

# **Indomitable Voices: LGBTQIA+ Activism within the Latinx Civil Rights Movement**

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## **Abstract:**

This unit offers a comprehensive analysis of LGBTQIA+ activism, focusing on its historical roots, its internal dynamics, and its broader social impact. It begins by highlighting the early contributions of foundational activists such as Sylvia Rivera and Marsha P. Johnson, whose efforts were instrumental in the early stages of the movement. “Indomitable Voices: LGBTQIA+ Activism within the Latinx Civil Rights Movement” explores the internal complexities of the LGBTQIA+ community, examining the diverse perspectives and challenges that shape its current evolution. It traces the trajectory of LGBTQIA+ activism, illustrating its growth and adaptation over time. The unit also clarifies essential terminology, defining LGBTQIA+ and related terms such as intersectionality and activism, as well as gender- and culture-specific identifiers such as Latino, Latina, Latinx, and Latiné. Through these lessons, students gain a better understanding of the multifaceted nature of LGBTQIA+ activism and its important role in the struggle for equity and social justice.

**Keywords:** LGBTQIA+, intersectionality, Latino/a/x/é, equality, discrimination, civil rights, Stonewall riots, “Latinidad”, activism, discrimination

## **Unit Content**

### **Problem Statement:**

The Latinx and LGBTQIA+ communities have a rich, interwoven history, marked by both shared struggles and triumphs. Their experiences are a dynamic tapestry, constantly evolving and reflecting the complexities of each identity. Despite this common ground, the fight for Latinx civil rights often fails to acknowledge the crucial role played by LGBTQIA+ activists within the movement. This creates a situation of double invisibility, where both the LGBTQIA+ community's contributions and the experiences of LGBTQIA+ Latinos are overlooked. Coleman (2019) argues that social invisibility and silence can be detrimental because they have the effect of denying someone’s humanity. Although giants of the Latinx civil rights movement deserve recognition, their narratives shouldn't overshadow the groundbreaking work of pioneering LGBTQIA+ Latinx activists like Sylvia Rivera and José Sarria.

Although literature on the Latinx civil rights movement extensively addresses central themes such as voting rights, labor organization, and educational equity, it often neglects the experiences of LGBTQIA+ Latinx individuals, who have historically faced invisibility and oppression within these narratives. To rectify this oversight and provide a

more inclusive understanding of the movement, this project aims to bridge existing gaps in scholarship. Drawing upon foundational works like *The Chicano Civil Rights Movement* documented by the [Library of Congress](#) and analyses of the achievements of the broader [Chicano Movement](#), it incorporates primary sources, oral histories, and recent research on LGBTQIA+ history. By examining the intersectionality of race, ethnicity, gender, sexuality, and class within the LGBTQIA+ / Latinx civil rights movement, this project endeavors to create a comprehensive narrative that highlights these communities' diverse experiences and contributions. This unit incorporates primary sources, analyzes oral histories, and integrates recent research on LGBTQIA+ history. It also seeks to piece together a richer and more detailed tapestry of the LGBTQIA+ and Latinx civil rights movements.

José Sarria and Sylvia Rivera, esteemed LGBTQ pioneers with Latinx heritage, navigated vastly different realities within the movement. Sarria, who traced his ancestry to Spain, assimilated into the pre-Stonewall white gay middle class (Retzolf, 2007). Sarria's racial proximity to whiteness offered a level of acceptance that eluded Rivera, a Venezuelan and Puerto Rican trans woman of color. Rivera's experiences as a homeless trans sex worker further marginalized her from the mainstream LGBTQ+ movement for which she passionately advocated. Their activism reflected these contrasting experiences. Sarria employed a subtle approach, challenging societal norms through public performances as a female impersonator. Rivera, shaped by her experiences of profound marginalization, such as police brutality and discrimination in housing, took a more direct approach, advocating for change through protests and community support. Sarria became the first openly gay candidate for public office. By running for office, he wasn't just fighting for LGBTQ+ rights but also demonstrating that LGBTQ+ people could be powerful politically engaged members of society. While Sarria may not have fully embraced his Latinx heritage, his mother was Colombian and his father Spanish, his experiences with discrimination based on sexual orientation undoubtedly shaped his activism and political aspirations. It's important to remember that the term "intersectionality" wasn't widely used until the 1980s, well after Sarria's activism began.

A prime example of the intricate intersectionality of race, ethnicity, gender, gender expression, sexuality, and class within the LGBTQIA+ spectrum is found in Sylvia Rivera. This unit advocates for an in-depth examination of Sylvia's life, her remarkable contributions, and her achievements as a transgender woman of color within the LGBTQIA+ movement. Sylvia's experiences epitomize the multifaceted challenges faced by marginalized individuals, as she encountered rejection and discrimination from various quarters, including within her own LGBTQIA+ community. Another compelling illustration of intersectionality within the LGBTQIA+ spectrum can be seen in Marsha P. Johnson. As an African American transgender woman, Marsha faced intersecting forms of discrimination and marginalization. Her role in the Stonewall Riots and her subsequent activism highlight the importance of considering multiple axes of identity within LGBTQIA+ civil rights movements. Despite her contributions, Marsha also encountered

marginalization within LGBTQIA+ spaces, underscoring the need for a nuanced understanding of intersectionality in our narratives of social justice movements. Pioneering activists, Sylvia Rivera and Marsha P. Johnson, both transgender women of color who were partners in life and activism, founded STAR (Street Transvestite Action Revolutionaries), a nonprofit organization in 1970. STAR provided safe shelter, food, and emotional support to marginalized LGBTQIA+ homeless youth, especially trans youth of color. Without a doubt, Rivera and Johnson left a lasting legacy of fighting for social justice.

By centering the voices and experiences of LGBTQIA+ individuals and organizations, this curriculum unit aims to unveil a more detailed and inclusive understanding of the movement's trajectory and its impact in the School District of Philadelphia. I have been teaching for twenty-eight years. My last eight years have been as a high school Spanish teacher. The school district has been evolving to serve students holistically to support its student population in multiple facets; among them, this unit will examine gender, sexual identity, and sexual orientation. As part of this process, in 2016, the School District of Philadelphia implemented Policy 252, which seeks to protect the rights of transgender and gender-nonconforming students. This policy aligns with other local and federal laws, such as Philadelphia's Bill No. 130224, which promotes equality regardless of gender identity or sexual orientation. Even though policy 252 is for teachers and school staff, I will include its reading and discussion as part of this unit because it is an integral part of the inclusion of the LGBTQIA+ student population.

“Indomitable Voices: LGBTQIA+ Activism within the Latinx Civil Rights Movement” uses inclusive language following the terminology outlined in the School District of Philadelphia's Policy 252. The School District of Philadelphia is part of the Pennsylvania Department of Education and follows all federal and state laws and regulations such as Title IX and Policy 252. Title IX is a federal law that prohibits discrimination based on sex in federally-funded education programs and activities. Policy 252, titled "Transgender and Gender Non-Conforming Students," aims to ensure safety, equity, and justice for all students, regardless of gender identity or expression.

Policy 252 reflects the broader commitment of the School District of Philadelphia to foster knowledge about and respect for diversity, including various races, ethnicities, social classes, genders, religions, disabilities, sexual orientations, and gender identities. It emphasizes the importance of creating an inclusive environment where all students can learn free from discrimination and harassment. This policy is important and connected to LGBTQIA+ and Latinx civil rights because it recognizes and protects the rights of transgender and gender non-conforming students. By ensuring equal treatment and access to education, Policy 252 contributes to the advancement of civil rights for marginalized communities, including LGBTQIA+ individuals and Latinx students who may face discrimination based on their gender identity or expression. It reflects a commitment to

creating a more inclusive and equitable society where all individuals have the opportunity to thrive.

This unit will also focus on the importance of activism and its ongoing necessity in today's society. By exploring LGBTQIA+ history and the role of activism, students will gain a deeper understanding of the struggles and achievements that have shaped current policies, such as Policy 252. Learning about these historical and contemporary efforts will equip students with knowledge of their rights and protections under Policy 252, empowering them to advocate for themselves and others. This comprehensive understanding will contribute to fostering a more inclusive and supportive school environment, where diversity is celebrated, and all students feel safe and valued.

This proposed unit intersects with the School District of Philadelphia, as it takes into account both demographics and educational goals. In terms of demographics, Philadelphia has a significant Latino population and a growing and dynamic LGBTQIA+ community. Teaching about the intersection of these identities reflects the experiences of many students in the school district. Providing a more inclusive understanding of Latino civil rights fosters a sense of belonging and respect for students of all backgrounds as it focuses on cultural sensitivity.

### **Literature Review / Establishing the Foundation of Terms:**

At the beginning of the seminar: *The Past, the Present, and the Future of Latinx Studies*, we were introduced to the term Latinx. Analyzing evolving terms such as Latino, Latina, Latinx, and Latiné is an essential part when discussing the Latinx community and its identities. Latino/Latina/Latinx immigrants are people who have emigrated from countries in Latin America to build new lives in other places, most commonly the United States. This movement of people with Latin American heritage, and the communities they form wherever they settle, is called the Latino diaspora. The [largest Latino diaspora is in the United States](#), where over 55 million Latino Americans reside. This diaspora encompasses both the immigrants themselves and their descendants.

The terms will be explained to my students as **Latino/Latina**: These are traditional terms based on gender. "Latino" is masculine and "Latina" is feminine. These terms are widely understood but because of their binary nature, they are not considered inclusive of non-binary individuals. **Latinx**: This is a gender-neutral alternative, gaining popularity in English but facing mixed reactions within the Latin American community. Some Spanish native speakers find it artificial and not aligned with Spanish grammar, while others appreciate its inclusivity. Others argue the difficulty of pronunciation of the x in the Spanish language. **Latiné**: This is a relatively new, gender-neutral alternative gaining traction within Spanish-speaking communities. It uses the gender-neutral "-é" ending native to Spanish, making it more natural in pronunciation and grammar. Latiné consolidates Spanish as the representative language of Latinidad. It is important to highlight that the use of one term does not imply the elimination of the other terms. It is

crucial to have conversations where we discuss terms like these to clarify, expand, and enrich our knowledge with the understanding that they will evolve as Spanish, like other languages, is always changing just like us. Language is constantly evolving as we try to use language to express ourselves and communicate our identities.

This unit analyzes how LGBTQIA+ individuals and organizations played a key but often marginalized role in shaping the Latinx civil rights movement. By examining key events and figures, this unit will explore:

- **Early contributions of LGBTQIA+ activists:** From the role of a powerful trans woman of color; Sylvia Rivera in the Stonewall Riots to the involvement of Latinx individuals in broader LGBTQIA+ struggles.
- **Internal complexities:** The tensions and conflicts such as inclusion, recognition, and acceptance within the LGBTQIA+ movement.
- **Evolution of LGBTQIA+ activism:** The emergence of specific organizations, strategies, and demands within the Latinx movement for LGBTQIA+ rights.
- **Impact on broader struggles:** How LGBTQIA+ activism shaped not only the Latinx civil rights movement but also the broader LGBTQIA+ rights movement.

By analyzing the historical aspect of the Latinx civil rights movement, this curriculum unit will contribute to a more complete, inclusive, and comprehensive understanding of its origins and legacy. One of the main objectives of this unit will be to teach the importance of activism to high school students; activism is a skill with the power to change, transform, and improve our lives. This analysis can inform ongoing struggles for social justice and inspire future generations of activists fighting for equity.

Dr. Hey-Colón's seminar, titled "The Past, the Present, and the Future of Latinx Studies," intricately interlaces historical narratives with contemporary struggles, forming a vivid tapestry of connections. Within this framework, the unit "Indomitable Voices: LGBTQIA+ Activism within the Latinx Civil Rights Movement" resonates deeply, encapsulating core themes of resilience, social change, and the pursuit of an inclusive future.

By immersing ourselves into the rich history of LGBTQIA+ activism within the Latinx civil rights movement, we embark on a powerful journey. This exploration uncovers the longstanding struggle for equality, serving as a guiding compass that illuminates the intricacies of current social justice movements and the ongoing fight for LGBTQIA+ rights. By understanding the origins of these movements, teachers and students are empowered to not only navigate the complexities of the present but also to envision a future molded by the lessons of history.

The seminar's focus on "The Past, the Present, and the Future of Latinx Studies" emphasizes the dynamic nature of social change. Through the lens of LGBTQIA+ activism, students witness the evolution of movements and the enduring spirit of marginalized communities. This analysis dismantles the notion of linear progress, revealing the cyclical nature of social transformation and the perpetual quest for justice.

"Indomitable Voices" illuminates the fearless spirit of LGBTQIA+ activists within the Latinx civil rights movement. Their tales of resolute resilience reverberate through history, serving as beacons of hope amidst adversity. This celebration of courage and determination resonates with the broader theme of the course, emphasizing the enduring legacy of resistance against oppression.

The seminar has introduced us to a wide variety of terms, issues, and obstacles facing the Latinx community primarily in the United States and Latin America with emphasis on the Caribbean, Central America, and Mexico. Many of the issues presented and discussed throughout the academic literature point to the relevance of activism from different angles. This is why I decided to focus my research on the Latinx LGBTQIA+ community. This seminar has sparked a strong desire on my part to make a difference in my classroom through a curriculum unit that promotes social justice through activism. I hope to inspire other educators to make a difference and continue to move forward; with the ultimate goal of equity for all and in all educational spaces. It is paramount to understand that LGBTQIA+ high school students continue to face many challenges today, despite advances towards equity. (Ma et al., 2023)

This unit aims to cultivate a more inclusive school environment by empowering students with the knowledge and tools to advocate for themselves and their peers. Through exploring real-world issues faced by the LGBTQIA+ community, such as bullying, discrimination, and lack of support, students gain a deeper understanding of the challenges surrounding gender identity and expression. This exploration fosters empathy and a sense of responsibility for creating a safe space for everyone.

Furthermore, "Indomitable Voices: LGBTQIA+ Activism within the Latinx Civil Rights Movement" delves into LGBTQIA+ history and activism, highlighting the ongoing fight for equal rights and protections. Understanding this history provides crucial context for Policy 252, which outlines the school's commitment to a welcoming and inclusive environment. By learning about their rights and protections within this policy, students are empowered to identify and address instances of bullying, harassment, or discrimination. These could range from classmates using incorrect pronouns to discriminatory dress codes or limitations on bathroom access. Equipping students with this knowledge, fosters a more inclusive environment where everyone feels safe, respected, and supported in expressing their authentic selves.

Another issue encountered by students is the lack of support. Students may not feel comfortable coming out to their families, or may not have a strong support system at home. According to Coleman (2019), coming out can be traumatic, with half of LGBTQ teens experiencing a negative reaction from parents. Additionally, schools may not have Gay-Straight Alliances (GSAs) or other LGBTQIA+ groups leaving students feeling isolated. Recent studies show that LGBTQIA+ students experience fewer threats of violence, fewer missed days of school, & fewer suicide attempts when they are part of the gay-straight alliance (*LGBT Youth | Lesbian, Gay, Bisexual, and Transgender Health | CDC, 2023*). Due to the issues stated above LGBTQIA+ students are at a higher risk for depression, anxiety, and suicidal thoughts. Transgender and non-binary students may face challenges related to using their chosen names and pronouns, accessing appropriate restrooms, and feeling comfortable with their bodies in the school environment. The Centers for Disease Control (2023) states that schools that implement LGBTQ+ supportive policies and practices benefit all students by positively impacting students' academic performances, improved mental health, & overall well-being.

The study of LGBTQIA+ Latinx activism encourages students to embrace intersectionality, acknowledging the interconnectedness of social justice struggles. Many individuals belong to multiple marginalized groups. By recognizing these intersections, we can better understand and address the unique challenges faced by individuals who belong to multiple marginalized communities.

Through this seminar, I have been able to draw parallels between the unit and the overarching themes of the course cultivating a comprehensive understanding of Latinx studies. Through class discussions and literature reviews, I have explored connections between historical movements and contemporary activism. Understanding the connections between historical social movements and contemporary activism is not simply an academic exercise; it's a powerful tool for understanding the ongoing struggle for social justice. By contrasting past strategies with present-day challenges, we gain invaluable insights into the trajectory of social change and our role in shaping a more equitable society. In my teaching unit, cultivating allies is key. We'll explore strategies for building bridges and empathy, ensuring activism is a collective effort. García Peña (2021) explains that effective activism often relies on the practice of *acompañamiento* – the act of journeying alongside marginalized communities in solidarity and support. This approach fosters trust and empowers marginalized groups to advocate for themselves. Dr. Hey-Colón's seminar and the unit on LGBTQIA+ activism within the Latinx civil rights movement transcend mere academic exploration. They embody a profound commitment to justice and inclusivity. By contextualizing historical struggles, honoring resilience, and envisioning inclusive futures, students embark on a transformative journey of discovery and empowerment within the realm of Latinx studies.

A point of consideration and close monitoring is the political environment in the country and its repercussions in all social areas. With national elections approaching, the

political climate intensifies, prompting concerns about the trajectory of progress toward equity. Instances of book banning in school libraries and curriculum restrictions in state education systems raise apprehensions about the continuity of this progress. For instance, in Tennessee and Florida, regulations impeding the teaching of subjects such as Black history, gender identity, and race have been observed (Ma et al., 2023). The article "As conservative target schools, LGBTQ+\_ kids & students of color feel less safe" presents firsthand accounts from students articulating their fears, concerns, and experiences of distress within school environments (Ma et al., 2023).

The fight for social justice demands action, and our classrooms are the perfect launchpad for change. We have a unique opportunity to empower our students to become agents of inclusion. By integrating lessons on identity, equity, and historical movements (LGBTQIA+, civil rights, Latinx) we can foster empathy and understanding. This isn't just about awareness; it's about inspiring students to advocate for inclusive policies and laws that protect everyone. Imagine the impact – a future shaped by a generation that celebrates diversity and challenges discrimination. Together, let's ignite the spark for positive change. There's no turning back, only building a brighter future, one inclusive classroom at a time.

Before implementing the unit, it is recommended that the unit be read in its entirety. It is important to note that the unit should be adapted according to the students' ages and grade levels. The success of this unit depends on creating a truly inclusive and supportive environment for the students. This is essential when exploring the civil rights of the LGBTQIA+ and Latinx communities.

The unit should begin with the collaborative establishment of ground rules, developed together with students to highlight the paramount importance of respecting diverse identities and perspectives. This approach not only empowers students to shape their learning environment but also cultivates a sense of collective responsibility to ensure its inclusiveness and safety.

Expanding upon this foundational step, it becomes imperative to foster a safe space where open and respectful dialogue can flourish, particularly when broaching sensitive subjects surrounding LGBTQIA+ and Latinx experiences. This nurturing environment encourages students to voice their questions, opinions, and insights without apprehension of being judged or marginalized. Prioritizing respectful dialogue not only nurtures empathy but also facilitates a deeper understanding of the multiple viewpoints that enrich the classroom dynamic.

In addition, as teachers, our behavior serves as an example of inclusive practices. It is crucial to be a consistent role model in the use of inclusive language that recognizes and respects all gender identities and sexual orientations. This entails employing correct pronouns, refraining from making assumptions based on gender, and embracing terminology that reflects the diverse spectrum of identities within the LGBTQIA+



community. Through these demonstrations of inclusive language, we not only guide students toward effective communication but also instill in them a deep appreciation for diversity and respectful interaction. Together, these multifaceted strategies pave the way for a profoundly enriching educational experience that celebrates the richness of human diversity and fosters genuine understanding among all students.

I will teach this unit to my Spanish 2 classes and my Spanish for Heritage Speakers classes. The content of this unit is also relevant for U.S. History classes through the School District of Philadelphia and nationwide. Therefore, in addition to being essential, this unit is also very useful. Even though I am creating this unit for high school students, it can be adjusted for elementary and middle school students. To adapt the curriculum designed for high school students to be suitable for elementary and middle school students, it is advised to simplify the language, activities, and concepts. However, the primary goal of imparting knowledge about activism and the Latinx civil rights movement should remain unchanged. Here are some examples of adjustments for each component of the unit:

### **1. Unit Objectives**

- **High School:**

By the end of this unit, students will be able to analyze the significance of activism in the LGBTQIA+ Latinx civil rights movement. This analysis will include identifying key events and figures while evaluating their impact on social change. Students will also be able to articulate their own understanding of activism and its potential for positive change.

### **2. Unit Objectives**

- **Elementary/Middle School:**

Through engaging activities, students will be able to explore the concept of activism and its role in the Latinx civil rights movement. They will gain basic knowledge of important events and individuals who fought for equality. Students will also be able to identify ways they can contribute in order to positive change in their own communities.

### **2. Engaging Teaching Strategies Activities Across Academic Levels:**

#### **a- Timeline of Sylvia Rivera's Life:**

- High School: Analyze primary sources and historical documents about Sylvia Rivera's life and activism.
- Adjusted Version for Elementary/Middle School: Create a simplified timeline of Sylvia Rivera's life using age-appropriate language and images.

#### **b- Primary Source Analysis:**

- High School: Analyze historical documents, photos, and interviews related to LGBTQ+ activism, including videos like "L020A Sylvia Rivera, 'Y'all Better Quiet Down' Original Authorized Video, 1973" and documentaries on the Stonewall Riots.
- Adjusted Version for Elementary/Middle School: Use simplified historical documents or excerpts from interviews with LGBTQ+ activists. Provide guiding questions to help students understand the significance of the sources.

**c- Case Studies/Scenarios:**

- High School: Discuss current scenarios on LGBTQIA+ issues facing students.
- Adjusted Version for Elementary/Middle School: Use age-appropriate case studies or stories about LGBTQ+ individuals that focus on universal themes of acceptance and inclusion.

**d- Oral History Projects:**

- High School: Conduct interviews with LGBTQIA+ individuals and research historical figures.
- Adjusted Version for Elementary/Middle School: Listen to simplified oral history interviews or read stories about LGBTQ+ individuals from diverse backgrounds.

All lessons have links to reference materials (articles, videos), handouts, and grading guides (rubrics) I created for free using online templates. Links to these templates are in the speaker notes for your reference so you can create your own materials too. The LGBTQIA+ movement timeline uses a free template (link in speaker notes). I designed this unit to be adaptable for both English and U.S. History classes.

### **Teaching Strategies**

This unit will explore LGBTQIA+ rights and history, using a variety of engaging activities. We'll begin by unpacking the [evolving terminology](#) for people of Latin American descent, fostering an inclusive classroom environment. Next, the unit will proceed to examine the life of activist Sylvia Rivera, tracing a [chronology](#) of her triumphs and struggles for equality. To go back in time, we will become primary source investigators, analyzing old historical photos, documents, and two powerful [video of Sylvia Rivera's speech at the 1973 Gay Pride rally](#). It will be like traveling back in time to understand firsthand that decisive moment in U.S. history and the efforts to achieve civil rights for all. This journey is not over yet, we still have work to do.

This unit will not be limited to the past. It will provide scenarios that address the real challenges facing LGBTQIA+ students today. Next, we will address the concept of intersectionality: how aspects of our identity such as race, ethnicity, gender, sexuality, and class intertwine to create a unique experience for each person. Imagine creating vibrant Venn diagrams to see how these circles overlap and shape individual lives. The lessons invite students to become active participants through an oral history project. They will interview local LGBTQIA+ people, whose stories will form a valuable puzzle of lived experiences. Researching historical figures such as Sylvia Rivera will build a deeper connection between past struggles and present realities.

The unit will culminate in an energetic social justice campaign aimed at raising awareness in our own school. This unit can be taught at any time, but late May and early June, Pride Month, will be the perfect time to bring closure to the school year. In this way, we will establish a good start to the next school year. It is advisable to work with the student government, the GSA and even the history department. Together we will design a vibrant campaign that will positively impact our school community and the community at large. The grand finale of the unit consists of [interviewing](#) a guest speaker, [a member of the local GLSEN chapter](#). If possible, invite a Latinx LGBTQIA+ guest speaker as it would be more relevant to the unit. This interview will give the students the opportunity to learn first-hand about the struggle for equality. This unit will not just be composed of Spanish or history lessons; it will be a step towards a more equitable future based on understanding, empathy and action.

### **Student Assessment Strategies-**

#### **Formative Assessments:**

- Class Discussions and Participation: Observation of students' participation in class discussions. Are they actively listening? Contributing thoughtful questions and insights? Demonstrating respect for diverse perspectives?
- Exit Tickets: Use short writing prompts at the end of class to assess student comprehension. These prompts can ask students to summarize key points, analyze primary sources, or reflect on their learning.
- Graphic Organizers: Have students complete graphic organizers throughout the unit to visually represent information, such as timelines of events, comparisons of figures, or the concept of intersectionality. (timeline and Venn diagram)

#### **Summative Assessments:**

- Short Essays: Assign essays that require students to analyze the significance of LGBTQIA+ activism within the Latinx civil rights movement. Students should be able to identify key figures and events, explain their impact, and demonstrate their understanding of intersectionality. Use a rubric (in preparation)

- **Projects:** Students can create presentations or social media campaigns to showcase their learning about LGBTQIA+ activism. These projects allow students to demonstrate creativity and critical thinking.
- **Case Studies/Scenarios:** Present students with case studies of contemporary issues faced by the LGBTQIA+ community and ask them to develop solutions or propose advocacy strategies.
- **Research Project:** Students can conduct research on a specific LGBTQIA+ activist or organization within the Latinx civil rights movement. This project can involve primary and secondary source analysis, culminating in a presentation, research paper, or creative project.

### **Students Self-Assessment:**

- **Reflective Journals:** Encourage students to keep reflective journals where they can record their thoughts, questions, and reactions throughout the unit. This allows students to monitor their own learning and identify areas where they need further clarification.

### **Additional Considerations:**

- **Differentiation:** Adapt assessments to cater to different learning styles and abilities. Offer students choices in how they demonstrate their understanding.
- **Rubrics:** Develop clear rubrics for assessments, outlining the criteria for success. Rubrics help students understand what is expected of them and ensure fair grading.

Various assessment tools provide a complete picture of student learning and verify that the unit meets its objectives.

## **Classroom Activities**

Before we begin the unit, we must lay the groundwork for a safe and inclusive learning environment. Here are some key steps:

- **Create ground rules for the classroom with students:** The teacher and their students will create ground rules for the classroom that prioritize respect for all identities and points of view. Working together will ensure that students feel involved in maintaining a positive learning environment.
- **Foster open and respectful dialogue:** Together, we will create a safe space for open and respectful discussion on sensitive topics related to LGBTQIA+ and Latinx experiences. This involves building trust and making sure everyone feels comfortable sharing and learning.

Model inclusive language: Throughout the unit, teachers should consistently use inclusive language that respects all gender identities and sexual orientations. This includes using appropriate pronouns and avoiding exclusionary terminology.

**Lesson Plan 1:** [The Importance of Using Inclusive Language](#)

**Grade Level:** 9th grade

**Materials:**

1. Whiteboard or Smartboard
2. Markers or pen
3. Student Handout 1 with scenarios
4. Pencils or pens

**Length:** One 90-minute class period

**Objectives:**

1. The students will be able to understand the importance of using inclusive language in and out of the school.
2. The students will be able to recognize the impact of inclusive language on creating a positive and respectful environment.
3. The students will be able to practice using inclusive language in various scenarios.

**Procedure:**

***Introduction (10 minutes):***

1. Begin the lesson by asking students if they know what inclusive language means.
2. Write the definition of inclusive language on the board: “Inclusive language is language that avoids stereotypes, biases, or expressions that exclude or marginalize certain individuals or groups.”
3. Discuss with students why it is important to use inclusive language in and out of schools. Emphasize that inclusive language promotes respect, equity, and a sense of belonging for everyone.

***Discussion (20 minutes):***

1. Divide the class into small groups of 3-4 students.

2. Provide each group with a list of scenarios that involve the use of inclusive or exclusive language.
3. Instruct the groups to discuss each scenario and identify whether the language used is inclusive or exclusive.
4. After 10 minutes, bring the class back together and ask each group to share their findings.
5. Facilitate a class discussion on the impact of using inclusive language in different situations. Encourage students to share their thoughts and experiences.

***Activity- Inclusive Language Makeover (30 minutes):***

1. Explain to the students that they will be given a set of sentences that contain exclusive language.
2. Instruct the students to rewrite each sentence using inclusive language.
3. Distribute Teacher-made [Handout 1](#).
4. Allow students to work individually or in pairs to complete the activity.
5. After 15 minutes, ask students to share their revised sentences with the class.
6. Discuss the changes made and the importance of using inclusive language in each sentence.

***Role-Play (20 minutes):***

1. Divide the class into pairs.
2. Provide each pair with a different scenario that involves a communication challenge due to the use of exclusive language.
3. Instruct the pairs to create a role-play where they demonstrate how to address the situation using inclusive language.
4. Allow students 10 minutes to prepare their role-plays.
5. Have each pair perform their role-play in front of the class.
6. After each performance, facilitate a brief discussion on the effectiveness of using inclusive language in resolving the communication challenge.

***Conclusion (10 minutes):***

1. Summarize the main points discussed during the lesson.

2. Ask students to reflect on how they can apply the concept of inclusive language in their daily lives.
3. Encourage students to be mindful of their language choices and to promote inclusivity in their interactions.

**Assessment:**

1. Observe students' participation and engagement during discussions and activities. Use the [Class Participation Rubric](#) (teacher-made)
2. Review students' revised sentences for the Inclusive Language Makeover activity to assess their understanding of inclusive language.
3. Evaluate students' role-play performances based on their ability to effectively use inclusive language to address communication challenges.

**Lesson Plan 2: [Understanding the Terms Latino, Latina, Latinx, and Latiné](#)**

**Grade Level:** 9th grade

**Materials:**

1. Whiteboard or Smartboard
2. Markers
3. Handout with the definitions of the terms [Latino, Latina, Latinx, and Latiné](#)

**Length:** One 90-minute class period

**Objectives:**

1. The students will be able to define and differentiate between the terms Latino, Latina, Latinx, and Latiné.
2. The students will be able to review the importance of inclusive language in order to understand its impact on identity and representation.

**Procedure:**

***Introduction (5 minutes):***

1. Introduce the topic of the lesson: understand the term Latino, Latina, Latinx, and Latiné.
2. Explain that these terms are used to describe people of Latin American descent, but they have different meanings and implications.
3. Review the lesson objectives with the students.

***Definitions and Differentiation of Terms (15 minutes):***

1. Write the terms Latino, Latina, Latinx, and Latiné on the board.

2. Ask the students if they have heard these terms before and if they know what they mean.
3. Provide the following definitions:
  - Latino: A term used to describe a person of Latin American descent, regardless of gender.
  - Latina: A term used to describe a female person of Latin American descent.
  - Latinx: A gender-neutral term used to describe a person of Latin American descent, which aims to be inclusive of all gender identities.
  - Latiné: A gender-neutral term used to describe a person of Latin American descent.
4. Discuss the importance of using inclusive language and how it can positively impact identity and representation.

***Group Activity: Definitions and Examples (20 minutes):***

1. Divide the students into small groups.
2. Distribute Teacher-made [Handout 2](#).
3. Instruct each group to discuss the definitions and come up with examples of how these terms can be used in sentences.
4. After 10 minutes, ask each group to share their examples with the class.
5. Facilitate a class discussion on the different examples and how the terms can be used in various contexts.

**Assessment: Reflection and Discussion (5 minutes):**

1. Ask the students to reflect on what they have learned about the terms Latino, Latina, Latiné, and Latinx.
2. Distribute Handout 3b: Teacher-made [Practice, Reflect, and Discuss](#)  
Instructions: Answer the following questions based on what you have learned about the terms Latino, Latina, Latinx, and Latiné.
  - How do these terms contribute to inclusivity and representation?
  - Why is it important to use gender-neutral language?
  - How can we apply this knowledge in our daily lives to promote inclusivity?

**Lesson Plan 3: Exploring LGBTQ+ and Latinx Intersectionality**

**Grade Level:** 9th grade

**Materials:**

1. Whiteboard or Smartboard



2. Markers
3. Chart paper
4. [Teacher-made scenarios](#) with examples of LGBTQ+ and Latinx intersectionality

**Length:** One 90-minute class period

**Objectives:**

1. The students will be able to understand the concept of intersectionality, specifically in relation to LGBTQ+ and Latinx identities.
2. The students will be able to recognize how different aspects of a person's identity can intersect and influence their experiences.
3. The students will be able to identify examples of LGBTQ+ and Latinx intersectionality in real-life situations.

**Procedure:**

***Introduction (5 minutes):***

1. Begin the lesson by asking students if they have ever heard the term "intersectionality" before. Allow a few students to share their thoughts or ideas.
2. Explain that intersectionality is a concept that helps us understand how different aspects of a person's identity can intersect and influence their experiences.

***Definition and Explanation (40 minutes):***

1. Provide a clear definition of intersectionality: "Intersectionality is the idea that a person's identity is made up of multiple aspects, such as race, gender, class, and ability, which can intersect and create unique experiences and challenges."
2. Explain that today's lesson will focus specifically on LGBTQIA+ and Latinx intersectionality. Define LGBTQIA+ acronym that stands for lesbian, gay, bisexual, transgender, and queer/questioning, intersex, asexual/aromantic. Clarify any questions on the terms.
  - L - Lesbian: Refers to a woman who is romantically and/or sexually attracted to other women.
  - G - Gay: Typically refers to a man who is romantically and/or sexually attracted to other men, but it can also be used as a general term for individuals attracted to the same sex.

- B - Bisexual: Refers to a person who is romantically and/or sexually attracted to both men and women.
- T - Transgender: Describes individuals whose gender identity differs from the sex they were assigned at birth. This can include trans men (assigned female at birth but identify as male), trans women (assigned male at birth but identify as female), and non-binary or genderqueer individuals.
- Q - Queer/Questioning:
- Queer: An umbrella term for sexual and gender minorities who are not heterosexual and/or cisgender. Some use it to describe a fluid or non-specific sexual orientation or gender identity.
- Questioning: Refers to individuals who are exploring their sexual orientation or gender identity and have not yet defined it.
- I - Intersex: Refers to individuals born with physical sex characteristics that do not fit typical binary notions of male or female bodies. This can include variations in chromosomes, gonads, sex hormones, or genitals.
- A - Asexual/Aromantic:
- Asexual: Describes individuals who do not experience sexual attraction to others.
- Aromantic: Refers to individuals who do not experience romantic attraction to others.

+ sign: This symbol is used to include other sexual orientations, gender identities, and expressions that are not specifically covered by the other letters. This can include, but is not limited to, pansexual, genderqueer, non-binary, and other identities. The acronym LGBTQIA+ is designed to be inclusive and acknowledge the diversity of experiences within the community. Define Latinx as a gender-neutral term used to describe people of Latin American descent.

3. Give examples of how LGBTQIA+ and Latinx identities can intersect. For example, a person who identifies as both LGBTQIA+ and Latinx may face unique challenges related to their cultural background and sexual orientation or gender identity.

4. Use real-life examples to help students understand the concept better. You can use a Venn diagram on the whiteboard and label each circle with LGBTQIA+ and Latinx, then explain how the overlapping area represents LGBTQIA+ and Latinx intersectionality.

5. Divide the students Divide the students into small groups of 3-4. Distribute with real-life scenarios that involve LGBTQIA+ and Latinx intersectionality. Instruct students to read the scenarios individually and identify the different aspects of LGBTQIA+ and Latinx identities. Facilitate a class discussion by asking students to share their interpretation of the scenarios and how the LGBTQIA+ and Latinx intersectionality affects the experiences of the individuals involved.

**Conclusion (5 minutes):**

1. Summarize the main points of the lesson, emphasizing the definitions and examples of the LGBTQIA+ and Latinx Intersectionality.
2. Ask student to reflect on how understanding LGBTQIA+ and Latinx intersectionality helps us address issues of inequality and discrimination.
3. Encourage students to think about how they can help apply the concept of intersectionality in their own lives and interactions with others.

**Assessment:**

1. Observe students' participation and engagement during the group discussion and class activities.
2. Review students' handouts and assess their understanding of LGBTQIA+ and Latinx intersectionality through their identification of intersecting aspects of identity in the scenarios.

**Lesson Plan 4: Sylvia Rivera's Life and Accomplishments**

**Grade Level:** 9th Grade

**Materials:**

1. Whiteboard or blackboard
2. Markers or chalk
3. Projector or smartboard
4. Reflective Journals and Rubric
5. YouTube videos: [[Sylvia Rivera Biography](#)]
6. Handout 4a: teacher-made [Sylvia Rivera's Timeline](#)

**Length:** One 90-minute class period

**Objectives:**

1. Students will be able to learn about the life and activism of Sylvia Rivera.
2. Students will be able to understand the importance of activism and advocacy for LGBTQ+ rights.
3. Students will be able to analyze the impact of Sylvia Rivera's activism on the LGBTQ+ community.

**Procedure:**

***Introduction (10 minutes):***

1. Greet the students and introduce the topic of the lesson: Sylvia Rivera's life and her contributions to the LGBTQ+ community.
2. Ask students if they have heard of Sylvia Rivera before and if they know anything about her.
3. Share a brief overview of Sylvia Rivera's background and her significance in the LGBTQ+ rights movement.

***Video Presentation (20 minutes):***

1. Show the [YouTube video of Sylvia Rivera's biography](#). (This video is quite simple and appropriate for middle school students). This other video, [Sylvia Rivera - Speech, Stonewall & Death - Biography](#), is very good but a bit longer (20 minutes). I recommend this one for high school students.

2. Encourage students to take notes while watching the video, focusing on key events and milestones in Sylvia Rivera's life.
3. After the video, facilitate a brief discussion to ensure students understood the main points of the video.

***Discussion and Analysis (30 minutes):***

1. Divide the class into small groups of 3-4 students. Distribute the student handout 4: teacher-created [Timeline of Sylvia Rivera's Life and Accomplishments & Discussion Questions](#)
2. Provide each group with a set of discussion questions related to Sylvia Rivera's life and activism. (Handout 4)
3. Allow students time to discuss the questions within their groups.
4. Bring the class back together and have each group share their thoughts and insights with the whole class.
5. Facilitate a class discussion to further explore the significance of Sylvia Rivera's activism and the lessons we can learn from her life.

***Assessment- Reflection Activity (20 minutes):***

1. Ask students to individually reflect (Use Reflective Journals) on the following prompt: "What can we learn from Sylvia Rivera's life and activism?"
2. Provide students with paper and writing utensils to jot down their thoughts or use Google Classroom to submit their reflections.
3. After a few minutes, invite students to share their reflections with a partner.
4. Select a few students to share their reflections with the whole class, encouraging them to explain their reasoning.

***Conclusion (10 minutes):***

1. Summarize the main points discussed during the lesson.
2. Emphasize the importance of activism and advocacy for marginalized communities.
3. Encourage students to continue learning about influential figures in LGBTQ+ history and to stand up for equality and justice.

**Lesson Plan 5: Sylvia Rivera's Speech - Y'all Better Quiet Down**

**Grade Level:** 9th grade

**Materials:**

1. Video or audio recording of [Sylvia Rivera's speech: "Y'all Better Quiet Down"](#)
2. Whiteboard or Smartboard
3. Markers
4. Handouts with excerpts from the speech

**Length:** One 90-minute class period

**Objectives:**

1. Students will be able to learn about Sylvia Rivera and her role in the LGBTQ+ rights movement.
2. Students will be able to analyze [Sylvia Rivera's speech, "Y'all Better Quiet Down,"](#) and identify its main message and purpose.
3. Students will be able to discuss the importance of activism and standing up for marginalized communities.

**Procedure:*****Introduction (10 minutes):***

1. Introduce the topic of the lesson: Sylvia Rivera's speech, "Y'all Better Quiet Down."
2. Ask the students what they remember from the previous lesson on Sylvia Rivera or the LGBTQ+ rights movement. Recall lesson 4- Sylvia Rivera's Life and Accomplishments.
3. Read the objectives of the lesson with the students

***Viewing/Listening to the Speech (20 minutes):***

Before watching the video, explain to students that foul language is heard in the video. Ask them to think about and understand the context in which Sylvia is speaking, to whom she is speaking and the content of her message. Briefly review the class norms.

1. Play the video of Sylvia Rivera's speech, "Y'all Better Quiet Down."
2. Encourage students to actively listen and pay attention to the main message and tone of the speech.
3. After the speech, ask students to share their initial thoughts and reactions.

***Analyzing the Speech (20 minutes):***

1. Divide the students into small groups.

2. Provide each group with a handout containing excerpts from Sylvia Rivera's speech.
3. In their groups, ask students to read and discuss the excerpts, focusing on the main message and purpose of the speech.
4. Have each group share their findings with the whole class.
5. Facilitate a class discussion to further analyze the speech, highlighting key points and themes.

***Reflection and Discussion (15 minutes):***

1. Ask students to reflect on the importance of activism and standing up for marginalized communities.
2. Discuss how Sylvia Rivera's speech relates to the concept of activism and the fight for equality.
3. Encourage students to share their thoughts and ask any remaining questions.

**Conclusion (10 minutes):**

1. Summarize the main points discussed during the lesson.
2. Emphasize the importance of understanding and supporting the LGBTQ+ community.
3. Thank the students for their participation and conclude the lesson.

**Assessment:**

1. Informally assess students' understanding and participation during the class discussion and group activities. Use the class participation rubric.
2. Assign a short-written reflection where students can express their thoughts on Sylvia Rivera's speech and its impact on the LGBTQ+ rights movement. (15 minutes)

**Lesson Plan 6: Historical Timeline of the LGBTQIA+ Movement**

**Grade Level:** 9th grade

**Materials:**

1. Handout 5: [Timeline of the LGBTQIA+ movement](#)
2. Research materials (handout, internet access)
3. Presentation tools (computer, projector, whiteboard, markers)

#### 4. Group presentation guidelines

**Length:** One 90-minute class period

**Objectives:**

1. Students will be able to understand the historical timeline of the LGBTQIA+ movement.
2. Students will be able to analyze significant events and figures in the movement.
3. Students will be able to discuss the evolution of the movement and the inclusion of various communities.
4. Students will be able to reflect on the activism of Sylvia Rivera and its significance in the broader history of the LGBTQIA+ movement.

**Procedure:**

***Introduction (5 minutes):***

1. Greet the students and introduce the topic of the lesson: the historical [timeline](#) of the LGBTQIA+ movement.
2. Explain the objectives of the lesson and why it is important to learn about the history of the movement.

***Presentation of Timeline (20 minutes):***

1. Display the visual timeline of the LGBTQIA+ movement using a projector or whiteboard.
2. Explain that the timeline highlights significant events, starting from the Stonewall Riots to recent advancements and ongoing struggles.
3. Go through the timeline, discussing each event briefly and emphasizing its importance in the context of the movement.
4. Encourage students to ask questions and participate in the discussion.

***Interactive Activity (40 minutes):***

1. Divide the students into small groups of 3-4.
2. Assign each group a specific event or figure from the timeline to research.



3. Use Chromebooks to research LGBTQIA+ events presented in Handout 5.
4. Instruct the groups to create a short presentation about their assigned event, including key details and its significance in the LGBTQIA+ movement.
5. Allow each group to present their findings to the class, encouraging questions and discussion.

***Discussion (10 minutes):***

1. Lead a class discussion on the evolution of the LGBTQIA+ movement and the inclusion of various communities.
2. Ask students to share their thoughts on how the movement has progressed over time and the challenges it has faced.
3. Guide the discussion towards the activism of Sylvia Rivera and its significance in the broader history of the LGBTQIA+ movement.
4. Encourage students to reflect on the impact of Rivera's activism and how it relates to the struggles and achievements of the movement as a whole.

**Conclusion (5 minutes):**

1. Summarize the key points discussed during the lesson.
2. Emphasize the importance of understanding the historical timeline of the LGBTQIA+ movement and the contributions of various individuals and events.
3. Encourage students to continue learning about the movement and its ongoing struggles for equality and acceptance.

**Assessment:**

1. Assess students' understanding of the historical timeline of the LGBTQIA+ movement through their participation in the discussion and their group presentations.
2. Evaluate the students' vocabulary practice- Handout 6: [Vocabulary Practice](#) (teacher-created)
3. Provide feedback and guidance to students during the interactive activity and discussion to support their learning and understanding.

**Lesson Plan 7: Comparing and Contrasting Marsha P. Johnson and Sylvia Rivera**

**Grade Level:** 9th grade

**Materials:**

1. Chromebooks to read the biographies of [Marsha P. Johnson](#) and [Sylvia Rivera](#)
2. Paper copies of the biographies will be available for students who have technical difficulties (Chromebooks being repaired)
3. Smartboard, Chart paper or whiteboard
4. Index cards
5. Markers or pens

**Length:** One 90-minute class period

**Objectives:**

1. Students will be able to identify key similarities and differences between Marsha P. Johnson and Sylvia Rivera.
2. Students will understand the contributions of Marsha P. Johnson and Sylvia Rivera to the LGBTQ+ rights movement.
3. Students will develop critical thinking skills by analyzing and comparing historical figures.

**Procedure:*****Introduction (5 minutes):***

1. Share the objectives with the students.
2. Explain that Marsha P. Johnson and Sylvia Rivera played important roles in advocating for the rights of transgender individuals.

***Comparing and Contrasting (30 minutes):***

1. Divide the class into small groups of 3-4 students.
2. Guide each group to use their Chromebooks and go to [Marsha P. Johnson](#) and [Sylvia Rivera](#).
3. Instruct the groups to read the online texts and identify at least three similarities and three differences between the two individuals.
4. After reading the biographies, ask each group to share their findings with the class. Write the similarities and differences on the board or chart paper.
5. Facilitate a class discussion to further explore the similarities and differences. Encourage students to provide evidence from the texts to support their observations.

***Venn Diagram Activity (20 minutes):***

1. Distribute two index cards to each student.
2. Instruct students to write one similarity or difference between Marsha P. Johnson and Sylvia Rivera on each index card.
3. Collect the index cards and create a large Venn diagram on the board or chart paper.
4. Ask students to come up one by one and place their index cards in the appropriate section of the Venn diagram.
5. Discuss the overlapping similarities and differences as a class, emphasizing the unique contributions of each individual.

***Reflection and Discussion (20 minutes):***

1. Lead a class discussion on the significance of Marsha P. Johnson and Sylvia Rivera's contributions to the LGBTQ+ rights movement.
2. Ask students to reflect on the challenges faced by Marsha P. Johnson and Sylvia Rivera and how their activism has influenced the rights and acceptance of transgender individuals today.
3. Encourage students to share their thoughts and ask questions about the topic.

***Extension Activity or Homework (10 minutes):***

1. Instruct students to create a poster or presentation highlighting the key contributions and impact of these two individuals.
2. Provide time for students to present their posters or presentations to the class.

***Conclusion (5 minutes):***

1. Summarize the main points discussed during the lesson.
2. Emphasize the importance of understanding and appreciating the contributions of historical figures like Marsha P. Johnson and Sylvia Rivera.

***Assessment:***

1. Observe students' participation during group discussions and class activities.
2. Review students' index cards and Venn diagrams to assess their understanding of the similarities and differences between Marsha P. Johnson and Sylvia Rivera.
3. Evaluate students' posters or presentations based on their ability to accurately convey the key contributions and impact of these two individuals.

**Differentiation:**

1. Allow students to work in pairs or individually if they prefer.
2. Encourage creative expression by allowing students to choose alternative presentation formats, such as a poem or a short skit, instead of a poster or presentation.

**Lesson Plan 8: LGBTQIA+ Activists in the Latinx Civil Rights Movement**

**Grade Level:** 9th Grade

**Materials:**

1. Chromebooks
2. [Teacher-made Google Slides](#) with photos and links to websites on LGBTQIA+ activists in the Latinx civil rights movement
3. Note-taking materials (paper, pens, or digital note-taking tools)
4. Presentation platform (it could be Google Slides, Canva or Adobe Express) or materials for creative projects (poster board, construction paper, markers and crayons)

**Length:** Two class periods of 90 minutes each

**Objectives:**

1. Students will be able to understand the significance of LGBTQIA+ activists in the Latinx civil rights movement.
2. Students will be able to conduct research using primary and secondary sources.
3. Students will be able to demonstrate their understanding through a presentation, research paper, or creative project.

**Procedure:*****Introduction (5 minutes):***

1. Explain that today's lesson will focus on the intersection of these two movements and the important role played by LGBTQIA+ activists within the Latinx civil rights movement.
2. Share the objective of the lesson with the students.

***Research Activity (50 minutes):***

1. Divide the students into small groups or pairs.
2. Present [teacher-made Google Slides](#) of LGBTQIA+ activists within the Latinx civil rights movement.
3. Instruct the students to choose one activist to research.
4. Explain the importance of using both primary and secondary sources for their research.
5. Instruct students to use their Chromebooks to conduct their research.
6. Encourage students to take notes on key information and sources they find during their research.

***Presentation or Creative Project (30 minutes):***

1. After the research activity, ask each group to choose a format for presenting their findings. They can choose between a presentation or a creative project (such as a poster, artwork).
2. Provide [teacher-made guidelines](#) for each format, including length, required elements, and presentation style (if applicable).
3. Allow students time to work on their chosen format, providing support and guidance as needed.

***Sharing and Reflection (5 minutes):***

1. Once the projects are completed, ask each group to present their findings to the class.
2. Encourage students to ask questions and engage in a discussion about the different LGBTQIA+ activists and organizations.
3. Conclude the lesson by asking students to reflect on what they have learned and how it has impacted their understanding of the Latinx civil rights movement.

**Assessment:**

1. Students' research notes and sources
2. Presentation, research paper, or creative project
3. Participation in class discussion and reflection journals

**Homework:**

The students will complete a teacher-created [crossword](#) in Spanish to review basic terms.

## **Lesson Plan 9: Interviewing a Latinx Member of the LGBTQIA+ Community**

**Grade Level:** 9th Grade

### **Materials:**

1. Paper and pencils for note-taking or Chromebooks
2. Handout 7 teacher-created [Interview questions](#)

**Length:** 90 minutes

### **Objectives:**

1. Students will be able gain a deeper understanding of the experiences and perspectives of Latinx members of the LGBTQIA+ community.
2. Students will be able to develop their interviewing and active listening skills.
3. Students will be able to practice empathy and respect towards diverse identities and experiences.

### **Procedure:**

#### ***Introduction (10 minutes):***

1. Discuss the importance of understanding and respecting diverse identities and experiences.
2. Explain that today's lesson will involve interviewing a Latinx member of the LGBTQIA+ community to learn about their experiences and perspectives.

#### ***Preparing for the Interview (15 minutes):***

1. Distribute the interview questions handout to each student.
2. Instruct students to review the questions and think about additional questions they may want to ask. Review the student created questions.
3. Encourage students to consider the importance of respectful and sensitive language when formulating their questions.

#### **Wrap-up and Conclusion (5 minutes):**

1. Summarize the key takeaways from the lesson, emphasizing the importance of empathy, respect, and understanding towards diverse identities and experiences.
2. Thank the guest speaker for their participation.
3. Encourage students to continue exploring and learning about different cultures, identities, and perspectives.

**Assessment (10 minutes):**

1. Ask students to write a reflection on their experience of participating in the interview with a Latinx member of the LGBTQIA+ community.

**Lesson Plan 10: School-Wide Awareness Campaign for LGBTQIA+ Acceptance in the Latinx Community**

**Grade Level:** 9th Grade

**Materials:**

1. Whiteboard/Projector
2. Markers/Pens
3. Age-appropriate handouts on LGBTQIA+ identities, challenges in the Latinx community, and inclusive language ([GLAAD Media Reference Guide - Transgender](#))
4. Art supplies (markers, colored pencils, etc.)
5. Poster paper or large sheets of paper
6. Chromebooks (optional: for research or previous lesson review)

**Length:** 90 minutes

**Objectives:**

1. Students will understand the importance of LGBTQIA+ acceptance in the Latinx community.
2. Students will collaborate to create a plan for a school-wide awareness campaign promoting LGBTQIA+ acceptance within the Latinx community.

**Procedure:**

***Introduction (10 minutes):***

1. Welcome students and share the lesson objectives.
2. Introduce the topic: Promoting LGBTQIA+ acceptance within the Latinx community. Briefly explain the importance of this topic for fostering a more inclusive school environment.

***Understanding LGBTQIA+ Acceptance (10 minutes):***

1. Review the importance of using inclusive language.

1. Discuss the general challenges faced by LGBTQIA+ individuals, such as bullying, discrimination, and lack of acceptance.
2. Explain how these challenges can be compounded within the Latinx community due to cultural or religious norms.
3. Revisit handouts on LGBTQIA+ identities, challenges in the Latinx community, and inclusive language.
4. Open a class discussion to address any questions or concerns.

***Empathy and Respect (20 minutes):***

1. Have students brainstorm and share examples of how they can show empathy and respect towards LGBTQIA+ classmates and peers.
2. Emphasize the importance of creating a safe and inclusive environment for everyone within the school community.
3. Encourage students to reflect on how they can contribute to a more accepting environment for LGBTQIA+ Latinx students.

***Awareness Campaign Activities (40 minutes):***

1. Present Campaign Options: Discuss different ways to raise awareness about LGBTQIA+ acceptance within the Latinx community. Options could include:
  - Creating Posters: Design eye-catching posters with clear messages promoting LGBTQIA+ acceptance.
  - Planning a School Event: Develop a plan for an event that celebrates diversity within the Latinx community and promotes LGBTQIA+ inclusion. (Note: School approval is required for this option.)
  - Designing Social Media Content: Create informative and engaging social media posts for the school's Spanish class Instagram account (with teacher permission, and avoiding personal accounts).
2. Group Formation and Brainstorming: Divide students into groups based on their preferred campaign activity. Each group will brainstorm ideas and develop a plan for their assigned task.
3. Campaign Development:
  - Posters:
    - A- Brainstorm and choose a clear and inclusive title (e.g., "We Celebrate All Identities in Our Latinx Community",
    - B- Select diverse images representing LGBTQIA+ Latinx individuals.
    - C- Develop a catchy slogan that promotes unity and acceptance (e.g., Proud to be Me / "Orgulloso de ser Yo").
    - D- Include key facts or statistics about LGBTQIA+ individuals in the Latinx community.
    - E- List resources such as local LGBTQIA+ organizations or helplines.
  - School Event: (if chosen)



- A- Determine the event's theme, purpose, and target audience.
- B- Outline event activities and logistics (e.g., fundraising for an LGBTQIA+ organization, guest speakers, cultural performances).
- Social Media Content: (if chosen)
  - A- Brainstorm informative and engaging text for social media posts.
  - B- Develop visually appealing graphics or images to accompany the text.

***Reflection and Conclusion (10 minutes):***

1. Lead a discussion on the importance of the awareness campaign and its potential impact on the school community.
2. Ask students to share their thoughts and feelings about the lesson and the campaign.
3. Summarize the key points discussed during the lesson.
4. Assign any follow-up tasks, such as finalizing the campaign plans or conducting further research on LGBTQIA acceptance.
5. Conclude the lesson by emphasizing the importance of promoting acceptance and inclusivity in the Latinx community and beyond.

**Assessment:**

1. Observe students' participation and engagement during class discussions and group activities.
2. Evaluate the quality and creativity of the awareness campaign projects.

Resources

**Annotated Bibliography–Teacher and Student Use**

Biograph. (2022, February 15). *Biography of Sylvia Rivera | history | lifestyle | documentary*. YouTube. <https://www.youtube.com/watch?v=zoGqxbxgsHU>

This documentary offers a concise biography of Sylvia Rivera, a key figure in the LGBTQ rights movement. Through historical photographs and clear narration, the documentary explores main events in her life, highlighting her activism and contributions to the fight for LGBTQ+ equality.

Borges, S. (2018). Home and Homing as Resistance: Survival of LGBTQ Latinx Migrants. *Women's Studies Quarterly*, 46(3 & 4), 69–84. <https://www.jstor.org/stable/26511332>

Borges examines how LGBTQ people cope with the challenges of migration, such as discrimination, violence, and displacement while affirming their identities and seeking spaces of belonging. It highlights the importance of "home" as both a physical space and a symbolic concept for LGBTQIA+ migrants. It brings to light the complicated intersections of LGBTQIA+ identities, migration, and resistance.

Britannica, T. Editors of Encyclopedia (2024, May 16). Sylvia Rivera. Encyclopedia Britannica. <https://www.britannica.com/biography/Sylvia-Rivera>

This Encyclopedia Britannica biography, updated in May 2024, explores the life and activism of Sylvia Rivera, a transgender woman who was a powerful voice for LGBTQ+ rights. This biography details her involvement in the Stonewall Riots, her co-founding of the Street Transvestite Action Revolutionaries (STAR), and her ongoing influence on the LGBTQ+ rights movement.

Hinds, L., Russo, V., & Gomez, J. (2022, February 21). *GLAAD media reference guide – 11th edition - GLAAD*. Glaad.org. <https://glaad.org/reference/>

This is a valuable resource for educators and anyone who wants to learn more about LGBTQ terminology and how to be more inclusive. The guide provides clear and concise advice on a variety of topics, including how to use pronouns correctly, how to avoid stereotypes, and how to report on violence against LGBTQ people.

*L020A Sylvia Rivera, "Y'all Better Quiet Down" Original Authorized Video, 1973 Gay Pride Rally NYC.* (2019, May 23). Vimeo. <https://vimeo.com/user42160507>

This video records Sylvia Rivera's speech at the 1973 Gay Pride Rally NYC. Sylvia Rivera was Latinx trans woman activist for gay and transgender rights. In her remarks, "Y'all Better Quiet Down", Rivera talks about her experiences and struggles as a transgender woman, her housing struggles, and her family, and encourages the audience to fight for their rights. This video is a recording of Sylvia Rivera's speech at the 1973 Gay Pride Rally NYC. Sylvia Rivera was Latinx trans woman activist for gay and transgender rights. Due to the language in the video, it is recommended to warn students about it.

Jennings, K. (1990). *Philly Chapter, Pennsylvania*. GELSEN <https://www.glsen.org/chapter/philly>

This website is for the Philadelphia Chapter of GLSEN, the Gay, Lesbian & Straight Education Network. GLSEN is an organization that fights for the rights of LGBTQ students and works to create safe and supportive learning environments. GLSEN works in conjunction with the School District of Philadelphia.

Lopez, A. P. (2018, September). *Color Bloq*. [www.colorbloq.org](http://www.colorbloq.org).  
<https://www.colorbloq.org/article/the-x-in-latinx-is-a-wound-not-a-trend>

Alan Pelaez Lopez argues that the use of “Latinx” is not a simple linguistic trend but rather signifies a deep wound within the Latinx community. The article states that the term Latinx has emerged as a response to the gendered nature of the Spanish language, aiming to be inclusive of non-binary and gender non-conforming people. In addition, it explains how many members of the Latinx community particularly in Latin America view “Latinx” as an imposition of Western values onto Latin American cultures and identities.

Marcus, E. (2016, October 13). Sylvia Rivera-Part 1 [Episode 1]. In *Making Gay History. The Podcast*. <https://makinggayhistory.org/podcast/episode-1-1/>

In this podcast Eric Marcus interviews Sylvia Rivera. It is a casual and revealing conversation that uncovers striking aspects of Sylvia Rivera's personality and charisma.

Nothing, E., Johnson, M. P., & Rivera, S. (2013). *Street Transvestite Action-Survival, Revolt, and Queer Antagonism Struggle*. Untorelli Press.  
<https://theanarchistlibrary.org/library/ehn-nothing-untorelli-press-street-transvestite-action-revolutionaries>

In the zine *Street Transvestite Action Revolutionaries - Survival, Revolt, & Queer Antagonist Struggle*, Untorelli compiles several articles and interviews that narrate the challenges faced by transgender and queer individuals, particularly those of color, and their relentless efforts to advocate for their rights. From their involvement in the Stonewall Riots to their grassroots activism for housing and healthcare access, STAR’s legacy serves as a testament to the power of community organizing and resilience in the face of systemic oppression.

*Policy 252 - name change process*. School District of Philadelphia. (1996, June).  
<https://www.philasd.org/studentrights/wp-content/uploads/sites/67/2021/02/Policy-252-Name-Change-Process.pdf>

This policy follows anti-discrimination policies and Title IX protections. Policy 252 ensures safety, equality, and justice for all students regardless of gender identity or expression.

Retzliff, T. (2007). Eliding trans Latino/a queer experience in U.S. LGBT history: Jose Sarria and Sylvia Rivera reexamined. *CENTRO: Journal of the Center for Puerto Rican Studies*, 19(1). <http://centropr.hunter.cuny.edu/centro-journal>

Retzliff argues that Latinx ethnicities and the experiences of transgender people are often overlooked. The article explores how historical accounts, documentaries, and even celebrations like street signs minimize their complexities and place in history referring to Jose Sarria and Sylvia Rivera.

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In this interview by Feinberg, Sylvia Rivera shares her journey, from facing discrimination and homelessness to becoming a fierce advocate for transgender rights and the rights of marginalized communities (transwomen of color). The interview touches upon Rivera's involvement in the Stonewall riots, her founding of organizations like Street Transvestite Action Revolutionaries (STAR), and her ongoing activism for the inclusion and empowerment of transgender individuals within the broader LGBTQIA+ movement.

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## Appendix

### ACTFL Standards in Language Learning

The ACTFL (American Council on the Teaching of Foreign Languages) standards play a crucial role in designing and implementing units in world-language classrooms nationwide. They are known as the 5 C's; Communication, Culture, Connections,

Comparisons and Communities. Each one of these goal areas is then divided into standards. These standards provide a framework for language teachers to guide their instruction and ensure that students develop proficiency in the target language while also gaining cultural understanding. This unit is designed to be taught in Spanish and English addressing the students' needs and different proficiency levels.

**Communication Goal:** Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. This includes the skills of speaking, listening, reading, and writing. The communication goal is divided into three Communication Standards which are the following:

- 1- Interpersonal communication
- 2- Interpretive communication
- 3- Presentational communication

This unit provides various communication activities such as discussing topics and reading. The implementation of the Communication standards the students improve their language skills and develop a deeper understanding of the issues surrounding Latinx LGBTQIA+ movement.

**Culture Goal:** Interact with cultural competence and understanding. The culture goal area is divided into two culture standards.

- 1- Relating cultural practices to perspectives
- 2- Relating cultural products to perspectives

In this unit, students can explore the cultural perspectives, experiences, and contributions of Latinx LGBTQIA+ individuals in the U.S. By examining the history, struggles, and achievements of this community, students gain a broader understanding of the diverse cultures within the Latinx community and the importance of LGBTQIA+ civil rights.

**Connections Goal:** Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations. The Connections Goal is divided into two standards:

- 1- Making connections
- 2- Acquiring information and diverse perspectives

The Connections standard encourages students to make connections between the target language (Spanish) and other disciplines. In this unit, students can explore connections between Spanish and history, social studies, and current events. By integrating these subject areas, students gain a more comprehensive understanding of the social, historical, and cultural contexts that shape Latinx LGBTQIA+ civil rights. Latinx history is US history.

**Comparisons Goal:** Develop insight into the nature of language and culture in order to interact with cultural competence. The Comparison standards include:

- 1- Language comparisons
- 2- Cultural comparisons

The Comparisons standard focuses on the ability to compare languages and cultures, and to use this knowledge to enhance language learning. It encourages students to develop a deeper understanding of their own language and culture through the study of other languages.

**Communities Goal:** Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

- 1- School and global communities
- 2- Lifelong learning

The Communities standard emphasizes the understanding and participation in various communities, both locally and globally, through language learning. It includes engaging with diverse communities and using the target language beyond the classroom. This helps students develop a sense of empathy and cultural awareness.

These standards provide a comprehensive framework for effective language education and promote lifelong language learning. This unit integrates language learning with important social issues, making the lessons relevant and impactful for all.