

Sample Lesson

<i>Title</i>	Learning About the HIV/AIDS Epidemic Through Oral History
<i>Subject</i>	Health/Wellness, US History, New Jersey History, Global History, Gender Studies, LGBT+ History, Race History
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<i>Grade level</i>	9-12
<i>Time duration</i>	45-90 minutes (lesson adaptable based on the number of transcript excerpts used or time spent on individual readings. Adjust to your class skill level.)
<i>Overview</i>	Using a series of primary sources, students will examine news reports and the CDC's timeline of the HIV/AIDS epidemic. With the official timeline as context, students will compare the experiences of Americans impacted by or living with HIV/AIDS as it developed into a public health crisis. Using excerpted portions of transcripts provided by the Queer Newark Oral History Project, students will also consider news coverage and medical responses to the epidemic as it expanded.
<i>Objective(s)</i>	Students will: <ul style="list-style-type: none">• Comprehend concepts related to health promotion and disease prevention to enhance health.• Learn about US policies on infectious disease reporting• Consider the experiences of LGBT+ individuals impacted by the HIV/AIDS epidemic• Discuss the impacts of public reporting on various American communities• Understand the perspectives of early HIV/AIDS patients• Identify strategies of survival and activism for LGBT+ Americans affected by the HIV/AIDS virus.
<i>Materials</i>	Official CDC HIV/AIDS timeline, CDC recommendations for infectious disease reporting, transcripts from Queer Newark Oral History Project
<i>Activities and procedures</i>	<ol style="list-style-type: none">1) Introduce HIV/AIDS. Ask what students know and discuss the definitions of each term.2) Allow students 15-25 minutes to read first report on HIV/AIDS3) In large group discussion, have students explore the language used to describe the HIV virus and consider the impacts of this report on the general American public.4) Provide one excerpted Queer Newark Oral History Transcript to each student5) Allow students 20 minutes or more to annotate and highlight portions of the reading they find interesting. Instruct students to mark each area where the HIV virus is mentioned and to make a note if this discussion aligns with the timeline created by the CDC.6) In large group discussion ask students how the CDC's official timeline compares with times/periods referenced in the given oral history transcripts.7) Discuss the personal experiences represented in the transcripts and consider how they compare to news reporting about the HIV virus.8) As a written or dialog-based assignment, ask students to reflect on how LGBT+ experiences can help us better understand the impacts of public health reporting and health care provision for those impacted by developing illnesses.

*Take Home
Assignment/Lesson
Questions*

Guiding Questions:

- (a) What do early news reports about the HIV virus reveal about the nation's understanding of the development of this illness?
- (b) How did cultural fears and stigmas about illness and LGBT+ identities impact public reporting on the HIV virus?
- (c) How did public reporting on the HIV virus impact the healthcare provisions for LGBT+ patients?
- (d) In what ways did LGBT+ identifying Americans respond to news about the growing public health crisis during the 1980s?

Conclusions/Notes