

# MODULE TWO BRICK BY BRICK



## Guiding question/s:

Why do we need advocacy? How does advocacy happen?

## Broad student understandings:

- We need advocacy to protect our rights and to build better lives for ourselves and our communities.
- There are many different ways to be an advocate, including through direct action and protest, but also through other ways of building safe, supportive and loving spaces for those who need it.
  - Some forms of advocacy include storytelling, demanding your rights, caring for those harmed, and building collective power.
- Everyone needs a “safe place” where they can be their whole selves without fear or judgment.
- LGBTQ+ people of color have been and are leaders of movements for change. At the same time, they have had to fight for inclusion and acceptance from the larger LGBTQ+ movement.

## Specific learning goals:

- Discover the history of the Stonewall uprising from an advocacy perspective.
- Connect the historical Stonewall uprising to modern LGBTQ+ movements today.
- Consider what advocacy is still needed for LGBTQ+ communities of color.

## Prep — Sessions 3 and 4:

- Printouts or index cards for student entry & exit activities
- Projector, Smartboard, laptop or TV to play the Stonewall Forever documentary and No Justice No Pride movie
- Large post-it, whiteboard, or Smartboard for Session 4 stations activity
- Copies of the Brick by Brick handouts from the Appendix page 56
- Construction paper “bricks” or index cards for Session 4 exit activity
- Optional: Student notebooks or binders where they will keep or track their work throughout Brick by Brick
- Optional: Permission slips for documentary viewing

## Resources:

- Stonewall Forever documentary
- No Justice No Pride – the movie





# SESSION 3

## Objective

Students will connect the Stonewall Uprising with current movements for equality.

Students reflect on and individually/privately respond to the prompt:

**What is your safe place—a place where you feel like you can be your whole self without fear? This can be a physical location, or being with a person or group of people, or even a place you go in your mind.**

## Entry Activity (5 minutes)

**How would you respond if that safe place was taken away from you?**

For this prompt, students can either write or sketch, describing or visualizing.

The prompt should be posted in text large enough for students to see and repeated out loud for the students. Students may also benefit from a handout with the question/s printed with space to write their answers or can write the answers in their optional project notebooks or binders.

## Mini Lesson (5 minutes)

Give students some brief background on the Stonewall Uprising before showing the documentary:

Explain that in the 1960s, for a lot of LGBTQ+ people, the Stonewall Inn was a safe space where they could be themselves. At the time, the police would arrest and beat people for being queer or trans, or for not looking feminine or masculine “enough.” One night in 1969, as the police started arresting people at the Stonewall Inn, this safe place, people had enough and started fighting back. While LGBTQ+ people had been fighting against discrimination before the events at the Stonewall, the uprising organized a lot of people into being open about being LGBTQ+ and demanding respect and rights. Introduce the videos: students will watch one video about Stonewall and one about the fight for LGBTQ+ rights today.

Using a projector, Smartboard, laptop, or TV, play the **Stonewall Forever** and **No Justice No Pride** documentaries for students.

These documentaries are not rated, but be advised that they contain some instances of adult language, usually “f—k.” Have a discussion with your students before watching to prepare them, or have students bring in permission slips at your discretion. Alternately, pre-select specific clips from the documentary to show students.

## **Documentary Viewing (45 minutes)**

As students watch the documentary, have them consider or write answers to the following questions on paper or in their project notebooks or binders. The prompts should be posted in text large enough for students to see, and repeated out loud for the students, or in a handout printed for them.

1. **What were they fighting against or for at Stonewall?**
2. **How did they fight back against discrimination? Name some ways. (Possible answers: throwing bricks, holding a protest, raising awareness, standing their ground, coming out of the closet)**
3. **Which people were being left out of the Stonewall movement and had to fight to be heard? (Possible answers: Black and brown trans women)**
4. **Have the issues advocates fought for at Stonewall been solved? (Possible answers: LGBTQ+ people have more rights now, but some issues like homelessness and being over-policed still remain).**
5. **How is the movement for LGBTQ+ rights continuing today? Give some examples from the documentaries. (Possible answers: Fighting against intersex surgery, fighting for housing, etc.)**
6. **What is your reaction to the documentaries? What do they make you think or feel?**

Discuss reactions to the documentary and questions as a whole group. At your discretion (especially for younger students), pause the documentary throughout to review some of the questions individually.

Students reflect on and individually/privately respond to the prompt:

### **What safe spaces are still needed for LGBTQ+ people today?**

The prompt should be posted in text large enough for students to see and repeated out loud for the students. Students may also benefit from a handout with the question(s) printed with space to write their answers or can write the answers in their optional project notebooks or binders.

For Stonewall-related extension opportunities, refer to these lesson plans and activities from Teach Rock:

**“Y’all Better Quiet Down”: Black and Latinx LGBTQ+ Pioneers**

**“Seneca Falls, Stonewall, Selma”: The Stonewall Riots in the Fight for Equality**

## **Exit Activity (5 minutes)**

## **Extension opportunities:**

# SESSION 4

## Objective

Students will examine how advocacy happens, and what different tools are needed to accomplish goals.

Students reflect on and individually/private respond to the prompt:

Think back to the documentaries we watched in the last session.

## Entry Activity (10 minutes)

**What do you think made the Stonewall uprising and LGBTQ+ movement successful?**

**How did the advocates in the documentaries fight for what they wanted?**

The prompt should be posted in text large enough for students to see and repeated out loud for the students. Students may also benefit from a handout with the question(s) printed with space to write their answers or can write the answers in their optional project notebooks or binders.

Have four “stations” prepared around the room, with large post-it paper for each. Each paper should include one of these titles:

1. **Storytelling/Raising Awareness About an Issue**
2. **Demanding Your Rights**
3. **Caring for Those Harmed**
4. **Building Collective Power**

Each station is meant to represent a different form of advocacy, though they all connect and intersect with each other. Students can think about what each of these things looks like in practice, using examples from the documentaries they watched and from their own lives.

Have small groups of students spend time at each “station,” and switch to move to the next station every five minutes. While students are at each station, have them use index cards or construction paper “bricks” to write down examples that fall under each of the headings. They can be examples from the documentaries, but do not have to be. Include one example under each to get students started.

## How Advocacy Happens: Stations Activity (20 minutes)

**Examples for “Storytelling/Raising Awareness About an Issue”: Holding a protest and making signs about an issue.**

## **Brick by Brick** (20 minutes)

## **Exit Activity** (10 minutes)

## **Extension opportunities:**

**Sharing a personal story about how a law, policy, or practice has impacted you.**

**Examples for “Demanding Your Rights”:** When Sylvia Rivera demanded to be heard. Introducing laws ending intersex surgery and letting each person make decisions about their own bodies.

**Example for “Caring for Those Harmed”:** When No Justice No Pride created housing for trans women experiencing homelessness.

**Example for “Building Collective Power”:** When No Justice No Pride taught trans women how to demand their rights.

Introduce the **Brick by Brick** handout by reviewing the introduction and instructions with students. Have students build out their projects by considering what “bricks” they will use to accomplish their goal. As students work, they can think about whether their project will include any elements from the four “How Advocacy Happens” stations, and include some “bricks” inspired by those elements.

Have students choose anywhere from one to several of the “bricks” that they wrote down for their own projects. Hand out the construction paper bricks and have students write some of their answers on individual bricks for posting on a group wall. The group wall can be titled with the prompt: **“Together, we are building something better. We will get there with...”**

**Hi-tech/no-tech:** Have students individually research and complete a **Brick by Brick** worksheet for a social justice movement or event of their choice.

**No-tech/lo-tech:** Provide examples of different forms of advocacy from history or current events and ask students to consider their primary strategy or combined strategies (raising awareness, demanding rights, caring for those harmed/building collective power, seeking a better future).





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FOR

“WE, THE GENDER-FREE,  
ARE LEADING THE  
WAY FOR MILLIONS  
OF HOMOS AND A COUPLE  
OF METERO-SAPIENS  
TO WONDER: WHAT IS A  
MAN? WHAT MAKES A  
WOMAN? CAN A WOMAN  
BE MORE M ONLY THAN  
THE MANLIEST MAN?”

I SAY YES, YES, YES!

THERE ARE NO LINES  
ANYMORE; WE HAVE  
STOMPED ON THEM ALL.”

JOAN JETT  
BLAKK

