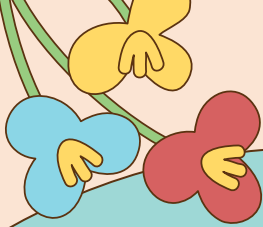


A colorful graphic celebrating LGBT History Month. It features a tilted rainbow flag on a brown pole on the left, with a light blue cloud-like shape behind it. The background is a solid light orange. On the right, there's a large light blue cloud-like shape with a red heart and small purple dots inside. At the bottom, there are horizontal rainbow stripes. Several small red hearts and purple dots are scattered throughout the design.

LGBT History Month

October 1st-October 31st



“We should indeed keep calm
in the face of difference, and
live our lives in a state of
inclusion and wonder at the
diversity of humanity.”



-George Takei

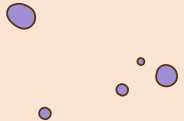




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01.

History

What is LGBT History? Why and how do we celebrate it?

What is LGBT History month?



- We celebrate LGBT History month in October to learn more about the history of the LGBT community, how things were and still are for LGBT individuals, and how we as educators can support them.
- LGBT History month is a month to remember and honor those who fought for their right in the Stonewall riots, also known as the Stonewall uprising.
- October is a time to recognize and honor the impact the LGBT individuals have made by their activism for their rights and representation locally, nationally, and internationally.



History of Stonewall

Stonewall was the uprising of the LGBT community who had been harassed by law enforcement and been persecuted for their identity.

On June 28, 1969 law enforcement raided the Stonewall Inn in Manhattan, New York. Their intention being to penalize those selling alcohol without a license and to arrest those “soliciting homosexual relations.”

In response, the LGBT community began an uprising to fight the injustice of being punished for their identity.



LGBT Activism began before Stonewall

- The right and fight for the LGBT community had its formative years through the 50s-70's. Learning For Justice notes that Stonewall coincides with the uprising but groundwork was laid before.
- Beginning in the 1950's organizations like Mattachine Society and Daughters of Bilitis were fighting job discrimination.
- Groups like Compton's Cafeteria from San Francisco, the Dewey Restaurant in Philadelphia, and the Black Cat Tavern in LA protested access to all accommodations and freedom from police harassment.

Food for thought:

Trans activist and Black trans activist are often left out of the conversation because the movement “became more mainstreamed and whitened” (Genny Beemyn, Learning for Justice). **How can we change the narrative as educators to incorporate and represent the Trans and Black Trans activist that participated in the fight for LGBT rights? How do we honor them as a valuable and vital part of the movement?**

How do we celebrate LGBT History now?



Today most celebrations take place in June to honor the Stonewall Riots/Uprising.

In FCUSD we are also taking October to celebrate and honor those who fought then and fight today. We want to provide resources for your classroom.

Ways to celebrate in October include:

- The following slides
 - Inclusive Language
 - Elementary and Secondary Resources
 - Community Stories
- GSA clubs and events at the Middle and High schools
- Local resources
 - Sacramento LGBTQ+ center
 - [Click here for local events at the Sacramento LGBTQ+ center](#)



02.

Inclusive language

Inclusive language to use in
your classroom and teach your
students



Definitions

- LGBT: Lesbian, gay, bisexual, and transgender
- Sex: The label assigned at birth based on anatomical features, chromosomes, and hormones
- Gender: Societal constructions assigned to people based on their sex characteristics
- Gender Identity: A person's internal, deeply held knowledge of their own gender
- Sexual orientation: A person's long-lasting physical, romantic, and/or emotional attraction to other people





Gender and Sexual Orientation Definitions

- Gay: A sexual orientation that describes a person who is emotionally, romantically, and/or sexually attracted to people of the same sex, commonly used to describe men
- Lesbian: A woman who is emotionally and/or sexually attracted to other women
- Bisexual: A person who is emotionally and/or sexually attracted to more than one gender
- Transgender: A person whose gender identity differs from the sex they were assigned at birth
- Nonbinary: A person who doesn't identify as only female or male
- Pansexual: A person who can be attracted to anyone regardless of their gender identity
- Asexual: A person who doesn't fit traditional standards and expectations around sexual desire
- Aromantic: A person who experiences little or no romantic attraction to others
- Gender role: Social behaviors assigned to each sex by society
- Gender expression: How a person expresses their gender identity



Pronouns

- Pronoun: A word used to refer to a person without using their name
- Neopronoun: A word used as a pronoun but is gender neutral
- Pronoun Use:
 - She/Her: “**She** is a writer and wrote that book **herself**. Those ideas are **hers**. I like both **her** and **her** ideas.”
 - He/Him: “**He** is a writer and wrote that book **himself**. Those ideas are **his**. I like both **him** and **his** ideas.”
 - They/Them: “**They** are a writer and wrote that book **themselves**. Those ideas are **theirs**. I like both **them** and **their** ideas.”
 - Ze/Hir: “**Ze** is a writer and wrote that book **hirself**. Those ideas are **hirs**. I like both **hir** and **hir** ideas.” This is an example of Neopronouns.
 - Note: Ze is pronounced similar to ‘he’ or ‘she’, hir is pronounced similar to ‘here’
 - A person’s name can also be used, if known, instead of a pronoun

<https://pronouns.org>

03.

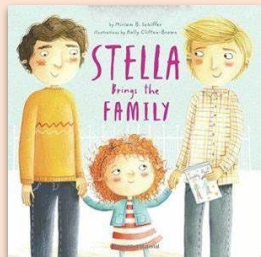
Classroom Resources

Elementary and Secondary
classroom lessons

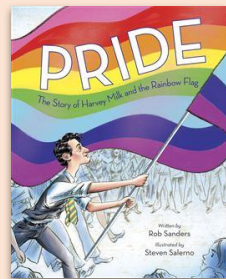


Elementary Resources

Book decks have the reading on youtube w/ permissions and support slides containing images/videos & questions to engage students in meaningful conversations about **LGBTQIA+ people, history, and events.**

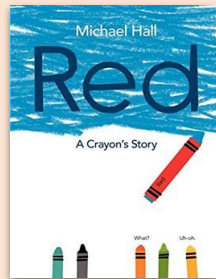


Gr TK-6
Your copy



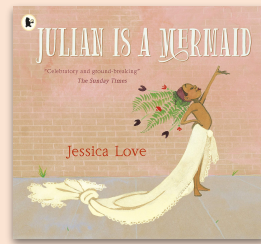
Gr K-3
Your copy

Gr 4-6
Your copy

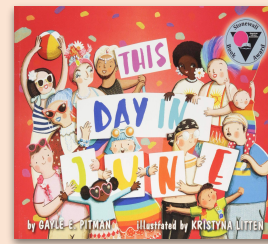


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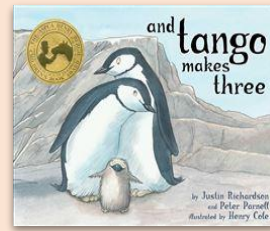
Gr 4-6
Your copy



Gr TK-2
Your copy



Gr TK-2
Your copy



Gr TK-3
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Gr 4-6
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Before Reading...
let's do a book walk

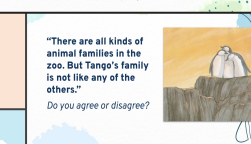
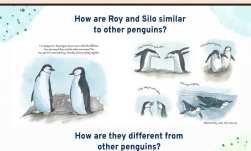
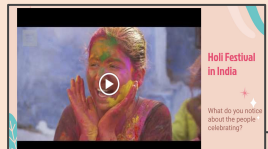
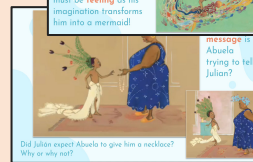
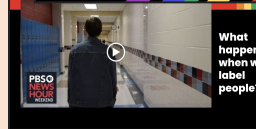
What is the title of the book?
What do you see and notice on the cover of the book?
What do you think the book might be about?

I predict that...

What are some different types of families?

What makes your family special?

Kinds of Families



Elementary Resources



You and Your Identity

All about identity and LGBTQ history for kids.



More Books

A list of 30 children's books with LGBT characters.



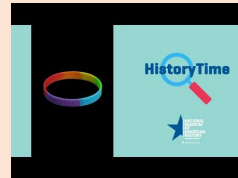
Crafts for Kids

A collection of rainbow crafts to celebrate Pride month.



Coloring Pages

Download the full coloring book in color or black and white.



Explaining LGBTQ

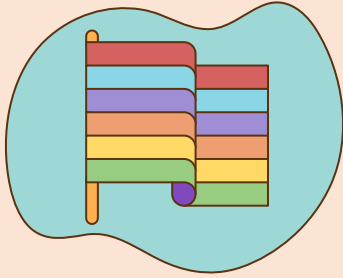
What do the letters in "LGBTQ" stand for and what do they mean?



Harvey Milk

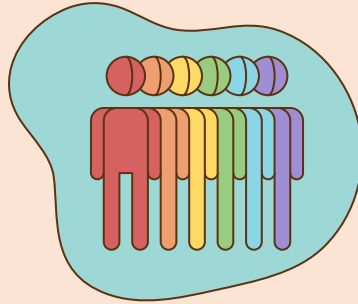
Video about Harvey Milk, the first openly gay elected official in the history of California.

Secondary Resources

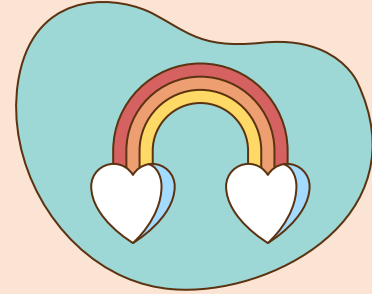


Pronoun Form

This resource will allow you to collect students' correct names and pronouns



Classroom Posters



High School Rhetorical Analysis Lesson

04.

Community Stories

Personal stories from members in the FCUSD community on their journey or their families journey in the LGBTQ+ community



Community Stories:

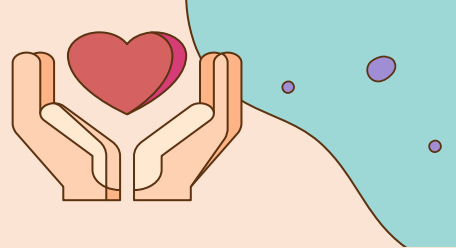
Cooper Renshaw, FCUSD Alum



**“Be you, be proud.
Also never forget, you
never should have to
change the way you
live your life just to
please other people.
Happy queer history
month!”**

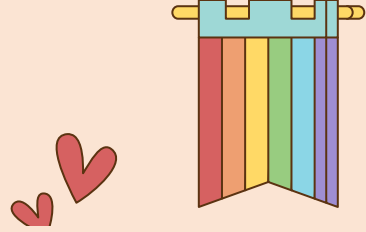
Community Stories:

Cooper Renshaw, FCUSD Alum



I knew that there had to be something just a little bit different about me. I behaved in a way that made people turn their heads, my mom would ask questions about why I would only have girl friends and never be friends with boys. Looking back it is pretty clear but at 12 years old, I had very little exposure to the queer community. I didn't have any gay friends and really had no one to ask about what it was to be gay. I wished so desperately that I had someone on campus to turn to. Eventually, I learned that what it took was to be the person that stood proud. As time went on I learned of all the wonderful people in our community that wanted queer students to feel safe on campus. I am so proud of the work I and so many other people have been able to do in this community.

I am so very proud and appreciative of all teachers and faculty members like my mom who have been brave enough to support my community and me. To teach our history and listen to our stories. Who affirmed that I did the right thing in coming out. That I was doing what I was supposed to be doing. There is no way of knowing where I would be without my GSA advisor, my theatre teachers, my psychology teacher, my high school principal, and the countless other supporters I had. Who, with all the other work they had in their life, had the time to listen. Who had the time to fight for me. Even though it may not always be said, your work to support the queer students of FCUSD will never go unrecognized and I will be forever grateful for it. Every safe space sign, pride flag, queer history lesson, and use of they/them pronouns.



Community Stories:

Cooper Renshaw, FCUSD Alum

But, this should in no way be taken as a sign that we as a community are done. I did not leave behind a perfect campus. I left a campus where there were countless days that I did not feel safe, where I didn't feel welcome. Terrible things have happened to me and other queer students on campus and without action this pain will never cease. There are issues facing gay and trans students that have yet to be addressed. We need to listen to the voices and stories of LGBTQ+ students and grow from there. To all allies I ask that you take the time to learn more about how you may support us, even though it may make you uncomfortable at times. And to all queer students I ask that you allow for this growth and support it in any way you can. Every single student should feel safe and accepted, no matter where they are in their world.

Although it may be easy to forget, every single queer child or child that may think that they are just a little different needs to know that everything will be okay and there is always someone that will be there to support you. Whether it be me, my mom, your teacher, or anyone else on campus, we all want to see you succeed and we all are hoping for the best. We need you to remember that you are valid in absolutely every single thing that you do.

Be you, be proud. Also never forget, you never should have to change the way you live your life just to please other people. Happy queer history month!

Community Stories:

Celeste



Q: How has the transition impacted your life?

It's not affected my life.

Q: What pronouns you prefer?

I prefer She/Her.

Q: Do you feel accepted by your friend and family and were you scared to tell anyone?

Yes I feel Accepted by friends and family, and I was a little scared not to tell them but what they would think of me.

Q: Were all your friends supportive or were some more curious?

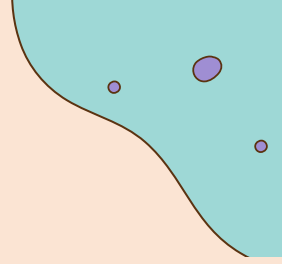
It was more both. Some were fine with it and some were curious on what it meant to be transgender or if it was like meeting a new person. My friends either had a few questions or they don't have questions.

"I Am proud for Celeste's bravery and resilience. Being a kid and navigating social challenges is hard enough but She has managed to not let anything get in the way of being her true self"

- Kandice White, Celeste's Mother



Fair Act 2011:



The FAIR Education Act (also known as Senate Bill 48) was signed into law in 2011. It requires that California public schools provide Fair, Accurate, Inclusive and Respectful representations of our diverse ethnic and cultural population in the K-12 grade history and social studies curriculum.

According to the FAIR Education Act, instruction in history/ social science shall include the following ethnic and cultural populations in the teaching California and United States history:

- Both men and women;
- Native Americans;
- African Americans;
- Mexican Americans;
- Asian Americans;
- Pacific Islanders;
- European Americans;
- Lesbian, gay, bisexual, and transgender Americans;
- Persons with disabilities;

Members of other ethnic and cultural groups, to the economic, political, and social development of California and the United States of America, with particular emphasis on portraying the role of these groups in contemporary society



Thanks!

The FCUSD Equity Team

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Resources

*[https://youth.gov/feature-article/june-lgbt-pride-month#:~:text=Lesbian%2C%20Gay%2C%20Bisexual%20and%20Transgender,and%20questioning%20\(LGBTQ\)%20Americans.](https://youth.gov/feature-article/june-lgbt-pride-month#:~:text=Lesbian%2C%20Gay%2C%20Bisexual%20and%20Transgender,and%20questioning%20(LGBTQ)%20Americans.)

*<https://www.learningforjustice.org/magazine/summer-2019/teaching-stonewall>

*<https://www.loc.gov/lgbt-pride-month/about/>