Alundra Dickson, MEd, received a 2026 APA TOPSS Charles T. Blair-Broeker Excellence in Teaching Award

LESSON PLAN

ATOPSS Excellence in Teaching Award

Teacher: Alundra Dickson **Course:** AP Psychology **Date(s):** Nov. 17/19, 2025

Title of the Lesson: Multicultural Intelligence

INSTRUCTIONAL OUTCOMES

National Standard(s):

Content Standard 1: Perspectives on Intelligence
- 1.1 Explain intelligence as a construct
- 1.2 Describe the various conceptualizations of intelligence

Content Standard 2: Assessment of Intelligence
- 2.1 Analyze the history of intelligence testing, including historical use and misuse in the context of fairness
- 2.2 Identify current methods of assessing human cognitive abilities
- 2.3 Describe measure of and data on reliability and validity for intelligence test scores

Content Standard 3: Issues in Intelligence
- 3.2 Describe the influences of biological, cultural, and environmental factors on intelligence

Integrated Theme(s)

- Psychological, biological, social, and cultural factors influence behavior and mental processes
- Psychology values diversity, promotes equity, and fosters inclusion in pursuit of a more just society
- Our perceptions and biases filter our experiences of the world through an imperfect personal lens
- Ethical principles guide psychology research and practice

Statement of Instructional Outcome:

Day 1: Students will be able to describe multiple cultural definitions and expressions of intelligence from around the world, compare Western intelligence theories with culturally specific models, explain the origins of intelligence testing (Binet, Terman, Army Alpha/Beta), identify examples of how IQ tests have been misused historically (eugenics, segregation, immigration quotas), and analyze how cultural bias can influence test construction and interpretation.

Day 2: Students will be able to evaluate what makes an intelligence test culturally fair, valid, and ethical, interpret differences in IQ score distributions across gender, race, and socioeconomic groups without relying on stereotypes or biological determinism, explain how environment, opportunity, stereotype threat, and access to resources shape cognitive development and test performance, distinguish between the influence of heredity and environment on intelligence (heritability, SES, enrichment, nutrition, schooling), and apply culturally informed principles to create or critique an intelligence assessment scenario.

Essential Question: How does culture influence our understanding, interpretation, and measurement of intelligent behavior?

LESSON RESOURCES

Day 1:

- SMART Board
- Due now journal prompt on emotional intelligence (projected on SMART board as students enter class)
- Slide deck (projected on the SMART board)
- Cultural examples of intelligence sorting cards (handed out to student groups), also projected on SMART board; these materials were self-created with assistance from AI. Offers resources beyond what the district offers
- Copy of WW1 intelligence test
- Exit ticket

Day 2:

- SMART Board
- Due now journal prompt on stereotype threat (projected on SMART board as students enter class)
- Slide deck (projected on the SMART board)
- Online intelligence test
- Nature versus Nurture handout
- Password game materials (used to explore possible sex differences)
- Exit ticket

INSTRUCTIONAL GROUPS

Students are seated in cooperative groups of four. During day 1, students will work in teams sorting the cultural examples of intelligence as "intelligent" or not (they are all intelligent). Then students will discuss in each of their groups how the scenario displays intelligence. Discussions on the history of intelligence testing will be whole group. The due now and exit tickets will be done individually. During day 2, students will complete the online IQ test individually, then discuss the quality of the test as a whole class. They will work in the cooperative groups filling out the graphic organizer on factors that influence intelligence/intelligence scores. Discussions and demos on group differences in IQ scores will be whole class. The due now and exit ticket will be done individually.

QUESTIONS

1 What is intelligence? (knowledge)
2 How did ideas like eugenics influence how early intelligence tests were designed? (comprehension)
3 If two siblings are raised in different educational environments, how might their intelligence scores differ? (application)
4 How can schooling effects influence intelligence development? (analysis)
5 How effective do you believe current intelligent assessments are? Explain. (evaluation)
6 How would you design an intelligence test that is both accurate and culturally inclusive? (synthesis)

Instructional Technique with Assessments:

Techniques (watching, listening, and/or reading) are highlighted in green.
Tools (class rosters, checklists, rubrics, anecdotal records, electronic apps, etc.) are highlighted in blue.
For the pink highlighted items ONLY: Show alignments between assessments and objectives.

Instruction (Flipped Classroom and Cooperative Learning)	Assessments
Pre-Class (At Home) Nov. 17- Students watch the pre-recorded lecture on the history of intelligence and intelligence testing before class, and fill out the corresponding section on their study guide (15 minutes) Nov. 19- Students watch the pre-recorded lecture on good measures of intelligence, influences on intelligence, and individual and group differences before class, and fill out the corresponding section on their study guide (15 minutes)	**Use this pattern to record your assessments:** Learner outcomes will be monitored and measured by reading students responses to the lecture questions and recorded in edpuzzle (the app used to assign lectures; 3 MC questions are embedded in the lectures). The assessment aligns with the objective when learners demonstrate understanding of the history of intelligence testing and different definitions of intelligence; analyze the role of nature versus nurture on intelligence.

Teacher Guided Practice Nov. 17- Students will complete "Due Now" journal entry independently at start of class (5 minutes) Teacher will briefly introduce the idea of intelligence and why it can be so hard to define and assess. A slide deck will be displayed on the SMART board for students to follow along (15 minutes) Nov. 19- Students will complete "Due Now" journal entry independently at start of class (5 minutes) Teacher will introduce today's intelligence tests and students will take a modified 15-minute online version with subtests in memory, spatial reasoning, and verbal ability. Students will respond to a discussion board on perceptions of accuracy and cultural inclusivity. Students will share out with the class (30 minutes)	Learner outcomes will be monitored and measured by reading their Due Now journal entries and recorded in schoology grade book.
Collaborative Work Nov. 17- Students will work in their learning communities to complete the cultural intelligence sorting activity. They will be given 10 scenarios from various cultures around the world and will sort them based on if they believe the behavior represents intelligence or not. Class discussion will follow. (45 minutes) Nov. 19- Students will work in their learning communities to complete the *Nature v Nurture and Intelligence* handout. A class discussion will follow (35 minutes) Students will play a quick game of *Password* to explore possible gender differences; students may play on the team that best aligns with their gender identity 😊 (10 minutes)	Learner outcomes will be monitored and measured by watching and listening to students' interaction and performance on the group activities. and recorded in an academic laps tracker sheet where I walk around and note students' participation, understanding, and contribution to the group.
Summative Assessment/Closure Nov. 17- Students will complete an exit ticket recapping the major objectives and standards for the day's lesson (5 minutes) Nov. 19- Students will complete an exit ticket recapping the major objectives and standards for the day's lesson (5 minutes)	Learner outcomes will be monitored and measured by reading their exit ticket responses.. and recorded in academic laps tracker sheet. The assessment aligns with the objective when learners demonstrate a takeaway understanding of the what intelligence looks like cross-culturally, evaluation of assessing intelligence, and analysis of what factors account for differences in intelligence scores between individuals and groups.

REFERENCES

Grison, S. & Gazzaniga, M. (2022). *Psychology in your life*. (4th ed.). W. W. Norton.

Mena, J. A., & Quina, K. (Eds.). (2019). *Integrating Multiculturalism and Intersectionality Into the Psychology Curriculum: Strategies for Instructors*. American Psychological Association.

Myers, D. A. (2024). *Myers' Psychology for AP* (4th ed.). Macmillan Higher Education.

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How would you define emotional intelligence?

Should it count as “intelligence”?

Why or why not?

Intelligence Sorting Activity

Directions: In groups of four, students will receive a copy of each of the 10 scenarios and decide if they depict "intelligence." Students will sort them into three categories: definitely, possibly, or not at all. Students will need to justify their decisions by referencing the following:

- A definition of intelligence
- Cultural context
- A theory of intelligence

Each group will then share out with the rest of the class. After each group has shared, It will be revealed that all of these are considered intelligence and we will have a class discussion guided by the following questions.

Discussion Questions

1. Does intelligence require conscious problem-solving, or can it be automatic?
2. Is behavior still intelligent if it is learned through tradition rather than formal schooling?
3. Should intelligence be judged by outcomes, process, or cultural value?
4. Which scenarios would be least valued on an IQ test? Why?
5. Did any scenario challenge your personal definition of intelligence?

These are the cultural context of each scenario:

1. Polynesian Wayfinding
2. Group Work in Japan
3. Life in the Amazon Rainforest
4. Oral History in West Africa
5. Busy Market in India
6. Community Life in Indigenous Australia
7. Caring for Cattle in East Africa
8. Community Planning in Finland
9. Welcoming Guests in Bedouin Culture
10. Traveling Across Arctic Ice

The scenarios are on the next page, to be cut out and distributed to students.

1. Mako is preparing to travel by canoe between two islands with his family. There are no maps or GPS devices onboard. At night, he watches how certain stars rise and set. During the day, he pays attention to the direction of ocean swells, cloud formations, and the flight patterns of seabirds. When weather conditions change suddenly, Mako adjusts his route based on what he observes around him. Others in his community rely on him to help guide long journeys safely across the ocean.	2. Aiko is assigned to a group project with four classmates. She notices that two students tend to dominate conversations while another rarely speaks. Instead of calling attention to the problem, Aiko quietly reorganizes the group's workflow so that everyone has a clear role. By the end of the project, all group members feel comfortable contributing, and the group finishes efficiently without any open conflict.
3. Tari spends time in the forest with his grandmother, learning about different plants. He can identify which leaves help reduce fever, which roots relieve pain, and which berries are unsafe to eat. When someone in the village becomes ill, Tari knows which plants to gather and how to prepare them correctly. Elders trust him to help pass this knowledge on to younger children.	4. Amadou is training to become a griot (cultural historian). During community gatherings, he performs long stories that describe family lineages, historical events, and moral lessons. He remembers names, relationships, and events going back generations and combines them with music and rhythm during his performances. Community members rely on him to preserve their shared history.
5.Anika helps her family run a crowded market stall. She keeps track of multiple customers at once, mentally calculates prices and discounts, and notices immediately if something doesn't add up. When demand suddenly increases, she reorganizes the stall and adjusts prices to keep business moving smoothly.	6. Jarra has been taught specific rules about how to speak to elders and how to handle disagreements. When tensions rise between two people in his community, Jarra communicates carefully, choosing his words and timing to prevent the situation from escalating. He knows when to speak, when to listen, and how to respect cultural expectations during difficult conversations.
7.Naloti is responsible for her family's cattle. She recognizes each animal by subtle markings and can tell if one is sick by changes in its movement or behavior. She decides when to move the herd based on grass conditions and weather patterns to ensure the animals remain healthy.	8. During a town meeting, residents debate how to use an empty piece of land. Some want a playground, others want a garden, and some prefer a sports area. Lauri listens carefully to each viewpoint and creates a plan that blends multiple ideas into one shared space. When he presents it, most community members agree it addresses their concerns.

9. When travelers arrive at Salim's family tent, he quickly prepares tea, offers seating, and engages in polite conversation. He adjusts his tone and behavior based on the guests' needs, helping them feel comfortable and respected. His family relies on him to help host visitors according to long-standing traditions.	10.Kallik travels across frozen land with relatives. He checks ice thickness by sound and appearance, recognizes animal tracks in the snow, and senses changes in weather before they arrive. When conditions become dangerous, he knows when to change course or seek shelter.

HANDOUT 11–8

World War I Intelligence Test

Match your wits with World War I-era recruits with the following questions from actual army intelligence tests. Circle the letter in front of the correct answer.

1. Bull Durham is the name of a
   A. chewing gum
   B. aluminum ware
   C. tobacco
   D. clothing

2. Seven-up is played with
   A. rackets
   B. cards
   C. pins
   D. dice

3. The Merino is a kind of
   A. horse
   B. sheep
   C. goat
   D. cow

4. The most prominent industry of Minneapolis is
   A. flour
   B. packing
   C. automobiles
   D. brewing

5. Garnets are usually
   A. yellow
   B. blue
   C. green
   D. red

6. The Orpington is a kind of
   A. fowl
   B. horse
   C. granite
   D. cattle

7. George Ade is famous as a
   A. baseball player
   B. comic artist
   C. actor
   D. author

8. Soap is made by
   A. T. Babbitt
   B. Smith & Wesson
   C. W. L. Douglas
   D. Swift & Co.

9. Laura Jean Libby is known as a
   A. singer
   B. suffragist
   C. writer
   D. army nurse

10. An air-cooled engine is used in the
    A. Buick
    B. Packard
    C. Franklin
    D. Ford

11. A house is better than a tent, because
    A. it costs more
    B. it is more comfortable
    C. it is made of wood

12. Why does it pay to get a good education?
    A. it makes a man more useful and happy
    B. it makes work for teachers
    C. it makes demand for buildings for schools and colleges

13. If the grocer should give you too much money in making change, what is the right thing to do?
    A. buy some candy off him with it
    B. give it to the first poor man you meet
    C. tell him of his mistake

14. Why should food be chewed before swallowing?
    A. it is better for the health
    B. it is bad manners to swallow without chewing
    C. chewing keeps the teeth in condition

HANDOUT 11–8 (*continued*)

15. If you saw a train approaching a broken track, you should
    A. telephone for an ambulance
    B. signal the engineer to stop the train
    C. look for a piece of rail to fit in

16. If you are lost in a forest in the daytime, what is the thing to do?
    A. hurry to the nearest house you know of
    B. look for something to eat
    C. use the sun or a compass for a guide

17. It is better to fight than to run, because
    A. cowards are shot
    B. it is more honorable
    C. if you run you may get shot in the back

18. Why should all parents be made to send their children to school? Because
    A. it prepares them for adult life
    B. it keeps them out of mischief
    C. they are too young to work

19. Why do some men who could afford to own a house live in a rented one? Because
    A. they don't have to pay taxes
    B. they don't have to buy a rented house
    C. they can make more by investing the money the house would cost

20. Why is beef better food than cabbage? Because
    A. it tastes better
    B. it is more nourishing
    C. it is harder to obtain

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Exit Tickets

Name: _____ Date: _____

1. In your own words, describe one example of how a culture (other than your own) defines or expresses intelligence. Why is this behavior considered “intelligent” in that cultural context?

2. What is one way intelligence tests have been misused historically? Explain why this was harmful or unfair.

3. How might cultural bias show up in an intelligence test? Give one specific example.

Name: _____ Date: _____

1. What is one characteristic of a culturally fair and ethical intelligence assessment? Explain why it matters.

2. Choose one group difference in intelligence scores (race, gender, SES). Explain how environmental factors—not biology—help account for that difference.

3. After today’s lesson, what is one thing you think people often misunderstand about intelligence? Why is that misunderstanding a problem?

“Stereotype Threat” refers to someone being aware they belong to a group that is negatively stereotyped on a specific measure, and that awareness leads to worse performance on said measure.

Share a time you experienced stereotype threat. Do you believe learning about this can help combat its effect in the future?

Name: _____ Date: _____

Nature Versus Nurture and Intelligence

Nature versus nurture refers to the influence of biology and genetics (nature) and environment and experience (nurture) on behavioral traits. No human trait other than intelligence produces heated discussions about what influences it. In general, researchers agree that BOTH play an important role in developing who we are. But the intricacies of how they work depend on what you focus on.

Directions: Complete the following graphic organizer about influences on intelligence. Use specific evidence and research findings!

Nature: Biology	**Nurture: Experience**
Twin Studies:	Early life neglect or abuse:
Adoption Studies:	Schooling Effects:

Name: _____ Date: _____

Differences in IQ Score and What Accounts for the Differences

Researchers are often fascinated by why people develop, perform, or score differently on certain traits. More specifically, researchers are interested in what accounts for individual differences (from person to person) and group differences (gender or racial/ethnic groups). **Heritability** seems to explain why different individuals score differently on IQ assessments. Heritability refers to the extent to which differences between individuals can be attributed to genetics. The heritability of intelligence is about 50-80% which means about 50-80% of the difference in IQs between two people can be attributed to their different genes. Group differences are a whole different story. There are no document genetic reasons as to why different groups of people perform differently in certain traits. These differences are ENTIRELY ENVIRONMENTAL!

Directions: Complete the graphic organizer with perceived differences among groups on intelligence performance and the environmental factors that may account for those differences.

Observed Differences Among Groups (Sex differences, racial ethnic differences, etc.)
Environmental Factors for Observed Differences

Exit Tickets

Name: _____ Date: _____

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