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2. District: Westhampton Beach
3. Grade: 11 and 12
4. Subject: Social Studies
5. CCLS Standard Addressed:

CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-Literacy.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCSS.ELA-Literacy.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCSS.ELA-Literacy.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Social Studies Practices Grades 9-12

A. Gathering, Using, and Interpreting Evidence

1. Define and frame questions about events and the world in which we live, form hypotheses as potential answers to these questions, use evidence to answer these questions, and consider and analyze counter-hypotheses.

2. Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).

3. Analyze evidence in terms of content, authorship, point of view, bias, purpose, format, and audience.

4. Describe, analyze, and evaluate arguments of others.

5. Make inferences and draw conclusions from evidence.

6. Deconstruct and construct plausible and persuasive arguments using evidence.

7. Create meaningful and persuasive understandings of the past by fusing disparate and relevant evidence from primary and secondary sources and drawing connections to the present.

B. Chronological Reasoning and Causation

1. Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events.

2. Identify causes and effects using examples from different time periods and courses of study across several grade levels.

3. Identify, analyze, and evaluate the relationship between multiple causes and effects

4. Distinguish between long-term and immediate causes and multiple effects (time, continuity, and change).

5. Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time and investigate factors that caused those changes over time.

6. Recognize that choice of specific periodizations favors or advantages one narrative, region, or group over another narrative, region, or group.

7. Relate patterns of continuity and change to larger historical processes and themes.

8. Describe, analyze, evaluate, and construct models of historical periodization that historians use to categorize events.

C. Comparison and Contextualization

1. Identify similarities and differences among geographic regions across historical time periods, and relate differences in geography to different historical events and outcomes.

2. Identify, compare, and evaluate multiple perspectives on a given historical experience.

3. Identify and compare similarities and differences among historical developments over time and in different geographical and cultural contexts.

4. Describe, compare, and evaluate multiple historical developments (within societies; across and between societies; in various chronological and geographical contexts).

5. Recognize the relationship between geography, economics, and history as a context for events and movements and as a matrix of time and place.

6. Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes and draw connections to the present (where appropriate).

6. Website/ Location of app: Ken Burns US History APP- available on iTunes. Free version is an introduction to the app. \$9.99 to unlock app for full use.

7. Description of application:

This well designed and user friendly US history app allows the user to view US History through the following lens: Art, Hard Times, Innovation, Politics, Race, and War by linking video footage from a myriad of Ken Burns US history documentaries.

A timeline starting at 1776 and ending in 2000 organizes clips from Burns' films to allow users to view each clip independently from the others. In addition, when you click on the themes at the top of the screen, the film clips are grouped thematically and chronologically to show the thematic relationships overtime. Throughout the theme presentations, Burns provides further historical insight to enrich the viewer's experience. For example, when focusing in innovation throughout US history Burns explores discovery and exploration of the North American continent and the establishment of a national park system through the development of modern transportation and communication networks. The videos are well documented with a vast array of primary and secondary sources and frankly are quite exciting to watch.

8. Incorporation explanation:

As a history teacher I know and understand the value of providing visual media to support the development of text comprehension. However, there is limited time in class to view full-length media. This app solves the problem. It succinctly organizes clips into relevant Social Studies themes and allows the viewer to easily pick and choose which to watch. Many film clips are under 5 minutes in length. This app is a reasonable and constructive use of class time. In addition, if students had access on their own device they would be able to watch more videos at their own discretion, allowing for learner choice.