



Teaching LGBTQ+ History

A Past Reclaimed

Presented at Creating Change 2020 on
unceded Wichita land

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Our Family Coalition



Our mission: Our Family Coalition advances equity* for lesbian, gay, bisexual, transgender, and queer (LGBTQ) families with children through support, education, and advocacy.

Our vision: We seek to create an inclusive and just world where all LGBTQ families with children have visibility and opportunities to thrive as valued participants in our schools, institutions, and communities.

Our theory of change: Our Family Coalition brings a unique and progressive voice of families to the LGBTQ movement. We cultivate community-based leadership among LGBTQ families and strong partnerships with our allies in California, to advance social justice and make our nation a more respectful and inclusive place for all.

Our history: Our Family Coalition was formed in 2002 through the merger of two organizations: the East Bay-based Our Family (founded in 1994) and the San Francisco-based All Our Families Coalition (founded in 1996).

We operate out of unceded Ramaytush Ohlone land

The **ONE Archives Foundation, Inc.**, is the independent community partner that supports the ONE National Gay & Lesbian Archives at the University of Southern California (USC) Libraries, the largest repository of Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) materials in the world. Founded in 1952 as ONE Inc., the publisher of ONE Magazine, the ONE Archives Foundation, Inc. is the oldest active LGBTQ organization in the United States. In 2010, the ONE Archives Foundation, Inc., deposited its vast collection of LGBTQ historical materials with the USC Libraries. Today, the organization is dedicated to promoting this important resource through diverse activities including educational initiatives, fundraising, and range of public programs.

MISSION STATEMENT

The ONE Archives Foundation, Inc. collects, preserves, and protects LGBTQ history, art, and culture in collaboration with ONE Archives at the USC Libraries. To provide access to the ONE collection, the Foundation presents and supports projects, programs, exhibitions, and education to share the LGBTQ experience with diverse communities worldwide.

ONE Archives Foundation



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WEBSITES

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onearchives.org

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Senator Mark Leno

San Francisco Mayoral Candidate
Author of the FAIR Education Act

How California got LGBT History

FAIR Education Act (SB48 - 2011 Leno)

51204.5. Instruction in social sciences shall include the early history of California and a study of the role and contributions of both men and women, Native Americans, African Americans, Mexican Americans, Asian Americans, Pacific Islanders, European Americans, **lesbian, gay, bisexual, and transgender** Americans, persons with disabilities, and members of other ethnic and cultural groups, to the economic, political, and social development of California and the United States of America, with particular emphasis on portraying the role of these groups in contemporary society.

A Little History: Since the FAIR Ed Act

2016: New State History Framework adopted by
State Board of Education

2017: State Board final approval of textbooks

2018+: Districts purchase new textbooks

A History of Words

L = Lesbian (1732)

G = Gay (1955)

B = Bisexual (1892 / 1967)

T = Transgender (1990)

Q = Queer / Questioning (1894, 1990)

A History of Words

Crow Nation (United States) = Badé

Philippines = Babaylan/Bakla

Zapotec (Mexico) = Muxe

Thailand = Kathoey

Hawai'i (United States) = Mahu

Indonesia = Waria

India = Hijra

Zuni Tribe (United States) = Lhamana

The New History and Social Science Framework

- **2nd:** Variety of families represented (two moms, two dads, etc.)
- **4th:** Gender during the California Gold Rush / Charley Parkhurst
- **5th:** Westward Movement and Gender; Two-Spirit Native American Tradition;
- **8th:** Constitution (14th Amendment); Gender in Westward Movement (Charley Parkhurst); Slave Life and Families; Civil War.
- **11th:** World War II and Enlistment; Harlem Renaissance (1920s); Lavender Scare; Laws and Court Cases; AIDS; LGBT Rights Movement
- **12th:** Laws, Court Cases and Supreme Court Case decisions

Stakeholders and Strategies

1. **Working with Stakeholders**

- A. community members - provide feedback and visible support
- B. content experts - give credence to your knowledge
- C. other organizations - provide a network for getting the word out and mobilizing
- D. educators - give realistic ideas of school and the classroom
- E. policymakers - access to the process and ability to influence detail

2. **Working with the State and Department of Education**

- A. outline a plan of action and create a focus goal
- B. work with policymakers and influencers early
- C. create partnerships with other communities
- D. create specific requests (line-by-line suggestions and edits) instead of vague platitudes
- E. show community investment but refrain from oversaturating with the same message

Perspectives on Gender

Family Diversity (2nd grade)

Two-Spirit Traditions (5th and 8th grade)

Men's affection in the Old West (4th, 5th, 8th)

Women's Roles during Industrial Revolution (11th grade)

Advertising and the switch of Pink and Blue (8th and 11th)

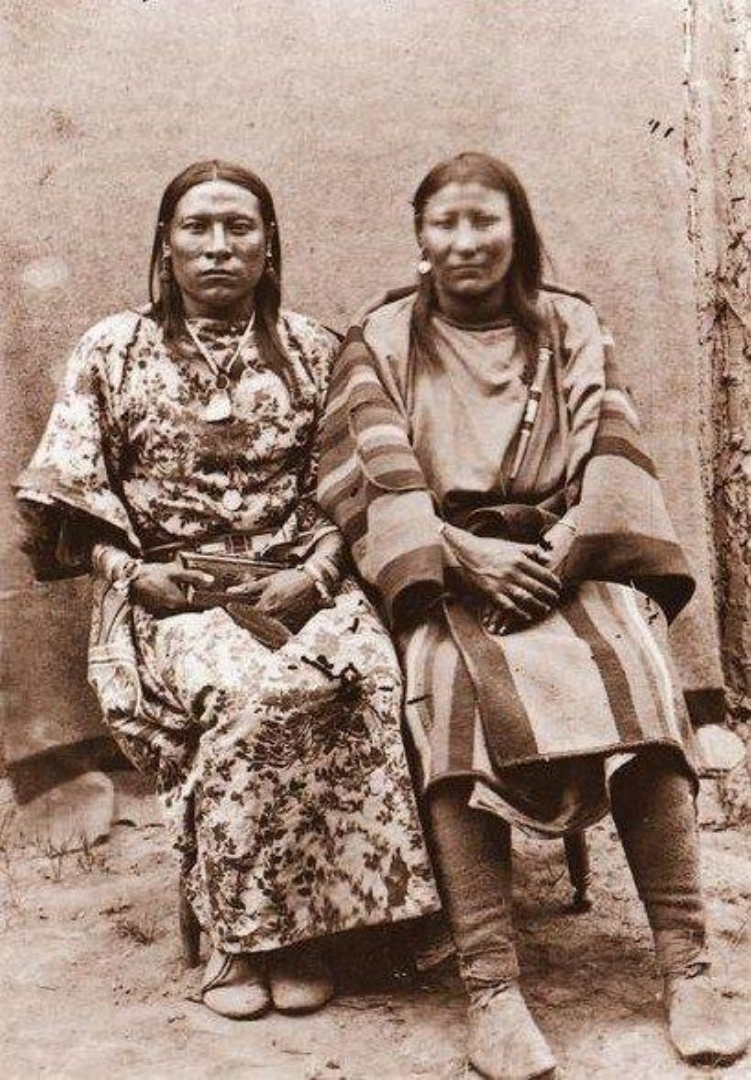
Harlem Renaissance - 1920s - Masquerade Ball - No separation based on race (11th)



Family Diversity

2nd Grade





Two-Spirit Traditions

5th and 8th Grades

Men's Affection in the Old West

4th, 5th, and 8th Grades



Women's Roles during the Industrial Revolution

11th Grade





Advertising and the switch of Pink and Blue

8th and 11th Grades

11th Grade



Harlem Renaissance – 1920's Masquerade & Civic Balls No separation based on race

Talking About Historical Figures

- Use the terms that were popular for the time - do not apply modern identities.
- General terms for use in history (groups): LGBTQ; Queer; Gender Expansive.
- Ask: If this person (people) were alive today, how might they identify?
- Give descriptions of how their life was lived rather than applying labels (Evidence indicates that...). Acknowledge the importance of exploring the factors that would have influenced the decisions these historical figures made. We already do this with culture, religion, marriage status, etc...



- 1812: Born in New Hampshire
- Age 12: Mother dies – becomes an orphan
- Takes a job as a stable hand on a farm.
- Loves horses. Becomes an accomplished coachmen living in Massachusetts and Rhode Island.

Charley Parkhurst



Charley Parkhurst

- 1851: Moves to California. “I aim to be the best damn driver in the West.”
- 1855: While shoeing a horse got kicked and lost his eye – got nickname, “One Eyed Charley”
- 1850-1870: Stage driver Sacramento to Mariposa; San Jose to Watsonville. “One of the best stage drivers in California.”
- 1870: Retires in Santa Cruz Mountains, CA

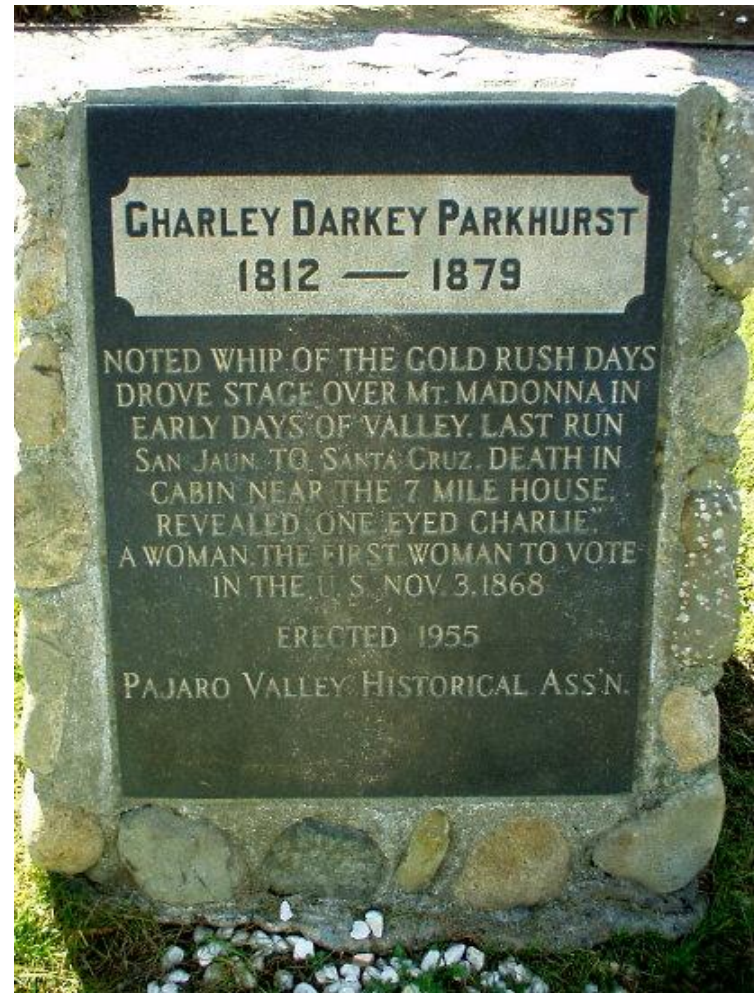
Charley Parkhurst

- 1879: Dies
- While preparing the body, the doctors learn that Charley had stereotypical female body parts
- Registered to vote – may have been first woman to vote (prior to 1910)
- Buried in Watsonville, California

**Charley was birth assigned female
but lived as a man.**

Pronouns: he, him

**If he were alive today, do you think he would
identify as transgender?**





Jane Addams

- 1860 – Born in Illinois – Youngest of 6 children
- 1862 – Mother dies.
- Her father, a founding member of Republican Party encourages college.
- 1881 – Graduates Rockford Female College

Jane Addams

- **1885** – Father dies, inherits money; Travels in Europe with her friend, Ellen Starr. Inspired by social work.
- **1889** – Hull House opened in Chicago by Jane and Ellen. Welfare service for needy families and children. Day care, literacy courses. Boarding house for women.
- **1890** – Mary Rozet Smith joins Hull house



Jane Addams

- **1904** – Mary Rozet Smith and Jane purchase a home in Chicago.
- **1905** – Member Chicago Board of Education
- **1915** – Organizes Women's Peace Party
- **1931** – Nobel Prize for her social work through Hull House – first woman to receive this prize.
- **1935** – Buried in Illinois

Jane had a lifelong relationship with Mary Rozet Smith (Romantic Friendship).

Pronouns: she, her

If she were alive today, do you think she would identify as lesbian?



Ma Rainey

- 1882: Born Gertrude Pridgett in Georgia
- Second of five siblings
- Parents were minstrel performers
- 1900 (Age 18): Singer at Springer Opera House
- 1904: Marries William “Pa” Rainey. They sing and tour together





Ma Rainey

- 1923: Begins recording with Paramount label and continued with this label throughout her life.
- Continued to tour the country singing
- 1924: Recorded with Louis Armstrong
- Was one of the first African American blues singers to record and was known as the “**Mother of the Blues**”
- Moves to Harlem, NY
- Develops a close relationship with singer Bessie Smith
 - helps launch Bessie’s career
- 1925 – Arrested for a lesbian party
- 1928 - Writes and sings “Prove it on Me Blues”



Ma Rainey



Went out last night, had a
great big fight...

I went out last night with
a crowd of my friends...

It must've been women,
'cause I don't like no
men.

- Prove It on Me Blues

Ma Rainey

- Scholar Angela Y. Davis noted that "Prove It on Me" is a cultural precursor to the lesbian cultural movement of the 1970s... crystallized around the performance and recording of lesbian-affirming songs.
- 1939 - Dies in Georgia

Ma was birth assigned female and lived as a woman.

Pronouns: she, her, hers

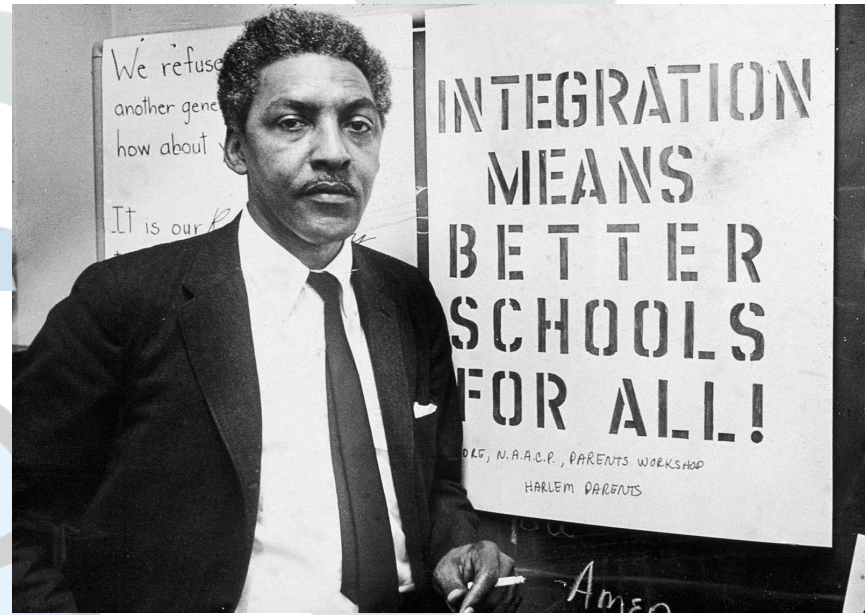
If she were alive today, do you think she would identify as bisexual?



- **1912** – Born in Pennsylvania. Raised by his grandparents and a sister, who was really his mother. Raised in a Quaker family. Avowed pacifist.
- **1932** – Wilberforce College on scholarship for music (voice)
- **1936** – Expelled from Wilberforce college for organizing a strike against the poor food served
- **1937** – Moved to New York, attended City College of NY. Joined the Young Communists group for a year. Was tracked by the FBI after that.
- **1939** – Sings in nightclubs in NY for money

Bayard Rustin

Bayard Rustin



- **1944-1946** – Conscientious Objector to World War II. Jailed for 2 years.
- **1946** – Moves in with partner, Davis Platt
- **1947** – Rides bus sitting in front of bus to protest discrimination on buses. Beaten by police and put in jail, released after 3 days.
- **1956** – Introduced to Martin Luther King. Participated in Montgomery Bus Boycott

Bayard Rustin



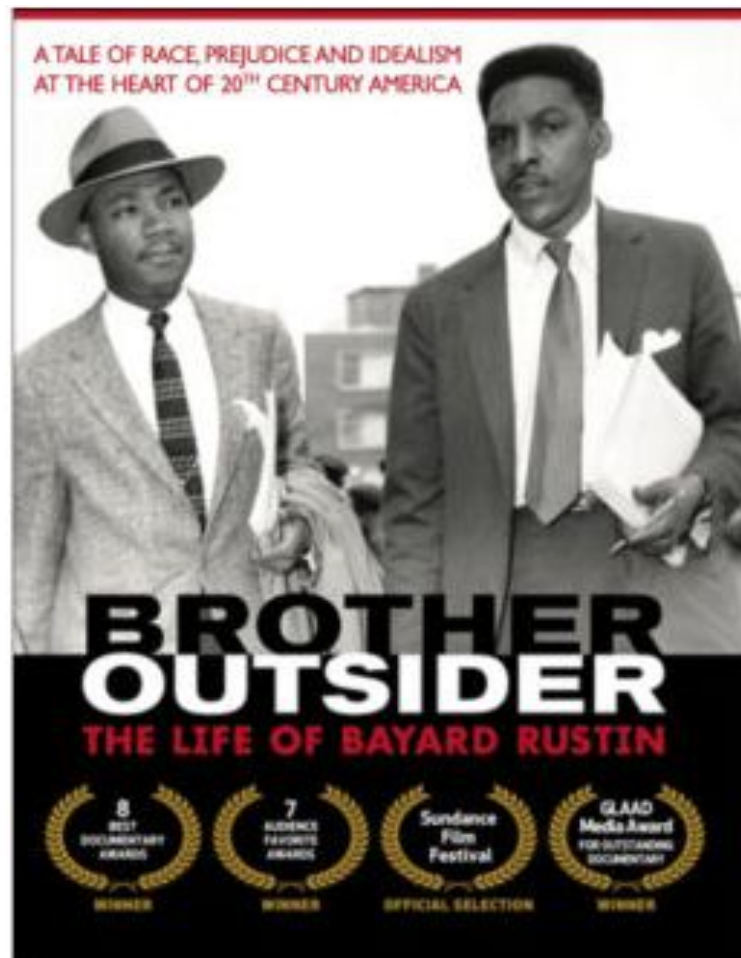
- **1963** – Organizer of the March on Washington. ML King “I have a dream speech.”
- **1977** – Begins dating future partner, Walter Naegle
- **1976** – Speech, “The question of social change should be framed with the most vulnerable group in mind: gay people.”
- **1987** – Dies in NY
- (Partner Walter Naegle becomes Executive Director of Bayard Rustin Fund)

Bayard Rustin

- 2003 Movie: “Brother Outsider: The Life of Bayard Rustin”
- 2013 – Posthumously awarded the Presidential Medal of Freedom by President Barack Obama. Presented to Rustin’s partner, Walter Naegle.

Bayard was birth assigned male and lived as a man.

Pronouns: he, him. He identified as gay.



Teaching LGBTQ History
There is a difference between:

Teaching LGBTQ History
Advocating a “Lifestyle”
Promoting a Religion

Teachers have always taught about religion - Puritanism, Islam, Buddhism, Christianity, etc. but don't promote it.

Dealing with Resistance

1. Remind people that as a public institution that it should serve everyone in the community
2. Emphasize the point that we teach aspects of people's lives to have a better understanding of decisions that were made during the time period by particular people
3. Pre-empt the backlash by building community support from families and other communities
4. Work with schools on the language of inclusion to be able to answer any concerns, also educate them on what LGBTQ+ inclusion means and what it looks like in terms of curriculum
5. Connect with school districts and align your goals with that of their education policies
6. Include local politicians and community leaders in your work so that they can speak to the importance of inclusion and have the answers when questioned. This includes faith leaders and cultural leaders

TEACHING LGBTQ HISTORY

Instructional Resources for California Educators, Students & Families

www.LGBTQhistory.org

Trainings – Textbook Selection Tool (K-5; 8; 11)
Lesson Plans – Where to fit in teaching LGBT History
Resources for Learning - Podcasts, videos, etc