Unit VI: LGBTQ+

Content Area: **Social Studies**
Course(s): **Social Justice**
Time Period: **Semester 2**
Length: **4-5 weeks**
Status: **Published**

Standards

6.1.12.HistoryUP.2.c	Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
6.1.12.HistoryUP.5.a	Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
6.1.12.CivicsDP.13.a	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).
6.1.12.EconEM.13.a	Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).
6.1.12.CivicsPI.14.c	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
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.
6.1.12.HistorySE.14.b	Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
6.1.12.CivicsPR.16.a	Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
6.3.12.CivicsPD.1	Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.

Essential Questions

- How have historical events impacted the treatment of LGBTQ+ individuals in the United States?
- What are the root causes of discrimination against LGBTQ+ individuals and why have they influenced State and National laws passed to restrict the freedoms of LGBTQ+ people?
- What have been major turning points and successes in the LGBTQ fight for equality in the United States and why is it still a fight?
- What can individuals do to make a difference, and help create a safe space for the LGBTQ+ community in the United States?

Knowledge/Skills

Historically how has the US Federal and State Governments treated people of the LGBTQ+ community?

- Laws affecting same-sex couples
- Lavender Scare - mid 20th Century
- Mathew Shepard
- Ronald Reagan and the AIDS epidemic
- Don't Ask Don't Tell
- *Bowers v Hardwick, Lawrence v Texas*
- *Obergefell v Hodges*
    - The Supreme Court and the Right to Marry: https://www.adl.org/education/educator-resources/lesson-plans/the-supreme-court-and-the-right-to-marry
- *R.G. and G.R. Funeral Homes v the EEOC*
- Supreme Court and Private Discrimination:
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    - https://www.adl.org/education/educator-resources/lesson-plans/wedding-cake-same-sex-marriage-and-discrimination

What movements have formed to fight for LGBTQ rights and how successful have they been?

- Stonewall Riots
    - Stonewall Riots: https://drive.google.com/file/d/1r7USwTyhHzBSbawX-5Dafhse29geP0vE/view?usp=sharing
- Harvey Milk
- The Trevor Project
- Transgender Rights
    - Why are States Trying to Ban Transgender Athletes? https://www.adl.org/education/educator-resources/lesson-plans/why-are-states-trying-to-ban-transgender-student-athletes
- Interviews from Unheard Voices:
    - David Wilson (same-sex marriage equality in Massachusetts)
    - Charles Silverstein (Changed Medical Communities Classification of LGBTQ+)
    - Phyllis Lyan (Gay Rights Activitist)
    - Michael Levine (Stonewall)
    - Jamison Green (Transgender Rights Activist)
    - James Dale (Boy Scouts v Dale)
    - Terry Boggis (Founded Center Kids and Center Families - LGBTQ family program in NYC)
    - David Barr (Activist for AIDS response and treatment)
    - Kendall Bailey (Don’t Ask Don’t Tell)

What can we do today to make the United States safer and more accepting of LGBTQ people?

- The Trevor Project: https://www.thetrevorproject.org/

Transfer Goals

Students will be able to independently analyze how historical and societal factors (e.g., medicalization, legal discrimination, social movements, cultural norms) have shaped the experiences and visibility of LGBTQ+ individuals across different eras and cultures.

Students will be able to independently create and foster inclusive environments in their schools, communities, and future workplaces where all individuals feel safe, respected, and valued, regardless of sexual orientation or gender identity.

Resources

Movies:

- When we Rise
- Philadelphia
- Milk
- The Death and Life of Marsha P. Johnson (Netflix)
- A Secret Love (Netflix)
- Disclosure (Netflix)
- The Outlist (2013) - HBO A documentary about being among the LGBT community in modern society, told through interviews with LGBT celebrities and community leaders.

Books:

- We are Everywhere by Matthew Reimer and Leighton Brown
- Boy Erased by Garrard Conley

Supreme Court Cases

- *Lawrence v Texas*
- *Obergefell v Hodges*
- *R.G. and G.R. Funeral Homes v the EEOC*

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

Other Resources:

- https://www.queerportraits.com/
- https://www.glsen.org/activity/unheard-voices-stories-and-lessons-grades-6-12
- The Trevor Project: https://www.thetrevorproject.org/

AI (Gemini, Co-pilot, Magicschoolai, etc.)

Diffit

Pear Deck

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

Assessments

https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBEk7lih12Q0ckKSTC4TMUXs/edit?tab=t.0

Modifications

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