

LESSON 3

QUEER AFFIRMING, TRANSGENDER AFFIRMING, AND COLLECTIVE
VALUE**BLACK LIVES MATTER**

BACKGROUND FOR TEACHERS

It is imperative that the classroom culture feel like a safe space for all students before beginning this lesson. This lesson is going to deal with an intersectionality that is uncomfortable for a lot of students. If Black Lives Matter is based in the idea that all lives matter, but because of systemic racism and attack it is imperative to say that Black Lives Matter, than it is important to identify that within that movement queer and transgender lives matter.



ANTICIPATED MISCONCEPTIONS

This lesson is based on the affirmation of LGBTQ people. Teachers should be prepared that this is not a place for controversy about sexual orientation. Teachers should not allow for space where sexuality is debated.



ESSENTIAL QUESTION

Why are these principles surrounding black families integral to the Black Lives Matter movement?

- Queer Affirming
- Transgender Affirming
- Collective Value



LEARNING OBJECTIVES

- I can understand intersectionality and its impact on people.
- I can understand the importance of black LGBTQ voices.
- I understand and can advocate for the principles of Black Lives Matter



LESSON DEVELOPMENT

LAUNCH:

Introduce today's lesson by reinforcing privilege for Day 2 and introducing Intersectionality. Have students watch the following brief video and then discuss the questions in small groups or as a class

-  [Intersectionality Video from Teaching Tolerance](https://www.youtube.com/watch?time_continue=168&v=w6dnj2lyYjE&feature=emb_logo) [\(https://www.youtube.com/watch?time_continue=168&v=w6dnj2lyYjE&feature=emb_logo\)](https://www.youtube.com/watch?time_continue=168&v=w6dnj2lyYjE&feature=emb_logo)

After watching the video, discuss the following:

- What is intersectionality?
- Is intersectionality similar to or different than privilege? Explain.
- Does intersectionality affect all people? Why or why not?


TERMINOLOGY

Explain to students that every day of the Black Lives Matter at School Week of Action is based on specific themes from the principles. Today's theme is

- Queer Affirming- fostering a queer-affirming network, freeing ourselves from the tight grip of heteronormative thinking
- Transgender Affirming- embracing and making space for trans brothers and sisters to participate and lead, being self reflexive and doing the work required to dismantle gender privilege and uplift Black trans folk.
- Collective Value- All Black Lives Matter- regardless of actual or perceived sexual identity, gender identity, gender expressions, economic status, stability, disability, religious beliefs or

disbeliefs, immigration status or location.

ACTIVITY:

Read the article from the Washington Post entitled  [“Met Andrea Jenkins, the first openly transgender black woman elected to public office in the U.S.”](https://www.washingtonpost.com/news/the-fix/wp/2017/11/08/meet-andrea-jenkins-the-openly-transgender-black-woman-elected-to-public-office-in-the-u-s/).
(<https://www.washingtonpost.com/news/the-fix/wp/2017/11/08/meet-andrea-jenkins-the-openly-transgender-black-woman-elected-to-public-office-in-the-u-s/>) After reading the article have students discuss the questions that follow in small groups and then as a whole class.

DISCUSSION:

In small groups and then as a whole group discuss some or all of the following:

- Why is Andrea Jenkin’s victory noteworthy?
- How is Jenkins uplifting the Black transgender community?
- How does the quote, “We don’t just want a seat at the table, we want to set the table,” connect to Hughes’s poem from day one of this week as well as the principle of Collective Value?
- As a society, what can we do to continue to support and uplift the black and transgender communities?



LESSON CLOSURE

Teacher brings the conversation to a close, thanking students for being honest and vulnerable, summarizing the strengths within the conversation, and referencing the principles from today as well as other principles as appropriate.



RESOURCES

 [Black Lives Matter Posters](https://hcpss.instructure.com/courses/122235/files/14922286/download?wrap=1)

(<https://hcpss.instructure.com/courses/122235/files/14922286/download?wrap=1>) 

(<https://hcpss.instructure.com/courses/122235/files/14922286/download?wrap=1>)

 [Intersectionality Video from Teaching Tolerance](https://www.youtube.com/watch?time_continue=168&v=w6dnj2lyYjE&feature=emb_logo) (https://www.youtube.com/watch?time_continue=168&v=w6dnj2lyYjE&feature=emb_logo)



[“Met Andrea Jenkins, the first openly transgender black woman elected to public office in the U.S.”. \(https://www.washingtonpost.com/news/the-fix/wp/2017/11/08/meet-andrea-jenkins-the-openly-transgender-black-woman-elected-to-public-office-in-the-u-s/\)](https://www.washingtonpost.com/news/the-fix/wp/2017/11/08/meet-andrea-jenkins-the-openly-transgender-black-woman-elected-to-public-office-in-the-u-s/)



This course content is offered under a [CC Attribution Non-Commercial Share Alike \(http://creativecommons.org/licenses/by-nc-sa/4.0\)](http://creativecommons.org/licenses/by-nc-sa/4.0) license. Content in this course can be considered under this license unless otherwise noted.