

1969 STONEWALL RIOTS

Grade: 5 to 8

(20-30 minute session)

Learning Outcomes & Lesson Focus

Students will:

- Identify the 1969 Stonewall Riots and its significance to Pride
- Identify what the Stonewall Inn was
- Analyze the difference between the word's "riot" and "uprising"
- Identify some of the notable individuals who were at the Stonewall Riots and their impact on the GSRD community following the Stonewall Riots

Lesson Focus

As a result of the learning activities within this lesson, students will be able to:

- Describe what the 1969 Stonewall Riots were and its significance to Pride
- Identify what led to the start of the Riots
- Recognize why people were partaking in the riots/protests
- Understand the difference between a "riot" and an "uprising"
- Identify some of the notable individuals who were at the Stonewall Riots and their impact on the GSRD community following the Stonewall Riots



Resources

Lesson Materials/Supplies

- Internet access for students to research history and events
- Dictionary for students to look up words

Audiovisual

- "How the Stonewall Riots Sparked a Movement" video clip

<https://www.youtube.com/watch?v=Q9wdMJmuBIA>

- "Women and the American Story: Marsha P. Johnson, Transgender Activist" video clip

<https://www.youtube.com/watch?v=vxknH5nBeA>

- Marsha P. Johnson: The defender of transgender rights

<https://www.cnn.com/2019/06/26/us/marsha-p-johnson-biography/index.html>

- Sylvia Rivera: Pushing Boundaries" video clip

<https://www.youtube.com/watch?v=0ODJ5gNcGho>

- Image of Stormé DeLarverie

<https://www.gq.com/story/storme-delarverie-suiting>

- Image of Miss Major Griffin-Gracy

<https://www.out-exclusives/2019/2/12/stonewall-activist-miss-major-still-leading-trans-revolution>

Print/Publications

- Links to Manitoba Curriculum - Kindergarten to Grade 8 - Physical Education/Health Education - HumanSexuality: https://www.edu.gov.mb.ca/k12/cur/physhlth/hs_k-8/
- Manitoba Teachers' Society: @2LGBTQIA Lesson Plans - <https://www.mbteach.org/mtscms/2018/04/17/lgbtq-lesson-plans/>
- *** CPHS Pride organization resources, if available, can be the primary resource for any research being completed by the students



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Notes to Teacher

The use of the term Pride, even outside the context of Gay Pride or the GSRD (LGBTQ2+) communities, is sensitive due to its connection with religious or other beliefs. It will likely be necessary to acknowledge that there are both positive and negative connotations to the term pride.

It might be necessary to provide lead-in knowledge to the students which introduces that discrimination and harm has taken place based on who people "love" or "are attracted to".

Acronyms

- LGBTQ2+: Lesbian, Gay, Bisexual, Transgender, Queer, 2-Spirit
- GSRD: Gender, Sexual, and Relationship Diversity
- There are many versions of acronyms for this community with letters being added, removed, or reordered based on who is being represented and how. There is no perfect or authorized version for use in education, rather, being aware of any local cultural sensitivities can assist in utilizing culturally competent language.

The discussion of the events behind the Stonewall Riots may be sensitive and raise negative emotions and feelings. It may be necessary to discuss these emotions and address the issues that the Stonewall Riots posed, not just legally but also emotionally/morally. It may also be necessary to preface the documentary by discussing some of the sensitive scenes that students will see. The "contributions" and "significance" of the Stonewall Riots might not always appear positive but served as a catalyst for positive change. Sensitivity will be needed in navigating discussion on these topics.

Suggestions for Instruction

- Begin by asking the students if they know about the Stonewall Raids
- Explain to students that in describing what happened at Stonewall, this event is sometimes described as a "riot" and sometimes as an "uprising". Ask students what they think the difference is between these two terms
- A riot is public violence, tumult or disorder
- An uprising is a usually localized act of popular violence in defiance usually of an established government
- Write two-columns on the board, one heading "uprising" and the other "riot". Ask the students to look up the two words either online or in a dictionary and write their findings under each column
- Describe what the Stonewall Raids were—June 28, 1969 marked the beginning of the Stonewall Uprising, a series of events between police and LGBTQ+ (GSRD) protesters which stretched over six days. It was not the first time police raided a gay bar, and it was not the first time LGBTQ+ (GSRD) people fought back, but the events that would unfold over the next six days would fundamentally change the discourse surrounding LGBTQ+ (GSRD) activism in the United States. While Stonewall became well known due to the media coverage and the subsequent annual Pride traditions, it was a culmination of years of LGBTQ+ (GSRD) activism
- Provide students with the understanding that the Stonewall Inn was one of the most popular gay bars in New York in 1969; because homosexuality was considered a criminal offence at this time, this led many gay establishments to operate without a liquor license, providing an open door for raids and police brutality



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Suggestions for Instruction

- Show the video clip to the students
- Discuss the video clip with the students, highlighting the important factors, as well as the significance of the documentary to Pride
- Introduce notable individuals (leaders such as Marsha P. Johnson, Sylvia Rivera, Stormé DeLarverie, and Miss Major Griffin-Gracy), who were present at the Stonewall Riots:
- Marsha was one of the first drag queens to go to the Stonewall Inn, once women and drag queen were allowed to attend, and she is noted as one of the main instigators of the uprising that took place at the Inn
- Sylvia was an advocate who fought against the exclusion of transgender people. She resisted arrest and led a series of protests against the Stonewall raid
- Stormé was a biracial butch lesbian “drag king”
- Many eyewitnesses say that Stormé’s scuffle with police incited the crowd to action at the Stonewall Uprising
- Miss Major Griffin-Gracy was an American activist who came out in her teens without having the language to describe being trans. When the Stonewall Inn was raided, she was there meeting a friend, joined with the ensuing riots, was knocked unconscious by the police, and awoke in jail the next morning
- Highlight the background information on the notable individuals (Marsha P. Johnson, Sylvia Rivera, Stormé DeLarverie, and Miss Major Griffin-Gracy), and their impact on the GSRD community after the Stonewall Riots:
- Marsha, alongside Sylvia, founded Street Transvestite Action Revolutionaries (STAR). The two worked to provide housing and support to gay, transgender, and gender nonconforming people, focusing on fellow sex-workers of colour. STAR offered aid to transgender sex workers, as well as LGBTQ+ youth in New York
- Today, there is a Marsha P. Johnson Institute which focuses on arts and community organizing for trans people of colour
- Sylvia was the president of STAR, while Marsha was vice president
- The Sylvia Rivera Law Project is an organization that continues her mission by working with trans, gender nonconforming, and intersex people who are marginalized
- Stormé is considered to have been a hugely important drag performer, as a member of the Jewel Box Revue – the period’s only racially integrated drag troupe
- Miss Major Griffin-Gracy worked to stop the abuse of trans people and non-conforming people in the American carceral system.
- She dedicated herself to the AIDS epidemic, hired other trans women to care for the sick, and started the Tenderloin AIDS Resource Center.
- She was also the first executive director of Transgender Gender-Variant and Intersex Justice Project, a nonprofit focused on the mistreatment many in those groups face while in prisons and detention centers. They provide leadership training programs and help with reentry following time served, as well as legal advice
- Show the video clips and photos of the notable individuals/leaders to the students (video’s discuss STAR as well)

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Suggestions for Assessment

Observation

Teacher Assessment: Checklist

Observe whether the student is able to identify what the 1969 Stonewall Riots were and its significance to Pride

Yes

No

Observe whether the student is able to identify:

How many days did the Stonewall Uprising last?

What city was the Stonewall Inn located in?

Who was Marsha P. Johnson?

Who was Miss Major Griffin-Gracy?

Who was Stormé DeLarverie?

Who was Sylvia Rivera?

Paper and Pencil Task

Teacher Assessment: Inventory

Have students write a reflection on the documentary watched and what they believe the issues presented are

