



**THE LONG**

**ROAD**

**to LGBTQ+ EQUALITY  
in PENNSYLVANIA**

**The Long Road to LGBTQ+ Equality in Pennsylvania  
Using the Understanding by Design Lesson Plan Template**

<b>Title of Lesson</b>	<b>Long Road to LGBTQ+ Equality</b>	<b>Grade Level</b>	Grades 8 - 12
<b>Subject</b>	US History from 1865 – Present	<b>Time Frame</b>	50 – 90 mins.
<b>Developed By</b>	David Duffield for the Central Pennsylvania LGBTQ History Project		

**Purpose**

**This lesson was adapted as a companion lesson to the exhibit “The Long Road to LGBTQ+ Equality” by the Central Pennsylvania LGBTQ History Project. The central focus of this exhibit is the story of the first LGBTQ anti-discrimination ordinances in Pennsylvania. This is designed to be taught in the classroom. Teachers may order the exhibit or get a digital copy through the LGBT Center in Harrisburg by going to the website below:**

**(<https://centralpalgbtcenter.org/thelongroad>)**

**This lesson contains teacher and student facing materials.**

**Common Core Standards:**

CCSS.ELA-LITERACY.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**Pennsylvania State Standards**

**Standard - 8.2.9.A**

Contrast the role groups and individuals from Pennsylvania played in the **social, political**, cultural, and **economic** development of the U.S.

**Learning Outcomes**

<p>What relevant goals will this lesson address?</p> <ul style="list-style-type: none"> <li>- <b>Students will understand that anti-discrimination ordinances are a way to protect LGBTQ people from discrimination in housing, employment, and public accommodations.</b></li> <li>- <b>Students will be able contrast the different roles people played in different battles over anti-discrimination policies</b></li> <li>- <b>Students will be able to describe the debate and perspectives around anti-discrimination ordinances</b></li> </ul>	
<p><b>Enduring Understandings</b>            What understandings about the big ideas are desired? (what you want students to understand &amp; be able to use several years from now)            What misunderstandings are predictable?</p>	<p><b>Essential Questions</b>            What provocative questions will foster inquiry into the content?            (open-ended questions that stimulate thought and inquiry linked to the content of the enduring understanding)</p>
<p><i>Students will understand that...</i></p> <p><i>Anti-discrimination ordinances are fundamental part of civil rights for many groups of people</i></p> <p><i>Related misconceptions...</i></p> <p><i>Anti-discrimination protection is a special right versus a legal protection for groups with long histories of discrimination</i></p>	<p><i>Content specific...</i></p> <p><i>Why would people want or oppose protection from discrimination?</i></p> <p><i>FNMI, multicultural, cross-curricular...</i></p> <p><i>Why doesn't Pennsylvania have a state-wide LGBTQ anti-discrimination protection yet?</i></p>
<p><b>Knowledge:</b>            What knowledge will student acquire as a result of this unit? This content knowledge may come from the indicators, or might also address pre-requisite knowledge that students will need for this unit.</p>	<p><b>Skills</b>            What skills will students acquire as a result of this unit? List the skills and/or behaviors that students will be able to exhibit as a result of their work in this unit. These will come from the indicators.</p>
<p><i>Students will know...</i></p> <p><i>the different efforts in Pennsylvania to create anti-discrimination ordinances</i></p> <p><i>the biographies of different people such as Councilman John Street, Brother Grant-Michael Fitzgerald, Michael Althaus, Gail Hoover, and Nancy Guest.</i></p> <p><i>the major events in the exhibit</i></p>	<p><i>Students will be able to...</i></p> <p><i>build a timeline of the history to create anti-discrimination ordinances n Pennsylvania by reading and summarizing the text of the exhibit "The Long Road to LGBTQ+ Equality in Pennsylvania"</i></p> <p><i>describe the debate around anti-discrimination ordinances in Pennsylvania using a clarifying conversation script</i></p>

## Learning Plan

**Learning environment:** Where can this learning best occur? How can the physical environment be arranged to enhance learning?

Students will explore the history of the LGBTQ community's fight for non-discrimination policies in Pennsylvania. They will read the "Long Road..." exhibit and fill out the questions and timeline. They will fill out a scripted conversation taken from Jeff Zwiers' "Conversational Discourse in Context" (2017, by Corwin Press).

**The essential question for this lesson is** *Why would people want or oppose protection from discrimination?*  
**and for extension** *Why doesn't Pennsylvania have a state-wide LGBTQ anti-discrimination protection yet?*

### Learning Plan

**Step 1: Pre-work:** The teacher will print and post the exhibit in class. The teacher should note the history, the turning points, and people involved in the struggle. Using the graphic organizer below the teacher should be prepared to ask "why was this event or person significant in the history?" The teacher should write down anticipatory questions about students will have. The teacher should amend the Conversational Discourse section as needed for their students (note in Zwiers, the emphasis is on students asking summative questions about the knowledge – e.g. students should ask for clarification on the summative statements from their partners in three back and forth clarifying statements.) This is especially a good strategy for ELL students to practice academic language and discourse to develop deeper understanding for the argument and evidence portion.

**Step 2: Setting up the room:** The teacher should post the exhibit text around the room. The teacher should place the panels around the room in anticipation of a "gallery walk" where students are timed at each station, allowed to fill out their graphic organizers, and move on to the next. The average text is around 200 – 300 words and should take groups of students about 2 – 4 minutes per text. This anticipates a "gallery walk" of 40 – 50 minutes. As a stand-alone activity this would be good for one class period of deep learning on the subject of anti-discrimination ordinances.

**Step 3: Vocabulary and Direct Instruction:** The teacher should welcome the students to the class, explaining that they are going to do an in-depth lesson on LGBTQ history in Pennsylvania. The teacher should write the definition (listed below) of the central vocabulary word – Anti-Discrimination Ordinance – on the board as well as the essential questions for the lesson. The teacher should have students read the definition quietly or aloud as a class.

**Anti-Discrimination Ordinance** means (for the context of this lesson) a law (at the city or state level) which prohibits discrimination against a certain group (in this case LGBTQ people) in housing, public accommodations (such as services provided in businesses), employment, or in government services (such as adoption or voting) because of demonstrable, systemic, and historic discrimination in these areas.

"So for example... this might include LGBTQ people being fired for being 'out at work' or trying to adopt a child and being denied that right by a government agency because they are gay, or losing in housing because they are LGBTQ"

"As an analogy, African Americans have been systemically and historically discriminated against by many governments from voting because of their skin color with things like a Poll Tax or a Literacy test." (The teacher can provide additional contextual examples from the history of Reconstruction and Jim Crow laws. Students may also ask questions about the 2021 Supreme Court decision upholding the

right of a private entity not to serve an LGBTQ couple in adoption in *Fulton v. City of Philadelphia* or the 2020 decision in the *Masterpiece Cake Shop v. Colorado Civil Rights Commission*).

**Step 4: Activity (40 mins):** Student will be timed on each panel filling out the questions and timeline graphic organizer below. They will have 40 mins. (though the teacher may have to adjust this lesson time for their own uses and/or scaffold the graphic organizer accordingly for their particular students by providing the clues using the answer sheet along with the graphic organizer).

**Step 5 (Day 2 if split schedule) (20 mins): Clarifying Questions:** Students will fill out the conversation packet using the sentence stems in the conversation packet. Students will then read their statements with a partner or group of three, using the conversation packet. Through the clarification packet they will develop a deeper understanding of the history and will be able to describe the history of the anti-discrimination history from "The Long Road..." exhibit.

**Step 6 (20 – 30 mins): The Breakdown:** The teacher will restate the essential question "*Why would people want or oppose protection from discrimination?*"

**Breakdown:** Teacher will prompt students to explain one side versus the other, "Why were some people opposed and some people for anti-discrimination ordinances?" The teacher will draw a Ven Diagram on the board and make a note of what students say on the board. The teacher will prompt students to ask their partners if they agree with the pro and con positions within their groups. The teacher will prompt students to cite specific historical examples from their graphic organizer to support their statement.

**Final Question:** The students will be prompted to ask the extension question *Why doesn't Pennsylvania have a state-wide LGBTQ anti-discrimination protection yet?*

The Check For Understanding will be "So you can describe what an anti-discrimination ordinance is, and what the different sides of the historical debate are... what do you think is the answer to the question of why Pennsylvania doesn't yet have a state-wide LGBTQ anti-discrimination ordinance?"

Panel Title/Event	Summary				
Philadelphia (1975 – 1980)	<p>In two complete sentences write a summary of the work in Philadelphia...</p> <p>Brother Grant-Michael Fitzgerald was a gay black man who spoke in favor of the anti-discrimination ordinances when the Catholic Church was staunchly against it. He compared it to the _____ Movement, saying gays and lesbian should be able to do what...</p> <p>Bonus Question: The Dyketactics protest in 1975 at the Philadelphia City Council is an example of a (violent or non-violent protest)</p>				
Philadelphia (1982 and 2002)	<p>In 1982 the anti-discrimination ordinance in Philadelphia, the bill passed _____. Councilman John Street (depicted in the photograph) spoke for or against the bill why was this important? (Was he an ally to the LGBTQ Community?)</p> <p>Transgender protections were not included in the initial bill. In _____ Philadelphia added gender identity to the anti-discrimination ordinance passing 15 – 2. (Transgender rights were often marginalized by gay and lesbian civil rights movements across the United States between 1970 and 2010).</p> <p>Bonus question: How do you think discrimination against transgender people continues today in Pennsylvania?</p>				
Harrisburg (1982)	<p>The anti-discrimination ordinance in Harrisburg was proposed in 1982. In the section “Debate Ensues” an opponent argued “We cannot legislate laws that are against God’s laws.” A proponent (person for the law) said “We cannot use the name of God in place of reason, we cannot use the name of God in the place of justice.”</p> <p>Using the T-Chart below interpret each quote:</p> <table border="1" data-bbox="537 1118 1955 1507"> <thead> <tr> <th data-bbox="537 1118 1247 1154">Con</th> <th data-bbox="1247 1118 1955 1154">Pro</th> </tr> </thead> <tbody> <tr> <td data-bbox="537 1154 1247 1507">I think this quote means...</td> <td data-bbox="1247 1154 1955 1507">I think this quote means...</td> </tr> </tbody> </table>	Con	Pro	I think this quote means...	I think this quote means...
Con	Pro				
I think this quote means...	I think this quote means...				

	<p>Bonus Question: In one complete sentence describe one example of violence used in the story.</p>
Lancaster (1990 – 1991)	<p>The Lancaster City Council voted unanimously to approve the anti-discrimination ordinance, yet Lancaster County Human Rights Commission disputed the ordinance. R.H. Brenneman who chaired the commission said considered homosexuality a “morally objectionable way of life and the city exceeded its legal authority.”</p> <p>What was the reason he used to object to the ordinance?</p> <p>Bonus Question: The ordinance was finally passed in _____.</p>
York (1992-1993)	<p>Mayor William Althaus was a Republican Mayor who supported the ordinance. Why was this controversial for him?</p> <p>Althaus was opposed by Revered James Grove in public debate. Why was this a traditional stance for him?</p> <p>Bonus Question: Look at the photograph under the section “Debate Heats Up.” These are protesters against the ordinance. Some of their signs say “No Special Privileges for Homosexuals.” It was often argued in debated around by people against anti-discrimination ordinances that gays and lesbians were a small minority seeking “special rights” versus “equal rights” because anti-discrimination ordinances gave a “morally” wrong. Why would they have thought this?</p> <p>The Amendment passed in _____.</p>
Allentown (2002)	<p>The Allentown amendment passed in 2002 with a 5-2 vote. However, a repeal effort started immediately afterwards by the Citizens for Traditional Values. However, there was a problem with the signatures they got on their petitions. What was that problem?</p> <p>Bonus Question: There was an important precedent (or important ruling) that municipalities (or cities) could establish more stringent laws than at the state level. This meant cities were free to pass their own anti-discrimination laws or not to do so. What’s the benefit and potential barrier to this in the passage of a statewide anti-discrimination ordinance?</p>
Montgomery County (2012)	

	<p>Montgomery County passed a non-discrimination based on sexual orientation and gender expression in 2012, leading the way to 20 cities passing non-discrimination laws, even overturning a court challenge in Abbingdon. Why does it seem like opinions were beginning to change by 2016?</p>
<p>Montgomery County "New Mayor Makes a Difference"</p>	<p>Mayor Nancy Guent helped pass an anti-discrimination ordinance in Hatboro in 2018, followed by 6 more cities. However, legislation (like House Bill 861) would stop cities from doing so in Montgomery County. Have attitudes really changed that much?</p>

Turn and Talk: In your groups use the following prompts to cite 2 pieces of evidence for and against the anti-discrimination ordinances (be sure to include a quote, date, and what you think it means). Then share out your evidence with the group and repeat back to your partner what you think their piece of evidence was and what they think it means. Use the graphic organizer below (One piece of evidence is partially done for you).

Pro			
Evidence 1	Quote or summary from the Exhibit Panel	Date	What do you think it means?
<p>This source comes from:</p> <p>The Harrisburg Panel</p>	<p>Summary: In 1982 Harrisburg Pennsylvania Rural Gay Caucus and others fought for the anti-discrimination ordinance.</p> <p>Quote: "Like everyone else, gay persons should not suffer from prejudice against their basic human rights." Rev. Wallace E. Sawdy Roman Catholic Priest</p>	1982 - 1983	I think this piece of evidence means... gays and lesbians wanted to be treated like everyone else, and that as a priest, it is significant because it shows that Rev. Sawdy did not think gays and lesbians were immoral and should be treated like everyone else.
<p>This source comes from:</p>			
Con			
<p>This source comes from:</p>			

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Using the script below in pairs discuss what you think the meaning of the evidence is, then repeat what you think you heard your partner say, and write it down.

	Partner 1	Partner 2
Pro Evidence 1	So what I heard you say is (record partner's response)? I think the evidence is important because...	So what I heard you say is (record partner's response)? I think the evidence is important because...
Pro Evidence 2	So what I heard you say is (record partner's response)? I think the evidence is important because...	So what I heard you say is (record partner's response)? I think the evidence is important because...
Con Evidence 1	So what I heard you say is (record partner's response)? I think the evidence is important because...	So what I heard you say is (record partner's response)? I think the evidence is important because...
Con Evidence 2	So what I heard you say is (record partner's response)? I think the evidence is important because...	So what I heard you say is (record partner's response)? I think the evidence is important because...

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Answer Key

Panel Title/Event	Summary				
Philadelphia (1975 – 1980)	<p>In two complete sentences write a summary of the work in Philadelphia...</p> <p>In Philadelphia the members of the Homophil Action League in 1970 got the city council to introduce an anti-discrimination ordinance. The hearings lasted until 1974. Most questions focused on the morality of LGBTQ people.</p> <p>Brother Grant-Michael Fitzgerald was a gay black man who spoke in favor of the anti-discrimination ordinances when the Catholic Church was staunchly against it. He compared it to the Civil Rights Movement, saying gays and lesbian should be able to do what...</p> <p>Bonus Question: The Dyketactics protest in 1975 at the Philadelphia City Council is an example of a (violent or non-violent protest) <b>Non-Violent</b>.</p>				
Philadelphia (1982 and 2002)	<p>In 1982 the anti-discrimination ordinance in Philadelphia, the bill passed 13-2. Councilman John Street (depicted in the photograph) spoke for or against the bill why was this important? (Was he an ally to the LGBTQ Community?)</p> <p>He spoke for the bill. This was important because he was an ally. Allies are important because we need people not from the community to help with rights.</p> <p>Transgender protections were not included in the initial bill. In 1982 Philadelphia added gender identity to the anti-discrimination ordinance passing 15 – 2. (Transgender rights were often marginalized by gay and lesbian civil rights movements across the United States between 1970 and 2010).</p> <p>Bonus question: How do you think discrimination against transgender people continues today in Pennsylvania?</p> <p>I think I see discrimination against transgender people today because of the different transgender being killed by police and by people in the community without much consequence. I think it's still difficult for transgender people in the world.</p>				
Harrisburg (1982)	<p>The anti-discrimination ordinance in Harrisburg was proposed in 1982. In the section "Debate Ensues" an opponent argued "We cannot legislate laws that are against God's laws." A proponent (person for the law) said "We cannot use the name of God in place of reason, we cannot use the name of God in the place of justice."</p> <p>Using the T-Chart below interpret each quote:</p> <table border="1" data-bbox="535 1312 1948 1560"> <thead> <tr> <th data-bbox="535 1312 1249 1344">Con</th> <th data-bbox="1249 1312 1948 1344">Pro</th> </tr> </thead> <tbody> <tr> <td data-bbox="535 1344 1249 1560"> <p>I think this quote means...</p> <p>I think this quote means that he did not support LGBTQ people because they thought they were immoral.</p> </td> <td data-bbox="1249 1344 1948 1560"> <p>I think this quote means...</p> <p>I think this quote means that we shouldn't make laws against LGBTQ people because laws are based upon the constitution not religion.</p> </td> </tr> </tbody> </table>	Con	Pro	<p>I think this quote means...</p> <p>I think this quote means that he did not support LGBTQ people because they thought they were immoral.</p>	<p>I think this quote means...</p> <p>I think this quote means that we shouldn't make laws against LGBTQ people because laws are based upon the constitution not religion.</p>
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	<div style="border: 1px solid black; width: 100%; height: 100%;"></div>
<p>Lancaster (1990 – 1991)</p>	<p>Bonus Question: In one complete sentence describe one example of violence used in the story.</p> <p>The Lancaster City Council voted unanimously to approve the anti-discrimination ordinance, yet Lancaster County Human Rights Commission disputed the ordinance. R.H. Brenneman who chaired the commission said considered homosexuality a “morally objectionable way of life and the city exceeded its legal authority.”</p> <p>What was the reason he used to object to the ordinance?</p> <p>He thought LGBTQ people were immoral because of his religion.</p> <p>Bonus Question: The ordinance was finally passed in 2001.</p>
<p>York (1992-1993)</p>	<p>Mayor William Althaus was a Republican Mayor who supported the ordinance. Why was this controversial for him?</p> <p>It was controversial because he was a Republican and it was not easy for conservative people to be allies.</p> <p>Althaus was opposed by Revered James Grove in public debate. Why was this a traditional stance for him?</p> <p>This was a traditional stance for him because he was religious and conservative.</p> <p>Bonus Question: Look at the photograph under the section “Debate Heats Up.” These are protesters against the ordinance. Some of their signs say “No Special Privileges for Homosexuals.” It was often argued in debated around by people against anti-discrimination ordinances that gays and lesbians were a small minority seeking “special rights” versus “equal rights” because anti-discrimination ordinances gave a “morally” wrong. Why would they have thought this?</p> <p>They were taught this by their churches and their community.</p> <p>The Amendment passed in 1993.</p>
<p>Allentown (2002)</p>	<p>The Allentown amendment passed in 2002 with a 5-2 vote. However, a repeal effort started immediately afterwards by the Citizens for Traditional Values. However, there was a problem with the signatures they got on their petitions. What was that problem?</p> <p>There was a problem with people not being able to correctly sign the ballot. They were not eligible.</p>

	<p>Bonus Question: There was an important precedent (or important ruling) that municipalities (or cities) could establish more stringent laws than at the state level. This meant cities were free to pass their own anti-discrimination laws or not to do so. What's the benefit and potential barrier to this in the passage of a statewide anti-discrimination ordinance?</p> <p>The benefit was that cities could do it, but it left it up to cities only and not the state.</p>
Montgomery County (2012)	<p>Montgomery County passed a non-discrimination based on sexual orientation and gender expression in 2012, leading the way to 20 cities passing non-discrimination laws, even overturning a court challenge in Abbingdon. Why does it seem like opinions were beginning to change by 2016?</p> <p>It seems like the opinions began to change because people saw more LGBTQ representation.</p>
Montgomery County "New Mayor Makes a Difference"	<p>Mayor Nancy Guenst helped pass an anti-discrimination ordinance in Hatboro in 2018, followed by 6 more cities. However, legislation (like House Bill 861) would stop cities from doing so in Montgomery County. Have attitudes really changed that much?</p> <p>I think attitudes have changed but maybe the laws have not changed that much.</p>