

Episode 6: David Boder 5 Minute History Lesson

Teacher's Guide

The Cumming Center's 5 Minute History Lessons (5MHL) are a series of short films about interesting people and stories from the psychology's history. The 5MHL's use archival documents, photographs, sound recordings, and films housed in the Archives of the History of American Psychology to tell the stories of individual psychologists and psychological research.

The 5MHL Scavenger Hunt activities are meant to be used by instructors to provide a broad understanding of a variety of topics. Scavenger hunts can be done in class (face-to-face or virtual) or assigned as homework projects.

Instructors can determine the depth of the project and should allow 30-45 minutes. The scavenger hunts can simply be completed by students, or they can serve as a jumping off point for more in-depth class discussions. Suggested discussion points are included.

Instructions and answer sheets are found for *Episode 6: David Boder* on the following pages.

Episode 6: David Boder 5 Minute History Lesson

Level: high school students, undergraduate college students

Time: 30-45 minutes

Objectives: By the end of this activity students will:

1. have a general understanding of the life and work of David Boder
2. have an understanding of why recording oral histories with people shortly after events of historical significance is important to the historical record
3. have a basic understanding of how archival materials can be used to tell a story

BEFORE the 5 Minute History Lesson (5MHL) [5 minutes]:

Ask your students what they already know about the David Boder. Ask if they have any idea how a psychologist might study trauma. Make note of their responses for later discussion.

DURING the 5 Minute History Lesson [15-25 minutes]

Link: <https://youtu.be/b4g3EKxwShk>

Students should watch the David Boder 5MHL without taking notes. Students should watch the David Boder 5MHL a second time and simultaneously complete the scavenger hunt.

AFTER the 5 Minute History Lesson [15 minutes]

Initiate a discussion using the following questions or ask your students to answer them in short answer form:

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KNOW What is something you learned from the video that you didn't know previously? Why does this stand out to you as interesting?

DO/APPLY a SKILL Consider how Boder's work reflected the time he was living in. Can you think of any other examples of psychologists whose work reflects the social, cultural, and historical world they inhabit?

FEEL/UNDERSTAND The film claims Boder understood WWI as, "a war of ideas as well as a war between nations." What did he mean by this? Consider this in a modern context.

1: For what work is David Boder primarily known?

Answer: His work collecting the first recordings of Holocaust survivors in 1946

2. What technology did David Boder use for recording interviews?

A. Portable wire recorder

3. Why did David Boder want to interview Holocaust survivors and those people displaced by World War II?

Answer: Boder believed recorded conversations and language usage could be used to create a scientific measure of trauma. There were numerous displaced persons and Holocaust survivors throughout Europe who had experienced trauma and he saw an opportunity to put his ideas into practice.

4. What was the title of David Boder's book that eventually came from his interviews?

A. "I Did Not Interview the Dead."

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5. Boder interviewed displaced people again in 1951. Where did he conduct these interviews and what trauma had the people experienced?

A. Kansas City, KS flood victims



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