

## **Global Rights of the LGBT Community**

*Suzanne Artis, Metropolitan Learning Center Library, Gay Straight Alliance, Grades 9-12  
This unit will take 8 hours, which translates to 8 weeks since we only meet once weekly. Students will be strongly encouraged to continue and advance work at home, as well.*

### ***Introduction:***

Students will explore the status of lesbian, gay, bisexual and transgendered (LGBT) communities throughout the world. They will examine, compare and contrast the application of LGBT rights in a variety of countries and geographic regions. The culmination will be a GSA summit, in which students will share and discuss the global rights of the LGBT community. The ultimate goal will be for students to transform this knowledge into activism through volunteerism, international relationships and promotion of their knowledge through educational activities. This ultimate goal will require more research and is not included in this unit plan. However, I will use many of the resources included in the bibliography. Taking It Global, a source for global service projects, has a page on LGBT rights, but may not be current enough. iEARN has multiple worldwide projects including a world news project in which students report on global issues. This might be a great forum for activism, in which GSA members could write articles about the global situation for LGBT rights. As we progress through the unit, more options will indefinitely arise.

This unit contains some elements, such as rubrics, of the International Baccalaureate (IB) philosophy as we are an IB World School. We currently have a fully functioning Middle Years Programme (which is from 6<sup>th</sup> to 10<sup>th</sup> grade). In addition, we are candidates for the Diploma Programme for grades 11 and 12. Since this unit is being created during the summer and time is limited, some of the worksheets will be re-designed during this coming school year to more accurately reflect IB. The area of interaction focus will be Community and Service, since the emphasis in this unit is on cultural communities and how people interact with and react to LGBT rights in diverse ways around the globe. For more information on the IB philosophy and curriculum, visit [www.ibo.org](http://www.ibo.org).

### ***Geographic Connections:***

Students will focus their learning on countries around the globe. They will select from a variety of countries which represent the spectrum of treatment accorded to the LGBT communities, ranging from illegality of homosexuality to full equality. Examples of countries include Cameroon, Nigeria, Jamaica, Haiti, Egypt, South Africa, England, United States, Canada, Thailand, India, Russia, Argentina, Ecuador, and Uruguay. These countries were chosen due to their inclusion in recent news. However, since this unit will not begin until February 2014, other countries may be added according to current events. Twitter, a social media network, was used to follow Huffington Post Gay Voices which is a major source of information on global issues. I also follow the International LGBT Association (ILGA), Amnesty International and the International Gay and Lesbian Human Rights Commission (IGLHRC).

**Vocabulary:**

- rights
- Lesbian
- Gay
- Bisexual
- Transgender
- Intersex
- 
- LGBT
- global
- Homophobia
- Transphobia
- activism
- grassroots

**Stage 1 – Desired Results**

**Common Core Content Standard(s):**

- [CCSS.ELA-Literacy.RI.9-10.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, ([CCSS.ELA-Literacy.RI.11-12.1](#)) including determining where the text leaves matters uncertain.
- [CCSS.ELA-Literacy.RI.9-10.2](#) Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- [CCSS.ELA-Literacy.RI.11-12.2](#) Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text
- [CCSS.ELA-Literacy.SL.9-10.1a](#) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas
- [CCSS.ELA-Literacy.SL.9-10.1c](#) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- [CCSS.ELA-Literacy.SL.9-10.1d](#) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- [CCSS.ELA-Literacy.SL.9-10.4](#) Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- [CCSS.ELA-Literacy.SL.9-10.5](#), [CCSS.ELA-Literacy.SL.11-12.5](#) Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest
- [CCSS.ELA-Literacy.RI.11-12.7](#) Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem
- [CCSS.ELA-Literacy.SL.11-12.1c](#) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote

divergent and creative perspectives.

- [CCSS.ELA-Literacy.SL.11-12.1d](#) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- [CCSS.ELA-Literacy.SL.11-12.2](#) Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data
- [CCSS.ELA-Literacy.SL.11-12.4](#) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- NOTE: These standards overlap but are a bit more sophisticated for 11<sup>th</sup> and 12<sup>th</sup> and this would be a form of differentiation of assessment within the group. Although the rubrics are the same, for all the grades, these subtle differences should be taken into account.

**Understanding (s)/Goals:**

Students will understand that:

- LGBT communities throughout the world vary in their access to equal rights.
- Power can be both social and personal.
- Inequality and abuses of power lead to conflict.
- Awareness can be transformed into action

**Essential Question(s) Related to Theme(s):**

- How does access to rights vary by culture and/or geography?
- How do we respond to injustice and inequality?
- What can be done to strengthen the rights of an oppressed group?

Students will be able to:

- compare and contrast global human rights issues centered on the LGBT community
- use methods accurately to collect and record appropriate and varied information which effectively addresses the research question.
- refer back to the text and select a strong range of highly relevant information
- show a high-level of critical analysis by effectively questioning and/or connecting significant concepts and information with the reading
- show a strong understanding of the overall text and essential question
- follow discussion protocol, including building on previous comments by students and using proper decorum
- communicate information and ideas in a style that is completely appropriate to the audience and purpose
- structure information and ideas completely according to the task instructions
- create a list of sources of information according to the task instructions.

## Stage 2 – Assessment Evidence

### Performance Task(s):

- Socratic Seminar
- Digital Presentation
- Oral Microtalk Presentation

### Other Evidence:

- Global LGBT Rights Introduction worksheet
- Notes for presentation

## Stage 3 – Learning Plan

### Learning Activities:

#### Day 1:

1. Schema Activator: Students will view the film, The Riddle at <http://www.youtube.com/watch?v=sYFNfW1-sM8&noredirect=1>
2. Examine the thinglink, <https://www.thinglink.com/scene/414500179807305728#t|site>, entitled Global LGBT Rights and answer the questions on the worksheet called Global LGBT Rights Introduction.

Note: a thinglink consists of a photo with “touch” points embedded with captions and/or links – this thinglink is a world map with touch points on various countries linking to news articles – there is an additional link in the ocean which shows a map of legality of being gay in various countries

3. Read article entitled “The Global LGBT Rights Kaleidoscope” in preparation for the Socratic circle

Note: Socratic circles take practice and this would not be the first time that the students had done one...to support the discussion, back-up questions were created.

#### Day 2:

1. Students will participate in a Socratic circle, so should be arranged in 2 concentric circle.
2. Students in the inner circle will discuss for ten minutes while the outer circle will observe.
3. Students in the outer circle will share observations for ten minutes.
4. Students will switch...so the inner circle will become the outer circle and the outer circle will move to the inner circle.
5. Students in the inner circle will now discuss for ten minutes while the outer circle observes.
6. Outer circle will now share observations for ten minutes.
7. Students will be assessed according to the rubric for Socratic Seminar. The rubric included was adapted from one created by Wendy Nelson-Kauffman (a colleague) and was originally created for the International Baccalaureate Middle Years Programme.

Note: This rubric is for year 3 which is 8<sup>th</sup> grade, as over the summer I was unable to obtain the template for year 4 or 5.

#### Day 3:

1. Students will each choose a country to research (Cameroon, Nigeria, Jamaica, Haiti, Egypt, South Africa, England, United States, Canada, Thailand, India, Russia, Argentina, Ecuador, and Uruguay)
2. Students will take notes from at least 3 sources. Students will use the note-taking strategy

of Keep-Delete-Substitute. Modification: an option would be to have 3 potential articles available for selected countries compiled in Trackstar or even a classroom website for students who need this!

3. Locate 3 relevant images or one short video (30 – 60 seconds).
4. Cite sources (if necessary, this might be done through a tutorial or an additional lesson)
5. Assess using note-taking rubric.

**Day 4:**

1. Prepare microtalks using prezi (it may be necessary to demonstrate prezi or refer students to a tutorial on prezi)
2. Reflect using rubric for presentation

**Day 5 & 6:**

1. Present microtalks to local GSA
2. Assess peers, as well as self
3. Modification: students may create self-running PowerPoint presentation or a video in place of Prezi in order to better organize thoughts in advance

***Resource List/Bibliography:***

Websites:

Erasing 76 Crimes: The human toll of 76 countries' anti-gay laws, the struggle to repeal them  
<http://76crimes.com>

Essential Questions. (2013) Retrieved 17 July 2013, from Facing History and Ourselves: Combats racism, Anti-Semitism, and Prejudice and Nurtures Democracy through Education Programs Worldwide: <http://www.facinghistory.org/resources/strategies/essential-questions>

Gay & Lesbian Victory Institute: Building Successful LGBT leaders. [www.victoryinstitute.org](http://www.victoryinstitute.org)

International Baccalaureate [www.ibo.org](http://www.ibo.org)

iEARN

Imkaan ( UK-based, black feminist organization addressing violence against women and girls  
<http://imkaan.org.uk>

ILGA: The International Lesbian, Gay, Bisexual, Trans and Intersex Association. (May 2013) Lesbian and Gay Rights in the World (map).  
[http://old.ilga.org/Statehomophobia/ILGA\\_map\\_2013\\_A4.pdf](http://old.ilga.org/Statehomophobia/ILGA_map_2013_A4.pdf)

International LGBT Association ([www.ilga.org](http://www.ilga.org))

Kaleidoscope Trust: Upholding LGBT Rights Globally. <http://kaleidoscopetrust.com>

LGBT Leaders 2013: International Leadership Conference [www.lgbtleaders.org](http://www.lgbtleaders.org) CHECK THIS

Pink Pages <http://pink-pages.co.in>

Taking It Global: LGBT issues <http://issues.tigweb.org/lgbt>

World Pride Power List 2013 <http://kaleidoscopetrust.com/news/43>

#### Books:

Adam, B.D., Duyvendak, J. W., & A. Krouwel. (1999). *The Global Emergence of Gay and Lesbian Politics: National Imprints of a Worldwide Movement*. Philadelphia: Temple University Press.

Copeland, Matt. *Socratic Circles: Fostering Critical and Creative Thinking in Middle and High School*. Portland: Stenhouse Publishers, 2005.

Stewart, Colin. (2013). *From Wrongs to Gay Rights: Cruelty and Change for LGBT People in an Uncertain World*. Laguna Niguel: P.C Haddiwiggle Publishing Company.

#### Videos:

“Gay Rights are Human Rights” - Hilary Clinton Speech (2011) Retrieved on 18 July 2013 from <http://www.youtube.com/watch?v=8rNOYEZ8Qog>

United Nations Human Rights Office. (2013) “The Riddle: New Anti-Homophobia Message from UN Human Rights Office.” Retrieved 18 July 2013 from YouTube: [www.youtube.com/watch?v=sYFNfW1-sM8](http://www.youtube.com/watch?v=sYFNfW1-sM8)

#### Articles

Authority and Power Unit Planner. Retrieved on 27 July 2013 from [http://occ.ibo.org/ibis/documents/myp/mgrp1/language\\_a/m\\_0\\_mypxx\\_langa\\_plan\\_1002\\_3\\_e.pdf](http://occ.ibo.org/ibis/documents/myp/mgrp1/language_a/m_0_mypxx_langa_plan_1002_3_e.pdf) (this site is for IB World Schools only, but I wanted to include this since I used ideas from this unit planner to formulate enduring understandings and questions)

Canada passes bill to legalize gay marriage. (29 June 2005) Retrieved 19 July 2013 from [http://www.nytimes.com/2005/06/29/world/americas/29iht-web.0629canada.html?\\_r=0](http://www.nytimes.com/2005/06/29/world/americas/29iht-web.0629canada.html?_r=0)

Corey-Boulet, Robbie. (16 July 2013) Eric Ohena Lembembe, Gay Rights Activist, Tortured and Killed. Retrieved on 16 July 2013 from [http://www.huffingtonpost.com/2013/07/16/eric-ohena-lembembe-killed-dead\\_n\\_3604460.html](http://www.huffingtonpost.com/2013/07/16/eric-ohena-lembembe-killed-dead_n_3604460.html)

Dhar, Udayan. "A Photographic history of Indian Gay rights movement." Retrieved on 19 July 2013 from <http://pink-pages.co.in/general/release/pp12/pink-pages-monsoon-2012-issue-12>

Elliott, Saddique. (3 May 2013). Leaving Hell. [http://www.huffingtonpost.com/saddique-elliott/leaving-hell\\_b\\_3201443.html](http://www.huffingtonpost.com/saddique-elliott/leaving-hell_b_3201443.html)

Greenfield, Nicole. (19 October 2011) "LGBT Argentina Ready to Fight for Full Equality After Gay Marriage Made Legal." Retrieved on 25 July 2013 from [http://www.huffingtonpost.com/2011/10/18/argentina-gay-marriage\\_n\\_1018536.html](http://www.huffingtonpost.com/2011/10/18/argentina-gay-marriage_n_1018536.html)

Haiti Anti-Gay Protest Draws More Than 1,000 Demonstrators. (Associated Press) (19 July 2013) Retrieved on 20 July 2013 from [http://www.huffingtonpost.com/2013/07/19/haiti-anti-gay-protest\\_n\\_3625095.html?ncid=edlinkusaolp00000003](http://www.huffingtonpost.com/2013/07/19/haiti-anti-gay-protest_n_3625095.html?ncid=edlinkusaolp00000003)

Nieto, Adriana. (1 July 2013). "Legally we are nothing." Retrieved on 13 July 2013 from <http://ilga.org/ilga/en/article/oakZ8kJ1rE>

Nigerian Parliament Passes Draconian Anti-LGBT bill. (30 May 2013). Retrieved on 19 July 2013 from <http://kaleidoscopetrust.com/news/43>

Radcliffe, Charles. (20 May 2013). "The Global LGBT Rights Kaleidoscope." Retrieved on 1 July 2013 from [http://www.huffingtonpost.com/charles-radcliffe/the-global-lgbt-rights-kaleidoscope\\_b\\_3303565.html](http://www.huffingtonpost.com/charles-radcliffe/the-global-lgbt-rights-kaleidoscope_b_3303565.html) (the video entitled "Riddle" from the UN Human Rights Commission is attached to this article)

Rudolph, Christopher. (24 July 2013) Russia's Gay Struggles Depicted in PSAs for Side by Side Film Festival. Retrieved on 25 July 2013 from [http://www.huffingtonpost.com/2013/07/24/side-by-side-film-festival-russia-psa\\_n\\_3644639.html?ncid=edlinkusaolp00000003](http://www.huffingtonpost.com/2013/07/24/side-by-side-film-festival-russia-psa_n_3644639.html?ncid=edlinkusaolp00000003) (this article also has youtube videos of the PSAs embedded in article)

"Russia's Anti-Gay Law Will Impact Foreign Tourists, Possible Olympic Athletes." (11 July 2013). Retrieved on 11 July 2013 from [http://www.huffingtonpost.com/2013/07/11/russia-gay-law-tourists-\\_n\\_3581217.html](http://www.huffingtonpost.com/2013/07/11/russia-gay-law-tourists-_n_3581217.html)

Sokari. (9 July 2013). Mandela's Queer Legacy. Retrieved on 17 July 2013 from <http://www.blacklooks.org/2013/07/mandelas-queer-legacy/>

United Nations Human Rights. (19 July 2013). Press briefing notes on Guinea, Cameroon, Somalia and Egypt. Retrieved on 19 July 2013 from <http://www.ohchr.org/EN/NewsEvents/Pages/DisplayNews.aspx?NewsID=13563&LangID=E>

Uruguay's Senate Approves Gay Marriage." (3 April 2013). Retrieved on 25 July 2013 from <http://www.buenosairesherald.com/article/127787/uruguays-senate-approves-gay-marriage->

Warren, Michael. (15 July 2010). "Argentina Gay Marriage Law: First Country in Latin America to Approve Same Sex Marriage." Retrieved on 25 July 2013 from <http://www.huffingtonpost.com/2010/07/15/argentina-gay-marriage-law-647129.html>

Zeigler, Cyd. (25 June 2013). U.S. Should Not Boycott Russian Olympics Over LGBT Rights. Retrieved on 19 July 2013 from [http://www.huffingtonpost.com/cyd-zeigler/us-should-not-boycott-russian-olympics-over-lgbt-rights\\_b\\_3494006.html](http://www.huffingtonpost.com/cyd-zeigler/us-should-not-boycott-russian-olympics-over-lgbt-rights_b_3494006.html)

### ***How Are You Going to Use This Unit?***

This unit will be used in our Gay Straight Alliance (GSA) meetings at the Metropolitan Learning Center in Bloomfield, CT. Our school is an award winning magnet school with a theme of international and global studies. Our GSA is a combination of high school students from grades 9 through 12 who attend voluntarily. The meetings are held weekly in the library for one hour. The focus of the group is to raise awareness of LGBT issues, to create safe space within the school community for everyone, and to educate the school community in order to decrease homophobia and transphobia. We will begin this unit in late February/early March and it will prepare us for a GSA summit which we are hoping to host on 16 May 2014. I chose this day for our summit because the 17<sup>th</sup> of May is the International Day Against Homophobia and Transphobia. Our plan for the summit is to invite other local GSA groups and host a conference with on Global Rights for the LGBT Community. I am considering calling it "GSA goes GLOBAL." The conference will consist of a keynote speaker, a selected panel of our GSA members to present their microtalks and host a discussion, and a social activity (with refreshments, of course).