

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) | Link to Annotated Resource Set |
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| 1st History | <p>Celebrate Culture!</p> <p>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.</p> | <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? | <u>ARS #1</u> |
| 1st Civics | <p>Notable Leaders</p> <p>This ARS introduces students to notable leaders in their community who are from the LGBTQ+ community.</p> | <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? | <u>ARS #2</u> |
| 1st Civics | <p>Civic Symbols Represent Diverse Community Groups</p> <p>A sampling of resources gives Colorado teachers a</p> | <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, | <u>ARS #3</u> |

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| | variety of resources to ensure first graders can identify and explain the meaning of state, national, and cultural symbols. | state, and cultural symbols? | |
| 2nd History | <p>Building Community</p> <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, including members of the LGBTQ+ community.</p> | <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? | ARS #4 |
| 2nd Civics | <p>Breaking Barriers: How Community Groups Advocate and Create Understanding</p> <p>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.</p> | <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? | ARS #5 |
| 3rd History | <p>Making a Difference: Harvey Milk and San Francisco</p> <p>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.</p> | <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? | ARS #6 |

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| 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 Hemisphere. The content covers Native</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? 4. How do different indigenous people exhibit | ARS #10 |

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| | 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. | their values around the LGBTQ+ community? | |
| 8th History | <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> | | ARS #11 |
| 8th Civics | <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 dangerous professions for over thirty years, students can become “mythbusters” to get another perspective of the American West.</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 American identity? 4. What were traditional gender norms in the American West? | ARS #12 |
| HS U.S. History | <p>Stonewall Rebellion: Rights for All</p> <p>This Gallery Walk will allow collaborative engagement between students in groups to understand the causes and effects of Stonewall.</p> | <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? | ARS #13 |

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| <p>HS Civics</p> | <p>LGBTQ+ historical and legal milestones through the First Amendment</p> <p>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.</p> | <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? | <p>ARS #14</p> |
| <p>HS History</p> | <p>The What, Why, and So What of the Lavender Scare</p> <p>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.</p> | <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? | <p>ARS #15</p> |