



Stonewall National Monument

Essential Questions:

Who are LGBT people? How were they treated in the United States before The Stonewall Riots? What happened during the Stonewall Riots? What were the causes and effects of the Stonewall Riots? How did the Stonewall Riots affect LGBT people in America?

Learning Objectives:

1. Students will define who LGBT people are
2. Students will understand the causes and effects of the Stonewall Riots.
3. Students will understand what happened at the Stonewall Riots.
4. Students will compare and contrast first-hand and second-hand accounts.
5. Students will create comics to depict the Stonewall Riots.
6. Students will create a poster of an important LGBT event after the Stonewall Riots.

Common Core Skills:

- Write and illustrate a narrative to develop a real event.
- Compare and Contrast First-Hand Accounts with Second-Hand Accounts.
- Conduct a short research project.
- Gather relevant information and evidence from print and digital sources.

Time Required:

Five 45-minute class periods.

Materials:

- First- Person Accounts of LGBT Life in 1920s-1960s
- First- Person Accounts of LGBT Life in 1920s-1960s Organizer
- Barrack Obama's Presidential Proclamation of Stonewall National Monument
- Stonewall National Monument Presidential Proclamation Organizer
- Timeline of the Stonewall Riots
- First-Person Accounts of the Stonewall Riots
- The Stonewall Riots Comic
- Important LGBT Events After Stonewall

Vocabulary:

Gay, Lesbian, Bi, Transgender, Homosexual, Queer, Riot, and Raid.

Getting Prepared:

1. Read the Presidential Proclamation on the Establishment of the Stonewall National Monument: <https://www.federalregister.gov/ents/2016/06/29/2016-15536/establishment-of-the-stonewall-national-monument>.
2. Watch this video about Stonewall: <https://www.thirteen.org/programs/american-experience/american-experience-stonewall-uprising/>.
3. Think about your groupings. Most of this mini-unit can be completed in groups of 3
4. Print materials and cut up First-Person Accounts of LGBT Life in the 1920s-1960s and First-Person Accounts of the Stonewall Riots

Lesson 1: LGBTQ people before Stonewall

Getting Started:

Do Now:

Post the Acronym LGBTQ on the board.

An individualism is an abbreviation in which each letter stands for a word.

Each letter in LGBT stands for a member of a sexual or gender minority group in the U.S.

- **Lesbian** – a woman who only has romantic feelings for other women.
- **Gay** - a man who only has romantic feelings for other men.
- **Bi** – a person who can has romantic feelings for men and women.
- **Trans** – a person who identifies as the opposite gender that they were assigned when they were both.
- **Homosexual** – an antiquated term used to refer to a gay man or a lesbian woman.

Sometimes other letters are added to this individualism to account for other sexual and gender minorities, such as Q for queer (which refers to any LGBT person) and A for ally (someone who is not LGBT themselves,

but believes in the civil rights of LGBT people). Though, for the purpose of these lessons, we will mostly refer to LGBT.

Do you know any LGBT people? Any family members, adults in your community, or famous people?

Like other minorities, such as Native Americans and African Americans, LGBT Americans have been discriminated against for a long time.

Getting Engaged:

In the 1960s, LGBTQ people were discriminated against in many different ways. Today, we are going to read First-Hand accounts of what it was like to be LGBTQ from the 1920s-1960s.

Give out the LGBT Life in 1920s-1960s Organizer.

Model how to fill in the organizer:

1. Read it Through.
2. Decide whether it shows discrimination by the law, medical professionals, society, or from holding jobs. Mark it on your organizer.
3. Write it in your own words so you can remember it during the discussion.

Say: The first paragraph talks about how LGBT people didn't have equal freedoms. They haven't mentioned the riots. But, I think that people facing oppression would lead to a riot, so this is a cause.

Have the students try out one of them to asses understanding.

Cut and tape the accounts from **LGBT Life in the 1920s-1960s** around the room. Have at least one student stand in front of each letter. Give students 3-4 to view and take notes on each account on their organizers. After 4 or 5 rounds, student go back to their seat.

Extending the Learning:

Discuss [Reflection Questions](#).

Exit Ticket

From your knowledge of what life was like for African-Americans before the civil rights movement, how was life similar for African-Americans and LGBT people before the 1960s?



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Optional Homework Assignment:

The LGBT movement did not start from one single event, but instead was built over time by courageous LGBT people who refused to conform to society's expectations and, often, their laws.

An event that precedes the Stonewall Riots, is the Julius' Bar Sip-In. Have students research it at the following website: <https://www.nyclgbtsites.org/site/julius/>

Why were gay men protesting?

Was the law fair? Why?

Lesson 2: The Stonewall Uprising: Obama's Proclamation

Getting Started:

Do Now

What is a riot?

Post a picture of the 1965 Watts Rebellion

Riot: A violent, public uproar by a group of people acting with a common goal.

Say: Today, we are going to learn about an event that changed how LGBT people live in the United States: The Stonewall Riots. First, we are going to learn some of the causes and effects of The Stonewall Riots from Barack Obama, who declared the site of The Stonewall Riots a National Monument in 2016.

Getting Engaged:

Say: A second-Hand account is a telling of an event by someone who was not actually there. When Barack Obama tells us about the Stonewall Riots, it is a second-hand account because he was not actually there when the event took place.

Hand out **Obama's Proclamation** and the **Organizer**.

Read the first paragraph and model how to fill in the organizer:

1. Read the paragraph.
2. Decide whether it shows a cause or an effect of the Stonewall Riots.
3. Write it in your own words or jot down a detail so you can remember it during the discussion.

Say: The first paragraph talks about how LGBT people didn't have freedoms. They haven't mentioned the riots. But, I think that people facing oppression would lead to a riot, so this is a cause.

Have the students try out paragraph two to assess for understanding.

Students work in groups to read the rest of the proclamation and fill in the organizer.

Extending the Learning:

Discuss the **Reflection Questions**.

As a review, view the **How the Stonewall Riots Sparked a Movement**: <https://www.youtube.com/watch?v=Q9wdMJmuBIA>

Exit Ticket

Recall the accounts of LGBT life in the 1920s-1960s and Obama's Proclamation, why do you think LGBT people rioted at the Stonewall?

Lesson 3: The Stonewall Uprising: First-Person Accounts

Getting Started:

Do Now

Post a picture of the Stonewall Riots.

Preferably one of Joseph Ambrosini's photographs, which are some of the only known photographs of Saturday night's riots.

What do you notice?

Students should notice that the rioters are fighting against the police. Explain that the rioters at Stonewall felt like they were oppressed by unjust laws that the police carried out.

Say: Today, we are going to find out exactly what happened at the Stonewall Riots by reading a timeline of what happened. Then, we are going to hear from people who were actually present at the Stonewall Riots.

Getting Engaged:

Pass out the **Timeline** and the **First-Person Accounts of the Stonewall Riots Sheet**.

Read through the timeline out loud with your students, making sure that they understand what happened.

Model how to use context clues to match up the events with the accounts.

Example: Philip Eagles account. Say: Philip talks about how he saw police coming into the bar and he thought "here we go again." I think this event goes with #1 because it says that police officers entered the bar. I think it shows how disappointed LGBT people were at the Stonewall when they saw police officers coming in.

Then, students work in groups to match up the events on the timeline with the First-Person Accounts by using context clues. Some events on the timeline go with more than one.

Extending the Learning:

Discussion:

A First-hand account is a re-telling of an event by people who were actually there. A second-hand account is a re-telling of an event by someone who was not actually present.

- Which of these represents a first-hand account?
- Which of these represents a second-hand account?
- How do you know?

Exit Ticket

What makes first-hand accounts powerful?

Lesson 4: Bringing the Stonewall Uprising to Life

Getting Started:

Do Now

Project George Segal's "Gay Liberation" (1980)

These sculptures sit across the street from the Stonewall Inn in Christopher Park.

Why do you think the artist chose to call his work "Gay Liberation"?

Why do you think the artist placed these sculptures in Christopher Park?



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Getting Engaged:

Say: Today, we are going to represent the Stonewall Riots by making a comic of what happened.

Divide students into groups of three. Each student should represent four steps from the Stonewall Timeline on their comic. That way, each group should have a comic that represents the whole Stonewall Riots.

Model with the first step of the Timeline. Tell students that while the Timeline tells what happens, the first-person accounts tell us what was said or what the Stonewall participants were thinking. It is important to use both.

Example: The number one on the corner corresponds to the step on the **Timeline** that is represented on this panel.

It shows a police officer entering the Stonewall and a patron lamenting that the police is there again. This drawing is based on step one of the Timeline as well as Philip Eagles' first-hand account.

Students should include dialogue and drawings.



Multiple Intelligences: Allow students the freedom to represent the Stonewall Riots in whatever mode they feel most comfortable: Songs, drawings, poems, fictionalized narratives, and anything else your students can come up with will make this activity more engaging and productive.

Extending the Learning:

Gallery Walk

Have students put up their work around the room. Have them use sticky-notes to give specific, positive feedback to others.

If students need time to finish their pieces, considering starting next day's lesson with the Gallery Walk.

Lesson 5: After Stonewall Poster

Getting Started:

Do Now

What are civil rights?

Everyone has civil rights. Civil rights are rights that everyone has just for being people.

Say: The Stonewall Riots marked the beginning of LGBT Americans fighting for their civil rights. Today, we are going to explore events after the Stonewall Riots that have been important for LGBT Americans to gain their Civil Rights

Getting Engaged:

Students should work in groups of 2-3. Write the event dates (see below) on notecards and distribute one to each group.

Each group should find their corresponding event on **Important LGBT Events After Stonewall** handout.)

Suggested events:

- June 28, 1970 – The First Christopher Street Liberation Day, the first gay pride marking the anniversary of the riots.
- December 15, 1973 – American Psychiatric Association removed homosexuality from its list of mental disorders.
- April 2, 1974 - Kathy Kozachenko becomes first LGBT American elected to public office.
- January 9, 1978 – Harvey Milk is inaugurated as San Francisco city supervisors.
- March 2, 1978 – Wisconsin becomes the first state to ban discrimination based on sexual orientation.

- October 14, 1979 – The First National March on Washington for Lesbian and Gay Rights.
- May 17, 2004 - The first legal same-sex marriage in the United States takes place in Massachusetts.
- September 20, 2011 - "Don't Ask, Don't Tell" is repealed, ending a ban on gay men and lesbians from serving openly in the military, (but not trans people.)
- June 26, 2015 - the Supreme Court rules that states cannot ban same-sex marriage. Same-sex marriage becomes legal federally.
- June 30, 2016 - Secretary of Defense Carter announces that the Pentagon is lifting the ban on transgender people serving openly in the military.

Students use the 5 Ws and an H to create a poster of the event:

When did the event happen?

Where did it happen?

What happened?

Who did it affect?

Why was it **important** for LGBT people?

How did it **change** LGBT people's lives?

Model Using one of the events.

Extending the Learning:

Presentations

Once students have completed their posters, each group should present their poster. Each student should read two Ws.

Exit Ticket

1. What caused the Stonewall Riots?
2. Why were the Stonewall Riots important?
3. What do you want people to understand about the Stonewall Riots?

First-Person Accounts of LGBT Life in the 1920s-1960s

Adapted from *Before Stonewall* (1984) by Greta Schiller and Robert Rosenberg

- a. **Donna Smith:** “All my mom had to say was that I was living a lesbian life and that was grounds to have you committed to an insane asylum without any hearing... I was picked up off the street on a Friday, and thrown in a police car... They took me right from the street and put me down into the psycho ward at general hospital.”
- b. **Harry Hay, gay activist:** “We began to hear in 1948 and 1949 that they were beginning to kick guys out of the state department for being gay. And they were kicking guys out of the army. They were kicking them out of the navy.”
- c. **Frank Kameny, former U.S. Government Scientist:** “I was called in and they said ‘we have information that leads us to believe that you are a homosexual’... and in those days homosexuality was a basis for exclusion from the civil service... and by the end of the year, I was fired.”
- d. **Unidentified Woman:** “The O.S.A. started an investigation of me because some of the women I had been associating with were under investigation for homosexuality. There was no time of the day where they wouldn’t come and get me. It didn’t make any difference where I was. This had been going on for about ten or 11 months, I knew I was at an emotional, a physical, and a mental breaking point. I knew that it was either tell them that I was a lesbian and get out now, or see myself in some hospital someplace.”
- e. **Barbara Gittings, gay activist:** “The very first gay meeting took place in someone’s apartment in Los Angeles. And I’m told they had the door locked, and the blinds drawn, and a look-out posted for the police because they actually believed they could be arrested just for talking about homosexuality”
- f. **Dorothy “Smilie” Hillarie, lesbian and Native American activist:** “I was myself [in the ‘50s. It meant a lot of struggle. It meant having to use violence and defend my own beliefs. Men were just horrible. It came to the point where you couldn’t even tap somebody on the back without them saying, ‘queer’ and this and that.”
- g. **Dorothy “Smilie” Hillarie, Native American activist:** “I went in this bar with a good friend of mine. And they hassled my friend for being with me because I was pretty obviously a lesbian. This man came over and he was gonna take a swing at my friend so I picked up this big glass ashtray and I hit him on the head and shattered it.”
- h. **Marge Summit, bar owner:** “When I was growing up, and anyone else in my age bracket was growing up. Most of our parents, when they found out we were gay, we were kicked out of the family, or we were just totally dropped. We weren’t invited to a lot of family affairs. My mother tore up my brother’s wedding invitation to me because she didn’t want the queer coming to the wedding. And there were a lot of things that happened like that to gay kids growing up in the ‘50s and the ‘60s.”
- i. **Marge Summit, bar owner:** “A lot of times if you wanted to go take a girl out to a real nice intimate dinner or whatever, or go into a straight club to see a show but go in as, like, dates, or go to a drive-in, it always worked much better if one looked more like the man and could pass as a man and chances are you wouldn’t find a carload of straight guys pulling up next to you and saying, ‘Queer! Queer!’ and then beat you up. So if you looked like a man and tried to pass as a man you were safer”
- j. **Unidentified Woman:** “The police would use any excuse to arrest you, as long as they knew you were gay. I mean, it was, like, they harassed the women by their dress outfits. They harassed the men if they looked a little feminine on the street, and they’d just push them, just to get them to either mouth off or say, ‘hey, leave me alone!’ The police would say, ‘ok you’re resisting arrest. Now you go to jail.’ So there was always a constant pressure being put on us.”
- k. **Jheri, clothing designer:** “They were training really good-looking officers, you know, how to be gay, how to appear gay. You would even be approached with, ‘what’s happening?’ Hoping you would say anything to them hinting to the fact that you were gay and you’d find yourself under arrest.”
- l. **Ronald Reagan, president of the United States 1981-1989:** “Well, we can debate what is an illness or whether homosexuality is an illness or not. I happen to subscribe to the belief that it is a tragic illness. A neurosis, the same as many other neuroses.
- m. **Curtis White, office worker:** “I’m quite certain that I will probably lose my job as a result of appearing in this T.V. program, too. I hope that through this I can be of some use to someone else other than myself.”
- n. **Martin Duberman, historian and playwright:** “Homosexuality, as it was still called by the therapists, was a character disorder. My only hope of achieving ‘health,’ and my only hope of having a happy life, was to change my orientation.”

First-Person Accounts of LGBT Life in the 1920s-1960s Organizer

NAME: _____

Letter	Name	Discrimination	In My Words
		<input type="checkbox"/> By the Law/the Police <input type="checkbox"/> By Medical Professionals <input type="checkbox"/> By Society <input type="checkbox"/> From Having Jobs	
		<input type="checkbox"/> By the Law/the Police <input type="checkbox"/> By Medical Professionals <input type="checkbox"/> By Society <input type="checkbox"/> From Having Jobs	
		<input type="checkbox"/> By the Law/the Police <input type="checkbox"/> By Medical Professionals <input type="checkbox"/> By Society <input type="checkbox"/> From Having Jobs	
		<input type="checkbox"/> By the Law/the Police <input type="checkbox"/> By Medical Professionals <input type="checkbox"/> By Society <input type="checkbox"/> From Having Jobs	
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		<input type="checkbox"/> By the Law/the Police <input type="checkbox"/> By Medical Professionals <input type="checkbox"/> By Society <input type="checkbox"/> From Having Jobs	
		<input type="checkbox"/> By the Law/the Police <input type="checkbox"/> By Medical Professionals <input type="checkbox"/> By Society <input type="checkbox"/> From Having Jobs	

Reflection Questions

- Out of the accounts you read, which one did you find the most interesting? Why?
- What are two consequences faced by people suspected of being LGBT? Explain.
- What made these first-hand accounts powerful?

Adapted from Barrack Obama's Presidential Proclamation on the Establishment of the Stonewall National Monument (June 24, 2016)

The 1960s were a time of social and political change that brought greater freedom to many segments of society, including African Americans and women. But, these new freedoms did not extend to members of the LGBT community. They faced increased oppression and criminal prosecution.

In New York City, LGBT people were frequently arrested for dancing, kissing and wearing clothes of the opposite gender. They could receive sentences of life in prison or be sent to a mental institution, where they faced horrific procedures, such as shock therapy and lobotomies. LGBT Americans had to live their lives in secrecy for fear of losing their jobs, being evicted from their homes, or being arrested. This treatment was even worse for LGBT people of color or those living in poverty.

LGBT businesses lasted only a few months before police raided them and shut them down. The Stonewall Inn in New York City's Greenwich Village was a bar targeted by the police because it was illegal to sell drinks to LGBT people. On June 24, 1969, the police raided the Stonewall Inn, confiscated its liquor, and arrested its employees. Having made little impact with this raid, the police decided to plan a surprise raid for the following Friday night or Saturday morning, when the bar would be crowded.

At 1:15 am on Saturday June 28, 1969, police officers raided the Stonewall Inn after they witnessed the illegal sale of alcohol. Customers resisted the police by refusing to show identification or cooperate with the police during the raid. As police officers began making arrests, the remaining customers gathered outside and cheered when friends emerged from the bar under police escort. They shouted "Gay Power!" and "We Want Freedom!"

As word spread, the crowd grew in size and a riot started. At Around 3:00 a.m., the City's riot-control force appeared, and started to push the crowd away from the Stonewall Inn. But the crowd refused to leave. Groups of rioters retreated to nearby streets, only to cut back and regroup near the Stonewall Inn and Christopher Park. The riot finally ended at around 4:30 a.m. Over the next week, several more protests formed, and in some cases, led to new riots and confrontations with the police.

The Stonewall Uprising changed the Nation's history. After the Stonewall Riots, the LGBT community across the Nation realized its power to join together and demand equality and respect. Within days of the Stonewall Riots, LGBT activists organized demonstrations to show support for LGBT rights in many cities. One year after the Stonewall Riots, the number of LGBT organizations in the country had grown from around 50 to at least 1,500, and Pride Marches were held in a number of large cities to commemorate the Stonewall Uprising.

Today, communities, cities, and nations celebrate LGBT Pride Days and Months, and the number of Pride events approaches 1,000. The New York City Police Department now has an LGBT Liaison Unit to build positive relations with the LGBT community. Most importantly, the Nation's laws increasingly reflect the equal treatment that the LGBT community deserves. There is important distance yet to travel, but through political action and individual acts of courage and acceptance, this movement has made tremendous progress toward securing equal rights and equal dignity.

Stonewall National Monument Presidential Proclamation Organizer

NAME: _____

When President Barack Obama established Stonewall National Monument, he discussed some of the causes that led up to The Stonewall Riots, as well as some of its effects. After reading each paragraph, decide whether it shows a cause, an effect, or an account of the Stonewall Riots, then write it in your own words.

Paragraph	Cause, Effect, or Account?	In My Words
1	<input type="checkbox"/> Cause of Riots <input type="checkbox"/> Effect of Riots <input type="checkbox"/> Account of Riots	
2	<input type="checkbox"/> Cause of Riots <input type="checkbox"/> Effect of Riots <input type="checkbox"/> Account of Riots	
3	<input type="checkbox"/> Cause of Riots <input type="checkbox"/> Effect of Riots <input type="checkbox"/> Account of Riots	
4	<input type="checkbox"/> Cause of Riots <input type="checkbox"/> Effect of Riots <input type="checkbox"/> Account of Riots	
5	<input type="checkbox"/> Cause of Riots <input type="checkbox"/> Effect of Riots <input type="checkbox"/> Account of Riots	
6	<input type="checkbox"/> Cause of Riots <input type="checkbox"/> Effect of Riots <input type="checkbox"/> Account of Riots	
7	<input type="checkbox"/> Cause of Riots <input type="checkbox"/> Effect of Riots <input type="checkbox"/> Account of Riots	

Reflection Questions

- What were two causes of the Stonewall Riots?
- How do you think LGBT people felt when the police raided the Stonewall Inn?
- What were two effects of the Stonewall Riots?
- Look at the column called Cause, Effect, or Account?, how is Obama's proclamation **organized**?

Timeline of the Stonewall Riots

Early Saturday morning on June 28, 1969

NAME: _____

1

Police Officers entered the Stonewall Inn at 1:20 am on June 28, 1969. They turned on the lights, turned off the music, and started raiding it. Officers asked for identification cards. Upset that the Stonewall was being raided for the second time in the same week and some refused to show ID.

2

Patrons who showed ID were able to exit the Stonewall, but instead of leaving, they waited outside for their friends. A large crowd, which included entertainer Stormé DeLarverie and activist Jim Owles, began to form directly outside of Stonewall.

3

The police began bringing out the arrestees to put them in the paddy wagon and take them to jail. The growing crowd outside cheered and made jokes when their friends struck poses and came out of the Stonewall, as did a young person named Tammy Novak.

4

The police hit a lesbian woman they were arresting over the head with a billy club. This made the crowd angry and they started to boo and yell at the police. This is when the riot really started.

5

Some in the crowd— such as Jackie Hormona, Marsha P. Johnson, Zazu Nova, and by some accounts Sylvia Rivera—threw rocks, cobblestones, coins, bottles, and anything else they could find at the police.

6

Unable to contain the riot, the police barricaded themselves inside of the Stonewall.

7

The crowd outside grew even angrier. They tried to light the Stonewall's door on fire and used a loose parking meter to try and break down the door. They even threw molotov cocktails at the Stonewall to try to get the police out.

8

The police smuggled a small police officer out of Stonewall through a vent in the back and sent her to get reinforcements. Reinforcements finally arrived in the form of the Tactical Patrol Force, the riot police.

9

The TPF faced off with the rioters. But, the rioters, some of whom were homeless LGBT youth living in the area, knew the geography of the streets and were able to avoid and confuse the TPF, who did not know the area well.

10

In an act of defiance, some rioters formed a chorus line (similar to the Rockettes) and danced and sang, mocking the riot squad. In response, the TPF turned firehoses on the crowd and charged towards them. But, the riot continued for some time, as the protesters and the TPF played a game of cat-and-mouse through the streets.

11

At around 4:30, the riot finally died down. Hurt rioters and others talked in groups in the area surrounding the Stonewall. The energy in the area was electric. LGBT people had stood up against harassment and felt a new sense of community and pride.

12

The next night, another riot ensued. In fact, more demonstrations and riots continued for a week. Inspired by the events of Saturday night, LGBT people and others who were tired of harassment showed up from all over to protest for their civil rights.

Adapted from "Stonewall: The Riots That Sparked the Gay Revolution" by David Carter

Timeline of the Stonewall Riots

a. Philip Eagles, Stonewall Riots Participant

"there was a commotion, I saw policemen filing into the bar, and I thought, Here we go again!"

b. Bob Kohler, Stonewall Riots Participant

"The TPF were down at one of the street, and the kids lined up in their little Rockette line, and they would kick their legs up, and the TPF would run after them. Suddenly these kids were coming from the other end... They had their arms linked and they were doing Rockette kicks and going towards the TPF. They were taunting them, calling them 'the girls in blue' again and 'Lily Law.'

c. Robert Heidi, Stonewall Riots Participant

I saw Marsha P. Johnson "just in the middle of the whole thing, screaming and yelling and throwing rocks... I mean, a loud yelling and screaming, "You can't do that!"

d. Lucian Truscott, Reporter for Village Voice present at the Stonewall Riots

"The next person to come out was a lesbian woman, and she put up a struggle... It was at that moment that the scene became explosive... Beer cans and bottles were heaved at the windows and a rain of coins descended on the cops."

**e. David Carter, Scholar and Author on the Stonewall Riots
*second-hand account***

"Finally the police succeeded in finding a vent in the back up near the roof and they struggled to get the smaller of the policewomen outside through this opening. Pine instructed the woman to go across the roof and climb down and use a telephone to send an emergency signal for assistance."

f. Craig Rodwell, Stonewall Riots Participant

The riot squad "appeared in a V wedge... and we slowly backed up—the same speed as they came forward. And they got to Christopher Park. But meanwhile all of us had just gone around the block and were behind them the other way. And they didn't know that at first."

g. Michael Fader, Stonewall Riots Participant

"The police would come out with someone and take him to the paddy wagon, the crowd would make quips to the police. There were some people with really good senses of humor, and the crowd would all crack up and laugh. That was intermingled with growing and intensive hostility."

h. Seymour Pine, Deputy Inspector who led the raid of The Stonewall Inn the night of the Stonewall Riots

"There were bottles that came in and exploded with some kind of flame... we were very worried because we didn't know how long we could put these Molotov cocktails out"

i. Michael Fader, Stonewall Riots Participant

"I thought, I don't wanna leave! I just got here and I'm supposed to leave? And stand in line to get my ID checked. And I felt myself boiling up inside, getting more and more angry"

j. Jerry Hoose, Stonewall Riots Participant,

(Recounting what he was told by John Goodman, another Stonewall Riots Participant)

John Goodman told me that "Jackie Hormona had kicked a cop, maybe, or punched a cop and then threw something through a window, and then everybody got going...and all the other queens like Zazu Nova and Marsha P. Johnson had got involved."

k. Michael Fader, Stonewall Riots Participant

"The crowd was really wanting to bust in and go back in the Stonewall... we felt like we'd been booted out of our home for no reason... And the police were in there and they weren't coming out. We wanted to get back at them somehow... we wanted really to go after the police and free the Stonewall."

l. Seymour Pine, Deputy Inspector who led the raid of The Stonewall Inn the night of the Stonewall Riots

"The crowd had grown to ten times the size: it was really frightening. So many had shown up immediately, it was as if a signal were given. And that was the unusual thing because usually, when we went to work, everybody disappeared. They were glad to get away. But this night was different."

m. Bob Kohler, Stonewall Riots Participant

The street youth "were constantly getting over on the TPF. The TPF would chase somebody this way, then the kids would start something behind them so that attention would be taken, then the TPF would come the other way, and then more kids would start something behind them. So the TPF was constantly off guard. It was keeping them on the run constantly"

n. Seymour Pine, Deputy Inspector who led the raid of The Stonewall Inn the night of the Stonewall Riots

"We shut the doors and tried to barricade them with tables that were in the place, and we tried to pile things up against the plywood that was backing up the windows. They broke all the windows and crashed open doors regardless."

o. Martin Boyce, Stonewall Riots Participant

"Morning came on Christopher Street... It was a riot, no doubt about it, and there were just exhausted survivors looking dazed. We knew what happened. We all did it... There was a certain beauty to the aftermath of the riot. It was a very extraordinary kind of beauty, something to make art out of later."

p. Leo E. Laurence, Reporter for Berkley Barb present at the Stonewall Riots

"Police were loading a woman into the wagon when she shouted to a big crowd of bystanders: 'Why don't you guys do something!' That did it. The crowd rushed the police wagon as someone yelled: 'Let's turn it over.'"

q. Seymour Pine, Deputy Inspector who led the raid of The Stonewall Inn the night of the Stonewall Riots

"We immediately started saying 'Everybody get his identity card out,' and that kind of thing. And we began moving everybody out."

Answer Key

1. a, i	2. l	3. g	4. d, p	5. c, j	6. k, n
7. h, k	8. e	9. f, m	10. b	11. o	12. n/a

The Stonewall Riots Comic

NAME: _____

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Artist's Statement

1. What did you want people to understand about the Stonewall Riots from your comic?

2. How did you use the first-hand accounts of the Stonewall Riots in your comic?

Important LGBT Events After Stonewall

June 28, 1970

Exactly one year after the Stonewall Riots, LGBT marched through the streets of New York City on what they called The First Christopher Street Liberation Day. This was the first gay pride. Many of those who had participated in the Stonewall Riots showed up to celebrate this anniversary. For the first time, LGBT people marched openly for through the streets of the city.

December 15, 1973

The American Psychiatric Association removed homosexuality from its list of mental disorders. Being gay or lesbian would no longer be considered a mental illness. Gays and lesbians no longer had to fear going to mental institutions just because of who they loved.

April 2, 1974

Kathy Kozachenko becomes the first LGBT American elected to public office. She was elected to City Council in Ann Arbor, Michigan. Though, this was not the first time an LGBT person ran for public office in the U.S., it was the that an LGBT person won.

January 9, 1978

Harvey Milk becomes the first gay man to be elected to public office when he was elected to the San Francisco Board of Supervisors in California. Harvey Milk was able to unite LGBT and straight people to work towards a common goal. Eleven months after being inaugurated, Harvey Milk was assassinated by another city supervisor.

March 2, 1978

Wisconsin becomes the first state to ban discrimination based on sexual orientation. This means that companies who are looking to hire, can't deny someone a job just because of who they are romantically attracted to.

October 14, 1979

First National March on Washington for Lesbian and Gay Rights. This was the first march of its kind. It took inspiration from The March on Washington for Jobs and Freedom from 1963, where Dr. Martin Luther King, Jr gave his famous "I Have a Dream" speech. During the March on Washington for Lesbian and Gay Rights, LGBT people marched in Washington to demand their civil rights. About 100,000 people attended this march.

May 17, 2004

The first legal LGBT marriage in the United States takes place in Massachusetts. Marcia Kadish and Tanya McCloskey became the first LGBT couple to be married in the United States. 77 other couple married that day across Massachusetts. Even though marriage was not yet legal in the rest of the United States, Massachusetts became the first state to allow LGBT couple to marry.

September 20, 2011

"Don't Ask, Don't Tell," a policy in the military that made it so that gay men and lesbians could not serve openly in the military, is repealed. This ended "Don't Ask, Don't Tell," making it so that gay man and lesbians could serve in the military without the fear of being fired. Unfortunately, this did not extend to Trans people, who still could not serve openly in the military.

June 26, 2015

The Supreme Court rules that states cannot ban same-sex marriage. Same-sex marriage become legal in the whole country. Even though some states had made it legal for gay and lesbian people to marry, this was not the case in the whole country. After this day, gays and lesbians could marry in every state.

June 30, 2016

Secretary of Defense Carter announces that the Pentagon is lifting the ban on transgender people serving openly in the military. After this day, trans people could finally serve openly in the military without fear of being fired from their jobs.