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Heroes Like Harvey Milk: Using LGBTQ-Themed Literature to Promote Critical Literacy and Social Justice in Fifth Grade English Language Arts and Social Studies

Jamie Carmack
jamie.carmack@otterbein.edu

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Jamie Carmack, B.S.Ed., M.A.Ed.

Otterbein University

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Dr. Diane Ross Advisor	Signature	Date
Dr. Dee Knoblauch First Reader	Signature	Date
Dr. Bethany Vosburg-Bluem Graduate Faculty Representative	Signature	Date

To Harvey B. Milk. Your life and work continues to inspire teacher researchers like myself to never give up fighting for LGBTQ rights and equality.

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which is very uncommon in today's world. More importantly, Jimmy is an extremely hard worker. He puts in more hours at his job in a week than I think most people do in two weeks! I have never known someone that literally works from morning to night. It is scary! However, it shows me how passionate he is about his work and that he sees something in it that goes beyond the salary which is something that really inspires me because it shows me that sometimes you have to work really, really hard to achieve whatever goal it is that you are after. Jimmy definitely has a fire inside of him both inside and outside of work and I admire that about him. He is by far the busiest person I know but I have so much respect for him and what he does. Jimmy has taught me to not be so quick to judge a book by its' cover and sometimes if you keep chipping away at an iceberg for long enough, you will see that there is more to it than just large chunks of ice!

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VITA

Teaching Experience

2016-2020	Adjunct English Instructor (Composition) Columbus State Community College Columbus, Ohio
2005-2012	Substitute Teacher Huber Ridge Elementary Westerville City Schools Westerville, Ohio

Education

2008	Master of Arts in Education Language, Literacy, and Culture/Middle Childhood Education/Reading Endorsement The Ohio State University Columbus, Ohio
2004	Bachelor of Science in Education English Language Arts (7-12) Oxford, Ohio

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ABSTRACT

The purpose of this curriculum development project is to help practicing English Language Arts and Social Studies teachers in grade 5 construct and develop content-area curriculums that reinforce and support both critical literacy and social justice pedagogical frameworks for teaching and learning. This particular curriculum development project also addresses the ways in which English Language Arts and Social Studies teachers in grade 5 can use LGBTQ-themed curricular materials to not only promote critical literacy and social justice frameworks for teaching and learning but to also meet the Common Core State Standards (CCSS, 2010) for English Language Arts, Ohio's Learning Standards (OLS, 2018) for Social Studies, and the Social Justice Standards (SJS, 2018) that were developed by the Teaching Tolerance project. In addition, this proposed curriculum development project reflects Gorski's (2010) key characteristics of a multicultural curriculum which ultimately serve as a guide for the development and implementation of a three-week unit plan that focuses on the life and societal contributions of Harvey Milk: the first openly gay elected official in the history of California. Essentially, this type of unit plan demonstrates to practicing English Language Arts and Social Studies teachers in grade 5 how they can infuse critical pedagogical choices into their content-area curriculums in a way that successfully aligns with state standards.

PREFACE

One of the most significant events in my life that has contributed to my development both as a person and as a teacher-researcher occurred on the night of October 6, 1992. On this night, 18-year old Matthew Shepard was beaten, tortured, bound to a fence, and left to die on the outskirts of Laramie, Wyoming. Much like Matthew, I was 18 years old at the time and the story of his brutal death at the hands of two homophobic men scared me in a way that I was never able to forget. Much like Matthew, I struggled (and still do) with issues related to my own sexuality. When I heard about what happened to Matthew, I vowed to myself to avenge him in some way, shape, or form. I did not want his brutal fate to become my own.

I decided to become a teacher and invest myself completely in academic research that connects K-12 teaching with cultural studies issues, such as race, gender, class, and sexual orientation. My goal was and has always been to help develop curriculum content that could educate students about marginalized groups of people and potentially save lives. I go to bed many nights and still wonder if Matthew's unremorseful killers had been exposed to curriculum content that addressed LGBTQ-themed topics and issues (i.e., heteronormativity, homophobia, bullying, etc.) while they were in school would Matthew still be alive today. Those thoughts constantly inspire me to do as much as I can to help pave the way for other LGBTQ teachers, teacher-researchers, and allies. Hopefully, this curriculum development project can be integrated into an English Language Arts or Social Studies classroom somewhere in some meaningful way.

21st century classrooms are full of not only LGBTQ students (and those struggling with their gender and sexual orientation) but also students who are anti-LGBTQ therefore it is crucial that content-area curriculums be reimagined and redesigned in an effort to reflect the kind of education that all students desperately need.

As we approach the 23rd anniversary of Matthew Shepard's brutal murder in Laramie, Wyoming, I am reminded of the book of poems entitled *October Mourning: A Song for Matthew Shepard* by Leslea Newman which was published nearly nine years ago on September 25, 2012. The poems in this collection are fictional but told from various perspectives of the people, places, and things involved in this senseless killing. Below, I am including the poem from that short collection that has always held the most significance to me. It is told from the perspective of the fence that Matthew was tied to and left to die on:

THE FENCE
(that night)

I held him all night long
He was heavy as a broken heart
Tears fell from his unblinking eyes
He was dead weight yet he kept breathing

He was heavy as a broken heart
His own heart wouldn't stop beating
He was dead weight yet he kept breathing
His face streaked with moonlight and blood

His own heart wouldn't stop beating
The cold wind wouldn't stop blowing
His face streaked with moonlight and blood
I tightened my grip and held on

The cold wind wouldn't stop blowing
We were out on the prairie alone
I tightened my grip and held on
I saw what was done to this child

We were out on the prairie alone
Their truck was the last thing he saw
I saw what was done to this child
I cradled him just like a mother

Their truck was the last thing he saw
Tears fell from his unblinking eyes
I cradled him just like a mother
I held him all night long

Chapter 1
Introduction

Purpose of the Introduction

Essentially, the purpose of the Introduction chapter is to situate the proposed curriculum development project within a much broader context. Specifically, the Introduction chapter explores pedagogical frameworks (i.e., curricular choices) that ultimately help contextualize the research problem and research question. To this end, the Introduction chapter aims to first define what the concept of democracy in education looks like and then suggests ways in which content-area teachers can integrate such a teaching philosophy into their curriculum construction process. Furthermore, the Introduction chapter suggests that in order for students to feel liberated and empowered by their learning it is important for teachers to develop and implement content-area curriculums that can and should reinforce aspects of critical literacy, critical consciousness (a primary component of culturally relevant pedagogy), LGBTQ-themed literature, and social justice.

Democracy in Education

According to Milner (2013), twenty-first century teachers in every grade level remain under intense pressure to conform their teaching curriculums to match the skills and knowledge that are required to pass the state-mandated tests in each content area. While many language arts and social studies teachers in grades K-5 struggle to disrupt this curricular pressure, they find it even more difficult to shape their content-area

curriculums in ways that truly reflect and define the cornerstones of a democratic education. Friere (1970) argues that the educational process should be liberating and that students should be able to develop their own ideas and examine their own abilities as active, not passive, participants in an ever-changing social world. Ideally, the primary goal of twenty-first century language arts and social studies teachers should be to liberate and empower their students through both critical and interdisciplinary curricular choices. Furthermore, as Shor (1993) points out, content-area curriculums that reflect a democratic education should be "participatory, situated, critical, democratic, dialogic, dissocializing, multicultural, activist and affective" (pp. 33-34). Inevitably, such descriptors suggest that critical pedagogical frameworks such as critical literacy, multicultural education, and social justice best represent the foundational benchmarks for a democratic education.

What is Critical Literacy?

The term "critical literacy" can best be described as a theory with implications as opposed to a distinctive instructional methodology. According to Luke (2000), critical literacy education is more of "a theoretical and practical attitude" (p. 454). Essentially, critical literacy is a framework for instruction that can foster social justice by allowing students to probe more deeply into texts and recognize how language is affected by and affects social relations. Moreover, critical literacy also forces students to examine texts and the language of texts as a medium to confront their own values in the production and reception of language. Similarly, Papola (2013) argues that the essential principles of critical literacy theory include: 1) examining the relationship of power through language and text, 2) challenging the status quo, 3) deconstructing and reconstructing texts, 4)

focusing on sociopolitical issues, and 5) taking steps for social justice through action. Critical literacy practices ensure that students are going "beyond the text" in a way that allows them to understand the sociocultural factors in which the text exists in order to examine the purpose of the text, rather than being manipulated by the text. In addition, critical literacy represents a lens through which readers view the text, which inevitably helps them go beyond simplistic, personal responses to a text and toward a more critical examination of how such responses have been socially constructed and shaped by their world.

Riley (2015) contends that classroom practices that support this notion of critical literacy should include reading supplemental texts (Behrman, 2006), raising questions about language and power (e.g., Fecho, 2004), acting for social change (e.g., Morrell, 2008), questioning everyday life in schools (e.g., Comber, 2002), and positioning students as knowledge-holders (e.g., Campano, 2007). Essentially, these types of classroom practices not only promote the "theoretical and practical attitude" (Luke, 2000) that defines the critical literacy framework but they also position students in a way that allows them to closely read and analyze the world around them in a much more active, critical, and socially-conscious way.

The Importance of Critical Consciousness

While a critical literacy framework can help students take steps toward social justice through action, critical consciousness also allows students to become agents of social change within their school and local communities. The term "critical consciousness" is one of several tenets associated with the much broader framework of culturally relevant pedagogy (CRP). According to Ladson-Billings (1995a), (CRP) is "a

theoretical model that not only addresses student achievement but also helps students to accept and affirm their cultural identity while developing critical perspectives that challenge inequities that schools (and other institutions) perpetuate" (p. 469). The three (3) major components of CRP include: 1) positionality, 2) critical consciousness, and 3) cultural assets. Critical consciousness can best be defined as the ability to recognize and analyze systems of inequity. Moreover, critical consciousness involves the commitment to take action against such systems (e.g., social justice). In his research, Friere (1970) posited that critical consciousness exists in a cyclical form that includes gaining knowledge about the systems of inequity (critical analysis), growing a sense of power (agency) in relation to such systems, and resolving to take action (critical action) against such systems. When language arts and social studies curriculums reflect critical consciousness, students are not only more likely to challenge injustices but they are also more likely to increase their academic achievement and engagement (Carter, 2008; O'Connor, 1997). By choosing and presenting content-area curricula that reflects critical consciousness, twenty-first century teachers ensure that their students will be able to critically analyze the world around them and take critical action to change it.

Advocating for LGBTQ-Themed Literature

In order for language arts and social studies teachers to help contribute to a more equitable society, it is equally important that they include LGBTQ-themed literature inside of their classrooms. Essentially, LGBTQ-themed literature focuses on gay, lesbian, bisexual, transgender, and queer/questioning identities and themes. According to Blackburn and Miller (2017), "the inclusion of LGBTQ-themed texts and identities is an issue of civil rights, and to include and discuss identities outside of the already present

heteronormative discourse in schools contributes to a more equitable society" (p. 4). By incorporating high-quality LGBTQ-themed literature and classroom discussions into the language arts and social studies curriculum, twenty-first century teachers not only promote diverse perspectives about the LGBTQ experience but they also "promote broader transformative goals of equity and social justice through combating transphobia, homophobia, biphobia, and heteronormativity" (Page, 2016, p. 118). By including, analyzing, and promoting LGBTQ identities and histories, 21st century teachers inevitably address critical civil rights issues that place an emphasis on the invisibility of LGBTQ identities in content-area curriculums as well as ways to combat homophobic actions, such as bullying and discrimination, that not only take place within the school context but also within the broader, surrounding community.

The Case for a Social Justice Curriculum

Critical literacy, critical consciousness, and LGBTQ-themed literature have one major connective force: all three frameworks invariably lead toward social justice. According to Dover (2015), social justice-oriented curriculums "reflect students' personal and cultural identities; include explicit instruction about oppression, prejudice, and inequity; and make connections between curricular standards and social justice topics" (p. 518). Twenty-first century teachers who embrace and promote a social justice framework in terms of their content-area curriculums devote themselves to "embrac[ing] multiple perspectives, emphasiz[ing] critical thinking and inquiry, and promot[ing] students' academic, civic, and personal growth" (Dover, 2015, p. 518). Moreover, the social justice framework allows twenty-first century teachers to not only help students take an active role in terms of raising their awareness about injustices and inequalities (both inside and

outside the content-area classroom) but it also helps them to show students the multiple and varied ways that they can stand up and fight for social change. According to Standard VI: Element 2 of The National Council of Teachers of English (NCTE, 2012) teacher candidates must "use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA" (2013, CAEP Standard VI section, para. 1). This suggests that English Language Arts teachers (as well as Social Studies teachers and other content-area teachers) should construct curricular materials that reflect students' multiple identity markers. In addition, NCTE (2010) "acknowledge[s] the vital role that teacher education programs play in preparing teachers to enact and value a pedagogy that is socially just" (Resolution on Social Justice in Literacy Education section, para. 1). This suggests that English language arts teachers, as well as other content-area teachers, should plan and implement instruction that reflects a socially just pedagogy. Essentially, a social justice framework can empower and liberate students to become more active participants in their education and prepare them to engage in transformative work both inside and outside of the classroom context.

Research Problem

The primary research problem associated with the proposed curriculum development project concerns the Common Core State Standards (CCSS, 2010) for English Language Arts and Ohio's Learning Standards (OLS) for Social Studies. Essentially, both sets of standards are problematic in the sense that they fail to explicitly

promote a social justice framework for teaching and learning. Furthermore, both sets of standards lack viable suggestions as to different ways in which teachers can integrate a social justice framework into both English Language Arts and Social Studies curriculums in grades K-12. In addition, there is a glaring misalignment amongst the CCSS (2010), NCTE (2012), and the National Council for the Social Studies (NCSS, 2002) thematic standards. According to Standard VI: Element 1 (NCTE, 2012), English Language Arts candidates should be able to "plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society" (p. 2). Element 1 suggests that English Language Arts instruction should engage students in a variety of learning opportunities that challenge them to think critically about complex social issues as well as individual histories and identities. Similarly, Strand 4 of the NCSS (2002) thematic standards focuses on 'Individual Development and Identity' and suggests that "[t]he examination of various forms of human behavior enhances an understanding of the relationships between social norms and emerging personal identities, the social processes that influence identity formation, and the ethical principles underlying individual action" (NCSS, 2002, p. 24). This suggests that curricular choices in Social Studies should not only allow students to grapple with the complexities of how personal identity formations are influenced by society but also foster an empathetic understanding of others and their beliefs, feelings, and convictions. Both the NCTE (2012) and NCSS (2002) standards for teaching English Language Arts and Social Studies, respectively, are quite explicit as to how and why a social justice framework should be integrated into content-area curriculums. In contrast, the language of the CCSS (2010) and the OLS (2018) is more

implicit and more unclear as to how and why a social justice framework should be adopted and used in both English Language Arts instruction as well as Social Studies instruction in grades K-12.

Purpose of the Proposed Curriculum Development Project

The primary purpose of the proposed curriculum development project is to highlight effective ways in which English Language Arts and Social Studies teachers in grade 5 can integrate pedagogical frameworks that represent democracy in education into their content-area curriculums. Specifically, the proposed curriculum development project addresses how English Language Arts and Social Studies teachers in grade 5 can develop and implement unit plans that are both interdisciplinary and democratic in nature while simultaneously promoting: 1) critical literacy, 2) critical consciousness (a primary component of culturally relevant pedagogy), 3) LGBTQ-themed literature, and 4) social justice. In addition, the proposed curriculum development project draws specific attention to what daily reading, writing, and literacy activities look like when content-area teachers in grade 5 adopt, promote, and integrate both critical literacy and social justice frameworks into their teaching.

Research Question

The primary research question associated with the proposed curriculum development project is:

> How can teachers in grade 5 integrate LGBTQ-themed critical literacy practices (e.g., reading, writing, and/or viewing, etc.) into their content-area curriculums in a way that effectively and simultaneously meets the Common Core State Standards (CCSS, 2010) for English Language Arts, Ohio's Learning Standards

(OLS, 2018) for Social Studies, and the Social Justice Standards (SJS, 2018) developed by the Teaching Tolerance project?

Inevitably, the type of proposed curriculum development project presented here should give practicing English Language Arts and Social Studies teachers in grade 5 a more accessible entryway in terms of how to develop and implement curricular units of instruction that are both interdisciplinary in nature and that fuse together the key components of critical literacy and social justice frameworks as they relate to teaching and learning.

Looking Ahead

Chapter 2 explores what the professional research and scholarship says about the key components of the proposed curriculum development project, including; critical literacy, critical consciousness, LGBTQ-themed literature, and social justice.

Chapter 2
Literature Review

Purpose of the Literature Review

The purpose of the Literature Review chapter is to not only inform the proposed curriculum development project but to also provide the reader with a very clear and purposeful understanding of how the key components (i.e., frameworks) of the project are understood by professional scholars and researchers within the context of the teaching and learning community. Moreover, this chapter provides the reader with a very specific evaluation of the scholarly research related to the proposed curriculum development project as well as a thorough analysis of how the scholarly research can be applied to this curriculum development project. In this portion of the proposed curriculum development project, a thoughtful and serious attempt is made to evaluate and analyze what the scholarly research says about pedagogical frameworks such as critical literacy, critical consciousness, LGBTQ-themed literature, and social justice while simultaneously highlighting effective ways in which such frameworks can be combined and used in both English Language Arts and Social Studies curriculums to strengthen the reading, writing, and literacy skills of students in grade 5.

Structure and Organization of the Literature Review

The structure and organization of the Literature Review chapter is based on how each pedagogical framework relates to and fits into one another. First, critical literacy is defined and examples are set forth to show the potential benefits that this framework has

for students when teachers successfully implement it into their daily instructional practices. Next, critical consciousness is discussed and examined as a primary component of culturally relevant pedagogy (CRP). Then, LGBTQ-themed literature is discussed and the argument for why and how it should be used in content-area classrooms is unveiled. Finally, the framework of social justice in elementary school classrooms is examined by showing how elementary school teachers not only grapple with but also promote this framework within the context of their curricular choices. Essentially, this chapter shows prospective English Language Arts and Social Studies teachers in grade 5 why they should construct unit plans that reflect and combine critical literacy, critical consciousness, LGBTQ-themed literature, and social justice.

Primary Goals of Critical Literacy

Fisher (2005) suggests that critical literacy provides an avenue for teachers who are seeking to develop culturally relevant and socially just pedagogies. In this sense, culturally relevant pedagogy (CRP) can be thought of as the final destination whereas critical literacy can be thought of as the mode of transportation that is used to arrive at the final destination. Essentially, critical literacy demands that students develop critical thinking skills and literacy skills that allow them to effectively analyze the world around them. According to NCTE (2019), critical literacy should be a lens or framework that is used to teach beyond the curriculum as opposed to a topic or unit of instruction. Moreover, critical literacy provides students with a critical perspective in which they can read, analyze, and (de)construct the meanings associated with various types of texts (i.e., written, visual, auditory, etc.) in order to determine whose knowledge is being ultimately privileged.

Critical literacy encourages the deconstructing of power, values and attitudes in texts and positions texts as a form of empowerment for some social groups, all of which places it in direct opposition to the established traditions in language arts classrooms. Critical literacy can exist in both English Language Arts and Social Studies classrooms in a variety of ways, whether through counter texts, social action, performance poetry, dance, music and other expressive forms. It is about having a critical voice that is heard, felt and understood, while communicating transformative ideas in ways that can and should change how others think, act, and behave (Camangian, 2008). In this sense, critical literacy aligns with the goals of the social justice framework by offering students a lens or perspective that they can willfully use to read, analyze, and ultimately change the world around them.

Teachers who engage their students in critical literacy activities do not view their students simply as empty vessels that need to be filled. Instead, they create experiences that offer students opportunities to actively construct knowledge which is what Friere (1970) refers to as a "problem-posing" methodology. In this model, classrooms become spaces where students interrogate social conditions through dialogue about social issues that are significant to their lives. Friere (1970) argues that "knowledge emerges only through invention and re-invention, through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world and with each other" (p. 72). Here, Friere contends that students are more likely to gain true knowledge and transform their thinking when they participate in critical literacy activities that force them to make, re-make, and grapple with inquiries regarding the world around them.

Transformative Nature of Critical Literacy

According to Coffey (2011), critical literacy "encourages students to question issues of power---explicitly disparities within social contexts like socio-economic status, race, class, gender, [and] sexual orientation" (p. 2). Critical literacy activities that implement discussion and analysis of these types of cultural identity markers present distinct opportunities for students to make inquiries about whose power is not privileged and why. Inevitably, content-area curriculums that address such disparities of power align perfectly with the transformative nature of the social justice framework which defines equality as one of its central tenets. Coffey (2011) also argues that "[b]ecoming critically literate means that students have mastered the ability to read and critique messages in texts in order to better understand whose knowledge is being privileged" (p. 2). Here, critical literacy can be understood as a vehicle in which practicing language arts and social studies teachers help students not only understand how literacy activities espouse notions of power but also whose knowledge base is privileged within the context of those activities.

This type of reciprocal and reflective reading ensures that students are not simply reading texts to comprehend them but rather reading texts to draw more transformative conclusions about the world around them. In addition, critical literacy activities not only increase engagement and participation but they also ultimately improve students' learning. In English Language Arts classrooms, pedagogical frameworks such as critical literacy can and should offer students multiple and varied opportunities to speak from their point of view and on behalf of those who are often silenced or marginalized (Behrman, 2006). When students are able to discuss and understand the points of view of

different marginalized groups of people, their ability to learn surpasses the superficial level and extends to a deeper level of knowledge that is essentially more reflective and transformative in nature.

Critical Literacy in Action

In her experimental research study, Virelli (2006) aimed to understand how critical literacy activities affected kindergartners in relation to Bloom's Taxonomy. The purpose of this research study was to accept the hypothesis that kindergarten students who were introduced to critical literacy lessons could learn and increase their higher level thinking skills, according to Bloom's Taxonomy of Cognition, than kindergarten students who were not instructed using critical literacy lessons. Data was collected through the administration of a pre-test to the experimental group. Then, five consecutive critical literacy lessons were implemented. After the implementation of the five lessons, a post-test was administered to the experimental group as well as the control group, who did not receive any critical literacy lessons. Post-test results indicated that the critical literacy lessons did increase the student's level of thinking. The students increased their higher-level thinking skills in knowledge, comprehension, application, analysis, and synthesis. A t-test was also performed on the data to find out whether the findings were significant or not. It was found that the findings were significant at all six levels of Bloom's Taxonomy of higher-level thinking skills, except the last level which is evaluation.

While content-area lessons that reflect critical literacy have shown an increase in student's higher-level thinking skills, the extent to which critical literacy is used and how it is used by classroom teachers is equally important to consider. In his literature review concerning critical literacy, Behrman (2006) determines exactly how critical literacy

affects classroom-based instructional decisions, and what teaching strategies are consistent with a critical literacy approach to teaching. In his literature review, critical literacy is defined as education that can foster social justice by allowing students to recognize how language is affected and affects social relations. Moreover, critical literacy is primarily concerned with having students examine the power relationships inherent in language use and recognizing that language is not neutral. One problem that critical literacy poses is that it appears to lack a consistently applied set of instructional strategies that would mark it as a coherent curricular approach.

The findings in this literature review indicate that one way teachers can support critical literacy pedagogy is to have students read young adult novels that stimulate the discussion of societal conflicts and teen problems (Bean & Monie, 2003). Supplementary fiction can also be used to help students focus on social issues such as discrimination, slavery, or marginalization of different groups of people. In addition, Behrman (2006) also found that reading multiple texts can help "students consider who constructed the text, when, where, why, and the values on which it was based" (p. 493). This suggests that students should be able to read and examine multiple texts on the same subject in order to see the multiple and varied sides of that subject. Behrman (2006) also points out that students should be encouraged to read from a resistant perspective. Moreover, they should be encouraged to uncover multiple meanings in a text and explore how the same reader might approach a text from different identities based on race, ethnicity, class, gender, language, sexuality, and religion (Foss, 2002).

Another significant finding as it relates to this literature review is that authentic critical literacy should involve not only having students become engaged participants in a

problem that affects them but also allowing students to reflect on the social and cultural aspects of that problem that ultimately exacerbates it. In addition, Behrman (2006) argues that effective critical literacy instruction should involve having students take social action in a way that allows them to not only recognize literacy as a "sociocultural" process but also a vehicle for social change (p. 495). Here, there is a clear, distinct, and reciprocal connection between critical literacy and social justice: that critical literacy activities can make it possible for students to take social action within their local (and even global) communities. Essentially, this literature review suggests that critical literacy must be presented as a multifaceted teaching pedagogy to classroom teachers. By adding fiction, nonfiction, and newspapers to the standard curriculum (in both language arts and social studies), connecting students' experiences and opinions to the subject matter, and using writing to foster critical viewpoints (Wolk, 2003), content-area teachers can ensure that their students begin to develop appropriate critical literacy skills. Conversely, this literature review also points out that more research needs to be conducted to show exactly how critical literacy can be developed and implemented in mathematics and science curriculums or any type of content-area curriculum that is not language arts or social studies-based.

In their collaborative, action-research study of Alison, a high school English teacher in New Zealand, Locke and Cleary (2011) found that teachers saw critical literacy as one approach to the repertoire of language arts classroom practices that was particularly suited to multicultural and multilingual classrooms. The purpose of this qualitative study was to: 1) review a range of approaches to the reading and composition of literary texts in primary and secondary classrooms, 2) review a range of pedagogical

(including questioning) strategies aimed at motivating students and enhancing the teaching and learning of literature in primary and secondary classrooms, and 3) develop, trial and evaluate a range of strategies/interventions for achieving cultural and linguistic inclusiveness in the teaching and learning of literature.

The objectives that Alison had for her Popular Culture course included: 1) students can understand that social (cultural) and historical (time periods) contexts have an impact on texts, 2) students can identify the ways in which texts construct (represent) different viewpoints on topics such as discrimination, 3) students are aware that language is not a neutral medium and that the way language is used affects the way in which something is seen, for example, scientific or technological intervention into human life and discrimination, and 4) students can identify value judgements and bias and can reflect on their own value judgements and bias.

The significant findings in this particular action-research study indicated that both "reader response" and critical literacy approaches, in different ways, open up an avenue to the cultural orientation of the reader as a determinant of meaning. This clearly worked to engage students and was likely to have been a factor in the enjoyment of critical literacy approaches to literary (and textual) study. In addition, a number of critical literacy concepts are best taught in a situation where students are exposed to a range of texts dealing with a similar subject or topic. One similar finding among teachers was that a critical literacy approach to reading both invites and empowers students to resist and contest the multiple and varied positions offered by texts. For some students, the sense that they had the authority to resist did not come easily, However, for students across a range of classrooms, critical literacy activities helped them to resist and contest the

authority of texts and thereby their respective "truth claims." In doing so, it created room for the emergence of voices, positions, angles on events that might otherwise have been silenced. As inventors of these alternative voices and positions, the students in this research study began to shift from their typical role of meaning-consumers to that of meaning-makers.

As demonstrated by Locke and Cleary (2011), critical literacy activities put a value on encouraging language-users to see themselves as engaged in textual acts that are part of a wider set of discursive practices that actively produce and sustain patterns of dominance and subordination in the wider society and offer members of society prescribed ways of being particular sorts of people. In their research study, Locke and Cleary (2011) found that all texts seek to position readers to view the world in a particular way and that each reader brings to the act of reading a set of lenses that help them to accept or resist each text. Essentially, critical literacy activities help students develop and hone the set of lenses that they use to read and examine texts. In addition, Locke and Cleary (2011) found that one potentially powerful effect of critical literacy activities is the fact that they invite readers to disrupt one or more discourses that may be present in a text to by producing meanings of the text that are framed by alternative, sometimes marginalized discourses, such as race, class, gender, and sexual orientation.

The Need to Address Critical Consciousness

Twenty-first century classrooms contain student populations that are highly diverse in nature therefore it is crucial that teachers adopt and implement curricular strategies that reflect this degree of diversity. According to Lopez (2011), "research shows that diverse students...are not achieving the success in schools that they should,

and this has increased calls for teachers to examine [their] [curriculums] and their teaching practices" (p. 75). This research suggests that teachers are not doing enough to address the needs of their diverse student populations and that they need to not only re-examine which curricular strategies they implement but also work to introduce new curricular strategies that stand a better chance to appeal and reach their diverse students. One such curricular strategy is culturally relevant pedagogy which "has been proven to be an effective set of principles upon which teachers can base their instruction of diverse students" (Lopez, 2011, p. 75). The foundations and principles of culturally relevant pedagogy can be used across all discipline areas to help all students become more successful in terms of gaining the necessary skills and knowledge that make up each of these content-area curriculums.

One of the principles associated with culturally relevant pedagogy relates to the notion of critical consciousness. In his seminal work, Friere (1970) suggests that the idea of critical consciousness is rooted in the belief that by analyzing social inequities, marginalized groups of people are more likely to become motivated to take action to change such inequities. Diemer et. al. (2016) argue that "[critical] [consciousness], marginalization, and privilege are enhanced by variations in the development of [critical] [consciousness] that are linked to the kinds of marginalization people experience" (p. 219). Essentially, people may develop varying levels of critical consciousness about varying kinds of social inequities. For example, a black, gay man might have a greater consciousness of and desire to change homophobia than racism. This suggests that people have a tendency to easily develop critical consciousness about their social identities that are more marginalized as opposed to those social identities that are more privileged.

Initially, critical consciousness was thought to be a process that only operates among marginalized or oppressed people. However, as Diemer et al. (2016) state, "neither classification is a dichotomy---people have some social identities that are more privileged (e.g., male) and some that are more marginalized (e.g., Latino)" (p. 219). This suggests that classifying a person (or group) as marginalized is problematic due to the fact that while some of their social identities might be deemed as "marginalized" others might not be.

Moreover, Diemer et al. (2016) assert that "as their thinking about social structures became more nuanced and complex, [marginalized] people [become] less constrained by their social conditions and, in turn, [develop] the agency and capacity to change [their] conditions...and determine their own lives" (p. 216). Here, critical consciousness is characterized as having a transitive cycle that involves both a reflection on social inequities as well as a desire and plan to take action to change such inequities. According to Freire (2000), critical consciousness involves "learning to perceive social, political, and economic contradictions, and to take action against the oppressive elements of reality" (p. 35). Therefore, when students participate in learning activities in which they learn how to critically analyze and discuss different types of inequities that exist in society, they become more likely to take action to redress those inequities in some viable way.

Core Elements of Critical Consciousness

Diemer et al. (2015) contend that there are three core elements central to the critical consciousness framework: 1) critical reflection, 2) critical motivation (efficacy), and 3) critical action. Critical reflection involves students learning how to question social

structures that inevitably work to marginalize different groups of people. In addition, the aims of critical reflection should involve students learning to see how history works, what normative thinking looks like, and how normative thoughts and feelings work to keep social inequities intact. Critical motivation involves the degree to which students are willing and able to combat social inequities. Critical action refers to the ways in which individual students or groups of students actively work to change social inequities. Diemer et al. (2015) point out that critical action "focuses on social stratification and discrimination to understand normative developmental processes and competencies among marginalized youth" (Diemer et al., 2016, p. 216). This suggests that critical action relies heavily upon students' awareness of the degree to which inequities exist based on identity markers that include, but are not limited to, race, class, gender, and sexual orientation.

A Theoretical Example of Critical Consciousness

In addition to the core elements of critical consciousness, Diemer et al. (2015) also provide a theoretical example of how critical consciousness operates when they discuss a middle school in which LGBTQ students are consistently not selected for extra-curricular activities. Students with higher levels of critical consciousness are more likely to recognize that the extra-curricular activities selection process is applied differently based on sexual orientation. These students are not only more likely to have a higher degree of agency to respond to this type of inequity but they are also more likely to take some type of action (i.e., attending a school board meeting to draw attention to the issue, writing a letter to the school principal to address the issue, etc.) to combat this type of inequity. Students with lower levels of critical consciousness are more likely to fail to

observe the inordinate extra-curricular activities selection practices, minimize or ignore the underlying homophobia, or blame the LGBTQ students who are not being selected. Students with lower levels of critical consciousness are also more likely to remain passive or feel helpless about the situation as well as not discussing or even acknowledging the problem.

Similarly, Freire and Macedo (1987) suggest that content-area curriculums should utilize critical literacy activities that challenge students to develop a critical consciousness. This critical consciousness should force students to investigate the divergent knowledge bases that they use to understand the world around them. As Lopez (2011) points outs, the "[development] [of] critical consciousness is also an underlying principle of culturally relevant pedagogy" (p. 76). Essentially, if students are able to develop a critical consciousness toward the literacy activities that they participate in inside language arts and social studies classrooms, then they are much more likely to not only learn the content-area skills but also more likely to retain them.

Critical Consciousness in Action

In her collaborative action-research study, Lopez (2011) examined the impact that culturally relevant pedagogy and critical consciousness had on student engagement in a diverse high school language arts classroom in Ontario, Canada. Her research focused on Meriah, a twelfth grade language arts teacher, and how she utilized performance poetry as a new form of writing poetry to get her students to learn about the lives of their classmates. The purpose of her research study was three-fold. Lopez (2011) sought to understand: 1) how culturally relevant pedagogy can nurture student learning, engagement, and achievement in diverse language arts classrooms, 2) how teacher's

professional learning is influenced by culturally relevant instructional choices, and 3) how might critical literacy activities provide opportunities for student engagement in diverse language arts classrooms.

The significant findings in her research study indicated that students were more engaged and more successful in the poetry writing unit when they were given opportunities to write and perform poetry that brought their own identities into the writing process. Lopez (2011) points out that students "were given permission to speak out and inquire about different [cultural] groups and [dismantle] some of the stereotypes they held about [such] groups" (p. 89). Here, a critical literacy activity, such as performance poetry, was used to facilitate and foster a sense of critical consciousness in the diverse student population. Moreover, the students in this particular language arts classroom learned about the lived experiences and points of view of their classmates.

Essentially, this kind of curricular instruction reinforces the foundations of what critical consciousness entails: the ability to understand points of view of people from different cultural groups from their own as well as understanding where others are "coming from" and why (Sleeter, 2008). Moreover, as Duncan-Andrade and Morrell (2008) suggest, "nothing promotes...tolerance more than helping students arrive at an implicit understanding of what they have in common with those they have been taught to perceive as different" (p. 52). In her research study, Lopez (2011) found that Meriah, the primary teacher, relied heavily on critical consciousness as a framework for teaching a unit on poetry within the context of the language arts curriculum. She helped her students understand that poetry is not simply written but can also be performed in a way that requires "listening" and "hearing" about the lived experiences of others that may be

different from their own. Here, performance poetry reflects the kind of curricular instruction that is central to the notion of culturally relevant pedagogy and critical consciousness; namely, critical literacy activities that provide students with deep learning experiences and understanding of people, and groups, who are different from them. Conversely, Lopez (2011) made two important notes in her research study concerning further exploration of culturally relevant pedagogy and critical consciousness as curricular frameworks: 1) few empirical research studies currently exist that show teacher instructional practices with diverse student populations and 2) more research needs to be conducted on culturally relevant instruction and how critical consciousness can be addressed in other curricular areas such as mathematics and science.

Addressing Gender and Sexuality Issues in the Social Studies Curriculum

Essentially, as Crocco (2001) points out, social studies was born out of the need for the inclusion of millions of new immigrants into America's democracy (p. 66). Therefore, the defining characteristics of social studies education can be and should be most closely tied to citizenship education. As Crocco (2001) asserts, "[s]ocial studies educators are in a unique position to consider gender and sexuality issues because of their defining interest in citizenship education" (p. 66). This suggests that gender and sexuality issues should be included in the social studies curriculum in an attempt to help students conceptualize and grapple with citizenship education in new ways; ones that reflect the ever-growing and ever-changing social needs of the American citizenry. To this end, Crocco (2001) argues that "in a rapidly changing society of shifting gender roles and greater openness about issues of [human] sexuality, the future of a healthy society may depend on a social studies curriculum that considers these issues in a more forthright

manner" (p. 66). Here, Crocco (2001) implies that the need for students to engage with and explore issues related to gender and sexuality in the social studies curriculum has become paramount due to the shifting nature of the American social climate. Moreover, Crocco (2001) argues that examples of social deviance such as misogyny and homophobia, have become norms in American society to such an unhealthy extent that it has become imperative that social studies teachers address these norms, along with violence in society, within the context of the social studies curriculum. Furthermore, Crocco (2001) maintains that social studies educators should make multiple and varied attempts to explore the relationships between misogyny, homophobia, and violence in order to help their students experience what Banks (1999) refers to as critical transformative multicultural education.

Essentially, critical transformative multicultural education can be characterized as teaching and learning approaches that "focus on encouraging students to understand themes, events, concepts, and issues from different perspectives, and…having students decide on taking action to solve the problems they identify" (Crocco, 2001, p. 69). As Crocco (2001) points out, schools are places where sexual and gender identities and stereotypes are often developed, critiqued, and reinforced. Therefore, it makes sense that content-area curriculums should address gender and sexuality issues in ways that reflect a "transformative" or "social action" approach to multicultural education. In addition, social studies curriculums that do reflect a critical transformative multicultural education should include the perspectives of both males and females as well as that of heterosexuals and homosexuals. Furthermore, Crocco (2001) urges social studies teachers to develop curricular materials that utilize a social action approach in terms of exploring issues

related to gender and sexuality. For example, students "might analyze the subjects of gender socialization, school violence, domestic abuse, misogyny, or homophobia as social problems for [further] research and response" (Crocco, 2001, p. 69). Moreover, Crocco (2001) suggests that in order for students to effectively engage with and explore gender and sexuality issues in social studies curriculums, they must have ample and varied opportunities to learn more about topics such as LGBTQ history, women's history, and contemporary issues related to gender. Inevitably, Crocco (2001) argues that "[a]ddressing these topics through thoughtful, open-minded discussion as part of a broader agenda concerned with diversity and inclusion in citizenship education should be an educational imperative for social studies [curriculums] in the coming years" (p. 70). This suggests that if American social norms, such as misogyny and homophobia, are to ever decrease or completely disappear, then it is crucial that social studies curriculums allow students to examine and evaluate the ways in which such norms not only affect their daily lives but also the general landscape of the society in which they live.

In her qualitative research analysis, Schmidt (2010) contends that "the field of social studies is a natural fit for questions about citizenship, civil rights, and the common good" (p. 315). This suggests that the field of social studies helps prepare students to uphold and maintain democratic values, such as equality, recognition of difference, and protection of minority groups. Essentially, the purpose of Schmidt's (2010) research analysis was to examine the heteronormative structures that school students in sexuality. Specifically, Schmidt (2010) used "queer theory" as a lens to look critically at how the current vision statement and standards of NCSS position students to not only understand LGBTQ issues and persons but to also recognize these as rights issues in public

discourse. For the intended purposes of her research analysis, Schmidt (2010) defined "queer theory" as a lens that can be used to interrogate how performances related to gender and sexuality are normalized. Ultimately, "queer theory" works to problematize and challenge gender and sexuality norms as both social and cultural phenomena.

One significant finding in her research analysis was that gender and sexuality issues are often left out of the social studies curriculum due to the heteronormative and homophobic nature of the schools themselves. Schmidt (2010) argues that one of the major problems with schools and social studies curriculums in general is that they tend to "normaliz[e] homosexuality as abnormal, negative, and marginalized" (p. 323). This tendency suggests that because schools consistently view gender and sexuality issues as marginalized, it becomes completely acceptable for them to justify the exclusion of LGBTQ-themed materials from content-area curriculums. Furthermore, Schmidt (2010) asserts that the representations of LGBTQ persons and issues that are available to most students "are largely negative, marginalized, and [subject] to misleading or incomplete [information]" (p. 323). Here, Schmidt (2010) points out that when gender and sexuality issues are included in social studies curriculums, it is often done in a way that implicitly and explicitly condones and reinforces both heteronormativity and homophobia.

A second significant finding in her research analysis revealed that the structure of the NCSS standards and themes function in a way that inevitably erases LGBTQ people and issues from the social studies curriculums. Schmidt (2010) contends that the development and utilization of standards and themes in order to organize content and thinking in social studies is invariably a normalizing process. Essentially, social studies standards and themes include and exclude certain materials and ways of thinking in the

same manner that society produces a standard for thinking about gender and sexuality issues. As Schmidt (2010) argues, "[t]he use of standards in schools and in the social studies [curriculums] serves the dual purpose of preparing students to accept and think about the world in terms of categories that are not open for debate and structuring the knowledge available in schools" (p. 330). This suggests that social studies curriculums not only decide what knowledge is acceptable to gain but they also position students to not think critically about gender and sexuality issues due to the heteronormative nature of schools as well as the normalizing of LGBTQ-themed content as deviant. In addition, Schmidt (2010) points out that although society is recognized as diverse, the normalizing processes associated with social studies curriculums do not value or recognize minority persons of their respective viewpoints. Similarly, current social studies curriculums reinforce the notion that good citizens support an existing common good and accept existing social values. To this end, Schmidt (2010) asserts that "attention to LGBTQ issues and rights requires reevaluating the common good and the distribution of social values on different groups" (p. 332). This suggests that current social studies state standards and themes inevitably lack the degree of critical thinking that intended social studies curriculums are meant to promote and reinforce, especially with regard to gender and sexuality issues.

Invisibility of LGBTQ-Themed Topics in Social Studies Curriculums

According to Crocco (2002), "social studies courses that overlook gay issues as 'controversial' subject matter [ultimately] contribute to a climate of intolerance that is hard to square with the demands of citizenship education in a pluralistic society" (p. 221). This suggests that the exclusion of LGBTQ topics and materials from social studies

curriculums does not meet the primary goal of social studies which is to help prepare students to become civic-minded citizens who respect all forms of diversity. In addition, Crocco (2002) warns social studies teachers "that if curriculum offers no reflection of gays and lesbians—their history, agency, creativity, struggles, and failures—then schooling will certainly contribute to the marginalization and invisibility of these groups" (Mayo, 2007, p. 451). Here, Crocco (2002) contends that the exclusion of LGBTQ-themed topics and materials from social studies curriculums further jeopardize the marginalization and invisibility issues that LGBTQ people face in society. Furthermore, the exclusion of LGBTQ topics and materials from social studies curriculums fails to adequately help students gain a more authentic appreciation not only for diversity amongst people but also diversity amongst lived experiences that are different from their own.

In their research study regarding LGBTQ topics and social studies curriculums, Maguth and Taylor (2014) argue that the invisibility and erasure of LGBTQ people, events, and issues in social studies instruction undoubtedly marginalizes the struggles that sexual minorities have experienced throughout the course of U.S. history. Essentially, the purpose of their research study was two-fold. The primary purpose was to both indicate and explain why it is important to incorporate LGBTQ topics into the social studies curriculum. The secondary purpose was to suggest viable and concrete ways in which practicing social studies teachers can legitimately incorporate LGBTQ topics into the social studies curriculum.

One significant finding in their research study reveals that traditional social studies curricular materials present inaccurate depictions of LGBTQ people as well as

LGBTQ history. Maguth and Taylor (2014) point out that "[e]ven today, social studies textbooks and resources make invisible the long history of prejudice and discrimination faced by gay and lesbian Americans" (p. 25). This suggests that current social studies curriculums exhibit a high degree of omission, inaccuracy, and conservative bias toward LGBTQ people, events, and history. In addition, Maguth and Taylor (2014) argue that "this failure to discuss the movements, contributions, and history of gay and lesbian citizens is shabby and selective history" (p. 25). Essentially, this type of misrepresentation of a highly marginalized group of people does not adequately prepare students to live and appropriately interact within the context of a diverse world.

A second significant finding in their research study suggests that the integration of LGBTQ topics into the social studies curriculum inevitably helps prepare students to live in the real world. According to Jennings (2006), "the real world in which [students] live includes LGBTQ people yet the curriculum that is supposedly designed to prepare them to live in that 'real world' does not even acknowledge the existence of such people" (p. 256). This suggests that there are unwarranted discrepancies between the 'real world' that students see in the social studies curriculum compared to the 'real world' that students see in their everyday lives. Furthermore, Maguth and Taylor (2014) found that "bringing in LGBTQ topics [to] the social studies classroom [helps] create a safe and relevant environment for the discussion of socio-political issues and for LBGTQ youth" (p. 25). This indicates that the inclusion of LGBTQ topics in the social studies curriculum helps create an environment that embraces the discussion of a multitude of sensitive and rather complex social issues. Moreover, as Marchman (2002) points out, the discussion of LGBTQ topics and other controversial issues in the social studies curriculum represents

“a means for authentic instruction to prepare students for real-world political engagement” (Maguth & Taylor, 2014, p. 25). Inevitably, by integrating LGBTQ people, issues, and events into the social studies curriculum, teachers help adequately prepare students to readily navigate a host of cultural, social, and political issues that they are likely to encounter in the real-world.

In his qualitative research study, Mayo (2007) argued that social studies teachers inevitably have a responsibility to enlighten their students beyond the written pages of primary documents and textbooks. According to Mayo (2007), social studies teachers must: 1) find and promote ways to broaden students' understanding(s) of diversity, 2) help students critically analyze "accepted" ways of thinking so that new solutions to old problems may be discovered, and 3) find ways to negate the long-standing effects of racism, sexism, and homophobia (p. 463). The primary purpose of his research study was to gauge a better perspective as to how and when social studies teachers should introduce and use LGBTQ-themed topics and materials as part of their content-area curriculum. Essentially, Mayo (2007) sought to investigate not only the degree to which social studies teachers were able to infuse LGBTQ-themed topics and materials into their lessons but also the specific places where the inclusion of LGBTQ-themed lessons occurred.

One significant finding in his research study was that the social studies teachers often discussed LGBTQ-themed topics with their students but made sure that such discussions were at appropriate times. Here, Mayo (2007) pointed out that current issues in the news, such as same-sex marriage, often prompted such discussions, thereby allowing the teachers to take advantage of "teachable moments” (p. 455). Similarly, Mayo (2007) stressed the importance of the students initiating the conversations (as

opposed to the teachers), especially in those instances where LGBTQ-themed topics are prompted by more peripheral current events discussions (p. 456). This suggests that student-initiated discussions within the context of social studies curriculums enable social studies teachers to purposefully, and not arbitrarily, connect LGBTQ-themed topics to student's everyday lives.

Another significant finding in his research study was that the social studies teachers willingly discussed LGBTQ-themed issues as long as they connected in some meaningful way to the mandated curriculum. For example, some of the social studies teachers discussed the homosexuality of historical figures like Alexander the Great and William Shakespeare in World History while other social studies teachers discussed Hitler's persecution of homosexuals during the Holocaust in U.S. History. These examples contrast Walling's (1996) finding that "the most common method of teaching about [LGBTQ] people is by simply mentioning that certain famous people are/were [LGBTQ]" (Mayo, 2007, p. 455). This suggests that in-depth discussions and analysis, as opposed to simplistic mentioning, of LGBTQ-themed topics in social studies is more likely to help students gain an authentic appreciation and understanding of LGBTQ history. Furthermore, these examples work to illustrate the idea that when LGBTQ-themed topics arise as a natural component of the curriculum, social studies teachers remain the gatekeepers and can decide the extent to which the LGBTQ-themed topics are discussed (Mayo, 2007, p. 456).

Benefits of Using LGBTQ-Themed Literature

One distinct way that language arts and social studies teachers can promote critical literacy and critical consciousness is through the inclusion of LGBTQ-themed

literature in their curricular choices. Much like the critical consciousness framework, LGBTQ-themed literature not only focuses on marginalized groups of people but also has the potential to contribute to social change. According to Blackburn and Miller (2017), the inclusion of LGBTQ-themed literature in language arts and social studies curriculums "can serve as a revolutionary force for social change, specifically with regard to countering the civil rights injustices experienced by LGBTQ students in our schools" (p. 3). This suggests that the inclusion of LGBTQ-themed literature in literacy-oriented curriculums has the capacity to bring awareness and change to social justice issues faced by LGBTQ students in schools, such as harassment, bullying, and discrimination. By exposing all students to LGBTQ-themed literature, a sense of empathy can be created in cisgender and straight students toward marginalized groups of people, specifically their LGBTQ counterparts (Louie, 2005; Malo-Juvera, 2016). Moreover, the inclusion of LGBTQ-themed literature in language arts and social studies curriculums not only allows LGBTQ students to see themselves reflected in the content-area curriculums but it also has the potential to improve the school climate for LGBTQ students.

The inclusion of LGBTQ-themed literature in content-area curriculums not only benefits LGBTQ students by allowing them to see themselves in literacy activities and literacy discussions but it also benefits all students by opening up content-area curriculums "to a far broader set of stories about human identity" (Blackburn & Buckley, 2005, p. 206). Essentially, LGBTQ stories are didactic in the sense that they; 1) help all students develop an awareness of social issues, such as bullying, stereotyping, and discrimination (Laine, 1997) and 2) support the development of strong readers, writers, and critical thinkers in a culturally diverse society. While LGBTQ-themed literature

substantiates issues of identity that relate to all students it also opens up dialogue regarding social inequities and social action that are ultimately transferable to dialogue regarding civil rights and social justice.

In their seminal work, Clark and Blackburn (2009) point out that in the past decade, scholars have argued for queer-inclusive, K–12 English Language Arts (Allan, 1999; Blackburn & Buckley, 2005; King & Schneider, 1999) and for expanding texts in schools to include LGBTQ-themed young-adult literature (Cart & Jenkins, 2006; Gallo, 2004) as well as other types of LGBTQ-themed readings (Reese, 1998). Similarly, Casement (2011) argues that more children self-identify as LGBTQ at an earlier age and that teachers are more likely to have students who will need their understanding and support as they address possible concerns and fears. It is clear that the fate of many students who have LGBTQ family members, or who self-identify as LGBTQ, is to be harassed, bullied, and discriminated against. LGBTQ slurs are one of bullies' most utilized tools. Therefore, children perceived as being LGBTQ become easy targets for school bullies. Furthermore, the realities of emotional and physical attacks, coupled with hopelessness and suicide, indicate that now, more than ever, twenty-first century teachers need to create safe and welcoming classroom environments and talk with their students about LGBTQ issues. When language arts and social studies teachers choose to include LGBTQ-themed literature as part of their content-area curriculums, they, in turn, help all students discuss and make progress towards understanding LGBTQ identities. In addition, LGBTQ-themed literature has the potential to act as a gateway for all students in terms of unpacking and demystifying the myths associated with this particular group of marginalized people.

LGBTQ-Themed Literature in the Elementary School

According to Chung and Courville (2008), "[t]he dominant attitude among adults in school communities is that topics related to gays and lesbians are not relevant to young children's lives and that the discussion of such topics is inappropriate for such children" (Sapp, 2010, p. 32). However, this prevalent attitude directly contrasts the fact that many young children have already been exposed to LGBTQ-related issues in their everyday lives. Therefore, it is important that teachers and schools incorporate LGBTQ-themed literature into the school curriculum in an attempt to not only combat the anti-gay prejudice that schools are exposed to but to also show students that all human beings deserve recognition and respect regardless of their sexual orientation.

In their qualitative research study of Gloria Kauffmann's fourth and fifth grade classrooms, Schall and Kauffmann (2003) introduced children's literature with gay and lesbian characters. The primary purpose of their research study was to understand what students already knew, if anything, about homosexuality. They also sought to determine what students might find significant to talk about if they read books that contained gay and lesbian characters. A secondary purpose of their research study focused on learning as much as they could about how the students responded to LGBTQ-themed literature "in order to plan future curriculum engagements that encourage[d] conversation around such a critical and controversial issue, and to use differences to take some sort of action against discrimination" (Schall & Kauffmann, 2003, p. 36). Here, Schall and Kauffmann (2003) demonstrate a willingness to infuse a both a critical consciousness framework as well as a social justice framework into their research by utilizing literature that can help students take action against discrimination.

One significant finding in their research study was that many students' understandings of the terms "fag" and "gay" were quite varied. While some students used the terms for name-calling purposes, other students based their understanding of the terms on "biased and inaccurate information from their peers and siblings" (Schall & Kauffmann, 2003, p. 42). This is important because it shows that the students were able to use the LGBTQ-themed literature and accompanying discussions to examine and reflect upon their own beliefs as well as the beliefs of their peers. A second significant finding in this research study indicated that students perceived homosexuality to be different, not wrong. Moreover, students were "able to empathize with friends and family who experienced prejudice and discrimination" (Schall & Kauffmann, 2003, p. 42). This type of empathy shows that students were beginning to develop a sense of critical consciousness about homophobia and the effects that it can have on members of the LGBTQ community. In addition, Schall and Kauffmann (2003) pointed out that students who participated in the research study not only wanted to be told the truth about sensitive material but they also wanted adults to recognize and respect their ability to process sensitive material. A third significant finding in this research study revealed that students did not think that LGBTQ-themed literature should be a separate or isolated topic of study in the curriculum. Instead, students "emphasized that gay and lesbian issues would naturally integrate into themes of family, identity, stereotyping, survival, relationships, a sense of belonging, or discrimination" (Schall & Kauffmann, 2003, p. 43). This suggests that LGBTQ-themed literature should be integrated across all content-areas curriculums in all subject areas. In addition, Schall and Kauffmann's (2003) research suggests that the reading and discussion of LGBTQ-themed literature requires dialogue and critical

thinking which are major components of critical literacy pedagogy, the critical consciousness framework, and the teaching for social justice framework, respectively.

Combating Heteronormativity with LGBTQ-Themed Literature

Since schools in the United States are typically characterized as heterosexist and homophobic institutions that often foster fears of queer individuals, few of them advocate for studying literature addressing sexual diversity (Blackburn & Buckley, 2005). Furthermore, schools often represent the places where gender and sexual identities are developed, making it imperative for teachers to challenge the hidden curriculum of schools that tend to normalize homophobic patterns, support LGBTQ biases, and encourage heteronormative practices. Clark and Blackburn (2009) define heteronormativity as the understanding of straight and gender- normative people as normal and others as not. They argue that teachers should select literature that identifies assumptions about heterosexuality that often regulate the social norms and language of a school with regard to topics of family, love, attraction, and sexual and emotional relationships. Moreover, this type of literature should address the issue that by ignoring homosexual culture, many learning institutions remain tolerant of verbal harassment (pejorative jokes and epithets) and physical abuse (pushing and kicking) directed at students who are perceived to be queer.

Similarly, Clark and Blackburn (2009) argue that reading LGBTQ-themed literature in classrooms is problematic, in part, because of the schools in which those classrooms are located. Occurring in institutions that are both implicitly and explicitly homophobic and heterosexist (Crocco, 2001; Friend, 1993; and Kosciw et al., 2016), school-based readings of LGBTQ-themed texts are inevitably shaped by homophobia and

heteronormativity (Epstein, 2000). As a result, LGBTQ youth may not only feel disconnected from school, a place that may feel hateful and unwelcoming, but also from literacy, particularly conventional reading and writing (Blackburn, 2003). Essentially, the dynamics shaped by homophobia and heteronormativity in schools not only influence the positioning of students and LGBTQ-themed texts but also the degree to which students are able to critically read, analyze, and discuss LGBTQ-themed texts.

According to Thornton (2003), materials used in contemporary K-12 social studies curriculums fail to even mention the words homosexual, straight, or gay. Inevitably, this type of failure suggests that K-12 social studies curriculums both implicitly as well as explicitly condone heteronormativity in schools. Thornton (2003) also points out that heteronormativity often goes unchallenged insofar as K-12 social studies materials are concerned which suggests that K-12 students, particularly those in social studies classrooms, are not exposed to curriculum materials that place any emphasis on LGBTQ history or the LGBTQ experience. Moreover, Thornton (2003) cautions that "[u]nless children are raised in a limited number of locales or have teachers who go beyond what the textbook provides, they may graduate from high school being none the wiser that heteronormativity paints an inaccurate picture of social life and perpetuates intolerance" (p. 226) that can lead to tangibly destructive consequences such as harassment and physical violence (Human Rights Watch, 2001). This suggests that by excluding LGBTQ-themed literature from social studies curriculums, teachers and school districts run the risk of graduating students who might remain intolerant of and abusive towards individuals who identify as LGBTQ. Furthermore, heteronormativity constitutes a major problem within the context of K-12 schools today in the sense that so many

students now have parents who identify in some way as LGBTQ. As Thornton (2003) points out, "[t]hese children have the same rights to an equal education as do their peers whose parents are heterosexual" (229). By providing students with social studies curriculums that are both inclusive of LGBTQ people and experiences and that challenge heteronormativity, teachers and school districts can not only help students see their own lives reflected in K-12 curriculums but they can also work to undo some of the systemic damage that is ultimately created by and carried out through the "hidden curriculum."

In her survey-method research study regarding heteronormativity in elementary classrooms, Nussbaum (2016) was concerned with how teachers were challenging heteronormativity in the elementary classroom. The purpose of her qualitative research study was to determine how elementary school teachers were challenging heteronormativity in their classrooms and how their students were responding to their pedagogical choices. Nussbaum (2016) also sought to gain valuable insight about the positive effects that teachers can have on all students when they actively develop content-area curriculums and utilize curricular materials that do not encourage and promote heteronormative values and thinking.

One significant finding in her research study suggests that challenging heteronormativity does have positive effects on LGBTQ students. Nussbaum (2016) points out that "[c]hallenging heteronormativity help[ed] LGBTQ students and students with LGBTQ family members see their lives represented and validated; it position[ed] being LGBTQ as normal and, in turn, create[d] a safer space for all members of the school community" (p. 69). This suggests that all students, not just LGBTQ students, can benefit from content-area instruction that challenges heteronormativity. Furthermore,

challenging heteronormativity through LGBTQ-themed instructional materials has the potential to teach students to respect and accept everyone, regardless of their sexual orientation. A second significant finding in this research study points out that teachers can employ many different LGBTQ-themed topics to address and challenging the concept of heteronormativity, "such as different families, prejudice, civil rights, and the difference between sex, sexual orientation, gender identity, and gender expression" (Nussbaum, 2016, p. 69). This suggests that the LGBTQ-themed topics that challenge heteronormativity, and are available to teachers, are multiple and varied in nature and can be utilized in all of the major content areas.

A third significant finding in Nussbaum's (2016) research study indicates that there are a variety of instructional materials that can be used by content-area teachers to challenge heteronormativity. Nussbaum (2016) points out that resources guides, such as The Canadian Teachers' Federation, EGALE, and GLSEN as well as The Genderbread Person, family photographs, and LGBTQ-themed picture books, can be used to open up dialogue and conversation about LGBTQ-themed topics such as heteronormativity. A fourth significant finding in this research study suggests that the way LGBTQ-themed topics are taught is often more important than what is taught. Nussbaum (2016) encourages teachers to "teach in a purposeful manner, weave topics throughout the curriculum, teach at an appropriate level, [and] treat LGBTQ[-themed] topics as a normal part of the curriculum" (p. 69). This suggests that if content-area teachers utilize LGBTQ-themed instructional materials in their classrooms, not only do they open up dialogue about a topic that is not being discussed but they also simultaneously engage

students in critical literacy activities that foster a much more clear and purposeful sense of critical consciousness.

Criteria Used to Select High-Quality LGBTQ-Themed Literature

In order for students to develop a purposeful sense of critical consciousness in relation to LGBTQ-themed topics, it is also crucial that teachers be able to appropriately evaluate the kinds of LGBTQ-themed literature that they select and use in their content-area curriculums (NCTE, 2009). LGBTQ-themed literature that is used in content-area curriculums should be purposeful and didactic. Teachers who use LGBTQ-themed literature in their classrooms also need to be aware that not all LGBTQ-themed literature is of high quality. While some LGBTQ-themed texts present LGBTQ characters in positive ways, other LGBTQ-themed texts present LGBTQ characters in negative ways. Teachers need to be cognizant of the positive and negative ways that LGBTQ characters can be presented and how those representations can help or hinder their ability to critically think about and respond to LGBTQ-themed topics. Essentially, content-area teachers need to remain vigilant in terms of developing criteria for and selecting high-quality LGBTQ-themed literature that will have a positive effect on all of their students.

In his qualitative research study, Sapp (2010) posited that LGBTQ-themed literature, when utilized in conjunction with sound pedagogical practices, has the potential to engage young children with the concept of "difference" as well as other pertinent social justice issues. Essentially, the purpose of his research study was to compare and contrast twenty-seven children's picture books from Frances Ann Day's (2000) annotated bibliography of LGBTQ-themed literature for children and young adults with a selection of twenty-six picture books written within nine years of Day's (2000)

annotated bibliography in order to determine if the storylines, images and depictions of gays and lesbians had changed as well as to critique the evolving quality of those works. The significant findings in Sapp's (2010) research study focused on six (6) criterion used to evaluate each picture book; 1) visibility for same-sex parents, 2) celebrations of family diversity, 3) love and marriage, 4) adoption, 5) biography, and 6) gender variance.

One significant finding in Sapp's (2010) research study was that LGBTQ-themed literature published prior to 2000 focused too much on "increasing visibility and respectability, assuring others that same-sex families are like all families, and that gays and lesbians are kind, caring and decent people" (p. 32). This suggests that early LGBTQ-themed literature was more concerned with simply making LGBTQ people, particularly adults, visible rather than developing and exploring nuanced stories with LGBTQ people as central characters. In contrast, LGBTQ-themed literature published after 2000 makes a more concerted effort to move same-sex parents from leading roles to supporting roles in an effort to depict children as the main characters. As Sapp (2010) points out, "[m]ainstream publishers are increasingly taking on stories that involve same-sex couples and queer themes, particularly in the area of gender variance" (p. 38). This suggests that the stories told in LGBTQ-themed literature published after 2000 have moved away from the simple themes related to same-sex visibility (from LGBTQ-themed literature published before 2000) and towards more complex themes that relate to gender and diversity issues.

A second significant finding in Sapp's (2010) research study was that most, if not all, of the LGBTQ-themed literature analyzed prior to and after 2000 failed to adequately address and portray issues that specifically relate to heteronormativity and homophobia.

Sapp (2010) argues that "[c]hildren's books with gay and lesbian storylines or that deal with gender variance in any way are providing valuable counter[-]narratives to heteronormativity" (p. 39). This suggests that counter-narratives to heteronormativity are extremely important for young children to read and explore because it helps them to begin to grapple with the dominant ways in which heterosexuality exists and is viewed within society. Furthermore, counter-narratives also help contribute to a diverse society in explicit and meaningful ways. Counter-narratives not only help young children to see their own lives reflected in the literature they read but they also help young children to see beyond their own lives and into the diverse context of the world around them.

In her qualitative research analysis, Knoblauch (2016) stressed the importance of including gay, lesbian, bisexual, and/or transgender families and characters in the school-sanctioned curriculum. The purpose of her research analysis was to select and evaluate picture books and chapter books that could be used in grades K-5 to help effectively teach students about "non-traditional" families. Moreover, Knoblauch (2016) suggests that the literature used in grades K-5 should help elementary age students to not only broaden and expand their conceptions of what "family" means but to also create and foster a sense of acceptance for families that might look and act very different from their own.

One significant finding in Knoblauch's (2016) research analysis was that LGBTQ-themed picture books that show multiple and varied types of family units tend to be most appropriate for the early elementary grades. The inclusion of these types of LGBTQ-themed picture books into the school-sanctioned curriculum enables students to see the importance of not only valuing but also affirming various types of families. As

Knoblauch (2016) points out, "[a]ll children should be able to see their family represented in the school curriculum, and not be left to wonder what is "wrong" with their family if they are excluded" (p. 210). This suggests that the children's literature used in grades K-5 should both address and reflect the existence of LGBTQ families. Furthermore, the inclusion of LGBTQ-themed picture books that depict different types of family units help enable K-5 students to increase their overall level of tolerance and acceptance in an ever-changing and diverse world.

A second significant finding in Knoblauch's (2016) research analysis was that LGBTQ-themed chapter books that focus on LGBTQ characters primarily in school settings tend to be most appropriate for the later elementary grades. Specifically, Knoblauch (2016) argues that LGBTQ-themed chapter books allow upper elementary school teachers to help their students address and grapple with such issues as homophobia, gender identity, prejudice, and stereotypes. The inclusion of LGBTQ-themed chapter books, ones that focus on the lives of LGBTQ teens, in the curriculum not only helps students to understand LGBTQ lives in a more meaningful and explicit way but it also enables students to see that diversity is normal. In addition, as Knoblauch (2016) argues, "[i]f the school curriculum remains relatively bereft of any mention of same-sex parents or LGBT[Q] people, that silence tacitly and powerfully "says" the LGBT[Q] community is not condoned and thus may be ignored and excluded (p. 212). This suggests that by not including LGBTQ-themed literature in the curriculum, teachers are both implicitly and explicitly contributing to further marginalization and erasure of LGBTQ people from society. Therefore, the inclusion of LGBTQ-themed picture books and chapter books into the school curriculum becomes vital in order to not

only depict the lives of LGBTQ people but to also normalize the lived histories and experiences of LGBTQ people.

In their survey-research study, Cart and Jenkins (2006) described fictional portrayals of LGBTQ characters in young adult literature from 1969 through 2004. The primary purpose of their research study was to examine, evaluate, and chart the evolution of LGBTQ characters in order to determine in what ways their portrayals had shifted or changed. A secondary purpose of their research study was to develop criteria that teachers and librarians could use to help them select high-quality LGBTQ-themed literature for their respective content-area curriculums. The significant findings in their research study identified three (3) dominant types of portrayals of LGBTQ characters in LGBTQ-themed literature. Cart and Jenkins (2006) pointed out that many LGBTQ-themed novels represented stories of "homosexual visibility" (HV) which typically focused on a lone character, who was assumed to be straight, and came out or was outed as LGBTQ. In these types of LGBTQ-themed stories, the responses, or potential responses, of other characters were the problem that drove the stories. This is problematic for the reader in the sense that these types of stories focus too heavily on the reactions of "others" to the coming-out process as opposed to the thoughts and feelings of the LGBTQ character. Students who read these types of LGBTQ-themed stories might empathize with the reaction from the "others" but they might fail to critically think about the thoughts and feelings associated with the coming-out process from the perspective of the LGBTQ character. Essentially, LGBTQ-themed literature that focuses on "homosexual visibility" does nothing more than make homosexuality visible in a homophobic world.

Similarly, Cart and Jenkins (2006) also found that some LGBTQ-themed stories represented stories of "gay assimilation" (GA) which typically presented LGBTQ characters as no different from straight characters aside from their sexuality. These types of LGBTQ-themed stories portrayed sexual identity as just another character trait, much like being left-handed or having red hair. The problem with these types of LGBTQ-themed stories is that they fail to show the reader how gender and sexuality are important, even separate, issues. Instead, these types of LGBTQ-themed stories suggest that a character might happen to be LGBTQ but that descriptor has no real relevance to the plot of the story. Students who read LGBTQ-themed stories with "gay assimilation" overtones might fail to critically think about how one's sexuality and gender not only make them unique but how it also contributes to their overall sense of self as well as the trajectory of their life experiences.

Lastly, Cart and Jenkins (2006) found that few LGBTQ-themed stories represented "queer consciousness/ community" (QC). Here, it is important to note that for the purpose of this research study the researchers emphasized the term "community" over the term "consciousness." Essentially, these types of LGBTQ-themed stories portrayed multiple LGBTQ characters within the broader context of the LGBTQ community as well as their chosen families. These types of LGBTQ-themed stories showed the diversity of LGBTQ characters and often dispelled the myth that being LGBTQ meant being alone. Students who read LGBTQ-themed stories with "queer consciousness/community" overtones would likely gain a more positive and more complete picture of what it is like to be LGBTQ. These types of stories are likely to resonate with all students, including non-LGBTQ students, since they portray a much more accurate and complete account of

what it is like to be a member of the LGBTQ community. In addition, all students need the opportunity to grapple with and think critically about the ways in which communities can be similar and different at the same time. Moreover, it is equally important that all students be able to critically analyze and reflect upon how happiness can be achieved through one's chosen community.

In comparison, Logan et al. (2014) conducted a qualitative research study to not only review LGBTQ-themed literature but to also develop a set of criteria to aid teachers in their selection of high-quality LGBTQ-themed literature for young adults in content-area classrooms. Much like Cart & Jenkins (2006) in their research study, the researchers in this particular research study chose to focus on the "queer consciousness/community" framework when they reviewed the LGBTQ-themed literature because they felt that it was imperative for teachers "to delve into contemporary texts and move beyond simple coming-out narratives to engage [students] in thinking emphatically and critically" (Logan et al., 2014, p. 31). Here, Logan et al. (2014) understand the "queer consciousness/community" framework to be the best framework for selecting high-quality LGBTQ-themed literature because it encourages students to think more critically about LGBTQ-themed topics. Essentially, the purpose of their research study was two-fold. The primary purpose was more specific and aimed at the examination and evaluation of LGBTQ-themed texts to determine a set of criteria that could be used to select high-quality LGBTQ-themed literature for libraries, classrooms, teacher-training courses, and leisure reading. The secondary purpose was more general and geared toward assisting teachers in selecting LGBTQ-themed literature for use in their content-area curriculums.

One significant finding in their research study was that the LGBTQ-themed literature that teachers utilize in their content-area curriculums should promote social justice and equity values. According to Logan et al. (2014), this criterion involves socially just and equitable LGBTQ-themed texts that should "acknowledge power imbalances and oppressive structures of queer people so that [students] can thoughtfully engage in conversations pertaining to power, privilege, disenfranchisement, and marginalization" (p. 33). This suggests that high-quality LGBTQ-themed literature should invite students to think critically about themes that relate to embracing basic human rights for all, supporting and accepting non-normative sexual identities, and questioning the social structures of the dominant culture.

Logan et al. (2014) also found that curriculum relevance and literary merit were vital criterions for teachers to consider when selecting high-quality LGBTQ-themed literature. Oftentimes, teachers are asked to justify why they are using supplemental texts, such as LGBTQ-themed literature, as opposed to more widely-used canonical texts. Logan et al. (2014) argue that as "[teachers] read and discuss [LGBTQ-themed] literature, they are engaging in the democratic process of freedom of speech and freedom of the press, which are the same concepts and skill sets they want to [instill] in their [students]" (pp. 34-35). This suggests that LGBTQ-themed literature is relevant to content-area curriculums because it engages students in literacy practices that are not only democratic in nature but also challenge them to think more critically by questioning, interpreting, and evaluating the world around them.

LGBTQ-Themed Literature and Critical Literacy

Similarly, Banks (2009) argues that one important reason why content-area teachers should integrate LGBTQ-themed literature into their curricula is to help students develop and sharpen their critical literacy skills. He makes clear connections between the importance of critical literacy and the need to get students to recognize that the texts that they are exposed to can help shape their lives in meaningful ways. Banks (2009) suggests that a critical literacy approach to teaching LGBTQ-themed literature might "ask students to compare an experience of violence as represented in a novel to any number of attacks on queer youth, and ask questions about how and why these events happen, as well as how these events are reported in the news" (p. 34). Essentially, that is exactly what a critical literacy framework should do; it should challenge students to discuss, ask questions of, draw conclusions about, and analyze the world around them in order to become more informed, critical thinkers. Furthermore, Banks (2009) points out that a content-area teacher's task should be to encourage students to read available LGBTQ-themed literature both empathetically and critically and to be aware of the contexts that bring these texts into existence and how changes in the ways that our culture thinks and acts could provide more positive, complex experiences for everyone involved.

In terms of developing their critical literacy skills, a conscious effort must be made by content-area teachers to encourage students to understand themes, concepts, and issues from different perspectives and to decide to take action to solve problems they identify in curricular activities (Crocco, 2001). Essentially, this call "to take action" represents a social justice framework. Therefore, utilizing LGBTQ-themed literature in their content-area curriculums enables teachers to not only strengthen their student's critical literacy skills but it also encourages students to investigate and explore the world

through a social justice lens. For example, students might enact social justice by analyzing, researching, and responding to homophobia with letter writing, survey research, volunteer activities, or even lobbying of politicians. In addition, teachers might employ curricular activities, such as the Socratic Seminar method, small-group and large-group discussions, and journaling, to challenge students to think critically and analyze LGBTQ-themed topics such as same-sex relationships, homophobia and discrimination (Blackburn & Buckley, 2005; Laine, 1997). These types of discussions and writing activities about LGBTQ-themed topics are the cornerstones of critical literacy pedagogy, critical consciousness, and a social justice framework for teaching. Furthermore, these types of discussions and activities can also be incorporated into already existing curriculum material that focuses on diversity of family, relationships, communities, and discrimination experiences.

Empowering Students with a Social Justice Pedagogy

Much like critical literacy pedagogy, critical consciousness, and LGBTQ-themed literature, the goal of using a social justice framework for teaching is to help students become critical thinkers as well as critical participants in an ever-changing world. Essentially, social justice can be understood as both a process and as a goal. According to Adams et al. (2010), social justice is present when all people have their basic needs met, are physically and psychologically safe, are able to develop their full capacities, and are capable of interacting with others in the democratic sphere. This implies that social justice does not support or encourage oppression or discrimination based on race, class, gender, sexual orientation, age, or ability. Instead, as Wade (2001) points out, a social justice framework for teaching should focus on critique and the ways in which students

are encouraged to question the status quo, examine underlying values and assumptions, and explore their own role in relation to social problems. Moreover, the primary goal of social justice is concerned with the full and equal participation of all groups in a society and how that society is shaped to meet the needs of all groups. This suggests that all citizens in a given society are responsible for shaping their society. Therefore, it is crucial that all students be given ample learning opportunities that allow them to contribute to and transform their communities in both concrete and meaningful ways.

Furthermore, content-area curriculums that utilize a social justice framework are directly concerned with combating injustices that exist in society by instilling a sense of empathy in students during their formative years and providing students with opportunities to serve the common good. According to Wade (2007), social justice can best be defined as "the process of working toward, and the condition of meeting everyone's basic needs and fulfilling everyone's potential to live productive and empowered lives as participating citizens of a global community" (p. 5). This suggests that teachers, especially those at the elementary school level, should address such issues as kindness, bullying, respect, self-esteem, and empathy insofar as their curricular choices are concerned. Essentially, these types of social issues represent the life and dignity of the human person. Once these social issues have been discussed and analyzed within the context of prejudice, stereotypes, and discrimination, teachers can raise student awareness regarding these issues and teach students how to change their thinking about such issues.

Moreover, teachers, who infuse a social justice framework into their content-area curriculums, simultaneously support pedagogical choices that not only empower students

to be more aware of social injustices but also encourage students to take action against social injustices. Wade (2007) argues that "[s]tudying injustice can increase students' awareness, empathy, and even moral outrage, hopefully motivating students to care about others and work for social justice" (p. 38). This suggests that the goal of embedding a social justice framework into content-area curriculums is to teach students critical thinking skills that allow them to analyze, interpret, and evaluate the world around them. Similarly, content-area curriculums that encompass a social justice framework also support the concept of "democracy in education" by encouraging students to become active participants within their own communities. Ideally, a social justice framework for teaching should promote and foster the belief that students should not only learn from their communities but also engage in action to help change their communities.

Social Justice in Action

In her action-research study, Taylor (1999) used class meetings to help build a sense of community and include student voices in her fourth grade classroom. Taylor (1999) devised class meetings in an effort to gain student input and feedback about the curriculum, to discuss relevant social issues, and as an organization function for daily business and community news. Moreover, these class meetings represented a guaranteed time of day in which students could voice their opinions, suggest and talk about change, and experience real democracy in action. The purpose of Taylor's (1999) research study was to gauge what kinds of dialogue and responses students had during class meetings in which social justice issues were discussed and analyzed. Here, it is important to note that not only did Taylor (1999) encourage students to bring social justice incidents (i.e., incidents at school or in the community that relate to race, class, gender, sexual

orientation, etc.) to each class meeting but she also used literature to help facilitate discussion about particular social justice issues.

The most significant finding in her research study was that students responded positively to certain social justice issues but responded negatively to others. According to Taylor (1999), students spoke with a large degree of insight and empathy about specific social justice issues, such as race, and insisted that all people should be treated equally. However, students did not apply the same kinds of rules to other social justice issues, such as sexual orientation. Taylor (1999) was rather impressed with the fact that her students seemed to understand the concepts of discrimination, stereotypes, and fairness as they relate to race. Moreover, students did not think that judging a person's actions and behaviors based on their race was appropriate. For example, when they discussed an incident at a local basketball game that involved a white man pulling a gun on a black man (because the black team had won), students did not think that it was right to judge the white man's behavior based on the race of the winning basketball team. However, when discussing the sexual orientation of the author of a book that one student used for her book study, students showed varying degrees of homophobia by agreeing that the sexual orientation of an author does impact whether or not they would choose to read the book. This continuum of responses helped Taylor (1999) understand that while students may take action against certain social justice issues they are likely to remain silent about others.

Taylor's (1999) class meetings with her students represent a social justice framework for teaching; one that aims to help "put an end to the systems of domination and [privilege] that create the system we have now--a condition of decidedly unequal

influence over who gets what" (Edelsky, 1994, p. 253). This suggests that in order for the status quo to change that all people must be included as full and equal participants in society. More importantly, everyone should be responsible for challenging those who are unwilling to do so. Ultimately, Taylor's (1999) goal was to support her students as they grappled with understanding the authentic goal of both tolerance and acceptance: "an obligation to uphold the high standards of democracy, such as accepting different groups of people or at least tolerating the idea that different people have different opinions" (p. 42). Inevitably, by bringing multiple social justice issues to the forefront in her class meetings with her students, Taylor (1999) demonstrated for her students how to discuss and analyze social injustices without excluding certain groups of people and despite the varying degrees of intolerance and silence that other students, teachers, parents, and administrators within the school community might showed toward such injustices.

Using Social Justice to Address Bias in Curriculum Materials

According to Allen (1997), in order for students "to [become] critical, analytical thinkers, [he] believe[s] there is a need to encourage, support, and extend students' awareness of social and political issues in the classroom" (p. 518). This suggests that students can develop their critical thinking skills through content-area curriculums that challenge them to discuss and analyze issues such as bias, justice, and equity. In his qualitative research study, Allen (1997) was primarily concerned with not only the degree to which his second grade students were already aware of the social inequities in their school environment but also the degree to which they noticed various forms of bias they encountered in their school environments (including content-area instructional materials). The purpose of Allen's (1997) research study was to both observe and determine if and

how students were cognitively capable of both recognizing and dealing with bias in content-area curriculum materials. Essentially, Allen (1997) utilized an anti-racist/anti-bias curriculum with his students in order to see how they interpreted and analyzed curriculum materials that addressed topics such as race, bias, and other prevalent social justice issues.

Allen (1997) argues that the "hidden messages" in the curriculum, including how people are presented in children's literature, can shape student's views of the world as well as their roles in society and, in turn, socialize them in a way that reflects a direct maintenance of the "status quo." This implies that in order for "status quo" to be disrupted in an effective way, then teachers must infuse their content-area curriculums with the perceptions, experiences, and identities of their students. Similarly, Spencer (1983) argues that "because social institutions like schools consciously and unconsciously promote the psychological, social, and intellectual development of children, the lack of direct teaching or discussion of specific social and cultural values results in the unchallenged learning of *traditional* values, beliefs, and understandings of the world (Allen, 1997, p. 520). This suggests that because schools are institutions in which content-area curriculums both directly and indirectly teach traditional values and beliefs to students, it is vital that teachers develop and use content-area curriculum materials in a way that challenges the "traditional" by giving voice to "non-traditional" values, beliefs, and understandings of the world.

One significant finding in Allen's (1997) research study was that students were able to both identify and name bias in the content-area curriculum materials. Students were able to "discuss and [create] working definitions of the terms *bias* (as an individual

or collective way of perceiving) and equity (as a form of justice and fairness)" (Allen, 1997, p. 521). Similarly, students were able to use race, class, and gender biases to analyze and evaluate illustrations in various picture books in the classroom library. Another significant finding in this research study was that students were able to adequately respond to social inequities that were present in the content-area curriculum materials. For example, students responded to books with biased or stereotypic representations with their own drawings and pictures that they felt were more accurate representations insofar as characters, settings, and plots were concerned. Students also acted out and talked about different roles that characters could take on in different books. Allen (1997) points out that students "evaluated how genre, era, plot, setting and images of characters could be changed to best represent various groups in the literature (p. 522). This suggests that students were able to analyze and evaluate the books in their classroom library, determine how the contents differed from their lived experiences, and reconstruct the stories based on a more accurate and authentic understanding of the world. Through his anti-racist/anti-bias curriculum, Allen (1997) helped his students to develop a deeper understanding of story construction as well as social context which inevitably prompted even more discussion and more student input about how bias, equity, and social justice issues can be more accurately and authentically explored and acted upon in content-area curriculum materials.

Examining Social Injustice Inside the Classroom

Donaldson (2020) argues that school communities and content-area teachers utilize literature in their curriculums that undoubtedly work to sustain and perpetuate stereotypes and systems of subjugation based on race, class, gender, and sexuality.

Essentially, these systems both support and reinforce the dominant culture and serve to marginalize historically oppressed groups of people. Therefore, there is a necessity to integrate a social justice framework into elementary content-area curriculums in order to help students explore, invent, reinvent, and respond to social issues through critically reading, responding to, and discussing texts (Dunkerly-Bean et al., 2017). In her collaborative-action research study, Donaldson (2020) used a social constructivist lens to help her third grade students not only uncover social injustices that were present in the literature they read but to also examine those injustices and devise concrete solutions in order to take action against them. The purpose of Donaldson's (2020) research study was "to explore how the social awareness of elementary students changes and develops as they are guided in exploring the world during whole class read-alouds and guided reading lessons" (p. 4). Here, the goal was for students to become more skillful in both reading the word and reading the world. This research study incorporated both a critical literacy and social justice framework as well as intentional text selection, close reading of texts, and responsive pedagogy that was aimed at empowering students to think critically about social justice issues and to provide possible solutions to issues, such as racism, sexism, poverty, climate change, present-day slavery, and other world issues (Donaldson, 2020).

The most significant finding in Donaldson's (2020) research study indicated that students were able to successfully examine social issues in the supplemental texts that they read in the classroom, analyze and compare how that information related to the real world, and then take action in some way to help combat those issues. For example, students read *The Lady Who Lived in a Car* (Hubbard, 2004) which tells the story of Miss Lettuce, a homeless woman who lives in her car and comes up with an ingenious plan to

finally obtain a proper home. After reading this picture book, students were able to critically discuss the concept of homelessness and how it relates to the social issue of classism. Thereafter, students began combing through reputable, local newspapers, such as *The Guardian*, in search of articles about homelessness and other types of people in need in their own community. They began to draw parallels between Miss Lettuce and her situation and the people living within their own community. Afterwards, "students discussed things they could do in order to help those living without their basic needs met" (Donaldson, 2020, p. 219). Later, students took direct action to help those in need by donating gently used books and toys to a local orphanage that was in partnership with their school district. This finding demonstrates that students were able to use critical literacy skills, such as close readings of supplemental texts, to gain a deeper understanding and knowledge about social issues such as classism. Moreover, students were able to not only see exactly how this particular social issue affected people within their own community but they were also able to implement and successfully carry out a specific plan in order to take action against it.

Concluding Thoughts

While there appears to be a lack of empirical research on how critical consciousness and social justice frameworks are used by practicing teachers, it is quite evident in this chapter that critical literacy, critical consciousness, LGBTQ-themed literature, and social justice represent key components of content-area curriculums that have an overall positive impact on student learning and achievement. Essentially, when these key components are infused into the curriculum, it is much more likely that students will think both critically and analytically about the content associated with the

curriculum. Moreover, by providing students with multiple and varied opportunities to think critically about social justice issues, content-area teachers ensure that their students are more likely to take action against social injustices. Similarly, this chapter reinforces the idea that when content-area curriculums are designed in a purposeful, critical, and socially-just manner, students are much more likely to experience exponential growth in terms of their skills, achievements, and overall learning inside and outside of the classroom.

Looking Ahead

Chapter 3 explores the theoretical perspective that was used to create the proposed curriculum development project. Specifically, Chapter 3 defines and discusses the key components of the theoretical perspective that were most readily used to construct the proposed curriculum development project. In addition, Chapter 3 explains the degree to which the key components of the theoretical perspective are both visible and reflected in the proposed curriculum development project.

Chapter 3
Theoretical Perspective

Purpose of the Theoretical Perspective

The purpose of the Theoretical Perspective chapter is two-fold; 1) to define the characteristics of the theoretical perspective that was used to create the proposed curriculum development project and 2) to discuss the ways in which the key characteristics associated with the theoretical perspective are both applied to and integrated into the proposed curriculum development project. Moreover, the theoretical perspective chapter functions in a didactic manner whereas distinct parallels are drawn between the key components of the theoretical perspective used to construct the proposed curriculum development project and the contents of the proposed curriculum development project itself.

Gorski's Theory of Multicultural Education

Essentially, the proposed curriculum development project was created using Paul Gorski's (2010) theory of multicultural education. Gorski (2010) defines multicultural education as a modern approach that works to respond to and critique discriminatory practices in education in a comprehensive manner (The Challenge of Defining "Multicultural Education" section, para. 5). His scholarship and research contends that multicultural education is "grounded in ideals of social justice, education equity, critical pedagogy, and a dedication to providing educational experiences in which all students reach their full potentials as learners and as socially aware and active beings, locally,

nationally, and globally" (Gorski, 2010, The Challenge of Defining "Multicultural Education" section, para. 5). This suggests that multicultural education, much like the proposed curriculum development project, infuses complex frameworks, such as social justice and critical literacy, in order to help students maximize their learning potential in a socially diverse world. Moreover, Gorski's (2010) theory of multicultural education also endorses the belief that schooling institutions operate as critical sites that are fundamental in terms of laying the foundation for the transformation of society and the elimination of oppression and injustice (The Challenge of Defining "Multicultural Education" section, para. 5). This belief suggests that multicultural education is a pedagogical framework that not only should be directly implemented into both school and content-area curriculums but it's inclusion also provides relevant opportunities that help students understand the multiple and varied ways that they can help eliminate oppression and injustice within the context of the broader society.

Achieving Transformation with Multicultural Education

Gorski (2010) argues that one of the underlying goals of multicultural education is to contribute to social change. Moreover, he suggests that the avenue to achieve this goal incorporates three strands of transformation: 1) the transformation of self, 2) the transformation of schools and schooling, and 3) the transformation of society (Gorski, 2010, The Challenge of Defining "Multicultural Education" section, para. 6). Essentially, these strands of transformation help eliminate the oppression and inequities that exist not only in school contexts but also within the context of the larger society.

Transformation of Self

The 'transformation of self' strand requires teachers to examine their own socialization processes and biases in order to develop a more cohesive understanding of themselves and the world around them. Gorski (2010) argues that teachers have a "responsibility to [their] students to work toward eliminating [their] prejudices, examining who is (and is not) being reached by [their] teaching, and relearning how [their] identity affects their [student's] learning experiences" (The Challenge of Defining "Multicultural Education" section, para. 7). Here, Gorski (2010) proposes that in order for teachers to truly engage their students in valuable learning experiences, they must maintain an unwavering commitment to continuous self-examination as well as the willingness to analyze and evaluate their own prejudices and biases.

Transformation of Schools and Schooling

Gorski (2010) maintains that the 'transformation of schools and schooling' strand requires a thorough yet critical examination of all aspects of schooling. Table 1 summarizes the necessary criteria and accompanying characteristics associated with the 'transformation of schools and schooling' strand (Gorski, 2010, The Challenge of Defining "Multicultural Education" section, para. 8).

Table 1

Key Components of the 'Transformation of Schools and Schooling' Strand

Criterion	Characteristics
1. Student-Centered Pedagogy	• Student experiences must be brought to the fore in the classroom, making learning active, interactive, relevant, and engaging. • Traditional teaching methods and models must be deconstructed to

Table 1 (continued)

Key Components of the 'Transformation of Schools and Schooling' Strand

Criterion	Characteristics
	show how they contribute to and support institutional systems of oppression. ● Teaching and learning in schools must be refocused on, and rededicated to, the students themselves instead of state test scores and school rankings. ● Pedagogy must provide all students with the opportunity to reach their potential as learners.
2. Multicultural Curriculum	● All curricula must be analyzed for accuracy and completeness. ● All subjects must be presented from diverse perspectives ● "Inclusive curriculum" also means including the voices of the students in the classroom.
3. Inclusive Educational Media and Materials	● Educational materials should be inclusive of diverse voices and perspectives. ● Students must be encouraged to think critically about materials and media: a. Whose voices are they hearing? b. Whose voices are they not hearing? c. What is the bias this author may bring to her or his writing?
4. Supportive School and Classroom Climate	● Teachers must be better prepared to foster a positive classroom climate for *all* students. ● School cultures must be examined closely to determine how they might be cycling and supporting oppressive societal conditions. ● Administrative hierarchies in schools must be examined to assess whether they produce positive teaching environments for

Table 1 (continued)

Key Components of the 'Transformation of Schools and Schooling' Strand

Criterion	Characteristics
	all teachers
5. Continual Evaluation and Assessment	● Education personnel must continue to examine the emphasis on state test scores and develop more just alternatives for measuring student "achievement," "ability," or "potential." ● Ongoing evaluation must be in place to measure the success of new and existing programs meant to provide more opportunities to groups traditionally and presently underrepresented in colleges and universities.

More importantly, the 'transformation of schools and schooling' strand integrates many of the same characteristics as the proposed curriculum development project, including: 1) critical thinking and learning skills, 2) a deep social awareness, and 3) curricular materials that are inclusive of diverse voices and perspectives.

Transformation of Society

In additions, Gorski (2010) argues that the 'transformation of society' strand encompasses the belief that schooling institutions are essentially sites of systemic oppression whereas the knowledge and skills disseminated by such institutions work to reinforce the hegemonic values and beliefs associated with privileged identity markers (i.e., white, male, heterosexual, etc.). Furthermore, this belief reinforces the idea that schools continue to exist as institutions that not only further marginalize students but they also push the hidden agenda of the economic elite which is to keep the power in the

hands of those who seemingly need it the least. Moreover, Gorski (2010) argues that it is crucial and necessary for schools to "ask the unaskable questions [and] explore and deconstruct structures of power and privilege that maintain the status quo" (The Challenge of Defining "Multicultural Education" section, para. 10). This suggests that in order to transform society and eliminate various forms of oppression, inequity, and social injustice, it is imperative that the structure, organization, and teaching that defines schooling institutions undergoes a major overhaul.

Key Characteristics of a Multicultural Curriculum

Essentially, the proposed curriculum development project integrates many, if not all, of what Gorski (2010) describes as the "Key Characteristics of a Multicultural Curriculum." The key characteristics of a multicultural curriculum include: 1) delivery, 2) content, 3) teaching and learning materials, 4) perspective, 5) critical inclusivity, 6) social and civic responsibility, and 7) assessment. Table 2 defines the criteria and summarizes the key characteristics of a multicultural curriculum (Gorski, 2010, Key Characteristics of a Multicultural Curriculum section) that most closely align to the proposed curriculum development project.

Table 2

Key Characteristics of a Multicultural Curriculum

Criterion	Characteristics
1. Delivery	Delivery should address different learning styles and challenge dynamics of power and privilege in the classroom. A. Vary instructional techniques: • Cooperative Learning • Dialogue • Individual Work

Table 2 (continued)

Key Characteristics of a Multicultural Curriculum

Criterion	Characteristics
	B. Challenge the notion of teaching as "mastery." Ask students: • what they already know about a topic. • what they want to learn about a topic. • to take part in the teaching of a topic.
2. Content	Content should be complete and accurate, and include the contributions and perspectives of *all* groups. A. Weave content about marginalized groups (LGBTQ people, etc.) seamlessly into the curriculum. B. Challenge the history of heterosexual centrism within the curriculum.
3. Teaching and Learning Materials	Teaching and learning materials should be diverse. A. Vary instructional materials. • Supplemental Texts • Primary Sources • Videos/Movies
4. Perspective	Content should be presented from a variety of perspectives in order to be accurate and complete. A. Present content from a variety of perspectives, not only that of majority groups. B. Present content through a variety of lenses, not just those of a few heroic characters.
5. Critical Inclusivity	Students should be engaged in the teaching and learning process. Teachers should facilitate experiences in which

Table 2 (continued)

Key Characteristics of a Multicultural Curriculum

Criterion	Characteristics
	students learn from each other's experiences and perspectives. A. Bring the perspectives of the students into the learning experience. B. Encourage students to ask critical questions about curricular materials. C. Make content and delivery relevant for students--help connect what students are learning to their everyday lives.
6. Social and Civic Responsibility	To prepare students to be active participants in an equitable society, they must learn about social justice issues and civic responsibility. A. Incorporate discussions about difference and inequality into the curriculum. B. Look for ways in which marginalized groups have used their work and stature to fight social injustices. C. When an opportunity arises to address homophobia or other forms of oppression, facilitate it. D. Have honest discussion with students about the history of privilege and oppression in society at large. E. Connect teaching and learning to local community issues and larger global F. Encourage students to think critically about the United States.

Table 2 (continued)

Key Characteristics of a Multicultural Curriculum

Criterion	Characteristics
7. Assessment	Curriculum should be assessed continuously for completeness and accuracy. A. Request and openly accept feedback from students.

Delivery

According to Gorski (2010), delivery "must acknowledge and address a diversity of learning styles" (Key Characteristics of a Multicultural Curriculum section, para. 1). The proposed curriculum development project combines several different types of 'delivery,' including: 1) cooperative learning, 2) dialogue, 3) individual work, and 4) student teaching. For example, in "Lesson 1: What is a Hero?" students are asked to define the term "heroism" and to describe the characteristics of a "hero." First, students must work individually to define what "heroism" is and what the characteristics of a "hero" are. During this same activity, students are asked to use dialogue in the form of a "think-pair-share" with a partner in order to converse about their ideas regarding "heroism" and a "hero." Essentially, cooperative learning and dialogue go hand-in-hand throughout the unit and almost every lesson in the unit utilizes one or more different types of 'delivery' that Gorski (2010) argues should be part of a multicultural curriculum.

Individual work is also a substantial part of the proposed curriculum development project. Throughout the proposed curriculum development project, students are asked to do a lot of work in their social studies notebooks in order to keep track of their progress

and understanding as it relates to each individual lesson. For example, at the end of "Lesson 2: Who is Harvey Milk?" students are asked to complete an "exit ticket" that relates to the activities for that particular lesson. Once the "exit ticket" has been completed, students are asked to paste it into their social studies notebook which serves as individual documentation that the teacher can later review in order to see which students are struggling and which students are progressing in terms of the desired skills and knowledge that encompass the unit.

Moreover, several of the formative and summative assessments that are part of the proposed curriculum development project specifically target student teaching as a 'delivery' type. At the end of "Lesson 1: What is a Hero?" students are asked to give an oral presentation about a hero they selected to conduct more research on. This type of oral presentation corresponds well to a formative assessment that can later be used to determine if students understand not only what a "hero" is but also what the characteristics of a "hero" are. More importantly, this type of oral presentation allows individual students to teach their peers about a "hero" that they may know little or nothing about. Similarly, in "Lesson 8: In Support of "Harvey Milk Day"" (the last lesson in the proposed curriculum development project), students are asked to give an oral presentation to showcase the contents of a "persuasive letter" or "friendly letter" that discusses who Harvey Milk was, what his contributions were to both U.S. and LGBTQ history, and why there should be an official "Harvey Milk Day" adopted at a national or local level within the community. This type of oral presentation serves as a summative assessment that can be used to determine what students actually learned from the proposed curriculum development project as a whole. Much like the "hero" oral

presentation, this oral presentation provides students the opportunity to "teach" their ideas, thinking, and learning about Harvey Milk to their peers.

In addition, the proposed curriculum development project also integrates learning activities and experiences that appeal to at least five (5) of Gardner's (1983) seven (7) "multiple intelligences," including; 1) visual (spatial), 2) aural (auditory), 3) verbal (linguistic), 4) social (interpersonal), and 5) solitary (intrapersonal). For example, one spatial activity is present in "Lesson 3: "Harvey Milk" Learning Stations." One learning station in this lesson asks students to examine and evaluate a tri-fold poster board for information about Harvey Milk. An auditory activity is present in "Lesson 2: Who is Harvey Milk?" when students are asked to watch a BrainPop video about Harvey Milk. Linguistic activities are most readily visible in "Lesson 1: What is a Hero?" as well as "Lesson 8: In Support of "Harvey Milk Day"" whereas students are asked to give oral presentations to the class. Interpersonal activities are interspersed throughout the proposed curriculum development project. During most of the lessons in the proposed curriculum development project, students are asked to verbally share information, ideas, and thinking with partners, small groups, and the whole class. Similarly, the proposed curriculum development project integrates a wide variety of intrapersonal activities which can be seen most readily in the form of individual work that later becomes part of each student's social studies notebook.

Gorski (2010) also argues that the 'delivery' criterion associated with a multicultural curriculum must "[challenge] dynamics of power and privilege in the classroom" (Key Characteristics of a Multicultural Curriculum section, para. 1). This suggests that teachers should challenge the notion of teaching as "mastery" in a way that

asks students what they know about a topic, what they want to learn about a topic, and to participate in the teaching of a topic. The proposed curriculum development project first addresses this key characteristic of a multicultural curriculum in "Lesson 2: Who is Harvey Milk?" Here, students are asked to complete the K-W portion of a K-W-L chart about Harvey Milk. This type of graphic organizer helps students: 1) organize their thinking about Harvey Milk before any actual instruction takes place in the classroom, 2) engage with the topic of Harvey Milk, and 3) activate prior knowledge that relates to Harvey Milk. Similarly, as noted previously, several of the lessons in the proposed curriculum development project allow students to participate in the teaching of a topic (i.e., Harvey Milk). The proposed curriculum development project utilizes "think-pair-share" activities as well as oral presentations in order to challenge students to "teach" their peers both pertinent and valuable information about Harvey Milk and other historical "heroes."

Content

Gorski (2010) argues that content "must be complete and accurate, acknowledging the contributions and perspectives of *all* groups" (Key Characteristics of a Multicultural Curriculum section, para. 2). The proposed curriculum development project helps students understand and make sense of the life and work of Harvey Milk in a cohesive and holistic manner. The proposed curriculum development project is also structured in a way that presents Harvey Milk's life and contributions sequentially. First, in "Lesson 2: Who is Harvey Milk?" students are introduced to Harvey Milk and provided background information about his early life. Next, in "Lesson 5: "Harvey Milk" Learning Stations" and in "Lesson 6: Comparing and Contrasting "Harvey Milk" Primary

Sources" students not only learn about the specific location of where Harvey Milk lived and worked but also with an infamous speech and letter that he wrote in 1978. Then, students are asked to watch a famous interview that he gave in 1978 during the height of his career as an elected member of the San Francisco Board of Supervisors. By the end of the proposed curriculum development project, students should gain a deep understanding of the contributions that Harvey Milk, an openly gay politician, made to both U.S history and LGBTQ history. Similarly, students should also be able to analyze and evaluate the perspectives that Harvey Milk had about social justice issues that were pertinent to not only his own life but also the community in which he lived and worked.

Gorski (2010) also suggests that the 'content' criterion associated with a multicultural curriculum should "weave [in] content about under-represented groups" (Key Characteristics of a Multicultural Curriculum section, para. 2). The proposed curriculum development project has as its' central focus a historical figure who was openly gay. In addition, the proposed curriculum development project utilizes supplemental texts to help students gain knowledge about Harvey Milk and the fight for LGBTQ rights in the United States. Moreover, the proposed curriculum development project is not simply a "celebration" of Harvey Milk. Instead, it requires that students "study, acknowledge, and explore [the] implications" (Key Characteristics of a Multicultural Curriculum section, para. 2) of Harvey Milk's life as it relates to the much broader context of both U.S. and LGBTQ history. In addition, by having students learn about and study an LGBTQ historical figure in critical ways, teachers ensure that they are not only challenging stereotypes about LGBTQ people but also challenging the historically heterosexual-centric nature of school curriculums.

Teaching and Learning Materials

Another crucial element associated with a multicultural curriculum relates to the teaching and learning materials that comprise the curriculum. Gorski (2010) argues that teaching and learning materials "must be diverse" (Key Characteristics of a Multicultural Curriculum section, para. 3). The proposed curriculum development project integrates a variety of instructional materials, including supplemental (mentor) texts, appropriate and relevant primary sources, and educational videos. The proposed curriculum development project incorporates several picture books that represent supplemental (mentor) texts. *The Harvey Milk Story* (2001) by Kari Krakow, *Gay & Lesbian History for Kids: The Century-Long Struggle for LGBT Rights, with 21 Activities (For Kids series)* (2015) by Jerome Pohlen, *This Day in June* (2014) by Gayle Pitman, and *Pride: The Story of Harvey Milk and the Rainbow Flag* (2018) are used to engage and familiarize students with LGBTQ historical figures as well as LGBTQ history. Similarly, a tri-fold poster board is specifically used in "Lesson 5: "Harvey Milk" Learning Stations" as a visual mentor text to help students learn as much as they can about both Harvey Milk's life and his work.

Relevant primary sources are also a substantial part of the proposed curriculum development project. Harvey Milk's "You've Got to Have Hope" (1978) speech as well as his "Letter to Jimmy Carter" (1978) are used in several of the lessons in the proposed curriculum development project. Essentially, these primary sources help students contextualize Harvey Milk's fight for LGBTQ rights and equality. Similarly, educational videos, such as the "Harvey Milk" BrainPop video and the "Harvey Milk Interview" (1978), are blended into the proposed curriculum development project in a way that

enhances student's learning about Harvey Milk through the use of visual, verbal, and auditory components.

Perspective

According to Gorski (2010), content "must be presented from a variety of perspectives in order to be accurate and complete" (Key Characteristics of a Multicultural Curriculum section, para. 4). The proposed curriculum development project is constructed around the belief that U.S. history should be taught from and include the perspective of under-represented groups (i.e., minority groups). Rather than teaching students about U.S. history from the perspective of majority groups (i.e., white, heterosexual, Republican, etc.), the proposed curriculum development project teaches students about U.S history from the perspective of minority groups (i.e., homosexual, Democrat, etc.). Essentially, Harvey Milk was an activist of both the U.S. Civil Rights Movement as well as the Anti-Establishment Movement (i.e., Counterculture of the 1960's Movement) that lasted from the mid-1960's through the mid-1970's. Since Milk was seemingly a member of a minority group based on his sexual orientation, his 'perspective' about the cultural movements of the mid-60's through the mid-70's would look very different compared to that of his heterosexual and Republican counterparts. As Gorski (2010) points out, it is critical for both teachers and students to think about, examine, and analyze whose perspective history is being told from (Key Characteristics of a Multicultural Curriculum section, para. 4). Therefore, Milk's perspective about, and response to, the cultural movements of the mid-60's/mid-70's (compared to that of his majority group counterparts) is equally important for students to consider and examine as they learn about and study different aspects of U.S. history,

Similarly, Gorski (2010) points out that the 'perspective' criterion associated with a multicultural curriculum should "present content through a variety of lenses" (Key Characteristics of a Multicultural Curriculum section, para. 4). The proposed curriculum development project utilizes various 'lenses' to help students think critically about the life and work of Harvey Milk. Instructional materials, such as supplemental (mentor) texts (i.e., picture books, short novels, tri-fold poster board, etc.), primary sources (e.g., a speech, a letter, an interview, etc.), and videos (i.e., "Harvey Milk" BrainPop video) are fused into the proposed curriculum development project in a way that offers students multiple 'lenses' in which to think about, analyze, and evaluate Harvey Milk's life as well as his contributions and relevance to both U.S. and LGBTQ history.

Critical Inclusivity

Another crucial element associated with a multicultural curriculum relates to how critical inclusivity should be addressed by teachers. According to Gorski (2010), teachers should "facilitate experiences in which students learn from each other's experiences and perspectives" (Key Characteristics of a Multicultural Curriculum section, para. 5). The proposed curriculum development project addresses the 'critical inclusivity' criterion In "Lesson 1: What is a Hero?" when students are asked to read a poem entitled "Heroes We Never Name" by M. Lucille Ford and to discuss unnamed heroes and their heroic deeds. After reading the poem and discussing it as a whole-class, students are asked to write about a hero they know and describe how that person is an "everyday" hero. Students are then asked to share their responses with the whole-class. This type of activity "[b]ring[s] the perspectives and experiences of the students themselves to the fore in the learning experience" (Key Characteristics of a Multicultural Curriculum section, para. 5).

Furthermore, this type of activity not only allows students to gauge the perspective of their peers as it relates to defining the characteristics of a "hero" but it also invites students into the lived experiences of their peers as they listen and learn about "everyday" heroes in their classmate's lives.

Gorski (2010) also points out that the 'critical inclusivity' criterion associated with a multicultural curriculum should be directly related to both the 'delivery' and 'content' criterions. Essentially, teachers should "make content and delivery relevant for the students [and they should] facilitate experiences in which [students] connect what they're learning to their everyday lives" (Gorski, 2010, Key Characteristics of a Multicultural Curriculum section, para. 5). In "Lesson 3: What is Prejudice?" students learn about the ways in which Harvey Milk was discriminated against during his lifetime. Similarly, in "Lesson 4: Different Types of "Prejudice," students are asked to analyze, compare, and contrast various "discrimination case study" examples based on various identity markers (i.e., race, gender, sexual orientation, etc.). This type of activity not only allows students to see the multiple and varied ways in which people can be discriminated against in today's society but it also allows them to examine and analyze the ways in which their own identity markers could potentially result in them being discriminated against. Furthermore, in "Lesson 8: In Support of "Harvey Milk Day,"" students are asked to write a persuasive letter that asks national, state or local government officials to adopt an "official" Harvey Milk Day. This type of summative assessment not only addresses discrimination practices at the governmental level but it also subsequently teaches students how to directly combat social injustices which students may see, experience, or read about in their everyday lives.

Social and Civic Responsibility

According to Gorski (2010), teachers must educate students about social justice issues and model a sense of civic responsibility within the curriculum if they expect to prepare students to be active participants in an equitable society (Key Characteristics of a Multicultural Curriculum section, para. 6). The proposed curriculum development project specifically addresses social justice issues such as inequality and homophobia. In "Lesson 2: Who is Harvey Milk" and in "Lesson 3: What is "Prejudice?" students learn about how Harvey Milk was discriminated against, why Harvey Milk was discriminated against, and what actions Harvey Milk took to combat his own discrimination. These lessons, in particular, help students understand and grapple with issues of difference and inequality. Essentially, these lessons not only give students the opportunity to critically think about and analyze the concept of discrimination but they also work didactically to teach students how to address and combat issues related to privilege and oppression as they progress through their own lives.

Similarly, Gorski (2010) states that it is important for teachers to "[l]ook for ways in which recognized names in various disciplines have used their work and stature to fight [against] social injustices" (Key Characteristics of a Multicultural Curriculum section, para. 6). While Harvey Milk's name may not be synonymous with that of a "recognized name" inside mainstream culture, his name is duly recognized within the LGBTQ culture. While Gorski (2010 suggests that "[i]t can be particularly powerful to find people from majority groups who fought certain types of oppression" (Key Characteristics of a Multicultural Curriculum section, para. 6), the proposed curriculum development project remains grounded in the belief that it can be just as powerful to find

people from minority groups who fought certain kinds of oppression. Essentially, Harvey Milk's story is undoubtedly relevant to a multicultural curriculum because he used his work and stature as an openly gay political figure to fight against social injustices like homophobia. Ideally, teachers should combine the stories and experiences of those individuals from privileged groups with the stories and experiences of those individuals from oppressed groups if they want their students to clearly understand the concept of social injustice as a whole.

Gorski (2010) also points out that the 'social and civic responsibility' criterion associated with a multicultural curriculum should entail teachers "[h]av[ing] honest discussion with [their] students about the history of privilege and oppression in [their] subject area, school, education, and society at large" (Key Characteristics of a Multicultural Curriculum section, para. 6). In "Lesson 7: Harvey Milk and the LGBTQ "Pride Flag,"" students read *This Day in June* (2014) by Gayle Pitman (or *Pride: The Story of Harvey Milk and the Rainbow Flag* (2018) by Rob Sanders). Both of these picture books describe the oppressive nature of homophobia in the history of the United States and how such oppression impacted members of the LGBTQ community. In addition, both of these picture books substantiate the ways in which members of the LGBTQ community fought for their civil rights and tried to combat such oppression by creating a "pride flag."

Furthermore, Gorski (2010) suggests that the 'social and civic responsibility' criterion associated with a multicultural curriculum should "[c]onnect teaching and learning to local community issues and larger global issues" (Key Characteristics of a Multicultural Curriculum section, para. 6). As previously noted, the proposed curriculum

development project not only includes a lesson about what "prejudice" is but also includes a lesson about different types of "prejudice" based on identity markers (i.e., race, gender, sexual orientation, etc.). Here, it is important to note that the concept of "discrimination" (based on various identity markers) is as much of a local community issue as it is a global issue. Essentially, these types of lessons inevitably help students engage with and analyze the concept of "prejudice" and the multiple ways in which different forms of "prejudice" (i.e., racism, sexism, homophobia) impact both local and global communities. These types of lessons also help students gain valuable insight about the different ways that "discrimination" can be counteracted (i.e., social justice).

Similarly, Gorski (2010) also contends that the 'social and civic responsibility' criterion associated with a multicultural curriculum should "[e]ncourage students to think critically about the United States" (Key Characteristics of a Multicultural Curriculum section, para. 6). Essentially, the lessons contained within the proposed curriculum development project encourage students to think critically about the United States by asking them to grapple with questions that include, but are not limited to, the following; 1) what are the necessary requirements to be considered a "hero?" 2) why are certain groups (identity markers) discriminated against? 3) how are certain groups (identity markers) discriminated against? 4) how has different forms of "oppression" impacted "minority" groups, and 5) what are the necessary requirements to have an "official" holiday named after a "historical figure?" The proposed curriculum development project enables students to critically address, understand, and analyze these types of questions in order to gain a more informed and well-rounded viewpoint regarding the United States.

Assessment

Finally, Gorski (2010) recommends that a multicultural curriculum must be assessed constantly for completeness and accuracy (Key Characteristics of a Multicultural Curriculum section, para. 7). The suggested assessment should come from other teachers as well as from students. As Gorski (2010) points out, teachers should "request and openly accept feedback from [their] students" (Key Characteristics of a Multicultural Curriculum section, para. 7). The proposed curriculum development project addresses this type of evaluative feedback from students in "Lesson 8: In Support of "Harvey Milk Day." One of the final tasks that students must complete at the end of the proposed curriculum development project involves writing a reflection about the unit. Specifically, students are asked to evaluate the proposed curriculum development project by responding to and answering questions that specifically relate to the strengths and weaknesses of the unit, what students liked or disliked about the unit, and what changes students would make to the unit. Essentially, this type of evaluative feedback from students allows teachers to edit and revise the proposed curriculum development project in meaningful ways that best meet the needs and wants of the students.

Gorski (2010) also argues that teachers must "[w]ork with a cohort of teachers to examine and critique each other's curricular units, lesson plans, and entire frameworks" (Key Characteristics of a Multicultural Curriculum section, para. 7). For this purpose, the proposed curriculum development project can be distributed to other English Language Arts teachers as well as Social Studies teachers in order to be assessed for completeness and accuracy. Moreover, by sharing the curriculum development project with other practicing teachers, it becomes more likely that not only will other teachers find suitable

ways to adapt the proposed curriculum to meet the needs of diverse classes of students but it also affords teachers the opportunity to reimagine and revise the proposed curriculum in much more transgressive ways.

Concluding Thoughts

It is discernible in this chapter how the proposed curriculum development project reflects and reinforces Gorski's (2010) theory of multicultural education which is invariably constructed around the belief that in order to end widespread systemic oppression students must become as critically and socially aware as possible. Moreover, the proposed curriculum development project integrates many of the key characteristics that Gorski (2010) establishes as both necessary and relevant to a multicultural curriculum. Furthermore, the proposed curriculum development project can best be described as a multicultural curriculum in the sense that it blends together critical pedagogy, education equity, and social justice issues in a way that provides students with multiple and varied opportunities to critically examine, discuss, and evaluate the ways in which systemic forms of oppression have impacted and continue to impact not only U.S. history but also LGBTQ history. By utilizing a multicultural framework, the proposed curriculum development project ensures that students will not only gain a clearer sense of how to define and describe social injustices but they will also gain more concrete knowledge as to how such injustices can be combated at a local, national, or even global level.

Looking Ahead

Chapter 4 presents the full contents of the proposed curriculum development project which includes an introduction to the proposed curriculum development project,

the central focus of the proposed curriculum development project, summative objectives as well as summative assessment for the proposed curriculum development project, and the detailed lessons that comprise the proposed curriculum development project.

Chapter 4

The Proposed Curriculum Development Project

"H" is for Hero: An Exploration of Harvey Milk

An Interdisciplinary Curriculum Development Project for Social Justice

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Jamie Carmack

Otterbein University, 2021

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Introduction to the Proposed Curriculum Development Project

"H" is for Hero: An Exploration of Harvey Milk is a social justice-oriented curriculum development project that is both interdisciplinary and multicultural in nature. It is designed for fifth grade students and combines the Common Core State Standards (CCSS, 2010) for English Language Arts, Ohio's Learning Standards (OLS, 2018) for Social Studies, Ohio's Extended Learning Standards (OELS, 2018) for Social Studies, and the Social Justice Standards (SJS, 2018) that were developed by the Teaching Tolerance project. Within the proposed curriculum development project, students will learn about the life and times of Harvey Milk; the first openly gay elected official in the history of California. In addition, students will learn about the characteristics of a hero, what prejudice is, and how different types of primary sources can be used to gather information about the same topic.

Essentially, the proposed curriculum development project was developed using critical literacy and social justice frameworks. It also utilizes the concept of critical consciousness as well as LGBTQ-themed literature to model ways in which students can take social action against injustices within their community. Moreover, the proposed curriculum was constructed using Paul Gorski's (2010) key characteristics of a multicultural curriculum which foster the belief that students need to be educated about social justice issues in order to truly understand and enact a sense of civic responsibility inside their communities.

Furthermore, the proposed curriculum development project most closely resembles a scope-and-sequence unit plan. Here, "scope" refers to the areas of development (i.e., content-area standards) addressed within a unit plan while "sequence"

refers to the order in which the content is taught within a unit plan and the multiple ways in which the content is manipulated in order to support student learning. Moreover, the proposed curriculum development project was constructed with a large degree of both breadth and depth. Here, a multitude of primary sources, mentor texts, and supplemental materials were included to help students maximize their learning. While the proposed curriculum development project is ideally intended for fifth grade students, it can be revised and edited in various ways to align with the content standards for other grade levels.

The daily lesson plans inside the proposed curriculum development project emulate a cohesive structure. Each lesson contains objectives, explicit procedures, supplemental resources, and assessments that can be used to help students gain the necessary skills and knowledge to complete the authentic, project-based summative assessment at the end of the unit. Each lesson also contains printable supplemental materials (see Appendices) as well as links to various media resources. Teachers who plan to use the proposed curriculum development project inside their own classrooms are highly encouraged to adapt it in suitable ways in order to meet the needs of their particular students. The supplemental materials (see Appendices) and primary resources included in the proposed curriculum development project should be viewed as more interchangeable and less as a "one-size-fits-all" approach to curriculum-construction, teaching, or even learning. Have fun with it!

Central Focus of the Proposed Curriculum Development Project

The central focus of the proposed curriculum development project revolves around Harvey Milk and his contributions to LGBTQ history. Harvey Milk was the first publicly elected government official in California who was openly gay. His contributions regarding civil rights issues helped shape LGBTQ history as well as U.S. history. The proposed curriculum development project integrates critical literacy activities with LGBTQ-themed literature in a way that not only helps students become critically conscious of historical LGBTQ heroes but also encourages social justice within the surrounding community. Moreover, the proposed curriculum development project combines social studies skills with English Language Arts critical literacy skills to engage students in learning new knowledge as it relates to the following:

1. who Harvey Milk was
2. what Harvey Milk's attitudes and beliefs were
3. why Harvey Milk is a significant part of both LGBTQ history and U.S. history
4. how to take action against social injustices within their own community

Summative Objectives for the Proposed Curriculum Development Project

1. Understand the characteristics associated with a "hero" (e.g., "historical hero")
2. Explain who Harvey Milk was and what his contributions were to LGBTQ history.
3. Explain why Harvey Milk was important to LGBTQ history.
4. Think critically about different types of "prejudice."
5. Analyze and evaluate the structure and content of primary sources that are relevant to LGBTQ history.
6. Write a "persuasive letter" that encourages local, state or even national recognition of a "Harvey Milk Day."
7. Write a "friendly letter" that supports Harvey Milk as an important and substantial historical figure.
8. Orally communicate new knowledge gained from activities in the proposed curriculum that focus on Harvey Milk and LGBTQ history.

Summative Assessments for the Proposed Curriculum Development Project

1. Have students write a persuasive letter to their local (city), state (Ohio) or national (Washington, D.C.) government in which they explain why there should be a recognized "Harvey Milk Day."
2. Have students write a "friendly letter" to Harvey Milk that details what they learned about him and why he was important to LGBTQ history (if they are not in favor of a recognized "Harvey Milk Day").
3. Have students orally present the contents of their persuasive letter or "friendly letter" to the class in order to engage their peers with the most pertinent and relevant information that they learned about Harvey Milk and his contributions to LGBTQ history.

Lesson Plan Template

Week 1

Lesson 1: _____

Day(s):_____

Lesson Component	"H" is for Hero: An Exploration of Harvey Milk
Lesson Objective(s)	Students will be able to:
Common Core State Standards (CCSS): English Language Arts	
Ohio's Learning Standards: Social Studies Standards	
Teaching Tolerance: Social Justice Anchor Standards	
Materials Needed	
Activities	
Formative Assessment(s)	
Summative Assessment(s)	

Week 1

Lesson 1: What is a Hero?

Day(s): 1, 2 and 3

Lesson Component	**"H" is for Hero: An Exploration of Harvey Milk**
Lesson Objective(s)	Students will be able to: • collaborate with others to define and describe the term "heroism" and give characteristics of a hero. • examine how a person described in a text selection reflects the description and characteristics of a hero. • listen effectively to hero reports to identify additional criteria to define heroism as well as additional characteristics of a hero. • share their interpretations after a teacher read-aloud of a poem • construct a journal entry that describes a hero that they know and give support for their opinion.
Common Core State Standards (CCSS): English Language Arts	RL.5.2 • Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. RI.5.1 • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.2 • Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.5.4 • Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

	RI.5.9 • Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. W.5.2 • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. SL.5.1 • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. SL.5.2 • Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.5.4 • Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Ohio's Learning Standards: Social Studies Standards	N/A
Teaching Tolerance: Social Justice Anchor Standards	N/A
Materials Needed	• Chart Paper • Overhead Transparency (or white board) • "Characteristics of a Hero" graphic organizer (see Figure A1) • Social Studies Notebook • Computers/Laptops • "Heroes Around Us – Note-Taking" form (see Figure A2)

	• "Heroes Around Us – Summary" form (see Figure A3) • "Hero Report" rubric (see Figure A4) • "Hero Report Presentation" rubric (see Figure A5) • Copy of poem "Heroes We Never Name" by M. Lucille Ford (see Figure A6)
Activities	Day 1 1. Compare dictionary definitions of the terms "hero" and "idol" with students and clarify the distinctions. Explain that anyone can become a hero when they act courageously and nobly. Define words for students using Webster's dictionary: a. Hero - a person of distinguished courage or ability, admired for his or her brave deeds and noble qualities. b. Idol - any person or thing regarded with blind admiration, adoration, or devotion. 2. Tell students they are going to do a "think, pair, and share." They will first think of their own answer to the question posed, then they will be given a minute to share their thinking with a partner (pair), and finally, students will be called on to share the ideas they and their partner had with the whole class. 3. Ask students to think about the following questions for one minute: a. What is heroism? b. What qualities or characteristics do heroes have? 4. Have students pair up and share their ideas with a partner for one minute. 5. Partners report ideas to the whole class, giving the reasons for their thinking. 6. Distribute copies of the "Characteristics of a Hero" graphic organizer (see Figure A1) to each student and, as a whole

	class, list these ideas on chart paper, transparency, or white board using the following format:  Heroism is… 7. Have students watch the video entitled Characteristics of a Hero. Ask students what characteristics named here match ones they have identified. Ask if this video presents new ones that should be added. Explain that this list is tentative and can be expanded or revised as they read about and discuss people who have done heroic deeds. 8. Have students identify a modern-day person who has such characteristics, giving examples to support their opinion. 9. Make a list of these identified "heroes around us." 10. Have students respond to the following statement in their social studies notebook: My behavior reflected a characteristic associated with a hero when.... Day 2 1. Review the definition of a hero and the characteristics of a hero that the class generated during Day 1 activities. 2. Explain to students that they will be selecting and reading about a particular hero today. They will determine how this person's deed(s) demonstrated heroism and how his or her behavior reflected characteristics of a hero. 3. Direct students to the following websites: a. My Hero - Provides an extensive list of hero biographies. Click on the directory link for a complete list of categories, or try some of the ideas below:

	b. My Hero: Heroes in the News c. My Hero: Writer Heroes d. Heroism: Stories & Biographies - Click on "Go to Hero" to access a list of heroes and biographies. 4. Have students select one hero to read about. Make sure that each student has a different hero to report on. 5. Instruct students to read about their hero and take notes using the "Heroes Around Us – Note-Taking" form (see Figure A2). 6. Circulate among the students as they read and record notes to provide assistance as needed. 7. Have students pair up and practice reporting on their hero using the notes they took. The focus will be on the information in the topical areas for note taking and, especially, how the person's life and deeds reflect heroism and hero-like characteristics. 8. Instruct the students to summarize their notes into a report on the "Heroes Around Us – Summary" form (see Figure A3). Day 3 1. Students will report on their hero to the class using the summary they composed at the end of Day 2. As classmates listen, they should consider whether additional descriptors could be added to the "Heroism is...." list or additional characteristics could be added to the "Characteristics of a Hero" web completed on Day 1. 2. Invite students' comments on additional descriptors and/or characteristics to be added. Add those for which there is consensus. 3. Introduce the poem, "Heroes We Never Name" by M. Lucille Ford (see Figure A6) using the transparency. Explain that the poem talks about people who have not always been recognized, but their heroic deeds have made us a nation. Be ready to explain who these heroes are. Read the poem aloud and invite discussion in response to the question posed, as well as other reactions.

	4. Give each student a copy of the poem. Ask students to write a response to the following in their social studies notebook: Identify a hero you know and describe why this person is an "everyday" hero. What lesson does his/her life teach us? 5. Have students share journal entries with the rest of the class as time permits
Formative Assessment(s)	1. "Characteristics of a Hero" graphic organizer (see Figure A1) 2. Social Studies notebooks (to observe writing pertaining to how students are thinking about heroes and characteristics of a hero) 3. "Hero Report" rubric (see Figure A4) 4. "Hero Report Presentation" rubric (see Figure A5)
Summative Assessment(s)	N/A

Week 1

Lesson 2: Who is Harvey Milk?

Day(s): 4

Lesson Component	"H" is for Hero: An Exploration of Harvey Milk
Lesson Objective(s)	Students will be able to: • understand why important people have holidays named after them. • define terms such as agenda, crusade, LGBTQ, and homophobia. • discuss (in written form) three (3) characteristics that Harvey Milk had that made him a hero (from the Day 4 activities).
Common Core State Standards (CCSS): English Language Arts	RI.5.2 • Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.5.4 • Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. W.5.2 • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. SL.5.1 • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. SL.5.2

	• Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Ohio's Learning Standards: Social Studies Standards	N/A
Teaching Tolerance: Social Justice Anchor Standards	DI.8 • Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way. DI.9 • Students will respond to diversity by building empathy, respect, understanding and connection. DI.10 • Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified. JU.13 • Students will analyze the harmful impact of bias and injustice on the world, historically and today. JU.14 • Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics. JU.15 • Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.
Materials Needed	• Chart Paper

	• "Harvey Milk" K-W-L Chart (see Figure B1) • Computer Monitor • Smart Board • "Harvey Milk" BrainPop Video  • "Harvey Milk" BrainPop Quiz (see Figure B2) • "Harvey Milk" BrainPop Quiz (Answer Key) (see Figure B3) • Exit Ticket (see Figure B4) • Social Studies Notebook
Activities	1. As a whole class, complete the K-W portion of the "Harvey Milk" K-W-L chart (see Figure B1) on chart paper. 2. Have students brainstorm holidays named after important people on chart paper. Discuss as a whole-class. 3. Have students do a quick-write (5-8 minutes or so) in their Social Studies notebook about why holidays might be named after certain important people and not after other important people. Have some students share their responses with the whole class. 4. Introduce vocabulary: outspoken, crusade, agenda, LGBTQ, homophobia, etc. (have students define these words on chart paper as a whole-class and then have them transfer the definitions to their Social Studies notebooks).

	5. As a whole-class, watch the "Harvey Milk" BrainPop Video on the SmartBoard. Discuss as a whole-class. 6. As a whole-class, have students complete and discuss the "Harvey Milk" BrainPop Quiz (see Figure B2). Use the "Harvey Milk" BrainPop Quiz (Answer Key) (see Figure B3) to help students. 7. Have students complete the Exit Ticket (see Figure B4) for Day 4 and paste it into their Social Studies notebooks.
Formative Assessment(s)	1. Exit Ticket (see Figure B4) that asks students to define and briefly discuss three (3) characteristics that Harvey Milk had that might have made him a hero (from the Day 4 activities). 2. Social Studies notebooks (to observe writing about the "holidays" writing prompt from the beginning of the lesson and key vocabulary definitions)
Summative Assessment(s)	N/A

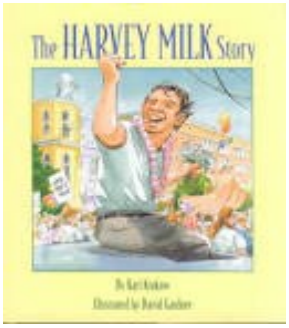
Week 1

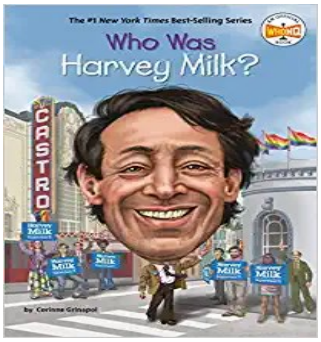
Lesson 3: What is "Prejudice?"

Day(s): 5

Lesson Component	"H" is for Hero: An Exploration of Harvey Milk
Lesson Objective(s)	Students will be able to: • define, discuss, and write about the concept of "prejudice." • discuss and write about different types of "prejudice." • write a paragraph about a time when they were discriminated against or someone else they know was discriminated against. • state (in written form) three (3) things they learned about Harvey Milk from the Day 5 activities.
Common Core State Standards (CCSS): English Language Arts	RL.5.1 • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.2 • Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. RL.5.4 • Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. RI.5.4

	• Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. W.5.2 • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. SL.5.1 • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. SL.5.2 • Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Ohio's Learning Standards: Social Studies Standards	N/A
Teaching Tolerance: Social Justice Anchor Standards	DI.9 • Students will respond to diversity by building empathy, respect, understanding and connection. DI.10 • Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified. JU.12 • Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination). JU.13

	• Students will analyze the harmful impact of bias and injustice on the world, historically and today. JU.14 • Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics. JU.15 • Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.
Materials Needed	• Chart Paper • Social Studies Notebook • Individual copies of *The Harvey Milk Story* (2001) by Kari Krakow  • Discussion Questions for *The Harvey Milk Story* by Kari Krakow (see Figure C1) • Exit Ticket (see Figure C2)
Activities	1. With a partner, have students brainstorm a definition for "prejudice." 2. As a whole-class, discuss their definitions and display the definitions on chart paper. 3. Have students copy the "primary" definition into their Social Studies notebooks.

	4. As a whole-class, have students brainstorm and discuss different types of "prejudice" based on different identity markers (i.e., race, class, sex, language, etc.) (display on chart paper and have students copy down into their Social Studies notebooks). 5. Pass out individual copies of *The Harvey Milk Story* (2001) by Kari Krakow. Read and discuss together as a whole-class. *Note: *Who Was Harvey Milk?* (2020) by Corinne A. Grinapol could also be used as a mentor text for this type of lesson*  6. Pass out individual copies of the "Discussion Questions" (see Figure C1) that go along with the book and as a whole-class work to answer them. 7. In their Social Studies notebooks, have students write a paragraph about: a. a time that they were discriminated against (based on an identity marker) or b. a time when someone they know was discriminated against (based on an identity marker). 8. Have students complete the Exit Ticket (see Figure C2) for Day 5 and paste it into their Social Studies notebooks.
Formative Assessment(s)	1. Exit Ticket (see Figure C2) that asks students to write down three (3) things that they learned about Harvey Milk (from the Day 5 activities).

	2. Social Studies notebooks (to observe the definition of "prejudice," notes about different types of "prejudice," and their written paragraph about a time when they or someone they know was discriminated against).
Summative Assessment(s)	N/A

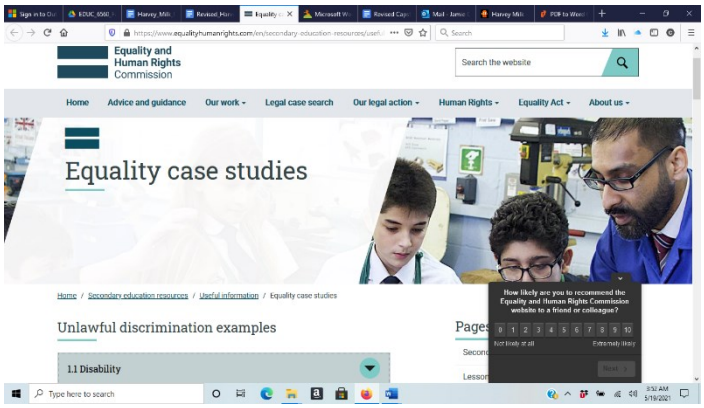
Week 2

Lesson 4: Different Types of "Prejudice"

Day(s): 6

Lesson Component	"H" is for Hero: An Exploration of Harvey Milk
Lesson Objective(s)	Students will be able to: • discuss and write about different types of "prejudice." • compare and contrast different types of "prejudice."
Common Core State Standards (CCSS): English Language Arts	RI.5.1 • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.2 • Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.5.3 • Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. RI.5.4 • Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. RI.5.5 • Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. RI.5.6

	• Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. RI.5.9 • Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. W.5.2 • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. SL.5.1 • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. SL.5.2 • Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Ohio's Learning Standards: Social Studies Standards	N/A
Teaching Tolerance: Social Justice Anchor Standards	JU.12 • Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination). JU.13 • Students will analyze the harmful impact of bias and injustice on the world, historically and today. JU.14

	• Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.
Materials Needed	• Chart Paper • Discrimination Case Study Paragraph Examples (see Figure D1)  • 3-Circle Venn Diagram (see Figure D2) • Social Studies Notebook
Activities	1. Have students review their notes (in their Social Studies notebooks) about the concept of "prejudice" as well as their notes about different types of "prejudice" (based on different identity markers) from Day 5 activities. 2. Break students into groups of two (2) or three (3) and give each group a "Discrimination Case Study" paragraph (from Discrimination Case Study Paragraph Examples) (see Figure D1) to read. 3. Have students discuss their "Discrimination Case Study" paragraphs with their group members. Specifically, ask each group to identify which "identity marker" the "discrimination case study" paragraph represents. 4. Have each group share their "Discrimination Case Study" paragraph with the whole-class.

	5. Chart the different kinds of "prejudices" students share on chart paper. 6. Have students copy this information into their Social Studies notebooks. 7. Distribute a 3-circle Venn diagram (see Figure D2) to each student. 8. Ask students to pick three (3) different "prejudices" (from the "Discrimination Case Study" paragraph sharing) to compare and contrast on their 3-circle Venn diagram. 9. Have students paste their completed 3-circle Venn diagram into their Social Studies notebooks when they are finished.
Formative Assessment(s)	1. Participation in "Discrimination Case Study" paragraph small-group work. 2. Social Studies notebooks (to observe notes about the different kinds of "prejudice" (based on different identity markers) and the completed 3-circle Venn diagram (see Figure D2) that compares and contrasts three (3) different kinds of "prejudice."
Summative Assessment(s)	N/A

Week 2

Lesson 5: "Harvey Milk" Learning Stations

Day(s): 7 (three rotations) and 8 (three rotations)

Lesson Component	"H" is for Hero: An Exploration of Harvey Milk
Lesson Objective(s)	*Note: "Objective" numbers match "Station" numbers* Students will be able to: • state (in written form) five (5) things they learned about Harvey Milk. • state (in written form) what they learned about an important historical LGBTQ figure (other than Harvey Milk) and what they learned about a significant event in LGBTQ history. • locate and label the different streets, adjacent neighborhoods, and landmarks that make up the Civic Center neighborhood in San Francisco, California. • read a speech (primary source) and identify its main ideas. • read a letter (primary source) and identify its main ideas. • listen/watch an interview (primary source) and identify its main ideas.
Common Core State Standards (CCSS): English Language Arts	RI.5.1 • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.2 • Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.5.3 • Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a

	historical, scientific, or technical text based on specific information in the text. RI.5.5 • Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. RI.5.6 • Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. RI.5.9 • Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. W.5.2 • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. SL.5.2 • Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Ohio's Learning Standards: Social Studies Standards	SS.5.4 • Globes and other geographic tools can be used to gather, process, and report information about people, places, and environments. Cartographers decide which information to include in maps. SS.5.4a • Use a map and map tools (e.g., legend, alphanumeric grid lines) to navigate from one place to another.
Teaching Tolerance: Social	DI.9

Justice Anchor Standards	• Students will respond to diversity by building empathy, respect, understanding and connection. DI.10 • Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified. JU.12 • Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination). JU.13 • Students will analyze the harmful impact of bias and injustice on the world, historically and today. JU.14 • Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics. JU.15 • Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.
Materials Needed	• "Harvey Milk" Tri-Fold Poster Board (see Figure E1)

- "Harvey Milk" Wax Museum Script (see Figure E2)
- Social Studies Notebook
- *Gay & Lesbian History for Kids: The Century-Long Struggle for LGBT Rights, with 21 Activities (For Kids series)* (2015) by Jerome Pohlen

- Partially Filled-In Map of Civic Center Neighborhood (see Figure E3)
- Neighborhood(s) Map in San Francisco (see Figure E4)
- Google Map of Civic Center Neighborhood (see Figure E5)
- "Directions" for Civic Center Neighborhood Map Activity (see Figure E6)
- "You've Got to Have Hope" (1978) Speech by Harvey Milk (see Figure E7)

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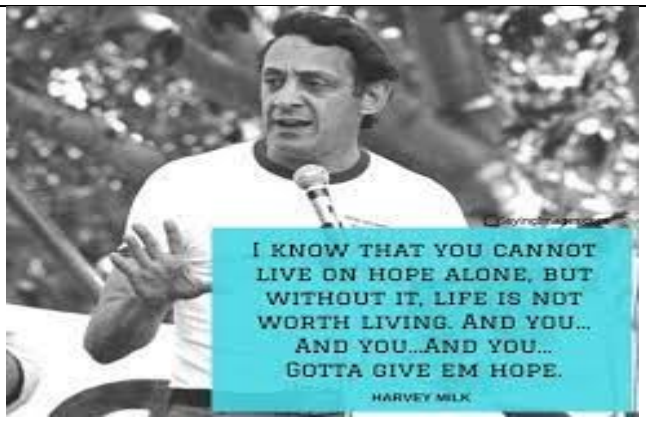
<tr><td></td><td> 

"Letter to Jimmy Carter" (1978) by Harvey Milk (see Figure E8)
"Harvey Milk Interview" (1978)

 </td></tr>
<tr><td>Activities</td><td>*Note: Break students into groups of four (4). Each station will have only four (4) students at one time*

Station 1 - “Wax Museum”

1. Teacher displays the “Harvey Milk” tri-fold poster-board (see Figure E1).

2. Teacher reads the “Harvey Milk” wax museum script (see Figure E2).

3. Have students explore the tri-fold poster-board.

4. Have students write down five (5) things that they learned about Harvey Milk from the tri-fold poster-board and wax museum script in their Social Studies notebooks.

Station 2 - “LGBTQ History”</td></tr>
</table>

	1. Using *Gay & Lesbian History for Kids: The Century-Long Struggle for LGBT Rights, with 21 Activities (For Kids series)* (2015) by Jerome Pohlen, copy 4-6 page packets (for each student) that details important historical figures and events associated with LGBTQ history. 2. Have students read through these packets of information. 3. Have students write down two (2) things they learned about an important LGBTQ historical figure and two (2) things they learned about an important event in LGBTQ history in their Social Studies notebooks. Station 3 - "San Francisco City Hall" 1. Give each student a packet of three (3) maps: a. the Partially Filled-In Map of Civic Center Neighborhood (see Figure E3) b. the Neighborhood(s) Map in San Francisco (see Figure E4) c. the Google Map of Civic Center Neighborhood (see Figure E5) 2. Give each student a copy of the "Directions" for the Civic Center Neighborhood Map Activity (see Figure E6). 3. Have students complete their partially-filled-in maps. 4. On the back of their completed maps, have students write three to five (3-5) sentences about how their map compares to the neighborhood(s) map of San Francisco and the Google map of the Civic Center neighborhood. Have students describe one (1) specific thing they learned about the physical size of San Francisco City Hall or the Civic Center neighborhood. 5. Have students staple their completed map into their Social Studies notebook.

	Station 4 – Harvey Milk Speech 1. Give each student a copy of the "You've Got to Have Hope" (1978) speech by Harvey Milk (see Figure E7). 2. Have students read the speech all the way through. 3. After they have read the speech, have them write down five (5) lines/sentences from the speech (in their Social Studies notebooks) that represent the main idea(s) of the speech. 4. If they have enough time, have them discuss (as a small-group) what they liked or didn't like about the speech. Station 5 – Harvey Milk Letter 1. Give each student a copy of Harvey Milk's "Letter to Jimmy Carter" (1978) (see Figure E8). 2. Have students read the letter all the way through. 3. After they have read the letter, have students write down two to three (2-3) lines/sentences from the letter (in their Social Studies notebooks) that represent the main idea(s) of the letter. 4. If they have enough time, have them discuss (as a small-group) what they liked or didn't like about the letter. Station 6 – Harvey Milk Interview 1. Have students watch the YouTube video entitled "Harvey Milk Interview" (1978) on individual classroom computers (with headphones). 2. Have students write down two to three (2-3) things that they learned about Harvey Milk's attitudes/beliefs from the interview in their Social Studies notebooks. *Note: The attitudes and beliefs should reflect the main idea(s) of the interview*

	3. If they have enough time, have them discuss (as a small-group) what they liked or didn't like about the interview.
Formative Assessment(s)	1. Social Studies notebooks with the following information: a. five (5) things learned about Harvey Milk from Station 1 b. two (2) things learned about a historical LGBTQ figure (other than Harvey Milk) from Station 2 c. two (2) things learned about an important event in LGBTQ history from Station 2 d. completed Civic Center Neighborhood map activity from Station 3 (see Figure E3) e. five (5) lines/sentences that represent the main idea(s) of the "You've Got to Have Hope Speech" (1978) (primary source) from Station 4 f. two to three (2-3) lines/sentences that represent the main idea(s) of the "Letter to Jimmy Carter" (1978) (primary source) from Station 5 g. two to three (2-3) things learned about Harvey Milk's attitudes and beliefs which should represent the main idea(s) from the "Harvey Milk Interview" (1978) (primary source)
Summative Assessment(s)	N/A

Week 2/3

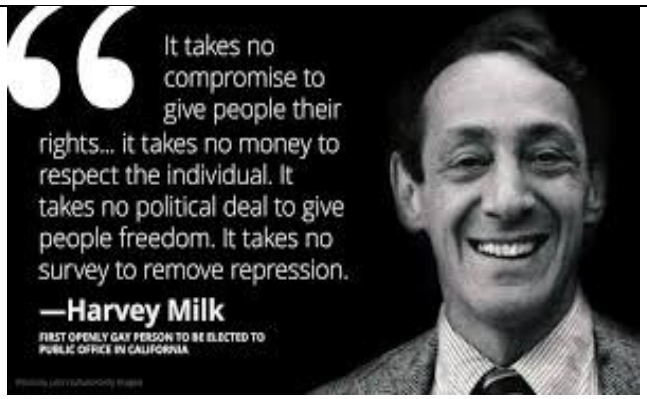
Lesson 6: Comparing and Contrasting "Harvey Milk" Primary Sources

Day(s): 9, 10, and 11

Lesson Component	"H" is for Hero: An Exploration of Harvey Milk
Lesson Objective(s)	Students will be able to: • analyze the structure of a speech (primary source). • analyze the structure of a letter (primary source). • analyze the structure of an interview (primary source). • compare and contrast the information/ideas in speeches, letters, and interviews written by/given by the same person.
Common Core State Standards (CCSS): English Language Arts	RI.5.1 • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.2 • Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.5.3 • Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. RI.5.5 • Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. RI.5.6

	• Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. RI.5.9 • Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. W.5.2 • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. SL.5.1 • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. SL.5.2 • Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Ohio's Learning Standards: Social Studies Standards	SS.5.11 • Individuals can better understand public issues by gathering and interpreting information from multiple sources. Data can be displayed graphically to both effectively and efficiently communicate information. SS.5.11a • Compare two accurate sources of information to locate information on current local, state, and national events/issues.
Teaching Tolerance: Social Justice Anchor Standards	DI.9

	• Students will respond to diversity by building empathy, respect, understanding and connection. DI.10 • Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified. JU.12 • Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination). JU.13 • Students will analyze the harmful impact of bias and injustice on the world, historically and today. JU.14 • Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics. JU.15 • Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.
Materials Needed	• Chart Paper • Social Studies Notebook • "You've Got to Have Hope" (1978) Speech by Harvey Milk (see Figure E7)

	 • "Analyzing a Speech" Graphic Organizer (see Figure F1) • "Letter to Jimmy Carter" (1978) by Harvey Milk (see Figure E8) • "Analyzing a Letter" Graphic Organizer (see Figure F2) • "Harvey Milk Interview" (1978)  • "Analyzing an Interview" Graphic Organizer (see Figure F3) • 3-Circle Venn Diagram (see Figure D2)
Activities	Day 9 1. Give each student a hard copy of the "You've Got to Have Hope" (1978) Speech by Harvey Milk (see Figure E7). 2. As a whole-class, read the speech together. 3. Give each student a copy of the "Analyzing a Speech" graphic organizer (see Figure F1).

	4. In groups of four (4), have students work together to fill out the graphic organizer. 5. As a whole-class, discuss the graphic organizer and make a list of the important components of a speech on chart paper. 6. Have students paste their completed graphic organizer as well as the list of important components of a speech (from the chart paper) into their Social Studies notebooks. Day 10 1. Give each student a hard copy of the "Letter to Jimmy Carter" (1978) by Harvey Milk (see Figure E8). 2. As a whole-class, read the letter together. 3. Give each student a copy of the "Analyzing a Letter" graphic organizer (see Figure F2). 4. In groups of four (4), have students work together to fill out the graphic organizer. 5. As a whole-class, discuss the graphic organizer and make a list of the important components of a letter on chart paper. 6. Have students paste their completed graphic organizer as well as the list of important components of a letter (from the chart paper) into their Social Studies notebooks. Day 11 1. Give each student a copy of the "Analyzing an Interview" graphic organizer (see Figure F3). 2. As a whole-class, watch the "Harvey Milk Interview" (1978). 3. In groups of four (4), have students work together to fill out the graphic organizer.

	4. As a whole-class, discuss the graphic organizer and make a list of the important components of an interview on chart paper. 5. Have students paste their completed graphic organizer as well as the list of important components of an interview (from the chart paper) into their Social Studies notebooks. 6. Give each student a copy of the 3-Circle Venn Diagram (see Figure D2). 7. In small groups of four (4), have students work together to compare and contrast the three primary sources involving Harvey Milk (i.e., the speech, the letter, and the interview). 8. As a whole-class, discuss the similarities and differences regarding the structure of each primary source as well as how each primary source reflects Harvey Milk's attitudes and beliefs in different ways. Use chart paper to record this information. 9. Have students paste their completed "3-circle" Venn diagram into their Social Studies notebooks as well as the notes they recorded from number (8) above.
Formative Assessment(s)	1. Social Studies notebooks with: a. completed "Analyzing a Speech" graphic organizer (see Figure F1) b. notes about the major components of a speech c. completed "Analyzing a Letter" graphic organizer (see Figure F2) d. notes about the major components of a letter e. completed "Analyzing an Interview" graphic organizer (see Figure F3) f. notes about the major components of an interview g. completed "3-circle" Venn diagram about the similarities and differences amongst the speech, letter,

	and interview (primary sources) written/given by Harvey Milk h. notes about how the speech, letter, and interview (primary sources) reflect the different attitudes and beliefs of Harvey Milk
Summative Assessment(s)	N/A

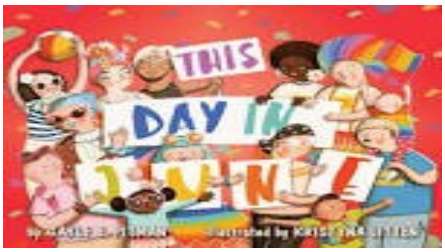
Week 3

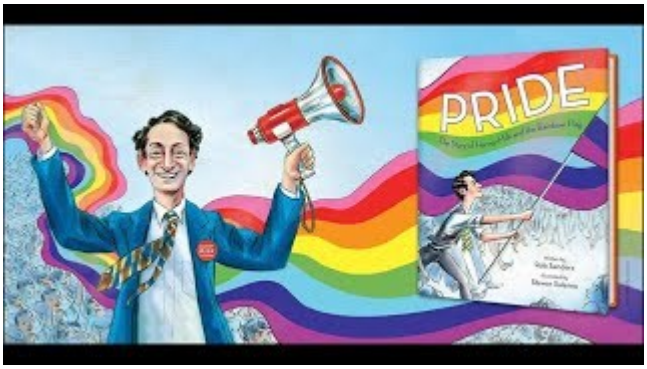
Lesson 7: Harvey Milk and the LGBTQ "Pride Flag"

Day(s): 12 and 13

Lesson Component	"H" is for Hero: An Exploration of Harvey Milk
Lesson Objective(s)	Students will be able to: • define the term "pride." • name the colors of the "pride flag" and define the meaning of the words associated with each color. • create a timeline that accurately represents important events and people in LGBTQ history. • write an informational paragraph about an important event or person in LGBTQ history. • draw an illustration that symbolizes a color and theme associated with the "Pride Flag." • write an informational paragraph about an illustration that relates to the "Pride Flag."
Common Core State Standards (CCSS): English Language Arts	RL.5.2 • Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. RI.5.2 • Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.5.4 • Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. RI.5.9

	• Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. W.5.2 • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. SL.5.1 • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. SL.5.2 • Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Ohio's Learning Standards: Social Studies Standards	SS.5.1 • Multiple-tier timelines can be used to show relationships among events and places. SS.5.1a • Create a B.C.E. and C.E. timeline of events within a given time period.
Teaching Tolerance: Social Justice Anchor Standards	JU.12 • Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination). JU.13 • Students will analyze the harmful impact of bias and injustice on the world, historically and today. JU.14

	• Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics. JU.15 • Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.
Materials Needed	• Chart Paper • Computers/Laptops • Social Studies Notebook • *This Day in June* (2014) by Gayle Pitman  • "Pride Flag" Sample (see Figure G1)  • "Timeline Strips" (see Figure G2) • "Timeline Tabs" (see Figure G3) • "Five-Step Theme" Template (see Figure G4) • "Quotes and Themes" Page (see Figure G5)
Activities	Day 12

	1. As a whole-class, read *This Day in June* (2014) by Gayle Pitman. *Note: *Pride: The Story of Harvey Milk and the Rainbow Flag* (2018) by Rob Sanders could also be used as a mentor text for this type of lesson*  2. Discuss the book as a whole-class. 3. Display the "Pride Flag" sample (see Figure G1) on chart paper. 4. Discuss the term "pride" and have students define the term in their own words. 5. Have students identify the colors of the "pride flag." 6. As a whole-class, have students make note of the symbolic representation of each color of the "pride flag." Have students define the words associated with each color of the "pride flag." 7. Have students copy down the colors of the "pride flag" and the definitions of the words associated with each color in their Social Studies notebooks. 8. Break students into smaller groups of four (4) and give each group a set of "Timeline Strips" (see Figure G2) and "Timeline Tabs" (see Figure G3). 9. Have students cut out the "timeline strips" and "timeline tabs" and construct an LGBTQ timeline of notable events based on the story they just read.

	10. When they are done with their timelines, have them paste their completed timelines (with timeline tabs) into their Social Studies notebooks. 11. Ask students to pick an event from their timelines. 12. Have students use the classroom computers/laptops to find out more information about the event that they chose from the timeline. 13. Have students write a "5-W's" (i.e., Who, What, When Where, Why) expository-style paragraph about the event in their Social Studies notebooks to accompany their timelines. Day 13 1. Give each student a copy of the "Five-Step Theme" template (see Figure G4). 2. Give each student a copy of the "Quotes and Themes" page (see Figure G5). 3. Have students select a "quote" from the list and write it down on their "template." 4. Have students select a "theme" from the list and write it down on their "template." 5. Have students select a color from the "Pride Flag" (see Figure G1) to illustrate their "quote" and "theme" and shade that color in on their template. 6. Ask students to draw a picture of a scene or symbol that illustrates: a. the "quote" they chose b. the "theme" they chose and c. the color they chose Allow students to review the illustrations in the book, if necessary. Have some students share their completed "Five-Step Theme" with the whole-class.

	7. Have students paste their completed "Five-Step Theme" template (see Figure G4) into their Social Studies notebooks. 8. Have students write an informative paragraph in their Social Studies notebooks about their illustration (what the scene shows, what the symbol means, why they chose the color they did, or what they interpret the quote they chose to mean, etc.).
Formative Assessment(s)	1. Social Studies notebooks that include: a. list of the "pride flag" colors and the definitions of the corresponding words associated with each color b. completed timeline (with tabs) (see Figure G2 and Figure G3) of notable LGBTQ events discussed in the story c. "5-W's" expository-style paragraph about one self-selected event from the timeline d. completed "Five-Step Theme" template (see Figure G4) (with illustration) e. informative paragraph related to the completed template that describes: 1. the illustration choice 2. what the illustration shows 3. what the symbol means 4. how the self-selected quote is interpreted
Summative Assessment(s)	N/A

Week 3

Lesson 8: In Support of "Harvey Milk Day"

Day(s): 14 and 15

Lesson Component	"H" is for Hero: An Exploration of Harvey Milk
Lesson Objective(s)	Students will be able to: • write a "persuasive letter" to a local city, state, or national government official to persuade them to adopt an official holiday that relates to a historical figure based on new knowledge that they gained about that historical figure. • write a "friendly letter" to a historical figure about what they learned about him/her and what his/her contributions to society were. • orally communicate new knowledge about a historical figure by sharing a "persuasive letter" or "friendly letter" with their peers. • write a thoughtful reflection about what they learned from a unit that was centered around the life and societal contributions of a historical figure.
Common Core State Standards (CCSS): English Language Arts	RI.5.9 • Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. W.5.1 • Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.5.2 • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.5.4

	• Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. W.5.8 • Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. W.5.9 • Draw evidence from literary or informational texts to support analysis, reflection, and research. SL.5.4 • Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Ohio's Learning Standards: Social Studies Standards	N/A
Teaching Tolerance: Social Justice Anchor Standards	JU.15 • Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world. AC.17 • Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice. AC.18 • Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.

	AC.19 • Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure. AC.20 • Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.
Materials Needed	• Social Studies Notebook • "Harvey Milk" K-W-L Chart (see Figure B1) from Day 4 • "Persuasive Letter" Rubric (see Figure H1) • "Friendly Letter" Rubric (see Figure H2) • "Oral Presentation" Rubric (see Figure H3)
Activities	Day 14 1. Have students review all of the information from the "Harvey Milk" unit in their Social Studies notebooks. 2. As a whole class, complete and discuss the L portion of the "Harvey Milk" K-W-L chart (see Figure B1) on chart paper from the Day 4 activities. 3. Have students write a "persuasive letter" to their local city, state, or national government official about why they think there should be an official holiday to honor Harvey Milk. 4. Distribute copies of the "Persuasive Letter" rubric (see Figure H1) so that students can see how their "persuasive letter" will be graded. *Note 1: Ideally, students will use all of the information that they engaged with during the unit (i.e., primary sources, learning stations, LGBTQ-themed supplemental literature, etc.) to support the idea of an official "Harvey Milk Day"*

	*Note 2: For students who do **not** think there should be an official Harvey Milk Day (for whatever reason), have them write a "friendly letter" to Harvey Milk about what they learned about him from the unit as well as the significance of his contributions to both U.S. and LGBTQ history* 5. Distribute copies of the "Friendly Letter" rubric (see Figure H2) so that students can see how their "friendly letter" will be graded. 6. Ideally, students should use all of the knowledge and information in their Social Studies notebooks (that they have collected about Harvey Milk during the unit) to make their "persuasive letter" or "friendly letter" as insightful and accurate as possible. Day 15 1. Have students share their "persuasive letter" or "friendly letter" with the class in the form of an "oral presentation." 2. Distribute copies of the "Oral Presentation" rubric (see Figure H3) so that students can see how their "oral presentation" will be graded. 3. Have students write a one-to-two page reflection in their Social Studies notebook about their final thoughts about the "Harvey Milk" unit. Some questions students might respond to include: a. What did you learn during the unit that was surprising? Why? b. What did you learn during the unit that was concerning? Why? c. How has the unit impacted you in some meaningful way? Explain. d. How are your life experiences similar to/different from those of Harvey Milk? Explain. 4. In addition, as part of their reflection, ask students to offer evaluative feedback about the "Harvey Milk" unit. Evaluative feedback might include questions like:

	a. What are some of the strengths of the unit? Explain. b. What are some weaknesses of the unit? Explain. c. What did you like/not like about the unit? Why? d. What would you change about the unit? Why?
Formative Assessment(s)	1. one-to-two page reflection in Social Studies notebook about knowledge (learning) gained/impact of the "Harvey Milk" unit as well as evaluative feedback about the strengths and weaknesses of the unit as well as possible amendments to the unit for future use
Summative Assessment(s)	1. "persuasive letter" about why there should be an official "Harvey Milk Day" 2. "persuasive letter" rubric (see Figure H1) 3. "friendly letter" to Harvey Milk about that highlights what was learned about him during the unit (i.e., who he was and what his contributions to history were) 4. "friendly letter" rubric (see Figure H2) 5. sharing "persuasive letter" or "friendly letter" with the class in the form of an "oral presentation" 6. "oral presentation" rubric (see Figure H3)

Looking Ahead

Chapter 5 aims to discuss and summarize how the proposed curriculum development project answers the original research question. In addition, Chapter 5 explores the strengths and weaknesses of the proposed curriculum development project, implications associated with the proposed curriculum development project, and relevant ways in which the contents of the proposed curriculum development project can be both implemented and disseminated to a much broader audience.

Chapter 5
Conclusion

Purpose of the Conclusion

Essentially, the purpose of the Conclusion chapter is to discuss and summarize the importance of the proposed curriculum development project. More importantly, the Conclusion chapter works to re-address and answer the original research question in both a thoughtful and meaningful way. Moreover, the Conclusion chapter offers critical reflection about the strengths and weaknesses of the proposed curriculum development project as well as implications for future teachers and/or researchers in the field of education and/or teaching and learning. Similarly, the Conclusion chapter not only suggests practical ways in which the proposed curriculum development project can be implemented by practicing teachers but it also makes recommendations as to how the proposed curriculum development project might be disseminated to a much broader audience.

Discussion

Essentially, the proposed curriculum development project addresses how LGBTQ-themed literature can be integrated into language arts and social studies curriculums for grade 5 in a way that not only effectively promotes critical literacy and social justice frameworks for both teaching and learning but also in a way that effectively aligns the Common Core State Standards (CCSS, 2010) for English Language Arts, Ohio's Learning Standards (OLS, 2018) for Social Studies, and the Social Justice

Standards (SJS, 2018) developed by the Teaching Tolerance project. More importantly, the proposed curriculum development project promotes the concept of critical consciousness as it relates to the inclusion and implementation of LGBTQ identities and experiences into content-area curriculums. According to Jennings (2006), "there has been very little progress in incorporating LGBTQ (lesbian, gay, bisexual, transgender, and queer) people and their experiences in the social studies" (Maguth & Taylor, 2014, p. 23). This suggests that content-area curriculums, specifically social studies, fail to include instructional materials and activities that not only relate to the visibility of LGBTQ people but also to the visibility and accuracy of LGBTQ history. Moreover, curricular practices, that are exclusionary in this way, fail to adequately prepare students to live and operate within the context of a diverse twenty-first century world.

Similarly, students need to engage in thoughtful, yet critical, work inside content-area curriculums if they are expected to live and operate in a diverse world. Therefore, it is crucial to expose students to curriculums that give them multiple and varied opportunities to become both critical thinkers as well as critical participants in an ever-changing society. Moreover, such curriculums can help students to not only fulfil their potential as learners but to also become socially active and aware participants in society. Since social activism and awareness are central tenets of a social justice framework, it makes clear and logical sense that the proposed curriculum development project was constructed using this type of framework.

Essentially, the structure of a social justice framework which specifically relates to curriculum construction helps provide pertinent and relevant answers to the research question associated with the proposed curriculum development project:

> How can teachers in grade 5 integrate LGBTQ-themed critical literacy practices (e.g., reading, writing, and/or viewing, etc.) into their content-area curriculums in a way that effectively and simultaneously meets the Common Core State Standards (CCSS, 2010) for English Language Arts, Ohio's Learning Standards (OLS, 2018) for Social Studies, and the Social Justice Standards (SJS, 2018) developed by the Teaching Tolerance project?

Ideally, English Language Arts and Social Studies teachers in grade 5 can construct content-area curriculums that promote critical literacy and social justice by utilizing Gorski's (2010) theory of multicultural education which infuses complex frameworks, such as social justice and critical literacy, in order to help students maximize their learning potential in a socially diverse world. Moreover, Gorski's (2010) key characteristics associated with a multicultural curriculum can be used as benchmarks to help content-area teachers determine the degree to which their curricular materials both align to and promote a multicultural education.

While Gorski's (2010) key components of a multicultural curriculum provide some answers to the research question, the topic of the proposed curriculum development project sheds light on other, equally viable, answers. By incorporating multiple and varied types of mentor texts about Harvey Milk's life and subsequent work into the proposed curriculum development project, language arts and social studies teachers ensure that students gain valuable experience with both civil rights and human rights issues that are relevant to their lives. More importantly, by exploring curricular materials that focus on an LGBTQ historical figure (i.e., Harvey Milk), students stand to gain a much deeper awareness and understanding of how to combat social injustices such as

heteronormativity and homophobia that systemically work to undermine, exclude, and erase LGBTQ people, experiences, and history from society.

Strengths of the Proposed Curriculum Development Project

One of the major strengths of the proposed curriculum development project is that it brings LGBTQ visibility to the forefront in both language arts and social studies instruction. According to Thornton (2003), "few social studies materials appear to have a substantive treatment of gay history and issues…It is as if the millions of gay inhabitants of the United States, past and present, did not exist" (p. 226). This suggests that LGBTQ invisibility within the context of social studies instruction aims to erase LGBTQ people from history. The proposed curriculum development project aims to do the opposite. Through critical analysis of the life and work of Harvey Milk, students gain valuable insight and empathy regarding the civil rights injustices that have plagued the LGBTQ community for decades. To this end, the proposed curriculum development project helps prepare students to critically think about and analyze social injustices that are relevant to their own lives.

A second major strength of the proposed curriculum development project is that it is interdisciplinary in nature. By combining language arts and social studies content, the proposed curriculum development project shows students how different content-areas relate to each other. Oftentimes, students think of content-areas as isolated disciplines that are not interconnected. Here, the proposed curriculum development project demonstrates how different subject areas can relate to each other. Moreover, students can concretely see how the activities that they participate in during language arts instruction directly translate to the activities that they participate in during social studies instruction.

A third major strength of the proposed curriculum development project is that it not only appeals to multiple intelligences (Gardner, 1987) but it also incorporates multiple modalities of instruction. For example, there are lots of instructional activities within the unit plan itself that appeal to visual, aural, verbal, and interpersonal styles of learning. The variety of activities allow students with different learning styles to be successful in terms of learning the content. In addition, many of the activities within the unit plan itself represent different modalities of instruction, including visual, auditory, and verbal texts. Different modalities of instruction not only permit students to learn in ways that best suit their individual learning styles but they also help engage students better with the contents of the proposed curriculum development project.

Weaknesses of the Proposed Curriculum Development Project

One of the weaknesses of the proposed curriculum development project deals with the scope and breadth of the unit plan itself. For example, several of the lessons span the course of several days, which might not be ideal for some teachers. Even though those particular lessons are broken up into subsequent days, some teachers might find that the unit itself lasts longer than a total of three (3) weeks. The very last lesson in the unit, "Lesson 8: In Support of "Harvey Milk Day,"" is initially partitioned into two (2) working days. However, this is highly contingent on the individual classroom and the writing pace of individual students. Essentially, there are many factors that might influence how many days this type of lesson might take to complete. Summative assessments are designed to take longer, therefore two (2) instructional days might not provide teachers or students with enough time to develop and finish their writing projects.

This type of lesson might need an extra day or two in order for students to be able to produce their best work.

A second weakness of the proposed curriculum development project relates to the complexity of some of the instructional materials as they relate to the intended grade level. For example, some fifth grade teachers might find the primary sources that comprise Lesson 5 and Lesson 6, respectively, to be above fifth grade level. The "You've Got to Have Hope" (1978) speech, the "Letter to Jimmy Carter" (1978), and the "Harvey Milk Interview" (1978) might be too complex for fifth grade students to read and/or comprehend. This is a completely fair and legitimate concern that could be remedied by pulling out smaller portions of those texts to have students read, examine, and respond to. While the proposed curriculum development project does contain some lengthier texts, those texts can be altered in various ways to meet the needs of individual students and teachers.

Implications

In order to advance the work done in the proposed curriculum development project, it is necessary to conduct further research about the ways in which LGBTQ topics can be integrated into social studies curriculums. As Maguth and Taylor (2014) point out, there has been a scarcity of work done on how to integrate LGBTQ topics into social studies curriculums by practitioners and researchers in the field of social studies education (p. 24). This suggests that social studies teachers either do not know how to or simply do not want to integrate LGBTQ topics into their content-area curriculums. The purpose of the proposed curriculum development project is to not only encourage grade 5 content-area teachers (i.e., English Language Arts and Social Studies) to take up this kind

of critical and socially-just pedagogy but to also show other K-12 content-area teachers useful and practical ways in which to do so. Moreover, while previous research in the fields of teaching and learning as well as curriculum construction demonstrate viable ways in which LGBTQ-themed literature and subsequent activities can be integrated into English Language Arts instruction, more extensive research needs to be done to demonstrate how LGBTQ-themed literature and activities can be infused into content-area curriculums that focus on Social Studies, Science, and Math instruction.

Similarly, a secondary goal of the proposed curriculum development project is to show practicing English Language Arts and Social Studies teachers in grade 5 how to align CCSS (2010) and NCSS (2002) standards with curricular frameworks that promote both critical literacy and social justice. While several of the lesson objectives within the proposed curriculum development project successfully align with the Ohio Learning Standards (OLS) for Social Studies as well as the Ohio Extended Learning Standards (OELS) for Social Studies, there is definitely room for the alignment of more Social Studies standards (both regular and extended) in the proposed curriculum development project. This suggests that even though previous studies have addressed interdisciplinary instruction and how content-area curriculums can be merged together, little research has been done to show exactly how content-area standards can be aligned within the context of interdisciplinary curriculums. Essentially, the proposed curriculum development project serves as an entryway for content-area teachers to experiment with not only various ways in which to design interdisciplinary curriculums but also various strategies in which to align such curriculums with both national and state standards.

Limitations (and Opportunities)

The proposed curriculum development project is successful in the sense that it does integrate LGBTQ people and issues in different ways into the English Language Arts and Social Studies curriculums in grade 5. However, the extent to which the proposed curriculum development project moves beyond simply learning about one hero (i.e., Harvey Milk) and more towards learning about issues and tools for action that can help achieve justice for LGBTQ people, remains to be seen. Here, it is important to consider both the limitations and opportunities that exist when integrating content-area materials that focus solely on one LGBTQ person.

In his qualitative research analysis, Donahue (2014) sought to understand what students might learn about LGBTQ people, issues, and movements by studying an LGBTQ hero such as Harvey Milk. Specifically, Donahue (2014) examined and analyzed eight lesson plans and two nonfiction children's books that focused on the life and contributions of Milk to U.S. history as well as LGBTQ history. Essentially, the purpose of Donahue's (2014) research analysis was to determine "what opportunities and limitations exist[ed] for moving beyond one hero and learning about [social] justice for [all] LGBTQ people" (p. 36). Moreover, the findings in Donahue's (2014) research analysis suggest that it is imperative for social studies teachers to be aware of the limitations that exist with curricular materials that solely focus on one LGBTQ individual in order to present students with opportunities to learn not only about a multitude of LGBTQ issues but also a variety of tools for political and social change.

One significant finding in Donahue's (2014) research analysis was that the inclusion of LGBTQ people, such as Milk, into social studies curriculums presents a tangible deficiency in terms of learning about a broad range of LGBTQ people and

issues. Moreover, when Milk is included in social studies curriculums, it is often at the expense of discussing or examining much larger concepts and issues that were central to his life. For example, students might "learn about Harvey Milk's fight for gay rights without really understanding homophobia in historical or contemporary contexts" (p. 40). This suggests that content-area curriculums that utilize Milk's life often fail to not only address the concept of homophobia but they also fail to provide students with the necessary tools to understand the concept of homophobia as a social and political force as opposed to simply an individual prejudice. Similarly, students who study Milk might surmise that LGBTQ people are "just like everyone else" without exploring or understanding "the privilege of heterosexual normativity, or the idea that heterosexuality is the 'normal' or default condition in society, and that anything else is marginal, outside the mainstream, or somehow abnormal" (Donahue, 2014, p. 39). This suggests that content-area curriculums that focus on Milk's life also fail to help students analyze, critique, and ultimately "queer" "heterosexual normativity and other binary notions [related] [to] [gender,] [sexuality,] [the] 'normal,' and 'abnormal'" (p. 39). These glaring limitations, in terms of how Milk's life is often treated within the context of content-area curriculums, can be best understood by Banks' (1994) as well as Kumashiro's (2002) framework related to critical multicultural education.

Essentially, Banks' (1994) four-level approach to critical multicultural education sheds light on the ways in which Milk's inclusion in content-area curriculums can be best understood (Donahue, 2014, p. 37). Most curricular materials that utilize Milk as a focal point fall under the category of what Banks (1994) describes as the "contributions approach" to multicultural education. Here, content-area curriculums treat individuals

like Milk as nothing more than heroes that students need to learn about. Similarly, Kumashiro (2002) refers to this type of "hero focus" as "education about the other approach" in his own four-level approach to multicultural education (Donahue, 2014, p. 38). Both the "contributions approach" as well as the "education about the other approach" to multicultural education often fail to help students understand and examine how individual heroes, such as Milk, should be part of much larger conversations about why injustice and inequality exist and how political and social change for LGBTQ justice and equality can be made.

Furthermore, as Donahue (2014) argues, when Milk is included in content-area curriculums in a way that reflects the "contributions approach" and/or "education about the other approach" to multicultural education, the "narrative of 'progress' found in many history textbooks related to LGBTQ people in history [goes] [unchallenged]" (p. 37). This suggests that content-area curriculums that utilize the lives of LGBTQ individuals, such as Milk, focus too heavily on presenting such individuals as "heroes" as opposed to helping students understand and learn about the larger concepts and issues (i.e., homophobia, heteronormativity, bullying, etc.) that help define that individual as a "hero." Moreover, the understanding and examination of these larger concepts and issues are what Banks (1994) refers to as the "transformative approach" to multicultural education and what Kumashiro (2002) refers to as "education that is critical of privileging and othering" (Donahue, 2014, p. 38). If both of these approaches to multicultural education represent the ideal student learning experience then content-area curriculums need to be redesigned in a way that "infuses various perspectives, frames of reference, and content from various (minority) groups in a way that will extend students'

understandings of the nature, development, and complexity of U.S. society" (Banks, 1989, p. 18).

A second significant finding in Donahue's (2014) research analysis was that existing content-area materials about Milk can help social studies teachers provide students with ample opportunities to learn about "contemporary LGBTQ issues, 'coming out,' bullying, [and] homophobia [as] [well] [as] the process of working toward justice and achieving human rights" (p. 41). For example, the proposed curriculum development project includes a lesson that focuses on *The Harvey Milk Story* by Kari Krakow. Essentially, this type of mentor text could present an "organic opportunity to discuss marriage equality with elementary age children" (Donahue, 2014, p. 41). In addition, Krakow's text could also present an opportunity for a deeper discussion about the concept of "coming out." Donahue (2014) argues that "addressing the difficulty of coming out in Milk's era and in contemporary times allows social studies teachers an opportunity to explore homophobia" (p. 41). This suggests that Krakow's text could also present an opportunity for students to grapple not only with the issue of why some individuals choose not to "come out" but also with the political and cultural context that often accompanies the "coming out" process.

Similarly, Donahue (2014) found that existing curricular materials about Milk "present students with opportunities to think about two aspects of making political and social change: providing hope and bringing together coalitions of diverse people" (p. 42). This suggests that existing content-area materials that utilize Milk's life in a truly effective way can challenge students to assemble and take social action against injustice. For example, students might gather data and analyze a social problem such as bullying in

their school and then design a course of action in which to combat it. This type of critical thinking and critical action reflects the "ideal" approach to critical multicultural education which Banks (1994) refers to as the "decision-making and social action approach" and what Kumashiro (2002) refers to as "education that changes students and society" (Donahue, 2014, p. 38). If the primary goal of content-area curriculums, such as the proposed curriculum development project, is to present students with opportunities to enact social action within the context of society, then it is crucial that content-area curriculums utilize LGBTQ "heroes," such as Milk, in accurate, critical, and challenging ways.

Implementation and Dissemination

Ideally, the proposed curriculum development project would be implemented in a grade 5 English Language Arts and Social Studies classroom. As part of the dissemination process, English Language Arts and Social Studies teachers in grade 5 might first create a newsletter, flyer, or even website and distribute it to other teachers within the building in order to: 1) explain the purpose of the proposed curriculum development project, 2) explain the overarching message or theme that the proposed curriculum development project communicates, and 3) create awareness about the proposed curriculum development project. Next, teachers who are interested in the proposed curriculum development project might meet collectively and read through the proposed curriculum development project to get a more detailed sense of what it consists of and which content-area standards it addresses. This might also be an excellent time for individual teachers to analyze and evaluate the unit in order to make subsequent revisions and/or edits that meet the needs of their particular students. Here, teachers might

exchange valuable feedback about the proposed curriculum development project and the various ways in which it can be amended in order to fit the needs of their individual students. Once teachers have examined and evaluated the proposed curriculum development project, they would hopefully implement it with their students. After the proposed curriculum development project was implemented, teachers might collectively reconvene to discuss: 1) the strengths and weaknesses of the proposed curriculum development project, 2) student input about the proposed curriculum development project, and 3) ways in which the proposed curriculum development project might be further amended for future use. As a final step in the dissemination process, the proposed curriculum development project might be submitted to an academic journal for review and official publication. Publication in an academic journal might allow the proposed curriculum development project to garner a more widespread and versatile audience beyond that of what exists at a local school within a particular community.

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APPENDIX A

Supplemental Materials for Lesson 1: What is a Hero?

Figure A1

"Characteristics of a Hero" Graphic Organizer

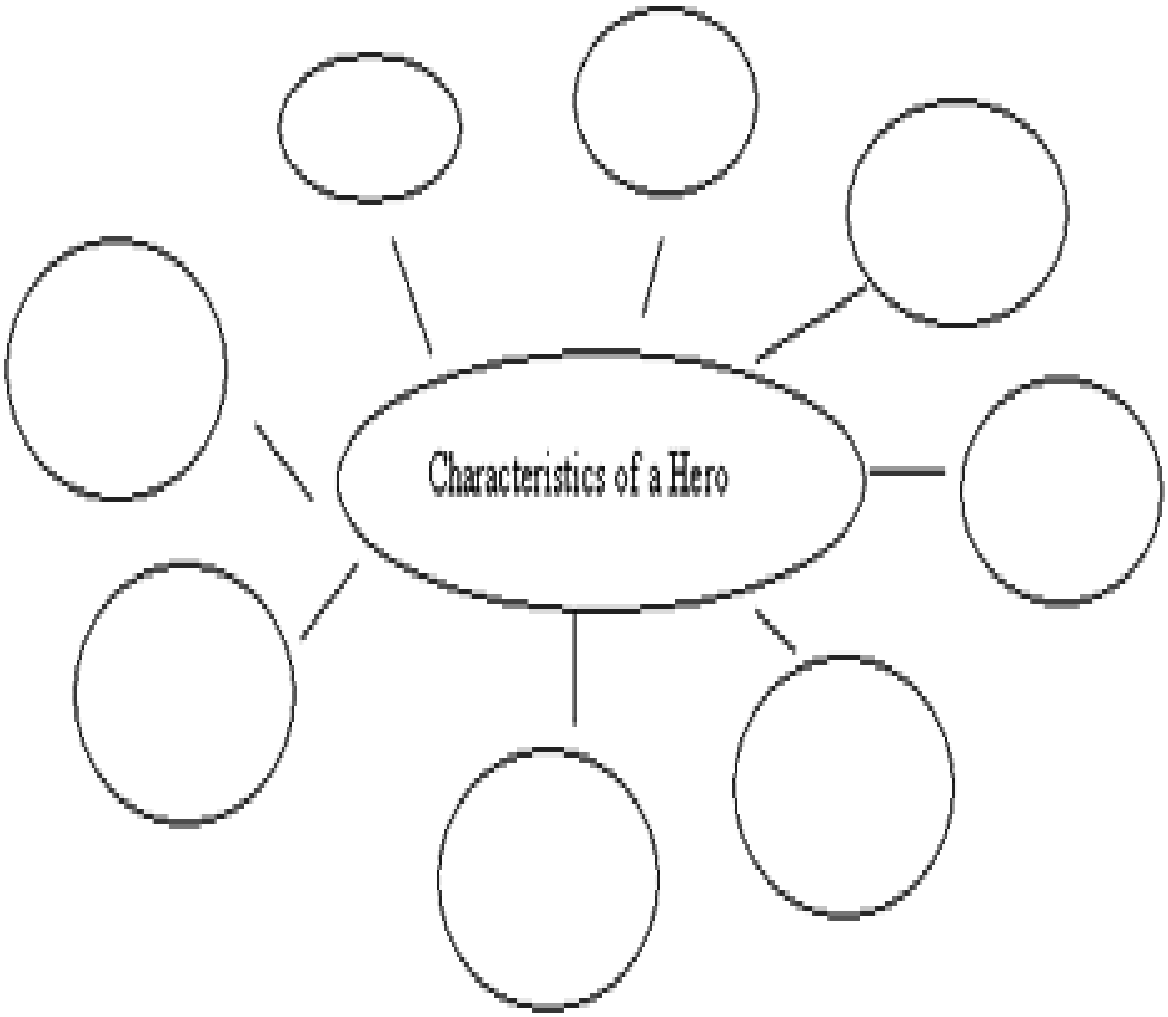

Figure A2

"Heroes Around Us – Note-Taking" Form

The hero I read about
is_____.

1. Date and place of birth:

2. Family (parents, spouse, children, etc.):

3. A chronological account of his/her life:

4. Hardships/struggles that he/she overcame:

5. Major accomplishments:

Figure A2 (continued)

"Heroes Around Us – Note-Taking" Form

6. _____ demonstrated **heroism** when:

-
-
-
-

7. _____'s behavior reflected these characteristics of a hero:

Characteristic	When or How demonstrated

8. Date and place of this person's death (if applicable):

9. Up-to-date information about this person's current status:

Figure A3

"Heroes Around Us – Summary" Form

Word-process a six (6) paragraph report on your hero.

1. The first paragraph should introduce your hero and include information from #1 and #2 on the note-taking form.

2. The second paragraph will give a brief chronological description of your hero's life or special experiences. Use information from #3, #4, and #5 on your note-taking form.

3. The third paragraph will explain how your hero's life and deeds demonstrated heroism. Use information from #6 on your note-taking form.

4. The fourth paragraph will describe characteristics of a hero that you feel your hero's behavior reflects. Use information from #7 on your note-taking form.

5. Use information from #8 on your note-taking form to write a fifth paragraph.

6. The sixth paragraph should conclude with a lesson that you feel this person's life or behavior teaches us.

Figure A4

"Hero Report" Rubric

Criteria	Exemplary	Accomplished	Developing	Beginning	Score
	4	**3**	**2**	**1**	
Purpose	Strong voice and tone that addresses the clearly evident purpose (required information).	Appropriate voice and tone. The purpose can be concluded.	Attempts to use personal voice and tone. Somewhat attends to the intended purpose.	Demonstrates limited awareness of use of voice and tone. Limited evidence of intended purpose.	
Understanding	Several interesting, specific facts and ideas are included.	Many facts and ideas are included.	Some facts and ideas are included.	Few facts and ideas are included.	
Conventions	All grammar and spelling is correct.	Only 1-3 grammar and spelling errors combined.	4-6 grammar and spelling errors combined.	More than six (6) grammar and spelling errors combined.	

Figure A5

"Hero Report Presentation" Rubric

Criteria	Exemplary	Accomplished	Developing	Beginning	Score
	4	**3**	**2**	**1**	
Expresses Ideas Clearly	Clearly and effectively communicates the main idea or theme and provides support that contains rich, vivid, and powerful detail.	Clearly communicates the main idea or theme and provides suitable support and detail.	Communicates important information, but not a clear theme or overall structure is established.	Communicates information as isolated pieces in a random fashion.	
Maintains Audience Attention	High level of audience engagement.	Acceptable maintenance of audience engagement.	Some maintenance of audience engagement.	Limited maintenance of audience engagement.	

Figure A6

"The Heroes We Never Name" Poem by M. Lucille Ford

Back of the men we honor
Enrolled on the scroll of fame.
Are the millions who go unmentioned -
The heroes we never name!
Those who have won us the victories.
And conquered along the way;
Those who have made us a nation –
A tribute to them I would pay.

Back of our nation's first leader,
Of Lincoln and Wilson too,
Back of the mind directing our course
Was the army that carried it through.
Back of the generals and captains
Was the tramping of rank and file,
And back of them were the ones at home
Who labored with tear and with smile.

And What of the "everyday" heroes
Whose courage and efforts ne'er cease!
Toilers who struggle and labor and strive
And hope for a future of peace?
Hats off to the worthy leaders;
Their honor I'd ever acclaim –
But here's a cheer for the many brave,
The heroes we never name.

APPENDIX B

Supplemental Materials for Lesson 2: Who is Harvey Milk?

Figure B1

"Harvey Milk" K-W-L Chart

What I Know	What I Want to Know	What I Learned

Figure B2

"Harvey Milk" BrainPop Quiz

1. What did Harvey Milk have in common with other American civil rights leaders?

   a. focused primarily on racial discrimination

   b. organized local protests to fight injustice

   c. marched with supporters in Washington, D.C.

   d. served prison time for defying unfair laws

2. Miami's repeal of a 1977 gay rights law had which of the following long-term results?

   a. decrease in funding for the LGBT rights causes

   b. repeal of a similar law in San Francisco

   c. reduction in Florida's LGBT population

   d. surge of LGBT rights activism

3. Which of the following accomplishments did Harvey Milk achieve as city supervisor?

   a. reinstating Miami's 1977 gay rights law

   b. leading a march on Washington, D.C.

   c. passing a gay rights law in San Francisco

   d. passing Proposition 6 in California

4. In which branch of the military did Harvey Milk serve?

   a. Army

   b. Navy

Figure B2 (continued)

"Harvey Milk" BrainPop Quiz

c. Air Force

d. Marines

5. Harvey Milk's early reluctance to come out explains why he:

   a. resigned from the Navy

   b. spoke out against Save Our Children

   c. ran for political office

   d. used humor and charm in debates with opponents

6. What message did LGBT protesters in the 1970s want to send with the following signs?

   a. they were mostly immigrants

   b. they were ordinary Americans

   c. most had just moved to California

   d. many were eager to leave San Francisco

7. President Jimmy Carter's opposition to Proposition 6 was significant because it:

Figure B2 (continued)

"Harvey Milk" BrainPop Quiz

a. rallied support among California's LGBT community

b. activated a resistance movement led by John Briggs

c. inspired Harvey Milk to run for office

d. reflected growing national support for LGBT rights

8. Which of these was a motive in Harvey Milk's assassination?

a. repeal of gay rights law

b. a financial dispute

c. professional jealousy

d. the organization of the March on Washington for Lesbian and Gay Rights

9. What can you infer about the Navy's naming a ship after Harvey Milk?

a. the Navy has changed its policy on LGBT service members

b. the Navy no longer accepts LGBT service members

c. Milk earned a distinguished combat record

d. Milk was deployed on the ship that now bears his name

10. Place the following events in order:

1. Miami repeals its gay rights law

2. The Navy names a ship after Harvey Milk

3. The Briggs Initiative is defeated

4. Harvey Milk is elected to local office in San Francisco.

Figure B2 (continued)

"Harvey Milk" BrainPop Quiz

a. 2, 3, 1, 4

b. 1, 4, 3, 2

c. 3, 2, 4, 1

d. 3, 1, 2, 4

Figure B3

"Harvey Milk" BrainPop Quiz (Answer Key)

1. What did Harvey Milk have in common with other American civil rights leaders?

   a. focused primarily on racial discrimination

   b. organized local protests to fight injustice

   c. marched with supporters in Washington, D.C.

   d. served prison time for defying unfair laws

2. Miami's repeal of a 1977 gay rights law had which of the following long-term results?

   a. decrease in funding for the LGBT rights causes

   b. repeal of a similar law in San Francisco

   c. reduction in Florida's LGBT population

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   a. reinstating Miami's 1977 gay rights law

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   d. passing Proposition 6 in California

4. In which branch of the military did Harvey Milk serve?

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Figure B3 (continued)

"Harvey Milk" BrainPop Quiz (Answer Key)

c. Air Force

d. Marines

5. Harvey Milk's early reluctance to come out explains why he:

a. resigned from the Navy

b. spoke out against Save Our Children

c. ran for political office

d. used humor and charm in debates with opponents

6. What message did LGBT protesters in the 1970s want to send with the following signs?

a. they were mostly immigrants

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c. most had just moved to California

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7. President Jimmy Carter's opposition to Proposition 6 was significant because it:

Figure B3 (continued)

"Harvey Milk" BrainPop Quiz (Answer Key)

a. rallied support among California's LGBT community

b. activated a resistance movement led by John Briggs

c. inspired Harvey Milk to run for office

d. reflected growing national support for LGBT rights

8. Which of these was a motive in Harvey Milk's assassination?

a. repeal of gay rights law

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a. the Navy has changed its policy on LGBT service members

b. the Navy no longer accepts LGBT service members

c. Milk earned a distinguished combat record

d. Milk was deployed on the ship that now bears his name

10. Place the following events in order:

1. Miami repeals its gay rights law

2. The Navy names a ship after Harvey Milk

3. The Briggs Initiative is defeated

4. Harvey Milk is elected to local office in San Francisco.

Figure B3 (continued)

"Harvey Milk" BrainPop Quiz (Answer Key)

a. 2, 3, 1, 4

b. 1, 4, 3, 2

c. 3, 2, 4, 1

d. 3, 1, 2, 4

Figure B4

Exit Ticket

EXIT TICKET

Based on the activities during class today, define and discuss three (3) characteristics that Harvey Milk had that might have made him a hero? Use evidence from today's activities to support each characteristic that you choose.

1)

2)

3)

APPENDIX C

Supplemental Materials for Lesson 3: What is "Prejudice?"

Figure C1

The Harvey Milk Story Discussion Questions

1. When Harvey Milk was growing up he was afraid to tell his friends and family he was gay. What do you think Harvey feared would happen to him if people found out that he was gay? On the other hand, why might someone want to "come out" about his or her sexual orientation?

2. Have you ever kept silent or seen someone else keep silent, fearing a negative response from friends or family? Why might someone respond in a negative way? Have you ever responded negatively?

3. How might "coming out" be the same or different for young gay people today. Is it any different today than it was when Harvey Milk was young?

4. When Harvey Milk was a young man, many people were the subject of prejudice and mistreatment. Gays and lesbians were routinely fired from their jobs and evicted from their homes. How do anti-discrimination laws like the one Harvey worked hard to introduce in San Francisco, help gay and lesbian people have the same rights as everyone else in their communities?

Figure C1 (continued)

The Harvey Milk Story Discussion Questions

5. What might you do if you are with friends or classmates who are calling someone "gay" in a mean way?

6. Harvey Milk often spoke about the importance of hope. What message did Minnie Milk (his mother) give to Harvey that he never forgot, and why was this so important to Harvey?

Figure C2

Exit Ticket

EXIT TICKET

Based on the Day 5 activities, tell three (3) things that you learned about Harvey Milk.

1)

2)

3)

APPENDIX D

Supplemental Materials for Lesson 4: Different Types of Prejudice

Figure D1

Discrimination Case Study Paragraph Examples

1. **Disability**

Direct discrimination

Example 1

A school finds out that a pupil has been diagnosed as autistic and immediately excludes him from the school play as they suspect he will 'not be able to cope.' This is likely to be unlawful direct disability discrimination.

Example 2

A school plans a trip to a natural history museum. A pupil with Down's syndrome is excluded from the trip as the school believes she will not be able to participate in the activities provided by the museum for school groups. This is likely to be unlawful direct disability discrimination.

Indirect discrimination

Example 1

A pupil with cerebral palsy who is a wheelchair user is told she will be unable to attend a school trip to a local theatre putting on a production of a play she is currently studying in English, because the building is not wheelchair accessible. The pupil and her

Figure D1 (continued)

Discrimination Case Study Paragraph Examples

parents are aware that the play is also on at a theatre in a neighboring city which is accessible but the school does not investigate this option. This is likely to be indirect discrimination because of a disability.

2. **Sex**

Direct discrimination

A mixed sex school attempts to maintain a gender balance in the school by admitting one sex and not another when places are limited. This is likely to be direct sex discrimination and to be unlawful.

Indirect sex discrimination

A school provides a work placement in joinery with a local firm. The school states that it is necessary for any applicant for this course to have taken woodwork at the school as an option in their design and technology course. There is a significant under-representation of girls on both the design and technology course and the woodworking option within that, so this could be considered indirect sex discrimination as it will put girls at a particular disadvantage. In the same school, if pupils want to undertake a work placement in fashion and fabric design, and it is not necessary for them to have undertaken the textiles option in design and technology, this could be a valid comparator to demonstrate indirect sex discrimination.

3. **Race**

Direct discrimination example

Figure D1 (continued)

Discrimination Case Study Paragraph Examples

After a fight in the school playground between Asian and White pupils, an independent school limits the time the Asian pupils involved in the fight can spend in the playground during lunch hour but does not impose a similar restriction on the White pupils. If ethnicity is one of the causes of the disadvantageous treatment of this group of pupils, this is likely to be direct racial discrimination.

Indirect discrimination example

A school bans 'cornrow' hairstyles as part of its policies on pupil appearances. These hairstyles are more likely to be adopted by specific racial groups. Hence a blanket ban is likely to constitute indirect discrimination because of race as it is unlikely to be objectively justified and proportionate. The criteria although indirectly discriminatory are very close to direct discrimination, in particular if it only applies to a small group of individuals.

4. **Religion or Belief**

Direct discrimination

Example 1

A Muslim pupil asks for some flexibility in the school timetable to fit in with his religious commitments linked to the month of Ramadan. He asks not to have to participate in physical education classes held in the afternoon during the month of Ramadan when he will be fasting. This request is denied and he is required to attend PE classes in the afternoon. Another pupil requests some flexibility in the timetable to fit in

Figure D1 (continued)

Discrimination Case Study Paragraph Examples

with his confirmation classes at his church. He is permitted to leave class half an hour early on Fridays. This is likely to be unlawful direct discrimination against the first pupil because of religion or belief.

Example 2

A Catholic school excludes a pupil who has turned away from the Catholic faith and declared himself an atheist. This is likely to be unlawful direct discrimination because of religion or belief.

Indirect discrimination

Example 1

A school requires male pupils to wear a cap as part of the school uniform. Although this requirement is applied equally to all pupils, it has the effect of excluding Sikh boys whose religion requires them to wear a turban. This is likely to be indirect discrimination because of religion and belief as it is unlikely that the school would be able to justify this action.

Example 2

A school instigates a policy that no jewelry should be worn. A young woman of the Sikh religion is asked to remove her Kara bangle in line with this policy, although the young woman explains that she is required by her religion to wear the bangle. This could be unlawful indirect discrimination on the grounds of religion and belief.

5. **Sexual Orientation**

Figure D1 (continued)

Discrimination Case Study Paragraph Examples

Direct discrimination

Example 1

During a PSHE (personal, social, health and economic education) lesson, a teacher describes homosexuality as 'unnatural' and 'depraved' and states he will only be covering heterosexual relationships in the lesson. A bisexual pupil in the class is upset and offended by these comments. As harassment doesn't apply to the protected characteristic of sexual orientation in schools, this is likely to be unlawful direct discrimination because of sexual orientation.

Example 2

A pupil who is gay is offered a place at an independent school on the condition that he hides his sexual orientation and pretends that he is straight (heterosexual). This is likely to be unlawful direct discrimination because of sexual orientation.

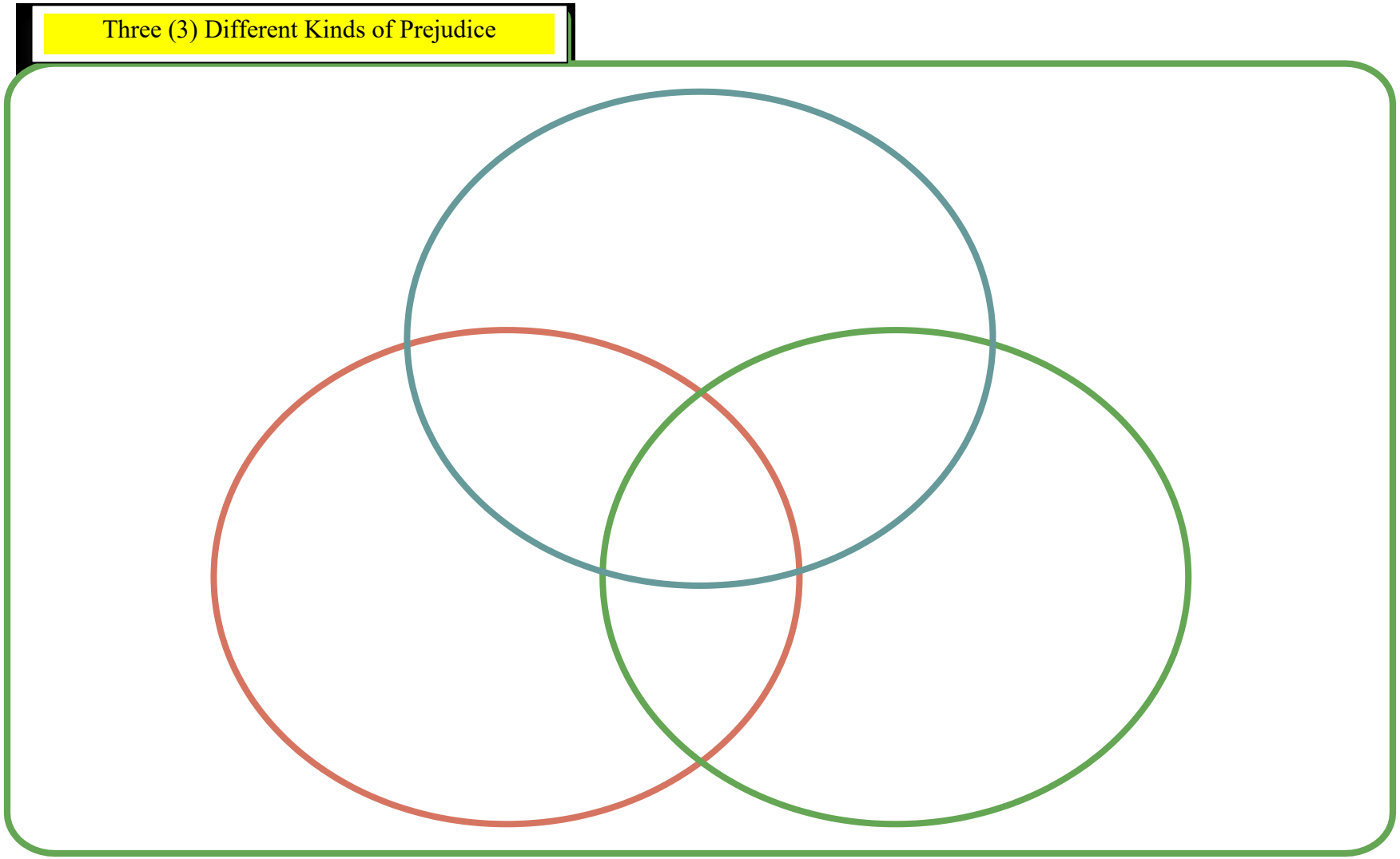
6. **Transgender**

Direct discrimination

A pupil undergoing gender reassignment is told she will not be able to attend the school camp because they do not have any suitable toilet facilities. This is likely to be less favorable treatment because of gender reassignment, which would constitute direct discrimination.

Figure D2

3-Circle Venn Diagram



APPENDIX E

Supplemental Materials for Lesson 5: "Harvey Milk" Learning Stations

Figure E1

"Harvey Milk" Tri-Fold Poster Board

Figure E2

"Harvey Milk" Wax Museum Script

Hello ladies and gentlemen. My name is Harvey Bernard Milk. I was born in Woodmere, New York in 1930. My parents were Lithuanian-Jewish, so I looked the part. I had a big nose, big ears, and oversized feet. In high school, I played football and developed a passion for opera. As a teen, I admitted to myself, and only to myself, that I was homosexual. But I decided to keep this a secret from everyone else. The 1940s weren't necessarily a decade to be "out and proud." As a young adult, I joined the U.S. Navy and served in the Korean War. However, I always struggled with keeping my sexual orientation hidden from others. It was not until the counter-culture movement of the 1960's that I felt comfortable being who I was. For those of you who don't know about the counter-culture of the 1960s, it represented "liberation" and "freedom of speech." During this decade, people developed an "anti-establishment" attitude. We didn't care what the people in authority thought. We cared about civil rights, women's rights, understanding different modes of authority, understanding the "American Dream" however we wanted to interpret it, experimenting with psychedelic drugs, and expressing our sexual freedom. For the first time in my life, I felt free to be who I was; a young gay man ready to tackle the world.

During the 1970's, I worked my Jewish ass off to become a public official. My dream was to be the Mayor of San Francisco. I ran for election three different times. I did it the old-fashioned way; going door-to-door, shaking as many hands as I possibly could, and giving speeches to help people understand my platform and why equal rights should be afforded to every human being, regardless of race, class, gender, or sexual orientation. My most famous speech was given in 1977. You should check it out sometime on YouTube. It's called, "You've

Figure E2 (continued)

"Harvey Milk" Wax Museum Script

Got to Have Hope." It's so true. Everyone needs hope to make their dreams happen in this world. Even though I didn't become Mayor of San Francisco, I did get elected as City Supervisor of San Francisco in 1978. Can you believe it? Me; a little gay Jewish boy from New York. I cried the day I was elected. It meant something to me. It meant something important to everyone who cared about equal rights. Change was coming. I could feel it.

Sadly, less than a year after I was elected, I was shot and killed on the steps of City Hall in San Francisco. This guy named Dan White, another member of the Board of Supervisors in San Francisco, put two bullets in my brain. You know why? He didn't want change. He hated me for what I stood for; equal rights for all. Can you imagine someone with such a cold heart for humanity? But you know what? I forgive him. Forgiveness is part of having hope. If we can forgive the people who have wronged is, it frees us up to focus on more important things; like changing the world. I think it is important that you know about me because I helped shape the start of the LGBT movement before there was even a "Q" in that acronym! I was strong enough to admit who I was and to fight for the rights of not only gays and lesbians, but also for the smaller neighborhoods and communities that make up San Francisco. My fight wasn't just a fight for gay and lesbian equality, but a fight for everyone's freedom; freedom to gain the rights and privileges that the "establishment" was trying to take away from everyone. I also adamantly opposed Proposition 6 (the Brigg's Initiative). That proposition would have eliminated any gay or lesbian teacher from teaching in the California public schools as well as any individual who supported gay and lesbian rights. Our kids would be robbed of good teachers who just so

Figure E2 (continued)

"Harvey Milk" Wax Museum Script

happened to be gay or lesbian. Why does the sexual orientation of a teacher even matter? Isn't it more about how they treat your children? How sad; to live in a world where paranoia about sexual orientation and how gays and lesbians are trying to brainwash your children is on the tip of the tongues and brains of everyone around. I also helped influence the gay pride flag which made its' debut at the Gay Freedom Day Parade in San Francisco in 1978. How cool! That flag has changed so much over the years. It has been a forever-evolving symbol of LGBTQ visibility for almost 40 years now! My people, our people, need to stand up and be counted. That is why you should know about me. I overcame my fear of standing up and being counted. I decided that who I was and what I was was important enough to help garner change in my little pocket of the world. Little did I know that my efforts to exact social and political change would have such lasting effects.

Hey, they have a holiday on May 22nd of every year in California to honor me. They also issued a commemorative postage stamp to honor my contributions to history in 2014. As far as I am concerned, if you have a postage stamp of yourself issued, you've made it. The last reason it is important to know who I was is because I am still helping other LGBTQ youth accept who they are and I am helping them be okay with who they are. That was part of my tireless work almost 40 years ago; to know that even if I could help just one person be okay with whom they were then that meant I was giving back to my community. When we see other people like us in the world, standing up for whom and what they are, and trying to fight hard for equality, it lets us know that we are not alone. When we feel less alone in the world, it gives us confidence to

Figure E2 (continued)

"Harvey Milk" Wax Museum Script

pursue and accomplish our dreams. That was part of my hope: to help people, especially the youth, to pursue and accomplish their dreams without fear of discrimination or undue cruelty because of their race, gender or sexual orientation. I still believe in that dream. If we can get beyond the identity markers, we free ourselves up to really make an impact on the world. The impact doesn't always have to be big. It is okay if it is small. My impact was small at first but over time, and throughout history, it has grown to be a much larger impact.

The next time you are in the library, check out some books about me. There are several biographies about me. They also have a few picture books about me; ones that good teachers should be using with their younger students to help teach them about equality and human rights. I hope and pray that there are still teachers out there who believe in my message strongly enough to help keep me "alive" in history. I fought hard in my life. The struggle was real in so many ways. But now, I have to rely on others to keep my life and my life's work alive. With that being said, I will leave you with this: without truly knowing and understanding the past, we can never make true strides toward exacting change in the future. We have to know where we have been and know who has come before us in order to create a better future.

Figure E3

Partially Filled-In Map of Civic Center Neighborhood

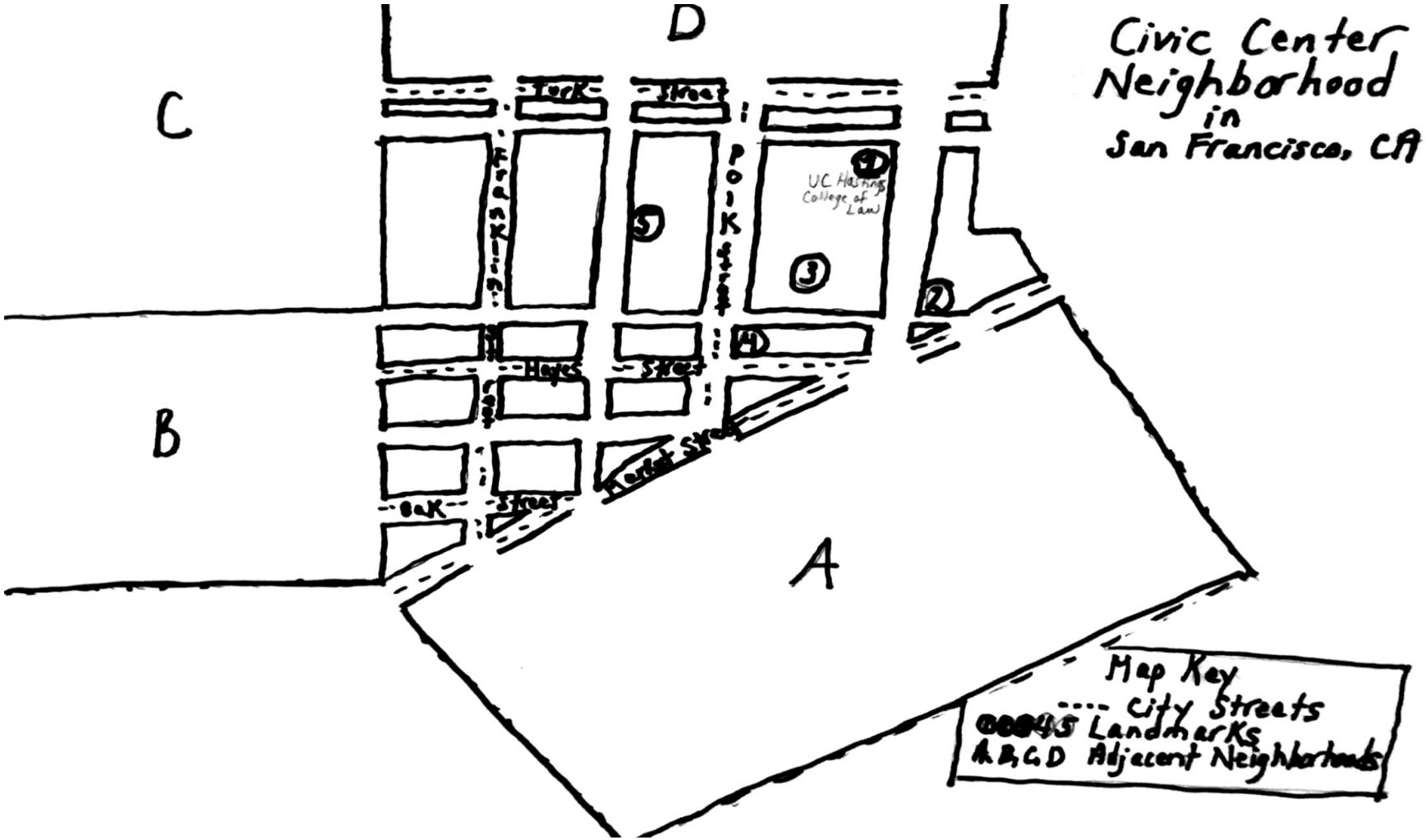


Figure E4

Neighborhood(s) in San Francisco Map

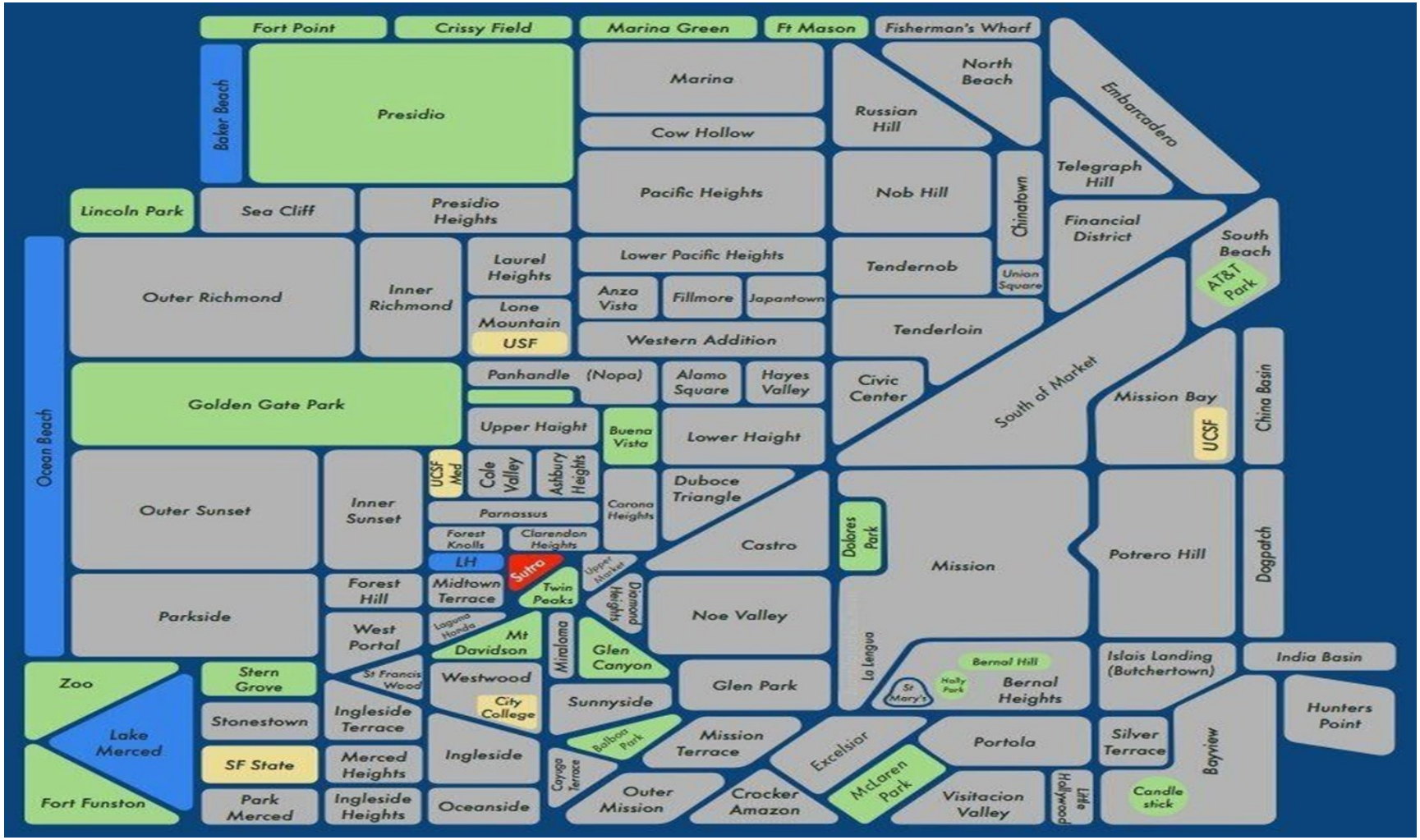


Figure E5

Google Map of Civic Center Neighborhood

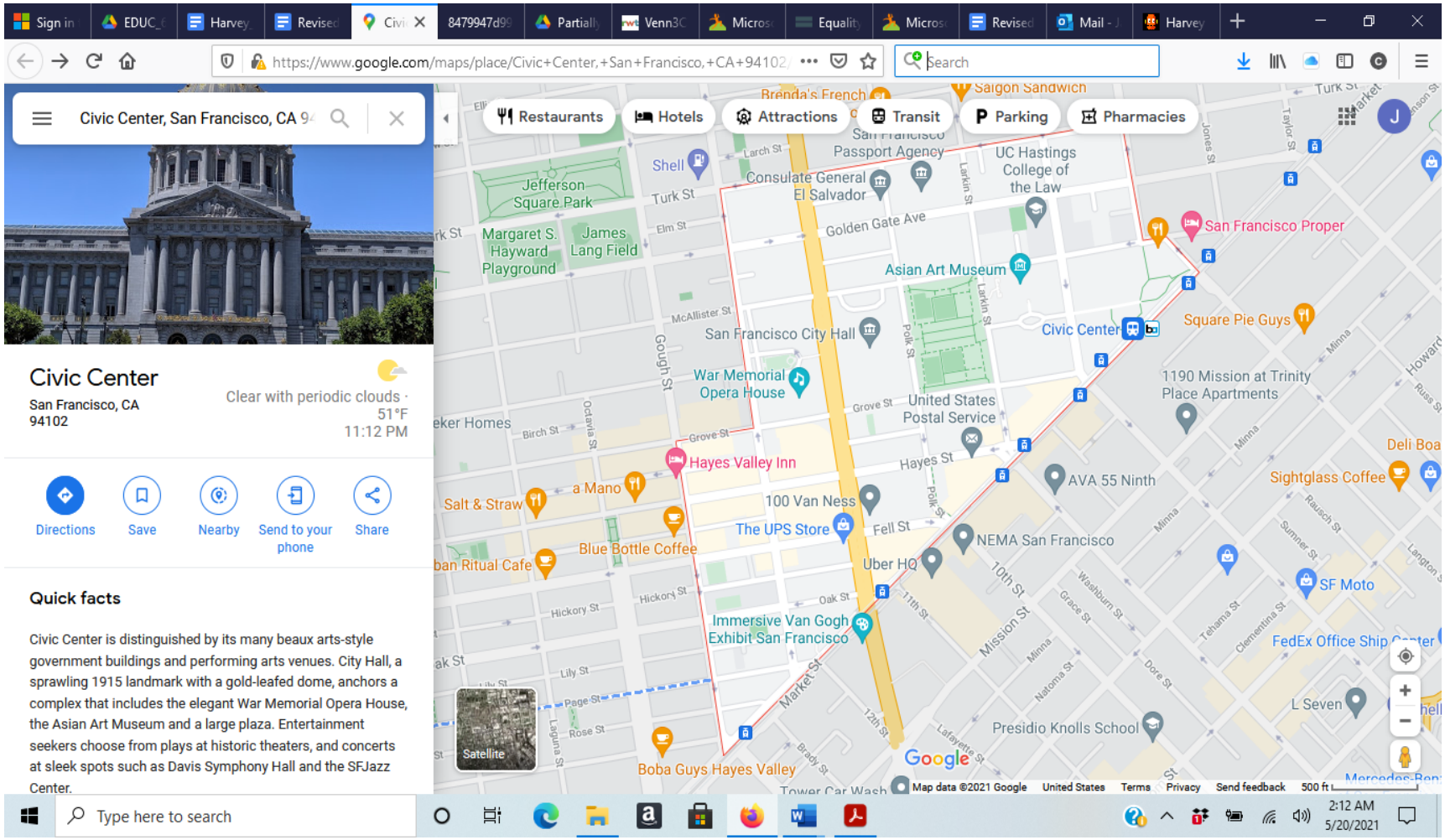


Figure E6

"Directions" for Civic Center Neighborhood Map Activity

1. Each student will get a stapled packet of three maps: one blank map of the Civic Center neighborhood in San Francisco, one neighborhood(s) map of San Francisco, and one Google map of the Civic Center neighborhood

***Note**: Some of the streets and landmarks have been filled in on the blank map for you. Letters represent adjacent neighborhoods and numbers represent major landmarks**

2. What the blank map already shows:
    a. where Turk Street is
    b. where Hayes Street is
    c. where Oak Street is
    d. where Market Street is
    e. where Polk Street is
    f. where Franklin Street is
    g. "1" is the UC Hastings College of the Law building
3. Using your colored pencils and regular pencils to do the following to the partially filled-in map of the Civic Center neighborhood:

a. Label and shade (in orange) Hyde Street...which is east of the UC Hastings College of the Law Building

b. Label (in black) the SHN Orpheum Theatre...which is east of Hyde Street

c. Label and shade (in yellow) Grove Street...which is south of the SHN Orpheum Theatre building

Figure E6 (continued)

"Directions" for Civic Center Neighborhood Map Activity

d. Label and shade (in sky blue) Fell Street...which is between Hayes Street and Oak Street

e. Label (in black) the Bill Graham Civic Auditorium...which is north of Hayes Street and south of Grove Street

f. Label (in black) the Asian Art Museum...which is between Hyde Street and Polk Street

g. Label (in lime green) Golden Gate Avenue...which runs parallel to Grove Street

h. Label (in black) San Francisco City Hall...which is west of Polk Street

i. Label and shade (in light brown) Van Ness Avenue...which is between Franklin Street and Polk Street

j. Label (in pencil) and shade (in yellow) the South of Market neighborhood...which is south of Market Street

k. Label (in pencil) and shade (in orange) the Tenderloin neighborhood...which is north of Turk Street

l. Label (in pencil) and shade (in light blue) the Hayes neighborhood...which is west of Hayes Street

m. Label (in pencil) and shade (in violet) the Lower Haight neighborhood...which is west of San Francisco City Hall

4. When you are done, review your map. Compare it to the neighborhood(s) map of San Francisco and the Google map of the Civic Center neighborhood.

Figure E6 (continued)

"Directions" for Civic Center Neighborhood Map Activity

5. On the back of your map, write a couple of sentences (3-5) about how your map compares to the neighborhood(s) map of San Francisco and the Google map of the Civic Center neighborhood. Describe one, specific thing you learned about the physical size of San Francisco City Hall or the Civic Center neighborhood?

***Think**: smaller physical context to a much larger physical context (a building:a neighborhood:a city:a state)**

Figure E7

"You've Got to Have Hope" (1978) Speech by Harvey Milk

My name is Harvey Milk and I'm here to recruit you.

I've been saying this one for years. It's a political joke. I can't help it--I've got to tell it. I've never been able to talk to this many political people before, so if I tell you nothing else you may be able to go home laughing a bit.

This ocean liner was going across the ocean and it sank. And there was one little piece of wood floating and three people swam to it and they realized only one person could hold on to it. So they had a little debate about which was the person. It so happened that the three people were the Pope, the President, and Mayor Daley. The Pope said he was titular head of one of the greatest religions of the world and he was spiritual adviser to many, many millions and he went on and pontificated and they thought it was a good argument. Then the President said he was leader of the largest and most powerful nation of the world. What takes place in this country affects the whole world and they thought that was a good argument. And Mayor Daley said he was mayor of the backbone of the United States and what took place in Chicago affected the world, and what took place in the archdiocese of Chicago affected Catholicism. And they thought that was a good argument. So they did it the democratic way and voted. And Daley won, seven to two.

About six months ago, Anita Bryant in her speaking to God said that the drought in California was because of the gay people. On November 9, the day after I got elected, it started to rain. On the day I got sworn in, we walked to City Hall and it was kinda nice, and as soon as I

Figure E7 (continued)

"You've Got to Have Hope" (1978) Speech by Harvey Milk

said the word "I do, "it started to rain again. It's been raining since then and the people of San Francisco figure the only way to stop it is to do a recall petition. That's the local joke.

So much for that. Why are we here? Why are gay people here? And what's happening? What's happening to me is the antithesis of what you read about in the papers and what you hear about on the radio. You hear about and read about this movement to the right. That we must band together and fight back this movement to the right. And I'm here to go ahead and say that what you hear and read is what they want you to think because it's not happening. The major media in this country has talked about the movement to the right so the legislators think that there is indeed a movement to the right and that the Congress and the legislators and the city councils will start to move to the right the way the major media want them. So they keep on talking about this move to the right.

So let's look at 1977 and see if there was indeed a move to the right. In 1977, gay people had their rights taken away from them in Miami. But you must remember that in the week before Miami and the week after that, the word homosexual or gay appeared in every single newspaper in this nation in articles both pro and con. In every radio station, in every TV station and every household. For the first time in the history of the world, everybody was talking about it, good or bad. Unless you have dialogue, unless you open the walls of dialogue, you can never reach to change people's opinion. In those two weeks, more good and bad, but more about the word homosexual and gay was written than probably in the history of mankind. Once you have dialogue starting, you know you can break down prejudice. In 1977 we saw a dialogue start. In

Figure E7 (continued)

"You've Got to Have Hope" (1978) Speech by Harvey Milk

1977, we saw a gay person elected in San Francisco. In 1977, we saw the state of Mississippi decriminalize marijuana. In 1977, we saw the convention of conventions in Houston. And I want to know where the movement to the right is happening.

What that is is a record of what happened last year. What we must do is make sure that 1978continues the movement that is really happening that the media don't want you to know about. That is the movement to the left. It's up to CDC to put the pressures on Sacramento--but to break down the walls and the barriers so the movement to the left continues and progress continues in the nation. We have before us coming up several issues we must speak out on. Probably the most important issue outside the Briggs--which we will come to--but we do know what will take place this June. We know there's an issue on the ballot called Jarvis-Gann. We hear the taxpayers talk about it on both sides. But what you don't hear is that it's probably the most racist issue on the ballot in a long time. In the city and county of San Francisco, if it passes and we indeed have to lay off people, who will they be? The last in, and the first in, and who are the last in but the minorities? Jarvis-Gann is a racist issue. We must address that issue. We must not talk away from it. We must not allow them to talk about the money it's going to save, because look at who's going to save the money and who's going to get hurt.

We also have another issue that we've started in some of the north counties and I hope in some of the south counties it continues. In San Francisco elections we're asking--at least we hope to ask—that the U.S. government put pressure on the closing of the South African consulate. That must happen. There is a major difference between an embassy in Washington which is a

Figure E7 (continued)

"You've Got to Have Hope" (1978) Speech by Harvey Milk

diplomatic bureau. And a consulate in major cities. A consulate is there for one reason only -- to promote business, economic gains, tourism, investment. And every time you have business going to South Africa, you're promoting a regime that's offensive.

In the city of San Francisco, if everyone of 51 percent of that city were to go to South Africa, they would be treated as second-class citizens. That is an offense to the people of San Francisco and I hope all my colleagues up there will take every step we can to close down that consulate and hope that people in other parts of the state follow us in that lead. The battles must be started some place and CDC is the greatest place to start the battles. I know we are pressed for time so I'm going to cover just one more little point. That is to understand why it is important that gay people run for office and that gay people get elected. I know there are many people in this room who are running for central committee who are gay. I encourage you. There's a major reason why. If my non-gay friends and supporters in this room understand it, they'll probably understand why I've run so often before I finally made it. Y'see right now, there's a controversy going on in this convention about the gay governor. Is he speaking out enough? Is he strong enough for gay rights? And there is controversy and for us to say it is not would be foolish. Some people are satisfied and some people are not.

You see there is a major difference – and it remains a vital difference – between a friend and a gay person, a friend in office and a gay person in office. Gay people have been slandered nationwide. We've been tarred and we've been brushed with the picture of pornography. In Dade

Figure E7 (continued)

"You've Got to Have Hope" (1978) Speech by Harvey Milk

County, we were accused of child molestation. It's not enough anymore just to have friends represent us. No matter how good that friend may be.

The black community made up its mind to that a long time ago. That the myths against blacks can only be dispelled by electing black leaders, so the black community could be judged by the leaders and not by the myths or black criminals. The Spanish community must not be judged by Latin criminals or myths. The Asian community must not be judged by Asian criminals or myths. The Italian community must not be judged by the mafia, myths. And the time has come when the gay community must not be judged by our criminals and myths.

Like every other group, we must be judged by our leaders and by those who are themselves gay, those who are visible. For invisible, we remain in limbo – a myth, a person with no parents, no brothers, no sisters, no friends who are straight, no important positions in employment. A tenth of the nation supposedly composed of stereotypes and would-be seducers of children – and no offense meant to the stereotypes. But today, the black community is not judged by its friends, but by its black legislators and leaders. And we must give people the chance to judge us by our leaders and legislators. A gay person in office can set a tone, con command respect not only from the larger community, but from the young people in our own community who need both examples and hope.

The first gay people we elect must be strong. They must not be content to sit in the back of the bus. They must not be content to accept pablum. They must be above wheeling and dealing. They must be – for the good of all of us – independent, unbought. The anger and the

Figure E7 (continued)

"You've Got to Have Hope" (1978) Speech by Harvey Milk

frustrations that some of us feel is because we are misunderstood, and friends can't feel the anger and frustration. They can sense it in us, but they can't feel it. Because a friend has never gone through what is known as coming out. I will never forget what it was like coming out and having nobody to look up toward. I remember the lack of hope – and our friends can't fulfill it.

I can't forget the looks on faces of people who've lost hope. Be they gay, be they seniors, be they blacks looking for an almost-impossible job, be they Latins trying to explain their problems and aspirations in a tongue that's foreign to them. I personally will never forget that people are more important than buildings. I use the word "I" because I'm proud. I stand here tonight in front of my gay sisters, brothers, and friends because I'm proud of you. I think it's time that we have many legislators who are gay and proud of that fact and do not have to remain in the closet. I think that a gay person, up-front, will not walk away from a responsibility and be afraid of being tossed out of office. After Dade County, I walked among the angry and the frustrated night after night and I looked at their faces. And in San Francisco, three days before Gay Pride Day, a person was killed just because he was gay. And that night, I walked among the sad and the frustrated at City Hall in San Francisco and later that night as they lit candles on Castro Street and stood in silence, reaching out for some symbolic thing that would give them hope. These were strong people, whose faces I knew from the shop, the streets, meetings, and people who I never saw before but I knew. They were strong, but even they needed hope.

And the young gay people in the Altoona, Pennsylvania's, and the Richmond, Minnesota's, who are coming out and hear Anita Bryant on television and her story. The only

Figure E7 (continued)

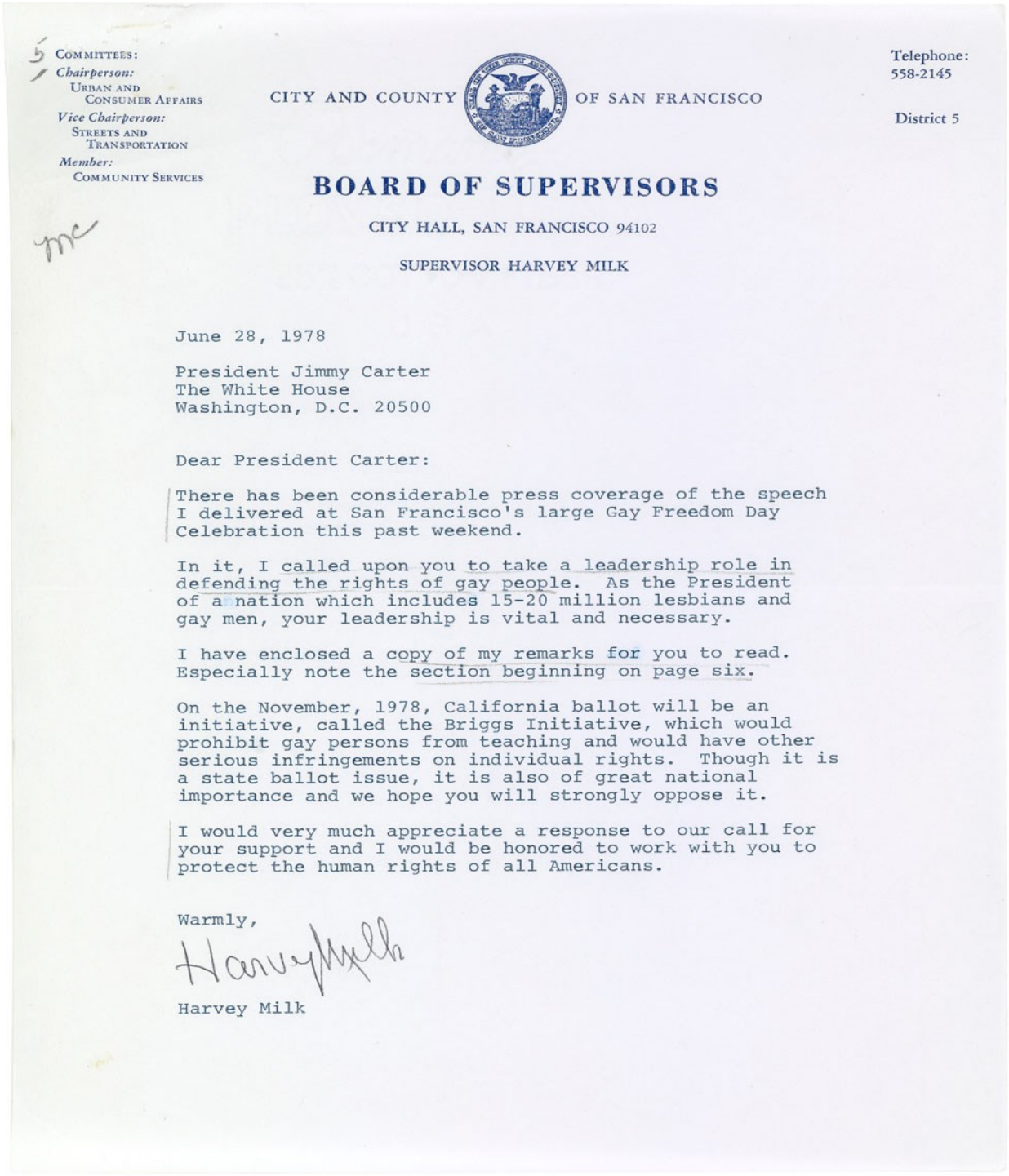
"You've Got to Have Hope" (1978) Speech by Harvey Milk

thing they have to look forward to is hope. And you have to give them hope. Hope for a better world, hope for a better tomorrow, hope for a better place to come to if the pressures at home are too great. Hope that all will be all right. Without hope, not only gays, but the blacks, the seniors, the handicapped, the us'es, theus'es will give up. And if you help elect to the central committee and other offices, more gay people, that gives a green light to all who feel disenfranchised, a green light to move forward. It means hope to a nation that has given up, because if a gay person makes it, the doors are open to everyone.

So if there is a message I have to give, it is that I've found one overriding thing about my personal election, it's the fact that if a gay person can be elected, it's a green light. And you and you and you, you have to give people hope. Thank you very much.

Figure E8

"Letter to Jimmy Carter" (1978) by Harvey Milk



5
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CITY HALL, SAN FRANCISCO 94102

SUPERVISOR HARVEY MILK

June 28, 1978

President Jimmy Carter
The White House
Washington, D.C. 20500

Dear President Carter:

There has been considerable press coverage of the speech I delivered at San Francisco's large Gay Freedom Day Celebration this past weekend.

In it, I called upon you to take a leadership role in defending the rights of gay people. As the President of a nation which includes 15-20 million lesbians and gay men, your leadership is vital and necessary.

I have enclosed a copy of my remarks for you to read. Especially note the section beginning on page six.

On the November, 1978, California ballot will be an initiative, called the Briggs Initiative, which would prohibit gay persons from teaching and would have other serious infringements on individual rights. Though it is a state ballot issue, it is also of great national importance and we hope you will strongly oppose it.

I would very much appreciate a response to our call for your support and I would be honored to work with you to protect the human rights of all Americans.

Warmly,

Harvey Milk

Harvey Milk

APPENDIX F

Supplemental Materials for Lesson 6: Comparing and Contrasting "Harvey Milk" Primary Sources

Figure F1

"Analyzing a Speech" Graphic Organizer

Critical Analysis Question 1: What evidence is given to support the issue(s) presented in the speech? Give three examples.	Answer the question using evidence from the speech: In your own words:
Critical Analysis Question 2: What action(s) does the speech promote?	Answer the question using evidence from the speech: In your own words:

Figure F1 (continued)

"Analyzing a Speech" Graphic Organizer

Critical Analysis Question 3: What are the opposing forces to the ideals or actions promoted by the speech?	Answer the question using evidence from the speech: In your own words:
Critical Analysis Question 4: What is the best (most convincing or most thought provoking) part of the speech?	Answer the question using evidence from the speech: In your own words:

Figure F2

"Analyzing a Letter" Graphic Organizer

Critical Analysis Question 1: What evidence is given to support the issue(s) presented in the letter? Give three examples.	Answer the question using evidence from the letter: In your own words:
Critical Analysis Question 2: What action(s) does the letter promote?	Answer the question using evidence from the letter: In your own words:

Figure F2 (continued)

"Analyzing a Letter" Graphic Organizer

Critical Analysis Question 3: What are the opposing forces to the ideals or actions promoted by the letter?	Answer the question using evidence from the letter: In your own words:
Critical Analysis Question 4: What is the best (most convincing or most thought provoking) part of the letter?	Answer the question using evidence from the letter: In your own words:

Figure F3

"Analyzing an Interview" Graphic Organizer

Critical Analysis Question 1: What evidence is given to support the issue(s) presented in the interview? Give three examples.	Answer the question using evidence from the interview: In your own words:
Critical Analysis Question 2: What action(s) does the interview promote?	Answer the question using evidence from the interview: In your own words:

Figure F3 (continued)

"Analyzing an Interview" Graphic Organizer

Critical Analysis Question 3: What are the opposing forces to the ideals or actions promoted by the interview?	Answer the question using evidence from the interview: In your own words:
Critical Analysis Question 4: What is the best (most convincing or most thought provoking) part of the interview?	Answer the question using evidence from the interview: In your own words:

APPENDIX G

Supplemental Materials for Lesson 7: Harvey Milk and the LGBTQ "Pride Flag"

Figure G1

"Pride Flag" Sample

Figure G2

"Timeline Strips"

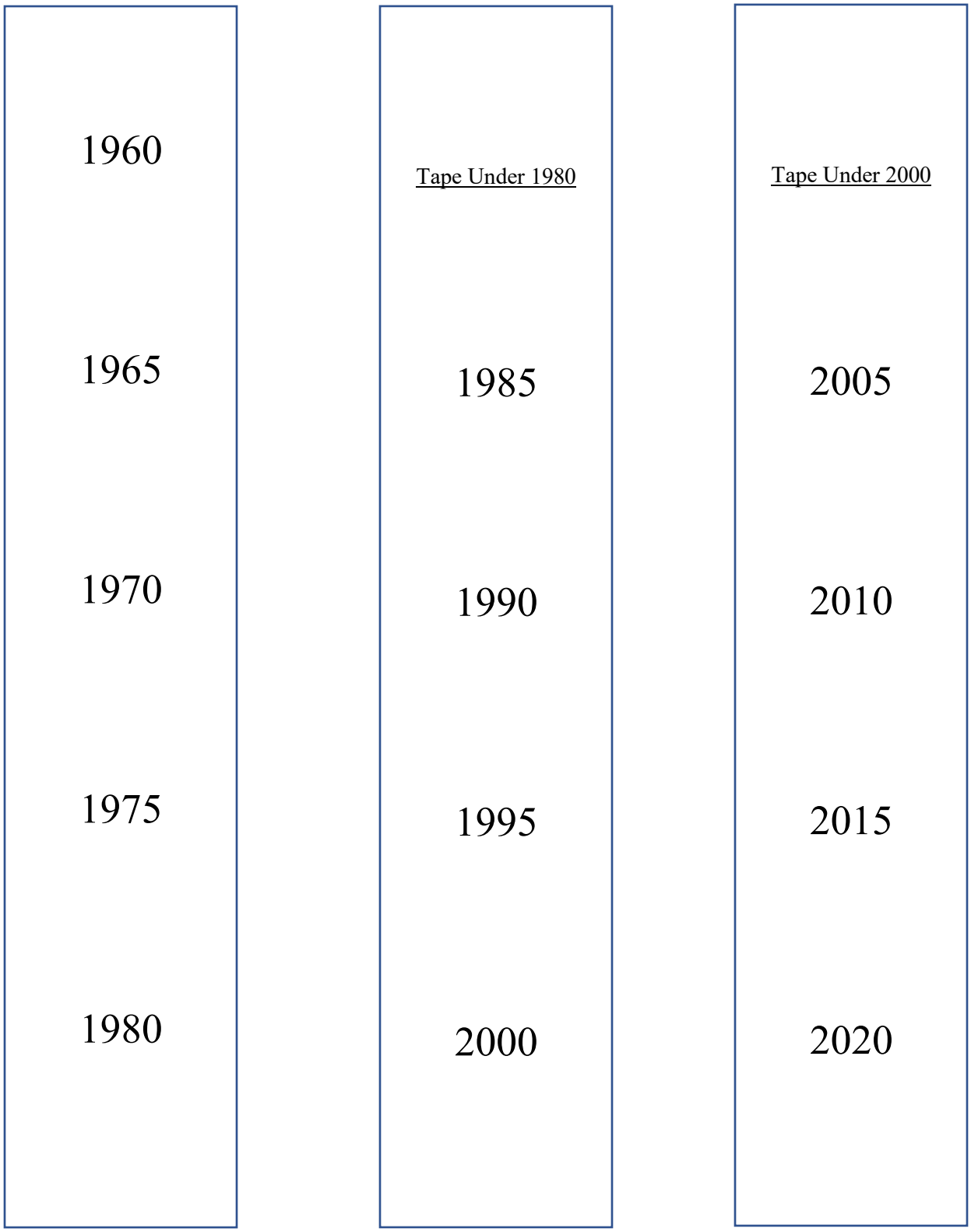


Figure G3

"Timeline Tabs"

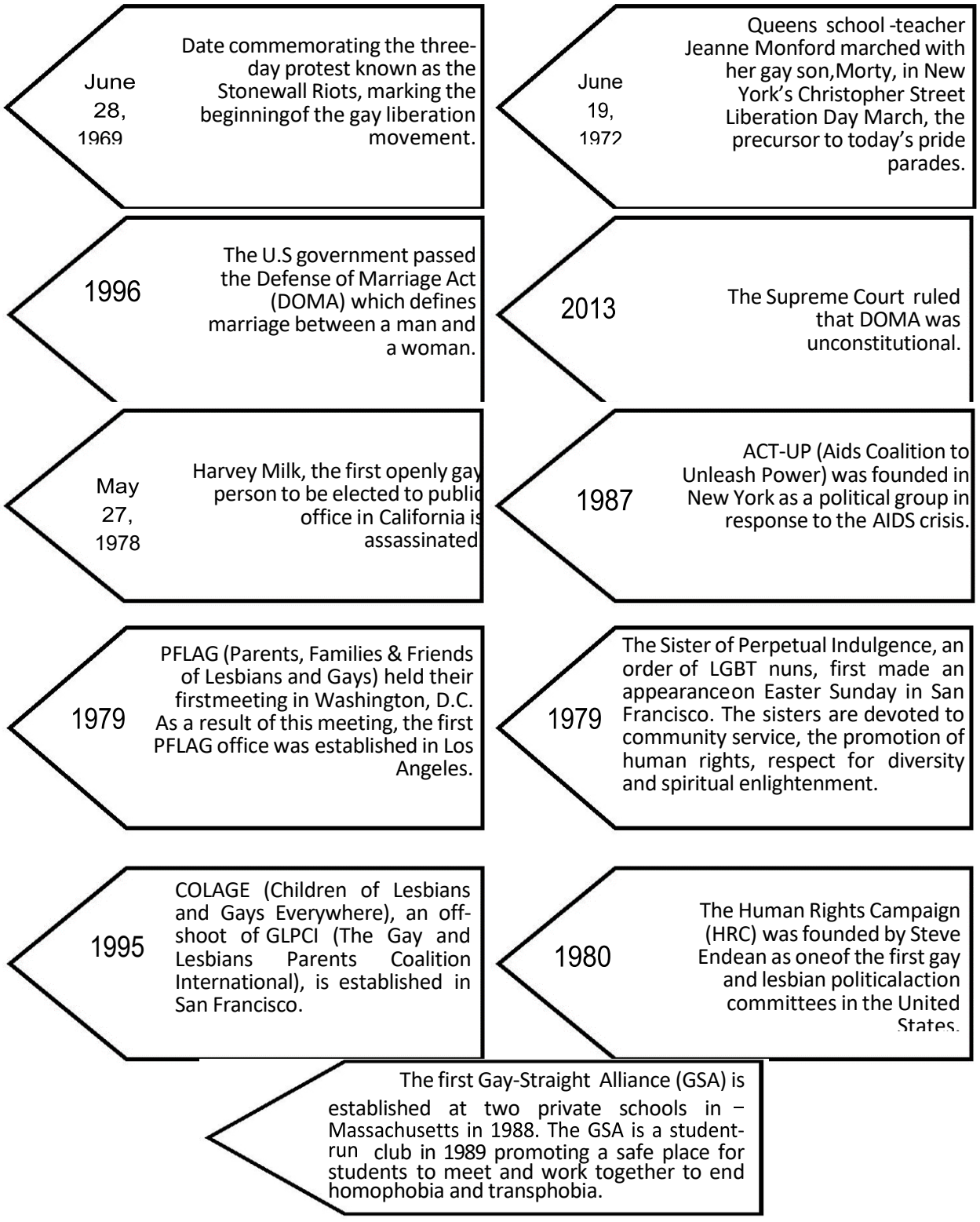
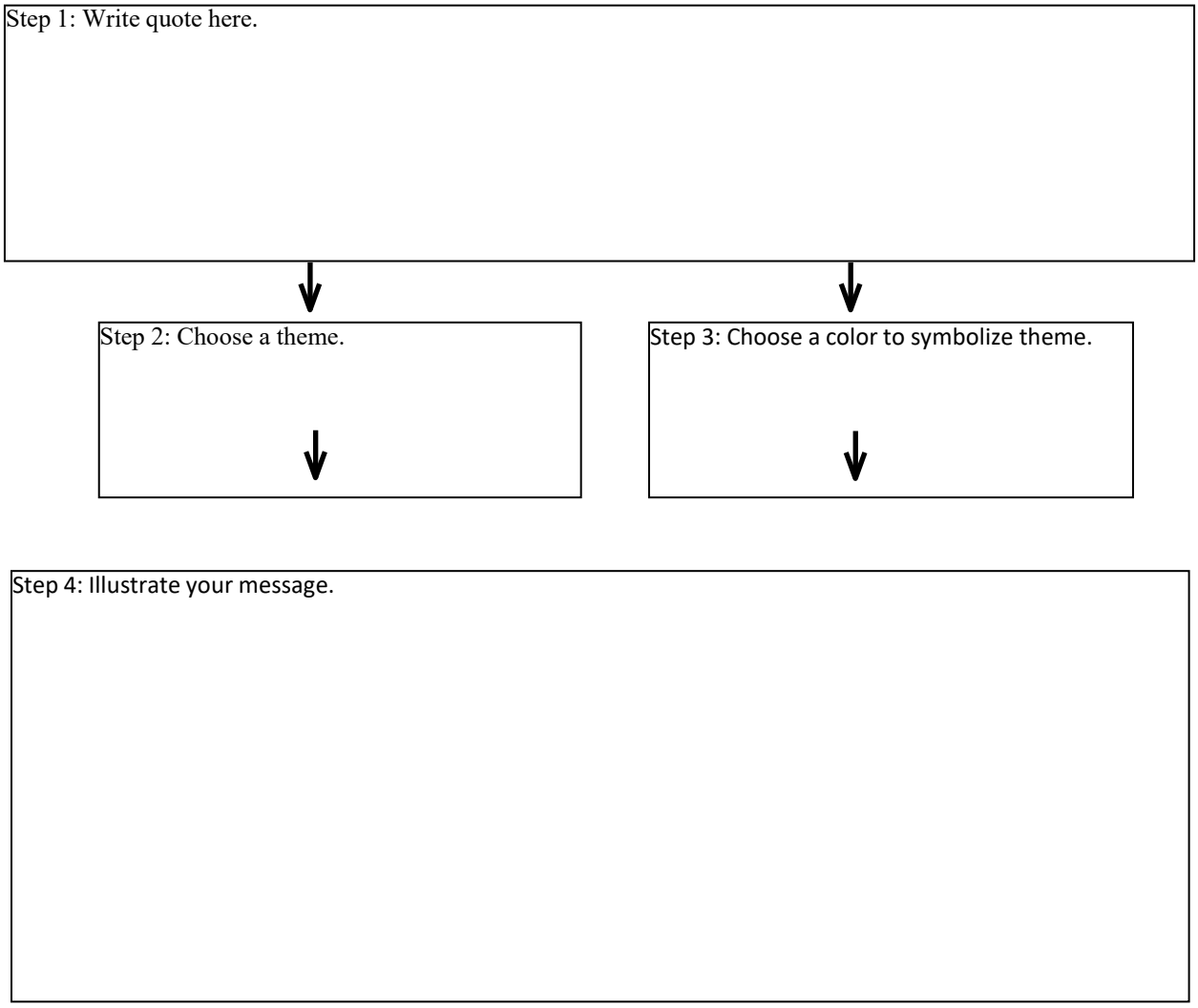


Figure G4

"Five-Step Theme" Template



Step 5: Write about it.

Figure G5

"Quotes and Themes" Page

QUOTES

"Knowledge is power." -Sir Francis Bacon

"Silence = Death." -ACT-UP slogan

"If you are always trying to be normal, you will neverknow how amazing you can be." -Maya Angelou

"Hope will never be silent." -Harvey Milk

"Your difference is your superpower."

-Gayle E. Pitman

THEMES

Harmony	Understanding
Spirit	Acceptance
Serenity	Identity
Respect	Confidence
Tolerance	Determination
Power	Pride

APPENDIX H

Supplemental Materials for Lesson 8: In Support of "Harvey Milk Day"

Figure H1

"Persuasive Letter" Rubric

	4	**3**	**2**	**1**
Goal/Thesis	Strongly and clearly states a personal opinion. Clearly identifies the issue.	Clearly states a personal opinion. Some references to the issue.	Personal opinion is not clearly stated. Little or no references to the issue.	Personal opinion is not easily understood. Has no reference to the issue.
Reasons and Support	Three (3) or more excellent points are made with good support. It is evident the writer put much thought and research into this assignment.	Three (3) or more points are made with support, but the arguments are somewhat weak in places. The writer doesn't persuade completely.	Two (2) points are made; shows some preparation, but weak arguments.	Preparation is weak; arguments are weak or missing; and less than three (3) points are made.
Conclusion	Summarizes personal opinion in a strong concluding statement.	Summarizes personal opinion in a concluding statement.	Concluding statement is a weak summary of personal opinion.	Concluding statement makes no reference to personal opinion.

Figure H1 (continued)

"Persuasive Letter" Rubric

Organization	Sentences and paragraphs are complete, well-written, and varied.	Sentence and paragraph structure is generally correct.	Sentence and paragraph structure is inconsistent.	Little or no evidence of sentence or paragraph structure.
Word Choice/Tone	Choice of words that are clear, descriptive, and accurate. Maintains consistent persuasive tone throughout letter.	Adequate choice of words that are clear and descriptive. Demonstrates a persuasive tone in parts of the letter.	Choice of some words that are clear and descriptive. Lacks consistent persuasive tone.	Language and tone of letter is unclear and lacks description.
Mechanics and Grammar	Contains few, if any, punctuation, spelling, or grammatical errors.	Contains several errors in punctuation, spelling, or grammar that do not interfere with meaning.	Contains many punctuation, spelling, and/or grammatical errors that interfere with meaning.	Contains many punctuation, spelling, and/or grammatical errors that make the piece illegible.

Figure H2

"Friendly Letter" Rubric

	4	3	2	1
Salutation and Closing	Salutation and closing have no errors in capitalization and punctuation.	Salutation and closing have 1-2 errors in capitalization and punctuation.	Salutation and closing have 3 or more errors in capitalization and punctuation.	Salutation and/or closing are missing.
Format	Complies with all the requirements for a friendly letter.	Complies with almost all the requirements for a friendly letter.	Complies with several of the requirements for a friendly letter.	Complies with less than 75% of the requirements for a friendly letter.
Length	The letter is at least four (4) paragraphs long. Each paragraph is four (4) sentences long or more.	The letter is four (4) paragraphs long. The paragraphs contain less than four (4) sentences.	The letter has less than four (4) paragraphs.	The letter is not written in paragraphs.
Sentences and Paragraphs	Sentences and paragraphs are complete, well-constructed and of varied structure.	All sentences are complete and well-constructed (no fragments, no run- ons). Paragraphing is generally done well.	Most sentences are complete and well-constructed. Paragraphing needs some work.	Many sentence fragments or run-on sentences **OR** paragraphing needs lots of work.
Ideas	Ideas are expressed in a clear and organized fashion. It is easy to figure out what the letter is about.	Ideas are expressed in a pretty clear manner, but the organization could be better.	Ideas are somewhat organized but are not very clear. It takes more than one reading to figure out what the letter is about.	The letter seems to be a collection of unrelated sentences. It is very difficult to figure out what the letter is about.

Figure H2 (continued)

"Friendly Letter" Rubric

Capitalization and Punctuation (conventions)	Writer makes 0 errors in capitalization and/or punctuation.	Writer makes 1-4 errors in capitalization and/or punctuation.	Writer makes 5-8 errors in capitalization and/or punctuation.	Writer makes more than 8 errors in capitalization and/or punctuation.
Grammar and Spelling (conventions)	Writer makes 0 errors in grammar or spelling.	Writer makes 1-4 errors in grammar and/or spelling.	Writer makes 5-8 errors in grammar and/or spelling.	Writer makes more than 8 errors in grammar and/or spelling.
Neatness	Letter is typed, clean, not wrinkled, and is easy to read with no distracting error corrections. It is done with pride.	Letter is typed, clean, not wrinkled, and is easy to read. It may have 1-3 distracting error corrections. It is done with care.	Letter is typed and is crumpled or slightly stained. It may have 4-6 distracting error corrections. It is done with some care.	Letter is typed and looks like it has been shoved in a pocket or locker. It may have more than 6 distracting error corrections. It looks like it was done in a hurry or stored improperly.

Figure H3

"Oral Presentation" Rubric

	4—Excellent	3—Good	2—Fair	1—Needs Improvement
Delivery	• Holds attention of entire audience with the use of direct eye contact, seldom looking at notes • Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points	• Consistent use of direct eye contact with audience, but still returns to notes • Speaks with satisfactory variation of volume and inflection	• Displays minimal eye contact with audience, while reading mostly from the notes • Speaks in uneven volume with little or no inflection	• Holds no eye contact with audience, as entire report is read from notes • Speaks in low volume and/ or monotonous tone, which causes audience to disengage
Content/ Organization	• Demonstrates full knowledge by answering all class questions with explanations and elaboration • Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence	• Is at ease with expected answers to all questions, without elaboration • Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions	• Is uncomfortable with information and is able to answer only rudimentary questions • Attempts to define purpose and subject; provides weak examples, facts, and/ or statistics, which do not adequately support the subject; includes very thin data or evidence	• Does not have grasp of information and cannot answer questions about subject • Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions

Figure H3 (continued)

"Oral Presentation" Rubric

Enthusiasm/ Audience Awareness	• Demonstrates strong enthusiasm about topic during entire presentation • Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject	• Shows some enthusiastic feelings about topic • Raises audience understanding and awareness of most points	• Shows little or mixed feelings about the topic being presented • Raises audience understanding and knowledge of some points	• Shows no interest in topic presented • Fails to increase audience understanding of knowledge of topic