



Debunked: Resisting the Power of Pseudoscience

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Eleventh Grade

High Tech High International

Students engaged in a systematic literature review to investigate how pseudoscience has contributed to social inequities throughout history. Through this process, they examined case studies and scholarly sources that revealed how scientific claims have been misused to justify systems of oppression and discrimination. Students deepened their understanding of the importance of relying on credible, evidence-based research and the ethical responsibilities of researchers and scientists. They also explored how misinformation and biased science have been used to manipulate public perception and policy, reinforcing inequities rather than dismantling them. Some of the products created during this exploration included interactive museum exhibits, research posters, and coffee table books. By critically analyzing these patterns, students developed a more nuanced perspective on the relationship between science, society, and power.

Teacher Reflection

There is so so much that I learned. First of all, I learned how powerful our students are. Students pushed each other and made a book and museum happen--they needed guidance and direction but they made it happen. I learned that I need to be in the group chats for planning in order to monitor them. I learned that books need way more editing than one might expect. Most of all, I learned that things are not going to go as planned but they are going to work out.

—Chenoa Musillo

Student Reflection

I did really like the mixed classes with how we worked together and how it was planned in class. The art aspect was amazing and I felt like it was something everyone could do and gave students who don't necessarily connect to school a way to express themselves. I really liked the plaque cards to tie everything together. The end product was incredible and I'm so proud of everyone's work.

—Leif

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