Case Study 1: Language and Data

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

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 Monroe County, NY, and the USA.

Teacher Resources	Share with Students
Day 3 Case Study Day 3 Slide Deck Extended Gallery Walk (optional)	Gallery Walk | Gallery Walk Jamboard (make a copy) 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.

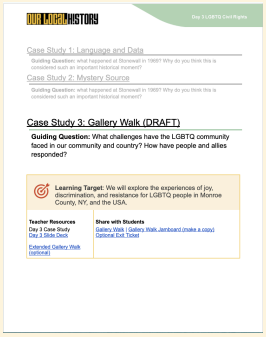
NYSED: Creating a Safe, Supportive, and Affirming School Environment for Transgender and Gender Expansive Students: 2023 Legal Update and Best Practices

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 Monroe County, NY, and the USA.

Teacher Resources

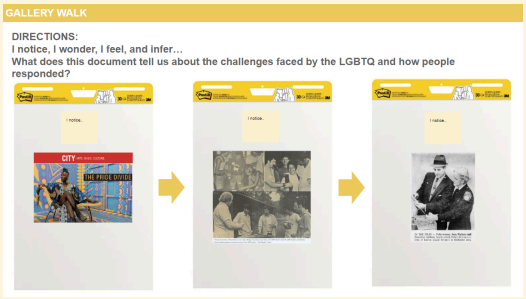


Day 3 Case Study

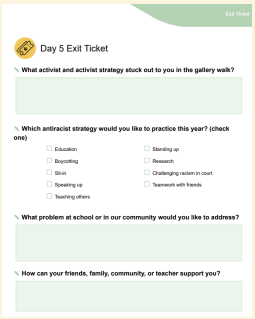


Day 3 Slide Deck

Share with Students



Printable Gallery Walk | Jamboard (make a copy)

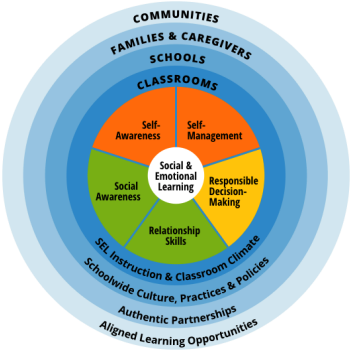


Exit Ticket

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

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 (extended 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. Another option would be to make a copy of the gallery walk jamboard, adjust the sharing settings to 'editable' and share it with your students.

Slide 11: 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 12: 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 13-29: 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 Rochester.

Source A: Overview of Discriminatory NYS and US Policies

Learn more:
The Straight State: Sexuality and Citizenship in Twentieth-Century America

By: Margot Canaday
A Queer History of the United States for Young People By Michael Bronski Adapted by Richie Chevat

Source B: Excerpt from The Pride Divide By Rebecca Rafferty City Newspaper Aug 15, 2018
Teacher note: This article delves into the racial tensions and challenges within Rochester's LGBTQ community, emphasizing that it is diverse and not homogeneous. It sheds light on the complexities, struggles, and the human aspects of local LGBTQ civil rights initiatives.

Source C: Hometown Pride: History of Rochester Pride by Spectrum News Staff, Rochester, Jul. 13, 2018

Source D: House and Home Adapted from CITY Newspaper By Racquel Stephen July 06, 2023
Teacher Note: Educators should be aware of the challenges LGBTQ youth face, regardless of their cultural background. It is important to consider the intersections of race and LGBTQ identity, that both Black and Brown communities and the Queer community face marginalization yet experience internal divisions that may affect students' engagement with the material.
Learn more about ballroom: https://nmaahc.si.edu/explore/stories/brief-history-voguing
https://peabodyballroom.library.jhu.edu/home/ballroom-history/

Source E: Audio Interview, J. Ernest Du Bois, March 22, 2012, Rochester, New York Voices of LGBT History Project
Teacher note: J. This is an excerpt from Ernest Du Bois being interviewed by Kevin Indovino and Evelyn Bailey. He discusses his life as a Black gay man in Rochester from the late 1930s and 1940s (pre-Stonewall era) to the late 1970s. He worked as a banker and educator, retiring from School Without Walls in the 1980s. Du Bois was an active member of the NAACP in Rochester. His story highlights the challenges and resilience of Black gay men in Rochester.

Source F: The Empty Closet April 1974: Task Force Coordinates Sodomy Repeal Petition
Teacher note: The Empty Closet (1971-Current) is one of the oldest continuously published LGBT papers in the United States. It was begun at the University of Rochester by Bob Osborn and Larry Fine, the founders of the UR student group, Rochester Gay Liberation Front, and later transferred to the Gay Alliance of the Genesee Valley (GAGV). In 2010, the Empty Closet celebrated its 40th year of continuous publication. Students can explore digital copies of each issue https://digitalcollections.lib.rochester.edu/ur/empty-closet-1971-current
Learn more about the history of Sodomy laws
https://www.aclu.org/documents/history-sodomy-laws-and-strategy-led-todays-decision

Source G: All Cities Have Someone Like Me by Jack Tucker Democrat and Chronicle October 20, 1963
Teacher note: Invite students to consider the role local leaders and law enforcement played in enforcing sodomy laws in Rochester through force and intimidation. Connect this story to Ernest Du Bois' story in Source E.

Source H: Adapted from The Outcasts: Life of Fear of Arrest, Blackmail By Pat Ziska Rochester Democrat and Chronicle October 15, 1964

Source I: Homosexuals Not Mentally Ill Rochester Democrat and Chronicle Sunday, December 16, 1973
Learn more:

https://www.apa.org/about/policy/discrimination
https://www.hrc.org/news/flashbackfriday-today-in-1973-the-apa-removed-homosexuality-from-list-of-me

Source J: Adapted from Gay Unions Going To Top NY Court VJ Yancey and Matthew Daneman Democrat and Chronicle May 4, 2006 Rochester, NY

Teacher note: As an extension activity students may want to view the video recording of the ceremony here and an audio Interview with Bess Watts and Anne Tischer, September 28, 2012
Teacher note: After this article was published in 2006, Rev. Washington describes having a significant shift in his views on LGBTQ people, same-sex marriage, and equality; his views are opposite what they were in 2004. This excerpt is not meant to vilify or valorize, but instead to capture the public conversation about gay marriage in the early 00s. The note about Rev. Washington's shift in thinking is important to point out to students.

Source K: Rochester's Gay Community Is Gaining Ground by Bennett J Louden Rochester Democrat and Chronicle July 31 1994

Teacher note: Note: the Rainbow ROC Seniors still hold this picnic during Pride every year.

Source I: Audio Interview, Tim Mains, January 20, 2012, Rochester, New York Voices of LGBT History Project, Rare Books, Special Collections, and Preservation, University of Rochester

Source M: Stonewall 50th Anniversary Interview with Thomas Warfield Democrat and Chronicle June 3, 2019

Learn more about Thomas Warfield and his art and activism here
https://www.rit.edu/directory/tfwnvc-thomas-warfield

Source N: 'Kiss-in' Embraces a Cause: Action Dramatized Gay Rights Protest at Durand Beach by John Riley Democrat and Chronicle May 26, 1987

Source O: James Memmott, Democrat and Chronicle, Rochester, NY, April 29, 2004.

Watch an interview with activist, Bob Day. This could make an excellent extension activity.
https://digitalcollections.lib.rochester.edu/ur/video-interview-bob-day-may-23-2016

Source P: Empty Closet, no. 542 (February 2020) adapted excerpt from Being a Trans Man of Color in America By: Tamara Leigh

Read the full story here
https://digitalcollections.lib.rochester.edu/ur/empty-closet-no-542-february-2020

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

LGBTQ Day 3 Exit Ticket.docx

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

GSLEN Supporting LGBTQ Youth of Color https://www.glsen.org/lgbtq-youth-color

A Queer Endeavor is a nationally recognized center for gender and sexual diversity in education.
https://www.colorado.edu/center/a-queer-endeavor/

Acknowledgments:
Thank you to our incredible team of writers: Jeanette Adams-Price, Greg Ahlquist, Danielle Bemis, Kesha James, Dr. Averill Kelley, Tamara Leigh, and Dr. Cody Miller. Also, thank you to the following community members who offered key insights and feedback: Sady Alvarado-Fischer, Luis Burgos, Javanna J. Davis, Brittan Hardgers, Steve Jarose, Paris Faison, and the members of the United Way's Pride Leadership Development 2023 Cohort.