

Archival literacy lesson plan: The Ludy T. Benjamin, Jr. Popular Psychology Magazine collection

Title of Lesson:

Psychology's social history: What popular psychology magazines from the era tell us about the "Roaring 20s" in the United States

Expected Learning Outcomes:

After this lesson, the student will:

- Deepen his or her understanding of how archives operate in general,
- Understand the difference between "an archive" and "a special collection,"
- Formulate a research question that can be explored further in the archives and/or within a special collection based on the topic at hand, and begin seeking answers to this question,
- Identify appropriate ways to incorporate primary source documents into a research project, and
- Understand how to use any information found in the archives and/or within a special collection ethically, legally, and responsibly (particularly as it relates to physical use of rare materials).

Instructional Materials:

- Presentation of the Ludy T. Benjamin, Jr. Popular Psychology Magazine collection, including how it was developed and collection highlights,
- Magazines from within the collection that exhibit all three centuries represented,
- Ludy T. Benjamin, Jr. Popular Psychology Magazine collection subject guide,
- Information resource guide on the "Roaring 20s" (created from the collection's subject guide),
- Center for the History of Psychology (CHP) collections website, and
- Archival handling materials where appropriate (e.g. white gloves, pencils, etc.).

Activities/Tasks following the presentation:

- Students will be split into groups and asked to work together to formulate individual research questions that may be answered by searching the Ludy T. Benjamin, Jr. Popular Psychology Magazine collection. Students may use the information resource guide created specifically for this module as well as the subject guide for further exploration.
- Once students in each group have identified their questions, they will select a group leader who shall be in charge of retrieving physical materials as needed, and will use appropriate archival standards (with CHP staff guidance) to handle these materials. A second in command from the group shall use the CHP collections website (with CHP staff guidance) to search for more information on the Roaring 20s from within other collections at the CHP.
- Once these activities are completed, the class will reconvene and an appointed speaker from each group shall share what the group has learned from this experience with the class.

Testing Assessment/Evaluation:

After the class, all students shall receive a survey based on their experience with the collection and the CHP, and will be asked to complete the survey before leaving. The survey will cover a number of elements related to both information literacy and archival literacy, and will give the presenter feedback on how similar interactions may be improved for user benefit in the future.