



INTERDISCIPLINARY **HIGH SCHOOL** MINI UNIT





Pre-Lesson: ELA Standards-Reading Informational Texts

Site Specific Lesson: ELA/Arts Standards-Writing Fiction

Post Lesson: Geometry/Algebra Standards

Date/Time	Subject	Room #	# of Students
Pre-Lesson	Stonewall National Monument/ELA/Humanities	At School	
COMMON CORE LEARNING STANDARDS		ESSENTIAL QUESTIONS	
<u>CCSS.ELA-LITERACY.RH.9-10.9</u> Compare and contrast treatments of the same topic in several primary and secondary sources.		Why are there multiple accounts of the events at the Stonewall Riots on June 28, 1969? How are the authors of the artifacts situated in their own perspectives? What are the key elements from the artifacts that could be synthesized to make a cohesive narrative?	
Objective What will your students be able to do?		KEY POINTS What knowledge and skills are embedded in the objective?	
SWBAT compare and contrast experts from artifacts about the Stonewall Riots and synthesize the details to construct their own narrative about the events and people and ideas surrounding the June 28, 1969 riots.		Knowledge: Vocab-LGBTQ, “homophile”, Greenwich, Inspector Pine, Marsha P. Johnson, Storme DeLarverie, Miss Major Griffin Gracy Skills: • Gathering Information from Resources • Analyzing for Bias and Perspective • Synthesizing contrasting treatments	
Connection to IEP / Assessment goals Anchor Standards below can inform IEP Goals for Alternate Assessment Students			
<u>CCSS.ELA-LITERACY.CCRA.R.3</u> Analyze how and why individuals, events, or ideas develop and interact over the course of a text.			
<u>CCSS.ELA-LITERACY.CCRA.R.7</u> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.			

Teacher Does	Students Do	Paraprofessional Responsibilities
Teacher will write on a chart paper the following prompt on a visible board as a “Do Now” or “Priming Task”: A Word About Words- Why do you believe words and identifiers have changed over time? Teacher will read the objective for the lesson and introduce this as a pre-lesson to a field trip to the Stonewall National Monument. Elicit class shares and add the thoughts and predictions about the Monument and prior knowledge. Teacher will name organizations dedicated to preserving the history of LGBTQ civil rights history including: The Gay and Lesbian Center of New York, The CUNY Grad Center, The Lesbian Herstory Archives, The National Park Service and Various Print Journals. Ask students as a class to speak to define “bias” “perspective” “subjectivity” and “point of view”.	Students will silently and independently think, write, mind map, or draw a “free write” association with the vocabulary and make connection among the words. Students should share familiarity with the organizations and definitions of the key vocabulary.	For students who need visuals or supports, paras can write the words on top of the page for the student or read the words aloud 1:1 in a student’s preferred language.
Time	Materials	Differentiation
10 min	Board, writing utensils	A key word bank and definitions sheet can be provided to students during the DO NOW activity.
Group Practice		Paraprofessional Responsibilities
Students will form groups of 3-5 depending on the size of the group. Artifacts should be printed by the staff before the lesson and left on each table. Students should also have a blank sheet of paper and writing utensil to write their synthesis and thesis about the perspectives on the Stonewall Riots. In small groups students will investigate the 6 artifacts in front of them and discuss with their peers the different perspectives and treatment of the same event in history. Students should make inferences and begin to formulate a group thesis statement and select evidence that supports that claim. Students should highlight at least 2 to 3 artifacts to support their claim. Small groups should then share aloud their different claims or the class.		

Time	Materials	Differentiation
25 min	Artifacts, writing paper and utensils	Students can be provided with graphic organizers (like a T-Chart) and can compare and contrast differences. Author, source and date can be highlighted on artifacts to prompt students to use the elements.
Independent Practice		Paraprofessional Responsibilities
Teacher will then prompt students to write thick questions for investigation. They clearly do not have a full picture of the events of Stonewall and there are many intersecting and sometimes conflicting narratives. Ask students to come up with 4 thick research questions and research approaches in their notebooks.		
Time	Materials	Differentiation
10 min	Loose Leaf Paper, writing utensils	
CLOSING		Paraprofessional Responsibilities
Invite a few students to share their thick questions and to prepare for the field trip tomorrow. Encourage students to begin independent research at home and bring their understandings to the site.		
Time	Materials	Differentiation
5 min		

Date/Time	Subject	Room #	# of Students
On Site Lesson	Stonewall National Monument	On-Site	
COMMON CORE LEARNING STANDARDS		ESSENTIAL QUESTIONS	
<u>CCSS.ELA-LITERACY.W.9-10.3</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <u>CCSS.ELA-LITERACY.W.11-12.3</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		Why is it important for us to “preserve history unimpaired” and learn about the civil rights movements for LGBTQ people? How was Stonewall a part of a youth movement? What spaces, places and people here in the present make “exceptionally significant history”? What is my role in “making history”?	
Objective What will your students be able to do?		KEY POINTS What knowledge and skills are embedded in the objective?	
SWBAT apply the National Park Service Mission, “preserving history unimpaired” to a short reflective narrative about the importance of remembering conflict and resistance movements by using imagery, setting, key details and first personal emotional reactions.		Students should know the ELA concept of a “text-to-self” connection. Students should know the difference between “opinion”, “narrative” and “objectivity/fact.” Students should be able to imagine multiple perspectives from the participants at stonewall and today. Students should know key writing concepts like imagery, details, setting, characters and conflict.	
Connection to IEP / Assessment goals			
Anchor Standards below can inform IEP Goals for Alternate Assessment Students			
<u>CCSS.ELA-LITERACY.CCRA.W.3</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.			
Teacher Does	Students Do	Paraprofessionals Responsibilities	
Teacher will arrive at Stonewall with picture artifacts of Stonewall Riots, key quote slips and the audio/text of the Obama designation speech. Teacher will ask students to use context clues and point to Stonewall Inn.	Gather in the park near the National Park Service Sign, each student should come with a notebook and writing utensil.	Monitor the room and prompt students who are not writing. Repeat the question for students who might need assistance.	

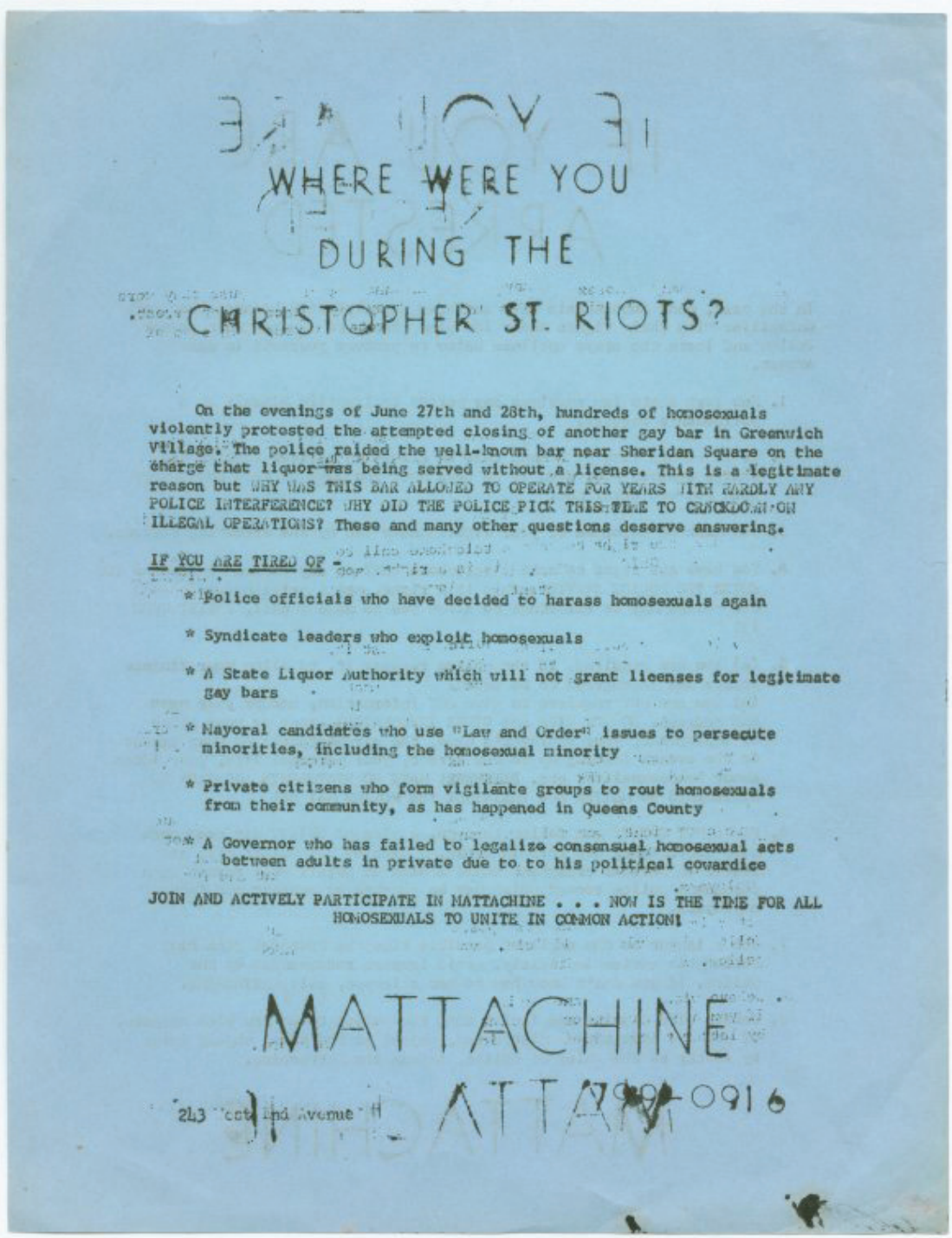
Teacher will pass out the quote slips to select students. Teacher will then make explicit connections to narratives and history. Teacher will ask students to describe the “tone” of the quotes and to use literary devices to write a personal account of their experiences with the national monument and the emotional impact of the space and ways it was utilized by the participants for survival.	Students will read the sign and listen as their peers read select quotes aloud. Students can respond: sad, violent, scary, mad, funny, overwhelming, dark, dingy, rundown.	
Time	Materials	Differentiation
15 min	Quote slips, pictures, notebooks, writing utensils	Quote slips have pictures and a range of lexile levels.
Group Practice		Paraprofessional Responsibilities
Students can go as a whole class or in small groups depending on size and safety. Students should walk the entirety of the Stonewall National Monument streets and make notes about setting using descriptive language, imagery and detail. Students should be encouraged to take photos, make note of how the public interacts with the space and compare it to the photographs and accounts of the community members in the 60s and 70s.		
Time	Materials	Differentiation
10 min	Notebook, cellphones	
Independent Practice		Paraprofessional Responsibilities
Students will sit on the benches in the park and write a short narrative piece summarizing their understanding of the events of Stonewall. Students should incorporate tone and imagery as they describe their experience and can employ one of the following genres to guide their drafting: travel guide description, internet listicle, journalism thinkpiece, opinion piece, diary entry or video transcript.		
Time	Materials	Differentiation
15 min	Notebooks, writing utensils	Prompts and guiding questions can be handed out to students instead of a free write. Students can also use a graphic organizer to write or draw.

CLOSING		Paraprofessional Responsibilities
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Time	Materials	Differentiation
5 min		

Date/Time	Subject	Room #	# of Students
Post Lesson	Stonewall National Monument/ Algebra and Statistics	At School	
COMMON CORE LEARNING STANDARDS		ESSENTIAL QUESTIONS	
<u>CCSS.MATH.CONTENT.HSS.ID.B.6</u> Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. <u>CCSS.MATH.CONTENT.HSS.IC.A.1</u> Understand statistics as a process for making inferences about population parameters based on a sample from that population.		Have the events of Stonewall impacted New York City LGBTQ residents? Can we use the limited police arrest record data to make inferences about “safety” and “security” for LGBTQ people? How have the laws and criminalization of LGBTQ people changed over time? Can this methodology be applied to other civil rights movements?	
Objective What will your students be able to do?		KEY POINTS What knowledge and skills are embedded in the objective?	
SWBAT represent the arrest record data of “homosexual crimes” and “morality” crimes over time in New York City and make connections to the events of the Stonewall Riots in 1969 to infer significance.		Knowledge: Vocab-dependent, independent variables, TI-89 calculator, scatter plot, correlation, limitations, population, parameters, data sets, “morality crimes” Skills: • Gathering quantitative Information from Police Records • Making inferences about populations based on data sets • Applying statistics in real world contexts	
Connection to IEP / Assessment goals Anchor Standards below can inform IEP Goals for Alternate Assessment Students			
<u>CCSS.MATH.PRACTICE.MP4</u> Model with mathematics.			
Teacher Does	Students Do	Paraprofessionals Responsibilities	
Teacher will read the objective aloud for the class. Teacher project the New York City morality laws and dates the laws were in effect that pertained to LGBTQ people.	Students should silently read along and write their reactions in their note-books. Students should make predictions about why the laws have changed.		

Teacher will ask students to silently reflect on the emotional impact of these laws and make connections to other state and federal laws that they know of that currently “feel unjust” or elicit an emotional reaction. As an extension, teacher can ask students if other laws would impact LGBTQ people even if it doesn’t explicitly name them (ie: loitering laws, noise ordinances etc). The teacher should ask students to make inferences about why the legislation has changed and the potential impact changing legislation has had on law enforcement and NYPD/LGBTQ relations.		
Time	Materials	Differentiation
10 min	Chart or Board, paper	
Group Practice		Paraprofessional Responsibilities
Teacher will ask the class how we can quantify their predictions to support or contradict their beliefs. Present a police record and ask students in small groups to determine the year and violation code. Students will split into heterogeneous small groups of 2-4 students and collect the tools they need to approach the task. This task can be scaled by providing students with a pre-made data table OR the original arrest records in a bundle. Students can also be provided with the New York City Public Records website and asked to find more records to increase their sample size to see if their outliers or other factors in the data sets. Small groups of students will use multiple strategies to find the data and represent the data statistically. Students should make an inference about the trends in the data. Students will also write an inference statement about the limitations of the data, external variables and impact of the Stonewall Riots in 1969.		
Time	Materials	Differentiation
35 min	Coordinate Planes, Rulers, Markers, Arrest Records, Data Tables, Violation Codes and Dates, Calculators, Graphing Calculators	Pre-populated data tables, Calculators, sentence starters, Coordinate planes with variables prepopulated

Independent Practice		Paraprofessional Responsibilities
Students will write a short reflection piece on the changing nature of laws, civil rights movements and statistical analysis. Students should speak to the role of quantitative data in constructing narratives and treatments of events in history. There is a two page article to support questioning on police data and injury trends for LGBTQ people. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1730297/pdf/v011p00324.pdf		
Time	Materials	Differentiation
5 min	Exit slip	
CLOSING		Paraprofessional Responsibilities
Students will hand in their exit slips as they exit the class.		



(1969, New York Public Library, Manuscripts and Archives Division)



(NY Daily News Archives June 29, 1969, full text or adapted text at: <http://www.nydailynews.com/new-york/stonewall-riot-place-1969-article-1.2267954>)



(Lucian Truscott IV. "Gay Power Comes to Sheridan Square." *Village Voice* 14, no. 38 (July 3, 1969): 1, 18. Available online with adapted text and transcript via the Google Newspaper Archive)



(Howard Smith. "View from Inside: Full Moon Over the Stonewall." *Village Voice* 14, no. 38 (July 3, 1969): 1, 25, 29. Available online with adapted text and transcript via the Google Newspaper Archive)

200

STONEMAN 1968–1973

and the glasses they served the watered-down drinks in weren't particularly clean. The place attracted a very eclectic crowd. Patrons included every type of person: some transvestites, a lot of students, young people, older people, businessmen. It was an interesting place. I met friends at the Stonewall regularly. There was a dance floor and a jukebox. There was a back-room area, which in those days meant there was another bar in back. There were tables where people sat.

The night of the raid, some men in suits and ties entered the place and walked around a little bit. Then whispers went around that the place was being raided. Suddenly, the lights were turned up, and the doors were sealed, and all the patrons were held captive until the police decided what they were going to do. I was anxious, but I wasn't afraid. Everybody was anxious, not knowing whether we were going to be arrested or what was going to happen.

It may have been ten or fifteen minutes later that we were all told to leave. We had to line up, and our identification was checked before we were freed. People who did not have identification or were under age and all transvestites were detained. Those who didn't meet whatever standards the police had were incarcerated temporarily in the coatroom. The coat closet. Little did the police know the ironic symbolism of that. But they found out fast.

As people were released, they stayed outside. They didn't run away. They waited for their friends to come out. People who were walking up and down Christopher Street, which was a very busy cruising area at that time, also assembled. The crowd in front of the Stonewall grew and grew.

I stayed to watch. As some of the gays came out of the bar, they would take a bow, and their friends would cheer. It was a colorful scene. Tension started to grow. After everybody who was going to be released was released, the prisoners—transvestites and bar personnel, bartenders, and the bouncers—were herded into a paddy wagon that was parked right on the sidewalk in front of the bar. The prisoners were left unguarded by the local police; they simply walked out of the paddy wagon to the cheer of the throng. There's no doubt in my mind that those people were deliberately left unguarded. I assume there was some sort of a relationship between the bar management and the local police, so they really didn't want to arrest these people. But they had to at least look like they were trying to do their jobs.

Once all of the people were out and the prisoners went on their merry ways, the crowd stayed. I don't know how to characterize the motives of the crowd at that point, except to say there was curiosity and concern about what had just happened. Then some people in the crowd started throwing pennies across the street at the front of the

FEARLESS YOUTH—MORTY MANFORD

201

Stonewall. Then someone apparently threw a rock, which broke one of the windows on the second floor. The Stonewall had a couple of great big plate-glass windows in the front. They were painted black on the inside. And there was a doorway in between them, which was the entrance. The building had a second floor, which I think was used for storage space. With the shattering of the glass of the second-floor window, the crowd collectively exclaimed, "Ooh." It was a dramatic gesture of defiance.

For me, there was a slight lancing of the festering wound of anger that had been building for so long over this kind of unfair harassment and prejudice. It wasn't my fault that many of the bars where I could meet other gay people were run by organized crime. Because of the system of official discrimination on the part of state liquor authorities and the corruption of the local police authorities, these were the only kind of bars that were permitted to serve a gay clientele. None of that was my doing.

The tension escalated. A few more rocks went flying, and then somebody from inside the bar opened the door and stuck out a gun. He yelled for people to stay back. Then he withdrew the gun, closed the door, and went back inside. Somebody took an uprooted parking meter and broke the glass in the front window and the plywood board that was behind it. Then somebody else took a garbage can, one of those wire-mesh cans, set it on fire, and threw the burning garbage into the premises. The area that was set afire was where the coatroom was.

They had a fire hose inside, and they used it. It was a small trash fire. Then they opened the front door and turned the hose on the crowd to try to keep people at a distance. That's when the riot erupted.

Apparently, a fire engine had been summoned because of the trash fire. As it came down the block, uniformed police started to arrive. They came down the street in a phalanx of blue with their riot gear on. In those days the New York City police had a guerrilla-prone cadre known as the Tactical Police Force, the TPF.

Who knows whether the violence would have escalated in the way it did if the TPF had not come in? That's what they always looked for; they wanted confrontation. Chasing after people and hitting them with their billy clubs, I think, provoked a greater response than there would have been otherwise. One way or the other, though, gay people had stood up and rebelled.

I watched. I wasn't looking for a fight. I can't claim credit for the small acts of violence that took place. I didn't break any windows. I wasn't the one who had a knife and cut the tires on the paddy wagon.

(Eric Marcus. *Making History: The Struggle for Gay and Lesbian Equal Rights, 1945-1990*. New York: HarperCollins, 1992. Full text with adapted audio capacity on <http://www.columbia.edu/cu/lweb/eresources/exhibitions/sw25/case1.html#voice>)

PRE LESSON ARTIFACTS

FEARLESS YOUTH—MORTY MANFORD 201

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ON SITE LESSON PLAN

Mini Lesson Quote Slips
Sylvia Rivera stated to interviewers, "We were the frontliners. We didn't take no shit from nobody," she continued, "We had nothing to lose." (Sylvia Rivera Law Project)
New York City Police Department (NYPD) Deputy Inspector Seymour Pine stated about his typical raids, "We'd go in," he said, "and the first police officer that went in with your group went to the bartender, flashed his shield and [announced], 'The place is under arrest. When you exit have some ID and it'll be over in a short time.' And that was it. It would take maybe a half hour to clear the place out." He explained, "I was in charge of five precincts that had to do with public morals: gambling, prostitution, liquor, social crimes, [all things] that should not have been part of the police department. But that was the way it was set up." He continued about June 29, 1969, "It made you feel lousy really," he said, "because most of them were school kids or those who had just recently gotten out of school. It made you feel like you were spoiling [whatever] fun they had." (pbs.org Stonewall Participants)
"We are the Stonewall girls We wear our hair in curls We don't wear underwear We show our pubic hair." (unknown author, chant) <i>Sung to the tune of Ta-ra-ra Boom-de-ay by LGBT crowd members at the NYPD</i>
Storme DeLarverie shouted at the crowd as she was handcuffed and placed in the police van, "Why don't you guys do something?!"

POST LESSON ARTIFACTS	
Mini Lesson Morality Laws and Dates	
NY State Morality, Vice and Criminal Codes	
1848-1968	People v. Archibald. New York State Supreme court upheld a conviction of Archibald for “cross-dressing” based on an 1800s vagrancy criminal code. The 1845 New York state statute defined an unlawful vagrant as “[a] person who, having his face painted, discolored, covered, or concealed, or being otherwise disguised, in a manner calculated to prevent his being identified, appears in a road or public highway.” The 1968 found that “the defendant admittedly appeared in a public subway station dressed in female attire and concealed his true gender. In doing so, the defendant was in violation of...section Code Criminal 887 which forbids a disguise in a manner calculated to conceal his being identified.”
1943	New York State released a study on the case of minors (age 16 and 15) who “engaged in homo-sexual practices.” The two children were brought before the Children’s Court in 1929 and found to be “psychopathic personality, with effeminate and homosexual traits.” They were placed on probation and then arrested for “sodomy.” Lewis J. Doshay, <i>The Boy Sex Offender and His Later Career</i>, (New York:Grune & Stratton, 1943
1979	People V Anonymous upheld a “sodomy” law stating that consensual homosexual activities in public restrooms were criminal activities. 415 N.Y.S.2d 921, decided Jan. 30, 1979. The lead attorney for the defendants was Harris Kimball, an attorney who had lost his license to practice because of his own sodomy conviction and who later was the plaintiff in a precedent-setting case on behalf of Gay attorneys.
1969	New York State Liquor Authority (SLA) was granted power to revoke the liquor license of bar owners who “suffer or permit [their] premises to become disorderly.” While “disorderly” was never explicitly defined, Gloria’s Bar & Grill in New York was shut down in 1939 for “permitting homosexuals, degenerates and undesirable people to congregate on the premises.” http://ypdcrime.com/abc/article8.htm#a106 (Chauncey, G. (1994). <i>Gay New York: Gender, urban culture, and the makings of the gay male world, 1890-1940</i>. New York: Basic Books.)
2013*-Present	New York State Senate Bill S1379 prohibits using possession of a condom as evidence “of soliciting prostitution” in a trial, hearing or proceeding in certain circumstances. The bill has yet to pass and LGBTQ organizations like Make the Road NY have conducted studies saying that their trans-gender and gay clients are profiled by police and charged with “soliciting prostitution” for walking in public.

GROUP PRACTICE POLICE RECORD

U.F. 61 (Rev. 9-28-58) 70139 (92)		(DO NOT FOLD THIS REPORT)		Duplicate Copy Required For		U.F. 61 File No.	
COMPLAINANT REPORT							
Complainant's Surname People	First Name	Telephone No.	8. Date and Time Reported 2:00am 6/28/69		A.M. 14	P.M. 15	18. Pct. 6
Complainant's Address		Apt. No.	11. Day, Date and Time of Occurrence 2:00am 6/28/69		A.M. 7	P.M. 17	27. Post 17
Place of Occurrence		☒ Inside ☒ Outside	36" 635	38" 7	40" 6	41" 6	42. Pct. of Arrest 6
53 Christopher St							45. Arrest No. 1583-4-5
Type of Premises, Business, etc. Club		50. TYPE OF PROPERTY		51. Value of Property Stolen		57. Value of Stolen Property Recovered	
Crime or Offense (if any) Harrasment 240.25/5		1. Autos Stolen or Recovered Locally					
Referred to: Receipt Acknowledged		2. Autos Recovered by Other Auto's.					
Received: Time Date		3. Autos Recovered F. O. A.					
THIS REPORT CONCERNS: (Check One)		4. Currency		5. Jewelry			
Lost Property ☐		6. Furs		7. Clothing			
Stolen Property ☐		8. Firearms		9. Miscellaneous			
Precinct Commander's Signature		If an alarm is transmitted enter the following information:					
		Alarm Number		Date and Time Transmitted		Property Clerk Voucher No.	
Details as Reported by Complainant and/or Initial Investigating Officer.							
Defendants listed below all acting in concert with each other did shove and kick the officer. Ptl Chas Broughton 8076 1st Div.							
DESCRIPTION OF LOST OR STOLEN PROPERTY—See Appendix G of R. & P.							
ARTICLE (Name only)	QUANTITY	VALUE	DESCRIPTION				
DESCRIPTION OF PERSONS WANTED—See Appendix G of R. & P.							
RAYMOND CASTRO							
MARILYN FOWLER							
VINCENT DEPAUL							
Initial Investigating Officer's Name (Typed)				Initial Investigating Officer's Signature			
*Entries by S.R.S. only							
Rank	Name	Shield No.	Command				

(*Outhistory.org*)

Transcription of Report 3
Complaint Report Complainant's Surname People Date and Time Reported 2:am 6/28/69 Pct 6 U.F. 61 No. 6819 Place of Occurrence inside [checked] Outside [checked] C.C.D. No. 440950 Place of Occurrence 53 Christopher St Precinct of Arrest 6 Arrest Nos. 1583-4-5 Type of Premises, Business, etc. Club Crime or Offense (if any) Harassment 240/25/5 Desk Officer's Signature: [unclear words] Lt [Lieutenant] Details as Reported by Complainant and/or Initiating Investigator Defendants listed below all acting in concernt [sic] did shove and kick the officer. Ptl [Patrolman] Chas Broughton 8076 1st Div. Description of Persons Wanted [following words blacked out] RAYMOND CASTRO [address after name blacked out] MARILYN FOWLER [address after name blacked out] VINCENT DEPAUL [address after name blacked out]
Officer Charles Broughton of the 1st Division arrested Raymond Castro, Marilyn Fowler and Vincent DePaul, charging that they “with each other did shove and kick the officer.”
This is the first time that Fowler and DePaul have been named and documented as rebellion participants.
Fowler’s name is extremely significant, since no other woman’s arrest has so far been documented, and numbers of witnesses attributed the intensification of the riot to the arrest and resistance of an unnamed butch woman.
All nine police records from the night of Stonewall can be accessed with adapted transcripts: http://outhistory.org/exhibits/show/stonewall-riot-police-reports/contents/report-8

GROUP PRACTICE EXTENSIONS MODIFICATIONS
Students should identify independent and dependent variables as they research and compile the data into their own tables and graph. The following articles, figures and tables are possible options for presenting records of interactions of LGBTQ populations and police in the United States and can be provided to support students with the skills of: reading tables, discussing limitations of studies, graphing and finding trends using statistical analysis and function models.
Make the Road NY: Transgressive Policing Police Abuse of LGBTQ Communities of Color in Jackson Heights October 2012 http://www.maketheroad.org/pix_reports/MRNY_Transgressive_Policing_Full_Report_10.23.12B.pdf
Amnesty International USA: Stonewalled: Police Abuse and Misconduct Against Lesbian, Gay, Bisexual and Trangender People in the U.S. https://www.amnesty.org/en/documents/AMR51/122/2005/en/
National Coalition of Anti-Violence Programs: Hate Violence Against Lesbian, Gay, Bisexual, Transgender, Queer and HIV-affected Communities in the United States in 201 https://avp.org/wp-content/uploads/2017/04/2011_NCAVP_HV_Reports.pdf
The PROS Network: Public Health Crisis The Impact of Using Condoms as Evidence of Prostitution in New York City 2012 http://sexworkersproject.org/downloads/2012/20120417-public-health-crisis.pdf

Famous LGBTQ Police Raids and Arrests in The United States			
DATE	# OF PEOPLE ARRESTED	Criminal Code/ Charge (when information was available)	CONTEXTUAL INFORMATION
2/21/1903	14	Indecent Exposure, Sodomy	Ariston Bathhouse in NYC
2/16/1918	31	"homosexual acts"	Baker Street Club in San Francisco
4/19/1929	45	"Indecent exposure" "homo sexual acts" "lewd behavior"	Lafayette Brothers’ Turkish Baths. Night manager was arrested along with patrons. Account of arrest is from a German eye witness who was visiting.
8//1966	1	"Cross-dressing" Ordinance	Gene Compton's Cafeteria San Francisco
1/1/1967	2	"Homosexual Acts"	Black Cat gay bar in Los Angeles
6/28/1969	8	"Assaulting Officers" "Criminal Code 887-Cross Dressing"	Stonewall Riots
9//1970	167	"Resisting Arrest"	The Snake Pit raid in New York City
12/10/1989	111	"trespassing" "disturbing the peace"	“Stop the Church” ACT UP Protest about the Catholic Archdiocese stance on condoms, homo-sexuality and HIV/AIDS
6/28/2009	6	"public intoxication"	Rainbow Lounge, a gay bar in Texas. Officers entered under a liquor license check
10/8/2010	11	"public lewdness" "indecent exposure"	Club Dallas, a gay bar, raid in Texas
Data compiled from the following sources: https://www.advocate.com/politics/2017/3/01/30-infamous-police-raids-gay-bars-and-bathhouses#slide-10 https://johnkamys.files.wordpress.com/2010/03/the-history-of-gay-bathhouses.pdf http://www.nytimes.com/1989/12/11/nyregion/111-held-in-st-patrick-s-aids-protest.html?mcubz=0 https://www.dallasnews.com/news/fort-worth/2011/03/22/fort-worth-to-pay-400000-to-rainbow-lounge-patron-injured-during-raid-on-gay-bar http://williamsinstitute.law.ucla.edu/wp-content/uploads/5_History.pdf			

Independent Practice Article
The following article discusses the limitations of official police records in analyzing the relationship of police to LGBTQ communities: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1730297/pdf/v011p00324.pdf

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