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LIS 458

Spaces and Colonialities in the Library: Library Instruction for SPAN 466, *Geografías de Conocimiento* (*Geographies of Knowledge*)

### Section I: Introduction

This library instruction session is intended primarily for the advanced undergraduates in Professor Meléndez's Spanish 466 course, "Geografías de Conocimiento" ("Geographies of Knowledge"), although some graduate student attendance is also anticipated. Students must choose a work not covered in the class, from the fifteenth through eighteenth centuries, and approach it using the spatial and postcolonial theories discussed in class. This session, which will take place in a library classroom with computers, will help introduce the students to interdisciplinary Spanish-language searching skills.

### Section II: Student Outcomes

- Students will be able to locate primary-text works by colonial Spanish-American authors in the card catalog.
- Students will be able to utilize MLA International Bibliography and Historical Abstracts to find articles pertinent to their topics. (Critical thinking)
- Students will be able to apply both Spanish-language and English-language keywords and phrases in database searches. (Critical thinking)

### Section III: Assessment Plan

#### III.I: Formative Assessment

- Outcome being assessed:
  - Students will be able to locate primary-text works by colonial Spanish-American authors in the card catalog.
  - Assessment rationale: Students will work in pairs to complete a brief treasure hunt<sup>1</sup> by finding the listed primary-text works or authors in the catalog. Following completion of the treasure hunt, there will be a brief discussion of methods, surprises, and anything that may be left unclear.
- Outcome being assessed:
  - Students will be able to utilize MLA International Bibliography and Historical Abstracts to find articles pertinent to their topics. (Critical thinking)
  - Assessment rationale: Students will work singly to find one or two articles from each database on their chosen topic (articles can be broad overviews, literary criticism, or otherwise relevant material)<sup>2</sup>. A brief think-pair-share will follow, allowing time for questions and clarifications.

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<sup>1</sup> See appendix I.I (and attached handout) for treasure hunt.

<sup>2</sup> See Appendix I.II (and attached handout) for materials pertaining to this activity.

- Outcome being assessed:
  - Students will be able to apply both Spanish-language and English-language keywords and phrases in database searches. (Critical thinking).
  - Assessment rationale: Students will create a Mind Map using MindMup (<https://www.mindmup.com/>), freely available online, to map their topics, possible search terms in English and Spanish, and results. For each search term node, students will add a child node noting relevancy and number of results (e.g., notes that will help with further searches). The MindMup map will be saved as a .png; the student will be urged to email the MindMup to both themselves and the librarian. Ideally the MindMup will provide assistance when the student attempts to search in the future as well as provide summative assessment.

### III.II: Summative Assessment

- The summative assessment is built primarily around a brief quiz/repaso of material covered. Each question will pertain to a specific outcome, as will be discussed below. In addition, the quiz will provide information on strengthening the session for future students.
- Outcome being assessed:
  - Students will be able to locate primary-text works by colonial Spanish-American authors in the card catalog.
  - Assessment rationale: A multiple-choice question in which more than one answer can be selected asks students to use the card catalog in order to discern which of the listed works were attributed to Francisco Pizarro, illiterate conquistador of Peru. The question is slightly more difficult than it appears at face value, as there are several works by a similarly-named man who lived in Peru following independence. (Note: this will have been discussed during class; students will be able to consult their notes for the answer.)
- Outcome being assessed:
  - Students will be able to utilize MLA International Bibliography and Historical Abstracts to find articles pertinent to their topics.
  - Assessment rationale: In two multiple-choice questions, one for each database, students will be what they are most likely to find in each database. This information will have been covered in activities and discussions during the session. This question attempts to discern if students understand how each resource may be helpful when writing about historical literature.
- Outcome being assessed:
  - Students will be able to apply both Spanish-language and English-language keywords and phrases in database searches.
  - Assessment rationale: Two short-answer questions will address this (it has already been briefly addressed by the creation of the MindMup). Students will be asked to write down their topic and a few of the keywords they chose in their MindMup, including at least one in Spanish. The second question will ask how many results they got, and whether or not they were relevant to the student's chosen topic

**Section IV: Session Outline**

| Time             | Lesson Outline   | Materials Needed   |
|------------------|--|--|
| <b>00:00</b>     | <p><b>BEFORE SESSION:</b></p> <ul style="list-style-type: none"> <li>• Prepare board <ul style="list-style-type: none"> <li>○ Library website</li> <li>○ Date, name of session, name of class</li> <li>○ Contact information <ul style="list-style-type: none"> <li>▪ Library contact</li> <li>▪ Librarian contact</li> <li>▪ Professor's contact</li> </ul> </li> </ul> </li> <li>• Greet students as they enter.</li> <li>• Place handout<sup>3</sup> at computers.</li> </ul>   | <p>Dry erase marker or chalk.<br/>Whiteboard or chalkboard.<br/>Contact information, handouts.</p> |
| <b>00-2:00</b>   | <p><b>BEGININNGS</b></p> <ul style="list-style-type: none"> <li>• Greet latecomers.</li> <li>• Introduce self.</li> <li>• Make sure everyone has handout.</li> <li>• Introduce topic <ul style="list-style-type: none"> <li>○ Who's gotten started? // What's your topic? (point out that handout has space for notes, topics, et cetera)</li> <li>○ Any questions/concerns as we get started?</li> </ul> </li> <li>• Overview of day's agenda <ul style="list-style-type: none"> <li>○ Primary sources</li> <li>○ Catalog</li> <li>○ MLA International Bibliography</li> <li>○ Historical Abstracts</li> </ul> </li> <li>• Transition: where do we go when we want to find a primary source document?</li> </ul>                              | <p>Library website<br/>Extra copies of handout.<br/>Copies of course final assignment.</p>         |
| <b>2:01-6:00</b> | <p><b>PRIMARY SOURCES/INTRO TO CATALOG</b></p> <ul style="list-style-type: none"> <li>• Catalog: repository of primary source material (might want to mention HathiTrust)</li> <li>• Searching catalog <ul style="list-style-type: none"> <li>○ Keyword: any word, anywhere (i.e., any mention of Sor Juana)</li> <li>○ Subject: demonstrate with a record (wait)</li> <li>○ Author: items written by or attributed to an individual</li> </ul> </li> <li>• Search (use Bernal Díaz del Castillo if no suggestions) <ul style="list-style-type: none"> <li>○ Differences in results <ul style="list-style-type: none"> <li>▪ Author: 57</li> <li>▪ Keyword: 123</li> <li>▪ Subject: 30</li> <li>▪ Title: 34</li> </ul> </li> </ul> </li> </ul> | <p>Library website<br/>Library catalog<br/>Chalk/dry erase marker<br/>Board (white or chalk)</p>   |

<sup>3</sup> See Appendix III for handout.

|                    |   |   |
|--------------------|---|---|
|                    | <ul style="list-style-type: none"> <li>○ Mention Hispanic naming customs (if you don't find it at first search, try, try another surname, and try again)</li> <li>○ Transition: if we're looking for Bernal Díaz's primary text work (i.e. <i>Historia verdadera</i>), which ones do we want? What will be most useful?</li> <li>● Primary texts and the colonial <ul style="list-style-type: none"> <li>○ Primary sources: what Madre María wrote, not what Kathleen Myers wrote about her.</li> <li>○ If needed: Question: In what situations would things written <i>about</i> Sor Juana by Miranda, Fernández de Santa Cruz, or Sigüenza y Góngora be considered primary texts? (Answer: if writing about the reception of Sor Juana's texts, women in the Virreinato de Nueva España, et cetera.)</li> <li>○ Attention-grabber/question: Francisco Pizarro was illiterate. Do we have any primary source material relating to Francisco Pizarro? (Answer: Pizarro dictated his <i>Testimonio</i> prior to his death.)</li> </ul> </li> <li>● Questions? Clarifications?</li> <li>● Transition: Let's find some primary texts!</li> </ul> |   |
| <b>6:01-11:00</b>  | <p>TREASURE HUNT</p> <ul style="list-style-type: none"> <li>● Treasure hunt<sup>4</sup> (formative assessment outcome #1: Students will be able to locate primary-text works by colonial Spanish-American authors in the card catalog): students will work together to find primary-text documents in the library's VuFind catalog.</li> <li>● Instructions: working with a partner, find at least four of the items listed below<sup>5</sup> ("My topic" has to be your actual topic). The University of Illinois Library owns at least something by each one of these people, and they're all in the catalog, which can be found here:<br/><a href="http://vufind.carli.illinois.edu/vf-uiu/">http://vufind.carli.illinois.edu/vf-uiu/</a></li> <li>● How'd it go/quick recap: how'd you find it?</li> </ul>  | <p>Library website<br/>Library catalog (VuFind)<br/>Handout (Treasure hunt, page 3)</p> |
| <b>11:01-13:00</b> | <p>TRANSITIONAL SPACE/APPROACHING THE DATABASES</p> <ul style="list-style-type: none"> <li>● Transition: Just like some techniques work better in the catalog when we're looking for primary sources, some databases are better for literary criticism.</li> <li>● Question: who has already used MLA International Bibliography? Who has used Historical Abstracts?</li> <li>● MLA International Bibliography <ul style="list-style-type: none"> <li>○ Literary criticism</li> <li>○ Reviews</li> </ul> </li> </ul>  | <p>Library website<br/>Journal/database finder<br/>Chalk or dry erase pen.</p>          |

<sup>4</sup> See appendix I.I, Handout page 3 for the Treasure Hunt.

<sup>5</sup> Ibid.

|                    |  |  |
|--------------------|--|--|
|                    | <ul style="list-style-type: none"> <li>○ Secondary literature sources</li> <li>● Historical Abstracts             <ul style="list-style-type: none"> <li>○ History focus</li> <li>○ Historical background</li> <li>○ Contextual information</li> </ul> </li> <li>● Some overlap, particularly with colonial-era literature</li> </ul>  |  |
| <b>13:01-16:00</b> | <p>SPANISH KEYWORDS AND USING THE DATABASES TO OUR ADVANTAGE</p> <ul style="list-style-type: none"> <li>● Transition: have you used Spanish keywords in MLA International (or Historical Abstracts, if familiar)? If no: brief explanation: can be done! 😊</li> <li>● Good idea: try both Spanish and English keywords.</li> <li>● Reminder             <ul style="list-style-type: none"> <li>○ MLA International Bibliography: literary criticism, reviews, et cetera.</li> <li>○ Historical Abstracts: historical background, contextual information, societal/class structures, et cetera.</li> <li>○ Some overlap (particularly with historic literature, e.g. literature of the colonial period)</li> </ul> </li> <li>● Sample searching             <ul style="list-style-type: none"> <li>○ Try crónica in MLA International Bibliography, Historical Abstracts</li> <li>○ Differences/similarities</li> </ul> </li> </ul> | <p>Journal/database finder<br/>           MLA International Bibliography<br/>           Historical Abstracts<br/>           Keywords<br/>           Chalk/dry erase marker</p>         |
| <b>16:01-22:00</b> | <p>A LITTLE HUNTING</p> <ul style="list-style-type: none"> <li>● Transition: (something about the use of Spanish words that we've seen thanks to the previous activity); introduce ACTIVITY</li> <li>● Activity<sup>6</sup> (formative assessment, outcome #2: Students will be able to utilize MLA International Bibliography and Historical Abstracts to find articles pertinent to their topics.</li> <li>● Students will work by themselves to find one or two articles from each database on their chosen topic (articles can be broad overviews, literary criticism, or otherwise relevant material).</li> </ul>   | <p>Results of treasure hunt. Article Hunting<sup>7</sup>.<br/>           Journal/database finder<br/>           MLA International Bibliography<br/>           Historical Abstracts</p> |
| <b>22:01-24:00</b> | <p>DISCUSSION/THINK-PAIR-SHARE</p> <ol style="list-style-type: none"> <li>1. How'd it go?</li> <li>2. Brief think-pair-share<sup>8</sup>. Instructions: What you'll need: the results from Article Hunting, and a partner (or two). What you'll do: discuss your findings (using the questions as a framework) and then present them to the class.</li> </ol>  | <p>Chalk or dry erase pen.<br/>           Board.<br/>           Article Hunting results.<br/>           Candy</p>  |

<sup>6</sup> See Appendix I.II, Handout page 4 for materials pertaining to this activity.

<sup>7</sup> See Appendix I.II, Handout page 4

<sup>8</sup> See Appendix I.II, Handout page 5

|                    |  |   |
|--------------------|--|---|
|                    | <ul style="list-style-type: none"> <li>○ Differences between <i>MLA International</i> and <i>Historical Abstracts</i>?</li> <li>○ What worked best for your needs/your topic?</li> </ul> <p>3. Differences between Spanish and English keywords?</p> <p>4. Relevancy of results?</p> <p>5. Anything relevant to <i>your</i> searches?</p>  |   |
| <b>24:01-26:00</b> | <p>RESEARCH</p> <ul style="list-style-type: none"> <li>● Transition: what we've already learned + our favorite theorists + our research needs</li> <li>● Theoretical approaches <ul style="list-style-type: none"> <li>○ Theorists listed in syllabus</li> <li>○ General postcolonial resources (write <i>Coloniality at Large</i> on board)</li> </ul> </li> <li>● Research topics/ideas—anything changed? Anyone found anything helpful yet?</li> </ul>  | <p>Board.</p> <p>Chalk or dry erase pen.</p> <p>Info from syllabus (theorists, et cetera).</p>  |
| <b>28:01-30:00</b> | <p>MINDMUP PART I</p> <ul style="list-style-type: none"> <li>● Transition: ways we can work this into our research.</li> <li>● Introduce MindMup<sup>9</sup></li> <li>● Provide link <ul style="list-style-type: none"> <li>○ ...on board</li> <li>○ ...on handout</li> <li>○ ...as email</li> </ul> </li> <li>● Explain process <ul style="list-style-type: none"> <li>○ Save as .png to desktop</li> <li>○ Email to self and to librarian (provide email)</li> </ul> </li> <li>● Help any students who need it</li> <li>● Why mind mapping? <ul style="list-style-type: none"> <li>○ Great way to set down ideas.</li> <li>○ Helps you remember what you've done.</li> </ul> </li> </ul> | <p>MindMup (free, cloud-based, open-source software, easy to learn &amp; use:<br/> <a href="https://www.mindmup.com/">https://www.mindmup.com/</a>)</p> <p>Board</p> <p>Chalk or dry erase pen</p> <p>Bingo sheet</p> <p>Treasure hunt</p> <p>Final assignment (provide copies if students have not brought theirs)</p> |
| <b>30:01-35:00</b> | <p>MINDMUP PART II</p> <ul style="list-style-type: none"> <li>● Create a communal MindMup</li> <li>● Map Sor Juana Inés de la Cruz, <i>La Respuesta</i> (covered in class, thus out of running for final project; similar MindMup included in handout) <ul style="list-style-type: none"> <li>○ Work together to select keywords in English and Spanish.</li> <li>○ Try out in MLA International Bibliography, Historical Abstracts</li> </ul> </li> <li>● Emails (have from professor)</li> </ul>   | <p>MindMup</p> <p>Keywords &amp; phrases (Sor Juana Inés de la Cruz, <i>La Respuesta</i>)</p> <p>MLA International Bibliography</p> <p>Historical Abstracts</p>   |
| <b>35:01-45:00</b> | <p>MINDMUP PART III</p> <ul style="list-style-type: none"> <li>● Transition: students moving toward creation of their own MindMups.</li> <li>● Write on board:</li> </ul>  | <p>MindMup</p> <p>Communal MindMup (Sor Juana Inés de la Cruz, <i>La Respuesta</i>)</p> <p>Article treasure hunt</p> <p>Article Hunter</p>  |

<sup>9</sup> See Appendix I.III, Handout pages 6-7

|                    |  |  |
|--------------------|--|--|
|                    | <ul style="list-style-type: none"> <li>Students work singly to create their own MindMups—discussion is fine, but must focus on their own research interests, not the other person's. <ul style="list-style-type: none"> <li>Circle through room, assisting as needed.</li> <li>Be prepared to hand out or project final paper assignment.</li> </ul> </li> <li>Midway through activity (watch faces for confusion): <ul style="list-style-type: none"> <li>Discuss keywords</li> <li>Evaluate results (can use Sor Juana/<i>La Respuesta</i> if necessary).</li> <li>Leave Sor Juana/<i>La Respuesta</i> MindMup up on projector (visual aid)</li> <li>Questions?</li> </ul> </li> <li>Resume activity</li> <li>Continue to circle room, be prepared to help as needed.</li> </ul> | Handout<br>Final assignment<br>Board<br>Chalk or dry erase marker  |
| <b>45:01-48:00</b> | <b>MINDMUP PART IV</b> <ul style="list-style-type: none"> <li>Think-pair-share <ul style="list-style-type: none"> <li>Which database(s) did you use most, and why?</li> <li>What keyword worked best? (Pick a tribute if no one volunteers)</li> <li>What differences did you notice between keywords in Spanish and English?</li> <li>What about Spanish/English keyword combinations?</li> </ul> </li> <li>Class discussion/tributes picked (if necessary—hope for volunteers)</li> <li>Remind students: save MindMup as .png, email to self and to librarian (me)</li> <li>Point out email on board (and handout, and slide)</li> </ul>   | MindMup<br>Board.<br>Chalk or dry erase pen.<br>Handout/results from earlier activities<br>Email address(es)   |
| <b>48:01-50:00</b> | <b>WHAT WE COVERED TODAY</b> <ul style="list-style-type: none"> <li>Primary-text works in the catalog</li> <li>MLA International Bibliography and Historical Abstracts.</li> <li>Spanish and English keywords <ul style="list-style-type: none"> <li>MindMup and our research</li> <li>Transition: how can we make this session better?</li> </ul> </li> </ul>   | Board<br>Chalk or dry erase pen<br>Google Forms survey (pre-made, available at <a href="http://goo.gl/forms/E50Ii puLDj">http://goo.gl/forms/E50Ii puLDj</a> ) |
| <b>50:01-57:00</b> | <b>SUMMATIVE ASSESSMENT: IN CLASS: HELP ME HELP YOU</b> <ul style="list-style-type: none"> <li>Transitional: help me help you <i>better!</i></li> <li>Provide link to Google Forms survey <ul style="list-style-type: none"> <li>This helps me help you better (and helps Professor Meléndez as well, indirectly!)</li> </ul> </li> <li>Circulate; make sure students are completing survey, not surfing web.</li> <li>Thank students for completing survey: They've helped make our sessions better!</li> </ul>   | Board<br>Chalk or dry erase pen<br>Google Forms survey (pre-made, available at <a href="http://goo.gl/forms/E50Ii puLDj">http://goo.gl/forms/E50Ii puLDj</a> ) |
| <b>57:01-60:00</b> | <b>MIL GRACIAS/FIN</b> <ul style="list-style-type: none"> <li>Contact information (again)</li> <li>Desk hours, library hours (write on board), office hours</li> </ul>   | Board<br>Chalk or dry erase pen  |

|                                     |   |   |
|-------------------------------------|---|---|
|                                     | <ul style="list-style-type: none"> <li>• Subject library/libraries <ul style="list-style-type: none"> <li>○ Literatures and Languages (Lit &amp; Lang)</li> <li>○ International and Area Studies (IAS)</li> <li>○ Rare Book and Manuscript Library (RBML)</li> </ul> </li> <li>• Handouts good! <ul style="list-style-type: none"> <li>○ Remind of use of today's activities (handout yours to keep)</li> <li>○ Point to MindMup, keywords used in searching today.</li> <li>○ Additional info in handout—other databases, search strategies, et cetera.</li> <li>○ Thank you/please come again!</li> <li>○ ¡Buena suerte!</li> </ul> </li> </ul> | <p>Subject library information (websites, hours, et cetera)</p> <p>Handout</p> <p>MindMup</p> <p>Office hours, contact information, etc. (on board)</p> |
| <b>Gutter</b><br><b>60:01-75:00</b> | Professor Meléndez's class is slightly longer than the 1 hour allotted here. Be prepared to answer questions, offer help until her class's scheduled end time (meets twice a week for an hour and fifteen minutes each period).   | Assorted (see materials listed throughout session)  |

### Section V: Discussion

- **Information literacy:** This library instruction session adheres to ACRL's information literacy framework view of "Searching as Strategic Exploration" (Framework for Information Literacy, 2015, 9 February). All colonialists must engage in a continuous process of strategic explorations, in which they push beyond the common (such as Simón Bolívar) and seek the unknown, unheard, and unseen. Thus, throughout this library instruction session, the importance of strategic searching and of careful use of resources is stressed. In fact, students build from basic catalog searching (slightly more difficult when working with colonial eras) to database searching and, finally, to mind-mapping and searching in their own research areas. Throughout this process, searches are created and refined; students reflect on search strategies, are encouraged to take notes on keywords, and build upon what they have already found.
- **Critical thinking:** Throughout this session, students are called upon to evaluate what they have found and to engage critically with the keywords and other choices that led to their result lists. In the Treasure Hunt<sup>10</sup> (6:01-11), students are encouraged to write down "How it Was Found," noting what they did to find the given "treasure." Similarly, the final step of "Article Hunting"<sup>11</sup> (16:01-22:00) involves questions designed to help with evaluation and assessment of materials found, and the following think-pair-share<sup>12</sup> activity (22:01-24:00) calls for evaluation in pairs. Finally, the MindMup mind-mapping activity<sup>13</sup> (28:01-48:00) is designed so students must pause repeatedly to evaluate, re-evaluate, and refine search strategies. These are all examples of "evaluation" on Bloom's Taxonomy. Further, the stages of evaluation grow, as only very basic evaluation is used during the first activity, but the MindMup activity calls for consistent and careful evaluation of results, sources, and keywords, both in Spanish and English.

<sup>10</sup> Appendix I.I, Handout page 3

<sup>11</sup> Appendix I.II, Handout page 4

<sup>12</sup> Appendix I.II, Handout page 5

<sup>13</sup> Appendix I.III, Handout pages 6-7

- **Best practices in instructional design:** It is a best practice to make use of active learning during any form of instruction. Throughout my library instruction session, I have utilized active learning techniques. I encourage a communicative classroom, as I believe that discussion helps students learn (and makes the classroom more interesting). At 6:01, I introduce a treasure hunt<sup>14</sup> for primary source materials (either by author or title), using the library's VuFind online catalog. Students will primarily work together in order to find at least four of six possible items in the catalog. They may choose to look for two unique items (pertaining to their own topic) as well. At 16:01-22 I introduce a second activity, "Article hunting."<sup>15</sup> While students will first work alone to find articles pertaining to their topics in *MLA International Bibliography* and *Historical Abstracts*, they will then come together for a brief think-pair-share<sup>16</sup> covering several elements of their searching process, including relevancy of results and use of Spanish-language keywords. Finally, beginning around 28:01 and ending around 48:00, students will work towards, and then create, their own mind-mapping<sup>17</sup> of ideas pertaining to their topic, along with keywords in both English and Spanish (and how well they worked). Thus, throughout the session, participants are actively engaged in learning about resources for colonialists at the University of Illinois' Library.

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<sup>14</sup> Appendix I.I, Handout page 3

<sup>15</sup> Appendix I.II, Handout page 4

<sup>16</sup> Appendix I.II, Handout page 5

<sup>17</sup> Appendix I.III, Handout pages 6-7

Appendix I

Appendix I.I: Treasure Hunt (for full layout, please see attached Handout)

Instructions: working with a partner, find at least four of the items listed below (“My topic” has to be your actual topic). The University of Illinois Library owns at least something by each one of these people, and they’re all in the catalog, which can be found here: <http://vufind.carli.illinois.edu/vf-uiu/>

Have a ball and holler if you need help!

| Treasure   | How it was Found                        |
|--|---|
| <i>Ex: Sor Juana Inés de la Cruz</i>                                       | <i>Ex: Author search (# of results)</i> |
| <b><i>Los infortunios de Alonso Ramírez, Carlos Sigüenza y Góngora</i></b> |   |
| <b>Fray Ramón Pané</b>   |   |
| <b><i>The Buccaneers of America, Esquemeling or other spelling</i></b>     |   |
| <b>My topic:</b>   |   |
| <b>My writer:</b>  |   |
| <b><i>Úrsula Suárez, Relación autobiográfica</i></b>                       |   |
| <b>Hernán Cortés</b>   |   |
| <b><i>Relación de antigüedades de este Reino del Perú</i></b>              |   |

Appendix I.II: Article Hunting Activity

(For full layout, please see attached handout)

Instructions: Working alone, find one or two articles pertinent to your topic in each *MLA International Bibliography* and *Historical Abstracts*.

1. Topic \_\_\_\_\_
2. *MLA International Bibliography*
  - a. Useful keywords \_\_\_\_\_
  - b. Useful article(s) \_\_\_\_\_
3. *Historical Abstracts*
  - a. Useful keywords \_\_\_\_\_
  - b. Useful article(s) \_\_\_\_\_
4. Is there any blurring between databases? \_\_\_\_\_
5. How would these be most helpful to your research? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
6. Be prepped to discuss your results!

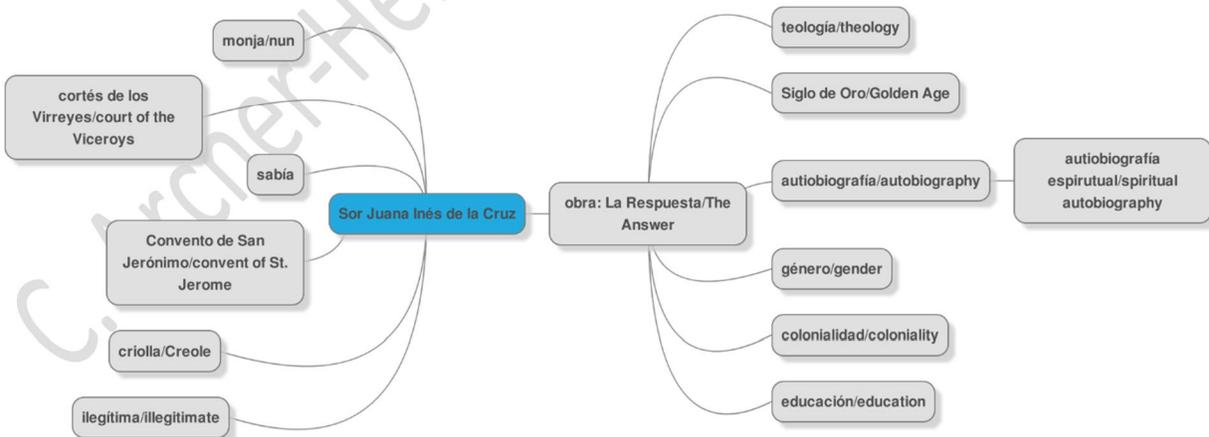
Part II of this activity: think-pair-share

Instructions: briefly discuss at least a few of these questions, and then report back!

1. Differences between *MLA International* and *Historical Abstracts*?
2. What worked best for your needs/your topic?
3. Differences between Spanish and English keywords?
4. Relevancy of results? Anything relevant to *your* searches?

Appendix I.III

Illustration: A MindMup with some possible keywords for Sor Juana Inés de la Cruz and her work *La Respuesta*.



## Appendix II

## Summative Assessment

All questions on the quiz/repaso can be found here:

[https://docs.google.com/forms/d/1XXd9H0ixdpp4dywFzZBu-wRy9s8v-](https://docs.google.com/forms/d/1XXd9H0ixdpp4dywFzZBu-wRy9s8v-r95JDEM26BB6ZU/viewform?usp=send_form)

[r95JDEM26BB6ZU/viewform?usp=send\\_form](https://docs.google.com/forms/d/1XXd9H0ixdpp4dywFzZBu-wRy9s8v-r95JDEM26BB6ZU/viewform?usp=send_form) (shortened URL used in lesson plan)

Correct answers for question #1:

- *Testamento*
- *Testimonio: Documentos oficiales, cartas y escritos*

## Spaces and Colonialities in the Library

Review

\* Required

**Search the library catalog for Pizarro, Francisco (author). Which of the following are attributed to him? \***

Catalog: <http://vufind.carli.illinois.edu/vf-uiu/>

- Testimonio: Documentos oficiales, cartas y escritos
- Escritos políticos
- Justicia sin crueldad
- Culto libre entre los inkas
- Testamento

**Which of the following are we most likely to find in Historical Abstracts? \***

- Literary criticism
- Biographies of Simón Bolívar and Hernán Cortés
- Historical background, contextual information, scholarly history articles

**Which of the following are we most likely to find in MLA International Bibliography? \***

- Literary criticism, reviews, other scholarly secondary literature sources
- MLA citations
- Full text of colonial literary works

Write down your topic and a few of the keywords in your MindMup, including at least 1 in Spanish.

\*

Were your results relevant? How many did you get? \*

Submit

*Never submit passwords through Google Forms.*

C. Archer-Helke Creer

## WORKS CITED

Framework for information literacy. (2015, 9 February). American Library Association. Retrieved from <http://www.ala.org/acrl/standards/ilframework>

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