

What didactic techniques should a teacher employ to optimize global history thinking in students?

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Dutch Global History Teachers Meeting

Skype

What didactic techniques
should a teacher employ to optimize
global history thinking
in
students?

Point #1

**Show history “lives” at
different levels/scales of time
& space**

Point #2

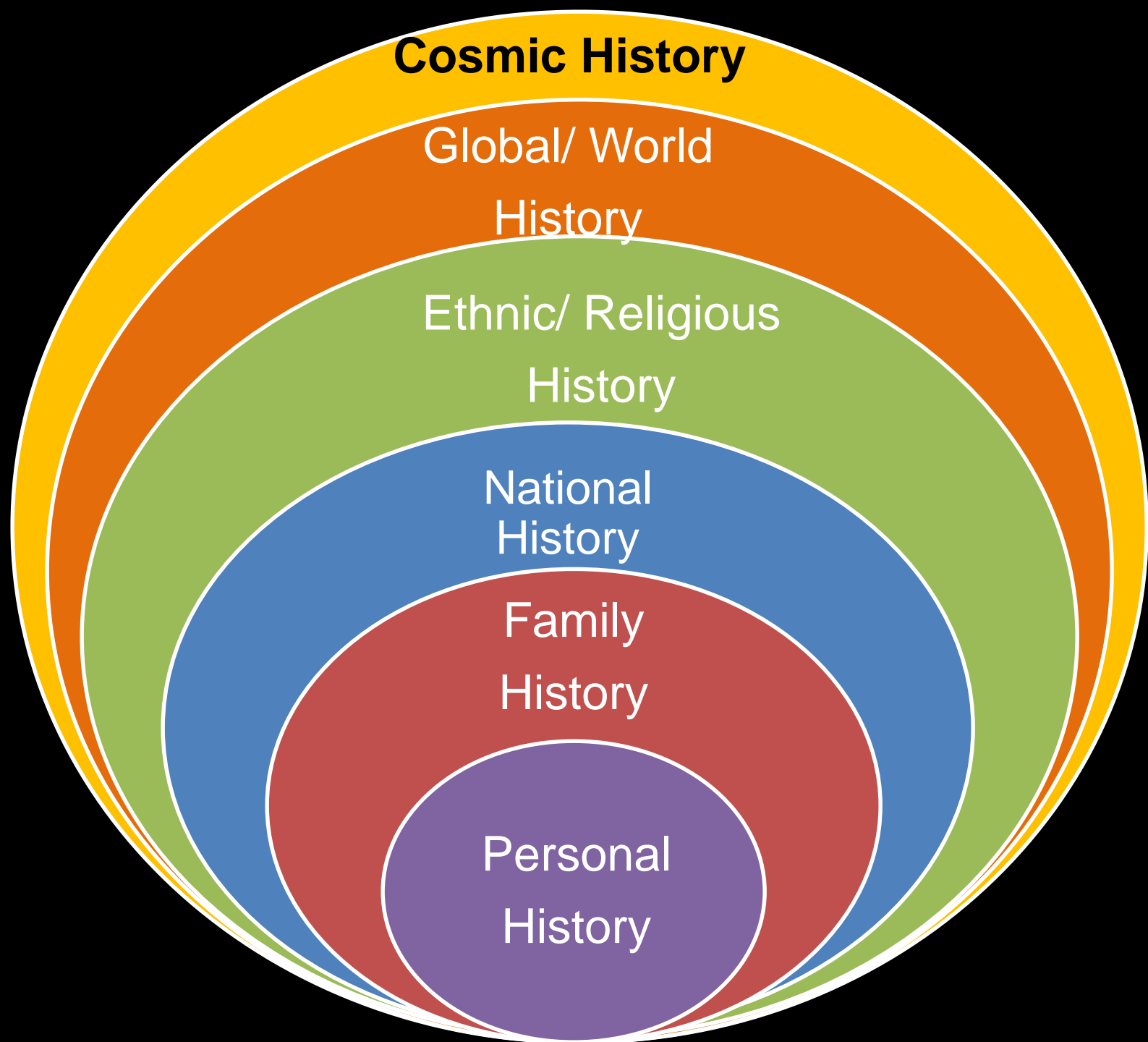
**To your course, add facts &
“stories” at a global scale &
across all time.**

How?

How?

Point #1

**Show history “lives” at
different levels/scales of time
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Cosmic History

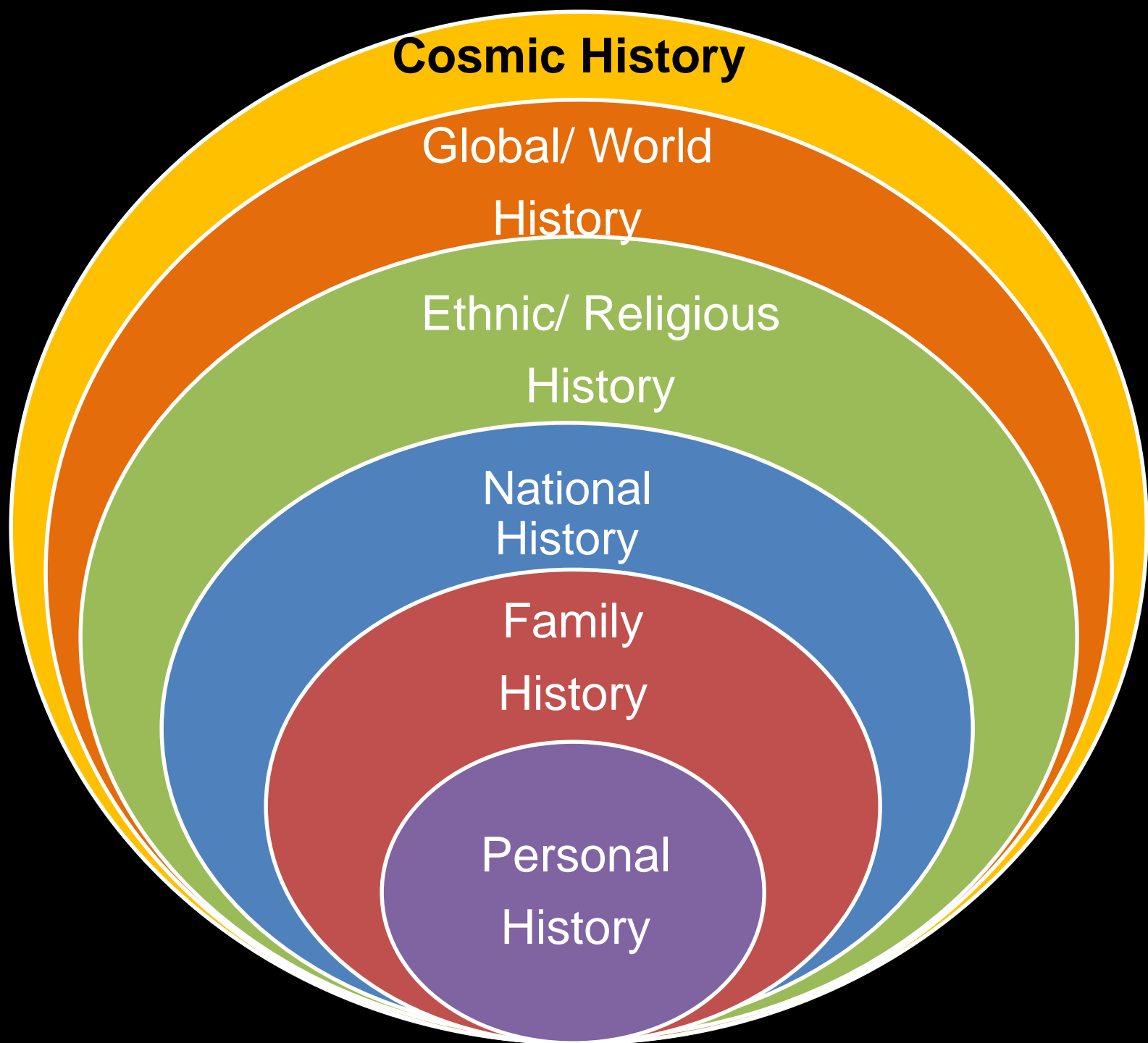
Global/ World
History

Ethnic/ Religious
History

National
History

Family
History

Personal
History



Cosmic History

Global/ World
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History at Different Scales

Conventional frames	What is its typical unit of analysis or focus and its scale of temporal-spatial study?
1. MICROHISTORY/ BIOGRAPHY	Individuals or single event. A few hours to a lifetime. Locale where person lived or event occurred.
2. NATIONAL HISTORY	A nation, nation-state. A few decades to a few centuries. Locale that nation or nation-state defines as "home."
3. REGIONAL OR "CIVILIZATIONAL" HISTORY	Focuses on a region or geographic area typically defined by historian/ geographer as sharing culture or civilization, such as Western Civilization or Muslim Civilization. A few centuries to a few millennia in time and a particular, though possibly changing geographic space.
4. GLOBAL HISTORY	The world since oceanic travel, or past 500 years or so. Focuses on world-wide interconnections, networks, or systems rather than single nations or regions.
5. WORLD HISTORY	Serial history of human societies and civilizations beginning about 6,000 years ago, with agrarian civilizations. Most often has focused on cultural & geographic distinctions among civilizations, often ignoring nomadic peoples.
6. HUMAN OR DEEP HISTORY	Begins with the evolution of our species with careful attention to pre-agrarian development. Interested in global developments beginning anywhere from 4.5 million years to 100,000 years ago. Recently referred to as the "deep" history of human beings (for example, see Small, <i>On Deep History and the Human Brain</i> , 2008).
7. PLANETARY HISTORY	Considers the bigger history of the Earth and our biosphere. Central to this unit of study is the planet Earth at a time scale of over 4.5 billion years.
8. COSMIC OR BIG HISTORY	Focuses on the history of the Universe, Solar System, Life, and Human Life on Earth, at very big scales traversing almost 14 billion years of time in different chunks (e.g. Universe time, Planetary time, Life).

Braudel's Levels of Change

Events – individual people or particular events – fast change, shorter duration (hours to lifetime)

Conjunctures – slow social or economic change – many decades to hundreds of years.

Longue durée – very slow structural change – thousands of years – longest duration

Waves

Tides

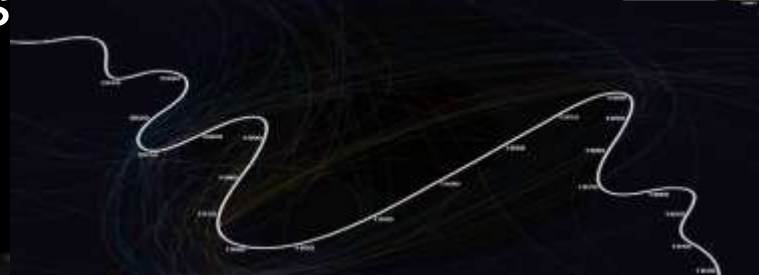
Currents



Fernand Braudel



Time Lords



Truffle-hunters



Parachutists

How?

Point #1

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How?

Point #2

To your course, add facts & “stories” at a global scale & across all time.

How?

Point #2

To your course, add facts & “stories” at a global scale & across all time.

Facts | Events

Names | Dates |
Substantive
Concepts |
Historical "Stuff"

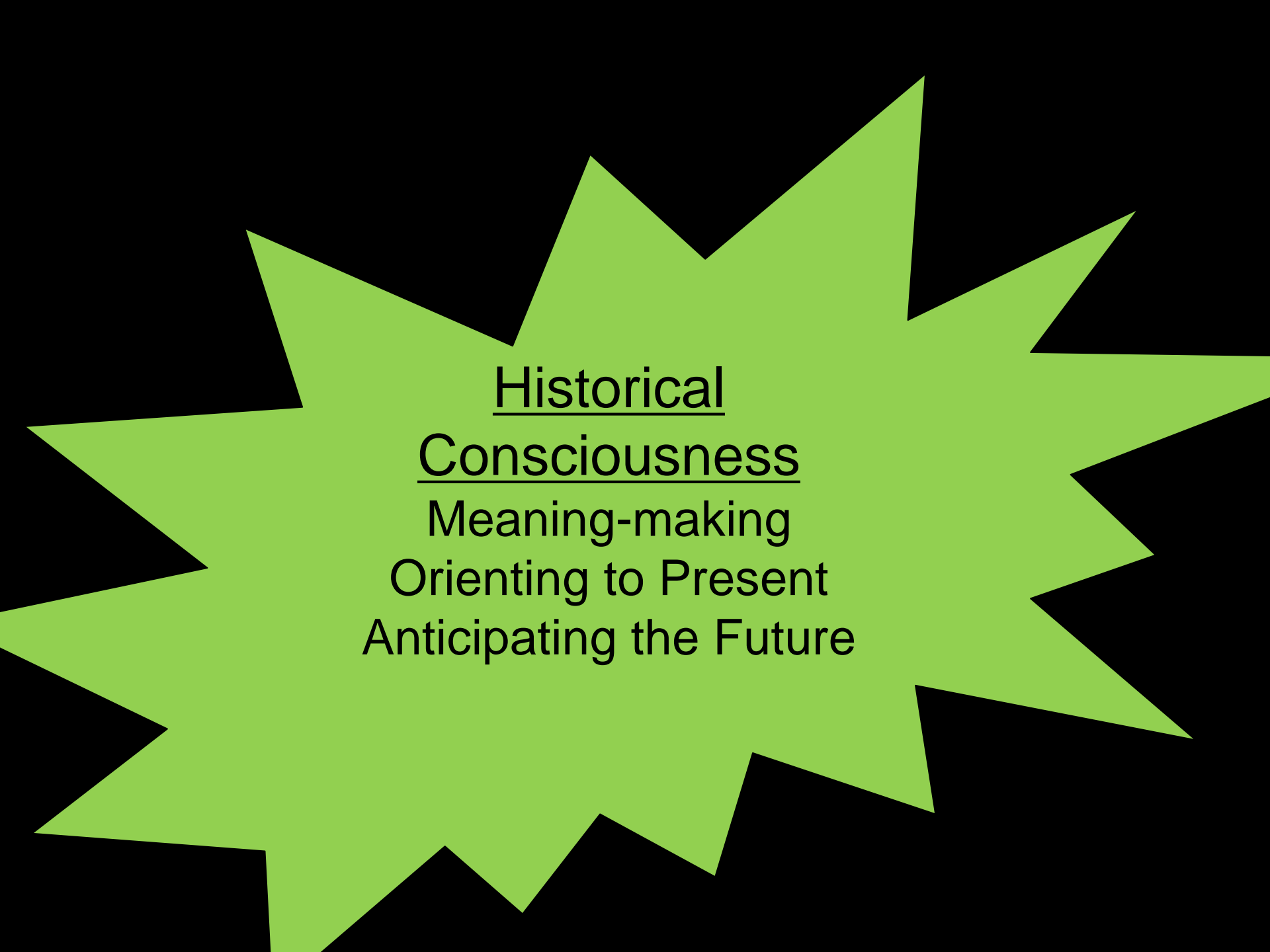
Historical
Thinking

Evidence | Causation
Significance | Accounts
Empathy

What makes the
history/ past
we teach useful & usable?

Historical
Consciousness

Meaning-making | Orienting to
Present | Anticipating the Future



Historical
Consciousness
Meaning-making
Orienting to Present
Anticipating the Future

Frames

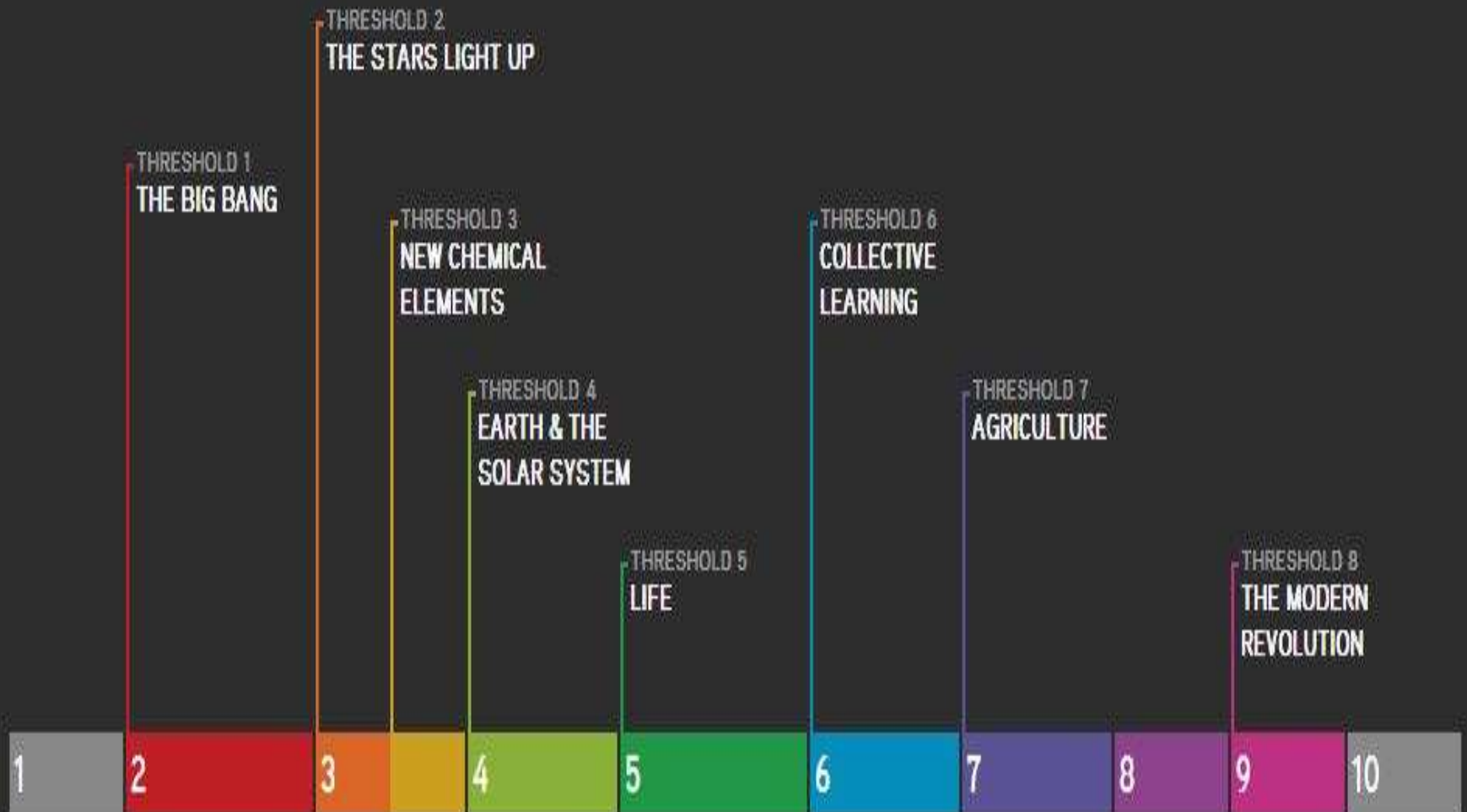
cognitive tools
showing big changes over
very large spatial and
temporal scales
to help learners
make meaningful
connections

**How to use big narrative
frames to connect micro &
macro and make
connections?**

Some guidance

1. Teach about “generalizations” – virtues/dangers
2. Big story framework in one lesson
3. Use frames to tack back and forth between micro-macro, events and structures
4. Ask about connections
 - Do they support each other?
 - Extend each other?
 - Challenge each other?
 - What is gained or lost by each?

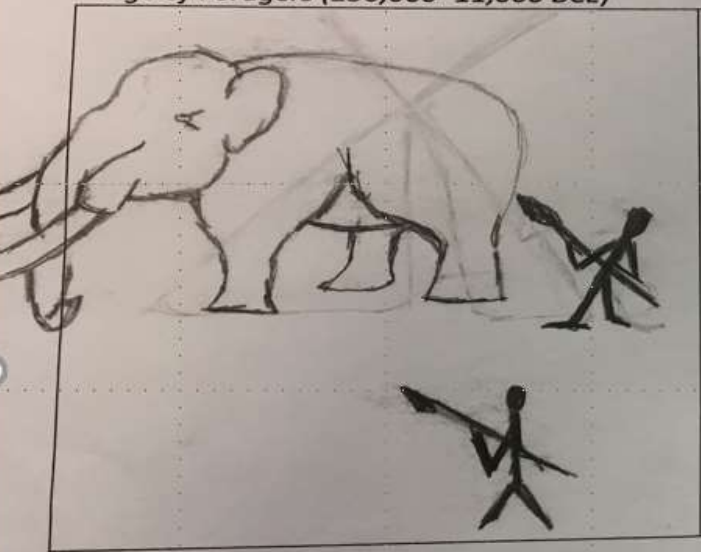
BHP Narrative | Frame



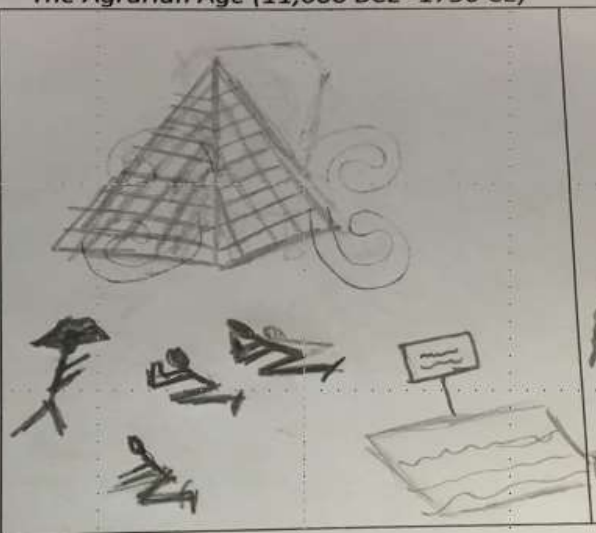
Human Frame

	Age of Foragers	Agrarian Age	Modern Age
Years			
Dominant system of producing goods & services			
Way of distributing goods & services			
Forms of energy			
Modes of Communication			
Groups in which people live			

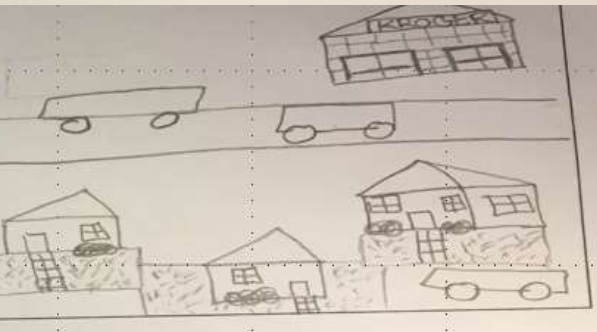
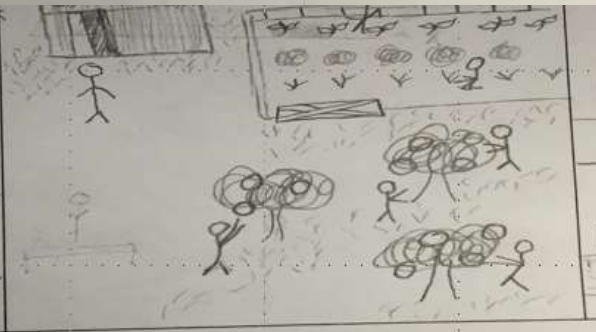
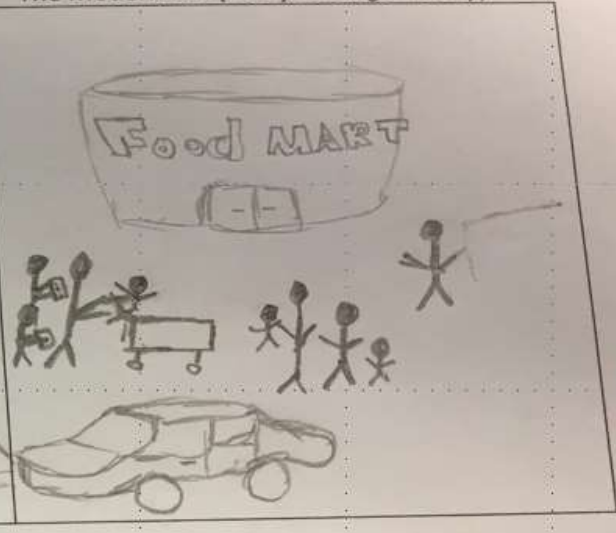
Age of Foragers (250,000- 11,000 BCE)



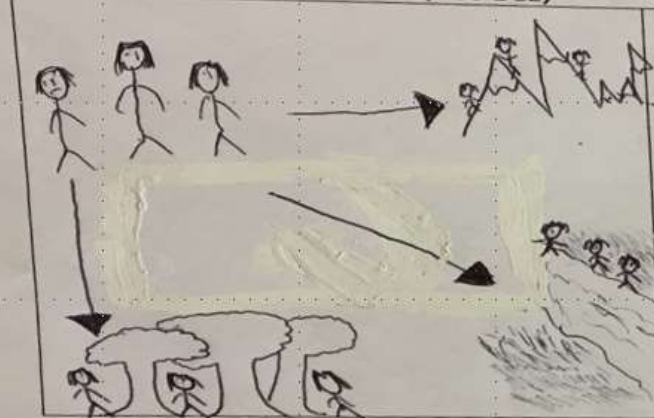
The Agrarian Age (11,000 BCE- 1750 CE)



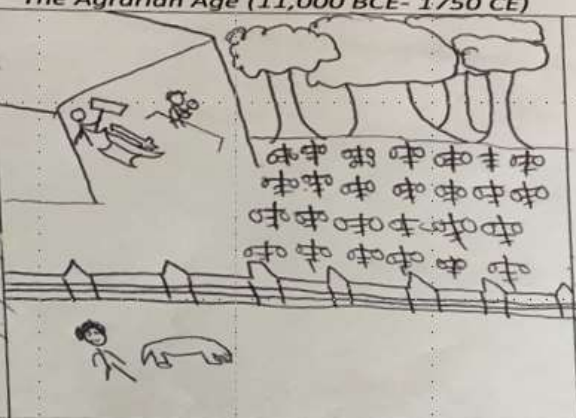
The Modern Era (250 years ago- today)



Age of Foragers (250,000- 11,000 BCE)

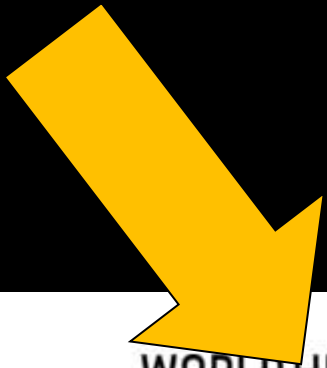


The Agrarian Age (11,000 BCE- 1750 CE)



The Modern Era (250 years ago- today)





BIG HISTORY PROJECT



WORLD HISTORY PROJECT



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Using Multiple Story Frames



Communities

How do we organize people & our societies?
How has that changed?

From bands of foragers to cities to empires...and beyond



Production & Distribution

How do we make and share the stuff we use everyday?
How has that changed?

From foraging to farming to industrialization...and beyond



Networks

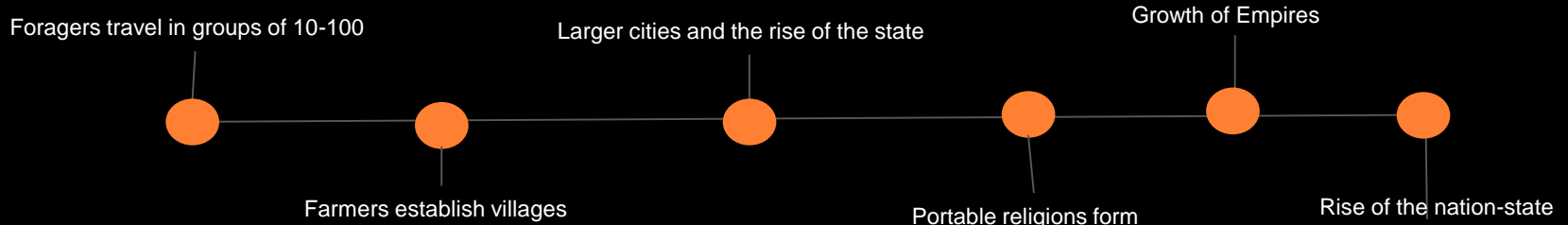
How are we connected and interconnected?
How has that changed?

From language to transportation to digital...and beyond



Communities

How we organize our societies? How has that changed?
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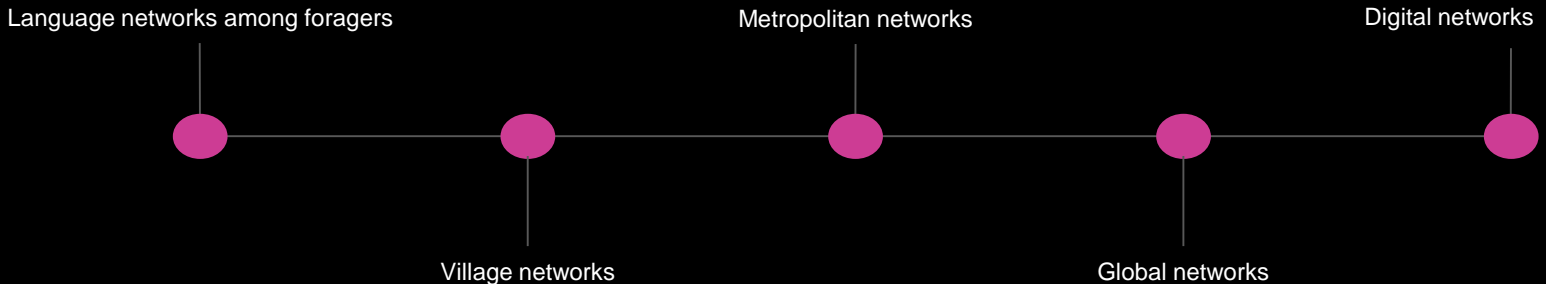
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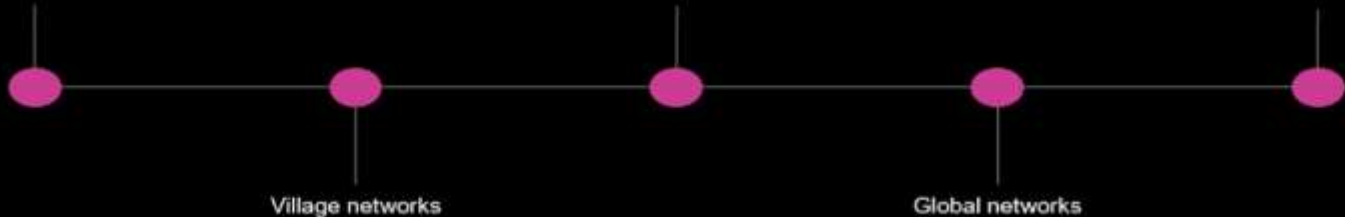
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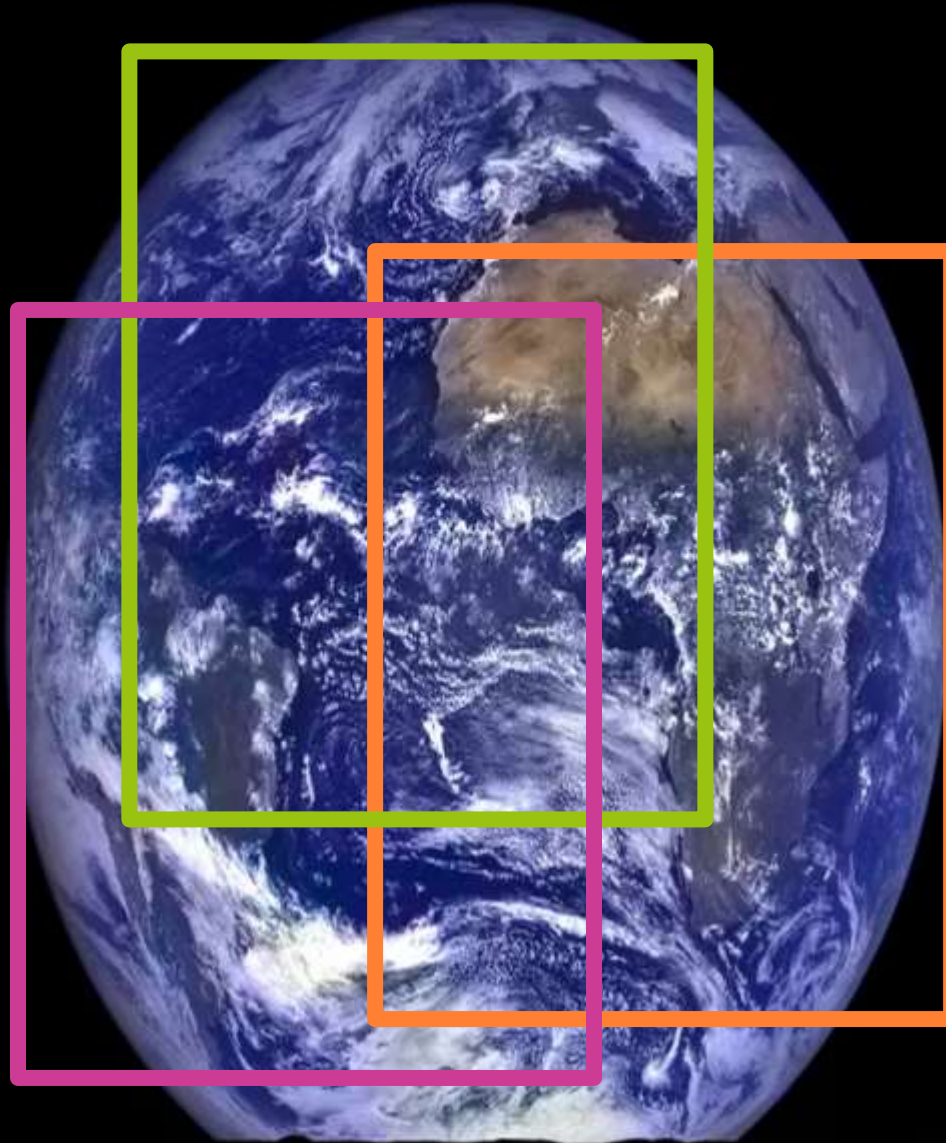
Language networks among foragers

Metropolitan networks

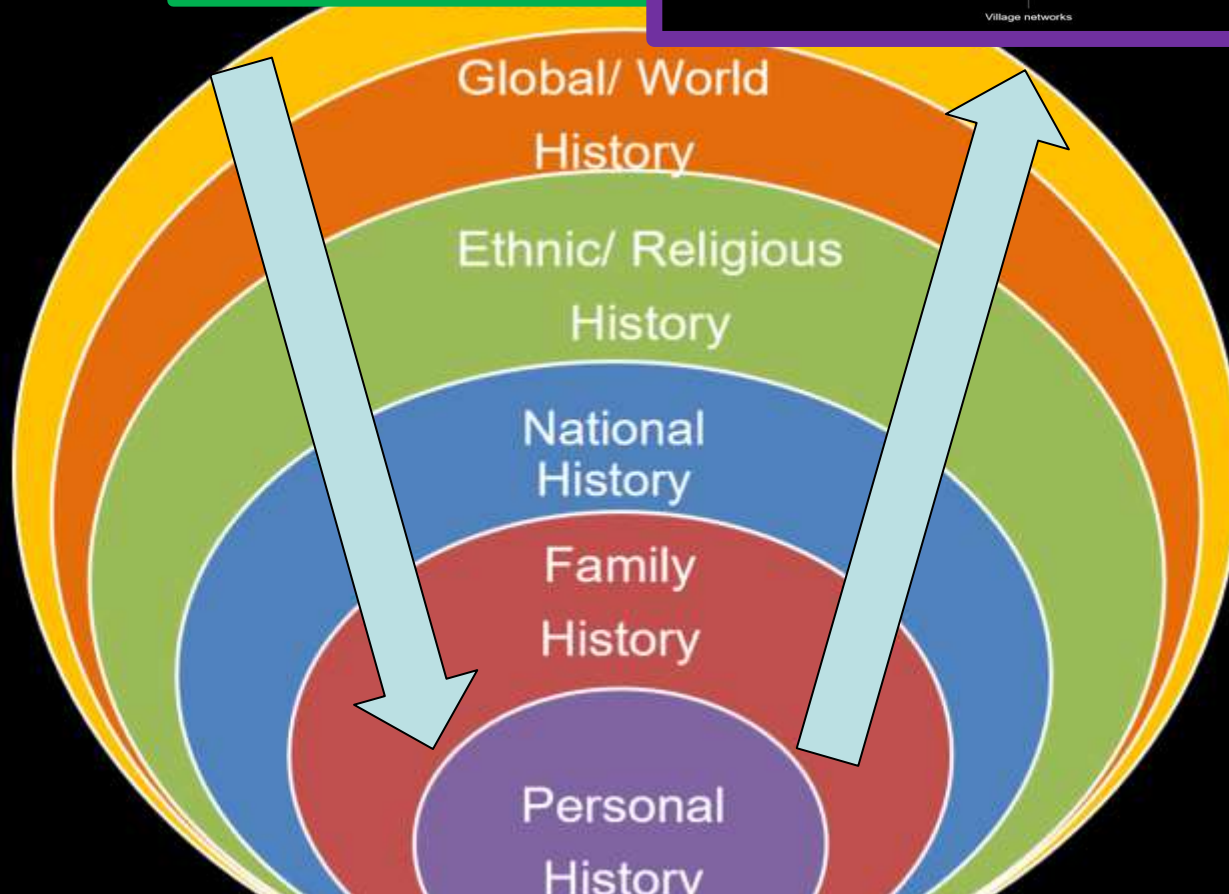
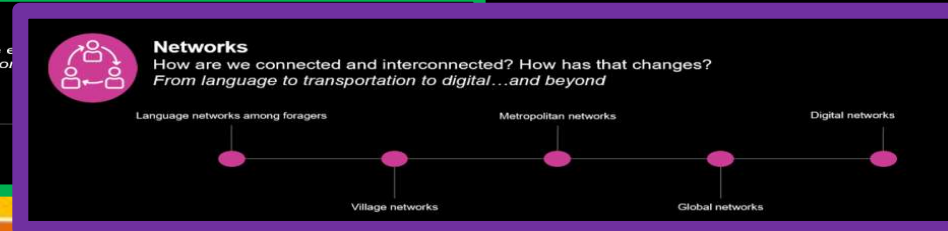
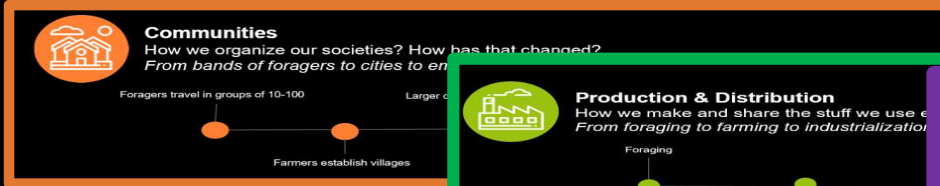
Digital networks



Overlapping and connecting Frames



Usable: Tacking between Macro to Micro



Conclusion

- Students seem to benefit from using big frames to build connections.
- However, it is important to “tack” back and forth from micro to macro, from local to national to global.
- And there is value in having students assess and change frames in the process: (support, extend, and challenge)
- There also seems to be value in you or students constructing frames at different scales or lens.
- Lastly, have students become aware of stories frames others use in their lives and consider implications of accepting one over the other.

Needed: Large scales frames of time and space to study the past

“A useful understanding has to be arrived at . . . the way to study is history is to view it as a long duration, as what I have called the *longue durée*. It is not the only way, but is one by itself that can pose all the great problems of social structures, past and present. It is the only language binding history to the present, creating one indivisible whole.”

Fernand Braudel, *On History* (1980), pg. vii

USABLE HISTORY FOR YOUR STUDENTS

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Thanks & Questions

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