

Pride Month Toolkit Lesson Plan

Grade Level: 6-8th	Authors: Breanna Taylor
Lesson Title: There Has Always Been (_____) People!	
Big Idea: Students will understand the history of LGBTQ+ peoples across different cultures and historical backgrounds. .	
Driving/Essential Question(s): - How does what you have learned helped you to better understand gender and sexuality? - In what ways can this history help society at large to rethink the ways we approach gender and sexuality? - What do we gain by making this history more common knowledge?	
Prior Knowledge Required/Addressing Prior Misconceptions: Lesson Plan Key: SWBAT: Students will be able to FWS: Facilitators will say FW: Facilitators will SW: Students will	
Resources/ Materials/Technology: -Pencil -Paper -History Word Bank Sheet (Student and Facilitator Copy) -Youtube	

Objective: <i>What do you want students to understand/learn? What do you want students to be able to do?</i>	SWBAT <i>understand the history of queer peoples across different societal and historical backgrounds, as they embark on their respective journeys in understanding LGBTQ+ people better.</i>
Language Objective: <i>What are the language demands of this lesson?</i>	SWBAT <i>learn terminology as it relates gender, sexuality, and other intersecting identities to better understand the LGBTQ+ community.</i>
Vocabulary:	LGBTQ+: <i>LGBTQIA+ is an abbreviation for lesbian, gay, bisexual, transgender, queer or questioning, intersex, asexual, and more. These terms are used to describe a person's sexual orientation or gender identity.</i>
Opening/Warm up/Do Now/ Hook (5 minutes) <i>How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?</i>	FWS: <i>"It's important that we realize that people of the LGBTQ+ community have always been here. The power of language and how we use it matters in this case, because what we may call something now, may not have served the same purpose then. We can apply this same line of thinking to LGBTQ+ peoples as well. In understanding this better, we'll be examining some historical insight about what it meant to be LGBTQ+ at different points in history as well as within different cultural communities."</i> FW: Provide each student with a wordbank sheet. Students will have five minutes to complete the sheet before reviewing with the entire class. FW: Find WordBank Sheet here for printing. FW: Find the Facilitator version of the WordBank Sheet here for printing as well.
Mini-Lesson (I Do): (10 minutes) <i>How will you demonstrate/model the learning that you would like the students to engage in?</i>	FWS: "We will now take a look at a scene from the movie, Monkey Man and answer a few questions together. To give you all a little background, the film highlights a man named Kid, who deals with deep childhood trauma from seeing his mother executed during a government-sanctioned village raid. In efforts to work through this, he joins an underground fight club for money along with a string of other temp jobs. During his shift at a local nightclub, he comes across the

	man who is responsible for his mother’s death. The man is also associated with a famed politician who is currently running for lead of the Nationalist Party, named Baba Shakti. After a failed attempt to kill his mother’s murderer he becomes a wanted fugitive and goes into hiding in a temple, protected by a local community member named Alpha. The temple is also home to the <i>hijra</i>, India’s trans and non-binary community who is currently under attack from Baba Shakti’s party members.” FW: Show Clip from The Monkey Man - Link: https://youtu.be/n_Q7tC2_8KI?si=O9_RS4C-PCWuLjJz Discussion Questions: - Why do you think it was important for the filmmakers to showcase the main character training in the same temple as the hijra? - Were there any similarities to our current reality living in America that you noticed during the scene? Think of political climate, societal function....
Worktime (We Do and You Do): (30 minutes) <i>What activities have you planned that will lead students to this learning and/or allow them to practice this learning?</i>	FW: Give students 20 minutes to create their own society, with norms and expectations that center people from the LGBTQ+ community. Students should be mindful to include details answering the questions of who, what, when, why, where, and how. From there, ask a representative from each society to be ready to share their creation with the class.
Checks for Understanding: (Throughout Lesson) <i>What opportunities will you provide throughout the lesson to check for student understanding?</i>	FW: Walk around and engage with students in the creation of their respective society. Encourage them to think back to the scene they watched as well as the opening activity.
Closing & Student Reflection: (5 minutes) <i>How will you recap and assess student learning for this lesson?</i>	FW: Provide students with time to journal in their Junk Journals in reflection of what they learned from the lesson.