HISTORY OF PRIDE

Learning Outcomes or Enduring Understandings

• History of Pride
• Pride as celebration/Pride as protest
• Pride around the world
• Grade 5-8 ELA
• Grade 6-7 SS

Thinking Concepts and Skills

• Questioning
• Inferring
• Brainstorming
• Researching
• Discussions (cooperative learning)

Students Tasks to Demonstrate Learning (Assessment of Learning)

• I Notice/I Wonder BLM
• Article Summary
• Participation in small group and whole group discussions
• Research and presentation
• Journal entry

Learning Assessment Strategies (Assessment as, for Learning)

Activate
1. Brainstorm (as a class or in small groups) what they know about LGBTQ Pride events in Manitoba, Canada, and around the world.
2. Watch videos on the history of Pride, as students watch the videos have them fill out the I Notice section of the I Notice...I Wonder BLM.
3. Set up a gallery walk of pictures of early Pride events. Have students circle the classroom and continue to fill in their I Notice/I Wonder BLM. Once they have spent time looking at all the images give students a few minutes to thoroughly complete their chart.
4. Afterwards have them discuss what they noticed and wondered in small groups followed by a large group share.

Acquire
1. Split the class into 4-5 groups for a jigsaw activity. Provide each group with a different article and an article summary sheet (there should be 1 for each person to take to their second group).
2. In their groups have the students read the articles and fill in their summary sheet together. Allow time here for discussion and reactions to the various articles.
3. Once they have completed part 2, split them into new groups making sure each group has at least one person from each original groups. Students will now act as experts from their article, sharing the information from that article with their new group. Have students discuss the different articles, reactions, and how they relate to each other.
4. Have each group share their discussions with the whole class.
Apply

1. In pairs or groups of 3, have students research a country from around the world and create a presentation on the reality of LGBTQ rights in those countries.
   a. For their presentation have each pair/group create a timeline of LGBTQ rights including Pride events, to be shared with the class.
   b. Possible essential questions to drive research:
      i. What is the history of LGBTQ rights in this country?
      ii. Do members of the LGBTQ community have equal rights? If not, which rights do they not have access to?
      iii. Does this country host a Pride Parade/March?
         1. If they do, possible questions to answer: when did they start hosting Pride Parades/Marches, are they an annual event, how many different parades/marches take place each year, and is it safe for people to attend these events?
         2. If they don't host any Pride events, why not?

2. Following the presentations have a small discussion on the idea of Pride as a celebration or a protest and whether it has to be one or the other or both.
   a. Following discussion have them write a response in their journal using this question:
      i. Is Pride an act of celebration, an act of protest, or both? Why is it important to have these events even in countries where LGBTQ people hold equal rights?

Learning Resources (Books, websites, videos etc...)

History of Pride Video
https://www.youtube.com/watch?v=nbWzRhLiheQ

Article Summary Graphic Organizer

I Notice/I Wonder Chart

Images of early Pride
https://www.timeout.com/newyork/art/historical-pride-parade-photos-photography

Article: Uganda Pride

Article: The Stonewall Riots
https://newsela.com/read/lib-history-stonewall-riots/id/31433

Article: Belgrade Pride

Article: History of Winnipeg Pride

Article: The Pulse Massacre and the Meaning of LGBT Pride
http://www.thedailybeast.com/the-pulse-massacre-and-the-meaning-of-lgbt-pride

Article: Taking the Temperature of Chicago's Pride Parade in the Era of Trump

Article: Calgary Pride

Article: Ottawa Pride

Article: Portage la Prairie Pride