

Topic - LGBTQ

What is the joy? (Getting students to understand and come to a consensus).

- Living out loud - authentic
- Love, happiness
- Radical acceptance
- Making potentially invisible identities visible (increase safety – Is that joy?)

What are tools or thinking routines you may want to use?

- [Zoom In Thinking Routine](#)
- I notice, I wonder

What sources will you use?(elementary and secondary/ videos, sites, books, pictures)

- [The Harlem Renaissance in Black Queer History](#) (NMAAHC)
- [LGBTQ+ Objects and Artifacts at NMAAHC](#)
- [Stonewall, Gay Liberation and the Rise of the DJ/Producer – Brooklyn Digital Conservatory](#)
- <https://guides.loc.gov/lgbtq-studies/stonewall-era>
- [With Pride: Uplifting LGBTQ History on Blackpast](#)
- Meet the [Sapphire Sapphos!](#) ([of gems and nurturing women](#))
- What is DC's [Black Gay Pride](#) celebration?
- [5 Black LGBTQ pioneers to know for Black History Month - The Washington Post](#)
- [African American LGBTQ + US History Timeline 1912-2009](#)
- [GLBT Primary Source Set Black Voices and Activism](#)
- Arts Spaces: [GenOUT – Gay Men's Chorus Of Washington, DC](#) (GenOUT Youth Chorus) // <https://queerafrolatindancefestival.com>
- [DC Black Pride History](#)

-  The Mayor's Office of LGBTQ Affairs Resource List
-  Theory of Indivisibility for Black Queer Youth in Schools | Josely...
- Anthems:
 - [65 Top LGBTQ+ Anthems of All Time](#)
 - <https://www.rollingstone.com/music/music-lists/25-essential-lgbt-q-pride-songs-199348/donna-summer-i-feel-love-1977-120077/>
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How will students feel empowered?

- Black (queer) students would hopefully see that they are part of an existing legacy not centered on violence
- Non-Black students can practice decentering themselves to be a part of the collective community
- Power of seeing folks live their authentic lives and resist systemic oppression
- Help students challenge systems of oppression in a more intersectional way
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How will students get to be creative?

- Maybe students could create a map of all the black gay and lesbian bars in the city? Or a timeline?
 - Include places that provide wrap-around services for the LGBTQ community
- Create a “Who’s Who?” book of Black queer icons of their choice
- Students create a playlist of queer black musicians and artists? Maybe analyze some lyrics as well?
- Engage in informed action about policies or raise awareness in their schools about issues related to LGBTQ students/community members (i.e., bathrooms, dress code discrimination, pronouns etc)

How will students display their knowledge to a greater school community and/or take action?

- Maybe through music, community, and celebration?

