

Wednesday-Queer-Affirming, Trans-Affirming and Collective Value

Content/Goal

Students will understand:

- ★ Everybody is important, and has the right to be safe and happy, no matter what they believe, where they're from, or who they love.
- ★ People fight to be treated fairly under the law in the past and still today.

Materials

[Lesson slides](#)

[Stonewall article](#)

Vocabulary

Uprising
Raid
Bias
Discrimination
Transgender
Queer
LGBTQ+
Affirming
Collective Value

Learning Plan

Display the images of Dr. MLK Jr, U.S Rep. John Lewis, and Rosa Parks. Ask the following questions:

Who are these people?

How do these pictures tell the story of race and the law in the United States?

What do these pictures have to do with the Black Lives Matter Movement?

Note to teacher: You may choose to show and discuss slides 3-5 deck to help build background for students if you notice a gap in historical knowledge.

Slide 6-Explain to students that sometimes laws and rules **discriminate** (take prejudice action) against groups of people. When people protest unfair laws, they are arrested and charged as criminals. Refer back to the activists on the previous slides. Point out that these are world leaders and they have all been arrested for protesting unfair laws that target people's identities.

Slide 4: Introduce today's guiding principles.

Slide 8: Display the quote by Fanny Lou Hamer and ask students what they see, what they think, and what they wonder. It can be helpful to model the [routine](#) for students first if they have not used this routine before. Be sure to help students separate what they see from what they think about it. You may decide to write down students' wonderings and add them to your KWL chart or another place in your classroom.

Slide 9: Ask students to reflect on how this quote connects to today's guiding principles. Have them jot their idea down privately and ask students to share voluntarily. Let students know that we will be coming back to this question near the end of the lesson.

Slide 10: Distribute the article: [Marsha P Johnson and the Stonewall Uprising](#) to students. Ask them to survey the text without reading any of the actual paragraphs (read title, look at images, headings ect..). Have students share what they think the article might be about using evidence to explain why they think that. You may choose to have students work in partners or small groups.

Begin reading the article. As you read, have students annotate the text for connections they notice to the Black Lives Matter movement. They can highlight, circle, write in margins ect... to make their thinking visible. (If eLearning, you may choose to have students annotate their own copy in google classroom or Seesaw using comment features and highlighting tools). Point students towards the unfair laws that were being protested in the Uprising.

Slide 11: Show students the short film and ask them to turn and talk (or write in the chat) connections that they notice to the Black Lives Matter Movement. You do not need to spend much time discussing here because students will synthesize later.

Slide 12: Show students the short clip of the news article. Ask students what connections they are making between the news clip and today's guiding principles. You do not need to spend much time discussing here because students will synthesize later.

Slide 13: Ask students to create a web ([see example](#)) or write a paragraph explaining how the BLM movement is connected to LGBTQ+ rights and today's guiding principles. They can do this individually, in partners, or in groups. If online, students can use programs such as Jamboard, Padlet, or Seesaw to draw their thinking. You may start a web together as a class instead or to help students get started. It is not recommended to show the example web as students might replicate it. Students can share their web/paragraph or you and/or can display their webs/paragraphs in the classroom.

Reflection Question(s)/Activist Extension

Let's look back at our KWL chart. Have we answered any of our "wonders" yet? What have we learned?

Display the James Baldwin quote on slide 15. Ask students what they think and feel (possible talking circle).

Parent Resources -

[Homework](#)

[Homework SPANISH](#)

[Mom, I'm Not A Girl: Raising a Transgender Child](#)