

Europeana Learning Scenario

(Teachers)

Title

Toward a Comprehensive History of Gender Fluidity

Author(s)

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Abstract

According to a 2021 study by the Williams Institute, an estimated 1.2 million American adults aged between 18 and 60 identify as non-binary. In a 2021 survey conducted in Europe, two per cent of respondents from 27 countries identified themselves as transgender, non-binary/non-conforming/gender-fluid, or in another way. In Germany and Sweden, around three per cent of the respondents stated to identify themselves with one of the listed genders. Beyond the figures, there are often difficult personal situations for teenagers who are in search of identity and do not find figures to identify with, nor answers to their questions at school.

In this learning scenario, students are invited to think about gender fluidity and to discover that it is not a new phenomenon. They will also meet different examples throughout history and realize that some transsexuals and transvestites are not only famous but have also played an important role in the culture, politics and religion of different countries.

Keywords

Inclusion, LGBTQ, Gender, Cross-dressing, Transsexuality, Transvestism



Table of summary

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Subject	History, Civics, English, Art, Cinema
Topic	Native American and Aboriginal cultures Antiquity Religions Joan of Arc Chevalier d'Eon Roaring Twenties
Age of students	Between 12 and 18 years old
Preparation time	This scenario is composed of six lessons that can be used together or independently Between 1 and 5 hours.
Teaching time	This scenario is composed of six lessons that can be used together or independently Between 1 and 5 hours.
Online teaching material	<ul style="list-style-type: none"> ● Europeana Collections ● Videos <ul style="list-style-type: none"> ○ What is transgender? Simply explained (by Lacey Langlois). ○ Gender identity: 'How colonialism killed my culture's gender fluidity' (by BBC World Service). ○ Sophie Foucault: the woman in panties (by Mickaël Bertrand). ● A digital escape game about Paul Grappe (by Mickaël Bertrand) ● LearningApps Activity to classify different elements in categories such as Transvestite, Drag King, Cisgender, etc.
Offline teaching material	<p>Different kits have been created and can be downloaded by teachers to organize activities in class:</p> <ul style="list-style-type: none"> ● Kit 1 about the categories (cross-dressing, transsexuality, etc.): cards and categories. ● Kit 2 about the "Gender fluidity exhibition". ● Kit 3: Hexagon Game about Joan of Arc. ● Kit 4: Hexagon Game about the Chevalier d'Eon.
Europeana resources used	<ul style="list-style-type: none"> ● Summerdown Kate: Male actor in drag. Source: Wellcome Collection on Europeana (creative commons). ● Marcel Duchamp as Belle Haleine. Source: The Israel Museum on Europeana (Educational use permitted). ● Conchita Wurst auf der Mondsichel. Source: Museum of European Cultures on Europeana (creative commons). ● Join or watch Drag King Betty. Source: Atria, Institute on Gender Equality and Women's History on Europeana (creative commons). ● Phall-O-meter. Source: Wellcome Collection on Europeana (creative commons). ● A group of young gay men. Source: Wellcome Collection on Europeana (creative commons). ● Oscar Wilde. Source: Wellcome Collection on Europeana (creative commons).

- [Winston Churchill](#). Source: Hungarian National Museum on Europeana (creative commons).
- [Hermaphrodite as Caryatid](#) - Rijksmuseum, Netherlands - Public Domain.
- [PM 110605 Liebig Chromos](#) by Paul M.R. Maeyaert - 2018 - PMRMaeyaert, Belgium - CC BY-SA.
- [Jeanne d'Arc te paard](#) - Rijksmuseum, Netherlands - Public Domain.
- [Joan of Arc Saved France](#). Women of America save your country, Buy war saving stamps. by Coffin, Haskell - KIK-IRPA, Brussels (Belgium), Belgium - CC BY-NC-SA.
- [Le Chevalier D'Éon](#), a man who passed as a woman: is shown half in woman's, half in man's attire. Engraving. - Wellcome Collection, United Kingdom - CC BY.
- [Friends of Eon Membership Card by Friends of Eon](#) - Cork LGBT Archive, Ireland - CC BY-NC-ND.
- [Ur album: Utländska Resan 1890. Vattenfall i parken Bois de Boulogne](#), Paris. by Okänd - Swedish National Museum of Science and Technology, Sweden - Public Domain.
- [Le Roy dans sa callèche accompagné des dames dans le bois de Vincennes](#) : [estampe] by Bonnard, Robert (1652-1733). Graveur - National Library of France, France - No Copyright - Other Known Legal Restrictions.
- [Hopital trousseau F.bg S.t Antoine 110](#) : fondé en 1669 par la Reine Marie-Thérèse : [photographie] / [Atget] by Atget, Eugène (1857-1927). Photographie - National Library of France, France - No Copyright - Other Known Legal Restrictions.
- [G. Guillain and P. Mathieu, La Salpetriere](#); 1925 - Wellcome Collection, United Kingdom - CC BY.
- [WWI: Pushvillers, France: wounded soldiers on a trolley](#) - Wellcome Collection, United Kingdom - CC BY.
- [Kánkán a Budapest Táncpalotában](#) by Bauer Sándor, fényképész - 1958 - Fortepan, Hungary - CC BY-SA.
- [The Amnesty](#) - Ruprecht-Karls-Universität Heidelberg. Universitätsbibliothek, Germany - Public Domain.
- [The day before the divorce](#) by Israëls, Jozef (1824-1911) - 1903 - Jewish Historical Museum, Netherlands - Public Domain.
- [Advert for the National Children's Home and Orphanage](#). - Wellcome Collection, United Kingdom - CC BY.

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Integration into the curriculum

This scenario can be used:

- In the Social Science curriculum to study socialization, norms and identities.
- In the History curriculum to add transgender people and transvestites as examples in chapters about Antiquity, Medieval Ages and Modern Ages.
- In the Civics curriculum to study discrimination
- In the Science curriculum study the difference between sexual identity, gender identity and sexualities.

Aim of the lesson

The goal of this scenario is to make the students understand that LGBTQ+ people, transgender people and transvestites are part of history.

Outcome of the lesson

During this scenario, students will create different productions:

- Different oral presentations in English.
- Descriptive cards to describe and explain some works of artefact such as in museums.
- A poster with hexagons.
- A “Guess Who?” game with archives.

Trends

- Project-based learning
- Collaborative learning
- Flipped Classroom
- Visual Search & Learning
- Shift from textbooks to web resources Student-centred Learning

Key competences

- Collaboration
- Creativity

Activities

Describe here in detail all the activities during the lesson and the time they require. Remember, that your learning scenario needs to use Europeana resources. If you are using any external documents, please scroll to the end of the document and add them to the Annex. Add more rows to the table if needed.

Name of activity	Procedure	Time
Lesson 1 - Prep' Activity	Students watch a video about transgender and answer a self-corrected questionnaire (Annex 1)	About 10 min
Lesson 1 - Association activity	<p>Students work in teams. They have to classify a list of characters into different categories such as transvestites, drag queens, intersex people, etc.</p> <ul style="list-style-type: none"> • Cards of the characters • Easels with the different categories <p>At the end of the activity, a team carry out an interactive activity to organize the correction.</p>	About 30 min
Lesson 1 - Conclusion	Students receive and read a summary about the different categories linked to gender fluidity (Annex 2)	About 10 min
Lesson 2 - Prep' Activity	Students watch a video about gender identity in Aboriginal cultures and answer a self-corrected questionnaire (Annex 3)	About 15 min
Lesson 2 - Creation Activity	<p>Students work in teams with this instruction: "You are a museum curator and you prepare an exhibition about gender fluidity in history. Your mission is to create descriptive cards to describe and explain some works of artefacts."</p> <ul style="list-style-type: none"> • Kit with all the artefacts <p>At the end of the activity, each team present its production.</p>	About 30 min
Lesson 2 - Conclusion	Students receive and read a summary about gender fluidity in history (Annex 4)	About 10 min
Lesson 3 - Prep' Activity	Students watch a video about Sophie Foucault, a woman who decided to cross-dress and answer a self-corrected questionnaire (Annex 5)	About 10 min
Lesson 3 - Hexagon Game	<p>Students work in teams. Each team receives a collection of hexagons with documents from Europeana Collections and creates a poster about:</p> <ul style="list-style-type: none"> • Joan of Arc (Annex 6) • Chavalier d'Eon (Annex 7) <p>At the end of the activity, each team present its production.</p>	About 30 min
Lesson 3 - Conclusion	Students receive and read a summary about famous transvestites in French history (Annex 8)	About 10 min

Name of activity	Procedure	Time
Lesson 4 - Digital Escape Game	Students work in teams. They realize a digital escape game about the amazing story of Paul Grappe, a deserter turned transvestite in the Paris of the Roaring Twenties. Teachers can either give this activity as: <ul style="list-style-type: none"> ● a preparation activity; ● an activity for informal schooling; ● a team activity in class. During the digital escape game, students have to take notes. At the end, they have to prepare an oral presentation about Paul Grappe's story.	About 45 min
Lesson 4 - Conclusion	Students receive and read a summary of the story of Paul Grappe (Annex 9)	About 10 min
Lesson 5 - Prep' Activity	Students watch a video about an exhibition of Sébastien Lifshitz and answer a self-corrected questionnaire (Annex 10)	About 10 min
Lesson 5 - Lesson	Students take notes in English during a lesson about a portrait gallery of incredible trans people. At the end of the lesson, they answer the question with Quizizz (Annex 11)	About 45 min
Lesson 6 - Final Task	Students are invited to create a "Guess Who?" game with the characters we have studied during this chapter, but also with new characters they can find on Europeana. They can create either a digital version (with this template) or a paper version (with this tutorial).	About 50 min

Assessment

Different assessments are planned during these lessons:

First, these lessons are built on a "flipped learning" strategy. So, students are invited to study materials before the class and these activities are assessed:

1. Prep' activities questionnaires provide a first grade;
2. Each lesson begins with a session called "What have you learnt?" in which a student summarizes the information gathered with the prep' activity and is assessed.

Then, several formative evaluations are provided during these lessons:

1. Students have to create a descriptive card during lesson 2 and present it;
2. Students have to create a poster with hexagons during lesson 3 and present it;

Moreover, a quiz is provided during lesson 5 to check that they have understood the main information of the lesson.

To conclude, the final task is an assessment in which students are invited to mobilize what they have learnt during this chapter, but also to show creativity and collaboration skills.

***** AFTER IMPLEMENTATION *****

Student feedback

At the end of the chapter, students are invited to fill out a questionnaire to tell:

- What they have learnt;
- What are the skills they have developed;
- What emotions they have experienced;
- What they liked;
- What was challenging to them;
- What they would improve in these lessons.

Teacher's remarks

Students mostly appreciate the fact that they have discovered facts and knowledge that they have never heard before. They were surprised to see that gender fluidity was an ancient phenomenon and that is possible to study it as a historical object.

About the Europeana DSI-4 project

[Europeana](#) is Europe's digital platform for cultural heritage, providing free online access to over 53 million digitised items drawn from Europe's museums, archives, libraries and galleries. The Europeana DSI-4 project continues the work of the previous three Europeana Digital Service Infrastructures (DSIs). It is the fourth iteration with a proven record of accomplishment in creating access, interoperability, visibility and use of European cultural heritage in the five target markets outlined: European Citizens, Education, Research, Creative Industries and Cultural Heritage Institutions.

[European Schoolnet](#) (EUN) is the network of 32 European Ministries of Education, based in Brussels. As a not-for-profit organisation, EUN aims to bring innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. European Schoolnet's task in the Europeana DSI-4 project is to continue and expand the Europeana Education Community.

Annex

- Annex 1 - [Prep' Activity Lesson 1](#)
- Annex 2 - [Conclusion lesson 1](#)
- Annex 3 - [Prep' Activity Lesson 2](#)
- Annex 4 - [Conclusion Lesson 2](#)
- Annex 5 - [Prep' Activity Lesson 3](#)
- Annex 6 - [Hexagon Game about Joan of Arc](#)
- Annex 7 - [Hexagon Game about Chevalier d'Eon](#)
- Annex 8 - [Conclusion Lesson 3](#)
- Annex 9 - [Conclusion Lesson 4](#)
- Annex 10 - [Prep' Activity Lesson 5](#)
- Annex 11 - [Quiz Lesson 5](#)
- You can also download the [complete lesson](#)