

## Summer Vocabulary Cards Project

### Due: First day of class

#### Directions, Examples, and a Rubric follows.

#### What am I doing and why do I have to do it?

You will research the 9 perspectives (explanations for why humans act the way they do) *and* 19 prominent psychologists and their ground-breaking studies. Each psychologist is associated with a specific perspective. You will then create 28 notecards (you choose the size, but 4x6 or half-sheet of paper works best) of the perspectives and psychologist. You will be adding to your notecards each unit as we learn the rest of the psychologists and their perspectives. These will be a great review for you throughout the year and as your exam approaches.

#### How do I do it?

Create your notecards using the list on the next page:

1. On each **Perspective card**:
  - a. Front: in **BIG FONT** across the top **label the perspective** and then create a **theme/mnemonic** for each perspective. Draw it on the front.
    - i. Ex. Behavioral perspective is based on *observable* behaviors (theme), so I draw a pair of spectacles (mnemonic) over the word “behavioral” and over each researcher’s name, study, etc. to help me remember they all tie back to the behavioral perspective. Now...create your *own*...do not use this example!
  - b. Back: Write a **brief explanation** of the perspective, including the key emphasis of the perspective and how someone from that perspective views behavior. This should include why people act the way they do (i.e. behavior is controlled by.....or behavior is a product of....). Be sure this is in your own words and makes sense to *you*!
2. On each **Psychologists card**:
  - a. Front: Psychologist/researcher **name** in **BIG FONT** across the top and in the top right-hand corner place the **visual you made for the perspective** the researcher belongs to.
  - b. Back: a **visual and short explanation** to show that you understand their research and how they fit into their perspective. For example, Ivan Pavlov is grouped with the “behaviorists” perspective because of his classic experiment with dogs. You could draw Ivan holding a bell next to a dog.
    - i. Feel free to use words to highlight your work but **DO NOT** write a paragraph explaining the experiment - I know what it is. Your visual and chosen term should convey **YOUR** understanding of the individual’s work.

\*\*\*\*\*Be sure you are researching the correct people and terms – they must be related to psychology. (John Watson and evolutionary psychology tend to be problems. John is *not* from Canada and evolutionary psychology is *not* about the evolution of man from ape – that, my friends, would be biology.)

Please feel free to contact me during the summer if you want clarification, approval or reassurance.  
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**Remember... You are building resources to help YOU throughout the year!**

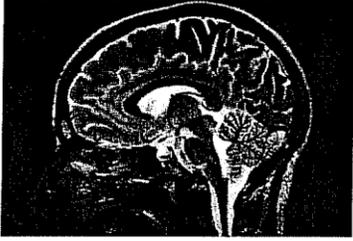
## **Summer Vocabulary Cards Project Perspectives and Psychologist/Researcher List**

1-9 are the Psychological Perspectives you need to know. Tip: It's often helpful to start with Behaviorism because Structuralism and Functionalism are trickier. A-T are the psychologists/researchers, already grouped with their perspective. ☺

1. Structuralism
  - A. WILHELM WUNDT - 1879 Psych lab
  - B. EDWARD TITCHENER
  - C. G. STANLEY HALL
2. Functionalism
  - D. WILLIAM JAMES
3. Behavioral approach
  - E. IVAN PAVLOV - classical conditioning
  - F. JOHN WATSON - Little Albert
  - G. BF SKINNER - operant conditioning, skinner box
  - H. ALBERT BANDURA - observational learning, Bobo doll
4. Psychoanalytic/psychodynamic approach
  - I. SIGMUND FREUD - Dreams, Unconscious, id, ego and superego
  - J. CARL JUNG - collective unconscious, introversion and extraversion
  - K. ALFRED ADLER - inferiority complex, birth order
5. Humanistic approach
  - L. ABRAHAM MASLOW - self-actualization, Maslow's hierarchy
  - M. CARL ROGERS - unconditional positive regard, active listening
  - N. MIHALY CSIKSZENTMIHALYI (said like ME-high Cheek-SENT-me-high)- flow
6. Cognitive approach
  - O. JEAN PIAGET - cognitive development
  - P. AARON BECK - cognitive triad
  - Q. HERMANN EBBINGHAUS- memory
7. Biological approach
  - R. ROGER SPERRY & MICHAEL GAZZANIGA- split brain
8. Evolutionary approach
  - S. There is no specific individual associated with this new perspective. Focus on mate selection, adaptation, and universal behaviors
9. Sociocultural approach
  - T. LEV VYGOTSKY - zone of proximal development

# Perspective Notecard Example

## Biological Perspective



(FRONT)

### FOCUS:

How CNS, PNS, and genetics interact to produce and influence behavior

### APPLICATION:

Enlarged amygdala causes lack of control over intense emotions, producing violent behavior

(BACK)

### RESEARCHER NOTECARD EXAMPLE

Behavioral



Front

Albert

Bandura

Observational Learning

Back

• believed learning occurs through observation



Bobo Doll

• children see ... children do



Pow!

### OBSERVATIONAL LEARNING

- kids watched video of adults beating up on Bobo doll
- kids put in room with Bobo doll
- kids beat up on Bobo doll



Pow!

# Vocabulary Notecards Rubric

## Worth 28 Points Total

<b>Outstanding Performance</b> <b>26-28 pts.</b> <b>A</b>	<ul style="list-style-type: none"> <li>➤ Vocabulary cards are complete and neat, there is evidence that <b>great care</b> was taken with this assignment.</li> <li>➤ Student has developed a variety of connections for each word that <b>demonstrates highly engaged thinking.</b></li> <li>➤ The expectations for the sentences were <b>exceeded.</b></li> <li>➤ Student has clearly challenged him/herself and demonstrates <b>thoughtful engagement with the assignment</b> through depth, development, insight, and/or creativity.</li> </ul>
<b>Good Performance</b> <b>23-25 pts.</b> <b>B</b>	<ul style="list-style-type: none"> <li>➤ Vocabulary cards are complete and <b>reasonably well done.</b></li> <li>➤ Student has developed a variety of connections for each word that <b>demonstrates engaged thinking.</b></li> <li>➤ The expectations for the sentences were <b>well done.</b></li> <li>➤ Student has clearly taken the assignment seriously and <b>demonstrates an attention to detail.</b></li> </ul>
<b>Satisfactory Performance</b> <b>20-22 pts.</b> <b>C</b>	<ul style="list-style-type: none"> <li>➤ Vocabulary cards may be <b>missing</b> a few entries or some entries <b>may not be complete.</b></li> <li>➤ Student has developed connections for each word that are <b>understandable.</b></li> <li>➤ The expectations for the sentences were <b>mostly met.</b></li> <li>➤ Student seems to have taken the assignment seriously but <b>may not have demonstrated his/her best work.</b></li> </ul>
<b>Needs Improvement Performance</b> <b>17-19 pts.</b> <b>D</b>	<ul style="list-style-type: none"> <li>➤ Vocabulary cards are <b>not complete</b> and/or <b>not carefully done.</b></li> <li>➤ Work shown <b>does not make it clear that understanding has been developed.</b></li> <li>➤ Student may <b>not be taking the assignment seriously.</b></li> </ul>