AIDS IN PARADISE: A CRISIS IN THE CARIBBEAN

By Liz Morrison

Liz Morrison is the coordinator of social studies for the Parkway School District located in west St. Louis County. In 2001, Liz was selected as the National Council for the Social Studies Secondary Teacher of the Year. Liz was the featured guest on Talk of the Nation in September 2002 regarding teaching 9/11 and other “hot topics” in public high schools. In addition, Liz Morrison’s work with controversial issues in the classroom was featured in the Annenberg program “Social Studies in Action.”

OVERVIEW

In this lesson, students will explore HIV/AIDS in the Caribbean, using the Pulitzer Center on Crisis Reporting interactive website Heroes of HIV: HIV in the Caribbean. Students will create a final product based on the information they found the most compelling on the AIDS crisis in the Caribbean.

CURRICULUM STANDARDS (MCREL)

- Historical Understanding: Standard 2. Understands the historical perspective
- Health: Standard 11. Knows health risk factors and techniques to manage and reduce those risks
- Geography: Standard 4. Understands the physical and human characteristics of place
- Self Regulation: Standard 1. Sets and manages goals

TIME REQUIRED

Five 45 - 50 minute class periods.

MATERIALS

- Computer lab or laptops (one computer per student)
- Research Chart (Additional Resources)
- Final Project Guide (Additional Resources)
- Final Project Rubric (Additional Resources)
- Final Project Presentation Form (Additional Resources)
- Gallery Walk (Additional Resources)

THE LESSON

Anticipatory Set: Day 1

1. Have the student turn to another student (“toe to toe” and “face to face”)
   a. Explain to the students that they will have thirty seconds to share their response with their partner.
   b. Each person will respond to the question.

2. Questions for the “Toe to Toe” interaction:
   a. Describe what you know (or think you know) about the Caribbean Islands.
   b. Describe what you know (or think you know) about HIV/AIDS.
   c. Define epidemic, give examples and explain problems you think are associated with epidemics.
   d. What is a hero? Share several examples of heroes and explain why you consider the person to be heroic.
   e. What does it mean to be a global citizen? Would a global citizen care about a crisis in another country? Why or why not?
   f. What does it mean to be an American citizen? Should American citizens care about an epidemic less than two hours from our coast? Why or why not?
   g. What do you think are the connections between the focus questions?

Have each pair share their “connections” response.
1. Project the Pulitzer Center on Crisis Reporting interactive website Heroes of HIV: HIV in the Caribbean.

2. Tell the students to carefully examine the website.

3. Ask the students:
   a. What do you see?
   b. Based on what you see – what do you think you are going to learn about?
   c. What connections can you make to the questions you and your partner answered?

4. Explain to the students that they are going to explore HIV in the Caribbean by using the interactive website. Based on what they learn, explain that they will create a final product to share the information with their classmates. (Distribute Research Chart)

5. Review the Research Chart with the students – begin research.

6. Start the class period by distributing the Final Project Guide and Final Project Rubric.
   a. Review the Final Project Guide
   b. Review the Final Project Rubric

7. Allow the students to complete their research (if students finish early they can begin their Final Project; if students do not finish – assign the research as homework)

   DIFFERENTIATION – for students with special needs you may adapt the number of articles the student is required to read.

8. Work on final product

9. Work on final product

10. Presentations – students will describe why they chose to present their information using the medium they selected. Example: I chose to create a Public Service Announcement on HIV/AIDS in prisons because I believe it is the best way to inform people about the problem. The pictures I used came from the Pulitzer Center website because I thought they did a great job of illustrating the problem. The music selection hopefully will catch people’s attention. It’s a pretty popular song and it’s used in a different way with my PSA.

11. Students will use a gallery walk to view each others work (distribute the gallery walk form).

Glossary Terms
AIDS – Acquired Immune Deficiency Syndrome

Extension Activities
1. Students may choose to display their final products in the lunchroom to raise student awareness of HIV/AIDS in the Caribbean.

2. Have the students explore the Pulitzer Center website. Discuss the different topics covered on the site and why they stories are not included by mainstream news media.

Additional Resources
State Level School Health Policies – http://www.nasbe.org/HealthySchools/States/State_Policy.asp
### AIDS IN PARADISE: A CRISIS IN THE CARIBBEAN

**Objective:** Utilize the Pulitzer Center interactive map to explore AIDS in the Caribbean. Select one article to read, one video to view and watch the slideshow for each location on the map (Florida, Haiti and the Dominican Republic).

<table>
<thead>
<tr>
<th>Resource</th>
<th>What important information did you learn from the source?</th>
<th>Who is the hero? What makes him/her heroic?</th>
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<tbody>
<tr>
<td><strong>FLORIDA</strong></td>
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<tr>
<td>Article Title:</td>
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<td>Video Title:</td>
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<td>Article Title:</td>
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<td>Video Title:</td>
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<tr>
<td>Slideshow</td>
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</table>
What do you think is the most important information you could share with your fellow students and/or fellow Americans regarding HIV/AIDS in the Caribbean?

Brainstorm strategies to inform other people about the information.
Select your final product from the list of suggestions. Share your idea with the teacher and get his/her initials on your choice prior to beginning your project.

1. Podcast
Create a 5 – 7 minute podcast describing the compelling information you learned regarding HIV/AIDS or on one of the Heroes featured on the Web site.

2. PSA
Create a 30-second Public Service Announcement using movie maker software informing an audience of 15- to 25-year-olds about a compelling piece of information you learned about HIV/AIDS or about the Heroes of HIV/AIDS featured on the Web site.

3. News Article
Write a three- to five-paragraph news article that could be featured in the school newspaper summarizing what you learned about HIV/AIDS from the interactive Web site or about the Heroes of HIV/AIDS in the Caribbean.

4. Political Cartoons
Create three political cartoons illustrating three different aspects of HIV/AIDS in the Caribbean.

5. Letter
Write a three- to five-paragraph letter to the editor of your local paper or a letter to your Senator or Representative that includes important information you learned from the articles and website and your suggestion for citizen activism (letter to the editor) or U.S. action (letter to your Senator/Representative).

6. PowerPoint
Create a seven- to ten-slide PowerPoint presentation which incorporates pictures, music and text on a timer that illustrates the important information you learned from the articles and Web site.

7. Song
Write and record a song that tells the story of HIV/AIDS in the Caribbean or tells the story of one or all of the Heroes of HIV.
8. Art Work

Create a painting, drawing, sketch or other piece of art work to illustrate your understanding of the crisis of HIV/AIDS, hope amid the crisis, the Heroes of HIV or other aspect of your new knowledge you would like to share with your classmates through art.


Utilizing the “My Hero: Create a My Hero Webpage” publish an online tribute to one or more of the Heroes of HIV featured on the Pulitzer Center website. The Web page must include an article and pictures.

10. Other

Choice #: ___________ Teacher’s Signature: ____________________________

I selected this project because ____________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

I will need the following materials or resources to complete my project:

<table>
<thead>
<tr>
<th>Resource</th>
<th>Where can I get the resource?</th>
<th>Yes! I have the resource! Checklist.</th>
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Directions: Write a two-paragraph statement regarding your project choice. You will use this document to describe your project prior to the Gallery Walk.

Paragraph 1: Why did you select (type of project) for your final project? (You will need three [3] supporting statements in your paragraph.)

Paragraph 2: Explain your project (What were you trying to portray? Why did you select a certain color scheme or layout? What is the symbolism in your work [if applicable]? Were you successful? Why or why not? Other?)
**GALLERY WALK REFLECTION SHEET**

Objective: Students will study other students’ perspectives of HIV/AIDS in the Caribbean and compare the perspectives to their own.

Directions: Carefully examine at least seven of your classmates’ final products. Complete the Gallery Walk Reflection Sheet.

<table>
<thead>
<tr>
<th>Description of the Final Product (e.g. Podcast)</th>
<th>What do you believe was the message the product was attempting to portray? Why do you think that?</th>
<th>Was the view expressed in the product similar or different than your own? Explain.</th>
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## FINAL PROJECT: AIDS IN PARADISE: A CRISIS IN THE CARIBBEAN

**Teacher Name:**

**Type of Project:**

**Student Name:**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4 Above Standards</th>
<th>3 Meets Standards</th>
<th>2 Approaching Standards</th>
<th>1 Below Standards</th>
<th>Score</th>
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<tbody>
<tr>
<td>Content</td>
<td>Covers topic in-depth with details and examples. Subject knowledge is excellent.</td>
<td>Includes essential knowledge about the topic. Subject knowledge appears to be good.</td>
<td>Includes essential information about the topic but there are 1-2 factual errors.</td>
<td>Content is minimal OR there are several factual errors.</td>
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<tr>
<td>Originality</td>
<td>Product shows a large amount of original thought. Ideas are creative and inventive.</td>
<td>Product shows some original thought. Work shows new ideas and insights.</td>
<td>Uses other people’s ideas (giving them credit), but there is little evidence of original thinking.</td>
<td>Uses other people’s ideas, but does not give them credit.</td>
<td></td>
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<tr>
<td>Requirements</td>
<td>All requirements are met and exceeded.</td>
<td>All requirements are met.</td>
<td>One requirement was not completely met.</td>
<td>More than one requirement was not completely met.</td>
<td></td>
</tr>
<tr>
<td>Sources</td>
<td>Source information collected for all graphics, facts and quotes. All documented in desired format.</td>
<td>Source information collected for all graphics, facts and quotes. Most documented in desired format.</td>
<td>Source information collected for graphics, facts and quotes, but not documented in desired format.</td>
<td>Very little or no source information was collected.</td>
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