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Lavender Scare Lesson Exemplar (Gradeband 8-12)

Considering your Positionality: Have you considered your own positionality (lens)? How have you considered bias and gaps in your knowledge? What are they and how will you address them before implementing this lesson? What gaps in understanding or information might you have related to the upcoming lesson? Use this space to reflect and self-examine.

Complete this section based on the questions above regarding positionality.

Lesson Objective(s) & Resources: State your objectives clearly, ensuring you have considered all aspects of the un/HUSH framework. What resources or materials do you need to implement the lesson?

Objectives

- Understand the basic historical events of the Lavender Scare (1940s–1970).
- Put in conversation the Lavender Scare and related social and political events.
 - Previous/Ongoing: Japanese American Incarceration (WWII), McCarthyism (1940s–1950s), The Rise of Antisemitism (1920s–1940s), the declaration of Israel (1948)
 - Upcoming: The Civil Rights Era (1960s, including Stonewall), HIV/AIDS Pandemic (1980s–)

Resources — Students

- Documentary: [The Lavender Scare](#)
- Documentary: [Before Stonewall](#)
- Primary Source: [The Crittenden Report](#)
- Library of Congress Materials: [The Stonewall Uprising](#)

Resources — Teachers

- Book: [The Lavender Scare](#)
- Book: [And They Were Wonderful Teachers](#)
- Documentary: [How to Survive a Plague](#)

Alignment: State

- [Public Act 101-0227](#) (2019): “The teaching of history shall include a study of the roles and contributions of lesbian, gay, bisexual, and transgender people in the history of this country and this state.”

Anticipatory Set: How are you going to engage your students...review prior knowledge...introduce your topic...organize your lesson for students... help make content relevant?

Ask students to recall previous lessons about WWII and Japanese Americans’ incarceration in the 1940s.

- How would you describe WWII to someone who had not yet heard of it?
- How would you explain Japanese Americans’ incarceration to someone today?
- Whom else do you think was impacted by state and federal policies during and after WWII?
- What connections might exist between these histories and current events?

Elevating Histories: How does your lesson elevate histories, stories, and marginalized histories?

This lesson elevates histories, herstories, and theirstories from gender and sexually diverse Americans during WWII and building up towards the Civil Rights Era.

Representation & Perspective Taking: How does the content meet the needs of all students? Does your lesson provide opportunities for perspective taking and allow students to see themselves?

Evidence shows that learning about gender and sexual diversity has positive impacts on all learners. In fact, research shows that incorporating LGBTQ+ content in schools reduces bullying and more “[nuanced forms of violence](#).” More specifically, students will have the opportunities to engage with another form of human diversity in this content, perhaps allowing them to feel more connected with themselves and/or their peers. In our facilitated conversations and planned activities (i.e., journaling), students will have opportunities to collaboratively or privately share their perspectives.

Engagement: How does the lesson provide multiple pathways for students to learn the material? For example, will you offer opportunities for small group learning, discussion, focused practice with precise feedback, or independent work?

Yes! While it is important to understand these historical events in U.S. history, it is crucial that students do not feel compelling to “out” themselves or others. As such, there must be multiple forms of engagement with these materials. Students will have opportunities to share their perspectives privately via journaling (written or recorded). We will also use cost-effective e-technologies (i.e., [Plickers](#)) so students can anonymously share their un/learnings about these events. We will also engage in small- and large-group discussions, where students will be encouraged—but not forced—to synthesize their un/learnings with their peers.

Expression: How will students demonstrate what they have learned? The creation of many paths is important, as is creativity. Tiered assignments, oral exams, building a model, making a video, using portfolio assessment, etc., are some examples of the varied demonstration of learning.

Students will demonstrate their learning in several ways. Informally (but collectively), they will use Plickers to identify key historical events. Students will also submit a journal entry (written or recorded) as if they were explaining the Lavender Scare to someone who had little-to-no knowledge of these historical events.

At the end of this unit, students will then build on these efforts to create a synthesis project about the WWII era. In a medium of their choosing (i.e., a video, creative project, written document, et cetera), students will explain *two* of the major historical events that occurred during or as a result of WWII—as if they were teaching the lesson to someone with little-to-no knowledge about these histories, herstories, and theirstories. Students can select from covered topics (Japanese Americans’ incarceration, the Lavender Scare, the rise of antisemitism, the declaration of Israel) or propose another event from the era.