



2021 CTI Curriculum Unit

## **Put Some Respect on My Crown**

By Audrey Dorante, 2021 CTI Fellow  
East Mecklenburg High School

The curriculum unit is recommended for:  
American History, Civics and AVID, grades 6-12

**Keywords:** discrimination, stereotyping, natural hairstyles, professionalism, afro-textured hair, protective styling

**Teaching standards:** See [Appendix I](#) for teaching standards addressed in this unit

**Synopsis:** Due to social media, I have seen a significant increase in the number of people who have faced discrimination based on their hair and it's quite bothersome. This unit will focus on discrimination in school and in the workplace based on hair textures and hairstyles. Afro-textured hair and protective hairstyles such as braids, faux locs and elaborate hairstyles are often seen, by some as unattractive or unprofessional. People often negatively stereotype others based on the way they wear their hair. Too often, people with afro-textured hair use harsh and dangerous chemicals to assimilate to their peers. Over the last few years, there has been a push to change this narrative and to ensure that people are not being discriminated against based on their hair. Some state and local governments have pushed initiatives to prevent this from occurring and/or face consequences if it does. In this unit, we will look at how this discrimination occurs and that there is so much work that needs to be done to eliminate this type of stereotyping. I also want to look at how the law and the courts' opinions have changed regarding this issue.

*I plan to teach this unit during the coming year to 80 students in 10<sup>th</sup> grade Civics and Economics.*

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## **Introduction**

### Rationale

This unit is designed and can be adjusted to fit a variety of secondary level courses that cover discrimination and stereotyping. I will be using this unit in both my Civics & Economics and my AVID classes. The goal of this unit is to examine the difficulty and discrimination that many women experience based on their hair. I would also like to discuss the reason why many women choose a protective style for their hair by using wigs, weaves and elaborate hairstyles. In this unit, I would also like to demonstrate the laws and policies being proposed and enacted to prevent this type of discrimination. This lesson is very important for my students to understand that unfortunately we are not always judged by the content of our character but instead by the way someone views us superficially. Some people will push their standards of beauty without understanding or appreciating our diversity. When these discriminatory practices affect our education, career and standard of living, there must be a remedy to this situation. The Create a Respectful and Open Workplace for Natural Hair (CROWN) ACT has been implemented and proposed in many states to ensure that people are treated fairly. My job as an educator is to show my students that they are beautiful and they do not need to fit into anyone else's standard of beauty. It's also to make sure that I am educating them on the possible issues or discrimination they might encounter based on their hair. However, I also want to give them hope and show them that the law is moving in a positive direction to prevent this type of discrimination.

### School/ Student Demographics

I am currently teaching at East Mecklenburg High School. My school is very diverse, both ethnically and socioeconomically. We have a variety of advanced programs including the International Baccalaureate Program since 1998, offering both the Middle Years Program (grade 9 and 10) and the Diploma Program (grades 11 and 12). We also offer many Advanced Placement courses which allow students the opportunity to receive college credit while in high school. We also have a very successful Academy of Engineering and Career and Technical Education which prepares students for post-secondary education and career opportunities in science, technology, engineering and mathematics (STEM) professions. We also have a large program for exceptional students that is designed to offer core curriculum classes for students identified as having special learning needs related to a disability. For our English language learners (ELL), our program is based on sheltered instruction where the students take additional language arts classes throughout the year with their cohort. Their core classes focus heavily on increasing literacy and reading comprehension. We want them to learn the language as well as the skills necessary to become active, informed citizens of the United States.

I am currently teaching all of the social studies classes offered for English language learners at my school. In my Sheltered Instruction Observation Protocol (SIOP) social studies classes, I intend to teach my students history, government and economics while helping them improve their English literacy skills. Since I have my ELL students for a few years, I am able to observe measurable growth. I can determine their strengths, weaknesses and abilities over time. I also use their literacy comprehension scores from a

database called Ellevation to determine the best way to relay any information to them. The chart below also helps me determine what my students are capable of doing based on their test scores. I have access to bilingual dictionaries and technology in my classroom which makes it easier to translate information to my students. I want to ensure that I am accurately providing my students with the correct information in a way they truly comprehend the unit.

## Unit Goals

There are several unit goals I would like to accomplish. I would like to show my students that their hair does not define them. Many of my students are aware of the negative why their hairstyles may be perceived in the media. Due to social media, many have also seen several instances where people were discriminated against based on their hairstyles and texture. These events might have created an acute sense of fear or diffidence for some of my students who have afro-textured hair or like to experiment with different hairstyles. It is important to teach all students why weaves, wigs and elaborate hairstyles are used as a protective measure for Afro-textured hair. They need to understand that aesthetics are only one part of the equation and some hairstyles are used to prevent further damage from the elements. In some instances, people are using harsh chemicals to fit the Eurocentric definition of beauty. One of the main goals I want to focus on in this unit is having them understand that this form of discrimination based on hair is wrong and there are efforts being made to change this. I want my students to understand that kinky hair is just as beautiful as any other hair type. The essential questions I would like to answer in this unit include:

What are some of the negative perceptions of Afro-texture hair in the media?

What chemicals are being used in Afro textured hair products to “tame” the hair?

How have the courts reacted to hair discrimination cases?

What have the government/ schools/ organizations done to prevent hair discrimination?

I want my students to understand that the United States is a beautiful, diverse country where your appearance does not define the person you are. I want them to understand that their hair, regardless of texture or hairstyles, is beautiful. In this lesson, I want to show my students how the United States (through laws) is beginning to appreciate and protect people against hair discrimination. My goal is to show my students that it is important to understand and respect everyone's crown/hair.

## Content Research

### Introduction

“*Do not remove the kinks from your hair. Remove them from your brain.*”<sup>1</sup> This is a famous quote by activist Marcus Garvey that has been one of the mottos of the Black natural hair community. It’s a reminder to us that there is nothing wrong with our hair and we need to realize that we need

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<sup>1</sup> Marcus Garvey quote

to change our mindset. We also need to change the community around us so they have a better understanding of what our hair means to us. Our hair is an extension of our personality and sometimes our spiritual beliefs. It is a way of expressing ourselves in any way we see fit. While some understand that hair is not an indication of intelligence, socio-economic status, level of education or wealth, others believe that some Afro-textured hairstyles are inappropriate in many sectors of everyday life. People of color often have to deal with inappropriate comments or looks made at the workplace by superiors and colleagues. This can often be very frustrating because we hope that everyone would focus on the content of our character instead of our appearance. Too often we find ourselves assimilating to the Eurocentric aesthetic to make those around us feel more comfortable. We straighten our hair, get wigs or weaves to make ourselves look less noticeable and blend in to some degree; anything to prevent negative attention. However, when we do that, we are not showing our true authentic selves. We are not showing the true beauty of our beautiful, glorious crowns. People of color cannot allow other people to dictate the way we style our hair and we cannot allow anyone to discriminate against us because of it.

### The Cost of Following Eurocentric Standards of Beauty

Many studies have shown that what we put in our hair is damaging more than our hair/scalps and could potentially cause lifelong health risks. A study conducted by Boston University showed people who use chemical relaxers containing lye over a twenty-five year period are 30% more likely to develop breast cancer.<sup>2</sup> According to another study, approximately 50% of hair products advertised for Afro-textured hair contain parabens, phthalates, and other chemicals that are known to interfere with the body's hormone system. Based on their data, phthalates are linked to obesity, an increased risk of diabetes, metabolic syndrome and cardiovascular disease. For expecting mothers, the data shows the occurrence of preterm birth, preeclampsia, and gestational diabetes are higher as well.<sup>3</sup> After looking at the data, the real question is why. Why are companies deliberately selling products with harmful ingredients? Why are we, the consumer, continuing to buy these items at such a high rate? Why are we changing our natural God-given beauty to fit others' standards of beauty? We are so much more than our hair and we do not need to change or fit anyone else's beliefs on what their version of beauty is. India.Arie said it best... "*I am not my hair, I am not my skin, I am the soul that lives within.*"<sup>4</sup> This song encouraged women to not allow their hair to define them and instead to look inside themselves. We are more than just our hair but our hair also displays our creativity, roots and beauty. Whether loose or tight curls, relaxed, braided or locs, we should always choose what is best for us. Putting unhealthy products in our hair and trying to fit someone else's mold is dangerous and should be avoided as much as possible.

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<sup>2</sup> Bertrand, Kimberly. 25-year-long study of Black women links frequent use of lye-based hair relaxers to a higher risk of breast cancer. PBS News Hour. July 14, 2021.  
<https://www.pbs.org/newshour/health/25-year-long-study-of-black-women-links-frequent-use-of-lye-based-hair-relaxers-to-a-higher-risk-of-breast-cancer>

<sup>3</sup> Some Black hair products may harm users' health. Harvard T.H. Chan School of Public Health.  
<https://www.hsph.harvard.edu/news/hsph-in-the-news/some-black-hair-products-may-harm-users-health/>

<sup>4</sup> Simpson, India Arie. I Am Not My Hair. November 15, 2005

## In the Media

As a black woman with natural hair, I have seen and experienced some discriminatory behavior based on my hairstyles. Unfortunately this is something that is all too common for people of color with afro-textured hair. Through time we have seen the evolution of the concept of “good hair” which is based on the Eurocentric model of beauty. Topics often discussed primarily among those with Afro-textured hair, Chris Rock’s 2009 documentary *Good Hair*, exposed why many choose relaxers, weaves and wigs over their own natural hair.<sup>5</sup> Many people with Afro-textured hair feel like they have to assimilate and lose many of their distinct African features to fit more into “American” society. Whether it’s for our comfort or those around us, many of us have been told to believe that long, straight hair is the key to success. There is a very unusual assumption made by those who consider some protective hairstyles linking it to illicit drug use and/or being “ghetto”. In 2015, E! News anchor Giuliana Rancic stated “*She smells like patchouli oil and weed.*” regarding 18-year old Zendaya Coleman’s dreadlocks on the red carpet of the Oscars.<sup>6</sup> Dreadlocks are a commonly used protective hairstyle within the Black community and an entertainment reporter likened them to illicit drug use.

## Discriminatory Practices

Too often, discriminatory practices can be found in the classroom and places of employment. Unfortunately, Chastity Jones had a job offer rescinded after she refused to cut her dreadlocks. Her case got as far at the court of appeals but the U.S. Supreme Court refused to look into this discrimination case.<sup>7</sup> A case which violated the Equal Protection Clause of the 14th Amendment, something clearly within their jurisdiction. In essence, they just sanctioned discrimination by employers towards anyone with natural Afro-textured hairstyles. A study conducted by Michigan State University determined that 80% of African American women feel that it is necessary to change their hair to conform to the Eurocentric definition of beauty and to feel more comfortable at their place of employment.<sup>8</sup> All hair is beautiful and no one should ever feel like they have to fit a particular mold or standard to keep and/or gain employment. Why isn’t the content of our character or the particular skills we possess enough to earn respect in all facets of life, including the workplace.

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<sup>5</sup> *Good Hair: The documentary*. Chris Rock Entertainment/ HBO Films. Premiered October 9, 2009.

<sup>6</sup> Kimberley Richards. Zendaya looks back at Giuliana Rancic’s Comments about her Locs at the 2015 Oscars.

HuffPost. March 16, 2021.

[https://www.huffpost.com/entry/zendaya-reflects-giuliana-rancic-locs-oscars-2015\\_n\\_60510302c5b6f2f91a2d065](https://www.huffpost.com/entry/zendaya-reflects-giuliana-rancic-locs-oscars-2015_n_60510302c5b6f2f91a2d065)

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<sup>7</sup> Noel Gutierrez-Morfin. U.S. Court Rules Dreadlock Ban During Hiring Process is Legal. NBCNews. September 21, 2016. <https://www.nbcnews.com/news/nbcblk/u-s-court-rules-dreadlock-ban-during-hiring-process-legal-n652211>

<sup>8</sup> Chelsea Stein. MSU research exposes discrimination against Black women with natural hair. Michigan State University Broad College of Business. September 18, 2020.

<https://broad.msu.edu/news/msu-research-exposes-discrimination-against-black-women-with-natural-hair/>.

According to a study performed by the Brookings Institute, children are often discriminated against and penalized for their natural hair at schools. In many instances, schools will use discretionary practices such as dress code violations to apply disciplinary actions.<sup>9</sup> In Massachusetts, 2 twin sisters received detention due to their braids. In Louisiana, a student was expelled because her braids were deemed unacceptable. In addition, a student was told that he could not participate in graduation or senior prom because of the dreadlocks he has been growing for almost 6 years.<sup>10</sup> Furthermore, a high school wrestler was forced to cut his dreadlocks because a referee deemed them against the rules. Seeing the pictures and videos of this event, you can see the sheer pain and sadness in this young man's eyes when his beautiful mane was eagerly chopped off by the athletic trainer.<sup>11</sup> Events that affect children really sadden many members of the Black community as we attempt to shield and protect our children from any form of discrimination. These are just a few examples of the hair discrimination people have faced in the United States.

### Legal/Legislative Changes to Counter/ Hinder Discrimination

For decades, people of color have dealt with discrimination for various reasons and we have worked hard to combat these issues. We are wearing our natural hair more frequently, we are hoping to change the perceived narrative so many believe. Although we can attempt to change people's views, it's more important to protect ourselves in multiple avenues, whether school or the workplace. Many have advocated for legislation that protected all individuals against hair discrimination. The Creating a Respectful and Open World for Natural Hair also known as the CROWN Act is legislation that prevents hair discrimination. Currently it has been enacted in 14 states with the hope that all 50 states will adopt this measure.<sup>12</sup> The CROWN Act prohibits hair discrimination in employment and education due to hair texture or styles. It allows people, especially those of African descent,<sup>13</sup> to do with their hair what they see fit without having to worry about being negatively treated.

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<sup>9</sup> Howard Henderson & Jennifer Wyatt Bourgeois. Penalizing Black hair in the name of academic success is undeniably racist, unfounded, and against the law. Brookings Institute. February, 23, 2021. <https://www.brookings.edu/blog/how-we-rise/2021/02/23/penalizing-black-hair-in-the-name-of-academic-success-is-undeniably-racist-unfounded-and-against-the-law/>

<sup>10</sup> Arefin D. Sharmin. Is Hair Discrimination Race Discrimination? American Bar Association. April 2020. [https://www.americanbar.org/groups/business\\_law/publications/blt/2020/05/hair-discrimination/](https://www.americanbar.org/groups/business_law/publications/blt/2020/05/hair-discrimination/)

<sup>11</sup> Roman Stubbs. A wrestler was forced to cut his dreadlocks before a match. His town is still looking for answers. The Washington Post. April 17, 2019. <https://www.washingtonpost.com/sports/2019/04/17/wrestler-was-forced-cut-his-dreadlocks-before-match-his-town-is-still-looking-answers/>

<sup>12</sup> "The Official Crown Act." The Official CROWN Act. Accessed October 15, 2021. <https://www.thecrownact.com/>.

<sup>13</sup> Natural Hair Discrimination. *National Association for the Advancement of Colored People Legal Defense Fund*. Accessed October 2, 2021. <https://www.naacpldf.org/natural-hair-discrimination>

## **Instructional Implementation**

This instructional lesson plan covers a portion of a unit on discrimination in my civics course. However, this can be used in a variety of social studies classes with some minor adjustments. To properly address this topic, I like to begin with a video (embedded in the slides) and discussion to get the students immediately engaged into the topic. Next, we will look at a brief Google Slides presentation about hair discrimination, African tribal hairstyles and protective styles among the Afro-textured community. The first lesson will end with a project about what their hair means to them. Each student must include a picture of their current hairstyle as well as three additional hairstyles they have had during their childhood. The following day, the students will then complete a station activity where they look at different cases of hair discrimination throughout the United States (both juvenile and adult). The class will end with a classroom discussion about things they have heard people say about Afro-textured hairstyles. On the last day, the students look at the CROWN Act and measure enacted throughout the country to prevent hair discrimination. The students will look at resources on the CROWN Act website to see how they can get involved in the movement, whether it's writing a statement about an occurrence they encountered or by signing the petition. This is a wonderful opportunity to get them actively involved in their community since the CROWN Act has not been adopted in the state of North Carolina or the city of Charlotte.

### *Teaching Strategies*

There are several different teaching strategies I will use throughout this unit, which I feel are appropriate for the students and courses I have.

### *Introduction to Unit*

The students will view a Google Slides presentation about hair discrimination, African tribal hairstyles and protective styles among the Afro-textured community.

### *What Does Your Hair Mean To You Activity*

The student will complete a project talking about what their hair means to them. They will include a picture of their current hairstyle as well as three additional pictures of various hairstyles they have had during their childhood.

### *Referee's questionable call for wrestler to cut dreadlocks- Video*

The students will watch a video of a high school wrestler getting his dreadlocks cut to compete in a match. This video also shows the reaction to various members of the community. It will help to lead a discussion about whether or not the referee handled the situation properly and if his actions were possibly racially motivated.

### *Discrimination Stations*

The students will read articles, analyze music lyrics and watch brief video clips about hair discrimination that people have experienced in the workplace and at school. The students will answer questions based on each activity.

### *Socratic Seminar*

This lesson will end with a classroom discussion about different statements made directed towards natural hairstyles and Afro-textured hair. I will put a few prompts on the board to lead the conversation. The students will get the opportunity to discuss statements they have heard or experienced.

### *CROWN Act discussion and petition*

The students will learn about the CROWN Act and how it's a legislative attempt to prevent hair discrimination. The students will see some important facts and figures and determine ways to be a part of the movement. We will also discuss ways to get the community, local and state government involved in passing this type of legislation.

### *Quick Write on Activism*

The students will explain how they will actively participate in the movement to end hair discrimination. The student will explain what steps they took from the last activity and any additional steps they plan to take moving forward.

## **Classroom Lessons/ Activities**

### Lesson 1- Video Introduction, Google Slides PowerPoint & Activity

#### *Purpose and Objective:*

This lesson will focus on an introduction to hair discrimination and what hair means to different people. Students will understand the significance of protective and cultural hairstyles. They will be able to recognize the importance of understanding what someone's hair means to them.

*Estimated Time:* 1- 90 minute class period

#### *Procedure:*

1. The lesson will begin with a Google Slides presentation which provides information about the cultural significance of hairstyles used by Afro-textured hair. Students will understand the history of various hairstyles and the dangerous chemicals people put in their hair to conform to society. (See appendix 3)
2. The students will begin a project explaining what their hair means to them. The project will display hairstyles the students have had throughout their childhood and an explanation as to why those hairstyles were significant. (See appendix 4)

### Lesson 2- Discrimination Station Activity and Socratic Seminar

#### *Purpose and Objective:*

This lesson will focus on students learning more about hair discrimination. The students will look at various court cases and instances of hair discrimination throughout the United States. Students will understand the effect this type of discrimination has on children and adults with



Afro-textured hair. Following this activity, the students will begin a Socratic seminar based on what they have learned.

*Estimated Time:* 1- 90 minute class period

*Procedure:*

1. The lesson will begin with a video of a high school student forced to cut his dreadlocks to compete in a match. This activity will lead to a conversation about hair discrimination. (See appendix 5)
2. The students will then complete various stations throughout the classroom. At each station, there will be a set of questions they must answer about what they read or viewed. The stations will include articles, videos and data produced from various studies. (See appendix 6)
3. The students will then engage in a Socratic seminar to discuss what hair discrimination. This lesson will read an article from the American Bar Association and the students will exam the question “Is hair discrimination, race discrimination?” The students have the opportunity to discuss whether these two forms of discrimination are one and the same or are two separate forms of discrimination. (See appendix 7)

### Lesson 3- Getting Involved/ CROWN Act

*Purpose and Objective:*

After spending 2 days looking at various examples of hair discrimination and its effects. The student will exam the CROWN Act website and determine ways they could be more proactive in their efforts to end hair discrimination. They will do research to figure out ways to change their community, local and state governments. This lesson will end with a quick write where the student has an opportunity to discuss what steps should be done to end hair discrimination.

*Estimated Time:* at least 1- 90 minute class period (depended on student engagement and involvement)

*Procedure:*

1. This class will begin with the students viewing the animated short, [Hair Love](#). This will lead to a brief class discussion about how important it is to teach children that they are beautiful just the way they are. We will also discuss how important it is for children to see the beauty of natural hair. (See appendix 8)
2. The students will work together to determine ways they can end hair discrimination. The students will use the information gathered from the CROWN Act website, National Association for the Advancement of Colored People Legal Defense Fund and other groups to determine their next course of actions. This allows them to use the information they have obtained and the skills they have acquired to be engaged and active citizens.(See appendix 9)

3. This lesson will end with a quick write about activism. The students will get an opportunity to discuss what steps should be done to end hair discrimination and how they will get involved with this movement. (See appendix 10)

#### *Assessments-*

The students will receive a formal assessment based on the entire unit (citizenship and discrimination). For this 3 day lesson, the final written piece regarding hair discrimination and the CROWN Act will be their final assessment (See appendix)

### **Appendix I: Teaching Standards**

The State of North Carolina does not have separate Civics and Economics standards for English language learning students but I adapt the standard to best fit all of my students.

#### *NC Standards*

**FP.C&G.1.4** Analyze the principles and ideals underlying American democracy in terms of how they promote freedom (i.e. separation of powers, rule of law, limited government, democracy, consent of the governed / individual rights –life, liberty, pursuit of happiness, self government, representative democracy, equal opportunity, equal protection under the law, diversity, patriotism, etc.).

This unit focuses on how the government should provide equal protection to all citizens so they do not have to face discrimination based on their hairstyles or hair type. Schools and employers should not be allowed to use their power to display their bigotry based on something they do not know or understand.

**FP.C&G.3.1** Analyze how the rule of law establishes limits on both the governed and those who govern while holding true to the ideal of equal protection under the law (e.g., the Fourteenth Amendments, Americans with Disabilities Act, equal opportunity legislation).

Equal protection is a major theme throughout this lesson. It's important the United States passes laws like the Crown Act to ensure that people with Afro-textured hair are treated fairly in all avenues.

**FP.C&G.2.7** Analyze contemporary issues and governmental responses at the local, state, and national levels in terms of how they promote the public interest and/or general welfare (e.g., taxes, immigration, naturalization, civil rights, economic development, annexation, redistricting, zoning, national security, health care, etc.).

While hair discrimination has been an issue for a long time, it has become more exposed due to social media and news media attention. It is important to look at the general welfare of those it affects. Children, in particular, should not have to sacrifice their education, athletic opportunities or after school activities due to the obvious bias of school officials. Adults should not lose access to employment opportunities based on their hair. These are issues that effect a large segment of the population and should be addressed.

**FP.C&G.3.4** Explain how individual rights are protected by varieties of law (e.g., Bill of Rights, Supreme Court decisions, constitutional law, criminal law, civil law, tort, administrative law, statutory law and international law, etc.).

The Crown Act is an law that can be passed to prevent hair discrimination. This would protect the individual rights of those with Afro-textured hair. This would be an effective way to prevent those in power with particular biases from acting on them.

**FP.C&G.3.6** Explain ways laws have been influenced by political parties, constituents, interest groups, lobbyists, the media and public opinion (e.g., extension of suffrage, labor legislation, civil rights legislation, military policy, environmental legislation, business regulation and educational policy).

Social media has really highlighted the importance of looking at discriminatory practices regarding hair. Through increasing documented occurrences, public opinion has shifted about the importance of passing the Crown Act. While its been a slow process, many cities and states have adopted the law. Hopefully one day, Congress will pass the law due to increasing pressure from interest groups and public opinion.

**Appendix 2: WIDA Chart- used to determine ability levels for English language learning student based on various communication skills.**

**WIDA**  
CONSORTIUM

**Can Do Descriptors: Grade Level Cluster 9-12**  
For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<b>LISTENING</b>	<ul style="list-style-type: none"> <li>Point to or show both parts, components, features, characteristics, and properties of objects, organisms, or persons named orally.</li> <li>Match auditory and information in pictures, diagrams, or photographs.</li> <li>Group words by common sense named orally (e.g., "these are judges").</li> <li>Identify common, place, products, figures from and numbers and words.</li> </ul>	<ul style="list-style-type: none"> <li>Match or classify and descriptions in real-life experience or visually represented, common object examples.</li> <li>Use oral language information according to one lesson.</li> <li>Separate visually according to oral discourse.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate information in social and academic performance contexts.</li> <li>Distinguish main ideas from supporting details in oral, written related discourse.</li> <li>Use listening strategies identified orally.</li> <li>Compare content based on oral discourse.</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between multiple meanings of oral and written discourse.</li> <li>Analyze content related with or suggestions based on oral discourse.</li> <li>Compare content based on words and descriptions using specific and some technical language.</li> </ul>	<ul style="list-style-type: none"> <li>Interpret cause and effect content from oral discourse.</li> <li>Analyze information from oral discourse connecting with, contrast, or compare.</li> <li>Identify and react to subtle differences in speech and register (e.g., formal/informal, direct/indirect).</li> <li>Evaluate content of speech and its appropriateness.</li> </ul>
<b>SPEAKING</b>	<ul style="list-style-type: none"> <li>Answer orally or identify questions about content of lesson or personal experience.</li> <li>Provide identifying information about self and others.</li> <li>Show vocabulary objects and pre-emptive vocabulary.</li> <li>Repeat words, short phrases, or short dialogues of language.</li> </ul>	<ul style="list-style-type: none"> <li>Describe persons, places, objects, or objects.</li> <li>Ask WH questions in daily speaking.</li> <li>Give directions of content based on visual (e.g., state parks).</li> <li>Characterize items, situations, actions shown in illustrations.</li> </ul>	<ul style="list-style-type: none"> <li>Suggest ways to resolve issues or give solutions.</li> <li>Compare/contrast features, items, characteristics using general and some specific language.</li> <li>Request permission, explain procedures, or events.</li> <li>Catalyze (activate) or gather information through oral interaction.</li> <li>Estimate, make predictions, or give hypotheses from models.</li> </ul>	<ul style="list-style-type: none"> <li>Take a stance and give evidence to defend a position.</li> <li>Explain content related issues and compare.</li> <li>Compare and contrast points of view.</li> <li>Analyze and show past and current of change.</li> <li>Use and respond to greeting, closing, and discourse organizers.</li> <li>Use speaking strategies (e.g., circumlocution).</li> </ul>	<ul style="list-style-type: none"> <li>Give conclusions and generalizations on grade-level material.</li> <li>Engage in dialogue on content-related issues using technical language.</li> <li>Explain meaningful strategies for solving problems (e.g., "I'd like to have two hours a week").</li> <li>Negotiate meaning in pairs or group discussions.</li> </ul>
<b>READING</b>	<ul style="list-style-type: none"> <li>Match visual representations to words/phrases.</li> <li>Read calendar signs, notices, schedules, and school-related words/phrases.</li> <li>Respond to WH questions related to illustrated text.</li> <li>Use information (e.g., picture dictionaries, bilingual glossaries, technology).</li> </ul>	<ul style="list-style-type: none"> <li>Match data or information with its source or genre (e.g., description of flower or its growth) to provide oral or written responses or models.</li> <li>Classify or organize information presented in visual or graphic.</li> <li>Follow multi-step instructions supported by visual or data.</li> <li>Match sentence-level descriptions to visual representations.</li> <li>Compare content related items in words and graphics.</li> <li>Locate main ideas in a series of related sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Apply multiple meanings of words/phrases in social and academic contexts.</li> <li>Identify topic sentences or main ideas and details in paragraphs.</li> <li>Analyze graphics about explicit information in text.</li> <li>Differentiate between fact and opinion in text.</li> <li>Order paragraphs or separate information within paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>Compare/contrast author's points of view, characters, information, or events.</li> <li>Interpret visually or graphically supported information.</li> <li>Infer meaning from text.</li> <li>Match cause to effect.</li> <li>Evaluate usefulness of data or information supported visually or graphically.</li> </ul>	<ul style="list-style-type: none"> <li>Interpret grade-level literature.</li> <li>Apply grade-level register and style.</li> <li>Draw conclusions from different sources of informational text.</li> <li>Infer significance of data or information in grade-level material.</li> <li>Identify evidence of bias and credibility of sources.</li> </ul>
<b>WRITING</b>	<ul style="list-style-type: none"> <li>Label personal school diagrams, pictures from word/phrase banks.</li> <li>Provide personal information on forms and cards.</li> <li>Produce clear written responses to oral questions with visual support.</li> <li>Imitate writing models in short sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Match content-related lists of words, phrases, or sentences.</li> <li>Take notes using graphic organizers or models.</li> <li>Formulate simple, direct and WH questions from models.</li> <li>Compare to oral programs (e.g., menus, records, notes).</li> </ul>	<ul style="list-style-type: none"> <li>Complete simple form templates.</li> <li>Compare their responses and responses given.</li> <li>Outline ideas and details using graphic organizers.</li> <li>Compare and reflect on performance against criteria (e.g., rubric).</li> </ul>	<ul style="list-style-type: none"> <li>Document content related notes from lessons or text.</li> <li>Write work based on sources or oral feedback.</li> <li>Compare narrative and responses over time to a series of prompts.</li> <li>Justify or defend ideas and opinions.</li> <li>Produce content related reports.</li> </ul>	<ul style="list-style-type: none"> <li>Produce research reports from multiple sources.</li> <li>Classify original pieces that represent the use of a variety of genres and discourse.</li> <li>Compare pieces and make connections to related writing from sources.</li> <li>Explain, with details, phenomena, processes, procedures.</li> </ul>

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language development standards. The Performance Definitions use three criteria (1. linguistic complexity, 2. language forms and conventions and 3. vocabulary usage) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

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### **Appendix 3: Google Slides Presentation on the Cultural Significance on Afro-Textured Hair**

This Google Slides presentation contained important information about Afro-textured hair. The students will have an opportunity to learn more about different types of hairstyles and products used that could do more harm than good. [Afro-Textured Hair Slides](#)

### **Appendix 4: My Hair Story**

Hair is a significant part of our appearance. While some people use it as a means for self-expression, others like to keep it as simple and manageable as possible. Throughout our lives, many of us have experimented with different hairstyles, lengths and colors. This is your opportunity to show us your HairStory!

Directions: You will create a slide presentation displaying different hairstyles you have had throughout your life.

Your project must have...

1. At least 8 slides containing different hairstyles from different periods in your life
2. Each slide must explain why each hairstyle was significant.
  - a. Questions to consider-
    - i. Who chose it? You or your parents/guardians?
    - ii. How long did it take to complete?
    - iii. How long did it last?
    - iv. Was it difficult to maintain?

### **Appendix 5: A video of a high school student forced to cut his dreadlocks to compete in a match**

Referee's questionable call for wrestler to cut dreadlocks. ABC News. December 22, 2018. <https://www.youtube.com/watch?v=TeboOlcjwwI>

Possible Classroom Discussion Questions:

1. How do you feel about the video you just saw?
2. Do you agree with the ruling that the student must cut his dreadlocks to participate in the match?
3. Do you feel like the situation was handled appropriately? Do you think it should have been done in front of the crowd?
4. Was this fair to the student?
5. Do dreads hold any particular significance?

## Appendix 6: Hair Discrimination Station Activity

Directions: You will look at various articles as part of your station activity. Please answer the following questions in complete sentences. This information will be used for the next activity.

Source	Questions/ Assignment/ Activity
<a href="#"><u>MSU research exposes discrimination against Black women with natural hair</u></a>	<ol style="list-style-type: none"> <li>1. What were the findings from the joint Michigan State University and Duke University research? Summarize in 3 to 4 sentences.</li> <li>2. How has hair bias affected Black women?</li> </ol>
<a href="#"><u>Penalizing Black hair in the name of academic success is undeniably racist, unfounded, and against the law</u></a>	<ol style="list-style-type: none"> <li>1. What is discretionary school suspension and what effect does it have on Black students?</li> <li>2. This article contains six evidence-supported recommendations to de-racialize and decriminalize discretionary school discipline. Chose two that you think will be the most beneficial and explain why.</li> </ol>
<a href="#"><u>Do Google’s “unprofessional hair” results show it is racist?</u></a>	<ol style="list-style-type: none"> <li>1. Google “unprofessional hairstyles for work”. Describe your results in 3 to 4 sentences</li> <li>2. Do you think the results demonstrate racism or is it just a random algorithm that chose those images?</li> </ol>
<a href="#"><u>Hair penalties: the negative influence of Afrocentric hair on ratings of Black women’s dominance and</u></a>	<ol style="list-style-type: none"> <li>1. Describe each study performed and summarize the results of each               <ol style="list-style-type: none"> <li>i. Study 1-</li> <li>ii. Study 2-</li> <li>iii. Study 3-</li> </ol> </li> </ol>

<a href="#">professionalism</a>	
<a href="#">The Hidden Cost of Black Hair video</a>	<ol style="list-style-type: none"> <li>1. How has black hair been historically viewed?</li> <li>2. Why do people adhere to Eurocentric standards of beauty?</li> <li>3. Why are black hair products so expensive?</li> <li>4. How are black hair projects so dangerous?</li> <li>5. What is the natural hair movement?</li> </ol>
<p>I Am Not My Hair by India.Arie ft Akon</p> <ul style="list-style-type: none"> <li>• <a href="#">Lyrics</a></li> <li>• <a href="#">Video</a></li> </ul>	<ol style="list-style-type: none"> <li>1. List at least 4 connections you made with the song/text <ul style="list-style-type: none"> <li>-</li> <li>-</li> <li>-</li> <li>-</li> </ul> </li> <li>2. Based on the song, what is the cause and effect of having a poor self image?</li> </ol>

### Appendix 7: Socratic Seminar

TOPIC: Is Hair Discrimination Race Discrimination

The students will briefly read the article, [Is Hair Discrimination Race Discrimination](#) by the American Bar Association. They will get into groups and discuss the questions below.

1. What is racism?
2. What is hair discrimination?
3. Is hair discrimination race discrimination?
4. Has hair discrimination affected you or anyone you know?
5. What are the effects that hair discrimination has on society?
6. What are the effects of hair discrimination on the individual victim?
7. How do we change the narrative to eliminate hair discrimination?

### Appendix 8: Hair Love

The students will view the animated short, [Hair Love](#). This will lead to a brief class discussion about how important it is to teach children that they are beautiful just the way they are. We will also discuss how important it is for children to see the beauty of natural hair.

### Appendix 9: CROWN Act

In pairs, students will navigate through the CROWN Act website and other resources they find to gather information on how to fight against hair discrimination. Each group will need to create a list of at least 5 activities they can do and share that information with the class. Once completed, the class will vote on which activity would be best to complete. As a class, we will work towards the activity that received the most votes. We will choose a delegate to write a proposal to the school principal to see if we can get the whole school involved in our movement.

Suggested Websites:

[-The CROWN Act](#)

[-National Association of the Advancement of Colored People Legal Defense Fund](#)

### **Appendix 10: Quick Write on Activism**

The students will complete a quick write activity-

How do we end hair discrimination? Explain in detail what steps you think are most important to end this type of discrimination. Your answer should be 5 to 7 complete sentences.

### **Student Resources**

- National Association for the Advancement of Colored People Legal Defense Fund. <https://www.naacpldf.org/>. This website has a tremendous amount of information about hair discrimination and activities the NAACP is doing to stop it.
- Teaching Tolerance, Southern Poverty Law Center. <https://www.splcenter.org/teaching-tolerance>. This website has lots of information about discrimination and stereotyping. There are countless articles and many lesson plans that can be used in class.
- The CROWN Act website <https://www.thecrownact.com/>. This is the website for the Crown Act legislation. There are many valuable resources for everyone interested in the hair discrimination movement.

### **Teacher Resources**

- "Good Hair (the documentary) (2009)". Chris Rock Entertainment/ HBO Films. Premiered 2009-10-9. The film focuses on the issue of how afro-textured women have historically perceived their hair and what they have done to change it.
- National Association for the Advancement of Colored People Legal Defense Fund. <https://www.naacpldf.org/>. This website has a tremendous amount of information about hair discrimination and activities the NAACP is doing to stop it.
- National Public Radio, NPR.org. NPR is a wonderful resource of fairly unbiased articles about discrimination and code switching (some podcasts and articles about hair discrimination).

- Oliver, John. Hair. Last Week Tonight (HBO). May 9, 2021  
<https://www.youtube.com/watch?v=Uf1c0tEGfrU>. Excellent video from comedian John Oliver about hair discrimination throughout the United States.
- Teaching Tolerance, Southern Poverty Law Center.  
<https://www.splcenter.org/teaching-tolerance>. This website has lots of information about discrimination and stereotyping. There are countless articles and many lesson plans that can be used in class.
- The CROWN Act website <https://www.thecrownact.com/>. This is the website for the Crown Act legislation. There are many valuable resources for everyone interested in the hair discrimination movement.

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