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Teaching LGBT History: An Educator’s Guide

Draft v.1

Our Family Coalition • February 14, 2019
for the Content Literacy Inquiry and Citizenship (CLIC) Statewide Project

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The purpose of this document is to provide content and pedagogical guidance to California educators about the *contributions of LGBT Americans* content in the California History Social Science Framework, the teaching of LGBT history, and terminology regarding the LGBT community. This document, as well as the links included in it, can be found online at: www.robdarrow.us/presentations/clic.

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We Invite Your Feedback

This is our first draft of this guide. Please feel provide feedback on this document by navigating to the “Feedback for Document” link following Teaching LGBT History: An Educator’s Guide, at www.robdarrow.us/presentations/clic



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1. Overview

The FAIR (Fair, Accurate, Inclusive and Respectful) Education Act, was signed into California law in 2011. With the passage of this law, California became the first state to mandate the teaching of “contributions of lesbian, gay, bisexual and transgender Americans.”

The terms “LGBT History” or “Queer History,” as used in this guide, are synonymous with the “contributions of lesbian, gay, bisexual and transgender Americans.” In higher education, the study of LGBT Americans is known as queer history or queer studies. The term “queer” represents the broader group of people who are or historically are beyond the traditional gender binary (the belief there are two genders, man and woman).

The History Social Science Framework (<https://www.cde.ca.gov/ci/hs/cf/hssframework.asp>) was adopted by the State Board of Education in 2016 and included specific content regarding the teaching of LGBT History. In 2017, the State Board then approved History-Social Science textbooks that are inclusive of LGBT Americans and events. These textbooks now being considered in K-12 school districts across California are the first in the nation to include LGBT history content based on a state framework. The State chose not to update the state History-Social Science standards. However, the LGBT history concepts in the Framework easily integrate into the current history standards that were originally adopted in 1998.

Few educators have ever learned or had reason to learn about LGBT history. This content has not been included in most K-12 history textbooks until 2017. Furthermore, best practices regarding how to approach teaching LGBT history or social studies content, and how to support LGBT students in the classroom when such content is addressed, is currently absent from most teacher, administrator, or counselor certification or preparation programs, and is likewise missing from most graduate programs in education or educational leadership.

2. Guiding Documents

The Law (Fair, Accurate, Inclusive and Respectful / FAIR Act 2011) now in Education Code reads as follows: *Ed Code 51204.5. Instruction in social sciences shall include the early history of California and a study of the role and contributions of both men and women, Native Americans, African Americans, Mexican Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, and*



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transgender Americans, persons with disabilities, and members of other ethnic and cultural groups, to the economic, political, and social development of California and the United States of America, with particular emphasis on portraying the role of these groups in contemporary society.

The first **History-Social Science Framework** to be adopted following this amendment to the education code was established in 2016, and specifically identified the role and contributions of LGBT Americans in second, fourth, fifth, eighth, eleventh and twelfth grade courses. In some cases, the content refers to a social studies *concept* (e.g. in second grade the content appears in units on families, in which students learn that diverse family structures can include *families with lesbian, gay, bisexual, or transgender parents and their children*). At other grade levels, content appears in historical context (e.g. 11th grade students learn of the “Lavender Scare” of the 1950s or landmark Supreme Court decisions which have been central to the overall LGBT rights movement).

The Framework also affirms the pedagogical belief that *teaching history should be integrated within the larger context of teaching historical concepts* and not approached as a series of discrete, one-time events (e.g. discussing Dr. Martin Luther King, Jr. only on Dr. Martin Luther King, Jr. Day and not in the context of the broader civil rights movement, or discussing Harvey Milk only on his birthday and not in the context of the larger LGBT Rights movement or other rights movements in history).

The Framework recommends the teaching of LGBT history at specific grade levels. Teachers at other grade levels may include LGBT history content beyond the Framework, as history teachers often do with other history concepts they teach, ensuring the content is grade-level appropriate and provides further context to or extends the history concepts already taught.

The Framework recommends the teaching of the following LGBT history topics at the following grade levels (more detailed descriptions can be found in the Framework):

- **2nd:** Family diversity, including LGBT-headed families
- **4th:** Gender during the California Gold Rush / Charley Parkhurst
- **5th:** Westward Movement and Gender; Two-Spirit Native American Tradition
- **8th:** Constitution (14th Amendment); Gender in Westward Movement (Charley Parkhurst); Slave Life and Families; Civil War
- **11th:** Women’s Rights (Romantic Friendships); Military (World War II, Don’t Ask Don’t Tell); Harlem Renaissance (1920s); Lavender Scare (1950s); Laws and Court Cases; AIDS; LGBT Rights as a Social Rights Movement; People and Organizations



3. How to Integrate LGBT History Content from the Framework with Existing History Standards in the 8th and 11th Grades

The challenge for most teachers becomes: how to fit new content into an already full curriculum. Listed below is a suggested calendar for 8th grade and 11th grade history classrooms showing one way that LGBT history materials from the framework can be integrated, following the sequence that many teachers use to approach U.S. History. LGBT history content for other grades may be structured in similar ways; likewise some of the literacy skills identified in the Common Core Standards can also be combined with many of the LGBT history topics in the Framework.

Boldfaced items following the standards indicate relevant LGBT history content from the Framework.

8th Grade U.S. History Curriculum Calendar Integrated With LGBT History Topics

8th Grade: Semester 1: Quarter 1	Semester 1: Quarter 2
<p>8.1: Founding of the nation, Declaration of Independence, development of revolutionary fervor</p> <p>8.2: U.S. Constitution. Documents leading to Constitution, debates during development, 3 branches of government, powers of government, Bill of Rights, separation of powers, checks and balances.</p> <p>LGBT History: <i>Family structures and gender expectations</i></p> <p>LGBT History: <i>The fourteenth amendment and equality (Brown v. Board of Education; Loving v. Virginia; Obergefell v. Hodges)</i></p>	<p>8.3 / 8.4: American political system. Political parties, free press, resistance movements (Shays Rebellion, Whiskey Rebellion, etc.), people of the new nation, rise of capitalism.</p> <p>8.5: U.S. Foreign Policy. War of 1812, Changing boundaries with Mexico and Canada, Monroe Doctrine, Native American treaties.</p> <p>8.6: People of the Northeast, 1800-1880s. Industrialization and technology developments, geography and economic conditions, development of education system.</p> <p>LGBT History: <i>Gender roles of men, women and families.</i></p> <p>8.7: People of the South, 1800-1880s. Geography and economy of the South, origins of slavery and resistance to slavery.</p> <p>LGBT History: <i>Family and gender roles of slave families.</i></p>



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8th Grade U.S. History Curriculum Calendar Integrated With LGBT History Topics, continued

8th Grade: Semester 2: Quarter 3	Semester 2: Quarter 4
<p>8.8: People of the West, 1800-1880s: Jacksonian Democracy, National Bank, Indian Removal, manifest destiny, Trail of Tears, territorial acquisitions (Texas Revolution, Alamo, Mexican American War), California gold rush.</p> <p>LGBT History: <i>Frontier life mostly white men, Charley Parkhurst, two-spirit Native Americans</i></p> <p>8.6.3: Immigration and emigration, immigration from Northern Europe, emigration of African American, Native Americans and others north and west.</p> <p>LGBT History: <i>Two-spirit Native Americans</i></p> <p>8.6.6: Women’s Suffrage Movement</p> <p>LGBT History: <i>Boston Marriage, single women, Hull House (Jane Addams and Mary Rozet Smith)</i></p> <p>8.9: Slavery, abolitionists, laws and documents (Missouri Compromise, Wilmot Proviso, Compromise of 1850, Dred Scott v. Sandford decision etc.), lives of people in slavery and free blacks.</p> <p>LGBT History: <i>Family and gender roles in slave families.</i></p>	<p>8.10: Civil War causes, events and consequences, Lincoln’s presidency, leaders of the union and the confederacy, black soldier regiments, major battles and how war affected different groups of people.</p> <p>LGBT History: <i>Women cross dressers in the Civil War (Albert Cashier, Sarah Emma Edmonds, Loreta Vazquez)</i></p> <p>8.11: Reconstruction aims and lasting consequences, Freedmen’s Bureau, Jim Crow laws, Ku Klux Klan, passage of thirteenth, fourteenth and fifteenth amendments to the Constitution.</p> <p>LGBT History: <i>The fourteenth amendment and equality (Brown v. Board of Education; Loving v. Virginia; Obergefell v. Hodges)</i></p> <p>8.12: Transformation of American economy, industrialization and changing social and political conditions, entrepreneurs, Native Americans, child labor, and inventors.</p>



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11th Grade US History Curriculum Calendar Integrated With LGBT History Topics

11th Grade: Semester 1: Quarter 1	Semester 1: Quarter 2
<p>11.1: Nation’s Beginnings / Post Civil War America</p> <p>11.2: The Gilded Age: Industrialization, Immigration, Urbanization & Populism, Progressivism</p> <p>· <i>LGBT History: Romantic Friendships Increase Women’s Rights (1890-1930). Jane Addams.</i></p> <p>11.4: The U.S. Rise to World Power: Imperialism- WWI</p> <p>· LGBT History: <i>Gays in the Military from the Civil War to Don’t Ask Don’t Tell (1860-2010).</i></p> <p>END OF QUARTER 1</p>	<p>11.5: The 1920’s</p> <p>· <i>LGBT History: The Harlem Renaissance: As Gay as it was Black (1917-1935). Alaine Locke, Ma Rainey, Langston Hughes.</i></p> <p>11.6: Boom to Bust and The New Deal</p> <p>11.7: World War II</p> <p>· LGBT History: <i>Beginning of LGBT rights movement / military policies against LGBT people. Articles of War of 1920.</i></p> <p>END OF QUARTER 2, SEMESTER 1</p>

11th Grade: Semester 2: Quarter 3	Semester 2: Quarter 4
<p>11.8: Post World War II America</p> <p>11.9: The Cold War, 1945-1962</p> <p>· LGBT History: <i>The Lavender Scare and the 1950s. Executive Order 10450. Blue Discharges. Frank Kameny.</i></p> <p>11.10: Civil Rights, Vietnam War, Cultural Revolution, Watergate and the End of the Cold War</p> <p>· LGBT History: <i>LGBT rights movement. Stonewall, 1969. Sylvia Rivera, Martha P. Johnson, Bayard Rustin.</i></p> <p>END OF 3rd QUARTER</p>	<p>11.10: War on Terrorism, Immigration</p> <p>· LGBT History: <i>Laws and Court Cases Expand Equality. One v. Olesen; Lawrence v. Kansas; Obergefell v. Hodges. David Schroer, Mia Macy.</i></p> <p>11.11: Contemporary America, domestic, social and economic policies</p> <p>· LGBT History: <i>Similarities and differences of social rights movements. Political power develops for LGBT rights. Elaine Noble, Harvey Milk.</i></p> <p>· <i>AIDS Epidemic, Political and Social Impact – 1980s. Cleve Jones.</i></p> <p>END OF QUARTER 4, SEMESTER 2</p>



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4. Teaching LGBT History: Recommendations for Implementation

Because few K-12 educators have learned or read about LGBT history, and many remain relatively unfamiliar with LGBT community in general, *building understanding and content knowledge about LGBT history* is the first step in the process of implementing the new curriculum frameworks.

The ideas and strategies below suggest an approach to teaching LGBT History in a classroom, a school, a school district or a county. They are sequenced in such a way as to first build *understanding* of LGBT history and community, followed thereafter by a focus on *content and pedagogy* on the part of the teacher(s). Finally, we recommend *ongoing professional learning* and *accountability measures*.

This guide specifically focuses on the requirement, mandated by the FAIR Ed Act and the Framework, to include LGBT history in instruction. However, as a separate but related undertaking, districts and counties may wish to broaden their conversation to include school community-wide discussions on creating safer and more inclusive school climates for LGBT students.

The suggestions below can be implemented simultaneously, depending on the knowledge and comfort level of teachers. Teachers should bear in mind that their students will not know that they have never taught an LGBT lesson before.

1. ***Build an understanding of LGBT history and the LGBT community within your school, district or county.***
 - a. Identify the needs of your audience via survey.
 - i. [General Survey about LGBT Topics - Copy and Edit](#)
 - ii. [General Teacher Survey - Copy and Edit](#)
 - iii. [Teacher/History Teacher Knowledge Test - Copy and Edit](#)
 - b. Convene a study / implementation group. This could be a professional learning community (PLC) or department team in a school, or a broader district or county wide task force to better understand the topics.
 - c. Identify key readings and articles for your study group.
 - d. Possible topics for discussion may include: policies of the school district, the gender spectrum, addressing the gender binary in history and people who did not fit in the gender binary, how to discuss LGBT people in history in the classroom, LGBT history content and related topics.
 - e. Review the LGBT history content and the Equity and Access chapter in the Framework
 - f. Convene a panel of LGBT youth in your district to provide their input.
 - g. Adopt history textbooks that include LGBT history from the framework.



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- i. See history textbook adoption guides related to LGBT history.
(<http://www.faireducationact.com/textbook-evaluation-tools/>)
 - h. Provide a School Board workshop.
 - i. Develop an implementation plan with a timeline, success measures, and a continuous improvement plan for your school or district.
 - j. Accountability Plan: How will we know teachers are teaching LGBT History? How will we know students are learning LGBT history?
- 2. Build teacher content knowledge**
- a. Identify grade level specific content needed for teachers to learn.
 - i. 11th Grade History Teacher Workshop Content
(<http://queerhistory.pbworks.com/w/page/118528659/11thWorkshop>)
 - ii. 8th Grade History Teacher Workshop Content
(<http://queerhistory.pbworks.com/w/page/121412571/SUHSD8thNov>)
 - b. Identify ways to increase teacher knowledge of content and teaching strategies (via workshops, courses, ongoing readings within school history departments, or online content)
 - c. Discuss strategies to respond to other perspectives of families and students. (e.g. religious beliefs, cultural beliefs, etc.)
 - d. Identify the source of information and curriculum teachers may use for teaching LGBT history
 - e. Identify and communicate district policies regarding the implementation and teaching of LGBT history
 - f. Teachers begin to teach lesson plans and then come together with colleagues to reflect
 - g. Include teachers of other subject areas (e.g. English) who may also integrate LGBT topics with their curriculum
 - h. Include school teacher-librarians to assist with literature lists aligned with LGBT History content
- 3. Build community / stakeholder knowledge and understanding**
- a. Provide information through school newsletters, website, and parent meetings in schools
- 4. Implement the plan with a mind to sustainability and continuous improvement**
- a. Provide teachers with resources and ongoing professional learning
 - b. Continue communicating with various stakeholder groups in the district or school
 - c. Provide ongoing professional learning/information sessions for other district personnel: administrators, counselors, teacher-librarians, nurses, support staff
 - d. Identify the accountability plan for teachers



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- e. Identify the accountability plan for students (e.g. adding additional LGBT history related questions to history benchmark tests or AP related test prep)

5. Resources and References for Teaching LGBT History

LGBT History Lesson Plans

- [Constitutional Rights Foundation](#)
- [Our Family Coalition](#)
- Our Family Coalition - [Primary Source Activity](#)
- [UCB History Social Science Project](#)
- [UCLA History-Geography Project](#)

LGBT History Curriculum Guides and Resources

- Santa Cruz Safe Schools Project - [8th Grade](#) * [11th Grade](#)
- [Quick LGBT History Lessons](#) for GSA Clubs
- [11th Grade](#) LGBT History Resources
- [8th Grade](#) LGBT History Resources
- [11th Grade History Teacher Workshop Content](#)
- [8th Grade History Teacher Workshop Content](#)

LGBT History Timelines

- [Santa Cruz Safe Schools Project](#)
- [CNN](#)
- [GLSEN](#)
- NY Times [Significant Events in Transgender History](#)

LGBT History Primary Source Locations

- CSU Monterey Bay [LGBT Archives](#)
- [GLBT Archives](#) (San Francisco)
- [LAMBDA Archives](#) (San Diego)
- [One Archives](#) (Los Angeles)
- [Online Archive of California](#) Search
- [Out History](#) (New York)

Articles/Documents

- California Department of Education. California History Social Science Framework. Adopted July 14, 2016. <https://www.cde.ca.gov/ci/hs/cf/hssframework.asp>



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- Blair, Karen. *Has Gender Always Been Binary?* [Psychology Today Blog post](#), September 16, 2018.
- National Park Service [LGBTQ Theme Study](#) (2016). Collection of 32 different historical articles about LGBT history.
- Romesburg, D., Rupp, L.J., Donahue, D.M. (2014). [Making the Framework FAIR: California History-Social Science Framework Proposed LGBT Revisions Related to the FAIR Education Act](#). San Francisco, CA: Committee on Lesbian, Gay, Bisexual, and Transgender History.
- Styles, Emily. [“Curriculum as Window and Mirror.”](#) *Listening for All Voices*, Oak Knoll School monograph, Summit, NJ, 1988.

Books

- Barker, Meg-John and Scheele. *Queer: A Graphic History*. London, Icon Books, 2016
- Bronksi, Michael. *Queer History of the United States*. Boston: Beacon Books, 2011.
- Linday, Randall et al. *A Culturally Proficient Response to LGBT Communities: A Guide for Educators*. Corwin, 2013.
- Meyer, Elizabeth and Sansfacon, Annie Pullen. *Supporting Transgender & Gender Creative Youth*. Peter Lang, 2014
- Meyer, Elizabeth J. *Gender and Sexual Diversity in Schools*. New York: Springer, 2010.
- Romesburg, Don, Ed. *The Routledge History of Queer America*. Routledge, 2018.
- Rupp, Leila J. and Freeman, Susan K. Eds. *Understanding and Teaching: U.S. Lesbian, Gay, Bisexual and Transgender History*. The University of Wisconsin Press, 2014.
- Stryker, Susan. *Transgender History, second edition: The Roots of Today’s Revolution*. Berkeley: Seal Press, 2017.

Media/Podcasts

- Video: [“Making History: The FAIR Education Act.”](#) Our Family Coalition, San Francisco, 2017. (5 Minutes).
- Video: [“Don’t Erase My History”](#). Frameline, San Francisco, 2015. (30 minutes)
- Video: [“Transgender Basics.”](#) – Gender Identity Project New York City, 2009. (20 minutes)
- Webinar: [Webinars about LGBT History](#). Rob Darrow, Santa Cruz, 2017.
- Podcast: [Making Gay History Podcast](#). Eric Marcus, New York, 2016-2019.
- Podcast: [History is Gay Podcast](#). Leigh Pfeffer and Gretchen, 2018-2019.
- App: [QUIST App](#) About Queer History.



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6. Glossary of Terms

Language and terminology evolves along with evolving understanding about the origins and culture of any group. Likewise, the terms used to describe LGBT people continues to evolve. The terms below reflect the most recent and widely accepted research.

LGBT: Lesbian, Gay, Bisexual, Transgender. The designation written in the FAIR Act law and those who identify as members of the LGBT community.

LGBTQ: Lesbian, Gay, Bisexual, Transgender and Queer or Questioning. This is the generally accepted term used in media.

LGBTQQIAA+: Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, Asexual, Allies and those across the gender spectrum. Local organizations may use a variant of this acronym. *NB: The terms used to identify people on the gender spectrum continue to emerge.*

Lesbian: Describes women who are primarily romantically and/or sexually attracted to other women. First used in history in the book, *The Toast*, written by William King in 1732. Additionally, the term “romantic friendship” would describe close women relationships prior to the 1950s when the term lesbian became part of American vocabulary.

Gay: Describes someone who is primarily sexually and/or romantically attracted to members of the same gender. The term most commonly refers to men who are attracted to men, although the term can also be used to describe any person of any gender, and may also be used as an umbrella term to refer to the entire LGBT community. The term became mainstream in the U.S. in 1955, but had been used throughout Europe earlier.

Bisexual: Describes a person who is romantically and/or sexually attracted to both men and women. For some, bisexuality may also be used interchangeably with “pansexual” to refer to sexual attraction to people of all genders and gender identities/expressions. The term was first used in an 1872 pamphlet, “Psychopathia Sexualis” that was translated from German to English.

Transgender: Describes people whose gender identity is different from that traditionally associated with their assigned sex at birth. “Transgender boy” and “transgender male” refer to an individual assigned the female sex at birth who has a male gender identity. “Transgender girl” and “transgender female” refer to an individual assigned the male sex at birth who has a female gender identity (opposite of cisgender). Not all transgender youth identify as gay, lesbian or bisexual, and not all gay, lesbian and



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bisexual youth display gender-nonconforming characteristics. The term became mainstream after the book, *Sexual Hygiene and Pathology*, was written by John Oliven in 1965.

Gender: Describes a person's sex and includes a person's gender identity and gender expression. "Gender expression" means a person's gender-related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth.

Gender identity: Refers to a person's gender-related identity, appearance or behavior whether or not different from that traditionally associated with the person's anatomy or assigned sex at birth.

Gender expression: Refers to external cues that one uses to represent or communicate one's gender to others, such as behavior, clothing, hairstyles, activities, voice, mannerisms, or body characteristics.

Gender nonconformity: Refers to one's gender expression, gender characteristics, or gender identity that does not conform to gender stereotypes "typically" associated with one's legal sex assigned at birth, such as "feminine" boys, "masculine" girls and those who are perceived as androgynous.

Gender Binary: Refers to the notion that gender comes in two distinct flavors: men and women, in which men are masculine, women are feminine, and that, men are of the male sex and women are of the female sex. Adopting a more open and fluid understanding of gender makes it easier to accept transgender, non-binary and agender individuals. Historically, people who have not fit the gender binary have been marginalized.

Cisgender: A person whose gender identity is aligned with their biological sex (opposite of transgender).

Sexual Orientation: The scientific term for an individual's enduring physical, romantic and/ or emotional attraction to members of the same and/or opposite sex, including lesbian, gay, bisexual, and heterosexual (straight) orientations. Sexual orientation is not the same as gender identity.

Queer: The currently preferred umbrella term for all sexual and gender identities that are not heterosexual or cisgender. Many queer-identified people prefer the term to describe their identity because it is broader and more ambiguous than the identities of lesbian, gay, bisexual, or transgender. The study of LGBT people at the college level is known as queer studies or queer history.

The definitions above are drawn from the following sources:

- California Department of Education. "[Frequently Asked Questions SB 48.](#)" Updated: August 20, 2018.



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- California Department of Education. Frequently Asked Questions School Success and Opportunity Act (AB 1266). Updated: April 25, 2018.
- California School Boards Association. Policy Brief: Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students. February 2014.
- GLAAD Media Reference Guide
- Gender Spectrum Definition Guide

7. Appendices

The following material is available at www.robdarrow.us/presentations/clic:

- Framework Alignment Documents for K-5, 8th, and 11th Grades
- Textbook Selection Tool Related to LGBT History Content

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