Hidden Figures
by Margot Lee Shetterly
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**Note:** The student worksheets can be found on pages 21–34. Teachers can make copies of these pages to distribute to students.
Welcome to Amplify ELA’s Novel Guides

We created a series of Novel Guides to provide you with a flexible resource for the books you most want to teach. Some of the titles are in the digital library while others will need to be accessed through your school, public, or classroom libraries. We selected one strong aspect of each novel and are having students focus on this element as they explore and analyze a key theme.

Rather than fully built-out lessons, these guides offer lean, targeted instruction that follows Amplify ELA’s pedagogy as students explore great literature. Each Novel Guide provides activities and questions with sample answers for the Teacher Edition, including:

- A complete close reading session, including the text excerpt
- Connected excerpts to extend reading and skill practice
- Guiding questions and activities to support reading the whole book
- An introduction to the book and the author
- Activities that focus on a range of literacy skills
- Project-based learning
- Discussion questions
- Writing Prompts
- Exploration of Writer’s Craft
- Role-playing opportunities
- Collaborative learning
- Social-emotional learning discussion questions, Writing Prompts, or activities
- Standards alignment

The diverse selection of books we chose comprises a range of genres from mystery to non-fiction, and themes from social justice to identity and courage. Students explore classics and contemporary award winners, expand their literacy skills, and discover the rewards that come with close reading compelling texts. The guides are designed to be used flexibly and offer suggestions for implementation.

All the guides are housed in the Amplify Library as downloadable, printable PDFs. They include student worksheets and instructions for the teacher that will take students through a close reading of a passage all the way to the end of the novel.
Part 1

Introduction

About the story

*Hidden Figures* by Margot Lee Shetterly chronicles the lives and careers of several African American women in the fields of aeronautics and mathematics during the Space Race era. Against the backdrop of the Civil Rights Movement and the Cold War, these women overcame racial and gender discrimination to reach the very top of their professions, changing the world in the process.

Themes that align with this guide

This guide focuses on the characterization of the female mathematicians at Langley, in the 1950s and 60s. The similarities and differences that existed between NASA and the segregated South are explored as students make connections to the author’s purpose, sources, and ideas used to develop the narrative.

About the author

Margot Lee Shetterly grew up in Hampton, Virginia. Her father was a NASA scientist and her mother was a professor. As a child, many of Shetterly’s neighbors and other members of her community worked for NASA in math, science, or engineering. After realizing how unusual and influential early African American and female employees of NASA were, Shetterly conducted extensive research and interviews to write *Hidden Figures*. Additionally, Shetterly has begun to archive the names and accomplishments of all the female computers, mathematicians, engineers, and other scientists at NASA.

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*Hidden Figures*
by Margot Lee Shetterly

When and how to use the Novel Guide

Amplify ELA’s Novel Guides can provide flexible teaching options. They can be used at any point in the year or paired with thematically related core units, before or after teaching the units. Or, if you would like to build out lessons, the guides can be used as the foundation for a more fully developed curriculum based on the titles.

The Hidden Figures Novel Guide aligns with the following core units:

8F: The Space Race Collection
The Space Race Collection provides an in-depth examination of key people involved in this intense time in American and Soviet history, including Katherine Johnson (nee Goble).

7B: Character & Conflict
Sub-Unit 2
Lorraine Hansberry’s play A Raisin in the Sun explores discrimination and the importance of family and community during the civil rights era in American.
Part 2

Text Excerpt and Close Reading Activities

Excerpt: *Hidden Figures*
Chapter 17, paragraphs 5–15

5 Katherine Goble sat down with the engineers to review the requirements for the space technology lectures and the research reports that were coming out of the presentations. She asked lots of questions so that she completely understood the problems set before her.

6 “Why can’t I go to the editorial meetings?” she asked the engineers.

7 “Girls don’t go to the meetings,” her colleagues said.

8 “Is there a law against it?” she asked.

9 There wasn’t, of course. It wasn’t personal, the engineers told her. It was just the way things had always been done. The no-woman rule was a matter of practice, not policy. Langley gave each division chief and branch head the power to manage their own groups. These male bosses decided whether a woman was promoted, if she got a raise, or if she was permitted to attend meetings.

10 Women at Langley had to learn how to work with men. They needed to be polite, but not so polite that they seemed timid. For the most part, men were engineers and women were computers. Men did the analytical thinking and women did the calculations. Men gave the orders and women took the notes. Unless an engineer was given a compelling reason to see a woman as a peer, she remained in his blind spot. Even the smartest woman might get stuck doing repetitive, humdrum work unless someone paid attention and gave her a chance.

11 Women like Katherine Goble found their work interesting, just like the men did. For the women who found their true calling at NASA, they matched their male colleagues in curiosity, passion, and the ability to withstand pressure. The problem was that women had to get over the high hurdle of low expectations—they needed to prove that they were just as good as men and should be held to the same standards and given the same opportunities.
Whatever personal insecurities Katherine Goble may have had about being a woman working with men or about being one of the few blacks in a white workplace, she didn’t let them bother her. Male or female, black or white, as far as Katherine was concerned, once she got to the office, “they were all the same.”

“Why can’t I go to the editorial meetings?” Katherine Goble asked again. On this issue, like any other, she kept up the questioning until she received a satisfactory answer. Her requests came across as gentle but persistent. She wasn’t going to let the issue drop. The greatest adventure in the history of humankind was happening in the office next door, and she wanted to be part of it.

“Let her go,” one of the men finally said, exasperated. The others agreed, no doubt tired of saying no. Who were they, they must have figured, to stand in the way of someone so committed to making a contribution?

In 1958, Katherine Goble finally made it into the editorial meetings of the Guidance and Control Branch of Langley’s Flight Research Division, soon to be renamed the Aerospace Mechanics Division of NASA. She took her place at the table, where she knew she belonged. She had a lot to learn and a lot to offer.
Step 1: Close Reading Activity (with sample responses)

1. Underline what Katherine Goble does, says, and believes in this passage.

   **Sample responses:** “sat down with the engineers to review the requirements for the space technology lectures and the research reports...” (5); “‘Why can’t I go to the editorial meetings?’” (6); “‘Is there a law against it?’” (8); “found their work interesting...” (11); “she didn’t let them bother her.” (12); “once she got to the office, ‘they were all the same.’” (12); “‘Why can’t I go to the editorial meetings?’” (13); “she kept up the questioning until she received a satisfactory answer.” (13); “She wasn’t going to let the issue drop.” (13); “The greatest adventure in the history of humankind was happening in the office next door, and she wanted to be a part of it.” (13); “Goble finally made it into the editorial meetings...” (15); “She took her place at the table, where she knew she belonged. She had a lot to learn and a lot to offer.” (15)

2. Highlight in yellow the text that reveals standard practices toward women at Langley/NACA.

   **Sample responses:** “The no-woman rule was a matter of practice, not policy.” (9); “They needed to be polite, but not so polite that they seemed timid.” (10); “men were engineers and women were computers. Men did the analytical thinking and women did the calculations. Men gave the orders and women took the notes. Unless an engineer was given a compelling reason to see a woman as a peer, she remained in his blind spot. Even the smartest woman might get stuck doing repetitive, humdrum work unless someone paid attention and gave her a chance.” (10); “women had to get over the high hurdle of low expectations—they needed to prove that they were just as good as men and should be held to the same standards and given the same opportunities.” (11)

3. Highlight in green the reactions of the men on Katherine Goble’s team to her actions and words.

   **Sample responses:** “‘Girls don’t go to the meetings.’” (7); “It wasn’t personal, the engineers told her. It was just the way things had always been done.” (9); “‘Let her go,’ one of the men finally said, exasperated. The others agreed, no doubt tired of saying no. Who were they, they must have figured, to stand in the way of someone so committed to making a contribution?” (14)
4. Considering her colleagues’ reactions and the way women were treated at this time, what character trait(s) did Goble demonstrate through her words and actions as shown in this passage? Use the text that you’ve underlined and highlighted to explain your answer.

Sample responses:

**Goble showed persistence.** When Goble asked to attend the meetings, she knew that women didn’t usually get to go, but she continued to ask anyway. After being rejected the first time, and having the men explain the way that the system worked, she ignored the standard because she did not agree with the answer. Ultimately, her persistence was what got her in the door.

**Goble showed confidence.** Goble continued to ask to attend the meetings, despite being told it’s against typical practice, because she believed that she had every right to be there. She knew that she was just as smart and valuable as everyone else; in fact, in that place, “they were all the same” (12). When she did get to the table, “she knew she belonged” (15) there and that “she had a lot to learn and a lot to offer” (15). She did not feel as though her abilities were inferior to anyone else’s in that room; she believed in herself.

**Goble showed dedication.** When Goble realized that “the greatest adventure in the history of humankind was happening in the office next door” (13), she wanted to be a part of it because she was dedicated to her job and the pursuit of science. In her continued desire to join the meetings, despite being told no, she showed that no matter the hurdles, she was dedicated to advancing her career and helping to make history.

5. It is clear that some of Goble’s character traits helped her to be successful as a woman in a man’s world. Do you think that the hurdles she had to overcome were higher because she was also African American? Explain your answer.

Sample responses:

Yes, I think that being an African American woman might have made it more difficult. At the time, there was still a lot of discrimination and racism, as can be seen with the segregation that was happening throughout the South. In a room with all white men, and maybe a few white women, Goble likely needed to prove herself even more to overcome racial stereotypes and prejudices.

Maybe. I think that at this point NASA and the Langley campus had recognized the value of its African American employees. They had mostly desegregated the workplace, and Goble was already working side-by-side with white men in a relatively equal way. However, the men didn’t allow her to go into the meeting at first, and it might have been largely because she was a woman, but it might also have had to do with her being black, as well.
Step 2: Connected Excerpts to Continue Close Reading

Continue your work analyzing character traits and their impact.

- **Chapter 4, paragraphs 5–11**: Dorothy Vaughan accepts and travels to her new job.
- **Chapter 6, paragraphs 14–25**: Miriam Mann decides to remove the “Colored Computers” sign.
- **Chapter 11, paragraphs 1–11**: Mary Jackson asks about the restroom and gets a new job.
- **Chapter 11, paragraphs 17–22**: Mary Jackson stands by her work.
- **Chapter 13, paragraphs 8–11**: Katherine Goble’s work reveals new information.
- **Chapter 14, paragraphs 10–13**: Dorothy Vaughan starts computer programming classes.
- **Chapter 18, paragraphs 14–23**: Katherine Goble works on the trajectories.
- **Chapter 19, paragraphs 20–23**: Mary Jackson invites white colleague to a career panel.
- **Chapter 21, paragraphs 23–28**: Katherine Johnson checks the numbers before Glenn’s flight.
- **Chapter 23, paragraphs 4–11**: Katherine Johnson watches the moon landing.

Step 3: Writing Prompt

What character traits do the women of NASA share? How do these character traits allow them to overcome racial and gender discrimination? Use evidence from the text to support your response.
Additional Guiding Questions and Projects

Step 4: Guiding Questions to Read the Whole Book (with sample responses)

Use the discussion questions below to guide reading throughout the whole book. Students should come prepared to discuss their answers by referring to evidence from the text. Students should also be prepared to respond to comments made by classmates.

1. **Prologue:** Why did the author believe that “the face of science was brown” (1)?

   **Sample response:** The author, who is African American, had that belief because she grew up in Hampton, Virginia where her dad worked at NASA as a climate scientist. Additionally, many of her neighbors and the people who attended her church were black and worked “in science, math, and engineering” (1). As a child, she assumed “that’s just what black folks did” (1).

2. **Chapters 1–2:** How did World War II change the job market for African Americans and women?

   **Sample response:** During World War II, many African American men enlisted in the military because they could earn a steady salary and provide for their families. With many of the men away, women stepped in to fill their roles in the workplace. At Langley, airplane production was increased because the US believed that they would win the war with superior air power. Langley needed mathematicians to help with data, and women, including black women, were recruited for the jobs.

3. **Chapter 3:** Why did Dorothy Vaughan apply for the laundry job at Camp Pickett and the mathematics job?

   **Sample response:** Vaughan was working as a public school teacher, and though the job came with a degree of respect, it was not well paid. The job at the laundry paid double her teacher’s salary, and Vaughan wanted to be able to provide for her family and make sure her kids got what they needed.
specifically a good education. Vaughan applied to the mathematics job because she had a degree in math. The job was better than anything she had ever dreamed of, and she figured that “a chance like that might never come around again” (25).

4. **Chapter 4:** Why did Dorothy Vaughan have “mixed feelings” (6) about the mathematics job?

   **Sample response:** The job meant that she would have to live at Langley (four hours away) and only travel to see her children on holidays, which would be a hardship for her. However, in taking the job, she would be able to support her family financially.

5. **Chapter 5:** What was “double victory” (16) and why was it such an important concept at the time?

   **Sample response:** Double victory was an idea that James Thompson included in an article he wrote for the *Pittsburgh Courier*. Double victory “VV” meant that there should be victory over enemies without and enemies within (prejudice and racism). The idea was important at the time because people were starting to question why African Americans were going over to fight for other people’s freedoms when they did not enjoy the same rights in their own homes. Things like segregation, voter suppression, and violence against minorities were still realities of life in the US. Therefore, the double victory was appealing, as it would ensure that enemies, both domestic and foreign, would be beaten.

6. **Chapter 6:** Why does Miriam Mann take the “Colored Computers” (14–25) sign? Is her act similar or different from Irene Morgan’s actions?

   **Sample response:** Mann takes the sign because it offends her. In this place where she was chosen for her “intellectual talents” (16) and where she felt equal in the office, it irked her to have this reminder that she was not fully equal. Mann’s actions are similar to Morgan’s because both women were tired of being treated as inferior. “Being black in America was a never-ending series of decisions about when to fight and when to let things go” (25), and for both Mann and Morgan, they were tired of the discrimination—they chose to fight.
7. **Chapters 7–8**: How did the end of the war impact African American employment? How did it affect those in Newsome Park?

   CCSS.ELA-LITERACY.RI.7.2  
   CCSS.ELA-LITERACY.RI.8.2

   **Sample response**: Many employers went back to unfair hiring practices that discriminated against African-Americans. Residents of Newsome Park were also worried that their neighborhood might be destroyed or taken to Europe for “war-devastated populations” (Ch. 8, 17).

8. **Chapters 9–10**: How did the widespread fear of Communism and Russian spies affect the work environment at Langley?

   CCSS.ELA-LITERACY.RI.7.2  
   CCSS.ELA-LITERACY.RI.8.2

   **Sample response**: The FBI started to interview employees, even showing up at their homes unannounced. If people were associated with “organizations that the government had decided were dangerous” (Ch. 10, 23), they could have their lives ruined, so people were on edge. President Truman countered Communism with the decree that federal work environments be “free of discrimination” (Ch. 10, 26), and Langley acknowledged that while one of their computing units consisted entirely of black women, they were working to make sure that those women would have back-to-back work details that provided work in non-segregated environments.

9. **Chapter 11**: Why was Mary Jackson enraged when she asked where the bathroom was and her coworkers laughed?

   CCSS.ELA-LITERACY.RI.7.1  
   CCSS.ELA-LITERACY.RI.8.1

   **Sample response**: Jackson was enraged because the women seemed to laugh because they thought it was ridiculous that they would know where her bathroom was. She felt that in this workplace, where “scientific and rational thought” were important and where she was just as smart, talented, and educated as her coworkers, the disrespect that their laughter illustrated was more offensive than in the world outside Langley’s doors. She felt in that moment like she “had been demoted from professional mathematician to second-class human being” (6), and that made her angry.

10. **Chapters 12–13**: How was Katherine Goble’s life divided into two acts? How did she adjust in the 2nd act of her life?

    CCSS.ELA-LITERACY.RI.7.3  
    CCSS.ELA-LITERACY.RI.8.3

    **Sample response**: The first act of Goble’s life was lived with her husband, including their marriage, “birth of their children, and their move to Newport
News” (Ch. 13, 23). The second act of Goble’s life came after her husband passed away and left her a widow. She adjusted by telling her daughters that they had to have her clothes ready for her in the morning and dinner in the evening. She told the girls’ principal that they should be given no special treatment and that they were going to college, so they needed to work to get ready. She pushed her daughters to be smart, accomplished, and polite.

11. **Chapters 14–15:** How did the competition between the United States and the Soviet Union, as well as the launch of Sputnik, impact debate about school segregation?

   **Sample response:** Some felt that the United States was falling behind Russia due to spending too much time fighting integration and not enough time ensuring that all American children were being well educated. Others felt that “the institution of the Jim Crow School...deprived this nation of the black scientist who might have solved the technological kinks delaying our satellite launching” (Ch. 15, 14).

12. **Chapters 16–17:** Why was the end of West Computing “bittersweet to Dorothy Vaughan” (Ch. 16, 17)?

   **Sample response:** The end of West Computing was a positive thing for Vaughan because it meant integration for all employees; the black women were no longer separated in their own office. This meant that something Vaughan had worked toward had been achieved and it also meant that women interested in math had a new potential career path. The negative aspect of the end of West Computing was that Vaughan was no longer a manager because she was moving to another team and would report to another boss.

13. **Chapters 18–19:** What happened in Virginia schools after the *Brown v. Board of Education* decision?

   **Sample response:** Schools initially tried to follow the ruling of *Brown v. Board of Education*, but the governor, who was a segregationist, would not allow integration and chained the doors of the schools shut. The next year the state was able to reopen most schools, but those in Vaughan’s hometown were defunded, and in places like Hampton Roads, the schools were open but remained segregated.
14. **Chapters 20–21:** What does John Glenn’s request that Katherine Johnson recheck the numbers indicate about his attitude toward black, female team members and computers?

*Sample response:* Glenn, like the other astronauts, did not have great confidence in the computers’ accuracy. He wanted Johnson to check the trajectory information to make sure that nothing went wrong with the launch or landing. He trusted her because “the women mathematicians dominated their mechanical calculators the same way the test pilots dominated their planes” (Ch. 21, 17). While computers might be the future, Glenn wanted the reliable human computers to make sure he’d be safe.

15. **Chapter 22:** In what ways was Dorothy Vaughan living the “American dream” (6), or a version of King’s dream, and what remained to be done at Langley to allow people to get closer to those dreams?

*Sample response:* Dorothy was living a version of King’s American dream because she had a “professional job and the respect of [her] colleagues” (6). There needed to be more than five black engineers and sixteen black mathematicians at the Langley campus, and the areas around the campus needed to be desegregated in order to attract more minority applicants to the campus.

16. **Chapter 23:** What issues did some people have following the Apollo 11 mission? Why did some at NASA continue to dream of even greater missions no matter the cost?

*Sample response:* Some people believed that the money spent on the Apollo mission would be better spent on the poor people on Earth, putting food on their tables and providing other assistance. Others believed that space should be a frontier that all races explored equally, and they were upset at the minimal representation of minorities in the engineering and mathematics departments. Some, including Katherine Johnson, started to imagine missions to Mars or other more distant planets because they had already taken “the first step, [so] anything was possible” (13).
Step 5: Extended Discussion Questions
(with sample responses)

1. How did the women in *Hidden Figures* beat the odds and become successful? What similarities are there between you and the characters in the book, and how might you use those similarities to be successful in your own life?

   **Sample response:** The women in *Hidden Figures* were persistent and confident. They believed in themselves and would not give up when others tried to exclude them from progress. I can be pretty persistent, too. I want to be a pediatrician when I am older, so I can use my persistence to study and do well in school.

2. Miriam Mann repeatedly takes the “Colored Computers” sign from the cafeteria because it offends her. When have you been offended and what was your reaction? How was your reaction similar or different from Mann’s? Whose do you think was more effective?

   **Sample response:** One time I was offended when a classmate called me dumb. I reacted in anger and said something mean back to him. My reaction was much louder and more emotional than Mann’s. I think her reaction was more effective because she kept a cool head and did something that would change the situation that offended her in the first place. I just yelled and made myself feel better by making him feel worse.

3. While NASA was a place where African American women could work alongside white men, the community outside the Langley building was full of segregation and discrimination. Why did this contrast exist? What can we learn about equality from this contrast?

   **Sample response:** I think the contrast between NASA and the outside world existed because within the walls of Langley, if people were good at math/science, that was all that really mattered. The people there were judged on their intelligence more than anything else. On the other hand, outside the walls, Virginia still had a lot of laws that required segregation and the people were used to operating with those laws in mind. We can learn that people of all colors and genders have value and contribute to the whole. We can also learn that keeping a group of people down can have negative effects on the progress of all people.
4. The hidden figures who worked for NASA often worked long hours without being given much credit. Why did they continue in these jobs? What job or topic might motivate you to do the same? Why?

**Sample response:** The people in *Hidden Figures* didn’t do the work to gain recognition. Instead, they pursued these demanding jobs because they loved math, they wanted to provide for their families, and they felt like they were doing something to help their country. Climate change is something that I feel passionate about and would devote a lot of time to in pursuit of answers. I wouldn’t need recognition because I would be helping to solve a problem, and knowing that I was able to help would be enough.

**Step 6: Writer’s Craft** (with sample responses)

In some parts of the text, Shetterly uses parallel structure. Parallel structure is when an author includes a pattern of words, phrases, or grammatical structure in two or more nearby sentences.

**Example 1:**

- Had she done something wrong? No one else noticed what happened, but Katherine didn’t know whether his action was meant to be insulting.
  It could have been because she was black and he was white.
  It could have been because she was a woman and he was a man.
  It could have been because he was a professional and she was a subprofessional.
  Or it could have meant nothing at all. (Chapter 12, 22–26)

**Example 2:**

- Outside the Langley campus, the rules were clear. Blacks and whites lived separately, ate separately, studied separately, socialized separately, worshipped separately, and, for the most part, worked separately. At Langley, the boundaries were fuzzy. (Chapter 12, 27)

1. What purpose does the parallel structure serve in each passage?

**Sample response:**

In passage 1, the author repeats the phrase “It could have been...” to run through the different ways that the man’s reaction have been interpreted. It helps readers to get an idea of what Katherine Goble was thinking as she was trying to figure out how to react.

In passage 2, the author repeats “separately” to emphasize all of the things that black and white people were not supposed to do together. It helps readers understand how Langley was different from the world outside.
2. Find another example of parallel structure in Chapter 14 or 17. What purpose does the parallel structure serve in the example you found?

Sample responses:

“They were fast, but they could still process just one job at a time. They chugged out answers around the clock, but competition for computing time remained fierce.” (Ch. 14, 8)

In this example, the author uses parallel structure to emphasize the contrast between the benefits of computers and their remaining disadvantages. By identifying these disadvantages, the author highlights why human computers were still in use.

“Her ability and passion were apparent, and she had a mentor—her boss—who believed in her. It didn’t matter that Mary was black and Kaz was white. It didn’t matter that Mary was a woman and Kaz was a man. It didn’t matter that Mary was from the South and Kaz was from the North. What mattered was that they both loved math, and they both loved airplanes.” (Ch. 14, 18)

The author repeats “it didn’t matter that” to point out all the ways that Mary and Kaz were different but still worked together. By going through each thing that was different about them, the author highlights the reasons why people at the time thought they shouldn’t be so in sync with each other, and it emphasizes how those things just didn’t matter to them.

“Men did the analytical thinking and women did the calculations. Men gave the orders and women took the notes.” (Ch. 17, 10)

In this example, the author uses the structure to emphasize the roles of men and women in a typical situation at Langley. By naming what was usual in this way, the author highlights the importance of Katherine Goble’s persistence in attending engineering meetings.
Summative Projects

Step 7: Writing Prompt

Creative

*Hidden Figures* details how black women made incredible achievements at NACA/NASA despite the greater community's history of segregation and discrimination.

Write an extra scene for this book that includes one of the women being interviewed about her experiences at NACA/NASA. Include questions that focus on race and gender at NACA/NASA and in the community at the time, and base the responses on evidence from the text.

Step 8: Final Project

- Read “Mother to Son” by Langston Hughes, which can be found on websites such as poetryfoundation.org.
- Who is the narrator in this poem?
- Highlight words and phrases that include sensory images. When you put these images together, what is the narrator describing literally? What might she be describing figuratively?
- What is the narrator trying to communicate using sensory images?
- Write a poem from the point of view of one of the women in *Hidden Figures* that uses sensory images to communicate an idea.

Step 9: Challenge

Pioneers

The women in *Hidden Figures* serve to remind readers that there are men and women who have risen above discrimination to achieve incredible success while paving the way for others.

**Examples include:** Jerry Lawson, Dr. Shirley Jackson, Lewis Lattimer, Ileana Ros-Lehtinen, Franklin Chang Díaz, and Shirley Chisholm.
Identify a person of color or a woman who was a pioneer in their field. Using your own Internet research, find information to answer the following questions:

- What were standard practices during your subject’s time in their field?
- How did your subject come to be employed in their field?
- What hurdles did your subject face in becoming part of their chosen field? What hurdles did they face when working in their field?
- What successes did they achieve and how did they do it?

Return to *Hidden Figures*. Write answers to the following questions:

How is the person you researched similar to or different from the women in *Hidden Figures*? Do their histories tell us anything about what it requires to overcome hurdles and achieve success? Use evidence from the texts to support your response.

**Step 10: Extra**

*Hidden Figures movie*

Watch the movie version of *Hidden Figures*.

- **Research:** As you watch the movie, record any differences that you notice between the book and the movie, such as changes in character, setting, or plot.
- **Discuss:** Why do you think that the director or screenwriter chose to make each change? Do the changes alter the message or impact of the story? If so, how?
- **Write:** Which medium is more effective in telling the story of *Hidden Figures*? Explain using evidence from the movie and the book to support your ideas.
Step 11: Extended Reading

- *I Am Malala: How One Girl Stood Up for Education and Changed the World* (Young Readers) by Malala Yousafzai
- *A Long Walk to Water: Based on a True Story* by Linda Sue Park
- *Notorious RBG Young Readers’ Edition: The Life and Times of Ruth Bader Ginsburg* by Irin Carmon & Shana Knizhnik
- *Chasing King’s Killer: The Hunt for Martin Luther King, Jr.’s Assassin* by James L. Swanson
- *Twelve Days in May: Freedom Ride 1961* by Larry Dane Brimner