

LESSON3

QUEER AFFIRMING, TRANSGENDER AFFIRMING, COLLECTIVE
VALUE**BLACK LIVES MATTER**

BACKGROUND FOR TEACHERS

It is imperative that the classroom culture feel like a safe space for all students before beginning this lesson. This lesson is going to deal with an intersectionality that is uncomfortable for a lot of students. If Black Lives Matter is based in the idea that all lives matter, but because of systemic racism and attack it is imperative to say that Black Lives Matter, than it is important to identify that within that movement queer and transgender lives matter.



ANTICIPATED MISCONCEPTIONS

This lesson is based on the affirmation of LGBTQ people. Teachers should be prepared that this is not a place for controversy about sexual orientation. Teachers should not allow for space where sexuality is debated.



ESSENTIAL QUESTION

Why are these principles surrounding the LGBTQ community and collective value integral to the Black Lives Matter movements?

- Transgender Affirming

- Queer Affirming
- Collective Value



LEARNING OBJECTIVES

- Students will learn about an LGBTQ leader of the Civil Rights Movement.
- Students will share their learning with the class.
- Students will discuss the questions about the importance of identification and representation.



LESSON DEVELOPMENT

LAUNCH:

Ask students:

- Name as many heroes of the African American civil rights movement as you can.
(Teacher/Class should record and post the list.)
- How many of the people listed were gay?
- How do you know?
- Does it matter if you know?
- If people are not openly identified as LGBTQ what is the assumption?
- How does this exemplify the heteronormative privilege?

JIGSAW ACTIVITY:

Break students into four groups. You may choose to have more than four groups, assigning activists to more than one group. Assign each group one of the following civil rights activists:

- **James Baldwin** (<https://hcpss.instructure.com/courses/341/files/14807467/download?wrap=1>) (<https://hcpss.instructure.com/courses/341/files/14807467/download?wrap=1>)
- **Lorraine Hansberry** (<https://hcpss.instructure.com/courses/341/files/14807466/download?wrap=1>) (<https://hcpss.instructure.com/courses/341/files/14807466/download?wrap=1>)

-  [Pauli Murray \(https://hcpss.instructure.com/courses/341/files/14807468/download?wrap=1\)](https://hcpss.instructure.com/courses/341/files/14807468/download?wrap=1)
 (<https://hcpss.instructure.com/courses/341/files/14807468/download?wrap=1>)
-  [Bayard Rustin \(https://hcpss.instructure.com/courses/341/files/14807464/download?wrap=1\)](https://hcpss.instructure.com/courses/341/files/14807464/download?wrap=1)
 (<https://hcpss.instructure.com/courses/341/files/14807464/download?wrap=1>)

Have students read the designated reading and answer the following questions:

- Have you ever heard of this person?
- What are the major achievements of this activist?
- How were they involved in the struggle?
- How did the community respond to the sexuality of this person?
- Why do you think it matters that we acknowledge the sexuality of each of these people?

DISCUSSION:

Have students share the information they learned about each person.

Ask students:

- What similarities and differences do you see in how each person handled their sexuality?
- What similarities and differences do you see in how other people in the movement reacted to their sexuality?
- What is the role of LGBT African Americans in the movement moving forward?
- Why do you think it is so important that these principles have been adopted by the Black Lives Matter movement?



LESSON CLOSURE

Display the following quote for students:

“Nor was our aim in the civil rights movement to get prejudiced white people to love us. Our aim was to try and create the kind of America... such that even though some whites continued to hate us, they could not openly manifest that hate. That’s our job today; to control the extent to which people can publicly manifest antigay sentiment.” - Bayard Rustin, 1986

Project this quote or distribute it to students and allow them time to process it silently. Then ask students to independently allow students to write a brief response that describes how much they agree or disagree with the idea of Rustin. Finally, once students have had adequate time to process the quote, ask them to construct a value line that shows how much they agree or disagree with the quote. Then ask students to share their thinking. *(Note: Allow students to move across the line as they listen to the arguments of other students.)*

Finally, ask students to think about what they see as next steps to support LGBTQ people of color in the United States, in Howard County, and in their school. What can you do to support LGBTQ students of color in your school?



RESOURCES

Readings on Civil Rights Activists

- [James Baldwin](https://hcpss.instructure.com/courses/341/files/14807467/download?wrap=1) (<https://hcpss.instructure.com/courses/341/files/14807467/download?wrap=1>) (<https://hcpss.instructure.com/courses/341/files/14807467/download?wrap=1>)
- [Lorraine Hansberry](https://hcpss.instructure.com/courses/341/files/14807466/download?wrap=1) (<https://hcpss.instructure.com/courses/341/files/14807466/download?wrap=1>) (<https://hcpss.instructure.com/courses/341/files/14807466/download?wrap=1>)
- [Pauli Murray](https://hcpss.instructure.com/courses/341/files/14807468/download?wrap=1) (<https://hcpss.instructure.com/courses/341/files/14807468/download?wrap=1>) (<https://hcpss.instructure.com/courses/341/files/14807468/download?wrap=1>)
- [Bayard Rustin](https://hcpss.instructure.com/courses/341/files/14807464/download?wrap=1) (<https://hcpss.instructure.com/courses/341/files/14807464/download?wrap=1>) (<https://hcpss.instructure.com/courses/341/files/14807464/download?wrap=1>)

This course content is offered under a [CC Attribution Non-Commercial Share Alike](http://creativecommons.org/licenses/by-nc-sa/4.0) (<http://creativecommons.org/licenses/by-nc-sa/4.0>) license. Content in this course can be considered under this license unless otherwise noted.