**BISSNET TPS Project**

Teacher: Ian McCracken

Course: AP Psychology

Grade Level: 11 & 12

**Lesson Title:** “Freud: A Case Study”

**Lesson Inquiry: “Where could Freud have gone wrong?”**

1. **Lesson Objectives:**

**Main Objective**

**Students will examine various case studies completed by Freud and additional primary sources to assess the impact of context on his thinking while also comparing his methods to current practices.**

**Minor Objective**

* Students will be able to apply current knowledge of psychology a specific case study.
* Students will try to think of mental, contextual, and emotional biases that may be affecting Freud’s thinking (ex. Confirmation bias, relationship to patient, historical context)
* Students will use primary resources as part of their evidence.
* Students will present their knowledge of the case study and these biases in an engaging format of their choice (ex. iMovie, Digital Storytelling)
* Introduce ideas of Psychodynamic Theory
* Research and learn about one specific case study performed by Freud in depth.

**II. Lesson Context:**

As an in-depth look into one of the main perspectives of Psychology, students will cover Psychodynamic theory in a unique and memorable way.

**III. Standards:**

* Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
* Integrate information from diverse sources, **both primary and secondary**, into a coherent understanding of an idea or event, noting discrepancies among sources
* Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
* Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
* Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.

**IV. Materials:**

**Text:** *Psychology & Life,* Philip Zimbardo.

Sigmund Freud Biography, online

*Letters of Sigmund Freud*, Google Books

**Photographs:** Various selections from Library of Congress

**Worksheets**: Psychodynamic Theory concepts and vocabulary

**Internet Access**

**V. Anticipatory Set:**

Introduce students to a controversial and bizarre case study and Freud’s diagnosis.

**VI. Procedures:**

**Step 1** (1 class)

1. Students will listen to the description of a case study of Freud’s and examine photographs of the patient.
2. Students will be prompted to give their immediate reactions to the story and whether or not they agree with Freud’s diagnosis.
3. Students will come up with their own diagnosis, based on what they know thus far.
4. Students will determine advantages and weaknesses of their hypothesis and whether their hypothesis is more logical than Freud’s.

**Step 2** (1 class)

1. Students will go to library to research a specific case study by Freud, noting Freud’s research methods compared to modern methods.
2. Students will be prompted to consider alternative explanations to the abnormal behavior.
3. Teacher will demonstrate one example how Freud’s personal history, context, and biases may have altered his thinking.
4. Students will then form a hypothesis regarding other effects of context (study where interview took place, city of Vienna, and Freud’s own history) on his diagnosis of the case study. Could there have been any context effects or experimenter bias involved? Does the evidence support this conclusion?
5. Students will find primary resources by searching through the Library of Congress photos of Freud, his family, and his work area. Students will create a “Thinglink” photo analyzing any connections/interesting observations of context, environment, and biases on Freud’s thinking.
6. Students will write a short paragraph describing the ethical standards Freud used and comparing them to modern standards.

**Step 3** (2 classes)

1. Students will create a presentation of the case study to the class that includes their hypothesis from Step 2 and any supporting evidence.
2. Students may use an engaging format such as iMovie and digital storytelling.
3. Students will use evidence from Freud’s writings as part of their evidence to support their hypothesis.

**VII. Conclusion:**

Presentations will wrap up section on Personality.

**VIII. Assessment:**

* “Thinglink” projects will be graded as homework assignment.
* Presentations will be graded out of 25 points based on the following rubric:

**IMovie/Digital Storytelling Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Points** | 5 | 4 | 3 |
| **Planning / Use of class time** | Extensive and effective planning; includes a story board  Use of own time to do research | Effective planning  Efficient use of time | Planning and time management deficient in some respects |
| **Collaboration** | Effective teamwork  Fair division of responsibilities based on strengths and skills  All team members fully contributed to final product | Most members fulfilled responsibilities as required  Disagreements handled appropriately | Little evidence of teamwork; production created by one student working more or less alone |
| **Content** | Reflects thorough research and application of critical thinking skills  Shows notable insight or understanding of the topic  Compels the attention of the audience | Information is accurate and organized  Can be understood by the intended audience | There are significant factual errors and/or misconceptions  Project seems haphazard, hurried or unfinished. |
| **Video Presentation** | Content well-organized; skillful sequence  Lighting is appropriate and pleasing  Choice of graphics and transitions is functional and enhances production | Organization careless  Lighting is appropriate  Choice of graphics and transitions distracts attention somewhat from message | Organization confusing and haphazard  Lighting is poor; distorts image  Graphics (wording in particular) and transitions are confusing and/or illegible |
| **Use of Technology** | Skilled operation of computer and program enhances presentation | Satisfactory operation of computer and program during presentation | Incorrect operation of computer and program detracts from presentation |

**IX. Differentiation:**

Additional one-on-one help and attention will be given to students with developmental or educational disabilities. Presentations can be adapted to accommodate particular disabilities.