

Instructions:

Project a blank copy of the LGBTQ+ hyperslide to review the instructions with students. The first slide is an introductory cover page. Note that students should be told at the outset that they are making a works cited page (Slide 20) for all the references they use outside of the assignment, so they should keep a running list.

Slide 2 Hello!: This slide is where students will provide their name, class period, and any additional identifying information. Further, it is a returning place for the end of the assignment as students are asked to reflect on their learning prior to engaging with the assignment and then again after they have completed it. This hyperslide uses a 1-5 scale, but it can be adapted to another scale as needed (stars, 1-10). The final slide reminds students to loop back to this page in order to complete the final reflection as well.

Slide 3 Legal Cases: Introductory slide for the first part of the assignment: legal discrimination and the struggle for equality, centered around the judiciary branch.

Slide 4 Definitions: This slide functions as a review slide that asks the students to write down the class-generated definition of discrimination prior to engaging with the remaining parts of the hyperslide. Additionally, the students should use their access to the internet or other resources to find a definition of legal precedent and insert it here.

Slide 5 Recognized Rights in Marriage: After students have supplied their class definition of discrimination and legal precedent they should move on to the next slide, wherein they are asked to identify rights in marriage at the federal and state level. The students should respond in complete sentences in the boxes available. The third box asks the students why marriage is encouraged by governments and required to use a specific example. Responses will vary. For example, medical decision making capabilities, estate tax benefits, etc.

Slide 6 Legal Cases (links): This slide features two lists. The lists on the left hand side represent legal victories for the LGBTQ+ community and the three on the right represent legal setbacks. Students should choose one from the left and one from the right to study in depth. Each case is an active link that will take them to a brief summary for each. They will be using their selected cases in the next slide.

Slide 7 Legal Cases (responses): Students should enter the names of their selected cases beneath the subheading by deleting the bracketed phrase. The task on this slide is to have students summarize their two selected cases in three complete sentences in their own words.

Slide 8 The Moth Podcast “Love Wins”: This slide requires students to open The Moth’s path for “Love Wins” a story told by Jim Obergefell about how he became involved in *Obergefell v.*

Hodges with other plaintiffs. Instruct the students to scroll part way down the page and click “Listen Now...” to load the player and listen to Mr. Obergefell tell his, and John’s, story.

Slide 9 Comprehension Check!: The slide following the podcast contains two questions that students should answer in complete sentences.

Slide 10 Kennedy’s Opinion: This slide contains the famous last paragraph of Justice Kennedy’s opinion in *Obergefell*. It is here as a primary source reading. Students can also be encouraged to use the editing tools to annotate the document as needed. Another way this slide could be used is to generate vocabulary assignments (please, petitioner, embody, fidelity).

Slide 11 The Plague: This is the introductory slide for the next section of the hyperslide assignment, which will address the HIV/AIDs Crisis and the government’s initial slow response to the pandemic.

Slide 12 AIDS Deaths Statistic: Students in today’s classroom just survived a pandemic themselves, but the HIV/AIDs pandemic continues to rage on. Students may be surprised to see that an estimated 34.7 million people have died from AIDS and its attendant illnesses. This number is written in Red to acknowledge the international Red campaign for a cure.

Slide 13 Videos Movie Preview and AIDs Quilt: The slide that follows contains two videos, one is a trailer for the documentary film *How to Survive a Plague*, which highlights the ACT UP! movement to fight HIV/AIDs in the 1980s and 1990s. The second is a video essay about the AIDS Memorial Quilt and the people charged with its care and maintenance. These two videos can be used to complete the questions on the next slide.

If you have a mature group of students and the time to do so, you might consider showing *How to Survive a Plague* but it may necessitate a parent permission slip to do so.

Slide 14 Show What You Know!: This slide asks students to Identify, Infer, and Extend for each of the videos. The questions increase in difficulty as one moves right across the slide.

Slide 15 Timeline!: This slide requires students to research and describe four different LGBTQ+ Civil Rights events. Students need to provide the title/description and year in the different colored ovals and then answer the question “Why is this event important to our study of the Journey to Equal Rights?”

Slide 16 The Next Battle: This is a title slide indicating the shift in topic to the next frontier of the LGBTQ+ movement, specifically focusing on recently attempted legislation and court case rulings.

Slide 17 Recent Laws: Students can use the sites linked in the speaker notes section to uncover recently passed or proposed legislation in regard to the LGBTQ+ community. The slide requires them to name at least **six** laws and summarize them in one sentence. For example: [State/Fed + Bill Name TN HB XXX “Bill Name”] [One sentence summary].

Slide 18 “Hello, my pronouns are...”: Provides a link to a website where pronouns are discussed at length. The student is then asked to provide one word as to why pronouns are so important to everyone.

Slide 19 The Journey to Equal Rights is...: Requires students to reflect on all they’ve learned and summarize the Journey to Equal Rights. This can include not only the LGBTQ+ community, but other Civil Rights movements they’ve learned about.

Slide 20 Works Cited page: A works cited page for sources used from outside the assignment.

Slide 21 Finished?: Redirects students to the reflection page, encourages the use of spell check and grammar check, and provides direction for a turn in location (LMS)