

ACTIVITY 1.2

Facebook Activity

Developed by

Jenn Schlechtweg

Ridgefield High School, CT

This activity aligns with the *National Standards for High School Psychology Curricula* Scientific Inquiry Domain, Content Standard 1: Development of psychology as an empirical science, Performance Standard 1.2: Describe the emergence of psychology as a scientific discipline.

Background

Facebook is a free social networking website that is unique to your generation. According to Wikipedia (another product of your generation), “users can join networks organized by city, workplace, school, and region to connect and interact with other people. People can also add friends and send them messages, and update their personal profiles to notify friends about themselves.” **What would it have been like if some of the most famous psychologists in history had a Facebook page?**

Task

1. You will be assigned one psychologist from the history unit.
2. You will make a hardcopy of a Facebook page for that psychologist! (Large paper will be handed out; you will probably need to manually cut and paste images/text onto the paper.)
3. You will also complete preparation work so you will be able to critique other psychologists on their “wall.” Wall writing will occur during class.
4. Follow the directions below and get started!



**BACK TO
CONTENT
OUTLINE**



STEP I: Assignment

Directions: Please circle the major historical figure you were assigned.

Rene Descartes	John Locke	Wilhelm Wundt
Max Wertheimer	G. Stanley Hall	Francis Cecil Sumner
Edward B. Titchener	Charles Darwin	William James
Margaret Floy Washburn	Mary Whiton Calkins	Sigmund Freud
Dorthea Dix	Ivan Pavlov	John B. Watson
B.F. Skinner	Abraham Maslow	Carl Rogers
Paul Broca	Carl Wernicke	Jean Piaget
Roger Sperry		

STEP II: What should be on my page?

1. Profile picture
2. General information
 - a. Name, location, date of birth, date of death
 - b. Education history
 - c. Work history
 - d. “About Me” section: Two paragraphs describing who this person is and an explanation of their most significant contributions to the field of psychology. Underline and define all key vocabulary terms.
3. Network (two networks)
 - a. In which historical or modern theoretical approach does this person’s work most closely fit (e.g., structuralism, functionalism, behaviorism, gestalt, psychoanalytic, humanistic, evolutionary, biological, cognitive, biopsychosocial)?
 - b. Explain why this person’s work falls into this approach.



4. Groups

Make up AT LEAST THREE groups that your psychologist would join.

- a. Write one group message to your members consisting of a short explanation of what the groups are and what the title means.
- b. Be sure to specifically connect the group to the historical figure and the figure's work.

5. Status Update

Create a clever status update describing what the historical figure would most likely be doing at any given time.

6. Check-in

- a. Choose a minimum of two.
- b. What places (restaurants, stores, buildings, etc.) would the historical figure have checked into? Include a picture, who they were with, and what they were doing. Be sure to specifically connect your choices to the historical figure and their work.

7. Friends

- a. Include a minimum of six historical friends.
- b. Be sure they have a good reason to be friends. They could have attended the same university or have views from similar psychological perspectives. Include one sentence explaining why they are friends.

8. You decide!

Add one more Facebook element for your psychologist that is not a requirement.

- a. Example: Include a picture or graph related to their research.
- b. Include an explanation of what the element is and how it relates to your historical figure.



STEP III: Class preparation work

Directions: After you have finished creating your Facebook page, complete the following preparation work for class.

Preparation work: This is due on the same days as profiles.

Identify the key concepts and ideas present in the theories of the following historical figures and then critique or support each theory based on your assigned figure's perspective. Be sure to include what your figure's theoretical approach is and describe it with reference to that figure.

- Mary Whiton Calkins
- Charles Darwin
- Dorothea Dix
- Sigmund Freud
- G. Stanley Hall
- William James
- Ivan Pavlov
- Jean Piaget
- Carl Rogers
- B. F. Skinner
- Margaret Floy Washburn
- John B. Watson
- Wilhelm Wundt
- Paul Broca

Discussion

Step I: Writing on walls

- Write on three people's walls. The wall posts must be on the pages of three different historical figures whose theoretical perspectives are different from the historical figure you used to create the Facebook page.
- What should you write? Using your preparation work and from the perspective of the historical figure you are representing, either critique or support each of the three historical figures' theory. You **NEED** to stay in the perspective of your historical figure.

Step II: Group work

Students will be placed into small groups to complete the following:

- Read through the wall posts and decide if they are accurate or not. Keep a list describing your comments and discussion.
- Look at each other's pages and choose the two most creative/clever elements out of the group (this could be pictures, status updates, etc.) and describe why your group decided on the elements.
- Come to a group consensus on which historical figure you find most interesting and why.

Step III: Class roundtable discussion

Students will participate in a whole group discussion based on the various posts and group work discussions.

Note: As an alternative exercise, teachers may want to have students create Facebook pages for these psychologists. Templates for creating free Facebook pages can be found online, through such websites as www.freetech4teachers.com.



Facebook Activity Rubric:

	Exemplary	Accomplished	Developing	Emerging	Points
Sections 1–3: Picture, General Information, Network	All requirements are met. The “General Information” section is descriptive and complete. All information is accurate. (15 pts.)	All requirements are met. The “General Information” section is complete. All information is accurate. (10 pts.)	Most of the requirements are met OR the “General Information” section is not complete OR some information is inaccurate. (5 pts.)	Some requirements are missing OR most information is inaccurate. (0-4 pts.)	(15)
Sections 4–5: Groups, Status Update	All requirements are met, and end product exceeds minimum expectations. Group names are insightful. Messages are complete and detailed enough where the group name would make sense. Status update demonstrates understanding. (15 pts.)	All requirements are met. Group names are representative of the theorist. Messages are complete. Status update demonstrates basic knowledge. (10 pts.)	Most of the requirements are met. Group names are representative of the theorist. Messages are complete. Status update demonstrates basic knowledge. (5 pts.)	Some requirements are missing. Most information is elementary or inaccurate. (0-4 pts.)	(15)
Section 6: Check-In	All requirements are met, and end product exceeds minimum expectations. Check-ins are insightful. All elements are complete, detailed and demonstrate understanding. (15 pts.)	All requirements are met. Check-ins connect to historical figure correctly. All elements are complete and demonstrate understanding. (10 pts.)	Most requirements are met. Some information is inaccurate. (5 pts.)	Some requirements are not met. Information is mostly inaccurate. (0-4 pts.)	(15)



Section 7: Friends	All requirements are met. Connections between your assigned historical figure and the friends chosen provide insight and understanding into your historical figure's life and work. (15 pts.)	All requirements are met. Connections between your assigned historical figure and the friends chosen provide basic understanding of your historical figure's life and work. (10 pts.)	Most requirements are met. Connections between your assigned historical figure and the friends chosen provide basic understanding of your historical figure's life and work. (5 pts.)	Some requirements are not met. Information is inaccurate. (0-4 pts.)	(15)
Section 8: You Decide!	Your chosen element is creative and provides insight and understanding into your psychologist's life and work. (15 pts.)	Your chosen element provides understanding of your psychologist's life and work. (10 pts.)	Your chosen element is somewhat beneficial in the task to understanding your psychologist and his/her theory. (5 pts.)	Your chosen element is not beneficial to understanding your psychologist and his/her theory. (0-4 pts.)	(15)
Preparation Work	All requirements are met. Theoretical approaches of all historical figures are identified and applied thoroughly. Compare and contrast between your historical figure and the other figures is complete and insightful. Your work demonstrates deep understanding. (25 pts.)	All requirements are met. Theoretical approaches of all historical figures are identified and applied thoroughly. Compare and contrast between your historical figure and the other figures is complete and insightful. (20 pts.)	Most requirements are met. Some information is inaccurate. (15 pts.)	Some requirements are not met. Information is mostly inaccurate. (0-10 pts.)	(25)