OUR SHARED STORY:
LGBTQ+ COMMUNITIES AND BELONGING IN INDIANAPOLIS

ENCYCLOPEDIA OF INDIANAPOLIS

Intermediary Grades Lesson Plan



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Our Shared Story: LGBTQ+ Communities and Belonging in Indianapolis

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Introduction

To understand Indianapolis's story, it helps to look at a turning point in LGBTQ+ history (lesbian, gay, bisexual, transgender, queer, and more). In 1969, at The Stonewall Inn in New York City, LGBTQ+ people fought back against police raids that had long targeted their community. This event, known as The Stonewall Uprising, sparked protests and became a defining moment in LGBTQ+ history. It inspired people across the entire country to organize, speak out, and demand equal rights. Pride celebrations held around the world today trace their roots back to this courageous stand.

That spirit of activism reached Indianapolis as well. In a city where LGBTQ+ people had long worked to build spaces of safety and belonging, small but meaningful gatherings began taking shape as early as 1976. Picnics, dances, and social events gave community members a chance to connect at a time when simply being together took courage.

Over time, those gatherings grew into Indianapolis Pride, an annual celebration that moved to the heart of the city, Monument Circle, where thousands of people come together each year to celebrate, march, and show support for the LGBTQ+ community. The event has expanded to include parades, live music, speakers, and family-friendly activities that welcome people of all backgrounds and ages. A beloved part of both the celebration and broader LGBTQ+ culture is drag performance, where performers use costume, makeup, and artistry to express creativity and tell stories, bringing joy, humor, and powerful self-expression to audiences of all kinds.

Pride is more than celebration. It is a reminder of the struggles LGBTQ+ people have faced, the progress made, and the importance of every person feeling seen and supported. From quiet gatherings in 1976 to a city-wide celebration today, Indianapolis's LGBTQ+ community has built a rich history rooted in resilience, creativity, and the belief that every person deserves to be treated with dignity and respect.

We are here

The Story of LGBTQ+ Pride in Indianapolis

Lesson Overview

Estimated Time:	Materials:
2–3 Class Periods | ~50 Minutes Each	N/A

ESSENTIAL QUESTIONS

How have acts of courage and community organizing shaped the lives of LGBTQ+ Hoosiers in Indianapolis?

This lesson invites intermediary-level students to explore the history of LGBTQ+ Pride in Indianapolis through the lens of community building, civic courage, and historical change. Beginning with the 1969 Stonewall Uprising and tracing local developments through the installation of a permanent historical marker at Monument Circle in 2022, students examine how a small, private gathering grew into one of the Midwest's most significant Pride celebrations.

Through five scaffolded activities, students practice core historical thinking skills: sequencing events on a timeline, analyzing cause-and-effect relationships, adopting historical perspectives through first-person writing, and constructing evidence-based arguments.

A personal connection component encourages students to draw parallels between Indianapolis Pride history and their own community experiences.

Designed for two to three class periods, the lesson integrates English Language Arts standards for argumentative writing and textual evidence alongside social studies standards for historical thinking and civic participation. Differentiation supports are built in for diverse learners. By the end of the lesson, students will understand that the history of Pride in Indianapolis is, at its core, a story about what communities can achieve when people organize, persist, and show up for one another.

Indiana Academic Standards

**Based on the 2023 Indiana Academic Standards for Social Studies*

Indiana Studies:

IS.1.30 Explain the significance of social, economic, and political issues during the period 1980 to the present and the ways in which these issues affected individuals and organizations.

IS.1.36 Analyze multiple, unexpected, and complex causes and effects of events in the past.

IS.1.37 Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.

United States History:

USH.7.6 Identify the problems confronting different minorities during this period of economic and social change and describe the solutions to these problems. (E)

USH.8.1 Explain the significance social, economic, and political issues during the period 1980 to present and how these issues affected individuals and organizations. (E)

Teacher Notes & Facilitation Guide

Setting the tone

This lesson introduces students to a real chapter in Indianapolis history. Some students may have personal connections to the LGBTQ+ community. Create a safe, respectful environment by establishing these norms at the start:

- We listen to understand, not to debate someone's identity or existence.
- We use respectful language.
- We ground our discussion in historical evidence.
- Students who have questions or need support may speak with the teacher privately.

Suggested Pacing (2–3 class periods)

Day	Activities	Notes
Day 1 (~50 min)	Background Reading + Class Discussion + Activity 1 (Timeline Builder)	Consider reading the timeline aloud as a class; discuss each entry briefly. Students complete Activity 1 individually.
Day 2 (~50 min)	Activity 2 (Cause & Effect) + Activity 3 (Perspective Writing)	Activity 2 can be done in pairs. Give students 20 min for perspective writing; share 2–3 entries aloud.
Day 3 (~50 min)	Activity 4 (Short Answer) + Activity 5 (Extended Writing) + Personal Connection	Activities 4 and 5 can be partially assigned as homework. Personal Connection can be shared in small groups.

Differentiation Strategies

Support/English Language Learner	On-Level	Enrichment
Provide a word bank for Activity 4; pair students for reading; allow verbal responses recorded by a partner.	Complete all activities as written; participate in full class discussion.	Complete bonus extension activities; research a local LGBTQ+ figure; create a mini-documentary script.

Vocabulary to Pre-Teach

Term	Student-Friendly Definition
Activism	Taking action to create social or political change, often through organizing, protesting, or speaking out.
Civil Rights	The basic rights and freedoms that every person in a society is entitled to, regardless of who they are.
Community Organizing	Bringing people together to address shared concerns and work toward a common goal.
Historical Marker	A sign or plaque placed at a location to explain its historical significance and preserve its memory.
LGBTQ+	An acronym that stands for Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, and others—people whose gender identity or sexual orientation falls outside traditional norms.
Pride	A celebration of LGBTQ+ identity, history, and community, typically held in June to commemorate the Stonewall Uprising.
Uprising	A moment when a group of people rise up in resistance against unjust treatment or authority.
Visibility	Being seen and acknowledged publicly; for marginalized groups, being visible can be a form of political and social power.

Pre-Lesson Preparation (Teacher)

Complete the following before students arrive:

- Print one copy of the student lesson packet per student.
- Write the essential question on the board where all students can see it.
- Post the 8 vocabulary terms on a word wall or prepare a printed reference card: Activism, Civil Rights, Community Organizing, Historical Marker, LGBTQ+, Pride, Uprising, Visibility.
- Review the Teacher Notes section of the lesson packet, particularly the tone-setting guidance, before students arrive.
- Optional: Display a map of Indianapolis showing Monument Circle on the projector to reference during reading.
- Optional: Prepare sticky notes or index cards for the Day 1 exit ticket.

Day 1 Lesson

Step 1	Hook & Norm-Setting	8–10 Minutes

1. Welcome students and display the essential question. Ask students to read it silently.
2. Say community norms aloud before introducing any content. Read each norm clearly and invite students to affirm or add to them:

Classroom Norms for This Lesson

"We listen to understand, not to debate someone's identity or existence."

"We use respectful language."

"We ground our discussion in historical evidence."

"If you have questions or need support, you can speak with me privately."

3. Warm-up question (no wrong answers): Ask the class, "What is one word that comes to mind when you hear the word 'community'?" Take 4–5 responses and write them on the board. Return to these words at the end of the lesson.

Step 2	Vocabulary Preview	5 Minutes

1. Briefly introduce the 8 key vocabulary terms. Do not define all of them fully. The goal is to activate prior knowledge and build curiosity.
2. Ask students: “Which of these words do you already know? Which are completely new to you?” Take a quick show of hands or verbal responses.
3. Tell students: “You will encounter all of these terms during the reading. Their meaning will become clearer in context as we go.”

Teacher Tip: For English Language Learner students or those who need additional support, consider distributing the vocabulary reference card from the lesson packet now and allowing students to keep it out throughout all activities.

Step 3	Background Reading—Timeline	12–15 Minutes

1. Distribute the student lesson packet.
2. Read the timeline aloud as a class, one entry at a time. For each entry, pause and ask a brief comprehension question before moving on:

Year	Suggested Pause Question
1969	What city did Stonewall happen in? Why might something that happened in New York City affect people in Indianapolis?
1976	Why do you think early organizers held private meetings instead of public ones? What risks might they have faced?
1981	What does it tell us that it took several years of quiet organizing before the first official Pride Week happened?
1984	Why would choosing Monument Circle, the center of downtown Indianapolis, be a meaningful and powerful decision?
1990	What does an event growing from a private meeting to 3,000 people suggest about how the community had changed?
1996	Why might forming a nonprofit organization help Pride events grow and last over time?
2012	What does 80,000 attendees tell us about how Indianapolis had changed since 1969?
2022	What does it mean for history to be officially recognized with a permanent marker? Who benefits from that recognition?

3. As you read, encourage students to annotate their own copy: underline surprising facts, circle unfamiliar words, place a star next to events they find most significant.

Step 4	Class Discussion	8–10 Minutes

1. Transition to the three pre-activity discussion questions in the lesson packet.
2. Use a think-pair-share structure for all three questions:

Think-Pair-Share Structure

Think (1 min): Students respond individually and silently in their heads or in writing.

Pair (2 min): Students discuss their response with a partner.

Share (3–4 min): Pairs share out with the class. Teacher notes key themes on the board.

3. Validate a range of responses. The goal is not consensus. It is engagement with the ideas. Acknowledge that some of these topics may be new or feel unfamiliar, and that curiosity is welcome.

Step 5	Vocabulary Preview	10–12 Minutes

1. Direct students to Activity 1 in their packet.
2. Explain the task: “The eight events are listed out of order. Number them 1 through 8, earliest to most recent. Work from memory and reasoning first, do not look back at the timeline yet.”
3. Give students 5–6 minutes to complete the ordering independently.
4. Review the correct order together as a class. Ask students to self-check and correct as needed. Briefly note any events that many students placed incorrectly. These are worth a quick discussion.
5. Students then write responses to the three Reflection Questions independently (5–6 minutes).
6. If time allows, invite 1–2 volunteers to share their response to: “Which event mattered most, and why?”

Exit Ticket (Optional): On a sticky note, or index card, students write: (1) one thing they learned today, and (2) one question they still have. Collect at the door. Use responses to open Day 2.

Day 2 Lesson

Step 6	Opening Review	5 Minutes

1. Briefly recap Day 1. Ask: “Can anyone summarize in one or two sentences what we learned about Pride in Indianapolis?” Take 3–4 quick responses.
2. If exit tickets were collected on Day 1, address 2–3 student questions now. If a question is complex, note it on the board as something to return to.
3. Re-display the essential question and remind students it will guide the full lesson sequence.

Step 7	Activity 2—Cause and Effect	15–18 Minutes

1. Direct students to Activity 2. Read the instructions aloud.
2. Frame the skill: Historians don’t just ask what happened, they ask why it happened and what it led to. Cause-and-effect thinking helps us see history as a connected chain of events, not just a list of dates.
3. Review the completed cause-and-effect table together as a class, reading each row aloud. After the table, ask: “Does anything in this table surprise you?” and “Which cause-and-effect relationship feels most significant to you, and why?”
4. Students work individually or in pairs on the three Analysis Questions (8–10 minutes).
5. Debrief as a class. Focus especially on Analysis Question 2, the connection between the 1969 Stonewall Uprising (a national

event) and local Indianapolis history. Ask: "How can something that happens far away affect a local community?" This is a rich opportunity to discuss how national movements inspire local action.

Step 8	Activity 3 — Perspective Writing	20–22 Minutes

1. Direct students to Activity 3. Read the role cards aloud to the class.
2. Give students 2 minutes to choose their role and year silently. Encourage them to choose whichever role feels most interesting or challenging to them.
3. Walk through the Planning Scaffold together before anyone begins writing: Fill in the four planning prompts first. A strong journal entry comes from thinking before writing. Allow 4–5 minutes for planning.
4. Students write their journal entries independently for 10–12 minutes. Remind them to:
    - Write in the first person (I, me, my).
    - Reference a specific event, year, or place from the timeline.
    - Include both an emotion and a hope or fear for the future.
5. Sharing (4–5 minutes): Invite 2–3 volunteers to read their entries aloud. After each reading, ask the class:
    - "What emotion came through most clearly?"
    - "What specific detail made this feel real and grounded in history?"

Optional Extension: Pair students who chose different roles and/or different years. Have them read entries to each other and discuss: "How are your experiences similar? How are they different?" This reinforces perspective-taking and historical empathy.

Step 9	Opening Energizer	3–5 Minutes

1. Display a single discussion prompt to open the class: "In one sentence—why does it matter that 80,000 people showed up to Indianapolis Pride in 2012, compared to a private meeting in 1976?"
2. Take 3–4 quick verbal responses. Use student answers to naturally bridge into the written work ahead.

Step 10	Activity 4—Short Answer Questions	15–18 Minutes

1. Direct students to Activity 4. Read all four questions aloud.
2. Clarify expectations: "Each answer should be 3–5 complete sentences. Every response must reference at least one specific event, year, or detail from the timeline."
3. Students work independently. Circulate and support students who are stuck with prompts such as:
    - "What do you remember about why events were private at first? What does that tell us about safety?"
    - "Look back at the 1984 entry — what made that moment different from what came before?"
    - "Think about the word 'visibility.' What does it mean to be seen? Why might that matter?"
4. Optional peer review: students swap papers with a partner, check that each answer includes a specific piece of evidence, and offer one written suggestion before returning.

Step 11	Activity 5—Extended Writing Prompt	18–20 Minutes

1. Direct students to Activity 5. Read the prompt and the Writing Guide aloud together as a class.
2. Frame the task: "This is your opportunity to pull everything from the last three days together into one clear, evidence-based argument. A strong response will have a specific claim, concrete evidence from the timeline, and an explanation of why that evidence matters."
3. Allow 2–3 minutes for students to plan quietly (jot a quick outline in the margin or on scratch paper) before they begin writing.
4. Students write independently for 12–15 minutes.
5. If time allows, invite 1–2 students to share their opening paragraph. Offer specific positive feedback focused on the clarity of the claim and the strength of the evidence.

Homework Option

If time is short, Activity 5 can be assigned as homework after students have completed the in-class planning step. Returning with a complete draft gives Day 3 more time for the Personal Connection and closing synthesis.

Step 12	Personal Connection	8–10 Minutes

1. Transition with a brief framing statement: “History isn’t only about the past, it helps us understand ourselves and our communities today. Now we’re going to connect what we’ve learned to your own lives.”
2. Students complete the four Personal Connection questions independently (5–6 minutes).
3. Close with a whole-class share-out. Ask: “What brings your community together, and why does it matter?” Take 4–5 responses. As students share, note common themes on the board.

Step 13	Final Reflection & Synthesis	5 Minutes

1. Ask students to respond to one final prompt, either verbally or in writing:

“What is one thing you will remember from this lesson — and why?”

2. Take 4–5 responses. Listen for students connecting the historical content to broader themes of courage, community, and change.
3. Return to the essential question one final time: “How have acts of courage and community organizing shaped the lives of LGBTQ+ Hoosiers in Indianapolis?” Ask: “How would you answer that question now, compared to when we first read it on Day 1?”
4. Optional: Return to the warm-up words written on the board on Day 1. Ask: “Would you add any new words to this list now?”

Assessment Checkpoint

Use the following checkpoints to monitor student progress across the three-day sequence.

Checkpoint	What to Look for	Follow-Up if Students Struggle
Exit Ticket (Day 1)	Student identifies at least one significant event and can explain why it matters in their own words.	Re-read the relevant timeline entry together one-on-one. Ask: "What happened? Who was affected?"
Activity 2 Analysis	Student connects a cause to its effect using at least one specific piece of evidence from the timeline.	Prompt: "If this hadn't happened, what might have been different? What did it make possible?"
Activity 3 Journal Entry	Student adopts the chosen perspective convincingly and grounds the entry in a specific historical detail.	Encourage student to re-read the timeline entry for their chosen year and identify one concrete detail to include.
Activity 4 Short Answers	Each answer meets the 3–5 sentence expectation and includes at least one specific reference to the timeline.	Conference briefly with the student: "What do you know about this? Now find one date or event that supports it."
Activity 5 Extended Writing	Student presents a clear argument, uses at least three pieces of evidence, and explains the connection between evidence and claim.	See the 4-point rubric in the Teacher Notes section of the student lesson packet.

Background Reading

Timeline of LGBTQ+ Pride in Indianapolis

Read the following timeline carefully. You will use this information for all 5 activities.

1969	**The Stonewall Uprising** In New York City, a series of spontaneous protests by LGBTQ+ people at the Stonewall Inn became a defining moment in LGBTQ+ history. Police raids on gay bars were common; this time, the community fought back. The uprising ignited a national movement for LGBTQ+ rights and dignity.
1976	**Pride Week Committee Formed in Indianapolis** Seven years after Stonewall, a small but determined group of activists in Indianapolis formed a committee to organize local Pride events. Meetings were quiet and often private. Open displays of LGBTQ+ identity could still lead to job loss, family rejection, or worse.
1981	**First Official Pride Week in Indianapolis** After years of organizing, Indianapolis held its first official Pride Week. Events were intimate gatherings meant to build community and provide a safe space. The city's LGBTQ+ community was growing more visible, even as significant social and legal challenges remained.
1984	**First Major Public Gathering at Monument Circle** For the first time, the LGBTQ+ community gathered openly and publicly at Indianapolis's most iconic landmark. Monument Circle sits in the heart of downtown, choosing it sent a powerful message: "We are here. We are part of this city."
1990	**First Large Outdoor Pride Event (~3,000 Attendees)** Pride expanded into a large outdoor celebration drawing roughly 3,000 people. What had begun as small private meetings had grown into a visible, joyful community event. Allies, families, and neighbors joined in increasing numbers.

1996	**Indy Pride, Inc. Begins Organizing** A formal nonprofit organization took over Pride planning, launching a week-long annual celebration. The professionalization of Pride meant better resources, broader outreach, and a more stable future for the event.
2012	**Pride Grows to ~80,000 Attendees** Indianapolis Pride drew approximately 80,000 people. A remarkable milestone that reflected decades of community building, growing acceptance, and dedicated organizing. Indianapolis had become one of the Midwest's most significant Pride celebration sites.
2022	**A Permanent Historical Marker Installed** The Indiana Historical Bureau and Indy Pride installed a permanent historical marker at Monument Circle, officially recognizing the origins and legacy of local Pride. The marker ensures that this history is preserved for future generations of Hoosiers.

Before You Begin: Class Discussion (5–10 min)

As a class or in small groups, discuss:

- What does the word "community" mean to you?
- Can you think of a time when a group of people had to stand up for their rights?
- Why might people celebrate their identity in a public space like Monument Circle?

NAME _____ DATE _____

Activity 1—Timeline Builder

Historians rely on timelines to understand how events connect. Below are eight events from the Indianapolis Pride timeline. They are out of order. Number them from 1 (earliest) to 8 (most recent) in the blank box, then answer the reflection questions.

Order #	Event
	A permanent historical marker is installed at Monument Circle
	The Stonewall Uprising ignites a national movement for LGBTQ+ rights
	Indianapolis Pride grows to approximately 80,000 attendees
	Indianapolis holds its first outdoor Pride event with roughly 3,000 people
	A Pride Week Committee is formed in Indianapolis
	The first major public gathering takes place at Monument Circle
	Indy Pride, Inc. begins organizing a week-long celebration
	Indianapolis holds its first official Pride Week

Reflection Questions

1. Which event do you think was the single most important turning point for LGBTQ+ rights in Indianapolis? Explain your thinking.

_____

_____

_____

2. Between 1969 and 2022, what is the most striking change you notice? What might explain that change?

_____

_____

_____

3. What do you predict might happen in Indianapolis Pride events over the next 10–20 years? What evidence from the timeline supports your prediction?

_____

_____

_____

NAME _____ DATE _____

Activity 2—Cause and Effect

Historians analyze causes and effects to learn how one event leads to another. Review the completed cause-and-effect table below, and answer the questions that follow.

Cause/Event	What Happened Next?	Why Does it Matter?
1969–Stonewall Uprising in New York City	LGBTQ+ people began organizing protests and demanding equal rights	It sparked the modern LGBTQ+ civil rights movement nationwide
Early Pride events were private (1970s)	Organizers slowly built community trust and membership	Safety in numbers allowed Pride to grow into public spaces
People gathered publicly at Monument Circle in 1984	More Hoosiers felt safe enough to participate openly	Visibility showed others they were not alone
Indy Pride, Inc. began organizing in 1996	A week-long annual celebration launched in Indianapolis	Created a lasting, professional structure for Pride events
A historical marker was installed in 2022	The origins of local Pride were officially recognized	It validates the history and legacy of Indianapolis LGBTQ+ community

Analysis Questions

1. Look at the cause-and-effect chain. Could Pride have gone from small, private meetings to 80,000 attendees without each step in between? Explain.

2. What role do you think the Stonewall Uprising in New York City played in events that happened later in Indianapolis? How can something far away affect a local community?

3. Why is the installation of the historical marker in 2022 a significant effect, not just a celebration? What does it mean for history to be officially recognized?

NAME _____ DATE _____

Activity 3—Perspective Writing

One of the most powerful historical thinking skills is perspective-taking. Imagining what it was like to live through an event. Choose ONE of the roles below, pick a specific year from the timeline, and write a 5–7 sentence first-person journal entry from that person's point of view.

A Pride Organizer	A Teen Attending Pride	A Community Activist
You have been planning events quietly for years. Today, something is different.	You have heard about Pride from older family members. This is your first time going.	You marched after Stonewall. You never thought you'd see 80,000 people celebrate in Indianapolis.

Planning your entry—Answer these before you write:

Role I chose: _____ Year I chose: _____

What do I know about this person's life from the timeline?

_____

What emotions might this person feel? _____

What do they hope for? _____

My Journal Entry

_____

_____

_____

_____

_____

_____

_____

_____

NAME _____ DATE _____

Activity 4—Short Answer Questions

Answer each question in 3–5 complete sentences. Use specific evidence from the timeline to support your answers.

Question 1: Why were early Pride events held privately rather than in public spaces? What risks did LGBTQ+ people face, and how do those risks reflect broader issues of civil rights in America?

Question 2: What changed in 1984 when the community gathered at Monument Circle? Why was choosing a landmark like Monument Circle a meaningful political act?

Question 3: Why is visibility, being seen and recognized, important for any community? Use at least one specific example from the Indianapolis timeline to support your answer.

Question 4: What is the significance of the 2022 historical marker? Why might the installation of a historical marker be considered a form of justice?

NAME _____ DATE _____

Activity 5—Extended Writing Prompt

How did Pride events help build community in Indianapolis?
Write a well-organized, 3–4 paragraph response. Use at least three pieces of evidence from the timeline.

Writing Guide

Paragraph 1 – Introduction: Introduce your argument. What does "community building" mean? State your central claim.

Paragraph 2 – Evidence & Analysis: Present your first piece of evidence and explain how it shows community building.

Paragraph 3 – Evidence & Analysis: Present a second (and optional third) piece of evidence. Connect it to your argument.

Paragraph 4 – Conclusion: Restate your argument and explain why understanding this history matters today.

NAME _____ DATE _____

Personal Connection—Your Community

History isn't just about the past; it's about understanding our present. The communities we belong to are also shaped by the people who came before us and the events they experienced. Reflect on your own community and experiences.

Question 1: What brings your community together? Think about your neighborhood, school, family, cultural group, or any other community you belong to.

Question 2: Why do those shared events or traditions matter? What do they provide for the people involved?

Question 3: Have you ever seen or participated in a community event that made you feel proud of where you are from? Describe it.

Question 4: How is your community's history similar to, or different from, what you've learned about the LGBTQ+ community in Indianapolis?

Bonus Extension Activity

Research Project: Using library resources or approved websites, research one person who played an important role in LGBTQ+ history–locally in Indiana or nationally. Write a one-page biography and share with the class.
Community Interview: Interview a family member or trusted adult about a time when a community came together around a shared cause or celebration. Report on what you learned.
Map It: Using a map of Indianapolis, mark the locations mentioned in the timeline (Monument Circle, etc.) and add brief notes about what happened at each location.

Further Resources

Encyclopedia of Indianapolis

Chris Gonzalez Library and Archives

https://indyencyclopedia.org/chris-gonzalez-library-andarchives/

Gay Knights on the Circle

https://indyencyclopedia.org/gayknights-on-the-circle/

Indiana AIDS Memorial

https://indyencyclopedia.org/indiana-aidsmemorial/

Indianapolis Public Library

LGBTQ the Survival Guide for Lesbian, Gay, Bisexual, Transgender, and Questioning Teens

https://indypl.bibliocommons.com/v2/record/S165C986947

LGBTQ Film

https://indypl.bibliocommons.com/v2/search?query=LGBTQ&f_FORMAT=VIDEO ONLINE&searchType=keyword

Other

Stonewall Uprising: The Year That Changed America

https://www.pbs.org/wgbh/americanexperience/films/stonewall/#part01

Hoosier LGBTQ+ History

https://indianamemory.contentdm.oclc.org/digital/collection/p16066coll43/search

Freedom Indiana

https://www.freedomindiana.org

Indy Pride

https://www.indypride.org/about

Damien Center

https://www.damien.org

IYG (formerly Indiana Youth Group

https://www.iyg.org/about/

Notes