



## **The Plastic Truth About Protective Styles**

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Garinger High School

This curriculum unit is recommended for:  
9<sup>th</sup> and 10<sup>th</sup> Grade English

**Keywords:** identity, keratin, Cortex, cultural appropriation, extensions, toxic, synthetic

**Teaching Standards:** See [Appendix 1](#) for the teaching standards addressed in this unit. (Insert a hyperlink to Appendix 1 where you've stated your unit's main standards.)

**Synopsis:** Have you thought about why weaves are worn? Why is there so much controversy around hair? How are hair weaves, wigs, and extensions attached to one's identity, presented, and valued? These are questions we will find the answers to in this study. Hair has always been a topic of discussion when it comes to fashion, media, occupations, and schools. It is not rare to hear the news talking about an employer and/or school discriminating against a particular hairstyle which includes the color, texture, length, and weaves. Not only are females finding themselves criticized for their hair, but males are too. Being a part of the African American community, I have fallen victim to the many attacks against self-esteem and identity regarding hair. In my youth, I remember begging my mother for a perm to emulate the images seen of the majority in my camp, movies, and tv. I cringed at knowing that every time I went swimming my hair would not lay flat going down my neck and back, but instead scribble up into a tiny afro. In those times I negatively identified my hair as nappy. Luckily, the world now has more representation, education, and products for people who have hair like mine...Natural. It is very common for people to wear styles that save on time, products, and maintenance known as protective hairstyles. We can see this with celebrities while they are on stage, on tour, in videos, and in everyday life (thanks to the Paparazzi). The images and representation of hairstyles, hair wigs, weaves, and extensions heavily influence all audiences and especially K-12 students. The youth is very impressionable, and the goal of this unit is to analyze and educate on hair and protective styles.

*I plan to teach this unit during the coming year to 25-30 students in English 2 during the 2<sup>nd</sup> semester 3rd or 4th quarter of 2021*

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## **Introduction**

This unit is intended to educate and analyze why the protection of natural hair tress is a major topic of discussion. By following the NC 9-10 grade Language Arts standards our objective will be to review and dissect history, perspectives, and cultural experiences reflected in works of literature. We will explore how hair and hair extensions place a positive or negative value on one's identity. Shedding light on the various associations with different hair textures, styles, lengths, and colors will reveal how critical mindsets and a variety of images associated with hair and hair extensions, also known as hair weaves, may affect one's self-esteem, social status, and finances. I quote Kimberly Morgan, a hairstylist, who said, "Our hair becomes an extension of who we are as a people. Let us see what else we can learn about hair and ourselves.

The anchor standard that our 9<sup>th</sup> and 10<sup>th</sup> graders have is RL.9-10.6 which states: "Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing a wide reading of world literature." I find it fascinating that we do have a standard that focuses on the cultural experiences around the world but not one that focuses on the rainbow of cultures our students face being a citizen in this country. I understand the importance of exposing students to more for college readiness but find it just as important to expose students to the many cultures that make up the melting pot of The United States of America. I believe this curriculum will highlight the beauty and pain of how minority verse majority cultures are presented. As we gain more knowledge on hair and hair extensions, we will gain knowledge of the habits and mindsets we have developed and adapted to along the way.

## **Rationale**

The goal of this study is to expose how the protection of natural hair tress has been negatively associated with identity and not understood as a way to maintain healthy hair. It will also expose how trying to maintain high value within self-esteem, social status, and finances cause women to put styles in their hair that is not only glamorous and convenient but also can be toxic and dangerous to their scalps and body without the proper knowledge on hair extensions and the chemicals that are connected to it. Though protective styles have sparked popularity in the black community being educated on the healthy way to implement protective styles has not been executed. The hair health term that has been coined and most used is, "protective styles." According to Antonia Opiah, who is the co-founder of un-ruly.com, the term protective styles goes as far back as 2002 on the internet.<sup>13</sup> The term was originally defined on the Thirsty Roots website, as a commitment to healthy hair by giving hair a break, protecting hair textures from elements such as weather, and the convenience of not having to manipulate hair allowing it to grow freely.<sup>15</sup> In 2018, Meccah Muhammad's article entitled "Protective styling: maintaining hair against the elements," from the Iowa State Daily stated that, "The natural hair movement inspired black women to stop conforming and to embrace the versatility of kinkier coils. Most importantly, the movement started to prioritize the importance of healthy hair above all else."

## **School Demographics**

Garinger High School is a school is a Title One school located on the Eastside of Charlotte North Carolina. Title One (Title I) is the largest federally funded educational program. A Title I school is a school receiving federal funds for students. The basic principle of Title I is that schools with large concentrations of low-income students receive supplemental funds to meet students' educational goals.<sup>2</sup> I was able to locate Garinger High School's demographics from School Digger's website. School Digger received their data from the National Center for Education Statistics, the U.S. Department of Education, the U.S. Census Bureau, and the North Carolina Department of Public Instruction. According to School Digger's website, Garinger High is ranked 540<sup>th</sup> of 587 North Carolina High Schools and as of September 26, 2021, the number of students was 1717.<sup>3</sup> The website GreatSchool.org shared that Garinger now has a student population of 1775.<sup>5</sup> Both websites share that 99.3% of our students receive free or discounted lunch.

The website GreatSchool.org shared that our school population racial breakdown consists of 47.1% African American, 38.9% Hispanic, 6.3% Asian, 3.8 White, 4.0% two or more races, 3.6 Pacific Islander, and 0.1 American Indian. There has been no growth in the enrollment, test score averages, and free/reduced lunch for our students since 2016. As of 2021, Garinger High was ranked 26<sup>th</sup> among the 28 schools ranked in Charlotte-Mecklenburg School District and ranked 143rd of 243 North Carolina school districts statewide.<sup>3</sup> School Digger's website also shares a chart that shows that in 2021 the calculated Average Standard Score was 11.47% for the End of the Course (EOC) test. Though that score is a constant the statewide ranking dropped drastically as the number of schools increased in North Carolina. This is important to me because this year I will be teaching English 2, and this is a grade where students are tested, scored, and reviewed on a statewide level.

Garinger High School has currently had a high faculty turnover rate but has a priority action goal of maintaining teacher retention per the 2018-2019 school's improvement plan. Garinger High School consists of the grade levels ninth through twelfth grade. The classes are broken down into five blocks with a homeroom block that provides Social and Emotional lessons. Due to the Pandemic schools operating in different capacities that follow COVID's restrictions, regulations, and guidelines. Garinger participated in the giveaway of Chromebooks to families that were donated by Bank of America this past August 21st. One Chromebook was given away on a first come first serve basis for use at home. Garinger has also partnered operating as a site where COVID vaccines are administered and COVID tests.

## **Objective: Unit Goals**

At the end of this unit, my goal is for teachers, students, and anyone who reads this research study to see the benefits of developing knowledge on hair and how impactful it is to the value of

ones, self-esteem, social status, and finances. I want to challenge the stereotypes and ideas behind why we (people of color) wear weaves and also focus on the fact that the wearing of extensions is a part of many cultures that is universally worn by all communities of people. We will learn about hair extensions, hairs, and the chemical properties that make up both. Class assignments and reading of literature dealing with authors, articles, documentaries, and videos addressing the many hair textures, hair terms, history, and obstacles faced with hair that all will be able to connect with. My goal is to share that though students will be able to cite, provide the central idea, and author's point of view of a text such as literature there is complexity, history, and misrepresentation that can be focused on especially in the news with hair and hair extensions. Students will understand that though they may not agree with the information provided they will be able to demonstrate the skill set of arguing their point of view while providing credible evidence. I hope that this project creates a platform for new ideas and beliefs when it comes to the presentation and education of hair. I also hope this research opens doors to unbiased and insensitive questions when it comes to hair and hair extension discussions. I look forward to a greater understanding and more questions are asked when we unveil the plastic truth about weave.

## **Content Research**

Growing up I can remember the saying that "Your hair is your crown." I would often wonder why people would say that. Is it because a crown carries value revealing who you are or is it because like a crown your hair shows your connection to your family heritage? Much like heritage or birthright, it's important to know about your hair and the history of hair. Thirsty Roots' website curated the topic, "Black Hair History: Discovering our Roots Timeline."<sup>1</sup> The timeline shared that as far back as 1444 when the Europeans trade on the West Coast of Africa they saw African people wearing elaborate hairstyles, including locks, plaits, and twists. By the time of 1619, the first slaves were brought to Jamestown and the colonizers began to kill African language, culture, and grooming traditions. By the 1700s slaves were dehumanized and suffered not only physical attacks but mental and emotional attacks with the stopping of elaborate African hairstyles and the name-calling such as "wool" for their hair type and texture by white people began.

This seminar provided me insight into the hair education and connection to identity I lacked. I learned that hair weave contributes more than a protective style, but it can also contribute to sickness. It challenged me to question, "Are protective styles protective?" I originally asked that question with the sarcastic thought process tone reflecting on how protective styles has affected people in their careers, school, livelihood and created an ugly stigma about that person's identity. I soon learned that the question was two folded and had more weight than I initially thought. My eyes were opened to the harsh truth that though many people know the names of the type of hair that is being intertwined and attached to their scalp and hair follicles hair. Most people have no idea the chemical components and reactions that are occurring for a hairstyle. Hair and hairstyle are so much more than the thought of our crown, but

I would like to argue that it is also our billboard revealing to others our identity, emotions, heritage, value, and homage.

## The Science of Hair

No one knows hair like a cosmetologist, so during my research, I reached out to one, Mrs. Emma Boston. Mrs. Emma Boston has been doing hair for over fifty years and she shared with me wisdom, stories, and knowledge of hair. She was also kind enough to loan me the cosmetology book that she used when she first started her hair career. The book, “Standard Textbook of Cosmetology,” shares that:

Hair is an appendage of the skin that is composed of a horny substance, keratin. There is no sense of feeling in the hair of the head or body, owing to the absence of nerves in the hair. The composition of hair varies with different races, colors of hair, and individuals. Keratin, the chief constituent of hair is made up of amino acids and contains such chemical elements at about 45% carbon, 30% oxygen, with lesser amounts of chemical elements of hydrogen, nitrogen, and sulfur.<sup>4</sup>

The books break down that hair shapes into three categories: straight, wavy, or curly. Reviewing hair under a microscope it is quite fascinating how shapes of the follicle show the difference in sizes and shape structure. The straight hair follicle is round, wavy is oval, and curly is almost flat. A visual from Cameleo’s website is provided below.

## HAIR SHAFT CROSS SECTION



**Cameleo®**

Hair is divided into two parts. There is the root and shaft. As you can see in the picture above the hair root is underneath the skin surface and the shaft is the hair that is above the skin surface. The anatomy and psychology of hair can be very overwhelming so we will minimally discuss the biology component.

### *Hair Anatomy*

Hair has three layers called Medulla, Cortex, and Cuticle. The medulla is the center or marrow of the hair shaft. Cortex is the middle layer that contains the pigment or color of our hair. Lastly, the term most are familiar with is Cuticle which is the outside scale-like layer that is composed of cells overlapping to give strength and elasticity. Heat and chemical solutions affect these scales by creating an entrance into the hair shaft. An interesting fact that was discussed in the book, “Standard Textbook of Cosmetology,” was that an albino person that is born with white hair is the result of the absence of coloring matter in the hair shaft and the same with no marked pigment coloring in their skin and eyes.<sup>4</sup>

Hair texture is determined by the amount of coarseness or fine hair. Hair will provide to the touch the feeling of harsh, soft, or wiry. The diameter of hair determines the texture. Coarse hair diameter is the greatest and fine hair has the smallest diameter. The texture of hair determines how hair absorb heat and chemical. Fine hair texture is the texture that requires the most care in a hair salon due to only two of the three layers being present which are the Cortex and Cuticle. The wiry hair client is unique as well because due to the flat positioning of the cuticles against the hair shaft, that type of hair has a hard glassy finish. The glassy finish makes it

challenging and more time-consuming when it comes to a style of permanent wave, tinting, or bleaching treatment.

## Hair Styles

In Africa, hairstyles provided identity and connections to people with their tribe. The book, “Hair Story: Untangling the Roots of Black Hair in America,” it discusses that:

In the fifteenth century hair carried messages in most West African societies. Hairstyles provided the message of a person’s status, age, religion, ethnic identity, wealth, and rank within the community. The citizens of these societies were the Wolof, Mende, Mandingo, and Yoruba people who eventually filled the slave ships that sailed to the “New World.”<sup>2</sup>

Some examples of hairstyles that provided identity were the shaved head with a sling tuft of hair left on top showed the geographic origins of the Kuramo people of Nigeria. Young girls in the Wolof culture of Senegal wore their hair partially shaved to show they were not marrying age or available for courting. Nigerian people who lived in a polygamous society, a wife would wear the hairstyle created to taunt the other wives of their husband called kohin-sorogun which translates to “turn your back to the jealous rival wife. In ancient times a Wolof man preparing for war would wear his hair braided in a particular style and in some cases tell his wife not to comb her hair because she can potentially soon become a widow. In some traditions, hair’s value and worth were considered to have spiritual powers. It is believed that “The hair is the most elevated point of your body, which means it is the closest to the divine.” Because of hairs’ location, it is also believed that by the Mbodji people that spirits were thought to pass through the hair to the soul.<sup>2</sup>

## *Hair in Slavery*

In the sixteenth century, Europeans found themselves not being able to maintain the land they have conquered. Once they realize the mass need for labor, they began to exploit that agreement they had with their African trading partners regarding slavery. They begin to no longer take a few slaves, but they acquired between one hundred to three hundred each frequent voyage they took. They stole human cargo from the countries Senegal, Gambia, Sierra Leone, Ghana, and Nigeria to name a few. They stole these people because they specialized in the skillset of pottery, agriculture, cotton weaving, jewelry making, and woodworking.<sup>2</sup> In Africa, hair had a significant connection to identity, and shaving one’s hair was considered an unspeakable crime. European captors shaved the heads of slaves for sanitary reasons, to erase the slave’s culture, identity, and lastly to alter the relationship with slaves and his or her hair.<sup>2</sup> Newsela shares an article titled, “A visual history of iconic Black hairstyles,” which states that throughout the seventeenth and eighteenth centuries enslaved people wore their hair in cornrows (named after the visual similarities to cornfields). The texture of hair began to show, elevated status, and provide better



treatment for the slaves based on the close resemblance to European hair.<sup>8</sup> The coined hair vocabulary of “good hair vs bad hair,” was birth leading to the quest for straight hair.

### *Different American Hairstyles*

Madame C. J. Walker and Annie Malone are known for their development of hair products in the early 1900s that targeted the desire for straight hair. Many African Americans used hair straighteners and the hot comb also known as hair pressing to achieve the straight hair look, they desired. The book, “Standard Textbook of Cosmetology, define these terms as:

Hair straighteners are a physical or chemical agent used in straightening kinky or overly curly hair. Hair pressing oil is a product that is an oily or waxy mixture used in hair pressing. Hair pressing is a method of straightening curly or kinky hair utilizing a heated iron or comb.<sup>4</sup>

In the 1950s dreadlocks were introduced in the U.S. by a group of Rastafarians who wore dreads as a rebellion against any visual sign of conformity. Dreads are historically connected to the Rastafari movement which was a religion that began in Jamaica during the 1930s. The dread hairstyle was the long growth and locking of the hair.<sup>8</sup> During the civil rights movement of the 1960s natural hairstyles were encouraged in the black community. The acceptance of one's natural texture and the rebellion of using damaging products to conform with European led to the Afro hairstyle. The Afro provided a positive message of Black power to African Americans and Caucasians it was deemed negative, criticized, and unprofessional.

### *More Hair Styles*

The iconic hairstyle worn in the 1970s was the Jheri Curl which was a glassy wet hairstyle. A Caucasian hair chemist by the name of Jheri Redding created a two-step process to soften the hair and sprang it up into curls.<sup>11</sup> Comer Cottrell is an African American man known for creating a copy of this product at a more affordable price for the masses. This curly kit he developed was an eight-dollar kit that sold over ten million dollars in sales.<sup>11</sup> By the 1980s music especially hip hop became a massive cultural influence on the shape-up and fade hairstyle. Iconic artists such as Grace Jones, Will Smith, and other celebrities would often be seen with this hairstyle. Since the 1960s there have been many cultural reactions, racist resistance, and harsh criticism against African Americans for their acceptance of their natural hair. Worse than that the same hairstyles that are deemed inappropriate for black people it is deemed “new” and “trendy” to Caucasians.<sup>8</sup> The term that is often frowned on by the majority group but is appropriate for this behavior is called cultural appropriations.

### *Wigs*

Headdress and wigs have been worn for centuries by both women and men. In Egypt, wigs symbolized royalty and wealth. Only people of royal status were allowed to wear wigs. Many



images are dating back to 2050 B.C. show royalty in their wig. The style that wigs were worn in were braids with pieces of human hair, wool, and palm fibers that were set on skull caps.<sup>9</sup> Wigs were also popularly worn in the 17<sup>th</sup> and 18<sup>th</sup> Centuries by the French, British, and European. Wigs were worn as a fashion statement, status, and to cover up hair loss. King Louis XIV of France was well known for his elaborate wigs as a trendsetter. He began to lose his hair at the early age of seventeen and to combat that he hire wig makers to create him wigs. Due to his influence on other monarchs and people of wealth, many began to wear wigs to symbolize their status of wealth.<sup>14</sup> During the 17<sup>th</sup>-century syphilis with no antibiotic being created yet was on a rampage affecting more Europeans than the Black Plague. The effects of syphilis were patchy hair loss, a premature grey turning of the hair, and head sores. In those times “good hair” was associated with elite status and style.

Men and women both wore wigs during the 17<sup>th</sup> and 18<sup>th</sup> centuries. Women of royalty like Marie Antoinette were known for their extravagant wig collection. In these times wigs were made of horse, goat, or human hair. These hairpieces were created to make a fashion statement while also covering hair abnormalities. These hairpieces were also known as perukes or periwig.<sup>9</sup> Because only the rich and powerful could afford “big wigs” it coined the term when referring to them. Eventually, in the 18<sup>th</sup> century, the wearing of wigs slowly lost its fashion relevance, and the inconvenience of wig-wearing out shadowed their desire to continue. Wigs were heavy, hot, and difficult to maintain so the trend of short natural hairpieces became the trend. Also, the wearing of white powder on hair became popular, especially with America’s founding fathers.<sup>14</sup> If you look at images of the founding fathers you will see they all have white hair because they were either wearing a wig, powder, or both. There are some commonalities as to why wigs are worn in this day and age. They are worn for hair loss, fashion, and hair protection. Wigs are made of the same material as the many centuries before which are animal hair and human hair, but the most advanced material is synthetic fiber.

## Synthetic Hair

Hair has gone through many trends and alterations for fashion, convenience, comfort, and hair protection. Synthetic hair is hair that is made from man-made fibers to imitate human hair created from polymers and plastics.<sup>12</sup> This hair is considered beneficial because it is affordable, comes in many styles, looks real, and is low maintenance. Synthetic hair is known for its style retention because it unlike human hair is not affected by weather and most outside elements. When discussing the benefits of synthetic hair Wigs.com shares, “The fiber used has “memory” for wave, curl and volume which lets hair bounce back into place with minimal effort the curl pattern is permanently set. It can even hold up in bad weather and can guarantee no drooping or frizzing.”<sup>12</sup> The disadvantage of synthetic hair is that it does not have cuticles making it have a shinier and glossier look, but higher quality hair has been created to make it indistinguishable from natural hair at a high cost.<sup>12</sup>

## *Kanekalon Hair*

A form of Synthetic hair is Kanekalon. There have been many discussions on Kanekalon hair being dangerous and even toxic, so I began to ask the question, “What is this hair made of?” The chemicals combination of vinyl chloride and acrylonitrile were shocking. According to hair hack Kanekalon hair these two monomers, once exposed to heat release toxic and dangerous fumes. This chemical combination promotes cancer, triggers asthma, and drowsiness.<sup>10</sup> Many prefer Kanekalon to other Synthetic hair because it is less expensive, the texture better mimics natural hair, and it’s considered a higher-quality fiber. Beyond these benefits let us look at the chemicals that make up the hair and sickly disadvantages which are:

Exposure to vinyl chloride is linked to an increased risk of an uncommon type of liver cancer (hepatic angiosarcoma). It is also linked to lung and brain cancers, leukemia, and lymphoma whilst Acrylonitrile has also been classified as a human cancer-causing agent and is linked to an increased risk of lung and prostate cancer. Acrylonitrile is a volatile liquid that is often used to make things like rubber, plastic, resins, and also synthetic fibers. According to the NIH, when you are exposed to acrylonitrile it can cause irritation to your mucous membranes as well as other symptoms. These include headaches, dizziness, nausea, trouble breathing, impaired judgment, weak limbs, cyanosis, and convulsions that can cause you to collapse.<sup>10</sup>

For people that want to continue to wear this hair, it is recommended that you wash it two-three days before putting it in your head. Do not blow-dry or apply heat to the hair. It is also best and safest to remove chemicals by submerging the hair in warm water and 2/3 cup of apple cider vinegar with mother. After you allowed it to soak for at least fifteen minutes, rinse hair with cool water several times before applying shampoo and conditioner.<sup>10</sup> Remember to let it air dry.

## Conclusion

In conclusion, we have dissected hair and hair extensions better known as weave. The difference between hair extensions and hair weave is the application of the hairpieces to the hair. We have learned that hairpieces have been a part of civilization for centuries and because of the lack of affordability to the common person synthetic hair was created. The term good hair verse bad hair has been in the vocabulary of people before, during, and after slavery. All hair is made up of keratin, but the shape falls into different categories. Hair has always been a major part of identity and has led people to put all kinds of fibers, chemicals, and materials in and on their heads without seeking understanding of the dangers and toxicities that could be eating away at their health. Weave has been worn and will continue to be worn for comfort, convenience, fashion, and status. We should really consider how protective is a protective style before we commit to the application.

## Instructional Implementation

### *Teaching Strategies*

The following list consists of teaching strategies for this unit.

*\*Definitions of teaching strategies are taken from the linked websites*

1. Direct Instruction- Instructional approaches that are structured, sequenced, and led by teachers
2. I do, You do, We do- The gradual release of responsibility (also known as I do, we do, you do) is a teaching strategy that includes demonstration, prompt, and practice.)
3. Graphic Organizer- Teaching and learning tool that is used to organize information and ideas in a way that is easy to comprehend and internalize.
4. Think- Pair- Share- Think-pair-share (TPS) is a collaborative learning strategy where students work together to solve a problem or answer a question about an assigned reading. This strategy requires students to (1) think individually about a topic or answer to a question; and (2) share ideas with classmates. Discussing with a partner maximizes participation, focuses attention, and engages students in comprehending the reading material.
5. Student asynchronous reading and answering questions- Teacher releases students to read and answer questions independently.
6. RACES- Writing strategy student will use to construct responses
7. S.T.E.A.L- Method of 5 elements of characterization using Speech, Thoughts, Effects on Others, Action, and Looks.
8. Low-Prep Discussion- Strategy where the teacher gives students broad question or problem that is likely to result in lots of different ideas.
9. Videos- Teachers use media to enhance students' understanding as another form of presenting the information.
9. Accountable Talk- Type of talk that moves learning forward.
10. Academic Vocabulary- Words that are traditionally used in academic dialogue and text.
11. Cooperative Learning- The process of breaking a classroom of students into small groups so they can discover a new concept together and help each other learn.
12. Presentation- Students will prepare and present information learned via Google Slides or PowerPoint.

Anchor Text: (Book) *Hair Story Untangling the Roots of Black Hair in America*. Revised Edition by Ayana D Byrd and Lori Tarps

**Topic:** The Plastic Truth About Protective Styles

A new quarter at the beginning of a semester brings potentially a new or an acclimated class roster. Our class will explore their identity, what identity is, what contributes to identity, and how stereotypes, miseducation, and status can alter a person and or a group value. Our anchor novel will explore our beliefs of identity and how we think others identify us. The method to begin this discussion will be I do-You do-We do, where I will introduce to my students a graphic organizer. The Starburst Identity Chart is remarkable because it allows students to list aspects of their identity outside of the arrows pointing away from the circle, which represents them. They also will document on the outside of the arrows going in the direction of the circle what they believe their identity is to other people. By doing this activity it creates a space for relationship building and a better understanding of my students. Students will explore their identity and literature that deals with identity, value, biology, and history from hair and hairstyles. Students will be introduced to academic vocabulary words and words that will enhance their international and national knowledge dealing with culture. While exploring identity via poems, speech, video, and novel. Students will use English skillsets of applying inference, theme, author's purpose, etc. The writing strategy R.A.C.E.S. and discussion worksheet will be used to guide students in their class discussion writing response. Lastly, students will explore their mindset on synthetic weave with the enhanced mindset of its plastic truth. They will prepare and present Google Slides or PowerPoint presentations citing the sources they use along with an additional resource of literature (such as a poem or short story), music, and or media.

*Week 1*

Introducing Identity and Biology of hair: See Appendix 2 and 9

- Objective: Students will be able to determine the theme, author's purpose, the meaning of words and phrases as they are used in the text.
- Do Now(s)- Understanding Vocabulary
- Teaching Strategies- The teaching strategies for this week will be Direct Instruction, Think- Pair- Share, I do, You do, We do, & Graphic Organizer.
- Lesson Activities: This week will be used to introduce students to Identity, hair, and academic vocabulary. There will be several texts used to explore identity and hair. There is media, "This is the story of black hair," by Emma Dabiri from YouTube and also from the same platform, "How Wigs Are Made in China Will Shock You." Coupled with the text, "A visual exhibit of iconic black hair and fictional text, "The Gift of the Magi." The fictional text will be analyzed over the course of two days.
- Assessment: Students' learning will be assessed in their discussion responses.

*Week 2:*

### Introducing anchor text and supplemental texts

- Objective: Students will demonstrate understanding of figurative language and clarify the meaning of unknown and multiple-meaning words and phrases.
- Do Now(s)- Understanding Literacy Forms (figurative lang.)
- Teaching Strategies- The teaching strategies for this week will be Direct Instruction, Academic Vocabulary, Low-Prep Discussion, & Student asynchronous reading and answering questions.
- Lesson Activities: This begins our anchor book, *Hair Story Untangling the Roots of Black Hair in America* by Ayana D Byrd and Lori Tharps reading chapter 1 and the beginning of chapter 2 over the span of two days. There will be the use of media “History of Black Hair,” the supplemental text “New York City just banned policies that penalize black hair” found in Newsela. Day 5 the introduction to poetry will be taught to gain a better understanding of the author and their poetic work.
- Assessment: Students will be assessed in their understanding with a Figurative lang. quiz

### Week 3:

Anchor book and supplement text- Appendix 3 Appendix 4

- Objective: Students will be able to analyze characters using character traits and S.T.E.A.L in the novel while also using the writing strategy R.A.C.E.S. to demonstrate understanding of how to cite strong and thorough textual evidence to support analysis.
- Do Now(s)- Poetry Terms and Figurative Lang
- Teaching Strategies- The teaching strategies for this week will be Direct Instruction, S.T.E.A.L, Think- Pair- Share, & Student asynchronous reading and answering questions.
- Lesson Activities: Poetry continues with Google slides and the two poems found on the Common Lit platform called, “Process” by Teri Ellen Cross Davis and “A dream within a dream” by Edgar Allan Poe.
- Assessment: Students will be assessed in their understanding by answering a discussion question using the writing strategy R.A.C.E.S.

### Week 4

Anchor novel and supplement text- Appendix 5

- Objective: Students will demonstrate understanding symbolism, mood, main idea, and author’s purpose of the narrative.
- Do Now(s)- Main Idea
- Teaching Strategies- The teaching strategies for this week will be Direct Instruction, Think- Pair- Share, I do, You do, We do, & Graphic Organizer.

- Continue anchor book *Hair Story Untangling the Roots of Black Hair in America* by Ayana D Byrd and Lori Tharps reading chapters 3 and 4 over the span of two days. There will be a test review of chapters 1-4.
- Assessment: Students will be assessed with a unit summative test of chapters 1-4.

#### Week 5:

Anchor book and supplemental text- Appendix 6 and 8

- Objective: Students will analyze details and demonstrate inferences from the text.
- Do Now(s)- Making Inferences
- Teaching Strategies- The teaching strategies for this week will be Direct Instruction, Think- Pair- Share, I do, You do, We do, Assign Group & Graphic Organizer.
- Continue anchor book, *Hair Story Untangling the Roots of Black Hair in America* by Ayana D Byrd and Lori Tharps reading chapter 5 over the span of two days. There will be a supplemental text “Humans have stronger hair than you’d think”, adapted by Newsela staff– ELA found in NewsELA and “How to make hair from plastic bottles” media from YouTube.
- Assessment: Students will be assessed in their understanding participation in group discussions and completing discussion the worksheet.

#### Week 6:

Anchor book and supplement text- Appendix 5

- Objective: Students will analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot.
- Do Now(s)- Understanding Character
- Teaching Strategies- The teaching strategies for this week will be Direct Instruction, S.T.E.A.L, Think- Pair- Share, Graphic Organizer & Student asynchronous reading and answering questions.
- Continue anchor book, *Hair Story Untangling the Roots of Black Hair in America* by Ayana D Byrd and Lori Tharps reading chapters 6 through 7 and potentially begin 8 over the span of four days. There will be no supplemental text.
- Assessment: Students will be assessed in their understanding completion of graphic organizer

#### Week 7:

#### Anchor book and supplement text- Appendix 7

- Objective: Students will analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create effects and contribute to mood and tone.
- Do Now(s)- Tone
- Teaching Strategies- The teaching strategies for this week will be Direct Instruction, Cooperative Learning, Think- Pair- Share, Graphic Organizer & Group work to prepare for their presentation.
- Continue anchor book Hair Story Untangling the Roots of Black Hair in America by Ayana D Byrd and Lori Tharps reading chapters 8 through 9. There will be allotted for two days of group work where students will as a group collab to develop an argument for a stereotype they select to present. Our class will use the graphic organizer of a story map.
- Assessment: Students will be assessed in their understanding with a quiz focusing on mood and tone.

#### *Week 8:*

##### Concluding anchor text and supplement text

- Objective: Students will demonstrate understanding of figurative language and clarify the meaning of unknown and multiple-meaning words and phrases.
- Do Now(s)- Making Inferences
- Teaching Strategies- The teaching strategies for this week will be Direct Instruction, Academic Vocabulary, Group work, & Presentation.
- Lesson Activities: There will be a test review of chapters 5-9 on one day and a unit summative test on the following day for chapters 5-9. Students will have one more day for group work and then their presentation will be the last two days.
- Assessment: Students will be assessed with a unit summative test of chapters 4-9.



## Appendix 1: Implementing Teaching Standards

The content and teaching standard I plan to target are listed below:

- RI.9-10 Standard 1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.9-10 Standard 4 Determine the meaning of words and phrases as they are used in a text; analyze the cumulative impact of specific word choices on meaning and tone
- RI.9-10 Standard 5 - Supporting Ideas: Analyze in detail how an author's ideas or claims are developed and refined by sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- RL.9-10 Standard 1- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.9-10 Standard 2 Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RL.9-10 Standard 3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- RL.9-10 Standard 4 Determine the meaning of words and phrases as they are used in the text; analyze the cumulative impact of specific word choices on meaning and tone.
- RL.9-10 Standard 5 Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create effects such as mystery, tension, or surprise.
- RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- W.9-10 Standard 3- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured events sequence.
- SL.9-10 Standard 1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10 Standard 5- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- L.9-10 Standard 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
- L.9-10 Standard 5 Demonstrate understanding of figurative language and nuances in word meanings. a. Interpret figures of speech in context and analyze their role in the text based on grades 9-10 reading and content. b. Analyze nuances in the meaning of words with similar denotations.



## Appendix 2

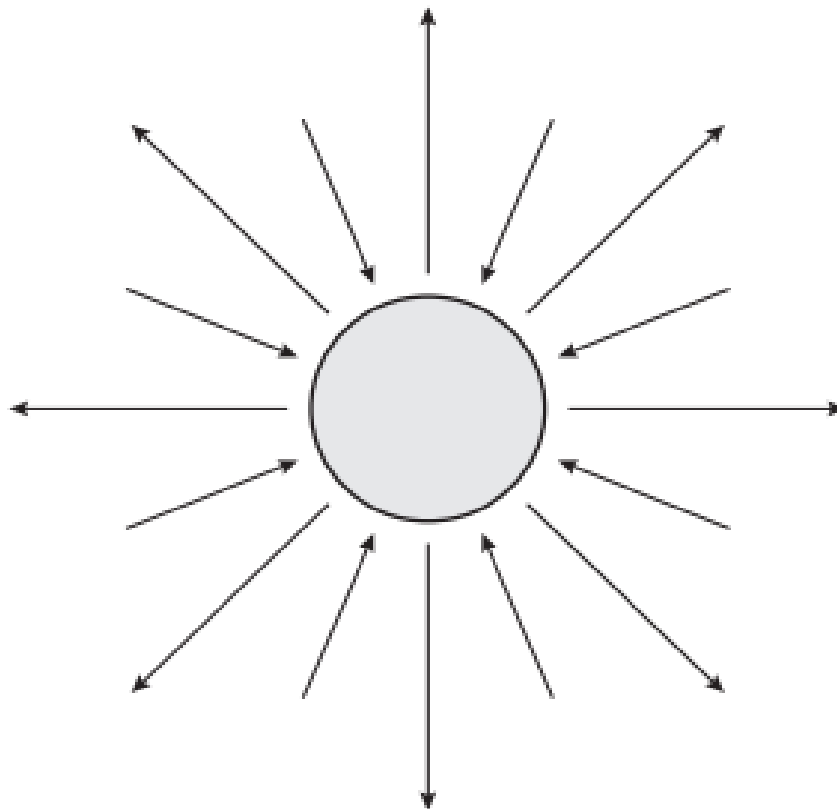
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### H A N D O U T

## Starburst IDENTITY CHART



**Directions:** Write your name (or the name of a person or character) in the circle. At the ends of the arrows pointing outward, write words or phrases that describe what you consider to be key aspects of your identity. At the ends of the arrows pointing inward, write labels others might use to describe you. Add more arrows as needed.



## Appendix 3

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

### Classroom Discussion

#### Before Discussion

Discussion Question: \_\_\_\_\_

---

---

My Answer	My Evidence

#### During Discussion

Interesting points my classmates made	Questions I have	My new ideas

Grade \_\_\_\_\_

## Appendix 4

### Using RACES to answer Constructed Response Questions

Directions: Use the RACES Notes slides to complete the notetaker below. You will use this document all year to help you write constructed response paragraphs! If a box below is blacked out, it does not require you to record any notes.

Steps:	What it stands for:	Sentence Starters:
R	•	
A	•	
C	•	→ → → →
E	•	→ → → →
S	•	→ → → →

*SCROLL DOWN, YOU'RE NOT DONE YET! ↓*

## Appendix 5

Topic.....					
K	What I Know	W	What I Want to Know	L	What I Learned

## Appendix 6

### Text Frame: Inferencing

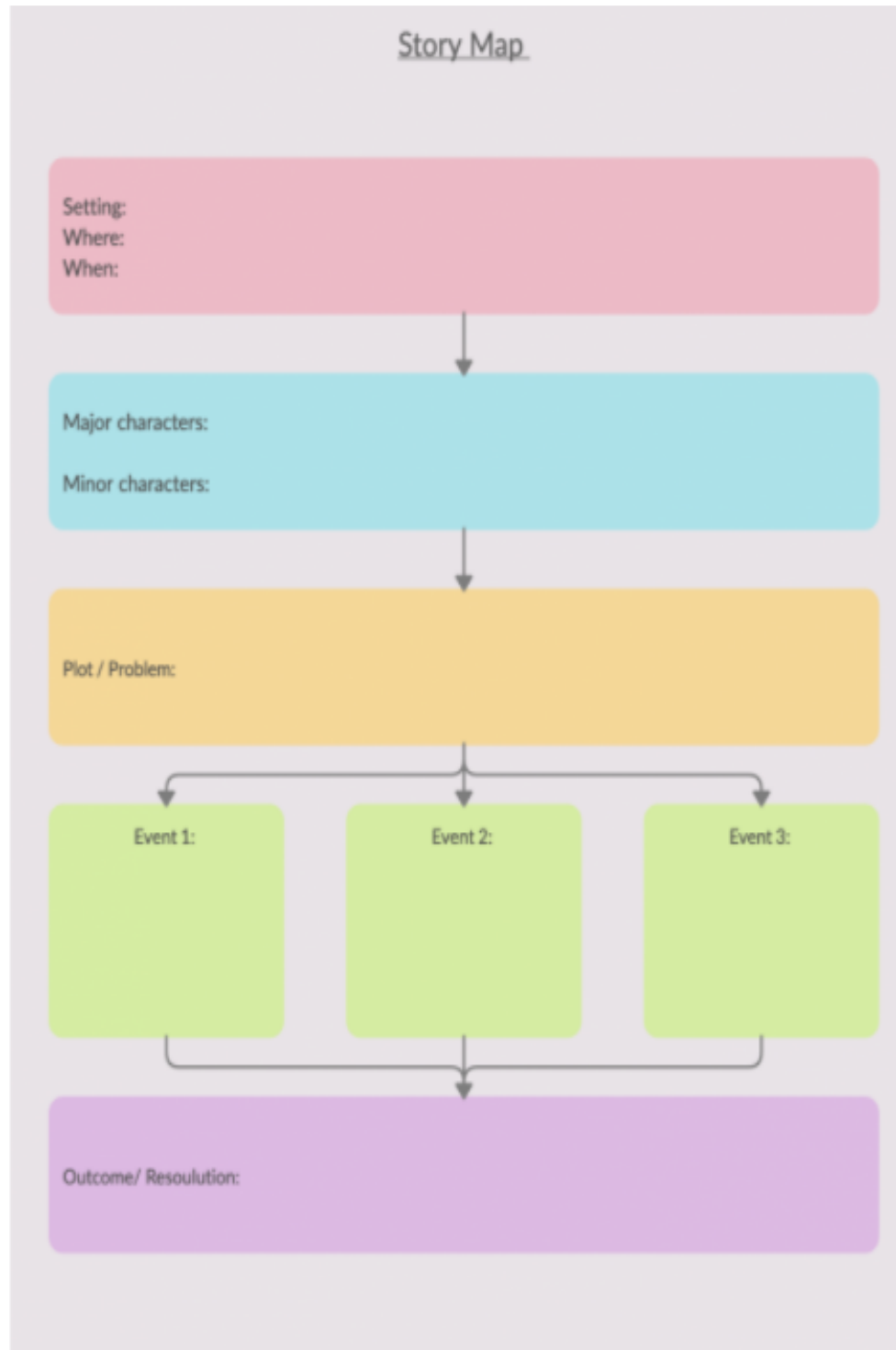
One section of the text that made me stop and think was

Complete one of the following:

- I think the author is trying to say
- It reminds me of
- I wonder
- It made me feel
- One question I'd like to ask the author is



## **Appendix 7**



## Appendix 8



Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class Period: \_\_\_\_\_

## Vocabulary List Definitions and Sentences

Word 1	
Definition	
Sentence	

Word 6	
Definition	
Sentence	

Word 2	
Definition	
Sentence	

Word 7	
Definition	
Sentence	

Word 3	
Definition	
Sentence	

Word 8	
Definition	
Sentence	

Word 4	
Definition	
Sentence	

Word 9	
Definition	
Sentence	

Word 5	
Definition	
Sentence	

Word 10	
Definition	
Sentence	

## Material List:

All the materials needed are listed in the teacher and student resources. Some additional equipment that is suggested is a laptop/chrome book. I also suggest speaking with students about growth mindsets and being open to the unfamiliar.

## Student Resources:

Anchor Text:

Byrd, Ayana D., and Lori Tharps. *Hair Story Untangling the Roots of Black Hair in America*. Revised Edition. New York, NY: St. Martin's Griffin, 2014.

This novel explores the historical connection and exploration of Black American hair. It chronologically unfolds the products, culture, and politics behind black hair. This book exposes the trends of hairstyles that connect to one's identity, comfort, and status. As you read this book you will also see the evolution of hair trends and the range of controversial reactions they provide. This novel is essential to being educated on society's misinterpretation of natural kinky hair.

Supplemental Texts on Common Lit

*Fictional-*

O'Henry. "The Gift of the Magi." Common Lit, 1902.  
<https://www.commonlit.org/en/texts/the-gift-of-the-magi>.

Common Lit is a popular website that is used amongst English teachers within Charlotte Mecklenburg Schools. It is an educational technology platform dedicated to the success of students in development by enhancing their skill set within reading, writing, problem-solving, and other imperative proficiencies that will equip them for college and beyond. The fictional literature, "The Gift of the Magi," examines the value hair has to identify and financially. The significance of a woman's connection to her hair and her husband's respect and admiration for it provide an open discussion on how hair is valued.

*Poems-*

Davis, Teri Ellen Cross. "Process." Common Lit, 2016.  
<https://www.commonlit.org/en/texts/process>.

This poem explores the theme and speaker's point of view. Students can use this poem to meet NC English Standards while answering guided comprehension questions. This poem is a great resource because it guides students into the theme and growth mindset of the speaker about her hair and identity as the poem develops.

Poe, Edgar Allan. "A Dream within a Dream." Common Lit, 1849.  
<https://www.commonlit.org/en/texts/a-dream-within-a-dream>.

This poem explores the theme and speaker's point of view. Students can use this poem to meet NC English Standards while answering guided comprehension questions. This poem is a great resource because it allows students to use the skillset of theme, vocabulary, and provide evidence to their answers.

#### Supplemental Texts on NewsELA

##### *Informational-*

Bard, Susanne. "Humans Have Stronger Hair than You'd Think." Newsela, March 9, 2021.  
<https://newsela.com/read/strength-human-hair/id/2001017682/>.

This article discusses scientific vocabulary with meeting the skillset of the central argument of the author, objective summary, and characterization of the article.

History.com. "A Visual History of Iconic Black Hairstyles." Newsela, November 30, 2020.  
<https://newsela.com/read/lib-visual-history-black-hairstyles/id/2001015511/>.

This article discusses the history and different hair trends for black hair focusing on providing evidence, sentence structure, and cultural components.

USA Today. "New York City Just Banned Discrimination Based on Hair." Newsela, February 28, 2019. <https://newsela.com/read/ban-bias-black-hair/id/49703/>.

This article focuses on identity, stereotypes, and reactions to black hairstyles while focusing on evidence supporting an argument.

## Teacher Resources: 8-week Calendar

Teachers have access to the 8-week calendar to see how the unit is broken down. Teachers will use some of the same resources as students with media resources listed as their additional main resource material.

### *Media-*

Hack, Roman Ursu. “How to Make Hair from a Plastic Bottle?” YouTube, June 21, 2017.  
<https://www.youtube.com/watch?v=rW4dl9DcTqY>.

This fascinating video shows how plastic bottle fibers are broken down to make hair. Creating discussion on what is Synthetic hair and why do people put these plastic fibers in their hair.

Textile Vlog. “Polyester Yarn Manufacturing Process.” YouTube, September 1, 2018.  
<https://www.youtube.com/watch?v=fNdsOraykNI>.

In this video, teachers will be able to give students a visual of how synthetic hair is manufactured by polyester yarn in a textile factory. This video explores and creates a dual subject (Science and English) look into weave.

Plastic Monofilament Yarn Making Machine. “Wig Synthetic Hair Fiber Filament Fibre Machine.” YouTube, August 27, 2019. <https://www.youtube.com/watch?v=tKZyvvBM-1o>.

In this video, teachers will be able to explore Synthetic fibers and how the machine makes this popular hair.

*The Origin of Protective Styling | Pretty Shouldn't Hurt.* YouTube, 2020.  
<https://youtu.be/5ALZjwfjv5U>.

This video gives education and gives a deep thought process on protective style. What are people putting in their hair for convenience can eventually become a sickly inconvenience?

Maya, Wode. “How Wigs Are Made in China Will Shock You.” YouTube, May 20, 2019.  
<https://www.youtube.com/watch?v=Kte2dS4qZxU>.

This video helps to explore the many chemicals and materials used to make wigs.



*R.A.C.E.S Writing Strategy video.* YouTube. Loose Cannons, 2020. Premiered November 1, 2020.  
<https://youtu.be/z8FP9-rV-7Q>

In this video, teachers will be able to use song and repetition to remember the writing strategy R.A.C.E.S. It was created and uploaded by me and a great team to provide practice and a learning tool that caters to students learning styles through music.

### **Graphic Organizer Worksheets:**

#### **Appendix 2 worksheet-**

Facing History Ourselves.

[https://www.facinghistory.org/sites/default/files/Starburst\\_Identity\\_Chart.pdf](https://www.facinghistory.org/sites/default/files/Starburst_Identity_Chart.pdf)

#### **Appendix 3 worksheet-**

Common Lit.

[https://cdn-staging.commonlit.org/smh\\_content/Discussion+Template-Version-1.docx](https://cdn-staging.commonlit.org/smh_content/Discussion+Template-Version-1.docx)

#### **Appendix 4 worksheet-**

RACES Chart retrieve from Garinger High School English 2 department

#### **Appendix 5 worksheet-**

Creately

<https://creately.com/blog/diagrams/types-of-graphic-organizers/#Teaching>

#### **Appendix 6 worksheet-**

Why Didn't I Learn This in College? 2<sup>nd</sup> Edition

[file:///C:/Users/sharonda1.walker/Downloads/58\\_Text\\_Frame\\_\\_\\_Inferencing.pdf](file:///C:/Users/sharonda1.walker/Downloads/58_Text_Frame___Inferencing.pdf)

#### **Appendix 7 worksheet-**

Creately: <https://creately.com/blog/diagrams/types-of-graphic-organizers/#Teaching>

#### **Appendix 8 worksheet-**

[Vocabulary with images](#)

## Appendix 9 worksheet-

### Vocabulary with sentences

#### Notes

1. "African American Hair History Timeline," thirstyroots.com: Black Hairstyles, September 18, 2021, <https://thirstyroots.com/black-hair-history/discovering-our-roots-do-i-hate-my-hair/>.
2. Ayana D. Byrd and Lori Tharps, *Hair Story Untangling the Roots of Black Hair in America*, Revised Edition (New York, NY: St. Martin's Griffin, 2014).
3. CMS, "Title 1 Information," Charlotte-Mecklenburg Schools, accessed November 11, 2021, <https://schools.cms.k12.nc.us/garingerHS/Pages/Title1Information.aspx>.
4. Constance V. Kibbee, *Standard Textbook of Cosmetology* (New York, NY: Milady Publishing Corp, 1959).
5. "Garinger High School," School Digger, accessed October 25, 2021, <https://www.schooldigger.com/go/NC/schools/0297003245/school.aspx>.
6. GreatSchools.org, "Explore Garinger High School in Charlotte, NC," Garinger High School (GreatSchools.org, 2021), <https://www.greatschools.org/north-carolina/charlotte/8014-Garinger-High-School/>.
7. Headcovers.com, "What Is Synthetic Hair?" Head Coverings (Headcovers.com, October 19, 2021), <https://www.headcovers.com/blog/what-is-synthetic-hair/>.
8. History.com, "A Visual History of Iconic Black Hairstyles," Newsela, November 30, 2020, <https://newsela.com/read/lib-visual-history-black-hairstyles/id/2001015511/>.
9. Jamie Winfield, "The Rise of the Wig," Medium (History of Yesterday, September 30, 2020), <https://historyofyesterday.com/the-rise-of-the-wig-98921072701d>.
10. Jodie, "Is Kanekalon Hair Toxic or Dangerous? the Ugly Truth," Crafty Hair Hacks, November 16, 2020, <https://craftyhairhacks.com/kanekalon-hair-toxic-or-dangerous/>.
11. Karen Grigsby Bates, "Comer Cottrell, Creator of the People's Jheri Curl, Dies at 82," NPR (NPR, October 11, 2014), <https://www.npr.org/sections/codeswitch/2014/10/11/354931324/comer-cottrell-creator-of-the-peoples-jheri-curl-dies-at-82>.
12. "The Differences Between Human Hair & Synthetic Hair Wigs," Wigs.com, 2021, <https://www.wigs.com/pages/the-differences-between-human-hair-synthetic-hair>.
13. *The Origin of Protective Styling | Pretty Shouldn't Hurt*, *The Origin of Protective Styling | Pretty Shouldn't Hurt* (YouTube, 2020), <https://youtu.be/5ALZjwfjv5U>.

14. "The Rise and Fall of the Powdered Wig," American Battlefield Trust, April 15, 2021, <https://www.battlefields.org/learn/head-tilting-history/rise-and-fall-powdered-wig>.
15. "What Is a Protective Hairstyle," thirstyroots.com: Black Hairstyles, April 3, 2012, <https://thirstyroots.com/what-is-a-protective-hairstyle.html>.

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