

A vibrant Pride parade scene with rainbow flags, balloons, and a crowd of people. The image is bright and festive, with a large rainbow flag in the foreground being held up by a person. In the background, there are more rainbow flags, colorful balloons, and a crowd of people. A white banner with the word "LES" is visible on the left, and another banner with "PRIDE" and "Washville" is on the right. The overall atmosphere is celebratory and inclusive.

GALE IN CONTEXT: HIGH SCHOOL

LGBTQ+ Pride Escape Room

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INSTRUCTIONS

BEFORE

Print and organize all necessary activity materials (see **Printing Suggestions**). Some stations consist of cut-and-sort activities. You can choose to have students cut these as they progress and then sort or, you can have them cut and placed in envelopes or folders before they begin.

Tasks can be set up as stations or as completion tasks where groups remain in one location. In either setup, it is important to have materials prepared that equal the number of groups. Having a folder/envelope for each task is best practice.

Gale resources should be accessed through the *Gale In Context: High School*.

See **Task Instructions** on page 4 to see how many questions are included for each escape room activity.

DURING

Walk around the room and assist groups when necessary. Each time a group finishes a task, check their code to approve them to go onto the next one.

AFTER

Review reading material with students. This activity works well as an introduction, or as a culminating activity at the end of a unit. Students can reflect about what they learned during the activity with reflection writing or use what they learned as a starting point for a deeper research project.

TASK ONE:

Instructions: Students will read the assigned *Gale In Context: High School* document. Students will answer the **FIVE** questions to go with the article on their group answer key. All answers should be one word. For each answer, the highlighted letter is what will form their code.

Arrangements: There are 2 sets of questions per page to cut back on copies. See **Resource Access** for best practices on sharing Gale content with students.

TASK TWO:

Instructions: Students will use the hieroglyphics cipher tool to decode the clues that you develop for them using your *Gale In Context: High School* document. Students will answer the **SIX** fill-in-the-blank clues. Use the hieroglyphics to spell out clues for your students. They will record the clues on their group answer sheet. The correctly deciphered words will serve as their code.

Arrangements: It is recommended to make several copies of the cipher so that all students in the group can have one and work together to decode.

TASK THREE:

Instructions: Students will read the assigned *Gale In Context: High School* document. Students will have to put **EIGHT** events from the resource in chronological order. Once in the correct order, the timeline will reveal the code which they will record on their group answer key.

Arrangements: The activity for this is a cut and sort activity. You can have students cut them and then sort or have them precut and stored in an envelope or bag. See **Resource Access** for best practices on sharing Gale content with students.

TASK FOUR:

Instructions: Students will read the assigned *Gale In Context: High School* biography. Students will complete a crossword puzzle based on the resource. The first letter of each answer will reveal the code.

Arrangements: It is recommended to make several copies of the crossword puzzle so that all students in the group can have one and still work together.

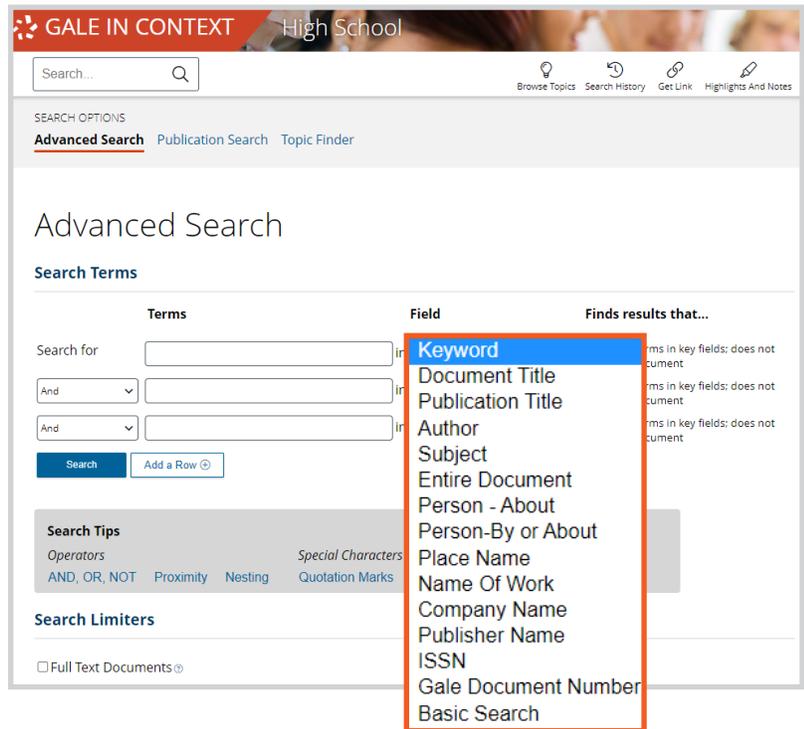
RESOURCE ACCESS

The best way to have students access task articles is to have them visit *Gale In Context: High School* and perform an **Advanced Search**.

Provide students with the **Gale Document Number** found at the bottom of the document page.

They will then select **Gale Document Number** from the **Field** drop-down menu within **Advanced Search** and enter the document numbers.

Your document numbers are below for quick access.



GALE IN CONTEXT High School

Search...

SEARCH OPTIONS
Advanced Search Publication Search Topic Finder

Advanced Search

Terms	Field	Finds results that...
Search for <input type="text"/>	Keyword	Items in key fields; does not document
And <input type="text"/>	Document Title	Items in key fields; does not document
And <input type="text"/>	Publication Title	Items in key fields; does not document
	Author	Items in key fields; does not document
	Subject	Items in key fields; does not document
	Entire Document	
	Person - About	
	Person-By or About	
	Place Name	
	Name Of Work	
	Company Name	
	Publisher Name	
	ISSN	
	Gale Document Number	
	Basic Search	

Search Tips
Operators: AND, OR, NOT Proximity Nesting Special Characters: Quotation Marks

Search Limiters
 Full Text Documents

Task One	RQYADB814991129
Task Two	SARBAQ790723428
Task Three	GVGZTS213645728
Task Four	PDETYV319665137



Articles can also be shared with Get Link found in the resource toolbar.

ANSWER SHEET

GALE IN CONTEXT: HIGH SCHOOL LGBTQ+ PRIDE ESCAPE ROOM

GROUP MEMBERS:

TASK ONE

1.													
2.													
3.													
4.													
5.													
6.													
7.													

CODE WORD													
--------------	--	--	--	--	--	--	--	--	--	--	--	--	--

TASK TWO

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

TASK THREE



--	--	--	--	--	--	--	--	--	--	--	--	--	--

TASK FOUR

YOU ESCAPED!

TASK ONE

LGBTQ+ PRIDE MONTH BASICS

LGBTQ+ Pride Month has been celebrated in June every year since 1999, although it was originally called Gay and Lesbian Pride Month. President Barack Obama changed the name to Lesbian, Gay, Bisexual, and Transgender Pride Month in June of 2009. Each month many communities across the world hold large Pride parades to show solidarity and celebrate each other. Pride Month is also used to bring awareness to problems and difficulties still faced by the communities, including higher rates of mental health issues and bullying among LGBTQ+ teens. Pride Month was developed from the Stonewall Riots in 1969, in which LGBTQ+ individuals fought back against violent police raids and arrests.

Directions: Read the assigned **Reference Article** from *Gale In Context: High School*. Use what you learned to answer the questions on your group answer key. Each question will have a one word answer. The last letter of each word is your code. Get confirmation of correct code before moving on to Task Two.

Gale, here for **everyone**.



TASK ONE

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1. The LGBTQ+ community includes lesbian, gay, bisexual, transgender, and queer people and others with a broad range of sexual orientations and gender _____.
2. Gay and Lesbian Pride Month was recognized in 1999 by President Bill _____.
3. Pride Month is commonly celebrated with Pride Parades, which are public demonstrations of the LGBTQ+ community's pride in its _____ and history, as well as a demonstration of the community's presence and strength.
4. The _____ Inn was a popular LGBTQ club and bar in the late 1960s.
5. Police raided the Stonewall Inn after midnight on _____ 28, 1969, surprising patrons because the owners of the inn had not been tipped off.
6. Following the Stonewall Riots, many of the protesters helped form the Gay _____ Front, an organization dedicated to fighting for the rights of LGBTQ individuals.
7. Members of the LGBTQ+ community hope that a better _____ for the past might enact positive change in modern society.

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-
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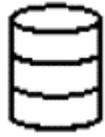


TASK TWO LGBTQ+ Community Equality

LGBTQ+ individuals and communities are continuing to fight for their rights and to be treated equally to cis gender heterosexual individuals (individuals who do not identify themselves as being part of the LGBTQ+ community). Read the assigned *Gale In Context: High School* document to gain an understanding of the struggle this community has faced, and utilize the Hieroglyphics Cipher to complete this task.

Directions: Use the hieroglyphics cipher tool to decode the clues from *Gale In Context: High School*. Complete the sentences on your group answer key. Get confirmation of correct code before moving on to Task Three.

HIEROGLYPHICS CIPHER

A		H		O		V	
B		I		P		W	
C		J		Q		X	
D		K		R		Y	
E		L		S		Z	
F		M		T			
G		N		U			

1. In the United States, LGBTQ+ equality advocates have focused mainly on constitutional protection of _____ rights.



2. In June of 2015 a _____ Court decision made same-sex marriage legal across the United States.



3. LGBTQ+ identities have existed throughout history and enjoyed periods of open acceptance, even celebration, among certain cultures (for example, in ancient _____ and Rome).



4. Identities that are not cis gender and heterosexual are typically _____ from legal doctrines expressing the rights of individuals



5. In 1973 the _____ Psychiatric Association (APA) removed homosexuality from its list of mental disorders.



6. In June 2015, the US Supreme Court ruled in the _____ v. *Hodges* case that denying gay people the right to marry was unconstitutional under several provisions of the Fourteenth Amendment.



TASK THREE

The Stonewall Uprising

The Stonewall Uprising, also known as the Stonewall Riots, was a six-day long riot and protest that took place in New York City in 1969. The uprising began after police raided the Stonewall Inn, a bar that was popular among members of the city's LGBTQ+ community. New York and many other U.S. cities and states enforced laws forbidding same-sex relationships, and police regularly harassed and arrested LGBTQ+ people.

Directions: Read the assigned *Gale In Context: High School* article. After reading, put the following events on the next page in the correct order. Enter the number code on your group answer key. Get confirmation of correct code before moving on to Task Four.

Gale, here for **everyone.**



TASK THREE

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The Stonewall Uprising, also known as the Stonewall Riots, was a six-day long riot and protest that took place in New York City in 1969. The uprising began after police raided the Stonewall Inn, a bar that was popular among members of the city's LGBTQ+ community. New York and many other U.S. cities and states enforced laws forbidding same-sex relationships, and police regularly harassed and arrested LGBTQ+ people.

Directions: Read the assigned *Gale In Context: High School* article. After reading, put the following events on the next page in the correct order. Enter your number code on your group answer key. Get confirmation of correct code before moving on to Task Four.

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1 New York City police stormed the Stonewall Inn. They arrested several employees and seized its liquor supplies. Police planned a follow-up raid for the weekend if the Stonewall Inn reopened, which it did.

2 The Stonewall protesters shifted strategies and turned their focus to systemic reform. The Gay Liberation Front (GLF) emerged to fight for LGBTQ+ rights. It became the first activist organization in U.S. history to openly use the word “gay” in its name.

3 The Stonewall Inn reopened even though it had been heavily damaged by the previous night’s events. Patrons and sympathetic supporters showed up in large numbers. Riot police were dispatched again, using tear gas to disperse the crowd and reportedly brutalizing patrons and protesters.

4 The crowd gained the upper hand in the confrontation. They eventually forced the officers conducting the raid to take refuge inside the Stonewall Inn. Riot police arrived, but the crowd dispersed, circled around the adjacent streets, and returned to surround the tactical unit.

5 The Gay Liberation Front organized the Christopher Street Day Parade. It became an annual event and is now cited as the first Pride march in U.S. history.

6 A crowd gathered outside the Stonewall Inn, looking on as police brought detained patrons and bar employees to the waiting police van. Members of the crowd became unruly when they witnessed arresting officers assaulting one of the patrons under arrest.

7 In the early morning, eight plainclothes police officers went to the Stonewall Inn, which was filled with patrons. The plainclothes officers were supported by uniformed foot patrols and several cruiser-based units. The Plainclothes officers revealed themselves and began arresting bar customers. They targeted cross-dressing patrons who were subject to additional criminal penalties under the city’s laws.

8 Media coverage sensationalized the events. Local newspaper editors used offensive language and homophobic slurs in referring to protesters. Enraged community members zeroed in on the headquarters of the *Village Voice*, which had printed particularly negative coverage of the uprising. Riots briefly broke out amid efforts to burn down the paper’s headquarters, which prompted a strong police response.

TASK FOUR

Influential Individual: Marsha P. Johnson

While many individuals have worked to support LGBTQ+ communities and their civil and human rights, Marsha P. Johnson stands out as one of the most influential. She worked as an activist, advocate, and organizational leader to support not only the full LGBTQ+ community, but especially AIDS victims and homeless transgender youth. She worked during a time where she was marginalized within the LGBTQ+ community, as she was a Black transgender woman. She was present at the Stonewall Riots, and her influence is still felt within the LGBTQ+ community today.

Directions: Read the assigned *Gale In Context: High School* biography. After reading, complete the crossword puzzle. The first letter for each of your answers makes the code, put them in the same order as the clues. Write it on your group's answer sheet. Get confirmation of correct code and turn in your work.

Gale, here for **everyone.**



TASK FOUR

Influential Individual: Marsha P. Johnson

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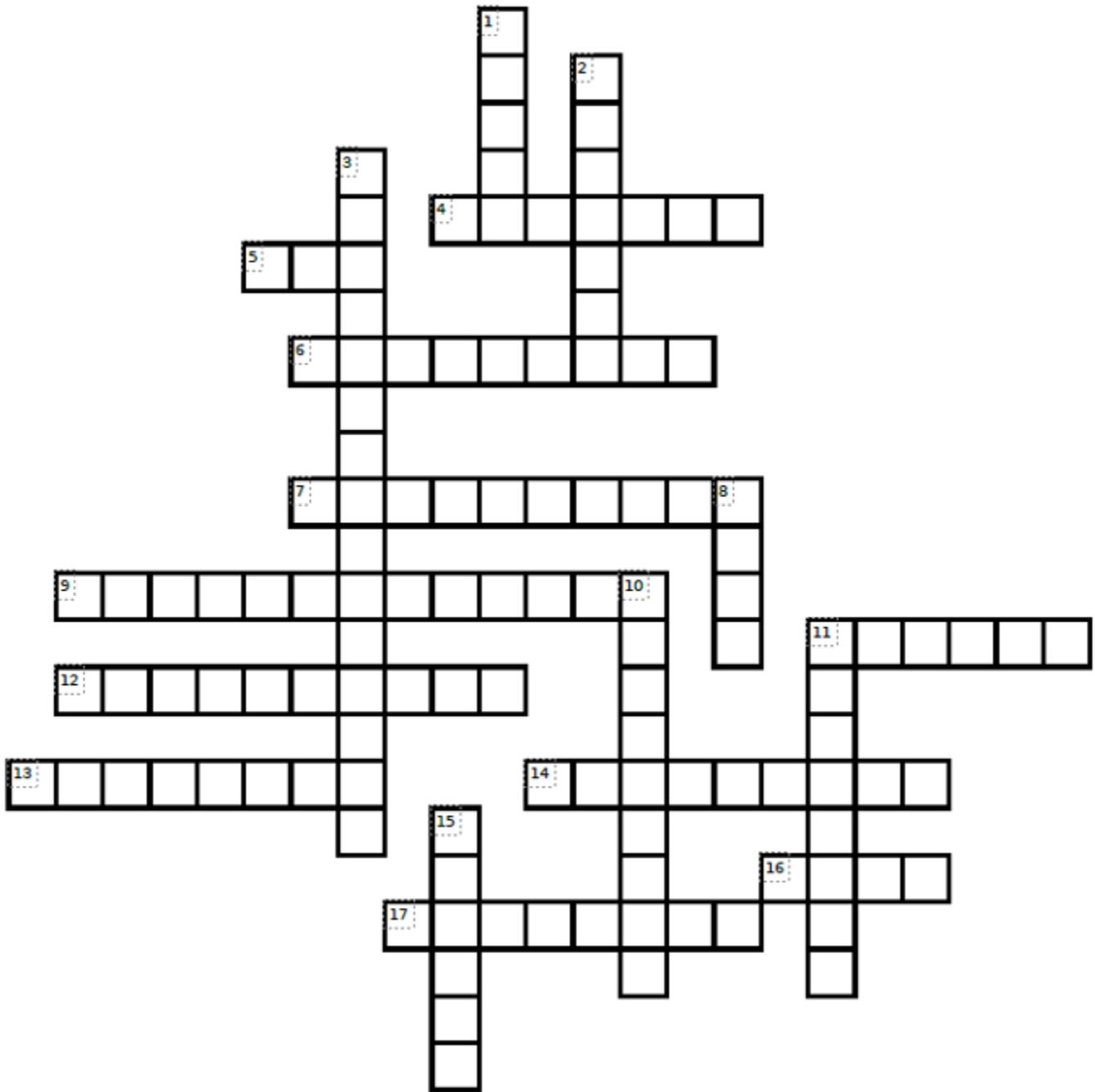
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TASK FOUR

Crossword Puzzle



DOWN:

1. Marsha P. Johnson was one of the organizers of the first _____ march.
2. Johnson's body was found floating in the Hudson River on July 6, 1992. Police ruled her death a _____.
3. Johnson and a fellow activist named Sylvia Rivera founded STAR which stands for Street Transvestite Action _____. (Eventually the T was changed to transgender, the preferred term).
8. After Marsha P. Johnson graduated in 1963 she briefly served in the _____.
10. Johnson was present at the _____ Riots, but says she arrived after they began.
11. Marsha's main occupation was an _____.
15. Famed pop artist Andy _____ photographed Johnson for his Ladies and Gentlemen series.

ACROSS

4. Johnson joined a drag theater company called Hot _____.
5. Johnson was ___ positive and worked to support others with the same diagnosis.
6. Also in 2020, _____, New Jersey announced a monument in the works.
7. Marsha P. Johnson was a founding member of the Gay _____ Front.
9. Johnson's story was told in three films, as well as in _____.
11. Marsha P. Johnson was born _____ 24, 1945.
12. STAR provided support to youths in New York City, _____, Chicago, and England.
13. The New York Anti- _____ Project convinced authorities to reopen Johnson's case, but as of 2021 it is still unsolved.
14. Johnson moved to _____ Village with only \$15 and possessions she could carry.
16. The P in Marsha P. Johnson stood for "Pay it no _____".
17. In 2020 a waterfront park in _____ was renamed in her honor.

ANSWER KEY

TASK ONE

1. Identities
2. Clinton
3. Heritage
4. Stonewall
5. June
6. Liberation
7. Appreciation

TASK TWO

1. Civil
2. Supreme
3. Greece
4. Excluded
5. American
6. Obergefell

TASK THREE (ORDER)

- 1
- 7
- 6
- 4
- 3
- 8
- 2
- 5

TASK FOUR

Down:

1. Pride
2. Suicide
3. Revolutionaries
8. Navy
10. Stonewall
11. Activist
15. Warhol

Across:

4. Peaches
5. HIV
6. Elizabeth
7. Liberation
9. Documentaries
11. August
12. California
13. Violence
14. Greenwich
16. Mind
17. Brooklyn

ANSWER SHEET

GALE IN CONTEXT: HIGH SCHOOL LGBTQ+ PRIDE ESCAPE ROOM

GROUP MEMBERS:

TASK ONE

1.	I	D	E	N	T	I	T	I	E	S		
2.	C	L	I	N	T	O	N					
3.	H	E	R	I	T	A	G	E				
4.	S	T	O	N	E	W	A	L	L			
5.	J	U	N	E	X							
6.	L	I	B	E	R	A	T	I	O	N		
7.	A	P	P	R	E	C	I	A	T	I	O	N

CODE
WORD

S N E L E N N

TASK TWO

1. Civil
2. Supreme
3. Greece
4. Excluded
5. American
6. Obergefell

TASK THREE



1 7 6 4 3 8 2 5

TASK FOUR

P S R N S A W P H E L D A C V G M B

YOU ESCAPED!

REFERENCES

“LGBTQ Pride Month.” *Gale In Context Online Collection*, Gale, 2022. *Gale In Context: High School*, link.gale.com/apps/doc/RQYADB814991129/SUIC?u=awinters&sid=bookmark-SUIC&xid=c7690d62. Accessed 27 Apr. 2023.

“LGBTQ+ Community Equality.” *Gale In Context Online Collection*, Gale, 2022. *Gale In Context: High School*, link.gale.com/apps/doc/SARBAQ790723428/SUIC?u=awinters&sid=bookmark-SUIC&xid=1975f0f9. Accessed 27 Apr. 2023.

“Marsha P. Johnson.” *Gale In Context Online Collection*, Gale, 2021. *Gale In Context: High School*, link.gale.com/apps/doc/PDETYV319665137/SUIC?u=awinters&sid=bookmark-SUIC&xid=61f3df89. Accessed 27 Apr. 2023.

“Stonewall Uprising.” *Gale In Context Online Collection*, Gale, 2022. *Gale In Context: High School*, link.gale.com/apps/doc/GVGZTS213645728/SUIC?u=awinters&sid=bookmark-SUIC&xid=12a14f33. Accessed 27 Apr. 2023.