

Author Names: Amelia Neumuller and Daniel Redman

Lesson Title: ACT UP, Ball Culture, and the AIDS Crisis

Grade Level: 10-12

Essential Question: *How did the queer community in America turn fear of AIDS and lack of government intervention into opportunities for activism, community, and progress?*

Lesson Foundations

Content Standards	<p><u>C3.D2.His.1.9-12</u>. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</p> <p><u>ODE.AM.H.28</u>. Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.</p>		
Learning Objectives	<p>LO1: SWBAT summarize the Queer Community's struggles and responses to the AIDS crisis in the U.S.</p> <p>LO2: SWBAT compose an argument about the relationship between the AIDS crisis and formal organization by the Queer Community and its allies.</p>	Assessments	<p>Analysis Modeling (L01, L02)</p> <p>Check for understanding (L02)</p> <p>DBQ source questions (L01, L02)</p> <p>DBQ essay organizer/Thesis (L02)</p> <p>Exit ticket (L01)</p>
Materials & Resources	<p>DBQ Essay Organizer, Source Questions Worksheet, <u>Primary Source Documents (linked on digital handout)</u>: <i>Constructing Home and Family</i>, <i>Silence = Death</i> poster, <i>New Homosexual Disorder Worries Health Officials</i>, DPLA overview of ACT UP and the AIDS Crisis, Excerpts from <i>A Century of HIV</i>, Image from <i>A Century of HIV</i>, US News & World Report article</p>		

Instructional Procedures/Steps

Opening	<p>Intro of Essential Question and Learning Objectives: Teacher will have the learning objectives and essential question displayed prominently. These will be read to the students and students will be asked to predict what the focus of the lesson will be.</p> <ul style="list-style-type: none"> What do these learning objectives and compelling question tell us about our focus for today? <p>Document Analysis Modeling: Teacher will introduce the lesson by analyzing <u>Document A</u> from the DBQ source packet with the class. This will serve as the bell ringer for the lesson by activating prior knowledge. Teacher will ask what students know about ballroom culture and the queer community. Students may or may not have knowledge from:</p> <ul style="list-style-type: none"> Popular television shows like <i>Ru Paul's Drag Race</i> and <i>Pose</i>
----------------	---

	<ul style="list-style-type: none"> • Well-known films like <i>Paris is Burning</i> • Popular culture and online discourse • Popular music like Madonna’s “<i>Vogue</i>” <p>Teacher will read parts of <u>Document A</u> out loud to the class and model source analysis through a think aloud. Teacher will model the types of questions to ask when analyzing sources through the think aloud, while also drawing attention to the ways the Ballroom Community supported each other through the AIDS crisis.</p> <ul style="list-style-type: none"> • <i>What type of source is this?</i> • <i>What is happening in this source?</i> • <i>What is the context?</i> • <i>What might the message be?</i> • <i>What perspectives are being displayed? What perspectives are missing?</i> <p>After completing the think aloud, teacher will instruct students to work through the questions for <u>Document A</u> in their source packet individually. Once students have completed the questions for <u>Document A</u>, teacher will go over the answers as a class before moving into the rest of the lesson.</p>
<p>Instruction</p>	<p>DBQ Activity: Teacher will instruct students to work on their DBQ source packets individually. The source packet contains primary and other sources that will help students answer the overall DBQ question of “<i>How did the queer community in America turn fear of AIDS and lack of government intervention into opportunities for activism, community, and progress?</i>”</p> <p>Supporting Questions: Teacher will ask these questions while students are working, to help guide students to an answer for the overall DBQ question.</p> <ul style="list-style-type: none"> • <i>How do documents ___ and ___ help to answer the DBQ question?</i> • <i>How might these community responses turn <u>problems</u> into opportunities for <u>community activism</u>?</i> <p>Check for Understanding: Halfway through the lesson, teacher will call the class together to conduct a check for understanding to evaluate students’ progress on the overall DBQ question.</p> <ul style="list-style-type: none"> • <i>Which sources make <u>key points</u> and which sources make better <u>supporting points</u>?</i> • <i>Which sources have similar main points or ideas?</i> • <i>Reiterate EQ: How did the queer community in America turn fear of AIDS and lack of government intervention into opportunities for activism, community, and progress?</i>

	<p>Teacher will instruct students to continue working on their DBQ source packets. Students who have finished their DBQ source packet may work with other students who have finished early to check their answers together and to discuss different approaches to the essential question.</p> <p>Supporting Questions: Teacher will ask these questions while students are working, to help guide students to an answer for the overall DBQ question.</p> <ul style="list-style-type: none"> • <i>How are documents ___ and ___ related and able to support the same argument in your DBQ?</i> <p>DBQ Essay Organizer: As students finish their <u>DBQ source packets</u>, teacher will instruct them to complete a <u>DBQ essay organizer</u>. Students will use their completed DBQ source packets to fill out the DBQ essay organizer. Teacher will instruct students to have a thesis statement for their DBQ essay completed before the class period ends. The thesis statement will be used as the assessment for the lesson.</p> <p>Draft a thesis statement for your DBQ essay around the prompt, <i>“How did the queer community in America turn fear of AIDS and lack of government intervention into opportunities for activism, community, and progress?”</i></p>
Closure	<p>Exit Ticket: Teacher will direct students to skim the US News & World Report article regarding how HIV patients live with the disease today. Based on this reading, students will address the following Exit Ticket question:</p> <ul style="list-style-type: none"> • <i>How did AIDS activists of the past help shape the reality of those living with HIV today?</i>
Accommodations/ Enrichment	<p>Accommodations: Complex articles are either chunked into smaller excerpts, or provided with guided questions to facilitate skimming for main ideas; key ideas are targeted by worksheets to provide clear guidelines to teachers about where further chunking may be possible; analysis task is modeled as a class.</p> <p>Enrichment: Using the Maps & Charts section of the <i>Origins</i> article <i>A Century of HIV</i> (linked below), students must analyze the maps and data to compose an argument about the international experience of HIV & AIDS and how it relates to the American context. Link: http://origins.osu.edu/article/5810/maps/</p>

