**Lesson Plan Template**

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Lesson Title: A Century of the Mental Health Crisis in America

Grade Level: 9-12

Compelling Question: How have perceptions about mental health, and its treatment, evolved in the US?

**Lesson Foundations**

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| Content Standards | 5. Individuals can identify, assess and evaluate world events, engage in deliberative civil debate and influence public processes to address global issues.  D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations. | | |
| Learning Objective(s) | LO1: SWBAT analyze how social issues are commonly correlated/associated with mental illness, and the implications of that generalization  LO2: SWBAT assess the treatment of mental illness historically in comparison to today. | Assessment(s)  Include LO being addressed | A1 (LO2): Firsthand Accounts Reading Guided Notes  A2 (LO1/2): Stigma + Treatments through time Jigsaw  A3 (LO1/2): Whole Class Discussion  A4 (LO1/2): Partner Podcast |
| Materials & Resources | Brenna Miller, Jessica Viñas-Nelson , "Mental Health and American Society" , *Origins: Current Events in Historical Perspective.* March, 2018.  <https://origins.osu.edu/historytalk/mental-health-and-american-society>  <https://oshmuseum.org/here-i-am-in-an-insane-asylum-1936/>  <https://chroniclingamerica.loc.gov/lccn/sn83045462/1936-11-20/ed-1/seq-2/?loclr=blogtea>  <https://www.cdc.gov/nchs/products/databriefs/db419.htm>  Images: <https://allthatsinteresting.com/mental-asylums#25> | | |

**Instructional Procedures/Steps**

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| Opening  \_\_\_\_\_5\_\_\_ Minutes | Students should be placed in groups of 4 prior to arrival, or they can choose their groups during class. As students settle into their groups, they will be assigned 1 of 4 time periods for the lesson:   1. 1920’s 2. 1930’s 3. 1960’s 4. Today   With topics such as mental health, and the horrific treatment of mental health patients throughout American history, the teacher will provide a trigger and content warning for this lesson: “CW/TW: Mental illness, abuse, neglect, graphic imagery”  To open, the teacher will provide students a source containing the list of reasons people were placed in a mental hospital in West Virginia in the late 1800s. The teacher will ask students to read through the list and find any reasons that shocked or confused them. |
| Instruction  \_\_\_\_30\_\_\_ Minutes | Each group will be provided a source including a firsthand account of a person within a mental health treatment facility from their assigned time period. Students will complete guided notes as they read their source (A1).  Some questions to facilitate learning:  -How were people with mental health issues perceived during this specific time?  -Did this perception influence how they were treated? How so?  -From the view of the present, are the treatments people endured ethical? Why or why not?-What are the institutions or government structures that impacted mental health treatments in each time period?  After students are finished reading and complete their guided notes, a representative for each group will describe their reading to the class. The sharing of ideas should be in chronological order, with the 1920’s group going first, and the Today group going last (A2).  To facilitate the whole class discussion/jigsaw:  -What was going on historically? Does this give any context as to what you read?  -Is there a stigma around mental health issues to this day? Why/Why not?  -Have treatments for mental health issues progressed? Have they progressed enough?  During the discussion, the teacher will emphasize that science did not quite have a firm grasp of mental health issues at this time, often misdiagnosing people due to lack of knowledge and research. This is why in many firsthand accounts and records you will see people often diagnosed as “schizophrenic” when in reality they were likely dealing with Major Depressive Disorder, Generalized Anxiety Disorder, or Borderline Personality Disorder. Additionally, the teacher will mention the use of experimental treatments during the 1900’s, including the use of electric shock therapy, lobotomies, and solitary confinement. This should encourage students to further engage in conversation about the ethics involved in former treatments of mental illness.  To switch gears from the discussion, the teacher will center the focus on today’s perception of mental illness, and how it is often correlated with social issues such as gun violence and poverty. To engage students in this discussion, the teacher will ask the whole class the following questions (A3):  -Can trauma impact the ways people act? How?  Has COVID-19, which is said to be a global instance of trauma, impacted your life?  If someone experiences the loss of a loved one, how might this impact their behavior?  When someone endures multiple instances of trauma events in their life, it has impacts that are hard to predict. However, although some individuals who have experienced traumatic pasts choose to engage in violence or crime, trauma does not produce the same outcome in everyone and most people do not commit these acts..  -In today’s world, have you heard discussions about how gun violence and mental illness are correlated? Do you think this argument has any validity?  -Is there still a stigma around mental health issues today? Why do you think that is? Or, why not?  -Are mental health services and treatment accessible to all Americans?  -How might the perception/stigma surrounding mental health stop people from getting help?  -Which communities are most vulnerable to this stigma and lack of accessibility?  As the discussion slows, the teacher will ask students to find a partner from a different time period group from before, and record a podcast of what they learned from the lesson. Additionally, they can have their own conversation about the stigma surrounding mental health today and its historical contexts.  The students will have the rest of the period to record their short podcasts (A4). |
| Closure  \_\_\_\_\_//\_\_\_ Minutes | The partner podcasts should be about 10 minutes. The teacher should ensure students know how to use voice recording software, either with a voice demo app on their phones, or through Audacity on their computers, and to submit them to the teacher’s request (email, Google Classroom, Schoology, etc.) |
| Accommodations/ Enrichment | All readings have bolded/underlined main points to facilitate and maintain engagement and understanding.  Guided notes will be differentiated through bolded words and italicized details.  If a group of students prefer to not do a podcast, they can have the option to write 200+ words instead. |