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Diverse Families Bookshelf Lesson Plans and  
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## Gay & Lesbian History for Kids: The Century-Long Struggle for LGBT Rights

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**Diverse Families Children's Literature Lesson Plan**

**Written by Jay Bunch**

**STARS Database BOOK URL: <https://stars.library.ucf.edu/diversefamilies/1455/>**

Lesson Title:	Book Title: Gay & Lesbian History for Kids: The Century-Long Struggle for LGBT Rights Author: Jerome Pohlen
Content Area and Grade Level:	5th Grade Social Studies 5th Grade ELA
Lesson Objective(s)	<ul style="list-style-type: none"><li>• The Students will utilize timelines to understand the history of the LGBT community.</li><li>• The Students will use primary and secondary sources to understand the challenges faced by the LGBT community throughout history.</li><li>• The Students will identify ways of being a good citizen including, acceptance, inclusion, and developing an appreciation of equity.</li><li>• The Students will use digital writing tools to collaboratively plan, draft, and revise a writing.</li><li>• The Students will use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases.</li></ul>
Florida Standards:	<ul style="list-style-type: none"><li>• SS.5.C.2.5- Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.</li><li>• SS.5.A.1.1- Use primary and secondary sources to understand history.</li><li>• SS.5.A.1.2- Utilize timelines to identify and discuss American History time periods.</li><li>• ELA.5.C.2- Use digital writing tools individually or collaboratively to plan, draft, and revise writing.</li><li>• ELA.5.V.1.3- Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.</li></ul>
Assessment:	<ul style="list-style-type: none"><li>• Teacher observation- Formative assessment</li><li>• Timeline- Pre and Post Lesson activity</li><li>• Partner activity- Create a Secret Language (Page 14 in book)</li><li>• Kahoot quiz</li></ul>
Motivating Activity & Anticipatory Set/Access Prior Knowledge:	<ul style="list-style-type: none"><li>• The Teacher will fill out notecards with names and pictures taken from the text: Harvey Milk, Oscar Wilde, Walt Whitman, General von Steuben, and We'Wha. Pictures provided below.</li><li>• The Teacher will place either a name or a face card in different places throughout the classroom.</li></ul>



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	<ul style="list-style-type: none"><li>● The Teacher will give corresponding cards to the students.</li><li>● The Students will go around the room, attempting to place the appropriate names and faces together. <b>(UDL 4.1- Vary the methods for response and navigation) (EL 18. Use commands and directions that involve overt student actions as in Total Physical Response)</b></li></ul>
Procedures:	<ul style="list-style-type: none"><li>● The Teacher will bring class together after they have attempted to properly place their dates and places cards.</li><li>● The Teacher will ask if anyone has any idea what the names on their cards have in common. After taking a few possible answers, the Teacher will explain that those were all important people and dates in the history of the LGBTQIA+ community. The Teacher will then present a pride flag for the students to see on the board. <b>(EL 17. Provide contextual support through audio visuals, models, demonstrations, realia, body language and facial expressions)</b><ul style="list-style-type: none"><li>○ The Teacher will enforce that it is okay if the students did not place the cards in the correct place at this time.</li></ul></li><li>● The Teacher will ask students what they know about the LGBTQIA+ community. <b>(EL 4. Link lesson topic to prior knowledge)</b> The Teacher will make it clear that the classroom is a safe space to indicate any prior knowledge that they have. Students will be informed that the day's lesson will be on the early history of the LGBT community.<ul style="list-style-type: none"><li>○ As Students respond with things they know about the LGBT community, the Teacher will place their answers into an anchor chart on the board.</li></ul></li><li>● The Teacher will show the cover of the book to the students, <i>Gay &amp; Lesbian History For Kids</i> by Jerome Pohlen.<ul style="list-style-type: none"><li>○ The Teacher will point out the pictures on the cover, while providing information into who the people are. <b>(UDL 3.1 Activate or Supply Background Knowledge)</b><ul style="list-style-type: none"><li>■ Harvey Milk- Gay politician from San Francisco</li><li>■ Gay Liberation Front- British organization devoted to LGBT rights</li><li>■ Oscar Wilde- Irish playwright prosecuted for being gay</li><li>■ Stonewall Inn- Site of a riot meant to end police persecution of LGBT individuals in New York</li><li>■ Indigenous Person- Representative of the Two-Spirit people found in indigenous tribes</li><li>■ AIDS poster- Meant to promote speaking up about the AIDS epidemic</li></ul></li></ul></li><li>● The Teacher will then read Chapter 1: A Brief History to 1900. The Teacher will take time throughout the chapter to ask questions to</li></ul>



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ensure comprehension. **(UDL 3.3 Guide information processing and visualization)**

- Students will be encouraged to read along. **(UDL 1.3- Offer alternatives for visual information)**
- A translator will be made available as needed for students, or a copy of the material in their native language. **(UDL 2.4- Promote understanding across languages)**
- Page 3- “Do you think that homosexuality is a new thing, or has it been around for a long time?”
- Page 5- “Does anyone know the names of any famous artists?”
- Page 7- “Colonial laws were not very friendly to LGBT individuals.”
- Page 8 insert- “General von Steuben was an important person in which American war?”
- At the completion of the chapter, students will be placed into small groups.
  - The teacher will have students turn and talk to discuss what they have learned in this first chapter.
  - The Teacher will review the activity found on page 14: “Invent a Secret Language”
    - The Students will be asked to think about things they discussed with their friends.
    - The Students will be tasked with developing a secret language (p. 14 in text) or a small selection of vocabulary words that they can use amongst themselves.
    - These will be recorded in their notebooks.
- The Teacher will have the Students go around the room again and place the name cards with their proper complementary face card. The Students will then add the appropriate dates to those cards. **(EL 46. Use discovery learning activities (hands-on-activities))**
  - The Students will use this time to make a correct timeline in their notebook. **(EL 9. Teach note-taking strategies: T-lists, time lines etc.)**
  - The Teacher will encourage Students to indicate their level of understanding.
- The Students will complete a Kahoot with questions taken directly from the reading.
- The Teacher will now explain that this was merely the first steps into understanding the history of the LGBT community, and that it is a subject that will require much more time to fully delve into.



Materials:

- Paper
- Pencils
- White board
- Dry erase markers
- Markers
- Note cards
- Student notebook
- iPad/Chromebook
- Book: Gay & Lesbian History For Kids: The Century-Long Struggle For LGBT Rights.
- kahoot- <https://create.kahoot.it/details/d4df71c1-2c18-4607-a72f-145824031c58>



<https://www.publicdomainpictures.net/en/view-image.php?image=279573&picture=oscar-wilde-vintage-photo>

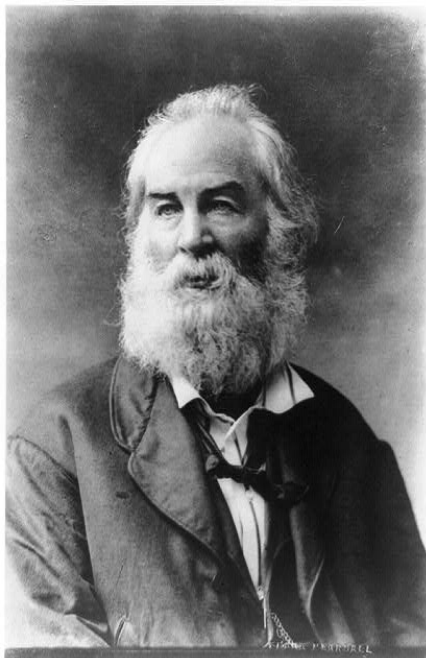


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[https://upload.wikimedia.org/wikipedia/commons/9/90/Harvey Milk at Gay Pride San Jose  
%2C June 1978.jpg](https://upload.wikimedia.org/wikipedia/commons/9/90/Harvey_Milk_at_Gay_Pride_San_Jose%2C_June_1978.jpg)



<https://picryl.com/media/walt-whitman-half-length-portrait-facing-left>





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<https://picryl.com/media/we-wa-a-zuni-berdache-full-length-portrait-nara-523798-972242>



<https://nypl.getarchive.net/media/friedrich-wilhelm-von-steuben-1577b8>