



# Book of the Month

Presented by ADL's Education Department

**About the Book of the Month:** This collection of featured books is from Books Matter: The Best Kid Lit on Bias, Diversity and Social Justice. The books teach about bias and prejudice, promote respect for diversity, encourage social action and reinforce themes addressed in education programs of [A World of Difference® Institute](#), ADL's international anti-bias education and diversity training provider. For educators, adult family members and other caregivers of children, reading the books listed on this site with your children and incorporating them into instruction are excellent ways to talk about these important concepts at home and in the classroom.

## Pride: The Story of Harvey Milk and the Rainbow Flag

Rob Sanders (Author), Steven Salerno (Illustrator)

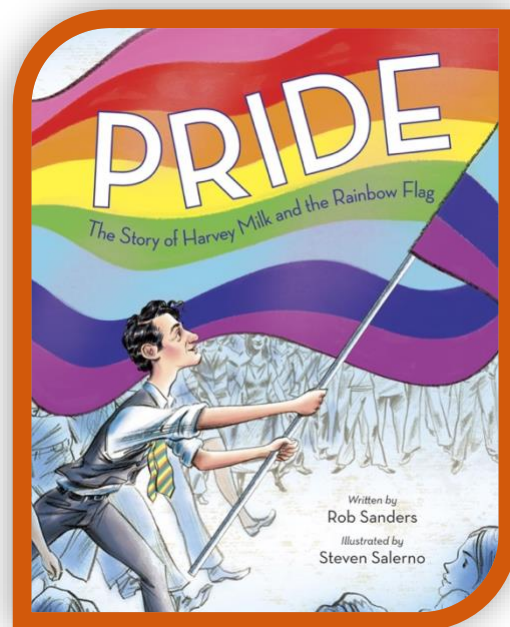
On June 25, 1978, history was made when a new flag unfurled in San Francisco. From that moment, forward, the flag and its rich, beaming colors of the rainbow would serve as a symbol of hope and pride for the millions of LGBTQ individuals across the world. Learn about the life of the Gay Pride Flag, from its beginnings with social activist Harvey Milk and designer Gilbert Baker to its spanning of the globe and its role in today's world.

ISBN: 9780399555312

Publisher: Random House Books for Young Readers

Year Published: 2018

Age Range: 5–8



## Book Themes

LGBTQ Rights, Identity, Activism, Pride

## Key Words

Discuss and define the words below with children prior to reading the book. You don't need to focus on students' retention of all the words; instead make sure they understand the words enough to follow the story and remind children of the words' meanings as they come up in the book. You can also post the words and point out to students when they appear in the story. (**Note:** If you need to define the word gay for young children, say "people who love (and/or are attracted) to people of the same gender." For more

definitions, see [Definitions Related to Sexual Orientation and Gender Identity](#). See also ADL's [Education Glossary Terms](#) which include some differentiated definitions for younger children.)

- |                 |            |            |               |
|-----------------|------------|------------|---------------|
| ■ accent        | ■ gay      | ■ protest  | ■ vibrant     |
| ■ assassinated  | ■ hope     | ■ proud    | ■ volunteer   |
| ■ community     | ■ laws     | ■ symbol   | ■ White House |
| ■ equality      | ■ movement | ■ unfair   |               |
| ■ extraordinary | ■ ordinary | ■ unfurled |               |

## Discussion Questions

Before reading the book aloud, ask some or all of these pre-reading questions:

- What is the title and subtitle of the book?
- Who do you see on the cover of the book?
- What do you think the book might be about?

As you read the book aloud, ask a few discussion questions periodically throughout reading to check for comprehension and keep the students engaged. Below are some sample questions that correlate to specific page numbers.

- What do you think Harvey's dream might be about? (page 5)
- What are the different colors on the flag? (page 17)
- What are some of the places people put the rainbow flag? (page 30)

After reading the book aloud, ask some or all of the following discussion questions:

- What is the book about?
- What is Harvey Milk's "extraordinary" dream?
- What are some of the ways that Harvey used to bring about equality for gay\*/LGBTQ people?
- Why did Harvey think that creating a symbol was important?
- What symbols do you like or are important to you?
- What was the symbol that Harvey and the artist, Gilbert Baker, came up with?
- How do you think people in general and gay/LGBTQ people felt when they saw the rainbow flag at the march in 1978? How can you tell?
- Have you ever seen rainbows used as symbols for gay/LGBTQ pride? Where did you see it?
- Why do you think the rainbow flag made Harvey and others feel proud?
- What was the reaction to Harvey Milk's death (assassination)?
- How did the rainbow flag live on after Harvey died?
- Do you know why there was a rainbow flag design on the White House on June 26, 2015? What happened on that day?

- What do you think is the overall message of the book?

*\*Note that the word "gay" is used throughout the book as was reflective of that time period; the term LGBTQ (lesbian, gay, bisexual, transgender, queer) is used today.*

## Extension Activities

Below are activities in which you can engage students in order to extend the learning from the book.

### 1. Make a Timeline

Talk with students about the different events that are discussed in the book and when they take place (e.g., 1977: Harvey Milk is elected as the first to public office; 1978: first rainbow flag flown in San Francisco March; 1978: Harvey Milk and George Moscone are assassinated; 1994: Gilbert Baker designs another rainbow flag; 2015: Marriage Equality passes in Supreme Court). You can also show and/or read aloud the timeline on pages 38-39 in the book, pointing out important dates. Then have students, working in pairs, create their own illustrated timeline of events relating to LGBTQ rights, some of which may pre-date the events discussed in the book. Students can either use the dates/events referenced in the book or they can conduct further research to provide additional important dates. Have them include the date, a sentence about the event/what happened and a drawing or picture that illustrates the event for each date on the timeline. Alternatively, you can make this a group project and each pair of students can work on one specific date/event in which to construct information and then they all can be put together for one large timeline. Afterwards, discuss the timeline with them and ask: *What do you hope to see in the future about the rights for the LGBTQ community?*

### 2. My Identity Flag

Ask students: *What is pride?* Elicit and explain that **pride** is a feeling that you respect yourself and deserve to be respected by others. Ask students to share examples of when they felt proud about themselves. Explain that many people feel a sense of pride about parts of their identity, which can include their membership in social identity groups (i.e., race, ethnicity, religion, gender, etc.) or based on their hobbies, talents or accomplishments. Ask students: *What did Gilbert make a flag about? Why was it important to have a flag about pride?* Explain that often members of identity groups who feel targeted by bias and discrimination have a strong need to feel and express pride and, in this case, it is the LGBTQ community. Explain to students that they are each going to create an identity flag of their own that expresses pride about who they are. Have them consider the identity groups to which they belong and other aspects of their identity that are important to them. Have them first write a list of identity characteristics or groups for which they feel pride. Then tell them they can select one or more of those parts of their identity for which they will make their flag and then think about what images and pictures come to mind when they think about their pride around this aspect of their identity. You might want to share what your flag would look like: "I am going to make a flag about being Mexican-American and a woman and it will include..." Distribute paper, markers, crayons and other art supplies for them to create the flag and if possible, have them first do a sketch with pencil and paper. When the flags are completed, hang the flags around the room and consider inviting parents/family members in and for each student to present their flag to the class.

### 3. Learn about Activism

Ask students: *What is activism?* What examples of activism did you see in the book? (Some examples include Harvey Milk speaking about gay rights, Harvey Milk becoming an elected official to change/make laws, Harvey Milk asking Gilbert Baker to come up with a symbol for gay rights, attending marches, etc.) Explain to students that activism provides an opportunity for people to get

involved in different kinds of activities to work on changing something they think is unfair or unjust. In this book, the activism was focused on equity and justice for the LGBTQ community. If time permits, brainstorm a list of current day issues of injustice that are important to students and that are happening at their school, in their community, state or country. Engage students in a discussion about doing something about that issue. Discuss possible strategies that are modest and age-appropriate; you can consult the [10 Ways Youth Can Engage in Activism](#) for ideas. If time permits, implement some of these ideas or connect to a local organization that works on an issue of interest and take steps to actively involve students.

## ADL Resources

The following are curriculum and educational resources on LGBTQ rights, identity and activism.

### Curriculum Resources

Diverse Books Matter, [www.adl.org/education/educator-resources/lesson-plans/diverse-books-matter](http://www.adl.org/education/educator-resources/lesson-plans/diverse-books-matter).

Understanding Homophobia/Heterosexism and How to Be an Ally, [www.adl.org/education/educator-resources/lesson-plans/understanding-homophobia-heterosexism-and-how-to-be-an](http://www.adl.org/education/educator-resources/lesson-plans/understanding-homophobia-heterosexism-and-how-to-be-an).

What is Marriage Equality?, [www.adl.org/education/educator-resources/lesson-plans/what-is-marriage-equality](http://www.adl.org/education/educator-resources/lesson-plans/what-is-marriage-equality)

Who Am I? Identity Poems, [www.adl.org/assets/pdf/education-outreach/toys-and-gender.pdf](http://www.adl.org/assets/pdf/education-outreach/toys-and-gender.pdf).

### Websites

10 Ways Youth Can Engage in Activism

[www.adl.org/education/resources/tools-and-strategies/10-ways-youth-can-engage-in-activism](http://www.adl.org/education/resources/tools-and-strategies/10-ways-youth-can-engage-in-activism)

A list of ideas for bringing social activism into the classroom and outside of the school walls. These strategies can be acted upon individually, organized together as a group and young people can join with a larger effort that is taking place locally or nationally.

6 Ways to Be an Ally

[www.adl.org/education/resources/tools-and-strategies/6-ways-to-be-an-ally-en-espanol](http://www.adl.org/education/resources/tools-and-strategies/6-ways-to-be-an-ally-en-espanol)

Some simple things a student can do to be an ally to targets of name-calling and bullying. (Also in Spanish.)

Challenging Biased Language

[www.adl.org/education/resources/tools-and-strategies/challenging-biased-language](http://www.adl.org/education/resources/tools-and-strategies/challenging-biased-language)

On a daily basis—in the lunchroom, at the grocery store, in school hallways and even at home—people hear and sometimes use words and phrases that demean or ridicule. Here are some strategies for responding.

LGBTQ Pride Month

[www.adl.org/education/resources/tools-and-strategies/lgbtq-pride-month](http://www.adl.org/education/resources/tools-and-strategies/lgbtq-pride-month)

A list of relevant K-12 curriculum, children's books and other resources to bring LGBTQ Pride Month to your classrooms.

Safe and Inclusive Schools for All

[www.adl.org/education/resources/tools-and-strategies/safe-and-inclusive-schools-for-all](http://www.adl.org/education/resources/tools-and-strategies/safe-and-inclusive-schools-for-all)

Tips to foster a safe, respectful and inclusive learning environment.

Why Pride?

[www.adl.org/blog/why-pride](http://www.adl.org/blog/why-pride)

This blog discusses the meaning of pride and the history of the LGBT Pride Movement.

### Children's Books

Below are links to lists of recommended anti-bias and multicultural books for the indicated category.

LGBTQ People & Homophobia/Heterosexism, [www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature?childrens-lit-select-all-6=1&tid\[194\]=194&tid\[195\]=195&tid\[196\]=196&tid\[197\]=197&tid\[198\]=198&tid\[199\]=199](http://www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature?childrens-lit-select-all-6=1&tid[194]=194&tid[195]=195&tid[196]=196&tid[197]=197&tid[198]=198&tid[199]=199)

Social Justice, [www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature?childrens-lit-select-all-10=1&tid\[231\]=231&tid\[232\]=232&tid\[233\]=233&tid\[234\]=234&tid\[235\]=235&tid\[236\]=236&tid\[237\]=237](http://www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature?childrens-lit-select-all-10=1&tid[231]=231&tid[232]=232&tid[233]=233&tid[234]=234&tid[235]=235&tid[236]=236&tid[237]=237)