



## INTERDISCIPLINARY **ELEMENTARY** MINI UNIT







Pre-Lesson: ELA Standards-Reading Informational Texts

Site Specific Lesson: Math-Numeracy and Number Sense

Post Lesson: ELA Standards- Writing

### OBJECTIVE(S)

SWBAT make “people profiles” on key individuals at the Stonewall Riots in 1969 using images, artifacts and text dialogue excerpts.

### STANDARD(S)

CCSS.ELA-LITERACY.RI.3.7

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CCSS.ELA-LITERACY.RI.5.7

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

### ENTRANCE PROCEDURE

**1. Script the directions you will use to transition students into your space.**

*How should students enter the space? What should they do once they arrive? How should it look and sound?*

3 Min

I Do	Students Do	Paraprofessionals Do
Call all students to circle rug/ form a circle around a board or flip chart.	All students should sit in a semicircle/ circle quietly and with visual access to a board.	Help support students to sit and get to the rug.  Begin to set up for small group work once students are settled down. Move the tables to small groups/place a “people file folder” in the center of each table.

### DO NOW

**1. Review previous content or preview today’s lesson content using 1-3 short questions.**

7 Min

I Do	Students Do	Paraprofessionals Do
Teacher will place the following pictures/labels/words on a white-board or chart paper with space around the images. Images are: Picture of Drag Queens, Picture of Gay men Holding hands, Picture of arrested protester, Map of New York City, Picture of Rainbow Flag at Pride Event.	Students will look at the images and silently think about the images.  Expect student responses like: gay, pride, rainbow flag, New York City, Police, Funny, Different.  Love, Happy, Scared, Sad, Funny	Support students in attending to images.  Support students with talking one at a time and writing down responses on the whiteboard.



Teacher will prompt class to silently think about these pictures.

Prompt students to share aloud descriptions of the images, to make guesses about the connection between the images and to make predictions about the lesson today. Ask students to think of a feeling word for each of the images by looking at the faces of the people.

### DIRECT INSTRUCTION (I DO)

1. Read the objective and explain what students will be able to do by the end of class and why it's important.
2. Teach the content – break down today's objective using Name the Steps.
3. Model for students the skill they will practice during Guided and Independent Practice.
4. Explain to students how the content will help them to meet the lesson objective.



*How will you assess which students understand the key points of your lesson and which do not understand? Script specific questions and techniques you intend to use.*

I Do	Students Do	Paraprofessionals Do
<p>Teacher will tell the story of the events of Stonewall. Read aloud the short passage about the events on June 28, 1969 in the resource guide.</p> <p>After the story is finished introduce students to the idea of a “people file.” A “person file” is a way for us to investigate and learn more about a person who was involved in Stonewall. We are going to get pieces of their lives in a folder and put the pieces together to learn about who they were and what their role was in the night of Stonewall. Each table will learn about a different person and will share all together at the end.</p>	<p>Students will silently listen to the story of Stonewall.</p> <p>Students can share the name of a person who was in the short read aloud passage. IE: Storme, Marsha, Officer Pine.</p>	

### SMALL GROUPS OR GUIDED PRACTICE (WE DO)

1. Script the directions you will use to transition into Guided Practice.
2. Work through example(s) as a class, having students refer back to the Direct Instruction.
3. Have students try it in pairs or on their own and monitor understanding.
4. Reconvene as a class to clarify misunderstandings and set expectations for Independent Practice.



*How will you determine which students are prepared for the Independent Practice and which will need support?*

I Do	Students Do	Materials
<p>Teacher will ask all students to go to their tables and open their people files. Remind students that all tablemates need to read and touch ALL the materials.</p>	<p>Students will go to their tables and open their people files.</p> <p>Students will investigate their images/texts about their person. Students will describe what they see and what they notice about their individual. They will recall the “Story of Stonewall” and predict/imagine what role their person had at Stonewall.</p>	<p>“People file” folder</p> <p>2-6 artifacts per folder (can be laminated for multiple classes/re-use)</p> <p>Recording sheet (extension if students are writers)</p>

### CLOSING

1. Have students summarize what they've learned today, how it relates to the objective, and why it's important.
2. Students complete the Exit Ticket.



*How will you use Exit Ticket data to determine which students mastered today's objective? How will this inform your future lesson planning?*

I Do	Students Do
<p>Teacher will bring students back to the rug/carpet/circle. Have a copy of a picture of each “key player/people file person” from the tables.</p> <p>Place one of the pictures on the board and ask students to raise their hand if this was their “people file” person.</p> <p>The class will go through the different people files and learn about the people at Stonewall.</p>	<p>Students will circle up leaving all their materials back at the table.</p> <p>Students will raise their hand and share about the person and what they learned.</p> <p>Recall, summarize and share about their people.</p>

### CLOSE OF LESSON OR EXIT PROCEDURE



1. Script the directions you will use to transition out of your classroom or on to the next lesson.

*What work will you collect and how should students pass it in? How do students leave your classroom?*

I Do	Students Do	Paraprofessionals Do
Share the field trip expectations and a picture of the outside of Stonewall. Remind students that this will be an outside field trip.	Students will name the year (2017/2018) and will guess if Stonewall looks the same/if the same people will be there from 1969.	Help place permission slips in backpacks!

### HOMEWORK

Students should practice skills from today or preview tomorrow's lesson.

Permission Slips!

### OBJECTIVE(S)

SWBAT estimate the number of participants at the Stonewall Riots in 1969 and compare the quantities with other LGBT pride events and make inferences as to the differences.

### STANDARD(S)

CCSS.MATH.CONTENT.1.NBT.B.3

Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols  $>$ ,  $=$ , and  $<$ .

CCSS.MATH.CONTENT.3.NBT.A.1

Use place value understanding to round whole numbers to the nearest 10 or 100.

CCSS.MATH.CONTENT.4.NBT.A.2

Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.

CCSS.MATH.CONTENT.5.NBT.A.1

Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and  $1/10$  of what it represents in the place to its left.

### ENTRANCE PROCEDURE

1. Script the directions you will use to transition students into your space.

*How should students enter the space? What should they do once they arrive? How should it look and sound?*



I Do	Students Do	Paraprofessionals Do
Have students circle up inside the park at Stonewall National Monument. Bring the photos of crowds at Stonewall in 1969, 1970, 2016 and 2017.	Circle up around the teacher.	Use a rope, or hand holding to ensure student safety on the streets of Manhattan.

### DO NOW

1. Review previous content or preview today's lesson content using 1-3 short questions.



I Do	Students Do	Paraprofessionals Do
Teacher primes students: Yesterday we learned about the Story of Stonewall and some of the key people that were a part of the story. Who were some of the people?  Now we are going to learn about the Setting/Place!	Share the people profile names of folks at Stonewall Riots in 1969.  Students should point to the Stonewall Inn Bar with all the rainbow flags.	



### DIRECT INSTRUCTION (I DO)

5. Read the objective and explain what students will be able to do by the end of class and why it's important.
6. Teach the content – break down today's objective using Name the Steps.
7. Model for students the skill they will practice during Guided and Independent Practice.
8. Explain to students how the content will help them to meet the lesson objective.



*How will you assess which students understand the key points of your lesson and which do not understand?  
Script specific questions and techniques you intend to use.*

I Do	Students Do	Paraprofessionals Do
<p>Teacher explains the importance of “People Power.” The idea that the more people that stand together to support each other, the louder and stronger our voice is.</p> <p>(extension-have one student cheer: “woohoo” then have the whole class cheer “woohoo” and compare volume.)</p> <p>Part of our job is to accurately estimate how many people are working together! Numbers play a big part of telling a story of People Power. Newspapers, documentaries, textbooks and TV journalists all use numbers and estimation to estimate how many people are part of a movement.</p> <p>(extension- say, “I estimate that only 3-5 or a couple kids yelled together.” Compare to saying, “I estimate that all the kids yelled cheered together, dozens and dozens!” Ask students to say which statement makes them feel the “People Power.”)</p> <p>How many people are in our group? If we all stand super close together are there less or more people? What if we spread out?</p>	<p>Students listen and repeat the phrase, “People Power.”</p> <p>Students volunteer to cheer together.</p> <p>Have students hold their thumbs up or down to show which phrase feels more powerful.</p> <p>Students will share how many people are in their class. Students should hold number sense that no new students were added. It is a constant number.</p>	

### SMALL GROUPS OR GUIDED PRACTICE (WE DO)

5. Script the directions you will use to transition into Guided Practice.
6. Work through example(s) as a class, having students refer back to the Direct Instruction.
7. Have students try it in pairs or on their own and monitor understanding.
8. Reconvene as a class to clarify misunderstandings and set expectations for Independent Practice.



*How will you determine which students are prepared for the Independent Practice and which will need support?*

I Do	Students Do	Materials
<p>Teacher says, we are going to estimate using our bodies, space and our number sense to figure out how many people were at Stonewall in 1969, at the first Pride Parade in 1970 and at the Pride Parades in 2016 and 2017.</p> <p>Have students break into groups based on the year and use their bodies, their image and the physical space around them to estimate a number for people at that space.</p>	<p>Students will use their image and their bodies as they stand on the sidewalk/in front of the bar and “recreate” their image to estimate how many people were present. Students should justify their estimation using place value, rounding and mathematical reasoning.</p>	<p>Images of crowd size for the dates all in front of Stonewall Inn bar.</p> <p>Facilitator for each small group helps students make estimations, scribes their numbers or provides them with note taking sheets if students are writers.</p>

### CLOSING

3. Have students summarize what they've learned today, how it relates to the objective, and why it's important.
4. Students complete the Exit Ticket.



*How will you use Exit Ticket data to determine which students mastered today's objective?  
How will this inform your future lesson planning?*

I Do	Students Do
<p>Have whole class circle back up inside the park and share their estimations. Compare numbers out loud and ask students to notice a trend/pattern/growth rate.</p> <p>We learned yesterday about a couple important people at the Stonewall Riots. Were those the only people there?</p> <p>We don't know the stories for all those people that have visited Stonewall and been a part of history. Now that you have been here YOU are a part of the Stonewall story too!</p>	<p>Students should share in chronological number and estimations should clearly increase.</p> <p>Students should shout in unison, “No!”</p> <p>Have students make predictions about why we do not know about the role or story of every participant.</p>

### CLOSE OF LESSON OR EXIT PROCEDURE

**2. Script the directions you will use to transition out of your classroom or on to the next lesson.**

*What work will you collect and how should students pass it in? How do students leave your classroom?*



I Do	Students Do	Paraprofessionals Do
Walk students back to subway or bus.		

### HOMEWORK

*Students should practice skills from today or preview tomorrow's lesson.*

Take Home a Junior Park Ranger pamphlet!

### OBJECTIVE(S)

SWBAT apply the National Park Service Mission, “preserving history unimpaired” to a short written narrative reflection piece on the importance of Stonewall for the LGBTQ civil rights movement.

### STANDARD(S)

CCSS.ELA-LITERACY.W.1.3

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

CCSS.ELA-LITERACY.W.3.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-LITERACY.W.5.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

### ENTRANCE PROCEDURE

**3. Script the directions you will use to transition students into your space.**

*How should students enter the space? What should they do once they arrive? How should it look and sound?*



I Do	Students Do	Paraprofessionals Do
Invite students to circle up on the rug/meeting space. Make sure to have a video player/audio player visible for the class to see.	Circle up and sit silently for the video to start.	

### DO NOW

**1. Review previous content or preview today's lesson content using 1-3 short questions.**



I Do	Students Do	Paraprofessionals Do
Play the President Obama Stonewall National Monument Dedication video for the class two times.	Students will watch the video and between the first and second viewing will share noticings and compare it to their field trip.	



### DIRECT INSTRUCTION (I DO)

9. Read the objective and explain what students will be able to do by the end of class and why it's important.
10. Teach the content – break down today's objective using Name the Steps.
11. Model for students the skill they will practice during Guided and Independent Practice.
12. Explain to students how the content will help them to meet the lesson objective.



*How will you assess which students understand the key points of your lesson and which do not understand? Script specific questions and techniques you intend to use.*

I Do	Students Do	Paraprofessionals Do
<p>Summarize the last two lessons by stating that the small “Story of Stonewall”, our people files and our estimations all show that there are still many many missing stories! Thousands of people make up the growing story of Stonewall. The “People Power” is still happening and each one of our voices is a part of it. Stonewall 28, 1969 was the beginning of the story not the end.</p> <p>(modification- have a visual of the Stonewall Story on the whiteboard and blank lines drawn below it to visualize an unfinished story.)</p>	<p>Have students share and recall the last two days with key words and phrases: Marsha P. Johnson, Storme, Police, Pride, People Power.</p>	<p>Set up the desks/tables with writing/drawing/expressive communication materials for the students.</p>

### SMALL GROUPS OR GUIDED PRACTICE (WE DO)

9. Script the directions you will use to transition into Guided Practice.
10. Work through example(s) as a class, having students refer back to the Direct Instruction.
11. Have students try it in pairs or on their own and monitor understanding.
12. Reconvene as a class to clarify misunderstandings and set expectations for Independent Practice.



*How will you determine which students are prepared for the Independent Practice and which will need support?*

I Do	Students Do	Paraprofessionals Do
<p>Teacher states that all students are now going to add to the “Story of Stonewall” using the setting “The Stonewall Inn” and a new person for their “people file.” Ask them to guess who that person is.</p> <p>Model a short story narrative about my experience learning about Stonewall and notice how different it will be than one of theirs.</p> <p>Circle the room and support students as they discuss their lessons and visit to this Historic National Monument.</p>	<p>Students state in unison, “It’s me!”</p> <p>Students should write/draw/glue/ stamp/verbally describe into a speech-to-text their own narrative. Students can include characters, setting, estimation of people present, feelings words/imagery and a message.</p>	<p>Writing/Expressive Communication tools.</p>

### CLOSING

5. Have students summarize what they’ve learned today, how it relates to the objective, and why it’s important.
6. Students complete the Exit Ticket.



*How will you use Exit Ticket data to determine which students mastered today's objective? How will this inform your future lesson planning?*

I Do	Students Do
<p>Remind students that they are each a part of the Story of Stonewall now that they have been to the site and that they know the history.</p> <p>Roleplay with a student as the parent/guardian so that they can summarize the importance of Stonewall National Monument.</p> <p>Ask the class to silently think of what they will share with their parent/guardian.</p>	<p>Have a student volunteer to role play. They should share using key words/people/places and ideas from Stonewall.</p>

### CLOSE OF LESSON OR EXIT PROCEDURE

3. Script the directions you will use to transition out of your classroom or on to the next lesson.

*What work will you collect and how should students pass it in? How do students leave your classroom?*

I Do	Students Do	Paraprofessionals Do
<p>Prime the students to think of other national parks. Are there other places where we can learn more about stories of people in America?</p> <p>If no response, encourage them to go visit other national parks in Manhattan!</p>	<p>Students can respond: National Monuments or Statue of Liberty.</p>	

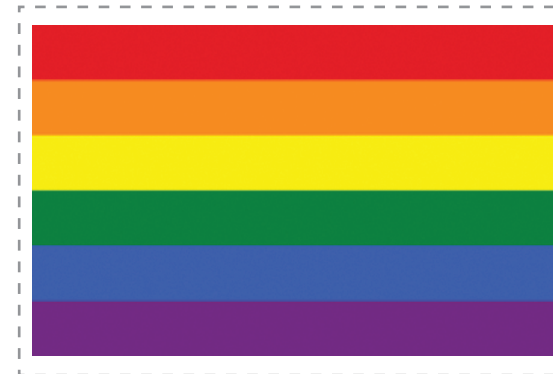
### HOMework

Students should practice skills from today or preview tomorrow's lesson.

Share your Story of Stonewall with family members/friends at home.

### PRE LESSON: DO NOW

NOTE: All images are creative commons license unless otherwise cited.



Rainbow Flag



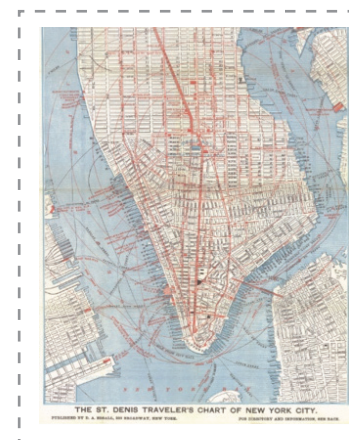
Drag Queen



Protesters



Married Couple



Map of Manhattan



New York City Police Department



## DIRECT INSTRUCTION

### The Story of Stonewall:

In the 1960s in America almost everything about living as a Lesbian, Gay, Bisexual and Transgender (LGBT) person was illegal! New York City had particularly harsh rules. Some people were arrested for the clothes they wore and many people were afraid all the time. There were some places Lesbian, Gay, Bisexual and Transgender people liked to be themselves and feel happy and even dance! The Stonewall Inn was one of these special places in a neighborhood in New York, New York called Greenwich Village. On June 28, 1969 as the people danced and celebrated inside Stonewall, the New York City Police Department knocked on the door. Two police officers slammed the door open and began arresting people for being Lesbian, Gay, Bisexual and Transgender. The arrested people were lined up outside and a crowd started to gather around and watch. Storme Delarverie was arrested for wearing what the police thought were clothes for boys only. She screamed to the crowd for help. The crowd became angry!

It was not fair that their friends were going to Jail. Miss Major Griffin Gracy and Marsha P Johnson were in the crowd and they tried to block the police from taking away their friends. They threw things like bricks and pennies and purses, held hands to form a wall. Craig Rodwell started a chant and got people to yell tougher, "We Shall Overcome" and "Gay Power!" The New York City Police did not know what to do! This was the first time that so many lesbian, gay, bisexual and transgender people in New York City said no and fought back when the police made arrests. The police retreated into their cars and drove away. The next morning, all the big New York City Newspapers had headlines about the "Stonewall Riots." There were three more nights of big protests on the sidewalks and streets. Soon many Lesbian, Gay, Bisexual and Transgender people all over the country realized that they can organize to change unfair laws.



## DIRECT INSTRUCTION MODIFICATION



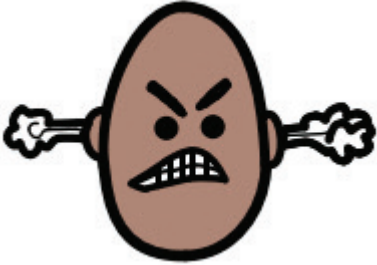







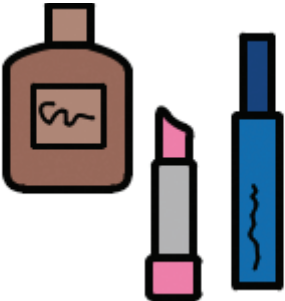
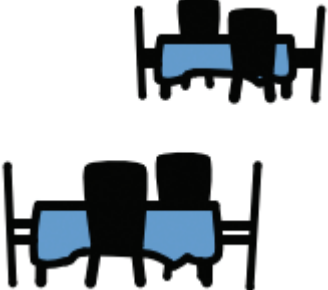
The following PECS library can be printed and or laminated for an adapted version of the "Story of Stonewall."

<p>Friends</p>	<p>Party</p>	<p>Newspaper</p>
<p>Goodbye</p>	<p>My turn</p>	<p>Hurt</p>
<p>Ask for a Drink</p>	<p>Cry</p>	<p>Curse</p>
<p>Hurt</p>	<p>911 Emergency</p>	<p>Run</p>



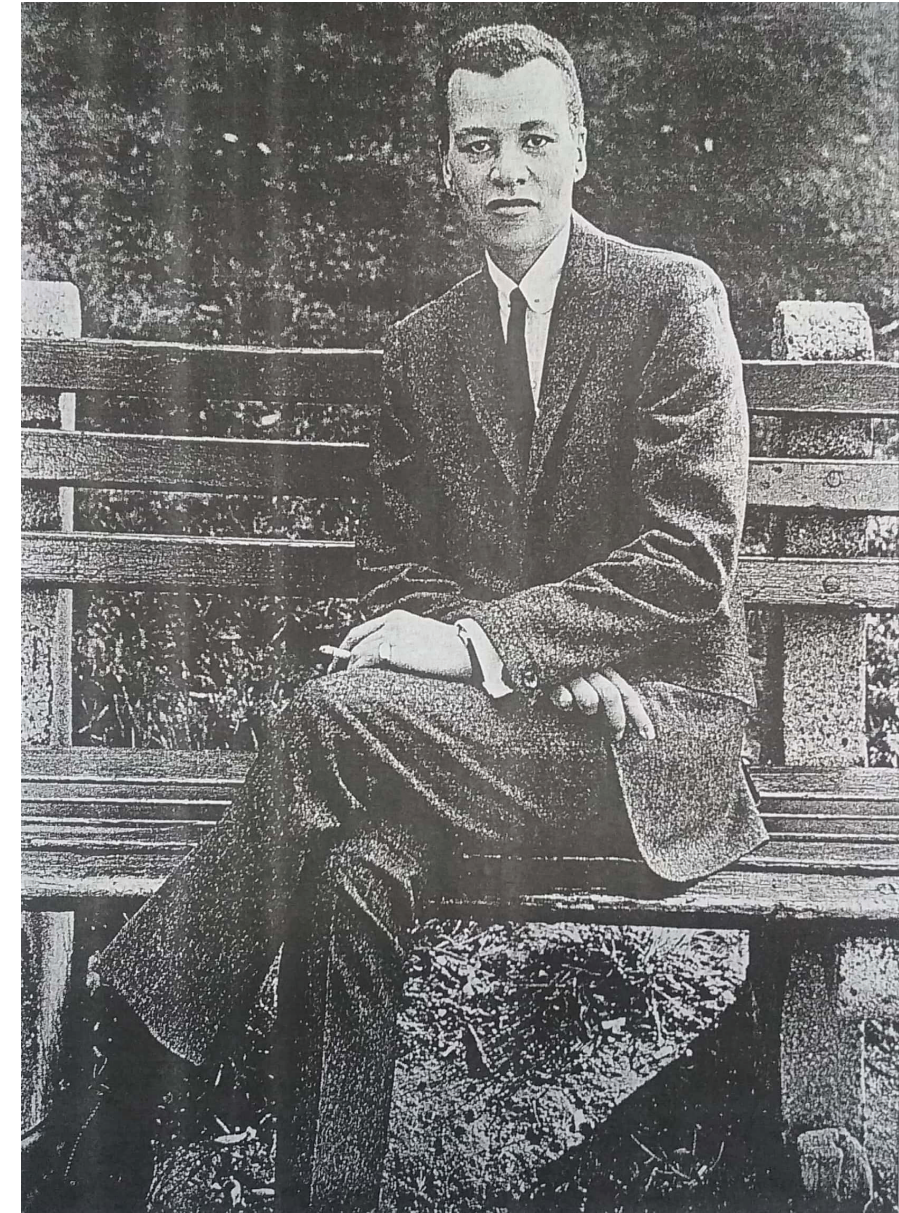
## DIRECT INSTRUCTION MODIFICATION

The following PECS library can be printed and or laminated for an adapted version of the "Story of Stonewall."

<p>Leave me alone</p> 	<p>I need help</p> 	<p>Angry</p> 
<p>Police Officer</p> 	<p>Judge</p> 	<p>Friends</p> 
<p>Singing</p> 	<p>Surprised</p> 	<p>Weekend</p> <p><b>Sat   Sun</b></p> 
<p>Frustrated</p> 	<p>Makeup</p> 	<p>Restaurant</p> 



## Miss Storme De Larverie



Miss Storme De Larverie began wearing men's clothing in 1955 when she was singing and performing in shows with Drag Queens. When she was fifteen she was the only survivor of a car accident and was left with a paralyzed left leg. Storme's tailor thought she was a man and her grocer thought she was a woman. She said that she didn't care, she just liked to dress in fine tailored suits. She was arrested multiple times for breaking a New York City Law that stated that a person is not allowed to wear more than three pieces of clothing from a different gender. One of her famous quotes was, "If people don't like me, I'll stay out of their way if they stay out of mine, but I tolerate nothing. People tolerate so much they wind up hating themselves."



 Marsha P. Johnson



**Marsha P. Johnson** was a Drag Queen (a person who wears clothes of a different gender on stage to perform songs and dances) and activist for Gay Freedom and Liberation. Marsha did not have a stable home in New York City and sometimes lived on the streets of Manhattan. She founded an organization to help other street homeless transgender people called S.T.A.R. She made her own name and said famously to a Judge that the P stands for "Pay it No Mind" which was her own personal motto!

 Miss Major



**Miss Major** is a transgender woman activist and community leader and activist. Miss Major has lived in many cities in the United States including Chicago, New York City, San Diego and San Francisco. She was arrested the night of the Stonewall Riots and was living on the streets at the time. During the 1980s Miss Major worked at organizations dedicating to helping sick people with the illness HIV/AIDS. Miss Major still makes speeches about transgender rights and the rights of imprisoned people. She has a documentary about her life called, "Miss Major!"



 Craig Rodwell



**Craig Rodwell** was a gay man and activist who moved to New York City when he was 18 years old to fight for Gay and Lesbian rights. He joined a group called the Mattachine Society, a political rights organization. In 1966 he organized “sip-ins” in New York City. It was illegal for gay men to be served alcohol, so groups of gay men would break the law and go to bars to try and order a drink. He then started the first book store in the United States all filled with books about Lesbian, Gay, Bisexual, and Transgender people. The year after the Stonewall Riots he organized the first “Pride March” and it still happens today!

SMALL GROUP WORK



The West Side Savings Bank at Seventh Avenue South, West Fourth Street and Christopher Street. The bank's windows had been smashed by rioters on the afternoon of Saturday, June 28, and the lights may have been kept on to discourage a repeat attack.

Larry Morris/The New York Times

(New York Times) July 29, 1969





(New York Public Library) 1970 Gay Pride March New York City



2016 Orlando Shooting Vigil





(AP News) 2017 Pride Parade New York City



National Park Service  
U.S. Department of the Interior



**Stonewall National Monument**  
c/o Manhattan Sites  
26 Wall St, New York, NY 10005

*This project was made possible by a grant from the National Park Foundation through the generous support of Google.org Charitable Giving Fund of Tides Foundation.*



**The National Park Service  
Teacher Ranger Teacher Program**



**EXPERIENCE YOUR AMERICA**