**Exploring Primary Documents with ThingLink!**

* Students will create an interactive image explaining an important document from American History
* Students will write a concise explanation of the document
* Students will research, read and select a modern day magazine or newspaper article that demonstrates the ongoing importance of the document
* Students will select two brief videos explicating the document
* Students will find imagery and/or multi-media that further demonstrates the theme of the document
1. Librarian will pull together .jpg images of the following documents and place them somewhere students can have access i.e. shared server folder, DropBox, Edmodo library, etc:
	* Constitution - Bill of Rights 1st Amendment
	* Constitution - Bill of Rights 2, 3, 9, 10
	* Constitution - Bill of Rights 4, 5, 6, 8 (Rights of the Accused)
	* Constitution - Amendments 7-14
	* Constitution - Amendments 15, 19, and 26 (Voting)
	* Constitution - Armendments 13-15 (Post Civil War)
	* Constitution - Preamble
	* Declaration of Independence
	* Articles of Confederation
	* Pamphlet of Common Sense
2. Teacher will review/do any direct instruction in class related to the basics of these documents
3. In the library, the librarian will introduce students to ThingLink and the features showing how to use it (very user-friendly – this demo should be short) and show students how to access the document images
4. Students should start by tagging the ThingLink with the requirements: explanations, link to YouTube videos, finding and linking an article, etc. They can then use the following link to see all of the special tags they can use to integrate more imagery, sound files, etc.:
	* <http://www.thinglink.com/help/Rich%20Media%20Tags>
5. Students can share ThingLinks by emailing, embedding on a site or Edmodo, etc. Teachers can also use the “Touch” feature in ThingLink and touch each student’s work. This will make it so the teacher logs into ThingLink and then can see everyone’s work.

Tip: We had each student create their username as each first name of the partners in the group i.e. ErinJames – this made it easy to search for them and “Touch” them when assessing the project.

Extension – students can present their ThingLinks in class explaining how they chose certain pieces and explaining the document. Students could also view each other’s work through a museum walk of the ThingLinks.