

# EXCLUSIVE: GARDEN STATE EQUALITY CURRICULUM REVEALED

## (SCREENSHOTS OF ACTUAL LESSONS)



### Sakia Gunn, Media Coverage of Anti-LGBTQ crimes, and Value Assumptions

Grade Level: Grade 8

Approximate lesson duration: 2-3 class periods

national media outlets through analysis of primary and secondary materials, students can develop an understanding of the persistence of systems such as patriarchy, hyper-masculinity, homophobia, and racism, with the hopeful result of developing a comprehensive toolkit to confront and dismantle them.

**Lesson Overview:**

Essential Question(s)	<ul style="list-style-type: none"> <li>How can community action play a role in local political processes?</li> <li>What factors influence what event gets covered, and to what extent?</li> <li>What is a bias?</li> <li>How do we, as consumers of news and other media, identify, and contend with these factors, or biases?</li> <li>In what ways do patriarchy, concepts of masculine and feminine ability and appearance ideals, and social norms influence access gender non-conforming individuals' have to personal freedom, safe spaces, and human dignity?</li> <li>How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?</li> </ul>
Enduring Understanding(s)	<p>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.</p> <p>In a society built upon multiple, overlapping systems of hierarchy and privilege, opportunity, representation, and access are unequally distributed to individuals.</p> <p>These systems of hierarchy influence all aspects of our daily lives, from access to safe spaces, clean water, access to good, affordable housing and health services, and who or what gets represented in the media.</p> <p>This unequal distribution is based upon value assumptions frequently (but not always) made by individuals and groups not belonging to the same group as those most affected.</p>
Potential Misconceptions	<p>Power, Opportunity, Access, and Representation are equally shared by all within society.</p> <p>The intersections of the systems of patriarchy, capitalism, settler colonialism, and white supremacy in America mean that one cannot treat all individuals in America as a monolithic block, with similar</p>

- Complete Essential Content Graphic Organizer
- Discuss how multiple systems can simultaneously influence an individual or group's access to power, opportunity, representation, and basic human necessities.

Today we will be working on... Analyzing documents related to the life and death of Sakia Gunn to better understanding how multiple systems of social hierarchy can simultaneously remove/reduce individual and group access to power, opportunity, and representation in a community and society.

<b>H</b> How will we hook (Introduce this to) the students?	<b>Link to Engagement</b> Recently, we... Learned about the life and death of Sakia Gunn and how systems of hierarchy and control such as patriarchy and heterosexism can determine not only levels of access, opportunity, and representation, but sometimes life and death as well. Today we will be taking a closer look at how these unequal systems can also determine who or what gets covered in our local and national media. We will be doing this by learning more about Sakia Gunn, a Black, gay, gender-fluid teen who was murdered in 2003 in Newark, NJ. We will also be viewing a documentary that, along with other articles, discusses possible reasons for differences in access and representation for various
<ul style="list-style-type: none"> <li>Activate thinking</li> <li>Consider the language you will use to introduce the lesson (See example in the table)</li> </ul>	

individuals and groups in local and national media.

Turn and talk to a partner about...

- What the words "access" and "representation" mean to you.
- How might the availability or lack of availability of these things influence a person's life?

You are really beginning to understand how something as seemingly basic and overlooked as the ability to access and be represented within society can directly influence opportunity and access to power. Today, we're going to dig deeper with a new focus: This focus is... understanding how multiple systems of social hierarchy can simultaneously work to limit or remove individuals or groups' access to basic human rights such as access to opportunity and representation within society

<b>E</b> What equipment, resources, or materials are needed?	Materials for this lesson include ... (materials listed below will be provided) <ul style="list-style-type: none"> <li>PFLAG LGBTQIA+ Glossary of Terms (June 2019)</li> <li>Dreams Deferred – The Sakia Gunn Film Project Documentary</li> <li>Erasing Sakia – Who's to Blame? By Kelly Cogswell and Ana Simo, from The Gully Online Magazine (6/06/03)</li> <li>Sakia Gunn: Three years on, a few still remember By Kim Pearson (6/11/2006)</li> </ul>
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<b>R</b> How will we rethink or revise our thinking throughout the lesson?	<ul style="list-style-type: none"> <li>What learning is confirmed?</li> <li>What misconceptions are uncovered?</li> <li>What is your new thinking?</li> </ul>
	<ul style="list-style-type: none"> <li>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"> <li>"Who is affected by the discussed or related event or outcome?"</li> <li>What are the factors determining media access and representation related to on a larger scale? What system(s) are primarily at work for each example?"</li> <li>"What societal concepts are promoted or prevented by the event or outcome?"</li> </ul> </li> <li>Conversations about hierarchy, preservation of social order, and power can all be transitioned into for more extensive conversations utilizing related texts</li> <li>Misconceptions that will most likely be uncovered.</li> </ul>

- 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, or even within their group.
- 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.
- Use of contextualization and empathy, increased rigor, intellectual honesty, and reflection when considering past, present, and future action are hopeful eventual individual outcomes.

<b>E</b> How will students self-	<ul style="list-style-type: none"> <li>Completing the related graphic organizer, along with whole-class discussion and individual/small group reflection and discussion will assist students with</li> </ul>
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Public schools should be neutral in their presentation of religious beliefs, worldview, and political ideology.

## THE LESSON: “Sakia Gunn, Media Coverage of Anti-LGBTQ crimes, and Value Assumptions” Proposed for 8<sup>th</sup> grade

*In this lesson, GSE uses their LGBT status to introduce students to critical theory and intersectionality*

1) GSE states, “Power, opportunity, access, and representation is always shared equally within groups that combine multiple groups.” Teaches intersectionality and requires students must “revise” their thinking that all men are created equal. Intersectionality is a political theory that places value on being oppressed. It stresses differences between groups and places more value on groups who claim they experience the most oppression. The greater number of offenses your group has “suffered”, the more virtuous you are. This also means less oppressed groups have less moral authority. This is the basis of identity politics.

2) GSE states, “The intersections of the systems of patriarchy, capitalism, settler colonialism, and white supremacy in America mean that one cannot treat all individuals in America as a monolithic block, with similar access to opportunities, and representation.” This lesson leverages historic injustices towards African Americans as a cover to claim victimhood and oppression by those who identify as gay, lesbian, transgender or other. This lesson teaches our children that people who identify as LGBT are denied basic human freedom, dignity and safe spaces. It also teaches white supremacy, colonialism, and capitalism are ongoing wide-spread problems in our country that must be eradicated.

## THE PROBLEM: Equates sexual desires as categories like race or ethnicity

**First Problem:** Who one is sexually attracted to is not equivalent to race or ethnicity which are immutable characteristics and do not change. GSE teaches our children a person’s sexual desires define who they are. They stress people with similar sexual desires are a single oppressed group, minimizing the uniqueness of each individual. Their goal is for these “oppressed” groups to rise up and demand others believe what they believe, speak how they speak, and give up their rights as restitution to the oppressed.

**Second Problem:** This lesson doesn’t attempt at all to include the social contributions of LGBT identifying persons, which is all the new law requires. Garden State Equality uses this lesson to teach that men, heterosexuals, and capitalism are oppressive to LGBT people. They demand students learn to create “safe spaces” where speech that is offensive to the oppressed is censored or prohibited.

## THE HARM: Indoctrinates our children

Garden State Equality’s curriculum enshrines sexual attractions as a group identity and uses radical leftist theories to further advance their social and political goals. These include post-modernism, cultural Marxism, intersectionality, deconstruction of social structures, and collectivism. In contrast, the Scriptures do not define our sexual desires, attractions or temptations, as an identity or category of human diversity – such as male and female. Students are forced to question their religious, moral, ethical, and political beliefs and accept radical propaganda.

**Worldview:** This instructs students to adopt a postmodern worldview that stresses group identity to polarize society and cause social conflict.

## THE SOLUTION: Parental Rights in education

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. Email [newjersey@familypolicyalliance.com](mailto:newjersey@familypolicyalliance.com) to sign our petition and to contact NJ Legislators to pass legislation to protect families from this dangerous agenda.

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