



## LESSON PLAN

# The AIDS Epidemic Primary Source Inquiry

**Summary:** This activity introduces students to the different perspectives and issues present before the AIDS Epidemic.

### General Overview:

1. Step One: Use an activating strategy and expectation setting to give students historical context.
2. Step Two: Students watch and analyze primary source videos.
3. Step Three: Summarize and discuss videos as a class.

**Essential Question:** What challenges were those affected by the AIDS crisis facing, and how did that affect their perspective?

### Materials:

[Lesson Slides](#)

[AIDS Epidemic Primary Source Videos](#)

[Video Analysis Worksheet](#)

### Modifications & Recommendations:

- The Video Analysis activity is flexible as either a partner or individual activity.
- If you wish to extend the summarizing and discussion, write the discussion questions on a “big paper” and place them around the room. Have students circle and answer each question, then discuss as a group.
- **Important Note:** In the Vito Russo Speech (video #2), the speaker uses profanities for emphasis in his speech. You will want to preview this with your students. If you would like a clean version, you can use [this adaptation](#).

# Setup

Before the Lesson:

- Post primary source videos on LMS for students to access.
- Print Video Analysis Worksheet.

## Introduction: Warm Up

(Suggested Time: 10 minutes)

- To get students thinking about the AIDS Epidemic, display the “Warm Up” in the Lesson Slides.
  - If you are unfamiliar with the See-Think-Wonder format, [here is a good overview](#).
- Students should share out answers.

## Introduction: Setting Context

(Suggested Time: 10 minutes)

- Stigmas about HIV/AIDS persist today, so it’s important to set expectations for students on how they should approach and discuss the topic.
- Give students an expectation setting moment (feel free, as always, to adapt to the needs of your class), then move on to dispel HIV/AIDS myths.
- Then, give students some historical context on AIDS beginning.
- The photos are for you to remind students that this was an extremely serious and devastating disease (again, tone-setting).

## Main Activity: Video Analysis

(Suggested Time: 30 minutes)

- Introduce the activity by saying we are preparing for a role-play where we will take on the perspective of someone during the AIDS Epidemic.
- We’ll be watching and analyzing two videos to help you understand more the context and emotions of people facing the crisis.

## Reflection & Summarizing

(Suggested Time: 15-20 minutes)

- Use the summarizing slides to go over the worksheet answers and to discuss.
  - We encourage you to ask students not necessarily about the answers, but about how they feel watching the videos.
  - Discussion questions you might consider having your students answer:
    - Video #1: Reagan

- How was the government responding to the epidemic, and how do you think this manifested in their health policies towards AIDS?
- How did societal stigma and misconceptions about HIV/AIDS affect the urgency of the government's response?

■ Video #2: Vito Russo

- What does Vito Russo think about the role of media and public figures in shaping the narrative around AIDS?
- How does he connect social prejudice to the government's failure in addressing the AIDS crisis?
- On the last slide, you can tell them they will be assigned a character within the four groups on the board. What do you think some of the priorities of each of the groups might be?