

**Connecting Psychology and Sociology Classes
Across State Lines
NCSS – Seattle
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**Presented by:
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Below you will find two projects that were done at Plymouth South High School in Plymouth, MA and Cary-Grove High School in Cary, IL along with a few others we love. These actual assignments were used to connect our students to each other and provide them with a slice of life outside of their hometown.

Videos were placed on YouTube to make viewing between the schools possible and we used www.posterous.com for our blogging portion of the assignments.

Please feel free to contact either one of us with any questions at the information below.

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Sociology
Shaver

Culture of Plymouth South High School

Your group's job is to choose 3 of the aspects of culture listed below and give specific examples that apply to Plymouth South High School in video form. You must choose 3 DIFFERENT aspects of our culture. We will be sharing our videos with a school in Illinois - who is doing the same project with "Norms" from their school. You will be writing, filming, and editing your film – be proud of your work!

Questions to think about as you are creating your final product: If you were to describe the culture of PSHS, what would you consider the most important? Why do you consider each of these a part of PSHS culture? What makes us different from every other high school in America? How would "outsiders" interpret our culture?

Symbols

Language

Norms

Values

Sanctions

Nonmaterial culture

Material culture

Traditions

Extra-curricular activities

Art

Food

Dress

Every project must include:

- A video of final draft quality
- An explanation in the video of each example – Why is this part of our culture? What does it say about us?

Every person must have:

- An overall statement on the culture of PSHS. How do the items you chose help us to understand the culture of PSHS? What does this say about high school in general?
 - 1-2 pages
 - Typed
 - 12 point font
 - Double Spaced

Due Date for Video: _____

Due Date for Paper: _____

High School Culture in MA and IL

As we watch the videos from our friends in Illinois, use this sheet to write down ideas you might include in your blog post on Monday.

1. What are two things that surprised you most about the other schools culture?

2. Which part of the other schools culture could easily become a norm at your school?

3. Which part of the other schools culture would be the hardest for you, personally, to adapt to and make part of your daily life?

4. How did this project help you better High School culture in America?

A good blog entry will refer to a specific video (using names or ideas presented to identify), uses the appropriate vocabulary, and poses a question for the group at the opposite school to answer.

Video Project: Culture at Plymouth South High School

	<u>Wicked Great Video</u>	<u>Good Video</u>	<u>So-so Video</u>	<u>Video?</u>	<u>Points</u>
Storyboard / Outline	<p>6 points Illustrates the video presentation structure with thumbnail sketches of each scene. Notes about proposed dialogue/narration text are included.</p> <p>All sketches are numbered, and there is a logical sequence to the presentation.</p>	<p>5 points Includes thumbnail sketches of each video scene and includes text for each segment of the presentation.</p> <p>All sketches are organized and numbered in a logical sequence.</p>	<p>4 points The thumbnail sketches on the storyboard are not in a logical sequence and do not provide complete descriptions of the dialogue.</p>	<p>0 points Storyboard is not complete.</p>	___/6
Content: 3 Aspects of Culture	<p>9 points Includes a clear statement of importance and connects to PSHS culture and is creative. Events and messages are presented in a logical order. All aspects of culture are unique to PSHS.</p>	<p>7 points Information is presented as a part of PSHS culture. Two of the aspects of culture are unique to PSHS.</p>	<p>6 points The content does not clearly connect to PSHS culture.</p>	<p>0 points The content does not connect to PSHS culture.</p>	___/9
Explanation : How does this connect to PSHS Culture	<p>18 points A rich variety of supporting information in the video contributes to understanding/connection to PSHS culture.</p>	<p>15 points Supporting information contributes to understanding/connection to PSHS culture.</p>	<p>12 points Supporting information does not connect to PSHS culture.</p>	<p>0 points Supporting information in the video is irrelevant to the culture of PSHS.</p>	___/18
Quality of Video	<p>12 points Film is edited so only high quality shots remain. Video moves smoothly from shot to shot. A variety of transitions are used. Shots and scenes flow</p>	<p>10 points Film is edited and only quality shots remain. A variety of transitions are used. Flow works.</p>	<p>8 points Film is edited in few spots. Several poor shots remain. Transitions from shot to shot are choppy.</p>	<p>0 points Film is unedited and many poor shots remain. No transitions between clips are used.</p>	___/12

	seamlessly.				
Use of Class Time	5 points Class Time was used well every day. Everyone was working on the project and actively involved in decisions made regarding outcome of the final video.		0 points Time was not used wisely.		____/5

____/50

Culture of CGHS & PSHS BLOG

Learning Target: To compare and contrast the culture of CGHS & PSHS through writing a blog post and commenting on 6 blogs from PSHS students.

After you have watched the videos please respond to the following questions:

1. What are two things that surprised you most about the other schools culture?
2. Which part of the other schools culture could easily become a norm at your school?
3. Which part of the other schools culture would be the hardest for you, personally, to adapt to and make part of your daily life?
4. How did this project help you better High School culture in America?

A good blog entry will refer to a specific video (using names or ideas presented to identify), uses the appropriate vocabulary, and poses a question for the group at the opposite school to answer.

SENDING YOUR BLOG POST: Log into your e-mail account and compose a new e-mail. Send your e-mail to: trojanandpanthernorms@posterous.com **Subject line** will be title of your blog post: Teacher-Student Name-Period for example: **Kilgallon - Heather Kil - 9th**

Your blog post is due **Monday by Midnight** 😊

****Any blog that is inappropriate will be removed, earn zero credit & appropriate disciplinary actions will take place- Remember to have a positive attitude online! Watch your digital footprint!**

How will I be graded on this?

Blog Rubric

	2 Below expectations	3 Meets Expectations	4 Exceeds Expectations
Quality of Writing X 2	- post has little style or voice - poorly organized -no/confusing question asked to other school -few sociological terms used	- written in a somewhat interesting style and voice - well organized -thoughtful questions asked to the other school -some Sociological terms used	- written in an interesting style and voice - very informative or deeply reflective - well organized -well thought & planned questions for other school/culture -Sociological terms used correctly & in the correct context
Quality of Questions Asked X1	-Questions asked are irrelevant.	-Questions asked are valid.	-Questions asked are important
Presentation X 1	- several spelling errors - several grammar errors -incorrect subject line format	- few spelling errors - few grammar errors -partially incorrect subject line	- all words spelled correctly - no grammar errors - correct format for subject line

Comments Rubric- You must leave 5 to 7 comments on other student's blogs.

	1 Unsatisfactory	2 Satisfactory	3 Good	4 Excellent
Quality of Replies	Simple reply or comments, which lacks insight and depth.	Simple reply or comments that show some insight and depth.	Insight and depth shown in the replies, but some entries may contain irrelevant information.	Insight and depth shown in the replies. Entries are relevant to the original post.
Level of Participation	No initial postings, and only one or two	One initial posting, and one or two replies.	Two initial postings and two or three replies.	More than two initial postings and more than three

	replies.			replies.
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***Blog Rubric modified overtime through presentations I have attended.**

9/11 Memories Across the Country

Oral History Blog Post Assignment



Visit the Blog: 911acrosscountry.posterous.com

Learning Target: Students will demonstrate an understanding of social science methods of investigation through interviewing a family member on their memories of 9-11. Students will analyze and discuss the interview through writing a blog post.

Step 1: The first part of your assignment is to interview someone who was old enough to really understand the impact September 11th had on America. Please ask them the following questions and record their answers, either by writing or recording (video or audio). It is your choice to document the interview through video or voice recording (your smart phone or computer can easily do that) if that is easier for you.

REMINDER: *Discussing the events of September 11, 2001 can be a very sensitive subject for most people. Please handle the topic with the utmost care and compassion towards your interviewee. If you face any difficulty completing this assignment to the fullest, please talk to your teacher. If discussing the events of September 11, is difficult for you, please do not hesitate to talk to your teacher.*

Interview Questions:

Who are you interviewing?

What details do they remember about the day? Where were they when they found out? What were they doing? What was the first thing they did when they found out? Etc...

What emotions did they experience that day? What about the days immediately following? Have them explain these as best they can.

How do they think America has changed since September 11th?

Step 2: The second part of your assignment is to blog about your interview! Your blog post should include the following:

In your **first paragraph** create a summary of your family member or friend's recollection of the events of 9/11. Your purpose here is to share their remembrances as truly as possible to reality- you should use both quotations and summaries in your own words. Make sure that you put quotes in " " marks and that you **identify your source using only first name.**

In your **second paragraph**, explain why you think 9/11 has changed the world we live in today and how America has changed as a result of the events of this day. You may use the first person (I, You, we, my) in this section.

Step 3: Proof-read your document and make sure everything is correctly spelled. Read your paragraphs out loud to yourself to make sure the grammar and flow are well edited.

Step 4: Type and email your work to 911acrosscountry@posterous.com

- In the "To" field put: 911acrosscountry@posterous.com
- In the "subject": Enter **Blog Title** and then **Shaver.ClassPeriod.Firstname&LastInitial** (Shaver.A.JoeS)
- In the Text box: **Copy & paste** step 1 and 2 directly into email and push **Send**

General Tips:

- If you want to see a sample blog post, please visit - 911acrosscountry.posterous.com
- Make sure you put the title you want for your blog post as the email subject line
- Take out any signatures you have in your email
- Make sure you put your "First Name, Last Initial, Class Period" at the end of your post/email
- If you have any pictures to share, please post them in the email.

Step 5: Please **Comment on AT LEAST THREE** other students' blog posts. Make sure they are substantial, relevant, and sincere comments.

Name _____

Ms. Kilgallon
Psychology

A Mnemonic Review

Learning Targets:

1. Review psychological concepts covered so far this year in Psychology.
2. Create one type of mnemonic device to improve the class's memory of the concept.

Directions: In pairs, you will be creating a mnemonic device(s) to assist your classmates in reviewing key information from the semester thus far. Ms. Kilgallon will also post these online to a wiki site that you and other psychology students around the world can view. Here is the site if you want to see other student's mnemonics:

<http://psychmnemonics.wikispaces.com/> (you have to click around)

Or for a direct example click on these links:

<http://psychmnemonics.wikispaces.com/BRAIN>

You must address at least one concept in your mnemonic.

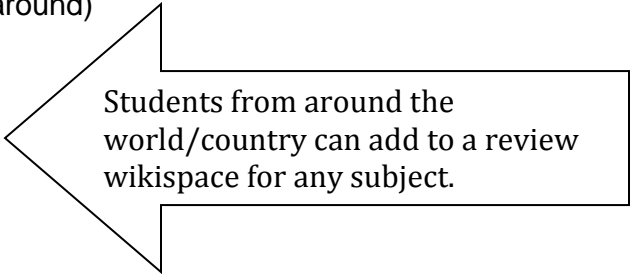
To complete this activity you will need to:

1. Choose your partners
2. Come see me to pick your unit
3. Brainstorm
4. Create your mnemonic poster -either using the computer or paper/markers
-Use lots of color & please be neat!

*** (Do not put your name on the visual--but PLEASE put your names in the name of the document.

For example: *SmithJonesMnemonic2.doc*)

5. Upload your visual to the computer or if you did it online email it to Ms. Kilgallon (hkilgallon@d155.org)
6. Present your poster to class (and go check it out online when you need help studying).



Students from around the world/country can add to a review wikispace for any subject.

Types of Mnemonic Devices:

1. Acoustics and Acronyms:

-Acoustics are phrases or poems in which the first letter of each word (or line) functions as a cue to help you recall the information to be remembered.

Ex. "Every good boy does fine" will help you remember the order of the musical notes.

-Acronym is word formed out of the first letter of a series of words.

-Ex. "Roy G. Biv" will help you remember the colors of the rainbow.

2. Narrative Method:

-Create a story that includes the words in the appropriate order.

3. Rhymes:

-Puts the information to be memorized into poetry form.

-"I before E except after C"

4. Music Mnemonics:

You can make a song or jingle using any type of music you choose for any list of items. Music Mnemonics work best with long lists.

Ex. Some children learn the ABC's by singing the "ABC" song. Other children learn all the states in

alphabetical order using the "50 Nifty United States" song.

5. Image Mnemonics:

The information in an Image Mnemonic is constructed in the form of a picture that promotes recall of information when you need it. The sillier the Image Mnemonic is, the easier it is to recall the related information. These images may be mental or sketched into text and lecture notes. Don't worry about your artistic ability. As long as you know what your sketch means, Image Mnemonics will help you learn and remember.

Examples:

-“Polarized” picture with the Grinch standing in the North Pole

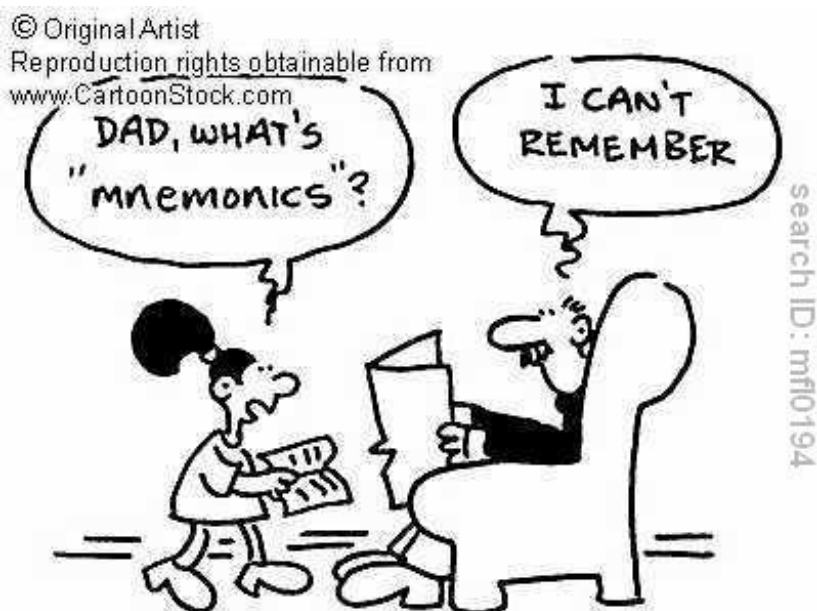
6. Keyword system:

The keyword system has been used mostly with vocabulary words. This system links words to form an interactive image that links the sounds and meaning to a familiar word. For example, if you were to learn the French word for butter which is beurre. The word beurre sounds like bear and so the image that can be imagined would be a bear eating a pound of butter.



The countries of Central America south of Mexico, from North to South, are **B**elize, **G**uatemala, **E**l Salvador, **H**onduras, **N**icaragua, **C**osta Rica, **P**anama:

- **B**eatrice, **G**ive **E**very **H**ungry **N**erd **C**ocoa **P**uffs.
- **B**ig **G**orillas **E**at **H**otdogs **N**ot **C**old **P**izza



Name _____

Zombie Project

Learning Targets: To create a product using brain parts & their functions for Zombies.

Ms. Kilgallon

Psychology

As you know, Ms. Kilgallon likes races and adventures. She is interested in the Zombie Race (<http://runforyourlives.com/>). There are two ways Ms. Kilgallon can participate in this race- either as a runner who completes challenges and is chased by zombies or as a zombie (yes they have a zombie transformation center). The runners wear a flag belt and the zombies have to get the flags and eat your brains (**kidding on the brains part**). The volunteer zombies need to get strong for this race and Campbell's soup company sponsoring the zombies. They want to create a product to help the Zombies win! Since Zombies eat brains, they are creating products that contain brain parts.

Background Info: Campbell Soup Company (NYSE: CPB), also known as Campbell's, is an American producer of canned soups and related products. Campbell's products are sold in 120 countries around the world. It is headquartered in Camden, New Jersey. Campbell's divides itself into three divisions: the simple meals division, which consists largely of soups both condensed and ready-to-serve, the baked snacks division, which consists of Pepperidge Farm, and the health beverage division, which includes V8 juices. (info from wikipedia). Campbell Soups Inc owns numerous food brands besides Pepperidge Farm including: Nestle candies, Altoids, Omaha steaks, Welch's, Domino Foods, Nabisco, Newman's Own, Snapple, Starbucks, Kraft, Kashii, Jenny-O among others.

At a recent strategy meeting, Campbell's CEO Edmund M Carpenter asked his developers to begin planning for a new line of products aimed at a new type of consumers. Here is what he said;

"Since the dawn of time, Zombies have been an underdeveloped market. They love to eat brains. These zombies constantly need to eat. I do not entirely understand why – they are already dead so could the undead starve to death? Long story short, zombies have tons of discretionary income. If you can get a zombie to be a loyal customer – you literally have a customer forever."

He continued, "We need a line of products using the various parts of the brain as primary ingredients. People love tomato soup because it tastes like tomatoes and has as much if not more nutritional then a raw tomatoes."

YOUR ASSIGNMENT: With a **partner** you will demonstrate your understanding of the brain parts and functions by *inventing a product for Zombies to eat to make them strong, fast, skinny, etc...make them a product to win the race!* The product obviously includes brain parts because Zombies eat brains! You will choose **two brain parts** to combine for the Zombies. You do not have to actually make the product (because we don't have real brains to play with), but you are going to make the advertisement for the product that boasts the benefits associated with that part of the brain.

Thanks to Mr. Campbell in Cinnaminson, NJ for the idea & the examples. To see more examples check out:

<http://campbell156.blogspot.com/p/zombie-day.html>



Now that you created your advertisement, you will print it out in COLOR! Then, you are to take a picture of it with your cell phone (make sure you have unlimited text- if not Ms. Kilgallon or a classmate can help you). If you want you may use a camera and plug it in to the computer to email it.

You will email or text the picture to (to text just put the email in the "TO" line & include your first names in the text). If you are emailing the picture, include your first names in the subject line.

If you are in 1st hour email: clcpsych1@posterous.com

If you are in 2nd hour email: clcpsych2@posterous.com

If you are in 5th hour email: cgpsych5@posterous.com

If you are in 8th hour email: cgpsych8@posterous.com

If you are in 9th hour email: cgpsych9@posterous.com

You can have a competition for the best product between classes at your school & a "sister" school! Use Google Forms to Vote on the different advertisements!

How will we be graded?

Creativity & Neatness	/5
Brain parts & functions -correctly identifies 2 brain parts & their functions	/14
Correctly added to our class blog for your class period	/5
Computer Lab Time- stay on task, appropriate website usage	/6
Total	/30

Must be posted by 3pm on 2/21/12

Thanks to Brad Campbell for this awesome idea!

Choose Your Own Adventure – The Brain!!

Our major project for the brain will have several outcomes: we will learn about the major parts of the brain, we will teach each other about the major parts of the brain, we will research and write about our part of the brain, and we will make videos to showcase all we have learned.

Each group will have one part of the brain to concentrate on. You and your partner (there will only be two of you) will:

- Research the function of your part of the brain
- Write a 250 – 500 word document explaining the function and abilities of your part of the brain
- Create a video that displays the function – your video will also have a verbal explanation of the function.

Parts of the brain:

- Corpus collosum
- Occipital lobe
- Temporal lobe
- Parietal lobe
- Thalamus
- Hippocampus
- Cerebellum
- Hypothalamus
- Amygdala
- Cerebral cortex
- Frontal lobe
- Teenage Brain

250 – 500 Word Document – 30 points

This portion of the project should be written on your own words! **What is the function of the part of the brain you have been assigned?** Does it develop at a certain rate? What chemicals are released in this part of the brain? What happens if this part of the brain is damaged? How does it work?

Your document will be placed on-line as part of our final project. There will be a link from your video to read more about the part you just explained. Make sure this is of final product quality. You should use Times New Roman - 12 point font and double space your document.

Video – 70 points

This portion of the project should be fun, but informative. We will be using the green screens to enhance our final product. You need to write a script (10 points), storyboard it out (10 points), and find the images you would like to use on the green screen that help in the understanding/explanation of the part of the brain you are assigned.

This project is worth 100 points.

Here are some great people to follow on Twitter:

Here are some suggestions of great people to follow:

@ShawnMcCusker	@russeltarr	@irishteach	@allisonshaver
@classroomtools	@GregKulowiec	@brdcmpbll	@highschoolpsych
@kyteacher	@lamoureauxr	@kconners09	@Brian_ThomasTCI
@psychJP	@eecastro	@jenslish	@mjtennis27
@AmyRamponi	@BKTeach35	@Steph_Smac	@Welle_ApPsych