OUR SHARED STORY:
LGBTQ+ COMMUNITIES AND BELONGING IN INDIANAPOLIS



ENCYCLOPEDIA OF INDIANAPOLIS

Secondary Grades Lesson Plan



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Our Shared Story: LGBTQ+ Communities and Belonging in Indianapolis

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Introduction

To understand Indianapolis's story, it helps to look at a turning point in LGBTQ+ history (lesbian, gay, bisexual, transgender, queer, and more). In 1969, at The Stonewall Inn in New York City, LGBTQ+ people fought back against police raids that had long targeted their community. This event, known as The Stonewall Uprising, sparked protests and became a defining moment in LGBTQ+ history. It inspired people across the entire country to organize, speak out, and demand equal rights. Pride celebrations held around the world today trace their roots back to this courageous stand.

That spirit of activism reached Indianapolis as well. In a city where LGBTQ+ people had long worked to build spaces of safety and belonging, small but meaningful gatherings began taking shape as early as 1976. Picnics, dances, and social events gave community members a chance to connect at a time when simply being together took courage.

Over time, those gatherings grew into Indianapolis Pride, an annual celebration that moved to the heart of the city, Monument Circle, where thousands of people come together each year to celebrate, march, and show support for the LGBTQ+ community. The event has expanded to include parades, live music, speakers, and family-friendly activities that welcome people of all backgrounds and ages. A beloved part of both the celebration and broader LGBTQ+ culture is drag performance, where performers use costume, makeup, and artistry to express creativity and tell stories, bringing joy, humor, and powerful self-expression to audiences of all kinds.

Pride is more than celebration. It is a reminder of the struggles LGBTQ+ people have faced, the progress made, and the importance of every person feeling seen and supported. From quiet gatherings in 1976 to a city-wide celebration today, Indianapolis's LGBTQ+ community has built a rich history rooted in resilience, creativity, and the belief that every person deserves to be treated with dignity and respect.

LGBTQ+ History in Indianapolis

Pride, Rights, and Community

Estimated Time:	Materials:
2–3 Class Periods | ~50 Minutes Each	Internet access for readings Optional: whiteboard/projector for class discussion

ESSENTIAL QUESTIONS

How have LGBTQ+ Hoosiers used community organizing, physical space, and legal action to claim visibility and rights, and whose stories are still left out of that progress?

Supporting Questions

1. What role did physical spaces (parks, community centers, venues) play in building LGBTQ+ community and identity?
2. How did the AIDS crisis shape the priorities and structure of LGBTQ+ organizing in Indianapolis?
3. What does *Henderson* v. *Box* reveal about the relationship between legal equality and lived experience?
4. In what ways has progress in LGBTQ+ rights been uneven across different groups and communities?
5. How has the meaning and purpose of Pride shifted from activism to celebration, and does that shift matter?

Lesson Overview

This lesson examines the history of LGBTQ+ community organizing, visibility, and legal struggle in Indianapolis, Indiana. Students will trace the evolution of Pride from small, private gatherings in the 1970s to the landmark 1984 public celebration on Monument Circle, exploring why physical spaces, from community centers to drag venues on Indiana Avenue, carried profound cultural and political meaning.

Through primary sources, legal case analysis, and structured discussion, students will investigate how the Damien Center's response to the AIDS crisis created a foundation of care and solidarity, and how courtroom battles such as *Henderson* v. *Box* challenged unequal treatment of LGBTQ+ families under Indiana law. The lesson also confronts the reality that progress is uneven: while legal rights have expanded and public Pride events now draw large crowds, many historic LGBTQ+ spaces have disappeared and certain communities, particularly Black and transgender Hoosiers, have faced erasure from mainstream historical narratives.

By examining local history through multiple lenses, students will develop the analytical tools to assess what meaningful civic progress looks like and who it reaches.

Indiana Academic Standards

**Based on the 2023 Indiana Academic Standards for Social Studies*

Indiana Studies:

IS.1.30 Explain the significance of social, economic, and political issues during the period 1980 to the present and the ways in which these issues affected individuals and organizations.

IS.1.34. Conduct historical research that incorporates information literacy skills such as forming appropriate research questions, evaluating information by determining accuracy, relevance and comprehensiveness, interpreting a variety of primary and secondary sources, and presenting their findings with documentation.

IS.1.35 Locate and analyze primary and secondary sources related to an event or issue of the past. Discover limitations in various kinds of historical evidence and differing second opinions.

IS.1.36 Analyze multiple, unexpected and complex causes and effects of events in the past.

IS.1.37 Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.

United States History:

USH.7.6 Identify the problems confronting different minorities during this period of economic and social change and describe the solutions to these problems. (E)

USH.8.1 Explain the significance social, economic, and political issues during the period 1980 to present and how these issues affected individuals and organizations. (E)

Teacher Notes & Facilitation Guide

Day	Activities	Notes
Day 1	Background & Context	Introduce key developments using the notes (Pride history, Damien Center). Students read the Indiana History Blog excerpt (Activity 4) and complete the source analysis. Review Then vs. Now table (Activity 2) as a class.
Day 2	Legal Rights & Civil Liberties	Deep dive into *Henderson* v. *Box*. Students access the *Encyclopedia of Indianapolis* article and complete Activity 1 case study questions. Follow with Space and Power discussion (Activity 3).
Day 3	Synthesis & Writing	Conduct the debate prompt (Activity 5) in small groups or as a Socratic seminar. Students then complete the short essay (Activity 6) as a formative or summative assessment.

Activity	Title	Used On	Skills Practiced
1	Case Study: *Henderson* v. *Box*	Day 2	Reading, legal analysis, argumentation
2	Then vs. Now	Day 1	Comparison, historical thinking, discussion
3	Space and Power	Day 2	Critical thinking, discussion, written response
4	Source Analysis	Day 1	Primary source analysis, reliability evaluation
5	Debate Preparation	Day 3	Argumentation, evidence gathering, debate
6	Short Essay	Day 3	Synthesis, thesis writing, historical argumentation

Assessment Suggestions

- Formative: Participation in Activities 2, 3, and 5 (discussion/debate)
- Formative: Completed Activity 1 and 4 question responses (comprehension check)
- Summative: Activity 6 short essay (scored with provided rubric)

How to Use This Document

Each day is broken into numbered steps with exact timing, teacher actions, suggested script, and student-facing instructions. Steps are color-coded by type:

- Blue = Direct Instruction/Lecture
- Yellow = Discussion/Transition
- Green = Student Work Time
- Purple = Assessment/Wrap-Up

Differentiation Notes

Support: Provide a word bank for Activity 1; allow paired reading of the court case article

Extension: Ask students to research a second legal case (e.g., *Obergefell* v. *Hodges*) and compare it to *Henderson* v. *Box*

ELL Support: Pre-teach vocabulary: visibility, constitutional, marginalized, precedent, activism

Student Notes: Key

Pride in Indianapolis: A Timeline

Origins: Small & Private

Pride gatherings in Indianapolis began as small, private events. LGBTQ+ people faced significant social stigma and legal risks, so organizing publicly was dangerous. The community built connections quietly, out of public view.

1984: Monument Circle—A Turning Point

The gathering at Monument Circle in 1984 was the first major public LGBTQ+ event in Indianapolis. Its goals centered on:

- Asserting legal and civil rights
- Creating visibility in a public space
- Demanding safety and recognition from the city

1987: The Damien Center

Founded during the HIV/AIDS crisis, the Damien Center became a critical institution for the Indianapolis LGBTQ+ community. It:

- Provided medical care, housing, and social support to those affected by the AIDS epidemic
- Created safe spaces at a time when LGBTQ+ people faced both disease and discrimination
- Helped sustain community networks during one of the most difficult periods in LGBTQ+ history

The AIDS Crisis and Community Response

The AIDS crisis of the 1980s devastated LGBTQ+ communities across America, including Indianapolis. At a time when the federal government was slow to respond and public fear was high, community organizations like the Damien Center stepped in. Understanding this period helps explain why safe spaces and community institutions were so vital.

Case Study: *Henderson* v. *Box*

The Problem	Indiana law only allowed the biological parent to be listed on a child's birth certificate. Same-sex couples who had children together could not both be recognized as legal parents.
Impact on Families	This left one parent with no legal parental rights — they could not make medical decisions, had no custody rights if the couple separated, and faced legal invisibility as a parent.
The Ruling	The court ruled that this practice was unconstitutional under the Equal Protection Clause. Same-sex couples must receive the same treatment as opposite-sex couples on birth certificates.
Significance	Equal treatment under the law was affirmed. The case is an example of how legal victories in civil rights cases can have immediate, practical impacts on families.

Culture and Space

LGBTQ+ spaces have always carried deep social and political meaning.

Consider these key points:

- LGBTQ+ spaces were historically hidden (bars, private homes, community centers) and frequently policed or raided by law enforcement.
- Black drag culture thrived on Indiana Avenue, a historically African American cultural corridor in Indianapolis. However, this history is often overlooked or erased in mainstream LGBTQ+ narratives.
- Many physical LGBTQ+ spaces have disappeared due to gentrification and rising rents, social media replacing in-person community spaces, and broader social acceptance reducing the perceived 'need' for separate spaces.

Critical question to consider: Does the loss of physical LGBTQ+ spaces represent progress, or does it erase important community infrastructure?

Day 1: Background and Context

Pride History • Source Analysis (Activity 4) • Then vs. Now (Activity 2)

Lesson Sequence:

By the end of today, students will be able to:

- Explain the origins and early goals of Pride in Indianapolis
- Identify key turning points: 1976 Gay Pride Week, 1984 Monument Circle, 1987 Damien Center
- Analyze a primary source (Indiana History Blog excerpt) and connect it to broader themes
- Compare the past and present state of LGBTQ+ rights and visibility using the *Then vs. Now Table*

Materials Needed for Day 1

- Printed student notes page (Key Developments)
- Activity 2: Then vs. Now worksheet (one per student)
- Activity 4: Source Analysis worksheet (one per student)
- Projector or whiteboard for class discussion
- Optional: printed copy or screen display of Indiana History Blog article

Day 1 Timing Overview	
0–5 min	**Step 1—Do Now/Entry Task**
5–15 min	**Step 2—Direct Instruction: Pride Timeline**
15–25 min	**Step 3—Direct Instruction: Damien Center & Space**
25–37 min	**Step 4—Activity 4: Source Analysis (Independent)**
37–45 min	**Step 5—Activity 2: Then vs. Now (Pairs + Share)**
45–50 min	**Step 6—Closure & Exit Ticket**

Step 1: Do Now/Entry Task (0–5 min)

Step 1: Do Now—Activating Prior Knowledge

Project or write the following prompt on the board as students enter:

Do Now Prompt (on board)

Think of a time a group of people had to fight for the right to be treated equally. What did that look like? What did they want? Write 3–5 sentences.

Teacher actions:

Project or write the following prompt on the board as students enter:

- Greet students at the door and direct them to the prompt.
- Circulate and give students 3–4 minutes to write quietly.
- At 4 minutes, cold-call 2–3 students to share briefly. Do not go deep yet.

Suggested script:

Teacher: *As you come in, read the prompt on the board and write your response in your notebook. You have about 3 minutes. We'll hear a couple of responses before diving in.*

Teacher Note

Accept any example. Students may mention the civil rights movement, women's suffrage, disability rights, etc. The point is to activate the concept of marginalized groups organizing for recognition. Bridge to today: "Today we're going to look at how that same struggle played out locally, right here in Indianapolis."

Step 2: Direct Instruction—Pride Timeline (5–15 min)

Step 2: The History of Pride in Indianapolis

Distribute the student notes page. Walk students through the timeline below, writing key dates on the board as you go. Students should annotate their notes.

What to cover (10 minutes):

1. Before Pride Was Public (pre-1976)

- LGBTQ+ people in Indianapolis organized privately due to social stigma, police harassment, and risk of job loss or arrest
- Socializing happened in private homes, certain bars, and community organizations, never openly
- Nationally, the Stonewall Uprising (1969, New York) was a watershed moment, but Indiana remained largely conservative

2. 1976: The First Gay Pride Week

- Hosted by Metropolitan Community Church (MCC) and the Gay Peoples Union
- Events were deliberately low-profile: a picnic at Sugar Creek Park, workshops, blood donation, not a street march
- Rev. James Hill described the purpose as making society aware of LGBTQ+ existence and affirming the right to be

3. 1984: Monument Circle — The Turning Point

- First major public LGBTQ+ gathering in Indianapolis, held at one of the most symbolic public spaces in the city
- Shifted the movement from private to public. A deliberate act of visibility
- Goals centered on legal rights, physical safety, and recognition from city government

Suggested script:

Teacher: *Before 1984, Pride in Indianapolis was quiet by necessity, not by choice. People could lose their jobs, their housing, even their families if they were openly*

Step 2: Continued

gay. So, when a group organized at Monument Circle in 1984, in the heart of the city, that was a powerful statement. It said: we exist, we belong here, and we're not hiding anymore.

Teacher: *I want you to write down three things on your notes page: Why were events private before 1976? What changed in 1984? And what does Monument Circle symbolize?*

Check for Understanding

Ask: Why do you think it took until 1984 for a major public event? What might have made people hesitant? Accept answers that acknowledge fear, discrimination, and legal risk. Correct any misconceptions that people "chose" to stay private for non-safety reasons.

Step 3: Direct Instruction—Damien Center & Community Spaces (15–25 min)

Teacher Note: Sensitive Content

The AIDS crisis involves death, stigma, and abandonment. Some students may have personal connections to this history through family. Acknowledge that this was a devastating period and center the community's resilience. Avoid framing that makes the crisis seem like a "punishment" or that uses stigmatizing language.

Step 3: Continued

Step 3: The AIDS Crisis, The Damien Center, and the Meaning of Space

Continue with notes. This section covers two important topics: the Damien Center and the broader concept of LGBTQ+ spaces.

4. 1987: The Damien Center

- Founded in 1987 in response to the HIV/AIDS crisis that was devastating LGBTQ+ communities across the country
- Provided medical care, housing support, food assistance, and emotional support to people living with HIV/AIDS
- At the time, federal response was minimal; the Reagan administration was largely silent on AIDS for years
- The Center created safe spaces at a moment when LGBTQ+ people faced both disease and widespread public hostility

5. LGBTQ+ Spaces — Hidden, Policed, and Disappearing

- Historically, LGBTQ+ spaces (bars, community centers, private homes) were frequently raided or policed
- Indiana Avenue had a significant Black drag culture – vibrant, important, but largely erased from mainstream history
- Many spaces have since disappeared due to rising rents, gentrification, and the shift to online community-building
- Ask students: Is this loss of physical space progress, or does it erase something important?

Suggested script:

Teacher: *In 1987, when the AIDS crisis was at its worst, the government wasn't showing up for this community. Hospitals were turning people away. Families were abandoning their own children. The Damien Center was a direct response to that failure. The community built what it needed for itself.*

Teacher: *I also want you to think about space, not just buildings, but what spaces mean. When a community has a physical place to gather, to be themselves, to organize, that matters. When those spaces disappear, something is lost. We'll come back to that in Activity 3 tomorrow.*

Step 4: Activity 4—Source Analysis (25–37 min)

Step 4: Independent Reading & Source Analysis

Distribute Activity 4 worksheets (or direct students to the sheet in their packet). Students read the Indiana History Blog excerpt and answer four questions independently.

Teacher instructions:

- Tell students they have 10 minutes to read and answer questions 1–4.
- Remind them to answer in their own words, not copy from the article.
- Circulate while students work. Look for students who struggle with Q3 (reliability), this is the hardest question.
- At the 10-minute mark, pause and discuss Q1 and Q3 briefly as a class.

Suggested launch script:

Teacher: *Turn to Activity 4 in your packet. You're going to read a short excerpt from the Indiana Historical Society's blog. As you read, I want you to think about: Who wrote this? Why? What can it tell us that a textbook can't? Answer the four questions in your own words. You have 10 minutes.*

During work time—circulate and look for:

- Students who are copying the article verbatim, redirect them: "Put the article aside and explain it to me in your own words."
- Students unsure what "reliable" means, prompt: "Who wrote this? Are they an expert? Could they have a bias? What are they basing this on?"
- Students who finish early, direct to the "Going Further" question.

Discussion Debriefs (3–4 minutes):

- Q1: What were early Pride goals? (Visibility + right to exist, not yet legal rights, not yet celebration).
- Q4: Is this a reliable source? (Yes, but primary sources have perspective, written by someone invested in the community; a historian would want other corroborating sources).

✓ Formative Check

Read 2–3 student responses to Q1 aloud (anonymous). Ask the class: Does this answer fully explain the goals? What could be added or changed? This normalizes revision and checks understanding.

Step 5: Activity 2—Then vs. Now (37–45 min)

Step 5: Pairs Work + Class Discussion

Transition to Activity 2. Students work with a partner to discuss the Then vs. Now Table and answer the three discussion questions.

Suggested transition script:

Teacher: *Now turn to Activity 2. Find a partner near you. Together, I want you to look at the Then vs. Now table. Talk through what you notice. What has changed, what hasn't? Then answer the three discussion questions together. You have about 5 minutes.*

Pair work (5 minutes):

- Students fill in their own worksheets (not shared answers, they write independently after discussing).
- Prompt pairs who finish early: "Which row in the table do you think is most significant? Why?"

Whole-class share (3 minutes):

Teacher: *Let's come back together. I want to hear about Q1 "What does progress is uneven mean? Who wants to share what they came up with?"*

- Anticipated student responses: Some groups benefit more than others; legal change doesn't mean cultural change; rural vs. urban differences.
- Teacher should push: "Can you give a specific example of a group within the LGBTQ+ community for whom progress has been slower?"
- Guide toward: transgender rights, LGBTQ+ people of color, rural LGBTQ+ communities.

Step 6: Closure & Exit Ticket (45–50 min)

Step 6: Exit Ticket—Quick Write

Project or write the exit ticket prompt:

Exit Ticket Prompt

In 2–3 sentences: What was the most important thing LGBTQ+ people in Indianapolis were seeking BEFORE the 1984 Monument Circle event, and what changed after it?

Collect exit tickets as students leave (or use as a journal entry).

What to look for:

- Strong response: identifies safety/visibility/right to exist as pre-1984 goals; identifies public presence and assertion of rights as the change.
- Weak response: vague ("they wanted to be accepted") with no specific historical content. Revisit at the start of Day 2.

Preview Day 2:

Suggested transition script:
Teacher: *Tomorrow we're going to focus on a real court case from Indianapolis, Henderson* v. *Box, where a family had to fight for something most people take for granted: the right to be listed as a parent on their own child's birth certificate. Think about what that means. See you tomorrow.*

Day 2: Legal Rights & Civil Liberties

Henderson v. *Box* (Activity 1) • Space and Power (Activity 3)

Lesson Sequence:

By the end of today, students will be able to:

- Describe the specific legal inequality in *Henderson* v. *Box* and explain its constitutional basis.
- Connect parental rights to broader principles of equal protection under the law.
- Evaluate whether a legal ruling fully resolves an underlying social issue.
- Analyze the relationship between physical spaces and community identity and power.

Materials Needed for Day 2

- Activity 1: Case Study Questions worksheet (one per student)
- Activity 3: Space and Power worksheet (one per student)
- Internet access for indyencyclopedia.org/henderson-v-adams/ (one device per student or pair)
- Optional: printed copies of the Henderson v. Box article
- Whiteboard or chart paper for Step 9 discussion

Day 2 Timing Overview	
0–5 min	**Step 7—Warm-Up/Review Exit Tickets**
5–12 min	**Step 8—Mini-Lecture: What Is Equal Protection?**
12–30 min	**Step 9—Activity 1: *Henderson* v. *Box* Case Study**
30–40 min	**Step 10—Case Study Debrief**
40–48 min	**Step 11—Activity 3. Space and Power**
48–50 min	**Step 12—Closure & Exit Ticket**

Step 7: Warm-Up/Review Exit Tickets (0–5 min)

Step 7: Re-entry & Bridging from Day 1

Begin by briefly addressing patterns from Day 1 exit tickets. Do NOT hand them back yet, just share what you noticed.

Teacher: *I read your exit tickets last night. Most of you had a strong handle on what early Pride was about: visibility, safety, the right to exist publicly. A few of you mentioned legal rights, but here's the interesting thing: legal rights weren't the central focus until later. Today, that's exactly where we're going.*

Teacher: *Quick question to start: What rights do parents legally have? Shout out a few (take 3–4 responses). Now imagine one of those rights was taken away, or never given to you, because of who you are. That's what today is about.*

Teacher Note

If exit tickets showed widespread confusion about the pre-1984 context, spend an extra few minutes reviewing before continuing. Day 2 content builds directly on Day 1 understanding.

Step 8: Mini-Lecture—Equal Protection (5–12 min)

Step 8: Constitutional Context: The 14th Amendment

Before students read the case, briefly teach the legal concept they'll need to understand it. Write on the board: Equal Protection Clause, 14th Amendment.

What to cover (5–6 minutes):

- The 14th Amendment (ratified 1868) says no state can deny any person "equal protection of the laws."
- This means the government cannot treat people differently without a valid reason, especially based on identity.

Step 8: Continued

- Civil rights cases often hinge on this: Is the law treating one group differently? Is there a legitimate reason?
- Give a relatable example: "If a law said only left-handed people could get driver's licenses, that would violate equal protection, there's no legitimate reason to treat people differently based on that."

Teacher: *The Equal Protection Clause is the legal backbone of civil rights law in the United States. Almost every major civil rights ruling since the 1950s has relied on it. When we look at Henderson* v. *Box, you're going to ask: Was Indiana treating same-sex couples differently? Was there a valid reason? And what did the court decide?*

✓ Quick Check

Ask: "In your own words, what does equal protection mean?" Cold-call one student. Correct as needed before moving into the case.

Step 9: Activity 1—*Henderson* v. *Box* Case Study (12–30 min)

Step 9: Independent Reading & Questions

Distribute or direct students to Activity 1. They will navigate to the *Encyclopedia of Indianapolis* article and answer three questions. Allow 15–18 minutes.

Teacher: *Turn to Activity 1. Open a browser and go to indyencyclopedia.org/henderson-v-adams/. Before you answer the questions, I want you to read all the way through once. Then go back and answer. You have about 15 minutes.*

Differentiation

Support: Provide a vocabulary card with definitions for: constitutional, parental rights, equal protection, biological parent, ruling, unconstitutional.

Extension: Ask early finishers to look up *Obergefell* v. *Hodges* (2015) and write 2–3 sentences comparing it to *Henderson* v. *Box*.

Step 10: Case Study Debrief (30–40 min)

Step 10: Whole Class Discussion

Bring the class back together to debrief the three questions. Use the Socratic method to call on students to build on each other's answers rather than validating each one yourself.

Discussion flow:

Q1—What was the inequality? (3 minutes)
Teacher: *Someone tell me: What was the inequality in this case? What couldn't same-sex couples do?*

- Desired answer: Only the biological parent could be listed on the birth certificate; the non-biological same-sex parent had no legal recognition as a parent.
- Follow-up: "Does this seem like a small thing? What could go wrong for a family because of this?"

Q2—Why did legal rights matter? (3 minutes)
Teacher: *What specific, real-world consequences did families face? Think about hospitals, schools, courts...*

- Guide toward: A non-biological parent couldn't consent to medical treatment; could be denied custody; had no legal right to see the child.

Q3—Was it fully solved? (4 minutes)
Teacher: *Here's where I want to hear different opinions. Was this fully solved? (pause for hands) I'm going to push back on whoever answers. If you say yes, what about states that haven't complied? If you say no, isn't a court ruling powerful?*

- This question has no single right answer. Reward specific reasoning.
- Close with: "Legal change is often the beginning of a longer process, not the end."

Step 11: Activity 3—Space and Power (40–48 min)

Step 11: Small Group Discussion + Written Responses

Transition to Activity 3. Students work in groups of 3–4 to discuss the questions, then write individual responses.

Teacher: *We've been talking about legal rights, but I want to shift to something less visible but just as important: physical space. Get into groups of 3 or 4 and turn to Activity 3. Spend about 4 minutes discussing the questions together, then write your own individual answers. We'll share out on Q4.*

Group discussion prompts (display on board):

- Q1: Why are physical spaces important? What does a community space provide beyond a building?
- Q2: What happens when those spaces disappear? What is lost?
- Q3: Who might feel excluded from modern Pride events?
- Q4: Why do some histories get preserved while others are erased?

Share-out on Q4:

Teacher: *Let's hear from groups on Q4. Why do you think Black drag culture on Indiana Avenue isn't as well-known as other parts of LGBTQ+ history?*

- Guide toward: Who controls historical narratives? Who has resources to document and preserve history? Whose stories are centered in mainstream media?
- Connect to broader historical thinking: Erasure is not accidental; it reflects who has power to define history.

Teacher Note: Black LGBTQ+ History

Be intentional here. The erasure of Black drag culture on Indiana Avenue is not just a historical footnote, it reflects ongoing patterns in how LGBTQ+ history is told. Acknowledge this directly and encourage students to think about whose stories are centered and whose are missing in any historical account.

Step 12: Closure & Preview Day 3 (48–50 min)

Step 12: Wrap-Up & Preview

Teacher: *Let's land the plane for today. We covered two big ideas: Legal rights matter because they have real, specific consequences for families, not just abstract fairness. And physical spaces matter because they're where communities build identity, safety, and power.*

Teacher: *Tomorrow we're going to bring everything together. You'll do a debate and then write a short essay. Tonight, review your notes from both days. Think about this question: Has Pride in Indianapolis changed more in terms of celebration or in terms of activism? We'll argue both sides tomorrow.*

Optional Homework Prompt

In 3–5 sentences: What is one thing you learned today that surprised you, and why? Be specific, don't just say it was interesting.

Day 3: Synthesis & Writing

Debate (Activity 5) • Short Essay (Activity 6)

Lesson Sequence:

By the end of today, students will be able to:

- Construct and defend an argument about the nature of Pride (celebration vs. activism) using evidence
- Engage in structured academic discussion, including acknowledging and responding to opposing views
- Write a structured short essay with a clear thesis, specific evidence, and a conclusion

Materials Needed for Day 3

- Activity 5: Debate worksheet (one per student)
- Activity 6: Short Essay worksheet with planning organizer and rubric
- Whiteboard divided into two columns (Agree / Disagree) for Step 14
- Optional: timer displayed for debate rounds

Day 3 Timing Overview	
0–5 min	**Step 13—Warm-Up & Debate Preparation**
5–10 min	**Step 14—Evidence Gathering (Pairs)**
10–25 min	**Step 15—Structured Debate**
25–30 min	**Step 16—Debate Debrief**
30–33 min	**Step 17—Essay Launch & Planning**
33–47 min	**Step 18—Essay Writing Time**
47–50 min	**Step 19—Final Closure & Reflection**

Step 13: Warm-Up & Debate Preparation (0–5 min)

Step 13: Setting Up for Debate

Write the debate statement on the board: "Pride today is more about celebration than activism." Give students 3 minutes to decide their position and jot down 2–3 initial arguments before any discussion on students to build on each other's answers rather than validating each one yourself.

> **Teacher:** *Look at the statement on the board. I want you to take 2 minutes right now, silently, and decide: do you agree or disagree? Write your position and jot down your first 2–3 arguments. Don't talk to anyone yet.*

Teacher Note

Letting students form an initial position before discussion reduces "groupthink" in the debate. Students who haven't done the readings will struggle here. If needed, give a 1-39 minute reminder of key evidence: Early Pride goals were safety/visibility; contemporary Pride is larger/more commercial; but LGBTQ+ legal fights are ongoing.

Step 14: Evidence Gathering (5–10 min)

Step 14: Pairs Work—Building Both Sides

Students pair up and complete the evidence table in Activity 5. They must find at least 2 pieces of evidence for EACH side, even if they disagree with one.

> **Teacher:** *Find a partner. Open Activity 5 and fill in the evidence table. Here's the challenge: you have to fill in BOTH columns, even if you disagree with one side. A strong argument always knows the other side. You have 5 minutes.*

Circulate and prompt as needed:

- Push students past vague answers like "times have changed" — require specific examples from the unit.

Step 15: Structured Debate (10–25 min)

Step 15: The Debate—Three Formats (Choose One)

Choose the format that fits your class size and culture. All three work for this prompt.

Option A: Four Corners (recommended for energetic classes)

- Label four corners: Strongly Agree, Agree, Disagree, Strongly Disagree.
- Students physically move to their corner.
- Call on 1–2 students from each corner to explain their position.
- After each round, students may move if they're persuaded.
- Run 3 rounds: opening statement, response to opposing argument, final position.

Option B: Small Group Socratic Seminar (recommended for discussion-strong classes)

- Groups of 4–5 with one student assigned to take notes on the strongest arguments made.
- Each group debates for 6 minutes, then each note-taker shares the strongest argument from their group.
- Whole class votes on the most persuasive argument heard.

Option C: Formal Two-Sides Debate (recommended for structured environments)

- Divide the class in half: one side argues Agree, one side Disagree (regardless of personal opinion).
- Round 1 (3 min): Each side prepares opening statement.
- Round 2 (4 min): Opening statements (2 min per side).
- Round 3 (4 min): Rebuttals (2 min per side).
- Round 4 (2 min): Closing statements (1 min per side).

Key teachers move during debate:

Teacher: *I'm going to push on every answer today. If you say Pride is just celebration, I'll ask: What about trans rights? If you say it's still activism, I'll ask: Why do you think corporations are spending millions to sponsor it? Strong debaters acknowledge complexity.*

Step 15: Continued

Facilitation Tip

Avoid taking a personal side in the debate. Your role is to push both sides toward deeper thinking with follow-up questions like: "Can both things be true at once?" "What evidence would change your mind?" "Is there a version of this debate that is specifically about Indianapolis, not just nationally?"

Step 16: Debate Debrief (25–30 min)

Step 16: Landing the Debate

Teacher: *Let's step back from the debate for a moment. What did you notice? Did anyone change their mind? Or at least see the other side more clearly? (Take a few responses)*

Teacher: *Here's my take: This debate doesn't have a right answer, and that's intentional. The ability to hold complexity, to say "both things can be true," is one of the most important skills in social studies and in life. Pride can be both celebratory AND activist. The question is whether the activism is visible enough, and who it's serving.*

Write on the board:
Can celebration be a form of activism? Can activism take the form of a parade? Leave this as an open question as students transition to the essay.

Step 17: Essay Launch & Planning (30–33 min)

Step 17: Setting Up the Essay

Distribute or direct students to Activity 6. Spend 3 minutes explaining the prompt and planning organizer.

> **Teacher:** *Turn to Activity 6. The essay prompt asks: How has Pride changed in Indianapolis over time? This is a synthesis essay. You're pulling everything from the past three days into one coherent argument. Before you write a single sentence of your essay, fill out the planning organizer. A strong plan makes a strong essay. You have about 2 minutes to plan, then 12–14 minutes to write.*

Walk through the planning organizer briefly:

- Thesis row: Your thesis must make an argument, not just say things changed. Try: "Pride in Indianapolis transformed from a private, survival-focused movement into a public assertion of civil rights and cultural identity." That's an argument. "Pride has changed a lot" is not.
- Body paragraphs: Students should allocate at least one paragraph to early events/1984, one to legal change, and connect them.
- Conclusion: Remind students to circle back to the thesis, don't introduce new information.

Thesis Coaching

Many students write descriptive essays instead of argumentative ones. The key move is: Your thesis should be a claim that someone could disagree with. "Pride grew bigger over time" is descriptive. "The shift from private gatherings to Monument Circle represents a deliberate political strategy, not just social change" is arguable.

Step 18: Essay Writing Time (33–47 min)

Step 18: Independent Essay Writing

Students write silently for 12–14 minutes. This is timed, focused independent work.

Teacher: *If you get stuck, look at your planning organizer. If you finish early, re-read and ask: Did I prove my thesis? Did I use at least three pieces of specific evidence? Do I have a conclusion?*

Teacher actions during writing:

- Do not answer content questions. Redirect students to their notes: "Check your notes page from Day 1" or "Look at your Activity 1 responses."
- You may quietly note students who are off-task or blank, give a gentle prompt: "What's your thesis? Tell me out loud." Once they say it, they can write it.
- At 8 minutes, give a quiet warning: "You should be finishing your second or third body paragraph."
- At 12 minutes: Wrap up your current thought and write your conclusion – 2 minutes.

If Students Finish Early

Direct them to the self-assessment checklist on the rubric: "Go through the rubric and give yourself an honest score. Then revise one thing to improve your score."

Step 19: Final Closure & Reflection (47–50 min)

Step 19: Unit Wrap-Up

Teacher: *Pencils down. Before I collect these, I want you to do one thing: draw a star next to the sentence in your essay you're most proud of. Just one.*

Step 19: Continued

Teacher: *Over the past three days, we've covered a lot, from a quiet picnic in a park in 1976 to a landmark court case that changed parental rights. What connects all of it? Communities fighting to exist, to be seen, and to be treated equally under the law. That fight didn't start with LGBTQ+ people, and it hasn't ended with them either.*

Teacher: *Final reflection, silent, 1 minute: What's one thing from this unit you'll still be thinking about next week? Write it down before you hand in your essay.*

Collect essays. Return Day 1 Exit Tickets (if kept) so students can see their growth.

Optional Extension for Fast Finishers or Homework

Research one current news story about LGBTQ+ rights in Indiana or the U.S. Write a paragraph connecting it to what you learned this week. What has changed since *Henderson* v. *Box*? What hasn't?

Post-Unit Teacher Checklist

✓ **After Day 3—Teacher To-Do**

- Score essays using Activity 6 rubric; return within 3–5 school days.
- Note which students struggled with thesis construction. Address in next writing unit.
- Flag students who showed strong historical empathy. Consider extension options.
- Review Activity 1 responses for misconceptions about legal reasoning.
- Consider: Did any students express discomfort with the content? Follow up privately.
- Optional: Share anonymous exemplar essays with the class for peer learning.

NAME _____ DATE _____

Activity 1: Case Study: *Henderson* v. *Box*

Used on: Day 2 | LGBTQ+ History in Indianapolis

What is this activity? You will read a real court case from Indiana and answer questions about what it reveals about legal rights, equality, and how change happens through the courts.

Why does it matter? *Henderson* v. *Box* is a real case involving Indianapolis families. It shows how constitutional law affects everyday life — and how legal progress is won.

Before You Read: Activate Your Thinking

Answer this question before you open the article. Write 2–3 sentences.

What rights do parents legally have? Think about medical decisions, custody, and legal documents. What might it mean for a parent if those rights were denied?

Read the Article

Article: *Henderson* v. *Adams*

URL: indyencyclopedia.org/henderson-v-adams/

Instructions: Read the article all the way through once before answering any questions. As you read, underline or mark the following:

- The specific law or policy that caused the problem
- The real-world consequences families faced
- The court's decision and its legal reasoning
- Any indication of whether the problem was completely resolved

Key Terms	Definition
Equal Protection	A constitutional requirement that the government must treat people in similar situations the same way under the law
Birth Certificate	A legal document that officially records who a child's parents are. Having your name on this document gives you legal parental rights
Parental Rights	Legal rights and responsibilities a parent have toward their child, including making medical decisions, custody, and inheritance
Unconstitutional	Violating the rules set out in the US Constitution. Courts can strike down laws that are unconstitutional
Biological Parent	A parent who is genetically related to the child. Non-biological parents (e.g., adoptive or same-sex partners) have no automatic legal status
Ruling	A court's official legal decision on a case

Case Study Questions

Answer each question in your own words. Do not copy sentences from the article.

1. What specific inequality existed in this case? What could same-sex couples NOT do that opposite-sex couples could?

Hint: *Think about the birth certificate specifically. What was Indiana's rule? Who did it affect differently?*

2. Why were legal rights important for the families involved? Describe at least two specific, real-world consequences they faced without legal recognition.

Hint: *Think beyond "it wasn't fair." What could go wrong at a hospital? In a custody dispute? At school?*

3. What was the court's ruling? What legal principle did it use to justify its decision?

Hint: *Look for references to the 14th Amendment or Equal Protection in the article.*

4. Was the issue fully solved by this ruling? Explain your reasoning using evidence from the article or your own knowledge.

Hint: *A court ruling solves the legal question before it — but are there other barriers that remain? Think about enforcement, other states, cultural attitudes.*

Reflection

Going further: How does this case connect to the broader history of civil rights in America? Can you think of another group that had to go to court to win rights that others already had? Write 2–3 sentences.

NAME _____ DATE _____

Activity 2: Then vs. Now

Used on: Day 1 | LGBTQ+ History in Indianapolis

What is this activity? You will compare the past and present state of LGBTQ+ life in Indianapolis, then answer discussion questions about what that change means.

Why does it matter? First, talk through the table with your partner. Then write your own individual answers to the questions below.

Then vs. Now: LGBTQ+ Life in Indianapolis

Topic	Past (pre-1984)	Present
Pride Events	Small, private gatherings. Participants risked social consequences. No public marches or city recognition.	Large public celebrations. Officially recognized. Tens of thousands attend. Corporate sponsorship is common.
Visibility	Very low. LGBTQ+ identity was largely hidden in public life. Being openly gay could cost someone their job or housing.	Higher. LGBTQ+ individuals appear in media, politics, and public life, though unevenly across race, class, and region.
Legal Rights	Very limited. No marriage equality. No federal anti-discrimination law. Same-sex parents lacked legal recognition (see Activity 1).	Expanded. Marriage equality since 2015 (*Obergefell* v. *Hodges*). Some anti-discrimination protections. But gaps remain, especially for trans people.
Community Spaces	Hidden bars, private gatherings, community centers. Spaces were frequently raided or policed.	More public visibility, but many historic gathering places have closed due to gentrification and rising costs.
Black LGBTQ+ Spaces	Indiana Avenue had a vibrant Black drag culture. Significant for the community but largely unrecognized by mainstream society.	Still underrepresented and underdocumented in mainstream LGBTQ+ history. This erasure is an ongoing issue.
Response to Health Crises	During the AIDS crisis (1980s), federal response was slow. Community organizations like the Damien Center (1987) filled the gap.	Greater institutional support exists, but community organizations still lead advocacy work for LGBTQ+ health and wellbeing.

Discussion Questions

After discussing with your partner, write your own individual answers below.

1. What does "progress is uneven" mean? Why might progress be slower for some groups within the LGBTQ+ community than for others? Give at least one specific example.

Hint: *Think about race, class, geography (rural vs. urban), and gender identity. Who benefits most from legal changes? Who is still left behind?*

2. Look at the table again. Which change do you think has had the biggest real-world impact on people's lives? Explain why, using specific evidence.

Hint: *Don't just say something "seemed important." Explain HOW it affected real people's daily lives: safety, family, legal status, etc.*

3. Is there an area in the table where you think more progress still needs to be made? Explain what would need to change and why it matters.

Hint: *Be specific. What law, policy, or social attitude would need to change? Who would benefit?*

Critical Thinking Challenge

The table above mostly shows progress. But some historians argue that as LGBTQ+ spaces become more mainstream and commercially sponsored, the original purpose of Pride, protest and resistance, gets diluted.

Do you agree or disagree? Write 2–3 sentences explaining your view. We'll return to this question in Activity 5.

NAME _____ DATE _____

Activity 3: Space and Power

Used on: Day 2 | LGBTQ+ History in Indianapolis

What is this activity? You will analyze why physical spaces matter for communities, what happens when those spaces are lost, whose stories tend to get remembered, and whose get erased.

Why does it matter? Discuss questions 1–4 in your small group (3–4 people), then write your own individual answers. Question 4 will be shared with the class.

Background: What are "spaces" and why do they matter?

Physical spaces are not neutral. They reflect who has power in a society, who feels safe, and who belongs. Throughout history, marginalized communities have created their own gathering spaces when they were excluded from mainstream ones.

For LGBTQ+ people in Indianapolis, these spaces included bars, community centers, private homes, and cultural corridors like Indiana Avenue. They were places to be seen, to organize, to grieve, and to celebrate.

When those spaces disappear—due to gentrification, rising rents, or social change—something more than a building is lost.

Group Discussion + Individual Written Responses

Discuss each question in your group first. Then write your own answer independently.

1. Why are physical spaces important for communities? Go beyond just "having a place to meet." Think about what a dedicated community space provides that a social media group cannot.

Hint: *Think about: safety, visibility, cultural memory, a sense of belonging, organizing power, passing down traditions.*

2. What might happen to a community when its gathering spaces disappear? Think about both practical effects and cultural or emotional effects.

Hint: *Consider: Where do people go? What networks are lost? What cultural knowledge disappears? Who is most affected?*

3. Who might feel excluded from contemporary Pride events in Indianapolis? Think about race, class, gender identity, disability, and geography.

Hint: *Pride events today are large, public, and sometimes expensive. Not everyone feels equally welcome or represented. Who might be left out, and why?*

4. The history of Black drag culture on Indiana Avenue is often described as being "erased" from mainstream LGBTQ+ history. Why do you think some histories get preserved and others get forgotten?

Hint: *Think about: Who writes history? Who has resources to document and preserve culture? Whose stories are centered in mainstream media and museums? Is erasure always intentional?*

NAME _____ DATE _____

Activity 4: Source Analysis

Used on: Day 1 | LGBTQ+ History in Indianapolis

What is this activity? You will read a primary source excerpt from the Indiana History Blog and analyze what it tells us about the goals of early Pride in Indianapolis, and what makes a source reliable.

Remember: A primary source is created by someone directly involved in or witnessing the events. That gives it authenticity, but also means it has a perspective. Good historians always ask: Who wrote this? Why? What might they have left out?

Before You Read: Pre-Reading Questions

Answer these two questions BEFORE reading the excerpt. Write 1–2 sentences each.

A. What do you already know about why Pride events started? What was their original purpose?

_____

_____

_____

B. What do you think it would have felt like to be openly LGBTQ+ in Indiana in the 1970s? What risks might someone face?

_____

_____

_____

The Source: Indiana History Blog Exerpt

Source: Indiana History Blog

Title: "From Gay Knights to Celebration on the Circle: A History of Pride in Indianapolis"

URL: https://blog.history.in.gov/tag/gay-knights-on-the-circle/

Read this excerpt carefully. Annotate as you read: circle words you don't know, underline key claims, and put a question mark next to anything you find surprising.

"The fabric of America has always been comprised of LGBTQ+ individuals, but due to social stigmas, legal discrimination, and the perpetuation of violence, many of these individuals lived quietly. While the 1969 Stonewall Uprising in New York City proved to be a watershed moment in the national fight for equality, those in the conservative state of Indiana continued to socialize privately, for the most part.

In 1976, the first 'Gay Pride Week' was held in Indianapolis, hosted by the Metropolitan Community Church (MCC) and the Gay Peoples Union. Rather than celebrate publicly, attendees were invited to attend a picnic at Sugar Creek Park, donate blood at MCC, participate in a 'Youth Kamp Disco,' and attend workshops entitled 'Do I Tell My Parents?,' 'Christian and Gay,' 'Lifestyles in the '70s,' and 'Gays and Government.'

MCC pastor Rev. James Hill said the purpose of the week was 'to make society aware of our presence and as a self-affirming thing for gay people as well affirming they have the right to be.'"

—Indiana History Blog, Indiana Historical Society

Source Analysis Questions

Answer each question in your own words. Do not copy sentences from the source.

1. According to this source, what were the main goals of early Pride events in Indianapolis? List at least two distinct goals and explain each in your own words.

Hint: *Rev. Hill named two specific purposes. What were they? What do they tell you about the challenges LGBTQ+ people faced in 1976?*

2. Why do you think the events in 1976 were deliberately low-key — a picnic, workshops, blood donation — rather than a street parade? What does this tell you about the context?

Hint: *Think about what was at stake for attendees. What risks would a public march have carried in 1976 Indiana?*

3. The author calls Indiana a "conservative state." Why does this context matter for understanding the source? How does it shape what people could and couldn't do?

Hint: *What does "conservative" mean in this political and social context? How might life in Indiana have differed from life in New York in 1976?*

4. Is this a reliable source? Consider: Who wrote it? What are its strengths? What might it leave out or get wrong? What other sources would a historian want?

Hint: *Reliable doesn't mean "perfect." A source can be reliable for some purposes and limited for others. Think about the author's perspective, their access to information, and potential biases.*

Comparing Sources

If you also read the *Henderson* v. *Box* article (Activity 1), compare the two sources. Complete the table below.

	Indiana History Blog	*Encyclopedia of Indianapolis* (*Henderson* v. *Box*)
Type of source		
Main Purpose		
Most useful for learning about...		
Potential limitations		

Class Share-Out Preparation

For question 4, your group will share out with the class. Before sharing, agree on:

- Your group's strongest point
- One question your group is still unsure about

Group's strongest point:

Something we're still unsure about:

Extension: Making Connections

Can you think of another community, not LGBTQ+, whose physical spaces or cultural centers have been lost due to urban change, gentrification, or historical erasure? What was the impact? Write 3–5 sentences.

NAME _____ DATE _____

Activity 5: Debate Preparation

Used on: Day 3 | LGBTQ+ History in Indianapolis

What is this activity? You will prepare for a class debate by gathering evidence for BOTH sides of a statement, then write and defend your own position.

Why both sides? Strong debaters understand the opposing argument. If you only know your own side, you can't respond when challenged. Today, you must fill in BOTH columns, even if you disagree with one side.

The Debate Statement

"Pride today is more about celebration than activism."

Do you agree or disagree? You will need evidence from across all three days of class.

Step 1: My Initial Position (Before Discussing)

Before talking to anyone, write your initial position and your first instinct arguments.

My Position (circle one): AGREE / DISAGREE / IT'S COMPLICATED

My first instinct — why I think this (2–3 sentences):

_____

_____

_____

Step 2: Evidence Gathering (Both Sides)

With your partner, complete the table below. You need at least 3 specific pieces of evidence for each column. Draw from class notes, activities, and readings.

AGREE—Evidence & Examples	DISAGREE—Evidence & Examples

Step 3: My Argument

Now that you've gathered evidence for both sides, write your argument. Your position may have evolved. That's the point of this exercise.

1. State your position clearly. Do you agree or disagree with the statement, and why? Write 3–4 sentences using specific evidence.

2. What is the STRONGEST argument against your position? Acknowledge it honestly, then explain why your argument is still more convincing.

> **Hint:** *This is called a "concession and rebuttal." It's one of the most powerful debate techniques. Don't ignore the other side, engage with it.*

3. Can both things be true at once? Is it possible for Pride to be BOTH celebratory AND activist? Explain your thinking in 2–3 sentences.

> **Hint:** *Think about whether celebration and activism are opposites, or whether they can overlap. What examples support your view?*

Debate Format: What to Expect

Your teacher will choose one of these formats:

Format	How It Works
Four Corners	Move to Strongly Agree / Agree / Disagree / Strongly Disagree. Explain your position. You may move after hearing arguments.
Socratic Seminar	Small groups debate for 6 minutes. One notetaker records the strongest argument. Groups share out.
Formal Debate	Class splits in half. Opening statements → rebuttals → closing statements. 2 minutes per round per side.

After the Debate: Reflection

4. After the debate: Did your position change, or did it become more certain? What argument from the other side was hardest to counter? Write 3–4 sentences.

NAME _____ DATE _____

Activity 6: Short Essay

Used on: Day 3 | LGBTQ+ History in Indianapolis

What is this activity? You will write a short synthesis essay that pulls together everything from the past three days into one structured, evidence-based argument.

Important: Complete the planning organizer BEFORE writing your essay. Your notes, Activity 1, and Activity 4 responses are your best resources.

The Essay Prompt

How has Pride changed in Indianapolis over time?

In your essay, discuss early events, the significance of Monument Circle, the growth of the movement, and at least one relevant legal case. Use specific evidence to support your argument.

Requirements: 3–4 paragraphs • Clear thesis • At least 3 specific pieces of evidence • Conclusion that returns to your thesis

What Makes a Strong Thesis?

Your thesis is the single most important sentence in your essay. It must make an ARGUMENT: a claim that someone could disagree with.

Weak	"Pride in Indianapolis has changed a lot over time."
Strong	"Pride in Indianapolis transformed from a private, survival-focused movement into a public assertion of civil rights and cultural identity, driven by community organizing, legal victories, and the courage of those who refused to stay hidden."

Test your thesis: Could someone reasonably disagree with it? If yes, it's an argument. If no, it's a description. Revise until it's an argument.

Essay Planning Organizer

Complete this BEFORE writing. Spend about 3 minutes planning.

Thesis Statement (1 sentence, your argument)	Write your thesis here:
Body Paragraph 1 Early Events (pre-1984)	Key evidence I will use: How it connects to my thesis:
Body Paragraph 2 Monument Circle & Growth	Key evidence I will use: How it connects to my thesis:
Body Paragraph 3 Legal Case(s)	Key evidence I will use: How it connects to my thesis:
Conclusion (Do NOT add new info)	How will I restate my thesis in different words? What is the larger significance I want to leave readers with?

Essay Draft

Write your essay below. Use your planning organizer. Aim for 3–4 paragraphs.

Self-Assessment Checklist

Before Submitting, check each box:

- ☐ My thesis makes a clear argument (not just a description).
- ☐ I used at least 3 specific pieces of evidence (dates, names, events, cases).
- ☐ Each body paragraph connects back to my thesis.
- ☐ My conclusion restates the thesis in different words. I didn't add new information.
- ☐ I answered in complete sentences with no major grammar errors.
- ☐ I put my name, date, and period at the top.

One sentence I'm most proud of (star it in your essay and write it here):

One thing I would improve if I had more time:

Further Resources

Encyclopedia of Indianapolis

Chris Gonzalez Library and Archives

https://indyencyclopedia.org/chris-gonzalez-library-andarchives/

Gay Knights on the Circle

https://indyencyclopedia.org/gayknights-on-the-circle/

Indiana AIDS Memorial

https://indyencyclopedia.org/indiana-aidsmemorial/

Indianapolis Public Library

LGBTQ the Survival Guide for Lesbian, Gay, Bisexual, Transgender, and Questioning Teens

https://indypl.bibliocommons.com/v2/record/S165C986947

LGBTQ Film

https://indypl.bibliocommons.com/v2/search?query=LGBTQ&f_FORMAT=VIDEO ONLINE&searchType=keyword

Other

Stonewall Uprising: The Year That Changed America

https://www.pbs.org/wgbh/americanexperience/films/stonewall/#part01

Hoosier LGBTQ+ History

https://indianamemory.contentdm.oclc.org/digital/collection/p16066coll43/search

Freedom Indiana

https://www.freedomindiana.org

Indy Pride

https://www.indypride.org/about

Damien Center

https://www.damien.org

IYG (formerly Indiana Youth Group)

https://www.iyg.org/about/

"*Obergefell* v. *Hodges*."

https://www.oyez.org/cases/2014/14-556.

"Drag Resistance and Worker Solidarity on Indiana Avenue."

https://indianahumanities.org/2022/06/24/drag-resistance-and-worker-solidarityon-indiana-avenue/.

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