

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

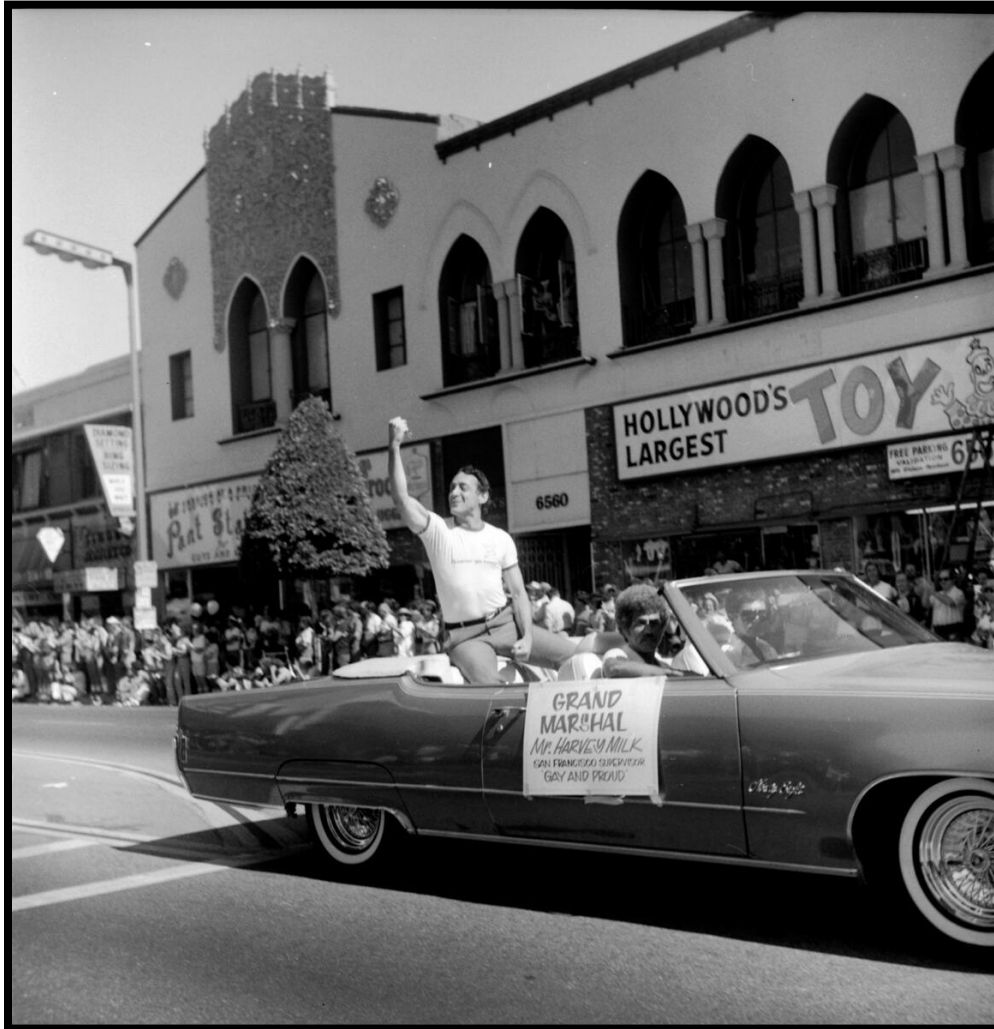
**Lesson Plans for K-12 Teachers
aligned to California's History-Social Science Framework
in implementation of the FAIR Education Act**

Inquiry Question: What are some ways we can show how to
be a strong community member?

Kindergarten



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Pat Rocco, "Harvey Milk as the Grand Marshal of the Christopher Street West Los Angeles Pride parade," July 1978. Pat Rocco photographs and papers, ONE Archives at the USC Libraries.

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Kindergarten

What are some ways we can show how to be a strong community member?

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California History-Social Science Content Standards (1998):

- HSS-K.1: Students understand that being a good citizen involves acting in certain ways.
 - HSS-K.1.1: Follow rules, such as sharing and taking turns, and know the consequences of breaking them.
 - HSS-K.1.2: Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.
 - HSS-K.1.3: Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.
- HSS-K.3: Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.
- HSS-K.6: Students understand that history relates to events, people, and places of other times.

California Common Core State Standards (2014):

- CCSS.ELA-LITERACY.RL.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- CCSS.ELA-LITERACY.RL.K.1: With prompting and support, ask and answer questions about key details in a text.
- CCSS.ELA-LITERACY.RF.K.4: Read emergent-reader texts with purpose and understanding.
- CCSS.ELA-LITERACY.W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
- CCSS.ELA-LITERACY.W.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

California History-Social Science Framework Connections (2016):

“Students... [learn] to appreciate behaviors and values that are consistent with a democratic ethic... Students must have opportunities to discuss these more desirable behaviors, try them out, and examine how they lead to more harmonious and socially satisfying relationships with others” (Ch. 3, p. 32).

What are some ways we can show how to be a strong community member?

“Students further their study of good citizenship by learning about people who exhibit honesty, courage, determination, individual responsibility, respect for the rights of others, and patriotism in American and world history. Teachers may introduce students to important historical figures who exhibit these traits by reading biographies...” (Ch. 3, p. 34).

“Teachers may read historical accounts of famous Americans, which further establishes students’ understanding of national identity and cultural literacy” (Ch. 3, p. 37).

Overview of the Lesson

In this adaptable lesson, which can be scaffolded for a single day of instruction or up to a four-day unit, students explore the qualities that define a strong community member. The lesson (for one day or on each day) begins with a read-aloud of *ABC’s of Queer History* by Seema Yasmin, during which the teacher narrates and explicitly identifies qualities and characteristics of strong community members from both the past and present. Following the read-aloud, the teacher introduces primary sources in the form of photographs of notable queer figures, such as José Sarria, Harvey Milk, and Marsha P. Johnson. The teacher highlights the qualities of strong community members through the lens of these figures and facilitates a discussion in which students share their thoughts on important qualities of being part of a community.

Using the sentence stem “*A strong community member is someone who...*”, students complete the statement and share their ideas, which are recorded on anchor chart paper. As the discussion progresses, additional ideas are added to the chart, allowing students to expand on their initial thoughts and sentence definitions with illustrations.

Students then complete an assessment that involves writing about a historical figure and illustrating how they believe that figure demonstrated strong community membership. This can serve as the sole assessment if taught as a one-day lesson.

This lesson can also be taught as part of a larger week-long unit or module, where each day students focus on a different aspect of being a strong community member as outlined in the content standards. On the final day, students revisit the lesson, reflect on how they themselves exhibit strong community membership, and complete an introspective assessment. By the end of the week, students create a short picture book that illustrates their ideas about what it means to be a strong community member.

You know your students best. Use your discretion to determine what scope of the anchor text and primary sources is feasible for your class, and scaffold this lesson to fit their needs.

On the following page is an example of a weekly scope and sequence for the unit:

What are some ways we can show how to be a strong community member?

Day 1	Day 2	Day 3	Day 4
Aspect of community member: Read Letters A-G	Aspect of community member: Read Letters H-M	Aspect of community member: Read letters N-S	Aspect of community member: Read letters T-Z
Community members follow rules that keep others safe.	Community members get along with others no matter their differences.	Community members are kind to others.	Community members feel responsible for others to be included.
Use one LGBTQ+ historical figure from this lesson plan.	Use one LGBTQ+ historical figure from this lesson plan.	Use one LGBTQ+ historical figure from this lesson plan.	<i>Inquiry Question:</i> What are some ways we can show how to be a strong community member?

Sources:

Source A: “Jose Sarria performs at the Black Cat in San Francisco,” c. 1960/1964. Harold L. Call papers, ONE Archives at the USC Libraries.

Source B: Diana Davies, “Sylvia Rivera (left), Marsha P. Johnson (second from left), and other gay rights activists rally at New York City Hall,” 1973. Diana Davies photographs, New York Public Library.

Source C: Pat Rocco, “San Francisco Supervisor Harvey Milk as the Grand Marshal of the Christopher Street West pride parade in Los Angeles,” July 1978. Pat Rocco photographs and papers, ONE Archives at the USC Libraries.

Source D: “Sasha Colby at the Vice President’s’ Pride Month celebration,” July 2023. From Sasha Colby’s Instagram.

Materials:

- Chart Paper + Markers
- [*The ABC’s of Queer History*](#) by Dr. Seema Yasmin (primary anchor text)
- Sources A-D (p. 9-12)
- Handout: “I am a strong community member!” Student Workbook (p. 13-15)
- Figures Appendix (p. 16-17)

What are some ways we can show how to be a strong community member?

Procedures/Script:

1. Before reading: As a warm-up, do an exploration of letters and words through asking:
 - a. *“What do you think the book might be about, based on the title and cover?”*
 - b. *“The book uses the alphabet to tell a story. What are some of your favorite letters or words?”*
2. Set the tone and introduce the story you are reading today. Activate prior knowledge for students.
 - a. *“This book talks about people and ideas that make everyone feel loved and accepted. How do we show kindness to others?”*
 - b. Call on a few students quickly.
3. Introduce the topic: Begin the lesson by introducing the topic and naming the key point. If time permits, engage students with multimedia, such as this Sesame Street [video](#).
 - a. *“Scholars! Did you know that you are part of a special group called a community? Communities are teams of people who make each other feel like they belong or who share things with one another. Sometimes, we call people ‘community members’ because of this sense of belonging. You might be part of a sports community, a dance community, or even your family—it’s a community too! And guess what? I have a secret to tell you... Our classroom is a community as well, and all of us are members, including me! Take a moment to think quietly to yourself: What community do you feel like you are a part of?”*
 - b. Give students a moment to think, then invite 1–3 students to share their ideas, as time allows. Afterward, bring the group back together.
4. Introduce the inquiry question. Bring student’s attention back.
 - a. *“When I say community, you say member! Community... member! Community... member! Thank you for sharing all your wonderful ideas. If you didn’t get a chance to share this time, don’t worry—we’ll have plenty of time to talk more. Today, we’re going to learn about some amazing people from the past and present who are considered strong members of a special community called the LGBTQIA+ community, or queer community. Can you say ‘queer community’? [Wait for students to respond.] Great! After that, we’ll talk about why we believe these people were such strong community members. You’ll even get to*

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draw and write about how you can be a strong community member just like them. By the end of the day, you'll begin to answer our BIG question: 'What does it mean to be a strong community member?' Let's get started!"

5. Frame Read-Aloud:

- a. *"We're going to read an amazing book that highlights inspiring LGBTQIA+ community members from both the past and present. As we read, think about what you notice and wonder about how these individuals are strong members of their communities."*
- b. While reading, highlight historical LGBTQIA+ figures such as Audre Lorde, Bayard Rustin, James Baldwin, Josephine Baker, Harvey Milk, Barbara Jordan, George Takei, Elliot Page, and Sally Ride (see Figures Appendix). Briefly point out qualities that made them strong community members.
 - i. For example: *"On this page, I notice this person's name is [insert figure's name]. I see that they are a strong community member because [insert quality, such as 'they help others' or 'they speak up for themselves']."*
- c. Read for as long as students' stamina allows. Pause for a break if needed, and conclude the book with the group.

6. Post-Read-Aloud:

- a. *"Wow! I learned so much about these incredible community members. They had so many qualities that made them strong members of their communities. Let's zoom in and learn more about some of these inspiring individuals!"*

7. Show primary sources. Engage in direct instruction with a figure of *your choice*: Marsha P. Johnson, Jose Sarria, Harvey Milk, or Sasha Colby. That means that this lesson can be repeated other times and the figure can be substituted. These are some examples of things you can say about the historical figures and is in no way an exhaustive list.

If you choose to discuss José Sarria (Source A):

"This is José Sarria. He was a person who loved to sing opera and often wore red high-heeled shoes and dresses. Opera is like a big, exciting play where people tell a story by singing instead of talking. In an opera, performers wear costumes, act on fancy stages, and are joined by music from an orchestra. It's like a musical adventure!"

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José loved to perform and always ended his shows by inviting the audience to hold hands and sing a special song together about how important everyone is. This was his way of reminding people that they should help each other and work together as a community.

Unfortunately, some people didn't like the way José dressed, which made him feel like he had to hide who he was. Police officers even tried to arrest him for expressing himself. But José never gave up. He kept performing because he knew how much his songs meant to him and his community.

To protect himself, José wore a special pin that said, "I am a boy." This clever idea helped him avoid trouble with the police for a little while, allowing him to continue sharing his voice and message with the world."

If you choose Marsha P. Johnson and Sylvia Rivera (Source B):

"This is Marsha P. Johnson and Sylvia Rivera. They were transgender individuals who ran away from home because they didn't have a safe environment to be themselves. Many people ignored and mistreated transgender people, and this made Marsha upset.

Marsha and Sylvia decided to create their own community together. They took care of young people in the city who needed a safe place to live and gave them a home where they could feel supported and loved.

Marsha and Sylvia stood up for their rights, saying, 'We're tired of running and intend to fight for our rights until we get them.'"

If you choose to discuss Harvey Milk (Source C):

"This is Harvey Milk. A long time ago, two people tried to pass a law that would take away the rights of LGBTQIA+ individuals to be themselves. This made Harvey Milk very upset, so he used his voice to stand up for those people.

Harvey's speeches brought together groups of people who had never worked together before. He helped them realize they were all upset about the same issue, and this united the community to use their voices for change. Because of their efforts, the law was not passed, and Harvey Milk and the LGBTQIA+ community won their fight.

Sadly, not everyone supported what Harvey was fighting for. One day, someone who strongly disagreed with his efforts went into his office and made the choice to take his life. Despite this tragedy, Harvey Milk's legacy teaches us about the importance of

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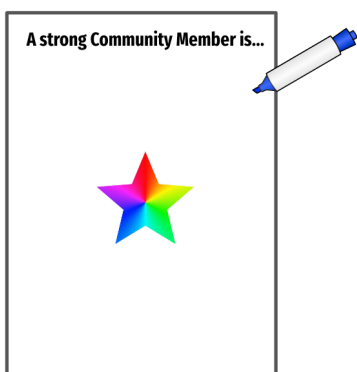
standing up for what is right. He never gave up and dedicated his life to making the world a better place for LGBTQIA+ people."

If you choose to discuss Sasha Colby (Source D):

"This is Sasha Colby. Sasha is the winner of Season 15 of RuPaul's Drag Race after an incredible competition. They are from the beautiful islands of Hawaii and are known as a drag and pageant legend.

Sasha has been a teacher and mentor to many people who want to pursue their dreams in drag. They always stay true to themselves, creating their own costumes and delivering amazing performances. Sasha has overcome significant challenges, including being told by their church that they couldn't be themselves. Despite these hardships, Sasha continues to inspire others by living authentically and encouraging others to do the same."

8. Partner Discussion: Have students participate in a think-pair-share activity. Pose the following questions as time permits. Encourage "bridge partner" sharing, where students stand up, pair with another student, and create a standing bridge by touching arms high in the air. This provides a movement break and allows for diverse sharing partnerships.
 - a. "How was [insert figure] showing they were a strong community member?"
 - b. Sentence Stem: "I notice [Figure's name] is a strong community member because..."
9. Whole Class Discussion: Engage students in a class discussion while creating a group anchor chart. The anchor chart may be set up as follows:



Model Your Thinking:

Say, "Watch me as I capture my thinking on this chart. I believe [figure's name] is a strong community member because they _____. "Expected Responses: Knows and follows agreed-upon rules, shows respect, helps others, does their best, speaks up for others, uses safe body language, uplifts the voices of others, asks questions, includes all types of people, protects those who need it) Elicit Student Input: Invite students to share their thoughts while you add their ideas to the anchor chart. Use stick figures or simple drawings to visually represent their ideas.

10. Model Independent Activity: After completing the group chart, explain the assessment activity to students.

What are some ways we can show how to be a strong community member?

- a. *“Now it’s time for us to show what we’ve learned today! Everyone say, ‘Show you what I know!’ We’re each going to create our very own I Am a Strong Community Member book.”*
 - b. Display an example of the book using a projector or document camera. Say: *“Now I want to know all about how YOU are a strong community member. Watch me as I do this work first.”*
 - c. Sketch a drawing of a chosen figure.
 - d. Model the writing process using conventions that align with your students’ developmental stage (e.g., labels, phonetic spelling, punctuation, grammar, detailed drawings, sentence writing). Say: *“Did you see how I wrote my name first, drew a picture of a strong community member, and added [insert modeled writing conventions]?”*
11. Student Practice:
- a. Say: *“Now it’s your turn! Say, ‘All by myself!’* If needed, guide students through a think-pair-share to help them brainstorm. Have them pretend to draw on their hands, talk to a partner, whisper to their thumbs or bellies, and orally recite their ideas before writing.
 - b. Dismiss students to start working on their books. Circulate the room to offer support and narrate their progress. Students may use the book as text evidence or you may display the book for students to use as a visual aid when writing.
12. Celebrate: If time permits, reconvene in the gathering area to celebrate students’ work. Highlight their ability to identify strong community members.
13. Extension: Print multiple copies of the assessment pages so students can continue adding ways they are strong community members. Add a cover page for their books, creating a final product that reflects their diverse ideas!

Further Resources:

- Jerome Pohlen, [“Gay & Lesbian History for Kids: The Century-Long Struggle for LGBT Rights, with 21 Activities,”](#) 2015.
- Sesame Street, “What is a community?” [Youtube](#).

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Source A: “José Sarria performs at the Black Cat in San Francisco,” c. 1960/1964. Harold L. Call papers, ONE Archives at the USC Libraries.



Created by Dr. Kris Sanchez 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.

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Source B: Diana Davies, “Sylvia Rivera (left), Marsha P. Johnson (second from left), and other gay rights activists rally at New York City Hall,” 1973. Diana Davies photographs, New York Public Library.



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Source D: “Sasha Colby at the Vice President’s Pride Month celebration,” July 2023. From Sasha Colby’s Instagram.



What are some ways we can show how to be a strong community member?

Handout: "I am a strong community member!" Student Workbook

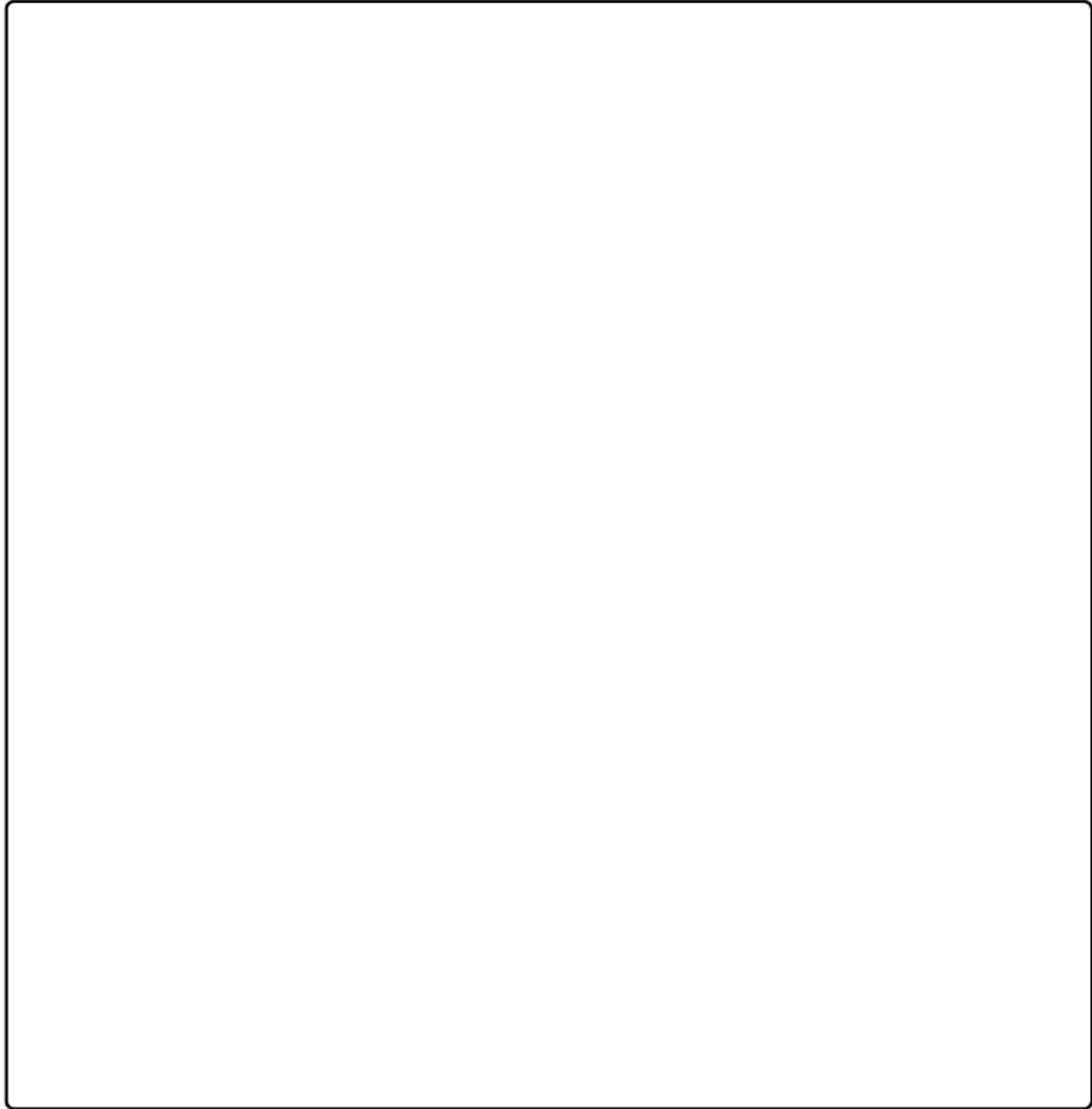
Name: _____

I am a strong community member!



What are some ways we can show how to be a strong community member?

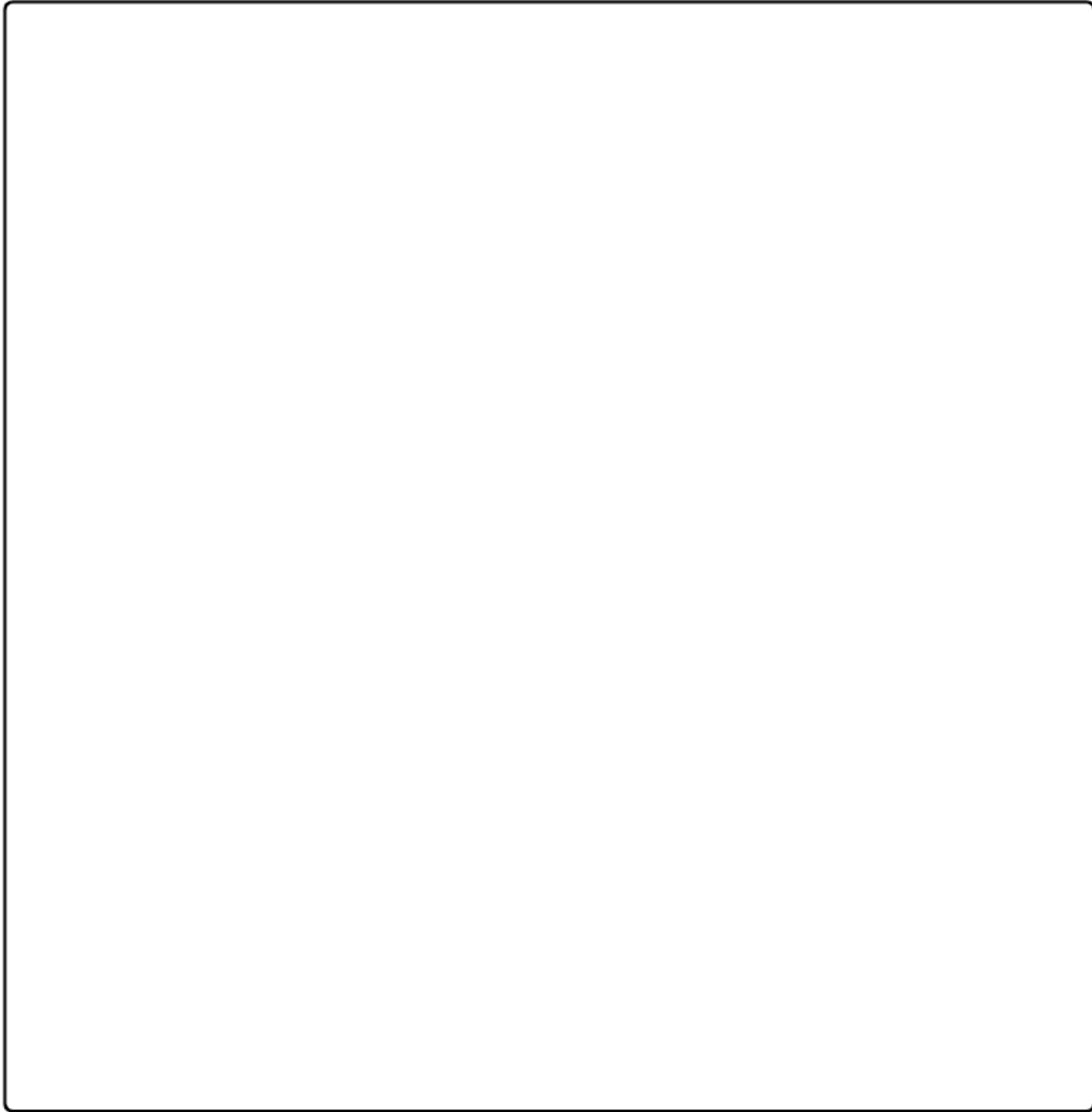
Name: _____



A strong community member _____

What are some ways we can show how to be a strong community member?

Name: _____



I am a strong community member _____

because _____

Figures Appendix

Audre Lorde

Audre Lorde was a feminist and civil rights activist most known for her writing. She spoke out against discrimination of her communities—including women, Black communities, and LGBTQ+ people. Born in New York City to parents from the West Indies, she had a passionate voice that envisioned a more inclusive society. One day, she discovered that she liked writing poems, which helped her express her feelings and experiences. By rallying her community through words, Audre brought about sisterhood and stood for inclusion. Audre also served her community as an English teacher and librarian.

Bayard Rustin

Bayard Rustin was a key organizer during the Civil Rights Movement. From West Chester, Pennsylvania, he fought for racial equality and was known for his peaceful, kind, and nonviolent approaches and beliefs. He was an advisor to Martin Luther King Jr., who shared his vision that everyone, no matter their skin color, should be treated fairly and equally. In 1963, Bayard worked behind the scenes at the March on Washington in 1963, allowing Dr. King to give his famous “I Have a Dream” speech. Bayard was also gay and faced many challenges in his work because his identity was less accepted at that time.

James Baldwin

James Baldwin was a famous American writer of books, plays, and essays. As a child in Harlem, New York City, he discovered that he loved to read and write. As he got older, he furthered his writing to discuss the importance of treating others with respect and being inclusive, regardless of race. His fiction and essays deal with his experiences as a Black gay man in America, penning stories of family, love, and calls-to-action for a more just society. He served his community through his writing and speeches, calling out injustice. Today, many people continue to read his books.

Josephine Baker

Josephine Baker was born in St. Louis, Missouri. She loved to dance. As she got older, she entertained audiences who watched her sing, dance, and perform. She moved to Paris, France, where she quickly became a popular music-hall entertainer. She was an ambassador of Black American culture abroad and sought to uplift her community. Josephine called out unfairness to Black Americans and even helped the French troops in World War II. Josephine loved children and adopted twelve from many different countries. She called them her “rainbow tribe” to show how, across differences, we can all be family.

Harvey Milk

Harvey Milk was a politician and gay rights activist. He was one of the first openly gay officials elected to office in the United States, working in San Francisco. A brave activist, he quickly became a voice for other LGBTQ+ people in the city, calling upon the city to grant equal rights to gay people. He worked hard so that people could love who they want and celebrate who they are. He also made it a priority to allow LGBTQ+ people to become teachers in schools. His life was taken because of his work, but he continues to be celebrated for his courage in making our country a more inclusive and kinder place.

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Barbara Jordan

Barbara Jordan was a pioneering educator and politician. Born in Houston, Texas, she used her voice to help her community. In 1966, she became the first Black woman elected to the Texas State Senate. She helped Lyndon B. Johnson with his messaging on Civil Rights in 1967 and eventually was elected to the US House of Representatives. There, Barbara fought for the lives of minorities and the poor, helping to strengthen workers' rights and voting access. She spoke up for fair treatment and delivered speeches that made people around the country think about the country's future.

George Takei

George Takei is a brave leader for Asian-American representation and gay rights. When he was little, his family had to leave their home in California to a camp because of their Japanese heritage, even though they had done nothing wrong. This experience made him passionate about helping others in his community. As an actor on the hit show *Star Trek*, George played the role of a space explorer named Mr. Sulu and helped create new pathways for Asian-American representation on TV. Now, he writes and speaks in support of kindness and equality, helping others in his community stand up for what's right.

Elliot Page

Elliot Page is a celebrated actor who stands up for representation and diversity on film. He has been a supporter and advocate for LGBTQ+ organizations for many years. In 2020, Elliot made the brave decision to tell the world that he is a transgender man. He was born in a body that didn't match how he really felt. Today, Elliot helps others understand that it's okay to accept and be yourself. He continues to be a role model for his community, helping others be more accepting and inclusive.

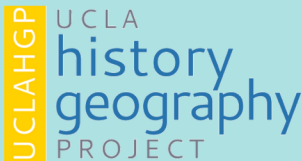
Sally Ride

Sally Ride was the first American woman to fly into space in the 1980s. As a child, she loved science and writing and was selected by NASA for astronaut training after college. When she took the rocket ship *Challenger* to space, she showed her community that anyone can go to space if they work hard. When she returned to Earth, Sally dedicated her life to helping young people learn about science, space, and bravery. She shows her community that anyone can do anything no matter who they are.



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.