

THE 50TH ANNIVERSARY OF DECRIMINALIZATION OF HOMOSEXUALITY IN CANADA (1969)

GRADES:

6-12

SUBJECTS:

CANADIAN HISTORY SINCE
WORLD WAR I (GRADE 10)

CANADA, HISTORY, IDENTITY,
AND CULTURE (GRADE 12)

CIVICS (AND CITIZENSHIP)
(GRADE 10)

GENDER STUDIES (GRADE 11)

ENGLISH LANGUAGE ARTS
(GRADE 6 AND UP)

EQUITY, DIVERSITY, AND SOCIAL
JUSTICE (GRADE 11)

EQUITY AND SOCIAL JUSTICE
(GRADE 12)

SOCIAL STUDIES (GRADE 5 AND UP)

DURATION:

4-5 CLASSES

Inspired by the 50th anniversary of the ending of the decriminalization of homosexuality in Canada, the articles in this issue of TEACH provide a rich survey of this subject, including how some teachers are approaching this topic and the broader themes of tolerance and gender equality, in elementary and secondary school classrooms.

It is important for students to try to imagine a time when gay men and women in Canada were vulnerable to legal punishment if they physically expressed their sexuality. Students should also reflect upon the impact of this socially accepted discrimination on all Canadians, of all genders, and sexual orientation. They should also try to understand that it was the actions of Canadians in specific communities that brought about legal and societal change.

Studying these aspects of history while comparing and contrasting them to the situation in today's Canada, will help all students feel included in the study of history. Doing their own analysis, making their own observations, and arriving at their own conclusions will help students more fully understand how and why social change happens.

KEY CONCEPTS AND ISSUES

Students will learn about the social and legal history of the decriminalization of homosexuality in Canada. Their newfound insight and knowledge will be enriched as classroom guests representing a range of ages and sexual orientations share their experiences and perspectives, and engage in a dialogue with the students. In a final project, students will investigate evidence of, and communicate reasons for, changing views of social mores and rights by surveying the inclusion of characters of different sexual orientations and gender identities in a selection of published children's books (or media programming).

Students will explore many elements of the Citizenship Education Framework (Ontario curriculum), such as inclusiveness, equity, respect, rights and responsibilities, justice, fairness, and citizenship.

MATERIALS REQUIRED

- Computers or devices with Internet access
- Video from the Human Rights Campaign called "What Do You Know? 6 to 12-Year-Olds Talk About Gays and Lesbians" ([youtube.com/watch?v=tjYTAGZgl7o](https://www.youtube.com/watch?v=tjYTAGZgl7o))
- *Avocado Baby* a children's book by John Burningham
- Canadian Heritage Minutes' video about an LGBTQ+ couple's celebrated fight for legal recognition – optional ([youtube.com/watch?v=rac4WiTDQHg](https://www.youtube.com/watch?v=rac4WiTDQHg))
- Video clip of PM Pierre Trudeau's famous comment – recommended for older students ([cbc.ca/player/play/1811727781](https://www.cbc.ca/player/play/1811727781))
- Statement of PM Justin Trudeau's apology to the LGBTQ+ community: (pm.gc.ca/en/news/speeches/2017/11/28/remarks-prime-minister-justin-trudeau-apologize-lgbtq2-canadians)
- Full video of Prime Minister Justin Trudeau's apology – recommended for older students ([youtube.com/watch?v=xi23IL3b6cs](https://www.youtube.com/watch?v=xi23IL3b6cs))
- A CBC journalist's analysis of apologies ([cbc.ca/news/politics/komagata-maru-official-apologies-1.3587870](https://www.cbc.ca/news/politics/komagata-maru-official-apologies-1.3587870))
- *X: A Fabulous Child's Story* a children's book by Lois Gould or the animated short film adaptation of the book called "Baby X" (youtu.be/oyYn9izT9gc)

- Variety of children's books that feature or include characters with various sexual orientations (see list in resources below)
- Writing tools or devices
- Blank paper and coloured markers

BIG IDEAS

There are differences among individuals and groups, and it is important to value and respect these differences. Throughout Canadian history, people of various sexual orientations and gender identities have faced challenges and struggled to improve their lives. Our rights and responsibilities as Canadian citizens have changed over time. It is important to understand policies and laws that support human rights, and to be personally engaged and socially active as Canadians continue to be challenged by equity and social justice issues in this country.

FRAMING QUESTIONS

In what ways are Canadian rights and freedoms a result of the struggles of people in the past? What are some ways in which different people have responded to challenges and created change? What are the major rights of a citizen in Canada? Why might some Canadians have the same rights on paper but not in practice? What role did sexual orientation play in this denial of rights?

TERMINOLOGY

Aboriginal: Refers to the first inhabitants of Canada, including First Nations, Métis, and Inuit.

Ally: A heterosexual or cisgendered individual who supports LGBTQ+ people and advocates for their rights.

Asexuality: Not feeling sexual attraction to others. Asexuality differs from celibacy, which involves a choice to abstain from sexual activity.

Bisexual: An individual who loves or is attracted to both male and female individuals.

Cisgender: The prefix cis- means "on this side of" or "not across." This term describes individuals whose gender identity matches the sex they were assigned at birth.

Diversity: The presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status.

Gay: An individual who loves or is attracted to individuals of the same sex.

Gender Expression: Describes how an individual presents their gender identity through dress, hairstyle, body language, etc.

Gender identity: Describes an individual's deeply held sense of being male, female, something in-between, or other. Gender identity is self-determined.

Genderqueer: An individual whose gender identity and/or gender expression falls outside of the dominant societal norm for their assigned sex, is beyond genders, or is some combination of them.

Heterosexual: An individual who identifies as female and who only loves or is attracted to individuals who identify as male. Also, an individual who identifies as male who only loves or is attracted to individuals who identify as female.

Homosexual: An individual who loves or is attracted to individuals who identify as the same sex. Also: gay or lesbian.

Intersex: Describes individuals born with any of several variations in sex characteristics that do not fit the typical definitions for male or female bodies.

Lesbian: An individual who identifies as female who only loves or is attracted to individuals who identify as female.

LGBT: Abbreviation for lesbian, gay, bisexual, and transgender. An umbrella term used to refer to the community as a whole. Other versions include LGBTQIP2SAA (for lesbian, gay, bisexual, transgender, queer, questioning, intersex, pansexual, two-spirit, asexual, and allies), LGBTQ+, LGBTQ2S, etc.

Nonbinary: Describes an individual whose gender identity doesn't fall neatly into the category of either male or female.

Pansexual/Omnisexual: Individuals who love or are attracted to individuals of all genders and sexes.

Queer: A term referring to individuals who aren't heterosexual or cisgender. It can include anybody on the LGBTQ+ spectrum. It can also be an umbrella term, as in "the queer community." While the word has been reclaimed and is generally used in a positive light, some may still find it offensive due to its historical usage.

Sex: Describes an individual as male, female, or intersex based on their reproductive organs and secondary sex characteristics. Sex is often assigned at birth.

Sexual orientation: Describes an individual's sense of sexual attraction to other individuals, including of the opposite sex, the same sex, or both sexes.

Transgender: An individual who does not identify either fully or in part with the gender conventionally associated with the sex assigned to them at birth. Also: *trans*.

Two-spirit: A term used by Aboriginal individuals to refer to those who have both the feminine and masculine spirits. It includes sexual or gender identity, sexual orientation, social roles, and a broad range of identities, such as lesbian, gay, bisexual, and transgender.

OVERVIEW

The goal is for students to learn that the social and legal attitudes towards homosexuality in Canada have changed over the past 100 years, and to reflect on the impact on Canadian rights and freedoms. They will begin with a general discussion of terms, including sexual orientation and gender, and varying historical perspectives of homosexuality. They will create a timeline to show key events of the legal treatment of homosexuality. Students will discuss Canada's apology to the LGBTQ+ community, and learn about contemporary and historical perspectives by speaking with guest speakers from the LGBTQ+ community. In a final project, they will investigate evidence and communicate reasons for changing views of social mores and rights by surveying a selection of published children's books (or media programming).

Teachers can use the content provided below as a guideline, choosing the content and activities as they determine is appropriate for the grade level of their students.

EXPECTATIONS/OUTCOMES

The overall expectations listed below serve as an entry point for teachers, who are encouraged to make connections to specific expectations in their region and grade.

Students will:

- Explain how various groups and communities have contributed to the goal of inclusiveness in Canada;
- Learn that the efforts of individuals and organizations can be successful in addressing and eradicating gender-based discrimination and oppression;
- Gain insight into Canadian history and events;
- Learn that our rights and responsibilities as Canadian citizens have changed over time;
- Explore the history and reasons for laws that support human rights;
- Communicate their ideas, arguments and conclusions using various formats and styles as appropriate.

BACKGROUND

After Confederation and up until only 50 years ago, laws in Canada reflected attitudes discriminating against homosexuality. In 1965, the Supreme Court of Canada upheld a ruling labelling Everett Klippert a “dangerous sexual offender” for simply being gay.

Gay activism and shifting changes in social attitudes led to the federal government, in 1968, taking the position that the state has no place in the bedrooms of the nation. This effectively legalized homosexuality—however this did not end all discrimination by any means nor did it result in an overnight change in social mores. Gays and lesbians started to “come out” and gay pride movements began. In the 1980s, along with greater gay liberation, came the HIV/AIDS pandemic. But throughout, gays faced continued prejudice and pressure to conform to a heterosexual norm. Students may be surprised—shocked even—to learn that people still living, people they know and respect, were once scorned and considered aberrant. Although in some countries they still do not have equal rights, equitable treatment, and are struggling for inclusion, acceptance, and tolerance, there has been significant change.

STEP ONE TEACHER-DIRECTED DISCUSSION

Introduce an inclusive conversation about sexual orientation and gender by reading *Avocado Baby* by John Burningham or by watching the short video, “Welcoming Schools: What Do You Know? 6 to 12-Year-Olds Talk About Gays and Lesbians” (youtu.be/tjYTAGZgl7o).

Discuss students’ reactions to the content in the story or film, such as one girl’s remark on the video: “When you think of someone as gay or lesbian, you think they’re going to be different ... but they really aren’t. They’re the same as everyone.” Discuss whether there are examples of individuals changing the attitudes of others.

Tell students that people can be gay or lesbian, or have a variety of sexual orientations. Explain the term “homosexuality” and, if you wish, LGBTQ+ (lesbian, gay, binary, transsexual, queer). Discuss the meaning of the phrase “sexual orientation” and explain the difference between sexual orientation and gender.

Discuss the meaning of the rainbow flag in general and invite students to create/illustrate symbols for important concepts in society (diversity, tolerance, equity). Point out to all students that teachers who display the rainbow flag are allies who students can seek out for guidance and support.

STEP TWO RIGHTS AND LAWS

Discuss the concept of “social standards” with students. Social standards are the types of behaviour that a society finds acceptable. Give some examples of these unwritten rules and ask students to provide some (e.g., line up to buy movie tickets; look people in the eye when you speak to them; shake hands after a sports match; if you bump into someone, apologize; and so on).

Explain that social standards can change from society to society, from situation to situation, and over time. Explain how attitudes to sexuality have been shaped by various forces in different societies, including religious beliefs. Mention that many Aboriginal communities include “two-spirit” people.



Pierre Trudeau speaking circa 1969. On Dec. 21, 1967, as Justice Minister, Pierre Trudeau gave his famous speech "...There's no place for the state in the bedrooms of the nation. What's done in private between adults doesn't concern the Criminal Code." (Photo: Graham Bezzant / Canadian Press)

Discuss historical perspective and remind students of the importance of trying to understand ideas and influences of a particular time within the context of that time. Be sensitive but clear during this discussion as many students and their families may still have prejudicial and discriminatory beliefs.

Remind students that their rights as Canadian citizens include:

- Democratic rights (e.g., the right to vote)
- Language rights
- Equality rights
- Legal rights
- Mobility rights
- Freedom of religion
- Freedom of expression
- Freedom of assembly and association

The Charter of Rights and Freedoms grants Canadians these rights. Laws must adhere to the Charter; however, it was only created in 1982 and the equality rights of the section did not become part of the Charter until 1985 because laws needed to be updated to meet the equality requirements.

Tell students that homosexuality was treated as a crime in every province and territory in Canada until 1969. Previously, however, on December 21, 1967, Prime Minister Pierre Trudeau, had made a comment suggesting the government should not concern itself with making laws to restrict people's private sexual activities. Show older

students the video clip of Prime Minister Pierre Trudeau making the famous statement: "There's no place in the state in the bedrooms of the nation" (cbc.ca/player/play/1811727781).

Pierre Trudeau's remark, as well as other factors, of course, helped to shift standards in Canada in regard to perspectives on homosexuality. The Criminal Code was revised in 1968, and the following year homosexuality was decriminalized. This didn't mean, however, that sexual discrimination ended completely. Even then, sexual orientation was not considered a human right. As an example, have students watch and discuss the Heritage Minutes' video about an LGBTQ couple's celebrated fight for legal recognition (youtube.com/watch?v=rac4WiTDQHg).

Share with the class the experience of Marc Hall, a grade 12 student in Ontario, who, in 2002, was forbidden by his Catholic school to bring his boyfriend to prom. The Catholic school, which did not accept homosexuality, argued on the basis of its religious freedom rights.

Point out to students that Marc's case went to court and he won because Ontario no longer permitted discrimination on the basis of sexual orientation. The laws had changed to reflect changing attitudes. In 2004, Marc Hall's experience was turned into a Canadian musical called *Prom Queen: The Marc Hall Story*, which was produced on the stage and television.

Guide younger and older students in researching and discussing the key events and changes over the decades of discrimination against sexual orientation. You may wish to make available infographics, articles, and video links with key dates, such as:

- Canada's Timeline of LGBTQ+ and Same-Sex Marriage Rights (prweb.com/prfiles/2014/04/22/11770896/Canada-Timeline-LGBT-Rights-PRWeb.jpg)
- LGBTQ+ Education Timeline (etfo.ca/BuildingAJustSociety/LGBTQ/Documents/EducationTimelineBooklet.pdf)
- Gay Rights in Canada 101: Michael Rizzi delivers a seven minute, rapid fire history of gay rights in Canada (youtu.be/dPoZynpGwx4)

Guide students in understanding and assessing the key events and changes over the decades of discrimination against sexual orientation. Together, create a timeline showing these key events.

Afterwards, discuss with younger students, and ask pairs of older students to write responses to questions, such as: How does the timeline show a change in laws both across Canada and in individual provinces? What were the major rights of a citizen in Canada in the early 1900s and what are they now? Do you think there are other rights which we may gain or lose some day, and why?

STEP THREE HISTORIC APOLOGY

In their timeline research, students may have learned that on November 28, 2017, Prime Minister Justin Trudeau issued a historic apology to the LGBTQ+ community.

Explain that the Canadian government has made several apologies to a variety of communities to address historic wrongs, including those made to the Sikh community; the Japanese community; and Indigenous Canadians. Have them think about why and when this occurs. For example, is this an example of rights movements on behalf of specific groups raising awareness about historical and contemporary concerns? Is this related to gender?

Read aloud the whole apology or selections from the November 28, 2017 apology to the LGBTQ+ community to younger students (pm.gc.ca/en/news/speeches/2017/11/28/remarks-prime-minister-justin-trudeau-apologize-lgbtq2-canadians), for example: "Imagine having to fight for the basic rights that your peers enjoy, over and over again. And imagine being criminalized for being who you are." Have older students watch a video of the apology (youtube.com/watch?v=xi23IL3b6cs) or provide them with a print-out of the speech to read.

Explain the difference between a personal apology and a historic apology.

Tell students they will form pairs and prepare for a debate about historic apologies. Read them Prime Minister Justin Trudeau's statement: "An apology made in the House of Commons will not erase the pain and suffering of those who lived through that shameful experience. But an apology is not only the appropriate action to take, it's the right action to take, and the House is the appropriate place for it to happen."



Prime Minister Justin Trudeau wipes his eye while he is applauded as he delivers a formal apology to LGBT people in Canada in the House of Commons in Ottawa, Tuesday, Nov.28, 2017. (photo: Adrian Wyld/The Canadian Press)

Divide the pairs into two sides: one will agree with the statement and the other will disagree. As they prepare, encourage them to think about whether apologies have an effect on rights, tolerance, and diversity within Canada. If you wish, encourage **older students** to research analyses of historic apologies, for example, this criticism of the Komagata Maru apology (<https://www.cbc.ca/news/politics/komagata-maru-official-apologies-1.3587870>).

Have the pairs debate. Volunteers can debate in front of the class.

After, ask questions to the class, such as: Do you think the apology came about as a result of the gay rights movement? Do apologies connect us with events of the past in a meaningful way? What can we learn from this about historical significance? Historical context? Historical perspective?

STEP FOUR CLASSROOM GUESTS

As you continue your exploration of the social attitudes about homosexuality that have changed in Canada over time, assist students to gain a better understanding of the past through the lens of historical perspective. One excellent way is to expose them to several contemporary firsthand accounts.

Reach out to the school community and Gay-Straight Alliances and beyond, and invite individuals of various ages (for example, from 70 to 20) and sexual orientations to tell their stories about social norms and influences in regard to sexual orientation. Many community-based organizations will have experts on hand who may provide outreach to schools.

Assist students in preparing ahead of time by making notes and formulating queries that will prompt discussions with the guest on topics such as: Why did some people in Canada not have full rights in the past? What role did sexual orientation play in this denial of rights? Why might some Canadians have the same rights on paper but not in practice? What are some ways in which different people have responded to challenges and created change? What do you think about the federal government's apology to the LGBTQ+ community? You may wish to send relevant questions to the guests ahead of their visit.

Encourage students to participate during the guests' visits, for example, making introductions, saying a thank you, asking questions, and offering comments.

After their encounters with the guests in the classroom, have students write summaries of what they learned. If you wish, provide them with a list of topics on which to comment.

STEP FIVE BABY X

Tell students that in 1972 Lois Gould's short story about a child raised without a gender, *X: A Fabulous Child's Story*, was published in the feminist newspaper Ms. It was republished as a picture book in 1978, and in 2016, it was made into an animated short film.

If possible, as a class, read the book or watch the short animated film *Baby X* (youtu.be/oyYn9izT9gc). Ask students to jot down any sentences that strike them as significant. For example, "This baby was named X because no one could tell whether it was a boy or a girl" and "The relatives felt embarrassed to have an X in the family."

Then discuss the book or video as a class. Ask the students what they think is the main message of the story. Discuss the quotes they noted. Ask: What were the "problems" the parents encountered and why? Would a genderless child face the same "problems" today? Does culture reflect social mores, and if so, how? Does culture affect social mores and lead to change in society, and if so, how? Does this also lead to changes in laws?

Have students discuss why they think the story has been revived recently. Explain to students that they will explore this question by examining the range of sexual orientations portrayed in children's books in the past and now. Discuss whether the content in children's books might be a good arbiter of social mores.

Tell students, they will research the topic, arrive at a conclusion, and prepare a stand-alone exhibit to reflect their conclusions.

Groups of younger students will read 8 to 10 picture books featuring a variety of sexual orientations. (Include picture books, chapter books, MG, and YA books, graphic novels, etc. For older or interested students, they can also read fiction and non-fiction.)



Ask: What sexual orientations are represented by the characters in this story? What evidence leads you to make these conclusions? What are the creators' purposes in including these specific characters? Do you think there were books like this 100 years ago? Why, or why not? What significance might there be in a change like this?

Encourage students to be creative and innovative in displaying their conclusions as an exhibit. For example, they may produce a poster, a video, a storyboard, or a PowerPoint. When the exhibits are complete, have students circulate among the exhibits, discussing their opinions with one another, or they could present it to the class.

Discuss with the class whether changes in what we read might be reflected in changes in society and in the laws in Canada, and if so, why.

Have pairs of older students survey children's books in their local and school library, and online, to find examples of sexual orientations including heterosexual, gay, bisexual, and other sexual orientations. You may wish to prepare by compiling a representative selection of books, or lists of books, so students can access these in the classroom.

Discuss how they can determine whether the number of diverse titles have increased, decreased, or remained constant, and have them explore whether there has been a change in representation over a specific time period (for example, over the last three or four decades). Discuss possible explanations for their findings, for example, ask: Why might North American publishers choose to offer

more children's stories that reflect a greater diversity in gender and sexual orientation? How might this be an example of changing social norms? Have they found evidence that this type of shift in social norms ends up being reflected in laws changing over time, or is the reverse true? Or do both occur in tandem? Can they explain the significance of this?

Alternatively, older students could do a similar survey and explore the same questions by examining any change in

gender roles for lesbian, gay, bisexual, and transgender (LGBTQ+) characters on television or in the movies over the last 50 years.

Encourage students to be creative and innovative in displaying their conclusions as an exhibit. For example, they may produce a video, a storyboard, a PowerPoint, a podcast, or a website. When the exhibits are complete, have students circulate among the exhibits discussing their opinions with one another, or they could present it to the class.

OPTIONAL EXTENSION ACTIVITIES

- Have students make posters explaining the 50th anniversary of the decriminalization of homosexuality, pointing out its significance to fellow students and what they can do to commemorate the legislation.
- Ask students to research and report on two or three groups dedicated to supporting the rights of various communities in Canada, including the LGBTQ+ community. They can comment on how and why they originated, how they are funded, and their goals and purposes, and making note of their biases or perspectives.
- Students can write and illustrate their own children's picture book story that includes characters of diverse sexual orientation and gender identities. Prompt them to think about how they will express or show aspects of their characters' identities in a respectful way.

RESOURCES

Discussions of Sexual Identity

- *Welcoming Schools: What Do You Know? 6 to 12-Year Olds Talk About Gays and Lesbians* video (youtu.be/tjYTAGZgl7o)

Historical Timelines

- Brief LGBTQ+ Canadian History Timeline (northreach.ca/education-2/lgbtq/a-brief-lgbtq-canadian-history)
- March to Equality: A Timeline of Sexual Equality Rights in North America and around the World (<https://www.ucalgary.ca/positivespace/node/49>)
- CBC Timeline of Same-Sex Rights in Canada (cbc.ca/news/canada/timeline-same-sex-rights-in-canada-1.1147516)
- Canada's Timeline of LGBT & Same-Sex Marriage Rights (prweb.com/prfiles/2014/04/22/11770896/Canada-Timeline-LGBT-Rights-PRWeb.jpg)
- Extensive LGBTQ Education Timeline (etfo.ca/BuildingAJustSociety/LGBTQ/Documents/EducationTimelineBooklet.pdf)
- Vlogger Michael Rizzi explains Gay Rights in Canada 101 video (youtu.be/dPoZynpGwx4)

Challenges to the Law

- Heritage Minute: Jim Egan's Supreme Court Fight (youtu.be/rac4WiTDQHg) (French: youtube.com/watch?v=wEZQTmr2Csk)
- Trailer for musical film *Prom Queen: The Marc Hall Story* (youtu.be/NDVJTT6Erqs)

Change

- LGBTQ+ Canadians share their stories for the It Gets Better Project (Note: recommended for Grades 11-12 only due to language; youtu.be/5p-AT18d9IU)
- Article about Sexual Orientation and Human Rights (historyofrights.ca/encyclopaedia/main-events/sexual-orientation)
- PM Justin Trudeau delivers the federal government's apology to LGBTQ+ Canadians: (youtu.be/aS_xutMbZyw; also includes data for timeline)

Social Justice

- It's Pronounced Metrosexual – Articles, fun graphics, and other resources designed to be

shared in an effort to advance social equity (itspronouncedmetrosexual.com)

Children's Literature and Sexual Orientation

- Common Sense Media's LGBTQ Book Recommendations (www.commonsensemedia.org/lists/lgbtq-books)
- Article about story-animated film *Baby X* (news.avclub.com/baby-x-relates-the-animated-adventures-of-a-gender-neut-1798246388)

Examples of picture books with non-gender-conforming or LGBTQ+ characters or subject matter

Avocado Baby by John Burningham (1978)
Heather Has Two Mommies by Lesléa Newman (1989)
Mom and Mum are Getting Married by Ken Setterington (2004)
Morris Micklewhite and the Tangerine Dress by Christine Baldacchino (2014)
The Boy and the Bindi by Vivek Shraya (2016)
Who are You? The Kids Guide to Gender Identity by Brook Pessin-Whedbee (2016)
Are You a Boy or Are You a Girl? by Sarah Savage (2016)
From the Stars in the Sky to the Fish in the Sea by Kai Cheng Thom (2017)
Julián is a Mermaid by Jessica Love (2018)

General Sources

- <https://www.cgdev.org/sites/default/files/norms-and-reform-legalizing-homosexuality-improves-attitudes.pdf>
- <https://settlement.org/ontario/immigration-citizenship/citizenship/rights-and-responsibilities-of-citizenship/what-are-my-rights-and-responsibilities-as-a-canadian-citizen/>

1 Ont Curriculum, soc studies-history

2 gr 6, Ont social studies curriculum

3 <https://www.cbc.ca/news/canada/north/everett-klippert-lgbt-apology-1.4422190>

4 <https://settlement.org/ontario/immigration-citizenship/citizenship/rights-and-responsibilities-of-citizenship/what-are-my-rights-and-responsibilities-as-a-canadian-citizen/>

5 <https://pm.gc.ca/eng/news/2016/04/11/prime-minister-canada-announces-komagata-maru-apology>

STUDENT EVALUATION QUESTIONS SPECIFIC TO THE LESSON PLAN

BEFORE (PRE-IMPLEMENTATION)

- Do students have a general understanding of the meaning of sexual orientation and gender?
- Do students have a clear understanding of the key events and changes during the decades of discrimination against sexual orientation that led to the decriminalization of homosexuality and beyond?
- Do students have any prior understanding of historic apologies in general and, specifically, the apology given by Prime Minister Justin Trudeau to the LGBTQ+ community in 2017?
- Do students have experience listening and responding to first-hand accounts of how social attitudes about homosexuality have changed in Canada over time?
- Have students considered how the content in books (children's books) or other media might reflect or encourage changes in social mores and laws in Canada?

AFTER (POST-IMPLEMENTATION)

- Students will describe the meaning of sexual orientation and gender.
- Students will share an understanding of the key events and changes during the decades of discrimination against sexual orientation that led to the decriminalization of homosexuality and beyond.
- Students will reflect on, and explain their ideas about, the value of historic apologies in general and, specifically, the apology given by Prime Minister Justin Trudeau to the LGBTQ+ community in 2017.
- Students will engage with guest visitors as they provide first-hand accounts of how social attitudes about homosexuality have changed in Canada over time.
- Students will consider and reflect on the implications of changes in content in books (children's books) or other media, specifically whether, and how, they represent or encourage changes in social mores and laws in Canada.

TEACHER EVALUATION QUESTIONS

BEFORE (PRE-IMPLEMENTATION)

- Do you have a general understanding of the meaning of sexual orientation and gender?
- Do you have a clear understanding of the key events and changes during the decades of discrimination against sexual orientation that led to the decriminalization of homosexuality and beyond?
- Do you have any prior understanding of the value of historic apologies in general and, specifically, the apology given by Prime Minister Justin Trudeau to the LGBTQ+ community in 2017?
- Have you had any experience listening and responding to first-hand accounts of how social attitudes about homosexuality have changed in Canada over time?
- Have you considered how the content in books (children's books) or other media might reflect or encourage changes in social mores and laws in Canada?

AFTER (POST-IMPLEMENTATION)

- Explain and give examples of sexual orientation and gender.
- Share an understanding of the key events and changes during the decades of discrimination against sexual orientation that led to the decriminalization of homosexuality and beyond.
- Reflect on, and explain your opinion about, the value of historic apologies in general and, specifically, the apology given by Prime Minister Justin Trudeau to the LGBTQ+ community in 2017.
- Share what you experienced and learned after listening and responding to first-hand accounts of how social attitudes about homosexuality have changed in Canada over time.
- Reflect on, and explain your ideas about, the implications of changes in content in books (children's books) or other media, specifically whether, and how, they represent or encourage changes in social mores and laws in Canada.

RUBRICS

GENERAL

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
DISCUSSION	Student participated limitedly in the teacher-directed discussions	Student participated adequately in teacher-directed discussions	Student participated actively in the teacher-directed discussions	Student participated exemplarily in the teacher-directed discussions
CONTENT	Student demonstrated limited understanding of concepts, facts, and terms	Student demonstrated some understanding of concepts, facts, and terms	Student demonstrated considerable understanding of concepts, facts, and terms	Student demonstrated thorough understanding of concepts, facts, and terms
WRITTEN WORK	Student's written report was confusing, poorly structured, and had many grammatical errors	Student's written report was generally clear and had some structure, but numerous grammatical errors	Student's written report was clear and well-structured, but had a few errors	Student's written report was very clear, well-organized, and had virtually no errors
PRESENTATION	Student's presentation was confusing, lacked emphasis and energy, and resulted in no discussion	Student's presentation was generally clear, but lacked energy and emphasis, and resulted in little discussion	Student's presentation was clear, vibrantly presented, and resulted in a good discussion	Student's presentation was very clear, enthusiastically presented, and resulted in engaging discussion
GROUP WORK	Students made a minimal contribution to the group; very little cooperation	Students made some contribution to the group, but cooperation was superficial	Students made a considerable contribution to the group, with a good level of cooperation	Students made a significant contribution to the group, with an excellent level of cooperation

SPECIFIC

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
STEP 1	Student demonstrated a limited understanding of the meaning of sexual orientation and gender	Student demonstrated a basic understanding of the meaning of sexual orientation and gender	Student demonstrated a good understanding of the meaning of sexual orientation and gender	Student demonstrated a thorough understanding of the meaning of sexual orientation and gender
STEP 2	Student demonstrated a limited understanding of the events that led to the discrimination against sexual orientation and beyond	Student demonstrated a basic understanding of the events that led to the discrimination against sexual orientation and beyond	Student demonstrated a good understanding of the events that led to the discrimination against sexual orientation and beyond	Student demonstrated a thorough understanding of the events that led to the discrimination against sexual orientation and beyond
STEP 3	Student made a minimal contribution to the debate about the value of historic apologies	Student made some contribution to the debate about the value of historic apologies	Student made a considerable contribution to the debate about the value of historic apologies	Student made a significant contribution to the debate about the value of historic apologies
STEP 4	Student's summary of learning experienced during the guest's classroom visit was confusing, poorly structured, and had many grammatical errors	Student's summary of learning experienced during the guest's classroom visit was generally clear and had some structure, but numerous grammatical errors	Student's summary of learning experienced during the guest's classroom visit was clear and well-structured, but had a few errors	Student's summary of learning experienced during the guest's classroom visit was very clear, well-organized, and had virtually no errors
STEP 5	Student's exhibit provided little information and they engaged limitedly in the walk-around discussion	Student's exhibit provided some information and they engaged adequately in the walk-around discussion	Student's exhibit provided good information and they engaged actively in the walk-around discussion	Student's exhibit provided excellent information and they engaged extemporarily in the walk-around discussion