

Initiative for Professional Development:

Over the summer, I took advantage of the opportunity to attend a world history workshop through Hawaii Pacific University, funded by the foundation of the late Jerry Bentley, the man who created the social studies benchmarks in Hawaii. After a year of teaching world history, I identified that I still had a lot of needs in my understanding not only in how to teach history, but the content that I was covering as well. Because of this realization, I proactively sought out the opportunity to grow as a teacher. At this workshop I learned about innovative ways to approach world history to make it cross-curricular, and more rigorous for my students. This was a 3-day mini workshop that strongly affected my unit planning for 6th grade social studies, but also my approach for social studies department-wide as I am the social studies department chair this school year.

Comment [1]: This is my explanation for what drove me to attend this conference and what reflections and use I had for it afterwards

Revisionist world history

Modernism: modern (doing things more efficiently)

Modern vs. traditional

Traditional societies focus on repeating what was done before

i. Modern societies... isn't totally modern, not totally based on efficiency, but more emphasis is based on efficiency

ii. Renaissance: creeping idea of what's efficient

Periodization

i. Modernization: Western Europe.

Common patterns/ common things in world history

Common patterns/ things and how they change over time are important aspects of world history

Integration and disintegration

Universal/ individual.

i. How we're alike and how we're different

ii. Ex: ISIS demonstrates pushback to globalization

Continuity and discontinuity

Rule of one to rule of the many

Cross-cultural influences/ connections

Axial age?

SILK ROAD

Mostly an oceanic route (Indian ocean)

i. Privileges Europe and China

Biggest part that we're talking about in terms of this cultural exchange

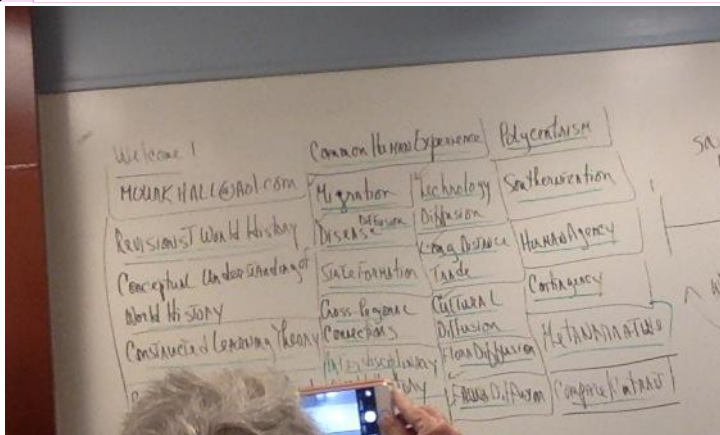
ii. SE Asia and Korean history often are the most neglected from this point

In world history, SE Asian trade/ history is becoming the most talked about and explored

(Stewart Gordon : A history of the world in 6 shipwrecks)

Comment [2]: This section of the workshop had a huge influence in my preparation for the new year of social studies, realizing how to incorporate themes and follow the new style of teaching social studies which is thematic and revisionist.

Strategies



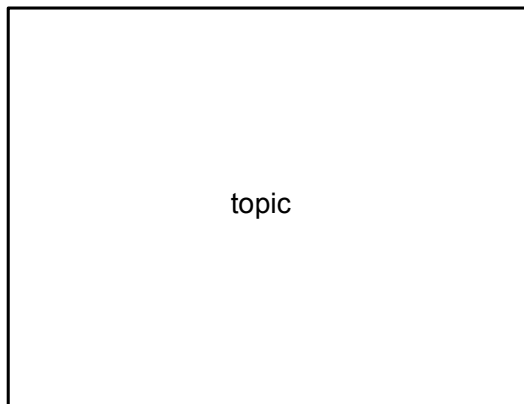
Comment [3]: In addition to information, this workshop was wrought with strategies that I could begin to incorporate and use in my planning, ideas of a word wall, word squares, and diagrams to gain a better understanding of how to present social studies materials.

- 1. (word wall)
- 2. continuity/ change

LEARNING SQUARE as homework

bio

technology

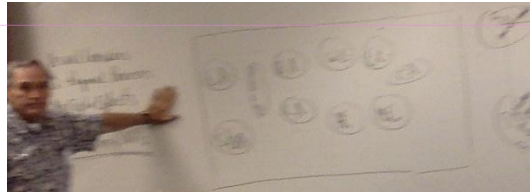


diplomacy/
Military

culture/

1. Columbian exchange was a **polycentric** phenomenon

- a. phrs: many areas of the world were linked in the columbian exchange.



Comment [4]: One of the concepts that had the biggest influence on me was the explanation of the Colombian exchange. This really drove home the ideas of interaction that are so important for understanding social studies because of the interactions between civilizations.

<p>Core world history understandings</p> <ul style="list-style-type: none"> polycentrism human geography metageography oceans, deserts, steppes as connections borderlands periodization macro-change change/continuity human agency local agency contingency civilizations people without history revisionist world history <u>political cross-regionals</u> imperialism self-determination exploration 	<ul style="list-style-type: none"> <u>economic cross regionals</u> long distance trade trade diasporas technology diffusion <u>cultural cross regionals</u> cultural diffusion cultural synthesis missionary work <u>biological cross-culturalals</u> disease diffusion flora diffusion fawna diffusion migration forced migration
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World History Thinking Skills

- compare/ contrast
- theme/ example - constructed knowledge
- multiple causation and effects
- multiple perspectives
- relationships over time and place
- historical sense
- Influence of world history on present

biases

Debate template

topic/ concept	Person 1	similar	person 2

