

## **Lesson Plan**

**Subject:** Advocacy for Archives

**Lesson Duration:** 30-45 minutes

**Lesson format:** Zoom call, Zoom breakout groups, and Google Slides

### **Learning Objectives:**

- Think about the steps needed to advocate for an archive.
- Reflect on the value of advocacy in developing an archive.
- Analyze the role of advocacy in developing the Butte-Silver Bow Public Archives.
- Consider the strengths and weaknesses in creating an advocacy plan.
- Discuss advocacy with classmates in break-out groups.

### **Components:**

Part 1: Donna McCrea will present to the class on the Butte-Silver Bow Public Archives.

Part 2: Carissa and Chadwick will present using a Google Slides presentation.

Part 2.1: Carissa will begin the presentation with a reflection on Hackman's chapter "Advocacy for Archives and Archivists." She will define advocacy and consider any red flags in developing an advocacy plan. Through her part of the presentation, she will use discussion questions to engage the class. These discussion questions will prompt participation and bring in a variety of insights into the topic of advocacy.

Part 2.2: Carissa will continue the presentation and shift into a discussion on the Butte-Silver Bow Public Archives. She will provide an overview of the case study and bring in topics from McCrea's presentation to analyze this case study in the context of Hackman's section. Carissa will prompt the class with discussion questions to further understand the role of advocacy in developing and strengthening the Butte-Silver Bow Public Archives.

Part 2.3: Chadwick will shift the presentation into breakout sessions. He will give a brief overview of each case study and allow the class to break out into small groups. Each group will have 15-20 minutes to discuss a case study of their choice from the presentation.

Part 2.4: After the breakout sessions have concluded, the class will regroup and Chadwick will lead a debriefing session. This session will prompt the class to contribute their findings and to analyze how each case study used advocacy efforts in developing their archive. He will prompt the class with debriefing questions to encourage participation and reflection on both the breakout sessions and the presentation as a whole.

### **Student Activity:**

Chadwick created four case study examples for the class to break out into groups and discuss. Students will select one of the below case studies and discuss a series of questions from the powerpoint to reflect on the value of advocacy in each example.

Case Studies:

- Martha Graham Center of Contemporary Dance
  - Cataloged records of American choreographers and dancers.
- Indianapolis Museum of Art

- Created an online portal to increase access to material and digitized collections.
- St. Joseph County Public Library, Indiana University South Bend Archives, IU South Bend Civil Rights Heritage Center
  - Collaborative efforts to combine the four collections to create a comprehensive collection on African American and civil rights history.
- Mississippi University for Women
  - Temporarily hired conservators to create a roadmap to preserve decayed material.