

LGBTQIA+ Studies

For New York Students

Why Now?

Although never passed into law, a bill to amend New York education law and require an LGBTQIA + inclusive curriculum was introduced in the 2017-18 legislative session. By creating the Culturally Responsive-Sustaining framework to support developing and implementing policies that educate all students effectively and equitably, New York educators all over the state have determined the need to build more inclusive resources that represent the rich history of LGBTQIA+ individuals and the students who are currently in that community.

Why Newsela?

With the dedicated resources in our LGBTQIA+ Collection and our constantly updating stream of vetted, real-world content, we can help teachers bring inclusive curriculum into their classrooms with engaging, thoughtful lessons that give students a more accurate, complete, and equitable picture of American society and provides LGBTQIA+ students the opportunity to see themselves represented in history.



NEW YORK LESSON EXAMPLE

What is Intersectionality?



HIGHLIGHTS:

Helps students make connections to the past

Content in the LGBTQIA+ Collection is organized around six themes: gender identity and sexuality, understanding intersectionality, marginalization, a history of the gay rights movement in the US, cultural influences of the LGBTQIA+ community, and taking informed action.

Differentiates content for ALL learners

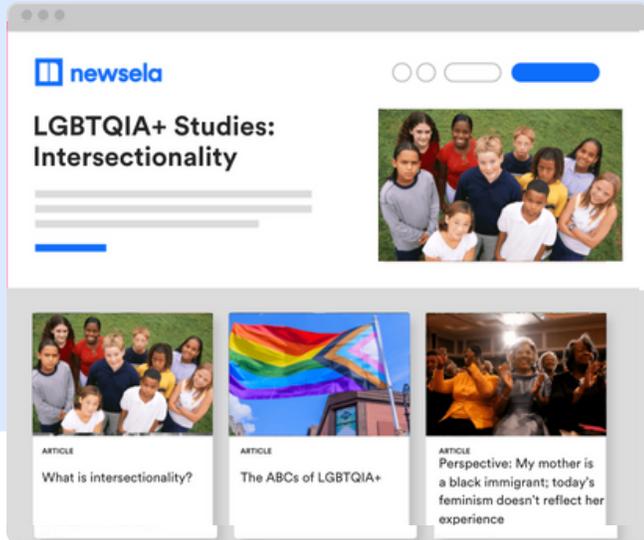
Articles engage ALL students with each text published at five reading levels.

Provides instructional supports and lesson ideas for every text

Each unit in the LGBTQIA+ Collection comes with resources to help teachers support students foster rich understanding of LGBTQIA+ history and host insightful discussions and investigations into every facet of the study.

Instructional supports for each article

Help teachers expand students' learning experience and engagement

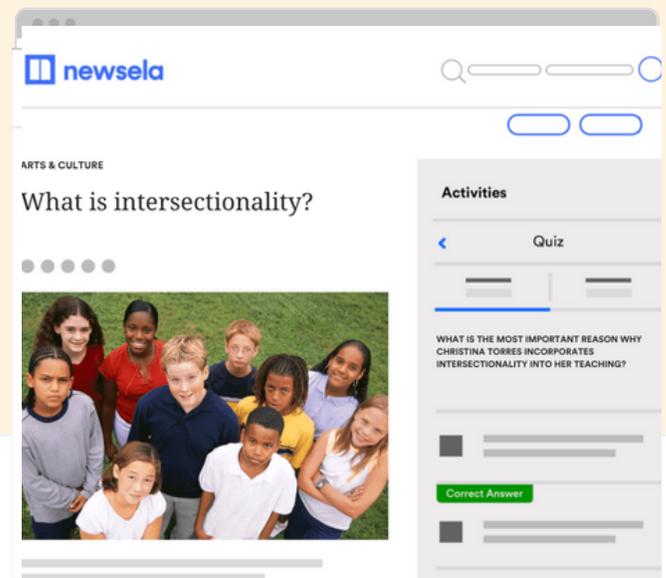


Curations, Lessons, and Customizations

Teachers can use Newsela to teach to the standards and priorities of their school and district. Create custom activities, search for content by standard, curate Text Sets, and control the reading levels students see.

Quizzes, Writing Prompts, and Assignments

Teachers can create and share customizable assignments and give students access to reading comprehension quizzes, customizable writing prompts, and annotations.



LGBTQIA+ Studies in New York

Representation of all students is a priority to New York educators. Through Newsela resources, schools and districts can demonstrate a commitment to equity and inclusion.

Below are example topics and articles from the LGBTQIA+ collection.

Celebrating Pride Month: What Does it Mean to be LGBTQIA+?

Students learn the basics of gender and sexuality, and explore how people of various identities have forged community throughout time, in the face of both external and internal marginalization.



ARTS

The ABC's of LGBTQIA+



ARTS & CULTURE

X and Y chromosomes alone do not determine gender, scientists learn



RELIGION & PHILOSOPHY

Gender, sex and sexuality explained



Celebrating Pride Month: LGBTQIA+ Victories Over the Last 10 Years

Students learn about cultural and legal victories for the LGBTQIA+ community in the past 10 years, and examine how they came to be won.



LAW

Supreme Court rulings that have shaped LGBTQIA+ rights in America



LAW

LGBTQIA+ activists on what progress looks like 6 years after same-sex marriage ruling



KIDS

Teens say it is time for a modern gender-neutral prom



Example Lesson Spark

LGBTQIA+ and Intersectionality

Time to complete: 45 minutes

Standards Alignment

8.9b The civil rights movement prompted renewed efforts for equality by women and other groups.

8.4e After World War I, the United States entered a period of economic prosperity and cultural change. This period is known as the Roaring Twenties. During this time, new opportunities for women were gained, and African Americans engaged in various efforts to distinguish themselves and celebrate their culture.

Before Reading

KWL Chart: To start the class, direct students to fill out the first two columns of the KWL Chart, writing down what they already know about intersectionality, and what they wonder about intersectionality and how it relates to the LGBTQIA+ community.

Video Introduction: Show students **this video** (3:04) from Teaching Tolerance. Call on individual students to share their response to the video - if they have questions, comments, or connections.

Assign all students to read **What is intersectionality?** and direct them to pick between the remaining two articles. Advanced readers should read all three articles.

PRO Assignment Reading Instructions

For **What is intersectionality?**:

1. Highlight the definition of intersectionality in RED. Highlight details that show the legal implications of intersectionality in GREEN and the personal implications of intersectionality in YELLOW.
2. At the bottom of the article, write a 2-4 sentence annotation that summarizes in your own words: Why is it important to understand intersectionality?

For other articles:

- As you read, highlight details that show how the theory of intersectionality applies to this person's life and work. Make at least 2 annotations explaining the connection.

After Reading

KWL Chart: Direct students to complete their KWL Charts with information they learned about intersectionality from the readings. Have them go over what they learned with a peer or a small group.

Think-Pair-Share: Direct students to find a partner who read the article they did not read. Have students discuss the prompt with a partner before holding a class discussion: How does the theory of intersectionality help you better understand the lives, experiences, and work of Gloria Anzaldua and James Baldwin?

Cross Curricular Resources

CASEL Competency Alignment

- **Self-awareness:** This lesson allows students to explore their own identities in a more nuanced way, therefore giving them better tools to express how they feel and why.
- **Social-awareness:** This lesson also will make students aware of the ways in which their classmates' experiences diverge from their own, and better appreciate that they will not have the same experiences as others who have different intersections of identities.

ARTICLE
Arts & Culture

What is intersectionality?

By Teaching Tolerance, adapted by Newsela staff. Published:02/06/2017. Word Count:864
Recommended for:Middle School - High School. Text Level:7



A group of diverse students

Intersectionality refers to the different kinds of identities people have. It studies how these multiple identities connect and affect a person's life. These identities are race, gender, sex, disability, and sexual orientation, as well as where they live and socioeconomic status. Intersectionality also impacts how oppression and privilege connect and influence each other. Oppression is when someone faces unfair treatment because of their identity. Privilege is when someone has a special advantage because of their identity.

Nicole: An Intersectional Case Study

Nicole is in the ninth grade. She is a mature, creative, hardworking student, and gets along well with others. The only thing is, she's always late for school. She frequently misses her first-period class and rarely turns in homework, and as a result, her grades are suffering. Nicole's teachers know very little about her life, and when they look at her, they may only

see an African-American student who isn't doing well. They may think of Nicole as an example of the fact that most students who miss class or drop out of school are black or Latino.

If teachers took the time to peel back the layers of Nicole's life they would see another part of her identity — her socioeconomic status. This would offer a better understanding of who Nicole is. Nicole isn't just a black student, she has other identities. She identifies as a girl and as a kid from a low-income family.

She is responsible for taking care of her two younger siblings. To fully and properly support Nicole, a teacher must know and respect these kinds of details. They must see her situation through the many identities that makeup who Nicole is. That is the best way to understand how her identities impact her performance at school.

Understanding these can help teachers better understand the circumstances surrounding Nicole that are affecting her grades and absences.

Legal scholar and law professor Kimberlé Crenshaw coined the term intersectionality in 1989. She makes the case that society usually ignores many parts of people's identities. People may see only the race, religion, or economic status of others, which can lead to prejudice and oppression.

In Nicole's case, the problems she faces aren't just about her multiple identities, but also stem from the oppressions that come with her identities. Her situation reflects the experiences of low-income people more than rich people and shows what specific challenges she faces as a girl and a black student. Specifically, Nicole must navigate parents who work long hours outside the home while also facing expectations as a female. As a female she is expected to take care of her siblings as their caretaker while her mother is at work. At school, teachers may have low expectations for her because she is a girl and African-American.

Oppression, Power And Privilege In The Classroom

In the classroom, understanding multiple identities can help teachers and classmates better relate to each other. It can also help them understand the relationship between power and privilege in the classroom.

Christina Torres is a teacher at the University Laboratory School in Honolulu, Hawaii. She makes sure to view her students through their multiple identities. She describes this mindset as "understanding that there's a long background" to who her students are. In general, girls have different life experiences than boys; blacks have different life experiences than whites; children from rich families have different life experiences than children from low-income families. Understanding context is also key, Torres says. "A woman who is Latina in L.A. is going to have a very different experience from someone who's in the middle of Arkansas. The place matters, too."

Torres' ninth-grade class also explores internalized oppression. Internalized oppression is when people give in to the negative messages about who they are. For example, a mother playing catch with her daughter may tell her not to "throw like a girl."

In this example, the mother has bought into the negative message that boys are better than girls at sports, and may be passing that message to her daughter.

Navigating The Intersections

Discussions about intersectionality and oppression might seem too difficult to talk about in class, but when a teacher brings up these difficult topics they show they care deeply about their students. In fact, Torres begins the year by asking her students to consider where and how they fit into their communities. She asks them to explore what makes them feel worthwhile there.

By emphasizing intersectionality, she equips her students with the skills to examine why they believe what they believe. They learn to question why their beliefs might differ from others' and to determine how their ideas might be influenced by power and privilege. For Torres, helping students like Nicole navigate the world — and the way the world responds to them — is an important part of her responsibility as an educator.

"Every day kids enter our class, there's an opportunity for them to be empowered or oppressed," she says. "When I don't consider intersectionality and what they might need, I run the risk of oppressing my kids. ... When we stop seeing our kids as whole people ... we stop seeing them as real people."

Adapted with permission of Teaching Tolerance, a project of the Southern Poverty Law Center



Newsela's content is published daily from trusted and vetted sources at 5 different reading levels. Teachers can find a wide range of Social Studies and SEL resources to support instruction in New York.



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