Primary sources vs. Secondary sources

**Chunk One: (5-10 minutes)**
Lecture/Discuss: Breaking down the assignment and What are primary and secondary sources.
- Ask students what are some of the things they remember from HSS100
- Ask students what types of sources they need.
  a. Ask why they may want to use primary sources
  b. Ask students why they may want to use secondary sources

**Chunk Two: (25 minutes)**
Group work divide class into 4-5 groups.
- Hand out first source.
  - In your group try to figure out is this a primary source?
  - Bring big group back and ask “Is this a primary source?” why or why not?
- Hand out other sources
  - In your group try to figure out is this a primary source?
  - Bring big group back and ask “which are primary sources?” why or why not?
- Hand out bibliography
  - Ask students to highlight
    - Yellow for a book
    - Orange for a journal article
    - Pink for a primary source
  - Come back as a group
    - Which are books? How do you know that?
    - Which are articles? How do you know that?
    - Which are primary sources? How do you know that?

**Chunk Three: Lecture/Discussion (25 minutes)**
- How would you go about finding the sources from the bibliography? (brainstorm in the groups)
  - Bulletin of Hispanic Studies—show Journal Finder
  - Spain, Europe and the Wider World—show Catalog
- Ask students where to begin the research
  - OWHL Guide-History 200
  - Reference Sources
- Books/Catalog
  - Keywords from notes taken from Reference Sources.
  - Use example that matches up with class topic.
- Primary sources:
  - Books/library catalog. Adding “primary source” to previous search
  - Database or web source searching (dependent on the class)
    - Show how to navigate the database/source

**Chunk Four: Lecture (10 minute)**
- Brief review of Noodletools and citation
  - How to cite primary sources. Use examples from sources handed out during group work.