UNIT 7
Motivation, Emotion, and Personality

11–15% AP EXAM WEIGHTING

~16–17 CLASS PERIODS
Remember to go to AP Classroom to assign students the online Personal Progress Check for this unit.

Whether assigned as homework or completed in class, the Personal Progress Check provides each student with immediate feedback related to this unit’s topics and skills.

Personal Progress Check 7
Multiple-choice: ~30 questions
Free-response: 1 question
- Research Design
Motivation, Emotion, and Personality

Developing Understanding

Psychologists use theory to categorize and explain different personalities. These explanations have been influenced by the various branches of psychology. Some psychologists study what motivates us and/or our emotional responses to experiences to understand our individual differences. Other psychologists seek to understand personality, including why different personalities exist, how they are developed, and if and how they change. Originating from the psychodynamic perspective, the study of personality involves consideration of behavior and mental processes and how they interact to produce an individual’s personality. A full explanation of personality also involves incorporating humanistic and social-cognitive perspectives from earlier units.

Building Course Skills

Individual differences in various aspects of personality, motivation, and emotion are the focus of this unit. Students should be comfortable with identifying and explaining how biological structures and physiological processes help explain behavior or mental processes in relation to motivation, emotion, and personality. In addition, students will gain experience evaluating the strengths and weaknesses of psychological theories and perspectives relating to motivation and emotion.

Students should be able to identify theories and perspectives about personality, describe their strengths and weaknesses, and explain how they apply to behavior and mental processes. While learning about the different ways personality can be measured, students will calculate the appropriate statistic for a given data set. Students should also be able to explain how data illustrates the different theories of motivation, emotion, stress, and personality.

Preparing for the AP Exam

Students often confuse what it means to be panicked versus stressed. Teachers can provide students with case studies and/or real-world opportunities that will help them understand what it means to be stressed and how bodies respond to stress, as opposed to being panicked. Students should be able to compare the psychological and physiological responses to stress and panic. Students may struggle with accurately discussing concepts related to personality. A common mistake is to describe temporary aspects of a personality trait rather than personality characteristics. This can be addressed by providing students with multiple opportunities throughout the course to write about personality, ensuring that they are using terminology correctly and appropriately. Questions about research methodology and ethical research design in regard to this unit’s content will most likely appear on the exam.
# UNIT AT A GLANCE

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<th>Topic</th>
<th>Suggested Skill</th>
<th>Class Periods</th>
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<tr>
<td>7.1 Theories of Motivation</td>
<td>3 Analyze psychological research studies.</td>
<td>~16–17 CLASS PERIODS</td>
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<tr>
<td>7.2 Specific Topics in Motivation</td>
<td>1.A Define and/or apply concepts.</td>
<td></td>
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<tr>
<td>7.3 Theories of Emotion</td>
<td>1.C Apply theories and perspectives in authentic contexts.</td>
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<tr>
<td>7.4 Stress and Coping</td>
<td>1.A Define and/or apply concepts.</td>
<td></td>
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<tr>
<td>7.5 Introduction to Personality</td>
<td>3 Analyze psychological research studies.</td>
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<td>7.6 Psychoanalytic Theories of Personality</td>
<td>1.C Apply theories and perspectives in authentic contexts.</td>
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<tr>
<td>7.7 Behaviorism and Social Cognitive Theories of Personality</td>
<td>1.C Apply theories and perspectives in authentic contexts.</td>
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<td>7.8 Humanistic Theories of Personality</td>
<td>1.C Apply theories and perspectives in authentic contexts.</td>
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<td>7.9 Trait Theories of Personality</td>
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<tr>
<td>7.10 Measuring Personality</td>
<td>1.C Apply theories and perspectives in authentic contexts.</td>
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Go to [AP Classroom](https://apclassroom.collegeboard.org) to assign the Personal Progress Check for Unit 7. Review the results in class to identify and address any student misunderstandings.
SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate various instructional approaches into the classroom. Teachers do not need to use these activities or instructional approaches and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 151 for more examples of activities and strategies.

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<tr>
<th>Activity</th>
<th>Topic</th>
<th>Sample Activity</th>
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<td><strong>1</strong></td>
<td>7.1</td>
<td><strong>Debate</strong>&lt;br&gt;Provide students with a range of behaviors and have them debate which motivation theory best explains each behavior and why (for example, running a marathon would not be well explained by drive-reduction theory).</td>
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<td><strong>2</strong></td>
<td>7.3</td>
<td><strong>Think-Pair-Share</strong>&lt;br&gt;Have students watch the well-known clip “These pretzels are making me thirsty” from the show <em>Seinfeld</em> (S3E11). In small groups, have them discuss how facial expressions and intonation convey emotion. Provide them with other scenarios and have them discuss how different theorists would explain the emotions conveyed in each scenario.</td>
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<tr>
<td><strong>3</strong></td>
<td>7.5</td>
<td><strong>Jigsaw</strong>&lt;br&gt;Select a fictional character familiar to your students. Have them discuss that character’s personality in terms of the different psychological perspectives. Then divide students into groups and have each group select their own character and repeat the discussion. Students can then share with the class or you can use the jigsaw strategy.</td>
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Unit Planning Notes

*Use the space below to plan your approach to the unit.*
### LEARNING TARGET

**7.A**  Identify and apply basic motivational concepts to understand the behavior of humans and other animals.

**7.B**  Compare and contrast motivational theories, including the strengths and weaknesses of each.

**7.C**  Describe classic research findings in specific motivations.

### EXAMPLES

**7.A.1**  Instincts

**7.A.2**  Incentives

**7.A.3**  Intrinsic versus extrinsic motivation

**7.A.4**  Overjustification effect

**7.A.5**  Self-efficacy

**7.A.6**  Achievement motivation

**7.B.1**  Drive reduction theory

**7.B.2**  Arousal theory (including the Yerkes-Dodson law)

**7.B.3**  Evolutionary theory of motivation

**7.B.4**  Maslow's theory

**7.B.5**  Cognitive dissonance theory

**7.C.1**  Motivation system: eating

**7.C.2**  Motivation system: sex

**7.C.3**  Motivation system: social

*continued on next page*
LEARNING TARGET

7.D
Identify contributions of key researchers in the psychological field of motivation and emotion.

EXAMPLES

7.D.1
Contributions of William James, key researcher in the psychology of motivation and emotion

7.D.2
Contributions of Alfred Kinsey, key researcher in the psychology of motivation and emotion

7.D.3
Contributions of Abraham Maslow, key researcher in the psychology of motivation and emotion

7.D.4
Contributions of Stanley Schachter, key researcher in the psychology of motivation and emotion

7.D.5
Contributions of Hans Selye, key researcher in the psychology of motivation and emotion

Topic Planning Notes

Use the space below to plan your approach to the topic.

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TOPIC 7.2
Specific Topics in Motivation

LEARNING TARGET
7.E
Discuss the biological underpinnings of motivation, including needs, drives, and homeostasis.

Topic Planning Notes
Use the space below to plan your approach to the topic.
TOPIC 7.3
Theories of Emotion

LEARNING TARGET
7.F
Compare and contrast major theories of emotion.

EXAMPLES
7.F.1
James–Lange Theory
7.F.2
Cannon–Bard Theory
7.F.3
Schachter two-factor theory
7.F.4
Evolutionary theories (primary emotions)
7.F.5
Richard Lazarus’s appraisal theory
7.F.6
Joseph LeDoux’s theory
7.F.7
Paul Ekman’s research on cross-cultural displays of emotion
7.F.8
Facial feedback hypothesis

Describe how cultural influences shape emotional expression, including variations in body language.

Topic Planning Notes
Use the space below to plan your approach to the topic.
TOPIC 7.4
Stress and Coping

LEARNING TARGET
7.H
Discuss theories of stress and the effects of stress on psychological and physical well-being.

EXAMPLES
7.H.1
General adaptation theory
7.H.2
Stress-related illnesses
7.H.3
Lewin's motivational conflicts theory
7.H.4
Unhealthy behaviors

Topic Planning Notes
Use the space below to plan your approach to the topic.
TOPIC 7.5
Introduction to Personality

LEARNING TARGET

7.1
Describe and compare research methods that psychologists use to investigate personality.

7.2
Identify the contributions of major researchers in personality theory.

EXAMPLES

7.1.1
Research method to investigate personality: case studies

7.1.2
Research method to investigate personality: surveys

7.1.3
Research method to investigate personality: personalities inventories

7.2.1
Contributions of Alfred Adler, key researcher in personality theory

7.2.2
Contributions of Albert Bandura, key researcher in personality theory

7.2.3
Contributions of Paul Costa and Robert McCrae, key researchers in personality theory

7.2.4
Contributions of Sigmund Freud, key researcher in personality theory

7.2.5
Contributions of Carl Jung, key researcher in personality theory

7.2.6
Contributions of Abraham Maslow, key researcher in personality theory

7.2.7
Contributions of Carl Rogers, key researcher in personality theory
TOPIC 7.6
Psychoanalytic Theories of Personality

LEARNING TARGET
7.K
Compare and contrast the psychoanalytic theories of personality with other theories of personality.

Topic Planning Notes
Use the space below to plan your approach to the topic.
TOPIC 7.7
Behaviorism and Social Cognitive Theories of Personality

LEARNING TARGET

7.L
Compare and contrast the behaviorist and social cognitive theories of personality with other theories of personality.

Topic Planning Notes

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**LEARNING TARGET**

7.M  
Compare and contrast humanistic theories of personality with other theories of personality.

7.N  
Speculate how cultural context can facilitate or constrain personality development, especially as it relates to self-concept.

**EXAMPLES**

7.N.2  
Collectivistic versus individualistic cultures

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**Topic Planning Notes**

Use the space below to plan your approach to the topic.
LEARNING TARGET

7.0
Compare and contrast trait theories of personality with other theories of personality.

SUGGESTED SKILL

Concept Understanding

1.C
Apply theories and perspectives in authentic contexts.

Topic Planning Notes

Use the space below to plan your approach to the topic.
TOPIC 7.10
Measuring Personality

LEARNING TARGET

7.P
Identify frequently used assessment strategies, and evaluate relative test quality based on reliability and validity of the instruments.

EXAMPLES

7.P.1
Personality inventory

7.P.2
Projective tests

Topic Planning Notes

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