

Interdisciplinary Plan

Grade: 11

Unit: Mental Illness

Course/Subject: Interdisciplinary Plan

Time Required: 5 Days

1. Main Purpose of the Unit:

Biology (Shayden): The main purpose of this unit is to explore the brain and to discover how the brain reacts to external or internal factors causing different moods. Gaining this knowledge and understanding will help students to understand the biological part of mental health.

English (Molly): The main purpose of this unit is to come to a better understanding of mental illness, especially how treatment of the subject has changed in literature throughout the past 130 years.

Social Studies (Josh): The main purpose of this unit is to study where in the world mental health is present and the different strategies towards solving it.

History (Clara): The main purpose of this unit is to analyze the history of mental illness and to understand how mentally ill people were treated throughout the years; especially focusing on the mental institutions of the late 1800's and the lobotomies of the 1930's-50's.

Health/P.E (Alex): The main purpose of this unit is to understand mental health and look at different ways to improve/ get help for mental health.

2. Standards

Biology (Shayden)

- HS-LS1-3: Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

English (Molly)

- Grades 11-12 RL.9: Analyze how texts within and/or across time periods treat similar topics, addressing their themes, purposes, and rhetorical strategies.

Social Studies (Josh):

- G.6_12.3 Analyze the unifying physical human characteristics of a region and their formal and informal boundaries.
- G.6_12.5 Analyze how human beings are depended upon, adapt to, and modify their environment to meet their needs.
- WH.6_12.1 Analyze historical achievements related to science and technology
- WH.6_12.1-6.E4.3 Explain social, cultural, or economic changes influenced by globalization.
- WH.6_12.1-6.E3.4 Explain advancements related to science and technology and the global impact of these advancements
- PSY.6_12.3 Analyze how topics evolve and research develops as discoveries occur. .

History (Clara) : US.6_12.4 Compare how historical elements change over time

Health/P.E. (Alex):

- Health- 1.12.1 Predict how health behaviors can affect health status.
- PE- S5.M2.8* Analyzes the empowering benefits of being physically active

Objectives

Biology (Shayden)

- By the end of the week, students will locate and identify the different parts and functions of the brain.
- By the end of the week, students will research a mental disorder and collaborate with different students to gain further knowledge about the subject.
- By the end of the week, students will develop an experiment to further discover mental disorders and how the brain maintains homeostasis.
- By the end of the week, students will have grasped an understanding of homeostasis in relation to the brain and mental disorders.

English (Molly):

- At the end of each lesson, the learner will compare and contrast the treatment of mental health in literature in each time period with those directly surrounding it, with emphasis on theme, purpose, and rhetorical strategies.
- At the end of the week, the learner will create a timeline highlighting the changes that they see literature has had in its treatment of the topic of mental health over time, including ideas about theme, purpose, and rhetorical strategies.

Social Studies (Josh)

- Students will have the option of collaborating with a partner or remain individually.
- Students will find an article to read and analyze on mental health in their assigned country. This will provide the knowledge needed for the rest of the assignment.
- Students will be assigned to explore a country and with their group or individually research how their country is affected by mental illness.
- Students will share what they found in their research through some form of presentation. For example, making a video, PowerPoint or verbal speech.
- Students will also collaborate in writing a paper on what they found in their country and how it's affected by mental illness.
- Students at some point during their presentation will argue why or why not their country is affected by mental illness.
- Students will come together as a class to discuss potential solutions for mental illness.

History (Clara) : US.6_12.1-6.E4.6 Identify and explain how domestic issues changed United States' perceptions of government.

- By the end of the week, students will be able to explain why mental institutions in the 1800's were ineffective and cruel.
- By the end of the week, students will be able to explain in detail the properties of lobotomies and how they are carried out.

Health/P.E. (Alex)

- At the end of the health portion of the unit, students will be able to understand mental health, ways to improve mental health through physical activities, and the importance of positive mental health.
- At the end of the physical education portion of the unit, students will be doing physical activities to improve their mental health.

3. Content Outline

Biology (Shayden)

A. Parts of the Brain

- a. Have different brain models at each table.
- b. Have the students have their anatomy coloring books.

B. Dissection Lab

- a. Students will be dissecting sheep brains to better understand the different parts of the brain that they learned previously.

C. Different Disorders Group Projects

- a. Students will be put into groups
- b. Their assignment is to explore different disorders and how they are affected by external or internal factors. How the brain responds to a source to maintain homeostasis for the body. (The different disorders that the groups can choose from are:)
 - i. Anxiety
 - ii. Depression
 - iii. ADHD
 - iv. Mood Swings
 - v. Schizophrenia

- c. Students will get some time in class to begin their discussion with each other and to brainstorm their different ideas for their project.
- D. Group Work/Conducting their own Investigation/Experiment
 - a. Groups will get the entire class time to conduct their projects, research, and put together their presentations on their discoveries.
 - b. Conduct their own experiments
- E. Presentations of their work

English (Molly)

- A. The Yellow Wallpaper, by Charlotte Perkins Gilman (1892)
 - a. Discuss the woman's treatment and how this differs to how women are treated today, especially in regards to mental health.
 - i. *This will tie in really well with what they're talking about in History today!
 - b. Discuss the main idea which the author is trying to convey
 - i. How does she convey this?
 - ii. What does she want us to think?
- B. Paul's Case, by Willa Cather (1905)
 - a. Treatment of mental health
 - i. How it differs from before
 - b. Main idea/themes
 - i. How
 - ii. What
- C. The Swimmer, by John Cheever (1964)
 - a. Treatment of mental health
 - i. How it differs from before
 - b. Main idea/themes

- i. How
- ii. What

D. Contemporary Poetry Day

- a. The Future and OCD, both by Neil Hilborn
- b. Anxiety: A Ghost Story, by Brenna Twohy
- c. My Honest Poem, by Rudy Francisco
 - i. Treatment of mental health – how it differs from before and from each other
 - ii. Main ideas/themes
 1. how
 2. What

E. Overview day

- a. How has the treatment of mental health in literature changed over time, as a whole?
- b. Timeline
- c. Strategies, involving literature, for maintaining a healthy mind (if there's time)
 - i. I.e. journaling, writing poetry, etc.

Social Studies (Josh)

A. Introduction to Mental Health

- a. Have students read an article by the Mayo Clinic in regards to mental health.
<https://www.mayoclinic.org/diseases-conditions/mental-illness/symptoms-causes/syc-20374968>
- b. Watch a video by John Oliver.
<https://www.youtube.com/watch?v=NGY6DqB1HX8>
- c. Discuss as a class how the world and our community is affected by mental health.

B. The Project

- a. Introduce students to the assignment. Depending on class size, have students pair up or remain by themselves.
- b. Allow work time for students to complete their work.
- c. Allot time for student presentations.
 - i. Once finished lead discussion with the whole class.
 - ii. Promote debate between groups over who is best or worst off when it comes to the mental health situation within their country.

History (Clara) :

A. Study of Mental Institutions in the 1800's

- a. What methods were used
 - i. Straightjackets
 - ii. Surgeries
 - iii. Abuse
- b. What citizens and the mentally ill thought of said institutions

B. Lobotomies in the 1930's-50's

- a. when/who invented them
- b. People who had them experienced what?

Health/P.E. (Alex)

A. Understanding mental health

- a. Mental health packet

B. Ways to improve mental health

- a. Physical activities
- b. Calming meditation
 - i. Yoga
- c. Healthy diet

C. Importance of positive mental health/ Short Quiz on Health Unit

- a. Coping cards
- b. Flip chart

D. Activity

- a. Deal a healthy heart.
 - i. Deck of cards

E. Activity

- a. Yoga

4. Procedures and Activities

Biology (Shayden): I am going to have interactive activities with the students that push them to discover the information. The first day I'm going to have them touch and take apart the brain models to see the different parts of the brain and to further see how the brain is structured. I also will have them work on their coloring anatomy book. Then the next day they are going to be dissecting a sheep's brain to see what a real brain looks like and to further explore the structure and different parts of the brain. After dissection day I am going over the some disorders and place the students in groups. In their groups they will focus their research on the disorder that they chose and look how the brain responds to stimulation to maintain homeostasis. They also will be conducting their own experiment to better understand their project. With their research the students are putting their information in any format that they wish and will present their findings to the class.

English (Molly): We're going to have a lot of discussion. For my 11th graders, especially for a topic this sensitive, I want them to be all in a circle and just talking to each other and me about the readings and what they can tell us. It's going to be structured by me, but, as long as they can handle themselves, much of the specific content of the discussion will be decided by what they want to talk about from the readings and what they got out of the stories; I hope, also, that they

will bring the knowledge that they're gaining from their other classes this week in to our discussion. Obviously I will guide the conversation, though, so that the conversation is focused so that they will understand the question of how the treatment of mental health has changed over time in literature. The last day will be a creative day for making their timeline (better explained in the assessment section). I'm hoping that on the last day of the week, we'll have a little time to discuss some good journaling or personal writing habits, but maybe I can just give them some hand out if I don't have time.

Social Studies (Josh): To start I will have the students read the article from the Mayo Clinic then watch the video from John Oliver. I will then lead a discussion with the class with the question of how our community, country and the world is affected by mental health. Asking the students what they think a solution would be towards this problem. Tell students to keep these discussion questions in mind because they will be brought up again at the end of the lesson. That should take up most of the first day. If we have time, I will introduce and explain the project as well as pair up the students. For the next two or three days give students work time for the project, making sure to stay involved with the students and checking their progress and providing guidance. After those couple of days the students will present their findings. I will lead a discussion with the class over which country is most and least affected by mental health. I will bring up the discussion questions presented at the start of the lesson.

History (Clara): Discussion. I will prepare questions ahead of time and students will have small group discussions on said questions. Students will know that I will assign the groups randomly and equally. I will explain again, but students will be familiar with my rules of discussions (no yelling or swearing, students may disagree, but must do so in a logical and respectful manner, they will know their roles in the discussion [timer, recorder, leader], and know bathroom policies when it comes to this situation) This will be for at least two days. The first day, I will probably have to lecture on the topics we will be covering, but the next day, we can have a discussion. Day three, we will use an interactive survey called..... .

Health/P.E. (Alex): We will have a powerpoint about understanding mental health, ways to improve mental health, and the importance of positive mental health. With each lesson, we will also have worksheets that deal with mental health. The class will also follow a guided discussion.

5. Instructional Aids and Resources

Biology (Shayden) I will be using brain models, anatomy coloring pages, and coloring pencils for the first day. The next day there will be sheep brains and dissecting tools to use for their lab day. Then the rest of the time the students will be using either their textbooks or computers to do research on their topics and to put together a presentation. And depending on how they decide to present to the class, I will need a computer and a projector.

English (Molly): I'll need to have given students printouts/copies of the short stories before class, so they can read them before class time. I'll need a computer and a projector for day 4, because those poems are best if seen performed by the poets themselves. For the timeline project, I'll need lots of different creative things (which I'll just always have in my classroom), such as paint and markers and construction paper and scissors.

Social Studies (Josh): Students will need access to a form of presentational aid. Hopefully the school will have to one technology of some sort so students can work in the classroom rather than a computer lab. I'll need to bring up the videos and print out the article before class so they are ready for the students without interruption.

History (Clara) : The history of mental institutions, diagrams and papers detailing lobotomies, and historiography on mental illness.

Health/P.E. (Alex) : worksheets and activities in the gymnasium.

6. Assessment/ Evaluation

Biology (Shayden) At the end of each day there will be a mini quiz with questions of the content that they just learned in the classroom. I will not have a quiz on the day when they are solely working on their group projects. At the end of the week I will send out a form for them to

complete giving me feedback on what they enjoyed or would have liked to see more. Also the presentation day will be a way for me to see their understanding of the topics that were covered.

English (Molly): I'll give 10 minutes or so at the end of each day for the students to answer the questions which I outlined in the content outline (How does this author treat the concept of mental health? How does this compare to what we read yesterday?). At the end of the week, the students will create and submit a timeline of how they view that treatment of mental health has changed over time in literature. They'll be able to use colors and words and whatever they need to convey the change – creativity will be key. The students will have as much class time as they need on Friday, but if they don't finish in class, they can turn them in the following Monday.

Social Studies (Josh): Students will be given a short quiz at the end of the lesson. The quiz will cover random bits from the student presentations. The paper that the students hand in will also serve as a form of assessment. The paper should cover how their country is affected by mental health or the argument of how it isn't affected at all.

History (Clara) : To assess, students will write a short paper (2 pages, double spaced) on one of the following topics of their choosing: Mental Institutions in the 1800's, Lobotomies, People involved in either of the two (as in famous or important people involved, i.e. Rosalind Kennedy, or a head of a mental institution), or why or why not the way we treat the mentally ill today is effective or good. Students who are performing below proficient will either write a 1 ½ page paper (or shorter, depending on cognitive level), or a short presentation on one of the topics above. Students performing above the proficiency level have the option of either writing a longer paper or “reforming” a mental institution from the 1800's. They will pick a specific one and write up a plan or draw blueprints on how to improve the conditions or improve the care of the patients.

Health/P.E. (Alex) : To Assess, the students will have a short quiz on the health portion of the unit. For the physical education unit, students will be evaluated on their effort and participation during the activities.