

# WE WILL ALWAYS BE HERE

## Educational Resource Guide

### How to use this resource

In the following pages, we offer some ideas about how to discuss this book and the primary sources it contains. While we have included vocabulary sections in the lesson plans, some words are not defined in the book. Because the terminology related to LGBTQ+ topics is constantly changing, we suggest readers refer to the following organization's websites for the most up-to-date definitions:

- GLSEN
- GSAFE
- Welcoming Schools
- Human Rights Campaign, particularly the HRC Foundation program Welcoming Schools

For more primary source analysis tools, see:

- *Thinking Like A Historian: Rethinking History Instruction* from the Wisconsin Historical Society
- Observe-Reflect-Question tool from the Library of Congress

### Essential Questions

- What is activism?
- How can activism lead to change?
- Why is it important to use both primary and secondary sources to study history?
- How do LGBTQ+ activists make their voices heard despite forces that attempt to suppress them?

### Students will be able to:

- Recognize actions that can be defined as activism
- Reflect on what steps they can take to be civically engaged
- Analyze historical sources to better understand modern conditions
- Understand the context of the struggles of LGBTQ+ activists

**Enduring Understanding**  
Wisconsin's history is full of extraordinary and often untold stories about LGBTQ+ people who changed our world for the better.

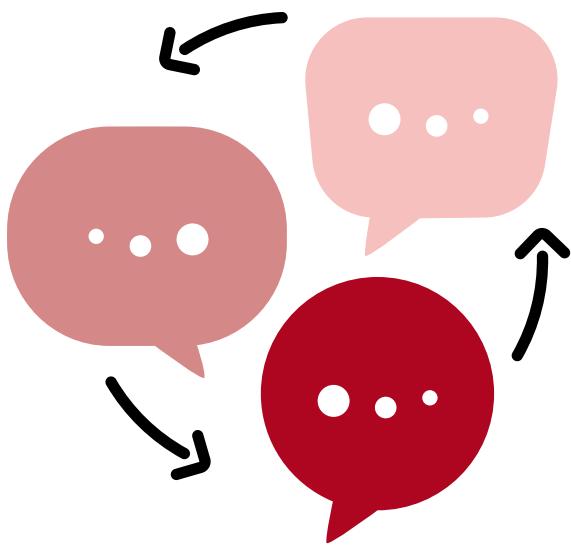
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## Introduction



### Discussion Questions

- What are primary sources and how do they differ from secondary sources?
- Where can you find primary sources?
- What actions can you take to analyze a primary source?
- Why are primary sources important in the study of history?
- Why is the language we use to talk about identity so important?
- What are some examples of how vocabulary has changed over time in the LGBTQ+ community?



- Why was Stonewall such an important moment in LGBTQ+ history?
- What led to Wisconsin being called the Gay Rights State?
- Were you surprised by any of the stories of LGBTQ+ Wisconsinites in the Introduction? What surprised you?

### Vocabulary

primary sources  
secondary sources  
activism  
identity  
Stonewall  
two-spirit  
social & emotional learning  
LGBTQ+  
prejudice  
status quo  
cisgender  
transgender

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## Introduction



### Self Assessment

Visit one of the websites below, and find a primary source related to a cause you are passionate about.

#### National Sources:

- Digital Public Library of America Primary Source Sets
- Library of Congress LGBTQ+ Studies Web Archive
- GLBT Historical Society Digital Collections
- ONE National Gay and Lesbian Archives
- Digital Transgender Archive

#### Wisconsin Sources

- Turning Points in Wisconsin History
- Recollection Wisconsin
- University of Wisconsin Campus Archives
- Madison LGBTQ Archive
- Wisconsin 101



### Reflect

- What primary source did you choose?
  - Where did you find this source?
  - How do you know it is a *primary source*?
  - What did you learn from it?
- How is the source related to a form of activism?
  - Why is the source important?
- What does it teach you about the present?

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## Chapter 1: Educate Yourself



### Discussion Questions

- Why is Oscar Wilde important in LGBTQ+ history?
- Where can you go to find information about topics that do not appear in mainstream media?
- What do the primary sources in this chapter tell you about being LGBTQ+ in Wisconsin?
- What do you think the authors mean when they use the phrase "knowledge is power"?

### Self Assessment: Reflect

- Where can you look to find LGBTQ+ stories that are not published in mainstream media outlets? Other than in the media, where might you find these stories?
- How can you judge whether community-curated media outlets are reliable sources of news?
- Compare and contrast *GPU News* and *Our Lives* magazine to more informal publications like zines. What type of information does each publication include? Why are all important?

### Vocabulary

drag queen

zine

gender nonconforming

mimeograph

### Activity

- Think of a community you belong to, then list up to five media outlets where you could find information about that community. Next, write three to five sentences about each of these outlets and what they tell you about your community.
  - Who makes the media outlet?
  - Why do they make it?
  - Whose perspectives are included in this outlet?
  - How is it distributed?
  - What does it mean to you?
- Why is it important to seek out information on your own and to analyze the information you receive from others?
- How can an interest in learning shape the people we become?



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## Chapter 1: Educate Yourself



# Critical Thinking Questions for Primary Sources

### "Female Impersonator" Advertisement

- How would you have reacted to this ad about a man who dressed as a flashy woman to perform for adoring audiences?
- Would it have had an impact of your understanding of gender identity?



### *Our Lives* Magazine

- Why does *Our Lives* print articles like "Cuban, Libre" by Ricardo Gonzalez?
- What does Gonzalez's story tell us about the experiences of some LGBTQ+ youth?



### The Queer Zine Archive Project

- How are zines different from mainstream media? What makes them attractive to their audience?
- What do you think is being described in "Carnival"? Do you think an event like that could have happened before the events of Stonewall?

### *GPU News*

- What risks did the founders of *GPU News* take when they established their newspaper in Milwaukee in 1971?
- *GPU News* was largely created and distributed by its readership and board of directors. What are some advantages and disadvantages to this system?



### "Two Black Women Seek Marriage License" in *The Ladder*

- If you were an LGBTQ+ Wisconsinite in 1971, how do you think your perspective of Wisconsin's LGBTQ+ community would change after reading about Manonia Evans and Donna Burkett in a national newspaper?
- Why are joint tax filings important for couples? Are there other advantages to being married, beyond the public recognition of love?

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## Chapter 2: Tell Your Own Story



### Discussion Questions

- What are some different ways you can tell your story?
  - How did the people in this chapter tell their stories?
  - Why might people feel compelled to tell their own stories?
  - Which stories stood out to you the most? Why?
- .....

### Vocabulary

newsletter

oral history

archive

journaling

### Self Assessment: Reflect

- Which of these sources interested you the most? Why?
  - How is telling your own story an act of bravery?
  - Do you think there is a wrong way to tell your own story? Why or why not?
- .....

### Activity

Tell your own story! What form will it take?

It could be:

- a poem,
- a diary entry,
- a piece of art, or
- a photographic essay

There is no wrong way to tell your story! Reflect on what story or stories from your life might be important for others to hear and how you can best express those stories creatively.



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## Chapter 2: Tell Your Own Story



### Critical Thinking Questions for Primary Sources

#### Lou Sullivan's Diary Entries

- What makes a diary a good primary source?
- How does the perspective of the person writing the diary play a role in our understanding of the information it contains?
- What did you learn about Sullivan's trans experience from reading his diary entries?
- What is *your* "interpretation of happiness"?



#### Glenway Wescott's Short Stories

- How did Wescott feel about living in Wisconsin? Why did he decide to say goodbye?
- Can you think of a story from your life that you could turn into a piece of fiction? How might fictionalizing your story affect the way other people read and respond to it?



#### R. Richard Wagner's Wisconsin History

- Why does Wagner believe Wisconsin's LGBTQ+ history is important to write about?
- How is Wagner's work both a documentation of LGBTQ+ history in Wisconsin and a part of it at the same time?

#### Newsletters and *Leaping La Crosse News*

- Why was it important for La Crosse's gay community to send the message "WE ARE HERE!" in 1981? Is it still important for certain communities to send that message today? Why or why not?
- How are newsletters similar to zines? How are they different? Is one more effective in sharing information than the other? List some reasons why.



#### The Digital Transgender Archive's Oral Histories

- In what ways are oral histories unique forms of storytelling? How are they similar to and different from diaries and journals?
- What does Selena Meza's oral history tell us about their experience as a transgender person in Wisconsin?
- Why is Meza's voice and story important to capture in an oral history? How could your story add to our understanding of Wisconsin history?



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# Chapter 3: Be True To Yourself



## Discussion Questions

- What are some ways in which people express their identities?
  - What aspects of a person's identity are hard to express? Why do you think that is?
  - How can government policy influence people's perceptions of identity?

## **Self Assessment: Reflect**

- Do you feel you are able to be your true self? If so, do you feel this way always, sometimes, or only around certain people?
  - How do you express your identity? Through clothing? Writing? Art? Music? Sports? Some other method?

## Activity

Envision your best self.

- What parts of yourself do you want to share with others?
  - What parts of yourself are you hoping will grow and change?
  - What is central to who you are now?
  - What communities do you want to belong to, and how do you want to fit into them?
  - How do you want the world to treat you and your community?

# Vocabulary

"avowed homosexual"

# Milwaukee Dignity

## gender confirmation surgery

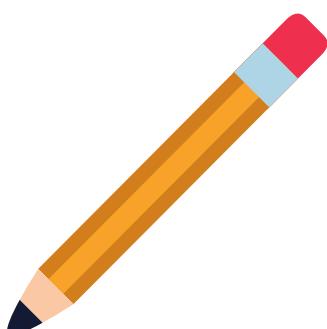
## gender dysphoria

## cross-dressing

bisexual

## advocate

ally



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## Chapter 3: Be True To Yourself



## Critical Thinking Questions for Primary Sources

### Ralph Kerwino: Early Cross-Dresser

- Can you imagine what it would feel like for a judge to rule that you must wear certain clothing items and not others?
- How does the language used to describe Kerwino in the *Milwaukee Sentinel* article reflect society's attitude toward LGBTQ+ people in 1914?



### Bi?Shy?Why?: Madison's Bisexual Group

- Why do you think the demands of the 1993 Lesbian Gay and Bi Equal Rights and Liberation March listed in *Bi-Lines* were important to the members of Bi? Shy?Why?
- Do you think the demands being called for in 1993 were met? Why or why not?



### Ron McCrea: Out Gay Press Chief

- In what ways does the headline "Avowed Homosexual Named Earl Press Chief" present a flawed picture of McCrea? How would you fix it?
- What did you learn about identity from McCrea's story? How did he express his identity?

### Donna Coleman: Motorcycle Club Cofounder

- What elements of the Forker Motorcycle Club patch convey something about Coleman's identity?
- Other than being a motorcycle enthusiast, what were some other aspects of Coleman's identity?



### Bob Neal and Edgar Hellum: Business and Life Partners

- How did Hellum describe his feelings in his letter to Neal?
- What language in the letter gives us clues into the nature of Neal and Hellum's relationship?



### Eugene Schrang: Gender Confirmation Surgeon

- Why does Dr. Schrang's letter to his patients include so much information about travel and lodging?
- How might Dr. Schrang's patients have felt going into this surgery? How would this packet make them feel more comfortable?
- Why was Dr. Schrang's role as an advocate important in the transgender community?



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## Chapter 4: Build Community



### Discussion Questions

- What is a community?
- Why is community important?
- How do each of the communities featured in this chapter serve their members?
- Compare and contrast the Lysistrata Cooperative and the Womyn's Land Cooperative.
- What are some places where LGBTQ+ people have found community in the past and today?

### Activity

- Like Jennifer Hanrahan did for the *Two Teenagers in Twenty* book, write or draw your story about getting involved in a community to discover your identity, friends, or a larger community.

### Vocabulary

fashion plate

cooperative

womyn

gay travel guide

drag show

ACT-UP

### Self Assessment: Reflect

- What community groups do you belong to?
- Have you built your own community? How?
- Sometimes it can take years to find "your people." What community are you interested in building? Who could you talk to about it? How would you build it up?
- List some community groups you admire or belong to that are based on a shared set of experiences or values (for example, religion, foodways, clothing choices, or academic interests).



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## Chapter 4: Build Community



## Critical Thinking Questions for Primary Sources

### Ted Pierce's Magic Group

- How were some of Pierce's friendships affected by distance?
- Why do you think Pierce referred to his community as a magic group?



### Wisconsin Womyn's Land Cooperative

- Why is the story of this land cooperative important?
- What do the alternate spellings of *women* (as *womyn*) and *history* (as *herstory*) tell us about language?



### The Fire Ball Drag Show

- Why are drag shows an important component of LGBTQ+ history?
- Why is it significant that the Fire Ball is hosted in Eau Claire?



### Lysistrata

- Why was the atmosphere of Lysistrata's restaurant and lounge important to its members?
- What is significant about the members of Lysistrata referring to it as a "feminist cooperative"?



### Gay Travel Guides

- What is a gay travel guide and why were they used in the mid-1960s?
- What do the different symbols in *Places of Interest* tell us about gay communities in Wisconsin in the 1980s?
- Can you think of any guides or codes that are used among LGBTQ+ people today?



### Two Teenagers in Twenty

- Why does Jennifer Hanrahan express frustration with using labels to describe her identity?
- How did getting involved in a cause help Jennifer build community?
- Do you think aspects of Hanrahan's story still ring true for today's LGBTQ+ teens? What has changed since 1994?

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## Chapter 5: Get Active



# Discussion Questions

- What are some examples of different kinds of political action?
  - Do you think political action worked to effect change? Why or why not?
  - What were some of the different ways that people raised awareness of the HIV/AIDS epidemic?
  - How did the HIV/AIDS epidemic affect American society?
  - How did the HIV/AIDS epidemic affect the LGBTQ+ community?
  - How did laws change over time because of HIV/AIDS?

# Vocabulary

## legislative branch of government

## executive branch of government

## judicial branch of government

Title IX

## demonstrations

## Fourteenth Amendment

NAACP

## HIV/AIDS epidemic

**Activity: Run for office or support a candidate** - Make a plan for change

- What do you want to happen?
  - Who has the power to make that change?
  - How can you make your voice heard?
  - Who else might help you?
  - What could your role be in helping to make this change come about?

Make some lists, and then get going!

## Self Assessment: Reflect

- What forms of political action have you witnessed, either in person, on TV, or online?
  - What are some political causes that could inspire you to get active?
  - How might you get active on behalf of a cause you care about?



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## Chapter 5: Get Active



## Critical Thinking Questions for Primary Sources

### Jamie Nabozny's Court Case

- What is the Fourteenth Amendment, and why does it apply to Nabozny's case?
- What is Title IX, and how was it affected by the ruling in Nabozny's case?

### Wisconsin Goes to Washington

- How have marches, rallies, parades, and walks been used to effect change?
- What was the phrase chanted about Wisconsin at the 1987 March on Washington for Lesbian and Gay rights? Does this surprise you? Why or why not?
- If you were attending or watching this march in Washington in 1987, how might you have reacted to the banner on page 104 in the book?

### Lloyd Barbee's Gay Rights Advocacy

- How did Barbee use his political power to advocate for LGBTQ+ people?
- What are "victimless crimes," according to Barbee? Do you agree? Why or why not?

### Judy Greenspan's School Board Run

- Why was Greenspan's run for school board significant? What did she believe in?
- How did Greenspan accomplish her goals, even though she lost the election?
- Can you think of any subjects that might create a controversy when talked about in high schools today like the controversy over gay men and lesbians speaking in Madison high schools in 1972?

### The HIV/AIDS Epidemic

- What similarities do you see between the HIV/AIDS epidemic and the COVID-19 pandemic? What are some differences?
- Why was it important that the State Medical Society of Wisconsin put out a statement recommending the compassionate treatment of patients with HIV/AIDS?



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## Conclusion

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### Discussion Questions

- Why has marriage equality been such an important issue for the LGBTQ+ community?
  - Do you know anyone who has benefitted from the legalization of same-sex marriage?
  - Why is marriage equality important to the transgender and nonbinary members of the LGBTQ+ community?
  - What rights are members of the LGBTQ+ community still fighting for?
  - Why does it often take so long for societal change to occur?
- .....

### Activity: Put it all together

Throughout the activities in this guide, you have reflected on your own definitions of activism and on how different forms impact your life. Create a binder of your reflections. Then, write an action plan for yourself based on what you've learned about your identity, community, and ideas about activism. What do you want to start doing in one week, one month, one year, five years, and ten years?

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### Self Assessment: Reflect

- What does it mean to be an advocate or an ally?
  - What responsibility does the American government have to protect and serve its citizens? What responsibilities do citizens have when they take political action? Why do minority groups like LGBTQ+ people often have to fight for many years to change laws?
  - Why is government involved in defining who can get married or what constitutes a family?
- .....



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## Standards Alignment: Social Studies

Reading the book We Will Always Be Here and completing the student exercises can help meet or exceed the following select social studies standards and learning priorities for grades 6 - 8 (m) and 9 - 12 (h):

### Inquiry

#### **Standard SS.Inq2: Wisconsin students will gather and evaluate sources.**

- Inq2.a: Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry
- Inq2.b: Evaluate sources

#### **Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.**

- Inq3.a: Develop claims to answer an inquiry question
- Inq3.b: Cite evidence from multiple sources to support a claim
- Inq3.c: Elaborate how evidence supports a claim

#### **Standard SS.Inq4: Wisconsin students will communicate and critique conclusions.**

- Inq4.a: Communicate conclusions

#### **Standard SS.Inq5: Wisconsin students will be civically engaged.**

- Inq5.a: Civic engagement

### Behavioral Sciences

#### **SS.BH1: Wisconsin students will examine individual cognition, perception, behavior, and identity (Psychology).**

- BH1.a: Individual cognition, perception, and behavior
- BH1.b: Personal identity and empathy

#### **SS.BH2: Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology).**

- BH2.a: Relationship of people and groups
- BH2.b: Cultural patterns

#### **SS.BH3: Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).**

- BH3.a: Social interactions



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## Standards Alignment: Social Studies

### Economics

**Standard SS.Econ1:** Wisconsin students use economic reasoning to understand issues.

- Econ1.a: Choices and decision making (m)
- Econ1.b: Incentives (m)

**Standard SS.Econ4:** Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government)

- Econ4.d: Impact of government interventions

### History

**Standard SS.Hist1:** Wisconsin students will use historical evidence for determining cause and effect.

- Hist1.a: Cause
- Hist1.b: Effect

**Standard SS.Hist2:** Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.

- Hist2.a: Patterns stay the same over a period of time
- Hist2.b: Patterns change over a period of time
- Hist2.c: Contextualization

**Standard SS.Hist3:** Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.

- Hist3.a: Connections
- Hist3.b: Perspective
- Hist3.c: Current implications

**Standard SS.Hist4:** Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, or author's point of view (Historical Methodology).

- Hist4.a: Historical context
- Hist4.c: Purpose
- Hist4.d: Point of view (POV)



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## Standards Alignment: Social Studies

### Political Science

**Standard SS.PS1: Wisconsin students will identify and analyze democratic principles and ideals.**

- PS1.a: Values and principles of American constitutional democracy (h)
- PS1.b: Origins and foundation of the government of the United States (**Partial**)

**Standard SS.PS2: Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.**

- PS2.a: Civil rights and civil liberties
- PS2.b: Fundamentals of citizenship (h)
- PS2.c: Asserting and reaffirming of human rights

**Standard SS.PS3: Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.**

- PS3.a: Political participation (m)
- PS3.b: Linkage institutions (**Partial**)
- PS3.d: Public policy

**Standard: SS.PS4: Wisconsin students will develop and employ skills for civic literacy.**

- PS4.a: Argumentation
- PS4.b: Compromise, diplomacy, and consensus building



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## Standards Alignment: English Language Arts

The We Will Always Be Here education materials can help meet or exceed a wide range of English Language Arts standards. Please see DPI's publication "Wisconsin Standards for English Language Arts" to see a breakdown of each anchor standard listed below.

### From DPI's Wisconsin Standards for English Language Arts:

"To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts...By reading informational text, students build a foundation of knowledge that will also give them the background to be better readers."

## Anchor Standards for Reading

**Overarching Statement:** Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.

### Key Ideas and Details

- Anchor Standard R1: Read closely to determine what the text says explicitly / implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Anchor Standard R2: Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
- Anchor Standard R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

- Anchor Standard R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Anchor Standard R5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Anchor Standard R6: Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.

### Integration of Knowledge and Ideas

- Anchor Standard R7: Integrate and evaluate content presented in diverse media and formats.
- Anchor Standard R8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Anchor Standard R9: Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

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## Standards Alignment: English Language Arts

### Anchor Standards for Writing

**Overarching Statement:** Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).

#### Text Types and Purposes

- Anchor Standard W1: Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
- Anchor Standard W2: Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Anchor Standard W3: Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

#### Production and Distribution of Writing

- Anchor Standard W4: Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
- Anchor Standard W5: Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
- Anchor Standard W6: Use print and digital technology to produce and publish writing and to interact and collaborate with others.

#### Inquiry to Build and Present Knowledge

- Anchor Standard W7: Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
- Anchor Standard W8: Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
- Anchor Standard W9: Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.



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## Standards Alignment: English Language Arts

### Anchor Standards for Speaking and Listening

**Overarching statement:** Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.

#### Comprehension and Collaboration

- Anchor Standard SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Anchor Standard SL2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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## Standards Alignment: English Language Arts

### Anchor Standards for Language

**Overarching statement:** Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

#### Knowledge of Language

- Anchor Standard L1: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

#### Vocabulary Acquisition and Use

- Anchor Standard L2: Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
- Anchor Standard L3: Demonstrate an understanding of figurative language, word relationships, and nuances in word meanings. when reading or listening.
- Anchor Standard L4: Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

#### Conventions of Standardized English

- Anchor Standard L5: Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
- Anchor Standard L6: Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing



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