

Analyzing Historical Figures in Psychology

Analyzing Historical Figures

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Grade Level	9th – 12th Grade	**Time Frame**	120
Subject	Social Studies	**Duration**	2-3 class period(s)
Course	Psychology		

Essential Question

What impact do researchers and their discoveries have on a field of study?

Summary

This lesson invites students to analyze historical figures in the field of psychology and to make connections regarding their impact in their field of study. Students will research a historical figure and examine that person's impact during the period in which they lived, as well as their long lasting impact. This lesson can be used in any course, but it is best suited to introduce key historical figures at the beginning of a unit or to review key historical figures at the end of a semester.

Snapshot

Engage

Students participate in a Tell Me Everything activity.

Explore

Students each choose a historical figure and begin completing a KWHL chart about that person.

Explain

Students research their historical figures to finish the KWHL chart.

Extend

Students create posters to profile their historical figures.

Evaluate

Students participate in a Gallery Walk, complete a graphic organizer, and submit their posters and KWHL charts.

Standards

Oklahoma Academic Standards (Social Studies: Psychology (9th through 12th grade))

PS.1.2: Evaluate the origins of psychology based on significant historic figures including Wilhelm Wundt, William James, John B. Watson,and Karen Horney.

Attachments

- Four Corners Posters—Carrot or Stick.pdf
- Gallery Walk Graphic Organizer—Analyzing Figures in Psychology.docx
- Gallery Walk Graphic Organizer—Analyzing Figures in Psychology.pdf
- Historical Figure Profile Sample—Analyzing Figures in Psychology.pdf
- Historical Figure Profile Template—Analyzing Figures in Psychology.docx
- Historical Figure Profile Template—Analyzing Figures in Psychology.pdf
- Historical Figures Name Strips—Analyzing Figures in Psychology.docx
- Historical Figures Name Strips—Analyzing Figures in Psychology.pdf
- Historical Figures Profile Rubric—Analyzing Figures in Psychology.docx
- Historical Figures Profile Rubric—Analyzing Figures in Psychology.pdf
- KWHL Chart—Analyzing Figures in Psychology.docx
- KWHL Chart—Analyzing Figures in Psychology.pdf
- Lesson Slides—Analyzing Figures in Psychology.pptx
- Research Guide—Analyzing Figures in Psychology.docx
- Research Guide—Analyzing Figures in Psychology.pdf

Materials

- Lesson Slides (attached)
- KWHL Chart (attached, one per student)
- Historical Figures Name Strips (attached, one copy)
- Research Guide (attached, optional class set)
- Historical Figure Profile Template (attached, one per student)
- Historical Figure Profile Sample (attached, optional class set)
- Historical Figure Profile Rubric (attached, optional class set)
- Markers, colored pencils, crayons, pens, pencils, etc.
- Posters
- Student devices with Internet access (optional)
- Sticky Easel Pad (optional)

10 minutes

Engage

Use the attached **Lesson Slides** to guide the lesson. Using the Tell Me Everything strategy, begin the class by displaying **slide 2** and pose the following question to students. *"What do you know about the field of Psychology and those who study this field?"* Allow for a few responses and transition to the next question, *"Who are the key foundational researchers in psychology?"* as students share their answers and write them down on the board.

Transition to **slide 3** and ask students if they notice any trends in the list. For example, students may know only one or two names, the list may include only men, or the list may not include anyone of color.

Display **slide 4** and ask students if they recognize any of the figures. Share with students that the figures are a few, often recognized key psychologists. Explain to students that over the course of this lesson, they will be exposed to various other historical figures.

Teacher's Note: Historical Figures

The historical figures listed on **slide 4** include the following:

- Sigmund Freud
- Wilhelm Wundt
- William James
- Charles Darwin

Transition to **slides 5-6** and review the essential question and lesson objectives with the class. Invite them to think about these questions in relation to the field of psychology as they further explore different historical figures.

15 minutes

Explore

Teacher's Note: Before Class Setup

For this activity, each student will select a single historical figure to learn more about using the attached **Historical Figure Name Strips**; historical figures may be repeated. Before the class, finalize the list of figures and cut up for distribution during class.

Teacher's Note: Historical Figures List

The names included in the list are derived directly from the Oklahoma Academic Standards. If you wish to include other figures add them to the existing list, or create your own list of modified figures. Additional names that can be included are the following:

- Margaret Floy Washburn
- Letta Stretter Hollingworth
- G. Stanley Hall
- Charles Darwin
- Christine Ladd-Franklin
- Edward B. Titchener
- Anna Freud

Display **slide 7** and have each student draw a historical figure at random, or you can allow students to select which historical figure they'd like to research. Have at least one student per historical figure.

Once students have a historical figure, tell them that they will use a KWHL Graphic Organizer to help them as they learn more about their figure.

Display **slides 8-9** and pass out copies of the attached **KWHL Chart** handout. Have students write the name of their historical figure at the top of the chart.

Explain to students that they will use a modified version of the "K/W" column. Students should write out everything they already know about the individual in the “K” column. Additionally, they should write everything they want to know in the “W” column.

If students are unfamiliar with their figure, explain to them that they will use a modified version of the "K/W" column. Students will instead combine their “K/W” and use this column as a way to generate questions or identify knowledge gaps regarding their historical figure. Pose the question to the class "What do I need to know about my historical figure?” Allow 3–5 minutes of writing time.

Display **slide 10**. Ask students to fill in the "H" column with ideas about how they might find the information they listed in their "K/W" columns. Tell students that this will serve as an action plan as they research their historical figures.

25 minutes

Explain

Using their KWHL Charts as a reference, students will now consult their textbooks and/or appropriate online resources to research the information that they identified in the "K/W" column. An optional **Research Guide** handout is attached.

Teacher's Note: Historical Figure Research Resources

If students are doing their research online, distribute the **Research Guide** handout with a list of resources to use. If students have access and time, consider encouraging them to visit their local library for research outside of class.

Display **slide 11.** As students research, ask them to take quality notes about their findings in the “L” column and write down where they found the information in the “H” column of their handout. In their notes, students might include the following information relating to their historical figures:

- Notable accomplishments
- Education
- Area of study
- Connections to other historical figures
- Interests or hobbies
- Contributions to their field
- Interesting facts
- Lasting Impact

Teacher's Note: End of Day 1

Consider this a stopping point for day 1, have students keep their KWHL Charts for day 2.

30 minutes

Extend

Day 2

Reintroduce the lesson and have students refer back to their KWHL Charts and their Historical Figure.

Teacher's Note: Completing the Profile

Completing the Historical Figures Profile can also be done on a large Sticky Easel Pad for a convenient Gallery Walk display. Students with similar figures can create their profiles together.

Give each student a sheet of white paper or pass out copies of the attached **Historical Figures Profile Template**.

Display **slide 12.** Explain to students that they will fill in the required information that they found during their research and draw/print any images and symbols that they associate with their historical figures on their handout or on a sheet of white paper. As a class, walk students through each category they will be including. An optional rubric can be found on **slide 13** to discuss with the class prior to beginning.

- **Quote:** Which quote would best reflect the historical figure? If students find that their figures have many quotes attributed to them,
  suggest that they select one that they find particularly interesting or meaningful.
- **Fast Facts:** What are five key pieces of information about the historical figure? Students should highlight these using brief bullet points.
- **Historical Importance:** Why is the figure important in the scope of history? What was their contribution to the field of psychology? Students should write a quick sentence or two explaining why their historical figure is important.
- Six-Word Memoir**:** Instead of having students write longer biographies of their historical figures, have them create a concise "memoir" of their figure that sums up their historical importance in just six words.
- **Image:** What does this historical figure look like? Students should draw a picture of their figure in the large oval.
- **Symbols:** Based on students' research, what four symbols would they most associate with their figures? Students should draw these symbols in the small square boxes.

Optional Tech Integration:

Students can also complete the profiles on Google slides or Canva.

25 minutes

Evaluate

Display **slide 14**. Once students have completed their profile, explain that they will be participating in a Gallery Walk activity. Have students hang their profiles around the room.

Teacher's Note: Gallery Walk

If there is more than one profile for a historical figure, group their profiles in the same area of the classroom. This will give students different points of views on the individual. Profiles can be kept up in the classroom to reference back to as figures are studied. Consider using a timer to keep students on task. A variety of timers are available based on the amount of time desired here: K20 Center Timers - YouTube.

Optional Tech Integration: Gallery Walk

If students completed a digital profile, use a collaborative space such as Canva or Google Slides for the Gallery Walk. Create a new slide deck or project and have students post their projects as new slides or pages. Then have them review their classmates' work by looking through the full deck or project.

Distribute the attached **Gallery Walk Graphic Organizer** to students and have them go around the room filling out the graphic organizer based on the profiles created by their classmates. Students will fill in the name of the Historical Figures on the handout based on the finalized class list.

Once time has been given for students to complete the handout, have them return to their seats. Invite a few individuals to share what stood out the most to them about a different figure than the one assigned to them.

Transition to **slide 15** with the essential question: "*What impact do researchers and their discoveries have on a field of study?*". Leave students on this final thought and invite a few to share their response to the class.

Have students turn in their completed KWHL Chart and Graphic Organizer. A **Historical Figure Profile Rubric** is attached, which you can use to assist with grading students' projects.

Resources

Barraud, H. R. (n.d.). Charles Darwin portrait. Wikimedia Commons. https://commons.wikimedia.org/wiki/File:Charles_Darwin_portrait.jpg

Halberstadt , M. (n.d.). Sigmund Freud. Wikimedia Commons. https://commons.wikimedia.org/wiki/File:Sigmund_Freud,_by_Max_Halberstadt_(cropped).jpg

K20 Center. (n.d.). Canva. Tech Tools. https://learn.k20center.ou.edu/tech-tool/612

K20 Center. (n.d.). Gallery Walk/Carousel. Strategies. https://learn.k20center.ou.edu/strategy/118

K20 Center. (n.d.). Google Slides. Tech Tools. https://learn.k20center.ou.edu/tech-tool/2335

K20 Center. (n.d.). K20 Center Timers. YouTube. https://www.youtube.com/playlist?list=PL-aUhEQeaZXLMF3fltNDxiuSkEr0pq0c2

K20 Center. (n.d.). KWHL Graphic Organizer. Strategies. https://learn.k20center.ou.edu/strategy/127

K20 Center. (n.d.). Six-Word Memoirs. Strategies. https://learn.k20center.ou.edu/strategy/75

K20 Center. (n.d.). Tell Me Everything. Strategies. https://learn.k20center.ou.edu/strategy/107

Notman Studios. (n.d.). *William James*. Wikimedia Commons. https://commons.wikimedia.org/wiki/File:William_James_b1842c.jpg

Wilhelm Wundt. Wikimedia Commons. (n.d.). https://commons.wikimedia.org/wiki/File:Wilhelm_Wundt.jpg