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# Example Student Research Paper

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## Color Psychology Paper

### Research Question:

How does color affect one's mood?

### Review of Literature:

Colors may just seem simple and unimportant, but they affect our daily lives more than we may know. If someone is feeling angry, it could just be because they're angry, or it could be perhaps that they are surrounded by or looking at the color red. That's right! People's moods can change just because they are looking at different colors! There are many theories on how just a simple color can change one's whole mood.

According to Johnson (2007), color does affect mood by producing certain chemicals and stimulating different feelings such as hunger. For example, blue can make one feel calm because it releases calming chemicals, and red can make one hungry because it is an appetite stimulant. Yellow can make one feel irritated, and it is a fact that people lose their temper most in yellow rooms. However, pink is tranquilizing and can make one feel weak. In conclusion, Johnson says that depending on the color, one's body can do things (like producing chemicals) that cause a certain emotional reaction (mad, sad, etc.).

Another idea, by Smith (2007), is that the effect color produces is based on what one's body does in response. For example, yellow is mentally stimulating, and activates memory, whereas red increases confidence. Also, brown can make a person feel orderly and stable, while a dark blue can make one feel sad. Therefore, Smith says that different colors do in fact change one's mood and the consequences can be negative or positive.

A third writer, Wollard, (2000) seems to think that color can affect one's mood, but the effect also can depend on one's culture and what one's personal reflection may be. For example, someone from Japan may not associate red with anger, as people from the U.S. tend to do. Also, a person who likes the color brown may associate brown with happiness. However, Wollard does think that colors can make everyone feel the same, or close to the same, mood. According to Wollard, pink reduces aggression, which is why the walls of the jail cells in the Seattle prison are pink! Also, brown can make one feel comforted. Wollard feels that colors do affect one's mood, but there are other factors that can alter what one is supposed to feel.

Eric, John, and Paraag's (2007) main point about color psychology is that color has both a physiological and psychological effect. For example, green makes people feel relaxed because it relaxes their muscles and makes them breathe deeper and more slowly. Furthermore, blue lowers blood pressure, which makes one feel calm. Eric, John, and Paraag conclude that color affects one's mood because of what it does to the body.

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**Lingjun Ying**



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**The Magnitude of Us** Marlee S. Bunch, 2024 This teaching guidebook will help educators navigate emerging best practices to center historically marginalized voices and perspectives in middle high school and postsecondary learning spaces The author provides an accessible blueprint for utilizing histories culturally responsive teaching and community responsive pedagogy to build collaborative and equitable classrooms Inspired by research steeped in oral histories Bunch brings forth lessons from educators merged with voices of students to share impactful classroom practices The un HUSH framework asks us to unlearn the hush often associated with marginalized histories and stories The framework considers the following guiding principles H using histories not told to inform teaching practices U unlearning behaviors and practices that do not empower marginalized voices S creating classrooms and spaces that allow for stories to be shared and H encouraging healing to occur from connection collaboration and relationships Part narrative part guidebook this resource harnesses the collective power of us to improve outcomes for students Bunch s un HUSH framework can help all educators be guided by the voices of past educators From the Foreword by Joyce Ladner civil rights activist educator and author I am confident that my experiences in Dr Bunch s classroom have shaped me into the curious and knowledgeable woman I strive to be I believe this book will help create similar experiences for students across the world Xyanne Purnell former student *Supporting Reading in Grades 6-12* Sybil M. Farwell, Nancy L. Teger, 2012-06-11 This book presents a curricular framework for students grades 6 12 that school librarians and teachers can use collaboratively to enhance reading skill development promote literature appreciation and motivate young people to incorporate reading into their lives beyond the required schoolwork *Supporting Reading Grades 6 12 A Guide* addresses head on the disturbing trend of declining leisure reading among students and demonstrates how school librarians can contribute to the development of lifelong reading habits as well as improve students motivation and test scores The book provides a comprehensive framework for achieving this the READS curriculum which stands for Read as a personal activity Explore characteristics history and awards of creative works Analyze structure and aesthetic features of creative works Develop a literary based product and Score reading progress Each of these five components is explained thoroughly describing how school librarians can encourage students to read as individuals in groups and as school communities support classroom teachers instruction and connect students to today s constantly evolving technologies Used in combination with an inquiry information skills model the READS curriculum enables school librarians to deliver a dynamic balanced library program that addresses AASL s Standards for the 21st Century Learner **Must-See Websites for Busy Teachers (Must-See Websites)** , [Reading with Writing in Mind](#) Nancy Charron, Marilyn Fenton, 2023-08-16 *Reading with Writing in Mind* meets the needs of school districts and teachers by providing rationale and activities that increase students literacy skills Relevant reading and writing standards are aligned with Common Core Standards and preface each chapter s activities Textboxes provide adaptation ideas for students with moderate to severe

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### **Developing Higher-level Literacy in All Students**

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### **75 Outrageous Ways Librarians Can Impact Student Achievement in Grades K-8**

Laurie Noble Thelen, 2008-02-15 Provides seventy five standards based lessons for kindergarten through eighth grade library

media specialists      **Business Education (UBEA) Forum** ,2006      **School Library Journal** ,2005      *Instructor* ,2008

What Works in K-12 Online Learning Cathy Cavanaugh,Robert L. Blomeyer,2007 Provides an overview of effective online teaching and learning practices      **Reading First in the Classroom** Diane M. Barone,Darrin Hardman,Joan Taylor,Joan McGovern Taylor,2006 A practical guide for teachers that documents all critical aspects of the Reading First legislation discussing the implications and issues surrounding the act      **Early Literacy Instruction** John A. Smith,Sylvia Read,2009 Early Literacy Instruction Teaching Reading and Writing in Today s Primary Grades 2 e Different from many other books on the market this introduction to early childhood literacy provides rudimentary and specific aspects of early literacy assessment and develops meaningful strategies for catching struggling young readers before they fall through the cracks

**KEY TOPICS** Replete with authentic first person classroom descriptions this introduction to emergent childhood literacy is built upon a five part literacy instruction framework that is both comprehensive and practical Each of the five components of the framework teacher read alouds word study instruction independent reading practice guided reading instruction and writing workshop is thoroughly developed in separate chapter discussions

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hydraulics is the liquid counterpart of pneumatics which concerns gases