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?

🎯 **Learning Target**: We will explain the history and lasting importance of the Stonewall Uprising of 1969 so that we can better understand how resistance inspired LGBTQ+ civil rights movement to this day.

Teacher Resources	Share with Students
Day 2 Case Study Day 2 Slide Deck	• **Stonewall Reading 1**: Jerry Lisker, July 6, 1969 • **Stonewall Reading 2**: Sylvia Rivera (interviewed by Eric Marcus), 1989 (published June 23, 2019) • **Stonewall Reading 3A**: The Pink Paper, March 1991 • **Stonewall Reading 3B**: Danielle Bulluck (Newhouse Communication Center), 2019 • **Stonewall Reading 4**: The Stonewall Veterans Association (Library of Congress LGBTQIA+ Studies: A Resource Guide), 1969 All jigsaws sources in one google doc

Case Study 3: Gallery Walk

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

Case Study 2: Source Investigation

Based on a 30–45 minute class.

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

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

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

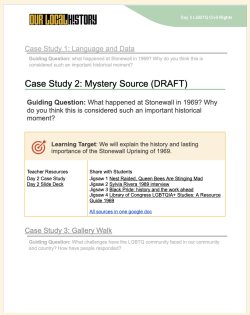
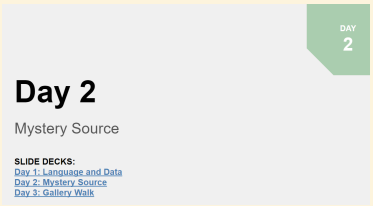
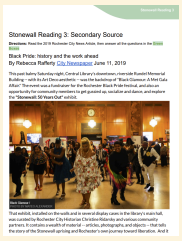
Overview

Students will participate in examining a mystery source photograph that reveals one part of a larger story at Stonewall in 1969. Students will further investigate other sources on Stonewall through a jigsaw activity of four sources on the Stonewall Uprising. The lesson closes with an academic circle where students will use their analysis of sources to answer these questions

- *According to your source, what happened at Stonewall in 1969? Why do you think this is considered such an important historical moment?*
- *How is your source related to Sources 1, 2, and 3? Compare and contrast their different perspectives.*

The lesson closes with an SEL check-in and an intentional close that connects the history of Stonewall to the activism in Rochester that will be explored in the Day 3 resources.

Learning Target: We will explain the history and lasting importance of the Stonewall Uprising of 1969 so that we can better understand how this event inspired the LGBTQ+ civil rights movement to this day.

	Teacher Resources	Share with Students
		
Day 2 Case Study	Day 2 Slide Deck	Jigsaws 1, 2, 3, 4

Sequence of Instruction

Pre-Teaching/Introduction

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

Social-Emotional Learning Teaching Tip

A key part of this lesson is to help students see there is often more to a story than meets the eye. Sometimes LGBTQ civil rights history is whitewashed and cis, white, gay men are centered. This lesson aims to include their stories but also center on the Transgender women of color who are largely responsible for sparking the movement. Invite students to always consider who is telling the story and whose voice might be missing. Teachers might consider asking students to think about when (if ever) they've learned about LGBTQ history in school. Some students may never have seen a positive representation of their experience at school. Consider how you might change this before this set of lessons and after to ensure this isn't a one-time experience.



NY Social Emotional Learning Benchmarks - Equity Revisions
2B.5a. Identify community-building strategies that honor contributions and differences of individuals and social and cultural groups across lines of difference.
2B.5b. Advocate for the well-being and rights of others and reflect on how the responsibility to stand up to exclusion, prejudice, and injustice contributes to the common good.
2B.5c. Evaluate strategies for being kind to self and others, and for responding to stereotyping, prejudice, and microaggressions.

Culturally Responsive Teaching Tip

As students read the different sources about the Stonewall Uprising, invite them to consider the institutionalized discrimination faced by members of the LGBTQ community. Race, gender, and class shape who has access to resources. Middle-class white gay men may have more power and accessibility. Especially since they might not be out at work or when applying for a loan at a bank they might avoid discrimination by not identifying their sexual orientation. Across all three days of these resources, our writing team intentionally highlights the connections between the Black Freedom Struggle and LGTBQ Civil Rights. Be prepared to encourage and support students who may notice or consider this intersectionality. Consider reading the Trevor Project's guide *Black & LGBTQ: Approaching Intersectional Conversations* before teaching this unit.

In NYC and Rochester during the 1960s, local police departments enforced anti-LGBTQ sodomy laws and engaged in the regular harassment of these communities. What happened at Stonewall came on the heels of years of discrimination and police raids. On day 3 students will see examples of these laws and policies, and how they were enforced locally. Consider drawing students' attention to the agency expressed by the protestors at Stonewall and the movement that resulted. Some students may struggle with the violent tactics used by some protestors. This quote from MLK Jr. may help ground the conversation.

> *"It would be morally irresponsible for me to do that without, at the same time, condemning the contingent, intolerable conditions that exist in our society. These conditions are the things that cause individuals to feel that they have no other alternative than to engage in violent rebellions to get attention. And I must say tonight that a riot is the language of the unheard. And what is it America has failed to hear? It has failed to hear that the promises of freedom and justice have not been met. And it has failed to hear that large segments of white society are more concerned about tranquility and the status quo than about justice and humanity."*

"The Other America" Speech by Rev. Martin Luther King, Jr. at Grosse Pointe High School - March 14, 1968 (view a recording here)

NYS CRSE
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 disadvantages for others

Class Activity 1/5: Warm-Up/Introduction

5 minutes

Slide 3:Note that because this lesson starts with a mystery source, the learning target is not shared until after the activity to preserve the mystery and not signal the topic.

Slide 5: Take time to share the group norms on the slide. Consider adding norms your class typically uses during restorative conversations. After introducing the norms, explain that the goal is to create a brave space for students to explore, ask questions, and learn about the experiences of people in the LGBTQ community and the local history of LGBTQ civil rights. Emphasize that homophobia and racism likely go against your school's code of conduct and will not be permitted in your classroom. Differences of opinion, not knowing how you feel, and space to ask questions is welcome. Consider having students turn and talk with a neighbor about a norm that resonates with them or one they would like to add to help the class have a safe and challenging conversation. Consider using some of the language below to help explain the norms.

Norm	How to explain or model for students
Speak your truth (I Statements)	We will own our opinions by saying 'I think" or "In my opinion" instead of assuming everyone thinks as we do.
Be respectful	Consider asking students what this looks like and sounds like during social studies.
Stay engaged	Consider asking students what this looks like and sounds like during social studies.
Expect to experience discomfort	Some history, perspectives, and even ideas might make us feel uncomfortable or may be challenging to process. We can live in some of this tension and work through the discomfort collaboratively and with honesty.
Be aware of intent; own your impact	We will assume good intentions with one another, but when someone says something that bothers us it is encouraged to name this. We also will acknowledge that despite good intentions, words might bother or

	hurt us. We can choose to see these moments as a chance to grow. Consider these sentence starters:" When someone lets you know the impact of what you said caused them harm: **"Thank you for telling me that, I need to think about it."** When someone says something you find hurtful: **"Could you tell what you meant by that? I am not sure I am comfortable with what you said. Help me understand."** This sentence starter tells others you are still forming your ideas and feedback could be helpful: **"Permission to speak a first draft"**
Be curious	Encourage students to ask questions of one another, the primary sources, etc.
Step up, step back	If you are someone who tends to be quieter in class discussions, we want to encourage you to be brave and share your brilliant thoughts. If you are someone who frequently shares, please consider stepping back to make space for others to share or invite others to step up.
Respect where others are in their journey	Differences of opinion and belief are welcomed. Homophobic, sexist, and racist statements can lead to harm and are not permitted. Those ideas should be kept to oneself.
Stories stay, lessons leave	Any personal stories will stay here in our safe space, but the lessons we learn from those stories should be left with us.

Slides 5-6: Consider reviewing key vocabulary from the previous lesson,

Class Activity 2/5: Mystery Source

Slides 7-12: Explain to students that they will be viewing four separate parts of a mystery image. Their job will be to share notices, wonders, and inferences about the story this image is telling. Explain that it is ok to be wrong. The goal is to build on each other's thinking and see more than we could on our own.

For the first slide invite students to take a minute to jot down notices and wonders silently on a sticky note. Then have them turn and talk with a neighbor. Finally, a few students can share out. The teacher must be sure not to confirm or deny student observations. Instead, the teacher's role is to make

connections between comments, restate, and facilitate sharing. Slowly advance the slides, giving more time for students to turn and talk, and share as a group. On slide 13 the title of the image is revealed to be “Stonewall Inn Nightclub Raid Crowd Attempts to Impede Police, 1969” Photo by NY Daily News. Invite students to share connections and background knowledge. Invite students to consider what stories might be missing from this image or what stories the photograph tells.

Slide 14: Read the Library of Congress summary to students. Then advance to the next slide and introduce the learning target. 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: We will explain the history and lasting importance of the Stonewall Uprising of 1969 so that we can better understand how this event inspired the LGBTQ+ civil rights movement to this day.

Class Activity 3/5: Jigsaw

Print or digitally share the four sources. Make sure each student can pick one of the four that appeals to them or consider passing them out at random. Consider having each jigsaw group work together to read and unpack their source. As students read, have them consider the audience, author's purpose, potential bias, and reliability of the text, which are the tasks to complete. Note the same four questions are at the end of each jigsaw source; these questions directly connect with the NYS Regents.

> ✎ According to your source, what happened at Stonewall in 1969 (who was involved and who is responsible for it)?
> ✎ What is the audience and purpose of this source?
> ✎ What is the potential bias in this source? Whose voice is missing?
> ✎ Explain how audience, **or** purpose, **or** bias affects this document as a reliable source of evidence.

Invite students to consider what their sources reveal about what happened at Stonewall in 1969 and why this is considered such an important historical moment. Conversations with classmates can help spur this analysis and thinking. Let them know they will be sharing their thinking in an academic circle.

Teaching Tip
The goal of this jigsaw activity is to help students conclude that a major movement for LGBTQ civil rights was largely sparked by Black and Brown Transgender women, not middle-class cis white men. Invite students to consider how different and more expansive a story these jigsaw sources tell than the mystery source picture.

All jigsaws sources in one google doc

Jigsaw 1: Nest Raided, Queen Bees Are Stinging Mad (primary source)

- Teacher note: This primary source newspaper article contains significant bias. sexism, and homophobic language. The article shows how common and acceptable homophobic language was in the late 1960s and early 1970s. It was written by a straight white journalist who was on the scene (note the paper did not employ any

LGBTQ journalists of color. Encourage students to notice the agency, pride, and strong voices of those interviewed. Students may also notice how non-LGBTQ people understood and interpreted the uprisings. The fact that a newspaper was writing with explicit homophobic language served to justify the homophobia of the paper's readers and upheld the cultural norm. Help students lean into the tension between the subjects being talked about in the article and the author who gets to do the talking.

Teaching Tip
Consider using jigsaw 1 as a whole group model text. Read the text aloud and model answering the questions with the students.

Jigsaw 2: Sylvia Rivera 1989 interview (primary source)

- Background: According to GLSEN "Sylvia Rivera (1951-2002) was a Puerto Rican American Transgender activist. Most commonly known as one of the inciters of the monumental Stonewall Riots in New York City, she was also a founding member of both the Gay Liberation Front and later the Gay Activists Alliance in New York City. Along with her friend, Marsha Johnson, an African American Transgender woman activist, she also helped found STAR, a group dedicated to helping homeless Transgender youth.

Jigsaw 3: **Stonewall Reading 3A**: The Pink Paper, March 1991

- **Stonewall Reading 3B**: Danielle Bulluck (Newhouse Communication Center), 2019

Jigsaw 4: Library of Congress LGBTQIA+ Studies: A Resource Guide (secondary source)

- This source is intended to give a simple overview of the Stonewall Uprising and contextualize it in several earlier uprisings across the US for LGBTQ rights. Stonewall was not the first, but it arguably had the greatest impact. This source shows that LGBTQ people have always worked to survive, thrive, and have equality.

Class Activity 4/5: Academic Circle

Introduce the circle questions (that are identified as "Thought Questions" at the bottom of their Source Handout) and review the academic circle protocol from the previous day. This circle could be done as a class with each student sharing or passing. See the questions below.

For the sake of time, some teachers might consider a fishbowl activity. Invite four students, each with a different jigsaw, to respond to the round 1 question:

> *According to your source, what happened at Stonewall in 1969? Why do you think this is considered such an important historical moment?*

Then either have these same four students respond to the next question or select four new students to participate in this round 2 question::

> *How are these sources related? Compare and contrast their different perspectives. Or consider asking some of these other possible questions based on your knowledge of your students and the social studies skills you are trying to work on.*

Possible alternatives: How can comparing voices across time help us explore how the meaning and impact of Stonewall has evolved?

What questions should we ask when different sources tell conflicting stories about the same moment in history?

How does learning about Stonewall challenge or expand our ideas about activism, justice, and belonging?

How do different historical accounts of the events leading up to Stonewall attribute causality, and what are the implications of these varying perspectives for understanding the long-term impact of the protest?

Or, consider having four new students participate in a fishbowl activity to respond to the second round. While the fishbowl circle is occurring the rest of the class is fact-checking, following along with their jigsaws, and jotting down their responses on a sticky note to share with the teacher who may choose to use their thoughts to spur on the fishbowl conversation.

Class Activity 5/5: SEL Check-n and Intentional Close

Slides 18-20: The lesson concludes with a brief quote from local LGTBQ activists Thomas Warfield and Tamara Leigh. Their quotes are designed to connect Stonewall's legacy to Rochester and invite students to consider the work ahead. Consider asking students to turn and talk, share with their fingers, or jot down how they are feeling on a sticky note as a closing SEL check-in.

Resources to learn more about Stonewall and LGBTQ Issues:

Established in 2020, Blaque/OUT Magazine is a monthly digital full-length magazine centered on 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

Village Voice news coverage of the Stonewall uprisings as they occurred. Read, "Full Moon Over Stonewall" by Howard Smith.

Virtual Fence Exhibit
The photographs below are displayed on the fence around Stonewall National Monument and they visually tell the story of the LGBTQ rights movement.

Smithsonian Sparks
Marsha Johnson, Sylvia Rivera, and the history of Pride Month
June 7, 2021

NYC LGBTQ Sites
https://www.nyclgbtsites.org/site/stonewall-inn-christopher-park/

PBS American Experience (film) Stonewall Uprising
THE YEAR THAT CHANGED AMERICA

Digital Transgender Archive

"The purpose of the Digital Transgender Archive (DTA) is to increase the accessibility of Transgendergender history by providing an online hub for digitized historical materials, born-digital materials, and information on archival holdings throughout the world."

Resources for LGBTQ teachers, students, and allies:

The Mocha Center Is a non-profit that promotes LGBTQ+ health & wellness for communities 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 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/

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