



FAIR. ACCURATE. INCLUSIVE. RESPECTFUL.

Pearson History-Social Science and California's FAIR Education Act

Pearson's program meets the California FAIR Education Act requirements and is aligned to the California History-Social Science Framework. To that end, we collaborate with experts to ensure that our materials contain culturally sensitive and equitable representation of LGBT people, members of the disabled community, and members of many different demographic groups. Pearson's programs provide age appropriate inclusion of LGBT people and people with disabilities at every grade. A few examples:

Grade K:

To build understanding and empathy for people with disabilities, Chapter 4, Lesson 5 "*Streets for All*," includes a picture of a wheelchair ramp and explains the importance of ramps to equity in the community. The *Thinking Like a Citizen* readers feature a recurring character with physical disabilities.

Grade 1:

The program also presents stories and pictures of people with disabilities. (See, for example, Chapter 3, Lesson 5 and Chapter 3, Lesson 6.) The *Thinking Like a Citizen* readers feature a recurring character with physical disabilities.

Grade 2:

Chapter 2, Lesson 2 "*How are Families Organized?*" explains that some families have one parent, some have a mom and a dad, or two moms, or two dads. Pictures illustrate the point.

Jose Julio Sarria was the founder of a worldwide help group. This group fights for gay rights. For Sarria, honesty gave him strength. It inspired other gay leaders to run for office too.



Grade 3:

Chapter 5 contains a discussion of Annette Funicello, an actress with MS, a disabling disease. It explains that she used her fame to bring attention to MS and other similar diseases.

Grade 4:

In Chapter 7, Lesson 1, the text describes the history of the LGBT rights movement from the 1950s through the *Obergefell v. Hodges* decision. It also illustrates the same-sex couple involved in the case, *Hollingsworth v. Perry*, that led to the legalization of same-sex marriage in California.

In Chapter 7, Harvey Milk is featured in the **Citizenship** feature, where his contribution to the LGBT movement is described. Students are urged to reflect on the importance of honesty, exemplified by Harvey Milk.

The Chapter 6 **Primary Source** feature includes Dorothea Lange's famous photograph, "*Migrant Mother*." In telling Lange's story, the text describes her physical disability, which she overcame to become one of the nation's most gifted photographers.



★ Citizenship

Harvey Milk (1930–1978)
Honest and Brave

Harvey Milk was a civil rights leader. As you learned, in 1977, he became the first openly gay man in California to win an election for public office. At that time, gay and lesbian people faced severe discrimination and prejudice across the country. Many stayed "in the closet," which means that they did not tell others that they were gay or lesbian. Not Harvey Milk, though.

Grade 5:

In Chapter 1, Lesson 2, under the heading "*American Indian Religion*," the text discusses "two-spirit" people, who were believed to contain both male and female spirits and to have special knowledge or skills. The lessons under "*Daily Life*" and "*Family Roles*" describe gender roles in a number of American Indian groups.

In Chapter 6, Lesson 3 in the discussion of the Bill of Rights, a gay pride march is pictured. This is an example that LGBT rights, along with other rights, are protected under the CONSTITUTION.

Pueblo groups in the Southwest like the Hopi sought help and advice from kachinas (kuh CHEE nuhs). These are the spirits of natural forces such as sun, wind, and storms. The kachinas could also represent ancestors. An **ancestor** is a relative who lived in the past. Hopi artists created decorative kachina dolls that they used to help children learn important traditions and customs. Sometimes the Hopi would perform special dances to call forth the kachinas to join the group.

In some American Indian groups, there were a few men and women who were believed to have special religious powers. Historians call them shamans. **Other special individuals were called two-spirits and were believed to contain both male and female spirits. People believed that these individuals had special knowledge or skills, such as the ability to heal the sick or to pray to the forces they felt guided them.**

Kachina dolls are presented to young Puebloan girls. The spirits the dolls represent are shown in the masks, feathers, and clothing.

4. **READING CHECK** Describe how the Hopi people used kachina dolls as part of their religion.

Freedom of speech and the right to assemble are two of the basic rights guaranteed by the Bill of Rights.



Grade 8:

In Topic 6, Lesson 5, the text describes the experiences of women who lived a order to serve in the army during the Civil War.

In Topic 9, Lesson 2, in the discussion of the work of Jane Addams and Hull House the text mentions that Addams had a female romantic partner, Ellen Starr.

In the **Interactive Primary Sources** section, the introduction to two poems by Langston Hughes identifies Hughes as gay, while describing his work about how it felt to be African American.

The program also presents stories and pictures of people with disabilities. In the Review Topic, Lesson 2, an image and caption describes the prosthetic leg of Peter Stuyvesant, a leader of New Netherlands. In Topic 8, Lesson 6 in the discussion of 19th century inventors, the text mentions Alexander Graham Bell's background as a teacher of the deaf and Thomas Edison's childhood loss of hearing and its influence on his later work.



Jane Addams, *Neighboring With the Poor*

realize reader

Topic 8: In...65-1914 > Lesson 6: N...ologies > Who Was Thomas Edison?

Lesson 6

Who Was Thomas Edison?

In an age of invention, Thomas Edison was right at home. In 1876, he opened a research laboratory in Menlo Park, New Jersey. There, Edison boasted that he and his co-workers created a "minor" invention every 10 days and "a big thing every six months or so."

Edison, who lost much of his hearing during childhood, sometimes credited his deafness with allowing him to focus on his work.

The "Wizard of Menlo Park" The key to Edison's success lay in his ability to turn inventing into a system. Teams of experts refined Edison's ideas and turned them into practical inventions. The work was long and grueling. "Genius is one percent inspiration and ninety-nine percent perspiration."

The results were amazing. Edison became known as the "Wizard of Menlo Park" for inventing the light bulb, the phonograph, and hundreds of other things.

One invention from Edison's laboratory launched a new industry. Edison introduced his first machine for showing moving pictures in 1895. He made films by looking through a peephole in a cabinet. Later, Edison made a picture projector, making it possible for many people to watch movies. By 1908, thousands of silent-movie houses had opened in cities across the country.

The Age of Electricity One of Edison's most important creations was the electric power plant. He built the first power plant in New York City in 1882. He was the first to use electricity to power homes and businesses.



U.S. History: The Twentieth Century

Multiple topics throughout the text examine the history of the LGBT community in the US, including key events and figures such as the Stonewall Riots and Harvey Milk. Coverage begins in Topic 1, Lesson 5 with "*Urban Subcultures Emerge*" (pg. 104-105).

In Topic 4, Lesson 7, the section "*Gay Subculture Becomes More Visible*" (pg. 300) describes the greater visibility of LGBT people in urban areas during the 1920s and Prohibition, despite anti-gay laws and social disapproval. In Topic 4, Lesson 8, see the section "*Crossing Boundaries in Harlem*" (pg. 305-306).

Gay Subculture Becomes More Visible Prohibition criminalized alcohol-based night life, forcing many people to break the law. In the illegal activities of the speakeasies many "straight" Americans came into contact with openly gay men and lesbians, whose meeting places had been subject to police raids for decades. During the social experimentation of the 1920s, increasing numbers of films, books, and popular songs referenced homosexuality, while in the cities gay men and lesbians also became bolder and more visible. In this rebellious decade, some defied laws against cross-dressing, and in New York City drag balls began attracting thousands, growing larger every year. Yet despite this greater visibility, gay men and lesbians still lived in fear of anti-gay laws. They were still subject to arrest, imprisonment, blackmail, the loss of jobs, and rejection by family for behavior that society considered immoral and criminal.

Urban Subcultures Emerge The combination of massive migration from rural areas and immigration from abroad transformed life in urban areas. Many new arrivals were young unmarried men and women free from the control of their families and communities. In their leisure time they flocked to amusement parks and dance halls to meet one another and seek date. The more anonymous environment of cities also made it easier for migrants to seek out same-sex partners. By the 1890s, certain urban neighborhoods had "gay" bars or meeting places. Not coincidentally, this was also the time when our modern concepts of homosexuality and heterosexuality emerged as discrete categories of identity.

Meanwhile, some of the larger American cities developed so-called "bohemian" racially-mixed neighborhoods that attracted artists, writers, political radicals, gays and lesbians and others whose lives defied social conventions. The bohemian neighborhood of Greenwich Village in New York City was home to Emma Goldman, the feminist anarchist whose lecture tour of 1915 included speeches in favor of homosexual rights—a shocking demand at the time but a foretaste of things to come.

U.S. History: The Twentieth Century *(continued)*

The persecution of LGBT people in the military during World War II is explored in Topic 6, Lesson 3, pg. 405—a persecution that continued in a different form during the “*Lavender Scare*” of the McCarthy era as described in Topic 7, Lesson 4 (pg. 486). In Topic 7, Lesson 6 (pg. 498) students will learn about the challenge that the Kinsey Reports posed to public misconceptions about homosexuality. This section also describes how media coverage of the transgender activist Christine Jorgensen created public awareness of transgender issues and sex reassignment surgery.

Topic 7, Lesson 7 “*The LGBT Community Organizes in California*” (pg. 503) covers the first postwar gay rights societies in the US and the legal victory that opened the way for freedom of speech for LGBT publications. Topic 10, Lesson 3 “*The Gay Rights Movement Advances*” (pg.629) explores the bolder gay activism of the 1960s in California and across the country, culminating in the Stonewall Riots which precipitated a change in tactics. Topic 10, Lesson 6 “*LGBT Politicians are Elected*” (p. 651) follows the election of the first openly gay politicians, events that helped spur a conservative backlash as described in Topic 11, Lesson 1 (pg. 673). Topic 12, Lesson 2 (pg. 683) recounts the emergence of AIDS and the formation of ACT UP to protest government indifference and inaction. Topic 12, Lesson 4 “*Expanding and Protecting the Rights of All Americans*” (pg.747-748) shows students how rights for LGBT people have expanded in recent years through local legislation and Supreme Court decisions.

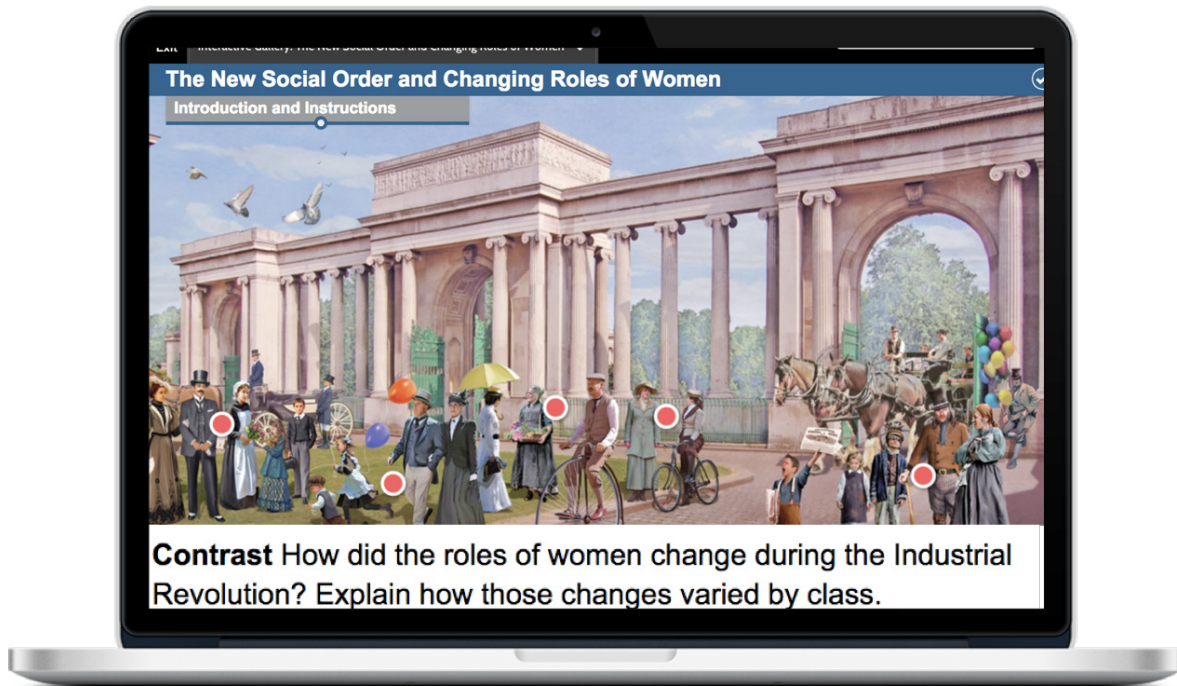


The movement to increase rights for people with disabilities is described in Topic 10, Lesson 3 (p. 628). The expansion of civil rights for other demographic groups such as Latinos, Native Americans, and Asian Americans is described in Topic 10, Lesson 3 (pg. 624–628).



World History: The Modern World

Topics throughout the text show different perspectives on topics in history, such as in Topic 1, Lesson 4: “*Enlightenment Thinkers and Slavery*” (pg.131)—this new section details how philosophers and figures felt about slavery during the Enlightenment.



Economics: Principles in Action

New materials were added to show the ways economics is affected by LGBT, diversity, and human rights issues, such as in Topic 10, Lesson 1: “*The Impact of Trade on Human Rights*,” (pg. 437)—this new section discusses how international trade relations are affected by nation’s handling of human rights.

The Impact of Trade on Human Rights

One of the challenges of global trade has to do with the issue of human rights. The Universal Declaration of Human Rights, proclaimed by the United Nations General Assembly in 1948, set out fundamental human rights to be protected around the world. Controversy occurs about whether trade relations should continue when certain countries violate these human rights.

The human rights issue has historically been left to individual countries to manage, but it has now become an international issue due to global trade



Magruder's American Government

Topics have been added and expanded to show how discrimination has been addressed by government. For example, Topic 8, Lesson 3; Topic 9, Lesson 4 School-related cases offer additional perspectives relevant to students on free speech, privacy, nondiscrimination, and civil rights for students in schools.

- *Tinker v. Des Moines* (1969),
- *Fricke v. Lynch* (1980)
- *New Jersey v. T.L.O* (1985),
- *Student v. Arcadia Unified School District*

The topics of gender and sexual discrimination and marriage equality are presented and landmark SUPREME COURT cases are presented including:

TOPIC 9, LESSON 3

- *Loving v. Virginia* (1967)

TOPIC 8, LESSON 6

- *The LGBT Community Lawrence v. Texas*, (2003)
- *Obergefell v. Hodges*, (2015)



FAIR. ACCURATE. INCLUSIVE. RESPECTFUL.

For more information, contact your California Pearson representative:

PearsonSchool.com/find-my-rep



PearsonSchool.com/CAHSS
800-848-9500

Copyright Pearson Education, Inc., or its affiliates. All rights reserved..