



15 ANNOTATED RESOURCE SETS FOR TEACHING ABOUT THE HISTORIC AND CIVIC CONTRIBUTIONS OF THE LGBTQ COMMUNITY.

These VOLUNTARY Annotated Resources Sets (ARS) were developed by Colorado teachers following two days of professional development focusing on content and pedagogy for inclusion of the historical and civic contributions of LGBTQ+. These resources are made available for teachers to use as part of their lesson planning. Providing primary sources, secondary sources, inquiry questions, and background knowledge gives teachers everything they need to start an engaging lesson that pushes students to engage in critical thinking and explore.

Disclaimer

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Historic and Civic Contributions - LGBTQ+ Annotated Resource Sets

These Annotated Resources Sets (ARS) were developed by Colorado teachers following two days of professional development focusing on content and pedagogy for inclusion of the historical and civic contributions of LGBTQ+. These resources are made available for teachers to use as part of their lesson planning. Providing primary sources, secondary sources, inquiry questions, and background knowledge gives teachers everything they need to start an engaging lesson that pushes students to engage in critical thinking and explore!

Grade Level	ARS Title & Description	Essential Question(s)	Annotated Resource Set #
1st History	Celebrate Culture! Cultures have unique characteristics that they celebrate in unique ways. With this inquiry kit, students learn about celebrations related to people's interaction within their world – including the ideas of pride in one's culture, family connections, and moving forward. Students can build inquiry and curiosity by examining how holidays and celebrations shape a culture and a person's experience in their world.	1. How do people celebrate their culture? 2. How can we show kindness and respect to people of different cultures?	ARS #1
1st Civics	Notable Leaders This ARS introduces students to notable leaders in their community who are from the LGBTQ+ community.	1. What qualities make up a leader? 2. How do leaders work with their communities? 3. Why is it important that our communities and leaders include lots of different kinds of people?	ARS #2
1st Civics	Civic Symbols Represent Diverse Community Groups A sampling of resources gives Colorado teachers a	1. What is a symbol and why is it important? 2. How are new national symbols, songs, or holidays created?	ARS #3

	variety of resources to ensure first graders can identify and explain the meaning of state, national, and cultural symbols.	3. Why is it important to know about national, state, and cultural symbols?	
2nd History	Building Community Students in 2nd Grade focus on an exploration of neighborhoods and communities. This includes diverse communities and neighborhoods that are made up of various people and cultures. The focus on diversity involves people from a range of different social and ethnic backgrounds, including members of the LGBTQ+ community.	1. How have diverse individuals shaped the identity of neighborhoods and communities? 2. How have diverse cultural attributes shaped neighborhoods and communities? 3. In what ways have events shaped the diversity of neighborhoods and communities?	ARS #4
2nd Civics	Breaking Barriers: How Community Groups Advocate and Create Understanding This set will connect resources about various community advocacy events with primary sources illuminating the events where members of African American, Native American, Women, and LGBTQ+ communities advocated for their rights.	1. How can people from diverse backgrounds and beliefs work together to share their ideas and make decisions that help everyone in our community?	ARS #5
3rd History	Making a Difference: Harvey Milk and San Francisco This set connects primary sources and the story of Harvey Milk to show how a person who lives in a neighborhood or community can make a difference through personal or group advocacy.	1. How does an individual create change? 2. How does a person's identity influence their interactions with others? 3. How have people from the past from diverse groups, identities, and cultures lived together and interacted with each other? 4. How has a region changed and yet remained the same over time?	ARS #6

4th History	<p>Colorado: A Hate State or Inclusive State?</p> <p>This set addresses the passage of Amendment 2 in Colorado, the backlash and Supreme Court decision, as well as the road to inclusiveness.</p>	<ol style="list-style-type: none"> 1. Why was Colorado once called the “hate state” by some people? 2. How did Colorado go from being called the “hate state” by some people to what some may consider to be a more inclusive state? 3. What happened to help change this perspective? 	ARS #7
4th Civics	<p>Power to the People: The importance of All Voices Being Heard</p> <p>This set focuses on the methods that people, many who were students, have used to affect change in their local and state government. It focuses on the methods of voting, protest and petition to affect change.</p>	<ol style="list-style-type: none"> 1. What are key challenges faced by LGBTQ+ advocates in ensuring their voices are heard and respected in decision-making processes? 2. Why is it important for citizens to have the right to change or influence government at the state and local levels? 3. What are ways that students and student groups can influence the government? 	ARS #8
5th Civics	<p>Stand Up to Serve: Overcoming Barriers to Participate in Democracy. Then and Now – Harvey Milk and Pete Buttigieg</p> <p>This set will connect the books <i>Pride: The Story of Harvey Milk and Mayor Pete</i> with primary sources illuminating the barriers LGBTQ citizens had to overcome to serve in government.</p>	<ol style="list-style-type: none"> 1. What challenges were faced by citizens running for office? 2. Why is it important for marginalized citizens to have a voice in the government? 3. Why is it important to understand the historical context of events? 	ARS #9
6th History	<p>Historical LGBTQ+ Cultures in the Western Hemisphere</p> <p>In Colorado, 6th grade social studies focuses on the history, geography, economics, and civics of the Western</p>	<ol style="list-style-type: none"> 1. What are some differences between Native American and European colonizing cultures? 2. What values do different indigenous cultures have around gender and LGBTQ+ people? 3. How do those differences create conflict? 	ARS #10

	<p>Hemisphere. The content covers Native Americans, Aztec, Incan, and Mayan cultures, and the arrival and impact of the European explorers. Finally, it covers revolutions and modern day impacts. These sources include LGBTQ+ cultural connections and conflicts.</p>	<p>4. How do different indigenous people exhibit their values around the LGBTQ+ community?</p>	
<p>8th History</p>	<p>Soldier or Not?</p> <p>This set will connect the book <i>The Fighting Infantryman</i> with primary sources illuminating the events from the life of Albert D.J. Cashier from immigration to the U.S., Civil War enlistment, Civil War service, end of life and benefits questions when it is determined that Albert was actually a woman.</p>	<ol style="list-style-type: none"> 1. What roles and responsibilities did women and transgender individuals undertake while serving in the Civil War, and were they able to join combat units? 2. How were women and transgender soldiers typically discovered, and what consequences did they face if their true identities were revealed? 3. What were the challenges and obstacles faced by women and transgender individuals who wanted to enlist in the Civil War, and how did they overcome them? 4. How has the historical recognition and acknowledgment of women and transgender soldiers in the Civil War evolved over time, and what is their place in contemporary historical narratives? 5. What lessons can be drawn from the experiences of women and transgender soldiers in the Civil War regarding gender equality and the struggle for civil rights? 	<p>ARS #11</p>
<p>8th Civics</p>	<p>The Frontier Myth</p> <p>Through examining the story of Charley Parkhurst, a woman who masqueraded as a man in one of the most</p>	<ol style="list-style-type: none"> 1. How do different types of sources help to inform our understanding of a given topic? 2. What is the Frontier Myth? 3. How did the Frontier Myth characterize 	<p>ARS #12</p>

	dangerous professions for over thirty years, students can become “mythbusters” to get another perspective of the American West.	American identity? 4. What were traditional gender norms in the American West?	
HS U.S. History	Stonewall Rebellion: Rights for All This Gallery Walk will allow collaborative engagement between students in groups to understand the causes and effects of Stonewall.	1. How does perspective change over time? 2. How have the rights and contributions of diverse groups and individuals changed peoples’ perceptions over time?	ARS #13
HS Civics	LGBTQ+ historical and legal milestones through the First Amendment This set will analyze the rights set out in the First Amendment through LGBTQ+ historical and legal milestones. The set is broken down by each part of the 1st Amendment, beginning with freedom of religion, freedom of speech, freedom of the press, the right to peaceably assemble, and petition the government. The set focuses on the accomplishments, legal wins, and persistence of the LGBTQ+ community.	1. What do the sources reveal about how First Amendment rights are exercised? 2. How might have LGBTQ+ individuals used the 1st Amendment to assert their full citizenship? 3. What does the LGBTQ+ movement teach about how movements gain momentum and achieve victories? 4. What strategies has the LGBTQ+ community used in gaining and expanding their rights? 5. How has public sentiment contributed to both the advance and removal of LGBTQ+ rights?	ARS #14
HS History	The What, Why, and So What of the Lavender Scare This set will give learners the background of the laws and policies that led to the time period of the Lavender Scare, how it was written about, and through the actions and words of one person how it was fought against. This set looks at the rights and contributions of LGBTQ+ citizens and how they were threatened during this time.	1. How did the Lavender Scare shape the role of LGBTQ+ individuals and organizations in advancing their rights and contributions to American society? 2. How do the lessons of the Lavender scare continue to influence national unity and diversity today?	ARS #15

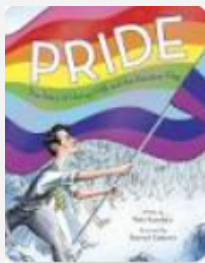


Title:	ARS #1: Celebrate Culture!
Developed By:	Adams 12 Five Star Schools
Theme/Focus	How do cultures celebrate their unique characteristics?
Grade Level and Standards:	1st Grade History SS.1.1.2.EO.b. Discuss common and unique characteristics of different cultures, including African American, Latino, Asian American, Hawaiian/Pacific Islanders, Indigenous Peoples, LGBTQ, and religious minorities, using multiple sources of information.
Inquiry Questions:	<ol style="list-style-type: none"> 1. How do people celebrate their culture? 2. How can we show kindness and respect to people of different cultures?
Contextual Paragraph:	Cultures have unique characteristics that they celebrate in unique ways. With this inquiry kit, students learn about celebrations related to people's interaction within their world – including the ideas of pride in one's culture, family connections, and moving forward. Students can build inquiry and curiosity by examining how holidays and celebrations shape a culture and a person's experience in their world.



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Curated Sources for Inquiry Kit

The Pride Flag			
Title of Source	Pride: The Story of Harvey Milk and the Rainbow Flag	2012 Gay Pride Parade, San Francisco, California	
Thumbnail of Source			
Link to Source	<p>Video: Pride: The Story of Harvey Milk and the Rainbow Flag – read aloud</p> <p>Book: Pride: The Story of Harvey Milk and the Rainbow Flag</p>	<p>2012 Gay Pride Parade – Library of Congress.</p> <p>**many additional photos from the same event are available on The Library of Congress website by searching San Francisco Gay Pride Parade</p>	<p>An LGBTQ Pride Flag hangs in the window of a barber shop in the Capitol Hill neighborhood of Denver.</p> <p>https://www.google.com/maps/@39.7368926,-104.9720713a,75y,0.72h,85.52t/data=!3m6!1e1!3m4!1sQPy4kieUtgm2VjYlICTiZQ!2e0!7i16384!8i8192?entry=ttu</p>
Significance of the Sources and Importance	<p>The Pride Flag is an international symbol that represents the culture and people of the LGBTQ+ community. The book introduces children to the pride flag and its use in the San Francisco movements for gay rights. The first image comes from San Francisco's modern LGBTQ+ celebrations around Gay Pride.</p> <p>The Pride Flag and its use in clothes, stickers, and other representations are a common and easily identifiable symbol for a community who has struggled to be seen. By displaying the symbol, LGBTQ+ people can feel included and respected.</p>		
Possible Inquiry Questions	<ol style="list-style-type: none"> 1. Why is the Pride Flag important? 2. What does the Pride Flag represent? 		

	3. How does displaying the Pride Flag show respect?
Background Information	Harvey Milk was an activist and American politician. He was the first openly gay man to be elected to public office in California. Sadly, he was assassinated by a disgruntled former city employee. Harvey Milk had a significant impact on the advocacy and changing view of LGBTQIA+ individuals. Harvey Milk website and the Harvey Milk Foundation .

	Dia de los Muertos	
Title of Source	Dia de los Muertos	Day of the Dead
Thumbnail of Source		
Link to Source	Dia de los Muertos poster – Library of Congress	Day of the Dead article – National Geographic
Significance of the Source and Importance	Dia de los Muertos is a joyful celebration of a family's ancestors mostly celebrated in Mexico and by Mexican descendants. It allows people to remember their family. People celebrate by dressing up as skeletons, making food their ancestors enjoyed, and decorating their graves. It is also a reminder that death is a part of life.	
Possible Inquiry Questions	<ol style="list-style-type: none"> 1. Why do people celebrate Dia de los Muertos? 2. Why is this celebration important? 3. How does this celebration show respect for Mexican culture? 	

Background Information	<p>The Day of the Dead is celebrated in Mexico and other parts of Latin America. It is known there as Día de los Muertos. People who are from Mexico celebrate the festival in other countries as well. The festival is celebrated to remember loved ones who have died. It also helps people accept and deal with the idea of death. It takes place over two days, on November 1 and 2.</p> <p>Hundreds of years ago in Mexico the native peoples who lived there had a celebration for the dead. They believed that the spirits of their dead relatives returned to earth once a year to visit with them. The goddess Mictecacihuatl led the celebration. She was known as the “Lady of the Dead.”</p> <p>Different towns in Mexico celebrate the festival in different ways, but there are some common practices. On the first day it is believed that spirits of children who have died return. The second day is when the spirits of adults return. For both days people decorate the graves of their relatives with flowers and the favorite foods of the relatives. Many families build altars, called <i>ofrendas</i>, in their homes to honor their dead relatives. They decorate the altars with candles, flowers, food, and photos of relatives. In addition, bakeries make a special type of bread called pan de muerto. People also eat candies and sweets shaped like skeletons, skulls, and other symbols of death.</p> <p>Source: Day of the Dead article – Kids Britannica</p>
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	Chinese New Year	
Title of Source	How is Chinese New Year Celebrated?	
Thumbnail of Source		
Link to Source	Video: Chinese New Year – Youtube	Chinese New Year Celebration in Chinatown in

		Washington, D.C. – Library of Congress
Significance of the Sources and Importance	Chinese New Year is thought to date back to the 14th Century. New Year is a time that they believe they clean out the bad luck from the previous year and start each year clean. Celebrations begin with the rising of the second new moon after the winter solstice. Celebrations last for two weeks.	
Possible Inquiry Questions	<ol style="list-style-type: none"> 1. Why do people celebrate Chinese New Year? 2. Why is this celebration important? 3. How does this celebration reflect Chinese culture? 	
Background Information	<p>Chinese New Year, also known as the Spring Festival or Lunar New Year, is the most important traditional festival in Chinese culture. It marks the beginning of the lunar new year and typically falls between January 21 and February 20 on the Gregorian calendar. The date varies each year because it is based on the lunar calendar. Chinese New Year is a time for family, reflection, and renewal. It is a time to express good wishes for the year ahead and to strengthen bonds with loved ones. The celebration can last for up to 15 days, depending on regional customs, and it's a time when cities and towns come alive with festivities and traditions that have been passed down through generations.</p> <p>Article: Chinese New Year: What is it and How is it Celebrated? – BBC</p>	

Suggested Strategies for Instruction

- Elementary Primary Source Analysis Graphic Organizers: [Elementary Primary Source Sets | CDE](#)

Title:	ARS #2: Notable Leaders
Developed By:	Aurora Public Schools St. Vrain Valley School District
Theme/Focus	Notable leaders
Grade Level and Standards:	1st Grade Civics SS.1.4.2.EOa Identify and explain the relevance of notable civic leaders from different community groups, including African American, Latino, Asian American, Hawaiian/Pacific Islander, Indigenous Peoples, LGBTQ, and religious minorities.
Inquiry Questions:	<ol style="list-style-type: none"> 1. What qualities make up a leader? 2. How do leaders work with their communities? 3. Why is it important that our communities and leaders include lots of different kinds of people?
Contextual Paragraph:	Responsible community members see communities as multidimensional entities with various voices and personalities. Those who lead their communities represent numerous types of people, including themselves. Recognizing these individuals and how they support their community is important for students to learn about confidence, collaboration, problem solving and other skills. It's also important to note for our students that leaders are not just those who are elected like mayors or governors, but can also be activists and community leaders. Students are also around leaders within their building with educators, support staff, principals, and more.



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Curated Sources for Inquiry Kit

	Elected Leaders	
Title of Primary Source	Mayor Pete	Governor Jared Polis
Thumbnail of Primary Source		
Link to Primary Source	Book: The Story of Pete Buttigieg – Mayor Pete	Article: In Colorado, Jared Polis Becomes First Openly Gay Elected Governor – NPR
Significance of the Primary Sources and Importance	Elected leaders such as the Secretary of the Department of Transportation, Pete Buttigieg, and Governor Jared Polis of Colorado are modern leaders. These primary sources provide strong connections to these leaders in our current timeline.	
Possible Inquiry Questions	<ol style="list-style-type: none"> 1. How do these leaders work for their community? 2. How do these leaders embrace who they are with their community? 	
Background Information	Pete Buttigieg's focus as the Secretary of Transportation is to deliver the world's leading transportation system for the American people and economy. He has worked to achieve organizational excellence in the department's operations, and to focus the department on five policy goals: safety, jobs, equity, climate, and innovation. In his first year at the Department, he prioritized supporting the development and passage of President Biden's signature Bipartisan Infrastructure Law. Since the law's passage, Secretary Buttigieg and his team have focused on effectively delivering the investments provided by this legislation, enabling the most significant	


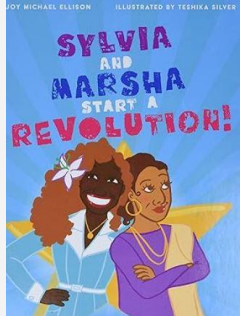
improvements in U.S. transportation infrastructure in over half a century.

The Secretary has also focused on intervening to support American supply chains dealing with shockwaves from the pandemic, including measures to help cut in half the long-dwelling container congestion at America's largest ports. Other major initiatives in his early tenure have included a comprehensive national roadway safety strategy to reduce deaths and serious injuries; delivery of emergency COVID-19 relief funds to transit agencies across America; and awards of over \$9.5 billion in discretionary funding to enhance transportation through over 800 projects in communities across America.

The first openly gay person confirmed to serve in a president's Cabinet, Secretary Buttigieg previously served two terms as mayor of his hometown, South Bend, Indiana, where he worked across the aisle to transform the city's future. Household income grew, poverty fell, and unemployment was cut in half. His work on transportation as mayor was nationally recognized, including an award for innovative streetscape design from the U.S. Department of Transportation where he now serves. He also served for seven years as an officer in the U.S. Navy Reserve, taking a leave of absence from the mayor's office for a deployment to Afghanistan in 2014.

Governor Jared Polis is an entrepreneur, education leader, public servant, and Colorado native. After launching several successful companies, including one out of his college dorm room, Polis committed himself to making sure other Coloradans had the opportunity to pursue their dreams. Polis founded schools for at-risk students and new immigrants and started nonprofits to help veterans and entrepreneurs. Prior to serving as Governor, Polis served on the State Board of Education where he worked to raise pay for teachers and reduce class size for students, and represented Colorado's 2nd Congressional district, where he was rated the most effective member of the Colorado delegation.

As Governor, Polis has focused on saving Coloradans money, keeping our economy strong, and preserving our Colorado way of life. Polis delivered universal free full-day kindergarten, signed a number of bills to save families money on health care, and made significant progress towards the goal of 100% renewable energy by 2040, all while cutting taxes for small businesses and investing in affordable housing and transportation. His efforts to expand health care access to medically underserved communities and to ensure that equity and justice remain central to building a Colorado for All have produced impactful legislation and made progress toward his administration's bold vision.

	Community Leaders	
Title of Primary Source	Leaders Like Us: Bayard Rustin	Sylvia and Marsha Start a Revolution!
Thumbnail of Primary Source		
Link to Primary Source	<p>Photograph: Bayard Rustin and Dr. Eugene Reed at Freedom House – Library of Congress</p> <p>Book: Bayard Rustin</p>	<p>Book: Sylvia and Marsha Start a Revolution</p>
Significance of the Primary Sources and Importance	<p>These primary sources highlight how community leaders inspire others to significant issues in history regarding LGBTQ history. Bayard Rustin was a key architect of the March on Washington social movement on August 28th, 1963. Marsha P. Johnson and Sylvia Rivera were key activists in Transgender and Queer rights in New York City whose experiences in the Stonewall Uprising of 1969 was a key historical event of LGBTQ+ Rights.</p>	
Possible Inquiry Questions	<ol style="list-style-type: none"> 1. How are these people's actions an example of confidence? 2. How do people unite others to their cause? 	
Background Information*	<p>National Park Service: Born in Pennsylvania in 1912, Rustin was raised by his maternal grandparents. His grandmother's Quaker faith – rooted in peace, community, and equality – influenced his decision to become an activist. Even as a young man, Rustin fought for many causes, including racial equality and workers' rights. Later in his life he also advocated for gay rights.</p>	

*Background information is for educators, could also be used in lessons if needed.

	<p>One of Rustin's most notable contributions to the African American Civil Rights Movement was his planning of the 1963 March on Washington for Jobs and Freedom. Now popularly associated with Martin Luther King's "I Have a Dream" speech, this march helped pave the way for the passage of the 1964 Civil Rights Act. Rustin also introduced the concept of nonviolence to the movement (influenced by the moral leadership of Mahatma Gandhi). King later adopted this strategy of nonviolence, making it the foundation of the movement. Despite his leadership, Rustin was sidelined from the movement due to his sexual orientation. As a gay man, Rustin was largely kept out of the public eye. But without Rustin's contributions, the Civil Rights Movement may not have been as successful.</p> <p>National Park Service: Marsha P. Johnson and Sylvia Rivera were prominent figures in the Stonewall Uprisings, but their efforts were even more enduring, with the uprisings being just part of their unending commitment to social justice. They emerged from the events that took place at Stonewall in 1969 as leaders in the Gay Liberation Movement. Together they helped found the group STAR (Street Transvestite Action Revolutionaries), which offered housing to homeless and transgender youth, a particularly vulnerable population. Johnson and Rivera opened the first LGBTQ+ (Lesbian Gay Transgender Bisexual Queer) youth shelter in North America, and these trailblazers became the first Trans women of color to lead an organization in the United States.</p>
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Suggested Strategies for Instruction

[Facing History S-I-T Strategy](#)

[Facing History Identity Chart](#)

[Facing History K-W-L Chart](#)

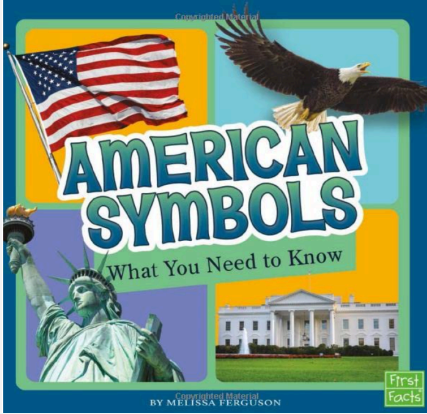
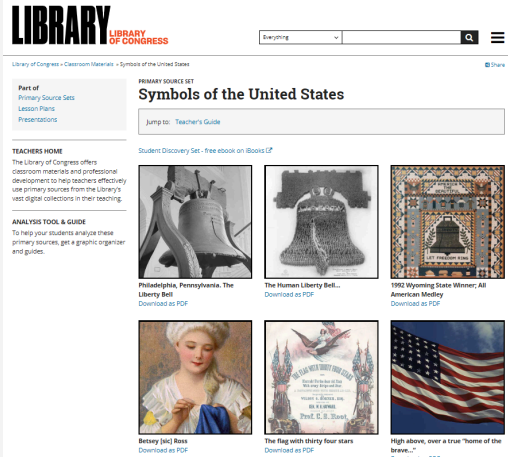
Title:	ARS #3: Civic Symbols Represent Diverse Community Groups
Developed By:	Boulder Valley School District Durango 9-R School District
Theme/Focus	LGBTQ Pride Flag, Rainbow Flag as a symbol of equality for citizens
Grade Level and Standards:	1st Grade Civics SS.1.4.2.EOb Identify and explain the meaning of various civic symbols important to diverse community groups. For example: The American flag, the National Anthem, Statue of Liberty, Mount Rushmore, Crazy Horse Memorial, Liberty Bell, Emancipation Proclamation, a yellow sash (i.e., for women's rights), tribal flags of Native Nations whose ancestral homelands include present-day Colorado, LGBTQ Pride Flag, and the Colorado Flag.
Inquiry Questions:	<ol style="list-style-type: none"> 1. What is a symbol and why is it important? 2. How are new national symbols, songs, or holidays created? 3. Why is it important to know about national, state, and cultural symbols?
Contextual Paragraph:	The sources below are intended to provide support for first grade teachers to enable students to demonstrate proficiency on the standard (above) related to civic symbols and their significance. Please note that some sources below (ie: pride symbols) are included at a higher reading level and are intended to be accommodated by the teacher for student access. For ideas related to unit and lesson roll-out, please see "Suggested Strategies for Instruction" at the bottom of this document.



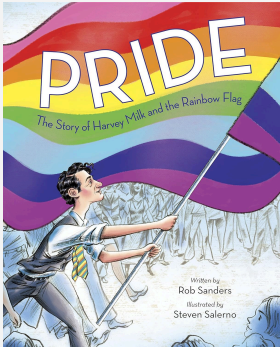
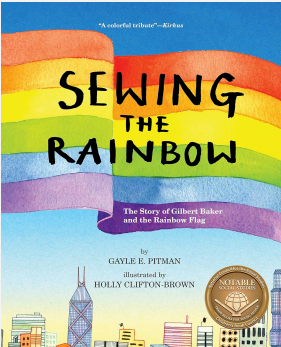
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Curated Sources for Inquiry Kit

	USA Symbols	
Title of Source	<i>American Symbols – What you Need to Know</i> By Melissa Ferguson	USA Symbols – Primary Source Set (Library of Congress)
Thumbnail of Source		
Link to Source	<p>Video: American Symbols – What You Need to Know. – YouTube Read-Along with Text Tracking</p> <p>Book: American Symbols – What You Need to Know. – Amazon.</p>	<p>Primary Source Set: Symbols of the United States. – Library of Congress.</p>
Significance of the Sources and Importance	These sources help students “explain the meaning of various civic symbols,” as specified in the standard, at the national (USA) level.	
Possible Inquiry Questions	<ol style="list-style-type: none"> 1. What is a symbol and why is it important? 2. What do USA symbols mean in relation to the history of our country? 3. Why is it important to know about USA symbols? 	


Background Information	Depending on students' ability levels and teacher teaching style, these sources offer a diverse manner of presenting important symbols throughout US history. If first graders can discuss, identify, and explain important US symbols, this will provide an important launching point to becoming a "prepared graduate," as specified in the standard. Please remember that the prepared graduation statement for this standard is to "Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society."
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	Pride Flag Picture Books	
Title of Source	Pride: The Story of Harvey Milk and the Rainbow Flag by Rob Sanders (Author), Steven Salerno (Illustrator)	Sewing the Rainbow: A Story About Gilbert Baker by Gayle E. Pitman (Author), Holly Clifton-Brown (Illustrator)
Thumbnail of Source		
Link to Source	Video: Pride: The Story of Harvey Milk and the Rainbow Flag . – YouTube Read-Along with Text Tracking Book: Pride: The Story of Harvey Milk and the Rainbow Flag . – Amazon.	Video: Sewing the Rainbow. A Story About Gilbert Baker . YouTube Read-Along. Book: Sewing the Rainbow. A Story About Gilbert Baker . – Amazon.
Significance of the Sources and Importance	These sources provide an aligned read-aloud option for teachers wishing to incorporate this standard into their guided reading time with first graders. By reading these books with students, teachers can facilitate conversations to help students “explain the meaning of various civic symbols,” as specified in the standard.	
Possible Inquiry	1. What is a symbol and why is it important?	

Questions	<p>2. What does the rainbow flag represent and why is it an important symbol?</p> <p>3. Why is it important to know about pride and LGBTQ+ symbols?</p>
Background Information	<p>These sources provide a thorough overview for the teacher to facilitate a valuable conversation with students related to LGBTQ+ symbols. If students can discuss, identify, and explain important LGBTQ+ symbols, this will provide an important launching point to becoming a “prepared graduate,” as specified in the standard. Please remember that the prepared graduation statement for this standard is to “Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.”</p>

	Colorado Flag and Ute Tribal Seal	
Title of Primary Source	Colorado Flag	Southern Ute Tribal Seal
Thumbnail of Source		
Link to Source	<p>Article: What Do the Colors on the Colorado State Flag Mean? – Denver Public Library</p>	<p>Article: Tribal Seal and Symbolism. – Southern Ute Tribe.</p>
Significance of the Sources and Importance	<p>These sources help students “explain the meaning of various civic symbols,” as specified in the standard, at the state (Colorado) level.</p>	

Possible Inquiry Questions	<ol style="list-style-type: none">1. What is a symbol and why is it important?2. What do Colorado symbols mean in relation to the history of our state?3. Why is it important to know about Colorado symbols?
Background Information	These symbols help stimulate an engaging conversation with students related to the civics and history of Colorado. If first graders can discuss, identify, and explain important Colorado symbols, this will provide an important launching point to becoming a “prepared graduate,” as specified in the standard. Please remember that the prepared graduation statement for this standard is to “Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.”

	LGBTQ+ Symbols
Title of Primary Source	Pride Flag
Thumbnail of Primary Source	
Link to Primary Source	Article: How Did the Rainbow Flag Become a Symbol of LGBTQ Pride?
Significance of the Primary Sources and Importance	These sources help students “explain the meaning of various civic symbols,” as specified in the standard, throughout LGBTQ+ history.
Possible Inquiry Questions	<ol style="list-style-type: none">1. What is a symbol and why is it important?2. What do pride and LGBTQ+ symbols mean in relation to the history of our country?

	3. Why is it important to know about pride and LGBTQ+ symbols?
Background Information	<p>These university sources provide a thorough overview (teacher-facing) so that the teacher has tools needed to facilitate a valuable conversation for students related to LGBTQ+ symbols. Please note that the reading level of these sources is not appropriate for first grade students, and teachers should consider ways to adapt lessons / units to first graders (see “Suggested Strategies for Instruction,” below). If first graders can discuss, identify, and explain important LGBTQ+ symbols, this will provide an important launching point to becoming a “prepared graduate,” as specified in the standard. Please remember that the prepared graduation statement for this standard is to “Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.”</p>

Suggested Strategies for Instruction

Possible Unit and Lesson Plan Organization and Structure:

- Gallery walk related to all symbols encompassed within this resource set.
 - Possible questions to consider:
 - Library of Congress Protocol: “OBSERVE, REFLECT, QUESTION” (see below)
 - Facing History and Ourselves: “SEE, THINK, WONDER” (see below)
- Gather engaging picture books encompassing books within this resource (and others as needed)
 - Books within this resource set:
 - *American Symbols – What you Need to Know* By Melissa Ferguson.
 - *Pride: The Story of Harvey Milk and the Rainbow Flag* by Rob Sanders (Author), Steven Salerno (Illustrator).
 - *Sewing the Rainbow: A Story About Gilbert Baker* by Gayle E. Pitman (Author), Holly Clifton-Brown (Illustrator).
- Create a “class symbol” or flag which represents important ideals of your first-grade class (see California Lesson Plan below)

Additional Resources:

- [Elementary Primary Source Analysis Tools](#)
- PBS Lesson - [“America, Our Country – Using ‘Arthur’”](#)
- [Facing History and Ourselves: See, Think, Wonder Protocol](#)
- [State of California Judicial Branch: National Symbols](#)

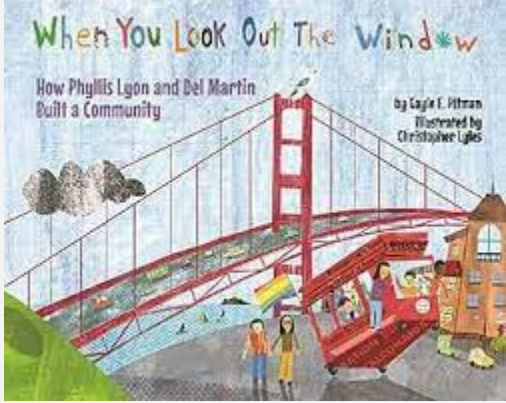
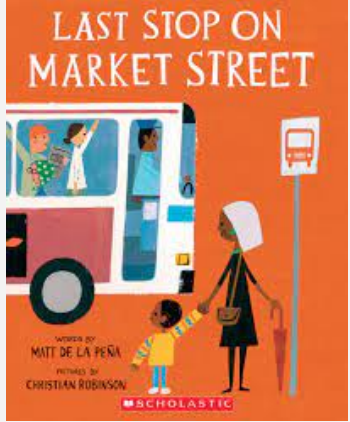
Title:	ARS #4: Building Community
Developed By:	Cherry Creek School District
Theme/Focus	Diversity within neighborhoods and/or communities
Grade Level and Standards:	<p>2nd Grade History SS.2.1.2.EOc.</p> <p>Analyze the interactions and contributions of various people and cultures that have lived in or migrated to neighborhoods and/or communities, including African Americans, Latinos, Asian Americans, Hawaiian/Pacific Islander, Indigenous Peoples, LGBTQ, and religious minorities.</p>
Inquiry Questions:	<ol style="list-style-type: none"> 1. How have diverse individuals shaped the identity of neighborhoods and communities? 2. How have diverse cultural attributes shaped neighborhoods and communities? 3. In what ways have events shaped the diversity of neighborhoods and communities?
Contextual Paragraph:	<p>Students in 2nd Grade focus on an exploration of neighborhoods and communities. This includes diverse communities and neighborhoods that are made up of various people and cultures. The focus on diversity involves people from a range of different social and ethnic backgrounds. As such, this also includes individuals who identify with the LGBTQ community.</p>



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Curated Sources for Inquiry Kit

	Neighborhoods and Communities	
Title of Source	When You Look Out the Window by Gayle E. Pitman	The Last Stop on Market Street by Matt De La Pena
Thumbnail of Primary Source		
Link to Primary Source	<p>Video: When You Look Out the Window. How Phyllis Lyon and Del Martin Built a Community. – Youtube read aloud.</p> <p>Book: When You Look Out the Window. How Phyllis Lyon and Del Martin Built a Community.</p>	<p>Video: Last Stop on Market Street. – Youtube read aloud.</p> <p>Book: Last Stop on Market Street – Amazon</p>
Significance of the Sources and Importance	<p>Both of these sources highlight the view of individuals within their own neighborhoods and the contributions of different groups of people to the everyday happenings within communities. While reading or listening to these sources, children are given a window into another set of experiences that they might not have thought of before.</p>	
Possible Inquiry Questions	<ol style="list-style-type: none"> 1. How do you know that different groups helped build these communities? 2. In what ways are the neighborhoods in the books the same or different from your own? 	

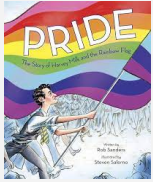
Background Information	<i>When You Look Out the Window</i> specifically focuses on a Lesbian couple who move to San Francisco and help to influence their community, and the <i>Last Stop on Market Street</i>
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	Diversity Brings Communities Together	
Title of Primary Source	Rainbow Painted Sidewalk in Denver	Rainbow Painted Sidewalk in Chicago
Thumbnail of Primary Source		
Link to Primary Source	Broadway Rainbow Crosswalk.	"Boystown" Neighborhood Rainbow Crosswalks.
Significance of the Primary Sources and Importance	These sources provide information demonstrating visual representation of diverse neighborhoods and communities and ways in which diversity contributes to neighborhood identity. These sources demonstrate the interwoven ideas of neighborhood and diversity with local economics and social life.	
Possible Inquiry Questions	1. How do communities represent their diversity?	
Background Information	Painted over the pedestrian crosswalk of Broadway and W. Irvington Pl. in downtown Denver are rainbow colors meant to visually demonstrate this diverse neighborhood's connection and support of the LGBTQ+ community.	

Suggested Strategies for Instruction

"Things I'm thankful for in my community" photo scavenger hunt.

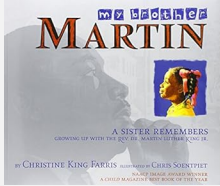
This is a lesson in which students demonstrate their understanding of community and the diverse characteristics each member brings to that community. For your scavenger hunt list, you can include topics such as: something that represents your favorite color, somebody at work, something that is special to you, something that makes you laugh or smile, something that makes a beautiful sound, etc. You can develop your scavenger hunt list on your own, or have students share some ideas. Have each student place their photo in a shared digital space for everyone to see. Students will explain their photos and participate in dialogue that answers the inquiry questions. Additional questions could include: do you think there is anything missing from these photos that is a big piece of your community? Do any of your classmates share the same photos, etc. This lesson is a great way for students to practice speaking skills as well as identify the similarities and differences between their community



Consider using some of the following resources and strategies during your instruction to add to the primary source collection in this Annotated Resource Set.

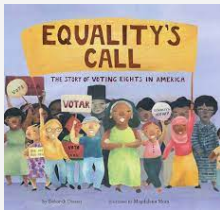
[Read PRIDE The Story of Harvey Milk and the Rainbow Flag](#)

Discuss the story and share the primary sources above and use the background information in this book to answer some of the questions. [Harvey Milk wrote to President Carter where he shared a recent speech.](#) Share the letter and speech and talk about advocating for your community things you believe in.



[My Brother Martin: A Sister Remembers Growing up with Rev. Dr. Martin Luther King Jr.](#)

Discuss the story and share the primary sources above and use the background information in this book to answer some of the questions.



Read [Equality's Call](#) paying attention to the repetitive rhyme about rights. Have the students join in as they become familiar with the line.

The book has valuable resources at the back including timelines, primary sources and book discussion prompts. This book highlights the power of continued advocacy and working until everyone is heard and represented.

Consider Reviewing (Or showing several smaller clips to students) from the following primary and secondary source videos which can add richness and discussion topics to your studies.

- [Martin Luther King Acceptance Speech for the Nobel Peace Prize](#)
- [The Opening of the El Movimiento Exhibit at History Colorado](#)
- [Signing of the American Disabilities Act](#)

Additional ResourcesElementary Primary Source Analysis Graphic Organizers: [Elementary Primary Source Sets | CDE](#)

Library of Congress Teacher's Guides and Analysis Sheets: [Library of Congress Resource Page](#)

Blog/Lesson on Primary Sources and Disabilities: [Blog](#)

Library of Congress Lesson on Women's Suffrage: [Lesson](#)

Library of Congress Blog Lesson on Teaching About Cesar Chavez: [Blog](#)

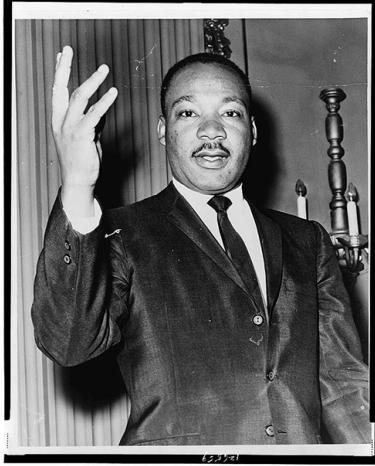

Title:	ARS #5: Breaking Barriers - How Community Groups Advocate and Create Understanding
Developed By:	Adams 12 Five Star Schools
Theme/Focus	Working together for Change in Our Community
Grade Level and Standards:	<p>2nd Grade Civics SS.2.4.1.EOb</p> <p>Analyze how community members, including African American, Latino, Asian American, Hawaiian/Pacific Islander, Indigenous Peoples, LGBTQ, and religious minorities advocate for their interests and responsibly influence decisions in their community.</p>
Inquiry Questions:	<ol style="list-style-type: none"> 1. How can people from diverse backgrounds and beliefs work together to share their ideas and make decisions that help everyone in our community? 2. What are responsible ways to advocate for ideas in a community? 3. What civic responsibilities do you think are important? 4. How can different cultures and beliefs influence a community?
Contextual Paragraph:	<p>Community members use their rights which are granted in the Constitution to express their wants, needs, and hopes for their communities in many different ways. Over time, we have seen diverse groups express their wants for a better community in many different ways.</p> <p>It is important to recognize that both formal and informal ceremonies, events, letters, interactions, and advocacy efforts can make a difference in advancing the rights of groups who may otherwise not have their voices heard. These resources help to show different instances where this has occurred on a local, state, national, and sometimes global level and include examples from women's suffrage, the Chicano movement, the Civil Rights Movement, the LGBTQ movement, and Native American and Asian American Rights efforts.</p>




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Curated Sources for Inquiry Kit

	American Civil Rights Leaders	
Title of Primary Source	Martin Luther King Jr	Harvey Milk at Mayor George Moscone's desk, March 7, 1978
Thumbnail of Primary Source		
Link to Primary Source	Article: Today in History - January 15th. - Library of Congress.	Featured Document: Harvey Milk. - National Archives.
Significance of the Primary Sources and Importance	American Civil Rights leaders who peacefully worked for equal rights and fairness for all people including African Americans and LGBTQ people. Students may be familiar with the image of Martin Luther King Jr. but most likely are not fully aware, or would have seen, a portrait of Harvey Milk. Both of these sources	
Possible Inquiry Questions	<p>Martin Luther King Image</p> <ol style="list-style-type: none"> 1. Who was Martin Luther King Jr.? 2. What did Martin Luther King Jr. do that made him famous? 3. What did he believe in and how did he help people? 4. Examine the image. What can you tell by how he is standing and his gestures? 	



	<ol style="list-style-type: none"> 5. How did he want people to be treated? 6. What is the I Have a Dream Speech? How did this speech help encourage people to speak up for their rights? 7. What is the Civil Rights Movement? 8. What were some of the things that he did to help bring about peaceful change? <p>Harvey Milk Image:</p> <ol style="list-style-type: none"> 1. Who was Harvey Milk? 2. What did he do to become famous? 3. What did he believe in and how did he help people? 4. How did he make a difference for the rights of LGBTQ people? 5. What does it mean when we talk about people having equal rights? 6. How did the role of Harvey Milk as a government official help bring about change? <p>Both Images:</p> <ol style="list-style-type: none"> 1. How do people remember Martin Luther King Jr. and/ or Harvey Milk today? 2. How did their actions make a difference for their communities that are still reflected today? 3. Both men are at work in some form or fashion in these images. What kind of skills do you think they needed to have to be successful?
Background Information	<p>The Civil Rights Movement in the United States led by leaders like Martin Luther King Jr. advocated for an end to racial segregation and discrimination. They organized peaceful protests, marches, and boycotts to bring about change, leading to landmark legislation such as the Civil Rights Act of 1964.</p> <p>Harvey Milk was a passionate advocate for LGBTQ+ rights in San Francisco during the 1970s. He believed in equality and worked tirelessly to make life better for the LGBTQ+ community. One of his most significant advocacy efforts was to fight against discrimination and for fair treatment of LGBTQ+ individuals. As a city supervisor, Harvey Milk used his position to speak out for LGBTQ+ rights. He fought for laws that would protect LGBTQ+ people from discrimination in housing and employment. He believed that everyone, no matter their sexual orientation, should have the same opportunities and rights as anyone else.</p>

	Standing Rock & The American with Disabilities Act	
Title of Primary Source	Standing Rock Sioux	Special Olympics and Americans with Disability Act
Thumbnail of Primary Source		
Link to Primary Source	Article: Standing Rock Sioux and Dakota Access Pipeline . – Smithsonian.	Photograph: President William Jefferson Clinton and Hillary Rodham Clinton Posing for a Photograph with Special Olympics Athletes at a White House Dinner . – National Archives.
Significance of the Primary Sources and Importance	The Standing Rock video showcases the involvement of youth as changemakers and cultural heritage leaders in the Standing Rock Movement. Their run from Standing Rock to Washington DC was a direct effort to bring awareness to the conflict in the Standing Rock Region and inspired others to be involved in the movement which gained national attention through the encampments at Standing Rock.	

	<p>The Americans With Disabilities Act was signed during the Administration of President George H W Bush and the White House staff, and presidents following him, continued to honor and celebrate Americans with disabilities in a variety of ways including this celebration of Special Olympic Athletes during the Clinton administration.</p>
Possible Inquiry Questions	<p>Standing Rock Image</p> <ol style="list-style-type: none"> 1. Examine the image above or pause the video at the image. What do you think the ages are of the people in this primary source? 2. Why would people be holding this flag? 3. What do you believe the flag represents? 4. What was the purpose of the Standing Rock Run? How many signatures were presented in Washington DC? 5. How did this run inspire others to become involved in the Standing Rock Movement? <p>White House Image:</p> <ol style="list-style-type: none"> 1. Look closely, who is in this image? 2. What would be a reason a group of people would gather together like this?
Background Information	<p>The Standing Rock Sioux Tribe's protest against the Dakota Access Pipeline in the United States drew international attention. Indigenous activists and their allies gathered to protect their land and water resources, highlighting concerns about environmental and cultural impacts. Their movement was watched locally, nationally, and internationally, and sparked involvement from people across the globe from all ages young to old. (For more information on the movement, view Native 360 information.)</p> <p>The Disability Rights Movement advocates for equal access and opportunities for people with disabilities. They have worked on legislation such as the Americans with Disabilities Act (ADA) in the United States to ensure accessible public spaces and accommodations and accessibility needs online and in person in the home and workplace. If someone has a disability it can often not be seen, but that does not mean that it is not important, or does not need to be recognized by others to provide support so that people with disabilities have the same rights as others.</p>

	The Suffrage Movement	
Title of Primary Source	Women's Suffrage Movement	Advancing Justice: Who We Are
Thumbnail of Primary Source		
Link to Primary Source	Photograph: Touring For Suffrage. Autoists Begin their Transcontinental Trip. – Library of Congress, Chronicling America.	Photograph: Asian Americans Advancing Justice.
Significance of the Primary Sources and Importance	The women's suffrage movement in the early 20th century fought for women's right to vote. Suffragettes like Susan B. Anthony and Elizabeth Cady Stanton organized rallies, pickets, and protests, eventually leading to the passage of the 19th Amendment in the United States.	
Possible Inquiry Questions	<p>Women's Suffrage Image</p> <ol style="list-style-type: none"> 1. What do you think the women in this picture are doing? 2. What places have they been? 3. Do you think it was easy, or even common at this time for people to travel these long distances? 4. Why would people who are trying to gain the right to vote for women travel to cities like the ones listed on the sign? <p>Advancing Justice Image</p> <ol style="list-style-type: none"> 1. Examine the image. Why would this group be carrying a banner? 2. What could Advancing Justice mean? 3. Based on the people in the image and the words that are on the banner, what cultural heritage group could they be working to support? 	

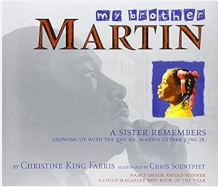
	4. Why would people hold a banner like this? Where are places you have seen a banner used to share a message?
Background Information	<p>In July 1848, the first calls for women's suffrage were made from a convention in Seneca Falls, New York. This convention kicked off more than seventy years of organizing, parading, fundraising, advertising, and petitioning before the 19th amendment securing this right was approved by Congress and three-fourths of the state legislatures. After the 19th Amendment was ratified in 1920, women used the organizing skills they had honed during the Suffrage movement to continue to fight for equality.</p> <p>The Asian American community has advocated for civil rights and social justice, particularly during the civil rights movement and more recently in response to anti-Asian hate crimes. Organizations like Asian Americans Advancing Justice (AAJC) work to address these issues and bring community members together to advocate for the rights of Asian Americans and the communities in which they live.</p>

	The Chicano Movement	
Title of Primary Source	Cesar Chavez During a March From Delano to Sacramento in 1966	Portrait and Interview with Deborah Espinosa
Thumbnail of Primary Source		 <p><i>"I graduated in 1969, but I didn't have an education regarding our history. But I did have a gut feeling. I didn't see myself as being totally "Spanish." But I didn't know how to answer that question either. Once I began to learn the history as a result of the Chicano</i></p>

		<i>movement, once people started fighting to get our history told in the books, in the schools, in the universities, I began to understand the mixed emotions and confusion I felt. I was finally able to articulate the mixed feelings that we had in terms of who we are."</i>
Link to Primary Source	Historical Photographs of Cesar Chavez.	Quote: Chicana Power: Female Leaders in el Movimiento and the Search for Identity - History Colorado.
Significance of the Primary Sources and Importance	<p>Cesar Chavez was a strong leader in the Chicano Movement who helped bring the voices and rights of farm workers to light in California and other states, and started many major efforts including the establishment of the United Farm Workers. Chavez, an American born in Arizona, was a farm worker growing up, served in the Navy, and was a leader in the Chicano Movement. He worked diligently to bring the rights of farm workers to light through organizing, marching, and fasting with other community members. For more information you can listen to this interview from the Librarian of Congress about Cesar Chavez during the books Make America series or read more about Cesar Chavez at the Library of Congress.</p> <p>Deborah Mora Espinosa was a leader in the Colorado Chicano Movement and one of the founders of the Chicano Newspaper La Cucaracha which was established in May of 1976. More information visit the Colorado Virtual Library. Her leadership as a female member of the Chicano Movement in Colorado, and as a journalist, made a significant difference in the awareness of the movement, and encouraged other Chicano women to join the movement as well. Deborah is a contemporary leader who is still working to make a difference in her community today. For more information on Deborah you can visit Colorado Voices at History Colorado.</p>	

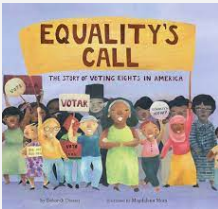
Possible Inquiry Questions	<p>Cesar Chavez Image:</p> <ol style="list-style-type: none"> 1) Where do you think Cesar Chavez is in this primary source? 2) How do you think Cesar Chavez would work each day trying to bring community members together to support the rights of farm workers? 3) Why would people of different ages be in this image? 4) What do you think Cesar Chavez is doing in this image? <p>Portrait of Deborah Espinosa and Quote</p> <ol style="list-style-type: none"> 1) Do you think Ms. Espinosa is from the present or the past based on this primary source? 2) Why did Ms. Espinosa not have a clear understanding of her history? 3) What did people fight for in the Chicano Movement according to her quote? 4) She did not grow up feeling like she was Spanish. Based on what she said in her quote, why was that? 5) Based on what she says, do you think she still works to share the history of the Chicano people in Colorado?
Background Information	<p>The Chicano movement, also known as El Movimiento, was a political and social movement in the United States which supported Chicano community empowerment to embrace ethnic heritage and support the focus on cultural identity and the voices of members in their communities concerning workers rights, racism, and supporting their arts and religion which represented their cultural heritage. It aimed to empower Chicano communities by helping them embrace their ethnic heritage, celebrate their cultural identity, and raise their voices on important issues. This movement addressed concerns such as workers' rights, racism, and the promotion of their unique arts and religion, all of which were essential elements of their rich cultural heritage. It was a time when Chicano people came together to make a positive change in their communities and in the country as a whole.</p>

Suggested Strategies for Instruction



[My Brother Martin: A Sister Remembers Growing up with Rev. Dr. Martin Luther King Jr.](#)

Discuss the story and share the primary sources above and use the background information in this book to answer some of the questions.



Read [Equality's Call](#) paying attention to the repetitive rhyme about rights. Have the students join in as they become familiar with the line.

The book has valuable resources at the back including timelines, primary sources and book discussion prompts. This book highlights the power of continued advocacy and working until everyone is heard and represented.

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Additional ResourcesElementary Primary Source Analysis Graphic Organizers: [Elementary Primary Source Sets | CDE](#)

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Blog/Lesson on Primary Sources and Disabilities: [Blog](#)

Library of Congress Lesson on Women's Suffrage: [Lesson](#)

Library of Congress Blog Lesson on Teaching About Cesar Chavez: [Blog](#)

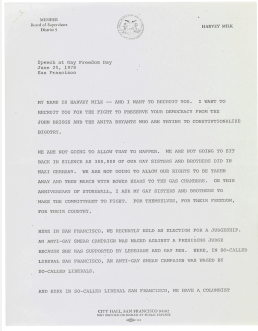

Title:	ARS #6: Making a Difference - Harvey Milk and San Francisco
Developed By:	Adams 12 Five Star School District
Theme/Focus	Harvey Milk and advocacy for the LGBTQ community in San Francisco, California.
Grade Level and Standards:	<p>3rd Grade History SS.3.1.2.EOc</p> <p>Describe the history, interaction, and contribution of various peoples and cultures, including African American, Latino, Asian American, Hawaiian/Pacific Islander, Indigenous Peoples, LGBTQ, and religious minorities that have lived in or migrated to a community or region and how that migration has influenced change and development.</p>
Inquiry Questions:	<ol style="list-style-type: none"> 1. How does an individual create change? 2. How does a person's identity influence their interactions with others? 3. How have people from the past from diverse groups, identities, and cultures lived together and interacted with each other? 4. How has a region changed and yet remained the same over time?
Contextual Paragraph:	<p>As the first openly gay individual to be elected to public office in California, Harvey Milk paved the way for monumental change for LGBTQ rights nationwide. With his campaign goal of defeating Proposition 6, which aimed to forbid gay and lesbian employees within the public school system, Milk gave a unified voice that empowered the LGBTQ community to fight against out of control discrimination. Ultimately, Milk's advocacy for change and contribution to uplifting the voice of the LGBTQ community had enduring influence throughout the nation.</p>


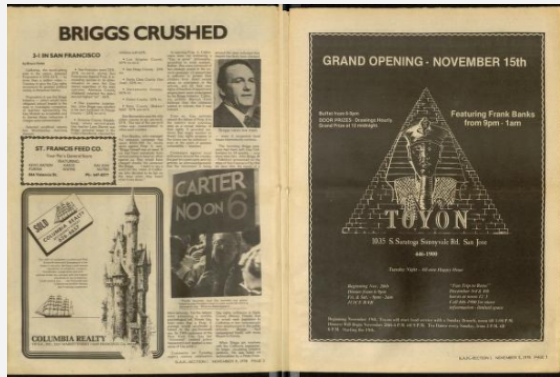


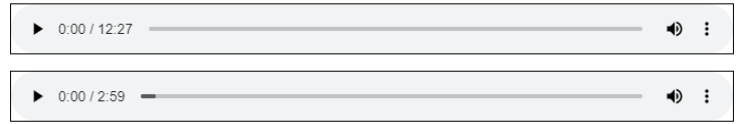

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Curated Sources for Inquiry Kit

	Harvey Milk Recruitment Efforts	
Title of Primary Source	Harvey Milk's speech at San Francisco's Gay Freedom Day celebration, 06/25/1978. (Jimmy Carter Library, National Archives)	1978 San Francisco Gay Day Parade
Thumbnail of Primary Source		
Link to Primary Source	Harvey Milk's speech at San Francisco's Gay Freedom Day celebration, 06/25/1978 (includes translated and original version)	1978 San Francisco Gay Day Parade
Significance of the Primary Sources and Importance	These primary sources were specific efforts by Harvey Milk to bring the LGBTQ community together, including glimpses of his public rallies which were heavily attended, and his recruitment efforts.	
Possible Inquiry Questions	<ol style="list-style-type: none"> 1. How did Harvey Milk gather public support to create a unified stand against Proposition 8? 2. In what ways did Harvey Milk attempt to defeat Proposition 8? 3. How did the citizens of San Francisco respond to Harvey Milk's efforts? 4. How did Harvey Milk's identity influence his interactions with others? 	
Background Information	Harvey Milk, an openly gay elected official, united the LGBTQ community in California to defeat the Briggs initiative (Proposition 8) which aimed to forbid gay and lesbian individuals from working within the public school system.	

	Community Response to Activism	
Title of Primary Source	Gay Freedom Day	Bay Area Reporter, Volume 8, Number 23, 9 November 1978
Thumbnail of Primary Source		
Link to Primary Source	Photograph: Gay Freedom Day Parade	Bay Area Reporter, Volume 8, Number 23, 9 November 1978
Significance of the Primary Sources and Importance	These primary sources demonstrate the immediate response to Harvey's Milk's recruitment efforts, and efforts to stop Proposition 8 from being put into place. An important consideration is to look at the effect of his actions from multiple perspectives: those who supported his efforts and those who were opposed to his actions.	
Possible Inquiry Questions	<ol style="list-style-type: none"> 1. What different perspectives were there surrounding Proposition 8? 2. How do individual identity influence their interactions with others in times of disagreement? 3. How can one voice of opposition lead to large societal change? 	
Background Information	While Harvey Milk was able to successfully defeat the Briggs initiative and unify the LGBTQ community in San Francisco, it was not without opposition and heavy debate.	

	Actions and Reactions	
Title of Primary Source	Harvey Milk Memorial	Reaction to Dan White Trial
Thumbnail of Primary Source		
Link to Primary Source	Audio: Harvey Milk's Memorial Service .	Audio: Reaction to Dan White's Trial (Complete audio file) <ul style="list-style-type: none"> • Excerpt: The Challenge of the Jurors: 5:30 – 12:17 • Excerpt: Mayor Speech and Riots: 38:18
Significance of the Primary Sources and Importance	These primary sources provide a glimpse into the immediate reaction to Harvey Milk's murder which was a highly publicized event. Interviews with individuals attending his memorial, news coverage excerpts, commentary on Harvey's political strategies, as well as excerpts from the subsequent trial that took place can be examined with these sources.	
Possible Inquiry Questions	<ol style="list-style-type: none"> 1. How did Harvey Milk's death solidify his lasting legacy on the LGBTQ community? 2. How does media coverage reflect and influence perception of significant historical events? 3. Why were people mad at the jurors in the trial? 4. How did the jurors balance emotion with what they were hearing in the trial? 5. How did the Mayor make people mad? 	
Background Information	Unfortunately after his successful efforts to defeat Proposition 8, Harvey Milk as well as California Mayor Moscone, was murdered by Dan White. Harvey Milk's legacy as the first openly gay elected official in California, led him to become a modern day symbol of activism, martyrdom, and source of unification for the LGBTQ community nationally. This impact can be seen in a variety of ways in California and in San Francisco in particular.	

	The Legacy of Harvey Milk Today	
Title of Primary Source	Harvey Milk Residence and Castro Camera	Harvey Milk Plaza
Thumbnail of Primary Source		
Link to Primary Source	Photograph: Harvey Milk's Former Residence	Photograph: Harvey Milk Plaza
Significance of the Primary Sources and Importance	These primary sources provide a glimpse into the recognition of the Legacy of Harvey Milk today, over 40 years later and showcase where he lived and worked and also where he is honored for his legacy today. This provides contemporary context to the places that represent Milk and his activism today.	
Possible Inquiry Questions	<p>Primary Source 1:</p> <ol style="list-style-type: none"> 1. This building serves a dual purpose. How can you tell? 2. How could Harvey Milk make a living and live in this building during his lifetime? 3. What would be important to preserve a building such as this? 4. How can this building tell us a story about Harvey Milk? <p>Primary Source 2:</p> <ol style="list-style-type: none"> 1. Harvey Milk Plaza was named after a LGBTQ leader who was murdered in Sand Francisco. What would the 	

	<p>city want to recognize his legacy after his death?</p> <p>2. The plaza continues to be a gathering place today. Why would this also recognize the legacy of Harvey Milk?</p> <p>Both Primary Sources:</p> <p>1. What is the value of honoring Harvey Milk through places in the city of San Francisco?</p>
Background Information	<p>As the city of San Francisco has changed, and the voice of the LGBTQ+ community has grown over time, the recognition of his work as a leader in the LGBTQ+ movement has become even more prevalent with visual reminders to residents of San Francisco and visitors alike. These reminders have been associated with Milk and the LGBTQ movement and provide a visual history of his life and advocacy. The City of San Francisco, the State of California, and the National Register of Historic Preservation have continued efforts to recognize, landmark and interpret important historic landmarks of the LGBTQ movement across the country.</p>

Suggested Strategies for Instruction

- Elementary Primary Source Analysis Graphic Organizers: [Elementary Primary Source Sets | CDE](#)
- Use [QFT \(Question Formulation Technique\)](#) with any of these primary sources. This allows students to generate their own inquiry questions and embark on the inquiry process in an authentic way.
- [Compare/Contrast Worksheet](#)- Note- images are linked but if possible consider sending the image to the print shop to get larger prints for students to view or project them on a smartboard for whole group consideration. Have students choose a second person who has influenced change or development, compare tactics, strategies, responses with primary sources.

Additional Resources:

[Pride: The Story of Harvey Milk and the Rainbow Flag](#)

[The Harvey Milk Story](#)

[Harvey Milk Walking Tour of San Francisco](#)

[Information on Harvey Milk Plaza](#)

[Save Harvey Milk Plaza](#)

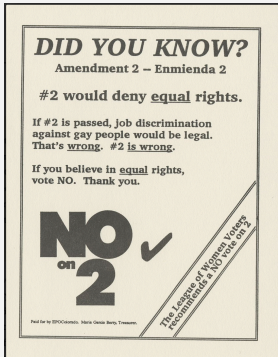

Title:	ARS #7: Colorado - The Hate State or an Inclusive State?
Developed By:	St. Vrain Valley School District Aurora School District
Theme/Focus	Colorado: The Hate State or an Inclusive State?
Grade Level and Standards:	4th Grade History SS.4.1.2.EOc Describe both past and present interactions among the people and cultures in Colorado. For example: African Americans, Latinos, Asian Americans, Indigenous Peoples, LGBTQ, and religious groups.
Inquiry Questions:	<ol style="list-style-type: none"> 1. Why was Colorado once called the "hate state" by some people? 2. How did Colorado go from being called the "hate state" by some people to what some may consider to be a more inclusive state? 3. What happened to help change this perspective?
Contextual Paragraph:	In 1992, Colorado's voters approved an amendment to the state constitution prohibiting the state from enacting anti-discrimination laws for the LGBTQ+ communities. This passage was met with a strong backlash in Colorado and beyond. Colorado was deemed a "Hate State" and companies and individuals called on people to boycott the state. Even the sitcom, <i>Fraiser</i> , was set to take place in Denver, but when Amendment 2 passed, they changed the location to Seattle. After a long fight, led by Boulder lawyer, Jean Dubofsky, the U.S. Supreme Court ruled the amendment as unconstitutional. Eventually, Colorado moved from being considered a "hate state" to electing the first openly gay governor in the United States.






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Curated Sources for Inquiry Kit

	The Fight Against Amendment 2	
Title of Primary Source	"No On 2" Flyer	Amendment 2 Protest in the Rocky Mountain News
Thumbnail of Primary Source		
Link to Primary Source	Flyer: Colorado Springs Pioneers Museum	Photograph: Amendment 2 and the Birth of Gay Radio – Denver Public Library
Significance of the Primary Sources and Importance	After the passage of Amendment 2 in Colorado (approved 53%–47%), protesters took to the streets defending the rights of the LGBTQ+ population. The flyer is from Colorado Springs where there was a large support in favor of Amendment 2. The protest took place at the Denver capitol.	
Possible Inquiry Questions	<ol style="list-style-type: none"> 1. Why were people against the passage of Amendment 2? 2. How did people choose to fight against this amendment? 	
Background Information	Colorado Encyclopedia article on the passage of Amendment 2 in Colorado. This article can be used for background information for both teacher and students.	

	Reactions After the Passage	
Title of Primary Source	New York Times Article, 1992	Boycott Colorado
Thumbnail of Primary Source		
Link to Primary Source	Article: Colorado Faces Boycott Over Its Gay-Bias Vote – New York Times.	Image/Article: Boycott Colorado – History Colorado
Significance of the Primary Sources and Importance	After voters approved Amendment 2 in Colorado, across the nation there was a call to boycott Colorado. Famous actors, singers, and musicians called to boycott the state, and companies put in place policies that did not allow travel to Colorado on official business.	
Possible Inquiry Questions	<ol style="list-style-type: none">1. How did the rest of the United States respond to the passage of Amendment 2 in Colorado?2. Why might these responses be effective?	
Background Information	The Boycott Strategy article discusses how boycotting Colorado was a good strategy used by individuals and companies.	

	From the Hate State to Inclusive State	
Title of Primary Source	Source #1: Romer v. Evans	Source #2: Jarod Polis – First Openly Gay Governor
Thumbnail of Primary Source	<p>Conclusion</p> <p>Sort: by seniority by ideology</p> <p>6-3 DECISION</p> <p>MAJORITY OPINION BY ANTHONY M. KENNEDY</p>  <p>Yes. In a 6-to-3 decision, the Court held that Amendment 2 of the Colorado State Constitution violated the equal protection clause. Amendment 2 singled out homosexual and bisexual persons, imposing on them a broad disability by denying them the right to seek and receive specific legal protection from discrimination. In his opinion for the Court, Justice Anthony Kennedy noted that oftentimes a law will be sustained under the equal protection clause, even if it seems to disadvantage a specific group, so long as it can be shown to "advance a legitimate government interest." Amendment 2, by depriving persons of equal protection under the law due to their sexual orientation failed to advance such a legitimate interest. Justice Kennedy concluded: "If the constitutional conception of 'equal protection of the laws' means anything, it must at the very least mean that a bare desire to harm a politically unpopular group cannot constitute a legitimate governmental interest."</p>	<p>POLITICS</p> <h2>In Colorado, Jared Polis Becomes First Openly Gay Elected Governor</h2> <p>November 7, 2018 · 5:32 PM ET Heard on All Things Considered</p> <p>3-Minute Listen + PLAYLIST Download Share Menu</p> <p>Voters in Colorado have made Jared Polis the nation's first openly gay elected governor. Polis speaks with NPR's Mary Louise Kelly about his plans while he's in office.</p>
Link to Primary Source	Court Case: Romer v. Evans – Oyez	NPR Interview with Jared Polis
Significance of the Primary Sources and Importance	The Supreme Court ruled against Amendment 2 calling it unconstitutional. This paved the way for a more inclusive state. Jared Polis became the first openly gay governor to be elected in the United States.	
Possible Inquiry Questions	<ol style="list-style-type: none"> 1. Why was Amendment 2 considered unconstitutional? 2. How might the Supreme Court ruling have impacted Colorado becoming a more inclusive state? 	
Background Information	<p>In 1995, Boulder attorney Jean Dubofsky stood before nine U.S. Supreme Court justices to plead the case against Amendment 2, the 1992 amendment to the Constitution of the State of Colorado denying protections to gays and lesbians. On May 20, 1996, the Court ruled the amendment unconstitutional. – Landmark Romer v. Evans History Colorado article.</p> <p>Jared Shutz Polis was elected the forty-third governor of Colorado in 2018, succeeding fellow Democrat John Hickenlooper. Polis led the state through the COVID-19 crisis of 2020 and is also the first openly gay governor in Colorado history. – Colorado Encyclopedia article on Jared Polis.</p>	


Suggested Strategies for Instruction

- Elementary Primary Source Analysis Graphic Organizers: [Elementary Primary Source Sets | CDE](#)
- Could use [QFT \(Question Formulation Technique\)](#) with any of these primary sources.
- [Zoom in Activity](#)
- [Facing History S-I-T Strategy](#)


Additional Sources:


- Article: [Anti-Gay-Rights Law Leads To Colorado Boycott Calls](#)

Title:	ARS #8: Power to the People! The Importance of All Voices Being Heard.		
Developed By:	Adams 12 Five Star School District Durango School District 9-R		
Theme/Focus	Advocacy for Change in the Government		
Grade Level and Standards:	<p>4th Grade Civics SS.4.4.1.EOc</p> <p>Discuss how various individuals and groups influence the way an issue affecting the state is viewed and resolved. Including but not limited to the contributions of African Americans, Latinos, Japanese Americans, Indigenous Peoples, LGBTQ, and religious groups.</p> <p>IQ: Why is it important that all voices are heard by local and state government officials? For example: Groups and individuals representing African Americans, Latinos, Asian Americans, Indigenous Peoples, LGBTQ, and religious groups?</p>		
Inquiry Questions:	<ol style="list-style-type: none">1. What are key challenges faced by LGBTQ advocates in ensuring their voices are heard and respected in decision-making processes?2. Why is it important for citizens to have the right to change or influence government at the state and local levels?3. What are ways that students and student groups can influence the government?		
Contextual Paragraph:	In Colorado, citizens have a rich history of influencing and changing the government and our laws. Even our young people have been key contributors in influencing the government. Colorado is a leader of LGBTQ+ equity and inclusion, and this resource set includes a variety of sources that show ways that individuals and groups have influenced the government related to LGBTQ+ and other issues.		

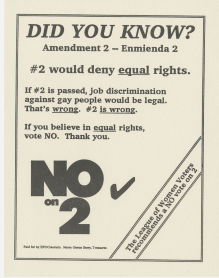



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Curated Sources for Inquiry Kit

	Voting and Court Cases	
Title of Source	Colorado's Amendment 2 (1992)	303 Creative v. Elenis and Masterpiece Cakeshop v Colorado
Thumbnail of Source		
Link to Source	Flyer: No on Amendment 2 - Colorado Springs Pioneer Museum	Article: Supreme Court rules Colorado web designer can refuse business to LGBTQ people - Colorado Public Radio Article: Masterpiece Cakeshop, Ltd. v. Colorado Civil Rights Commission (2018) - Constitution Center
Significance of the Sources and Importance	These sources illustrate the interpretation of the Constitution by the Supreme Court. Both cases ask the court to decide limits or protections when it comes to LGBTQ+ issues in Colorado.	
Possible Inquiry Questions	<ol style="list-style-type: none"> 1. How can citizens participate in a direct Democracy through voting? 2. How does the Constitution apply in modern times? 3. How does the Constitution both protect the individual without limiting the rights of others? 4. How do courts balance individual rights with the safety of the larger population? 	
Background Information	<p>In both cases, freedom of religion and the rights of the LGBTQ+ population are challenged.</p> <p>In the 1990's Colorado Springs was known for its more conservative and strict Evangelical Christian groups, such as Promise Keepers and Colorado for Family Values. These groups attempted to create legislation that would limit the rights and protections of the LGBTQ+ community. Colorado for Family Values went so far as to create an amendment to the Colorado Constitution to prohibit its minority status and protections. Colorado became known as the "Hate State."</p>	

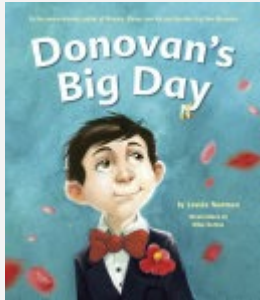
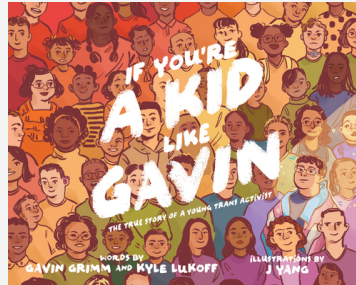
In the Supreme Court cases, both business owners refused service (or wanted to refuse service) to LGBTQ+ couples. They sighted their religious beliefs as the reasoning for their refusal. Both cases sided with the owners, but also stated there are bigger issues and protections for LGBTQ+ need to be in place. The “free exercise clause” does not prevent the protections and equal treatment necessary for LGBTQ+ persons.

	Protest / Demonstration	
Title of Primary Source	Demonstration for LGBTQ Trans Rights (November 2022)	Student Activism: West High School March 1969 Blowout!
Thumbnail of Primary Source		
Link to Primary Source	Photograph/Article: Demonstration for LGBTQ Trans Rights – Rocky Mountain PBS	Video Clip: Student Activism: West High School March 1969 Blowout! – History Colorado
Significance of the Primary Sources and Importance	Student activism shows how students can bring attention to an issue in an attempt to influence government at the local and state level. The video illustrates the walkout and the demonstration of the students as well as the concerns that led to the walkout. In these examples, the Colorado citizens, especially the students, have shown their concerns about safety, equality and need for protection. They protested in order to show the larger population and the lawmakers their concerns as well as their demands for the change needed.	
Possible Inquiry Questions	<ol style="list-style-type: none"> 1. How can students influence local and state decisions? 2. Why is it important to hear from the affected people in a protest? 	
Background Information	In 1969, students at West High School in Denver walked out to protest the inequality of education they were receiving, citing a lack of Hispanic history, a need for more bilingual classes and anger over the firing of a	

teacher. The students also stated that many faculty pushed Hispanic students toward the military after high school, which was during the Vietnam War. Students from West High School, community members and junior high students all protested for change in Denver school. Protestors, many of which were students, clashed with police during this and subsequent protests. All of this has led to change at West High School, where there is a Chicano assistant principal, teachers of color and classes in Chicano literature and history.

	Protest / Demonstration	
Title of Primary Source	PRIDE: from Protests to Celebration	Protesting Gun Violence at East High School
Thumbnail of Primary Source		
Link to Primary Source	Photograph/Article: PrideFest: A History of Denver's Gay Pride Celebration – History Colorado	Video: Students, parents protest Denver school shooting
Significance of the Primary Sources and Importance	This source shows the 43 year progression of LGBTQ+ demonstrations and protests that has since transitioned into celebration of PRIDE each year in Denver.	Students protest and speak about their concerns going to school as well as what they want lawmakers to take action on. It also shows the ability of students to affect change both through protest and through use of their voice at law making sessions.
Possible Inquiry	1. How can students influence local and state decisions?	

Questions	<ol style="list-style-type: none"> How does protest help influence lawmakers and create policy? How can protest lead from struggle to protection?
Background Information	<p>In recent years, violence has increased in schools. From attacks on marginalized students to mass shootings in our schools, violence has erupted. These two examples show how students, families and community members come together to protest and affect change in Denver and Colorado schools. From Columbine to the recent shooting by a student at East High School, gun violence has been increasing. Students are on the front lines and protest and lobbying for change has become one of the necessary tools for accomplishing that change.</p>

	Books	
Title of Source	Donovan's Big Day	If You're a Kid Like Gavin
Thumbnail of Source		
Link to Source	Donovan's Big Day - Read Aloud Video Donovan's Big Day	If You're a Kid Like Gavin
Significance of the Sources and Importance	These stories show how children and LGBTQ+ individuals are impacted by decisions and laws in their local area and how those decisions can be influenced by students themselves.	
Possible Inquiry Questions	<ol style="list-style-type: none"> What impacts do the decisions of leaders have on students, especially LGBTQ+ students? Why is it important to understand the ways citizens influence the government? How do laws help protect citizens' right to individual beliefs and rights? 	
Background Information	Donovan's Big Day is a picture book that shares a young boy's role in the marriage of his moms.	

	If You're A Kid Like Gavin is the true story of a transgender student who lobbied for the right to use the bathroom that matched their identity. Gavin Grimm -ACLU
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Suggested Strategies for Instruction

Often students can't see the relevance of learning about government or how it applies to them. By using the picture books, students can see examples of students who may be different from them and how they have struggled. By then using the primary source examples, students have the chance to get curious about the types of concerns students have, the ways they and their families have attempted change and what they themselves could do.

Beginning with picture books like "If You're a Kid Like Gavin," students are introduced to a student who is different and who feels like they have no choices. Many students will relate to the feelings Gavin has about choice. This also allows many entry points for students into this topic. By then allowing students to read, view and question the sources allows for inquiry without an agenda. It allows the students to ask questions and make connections. Use of the inquiry questions also allows students to connect to the primary sources. For example, giving students the images, videos or articles and asking them to group them allows them to find commonalities like petition or protest.

Following the sort, one option would be to teach the topics of voting, court cases, petition and protest. Then asking the students to review the primary sources and see if they would keep or change their sorting categories.

Following these, one activity would be to identify any concerns, needs or issues in their school or community. It would be impactful to create a plan to bring this concern to the school or district. This allows students to apply their learning in a genuine way that concretizes the learning that they have a voice in how their world operates.

Additional Resources:

- Examples of petitions (another possible point of discussion with students of citizen action)
 - Article: ["Openly and with Gusto": How Women Moonshiners Led to Denver's First Female Cop](#) - History Colorado
 - Article: [In a divided vote, Colorado's State Board of Education approves new inclusive social studies standards after a tumultuous year-long debate](#) - Colorado Public Radio.
- Additional Lesson Resources
 - Article: [How Can Citizens Participate?](#) - Center for Civic Education
 - ["Children in Action"](#) - Kid Citizen (From Library of Congress)
 - [Civic Participation Projects](#) - Library of Congress

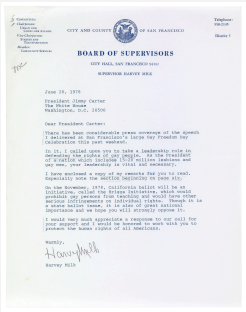
Title:	ARS #9: Stand Up to Serve – Overcoming Barriers to Participate in Democracy
Developed By:	Boulder Valley School District Cherry Creek School District
Theme/Focus	Many citizens who have been elected to represent their constituents have had to overcome discrimination, intimidation, and even violence. By comparing the experiences of Harvey Milk running for office in 1977 and Pete Buttigieg running for office in 2020, this set will demonstrate how issues and perspectives can change over time.
Grade Level and Standards:	5th Grade Civics SS.5.4.1 GLE: Construct an understanding of the foundations, rights, and responsibilities of citizenship in the United States. IQ: What barriers to citizenship have affected people including African Americans, Latinos, Asian Americans, Hawaiian/Pacific Islanders, Indigenous Peoples, LGBTQ, and religious minorities?
Inquiry Questions:	<ol style="list-style-type: none"> 1. What challenges were faced by citizens running for office? 2. Why is it important for marginalized citizens to have a voice in the government? 3. Why is it important to understand the historical context of events?
Contextual Paragraph:	In 1977, Harvey Milk who was a gay rights activist, was elected to serve on the San Francisco Board of Supervisors. He made history as California's first openly gay elected official. After serving for only one year, Milk was assassinated at San Francisco City Hall on Nov. 27, 1978. His desire to be a voice for his community has inspired future generations of LGBTQ citizens to enter politics. Through this ARS, students can build inquiry and curiosity through examining and comparing the issues candidates faced then and now.



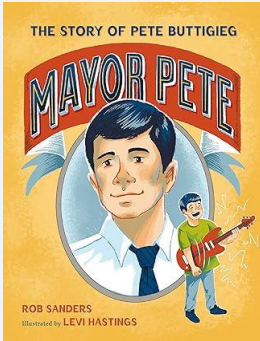

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Curated Sources for Inquiry Kit

	Harvey Milk 1978 “Then”	
Title of Primary Sources	Pride: The Story of Harvey Milk and the Rainbow Flag	Letter to President Jimmy Carter from Harvey Milk June 18, 1978
Thumbnail of Primary Source		
Link to Primary Source	Book: The Harvey Milk Story	Letter: Letter to President Jimmy Carter from Harvey Milk – National Archives
Thumbnail of Primary Source		
Link to Primary Source	Photo: Harvey Milk sitting at Mayor Moscone's Desk –	Speech: The Hope Speech – Harvey Milk , 1978

	National Archives Photo: Harvey Milk No on 6 campaign poster	
Significance of the Primary Sources and Importance	Harvey Milk was the first openly gay elected official in California. He fought for equality, helped to create the Rainbow Flag as a symbol of pride and hope, and worked to defeat Proposition 6, which aimed to ban gay and lesbian individuals from working in California public schools and would have made their firing mandatory. This primary source is an example of one elected official fighting for the rights of LGBTQ citizens.	
Possible Inquiry Questions	<ol style="list-style-type: none"> 1. What challenges did Harvey Milk face when running for and serving in office? 2. What accomplishments did Harvey Milk achieve? 3. Why is hope important to people trying to make change? 4. What is the effect of saying "rights are won only by those who make their voices heard?" 5. What is Harvey Milk's legacy? 	
Background Information	Harvey Milk worked to create gay rights ordinances, collaborated with Gilbert Baker to create the rainbow flag as a symbol of hope for the San Francisco Gay and Lesbian Freedom Parade on June 25, 1978, and campaigned to defeat an anti LGBTQ law called Proposition 6 before he, and Mayor George Moscone, were shot by a former City Supervisor on Nov. 27, 1978.	

	Peter Buttigieg 2020 "Now"	
Title of Primary Source	Mayor Pete The Story of Pete Buttigieg	Official Website for Pete Buttigieg for President, 2020
Thumbnail of Primary Source		
Link to Primary Source	Book: Mayor Pete The Story of Pete Buttigieg	Video: Pete Announces He's Running for President of the United States – Youtube
Significance of the Primary Sources and Importance	Peter Buttigieg was the first openly gay man to run for Democratic Nomination for President in 2020. Although he did not win the nomination, he was appointed to President Biden's Cabinet as the Secretary of Transportation.	
Possible Inquiry Questions	<ol style="list-style-type: none"> 1. What challenges did Pete Buttigieg face when running for office? 2. What accomplishments has Pete Buttigieg achieved? 3. Why is hope important for people trying to make a change? 4. What laws have changed for LGBTQ citizens in the past 40 years? 5. Are there any LGBTQ elected officials that represent you? 	
Background Information	Peter Buttigieg was the first openly gay candidate running for the office of the President in 2020, he is the current Secretary of Transportation in President Biden's Cabinet.	

Suggested Strategies for Instruction

[Thinking Map Templates](#)

1. Students use a tree map to list each candidate's list of issues to advocate for, challenges faced, and accomplishments
2. Students use a double bubble map to compare each man's experiences in running for and serving in public office
3. Students use a flow map to list major LGBTQ legislation between 1978 and 2023 to examine how laws have changed

Additional Resources:

[Harvey Milk Primary Source Set](#)

[News report of Milk taking the office of City Supervisor video](#)

[Pete Buttigieg announces a run for President speech](#)

[Pete Buttigieg on PBS explaining his platform](#)

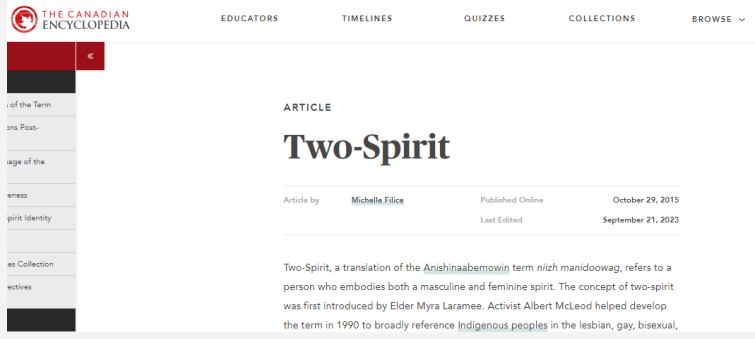
Title:	ARS #10: Historical LGBTQ+ Cultures in the Western Hemisphere
Developed By:	Adams 12 Five Star Schools
Theme/Focus	Native examples of variance in gender and sexuality
Grade Level and Standards:	6th Grade History SS.6.1.1.EOc Gather, organize, synthesize, and critique information, from multiple and diverse perspectives, to determine if it is sufficient to answer historical questions about the Western Hemisphere. For example: Indigenous People, Latinos, African Americans, Asian Americans, Hawaiian/Pacific Islander, LGBTQ, and religious minorities and differing opinions within such groups.
Inquiry Questions:	<ol style="list-style-type: none"> 1. What are some differences between Native American and European colonizing cultures? 2. What values do different indigenous cultures have around gender and LGBTQ people? 3. How do those differences create conflict? 4. How do different indigenous people exhibit their values around the LGBTQ community?
Contextual Paragraph:	In Colorado, 6th grade social studies focuses on the history, geography, economics, and civics of the Western Hemisphere. The content covers Native Americans, Aztec, Incan, and Mayan cultures, and the arrival and impact of the European explorers. Finally, it covers revolutions and modern day impacts. These sources include LGBTQ+ cultural connections and conflicts.





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Curated Sources for Inquiry Kit

	Two Spirit Part 1: Joyas	
Title of Source	Francisco Palou: "Abominable vice will be eliminated," 1777	"Two-Spirit" Canadian Encyclopedia Article
Thumbnail of Source	<p>Francisco Palou's biography of Junipero Serra, and of the nine Franciscan missions he founded in California, was published in Mexico, where Palou was a missionary.</p> <p>In a chapter on the "Founding of the Santa Clara Mission" (in 1777), Palou relates a discovery that took place in the mission at St. Antonio, California.</p> <p>Two laymen arrived at the house of a convert, one of them in the usual clothing, but the other dressed like a woman and called by them a Joya [Jewel] (since that is the name they are given in their native tongue). Once the priests had been alerted, the head of the Mission [Junipero Serra] went to the house with a sentry and a soldier. The couple was caught in the act of committing the nefarious sin. They were duly punished for this crime, but not with the severity it properly deserved.</p> <p>When they were rebuked for such an enormous crime, the layman answered that the Joya was his wife! They were not seen again in the Mission or its surroundings after this reprimand. Nor did these disreputable people appear in the other missions, although many Joyas can be seen in the area of Canal de Santa Barbara; around there, almost every village has two or three [Joyas]. But we place our trust in God and expect that these accursed people will disappear with the growth of the missions. The abominable vice will be eliminated to the extent that the Catholic faith and all the other virtues are firmly implanted there, for the glory of God and the benefit of those poor ignorants.[1]</p> <p>Pope Francis proclaimed Junipero Serra a saint in Washington, DC, on September 23, 2015.[2]</p>	 <p>The screenshot shows the Canadian Encyclopedia website. The article title is "Two-Spirit". It is written by Michelle Filice and was published online on October 29, 2015, with the last edit on September 21, 2023. The article text begins: "Two-Spirit, a translation of the Anishinaabemowin term niizh manidoowag, refers to a person who embodies both a masculine and feminine spirit. The concept of two-spirit was first introduced by Elder Myra Laramée. Activist Albert McLeod helped develop the term in 1990 to broadly reference Indigenous peoples in the lesbian, gay, bisexual,</p>
Link to Source	Document: Francisco Palou: "Abominable vice will be eliminated," 1777	Article: Two-Spirit
Significance of the Primary Sources and Importance	This source highlights the clash of cultures from the Spanish Missionaries and Native cultures of the Americas. It establishes differences in gender and sexuality ideologies between the cultures. The primary source uses the term "joyas," which is one type of two-spirit identity. The Canadian Encyclopedia entry gives a good definition of two-spirit without getting into the potentially age-inappropriate elements of joyas specifically.	
Possible Inquiry Questions	<ol style="list-style-type: none"> 1. Why were the joyas considered to have done a nefarious crime? 2. What did Paulo mean by "we...expect that these accursed people will disappear with the growth of the missions?" 3. Why do the Catholics think the natives are ignorant? 4. What do we learn about native culture in this passage? What may they have believed about relationships? 5. How do indigenous people exhibit their values around the LGBTQ+ community? 6. How did these differences in culture create conflict? 	

Background Information	<p>The primary source is an example of the reductive attitudes of the Spanish Missionaries towards various cultural elements in native cultures. The source discusses the differences in gender and sexuality norms in very negative terms (ex. "nefarious sins"). It supports genocidal ideas of people dying out, which would be part of the larger conversation in 6th grade social studies regarding the genocide of many native cultures.</p> <p>Definition of joyas: "Joyas performed women's work, married men, and could engage in sexual activity with both men and women. They were an elite third gender; for example, one privilege was that they could engage in consensual sex with any married woman in the tribe."</p> <p>Joyas are just one example of a broad category of third genders in Native American societies, known as 'two-spirits.'"</p> <ul style="list-style-type: none"> - Heller, Elissa. "Native American Heritage Month." <i>National Organization for Women</i>, 25 May 2012, Accessed 7 October 2023. <p>Note: This background information is meant for educators. Please use discretion using this definition.</p>
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	Two Spirit Part 2: Berdash	
Title of Source	Dance to the Berdash	BESE Explains: Two Spirit
Thumbnail of Source		

Link to Primary Source	Painting: Dance to the Berdash	Video: BESE Explains "Two Spirit"
Significance of the Primary Sources and Importance	<p>This source is a painting by George Catlin, a white observer of the Sac and Fox Nation in 1835. It shows a traditional Native dance for a two-spirit person, called "Berdash" by the Spanish. Note: Berdash is a derogatory term. It is similar to the concept of Joya, and falls into the two-spirit identity.</p> <p>The second source is similar to the purpose of the Canadian Encyclopedia source. It is a brief informative video about the term two-spirit, what it means, and how and why it came about. The video may be shown in part at teacher discretion based on individual district requirements.</p>	
Possible Inquiry Questions	<ol style="list-style-type: none"> 1. What is the purpose of the gathering? 2. What did the dance mean to the Natives? 3. What did the dance mean to the white observers? 4. How do indigenous people exhibit their values around the LGBTQ+ community? 	
Background Information	<p>Description from the linked primary source: "A large group of merry, smiling men with 'Mohawk-style' hair and extensive ornamented pierced ear modifications with jewelry dance around the tribe's 'berdash' or berdache, a male who takes the role, appearance and dress of a female and were viewed by most native tribes as having a sacred role. Native American spiritual philosophy not only accepts a 'third gender' status, but almost encourages it. With a few exceptions, the berdache were found to exist in almost every North American tribe, especially in the midwest, great plains and the southwest. Berdache males often became healers, surgeons, counselors, therapists, high religious priests, shamans, witch doctors, medicine men, and adoptive parents to tribal orphans. They could also become one of the multiple wives of Indian braves and, in rare cases, of female warriors. They were viewed as having a special 'blessed' status and were thought to be the middle gender, frequently seen as mystic and psychic prophets or visionaries."</p>	

	Brazilian Pride
Title of Source	In photos: Sao Paulo's LGBTQ+ Pride parade draws 3 million people
Thumbnail of Source	
Link to Primary Source	Photograph: Sao Paulo's LGBTQ+ Pride Parade
Significance of the Primary Sources and Importance	This source shows the modern cultural connection to LGBTQ+ in Brazil, a central location in the 6th Grade curriculum. As it is the largest pride celebration in the world, it also has global cultural significance, which can be compared historically and across cultures.
Possible Inquiry Questions	<ol style="list-style-type: none"> 1. How do indigenous people exhibit their values around the LGBTQ+ community? 2. How does the modern celebration compare with historical celebrations and ideas around LGBTQ+ people?
Background Information	The Brazilian Pride celebration started in 1997 and is one of the largest in the world. The APOGLBT (Associação da Parada do Orgulho de Gays, Lesbicas, Bissexuais e Travestis e Transexuais organization is responsible for running the parade. The federal government of Brazil supports the event.

Suggested Strategies for Instruction

Ideas for lesson plans:

- Analyze the primary sources, either independently or along with other sources being taught in relevant units
 - [Library of Congress Primary Sources](#)

- [Library of Congress Analyzing Primary Sources Teacher's Guide](#)
- Have a questioning discussion regarding the primary source
 - [20 Questions to Ask a Primary Source](#)
- Annotate the Primary Sources
 - [Annotating and Paraphrasing Sources Teaching Strategy](#)
 - [Annotations and Mini-writes](#)
- Discuss Latin American Pride celebrations in the context of other cultural holidays
- Compare and contrast gender roles and values in US culture compared with Latin American cultures
- Compare and contrast Latin American gender roles and values now compared with historically

Additional Resources:

[The Florentine Codex. Book X:](#) – Library of Congress

Title:	ARS #11: Soldier or Not?
Developed By:	Adams 12 Five Star School District
Theme/Focus	Transgender soldier in the Civil War, Women in the Military
Grade Level and Standards:	<p>8th Grade History</p> <p>Determine and explain the historical context of key people and events from the Revolutionary War Era through Reconstruction including the examination of different perspectives. For example: Grievances from the colonists against the British Parliament, the Constitutional Convention, the role of abolitionists, contributions and grievances from Indigenous Peoples and African Americans, and the causes and effects of the Civil War.</p>
Inquiry Questions:	<ol style="list-style-type: none"> 1. What roles and responsibilities did women and transgender individuals undertake while serving in the Civil War, and were they able to join combat units? 2. How were women and transgender soldiers typically discovered, and what consequences did they face if their true identities were revealed? 3. What were the challenges and obstacles faced by women and transgender individuals who wanted to enlist in the Civil War, and how did they overcome them? 4. How has the historical recognition and acknowledgment of women and transgender soldiers in the Civil War evolved over time, and what is their place in contemporary historical narratives? 5. What lessons can be drawn from the experiences of women and transgender soldiers in the Civil War regarding gender equality and the struggle for civil rights?
Contextual Paragraph: History, Civic, Geographic,	The American Civil War was a pivotal moment in U.S. history, and it was not only men who played a significant role on the battlefield. We know this to be true about other wars as well and as research continues by historians, more and more information is being found which shows that many people with


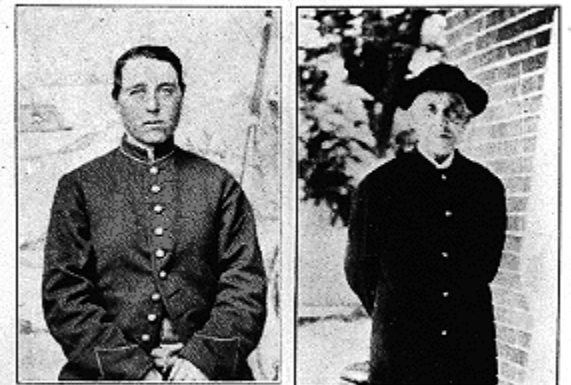


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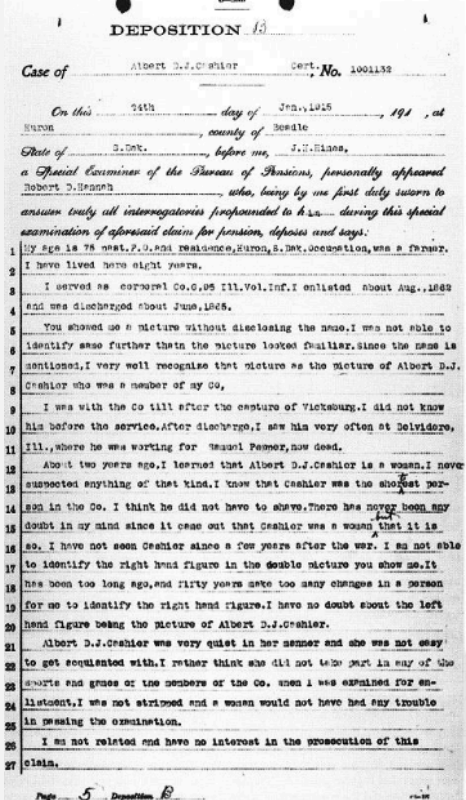
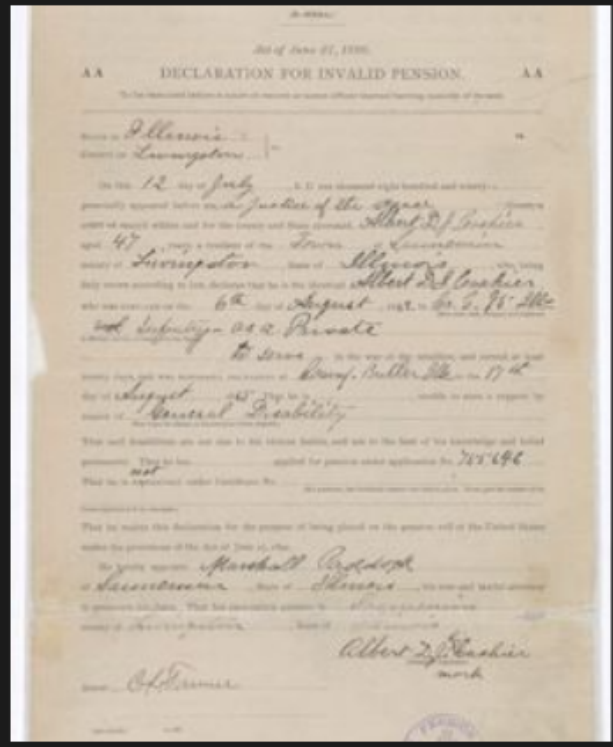


<p>Economic lens through which being told</p>	<p>diverse identities participated in war efforts in different time periods.</p> <p>During the Revolutionary War, and the Civil War historians know that some women and transgender individuals defied the norms of their time by disguising themselves as men and enlisting as soldiers. These courageous individuals had a variety of motivations, from a desire for adventure to a commitment to their beliefs. Once on the battlefield, they took on various roles, from combat to medical care, although women often faced more restrictions than transgender soldiers. The discovery of their true identities could have severe consequences, yet many managed to keep their secret. The experiences of these women and transgender soldiers shed light on their determination, resilience, and the challenges they faced in a society deeply rooted in traditional gender roles.</p> <p>Their service made a difference in the conflict they were in but also had broader implications for the evolving women's rights and LGBTQ+ rights movements. Exploring their stories through primary sources and historical accounts helps us better understand the often hidden but vital contributions of these individuals to the Civil War and the ongoing struggle for equality and civil rights.</p>	
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Curated Sources for Inquiry Kit

	A Decorated Civil War Soldier	
Title of Primary Source	Albert D.J. Cashier	Albert D.J. Cashier
Thumbnail of Primary Source		<p>Woman Soldier in 95th Ill.</p>  <p>ALBERT D. J. CASHIER OF COMPANY G, 95TH ILLINOIS REGIMENT Photographed November, 1864</p> <p>ALBERT D. J. CASHIER OF COMPANY G, 95TH ILLINOIS REGIMENT Photographed July, 1913</p>
Link to Primary Source	Photograph & Article: Albert D.J. Cashier – National Museum of the U.S. Army	Photograph & Article: Women Soldiers of the Civil War – National Archives
Significance of the Primary Sources and Importance	<p>Albert D.J. Cashier, a decorated Civil War soldier. This primary source is an example of one role women played during the Civil War and showcases one example of a committed individual who was determined to serve in conflict regardless of their gender. The first image would not be easily recognized as a woman without knowing the background of the individual due to the biography associated with the primary source. The second primary source reflects the image of Albert during and after the war. Albert was not discovered to be a female until a surgeon discovered it in 1913 and many sensational stories were published in papers around the country. This is one such story and headline.</p>	

Possible Inquiry Questions	<p>Primary and Secondary Source 1:</p> <ol style="list-style-type: none"> 1. Examine the image. How do you describe the person in the image? What physical qualities can you recognize through the image itself? 2. What outfit is this soldier in? Does the outfit make it easy or difficult to recognize what gender this soldier is? <p>Primary and Secondary Source 2:</p> <ol style="list-style-type: none"> 1. Why would this be a headline that would make people want to read the article? 2. What would there be two pictures of this person on the front of this news article? 3. How are the outfits reflected in this newspaper article similar or different? 4. Does the hat make a difference in the second image? <p>Both Images and Articles:</p> <ol style="list-style-type: none"> 1. How did Albert Cashier's experiences challenge traditional gender roles and societal expectations during the Civil War era? 2. In what ways did Albert Cashier's identity influence their role and contributions during the Civil War, and how is this historical account relevant to understanding gender and identity in today's society? 3. What were the motivations and personal beliefs that led Albert Cashier to disguise their gender and serve in the Civil War as a male soldier?" 4. How did Albert Cashier's experiences as a transgender individual in the Civil War era impact their life and legacy, and what lessons can we learn from their story in terms of inclusivity and acceptance today?
Background Information	<p>Albert Cashier, born Jennie Rodgers, served alongside the men of the 95th Illinois Volunteer Infantry with distinction throughout some of the fiercest fighting of the Civil War. While not alone as a woman serving on the battlefield during the war, Cashier retained his identity as a man throughout his later life, and was recognized as such by his comrades in arms and those surrounding him</p>

Documents Regarding Albert D.J. Cashier		
Title of Primary Source	Deposition of Albert D.J. Cashier	Approved Pension File for Private Albert D.J. Cashier
Thumbnail of Primary Source		
Link to Primary Source	Document: Deposition of Albert D.J. Cashier – National Archives	Document: Approved Pension of Albert D.J. Cashier – National Archives
Significance of the Primary Sources and Importance	Albert Cashier was born Jennie Rodgers and identified as an assigned female gender at birth. The deposition and pension documents show the paper trail of the pension approval process and the deposition of a soldier who served with Albert who did not suspect them of being a woman while serving. The fact that the pension	

	approval process went through the system is unique at the time.
Possible Inquiry Questions	<p>Primary Source 1:</p> <ol style="list-style-type: none"> 1. What do you believe was the purpose of this document? 2. Who was the author of the source? 3. Who was collecting this information? 4. Do you feel the primary source was biased or neutral in how it was written? 5. Why would the person giving the statement have to swear to tell the truth in the disposition? What could change if the person was dishonest? <p>Primary Source 2:</p> <ol style="list-style-type: none"> 1. How did Albert Cashier's decision to disguise their gender and serve as a male soldier during the Civil War challenge societal norms and expectations of the time? 2. What impact did Albert Cashier's experiences as a soldier, including battles and captivity, have on their life and identity both during and after the war? 3. In what ways did Albert Cashier navigate post-war life, including work, social interactions, and claiming a veteran's pension, while keeping their assigned gender at birth a secret? 4. How did the discovery of their assigned gender later in life affect their status and perception as a veteran?
Background Information	<p>Cashier served for the duration of the Civil War with the 95th Illinois, which fought approximately 40 battles, including the Siege of Vicksburg and the Atlanta and Red River Campaigns. At one point he was captured by Confederate troops but managed to escape back to Union lines by overpowering a prison guard. Cashier was mustered out of service at Springfield, Illinois, in August 1865 and retired to private life after the war.</p> <p>After the war, Cashier returned to Belvidere, working as a farmhand, church janitor, cemetery worker and street lamplighter. He also voted in elections and claimed a veteran's pension due to his military service. His gender assigned at birth was discovered by a local family he had befriended and a physician who treated Cashier after being hit by a car, but none went public with their discoveries. In March 1913, with the onset of dementia and declining health, he was sent to the Watertown State Hospital for the Insane. While there, attendants discovered Cashier's secret and forced him to wear women's clothing. Controversy ensued and Cashier was investigated for fraud for claiming a military pension. These documents reflect that investigation.</p>

	Albert D.J. Cashier/Jennie Rodgers	
Title of Primary Source	Contemporary Headstone of Albert D.J. Cashier	Historic Headstone of Albert D.J. Cashier
Thumbnail of Primary Source		
Link to Primary Source	Photograph: Contemporary Headstone of Albert D.J. Cashier	Image: Historic Headstone of Albert D.J. Cashier
Significance of the Primary Sources and Importance	<p>Albert's former comrades in arms came forward to defend the man by whose side they fought, and forced the government to continue his pension and, upon his death, give him a proper military funeral and burial. Albert D.J. Cashier is remembered as a man who fought selflessly for his country. Years after the Civil War Cashier is still showing up in newspaper articles and the idea of women and transgender people serving in the military is debated. (Use this newspaper article in conjunction with the primary sources below) .</p> <p>The headstones/grave markers that mark Cashier's grave have evolved over time as recognition of the dual identity of Cashier has come to light through research and historical records. The original military markers are in</p>	

	place at the gravesite as the family, friends, and comrades of Cashier requested that he be buried with the gender that he lived under for his time in the war and life thereafter.
Possible Inquiry Questions	<p>Source 1:</p> <ol style="list-style-type: none"> 1. Where is Albert D.J. Cashier's headstone located, and what is the specific cemetery or burial site? 2. What information is inscribed on Albert D.J. Cashier's headstone, including their name, birthdate, and date of death? 3. What indications on the headstone to signify Cashier's service in the Civil War? 4. Are there any historical records or accounts related to the creation and dedication of Cashier's headstone? 5. What would this headstone give both identities of this soldier? <p>Source 2:</p> <ol style="list-style-type: none"> 1. What is different this headstone than in source #1? 2. Why do you believe this headstone is more simple? 3. What does the inscription tell you about this soldier? 4. Do you believe this headstone was created before or after Primary Source 1? Why?
Background Information	Albert D.J. Cashier was an important person in history. They are buried in a special place, and there's a stone with their name on it. The stone tells us their name, when they were born, and when they passed away. Albert was a soldier in the Civil War. Sometimes, there are signs or special things near the stone to remember how important Albert was. We can learn a lot from the stone about who Albert was and why they are special.

	In the News	
Title of Primary Source	Washington Times Newspaper Article	Detroit Times Newspaper Article (Library of Congress Chronicling America)
Thumbnail of Primary Source		
Link to Primary Source	Newspaper Article: Two of Fair Sex Soldiers in Wars – (Library of Congress Chronicling America)	Newspaper Article: Most Remarkable War Veteran is this Little Old Woman – Library of Congress Chronicling America

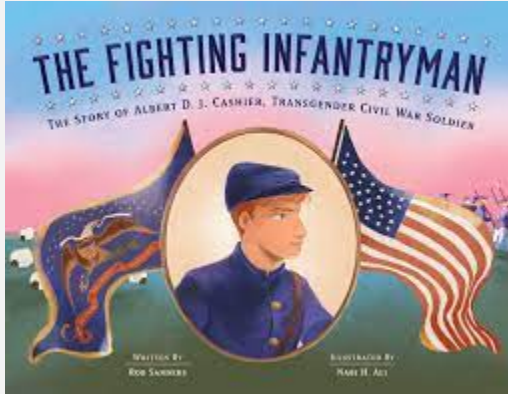
Significance of the Primary Sources and Importance	Years after the Civil War, Cashier is still showing up in newspaper articles and the idea of women and transgender people serving in the military is still debated. Search for Albert D.J. Cashier in Chronicling America and find pages of newspaper articles. Why is this story told so many times? What is the same? What is different? The primary sources which are included here are just a small sampling of the resources that exist in larger collections across the United States.
Possible Inquiry Questions	Analyze both Sources and reflect on the following questions: <ol style="list-style-type: none"> 1. How did Albert D.J. Cashier's identity as a transgender person impact their life and the way they were portrayed in newspapers? 2. What were the public reactions and opinions regarding Albert D.J. Cashier at the time of printing, as reported in newspapers? 3. Were there any legal or societal challenges faced by Albert D.J. Cashier due to their gender identity, and how were these issues covered in newspapers? 4. What is the historical context in which these newspaper articles featuring Albert D.J. Cashier were published, and how did it influence the way they were portrayed?
Background Information	Albert D.J. Cashier, is known for their remarkable life, which has been documented in various newspaper articles. Cashier's life is characterized by a combination of factors, including their service in the Civil War, transgender identity, and the public's perceptions of them during their time. Born with the name Jennie Hodgers, Cashier's story is a unique blend of gender identity, military service, and the challenges faced by transgender individuals in the 19th century. As we delve into newspaper articles, we aim to understand how they were portrayed in the press, how society reacted to their identity, and the circumstances surrounding their life, both during and after the Civil War. Additionally, we seek to uncover how the historical context of the time influenced the coverage of Albert D.J. Cashier's life in newspapers, and how this portrayal has evolved over time.

Suggested Strategies for Instruction

Consider the use of a variety of analysis tools in the classroom including resources from Colorado, the Library of Congress, and the National Archives.

- Elementary Primary Source Analysis Graphic Organizers: [Elementary Primary Source Sets | CDE](#)
- Use [QFT \(Question Formulation Technique\)](#) with any of these primary sources. This allows students to generate their own inquiry questions and embark on the inquiry process in an authentic way.

- [National Archives Analysis Sheets](#)



- Read [The Fighting Infantryman](#) by Rob Sanders for background information paying particular attention to the timeline and primary sources shared at the end of the book.
- **Historical Case Studies:** Use Albert D.J. Cashier's story as a historical case study to teach about the experiences and challenges faced by women who served in the military during the Civil War or during other wars during different time periods.
- **Primary Source Analysis:** Incorporate letters, diaries, and photographs from the Civil War era, allowing students to analyze firsthand accounts of women who served as soldiers and then compare and contrast the experiences in small or large group discussions.
- **Guest Speakers:** Invite veterans or active-duty military personnel to speak to your class about their experiences, including any challenges and successes they've encountered as women in the military. Resources for speakers can include:
 - [Salute Colorado](#)
 - [Colorado Veterans Project](#)
 - [Veterans Administration](#)
 - [American Legion](#)
 - [Daughters of the American Revolution: Front Range Chapter](#)
- **Comparative Studies:** Compare the roles and experiences of women in the military during the Civil War to those in more recent conflicts, fostering an understanding of the changing landscape.
- **Visits (virtually or in person) to Military Museums:** If possible, arrange field trips to military museums or historical sites that provide insights into the history of women in the military. Several local and regional museums which have resources to share

include:

- [Broomfield Veterans Memorial Museum](#)
- [Air Museum of the Rockies](#)
- [The United States Air Force Academy](#)
- [The National Museum of World War II Aviation](#)
- [Peterson Air and Space Museum](#)
- **Current Events Analysis:** Discuss and analyze current events related to women in the military, including debates about policy changes and women's integration into combat roles. Compare and contrast the roles of women in the military in other countries around the world.

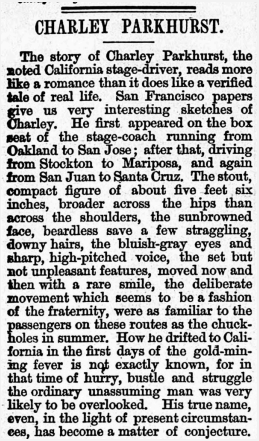
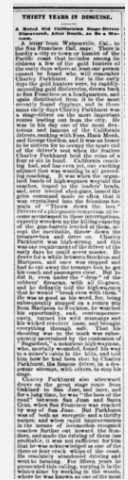
Title:	ARS #12: The Frontier Myth
Developed By:	Jeffco Public Schools Cherry Creek School District
Theme/Focus	Gender norms and myth-busting in the American West.
Grade Level and Standards:	8th Grade Civics SS.8.4.1.EOa Describe major political and/or social changes that affected the definition of citizenship, expanded or restricted the rights of citizens, and how those changes impacted women, Indigenous Peoples, African Americans, Latinos, Asian Americans, LGBTQ, religious minorities, and people living in annexed territories.
Inquiry Questions:	<ol style="list-style-type: none"> 1. How do different types of sources help to inform our understanding of a given topic? 2. What is the Frontier Myth? 3. How did the Frontier Myth characterize American identity? 4. What were traditional gender norms in the American West?
Contextual Paragraph:	The American West is almost mythical in its portrayal and legacy. The Frontier Myth, popularized by historian Frederick Jackson Turner, has long been essential to American identity—the idea that brave men courageously headed West and forged a new land has become the embodiment of American democratic ideals like liberty and individualism. But the history of the American West is much more complicated than that. The reasons for moving West are just as diverse as the individuals who undertook the challenge. The stereotypes of the Myth (the “white man,” his “rugged individualism,” and the quest for riches) have long oversimplified the truth of time period, the geographic region, and the individuals who moved West. Through examining the story of Charley Parkhurst, a woman who masqueraded as a man in one of the most dangerous professions for over thirty years, students can become “mythbusters” to get another perspective of the American West.





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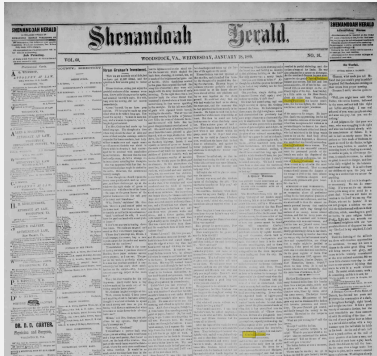
Curated Sources for Inquiry Kit

	Charlotte “Charley” Parkhurst	
Title of Primary Source	Bismarck Tribune Charley Parkhurst	Thirty Years in Disguise
Thumbnail of Primary Source		
Link to Primary Source	Newspaper Article: Bismarck Tribune Charley Parkhurst – Library of Congress Chronicling America	Newspaper Article: Thirty Years in Disguise; Text of Thirty Years in Disguise – Library of Congress Chronicling America
Significance of the Primary Sources and Importance	Each of the newspaper articles describe the contributions of Charley Parkhurst to the American west. They also talk about Charley’s “outing” as a female while he lived decades identifying as a man.	
Possible Inquiry Questions	<ol style="list-style-type: none"> 1. What rights and opportunities were “Charley” Parkhurst afforded because they identified as a man? 2. What descriptions are provided of Charley in each of the sources? What does this tell us? 3. Based on the information not provided in the sources, what do we still not know? 4. What should Charley Parkhurst be remembered for? 	

Background Information	<p>Charley Parkhurst was born Charlotte Darkey Parkhurst in 1812 in New Hampshire. For reasons not entirely clear, Charlotte was abandoned by her parents sometime in her childhood and was placed in an orphanage. In her early teens, historians believe she ran away from the orphanage dressed in boys' clothes. The Providence Journal in Rhode Island wrote, upon her death, that Charlotte must have discovered that it was easier to get by as a male since she was able to find work and lodging suitable for young, single males. Eventually, the newly proclaimed "Charley" began driving the stagecoach up and down the East Coast before heading west to California, seeking riches and reinvention.</p>
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	Stagecoach Charley	
Title of Primary Source	Stagecoach Driver Blazed Gender-Nonconforming Trails	Two Women Getting on Stagecoach (1870-1890)
Thumbnail of Primary Source	 <p>A black and white illustration showing two men in 19th-century clothing driving a stagecoach. The man on the left wears a wide-brimmed hat and a dark coat, holding the reins. The man on the right wears a top hat and a dark coat, also holding the reins. The stagecoach is loaded with boxes and has a driver's seat at the front.</p>	 <p>A black and white photograph showing two women in 19th-century attire getting on a stagecoach. One woman is standing and holding the reins, while the other is seated. The stagecoach is parked on a street with trees in the background.</p>
Link to Primary Source	<p>Illustration: "Washoe Revisited," Harper's Monthly (1865).</p>	<p>Photograph: Two Women Getting on a Stagecoach - Library of Congress</p>

Significance of the Primary Sources and Importance	<p>Source 1: Journalist J. Ross Browne (right) rides alongside Charley Parkhurst on a stagecoach in the foothills of California.</p> <p>Source 2: A photograph of two women getting on a stagecoach. The two images help to create a juxtaposition for gender roles and norms between men and women in the mid- to late-19th Century.</p>
Possible Inquiry Questions	<ol style="list-style-type: none"> 1. What does clothing suggest about individuals living in the 19th Century? 2. What similarities and differences exist between the two images? 3. Why would jobs/positions/roles of stagecoach drivers be reserved for men?
Background Information	<p>Charley Parkhurst is one of the most celebrated California stagecoach drivers of all time. Tasked with driving stage lines, they worked often for Wells Fargo, traveling dangerous distances from Santa Cruz to San Jose, over traversing roadways and passages filled with bandits looking to raid. This dangerous job, traveling alone through open territory was reserved for men.</p> <p>Background of Charley Parkhurst</p>

	Charley Parkhurst, the “most brave and dashing stage-driver”
Title of Source	<i>“A Queer Woman,” from the Shenandoah Herald, January 28, 1880.</i>
Thumbnail of Primary Source	
Link to Source	Newspaper Article: “A Queer Woman,” from the Shenandoah Herald, January 28, 1880.
Significance of the Primary Source and Importance	The article takes great lengths to explain Charley’s lifetime accomplishments, before exposing the aspect of Charley’s secret versus real gender identity.

Possible Inquiry Questions	<ol style="list-style-type: none"> 1. What are the possible meanings from the use of the word "Queer" in the title? 2. What words are used to describe Charley Parkhurst as an individual? 3. What jobs or professions does the article mention Charley Parkhurst participated in throughout their life? Were these typical for women at the time? 4. Is the tone of the article more positive or more negative? Why do you think that is? What does this tell us about how people understood Charley in 1880?
Background Information	<p>Charley Parkhurst grew up on the East Coast as an orphan before heading West for a new life and new opportunities. The West, notorious for rough and tumble dangers, bandits, wildlife, and bachelorhood, should, on paper, be a difficult world for a single woman to navigate along. So, how did she do it?</p> <ul style="list-style-type: none"> • Charley Parkhurst: Overlooked No More Charley Parkhurst's story, from New York Times' Overlooked No More series • Was Charley Parkhurst the first woman to ever vote in the United States? Stagecoach Driver: Charley Parkhurst

Suggested Strategies for Instruction

Ideas for lesson plans:

- Compare/Contrast gender norms in the American West and how that compares to rights in government.
- Evaluate the life and decisions of Charley Parkhurst and describe how he broke both gender norms and rights that he "obtained" when he transitioned to a male in society.
- Explore how his legacy was impacted when the public found out he was born a woman.
- Compare/Contrast the tone of the various obituaries and reflect on what this might mean for how Charley was understood by others in their own time.
- Use [QFT \(Question Formulation Technique\)](#) with any of these primary sources. This allows students to generate their own inquiry questions and embark on the inquiry process in an authentic way.
- Use the [Stop and Jot](#) routine as students read through the newspaper articles.

Additional Resources:

[Charley's Choice: The Life and Times of Charley Parkhurst](#) (Book)

[Charley Parkhurst – Tough Lady Stage Driver](#)

Title:	ARS #13: Stonewall Rebellion: Rights For All
Developed By:	Pueblo District 70 Summit School District, RE-1
Theme/Focus	Movements that played an important role in changing peoples' perceptions in the early 20th century.
Grade Level and Standards:	<p>HS U.S. History SS.HS.1.2.EOG</p> <p>Analyze how opposing perspectives, compromise, and cooperation have shaped national unity and diversity. For example: The rights and contributions of diverse groups and individuals, including African Americans, Latinos, Asian Americans, Indigenous Peoples, LGBTQ individuals, women, immigrants, individuals with disabilities, and ethnic and religious minorities, and the role of organizations and government in advancing these rights (e.g., NAACP, American Indian Movement, and United Farm Workers).</p>
Inquiry Questions	<ol style="list-style-type: none"> 1. How does perspective change over time? 2. How have the rights and contributions of diverse groups and individuals changed peoples' perceptions over time?
Contextual Paragraph:	<p>In a time period where uprisings were the spark to modern day movements, the Stonewall Rebellion played a significant role during the Civil Rights era. With this inquiry kit, students will be able to learn about different aspects of the history of the LGBTQ+ community, and the resilience shown to gain equality. Students can build inquiry and curiosity through examining the primary and secondary resources connected to this pivotal event. Students can examine the events and effects of the Stonewall Rebellion as it connects to civil rights for all. (Note: <i>This event was first characterized as a riot and is now known as a rebellion</i>).</p>





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Curated Sources for Inquiry Kit

	Police Raids & Business Closures	
Title of Primary Source	Newspaper coverage of raids, 1887 and 1888	NYT coverage of business closure
Thumbnail of Primary Source	<div> </div>	<p><i>The New York Times</i>, Oct</p> <div> </div> <p style="text-align: right;"><small><i>The New York Times</i>, October 31, 1959</small></p>

<p>Significance of the Primary Sources and Importance</p>	<p>Source #A</p> <p>William Dorsey Swann was born into slavery in 1858 in Hancock, Maryland. After the Civil War, his parents bought a farm where he was raised before he moved to Washington, DC for greater work opportunities. During the 1880s and 1890s, Swann organized a series of secret balls in Washington, D.C. He called his gatherings “drags”—possibly a corruption of “grand rag,” an antiquated term for a masquerade ball. He called himself the “queen of drag”. Most of the attendees of Swann’s gatherings were formerly enslaved gay men. As a result, Swann and his attendees were arrested in police raids numerous times. These articles detail two of the arrests, one the first documented case of arrest for female impersonation in the United States. In 1896, Swann was convicted on a charge of “keeping a disorderly house” and received a 10-month sentence. At trial, the judge told Swann: “I would like to send you where you would never again see a man’s face and would then like to rid the city of all other disreputable persons of the same kind”. Swann demanded a pardon from President Grover Cleveland, an act that made him the first-known activist to take legal action to defend the queer community. Cleveland denied the pardon.</p> <p>Source#B</p> <p>Authorities continued to raid bars and establishments that catered to gay men and women throughout the first half of the 20th Century.</p>
<p>Possible Inquiry Questions</p>	<ol style="list-style-type: none"> 1. What were the reasons for the raids and were those reasons valid or invalid? 2. What were the effects of the raids on the LGBTQ community then and now? 3. What was used as justification for closing the bars? 4. How did the bar losing its license affect its business?
<p>Background Information</p>	<p>This <i>New York Times</i> article from 1959 details a campaign by the State Liquor Authority to close taverns and either suspend them or revoke their licenses.</p> <p>Source A was chosen to provide a historical context of LGBTQ+ discrimination and in turn civil advocacy over time. Teachers might note that discussion around the Stonewall rebellion often remains in the 1950/60s era. Observations might turn to injustices over time via police raids, even in the late 1800s. It is important to note how Dorsey Swann “demanded a pardon” and how that is an example of social activism.</p> <p>Source B was chosen to provide evidence of a police raid targeted at the LBGTQ+ community ten years prior to Stonewall. Teacher might tune into the concept of watershed moments and how each pivotal event that gets highlighted in history stems often from many prior moments of discrimination and injustice.</p>

Demonstrations Against Homosexuality Laws		
Title of Primary Source	Kameny leads protest march outside Independence Hall, 1965	Senate ban on adultery, 1965
Thumbnail of Primary Source	 <p><i>Photo: New York Public Library</i></p> <p>SOURCE C</p> <p>Frank Kameny was a World War II veteran with a Ph.D. from Harvard who worked as an astronomer in the U.S. Army’s Army Map Service. In 1957, however, he was fired from his position because of his homosexuality. This was part of the “Lavender Scare”, a moral panic about homosexual people serving in the US government.</p> <p>Following his firing, Kameny took on an activist role. He became president of the Mattachine Society of Washington, a gay rights organization. In the photo above, Kameny leads a protest march outside Independence Hall in Philadelphia 1965.</p>	 <p>SOURCE D</p> <p>Prior to 1962, sodomy was a felony in every state, punished by a lengthy term of imprisonment and/or hard labor. This article from New York in 1965, details how the State Assembly voted to retain both adultery and “homosexual conduct” as criminal acts despite a commission recommending these be seen as matters of morality.</p>

Link to Primary Source	Photograph: Picket Line Outside of Independence Hall – New York Public Library	Article: “Senate Accepts Ban on Adultery” The New York Times, April 21, 1965
Significance of the Primary Sources and Importance	<p>Source #C</p> <p>Frank Kameny was a World War II veteran with a Ph.D. from Harvard who worked as an astronomer in the U.S. Army’s Army Map Service. In 1957, however, he was fired from his position because of his homosexuality. This was part of the “Lavender Scare”, a moral panic about homosexual people serving in the US government. Following his firing, Kameny took on an activist role. He became president of the Mattachine Society of Washington, a gay rights organization. In the photo above, Kameny leads a protest march outside Independence Hall in Philadelphia 1965.</p> <p>Source #D</p> <p>Prior to 1962, sodomy was a felony in every state, punished by a lengthy term of imprisonment and/or hard labor. This article from New York in 1965, details how the State Assembly voted to retain both adultery and "homosexual conduct" as criminal acts despite a commission recommending these be seen as matters of morality.</p>	
Possible Inquiry Questions	<ol style="list-style-type: none"> 1. What might be the significance of having the march outside of Independence Hall? 2. How might activists use discriminatory personal events for positive change? 3. How have views about marriage changed over time? 4. What conditions contribute to changes in societal perception? 	
Background Information	<p>In our recent past, marriage was considered by most Americans to be between a man & a woman, for the sole purpose of procreation. The laws of the land reflected this.</p> <p>Source C was chosen to depict how Kameny used civil protest in the form of an organized demonstration to display disagreement with the firing practices inside the federal government. Teachers might note the intentional location of the demonstration in front of “Independence Hall” juxtaposed with the words on Kameny’s sign. Further discussion points might include the concept of “Rights for All” and the derogatory phrases regarding the LGBTQ+ community at the time such as “deviant.” The caption below the photo notes qualifications that would typically be admired, “Ph.D and Veteran” in a government employee, but did not save Kameny from being fired.</p> <p>Source D article was chosen to provide teachers with primary source evidence of laws during the 1960s.</p>	

	Teachers might note how the State Assembly of New York voted to retain the criminality aspect of the law. This may lead to discussions on state's rights vs federal. Teacher might also refer to this site in relation to timelines, how protections under Title VII of the 1964 Civil Rights Act did not specifically apply to LGBTQ+ community until 2020.
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	Introducing Stonewall
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Stonewall Intro Videos	
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Please show these videos first:

1. A short [video overview of Stonewall](#)
2. A slightly longer [excerpt from a PBS documentary on Stonewall](#)
3. A longer [documentary on the long-term impact of Stonewall on the gay community and New York](#)

Suggested Strategies for Instruction

Analyze the primary and secondary sources and determine if each describes a cause, account, or effect of the Stonewall Uprising. Place the letter of each source in a column then briefly describe in your own words what you learned. Note that some sources might provide multiple sets of information. If that is the case, the source letter and description should be placed in each column.

Additional Resources:

NOTE: *This event was first characterized as a riot and is now known as a rebellion.* Teach the nuances of riot vs. rebellion.

A good way to warm up is to place the acronym "LGBTQ" on the board and have students reflect. Do they know what it stands for? What do they think life was like for LGBTQ people in the 1960s during the Civil Rights era?

If you covered the Lavender Scare in the McCarthyism lesson from the Cold War unit, it is good to refer back to that and see what students remember about LGBTQ people faced.

Source C on Frank Kameny references the Lavender Scare as well.

Next, have students go through the primary sources to analyze causes, effects, and accounts of the Stonewall Uprising. They should use

the worksheet to organize their findings. You can use the answer key to see how it should look when completed.

There are several different ways you can structure this part of the lesson:

- Stations set up around the room that students move through individually or in small groups/pairs.
- Students working at tables to analyze all the sources together.
- Work on individually at student desks with the documents passed around.

Next, have students create a timeline on the evolution of LGBTQ rights after Stonewall based on the reading. Depending on your class, these can be simple timelines of events or you can have students add context or a reflection on each or add in symbols or images to their timelines.


Title:	ARS #14: Legal Milestones in Individual Rights
Developed By:	Adams 12 Five Star School District Cherry Creek School District
Theme/Focus	Analyzing LGBTQ+ historical and legal milestones through the rights of the First Amendment
Grade Level and Standards:	<p>HS Civics SS.HS.4.2 GLE: 2. Evaluate the purposes, roles, and limitations of the structures and functions of government.</p> <p>IQ: 5. How can U.S. and Colorado laws and policies best protect individual rights, and the rights of diverse or historically underrepresented groups? For example: African Americans, Latinos, Indigenous peoples, Asian Americans, Hawaiian/Pacific Islander, LGBTQ, and religious minorities?</p>
Inquiry Questions:	<ol style="list-style-type: none"> 1. What do the sources reveal about how First Amendment rights are exercised? 2. How might have LGBTQ+ individuals used the 1st Amendment to assert their full citizenship? 3. What does the LGBTQ+ movement teach about how movements gain momentum and achieve victories? 4. What strategies has the LGBTQ+ community used in gaining and expanding their rights? 5. How has public sentiment contributed to both the advance and removal of LGBTQ+ rights?
Contextual Paragraph:	<p>This set will analyze the rights set out in the First Amendment through LGBTQ+ historical and legal milestones as a way that groups assert their full citizenship. The set is broken down by each right guaranteed by the 1st Amendment: the freedom of religion, freedom of speech, freedom of the press, the right to peaceably assemble, and petition the government. The set focuses on the accomplishments, legal wins, and persistence of the LGBTQ+ community.</p>



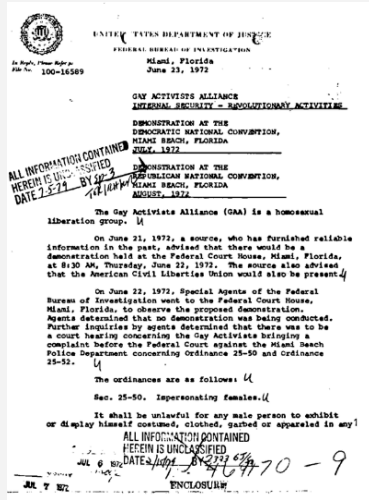
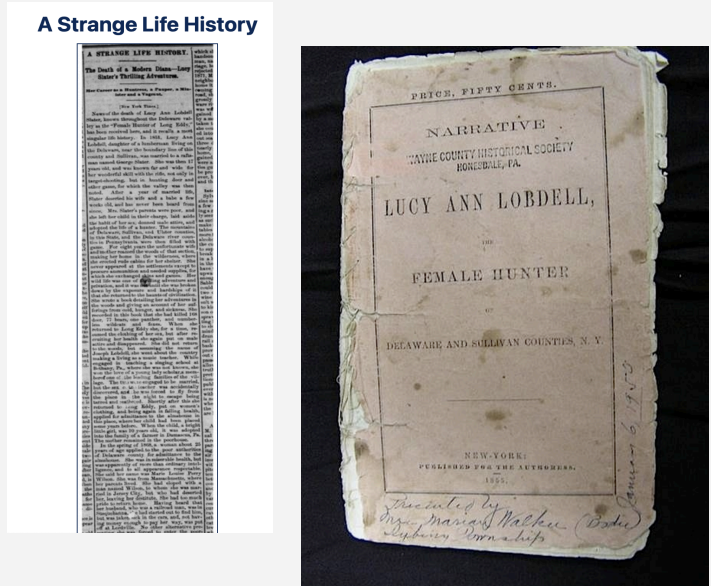
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Curated Sources for Inquiry Kit



	Religion	
Title of Primary Source	Activist and Church Founder Troy Perry	Cherokee Decision on Same Sex Marriage
Thumbnail of Primary Source		<p>For the reasons discussed below, it is the official opinion of the Attorney General that the Cherokee Nation Constitution protects the fundamental right to marry, establish a family, raise children and enjoy the full protection of the Nation's marital laws. The Nation may not deny the issuance of a marriage license to two persons, or refuse to recognize their marriage based solely upon the sex of the persons in the marriage union. Therefore, Section 1 of the Cherokee Nation Marriage and Family Act ("Act"), which defines marriage as "a civil contract between one man and one woman," is unconstitutional. Likewise, Section 3 of the Act, which prohibits marriage "between parties of the same gender," is also unconstitutional.</p>
Link to Primary Source	Photograph: Morris Kight, Jim Kepner, and Troy Perry dancing on stage in a tutu at the SPREE Awards . 1971.	Document: Opinion of the Cherokee Attorney General . Dec. 9, 2016.
Significance of the Primary Sources and Importance	Arguments against equal rights and freedoms for the LGBTQ+ community often hinge on religious values and tradition. These sources show examples of religion and LGBTQ+ identity existing in harmony with each other.	
Possible Inquiry Questions	<ol style="list-style-type: none"> 1. What does the source reveal about how First Amendment rights are exercised? 2. How might have LGBTQ+ individuals used the 1st Amendment to assert their full citizenship? 3. How does a primary source image differ from a primary source legal decision? 4. In what ways can the 1st Amendment protect the rights of LGBTQ+ individuals? 	
Background Information	Troy Perry founded the Metropolitan Community Church (MCC) in Los Angeles in 1968. MCC is a Protestant Christian denomination that caters to the LGBTQ+ community. In this image, Perry and other activists dance in tutus, expressing themselves freely and showing the joy and community within the MCC. It is important to see LGBTQ+ Christians asserting their freedom of religion by creating their own spaces in an institution that has historically marginalized them.	

Same sex marriage became legal in 2015 due to *Obergefell v. Hodges*. However, because of Indigenous nations' sovereignty, it was up to the Indigenous nations to determine this legal question within their own nations. Two Cherokee women, Kathy Reynolds and Dawn McKinley, attempted to get married in May 2004 after Dawn was not able to visit Kathy when she was in the hospital. A license was given to them and they were married soon after they received the license. On June 14, 2004, the Cherokee tribe voted unanimously to define marriage as being a man and a woman, however Reynolds and McKinley were able to remain married since the law could not be retroactively applied. One of the reasons given for denying same sex marriage was due to Christian beliefs that make same sex illegal. Arguments for supporting same sex marriage included that traditional beliefs and practices included marriages between Two-Spirit individuals to men or women historically, pre-contact with Christian missionaries and white settlers. In 2016, the Cherokee nation ruled same-sex marriage to be legal.

	Speech	
Title of Primary Source	FBI Record: Gay Activist Alliance Internal Security: Revolutionary Activities	Joseph Lobdell (Also referred to as Lucy Ann Lobdell) – “A Strange Life History” and image of autobiography
Thumbnail of Primary Source		

Link to Primary Source	Document: Gay Activist Alliance, 1972 – FBI Records – The Vault (pages 28–30).	Source: A Strange Life History – A Story about Joseph Lobdell's life Article: Joe Lobdell: tragedy and triumph of a 19th-century transition
Significance of the Primary Sources and Importance	These sources focus on how LGBTQ+ individuals exercised their right to free speech and expression. Both sources highlight ways LGBTQ+ people used both speech and expression as tools nearly interchangeably to express who they are and also be visible in a world that was often trying to silence and hide them.	
Possible Inquiry Questions	<ol style="list-style-type: none"> 1. What does the source reveal about how First Amendment rights are exercised? 2. How can individuals express their identities? 3. Who is the intended audience for the sources? 4. How do the sources expand the understanding of LGBTQ+ history? 5. What strategies have LGBTQ+ people used to challenge discriminatory laws? 	
Background Information	<p>The FBI followed the activities of the Miami Beach chapter of the Gay Activists Alliance (GAA), which included petitioning and assembling in protest of local laws that prohibited dressing “in any manner not appropriate to [one’s] sex.” The GAA argued successfully that the laws violated their First Amendment right to freedom of expression.</p> <p>Joseph Lobdell (also referred to Lucy Ann Lobdell in early accounts of their life) was gender non-conforming and transed gender throughout their life living as a man. They account their early life in their autobiography, going by the name Lucy Ann Lobdell. Later in their life, they changed their name to Joseph Lobdell. The source titled, “A Strange Life History,” provides an account of their life history, also discussing how they married a woman for a time. The source is quite extraordinary in portraying how gender non-conforming people were accepted by society and how Lobdell used their autobiography to explain their story.</p>	

	Press	
Title of Primary Source	One Magazine	
Thumbnail of Primary Source		
Link to Primary Source	Magazine: ONE – “A Homosexual Bill of Rights” 1961	
Significance of the Primary Sources and Importance	The two sources presented reveal publications written by LGBTQ+ organizations and people. The purpose of this set is to demonstrate the power of the written word as well as show how the community’s demands both changed and stayed the same over time. The sources also reveal the perspective of an established homophile organization as well as a zine published by young LGBTQ+ people.	
Possible Inquiry Questions	<ol style="list-style-type: none"> 1. How does the use of the press raise the voice of the LGBTQ+ community? 2. What is the purpose of a zine? 3. How can young people elevate their voices through published pieces? 4. What does the source reveal about how First Amendment rights are exercised? 	
Background Information	<p><i>One Magazine</i> was a homophile publication based in Los Angeles. Issues were published between 1952 to 1967. The issue chosen is from November 1960 and features a homosexual bill of rights to be presented in 1961.</p>	

	Assembly	
Title of Primary Source	Act Up Protest T-shirt, 1989	Annual Reminder: The Second Largest Minority
Thumbnail of Primary Source		
Link to Primary Source	Art: A photograph of an ACT UP T-shirt with artwork by Keith Haring , 1987. – Digital Public Library of America.	Video: The Second Largest Minority , 1968. – Library of Congress.
Significance of the Primary Sources and Importance	The freedom of assembly has been a tool utilized by LGBTQ+ communities in gaining and expanding their rights. These sources reveal the differing approaches used by the community, with the Second Largest Minority setting the stage for future LGBTQ+ protests and Act Up using performance and often being arrested as a way to gain attention during the AIDS crisis.	
Possible Inquiry Questions	<ol style="list-style-type: none"> 1. What does the source reveal about how First Amendment rights are exercised? 2. How have marginalized communities used protest to expand their rights? 3. What are the benefits and limitations of the right to assembly? 4. What does the right to assembly reveal about how the government upholds the rights of marginalized communities? 5. What strategies have LGBTQ+ people used to challenge discriminatory laws? 	

Background Information	<p>Act Up was founded in 1987 and is a grassroots coalition that was established to end the AIDS epidemic. The t-shirt represented their slogan, "Silence = Death," and included the pink triangle, a symbol used during the Holocaust to mark homosexuals.</p> <p>From 1965 to 1969, protestors assembled each July 4th in front of Independence Hall for "Annual Reminders." The goal was to inform the public that LGBTQ+ individuals did not have the same civil rights and protections as other Americans. The last Annual Reminder occurred on July 4th, 1969, less than one week after Stonewall. The Stonewall uprising is widely considered to be a turning point in the movement for LGBTQ+ rights. Afterwards, organizers of the Annual Reminder turned their attention to the first pride parade in New York City on the first anniversary of the Stonewall uprising.</p>
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	Petition	
Title of Primary Source	<i>Romer v. Evans</i>	<i>One, Inc. v. Olesen</i>
Thumbnail of Primary Source	<p><i>Held:</i> Amendment 2 violates the Equal Protection Clause. Pp. 626–636.</p> <p>(a) The State's principal argument that Amendment 2 puts gays and lesbians in the same position as all other persons by denying them special rights is rejected as implausible. The extent of the change in legal status effected by this law is evident from the authoritative construction of Colorado's Supreme Court—which establishes that the amendment's immediate effect is to repeal all existing statutes, regulations, ordinances, and policies of state and local entities barring discrimination based on sexual orientation, and that its ultimate effect is to prohibit any governmental entity from adopting similar, or more protective, measures in the future absent state constitutional amendment—and from a review of the terms, structure, and operation of the ordinances that would be repealed and prohibited by Amendment 2. Even if, as the State contends, homosexuals can find protection in laws and policies of general application, Amendment 2 goes well beyond merely depriving them of special rights. It imposes a broad disability upon those persons alone, forbidding them, but no others, to seek specific legal protection</p> <p>from injuries caused by discrimination in a wide range of public and private transactions. Pp. 626–631.</p>	<p>ONE, INCORPORATED, v. OLESEN. 371</p> <p>355 U. S. Per Curiam.</p> <p>ONE, INCORPORATED, v. OLESEN, POSTMASTER OF LOS ANGELES.</p> <p>ON PETITION FOR WRIT OF CERTIORARI TO THE UNITED STATES COURT OF APPEALS FOR THE NINTH CIRCUIT.</p> <p>No. 290. Decided January 13, 1958.</p>
Link to Primary Source	Court Case: Romer v. Evans , 1996. – Library of Congress.	Court Case: One, Incorporated, v. Olesen , 1958. – Library of Congress.

Significance of the Primary Sources and Importance	The two court decisions in the set represent the advancement of the LGBTQ+ community, showing how the legal system can be a strategy in the advancement of rights. The right to petition includes the right to sue the government for its failure to uphold other guaranteed rights. The documents also represent decisions made in the Supreme Court, providing an opportunity to explain how different legal systems in states responded to legal challenges.
Possible Inquiry Questions	<ol style="list-style-type: none"> 1. What does the source reveal about how First Amendment rights are exercised? 2. How has the legal system upheld protections of the LGBTQ+ community? 3. How has the legal system removed protections and harmed the LGBTQ+ community? 4. What strategies have LGBTQ+ people used to challenge discriminatory laws?
Background Information	<p><i>Romer v. Evans</i> determined that Colorado's Amendment 2 violated the Equal Protection Clause of the 14th Amendment. The Supreme Court's decision held that Amendment 2 singled out homosexual and bisexual people by determining they did not have a right to be protected from discrimination.</p> <p>One, Inc., one of the first gay rights organizations in the United States, published <i>One Magazine</i> beginning in the early 1950s. The FBI and the United States Postal Service targeted the publication as obscene and unmailable, meaning that the magazine could not be distributed to its subscribers. Eric Julber, a gay lawyer who had contributed to the magazine, petitioned and continually appealed to the government to allow the magazine to be distributed. The Supreme Court decided that LGBTQ+ publications were not inherently obscene, and were protected under the First Amendment.</p>

Suggested Strategies for Instruction

[Facing History Resource: 5 Ways to Teach with Primary Sources](#)

Teaching with Primary Sources Western Region: [Discussion Strategies and Source Analysis Encourages Engagement](#)

Digital Public Library of America: [10 way to use primary source sets in your classroom](#)

Cult of Pedagogy: [The Big List of Class Discussion Strategies](#)

[Circle of Viewpoints Strategy](#)

Additional Resources:

[Article about the history of Colorado's Amendment 2](#)

[True for Who Discussion Strategy](#)

[Generate, Sort, Connect, Elaborate – good for synthesizing information](#)

[Headline strategy](#)

[Archive of One Magazine Issues](#)

[History of the George Washington GSA found in 1972, Primary source about the first homophile charter on a college campus](#)

[FBI Documents on LGBTQ+ Advocacy Organizations](#)

[Joseph Lobdell \(also referred to as Lucy Ann Lobdel\) information](#)

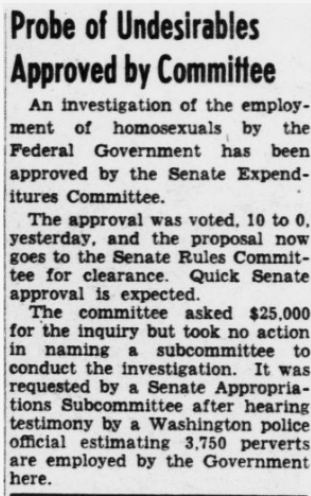
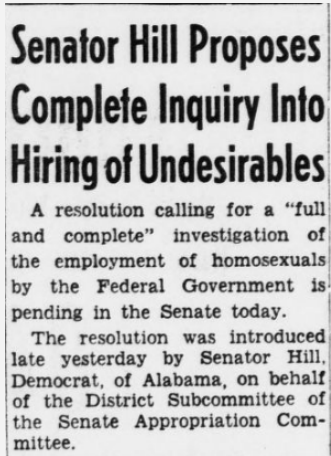
Title:	ARS #15: The Lavender Scare
Developed By:	Mesa County Valley School District 51
Theme/Focus	Lavender Scare
Grade Level and Standards:	<p>HS U.S. History SS.HS.1.2.EOG</p> <p>Analyze how opposing perspectives, compromise, and cooperation have shaped national unity and diversity. For example: The rights and contributions of diverse groups and individuals, including African Americans, Latinos, Asian Americans, Indigenous Peoples, LGBTQ individuals, women, immigrants, individuals with disabilities, and ethnic and religious minorities, and the role of organizations and government in advancing these rights (e.g., NAACP, American Indian Movement, and United Farm Workers).</p>
Inquiry Questions:	<ol style="list-style-type: none"> 1. How did the Lavender Scare shape the role of LGBTQ individuals and organizations in advancing their rights and contributions to American society? 2. How do the lessons of the Lavender scare continue to influence national unity and diversity today?
Contextual Paragraph:	<p>The Lavender Scare, a little-known but significant chapter in American history, was a period of intense government-sponsored persecution and discrimination against LGBTQ individuals in the United States during the mid-20th century, roughly paralleling the more widely recognized Red Scare. This dark chapter in American history unfolded against the backdrop of the Cold War era, a time characterized by heightened fears of communism and perceived threats to national security. In this atmosphere, the U.S. government embarked on a campaign to identify and expel LGBTQ individuals from the federal workforce, on the unfounded belief that their sexual orientation made them susceptible to blackmail and posed a security risk. Thousands of LGBTQ people lost their jobs, had their lives upended, and were subjected to societal stigma and discrimination.</p>



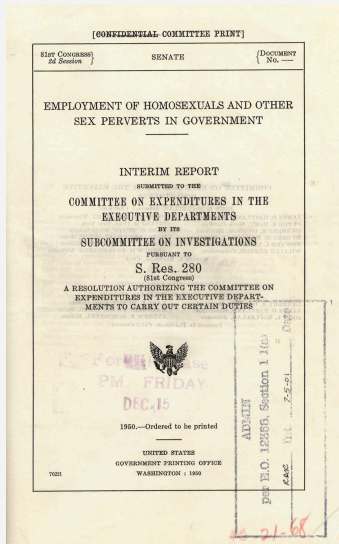
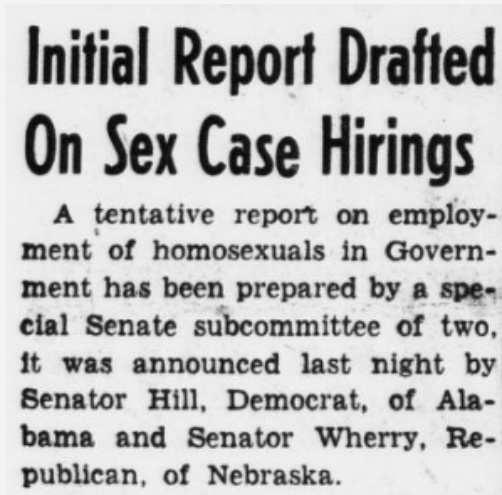
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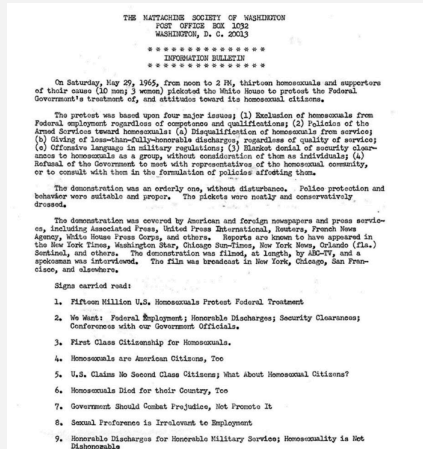
Curated Sources for Inquiry Kit

	What Were the Laws at the Time?	
Title of Primary Source	Newspaper Article: Probe of Undesirables approved by Committee	Newspaper Article: Senator Hill Proposes Complete Inquiry into Hiring of Undesirables
Thumbnail of Primary Source	 <p>Probe of Undesirables Approved by Committee</p> <p>An investigation of the employment of homosexuals by the Federal Government has been approved by the Senate Expenditures Committee.</p> <p>The approval was voted, 10 to 0, yesterday, and the proposal now goes to the Senate Rules Committee for clearance. Quick Senate approval is expected.</p> <p>The committee asked \$25,000 for the inquiry but took no action in naming a subcommittee to conduct the investigation. It was requested by a Senate Appropriations Subcommittee after hearing testimony by a Washington police official estimating 3,750 perverts are employed by the Government here.</p>	 <p>Senator Hill Proposes Complete Inquiry Into Hiring of Undesirables</p> <p>A resolution calling for a "full and complete" investigation of the employment of homosexuals by the Federal Government is pending in the Senate today.</p> <p>The resolution was introduced late yesterday by Senator Hill, Democrat, of Alabama, on behalf of the District Subcommittee of the Senate Appropriation Committee.</p>
Link to Primary Source	Article: Probe of Undesirables Approved by Committee – Evening Star, May 20, 1950. – Library of Congress, Chronicling America.	Article: Senator Hill Proposes Complete Inquiry into Hiring of Undesirables – Evening Star, May 25, 1950. – Library of Congress, Chronicling America.
Significance of the Primary Sources and Importance	Help students see how writers of the time viewed LGBTQ issues and wrote about the laws, policies and the Lavender Scare.	
Possible Inquiry Questions	<ol style="list-style-type: none"> 1. How do these elements of the article reflect the focus and tone of the time period? 2. How is this a balanced or unbalanced view on the topic? 3. How does the article characterize LGBTQ individuals and the government's actions during the Lavender Scare? 	

Background Information	<p>Under President Dwight D. Eisenhower's Executive Order 10450, the investigation, interrogation and systematic removal of gay men and lesbians from the federal government became policy.</p> <p>Video from Time Magazine would help students understand the context of the Executive Order and subsequent Congressional Action.</p>
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	Subcommittee on Investigations	
Title of Primary Source	Government Report on the Employment of Homosexuals and other sex perverts in Government	Newspaper Article: Initial Report Drafted on Sex Case Hirings
Thumbnail of Primary Source		
Link to Primary Source	Government Report: Employment of Homosexuals and other sex perverts in Government , 1950. – National Archives	Newspaper Article: Initial Report Drafted on Sex Case Hirings , Evening Star, April 28, 1950. – Library of Congress, Chronicling America.
Significance of the	The government's findings from its investigations would help students discover the policies and laws that were	

Primary Sources and Importance	put in place after the subcommittee worked on them and then they could compare that to how it is presented in a newspaper article about its work.
Possible Inquiry Questions	<ol style="list-style-type: none"> 1. What is the purpose or intended audience of the document? 2. How did these policies impact LGBTQ individuals during the Lavender Scare? 3. How does the article characterize LGBTQ individuals and the government's actions during the Lavender Scare? How are terms used by the author?
Background Information	Source 1: The Report by the subcommittee was used to define policies to be put into place by governmental organizations specifics employment practices. The newspaper article presents the findings using specific language and examples that students should study against the recommendations.

	Reactions to the Scare	
Title of Primary Source	Speaking Out: LGBTQ+ Veterans Changemakers	The Kameny Papers
Thumbnail of Primary Source		
Link to Primary Source	Interview: Franklin Kameny. Personal Narrative. – Library of Congress.	Document: The Kameny Papers. – The Library of Congress.

Significance of the Primary Sources and Importance	<p>Source #1 Personal Testimony from Frank Kameny who after serving with the 58th Armored Infantry Battalion in the European Theater during World War II, returned home to pursue a doctorate in astronomy. Though no longer part of the military, he chose to serve his country through civil service, and was hired by the Army Map Service—and subsequently fired for being gay.</p> <p>Source#2 The Mattachine Society was originally founded in California in 1950, and grew to become one of the most prominent groups in the U.S. homophile movement. The homophile movement refers to the period of LGBTQ+ activism and organizing before Stonewall, roughly dating from the end of World War II to 1970</p>
Possible Inquiry Questions	<ol style="list-style-type: none"> 1. What personal experiences or events related to the Lavender Scare are described in the testimony? 2. What emotional or moral lessons can be drawn from the testimony in terms of the importance of diversity, inclusion, and social justice? 3. What coping strategies or actions did the author take in response to the Lavender Scare? How did they resist or adapt to the challenges they faced? 4. Does the testimony include specific instances of discrimination, harassment, or persecution, and if so, how were these experiences described?
Background Information	<p>Frank Kameny, was fired from his role in the Army Map Service in 1957 because of his sexuality. He decided to fight the decision, framing the discrimination against him as a civil rights issue rather than an alleged national security issue. By 1965, Kameny and other gay men and lesbians were picketing outside the White House and helping other fired employees with their court cases.</p>

Suggested Strategies for Instruction

Analyze the primary and secondary sources and discuss key elements, such as authorship, audience, context, and content. Have students compare and contrast different primary sources on the same topic. For example, they could analyze how a newspaper article, a government document, and a personal testimony present different viewpoints on the Lavender Scare. After analyzing primary sources, encourage students to reflect on what they have learned. How do these sources challenge or confirm their previous understanding of the Lavender Scare and LGBTQ rights history?

[What Makes You Say That](#) routine--can help students examine the artifacts

[Analyzing Newspapers](#) Worksheet

[Analyzing Oral Histories](#) Worksheet