

# Celebrating Pride Month: Introduction to the LGBTQIA+ Community

## Resources overview

Our mission is to provide rigorous, engaging and joyful lessons for learners to explore LGBTQIA+ history. We will provide a variety of readings, resources, and activities for different topics related to trailblazers and activists in the LGBTQIA+ community.

Please note that resources, which may include Newsela articles, videos from various content providers, or external activities will be hyperlinked in the activities.

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## This week's focus

As we enter the month of June, people all over the world will be coming together to participate in Pride celebrations. The first Pride March happened in New York in 1970, and since then Pride events have celebrated love, acceptance, and visibility for people within the LGBTQIA+ community. In these lessons, you will learn what it means to be a part of the LGBTQIA+ community. You'll learn the basics of gender and sexuality, and explore how people of various identities have forged community throughout time, in the face of both external and internal marginalization. As you explore these articles and lessons, you may learn more about yourself and your peers in the process!

# Lesson 1: Defining Gender, Sex, and Sexuality

## 1 Introduce

Create three different versions of the Web Chart. Write "gender" in one chart, "sex" in the second chart, and "sexuality" in the third. Take 5 minutes to write down every related term you can think of for each word. Then, try to write a definition for each term at the bottom of your web chart. Remember to be respectful and appropriate as you consider definitions.

## 2 Read and Learn

Choose two of the following articles to read: [Gender, sex, and sexuality explained](#), [Native American Two-Spirit](#) or [How science is helping us understand gender](#). As you read, highlight any definitions for new terms that you come across. Use a second color to highlight details about how the concepts explored in the articles have historically been confused or misinterpreted. Use a third color to highlight details about the complex relationship between different facets of gender, sex, and sexuality. .

## 3 Discuss

With a partner in your class, discuss how the two articles answer the question: What are gender, sex, and sexuality, and how do or don't they relate to each other? Use your annotations to help you find specific evidence from each article that answers the question. The [Paired-Text Analysis](#) worksheet may help you in your discussion.

## 4 Create

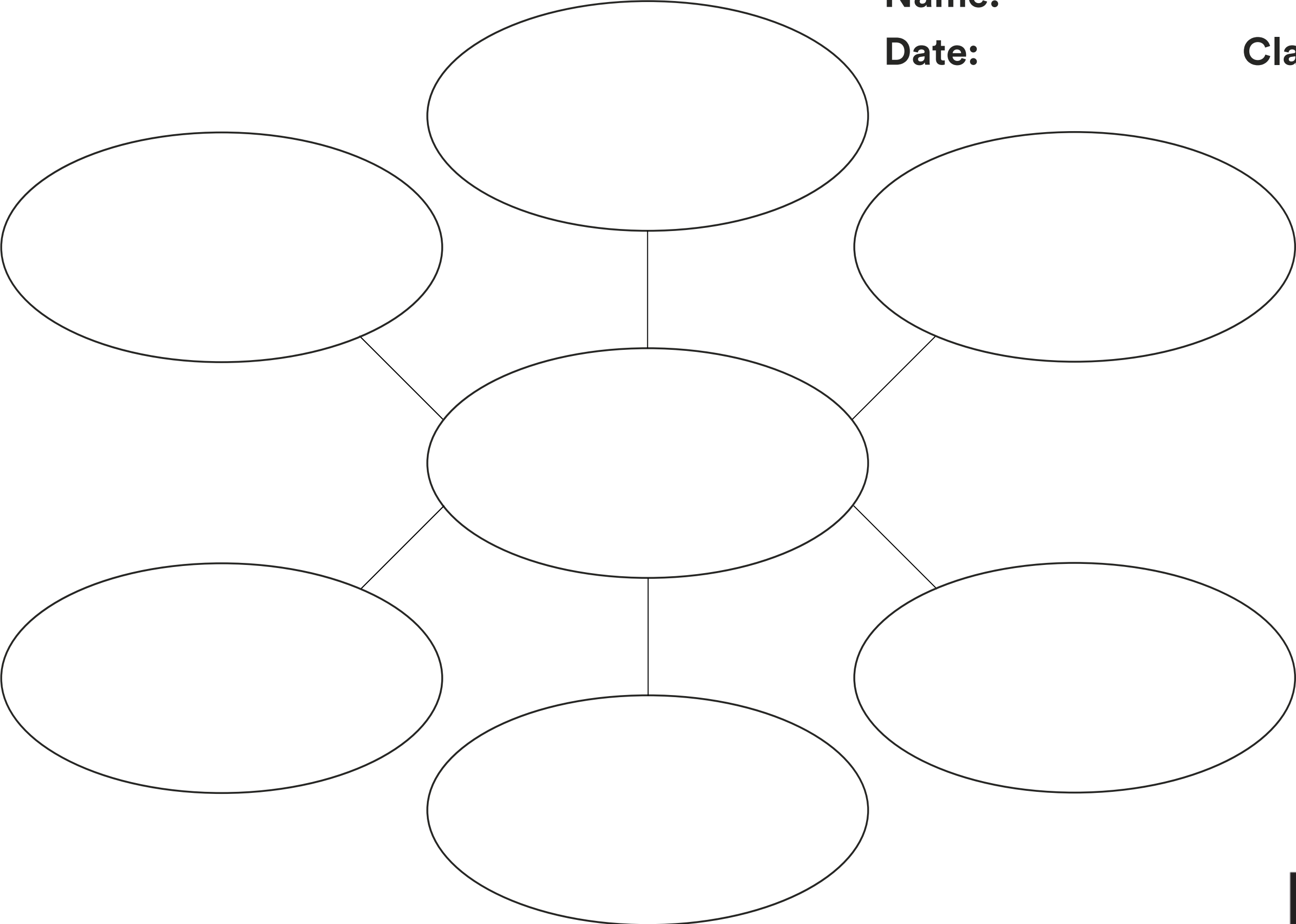
Journal reflection: Spend 10-15 minutes journaling a response to the following questions: How do you define or relate to your gender, sex, and sexuality? Do you feel comfortable in those identities? Has your self-identification changed or evolved over time? This is a personal reflection, you should not feel obligated to share if you do not want to.

# Web chart

Name:

Date:

Class:



# Paired text analysis

Name:

Date:

Class:

Question for both texts:

Text 1:

Text 2:

Add details from the article that help you answer the question:

Add details from the article that help you answer the question:

Answer the question based on details from both texts:

# Lesson 2: What is the “LGBTQIA+ Community”?

## 1 Introduce

What does “community” mean to you? Think about the communities you are a part of. Take 5 minutes to write or sketch the characteristics of a community. Then think about the following questions: How are communities formed and sustained? How can people from different backgrounds become part of a community? What role does adversity and marginalization play in the formation of communities?

## 2 Read and Learn

Read [The ABCs of L.G.B.T.Q.I.A.+](#) and highlight any new information you learned about the people that make up the acronym.

Then choose one additional article: [More teens identify as transgender](#) or [These trans and nonbinary teens hope their books will enlighten the world during Pride](#). As you read, use one color to highlight key details about the identities of people mentioned in the articles. Use a second color to highlight information about any marginalization they have faced. Use the annotation tool to make at least 2 connections to the idea of “community.”

## 3 Discuss

Revisit the reflection questions from the start of the lesson. With a partner or with your whole class, use evidence from the readings to support your discussion: How are communities formed and sustained? How can people from different backgrounds become part of a community? What role does adversity and marginalization play in the formation of communities?

## 4 Create

Write your own poem! Consider what you discussed about identity, intersectionality, and the impacts of literary work. Then, create a poem that explains the significance and impact the written word. Try to use information from at least one of the articles in your poem.

# Lesson 3: Inclusion and Exclusion in the LGBTQIA+ Community

## 1 Introduce

The LGBTQIA+ community is vast and diverse. Not everyone within the community has the same needs or experiences, and sometimes this has meant that some people are excluded from the larger movement for LGBTQIA+ rights.

Spend 10 minutes writing a reflection in response to the prompts: Is the LGBTQIA+ community unified? What might cause people to feel excluded or divided from the community? What needs to happen in order for everyone in the LGBTQIA+ to feel equally valued, heard, and supported?

## 2 Read and Learn

Read two of the following articles: [Opinion: Bisexual erasure](#), [Opinion: The whitewashed history of HIV](#), [“A Short Note to My Very Critical and Well-Loved Friends and Comrades”](#), [A divide within the LGBT community](#), and [Compton Cafeteria Riot](#).

As you read, highlight examples of ways certain groups of people have been marginalized or excluded from the larger LGBTQIA+ community. Use a different color to highlight details that show how those groups have made themselves heard and supported each other.

## 3 Discuss

Find someone who read different articles than you, and discuss your annotations on the articles. Then discuss, what does it mean to be an ally to someone or to a group of people?

## 4 Create

**Becoming better allies:** Think of someone that you can be an ally to. If you identify as straight, this could be anyone in the LGBTQIA+ community. If you identify as queer and are white, this could be non-white people in the queer community. Everyone knows someone that is marginalized in a way they are not, so everyone can think about how to be an ally.

Write a personal declaration or manifesto of how you can become a better ally to others. This may mean finding ways to make more inclusive spaces, finding ways to better amplify other's voices, or beyond. Be specific about whom you think you could be a better ally to, and how you intend to do so. Share your manifesto with your class.



# Lesson 4: Pride Around the World

## 1 Introduce

Make a list of details, symbols or words that represent you. Once again, think about the communities you identify with. Do you feel that you or the communities you identify with are well represented worldwide? What groups of people are underrepresented?

## 2 Read and Learn

Read [A guide to how gender-neutral language is developing around the world](#) and [How Did the Rainbow Flag Become an LGBT Symbol?](#) As you read, use one color to highlight details that show ways the LGBTQIA+ community is represented. Use a second color to highlight any symbols that represent the LGBTQIA+ community.

## 3 Discuss

What symbolism or representation did you read about in the articles? Why is representation important to the LGBTQIA+ community? What could be the effects of not having worldwide representation?

## 4 Create

As a class, each of you will contribute a patch towards a class quilt. Create an image with colors, symbols or words that represent you. On the back of your image explain the significance of the colors, symbols and words that you chose. Be sure to include how your choices represent you and your identity.