

WHAT IS DRAG?

History of Drag in Canada

Grade: 5 to 8

(20-30 minute session)

Learning Outcomes & Lesson Focus

Students will:

- Identify the meaning of Drag
- Describe ways in which Drag can be expressed/shown
- Understand connections between Drag and queer history
- Identify the applicability of Drag to the Gender, Sexuality and Relationship Diversity (GSRD (LGBTQ2+)) communities

Lesson Focus

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

- Describe what Drag is and its significance
- Recognize and understand the history of Drag
- Understand the connection between Drag and Pride in relation to GSRD and queer history

Resources

Lesson Materials/Supplies

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

Audiovisual

- What is Drag?
https://www.youtube.com/watch?v=8_FrmCis7d0
- InQueery: Trixie Mattel Breaks Down the History of "Drag"
<https://www.them.us/story/inqueery-drag>

Print/Publications

- Picture books (Julián is a Mermaid, Auntie Uncle: Drag Queen Hero, Be Amazing: A History of Pride, The Sublime Ms. Stacks, The Art of Drag, etc.)
- *** CPHS Pride organization resources, if available, can be the primary resource for any research being completed by the students



WHAT IS DRAG?

History of Drag in Canada

Grade: 5 to 8

(20-30 minute session)

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".

Treat the topic of sexuality and gender roles with sensitivity, always showing consideration for others. Encourage students to respect differences and to celebrate the rights and feelings of others, keeping in mind that not all families/cultures value the same things. To neutralize the topic or make it less personal, choose stories or books about how social and cultural influences affect sexuality and gender roles. It is important to allow students to form their own opinions about what kinds of messages the media convey to youth.

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.

Suggestions for Instruction

- Begin by asking the students what they know about Drag
- Share a definition of Drag with the students (an art form; a gender-bending creative expression in which folks create a persona; a form of self-expression often used to celebrate the queer community, etc.)
- Drag Queens and Drag Kings (a drag queen creates a version of a "feminine" persona while a drag king creates a version of a "masculine" persona through outfits, makeup, wigs)
- Discuss some of Canada's history in Drag (interwoven with complex laws and harsh discrimination as plenty of queer establishments celebrating drag were raided through the 70's, 80's and 90's)
- Since women weren't allowed to perform in theatres, men had to take over and assume women's roles
- Drag was common in ancient Greece and also in the Shakespearean era
- The Harlem Renaissance, a cultural revival of African American arts and academics, played a major role in the development of drag, and other parts of queer culture
- The revolutionary movement offered a new language that challenged social norms and demonstrated the fluidity of identity, showing Harlem, and by extension the world, the evolving nature of gender, sex, expression, and sexuality
- Inform students of International Drag Day (July 16th), explaining that it is a day to celebrate and honour the art of drag and the drag culture
- Show students the suggested videos under "audiovisual" and discuss
- Pass around some of the picture book suggestions or feel free to read one to students, followed by a short discussion



WHAT IS DRAG?

History of Drag in Canada

Grade: 5 to 8

(20-30 minute session)

Suggestions for Assessment

Observation

Teacher Assessment: Checklist

Observe whether the students can identify the relationship/connection between Drag and Pride in relation to GSRD and queer history

Yes

No

Paper and Pencil Task

Teacher Assessment: Inventory

Have students select a picture book from the list provided or from their own choice, that relates to Drag, and write a reflection on what they have learned that they maybe did not know before, as well as why this book can be beneficial to other students or adults who are not familiar on the topic of Drag



1969 DECRIMINALIZATION OF HOMOSEXUALITY IN CANADA

Grade: 5 to 8

(20-30 minute session)

Learning Outcomes & Lesson Focus

Students will:

- Identify The Wolfenden Report as a key historical event that led up to decriminalization of homosexuality in the UK, and its significance on the decriminalization of homosexuality in Canada in 1969
- Identify The Fruit Machine and The Lavender Scare as events that led up to The Wolfenden Report
- Identify Bill C-150 which led to the decriminalization of homosexuality in Canada in 1969, and the fact that this Bill did not result in any meaningful change for the GSRD community

Lesson Focus

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

- Describe what The Wolfenden Report is and its significance
- Describe what The Fruit Machine was (and watch movie or scene from it)
- Describe what The Lavender Scare was (and watch movie or scene from it)
- Recognize the issues at play within The Fruit Machine and The Lavender Scare
- Understand what Bill C-150 represented and what it meant for members of the GSRD community at the time— no meaningful change resulted for this community
- Understand which factors/events contributed to Bill C-150 (for example, The Wolfenden Report)

Resources

Lesson Materials/Supplies

- Internet access for students to research history and events
- **Audiovisual**
- The Fruit Machine movie OR The Fruit Machine documentary
- <https://www.tv.org/video/documentaries/the-fruit-machine-feature-version>
- <https://www.youtube.com/watch?v=5dLEn0h4hJl>
- "The Lavender Scare" (2017) documentary film
- http://www.gbtqarchive.com/ssh/wolfenden_report_S.pdf
- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1962139/pdf/brmedj03120-0059.pdf>
- **Print/Publications**
- Links to Manitoba Curriculum - Kindergarten to Grade 8 - Physical Education/Health Education - Human Sexuality:
https://www.edu.gov.mb.ca/k12/cur/phys_hlth/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



1969 DECRIMINALIZATION OF HOMOSEXUALITY IN CANADA

Grade: 5 to 8

(20–30 minute session)

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”.

Treat the topic of sexuality and gender roles with sensitivity, always showing consideration for others. Encourage students to respect differences and to celebrate the rights and feelings of others, keeping in mind that not all families/cultures value the same things. To neutralize the topic or make it less personal, choose stories or books about how social and cultural influences affect sexuality and gender roles. It is important to allow students to form their own opinions about what kinds of messages the media convey to youth.

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 Fruit Machine and the Lavender Scare may be sensitive and raise negative emotions and feelings. It may be necessary to discuss these emotions and address the issues that The Fruit Machine and the Lavender Scare posed, not just legally but also emotionally/morally. It may also be necessary to preface the film/documentary by discussing some of the sensitive scenes that students will see. The “contributions” and “significance” of events leading up to The Wolfenden Report 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 if any of the students have heard of the Wolfenden Report, The Fruit Machine, or the Lavender Scare
- Discuss with students what the Wolfenden Report is—report that concluded the criminalization of homosexuality was an impingement on civil liberty
- Introduce students to two significant events that led up to the Wolfenden Report—The Fruit Machine and the Lavender Scare
- The Fruit Machine was created as an ostensibly scientific way to detect homosexuals, so they could be fired from their government jobs or pre-screened before being offered employment in the first place
- The Lavender Scare was an attempt by American politicians and political officials to purge the federal government—in the military and in other kinds of federal employment—of homosexuals
- Ask students to describe how they feel about the information you just provided to them and write some of these reactions/emotions on the classroom board
- Show the students one or both films/documentaries
- Discuss the film(s)/documentary(ies) with the students, highlighting the important factors, as well as the significance of the film/documentary to Pride



1969 DECRIMINALIZATION OF HOMOSEXUALITY IN CANADA

Grade: 5 to 8

(20-30 minute session)

Suggestions for Assessment

Observation

Teacher Assessment: Checklist

Observe whether the student is able to identify what The Wolfenden Report is and why it is significant to Pride

- Yes
- No

Observe whether the student is able to identify what The Fruit Machine and The Lavender Scare were

- Yes
- No

Paper and Pencil Task

Teacher Assessment: Inventory

Have students write a reflection on the films/documentaries watched and what they believe the issues presented are. Some topics/questions that should be addressed within the reflections are as follows:

- 1) How does learning about The Fruit Machine and the Lavender Scare make you feel?
- 2) What is your opinion towards people losing their jobs or not being offered employment in the first place, due to their sexual orientation?
- 3) Are you proud of the changes made since the 1969 decriminalization of homosexuality in Canada?



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



1969 STONEWALL RIOTS

(20-30 minute session)

Grade: 5 to 8

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



1969 STONEWALL RIOTS

Grade: 5 to 8

(20–30 minute session)

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)

1969 STONEWALL RIOTS

(20-30 minute session)

Grade: 5 to 8

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



1971 WE DEMAND RALLY

(20-30 minute session)

Grade: 5 to 8

Learning Outcomes & Lesson Focus

Students will:

- Identify what the 1971 We Demand Rally was and its significance to Pride
- Identify what changes resulted from the 1971 We Demand Rally
- Identify what some of the demands were

Lesson Focus

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

- Describe what the 1971 We Demand Rally was and its significance to Pride
- Describe some of the 10 demands and changes that resulted

Resources

Lesson Materials/Supplies

- Internet access for students to research history and events
- List of 10 demands

Print/Publications

- Links to Manitoba Curriculum - Kindergarten to Grade 8 - Physical Education/Health Education - Human Sexuality
- https://www.edu.gov.mb.ca/k12/cur/phys_hlth/hs_k-8/
- Manitoba Teachers' Society: @2LGBTQIA Lesson Plans - <https://www.mbteach.org/mtscms/2018/04/17/lgbtq-lesson-plans/>
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Notes to Teacher

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Acronyms

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The discussion of the events behind the We Demand Rally may be sensitive and raise negative emotions and feelings. It may be necessary to discuss these emotions and address the issues that the We Demand Rally posed, not just legally but also emotionally/morally, specifically regarding the 10 demands.



1971 WE DEMAND RALLY

(20-30 minute session)

Grade: 5 to 8

Suggestions for Instruction

- Describe to students what the 1971 We Demand Rally was—a 13-page document that called for changes to discriminatory federal laws and policies concerning gays, bisexuals, and lesbians in Canada
- Describe to students the 10 demands that were called for by activists
- Explain to students the process of the rally—on August 28th, 1971, activists and supporters assembled on Parliament Hill to publicize the We Demand brief
- Ask the students what their feelings are towards the specific demands requested; Do they feel shocked and saddened that these simple rights have to be demanded? Do they agree with these demands?



Suggestions for Assessment

Paper and Pencil Task

Teacher Assessment: Inventory

Have students list as many changes/demands from the 1971 We Demand Rally as possible

Suggested Criterion

The student is able to list at least 8 of these demands

Yes

No



1973 PRIDE WEEK

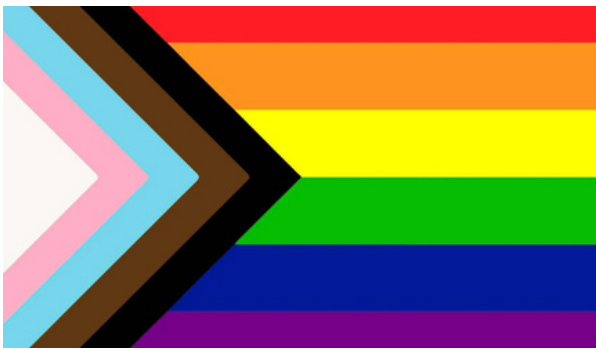
(20-30 minute session)

Grade: 5 to 8

Learning Outcomes & Lesson Focus

Students will:

- Identify what the 1973 Pride Week was and its significance
- Identify which cities took place in the 1973 Pride Week
- **Lesson Focus**
- As a result of the learning activities within this lesson, students will be able to:
- Describe what the 1973 Pride Week was and its significance for future Pride events
- Identify some of the activities that took place during the 1973 Pride Week



Resources

Lesson Materials/Supplies

- pictures of various Pride celebrations and events with a focus on LGBTQ2+ (GSRD) communities
- Internet access for students to research history and events

Print/Publications

- Links to Manitoba Curriculum - Kindergarten to Grade 8 - Physical Education/Health Education - Human Sexuality
- https://www.edu.gov.mb.ca/k12/cur/phys_hlth/hs_k-8/
- Manitoba Teachers' Society: @2LGBTQIA Lesson Plans - <https://www.mbteach.org/mtscms/2018/04/17/lgbtq-lesson-plans/>
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Notes to Teacher

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It is expected that not every community will have a local Pride week/event to research, therefore it could be necessary to consider Pride organizations in neighbouring communities, larger metropolitan areas or even regional entities. In instances where no local Pride organization exists, instruction could include discussion with students as to what might contribute to this situation.



1973 PRIDE WEEK

(20–30 minute session)

Grade: 5 to 8

Suggestions for Instruction

- Summarize what the 1973 Pride Week was—a national LGBTQ+ (GSRD) rights event held in August 1973 in several Canadian cities, including Vancouver, Toronto, Ottawa, Montreal, Saskatoon, and Winnipeg
- Ask students to brainstorm some activities that they think took place during this Pride Week and write answers on the classroom board
- Ask the students to provide reasons for people to engage in Pride activities, as well as how Pride can be shown and write their ideas on the classroom board
- Some activities included an art festival, a dance, a picnic, a screening of a documentary, and a rally for gay rights
- Pride, as opposed to shame and social stigma, is the predominant outlook that bolsters most human rights movements. **Gay pride, queer pride** or **LGBTQ2+ (GSRD) pride** is therefore the promotion of the self-affirmation, dignity, equality, and increased visibility of LGBTQ2+ (GSRD) people as a social group. Pride was born out of a fight for equal rights for LGBTQ2+ (GSRD) people which has been growing for over 50 years, and many use it to spotlight the resilience, talent, and contributions of LGBTQ2+ (GSRD) communities across the country.
- Pride is an opportunity for action and celebration; it is at once educational and engaging, bringing together people from all walks of life under a shared rainbow of diversity and inclusion. While Pride welcomes vastly different people of every persuasion, they all have one thing in common—a desire to see all Canadians treated equally, regardless of sexuality, race, gender identity, religion or any other label that might be used as an excuse to compromise their basic human rights
- Ask students if they have ever attended a Pride event or have seen any of these events take place before? (ex: Pride parade on TV)
- Ask students to research a local Pride week/event (if the answer to the previous question is no for any) and discuss what they have learned or find interesting from it

Suggestions for Assessment

Observation

Teacher Assessment: Checklist

Observe whether the student is able to identify what the 1973 Pride Week was and its significance to Pride for the future

Yes

No



1981 EDMONTON BATHHOUSE RIOTS

(20–30 minute session)

Grade: 5 to 8

Learning Outcomes & Lesson Focus

Students will:

- Identify what the 1981 Edmonton Bathhouse Raids were and its significance to Pride
- Identify and recognize what the Pisces Spa was

Lesson Focus

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

- Identify what the 1981 Edmonton Bathhouse Raids were
- Identify why the Pisces Spa was targeted
- Recognize the impact and significance that the raid had on Pride



Resources

Lesson Materials/Supplies

- Internet access for students to research history and events

Audiovisual

- “40 years after Edmonton’s Pisces bathhouse raid” clip
<https://globalnews.ca/video/7906799/40-years-after-edmontons-pisces-bathhouse-raid>
- Video clip followed by information on the riot and aftermath
<https://citymuseumedmonton.ca/2021/05/18/the-pisces-bathhouse-raid-igniting-four-decades-of-activism/>

Print/Publications

- Links to Alberta Curriculum - Grade K to Grade 9 - Health and Life Skills—Human Sexuality Education
https://www.learnalberta.ca/content/mychil dslearning/grade5_healthlifeskills.html
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1981 EDMONTON BATHHOUSE RAIDS

Grade: 5 to 8

(20-30 minute session)

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”.

Treat the topic of sexuality and gender roles with sensitivity, always showing consideration for others. Encourage students to respect differences and to celebrate the rights and feelings of others, keeping in mind that not all families/cultures value the same things. To neutralize the topic or make it less personal, choose stories or books about how social and cultural influences affect sexuality and gender roles. It is important to allow students to form their own opinions about what kinds of messages the media convey to youth.

Acronyms

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The discussion of the events behind the Edmonton Bathhouse Raids may be sensitive and raise negative emotions and feelings. The topic of “bathhouses” may be sensitive to students and will have to be treated with caution. It may be necessary to discuss these emotions and address the issues that the Toronto Bathhouse Raids posed, not just legally but also emotionally/morally. It may also be necessary to preface the video clip by discussing some of the sensitive scenes that students will see/hear. The “contributions” and “significance” of the Edmonton Bathhouse Raids 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 with a sensitive and open discussion around what bathhouses were/are
- Explain to students what the “Pisces Health Spa” was— a gay bathhouse in the prairies.
- Beginning in February 1981, pairs of young undercover police detectives – nine in total – were posing as members of Pisces Spa, spending weekend nights mingling, watching, and making copious, detailed notes concerning the activities of the men who gathered there. by the time the Pisces was raided in May 1981, dozens of raids had occurred across Canada between 1969 and 1981, resulting in hundreds of arrests. It’s important to view the 1981 raids in that context, as the Pisces raid was far from the first. That year was different, however, because it had the distinction of being the year that the Canadian queer community began to resist.
- Forty members of the Edmonton Police service, six RCMP officers, and two crown attorneys stormed the Pisces Health Spa, a bathhouse used by gay men, on May 30, 1981, at around 1:30 AM. In the raid, 56 men were arrested and charged while an additional six men, owners and employees, were charged with being keepers of a common bawdy house.



1981 EDMONTON BATHHOUSE RIOT

Grade: 5 to 8

(20-30 minute session)

Suggestions for Instruction

- the Edmonton raid had two Crown Prosecutors present, surveying the arrests. Everything about the raid had been arranged beforehand in great detail, including having staff ready at the courthouse for an extremely unusual middle-of-the-night arraignment. The men were filed out of the spa and into vans and police cruisers and driven to the courthouse, where a few were pulled aside and questioned, and no one was allowed counsel. It was close to daybreak when the 56 found-ins finally made their way out of the courthouse.
- The members of the gay community stepped forward in solidarity. Both Flashback and Edmonton's other principal gay bar, The Roost, offered space for the found-ins to meet and plan their legal strategies. A group of lawyers met the men at the bars to talk them through their options
- As the trials proceeded through the summer months, it became apparent that instead of forcing the gay community to retreat into the shadows, the perceived overreach of the arrests had emboldened the community to resist. Not only was there a protest in front of city hall to draw attention to the injustice, but real outcry came from the frustrated community.
- Explain to students that this event led to the formation of Edmonton Pride: After the raid and court cases, what remained was a sense of frustration and outrage that would become a prominent characteristic of the Edmonton gay community. In June 1982, the city's first Pride events began. There was no parade, but several small events grouped together to honour the theme "Gay Pride Through Unity" attracted 250 people. These events grew into Gay and Lesbian Awareness Week around 1984. It would be a decade after the raid before the first Pride Protest/Parade would take place, infamously featuring people with bags over their heads to protect their identities. Official support finally arrived in 1993 when Mayor Jan Reimer proclaimed Gay and Lesbian Pride Day
- Pull up a map of Edmonton on the internet to show students where the Pisces Health Spa was located



1981 EDMONTON BATHHOUSE RIOTS

(20-30 minute session)

Grade: 5 to 8

Suggestions for Assessment

Observation

Teacher Assessment: Checklist Observe whether the student is able to identify what the 1981 Edmonton Bathhouse Raids were and its significance to Pride and GSRD rights in Canada

Yes

No

Paper and Pencil Task

Teacher Assessment: Inventory Have students write a 250 - 500 word critique/reflection of the event, ensuring that they demonstrate their understanding of why the coordination of the raid was so malicious and targeted. Students can include why they think this event was the catalyst for Edmonton Pride and draw parallels to other important historical moments.



1981 TORONTO BATHHOUSE RAIDS

(20-30 minute session)

Grade: 5 to 8

Learning Outcomes & Lesson Focus

Students will:

- Identify what the 1981 Toronto Bathhouse Raids were and its significance to Pride
- Identify what the Operation Soap raids were

Lesson Focus

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

- Identify what the 1981 Toronto Bathhouse Raids were
- Identify the term/event Operation Soap in relation to the 1981 Toronto Bathhouse Raids



Resources

Lesson Materials/Supplies

- Internet access for students to research history and events

Audiovisual

- "Operation Soap: The police raids that targeted Toronto's queer community in the 1980's" YouTube clip

Print/Publications

- Links to Manitoba Curriculum - Kindergarten to Grade 8 - Physical Education/Health Education - Human Sexuality
- https://www.edu.gov.mb.ca/k12/cur/phys_hlth/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

Notes to Teacher

The use of the term Pride, even outside the context of Gay Pride or the LGBTQ2+ (GSRD) 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 Toronto Bathhouse Raids may be sensitive and raise negative emotions and feelings. The topic of "bathhouses" may be sensitive to students and will have to be treated with caution. It may be necessary to discuss these emotions and address the issues that the Toronto Bathhouse Raids posed, not just legally but also emotionally/morally. It may also be necessary to preface the YouTube clip by discussing some of the sensitive scenes that students will see. The "contributions" and "significance" of the Toronto Bathhouse Raids might not always appear positive but served as a catalyst for positive change. Sensitivity will be needed in navigating discussion on these topics.



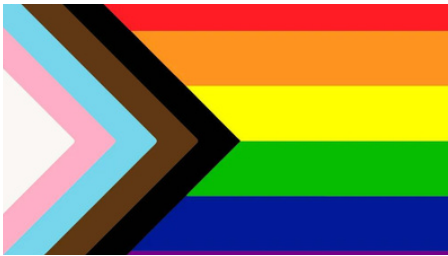
1981 TORONTO BATHHOUSE RAIDS

(20–30 minute session)

Grade: 5 to 8

Suggestions for Instruction

- Begin with a sensitive and open discussion around what bathhouses were/are
- Explain to students what “Operation Soap” was—on February 5th, 1981, four bathhouses in downtown Toronto were violently surprised by a series of coordinated raids. Police battered down doors and placed men in handcuffs indiscriminately, humiliating and degrading everyone in their wake—many of whom were still firmly in the closet and trying to survive in the oppressively homophobic social climate of 1981
- Explain to students that the modern gay rights movement in Canada emerged after the raids and relate this as a significance
- Pull up a map of Toronto on the internet to show students where the four downtown Toronto bathhouses were (The Barracks, The Club, Richmond Street Health Emporium, Roman II Health and Recreation Spa)



Suggestions for Assessment

Observation

Teacher Assessment: Checklist

Observe whether the student is able to identify what the 1981 Toronto Bathhouse Raids were and its significance to Pride and GSRD rights in Canada

Yes

No



1981 FIRST DYKE MARCH IN CANADA

(20-30 minute session)

Grade: 5 to 8

Learning Outcomes & Lesson Focus

Students will:

- Identify the origins of the Dyke March and how it has changed over the years
- Identify what the catalysts were for creating a Dyke March

Lesson Focus

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

- Identify what the Dyke March is and when it first occurred in Canada
- Identify the catalysts for its implementation



Resources

Lesson Materials/Supplies

- Internet access for students to research history and events

Audiovisual

- The First Ever Dyke March (YouTube): <https://www.youtube.com/watch?v=UfcoSDN9tN8&t=29s>

Print/Publications

- Canadian Queer History: Marches and Festivals - <https://www.queerevents.ca/queer-history/marches-festivals>
- Making a History of Our Own - <https://dykemarchtoronto.wordpress.com/our-history/>
- Eating Fire: A History of the Dyke March - <https://www.queerevents.ca/queer-corner/blog/history/history-dyke-march>
- Links to Manitoba Curriculum - Kindergarten to Grade 8 - Physical Education/Health Education - Human Sexuality 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



1981 FIRST DYKE MARCH IN CANADA

(20-30 minute session)

Grade: 5 to 8

Notes to Teacher

The use of the term Pride, even outside the context of Gay Pride or the LGBTQ2+ (GSRD) 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.

There is an expectation that questions might arise on the term “dyke” and what its significance is within the greater LGBTQ2+ (GSRD) how it differs from other similar aspects of the more common or broader Pride activities. It might be necessary to discuss that while the LGBTQ2+ (GSRD) communities have similarities which bring them together towards many common goals and addressing specific needs, many of the communities such as those who are dykes wish to honour their own community by highlighting their achievements as well as their struggles.

Suggestions for Instruction

- Begin with a discussion around what distinguishes the Dyke community from the LGBTQ2+ (GSRD) community. While the Dyke community consists of lesbians who are typically grouped within the term ‘Gay’ and within the Gay Pride movement, many feel that gay women experience different and long-lasting discrimination than that of gay men.
- The first marches for the Dyke community were adhoc and not planned as an organized march. The first march occurred in Vancouver, British Columbia in May of 1981, which coincidentally was the first march of its kind in the world. A spectacular act of protest, it challenged not only the injustices of government but also the male dominance within LGBTQ2+ (GSRD) spaces. The main reason for the creation of the various Dyke Marches was to protest what many women saw as the control of Pride events by white gay men at the expense of lesbians in general and women of colour in particular. A follow-on march occurred on October 17th, 1981 in Toronto, which was the last Dyke March in Toronto until 1996.
- A number of other marches around the world, including an April 24th, 1993 event in Washington, DC (the first to officially use the name Dyke March) have had significant impact on lesbian visibility, some also claiming to be the first. Dyke Marches occur regularly now, coinciding with larger Pride events, yet are distinct activities.

Suggestions for Assessment

Observation

Teacher Assessment: Checklist

Observe whether the student can identify when and where the first Dyke March in Canada occurred, as well as the reasons for its inception.

Yes

No



1990 ADOPTION OF TWO-SPIRIT TERM

(20-30 minute session)

Grade: 5 to 8

Learning Outcomes & Lesson Focus

Students will:

- Identify the meaning of the term "Two-Spirit"
- Identify the origins of the term "Two-Spirit"
- Identify notable figures and organizers behind this term and its adoption
- Identify the events that occurred and lead to the creation of the term "two-spirit"

Lesson Focus

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

- Identify the meaning and origin of the term "Two-Spirit"
- Define the term "two-spirit" and other terminology associated
- Describe where the term "two-spirit" came from and the notable figure(s) responsible for the creation of this term
- Understand the importance of "two-spirit" in relation to Pride



Resources

Lesson Materials/Supplies

- Internet access for students to research history and events

Audiovisual

- Two Spirits, One Voice (Egale Canada)
<https://egale.ca/awareness/two-spirits-one-voice/>
- What Does "Two-Spirit" Mean" video
<https://www.them.us/video/watch/geoneptune-explains-two-spirit>

Print/Publications

- Two-Spirit Community
<https://lgbtqhealth.ca/community/two-spirit.php>
- Two-Spirit
<http://www.phsa.ca/transcarebc/gender-basics-education/terms-concepts/two-spirit>
- Links to Manitoba Curriculum - Kindergarten to Grade 8 - Physical Education/Health Education - Human Sexuality
https://www.edu.gov.mb.ca/k12/cur/phys_hlth/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



1990 ADOPTION OF TWO-SPIRIT TERM

Grade: 5 to 8

(20-30 minute session)

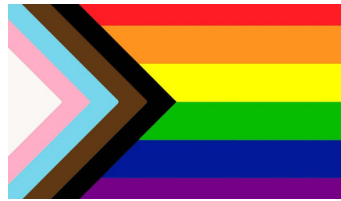
Notes to Teacher

The use of the term Pride, even outside the context of Gay Pride or the LGBTQ2+ (GSRD) 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 Two-Spirit term is one that brings an aspect of intersectionality, a concept which might be new for students. The term brings the characteristics of sexual, gender and relationship diversity with a perspective of the Indigenous communities. One consideration is that the term applies to those communities, and not to non-Indigenous LGBTQ2+ (GSRD) persons. It might be necessary to discuss the issues of “appropriation” if this term is used outside of Indigenous peoples.



Suggestions for Instruction

- Begin by asking if any of the students have heard of the term “two-spirit” or if they know where it originated from
- Write down on the board any ideas or answers that the students have regarding the definition of this term
- Discuss with students the definition of the term “two-spirit” and where this term originated from
- “Two-Spirit” refers to a person who identifies as having both a masculine and a feminine spirit, and is used by some Indigenous people to describe their sexual, gender and/or spiritual identity. As an umbrella term it may encompass same-sex attraction and a wide variety of gender variance, including people who might be described in Western culture as gay, lesbian, bisexual, transsexual, transgender, gender queer, cross-dressers or who have multiple gender identities. Two-spirit can also include relationships that could be considered poly.
- Before colonization, Two-Spirit people were included and respected as valued community members, often holding revered roles such as healers, matchmakers, and counsellors, among many others. As part of the colonization process, there has been an attempted erasure of Two-Spirit people. The western religious values and belief systems that were imposed on Indigenous people condemned any sort of sexual or gender diversity, and Two-Spirit people were killed or forced into assimilation and hiding. One of many lasting impacts of colonization on Two-Spirit people, is an increased level of homophobia and transphobia within many Indigenous communities, which can often cause Two-Spirit people to leave their home communities (and subsequently, their families, land, and culture). However, the role of Two-Spirit people in Indigenous communities is now being reclaimed, and it is becoming increasingly recognized that homophobia and transphobia are in direct contradiction with most traditional Indigenous values.



1990 ADOPTION OF TWO-SPIRIT TERM

Grade: 5 to 8

(20-30 minute session)

Suggestions for Instruction (continued)

- Provide students with an introduction to the history of the term “two-spirit”, highlighting notable figures and organizers behind the creation of the term
- The creation of the term “Two-Spirit” is attributed to Elder Myra Laramée, who proposed its use during the Third Annual Inter-tribal Native American, First Nations, Gay and Lesbian American Conference, held in Winnipeg in 1990. The term is a translation of the Anishinaabemowin term niizh manidoowag, two spirits.
- Two-Spirit people may also use terms from their Indigenous language to describe same-sex attraction or gender variance, such as winkt (Lakota) or nàdleehé (Diné). Some Indigenous languages do not have terms to describe sexual identities such as gay, lesbian, or bisexual. Many Indigenous languages are verb-focused, and describe what people do rather than how they identify.
- The term “Two-Spirit” comes from the Ojibwa words niizh manitoag (two-spirits). It was originally chosen to distance Native/First Nations people from non-Natives as well as from the words “berdache” and “gay”.
- Two Spirit individuals are seen as being two identities that occupy one physical body. Within different communities, Two Spirit individuals were often involved in performing work that was generally associated with both men and women. Having the spirits of two genders was considered a special gift and people with this gift often held highly respected positions within their communities
- Describe to students the impacts of colonization in relation to the history of the term
- Show the students the “What Does “Two-Spirit” Mean” video
- Discuss the video with the students and ask for their reactions and feelings after watching it

Suggestions for Assessment

Observation

Teacher Assessment: Checklist

Observe whether the student can identify what Two-Spirit means and where/when the term originated.

- Yes
- No

Observe whether the student is able to describe the history of the term “Two-Spirit”

- Yes
- No

Paper and Pencil Task

Teacher Assessment: Inventory

Have students write a reflection on the films/documentaries watched and what they believe the issues presented are. Some topics/questions that should be addressed within the reflections are as follows:

- 1) Do you recall the first time you heard the term “Two-Spirit”? If you have never heard this term prior to the video, why do you think that is the case?
- 2) What did you learn from the two videos that you maybe did not know before?



2009 FIRST TRANSGENDER MARCH IN CANADA

Grade: 5 to 8

(20-30 minute session)

Learning Outcomes & Lesson Focus

Students will:

- Identify the origins of the Transgender March and how it has changed over the years
- Identify what the catalysts were for creating a Transgender March

Lesson Focus

- As a result of the learning activities within this lesson, students will be able to:
- Identify what the Transgender March is and when it first occurred in Canada
- Identify the catalysts for its implementation as well as how it has changed over the years



Resources

Lesson Materials/Supplies

- Internet access for students to research history and events

Audiovisual

- World's Biggest Trans March - Pride 2018 (YouTube) - <https://www.youtube.com/watch?v=63gyjUDczEc>

Print/Publications

- How Toronto's Trans March Has Evolved - <https://torontoist.com/2016/06/how-torontos-trans-march-has-evolved/>
- Canadian Queer History: Marches and Festivals - <https://www.queerevents.ca/queer-history/marches-festivals>
- Links to Manitoba Curriculum - Kindergarten to Grade 8 - Physical Education/Health Education - Human Sexuality https://www.edu.gov.mb.ca/k12/cur/physhlt/h/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



2009 FIRST TRANSGENDER MARCH IN CANADA

Grade: 5 to 8

(20-30 minute session)

Notes to Teacher

The use of the term Pride, even outside the context of Gay Pride or the LGBTQ2+ (GSRD) 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.

There is an expectation that questions might arise on the existence of transgender marches and events separate from the more common or broader Pride activities. It might be necessary to discuss that while the LGBTQ2+ (GSRD) communities have similarities which bring them together towards many common goals and addressing specific needs, many of the communities such as those who are transgender wish to honour their own community by highlighting their achievements as well as their struggles.



Suggestions for Instruction

- Begin with a discussion around what distinguishes the transgender community from the LGBTQ2+ (GSRD) community
- Explain to students that the first Transgender March in Canada occurred on June 27th, 2009 in Toronto by transgender community members who felt that the greater Pride organizations did not program transgender activities, that the existing marches did not focus on their experiences as transgender people and did not make it clear that those visibly taking up space in the streets were transgender. This march was attended by 60 to 100 people.
- Due to the number of transgender people in Toronto, many Transgender Marches have occurred in that city since 2009 with them having taken place in some form every year. However, these events have not been without issues derived from governmental legitimization and oversight imposed by the greater Pride organizations. While these marches had their origins in lack of visibility and consultation, municipal and Pride support meant that the transgender community was losing control over its own marches. Transgender marches between 2011 to 2015 were very much ‘protest’ focused highlighting the community being made invisible by not being considered or consulted during event planning.
- Other significant first Transgender Marches across Canada:
 - Quebec City: 2010
 - St. Johns: 2015
- Since Canada’s federal government passed Bill C-16 in 2017, protecting persons based on gender identity and expression, there has been greater understanding and consultation with the transgender community resulting in improved visibility and inclusion.



2009 FIRST TRANSGENDER MARCH IN CANADA

Grade: 5 to 8

(20-30 minute session)

Suggestions for Assessment

Observation

Teacher Assessment: Checklist

Observe whether the student can identify when and where the first Transgender March in Canada occurred, as well as the reasons for its inception.

- Yes
- No



NATIONAL PRIDE HISTORY ALL- ENCOMPASSING ASSESSMENT

Grade: 5 to 8

Note to Teachers

The following all-encompassing assessment should only be used if all the national history lesson plans have been taught to students. This final assessment is designed to test students' comprehensive knowledge of all the national history lessons, and to encourage further learning and connections based off what students have already learned. This assessment should push students further and allow them to apply what they have learned in the context of this assessment.

Paper and Pencil Task

Teacher Assessment: Inventory

Option 1:

Have students write a mini essay (3-5 pages) on any key national Pride historical event of their choice. Use the following scoring rubric to assess student work related to the directory of sources for support.

Scoring Rubric

Scale *The student:*

- 3** • clearly identified a key historical event and provided a thorough description of the chosen event, as well as connections with the significance to Pride and the GSRD community
- 2** • included some information on a key historical event and provided a brief description
- 1** • provided inadequate information on a key historical event and an incomplete description

Option 2:

Have students create a timeline project based on all the lessons delivered, to showcase the following outcomes:

- level of creativity
- level of accuracy
- description of the historical events
- connection to the significance of Pride and the GSRD community

