

**Barnegat Township School District**  
**Inclusion of LGBTQ and Persons with Disabilities**  
**Alignment of Curriculum to 18A:35-4.35**

**Enduring Understandings**

- Members of the LGBT community and persons with disabilities are an integral part of the tapestry of history and society, both in America and around the globe.
- Throughout history, members of the LGBT community and persons with disabilities have made significant contributions in the areas of political, economic, and social life.
  - At various times and places, members of the LGBT community and persons with disabilities have demonstrated leadership and made enduring accomplishments in the area of politics and government.
  - Members of the LGBT community and persons with disabilities have contributed to economic development through the creation of new inventions and various scientific discoveries.
  - Regarding social and cultural achievements, members of the LGBT community and persons with disabilities have created famous works of literature and achievements in the visual/performing arts.

**SOCIAL STUDIES - (Grades 6-8)**

**Alignment with NJSLS Standards**

**6.1.8.D.1.a** Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.

**6.1.8.A.2.c** Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.

**6.1.8.D.3.e** Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

**6.1.8.C.1.a** Evaluate the impact of science, religion, and technology innovations on European exploration.

**6.1.8.A.3.a** Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans.

**6.1.8.A.3.b** Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of

the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.

**6.2.8.D.2.a** Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations

**6.2.8.A.3.b** Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

**6.2.8.A.3.d** Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.

**6.2.8.D.3.a** Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

**6.2.8.D.3.e** Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

**6.3.8.A.1** Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

**6.3.8.A.2** Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).

**6.3.8.A.3** Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.

**6.3.8.B.1** Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.

**6.3.8.C.1** Examine the perspectives of multiple stakeholders involved in the local budget process (e.g., obtaining information, discussing priorities).

**6.3.8.D.1** Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

## Instructional Plan

### Suggested Activities

- Identify “two spirit” and “third gender.” Research figures in Native American history and their interactions with gender and gender identity. Compare and contrast these concepts with European/American constructs and analyze the interactions (**6.1.8.D.1.a, 6.2.8.A.3.b**)
  - Have students read and view different sources (primary documents, images, descriptions, interpretations by modern scholars) on these Native American ideas.

Have students identify bias within accounts from Europeans/Americans and explain the role of gender and expression within Native American culture.

- Instruct students to analyze ways in which demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.

**6.1.8.A.2.c**

- Be sure to include Stephen Hopkins - signer of the Declaration of Independence who had Cerebral Palsy
- Analyze beliefs towards the LGBT community that existed in the various Classical civilizations. Compare the Mediterranean civilizations (i.e. Greece & Rome) with Han Dynasty China and the Mauryan Empire in India.

**6th Grade: US History I**

LGBTQIAA Peoples	Disabilities, Concepts, Etc.
<ul style="list-style-type: none"> <li>● Deborah Sampson (American Revolution woman who fought as a man)</li> <li>● Transcendentalist movement talks about the opening of this in its poetry</li> </ul>	<ul style="list-style-type: none"> <li>● Role of genders in Native American communities prior to contact - men &amp; women were gender “fluid” in the sense that they would shift roles - women sometimes were in power more so then men → Puritanical thought process shifted this into the gender norms of the day</li> <li>● Stephen Hopkins - signer of the Declaration of Independence &amp; had Cerebral Palsy</li> <li>● Abraham Lincoln suffered from gigantism; other disorders such as bi-polarism, etc.</li> </ul>

**7th Grade: US History II**

LGBTQIAA Peoples	Disabilities, Concepts, Etc.
<ul style="list-style-type: none"> <li>● Eleanor Roosevelt</li> <li>● Frida Khalo</li> <li>● Marsha P. Johnson - Stonewall Riots</li> <li>● Langston Hughes</li> <li>● Harvey Milk</li> </ul>	<ul style="list-style-type: none"> <li>● Role of genders in Native American communities prior to contact - men &amp; women were gender “fluid” in the sense that they would shift roles - women sometimes were in power more so then men → Puritanical thought process shifted this into the gender norms of the day</li> <li>● Stephen Hopkins - signer of the Declaration of Independence &amp; had Cerebral Palsy</li> </ul>

**8th Grade: World History**

LGBTQIAA Peoples	Disabilities, Concepts, Etc.
<ul style="list-style-type: none"> <li>● Egyptian gods &amp; goddesses, myths and legends</li> <li>● Joan of Arc</li> <li>● Julius Caesar</li> </ul>	<ul style="list-style-type: none"> <li>● Gender roles in ancient civilizations</li> <li>● Homosexuality in Classical civilization: Greek &amp; Roman art, literature and culture</li> </ul>

**SOCIAL STUDIES - (Grades 9-12)**

**Supporting and Additional Standards**

- 6.1.12.A.1.b** Analyze how gender, property ownership, religion, and legal status affected political rights.
- 6.1.12.B.2.a** Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
- 6.1.12.D.2.b** Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.
- 6.1.12.D.2.d** Analyze arguments for new women’s roles and rights, and explain why 18th century society limited women’s aspirations.
- 6.1.12.D.2.e** Determine the impact of African American leaders and institutions in shaping free Black communities in the North.
- 6.1.12.A.3.f** Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women’s rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.
- 6.1.12.D.3.e** Determine the impact of religious and social movements on the development of American culture, literature, and art.
- 6.1.12.A.5.b** Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
- 6.3.12.A.1** Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 6.3.12.A.2** Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.

**Instructional Plan**

**Suggested Activities**

- Research the development of cultural enclaves in cities during the era of urbanization in the late 1800s and early 1900s which includes racial, ethnic, and “queer” neighborhoods. **6.1.12.D.3.e**
- Comparative analysis of landmark constitutional cases regarding anti-miscegenation laws in *Loving v. Virginia* (1967) and same-sex marriage bans in *Obergefell v. Hodges* (2015) with the intent of synthesizing both the arguments made and the societal shifts that occurred to facilitate these changes. - **6.1.12.A.1.b**
  - Divide the class in half, distribute passages from the *Loving* ruling to one half of the class and passages from *Obergefell* case to the other half, ask groups to craft a summary of the argument made in their respective passages and report out to class, followed by a class-wide synthesis of the two cases and discussion of the cultural changes that followed each ruling.
- Comparative analysis of the movement to integrate the armed forces which resulted in President Truman’s Executive Order 9981 in 1948 and the repeal of the *Don’t Ask, Don’t Tell* policy in 2010, which allowed LGBT soldiers to serve openly. - **6.1.12.A.1.b**
  - Student exploration of the portion of the Harry S. Truman Presidential Library and Museum website dedicated to the desegregation of the armed forces with the intent of reviewing the documents contained therein to understand the conversation around the integration of the armed forces over time, followed by student research meant to identify similar speeches and statements made by modern American politicians and leaders concerning the logic of the *Don’t Ask, Don’t Tell* policy and the eventual repeal of that policy, followed by a seminar designed to compare and contrast these cultural shifts and the distinctions between seen and unseen minorities and the challenges faced by each in gaining greater rights.
- Analysis of the way in which the Civil Rights Movement and the Vietnam War and the counterculture of the era facilitated the development of the gay rights movement, most notably in the Stonewall Riots - **6.1.12.D.3.e**
  - Review progress made in the civil rights movement up to 1969
  - Review the impact of the events of 1968 in Vietnam vis a vis the Tet Offensive and a growing discontent with President Johnson’s handling of the war
  - Comparison of newspaper articles about the Stonewall Riots, Vietnam War protests, and civil rights protests to discuss issues of narrative and power in media depiction
  - Assignment of an analytical essay regarding the degree to which the 1960s were an era of change and divisiveness
- Comparative analysis of historical examples of denial of constitutional rights (i.e., due process, rule of law, and individual rights) to various groups including African Americans, women, and the LGBT community.-**6.1.12.D.2.b**
- Comparative analysis of resistance movements, strategies, and organizing principles among various groups in American history, including but not limited to African Americans, indigenous Americans, LGBT community, Latinx community, women, Asian Americans. - **6.2.12.D.5.d**
  - Read/view primary source documents (first-hand accounts, organizational literature, recorded interviews)
  - Identify key commonalities and differences in strategies, actions, and outcomes, and support/hypothesize reasons
  - Evaluate applicability to current social movements, climate, etc.

## 9th Grade: World History

LGBTQIAA Peoples	Disabilities, Concepts, Etc.
<ul style="list-style-type: none"> <li>● Gender fluidity in peoples / group dynamics</li> <li>● Joan of Arc - gender fluidity</li> <li>● Lord Cornbury of NJ - dressed as a woman</li> <li>● Constructs of fashion, etc. change as time progresses - really the Pilgrims that</li> </ul>	<ul style="list-style-type: none"> <li>● John Milton - blind at age 43</li> <li>● Beethoven was deaf</li> <li>● VanGogh - bipolar disorder</li> <li>● Philip II from Spain was the first to use a wheelchair</li> </ul>

## 10th Grade: US History I

LGBTQIAA Peoples	Disabilities, Concepts, Etc.
<ul style="list-style-type: none"> <li>● Deborah Sampson (American Revolution woman who fought as a man) <ul style="list-style-type: none"> <li>○ Robert Shurtliff (male name)</li> <li>○ Then went on to get married and have three children</li> <li>○ Paul Revere helped her to get her pension → after serving time in war</li> </ul> </li> <li>● Jemima Wilkinson - evangelist who did not believe that they were female or male;</li> <li>● Deborah Sampson Gannett - 1760s outside of Plymouth, MA</li> <li>● Ralph Waldo Emerson had “romantic friendships” with men in college <ul style="list-style-type: none"> <li>○ Henry David Thoreau the same</li> </ul> </li> <li>● Emily Dickinson → poetry reflects love of friend Sue Gilbert who later on would marry Dickinson’s brother</li> <li>● Walt Whitman → considered homosexual by today’s standards; had intimate relationships with men but the words ‘homosexual’ were not a part of mainstream / identifiable society</li> <li>● Jennie I. Hodgers → Albert Cashier fought during the Civil War as a ‘transgender’ soldier</li> <li>● Charlotte Cushman - actor of Shakespeare who was a lesbian and was able to cross dress and be accepted by others in the industry / theater</li> </ul>	<ul style="list-style-type: none"> <li>● Role of genders in Native American communities prior to contact - men &amp; women were gender “fluid” in the sense that they would shift roles - women sometimes were in power more so than men → Puritanical thought process shifted this into the gender norms of the day</li> <li>● Concepts of intimate friendships emerge that defy gender constructs of today - i.e. George Washington and Marquis de Lafayette - letters that expressed love and friendship were commonplace <ul style="list-style-type: none"> <li>○ Abraham Lincoln and male companions in the white house</li> </ul> </li> <li>● Places like San Francisco were always seen as sanctuaries for peoples that were “othered” as early as the 1800s → concept of a safe space</li> <li>● Transcendentalist movements should be taught in the capacity of</li> <li>● Stephen Hopkins - signer of the Declaration of Independence &amp; had Cerebral Palsy</li> <li>● Alexander G. Bell - learning disability</li> <li>● Harriet Tubman - mentally disabled because she was hit in the head to suffer severe brain damage</li> <li>● John Wesley Powell - scientist and explorer that lost an arm in Civil War goes on to overcome disability and thrive</li> <li>● Phil Kearny - NJ Native</li> </ul>

## 11th Grade: US History II

LGBTQIAA Peoples	Disabilities, Concepts, Etc.
<ul style="list-style-type: none"><li>● William Julian Dalton → Julian Eltinge (1st drag queen reference)</li><li>● Eleanor Roosevelt</li><li>● Langston Hughes</li><li>● Stonewall</li><li>● Marsha P. Johnson</li><li>● Harvey Milk</li></ul>	<ul style="list-style-type: none"><li>● Gender constructs change after the Civil War - how this bends and changes and can shift with the times</li><li>● Interesting concepts of “Roaring 20s” - ways in which people were accepting and knew about variances in gender and sexuality - only now is this seen as “taboo”</li><li>● Harlem Renaissance defies race and gender structures</li><li>● Cities / locations such as New York and “The Village” become places where people can feel safe in becoming who they are</li><li>● Woodrow Wilson - severely dislexic</li><li>● Franklin Roosevelt - handicapped president</li><li>● Helen Keller - championed for women’s rights even though she was blind &amp; deaf</li><li>● Dorothea Lang - famous photographer during Great Depression who suffered from a limp with polio</li><li>● Albert Einstein - dyslexia</li><li>● Thomas Edison - deaf / considered autistic by today’s standards</li><li>● Frida Khalo - artist, polio sufferer</li><li>● Walt Disney - dyslexia sufferer</li></ul>