**Lesson Plan Template**

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Lesson Title: HIV- Past and Present

Grade Level: 8th Grade

Compelling Question: How did the action or inaction of the United States government impact the HIV epidemic during the 1980s to present? Describe how this imp­­act differs by demographic.

**Lesson Foundations**

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| Content Standards | 8.SP.4 Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. (Math Standard)  8.1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position. (Social Studies Standard) | | |
| Learning Objective(s) | (LO1): SWBT examine primary and secondary sources focused on how the United States government handled the HIV epidemic from the 1980s-present.  (LO2): SWBT compare multiple demographics affected by HIV in the United States from the 1980s-present using a two-way table. | Assessment(s)  Include LO being addressed | A1 (LO1): [K-W-L Chart](https://padletuploads.blob.core.windows.net/prod/115892916/431e43a733223085797c45635bfc759a/Ideas_for_Formative_Assessments.pdf)  A2 (LO2): [Two-Way Table](https://www.statisticshowto.com/two-way-table/#:~:text=A%20two%20way%20table%20is,category%20is%20represented%20by%20columns.)  A3 (LO1&LO2): Class Discussion  A4 (LO1&LO2): Exit Ticket- Compelling Question |
| Materials & Resources | **Teacher**   * [*A Century of HIV*](https://origins.osu.edu/article/century-hiv-world-aids-day-africa-actup-unaids) * [*HIV/AIDs Timeline*](https://npin.cdc.gov/pages/hiv-and-aids-timeline#2015) * [*HIV in the United States and Dependent Areas*](https://www.cdc.gov/hiv/statistics/overview/ataglance.html#:~:text=By%20Race%2FEthnicity,-Black%2FAfrican%20American&text=In%202019%3A,and%2013%25%20of%20the%20population.&text=Hispanic%2FLatino%20people%20accounted%20for,and%2018%25%20of%20the%20population.) * [*HIV and AIDs: United States, 1981-2000*](https://www.cdc.gov/mmwr/preview/mmwrhtml/mm5021a2.htm#tab1) * [*HIV and AIDs: United States 1989-1994*](https://www.cdc.gov/mmwr/preview/mmwrhtml/00037153.htm#00000571.gif) * [*HIV Among Gay and Bisexual Men*](https://www.cdc.gov/nchhstp/newsroom/docs/factsheets/cdc-msm-508.pdf) * [*Boy Blue* by Cyndi Lauper](https://www.youtube.com/watch?v=3yV0eZ6bBSg) * PowerPoint * Graphic Organizer   **Students**   * Pencils * Chrome Books | | |

**Instructional Procedures/Steps**

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| Opening  \_\_\_\_\_5\_\_\_\_\_ Minutes | * **PowerPoint Slide 1 & 2:** Teacher will display a timeline to engage students while walking in the classroom. Teacher will hand each student their Graphic Organizer, so students can label their timeline **(Sources Packet- Document C)**. *Boy Blue* by Cyndi Lauper **(Sources Packet- Document B)** will be playing in the background as students walk to their seats. *Boy Blue* by Cyndi Lauper relates to the HIV crisis during the 1980’s. Teacher will have small discussion on timeline.   + Teacher will ask:     - What was the order of your timeline? Why did you label your timeline in that order?     - Were you surprised of the actual order of the timeline? Why or why not?     - What is timeline showing?     - (Expanding off the question before):   From what we have analyzed from the timeline, what demographics are being impacted?   * + - What else do you notice about this timeline?     - What do you think is the topic for today’s lesson? Explain. * **PowerPoint Slide 3:** This will lead the class into the introduction of today’s lesson, HIV: Past and Present, and the compelling question: How did the action or inaction of the United States government impact the HIV epidemic during the 1980s to present? Describe how this impact differs by demographic. |
| Instruction  \_\_\_\_\_35\_\_\_\_\_ Minutes | * **PowerPoint Slide 4:** Teacher will display learning objectives and the lesson’s overview. * **PowerPoint Slide 5:** Teacher will give directions on first part of the lesson:   **A1:** Teacher will pass out excerpts of the *A Century of HIV* article **(Sources Packet- Document A)** and directs students to go to the [K-W-L Chart](https://padletuploads.blob.core.windows.net/prod/115892916/431e43a733223085797c45635bfc759a/Ideas_for_Formative_Assessments.pdf) in Graphic Organizer. Students will have a 7 to 10-minute timer to read excerpts of the article and to fill out the K-W-L Chart in the Graphic Organizer independently (look at accommodations/enrichment section). Before reading the article, students will write 2 to 3 facts they know about the HIV crisis to activate prior knowledge. Then, students will write 3 to 5 things they want to learn about the HIV crisis, which ties in with the timeline from the beginning of the class. After filling out the K and W section of their K-W-L chart, students will read the excerpts from the *A Century of HIV* article. After students have read the excerpts of the *A Century of HIV* article, they will write 5 facts they have learned about the HIV crisis during the 1980s to present.   * Teacher will ask during K-W-L Chart:   + What do you already know about the HIV crisis?   + What do you want to learn about the HIV crisis?   + What is something you learned from the *Century of HIV* article?   + What was HIV first referred as? Explain.   + (Expanding off the question before):   What demographics have been affected by the HIV crisis?   * + How did the Ronald Reagan administration handle the HIV crisis during the 1980s? * After the time goes off, teacher will transition into today’s learning strategy. * **PowerPoint Slide 6:** Teacher will give directions on the learning strategy of today’s lesson:   **A2:** Teacher will explain that students will be going to 4 different [stations](https://www.facinghistory.org/resource-library/teaching-strategies/stations-interacting-multiple-texts). At the 4 stations, students will be filling out a [Two-Way Table](https://www.statisticshowto.com/two-way-table/#:~:text=A%20two%20way%20table%20is,category%20is%20represented%20by%20columns.) based on how different demographics have been affected by the HIV crisis. The Two-Way Table will have 2 columns, past and present. The Two-Way Table will also have 4 rows, which are demographics: the Black community, the LGBTQ+ community, the Latinx community, and the white community. Students will be writing the “HIV positive” percentage of each demographic during the 1980s/1990s and 2010s by examining primary and secondary sources at each station. Students might have to find percentage by dividing the number of total demographic affected by the estimated population (formula located on PowerPoint). Students will be able to compare and contrast each demographic. Students will also be able to see if the HIV crisis has improved over the past 40 years within each demographic by interpreting percentages. Teacher will create 4 small groups of 6 students and students will have 5 minutes at each station. Teacher will give students a 5-minute timer for each station **(Sources Packet- Document D, E, F, and G)**.   * Teacher will ask during stations, learning strategy:   + What have you noticed about each demographic in your Two-Way Table?   + (Expanding off the question before):   From the percentages, have HIV positive cases improved since the 1980s? In which demographics? Why or why not?   * + What trends did you notice after analyzing the primary and secondary sources at each station?   + Why do you think the HIV crisis is still prevalent after 40 years? Explain.   + Are we seeing improvements on the handling of the HIV crisis? Explain. * After stations, students will return to their seats. * **PowerPoint Slide 7:** Class discussion on K-W-L Chart and Two-Way Table.   **A3:** Teacher will have class discussion K-W-L chart and Two-Way Table. Teacher will discuss with students what they noticed about different demographics affected by the HIV crisis during the 1980s and currently. Teacher will also discuss if any questions from student’s K-W-L Chart were answered after the stations learning strategy.   * Teacher will ask during class discussion:   + From the *A Century of HIV* article: How is the HIV crisis being handled currently? Give examples from the reading.   + From the K-W-L Chart: Was anything answered in your “Want to Learn” column of your K-W-L chart? What do you still want to learn about the HIV crisis?   + Two-Way Table: What trends did you notice after comparing the percentages in the Two-Way Table? Did any of the demographic’s percentages surprise you? Why or why not?   + Two-Table and *A Century of HIV* article: How does the current government compare to the Ronal Reagan administration on handling the HIV crisis? Why or why not?   + Two-Table and *A Century of HIV* article: What can society do more of on handling the HIV crisis? How about the government?   + What are ways you can get involved in becoming activist for different demographics being affected by the HIV crisis? |
| Closure  \_\_\_\_\_5\_\_\_\_\_ Minutes | * **PowerPoint Slide 8:** Exit Ticket (Compelling Question).   **A4:** Teacher will display compelling question from the beginning of the lesson: How did the action or inaction of the United States government impact the HIV epidemic during the 1980s to present? Describe how this impact differs by demographic. Teacher will direct students to go to the section of their Graphic Organizer to answer exit ticket. Students will have a 5-minute timer to answer the compelling question.   * Teacher will collect all the student’s graphic organizers once 5-minute timer goes off. Students will transition to their next class. |
| Accommodations/ Enrichment | IEP/504/ELL Students:   * Differentiated Graphic Organizer: color coding, sentence starters, highlighting, and bolded words * Highlighted excerpts of articles * Assigned Peer Buddies during learning strategy   Gifted Students:   * Designated Peer Buddy for students listed above |