

Brussels-Lux Study Tour

Melanie Gnatt - LGBTQ+ Studies 11th-12th Grade

Unit Title:	LGBTQ and the EU
Unit Narrative:	<p>This 4-day mini-unit is part of a larger unit on the concept of rights for the LGBTQ community. We will have conversations on what types of rights the LGBTQ community has fought for, what rights they continue to fight for, how those rights are secured, and the people and organizations that play a role in obtaining and protecting rights. These lessons will focus on a comparison between the U.S. as a federal system and the EU as a supranational organization. Both the U.S. and the EU have the power to pass laws to grant LGBTQ individuals equal rights, and yet both also oversee states that have reserved powers to make their own laws to restrict individual rights. After learning more about the EU and how it operates, we will compare LGBTQ rights in the U.S. and the EU, and then engage in case studies to understand rights on a global level.</p> <p>Note: For the purposes of this unit plan, I will be using the term “LGBTQ” to refer to the larger LGBTQ community because the title of the course is LGBTQ+ Studies. Many of the EU materials and organizations use the acronym LGBTI or LGBTIQ.</p>
Standards:	<p>Maryland State Social Studies Standards</p> <ul style="list-style-type: none"> ● Standard 1.0 Civics-Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society. ● Standard 2.0 Peoples of the Nation and World-Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience. ● Standard 6.0 Skills and Processes-Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action. <p>Common Core State Standards for History/Social Studies</p> <ul style="list-style-type: none"> ● Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. ● Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
Objectives	
<p>→ Apply semester learning to analyze contemporary LGBTQ issues in the U.S. and globally.</p> <p>→ Compare and contrast LGBTQ rights legislation in the U.S. and EU.</p> <p>→ Analyze attitudes toward the LGBTQ community in the EU and how they are impacted by the economic, religious, and cultural differences of member states.</p>	
Essential Questions	
<p>→ How does the EU function as a supranational organization with legislation of its own in addition to legislation of individual member states?</p> <p>→ To what extent does the LGBTQ community in the EU have legal rights and how do they compare with current U.S. legislation?</p>	

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<p>→ How does the EU reconcile differences in attitudes toward the LGBTQ community between member states and how can that be compared to the relationship between the U.S. federal government and individual state governments?</p>	
<h3 style="text-align: center;">Learning Acquisition and Assessment</h3>	
<p>Students will know... (content/concepts)</p> <ul style="list-style-type: none"> → The general setup of the EU and its goals and purposes. → The status of LGBTQ rights in the EU and its member countries. → Cultural attitudes toward the LGBTQ community and how they differ globally. 	<p>Students will be able to... (skills, performance tasks)</p> <ul style="list-style-type: none"> → Identify key legislation promoting LGBTQ rights in both the EU and U.S. → Analyze maps, charts, and statistics regarding LGBTQ rights in different countries. → Orally discuss their opinions, beliefs, misconceptions, and ideas based on information from a text or video. → Create an infographic with written ideas and images describing the status of LGBTQ rights in a country of their choosing.
<p>Formative Assessments</p> <ul style="list-style-type: none"> → Misconception Check → Exit Tickets- collected as a check for understanding 	<p>Summative Assessments</p> <ul style="list-style-type: none"> → Global Rights Project
<h3 style="text-align: center;">Learning Activities</h3>	
<p>Day 1</p> <p>What is the EU and how does it function?</p>	<ul style="list-style-type: none"> ● Warm-Up Question: What do you know about the EU? (emphasize that it can be <i>anything</i>- what it stands for, where it's located, what it does, etc.). Have a few students share out and look for common understandings as well as misconceptions ● Misconception Check: The following statements will be posted on the board. When the students read each statement, they will move to one side of the room if they agree with the statement and the other if they disagree. After they make their decisions, I will have a few students from each side share out, but will not yet correct any misconceptions or give them the "right answer." <ul style="list-style-type: none"> ○ Europe is more accepting of the LGBTQ community than the U.S. ○ All European countries have laws against discrimination based on sexual orientation. ○ The European Union and Europe are the same thing. ○ Gay marriage is legalized in all EU member states. ○ EU countries cannot pass laws that go against EU law. ● Video Introduction to the EU <ul style="list-style-type: none"> ○ Students will watch the short video clip to learn more about what the EU does and how it is structured. I will remind students they do not need to memorize the complexities, but we want to have a general understanding on how this unique system of government functions.

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	<ul style="list-style-type: none"> ○ As students watch the video, I will have them create a t-chart on a sheet of paper. On one side, they will write down “what the EU is” and on the other, “what the EU isn’t.” The goal is to write down at least two bullets on each side after we have watched the video. Possible examples for what the EU is: a supranational organization, a union, a negotiator, peacemaker, etc. Possible examples for what the EU isn’t: a country, a continent, a federation. I will ask a few students to share out what they wrote down and correct any misconceptions as needed. ● EU & Me Quiz <ul style="list-style-type: none"> ○ On their devices, students will select one of the four options based on what they are most interested in for EU & Me quizzes from the EU webpage. The quiz will allow them to keep choosing until they have the right answer and provides extra details about each correct answer to enhance their learning. There is also an option to print a pdf copy of each quiz for students without a device. ● Exit Ticket <ul style="list-style-type: none"> ○ At the bottom of the paper where students took notes on what the EU is and isn’t they will write down 2 things they learned about the EU today and 1 question they still have/something they are wondering. These will be reviewed before tomorrow’s learning as a check for understanding.
<p>Day 2</p> <p>What legislation has been passed about LGBTQ rights in the EU?</p>	<ul style="list-style-type: none"> ● Warm Up Question: Based on what you learned yesterday about the EU, do you think EU institutions and leaders play a significant role in determining rights for LGBTQ individuals within the EU? Why or why not? (Possible answers could include- no, because the EU seems more focused on economics and trade, or yes, because they promote common values of democracy and unity) ● We will start the discussion on LGBTQ rights in the EU with the following questions: <ul style="list-style-type: none"> ○ Based on what we have learned this semester, what are examples of rights that LGBTQ people have fought for/continue to fight for, whether in the U.S. or abroad? Possible answers include: gay marriage, adoption, anti-discrimination, serving openly in the military, etc. ○ When you think of Europe, do you think of it as a place where the LGBTQ community has many rights, or not a lot of rights? Explain your answer. ● I will hand out multiple sets of the following examples of rights cut out so that each one is on its own sheet of paper. Students will work in groups to sort the rights based on whether they think it is a right currently guaranteed in ALL countries in the EU or if it is a right guaranteed only in SOME countries in the EU. It can be a game to see which group can sort them accurately. I will acknowledge that for the purposes of this activity, we are talking about the LGBTQ community as a whole, but from our studies we are aware of how groups within the LGBTQ community experience these issues differently. <p>ALL: Can serve openly in the military, Anti-discrimination in the workforce, Same-sex sexual activity decriminalized</p> <p>SOME: Same-sex marriage, adoption rights, civil unions, ban on all LGBTQ hate speech, ban on conversion therapy</p>

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	<ul style="list-style-type: none"> ● On the board I will post the same categorization of rights, but for the U.S. based on which rights are federally protected and which are left up to the states, similar to the division within the EU <p>ALL: Can serve openly in the military, adoption rights, same-sex sexual activity decriminalized, anti-discrimination in the workforce, same-sex marriage, civil unions</p> <p>SOME: ban conversion therapy</p> <p>NONE: ban hate speech</p> <p>Ask students- What are the commonalities between the U.S. and the EU? What surprised you? What questions do you have? Do you believe it is the job of the federal government/EU to grant these rights, or should it be left to the states/member countries?</p> <ul style="list-style-type: none"> ● ILGA Interactive Rainbow Map <ul style="list-style-type: none"> ○ Created for Europe as a whole, not the EU, but is a great resource for understanding how rights differ across Europe. Students can click on a county and see a breakdown of rights across different categories and how each country scores, as well as recommendations for how the country can improve in different areas. Students can browse the map and then bookmark it to use later for the Global Rights Project. ● EU Charter of Fundamental Rights, FRA Pamphlet on LGBT rights in the EU <ul style="list-style-type: none"> ○ These resources can be used to help students understand more about the current legal rights and statuses afforded to LGBTQ individuals in the EU. ○ Teachers can create a scavenger hunt/webquest to go along with the charter to help students identify key components and ideas. ○ “Legislation and public acceptance goes hand in hand,” quote from the FRA pamphlet is a segue into a conversation about the difference between having full legal rights and overall public acceptance. Is legislation the be-all and end-all? Can it influence public opinion, or is that a separate battle? Discussion can be oral or teachers can have students write down their thoughts as an exit ticket or discussion post.
<p>Day 3</p> <p>Differing attitudes within the EU- how does it impact legislation?</p>	<ul style="list-style-type: none"> ● Warm-Up Question: Name 1 example of a right guaranteed to all LGBTQ individuals in the EU and 1 example of a right that some member states have guaranteed and others have not. ● Global Attitudes Jigsaw <ul style="list-style-type: none"> ○ Students will work in groups of 4-5 depending on class size ○ Each group will be assigned one of these graphs representing data and trends about global attitudes toward the LGBTQ community. With their group, they will work to interpret the graph and answer the following questions: <ul style="list-style-type: none"> ▪ What do you notice about the graph? What does it tell you about trends in LGBTQ acceptance across the world? What additional data or information would be helpful to understand the topic/what is missing from the graph? ○ After spending time with their groups and their assigned graph, students will rotate. The new groups should include at least one person from each of the old

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	<p>groups. Students will share what they learned from their graphs with their new group members.</p> <ul style="list-style-type: none"> ○ As a class, we will look at each of the graphs to make sure there are no misunderstandings. Some questions for discussion could be: <ul style="list-style-type: none"> ▪ What surprised you? What factors seem to influence a country's attitude toward the LGBTQ community? (economic, religion, etc.) Do you think legislation and legal rights make an impact on societal acceptance of the LGBTQ community? Why or why not? <ul style="list-style-type: none"> ● Case Study: Hungary <ul style="list-style-type: none"> ○ Which European countries did you notice had fewer rights and protections for LGBTQ individuals? ○ While Hungary is an EU member state, subject to EU policies and regulations, Hungary is one of few EU member states that has restricted LGBTQ rights. We will look at Hungary as a case study to examine the tension between the State and the Supranational organization, and the tension between attitudes toward LGBTQ individuals in Hungary and the values of the EU. As a class we will look at the Rainbow Map website to explore current legislation and status in Hungary. We will then watch this video to learn more about the Hungarian Child Protection Act that was passed in 2021 and was then the impetus for infringement proceedings by the European Commission against Hungary. ○ How the Court of Justice works video - What happens when a country does not comply with EU law? Ask students the same for the U.S.- what happens when a state passes a law that goes against the Constitution? ○ Vox Article Comparing DeSantis to Orbán - Before reading, ask students if any of Hungary's law sounds familiar to them? Does the U.S. experience a similar tension between states' values and ideals and federal law? After reading - do you agree with the author's comparison? ○ Students will use the example of Hungary to start thinking about other countries in the EU and their policies and cultural acceptance of LGBTQ individuals. To close this lesson, students can begin to brainstorm a country they want to study further for the Global Rights Project.
<p>Day 4</p> <p>Global Rights Project</p>	<ul style="list-style-type: none"> ● Warm-Up Question: Do you think countries should be required to pass laws protecting LGBTQ rights such as marriage equality in order to join the EU? Why or why not? ● Introduction to Global Rights Project <ul style="list-style-type: none"> ○ As a summative assessment for this unit, students will research an EU country of their choosing. They will use resources from the EU, ILGA, and Freedom House to learn more about their country's current legal protections for LGBTQ individuals and overall societal acceptance of the LGBTQ community. Students can work individually or in partners. ○ Students will be creating an infographic about the country they picked. <ul style="list-style-type: none"> ▪ Show students examples on Google Images ▪ There are several ways they can make an infographic: <ul style="list-style-type: none"> ● Canva, Venngage, Piktochart, or Google Drawings--in Google Docs, or students can draw it on paper ○ They should include the following components within their infographic. <ul style="list-style-type: none"> ▪ The historical treatment of LGBTQ+ people ▪ The current rights of LGBTQ+ people

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- The current struggles of LGBTQ+ people
 - An overview of any ongoing advocacy for LGBTQ+ people--Optional
 - Include at least 3 images (pictures, maps, political cartoons etc.)
- Option to have students present their infographics to the class either informally or for a presentation grade.

Resources and Materials

- <https://www.pewresearch.org/global/2020/06/25/global-divide-on-homosexuality-persists/>
- https://www.ilga-europe.org/sites/default/files/5_key_facts_on_the_eu_and_lgbti_equality_-_for_sign_off_longer_version_final_v2.pdf
- <https://freedomhouse.org/>
- https://commission.europa.eu/strategy-and-policy/policies/justice-and-fundamental-rights/combating-discrimination/lesbian-gay-bi-trans-and-intersex-equality/lgbtiq-equality-strategy-2020-2025_en#lgbtiq-subgroup
- https://fra.europa.eu/sites/default/files/fra_uploads/1757-FRA-Factsheet-Homophobia-Study-2010-FS1_EN.pdf