



This content package contains a variety of content resources related to the theme of LGBT Pride Month. These topics include LGBT figures, LGBT issues in sports and society, civil rights, tolerance, and more. We have organized the content by the following types of media or usage, when available: Online Exhibitions; Videos; Articles and Blog Posts; and Additional Resources. We also provide ideas for ways to use the content in an American Spaces program. Please send any feedback to Lauren Appelbaum ([AppelbaumL@si.edu](mailto:AppelbaumL@si.edu)).

## Online Exhibitions

### **Hide/Seek: Difference and Desire in American Portraiture** (American Art, Photography, LGBT Figures)

<http://npg.si.edu/exhibit/hideseek/>

*Language Level: Beginner*

*Hide/Seek* is the first major museum exhibition to focus on sexual difference in the making of modern American portraiture. The exhibit considers such themes as the role of sexual difference in depicting modern America; how artists explored the fluidity of sexuality of gender; how major themes in modern art were influenced by social marginalization; and how art reflected society's evolving and changing attitudes toward sexuality, desire, and romantic attachment. The exhibition explores the artistic movements of the LGBT community through the passage of time, from the 1880s through the 20<sup>th</sup> century.

*Use the online gallery and its accompanying videos (<http://npg.si.edu/exhibit/hideseek/video/>) as inspiration to discuss LGBT issues and different means of self-expression. The "Consensus and Conflict" section (the fourth section of the gallery, focused on the 1950s) can spark a conversation about what it means to "feel different" and ways these artists dealt with feeling marginalized; the "Stonewall and After" section (the fifth section) provides basic information about the Stonewall Riots that can help begin a discussion about the movement for civil rights for LGBT people.*





**Lost and Found: The Lesbian and Gay Presence at the Archives of American Art** (American Art, LGBT Artists, LGBT Culture)

<http://www.aaa.si.edu/exhibitions/lost-and-found>

*Language Level: Intermediate – Advanced*

Lesbian and gay artists have made a strong imprint on American art for at least two centuries; indeed, visual, literary, and performing artists were the first in American history to live openly in same-sex relationships and express their sexuality, well before the modern LGBT civil rights movement. This collection presents glimpses into their sometimes private, sometimes “out” lives, careers and communities. Participants can explore the archives through the images provided on the site.

*Divide your participants into small groups and ask them to look at a few items from the archives. Do the items appear to be from a private or “out” person? What types of factors can contribute to someone’s decision to keep their sexuality private or make it public? Participants can also discuss why they think artists felt more comfortable expressing their sexuality than other Americans. What can we do in our daily lives and interactions to make LGBT people (and all people from different backgrounds) feel comfortable in our community? Are there any known LGBT artists in your local community or in the country? If so, ask participants to choose an artist and one piece of their work to present to their peers. For additional background information, you may want to share this related article from Smithsonian Magazine: <http://www.smithsonianmag.com/smithsonian-institution/archives-of-american-arts-new-show-reveals-stories-of-gay-america-1951430/>.*

## Videos

**Voguing at the Ball** (American Art, Dance, African American Culture, Latino Culture, LGBT Culture)

<http://www.festival.si.edu/blog/2013/voguing-at-the-ball/>

*Language Level: Intermediate – Advanced*

This short video (duration 3:58) discusses the history of voguing, a dance style that originated in the African American and Latino American LGBT ballroom communities of the 1980s. Tailor Earle Bannister explains the history and the competition process within the ball world.

*After watching the video, discuss what makes the style of voguing so unique. How has this dance style given young LGBT people a sense of community? Discuss the importance of these competitions having grown from small gatherings to large national venues, as described by Bannister. More generally, how do art forms such as dance help marginalized communities identify themselves? Perhaps your participants can think of examples of other art forms that are connected with a specific group of people or peoples.*

**Hide/Seek Exhibition Videos** (American Art, Photography, LGBT Figures, Censorship, Intellectual Freedom)





<https://www.youtube.com/user/NatlPortraitGallery/search?query=hide+seek>

*Language Level: Beginner – Intermediate*

This playlist on YouTube contains various videos about the artworks and the exhibition *Hide/Seek*, a National Portrait Gallery exhibition that focuses on sexual difference in the making of modern American portraiture. The videos can be watched with closed captioning to promote English language learning. *These videos can be used to enhance a program about the Hide/Seek portraiture exhibition, included above in the “Online Exhibitions” section of this content package. Choose one or more of the videos in the playlist to show to participants and create a dialogue about the contributions of the LGBT community to the art world and American culture as a whole. Consider sharing excerpts from the “Hide/Seek visitor comments” video (duration 13:03, <https://www.youtube.com/watch?v=46HTjUbRMeQ>), in which several visitors share their thoughts on a video that was removed from exhibition because of complaints. Use their comments to encourage participants to discuss what makes art “controversial” and share their own thoughts on the role of the government in censoring or sharing controversial material.*

## Articles & Blog Posts

**Simply Having a Gay Straight Alliance Reduces Suicide Risk for All Students** (LGBT Issues, Bullying, Youth Leadership, Acceptance)

<http://www.smithsonianmag.com/smart-news/simply-having-gay-straight-alliance-reduces-suicide-risk-all-students-180949462/>

*Language Level: Beginner – Intermediate*

This article from Smithsonian’s *SmartNews* column focuses on a study from the University of British Columbia that found facilitating friendships between gay and straight students benefits children of all sexualities. Specifically, the study found students in Canadian schools with gay-straight alliances were less likely to be discriminated against, had lower odds of suicidal thoughts and had fewer suicide attempts—regardless of whether they were gay or straight.

*Encourage your students to read this short article individually or in groups and discuss the included themes as part of a larger program on acceptance, tolerance and diversity. One expert quoted in the article says LGTBQ students are at a higher risk for suicide because they are more often targeted for bullying and discrimination. Encourage your participants to identify groups who are often bullied or discriminated against in their communities, and ask them to share simple actions or words they can share with those groups to promote acceptance and possibly build new friendships.*

**LGBT Issues in Court: U.S. Legal Decisions** (LGBT Issues, Legal Cases, U.S. Justice System, Civil Rights)

<http://americanhistory.si.edu/blog/2013/06/new-objects-in-the-collection-represent-landmark-lawrence-v-texas-decision-look-back-at-lgbt-rights.html>

<http://www.smithsonianmag.com/smart-news/court-rules-jurors-cannot-be-dismissed-case-based-sexual-orientation-180949458/>

<http://www.smithsonianmag.com/smart-news/california-bans-cure-the-gays-therapy-55124660/>

*Language Level: Beginner – Intermediate*





The above blog posts and articles address the 2003 U.S. Supreme Court *Lawrence v. Texas* court decision, which struck down laws preventing homosexual sexual activity and is considered a major civil rights case for LGBT people; a 2014 federal court case that ruled jurors could not be dismissed based on sexual orientation; and a 2012 California law that banned therapies that attempt to “cure” young people of homosexuality.

*Use one or more of these articles to discuss the changes in the United States legal system for LGBT people in recent history. Encourage participants to discuss how things have changed in their own countries and communities for the LGBT community. What are some current legal and cultural hurdles that the LGBT community faces both in the U.S. and locally?*

## **LGBT Issues in Sports: “Out” American Athletes** (LGBT Issues, LGBT Athletes, Sports, Equality, American Popular Culture)

<http://www.festival.si.edu/blog/2012/glenn-burke-out-on-the-field/>

<http://www.smithsonianmag.com/smart-news/nfl-isnt-happy-michael-sam-being-gay-most-players-dont-care-180949797/>

<http://www.smithsonianmag.com/smart-news/the-nhl-officially-welcomes-gay-players-with-most-inclusive-measures-of-any-professional-sport-20804359/>

The above blog posts and articles discuss Glenn Burke, a renowned outfielder for the Los Angeles Dodgers who was the first openly “out” player in Major League Baseball history; Michael Sam, the first openly gay player in the National Football League, who came “out” publicly before the NFL draft; and the National Hockey League’s partnership with the You Can Play Project, a group aimed at increasing the acceptance of LGBT players and fans.

*Explore the meaning of the word “out” with participants. Discuss why the coming “out” of athletes such as Burke and Sam is seen as an important step in the LGBT community and within the world of professional sports. Consider discussing possible hardships they faced being the “first,” as well as the positive side of these athletes coming out to their teams. Also consider starting a conversation about why LGBT people are so controversial in the athletic world; what stereotypes or assumptions prevent people from reconciling their idea of an athlete with that of an LGBT person? Ask your participants to share how they think groups such as You Can Play can effectively combat these stereotypes.*

## **A Proud Day at American History Museum as LGBT Artifacts Enter the Collections** (LGBT Culture, LGBT History, American Popular Culture, LGBT Artists, Television)

<http://www.smithsonianmag.com/smithsonian-institution/will-grace-affirms-role-american-history-180952400/>

*Language Level: Beginner – Intermediate*

This *Smithsonian Magazine* article celebrates the donations of LGBT historical and cultural objects, such as items from the popular American television show *Will & Grace*, which featured gay characters, and the first transgender pride flag, to the Smithsonian’s collection.

*This article briefly discusses the history of LGBT characters on American television and the evolution of the role of LGBT characters from “fringe or exclusively comedic to mainstream.” Encourage your participants to discuss why certain groups are underrepresented in mainstream media and popular*





*culture. Can they think of any examples in their local communities of people who are not represented on television? Why might that be? What about groups of people who have gained more representation in recent years? What prompted this change?*

## **One Conversation Can Change Same-Sex Marriage Opponents' Minds** (LGBT Issues, U.S. Politics)

<http://www.smithsonianmag.com/smart-news/one-conversation-can-change-same-sex-marriage-opponents-minds-180953691/>

*Language Level: Beginner*

This article from *Smithsonian Magazine* describes a study in which volunteers canvassed the homes of voters who had opposed same-sex marriage in California. The study found that voters who previously opposed same-sex marriage changed their minds after speaking with a LGBT person who wanted to get married, and these people maintained their pro-same-sex-marriage stance even a year later.

*Ask your participants to read this article individually or in groups. Encourage them to think about what the study can mean not only for the treatment of the LGBT community, but also the treatment of other underrepresented groups. Why do they think people changed their minds after a one-on-one conversation with an LGBT person? Can they think of any groups in the local community that could benefit from this type of personal interaction?*

## **Better Gay Than Grumpy** (U.S. History, LGBT History, LGBT Community, Humor)

<http://americanhistory.si.edu/blog/better-gay-grumpy>

*Language Level: Beginner*

This blog post describes a National Museum of American History collection of more than 400 buttons representing a snapshot of LGBT visual and textual culture spanning three decades from the 1970s through the 1990s. The collection includes protest buttons, buttons from marches and pride parades, buttons for gay-friendly destinations and businesses, and buttons to raise awareness around ballot initiatives, the AIDS crisis, and boycott movements, but one of the largest categories of buttons centers on humor, puns, and an affirmation of what scholars categorize as "queer culture."

*Share this blog post with your participants and encourage them to examine and discuss the buttons shown in the images. How can humor be used to strengthen a community or help people identify themselves? The blog notes these buttons could be "an affirmation within closed social circles or a defense mechanism against outsiders overhearing queer conversation." Which motivation do your participants think is more likely, or could it be a bit of both? Are there any groups within your local community that have their "own" sense of humor or set of jokes?*

## **Additional Resources**

### **Choosing to Participate** (Social Justice, Tolerance, Youth Leadership, Nonviolent Protest, Civil Society)

<http://www.sites.si.edu/choosingtoparticipate/choosingToParticipateHighRes.pdf>

*Language Level: Beginner*

This poster series, developed by Facing History and Ourselves and the Smithsonian Institution Traveling Exhibition Service, encourages youth to become active in promoting social change by examining





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everyday decisions, social inclusion and positive social behavior. The message of this campaign is that little actions can make a large different and that everyone should partake in aiding their community. *Consider displaying the posters in your American Space to inspire a discussion around the exhibit and encourage youth to be active promoters of social change. Specific conversation topics may be about everyday participation, the importance of inclusion, and using a respectful dialogue to create awareness and change. What can your participants do in their daily lives and interactions to make all their peers, including LGBT people, feel comfortable and safe? Participants may create their own posters with similar messages to present to the group and display in your Space.*

