

*I plan to teach this unit to one Sociology section (25 students) and two World History sections (50 students) during the second semester of the school year in 2021. This unit will also be shared with other High School Social Studies teachers to use and modify within their own classrooms.*

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## Introduction

“That's one small step for man, one giant leap for mankind.” The aforementioned quote is from Neil Armstrong, the first person to step foot on the moon. This moment was one of the most important times in United States history that projected the country forward as one of the most powerful and key players in the world. This Moon Landing was during a time when the United States was at battle with another major contender (Soviet Union) through proxy battles/ wars during the Cold War. This moment (the Moon Landing) put the United States at the forefront of modern history. The problem with this moment is that every collaborator of this effort, according to many historians, was not properly acknowledged. There were many people who put forth the effort to make sure that the United States was not only able to make it to Space to orbit Earth, but to actually step foot on the Moon. Specifically, there were four Black women who assisted and led in the efforts of the Moon Landing, that did not get their recognition until the 21st century as the book entitled *Hidden Figures: The American Dream and the Untold Story of the Black Women Mathematicians Who Helped Win the Space Race* was published and further when the film *Hidden Figures* was produced and viewed by much of the world. Only then did these four women receive some of their accolades.

This mis and underrepresentation of Black women in historical references and concepts is a widely uncovered issue. Many of the contributions of Black women to the innovations of society worldwide are unknown to many students and educators alike. Katherine Johnson, Mary Jackson, and Dorothy Vaughn are among the long list of women that typical history courses do not acknowledge in part or in whole as major contenders in the contributions that have made history move forward. This has been the complaint of many Black women and others, such as Jamila Lyiscott, who in a spoken word performance for Ted Talk states “why these books never be about my peoples?” Showing that there is an interest amongst students that they learn of contributors that mirror the image of their likeness, to be inspired.

While in primary school, I can recall the contributors of society that were mentioned. Many instances where Black women were mentioned were during Black History Month; while rightfully so, I cannot recall many Black women being infused into the content or literature that was studied in my classrooms throughout school. It was only until I entered into my 12th grade year that I began to learn about Black women outside of the frequently mentioned Black women during American slavery and the Civil Rights Movement. This experience only came as I was able to take an African American Studies course. I, as a student, had to begin to do my own research into other W\women of color who contributed to society as a whole. I believe this educational experience led me to the educator I am now. An educator Christopher C. Martell, who used Critical Race Theory as a lens for studying, stated that students of color recognize racism as a common theme in today's society while their counterparts (white students) do not see racism as common. While this is likely an issue dealing in the complexities of American culture, some educators of Social Studies do not address race as a major component of historical nature and background. Black women should be studied by all students and educators as key players in the critical forward thinking of societal structure. Black women just as all of their counterparts (Black men, white women, etc.) have been just as much contributors of the freedom of marginalized people through resistance and activism, perspective, innovation and technological advances, education and art form.

### Connection and Rational:

In world history, there are many different eras included in the curriculum, where women's contributions are lacking. I would like to change the dynamic of the world history curriculum to include that of Black women for students to have a deeper connection with the material.

In American society, women, specifically Women of Color have been underrepresented and misrepresented in culture since the foundation of the United States. The contributions of Black women have gone unnoticed, unlearned, and misunderstood throughout history. The knowledge of the influential contributions of Black women is limited amongst curriculum structure including the African American Studies and American history classes. The seminar on the topic of "Black Girl Magic" and the misrepresentations that exist, inspires me to further connect with my curriculum and my students on a deeper level, allowing both myself and my students to contextualize the founding principles and contributions of Black women in history. I believe that my students will appreciate and connect with material planned for them. This will increase the willingness to engage in literacy more often. In my experience, students are always more excited about learning when they are able to connect with the material. I also believe that students need to see a plethora of contributors throughout history in order to understand the complex structures and hierarchies that exist and how we as a people got to where we are. This unit will allow students to recognize and converse about issues that present themselves in current society. With this piece of knowledge and voice, students can act and resist against biases and stereotypes that exist in order for them to advocate for themselves and others alike.

This unit will be used during both semesters of school. The reason for using this curriculum during both semesters is to be able to include both pods of students. The use of this curriculum unit will include 100% of World History students, and the students enrolled in Sociology.

### School/Student Demographics:

iMeck Academy at Cochrane Collegiate Academy is a Blended Learning Magnet school within a comprehensive school. iMeck Academy is located on the campus of Cochrane Collegiate Academy, which culminates to a comprehensive middle school (grades 6-8) and the magnet high school (grades 9-12). iMeck Academy is located in the Northeastern part of Charlotte, North Carolina. iMeck Academy is a setting where teachers and students alike integrate technology to enhance the learning of students through research and exploration. Students are allowed to have "voice and choice" through personalized and project based learning, which is what this unit is designed to create for students.

In addition, according to CMS standards, the academy (6-12), is considered a "low performing" school, however there is a major achievement gap and disparity that exists within the full school. My school consists of a large percentage of students of color, most of said students being Hispanic and Black. The reason that this topic is chosen, is because of the population of my school and the social setting. The racial/ethnic makeup of my school is about 59% Hispanic, 39% Black, and 2% all other ethnicities and racial backgrounds. There are 26 nationalities at iMeck Academy. Within all of those nationalities, much of the history lacks for Students of Color, especially for Black students.

Each year there are about one-hundred 9th Grade students (including English Language Learners and Exceptional Children) who all are exposed to World History as a course. There are also between twenty-five and thirty students who are classified as 11th-12th Grade, who will be enrolled in Sociology as an upper level Social Studies Elective. Students will expand upon their prior knowledge, delving deeper into the nuances and overt issues of society.

### Unit Goals

The use of this unit in World History will be planned as follows: students will have a 'hook' and response journal about the contributions of Black Women. They will also complete article and document analyses on the same topic of contributions. Students will then collaborate to complete projects and readings on more contributions, and even set goals for themselves to be a positive contributor to society as these women have.

In addition, within the structure of the standards for Sociology, students study the dynamic of gender roles, identity, and social stratification. I would like to create a unique unit using these concepts to debunk the misrepresentation of Black Women in society through different aspects of culture and cultural diffusion. These aspects of culture would include language, writing (books, poetry, etc.), music, protest, film and other major concerted efforts of contribution to the social standards of America. Students will be able to collaborate and study all aspects of culture to answer the question: How can these contributions be recognized in order to change the trajectory of social stratification and misrepresentation? Students will then participate in a culminating project that would help to create change for the images of Black women in society.

#### Student Goals:

1. Annotate research for comprehension and write for critical thought.
2. Analyze pertinent primary resources for critical thought, collaborations and academic conversation.
3. Improve historical research skills by comparing and contrasting the history of the perspective and contributions of Black women around the world.
4. Understanding the cause and effect of groupthink through the analysis of multiple resistance and activism movements amongst Black women as a result of systematic oppression and social stratification.
5. Apply the four interconnected skills for historical research, all using music.
  1. H.1.1 Use Chronological thinking to: 1. Identify the structure of a historical narrative or story: (its beginning, middle and end). 2. Interpret data presented in time lines and create timelines. H.1.2 Use Historical Comprehension to: 1. Reconstruct the literal meaning of a historical passage. 2. Differentiate between historical facts and historical interpretations. 3. Analyze data in historical maps. 4. Analyze visual, literary and musical sources. H.1.3 Use Historical Analysis and Interpretation to: 1. Identify issues and problems in the past. 2. Consider multiple perspectives of various peoples in the past. 3. Analyze cause-and-effect relationships and multiple causations. 4. Evaluate competing historical narratives and debates among historians. 5. Evaluate the influence of the past on contemporary issues. H.1.4 Use Historical Research to: 1. Formulate historical questions. 2. Obtain historical data from a variety of sources. 3. Support interpretations with

historical evidence. 4. Construct analytical essays using historical evidence to support arguments.

Teacher Goals:

1. Encourage academic conversation and collaboration through PEAK strategies.
2. Personalize unit for the encouragement of best research practices.
3. Create project opportunities for independent student exploration and engagement.
4. Chunk and scaffold vocabulary and conceptual knowledge for students to apply to their future learning.

School Year Usage:

This curriculum unit is recommended for usage during the second half of any high school course, which would fall in the second and fourth quarter of the school year for first and second semester (if using for a yearlong course, teachers should implement the unit in the second half of the course). The motivation of waiting to implement this unit is to have students understand basic historical concepts before applying another layer to their understanding. This will allow students to appreciate the unit beyond basic understanding to application and creation.

Cross Curricular and Interdisciplinary Connections:

This curriculum unit can also be applied to American History, Civics, and Psychology as all subjects contain the study culture (s), human interaction and relationships, and sociocultural impact as part of the course outline.

While the courses differ at some junctures, this unit can also be applied to High School English courses. The content can be used to enhance the writing, knowledge, and creativity of students. The common core standards of analyzing complex text for comprehension and writing to communicate can be met through use of this curriculum unit.

## **Content Research**

According to the Merriam-Webster Dictionary, magic is defined as “an extraordinary power or influence seemingly from a supernatural source.” Magical can be seen as a force of grace or evil, relative to one’s perspective on magical due to background and culture. In 2013, Cashawn Thompson praised Black Women by stating “Black girls are magic.”<sup>1</sup> Eventually this phrase set a media (social, major and otherwise) storm and thus began the hashtag #BlackGirlMagic. This phrase and hashtag came with many different enlightening images, writings, interviews, books, and movies that consisted of positive images of Black girls and women alike around the world. Some have been inspired by these images, pushing them to take these images into consideration when accomplishing goals. Thompson wanted Women of Color (specifically Black Women) to rally behind the phrase and relish in the praise of being strong and beautiful in spite of the injustices and stratifications that shape society. Although the phrase Black Girl Magic has amassed a large amount of attention from many circles of people around the world, here in the United States, there are some who believe the term is misrepresented and may even be misunderstood.<sup>2</sup> Some Black women, like their counterparts, want to be seen as human and

equitable contributors and competitors in the stratosphere of society. Black women have been misunderstood, misrepresented, and underrepresented in the history of the world.<sup>3</sup>

While some may not recognize or agree, this misconception has possible unintended consequences within the education system. Because of the misrepresentation, misconception, and underrepresented voices of Black women in the contributions of history, students begin to lack a reference point for the mirroring reflection and representation of themselves throughout history. Many studies show that not only are Black women not represented throughout culture, they are more negatively rated on accomplishments than other majority and minority groups.<sup>4</sup> Black students notice that there is not a lot of representation of their culture and begin to equate this to their own identity and systemic racism, according to a study conducted by Christopher C. Martell.<sup>5</sup> Students find history class boring and racist due to the lack of representation.

History has been predominantly taught through European lenses, both World and United States/American History. This European lens and perspective in the United States is primarily taught this way because of colonialism. Through this European lens, there is rarely a mention of Black or African American people without mentioning the enslavement of said people. Due to this historical lens, there tends to be a lack of multicultural perspective or a multilayered perspective for that matter. Students in the United States become accustomed to seeing white male-centered historical references, and some educators do not challenge this historical lens.<sup>6</sup>

In addition to the European lens through which history is taught, when Black women are included, they can be misrepresented while also being uncredited for their many contributions. For example, students do learn about Harriet Tubman, but very rarely know her name or how she actually became Harriet Tubman. Students understand mostly that Tubman was a Black woman, who despite many consequences that may have surrounded her, she liberated many people from bondage. However students may not understand that there were many factors that led her to escape to freedom and then practice philanthropic ideals. Students also understand that Rosa Parks resisted the oppressive standards of Jim Crow laws, however they may have never learned of Rosa Parks' predecessors who assisted in her learning of non-violent resistance such as Septima Clark<sup>7</sup>, who created Citizenship Schools for Black people.

Moreover, these misguided and underrepresented contributions can set a precedent for students that success is founded on the principle being male and/or being non-minority. This precedent can have unintended unconscious consequences for marginalized students, especially those who identify as Black Girls. Black girls are adultified and more harshly punished within and outside of school on a daily basis than that of any other majority or minority girl group in the United States.<sup>8</sup> This criminalization and harsh punishment is due to the perspective, prejudicial standards, and stereotypes that exist about Black women and girls. While the historical complexities of mis and underrepresentation and the standard of criminalization may not seem connected, there is interconnectedness. Black girls do not see images mirroring them, due to the "hidden figures" throughout innovations, writings, and activism in the United States and also do not see them mirrored in the leaders in their classroom leads to the notion and normalization that barriers will be hard to overcome, inclusive of racial injustice, intersectionality, and career pathways.<sup>9</sup> Not only are these factors normalized for Black girls, they are also normalized for all

other students. This full scale underrepresentation can create a discontent of the level of Maslow's Hierarchy of Needs relating to the need for belonging.

Initially, historical representation may not be seen as a major factor or of significance in the classroom, when students seek information, if not found by the primary source (immediate family) of information, or the secondary source (school), they may find it from another source (media), which could lead to the difficulty in deciphering misinformation. This misinformation could come in many forms and topics such as who invented this, what is beautiful, and who is the villain. While it is important to teach all perspectives, the media is an economic force and therefore serves to put out what sells, which can be problematic <sup>10</sup>, as young Black women may be trying to find representation of themselves. Students need to understand that like all other groups, Black women too are diverse in perspective, story, activism, leadership, artistry, language, and all other cultures.

On the contrary, some social scientists and authors alike have the viewpoint that Black women are simply human, and should not have to have 'magic' or have supernatural tendencies to be portrayed or viewed as such. According to Mikki Kendall in her book *Hood Feminism: Notes from Women that a Movement Forgot* "No woman has to be respectable to be valuable." What Kendall insinuates, is no matter the history or portrayal of Women of Color (specifically Black women), all people should be respected.<sup>2</sup> Many subscribe to her point, as some do not agree with the phrase 'Black Girl Magic' because they see it as detrimental to the human force of emotion. As such *Elle Magazine's* Linda Chavers stated in 2016 "Black girls aren't magical. We're Human."<sup>3</sup> This view points out that people believe that Black women can handle all negative forces that come their way because they are strong, powerful, and may lack emotion. The notion that Black women come with supernatural forces can also lead to unintended consequences that do not relate to that of praise. It can, however, lead to the subjection to further oppression, adultification, trauma, criminalization and a host of other negative consequences. However, when there is no historical reference point for students to understand, this may also lead to unintended negative consequences.

Lastly, artifacts and activities used in history should dismantle inequitable systems rather than participate in the oppression of students within the classroom. By studying lacking content, students then are forced to have a narrow mindset. This narrow mindset is created by the memorization of history, rather than thinking conceptually, thematically, and theoretically. Students should learn and be educated on all contributions and innovations of history and be able to research as such. "If education does dethrone Queen Content in favor of a focus on individual thinking skills, education will also have to embrace hands-on, active learning and in-depth, rich inquiry." The previous quote comes from Valerie Strauss of the *Washington Post*. Students should become historians of all content when entering a social studies classroom. The broadening and growth of student mindsets can shift students to being better thinkers within education and creates a fostering of community advocacy; which further allows students to be prepared for life after high school.

In brief, this culminating unit of bringing forth the mis and underrepresented contributions of Black women throughout history and the societal structure will support the learning of students. Students will gain the skill of inquiry and historical perspective from educators

implementing this curriculum unit into their classrooms. Students should learn of Black women in STEM, politics, leadership, service (armed forces), activism, organization, and intellectual arts. This studying should be both modern and past. Students should understand that the Black and woman experience is diverse and should be treated as such. Teachers/Educators may not physically mirror every student in the classroom, however they do have the power to ensure that content and curriculum can mirror and represent every student in the classroom.

Most of the curriculum will decontextualize resources for students into three categories (Perspective (in/out group), Leadership, and Resistance) in order to minimize confusion. These categories are also to expand knowledge in a conceptual and thematic framework. Students will be able to apply new knowledge of the contributions of Women of Color, specifically Black women to complete culminating Project Based Learning choice. Students will also be able to journal reflections of ideas and new learning as it presents itself. Students will use resources to expound upon mini lessons and concepts to define where the misrepresentation of Black women came from and how to dismantle those misrepresentations. This unit will also allow students to take part in bringing the underrepresented contributions to the forefront of their minds and knowledge and provide it for the school community and beyond.

### **Instructional Implementation**

The goal of the instructional implementation of this curriculum unit is for the option to be implemented as a whole or in parts within the classes of Sociology and World History, but the implementation of instruction is not limited and can be implemented in cross curricular (English) and interdisciplinary studies (higher level social studies). The unit implementation of the unit will consist of mini-lessons with a Sociology and World History concept based focus; these concepts and vocabulary terms are located in [Appendix 3](#). Educators may use the concept map/frayer model adapted from PEAK Learning Systems located in [Appendix 4](#) to provide mini-lessons for conceptual understanding of students.

The second piece of the unit will consist of a “playway”, which is Project Based Learning with a focus on Blended Learning. This part of the unit provides students with “voice and choice” in their learning and how they choose to progress through the content. The focus of the ‘playway’ is categorized into objectives of: perspective amongst Black women, resistance to systematic oppression of marginalized communities such as Black women, and the leadership and contribution of Black women. This playway that is provided in [Appendix 7](#) is broken into 3 parts: ‘Independent Direct Instruction’, ‘Show What You Know’, and ‘Product’.

The first component of the playway (independent direct instruction) is utilized for students to independently access lessons provided either through resources or created by the teacher. Students will have time to explore and connect the previously learned concepts and tier three vocabulary to the independent lessons that are accessed. Students should then complete any activities to capture their newly learned material.

In addition the second component is for students to express their learning as a formative assessment. Students will be able to show what they know after completing direct instruction, teachers may have students to complete all show what you know activities, or teachers may have



students complete one of each of the activities. After completing the second component, teachers will use this time as a way to check in with students and make sure that they are understanding the material, by creating a hybrid “station rotation” model classroom in which part of the classroom is dedicated to collaboration with peers and the other is dedicated to small group instruction for students who need one-to-one guidance. The activities consist of complex text and artifacts including but not limited to video, articles, excerpts, poems, articles, podcasts, and music. Students will then complete the checkpoint essential questions to quickly assess their learning of the full concepts of each category. These responses can also be used to assess writing and critical thinking skills. For annotations to be evaluated, an annotation key and rubric are provided in appendices [5](#) and [6](#) respectively.

Moreover the third and final component of the playway is the product creation. These products can be used as a performance task or summative assessment for the unit. Students will be able to display their critical thought process and analytical skills through creating products that suit their strengths and growth opportunities. This part of the playway is divided into categories of skills that students will enjoy and challenge themselves with. Students can also collaborate with other colleagues to create partnership products that display their thinking and exploration. For research and inspiration, students are encouraged to reference the Black women listed in order to drive their thinking and creation of their product. Students will use the choices to produce creations based on the original objectives, creating one product per objective (perspective, resistance, and leadership/contribution). While students should be reminded that all of the Black women listed do fall into multiple categories and this should be mentioned in their research, these women are for inspiration in creating well thought out products.

In brief, these products are about “voice and choice.” Students will also be provided with adapted rubrics for the purpose of self-evaluation. The rubrics can also be used for the purpose of self-evaluation. This will help students to reflect and correct before submitting their three products.

## Appendix 1

### World History Standards:

The new World History standards will be broken up into conceptual and thematic standards, rather than chronological. Students will hit multiple standards while studying this unit.

(World History Behavior Sciences) WH.B.1 Analyze how artistic, literary, philosophical, technological, and scientific ideas have developed and shaped society and institutions.

*Although students will receive mini-lessons on periods such as the scientific revolution, they will also broaden their view by looking at the contributions in modern society of Black women to science.*

WH.B.2 Analyze the concept of identity in historic and contemporary societies in terms of its development and impacts.

WH.B.2.1 Explain how culture and society impact national, group, and individual identity now and in the past. *Students will explore here, how Black women have used group and individual methods to expand contributions to society.*

Concepts and Terms that will be used in this unit include:

Ethnocentrism, Racism, Gender Discrimination, Individualism/Collectivism, and Feminism

(World History Civics and Government) WH.C&G.1 Analyze the relationship between various societies and government in terms of freedom, equality, and power.

(World History: Geography) WH.G.1 Analyze the intentional and unintentional consequences of human-environment interaction.

(World History Inquiry) WH.I, Apply the inquiry models to analyze and evaluate social studies topics and issues in order to communicate conclusions and take informed actions. *Students will be able to use this standard to analyze and contextualize primary and secondary resources or perspectives of and on Black women in history.*

## Appendix 2

### Sociology Standards:

Sociology is broken up into two types of standards, history and culture; therefore, students will apply the standards by use of prior and current knowledge.

Understand how culture and its diversity sustain humanity.

12. C.1.1 Compare various cultures using sociological perspectives.

12. C.1.2 Exemplify various subcultures and how they distinguish themselves from the larger culture.

*Students will use the above standards to explore the perspectives of Black women as a collective and as individuals within society.*

Understand how socialization regulates individual behavior.

12. C.2.2 Analyze the roles of the family, school, peer groups, and media in socializing adolescents.

12. C.2.3 Explain the impact of social organizations (such as families), social structures (such as marriage), and social institutions (such as schools) on individuals and groups within society.

*Students will study Social Stratification and Gender Roles as a major concept in order to understand how human perspective can be socialized about marginalized communities.*

12. C.3 Analyze human behavior in terms of conformity and deviance

12. C.3.1 Analyze several sociological theories related to conformity and deviance according to the different theoretical perspectives.

12. C.3.2 Analyze the development of conformity to standards in American society and how deviance develops in individuals or groups.

*The standards above will be used to study resistance movements and how Black women were involved. Examples include: Ida B. Wells (Anti-Lynching Movement) and the Black Panther Party (figures such as Assata Shakur).*

12. C.4 Analyze human relationships in terms of inequality and stratification.

*Students can use this standard to understand how inequality shaped the leadership and contributions of Black women.*

## **Appendix 3**

### **Vocabulary Concepts for Mini Lesson Introductions**

All terms are considered Social Studies concepts of the third tier. These terms and concepts will have to be chunked and scaffolded using mini-lessons in order for students to apply these concepts to individual research and performance tasks. The categories are suggested for use of thematic approach to mini-lessons. Concept Frayer Models (PEAK Strategies) can be used for students to explore the concepts/terms individually.

#### Perspective and Identity

Fragmentation  
Intersectionality  
Perspective  
Diaspora  
Cultural Diffusion  
Code-Switching

#### Resistance to Systemic/Cultural Issues

Adultification  
Systemic Racism  
Social Stratification  
Ethnocentrism  
Criminalization  
Cultural Appropriation  
In/Out-Group Bias

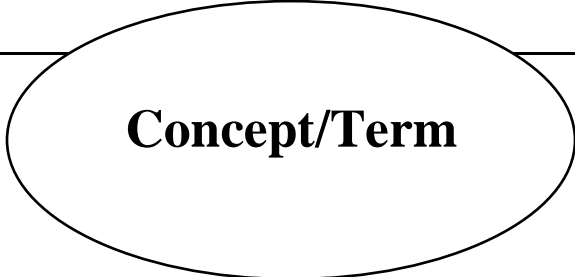
#### Contribution/Leadership: Road to Independence

Equity  
Liberation  
Resistance  
Revolution  
Multiculturalism

The Frayer Model/Concept Map found in [Appendix 4](#) can be used to promote vocabulary understanding and application. Students can utilize the frayer models to independently and collaboratively explore conceptual and thematic knowledge. All of the terms above are considered tier 3 vocabulary within the subject of Social Studies.

## Appendix 4

Description of the term (definition in your own words)	Picture/Sketch/Icon
Examples of the term	Characteristics of the term
Benefits/Costs	What may it (term) be confused with? What are the similarities and differences between the two terms?
Cautions (Warnings etc)	Definition



**Concept/Term**

The concept map/frayer model above can be used to promote conceptual knowledge about the three themes (perspective, resistance, and leadership/contributions of Black women). The concept maps and then be used to guide formative assessments for understanding of concepts. Students would fill in the term and choose four of the options to analyze and deconstruct the term/concept. This is an adaptation for PEAK Learning Systems.

## Appendix 5

The figure below is an annotation key used for analysis of any articles provided. The key is used for critical thinking skills. This key should be used for any annotation of sources. Teachers can add reflections to the ending of each article for expression of critical thought. The rubric provided in Appendix 6 can be used to provide feedback on the text analysis.

### Article Analysis Annotation Key

- |  |  |
|--|--|
| 1. P=Prediction (What do you believe is the purpose of the article?)   | 1. P = Predicción (¿Cuál cree que es el propósito del artículo?)           |
| 2. !- Things that surprise you.  | 2. ! - Cosas que te sorprenden.  |
| 3. ?- Phrases that you don't understand or you want to know more about | 3. ? - Frases que no entiende o quiere saber más sobre                     |
| 4. Underline/highlight- Important points the article makes .           | 4. Subrayado / resaltado: puntos importantes que hace el artículo.         |
| 5. *- Points that you agree with.                                      | 5. * - Puntos con los que está de acuerdo.                                 |
| 6. O- word/phrases that you may not know and define them. (Word Bank)  | 6. O- palabra / frases que quizás no conozca y defina. (Banco de palabras) |
| 7. Write in the margin (summaries/main ideas).                         | 7. Escribir en el margen (resúmenes / ideas principales).                  |

## Appendix 6

Below is a rubric that can be used to provide feedback for text analysis and contextualization. This adapted rubric can also be used for self or peer evaluation.

### Active Reading/Annotation Rubric

Name: \_\_\_\_\_

Text Assignment: \_\_\_\_\_

	<b>Distinguished (4)</b>	<b>Accomplished (3)</b>	<b>Almost there (2)</b>	<b>Not there yet (1)</b>
<b>Markings</b>	Clearly identifies unfamiliar vocabulary or academic language	Adequately marks unfamiliar vocabulary or academic language	Few identification of unfamiliar vocabulary or academic language	Lacks identification of unfamiliar vocabulary or academic language
<b>Comments</b>	Substantial and well-written comments	Satisfactory and clearly written comments	Weak and poorly written comments	Insignificant comments that show a lack of understanding
<b>Questions</b>	Exceptional use of thought provoking questions	Good use of thought provoking questions	Fair use of thought provoking questions	Lacks thought provoking questions
<b>Significant Ideas</b>	Outstanding identification of significant passages and ideas	Satisfactory identification of significant passages and ideas	Weak identification of significant passages and ideas	Inadequate identification of significant passages and ideas
<b>Teacher's Directions</b>	Excellent grasp of teacher's directions	Good grasp of teacher's directions	Weak grasp of teacher's directions	Hardly any grasp of teacher's directions
<b>Overall Commentary</b>	Overall commentary is rich and abundant	Overall commentary is satisfactory	Overall commentary is less than exemplar	Overall commentary is very limited
<b>TOTAL</b>				

Adapted from Scholastic Inc. "Rubric for Assessing Text Marking," 2003

## Appendix 7

Below is the instructional implementation of a Blended Learning Playway. The three components will challenge and assist students with critical and analytical thought. The “playway” method can be used as a whole or in part for incorporation into the classroom.

### Societal Contributions of Black Women: Playway

#### Standards/Objectives

<p><b>Perspective</b> I can analyze the perspective within and outside of the existence of Black women considering bias and primary sources.</p>	<p><b>Resistance</b> I can understand and explain how the struggle for equity and equality was led with movements of resistance through group and individual effort.</p>	<p><b>Leadership/Contribution</b> I can contextualize the efforts of Black women and their contributions throughout history, while understanding the underrepresentation of said contribution.</p>
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#### Pre-Instruction:

1. Read over the objectives for Perspective, Resistance, and Leadership/Contribution. Make sure that you understand the objectives. Explain them to other colleagues/students.
2. You will complete the independent direct instruction, and then the “show what you know” activities. These activities can be done fluidly, meaning they don’t have to be done in order. However, do NOT set yourself up for confusion (Work on ONE assignment at a time).
3. After each of the “Show what you know activities, you will check in to make sure that your assignment is done with fidelity. You will then use your resources to complete the “Essential Question Checkpoint” Discussion Board.
4. Lastly, you will complete three “Products” for the unit, one must be done independently, and the others can be done in a partnership or alone. (Use all rubrics to guide your activities).
  1. *\*While working on this “PLAYWAY” you may be pulled in small group instruction to enhance your vocabulary skills and exit tickets may be given everyday.\**

#### **Pre Instruction: Independent Direct Instruction/Vocabulary**

<p><b>Perspective</b> Complete frayer model/concept map for the terms <b>Perspective</b>, <b>Ethnocentrism</b>, and <b>Cultural Diffusion</b> Use this <a href="#">Crash Course Video</a> to understand Culture, Subculture and Counterculture. While watching the video; take notes on important points made and conceptual knowledge.</p>	<p><b>Resistance</b> Complete frayer model/concept maps for the terms <b>Liberation</b> and <b>Resistance</b> (as it relates to systematic issues).  Explore this <a href="#">exhibit</a> on Black Nationalism and complete 2 Observation, Reflection, Question activities to capture your learning. Complete a reflection of your thoughts and learning.</p>	<p><b>Leadership/Contribution</b> Complete frayer model/concept map for the terms <b>Equity</b> and <b>Social Stratification</b>  Watch this <a href="#">video</a> about the contributions of less known Black Women. While watching the video write down ten observations of learning throughout the video. What are some things that you learned? What questions do you still have?</p>
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**Show What You Know Activity: Check In after completion**

<p><b>Perspective</b></p> <ol style="list-style-type: none"> <li>1. Complete an annotation analysis of the article “<a href="#">Why everyone’s saying ‘Black Girls are Magic’</a>”             <ol style="list-style-type: none"> <li>1. Make sure to follow the annotation key provided.</li> <li>2. Afterward, complete a 10 sentence reflection of the article, providing your own thoughts and opinions.</li> </ol> </li> <li>2. Watch this <a href="#">Ted Talk Video</a> by Chimamanda Ngozi Adichie entitled <i>The Danger of a Single Story</i>.             <ol style="list-style-type: none"> <li>1. After watching, write a 10 sentence reflection of the video, providing key takeaways or lessons from the video.</li> <li>2. Answer in detail: How does the video relate to the perspective of Black women in modern/current society?</li> </ol> </li> </ol>	<p><b>Resistance</b></p> <ol style="list-style-type: none"> <li>1. Watch this <a href="#">Ted Talk Video</a> about activist Ida B. Wells. Write a response journal, describing your opinions about Ida B. Wells’s resistance to marginalization and lynching.</li> <li>2. Using the article provided, complete a group annotation of <a href="#">This Awful Slaughter</a>, a speech by Ida B. Wells. Make sure to choose your Golden Line.</li> <li>3. Listen to <a href="#">A Song for Assata</a> by Common. The song is about activist, Black Panther Party member, and resistance leader Assata Shakur. In a quick write analysis: explain how this song brings the perspective of Black women and their resistance together. Take the song and relate it to Ida B. Wells. How do both Wells and Shakur relate and differ based on their activist efforts? Why and/or how do you believe that they were criminalized?</li> </ol>	<p><b>Leadership/Contribution</b></p> <ol style="list-style-type: none"> <li>1. Complete an analysis of the images provided by completing an ORQ for each image. O: Observation, R: Reflection, Q: Question.             <ol style="list-style-type: none"> <li>1. <a href="#">Link</a></li> </ol> </li> <li>2. Using an excerpt in the book <i>Becoming</i> by Michelle Obama, the short biography of presidential candidate <a href="#">Shirley Chisom</a>, and the short biography of <a href="#">Winnie Mandela</a>; create a thinking map that compares and contrasts the leadership and contribution of each woman.             <ol style="list-style-type: none"> <li>1. Use the concepts previously learned in this unit to describe their leadership and reception from society.</li> </ol> </li> </ol>
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**Essential Questions/Check Points to be Answered**

<p><b>Perspective</b> What is ethnocentrism and its role in society? What is cultural relativism and its relationship to ethnocentrism?</p>	<p><b>Resistance</b> How are status and roles related to social structure? In what ways do resistance of culture and status relate?</p>	<p><b>Leadership/Contribution</b> How is cultural diversity promoted with society? How is multiculturalism related to providing a platform for marginalized communities?</p>
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**What is Your Product?**

**Perspective, Resistance, and Leadership/Contributions of Black Women:**

Concepts/Terms Reviewed

<u>Perspective and Identity</u>	<u>Resistance to Systemic/Cultural Issues</u>	<u>Contribution/Leadership: Road to Independence</u>
Fragmentation Intersectionality Perspective Diaspora Cultural Diffusion Code-Switching	Adultification Systemic Racism Social Stratification Ethnocentrism Criminalization Cultural Appropriation In/Out-Group Bias	Equity Liberation Resistance Revolution Multiculturalism

Using the topics above, you will create 3 products of your choosing (each one must be targeted toward an overall objective: Perspective, Resistance, Leadership and Contribution). One of the products must be completed individually, and the others can be completed with/without a group or partner (no more than three people). Your research should be about Black women in and outside of the United States. A list of Black women that could be used for inspiration is also provided below, however, to go above and beyond, you could research women outside of the list provided and discover Black women from around the world. **If there is a product that you want to do but is not listed, describe to me what it is and I will make a decision to approve your product. Product choices are listed below.**

<u>Perspective</u>	<u>Resistance</u>	<u>Contributions and Leadership</u>
Maya Angelou Chimamanda Ngozi Adichie Zora Neale Hurston Phillis Wheatley Nadia Sasso	Assata Shakur Angela Davis Ida B. Wells Nina Simone Diane Nash	Septima Clark Winnie Mandela Shirley Chisolm Fannie Lou Hammer Unity Dow

**Product Choices**

Write (Individual)	Build (Partnership)	Technology (Partnership)	Art Form (Visual) (Individual)
<ol style="list-style-type: none"> <li>1. Write a speech/ monologue about the perspective of one Black woman or a host of Black women throughout history. The speech should be about 5 minutes. This will be performed in front of the class.</li> <li>2. Write a series of diaries (5) from the perspective of the contributions or resistance of a researched leading Black woman.</li> </ol>	<ol style="list-style-type: none"> <li>1. Create a board game or card game that reflects the contributions and leadership of Black Women, which could be played in class. You may use the <a href="#">rubric</a> to guide your construction.</li> <li>2. Build a Theme/Amusement Park to represent the leading activists in the fight for liberation of Black women; use the <a href="#">rubric</a> to help guide your construction.</li> </ol>	<ol style="list-style-type: none"> <li>1. Create an online interestingly produced video/cartoon on the subject of social-cultural factors of Black women throughout history using at least 5 previously learned social concepts. (You will have to write a script or a production set list before production begins). (Use <a href="#">Rubric</a> provided to guide your thinking.) <a href="https://www.powtoon.com/home/?">https://www.powtoon.com/home/?</a></li> <li>2. Create an online children’s book about the social-cultural factors of Black women using 4 previously learned social concepts. <a href="https://www.storyjumper.com/">https://www.storyjumper.com/</a> this book will be printed and read to the class.</li> </ol>	<ol style="list-style-type: none"> <li>1. Create an Art piece that encompasses the resistance, perspective, or leadership/contribution of Black women in the world. This could be a painting with a poem, and 3-D art piece, or photograph memoir. Your art piece must include an artist statement in order to capture your creativity and thought process. Use <a href="#">rubric</a> to guide your thinking.</li> <li>2. Create multiple anchor charts (4) to be used in class to teach others about the concepts/terms/ and vocabulary to be used in class. Use <a href="#">Rubric</a> to guide your thinking. This anchor chart cannot be taken from online sources, however you can use online sources to guide your creation. <a href="#">Rubric 2</a></li> </ol>

<b>Misc. Products (Partnership)</b>
<ol style="list-style-type: none"> <li>1. You may create a spoken word both written and filmed about the resistance of Black women throughout history. (At least 6 Minute spoken word)</li> <li>2. You may create a Podcast (using <a href="#">Speaker.com</a> or <a href="#">Anchor</a>) about the perspective, resistance, and/or leadership and contribution of Black women. Utilize social concepts previously learned in class. Make your podcast entertaining and helpful for other students to use.</li> <li>3. Create a song, acoustic, acapella or otherwise to encompass the underrepresented contributions and leadership of Black women.</li> </ol>

Rubrics linked in the playway are adapted rubric resources for student use. No copyright infringement intended. The overall rubric for student evaluation is located in [Appendix 8](#).

## Appendix 8

### Playway Product Evaluation Rubric

For this playway you will be assessed based on the production that you displayed using critical thought and analytical skills. This rubric can also be used to self-evaluate along the way to finishing your product(s). This is an overall creative project rubric.

	<b>Distinguished</b> <i>25 Points</i>	<b>Emerging</b> <i>19 Points</i>	<b>Not there yet</b> <i>13 Points</i>
<b>Required Elements</b>	Critical thought is maximized and well planned. The creator goes beyond the minimum requirements to establish full understanding.	The product(s) include most of the elements required for production. The creator has shown some effort of critical thought as stated in the directions.	The product(s) do not include all elements and show minimal critical thought. Some of the directions are adhered to.
<b>Creativity and Aesthetics</b>	Exceptionally clever and unique in showing deep understanding. The creativity is distinct and meets the ability level of the creator.	Thoughtfully and uniquely presented; clever at times to enhance understanding of the material.	There is a minimal effort of creativity by the creator. The product may be below the ability level of the creator and does not show sound understanding of the material.
<b>Grammar and Content</b>	No grammatical or mechanical mistakes in the product(s). Shows a sophisticated understanding of the themes in the work. There is a formal use of conceptual and vocabulary terms discussed in class.	A few grammatical/mechanical mistakes which are not distracting from the work of the creator. Shows an understanding of the major themes of the content. Some conceptual knowledge was used to create the product(s).	Several grammatical/mechanical mistakes which are distracting. Displays a somewhat limited understanding of the material. May have a few misinterpretations. Little to know formal conceptual knowledge was used to create product(s).
<b>Overall Effectiveness and Completion</b>	Product(s) engagingly organized and presents material that is captivating for the viewer.	Product(s) is somewhat organized, complete and holds the attention of the viewer.	Product(s) somewhat disorganized and incomplete at times and is minimally holds the attention of the viewer.

This rubric was created with **Quick Rubric** and can be found at -  
<http://www.quickrubric.com/r/#/qr/jdozier/playway-product-evaluation-rubric2>

## **Materials List**

Art Supplies (Paper, Markers, Scissors ETC) - Use for product creation and/or “show what you know” activities

Chromebook/Laptop (Students) - Used for students to access internet resources and some classroom materials.

Google Classroom or Learning Management System- Google Classroom will be used for students to access all information needed for products that are in digital format

Google Suite for Education - These digital resources will be used for students to access materials for product planning and ease of collaboration with colleagues/peers. This includes but is not limited to Google Drawing, Google Slides (presentation), Google Forms (peer and self-evaluation)

Padlet- Used for discussion boards throughout the unit implementation

Podcasts Creator- This is for students to create and listen to others explain musical choice and its connection to history.

Projector - For use of whole and small group instruction

Notebooks- Guided Lectures/ Notes

YouTube- Use for access of independent direct instruction. Students can also use YouTube to upload product videos.

## Student Resources

### Viewing, Listening, and Reading List for students

#### Perspective

Adichie, Chimamanda Ngozi. "The Danger of a Single Story." Chimamanda Ngozi Adichie: The danger of a single story | TED Talk. TEDGlobal, July 2009.

[https://www.ted.com/talks/chimamanda\\_ngozi\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story?language=en](https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en).

*This Ted Talk will be used for students to understand the danger of perspective due to bias and stereotype.*

Angelou, Maya. *I Know Why The Caged Bird Sings*. New York, NY: Ballantine Books, 1969.

*Parts of this novel will be used for students to understand and confront the perspectives of and on Black women.*

Beyoncé. *Brown Skin Girl. The Lion King: The Gift*. United States: Beyoncé and P2J, 2020.

*This song is a source used to show the beauty and diversity within the culture of Black women.*

*This video could be shown in class to have students analyze the imagery and theme.*

Lyiscott, Jamila. "3 Ways to Speak English," February 2014.

[https://www.ted.com/talks/jamila\\_lyiscott\\_3\\_ways\\_to\\_speak\\_english?language=en](https://www.ted.com/talks/jamila_lyiscott_3_ways_to_speak_english?language=en).

*This spoken word is used to create understanding of the many cultures that exist within Black women; the power to code-switch as a systematic use of survival.*

Morgan Dixon, T., and Vanessa Garrison. "The Trauma of Systematic Racism Is Killing Black Women. A First Step toward Change..." TED. TED, April 2017.

[https://www.ted.com/talks/t\\_morgan\\_dixon\\_and\\_vanessa\\_garrison\\_the\\_trauma\\_of\\_systematic\\_racism\\_is\\_killing\\_black\\_women\\_a\\_first\\_step\\_toward\\_change?utm\\_campaign=tedspread](https://www.ted.com/talks/t_morgan_dixon_and_vanessa_garrison_the_trauma_of_systematic_racism_is_killing_black_women_a_first_step_toward_change?utm_campaign=tedspread).

*This resource could be used as supplemental material for students to explore for understanding of systematic racism and oppression and its effect on Black women.*

Thomas, Dexter. "Why Everyone's Saying 'Black Girls Are Magic.'" Los Angeles Times.

September 9, 2015. <https://www.latimes.com/nation/nationnow/la-na-nn-everyones-saying-black-girls-are-magic-20150909-htmstory.html>.

*The use of the article about Black Girl Magic will help students to understand perspective within and outside of the culture of Black women and why it may be misunderstood or misrepresented in society.*

Truth, Sojourner. "Sojourner Truth: Ain't I A Woman? (U.S. National Park Service)." National Parks Service. U.S. Department of the Interior, 2017. Delivered by Sojourner Truth in 1851.

<https://www.nps.gov/articles/sojourner-truth.htm>.

*Used as a Black perspective to humanize women of color, specifically Black women.*

## **Resistance**

Angelou, Maya. "Part Three: And Still I Rise (Still I Rise)." Poem. In *And Still I Rise*. New York, NY: Random House, 1978.

*This poem will be used to analyze the systemic oppression of Black women and where the "magic" applies.*

Common. *A Song for Assata. Like Water for Chocolate*. Electric Lady Studios, New York: James Poyser, 2000. <https://www.youtube.com/watch?v=AaAMJZNi5f4>

*This song gives a reference and perspective of the resistance of Assata Shakur before her refuge to Cuba.*

Greer, Christina. "How One Journalist Risked Her Life to Hold Murderers Accountable." TED. Ted-Ed, February 2019.

[https://www.ted.com/talks/christina\\_greer\\_how\\_one\\_journalist\\_risked\\_her\\_life\\_to\\_hold\\_murderers\\_accountable?utm\\_campaign=tedsread](https://www.ted.com/talks/christina_greer_how_one_journalist_risked_her_life_to_hold_murderers_accountable?utm_campaign=tedsread).

*Supplemental material for students to learn about the life of Ida B. Wells.*

Nina Simone. *To Be Young, Gifted and Black*. Vinyl recording. Black Gold. Philharmonic Hall, New York: Stroud Productions, 1969.

*This will be another art form used to understand the different formats of resistance that Black women used throughout American history.*

Wells, Ida B. "Lynching, Our National Crime (Awful Slaughter)." *National Negro Conference*. Speech, 1909. <https://www.blackpast.org/african-american-history/1909-ida-b-wells-awful-slaughter/>.

*This essay from Ida B. Wells can and will show the use of resistance as a major component of gaining equity and basic rights in the United States and beyond.*

Yellesety, Leela, Ashley Farmer, Mary Phillips, and Robyn C. Spencer. *Women in the Black Panther Party: A roundtable*. Other. *International Socialist Review*. Center for Economic Research and Social Change, 2018. <https://isreview.org/issue/111/women-black-panther-party>.

*The Black Panther Party was mainly known for the male activism role, however, women (Black) played a large role in the accomplishments and resistance of the Black Panther Party. Students will be able to take the larger narrative and formulate introspection of the underrepresented parts.*

## **Leadership and Contribution**

Abrams, Stacey. "Transcript of '3 Questions to Ask Yourself about Everything You Do.'" TED. TEDWomen 2018, 2018.

[https://www.ted.com/talks/stacey\\_abrams\\_3\\_questions\\_to\\_ask\\_yourself\\_about\\_everything\\_you\\_do/transcript?language=en](https://www.ted.com/talks/stacey_abrams_3_questions_to_ask_yourself_about_everything_you_do/transcript?language=en).

*Stacey Abrams made history despite systemic issues that prevented her further progress in the government. This talk is motivational for student use and analysis.*

Damasus, Stella. "Excuse My African Podcast." Broadcast. 1, no. 28 Winnie Mandela, 2018.

This podcast episode speaks on the misrepresentation of Black women internationally by using Winnie Mandela as an example of said misrepresentation.

Dixon, T. Morgan, and Vanessa Garrison. "The Most Powerful Woman You've Never Heard Of." TED. TED2018, April 2018.

[https://www.ted.com/talks/t\\_morgan\\_dixon\\_and\\_vanessa\\_garrison\\_the\\_most\\_powerful\\_woman\\_you\\_ve\\_never\\_heard\\_of?utm\\_campaign=tedsread](https://www.ted.com/talks/t_morgan_dixon_and_vanessa_garrison_the_most_powerful_woman_you_ve_never_heard_of?utm_campaign=tedsread).

*This source provides the history of Civil Rights leader Septima Clark, who is an underrepresented contributor to the progress of civil rights in the United States.*

Obama, Michelle. *Becoming*. New York, NY: Crown Publishing Group, 2018.

*Excerpts will give students perspective on the role of leadership of Black women and the contributions that they make behind the scenes.*

*History, Art & Archives, U.S. House of Representatives, "CHISHOLM, Shirley Anita,"*

[https://history.house.gov/People/Listing/C/CHISHOLM,-Shirley-Anita-\(C000371\)/](https://history.house.gov/People/Listing/C/CHISHOLM,-Shirley-Anita-(C000371)/)  
(2020)

*This article could be used to understand why there has yet to be a Black woman to become United States president and also understand the misrepresented contribution.*

Rosette, Ashleigh Shelby, and Robert W. Livingston. "Failure is not an option for Black women:

Effects of organizational performance on leaders with single versus dual-subordinate identities." *Journal of Experimental Social Psychology* 48, no. 5 (2012): 1162-1167.

<https://gap.hks.harvard.edu/failure-not-option-black-women-effects-organizational-performance-leaders-single-versus-dual>

*This article represents the impact of Black women and their contributions due to the perspective of accomplishment.*

"Winnie Mandela." Biography. A&E Networks Television, August 20, 2020.

<https://www.biography.com/activist/winnie-mandela>.

*Winnie Mandela gives students an international perspective of Black women in leadership and resistance.*



## **Annotated bibliography**

### **Teacher Resources**

#### **Educator Resources and Research**

Crenshaw, Kimberlé. "The Urgency of Intersectionality." TED. TEDWomen 2016, October 2016.

[https://www.ted.com/talks/kimberle\\_crenshaw\\_the\\_urgency\\_of\\_intersectionality?utm\\_campaign=tedsread](https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?utm_campaign=tedsread).

*This source is viewable to the educator and the student in order to understand why the identity of Black women is fragmented in different spaces.*

Halliday, Aria S., and Nadia E. Brown. "The Power of Black Girl Magic Anthems: Nicki Minaj, Beyoncé, and 'Feeling Myself' as Political Empowerment." *Souls* 20, no. 2 (2018): 222–38. <https://doi.org/10.1080/10999949.2018.1520067>.

*This article will be used personally and for student use to advance them toward their final culminating project.*

Halliman, Calvin L. "Black Women at Arms: The Underrepresentation of Black Service Women in the US History Curriculum," 2017.

<https://www.jstor.org/stable/10.5323/blachistbull.80.2.0021>.

*This source provided insight into the underrepresentation of the contributions of Black women to historical events such as war.*

Martell, Christopher C. "Whiteness in the Social Studies Classroom: Students' Conceptions of Race and Ethnicity in United States History," 2013.

*This source provides information for the impact on identity of students of color when there is a lack of diversity in the curriculum presented.*

Toby, Mekeisha Madden, and Margot Lee Shetterly. "Hidden Figures": The True Story of the Black Women at NASA Daring "Fearlessly to Pursue Their Dreams." Other. *Los Angeles Review of Books*. Disqus, January 19, 2017. <https://lareviewofbooks.org/article/hidden-figures-the-true-story-of-the-black-women-at-nasa-daring-fearlessly-to-pursue-their-dreams/>.

*This interview creates an understanding of the many contributions of Black women to many different realms of societal advancement.*

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## Notes

<sup>1</sup>Halliday, Aria S., and Nadia E. Brown. "The Power of Black Girl Magic Anthems: Nicki Minaj, Beyoncé, and 'Feeling Myself' as Political Empowerment." *Souls* 20, no. 2 (2018): 222–38. <https://doi.org/10.1080/10999949.2018.1520067>.

<sup>2</sup>Kendall, Mikki. *Hood Feminism: Notes from the Women That a Movement Forgot*. New York, NY: Viking, 2020.

<sup>3</sup>Linda Chavers, "Here's My Problem With #BlackGirlMagic," ELLE (Hearst Magazine Media, Inc., October 24, 2019), <https://www.elle.com/life-love/a33180/why-i-dont-love-blackgirlmagic/>.

<sup>4</sup>Rosette, Ashleigh Shelby, and Robert W. Livingston. "Failure is not an option for Black women: Effects of organizational performance on leaders with single versus dual-subordinate identities." *Journal of Experimental Social Psychology* 48, no. 5 (2012): 1162-1167. <https://gap.hks.harvard.edu/failure-not-option-black-women-effects-organizational-performance-leaders-single-versus-dual>

<sup>5</sup>Christopher C. Martell (2013).

<sup>6</sup>Calvin L Halliman, 2017.

<sup>7</sup>T. Morgan Dixon and Vanessa Garrison, "The Most Powerful Woman You've Never Heard Of," TED (TED2018, April 2018),

[https://www.ted.com/talks/t\\_morgan\\_dixon\\_and\\_vanessa\\_garrison\\_the\\_most\\_powerful\\_woman\\_you\\_ve\\_never\\_heard\\_of?utm\\_campaign=tedspread](https://www.ted.com/talks/t_morgan_dixon_and_vanessa_garrison_the_most_powerful_woman_you_ve_never_heard_of?utm_campaign=tedspread).

<sup>8</sup>Monica Rhor, "Pushed out and Punished: One Woman's Story Shows How Systems Are Failing Black Girls," *USA Today*, May 14, 2019, <https://www.usatoday.com/in-depth/news/nation/2019/05/13/racism-black-girls-school-discipline-juvenile-court-system-child-abuse-incarceration/3434742002/>.

<sup>9</sup>Sondra Beall-Davis, "African American Women in America: Underrepresentation, Intersectionality, and Leadership Development Experiences" (dissertation, ProQuest, 2017), pp. 1-10.

<sup>10</sup>*The Souls of Black Girls* (By Her Productions, 2008).