A Web-Based Model Curriculum for Middle And High School World History
A Project of San Diego State University in cooperation with the National Center for History in the Schools, UCLA
World History for Us All Web Site

http://worldhistoryforusall.sdsu.edu
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- National Endowment for the Humanities
- Ahmanson Foundation
- Longview Foundation
- Council of Chief State School Officers
- National Center for History in the Schools
- SDSU President’s Leadership Fund
Premises of this curriculum:

• Humankind is the *primary* unit of investigation, not nations or cultural groups.
• Up-to-date scholarship must be its foundation.
• It must strive for teaching and learning that illuminates historical significance.
• It is suitable for the interconnected world in which we live.
Types of teacher resources for world history classrooms

**General**
- National curricula
- Competency standards
- Syllabi
- Textbooks tables of contents

**Curriculum!**
A conceptually and intellectually coherent design for a course, both subject matter and thinking skills

**Specific**
- Lesson plans
- Source document collections
- Textbook chapters
- Conferences & workshops
World History for Us All is a powerful, innovative model curriculum for teaching world history in middle and high schools.

World History for Us All:
- offers a treasury of teaching units, lesson plans, and resources.
- presents the human past as a single story rather than unconnected stories of many civilizations.
- helps teachers meet state and national standards.
- enables teachers to survey world history without excluding major peoples, regions, or time periods.
- helps students understand the past by connecting specific subject matter to larger historical patterns.
- draws on up-to-date historical research.
- may be readily adapted to a variety of world history programs.

World History for Us All is a national collaboration of K-12 teachers, collegiate instructors, and educational technology specialists. It is a project of San Diego State University in cooperation with the National Center for History in the Schools at UCLA. World History for Us All is a continuing project. Elements under development will appear on the site in the coming months.
Two basic components of World History for Us All

- Foundations in Scholarship
- Intellectual Rationale
- Periodization
- Critical Skills
- Narrative Synthesis of World History

Teaching Units, Lesson Plans, Documents, Resources
The Idea Behind this Curriculum

Why an Integrative Curriculum?

Why Learn World History?

Curriculum Objectives

Standards in Historical Thinking

National and State Standards

Scholarship of World History

The Project Team

Foundations of this Curriculum

Teaching Units

Themes

Three Essential Questions

Seven Key Themes

Nine Big Eras of World History

History, Geog, and Time

Past & Future

Teaching Unit Categories

Panorama Level

Landscape Level

Closeup Level
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1 2 3 4 5 6 7 8 9

Panorama Level

Landscape Level

Closeup Level
<table>
<thead>
<tr>
<th>Era</th>
<th>Title</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>Humans in the Universe</td>
<td>13 billion-200,000 years ago</td>
</tr>
<tr>
<td>Two</td>
<td>Human Beings Almost Everywhere</td>
<td>200,000-10,000 years ago</td>
</tr>
<tr>
<td>Three</td>
<td>Farming and the Emergence of Complex Societies</td>
<td>10,000-1000 BCE</td>
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<td>Four</td>
<td>Expanding Networks of Exchange and Encounter</td>
<td>1200 BCE-500 CE</td>
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<td>Five</td>
<td>Patterns of Interregional Unity</td>
<td>300-1500 CE</td>
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<td>Six</td>
<td>The Great Global Convergence</td>
<td>1400-1800 CE</td>
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<td>Seven</td>
<td>Industrialization and Its Consequences</td>
<td>1750-1914 CE</td>
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<td>Eight</td>
<td>A Half Century of Crisis</td>
<td>1900-1950</td>
</tr>
<tr>
<td>Nine</td>
<td>Global Acceleration</td>
<td>1945-present CE</td>
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</tbody>
</table>
The question of variable scales in historical research

“I claim that each scale of history has an appropriate conceptualization and amount of detail, just as each scale of a map has an appropriate projection and amount of detail.”

William H. McNeill

“What is central at one scale may be detail at another and may vanish entirely at the very largest scales. Some questions require the telephoto lens; others require the wide-angle lens.”

David Christian
The question of variable scales in teaching and learning history

While understanding something in depth is a necessary part of learning history ... it is not enough. Moving from one in-depth topic to another and illuminating each one in the historical spotlight only begins to develop historical understanding if such topics are set in a wider historical framework.

Peter Lee
Institute of Education
London University
The question of variable scales in teaching and learning history

To provide something students can use and think about, we may need to teach a big picture quite quickly, in a matter of two or three weeks, and keep coming back to it. Such a framework focuses on large-scale patterns of change, encompassing students’ in-depth studies so they are not simply isolated topics.

Peter Lee
Institute of Education
London University
Even Bigger Picture

World War II and its era as a global event

Bigger Picture

World War II in Europe

In-depth Study

D-Day
Three Levels of teaching units categorized by the “scale” of historical questions investigated.

- **Panorama Teaching Units**
  (1 for each Big Era)

- **Landscape Teaching Units**
  (2-7 for each Big Era)

- **Closeup Teaching Units**
  (Many for each Big Era)
Big Era Five
Patterns of Interregional Unity (300-1500 CE)

Landscape Teaching Units

5.1 Centuries of upheaval in Afroeurasia, 300-600 CE
5.2 Afroeurasia and the rise of Islam 600-1000 CE
5.3 Consolidation of the trans-hemispheric network 1000 - 1250 CE
5.4 The Mongol Moment 1200- 1400
5.5 Calamities and Recoveries 1300-1500
5.6 Spheres of interaction in the Americas

Multiple Closeup Teaching Units

Did Maya Civ Collapse?
The Hundred Years War
Silk Road Trade in the Mongol Era
Early Christianity In Europe

Panorama Teaching Unit: Networks of Long Distance Exchange
Big Era Five Panorama Teaching Unit
Patterns of Interregional Unity 300-1500 CE
Long-term expansion of networks of trade, technical diffusion, and cultural exchange throughout Afroeurasia.

Big Era Five Landscape Teaching Unit 5.5
Calamities and Recoveries 1300-1500 CE
Several fourteenth-century ecological, political, and economic crises in Afroeurasia connected to climate change and spread of infectious disease.

Big Era Five Closeup Teaching Unit 5.5.1
Coping with Catastrophe
Black Death the greatest of 14th-century calamities; infectious disease transmitted across Eurasia via trade routes; had devastating impact on Europe and the Mediterranean.
Up and Down the Scales in a Big Era
World History for Us All is free and non-copyrighted.

All new material is edited and approved by the staff. This site is not a “wiki.”

The project seeks partnerships with schools and school districts—even whole states!
Hmmm . . . My sister is a world history teacher. I should tell her about this web site.