

# Unveiling Our Past

The struggle for LGBT+  
rights in Ireland

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# FOREWORD

History and history education can have a profound influence on how we see ourselves and others. Traditionally, school history has been used as a means of creating and reinforcing national identity, largely through the construction of dominant narratives about the nation, which excluded or downplayed the contributions of nondominant groups and actors and omitted their histories. One of the most frequent criticisms of how history has been taught has been its silencing of the voices and narratives of minority and minoritised communities, presenting instead a simplified and single narrative about the past. Good history teaching, on the other hand, is about enabling children to understand the past as complex, and to be open to the multiple narratives and perspectives that, together, contribute to our historical understanding. The questions that we ask about the past are rooted in today's concerns, and the connections we make between past and present inform how we imagine the future. It is critical, then, that the history we teach recognises the multiple histories and identities that find expression in contemporary Ireland.

This accessible and well-designed resource gives a powerful voice to one of those excluded histories, supporting children to integrate the history of LGBT+ rights in Ireland into their constructions of the past, their understandings of the present and their visions for an inclusive and fairer future. The resource is developed around core practices that promote the development of children's historical understanding: it is enquiry based, enabling children to ask questions about the past, to analyse and interpret historical sources and to construct their understanding based on the evidence. Importantly, the focus on Pride and on key actors in the struggle for LGBT+ rights will support children to understand the idea of historical agency, to know that people can and did take action against injustice and discrimination, despite the obstacles and challenges and, in many cases, high personal cost. In addition, developing the skills and concepts of time and chronology will enable children to integrate key events into their historical framework, making their 'big picture' history richer, more complex, and closer to recognising the diverse histories that have contributed to creating contemporary Ireland.

In a world characterised by deepening inequality, ideologies of racism and discrimination are realised daily in oppressive structures, processes, discourses, and practices. It is easy to be pessimistic. It is at such a time that we need to recognise and recommit to education as a transformative and hopeful process, one that seeks to change the world and create newly imagined futures rather than simply reproduce old patterns. This excellent resource makes an important and timely contribution towards that process.

Professor Fionnuala Waldron

Centre for Human Rights and Citizenship Education, DCU

# INTRODUCTION

History is a subject in which minority stories have often been erased. This can be seen through the erasure of indigenous cultures and histories across the world, the inaccurate narrative of Christopher Columbus ‘discovering’ America or the women written out of the history of scientific developments. The situation is no different here in Ireland. The recent centenary celebrations of the 1916 rising brought to light the literal way in which Nurse Elizabeth O’Farrell was airbrushed from history. Similarly, our history books pay little attention to the rich culture and history of our indigenous Traveller population. The LGBT+ identities of significant Irish historical figures have also been systematically erased over the years.

As teachers, we are called to engage our pupils in a broad and balanced history curriculum to help the children to become confident, informed, critical and responsible members of society. Through exploring the past in this way, children can ‘acquire knowledge and concepts while simultaneously developing important skills and attitudes’ (Primary School Curriculum: History, page 6). However, despite the noble intentions of our curriculum, the lack of suitable resources often makes this task very difficult. How can we encourage our pupils to ‘develop empathy with other people and a deeper understanding of past and current social, political and economic interactions’ when so many stories are missing from our textbooks and resources? This resource is designed to go some way towards lifting this veil by introducing pupils to the recent history of the movement for LGBT+ equality in Ireland.

Written by a practising primary school teacher, it integrates historical content with the development of historical skills and concepts relating to chronology, evidence, causation, historical empathy and perspective. In addition, it develops core English skills. Three of the eight lessons simultaneously teach the children about key people in the struggle for LGBT+ rights while consolidating reading comprehension skills in an engaging and real-life context. It includes teacher friendly lesson plans, printable pupil resources on the light green pages (including primary sources) and supporting ancillary material making it easy to just ‘pick-up-and-teach’. It meets all of the objectives of the ‘Politics, conflict and society’ strand while also developing almost all historical skills required in the curriculum for 5<sup>th</sup> and 6<sup>th</sup> class pupils. Finally, the resource encourages pupils to celebrate the rich diversity of people in Ireland and contributes towards the creation of a society based on principles of equality, fairness and empathy.

Cecelia Gavigan

May 2021

# CURRICULUM LINKS

**Strand:** Politics, conflict and society

**Strand Unit:** Ireland, Europe and the world, 1960 to the present

*The child should be enabled to:*

- engage in simple studies of some of the more important aspects of periods in which political changes or movements have had an important influence on the lives of people in Ireland
- acquire some knowledge of the major personalities, events or developments in these periods
- explore, discuss, compare and develop some simple understanding of the attitudes, beliefs, motivations and actions of differing individuals and groups of people in the past
- begin to develop some appreciation of the 'mind-set' of former generations
- acquire insights into the attitudes and actions of people in contemporary Ireland
- develop a growing sense of personal, national, European and wider identities

## Skills and concepts development for fifth and sixth classes

### Working as a historian

*Through completing the strand units of the history curriculum the child should be enabled to*

### Time and chronology

- develop an understanding of time and chronology so as to place people, objects and events within a broad historical sequence
- record people and events in the past using a variety of simple timelines

### Change and continuity

- develop an understanding of change and continuity by exploring similarities and differences between the past and the present and between different periods in the past

# CURRICULUM LINKS

## Cause and effect

- recognise some factors which may have caused, prevented or delayed changes in the past
- appreciate that events usually have a number of causes and outcomes

## Using evidence

- examine and use critically a wide range of historical evidence
- develop some skills in the location and selection of evidence
- distinguish between primary and secondary sources
- ask questions about a piece of evidence
- make simple deductions from evidence
- recognise that evidence may be incomplete or biased
- appreciate that evidence can be interpreted in a number of ways

## Synthesis and communication

- select and organise historical information
- use imagination and evidence to reconstruct elements of the past
- communicate this understanding of the past in a variety of ways

## Empathy

- imagine and discuss the feelings and motives of people in the past
- discuss how an event may have been perceived by those who participated in it

# Lesson 1: Timeline of LGBT+ Rights in Ireland

**Key Enquiry Question:** How did the rights of LGBT+ people in Ireland change over time?

**Time:** 45 minutes

**Learning Objectives:**

- To use skills of historical chronology and sequencing to record events from the past using a simple timeline
- To acquire introductory knowledge of the major events in the timeline of LGBT+ rights in Ireland
- To engage in respectful reflective discussion in a group context

**Resources:**

- 'KQL' sheet, page 11 (one for each group)
- 'LGBT+ Rights in Ireland' events, page 8 and 'LGBT+ Rights in Ireland' blank timeline, page 9 (one copy of both for each group, printed single sided)
- 'Timeline Answer Key', page 10 (one copy for teacher)

**Introduction:**

- Arrange the class into groups.
- Write 'How did the rights of LGBT+ people in Ireland change over time?' on the board. Ask the pupils to think to themselves for a minute in silence about what they know already on this topic.
- Distribute a KQL sheet to each group and allow five minutes for each group to note what they already know onto the sheet. Be sure they know they are only completing the K column.

**Development:**

- Ask each group to complete the sentence 'A timeline is'.
- Explain that they are going to use their critical thinking skills to try to create a timeline of major events in the struggle for LGBT+ rights in Ireland. Emphasise that you do not expect them to know these facts but rather to use their skills of historical chronology and sequencing to determine a logical approach.
- Write the expectations for the conduct during group discussion on the board
- Distribute the events and blank timelinesheets and allow 15-20 minutes for each group to assemble their timeline.

### Closure:

- Ask each group to reflect on their work. Discuss what elements of the task they found easy and which parts they found difficult.
- Share the correct order of events.
- Discuss if there was anything in this which surprised them.
- As a group, brainstorm and note some historical questions that they would like to find out the answers to in the Q column of the KQL.

### Assessment of Learning:

- Teacher observation of KQL, timeline, group dynamics and discussion

### Assessment for Learning:

- Pupils complete the K and Q parts of the KQL process

### Differentiation:

- Pupils should be placed in mixed ability groups.
- Pupil who require additional support can be supported by the teacher or peers as appropriate
- To challenge particular pupils, you can ask them to annotate the entries on the timeline with an estimated year.



# LGBT+ Rights in Ireland

Cut out the events related to LGBT+ rights and stick onto the timeline.

Ireland becomes the first country in the world to vote to allow same-sex marriage. Same sex marriage had already been legal in other countries but it had been brought in by a change to the law rather than by a public vote.

Ireland allows transgender people over 18 to access gender recognition certificates by self-identification i.e. they can be legally recognised in their correct gender.

David Norris, with help from Garret Cooney and Mary Robinson, starts legal proceedings to decriminalise homosexuality in Ireland claiming the existing law violates his right to privacy.

Leo Varadkar (whose father was born in India and mother was born in Waterford) is appointed as the first openly gay Taoiseach (leader of the Irish government).

Eva Gore-Booth (sister of Countess Markievicz) founds Urania; a magazine which celebrates same-sex relationships (especially among women). Eva spent her life living with Esther Roper and the two are buried together in Hampstead, England.

Irish revolutionaries and suffragettes, Kathleen Lynn and Madeleine ffrench-Mullen, found St Ultan's Children's Hospital. The pair lived together for over thirty years. Many historians now believe the two women were a couple.

The European Court of Human Rights decides that the Irish law is wrong. The Irish government is told to change the laws and pay legal costs to David Norris.

The first openly gay TDs are elected to Dáil Eireann; Jerry Buttimer (from Cork), John Lyons (from Dublin) and Dominic Hannigan (from Meath).

Dr Lydia Foy begins legal proceedings in the High Court to allow transgender people to be recognised in their correct gender. This is refused. She continues to the Supreme Court.

The Irish poet and playwright, Oscar Wilde, is arrested and prosecuted in the UK for being gay. He is sentenced to two years in prison doing hard labour.

Katherine Zappone is appointed a government Minister and becomes the first openly lesbian woman to serve as a Minister of State in Ireland.

A gay man called Declan Flynn is killed in a homophobic attack in Fairview Park, Dublin. His killers walk free. This leads to the first major Pride march in Dublin.

The 'Offences against the Person Act' of England and Ireland is passed which makes it illegal for two men to be in a relationship together.

As a result of the campaign headed by David Norris, the Minister for Justice Máire Geoghegan-Quinn reforms the laws so that being gay is no longer a crime in Ireland.

# LGBT+ Rights in Ireland

Stick the events related to LGBT+ rights onto the timeline below.

1850

2020

# Timeline of LGBT+ Rights

## ANSWER KEY

The 'Offences against the Person Act' of England and Ireland is passed which makes it illegal for two men to be in a relationship together.	1861
The Irish poet and playwright, Oscar Wilde, is arrested and prosecuted in the UK for being gay. He is sentenced to two years in prison doing hard labour.	1895
Eva Gore-Booth (sister of Countess Markievicz) founds Urania; a magazine which focused on same-sex relationships (especially among women). Eva spent her life living with Esther Roper and the two are buried together in Hampstead, England.	1916
Irish revolutionaries and suffragettes, Kathleen Lynn and Madeleine ffrench-Mullen, found St Ultan's Children's Hospital. The pair lived together for over thirty years. Many historians now believe the two women were a couple.	1919
David Norris (with help from Garret Cooney and Mary Robinson) starts legal proceedings to decriminalise homosexuality in Ireland claiming the existing law violates the right to privacy.	1977
A gay man called Declan Flynn is killed in a homophobic attack in Fairview Park, Dublin. His killers walk free. This leads to the first major Pride march in Dublin.	1982/ 1983
The European Court of Human Rights decides that the Irish law is wrong. The Irish government is told to change the laws and pay legal costs to David Norris.	1988
As a result of the campaign headed by David Norris, the Minister for Justice Máire Geoghegan-Quinn reforms the laws so that being gay is no longer a crime in Ireland.	1993
Dr Lydia Foy begins legal proceedings in the High Court to allow transgender people to be recognised in their correct gender. This is refused. She continues to the Supreme Court.	1993
The first openly gay TDs are elected to Dáil Eireann; Jerry Buttimer (from Cork), John Lyons (from Dublin) and Dominic Hannigan (from Meath).	2011
Ireland becomes the first country in the world to vote to allow same-sex marriage. Same sex marriage had already been legal in other countries but it had been brought in by a change to the law rather than by a public vote.	2015
Ireland allows transgender people over 18 to access gender recognition certificates by self-identification i.e. they can be legally recognised in their correct gender.	2015
Katherine Zappone is appointed a government Minister and becomes the first openly lesbian woman to serve as a Minister of State in Ireland.	2016
Leo Varadkar (whose father was born in India and mother was born in Waterford) is appointed as the first openly gay Taoiseach (leader of the Irish government).	2017

# KQL

Use this sheet to help you consider what you know, questions you would like to find out the answers to and what you have learned as you progress through the enquiry.

**What I Already Know** *(Fill in at the beginning)*

**Questions I Want To Answer** *(Fill in at the beginning)*

**What I Learned** *(Fill in at the end)*

# Lesson 2: Pride and the struggle for LGBT+ Rights

**Key Enquiry Question:** Why is Pride significant in the struggle for LGBT+ rights?

**Time:** 1 hour

## **Learning Objectives:**

- To learn historically significant aspects of the struggle for LGBT+ rights in Ireland and the wider world
- To develop a simple understanding of the attitudes, beliefs, motivations and actions of individuals and groups involved in the struggle for equal rights for LGBT+ people
- To select and note significant pieces of historical information to communicate to others
- To engage in respectful reflective discussion in a group context

## **Resources:**

- Powerpoint on 'Pride and the struggle for equal rights' (available at <https://www.into.ie/app/uploads/2019/07/Pride-FINAL.pptx>)
- Whiteboard and marker
- Copies and pen/pencil

## **Introduction:**

- Ask the class what they remember learning about the history of LGBT+ rights from the first lesson.
- Tell them that today they will be considering the question 'Why is Pride significant in the struggle for LGBT+ rights?'. Ask them to discuss in pairs what prior knowledge they have about this topic.
- Share the lesson objectives with the pupils (WALT).

## **Development:**

- Write the key vocabulary on the board (lesbian, gay, bisexual, pansexual, gender identity, gender expression, transgender, cisgender, non-binary, pronouns, LGBT, LGBT+) and ask them to come up with definitions for any that they already know
- Talk through the definitions of these words using the PowerPoint slides to support.

- Use the PowerPoint slides to share the story of Stonewall, Pride, and the struggle for LGBT+ rights in Ireland.
- Facilitate a class discussion where the children draw on their timeline and the evidence presented in the PowerPoint to inform their answers to the following questions:

*Enquiry Questions (You may also choose to include some of the children's questions from their KQL)*

- How did it feel to be an LGBT+ person in the 1960s?
- What changes have happened with regard to LGBT+ rights between the 1960s and now?
- Given that LGBT+ people were not well respected at the time, was it braver for the LGBT+ people or the non-LGBT+ people to join the protests for LGBT+ rights in 1983?
- What would I have done?
- Is Pride still significant? Why/why not?

#### **Closure:**

- Allow ten minutes for the pupils to note some of the things they have learned.
- Allow them to share the main points they noted with their partner.
- Bring the pupils attention back to the WALT shared at the start. Ask them to evaluate their success in achieving each objective.

#### **Assessment of Learning:**

- Teacher observation of responses to discussion questions and notes taken

#### **Assessment for Learning:**

- Pupils self-assess using the WALT objectives

#### **Differentiation:**

- Pupils should be placed in mixed ability pairs for discussion.
- Pupils who require additional support can record their learning in various ways e.g. use bullet points for their notes instead of full sentences, draw images etc.

# Lesson 3: Examining Evidence

**Key Enquiry Question:** How do we know about the struggle for LGBT+ rights?

**Time:** 1 hour – 1 hour 30 minutes

## **Learning Objectives:**

- To examine and use critically a wide range of historical evidence
- To ask questions about and make deductions from pieces of evidence
- To recognise that evidence may be incomplete or biased and may be interpreted in a number of ways
- To begin to develop some appreciation of the ‘mind-set’ of former generations and appreciate that the notion of equal treatment of people developed over time

## **Resources:**

- ‘Examining Evidence’, page 16 (one for each pupil or projected at the front of the classroom)
- ‘Primary Sources A-H’, pages 17–25 (one copy for each pupil/pair/group depending on how you choose to arrange your class)
- Whiteboard and marker
- Copies and pen/pencil

## **Introduction:**

- Think-Pair-Square-Share on ‘How do we know about what happened in the past?’.
- Tell them that today they will be using primary sources to learn about LGBT+ rights in Ireland in the 1980s and 1990s.
- Share the lesson objectives with the pupils (WALT).

## **Development:**

- Arrange the class as you wish for the lesson. It can be completed individually, in pairs, in groups or in jigsaw grouping. For jigsaw grouping you would divide the class into mixed ability groups (of four ideally) and each member of the group is allowed to go see two pieces of evidence and then return to the group. In this way, each person’s contribution is valued as the other members of the group do not have access to the information they can share. Sources A, B, C, D and H would be best suited to higher reading ability pupils.

- As they work, encourage them to reflect upon (and perhaps make notes to answer) the following questions.

### *Enquiry Questions*

- What can we learn about life in Ireland in the 1980s and 1990s from these pieces of evidence?
- How would it have felt to be an LGBT+ person in Ireland during this time period?
- How was Ireland of this time different to Ireland today? How was it the same?
- What does the evidence tell us about how people at the time thought about LGBT+ people? Did everybody have the same perspective?
- How have the actions of LGBT+ organisations like the ones mentioned here impacted upon the Ireland of today?
- Are primary sources like these are reliable? Why/why not?

### **Closure:**

- Once the evidence has been examined in detail, facilitate a class discussion on the questions.
- Finally, ask the pupils to share three things they learned, one thing they were surprised by and one thing they would like to learn more about.

### **Assessment of Learning:**

- Teacher observation of interactions with evidence, quality of deductions from evidence and ability to communicate learning

### **Assessment for Learning:**

- Pupils self-assess using 3-1-1 format (three things they learned, one thing they were surprised by and one thing they would like to learn more about)

### **Differentiation:**

- Pupils should be arranged in mixed-ability groups.
- Sources A, B, C, D and H would be best suited to higher reading ability pupils.



# Examining Evidence

A **primary source** is a piece of evidence that comes directly from the period being studied. They are significant historical documents. They allow us to transport ourselves back into the past and put ourselves into the shoes of people living at the time.

In this task, you will examine ten pieces of evidence from the Cork LGBT Archive. It includes a series of correspondence between LGBT+ groups in Cork and the local newspapers regarding a dispute about printing advertisements relating to LGBT+ matters; photographs of LGBT+ activism; and a newspaper article about the first LGBT+ float in the Cork St. Patrick's Day Parade.

Study them carefully and reflect upon the following questions:

1. What can we learn about life in Ireland in the 1980s and 1990s from these pieces of evidence?
2. How would it have felt to be an LGBT+ person in Ireland during this time period?
3. How was Ireland of this time different to Ireland today? How was it the same?
4. What does the evidence tell us about how people at the time thought about LGBT+ people? Did everybody have the same perspective?
5. How have the actions of LGBT+ organisations like the ones mentioned here impacted upon the Ireland of today?
6. Are primary sources like these are reliable? Why/why not?

# Primary Source: A



## GAY INFORMATION CORK

tel. 021-967026

P.O. Box 97  
Cork.

Editor  
Evening Echo.

14.6.85

Dear Mr. Hassett,

We had an advertisement in the Echo for about five weeks. When we went to renew it we were told that it was no longer being accepted. Ours is a much needed information service and the Echo advertisement resulted in a significant increase in telephone enquiries. So we would like you to review this decision.

As you are aware there is a lot of prejudice and misinformation about gay people and this results in serious hardship for our community. The aim of our group is to make positive information available to gay people so that we can better deal with prejudice and discrimination. We also aim to make positive information accessible to parents/friends/co-workers of gay people and to teachers and others concerned with the welfare of the gay community. We see our information service as similar and complementary to others such as the Community Information Centres. We liaise and cooperate with others working in the social/health/information areas. At the moment we have an important role in making widely available accurate information on the AIDS hazard.

We strongly believe that ordinary people have the right to know of issues/services which affect their lives. We feel that it is wrong to deprive people of the means of getting the information they want. The Echo is in a monopoly situation and has a particular duty and privilege to act as public service for all sections of the community.

We hope that the withdrawal of our advertisement was based on a misunderstanding. We urge you to accept advertisements from Gay Information Cork and the Cork Lesbian Line. We are happy to meet you to further clarify any of the issues. Looking forward to hearing from you.

K R.

Kieran Rose  
for Gay Information Cork

Paula Keenan  
for Cork Lesbian Line

# Primary Source: B

Dublin Office  
7-9 Astons Quay  
Telephone 770791

Limerick Office  
61 Catherine Street  
Telephone 44495

Waterford Office  
Industrial Estate  
Telephone 74951

London Office  
150 Fleet Street, EC4A 2DQ  
Telephone 01-353-5793

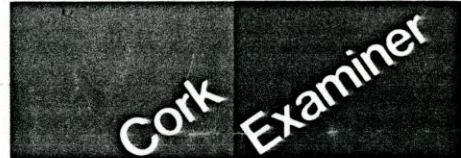
## Cork Examiner

PO Box No. 21  
95 Patrick Street, Cork  
Telephone 963300  
Telegrams Examiner Cork  
Tele-Ad Dept 965555  
Telex 26014

Cork Examiner  
Evening Echo

Published by  
Thomas Crosbie and  
Company Limited

Mr. Kieran Rose  
Gay Information Cork  
P. O. Box 97  
CORK



date

18th June, 1985

your reference

our reference

TEC/PW

Dear Mr. Rose,

Thank you for your letter of 14/6/85 received yesterday.

I regret that the advertisement you submitted to us was illegal under the present law in Ireland and as such we can do nothing about the publication of your notice.

Yours sincerely,

T. E. CROSBIE  
Chief Executive.

Registered in Dublin Ireland—No. 1995

### 47 Holiday Resorts

TO let, Skibbereen, Whit Weekend, 4-berth caravan, summer months, near Tragumna Beach. Phone (028) 21188.

YOUGHAL — Mobile home to let, July 13-20, all August. Box R 2490 this office.

YOUGHAL spacious mobile home to let, summer months. £40 Whit weekend. — Phone 504419.

### 470 — Isle Of Man

ARDLUI Licensed Guest House, 4 Woodville Terrace Douglas. Superb view overlooking bay. Only 3 mins walk to beach. E.D./B&B. £59.50 wkly. fully incl. — Phone (0624) 74855.

### 49 Lawn Mowers

ALL LAWN mowers serviced and repaired. — Tel. 871446.

### 50 Dogs and Cats

BARGAIN for quick sale, six pedigree golden Labrador pups, excellent shooting strain. Tel. 022/21980 after 4 p.m.

### 67 Personal

COUPLES meet other couples through my bureau. For details, S.A.E. to Margaret's Friendship Bureau, 44A Ballintear Drive, Dublin 16, or phone 01/987575

COUPLE seeks other couples for social outings. Box 2466 this office.

FATIMA Apostolate triduum in honour of Our Lady at Ballincollig Parish Church, commencing tomorrow (Wednesday) at 8 p.m. Preacher, Rev. Fr. J. Power, USA. All welcome.

GAY Information, Cork: An information service for gay men. — Phone 021/967026. Every Wednesday 7 p.m.—9 p.m.

MAAEH) Cork alternative medical clinic). Stop smoking, slimming, self confidence, personal problems. Ring 23565 for explanatory brochure.

LONELY? Despairing? Suicidal? The Samaritans will listen and understand. — Phone 21323 (24 hours). Call or write Coach Street, Cork. LOUGH Derg — Further details from: Cronins Coaches Ltd., Shannon Buildings, Mallow Road, Cork. 021 500000

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Evening Echo, Tuesday, May 28, 1985

# Primary Source: C



## GAY INFORMATION CORK

tel. 021-967026

P.O. Box 97

Cork.

Chief Executive  
Cork Examiner  
95, Patrick St.

1.7.85

Dear Thomas Crosbie,

Thank you for your letter of 18.6.'85. In it you said that our ad. was illegal and as such could not be published.

We do not know how you see the ad. as illegal but we are sure that our group, the information we give out and any of our publicity are quite legitimate. It is not illegal to be gay or to meet other gay people or to organise for the repeal of those laws which make relationships between men an offence. The information we supply relates to groups/facilities operating openly in the city for a long time e.g. the Gay Collective, a disco., Quay Co-op.cafe and bookshop. Other information relates to services provided by state and voluntary groups.

We think we can play an important role in overcoming the unnecessary isolation and distress which many gay people experience. We see ourselves as a communication link between the gay and overall community. So many problems of prejudice are caused by the lack of accurate information. Many gay people are rightly suspicious of meeting with prejudice from state and voluntary agencies. We have a list of various people working in the health/welfare/legal etc. areas who have a good relationship with gay people and we refer callers to them. Parents of gay people are often fearful because they have heard nothing but the anti-gay myths. Similarly doctors, teachers etc. will need accurate, up-to-date information which only a group like ours can provide.

As gay people we are committed to living and working in the city and, over the years, we have made a useful contribution to the various community and cultural groups, co-operatives and trade unions we have been involved in. We are not asking you to be enthusiastic in the cause of lesbian/gay rights but we do expect fair play. From our experience over the last six years it is clear to us that the great majority of people are not anti-gay and would approve of a self-help group such as ours.

There is a great need for a local gay information service and ours has been welcomed by gay and other concerned people. The Echo ad. was very effective in letting people know of our service. As a newspaper person you will appreciate that "people have a right to know" and that censorship causes only more problems. We hope that, in the light of this further clarification, you will be able to accept our ad. We would be happy to meet you or provide you with references if this would allay any misgivings you may still have.

Looking forward to hearing from you

Kieran Rose

# Primary Source: D

## LESBIANS IN THE EXAMINER?

After weeks of receiving no phone calls, the Lesbian Line collective decided to try and place an advertisement in the Cork Examiner. Although we knew the gay collective had been wrangling with the Examiner for months over the paper's refusal to accept their ad., at least (we thought) they couldn't throw the farcical argument of "illegality" at us.

So, two of us duly went along to the Examiner offices to place the ad for the following Thursday. Mentally and psychically prepared for any number of extreme reactions and arguments we presented our proposed ad. But, no raised eyebrows, not a red face and we paid our £4.50 and went away again much chuffed.

Thursday came, and went with the obvious lack of lesbian line ad in the Cork Examiner (obvious to us). So, what next - we decided to go and ask them, why?

We were politely told by the woman at the desk that she had been instructed to give us our money back, and to tell us that it was against the Examiner's policy to accept this advertisement. We waited to meet one of the supervisors and eventually talked with a Mr. O'Keefe who said that the Examiner did not have to explain itself and at the moment they would not print this 'type' of advertisement. When asked what he meant, as all we were offering was an information and counselling service, he conceded that they objected to the word lesbian and would not print an advertisement with 'that' word in it - shock, horror.

But the Examiner does use the word lesbian. Only a couple of weeks before this L-E-S-B-I-A-N appeared printed in much larger type than would have appeared in our modest ad. A news story appeared about a woman, a lesbian, who was murdered in her flat in London. The Examiner certainly was not shy of using 'that' word in this sensationalist context. Now, I don't know the crime figures for London but I am sure there is more than one murder a week, so why the Examiner's interest in this one? Because they could spice up their paper a bit using the word lesbian, because they could titillate their presumed heterosexual readers with tales of her 'gay haunts'. So, what is the Examiner's policy towards lesbians, is it only to print stories about dead ones?

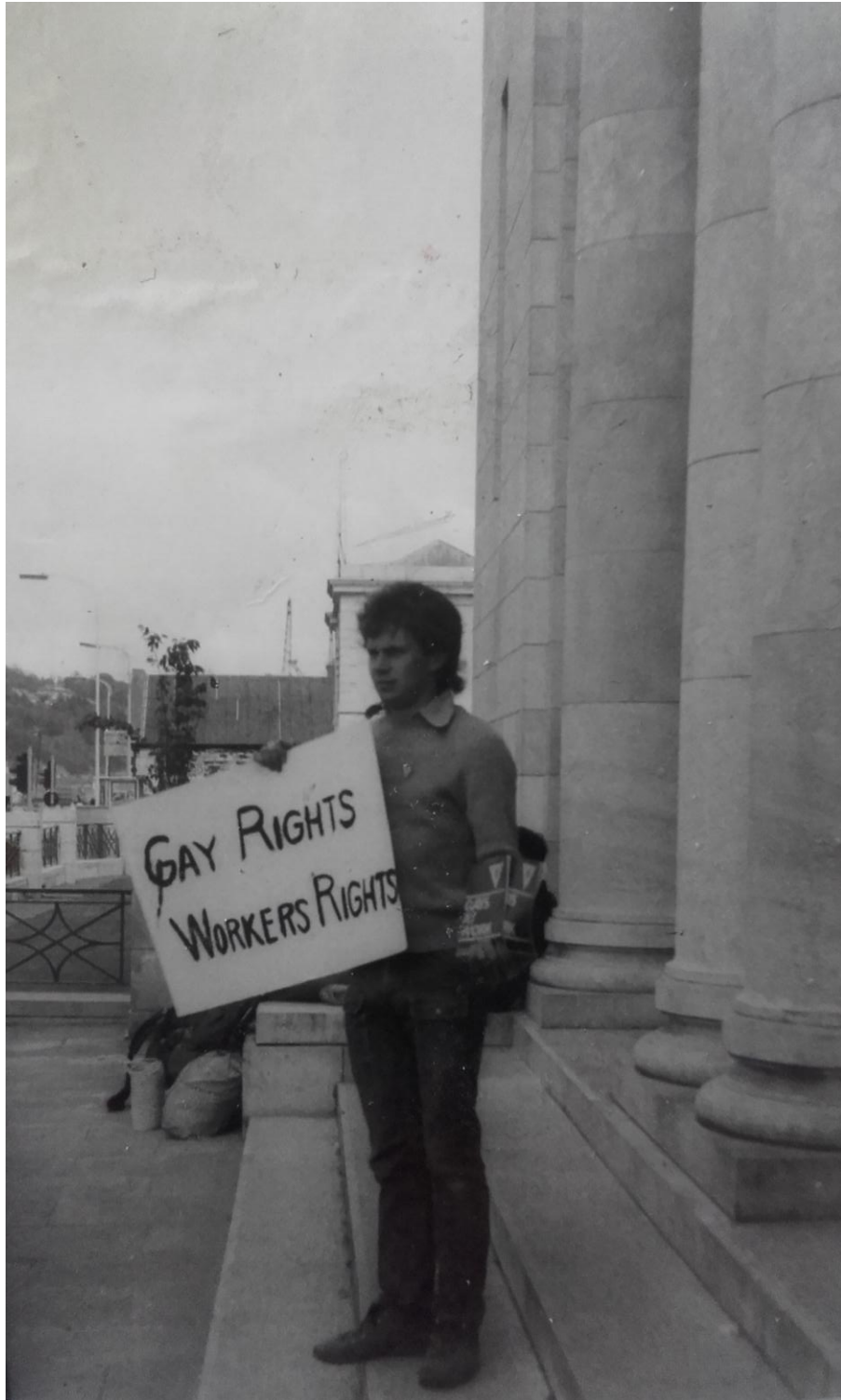
# Primary Source: E



Cork Gay Collective at Dublin Pride, 1983

SOURCE: Orla Egan, Cork LGBT Archive - <http://www.corklgbtarchive.com/items/show/187>

# Primary Source: F



Laurie Steele, leafleting outside the Irish Congress of Trade Unions (ICTU) conference in Cork, 1981

SOURCE: Orla Egan, Cork LGBT Archive - <http://www.corklgbtarchive.com/items/show/184>

# Primary Source: G





# Primary Source: G (ctd)



Arthur Leahy and Tony O Regan leafletting outside the English Market as part of Cork Pride, 1981

# Primary Source: H

## MUNSTER GCN

MUNSTER'S LESBIAN & GAY NEWSPAPER

FREE

APRIL 1992

# Historic Victory!

On Patrick's Day '92 we made history....and we did it in style. Our float was a blaze of colour with balloons, banners, streamers and dancing lesbian, bi and gay people blowing bubbles at the 80,000 people lining the streets of Cork.

### How did it all happen?

Well....a couple of us were toying with the idea for a few months. Just imagine - Paddy's day - thousands of people on the streets - a perfect opportunity to visibly celebrate our culture in Cork.

A week before the parade we sat in the pub thinking it would never come off....no-one would be willing to participate. But as word spread enthusiasm grew and by the end of the evening we were all buzzing so we applied for entry to the Cork Parade! It was surprisingly easy, especially considering the hassle in New York.

After a hectic week of preparation the big day finally dawned.

Many of us awoke early worrying about what was in store for us - were we crazy? - but butterflies aside we made it in! That morning we set to work, transforming a boring blue pick-up truck into a bright colourful fun float. A loud cheer broke out as three brave women from Limerick arrived to join us.

Float done, coffee drunk, we transformed ourselves with face paint, costumes and masks.

The costumes were partly for disguise - many of us couldn't risk being recognised - but it was also because we wanted to give Cork the message that we are happy and that it can be fun to be lesbian, gay or bisexual and so we set off, en route dancing and singing.

The overall reaction was amazingly positive. Many people stared with stony faces trying to ignore us and hoping we would go away. An occasional finger or fist was raised at us. Someone was hit with a plastic bottle. Curiosity and disbelief were common reactions - "Are you really?" "Where's your girlfriend?" Most of the hassle came from young boys in groups - but we felt really powerful shouting "YEAH!" with pride when they accused us of being lezzies and faggots.

Despite this, all along the route there were people shouting, clapping and waving in support. Sometimes, in the middle of a silent crowd, one person would start cheering - others would then join in. Then sometimes whole groups of people were hollering in support. On St. Patrick's Bridge three women at the back of the crowd were



Photo: Maurice Ahern

jumping up and down frantically trying to attract our attention to encourage us. On the South Mall a 70-year old woman waved enthusiastically and called out "ye're gorgeous!"

We passed lesbians and gay men who had decided not to join in the parade but who watched with pride as their float sailed by.

We sang "Sing if you're glad to be Gay" over and over until our throats hurt. At the reviewing stand lesbian and gay

literature (including **GCN**) was presented to the dignitaries. The support we received and our own energy and pride overwhelmed and belittled any negative reaction.

Later in Loafers relaxing with our pints, exhausted, we watched ourselves on the six-o'clock news. Then suddenly Arthur, Catherine and Ger burst into the Pub bearing a plaque. Bedlam ensued as they announced that we'd won "best new entrant".

Many of us even managed to go dancing in the Other Place that night, celebrating with Champagne showers.

And we had reason to celebrate! We brought the words LESBIAN, GAY and BISEXUAL into people's vocabulary and consciousness and we had made ourselves visible in a proud, happy, and positive way.

WELL DONE TO ALL INVOLVED.  
Orla Egan

# Lesson 4: LGBT+ Rights Trailblazers – David Norris

**Key Enquiry Question:** Why is David Norris significant in the struggle for LGBT+ rights?

**Time:** 50 minutes

**Learning Objectives:**

- To learn about one of the major personalities in the struggle for LGBT+ rights – David Norris
- To develop a simple understanding of the attitudes, beliefs, motivations and actions of individuals and groups involved in the struggle for equal rights for LGBT+ people
- To use evidence to create an imaginary diary entry for David Norris

**Resources:**

- ‘LGBT+ Trailblazers – David Norris’, pages 28-29
- Copies and pen/pencil

**Introduction:**

- Ask the class to consider the question ‘Why is David Norris significant in the struggle for LGBT+ rights?’
- Discuss in pairs what prior knowledge they have about this topic and what questions they would like to find out the answers to.
- Share the lesson objectives with the pupils (WALT).

**Development:**

- Preteach vocabulary from the text as necessary. Depending upon your class, some words you may like to explain in advance include:

## Key Vocabulary

*senator*      *civil rights*      *engineer*      *to read for (meaning to study)*      *Brehon law*  
*instate*      *repeal*      *terminology*      *figurehead*      *invalid*      *enactment*  
*was succeeded (meaning to be replaced by)*      *coincidentally*  
*philosophy (meaning core principles)*      *ethnic minorities*      *advocate*      *amend*

- Distribute the texts 'LGBT+ Rights Trailblazers: David Norris' to each pupil or pair.
- As you read through the text, facilitate the pupils in the application of appropriate comprehension skills as suggested.
  - Scanning (using the underlined word as a hook to scan for)
  - Connecting (with own life, with the wider world and with other stories they know about)
  - Self Questioning (questions that have come to mind while reading – I wonder ...)

### Closure:

- Ask the pupils to identify the most significant historical facts in the account.
- Pupils then synthesise all the information they have learned from the text to write a diary entry for David for the day in 1993 when the laws were finally amended. Encourage them to use the new vocabulary they have learned in their pieces.
- Ask the pupils to evaluate their diary entry using the 'Two Stars and a Wish' methodology (two things they're proud of and one thing they'd like to change).

### Assessment of Learning:

- Teacher observation of responses to comprehension questions and diary entry

### Assessment for Learning:

- Pupils self-assess using 'Two Stars and a Wish'

### Differentiation:

- Pupils who require additional language support should be pre-taught the key vocabulary prior to the lesson.
- Pupils who require additional support can record the diary entry in various forms (e.g. comic strip).
- Pupils who require extension could be challenged to use at least 10 of the key vocabulary words in their diary entry.

# LGBT+ Rights Trailblazers

## David Norris

David Norris is an Irish scholar, Senator and civil rights activist. His mother was Irish and his father was British. He was born in Leopoldville (now Kinshasa) in the Democratic Republic of Congo (DRC) in 1944. The family were living in DRC because his father, John Norris, was stationed there as a chief engineer for Lever Brothers. David moved to Ballsbridge, Dublin in 1945 but his father remained working abroad so David only got to see him for one month every year. His father then died when David was just 6 years old.



By I-555-confide (talk) - Own work (Original text: self-made), CC BY 3.0, <https://commons.wikimedia.org/w/index.php?curid=15852592>

### COMPREHENSION SKILLS: SCANNING

Where was David born?

When did he move to Ireland?

What schools did he go to?

David attended school at St. Andrew's College, the High School in Rathgar and then went on to Trinity College to read for a BA degree in English Literature and Language. David continues to be very passionate about English literature and is famous for his love of the work of Irish author James Joyce. He went on to lecture in Trinity College for almost 30 years.

David had known since he was a boy that he was gay. However for all this time, it was illegal to have a gay relationship in Ireland. Some scholars claim that under ancient Irish Brehon law being gay had been accepted in Ireland but this was no longer the case. This was because of a law called the Offences Against the Person Act from 1861 which had been instated while Ireland was still part of the United Kingdom. The law had been repealed in England, Wales, Scotland and Northern Ireland but was still a legal statute in Ireland.

### COMPREHENSION SKILLS: CONNECTING

Think of three connections you can make with the text. You can connect with your own life, the wider world or other stories you know about.

*... reminds me of...*

Terminology related to the LGBT+ community has changed over time. While in the 1970s groups used terms like homosexual, nowadays people tend to avoid this term as it was used for many years to describe LGBT+ people in very negative ways.

David knew this law was unfair and in the 1970s set up the Irish Gay Rights Movement which later became the Campaign for Homosexual Reform. This was a group of law students (both LGBT+ and non-LGBT+ students) who wanted to change the laws around gay relationships.

Its first legal advisor was Mary McAleese (who became the President of Ireland from 1997 to 2011). She was succeeded in that role by Mary Robinson (who became the first female President of Ireland from 1990 to 1997, serving the term just before Mary McAleese).

Norris was the figurehead of the movement and in 1975 became the first ever openly gay person to be interviewed on RTÉ television. In 1980, he took a case to the High Court claiming that the law should be declared invalid due to the enactment of the Constitution of Ireland in 1937. The case went to the Supreme Court but David lost. In 1983, David then took a case to the European Court of Human Rights (ECHR) claiming that the current Irish laws were in violation of Article 8 regarding respect for privacy. Five years later, in 1988, the court decided in favour of David and said that the Irish government should pay his costs.

### COMPREHENSION SKILLS: SELF QUESTIONING

Write down five self-questions that the text has inspired for you.

*I wonder why ...*

*I wonder what ....*

*I wonder how ...*

However no changes happened. When Albert Reynolds became Taoiseach in 1992, he stated that changing that law was low on their priorities. However in the new government, pressure from the Labour Party and Minister of Justice, Máire Geoghegan-Quinn, meant that the laws were finally amended in 1993. Coincidentally, the President who signed the bill into law was Mary Robinson, who had represented David in the Supreme Court and the European Court of Human Rights. After almost two decades, David had won.

Since then David has expanded his philosophy to a concept of 'universal rights'. He says that while he started out campaigning for just gay rights, he realised that the same mechanism of discriminations apply to women, ethnic minorities and people with disabilities. He worked as a public representative for much of his life. He was elected as an Independent Senator in 1987 and has been re-elected as a representative of Trinity since then. He also ran for President of Ireland in 2011 but was unsuccessful.

David has been a lifelong advocate of preserving the buildings of Georgian Dublin i.e. those constructed between the 18<sup>th</sup> and early 19<sup>th</sup> century. He lives in a Georgian house on North Great George's Street in Dublin city centre. He has spent the last forty years slowly restoring it room by room and in 2018, it was voted 'Celebrity Home of the Year' on the RTÉ show of the same name.

### COMPREHENSION SKILLS: SYNTHESISING

Use all the information you have learned from the text to write a diary entry for David for the day in 1993 when the laws were finally amended.

# Lesson 5: LGBT+ Rights Trailblazers – Dr Lydia Foy

**Key Enquiry Question:** Why is Dr Lydia Foy significant in the struggle for LGBT+ rights?

**Time:** 50 minutes

**Learning Objectives:**

- To learn about one of the major personalities in the struggle for LGBT+ rights – Dr Lydia Foy
- To develop a simple understanding of the attitudes, beliefs, motivations and actions of individuals and groups involved in the struggle for equal rights for LGBT+ people
- To summarise the story of Dr Lydia Foy in your own words

**Resources:**

- ‘LGBT+ Trailblazers – Dr Lydia Foy’, pages 32–33
- Copies and pen/pencil

**Introduction:**

- Ask the class to consider the question ‘Why is Dr Lydia Foy significant in the struggle for LGBT+ rights?’
- Discuss in pairs what prior knowledge they have about this topic and what questions they would like to find out the answers to.
- Share the lesson objectives with the pupils (WALT).

**Development:**

- Preteach vocabulary from the text as necessary. Depending upon your class, some words you may like to explain in advance include:

## Key Vocabulary

*pioneer      transgender      gender identity      assign      took a toll      physical*  
*psychological      social transition      registrar      fruitless      correspondence*  
*legal proceedings      judgement      glimmer of hope      violate (a law)      appeal*  
*legislation      reluctantly      gruelling      vandalised      sensationalist      dignity*  
*activism      self-declaration      icon      harmonica*

- Distribute the texts ‘LGBT+ Rights Trailblazers: Dr Lydia Foy’ to each pupil or pair.
- As you read through the text, facilitate the pupils in the application of appropriate comprehension skills as suggested.
  - Predicting (using their prior knowledge and what they have read to predict what will happen next). You may also wish to ask the pupils (before distributing the text) to predict ten words that they might come across in the text.
  - Scanning (using the underlined word as a hook to scan for)
  - Inferring (reading between the lines to extract hidden information)

### Closure:

- Ask the pupils to identify the most significant historical facts in the account.
- Pupils then summarise the story of Dr Lydia Foy into fifty words. They could work individually, as pairs or in groups for this task. Encourage them to use the new vocabulary they have learned in their pieces.
- Ask the pupils to evaluate a partner’s summary using the ‘Two Stars and a Wish’ methodology (two things that were good and one thing to improve on).

### Assessment of Learning:

- Teacher observation of responses to comprehension questions and summary

### Assessment for Learning:

- Pupils peer-assess using ‘Two Stars and a Wish’

### Differentiation:

- Pupils who require additional language support should be pre-taught the key vocabulary prior to the lesson.
- Pupil who require additional support can record the summary in various forms (e.g. comic strip in five panels).
- Pupils who require extension could be challenged to use at least ten of the key vocabulary words in their summary.



# LGBT+ Rights Trailblazers

## Dr Lydia Foy

Dr Lydia Foy was a pioneer for transgender rights in Ireland. She was born in Athlone, Co Westmeath in 1947 and had one sister and five brothers. When she was born, it was thought that she was a boy and this is what was written on her birth certificate. However as she got older, she knew that even though she may have looked like a boy, she didn't feel like a boy. However, her family struggled to understand her situation. At the time, there was a lack of understanding around transgender issues in all sectors of society and so Lydia was left to battle on her own.



Image by Sinn Fein, [www.flickr.com/photos/sinnfeinireland/1927830094/](http://www.flickr.com/photos/sinnfeinireland/1927830094/), CC BY 2.0. <https://commons.wikimedia.org/w/index.php?curid=77699093>

A transgender person is a person whose gender identity does not match the one assigned to them at birth e.g. a baby may have been thought to be 'a boy' when they were born but as they grow up they realise that they are in fact a girl.

### COMPREHENSION SKILLS: PREDICTING

Based upon my prior knowledge and what I have read so far, I predict ...

She went to boarding school in Clongowes Wood College from 1960 to 1965. She then completed her Leaving Certificate and went on to study dentistry. In 1971, she graduated with a degree in Dental Surgery and began to practice as a dentist. She later got married and had two children.

However, the many years of trying to be someone she wasn't took their toll and in the 1980s, Lydia began to suffer physical and psychological problems. She decided that enough was enough and she needed to start living her life as the person she knew she was inside. She began to seek help from people who could help her to do this. In 1991, she made a social transition i.e. she began to live her life as a woman. In March 1993, she applied to the Registrar of Births, Marriages and Deaths to seek a birth certificate that gave her legal recognition in her female gender. However, in 1997, following years of fruitless correspondence, she had not made any progress in this regard. With the help of the Free Legal Advice Centre (FLAC), she began legal proceedings.

The case reached the High Court in October 2000. The judgement was not given until nearly two years later, when in July 2002, Mr Justice Liam McKecknie rejected Lydia's challenge. This was very disappointing but a glimmer of hope appeared from Strasbourg.

### COMPREHENSION SKILLS: SCANNING

What year was Lydia born?

Where did she go to school?

What degree did she get?

Just two days after Lydia's claim was rejected, the European Court of Human Rights (ECHR) ruled that the UK had violated Article 8 and 12 of the European Convention on Human Rights because they had refused a transgender woman called Christine Goodwin's request to amend her birth certificate.

Lydia made another claim for a birth certificate in 2005 and when it was rejected, she returned to the High Court referencing the Goodwin decision from the ECHR. In October 2007, the court ruled that Ireland was in violation of the European Convention on Human Rights. The government started an appeal to this ruling but in June 2010 withdrew it. A new government was elected in February 2011 and they promised to bring in Gender Recognition legislation as a priority. Despite this, nothing changed.

**COMPREHENSION  
SKILLS: INFERRING**

Lydia has said that she doesn't think she was particularly brave.

Do you agree with her? Why/Why not?

Tired and frustrated by waiting, at the start of 2013, Lydia reluctantly issued new legal proceedings. It was now 20 years since she had first requested a new birth certificate and 5 years since her High Court success. The legal battles were gruelling on Lydia. Her home and car were vandalised and the media wrote about her case in sensationalist, insensitive and cruel ways. She lost many things including her home, her job, her privacy and her dignity. Still, she felt she had no choice but to keep fighting.

Finally in July 2015, after years of activism from Lydia and other transgender rights organisations, the government passed the Gender Recognition Bill. This meant that people could access a gender recognition certificate based on self-declaration of their gender. This certificate can then be used to seek a new birth certificate. Finally in September 2015, Lydia got the birth certificate she had applied for 22 years earlier.

Lydia is an icon for transgender people in Ireland because of the incredible dedication with which she pursued equality and the sacrifices she made to improve things for future generations of transgender people. She has received many awards in recognition of this including the European Citizens Award from the European Parliament, the Trinity Prases Elit Award and GALA Person of the Year.

**COMPREHENSION  
SKILLS: SUMMARISING**

Can you summarise the story of Dr Lydia Foy in 50 words? Try to include all the significant points.

However, she is more than just a transgender activist. Lydia loves music, and plays the harmonica. She is also a keen gardener and in 1997, she grew the world's largest foxglove in her garden - a whopping 3.3 metres tall! This record still stands today.

## Lesson 6: LGBT+ Rights Trailblazers -

### Katherine Zappone and Ann Louise Gilligan

**Key Enquiry Question:** Why are Katherine Zappone and Ann Louise Gilligan significant in the struggle for LGBT+ rights?

**Time:** 1 hour

#### **Learning Objectives:**

- To learn about some of the major personalities in the struggle for LGBT+ rights – Katherine Zappone and Ann Louise Gilligan
- To develop a simple understanding of the attitudes, beliefs, motivations and actions of individuals and groups involved in the struggle for equal rights for LGBT+ people
- To create an image depicting the day the referendum result was announced

#### **Resources:**

- 'LGBT+ Trailblazers – Katherine Zappone and Ann Louise Gilligan', pages 36–37
- Copies/A4 sheets and drawing equipment

#### **Introduction:**

- Ask the class to consider the question 'Why are Katherine Zappone and Ann Louise Gilligan significant in the struggle for LGBT+ rights?'
- Ask them to discuss in pairs what prior knowledge they have about this topic and what questions they would like to find out the answers to.
- Share the lesson objectives with the pupils (WALT).

#### **Development:**

- Preteach vocabulary from the text as necessary. Depending upon your class, some words you may like to explain in advance include:

#### Key Vocabulary

*driving force      kick-started      legalisation      convent      theology      PhD*  
*doctorate      community development      initiative      transformational*  
*Revenue Commissioners      explicitly      appeal      civil partnership      coalition*  
*election manifesto      constitution      constitutional      negotiation      referendum*  
*amendment      public representative      nominee      brain haemorrhage      legacy*

- Distribute the texts ‘LGBT+ Rights Trailblazers: Katherine Zappone and Ann Louise Gilligan’ to each pupil or pair.
- As you read through the text, facilitate the pupils in the application of appropriate comprehension skills as suggested.
  - Skimming (allowing your eyes to quickly move over the text to get a sense of its meaning)
  - Determining Importance (identifying the most important elements of a piece of text)
  - Visualising/Creating an Image (using your imagination to ‘see’ what is happening in the text)
  - Comparing (identifying ways in which two or more texts are similar or different)

### Closure:

- Ask the pupils to identify the most significant historical facts in the account.
- Pupils then use the information they have learned to create an image of the day that the results of the referendum was announced. Encourage them to include other LGBT+ campaigners in the image also.
- Ask the pupils to evaluate their work using the ‘Two Stars and a Wish’ methodology (two elements that they’re proud of and one thing they’d like to improve upon).

### Assessment of Learning:

- Teacher observation of responses to comprehension questions and images

### Assessment for Learning:

- Pupils self-assess using ‘Two Stars and a Wish’

### Differentiation:

- Pupils who require additional language support should be pre-taught the key vocabulary prior to the lesson.
- Pupils who require extension could be challenged to write a description of their image using at least ten of the key vocabulary words.

# LGBT+ Rights Trailblazers

## Katherine Zappone and Ann Louise Gilligan

Katherine Zappone and Ann Louise Gilligan were a driving force behind the campaign for Marriage Equality in Ireland. They got married in Vancouver, Canada in 2003 and their struggle to have this marriage recognised kick-started the struggle for the legalisation of same-sex marriage in Ireland.



### COMPREHENSION SKILLS: SKIMMING

Quickly let your eyes drift over the two pages of text.

What words jump out?  
What do think it is about?

Ann Louise was born in Dublin on the 27<sup>th</sup> July 1945. She had one sister and one brother. She went to Loreto secondary school in Foxrock. From there she went on to become a nun. After some years, she left the convent and spent some time living in Spain and France. Finally, in 1976, she was hired by St. Patrick's College (a college specialising in training primary school teachers) to teach theology.

Katherine was born on 25<sup>th</sup> November 1953 in Seattle, Washington. She has four siblings. In 1981, she began a PhD programme in Religion and Education in Boston College. It was here that she met Ann Louise who was studying there for her doctorate in theology. They fell in love immediately. They returned together to Ireland in 1983. At that time, Ireland was not a very LGBT+ inclusive place.

The pair lived in a house in the Dublin Mountains called 'The Shanty'. It was here in 1986 that they first established the community development initiative now called 'An Cosán'. This project is based on the ideas of active citizenship and the transformational impact of education. It works to offer adult education and services to women from disadvantaged areas and is now Ireland's largest community education organisation. This organisation continues to play an important role in Jobstown today.

In 2003, Ann Louise and Katherine went to Canada and got married. When they returned, they applied to the Revenue Commissioners to have their marriage recognised for tax purposes. They were refused and told that Irish law only recognised marriage as between a man and a woman. The women brought a case to the High Court but the ruling found that although it did not explicitly say so, the Constitution had always meant for marriage to be between a man and a woman. In 2007, the case was appealed to the Supreme Court.

### COMPREHENSION SKILLS: DETERMINING IMPORTANCE

Condense the information you have learned on this page into two sentences which include the most important facts.

In 2010, the government brought in the Civil Partnership Act which allowed same sex couples to enter civil partnerships – a similar but different institution to marriage. While some people were delighted, there were still differences between a civil partnership and marriage. Some campaigners felt that anything that remained different still marked LGBT+ people as unequal.

In 2011, a coalition government took office. The Labour Party election manifesto had promised to hold a constitutional referendum on the matter of same-sex marriage. After much negotiation with the Fine Gael party, the agreement was to hold a Constitutional Convention on six issues, including marriage equality. A Constitutional Convention is where a group of 100 randomly chosen citizens listen to evidence related to a matter and make recommendations to the government. In April 2013, the Constitutional Convention recommended that a referendum be held on the issue of marriage equality. In November of the same year, the government announced that the referendum would take place in early 2015.

**COMPREHENSION  
SKILLS: VISUALISING**

Use the information you have learned to create an image of the day that the results of the referendum was announced.

On 22<sup>nd</sup> May 2015, the Irish people were asked if they wanted to change the constitution to make it so that any two people could get married, regardless of their sex. This was approved with 62% of people voting in favour of the amendment. On that day, Ireland became the first country in the world to bring in marriage equality based on a popular vote (i.e. vote of the people). Katherine and Ann Louise's marriage could finally be recognised and LGBT+ people from all over the country celebrated the victory as a step towards a more equal Ireland.

In addition to this campaign, Katherine spent almost ten years as a public representative. In 2011, she became a senator as a nominee of the Taoiseach. With this, she became the first openly lesbian member of the Oireachtas and the first member in a recognised same-sex relationship. In 2016, she was elected to the Dáil for Dublin South-West and was appointed Minister for Children and Youth Affairs. She lost her seat in the election of February 2020.

Sadly, Ann Louise died in June 2017 after suffering complications from a brain haemorrhage but she leaves behind a legacy of positive change for all the people of Ireland.

**COMPREHENSION SKILLS:  
COMPARING**

Compare the stories of Dr Lydia Foy, Senator David Norris and the story of Katherine and Ann Louise.

What was the same?

What was different?

# Lesson 7: Communicate Your Learning

**Time:** 1 hour – 1 hour 30 minutes (and potential to extend into homework)

## **Learning Objectives:**

- To select and organise information of historical significance
- To communicate their understanding of the past through a chosen method (oral presentation, writing, drama piece, artistic response, musical response or via ICT).
- To acquire insights into the attitudes and actions of people in contemporary Ireland regarding LGBT+ equality
- To develop a growing sense of personal and national identities

## **Resources:**

- Whiteboard and marker
- Materials to allow for pupils to communicate learning in chosen method

## **Introduction:**

- Share the lesson objectives with the pupils (WALT).
- Do a brainstorm (individual/pair/group/class) on ‘LGBT+ Rights’ to revise what has been covered already.
- Tell them that today the focus will be on communicating their learning.

## **Development:**

- Explain that the task is to communicate what they have learned and to reflect on the insights they have gained into the attitudes and actions of people in contemporary Ireland regarding LGBT+ equality.
- Outline the potential formats they can choose – oral presentation, writing, drama piece (individual/pairs/groups), artistic response, musical response (song/composition) or via ICT (presentation, film, Scratch game, etc).
- Allow the pupils time to think about their preferred format and whether they’d like to engage with the project on an individual, pair or group basis.
- If these options do not suit your class, you can reduce the choices available or select a preferred format for everyone.
- Share the success criteria with the pupils and discuss what each element means.

**SUCCESS CRITERIA:** The project should...

- place events in a broad historical chronology
  - show an understanding of change and continuity by exploring similarities and differences between the past and the present
  - identify some of the factors which were instigators of change with regard to LGBT+ rights in Ireland
  - correctly use the specific language related to LGBT+ identities
  - engage the audience through creative means
- 
- Allow five minutes for the pupils to plan their projects.
  - Pupils may complete the projects within class time or you may choose to allow them to continue them at home.

#### **Closure:**

- Ask the pupils to evaluate their work using the 'Two Stars and a Wish' methodology (two elements that they're proud of and one thing they'd like to improve upon).
- Tell the pupils that they will be presenting their projects in the next lesson and to consider how to do so within a time limit of three minutes. They do not have to read every word or speak about every aspect of the project but they will need to cover the significant elements in the allocated time frame.

#### **Assessment of Learning:**

- Teacher observation of projects

#### **Assessment for Learning:**

- Pupils self-assess using 'Two Stars and a Wish'

#### **Differentiation:**

- Pupils can self-differentiate and choose a project format that best suits their skills and interests.
- Differentiated expectations in terms of the quality of projects and the amount of details required.



# Lesson 8: Present Your Learning

**Time:** 1 hour – 1 hour 30 minutes (or two sessions of 45 minutes)

## **Learning Objectives:**

- To present their understanding of the past through a chosen method (oral presentation, writing, drama piece, artistic response, musical response or via ICT).
- To reflect on their own learning and evaluate it under given success criteria
- To respond to the work of others in respectful ways

## **Resources:**

- Whiteboard and marker
- Materials to allow for pupils to present learning in chosen method

## **Introduction:**

- Share the lesson objectives with the pupils (WALT).
- Remind them of the Success Criteria from the previous lesson. Include the time limit as an additional criteria

**SUCCESS CRITERIA:** The project should...

- place events in a broad historical chronology
- show an understanding of change and continuity by exploring similarities and differences between the past and the present
- identify some of the factors which were instigators of change with regard to LGBT+ rights in Ireland
- correctly use the specific language related to LGBT+ identities
- engage the audience through creative means
- be communicated clearly and presented in under three minutes
- Tell them that today the focus will be on presenting their learning.

## **Development:**

- Allow each pupil, pair or group the opportunity to present their project to the class.

- Ask the rest of the class to provide positive feedback to each project. Emphasise that this should be specific e.g. ‘I like the way the lyrics in the second verse of the song emphasised change over time’/‘I thought the section on David Norris was very well explained’/‘I thought the colours used in the foreground of the picture showed the emotions of the day very well’ as opposed to a general ‘Your project was very good’.

### **Closure:**

- Ask each pupil/pair/group to grade themselves according to the success criteria (with a maximum of five marks for each criteria). This can be done publicly or privately in their copies.
- Ask each pupil to return to their original KQL and to fill some of the things they have learned into the last section. If there are still questions they would like to learn more about which have not been covered, you may allow them to research this as an alternative homework activity.
- Allow time to reflect on the historical enquiry they have participated in and to discuss it as a class.

### **Assessment of Learning:**

- Teacher observation of project presentations

### **Assessment for Learning:**

- Pupils self-assess using given success criteria
- Pupils reflect upon their experiences of participating in historical enquiry.

### **Differentiation:**

- Differentiated expectations in terms of the quality of presentation skills.
- If possible, pupils in need of support could rehearse their presentation for a learning support/SEN teacher prior to the class presentation.