Objectives: Get students to consider global information news sources: which voices are being heard, which may be left out of the conversation, in order to find some sources for their world issue paper from a non-western perspective

1. **Introduce yourself**, go over how to get help from Reference Librarians
2. **Goals for today**: Evaluating political sources that you find online or via the library
3. **Talk about the assignment**
4. **How to choose a source**
	1. Show Share The Load Ariel commercial (with English subtitles)
	2. Explain how found this – shared on social media. Legitimate way to find a topic. Now we have to think about how to research. What kinds of sources would me helpful?
5. Pull up the **LibGuide**: <http://libguides.radford.edu/WGST200>
6. **Quick review of the Ws**. Ask: Did any of you come in for a class before about evaluating websites? Do you remember the 5 Ws we talked about in that class?
	1. **WHO?**: Who is the author? What do you know about him or her?
	2. **WHAT?**: What is the content and topic of the source? Is the content relevant? Check the abstract!
	3. **WHEN?**: When was the source written? How recent is the information?
	4. **WHERE?**: Where did you locate the source?
	5. **WHY?**: What is the intent of the source? Is it meant to inform you, persuade you, sell you something?
	6. These are all important questions to consider about any source, and you should know the answers to these questions before you use a source in your paper.
7. **Exercise 1**: Split the students into 3 or 4 groups. Open the sample sources from the LibGuide and assign one to each group of students. Ask each group to identify the Ws for each source. Encourage them to use Google to fill in any blanks.
	1. Source #1: [Indian Men spend a mere 19 minutes a day on housework http://timesofindia.indiatimes.com/india/Indian-men-spend-a-mere-19-minutes-a-day-on-housework/articleshow/31636967.cms](http://timesofindia.indiatimes.com/india/Indian-men-spend-a-mere-19-minutes-a-day-on-housework/articleshow/31636967.cms): female journalist in India.  Could switch out for a scholarly article.
	2. Source #2 #SaveIndianFamily to open discussion re: Twitter (backlash men’s rights feed)
	3. Source #3: [Confronting Gender Disparity http://www.pri.org/stories/2015-09-25/confronting-gender-disparity-start-chores-these-indian-teens-say](http://www.pri.org/stories/2015-09-25/confronting-gender-disparity-start-chores-these-indian-teens-say) Since it’s more global and does start to address class as well as gender.
	4. Source #4: Scourge of the Female Chore Burden <http://www.theatlantic.com/business/archive/2016/02/the-scourge-of-the-female-time-crunch/470379/> from the Atlantic, since it gives a very Western perspective.
8. Have each group “present” about their source. Have a **discussion** with the students about each of the sample sources. Try to delve deeper into questions about the authors and their intent. Make sure that classmates are taking notes using the back of the worksheet on all group presentations.
	1. Who is the author? Where do they work? What is their educational and occupational background?
	2. Why was the source written? What type of source is it? Newspaper? Journal?
	3. What ideas are the authors selling? How do you know who to believe?
	4. When would you want to use each of these sources? What purpose would they serve in your paper?
9. Class discussion:
	1. What were some commonalities between the sources?
	2. What were some differences?
	3. Which sources do you trust most?
	4. Which sources were the easiest to publish? For whom?
	5. Were there any voices that were missing from any of these sources? Who would you liked to have heard from on this topic?
10. Sources to brainstorm ideas – show tab, discuss textbook, etc
11. Questions?