



Planning for the Future: Revising the Past

Victoria DiTomaso

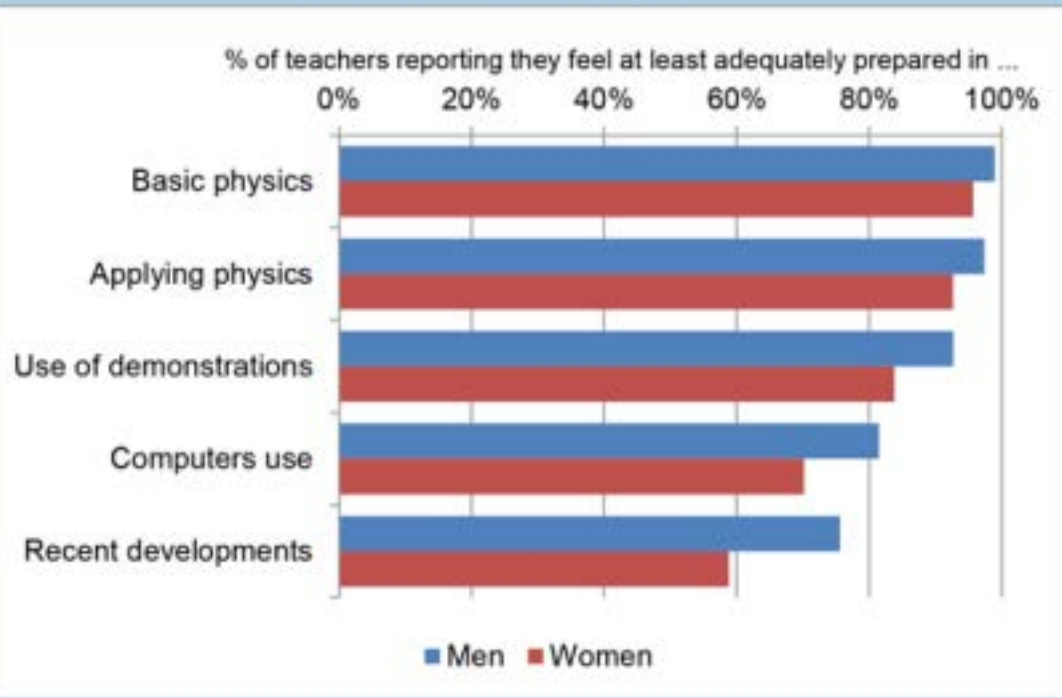
CUNY Macaulay Honors College at Hunter College

Samantha Spytek, Virginia Polytechnic Institute

Mentor: Dr. Greg Good

Women and Underrepresentation in Physical Science

Male and Female High School Physics Teachers' Self-Assessed Levels of Preparation¹ US High Schools, 2012–13 School Year



¹ All differences shown above are statistically significant at the 1% level (p -value < 0.01).

www.aip.org/statistics

TRENDS

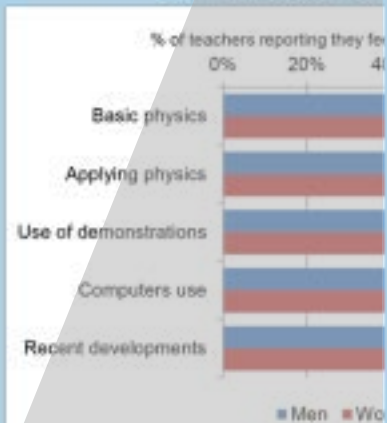
PHYSICAL RESEARCH EDITORIAL BOARD

Among Physics Teachers

	Year			
	2002 (%)	2006 (%)	2010 (%)	2014 (%)
Men	5	8	9	10
Women	13	14	15	16
Men	16	17	22	23
Women	16	19	21	23
Men	13	12	16	16

Fall 2015

Male and Female High School Physics Teachers' Self-Assessed Levels of Preparation¹ US High Schools, 2012–13 School Year

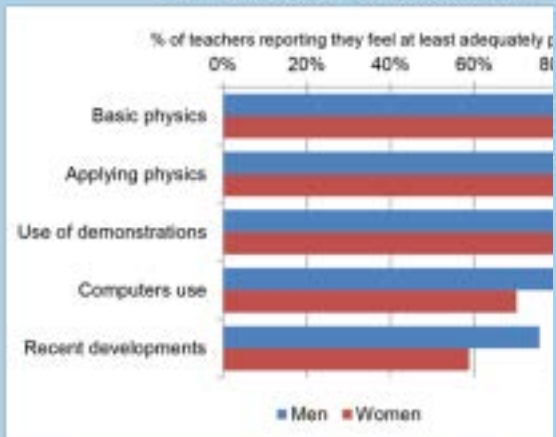


¹ All differences shown above are statistically significant at the 1% level (p -value < 0.01).

www.aip.org/statistics

Women and Minor Underrepresented Physical Sciences

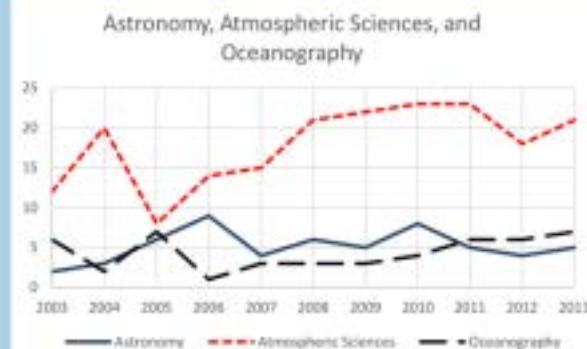
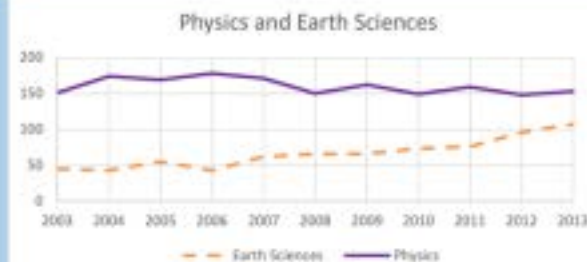
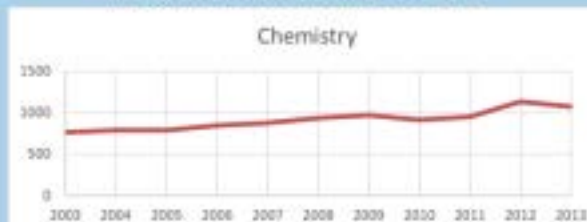
Male and Female High School Physics Teachers' Self-Assessed Levels of Preparation¹ US High Schools, 2012–13 School Year



¹ All differences shown above are statistically significant at the 1% level

www.aip.org/statistics

Trends in Bachelor's Degrees Earned by African Americans in Physical Science Fields, 2003–2013



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Women Among Physics Faculty Members

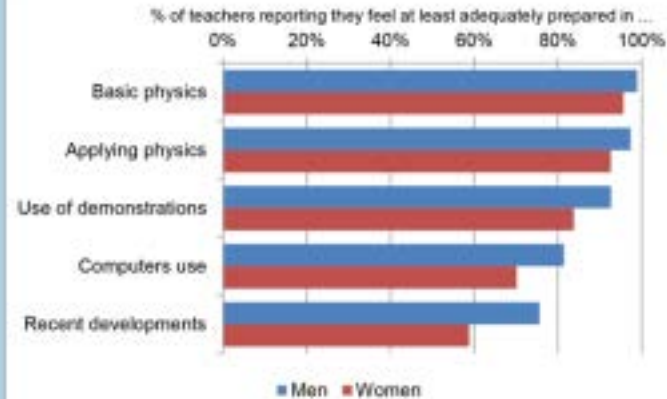
Rank	Year			
	2002 (%)	2006 (%)	2010 (%)	2014 (%)
Full Professor	5	6	9	10
Associate Professor	13	14	15	16
Assistant Professor	16	17	22	23
Instructor/Adjunct	18	19	21	21
Other Ranks	19	12	18	20
Highest Degree Offered				
PhD	7	10	12	14
Master's	13	14	15	16
Bachelor's	14	15	17	19
Overall	18	12	14	16

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Fall 2015

Women and Minorities are Underrepresented in the Physical Sciences

Male and Female High School Physics Teachers' Self-Assessed Levels of Preparation¹
US High Schools, 2012–13 School Year



¹ All differences shown above are statistically significant at the 1% level (p -value < 0.01).

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of Physics

PHYSICS

TRENDS

STATISTICAL RESEARCH CENTER

www.aip.org/statistics

Women Among Physics Faculty Members

Rank	Year			
	2002 (%)	2006 (%)	2010 (%)	2014 (%)
Full Professor	5	6	8	10
Associate Professor	11	14	15	18
Assistant Professor	16	17	22	23
Instructor/Adjunct	16	19	21	23
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Highest Degree Offered

PhD	7	10	12	14
Master's	13	14	15	18
Bachelor's	14	15	17	20
Overall	10	12	14	16



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Fall 2015

Goals of the Project

Produce teaching guides

Lesson plans
Worksheets
PowerPoints
Readings

about the history of women and minorities

African Americans
Native Americans
Disabled Americans

in the physical sciences

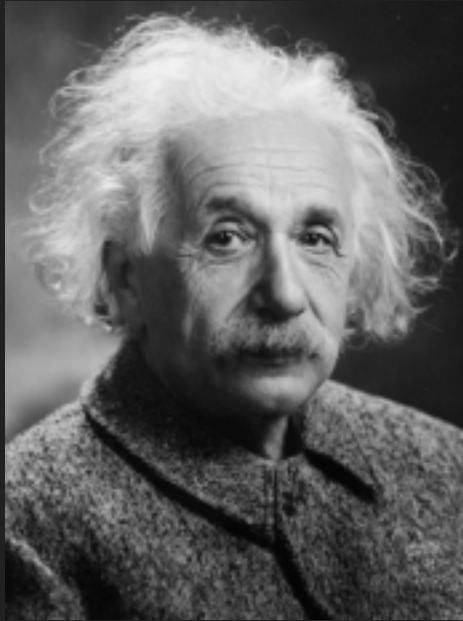
Physics
Astronomy
Earth Science
Chemistry

Goals of the Project

Provide students with a diverse set of role models



Isaac Newton



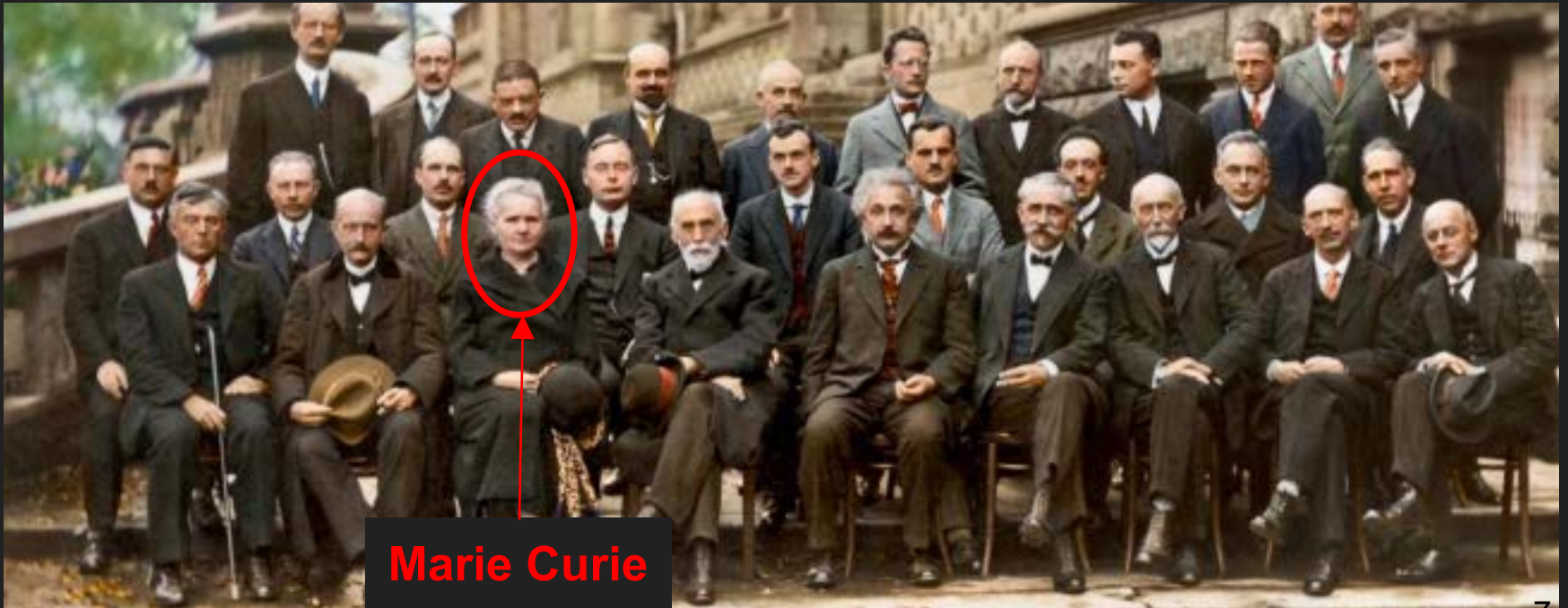
Albert Einstein



Niels Bohr

Goals of the Project

Provide students with a diverse set of role models



Marie Curie

Solvay Conference in Brussels, 1927

Goals of the Project

Provide students with a diverse set of role models



Katherine Johnson



Lise Meitner



Chien-Shiung Wu



Herman Branson

Goals of the Project

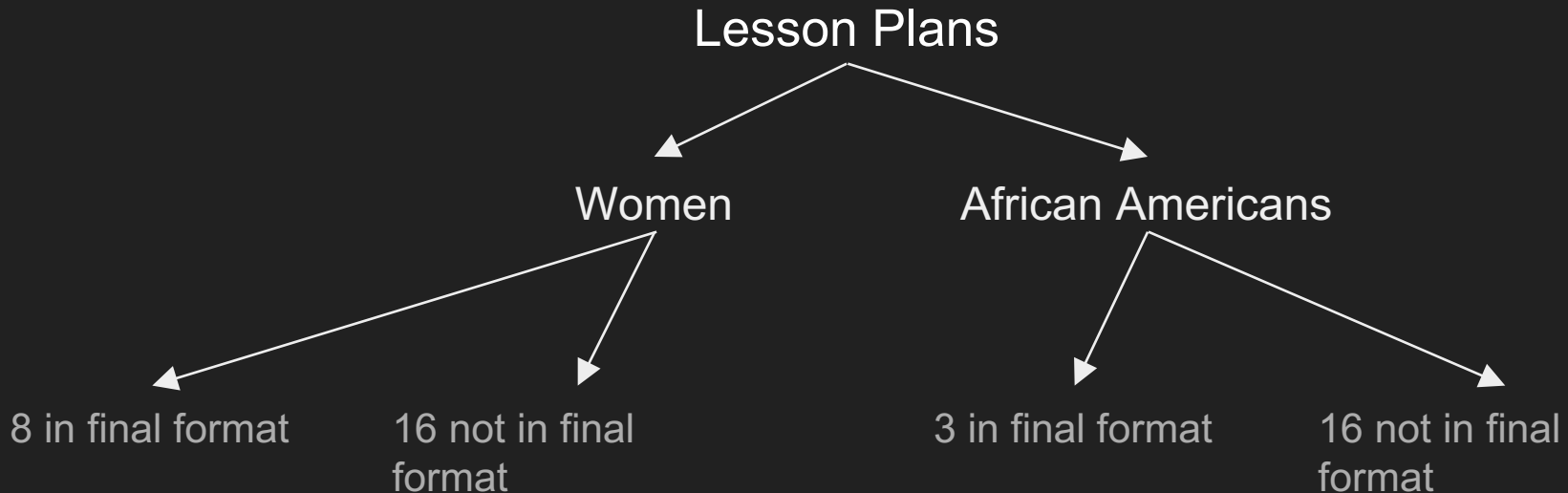
Raise awareness of ongoing diversity issues in the physical sciences



Building on Three Years of Work

Previously:

Teaching Guides on Women and African Americans in Physics, Astronomy and Related Disciplines



Complete Standardization of Lesson Plan Format

The 5 E's



Instructions	
Engage: _ Minutes	
What is the teacher doing?	What are the students doing?
Explore: _ Minutes	
What is the teacher doing?	What are the students doing?
Explain: _ Minutes	
What is the teacher doing?	What are the students doing?
Elaborate: _ Minutes	
What is the teacher doing?	What are the students doing?
Evaluate:	

Building on Four Years of Work

More than just lesson plans

Slideshows

Annotated bibliographies

Timelines

Informational handouts

Guides to online, AIP, archival resources

Lists of oral histories and video interviews

Historiographies

Puzzles and games

Heads Up



The Scientists of Catan



What we included

Discussion questions/answers

PowerPoints

Worksheets

Informational handouts

Readings

AIP
American Institute of Physics

Branson and Stovall: Bios and Backgrounds

Hernandez, B. et al.

- Herman Jernison was born in 1914 in Virginia.
- He received his B.S. from Virginia State College in 1936 and his Ph.D. in physics from the University of Cincinnati in 1939.
- Jernison joined the faculty at Howard University, an HBCU (Historically Black College and University) in Washington, D.C., in 1941.
- In 1948, he spent time working with the Nobel laureate chemist Linus Pauling at the California Institute of Technology on the mathematical modeling of helical structures. According to some sources, Jernison actually came up with the alpha helix model for the structure of proteins that Pauling would later win the Nobel Prize for.
- After his time at Caltech, Jernison returned to Howard University where he remained until 1968 when he went on to serve as the president of Central State University in Wilberforce, Ohio.
- In 1970, he became president of Lincoln University until his retirement in 1985.
- Throughout his life, Jernison was outspoken about the need for equal opportunities for African Americans in the sciences, having helped found the National Association for Equal Opportunity in Higher Education in 1968 and meeting the President Richard Nixon about the disparity in financing for higher education.



Physicist Herman Feshbach, in 1960s, large country like the US found large physical research, Physics Today Collection

Wynne S. Sawicki



Myriat Linné (1760), ca. 2012: <http://www.mysriat.com>
<http://www.mysriat.com>
 (2012) <http://www.mysriat.com>

- Tammis Stovall received his B.S. from Marshall College and his Ph.D. in physics from the University of Minnesota in the early 1940s.
- In 1945, Stovall moved to Paris with his family to work as a research assistant at the Ecole Normale Supérieure. He eventually became an associate professor at the Université de Paris.
- He spent several years in Nigeria as a physics professor at the University of Ife before returning to Paris.
- In 1966, he was working at the Laboratoire de l'Accélérateur Linéaire d'Orsay (Linear Accelerator - a response to Sherratt's 1966 interview in which he discussed

Prepared by the Center for History of Physics at NIST



1999-2000, 1999-2000

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Revising Previously Existing Lesson Plans

African American Physicists in the 1960s



Herman Branson



Tannie Stovall

Revising Previously Existing Lesson Plans

African American Physicists in the 1960s



Brannon and Stovall: Bias and Backgrounds

Horace Brannon

- Horace Brannon was born in 1929 in Chicago.
- He received his B.S. from Wright State College in 1950 and his M.S. in physics from the University of Cincinnati in 1952.
- Brannon joined the faculty at Indiana University in 1955 (previously, Black College and University in Washington, D.C., in 1954).
- In 1964, he spent time working with the Nobel laureate chemist Linus Pauling at the California Institute of Technology at the well-known meeting of Black College and University in Washington, D.C., in 1964.
- Brannon actually came up with the title for this book for the students of physics that reading would have with the book's title.
- At Wright State in 1964, Brannon was a professor of physics, which he worked until 1988 when he went on to serve as the president of Central State University in Indianapolis, Ohio.
- In 1970, he became president of the American Association of Physics Teachers in 1970.
- "Through it all, Brannon was a pioneer in the search for equal opportunities for African Americans in the sciences, having helped found the National Association for Equal Opportunity in Higher Education in 1969 and creating the President Brannon Award for the highest achievement in physics."



Horace Brannon (1929-2004) was a physicist and educator. He was a member of the American Association of Physics Teachers and the National Association for Equal Opportunity in Higher Education.

Tony Stovall

- Tony Stovall received his B.S. from Wright State College and his M.S. in physics from the University of Cincinnati in the early 1950s.
- In 1955, Stovall moved to Ohio with his family to work as a research assistant at the Oak Ridge National Laboratory. He eventually became an assistant professor at the University of Ohio.
- He spent several years in Nigeria as a physicist and at the University of Ohio as a physicist.
- In 1968, he was working in the laboratory of a well-known physicist at the University of Ohio. He was a member of the American Association of Physics Teachers in 1968.
- Stovall was a member of the American Association of Physics Teachers in 1968.



Tony Stovall (1929-2004) was a physicist and educator. He was a member of the American Association of Physics Teachers and the National Association for Equal Opportunity in Higher Education.

Prepared by the Center for the History of Physics at AIP



Discussion Questions
African American Physicists in the 1960s

- According to Brannon, what are the biggest difficulties facing African American physicists at the time he was interviewed?
- How had the status of African Americans in physics changed since Brannon was a graduate student? Draw from Brannon's words as well as your own knowledge of change in American history for African Americans.
- What is Brannon's opinion on whether African Americans in physics should pursue career opportunities in industry or academia?
- Overall, what is Brannon's assessment of the status of African Americans in physics?

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Discussion Questions Answers
African American Physicists in the 1960s

- According to Brannon, what are the biggest difficulties facing African American physicists at the time he was interviewed?
- How had the status of African Americans in physics changed since Brannon was a graduate student? Draw from Brannon's words as well as your own knowledge of change in American history for African Americans.
- What is Brannon's opinion on whether African Americans in physics should pursue career opportunities in industry or academia?
- Overall, what is Brannon's assessment of the status of African Americans in physics?

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<http://www.elsevier.com/locate/jmr>

See Supplementary Material.



- [illegible]




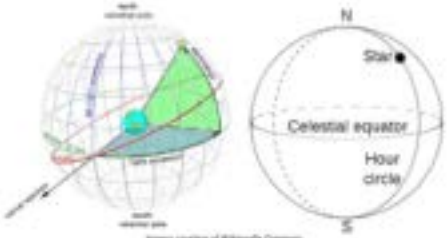
The Big Dipper (Ursa Major)

1 Dubhe
2 Merka
3 Polaris
4 Megrez
5 Epsilon
6 Phad
7 Mizar

The Pointer Stars (the Big Dipper) always point to the North Star

Revised Lesson Plans

Follow the Drinking Gourd - After

<p></p> <p>Right Ascension and Declination</p> <p>Declination and right ascension are coordinates resembling latitude and longitude, but instead of giving the position of location on Earth, they give a position of an object, like a star, on the sphere of the sky. Together, they make up the equatorial coordinate system, also called the celestial coordinate system, for identifying the location of a celestial object relative to the Earth's equator. It is based on projecting the Earth's equator into outer space.</p>  <p>Diagram illustrating the celestial coordinate system. It shows a celestial sphere with the celestial equator, hour circles, and declination circles. A green triangle highlights a region in the sky. The diagram is labeled with 'North celestial pole', 'South celestial pole', 'Celestial equator', 'Hour circle', and 'Declination circle'. Below the diagram, it says 'Image courtesy of Wikimedia Commons'.</p> <p>Declination is the astronomical equivalent of latitude. Declination is an angular distance of a point north or south of the Celestial Equator, a projection of the Earth's equator into space. Declination is measured in degrees from -90° to $+90^\circ$.</p> <ul style="list-style-type: none">• Celestial South Pole = -90° declination• Celestial Equator = 0° declination• Celestial North Pole = $+90^\circ$ declination <p>Right Ascension is the astronomical equivalent of longitude. Right ascension is the angular distance of an object measured eastward from the Vernal Equinox (see above). The first hour of time is marked after the Vernal Equinox. Unlike longitude, right ascension is usually measured in hours, minutes, and seconds with 24 hours being a full circle (360°). This means each hour is 15 degrees (1 hour = 15°).</p> <p>Taken together, a celestial object's right ascension and declination gives its location in the sky.</p>	<p>Rotating Sky Explorer Activity</p> <p>Student Instructions</p> <ol style="list-style-type: none">1. In your groups, go to the University of Nebraska-Lincoln Rotating Sky Explorer at http://astro.unl.edu/naap/motion2/animations/ce_hc.html.2. In the Star Controls section, select "Big Dipper" in the Star Patterns drop-down menu.3. In the Star Controls section, click "Add a Star Randomly."4. Click on the star that was added.5. In the "Celestial Sphere View", set right ascension = 2.5 h and declination to 89.2°. This star is Polaris, the North Star.6. In the Appearance Settings section, select "show labels".7. Click "Start Animation."8. Play with the different options in the simulation.9. Think about how the sky looks from different locations and how the sky changes over time.
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Many Thanks to

Dr. Greg Good

Samantha Spytek, Stephen Neal, Lance Burch

The Niels Bohr Library and Archive staff

Dr. Brad Conrad, Courtney Lemon

The Society of Physics Students

The American Institute of Physics



Planning for the Future: Educating the Present

Samantha Spytek

Virginia Polytechnic Institute and State University, Honors College

Victoria DiTomaso, CUNY Macaulay Honors College

Mentor: Dr. Greg Good



We Have Standards Here

Common Core Standards

Reading: Literature

Reading: Informational Text

Speaking and Listening

Language

History/Social Studies

Science & Technical Subjects

Subject Writing

Speaking & Listening	
CCSS.ELA-LITERACY.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-LITERACY.SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
CCSS.ELA-LITERACY.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
CCSS.ELA-LITERACY.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-LITERACY.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
CCSS.ELA-LITERACY.SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
History/Social Studies	
CCSS.ELA-LITERACY.RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CCSS.ELA-LITERACY.RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CCSS.ELA-LITERACY.WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow
CCSS.ELA-LITERACY.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.

We Have Standards Here

Next Generation Science Standards

<u>Dimension One: Practices</u>	1. Asking Questions and Defining Problems 3. Planning and Carrying Out Investigations (Extension) 4. Analyzing and Interpreting data (Extension) 8. Obtaining, Evaluating and Communicating Information
<u>Dimension Two: Crosscutting Concepts</u>	1. Patterns 2. Cause and effect 4. Systems and system models 7. Stability and change
<u>Dimension Three: Disciplinary Core Ideas</u>	PS2.A: Forces and Motion PS2.C: Stability and Instability in Physical Systems ESS2.A: Earth Materials and Systems ESS2.C: The Roles of Water in Earth's Surface Processes ETS2.A: Interdependence of Science, Engineering, and Technology

Creating New Lesson Plans



- Women Astronomers, Mathematicians and Physicists of History

- Aglaonike

- Hertha Marks Ayrton

- 1854 - 1923
- [#19thcentury](#)
- [#British](#)
- [#physicist](#)

- Mileva Einstein-maric

- 1875 - 1948
- [#19thcentury](#)
- [#Serbian](#) [#Swiss](#)
- [#physicist](#)

- Margaret Eliza Maltby

- 1860 - 1944
- [#19thcentury](#)
- [#American](#)
- [#physicist](#)

- Mary Somerville

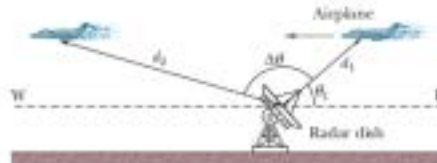
- 1780 - 1872
- [#19thcentury](#)
- [#British](#)
- [#physicist](#) and polymath

Creating New Lesson Plans

Scientific
Learn by

85 You are kidnapped by political-science majors (who are upset because you told them political science is not a real science). Although blindfolded, you can tell the speed of their car (by the whine of the engine), the time of travel (by mentally counting off seconds), and the direction of travel (by turns along the rectangular street system). From these clues, you know that you are taken along the following course: 50 km/h for 2.0 min, turn 90° to the right, 20 km/h for 4.0 min, turn 90° to the right, 20 km/h for 60 s, turn 90° to the left, 50 km/h for 60 s, turn 90° to the right, 20 km/h for 2.0 min, turn 90° to the left, 50 km/h for 30 s. At that point, (a) how far are you from your starting point, and (b) in what direction relative to your initial direction of travel are you?

86 In Fig. 4-49, a radar station detects an airplane approaching directly from the east. At first observation, the airplane is at distance $d_1 = 360$ m from the station and at angle $\theta_1 = 40^\circ$ above the horizon. The airplane is tracked through an angular change $\Delta\theta = 123^\circ$ in the vertical east-west plane; its distance is then $d_2 = 790$ m. Find the (a) magnitude and (b) direction of the airplane's displacement during this period.



$(4.0\hat{i} + 2.0\hat{j}) \text{ m/s}^2$. When the particle's x coordinate is 29 m, what are its (a) y coordinate and (b) speed?

90 At what initial speed must the basketball player in Fig. 4-50 throw the ball, at angle $\theta_0 = 55^\circ$ above the horizontal, to make the foul shot? The horizontal distances are $d_1 = 1.0$ ft and $d_2 = 14$ ft, and the heights are $h_1 = 7.0$ ft and $h_2 = 10$ ft.

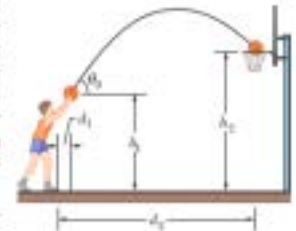


Fig. 4-50 Problem 90.

91 During volcanic eruptions, chunks of solid rock can be blasted out of the volcano; these projectiles are called volcanic bombs. Figure 4-51 shows a cross section of Mt. Fuji, in Japan. (a) At what initial speed would a bomb have to be ejected, at angle $\theta_0 = 35^\circ$ to the horizontal, from the vent at A in order to fall at the foot of the volcano at B , at vertical distance $h = 3.30$ km and horizontal distance $d = 9.40$ km? Ignore, for the moment, the effects of air on the bomb's travel. (b) What would be the time of flight? (c) Would the effect of the air increase or decrease your answer in (a)?

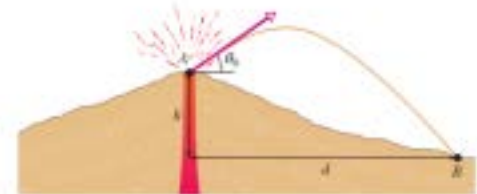
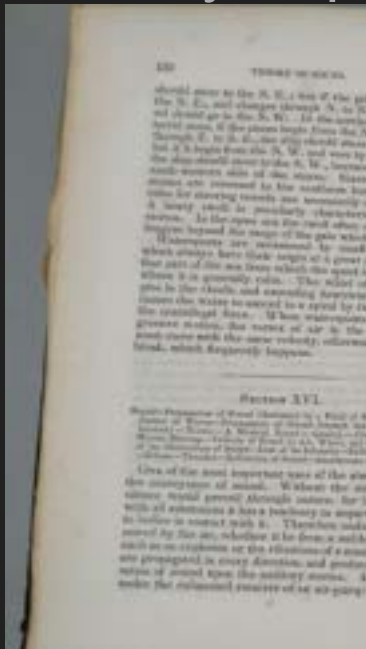


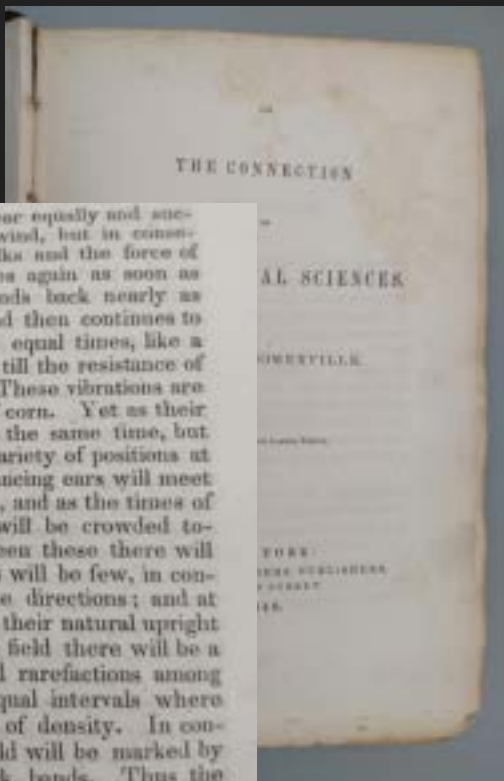
Fig. 4-51 Problem 91.

Creating New Lesson Plans

Scientific Writing Learn by Explaining



A sudden blast depresses each ear equally and successively in the direction of the wind, but in consequence of the elasticity of the stalks and the force of the impulse, each ear not only rises again as soon as the pressure is removed, but bends back nearly as much in the contrary direction, and then continues to oscillate backward and forward in equal times, like a pendulum to a less and less extent, till the resistance of the air puts a stop to the motion. These vibrations are the same for every individual ear of corn. Yet as their oscillations do not all commence at the same time, but successively, the ears will have a variety of positions at any one instant. Some of the advancing ears will meet others in their returning vibrations, and as the times of oscillation are equal for all, they will be crowded together at regular intervals. Between these there will occur equal spaces, where the ears will be few, in consequence of being bent in opposite directions; and at other equal intervals they will be in their natural upright positions. So that over the whole field there will be a regular series of condensations and rarefactions among the ears of corn, separated by equal intervals where they will be in their natural state of density. In consequence of these changes the field will be marked by an alternation of bright and dark bands. Thus the successive waves which fly over the corn with the speed of the wind, are totally distinct from, and entirely



Creating New Lesson Plans

Scientific Writing Learn by Explaining

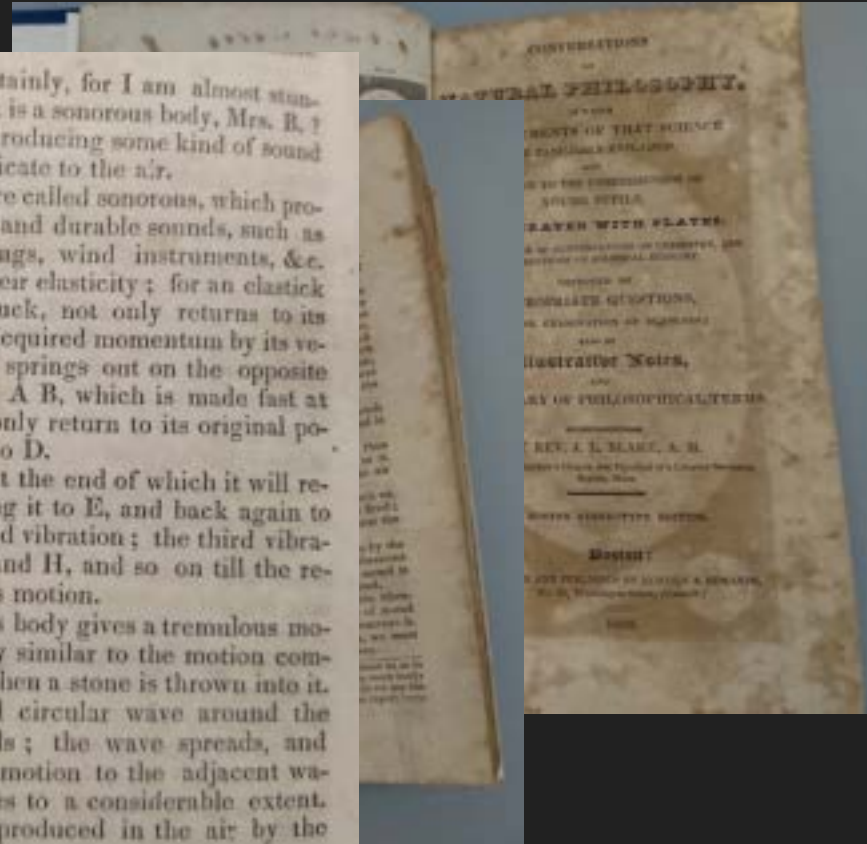


Caroline. That it is, certainly, for I am almost stunned by the noise. But what is a sonorous body, Mrs. B. ? for all bodies are capable of producing some kind of sound by the motion they communicate to the air.

Mrs. B. Those bodies are called sonorous, which produce clear, distinct, regular, and durable sounds, such as a bell, a drum, musical strings, wind instruments, &c. They owe this property to their elasticity ; for an elastic body, after having been struck, not only returns to its former situation, but having acquired momentum by its velocity, like the pendulum, it springs out on the opposite side. If I draw the string A B, which is made fast at both ends, to C, it will not only return to its original position, but proceed onwards to D.

This is its first vibration, at the end of which it will retain sufficient velocity to bring it to E, and back again to F, which constitutes its second vibration ; the third vibration will carry it only to G and H, and so on till the resistance of the air destroys its motion.

The vibration of a sonorous body gives a tremulous motion to the air around it, very similar to the motion communicated to smooth water when a stone is thrown into it. This first produces a small circular wave around the spot in which the stone falls ; the wave spreads, and gradually communicates its motion to the adjacent waters, producing similar waves to a considerable extent. The same kind of waves is produced in the air by the



Creating New Lesson Plans



SIMPLE WRITER

WRITE LIKE *UP GOER FIVE* AND *THING EXPLAINER*

PUT WORDS HERE

I am writing to show you how to use this right/wrong word box. You write words that you think will work, and if they do they look like all of the ones you've seen so far, and if they don't they look like this: *indicator*.

YOU USED SOME LESS SIMPLE WORDS

indicator

<https://xkcd.com/simplewriter/>

We have all of this content... Now what?

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Center for History of Physics

African Americans Physicists in the 1960s

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CONTACT OURS FOR MORE INFORMATION

One Physics EBook

Caption: Information about people that will replace this text

Time: 15 minutes

Subject: history, physics

Grade: 9-12

Lesson Plan

Supplemental Material 1

Supplemental Material 2

Supplemental Material 3

Zip of source files

Standards

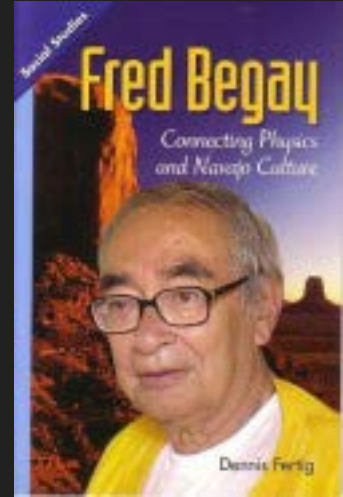
In this lesson plan, students will read two contrasting assessments of the status of African Americans in physics in the 1960s. They will also learn about the historical context of the civil rights movement and how it impacted the physics community as an increase in demand of physicists.

The 1960s was a watershed decade in the history of the United States. The Civil Rights Movement had gained full steam in the 1950s in places like Montgomery, Alabama and Mississippi under the direction of leaders such as Martin Luther King, Jr. The Civil Rights Act of 1964 outlawed discrimination based on race, color, religion, sex, or national origin and prompted a landmark civil rights case following years of activism. This Act, in addition to the 1954 Brown v. Board of Education of Topeka, Kansas Supreme Court decision, was the first real attempt at addressing racial segregation and discrimination in the United States since the Civil War. In addition to the civil rights movements across the country, the United States was also embroiled in the Cold War – a geopolitical struggle for global dominance between the Soviet Union and the United States. Due to the technological nature of this war, there was an increase in demand of physicists.

Amidst these changes, two black physicists debated the future of African Americans in the field of physics: Dr. Herman Branson and Dr. Tammie Stovall. More information about their lives and work can be found on the Bios and Backgrounds handout in the supplemental materials. The two physicists shared many views but also disagreed about how racism affected the prospects for African Americans in the field of physics. In this lesson, students will read these opposing views and discuss their impressions of the lives and experiences of African American physicists in the 1960s.

<https://www.aip.org/history-programs/physics-history/teaching-guides-women-minorities/landing-page->

With a New Website Comes New Content



<http://www.hispanicphysicists.org>



It Takes a Village

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Questions?