Falmouth PS September 26, 2017

 Beyond Latitude and Longitude: Planning a Social Studies Unit

1. How Do You Study **Any** Place?
2. How Do You Study **This** Place?
3. Identify Unit Components
4. Putting Humpty Dumpty Back Together Again
5. Unit Reflection
6. What’s Next?

All workshop materials may be found at <http://mattersofeducation.org/workshop_materials/falmouth/>

As well as in the following google folder, <https://drive.google.com/drive/u/0/folders/0BzaIyFVxOKlLLUpzRXNjTjZKbXM>

1. How Do You Study **Any** Place?
2. Content
3. Skills
4. Ideas

A/K/A: Know•Do•Understand [Supporting Materials Packet]

The Importance of the Visual [SMP]

II. How Do You Study **This** Place?

UNIT GEOGRAPHY

You should ask where does this Unit fit (think Latitude and Longitude)?

LATITUDE

1. What will my students learn in this unit [and their other UNITS] in terms of

A. Content

B. Skills

C. Ideas

LONGITUDE [this UNIT and what they have learned before and after this UNIT]

2. In terms of the Students’ overall Skill and Concept Development

3. Passing the Baton—What have I inherited from my colleagues/What Will I be Passing on in terms of Skills and Concepts (Longitude)

Resources:

* PBS, <http://www.pbs.org/wgbh/globalconnections/mideast/educators/index.html>
* Primary Sources, <http://resources.primarysource.org/middleeast>
* BBC News:World:Country Profiles

<http://www.bbc.co.uk/search?q=country+profiles>

* Country Report: [www.countryreports.org [nb: your library will need to subscribe]](http://www.countryreports.org)
* Information Please [www.infoplease.com](http://www.infoplease.com)
* The World Factbook: <https://www.cia.gov/library/publications/the-world-factbook/>
* World Almanac For Kids [www.worldalmanacforkids.com/explore/nations](http://www.worldalmanacforkids.com/explore/nations)
* Harvard Center for Middle Eastern Studies, <https://cmes.fas.harvard.edu/k-12-resources>
* University of Chicago site for educators, <http://teachmiddleeast.lib.uchicago.edu/>
* National Library of Israel, Map Collection: <http://web.nli.org.il/sites/NLI/English/digitallibrary/Laor-Collection/Pages/maps.aspx>
* BPL Digital Portal Maps:

[https://collections.leventhalmap.org/search?\_=1505234710539&f%5Bsubject\_geographi](https://collections.leventhalmap.org/search?_=1505234710539&f%5Bsubject_geographic_ssim%5D%5B%5D=World&q=&search_field=all_fields)

[c\_ssim%5D%5B%5D=World&q=&search\_field=all\_fields](https://collections.leventhalmap.org/search?_=1505234710539&f%5Bsubject_geographic_ssim%5D%5B%5D=World&q=&search_field=all_fields)

* For Current Events:
	+ ww.aljazeera.com/topics/regions/middleeast.html
	+ http://www.bbc.com/news/world/middle\_east

III. Identify Unit Components

1. Select One of The Unit Templates
2. Start With the Individual Components
3. Perhaps Jigsaw with Colleagues
4. Order of Operations--Does it matter which part goes into the puzzle first?

 C. Which Learning Strategies to Emphasize in This Unit?

Possibilities:

* See-Think-Wonder
* Numbered Heads Together
* The Final Word
* What Makes You Say That?

IV. Putting Humpty Dumpty Back Together Again

1. Consider the K/D/U you wish your students to acquire in this **unit**
2. Consider the K/D/U you wish your students to acquire this **year**
3. Use Making the Vertical Horizontal Chart [SMP] to help you plan

V. Unit Reflection

Possible Options: Google Forms Reflection Templates

VI Next Steps