

**queer,
undocumented
and
unafraid**



Coming out of the Closet: Supporting LGBTQ and Undocumented Youth

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Gallery Walk Discussion

Round 1 – Define and explain the term in front of you. How have you seen/heard it in educational/classroom contexts?

After THREE minutes, rotate the poster paper.

Round 2 – Read previous information. Add additional comments or questions.

Repeat process several times.

Partner Discussion

- LGBTQ
- Queer
- Transgender
- Cisgender
- Illegal Alien
- Undocumented
- Immigrant
- Anchor Baby

Building Community First

Please tell us your...

- Name
- School affiliation
 - where/level/role/subject
- What do you hope to get out of this session? (briefly)

Purpose and Objectives

- **Awareness**

- Defining terms
- Knowing our students
- Policy

- **Action**

- How can we teach LGBTQ and undocumented youth in culturally responsive ways?
- How can we act as allies?

- **Teaching Moments**

- Model instructional activities to support students

Why Me?

- Student narratives...
 - What if I am undocumented?
 - What if I'm gay?
 - Why don't I see myself in what we study at school?

Social Awareness

- **Normativity:**
 - Socially accepted norm, values, or beliefs about people
 - Example: HETERONORMATIVITY
 - Characters in books, movies, and television are presumed to be heterosexual
 - Spoiler Alert: J.K. Rowling says Albus Dumbledore is gay

Social Awareness

- Out world is **socially constructed** by binaries:
 - Normative vs. Marginalized
 - Male vs. Female
 - Homosexual vs. Heterosexual
 - LGBTQ vs. Straight
 - Legal vs. Illegal
 - Documented vs. Undocumented
 - Teacher vs. Student
 - Us vs. Them

A Riddle

A man and his son were in a terrible accident, the man died. The son was rushed into emergency surgery. The doctor walked into the room looked down at the boy and said "I can't operate on this boy, he's my son". Who was the doctor?

A Heteronormative Riddle

A man and his son were in a terrible accident, the man died. The son was rushed into emergency surgery. The doctor walked into the room looked down at the boy and said "I can't operate on this boy, he's my son". Who was the doctor?

Why can't the doctor still be the boy's father?

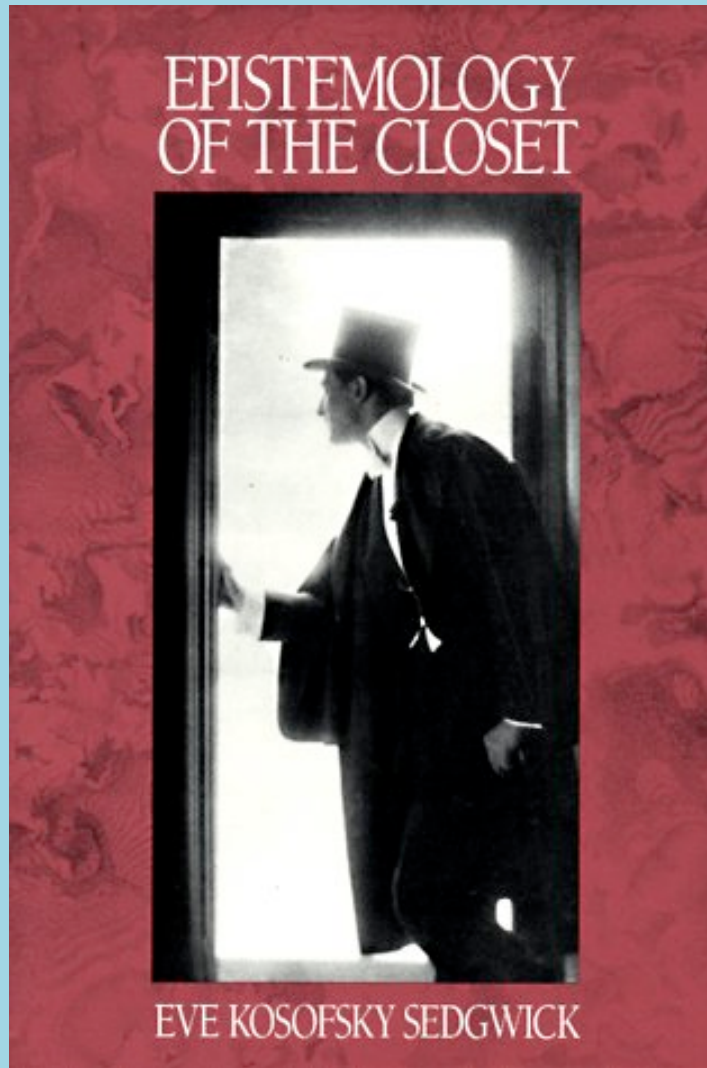
Social Awareness

- **Deconstructing** binaries:
 - What can our language tell us about the way we think about people groups?
 - How do we address hate-speech, discrimination, or stereotyping when it occurs in our classrooms?
 - How do our lessons affirm and represent marginalized groups, including LGBTQ and undocumented youth?

Language Awareness



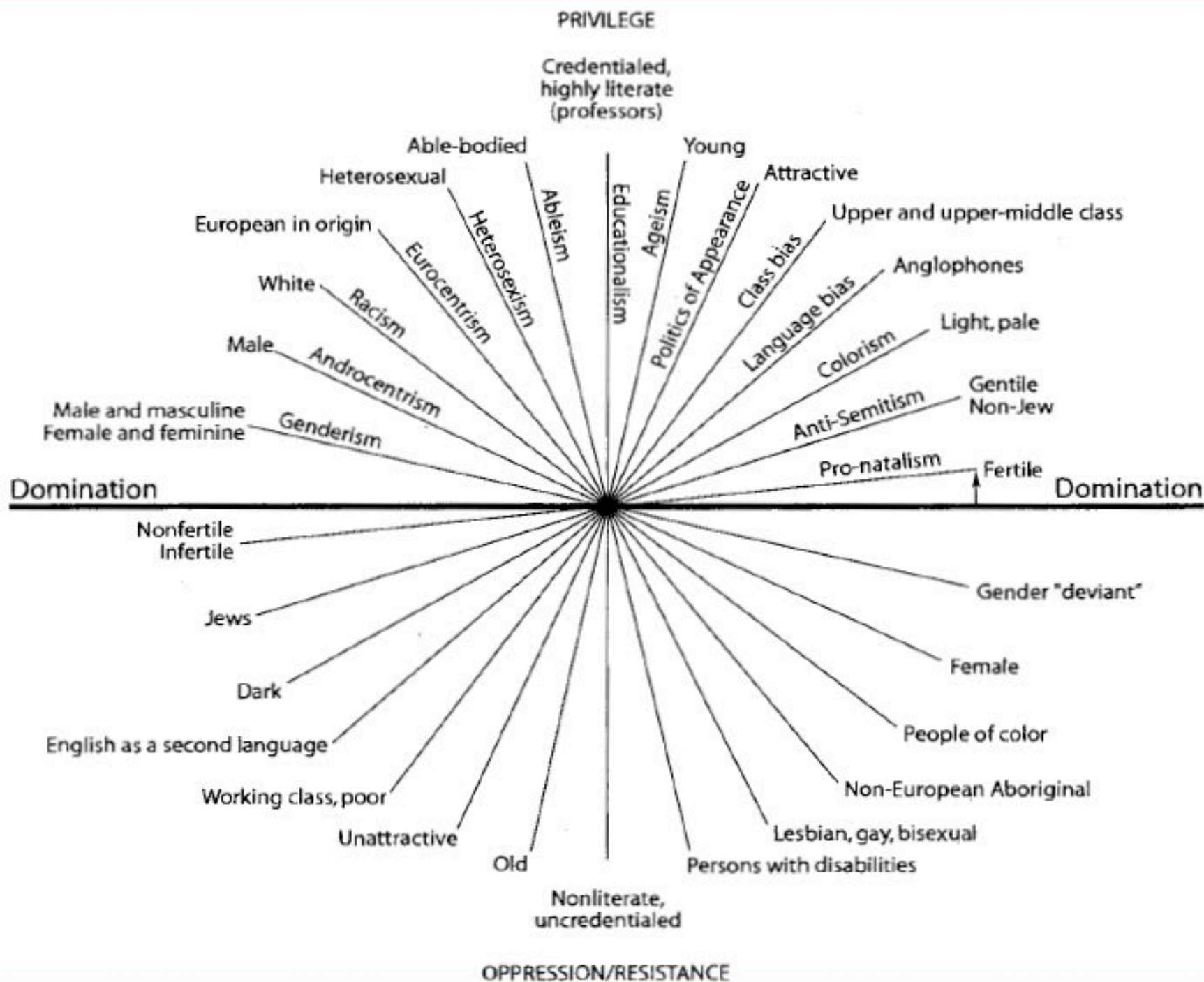
Commonalities: LGBTQ & Undocumented



- Outing oneself through self-identification
- Being outed by others
- Privatized communities
- Public marginalization
- The personal is political
- Socially constructed “closet”

Knowing Our Students

- Sexual preference and citizenship status are qualities that cannot be seen
- They are not statistics provided to teachers in data reports
- Student must self-identify in order for teachers to become aware



Policy's Affecting LGBTQ and Undocumented Students

LGBTQ

- California AB 1266 – Transgender protection
- DOMA
- Prop. 8

Undocumented Students

- Plyer vs. Doe
- DACA (Deferred Action)
- California DREAM Act
- California AB 60 – Driver's Licenses

LGBTQ History

1. Table/Partner discussion:
 - a. What people, events, or places do you associate with LGBTQ history?
 - b. Do you remember learning about or teaching about LGBTQ topics in history?

LGBTQ History

1. Timeline Activity

- a. Volunteers will read the events provided.
- b. Put the events in chronological order from earliest to latest.

LGBTQ History Timeline

1779 – Thomas Jefferson revises VA law to make sodomy punishable

1886 – We'wha visits Washington D.C.

1952 – Christine Jorgensen is first to have sexual reassignment surgery

1963 – Bayard Rustin organizes Dr. Martin Luther King Jr.'s "I have a dream" speech

1969 – Stonewall Riots

1973 – The APA votes to remove homosexuality from list of psychiatric disorders

LGBTQ History

1. Timeline Debrief

- a. Did you learn anything new about LGBTQ history that you did not know before?
- b. What other groups of people might experience the same situation where their histories are absent in textbooks and in classroom curricula?
- c. How might this invisibility affect LGBTQ people?

Undocumented Youth

- Immigration Myths/Realities
 - Using any electronic device, go to www.m.socrative.com
 - This is a free online platform for interactive quizzes

Undocumented Youth

- How do we as history teachers define and explain immigration? Immigration policy?
- How do our lessons reinforce negative stereotypes of immigrants?

Undocumented Youth

- Comparing Perspectives
 - Why oppose the DREAM ACT?
 - Undocumented Shadows
- Getting rid of the I-Word

DREAM Act States

- Texas
- California
- Illinois
- Utah
- Nebraska
- Kansas
- New Mexico
- New Jersey
- New York
- Washington
- Wisconsin
- Massachusetts
- Maryland
- Minnesota

Closing Questions

- How can we be allies to our students?
- How do we define identity?
- Do we give youth the chance to define themselves?

Contact Information

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