

<b>LESSON:</b>	<b>Coming Out: Experiences of LGBTQ+ BIPOC Community</b>	<b>GRADES:</b>	<b>10-12</b>
<b>SUBJECT:</b>	<b>US 20th Century History</b>	<b>TIME:</b>	<b>90-115 Minutes [2-3 classes]</b>

### **Purpose:**

This lesson was created to accompany the exhibit “Coming Out: Experiences of LGBTQ+ BIPOC Community” by the LGBT Center of Central PA History Project. You can access the full digital exhibit [here](#).

### **Essential Questions:**

What is coming out? How does intersectionality affect queer people? What are some major historical events that have affected queer people? What role does community building play for queer people? How do LGBTQ+ people face discrimination?

### **Established Goals (Common Core Standards)**

#### Standard - CC.8.5.9-10.D (H10th)

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

#### Standard - CC.8.5.9-10.B (H10th)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

#### Standard - CC.8.5.11-12.B (H10th)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

### **Knowledge**

Background info:

Students should have a basic understanding of the LGBTQ+ community. They should also be able to define and identify aspects of identity.

### **Goals**

Students will understand how different cultural aspects of life affect LGBTQ+ people and their experience coming out.

Students will be able to identify the roles of **pride** and **fear** when coming out.

Students will be able to define and identify intersectionality.

Students will be able to identify examples of evidence in written text and video format.

### **Necessary Materials**

- Timer
- Notecards
- Powerpoint
- Group Work Packet

## LESSON PLAN

1. Pre work
  - a. Teacher will print out the hand out to go along with the exhibit.
  - b. Teacher should electronically post the powerpoint associated with this lesson for students to access.
  - c. Teacher should prepare for questions students may have, as well as prepare any necessary gap-filling information before the lesson.
2. Set-up
  - a. The room should be set up into small groups of desks/small group tables. This could be anywhere from 3-5 students per group.
  - b. The teacher should have a timer available and visible for students [for use during stations].
  - c. Teacher should figure out the best way to get notecards to students.
3. Intro Activity and Do Now [15 mins]
  - a. Teacher should introduce this lesson, explaining that it discusses coming out, intersectionality, discrimination, and community building.
  - b. Students will get a notecard; They will be asked to write one or two terms they identify with. Encourage them to choose just about anything.
    - i. Examples: An artist, a future astronaut, an animal lover, a green thumb, a goofball etc.
  - c. Tape the notecards on the whiteboard/chalkboard/wall. Have a class conversation. Some questions that may be asked are:
    - i. How would it feel to be defined solely by this term?
    - ii. Because you chose one thing, does that mean you can't choose another?
    - iii. Do you think you will ever not identify with the term you chose?
    - iv. What if I told you that you were not the thing you identified with? How would that make you feel
    - v. How would it feel to have to tell *everybody* that you identify with this label?
4. Station Activity [60-80 mins]
  - a. Break students into groups
  - b. Groups should decide what "station" they would like to begin with. Teachers can also assign students a starting point if that makes more sense in their classroom.
  - c. Set expectations for the stations:
    - i. Students will have 15-20 minutes per station
    - ii. Students should answer all of the questions as a group discussion
    - iii. Students are expected to write their own individual responses in the packet based on their takeaways from the conversation. [Teachers can decide whether full sentences are a requirement at their own discretion]
  - d. Set the first timer and begin the stations.

- i. Teachers should walk around and talk with students about what they're learning throughout the lesson. Be involved in the small group discussions.
- 5. Post-Station Activity [10 mins]
  - a. After students have completed each station, they should respond to the post-station questions to synthesize what they learned from all of the stations.
- 6. Wrap-up [5-10 mins]
  - a. Teachers should bring students together for a whole class discussion.
    - i. Asking about what they learned, what was interesting, what did they relate to, etc.
    - ii. Discussion about main topics "Don't Ask, Don't Tell," community building, and intersectionality
    - iii. Teachers may wrap up the class through asking additional questions for students to think about
      - 1. Why do queer people have to come out?
      - 2. Why is community so important?
      - 3. How does intersectionality affect you?