

CALIFORNIA HISTORY-SOCIAL SCIENCE FRAMEWORK (2016 Revision)

A coalition of LGBT advocacy groups in California petitioned for 97 revisions detailing LGBT people’s contributions to the economic, political, and cultural climate of the United States to be included in the History Social-Science Framework. 48 (49%) of these suggested revisions have been included in the Framework, and are included below in order of grade level for which they are intended, the revision itself, chapter, and page line and number.

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N/A	<p>“Students also consider the ways in which the quests for liberty, freedom, and equality have transformed the American populace. They study the recurrent theme of citizenship and voting by analyzing how these rights and privileges have been contested and reshaped over time. Starting with the freedoms outlined by the Framers, students examine the many contributions of Americans seeking to define the meaning of citizenship across the country, from farmers in Jefferson’s agrarian nation, to suffragists at the turn of the century, to civil rights activists putting their lives on the line to end Jim Crow in the middle of the twentieth century, to Americans seeking to bring marriage equality to same-sex couples in the twenty-first century.”</p>	Citizenship and Civil Rights	Intro	Lines 116-117 6
N/A	<p>“We want them to develop a keen sense of ethics and citizenship. We want them to develop respect for all persons as equals regardless of ethnicity, nationality, gender identity, sexual orientation, and beliefs. And we want them to care deeply about the quality of life in their community, the nation, and their world.”</p>	Ethics and Citizenship	Intro	Lines 425-426 Pg. 20
N/A	<p>“Some western societies are still struggling with areas of civil rights that remain unresolved, such as marriage rights, nondiscrimination</p>	Civil Rights	Appendices	Lines 1483-1490 Pg. 925

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	<p>protections, and other issues of equality for their lesbian, gay, bisexual, and transgender citizens, but they can still provide leadership in applying global pressure against regimes that even in the twenty-first century mandate harsh penalties and sometimes even death against lesbian, gay, bisexual, and transgender people.”</p>			
2	<p>“ Students are encouraged to compare and contrast their daily lives with those of families who have lived in the past. To deepen student understanding and engagement, students can read <i>When I was Little</i> by Toyomi Igus, <i>Dear Juno</i> by Soyung Pak, <i>The Boy with Long Hair</i> by Pushpinder (Kaur) Singh, and In Our Mother’s House by Patricia Polacco .”</p>	LGBT Families and Family Diversity	5	Lines 51 -52 Pg. 63
2	<p>“Students in the second grade are ready to learn about people who make a difference in their own lives and who have made a difference in the past. They develop their own identities as people who have places in their communities. Students start their study of people who make a difference by studying the families and people they know. Through studying the stories of diverse families in the past, including immigrant families, lesbian and gay parents and their children, families of color, step- and blended families, families headed by single parents, extended families, families with disabled members, and adoptive families, students can both locate themselves and their own families in history and learn about the lives and historical</p>	Family Diversity in the Classroom	5	Lines 28-35 Pg. 62

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	<p>struggles of their peers. Students themselves can make a difference by engaging in service-learning to improve their schools or communities.”</p>			
2	<p>“In asking students about their family stories, it is important that teachers not assume any particular family structure, and ask their questions in a way that will easily include children from diverse family backgrounds.</p> <p>Students will be introduced in Standard 2.1 to family stories and historical sources that illustrate the diversity of the American family experience, including the experiences of immigrant families, blended and divorced families, families of all races and ethnicities, foster and adoptive families, LGBT-parented families, families with disabled members, and families from different religious traditions. Students should be encouraged to see the struggles and joys of family diversity in a historical context.”</p>	Family Diversity in the Classroom	5	Lines 35-39 Pg. 62
4	<p>“To bring California’s history, geography, diverse society, and economy to life for students and to promote respect and understanding, teachers emphasize its people in all their ethnic, racial, gender, and cultural diversity.”</p>	Ethics and Citizenship	7	Line 46-49 Pg. 87
4	<p>“Missions were sites of conflict, conquest, and forced labor. Students should consider cultural differences, such as gender roles and religious beliefs, in order to better understand the dynamics of Native and Spanish interaction.”</p>	Native American Gender Roles and Spanish Interaction	7	291-298 Pg. 97-98

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4	<p>“Students can also explore how the gender imbalance between women and men in California during the gold rush era allowed women who wished to participate in the gold rush to pass as men and led to a number of men to take on women’s roles.”</p>	Gender Roles during Gold Rush	7	Lines 361-365, Pg. 100
4	<p>“Students may also read or listen to primary sources that both illustrate gender and relationship diversity and engage students’ interest in the era, like Bret Harte’s short story of “The Poet of Sierra Flat” (1873) or newspaper articles about the life of the stagecoach driver Charley Parkhurst, who was born as a female but who lived as a male, and who drove stagecoach routes in northern and central California for almost 30 years. Stagecoaches were the only way many people could travel long distances, and they served as a vital communication link between isolated communities. Parkhurst was one of the most famous California drivers, having survived multiple robberies while driving (and later killing a thief when he tried to rob Parkhurst a second time).”</p>	Gender Roles during Gold Rush	7	Lines 378-387 Pg. 101
4	<p>“Students can also study ... the emergence of the nation’s first gay rights organizations in the 1950s. In the 1970s, California gay rights groups fought for the right of gay men and women to teach, and, in the 2000s, for their right to get married, culminating in the 2013 and 2015 U.S. Supreme Court decisions <i>Hollingsworth v. Perry</i> and <i>Obergefell v. Hodges</i>.”</p>	LGBT Civil Rights Movement	7	Lines 605-616 Pg. 116

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4	<p>“They learn about the contributions of immigrants to California from across the country and globe, such as Dalip Singh Saund, an Indian Sikh immigrant from the Punjab region of South Asia who in 1957 became the first Asian American to serve in the United States Congress, Civil Rights activists Cesar Chavez and Dolores Huerta, Tech titans Sergey Brin (Google), and Jerry Yang (Yahoo), and Harvey Milk, a New Yorker who was elected to the San Francisco Board of Supervisors in 1977 as California’s first openly gay public official.”</p>	California LGBT Electoral Politics	7	Lines 635-642 Pg. 117
5	<p>“Students can explore the social and cultural diversity of American Indians by addressing this question: How were family and community structures of North American Indians similar to and different from one another? Students learn how American Indians expressed their culture in art, music, dance, religion, and storytelling. They also gain a fuller understanding of how gender roles and family life varied between different tribes by examining the multiple roles and influence of women within American Indian communities....Finally, students should appreciate the diversity of Native American communities and connect this national story of diverse natives to their fourth-grade studies of California Indians.”</p>	Native American Gender Role and Family Diversity	8	Lines 89-100 Pg. 127-128
5	<p>“Led by William Bradford, the Pilgrims settled Plymouth in 1620. In keeping with the times, they did not ask women to sign. This is a powerful opportunity to discuss the meaning of self-government, gender norms within society</p>	Early American Gender Roles	8	Lines 364-368 Pg. 139-140

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	and religion, and to reflect on the importance of political rights.”			
5	“Quakers believed that divine truth was revealed not only through the Bible but also through an “inner light” within each human being, regardless of social status, educational attainment, or gender. They did not believe in an institutional ministry, insisting that anyone at a religious meeting could speak when inspired by God. Quakers believed that women could take a leading role as preachers of religious truth, which many contemporaries saw as ridiculous and dangerous.”	Early American Gender Roles	8	Lines 428-433 Pg. 142
5	“Virginia was at first an all-male colony, and even after women began to arrive the gender ratio remained skewed throughout most of the seventeenth century. This social structure posed significant challenges for a society that saw family as a principal agent of order, economic production, and basic sustenance.”	Early American Gender Roles	8	Lines 286-290 Pg. 136
5	“They will also analyze the work of men, women, and children to get a sense of every family member’s function in the colonial home. In a preindustrial environment, most married men worked on the family farm and spent much more time with children, especially sons, than in the nineteenth and twentieth centuries, when more men spent much time working away from home. Men’s lives were focused on the family and its work. Women were actively involved in	Early American Gender and Family Roles	8	Lines 379-387 Pg. 140

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	<p>economic production: not only did they learn, practice, and pass on to the next generation skills relating to the production of food, clothing, and medicine, but they often did farm work and were expected to step into their husbands' shoes if he was ill or away from home. Women were also active and influential in their communities and church congregations."</p>			
5	<p>"[The Puritans] religious views shaped their way of life, clothing, laws, forms of punishment, education practices, gender expectations, and institutions of self-government. Puritans believed that God created women as subordinate companions to men. Women who challenged male authority or, because of their practical situation were free from male control (through widowhood, for example), could end up being identified with Satan's rebellion against God's authority; four-fifths of those accused of witchcraft in colonial New England were women. Although they came to Massachusetts to escape religious persecution, the Puritans established a society intolerant of religious dissent and diversity. An examination of the experiences of Roger Williams and Anne Hutchinson reveals the Puritans' intolerance of religious dissent and their insistence that women firmly conform to their gender expectations. At the same time, the stories of Anne Hutchinson and Roger Williams are milestones in the development of religious freedom in Connecticut and Rhode Island."</p>	<p>Early American Religion and Gender Roles</p>	8	<p>Lines 388-407 Pg. 140-141</p>

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8	<p>“As the family economy gave way to industrial production, the roles of women and men changed. Middle-class women devoted themselves to the home and family, while men went out to work. An ideology of separate spheres conceptualized women and men as fundamentally different. As a result, men and women formed close bonds with one another inside their separate spheres, while at the same time were also expected to marry and raise a family. Students should engage with the question: What was family life like in the Northeast? This question encourages students to consider change over time, cause and effect, and historical context in developing a well-reasoned answer.”</p>	<p>Separate Spheres Ideology and the Industrial Revolution</p>	12	<p>Lines 383-391 Pg. 340-341</p>
8	<p>Students discuss the role that race and gender played in constructing the enslaved as in need of civilization and thereby rationalizing slavery; the daily lives of enslaved men and women on plantations and small farms, including the varied family structures they adopted; the economic and social realities of slave auctions that led to the separation of nuclear families and encouraged broad kinship bonds; the centrality of sexual violence to the system of slavery; and the myriad laws: from the outlawing of literacy to restrictions on freedom gained through emancipation or purchase that marked the lives of American slaves. Amidst the confining world of slavery, the enslaved asserted their humanity in developing a distinct African-American culture through retaining and adapting their traditional customs on American soil. This culture included</p>	<p>Race, Gender, Sexuality, and Family in US Enslavement</p>	12	<p>Lines 484-499 Pg. 347-348</p>

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	<p>less restrictive norms around gender and sexuality that supported the formation of alternative family structures within enslaved communities. Students can connect this information about the slave society by considering the question: What were slaves lives like? How did slave families live in ways that were similar to and different from non-slave families?</p>			
8	<p>“Frontier life had a mixed effect on the relations between men and women. White men far outnumbered white women, creating some opportunities where the latter became more valued than previously... This skewed gender ratio also led more white men to marry Mexican women with greater frequency in some communities in the American Southwest. Primary-source documents will provide students of a more appropriate sense of the varied roles played by frontier women as students to continue to address the question: How did family life change during the first half of the nineteenth century? Many women of diverse racial and ethnic backgrounds felt trapped or limited by their gender in a place and time so dominated by men. Some women responded to this by working for social change.... Other women confronted this society by passing as or transforming themselves into men, thus benefiting from the greater opportunities men had in the West. California’s Charley Parkhurst, for example, who was born as a female but who lived as a male, drove stagecoach routes in northern and central California for almost 30</p>	Gender Diversity and Frontier Life	12	Lines 630-655 Pg. 361-362

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	years.... Finally, gold rushes and western military life provide examples of frontier settings where men far outnumbered women and for this and many reasons, people lived less conventional lives.”			
8	“Students also explore the impact Reconstruction had on African American kinship structures and family life.”	African American Family	12	Lines 782-783 Pg. 368
8	“Despite suffering from unsafe working and living conditions, immigrant and native-born men and women sometimes found themselves freer from family and community control in urban centers. Socializing in public became the norm for working-class youth who had limited space where they lived, and the disparity between women’s and men’s wages gave rise to the practice of dating. The rise of commercialized entertainment such as movies, amusement parks, and dance halls fostered easier interaction among strangers.”	Urbanization, Industrialization, and Gender Roles	12	Lines 934-940 Pg. 374-375
8	“The American Indian wars, the creation of the reservation system, the development of federal Indian boarding schools, and the re-allotment of Native lands profoundly altered Native American social systems related to governance, family diversity, and gender diversity.... Allotment entailed breaking up Native lands into privately held units (largely based on the Anglo-American model of the male-headed nuclear family), displacing elements of female and two-spirit authority traditionally respected in many tribal societies. Boarding schools in the late 19 th and early 20 th centuries took Native children from	Gender Diversity, Family and Gender Role Diversity, and Forced Assimilation of Native Americans	12	Lines 945-961 Pg. 375

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	their parents for years at a time, imposing Christianity, U.S. gender binaries and social roles, and English-only education in an attempt to make them into what school administrators viewed as proper U.S. citizens.”			
9	ETHNIC STUDIES: “Central to any Ethnic Studies course is the historic struggle of communities of color, taking into account the intersectionality of identity (gender, class, sexuality, among others), to challenge racism, discrimination, and oppression and interrogate the systems that continue to perpetuate inequality.”	Ethnic Studies: Intersectionality	14	Lines 651-655 Pg. 425-426
9	ETHNIC STUDIES: “Students can investigate the history of the experience of various ethnic groups within the United States, with an eye to the diversity of these experiences based on race, gender, and sexuality, among other identities.”	Ethnic Studies: Intersectionality	14	Lines 692-695 Pg. 427
9	ETHNIC STUDIES: “[Students] can investigate the relationship between race, gender, sexuality, social class, and economic and political power. They can explore the nature of citizenship by asking how various groups have become American and examining cross-racial and inter-ethnic interactions among immigrants, migrants, people of color, and working people. They can investigate the legacies of social movements and historic struggles against injustice in California, the Southwest, and the United States as a whole and they can study how different social movements for people of color, women, and LGBT communities have mutually informed each other.”	Ethnic Studies: Intersectionality and Social Movements	14	Lines 700-709 Pg. 428

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11	<p>“In this course students examine major developments and turning points in American history from the late nineteenth century to the present. During the year the following themes are emphasized: the expanding role of the federal government; the emergence of a modern corporate economy and the role of organized labor; the role of the federal government and Federal Reserve System in regulating the economy; the impact of technology on American society and culture; changes in racial, ethnic, and gender dynamics in American society; the movements toward equal rights for racial, ethnic, religious, and sexual minorities and women; and the rise of the United States as a major world power.”</p>	Gender and Sexuality in Modern US History	16	Lines 10-18 Pg. 521
11	<p>“Thriving urban centers became havens for the middle-class single women who played an important role in the settlement house movement, making collective homes in the poor areas of cities and often forming marriage-like relationships known as “Boston marriages” with one another as they worked to provide services.”</p>	Turn-of-the - Century Women’s Relationships and Family Diversity	16	Lines 219-223 Pg. 533
11	<p>“In the growing cities, young women and men who moved from farms and small towns to take up employment in factories, offices, and shops found themselves free from familial and community supervision in the urban environment. They flocked to new forms of commercialized entertainment, such as amusement parks, dance halls, and movie</p>	Urbanization, Sexual Diversity, and Gender Diversity; Rise of Heterosexual /Homosexual	16	Lines 223-234 Pg. 533-535

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	<p>theaters, and engaged in less restricted forms of sexual intimacy, alarming some middle-class reformers. The more anonymous environment of cities also made space for men and women seeking relationships with someone of the same sex, including gender non-conforming men who were visible on city streets and on the stage. By the end of the century, concepts of homosexuality and heterosexuality became defined as discrete categories of identity. This had consequences for the ways that people thought about intimate relationships between people of the same gender.”</p>	Binary		
11	<p>“Progressive impulses also challenged big-city bosses and government corruption; rallied public indignation against trusts; pushed for greater urban policing, social work, and institutionalization related to gender, sexuality, race, and class; and played a major role in national politics in the pre–World War I era. Moreover, labor and social justice movements also called for education reform, better living conditions, wage equality, more social freedom for women, sometimes acceptance of, or at least tolerance for, women and men living outside of traditional heterosexual roles and relationships. Excerpts from the works of muckrakers, reformers, and radical thinkers such as Lincoln Steffens, Jacob Riis, Ida Tarbell, Helen Hunt Jackson, Joseph Mayer Rice, Emma Goldman, and Jane Addams and novels by writers such as Theodore Dreiser, Upton Sinclair, and Frank Norris will help set the scene for students.”</p>	Progressive Era Effects on Gender, Sexuality, and Family Diversity	16	Lines 298-309 Pg. 537

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11	"Young men serving abroad found European ideas about race and sexuality very liberating."	WWI and European ideas of Race and Sexuality	16	Lines 380-381 Pg. 540
11	"This question can help frame students' understanding of the 1920s: How did culture change in the 1920s? Students should explore cultural and social elements of the "Jazz Age." Women, who had just secured national suffrage with the passage of the Nineteenth Amendment, experienced new freedoms but also faced pressure to be attractive and sexual through the growing cosmetics and entertainment industries, and their related advertisements. The passage of the Eighteenth Amendment and the Volstead Act triggered the establishment of speakeasies. These not only represented a challenge to Prohibition but established a vast social world that broke the law and challenged middle-class ideas of what should be allowed. Within those arenas, LGBT patrons and performers became part of what was tolerated and even sometimes acceptable as LGBT-oriented subcultures grew and became more visible. At the same time, modern heterosexuality became elaborated through a growing world of dating and entertainment, a celebration of romance in popular media, a new prominence for young people and youth cultures, and an emphasis on a new kind of marriage that valued companionship."	Sexual and Gender Diversity in 1920s	16	Lines 418-433 Pg. 542

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11	<p>“The continued flow of migrants and the practical restrictions of segregation in the 1920s helped to create the “Harlem Renaissance,” the literary and artistic flowering of black artists, poets, musicians, and scholars, such as Alain Locke, Langston Hughes, Countee Cullen, Gertrude “Ma” Rainey, and Zora Neale Hurston. Their work provides students with stunning portrayals of life during segregation, both urban and rural. LGBT life expanded in 1920s Harlem. At drag balls, rent parties, and speakeasies, rules about acceptable gendered behavior seemed more flexible for black and white Americans than in other parts of society, and many leading figures in the “Renaissance” such as Hughes, Locke, Cullen, and Rainey were lesbian, gay, or bisexual.”</p>	Sexual and Gender Diversity in the Harlem Renaissance	14	Lines 434-446 Pg. 542-543
11	<p>“At the same time that American consumer and popular culture was being remade, farm income declined precipitously and farmers found themselves once again suffering from the pressures of technology and the marketplace. American politicians espoused a desire to return to “normalcy” as evidenced by the election of Warren Harding, Calvin Coolidge, and Herbert Hoover. In addition to American political leaders’ reluctance to embrace change, many Americans did not embrace the social and cultural openness of the decade. These people found a voice in many organizations that formed to prevent such shifts. The Ku Klux Klan launched anti-immigrant, anti-Catholic, anti-Semitic, and moralizing campaigns of violence and intimidation; vice squads targeted speakeasies,</p>	1920s/1930s Crackdown on LGBT Communities	16	Lines 451-461 Pg. 546

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	communities of color, and LGBT venues.”			
11	<p>“Students learn about the roles and sacrifices of American soldiers during the war, including the contributions of the Tuskegee Airmen, the 442nd Regimental Combat team, women and gay people in military service, and the Navajo Code Talkers. When possible, this study can include oral or video histories of those who participated in the conflict. California played a huge role in America’s successful war effort - the number of military bases in the state increased from 16 to 41, more than those of the next 5 states combined. By the end of the war, California would be the nation’s fastest growing state, and the experience of war would transform the state demographically, economically, socially, and politically.</p>	Contributions of Diverse People in WWII	16	Lines 685-694 Pg. 556
11	<p>“In addition to having economic opportunities advanced by World War II, the ideology of the war effort, combined with the racial segregation of the armed forces, sparked multiple efforts at minority equality and for civil rights activism when the war ended. For example, ... Military officials established an unprecedented effort to screen out and reject homosexuals, though gay men and lesbians still served in the armed forces in significant numbers. Some found toleration in the interests of the war effort, but many others were imprisoned or dishonorably discharged. That persecution set the stage for increased</p>	WWII Institutionalization of Anti-gay policy	16	Lines 801-817 Pg. 561-562

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	postwar oppression and organized resistance.”			
11	<p>Senator Joseph McCarthy heightened Americans’ fear of Communists with his dramatic, public, yet ultimately demagogic allegations of large numbers of Communists infiltrating the government in the early 1950s. Although his colleagues in the U.S. Senate censured him, the influence of McCarthy outlasted his actions and explains why the term “McCarthyism” signifies the entire era of suspicion and disloyalty. Hysteria over national security extended to homosexuals, considered vulnerable to black mail and thus likely to reveal national secrets. The public Red Scare overlapped with a Lavender Scare. Congress held closed-door hearings on the threat posed by homosexuals in sensitive government positions. A systematic investigation, interrogation, and firing of thousands of suspected gay men and lesbians from federal government positions extended into surveillance and persecution of suspected lesbians and gay men in state and local government, education, and private industry. Students can debate whether such actions served national security and public interests and consider how the Lavender Scare shaped attitudes and policies related to lesbian, gay, bisexual, and transgender people from the 1950s to the present. Students can synthesize this breadth of information about the government and Cold War by addressing this question: How were American politics shaped</p>	Postwar Lavender Scare	16	Lines 995-1013 Pg. 569-570

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	by the Cold War?"			
11	<p>“While more Americans than ever before enjoyed the comforts of middle-class suburban affluence, not all people benefitted from it. Minorities were forbidden from owning property in these newly-constructed developments. While the white middle class grew in size and power, poverty concentrated among minority groups, the elderly, and single-parent families. Betty Friedan coined the term “feminine mystique” to describe the ideology of domesticity and suburbanization, which left white middle-class college educated housewives yearning for something more than their responsibilities as wives and mothers. Although the 1950s have been characterized as a decade of social calm, the struggles of African Americans, as well as women and LGBT people that emerged forcefully in the 1960s, had their roots in this period.</p> <p>Students can see the contradiction between the image of domestic contentment and challenges to the sex and gender system through the publication of and responses to the Kinsey reports on male and female sexuality in 1948 and 1953; the publicity surrounding Christine Jorgensen, the “ex-G.I.” transformed into a “blonde beauty” through sex-reassignment surgery in 1952; the efforts of the medical profession to enforce proper marital heterosexuality; and the growth of LGBT</p>	1950s Gender Roles, Sexual and Gender Diversity, and LGBT Political Organizing	16	Lines 1054-1068 Pg. 572-573

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	cultures.”			
11	<p>Sidebar: Grade Eleven Classroom Example: Containing Communism at Home, a Museum Exhibit teaching model mentions issues of sexuality in domestic containment and links to <i>The Cold War Containment at Home</i>, available for free download, developed by the California History-Social Science Project (http://chssp.ucdavis.edu/programs/historyblueprint) as part of the History Blueprint initiative, which addresses the Lavender Scare.</p>	Postwar Lavender Scare	16	Pg. 573-575
11	<p>“Although the 1950s have been characterized as a decade of relative social calm, the struggles of African Americans, Chicano/as, Native Americans, Asian Americans, as well as women and lesbian, gay, bisexual, and transgender people that emerged forcefully in the 1960s, have their roots in this period. In this unit students focus on the history of the movements for equality, and on the broader social and political transformations that they inspired, beginning with the civil rights movement in the south and continuing for the thirty-five-year period after World War II. “</p>	LGBT Political Organizing	16	Line 1087-1094 Pg. 575-576
11	<p>“...and the Supreme Court’s 1967 <i>Loving v. Virginia</i> decision to overturn state anti-miscegenation laws....-They recognize the leadership of the black churches female leaders such as Rosa Parks, Ella Baker, and Fannie Lou</p>	LGBT Role in Black Civil Rights Movement	16	Lines 1176-1177 Pg. 579

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	Hamer, and gay leaders such as Bayard Rustin, all of whom played key roles in shaping the movement.”			
11	<p>“The advances of the black civil rights movement encouraged other groups—including women, Hispanics and Latinos, American Indians, Asian Americans, Pacific Islanders, gay, lesbian, bisexual, and transgendered Americans, students, and people with disabilities— to mount their own campaigns for legislative and judicial recognition of their civil equality. Students can use the question How did various movements for equality build upon one another? to identify commonalities in goals, organizational structures, forms of resistance, and members. Students can note major events in the development of these movements and their consequences. Students may study how Cesar Chavez, Dolores Huerta, and the United Farm Workers’ movement used nonviolent tactics, educated the general public about the working conditions in agriculture, and worked to improve the lives of farmworkers. Students should understand the central role of immigrants, including Latino Americans and Filipino Americans, in the farm labor movement. This context also fueled the brown, red, and yellow power movements. The manifestos, declarations, and proclamations of the movements challenged the political, economic, and social discriminations faced by their groups. They also sought to combat the consequences of their “second-class citizenship” by engaging in</p>	Intersectionality in 1960s and 1970s Civil Rights Movements; LGBT Political Organizing	16	Lines 1234-1271 Pg. 582-583

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	<p>grassroots mobilization. For example, from 1969 through 1971 American Indian activists occupied Alcatraz Island; while in 1972 and 1973, American Indian Movement (AIM) activists took over the Bureau of Indian Affairs building in Washington, D.C. and held a stand-off at Wounded Knee, South Dakota. Meanwhile, Chicano/a activists staged protests around the country, like the famed Chicano Moratorium in Los Angeles in 1970 that protested the war in Vietnam, and formed a number of organizations to address economic and social inequalities as well as police brutality, and energized cultural pride. Students should learn about the emergence and trajectory of the Chicano civil rights movement by focusing on key groups, events, documents such as the 1968 walkout or “blowout” by approximately 15,000 high school students in East Los Angeles to advocate for improved educational opportunities and protest against racial discrimination, the El Plan de Aztlan, which called for the decolonization of the Mexican American people; El Plan de Santa Barbara, which called for the establishment of Chicano studies; the formation of the Chicano La Raza Unida Party, which sought to challenge mainstream political parties, and Rodolfo “Corky” Gonzales’s “I am Joaquin,” which underscores the struggles for economic and social justice. California activists like Harvey Milk and Cleve Jones were part of a broader movement that emerged in the aftermath of the Stonewall riots, which brought a new attention to the cause of equal rights for homosexual Americans.”</p>			
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11	<p>“Students also consider the connections between the modern women’s movement and the women’s rights movement of earlier decades. Inspired by the civil rights movement, the women’s movement grew stronger in the 1960s. Armed with the Equal Pay Act of 1963 and the Civil Rights Act of 1964, Betty Friedan, author of <i>The Feminist Mystique</i>, helped found the National Organization for Women (NOW) in 1966, which, similar to the NAACP, pursued legal equalities for women in the public sphere. They also changed laws, introducing, for example, Title IX of the 1972 Educational Amendments, which mandated equal funding for women and men in educational institutions. Not all people supported changes to the sexual status quo, and a vocal antifeminist movement emerged in response to feminism’s successes. On the social and cultural front, feminists, many of them active in the African American civil rights movement, tackled day-to-day sexism with the mantra, “The personal is political.” Many lesbians active in the feminist movement developed lesbian feminism as a political and cultural reaction to the limits of the gay movement and mainstream feminism to address their concerns. Throughout the 1970s and 1980s, feminists promoted women’s health collectives, opened shelters for victims of domestic abuse survivors, fought for greater economic independence, and worked to participate in sports equally with men. Students can consider Supreme Court decisions in the late 1960s and early 1970s that recognized women’s rights to birth control (<i>Griswold v. Connecticut</i>)</p>	<p>Lesbians in Women’s and Lesbian Feminist Movements; LGBT Political Organizing</p>	16	<p>Lines 1279-1299 Pg. 584</p>

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	<p>and abortion (<i>Roe v. Wade</i>). Students can also read and discuss selections from the writings of leading feminists and their opponents, debate the Equal Rights Amendment, and discuss why it failed to get ratified. Students can trace how, by the 1980s and 1990s, women made serious gains in their access to education, politics, and the workforce (though women continue to not be equally represented at the very highest ranks)."</p>			
11	<p>"Students examine the emergence of a movement for LGBT rights. The homophile movement began in the early 1950s with California-based groups like the Mattachine Society and the Daughters of Bilitis. Across the 1950s and early 1960s, these fairly secretive organizations created support networks; secured rights of expression and assembly; and cultivated relationships with clergy, doctors, and legislators to challenge teachings and laws that condemned homosexuality as sinful, sick, and/or criminal. In the 1960s, younger activists, often poorer and sometimes transgender, began to confront police when they raided gay bars and cafes in Los Angeles, San Francisco, and most famously at the Stonewall Inn in New York City in 1969. Gay rights organizations called on people to "come out" as a personal and political act. Women, frustrated by the gay men's sexism and other feminists' homophobia, launched lesbian-feminist organizations. Consider figures such as Alfred Kinsey, Harry Hay, José Sarria, Del Martin and Phyllis Lyon, Frank Kameny, Sylvia Rivera, and Harvey Milk. By the mid-1970s, LGBT mobilization led to successes: The American</p>	LGBT Political Organizing, 1950s-2010s	16	Lines 1300-1329 Pg. 585 -586

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	<p>Psychiatric Association stopped diagnosing homosexuality as a mental illness; 17 states had repealed laws criminalizing gay sexual behavior; and 36 cities had passed laws banning antigay discrimination. Students can consider a 1967 Supreme Court decision that upheld the exclusion and deportation of gay and lesbian immigrants (<i>Boutilier v. Immigration and Naturalization Service</i>), the 1986 decision that upheld state sodomy laws (<i>Bowers v. Hardwick</i>), the 2003 decision overturning such laws (<i>Lawrence v. Texas</i>), 2013 decisions on same-sex marriage (<i>United States v. Windsor</i> and <i>Hollingsworth v. Perry</i>), and the constitutional guarantee of equal protection under the law for transgender individuals, as exemplified through successful claims of employment discrimination including <i>Glenn v. Brumby</i>, <i>Schroer v. Billington</i>, and the Equal Employment Opportunity Commission’s decision in <i>Macy v. Holder</i>.”</p>			
11	<p>Contemporary American Society: “•In what ways have issues such as education; civil rights for people of color, immigrants, and lesbian, gay, bisexual, and transgender Americans, and disabled Americans; economic policy; recognition of economic, social and cultural rights; the environment; and the status of women remained unchanged over time? In what ways have they changed?”</p>	LGBT Civil Rights in Contemporary American Society	16	Lines 1399-1404 Pg. 591-592
11	<p>How has the role of the federal government (and especially the presidency) changed from the 1970s through recent times? ... Why is the United States more diverse now than it was in</p>	LGBT Civil Rights in Contemporary American	16	Lines 1411-1423 Pg. 592

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	the middle of the twentieth century? In what ways have issues such as education; civil rights for people of color, immigrants, and lesbian, gay, bisexual, and transgender Americans, and disabled Americans; economic policy; recognition of economic, social and cultural rights; the environment; and the status of women remained unchanged over time? In what ways have they changed? How did the wealth gap between top earners and the majority of Americans grow between the 1970s and 2010s?"	Society		
11	"liberalizing country of origin policies, emphasizing family reunification, rejecting same-sex partners of American citizens"	LGBT and Immigration	16	Lines 1517-1519 Pg. 596
11	[Reagan] "supported a stronger government that would outlaw abortion and he appealed to social conservatives seeking to promote heterosexual marriage, to oppose ratification of the Equal Rights Amendment, to support faith-based cultural advocacy, to champion individual accomplishment, and to oppose many safety-net programs. He also vowed to expand the military and the Cold War. These three areas led to the resurgence of the Republican Party under Reagan as he restructured the scope of the federal government. The modern conservative movement that started well before Reagan's election in 1980 and extended beyond the presidency of George W. Bush in the 2000s echoed populist notes from the prior century with its criticism of "establishment elites" and support of a smaller government that would	New Right and LGBT Rights	16	Lines 1449-1467 Pg. 594

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	<p>advocate for social programs that promoted what they termed “traditional family values.” This movement built a part of its base through evangelical churches, televangelism, and other media outlets. Its leaders formed their ideology through organizations like the Young Americans for Freedom and went on to found a variety of think tanks and lobbying organizations. Students can extend their studies of Reagan by exploring political developments of the 1990s and 2000s; they might chart how conservative principles from the 1980s influenced the nation around the turn of the millennium.”</p>			
11	<p>“... students ... should also learn about changes in immigration policy. Starting with the Immigration Act of 1965, laws have liberalized country-of-origin policies, emphasizing family reunification, and rejecting same-sex partners of American citizens. Students can explain how these policies have affected American society.”</p>	LGBT and Immigration	16	Lines 1509-1520 Pg. 596-597
11	<p>“Consideration should be given to the major social and political challenges of contemporary America. Issues inherent in contemporary challenges can be debated, and experts from the community can be invited as speakers. This question can guide students’ explorations of these varied topics: In what ways have issues such as education; civil rights for people of color, immigrants, and lesbian, gay, bisexual, and transgender Americans, and disabled Americans; economic policy; the environment; and the status of women remained unchanged</p>	LGBT Civil Rights; LGBT Political Organizing; AIDS	16	Lines 1573-1591 pg.599-600

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	<p>over time? In what ways have they changed? The growth of the lesbian, gay, bisexual, and transgender rights movement, for example, led to the pioneering role of gay politicians such as Elaine Noble, who was elected to the Massachusetts House of Representatives in 1974, and Harvey Milk, elected in 1977 to the San Francisco Board of Supervisors. Students can learn about how such activism informed the history of the AIDS epidemic in the United States. California students are particularly poised to tap local history resources on the epidemic related to a retreat from some areas of the civil rights, women’s liberation and sexual liberation movements. By talking about the nation’s AIDS hysteria, educators may be able to connect the early response to the epidemic to previous alarmist reactions in American history and the activism that confronted them.”</p>			
11	<p>Sidebar: Promoting Civic Engagement “To promote civic engagement at this grade level, students can participate in mock trials that recreate some of the landmark cases of the twentieth century detailed in this chapter.... considerations of racial or gender restrictions on the right to marry, or the question of women, people of color, and LGBT people serving in the military.”</p>	LGBT Rights and Civic Engagement Activities	16	Lines 1608-1615 Pg. 600-601
12	<p>“In examining the evolution of civil rights under the equal protection clause of the Fourteenth Amendment, students can ... examine the changing interpretation of civil rights law.... Subsequent Court cases addressed the rights of</p>	Equal Protection Clause and LGBT Civil Rights; LGBT	17	Lines 299-320 Pg. 617-618

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	<p>women (<i>Reed v. Reed</i>, 1971), American Indians (<i>Morton v. Mancari</i>, 1974) and the LGBT community (<i>Lawrence v. Texas</i>, 2003, and <i>Obergefell v. Hodges</i>, 2015).... School-related cases of <i>Tinker v. Des Moines</i> (1969), <i>Fricke v. Lynch</i> (1980), <i>New Jersey v. T.L.O</i> (1985), <i>Henkle v. Gregory</i> (2001), or the 2013 Resolution Agreement announced by the United States Department of Education in <i>Student v. Arcadia Unified School District</i> offer additional perspectives relevant to students on free speech, privacy, nondiscrimination, and civil rights for students in schools. Students can use materials from these and other cases to analyze majority and minority opinions, participate in classroom courts, and write simple briefs extracting the facts, decisions, arguments, reasoning and holding of the case or editorial pieces stating their and using evidence to support their conclusions about the decision.”</p>	<p>and Student Civil Rights; LGBT and the Supreme Court</p>		
12	<p>“This course provides multiple opportunities for students to formulate compelling and supporting questions and analyze tensions within our constitutional democracy between key concepts and ideals such as majority rule and individual rights, liberty and equality, state and national authority in a federal system, civil disobedience and the rule of law, freedom of the press and the right to a fair trial, and the relationship of religion and government.... Topics for discussion might include ... health (such as childhood obesity, healthcare reform, or responses to the spread of AIDS), the law (such as the constitutional scope and limits of</p>	<p>LGBT and Citizenship</p>	16	<p>Lines 613-625 Pg. 631-632</p>

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	<p>presidential power, relations between law enforcement and the communities they protect, judicial independence, racism and sexism, discrimination against members of the LGBT community, or protection of civil rights in times of war or national crisis) In debating, discussing, or writing about these issues, encourage students to consider the local, national, and global aspects. Also encourage students to consider multiple perspectives that stretch across political, geographic, and class divides.”</p>			
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