

PRIDE AND PROTEST

Part 1

Grade 9 Social Studies; Grade 12 World Issues; Grade 11 History; Grade 9-12 ELA

Learning Outcomes or Enduring Understandings

- Grade 12 Global Issues: A just society respects human diversity and recognizes universal, equal, and inalienable human rights.
- Grade 12 Global Issues: Political systems distribute power, privilege, and wealth in different ways, some more justly than others.
- Grade 11/12 ELA (3.3.4) Develop Understanding: Assess the effect of new understanding on self and others
- Grade 11 History: Essential Question 11.4.1: How did Canada seek to establish economic security and social justice from the period of the Depression to the patriation of the Constitution?
- Grade 11 History: Essential Question 11.5.1: How has Canada been shaped by the Canadian Charter of Rights and Freedoms, cultural diversity, and demographic and technological change?
- Grade 9 Social Studies: KI-016 Describe factors that shape personal, regional, and national identities

Thinking Concepts and Skills

What do we want students to KNOW:

- Understand the definition of personal identity

What do we want students to DO:

- Reflect on the various aspects of their identity

What do we want students to THINK/FEEL?

- Have a more nuanced understanding of their personal identity

Students Tasks to Demonstrate (Assessment of Learning)

- Notes on key phrases and ideas from the video
- Response journal

Learning Assessment Strategies (Assessment for Learning)

Activate

- Show video titled "Who Am I?" produced by The School of Life
- Students will record key phrases or ideas that they agree with, disagree with, and are curious about. See Who Am I? Viewing Guide blackline master.

Acquire

- Define identity as presented in the video
- Introduce Peter J Burke's definition of identity: An identity is "the set of meanings that define who one is when one is an occupant of a particular role in society, a member of a particular group, or claims particular characteristics that identify [them] as a unique person." [1]
- Compare and contrast this with the definition from the video.

Apply

Reflect on the facets of their own identity in a journal response, making use of questions from Safe Zone Project's activity "Identity Signs."

- What are the characteristics that make you unique, or that make you stand out from others?
- Which of these aspects of your identity are you most aware of on a daily basis?
- The part of my identity that I am the least aware of on a daily basis is...
- The part of my identity that was most emphasized or important in my family growing up was...
- The part of my identity that I wish I knew more about is...
- The part of my identity that I believe is the most misunderstood by others is...
- The part of my identity that I feel is difficult to discuss with others who identify differently is...
- The part of my identity that makes me feel discriminated against is...
- The part of my identity that is most important to me is...
- Are there times in your life where you feel like you need to hide certain aspects of yourself? How does this make you feel?

Learning Resources (books, websites, videos, ...)

"Identity Signs." Safe Zone Project, /thesafezoneproject.com/activity/identity-signs/. Accessed 5 Nov. 2017.

"Who Am I?" Youtube, uploaded by School of Life, 16 May, 2016, www.youtube.com/watch?v=oocunV4JX4w.

Part 2

Grade 9 Social Studies; Grade 12 World Issues; Grade 11 History; Grade 9-12 ELA

Learning Outcomes or Enduring Understandings

- See lesson one

Thinking Concepts and Skills

What do we want students to KNOW:

- There are many ways to celebrate/take pride in the different facets of your identity

What do we want students to DO:

- Create an original text that expresses an aspect of their identity of which they are proud
- Share their original text with their peers

What do we want students to THINK/FEEL?

- Feel a sense of pride in their identity
- Feel that we can celebrate the lives and achievements of people that are different from us
- Think about the positive impact that celebration can have on themselves and others

Students Tasks to Demonstrate (Assessment of Learning)

- Planning for original piece. See Planning My Original Piece blackline master.
- Sharing work with others

Learning Assessment Strategies (Assessment for Learning)

Activate

- Review the definition of identity from the previous lesson
- The classroom teacher will share an important aspect of their identity that they are comfortable sharing with the class. For instance, if the teacher strongly identifies with their Filipino heritage, they may show the class where the Philippines is on a map and discuss why their cultural background is important to them.

Acquire

- Students will write down all of the various aspects of their identity on post-it notes (they can create as many as they would like) and affix them randomly on a designated section of the wall.
- Once all of the post-it notes are on the wall, students can begin grouping the post-its together based on the patterns that they see.
- Students will debrief the activity in a Think-Pair-Share using the following guiding questions:
 - How did you decide what to write down? Were you surprised by any of the terms or phrases you used?
 - How did you feel while writing your identity descriptors? When placing them on the wall?
 - Did you omit any identity descriptors? If so, why do you think that was?
 - What patterns do you notice when looking at the wall?
 - Are there any noticeable gaps or omissions in what has been written?
 - Are you surprised by any of the terms or phrases used by your classmates?
 - What do you feel is the purpose of this activity?
- In a whole group discussion, students will share their observations on the activity.
- Teacher then poses the question, "What are some of the ways that you celebrate the various parts of your identity?"
- Building off of the identity descriptor that was shared earlier, the classroom teacher then shares with the class one of the ways that they celebrate their identity. For instance, the teacher may share a story about how and why they celebrate Philippines Independence Day.
- View Art 21's segment on Kerry James Marshall's work on "reclaim[ing] the image of blackness" to see examples of visual texts about identity.

Apply

- Using the Planning my Original Piece blackline master students will select and outline an original text that will allow them to explore in greater depth one or more aspects of their identity. Students may choose to explore how two or more aspects of their identity inform one another (are intersectional).
- Students will create the text of their choosing.
- Students will write a reflection that explains in greater detail the meaning of their piece, as well as unpacks their experience with creating it. This reflection could be submitted to the teacher for assessment, or presented to the class.

Learning Resources (books, websites, videos)

"Kerry James Marshall in "Identity"" art21, <https://art21.org/watch/art-in-the-twenty-first-century/s1/kerry-james-marshall-in-identity-segment/>. Accessed 5 Dec. 2017.

Part 3

Grade 9 Social Studies; Grade 12 World Issues; Grade 11 History; Grade 9-12 ELA

Learning Outcomes or Enduring Understandings

- See lesson one

Thinking Concepts and Skills

What do we want students to KNOW:

- The history of 2SLGBTQIA Pride
- Understand that the first Pride was a riot

What do we want students to DO:

- Discuss the challenges faced by many Pride organizations, specifically Pride Winnipeg and Toronto Pride
- Research and gather reliable sources of information

What do we want students to THINK/FEEL?

- Explore ways to celebrate various aspects of our identity
- Understand that each individual's experience with Pride is different
- Understand that each community's experience with Pride is different
- Feel empowered to become active in their home, school, community

Students Tasks to Demonstrate (Assessment of Learning)

- Drawing activity/discussion of images
- Gather research
- Protest Planning Worksheet
- Presentation to the class

Learning Assessment Strategies (Assessment for Learning)

Activate

- Pose the question, "What are some of the ways that people in your community, province, country, and world celebrate the various parts of their identity on a large scale?"
- Brainstorm prior knowledge of 2SLGBTQIA Pride events
- Students will then draw the image that comes to mind when they think of a Pride celebration in order to gauge and discuss preconceptions and prior knowledge of Pride events;

Or

- Teacher will present photos taken from various Pride events around the globe. Students will scan these images and select which ones they feel are representative of their understanding of pride, as well as what the images imply about Pride around the world. (See Appendix C)

Acquire

- Review Pride Timeline blackline master. Be sure to emphasize that although many transgender folks and people of colour initiated the Stonewall Riots, they are often excluded from the narrative. See the criticism of Roland Emmerich's film Stonewall (2015).
- Pose question: Do 2SLGBTQIA Pride events represent the whole 2SLGBTQIA community?
- Read CBC News article "Pride Winnipeg Festival promises more inclusive events, unveils new theme"
- Joint statement Pride Winnipeg et al
- Pride Toronto's statement
- Discuss the benefits and pitfalls of protesting, making reference to the right to peaceful assembly as a fundamental freedom outlined in the CCRF. The Canadian Civil Liberties Association has some helpful background information. The RCMP's Information on Public Order for Demonstrators will also help guide this discussion.

Apply

- Using GetEqual's Timeline of Disrupting Pride, students will select an example of a moment where an individual or group has disrupted Pride in order to draw attention to a cause or to make a point. Using the research they have gathered, students will design and create a disruption campaign.

- Students will select an issue that is important to them and discuss which event they would hypothetically disrupt in order to protest.
- Possible Social Justice Issues: Democracy and Corporate Power; Economic Inequality; Racial Inequality; Gender Inequality; Health Inequality; Indigenous Rights; 2SLGBTQIA Rights; Environmental Rights
- Students will fill out the attached protest planning worksheet, including their movement's name, slogan, lyrics to any chants or songs, logo, and a statement that they would release to the press that outlines their protest. See Protest Planning blackline master.
- In small groups, students will discuss how their protest will make space for individuals from a variety of backgrounds and identities. Their protest should be intersectional in its approach. They should ask themselves questions like:
 - Whose voices are heard? Whose are silenced?
 - Who is involved in the planning process?
 - What type of language is being used? Is it inclusive?
 - Is the physical space that will be used accessible to everyone?
 - How will we respond to any potential altercations?
 - What is the role of state or government institutions in this protest?
- Students will then share the details of their campaign with their peers in a format of their choosing

Learning Resources (books, websites, videos)

"A Brief Timeline of Disrupting Pride." GetEQUAL, 23 May 2017, www.getequal.org/blog/a-brief-timeline-of-disrupting-pride. Accessed 10 Nov. 2017.

Beaudette, Teghan. "Pride Winnipeg Festival promises more inclusive events, unveils new theme." CBC News, 19 Apr. 2017, www.cbc.ca/news/canada/manitoba/pride-winnipeg-festival-promises-more-inclusive-events-unveils-new-theme-1.4074819. Accessed 7 Nov. 2017.

The Death and Life of Marsha P. Johnson. Directed by David France, Netflix, 2017.

"Examining Protest Movements Around the World by Using Photos and Other Sources." Annenberg Learner, www.learner.org/courses/lens/collections/protest-politics/activity/examining-protest-movements-around-world/. Accessed 11 Nov. 2017.

"Fundamental Freedoms: Right to Protest." Canadian Civil Liberties Association, ccla.org/focus-areas/fundamental-freedoms/right-to-protest/. Accessed 10 Nov. 2017.

"Information on Public Order for Demonstrators." Royal Canadian Mounted Police, www.rcmp-grc.gc.ca/pp/order-ordre-eng.htm. Accessed 9 Nov. 2017.

Joyce, Stacey. "Understanding "Protest": Concept Formation Lesson Plan." Seattle Civil Rights & Labor History Project, www.depts.washington.edu/civilr/teach_protest.htm. Accessed 7 Nov. 2017.

Kornhaber, Spencer. "The Dark Heart of Stonewall." The Atlantic, 25 Sept. 2015, www.theatlantic.com/entertainment/archive/2015/09/maybe-stonewall-is-satire/407233/. Accessed 7 Nov. 2017.

Major! Directed by Annalise Ophelian, Floating Ophelia Productions, 2015.

Making Gay History Podcast, makinggayhistory.com.

Niemczak, Jonathan, et al. "Joint Statement by Pride Winnipeg, Queer People of Colour Winnipeg, Two-Spirited People of Manitoba, Like That @ Sunshine House and QueerView Winnipeg." Pride Winnipeg, 26 May 2017, www.pridewinnipeg.com/2017/05/26/joint-statement-by-pride-winnipeg-queer-people-of-colour-winnipeg-two-spirited-people-of-manitoba-like-that-sunshine-house-and-queerview-winnipeg/. Accessed 8 Nov. 2017.

One Gay City: A History of LGBT Life in Winnipeg. Directed by Aaron Floresco, Canadian Broadcasting Corporation, 2014.

"Pride Toronto's statement regarding police participation in the parade." Pride Toronto, 7 May 2017, www.pridetoronto.com/wp/wp-content/uploads/2017-05-07-PrideTorontoStatementaboutPoliceParticipationinParade.pdf. Accessed 9 Nov. 2017.

Stonewall Uprising. Directed by Kate Davis & David Heilbroner, PBS American Experience, 2010.

Timeline of 2SLGBTQIA Pride

Source Pride: Celebrating Diversity & Community by Robin Stevenson (2016)

This is by no means a comprehensive list of Pride events throughout history, and is meant to be a living document.

| | |
|------------------|---|
| June 28, 1969 | Stonewall Riots – Stonewall Inn, Christopher Street, Greenwich Village, New York City |
| June 28, 1970 | Christopher Street Liberation Day March in New York |
| June 1970 | Marches in Chicago, Los Angeles, and San Francisco |
| August 1, 1971 | Toronto's First Gay Day Picnic |
| 1979 | Protest at Rabin Square, Tel Aviv |
| October 13, 1990 | South African Pride parade in Johannesburg |
| 1992 | Inaugural annual EuroPride in London |
| Late May, 2000 | First Korea Queer Culture Festival |
| July 1 – 9, 2000 | Inaugural World Pride event in Rome, Italy |
| June 2003 | Gay Pride Istanbul, Turkey. "The first Muslim majority country to hold a Pride parade" (Stevenson 88) |
| 2006 | Pride parades in Russia |
| 2012 | First Uganda Beach Pride |
| 2012 | District court in Moscow bans Pride events for the next hundred years |
| 2014 | First Pride North of 55 in Thompson, Manitoba |
| 2016 | First Pride March in Steinbach. Manitoba |

Important Figures and Organizations (Intended to be a living document)

- Sylvia Rivera
- Brenda Howard
- STAR: Street Transvestite Action Revolutionaries
- Mattachine Society
- Daughters of Bilitis
- Jeanne Manford
- ACT UP
- Harvey Milk
- Gilbert Baker
- Jose Sarria
- Vito Russo
- Marsha P. Johnson
- Perry Watkins

Protest Planning Worksheet

Campaign Title and Slogan

Logo

Chant(s)

Statement to the Press

Who Am I? Viewing Guide

The aspect of my identity that I celebrate is:

Quotations I like:

Visual Representation(s):

Questions I have:

Planning My Original Piece

I will be creating a(n):

For example:

- short story
- article
- comic
- podcast
- essay
- poem
- short film
- sculpture
- other

I will be presenting this original piece to:

The purpose of my piece is:

Prior knowledge of this form:

My work could be published/displayed/presented:

Images of Pride



By Heinrich Böll Stiftung from Berlin, Deutschland (Ausschreitungen in Serbien gegen die Gay Pride) [CC BY-SA 2.0 (<https://creativecommons.org/licenses/by-sa/2.0/>)], via Wikimedia Commons



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By Franziska Neumeister

Images of Pride



Photo: Guillaume Paumier



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Images of Pride



Photo: Giuseppe Milo



Photo: Roven Rosa/Agência Brasil



Photo: U.S. Embassy Tel Aviv



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