



## A Very Queer History: LGBTQ History & Classroom Inclusion

**Course Description:** History has traditionally been taught in a linear, chronological fashion from the context of those who held the highest influence throughout society. Too often the perspectives of the working class, minorities, immigrants, and women have been ignored in exchange for a limited, anglocentric narrative. Fortunately, this trend is changing with the publication of texts such as *A People’s History of the United States* and *Lies My Teacher Told Me*. In order to correctly connect the past to the present while remaining relevant and engaging, it is imperative to include the wide-ranging perspectives of the American experience. These efforts have been applied to women and racial minorities, but there has been little work towards including the stories of Americans from the LGBTQ community.

This course serves as a foundation for those who want to expand their social studies curriculum to be inclusive to LGBTQ experiences. Topics include the effects of assigning identities to historical figures, contributions from LGBT individuals and groups throughout American history, using thematic teaching to link concepts to perspectives, the challenges associated with including these themes in the classroom, and how to solve them.

At the end of this course, participants will reflect on new learning in this course and develop an implementation plan to utilize in their work.

### **Clock Hours / Continuing Education Units: 10**

#### **Learning Objectives:**

- Demonstrate basic knowledge of the LGBT experience throughout United States history
- Judge the effectiveness of teaching history in a thematic versus linear method
- Evaluate resources such as primary documents and media to increase understanding of LGBT identity in United States history
- Develop new lessons that can be used in the classroom and professional development setting

**Course Requirements:** To receive full credit for the course, participants must complete ALL assignments. Failure to complete all assignments will result in a non-passing grade

#### **Getting Started:**

- After registering for the course, you will be sent an email with the website address, password and course key you need to access your online course, along with login instructions.
- Access each assignment through the course home page. All assignments will be submitted through the Moodle platform on each respective assignment page.
- Please save a backup copy of all course assignments and completed work.

#### **Course Outline:**

Lesson Number	Lesson Description	Clock Hours
<b>1</b>	<b>Introductions and Overview:</b> Take the time to get to know the class layout, read over the Help section, and review any other materials present in the class to get started. Take your time!	0.2 Hours
<b>2</b>	<b>FAIR Education Act</b> - Participants will read a news article discussing the FAIR Education Act and its impact in California	0.85 Hours
<b>3</b>	<b>Introduction of Queer History</b> – Participants will examine the foundation of Queer History and what it entails, and they will reflect on their understanding	0.85 Hours
<b>4</b>	<b>What is GLBT History</b> - Participants will reflect on what GLBT history entails.	0.85 Hours

5	<b>Before Stonewall (1984):</b> Participants will explore LGBTQ community in the US before 1969.	0.85 Hours
6	<b>Teaching History Thematically</b> - Participants will read about the differences in teaching history through topical units or through traditional chronological methods.	0.85 Hours
7	<b>Post-Stonewall</b> – Participants will watch the titular documentary that explores the impact and meaning of Stonewall across a broad temporal and cultural context.	0.85 Hours
8	<b>Into the 21st Century</b> Participants will reflect on recent triumphs and challenges affecting the LGBT community.	0.85 Hours
9	<b>Who Can Teach Queer History?</b> Participants will consider how to begin or continue teaching queer history in the school setting, starting with how to build an inclusive classroom setting.	0.85 Hours
10	<b>Course Reflection:</b> In this lesson, participants will write a summary of their reflections throughout the course, including new learnings	1.00 Hours
11	<b>Implementation Plan:</b> For this final portion of the course, participants will develop a lesson that can be utilized in the classroom, homeroom period, or professional development training that encompasses the new learnings within this course.	2.00 Hours
<b>TOTAL HOURS</b>		10 Hours

**Student Requirements and Assessment:** No outside materials will be required for the completion of this course. Participants will be assessed in three different ways:

- Quizzes:** Participants are required to complete a series of electronic quizzes to assess their understanding. Participants can earn up to 64 points total for the course. Each quiz may be taken up to three times, with the highest score recorded in the final grade. All quizzes must be completed in order to earn credit.
- Course Reflection:** Participants will be required to write a reflection summarizing their new learnings within the course. Participants can earn up to 10 points total for the reflection. The reflection will be graded using the following rubric:

Grading Rubric for Discussion Forums		
		Points
Critical Thinking	Makes connections to the other content and real-life that are supported by reference(s) and/or example(s)	2
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1
Assignment Specific Criteria	Addresses all parts of the reflection	6
Total Points Possible		10

- Implementation Plan:** Participants will construct an implementation plan for how their new knowledge can be directly implemented into the classroom, training setting, or professional development environment. Implementation plans will be graded using the following rubric:

Grading Rubric for Implementation Plan		
		Points
Background Information	Lesson / Title Identified	1
	Target Audience and Subject/Course Setting Identified	1
	Learning Goals are measurable objectives students are expected to meet by the end of the lesson.	2

	Lesson Ties to Specific State Standards for Students, Educators, or Professionals	2
	Materials Listed	1
<b>Lesson Plan</b>	<i>Engage</i> : Lesson hooks audience and introduces lesson effectively.	5
	<i>Explore and Explain</i> : Lesson actively engages participants in learning new material using best practices.	5
	<i>Evaluate</i> : Lesson effectively assesses participant understanding.	5
<b>Implementation</b>	Writing is clear, well developed, and organized. No or few grammar and spelling errors	2
	Is realistic in their approach – understands limitations may exist	2
<b>Total Points Possible</b>		26

**Grading Scale:**

100-80% (80-100 Points)	Pass
79%-Below (<80 points)	No Pass

**Americans with Disabilities Act:** If you are a student with a disability and require any auxiliary aids, services, or other accommodations for this class, please email [academy@iowasafeschools.org](mailto:academy@iowasafeschools.org) or call 515.381.0588.

**Professional Development:** Prior to purchasing a course registration, it is your responsibility to ensure that National Safe Schools Convening Online Academy coursework satisfies the license renewal requirements for your state and/or district.