

AARON COPLAND

Gay US Composer

(1900-1990)



He graduated from the Fontainebleau School of Music in 1921, having earned a reputation as a radical young composer. His first major composition, the Symphony for Organ and Orchestra (1924), was premiered by the New York Symphony. In the late 1920s, Copland turned to creating music with an American accent and, by the 1930s, he had become the acknowledged leader of young American composers. He is acclaimed for his balletic scores for Billy the Kid (1938), Rodeo (1942) and Appalachian Spring (1944) and for his film scores including Of Mice and Men (1939), Our Town (1940), The Red Pony and The Heiress (both 1948). Among Copland's most enduring works are A Lincoln Portrait and Fanfare for the Common Man (both 1942). The Third Symphony (1946), his most famous, is regarded by many as the greatest American symphony ever written. Copland was an affable, modest and mild-mannered man who valued friendships and thrived in social settings. Like many of his contemporaries, he guarded his privacy, especially in regard to his homosexuality, but was one of the few composers of his stature to live his life without pretense, often appearing in public with his male lovers. Copland is one the most recognized 20th-century composers of classical music in the US. His honors, fellowships and awards include the Prix de Paris, the Congressional Gold Medal, The Kennedy Center Honors, The Pulitzer Prize, Grammy, Emmy and Oscar nominations and awards, Fulbright and Guggenheim fellowships, the Medal of Arts and the Medal of Freedom. He died of respiratory failure in 1990.

Lesson Plan

Level 1: Contributions Approach

1. Activate prior experience: Before today what did you know about the American composer Aaron Copland?
2. Read the biographical information on the Legacy web site.
<https://legacyprojectchicago.org/person/aaron-copland>
3. Group Discussion: Aaron Copland was one of the most recognized and prized classical composers of the 20th century. Discuss how a classical composer could win The Congressional Gold Medal, a Grammy, an Emmy and Oscar nominations and awards and a Pulitzer Prize.
4. Extend knowledge: What challenges may Copland have faced in making his particular classical music popular across various genres? Did being an out gay man inhibit or help his work?

Level 2: Additive Approach

1. Use this link to listen to Copland's music:
<https://open.spotify.com/artist/0nJvyjVTb8sAULPYyA1bqU>
2. Make a list of the pieces you enjoyed. Discuss and compare lists with someone in your group.
3. Do you hear a link between Copland's work and the music you listen to everyday?
4. Map out Copland's works on a timeline. Insert prominent historical events (wars, presidents, inventions, social happenings). How does Copland's work in composing and work in movies and theater compare to what was happening in the world?

Level 3: Transformational Approach

1. Describe to a fellow student how you think Copland's social life may have played a role in his success in the different arenas that his music was utilized (concerts, ballet, movies, television).
2. From your readings, make a list of the ways Aaron Copland may have been a role model for younger composers.
3. Which do you think were more influential in his composing: the fact that he was a Jewish New Yorker, gay musician; well traveled or that he simply was good at his profession? Make a list of pros and cons for each characteristic. Discuss your lists with someone in your group.
4. If you play an instrument, try to play a small segment of one of Copland's compositions. Try it as a rap. Try it with a rock or heavy metal sound. How do these changes fit with what you know about the composer?

Level 4: Social Action Approach

1. Do you think that Aaron Copland would be criticized today for living his life without pretense and appearing in public with his boyfriends?
2. Write a short biography that could be placed on the back of his new CD.
3. Write the five to ten lines of print that would be under the internet news headline: "Music Magazine publishes composer's secret letter: Aaron Copland says, "YES, I'm Gay!"
4. Due to the various "minorities" that Aaron Copland could be grouped with, from which advocacy group do you think he should ask for help if a problem arose?

ALAN MATHISON TURING

Gay British Mathematician and Computer Scientist (1912-1954)



During the Second World War, Alan Turing worked at Britain's code-breaking center where he was responsible for German naval cryptanalysis. Using the computational "Turing Machine" methodology he invented in 1936, Turing is credited with breaking the Nazi "Enigma Code" which had been used to coordinate the U-boat juggernaut that sank hundreds of ships in the North Atlantic ferrying vital supplies to the European theater of the war. With supply lines finally opened, the stage was set for the successful D-Day landing at Normandy, turning the war to the Allies favor, leading to the defeat of Adolf Hitler. In 1947 Turing began to muse publicly about the concept of "machine intelligence" and, in 1950, published *Computing Machinery and Intelligence* where he first set out to devise what would come to be known as the "Turing Test" for Artificial Intelligence. Brilliantly realized and elegantly simple, the Turing Test remains the benchmark in the quest to determine when a computer becomes "self-aware." In 1999, *Time Magazine* named Turing one of the 100 most influential scientists of the 20th century, stating "everyone who taps at a keyboard, opening a spreadsheet or a word-processing program, is working on an incarnation of a 'Turing Machine'." Turing lived in an era when homosexuality was still both illegal and officially considered a mental illness. In 1952, after being arrested for admitting to a sexual liaison with another man, he was convicted and sentenced to chemical castration. Two weeks before his 42nd birthday he bit into an apple laced with cyanide and ended his life. The tragedy of Turing's suicide is trumped only by the loss to humanity that his death dealt to the field of Computer Science. Given all that he accomplished in his brief life, it is impossible to overstate the potential magnitude of his unrealized contributions, had he lived another forty years. Acknowledging Turing's legacy, on September 10, 2009, British Prime Minister Gordon Brown issued an official apology for the government's treatment of Alan Turing after the war.

Lesson Plan

Level 1: Contributions Approach

1. Activate prior experience: Before today, what do you know about Alan Turing?
2. Read the biographical information.
3. Group Discussion: In what ways did Alan Turing contribute to our knowledge and advocacy for justice by breaking the Nazi "Enigma Code" in World War II?
4. Extend knowledge: What were the obstacles facing Turing, who had an expertise in emerging machine-assisted computation during 1930-50s?

Level 2: Additive Approach

1. Website Investigation: Which of the following GLBT inductees contributed to the study of mathematics and how does this connect to your study in your schools?
2. View the following websites to build your knowledge of Turing (<http://www.turing.org.uk/turing/>)
3. Develop a location where the accomplishments of Alan Turing would be incorporated in your curriculum study and your understanding of computers and social justice.

Level 3: Transformational Approach

1. Describe how the world would have been affected if Turing had been arrested for being homosexual before he broke the Nazi Enigma Code or before he advanced the emerging theory of computer science.
2. In viewing the A.M. Turing Awards at <http://amturing.acm.org/> describe how the accomplishments of these recipients transformed the world.
3. Demonstrate your findings as to which has changed society and the world.

Level 4: Social Action Approach

1. Based upon Turing's life contributions, how can you advocate for a political issue regarding social justice?
2. Develop your approach to crack of the code of ignorance and provide an action plan for change.
3. Incorporate your findings into a positive model for GLBT students today.

ALFRED KINSEY

U.S. Sex Researcher

(1894-1956)



Dr. Alfred C. Kinsey was among the first researchers to conduct large-scale scientific inquiries into human sexuality utilizing group sampling techniques. His conclusions gave statistical evidence for what many clinicians had guessed might be the sexual conduct of the American people. Nonetheless, his books sent shockwaves through American society, which was largely unaccustomed to thinking about – let alone openly discussing – human sexuality in anything other than the most conventional terms, feeding into fears of hidden “otherness” already stoked by the rise of Communism. At his Institute for Sex Research, founded in 1947, Kinsey and his colleagues anonymously interviewed 18,000 Americans in order to catalogue and statistically analyze their sexual proclivities. From this data he developed the “Kinsey Scale” for measuring sexual orientation – where 0 is exclusively heterosexual and 6 is exclusively homosexual, with an additional X category for those with no sexual inclinations. His data, though widely debated, concluded that men and women with homosexual experience accounted for anywhere from 2% to 10% of the general population. His *Kinsey Reports* – starting with the publication of *Sexual Behavior in the Human Male* in 1948, followed in 1953 by *Sexual Behavior in the Human Female* – became bestsellers, turning Kinsey into an instant celebrity while creating a firestorm of controversy that continues to this day. Though his research is sometimes criticized regarding sampling methods and the unreliability of personal memories of sexual behavior, subsequent analysis has left many of his conclusions intact. Kinsey married Clara Bracken McMillen in 1921 – the only woman he is known to have dated – and fathered four children. Posthumously published biographies, which revealed that he had been actively bisexual (though he did not embrace the term on scientific grounds), suggest that his interest in human sexuality may have stemmed from a need to understand his own desires. Whatever his motivations, a 1953 issue of *Time* magazine concluded that “Kinsey...has done for sex what Columbus did for geography.” Few men have had as profound an influence on the social and cultural attitudes of contemporary society as Dr. Alfred Kinsey.

Lesson Plan

Level 1: Contributions Approach

1. Activate prior experience: What was the importance of Kinsey’s study on sexuality during this time period? What do you think people thought of Kinsey’s report that 2 in 10 people were gay?
2. Read the biographical information.
3. Group Discussion: What were the aspects of the study that Kinsey did? What scales were used and how were his findings reported?
4. Extend knowledge: Based upon your understanding of Kinsey’s report, what are some results and in what ways did Kinsey’s report change the attitudes of our society?

Level 2: Additive Approach

1. Website Investigation: Which of the following GLBT inductees contributed to the study of sexuality and how does this connect to your study in your schools?
2. View the following websites to build your knowledge of Kinsey report at <http://www.kinseyinstitute.org/research/ak-data.html>
3. Develop how the Kinsey reports may be included in your curriculum or counseling study.

Level 3: Transformational Approach

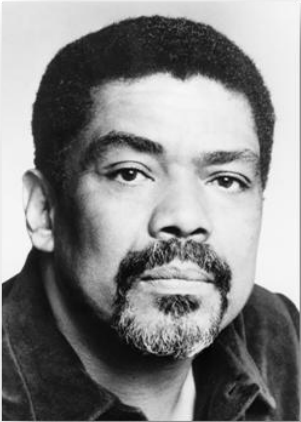
1. Assess how the elements of Kinsey’s study changed society at large.
2. Investigate studies that you think have had an impact on science and medicine today.
3. Demonstrate the elements that you think would be included in studies that have impacted views on homosexuality.

4. Level 4: Social Action Approach

1. In reviewing those inductees who have impacted medicine and science, identify a GLBT topic that needs more research for change today.
2. Incorporate specific elements that you would like to have this in the study.
3. Communicate via Facebook, email, blog, or letter to secure funding for this research

ALVIN AILEY

Gay Modern Dance Pioneer (1931-1989)



Born in poverty in rural Texas, where racial segregation was still in full force, Alvin Ailey grew into a gifted choreographer who drew inspiration from African-American culture and went on to become an American icon. After serving as Artistic Director of his mentor Lester Horton's Dance Theater Company, and studying with Martha Graham, Doris Humphrey and others, Ailey gathered together a group of black dancers and, in 1958, founded Alvin Ailey American Dance Theater. In 1960 he debuted his choreographic masterpiece, *Revelations*. Inspired by his "blood memories" of Texas, the blues, spirituals and gospel, *Revelations* is believed to be one of the best-known and most often seen modern dance performances ever created. Ailey combined elements from ballet, modern, jazz, African ritual and contemporary dances. Each dancer's uniqueness was important to his choreography – a paradigm shift that brought concert dance into harmony with other forms of African-American expression. Though he sought to give black dancers opportunities they could not often find in other companies, Ailey took great pride in the multi-cultural composition of his company and quickly became a major force in modern dance, achieving worldwide popularity. Forced by the conventions of the time to be circumspect about his private life, Ailey nonetheless lived with integrity and was an inspiration to everyone who had the honor to meet and work with him. He received numerous honorary degrees, awards from the most prestigious dance organizations, NAACP's Spingarn Award, and the United Nations Peace Medal. In 1988, one year before his death from AIDS-related illness, Ailey received the Kennedy Center Honor in recognition of his extraordinary contribution to American culture. In its obituary, *The New York Times* said, "You didn't need to have known Ailey personally to have been touched by his humanity, enthusiasm and exuberance and his courageous stand for multi-racial brotherhood."

Lesson Plan

Level 1: Contributions Approach

1. Activate prior experience: Before today, what do you know about Alvin Ailey?
2. Read the biographical information.
3. Group Discussion: What is his most significant contribution Alvin Ailey has made to dance?
4. Extend knowledge: What were the challenges Ailey faced in trying to start his dance company?

Level 2: Additive Approach

1. Website Investigation: Explore the following:
<http://legacyprojectchicago.org/Dance.html>
How did these GLBT nominees contribute to the field of dance and how does this connect to your study of the arts in your education.
2. Connect your findings to the website of Alvin Ailey American Dance Site at <http://www.alvinailey.org/>
3. Prepare an historical timeline reflecting the accomplishments and society/history milestones of Alvin Ailey and his dance movement.

Level 3: Transformational Approach

1. Describe what personal challenges may have caused Alvin Ailey to become circumspect on his personal life.
2. How has society recognized his accomplishments and made him a role model for other dancers today?
3. In what ways has reading about or viewing Alvin Ailey's company (<http://vimeo.com/channels/ailey>) changed your own vision of what you can accomplish today?
4. Demonstrate your findings regarding these changes through a visual or dance interpretation for your group.

Level 4: Social Action Approach

1. Extend your personal understanding of how you can be touched by "humanity, enthusiasm and exuberance for multi-racial brotherhood."
2. Based upon your own experiences and the example of Alvin Ailey's life, what actions would you take to build a "multiracial brotherhood."

ANNE LISTER

Pioneering British Lesbian Landowner and Businesswoman
(1791-1840)



In an era when women had virtually no voice or power, Anne Lister of Yorkshire, England defied the odds to become what some call the first *modern lesbian for her open* lifestyle and self-knowledge. Despite being taunted by fellow Halifax residents, who referred to her as “*Gentleman Jack*,” Lister flouted convention by dressing in black men’s attire and talking part in typically male activities, such as riding and shooting. In 1830, she became the first woman to ascend Mount Perdu in the Pyrenees and several years later completed the official ascent of the Vignemale, the highest point in the mountain range. Though she conventionally shied away identification with “Sapphists,” she declared in her voluminous 4-million-word diary “I love and in love the fairer sex and thus beloved by them I turn, my heart revolts from any love but theirs.” Obscuring the nature of her affections, the diary incorporated a special code combining Algebra and Ancient Greek to detail her intimate relationships as well as her day to day life as a wealthy “rural gentlemen”—including the operation of her family estate, her business interests, and social and national events. It has also come to be highly prized by historians who value its unique perspective on the experience of lesbians in early 19th-century England. Lister’s first great romance, with Mariana Lawton, ended when Lawton refused to leave her husband. In 1832, she met heiress Anne Walker and the two were “married” in a private declaration of their life-commitment. Great travelers, in 1839, “The Two Annes,” as they were known, embarked on a journey to Russia. While in the foothills of the Caucasus Mountains, Lister contracted a fever and died in 1840, at the age of 49. She willed her beloved home, Shibden Hall, to Walker.

Lesson Plan

Level 1: Contributions Approach

1. Activate prior experience: What do you know about Anne Lister, the landowner and businesswoman?
2. Read the biographical information (above) and explore the additional resources at <https://legacyprojectchicago.org/person/anne-lister>
3. Group Discussion: How did Anne Lister manage to “fit in” to the expected lifestyle for a woman in Halifax, England?
4. Extend knowledge: How/why did she acquire the nickname “Gentleman Jack”?

Level 2: Additive Approach

1. View this documentary at <https://youtu.be/HWMMdnz0jBY> What are some factors that built the “secret life” of Lister at Shibden Hall?
2. Anne once wrote, “I am an enigma, even unto myself.” What do you think she meant by this?
3. Review: <https://helenafairfax.com/2019/07/15/who-was-the-real-annelister-a-fascinating-talk-by-experts-helenawhitbread-and-jillliddington/>. Share with your classmates how some of the experts described her.
4. Website Investigation: Do an advanced search of the Legacy Project’s database under “Business” at <https://legacyprojectchicago.org/explore/advanced>. Compare and contrast the experiences of other businesspeople with those of Anne Lister.

Level 3: Transformational Approach

1. Explore https://en.wikipedia.org/wiki/Anne_Lister#Life. Considering Lister’s early life and education, what prepared her and motivated her to take charge of her own financial and property portfolio?
2. Listen to <https://www.missedinhistory.com/podcasts/anne-lister.htm>. Though “gender identity” was not something much talked about during her era, how did Lister define herself? What terms did she use to describe her appearance?

Review

<http://www.jeanettewinterson.com/journalism/about-anne-lister/>. Share with your group some things you learned that stood out for you. Lister created a code to obscure her relationships with women in her diary entries. Explain why.

Level 4: Social Action Approach

1. See https://en.wikipedia.org/wiki/The_Secret_Diaries_of_Miss_Anne_Lister. How have Lister’s diaries enhanced our understanding of lesbians during this time period?
2. Expand how you would support the inclusion of these diaries within curriculum today.

Audre Lorde

Lesbian U.S. Poet and Activist

(1934 - 1992)

"It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences."

— Audre Lorde



Audre Lorde was a black lesbian of Caribbean descent who fought for social justice through her poetry, teaching, radical feminism, and civil rights activism; declaring "I am defined as other in every group I'm part of... my sexuality is part and parcel of who I am, and my poetry comes from the intersection of me and my worlds." In her groundbreaking essay, *The Master's Tools Will Never Dismantle the Master's House*, she criticized Second Wave white feminists who portrayed womankind as an undifferentiated bloc, stunning them with her claim that racism, classism, sexism and homophobia were linked by a collective failure to recognize and tolerate difference. In 1977 Lorde became the poetry editor for the lesbian journal, *Chrysalis: A Magazine of Women's Culture*. She was diagnosed with breast cancer in 1978 and breathtakingly chronicled her struggles against and resistance to the disease in *The Cancer Journals* (1980). In 1979 she was a featured speaker at the first National March on Washington for Lesbian and Gay Rights. Together with fellow writer Barbara Smith, Lorde co-founded *Kitchen Table: Women of Color Press* in the late 1980s in order to promote the writings of black feminists. Concerned with global as well as local events, she co-founded Sisters in Support of Sisters in South Africa (SISA) to raise concerns about black women under apartheid. After accepting an offer to serve as a guest professor at the John F. Kennedy Institute of North American Studies at the Free University of Berlin in 1984, she remained there as a U.S. expatriate until 1992 to pursue activist work with the Afro-German population. Lorde received the Walt Whitman Citation of Merit in 1991, which recognized her as poet laureate of New York State. She took the name "Gambda Adisa" – which means "Warrior: She Who Makes Her Meaning Known" – in an African naming ceremony shortly before she passed away from liver cancer on November 17, 1992 in St. Croix. Audre Lorde, self-proclaimed "black, lesbian, mother, warrior, and poet," was 58.

Lesson Plan

LEVEL 1: CONTRIBUTIONS APPROACH

1. **Activate Prior Experience:** Before today what did you know about Audre Lorde, the woman who described herself as "black, lesbian, mother, warrior and poet"? Read the biographical information on the plaque (above). The learn more about Audre Lorde by viewing this link: http://www.famouspoetsandpoems.com/poet/audre_lorde/biography
2. **Group Discussion:** Lorde had many jobs before becoming a full time writer/poet. The group should discuss how her background, education, relationships and job opportunities helped Audre Lorde in constructing the perspective of her work.
3. **Extend Knowledge:** Use this link for a list of other poets of the period: <http://www.public.iastate.edu/~savega/afampoet.html>
How would you rank Audre Lorde among other African American poets and authors of the 20th century?

LEVEL 2: ADDITIVE APPROACH

1. Lorde wrote, "When we speak we are afraid our words will not be heard or welcomed. But when we are silent, we are still afraid." Listen to 5 poems by Audre Lorde then, after each write a "quick write" on your reaction: www.youtube.com/watch?v=k360bcxPWCY
2. This link will give you more information about the poet's life and accomplishments: www.poetryfoundation.org/bio/audre-lorde
Note the extensive bibliography at the end of the article—12 books of poetry, 5 books of prose, 7 poetry anthologies—that included her work as well as a book of Lorde's essays, speeches and journals. Based on the poems you have heard and this bibliography, write your own description of Audre Lorde. Compare your work with a classmate's.
3. Audre Lorde also was an essayist. Watch, listen and then write a reaction to what has been called "one of the most important essays of the 20th century". Lorde reads her "Uses of the Erotic: The Erotic as Power": www.youtube.com/watch?v=xFWg6aNKyQ

LEVEL 3: TRANSFORMATIONAL APPROACH

1. After reading quotes attributed to Audre Lorde, choose one for each self-identified characteristic of the poet: "Black" "Lesbian" "Mother" "Warrior" and "Poet". For a list of quotes go to: http://www.goodreads.com/author/quotes/18486.Audre_Lorde
2. Lorde's first book was written when she was married to a man with two children. Shortly after its publication she divorced her husband and began a lesbian relationship. From your reading and listening to her work, do you think she was honest with her readers? Was she born "that way" or did she choose to further her career by becoming a lesbian African American?
3. Audre's career spanned four decades, from the late 1960's through the early 1990's. Based on what you have learned from her writing thus far, make a list of the themes she may have written about if she had she lived through the last decade of the 20th century and into the 21st century.

LEVEL 4: SOCIAL ACTION APPROACH

1. Do you think that Audre Lorde would be criticized for living her openly gay life today? Would her marriage and children be a plus for her career or not matter? Discuss the pros and cons of the situation.
2. Look back at your list of themes from above. What would Lorde be writing about today? Would she still be writing about Apartheid, sex discrimination and gay rights? Support your answer with poems or essays discovered in this study.
3. Using the site below read a little about Maya Angelou: <http://www.poets.org/poetsorg/poet/maya-angelou>
Make a list of the characteristics that Maya Angelou and Audre Lorde shared. Discuss your list with the class and focus on the power and influence these women had on America.

"BABE" DIDRIKSON ZAHARIAS

Bisexual U.S. Gold Medal Winning Olympic Athlete (1911 – 1956)



Babe Didrikson's contributions to women's competitive athletics were unprecedented. She held national, Olympic and World records in track and field; led her team to two national championships in basketball; toured with all-male exhibition baseball teams; competed admirably in swimming, diving and bowling; and was the largest money winner in the Ladies Professional Golf Association (LPGA) during her lifetime. At the 1932 Olympics, she entered three events (the limit for women at the time) and won two gold-medals plus a "gold-silver" medal in the high-jump – the only one awarded in Olympic history. Because of her androgynous look and rough manners, she was hounded by vicious press that labeled her a "Third Sex" and a "muscle moll." She loathed these charges and manipulated the media to reconstruct her image as she saw fit. Didrikson married professional wrestler George Zaharias in 1938. When she met a young golfer named Betty Dodd in 1950 they also became emotionally and physically intimate. The three lived together from 1950-56 in a tense, strained, and awkward liaison – a public life engineered to insulate a private one in which Didrikson and Dodd were the actual "couple." Didrikson retreated from the more "masculine" sports of track and field to the acceptably feminine – and upper-middle class – world of golf. She joined with five other women to found the LPGA, and continued to dominate amateur and professional women's golf for 18 years, winning most major titles – including 13 consecutive tournaments – and the first British Women's Amateur Championship (1947). She was voted "Associated Press Woman Athlete of the Year" – six times – as well as "Woman Athlete of the Half-Century". An uncompromising competitor, she believed in winning at all costs and sacrificed her body to do so. Her greatest challenge was her fight against colon cancer, which she lost on September 27, 1956, at the age of 45, with Dodd at her side. Babe Didrikson's extraordinary combination of fierce competitiveness and unwavering discipline in the pursuit of athletic perfection emboldened many women athletes to defy convention and redefine female athletic "norms," preparing the way for Billie Jean King and Martina Navratilova who would follow her a generation later.

Lesson Plan

LEVEL 1: CONTRIBUTIONS APPROACH

1. **Activate Prior Experience:** Before today, what did you know about the American "Athlete of the Half-Century-1950" named Babe Didrikson?
2. Read the biographical information on the plaque (above) then watch this clip: www.youtube/watch?=01gtCE_JNhA
3. **Group Discussion:** As a young girl, Didrikson wanted to be the "best athlete" in the world. Examine her accomplishments and determine whether you would agree that she achieved this goal. Discuss your opinion with your group.
4. **Extend Knowledge:** How did Didrikson's marriage to professional wrestler, George Zaharias, change her personal and public life? How was her "friendship" with Dodd received by the public? Were these relationships assets or liabilities in achieving her goals?

LEVEL 2: ADDITIVE APPROACH

1. Review <http://www.biography.com/people/babe-didrikson-zaharias-9542047> and divide Babe's story into these sections: "Early Life", "Excelling in Different Sports", "Olympic Records", "Babe's Legacy". In your opinion, which aspect of Didrikson's life had the greatest impact women's lives in the United States?
2. Review http://www.glbtq.com/arts/didrikson_m.html and explain how Didrikson dealt with being described as a "muscle moll," "mannish," and "unnatural" in the press.
3. **Website Investigation:** Analyze other LGBT athletes from <http://www.legacyprojectchicago.org/Athletics.html> and describe the common qualities that are shared by Didrikson and some of the other athletes listed. How do Didrikson's life and accomplishments compare to those LGBT athletes? How about to athletes of today? Describe the different challenges faced by LGBT and straight athletes.

LEVEL 3: TRANSFORMATIONAL APPROACH

1. Babe's early achievements were in baseball and basketball, followed by college success in track and field, which led to the Olympics. Clearly she excelled in all she attempted. Review the article at <http://www.geoffsmith.org/courses/babe.shtml> and explain what you think was the most compelling reason prompting Didrikson to pursue a career in golf.
2. Examine the website at <http://www.babedidriksonzaharias.org/> and view the videos and information. Why didn't Didrikson, who had achieved much notoriety, become a spokeswoman for any cause? What role do you George Zaharias or Betty Dodd play in that decision? Was there another factor?
3. Didrikson is often quoted as saying, "You have to play by the rules of golf just as you have to live by the rules of life. There's no other way." Describe how Didrikson did or did not "play by the rules."

LEVEL 4: SOCIAL ACTION APPROACH

1. After reading the biography of tennis pro Billy Jean King at <http://www.biography.com/people/billie-jean-king-9364876> compare King and Didrikson using a Venn Diagram (two intertwining circles) to note their similarities, differences, and common traits.
2. How would sports fans have reacted to Didrikson's relationship with Betty Dodd in the 1950's? Would the reaction have been different if Babe had been a male golfer? How accepting are sport fans today of LGBT athletes? How would you advocate for LGBT athletes today?
3. Soon after Didrikson was first diagnosed with cancer in 1953 she won her third U.S. Women's Open, followed by the Associated Press' Female Athlete of the Year title. How do you think cancer research might have been affected had she chosen to become a spokesperson? Create a poster illustrating a Cancer Awareness Campaign featuring Babe Didrikson.

BARBARA GITTINGS

Pioneer Lesbian Activist

(1932-2007)



In 1948, a high school teacher told Barbara Gittings that she was probably kept out of the National Honor Society because of “homosexual inclinations.” At Northwestern University, she was confronted with rumors that she was a lesbian. Gittings could accept the label but questioned the prevailing view that homosexuality was “sick,” “sinful,” and “perverted.” Finding no positive reinforcement in Chicago’s libraries, it was years before she discovered a bit of fiction and nonfiction to sustain her. In 1956 she joined the Daughters of Bilitis, the first female homophile group in the U.S. dedicated to improving the lives of lesbians. When Gittings organized their first East Coast chapter, in 1958, a gay activist was born. In 1963 she was tapped to edit their legendary magazine *The Ladder*. She marched in the first gay picket lines in 1965 outside the White House, the Pentagon, and Independence Hall, carrying a sign reading “Sexual Preference is Irrelevant to Federal Employment” which, today, is in the Smithsonian Institution along with copies of *The Ladder*. From 1970 to 1973 Gittings helped successfully lobby the American Psychiatric Association (APA) to remove homosexuality from its list of mental disorders. In 1973 she helped start what is now the National Gay and Lesbian Task Force (NGLTF). Gittings was co-Grand Marshall of the 1997 New York City Gay Pride Parade where she was declared a “Mother of Lesbian and Gay Liberation.” In 2001, the Gay and Lesbian Alliance Against Defamation (GLAAD) bestowed to her the first Barbara Gittings Award for Activism. The American Library Association presented her with its highest award – lifetime honorary membership – in 2003. She earned the APA’s first John E. Fryer Award in 2006. After a lifetime committed to the GLBT Civil Rights Movement, Gittings retired to an assisted living facility in Kennett Square, Pennsylvania with her partner of 46 years, Kay Tobin Lahusen. She passed away on February 18, 2007 after a long battle with breast cancer. She was 74.

Lesson Plan

Level 1: Contributions Approach

1. Activate prior experience: Have you ever heard about Barbara Gittings being a pioneering lesbian activist in your literature text?
2. Read the biographical information.
3. Group Discussion: Why was Gittings important in starting lesbian and gay groups?
4. Extend knowledge: How do you think Gittings changed the prevailing view of homosexuality during the 1970’s?

Level 2: Additive Approach

1. The Legacy Project Website Investigation: How did Gittings establish a knowledge base about gay and lesbian issues in the literature and libraries?
2. Compare or contrast another inductee with Gittings in the literature areas. Connect your findings to the website of The Legacy Project Literature at <http://www.legacyprojectchicago.org/Literature.html>
3. Prepare a chart reflecting the timelines, accomplishments, comparisons and contrast between Gittings and another inductee that you have chosen in your investigation.

Level 3: Transformational Approach

1. Describe the major changes that Gittings experienced in her rise to activist.
2. How has society changed from the time when homosexuality was viewed as “sick or perverted?”
3. View Gittings in <http://www.youtube.com/watch?v=moUL32IwNpE>
4. Based upon your own understanding, how did Gittings improve the equality of all in your society?

Level 4: Social Action Approach

1. Based upon Gittings’s life, who would you consider a leader in the GLBTQ movement today?
2. Review your investigation of The Legacy Project Website and Gittings’s accomplishments in http://www.glbtc.com/social-sciences/gittings_b.html, document the actions of this current leader’s accomplishment and discuss his/her beliefs and values to change the GLBTQ lives today.
3. Explore <https://www.legacyprojectchicago.org/explore> to see if someone who inspires you is there. If not, nominate another person to be added by clicking on this link: <https://legacyprojectchicago.org/nomination-form>

BARBARA JORDAN

Lesbian U.S. Congresswoman

(1936-1996)



Barbara Jordan grew up in the historically black Fifth Ward of Houston, Texas. She attended segregated public schools, and an all-black college, where she graduated magna cum laude. She was first elected to the Texas legislature in 1966 and, from 1973 to 1979, served in the U.S. House of Representatives, the first black woman from a Southern state to do so. A gifted speaker, in 1974, she made an influential, televised speech before the House Judiciary Committee supporting the impeachment of President Richard Nixon. She also became the first African-American woman to deliver the keynote address at the Democratic National Convention – a speech that was ranked 5th in "Top 100 American Speeches of the 20th Century" and was considered by many historians to have been the best convention keynote speech in modern history. Suffering from Multiple Sclerosis, Jordan retired from politics in 1979 and became an adjunct professor teaching ethics at the University of Texas at Austin. Thanks to the strength of her oratory, she had earned a lasting reputation as a powerful force in American politics and, in 1990, was inducted into the National Women's Hall of Fame as one of the most influential women of the twentieth century. In 1992, she was again the keynote speaker at the Democratic National Convention at which she nominated President Bill Clinton. In 1994, she received the Presidential Medal of Freedom. Her health in decline, Barbara Jordan died on January 17, 1996. She was survived by her companion of 30 years, Nancy Earl – a relationship about which Jordan had remained circumspect to all but her closest associates during most of her career. On April 24, 2009 a statue was dedicated in her memory at the University of Texas.

Lesson Plan

Level 1: Contributions Approach

1. Activate prior experience: Have you studied about Congresswoman Barbara Jordan in your social studies textbook?
2. Read the biographical information.
3. Group Discussion: What key events contributed to Jordan's reputation as a notable congresswoman?
4. Extend knowledge: View more facts about Jordan at <http://womenshistory.about.com/od/congress/p/barbarajordan.htm>

Level 2: Additive Approach

1. How did Barbara Jordan electrify the Democratic Party in her speech in 1976? Click on <http://www.youtube.com/watch?v=sKfFJc37jQ>
2. Examine another political inductee from The Legacy Project at <http://www.legacyprojectchicago.org/Politics>
3. Discuss both Jordan's and the inductee's values or beliefs in serving their country. Are there similarities or differences?

Level 3: Transformational Approach

1. How did population settlement patterns in the South during the Pre-Civil Rights era affect Jordan's educational opportunities?
2. Read the selection about Jordan by Mary Beth Rogers at <http://www.nytimes.com/books/first/r/rogers-jordan.html>
3. What were the influences that built Jordan's convictions to make the difference?

Level 4: Social Action Approach

1. Read to the Proceedings on the Impeachment of Richard Nixon that Barbara Jordan gave in 1974. The link is <http://www.americanrhetoric.com/speeches/barbarajordan1992dnc.html>
2. Listen briefly to this excerpt at http://www.utexas.edu/lbj/barbarajordanforum/multimedia/Nixon_Impeachment_1974.avi
3. In your opinion, who else in preset times demonstrates Jordan's spirit of service, justice, and patriotism?

BARON FRIEDRICH VON STEUBEN

Gay Prussian American Revolution Military Strategist (1730-1794)



The United States might never have become a nation were it not for the services of one particular gay general in the first difficult years of the American Revolution. In 1777, the rebellion was going badly. Thirteen disparate and mutually suspicious colonies were not yet one unified and disciplined force. The army desperately needed training and, in Paris, Benjamin Franklin found the one man he believed could save them: Baron Friedrich von Steuben. Steuben was a particularly valuable aide to the greatest military genius of his era, King Frederick II of Prussia. Steuben's acceptance in Frederick's all-male court was the first historical suggestion of his homosexuality as Frederick was Europe's most notorious gay ruler at the time. Though it is unknown whether Benjamin Franklin knew of Steuben's homosexuality, he was convinced that the Prussian penchant for order and discipline was precisely what the American forces needed to prevail in their uphill fight against the well-trained British army. At first Steuben declined Franklin's entreaties. But when it became clear the Prussian clergy intended to prosecute him for homosexual activities the pending scandal proved a convincing argument for him to accept Franklin's offer. Since the reason for Steuben's self-imposed exile did not become widely known until after the Revolutionary War, it is unlikely the Americans were aware of it when Franklin concluded his negotiations with Steuben. Since the Continental Congress was unable to pay for even Steuben's travel expenses, let alone a salary for his services, the French government secretly agreed that it would compensate him. Steuben arrived in America in the company of a handsome 17-year-old French nobleman who served as his secretary and translator. Unfortunately, his teenage protégé quickly proved so ignorant of military ways that he was an inept interpreter. General George Washington intervened by assigning two French-speaking colonels from his own staff – the 20-year-old Alexander Hamilton and the 24-year-old John Laurens – to assist Steuben. The assignment proved prescient in that Hamilton and Laurens have been surmised by historians to have been lovers. After his initial review of the troops presented to him, Steuben set about writing a drill book and Washington ordered 100 top soldiers selected from the infantry to form a model training brigade. The uniform drills of the Continental Army began on the morning of March 19, 1778. Steuben led them himself – a fact that greatly impressed the enlisted men who saw him not as an effete European adventurer, but as a military man who was going to win battles. Three days after the first drills were performed a duly-impressed George Washington ordered Steuben's training be extended to his entire command. Five weeks after the first drill Washington appointed Steuben the first Inspector General of the Army. A year later Congress enacted his "Regulations for the Order and Discipline of the Troops of the United States." In 1780 he received his coveted field appointment as a division commander in the war's final siege at Yorktown. Steuben's impact on the Revolutionary cause was incalculable. Indeed, some historians have counted Steuben, along with General Washington himself, as the only two men whose services were "indispensible" to the success of the Revolution.

Lesson Plan

Level 1: Contributions Approach

1. Activate prior experience: What do you know about Baron Friedrich Von Steuben?
2. Read the biographical information on the plaque and the information at http://legacyprojectchicago.org/Von_Steuben.html
3. Group Discussion: Describe the contents of the drill book Von Steuben created for the troops during the American Revolution. Read this link at https://en.wikisource.org/wiki/Revolutionary_War_Drill_Manual
4. Extend knowledge: How do the regulations of his time for the military adapt to the present standards?

Level 2: Additive Approach

1. Describe your understanding of being gay in the military today.
2. Website Investigation: Go to <https://legacyprojectchicago.org/explore/advanced> and search for another LGBTQ military figure and describe any similarities or differences in comparison to Von Steuben.
3. Discuss your reactions to the following "Why America Owes Its Existence and Military to a Gay Man" at https://www.huffpost.com/entry/american-military-history_b_1606530

Level 3: Transformational Approach

1. Describe how Von Steuben rose to such prominence in his military career in America. View <https://www.smithsonianmag.com/history/baron-von-steuben-180963048/>
2. During the American Revolution, Von Steuben left an impact on the training program for the military. Describe specifically the components of his training methods (which have become the basis of our military). View <https://books.google.com/books?id=iOAmL6JPCE0C&pg=PA9&hl=en#v=onepage&q&f=false>
3. Von Steuben also forged close relationships with other men. Describe what you have learned in <https://www.history.com/news/openly-gay-revolutionary-war-hero-friedrich-von-steuben>

Level 4: Social Action Approach

1. Von Steuben has been recognized as being the "father of the military". Describe the type of recognition in http://bilerico.lgbtgnation.com/2012/10/baron_von_steuben_washingtons_dont_ask_dont_tell_c.php
2. To what extent would you advocate for others to know that Von Steuben was gay within a military biography.

Bayard Rustin

Gay U.S. Civil Rights Activist (1912-1987)



On the forefront of A. Philip Randolph's efforts to end segregation in the Armed Forces, Bayard Rustin was instrumental in obtaining President Harry S. Truman's July 1948 order to integrate the U.S. military. In 1949 Rustin spent almost a month on a chain-gang in North Carolina as punishment for protesting segregated seating on buses. As a leading proponent of non-violence in the face of racial injustice, Rustin used his influence to strengthen Dr. Martin Luther King, Jr.'s position in the Southern Christian Leadership Conference, eventually becoming one of King's chief political advisors, strategists and speechwriters. Through much of Rustin's career his openness about being gay was an issue of contention. Despite widespread pressure from other civil rights activists to fire him, Randolph and King remained steadfast in their support - though the threat of scandal often forced periods of estrangement. Indeed Rustin and King parted ways for three years before Randolph orchestrated Rustin's pivotal role as architect of the watershed March on Washington, where Dr. King delivered his seminal "I Have A Dream" speech. In August of 1963, conservative Senator (and unabashed segregationist) Strom Thurmond of South Carolina took to the floor of the U.S. Senate to discredit the March by accusing Rustin of being a Communist, a draft-dodger and a homosexual. But such declarations did not sway Rustin from the path he had chosen for his life, and could not diminish his impact on King or on the movement he had quietly, but profoundly, influenced for decades. Rustin mentored King to make Mohandas Gandhi's philosophy of non-violent "Civil Disobedience" the strategic centerpiece of King's activism and the hallmark of his legacy. Rustin was the living embodiment of what came to be called "Rainbow Politics," strategically linking tolerance and acceptance for sexual minorities with the struggle for racial and economic justice - setting the tone for the Gay and Lesbian Rights Movement that was to come. Though Bayard Rustin is often forgotten by many contemporary activists, few people had a more powerful influence on the Civil Rights Movement and its enduring impact on the course of American History.

Lesson Plan

Level 1: Contributions Approach

1. Activate prior experience: Before today, have you ever heard of Rustin in your social studies class?
2. Read the biographical information and view the following website: http://rustin.org/?page_id=2
3. Group Discussion: What was his most significant accomplishment? How has Rustin's work contributed to your understanding of equality?
4. Extend knowledge: How do you think Rustin's discrimination as an African American was like his discrimination as a gay man? How do you think it was different?

Level 2: Additive Approach

1. Website Investigation: Which of the following GLBT inductees contributed to the Civil Rights Movement?
2. View the interview for the film "Brother Outsider" at http://www.pbs.org/pov/brotheroutsider/video_interview.php
3. Determine how these contributors can be incorporated in an investigative research assignment within your discipline or content area.

Level 3: Transformational Approach

1. Describe the significance of why Rustin was so effective in his work?
2. Reflect on why Rustin may not be as well known as other civil rights leaders of his era and/or how his homosexuality effected his life's journey. What impact did his repeated separation from his work have on the Civil Rights Movement?
3. Demonstrate your findings regarding these changes and develop your own vision statement through an oral presentation (using Animoto or other visual software).

Level 4: Social Action Approach

1. Extend your own personal understanding of "Rainbow Politics" and develop your action plan for change.
2. Based upon your own learning in school and investigation of Bayard Rustin's life, how would you demonstrate your own movement in society today?
3. Nominate a role model who has demonstrated ideals and values for change.

BENJAMIN SUMNER WELLES

Gay U.S. Diplomat, Global Strategist, NATO Co-Founder
(1892-1961)



Following the advice of family friend Franklin D. Roosevelt, Welles took the Foreign Service examination in 1915 and entered the diplomatic corps. Welles used his relatively privileged birth, intelligence and dignified public presence to rise quickly through the ranks. His diplomatic work focused on Latin America and the Caribbean, where he was instrumental in developing Roosevelt's "Good Neighbor" policy. He served briefly as US Ambassador to Cuba in 1933, but his public and controversial attempts to undermine the liberal regime there led to his ouster. In 1937 he was promoted to Undersecretary of State and was one of Roosevelt's most trusted diplomatic advisors, playing a leadership role in the formation of the North Atlantic Treaty Organization (NATO) in 1941. At the onset of World War II Welles was the natural choice to succeed ailing Secretary of State Cordell Hall, but suspicions that Welles was a homosexual prompted an official investigation by FBI Director J. Edgar Hoover, which confirmed the rumors. As homosexuals were deemed a security risk, Roosevelt had no choice but to accept Sumner Welles resignation. Excluded both formally and informally from the foreign policy establishment for life, Welles resignation robbed the U.S. of its likely Secretary of State in the middle of World War II, underscoring the damage homophobia did to mid-century American foreign policy. Welles continued to write and publish commentary on international affairs, articulating his vision for a multilateral global community. He died in 1961 at the age of 68.

Lesson Plan

Level 1: Contributions Approach

1. Activate prior experience: In what capacity have you heard of Benjamin Sumner Welles?
2. Read the biographical information here <https://legacyprojectchicago.org/person/benjamin-sumner-welles>
3. Group Discussion: Describe his diplomatic skills, liberal views, and how suspicions about his gay identity resulted in him being removed from his position. Read this link at <http://www.gutenberg-e.org/osc01/frames/fosc08.html>
4. Extend knowledge: How do you think homophobia during this time period impacted the United States?

Level 2: Additive Approach

1. Describe what was considered "immoral conduct?" What are some factors that led to Welles leaving his position? Read this at <http://www.gutenberg-e.org/osc01/frames/fosc08.html>
2. In what ways did Welles become an advocate for post-war reconstruction under Roosevelt? View <http://documentstalk.com/wp/welles-benjamin-sumner/>
3. Website Investigation: Review another political biography and describe a common element shared by Welles. View the inductees from our link: <http://legacyprojectchicago.org/Politics.html>

Level 3: Transformational Approach

1. Welles was from a well-connected political family. Explain how his upbringing and access to powerful people became a foundation for his personal political beliefs. Read https://en.wikipedia.org/wiki/Sumner_Welles
2. What were the contributory factors of Welles's divorce from Esther Slater? Read [https://en.wikipedia.org/wiki/Sumner_Welles#Personal life](https://en.wikipedia.org/wiki/Sumner_Welles#Personal_life)
3. Although Welles was an accomplished diplomat, his personal life exposed his gay identity. What was the result of this exposure for both his personal life and career?

Level 4: Social Action Approach

1. How does one balance their professional and personal lives? Describe your reaction to Welles's rise as a diplomat and being a gay man? Why do you think this kind of article was written about Welles? <http://www.reformation.org/welles-confidential-magazine.html>
2. In understanding the many dimensions of Welles's personal and professional life, what is your understanding of the ethics to consider in being a diplomat for the United States of America?
3. How would you advocate for the story of Welles' being part of your history curriculum, and compare this to an "out LGBT" diplomat today?

BILLY STRAYHORN

Gay African American Composer, Arranger and Pianist
(1915-1967)



Billy Strayhorn studied music at the Pittsburgh Music Institute. While still a teenager he wrote both the music and the poignant lyrics for his classic "Lush-Life," one of the most musically sophisticated Jazz standards ever recorded. Strayhorn, a gifted arranger, composer and pianist met Duke Ellington in December 1938 and served as his collaborator for the next twenty-eight years. Strayhorn's arrangements had a tremendous impact on the Ellington band, bringing a linear, classically schooled sound to Ellington's works. Though Duke Ellington received credit for much of Strayhorn's work – understandable given his established fame and skill – it was Strayhorn who composed the band's best known theme, "Take the 'A' Train", as well as a number of other pieces including "Lotus Blossom", "Chelsea Bridge", "Rain Check", "Day Dream" and "Something to Live For." Collectively, Strayhorn's work is among the most renowned and distinctive of the 1940s and 50s Big Band Era. He participated in the Civil Rights Movement and was a confidant of Dr. Martin Luther King, Jr. Strayhorn was openly gay during an extremely homophobic time. Contemporary critics agree that his unapologetic openness about being gay contributed to him being perhaps purposefully overlooked as an important musician in his own right for so many years. He succumbed to esophageal cancer on May 31, 1967, with his partner, Bill Grove, at his side. He remained in Ellington's shadow until his acclaimed biography, *Lush Life: A Biography of Billy Strayhorn*, was published in 1996, followed by the award-winning documentary it inspired – "Billy Strayhorn: Lush Life" (2007). His legacy lives on through new generations of aspiring musicians who discover that his genius has only deepened with the passage of time.

Lesson Plan

Level 1: Contributions Approach

1. Activate prior experience: What do you think Strayhorn meant in this phrase, "If you want something hard enough, it just gets done"?
2. Read the biographical information at http://legacyprojectchicago.org/Billy_Strayhorn.html
3. Group Discussion: How did Strayhorn's early teenage experience show his potential as a gifted arranger and composer?
4. Extend knowledge: How did Strayhorn's experience with the Duke Ellington band show his experience in the creation of the hits for which he did not receive any credit?

Level 2: Additive Approach

1. What are some of the major takeaways of Strayhorn's early life and training in Pittsburgh, working with Ellington, and his personal life? Use this link at https://en.wikipedia.org/wiki/Billy_Strayhorn
2. How did Strayhorn influence other musicians (ex: Duke Ellington, Lena Horne)?
3. In what ways did Strayhorn advocate for civil rights as a friend of Dr. Martin Luther King, Jr.?
4. Website investigation: Search "Music" contributions at <https://legacyprojectchicago.org/explore/advanced>. Describe any common elements that other LGBTQ music professionals in history share with Strayhorn.

Level 3: Transformational Approach

1. In what way did Strayhorn: Lush Life tell the story of this pioneering composer, arranger and pianist? View the <http://www.pbs.org/independentlens/billystrayhorn/film.html>
2. Strayhorn was not only a pioneer in his musical talent but also he chose to live openly as a gay man during a time when this was not popular. How did Strayhorn have the courage to follow this path?
3. What do you think that Ginell means that being "gay probably added more stress to his life"? View this link at <https://www.allmusic.com/artist/billy-strayhorn-mn0000359199/biography>
4. From what you have learned about Strayhorn's life, how did he maintain his belief in building his musical expertise and being true to what he valued in life?

Level 4: Social Action Approach

1. In what ways should we advocate for jazz musicians, like Strayhorn, who have made an impact in many areas of our history? View link at <https://www.last.fm/music/Billy+Strayhorn/+wiki>
2. Strayhorn has left his mark in many ways. He was a musical icon, an African American and a gay man. How can we further support other LGBT individuals who have these talents in our education system?

CHRISTINE JORGENSEN

Transsexual Activist and International Spokesperson

(1926-1989)



Bronx-born Army veteran George Jorgensen struggled for years “feeling like a woman trapped in a man’s body.” He resolved to begin his transition by taking the female hormone ethinyl estradiol, and in early 1952 traveled to Copenhagen to quietly pursue sex-reassignment. But any hopes for anonymity were shattered when the letter he wrote to his parents was leaked to the press. On December 1, 1952 the New York *Daily News* carried the front-page story (“Ex-GI Becomes Blonde Beauty”) of his “sex change” in Denmark. By the time Jorgensen – who took the name Christine – returned to New York in February 1953, she had become an international superstar. Knowing that her privacy was shattered, she decided to seize control of what would become one of the most celebrated lives of the 20th-century. No longer able to pursue her career as a photographer, she enjoyed immediate success as a nightclub singer, dancer, and storyteller who titillated audiences and dazzled the paparazzi. By the mid-1960s, her commercial success had largely disappeared and she became a public spokesperson for those with gender dysphoria and the largely misunderstood phenomenon of Transsexuality. In her 1967 book, *Christine Jorgensen: A Personal Biography*, she proffered “The answer to the problem must not lie in sleeping pills and suicides that look like accidents, or in jail sentences, but rather in life and the freedom to live it.” Charismatic and photogenic, and known for her directness and polished wit, she was featured on numerous television talk shows and toured extensively on the college lecture circuit. By the early 1980s, Jorgensen had retired from public life in Laguna Beach, California. She died of bladder and lung cancer in 1989 at the age of 62. The woman who claimed that she “didn’t start the Sexual Revolution but gave it a swift kick in the pants” was gone – but the battle for Transsexual Rights had only just begun.

Lesson Plan

Level 1: Contributions Approach

1. Activate prior experience: What is the relationship between Christine Jorgensen and George Jorgensen? Read the biographical information.
2. Group Discussion: Examine how Jorgensen provided a public eye to becoming a transsexual.
3. Read the following background information at http://library.transgenderzone.com/?page_id=2160

Level 2: Additive Approach

1. Examining the role of transgendered individuals, like Jorgensen, in our human development courses or social work courses enables learners to gain knowledge about the challenges and opportunities facing these individuals. Connect with other transgendered individuals portrayed in the Legacy Project at <http://legacyprojectchicago.org/Transgender.html>
2. Discuss what you have learned about their challenges and personal decision to change their own identity.

Level 3: Transformational Approach

1. View the following on Christine Jorgensen’s passage:
 - a. Christine Jorgensen on Joe Pyne 1966 or 1967 at <http://www.youtube.com/watch?v=fyh8BxPxtnw>
 - b. Christine Jorgensen Reveals at <http://www.youtube.com/watch?v=SrEdgs6xKeE&feature=related>
 - c. Christine Jorgensen - Woman of the Year at <http://www.youtube.com/watch?v=T6PwpfdAXMM&feature=related>
2. How did our society change its impression of Jorgensen throughout the years?

Level 4: Social Action Approach

1. Examine the obstacles that are confronted by an individual who is questioning his/her identity. View the following clip: http://www.dailymotion.com/video/xd416_christine-jorgensen-story-1_shortfilms
2. Incorporating your own understanding of Christine Jorgensen, how would you advocate for transgendered individuals in a modern version of a movie? Write your own script.

COLE PORTER

Gay U.S. Composer

(1893-1964)



Cole Porter remains one of America's all-time greatest composers and songwriters – one of the few who wrote both the lyrics and the music. His hits include the musical comedies *The Gay Divorce* (1932), *Anything Goes* (1934), *Panama Hattie* (1939), *Kiss Me, Kate* (1948) and *Can-Can* (1952); and featured songs like "Night and Day", "I Get a Kick out of You", "I've Got You Under My Skin" and "Begin the Beguine." He worked with legendary stars Fred Astaire, Ethel Merman, Fanny Brice, Judy Garland, Gene Kelly, Roy Rogers, Bing Crosby, Mary Martin and the Andrews Sisters; and is considered one of the principal contributors to *The Great American Songbook*. He married his close friend, socialite Linda Lee Thomas, in 1919 – a union that assured her social status while increasing his chances for success in his career. They lived a happy, publicly acceptable life, but Porter's reputation as a regular fixture at some of underground Hollywood's most notorious gay gatherings led to hushed rumors within upper-crust circles that threatened Thomas's social standing. They separated in the early 1930s (but did not divorce) and remained close friends. In 1937 Porter was crippled when his legs were crushed in a riding accident. He was in the hospital for months, struggling against mental and physical decline, though he continued to write with some success for the next several years. But the death of his beloved mother in 1952, followed by his wife's passing in 1954, and the amputation of his right leg in 1958, took its toll. His spirit broken, reliant on alcohol and pain killers, and fighting gastric ulcers, pneumonia, and numerous compounding maladies, Porter slipped into severe depression and never wrote another song. He spent the remaining years of his life in seclusion with his long-time companion, Ray Kelly, whose children still receive half of Porter's royalties. He died of kidney failure on October 15, 1964. He was 73.

Lesson Plan

Level 1: Contributions Approach

1. Activate prior experience: Before today what did you know about Cole Porter?
2. Read about him here <https://legacyprojectchicago.org/person/cole-porter>
3. Group Discussion: How did Cole Porter's privileged influential family and attendance at prestigious colleges had a profound effect on his future.
4. Extend knowledge: How did living in Europe influence Porter's work during those years and later when he returned to Broadway? Did his actions inhibit or help his work?
<https://www.coleporter.org/bio.html>

Level 2: Additive Approach

1. Listen to at least five of these Cole Porter songs. <https://open.spotify.com/artist/6rrwIQOzyvn76SDbkxjljS> Then choose one to describe your impression of his theme, message, lyrics or music with another group member while also making a list of words that you would use to describe that piece of music.
2. Use this link <https://legacyprojectchicago.org/person/cole-porter> to list three accomplishments that you will remember about Cole Porter.
3. After reading this link what are your general impressions about Porter's sexuality? <https://www.latimes.com/archives/la-xpm-2000-oct-15-ca-36688-story.html>
4. Discuss this quote found via the New World Encyclopedia "Even with the almost insurmountable odds stacked against him, the original mind of an artist like Porter was able to remind us of the reality of love in its many forms."

Level 3: Transformational Approach

1. Cole Porter's songs ran the gamut from Yale schools songs, Broadway musicals, film and other singers. With such a broad market for his work, do you think living two lives (one as a husband and one as a gay lover) added to or limited his versatility as a musician? Explain your answer.
2. From your readings and listening to his work, do you think Cole Porter was a talented artist or someone who was playing a grand hoax on the entertainment world? Would he be able to pull this off today?
3. Porter wrote "You're the Top" while sitting with a friend writing superlatives. It turned into a best-selling song for Porter. Choose a classmate and together write the things that would be "The Top" today. Try putting it to the tune Cole Porter wrote.

Level 4: Social Action Approach

1. Do you think that Cole Porter would be criticized for living his closeted life today? Would his marriage of convenience be a plus for his career or not matter? Discuss the pros and cons of the situation.
2. Which national publication do you think would put Cole Porter on the cover with the caption "Yes, I'm Gay!"? What would the public reaction be?
3. Having read the Legacy biography and internet readings as well as having listened to his music, write an essay comparing Cole Porter's life to a contemporary musician.
4. Students in music programs in high school are sometimes the target of bullies. How could you, as a student, advocate for gay music students in your high school and help prevent this from happening?

COUNTEE CULLEN

Bisexual African-American Author
(1903-1946)



In high school, Countee Cullen won a citywide competition for his poem 'I Have a Rendezvous with Life.' After graduating Phi Beta Kappa from NYU, Cullen attended Harvard. By the time he earned his Master's Degree he had become the most popular black poet in America – releasing the poetry collections 'Color' (1925), 'Copper Sun' (1927), and 'The Ballad of the Brown Girl' (1928). Soon he was the most representative voice of the Harlem Renaissance, winning more literary prizes than any other African-American author. In 1928 he became only the second African-American to win a Guggenheim Fellowship. Though romantically linked to Alain Locke, in 1929 Cullen married the only child of W.E.B. Du Bois. After her divorce from Cullen a year later, she told her father that he had revealed to her that he was sexually attracted to men. In 1929 he published 'The Black Christ and Other Poems,' but the reviews were mixed as were reviews for his novel 'One Way to Heaven' (1934). From the 1930s until his death he taught at Frederick Douglass Junior High where one of his pupils was James Baldwin. Cullen's 'Medea' (1935) was the first major translation of a classical work by a 20th century black American author. During the next few years he co-wrote the controversial musical, 'St. Louis Woman,' as well as two books for juveniles. 'On These I Stand' – a collection of his poems he had personally selected – was published after Cullen's death from high blood pressure and uremic poisoning in 1946. A branch of the New York Public Library as well as public schools in New York and Chicago bear his name.

Lesson Plan

Level 1: Contributions Approach

1. Activate prior experience: What writings are attributed to Countee Cullen?
2. Read the biographical information on the plaque and the information at http://legacyprojectchicago.org/Countee_Cullen.html
3. Group Discussion: How did Cullen become an important part of the Harlem Renaissance? Listen to <https://www.youtube.com/watch?v=31Nq3Xbuhts>
4. Extend knowledge: In what ways did Cullen demonstrate "I Have a Rendezvous with Life"? Read <https://poets.org/poem/i-have-rendezvous-life>

Level 2: Additive Approach

1. In what way was Cullen featured as an important feature of the Armistad research? View <https://www.bing.com/videos/search?q=Countee+Cullen+Biographical+Information&&view=detail&mid=36F3D9FDE45BC0B37EF836F3D9FDE45BC0B37EF8&rvsmid=E204D1B7A823269C2433E204D1B7A823269C2433&FORM=VDQVAP>
2. Website Investigation: Review another author in the literature section and discuss a common element for your group: Choose one of the people from this group. <http://legacyprojectchicago.org/Literature.html>

Level 3: Transformational Approach

1. What were the influences on Cullen's informal education in the 1920's? Read <https://www.poetryfoundation.org/poets/countee-cullen>
2. In what areas were Cullen's life shaped by his university experience? https://en.wikipedia.org/wiki/Countee_Cullen#New_York_University_and_Harvard_University
3. An important dimension of his life was Cullen's ability to build relationships. Describe Cullen's relationships with both women and men. https://en.wikipedia.org/wiki/Countee_Cullen#New_York_University_and_Harvard_University

Level 4: Social Action Approach

1. What type of criticism did Cullen receive throughout his career? How did he use his poetry to discuss social issues? Read <https://www.britannica.com/biography/Countee-Cullen>
2. Listen to "Hey Black Child" at <https://www.youtube.com/watch?v=NZ2uefuFO04>
3. How would you advocate for individuals like Cullen to be included in our "visible" social history today?

DAVID KATO

Ugandan LGBT Activist

(1964-2011)



David Kato was born to the Kisule clan in its ancestral village of Nakawala. He first acknowledged his sexual orientation while teaching in Johannesburg. In 2005 he became a founding member of Integrity Uganda, a faith-based LGBT organization led by Bishop Christopher Senyonjo to provide support and counseling for LGBT persons who were increasingly falling victim to anti-gay hatred. In 2007 Kato joined Sexual Minorities Uganda (SMUG), the nation's first and only umbrella group by and for LGBT people. In 2009, several well-funded Evangelical Christians from the United States and Canada traveled to Uganda. The rallies and workshops they staged exacerbated existing anti-gay hysteria. In response, Ugandan MP David Bahati introduced the "Anti-Homosexuality Bill" in 2009, which came to be known as the "Kill the Gays" bill because of its call for the execution of homosexuals. To put a human face on the impending genocide, Kato became the first person to speak openly with the Ugandan media about being a gay man – an act of unprecedented courage for which he was beaten and jailed. He addressed the hostile anti-LGBT climate in his country at the 2010 United Nations Conference on Human Rights, while Uganda's Human Rights Commission "openly joked and snickered." Later that year he was among those whose names, addresses, and photos were published on the front page of the Ugandan tabloid *Rolling Stone* under the banner "Hang Them!" Kato and two others listed in the article sued the newspaper. In January 2011 the Ugandan High Court Justice ruled against the *Rolling Stone*'s incitement to violence; but it was too late to save him. Days later he was found bludgeoned to death in his home. At Kato's funeral family, friends, and fellow activists wore t-shirts with his photo on the front and the phrase "Aluta continua" (the struggle continues) on the back. In spite of worldwide condemnation, a slightly modified version of the Anti-Homosexuality Bill became law in 2014, plunging LGBT people in Uganda into a living hell – only to be nullified 5 months later on a technicality, which triggered renewed vigilante violence. While politicians continue to wrangle with the consequences of the humanitarian crisis they have created, the martyrdom of David Kato remains an inspiration for LGBT activists everywhere.

Lesson Plan

LEVEL 1: CONTRIBUTIONS APPROACH

1. Activate prior experience: How has David Kato (Kisule) earned the title of "Father of Uganda's Gay Rights Movement"?
2. Read the biographical information found at this link: http://en.wikipedia.org/wiki/David_Kato
3. Group Discussion: Describe the social and political environment regarding gay rights in Uganda.

LEVEL 2: ADDITIVE APPROACH

1. In viewing the role of social justice and civil rights in Uganda, how had David Kato exhibited courage and resilience in his own country? Read the following article: http://www.nytimes.com/2011/01/28/world/africa/28uganda.html?_r=2&
2. Describe the myths and perceptions regarding homosexuality in Uganda. How did these views impact Kato's life? View the link at <http://download.thelancet.com/mmc/s/journals/lancet/PIIS0140673612611933/mmc1.mp4>
3. Website Investigation: How did other gay activists stand up for their civil rights in their own countries? Choose one activist from any of these nations: http://www.legacyprojectchicago.org/National_Affiliation_Portal.html and describe any similarities that you see with David Kato.

LEVEL 3: TRANSFORMATIONAL APPROACH

1. What were the key events that provided the foundation for Kato's activism in Uganda? View the article from Huff Post World at: http://www.huffingtonpost.com/2011/01/27/david-kato-uganda-gay-act_n_814775.html
2. Listen to Kato's message the struggle for Ugandan gay rights at this link: http://www.polis.cam.ac.uk/cghr/events_2010_catouganda.html and at <http://www.bbc.co.uk/news/world-africa-12299786>
3. Describe one characteristic that exemplifies Kato's spirit for change in his country and explain how he demonstrated his passion.

LEVEL 4: SOCIAL ACTION APPROACH

1. Examine the website of SMUG (Sexual Minorities Uganda) at <http://www.smug.4t.com/index.html>
2. Explain the role of the Ugandan tabloid newspaper *Rolling Stone* on Kato's life. View the article at <http://www.theguardian.com/world/2011/jan/27/ugandan-gay-rights-activist-murdered>
3. What other forums or organization for social change have you seen in other countries? Describe other organizations or creators who are a role model for social justice and LGBT rights today.

Dra. Antonia Pantoja

Lesbian Puerto Rican Educator and Activist

(1922-2002)



"You cannot live a lukewarm life...you have to live a life with passion."

— Dra. Antonia Pantoja

Antonia Pantoja overcame the poverty and circumstances of her childhood to become a schoolteacher who focused on the educational needs of disadvantaged children. She emigrated from Puerto Rico to the U.S. mainland in 1944 and soon began to organize her community around principles of self-determination and pride in their shared heritage. In 1953 she co-founded the Hispanic American Youth Association, which later became the Puerto Rican Association for Community Affairs (PRACA); and, in 1957, founded the National Puerto Rican Forum, an incubator for organizations and programs promoting economic self-sufficiency. In 1961, Pantoja founded ASPIRA, a non-profit organization that continues to provide counseling, financial aid and other assistance to Latino students and their families through a network of charter schools and affiliated programs nationwide. Today many of her "Aspirantes" have become dynamic leaders in their communities as well as successful entrepreneurs, political figures and entertainers. Dra. Pantoja worked with the Ford Foundation, the National Urban Coalition, the National Association of Social Workers and the Council on Social Work Education. As one of the most important Puerto Rican community leaders in the United States, she was presented with the Medal of Freedom, the nation's highest civilian honor, by President Bill Clinton in 1996. In her autobiography, *Memoir of a Visionary: Antonia Pantoja* (2002), she revealed that she was lesbian – sparking controversy among some in the Puerto Rican community who would have preferred her orientation had remained a secret and those in the GLBT community who resented that she had not gone public with the revelation sooner. She weathered such criticisms with the patience, strength, and wisdom that remain the hallmarks of her legacy, declaring "I am at peace with who I am." Dra. Pantoja succumbed to cancer in 2002, survived by her partner of nearly 30 years, Dr. Wilhelmina Perry.

Lesson Plan

Level 1: Contributions Approach

1. Activate prior experience: What other role models do you know that have overcome poverty or family circumstances to become a teacher, who made a difference in the lives of disadvantaged children?
2. Read the biographical information.
3. Group Discussion: How did Dr. Pantoja assist her own Latino community?
4. Extend knowledge: View this video clip <http://www.wmm.com/advscripts/wmmvideo.aspx?pid=94> and describe the beliefs that Pantoja has for youth.

Level 2: Additive Approach

1. Review the symbols for Presidential Medal of Freedom at <http://www.ifklibrary.org/Research/Ready-Reference/JFK-Miscellaneous-Information/Presidential-Medal-of-Freedom.aspx>
2. What were the contributions that led Dr. Pantoja to earn the Medal of Freedom? Click on <http://www.drantoniapantojafellowship.org/apps/photos/photo?photoid=58764409>
3. Choose an inductee from the Legacy Project who could be nominated for the Medal of Freedom.

Level 3: Transformational Approach

1. Read the section on Dr. Pantoja <http://www.redalyc.org/src/inicio/ArtPdfRed.jsp?iCve=37719112>
2. Why do you think Dr. Pantoja was silent about her sexuality?
3. Dr. Pantoja states, "You cannot live a lukewarm life . . .you have to live a life with passion." Do you think it's fair for the GLBT community and Latino community to be critical about revealing herself as a lesbian?

Level 4: Social Action Approach

1. What were the beliefs and personal values that Dr. Pantoja possessed to make a difference in society?
2. Read "Valuing Our Children" by Dr. Pantoja's partner, Dr. Wilhelmina Perry at <http://acrossthebridge.wordpress.com/2012/04/16/valuing-our-children/>
3. Develop your action plan that would support youth today.

DR. ALAIN LOCKE

Gay African American Educator (1886-1954)



Born into a family of teachers, Alain Locke completed Harvard's four year program in three years, graduated second in his 1907 class, was elected into Phi Beta Kappa, and won the school's most distinguished award, The Bowdoin Prize. Afterwards, Locke became the first African-American to be named a Rhodes Scholar and received his scholarship to Oxford. After receiving his PhD in 1917, Locke became philosophy professor at Howard University, an African American School, where he remained until his retirement. In 1925 he edited 'The New Negro: An Interpretation' – the signature anthology of the Harlem Renaissance and also edited 'Four Negro Poets' (1927). By this time Locke was actively promoting his theory of 'cultural pluralism' which maintained that a democratic society should value the uniqueness of the different styles within that culture, thus encouraging African-American artists to embrace their ancestral and folk traditions. A homosexual himself, Locke also helped gay African-American artists like Countee Cullen and Richard Bruce Nugent find pride in their heritage. In the 1930s he established Associates in Negro Folk Education. As the leading authority on African American culture he wrote 'Negro Art: Past and Present', 'The Negro and His Music,' and edited 'The Negro in Art.' In 1945 he became the first African American president of the American Association of Adult Education. In 1953 he secured a Phi Beta Kappa chapter at Howard University, a major milestone in the history of African American education. In 1954 he was still working on 'The Negro in American Culture,' his definitive study of the contributions of African-Americans to American society, when he died of a heart ailment at age 67.

Lesson Plan

Level 1: Contributions Approach

1. Activate Prior Experience: What do you know about Locke, the artist and poet?
2. Read about him here
<https://legacyprojectchicago.org/person/dr-alain-locke>
3. Group Discussion: How did Locke's educational training promoted his philosophy?
4. Extend Knowledge: How did Locke promote other African-American artists, writers, and musicians? View
<https://www.britannica.com/art/African-American-literature/The-rise-of-the-New-Negro>

Level 2: Additive Approach

1. Explore
https://en.wikipedia.org/wiki/Alain_LeRoy_Locke#Sexual_orientation. Locke referred to his sexual orientation as his point of "vulnerable/invulnerability". Explain in your own words what that means and share why you think he felt that way.
2. Read this piece on Locke's philosophy and influences at
<https://plato.stanford.edu/entries/alain-locke/>. Summarize his views on race, pluralism, and cultural relativism.
3. Read the biography of poet and activist Essex Hemphill at
<https://legacyprojectchicago.org/person/essex-hemphill>. How would you compare Hemphill's philosophy about life and racial identity to Locke's? Pick a classmate and act out a conversation between them.

Level 3: Transformational Approach

1. Locke was well-respected for engaging with colleagues and his students. Read <https://www.blackpast.org/african-american-history/locke-alain-1886-1954/> and explain why he excelled as a teacher.
2. Read <http://rictornorton.co.uk/cullen.htm> and explain the basis of the trust Cullen shared with Locke.
3. Read
<https://www.npr.org/sections/codeswitch/2014/09/15/347132309/alain-locke-whose-ashes-were-found-in-university-archives-is-buried>. Explain why Locke has been recognized as "The Father of the Harlem Renaissance"?

Level 4: Social Action Approach

1. During problematic times in the United States, Locke made an historical impact. Watch this video
https://www.youtube.com/watch?v=RLt9VolqUN0&feature=emb_title and explain to the class in your own words why Alain Locke's views mattered in the past and whether or not you think they are still relevant today.
2. After learning about the accomplishments of this gay, African American philosopher, how would you advocate for those who are prominent today?
3. Provide several contemporary examples of people you know of whose views on race, culture, and variant sexuality/identity are shaping modern reality.

DR. MARGARET “MOM” CHUNG

Chinese American Physician (1889-1959)



Born in Santa Barbara, California, Dr. Chung was the first known American-born Chinese woman to become a physician. After completing her internship and residency in Chicago and Kankakee, Illinois, she established one of the first Western medical clinics in San Francisco's Chinatown in the 1920s. Chung achieved fame during the 1930s and 40s for her patriotic activities on behalf of China and the United States. Known as “Mom Chung,” she “adopted” over a thousand U.S. troops – dubbed the “Fair-Haired Bastards” – who pledged their fealty for her commitment to their well-being. Renowned for her hospitality and generosity, she sent care packages to the troops and hosted weekly Sunday suppers in her modestly-sized home in San Francisco where regular soldiers mingled with the likes of John Wayne, Ronald Reagan, Tennessee Williams, Helen Hayes, and Tallulah Bankhead, along with politicians, and the military’s top brass – all bound to each other through their mutual affection for Chung and their common dedication to the Allied Cause. Chung used her considerable war-time celebrity to lobby for the creation of the WAVES – the U.S. women's naval reserve – but was never given public credit for the achievement nor was she permitted to join the WAVES, due to age, race, and suspected lesbianism. Described as a serious, commanding, almost regal person, Chung nevertheless had a bawdy sense of humor. Reinventing herself at will, she routinely flouted convention by adopting both hyper-masculine and Hollywood glamour personas, while also managing to guard her privacy in spite of having intimate relationships with lesbian poetess Elsa Gidlow and entertainer Sophie Tucker. A larger-than-life personality to the end, when Margaret Chung died in 1959 her pallbearers included Admiral Chester W. Nimitz, famed conductor Andre Kostelanetz and San Francisco Mayor George Christopher. Few civilian patriots have ever again achieved the level of celebrity and influence that was accorded to Dr. Margaret Chung.

Lesson Plan

Level 1: Contributions Approach

1. Activate prior experience: What heroes, like Dr. Chung, do you know about that made a difference during World War II?
2. Read the biographical information.
3. Group Discussion: Describe how she advanced recognition of Chinese Americans and women.
4. For further information view the documentary on <http://www.youtube.com/watch?v=ucNplzC8bnI>

Level 2: Additive Approach

1. How did Dr. Chung build relationships with soldiers, actors, politicians and others, and unite them in their dedication to the United States during WWII?
2. Website Investigation: Examine another inductee who exhibited strength and conviction in their political views at <http://legacyprojectchicago.org/Politics.html>
3. Describe how these inductees contributed to the history of our country.

Level 3: Transformational Approach

1. Examine the history of resilience and resistance depicted by Chinese American women in <http://www.nwhm.org/online-exhibits/chinese/40.html>
2. Why was Chung barred from joining the organization she lobbied to create, the U.S. Women’s Naval Reserves (WAVES)?
3. How did Chung overcome the scrutiny of her life?

Level 4: Social Action Approach

1. As a patriot, physician, and feminist, Dr. Chung has left her imprint on our society. How did her generous spirit and hospitality continue to make a change in all those she met?
2. If you use Dr. Chung as your role model, what social action would you advocate to make that contribution in our society for something you believe in?

DR. SALLY K. RIDE

Lesbian Physicist, Astronaut, and Activist (1951-2012)



“When I was a girl, I had a teacher who encouraged my interest in science. She challenged me to be curious, to ask questions, and to think about things for myself.”

– Sally Ride



Sally Ride was born on May 26, 1951, in Los Angeles, CA. She grew up playing sports and competing in national junior tennis tournaments. But it was her fascination with science that led her to become a physicist, a science writer, and an inspirational advocate for science literacy. In 1977, while finishing her Ph.D. in physics at Stanford University, she saw an ad in the student newspaper that NASA was looking for astronauts and, for the first time, was allowing women to apply. She was one of only 35 people – including six women – chosen to join the astronaut corps from among 8,000 applicants. When *Challenger* mission STS-7 blasted off from Kennedy Space Center in Florida, on June 18, 1983, Sally Ride soared into history as the first American woman in space. Her second flight, STS-41G, also aboard *Challenger*, launched on October 5, 1984. Ride was the only person to serve on the presidential commissions investigating both the *Challenger* explosion in 1986 and the *Columbia* disaster in 2003. She retired from NASA in 1987 and became a science fellow at the Center for International Security and Arms Control at Stanford. In 1989 she joined the faculty at the University of California, San Diego as a professor of physics and as director of the California Space Institute. In 2001 Ride founded her own company – Sally Ride Science – to pursue her longtime passion for motivating girls and boys to study science and explore careers in science, technology, engineering, and math (STEM). Sally Ride died on July 23, 2012, after a 17-month battle with pancreatic cancer. She is survived by Dr. Tam O’Shaughnessy, her life partner of 27 years; her mother, Joyce; sister, Bear, and Bear’s spouse, Susan; niece, Caitlin, and nephew, Whitney. In 2013 she was posthumously awarded the Presidential Medal of Freedom, our nation’s highest civilian honor, by President Barack Obama – a fitting tribute to a remarkable life that became a symbol of the ability of women to break barriers.

Lesson Plan

LEVEL 1: CONTRIBUTIONS APPROACH

1. **Activate Prior Experience:** Before today what did you know about the American Astronaut Sally Ride?
2. Read the biographical information on the plaque text (above). Learn more about Dr. Ride here: en.wikipedia.org/wiki/Sally_Ride
3. View the videos at the following links: <http://www.biography.com/people/sally-ride-9458284> and <https://sallyridescience.com/>. As you watch, take notes about her numerous contributions.
4. **Group Discussion:** Divide into two teams and debate whether Dr. Ride should be most remembered for: A) Being the first American woman in space; or B) Her commitment to getting children to take an interest in studying science.
5. **Extend Knowledge:** Use the following link to learn more about Dr. Ride’s career while at NASA: <http://www.jsc.nasa.gov/Bios/htmlbios/ride-sk.html>. After the January 28, 1986 Challenger accident why was Dr. Ride asked to serve on the presidential commission?

LEVEL 2: ADDITIVE APPROACH

1. From the New York Times obituary link below <http://www.nytimes.com/2012/07/24/science/space/sally-ride-trailblazing-astronaut-dies-at-61.html?pagewanted=all&r=0> find examples of media questions asked of Dr. Ride. Do you think other Challenger astronauts were asked similar questions? What was Dr. Ride’s response? What did you learn about her personal life that has not been readily stated in most of the previous things you have read?
2. After her career at NASA, Dr. Sally Ride accomplished much in the field of science education. What did she go on to do?
3. Using the following link, choose one of Sally Ride’s quotes that appeals to you and explain why this particular quote is important: http://www.searchquotes.com/quotes/author/Sally_Ride/

LEVEL 3: TRANSFORMATIONAL APPROACH

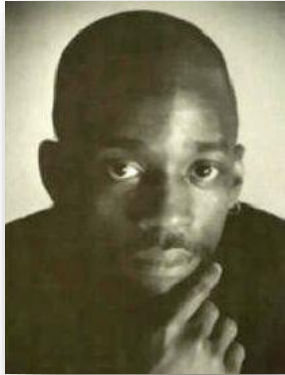
1. Make a list of the Presidential Committees, Council Boards, and Fellowships Dr. Ride was named to because of her work at NASA and in science education. Why would Dr. Ride want to spend her time doing each of these things?
2. The all-male NASA astronaut team which resisted the inclusion of woman. Did Dr. Ride use this experience to help other women? How? What would you have done?
3. Sally Ride received various honors for her work and contributions in many fields including the NASA Space Flight Medal and the NCAA’s Theodore Roosevelt Award; she was also inducted into the National Women’s Hall of Fame and the Astronaut Hall of Fame. How do you think she felt about receiving these honors? What do these awards mean to you?

LEVEL 4: SOCIAL ACTION APPROACH

1. By becoming the first American woman to fly in space, Dr. Ride took a giant step for women. If that had not happened, would a woman astronaut still be a media sensation today? Why or why not?
2. Dr. Ride had been married to fellow astronaut Steven Hawley from 1982 to 1987 until their divorce. According to her obituary, she is survived by her partner of 27 years, Dr. Tam O’Shaughnessy. Do you think that this personal information is relative to Dr. Ride’s work in space and education? Does it matter to you that she was a lesbian?
3. Do you think the NASA astronaut “team” is ready for an LGBT astronaut, man or woman, today? Is the American public ready? Why or why not? Does it/should it make a difference?
4. Dr. Sally Ride is noted on the Legacy Walk bronze memorial as an activist, primarily for her education advocacy. Does it matter to you that she was not a public (open) LGBT figure in her lifetime? Why or why not?

ESSEX HEMPHILL

Gay African American Poet and Activist (1957-1995)



Born in Chicago, Hemphill grew up in Washington, DC where he was at the heart of an African American gay and lesbian literary and performance renaissance during the 1980s and 90s. His poetry evoked the challenges of being black, gay and young in the midst of the AIDS epidemic – articulating the anger, despair, and commitment of his generation; his critiques of homophobia and heterosexism within the black community, of sexism among black men and of racism among gay whites served as reminders that being oppressed does not mean one is unable to oppress others. Hemphill sought to examine how sexuality is impacted upon and influenced by racism, allowing neither his sexuality nor his race to define him. He argued that “...homo sex did not constitute a whole life nor did it negate my racial identity...” and challenged himself to “...integrate all of my identities into a functioning self, instead of accepting a dysfunctional existence as the consequence of my homosexual desires.” Probably the most profound and provocative thinker of his generation – he was prominently featured in the films *Tongues Untied* (1989), *Looking for Langston* (1988) and *Black Is...Black Ain't* (1994) and the anthologies *In The Life* (1986) and *Brother to Brother* (1991) – Hemphill gave voice and metaphor to the lives of African American gay men. He died in 1995 due to AIDS-related illnesses.

Lesson Plan

Level 1: Contributions Approach

1. Activate prior experience: Have you ever read Hemphill's poetry or seen a movie, based upon his writings? Read the biography (above).
2. Now read the biographical information found in the Poetry Foundation at <http://www.poetryfoundation.org/bio/essex-hemphill>.
3. Group Discussion: How would describe Hemphill's attributes?
4. Extend knowledge: Read the poem, “*American Wedding*” at <https://www.poemhunter.com/poem/american-wedding/>. How does this poem relate to his personal life?

Level 2: Additive Approach

1. Read more of Hemphill's poetry at <http://academic.reed.edu/english/courses/english366/hemphill.html#POEM>. It is said that Hemphill's poetry brings hope and insight to mankind. What does this mean to you? Would you agree or disagree? Why?
2. Conduct an advanced search for LGBTQ poet's at <https://legacyprojectchicago.org/explore/advanced>. Select a few who interest you and compare insights about them – their motivations, inspirations, and philosophies – against what is said about Hemphill. Write an essay sharing what you have learned. Can you find a common thread between them?

Level 3: Transformational Approach

1. Examine the many conditions experienced by Hemphill through reading the following by David Bergman at <http://lodestarquarterly.com/work/233/>. Next, view this trailer for the movie “*Tongues Untied*” (which was based on Hemphill's poetry) <http://www.youtube.com/watch?v=S2T0UdNaWlo> and read this review of the documentary at <https://www.cineaste.com/fall2007/tongues-untied-1989>. Explain how Hemphill's worldview was shaped by his experiences. How were his beliefs about black identity and homosexuality formed? Do you agree with him?
2. Chuck Tarver describes the final stages of Hemphill's life in *Taking Care of Your Blessings*. Follow this link: <http://www.qrd.org/qrd/www/culture/black/essex/blessings.html> Explain how Hemphill's philosophy on racial and sexual identity changed over time? What effect did his illness have on him? Share your insights with your class.

Level 4: Social Action Approach

1. Hemphill received the Pew Fellowship in the Arts <https://www.pewcenterarts.org/people/essex-hemphill>. Name another black artist/performer who has pushed societal boundaries? In what way is that person similar to Hemphill – or markedly different?
2. Read this essay [Is Rap Music Like Poetry](#) and this one about [Rap Music and Folk Music](#). Thinking about the themes invoked by Essex Hemphill's work, would you classify poetry as a form of Rap or Folk? Neither? Both?

FATHER MYCHAL JUDGE

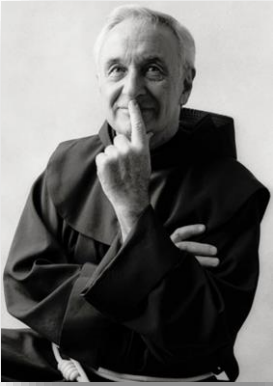
Gay Roman Catholic Priest

(1933-2001)



*"Lord, take me where you want me to go. Let me meet who you want me to meet.
Tell me what you want me to say. And keep me out of your way."*

— Fr. Mychal Judge



Fr. Mychal was a beloved priest who made his way through the streets of New York in his Franciscan robes and sandals at all hours of the day and night. Gregarious and mischievous, he had a knack for telling great stories and bursting into old Irish standards at the drop of a hat. As well-known to the city's mayor as he was to the homeless and the hungry, Fr. Mychal was a streetwise pastor, counselor, and peacemaker very much in touch with human vulnerability. Families wanted their babies baptized by him; firefighters arranged their marriages according to his schedule; and many prayed that he would officiate their funerals – especially gay men dying from AIDS. He left a deep impression on all who encountered him. Fr. Mychal was a regular at Alcoholics Anonymous meetings and often spoke about the gift of sobriety. He was also open about being gay with the friars whom he felt he could trust and his friends from the gay Catholic group Dignity/New York, though he lamented in his diary *"I thought of my gay self and how the people I meet never get to know me fully."* He served as Chaplain to the New York Fire Department, and was particularly close to the firefighters of Engine 1-Ladder 24, whose firehouse was across the street from the friary where he lived. They loved him for his encyclopedic memory of their family members' names, birthdays, and interests. On September 11, 2001 he was among the first responders to the site of the World Trade Center terrorist bombing. After declining an invitation to join city officials in a place of safety, Fr. Mychal entered the North Tower saying that he needed to be with his men. He was killed by falling debris after administering the Last Rites to a dying firefighter. For his heroism and dedication to the FDNY Fr. Mychal Judge was given the solemn honor of being designated Victim 0001 – the first recorded casualty of 9/11. Nicknamed "Saint Mychal," he remains an inspiration to many, especially New York firefighters and LGBT Roman Catholics worldwide.

Lesson Plan

LEVEL 1: CONTRIBUTIONS APPROACH

1. **Activate Prior Experience:** Before today what did you know about the Roman Catholic priest, Father Mychal Judge and his association with the September 11, 2001 World Trade Center terrorist bombing?
2. Read the biographical information on the plaque text (above) and review this link: http://en.wikipedia.org/wiki/Mychal_Judge.
3. **Group Discussion:** Being from a poor Irish immigrant New York family, Fr. Judge realized his vocation to priesthood early. Most of his schooling and experiences were in the New York City. Discuss how these factors played a crucial part in his dedication as a chaplain to the New York City Fire Department.
4. **Extend Knowledge:** After reviewing this link: <http://www.americancatholic.org/messenger/Dec2001/Feature2.asp> explain how being a recovering alcoholic and a gay man (within the clergy) influenced Fr. Judge's work with the homeless, recovering alcoholics, people with AIDS, the sick, injured and grieving, as well as gays and lesbians?

LEVEL 2: ADDITIVE APPROACH

1. Explore the many qualities of Fr. Judge that were described in this video: <https://www.youtube.com/watch?v=sEeqeROXkml>
2. In the many headlines in newspapers, blogs, and firefighter journals, Fr. Judge is referred to as "The Gay Saint of 9/11" or "Saint of 9/11: Remembering NY Fire Chaplain Mychal Judge, A Gay Catholic Priest at WTC," review the following: http://www.democracynow.org/2011/9/6/saint_of_9_11_remembering_ny and <http://www.believeoutloud.com/latest/mychal-judge-gay-saint-911-chaplain-new-york-firefighters>
What do you think is the significance of using the word, "Gay," in these reports to the society in general, and for the Catholic Church in particular?

LEVEL 3: TRANSFORMATIONAL APPROACH

1. Review the following links: <http://manhattan.about.com/od/glbtsce/a/father-mychal-judge-hero-september-11.htm> and http://www.huffingtonpost.com/2011/08/25/gay-catholic_n_937205.html. Describe the challenges that Fr. Judge experienced in his lifetime.
2. Here is another resource: <http://www.npr.org/2011/09/05/140154885/memories-of-sept-11s-first-casualty-burn-bright>. How was Fr. Judge transformed into an exceptional man, who will be remembered in his lifetime?
3. From what you have examined, can you identify any strong influences in Fr. Judge's life that would have led him to the priesthood? To become a Fire Fighter's Chaplain? To entering Ground Zero when all was coming apart around him? What qualities made him the man he was?

LEVEL 4: SOCIAL ACTION APPROACH

1. Fr. Judge is quoted as saying: *"God gave me the vocation considering my person, to be a follower of St. Francis, where I truly believe I fit in perfectly. I've never wanted to be anything else."* What role model today exhibits a passion and makes that difference in the world today?
2. Pope Francis, the leader of the Catholic Church world-wide has said: *"If someone is gay and he searches for God and has good will, who am I to judge them? They shouldn't be marginalized. The (gay) tendency is not the problem...they're our brothers."* Fr. Mychal Judge said: *"It's wonderful. Look at who we are as gay people at this moment in history, as being a gift for the church, to be agents of change both in church and society."* How can you be an agent of change for your own passion in your school?

FRANK KAMENY

LGBT Civil Rights Pioneer

(1925-2011)



Institutionalized anti-gay bigotry during the McCarthy-Era drove astronomer Frank Kameny from his job at the U.S. Army Map Service and into the pantheon of modern LGBT activism. He single-handedly took on the U.S. government – using his own name and face in an era when most gay people could not risk being photographed – to petition the Supreme Court in 1961 in a futile attempt to overturn his job dismissal. Effectively unemployable in his chosen field, he struggled in poverty while an aggressive, proactive, politically-driven crusade – fueled by his uncompromising belief that “Gay is Good” – took shape in his mind. An apostate of the early Homophile Movement, Kameny rejected characterizing homosexuality as a border-line mental illness in order to win sympathy, if not approval, from straight people. Arguing that “gays must not be a mere passive battlefield across which conflicting ‘authorities’ fight their intellectual battles” – and that they should play an active role in determining their own fate – he co-founded an independent chapter of the Mattachine Society in Washington DC to focus on changing laws and challenging institutions whose policies forced people to remain closeted. Along with Barbara Gittings, he led the successful effort to remove homosexuality from the American Psychiatric Association’s list of mental disorders in 1973. A veteran of World War II, Kameny deliberately orchestrated Vietnam War hero Sgt. Leonard Matlovich’s public admission of homosexuality in order to bring the issue of gay people serving openly in the military into the national consciousness. 35 years later he was seated in the front row when President Barack Obama signed the repeal of “Don’t Ask, Don’t Tell” into law – ending the battle he had helped to start. Kameny’s tactical instincts – though heretical in his time – foreshadowed political victories which are taken for granted today. In 2009 he received a formal apology from the U.S. government for the original job dismissal that catalyzed his resolve to transform the way gay people were treated in society. His numerous accomplishments have made him one of the most influential LGBT activists in history. He passed away at the age of 86 on October 11, 2011 – “National Coming-Out Day.”

Lesson Plan

LEVEL 1: CONTRIBUTIONS APPROACH

1. Activate prior experience: Have you heard of the phrase, “Gay is Good”? What was Frank Kameny trying to convey in coining this term?
2. Read the biographical information found http://en.wikipedia.org/wiki/Frank_Kameny
3. Group Discussion: Describe how Kameny became an LGBT activist.

LEVEL 2: ADDITIVE APPROACH

1. Viewing history and media coverage, there has been a redaction of LGBT individuals for us to study. How did Kameny illustrate his views against Tom Brokaw’s book, *Boom! Voices of the Sixties*. Read the following link: <http://www.washingtonblade.com/2011/10/20/kamenys-storybook-ending/> and <http://www.kamenypapers.org/boomletter.htm>.
2. How did Frank Kameny change the views of the U.S. government in terms of accepting homosexuality rather than being discriminated in terms of employment? Read the biography at http://www.legacyprojectchicago.org/Frank_Kameny.html
3. Website Investigation: Investigate how Kameny related to one other activist’s view on Social Justice through using The Legacy Project Website at http://www.legacyprojectchicago.org/Social_Justice.html

LEVEL 3: TRANSFORMATIONAL APPROACH

1. Describe the key events in Kameny’s life that become the basis of his zeal for social justice and gay activism. Review the many phases of his life in “The Kameny Papers” located at <http://www.kamenypapers.org/index.htm>
2. How have The Kameny Papers received an honorable display at the Smithsonian Museum, and how have they become officially transformed into “totems of American History”? View the YouTube Video at <http://www.youtube.com/watch?v=JY5kOx8Ylko> and the article at <http://www.washingtonpost.com/wp-dyn/content/article/2007/09/07/AR2007090702806.html>

LEVEL 4: SOCIAL ACTION APPROACH

1. In what ways did the Mattachine Society change the laws and institutions to accept homosexuality? View this background at <http://www.rainbowhistory.org/html/msw.htm>
2. Being a veteran of World War II, a Harvard Professor and an activist, how did Frank Kameny raise the consciousness level for gay rights and leave a legacy? What famous activist today encourages you to take action through an organization (such as the Mattachine Society, the Human Rights Campaign, or the National Gay and Lesbian Task Force) to make a difference in the way homosexuals are viewed in society?

FRIDA KAHLO

Bisexual Mexican Artist

(1907-1954)



As a child Frida Kahlo was deeply affected by the turbulence and armed struggles she witnessed on the streets of Mexico City; so much so that later in her life she would claim 1910 – the official start of the Mexican Revolution – as the year of her birth. Kahlo contracted polio at age six and suffered from spina bifida. Plagued with health problems throughout her life, she sustained horrifying injuries when a bus she was riding in collided with a trolley car. After the accident confined her to a full-body cast, Kahlo began to paint. Her work – characterized by its stark portrayal of both psychological and physical pain – incorporated 19th-century Mexican portraiture, elements of Mexican pop culture and pre-Columbian primitivism, and was often done on sheet metal rather than canvas. Nearly one-third of her paintings are self-portraits for, as Kahlo once said, “I paint myself because I am so often alone and because I am the subject I know best.” Against her mother’s wishes, in 1929 Kahlo began a tempestuous marriage to Mexican painter, Diego Rivera, who recognized her talent early on, though for much of her career she would remain in his shadow. Defying convention, she flaunted numerous extramarital affairs with both men and women, relationships complicated by Rivera’s own friendships with some her paramours, most notably Leon Trotsky and Josephine Baker, and artists Isamu Noguchi and Georgia O’Keeffe. By the 1950s her health issues became nearly all-consuming. After having her right leg amputated in 1953, she was hospitalized with bronchial pneumonia and died a week after her 47th birthday from a pulmonary embolism. Kahlo’s idiosyncratic work was not widely recognized until decades after her death as part of the *Neomexicanismo* artistic movement. Her ancestral home, Casa Azul (“Blue House”) in Coyoacán, Mexico City, is now a popular museum and tourist destination. Decades after her death, Frida Kahlo remains one of the most intriguing and beloved artists of the 20th century. On June 21, 2001, she became the first Hispanic woman to be honored with a U.S. postage stamp.

Lesson Plan

Level 1: Contributions Approach

1. Activate prior experience: Where have you seen Kahlo?
2. Read the biographical information.
3. Group Discussion: How would you describe Kahlo?
4. Extend knowledge: Read the selection entitled *Honestly Frida* at <http://www.pbs.org/weta/fridakahlo/life/index.html>

Level 2: Additive Approach

1. Examine the artwork of Kahlo in <http://www.pbs.org/teachers/connect/resources/2997/preview/>
2. How does her artwork reveal her own development as a person and artist?
3. Website Investigation: Examine an artist, who is the inductee in The Legacy Project <http://www.legacyprojectchicago.org/Artists.html>. Describe any similarities or differences between Kahlo and another artist.

Level 3: Transformational Approach

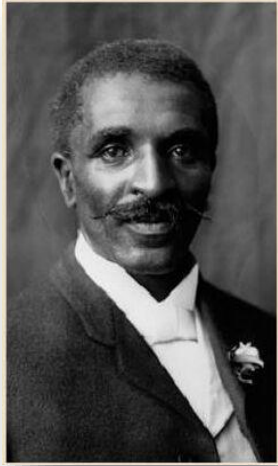
1. Examine the physical challenges that Kahlo faced. How did she approach these changes in her early life?
2. Anna Haynes describes Kahlo as “An Artist ‘In Between’” in the following link: http://www.gla.ac.uk/media/media_41183_en.pdf
3. Describe how Kahlo crossed boundaries as an artist and lover of both men and women. http://www.gla.ac.uk/media/media_41183_en.pdf
4. <http://suite101.com/article/sex-and-lesbianism-in-the-art-of-frida-kahlo-a230648>

Level 4: Social Action Approach

1. Kahlo pushed boundaries in both her professional and personal life. Examine the article ‘Sex and Lesbianism in the Art of Frida Kahlo’ found in <http://suite101.com/article/sex-and-lesbianism-in-the-art-of-frida-kahlo-a230648>
2. Who do you know (whether famous or not) who pushes boundaries today?

GEORGE WASHINGTON CARVER

Gay U.S. Scientist, Educator and Inventor (1864-1943)



Though he was born into slavery, George Washington Carver struggled and persisted in his quest for an education in the early years of the post-Civil War South. After obtaining his Master's degree, Carver was invited to lead the Agriculture Department at the Tuskegee Institute in 1896 and remained there for 47 years. Because decades of aggressive cotton farming had depleted the soil of vital nutrients, Carver's research focused on finding crop alternatives to cotton – such as peanuts and sweet potatoes – which he wanted poor farmers to grow as a source of food and other products to improve their quality of life. Carver's scientific achievements challenged racial stereotypes, eventually making him the most famous African-American of his time. Business leaders like Henry Ford came to seek his advice, as well as American presidents Theodore Roosevelt, Calvin Coolidge and Franklin Roosevelt. Though his renown helped to raise the profile of Tuskegee (along with desperately needed funds) administrators worried about potential scandal from the persistent rumors of his homosexuality – especially after 1935 when Carver became life partners with fellow researcher Austin W. Curtis, Jr. – a relationship which endured until Carver's death in 1943. Curtis, who inherited much of Carver's estate, continued his work despite being summarily banished from Tuskegee once Carver was gone. Rumors aside, on July 14, 1943, President Franklin Roosevelt authorized \$30,000 for the George Washington Carver National Monument – the first to be dedicated to an African-American and also the first to a non-President. Though numerous awards and accolades have been bestowed upon Carver, his most enduring tribute comes perhaps from the American Public School system and the several dozen elementary schools and high schools which bear his name.

Lesson Plan

Level 1: Contributions Approach

1. Activate Prior Experience: What do you already know about George Washington Carver? Read the biography above and explore the resource links at <https://legacyprojectchicago.org/person/george-washington-carver> for additional information. Share what you have learned with your class.
2. Read <https://www.notablebiographies.com/Ca-Ch/Carver-George-Washington.html> and engage in a Group Discussion of the challenges Carver faced in his research pursuits, both as an African American scientist from the South *and* as a closeted gay man in a relationship he had difficulty hiding.
3. Extend Knowledge: Read <https://www.sciencehistory.org/historical-profile/george-washington-carver>. How/why did Carver develop "Crop Rotation"?

Level 2: Additive Approach

1. Read <https://truthwinsout.org/opinion/2012/11/31251/> then describe Carver's relationship with Austin W. Curtis.
2. Website Investigation: Conduct an advanced search at <https://legacyprojectchicago.org/explore/advanced> for another LGBTQ **scientist**. Compare that person's contributions and life to Carver's. How are they similar? How are they different?

Level 3: Transformational Approach

1. Read <https://cypheravenue.com/george-washington-carver-was-he-really-homosexual/> How does one make sense of the role of Carver's castration at the hands of his adopted white parents?
2. Review [this essay from the GLBTQ Archive](#). In his teaching career, Carver formed deep relationships with male students. How did this come to the attention of the Tuskegee universities?
3. Read <https://www.history.com/topics/black-history/george-washington-carver>. In what way has the frame of Carver's legacy been preserved for others?

Level 4: Social Action Approach

- Carver made ground-breaking contributions that changed society. He is rightly lionized by African Americans and many others because of his achievements. But his sexual orientation has been routinely overlooked. Why is this?
1. The era in which Carver lived made any speculation about his sexual orientation extremely dangerous. Read <https://www.nndb.com/people/582/000030492/> and the essay "[Dead Ends and Discoveries](#)". Do you accept the authors' conclusions? Why or why not?
 2. What steps could be taken to ensure future historians at least *consider* a person's likely sexual orientation even if there is no recorded declaration of it?

GLORIA E. ANZALDÚA

Lesbian Chicana Editor and Writer

(1942-2004)



Gloria E. Anzaldúa was a guiding force in defining the contemporary Chicano/Chicana movement and a leader in lesbian and queer theory and identity. Born in southern Texas in 1977 she moved to California where she supported herself through her writing, lectures, and occasionally teaching courses in feminism, Chicano studies, or creative writing. She is perhaps best known for co-editing *This Bridge Called My Back: Writings by Radical Women of Color* (1981) with Cherri Moraga, a groundbreaking publication not only as a collection by feminists of color, but also for confronting the racism/classism found at the time in feminist thinking. The collection is also noteworthy for fully embracing lesbian voices and concerns and making a clear case that feminism should be inclusionary. Anzaldúa also edited the follow-up volume *Making Face: Making Soul/Hacienda Caras: Creative and Critical Perspectives by Women of Color* (1990). Voted one of the 100 Best Books of the 20th century by both *The Hungry Mind Review* and *Utne Reader*, her semi-autobiographical book, *Borderlands/La Frontera: The New Mestiza* (1987), explored the borders between countries, languages, genders, the classes, and even within oneself. She also wrote several bi-lingual children's books and co-edited *This Bridge We Call Home: Radical Visions for Transformation* (2002). Anzaldúa was adamant about the limiting quality of labels and against all things that separated people. For her, inclusion was essential in the gay movement as well. She was one of the first to champion the "otherness" of the queer people. The recipient of numerous accolades and awards, she died in 2004 from complications due to diabetes.

Lesson Plan

Level 1: Contributions Approach

1. Activate Prior Experience: Before today, what did you know about Chicano feminist, Gloria Anzaldúa?
2. Read the biography above and explore additional resources at <https://legacyprojectchicago.org/person/gloria-e-anzaldua>.
3. Group Discussion: Describe the focus of Anzaldúa's activism. Why does this type of work matter?
4. Extend Knowledge: Read the selection at http://womenshistory.about.com/od/feministpoetry/a/gloria_anzaldua.htm. What are your first impressions?

Level 2: Additive Approach

1. Examine these reviews of Anzaldúa: <http://www.youtube.com/watch?v=MUPwYtOXx6I>, <http://www.youtube.com/watch?v=vguEMuAqxs> (Spanish).
2. How do these reviews connect to the reading, "Letting Go" and what does this say about her activism?
3. Legacy Project Website Investigation: Which resource(s) would you share with others about Anzaldúa? Go to <https://legacyprojectchicago.org/person/gloria-e-anzaldua> and select from the list at the bottom of this link. Explain why the resource you have chosen resonates with you.

Level 3: Transformational Approach

1. Examine the Chicana community through <http://www.chicanas.com/> and the works of Anzaldúa (<http://chicanas.com/literatura.htm>) and <http://anas.com/chingonas.htm>
2. View the Borderland/La Frontera at https://en.wikipedia.org/wiki/Borderlands/La_Frontera:_The_New_Mestiza. In an effort to understand the Chicana community, how have Anzaldúa's writings shed light on the "borderlands" that change the consciousness level for marginalized groups, including LGBTQ communities?

Level 4: Social Action Approach

1. Anzaldúa described the "otherness" of the queer movement. Examine how she advocated for understanding and equality in her professional and personal life.
2. Conduct an advanced search for "Latinx" nominees at <https://legacyprojectchicago.org/explore/advanced>. List several other people who have pushed boundaries in the queer and Chicana communities.
3. How do you advocate for your own "otherness" in our society today?

HARLEM RENAISSANCE

An African American Cultural Movement (1919-1929)



The Harlem Renaissance emerged after World War I when an extraordinary collection of writers, poets, musicians, artists, and socialites converged on Harlem. This Great Migration, caused by disenfranchisement, segregation, and an escalation of lynching and racist violence, had driven countless African Americans to flee the south in search of a new beginning. Many of the artists and performers who became identified with the Harlem Renaissance were bisexual, gay, lesbian, and transgender. Writers, including Countee Cullen, Angelina Weld Grimké, Langston Hughes, Alain Locke, Richard Bruce Nugent and Wallace Thurman, saw themselves for the first time as part of a broad cultural movement to shape the destiny of African Americans. Artists, singers, dancers and musicians like Bessie Smith, Gertrude Ma Rainey, Mabel Hampton, Ethel Waters, and gender-non-conforming Gladys Bentley sought not only to perfect their craft, but also to use it as a means to better race relations and American society. In the process, these talented pioneers created a multi-faceted American LGBT urban subculture. Popular entertainment ranged from the Cotton Club to “buffet flats” to enormous drag balls at Rockland Palace and the Savoy Ballroom – which accommodated 4000 people. During prohibition, numerous black speakeasies opened in Harlem, attracting gay men and lesbians into a interracial club scene made famous around the world. The Harlem Renaissance went into decline with the onset of the Great Depression, but the explosion of literature, music, and dance marked a revolution in African American life that spread across the country. It would be another half-century before scholars and the general public began to acknowledge the influence of the LGBT people who defined the Harlem Renaissance Era.



Lesson Plan

Level 1: Contributions Approach

1. Activate Prior Experience: What do you know about this cultural movement that occurred after World War I?
2. Read the biography above and explore additional resources at <https://legacyprojectchicago.org/milestone/harlem-renaissance>.
3. Group Discussion: Describe three of the multi-talented African American individuals who participated in the Harlem Renaissance.
4. Extend Knowledge: In what way did these individuals play a part in creating a culture of popular entertainment, including Drag Balls, that provided a “gender-non-conforming” setting for others.

Level 2: Additive Approach

1. Review this link: <https://seanmunger.com/2014/03/19/americas-paris-the-harlem-renaissance-of-the-1920s/>. Why does the author think Harlem in the 1920s was considered “America’s Paris”?
2. In many ways Gladys Bentley, a gender-non-conforming blues performer, was emblematic of this period. View this biography and explain whether or not you would agree and why. <https://legacyprojectchicago.org/person/gladys-bentley>.
3. Many influential writers like [Countee Cullen](#), [Angelina Weld Grimké](#), and [Alain Locke](#) worked to promote an appreciation and understanding of African American contributions. Read <https://poets.org/text/brief-guide-harlem-renaissance> and share what you have learned with your class.
4. Website Investigation: How does this period of American history relate to other [LGBTQ milestones](#)? How does the Harlem Renaissance compare? Share your findings with your class.

Level 3: Transformational Approach

1. View <https://www.britannica.com/event/Harlem-Renaissance-American-literature-and-art>. What were some of the factors that caused the Great Migration of African Americans from the South to the North during the early 20th Century?
2. In what ways did LGBTQ figures, the mixed-race music venues they starred in, the reform organizations they established, and the literary enlightenment they led during the Harlem Renaissance help lay the groundwork for the emerging Civil Rights Movement?
3. How did these performers and artists change white landscapes and artistic circles in art, music, and writing both in the U.S. and Europe?
4. How did the unique multi-racial and pansexual aesthetic of the Harlem Renaissance impact society and culture in New York? Do you think that impact still resonates today? Explain why.

Level 4: Social Action Approach

1. View <https://www.lgbtqnation.com/2018/02/harlem-renaissance-gay-black/>. Would you agree that the Harlem Renaissance was “as gay as it was black”? Explain why.
2. “A queer subculture” was an important influence during the Harlem Renaissance (<https://www.theroot.com/the-gay-harlem-renaissance-1790864926>); the same was true in the Bronzeville District in Chicago. Yet most queer subculture seems tied to white gay males. Why?
3. What happened to queer culture once the Great Depression brought the Harlem Renaissance to a crashing halt? Do you think the Harlem Renaissance opened the door for LGBTQ people to be more accepted by African Americans? Why or why not?

HARVEY MILK

San Francisco City Supervisor (1930-1978)



Harvey Milk, a U.S. Navy Veteran who served during the Korean War, was the first known openly gay man elected to public office in the United States. In 1977 Milk won a seat on the San Francisco Board of Supervisors thanks to a canny political combination of immigrant, elderly, minority, union and gay voter support. His vast grass-roots based campaign and subsequent victory signaled a coming-of-age for San Francisco's GLBT population. Affable and shrewd, politically adept and a skilled negotiator, Milk was destined to enjoy a bright future both within San Francisco's political realm as well as on the national stage. But it was not to be. On November 27, 1978, a mere 11 months after taking office, Harvey Milk was assassinated along with San Francisco Mayor George Moscone. Disgruntled former City Supervisor Dan White was ultimately convicted, not of first-degree murder, but of the lesser charge of voluntary manslaughter – a verdict that triggered riots in the gay community. White served five years, only to commit suicide a year after his release from prison. Despite Milk's short career in politics, he became an icon in San Francisco and "a martyr for gay rights" world-wide. Activist Cleve Jones observed "Though we tend to see our heroes as these mythic people, Harvey was an ordinary man, who faced challenges, defeats and humiliations like the rest of us ...but he took the heart of San Francisco." Anne Kronenberg, who managed Milk's final campaign, wrote: "What set Harvey apart... was that he was a visionary. He imagined a righteous world inside his head and then he set about to create it for real, for all of us." Milk was posthumously awarded the *Presidential Medal of Freedom* in 2009. He remains the most famous openly gay person ever elected to office – an inspiration to the hundreds of men and women who can trace their own courageous forays into public service back to the historic election of Harvey Milk.

Lesson Plan

Level 1: Contributions Approach

1. Activate prior experience: What do you know about Harvey Milk, a political negotiator from San Francisco?
2. Read the biographical information.
3. Group Discussion: How did Harvey Milk impact the immigrant, elderly, minority communities, and unions in San Francisco?
4. Extend knowledge: Explore the Harvey Milk Foundation at Website at <http://milkfoundation.org/> and document key findings.

Level 2: Additive Approach

1. Investigate ways that Harvey Milk's story can be integrated into your curriculum and programming. Review this link at <http://milkfoundation.org/harvey-in-schools/using-the-harvey-milk-story-in-schools/> for suggestions.
2. Incorporate another political inductee from the Legacy Project from the link below: <http://www.legacyprojectchicago.org/Politics.html>
3. Create a lesson plan on civil rights and LGBT equality that would include a political inductee from the Legacy Project.
4. Assess learning through a visual or writing assignment for student.

Level 3: Transformational Approach

1. How did Harvey Milk give hope to others?
2. View the movie clip below: <http://www.youtube.com/watch?v=ufhZ2yUHj9Y>
3. View the Last Words of Harvey Milk at http://www.youtube.com/watch?v=-U_owSvbn00
4. Describe how Harvey Milk progressed from a state to national level of recognition of the rights of the gay community.

Level 4: Social Action Approach

1. Who is a political figure today that follows Milk's actions as described in the following: "What set Harvey apart... was that he was a visionary. He imagined a righteous world inside his head and then he set about to create it for real, for all of us."
2. Show how your political figure provides that vision and hope for others.
3. In what ways would this political figure be recognized by our society today?

JAMES BALDWIN

Gay U.S. Author

1924-1987



The preeminent African American intellectual of his era, James Baldwin wrote 17 books of prose, essays, plays, and poetry – works that had a profound influence on the development of a contemporary American identity. At age 14, he became a Pentecostal preacher; something that he said influenced his later writing. His first novel *Go Tell It on the Mountain* (1953) framed an account of growing up in Harlem in a context characteristic of his writing – a concern for the rights of America’s oppressed and a compassionate search for human dignity amid the frustration and rage of blacks fighting for justice. His book *Giovanni’s Room* (1956) was one of the first novels written in the U.S. to deal openly with homosexuality; a subject previously explored in his essay ‘Preservation of Innocence’ (1949). In it he addressed the charge that homosexuality was “unnatural” by questioning how something “as old as mankind” itself could possibly be regarded as anything but natural. Disillusioned by American prejudice against blacks and homosexuals, Baldwin departed for France in 1948 where he soon became involved with the cultural radicalism of the Left Bank. He would live as an expatriate in France for most of his later life. Though he had toured the American South and spoke extensively about the Black Civil Rights Movement, Baldwin was not asked to play a visible role in the 1963 March on Washington because his homosexuality was considered a liability by its organizers. Nonetheless, as an openly gay man, he became increasingly outspoken in condemning discrimination against lesbian and gay people, offering a vital literary voice during the turbulent era of civil rights activism in the 1950s and ‘60s. He remains one of the most influential U.S. authors of all time.

Lesson Plan

Level 1: Contributions Approach

1. Activate prior experience: How has James Baldwin been recognized for his literary pursuits? Read the biographical information.
2. Group Discussion: Examine how Baldwin reflected the passion and struggle of Black Americans during the twentieth century.
3. Read the following background information at <http://www.pbs.org/wnet/americanmasters/episodes/james-baldwin/about-the-author/59/> and <http://www.americanwriters.org/writers/baldwin.asp>

Level 2: Additive Approach

1. Describe the political and social trends of the 1960’s that intersected with Baldwin’s activism on freedom of speech civil rights, and gay issues.
2. Connect with one other historic milestone(s) that is portrayed in the Legacy Project that gives voice to the common foundation of justice. Use the following link at http://legacyprojectchicago.org/Historic_Milestones.html

Level 3: Transformational Approach

1. View “James Baldwin: The Price of the Ticket” at http://www.youtube.com/watch?v=4_hYraYI2J8
2. Read “The Fire This Time” at <http://leo.stcloudstate.edu/kaleidoscope/volume4/fire.html>
3. Discuss how being an African American and a homosexual impacted his influence in the Civil Rights Movement.
4. How do you think Baldwin was changed by these events personally and professionally?

Level 4: Social Action Approach

1. Assess the impact that racism or homophobia play in our society today? Examine the biography introduction in http://wps.ablongman.com/long_kennedy_lfpd_9/22/5820/1489977.cw/index.html
2. Describe the change that you would advocate to move forward with acceptance and inclusion in our society.

JANE ADDAMS

Lesbian U.S. Social Justice Pioneer

(1860-1935)



*"America's future will be determined by the home and the school.
The child becomes largely what he is taught;
hence we must watch what we teach, and how we live."*

– Jane Addams

In the 1880's, while in England, Addams discovered settlement houses – homes located in city slums where social workers “settled” to provide services to the surrounding community – which led to her hypothesis that physical and social landscapes can influence the fate of subcultures. In 1889 she co-founded Hull House in Chicago, one of the first settlement houses in the United States. A leading feminist and suffragette, she called attention to poverty, child labor, public health reform, race relations, adverse working conditions, and prostitution among poor urban women. Addams, a life-long pacifist, was elected president of the Women's International League for Peace and Freedom in 1915. In 1920 she was instrumental in establishing the American Civil Liberties Union (ACLU) and later published the controversial *Peace and Bread in Time of War* (1922). In recognition of these efforts and a lifetime dedicated to advancing social justice, Jane Addams was awarded the Nobel Peace Prize in 1931, the second woman in history to receive the honor. A champion of those who lived on the margins, her ideas continue to influence social, political and economic reform in the United States and throughout the world. The love of her life, Mary Rozet Smith, arrived at Hull House in 1889 and supported Addams life and work through a relationship that endured more than 40 years.

Lesson Plan

Level 1: Contributions Approach

1. Activate prior experience: What do you know about settlement houses that were established by Addams during the late 1800's? Why were these significant to our social landscape?
2. Read the biographical information.
3. Group Discussion: How would you describe the Addams's activism?
4. For further information about the social impact of settlement houses, review <http://www.infed.org/archives/e-texts/addams6.htm>

Level 2: Additive Approach

1. Investigate the work of suffragettes and feminists who wanted the right to vote in the United States.
2. Website Investigation: Examine another activist who was revolutionary to social justice causes through the following: http://legacyprojectchicago.org/Social_Justice.html
3. Describe any similarities or differences in their personal commitment to service to others.

Level 3: Transformational Approach

1. Examine the historical narrative of Addams's influence on urban society in Chicago and beyond in the following: http://tigger.uic.edu/htbin/cgiwrap/bin/urbanexp/main.cgi?file=new/historical_narrative_contents.ptt
2. Why was Jane Addams a controversial figure during this time?

Level 4: Social Action Approach

1. If Addams were alive today, which social justice causes would she be involved with and why?
2. Extend knowledge on the Nobel Prize received by Addams. Read the biography at http://www.nobelprize.org/nobel_prizes/peace/laureates/1931/addams-bio.html#
3. Did her “private” life play a supporting role in her service to others? Review the following: <http://plato.stanford.edu/entries/addams-jane/>
4. Who today would you believe exemplifies Addams' values?

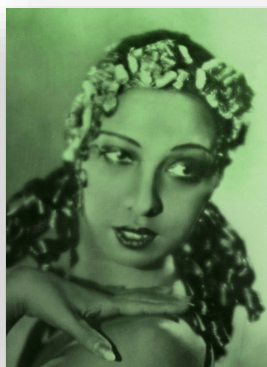
JOSEPHINE BAKER (1906-1975)

Bisexual Civil Rights Activist and Entertainer

Lesson Plan



*"UNFORTUNATELY, HISTORY HAS SHOWN US THAT BROTHERHOOD
MUST BE LEARNED, WHEN IT SHOULD BE NATURAL." – Josephine Baker*



Born to a humble working-class family, Josephine Baker grew up cleaning houses and babysitting for wealthy white families who reminded her to "be sure not to kiss the baby." After dropping out of school, she lived on the streets of St. Louis where her street-corner dancing led to a career in Vaudeville during the Harlem Renaissance. In 1925 she joined "La Revue Nègre" in Paris where her exotic and sensual performances made her an overnight sensation. In 1934 Baker was the first African American female to star in a major motion picture, *ZouZou*. During the Nazi occupation of France, she joined the French Underground and smuggled intelligence coded within her sheet music to the resistance in Portugal. In recognition of her services she received the Croix de Guerre, the Rosette de la Résistance, and was made a Chevalier de la Légion d'honneur by General Charles de Gaulle. In spite of her gallantry, after the war, Baker was refused service at New York's popular Stork Club for being black. In response she refused to entertain in any club or theater that was not integrated – setting off a firestorm about integration. Thrust into the role of civil rights icon, Baker was the only woman asked to speak at the March on Washington in 1963. Though she performed less and less in the ensuing years, in 1973 she opened at Carnegie Hall to a standing ovation, finally receiving the recognition that had long eluded her in the U.S. On April 12, 1975 – shortly after receiving rave reviews for a retrospective on her 50 years in show business – she suffered a cerebral hemorrhage and passed away at the age of 68. She received full French military honors and was interred in Monaco at the behest of long-time friend, Princess Grace. Josephine Baker – who believed in a truly multiracial society – adopted 12 children from nationally and racially diverse backgrounds. She was a true pioneer who never gave up on life in spite of tremendous challenges, and remains one of the most beloved icons of her era.

Level 1: Contributions Approach

1. Activate prior experience: Have you ever seen or heard entertainer-turned-activist, Josephine Baker, perform?
2. Read the biographical information, above.
3. **Group Discussion A:** Describe something that happened to Baker when she was younger that may have soured her outlook.
Group Discussion B: What critical choice did Baker make that prompted her career to sky rocket?
4. Extend knowledge: Read the selection at <https://www.thoughtco.com/josephine-baker-french-resistance-45273>

Level 2: Additive Approach

1. Compare Baker's performances in the following clips:
1934 Zou Zou (<http://www.youtube.com/watch?v=-wMaSGMONr8>); **1950** TV performance <http://www.youtube.com/watch?v=sHrOV8YorHI> and her **1968** concert <http://www.youtube.com/watch?v=3cgmuv7BAnU>
How would you describe the evolution of her public image and artistic ability over arc of her long career?
2. Legacy Project Website Investigation: Explore other resources at http://www.legacyprojectchicago.org/Josephine_Baker_Resource_List.html to learn more about Josephine Baker.

Level 3: Transformational Approach

1. Consider Baker's humble beginnings, her years as a Parisian sensation, her involvement in the French Resistance, and her evolution into a Civil Rights Activist after refusing to perform in any segregated venue in this video clip <http://www.cmgww.com/stars/baker/about/biography.html>. Describe to another classmate how these external forces in history impacted her personal development.
2. Watch <http://www.biography.com/people/josephine-baker-9195959/videos> and read her quotes at <http://www.cmgww.com/stars/baker/about/quotes.html>. How did Baker advocate for freedom against discrimination?

Level 4: Social Action Approach

1. Read the biography above. Many distinguished leaders like Charles de Gaulle, Princess Grace of Monaco, and Rev. Martin Luther King thought very highly of Josephine Baker. Why were each of these people so enamored of her?
2. Baker's bisexuality was revealed publicly by her son after her death. Speculate about why Baker was prevented from openly discussing her sexual orientation during her lifetime.
3. Read this [report](#). Bisexuals are often left out many discussions involving LGBTQ issues. Why do you think that is the case and how would you advocate for bisexual civil rights today?

KEITH HARING

Gay U.S. Social Artist (1958-1990)



In 1978, Keith Haring moved to New York to attend the School of Visual Arts. Energized by the influences he encountered, he developed a graffiti-inspired style emphasizing the line. Seeking to work outside the conventional art world, and committed to involving the public in his art, Haring began his series of “subway drawings” – recurring images drawn in chalk on expired advertising panels lining subway station walls throughout the city. The subway became a laboratory for Haring to work out his ideas, iconography and narratives. Executed at all times of the day, in full view of commuters, his drawings attracted a growing number fans (whose interaction he cultivated) as well as the police (who arrested him several times for criminal mischief). His style soon became associated with the tribal undercurrents that permeated metropolitan life; and overtones of his homosexuality can be found throughout the works he created in his decade-long career. The subway drawings and his shows in numerous alternative exhibition spaces received much notice, but it was a solo show at a Soho gallery in 1982 which launched his meteoric ascent. Haring was politically involved, designing anti-nuclear posters (1982); posters for an anti-apartheid campaign (1985); and painting a portion of the Berlin Wall (1986). By 1989 his work had also become synonymous with the AIDS activist movement. Commercially, Haring worked for such clients as Swatch and Absolut Vodka. In 1986, in an effort to keep his imagery affordable, he opened a store in Manhattan – the Pop Shop – featuring merchandise bearing his own artwork. Just as Andy Warhol defined the 1960s, Keith Haring defined the 1980s. Haring’s creativity bridged the gap between consumerism, pop culture and fine art. His pioneering vision remains an inspiration to artists today. Haring died of complications due to HIV in 1990. He was 31.

Lesson Plan

Level 1: Contributions Approach

1. Activate prior experience: What does it mean for Haring to be called an “activist artist”? Read the biographical information.
2. Group Discussion: How did Haring’s artwork define the 1980s?
3. Choose two paintings and share your impressions with classmates. Review any of the artwork or genre from http://www.haring.com/art_haring/index.html

Level 2: Additive Approach

1. Investigate how Haring impacted the art industry through the review <http://www.haring.com/!about-haring#.UJLpp452D0A>
2. Website Investigation: Examine another artist from the Legacy Project at <http://legacyprojectchicago.org/Artists.html> and compare their artistic style and endeavors.

Level 3: Transformational Approach

1. Examine how his own personal development as an artist and gay man influenced his view about life. Read this transcript of the conversation at <http://www.haring.com/archives/interviews/index.html>
2. How do you think that Haring’s HIV status shaped the art that he created?

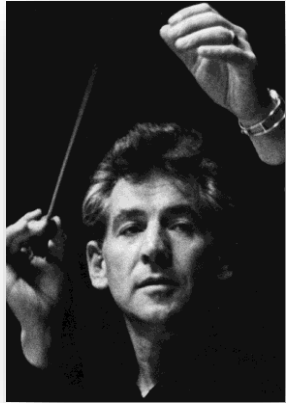
Level 4: Social Action Approach

1. Haring has been described as having “pioneering” vision as an artist. How did this advance his unique style and artistic delivery? Which made an impact on others?
2. Part of Haring’s continual influence is to award grants through his foundation. Review how Haring will have lasting influence and impact through the http://www.haring.com/kh_foundation/
3. In what ways will you advance your vision and your outreach to others?

LEONARD BERNSTEIN

Bisexual U.S. Composer and Conductor

(1918-1990)



Iconic 20th century musician Leonard Bernstein was the first conductor born and educated in the United States to receive worldwide acclaim. As a maestro, Bernstein is best known as music director of the New York Philharmonic, with whom he presented the televised “Young People’s Concerts” for CBS, which remain the most successful classical music appreciation programs ever presented on television. As a composer, Bernstein produced an array of works, from symphonies to ballets to Broadway shows, including the musicals *Candide*, *On the Town*, and his best-known work, *West Side Story*, on which he collaborated with Arthur Laurents, Jerome Robbins and Stephen Sondheim. Bernstein regarded famed composer Aaron Copland as both friend and mentor. He was also profoundly influenced by conductor Dimitri Mitropoulos, whom he would succeed years later at the Philharmonic. Although Bernstein lived a bisexual life in his younger years, the repressive atmosphere of the McCarthy era played a role in steering him toward a traditional marriage in 1951, which provided him with a lifestyle more conducive to a public career in those times. He fell in love with and married actress Felicia Cohn Montealegre and fathered three children. The advent of the “Gay Liberation Movement” of the 1960s and 70s may have encouraged him to be a bit more open in the pursuit of his desires – but his marriage and home-life anchored him. Though he and his wife did experience a yearlong separation in the mid-1970s, they remained close and did not divorce. It was not until after her death in 1978 that Bernstein came to live his life more openly. In recognition of a lifetime of achievements, he received the Kennedy Center Honors in 1980 – an award befitting a man who had become a legend in his own time. Just five days after announcing his retirement in 1990, Leonard Bernstein died of heart failure after complications resulting from a pleural tumor. He remains one of the most enduring, beloved and influential figures in the history of American music.

Lesson Plan

Level 1: Contributions Approach

1. Activate Prior Experience: Before today, what did you know about this famous American Composer and Conductor?
2. Read the biography above and explore additional links at <https://legacyprojectchicago.org/person/leonard-bernstein>.
3. Group Discussion: In his early life, Bernstein struggled to gain acceptance for his decision to pursue a career in music. Who were his major influences and mentors during the early years? Were his relationships with men a consideration?
4. Extend Knowledge: How did Bernstein’s ability as a musician impact his decision to become a conductor/director during the 1940s-1950s?

Level 2: Additive Approach

1. How did Bernstein’s bisexuality impact his marriage to Felicia Cohn Montealegre in 1951 and their family’s dynamics? Were their children aware of their father’s other relationships? In what way did his marriage factor into his decision to live his life more openly in 1976?
2. Read [https://en.wikipedia.org/wiki/Leonard_Bernstein#Personal life](https://en.wikipedia.org/wiki/Leonard_Bernstein#Personal_life) and describe in your own words his challenges and personal struggles.
3. Examine <https://solidarity-us.org/atc/144/p2620/> and explain what Peter Drucker meant when he called Bernstein’s life “a tragedy.”

Level 3: Transformational Approach

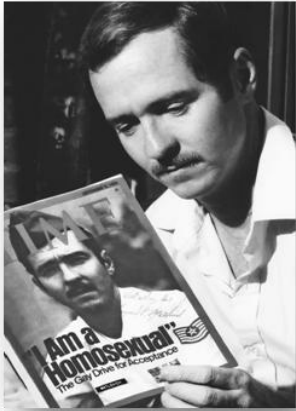
1. Read <https://www.thejc.com/lifestyle/features/leonard-bernstein-my-wonderful-dad-1.33896>. How does Bernstein’s daughter, Jamie, describe her father’s life and devotion to family?
2. Although Bernstein was devoted to his family, he was involved with men throughout his life. Review this link: <http://gayinfluence.blogspot.com/search/label/Leonard%20Bernstein>. How did his focus on keeping his marriage and his family together impact his desire to live with his lover, Tom Cothran?
3. Read this quote by biographers Secrest and Kaiser: *“Bisexuality is a thorny label. Do we call Bernstein bisexual because he married and fathered three children? The recently deceased Arthur Laurents did not think we should. He said Bernstein was a gay man who married.”* Given that Bernstein also had relationships with women outside of his marriage, would you consider him bisexual or “a gay man who married [a woman]”? How do you feel about the way Bernstein comported himself?

Level 4: Social Action Approach

1. In your opinion, has society changed enough to understand the choices Bernstein made – and why he made them?
2. Conduct and advance search for bisexuals at <https://legacyprojectchicago.org/explore/advanced>. Read their stories and explain how/if would you advocate for them.

SGT. LEONARD MATLOVICH

Gay U.S. Military Activist
(1943-1988)



Leonard Matlovich followed in his father's footsteps and volunteered for service in the Air Force. He served three tours of duty in Vietnam where he received a Bronze Star for heroism under fire, and a Purple Heart for being seriously wounded in a land mine explosion. While teaching Air Force race relations courses, Matlovich came to realize that prejudice and discrimination against gays was similar to that against African Americans, and that he could not abide having to teach about equal opportunity when it did not apply to people like him. This revelation prompted him to reach out to gay rights pioneer Frank Kameny, who had been looking for a test case against the military's ban on homosexuals serving openly. With Kameny's support, Matlovich revealed his homosexuality in a carefully worded letter to his commanding officer on March 6, 1975. Despite his exemplary military record, a three-member military panel ruled Matlovich unfit for service and discharged him in October 1975. After a five-year legal battle, a U.S. District Court ordered his reinstatement but without ruling against the ban itself. Convinced they would find some other reason to discharge him if he reentered the service, Matlovich accepted the Air Force's offer of a financial settlement. Matlovich devoted the remainder of his life to championing the fight against anti-gay discrimination and confronting national indifference to the AIDS epidemic. The issue of gays serving openly in the military was brought to the forefront when Matlovich's challenge catapulted him into the role of a national hero for the cause two decades before "Don't Ask, Don't Tell" would become emblematic of the struggle for GLBT equality. Matlovich died from AIDS on June 22, 1988 and was buried with full military honors in the Congressional Cemetery in Washington, D.C. His headstone reads simply "A Gay Vietnam Veteran" and is inscribed with the words he made famous: "When I was in the military they gave me a medal for killing two men and a discharge for loving one."

Lesson Plan

Level 1: Contributions Approach

1. Activate prior experience: What do you know about Leonard Matlovich as a veteran and activist? Read the biographical information.
2. Group Discussion: In what way did Matlovich receive worldwide acclaim as a gay veteran?
3. View the following information at <http://www.leonardmatlovich.com/>

Level 2: Additive Approach

1. How had Matlovich added to his beliefs about freedom and his commitment to patriotism?
2. View other gay veterans in the Legacy Project website at <http://legacyprojectchicago.org/Military.html>
3. Discuss the way in which gay veterans overcome any challenge to be true to their country and to their identity.

Level 3: Transformational Approach

1. Examine the following photographs of Matlovich at <http://www.leonardmatlovich.com/gallery.html>
2. Read Matlovich's obituary at http://articles.latimes.com/1988-06-24/news/mn-5916_1_leonard-matlovich
3. Analyze the passages that Matlovich experienced to strengthen his passion for justice.

Level 4: Social Action Approach

1. What have you learned about how Matlovich won the battle but lost the war against the United States military's gay ban?
2. Examine the American Veterans for Equal Rights at <http://aver.us/aver/>
3. Delineate steps that you would take to advocate for more legal protection for gay and lesbian veterans.

LORRAINE HANSBERRY

Lesbian U.S. Feminist, Activist, and Author (1930-1965)



Born the daughter of a middle class Chicago businessman, Lorraine Hansberry's life in many ways mirrored her art and dedication to social justice. After moving into an all-white Chicago suburb in 1937, the family was met with physical violence. Rather than give into the hostility they sued and, in 1940, the U.S. Supreme Court ruled they had a right to remain in their home. In 1950 Hansberry moved to New York City, where she eventually married Jewish songwriter Robert Nemiroff, whom she quietly divorced in 1964. Her play 'A Raisin in the Sun' (1959) was the first play written by an African American to be produced on Broadway. It would go on to win the New York Drama Critics Circle Award – an honor which Hansberry was both the first African American – and the youngest person – to receive. The play, which dealt in human terms with the serious and comic problems of a black family in modern America, was a major stimulus to the 1960s African-American Theater movement. A civil rights activist her entire life, Hansberry began identifying herself as a feminist and lesbian in the 1950s. She applauded the growing West Coast homophile movement and was one of the first members of the New York chapter of the groundbreaking lesbian organization, the Daughters of Bilitis. She wrote several essays for its newsletter *The Ladder* under the pen-name "L.H.N." proffering that "...homosexual persecution and condemnation has at its roots not only social ignorance, but a philosophically active anti-feminist dogma." Hansberry linked the struggle for gay rights, rights for people of color, and rights for women long before such terms as 'homophobia' and 'feminism' had come into the vernacular. She died from cancer in 1965 at the age of 34. Her ex-husband assembled posthumous collections of her unfinished works, letters, and diary entries – most notably *To Be Young Gifted and Black* (1969), whose title was drawn from the last speech Hansberry made to young winners of a United Negro College Fund writing contest.

Lesson Plan

LEVEL 1: CONTRIBUTIONS APPROACH

1. Activate prior experience: How has Lorraine Hansberry been remembered in her creation of the play, "A Raisin in the Sun" in 1961?
2. What have you learned about Hansberry's play? View the notes at <http://www.sparknotes.com/lit/raisin/>
3. Read the biographical information found at this link: http://en.wikipedia.org/wiki/Lorraine_Hansberry.
4. Group Discussion: Describe how she portrayed her family's battle against race and housing discrimination in Chicago.

LEVEL 2: ADDITIVE APPROACH

1. Hansberry's family was prohibited because of race in living in a subdivision in Chicago. Describe the legal actions that were taken to protect their rights in the Hansberry v. Lee case. Read about this case at http://en.wikipedia.org/wiki/Hansberry_v._Lee
2. In what ways did Hansberry continue the quest for justice by joining the Daughters of Bilitis? Describe the history of the social activism in this group. The link is http://en.wikipedia.org/wiki/Daughters_of_Bilitis
3. Website Investigation: How did other theater contributors uncover social issues as Hansberry did in her life. Choose one activist from <http://www.legacyprojectchicago.org/Theater.html>

LEVEL 3: TRANSFORMATIONAL APPROACH

1. Describe how Hansberry experienced racial hostility in her early life. View this link at <http://www.gradesaver.com/author/lorraine-hansberry/>
2. As Hansberry discovered education and theater in New York, what were contributing factors to her understanding of civil rights?
3. Examine the guide and essays for "A Raisin in the Sun" at this link: <http://www.gradesaver.com/a-raisin-in-the-sun/>. Why was this considered a landmark for African American people as a whole?
4. In her life, Hansberry came out as a Lesbian, how did this impact her life? View the link at <http://voices.cla.umn.edu/artistpages/hansberryLorraine.php>

LEVEL 4: SOCIAL ACTION APPROACH

1. Hansberry wrote about the struggles of being a lesbian in a male dominated world. How did Hansberry interpret how lesbians confronted gender roles? View this link at <http://www.theroot.com/views/lorraine-hansberrys-gay-politics>
2. How did Hansberry pave the way for activism for feminism and gay rights? <http://www.tolerance.org/lesson/lorraine-hansberry-lgbt-politics-and-civil-rights>
3. What advocacy groups have directly provided social justice resources to break the disparity between males and females in society today? http://socialjustice.ccnmtl.columbia.edu/index.php/Hansberry_as_a_Social_Activist

MARGARET MEAD

Bisexual U.S. Anthropologist (1901-1978)



Margaret Mead became world famous for her studies of South Sea peoples, especially *Coming of Age in Samoa* (1928), which rejected biological determinism to emphasize the inexorable influence of cultural forces on adolescent development. She later expanded her study, which led her to admonish American parents for what she saw as comparatively inept child-rearing practices in the United States. She wrote more than 1,000 articles and 30 books in addition to working as a curator at the American Museum of Natural History in New York City. Though she was married three times, in the mid-1920s Mead began a life-long relationship with fellow anthropologist Ruth Benedict which influenced how the two women interpreted what was deemed “normal” in a culture. As a result, Mead came to describe the “deviant” as a person who “demanded a different or improved environment but who rejected the traditional choices” to set up alternate standards. She became one of the earliest proponents of bisexuality, questioning the socio-cultural forces that demand people choose between a lifetime of exclusive homosexuality or heterosexuality.

Lesson Plan

Level 1: Contributions Approach

1. Activate Prior Experience: What do you know about Margaret Mead?
2. Read the biography above and explore additional resources at <https://legacyprojectchicago.org/person/margaret-mead>.
3. Mead has been called a “prophet” and “Mother of the World”. Read <http://bcrw.barnard.edu/publications/margaret-meads-legacy-continuing-conversations/>
4. Group Discussion: Describe how Margaret Mead became a pioneering spirit in anthropology and why her pioneering work in the study of human societies is still influential today.

Level 2: Additive Approach

1. After reading about Mead’s research, describe the type of expeditions that informed her understanding of culture and Polynesian sexual behavior. View this <https://www.biography.com/scholar/margaret-mead>
2. Mead’s bisexuality was confirmed by her family, which accepted the decades-long relationship Mead shared with Ruth Benedict. Together they redefined our understanding of family dynamics and child-rearing; yet their involvement is rarely mentioned, contributing to bisexual invisibility.
3. Do an advanced search for “bisexuals” at <https://legacyprojectchicago.org/explore/advanced>. Find another bisexual woman who lived during Mead’s time. Compare and contrast their lives. What unique challenges do bisexuals face that lesbians do not?

Level 3: Transformational Approach

1. View <https://anthrosource.onlinelibrary.wiley.com/doi/epdf/10.1525/aa.1980.82.2.02a00010>. In what ways did Mead’s early development and professional pursuits transform her into a “rebel” among anthropologists?
2. How did Mead evolve in her relationships with men and women? <http://www.nasonline.org/publications/biographical-memoirs/memoir-pdfs/mead-margaret.pdf>
3. Mead argued that men and women were shaped by culture, not just heredity. View number two at this link <https://massivesci.com/articles/anthropologist-margaret-mead-our-science-heroes-cultural-sexual-revolution/> and present your own evidence for the “power” of her statement.

Level 4: Social Action Approach

1. Read <https://courses.lumenlearning.com/culturalanthropology/chapter/margaret-meads-gender-studies/>. How did Mead’s findings significantly impact our understanding of gender?
2. View <http://faculty.webster.edu/woolfilm/margaretmead.html#image>. How did Mead illustrate her different insights into marriage, women’s position in society, and lifestyle?
3. Based upon your exploration of this “change-maker”, would you advocate for a progressive view of women in society today? Why or why not?

MARSHA P. JOHNSON

Transgender African American Activist (1945-1992)



Malcolm Michaels, Jr. left his home in Elizabeth, New Jersey to transform into “Black Marsha” on the train into New York. Survival after a permanent move there in 1966 was difficult. At times she waitressed or panhandled, but mostly she worked the streets. Along the way Black Marsha became Marsha P. Johnson. When she was asked by a judge what the “P” stood for, she retorted “Pay it no mind” – which was the philosophy of her incandescent life. Marsha was memorably present at the Stonewall Riots in 1969 where any number of actions have been attributed to her legend – including shimmying up a lamppost to drop a heavy weight that shattered a police car’s windshield. In the early 1970s Marsha, along with her friend Sylvia Rivera, co-founded Street Transvestite Action Revolutionaries (S.T.A.R.) – one of the first transgender rights organizations in the country. In spite of her influence and popularity, Marsha’s life was by no means easy. Breakdowns, religious visions, health scares, numerous threats by disgruntled johns, and run-ins with the law served as a dark counterpoint to her buoyant personality and unabashedly colorful attire. Naturally theatrical, she appeared regularly with the flamboyant performance group, the Hot Peaches Review, and was photographed by Andy Warhol as part of his “Ladies and Gentleman” Polaroid series in 1974. In spite of all she had endured, Marsha was a bright light of love and acceptance in a world that was anything but welcoming. She was a *survivor*. So when her body was found floating in the Hudson River after the 1992 New York Pride Parade – a death the authorities hastily declared a suicide without any forensic evidence to support the claim – her family and friends were outraged. Subsequent private examinations of police reports, sealed records, and interviews have revealed clues that point to possible foul play and hints of a cover-up. A re-opened investigation changed the cause of her death to “undetermined.” The mystery of what – or who – took the life of Marsha P. Johnson remains unsolved.

Lesson Plan

Level 1: Contributions Approach

1. Activate Prior Experience: What do you know about Marsha P. Johnson?
2. Read the biography above and additional resources at <https://legacyprojectchicago.org/person/marsha-p-johnson>. Why was Johnson’s involvement in the Street Transvestite Action Revolutionaries (S.T. A. R.) in the 60’s important?
3. Read http://www.glbtcarchive.com/ssh/gay_liberation_front_S.pdf
Group Discussion: The Gay Liberation Front advocated for civil rights protections for sexual minorities. Why? Do you think GLF failed Transgender people? Why or why not?
4. Extend Knowledge: Are you able to identify a Transgender African American activist in our society today? Explain their impact on our society.

Level 2: Additive Approach

1. Read https://en.wikipedia.org/wiki/Marsha_P._Johnson#Early_life. Describe some significant early experiences that formed Johnson’s values and identity.
2. What qualities did Johnson exhibit while living on the streets? Describe the types of things she experienced.
3. Website Investigation: Read about Sylvia Rivera and discuss the common beliefs held by her and Johnson <https://legacyprojectchicago.org/person/sylvia-rivera>.

Level 3: Transformational Approach

1. Marsha was transformed into a legend of the Stonewall Era. She is said to “have thrown the first brick”, though she, herself denied it repeatedly. Has this myth served to obscure or enhance the valuable work she did *after* Stonewall?
2. View this clip <https://youtu.be/jcU0DgiJ5NI>. In your opinion, was her death a suicide? Why or why not?
3. Johnson’s life and tragic ending have become extremely important in LGBTQ history. Why? What do you think she would want emphasized in any memorial to her legacy?

Level 4: Social Action Approach

1. Johnson and Rivera are remembered for being activists during the Stonewall era. Why are these two particular individuals still venerated today? View <https://www.smithsonianmag.com/smart-news/new-york-city-monument-will-honor-transgender-activists-marsha-p-johnson-and-sylvia-rivera-180972326/>
2. How would you advocate for transgender, gender-non-conforming, and non-binary youth in your school, your community and society in general?
3. What would you tell lawmakers who oppose legislation that protects the entire LGBTQ community from discrimination in every walk of life? How would you address resistance to Transgender inclusion and acceptance among LGB people?

OSCAR WILDE

British Dramatist, Poet and Critic (1854-1900)



By the age of 40 Oscar Wilde was famous in Europe and the U.S. for penning *The Picture of Dorian Gray*, his influential political tract '*The Soul of a Man Under Socialism*' and his theater masterpiece *The Importance of Being Earnest*. At the height of his fame he was publicly accused of being a 'sodomite' by John Douglas, the Marquis of Queensberry, with whose son, Lord Alfred, Wilde had been involved. His place in society threatened, Wilde sued Queensberry for libel. Losing the suit, he was indicted on charges of "gross indecency between males." His first trial, remembered for its defense of "the love that dare not speak its name," ended without a verdict; but he was tried again, lost, and was sentenced to two years of hard labor. When he was released from prison in 1897 he was a broken man. Bankrupt, bereft of friends, and his place in society, he went into exile. The dissipation that followed took a final toll on what remained of his health. He died on November 30, 1900 and was buried in France. Wilde's persecution, which brought to light details about gay life among the upper class, ushered homosexuality into public view in a way it had not been – underscoring the decisive role the closet played in keeping it hidden from society even though it was not uncommon. The publicity surrounding Wilde's trials had a chilling effect on the daily lives of countless terrified people who were driven only deeper into the closet; but it also led to the development of a nascent gay and lesbian consciousness that became central to the success of the GLBT Civil Rights Movement that was to follow.

Lesson Plan

Level 1: Contributions Approach

1. Activate prior experience: What do you know about the author and poet, Oscar Wilde? Read the biographical information.
2. Group Discussion: Describe how Oscar Wilde portrayed the Victorian Era of the 19th century?
3. Explore the fast facts or biography to reveal your impressions of Oscar Wilde to society (as found in the following:
<http://www.cmgww.com/historic/wilde/bio1.htm>

Level 2: Additive Approach

1. View 'Oscar Wilde Part I' at <http://www.youtube.com/watch?v=cqRwZz7n8o8> and describe in what ways Wilde offered "fresh air" into the Victorian Period.
2. Website Investigation: Analyze another contributor in the field of literature from <http://legacyprojectchicago.org/Literature.html>
3. Discuss a common approach that sheds light on a historical period.

Level 3: Transformational Approach

1. Interpret the effects that his homosexuality had on his career and gay identity.
2. Gather important background on Wilde's influence in the following <http://suite101.com/article/oscar-wildes-influence-on-gay-identity-a78821>
3. Cite the changes that Wilde had in his development and consequences that he suffered in his life.

Level 4: Social Action Approach

1. How did Oscar Wilde's life exemplify "being true" to your life and values?
2. Who today would identify with Wilde's publicity and consciousness-raising?
3. Describe steps of advocacy that you would use to support an individual's GLBT lifestyle in the political or social arena.

PYOTR ILYICH TCHAIKOVSKY

Gay Russian Classical Composer

(1840-1893)



Tchaikovsky, who was raised in a society that offered no public music education, demonstrated an aptitude for both foreign language and music composition from an early age. His parents initially encouraged his interests, but by the age of ten he was sent to boarding school to be trained for civil service employment out of fear that a career in music would doom him to an uncertain income. Against nearly everyone's advice, he switched his focus and, in 1865, graduated from the Saint Petersburg Conservatory where the formal, Western-oriented training he received set him apart from other contemporary young Russian composers. In the early 1860s Tchaikovsky came under the scrutiny of "The Five" who championed a Russian-centric style of composition that was at odds with the Western influences of his education. Sympathetic to their values, yet driven by a more expansive vision, Tchaikovsky channeled the artistic conflict into creative growth. By 1869 that internal struggle produced what would become his first recognized masterpiece, *Romeo and Juliet*. Consistent success would elude him for the next decade, but by the time of his death at the age of 53, he had composed the *1812 Overture* (1880), the ballets *Swan Lake* (1876), *Sleeping Beauty* (1889) and *The Nutcracker* (1892), ten operas, including *Eugene Onegin* (1879) and *The Queen of Spades* (1890) as well as six symphonies and four concerti. Though he yearned for social respectability, the marriage Tchaikovsky created to conceal his homosexuality was a devastating failure. Prevented by the conventions of his time to live his life openly, historians have nonetheless begun to examine the totality of his experiences and relationships to reveal a portrait of a man deeply conflicted but resigned to accepting his orientation as it was. Amid Tchaikovsky's private turmoil his public reputation grew; so much so that his sweeping achievements were honored by Tsar Alexander III who awarded him a lifetime pension in 1885. Although his music was often dismissed by critics in his own time, today Tchaikovsky's world-wide recognition as one of the preeminent composers in history has few rivals.

Lesson Plan

Level 1: Contributions Approach

1. Activate prior experience: What do you know about Tchaikovsky, the Russian composer?
2. Read the biographical information above.
3. Group Discussion: What was Tchaikovsky's original career focus?
4. How did he come to study music at the Saint Petersburg Conservatory?
5. Extend knowledge: What influences helped Tchaikovsky to remain committed to Russian music composition but also to absorb Western influences?
6. What was his first recognized masterpiece hit"?

Level 2: Additive Approach

1. What conflicts did Tchaikovsky navigate in his professional and personal life? Use this link at <http://rictornorton.co.uk/tchaikov.htm>
2. In what way did Tchaikovsky share prominence with other Russian musicians? See link at <http://russiapedia.rt.com/prominent-russians/music/pyotr-tchaikovsky/>
3. Website investigation: Search "Music" contributions at <https://legacyprojectchicago.org/explore/advanced>. Describe any common elements that other LGBTQ music professionals in history share with Tchaikovsky.

Level 3: Transformational Approach

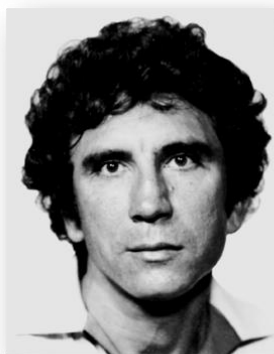
1. There were many "wanderings" where Tchaikovsky had to come to terms with his own professional career and personal life. View http://en.wikipedia.org/wiki/Pyotr_Ilyich_Tchaikovsky and describe an area relevant to understanding his goals.
2. There was a wide range of creativity in his musical endeavors. Describe one of the following: melody, rhythm, harmony, repetition, and structure. How did his distinctive style of Russian composition impact the world of music?
3. From what you have learned about Tchaikovsky's life, how did his personal experiences influence his musical compositions? Explore <http://www.independent.co.uk/arts-entertainment/music/features/opera-sheds-new-light-on-tchaikovskys-gay-lifestyle-1818839.html>

Level 4: Social Action Approach

1. Tchaikovsky's personality was complicated by depression and his fear of recognition. Read <https://www.thefamouspeople.com/profiles/pyotr-ilyich-tchaikovsky-398.php> and describe the stigma that was part of his society.
2. In what ways would you advocate for historical accuracy in the way LGBTQ individuals like Tchaikovsky are treated in society today?

REINALDO ARENAS

Cuban Author and Political Dissident (1854-1900)



Born into rural poverty in Cuba, in 1959 he became an early supporter of the revolution that brought Fidel Castro to power. But Arenas became increasingly disenchanted with the revolution's homophobic rhetoric and policies. Moving to Havana in 1963, he worked as a researcher and later as editor and journalist for the literary magazine *La Gaceta de Cuba*. His first novel *Celestino antes del alba* (1967) (*Singing from the Well*) was his only book published in Cuba. When open persecution of homosexuals began, in the 1960s and 1970s, he rejected the revolution. As his writings grew increasingly critical he was no longer allowed to publish on the island. His second and best-known novel, *El mundo alucinante* (1969) (*Hallucinations*), was smuggled out of the country and published abroad. During the mid-1970s Arenas spent three years in prison for his writings and public, open homosexuality. Coming to the U.S. as part of the Mariel boatlift, he eventually settled in New York. By 1980 he began to write furiously, first publishing the novella *Old Rosa*. The novel *Farewell to the Sea* – a manuscript once confiscated by the Cuban government – followed in 1982. The heterogeneous collection of poetry, essays and letters *Necesidad de libertad* (1986), was followed by the novels *Graveyard of the Angels* (1987) and *The Doorman* (1988). Suffering from AIDS and too sick to continue writing, Arenas committed suicide in 1990. In a farewell letter to the Miami newspaper *Diario las Américas* he wrote, "My message is not a message of failure, but rather one of struggle and hope. Cuba will be free. I already am." By the time of his death this passionate writer turned activist had completed nine novels, an autobiography, scores of poems, plays, and short stories, and dozens of political and literary essays. Among his posthumously published works were *Journey to Havana* (1990) and the autobiography *Before Night Falls* (1992) which was made into an Academy-Award nominated film in 2000.

Lesson Plan

Level 1: Contributions Approach

1. Activate prior experience: Have you heard of Reinaldo Arenas, the activist and novelist who escaped from Cuba during the 1980's? Read the biographical information.
2. Group Discussion: Describe how his zest for freedom of expression inspired his writings.
3. Gather lasting contributions from his New York Times obituary found at <http://www.nytimes.com/1990/12/09/obituaries/reinaldo-arenas-47-writer-who-fled-cuba-dies.html>

Level 2: Additive Approach

1. Listen to Reinaldo Arenas describe his early beginnings as he reads from his autobiography, *Before Night Falls*, at <http://www.youtube.com/watch?v=NTGFVhiWwHI&feature=fvwrel>
2. Website Investigation: Connect Arenas' humble beginnings, life, and activism to other Hispanic or Latino inductees through the following link: <http://www.legacyprojectchicago.org/HispLatinoa.html>

Level 3: Transformational Approach

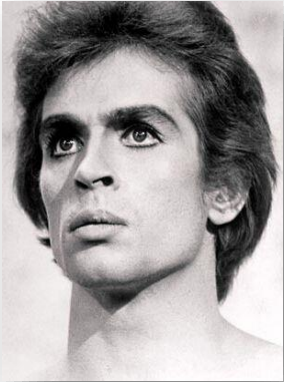
1. Analyze how Arenas' personal experiences with censorship, persecution, and sexual orientation provided the important context for "queer activism."
2. Read the research from Rafael Ocasio's analysis of Reinaldo Arenas' politics in http://web.gc.cuny.edu/dept/bildn/publications/documents/Ocasio31_000.pdf
3. Examine the stages or events which were pivotal in building his strong personality and dedication to justice in his writings and life.

Level 4: Social Action Approach

1. Despite literary acclaim, disgrace, prison, exile, and terminal illness, what was the impact of Arenas' life and work?
2. In what policy or cause would you recommend for that would depict the passion that Arenas exhibited in his lifetime?

RUDOLF NUREYEV

Gay Russian Ballet Dancer and Choreographer (1938-1993)



The greatest male dancer of the 1960s/1970s was born on a Trans-Siberian train to poor Asiatic Mongol parents. When his mother smuggled him into a performance of the ballet 'Song of the Cranes,' Nureyev fell in love with dance. After studying ballet at the Leningrad Choreographic School, he joined the Kirov Ballet as a soloist in 1958. During the company's tour to Paris in 1961 he defected. As the first dancer to defect from the Soviet Union he became an instant celebrity. The same year, at Margot Fonteyn's invitation, Nureyev danced at the Royal Academy of Dance in London and thereafter became Fonteyn's principle dancing partner. He was a sensation – combining an intensely romantic sensibility with stunning muscularity and technique. Ever the innovator, he became the first major ballet star to begin working regularly with established modern dance choreographers. Nureyev's dance repertoire was enormous including all the classics as well as standards – and acquiring over 90 roles through appearances with over 30 major ballet and modern dance companies. He choreographed new versions of the ballets 'Romeo and Juliet,' 'Manfred,' and 'The Nutcracker' – changing and expanding the roles of male dancers. Several films were made of his brilliant ballet performances including 'I Am a Dancer' (1972) and 'Don Quixote' (1972). He also acted in films, portraying the title role in Ken Russell's 'Valentino,' and even toured the U.S. with a stage revival of 'The King and I.' From 1983-1989 he was the artistic director of the Paris Opera Ballet. Nureyev died of complications from HIV in 1993 at the age of 54. He remains perhaps the most famous male ballet dancer of the 20th-century and an icon in the LGBT community.

Lesson Plan

Level 1: Contributions Approach

1. Activate prior knowledge: Before today what did you know about the ballet dancer Rudolf Nureyev and his rise to fame?
2. Read the biography above and additional resources at <https://legacyprojectchicago.org/person/rudolf-nureyev>.
3. View this interview with Nureyev and share your impressions <https://www.youtube.com/watch?v=WB7-A6L4mwQ>.
4. Group discussion: Nureyev was born and raised in the Soviet Union. He began his career in Leningrad and then defected during the Cold War to begin a new career in the West. Knowing that he was already an accomplished ballet dancer, why do you think it he decided to defect?

Level 2: Additive Approach

1. Divide the article below evenly among the group then find the adjectives used to describe Nureyev and share them. <https://www.newyorker.com/magazine/2007/10/08/wild-thing-2>.
2. Watch at least five of these videos of Nureyev dancing and share your impressions with your group <https://www.youtube.com/watch?v=MAQb8VzywWY&list=PL6EF09441BE67ABA8>.
3. Nureyev said: "For me, purity of movement wasn't enough. I needed expression, more intensity, more mind." What does this quote tell you about how he viewed his craft?

Level 3: Transformational Approach

1. Read http://www.glbtcarchive.com/arts/nureyev_r_A.pdf and describe the challenges Nureyev experienced in his lifetime.
2. How did this poor Russian ballet dancer transform himself into the "King of Dance" and "The greatest male dancer of the century"?
3. Nureyev said "There was simply from this quite early age the awareness that the only thing I wanted was to dance." After reading about his life, can you identify the character traits and experiences which led him to become an artist? In your opinion, why did he need to defect?

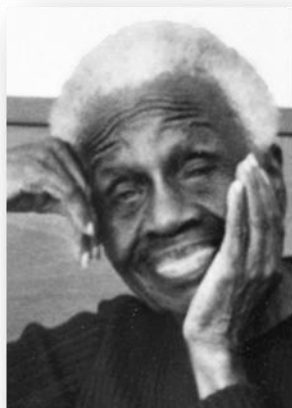
Level 4: Social Action Approach

1. Nureyev said "I'm really alive when I'm on stage." What makes you feel really alive? Who has supported you in your quest to be yourself?
2. Read http://www.glbtcarchive.com/arts/nureyev_r_A.pdf. It states: "One of Nureyev's great contributions to ballet had to do with his sexual openness. Completely comfortable with his own sexuality, Nureyev expended no effort in presenting a heterosexual image on stage or off." Do you see this with other artists today? Cite some examples. Do you feel the freedom some artists have to be honest about this part of their lives is appropriate and helpful? Why or why not?

RUTH ELLIS

Businesswoman and Senior Lesbian Activist

(1899-2000)



Ruth Ellis was born in Springfield, Illinois to parents who were conceived in the last years of slavery. Her life spanned through moments of great turmoil and upheaval – from the Springfield Riot of 1908 to the Detroit Riots of 1967 – an endless backdrop of conflict from which Ellis managed to extract an exuberance for life that was incandescent. She came out as a lesbian at the age of 16, and earned a high school diploma at a time when fewer than seven percent of African Americans graduated from secondary school. In 1936 she met her partner of 34 years, Ceciline "Babe" Franklin, with whom she moved to Detroit, Michigan in 1937. Ellis became the first African American woman to own an off-set printing business in that city. Her success as an entrepreneur from 1946 to 1971 inspired the couple to turn the home they shared into the "Gay Spot" where young gays and lesbians could congregate and enjoy a welcoming night club atmosphere decades before the Civil Rights Movement and the Stonewall Riot would begin to alter their outlook and options. Ellis became a fierce advocate for African Americans, senior citizens, and the gay and lesbian communities. She offered assistance to lesbians of color researching their history and their roots; she proposed a variation on Big Brothers Big Sisters, where younger gays and lesbians would be matched as social companions with gay and lesbian seniors according to similar interests; and the Ruth Ellis Center, founded in 1999, continues to provide shelter and aid for LGBTQ youth in Detroit. Her extraordinary life was chronicled in the acclaimed documentary *Living With Pride: Ruth Ellis @ 100* (1999) and the city of Detroit recognizes her contributions every February, during Black History Month, by celebrating Ruth Ellis Day. She died in her sleep at her home on October 5, 2000, at the age of 101.

Lesson Plan

LEVEL 1: CONTRIBUTIONS APPROACH

1. Activate prior experience: What do you know about Ruth Ellis, an advocate for senior citizens, African Americans, and gays and lesbians?
2. Read the biographical information found at this link: http://en.wikipedia.org/wiki/Ruth_Ellis_%28activist%29
3. Group Discussion: Describe her contributions to investigating gay and lesbian history and providing social companions to seniors.

LEVEL 2: ADDITIVE APPROACH

1. In viewing the Ellis's history and struggles with civil rights, how had her "senior years" brought a fulfilling life in activism? Listen to Ruth Ellis explanation of her life in <http://www.npr.org/programs/morning/100years.html>
2. How did Ellis create her "living with pride" in being a lesbian and advocate for others to find their own life? View the documentary "*Living with Pride: Ruth Ellis @ 100*" at this link: www.sistersinthelife.com
3. Website Investigation: How did other African American lesbian activists become role models for others? Choose one activist from <http://www.legacyprojectchicago.org/Afr-AmerBlack.html> Describe any similarities to being a "wise elder" for others.

LEVEL 3: TRANSFORMATIONAL APPROACH

1. Investigate Ellis's early life and discuss her family struggles. How did Ellis cope with these obstacles? View this link at <http://www.utne.com/Politics/Ruth-Ellis-Americas-Oldest-Lesbian.aspx#axzz2fG1zoewQ>
2. How did Ellis's acknowledgement of her own sexual orientation enable her to support other gay and lesbians? View this link at http://www.sistersinthelife.com/ruthellis/coming_of_age.html
3. What attributes enabled Ellis to imprint the gay and lesbian community?

LEVEL 4: SOCIAL ACTION APPROACH

1. Ellis is honored as a "foremother" who has provided alternatives for African American gays and lesbians in the Midwest. Describe other individuals who have created that "safe place" today in our society. View this link on LGBT History Month at <http://lgbthistorymonth.com/ruth-ellis>
2. Based upon the organizations that were founded in Ellis's name, describe the impact that this role model of 101 years of age has had on our generations today? View this link at <http://ishouldbeloathing.blogspot.com/2009/10/lgbt-history-month-ruth-ellis.html>
3. How have you been inspired to create your legacy for equality?

SOR JUANA INES DE LA CRUZ

Lesbian Mexican Nun and Poet

(1651-1695)



Early feminist Sor Juana was a 17th century poet, nun and scholar. With a remarkable aptitude for everything from Latin to geometry, she took her novitiate at the age of 16. As a nun she was free to study the more than 4000 books she collected in her cell – one of the largest private libraries in the New World. Her poetry and plays were widely read and brought her renown in Europe and Spanish America for celebrating the “magicas infusions (magical infusions)” of Native American cultures – all of which earned her a reputation as one of the greatest lyric poets of the age. In her work as in her life, she acknowledged being “en dos partes dividida (divided in two parts),” torn between passion and reason, sensuality and religious devotion. Contemporaries spoke of her liaisons with other nuns (and with the wife of the viceroy of the Court of Mexico City), but it in the end it was her audaciously brilliant verse, and the threat to traditional authority it posed, that proved her undoing. In her most famous work *Reply to Sor Filotea* she defended the intellectual rights of women and condemned the Church for helping keep women uneducated. As a result of challenging societal values and ecclesiastical dogma she was officially censured. In 1694 she signed documents that may have been conscious rejections of her past life and donated many of her books to help the suffering poor in the city. She died the following year at the age of 43, while nursing her sister nuns in the midst of an epidemic. Nobel Prize winning author and poet Octavio Paz said of her poetry that it was the most important produced in the Americas until the advent of Emily Dickinson and Walt Whitman. Sor Juana – who is currently pictured on Mexico’s 200-peso note – has been an inspiration and a focus of study for centuries. Her former convent is now the University of the Cloister for Sor Juana.

Lesson Plan

Level 1: Contributions Approach

1. Read the biographical information found at <https://www.biography.com/writer/sor-juana-ines-de-la-cruz>.
2. Why is Sor Juana thought of as an early defender of women’s rights? How did she become the first published feminist of the New World with so many forces arrayed against her?
3. Group Discussion: Describe how Sor Juana questioned the status quo as a nun in Spanish society.
4. Extend Knowledge: Choose two of the poems by Sor Juana at <http://www.poemhunter.com/sor-juana-ines-de-la-cruz/>. How does she depict the role of men and her love for friend(s)?
5. Summarize for your classmates how Sor Juana’s primary interests are revealed in the poems you read.

Level 2: Additive Approach

1. Sor Juana explored feminism centuries before the word became part of common language. Select three of her poems at <https://mypoeticside.com/poets/sor-juana-ines-de-la-cruz-poems> and explain how they address the importance of education, equality for women, and proto-feminist constructs.
2. Website Investigation: Explore the resources listed at <https://legacyprojectchicago.org/person/sor-juana-ines-de-la-cruz>. How would you incorporate the story of Sor Juana into your classroom for students who not interested in poetry or feminism? Why should she be considered an important cultural influence and historical figure?

Level 3: Transformational Approach

1. Explore this link: <http://oregonstate.edu/instruct/phl302/philosophers/cruz.html>. Trace the steps in the timeline for Sor Juana’s life and explain how she developed her own approach to learning as a young woman.
2. Based upon her acclaimed writings, Sor Juana approached gender awareness and women’s rights long before such studies were commonplace. In what ways did she express this understanding through her friendship with Maria Luisa?
3. Explore <http://jesusinlove.blogspot.com/2010/04/sor-juana-nun-who-loved-countess.html>. How did Sor Juana remain “true” to her own convictions despite her circumstances, societal values, and the censorship she experienced because of ecclesiastical dogma?

Level 4: Social Action Approach

1. Sor Juana has received critical acclaim for her writings and for beliefs she championed outside of accepted social boundaries; but few people have ever heard of her. Explain why she should be considered a role model for modern feminists.
2. Website investigation: Search “Poetry” or “Latinx” at <https://legacyprojectchicago.org/explore/advanced> and choose someone whose story resonates with you. Explain why in an essay describing what actions people could take today to carry on their work?

THE STONEWALL RIOTS

June 28, 1968

Lesson Plan



THE RIOT THAT STARTED A REVOLUTION

Throughout the 1950s and 1960s, law enforcement officials kept track of suspected homosexuals and the places that catered to them. Police regularly raided bars, seizing alcohol, and shutting down establishments. It was not uncommon for the people arrested during these raids to be exposed in newspapers, fired from their jobs, jailed, or confined to mental institutions. On June 27, 1969, about 200 patrons packed New York City's Stonewall Inn. In the early morning hours of June 28th the police attempted a large-scale raid on the Mafia-owned gay club. No one – not the police or the people they were targeting – knew what was about to happen. While the police waited for patrol wagons to cart away the arrested suspects and seized alcohol, the bar's patrons began to resist. Men refused to show their IDs, and those in drag refused to accompany female officers to a bathroom to have their gender confirmed. The mood gradually turned from somber resignation to camp humor to angry shouts. When a lesbian arrested inside the bar was brutalized while being placed in a police car, rage exploded among the several hundred people who had gathered in an uncharacteristic mob on the street. As the crowd erupted, the arresting officers – who were outnumbered more than 50 to 1 – barricaded themselves inside the bar. Within hours over 1000 people arrived and five more days of rioting engulfed the streets surrounding the club. Though the events of that immortal night were neither the first protest actions nor the first clashes between the police and LGBT people in the U.S., the unique confluence of rage and circumstances at the Stonewall Inn are considered the flashpoint that launched the modern LGBT Civil Rights Movement. Each year the world's LGBT communities unite to celebrate June as Pride Month, with hundreds of parades to commemorate the day when the most marginal elements of the LGBT community – homeless street youth and transgender persons – sparked an uprising that rejected decades of non-confrontation, fear, and oppression to declare their outrage in one unmistakable voice that resonates to this day.



Level 1: Contributions Approach

1. Activate prior experience: What do you know about the Stonewall Riots in New York City in June 1969?
2. Read the information on the plaque and connect this to newspaper articles at this link:
<http://www.columbia.edu/cu/lweb/eresources/exhibitions/sw25/case1.html>
3. Group Discussion: In analyzing these resources, discuss the reason(s) why the riots occurred.
4. Extend knowledge: Compare and contrast the images of LGBTQ life and beliefs after reviewing this source:
<http://www.huffingtonpost.com/tag/stonewall-riots>

Level 2: Additive Approach

1. Build your knowledge of LGBTQ Life in the 1950s-60s, which led to the Stonewall Riots. Review:
https://en.wikipedia.org/wiki/List_of_LGBT_actions_in_the_United_States_prior_to_the_Stonewall_riots
2. Prior to 1969, several organized protests and skirmishes with police had taken place elsewhere in the United States. Compare these events and discuss whether an "evolution" was taking place within the LGBTQ community that led up to the Stonewall Riots. Citing examples, how were these actions different or similar?
3. Group Activity:
Group A view this link to scenes from Stonewall at <http://www.pbs.org/wgbh/americanexperience/films/stonewall/player/>. **Group B** view this link at <https://www.youtube.com/watch?v=4O0KaMEvBDo>
4. Discuss the timeline, common themes, and impact that this event had on individuals. Write a newspaper editorial, or essay about the significance of the Stonewall Riots for the emerging LGBTQ Movement and the impact on society at large.

Level 3: Transformational Approach

1. Describe the challenges that the LGBTQ Movement has had in history and compare these to the Black Civil Rights Movement. Citing examples, in what ways are they similar or different?
2. View this link:
<http://www.infoplease.com/spot/civilrightstimeline1.html>. Analyze if there are any other connections that you can make between the Black Civil Rights Movement and the pre-Stonewall LGBTQ Rights Movement.
3. After reviewing other historical milestones of Legacy Project at http://www.legacyprojectchicago.org/Historic_Milestones.html, describe other occurrences that have had an impact on LGBTQ History. Explain how the Stonewall Riots fit into the overall arc of this still-evolving history.
4. How has the LGBTQ Movement been transformed from the early 1950s to today? What challenges have been met? Which remain?

Level 4: Social Action Approach

1. Describe any contemporary occurrence or social action that is similar to the Stonewall Riots. Explain the similarities in how these are organized and perceived by the general public.
2. The Stonewall Riots were the catalyst for today's LGBTQ "Pride Parades." View the slides at:
http://www.gaycities.com/outthere/32954/photos-45-years-of-gay-pride-in-45-amazing-images/?utm_source=queerty&utm_medium=sidebar&utm_content=45yearsphotos&utm_campaign=outthere. How have Pride Parades changed in the several decades since 1969? What are some of the political and social themes featured in the parade today?
3. It is over 50 years since the Stonewall Riots. Using your own resource links (e.g. Queerty <http://www.queerty.com>), Pink News - www.pinknews.com, etc.) illustrate what you perceive are the most pressing issues facing the LGBTQ Movement today.

THE PINK TRIANGLE

Gays in the Holocaust

(World War II)



Before the Nazi era, Berlin had been home to a vibrant gay and lesbian culture. At the conclusion of World War II, the Allies came upon Nazi concentration camps and other sites of atrocity to find thousands upon thousands of people – suffering terribly, emaciated, near death – whom the SS had incarcerated because they were Jewish, Roma or Sinti, dissenting Lutheran and Catholic Clergy, mentally or physically disabled, homosexuals, political dissidents... the list of groups which offended Adolf Hitler was a long one. While great effort was made to repatriate most victims of Nazi brutality, the homosexual survivors were not “liberated.” At the recommendation of British and American lawyers, the men who had been arrested under Germany’s anti-homosexual ‘Paragraph 175’ statute – identified by the pink triangles many were forced to wear – were to be re-imprisoned. The enforcement of anti-homosexuality laws across the U.S. and Europe, meant that many gay survivors of Nazism faced continued persecution, arrest, and detention long after Hitler was defeated. For decades, most of these men were unable to relate the saga of their torture at the hands of the Nazis for fear of outing themselves to a hostile society. No celebrations. No tearful reunions. No commiseration with friends. No community of survivors with which to share their stories. The German government did not recognize or grant reparations to gay survivors of Nazism until 2002, by which time almost all had died. The Pink Triangle was adopted by the modern LGBT Rights Movement in the 1970s and became emblematic of life and death during the 1980s and 90s when the male homosexual population once again faced mass death – this time by AIDS and the judgmental indifference that condemned them to a “deserved” fate. Once a hallmark of Hitler’s cruelty and madness; the Pink Triangle is now both a universal symbol of LGBT Pride and an international declaration of “NEVER AGAIN!”

Lesson Plan

Level 1: Contributions Approach

1. Activate Prior Experience: During World War II, which group(s) did Hitler consider detrimental to his plans for world domination?
2. Read the biography above and explore this link: <https://encyclopedia.ushmm.org/content/en/article/classification-system-in-nazi-concentration-camps>.
3. Group Discussion: List Hitler’s targeted groups. How did the Nazis identify each group? What happened to the men who wore a Pink Triangle when the Allies liberated the concentration camps?

Level 2: Additive Approach

1. Why were gay men targeted by the Nazi’s? What was the significance of “Paragraph 175”? Read more about the Pink Triangle and testimonial biographies of some victims at <http://www.scott-safier.com/pinktriangle/witness>. How were gay men treated by the Nazi’s? By other types of Nazi prisoners? By the Allies?
2. When was Paragraph 175 repealed? Why do you think it took so long? When did the German government agree to grant reparations to gay survivors of the Nazis?
3. Extend Knowledge: Why was the Pink Triangle adopted by LGBTQ people as an international symbol decades later?

Level 3: Transformational Approach

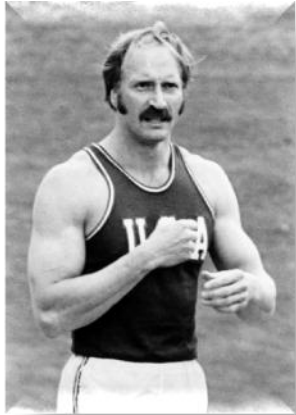
1. Read <https://www.independent.co.uk/news/obituaries/rudolf-brazda-last-known-survivor-of-the-pink-triangle-gay-inmates-of-nazi-concentration-camps-2334053.html>. How would you describe the lessons of Rudolf Brazda, the last known gay survivor of Nazi persecution?
2. Read <https://time.com/5295476/gay-pride-pink-triangle-history/>. Describe how the Pink Triangle was repurposed for LGBTQ Pride.
3. Read <https://www.history.com/news/pink-triangle-nazi-concentration-camps>. In what way has the pink triangle morphed from being a symbol of persecution to one of freedom and liberation?

Level 4: Social Action Approach

1. In many places LGBTQ people are still persecuted. Read https://en.wikipedia.org/wiki/LGBT_rights_by_country_or_territory and <https://www.amnestyusa.org/7-discriminatory-or-deadly-countries-for-lgbt-people/>. Name two countries which currently persecute LGBTQ people. Does it still happen in the United States? Give examples.
2. How can LGBTQ people be protected while also respecting the sincerely held religious beliefs of those who oppose homosexuality? Should they be? Why or why not?

TOM WADDELL

Gay U.S. Athlete, Physician and Founder of the Gay Games
(1937-1987)



Entering college on a track scholarship to pursue a pre-med major, Tom Waddell earned his M.D. in 1965. Drafted into the Army in 1966, Waddell became a preventative-medicine officer and paratrooper. When he realized he would be sent to Vietnam he voiced his moral opposition to war. Instead of court-martialing him, the Army sent Waddell to study tropical diseases and later to train as a decathlete for the 1968 Olympics. The oldest member of the U.S. Olympic team, he placed sixth. A subsequent knee injury dashed his hopes of making the 1972 team. Relocating to San Francisco in 1974, he established a private practice and immersed himself in gay life. In June 1976 Waddell and his then lover, Charles Deaton, were the first homosexuals to appear in the 'Couples' section of People Magazine. In 1981 Waddell had the idea to organize a gay sporting event modeled on the Olympics. Weeks prior to the first Gay Olympics in 1982, the United States Olympic Committee (USOC) sued Waddell's organization over the use of the word 'Olympics,' claiming that association with the gay community would taint the brand. Though Waddell renamed the competition "The Gay Games," the USOC sued to recover its legal costs. In 1981, while working on the Games, Waddell met public relations specialist Zohn Artman, who became his lover, and lesbian athlete Sara Lewinstein, with whom he conceived a daughter, Jessica, born in 1983. To secure Jessica and Sara's rights following his diagnosis with AIDS, Waddell and Lewinstein married in 1985. Despite his illness, he competed in Gay Games II in 1986 and won Gold in the javelin event. In life as in sports, Waddell's motto was always "Winning is doing your best." He died from an AIDS-related illness on July 11, 1987 at the age of 49. The Gay Games continue to be held every four years throughout the world, dedicated to Waddell's memory.

Lesson Plan

Level 1: Contributions Approach

1. Activate prior experience: What do you know about Tom Waddell, the Gay Olympic athlete, physician, and paratrooper?
2. Read the biographical information found at this link:
http://en.wikipedia.org/wiki/Tom_Waddell
3. Describe how Waddell lived "An All American Family" in this link: <http://moviesector.net/AnAllAmericanFamily.html>

Level 2: Additive Approach

1. Based upon his strong conviction, Waddell protested his belief against the Vietnam War. Investigate how his belief for justice became a motivating factor in other choices that he made in his life. Examine the following biography at http://www.browsebiography.com/bio-tom_waddell.html
2. Connect Waddell's activism to others during this time period in the U.S.
3. How did Waddell become an alternative role model for younger homosexuals? Read the report in <http://www.people.com/people/archive/article/0,,20066975,0,0.html>
4. Website Investigation: Describe the attributes that Waddell shared in common with other role models in athletics or medicine from The Legacy Project at <http://www.legacyprojectchicago.org/Athletics.html> and <http://www.legacyprojectchicago.org/Medicine.html>

Level 3: Transformational Approach

1. Investigate Waddell's early life, medical life, sporting career, and Gay Olympic career. How did Waddell develop his own sense of ethics and values to pursue his goals? View this link at <http://www.lgbthistorymonth.com/tom-waddell?tab=biography>
2. Describe the events in Waddell's life that become pivotal in developing his strong identity as a gay man? Read the following: <http://sportsillustrated.cnn.com/vault/article/magazine/MAG1066220/5/index.htm>
3. How did Waddell's become a model for transforming himself into a strong role model for others? Examine the following: http://www.glbtc.com/arts/waddell_t.html

Level 4: Social Action Approach

1. Waddell is the founder of the Federation of Gay Games, a sports competition for individuals of all sexual orientations. View this link at <http://gaygames.org/wp/mission-and-values/frequently-asked-questions/our-founder-dr-tom-waddell/>
2. View the Tom Waddell tribute, Gay Games IV, New York at this link: View this link at <https://www.youtube.com/watch?v=YbskJZrCo8Y>
3. Waddell was a "teacher" in so many ways as described in the following: <https://www.youtube.com/watch?v=rCzsZqgl4wQ>
Describe how you can be a teacher for our society?

TWO SPIRIT

Native American and Canadian First Nations GLBT People



Among Native people of this land there have existed, for untold centuries, individuals whose gender identity, sexual expression, and societal roles varied fluidly from what many Westerners would presume to be a traditionally heterosexual “norm.” Constituting a multiplicity of masculine/feminine constructs, these profoundly socially aware individuals – known today as “Two Spirit” – share a mixed-gender consciousness that is said to result from being born with both a male and female spirit. First “discovered” by those who came to conquer and colonize North America, Two Spirit people have been documented in over 155 tribes in every region of the continent. Frequently taking wives or husbands of their own biological sex, they were treated with great respect in their communities (where same-sex marriage was commonplace) until the influence and prejudices of Western culture introduced the foreign concept of homophobia, tainting what had been a sacred tradition. Contemporary interest in Two Spirit first came to light prior to the modern “Gay Rights Movement,” and has been studied with growing interest as though it were a new phenomenon by succeeding generations. But in reality, Two Spirit people predate GLBT awareness as a cultural phenomenon by centuries. As the originators of communities with more than two gender identities in North America, their complex traditions represent a richer understanding of polymorphous human sexuality and gender expression than Western societies conventionally have today. Believed to be gifted with special insight and empathy, many Two Spirit people are respected as shaman, healers and teachers, yet remain misunderstood – even by those who are GLBT – and are often forgotten in the conversation about GLBT contributions and how they are represented and portrayed both in history and contemporary society. Two Spirit leaders continue working to undo the impact of colonization in an effort to reclaim and restore Two Spirit people to their rightful place of honor and respect within their communities.

Lesson Plan

Level 1: Contributions Approach

1. Activate prior experience: What role do Two Spirit People play in our culture? Read the biographical information.
2. Group Discussion: Investigate how Two Spirit People have their roots in Native American culture and now the Gay, Lesbian, Bisexual and Transgendered movement.
3. Read the following background information at <http://www.nativeout.com/digital-library/ts-history.html> and http://en.wikipedia.org/wiki/Two_Spirit

Level 2: Additive Approach

1. Examine Two Spirit societies in terms of their mission and history through the following links: <http://www.denvertwospirit.com/> and http://ne2ss.typepad.com/northeast_twospirit_socie/2006/08/the_twospirit_t.html
2. Connect the importance of building knowledge and advocacy on gender or sexual orientation between the Legacy Project’s exploration of Two Spirit People and the information found at this link: <http://www.dancingtoeaglespiritsociety.org/twospirit.php>

Level 3: Transformational Approach

1. View the clips about Fred Martinez, one of the youngest individuals who exemplifies Two Spirit, in the following <http://www.pbs.org/independentlens/two-spirits/>
2. Examine the map of gender-diverse cultures at <http://www.pbs.org/independentlens/two-spirits/map.html>
3. Describe your understanding of how Two Spirit People have evolved and impacted our culture.

Level 4: Social Action Approach

1. Examine the type of services and supports for Lesbian, Gay, Bisexual, Questioning or Intersex or Two Spirit in the following document, <http://nccc.georgetown.edu/documents/lgbtqi2s.pdf>
2. Assess how you would advocate for Two Spirit individuals in your professional setting or community?

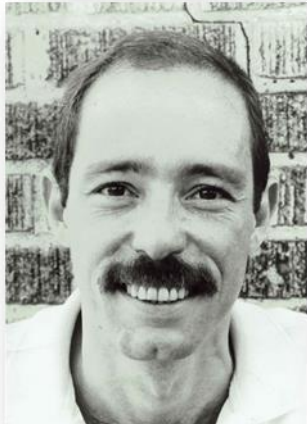
VITO RUSSO (1946-1990)

LGBT Activist and Film Historian

Lesson Plan



"I DON'T KNOW WHAT WAS DIFFERENT ABOUT THE WAY I WAS RAISED OR THE WAY I REACTED, BUT I NEVER ONCE, NOT FOR A SECOND, BELIEVED THAT IT WAS WRONG TO BE GAY, THAT IT WAS A SIN, THAT HOMOSEXUALITY WAS EVIL." – Vito Russo



Pioneering journalist, lecturer, and author Vito Russo's activism began in the early years of gay liberation following the Stonewall riots. His 'Movie Nights' screenings of camp films were cultural touchstones for the Gay Activists Alliance (GAA), a gay rights organization founded in late 1969. A charismatic speaker and film buff, from 1973 to 1990 Russo traveled throughout the United States and to several European cities delivering lectures about 'The Celluloid Closet' – with accompanying film clips – at college campuses and at assorted venues. Russo's presentations, as well as his 1981 book *The Celluloid Closet*, explored the history of gay and lesbian representation in film, explaining how such depictions in movies were surprisingly open before the advent of the Hays Hollywood Production Code in 1930 and viciously demonized thereafter. In 1983 Russo wrote, produced and co-hosted a WNYC-TV public television series focusing on the gay community called "Our Time". In 1985, the same year he was diagnosed with HIV, the defamatory and sensationalized coverage of the AIDS epidemic by 'The New York Post' prompted Russo to co-establish the Gay and Lesbian Alliance Against Defamation (GLAAD). The organization continues to monitor LGBT representation on television, in print, and in film and still presents an annual award in Russo's honor. In 1987 Russo and activist/author Larry Kramer co-founded the AIDS Coalition to Unleash Power (ACT-UP) – which focused the nation's AIDS activism by forcing a brutally homophobic government to respond to the worst health crisis of modern times. In 1990 Russo appeared in the Oscar winning documentary "Common Threads: Stories from the Quilt." He died of AIDS-related complications on November 7, 1990 at the age of 44. His definitive biography – *Celluloid Activist* – was published in 2011; and the film documentary of his life – "VITO" – was released in 2012. Vito Russo's enduring legacy – the 1996 HBO documentary of "The Celluloid Closet" (a film project funded almost entirely by small donations) was co-executive produced and narrated by his close friend, Lily Tomlin, just as she promised it would be.

Level 1: Contributions Approach

1. Read the biographical information (Above).
2. Activate Prior Experience: What contributions did Vito Russo make to the Gay Activists Alliance and the film industry?
3. Group Discussion: What process did Russo use to chronicle the history of homophobia in the film industry? How did he share it with regular people?
4. Extend Knowledge: What do you think Russo achieved by challenging LGBTQ representations in Film and Television?

Level 2: Additive Approach

1. Website Investigation: How did Russo establish a knowledge base about LGBTQ issues in the media? What process did he follow?
2. Execute an advanced search of people in the **Film** industry at: <https://legacyprojectchicago.org/explore/advanced>. Can you find anyone else who used film to illuminate an issue? Write an essay comparing and contrasting that person (or persons) with Russo. Weigh the long-term impact of their work on the film industry and on society as a whole.
3. Explain why (or why not) addressing LGBTQ representations in film matters in day-to-day life for both people in the film industry and for average people who like to go to the movies.

Level 3: Transformational Approach

1. How did Russo meet the personal challenges in his early life and his adult life?
2. Describe the importance making changes for LGBTQ rights in Russo's own words at <http://www.actupny.org/documents/whfight.html> How does this apply to your own beliefs?
3. Russo examined the power of the media in changing the society's impressions of LGBTQ people. Read the following article at <http://www.glaad.org/blog/hbo-debut-documentary-about-glaad-co-founder-vito-russo>. Examine the methods that were used by Russo in creating *The Celluloid Closet*.

Level 4: Social Action Approach

1. Explore this link at <http://www.glaad.org/sri/2014/vitorusso>. How would you apply the "Vito Russo Test" to films that you have seen?
2. After viewing *Vito: The Life of Gay Activist Vito Russo* (<http://vitorussomovie.com/>) how would you go about advocating for fair representation of any maligned community through the use of film, media, and documentaries?

WALT WHITMAN

Gay U.S. Poet
(1819-1892)



Unlike many other poets, Whitman came from the working class and celebrated its unique contributions to American ideals. His groundbreaking *Leaves of Grass* was released in six editions spanning 1855 to 1892, plus a final reprint of the sixth which included appendices and is often referred to as the “deathbed” edition. Speaking both to – and in the voice of – the common man, it represents the greatest achievement of Whitman’s life and a benchmark in the evolution of American literature. Throughout its various reprints, it alternated as a commercial flop, a critical favorite, a commercial success, and a scandal (the 1882 edition was banned in Boston). A book of profound influence, it is regarded by most literary historians as a towering work, revolutionary, and uniquely American. It is also almost universally interpreted as a paean to sexual expression and, in particular, a thinly veiled celebration of homoeroticism – so much so that in 1855 outraged critic Rufus W. Griswold denounced it as “*Peccatum illud horribile, inter Christianos non nominandum*” – Latin for “that crime not to be mentioned among Christians.” Some Whitman scholars have taken issue with the suppositions generally made about his sexuality and the ensuing characterizations of *Leaves of Grass*; Whitman himself admitted to participating in efforts to obfuscate the truth. But the evidence – in the form of letters, personal notes and interviews – supports the long-held conclusions that Whitman was gay and writing about sexual themes. Oscar Wilde, who met Whitman while touring the U.S. in 1882, wrote that there was “no doubt” about the great American poet’s sexual orientation, saying “I have the kiss of Walt Whitman still on my lips.” However one chooses to interpret Whitman’s personal life or its reflection in his work, the sheer power of his verse prompted one British reviewer to declare “You cannot really understand America without Walt Whitman, without *Leaves of Grass*.” His critical acclaim and reputation remain unrivaled in modern times.

Lesson Plan

Level 1: Contributions Approach

1. Activate prior experience: Have you ever read the classic, *Leaves of Grass*, by Walt Whitman? Why is this considered to be classic about the common man and the contribution to American literature?
2. Read the biographical information found at this link:
http://en.wikipedia.org/wiki/Walt_Whitman
3. Describe how Whitman used his literary skills to celebrate the body and the material world. Listen to segments of *Leaves of Grass* in this link:
http://en.wikipedia.org/wiki/Leaves_of_Grass#Overview

Level 2: Additive Approach

1. Whitman’s role during the Civil War was documented in more than 600 letters. How did his contribution provided a picture of complexities of this time? Review the following link:
<http://www.whitmanarchive.org/biography/correspondence/cw/index.html>
2. How did Whitman break out as a poet who crossed into many boundaries that were not explored? Read the following:
<http://www.pbs.org/wgbh/amex/whitman/program/intro.html>
3. Website Investigation: Choose another contributor to literature in The Legacy Walk and describe their connections as writers or poets to Whitman. Use the following link:
<http://www.legacyprojectchicago.org/Literature.html>

Level 3: Transformational Approach

1. Examine the many stages of Whitman’s life as an American poet, essayist and journalist. How did he develop his aesthetic, democratic and sexual views for the public eye? Read this biography at
<http://www.biography.com/people/walt-whitman-9530126?page=2>
2. What specific events do you think were influential in Whitman’s life? Examine this entry from Poets.org at
<http://www.poets.org/poet.php/prmPID/126>
3. Capture your impression and connect the many challenges within the stages of Whitman’s life through these photographs. View the link compiled by Ed Folsom at
<http://www.whitmanarchive.org/multimedia/gallery/introduction.html>

Level 4: Social Action Approach

1. Whitman was a spokesperson for the impact of war on soldiers and families in America. How do you think his writing would provide a forum for this public outrage against war today?
2. How did Whitman portray his “quest” for self discovery in *Song of Myself* as revealed in
<http://www.npr.org/templates/story/story.php?storyId=125789927>
3. Describe figures today who demonstrate that passion for justice in understanding “who they are” in today’s world.