Using LGBTQ Literature to Enhance Literacy and Learning

Hazel Miller Croy Reading Center
SAVE THE DATE

Using LGBTQ Literature to Enhance Literacy and Learning

Join us for an afternoon of engaging workshops and discussions on LGBTQ issues in the classroom. This event is open to students in READ 340, ENGL 442, and graduate students in the departments of Reading and English.

November 4, 2014
5-6:45 p.m., in EC 24
CSUF Hazel Miller Croy Reading Center

Refreshments at 5 p.m.

Overview of LGBTQ Issues in Education
Presented by Dr. Karyl Ketchum (5:10-5:25 p.m.)

Using LGBTQ Children’s Literature to Promote Early Literacy: Read-aloud and Student Posters
Presented by Dr. Rosario Ordoñez-Jasis (5:25-5:45 p.m.)

What Can English Teachers Do to Promote LGBTQ Inclusion?
Presented by Dr. April Brannon (5:45-6:15 p.m.)

Instructional Strategies Using LGBTQ Literature
Presented by Dr. Brad Biggs (6:15-6:45 p.m.)

Book Raffle at 6:45 p.m.

Department of Reading
Department of English, Comparative Literature, and Linguistics
Department of Women & Gender Studies
Children’s and YA Literature Exhibit © the Pollak Library

Check out the online guide at libraryguides.fullerton.edu/fair for booklists, curriculum and scholarly resources, community allies and more!
Karyl E. Ketchum, Ph.D.

Women & Gender Studies
Queer Studies Minor
California State University, Fullerton
kketchum@fullerton.edu
A (ridiculously brief!) Overview…
Recognizing the Gender-Sexuality Connection

Settlement Reached in California High School 'Rent' Case

By PATRICIA CUMMER

A January performance of 'Rent School Edition' at Lassiter High School in West Virginia featured students of the school's theater program.

While the prospect of student performances of the gritty musical "Rent" has provoked objections at some high schools around the country, in Orange County, Calif., it prompted a handful of varsity athletes to threaten to sue and kill the lead actress in their school's production.

Now the county's Newport-Mesa Unified School District has agreed to institute anti-harassment and anti-discrimination training for students.

ACLU inquiry revealed more homophobic incidents at high school

March 18th, 2019, 11:14 am - 4 Comments - posted by PAUL HODGINS, THE ORANGE COUNTY REGISTER

An ACLU lawsuit that alleges an officially sanctioned "gay and homophobic environment" on the campus of Corona del Mar High School was prompted by an investigation that revealed previously unreported anti-gay incidents at the school, according to the school's principal, Ron Martin.

Martin was involved in a recent dispute over the production of "Rent" that he had proposed, partly as a way to address what he thought were inappropriate attitudes about homosexuality on his campus. He contends the school's principal, Fred Alberti, prohibited him from staging the musical, which has several gay characters. He denied the charge and approved the musical after seeing the script.

After news of the dispute went public, Martin was contacted by a law professor at Chapman University, Katherine Darmer, who is also a member of the Orange County Equality Coalition.

"She set up a meeting with me and asked me to bring along any parents of students or other individuals who could shed some light on this issue," Martin said. "The meeting included the parents of a woman whose life was threatened by several Corona del Mar male students in a publicly posted video.

Darmer and ACLU representatives saw the video. "Then they did some of their own inquiries," Martin said. "They contacted some students and parents. Then concluded that there was a definite problem." The ACLU uncovered additional evidence of anti-gay behavior, Martin said, adding, "I can't discuss what they found."

After Facebook threats, CDM parents take on cyber-bullies

Stacy Highwater: "Traumatic situation" inspires parents to take on cyberbullying after daughter is threatened on Facebook

Karyl Ketchum and Michael Wiggins have just won one of this year's highest profile legal disputes in Orange County, but they still have questions. Lots of them.

For one, the Newport Beach couple still doesn't know why several Corona Del Mar High School football players, all seniors, made a video in which they threatened to shoot and rape their 17-year-old daughter. The video,
Homophobia is the systematic devaluation of all things feminine.

Judy’s story...
Our Biggest Challenge May Be Language!!
The Genderbread Person v2.0

Gender is one of those things everyone thinks they understand, but most people don’t. Like Inception. Gender isn’t binary. It’s not either/or. In many cases it’s both/and. A bit of this, a dash of that. This tasty little guide is meant to be an appetizer for understanding. It’s okay if you’re hungry for more.

Gender Identity
- Nongendered
  - Woman-ness
  - Man-ness
- Agender
  - Masculine
  - Feminine
- Asex
  - Female-ness
  - Male-ness

Gender Expression
- Butch
- Femine
- Androgynous
- Gender neutral
- Hypermasculine

Biological Sex
- Female
- Male

Attracted to
- Men/Males/Masculinity
- Women/Females/Femininity

read more
bit.ly/ipmgbqr
Tyler Clementi
September 2010
19-year old
jumps to his
death,
New Jersey

Seth Walsh
September 2010
13-years-old
hangs himself,
California

Asher Brown
September 2010
13-years-old
shoots himself in
the head, Texas

Billy Lucas
September 2010
15-year-old
hangs himself,
Indiana

Justin Aaberg
September 2010
13-years-old
hangs himself,
Minnesota
California’s Fair, Accurate, Inclusive, and Respectful Education Act (The FAIR Ed Act - Senate Bill 48) ensures that the historical contributions of lesbian, gay, bisexual and transgender people, and people with disabilities, are “accurately and fairly portrayed in instructional materials.

“All that appears is good; all that is good appears.”

~ Guy Debord

Rosario Ordonez-Jasis, Ph.D.

Reading Department
California State University, Fullerton
rordonez@fullerton.edu

Featuring

READ 340 (**Fantastic**) Student Presenters
Using LGBTQ Children’s Literature to Promote Early Literacy
Essential Early Literacy Skills
Critical Literacy in the Early Childhood Classroom (Vasquez, 2009)

- Connect the worlds of students in and out of classroom
- Meaning-making
- Response to text

Unpack histories/family stories

Offering different ways to think about homes/households (multiple perspectives, character perspectives)

Consciousness raising: Help to position students differently in the world
Poster Presentations

- and tango makes three
- King & King
- The Family Book
- Uncle Bobby's Wedding
- MOMMY, MAMA, and ME
- GOBLINHEART
April Brannon, Ph.D.

English, Comparative Literature, and Linguistics
California State University, Fullerton
abrannon@fullerton.edu
Teaching LGBTQ Literature and Consciousness in the English Classroom
Annie on My Mind

nancy garden
A Framework for Choosing LGBTQ Titles

Homosexual Visibility

Gay Assimilation

Queer Consciousness/Visibility

From Cart and Jenkins's The Heart Has Its Reasons: Young Adult Literature with Gay/Lesbian/Queer Content
Where to Look for Notable LGBTQ Titles

Lambda Literary Award

American Library Association (ALA)’s Rainbow Books

ALA’s Stonewall Books
Avoid positioning students as homophobic.

“...teachers, texts, and/or institutions invariably assumed student readers to be straight and often aggressively homophobic, even when they deemed it possible that students might have a loving relationship with someone who is lesbian or gay—an aunt, uncle, sibling, cousin, or the like” (Clark and Blackburn 27).
Lessons Learned cont.

Avoid positioning texts solely as windows to students’ experience

“By positioning students as heterosexual, anyone who does not share that identity is automatically othered, both by the text and by the classroom environment” (Mason 121).
Suggestions For Teaching

Include discussions of authors’ sexuality in biographical overviews.
Suggestions for Teaching

• In classic texts, talk about gay subtext and queer your readings.
Suggestions for Teaching

Position texts as both mirrors and windows into the human experience, not the LGBTQ experience.
Final Thoughts

All teaching is a political act and is never neutral.

--Paulo Freire, *Pedagogy of the Oppressed*
Brad Biggs, Ph.D.

Reading Department
California State University, Fullerton
babiggs@fullerton.edu
Using LGBTQ Literature to Teach
## Reading Standards for Literature 6–12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

<table>
<thead>
<tr>
<th>Key Ideas and Details</th>
<th>Grades 9–10 Students</th>
<th>Grades 11–12 Students</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</td>
</tr>
<tr>
<td>2.</td>
<td>Determine a theme or central idea of a text and analyze in detail 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.</td>
<td>Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.</td>
</tr>
<tr>
<td>3.</td>
<td>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</td>
<td>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed). CA</td>
</tr>
</tbody>
</table>
Adolescents and Identity

Teen Identity and Tough Situations
Duration: 12:00

In this episode, Scott discusses the graphic novel *American Born Chinese* as well as five other recommended titles by a diverse array of authors. Each book explores characters who struggle to know when to stay true to themselves in the face of a challenging situation—or when to compromise, change, and grow.

Mind mapping

http://www.lifehack.org/articles/technology/11-free-mind-mapping-applications-web-services.html
Characterization graphic organizer

Identity graphic organizer

School says...

Who I am

I say...

Relatives say...

Friends I choose say...
Referencing the text

1. **Words:** adjectives, nouns, other elements we’ve learned

2. **Tone:** indicators of tone we’ve learned

3. **Actions:** verbs, verbal phrases, character interactions

4. **Setting**

5. **Plot**
Discussion as prewriting

1. Who does the character think he is?
2. Who do others think he is?
3. Who is he, really?
Playlist assignment

www.readwritethink.org/classroom-resources/lesson-plans/playlist-holden-character-analysis-30768.html