In the 1940s through the 1950s, during a time when the fear of communism permeated American politics, culture, and society, during the opening phases of the Cold War with the Soviet Union, there was another political subterfuge occurring known as the Lavender Scare. On April 27, 1953, President Dwight D. Eisenhower signed Executive Order 10450, an order which set security standards for federal employment and barred homosexuals from working in the federal government. The restrictions set in place were cause for hundreds of homosexuals to be exposed as gay and fired from the State Department. The executive order was also the cause for the firing of approximately 5,000 homosexuals from federal employment; this included private contractors and military personnel. Not only did the victims lose their jobs, but they were also thrust into the public eye as homosexuals. [1]
That is the day, which made it official government policy that gay and lesbian employees were to be hunted down and fired. More than a thousand federal agents were assigned to the task of determining who was a homosexual. People were subjected to grueling interrogation: “Who do you live with? Who are your friends? What bars do you frequent? Would you like us to call your family back home and ask these questions?” People were ordered to give up the names of their gay and lesbian friends. Most chose to resign immediately, rather than face continued pressure or further scrutiny. [2]

In the 1950s, Senator Joseph McCarthy ignited the Red Scare with his allegations that Communists had infiltrated the U.S. government. He then added the claim that gay men and lesbians were even more dangerous than Reds, because they were susceptible to blackmail by foreign enemy agents and would give up government secrets in order to keep their sexual orientation from being exposed. The fear of this supposed homosexual menace became known as the Lavender Scare. [2]

In 1957, Dr. Franklin Kameny, a Harvard PhD who had been working for the U.S. Army Map Service, was fired from his job when the government found out he was gay. But unlike the thousands who had been fired before him, he fought back! The purges created a sense of anger and militancy in the gay community that sowed the seeds of the gay rights movement. In 1965, years before Stonewall, Kameny and a small band of brave men and women staged a picket in front of the White House, in what is believed to be the first gay rights demonstration in the country. Kameny went on to devote his entire life to the fight for LGBT rights, and just before his death saw his achievements honored by President Obama. [2]

People continued to lose their jobs simply for being homosexual through the 1950s, ’60s, 70s, and 80s. In 1995, President Clinton officially rescinded the policy that had been put in place by President Eisenhower in 1953, and for the first time in four decades, LGBT people could freely work for the civilian agencies of the federal government. Unfortunately the ban on service in the military continued for many years beyond that. [2]

"We have information that you are a homosexual. What do you have to say in your defense?"

That’s the question investigators asked countless U.S. government workers in a forty-year campaign to remove gay men and lesbians from the federal workforce.

Careers were destroyed and lives were ruined. And then, from a community under siege, a hero stepped forward.

Terminology

1. **Permeated**: Spread throughout

2. **Subterfuge**: Using deceit or lies to achieve one's goals

3. **Lavender Scare**: A "witch hunt" and the mass firings of homosexual people in the 1950s from the United States government.

4. **Grueling**: Extremely tiring and demanding

5. **Resign**: To give up a job or other position

6. **Scrutiny**: Critical observation or examination; usually negatively

7. **Red Scare**: The deportation of immigrants by the federal government. This "scare" was caused by fears of subversion by communists in the United States after the Russian Revolution.

8. **Allegations**: a claim that someone has done something wrong.

9. **Purges**: The removals of "undesirable" people

10. **Militancy**: The use of confrontational or violent methods in support of a political or social cause.

11. **Picket**: A group of people standing and protesting to support a cause

12. **Rescinded**: Revoked, canceled, or repealed
The text states, "He then added the claim that gay men and lesbians were even more dangerous than Reds, because they were susceptible to blackmail by foreign enemy agents and would give up government secrets in order to keep their sexual orientation from being exposed"

1. Why do you think some people at this time did not want their sexual orientation exposed?
   a. Have you ever been scared to have something private about yourself "exposed"?
   b. Has anybody ever made assumptions about you based on a personal fact, physical feature, or part of your history? How did this affect you?

2. Using what you know about LGBTQIA+ history, what do you think were some repercussions at this time of people discovering a member of their community was gay or lesbian?
   a. Do you think this is fair? Why or why not?

3. Can a person's sexual orientation determine their loyalty or ability to perform a job well?
   a. What are some qualities or characteristics that DO determine a person's loyalty or their ability to perform a job well?
Performance Task

PROMPT:
Based on your reading of the anchor text as well as the 3 additional supplemental texts (2 videos and 1 article), please respond to the prompt below.

What were the "Lavender Scare" and the "2nd Red Scare?"

Compare and contrast these 2 historical events (How are they similar and how are they different?). What examples do we see in present day that are similar to these two events?

Your essay should respond to the prompt and include evidence from all sources that supports your answer. Be sure to use proper citation format, strong evidence that supports your explanation of the information, and clear reasoning.
Lavender Scare Trailer (film)

Watch the following video by clicking on the screenshot above or following the link or qr code provided and take notes on the information presented about the Lavender Scare. You will need to use your notes to address the prompt in the performance task.

Video Link: https://goo.gl/MYg3YU

The Red Scare

Historians call it the "Red Scare." In the 1950s, anyone in America who was considered a communist could be questioned and thrown in jail. The political system of communism, symbolized by its red flag, was embraced by an enemy country, the Soviet Union, or USSR. Senator Joseph McCarthy rose to national fame by promising to find communist spies in the United States. Government workers and movie stars suspected of being communists were brought before a panel of lawmakers. The suspects were asked questions about their loyalty. Many people compared the questioning to a witch hunt.

In communist countries, the government owns most things. Few people have the right to own private property, like land, or the right to own businesses. The government owns and runs businesses in the name of the people. The citizens of those countries often have fewer freedoms as a result. The United States opposed communism, which was spreading because of the Soviet Union. The United States had a tense relationship with the USSR's government. The United States' government preferred capitalism, where the government and business remain separate.
After World War II, America was very afraid of the Soviet Union and communists. The Soviet Union tested a deadly atomic bomb in 1949 and there were fears that it could be used against the United States. That same year, China, the world's most populated nation, became communist. Much of Europe was influenced by Joseph Stalin, the communist leader of the USSR.

In the late 1940s, Alger Hiss, a high-ranking government official, was convicted of spying. Fear of communists living in the United States grew stronger. McCarthy used this fear in his rise to power. He proclaimed that communist spies were everywhere and that with his help America could be saved.

In February 9, 1950, McCarthy proclaimed in a speech that he knew of 205 communists working for the United States Department of State, which is in charge of America's foreign relations.

On February 20, 1950, McCarthy addressed the Senate and made a list of questionable claims. His proof was flimsy and he proved nothing, but the Senate called for a full investigation of these "communists." After accusing some less powerful officials, McCarthy went bigger, even questioning the loyalty of two people who had been Secretary of State. McCarthy's claims continued into 1954, this time targeting the Army. For eight weeks, in front of millions of television viewers, McCarthy questioned Army officials, including many war heroes.
McCarthy was not the only person on the hunt for communists. The U.S. Congress created a committee that sought to find "Un-American Activities" in the Hollywood film industry. Actors, writers, and producers were ordered to appear before the committee and provide names of people they knew who may have been members of the Communist Party. Even future president Ronald Reagan – himself an actor at the time – was called to appear before the committee.

People who named names of suspected communists were allowed to return to their Hollywood jobs. Those who refused to address the committee were cited as disobedient, and many were fired from jobs in the entertainment industry. Some were "blacklisted" and never allowed to work in Hollywood again.

The vast majority of the accused were innocent victims. Many local governments followed in McCarthy's footsteps, questioning employees and firing people suspected of being communists. Many books were pulled from library shelves, including "Robin Hood." It was said to be communist-like for suggesting the idea of stealing from the rich to give to the poor.

Nearly every politician that discussed trading with China was branded a communist.

Although McCarthyism was dead by the mid-1950s, its effects lasted for decades.

Above all, several messages became clear to the average American: Don't criticize the United States. Don't be different. Just follow.
The Second Red Scare Part 1 (film)

Watch the following video by clicking on the screenshot above or following the link or qr code provided and take notes on the information presented about the Second Red Scare. You will need to use your notes to address the prompt in the performance task.

Video Link: https://goo.gl/jLwQyR

## Performance Task Rubric
### W.S. 2: WRITE INFORMATIVE/EXPLANATORY TEXTS

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceeds standard</th>
<th>Meets standard</th>
<th>Approaching Standard</th>
<th>Below Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduces topic and preview ideas through appropriate headings and graphics.</td>
<td>15</td>
<td>12</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Develop topic with well chosen facts, quotes, examples, data, details, etc.</td>
<td>15</td>
<td>12</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Uses transitions to create cohesion and clarify relationship among ideas.</td>
<td>15</td>
<td>12</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Use precise language and vocabulary to explain the topic.</td>
<td>15</td>
<td>12</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Establish and maintain a formal style.</td>
<td>15</td>
<td>12</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Provide a concluding statement or section that follows from the information presented.</td>
<td>15</td>
<td>12</td>
<td>10</td>
<td>8</td>
</tr>
</tbody>
</table>

### CONVENTIONS OF ENGLISH STANDARD 1-2

<table>
<thead>
<tr>
<th>Convention</th>
<th>Exceeds standard</th>
<th>Meets standard</th>
<th>Approaching Standard</th>
<th>Below Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct Spelling</td>
<td>10</td>
<td>8</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Correct Punctuation</td>
<td>10</td>
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<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Correct Grammar</td>
<td>10</td>
<td>8</td>
<td>6</td>
<td>4</td>
</tr>
</tbody>
</table>
READING (ANCHOR TEXT & SUPPLEMENTAL TEXTS)

READING INFORMATIONAL TEXTS 8.1
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

READING INFORMATIONAL TEXTS 8.2
Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

READING INFORMATIONAL TEXTS 8.7
Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

DISCUSSION QUESTIONS

SPEAKING AND LISTENING 8.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SPEAKING AND LISTENING 8.1a
Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SPEAKING AND LISTENING 8.1b
Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SPEAKING AND LISTENING 8.1c
Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

SPEAKING AND LISTENING 8.1d
Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
PERFORMANCE TASK

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

WRITING 8.2.a
Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

WRITING 8.2.b
Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

WRITING 8.2.c
Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

WRITING 8.2.d
Use precise language and domain-specific vocabulary to inform about or explain the topic.

WRITING 8.2.e
Establish and maintain a formal style.

WRITING 8.2.f
Provide a concluding statement or section that follows from and supports the information or explanation presented.

WRITING (RESEARCH) 8.8
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WRITING (RESEARCH) 8.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.