

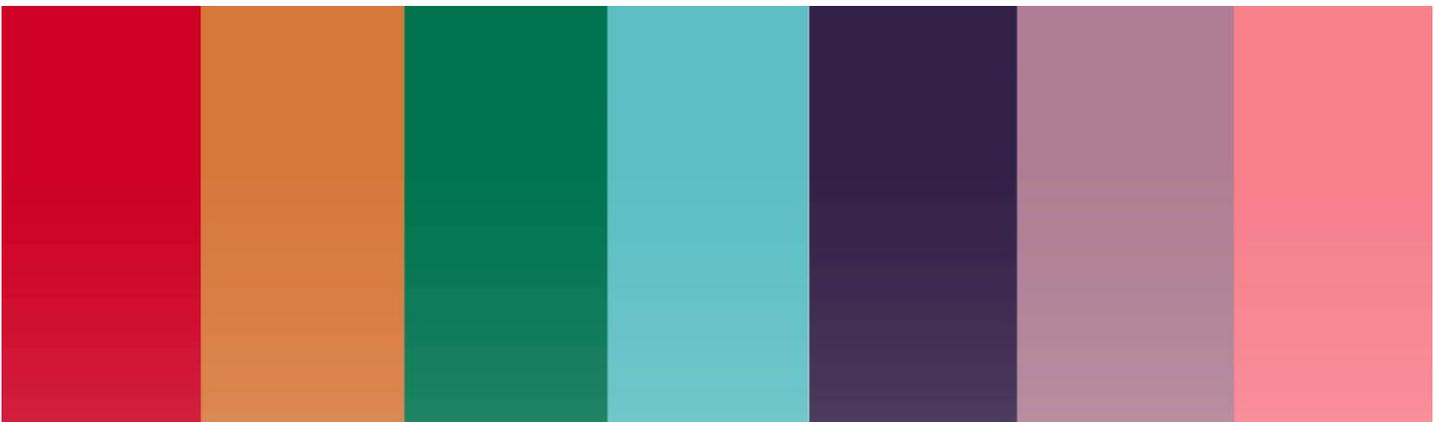
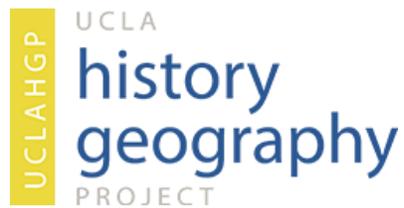
LGBTQ+ History Lesson Plan

Inquiry Question:

How did Magnus Hirschfeld support and advocate for LGBT people?

Standards:

10.8





How did Magnus Hirschfeld support and advocate for LGBT people?

Miguel Covarrubias, LAUSD

Content Standards

10.8 Students analyze the causes and consequences of World War II.

5. Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.

CCSS Standards:

Reading, Grades 6-12

RH 1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH 7: Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.

RH 9: Integrate information from diverse information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

CCSS Standards:

Writing, Grades 6-12

WH1: Write arguments focused on discipline-specific content. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying, the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

WH4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

9. Draw evidence from informational texts to support analysis reflection, and research.

CCSS Standards:

Speaking and Listening, Grades 6-12

SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in- groups, and teacher-led with diverse partners on grades 11-12 topics, texts and issues, building on others ideas and expressing their own clearly and persuasively.



Sources

- Paragraph 175
- The Constitution of the Scientific-Humanitarian Committee
- The Petition to the Reichstag
- Anders Als die Andern (Different From the Others)
- Interview with Rolf Hirschberg
- Article from the Medical Critic and Guide, Journal of Sexology and Humanity
- Political Cartoon

Procedures

1. Students will read Paragraph 175 with a partner using the reading strategy, **Say Something**. For the portion of text students will read, the teacher can choose the stopping point(s), or have partners decide together how far they will read silently before stopping to “say something”. The teacher can describe what students will say to each other when they reach the stopping point: it might be a question, a brief summary, a key point, an interesting idea, or a new connection. Three stopping points are recommended. For the 1st stop, students can ask each other a question about the text. For the 2nd stop they can share a key point. For the 3rd stop they can summarize what they just read.
 2. Students will then engage in a conversation about Paragraph 175 using the **Inside-Outside Circle** strategy. The teacher will ask half of the class to form the inside circle, facing out. Ask the other half of the class to form the outside circle and face in, so that every student is facing a student in the other circle. The teacher will explain that the students standing across from each other will be the first partners. On a signal from the teacher, partners will discuss the following questions: Who is the 1871 version of Paragraph 175 targeting? What does the language suggest about the people the government is targeting? The teacher will give students a few minutes to discuss the question and then signal for their attention. The teacher will have the students in the outside circle step one student to the right (the inside circle does not move). The teacher explains that the person standing across from them is their new partner. On a signal from the teacher, students will discuss the following questions: How is the Nazi version of Paragraph 175 different than the 1871 version? How do you think the Nazi version will affect the lives of gay people in Germany? The teacher will give students a few minutes to discuss the questions. On a signal from the teacher students will go back to their desks. The teacher will have a classroom discussion about the two versions of Paragraph 175 and have students share comments and questions with the rest of the class. The teacher will have students do a **Quick Write** on the following question: How should gay people respond to laws like Paragraph 175?
 3. The teacher will introduce the following inquiry question to the students: **How did Magnus Hirschfeld support and advocate for LGBT people?**
 4. The teacher will do a **Jigsaw Activity** in order to analyze Sources A – F. Teachers are strongly encouraged to choose which sources they want to use from Sources A-F, but it is also highly recommended that they keep groups between 4 to 6 students and that they make sure that whenever possible to keep all the groups the same size. Note that
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the students who are assigned Document F, should in addition to analyzing the political cartoon, research what the political cartoon meant by the third sex.

5. Students will use Graphic Organizer to take notes on their own sources and the sources of others. Students will record what Hirschfeld did and what he said to support LGBT people at the turn of the century. Hirschfeld supported LGBT people through his activism and his personal actions. The graphic organizer can be used later to support their writing assessment.

6. Directions for a **Jigsaw Activity**.

Divide students into 5 to 6 people per group.

Have the same number of students in each team.

Divide your content into 5 to 6 sources.

Divide the content into the same number of sources as the number of students in each group.

Assign one source to each person in the Jigsaw Group.

Each person is expected to teach their source to the rest of the group.

At this point, students read silently and analyze their own sources independently.

Have students meet in Expert Groups.

After each student has analyzed his or her source independently, they gather with all the other students who have been assigned to the same source. (As with As, Bs with Bs etc)

Within each Expert Group, students compare their ideas and work together to prepare a presentation of the main ideas of their source to their Jigsaw Groups. Sentence starters should be provided to facilitate sharing both during Jigsaw and Expert Group time. The teacher should let students know how much time will be assigned for sharing and discussion both during Jigsaw and Expert Group time.

During this time, gaps in individual students' knowledge can be filled, misconceptions can be cleared up, and important concepts can be reinforced.

Have students return to Jigsaw Groups.

Now that students have analyzed and discussed their source in their expert groups, they return to their original jigsaw groups, where each student takes a turn presenting their source.

Students listen carefully, take notes, and ask clarifying questions

Have students return to their Expert Groups.

Students will discuss the Inquiry Question using information that they received within their Jigsaw Groups.

7. Students will have a Whole Class discussion about the Inquiry Question and use their graphic to support their ideas.
 8. **Assessment:** Students will write a **Structured Writing Assignment** addressing the inquiry question. It is recommended that students use at least four sources to support their claim, but this will be up to the teacher. The teacher can either provide a handout or a PowerPoint slide that explains the expectations of the writing assessment depending on where their students are in learning the writing process.
 9. **Alternative Assessment:** Students can construct a podcast with a partner in which they interview a member of the LGBTQ community and have a discussion about the challenges of living a heteronormative society. Below are two sources they can be useful in guiding your students in creating their own podcast episode.
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<https://www.npr.org/2018/11/15/662070097/starting-your-podcast-a-guide-for-students>
<https://www.nytimes.com/2018/04/19/learning/lesson-plans/project-audio-teaching-students-how-to-produce-their-own-podcasts.html>

10. **Connection to the Holocaust.** The teacher can construct their own lesson on the life and persecution of LGBT people during Nazi rule using the following links:

United States Holocaust Memorial Museum

<https://www.ushmm.org/learn/students/learning-materials-and-resources/homosexuals-victims-of-the-nazi-era/persecution-of-homosexuals>
<https://www.ushmm.org/learn/students/learning-materials-and-resources/homosexuals-victims-of-the-nazi-era/nazi-leader-heinrich-himmler-on-the-question-of-homosexuality>
<https://www.ushmm.org/learn/students/learning-materials-and-resources/homosexuals-victims-of-the-nazi-era/a-homosexual-recalls-1933>

Auschwitz-Birkenau Memorial and Museum

<http://auschwitz.org/en/history/categories-of-prisoners/homosexuals-a-separate-category-of-prisoners/robert-biedron-nazisms-pink-hell/>

Bibliography

For more information examine the following sources:

Podcasts:

Making Gay History

<https://makinggayhistory.com/podcast/magnus-hirschfeld/>

Stuff You Missed in History Class

<https://www.missedinhistory.com/podcasts/magnus-hirschfeld-and-the-institute-for-sexual-science.htm>

Articles:

<https://www.newyorker.com/magazine/2015/01/26/berlin-story>

<https://www.teenvogue.com/story/lgbtq-institute-in-germany-was-burned-down-by-nazis>

<https://www.pri.org/stories/2017-06-14/story-magnus-hirschfeld-einstein-sex>

<https://www.peoplesworld.org/article/this-week-in-history-sex-scientist-magnus-hirschfeld/>

<https://theconversation.com/the-early-20th-century-german-trans-rights-activist-who-was-decades-ahead-of-his-time-106278>





Films/Videos:

Different from the Others

<https://vimeo.com/251002359>

https://www.youtube.com/watch?v=T3DKSJ_7uv0

Songs:

Gay anthem “Das lila Lied” (“The Lavender Song”) during Weimer Republic

https://www.youtube.com/watch?v=d_a3UkF3aTI

https://en.wikipedia.org/wiki/Das_lila_Lied

Timeline of German LGBT History Prepared by Jim Steakley, Department of German, UW-Madison for GSAFE

<https://www.gsafewi.org/wp-content/uploads/German-Timeline-Student-Teacher-Copy-UPDATED.pdf>





Paragraph 175

Paragraph 175 was a provision of the German Criminal Code from 15 May 1871 to 10 March 1994.

A national prohibition, Paragraph 175, was added to the Reich Penal Code in 1871.

'An unnatural sex act committed between persons of male sex or by humans with animals is punishable by imprisonment; the loss of civil rights might also be imposed.'

In 1935, the Nazi regime revised Paragraph 175 of the German criminal code to make illegal a very broad range of behavior between men. This is the text of the revised law.

Paragraph 175:

"A male who commits a sex offense with another male or allows himself to be used by another male for a sex offense shall be punished with imprisonment. Where a party was not yet twenty-one years of age at the time of the act, the court may in especially minor cases refrain from punishment."

Paragraph 175a:

"Penal servitude up to 10 years or, where there are mitigating circumstances, imprisonment of not less than three months shall apply to: (1) a male who, with violence or the threat of violence to body and soul or life, compels another male to commit a sex offense with him or to allow himself to be abused for a sex offense; (2) a male who, by abusing a relationship of dependence based upon service, employment or subordination, induces another male to commit a sex offense with him or to allow himself to be abused for a sex offense; (3) a male over 21 years of age who seduces a male person under twenty-one years to commit a sex offense with him or to allow himself to be abused for a sex offense; (4) a male who publicly commits a sex offense with males or allows himself to be abused by males for a sex offense or offers himself for the same."

Paragraph 175b:

"An unnatural sex act committed by humans with animals is punishable by imprisonment; the loss of civil rights might also be imposed."

Source: Courtesy of the United States Holocaust Memorial Museum

English translation by Warren Johannson and William Perry in "Homosexuals in Nazi Germany," Simon Wiesenthal Center Annual, Vol. 7 (1990).





Source A

The Constitution of the Scientific-Humanitarian Committee

(Excerpt)

Its statutes were published only in 1907. They were set out in a definite and simple language.

1. The *aim* of the Committee is research into homosexuality and allied variations, in their biological, medical and ethnological significance as well as their legal, ethical and humanitarian situation. The S.H.C. gives its members every assistance in the spirit of true humanitarianism.
2. The Committee wants to change public opinion about homosexuality through publications like the *Yearbook for Intermediate Sexual Types*, pamphlets and petitions, scientific talks and popular lectures.
A library containing books on all the subjects mentioned should serve the study of the subject by students and laymen who are interested in knowing more about it.
An Archive, installed in order to collect photos and other material of the subjects mentioned, is another way to make people understand the causes and nature of the problems the S.H.C. (Scientific-Humanitarian Committee) deals with.
3. Concerning *membership*, anyone can become a member who approves of the Committee aims, irrespective of sex, politics or religion.
The Presidium can refuse or exclude a member when there are weighty reasons to do so, but the person concerned has the right to appeal.

Source: Monthly Bulletin of the Scientific-Humanitarian Committee, Jg.VI,5, May 1907





Source B

The Petition to the Reichstag (Excerpt)

Petition to the Judiciary to the German Reich regarding a change in Paragraph 175 of the Reichstrafgesetzbuch (Criminal Code of the German Empire), and to the Reichstag which would deal with it afterwards (1897).

The Petition had been formulated by Dr. Magnus Hirschfeld of Charlottenburg, in the name of the Scientific-Humanitarian Committee. The reason for the change:

To the Judiciary of the German Reich

1. As early as 1869 men like Langenbeck (1) and Virchow (2) had been asked for their expert opinion about the possible punishment of homosexual intercourse by the Austrian and German Ministries of Health. Both certified that such activities were in no way different from other sexual relationships which, to date, had never been threatened by court proceedings, be it masturbation, or love between women, or love between men, as well as intercourse between men and women.

2. The abolition of similar punishments in France, Italy, Holland and many other countries had never lowered moral standards.

3. Another important reason for the abolition is the following: scientific research undertaken during the last twenty years in Germany, England and France, which studied in depth the question of homosexuality, has confirmed what the first scientists who considered this subject had asserted without exception, that this way of love is constitutional. One of the reasons given was that homosexuality has occurred at all times, all over the world.

4. The experts pointed out that it is practically proved that the real cause of homosexuality, which at first glance looks like an enigma of nature, is due to the development of the bisexual nature of man. The human foetus, during its first three months, is a bisexual organism. Therefore no moral guilt can possibly be attributed to homosexual sentiments.

7. One must also be aware that men and women who have lived a homosexual life at any time, from classic antiquity to our own days, have produced many people of the highest mental quality

8. Furthermore, Paragraph 175 has not helped to 'cure' homosexuals, but on the contrary has made many courageous and useful human beings desperate and guilty. And in some cases this law was and is responsible for madness and suicide, even when the court sentence is only one day in prison, which is the most lenient punishment in the German Reich for this "action". And cases of suicide have even occurred when a court case was only threatened.





9. We must also be aware that this law has given rise to an enormous amount of blackmail, and encouraged the vice of male prostitution.

These explanations, given under the name of people whose expertise as well as their sense of truth, justice and humanity is unquestionable, insist that the present form of Paragraph 175 is contrary to progressive scientific knowledge.

They demand, therefore, that the Judiciary should as soon as possible change this Paragraph in the same way as those countries we have named, and that homosexual action should be treated in the same way as those between people of the opposite sex, and are punishable only:

- a) when force by one partner is exercised against the other,
- b) when either person is under the age of sixteen,
- c) when their activities offend public decency

1. Bernhard Rudolf Konrad von Langenbeck (1810 –1887) was a German surgeon known as the developer of Langenbeck's amputation and founder of Langenbeck's Archives of Surgery.

2. Rudolf Ludwig Carl Virchow (1821 – 1902) was a German physician, pathologist, anthropologist, biologist, writer, editor, and politician.

Note to Teachers and Students: The petition was signed by 5,000 people including a number of prominent opinion leaders in law, medicine, education, and the arts, the petition is submitted in 1897 to the German parliament (Reichstag), where it is debated in 1898 and received strong support from the left-wing Social Democratic Party. The repeal of Paragraph 175 did not have enough support and ultimately failed.





Source C

Anders Als die Andern (Different From the Others)

Film Synopsis

The film begins with Paul Körner, an accomplished violinist reading the newspaper obituaries, which are filled with the suicides of homosexuals who fear being discovered and being prosecuted under Paragraph 175, a law that criminalizes homosexuality.

Kurt Sivers, an admirer of Körner becomes his student and they quickly fall in love with one another. Both Sivers and Körner experience the disappointment of their parents. Sivers' parents object to his obsession with the violin and his fondness for Körner. Körner's parents do not understand why he has no interest in finding a wife and starting a family. Körner sends his parents to see his mentor, the Doctor, played by Dr. Magnus Hirschfeld. The Doctor tells Körner's parents, "You must not think poorly of your son because he is a homosexual. He is not at all to blame for his orientation. It is neither a vice nor a crime, indeed, it is not even an illness, but instead a variation, one of the borderline cases that occur frequently in nature."

Franz Bollek, Körner's former lover, spots Körner and Siver walking together and holding hands in a park. Bollek blackmails Körner and threatens to out Sivers unless he receives money. Körner pays Bollek until his demands become too great. Körner does not tell Sivers he is being blackmailed. After Körner refuses to pay any more money, Bollek breaks into Körner's house, while he is attending Sivers' performance. He is discovered by Sivers and a fight breaks out. After the fight, Bollek tells Sivers that he has been blackmailing his lover and in response Sivers runs away. Körner becomes depressed after the disappearance of his lover and in a series of flashbacks Körner recalls his expulsion from boarding school for kissing a classmate, his lonely university experience, trying hypnotherapy, meeting the Doctor and then meeting Bollek at a gay dancehall.

Körner takes Else, Sivers' sister, to the Doctor's lecture on alternative sexuality. The Doctor speaks on topics such as homosexuality, lesbianism, gender identity, intersexuality, the dangers of stereotypes, and the idea that sexuality is physically determined, rather than a mental condition. After the presentation, Else pledges her support to Körner.

Körner reports Bollek for blackmail and has him arrested and in response Bollek exposes Körner. Both men are put on trial and punished for their crimes. The Doctor gives testimony on Körner's behalf and as a result a sympathetic judge gives Körner a light sentence, a week in jail. After his conviction, Körner is rejected by his friends and family and fired from his job. He dies by suicide.

Sivers finds out of Körner's death from a newspaper. Körner's parents blame Sivers for their son's death, but Else rebukes them for doing so. The Doctor prevents Sivers from attempting suicide by telling him, "If you want to honor the memory of your friend, then you must not take your own life, but instead keep on living to change the prejudices whose victim – one of countless many – this dead man has become." The film ends with the dissolution of Paragraph 175.





Screenwriters: Magnus Hirschfeld and Richard Oswald.

Cinematographer: Max Fassbender.

With: Conrad Veidt, Leo Connard, Ilse von Tasso-Lind, Alexandra Willegh, Ernst Pittschau, Fritz Schulz.

Source: Synopsis by Miguel Covarrubias from a viewing of Different from the Others,
<https://vimeo.com/251002359>





Source D

Interview with Rolf Hirschberg

October 14, 1996

Q: Can you explain as to who Dr. Marcus Hirschfeld is, in that time? 

A: Dr. Marcus Hirschfeld was a man who, in Germany was a law 175, yes the homosexuality law, number 175 and he had a big practice in [Tiergarten Park in Berlin]. That is like a little Central Park, you know what I mean? A big house, a villa and he had patients there, laying on one side and here was his private house and very often he made, how shall we say, balls on Saturday evening for the homosexual, with 150, 200 people there, dancing in the garden there and so on and so forth. High prices, but this money was good for him because for that he can experience, go places and look for, etcetera, etcetera. But anyway, as I said before, we went to him and he came in and I never forget that. Should I tell you? Where we hang our hat and our coats, there are all pricks out a foot around the whole thing, you know. I screamed out laughing and the guy who was sitting on the desk, "What are you laughing mister?" I said, "That's too funny. To put hangers like this in a..." "Well," he says, "this is our trademark, period." We were besides ourselves... So then he came in, he was a little, stout man, I expected something completely different, but he is very, how shall I say, imposing and I told him the story. And he said, "Why do you send that woman to me and I will clear her mind and tell her what is what and why is why. This is not a sickness, this is what you are born with, period. And there's no question about it." I said my friend was very, how shall I say, backward, you know, he never... So I said, "Doctor, would you do me a big favor?" "Certainly, what is it?" "Send a letter to that woman and just tell her, or write to her what you told us right now and I would be very, very happy and appreciate it no end." "No question about it, tomorrow the letter goes out." So the next Friday evening we came to Emil's parents for dinner and she came in. She didn't speak to him, she spoke right away to me, "What did you do?" I said, "What did I do?" "Well," she says, "I got a letter." I said, "And does that clear up your mind? Does that make you feeling better?" "It's unbelievable what you did and why you did, giving my address and my name." I said, "Look, you bothered Emil so much and he was so depressed that I wanted to shut it out once and for all and that's why we went to Dr. Marcus Hirschfeld and he sent you the letter and that should clear your mind, period." So his mother said, "When Rolf told you what he just told you, isn't that enough for you? Don't you have to go on?" "I have it my way and not his way." So we were, how shall I say, not very friendly all the time, you know, till we left.

Q: I have a question because you started to tell us that she proposed that you both go to Dr. Marcus Hirschfeld. Was he very known in Germany at this time?

A: Yeah. Very well known.

Q: Why?

A: Pardon me?





Q: Why was he so known?

A: Because, as I just told you, like here for instance, sex or, it was very open, you know. He had, as I told you, balls on Saturdays, making money and so on and so forth. People come, came from practical all over the world looking for advice from him and he was very, very well known. Very well known. So that made her, I think, she had the idea that he could do something about it. But he, smart man as he was, told her right away, this is not a sickness, there can be nothing done about it, this is something that you're born with, period. And that's why he wrote her the letter on my account. But she was still not 100 percent satisfied, but I didn't care any more because what we did was more than enough, period.

Q: You said that he lived in an institute, in a big villa. What did he do in this institute, exactly, do you know this?

A: There were people, how shall I explain it? It's like, not a hospital, it's like a, a there were people, men, who wanted to be a woman, and they were operated on. Were laying there for one or two months, till they healed and so and that was in 1925, '26, '27, a big affair, very big, very known people, I don't know, at the time being were, couple of them went and got operated on and as I told you before, this side was like a charity and this was a lift and then he was, has a big park and in that park were the parties for 175.

Note to Teachers and Students: This interview is with Rolf Hirschberg, who discusses his life as a gay man in 1930's Germany. It was conducted on October 14, 1996 on behalf of the United States Holocaust Memorial Museum. Students should be aware that this is a verbatim transcript of an audio recording, so there maybe errors in the transcript. Here is a link to the audio version of the interview. <https://collections.ushmm.org/search/catalog/irn504930>

Source: Courtesy of the United States Holocaust Memorial Museum





Source E
Medical Journal
(Excerpt)

...I have always been saying: The sex life of two normal adults is their own affair, and their own affair only; and it is the height of imprudence, it is trampling upon the private life of individuals for the State to interfere and push in its paws. Dr. Hirschfeld has gone further, and he has proclaimed: The sex life of two individuals, normal or abnormal, is their own affair and their own affair only, and the State has no right to interfere in the matter. And by boldly proclaiming and proving that homosexuals, transvestites and other abnormal (I use the word abnormal: he refuses to use it, employing the word "variants" instead) are not degenerates, not vicious criminals, not even generally inferior to normal people, he has given back their self-respect and has made life bearable to thousands and thousands of unfortunates whose life had been hell before. And he has saved thousands from suicide's grave. And he has made the field very dangerous and unprofitable for the dastardly blackmailer, whose particular domain of activity is among the sexually abnormal, and who thrives with such peculiar luxuriance in our puritanical country.

The Institute of Sexual Science is an outgrowth and development of the Scientific Humanitarian Committee whose purpose was – and still is – the protection of the homosexuals and the abolition of the German law against homosexuality.

The scope of the Institute is a much wider one, embracing as it does the entire field of sexology. It is an institution absolutely unique in the whole world. It is an institution of which I dreamed for many years and which I hoped to establish in the United States but which I felt would not thrive on account of our prudish, hypocritical attitude to all questions of sex.

...It is a Eugenic, Marriage Consultation bureau on all questions of normal and abnormal sexuality, and a diagnostic-therapeutic clinic of physical and psychic disorders (as well as venereal and skin diseases).

But it is much more than that. Physicians from various countries come to examine the numerous pictures, apparatus, albums, moulages, and chamber of horrors dealing with various phases of human sexuality; people come to consult the sex library connected with the Institute; lawyers come to get points for defense of their clients who happen to get caught in the clutches of the law (and Dr. Hirschfeld is in great demand as an expert in sex cases). And then there are lectures, lectures and lectures, on all subjects connected with sexology and sex reform. The Ernst Haeckel Hall, which forms a part of the Institute, is frequently packed with physicians and layman, and the lectures delivered there have no doubt contributed much to shed light on many moot sex questions and have helped to foster a more liberal, more tolerant attitude towards all abnormal or Dr. Hirschfeld calls them "variants."

Source: "The Institute of Sexual Science of Sexual Science. The Only Institute of Its Kind in the World." Medical Critic and Guide Journal of Sexology and Humanity, 1925, Pages 391-396.



Source F
Political Cartoon



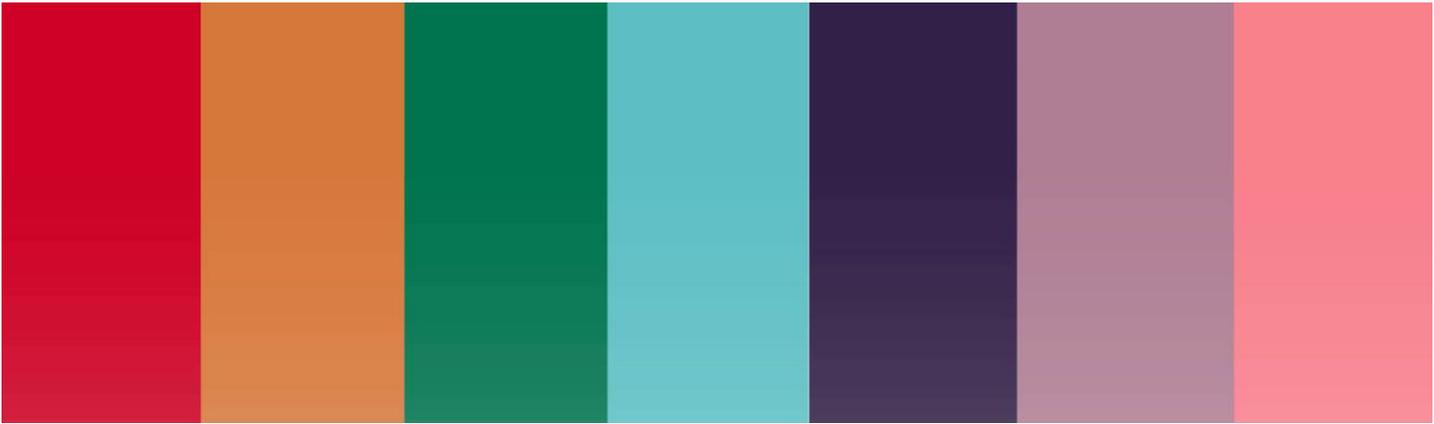
Dr. Magnus Hirschfeld, drumming up support for the abolition of Paragraph 175 of the German penal code that criminalized homosexuality. The banner reads, 'Away with Paragraph 175!' The caption reads, 'The foremost champion of the third sex!'

Source: Courtesy of the United States Holocaust Memorial Museum Photo Archives



Source	Actions	Ideas
The Constitution of the Scientific-Humanitarian Committee		
The Petition to the Reichstag		
Different From the Others (Film)		
Interview with Rolf Hirschberg		
Article from the Medical Journal		
Political Cartoon		

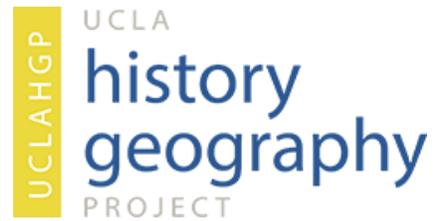




The ONE Archives Foundation, Inc. is the oldest continuously operating LGBTQ organization in the nation, and a critical resource for showcasing trailblazing and diverse LGBTQ+ history and culture. The ONE Archives foundation provides programs and resources for students, educators, and the public, supporting inclusive learning environments and providing gateways to learn about the LGBTQ communities' contributions to society, in conjunction with the FAIR Education Act.

For more information, contact Erik Adamian, Associate Director of Education at eadamian@onearchives.org

www.onearchives.org



The UCLA History-Geography Project is one of the sites of the California History Social Science Project. The UCLA History-Geography Project collaborates with educational researchers, historians and practitioners to design and lead professional development programs that enrich K-12 history-social studies instruction.

For more information, contact Daniel Diaz, Director, at ddiaz@gseis.ucla.edu

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