US-History:

1. Name: Holly Lopez

2. District: Valley Stream Central High School District

3. Grade: 7th/8th

4. Subject: Social Studies

5. CCLS Standard Addressed:

* CCSS.ELA-Literacy.RI.8.7
  Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea
* CCSS.ELA-Literacy.SL.8.2
  Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
* CCSS.ELA-Literacy.RI.8.1
  Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
* CCSS.ELA-Literacy.W.8.6
  Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

6. Website/ Location of app:
https://itunes.apple.com/us/app/national-underground-railroad/id415578664?mt=8

7. Description of application: The application is free to download and is essentially a virtual field trip to the Underground Railroad Museum. I found the app extremely easy to use, in fact, there is a "How to use this tour" section in which they have a short video presentation on the app itself. You can choose to work the tour three different ways; by using a map, typing in a number which would bring you to a specific exhibit, or a list of sites. For each site (exhibit) there is a short video that gives historical information about what you are seeing. Some of the exhibits include a slave pen, a safehouse, and Harriet Tubman. There are a total of 42 sites to visit.

8. Incorporation explanation: I really like this app, I think that it gives students the ability to travel without leaving the classroom.   I would use this for group work.   While there are 42 sites to see, it is not necessary to view them all.   I would create a set of 5 or 6 scavenger hunts with guiding questions.   Students could work alone or as a team to visit each of the sites on their list and answer the questions.   They could then all answer the same essential question.   You could even create a visual "DBQ" by having students support their information with evidence from the sites that they visited.   There are a million things you could do with this information.   I really like the idea of dividing the work and being able to come to the same conclusion.