

## Lesson Plan:

<b>Teacher's Name and Email:</b> Amy Stamm astamm@collaborative.org	<b>Program Name:</b> HEC Academy	<b>Program Type:</b> High school
<b>Unit Title:</b> What can the history of the LGBTQI liberation march in the U.S. and South Korea tell us about cultural values?	<b>Theme or Content Area:</b> History	<b>Duration:</b> 75 minutes

## Introduction:

The 2024 PCCU conference on the theme of belonging opened my eyes to some of the ways in which LGBTQI identity still does not fit into the norm in South Korea. Two participants commented that LGBTQI identity is still largely perceived as an abnormality. This means that a true sense of belonging continues to elude LGBTQI folks in South Korea. Theresa's presentation comparing the United States' extremely individualistic culture vs. South Korea's extremely collectivist or community-oriented culture made me wonder how these cultural tendencies might affect the development of an LGBTQI sub-culture. And I wonder why South Korea has the lowest rate of LGBTQI identification among developed democracies – its general cultural conservatism, widespread Christianity, a lack of attention to individual needs (vs. the needs of the group)? There is so much generosity built into Korean culture and a belief in equal rights that it all makes me want to continue learning what I can about this community.

This lesson could be incorporated into either world history class or social emotional learning (SEL) class. The onset of gay liberation marches, which evolved into LGBTQI pride celebrations and spawned important civil rights legislation and other cultural developments in both the United States and South Korea, is an important piece of history and relates to other civil rights movements in both countries (in specific ways for each country). By studying this history, LGBTQI students could see themselves as an important part of history. In addition, the question of LGBTQI culture and community poses interesting questions about inclusion and marginalization for both individualist and collectivist cultures. Focusing on communities that have been marginalized from mainstream communities or from the idea of “normal” provides an inflection point that can help students to consider more deeply the ways in which culture works. What “normal” or “typical” comes to mean and how these terms have evolved over time provides insight into the workings of culture. The pressures that different marginalized communities exert on mainstream communities open up new possibilities for inclusion, coexistence, and celebration. They help us to think deeply about the idea of belonging.

In terms of SEL class, this lesson could provide an important background for students to consider the different aspects of their identity, the different communities they are a part of, and the cultural values that may influence their sense of self and their position in relation to mainstream culture (as well as what comes to be considered mainstream culture in the first place). Centralizing LGBTQI history can also help non-marginalized students to understand what it feels like to be de-centered in cultural discussions. For school communities lessons like this may help to address tensions and build community and a sense of belonging by asking students to consider how they might create a truly inclusive culture.

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### **Emphasized Standards** (Content and College and Career Readiness Anchor Standards):

[CCSS.ELA-LITERACY.RL.9-10.1](#)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-LITERACY.SL.11-12.3](#)

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

A s s e s s m e n t E v i d e n c e	<b>Essential Question(s)</b> (Open-ended questions/concepts that lead to deeper thinking & understandings): <ul style="list-style-type: none"> <li>• What cultural values might influence LGBTQI identity?</li> <li>• What roles do LGBTQI liberation marches play in society?</li> </ul>		
	<b>Transfer Goal(s)</b> (How will students apply their learning to other content and contexts?): Students will understand how to identify collectivist vs. individualistic cultural traits and draw comparisons between different cultures.		
	<b>Learning and Language Objectives (Mastery Objectives):</b>		
	<b>Know:</b> factual knowledge, key vocabulary→	<b>Understand:</b> connections to essential concepts and contexts→	<b>Do:</b> application, demonstration of knowledge, understandings
	<ul style="list-style-type: none"> <li>• Vocabulary: LGBTQI (definitions of acronym and terms); collectivist; individualist; culture</li> <li>• Students will know how to read a chart.</li> </ul>	<ul style="list-style-type: none"> <li>• Our cultural background affects how we see ourselves as people and understand our identity.</li> <li>• Our voices, words, and stories are key to helping each other to overcome hardship and to make social change.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will read a cultural values chart and identify cultural characteristics in the U.S. and South Korea.</li> <li>• Students will conduct research into LGBTQI history in the U.S. and South Korea and hypothesize about why gay liberation marches started decades later in S. Korea.</li> </ul>
<b>Performance Task(s) – Summative Assessment(s)</b> (Align with CCR & Content Standards): Using the chart and research articles, students will write a hypothesis about why they think South Korea’s first gay liberation march took place decades after the first gay liberation march in the U.S.			
<b>Pre-Assessment(s):</b> Students will write down what they already know about the history of gay liberation/pride marches in the U.S. and South Korea. This will help the teacher to know what background knowledge needs to be provided and will form a basis for the post-assessment at the end of the lesson.			
<b>Formative assessment(s):</b> <ul style="list-style-type: none"> <li>• Vocabulary knowledge checklist</li> <li>• Text summaries</li> </ul>			

**Universal Design for Learning/Access for All: Instructional Strategies:**

*(Check all that apply for activities throughout the lesson)*

**Grouping:**       Whole Class       Small Groups       Partners       Independent

**Access for All:**       PYD/CRP       Accommodations       Modifications       Arts Integration

**Differentiation:**       Curriculum       Instruction       Assessment

**Technology:**       Computer(s)       LCD projector       Document Camera (ELMO)  
 Software\_\_\_\_\_

**Notes:** UDL principles: visual and verbal support (video introduction of featured poet; filmed performance of poem); graphic organizers; vocabulary support

**Literacy and/or Numeracy across Content Areas:**

**Processes::**       Reading       Writing       Listening       Speaking       Language

*Specific strategies (for example, word wall, pre-reading, summarizing, note-taking):*  
vocabulary assessment; reading; class discussion; written responses.

**Key Vocabulary:**

- lesbian
- gay
- bisexual
- queer
- intersex
- collectivist
- individualist
- culture

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**Resources:** texts, materials, websites, etc.

- [https://en.wikipedia.org/wiki/LGBTQ\\_history\\_in\\_South\\_Korea#:~:text=1993.12.,Rights%20Center%20\(KSCRC\)%20in%202003](https://en.wikipedia.org/wiki/LGBTQ_history_in_South_Korea#:~:text=1993.12.,Rights%20Center%20(KSCRC)%20in%202003)
- <https://www.simplypsychology.org/what-are-collectivistic-cultures.html>
- <https://www.pbs.org/video/how-did-pride-become-a-parade-okkqog/>
- <https://www.tiktok.com/@zozee/video/7251001346097270021>
- <https://www.tiktok.com/@korealifediary/video/7376127977182088449>
- <https://www.youtube.com/watch?app=desktop&v=j2lnq6eWZ78>
- <https://www.american.edu/cas/news/the-first-pride-was-a-riot.cfm>
- <https://nascsp.org/in-honor-of-pride-month-a-little-history/>
- <https://www.nycpride.org/about-pride/our-history>
- <https://www.them.us/story/south-korea-drag-parade-seoul>
- <https://www.nationthailand.com/in-focus/30370413>
- [https://myseoulbox.com/blogs/seoul-blog/how-pride-month-is-celebrated-in-korea-queer-culture-festival?srsId=AfmBOoo\\_ouWWbHhZws6-QILo52Pc885DTR2ky525ZI0eVvPD0HH82OZC](https://myseoulbox.com/blogs/seoul-blog/how-pride-month-is-celebrated-in-korea-queer-culture-festival?srsId=AfmBOoo_ouWWbHhZws6-QILo52Pc885DTR2ky525ZI0eVvPD0HH82OZC)

### Lesson Sequence

**TIME:**

**GOAL:**

The goal of this lesson is to help students to develop critical thinking skills by synthesizing different cultural and historical sources in order to form a hypothesis about the development of LGBTQI identity in two different cultural contexts.

The first gay liberation (now framed as gay or LGBTQI pride) marches in the United States were held on June 28, 1970 in New York, Los Angeles, Chicago, and San Francisco to commemorate the Stonewall riots in 1969. The Stonewall riots happened when gay patrons of a Stonewall bar, who had been harassed by police for years, finally stood up to them. The New York City march was called "Christopher Street Liberation Day."

In South Korea, the first gay pride march didn't take place until 2000, seven years after South Korea's first queer rights organization, the Ch'odonghwe, was formed in 1993. The first gay pride march, held in Daehangno, was part of the Korea Queer Culture Festival (KQCF) and had about 50 attendees.

**# mins.**

**Do Now:**

**5**

Please write everything you know about the formation of gay liberation/pride marches in the United States and South Korea.

After students write their responses, the teacher will introduce the lesson's vocabulary and clarify any terms.

<p><b># mins.</b></p> <p><b>10</b></p>	<p><b>Hook</b> (activator/motivator):  Students will watch and take guided notes on short video excerpts about the history of LGBTQI liberation marches in the U.S. and South Korea:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.pbs.org/video/how-did-pride-become-a-parade-okkqog/">https://www.pbs.org/video/how-did-pride-become-a-parade-okkqog/</a></li> <li>• <a href="https://www.tiktok.com/@korealifediary/video/7376127977182088449">https://www.tiktok.com/@korealifediary/video/7376127977182088449</a></li> <li>• <a href="https://www.tiktok.com/@zozee/video/7251001346097270021">https://www.tiktok.com/@zozee/video/7251001346097270021</a></li> </ul> <p>The teacher will ask students to share what they learned from the videos and what questions they are left with. The class will have a short discussion focused on the essential questions:</p> <ul style="list-style-type: none"> <li>• What cultural values might influence LGBTQI identity?</li> <li>• What roles do LGBTQI liberation marches play in society?</li> </ul>
<p><b># mins.</b></p> <p><b>15</b></p>	<p><b>Presentation</b> (beginning):  The teacher will present additional background information on the history and evolution of gay/LGBTQI liberation marches/pride parades in the U.S. and South Korea.</p> <p>The teacher will review the terms "collectivist" and "individualist" and introduce the cultural values chart comparing the collectivist culture of Korea with the individualistic culture of the U.S. The teacher will facilitate a discussion among students asking them to think about how these cultural values may influence membership within the LGBTQI community or LGBTQI identity.</p> <p>Video excerpt:  <a href="https://www.youtube.com/watch?app=desktop&amp;v=j2Ing6eWZ78">https://www.youtube.com/watch?app=desktop&amp;v=j2Ing6eWZ78</a></p> <p>The class will engage in a discussion drawing comparisons between American and Korean cultural styles and values. Students will provide evidentiary examples to back up these comparisons.</p> <p>The teacher will ask students to think about how these different cultural values may affect LGBTQI culture and identity in the U.S. vs. Korea.</p>
<p><b># mins.</b></p> <p><b>30</b></p>	<p><b>Practice and Application</b> (middle):  Students will work in pairs (or individually or in small groups) to conduct research on the conditions leading up to the first gay liberation march in either the U.S. or South Korea. The teacher can provide articles/resources to each pair, or pairs can conduct their own research. Each pair will complete a graphic organizer to guide their note-taking on the articles they find.</p> <p>Each research group will present their findings to the class, who will compile as a group a master list comparing the circumstances and context leading to the first gay liberation march in each country.</p>

	<b># mins.</b>  <b>15</b>	<b>Review and Assessment</b> (wrap up): Using all of the information they've gathered from the cultural comparison chart, research articles, and class discussions, students will draw a hypothesis about why the first gay liberation march in South Korea occurred 30 years after the first gay liberation march in the U.S.  Student volunteers will share their hypotheses with the class.