



History Textbook Alignment: Grade 8

LGBT History Content and the California History-Social Science Framework

Author: Rob Darrow, Ed.D.

This rubric provides parents, teachers and administrators a tool to help evaluate how well history textbooks and instructional materials align with the LGBT history identified in the 2016 state History-Social Science Framework for Grade 8. State Board of Education History-Social Science Frameworks for K-12 are detailed here: <https://www.cde.ca.gov/ci/hs/cf/hssframework.asp>.

For each subject matter standard, the following are provided:

- **Essential Questions**
Questions to ask of the text or program, based on the Framework.
- **Framework References**
Corresponding history standards in the Framework.
- **Content Rating**
A summary of standards is followed by a table in which to summarize the text or program's alignment. Where multiple standards exist, each is listed separately, followed by its own table.
- **Content Extension**
This is additional material which would provide further context for understanding LGBT Americans and/or the LGBT Rights Movement.

We suggest you use this rating system to guide your decisions about textbook selection at this grade level in your school or district:

Rating

- 3 – Aligned to Framework
- 2 – Somewhat aligned to Framework
- 1 – Not aligned to Framework

Grade 8

(Framework, Chapter 12)

Essential Questions

- In the section about the founding documents, is there a discussion about who was actually allowed to participate as well as the importance of the Fourteenth Amendment in future court cases?
- In the section about the South, is there a discussion about the daily lives of enslaved men and women and the varied family structures they adopted?
- In the section about frontier life / westward movement, is there a discussion about the skewed gender ratio that moved west and caused men to live less conventional lives, how some women dressed as men, and about Charley Parkhurst?
- In the section about Reconstruction, is there a discussion about the varied family life and kinship structures of African Americans?
- In the section about Industrialization and Native Americans, is there a discussion about the two-spirit tradition?
- Do instructional materials include perspectives and images of diverse people including a range of ethnicities, gender, and sexual orientation?
- How do the instructional materials support teaching about LGBT history and social science?
- Are additional literature selections included that are inclusive?

Framework References

- Framework, Chapter 12, Eighth Grade. Page number references listed below.
- Framework, Chapter 20, p. 531. "Access and Equity." The "Lesbian, Gay, Bisexual and Transgender Students" section discusses how textbooks and teaching should be inclusive of all students including ethnicity, gender, and sexual orientation.

Content Rating

Colonial Life and Founding of the Nation (1607-1790)

Standard 8.2: Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.

Rating	Event or Individual in the Framework	Comment
	(Framework p. 243) Beyond learning about the process by which the Constitution was created, students recognize the great achievements of the Constitution... place special emphasis on who was actually allowed to participate during this period in United States history.	
	(Framework p. 269) 1868 – Fourteenth Amendment Ratified. This amendment is cited for all future civil rights challenges (See: Plessy v. Ferguson or Obergefell v. Hodges)	

The New Republic / Divergent Paths of the American People (1791-1850)

Standard 8.6: Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.

Standard 8.7: Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.

Standard 8.8: Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.

Rating	Event or Individual in the Framework	Comment
	(Framework p. 249) As the family economy gave way to industrial production, the roles of women and men changed. What was family life like in the Northeast?	

	(p. 254) Students discuss the role that race and gender played in constructing the enslaved as in need of civilization and thereby rationalizing slavery; the daily lives of enslaved men and women on plantations and small farms, including the varied family structures they adopted...	
	(p. 264) Frontier life had a mixed effect on the relations between men and women. White men far outnumbered white women, creating some opportunities where the latter became more valued than previously... This skewed gender ratio also led more white men to marry Mexican women with greater frequency in some communities in the American Southwest.... Finally, gold rushes and western military life provide examples of frontier settings where men far outnumbered women and for this and many reasons, people lived less conventional lives.	
	(p. 264) Other women confronted this society by passing as or transforming themselves into men, thus benefiting from the greater opportunities men had in the West. California's Charley Parkhurst, for example, who was born as a female but who lived as a male, drove stagecoach routes in northern and central California for almost 30 years.... (buried in Watsonville, CA)	

Civil War and Civil Rights (1850-1870)

Standard 8.10: Students analyze the multiple causes, key events, and complex consequences of the Civil War.

Standard 8.11: Students analyze the character and lasting consequences of Reconstruction.

Rating	Event or Individual in the Framework	Comment
	(Framework p. 269) "Students also explore the impact Reconstruction had on African American kinship structures and family life."	

Industrialization and Westward Expansion (1870-1914)

Standard 8.12: Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

Rating	Event or Individual in the Framework	Comment
	(Framework p. 274) Allotment entailed breaking up Native lands into privately held units (largely based on the Anglo-American model of the male-headed nuclear family), displacing elements of female and two-spirit authority traditionally respected in many tribal societies.	
	(p. 274) Boarding schools in the late 19th and early 20th centuries took Native children from their parents for years at a time, imposing Christianity, U.S. gender binaries and social roles, and English-only education in an attempt to make them into what school administrators viewed as proper U.S. citizens.	

Content Extension

Standard 8.2: Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.

- 1624: Richard Cornish is executed in Virginia for alleged homosexual acts with a servant (sodomy laws in place in the colonies and early America).

- 1652: Joseph Davis of Haverhill, New Hampshire, is fined for "putting on women's apparel" and made to admit his guilt to the community.
- 1691: In Massachusetts, Deborah Byar is fined and publicly humiliated for wearing men's clothes.
- 1714 - Sodomy laws in place in the early colonies and in colonial militia. These laws remained in place until challenged in 1925. (p. 422, *Bowers v. Hardwick*).
- 1752: "Dr. Charles Hamilton" is arrested in Chester, Pennsylvania, and revealed to be Charlotte Hamilton, who confessed to having lived in disguise as a man for several years.

Standard 8.6: Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.

Standard 8.7: Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.

Standard 8.8: Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.

- Use of Bret Harte's Story, "Tennessee's Partner" written in 1869 about two gay miners and is thought to be written about real life gay miners and partners Jason Chamberlain and John Chaffee.
- Discussion about how the population of San Francisco grew during the Gold Rush and was nearly all-male in 1850. Entertainment venues in San Francisco featured cross-dressers and same-sex dancing was acceptable.
- As the family economic gave way to industrial production, the roles of women and men changed. Middle-class women devoted themselves to the home and family, while men went out to work. An ideology of separate spheres conceptualized women and men as fundamentally different. As a result, although they were expected to marry and raise a family, the notion that women and men could best understand and relate to those of the same sex led to the phenomenon of "romantic friendship." Women especially formed intimate relationships with one another, regularly falling in love with and being physically affectionate with their romantic friends. Men, too, sometimes formed close bonds with other men, including physical affection and cohabitation, but this often dissipated once marriage to a woman occurred. Such homosocial behavior was accepted, showing

how different intimate relationships were in the nineteenth century than in the twentieth.

Standard 8.10: Students analyze the multiple causes, key events, and complex consequences of the Civil War.

Standard 8.11: Students analyze the character and lasting consequences of Reconstruction.

- A discussion about how some women dressed as men to fight in the Civil War (also known as “cross-dressers”) and some continued living as men following the war. Some of the most notable were: Jennie Hodgers / Albert Cashier, Loreta Velazquez / Harry T. Buford and Sara Emma Edmonds / Frank Thompson.

Standard 8.12: Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

- Discussion about Walt Whitman and his poems, journals, and journalism that gave a sense of men’s love for other men and male association across class divisions in an urban environment.
- The rapid growth of cities in this period had important consequences for how people lived their lives. Immigrant and native-born women and men sometimes found themselves freer from family and community control. Socializing in public became the norm for working-class youth who had limited space where they lived, and the disparity between women’s and men’s wages gave rise to the practice of dating and “treating,” with men expected to pay for female companionship. The rise of commercialized entertainment such as movies, amusement parks, and dance halls fostered easier interaction among strangers. Social interaction in public places facilitated intimacy between women and men and created new possibilities for same-sex intimacy.