

LGBTQ+ ART AND ARTISTS OF CENTRAL PENNSYLVANIA LESSON PLAN

Exploring LGBTQ+ Art Outside of an Urban Context

This lesson plan is intended to be used in conjunction with the digital exhibit [LGBTQ+ Art and Artists of Central PA](#), curated by the LGBT Center of Central PA. This plan is not exhaustive of the materials made available through the digital exhibit.

STATED GOALS

1. Students will be able to contextualize and analyze artistic works of various mediums done by artists in the Central Pennsylvania Region
2. Students will be asked to interrogate the ways in which art responds to environment and experience by exploring the differences in artistic endeavors between Central PA and Philadelphia
3. Students will engage segmented Oral Histories to compare and contrast stated aspirations to actualized artistic creations.

PARAMETERS

1. 45 minute lesson
2. Ideal for class of 20-30 students
3. Basic knowledge on creation and experience of LGBTQ+ marginalization (to be further explored with introductory activity)

MATERIALS

1. Jude Sharp [Oral History](#) and Information Page
2. Harry Long [Oral History](#) and Information Page

Both information pages for Jude Sharp and Harry Long can be found by scrolling through the [LGBTQ+ Art and Artists of Central PA digital exhibit](#).

3. [Beau McCall Oral History and Website](#)
4. Laptops, Chromebooks, Internet Access. Preferably 1 point of internet access to 3-4 students maximum.
5. Presentation to guide the classroom, informed by sources provided and primarily showing artwork of Jude Sharp and Harry Long.

ACTIVITIES

1. Instruction will begin with an explicit overview of LGBTQ+ experience both in cities and in suburban communities. Ideally, this will be condensed into only around 10 minutes. The concluding assignment can be sacrificed to allow questions to be fully explored.
 - a. Recommended sources for suburban/rural LGBTQ+ experience
 - i. (Central PA Specific) [Out in Central Pennsylvania: The History of an LGBTQ Community](#)
 - ii. [LGBTQ+ Youth In Small Towns and Rural Areas](#)
 - iii. [The Suburbs Strike Back with Plenty of Pride](#)
 - iv. (Central PA Specific) [History of Gender Identity and Gender Expression in Central PA](#)
 - v. (Central PA Specific) [Coming Out: Experiences of LGBTQ+ BIPOC Community](#)
 - b. Recommended Sources for Urban LGBTQ+ experience
 - i. [Why Gayborhoods Matter: The Street Empirics of Urban Sexualities](#)
 - ii. (Philadelphia Specific) [Black Harm Reduction Politics in the Early Philadelphia Epidemic](#)
 - iii. (Philadelphia Specific) [Gayborhood Racism: Deja Vu All Over Again?](#)
 - c. Recommended source for LGBTQ+ interaction with space
 - i. [Queer Fallout: Samuel R. Delany and the Ecology of Cruising](#)
 - d. Recommended source for suburbanization
 - i. [Suburbanization and Segregation in the United States: 1970-2010](#)
2. Initial instruction will be done in the form of a lecture with Q&A encouraged. Particular attention should be paid to the experience of those marginalized within the LGBTQ+ community. Students should understand that LGBTQ+ identities shaped communities' interaction with space and location, regardless of proximity to cities. Emphasis should be placed on the Suburban/Rural context. ASK: What artistic values or mediums are expected to be represented in Suburban/Rural LGBTQ+ contexts?
3. Students will Jigsaw and form "home groups" of 3. From "home groups," students will form 3 groups of 7-10. For 15 minutes, students will explore and discuss their chosen artist. Students will be asked to answer 3 questions about their artist:
 - a. Where are they from and what does that mean to them?
 - b. How is their artwork informed by environment and in what ways does it respond to circumstance?
 - c. What does their sexual or gender identity contribute to their experience?

Students will be asked to fill out a graphic organizer to organize their learning. See **Figure 1**.

4. Students will regroup with their “home group” and compare notes. They will be working to fill out the graphic organizer. In the concluding section of the graphic organizer students should work together to draw conclusions about Suburban/Rural experience of LGBTQ+ identity. The instructor can put the following guiding questions on the board to assist students, or create their own.
 - a. Were rural artists involved in the same artistic scenes as their urban counterparts?
 - b. Should we consider artists for their environment and context? In what ways do the examined artists challenge our notions about where we live and who we love?
5. Post Activity Discussion

POST ACTIVITY DISCUSSION

1. As an entire class, a post activity should be held. Students should offer their answers to the questions, or comments on the activity as a whole. If students are not presenting themselves as particularly responsive to a broad prompt for comments, the discussion can be guided accordingly:
 - a. How do oral histories introduce us to a historical figure?
 - i. What makes a figure historical?
 - b. Do LGBTQ+ people present a new perspective to existing narratives about suburban communities?
 - c. Why does art matter?

CLOSING ASSIGNMENT

1. If time permits, the students can be given the exit ticket presented in **Figure 2**.

FIGURE 1.

Jude Sharp	Harry Long	Beau McCall

Conclusions

Rural/Suburban	Urban

FIGURE 2.

Does a person's environment dictate their experience? Use evidence from the lives of Jude Sharp, Harry Long, or Beau McCall.

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