

Case Study 1: Language and Data

Guiding Question: What do these graphs tell us about the experiences of LGBTQ youth in Onondaga County, NY, and the USA? What questions do they raise?

Case Study 2: Mystery Source

Guiding Question: what happened at Stonewall in 1969? Why do you think this is considered such an important historical moment?

Case Study 3: Gallery Walk

Guiding Question: What challenges have the LGBTQ community faced in our community and country? How have people and allies responded?



Learning Target: We will explore the experiences of joy, discrimination, and resistance for LGBTQ people in Onondaga County, NY, and the USA.

Teacher Resources

Day 3 Case Study
[Day 3 Slide Deck](#)

Share with Students

[Gallery Walk](#)
[Optional Exit Ticket](#)

Case Study 3: Gallery Walk

Based on a 30–45 minute class.

Guiding Question: What challenges have the LGBTQ community faced in our community and country? How have people responded?

New York State Standards: Social Studies Framework Reference

11.10b Individuals, diverse groups, and organizations have sought to bring about change in Gay Rights and the LGBT movement (e.g., Stonewall Inn riots [1969], efforts for equal legal rights)

SS Practice: Civic Action: Demonstrate respect for the rights of others in discussions and classroom debates; respectfully disagree with other viewpoints and provide evidence for a counter-argument.

9-12 Next Generation ELA Standards

RH1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.

NYS Culturally Responsive Framework

Practice mutual respect for qualities and experiences that are different from one's own
 Identify and critically examine both historical and contemporary power structures
 Reflect, honor, value, and center various identity perspectives as assets in policies and practices
 Recognize that personal, cultural, and institutionalized discrimination creates and sustains privileges for some while creating and sustaining disadvantage for others
 Engage students in youth participatory action research that empowers youth to be agents of positive change in their community.

NYSED: Creating a Safe, Supportive, and Affirming School Environment for Transgender and Gender Expansive Students: 2023 Legal Update and Best Practices

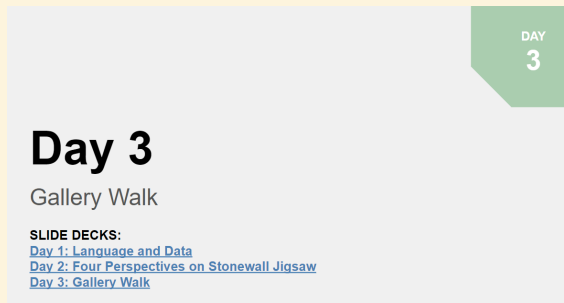
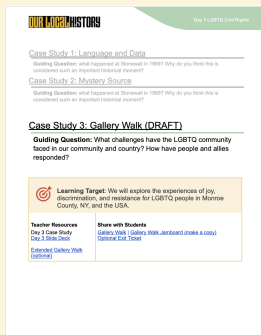
Overview

Students will participate in a gallery walk activity to explore the experiences of joy, discrimination, and resistance for LGBTQ people in Monroe County, NY, and the USA. The session will close with an academic circle unpacking the sources and focusing on how people have participated in civic action to bring change to Gay Rights.



Learning Target: I can explore the experiences of joy, discrimination, and resistance for LGBTQ people in Onondaga County, NY, and the USA.

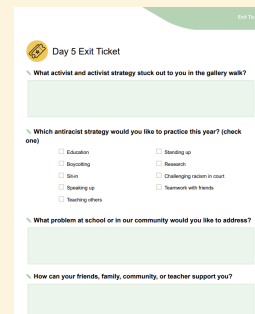
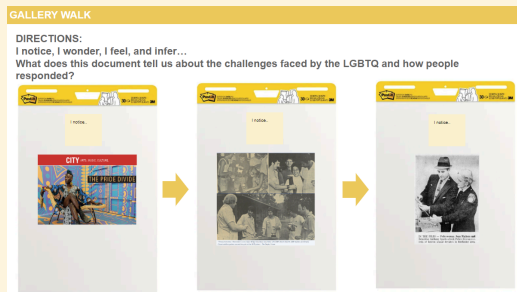
Teacher Resources



[Day 3 Case Study](#)

[Day 3 Slide Deck](#)

Share with Students



[Printable Gallery Walk | Jamboard \(make a copy\)](#)

[Exit Ticket](#)

Sequence of Instruction

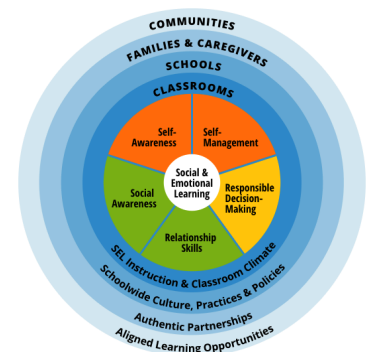
Pre-Teaching/Introduction

Consider the following instructional strategies and suggestions as part of this Case Study.



Social-Emotional Learning Teaching Tip

In this lesson students will explore national and local systemic barriers to equality and investigate the ways everyday LGBTQ activists in Rochester mitigated these barriers. No matter the



students' opinions on the issues presented, the teacher can work to create space for empathy and invite students to evaluate the strategies activists used to create change and consider how they might use these same strategies to challenge the issues they care about today.

[NY Social Emotional Learning Benchmarks - Equity Revisions](#)

2A.5a. Demonstrate empathy for the unique lived experiences of others and their differing perspectives. Practice self-reflection to better understand self and others.

1C.5a. Identify personal and systemic resources to mitigate barriers to achieving goals, including those related to oppression, power, and privilege.



Culturally Responsive Teaching Tip

Be sure to think through the makeup of your class. It can be helpful to let students know a few days before this unit that the class will be investigating the history of LGBTQ civil Rights. Make space for students to share questions, and concerns and make space for them to share what they need to feel supported.

One way to make space is something Christopher Emdin calls a Co-generative dialogue—or cogens—. These are voluntary

“structured exchanges in which students and their teacher co-develop strategies for instruction that focus on the students' socioemotional and academic needs. The dialogues enable open communication concerning both the teacher's and students' perspectives.”

-[Seven Cs for Effective Teaching](#) by: Christopher Emdin EL Magazine September 2016

Invite a small diverse group of students to meet during lunch or after school to help plan the unit and share their advice. If you have a Gay-Straight Alliance or a Gender Sexuality Alliance, consider including officers or student leaders from the group. Show students some of the primary sources that will be covered, and share the circle questions and the SEL strategies. Ask them what they need and what they think the whole class needs to feel supported in their learning. Check-in with these students throughout the lessons for feedback and advice. Consider sharing the gallery walk slides ahead of time and asking them which ones they think should be included. Or if there are any they have questions about. Many teachers will use every source in the gallery walk, but based on your class or the time allotted consider cutting a few sources with the help of your students.

Lastly, across all three days of this unit, our writing team intentionally highlights the connections between the Black Freedom Struggle and LGTBQ Civil Rights. Support students in noticing and considering this intersectionality. Myeshia Price Ph.D. (She/They) is the Director of Research Science at The Trevor Project. Price's recent article in Time Magazine [Black Queer History Is American History](#) may be helpful to read before this gallery walk activity. Aim to ensure that this lesson is not an isolated experience but a continuing conversation.

[NYS CRSE](#) Identify and critically examine both historical and contemporary power structures. Engage students in youth participatory action research that empowers youth to be agents of positive change in their community.

Class Activity 1/5: Warm-Up/Introduction

5 minutes

Slide 4: Students will analyze the Learning Target for the Case Study. Teachers can guide this analysis by focusing on words and activities that are embedded in the Learning Target. Here is the Learning Target:



Learning Target: I can explore the experiences of joy, discrimination, and resistance for LGBTQ people in Monroe County, NY, and the USA.

Slide 6: Take a quick moment to review the norms (see [day 2 directions](#) for support). Give students a chance to reflect on what they've been doing well with and an area they want to grow in for today's lesson.

Class Activity 2/5: Vocabulary

Take a minute or two to review a few key vocabulary terms that will support students' comprehension of the sources in the gallery walk.

LGBTQ (noun): An initialism for “lesbian, gay, bisexual, transgender and queer.” Less often, the Q stands for “questioning.” Initialisms like LGBTQIA also include the intersex and asexual communities, while acronyms like LGBTQ attempt to envelop an entire community of people who hold identities that are not cisgender or heterosexual. Please note that queer once was a term used to denigrate people in this community. Today some people have chosen to reclaim this word and use it in their community.

Homophobia (noun): A fear or hostility toward lesbian, gay, and/or bisexual people, often expressed as discrimination, harassment, and violence.

Homosexual (noun): an outdated term to avoid. It was often used in government legislation to refer to people in the LGBTQ community.

Transmisia: Transphobia and transmisia are basically the same. However, transphobia means “to be fearful of Transgender people,” which isn’t an accurate way to talk about oppression. In medical language, phobias are anxiety disorders. So, saying “transphobia” is unfair to people who have actual phobias. Even if someone has fear about Trans and nonbinary people — like fear of the unknown or a changing world — it isn’t a phobia. Because “transphobia” sounds like an individual condition, the word downplays systems and institutions that harm Trans and nonbinary people. Transphobia is now referred to as Transmisia. The “misia” in Transmisia means “hatred.” This is a helpful word because it highlights the prejudice at the root of beliefs, attitudes, behaviors, and systems that hurt or deny the existence of trans and nonbinary people.

Ally (*noun*): A person who does not identify as LGBTQ, but expresses solidarity with and advocates for LGBTQ people.

Activism: the action taken to bring about political or social change

Lifestyle: A lifestyle is a set of choices you make about how you live (e.g., being vegan, living off-grid, dedicating yourself to work-life balance). Being LGBTQ+ is about who you are born as; it's a fundamental part of a person's being. Referring to the LGBTQ community as choosing a lifestyle is seen as inaccurate, outdated and offensive. Note that in source L Onondaga County Legislator Joyce Goik uses the term 'lifestyle'.

For example:

Being Gay (Inherent Identity):

- **Sarah is a lesbian.** This means her enduring romantic and sexual attractions are primarily directed towards other women. This is not something she chose, nor something she can simply change. It's a fundamental aspect of who she is, similar to being right-handed or having a certain eye color. She discovered this attraction over time, often from a young age, and it wasn't a decision she made.

Lifestyle (Choices and Habits):

- **Sarah chooses to live a minimalist lifestyle.** This means she intentionally opts to own fewer possessions, reduce waste, and prioritize experiences over material goods. This is a series of conscious decisions she makes about how she wants to live her life, manage her resources, and interact with the world. She could decide tomorrow to change this and adopt a maximalist lifestyle.

Class Activity 3/5: Gallery Walk

Students will participate in a gallery walk that centers the local LGBTQ Civil Rights Movement in the context of national issues. [Watch this short video](#) if you are unfamiliar with gallery walks.



Teacher Tip

Consider letting students know they need to pick 5 or 6 gallery pieces to read and comment on. It is ok if they don't get to all of them. There are several sources. Consider working with students to cut a few to reduce time. Be sure to share these with students for homework or optional study.

Beforehand print out the gallery walk that is optional) and tape each image in the middle of a piece of chart paper. Some of the sources can be paired on the same piece of chart paper to reduce the amount of chart paper used.

These include *Source B and C, Sources F, G, and H as well as the two-part Source P.*

Texts should be displayed "gallery style," in a way that allows students to disperse themselves around the room, with several students clustering around each particular text. Texts can be hung on walls or placed on tables. The most important factor is that the texts are spread far enough apart to reduce significant crowding. Students can take a gallery walk on their own or with a partner. You can also have them travel in small groups, announcing when groups should move to the next piece in the exhibit. One

direction that should be emphasized is that students are supposed to disperse around the room. When too many students cluster around one text, it not only makes it difficult for students to view the text but also increases the likelihood of off-task behavior.

Slide 13: Invite students to explore the inquiry question

What challenges have the LGBTQ community faced in our community and country? How have people and allies responded?

Slide 15: Pass out sticky notes and encourage the students to pick at least four or five images to read and comment on with a notice, wonder, feeling, or response to the inquiry question. Based on your class and the amount of time you have, you may consider removing a few of the sources.

Slides 16-34 These are the images displayed on the gallery walk. In the comments section, the sources are linked and can be shared with students who would like to go deeper. Our team intentionally chose sources that centered on pride, joy, agency, systemic homophobia and racism, and the stories of local people working together to build a more equitable Greater Syracuse.

- **Source A1 & A2: Overview of state and federal policy changes**
- **Source B: BlackCuse Pride**
 - Adapted from February 11, 2018 Daily Orange.
- **Source C: LGBTQ-affirming churches**
 - Adapted from May 9, 2001 Syracuse New Times.
- **Source D: Roots of Syracuse Pride**
 - Chad Wheaton, "Syracuse Gay and Lesbian Activist Organizations 1971-86" (1993).
- **Source E: House and Home**
 - Adapted from CITY Newspaper By Racquel Stephen July 06, 2023.
- **Source F: Anti-sodomy laws**
- **Source G1, G2 & G3: Police harassment**
 - G1: Syracuse New Times Nov. 28, 1990.
 - G2: Adapted from Dec. 9-10, 1987 Syracuse Herald-Journal.
 - G3: Adapted from Feb. 1, 1976 Syracuse New Times.
- **Source H: American Psychiatric Association**
 - Dec. 16, 1973 Associated Press.
- **Source I: Same-sex marriage**
- **Source J: Political activity**
 - Oct. 14, 1976 Syracuse Post-Standard.
- **Source K: Stephen Jenteel and HIV/AIDS awareness efforts**
 - Oct. 11, 1985 Syracuse Post-Standard.
- **Source L: Prejudice and HIV/AIDS**
 - Oct. 11, 1990 Syracuse Herald-Journal.
- **Source M: Elliott DeLine**
 - Oct. 29, 2014 Syracuse University News.
- **Source N: Rallying for rights**
 - Adapted from June 23, 1996 Post-Standard.
- **Source O: Bob Day and intersectionality**
 - April 24, 2004 Democrat and Chronicle.
- **Source P:**
 - B. Nick, February 2020 Empty Closet.

Activity 4/5: Academic Circle

This activity could be done as a whole class circle, a fishbowl, or with students in small groups of four with a student facilitator. Invite students to follow circle protocol, taking turns answering the following circle questions, and using the gallery walk sources to support their claims.

- *Pick two sources and discuss how they are related. Compare and contrast their perspectives.*
- *What challenges have the LGBTQ community faced in our community and country? How have people responded and resisted?*

Class Activity 5/5: Optimistic Closure and Exit Ticket [Day 3 Exit Ticket](#)

Invite students to share how they're feeling. Read the quotes from Audre Lorde and Javannah Davis. Ask the students to share what these quotes mean to them and how they connect to the lesson. Then pass out the optional exit ticket asking students to reflect on what they learned and apply it to current issues they'd like to address. Consider scanning or copying the student responses before handing them back. Then follow up with students in the coming weeks to ask if they need support with their projects. Reach out to the team at CCSI for support connecting with activist groups and community leaders to visit the classroom and support student-led civic action projects. Email swiegand@ccsi.org.

Resources to learn more about Local LGBTQ Issues:

Established in 2020, [Blaque/OUT Magazine](#) is a monthly digital full-length magazine centered FIRMLY in Black & Brown Queer Excellence. Each issue features LGBTQ+ columnists, artists, and spotlights from around the country.

[Shoulders to Stand On](#): Documenting the History of the LGBTQ Community in Rochester, NY

Resources for LGBTQ teachers, students, and allies:

The Mocha Center is a non-profit that promotes LGBTQ+ health & wellness for communities of color in New York State. <https://www.instagram.com/mocha.roc>



Next Generation Men of Transition (NGMT18) quest was to establish an active support system, provide visibility, and create a community for men throughout their transitions. NGMT hosts group meetings in Rochester, NY, as well as online via Zoom. NGMT members participate in panels and forums to discuss being men of transition. NGMT continues to provide support and visibility platforms for men of transition as we choose survival to live our authentic lives.

<https://www.ngmt18.com/>

WAVE Women Inc. (Women Appropriating Visibility & Empowerment) is an organization located in Rochester, NY, and established in October 2020 by Javannah J. Davis. W.A.V.E is an affirming and safe space, specifically for black women of TRANSitional experience. We also strive to bridge the gap to keep us in the transgender/GNC community together. <https://www.wavewomeninc.com/>



The Trevor Project is an American nonprofit organization focused on suicide prevention efforts among lesbian, gay, bisexual, transgender, queer, and questioning youth, they offer a toll-free telephone number where confidential assistance is provided by trained counselors. thetrevorproject.org/get-help/ Call: 1-866-488-7386

GLSEN® **GSLEN** Supporting LGBTQ Youth of Color <https://www.glsen.org/lgbtq-youth-color>

a Queer Endeavor

A Queer Endeavor is a nationally recognized center for gender and sexual diversity in education.

<https://www.colorado.edu/center/a-queer-endeavor/>

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