

Lesson Five

Resilience and Joy

Lesson Objective

Students will recognize how learning from the past can create resilience to continue to strive for current and future human rights protections for 2SLGBTQI+ communities.

Driving Questions

How can we learn from the LGBT Purge to make sure this type of government overreach is prevented in the future?

How can we connect the lessons of the LGBT Purge to current struggles that members of 2SLGBTQI+ communities are presently experiencing?

Materials

- Backgrounder: We Demand an Apology (page 41)
- [Government of Canada: Apology to LGBTQ2 communities](#)

Lesson Summary

Students will discover how 2SLGBTQI+ groups and individuals began to organize to demand an apology and compensation for the harm of the LGBT Purge. Students will learn about the history of Pride and review examples of heroic 2SLGBTQI+ people and events, as well as examples of survivors of the LGBT Purge.

Pre-Teaching Supports

[“She said | He said,”](#) by Leslie Vryenhoek. This article is also published in the catalogue *Love in a Dangerous Time: Canada’s LGBT Purge – Reflections on queer history and why it matters today*, pp. 86-97.

“The Stars Align: Connections, class actions and activism out of the LGBT Purge,” by Leslie Vryenhoek. *Love in a Dangerous Time: Canada’s LGBT Purge – Reflections on queer history and why it matters today*, pp. 18-29.

Instructions for Teachers

Introductory Discussion

1. When was the last time you said sorry but didn't really need to?
2. When you receive an apology, how do you know the person apologizing is genuinely sorry?

Reading

Backgrounder: We Demand an Apology (page 41)

[Government of Canada: Apology to LGBTQ2 communities](#)

Follow-up Discussion/Assigned Questions

1. What are your first impressions of the speech?
2. Do you think it went far enough?
3. Why do you think some people were not happy with it?

Resilience and Joy:

The History of Pride

1. As a class, get students to talk about a moment of celebration they had recently that was not an annual event (e.g. team championship, graduation, overcoming a challenge, achieving a goal). What is it about these types of moments that make them worth celebrating?
2. In small groups, ask students to look into and summarize one of the following moments:
 - a. Stonewall Uprising (1969, New York City)
 - b. We Demand (1971, Ottawa and Vancouver)
 - c. Toronto Pride Parade, Black Live Matter Protest (2016)
 - d. First local Pride event
3. Make sure the students create connections to what they have learned about the LGBT Purge and the people who resisted it, i.e. key players in the event, methods of celebration and in what ways are these moments worth celebrating.
4. Ask students to share a summary of their event to the class.

Pride as Protest and Celebration

1. Ask each student to identify a person or event related or connected to a 2SLGBTQI+ community and identify the following:
 - a. Name of person, event or moment
 - b. Date
 - c. Human rights violation(s)
 - d. Acts of resilience/resistance
 - e. Reason for joy
2. As a class, decide how to make these moments, people and their connection to Pride celebrations and protests known in your school community.

Name: Jim Egan

Dates: 1988 (first court challenge);
1995 (Egan v. Canada decision)

Human Rights Violation: Was unable to receive the same spousal benefits as heterosexual couples.

Acts of Resistance: Regularly wrote articles to challenge norms and launched a legal challenge about spousal benefits.

Reason for Joy: Although he did not get spousal benefits, for the first time, the courts agreed that sexual orientation is a protected right under the Canadian Charter of Rights and Freedoms.

Culminating Activity:

Create a Bulletin Board Display

1. The purpose of this activity is to share about the LGBT Purge and the people who helped to create positive change for 2SLGBTQI+ individuals and communities.
2. Get students to take elements from the five lessons and create a bulletin board display in your school, hallway or classroom about the LGBT Purge. Examples:
 - Students could include many of the resources in the lessons to create a timeline.
 - Students could include elements they learned from all the lesson plans.
 - The students could highlight some important historical dates such as the 1952 *Immigration Act* and the repeal of it in 1977, and 1992 court case of Michelle Douglas.
3. Create a bulletin board display from the profiles or personal stories of victims/survivors included in the backgrounders.