

Episode 4: Edmund Delabarre 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 4: Edmund Delabarre* on the following pages.

Episode 4: Edmund Delabarre 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 psychologist Edmund Delabarre and his work
2. have a basic understanding of early laboratory research in psychology
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 if they are familiar with psychologist Edmund Delabarre. Ask your students if they are familiar with “substance induced consciousness” and if not ask them to attempt to define it. Make note of their responses for later discussion.

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

Link: <https://youtu.be/hqcrdVnGNl4>

Students should watch the Edmund Delabarre 5MHL without taking notes. Students should watch the 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:

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

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DO/APPLY a SKILL What have you learned in other psychology classes about experimental and control groups in experimental research? Discuss the pros and cons of Delabarre's "N of 1" in his cannabis research.

FEEL/UNDERSTAND Initiate a discussion about early laboratory research in psychology and the emphasis on reaction time in the study of consciousness.

1: Edmund Delabarre was appointed an Associate Professor of Psychology at Brown University in 1891. What was significant about this appointment?

Answer: Before that time psychology was treated as a field of speculative philosophy. Delabarre was the first professor of psychology at Brown and later established their first psychological laboratory.

2. Edmund Delabarre developed his own ink blots. What was he researching?

Answer: Imagination in relation to personality types

3. Describe how Edmund Delabarre recorded objective eye movements?

Answer: He created plaster of Paris corneal cups that clung to the subject's cornea like a contact lens. He anesthetized the cornea with cocaine. The device allowed for the recording of delicate eye movements.

4. Describe Delabarre's research with cannabis.

A. Note: This research is the "substance-induced consciousness" in the BEFORE section. Delabarre served as his own research subject and ingested the drugs in liquid form. His normal state served as his only control. He kept meticulous notes documenting

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his visual and sensory experiences brought on by the drugs including his breathing, heart rate and emotions.

5. What does a chronoscope measure?

A. Precise time intervals



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