

## Lesson plan: Synchronous library instruction session for finding primary evidence

<b>Course Name/#</b>	HIST4915	<b>Location</b>	Zoom: Synchronous library instruction session
<b>Professor</b>	Pamela Walker	<b>Year and time frame</b>	Winter term (2021)
<b>Librarian</b>	Martha Attridge Bufton, Interdisciplinary Studies Librarian		

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b> The purpose of this module is to:</p> <p><b>Goal(s)</b> To strengthen students' ability to find and evaluate primary historical evidence.</p> <p><b>Objective(s)</b> In the context of searching for historical newspaper articles (primary evidence), students will:</p> <ul style="list-style-type: none"> <li>• be able to define a newspaper of record;</li> <li>• use research tools and indicators of authority to determine the credibility of sources, understanding the elements that might</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Develop key words and use several library search tools to find academic articles.</p>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that....</i></p> <ul style="list-style-type: none"> <li>• To understand that authority is a type of influence that is community-based, may reflect inherent biases, and needs to be treated with skepticism and an openness to a variety of perspectives and voices (ACRL Framework).</li> <li>• Research is iterative and depends upon asking increasingly complex or new questions whose answers in turn develop additional questions or lines of inquiry in any field (ACRL Framework).</li> <li>• Searching for information is often nonlinear and iterative, requiring the evaluation of a range of information sources and the ability to use alternatives strategies as new</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• How do I evaluate primary sources to determine which are considered to be authoritative primary sources?</li> <li>• How do I identify key concepts or ideas to direct my search for primary sources?</li> <li>• What happens if/when my initial terms need to be refined or redefined?</li> <li>• How can I use strategies such as key word, phrase and proximity searching to achieve effective results?</li> </ul>

<ul style="list-style-type: none"> <li>temper this credibility;</li> <li>do a search in a database for historical newspaper articles related to Maud Malone.</li> <li>connect the search for primary evidence to historical writing.</li> </ul>	<p>understanding develops (ACRL Framework).</p>	
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>How to define a newspaper of record to choose appropriate historical articles.</li> <li>That there are a variety of search strategies that can be used to find primary sources.</li> <li>That search strategies must be tested and compared for effective results.</li> <li>Alternative search engines to use for looking for information.</li> <li>That primary sources inform a variety of historical writings, including Reacting to the Past role sheets.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>Identifying appropriate publications and databases in which to search for articles in these publications.</li> <li>Developing search strategies, using key words, phrases, and proximity indicators</li> <li>Identifying databases/ search engines to use to find primary sources (i.e., historical newspapers).</li> </ul>

**Stage 2 - Evidence**

<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
<ul style="list-style-type: none"> <li>Ability to develop strategic key word, phrase, and proximity searches.</li> <li>Ability to use a variety of filters in two databases.</li> <li>Ability to choose articles from a few newspapers, based on understanding of “newspapers or record.”</li> </ul>	<p>PERFORMANCE TASK(S): Learning from this module will <i>contribute</i> to the following learning outcomes:</p> <p><b>LO 1</b> Design and execute effective keyword and proximity searches for two historical databases (the <i>New York Times Archives</i> and the <i>NYS Historic Newspapers</i> [<a href="https://nyshistoricnewspapers.org/">https://nyshistoricnewspapers.org/</a>]). This includes applying the available filters in each database to refine search results.</p> <p><b>LO 2</b> Analyze and critique the value of newspaper articles as credible, authoritative primary sources.</p>

**LO 3**

Evaluate the relative authority of articles found in a large newspaper, such as the *NY Times*, to those published in regional newspapers.

**LO4**

Reflect upon the use of primary sources in developing historical writings, such as Reacting to the Past role sheets.

**Stage 3 – Learning Plan***Summary of Key Learning Events and Instruction*

- **Bridge**
  - General welcome and group discussion about the asynchronous online module: Finding primary evidence.
- **Objectives**
  - To gain more experience defining a newspaper of record and using The New York Times Archives and the HYS Historic Newspapers database to find historical newspaper articles.
  - Do a search in a database for historical newspaper articles related to Maud Malone.
  - Link these searches to the development of the Maud Malone role sheet and other Reacting to the Past role sheets (e.g., their own role sheets)
- **Pre-test**
  - How many people have completed the asynchronous online module Finding primary evidence (located in cuLearn)?
- **Participatory learning**
  - Students will be divided into two groups and assigned to a breakout room.
  - Each group will be assigned a single database (i.e., either *The New York Times Archives* or *the HYS Historic Newspapers database*)
  - Students in each room will be tasked with developing a strategic search for historical newspapers articles on Maud Malone. Each search will include a proximity search, a phrase search, and a key word search.
  - Each group will be tasked with using their search strategy to find three historical newspaper articles on Maud Malone. They will record their search strategies and the citations for each article.
  - The two groups will reconvene after 20 minutes, share their results, and have a general discussion on the search process.
  - Martha will share her role sheet for Maud Malone and the bibliography used to develop this role (which includes numerous historical newspaper articles).

- There will be general discussion of the differences/similarities in Martha's and the students' search results.
- **Post test**
  - How do you feel about doing strategic searches for primary evidence? For historical newspaper articles?
- **Summary**
  - We have practiced doing strategic searches (phrase, proximity, key word) for primary evidence.
  - To make appropriate choices, we must evaluate the authority of the newspapers and databases that provide access to sources.
  - We must test our search strategies to decide which are best for our research.
  - The research process is iterative.