



Gender Identity in the Queer Rights Movements of the 1970s

Content Area/Topic: LGBTQIA+ History

Grade/Grade band: 9-12

Tech Needs: ability to view video clip

Estimated Time: 1 hour

Content Warning: Some primary sources in this lesson contain swearing and mention of sexual violence.

Contributor:

Wendy Harris, Metro Deaf School

Essential Question:

How did people in the Queer rights movement in the 1970s use gender and gender expression to further their cause?

Culturally Relevant Pedagogy Considerations

Tenet 3 of Culturally Relevant Pedagogy encourages students to examine and question the status quo. This primary source set asks students to consider who is included in the narrative. Who is included in these sources and who is excluded? Why might that be the case? How are gender roles/stereotypes and gender expression evident in these sources? Another key aspect of CRP is for students to see themselves in the materials they are studying. Have students consider gender roles/stereotypes and gender expression in their own cultures. Do they choose different ways to express their gender identity depending on the setting? What choices might the subjects of these primary sources have made about their own gender expression reflect the setting of the primary source?

Materials

- ☐ LGBTQIA+ Primary Source Set - printed or accessible electronically
- ☐ Library of Congress [Primary Source Analysis Tool](#) or [Analyzing Photographs and Prints Tool](#)

Lesson Sequence

Introduction (10 minutes)

1. Ask students to consider gender roles/stereotypes and gender expression in their own cultures. Do they choose different ways to express their gender identity depending on the setting? What societal forces impact their decisions? What would happen if they chose a different way to express their gender identity in particular settings?
2. Explain to students that the primary sources in this text set reflect some aspects of the US Queer rights movement in the late 1960s and 1970s.

This activity was last updated on 08/17/2023. If you have questions about this activity, please contact the MNHS Teacher Education and Curriculum Development team: ted@mnhs.org.

education.mnhs.org

Small group source overview (15 minutes)

3. Distribute the primary source sets (including the link to the video) to small groups and ask each group to select one of the primary sources to briefly analyze using the Library of Congress [Primary Source Analysis tool](#) or [Analyzing Photographs and Prints](#) tool. Each group should select 2 of their comments for each section (observe, reflect, wonder) to share out with the whole class.
4. After each group has shared their initial impressions of one source, present the activity's essential question.

Small group essential question analysis (15 minutes)

5. Ask the students to return to their small groups to analyze the sources again, this time in connection to the essential question. What evidence of the individuals' purpose/goal do they find in each source? What evidence of gender stereotypes/roles, identity or expression do they find? How might the purpose and gender expression have influenced each other? How do they know?
6. Return to the whole group to share observations related to gender identity or expression and the Queer rights movement.

Reflection (15 minutes)

7. In small groups or individually, have students use a reflection tool such as a [double bubble thinking map](#) to demonstrate linkages between different sources in the set and to show how people used gender and gender expression to further their cause.
8. Finally, return to the whole group and ask students if they notice any of the same connections between purpose and gender identity/expression in today's Queer rights movement. Why might that be the case? For more information about protecting LGBTQI+ rights today, see the [US Department of Health and Human Services](#).

Adaptations

- Your students may benefit from a pre-lesson review of current gender-related terminology. Many resources are available online including visuals from [Learning for Justice](#) and [TSER](#) or a text-based explanation from the [Government of Alberta](#).
- Locations for LGBTQIA+ Primary Source Set audio-visual transcripts:
 - The video of Sylvia Rivera's speech has captions and also a transcript (accessible by clicking on the three dots below the video next to download and share).
 - The StoryCorps interview has both the audio and a transcript.
- If small groups do not have the capacity to watch videos without disturbing other groups, you may choose to show the video to the whole class and discuss it together before breaking into small groups.
- You may choose to document whole group comments using chart paper or another method to be able to refer back to them during the lesson.
- For the small group discussion in step 5 about gender identity and expression, you may choose to incorporate the [Circle of Viewpoints](#) thinking routine as a structured approach to thinking about different perspectives of the same source.
- For classes needing more support, you may choose to use the 1966 picket image for whole group analysis to model what small groups should do. Then split the remaining

This activity was last updated on 08/17/2023. If you have questions about this activity, please contact the MNHS Teacher Education and Curriculum Development team: ted@mnhs.org.

education.mnhs.org

sources so each small group analyzes a smaller number and shares their findings as a jigsaw activity with the whole class. One possible division is a set related to Jack Baker and Michael McConnell, another related to gay pride parades and the S.T.A.R. manifesto, and a third related to ballroom culture.

- For the final reflection, other structures that could be used are the [Headlines](#) thinking routine for a summary emphasis or [hexagon thinking](#) for an emphasis on interconnectedness.

Extensions

- Extend the whole group discussion about gender identity and expression to include analysis of who was included and excluded in these sources.

Resources

- A Guide to Gender Identity Terms
<https://www.npr.org/2021/06/02/996319297/gender-identity-pronouns-expression-guide-lgbtq>