



History Textbook Alignment: Grades K-5

LGBT History Content and the California History-Social Science Framework

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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 grades K through 5. 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 grade, 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 for that grade level.
- **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

Kindergarten

(Framework, Chapter 3)

Essential Questions

- Are families shown in an inclusive way through words and images in the printed text, instructional materials, and online resources?
- Do instructional materials include perspectives and images of diverse people including a range of ethnicities, gender, and sexual orientation?
- How do instructional materials provide scaffolding information about LGBT history referenced in second grade?
- How do the instructional materials support teaching about LGBT history and social science and include literature that is inclusive?

Framework References

- Framework, Chapter 3: Kindergarten.
- 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

(Framework, Chapter 20: Access and Equity)

- p. 510: “The history-social science standards and this framework call for teachers to provide **all** students with a balanced curriculum... Students may possess multiple cultural identities based upon their gender, sexual orientation, class, race, ethnicity, religion, and disabilities. Culturally competent teachers respect these differences, are aware of their own cultural identity and unconscious biases, and adapt their instruction accordingly. [Recommendations include] Increase students’ access to an inclusive curriculum...”

Rating	Event or Individual in the Framework	Comment
	Families are shown in an inclusive way through words and images in the printed text, instructional materials, and online resources.	
	Instructional materials include perspectives and images of diverse people including a range of ethnicities, gender, and sexual orientation.	
	If LGBT Americans are included, there is some reference identifying them as a member of the LGBT community.	

Content Extension

- Many Kindergarten history textbooks include a section about heroes. If so, look for LGBT history heroes such as Frank Kameny, Harvey Milk, Billie Jean King, Sally Ride, or Elaine Noble.

First Grade

(Framework, Chapter 4)

Essential Questions

- Are families shown in an inclusive way through words and images in the printed text, instructional materials, and online resources?
- Do instructional materials include perspectives and images of diverse people including a range of ethnicities, gender, and sexual orientation?
- How do instructional materials provide scaffolding information about LGBT history referenced in second grade?
- How do the instructional materials support teaching about LGBT history and social science and include literature that is inclusive?

Framework References

- Framework, Chapter 4: First Grade.
- 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

(Framework, Chapter 20: “Access and Equity”)

- p. 510: “The history-social science standards and this framework call for teachers to provide **all** students with a balanced curriculum... Students may possess multiple cultural identities based upon their gender, sexual orientation, class, race, ethnicity, religion, and disabilities. Culturally competent teachers respect these differences, are aware of their own cultural identity and unconscious biases, and adapt their instruction accordingly. [Recommendations include] Increase students’ access to an inclusive curriculum...”

Rating	Event or Individual in the Framework	Comment
	Families are shown in an inclusive way through words and images in the printed text, instructional materials, and online resources.	
	Instructional materials include perspectives and images of diverse people including a range of ethnicities, gender, and sexual orientation.	
	If LGBT Americans are included, there is some reference identifying them as a member of the LGBT community.	

Content Extension

- Many first grade history textbooks include sections about heroes or festivals related to learning about culture. Look for LGBT history heroes such as Frank Kameny, Harvey Milk, Billie Jean King, Sally Ride, or Elaine Noble.
- Look for LGBT events such as the annual Pride Parades, which have taken place in many large cities beginning in the 1970s, as commemoration of the 1969 Stonewall Riots in New York City.
- Look for symbols of LGBT rights, such as the rainbow flag, which was first flown during the “Gay Freedom Parade” in San Francisco in 1978.

Second Grade

(Framework, Chapter 5)

Essential Questions

- Does the section about families include narration and photos about lesbian, gay, bisexual or transgender children and families?
- Are families shown in an inclusive way through words and images in the printed text, instructional materials, and online resources?
- Do instructional materials include perspectives and images of diverse people including a range of ethnicities, genders, and sexual orientations?
- How do the instructional materials support teaching about LGBT history and social science and include literature that is inclusive?

Framework References

- Framework, Chapter 5: Second Grade, p. 48: “Through studying the stories of a very diverse collection of families, such as immigrant families, families with lesbian, gay, bisexual, or transgender parents and their children, families of color, step- and blended families, families headed by single parents, extended families, multi-generational families, families with disabled members, families from different religious traditions, and adoptive families, students can both locate themselves and their own families in history and learn about the lives and historical struggles of their peers.”
- 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

- **Standard 2.1: Students differentiate between things that happened long ago and things that happened yesterday.**

2.2.1: Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.

2.2.2: Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.

Rating	Event or Individual in the Framework	Comment
	Discussion of families includes narrative about lesbian, gay, bisexual or transgender children.	
	Discussion of families includes narrative about lesbian, gay, bisexual or transgender parents.	
	Photographs of families include photos of lesbian, gay, bisexual or transgender families.	
	References in the Teacher's Edition or Student Text include references to literature about diverse families such as <i>When I was Little</i> by Toyomi Igus, <i>Dear Juno</i> by Soyung Pak, <i>The Boy with Long Hair</i> by Pushpinder (Kaur) Singh, and <i>In Our Mother's House</i> by Patricia Polacco.	

- **Standard 2.5: Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).**

Note: There may or may not be references to the following individuals in K-5 history textbooks. If any of these individuals are included, additional information related to LGBT history may be included.

Rating	Event or Individual in the Framework	Comment
	Sally Ride. First woman astronaut. References to Sally Ride include that she had a lifelong partner named Tam O'Shaughnessy who oversees Sally Ride Science, an educational company in San Diego, CA.	
	Billie Jean King. Tennis professional. Has spoken out for gay rights, was the first prominent female athlete to come out as lesbian, was married to a man early in her life and now lives with her life partner Ilana Kloss.	
	Jane Addams developed Hull House in Chicago in 1889. She did so with the help of her lifetime partner Mary Rozet Smith. Hull House was developed as a community of university women whose main purpose was to provide social and educational opportunities for women.	
	Rachel Carson. Writer, Ecologist and Scientist. Was single her entire life but had a lifelong friendship with Dorothy Freeman who helped with Rachel's success.	
	Florence Nightingale. Founder of modern nursing. Was single her entire life.	
	Clara Barton. Founder of the Red Cross. Was single her entire life.	
	Langston Hughes. Writer, poet. Single his entire life and had close friendships with men that he wrote about in his stories and poems. Two poems about his friendships with men include "Poem to FS" and "Cafe: 3am" among others.	

Content Extension

- Many K-2 history textbooks include a section about heroes. If so, look for LGBT history heroes such as Frank Kameny, Harvey Milk, James Obergefell, Martha P. Johnson, Billie Jean King or Elaine Noble.
- In discussions about Martin Luther King, Jr., are there any references to one of his key advisors, Bayard Rustin, who was an openly gay African American man?
- Many K-2 history textbooks include sections about heroes or festivals related to learning about culture. Look for LGBT events such as the annual Pride Parades that take place in many large cities in June each year and began in the 1970s to commemorate the Stonewall Riots in New York in 1969 or symbols of LGBT rights such as the rainbow flag (The rainbow flag was first flown during the “Gay Freedom Parade” in San Francisco in 1978).

Third Grade

(Framework, Chapter 6)

Essential Questions

- Are families shown in an inclusive way through words and images in the printed text, instructional materials, and online resources?
- Do instructional materials include perspectives and images of diverse people including a range of ethnicities, genders, and sexual orientations?
- How do instructional materials provide reinforcement of second grade content and scaffolding about LGBT history referenced in fourth grade?
- In discussions about Martin Luther King, Jr., are there any references to one of his key advisors, Bayard Rustin, who was an openly gay African American man?
- How do the instructional materials support teaching about LGBT history and social science and include literature that is inclusive?

Framework References

- Framework, Chapter 6: Third Grade.
- 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

(Framework, Chapter 20: Access and Equity)

- (p. 510): “The history-social science standards and this framework call for teachers to provide **all** students with a balanced curriculum... Students may possess multiple cultural identities based upon their gender, sexual orientation, class, race, ethnicity, religion, and disabilities. Culturally competent teachers respect these differences, are aware of their own cultural identity and unconscious biases, and adapt their

instruction accordingly. [Recommendations include] Increase students' access to an inclusive curriculum..."

Rating	Event or Individual in the Framework	Comment
	Families are shown in an inclusive way through words and images in the printed text, instructional materials, and online resources.	
	Instructional materials include perspectives and images of diverse people including a range of ethnicities, gender, and sexual orientation.	
	If LGBT Americans are included, there is some reference identifying them as a member of the LGBT community.	

Content Extension

- Many third grade history textbooks include sections about heroes, festivals or those who stood up for their rights. Look for LGBT history heroes such as Harvey Milk, Billie Jean King, Sally Ride, or Elaine Noble.
- Look for LGBT events such as the annual Pride Parades, which have taken place in many large cities beginning in the 1970s, as commemoration of the 1969 Stonewall Riots in New York City.
- Look for symbols of LGBT rights, such as the rainbow flag, which was first flown during the "Gay Freedom Parade" in San Francisco in 1978.

Fourth Grade

(Framework, Chapter 7)

Essential Questions

- Does the section about Native Americans and/or California Mission life include a discussion about gender roles and religion?
- Does the section about the California gold rush include a discussion about how the majority of miners were male and men took on “women’s roles”?
- Is there a discussion about Charley Parkhurst, a stagecoach driver who was born female but lived as a male and is buried in Watsonville, CA?
- Is there a discussion about the emergence of the first gay rights organizations in California (the Mattachine Society and the Daughters of Bilitis) and about the Supreme Court Decision, Obergefell v. Hodges regarding same sex marriage?
- Are families shown in an inclusive way through words and images in the printed text, instructional materials, and online resources?
- Do instructional materials include perspectives and images of diverse people including a range of ethnicities, genders, and sexual orientations?
- How do the instructional materials support teaching about LGBT history and social science and include literature that is inclusive?

Framework References

- Framework, Chapter 7, Fourth Grade, pp. 68, 76, 78, and 79: references to “gender” regarding California Missions and the gold rush.
- Framework, Chapter 7, p. 90: Discussion about California gay rights movement organizations and Supreme Court decision in 2015, Obergefell v. Hodges.
- Framework, Chapter 7, p. 90: Harvey Milk, California’s first openly gay public official.

- Framework, Chapter 7, p. 79: “Students may also read or listen to primary sources that illustrate gender and relationship diversity and engage students’ interest in the era, such as Bret Harte’s short story “The Poet of Sierra Flat” (1873) or newspaper articles about the life of the stagecoach driver Charley Parkhurst, who was born as a female but lived as a male and drove stagecoach routes in northern and central California for almost 30 years....”
- 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

Standard 4.2: Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.

4.2.5: Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.

Rating	Event or Individual in the Framework	Comment
	Discussion about gender roles and religion as part of Mission life in California.	

Standard 4.3: Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.

4.3.3: Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp).

Rating	Event or Individual in the Framework	Comment
	Discussion about the gender imbalance in the California gold rush, how women dressed as men and men took on “women’s roles” since very few women were present.	

	References in the Teacher's Edition or Student Text about the use of Bret Harte's short story, "The Poet of Sierra Flat."	
	Discussion about Charley Parkhurst, a stagecoach driver in California who was born female but lived as a male and is buried in Watsonville, CA.	

Standard 4.4: Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.

Rating	Event or Individual in the Framework	Comment
	References to the emergence of the first gay rights organizations in California in the 1950s (Mattachine Society and Daughters of Bilitis).	

Standard 4.5: Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.

Rating	Event or Individual in the Framework	Comment
	References to two court cases that increased rights for gay men and women to teach and to get married. Supreme Court Decisions: <i>Hollingsworth v. Perry</i> (2013) and <i>Obergefell v. Hodges</i> (2015).	
	Discussion about the contributions of immigrants to California...such as Harvey Milk, a New Yorker who was elected to the San Francisco Board of Supervisors in 1977 as California's first openly gay public official.	

Content Extension

Standard 4.2: Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.

- Discussion about the gender/sexual systems that differed significantly among Native American cultures and European explorers, and the cultural differences between European explorers, colonizers, and natives.
- Discussion about how colonizers and missionaries altered Native Californian cultures by trying to eliminate gender identities, sexual identities, and practices among the Indians.

Standard 4.3: Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.

- Use of Bret Harte's Story "Tennessee's Partner," written in 1869 about two gay miners, and 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.

Standard 4.4: Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.

- Discussion about entertainment and arts industry in California. Discussion about LGBT people who helped the entertainment industry grow in California (e.g. Rock Hudson, George Takei, Chaz Bono, LaVerne Cox).
- Discussion about the protest movement in California. Inclusion of gay rights protests beginning in 1965 by Frank Kameny, who protested in front of the White House bearing a sign that read, "First Class Treatment for Homosexuals." Reference to the various annual Gay Pride parades that take place in cities across the U.S. each June to commemorate the Stonewall Riots in New York City in 1969.

Standard 4.5: Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.

- Discussion about how California's Proposition 6 (1978), known as the Briggs Initiative, was defeated. This initiative, if passed, would have banned gays and lesbians from working in California public schools.

Fifth Grade

(Framework, Chapter 8)

Essential Questions

- Does the section about Native American tribes include a discussion about gender roles and religion?
- Does the section about colonial life include discussions about gender roles and religion among the Pilgrims, Quakers and Puritans as well as family life and gender roles in the colonies?
- In discussions about Martin Luther King, Jr., is there any reference to one of his key advisors, Bayard Rustin, who was an openly gay African American man.
- Are families shown in an inclusive way through words and images in the printed text, instructional materials, and online resources?
- 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 and include literature that is inclusive?

Framework References

- Framework, Chapter 8, Fifth Grade, p. 98: References to family, community structures and gender roles regarding North American Indians.
- Framework, Chapter 8, p. 106: “discuss the meaning of self-government, gender norms in society and religion, and the importance of political life...of the Pilgrims.”
- Framework, Chapter 8, p. 108: “Quakers believed that divine truth was revealed not only through the Bible but also through an “inner light” in each human being, regardless of social status, education, or gender.”
- Framework, Chapter 8, p.104: “At first Virginia was an all-male colony.”

- Framework, Chapter 8, p.106: “analyze the work of men, women, and children to get a sense of each member’s function in the colonial home.”
- Framework, Chapter 8, p. 107: [Puritans] “religious views shaped their way of life, clothing, laws, forms of punishment, education practices, gender expectations, and institutions of self-government.” And “God created women as subordinate companions to men...four-fifths of those accused of witchcraft in colonial New England were women.”
- 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

Standard 5.1: Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.

5.1.2: Describe their varied customs and folklore traditions.

Rating	Event or Individual in the Framework	Comment
	Discussion about the family, community structures and gender roles in Native American tribes.	

Standard 5.4: Students understand the political, religious, social, and economic institutions that evolved in the colonial era.

Rating	Event or Individual in the Framework	Comment
	Pilgrims: Discussion about gender norms in society and religion and importance of political life.	
	Quakers: Discussion about how “divine truth” is revealed through an inner light in each human being regardless of gender.	

	Puritans: Discussion about how religious views shaped their way of life and gender expectations.	
	Colonies: Discussion of family life and each person's role in the family (man, woman, children).	
	Virginia colony was established as an all-male colony at the beginning.	

Content Extension

Standard 5.1: Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.

- A discussion about the two-spirit tradition in Native American culture and how individuals had distinct social roles from tribe to tribe and manifested both masculine and feminine spirits (also known as “berdache”).

Standard 5.4: Students understand the political, religious, social, and economic institutions that evolved in the colonial era.

- 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.
- 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.

- American Revolution unit: a discussion about how some women dressed as men to fight in the war (also known as “cross-dressers”). Some of the most notable were: Deborah Sampson and Hannah Snell.

Standard 5.8: Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.

- Discussion about Charley Parkhurst (1812-1879), a stagecoach driver in California who was born female but lived as a male and is buried in Watsonville, CA.
- 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.
- In discussions about Martin Luther King, Jr., references to one of his key advisors, Bayard Rustin, who was an openly gay African American man.