

Milwaukee LGBTQ+ History Lesson Plan

Grade Level: 9-12	Authors: Nateya Taylor
Lesson Title: Milwaukee LGBTQ+ History Lesson Plan	
Big Idea: Students will be able to learn about Milwaukee queer history and its significance to the national LGBTQ+ movement	
Driving/Essential Question(s): - How did queer Milwaukeeans pave the way for the legalization of same sex marriage? - How does the 14th Amendment Equal Protection Clause provide rights for same-sex couples?	
Lesson Plan Key: SWBAT: Students will be able to FWS: Facilitators will say FW: Facilitators will SW: Students will Resources House of History MKE First same sex couple to seek a marriage license	
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 understand Milwaukee queer history and how the 14th Amendment Equal Protection and Due Process Clauses grant same-sex marriage.
Language Objective: <i>What are the language demands of this lesson?</i>	SWBAT learn about the 14th Amendment Equal Protection and Due Process clauses as it relates to the legalization of same-sex marriage.
Vocabulary:	FW: Read or provide students with the definitions for the terms following the warm-up activity. - 14th Amendment Equal Protection Clause: ensures all people within a state's jurisdiction must be are treated equally under the law. - 14th Amendment Due Process Clause: the government cannot deprive anyone of life, liberty, or property without fair procedures of the law.
Opening/Warm up/Do	FWS: Today's lesson will focus on local queer history in Milwaukee and

Now/ Hook (5 minutes) <i>How will open the lesson and connect the learning to students' identities and/or funds of knowledge?</i>	the relationship between the 14th Amendment and queer rights. To begin this lesson, we will take the next five minutes to watch a video about a same-sex couple in Milwaukee who fought for the right to get married in 1971 under the Equal Protection Clause of the 14th Amendment. FW: Screen this video for the class.
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: We will take the next few minutes to learn more about the Milwaukee same-sex couple that fought for the right to get married in 1971. You will read their story and we will have a group discussion based on the reading. FW: Provide students with a link to the article about Donna Burkett and Manonia Evans and give students five minutes to read the story. FW: Facilitate a discussion based on the question: Based on the definitions of the 14th Amendment Equal Protection and Due Process clauses, how do they protect the rights of same-sex marriage?
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: <i>To further what we've learned so far, we will take the next 30 minutes to learn more about Milwaukee queer history through exploring the House of History MKE website, which is an archive of local Black queer stories. In learning more about local, LGBTQ+ experiences, you will have the chance to reflect on what you learned.</i> FW: Provide students with the link to the House of History MKE website and give them 15 minutes to read through the website and watch the video stories of Jan Warren and Chris Allen. For the remaining 15 minutes facilitate a group discussion about what students learned through exploring the website. - What did you learn while exploring the House of History MKE website? - How would you explain what House of History MKE is to someone who doesn't know what it is? - What did you learn about the challenges people faced in pursuing same-sex relationships? - What did you learn about the experiences of Black LGBTQ+ people in Milwaukee?
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 local queer history before the lesson?

	3. Why is it important to preserve local stories and history?
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 queer history in Milwaukee? 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>	1. Opening Activity Video: Link 2. Mini-Lesson Article: Link 3. Worktime Activity Website: Link
Lesson Extension/Homework	- Visit the House of History MKE website and watch more interviews of Black LGBTQ+ Milwaukeeans to hear about their experiences. - Visit the digital archive collections at UW-Milwaukee and/or Wisconsin Historical Society to discover more local LGBTQ+ history. - Visit the Wisconsin LGBTQ History Project website