



“Little Women”: Eradicating the Adultification of Black Girls

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This curriculum unit is recommended for:
Pre-K and Kindergarten students

Keywords: adultification, hair, innocence, punitive, dehumanization, eradication, perception

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: This curriculum unit is aimed to inform two sets of people; students and teachers. It is my goal with this curriculum to chip away at the significant bias that Black girls are unlike their peers of other ethnicities. I intend to do this by exposing students and teachers to literature and activities that show Black girls doing ordinary and extraordinary things. It is also my goal to change the myths of perception. In the *Girlhood Interrupted: The Erasure of Black Girls’ Childhood* study, done by the Center on Poverty and Inequality at Georgetown Law, data showed that adults viewed Black girls as less innocent and more adult-like than their white peers, especially in the age range of 5-14. The results of this study are shown to have far reaching implications that may be a contributing factor in the punitive treatment of Black girls in the education and juvenile justice systems.

I have structured this unit to be taught throughout the school year. The teacher can choose where these activities will be best suited to deliver within their day or curriculum. These books and activities can be used to teach character education, social/emotional development, during the beginning of the year, and as a supplement to any lesson that may taught throughout the school year.

I give permission for Charlotte Teachers Institute to publish my curriculum unit in print and online. I understand that I will be credited as the author for my work.

Shawna Miller

Black Girl Magic (Mis) Understood: Representations and Perceptions of Black Women and Girls in the Education System

2020 2nd Draft

“Little Women”: Eradicating the Adultification of Black Girls

Introduction and Rationale

“In the United States, adults view Black girls as being less innocent and more adult like than their White peers, starting as young as, five years old.” (Georgetown Law: “End Adultification Bias”) <https://www.facebook.com/georgetownlaw/videos/end-adultification-bias/520234055176954/>

I was inspired to develop my unit about the adultification of Black girls, from a New York Times article that was published in January 2020, by A. Rochaun Meadows-Fernandez. In this article, Meadows-Fernandez writes about her negative experiences in the education system, beginning in preschool. She speaks of how she was labeled disruptive and manipulative for displaying behavior that is seen as normal for preschool age children. She also speaks about how these labels, set the negative tone for the rest of her grade school career. She became uninterested in school and more interested in things that were potentially negative. She goes on to explain that as an adult, she has discovered that her experiences were not uncommon among Black women.

In further research and discovery, the adultification of Black girls can be linked directly back to slavery. Slave girls worked well before their male counterparts. They served at the pleasure of their masters both domestically and sexually. Slave girls and women occupied an expansive range of positions. These positions included, labor in fields, doing chores, nursing, taking care of children, cooking, and the availability for severe sexual abuse and exploitation. (White, 1999, p. 70) This dehumanization of Black girls and women, albeit not as severe and blatant today, still exist as an underlying perception in our society. Unfortunately, this perception by people and institutions, that Black girls are less innocent, over sexualized and more adult like, foster negative outcomes across a diverse range of public systems including education, juvenile justice and child welfare.

As an educator of Black girls, having a Black daughter, and being a Black woman myself, I feel an extreme obligation to play a part in helping Black girls find and be comfortable with their voices and with who they are. It is my hope that this curriculum informs and educates administrators, teachers and students, that little Black girls should be treated and seen as, “Little girls” doing extraordinary and ordinary things, just as their peers of other ethnicities do. Hence, the title of this unit, “Little Women,” Eradicating the Adultification of Black Girls. Why, “Little Women?” This refers to the idea that Black girls are often seen as more adult like and more mature than their counterparts of other ethnicities. Because of this perception, Black girls can be

seen as, women. Because of their ages, they might be called, “Little Women.” Often times, this perception causes adults, both in the home, and outside their home, to put undue burdens on them. This could be in the form of expectations and perceptions in school and in the legal system, and more adult, domestic expectations at home. The expressions, “she thinks she’s grown,” “she’s a little lady,” “she’s womanish, etc.” are all expressions that I have heard while growing up. I never, thought of them as a form of, adultification. However, labels do matter and can create a narrative that becomes a perception of truth. This is unfair to any little girl. I would like educators to consider that when a little Black girl falls down and scrapes her knee, she needs the same attention and nurturing as her other ethnic counterparts. That if a Black girl stands up for what she believes in, she is doing just that. She is not being sassy or disrespectful. She may not deserve a trip to the office or worse yet, a suspension. This unit is about educating and changing perception, so that, “Little Women” will no longer be a moniker used for describing Black girls.

School and Student Demographics

Winget Park Elementary School is a STEM magnet school, located in Charlotte, North Carolina. The school is located in the Southwest Learning Community of the Charlotte Mecklenburg school system. Winget Park Elementary School is a neighborhood school that has approximately, 663 students. Winget Park offers, Extensions, Pre-K, a partial STEM program, as well as Talent Development. The school is racially diverse, with a student population that is, approximately, 34.7 % African American, 29.2 % White, 23.1 % Hispanic, 9.3 % Asian, 3.5 % Multiracial, .5 % Pacific Islander, and .2 % Native American. The staff at Winget Park which include, 43 teachers, 29 support staff and 5 administrators. Approximately, 19 % of the staff is African American, 5 % is Hispanic and 73 % is White.

The Pre-k program at Winget Park Elementary is under the umbrella of the Bright Beginnings program. The Bright Beginnings program serves approximately, 3240 eligible four-year old’s. Eligibility for participation in the Bright Beginnings program is determined through a screening process, which includes the administration of the Brigance Early Childhood Screening, parent interview and an observation by the person who screens the child. Children who demonstrate the greatest need are placed first. The Pre-K program at Winget Park, has a maximum number 54 students and is extremely ethnically diverse. Each Pre-k classroom has a maximum of 18 students, with a teacher and teacher assistant.

Unit Goals

The goal of this unit is to expose students to age appropriate literature and activities that talk about and show Black girls in a positive multi-dimensional light. I want them to see Black girls doing ordinary and extraordinary things, just as their counterparts do. This unit will also aim to expose teachers and administrators to the fact that Black LITTLE girls are just that, “Little girls.” I believe that changing perceptions can make a difference. I am inspired by the

following quote, “Change your perception of things and people, and you will change your reality.” I also believe, “If you see it, you will begin to believe it.” I believe this is true for all stakeholders involved in educational systems. I want students, teachers and administrators, to see that everyone is more alike than different. I want my Black girl students to gain positive self-esteem, self-awareness and pride in who they are. I want all of my other students to gain an appreciation and respect for their fellow Black girl peers. It is my hope that this will strengthen my classroom community. The activities in this unit will range from vocabulary and discussions about stories, to music, movement and art.

Content Research

What is the adultification of Black girls? In the Georgetown Law study, adultification is defined as when children are likened more to adults than to children and are treated as if they are willingly engaging in behaviors typically expected of adults. This perception and label are no more prevalent than with Black girls in the United States of America. So where did this perception come from? Well, if we are to find out, we must go back to slavery.

Some believe that the first enslaved Africans were brought here in 1619 but historical records, as noted in the article, “American History of Slavery Began Long Before Jamestown,” written by Crystal Ponti, states that likely, slaves arrived in the Americas, as early as, 1526. During this time and beyond, enslaved women were raped and sexually abused. Beginning in slavery, Black boys and girls were imagined as chattel and were often put to work as young as two and three years old. Subjected to much of the same dehumanization suffered by Black adults, Black children were rarely perceived as being worthy of playtime and were severely punished for exhibiting normal child-like behaviors.

If we look at how enslaved girls and women were treated in different regions of the United States, one subject and/or treatment is the common thread, sexual abuse and exploitation. These abuses and perceptions were typically characterized by, White men. Some of these characterizations include: Black women were passionately sexual, Black women were able and expected to do both domestic and sexual work, female slaves were for breeding to turn a profit, Black female slaves were for bearing the children of their White masters, their masters sons, or the overseers. Black females were prohibited from defending themselves. If they attempted to defend themselves, they were often subjected to further beatings by both the master and his wife.

So how does this bring us to the modern day adultification of Black girls? Unfortunately, the perceptions of, and attitudes towards Black girls have followed them from slavery into our society and institutions, today. My research will focus on two systems: the educational system and the juvenile justice system. Most of my research comes from a very comprehensive study that was done by the Center on Poverty and Inequality at Georgetown Law.

The study found that, the assignment of more adult-like characteristics to the expressions of young Black girls is a form of age compression. Along this truncated age continuum, Black girls are likened more to adults than to children and are treated as if they are willfully engaging

in behaviors typically expected of Black women. This compression has stripped Black girls of their childhood freedoms and renders Black girlhood interchangeable with Black womanhood.²

These results are profound, with far-reaching implications. The findings in the study reveal a potential contributing factor to the disproportionate rates of punitive treatment in the educational and juvenile justice systems for Black girls. (Epstein, Blake, Gonzalez, 2017, pg. 1) This study aims to give some insight to why Black girls in America are disciplined much more often and more severely than White girls across our schools and in our juvenile justice system. Some of the perceptions that adults have about Black girls are as follows: Black girls need less nurturing, less protection, need to be supported less, need to be comforted less, are more independent, know more about adult topics, and know more about sex. (Epstein, Blake, Gonzalez, 2017, pg. 1)

The study sought to determine whether adults assign Black girls, qualities that render them more like adults-and less innocent---- than their white peers. To do so, a scale assessing childhood innocence was adapted. The scale was comprised of items associated with adultification and stereotypes about Black women and girls. The study divided periods of childhood by age brackets: 0-4; 5-9; 10-14; and 15-19 years old. (Epstein, Blake, Gonzalez, 2017, pg. 7)

Three hundred and twenty-five adults from various racial and ethnic backgrounds and different educational levels across the United States were recruited. Participants were predominantly White and female. Participants completed a nine- item questionnaire. Across all age ranges, participants viewed black girls collectively as more adult than white girls. Responses revealed, in particular, that participant's perceived Black girls as needing less protection and nurturing than white girls, and that Black girls were perceived to know more about adult topics and are more knowledgeable about sex than their white peers are. The most significant differences were found in the age brackets that encompass mid-childhood and early adolescence—ages 5-9 and 10-14. (Epstein, Blake, Gonzalez, 2017, pg. 8) These results suggest that Black girls are viewed as more adult than their white peers at almost all stages of childhood, beginning most significantly at the age of five.

The significance of this result lies in the potential for adultification to act as a contributing cause of the demonstrated harsher treatment of black girls when compared to white girls of the same age. Simply put, if authorities in public systems view Black girls as less innocent less needing of protection and generally more like adults, it appears likely that they would also view black girls as more culpable for their actions and, on that basis, punish them more harshly despite their status as children. Thus, adultification may serve as a contributing cause of the disproportionality in school discipline outcomes, harsher treatment by law enforcement, and the differentiated exercise of discretion by officials across the spectrum of the juvenile justice system.

As educators of Black girls, we must look at how the adultification of these girls influence our biases, and in turn affect our interactions and treatment of them. Let us begin by

looking at some of the statistics of Black girls in our educational system that were found in the Georgetown Law study: Black girls are five times more likely to be suspended than White girls are. Black girls are two times more likely to be suspended than White boys are. In light of proven disparities in school discipline, we suggest that the perception of Black girls as less innocent, may contribute to harsher punishment by educators and school resource offices. Furthermore, the view that Black girls need less nurturing, protection, and support and are more independent may translate into fewer leadership and mentorship opportunities in schools.

In the words of one teacher captured in a recent study by Professor Edward W. Morris, “They think they are adults too, and they try to act like they should have control sometimes.” (Morris). Such comments demonstrate that stereotypes of Black girls. Interpreted as “loud,” are imbued with adult-like aspirations, and perceived, in turn, as a threat. The same study recorded teachers’ describing Black girls as exhibiting “very mature behavior socially (but not academically) sophisticated and ‘controlling at a young age.’ This interpretation of Black girls’ outspokenness may be associated with the stereotype of Black women as aggressive and dominating. Differences in physical development based on the onset of puberty may also play a role in adultification. In light of evidence that “on average, African American girls mature physically at a faster rate than White girls, and as a result can be perceived as older.” Another important aspect of adultification for black girls lies in culturally rooted fantasies of black girls’ sexualization. The commonly held stereotype of Black girls as hypersexualized is defined by “society’s attribution of sex as part of the ‘natural’ role of Black women and girl.”

The consequences of educators’ tendencies to associate Black girls’ behavior with stereotypes of adult Black women can be far-reaching. For example, Edward Morris observed that Black female students “appeared less restrained by the view of femininity as docile and compliant, and less expectant of male protection than white girls in other educational research.” Morris found that teachers trained their focus on condemning such comportment at the expense of guiding their academic progress-effectively disciplining Black girls for perceived loud and unladylike behavior that challenged their authority. (40) Others have similarly observed that Black girls are under greater surveillance of their decorum than their white peers are. (Wun, 2015) Perhaps more concretely, researchers suggest that the phenomenon of adultification may contribute to increasingly disproportionate rates of school discipline for Black girls.

The adultification of Black girls in school can be viewed as a reflection of similar inequities in other public systems. As Edward Morris has noted, “Schools not only serve as sites for the construction of race, class, and gender identities they also reproduce existing inequalities in these areas. Schools solidify, or even exaggerate, the inequalities children bring with them to school. (Morris, 2017)

Let us look at how the adultification of Black girls in the educational system is directly tied to their disproportionate involvement and frequency in the juvenile justice system. We will begin by taking a look at the following statistics about subjectivity to discipline of Black girls, compared to White girl peers: Black girls are 2x more likely to be disciplined for infractions surrounding dress code violations, inappropriate cell phone use and loitering, 2.5 x more for disobedience, 3x more for disruptive behavior, 3x more for fighting, and 3x more for bullying

and harassment. Statistics in 2013 also found that Black girls in K-12 schools were 8% of the enrollment and 13% of students suspended. Today, Black girls make up just under 16% of the female school population, but account for 28% of referrals to law enforcement, and 37% of arrests. Black girls are nearly three times as likely to be referred to the justice system as White girls are. Black girls are 20% more likely than White girls to be detained.

The disproportionate rates of school discipline for Black girls are well established. (Annamma) Significant to the results of this study, Black girls are more likely to experience exclusionary discipline outcomes for subjective reasons, such as disobedience/defiance, detrimental behavior, and third-degree assault, all of which depend on the subjective judgement of school personnel. Some research indicates that Black girls may also be punished more harshly than their peers for the same behaviors when referred to the disciplinary office. These subjective determinations can turn on school authorities; adultification of Black girls. The consequences for such punishment are profound: researchers have determined that students are more likely to be arrested on days they are suspended from school, and that suspensions are connected to higher dropout rates and increased risk of contact with the juvenile justice system. (Monahan, 2014)

In conclusion, the consequences of adultification in school may not necessarily be limited to discipline. Some scholars have argued that teachers' perceptions of students as adult-like may interfere with providing leadership and mentorship opportunities. "Black girls sometimes get less attention than their male counterparts early in their school careers and are perceived to be more socially mature and self-reliant. The lack of attention can become the touchstone of benign neglect that may diminish school attachment in high achieving female students"

The perception that Black girls do not merit nurturing or that their leadership qualities should be restricted could be associated with the study's finding that adults believe that Black girls do not need protection or nurturing and could affect opportunities for success. "Black girls possess varied experiences and skills, all of which need to be viewed as strengths. In other words, there are a multitude of ways of being a Black girl, and no one set of behaviors should be expected or demanded from them to be given equal access to educational opportunity.

Ultimately, adultification is a form of dehumanization, robbing Black children of the very essence of what makes childhood distinct from all other developmental periods: Innocence. Adultification contributes to a false narrative that Black youths' transgressions are intentional and malicious, instead of the result of immature decision-making-a key characteristic of childhood. In essence, "the adultification stereotype results in some Black children not being afforded the opportunity" (Blake) to make mistakes and to learn, grow, and benefit from correction for youthful missteps to the same degree as white children.

It is incumbent upon all of us that educate and take care of Black girls, to ensure that they are heard, seen, nurtured, respected and uplifted. I employ you to think a little harder, look a little deeper and reflect when you see and work with the little Black girls in your presence.

Teaching Strategies

I will use developmentally appropriate practices in conjunction with the Bright Beginnings data collection platform, Teaching Strategies Gold and the North Carolina Foundations for Early Learning. The activities in this unit are designed to be used throughout the school year. Educators should look at their units of study and plug the stories and activities in where they will enhance or supplement their regular lessons. The activities can also be done as complements to mini units of study. The activities are arranged by themes. This will allow educators to plug the activities into their required lessons. Students will be exposed to literature that depicts Black girls in a positive and ordinary light. Students will be encouraged to verbally and artistically share their thoughts, feelings and opinions. We will explore different artistic mediums, music, as well as literacy and language.

The specific strategies that will be used during instruction of the activities are: turn and talk, practicing and developing phonological awareness skills, through rhyming songs, word play and alliteration, family projects, visual resource exposure, dictating thoughts, expression through art, interactive read-alouds, and the use of guest speakers and/or performers.

Activities for the Unit

Black Girls and Pets

Book: Alfie: The Turtle that Disappeared by Thyra Heder

Synopsis: Nia gets a pet turtle. She names the turtle, “Alfie.” She and the turtle are the same age, “6.” Nia does everything that she knows how to do to make her turtle happy. Her turtle does not seem to care that she is trying to make him happy. One day, Alfie disappears. Alfie is going to give Nia a 7th birthday present. Alfie talks about his relationship with Nia and his search for the perfect present.

Vocabulary: turtle, disappear, pet, forgot

Questions

1. How old were Alfie and Nia in the beginning of the story? 6
2. Was Alfie Nia’s friend?
3. Did Nia take good care of Alfie? How did she do that?
4. Alfie disappeared. Where did he go? *To look for a birthday present for Nia*
5. What present did he find for Nia? *A small toy turtle*
6. Did Nia look happy to see Alfie when he came back?
7. How old was Nia when Alfie came back? Clue: *Look at the balloon*
8. Alfie seemed to be talking in the story. Can turtles talk? No.
9. How would you know if your pet was happy? *Dog-wagging tail, Cat-purring*

Activities:

1. Before the first read of this story, do a picture walk through the book. You can look at pictures on each page and talk about what the children think is happening on the each

page. When you end the picture walk, you could say, “Now, let’s see if your ideas of what you think this book is about are correct.”

2. Learn about turtles, turtle craft, learn about pets, sequence what happened in the story, tallying (Do you have a pet? Yes or No?), Draw a picture of your pet. If you do not have a pet, draw a picture of the pet you would want if you could get a pet. *See Teacher Resource page for additional information.*
3. Learn about turtles, turtle craft, learn about pets, sequence what happened in the story, tallying (Do you have a pet? Yes or No?), Draw a picture of your pet. If you do not have a pet, draw a picture of the pet you would want if you could get a pet.

Book: Lola Gets a Cat by Anna McQuinn

Synopsis: Lola loves cats. She has a lot of toy cats but, now she wants a real one. She goes to the library to find out about cats, and how to take care of them. Her mother decides she can get a real cat. She gets a cat from the shelter. This story talks about everything she does to take care of her cat.

Vocabulary: shelter, supplies

Questions:

1. Where does Lola go to learn more about cats? *library*
2. Where does Lola go with her mom to get her cat? *The shelter*
3. At the shelter, Jeremy says that moving is what for cats? *Scary*
4. When Lola goes to the shelter, how many cats does Jeremy show her? 3 (Let’s count them)
5. What does Lola name her new cat? *Makeda*
6. What does Makeda’s name mean? *African queen*
7. Lola and her mom go shopping for her new cat. What do they buy? *Go to the page with the cat supplies and have students name what they see in the picture.*
8. What makes Lola’s cat feel safe? *Her own blanket*
9. What is Makeda’s favorite thing to do with Lola? *Snuggle*

Activities:

1. *Class Question (Tallying): Do you like cats? (Use tally marks to answer question. At the end, count how many people like cats and how many people don’t)*
2. *Class Question: (Tallying): Do you have a cat at home? (Use tally marks to answer question. At the end, count how many people have cats at home)*
3. *Class Book: Draw a picture of a cat. Write or dictate, what you would name your cat. Writing prompt for pages: This is _____’s cat. His/Her name is _____. See Teacher Resource page for additional information.*

Girl Power, Persistence, Self-Esteem

Book: I Belong by Cheri J. Meiners

Synopsis: This friendly, reassuring board book shows toddlers what it means to belong at home and in a group. Children see that they have safe places where they feel loved and where they talk, play, share--and help others belong, too.

Vocabulary: Belong, listen, safe, welcome, join

Questions: What do you like to do with your family that makes you happy? What do you like to do with your friends at school?

Activities:

1. *Assign all students a classroom job.* Explain to students that everyone has a job to do in making sure that our classroom family is happy and that our classroom is a nice place to be.
2. *Have students draw or design a self-portrait.* These self-portraits can be made into a laminated class book or a class bulletin board.
3. *Family Picture:* students can bring in a photo of his/her family to share. The family picture can be of the family doing something together. Students can share the picture with the class.

Book: I Am Truly by Kelly Greenawalt

Synopsis: This story is about a little girl named, "Truly." Truly believes that she can do anything she puts her mind to. This is a story of pride, empowerment and persistence.

Vocabulary: fabulous, mighty, flexible, focused, fierce, confident, courageous, curious, clever, and studious

Questions: What kinds of things can you do? Teacher will have to model by, "Think aloud."

Ex. "I can _____. What can you do?"

Activity:

1. Teacher can discuss how important it is to work hard and to know that you can do anything you put your mind to do. Focus on the word, "Persistence." Teacher will tell students that will pull them into a one on one to discuss and answer questions, "I am _____ and I can _____. Encourage students to think of something they can do and/or something they think they are good at. Teacher will have to dictate the student's answers. Students can draw a picture of what they said they could do. Students will probably need a great deal of support with answering these questions.

Black Girls- Music, Dance and the Arts

Book: Violet's Music by Angela Johnson

Synopsis: There's nothing Violet loves more than music, and she plays or sings every chance she gets. But where are the other kids like her-kids who think and dream music all day long? As a baby, in kindergarten, at the beach and the zoo, she never gives up looking for companions. And then one summer day...

Vocabulary: rattle, crib, badminton, fire escape

Questions:

1. When Violet was in the nursery, who was she looking for? *Other children to play music with her.*
2. Would Violet's family play music with her? *No*
3. Violet made a musical instrument. What kind was it? *A horn*
4. Violet was in the park playing an instrument. What instrument was it? *Guitar*

Activities:

1. *Make musical instruments*

<https://www.happinessishomemade.net/kids-craft-egg-shaker-maracas/>

<https://laughingkidslearn.com/diy-christmas-sleigh-bells/>

<https://www.youtube.com/watch?v=6tYlor3r82M> How to make DIY Musical Instruments for Kids!

Instruments can be played at group circle time to familiar songs (ABC Song, Mary Had a Little Lamb). The teacher can emphasize playing music together, like Violet and her friends in the story.

2. *Explore musical instruments:* Show students the following video of different instruments and their sounds. If you have instruments in your classroom, this can be a center or choice area for students to explore.

<https://www.youtube.com/watch?v=vjJcGIQraek> Musical Instruments Sounds for Kids (27 Instruments)

https://www.youtube.com/watch?v=uB_ANZmIeA Music Instruments kids learning | Kids Find Instruments

<https://www.youtube.com/watch?v=O1PEVHOMSx8> Musical Instruments for Kids – The Little Orchestra | Music Makers - From Baby Teach

<https://www.youtube.com/watch?v=Tde91GvEHV8> Learning Music - Wind, String, Percussion Instruments for Kids

3. Bring in people who play some of the instruments that students have learned about in the classroom. You may find some of these people by surveying your classroom parents, the school music teacher, local universities, and community programs.

Book: My Friend Maya Loves to Dance by Cheryl Willis Hudson

Synopsis: This is a rhyming story about a little girl named, Maya. Maya loves everything about dancing. She attends dance class and talks about everything she loves about the process of dancing and performing.

Vocabulary: Jete, Barre, leotard, tu tu, kente cloth, pirouette

Questions: What do you love to do? (This can be a turn and talk question) What do you know about ballet?

Activities:

1. (*First Read*) As you are reading the story, take note of the different styles of dancing Maya likes to do. Refer to the special clothing she is wearing for the different types of dancing. Take particular note of the ballet and the ballet vocabulary that appears in the book.
2. (*Second Read*) Explain to students that there are many rhyming words in this story. Point out and recite the rhyming words that appear as you read this story.
3. Make a list of what your students say they love to do. If it is something in the classroom, take a picture of each student doing what they love to do. If a picture cannot be taken at school, send this assignment home and have the parents send in a picture via phone, by email or in person. Students will present their photo by using the verbal prompt, "I love to _____."

4. Learn about different styles of dancing.

<https://www.youtube.com/watch?v=dpCBMwAweDI> The history of African-American social dance - Camille A. Brown

<https://www.youtube.com/watch?v=VOCeiaQ1TY> Why I fell in love with Irish dancing - BBC News

Book: Firebird by Misty Copeland and Christopher Myers

Synopsis: This is a book written by the famous Black ballerina, Misty Copeland. In this book, Misty writes of a young girl who lacks confidence in her ability to reach the heights of being a great ballerina. This story speaks to encouragement to be able to do whatever you work hard for and want to do.

Vocabulary: swift, slippers (point shoes), positions, jete

Questions:

1. What kind of dance is the dancer doing? *Ballet.*
2. Do you practice ballet? Point out the red curtain in the story. Where is the dancer?

When you get to the picture of the, "Firebird," point out that the ballerina in the picture is called the, "Principle Ballerina." She is the star of the show.

Activities:

1. Inform students that this book was written by Misty Copeland. Misty Copeland is an African-American ballerina. She wrote this story to let little children know that, “If you work hard, you can do anything.” Explore ballet and African-American ballerinas. *See Teacher Resources Page*
2. Inquire about a real-life ballerina coming to visit the classroom.
3. Explore finding a resource that can visit the classroom for a short ballet session with the students.

Book: I Got the Rhythm by Connie Schofield-Morrison

Synopsis: This story is about a little girl who discovers all types of rhythms around her, on a trip to the park with her mother. This book makes for a great interactive read aloud, as well as good practice for rhyming and alliteration.

Vocabulary: Think, Think; Beat, Beat; Blink, Blink; Sniff, Sniff; Ooh La La; Clap, Clap; Snap, Snap; Shake, Shake; Knock, Knock; Stomp, Stomp; Tip, Tap; Beat, Bop, Spirit

Questions: What sounds do you hear at the park, school, in your neighborhood?

Activities:

1. During your first read of this story, explain what the story is about. Hook the student’s attention by telling them to listen for the sounds that the little girl hears while she is in the park.
2. During a second read, you can remind students that the little girl heard many sounds in the park and that every time she heard a sound, she would make a sound or do a movement. Encourage students to watch and listen as you read. Tell students that you will do a movement with every sound the little girl does in the book. *Please see the sounds and motions in Appendix.*
3. During the third read aloud, have the students participate with the movements, as you read. *Suggestion:* Play a read aloud recording and do the movements as the recording is playing.
4. Encourage students to take a walk in a neighborhood park or take a walk in their neighborhood, to see what sounds they hear. Students can bring examples of what they heard, back to school. The class can share what they heard and come up with movements and words that represent the sounds.

Beginning of the School Year-Sequencing-Comparing

Book: Lola Goes to School by Anna Mc Quinn

Synopsis: This story is about Lola and her first day of school. This story goes through the process of preparing for and attending her first day of preschool and/or Kindergarten. This book is a great read for the first day of school. It is also great for practicing, sequential order.

Vocabulary:

Questions:

1. What did Nana give Lola for school? *Pencils*
2. What did Ty give her? *a water bottle*
3. What does Lola want to wear to school? *her party dress*
4. Did your family take a picture of you this morning?
5. What are some of the things Lola does at school? Do you do this at school?

Activities:

1. This is a great book for the first day of school. Students can discuss their morning routine before they come to school.
2. Take pictures of students first day of school
3. Sequencing. Review with students what Lola did first, second, next, etc.

Book: I Got the School Spirit by Connie Schofield-Morrison

Synopsis: This story is about a young girl and her first day of school. In this story, rhythm is associated with every aspect the young girl experiences on her first day of school. This is a great book for practicing and learning alliteration.

Vocabulary: strive

Activities:

1. This is a good first day of school book. As you read, point out what the little girl is doing in the pictures. Ask students if they are doing some of the same things on their first day. Also point out the facial expressions in the story and talk about how the characters might be feeling. Pay particular attention to the page in the page in the story where the kids are walking down the hall breathing, “in..2..3, out..2...3.” You can share with students that if they are feeling nervous or upset, taking 3 to 5 deep breaths is a good way to calm down and feel better.
2. Point out that there are words in the story that are the same and repeat themselves. Have students repeat the words after you say them. *See Appendix*

Book: Outside My Window by Linda Ashman

Synopsis: This story looks at what people in different cultures and geographical locations see when they look out of their windows.

Vocabulary: canal, brownstone, garden, magpies, lighthouse, different, tree house, towers, winding river, plains, pastry, awning, boulevards, adobe, courtyard, tethered

Questions: What is outside your window at home?

Activities:

1. This project will be done at home. Students will be asked to look out of a window at home and draw what they see. Students can share their picture with the class. Pictures can be turned into a class book. Teachers or parents can dictate what students say they see outside their window.
2. If there are windows in the classroom, students can draw what they see outside of the classroom window. These pictures can be turned into a classroom bulletin board, highlighting the story.
3. This story also lends itself to explore geography and children around the world.

Book: I Can Do It Too by Karen Baicker

Synopsis: This story is about how wonderful it is to grow up in a loving and supportive family. The book shows positive images of a family.

Vocabulary:

Questions: What is outside your window at home?

Activity:

1. *At home:* Write a letter to parents, explaining that we read the story, “I Can Do It Too,” about a little girl who does different things with people in her family. List things that your child does with you or other members of your family. Have parents send this assignment to school. This can be shared with the class in a group discussion. This activity can be done in the classroom, as well.
2. The teacher can go through the book, point out what the little girl is doing with her family members, and ask the students, “Who does this with someone in their family?” This activity helps bolster self-esteem through shared experiences, as well as language development.

Book: Keisha Ann Can by Daniel Kirk

Synopsis: This book is about a little girl named, Keisha Ann. Keisha Ann has high self-esteem. The story follows Keisha Ann and all of the things that she is confident about doing. This is a repetitive text. This allows for interactive reading.

Vocabulary:

Questions:

Turn and talk can be done with questions below, throughout the reading of this story.

1. What is the little girl's name in the story? *Keisha*
2. Where is she going? *to school*
3. All of the children are smiling. *They must be _____.* (*happy*) Why do you think they are happy? (*Turn and talk can be done here*)
4. Do you see her waiting in line? *She is being patient and she is following the rules (she is making good choices)*

**Point out on each page, all of the rules Keisha Ann is following and all of her positive behavior. Make it a point to say that Keisha Ann is making good choices and this allows her and her friends to be safe at school and to have a fun day.*

Activities:

1. You will notice that in the text, the phrase, "Keisha Ann can" is repeated. Print out a picture of Keisha Ann and staple it to a popsicle stick. Tell the students that everytime you hold up the picture, you want them to say, "Keisha Ann can." After you read the story, encourage the students by saying, "Keisha Ann can, and so can you."
2. Point out in the story that Keisha Ann played a rhyming game at school. What are rhyming words? Words that sound the same. This book has many rhyming words. As you read, point out the rhyming words (verbally). Ex. Ride (left hand)/inside (right hand), ride (left hand)/inside (right hand), ride (left hand) and inside (right hand) are rhyming words (roll hands together when saying, "are rhyming words!") *See Appendix 6*

Book: Bein with You This Way by W. Nikola-Lisa

Synopsis: This of the fun things that they do story is about an African-American girl learn and playing with her friends and all together. Despite their differences, they are all really the same.

Vocabulary: Comparing, fabulous, strange, different, same, exquisite, delightful (Expose students to the complex vocabulary)

Questions: What do you like doing with your friends?

Activity:

1. Do a survey of the class and use tally marks for eye color, straight hair, curly hair, skin color, etc.

2. Have students draw or design self-portraits. A variety of craft materials can be used for this. Make sure you have a variety of skin tone colored paper, crayons, and paint. As well as different colors and textures of yarn or pretend hair. This can be turned into a bulletin board to highlight the book and the diversity in your classroom.

3. Talk about same and different. As a class large group activity, take two students at a time, and have the class compare what is the same and what is different about the pair of students. End this activity with the fact that, although we are different, there are many things that are same. We are all human beings and that everyone should be valued. We are all at school to have fun and to be together. *See Additional information in Teacher Resources*

Black Girls-Hair Confidence!

Book: Bedtime Bonnet by Nancy Redd

Synopsis: This story highlights a loving African-American family and their traditional bedtime hair routine.

Vocabulary: Bonnet, locs, swirl, waves, tender-headed, braids,

Questions:

1. Do you wear something on your hair when you go to bed? 2.
2. Why does the little girl wear a bonnet? *To protect her hair from tangles and lint.*
3. The little girl in the story wears a bonnet on her hair at bedtime, what do the other members of her family wear on their hair when they go to bed? *Mom-scarf, grandma-kerchief, sister-wrap, dad-wave cap, and brother- durag.*
4. The little girl lost her bonnet, who had her bonnet? *Her grandpa*

Activities:

1. Class discussion about what you do with your hair at night before bedtime.
2. Talk with students about who lives in the little girl's home. Point out the fact that they all seem happy. Ask students who lives in their house.

Book: Mira's Curly Hair by Maryam Al Serkal

Synopsis: Mira doesn't like her hair. It curls at the front. It curls at the back. It curls everywhere! She wants it to be straight and smooth, just like her Mama's. But then something unpredictable happens . . . and Mira will never look at her mama's hair the same way again! ...

Vocabulary: stroll, straight, curly, palm areesh, stare

Questions:

1. Mira did not like her hair. Why? *When you get to the page in the book where Mira is staring at her mom, and before you show them why, ask the students what they think Mira is staring at?* Answers to this question can be done as a turn and talk or just as a class discussion question.

Activities:

1. Explore things that are straight and curly or curvy. Tally which students have straight hair and curly hair.
2. Have students explore whom in their family, they get their hair from.

Book: Big Hair, Don't Care by Crystal Swain-Bates

Synopsis: Lola has curly hair. Her hair is much bigger than that of other kids at her school, but she tells anyone who listens how much she loves her hair. Designed to boost self-esteem and build confidence, this book is aimed at boys and girls who may need a reminder that it is okay to look different from the other kids at their school.

Vocabulary: unique, bun, proud, stare

Questions: What do you love about your hair?

Activities:

1. *This is a rhyming book. The first read of this book, should be for pleasure. You can say to the students that there are words in this book that sound the same. These words are called rhyming words.*
2. *During the second read, you can stop every time you come to a pair of rhyming words. As you recite them, do the following: Ex. Hair (left hand)/care (right hand), hair (left hand)/care (right hand), hair (left hand) and care (right hand) are rhyming words (roll hands together when saying, "are rhyming words!") See Appendix for list of rhyming words.*
3. *Sequencing.* Color copy pictures of the different hairstyle Lola wore in the story. Ask students which hairstyle was their favorite. The first, second, etc. Display pictures in the order they appear in the book.

Book: My Big Natural Hair by C J Baker

Synopsis: Amara is a sweet little girl with hair as BIG, natural, and as beautiful, as can be! Learn her weekly natural hair routine, as she continues to embrace what makes her unique. Amara encounters others who are not used to seeing different hairstyles and textures like her own. Experience the story of a bold, young girl, who is proud of who is, and the natural hair she was born with!

Vocabulary: beautiful, stare, unique, share

Questions:

1. What is your favorite way to wear your hair? Name or list the different styles Amara wore her hair (Teacher can make sequence cards with pictures and names of the different hairstyles).

Activities:

1. *Rhyming words.* Review rhyming words in the story. Have students repeat the words after you. As you recite them, do the following: Ex. Hair (left hand)/share (right hand), hair (left hand)/share (right hand), hair (left hand) and share (right hand) are rhyming words (roll hands together when saying, “are rhyming words!)) See Appendix for list of rhyming words.
2. *Have a hair show.* Have students wear their hair in their favorite style. Take pictures (These can be displayed in a book or on a bulletin board)
3. *Sequencing.* Amara wears her hair differently on each day of the week. Print out pictures from the book, laminate and place magnets on the back. Have students place the pictures of each hairstyle in the order they appear in the book, on the board. Have the students name each hairstyle.

Book: Emi’s Curly, Coily, Cotton Candy Hair by Tina Olajide

Synopsis: Emi is a creative 7-year-old girl with a BIG imagination. In this story, Emi shares a positive message about her Curly, Coily, Cotton Candy Hair and what she likes most about it.

Vocabulary: twist, springy, fluffy, tools, detangle, cotton-candy

Questions:

1. Who washes your hair?
2. Where do you wash your hair? *Sink, shower, bathtub, salon*

Activity:

1. Class book or self-portraits for bulletin board, highlighting the book. The teacher can say, in the story, Emi thought her hair looked like, Cotton Candy. What do you think your hair looks like? Have students draw a picture of themselves, including what they think their hair looks like. Have students dictate their answer. Print a picture of what the student says their hair looks like, to glue to their self-portrait. The prompt for this picture could be, I have _____ hair or My hair looks like _____.

Black Girls- Social Emotional**Book: Layla’s Happiness by Mariahadessa Ekere Tallie**

Synopsis: Seven-year-old Layla loves life! So she keeps a happiness book. What is happiness for her? For you? Spirited and observant, Layla’s a child who has been given room to grow, making happiness both thoughtful and intimate. It’s her dad talking about growing-up in South Carolina; her mom reading poetry; her best friend Juan, the community garden, and so much more.

Vocabulary: Salsa, sand dollar, kaleidoscope, full moon, trumpet, poetry, community garden

Questions: What makes you happy? What does your name mean?

Activities:

1. Students can dictate to the teacher, what makes them happy. The writing prompt would be, "Happiness is _____". Students can draw a picture of what makes them happy.
2. What does your name mean? Teacher can explain that everyone's name has a meaning or a reason their parent (s) chose their name. This can be a family assignment. Students can share their assignment during circle time. Writing prompt: My name is _____. It means _____.

Black Girls-Diversity in Skin

Book: The Color of Us by Karen Katz

Synopsis: Seven-year-old Lena is going to paint a picture of herself. She wants to use brown paint for her skin. However, when she and her mother take a walk through the neighborhood, Lena learns that brown comes in many different shades. Through the eyes of a little girl who begins to see her familiar world in a new way, this book celebrates the differences and similarities that connect all people.

Vocabulary: shades, cinnamon, French toast, chocolate, peanut butter, peachy, honey, leaves, cocoa, butterscotch, pizza crust, princess, different, ginger, chili powder, coconut, toffee

Questions: What color is your skin? What food do you think the color of your skin looks like?

Activity:

1. Take a visual survey of your classroom. Gather pictures of foods that you think represent your student's skin colors. Provide skin tone colored paint, crayons, pencils and construction paper. You should also provide yarn or pretend hair, in various colors. If available, you can also provide skin tone colored people or face cutouts. Take pictures of students or have them bring a picture of themselves from home. Students will use these pictures to determine what food they think their skin is the color of. Students will make portraits or replicas of themselves. These can be displayed on a bulletin board that highlights the story.

Black Girls and Their Families

Book: Not Yet, Yvette

Synopsis: The minute Mom leaves, Yvette asks, "Is it time yet, Dad?" Dad answers, "Not yet, Yvette." Then Yvette and her dad get busy because there's a lot to do before Mom comes home, like clean the house and bake a birthday cake.

Vocabulary: bouquet, vase

Questions:

1. Why were Yvette and her dad cleaning? *They were getting ready for a birthday surprise for Yvette's mother.*
2. What did they make for Yvette's mother? *A birthday cake*
3. What presents did they buy for Yvette's mother? *Sweater and cat earrings*
4. What kind of doctor is Yvette's mother? *Cat doctor or Veterinarian*

Activities:

Before reading this story, tell students that today you will read a book about a little girl named, Yvette. Yvette and her dad are planning a surprise for someone. Listen to the story. Try to guess what surprise they are planning and who it is for.

1. Materials can be put into the Dramatic Play area, in the preschool classroom. Students can pretend to plan a birthday party for someone. Talk to students about what they need for a birthday party.
2. *Second or Third Read.* Do an interactive read aloud with students. Print out a picture of Yvette, laminate and attach the picture to a tongue depressor. Remind students that Yvette could not wait for the birthday surprise for her mother. Her father had to tell her several times, "Not yet, Yvette." Tell the students that you will read the story again. When you hold up the picture of Yvette, the students should say, "Not yet, Yvette." As they are saying, "Not yet, Yvette," have the students pound their fist into their opposite hand while reciting each syllable. The teacher will demonstrate this prior to activity.

Book: Lola at the Library by Anna Mc Quinn

Synopsis: In this story, Lola is excited about going to the library with her mom. This story is about how much Lola loves books and going to the library.

Vocabulary:

Activity: If possible, set up a class visit to the school library or the public library. During the visit, each student should secure a library card and check out one book of his/her choice. If possible have the librarian do a short presentation and tour of the children's library section.

Questions:**Black Girls- Role Models (Ambition)****Book: Mae Among the Stars by Roda Ahmed**

Synopsis: This story is about the first African-American woman astronaut inspires this book, to go to space, Mae Jemison. This is a great story to inspire children to dream big.

Vocabulary: Day dreamer, Earth, astronaut, discouraged

Questions:

1. What do you want to be when you grow up?
2. Mae's teacher told her she should be a nurse instead of an astronaut. Mae felt blue and cold on her way home from school. Why? *She was sad and discouraged*

Activities:

1. *Prompt:* Mae wanted to be an astronaut when she grew up. What do you want to be when you grow up? *I want to be a _____ when I grow up.*
2. Have students repeat the affirmation in the story, "If you can dream it, believe in it, if you work hard for it, anything is possible. Teacher should let students know that they can be anything they want to be regardless of gender.
3. After students have said what they want to be when they grow up, explore the different professions. Research women (women of color), in the professions. If there are video or live persons available, expose students to the persons or material.

Appendix 1: Teaching Standards

NC Foundation Early Foundation Standards

The following goals will be attained in this unit:

Goal LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.

- a. Students will accomplish this goal through large and small group activities that require verbal sharing and explanation.

Goal LDC-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.

- a. Students will accomplish this goal through large and small group activities that require verbal answers. Students will also accomplish this through review of visual resources and projects.

Goal LDC-5: Children describe familiar people, places, things, and events

- a. Students will accomplish this goal by participating in group discussions about text and visual resources.

Goal LDC-7: Children respond to and use a growing vocabulary.

- a. Students will accomplish this goal through exposure to text, vocabulary words associated with text, and group discussions.

Goal LDC-8: Children develop interest in books and motivation to read.

- a. Students will be introduced to new text and character in an inviting way.

Goal LDC-9: Children comprehend and use information presented in books and other print media.

- a. Students will be exposed to new text on familiar and unfamiliar subjects. Students will ask and answer questions about text. Students will participate in activities that check for comprehension of the text.

Goal LDC-11: Children develop phonological awareness.

- a. Students will accomplish this goal through phonological awareness activities.

Goal LDC-13: Children use writing and other symbols to record information and communicate for a variety of purposes.

- a. Students will dictate thoughts and ideas through expressions in art.

Goal CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.

- a. Students will broaden their perspectives through exposure of information and visuals.

Goal CD-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and dance.

Goal CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.

- a. Students will accomplish this goal through review and discussion of text. Students will recall and make connections to the text.

Goal CD-7: Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).

- a. Students will accomplish this goal through exposure to text, visuals, and exposure to experts.

Goal CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others.

- a. This goal will be met through exposure to text and visuals. Students will also be exposed to varying thoughts and opinions from their peers.

Goal CD-9: Children explore concepts connected with their daily experiences in their community

- a. Students will connect their experiences to the curriculum text and activities.

Appendix 2: Online Read- Aloud for Books

<https://www.youtube.com/watch?v=InLXdtr6Bg> “Alfie: The Turtle that Disappeared,” by Thyra Heder

<https://www.youtube.com/watch?v=3HaCH9caFLw&t=76s> “Lola Gets a Cat,” by Anna McQuinn

<https://www.youtube.com/watch?v=1gg27jVUYqE> “I Belong,” by Cheri J. Meiner

<https://www.youtube.com/watch?v=rohJxHI1Sr8> “I Am Truly,” by Kelly Greenawalt

<https://www.youtube.com/watch?v=Q5tsr0lh884> “Violets Music,” by Angela Johnson

https://www.youtube.com/watch?v=4cSMY_pbz_c “My Friend Maya Loves to Dance,” by Cheryl Willis Hudson

<https://www.youtube.com/watch?v=TzUZEaceZKc> “Firebird,” by Misty Copeland

<https://www.youtube.com/watch?v=oIpRE1O19tc> “I Got the Rhythm,” by Connie Schofield-Morrison

<https://www.youtube.com/watch?v=fH-qWJHyyns> “Lola Goes to School,” by Anna McQuinn

<https://www.youtube.com/watch?v=wO8PJZDwRTI> “I Got the School Spirit,” by Connie Schofield-Morrison

<https://www.youtube.com/watch?v=yGIZfype7uc&t=117s> “Outside My Window,” by Linda Ashman

<https://www.youtube.com/watch?v=o5INMVezTK4> “I Know A Lot,” by Stephen Krensky

<https://www.youtube.com/watch?v=kL7EImjuVxk&t=12s> “I Can Do It Too,” by Karen Baicker

<https://www.youtube.com/watch?v=vOyn7MF0dfU> “Keisha Ann Can,” by Daniel Kirk

https://www.youtube.com/watch?v=zI_uD7pqsj0 “Bein with You This Way.” by W. Nikola-Lisa

https://www.youtube.com/watch?v=kNw8V_Fkw28 “Hair Love,” by Matthew Cherry

https://www.youtube.com/watch?v=Jl_jlQc2Iok “I Love My Hair,” by Natasha Anastasia Tarpley

<https://www.youtube.com/watch?v=zLMeYRwpaps> “Bedtime Bonnet,” by Nancy Redd

<https://www.youtube.com/watch?v=VN0FyKiDwYY> “Mira’s Curly Hair,” by Maryam Al Serkal

<https://www.youtube.com/watch?v=8RdWcUp7Hdk> “Big Hair, Don’t Care,” by Crystal Swain-Bates

<https://www.youtube.com/watch?v=7GM59MiTyAE> “My Big Natural Hair,” by C. J. Baker

<https://www.youtube.com/watch?v=E3zWCHmhCZw&t=83s> “Emi’s Curly, Coily, Cotton Candy Hair,” by Tina Olajide

<https://www.youtube.com/watch?v=98juzxlUZYE> “Layla’s Happiness,” by Mariahadessa Ekere Tallie

<https://www.youtube.com/watch?v=O58brpCvmRs> “The Colors of Us,” by Karen Katz

https://www.youtube.com/watch?v=ucICF_uP71c “Lola at the Library,” by Anna McQuinn

<https://www.youtube.com/watch?v=k6JDDoZixZ8> “Mae Among the Stars,” by Roda Ahmed

<https://www.youtube.com/watch?v=OuvknBsgweU> “Not Yet, Yvette,” by Helen Ketteman

Appendix 3:

“I Got the Rhythm “Inter-Active Read-Aloud Movements

1. Think, Think (Tap Temples 2x)
2. Beat, Beat (Pound Fist 2x)

3. Blink, Blink (Blink Eyes 2x)
 4. Sniff, Sniff (Sniff with nose 2x)
 5. Ooh la la (Sing)
 6. Clap, Clap (Clap 2x)
 7. Snap, Snap (Snap fingers 2x)
 8. Shake, Shake (Shake hips 2x)
 9. Knock, Knock (Pat knees 2x)
 10. Stomp, Stomp (Stomp 2x)
 11. Tip Tap (Tap toes 2x)
 12. Beat Bop (Tap stomach 2x)
- *Read the the last two pages with rhythm***

Appendix 4

“I’ve Got the School Spirit Words That are the Same and Repeat Themselves

1. Stomp, stomp
2. Sizzle, sizzle
3. Zip, Zip
4. Vroom, Vroom
5. Hug, Hug
6. Here, Here
7. Squish, Squeeze (Begin the same)

Appendix 5

“Keisha Ann Can” Rhyming Word List

1. Ride-Inside
2. Fan-Can
3. Name-Game
4. Plan-Can
5. High-Try
6. Today-Play
7. Done-Fun
8. Right-Polite
9. Wrong-Song
10. True-Too

Appendix 6

“Big Hair, Don’t Care” Rhyming Word List

1. Hair-Care
2. Zoo-View-Too
3. Seek-Unique
4. Chic-Week
5. Fun-Bun
6. Run-Sun
7. Flare-Wear
8. Dare-Hair
9. Proud-Cloud
10. Loud-Proud
11. Ball-Tall
12. Hall-All
13. Stare-Hair

Appendix 7 The Color of Us

 <p>cinnamon</p>	 <p>honey</p>



peanut butter



chocolate



toffee



coconut



amber



cocoa



French toast



butterscotch



fall leaves



pizza crust



ginger



chili powder



peach



fall leaves



Citations

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Morris, supra note 29, at 502 (emphasis added)

Id.

Id. At 502-03

See id. at 503

Nanda, supra note 13, at 1520-21 n.88.

Morris, supra note 29, at 502-03; Morris, supra note 30, at 129

Morris, supra note 29, at 499

Connie Wun, *Against Captivity: Black Girls & Sch. Discipline Policies in the Afterlife of Slavery*, 30 *Educ. Poly* 171, 183 (2015); Morris, supra note 29, at 501-03; see also, e.g., Blake et al., supra note 13; Subini A. Annamma, *Black Girls & School Discipline: The Complexities of Being Overrepresented & Understudied*, 22 *Urban Education*. 1, 19-20 (2016)

Blake et al., supra note 13

Morris, supra note 29, at 492

Blake et al. supra note 13, at 119.

Edward W. Morris & Brea L. Perry, *Girls Behaving Badly? Race, Gender, & Subjective Evaluation in the Discipline of Af. Am. Girls*, 90 *Sociology of Education* 127 (2017)

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Smith, supra note 26; Edward W. Morris & Brea L. Perry, The Punishment Gap: Sch. Suspension & Racial Disparities in Achievement, 63 Soc. problems 68, 70-71 (2016).

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Teacher Resources

Black Girls and Pets

Book: Alfie: The Turtle that Disappeared by Thyra Heder

Additional Resources:

<https://www.youtube.com/watch?v=6vc3VShWTfc> Turtles for Little Ones: Preschool Learning about Turtles for Kids – Free School Early Birds

<https://www.youtube.com/watch?v=pKosbOawGSY> Teaching Kids to Care for Pets | Videos for Toddlers | Mindfulness for Kids

https://www.youtube.com/watch?v=BgHNbUD_Uz0 House Pets! | Videos for babies, toddlers, kids | Little Genius TV™

Book: Lola Gets a Cat by Anna McQuinn

Additional Resources

<https://www.youtube.com/watch?v=G5RErqM1RZk> 3 Cool Facts About Cats!

<https://www.youtube.com/watch?v=jPf0X0QclXE&t=1s> * CATS * | Animals For Kids | All Things Animal TV

https://www.youtube.com/watch?v=33_1arqK0Dk Facts about Cats for Kids | Classroom Learning Video

Black Girls- Music, Dance and the Arts

Book: Firebird by Misty Copeland

Additional Resources

<https://www.youtube.com/watch?v=AkA67gdHmBo> African-American Ballerina Breaks Barriers with Swan Dreams Project | NBC Nightly News
<https://www.youtube.com/watch?v=sJSqIDHJ6AM> African American ballerina makes history
<https://www.youtube.com/watch?v=4WHVRzaohw> Meet The First Black Star Of New York City Ballet's 'Nutcracker' | TODAY
<https://www.youtube.com/watch?v=AodDWna6bPU> Adorable ballerinas from Beaumont pose for Black History Month

Beginning of the School Year-Sequencing-Comparing

Book: Bein with You This Way by W. Nikola-Lisa

Additional Resources:

<https://www.youtube.com/watch?v=UdRzIgHRvJ4> DANIEL TIGER'S NEIGHBORHOOD | Friends Help Each Other (Song) | PBS KIDS
<https://www.youtube.com/watch?v=U7tptWMxCU> DANIEL TIGER'S NEIGHBORHOOD | Daniel is a First Day Friend | PBS KIDS
<https://www.youtube.com/watch?v=ASdj7IGc8aQ> Sesame Street: Kids Talk: Making Friends
<https://www.youtube.com/watch?v=59tKl37x1d4> Sesame Street: Elmo and Rosita Teach Friendship

Black Girls and Their Families

Book: Lola at the Library by Anna McQuinn

Additional Resources:

<https://www.youtube.com/watch?v=G-Lw8-7jktQ> Take a Field Trip to a Library | Kid Vision Pre-K (Lola at the Library)
<https://www.youtube.com/watch?v=IhVwGCx4E2Q> Sesame Street: The Library Song
<https://www.youtube.com/watch?v=Dq-cHtWJPPY> The Library Song | What's New Today (Sesame Studios)

Black Girls- Role Models (Ambition)

Book: Mae Among the Stars by Roda Ahmed

Additional Resources:

<https://www.youtube.com/watch?v=a-09Gr4ih1c> How Mae Jemison Diversified Space | Hidden Figures

<https://www.youtube.com/watch?v=eT1PtaRA7ZM> Astronauts! Fun Astronaut Facts for Preschoolers and Toddlers

Additional Black Girl Magic Book List

1. Fast Enough by Joel Christian Gill
2. I Know A Lot by Stephen Krensky
3. Hair Love by Matthew A. Cherry
4. I Love My Hair by Natasha Anastasia Tarpley
5. Kenya's Art by Linda Trice
6. One Word from Sophia by Jim Averback
7. Hands Up by Breanna J. McDaniel
8. Hip-Hop Lollipop by Susan Montanari
9. Ada Twist, Scientist by Andrea Beaty
10. Mary Had a Little Glam by Tammi Sauer
11. I Am Enough by Grace Byers
12. Sulwe by Lupito Nyong'o
13. I Like Myself by Karen Beaumont
14. Lola Plants a Garden by Anna McQuinn
15. Handa's Surprise by Eileen Browne

