

Unit 03: The LGBTQ Movement

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **FY**
Status: **Published**

Standards Alignment

New Jersey Student Learning Standards

Integration of Career Readiness, Life Literacies and Key Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Technology / Integration of Computer Science and Design Thinking

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers

and experts, and present ideas for feedback through social media or in an online community.

TECH.8.2.12

Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

TECH.8.2.12.E

Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.

TECH.8.2.12.E.4

Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements).

Interdisciplinary Connections: NJSLS for ELA, Social Studies, Science and/or Math Section

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

They build strong content knowledge.

They comprehend as well as critique.

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.

LA.RL.11-12

Reading Literature

Key Ideas and Details

Key Ideas and Details

LA.K-12.NJSLSA.R1

Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LA.RL.11-12.1

Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

LA.K-12.NJSLSA.R3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

LA.RL.11-12.6

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

LA.K-12.NJSLSA.R6

Assess how point of view or purpose shapes the content and style of a text.

LA.RL.11-12.8

(Not applicable to literature)

LA.K-12.NJSLSA.R8

Delineate and evaluate the argument and specific claims in a text, including the validity of

	the reasoning as well as the relevance and sufficiency of the evidence.
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.K-12.NJSLSA.W	Writing Text Types and Purposes
LA.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LA.K-12.NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.RI.11-12.6	Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LA.K-12.NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LA.K-12.NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research. Text Types and Purposes
LA.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.K-12.NJSLSA.SL	Speaking and Listening Comprehension and Collaboration
LA.K-12.NJSLSA.SL3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. Presentation of Knowledge and Ideas
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.SL.11-12.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LA.L.3	Language
LA.L.3.3.A	Choose words and phrases for effect.
SOC.6.1.12.8	Postwar United States (1945 to early 1970s)
SOC.6.1.12.9	Contemporary United States (1970-Today)
SOC.6.1.12.A.13	Civics, Government, and Human Rights
SOC.6.1.12.A.13.b	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (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) in promoting civil liberties and equal opportunities.
SOC.6.1.12.A.14.f	Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
SOC.6.1.12.A.14.h	Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.
SOC.6.1.12.A.16.a	Examine the impact of media and technology on political and social issues in a global society.

SOC.6.1.12.D.14	History, Culture, and Perspectives
SOC.6.1.12.D.14.b	Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence.
SOC.6.1.12.D.14.d	Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.
SOC.6.1.12.D.14.e	Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
SOC.6.1.12.D.14.f	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
SOC.6.1.12.D.15.a	Compare United Nations policies and goals (i.e., the International Declaration of Human Rights and the United Nations Millennium Development Goals) intended to promote human rights and prevent the violation of human rights with actions taken by the United States.
SOC.6.1.12.D.16.a	Analyze the impact of American culture on other world cultures from multiple perspectives.
SOC.6.2.12.5	The 20th Century Since 1945 (1945-Today)
SOC.6.2.12.A.5.e	Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.
SOC.6.2.12.D.5.c	Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.
SOC.6.3.12	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
SOC.6.3.12.C	Economics, Innovation, and Technology
SOC.6.3.12.C.1	Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media LiteracyNew Section

see Crosswalks

21st Century Life and Careers

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale

Unit Rationale

The purpose of this unit...

Through the history of America, persons who identified themselves as Gay, Lesbian, Bi Sexual, Transgender and/or questioning their sexual identity, have been at best invisible, at worst, discriminated against and labeled criminal and deviant. For these citizens to take their rightful place in our society, it is essential for students to be able to understand their history, language and culture.

Meaning

Essential Questions

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In what ways (de jure or de facto) is the LGBT community still discriminated against? What can be done about it?

How can contemporary, prominent LGBTQ figures advance the cause of civil rights for this group?

Was the Stonewall Uprising as important to the gay movement as the protest movement leading to the most recent SCOTUS decision, affirming marriage rights across the fifty states?

Has the portrayal of LGBTQ characters in Mass Media advanced or hindered the progress of the movement?

Enduring Understanding/Indicators of Understanding

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A person's sexual orientation or identification should not curtail their rights as a citizen.

One's sexual orientation or identification is only one aspect of who they are as a person.

Many LGBTQ people have made major contributions to American Society

It is important to increase people's awareness about the damaging effects of anti LGBT language and to discourage the negative use of words like "gay" and "queer," and to become familiar and comfortable with non discriminatory language

To give straight people an opportunity to experience the types of questions that are often asked of gay, lesbian, and/or bisexual people

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

The history of anti-LGBT slurs.

The media uses representations—images, words, and characters or personae—to convey specific ideas and values related to culture and identity in society.

Their use of sexual & gender slurs as well as hurtful language continue to have a negative effect on the LGBTQ community..

The Stonewall Uprising was the acknowledged "shot heard 'round the world" regarding the Gay Rights Movement of the 1960's

Who are various LGBTQ role models who defy traditional notions of gender,as well as contributions of LGBTQ Americans to our society.

Skills

Skills

Student will be skilled at ...

Identifying abusive and discriminatory language and understand how to use inclusive language.

Analyze biases in advertising and mass media in terms of their portrayal of the LGBTQ community.

Interpret visual and written material in an editorial cartoon

Learning to recognize and expose underlying preconceived notions about LGBTQ people

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

Teaching Tolerance

Anti Defamation League

GLSEN

Storycorps

American Experience

GSA NETWORK

[CartoonsGay Rights Teaching Tolerance - Diversity, Equity and Justice.pdf](#)
[Creating Safe Space for GLBTQ Youth A Toolkit.pdf](#)

[stonewall_guide.pdf](#)

[unheard voices lgbt.pdf](#)

[Make Your Voice Heard!.pdf](#)

[lgbt defying tradition road map lesson.pdf](#)

[LGBT negative messages.pdf](#)

Formative Assessment Strategies

Formative Assessment Strategies

In class Q&A

Journal Entries

Movie questions

role play

fist to five understanding

exit tickets

media analyzing sheets

Heterosexual Questionnaire

Learning Activities/Unit of Study

Learning Activities/Unit of Study

LGBTQ Vocabulary Worksheets

Invisible Man (marginalized people)

Stonewall Uprising Documentary

Heterosexual Questionnaire

Guest Speaker

Expose underlying preconceived notions about LGBTQ people

Editorial cartoons

Role Play "Make your voice heard"

Q & A on Sexual Orientation and Gender Identity

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps

prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.