

At Home in the Castro: The Castro Walk

Introduction

Utilizing the History-Social Science Framework for California Public Schools (CCSS 2017), the California Museum of Migration lesson plans presented form the basis of unit plan for each Migration Walk within a possible semester or year-long course intended for high school (9th to 12th grade).¹ Each lesson plan is designed for a 75-minute class period highlighting specific historical literacy skills requiring students to employ analysis and focused inquiry while exploring the history of the unique communities of California. Each cohesive unit is intended to include the following options for the lesson plans:

1. Architecture: Analysis and/or comparison of space
2. Culture: Showcase of culture of the community
3. Generational: Linking communities across periods
4. Media: Utilizing production created by or about the focused community
5. Maps: Use of maps to understand space and/or movement
6. Newspapers: Analysis and/or comparison
7. Primary Source(s): Focus on the words of specific members or groups within the community
8. Secondary Source(s): Historiography
9. Simulation: Immersive activities
10. Timeline: Periodization

These initial lesson plans for the Chinatown, Castro and Mission Walks span nine of the ten lesson plans listed above showing the scope of potential lesson plans which could form the basis of a unit for the twelve CMM Walks. For the first three Migration Walks, *Spaces In Between: Chinatown* Walk includes three lesson plans focusing on a Simulation, Architecture, and Primary Sources; the *At Home in the Castro: The Castro* Walk includes lesson plans centered on Secondary Sources, Media, Culture; and *Coffee Country: The Mission* Walk is organized around Periodization, Newspapers, and Generational Activities.

¹ Potentially the lesson plans could be scaffolded for use on the undergraduate or even junior high levels.

LESSON #1:

Life Lessons:

Mainstream American Views on the LGBTQ Community in 1964 Lesson #1 (Secondary Sources)

Topic: Mainstream emergence of LGBTQ culture in the polarized 1960s

Grade: U.S. History On level through Advanced Placement and the International Baccalaureate, AP American Government and Politics, Civics

Time: 75 Minute Class Period

Overview:

Essential Question: How does the coverage of LGBTQ culture in the most read magazine in America at the time reflect the shifts in 1960s America society?

The basis of this lesson relates to information found in *Scene 1: At Home in the Castro*, *Scene 2: Welcome to Eureka Valley*, *Scene 3: Landing in the Castro – 1957*, *Scene 4: The Salon*, *Scene 5: Harvey's Castro* from "At Home in the Castro" the CMM Castro Walk. This lesson plan allows students to explore the context of the Castro Walk through the push and pull of the liberal/conservative ideologies of the 1960s, while reading the first mainstream article "Homosexuality in America" about LGBTQ+ culture in Life Magazine, the most widely read periodical of the era.

Often viewed through the lens of the Vietnam War, the 1960s represents one of the most defining decades in American history, with a decisive heterogeneous splintering from the perceived homogeneous prosperity of the 1950s. Centered in the San Francisco Bay Area, liberal students, from the most prestigious public university in the country U.S. Berkeley, started the Free Speech Movement which expanded into the antiwar movement. Countercultural hippies in the Haight Ashbury originated out of the North Beach City Lights Beats of the 1950s pushing against conformity. Black Panthers fed children in Oakland while protesting police brutality in Sacramento, and Eureka Valley began to shift away from its 1950s Irish Catholic roots towards becoming the epicenter of LGBTQ+ culture and activism known as the Castro. For many the tension between liberal and conservative reached a breaking point at the 1968 Democratic

National Convention when, on live TV, the Chicago Police beat antiwar demonstrators outside of the convention.

Yet 1964, with the escalation of the Vietnam War and the aftermath of the assassination of John F. Kennedy, also represents a turning point as the new emerging liberal movements began to break into the mainstream, no longer labeled as fringe. That summer Life Magazine, arguably the most read and one of the most influential publications in the country, published an essay called “Homosexuality in America” by Paul Welch instantly catapulting San Francisco into the national conscious as the “gay capital” of America. This infamous and wide-ranging article openly explored the factors which brought young LGBTQ+ people to California where they could establish themselves as part of mainstream society, while acknowledging the risks and animosity they still faced.

Objectives:

Students will:

1. Explore the cultural shifts in the 1960s between liberal and conservative ideologies
2. Discuss the significance of LGBTQ culture appearing in Life Magazine
3. Use analysis to make historical inferences about this tumultuous era

Standards:

Historical and Social Science Analysis Skills²

Chronological and Spatial Thinking:

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
2. Students analyze how change happens at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.

² California State Board of Education, *History Social Science Framework For California Public Schools Kindergarten Through Grade Twelve*, 2016, 727-28, <https://www.cde.ca.gov/ci/hs/cf/documents/hssframeworkwhole.pdf>.

4. Students relate current events to the physical and human characteristics of places and regions.

Historical Research, Evidence, and Point of View:

1. Students distinguish valid arguments from fallacious arguments in historical interpretation.
2. Students identify bias and prejudice in historical interpretations.
3. Students evaluate debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
4. Students construct and test hypotheses; collect, evaluate, and employ information for multiple primary and secondary sources; and apply it in oral and written presentations.

Historical Interpretation:

1. Students show the connections, casual and otherwise, between particular historical events and larger social, economic, and political trends and developments.
2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.

Grade Eleven: United States History and Geography: Continuity and Change in the Twentieth Century³

11.8 Students analyze the economic boom and social transformation of post World War II America.

4. Analyze new federal government spending on defense, welfare, interest on the national debt, and federal and state spending on education, including the California Master Plan.

7. Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.

³ California State Board of Education, History Social Science Framework, 736-745.

8. Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g. jazz and other forms of popular music, professional sports, architectural and artistic styles).

11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.

Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock- births, and drug use.

Grade Twelve: Principles of American Democracy and Economics⁴

12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.

2. Discuss the character of American democracy and its promise and perils as articulated by Alexis de Tocqueville.

3. Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as “self-evident truths.”

4. Understand that the Bill of Rights limits the powers of the federal government and state governments.

12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.

1. Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy).

3. Discuss the individual’s legal obligations to obey the law, serve as a juror, and pay taxes.

⁴ California State Board of Education, History Social Science Framework, 746-755.

4. Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.

5. Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.

12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.

1. Explain how civil society provides opportunities for individuals to associate for social, culture, religious, economic, and political purposes.
1. Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.
2. Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes.

12.5 Students summarize landmark U.S. Supreme Court Interpretations of the Constitution and its amendments.

1. Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the Fourteenth Amendment.

12.8 Students evaluate and take and defend positions on the influence of the media on American political life.

1. Discuss the meaning and importance of a free and responsible press.
2. Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.
3. Explain how public officials use the media to communicate with the citizenry and to shape public opinion.

12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the

following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.

Key Ideas: 1960s Liberal v. Conservative Split, Media and American Culture, Government Powers and Individual Rights

Assessment: Students will jigsaw the seminal mainstream article about Homosexuality from Life Magazine

Materials/Resources: Students will need a pen, device, and access to wi-fi

Instruction:

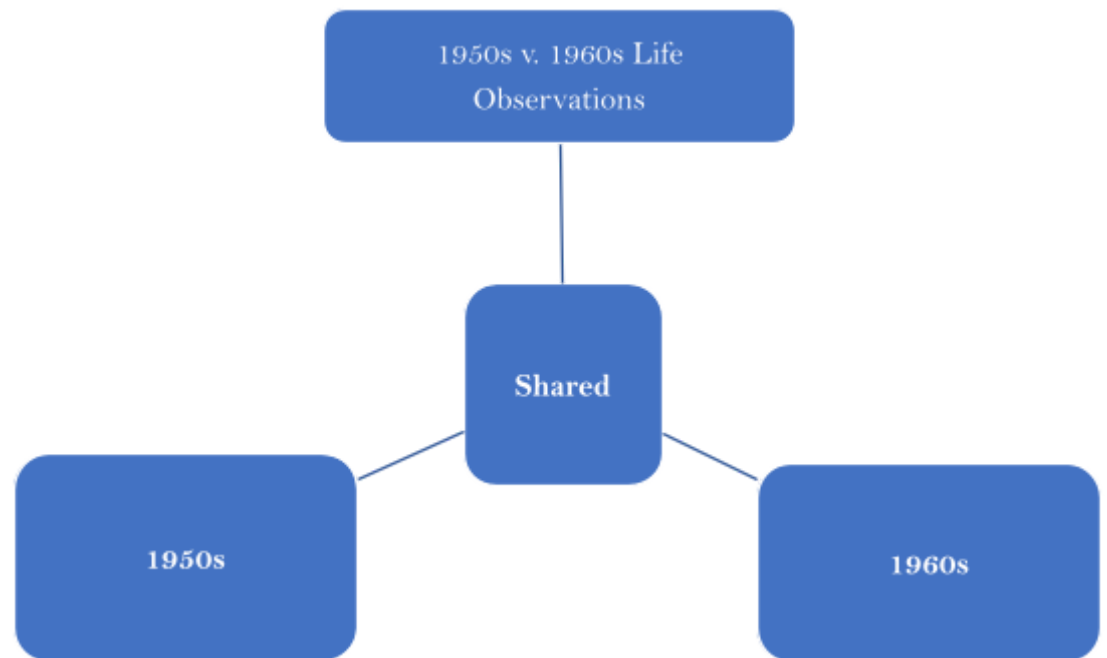
Opening:

(25 minutes) Students will work in groups of two.

- While students work on the opening play The Dell Vikings “Come and Go With Me”(2:40), Bill Haley & His Coments (2:20), Frankie Lymon’s Why Do Fools Fall in Love” (2:30), The Token “The Lion Sleeps Tonight” (2:41), The Penguins “Earth Angel” (2:56), Bob Dylan’s “The Times They are A-Changin’ (3:13), Simon and Garfunkel’s “The Sound of Silence” (3:07), The Animals “We Gotta Get Out of This Place” (3:24), Jimi Hendrix “Purple Haze” (2:52), The Rolling Stones “(I Can’t Get No) Satisfaction” (3:54). All the links can be found in the Supplemental Materials.
- Students will look through the Life Magazine article “The Luckiest Generation” about life for teenagers in the 1950s, ideally students should spend about ten minutes reading through and looking at the pictures.
<https://www.life.com/history/the-luckiest-generation-life-with-teenagers-in-1950s-america/>
- Students will then look through the Far Out Magazine article “Revealing Photos of Counterculture in San Francisco, 1960–1967” about life for teenagers and the youth culture of the 1960s, ideally students should spend about ten minutes reading through and looking at pictures.

<https://faroutmagazine.co.uk/the-revealing-moments-of-the-counterculture-in-san-francisco-1960-1967/>

- Students will use the final five minutes to complete a 1950s v. 1960s Diagram:



Activity:

(40 minutes) Students will combine into groups of four.

- For the first twenty minutes have the students read the 1964 Life Magazine article “Homosexuality in America” quietly.
https://books.google.com/books?id=qEEEAAAAMBAJ&pg=PA66&source=gbv_toc_r&cad=2#v=onepage&q&f=false
- While students are reading assign each student a question:
 - Why is California attractive for LGBTQ+ culture?
 - What is the Mattachine Society?
 - How is LGBTQ+ culture repressed according to Life?
 - Describe the overall tone of the article.
- Give students five minutes to brainstorm and answer their question.
- In their small groups spend the next 15 minutes sharing and discussing their answers and thoughts about the article.

Closing:

(10 minutes) As an exit ticket, have students make a brief argument as to why Life Magazine could publish the article “Homosexuality in America” in 1964. Ask them to address how the push and pull between the conservative and liberal ideologies of the era could have influenced the tone of the article. While students work play The Mamas and The Papas “California Dreamin” (2:37), The Animals “The House of the Rising Sun” (4:08), The Beatles “You’ve Got To Hide Your Love Away” (2:09), The Beatles “Yellow Submarine” (2:45).

Supplemental Materials:

- Link for Google Books Life Magazine 26 June 1964 “Homosexuality in America” Article:
https://books.google.com/books?id=qEEEAAAAMBAJ&pg=PA66&source=gbs_toc_r&cad=2#v=onepage&q&f=false
- Link for Life Magazine Article “The Luckiest Generation”:
<https://www.life.com/history/the-luckiest-generation-life-with-teenagers-in-1950s-america/>
- Link for Far Out Magazine Article “The Revealing Photos of Counterculture in San Francisco 1960-1967”:
<https://faroutmagazine.co.uk/the-revealing-moments-of-the-counterculture-in-san-francisco-1960-1967/>
- Link for The Dell Vikings “Come and Go With Me”(2:40):
https://www.youtube.com/watch?v=P1eU_IDQaVM
- Link for Bill Haley & His Coments (2:20):
<https://www.youtube.com/watch?v=ZgdufzXvjqw>
- Link for Frankie Lymon’s Why Do Fools Fall in Love” (2:30):
<https://www.youtube.com/watch?v=2sAHiR0rkJg>
- Link for The Token “The Lion Sleeps Tonight” (2:41):
<https://www.youtube.com/watch?v=OQlByoPdG6c>
- Link for The Penguins “Earth Angel” (2:56):
https://www.youtube.com/watch?v=VJcGi4-n_Yw
- Link for Bob Dylan’s “The Times They are A-Changin’ (3:13):
https://www.youtube.com/watch?v=90WD_ats6eE

- Link for Simon and Garfunkel's "The Sound of Silence" (3:07):
<https://www.youtube.com/watch?v=4fWyzwo1xg0>
- Link for The Animals "We Gotta Get Out of This Place" (3:24):
<https://www.youtube.com/watch?v=Q3mgapAcVdU>
- Link for Jimi Hendrix "Purple Haze" (2:52):
<https://www.youtube.com/watch?v=WGoDaYjdfSg>
- Link for The Rolling Stones "(I Can't Get No) Satisfaction" (3:54):
<https://www.youtube.com/watch?v=nrIPxlFzDi0>
- Link for The Mamas and The Papas "California Dreamin'" (2:37):
<https://www.youtube.com/watch?v=N-aK6JnyFmk>
- Link for The Animals "The House of the Rising Sun" (4:08):
<https://www.youtube.com/watch?v=4-43LLKaqBQ>
- Link for The Beatles "You've Got To Hide Your Love Away" (2:09):
<https://www.youtube.com/watch?v=V8nLraecPRY>
- Link for The Beatles "Yellow Submarine" (2:45):
https://www.youtube.com/watch?v=m2uTFF_3MaA

LESSON #2:

The Audacity of Hope: Reconciling the Promise Against the Practice of American Ideals Lesson #2 (Media)

Topic: American Ideals of Freedom, Representation, and Individual Rights

Grade: U.S. History On level through Advanced Placement and the International Baccalaureate, AP American Government and Politics, Civics

Time: 75 Minute Class Period

Overview:

Essential Question: How can Americans reconcile the **promise** of American core values of freedom, representation, and individual rights against the **practice** of this ideology?

The basis of this lesson relates to information found in *Scene 1: At Home in the Castro*, *Scene 2: Welcome to Eureka Valley*, *Scene 3: Landing in the Castro – 1957*, *Scene 4: The Salon*, *Scene 5: Harvey’s Castro*, *Scene 6: Belonging Here*, *Scene 8: The Legacy* from “At Home in the Castro” the CMM Castro Walk. This lesson plan gives students a space to understand the humanity of the LBGTQ+ community and the inclusion of the struggle for representation into the larger discussion of American civil rights and liberties.

When Thomas Jefferson wrote in the Declaration of Independence that “All Men are Created Equal” he owned over 400 enslaved people, including six of his own children. The American story is one of **promise** and one where the **practice** falls tragically short too often. For the LBGTQ+ community, the **practice** of inclusion, representation, and in some cases freedom itself continues to be at odds with the **promise** of the Revolutionary ideology of the American

Founders articulated in the Declaration. For many students reconciling this dichotomy is difficult and can reflect their own struggles with inclusion and/or privilege.

Note: This lesson plan could potentially be a trigger for students and should be handled carefully.

Objectives:

Students will:

1. Explore the intersectionality of civil rights issues through close reading and corroboration
2. Evaluate the rhetoric of the American Revolutionary ideology
3. Relate civil liberties and civil rights across time periods

Standards:

Historical and Social Science Analysis Skills⁵

Chronological and Spatial Thinking:

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
2. Students analyze how change happens at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.

⁵ California State Board of Education, *History Social Science Framework For California Public Schools Kindergarten Through Grade Twelve*, 2016, 727-28, <https://www.cde.ca.gov/ci/hs/cf/documents/hssframeworkwhole.pdf>.

4. Students relate current events to the physical and human characteristics of places and regions.

Historical Research, Evidence, and Point of View:

1. Students distinguish valid arguments from fallacious arguments in historical interpretation.
2. Students identify bias and prejudice in historical interpretations.
3. Students evaluate debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
4. Students construct and test hypotheses; collect, evaluate, and employ information for multiple primary and secondary sources; and apply it in oral and written presentations.

Historical Interpretation:

1. Students show the connections, casual and otherwise, between particular historical events and larger social, economic, and political trends and developments.
2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.

Grade Eleven: United States History and Geography: Continuity and Change in the Twentieth Century⁶

11.8 Students analyze the economic boom and social transformation of post-World War II America.

4. Analyze new federal government spending on defense, welfare, interest on the national debt, and federal and state spending on education, including the California Master Plan.

7. Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.

⁶ California State Board of Education, History Social Science Framework, 736-745.

8. Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g. jazz and other forms of popular music, professional sports, architectural and artistic styles).

11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.

7. Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock- births, and drug use.

Grade Twelve: Principles of American Democracy and Economics⁷

12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.

2. Discuss the character of American democracy and its promise and perils as articulated by Alexis de Tocqueville.

3. Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as “self-evident truths.”

4. Understand that the Bill of Rights limits the powers of the federal government and state governments.

12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.

1. Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy).

⁷ California State Board of Education, History Social Science Framework, 746-755.

3. Discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes.

4. Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.

5. Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.

12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.

2. Explain how civil society provides opportunities for individuals to associate for social, culture, religious, economic, and political purposes.
3. Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.
4. Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes.

12.5 Students summarize landmark U.S. Supreme Court Interpretations of the Constitution and its amendments.

1. Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the Fourteenth Amendment.

12.8 Students evaluate and take and defend positions on the influence of the media on American political life.

1. Discuss the meaning and importance of a free and responsible press.
2. Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.
3. Explain how public officials use the media to communicate with the citizenry and to shape public opinion.

12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.

Key Ideas: Civil Rights, Civil Liberties, Bill of Rights, Liberty,

Assessment: Students will attempt to reconcile the practice and promise of American values across time periods, linking African American and LGBTQ+ civil rights and liberties in a broader fight for inclusion.

Materials/Resources: Students will need a pen, device, and access to wi-fi

Instruction:

Opening:

(15 minutes)

- Working individually have students read the Declaration of Independence and create a list of American values.
<https://www.archives.gov/founding-docs/declaration-transcript>
- Have students generate a class list of these values on the board.

Activity:

Students will work in several formations throughout the activity.

(20 minutes)

- Begin by showing students the NPR gathering of Frederick Douglass's descendants reading his "What to the Slave is the Fourth of July?"
<https://www.npr.org/2020/07/03/884832594/video-frederick-douglass-descendants-read-his-fourth-of-july-speech>
This can be done as a class or by students individually or in small groups.
- With a partner have students create a list of American values according to Douglass utilizing the transcript.
<https://edsitement.neh.gov/student-activities/frederick-douglass-what-slave-fourth-july>

(20 minutes)

- Next show students Harvey Milk's "Hope Speech". Teachers can choose between the two-minute recording of Harvey Milk or the scene from the movie "Milk", each only provides a two-minute clip for students to preview the speech.
Milk recording:
<https://speakola.com/political/harvey-milk-hope-speech-1977>
"Milk" movie scene:
<https://www.youtube.com/watch?v=TPUoMvBdYpE>
- With a different partner have students create a list of American values according to Harvey Milk utilizing the transcript of the entire speech.
<https://www.mfa.org/exhibitions/amalia-pica/transcript-harvey-milks-the-hope-speech#:~:text=Hope%20for%20a%20better%20world,%2Des%22%20will%20give%20up.>

(15 minutes)

- Provide a space for a class discussion surrounding these lists.
- Question to ask the students to consider: How do these men reconcile the promise of American ideals against the practice of these ideals in the United States?

Closing:

(5 minutes) Students should create their own list of American values (3 or more values) on a notecard or piece of paper as an exit ticket.

Supplemental Materials:

- Link for the National Archives transcription of the Declaration of Independence:
<https://www.archives.gov/founding-docs/declaration-transcript>
- Link from NPR for the video of Frederick Douglass's descendants reading of "What to the Slave is the Fourth of July?":
<https://www.npr.org/2020/07/03/884832594/video-frederick-douglass-descendants-read-his-fourth-of-july-speech>
- Transcript of Frederick Douglass's "What to the Slave is the Fourth of July?":
<https://edsitement.neh.gov/student-activities/frederick-douglass-what-slave-fourth-july>
- Link for the recording of Harvey Milk's "Hope Speech":
<https://speakola.com/political/harvey-milk-hope-speech-1977>
- Link for the scene from the movie "Milk" of the "Hope Speech":
<https://www.youtube.com/watch?v=TPUoMvBdYpE>
- Transcript of Harvey Milk's "Hope Speech":
<https://www.mfa.org/exhibitions/amalia-pica/transcript-harvey-milks-the-hope-speech#:~:text=Hope%20for%20a%20better%20world,%2Des%22%20will%20give%20up.>

LESSON #3:

In the Navy: LBGTQ+ Representation and Activism Lesson #3 (Culture)

Topic: LBGTQ+ Representation

Grade: U.S. History On level through Advanced Placement and the International Baccalaureate, AP American Government and Politics, Civics

Time: 75 Minute Class Period

Overview:

Essential Question: Why does representation matter and how can occupied spaces be reframed through resistance and acceptance?

The basis of this lesson relates to information found in *Scene 1: At Home in the Castro*, *Scene 2: Welcome to Eureka Valley*, *Scene 3: Landing in the Castro – 1957*, *Scene 4: The Salon*, *Scene 5: Harvey’s Castro*, *Scene 6: Belonging Here*, *Scene 7: The March to Yosemite*, *Scene 8: The Legacy* from “At Home in the Castro” the CMM Castro Walk. This lesson plan asks students to consider why representation matters and how spaces can be reframed with coexistence and agency.

When the movie “Black Panther” was released, much talk surrounded the importance of representation on the big screen with White characters only appearing in small supporting roles. One scene resonated particularly in African movie theaters, where some audiences stood and cheered as the antihero killed a museum curator taking back artifacts which in fact were

important Wakandan cultural pieces. This scene reframed museum spaces for an African audience creating agency and resistance where very little exists. In 1979 the iconic LGBTQ+ music group the Village People released a cheeky song called “In the Navy”. With the release of “Y.M.C.A” the Village People gained mainstream success taking queer culture into the disco era but nonetheless when the U.S. Navy reached out about a working relationship it was surprising. The release of the video placed the Village People on a U.S. Navy frigate, the U.S.S. Reasoner, wearing their well-known costumes and dancing in front of actual U.S. Sailors in their dress blues. While the Navy ultimately never used footage, the video was released for the public reframing a macho space into a shared space including queer culture. Representation matters and in the modern era artistic space remains an important and somewhat mailable arena for mainstream exposure, resistance, and potential acceptance.

Objectives:

Students will:

- Understand ways in which the LGBTQ+ community reframed mainstream artistic spaces
- Learn about how the Castro provided space for the development of queer culture
- Explore LGBTQ+ resistance and activism through culture

Standards:

Historical and Social Science Analysis Skills⁸

Chronological and Spatial Thinking:

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
2. Students analyze how change happens at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental

⁸ California State Board of Education, *History Social Science Framework For California Public Schools Kindergarten Through Grade Twelve*, 2016, 727-28, <https://www.cde.ca.gov/ci/hs/cf/documents/hssframeworkwhole.pdf>.

preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.

4. Students relate current events to the physical and human characteristics of places and regions.

Historical Research, Evidence, and Point of View:

1. Students distinguish valid arguments from fallacious arguments in historical interpretation.
2. Students identify bias and prejudice in historical interpretations.
3. Students evaluate debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
4. Students construct and test hypotheses; collect, evaluate, and employ information for multiple primary and secondary sources; and apply it in oral and written presentations.

Historical Interpretation:

1. Students show the connections, casual and otherwise, between particular historical events and larger social, economic, and political trends and developments.
2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.

Grade Eleven: United States History and Geography: Continuity and Change in the Twentieth Century⁹

11.8 Students analyze the economic boom and social transformation of post World War II America.

7. Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.

⁹ California State Board of Education, History Social Science Framework, 736-745.

8. Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g. jazz and other forms of popular music, professional sports, architectural and artistic styles).

11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.

7. Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock- births, and drug use.

Grade Twelve: Principles of American Democracy and Economics¹⁰

12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.

3. Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as “self-evident truths.”

4. Understand that the Bill of Rights limits the powers of the federal government and state governments.

12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.

1. Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy).

3. Discuss the individual’s legal obligations to obey the law, serve as a juror, and pay taxes.

¹⁰ California State Board of Education, History Social Science Framework, 746-755.

4. Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.

5. Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.

12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.

1. Explain how civil society provides opportunities for individuals to associate for social, culture, religious, economic, and political purposes.
2. Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.
4. Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes.

12.5 Students summarize landmark U.S. Supreme Court Interpretations of the Constitution and its amendments.

1. Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the Fourteenth Amendment.

12.8 Students evaluate and take and defend positions on the influence of the media on American political life.

1. Discuss the meaning and importance of a free and responsible press.
2. Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.
3. Explain how public officials use the media to communicate with the citizenry and to shape public opinion.

12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the

following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.

Key Ideas: 1960s Liberalism, Media and American Culture, Government Powers and Individual Rights, Queer Culture, Representation

Assessment: Students will create images of representation, activism, or resistance.

Materials/Resources: Students will need markers, poster paper, pens; or the poster can be created digitally so students will need a device and access to wi-fi

Instruction:

Opening:

(15 minutes) As a class watch the museum scene from “The Black Panther”. Ask students to consider the message of the scene before they watch. After watching have students use the worksheet to analyze how this scene could be viewed from different viewpoints: a person from Africa, a person from England, an African American person, and an Anglo-American person. Give students a few minutes to share perspectives. Use this opening activity to help students think outside of their box, and the perspectives of space, bias, and representation.

https://www.youtube.com/watch?v=rcN_InsZCKY

Activity:

(15 minutes)

- Begin by having the class watch the music video for Y.M.C.A.’s “In the Navy” from 1979. <https://www.youtube.com/watch?v=nmGuy0jjevs>
- As a class or in small groups ask students to consider how the music video can be viewed as resistance, activism, and/or acceptance of queer culture.

(30 minutes)

- Students should work individually

- On the California Migration Museum website have students spend a few minutes reading through “Pride Flags”.
<https://www.calmigration.org/flags>
- Pass out 8 ½ x 11 blank paper, provide markers or ask students to take out their own supplies
- Ask students to create a flag which advocates for resistance, activism, or acceptance of a cause/identity they feel strongly about.

Closing:

(15 minutes)

- Gallery Walk of posters allowing students to gain a sense of the spaces their peers occupy
- As students move through the Gallery give them post it notes to write resistance, activism, or acceptance which they should place around the flags. This activity should aid students in noting the different perspectives everyone can take from how others occupy a space, emphasizing why representation matters.

Supplemental Materials:

- Link for “Black Panther” Museum Scene:
https://www.youtube.com/watch?v=rcN_InsZCKY
- Worksheet for the “Black Panther” Museum Scene
- Link for Y.M.C.A.’s music video for “In the Navy”:
<https://www.youtube.com/watch?v=nmGuyOjjevs>
- Link for California Migration Museum “Pride Flags”
<https://www.calmigration.org/flags>

Black Panther Museum Scene Worksheet

Directions: After watching the scene from the movie “Black Panther”

https://www.youtube.com/watch?v=rcN_InsZCKY use the chart to analyze the video and how the video could be viewed from different perspectives.

<u>African Person</u>	<u>English Person</u>

White American

African American