

Pride, Resistance, Joy: Teaching Intersectional LGBTQ+ Stories of California and Beyond

**Lesson Plans for K-12 Teachers
aligned to California's History-Social Science Framework
in implementation of the FAIR Education Act**

Inquiry Question: How is our life different from those
who lived in the past, and how is it the same?

1st Grade



Pride, Resistance, Joy: **Teaching Intersectional LGBTQ+ Stories of California and Beyond**



Gigi Kaeser, "The Benjamin/Zellers family." *Love Makes a Family*, 1999.
Bookstacks, ONE Archives at the USC Libraries.

Inquiry Question: *How is our life different from those who lived in the past, and how is it the same?*

1st Grade

How is our life different from those who lived in the past, and how is it the same?

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California History-Social Science Content Standards (1998):

- HSS-1.4: Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.
 - HSS-1.4.3: Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.

California Common Core State Standards (2014):

- CCSS.ELA-LITERACY.RI.1.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- CCSS.ELA-LITERACY.W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- CCSS.ELA-LITERACY.SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

California English Language Development Standards (2012):

Emerging Level

- ELD.PI.1: Using collaborative conversations to exchange information and ideas with others on a range of social and academic topics.
- ELD.PI.2: Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia).
- ELD.PI.3: Using collaborative conversations to offer, support, and negotiate opinions with others.

California History-Social Science Framework Connections (2016):

“Students... are ready to develop a deeper understanding of cultural diversity and to appreciate people from various backgrounds and ways of life that exist in the larger world that they are now beginning to explore” (Ch. 4, p. 39-40).

“Students learn about times past, especially continuity and change. The focus is to compare different times and different places and how certain aspects of life change over time while some things stay the same. Schools, communities, and transportation of the past provide areas of study that students are familiar with in the present. Teachers may also examine such areas as work, clothing, games, and holidays to compare with the students’ lives today, using the frame *How is our life different from those who lived in the past, and how is it the same?*... Primary sources can be introduced by using photographs (and videos or artifacts) of schools, transportation, and clothing” (Ch. 4, p. 44).

Overview of Lesson:

Students will explore how families and schools have changed over time by comparing historical and modern images, recognizing changes in clothing, family structures, and diversity.

How is our life different from those who lived in the past, and how is it the same?

Materials:

- [Slide Deck](#)
- Sources A-K (p. 6-16)

Sources:

Source A: “Armida Torres, an office manager in Downtown Los Angeles, takes a phone call,” 1922. Shades of L.A. collection, Los Angeles Public Library.

Source B: “Mrs. Windon's Grade class at City Terrace Elementary School, East Los Angeles,” Jan. 1957. Foto East LA collection, Los Angeles County Library.

Source C: “Vibiana Aparicio-Chamberlin's class photo at Hammel Street Elementary School, East Los Angeles, California,” June 1950. California Revealed collection, Los Angeles County Library.

Source D: “Class on front steps of Burbank Grammar School,” c. 1900s. Vintage Burbank School Photos, Burbank Public Library.

Source E: “Molina family members, East Los Angeles, California,” 1930. California Revealed collection, Los Angeles County Library.

Source F: Harry Quillen, “Family poses for a picture,” 1945. Harry Quillen collection, Los Angeles Public Library.

Source G: “Family portrait,” 1910. Los Angeles Public Library.

Source H: Gigi Kaeser, “The Mixon family.” *Love Makes a Family*, 1999. Bookstacks, ONE Archives at the USC Libraries.

Source I: Gigi Kaeser, “The Jang/Otto family.” *Love Makes a Family*, 1999. Bookstacks, ONE Archives at the USC Libraries.

Source J: Gigi Kaeser, “The Drayton family.” *Love Makes a Family*, 1999. Bookstacks, ONE Archives at the USC Libraries.

Source K: Gigi Kaeser, “The Allen/Jurs family.” *Love Makes a Family*, 1999. Bookstacks, ONE Archives at the USC Libraries.

Procedures:

1. Anticipatory Set (5 minutes):
 - a. The teacher shows students an image of an office worker using a 1922 telephone (Source A).
 - i. Ask: *Have you seen something like this before? Where? How is it used?*
 - b. The teacher can give background information about the difference of a telephone that is more common now than in the past (for example: they were not wireless, did not have voicemail, etc).
2. Introduction (10 minutes):

How is our life different from those who lived in the past, and how is it the same?

- a. The teacher explains that students will look at old pictures of schools and families from a long time ago. Give time for students to look at (Sources B-D). Images can be projected from slide deck or printed out for pairs to have.
- b. The teacher connects with the telephone image: “Just like this old telephone, these pictures are from before any of us were born.”
- c. The teacher talks to students that many pictures used to be in black and white, color pictures did not become common till much later. The teacher can create a timeline showing the current year and the years these photos were published. This can support students to have a better understanding of time.

3. Lesson (15 minutes):

a. Part 1: School Pictures

- i. The teacher displays historical class pictures (Sources B-D). Teacher can pick a few of the images, if not all.
- ii. The teacher asks: *Does this remind you of anything we do in school?*
- iii. Students turn and talk to a neighbor.
- iv. The teacher asks: *How are the students standing? What are they wearing?*
- v. Students turn and talk to a neighbor

b. Part 2: Family Pictures

- i. The teacher displays historical family photos (Sources E-G). Teacher can pick a few of the images, if not all.
- ii. The teacher asks:
 - 1. *What do you notice about these families?*
 - 2. *Who do we see in the family picture?*
 - 3. *Do they resemble your family?*
- iii. The teacher gives students time to share observations with the whole class.

c. Part 3: Modern Pictures

- i. The teacher displays their current classroom picture or past years' photos.
- ii. The teacher prompts students to compare past classroom pictures to their current classroom picture, or previous years pictures that they may have available, by asking: *How are the older classroom pictures different from the current pictures?*
 - 1. The teacher should display pictures side-by-side for students to reference. The teacher can prompt students to consider the clothes the kids are wearing, how some pictures have boys and girls separated, etc.

Note: The teachers may want to break this lesson up depending on their student's ability to do a longer lesson.

How is our life different from those who lived in the past, and how is it the same?

4. Exploring Diversity (10 minutes):

- a. To support students during this section, the teacher can have a brief discussion with students that their classroom families are diverse and that there is not one correct way to be a family. Teachers can ask students what their routine looks like once they leave school. Some families play sports, have lunch together, have daycare etc. This discussion can support students to view how their routines are similar or different from other families.
- b. Teacher shows various family photos from *Gigi Kaeser's* photography book *Love Makes a Family* (Sources H-K), which include LGBTQ+ families and single parents.
- c. Teacher asks students to describe what they notice:
 - i. *How are these families different from the other ones?*
 - ii. *What are some things that have stayed the same?*
- d. Students may observe that families can look very different from one another. For example, some families are intergenerational, with grandparents living in the same household, as shown in Source I. Others may consist of a single parent raising the children, as shown in Source H. It's important to help students understand that families are diverse and have changed over time, though some traditional structures—such as two-parent households with siblings—still exist.
- e. Teachers can support this learning by asking questions like:
 - i. *Do you know any families where grandparents live with other family members?*
 - ii. *Do you know families where one adult, like a parent, grandparent, or aunt, takes care of the children?*
 - iii. *Do you know of families where parents remarry and now they have new siblings from their new parents?*

5. Discussion & Brainstorming (5 minutes):

- a. Teacher asks: *What has changed over time, and what hasn't?*
- b. Teacher supports students in brainstorming ideas:
 - i. Clothing changes: girls can wear pants now.
 - ii. Family structures: today's families can look very different. There is no one right way to be a family. Family comes in many different ways.
- c. Emphasize: All families are valid

6. Wrap-Up (5 minutes):

How is our life different from those who lived in the past, and how is it the same?

a. Summarize key points:

- i. “Families have changed over time in many ways— the size, the people in the family— but what they all have in common is that they care for each other.”
- ii. The teacher can ask students to share things that they love about their family: *How has a family member shown that they care for you?* The teacher should start by giving their own example about how their family has shown they care for them. This can encourage students to participate in the discussion.

Assessment:

Students draw and write a few sentences of two things that have changed about school and families over time.

Sentence starter: A long time ago people used to _____ and now people _____.

Students can also just draw a picture comparing what people used to wear to what people wear now, what families used to look like to what they look like now. Images of what was used today can be posted for students' reference. A bank word list can be shown for students to reference words that may be hard to spell like “overalls,” “jeans,” etc. Teacher should prepare a list of words beforehand.

Another assessment template that could be used:

A long time ago people used to wear _____ (dresses, pants, overalls, longer clothes), and now people wear _____ (shorts, short sleeves, and pants). Families in the past and today are made up of _____ (single family).

Further Resources:

- Orlaith Egan, “Comparing Gender Roles of My Grandparents’ Time to Now,” 2019. [Our Family Coalition](#).
- “Love Makes a Family.” [Human Rights Campaign Foundation](#).
- “Top 40 LGBTQ+ Books for school libraries and K-12 classrooms,” 2022. [Santa Cruz County Office of Education](#).

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Source A: “Armida Torres, an office manager in Downtown Los Angeles, takes a phone call,” 1922. Shades of L.A. collection, Los Angeles Public Library.



Created by Jesse Ramirez in collaboration with One Institute, UCLA History-Geography Project, OUT for Safe Schools® at the LA LGBT Center, and ONE Archives at the USC Libraries.

How is our life different from those who lived in the past, and how is it the same?

Source B: “Mrs. Windon’s Grade class at City Terrace Elementary School, East Los Angeles,” Jan. 1957. Foto East LA collection, Los Angeles County Library.



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How is our life different from those who lived in the past, and how is it the same?

Source C: “Vibiana Aparicio-Chamberlin’s class photo at Hammel Street Elementary School, East Los Angeles, California,” June 1950. California Revealed collection, Los Angeles County Library.



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Source D: “Class on front steps of Burbank Grammar School,” c. 1900s. Vintage Burbank School Photos, Burbank Public Library.



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Source E: “Molina family members, East Los Angeles, California,” 1930. California Revealed collection, Los Angeles County Library.



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Source F: Harry Quillen, “Family poses for a picture,” 1945. Harry Quillen collection, Los Angeles Public Library.



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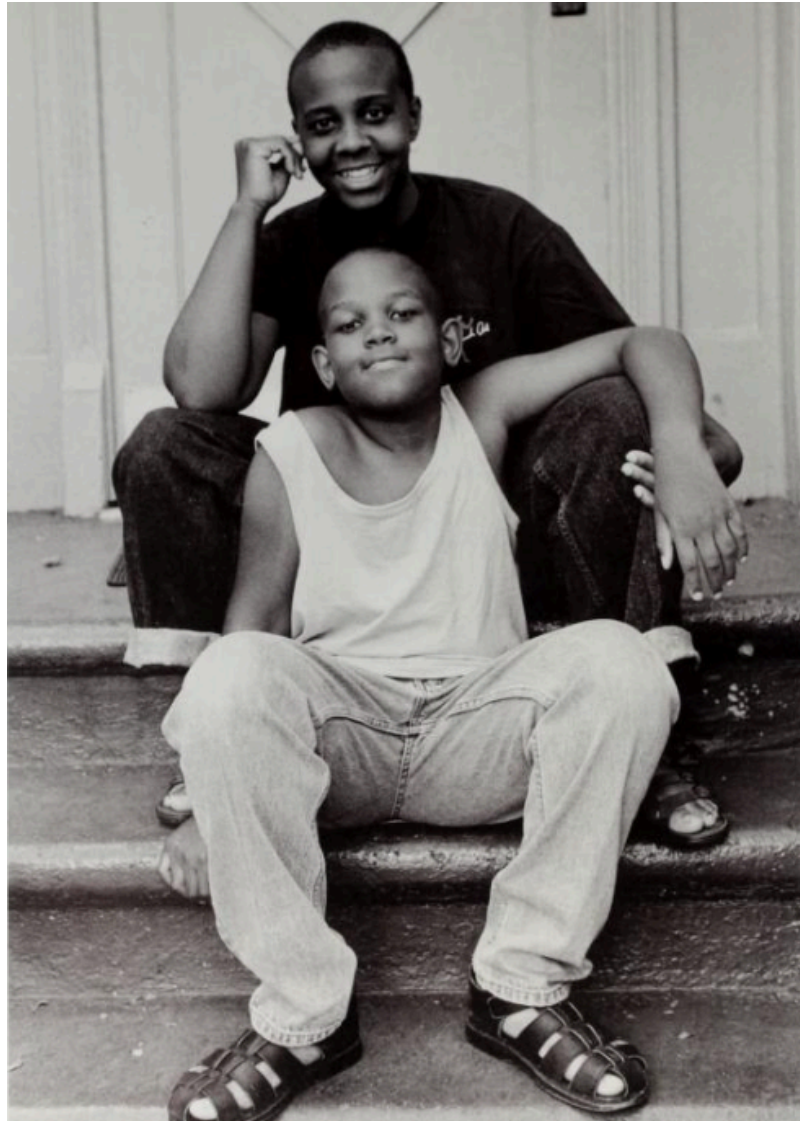
Source G: "Family portrait," 1910. Los Angeles Public Library.



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Source H: Gigi Kaeser, “The Mixon family.” *Love Makes a Family*, 1999. Bookstacks, ONE Archives at the USC Libraries.



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Source I: Gigi Kaeser, "The Jang/Otto family." *Love Makes a Family*, 1999. Bookstacks, ONE Archives at the USC Libraries.



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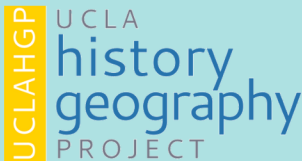


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One Institute is the oldest active LGBTQ+ organization in the United States, dedicated to telling the history and stories of queer and trans community and culture through K-12 educational initiatives, public exhibitions, and community engagement programs.

oneinstitute.org



The UCLA History-Geography Project (UCLA HGP) is a professional learning community that supports History-Social Science and Ethnic Studies educators. As a regional site of the California History-Social Science Project and part of UCLA's Center X, we work with teachers, schools, and organizations to make K-12 classrooms more inquiry-driven, culturally responsive, and civically engaged.

centerx.gseis.ucla.edu/history-geography



The Los Angeles LGBT Center's OUT for Safe Schools® program transforms school campuses into communities of support and safety for LGBTQ+ students.

schools.lalgbtcenter.org/out-for-safe-schools

ONE Archives at
the **USC** Libraries

ONE Archives at the USC Libraries is the largest repository of Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) materials in the world.

one.usc.edu

This lesson plan was created by a Los Angeles teacher partner as part of “Pride, Resistance, Joy: Teaching Intersectional LGBTQ+ Stories of California and Beyond,” a K-12 LGBTQ+ History Teacher Symposium in July 2024, organized by One Institute, the UCLA History Geography Project, OUT for Safe Schools® at the LA LGBT Center, and ONE Archives at the USC Libraries.