**United States History**

**Module VII: LGBTQ+ History**

****

**I. Unit Introduction and Framing:**

* Knowingly and unknowingly, we have been learning about the history and experiences of LGBTQ+ individuals throughout this course
* Numerous and distinct topics covered in this unit: sexuality, gender expression, and non-conforming behavior
* The gay rights movement has resulted in the fastest legislative change in American history…AND social acceptance isn’t defined by legislation
* There is a real underrepresentation and marginalization of the transgender experience
* Language informs identity, but identity is complex and cannot truly be reduced to a word

**II. Module Essential Questions:**

* How do we (as historians and students of history) reintegrate and re-center the diverse, complex experiences of marginalized groups into the American experience?
* How does America govern (and politicize) personal identity and private lives? *Should* the federal government have the power to do so?
* What is the difference between legislative and cultural progress? Where do we stand as a government and as a society on LGTBQ+ rights?
* To what extent does the military drive social change in our nation?
* How is what we've learned and discussed in this mini-unit NOT a complete history? Whose voices and experiences are missing? Why?
* In thinking about the "social frontier," what issues / topics / groups / experiences are on the horizon in America?

**III. Content Overview:**

* LGBTQ+ Historical Overview
* Out in the Military: Gay and Trans Experiences in the Armed Forces
* The AIDS Epidemic
* The Fight for Gay Marriage
* Case Studies: Current LGBTQ+ Legislation and Court Cases
* MA: Harkness Discussion

**IV. Lesson Plans and Assignments:**

**Class 1: Historical Overview**

* Unit Introduction and Framing
  + Norm Setting
  + Terminology
  + Resource Bank on One Note
* LGBTQ+ Timeline Activity and Canvas Discussion
* **HW due:** Read and annotate the following excerpt from the introduction to Michael Bronski's *A Queer History of the United States For Young People* (2019). Pay particular attention to key definitions and terms in your annotations. The length of this reading is estimated at ~ 20 - 25 minutes. If it takes you longer than 30 minutes, please stop at 30. If you find that you have time and/or interest at the end of the reading, skim the Contents section and spend some time Googling some of the individuals that Bronski chooses to highlight in this book. You might surprise yourself with what you find! No formal submission is required - just come ready to dive into our unit on LGBTQ+ History!

**Class 2: Out in the Military: Gay and Trans Rights and Experiences in the Armed Forces**

* History of Gay and Trans Individuals in the Military (PPT)
* [Facing History Video](https://www.facinghistory.org/resource-library/video/lavender-scare-gay-and-lesbian-life-post-wwii-america): The Lavender Scare
* “Don’t Ask, Don’t Tell” Primary Sources & Small Group Discussion
* Trump’s Ban on Transgender Service Members
* Current Events Discussion
* **HW due:** Read and watch the video links in the article ["Years After Trans Military Ban, Legal Battle Rages On"](https://www.nbcnews.com/feature/nbc-out/year-after-trans-military-ban-legal-battle-rages-n1181906) for 30 minutes. If you have time left or are just interested in the topic, check out this NYT doc-op video: ["Transgender, At War and In Love".](http://www.transmilitary.org/watch) Take notes on what you find interesting or unexpected. Write down any questions you might have about the lgbtq+ experience in the US military.
  + Questions to consider:
    - Does the 14th Amendment's guarantee of equal treatment under the law for all citizens cover transgender citizens who want to serve in the military?
    - Is the US military ahead of the curve when it comes to recognizing LGBTQ+ rights?

**Class 3: The AIDS Epidemic**

* PPT: Background & Context on the AIDS Epidemic
* Primary Source Digital Gallery Walk (in small groups on Teams Channels)
* Exit Ticket: 3-2-1 Reflection submitted on Canvas
  + 3 things that you learned in this lesson
  + 2 connections between this topic and other topics that we have studied
  + 1 question that you have about the AIDS epidemic or LGBTQ+ history so far
* **HW due:** No homework – enjoy a night off!

**Class 4: The Fight for Gay Marriage**

* PPT: The March Towards Marriage Equality
  + The First Gay Marriage (Baker and McConnell)
  + The Defense of Marriage Act (DOMA)
  + Obama’s Repeal of DOMA
  + 2015: *Obergefell v. Hodges*& the legalization of gay marriage at the federal level
  + Legalization of gay marriage in Washington State
  + Public Opinion Analysis (data, statistics, polling on acceptance / opposition to gay marriage over the years)
* **HW due:** Read and annotate the Timeline of the Legalization of Same-Sex Marriage in the U.S. (<https://guides.ll.georgetown.edu/c.php?g=592919&p=4182201>). Stop after 15 minutes if you have not finished already. For the remaining 15-25 minutes, pick an item that was interesting and do additional research, taking notes. Make sure you keep the link to the source and your notes, because we will be using these at the start of next class.

**Class 5: LGBTQ+ Legislation and Court Cases TODAY**

* PPT: LGBTQ+ Legislation Today
  + Overview of civil rights issues and legislation today
  + Conversion Therapy
  + Bathroom Bills
  + Religious Exemption Laws
  + Gay / Trans “Panic” Defense
  + Access to Healthcare
  + Workplace Discrimination
  + Transgender rights in Washington State
* Case Studies (Small Group Channel Work and Discussions)
  + Gay / Trans “Panic” Defense
  + Access to Healthcare
  + Workplace Discrimination
* **HW due:** Read and annotate the following article on LGBTQ Rights published by the ACLU (American Civil Liberties Union). While reading, take a moment to look up some of the laws and commissions that are referenced as providing legal protections for the LGBTQ+ community. When you are finished with the reading, and if you have time within the allotted 30 minutes, consider scrolling through the following interactive maps to get a sense of the geography and regionalism of discrimination in the U.S. and the world.
  + Map of Anti-Trans Legislation by State: <https://www.aclu.org/issues/lgbt-rights/transgender-rights/trans-rights-under-attack-2020>
  + #OUTLAWED: The Love That Dare Not Speak" -- Interactive Map of Anti-LGBT Laws in the World: <http://internap.hrw.org/features/features/lgbt_laws/>
  + **Questions to consider (and to guide your annotations) as you read:**

1. How does language (terminology) complicate the ways in which LGBTQ+ individuals find legal coverage and protection under current federal, state, and local legislation?
2. Where have you heard about some of these acts and laws before in our course? Topic connections?
3. How does geographic place and regionalism influence the legal experiences and rights of LGBTQ+ individuals?

**Class 6: Harkness Discussion**

* Fishbowl-style online (see below)

**V. Module Assessment:**

In class on **Monday, May 18th** we will engage in a structured Harkness discussion on the content and issues discussed in our LGBTQ+ unit. While Module VII is the focus of our discussion, many of the questions that you will be asked to respond to require you to also consider the social and cultural histories of the historically marginalized groups that we have been studying all year (immigrants, indigenous Americans, black Americans, and women).

**Format of the Discussion:**

* The class will be divided into two groups (Group A and Group B). Approximately 7 – 8 students will be in each group.
* Round 1: Group A will discuss their assigned questions (see below) for the first **25 minutes**, while Group B listens to the discussion and reacts and responds appropriately using text comments in the classroom Chat. Group B is not permitted to speak during Group A’s round. Group A is focusing on the discussion during their round and can choose to completely ignore the Chat or to incorporate a question or comment from the Chat if they desire.
* Round 2: Rinse and repeat. Group B will discuss their assigned questions for **25 minutes** while Group A listens and responds in the Chat.

**Discussion Questions:**

|  |  |
| --- | --- |
| **Group A** | 1. How do we (as historians and students of history) reintegrate and re-center the diverse, complex experiences of marginalized groups into the American experience? 2. Why has the rate of progress accelerated faster for some groups over others? What role has historical context played in the rate of change for different groups? 3. How has mainstream American society and government "othered" historically marginalized groups? What tactics, strategies, and outcomes are used by privileged groups to maintain power? 4. To what extent does the military drive social change in our nation? Is the military an institution that typically leads or follows broader social trends? |
| **Group B** | 1. In thinking about the "social frontier," what issues / topics / groups / experiences are on the horizon in America? Based on past strategies and methods, how do you see effective change being made in our current social and political landscape? 2. How does America govern and politicize personal identity and private lives? *Should* the federal government have the power to do so? 3. What role has the Supreme Court played in the great American experiment? Initially designed as an apolitical body that could resist the trends and fads of the majority, do you think that that Supreme Court today fits that vision? Have they successfully protected the minority? 4. As Dr. Martin Luther King, Jr. famously once said, “The arc of the moral universe is long, but it bends toward justice.” Do you agree with Dr. King's assessment of history? Is progress inevitable for everyone? |

**Requirements:**

* **Preparation:** For **homework** due on Monday, May 18th, students will prepare notes and talking points for their assigned questions and submit them on Canvas. It should be clear to your teacher that you prepared for each question, pulled specific evidence and information to answer those questions, and considered talking points in advance of class.
* **Discussion participation:** See rubric below for specific expectations.
* **Chat participation:** Chat participants behave as they would during a discussion – appropriately, focused, and respectful. Only **TEXT** comments may be made in the Chat and should be substantive responses that share your own ideas, build off a speaker’s point, or ask a probing question of the participants. There is no expectation that your comments and questions in the Chat will be referenced by the group talking, but it could happen. Participation in the Chat is required if your group is not speaking and your teacher will be monitoring the Chat to make sure that expectations are being met. While Chat participation does not replace oral participation in the discussion, it is a great way for students to show critical engagement with the material and the lesson.
* **Individual Reflection:** Following the discussion, students will complete an individual reflection for homework that responds to the prompts listed below. This should be submitted at the start of the next class on Wednesday, May 20th.
  + *Reflect on the flow of your discussion. How did it go? What worked well? What do you wish the group had done differently?*
  + *Reflect on your own individual performance. How do you think you did? What were some strengths of your performance? Areas for improvement? Missed opportunities?*
  + *Pick one question from the OTHER group’s assigned questions to respond to here. Keep your response to a paragraph (~150 – 200 words) and make sure to incorporate a few specific pieces of evidence to support your claim.*

**Scroll down for Rubric.**

**Assessment Rubric:**

|  |  |
| --- | --- |
| **“A” Performance** | * 3\* substantive contributions during the discussion * Discussion contributions incorporate:   + Specific, factual evidence   + Argumentative states and analysis   + Probing questions that move the discussion forward in productive ways   + Building off peer comments (without being redundant)   + Connections to other units and current events * Consideration is given to the flow of the discussion and even distribution of talking time * Professional and respectful behaviors around agreeing and disagreeing with peers * Substantive and appropriate contribution to the Chat during “off” round |
| **“B” Performance** | * 1-2\* substantive contributions during the discussion * Discussion contributions make some reference to specific, factual evidence but could be more specific and thorough * Some awareness of discussion flow and content * An effort is made to make connections with other topics * Some analysis and/or argumentation provided * Substantive and appropriate contribution to the Chat during the listening round |
| **“C” Performance** | * 0-1\* contributions made during the discussion * Comments lacked evidence and/or argumentation and analysis * Redundancy in comments rather than providing new insights and information * Spoke in general terms about content * Minimal awareness of and engagement in the discussion flow * Minimal contribution to the Chat during the listening round |
| **“D” and “F” Performance** | * ***Note:*** *It is difficult to earn a D or F on this assignment, but it is possible. While we do not expect anyone to earn this grade, there are a few key behaviors that will result in a grade like this being rewarded.* * Little to no engagement in the discussion and the Chat * Inappropriate engagement in the discussion and/or the Chat * A lack of preparation (as demonstrated by a minimal performance and light to no homework notes submitted) |