

Teacher: Michelle Fleming
Lesson Title: REVISED - Seeing LGBTQ People in American History
Subject / Grade Level: 8th Grade Humanities



CONTEXT *

Provide brief context for the lesson. How does it fit within a unit? Who are the learners? How long will the lesson last?

We are currently studying the Atlantic Slave Trade in our 8th grade Humanities class. We will be doing a project on gender that will begin after we are finished discussing slavery in depth. Between these lessons, I will teach a lesson on LGBTQ history specific to the time of the Civil War. My hope is to tie the lessons we have been teaching about how poorly slaves were treated to how poorly LGBTQ people were treated and that histories of both of these groups have been silenced and disregarded. The lesson will also help to move the class into talking about gender for our Gender Project. The lesson will last two periods which is a total of 50 minutes.

COMMON CORE STANDARDS



GOALS *

What are your goals for the lesson? Specifically, by the end of the lesson, 1) what do you want students to *know*? 2) what do you want students to be able to *do*? and 3) what you want them to *understand*? Not all lessons will have all goal-types.

1. Students will understand that LGBTQ people have existed in and contributed to American society even though we almost never hear about them in our textbooks and curriculum.
2. Students will be able to make sense of and summarize a video in a critical way. They will be able to connect the ideas in the video to a bigger set of questions about untold stories in American history.
3. Students will understand that members of the LGBTQ community have had their history silenced because of bigotry and prejudice. Students will understand that seeing people similar to oneself in history is powerful and necessary for building a strong sense of self. Students will understand that there are many perspectives in American history that do not get told and be encouraged to develop curiosity to investigate marginalized communities to which they might have connections..

ANTICIPATORY PLANNING



PROCEDURE*

Please provide specific descriptions of all activities, including estimated times and who/what/where, scripts of key points you plan to emphasize and questions that you plan to ask, and examples of what students might think or do.

Framing or Launching the lesson (connections, context, norms, or objective):

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Connections (2 minutes)

- Review with students some aspects of what we learned about the Atlantic Slave Trade, specifically how hard it is to find authentic voices of Black slaves telling their stories

Context (2 minutes)

- Other voices have been silenced throughout America's history
- Brainstorming activity - teacher will ask students, then write answers on white board
 - What groups of people have we not heard first-hand accounts from as we have been studying American History?
 - Do you think there were LGBTQ people at this time? Why or why not?
- Not seeing yourself represented in the history and subjects you study is detrimental to your sense of self

Objective (5 minutes)

- Emphasize how important it is for people to see people they can relate to in history, ask students why this is the case
- Emphasize how important it is to hear authentic stories of marginalized groups from our past in order to better understand those groups and create a safer, more equitable community. Ask students why this is the case.

Norms (5 minutes)

- Remind students of class norms and that the topic we are discussing may be sensitive to some people
- Review terminology that is appropriate to use when referring to LGBTQ people
 - Ask students to share terms they are familiar with, teacher writes these terms on the white board for all to refer to during the lesson

During the lesson: (31 minutes total)

Watch Video "Transgender Remembrance: Albert Cashier"

- Students will take notes of main ideas from the video in a Notecatcher
- Norms will be revisited (1 minute)
- Video will be shown once without any note taking (video is 5 minutes long)
- Video will be shown again with periodic pauses in order to allow students to take notes of main ideas from the video (25 minutes)

Closing the lesson (synthesizing, checking for understanding, or connecting to the future): (20 minutes total)

Synthesizing (18 minutes)

- Students will share important ideas they took away from the video that they have gathered in their Notecatcher through discussion with the entire class

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- Think-Pair-Share for the following questions asked by the teacher: (15 minutes)
 - Why do you think these stories don't show up in our textbooks? Why are they so hard to find?
 - What other marginalized voices have we not heard from in our classes at HTM?
 - How might we find information and first hand accounts from marginalized voices we are curious about?
- Revisit students' predictions from the brainstorming activity at the beginning of the lesson (3 minutes)

Connecting to the future (2 minutes)

- Teacher will speak about how this lesson relates to the Gender Project we will be doing

Checking for understanding

- Notecatchers will be given to teacher to review to check for understanding. These will be returned to students at a later date.

DIFFERENTIATION/ACCOMMODATION



FORMATIVE ASSESSMENT



SUMMATIVE ASSESSMENT *

How will you know if your students meet the goals of the lesson? What artifacts of student work will you collect?

Through reviewing the students' Notecatchers. Also through the engagement they show during Think-Pair-Share and other open sharing activities throughout the lesson.

MATERIALS & PREP *

What materials will you need to prepare ahead of time? How will the room be set up? What other logistical considerations do you want to plan for? Provide links to documents and/or slides if applicable.

- Slides with links to article and video
- Notecatcher handout
- Dry erase markers
- White board
- Current table set ups in classroom