

And Did! Black Queer Trailblazers who Shaped Social Movements

Grade Level: 9-12	Authors: Nateya Taylor
Lesson Title: And Did! Black Queer Trailblazers who Shaped Social Movements	
Big Idea: Students will be able to learn about the contributions of Black queer leaders in American social movements.	
Driving/Essential Question(s): - How does including Black queer people fill gaps within social movements? - What contributions have Black queer people made to shape social movements and society into a more equitable place? - In what ways have Black queer historical figures been overlooked in American social movements?	
Lesson Plan Key: SWBAT: Students will be able to FWS: Facilitators will say FW: Facilitators will SW: Students will	
Resources/ Materials/Technology: Computer/laptop -Lesson plan documents -Pencil -Papers	

Objective: <i>What do you want students to understand/learn?</i> <i>What do you want students to be able to do?</i>	SWBAT Identify Black queer historical figures and their contributions, and understand the importance of social movements and why including Black queer people in social movements enhances them.
Language Objective: <i>What are the language demands of this lesson?</i>	SWBAT learn terminology as it relates to social movements to gain a deeper understanding of what social movements are and their importance in Black queer history.
Vocabulary:	FW: Read or provide students with the definitions for the terms following the warm-up activity. Social Movement: An organized effort by a large group of people to create social or political change that transforms laws, policies, or practices Organizing: to empower and bring people together for the purpose of creating long term change through developing leaders, deep connections, trust, and power Mobilizing: to bring people to action for a specific event or issue Reproductive Rights: the rights and freedoms of individuals to control and make decisions over their body relating to giving birth to children Reproductive Justice: the human right to maintain personal bodily autonomy, have children, not have children, and parent children in safe and sustainable communities through the lens of social justice and equality. It addresses systemic barriers that prevent marginalized groups from having the economic, social, political power and resources to make healthy decisions about their bodies.
Opening/Warm up/Do Now/ Hook (5 minutes) <i>How will the lesson open and connect the learning to students' identities and/or funds of knowledge?</i>	FWS: The contributions of Black queer people throughout history have often been overlooked because of racism and homophobia. Black queer people can be credited to many movements' success and visibility. They shaped and played crucial roles in movements by bringing their unique perspectives and experiences to fill gaps and promote inclusivity. FWS: Today's lesson will focus on the contributions of Black queer historical figures throughout American history in some of the most influential social movements. The following movements that will be reviewed are the Civil Rights Movement, Gay Rights Movement, Reproductive Rights/Justice Movement, and Black Lives Matter Movement. To begin this lesson, we will take the next few minutes to learn some vocabulary that will be relevant to this lesson.

	FW: You will be asked to match the example with the appropriate vocabulary term. Once you have had a chance to do that, we will discuss our answers. FW: Provide students with the following document found here. FW: Be able to view a completed copy of the activity here to read aloud once students have completed their activity.
Mini-Lesson (I Do): (10 minutes) <i>How will you demonstrate/model the learning that you would like the students to engage in?</i>	FWS: To further what we've learned so far, we will take the next few minutes to learn more about the social movements and Black queer leaders a part of them. In learning more about the social movements and leaders, you will have the chance to answer questions based on the reading. FW: Provide students with the document found here.
Worktime (We Do and You Do): (30 minutes) <i>What activities have you planned that will lead students to this learning and/or allow them to practice this learning?</i>	FWS: Now that you have a bit more background about social movements and the Black queer leaders a part of them, , you will now research a current social movement and the contributions of Black queer leaders within it. Your task will be to research the Black Lives Matter (BLM) Movement. At the end of the activity, you should understand how Black queer leaders play a significant role in the BLM Movement. Be prepared to discuss with the class a summary of the BLM Movement and information you learned about the Black queer leaders within the movement. FW: Provide students with a copy of this webpage that gives a summary of the history of the BLM Movement and this webpage that discusses the queer origins of the BLM Movement. Give the students 15 minutes to read and reflect on these discussion questions individually: 1. Why was the BLM Movement started? 2. What similarities do you see in the BLM Movement and previous movements? 3. How does the BLM Movement center LGBTQ+ experiences? 4. How does including Black queer leaders in social movements promote inclusivity? FW: Facilitate a 15 minute group discussion about student's reflections to the questions above.
Checks for Understanding: (Throughout Lesson) <i>What opportunities will you provide throughout the lesson to check for student understanding?</i>	<u>Discussion Questions:</u> 1. What are some of your immediate thoughts and feelings after engaging with the learning material? 2. Were you familiar with any of the social movements or historical figures before this lesson?
Closing & Student Reflection: (5 minutes) <i>How will you recap and assess student learning for this lesson?</i>	Students will have the chance to share one thing that they learned that stood out to them and one thing they would like to know more about. 1. What is one thing that stood out to you in the lesson about the social movements and Black queer leaders? 2. What is something you want to learn more about?
Accommodations, Modifications and Scaffolds: <i>How will you maintain high expectations for all students?</i>	All materials will be accessible through shareable Google Doc forms and direct links to digital resources and materials. 1. Opening Activity Doc: Link 2. Facilitator Copy of Opening Activity: Link 3. Mini-Lesson Doc: Link

