EDUCATOR'S GUIDE TO CREATING
DIGITAL ALBUMS ON MAINE MEMORY NETWORK

Maine Memory Network's database provides access to approximately 20,000 primary sour ces from more than 200 organizations around the state of Maine. The album tool provides a fun and simple way for students to gather and utilize primary source materials to produce an annotated slideshow. Access to the tool requires students to register for a free student account on Maine Memory Network (MMN) which usually takes less than a minute.

The following plan was designed for teachers interested in having their students compile, research, and evaluate primary sources related to a specific topic. *The goal is for students to create an annotated album of primary sources to display their understanding and interpretation of a topic.* This activity could tie into the following *Maine Learning Results*: Social Studies A1, A2, E1, E2 and *Common Core State Standards for English Language Arts & Literacy*: RH.CCR.2; WHST.CCR.2, 6 & 9.

PRIOR TO IMPLEMENTATION:

- Sign up for a free MMN account and create an album. Try a few keyword searches and view the browse by topic page to get a sense of the vast materials available to you and your students.
- Determine the specifics objectives for students:
  - *Will you assign or will they select a topic to focus upon?* MMN provides a multitude of options and can easily fit your needs. For example, if you're doing a unit on the U.S. Civil War, students could create albums on focus topics associated with the war (i.e. war equipment, life on the home front, recruitment, soldier experiences, impact of war on Maine, the 20th Maine, etc.). Another approach would be to utilize MMN and the album tool for an introduction or review of how to analyze and/or interpret primary sources. You could have students create an album that displays various types (i.e. letter, photograph, broadside, map, audio file, drawing, tool, clothing, etc.) or focuses on a single type of primary source.
  - *How many primary sources do you expect them to include in the album?* It is recommended that albums include a minimum of eight items, yet feel free to set a number that best meets your needs. (MMN has no restrictions on number of items.)

➢ *How much writing will you require?* Depending on your assignment focus, will you expect one or two sentences or a more developed paragraph per slide?

DAY ONE: INTRODUCTION

Show students a sample album on MMN—either one that you have constructed or one that is presently on the site in the Exhibits section of the website: http://www.mainememory.net/exhibits/. Note that not all exhibits are in the Album—or slideshow—format, so preview them first to see which will best suit your needs. Then explain details and expectations for their digital album assignment. Provide a general overview of the site and the various resources available. Draw their attention to the various search methods, cataloging records and zoom feature. Have students create a free MMN student account.

DAYS TWO AND THREE: RESEARCH AND WRITING

Students focus their MMN research on the selected/assigned topic and place primary sources into an album. Additional research may be necessary. Encourage students to utilize other sources to aid in providing additional background and context for the topic. Students begin writing text to accompany each image.

DAY FOUR: COMPOSING ALBUM

Selected images are arranged and final draft of accompanying text is inserted into the album. Students have the option of emailing a completed album to you for review. Consider having them share the album with parents/guardians too. It's quick and simple!

ASSESSMENT

Use the *Maine Memory Network Album Rubric* (following page) to evaluate your students' product and understanding.

MAINE MEMORY NETWORK ALBUM RUBRIC

	4	**3**	**2**	**1**	**SCORE**
Research	Gathered information from a variety of quality resources.	Gathered information from relevant resources.	Gathered information from a limited amount of resources.	Gathered little or no information from few sources.	
Images	Excellent selection and number of images to exemplify the topic.	Good selection and number of images to exemplify the topic.	Fair selection and number of images to exemplify the topic.	Poor selection and number of images to exemplify the topic.	
Content Knowledge	Content is accurate. Student understanding of topic is evident.	Content is accurate. There is some evidence of student understanding.	Content is generally accurate. There is little evidence of student understanding.	Content is inaccurate. There is little to no evidence of student understanding.	
Topic Development	Topic development is strong with a logical sequence of information.	Topic is well developed with a logical sequence of information.	Topic is fairly well developed. Sequence of information needs work.	Topic is not well developed. There is little or no logical sequence of information.	
Grammar	No errors in grammar or usage.	Few errors in grammar or usage.	Some errors in grammar or usage. Errors detract from the album.	Several errors in grammar or usage. Errors greatly detract from the album.	
Citations	All sources of information are clearly identified and included in the album.	Most sources of information are clearly identified and included in the album.	Few sources of information are clearly identified or included in the album.	No sources of information are clearly identified or included in the album.	

TOTAL SCORE: