

Biology of Fear Annotation

1) Student annotation task:

Each student is assigned a term:

Thalamus * Sensory Cortex * Hippocampus * Amygdala * Hypothalamus

Annotate your article using the following:

underline any unfamiliar words

Highlight the use of your term every time it appears

Write your thoughts in the margins (marginalia)

Write ? by paragraphs you find confusing

Write ! where you learn something new

Use arrows to connect your concepts where it interacts with others.

2) Student Creation task: Notes

Using a separate sheet of paper, each student must create a list of what they know about their term and how it connects to fear. Make sure you know what your “word” does and how it works.

3) Student description task: Grouping and presentation

Individuals (or individual groups) join with like groups that have their same term. These groups go over their notes and annotation to ensure understanding of their word and its role in the processing of fear in the body. Once they have clarified the role of their term, they will present it to the entire class.

Students will be graded for their participation in both the term group discussion and the presentation at large.

RUBRIC

| | Effective (4) | Adequate (3) | Incomplete (2) | Ineffective (1) |
|--------------------|---|--|---|---|
| Annotation | Individual's paper annotation contains all qualities including marginalia, underline, questions, arrows that appropriately connect and exclamation points | Individual annotation contains all but one of the necessary annotation criteria | Individual is missing two qualities of the annotation. | Minimal annotation. Trait is listed and highlight, but few other annotations present |
| List | Student has a comprehensive list of what the trait does and its role in the processing of fear | Student list contains the basic and necessary information on the trait's role in the processing of fear | Student has minimal information on the role that the trait has in processing fear | Student list does not adequately define the trait or its role. |
| Term Group | Student works with term level group, providing insight into the process of fear | Student works with others and provides some insight into the process of fear | Student has some contribution, but the contribution may be minimal or the explanation may have errors | Student contribution is full of errors or does not contribute |
| Whole group | Student provides valuable information into how their term plays a role in the physical understanding of fear | Student contributes information about their term, but connections to the understanding of fear may not be clear. | Student contribution has errors or makes no connections from their term to the understanding of fear. | Student contribution is minimal. Little said to help others understand the process of how fear works. |