

EXCLUSIVE: GARDEN STATE EQUALITY

CURRICULUM REVEALED

(SCREENSHOTS OF ACTUAL LESSONS)



Understanding Patriarchy and its Role in Colonial American Social, Political, And Economic Institutions

Grade Level: 8

Approximate lesson duration:

Lesson Overview:

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| Essential Question(s) | -How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? -How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? -How might the beliefs/actions of a larger group influence how an individual sees themselves? Expresses their "identity"? |
| Enduring Understanding(s) | The obstacles individuals face today based upon their race, religion, gender or sexual identity are a result of long-standing structures created over many centuries by individuals and like-minded groups. |

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| Potential Misconceptions | Power, Opportunity, Access, and Representation are equally shared by all within society. Individuals or groups hoarding power, opportunity, access, and representation for their personal benefit will willingly and faithfully cede access for greater equality and equity across groups. Power, opportunity, access, and representation is always shared equally within groups that combine multiple groups. (i.e., does a Black man in 17th century Virginia have the same access to power to create gender-based laws that a wealthy White man does? Does a White man who does not own land in 17th-century Virginia have the same access as a wealthy property-owning White man?) |
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| <p>W What is expected?</p> <ul style="list-style-type: none"> List the intentional learning objectives on the board | <p>Students will be able to:</p> <ul style="list-style-type: none"> Define Patriarchy in basic terms Analyze primary and secondary sources related to the Colonial American period. Identify the dominant social structure(s) within various colonial-settler communities based upon analysis of social practices, government institutions, etc. Analyze specific events from the colonial period, discussing how each event promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity. <p>Today we will be working on...</p> |
| <p>H How will we hook (Introduce this to) the students?</p> <ul style="list-style-type: none"> Activate thinking Consider the language you will use to introduce the lesson (See example in the table) | <p>Link to Engagement</p> <p>Recently, we... Began learning about the social and political structures of some of the settler-colonial communities from the British American Colonies. Today we will be examining one of the social structures present to see how it influenced every aspect of colonial life. We'll also begin to uncover how it still influences much of our lives today.</p> <p>Turn and talk to a partner about...</p> <ol style="list-style-type: none"> How one's gender can determine what society considers is "appropriate" for a person to do/wear/aspire to? Can how one presents their identity(s) to society affect access to opportunities based upon how accepting society is toward that identity(s)? |

You are really beginning to understand how many of our society's social, political, and economic institutions have perpetuated unequal opportunities, access, and representation based upon gender and gender identity. Today, we're going to dig deeper with a new focus on a social structure known as **Patriarchy**. For the purposes of today's lesson, Patriarchy can be defined as "a social structural phenomenon in which males have the privilege of dominance over females."

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| <p>R How will we rethink or revise our thinking throughout the lesson?</p> <ul style="list-style-type: none"> What learning is confirmed? What misconceptions are uncovered? What is your new thinking? | <ul style="list-style-type: none"> As students are analyzing the related texts, discussing and evaluating their and their classmates' reflections, questions from the graphic organizer teacher, and guiding questions should help the class frame questions such as <ul style="list-style-type: none"> "Who benefits from "X" event or outcome?" "What societal concepts are promoted or prevented by the event or outcome?" Conversations about hierarchy, preservation of social order, and power can all be transitioned into for more extensive conversations utilizing related texts Misconceptions that will most likely be uncovered: |
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- Power, Opportunity, Access, and Representation are equally shared by all within society
- Reasoning with factual evidence is enough to always convince individuals or groups that long-held beliefs or understandings should be set aside for the benefit of individuals or groups outside of their own.
- Individuals or groups do not knowingly create systems of privilege and advantage for themselves, at the expense of others considered outside of the dominant group.
- Power, opportunity, access, and representation is always shared equally within groups that combine multiple groups. (i.e., Men or women across racial, religious groups, etc.)
- New thinking that considers how laws, social mores, beliefs, and actions can have different intents, and outcomes-based upon what individual or group is the actor and what individual or group is the focus of the action(s) will develop.

Public schools should be neutral in their presentation of religious beliefs, worldview, and political ideology.

THE LESSON: Understanding Patriarchy and its Role in Colonial American Social, Political, And Economic Institutions - Grade Level: 8

This lesson teaches sex-based distinctions are oppressive

- 1) GSE teaches the belief “*Power, opportunity, access, and representation*” is “*shared equally*” in our society is a myth. Teaches “intersectionality” which is a modern political idea requiring students to “revise” their thinking that all men are created equal. Intersectionality is a political theory that places value on being *oppressed*—the greater number of offenses your group has “suffered”, the more virtuous you are. This also means less oppressed groups have less moral authority.
- 2) The stated purpose of the lesson is to deconstruct the patriarchy, according to GSE, that is “*a social structural phenomenon in which males have the privilege of dominance over females.*” They accuse straight males of dominating and oppressing females *and* males that want to be female.

THE PROBLEM: Working to Dismantle Social Norms of Male and Female

First Problem: GSE’s lesson states “long-standing social structures”, like “the patriarchy” or the reality of “male” and “female” are oppressive and must be dismantled. These lessons encourage students to discuss how these structures “prevented the growth of personal freedom” and “human dignity”. In addition to teaching radical ideology as truth, this particular ideology can be traced to *Karl Marx*—the *father of communism*. Marx taught structures that drive society are built like a pyramid. According to GSE, straight men are at the top of the pyramid “hoarding power”.

Second Problem: Post-modernist emphasis on group identity minimizes the experience and the uniqueness of each individual. Identity politics produces division because it teaches our students their classmates (and *all* of society) is divided into oppressors v. oppressed; powerful v. weak; privileged v. victims. GSE’s lessons are not about finding solutions to genuine wrongs. Their lessons are a tool for cultural Marxism and encourage self-identified oppressed groups to rise-up to the top of the so-called pyramid, while oppressing others with their new powerful and moral voice.

THE HARM: Indoctrinates our children

As Christians, we believe men and women are created equal with unique differences. God’s purpose in our sexuality is for a male and female to be partners together in marriage to build a strong family which helps society flourish. In addition, fathers in a family have a biblical responsibility to lead well. This belief, rooted in creation and the Fatherhood of God, is now presented to our children as bigoted and oppressive.

Worldview: This GSE lesson instructs students to adopt a postmodern worldview that believes the hierarchy or the power to rule is more important than anything. Facts, truth, or reality should not stand in the way.

THE SOLUTION: Parental Rights in education

Sign our [petition](#) to support the right of parents to opt their child out of lessons and materials that violate their religious or moral beliefs regarding sex, sexuality or gender identity. [Volunteer](#) to contact NJ Legislators to pass legislation to protect families from this dangerous agenda.

1977 N Olden Avenue, Suite 241
Trenton, NJ 08618

P 866.655.4545

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FamilyPolicyAlliance.com/NewJersey

