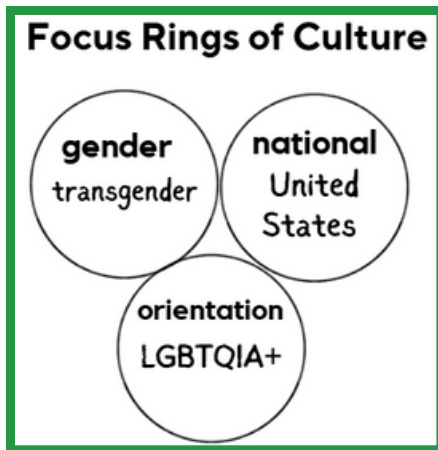


## Trans History From Ancient Times To The Present Day A Graphic Novel by Alex L. Combs & Andrew Eakett



Vocabulary	
trans	expression
transgender	diverse
non-binary	representation
identity	advocate
visibility	marginalized
contribute	archival
suppress	

## SAMPLE DISCUSSION QUESTIONS & ACTIVITIES

### Building Background Knowledge

It would be helpful to support readers in building background knowledge on the following:

- An overview of how trans and gender-diverse identities have existed across global histories, to challenge the misconception that trans identities are new or Western phenomena.
- A look at the terminology used to describe trans and gender-expansive people, both historically and today, and how language can shape understanding, respect, and visibility.

### Before Reading

- Why do you think it's important to learn about the history of different identities and communities? Can you think of any groups whose stories haven't been told enough?
- Have you ever read a story that helped you understand someone else's experience better? What was it, and what did you learn?

### After Reading the Preface

- The authors mention that history is not just facts—it's also about who tells the story. Why do you think that matters?
- What tone do the authors use in the preface (serious, hopeful, excited, etc.)? How does it make you feel about the rest of the book?

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### Identifying Cultural Behaviors

Cultural Behavior	Examples from the Text
<b>Cooperative/Collaborative (shared work/dependence on the group):</b> The value and practice of working together and sharing responsibility. Doing so can contribute to a richer overall experience as a group – “We work better together.”	The start of the text goes over how there are culturally specific gender identities. Since ancient times there has been a trans community who uplifted each other and supported one another.
<b>Realness (frank, direct, upfront):</b> The level of truthfulness, authenticity, and directness we utilize in our communications. Different cultures value different levels of directness. How truth and authenticity are communicated to others can be culturally based.	The authors present the information in a way that is frank and upfront so that the educator and students can have vital conversations about the topics discussed in the book.

### Possible Essay Prompts

#### Informative/Explanatory Essay Prompt

Explain how trans people have existed and contributed to societies throughout history. Use specific examples from the text to show how trans identities have been recognized or erased over time.

#### Analytical Essay Prompt

Analyze how the authors use the graphic novel format to make trans history more accessible.

How do images and visuals help you understand the people and events described?

#### Personal Reflection Prompt

Imagine someone your age is struggling to feel seen or accepted. Write an essay explaining how this book might help them feel more understood and empowered.

### Extension Activities

#### Graphic Novel

Students choose a trans historical figure or moment from the book and create a 1–2 page comic strip that teaches others about their story.

#### Connecting Geography to History

Students research and present how different cultures and countries have recognized or erased gender diversity throughout history. They then create an annotated digital or poster map showing where, when, and how trans people were represented.

#### Inquiry and Research

After reading, answer the question: “Whose stories were missing or only briefly mentioned?” Students choose a related figure, movement, or event not deeply covered in the text and create a short research report or digital presentation to share with the class.

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### Suggested CLR Protocols

Educators can access all CLR protocols on CLR+

Activity	CLR Protocol
<b>Vocabulary</b>	<p><b>Graffiti Wall Vocab</b></p> <p>This strategy will help students to associate the word with its concept when they create word posters that include words and drawings. Provide recognition for work by transforming the student work into the class word wall!</p> <p><i>Validate and affirm (VA) Collaboration, Subjectiveness, Sociocentric</i></p>
<b>During Reading</b>	<p><b>Article Doodle</b></p> <p>Article Doodle is a non-traditional note-taking method that turns student learning into visual representations, helping with memory retention by synthesizing and illustrating key concepts.</p> <p><i>Validate and affirm (VA) Relational, Artistic, Dynamic Attention Span, Field Dependence, Spontaneity</i></p>
<b>Extension</b>	<p><b>Give One Get One</b></p> <p>Use Give One Get One for students to share a learning from Article Doodle or pose a question and have students write an answer on a notecard to share. On the teacher's cue, students move around the room, stopping to talk to 3-5 other students for answers, ideas, missing pieces of information</p> <p><i>Validate and affirm (VA) Dynamic Attention Span, Movement, Sociocentric</i></p>