



What is it Worth?
Education, Expression, Economics of African American Hair

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Mallard Creek

This curriculum unit is recommended for:
(History/ 9th - 12th graders)
(Note: you may include multiple courses and grade levels)

Keywords: (African American Hair, Beauty, Culture, Economics, Spending Power, Polymers, Textures, Wigs, Weaves, Natural)

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

Synopsis: (Insert your synopsis – 150-200 words/single space)

The history of African American hair is complex and extremely layered. From certain hairstyles' symbolic meanings to making statements through the African American hair, experience is unique. By European standards, African American hair was unkempt and displeasing. This statement had long-term implications on the perception of African American hair as well as the psychology of African Americans. Although discrimination and stereotyping followed, African American have continued to take ownership of their hair and have pushed boundaries and changed narratives. During this journey, students will ask themselves the question, what is it worth? In my curriculum unit, my students will undergo the process of deconstructing African American Hair on three different fronts; expression, economics, and education. The goal of this is to gain a full comprehension of hair, the laws, money, and historical significance. Students will have to consider different cases in regards to hair laws, look at the history and symbolism of hair, and take a deep dive into the economics of the hair industry.

I plan to teach this unit during the coming year to (90) students in (World History/Age of Exploration/ 9th and 10th graders).

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Timothy Wells

Introduction

School Demographics

I am a 9th grade World History teacher at Mallard Creek High School in Charlotte, North Carolina. Charlotte is a major metropolitan city, with a population of near 1 million people and is known as a very diverse population. Mallard Creek is one of the largest high schools in Charlotte Mecklenburg (CMS) and serves over 2600 students. Mallard Creek is a fairly new school in the system which opened back in 2007. The demographic makeup of Mallard Creek High School is 68% African American students, 15% Caucasian students, 8% Hispanic students, 5% Asian students, and 4% multi-racial. An equity overview shows that 41% of our student population are low income with 34% of students qualifying for free and reduced lunch.

African American male teachers only account for 2% of the teaching population in the United States. I am proudly a part of the 2%. As a World History teacher, I take pride in developing engaging content, educating the younger generation with culturally relevant lessons, and teaching students about the history of all groups. While the World History curriculum is very lengthy and does its best to show the history of the world, of course there are many holes that have to be filled at times. As an educator of the youth, I take pride in being able to have my students become well-rounded historians. Representation matters and I believe that the more students are exposed to different cultures the self-efficacy and collective classroom environment will rise. I will be teaching this curriculum unit to roughly ninety students. As a former Ridge Road Middle School teacher there is a decent portion of students whom I have already taught, therefore the relationships that I have been able to create allow for a unique level of comfortability.¹

Rationale

The connection between hair and identity in black culture is a deep and layered history. Hair tells the story of who you are, it also represents freedom, value, and expression. Hair

¹ Stacker.com, "Best High Schools in North Carolina: Where Are All the ENC Schools?," WNCT (WNCT, November 14, 2021), <https://www.wnct.com/on-your-side/school-watch/best-high-schools-in-north-carolina-where-are-all-the-enc-schools/>.

represents evolution, empowerment, and education. The history of African American hair is diverse just like the plethora of different styles embodied by African American people. Hair can be a beautiful thing if viewed in the way it should be. Unfortunately, hair can be used in a divisive manner. Discrimination and stereotyping has been a part of the fabric of The “United” States of America. Unfortunately, those things have been ingrained in every part of the creation of our country including with hair. There have been many occurrences within the public eye in which men and women of color have been blatantly discriminated against due to their hairstyles. Laws have been created around not having certain hairstyles that directly are meant to target the black community. We live in a society where we have your perception of professionalism judged before opening your mouth to speak. This unit will provide a critical look into the expression, education and economics of African American hair.

In my unit, my students will undergo the process of deconstructing African American Hair on three different fronts; expression, economics, and education. The goal of this is to gain a full comprehension of hair, the laws, money, and historical significance. Students will have to consider different cases in regards to hair laws, look at the history and symbolism of hair, and take a deep dive into the economics of the hair industry. There are several underlying goals in which students will use to gain the understanding of the true value of African American hair. Students will first need to be able to understand that value comes in different ways. In regards to the expression component of hair, students will look at how expressions have changed over time. This will look into a multitude of different types of hair within African American culture as well as others and what each style signified. They will also look at the implications of expression, which may result in different laws being enacted. Secondly, students will look into the economics of the hair industry. Questions that will be looked into are; Who owns the majority of the market? How much money does the hair industry make? What portion of the money is from African American hair/products? Understanding the ownership as well as market value will help students gain a better understanding of value from a financial standpoint. Lastly, students will begin to be able to analyze the education of African American hair through an historical lens. This means they will be able to see the changes throughout history that correlate with each specific time. They will get to have descriptors and photo analysis of how styles and status collide. This will help them understand the psychology of the African American experience when it comes to hair. Students will also be able to understand a bit of the background research in terms of what are the implications of heat, polymers, etc.

When students are able to fully understand the true value of hair through the three principles listed above and underlying goals, they will begin to notice long lasting impacts. There have been many lasting implications in regards to African American hair in these three realms. One of the long lasting impacts is the fact that many people have been marginalized due to not conforming to the hair standard that corporate America has enacted. At the current moment, there are only fourteen states that have laws that explicitly state that you cannot be discriminated against due to your hair in the workforce. This in turn creates a situation in which unemployment

could rise due to the simple choice of how you wear your hair. Another impact is the identity crisis that people may have to suffer from because the freedom of expression is limited. Harvard graduate and civil rights activist, W.E.B. Dubois coined the term double consciousness, which is the struggle African Americans face to remain true to black culture while at the same time conforming to the dominant white society. Being both American and black is a unique identity which is constantly at war with each other.²This notion has made young women use chemicals and do damage to their natural hair in order to make it straight to conform to western views. Another lasting implication of the African American community is the lack of ownership and capitalization in the hair industry. Weaves, wigs, and hair products are extremely sought after. African Americans are vast consumers of this market but lack the adequate ownership in comparison. Ownership creates generational wealth and opportunities for entire communities. Going into any beauty supply store within your local community will make this apparent. Lastly, from a historical point of view the status and style in which you wear your hair has a deep impact on the culture. You can see the current trends of how men and women wear their hair and trace it to the original cultures. This is a form of cultural diffusion and highlights the influence that African American hair has had on the rest of the world.

As students are gaining an in-depth perspective of everything that encompasses the value of African American hair, the final goal is for them to use what they have learned to create, apply, and explain. I want my students to be able to use the information that has been provided to them to be able to understand and critically analyze the true value of African American hair. With all the knowledge gained from the unit, I hope that students will empathize and advocate for true equity in regards to hair.

Content Research

Background Information and Necessary Vocabulary

In order to understand the African American hair experience there are a few basic understandings that you will need. There are several ways to categorize and breakdown the black hair industry but in terms of this research, we will be focusing on the business of the weave industry. Weaves can be made of real or synthetic hair and are essentially fixed into a person's hair by sewing, gluing, or clipping in. We will also be focusing on the business of keeping up your natural hair. When it comes to real black hair, the two primary types are relaxed and natural. Natural hair in his essence is the way the hair grows out of your head. Within the natural hair realm there are four main types based on your texture. Type 1 represents straight hair; type 2 refers to wavy hair;

² John P. Pittman, "Double Consciousness," Stanford Encyclopedia of Philosophy (Stanford University, March 21, 2016), <https://plato.stanford.edu/entries/double-consciousness/>.

type 3 signifies curly hair and type 4 that symbolizes kinky hair. Within the categories, there are subcategories. Both relaxed hair and natural hair can be put in protective styles. A protective style is used to protect your natural hair. An example of some protective styles are braids, weave, and extensions.³

Classroom Research Elements

In our seminar, we used high-tech instrumentation, including a differential scanning calorimetry (DSC) and thermogravimetric analyzer (TGA) to examine the chemical and physical properties of synthetic wigs and weaves. Using experimental designs, we examined first order (e.g., melting and crystallizing) transitions and heat degradation of the polymers that fabricate synthetic wigs and weaves. Polymers in their essential properties are plastics. Polymers are silicones, which are not considered toxic. According to Prose, “those who are natural may not want to use them because the real issue with silicones is that certain types can build up on the hair, leaving a residue that blocks moisture from getting into the hair shaft. They act almost like waterproofing agents. Over time, hair not only appears dull, but it gets dehydrated and weak from lack of moisture. This could harm all of your hard work to try to keep your hair hydrated and full of shine. At first, silicones may seem helpful in supporting shine or helping to style hair, but using the wrong kind of silicone can have unwanted long term effects.”⁴

Economics

Spending

African American hair is an extremely lucrative industry. Research and marketing company, Mintel values the black hair care industry at more than \$2.5 billion, but that statistic does not include products such as hair accessories, wigs or electric styling products. This is an immense number considering that African Americans only account for 14% of the population. With the industry not accounting for the aforementioned products, it is safe to assume that is actually worth much more.⁵ Black consumers have been making the change from your generic products that do not have their hair texture in mind to those that specifically cater to them in order to

³ Ashley M Turner, “The Black Hair Care Industry Generates Billions - but the US Is Missing out on the Market,” CNBC (CNBC, August 17, 2018),

<https://www.cnbc.com/2018/08/17/black-hair-care-wigs-weaves-extensions-salons.html>.

⁴ Laura Stratis, Delmar Bockhorst, and Deborah F., “The Truth about Silicones in Your Hair Care Products,” At Length by Prose Hair (Prose, September 13, 2021), <https://prose.com/blog/silicones.php>.

⁵ Ashley M Turner, “The Black Hair Care Industry Generates Billions - but the US Is Missing out on the Market,” CNBC (CNBC, August 17, 2018),

<https://www.cnbc.com/2018/08/17/black-hair-care-wigs-weaves-extensions-salons.html>.

maximize the quality of purchase. In 2017, African-Americans captured 86 percent of the ethnic beauty market, accounting for \$54 million of the \$63 million spent on ethnic hair and beauty aids, Nielsen reported. ⁶African American shoppers spend \$473 Million on their hair care yearly.⁷

Ownership: Imports, Exports

Most hair care products purchased by African-Americans are imported from countries such as India and China, despite the U.S. having one of the most lucrative hair care markets in the world. India based producer Goorej, China's based producer Rebecca, and the United Kingdom's Great Lengths are the world's leading hair exporters. Data from the United Nation shows that worldwide they imported almost \$1.5 billion in wigs in 2017, with the United States of America contributing about \$600 million of that. While the black dollar highly contributes heavily to the wig and weave industry their lack of ownership is very apparent. Korea has dominated the hair industry for a sustained period according to the Black Owned Beauty Supply Association (BOBSA). Due to the lack of regulation inside the hair market in regards to Korea, it is very difficult to get actual statistics on various aspects. The economy itself is based on immigrants and has had questionable field-testing protocol. Industry catalogs and places where people buy products are written in Korean and perpetuate the monopoly that Korea has on the industry.

Education

The History of African American Hair

Many of the common hairstyles that African Americans wear date back to the time of Ancient Egypt. Engravings and hieroglyphs detail a plethora of hairstyles worn today. Queen Nefertiti's sandstone showed one of the elaborate hairstyles. The elite class of Egypt wore wigs and weaves.

In West African culture, braids were used in various ways, to signify wealth, social status, marital status, age, and religion. Housewives of Nigeria in polygamous relations created a style which when seen from behind was meant to taunt the husbands other wife. The style was known as kohin-sorogun, meaning, "turn your back to the jealous rival wife." Even in the Sengal, there were hairstyles that showed the preparation for war. In addition, they alerted people if a woman was not of marrying age yet.

⁶ Tamara E. Holmes, "Feature: The Industry That Black Women Built," *Essence* (Essence, October 22, 2019), <https://www.essence.com/news/money-career/business-black-beauty/>.

⁷ "Black Impact: Consumer Categories Where African Americans Move Markets," *Black Impact: Consumer Categories Where African Americans Move Markets* (Nielsen), accessed November 15, 2021, <https://www.nielsen.com/us/en/insights/article/2018/black-impact-consumer-categories-where-african-americans-move-markets/>.

One popular style that is still used today is cornrows. They were named this because of their similarities to cornfields. In Africa, they were used to show agriculture, civilized life, and order. For special occasions, the cornrows would also be applied. During the imperialist period when slaves were brought to the Americas cornrows would be used as a protective style due to the long hours worked. Unfortunately, your hair texture equated to the treatment you received on the plantation. If your hair resembled European texture then you would receive better treatment.

Self-made millionaire, Madam CJ Walker came up with her own in-home cure for scalp and hair issues, the infamous “Walker Method,” which combined a heated comb with pomade. Madam CJ Walker paved the way for others in the hair industry to blossom and bloom as creators. One can ultimately argue that post emancipation views on what was considered “good” and “bad” hair influenced Walker’s creation. During this time, European hair was seen as good and African hair was not. Therefore, wigs and chemical treatment became popular during this time to conform to Eurocentric standards of beauty.⁸

The last few popular styles in African culture are dreadlocks (locs), afros, and fades. While locs have been pictured in Ancient Egyptian artifacts, they gained notoriety in the 1920’s. The association with the style and Rastafari go hand and hand. Rastafarianism however is something entirely separate. Emperor of Ethiopia Ras Tafari was forced into exile during an invasion. Guerrilla warriors swore not to cut their hair until the emperor was reinstated. The Rastafari’s were symbolic with black power. Their dreadlocks were thought to be disgusting and frightening, hence the term 'dread' which was later reclaimed by the 'Rasta' community.⁹ Afros were symbolic of the Civil Rights movement and black societal advancements. Major activists and celebrities such as Angela Davis, Michael Jackson, and Diana Ross wore afros. Lastly and most popular in current times is the fade. Made popular by hip-hop culture, fades were made popular by the Fresh Prince, Will Smith.

Expression: Laws & Cases

Beverly Jenkins v Blue Cross Blue Shield

The Civil Rights of 1964 set the precedent in the fight for equal rights, some of the things that were implemented were the banning of employment discrimination based on race, religion, color,

⁸ Madison Horne, “A Visual History of Iconic Black Hairstyles,” History.com (A&E Television Networks, February 28, 2018), <https://www.history.com/news/black-hairstyles-visual-history-in-photos>.

⁹ “History and Origin of Dreads: Knotty Boy,” History and Origin of Dreads | Knotty Boy, accessed November 14, 2021, <https://www.knottyboy.com/learn/dreadlock-history/>.

national origin, and sex.¹⁰ The difficult thing that came with this law was it left it up for the courts to decide what constitutes racial discrimination. Without the explicit statement of what racial discrimination means that, it would be left up to interpretation on how that looked and what it was. This would later lead to major issues such as Blue Cross Blue shield and Beverly Jenkins. Beverly Jenkins, Blue Cross Blue Shield employee, was up for a promotion and was told by a supervisor, “she could never represent Blue Cross” with her Afro. She filed for a lawsuit. The frustrations of this situation made her ask for a leave of absence but she was told she needed to take a week's vacation prior. Upon returning she was asked to take a 90-day leave, quit, or be fired, time they said to get herself together; and at the end of this time, they would be able to place her on another job. In her case, it was ruled that afros are protected under the Title VII of the Civil Rights Act. This was a major victory for African American hair although there was a long way to go on this battle of equity and equality.¹¹

Andrew Johnson Wrestling Incident

Buena High School Junior, Andrew Johnson, New Jersey wrestling athlete was given about a few moments to decide his fate. Either he would have to cut his locs or he would have to forfeit the match. Johnson decided to cut his locs and eventually won the match. The referee raised his arm in victory and there were clear tears in his eyes signifying the pain he just endured. This was the beginning of the public outrage over the officials’ decision to make him cut his locs. The referee in question had a documented history that includes using a racial slur towards another official. On the other hand, Johnson had been able to participate in twenty matches up to that point without any issues. However, the New Jersey High School Athletic Association placed a new emphasis to ensure all equipment worn on the mat, including hair coverings, fit “snug” to a wrestler’s body. A lot of those present and viewing around believed that the ruling would not have been given to a white wrestler with hair of a similar length. The emotional toll and embarrassment that the situation caused was apparent. Eventually the judge was given a suspension for 2 years but the damage was done.¹²

The Crown Act

¹⁰ Jameelah Nasheed, Tatum Dooley, and Minda Honey, “Black Hair Has Been Tangled up in Politics for Years,” Teen Vogue, August 9, 2019,

<https://www.teenvogue.com/story/a-brief-history-of-black-hair-politics-and-discrimination>.

¹¹ Beverly Jenkins v Blue Cross Blue Shield (US Court of Appeals January 26, 1976).

¹² Jesse Washington, “The Untold Story of Wrestler Andrew Johnson's Dreadlocks,” The Undeclared (The Undeclared, September 19, 2019),

<https://theundeclared.com/features/the-untold-story-of-wrestler-andrew-johnsons-dreadlocks/>.

Throughout history, there have been laws that have been put in place to discriminate against hair. The majority of the laws were based with racial undertones, disproportionately targeting African Americans. The CROWN Act, stands for “Creating a Respectful and Open World for Natural Hair,” is a law that forbids race-based discrimination of hair. This means you cannot be denied employment and educational advancement because of the texture of your hair and various styles, including braids, locs, twist, or Bantu knots. The CROWN ACT was initially introduced in California in January 2019 and signed into law on July 3, 2019. It expanded the definition of race in the Fair Employment and Housing Act (FEHA) and state Education Code, to make sure K-12 public/charter schools and workplaces are protected. The act is currently a law in fourteen states and under review in four other states. As of September 23, 2021, there are currently 326,674 signatures for the petition that has a goal of 400,000.¹³

The Mystic Valley Case

In May of 2017, Massachusetts Mystic Valley Regional Charter School disciplined two African American students. Siblings, Deanna and Mya Cook for wearing their hair in braids with extensions. The two sisters were banned from participating in any extracurricular activities as well as given detention for violating Mystic Valley’s hair/makeup policy. Many people including the Massachusetts Attorney General say that this policy discriminates against students of color. Administration at Mystic Valley believe that their ban on braid extensions will minimize distractions and keep students focused on education. Once the public caught wind of what was going on at the school they were in an uproar. Protests began as well as a plethora of civil rights organizations writing letters of concern. The letter pleaded with people to organize a rally outside of the school before the school board's emergency meeting. At the board meeting, the Board of Trustees voted to suspend the hair section of the policy for the remainder of the school year. After the end of the school year, the school decided to drop their ban on hair extensions.¹⁴

Instructional Implementation

Videos: In order to allow students to gain the visual aspect of this unit through multiple videos. The video of the wrestler will be a very important video used that will evoke the emotions of the students and allow them to empathize with the decision that he had to make so quickly. In addition, there are two videos, one on the evolution of black women's hair that will be used to

¹³ “The Official Crown Act,” The Official CROWN Act, accessed November 15, 2021, <https://www.thecrownact.com/>.

¹⁴ WBUR Newsroom, “Malden Charter School Criticized for Punishing 2 Black Students Wearing Hair Extensions,” Malden Charter School Criticized For Punishing 2 Black Students Wearing Hair Extensions | WBUR News (WBUR, May 12, 2017), <https://www.wbur.org/news/2017/05/12/mystic-valley-hair-extensions-policy>.

show the history and background and the second one on the psychology of black women's hair. Students will gain a deeper understanding of how the role of hair plays in everyday life. They will also see videos of women trying to achieve straighter hair and try to psychoanalyze this and the implications this creates.

Images: For this unit images will be extremely important to show the progression and history of hair. There will be several styles that can only best be explained through visuals. Creating a gallery crawl of the different hairstyles and history associated with each will allow the students to understand the historical significance. Students will also be able to compare and contrast the differences between each and see which trends are still relevant.

Breakout Groups: In order to encourage student collaboration breakout groups will be utilized. Students will have each other to bounce ideas, gain understanding, and synthesize their writing. Conversations will arise between group members, which in turn will help students get a better understanding.

Seminar/Debate: Students will be presented with a series of questions that they will be able to answer within their group/ as well as individually. I believe that a discussion on the prompts will evoke thought provoking questions and encourage student responses.

Journaling: After students watch the videos and audio components of the lesson they will journal their thoughts and feelings which will be used later in the unit as a part that will help them do their final project.

Choice Boards: Students will be able to choose from a variety of different categories that will enable them to display their unique school sets. Students will be able to use their creativity to display their knowledge on the subjects.

Rubrics: As a PLC, we have created a universal rubric that students will be graded from.

Lessons & Activities

Day 1

Essential Question: What are the social, political, and economic impacts of African American hair?

Goal Statement: I will understand the economics, education, expression, and history of African American hair and the global impacts.

Daily Plan: Today you will understand the background and history of hairstyles and their societal implications.

Warm Up: Students will answer the following questions on a discussion post:

What does your hair mean to you? Please tell me about a positive or negative experience with your hair?

Teacher Input

1. Students will watch a video entitled "*The Evolution of Black Hair*"

Guided Practice ("We Do"):

1. We will go over the PowerPoint highlighting the history of African American hair.

Independent Practice ("You Do"):

1. Students will fill out hair graphic organizer with different styles

2. Students will then relate past hairstyle to the people of the present and write reactions to those hairstyles

Closure:

1. As a closing, we will write a letter to their past self about embracing your hair.

Day 2

Essential Question: What are the social, political, and economic impacts of African American hair?

Goal Statement: I will understand the economics, education, expression, and history of African American hair and the global impacts.

Daily Plan: Today you will understand and analyze the economics (import, export, ownership, money spent) of the hair industry

Warm Up: Students will research the following:

How much does your shampoo cost?

How much does your conditioner cost?

How much does a weave cost?

How much does extensions cost?

Teacher Input

1. Students will watch a video entitled “” *that speaks to the economics of the hair industry*.

Guided Practice (“We Do”):

1. We will have a discussion based on thoughts of the video.

Independent Practice (“You Do”):

1. Students will research the economics of the hair industry. Focusing on the imports, exports, amount of money spent, and ownership of the market.

2. Students will then come summarize their thoughts and join discussion circles based on the findings.

Closure:

1. As a closing, students will answer a discussion post that will allow students to recap on their findings and talk about their opinion and implications. The hope is that students will see the market, see whom the producers and consumers are, and formulate their own conclusions.

Day 3

Essential Question: What are the social, political, and economic impacts of African American hair?

Goal Statement: I will understand the economics, education, expression, and history of African American hair and the global impacts.

Daily Plan: Today you will understand and analyze different hair involved in court cases with a critical eye on evaluating the significance.

Warm Up: Students will watch the video of wrestler Andrew Johnson and his locks being cut.

Students will answer the following questions:

- Observe: What are things you see?
- Question: How does this make you feel?
- Reflect: If you were put in the same situation what would you do?

Teacher Input

1. I will give students background knowledge on the different laws and cases regarding the hair discrimination, etc.

Guided Practice (“We Do”):

1. We will look through the Crown Act and see which states have legislation banning hair discrimination and those that do not.

Independent Practice (“You Do”):

1. Students will then read other articles sighting hair discrimination and engage in class discussion and independent worksheets.
2. Students will write a government official advocating for non-discriminatory rights.

Closure:

1. As a closing, students will answer a discussion post that will allow students to recap on their findings and talk about their opinion and implications. The hope is that students will see the market, see whom the producers and consumers are, and formulate their own conclusions.

Day 4

Essential Question: What are the social, political, and economic impacts of African American hair?

Goal Statement: I will synthesize the economics, education, expression, and history of African American hair and the global impacts.

Daily Plan: Today you will put together all the knowledge you have learned in the prior three lessons to begin a culminating project.

Warm Up: Students will complete an interactive word wall using the information they have learned from the past three days.

Teacher Input

1. I will do a recap of the economics, education, expression, and history of African American hair and the global impacts.

Guided Practice (“We Do”):

1. We will use the recap to complete a Quizizz on the subject matter.

Independent Practice (“You Do”):

1. Students will complete a choice board on project economics, education, expression, and history of African American hair and the global impacts.

Closure:

1. As a closing students will present their final project to their classroom and can also be put on display if possible.

Appendix I: Teaching Standards

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

- This standard will be used to help students understand the development and impacts of African American hair as well as its correlation to identity. Students will engage in activities that will allow them to get background knowledge of the history and how the past affects the present and future.

WH.C&G.1: Analyze the relationship between various societies and government in terms of freedom, equality, and power.

- The themes freedom, equality, and power are very prevalent throughout this unit. The African American hair experience is one that encompasses growth and resistance. Although freedom was gained in theory, African Americans were still bound by restrictive laws regarding their choice of hairstyles. Thus creating a power struggle between various communities.

WH.E.1 Understand the economic relationships between groups and nations in terms of power and interdependence.

- The third lesson in my unit highlights the importance of economics within the hair industry. We focus on the value of the black dollar in regards to African American hair, as well as understanding the ownership component. Taking a critical look at where the imports and exports come from allows students to see whom the producers and consumers are. These statistics are eye opening.

WH.H.1.1 Analyze historical events and issues in world history from a variety of perspectives.

- The unit is built off the different historical events that transpire to create a black hair experience. In understanding this topic, we must look at it from a plethora of perspectives. If we are looking from the African American perspective, we can see the pain and resilience that was faced during trials and tribulations. If we look from the perspective of those making laws, we see that they have an underlying bias and stereotype.

Appendix II: Resources for Students

Black Women's Hair Throughout History Video

“Black Women's Hair throughout History - YouTube.” YouTube. As Is, February 28, 2017.
https://www.youtube.com/watch?v=Xr1Qv9_YXEM.

This resource is used to help create a more accurate depiction of Black women's hair throughout history by giving a visual of the progression throughout society as well as the significance of different hairstyles. Students will be able to acquire a deeper understanding of how hair has different meanings throughout history.

The Business of Black Beauty

Holmes, Tamara E. “Feature: The Industry That Black Women Built.” *Essence*. *Essence*, October 22, 2019. <https://www.essence.com/news/money-career/business-black-beauty/>.

This resource will help students gain awareness of the contributions that black women have made in the hair industry. This resource does a great job of tying the past, present, and future of African American hair. This source also highlights the economic aspects and upward trends of black spending in the market.

Appendix III: Resources for Teachers

Article on History of African American Hair

Horne, Madison. “A Visual History of Iconic Black Hairstyles.” *History.com*. A&E Television Networks, February 28, 2018.
<https://www.history.com/news/black-hairstyles-visual-history-in-photos>.

This resource created a guide of the history of black women's hair dating back pre slavery. This shows the historical significance of certain hairstyles and creates a deeper understanding of the foundation of black women's hair.

Article on Black Consumer Economics

“Black Impact: Consumer Categories Where African Americans Move Markets.” *Black Impact: Consumer Categories Where African Americans Move Markets*. Nielsen. Accessed November 15, 2021.

<https://www.nielsen.com/us/en/insights/article/2018/black-impact-consumer-categories-where-african-americans-move-markets/>.

This resource aided in the understanding of the economics of African American hair. This shows the power and value of the African American dollar and what it is spent on. The article helps you gain perspective on the impact and contribution of African Americans in different economic industries.

Appendix IV: Classroom Materials

I: Warm Ups and Exit Tickets

	Warm Up	Exit Ticket
Day 1	<p>Answer the following question:</p> <p>What does your hair mean to you? Please tell me about a positive or negative experience with your hair?</p>	<p>Please complete the following:</p> <p>Write a positive letter to your past self-embracing your hair.</p>
Day 2	<p>Research the following:</p> <p>How much does your shampoo cost? How much does your conditioner cost? How much does a weave cost? How much does extensions cost?</p>	<p>Answer the following:</p> <p>Who are the producers? Who are the consumers? What are the implications and value?</p>
Day 3	<p>We watch the video of wrestler Andrew Johnson and his locks being cut. Answer the following questions:</p>	<p>Please recap on your findings:</p> <p>What do you notice? What do you wonder?</p>

	<ul style="list-style-type: none"> ● Observe: What are things you see? ● Question: How does this make you feel? ● Reflect: If you were put in the same situation what would you do? 	How does this impact you locally, regionally, or globally?
Day 4	<p>Please Log on to the website on board complete the following:</p> <p>Using the information they have learned from the past three days please complete a word wall typing any words or phrases that come to mind regarding this topic.</p>	Please present your final project to their classroom and be ready for your work to be put on display as well

II: *Day 1 Understanding Background & History of Hair Activity*

Directions: Using this link please fill out the chart below. You may use outside sources to fill any sections of information necessary. Please be mindful that the classical perception and depiction will be given to you in each section. For the contemporary perception, you may have to find your own article.

Hairstyle & Picture	Place Origin	Classical Perception/ Depiction	Contemporary Perception/ Depiction Add New Picture if Necessary
Braids			
Cornrows			
Dreadlocks (Locs)			

Afro			
Fade			
Insert Any Other Style			

III: *Economics Activity*

Pt. I: Import & Export Data

Human Hair Importers	Trade Value (USD)	Human Hair Exporters	Trade Value (USD)
India		China	
China		Hong Kong	
Hong Kong		United States	
Austria		Indonesia	
Italy		United Kingdom	

Pt II: How much does your routine cost?

Routine	Cost

Pt: III: Ownership

Directions: Look up your top and favorite hair care brands; please research their products, how much money they spend as well as whom they are owned by. Please use the following websites to help.

1. <https://www.nielsen.com/us/en/insights/article/2018/black-impact-consumer-categories-w-here-african-americans-move-markets/>
2. <https://www.statista.com/topics/4552/hair-care-product-market-in-the-us/#dossierKeyfigures>

Top Brands/Favorite Brands	Hair Care Products	Revenue	Ownership & Race/Ethnicity

IV: *Expression and Laws Activity*

<https://www.adl.org/media/9973/download>

Cases & Policies Worksheet

<p>Compelling Question: Can schools have policies about appearance that lead to discrimination?</p>
<p>Vocabulary: Review the following vocabulary words and make you know their meanings. ban discrimination insensitive bias disrespect materialism civil rights equitably policy culture hair extensions protest detention henna socioeconomic</p>
<p>What is identity? Consider various factors when answering</p>

Draw: Self-portraits that highlight aspects of their physical appearance that are important to them and/or aspects that reflect a core part of their identity

Answer: After reading the articles CHOOSE 1 and answer the following questions

<https://www.wbur.org/news/2017/05/12/mystic-valley-hair-extensions-policy>
<https://www.washingtonpost.com/sports/2019/04/17/wrestler-was-forced-cut-his-dreadlocks-before-match-his-town-is-still-looking-answers/>

- What did you learn that you did not know before?
- What surprised you?
- What was the school's position on and why do they have this policy?
- What is the public opinion and why does she have this point of view?
- What does this controversy have to do with identity? To what extent do you think it unfairly targets African Americans?
- Why is the school being accused of discriminating against these students?

Cases & Policies Teacher Guide

Compelling Question: Can schools have policies about appearance that lead to discrimination?

Vocabulary:

Teacher Notes

What is identity?

Teacher Notes: Explain to students that for this lesson, we are going to focus on the physical appearance aspect of identity and how that intersects with other aspects of identity. For example, a person's skin color or complexion and hair texture can reflect something about

one's race.

Draw: Self-portraits that highlight aspects of their physical appearance that are important to them and/or aspects that reflect a core part of their identity

After Self Portraits:

Teacher Notes: Have students turn and talk with a person sitting near them, sharing their drawings (or writing) with a partner, pointing out the most important aspects of their appearance. Engage students in a whole class discussion using the following questions:

- What did you notice about what was important about your physical appearance? What did you notice was important to others?
- What, if anything, do physical characteristics have to do with other aspects of our identity (e.g. race, religion, gender, gender expression, ability, etc.)?
- What aspects of our appearance are we born with and what aspects do we choose? Does that have an impact on how we feel about that physical characteristic?
- If someone told you that you could not have or display some aspect of your physical appearance that was important to you, how would you feel?

Conversation Circles

Explain to students that there are signs around the room with the following statements:

1. I have been in a similar situation.
2. I disagree with the school's policy.
3. I agree with parts of the school's overall policy.
4. I need more information.
5. I still am not sure what I think.

Read the five statements aloud and instruct students to consider how they feel about the issue you are discussing and find the statement that best matches their thoughts and feelings about it right now. Allow students to take a few minutes to consider where to stand and then have them stand under/next to the sign.

2. When students are situated in their spots, have them talk with each other in their small groups for 5–10 minutes, sharing their thoughts and feelings about the controversy and why they decided to stand where they are standing. If only one student is standing under one of the signs, they can choose to go somewhere else for the discussion or reflect upon the questions by themselves. You can give students the following questions to discuss, if needed:

Why did you decide to stand here?
 What are your thoughts and feelings on the topic?
 What more do you want to know?

3. Have students come back to the large group and ask one representative of each group to summarize their small group's discussion. Then ask the whole class: Upon reflection, would you still stand in the same place as you did or would you move? Why or why not?

V: Choice Board Activity

<p><u>Verbal/Linguistic</u></p> <p>Create a speech that addresses the importance of African American hair. Be sure to refer to the economics, education, and expression Key themes/terms that you can address: Identity, Perception Feminism, Discrimination, Resistance, Economics, Historical View, Contemporary View, Economics, Ownership, Activism, Organizing</p>	<p><u>Mathematical/Logical</u></p> <p>Create a timeline of the people of importance to the African American Hair Experience and include at least 10 events.</p>	<p><u>Musical/Rhythmic</u></p> <p>Create a rap, poem, chant, or jingle that describes the overall importance of the African American hair experience.</p>
<p><u>Interpersonal (People)</u></p> <p>Create 10 questions you would ask about what we have learned to someone. The questions can range from basic life questions to detailed questions. By doing research, attempt to answer some of the questions as you created in an interview format</p>	<p><u>Free Space</u></p> <p>Run this Idea by Me</p>	<p><u>Interpersonal (Self)</u></p> <p>Write a one-page summary (typed or written) on the African American Hair Experience. (If you type the one page you can double space, do not copy and paste information) Also paraphrase or reword Information you find from sources online.</p>

<p><u>Visual/Spatial</u></p> <p>Create a Google Slide Presentation (a collage) of images relating to economics, education, expression of African American Hair. Explain the importance of the topic you choose . 7 Slide Minimum.</p>	<p><u>Elemental/Nature</u></p>	<p><u>Technology</u></p> <p>Create a video describing the Overall importance and impact of African American Hair Experience from any aspect or perspective.</p>

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