**Lesson: “LGBTQ Research Project”**

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Suggested Use: Grades 3 to 12

*(Free and for educational purposes only)*

*All lessons must be age and developmentally appropriate and open communication is encouraged with both parents/guardians and your site administrator. Include appropriate modifications for the group of students you currently serve to meet their needs and developmental level***.**

**Rationale:**

When students conduct research collaboratively with peers, they practice these forms of literacy: reading, writing, listening, speaking and viewing as described by The National Board for Professional Teaching Standards. Visit [www.nbpts.org](http://www.nbpts.org) to learn more.

Research inquiry is a powerful and engaging way for students to discover factual information about LGBTQ people, their history and their contributions to society, including contemporary society. The Fair Education Act (SB 48) requires that students learn about LGBTQ people with the goal of bringing awareness to their positive impacts that have contributed to the greater good.

**Objective:**

Students will work with a partner and conduct research about an LGBTQ person previously assigned by the teacher. Students will gather factual information about the person’s early life, education, job/career/training and family configuration. Students will synthesize information and draw conclusions, make inferences and identify cause and effect relationships in regard to the positive impact and contributions the LGBTQ person has made to society. Students will create a presentation of their findings, which they will present orally to the class.

**Suggested materials:** laptops, internet, printer, magazine articles, paper, pencils, poster board, glue, tape, colored pencils, markers, current pictures of LGBTQ people.

1. The teacher assigns an LGBTQ person to each pair of students. Students are given an allotted amount of time to conduct research using Internet resources and/or printed out materials supplied by the teacher. Students jot notes regarding

the previously assigned areas of information: early life, education, job/career/additional training, and family configuration. A. Luna, 2012

1. Students create visual artifacts that include factual information regarding the LGBTQ person’s contributions to society. Students present their findings to the class.
2. Students write a 1-page reflection on things they learned about the LGBTQ person they researched, along with any factual information that may have surprised them. Students address the question: **“Has your perception changed in** **any way regarding (LGBTQ person)? If so, in what ways?”** and **“What do you think is (LGBTQ person) greatest impact or contribution to our society? Give support for your assertion.”**
3. **LGBTQ People researched for this lesson:** Alice Walker, Sheila Kuehl, Mark Bingham, Harvey Milk, Rachel Maddow, Ricky Martin, Suze Orman, Christopher Cabaldon, Cat Cora, Mark Leno, Barney Frank, Eleanor Roosevelt. **People with Disabilities researched for this lesson:** Lou Gehrig, Temple Grandin, Marlee Matlin

**Ideas/Insight: Do what works best for your current group of students.**

1. Invite parents/guardians to view students’ oral presentations after students have been formally scored for their research projects on a previous day.
2. For students whose parents/guardians request an alternative lesson, you could have those students research persons with disabilities and follow the same research and presentation format.
3. A few parent/guardians needed additional clarification regarding the objective of the lesson. I called those parents directly to explain the lesson in more detail. Their main concern seemed to be that they thought the lesson had to do with sex, which it does not. Be clear about the objective of the lesson with parents/guardians to promote accurate information regarding The Fair Education Act (SB 48).
4. Always be mindful of the current group of students you serve and make needed modifications as you see fit. Do what works best for your current group of students.

A. Luna, 2012

1. **Some names of LGBTQ humans to consider….**

Jeffrey Fehr, Cat Cora, Barney Frank, Eleanor Roosevelt, Suze Orman, Sheila Kuehl, Christopher Cabaldon, Alice Walker, Ricky Martin, Rachel Maddow, Greg Louganis, Gertrude Stein, Mark Bingham, Walt Whitman, Harvey Milk, David Geffen, Mark Leno, John Perez, Gertrude Stein, Oscar Wilde, Matthew Shephard, Rock Hudson, Sir Ian McKellan, Michelangelo, Leonardo DaVinci, Sappho, Alexander the Great, Frida Kahlo, Rudolph Valentino, Gore Vidal, Hans Christian Anderson, Elton John, Ellen DeGeneres, Tennessee Williams, Lawrence of Arabia, Johnny Mathis, Wanda Sykes, Tchaikovsky, Malcolm Forbes, Rita Mae Brown, Martina Navratilova, Ranjit Singh, Billy Bean, Lady Gaga, Melissa Etheridge, Tammy Baldwin, Billie Joe Armstrong, Leonard Bernstein, Truman Capote, Sir Laurence Olivier, Benny Medina, Jane Lynch, Lorraine Hansbury, Tom Ammiano, William Shakespeare, Rosie O’Donnell, Brandon Teena