

EDUCATOR'S GUIDE TO ONLINE EXHIBITS ON MAINE MEMORY NETWORK



Online Exhibits are in-depth explorations of particular topics. Exhibits tell a story, explain a concept, or raise questions about an historical event, person, period, or issue. Like an exhibit in a museum, online exhibits move viewers through a story that is composed of text, images, and perhaps audio and video.

The following plan was designed for teachers interested in having students create an exhibit for upload to Maine Memory Network (MMN)—either directly to MMN, or as part of a community website under the auspices of the Maine Community Heritage Project (MCHP). *The goal is for students to research, write, and assemble a complete exhibit on a specific topic.* This activity ties directly 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, 4, 6, 7 & 9.*

PRIOR TO IMPLEMENTATION

Communicate with your team and become acquainted with the resources available at your local historical society and library. Determine if you will assign, or if students will choose, a topic.

DAY ONE: INTRODUCTION

Provide a general overview of MMN and the various resources available. Draw students' attention to the various search methods, cataloging records, and zoom feature. Have students create a free MMN student account. (Share student usernames with the group's online exhibit or website administrator to enable access to the ExhibitBuilder tool.) Show students an example of an MMN exhibit.

DAY TWO: GENERATING QUESTIONS

Either assign topics, have students choose from a list you have developed, or have students generate a list of topics they are interested in researching. Each student or small group of students should generate

questions that they hope to answer through their research. The questions should include basic informational prompts, such as: What is the story? Who was involved? And some higher level questions such as: Why is it important? What does it convey about the community? How does the topic connect to the larger historical context?

DAYS THREE, FOUR, FIVE: RESEARCH

Distribute *Exhibit Planning Guide* to students; this document will help organize the steps of creating an online exhibit. Encourage students to utilize a variety of primary and secondary sources to research their topic. As research progresses, students may need to refine or expand their original questions. Students should select six to twelve MMN items to include in their exhibit that support the topic.

DAYS SIX AND SEVEN: WRITING

Instruct students to create a written piece that includes an introduction, a body, and a conclusion. The introduction should serve to pique the reader's interest. The body of the exhibit should answer the who, what, when, where and why questions about the selected topic and provide specific examples to exemplify points. The conclusion should summarize the topic.

DAY EIGHT: STORYBOARDING

Students create a storyboard or plan of the exhibit, mapping out the necessary components before using ExhibitBuilder, an MMN tool, to assemble the exhibit. Text, visuals, and perhaps audio/video should be arranged to enhance content. A title for the exhibit should be created.

DAY NINE: ASSEMBLING ONLINE EXHIBIT

Students login to their MMN account, select "My Exhibit Pages," and construct the exhibit. Students have the option of emailing a completed exhibit to you for review. Consider having them email the exhibit to parents/guardians too. It's quick and simple! Once the exhibit has been reviewed by you, students can share the exhibit directly with the group's site administrator.

ASSESSMENT

Use the *Maine Memory Network Exhibit Rubric* to evaluate your students' product and understanding.

MORE INFORMATION

Visit the [Share YOUR Local History](#) section of the Maine Memory Network website,
www.MaineMemory.net.

CONTINUE TO NEXT PAGES FOR PLANNING GUIDE WORKSHEETS.

ONLINE EXHIBIT PLANNING GUIDE

TOPIC:

RESEARCH

MAINE MEMORY NETWORK ITEM #	BRIEF DESCRIPTION

Additional Sources:

SOURCE	BRIEF DESCRIPTION

ONLINE EXHIBIT PLANNING

TOPIC:

WRITING

EXHIBIT TEXT	DUE	NOTES
First Draft		
Edit/Review		
Final Draft		

BUILDING EXHIBIT

TASK	DUE	NOTES
Storyboard/Plan		
Assemble in ExhibitBuilder		
Submit to teacher		
Share with Project Site/Site Administrator		

MAINE MEMORY NETWORK EXHIBIT 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.	
Storyboard/Plan	Storyboard/plan was completed with all required elements.	Storyboard/plan was mostly completed.	Storyboard/plan was partially completed.	Storyboard/plan was not completed.	
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.	
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.	
	Design elements	Design elements	Design elements	Design elements	

Graphic Design	Design elements enhance content in a highly effective fashion.	Design elements complement content and are effective.	Design elements are present and are fairly effective.	Design elements detract from the content or no design elements are present.	
Grammar	No errors in grammar or usage.	Few errors in grammar or usage.	Some errors in grammar or usage. Errors detract from the exhibit.	Several errors in grammar or usage. Errors greatly detract from the exhibit.	
Citations	All sources of information are clearly identified and included in	Most sources of information are clearly identified and included in	Few sources of information are clearly identified or included in	No sources of information are clearly identified or included in	