

UNIT 3: HAIR RAISING EVIDENCE OF BEAUTY

Explore how hairstyles are a visual, social and financial investment.



It's a Head Thang..... 19
Myth and Mask..... 20
Nine Billion Dollar 'Do(on lesson plan website)
It's a Nappy Shame(on lesson plan website)
POETRY DEVICE FOCUS: Imagery, Repetition, Allusion

BIG QUESTIONS: *Does a person's physical appearance and hair impact their level of success?*

How much does beauty cost and are some groups impacted more than others?

SETTING THE MOOD: PLAY THE FOLLOWING TWO VIDEOS FOR THE CLASS.

VIDEO 1: [BEAUTY STANDARDS AROUND THE WORLD](#) (2 min.: 5 sec.)

VIDEO 2: [MEN'S STANDARD OF BEAUTY AROUND THE WORLD](#) (5 min.: 23 sec.)

DISCUSSION: STUDENTS WATCH THE VIDEOS AND DISCUSS THE IMAGES AND INFORMATION

Play the videos a second time and ask students to keep the following questions in mind and jot down notes. *What do you think of the amount of money spent on make-up and other beauty products for both men and women? What do you think of the changing images? Which male and female images did you find most appealing?* (Refer to them in terms of the country).

THINK – PAIR – SHARE :

1. After the discussion students can make a short list (at least 3-5 features) of the physical features that they consider to be attractive for men and women, include hair texture, length and color.
2. Students make a brief list of men and women that they consider to be attractive (at least 5 people).
3. As students share the physical qualities that they consider to be beautiful, narrow the features down to hair and what is good looking hair vs. hideous hair. Consider elements of color, texture, and length for both men and women. Consider what hairstyles successful men and women wear.

ARTICLE & FINE-TUNED FOCUS: STUDENTS READ AND ANNOTATE THE ARTICLE FOR EFFECTIVE DISCUSSION.

READ THE FOLLOWING HUFFINGTON POST ARTICLE ON AFRICAN-AMERICAN HAIR STYLE CHOICES

ANNOTATE. [NATURAL OR RELAXED, FOR BLACK WOMEN, HAIR IS NOT A SETTLED MATTER](#)

by Janell Ross

VIDEO DISCUSSION #3: STUDENTS WATCH AND DISCUSS THE “GOOD HAIR” VIDEO.

VIDEO 3: [STEREOTYPES: GOOD HAIR](#) (11:10)

WHAT ARE YOUR THOUGHTS REGARDING COMMENTS IN THE VIDEO?

POSSIBLE DISCUSSION QUESTIONS: How did most of the people in the video define the idea of ‘good hair’? Were there any opinions that seemed contradictory, i.e. how they looked versus what they said? What they said they wanted versus what they seemed to want? How do you know that the interviewer might be biased? Which people/opinions do you agree with the most and why?

WRITING PROMPT: HAIRY REFLECTIONS DISCUSS RESPONSES AFTERWARDS

REFLECTION 1 – Write about a time when someone made a comment on your hair, either positive or negative. What did your hair look like? How did it make you feel? If no one has ever commented on your hair – then write about a time you have complimented or teased someone for the way their hair looked. If you have never done that either – then write about an observation of either that you have seen.

REFLECTION 2 - What are the various ways you have worn your hair. How often do you get it cut, dyed, relaxed, and/or styled? Do you go to a barbershop or salon or get it done at home? Is length, color or texture important to you? What do you think is the best quality about your hair and what is the worst? What do you think teachers and people in authority positions think about your hair? Do you care, why/why not? What do you think your hair says about you, your social class, your click, your future in society? Do you think the way you style your hair would ever interfere with getting hired for a position?

ADDITIONAL SHORT VIDEOS FOR COMMENTARY

Trailer - [CHRIS ROCK DOCUMENTARY ON HAIR](#) (2:32) _

CONVERSATION CLIP FROM THE THE TALK SEPT. 2013

[SHERYL UNDERWOOD SPEAKS ON HEIDI KLUM AND "NAPPY AFRO HAIR"](#) (2:26)

READ AND ANALYZE POEMS

LITERARY DEVICES: Alliteration, allusion, assonance, consonance, imagery, metaphor, mythological allusion, onomatopoeia, repetition, symbolism

POEM #1 *It's a Head Thang*..... 19

A woman writing about getting her hair cut off by a barber:
Read the poem and discuss images and tone of the poem.

POEM #2 *Myth and Masks*..... 20

This poem should be read aloud with different voices for different hairstyles.

1. Students read the poem through once silently.
2. Students groups of four read the poem within the group
3. Students assign different parts of the poem to various group members. Student should try to capture the tone of the stanza and the experience of the speaker.
4. Students rehears presenting the poem with each student reading a different stanza.
Students can embellish and dramatize.
5. Students present their oral interpretation of the poem to the class.

POEM #3 *Nine Billion Dollar 'Do* (provided on website)

Discussion of contents of the poem and the videos. Students give personal opinions on the ideas presented. What is the tone of the poem? What argument is being presented in the poem? Is there a call to action or an acceptance of the ideas presented?

EXTENDED OPTIONS:

VIEWING - Chris Rock Full Length Documentary (run time 1 hour 36 minutes) *Good Hair*

Reading - *Hairstory: Untangling the Roots of Black Hair in America, 2002*, by Ayana Bird and Lori Tharps

CLOSE LESSON: [INDIA ARIE: I AM NOT MY HAIR](#) (3:30)

