

Lesson Three

Fear and Prejudice

Lesson Objective

Students will examine the policies, practices and actions that were directed towards 2SLGBTQI+ community members in the public service, RCMP and Canadian Armed Forces, and understand the far-reaching impacts these had on the people who were targeted.

Driving Questions

Why is it important to learn about the LGBT Purge?

What was the impact of the LGBT Purge on its victims?

How does this experience relate to today's workplace environments?

Materials

- Backgrounder: Systemic Discrimination and the LGBT Purge (page 34)
- Primary source documents from the LGBT Purge Fund

Lesson Summary

Students will be introduced to some primary source documents released as part of the investigation to the LGBT Purge. Students will examine the documents and explore the rationale and the intent behind these policies.

Students will learn about the result of these policies and understand the far-reaching impact they had on the people subjected to these practices.

Pre-Teaching Supports

As part of the LGBT Purge Class Action lawsuit settlement, the Government of Canada is obligated to provide historical records relating to the LGBT Purge. The LGBT Purge Fund has been provided over 15,000 pages of documents and is committed to making these records available to the public. The records can be accessed here: lgbtpurgefund.com/document-library/

Instructions for Teachers

Introductory Discussion

1. What are some of the root causes that can lead to the rights of groups being taken away?
2. Do you know of an example of workplace discrimination?
3. Do you think people who identify as part of a 2SLGBTQI+ community experience workplace discrimination today?

Reading

Backgrounder: Systemic Discrimination and the LGBT Purge (page 34)

Follow-up Discussion/Assigned Questions

1. What methods of intimidation and investigation were used to identify 2SLGBTQI+ community members in government jobs?
2. When individuals were investigated, how were their rights infringed upon?
3. How do you think people being investigated felt about their workplace?

LGBT Purge Fund: Historical Document Collection

1. Review with students the [statement and settlement process](#) that the LGBT Purge Fund shared on their website.
2. Remind students that they will be reading historical documents which may include outdated terms and views reflective of a historical moment in time.
3. Choose one of the two following research projects for your students:
 - a. Analysis of “Secret” and “Top Secret” documents: Provide students with one of the following documents that were distributed during the LGBT Purge.

- i. [Letter about homosexuality, the public service and national security](#) [Secret]
- ii. [Federal document describing security risks and methods of weeding out homosexuals in government](#) [Top Secret]
Warning: There is written graphic material in numbered paragraph 6. We recommend focusing on numbered paragraphs 2, 3, 10-12, 16 and 18.

- b. Case Study: Get students to go to the link below, scroll down to “Individual Case: Dwyer,” and study related documents. lgbtpurgefund.com/document-library/?cat=canadian-armed-forces

Follow-up Discussion/Assigned Questions

For the analysis of “Secret” and “Top Secret” documents:

- a. What time period are these documents from?
- b. How are dissenting voices addressed in these documents?
- c. What rationale is presented in this document that supports the argument against employing homosexuals in the workplace?
- d. What kind of “pressure” do you think the government is talking about?
- e. How does the document justify discrimination of homosexuals based on “national security”?

For the case study:

- a. How were Corporal Derrick Dwyer’s rights violated?
- b. What time period are these documents from?
- c. How did the Canadian Armed Forces justify their actions?
- d. How are dissenting voices addressed in these documents?
- e. How did these violations affect Derrick Dwyer’s life at the time?

Extension Activity

The LGBT Purge Fund's [Document Library](#) houses thousands of documents that have allowed us to understand the systemic and intentional nature of the discrimination against 2SLGBTQI+ individuals at the time.

1. Ask students to select one broad segment of the documents: (Overview, Public Service, RCMP or Canadian Armed Forces) and then one subsection of documents.
2. Review three or four documents from the subsection.
Be aware that some documents might have some explicit language in them.
3. Identify the type of document (policy, directive, incident report, etc.) and highlight at least two elements within the document that illustrate the systemic and intentional nature of the LGBT Purge.
4. Ask students to connect their subset of documents to two or three profiles, included in the backgrounder Systemic Discrimination and the LGBT Purge (page 34), of individuals who would have been directly or similarly impacted by these documents.

Follow-up Discussion/Assigned Questions

1. What themes did you start to see on how the government saw 2SLGBTQI+ community members at that time?
2. Reflect on what you felt when reading these documents.
3. How do you think the actions outlined in these documents affected those who were government employees? How might it have affected those around them?

Social Media Awareness Campaign

1. Give students copies of the backgrounder Systemic Discrimination and the LGBT Purge (page 34), which includes profiles of early victims of workplace discrimination and of victims/survivors of the LGBT Purge.
2. Break students up into small groups and have each group pick a person to do an online search about, focusing on workplace discrimination. Students should be encouraged to do research beyond the profile included in the backgrounder.
3. Have the group come up with a social media awareness campaign of workplace discrimination that highlights one or a few of the individuals included in the backgrounder. The posts could explore why this person should be highlighted. Have students come up with a tag line that helps explain these people's importance and the need to create an environment in the workplace that is free of discrimination.
4. Students can explore the method they would use to highlight this information, e.g. images, skit, dance, talking points, etc.