

Name: _____

7TH GRADE SUMMER VACATION PACKET

Northwood Academy Charter School

ASSIGNMENTS

Read: Hidden Figures: The American Dream and the Untold Story of the Black Women Who Helped Win the Space Race by Margot Lee Shetterly

ENGLISH LANGUAGE ARTS

- Hidden Figures Reading Packet

MATH

- Hidden Figures Math Questions

SOCIAL STUDIES

- Hidden Figures Writing Prompts

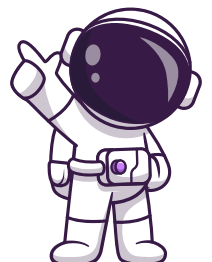
SCIENCE

- Hidden Figures Science Projects

EVALUATION

In the second week of the school year, you will have open-book quizzes on the content covered in the assignments.

YOU MAY BRING THIS PACKET!



Hidden Figures Reading Packet

Hidden Figures, Chapter 1

Directions: Then open to page 7 of *Hidden Figures* and reread the list of segregation laws (also called Jim Crow laws) that were passed after the Civil War (the list that begins with “They could not . . .”). The list ends at the top of page 8. Answer the questions below.

1. How does this list of laws add to the reader’s understanding of the context of the text?
 - a. It informs readers about legalized discrimination against black people.
 - b. It persuades readers to support racial equality in the United States today.
 - c. It invites readers to study more on their own about racial discrimination.
 - d. It teaches readers more about the individual lives of the “Hidden Figures.”
2. The author chooses to repeat a similar structure for each item on the list (“They could not . . .”). What effect does this repetition have on the reader’s understanding of the text? What do you think was the author’s purpose for beginning each line with the same words?
 - a. It creates a poetic effect that improves the sound and rhythm of the list.
 - b. It emphasizes just how many things black people were not allowed to do.
 - c. It mirrors the way the laws would have been presented when they were written.
 - d. It makes her writing as simple and clear as possible for readers to understand.

Analyze Word Definitions: Hidden Figures, Chapters 2–3

Focus Question: How can I use context to determine the meanings of multiple-meaning words as they are used in chapters 2–3 of *Hidden Figures*?

Directions: Complete steps 1–4.

1. Without consulting a dictionary, write the definitions.
 - a. computer (noun):

- b. black (adjective):

c. hands (plural noun):

d. pyramid (noun):

2. Now, visit the pages in the text where your words can be found. Skim and scan the pages for the quotations below, and fill in the blanks using words from the text.

a. page 13: "At Langley, _____ were called 'computers.' . . . Today we think of computers as _____, but in the 1940s, a computer was just someone whose job it was _____, a flesh-and-blood woman who was _____."

b. page 24: "In Dorothy Vaughan's world, there were black _____ and there were _____."

c. pages 15–16: "For the most part, the engineers welcomed _____, even if those hands _____."

d. page 19: "The _____ at the bottom of the war's great pyramid _____."

3. Without consulting a dictionary, record a different definition of each word based on how it is used in the text.

a. computer (noun):

b. black (adjective):

c. hands (plural noun):

d pyramid (noun):

4. Complete Part A, then complete Parts B, C, and D.

Part A

What are the similarities between your original and modified definitions of the word **computer**? What are the differences?

Part B

The author uses the word **black** figuratively in quotation B. In your own words, what is the author saying about the jobs that were available for black people?

Part C

The author uses the word **hands** twice in quotation C. How are the two uses different from each other?

Part D

What does the author's figurative use of the word **pyramid** in quotation D suggest about attitudes toward laundry workers?

Hidden Figures, Chapters 4–5

Directions: Reread from page 14 (starting at “The Human Computers”) to page 16 (ending at the bottom of the page), and answer the following questions.

Part A

Which sentence best represents a claim that could be supported from this excerpt?

- a. The work environment at Langley for the new employees was promising but still impacted by the segregation laws.
- b. The new women computers hired at Langley were not welcomed by the male engineers with whom they worked.
- c. Langley Laboratory was a place where African American employees were shielded from the segregation laws of the South.
- d. The female mathematicians newly hired at Langley were the first African Americans to be employed at the facility.

Directions: Revise each sentence to correct a vague or ambiguous pronoun.

Dorothy Vaughan and the other Hidden Figures accomplished remarkable things, and they are an important part of American history.

Dorothy Vaughan became friends with another mathematician named Miriam Mann, and she admired her.

Although the West Computers and the East Computers did the same work, they had to work in a separate area.

Hidden Figures, Chapter 5

Directions: Read an excerpt from chapter 5 of *Hidden Figures*, starting on page 30 (the beginning of the chapter) and ending on page 31 (“... subdivision known as Newsome Park”). Then, answer the following questions.

1. Which sentence best represents a claim that could be supported from this excerpt?
 - a. The impact of World War II was felt in the Hampton Roads community and resulted in many positive changes in the area.
 - b. The women in the Hampton Roads community had few opportunities for employment due to the war efforts in the area.
 - c. The government of Hampton Roads did nothing to address the changing needs of the people in its community.
 - d. Landlords took advantage of the African American population in Hampton Roads by charging high rents for poor housing.
2. Provide one piece of evidence from the excerpt along with reasoning to support the claim.

Evidence:

Reasoning:

Hidden Figures, Chapter 6

Directions: Reread the final section of chapter 6, under the heading “The Sisterhood.” This section begins on page 46 and ends on page 47. Then, answer the questions below.

1. Complete Part A, and then complete Part B.

Part A

Which statement best describes the author’s point of view toward the relationships among the West Computers in this section from chapter 6?

- a. The West Computers were friends because they had similar talents and shared interests in mathematics.
- b. The West Computers developed supportive, meaningful relationships that transcended their work.
- c. The West Computers were competitive and career-driven, with little time to cultivate outside relationships.
- d. The West Computers became friends as a way to challenge the discriminatory stereotypes against them.

Part B

Select two pieces of evidence below that support your answer in Part A.

- a. “rejected all notions of being inferior” (46)
- b. “policed each other” (46)
- c. “enjoy their lunch and each other’s company” (46)
- d. “blossomed into lifetime friendships” (47)
- e. “a sisterhood inside and outside of work” (47)
- f. “ambitious young women with mathematical minds” (47)

Hidden Figures, Chapter 7

Directions: Reread pages 48 (starting at the beginning of chapter 7) to 51 (ending at “. . . called them weirdos”). Then, answer the following questions.

1. Part A

Which sentence best represents a claim that could be supported from this excerpt?

- a. The Mustang airplane was important to the success of World War II.
- b. The residents near Langley were not welcoming to the NACA employees.
- c. The NACA employees could not discuss their work at the lab with anyone else.
- d. Americans were more interested in the work at NACA than the Tuskegee Airmen.

Part B

Which two of the following sentences are reasons that support the claim in Part A?

- a. The plane was very fast and easy to fly at high speeds.
- b. The work as NACA was secret and critical to national security.
- c. Non-employees could not relate to the Langley employees.
- d. The Tuskegee Airmen contributed to the work at NACA.
- e. American citizens lacked the knowledge to understand the technology.

Hidden Figures, Chapter 9

Directions: Read an excerpt from chapter 9 of *Hidden Figures*, starting at page 65 (“Breaking Barriers . . .”) and ending at page 67 (“. . . all that they needed”), and answer the questions below.

1. Which two statements convey **content** included in this excerpt?
 - a. Dorothy’s husband was also a talented mathematician.
 - b. Dorothy made twice as much money per month as the average black woman at the time.
 - c. Dorothy was offered an important promotion at the laboratory.
 - d. Dorothy had six children to provide for, so she saved her money.
2. Which two **author’s methods** are used in this excerpt?
 - a. direct quotations from other people to show how people felt about Dorothy
 - b. examples of Dorothy’s actions to show that she worked hard for her family
 - c. vivid descriptions to show elements of Dorothy’s life
 - d. scientific examples to show what Dorothy does in the laboratory

Directions: As you read about Mary Jackson, keep track of her distinct accomplishments by adding each to the first column. Explain why this particular accomplishment is remarkable in the second column. Gather and cite specific evidence from the text as appropriate for both columns.

Focus Question: Why are Mary Jackson's accomplishments remarkable?

What are her remarkable accomplishments?	Why are these accomplishments remarkable?

1. Review your notes in the second column. What are two possible points/reasons you could use to support a claim about why Mary Jackson's accomplishments are remarkable? Remember, you might have to look across the explanations in the second column for trends or ways to generalize from the specifics to find the wording for your reasons.

2. Draft a possible claim statement by incorporating your two points/reasons:

Part II

Directions: As you read about Katherine Johnson, keep track of her distinct accomplishments by adding each to the first column. Explain why this particular accomplishment is remarkable in the second column. Gather and cite specific evidence from the text as appropriate for both columns.

Focus Question: Why are Katherine Johnson’s accomplishments remarkable?

What are her remarkable accomplishments?	Why are these accomplishments remarkable?

1. Review your notes in the second column. What are two possible points/reasons you could use to support a claim about why Katherine Johnson’s accomplishments are remarkable? Remember, you might have to look across the explanations in the second column for trends or ways to generalize from the specifics to find the wording for your reasons.

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2. Draft a possible claim statement by incorporating your two points/reasons:

Hidden Figures, Chapter 11

Directions: Read the excerpt from chapter 11 of *Hidden Figures* and “Mary Winston Jackson” from Williams’s *Power in Numbers: Rebel Girls in Mathematics*. Then analyze how Shetterly’s and Williams’s presentations of Mary’s life compare and contrast

Mary Winston Jackson

by Talithia Williams

The experience was all too familiar to countless ambitious, smart women of color on the civil-rights frontier. In a 1998 interview with the *Daily Press*, the seventy-six-year-old retired engineer shared some of the embarrassing aspects of making a career as an African American woman in the segregated South. Giggles erupted from her white peers after she asked, on her first day of work, where she could find the “colored” women’s bathroom, which was clear across campus.

Not permitted to set foot in the whites-only cafeteria, Mary Winston Jackson was forced to order food through a window and take it back to her desk to eat. In her words, it was “sort of like when you went to the train station or the bus terminal, and you sort of put your suitcase up on the end and sat on that because you couldn’t go inside. That was the cafeteria situation.”

Ultimately, however, [Mary] Jackson was not deterred from achieving what no other woman of color had achieved before. As the 1947 edition of the *Girl Scout Handbook* explained, a Girl Scouts of America member must be “ready to help out wherever she is needed. Willingness to serve is not enough; you must know how to do the job well.” A Girl Scout troop leader and volunteer for more than three decades, Jackson personified this tradition in her work as an outstanding mathematician, pioneering engineer, and mentor to professionals and youths.

Source: Williams, Talithia. "Mary Winston Jackson." *Power in Numbers: Rebel Women in Mathematics*. Race Point Publishing, 2018, pp. 76–77. Used by permission.

1. What two details are included in the presentation of events in *Hidden Figures* and "Mary Winston Jackson"?
 - a. There was a whites-only cafeteria that Mary was not allowed to eat in.
 - b. People "giggled" cruelly at Mary when she asked about the bathroom.
 - c. Mary was a Girl Scout Troop Leader.
 - d. Mary was a volunteer and mentor to young people.
 - e. White people and black people had to use separate bathrooms.

Below are possible points of view that the authors conveyed about Mary or about the event described in the texts. Check the box under the column heading that best describes the points of view conveyed in the two texts.

Point of View	Conveyed in <i>Hidden Figures</i> , Chapter 11	Conveyed in "Mary Winston Jackson"	Conveyed in <u>Both</u> Texts	<u>Not</u> Conveyed in Either Text
The incident about the bathrooms was embarrassing for Mary.				
The incident about the bathrooms was enraging for Mary.				
The discrimination Mary experienced made her distrust people.				
The discrimination Mary experienced was painful and unsurprising for the time.				
Mary demonstrated perseverance and rose above terrible situations.				

Hidden Figures, Chapter 12

Directions: Reread an excerpt from *Hidden Figures*, from the beginning of chapter 12 on page 93 and ending on page 99 (“ . . . another West Computer to the job.”) Then, answer the following questions.

Part A

- 1. Which sentence best represents a claim about Katherine Goble that could be supported from this excerpt?
 - a. Katherine had few mentors to support her during graduate school, so she dropped out.
 - b. Katherine owed her talent for mathematics to her father, who was a “math whiz.”
 - c. Katherine’s work as a teacher convinced West Virginia’s governor to desegregate schools.
 - d. Katherine was a gifted and “unusually capable” mathematician.

Part B

- 2. Provide one piece of evidence from the excerpt along with reasoning to support the claim selected in Part A.

Evidence:

Reasoning:

Hidden Figures, Chapter 13-21

Directions: Read chapters 13-21 of *Hidden Figures*. For each chapter, explain a connection between the story and yourself, another text, or the world. Write the text evidence Check the box in the column that best describes the

Ch.	Text Evidence	Connection	Type
13			☐ Self ☐ Text ☐ World
14			☐ Self ☐ Text ☐ World
15			☐ Self ☐ Text ☐ World
16			☐ Self ☐ Text ☐ World
17			☐ Self ☐ Text ☐ World
18			☐ Self ☐ Text ☐ World
19			☐ Self ☐ Text ☐ World
20			☐ Self ☐ Text ☐ World
21			☐ Self ☐ Text ☐ World

Hidden Figures, Chapter 22

Directions: Read two excerpts from chapter 22 of *Hidden Figures*. Answer a question after each excerpt.

Excerpt 1: Start at the beginning of the chapter on page 185 and stop at “The Next Generation” heading on page 188.

Identify an allusion that Margot Lee Shetterly uses in this excerpt. Explain how it helps develop a key idea.

Excerpt 2: Start at the second paragraph on page 191, which begins with “For Katherine, doing her job meant quietly sharing the joy. . .” Read to the end of the chapter on page 193.

What habits of character do Katherine and the other engineers and mathematicians demonstrate in this excerpt? Be specific and give examples.

Hidden Figures, Chapter 23

Directions: Read the excerpt from chapter 23 of *Hidden Figures* and “July 20, 1969: One Giant Leap for Mankind” from NASA. Then analyze how Shetterly’s and NASA’s presentations of the moon landing compare and contrast.

July 20, 1969: One Giant Leap for Mankind

1. July 1969. It’s a little over eight years since the flights of Gagarin and Shepard, followed quickly by President Kennedy’s challenge to put a man on the moon before the decade is out.
2. It is only seven months since NASA’s made a bold decision to send Apollo 8 all the way to the moon on the first manned flight of the massive Saturn V rocket.

3. Now, on the morning of July 16, Apollo 11 astronauts Neil Armstrong, Buzz Aldrin and Michael Collins sit atop another Saturn V at Launch Complex 39A at the Kennedy Space Center. The three-stage 363-foot rocket will use its 7.5 million pounds of thrust to propel them into space and into history.
4. At 9:32 a.m. EDT, the engines fire and Apollo 11 clears the tower. About 12 minutes later, the crew is in Earth orbit.
5. After one and a half orbits, Apollo 11 gets a “go” for what mission controllers call “Translunar Injection”—in other words, it’s time to head for the moon. Three days later the crew is in lunar orbit. A day after that, Armstrong and Aldrin climb into the lunar module *Eagle* and begin the descent, while Collins orbits in the command module *Columbia*.
6. Collins later writes that *Eagle* is “the weirdest looking contraption I have ever seen in the sky,” but it will prove its worth.
7. When it comes time to set *Eagle* down in the Sea of Tranquility, Armstrong improvises, manually piloting the ship past an area littered with boulders. During the final seconds of descent, *Eagle*’s computer is sounding alarms.
8. It turns out to be a simple case of the computer trying to do too many things at once, but as Aldrin will later point out, “unfortunately it came up when we did not want to be trying to solve these particular problems.”
9. When the lunar module lands at 4:18 p.m. EDT, only 30 seconds of fuel remain. Armstrong radios “Houston, Tranquility Base here. The *Eagle* has landed.” Mission control erupts in celebration as the tension breaks, and a controller tells the crew “You got a bunch of guys about to turn blue, we’re breathing again.”
10. Armstrong will later confirm that landing was his biggest concern, saying “the unknowns were rampant,” and “there were just a thousand things to worry about.”
11. At 10:56 p.m. EDT Armstrong is ready to plant the first human foot on another world. With more than half a billion people watching on television, he climbs down the ladder and proclaims: “That’s one small step for man, one giant leap for mankind.”
12. Aldrin joins him shortly, and offers a simple but powerful description of the lunar surface: “magnificent desolation.” They explore the surface for two and a half hours, collecting samples and taking photographs.

13. They leave behind an American flag, a patch honoring the fallen Apollo 1 crew, and a plaque on one of Eagle’s legs. It reads, “Here men from the planet Earth first set foot upon the moon. July 1969 A.D. We came in peace for all mankind.”

14. Armstrong and Aldrin blast off and dock with Collins in Columbia. Collins later says that “for the first time,” he “really felt that we were going to carry this thing off.”

15. The crew splashes down off Hawaii on July 24. Kennedy’s challenge has been met. Men from Earth have walked on the moon and returned safely home.

16. In an interview years later, Armstrong praises the “hundreds of thousands” of people behind the project. “Every guy that’s setting up the tests, cranking the torque wrench, and so on, is saying, man or woman, ‘If anything goes wrong here, it’s not going to be my fault.’”

17. In a post-flight press conference, Armstrong calls the flight “a beginning of a new age,” while Collins talks about future journeys to Mars.

18. Over the next three and a half years, 10 astronauts will follow in their footsteps. Gene Cernan, commander of the last Apollo mission leaves the lunar surface with these words: “We leave as we came and, God willing, as we shall return, with peace, and hope for all mankind.”

Source: “July 20, 1969: One Giant Leap for Mankind.” NASA, 20 July 2019. Web. Public domain.

1. Below are content details about the Apollo 11 mission and moon landing. Check the box in the column that best describes the inclusion of each detail in the two texts.

Content Details	Included only in chapter 23 of <i>Hidden Figures</i>	Included only in “July 20, 1969: One Giant Leap for Mankind”	Included in BOTH texts	NOT included in either text
The cost of the Apollo missions				
Reference to the Sea of Tranquility, the landing location for Apollo 11				

The idea that it is wrong to spend money on space travel if people are suffering on Earth				
The date of the Apollo 11 moon landing				
Information about the first photo taken of Earth from space				
Information about Katherine Johnson				
Information about President John F. Kennedy's famous moon speech				
Information about Apollo 11 astronaut Buzz Aldrin				
Information about Apollo 11 astronaut Neil Armstrong				
Information about Apollo 11 astronaut Michael Collins				
The idea of sending human beings to Mars				
Information about the Apollo 9 and 10 missions				

2. Answer Part A, then answer Parts B and C.

Part A

What is one point of view toward the moon landing that is conveyed in chapter 23 of *Hidden Figures* only?

Part B

What is one point of view toward the moon landing that is conveyed in “July 20, 1969: One Giant Leap for Mankind” only?

Part C

What is one point of view toward the moon landing that is conveyed by both texts?

Book Rating

Directions: Rate *Hidden Figures: The American Dream and the Untold Story of the Black Women Who Helped Win the Space Race*. Explain the reason for your rating.

☆ ☆ ☆ ☆ ☆

Name: _____

Hidden Figures Math Questions

1. Rocket Distance Problem

Katherine Johnson calculated flight paths for rockets.

A rocket travels **17,500 miles per hour** for **3 hours**.

Question:

How far did the rocket travel?

2. Comparing Salaries

Dorothy earns **\$48,000** per year.

Mary earns **\$52,500** per year.

Question:

How much more does Mary earn than Dorothy?

3. NASA Team Ratios

A NASA research team has:

- 12 engineers
- 8 mathematicians

Question:

What is the ratio of engineers to mathematicians in simplest form?

4. Graphing Data

The number of calculations completed by a team each day is:

Day	Calculations
Monday	24
Tuesday	30
Wednesday	36
Thursday	42

Question:

What pattern do you notice?

How many calculations would likely be completed on Friday?

5. Fraction Problem

A computer used by NASA takes up $\frac{3}{8}$ of a room. Desks take up $\frac{1}{4}$ of the room.

Question:

How much of the room is already used?

6. Coordinate Plane Question

A spacecraft moves from point (2, 3) to point (8, 9) on a coordinate grid.

Question:

How many units did it move:

- horizontally?
 - Vertically?
-

7. Percentage Problem

Out of 200 NASA employees, 50 work in mathematics.

Question:

What percent of the employees work in mathematics?

8. Multi-Step Word Problem

A rocket launch costs \$2.5 million each day. The launch is delayed for 4 days.

Question:

How much extra money is spent because of the delay?

9. Mean (Average) Problem

The number of pages Katherine reads during a week are:

12, 18, 20, 25, and 15

Question:

What is the mean number of pages read?

10. Challenge Question

Mary Jackson studies for:

- 2.5 hours on Monday
- 1.75 hours on Tuesday
- 3 hours on Wednesday

Question:

How many total hours did she study?

11. Rocket Speed

A rocket travels 5,400 miles in 2 hours.

Question:

What is the rocket's average speed in miles per hour?

- A. 1,800 mph
 - B. 2,700 mph
 - C. 3,200 mph
 - D. 5,400 mph
-

12. NASA Team Calculations

Katherine checks 48 calculations each day for 5 days.

Question:

How many calculations does she check in total?

13. Comparing Distances

An astronaut traveled 17,500 miles on one mission and 22,300 miles on another mission.

Question:

How many more miles was the second mission?

14. Fraction of Women Scientists

Out of 60 scientists at NASA, 15 are women mathematicians.

Question:

What fraction of the scientists are women mathematicians? Simplify your answer.

15. Time for Orbit

A spacecraft circles Earth every 90 minutes.

Question:

How many times does it orbit Earth in 6 hours?

16. Coordinate Plane Problem

A spacecraft moves from point (2, 3) to point (8, 11).

Question:

How many units did it move horizontally?

How many units vertically?

17. Budgeting at NASA

NASA buys 12 calculators costing \$35 each.

Question:

What is the total cost?

18. Data Table Question

Year	Number of Missions
------	-----------------------

1960	5
------	---

1961	8
------	---

1962	11
------	----

Question:

How many more missions were there in 1962 than in 1960?

19. Percent Problem

Out of 200 employees, 50 worked on the Mercury mission.

Question:

What percent of employees worked on the Mercury mission?

20. Multi-Step Challenge

Dorothy organizes 9 teams with 7 people on each team. Each person solves 6 problems.

Question:

How many problems are solved altogether?

Bonus Writing + Math Connection

Why do you think math was important to the women in *Hidden Figures*? Give one example from the book where math helped solve a problem.

How did the women in the book use problem-solving skills?

Which math skill from today's questions do you think NASA scientists use most?

Name: _____

Hidden Figures Social Studies prompts part 1:

Directions: Choose 2 of the following prompts to respond to for the book Hidden Figures. Your response must include at least 3 textual details (quote, paraphrase, summary) from different points in the book and an explanation to support your response.

- | |
|--|
| 1.) Choose a character (Dorothy Vaughan, Katherine Johnson, or Mary Jackson) and analyze how she overcame specific obstacles related to both her race and gender. |
| 2.) Shetterly mentions the "Double V" campaign—victory over enemies at home (segregation) and abroad (WWII/Cold War). Analyze how Katherine Johnson, Dorothy Vaughan, and Mary Jackson fought for "double victory" in their professional and personal lives. |
| 3.) Analyze the role of the Black church and community in supporting the women's professional struggles during the Civil Rights movement. |
| 4.) Of the two barriers the women faced—racism and sexism—which do you think presented the greatest challenge to their advancement at NACA/NASA? Use specific examples. |
| 5.) Choose one of the women (Dorothy Vaughan, Katherine Johnson, or Mary Jackson) and research their life, focusing on why their accomplishments were remarkable within the context of their time. |

Name: _____

Hidden Figures Social Studies prompt part 2:

Directions: Choose 2 of the following prompts to respond to for the book Hidden Figures. Your response must include at least 3 textual details (quote, paraphrase, summary) from different points in the book and an explanation to support your response.

1.) Overcoming Obstacles: Pick Katherine, Dorothy, or Mary. Life was hard for them because they were women and because they were Black. Write about one time a character was treated unfairly and how she stayed strong to get her work done.

2.) The "Double Victory" (Home and Abroad): The women wanted two "wins." They wanted the U.S. to win the race to space, and they wanted Black people to be treated fairly at home. How did their hard work at NASA help them win both of these battles?

3.) Support from Church and Community: When things were tough at work, the women went to their church and spent time with their neighbors. How did their friends, family, and church help them keep going even when they were tired or sad?

4.) Racism vs. Sexism (The Biggest Barrier): The women faced two big problems: people being mean because they were women, and people being mean because of their skin color. Which problem do you think was harder to fix? Use a story from the book to show why.

5.) Remarkable Accomplishments: Pick one woman from the book. Write about what she did at NASA. Why was her work so amazing back then, when many people thought women couldn't do big jobs?

Name: _____

Hidden Figures Science Projects

Directions: Choose 2 of the following options for the Science portion of your Summer Break packet. You must have read Hidden Figures in order to complete this assignment.

Option 1: Parachute Design Challenge:

- Create a presentation about a parachute you made over the Summer.
- Design a parachute to allow a household item to safely land on the ground.
- This parachute can be made of any material and must allow the object to safely land 10 different times.
- Your presentation must include materials, hypothesis, data collection per experiment, and final results
- You must bring your parachute for the 7th grade parachute challenge in Trimester 1.

Option 2: Hidden Figures in the real world:

- Create a presentation on a famous Black female scientist or astronaut
- Your presentation must include background information, career accomplishments/legacy, and social impact
- Be ready to present your science or astronaut to your peers

Option 3: STEM Career Research:

- Choose a STEM career mentioned in the book Hidden Figures.
- Create a presentation on that career that includes
 1. education necessary to hold that position
 2. the role of that position in the STEM field,
 3. why students should be interested in that career.
 4. How that career would function in 2026.
- Be ready to present your chosen STEM career to your peers.