

# Unit 6: Gender and Sexuality

Content Area: **Social Studies**  
Course(s): **African American Studies**  
Time Period: **Semester 1**  
Length: **4 weeks**  
Status: **Published**

## Standards

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SOC.6.1.12.HistoryUP.5.a	Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
SOC.6.1.12.HistoryUP.13.a	Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
SOC.6.1.12.CivicsPD.14.a	Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
SOC.6.1.12.HistorySE.14.a	Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

## Enduring Understandings

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- Students will understand the role how gender had a role within the African American communities and the movements for civil rights in the 20th century.
- Students will examine how gender and sexuality have been viewed within the African American community and the society at large in regards to race relations.
- Students will understand the cultural acceptance levels of the LBGTQ+ community among African-Americans.
- Students will understand how African Americans have contributed in the movements for equality for gender and sexual orientation.
- Students will understand how gender and sexual orientation issues have blended different groups in American society.
- Students will determine, through media literacy skills and lateral, close reading strategies when evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text; 3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for the text 6. evaluate the stance of the text

## Essential Questions

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- Why are issues of gender and sexuality often distinguished along racial lines?
- How has the solidarity of the LBGTQ activists and African American leaders and organizations impacted civil rights?

- How do we define a minority group/marginalized group?

## **Knowledge and Skills**

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- Students will be able to explain the role of African American leaders and organizations with LGBTQ activists
- Current event issues in the workplace, health facilities (mental and physical), police interaction
- How are Black youth impacted by discrimination on sexual orientation and race?
- Geography - same sex couples and location?
- Students will be able to recognize the ways in which gender and sexuality intersects with race relations in the United States.
- Students will examine comparisons between different civil rights movements.
- Students will be able to assess the significant role of historical LGBTQ figures
- James Baldwin
- Pauli Murray
- Lorraine Hansberry,
- Bayard Rustin had on the civil rights movement and the arts
- Barbara Jordan
- Students will be able to interpret contemporary policies that affect LGBTQ people and where that intersects with Black activism
- Pride Month
- Black Queer Feminism
- The Queer Harlem Renaissance
- Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison, Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View, Intended Audience, and Purpose.

## **Transfer Goals**

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Students will be able to independently evaluate the success and/or failures of efforts to integrate African Americans and to end racial discrimination.

Students will be able to independently synthesize the development of race relations over time.

## Resources

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Four Hundred Souls - Ibram X Kendi

The 1619 Project - Nicole Hannah Jones -use of primary sources compiled as well as articles by historians/professors

Primary and secondary readings of James Baldwin, Pauli Murray, Lorraine Hansberry, Bayard Rustin had on the civil rights movement and the arts

Barbara Jordan

Let Nobody Turn Us Around: An African American Anthology - Manning Marable

A History of African Americans From 1880 - Robin DG Kelley

Freedom on My Mind: A History of African Americans - Deborah Gray White

Black Historians on the Record: Essays from the Gilder Lehrman Institute

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources

## Assessments

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<https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBek7lih12Q0ckKSTC4TMUXs/edit?tab=t.0>

## Modifications

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<https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit?tab=t.0>