

MODULE THREE WHAT WE REMEMBER

Guiding question/s:

How have LGBTQ+ people of color been able to preserve their histories? How can learning these histories help me see myself as an advocate?

Broad student understandings:

LGBTQ+ people of color have always existed, have always been advocates, and have always found ways to preserve their histories. Our stories are important and worthy of preserving.

Specific learning goals:

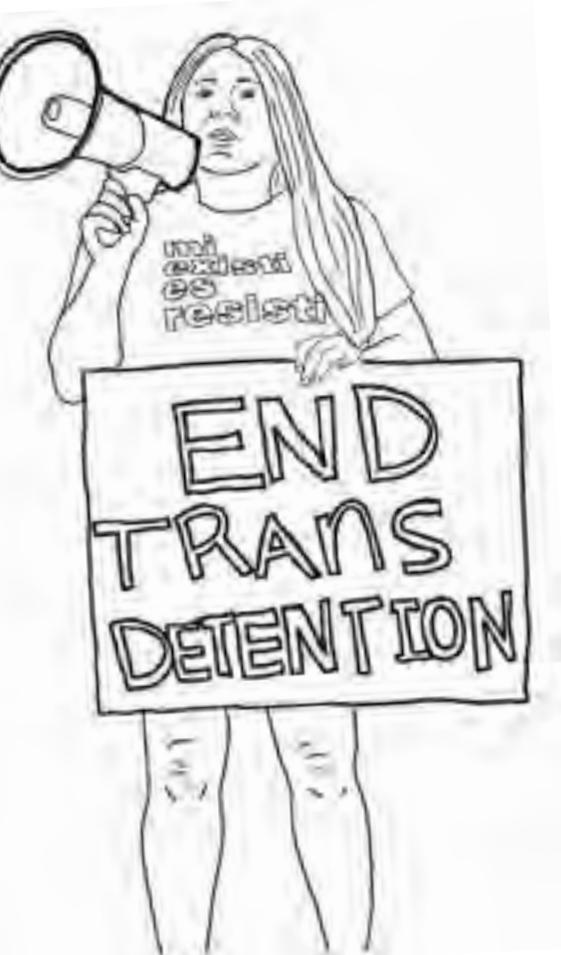
- Connect with history through archives.
- Gather inspiration and guidance from an “advocacy ancestor.”

Prep — Sessions 5 and 6:

- Printouts or index cards for student entry & exit activities
- Smartboard, laptop, or TV to play “A short history of Trans people’s long fight for equality”
- Prep for the **Queering the Map** activity includes having the link for student computers, displaying it on a Smartboard, or having copies of pre-chosen entries.
- **Voices of History Gallery Walk** activity printouts
- Their existing copies of **Brick by Brick Project** Handout, Appendix page 56
- Copies of **My Project Tracker, Appendix page 54**
- Optional: Student notebooks or binders where they will keep or track their work throughout Brick by Brick
- Optional: Permission slips for **Queering the Map** activity

Resources:

- [“A short history of Trans people’s long fight for equality” by Samy Nour Younes](#)
- [Queering the Map](#)



SESSION 5

Objective

Students will explore LGBTQ+ archives and consider the kinds of history that are worth remembering.

Entry Activity (10 minutes)

As students arrive, make sure they get a few post-it notes. Invite them to finish the sentence, “Something I think people will remember about the world today a hundred years from now is...” by writing on the post-its the word or words they would use to fill in the blanks. When ready, students may post the post-its on a large drawing or printout of an empty museum display case or gallery wall (such as [this photo](#), [this one](#), or [this one](#)). Make sure students have enough time to think of some responses and to see what others came up with.

Mini Lesson (10 minutes)

Students will watch “[A short history of Trans people’s long fight for equality](#),” and reflect individually/privately on the following questions as they watch. A no-tech option is to provide the transcript to students, or to read it out loud to them. The prompts should be posted in text large enough for students to see and repeated out loud for the students. Questions can be answered on printouts, or in optional project notebooks or binders.

- 1. What point is the speaker making about how long trans people have existed? (Possible answer: Gender variance and recognizing multiple genders have been around a long time, throughout human history.)**
- 2. How are indigenous understandings of gender different from what colonists later imposed? (Possible answer: Many indigenous nations recognize/d more genders than just male or female.)**
- 3. What message does the speaker have for young trans people today? (Possible answers: Trans people have a long and proud history, you are not alone, etc.)**
- 4. One interesting or surprising thing I learned from the video is... (Leave open-ended)**

Take a moment to review the questions with the students and explain that today students will consider how LGBTQ+ people have fought hard to preserve their histories and stories when others try to erase them.

Archives Activity (30 minutes)

Open a group discussion by asking students “What are some ways that people preserve history?” and write answers on a whiteboard/Smartboard/large post-it. **Some answers could include textbooks, museums, documentaries, oral history, songs, newspapers, etc.**

Explain that LGBTQ+ history hasn’t been kept the same way as traditional history. Because so many people throughout history have not recognized the worth of LGBTQ+ people, a lot of LGBTQ+ history hasn’t been preserved in museums, newspapers, or textbooks. Instead, people have had to make their own ways of preserving history, through *archives* (defined as a collection of historical documents or records providing information about a place, institution, or group of people). Sometimes an archive is a place where important papers are collected, and there are some LGBTQ+ archives kept in people’s houses. Sometimes an archive is digital, and there are recordings and documents online or even on Instagram.

Hi-tech: Use student computers or a Smartboard to explore [Queering the Map](#). Introduce the website as a digital archive where people add their own significant life moments and connect them with particular locations around the world. You may choose to assign students to look at different areas of the country from each other (suggested bullets below) or allow free exploration. While the vast majority of posts on Queering the Map are appropriate for all ages, there are some instances of adult language. If this is a concern, you may choose to select some posts in advance for your students to view rather than allowing free exploration, or alternately send permission slips home with your students in advance of the activity.

As students explore the archive, ask them to consider the following guiding questions:

- 1. Take some time to look at posts from different locations and choose a post on the map that speaks to you. This can be something from your hometown, or from a location far from you (such as a place you like—or would like—to visit).**
 - a. Why does this post resonate with you?**
 - b. Why would someone have wanted this moment to be remembered?**
- 2. What are some ways this map is different from something like a history textbook or a museum? (Possible answers: It is controlled by regular people, it marks everyday life moments instead of events of national significance, it is more accessible, etc.)**

**Exit
Activity**
(10 minutes)

**Notes &
Extension
opportunities:**

No-tech/lo-tech: Provide students with printouts of some pre-selected posts on the archives, or post screenshots on a PowerPoint presentation, and ask them to consider the same questions, or do them together as a class. Some possible choices include:

- **“Got punched by a family member because I said that I like girls” (Washington, D.C.)**
- **“I first had my few aha moments in my second home. We had only moved about a year or so before hand and it had taken me awhile to really realize that I wasn’t the straight, cis person I thought I was. It was not so much of a hard process but it was a process coming to terms with what labels felt like me. Seven years later and I still ID basically the same way I did as a 12-year-old.” (El Paso, TX)**
- **“Maybe someday I’ll be buried here next to my wife. <3” (Montana)**

On the opposite side of the wall from the museum wall/case activity, post a large drawing or print-out map (of the world, the United States, the state/province or your town/city). If prep time allows, print out or create post-it-sized location pins, but if not use regular post-its. Have students reflect on and write one or more answers to: “A moment in my life worth remembering is when...” and post it on the map.

Have students contrast the type of posts on each wall (the “museum” vs the map). As a group or individually, reflect on the following guiding questions:

1. **Which history do you think is more likely to be remembered 100 years from now?**
2. **Why can’t the moments in someone’s life be just as important as major national or international events?**
3. **What are some things we can do if we want both to be remembered equally?**

No-tech: Have students create their own complete map of significant moments in their lives. Have them write an accompanying statement of why they chose those moments as worthy of remembering.

Lo-tech: Assign students to listen to specific episodes of [Making Gay History](#) podcast, or allow students to choose their own episodes to listen to. Have them report back what they learned from the episode to the rest of the group.

Hi-tech: Assign students to explore different LGBTQ+ archives on social media, such as Columbia Trans History (@colombiatranshistory on Instagram), Black Lesbian Archives (@blacklesbianarchives on Instagram), and LGBT History (@lgbt_history on Instagram). Use discretion in monitoring for adult content or get permission slips as needed for student viewing. Create prompts asking students to consider what each archive is accomplishing for its intended audience.

SESSION 6

Objective

Students will connect with LGBTQ+ advocates from history, identifying ways it can be helpful to learn from them today.

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

Miss Major Griffin-Gracy, an LGBTQ+ activist at Stonewall, said, “It’s not an easy thing, but you must nurture, take care of, and look out for yourself too. If you don’t take the time to heal your wounds and soothe your ills, you cannot be of benefit to anyone else.”

Entry Activity (10 minutes)

What does this mean to you? Can you give an example of what this might look like?

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 questions printed with space to write their answers or can write the answers in their optional project notebooks or binders.

You can discuss student responses and examples as a group.

Voices of History Gallery Walk (20 minutes)

Have copies spaced around the room of **Voices of History Gallery Walk** printouts.

Explain that throughout history and the present, LGBTQ+ people of color and Indigenous people have been leaders and advocates. These are the words of just a few of these advocates. Students will choose the quote that resonates with them the most and reflect on what they think it means to follow the advice in their own projects.

Give students time to walk, explore and read the quotes, and ask questions about the speakers.

Example template: _____ said/did _____.

This makes me think about _____. I think to follow their example in my project, I can _____.

Example: Audre Lorde said, “When I dare to be powerful, to use my strength in the service of my vision, then it becomes less and less important whether I am afraid.” This makes me think about how if I really believe in something, I will do it even when I am scared. I think

**Project
Time**
(30 minutes)

**Extension
Opportunities**

to follow her advice in my project, I would think about what the things about it are that scare me. I think I'm scared of my principal not caring about this issue, and I'm scared of what other students will say about me raising awareness about LGBTQ+ issues. But I can "dare to be powerful" and work on this issue I care about even when I'm afraid.

Alternately, ask students to simply share which quote they found most meaningful or powerful, and why.

Students can share their thoughts in small groups or as a whole group. They can also write their thoughts in optional project notebooks or binders.

Now that students have considered helpful advice, transition to having them think about their projects. Remind students of the **Brick by Brick Project** handout they filled out earlier and let them know they will now fill in their **Project Trackers** with the tasks they need to do to complete their projects.

If needed, give them time to review and update their **Brick by Brick Project** forms and be available as a guide to answer student questions, help brainstorm, or assist students when stuck. Guide students in filling in their **Project Trackers**, encouraging students to start getting specific in their planning.

If time allows, students can come together in a circle to share their ideas with each other for feedback. Structure this as "Something I like about your idea..." and "Something I think would make your project even better is..." Otherwise, have students turn in their handouts for your review.

Hi-tech/no-tech: Have students use computers to research the person who said the quote they chose and create a presentation or video on their life and work to show the rest of the group.

Hi-tech: Have students make a direct contribution to this resource. The **Voices of History Gallery Walk** represents only a few of many LGBTQ activists of color who have made a difference in their communities. Have students research people not included in the Voices of History Gallery Walk who they would like included. Interested students can submit a name, quote, and a little about the person to **kbrockenborough@nwlc.org** for inclusion.

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I DEFY

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I AM NOT A
WOMAN."**

**LUCY
HICKS
ANDERSON**



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