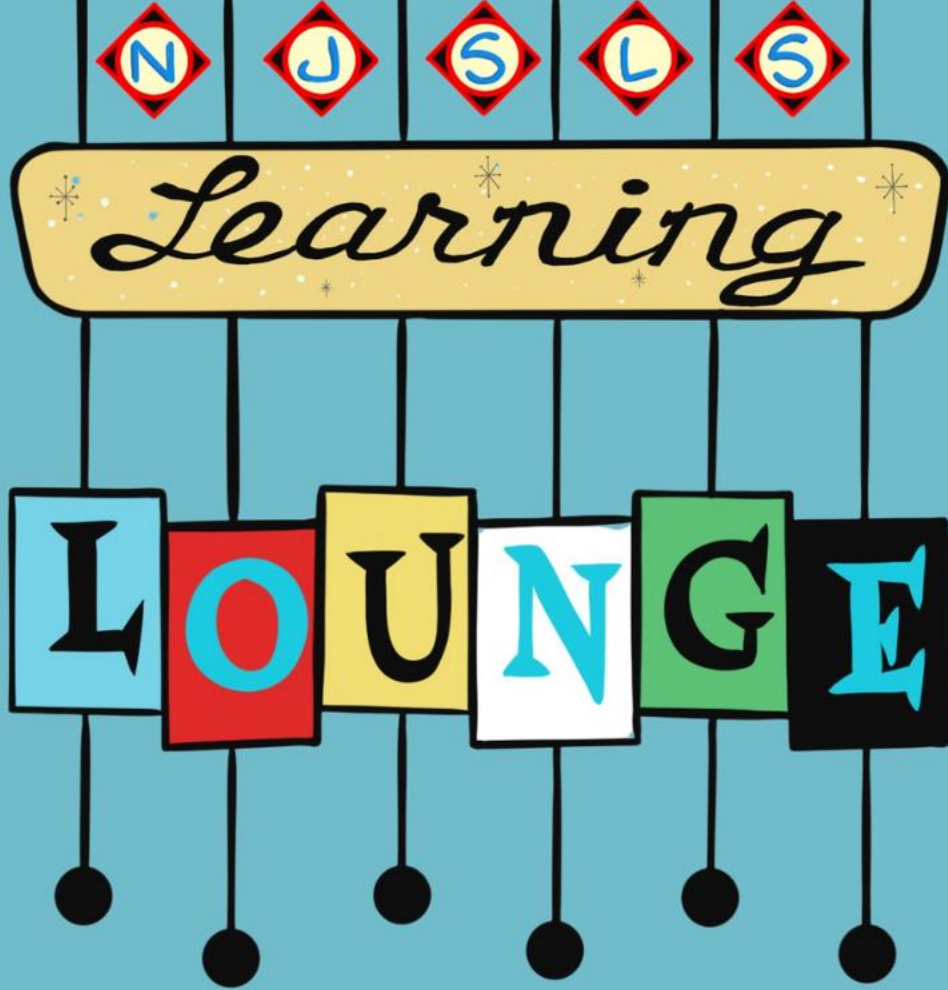


As we wait for our
Learning Lounge to begin,
please use the chat to share the
subject you teach, the grade
level(s), and what brings you
joy in your current teaching
assignment.

Division of Teaching and Learning
Services

Office of Standards





More Than Just a Month:

Integrating
LGBT History
into the K-12 Social
Studies Curriculum

Division of Teaching and Learning Services

Office of Standards

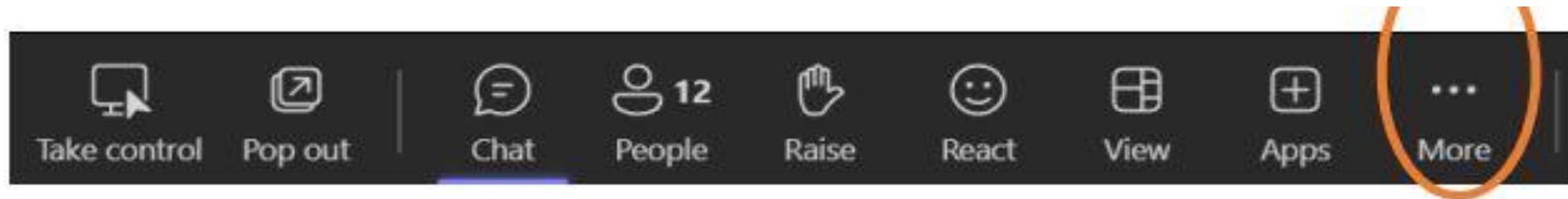
June 3, 2025



To turn on live captions:



- Once you enter a Teams meeting or webinar, at the top of your screen, find the three dots with “more” written underneath.



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On today's Learning Lounge...



- Ashley Woolsey-Greene (she/her), Social Studies coordinator, Office of Standards.
- Kate Okeson (she/her), Executive Director, NJ Advisory Commission on Advancing LGBTQIA+ Youth Equity and Inclusion in Schools
- Allison Connolly (she/her), Chair, NJ Advisory Commission on Advancing LGBTQIA+ Youth Equity and Inclusion in Schools





Purpose of today's Learning Lounge



- Present statutes and standards that call for the integration of LGBT history in K-12 social studies instruction.
- Offer a brief introduction to the history of LGBT Americans in the United States.
- Share standards-aligned instructional strategies.
Provide vetted instructional resources.



Diversity & Inclusion Legislation



18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.





Disability History Legislation



18A:35-4.35 - History of disabled and LGBT persons included in middle and high school curriculum

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards.





2020 New Jersey Student Learning Standards for Social Studies Connections





2020 NJSL-SS: Grades K-2



- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
- 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
- 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
- 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.



2020 NJSL-SS: Grades 3-5



- 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.
- 6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
- 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.
- 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.





2020 NJSL-SS: Grades 6-8



- 6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.
- 6.1.8.HistorySE.3.b: Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.



2020 NJSL-SS: Grades 9-12



- 6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
- 6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities.
- 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
- 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
- 6.1.12.HistoryUP.11.a: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.





2020 NJSL-SS: Grades 9-12, cont.



- 6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
- 6.1.12.CivicsPI.14.c: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
- 6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.



LGBT American History: A Brief Introduction

Allison Connolly

**Chair, NJ Advisory Commission on Advancing
LGBTQIA+ Youth Equity and Inclusion in Schools**



You never teach a subject, you always teach a child. You teach children in a way that they will learn, and then things will fall in place for them.

Dorothy Height

Questions:

What message is sent by depicting only one perspective or experience?

What might a child infer when they don't see positive representations of themselves in their learning? (Sims Bishop, 1990)

What lesson structures and activities support this learning?

Activity type:

Flipped Classroom?

Fishbowl?

PBL?

Think-Pair-Share?

Case Studies?

Role Playing?

Lesson Planning: Being Practical

- Think back to your Education Preparation days, and consider what pedagogies are appropriate for your classroom and content area.
- What practices support meeting the NJ SLS?
- Script your lesson & practice: consider misconceptions in advance
- Understand your texts and be able to share why they are relevant

Promising Practices

While today's program is focused on Social Studies instruction, this requirement spans both middle school and high school (gr. 6-12) and should be embedded in all curricular areas. And, unlike many of our other curricular requirements which have a singular focus, this requirement covers **both LGBT and Disability** histories, materials, and lessons in our classes.

Colonial America

- Creation of anti-gay laws in Jamestown
- Correlation between abolitionists and the plight of gays
- Gender roles and gender norms
- Concepts of masculinity and femininity and patriarchy
- Access to power, creating systems of government and community



Lesson Plans: Colonial Dilemmas / Women and the Revolutionary War / Understanding Patriarchy and Its Role in Colonial American Social, Political and Economic Institutions

2020 NJSLS-SS Connection

- 6.1.12.CivicsPI.1.a: Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government
- 6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.

Pink Triangle (1939-1945)

→ Correlation: Holocaust

- Other victims of the Holocaust
- Treatment of queer people before and after the Holocaust
- Impact of “othering,” prejudice, etc.



Lesson Plan: The Pink Triangle

2020 NJSLS-SS Connection

- 6.1.12.HistoryUP.11.b: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

Lavender Scare (1950s)

→ Correlation: McCarthyism

- Executive Order 10450
- Impact on government and politics, as well as society and culture
- Lavender becomes a symbol of empowerment
- Relationship between a fear of Communism and homophobia



2020 NJSLS-SS Connection

- 6.1.12.HistoryCC.12.c: Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.

Stonewall Riots (1969)

→ Correlation: Civil Rights Movement

- Relationship between Pride (June) and the Stonewall Riots
- Connection to the larger Civil Rights movement
- Cause(s) of the riots
- Intersectionality



Lesson Plans: Civil Rights Activism and the Growth of Identity-Based Politics and Social Movements / Creating a Space for Change

2020 NJSLS-SS Connection

- 6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities.
- 6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.

Sally Ride (1983)

→ Correlation: Women's History

- First American woman in space
- Impact on women in STEM
 - Gender roles, etc.
- First LGBT astronaut, but sexuality not revealed till after her death



2020 NJSL-SS Connection

- **6.1.12.HistorySE.14.a:** Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

Sakia Gunn (2003)

→ Correlation: New Jersey History

- Media literacy - compare the way the media handled the murder of Matthew Shepard (1998) to how the coverage of the Sakia Gunn case
- Understanding bias, hate crimes, etc.
- Discuss the role of community in local politics



Lesson Plan: [Sakia Gunn, Media Coverage of Anti-LGBTQ Crimes and Value Assumptions](#)

2020 NJSLS-SS Connection

- **6.3.8.CivicsPI.3:** Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.

Legislation and Supreme Court Cases

→ Correlation: Government and Politics / Civics

- Defense of Marriage Act (DOMA) (1996) / Don't Ask, Don't Tell
- *Obergefell v. Hodges* (2015) - established marriage equality for same sex marriages
- *Masterpiece Cakeshop, LTD v. Colorado Civil Rights Commission* (2018) - civil liberties and religious rights
- New Jersey Law Against Discrimination (1945) - passed almost 20 years before the Civil Rights Act, the first civil rights statute in the nation



2020 NJSLS-SS Connection

- 6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.
- 6.1.12.CivicsPI.14.c: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.

Timelines of LGBTQ History

Timelines are a great teaching resource, and can be utilized in a variety of ways. They help students discover and understand cause and effect relationships, recognize historical patterns and trends, and analyze what makes something historically significant.

Here are two example timelines for LGBT history in the United States:

[LGBTQ History Timeline Reference](#) (GLSEN)

[LGBTQ History](#) (The Trevor Project)



QUESTIONS



Standards-Aligned Instructional Strategies





US History Instruction



- **Highlight the diversity within communities, including different national origins, cultures, and experiences. (6.1.12.HistorySE.14.b)**
 - Harvey Milk (Jewish, veteran) leading San Francisco politics.
 - Audre Lorde (Black, lesbian) shaping feminist literature.
 - George Takei (Asian-American, camp survivor) advocating equality.
- **Explore the intersectionality of individuals with other identities. (6.1.12.HistoryUP.2)**
 - Marsha P. Johnson (Black, trans) in civil rights/LGBT movements.
 - Sylvia Rivera (Latina, trans) fighting for homeless youth.
 - James Baldwin (Black, gay) writing on race and sexuality.
- **Acknowledge the problems with generalizing or stereotyping people. (6.1.8.HistorySE.3.b)**
 - Military service from Revolutionary War through present.
 - Diverse professions: teachers, scientists, artists, politicians.
 - Range of family structures and relationships.





US History Instruction, cont.



- **Celebrate the achievements and resilience of communities as part of the shaping of American society and culture.** (6.1.12.HistorySE.14.a)
 - Alan Turing's computing breakthroughs.
 - Bayard Rustin organizing March on Washington.
 - Sally Ride advancing space exploration.
- **Connect historical events to current issues and ongoing movements.** (6.3.8.CivicsDP.3)
 - Evolution of marriage equality.
 - Ongoing civil rights legislation.
 - Workplace discrimination protections.
 - Healthcare access.



Instructional Best Practices



- **Integrate LGBT history within broader historical context rather than as isolated events.**
 - Build understanding before teaching content - familiarize yourself with terminology and context.
 - Use grade-level appropriate content aligned to 2020 NJSLS-SS.
 - Connect historical content to broader themes of equality, civil rights and social movements.
- **Use primary sources and factual documentation.**
 - Supreme Court decisions / government documents.
 - Letters/diaries.
 - News coverage.
 - Oral histories.

Highlight local/regional LGBT history.

- Asbury Park: Historic LGBT beach community since 1950s.
 - New Brunswick: First NJ Pride March (1972).
- Rutgers: Second oldest campus LGBT Organization in the US (1969).



Conclusion



- Start with the standards.
- Learn together.
- LGBT history is US history.
- Acknowledge the contributions, challenges, triumphs and diverse experiences of LGBT Americans.



Q & A





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Thank You!



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