

**Name:** Justin Campbell

**Lesson Plan Title:** The Gay apology and its causes

**Grade/Stream:** CH2D

**Class Length (Min.):** 60

**Context of Lesson:** The fight for gay rights in Canada. The 1981 Bathhouse raids

**Brief Description of Overall Lesson:** This lesson will act to help students reflect on the discrimination 2SLGBTQ+ individuals faced throughout Canadian history. This lesson will confront conversations around queer oppression through the lens of justice and policing. To do so, this lesson is framed by Justin Trudeau’s apology to the 2SLGBTQ+ from 2017, as the class will work backward from a perspective of cause and consequence. In looking at the raids, we will see why Trudeau apologized and the meaning behind the apologies, which are vaguely pointed at throughout. To begin, we will watch the speech and read along for those who find reading more accessible. This will Segway into a presentation covering the history of Gay rights through the era and illustrate the history of Canada’s policing of queer peoples. This will be shown through a short clip from The Fruit Machine, a documentary on this historical relationship. Students will then be tasked to use an issue of the Body Politic from 1981 to contextualize the apology by Justin Trudeau and to illustrate the oppression laid upon 2SLGBTQ+ peoples by Police in Canada. Students will do so through a writing reflection to be handed in to the teacher at the end of the lesson.

**Historical concepts highlighted:** Cause and Consequence, Historical Significance

**Specific Accommodations:** This class will blend and offer both audio-visual resources to allow students choice and accessibility. Much of the accommodations will be made as needed, such as help with decoding hard-to-read text and writing considerations. For the final reflexive activity, this lesson would be designed with an online worksheet and in hard copy to allow students to type or write up the assignment as they wish.

**Learning Goals:**

Curriculum Goals	Learning Goals	Success Criteria
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<p>D1.5 describe some key political developments and/or government policies in Canada during this period</p> <p>D2.2 describe some significant social movements and other examples of social and/or political cooperation among various individuals, groups, and/or communities in Canada, including First Nations, Métis, and Inuit individuals and/or communities, during this period</p> <p>D3.3 analyse key causes of some significant events, developments, and/or issues that affected First Nations, Métis, and Inuit communities in Canada during this period</p>	<p>Describe key political events in Canada's 2SLGBTQ+ history in particular outlining the relationship of the police and oppression of these groups</p> <p>Describe the queer movements which confronted these events and how policing aimed to silence them</p> <p>Analyze key causes of the Apology through the lens of Operation Soap in February 1981</p>	<p>Students successfully outline the relationship to the history of gay rights and freedoms to policing.</p> <p>Describe how the queer movement reacted to the events during this historical era</p> <p>Analyze the Bathhouse raids to contextualize Justin Trudeau's 2017 apology.</p>
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Resources
<p>Primary Source 1 Justin Trudeau's Apology:  <a href="https://www.youtube.com/watch?v=xi23l3b6cs&amp;ab_channel=GlobalNews">https://www.youtube.com/watch?v=xi23l3b6cs&amp;ab_channel=GlobalNews</a></p> <p><a href="https://www.pm.gc.ca/en/news/speeches/2017/11/28/remarks-prime-minister-justin-trudeau-apologize-lgbtq2-canadians">https://www.pm.gc.ca/en/news/speeches/2017/11/28/remarks-prime-minister-justin-trudeau-apologize-lgbtq2-canadians</a></p> <p>The Fruit Machine Documentary: (5:00-12:00 minutes of testimony)  <a href="https://www.youtube.com/watch?v=5dLEn0h4hJI&amp;t=737s&amp;ab_channel=TVOTodayDocs">https://www.youtube.com/watch?v=5dLEn0h4hJI&amp;t=737s&amp;ab_channel=TVOTodayDocs</a></p> <p>Primary Source 2 Body Politic articles: <a href="https://collections.archives.ca/viewer?file=%2Fmedia%2FTheBodyPolitic%2Fbodypolitic72toro.pdf#page=1">https://collections.archives.ca/viewer?file=%2Fmedia%2FTheBodyPolitic%2Fbodypolitic72toro.pdf#page=1</a></p>

**Differentiated Instruction and/or Accommodations:**

**Content:** varying the difficulty level (e.g., reading level); using audio or visual resources; reducing the amount of content (e.g., completing one problem out of three; writing one page instead of two)

**Process:** providing one-on-one support; providing hands-on supports or manipulatives; varying the length of time given to complete the task; varying the medium used to demonstrate learning (e.g., choice of assignment)

**Product:** working in groups or partners; tiered assignments; different ways to display learning; breaking the task into chunk; adjusting the assessment criteria or type of assessment for the task; providing an alternative location to demonstrate learning (e.g., outside the classroom, away from other students)

Learning Environment: reducing barriers/constraints; establishing classroom routines; incorporating culture and home settings; balancing movement and sitting; thinking about what is placed on the walls

Time Allotted (in Minutes)	Instructional Strategies and Learning Activities
<b>Getting Started – Hook</b>	
10 mins	Read or listen to Justin Trudeau’s apology to 2SLGBTQ+ Canadians on behalf of the Canadian government. What surprised you? What does Prime Minister Trudeau say in particular about targeting and policing? This discussion should prompt some key explanations, such as the meaning of Baudy houses, etc. This will help to foreground the events we cover as historical wrongdoing, which this lesson explores through the themes of cause and consequence and historical significance.
<p><b>Assessment:</b></p> <p><b>Assessment for Learning – Diagnostic/Formative (gauging previous learning/ongoing learning; provides information for you, the teacher, and feedback to the students; not graded):</b></p> <p>Assessment as Learning – Formative (assessment as a learning opportunity; the goal is to get students involved in the assessment process; e.g., self-assessment and peer-assessment, checklists, metacognitive reflections; not graded):</p> <p>Assessment of Learning – Summative (towards the end of class; to be sure students can do what you set out in the learning goal; find a way to get students to do the actions in your success criteria; graded)</p>	
<b>Delivery of New Ideas – Instructional Strategies and Learning Tasks</b>	
20mins	This will lead to a presentation recapping the story of gay rights in Canada and some key events, such as the 1969 legislation which legalized homosexuality in Canada. However, this intro plan will also include a portion of the documentary The Fruit Machine, which showcases the oppression of LGBTQ+ people in Canada as they were chased out of their careers by the police through witch-hunts. This presentation is designed to allow students to see the ties between queer oppression and policing throughout Canadian history to make the Bathhouse raids and the apology itself more relevant.
15 mins	Once the documentary portion has finished, students will read along through two articles from a 1981 edition of the <i>Body Politic</i> . Students will be left to read and analyze these documents independently to develop notes and quotes on the sources they find. Students cannot read the full issue but can read widely throughout the issue to find critical points to contextualize the reaction of the 2SLGBTQ+ community to the policing of their third spaces. Students will be told to find a few juicy quotes before their writing activity.
<p><b>Assessment:</b></p> <p><b>Assessment for Learning – Diagnostic/Formative (gauging previous learning/ongoing learning; provides information for you, the teacher, and feedback to the students; not graded):</b></p> <p>Assessment as Learning – Formative (assessment as a learning opportunity; the goal is to get students involved in the assessment process; not graded; e.g., self-assessment and peer-assessment, checklists, metacognitive reflections):</p> <p>Assessment of Learning – Summative (towards the end of class; to be sure students can do what you set out in the learning goal; find a way to get students to do the actions in your success criteria; graded):</p>	
<b>Consolidation – Wrap Up</b>	

15mins

**Students will be tasked with a brief reflection question to help them wrap together the apology by Prime Minister Trudeau and analyze it alongside the history of policing in Canada that this lesson foregrounded. This reflective question, which will be turned in to the teacher for formative assessment, will help to see how students could use research skills to consolidate learning. This helps guide students before a longer essay or assignment, which will cap off this unit.**

*Reflection Question:*

*Today's lesson was focused on exploring how 2SLGBTQ+ peoples in Canada have long faced historic oppression even after the 1969 Bill, which gave them the right to exist. Please answer this question. How does Canada's history of policing Queer people help us to understand the apology by Prime Minister Trudeau and broader 2SLGBTQ+ issues today? In a paragraph, reflect on how policing has contributed to the inequities Trudeau spoke about and why this history of policing is significant today. Use at least one quote from the Body Politic readings to do so.*

**Assessment:**

**Assessment for Learning – Diagnostic/Formative (gauging previous learning/ongoing learning; provides information for you, the teacher, and feedback to the students; not graded):**

**Assessment as Learning – Formative (assessment as a learning opportunity; the goal is to get students involved in the assessment process; not graded; e.g., self-assessment and peer-assessment, checklists, metacognitive reflections):**

Assessment of Learning – Summative (towards the end of class; to be sure students can do what you set out in the learning goal; find a way to get students to do the actions in your success criteria; graded):