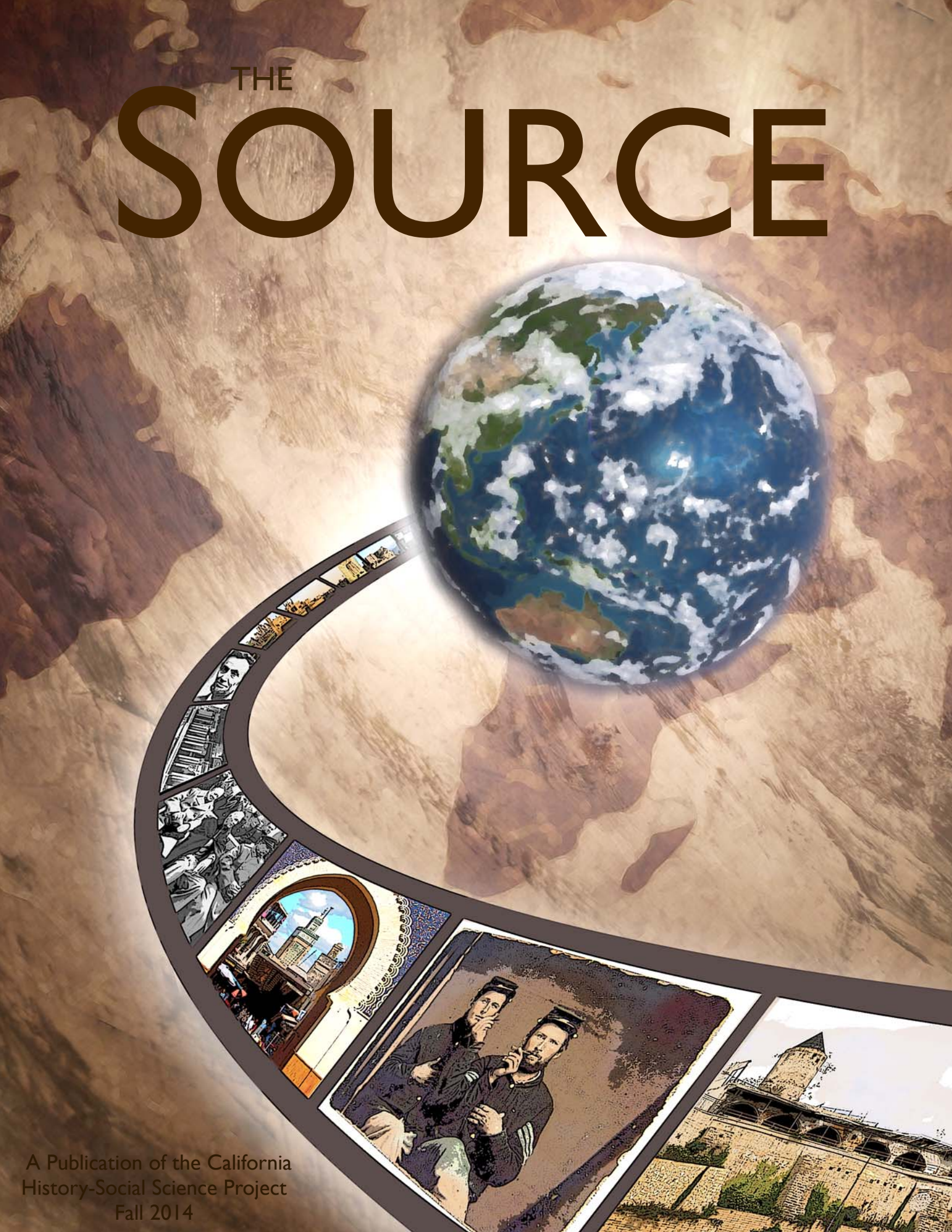
THE SOURCE



A Publication of the California History-Social Science Project
Fall 2014

THE
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A Quarterly Publication of The California History-Social Science Project

The Source is a publication of The California History-Social Science Project (CHSSP).

Editor Shelley Brooks welcomes your letters and inquiries. To learn more visit our website at http://chssp.ucdavis.edu/ or contact us at chssp@ucdavis.edu.

Issue art by Kevin Tsukamoto, CHSSP Statewide Office

Image: *Boxer Archie Moore and his manager Jack Richardson looking at a globe.*
Image from Calisphere: http://content.cdlib.org/ark:/13030/kt8k4020fv/?query=globe&brand=calisphere
Image, facing page: NASA: http://eoimages.gsfc.nasa.gov/images/imagerecords/0/885/modis_wonderglobe_lrg.jpg

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Teaching World History

FEATURES

It's a Small World, After All...

The world has gotten much smaller than it used to be, at least that's what it seemed like to me. I bought into the argument that decries the connectivity and immediacy of our information age. You've heard the rant: our planet is more connected because of the growth of social media, the wide availability of cell phones, and the next generation's fascination with sharing too much information. Mayberry was lost; Times Square had taken its place. In the midst of one of my snarky diatribes on how Twitter would destroy American civilization, we began work on a new project – *Sites of Encounter in the Medieval World.* The Middle Ages taught me something that Google couldn't – the world has always been small and connected.

Sites of Encounter asks students to consider six separate cities, or sites, in the Medieval World – Calicut, Cairo, Sicily, Quanzhou, Mali, and Majorca. Historians describe the region these sites inhabited as Afro-Eurasia. What makes this curriculum unique is the focus on the connections between these sites; students are asked to consider what happens when traders from Persia and India ventured to China or mapmakers from the Muslim world were commissioned by a Christian King in Sicily. Students learn about how these different peoples interacted with each other, how they sometimes engaged in conflict, but just as often, produced new goods, melded cultural practices, and produced substantial wealth.

Globalization has many critics in our modern world. They complain about the movement of jobs, the decrease in wages due to increased competition, and the reduction in manufactured goods that meet the unique needs of local communities. Just as plentiful are globalization's fans, who cite the reduction in prices of consumer goods, the talents of specialized labor, and increased profitability and efficiency. *Sites of Encounter* remains agnostic on the issue – it allows students to make up their own minds about the benefits and costs of increased interaction and trade between people from different regions of the world - but it does force them to acknowledge that the world has always been connected, and that economic, cultural, and political interaction will define their era as much as it did one thousand years ago.

Fernando Magellan. Image from Library of Congress: http://www.loc.gov/pictures/item/93515233/

In this issue of *The Source*, we highlight the release of our *Sites of Encounter* unit with sample curriculum (to see the rest, visit our website, http://chssp.ucdavis.edu, and click on the *History Blueprint* button). You will also hear from a 7th grade teacher who has taught one of the lessons, and from the historian who developed the unit. A scholar shares his thoughts about the challenges, complexities, and exciting opportunities of world history, and what it means to teach it here in California. Two educators offer their perspectives on California's content and Common Core standards, and how to maximize student engagement with world history within this framework. We hope these pieces can help your students understand our global history – its complexity and connectedness – so that when Twitter does destroy our civilization, they can at least see it coming…

Nancy McTygue,
Executive Director

Sites of Encounter in the Medieval World

Interactive Map

Developed exclusively for the History Blueprint, this interactive map gives students visual access to the important concepts of the medieval world. The interactive map teaches students about:

- trade
- geography
- religion
- the spread of the Black Death
- physical geography
- wind and ocean currents
- political boundaries
- voyages of Marco Polo and Ibn Battuta

Access the FREE interactive map here:
http://chssp.ucdavis.edu/programs/historyblueprint/maps/medieval-map

"What a world history course can't do is present a history of the world"

An Interview with Dr. Edward Ross Dickinson

The CHSSP sat down with Edward Dickinson to ask him about the field of world history, and what it means to teach the subject in California. A Professor of modern European history at UC Davis, Dickinson has published extensively on empires, reform movements, hiking clubs, modern dance, morality campaigns, racial thought, and child welfare policy. Dickinson's forthcoming textbook: *The World in the Long Twentieth Century: An Interpretation* will be available from UC Press in 2015.

What does world history look like? What does it include, and what doesn't it include?

What a world history course can do, and I think should do, is two things.

First, it can aim to give students an understanding of some of the very basic forces that have shaped human life over very broad geographies and long periods. I have it relatively easy, because I teach world history only in the nineteenth and twentieth centuries, and that's a relatively coherent period. But the principle is the same as in a course covering longer periods—the course steps back from the details and identifies some very basic processes and dynamics.

Second, it can give students a model for how to think that way. I find students are generally extremely detail-oriented; they haven't been taught to think consciously about very large processes and forces. I try to present a convincing model of my own for how to understand why the world looks like it does in the early twenty-first century, focused on technological development; but I'd be happy if my students disagreed with that model, and favored an alternative one that is just as big in scope.

What a world history course can't do is present a history of the world. That is, it can't recount the important events, the great ideas, even many of the great turning points. That would be impossible in a ten-week quarter or fifteen-week semester (or in a year-long series of courses); and trying to do it would be either boring or trivial, because it would lead either to a lot of disjointed narrative or to a lot of disjointed "case studies" and human-interest stories. In short, world history can't aim at coverage. Just to give one example: I mention terrorism in my course, but I don't analyze it at

all. Why?—because no form of terrorism, whether that of anarchists in the late nineteenth century, or of the radical ideological Left and neo-fascist Right in the 1970s and 1980s, or of nationalists (the PLO, the IRA, the ETA) has really changed much of anything. They have generated a good deal of individual tragedy; but they have had virtually no impact on the broader course of historical development.

For teachers who have long taught Western Civilization, what is the key shift that needs to happen in order to broaden this story?

I don't think it's so much a question of broadening the story as of telling a different story, but with similar breadth. There is a whole lot of world history out there that is about "the West and the rest"—it focuses on questions like "why did Europe come to dominate the world?" in the modern period. I think historically that probably derives in part from the fact that "Western Civ" was the most common and familiar available model for thinking about very broad historical processes of change (the scientific revolution, the Atlantic revolutions, the industrial revolution, etc.) . . . though there are certainly others, for example in Asian or African history. I don't think "why did Europe dominate" is ultimately a very interesting question; but in its "shape" – in encouraging us to think in broad terms about very large-scale trends and patterns – the model is still useful. So I would say a fruitful way to approach it is to keep the ambitious conceptual "architecture," and most of the same teaching techniques, but restructure the content.

World history can seem overwhelmingly large – how do you balance the large framework with the stories of individual actors?

This is something I'm still working on. My strategy so far is to choose a fairly large number of individuals, and use them to illustrate particular trends and processes, and particularly the way those bigger trends and processes interacted with each other. So for example I use the American modern dance pioneer Ruth St. Denis to illustrate the rise of an international entertainment industry in the early twentieth century (she was an American who was successful first in Europe), the cross-fertilization of world cultures (she borrowed Indian dance idioms in the 1900s, then in the 1920s went to India and helped spark a revival of those idioms); the dynamic relationship between imperialism, nationalism, and cosmopolitanism (she was well-received particularly

Ruth St. Denis. Image from Library of Congress: http://www.loc.gov/pictures/item/ggb2004005890/

by Indian nationalists interested in valorizing Indian "tradition" against European aesthetic traditions); and the world-wide religious ferment of the early twentieth century (she was a Christian Scientist, was influenced by Theosophy and very interested in Buddhism, and considered her dance religious art).

My aim in doing this is twofold. On the one hand, it's a way of making the broad trends concrete, and therefore memorable. On the other hand, it's also a way of weaving a much more complex picture. In the abstract, very broad historical trends can seem isolated—this was going on; that was going on; a third thing was going on. But any individual life is shaped by multiple different forces simultaneously and in dynamic interaction. So biographies, stripped down to their essentials, are a way to "humanize" the big picture, but also a way to explore its complex and dynamic character.

Do you utilize your students' diversity to bring home points about the material?

This is one of the best things about teaching in California—the whole world is right here in our classrooms, the students are terrific resources specifically for world history courses. I can use California to illustrate major processes in world history, and a large proportion of the students in the class immediately "get it" and can add their ideas and perspective, because they are very self-conscious about being products of truly global processes. One of the things I want to do next time I teach the course is make better use of that resource. One of my favorite exercises in the course is discussing the way global population movements in the nineteenth century matched people's skills to resources around the world—for example Japanese horticulturalists to the Santa Clara Valley, Chinese hard-rock miners to building the railroads across the Sierra, Hawai'ian sailors to the trans-Pacific trade, Basque sheep-herders to the Owens Valley, Portuguese fishermen to the Humboldt Current, Italian Swiss wine-makers to the Napa Valley, and so on and so forth.

Chinese laborers, North Pacific Coast R.R. at Corte Madera, California, 1898.
Image from Calisphere: http://content.cdlib.org/ark:/13030/hb9199n9rj/?query=chinese%20railroad&brand=calisphere

What challenges have you faced in teaching world history at the university level? What has worked well, and what do you plan to change?

I've been very successful in teaching upper-level European history, which I've done at the University of California for eight years now—students love the courses, and learning outcomes are very solid. The transition to world history at the first-year level has been a bit rocky. Student response has been OK but not nearly as positive as in my European history courses; and I've been a bit frustrated by learning outcomes, as evidenced by tests and essays. Essentially, over the past three years I've put together a perspective on, or model of, world history in the period (1800-2000) that I think is intellectually exciting; but specifically in lecture form, it's actually not so exciting—it's too big, too abstract, too broad. But I needed to do that work of putting together the broader "story" of world history in the period because I simply did not find a world history textbook that adequately supports what I think a world history course can do. Most of them are fairly disjointed, many are quite dated, and most are not really appropriate for students at my particular institution, UC Davis, where the student body is heavily slanted toward the STEM disciplines, economics, and agricultural science.

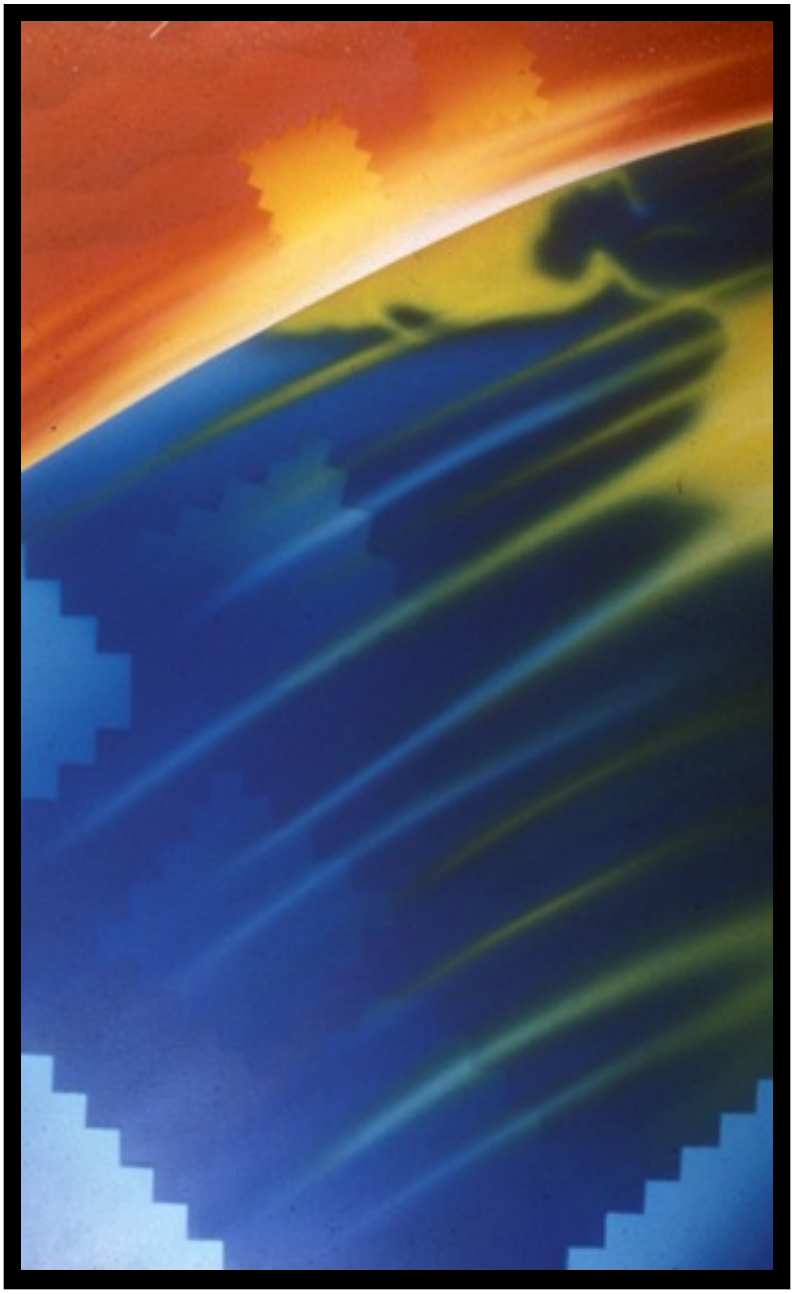
So I've now turned my lectures into a textbook, which will come out next year; and next time I teach the course I will not lecture. I'll use the textbook to give students the conceptual "backbone" of the course, and use class time to discuss particular events, ideas, biographies, texts, for writing and thinking exercises, for consideration of more multi-media material, and so on. I think this makes sense specifically for world history courses, where the scope of the course is necessarily very broad.

What sort of assignments work well for world history? What are the best types of sources for your students – newspapers, data sets, etc.?

I've found that students at the introductory level really need help in some very basic areas—reading comprehension, concise and forceful analytical writing, close reading of language. I have a series of five exercises, based on primary sources and two scholarly articles; they aim to get students thinking about the value and uses of basic skills like these. One asks students to identify and summarize the central argument of a scholarly article; one asks them to identify the issues and assumptions most important in a couple primary documents; that kind of thing. These exercises seem to work pretty well—my students are very smart, but they're just not accustomed to thinking in these ways, and the exercises can sometimes provide an "aha" moment. Again, I plan to do more of this kind of thing in class in the future.

What's worked best for reading assignments has been primary sources with some drama to them—Gandhi's critique of Western civilization, or first-hand accounts of combat in World War I, or an article from *Scientific American* around 1900 assessing the extraordinary technological revolution of the late nineteenth century. Students like shorter documents, of course; but I try to push them toward appreciating analysis of more complex documents, pieces that allow us to think more about the ways different processes, trends, ideas, and influences complement, cross-cut, or complicate each other. I try too to bring different perspectives into juxtaposition. One assignment that's worked well is comparing eyewitness accounts by Indian and English soldiers in World War I, for example.

Writing assignments are something I'm still wrestling with. What's worked best is asking students to do a close reading and analysis of a particularly dramatic text, or a couple short texts. But that assignment doesn't really "get at" the agenda of a world history course as well as I want the writing assignments to. Asking students to read a biography or autobiography and identify the ways in which broader historical processes shaped that person's life has worked better at that, particularly once I refined the assignment some to prevent students from just summarizing, writing a "book report." I've also used data sets a good deal (World Bank, UN, OECD, SIPRI, and so on), but found students really have to be walked through constructing an inquiry based on statistics—there's a tendency to find one correlation, draw an obvious conclusion, and consider the project done, rather than pushing the inquiry further with the next logical question (for example "does the same correlation hold under different circumstances?" or "how can we figure out why there's this correlation?"). It's a critically important cognitive skill; but I'm not sure yet whether it's one that I want to teach at the first-year level.



How is your textbook different from the other world history textbooks currently on the market?

Three distinguishing characteristics: First, I designed this book with my students and my campus specifically in mind. It focuses heavily on questions that might interest students in the STEM disciplines and agricultural science (technology, engineering, history of agriculture, resource economics, business organization). Second, there's also a heavy emphasis on sustainability, which is a major focus for my campus. And third, partly for intellectual reasons, but also partly because at least half my students are not of European heritage, I've also shifted the perspective very much away from the "West and the rest" model. Again, all of this came out of thinking specifically about my students; but I think this will increasingly make sense for students around the country, as well.

More generally, the book is organized much more systematically than others I have assessed around the aim of presenting a coherent model of the structure and dynamics of world history in the past two centuries. Many of the available textbooks that avoid the "West and the rest" story end up rather disjointed, because they attempt adequate "coverage" of developments in many different parts of the world, or because they haven't developed a coherent chronological narrative to replace the "Western dominance and decline" model. In my view the "diversity of world societies" approach is neither very intellectually satisfying in form, nor very accurate in content. At the same time, approaches to "globalization" tend to focus either on recent cultural exchanges and conflicts (Jihad versus McWorld) or on political economy—usually through a consideration of power relations between regions conceived in very abstract, often overly generalizing terms (the "imperialism, neo-colonialism, globalization and inequality" model).

The model I've tried to present takes a different approach in two respects. First, it is focused specifically on the interplay between common global developments and processes on the one hand, and specific regional and local contexts on the other. It's true that world history over the past two centuries has been shaped by many processes that had differential consequences in different regions (Europe, the Middle East, Asia); but the point is really that those processes have been global, they have occurred simultaneously all around the world.

Second, the book presents a coherent story. There is a beginning, middle and end to the "long twentieth century," as I'm calling it; and the whole story is moving in a particular direction. To put it in the simplest terms, the twentieth century was "about" the dual revolutions in the production of food and energy—or, as I put it in the book, it was about peasants and oil. That story began in the 1830s and 1840s; it's ending now.

Image: *Journey*, by Juanishi Orosco, 1986. Image from Calisphere: http://content.cdlib.org/ark:/13030/hb7d5nb7sv/?query=globe&brand=calisphere

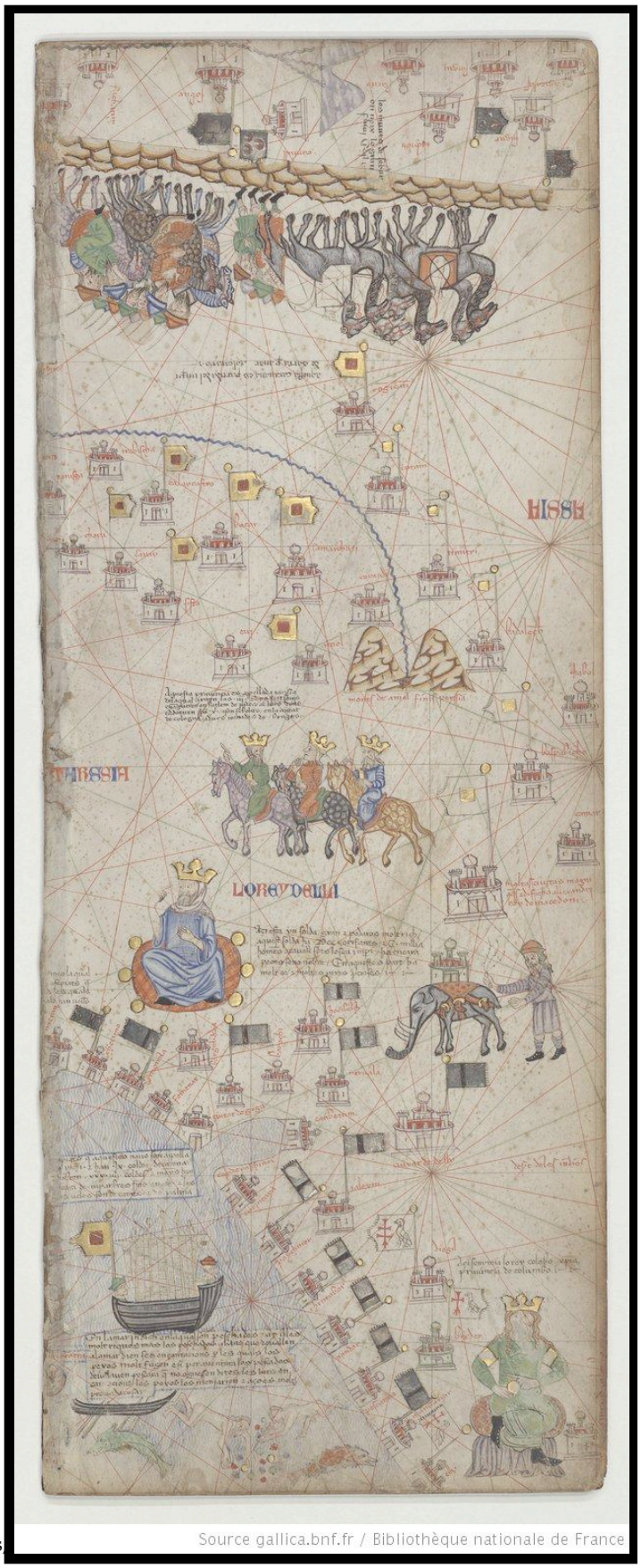
Why we developed Sites of Encounter in the Medieval World*, and ideas on how to teach it*

by Shennan Hutton, CHSSP

Over the past two years, I've spent a good part of my professional life working on the *Sites of Encounter in the Medieval World* unit. It has been a complex and massive project, overwhelming in scope and execution, but it has also been a labor of love. Perhaps the two are related!

Now that the unit is complete and posted on our website, it is ready for 7th-grade teachers to use. So what does the unit offer to 7th-grade teachers? It provides two main advantages: the first is its primary sources with complete lesson plans and supporting materials. The second is the infusion of the Common Core Standards into every activity in every lesson. Teachers who use the curriculum will be exposing their students to engaging and authentic historical materials, and building their Common Core skills at the same time. In addition to the lessons, the website has the *Sites of Encounter in the Medieval World* interactive map that students can access online. Activities using the map, including an individual research project, are incorporated into the lessons.

But there will be some surprises as well. Notably, the *Sites of Encounter in the Medieval World* unit doesn't look like "Medieval Times" or the "Middle Ages" at all. The medieval period has always been associated with Europe – especially western Europe – and knights, feudalism and manors. The traditional logic of the Middle Ages was that it was the period before the Renaissance and the Age of Discovery, when Europe became more secular and more connected to the rest of the world – especially the Americas and Asia. In the *Sites of Encounter in the Medieval World* unit, even the European sites – Sicily and Majorca – don't sound as important as the traditional narrative about England, France, the pope, etc. This unit instead emphasizes encounters among people from different cultures instead of wars, merchants and travelers instead of kings, and a "world" that was interconnected rather than divided into distinct regions. Using these lessons means taking a psychological step away from the structure of the standards – and the textbooks which follow that structure.



Source gallica.bnf.fr / Bibliothèque nationale de France

Image*: Abraham Cresques, Atlas de cartes marine, dit [Atlas Catalan], 1375,* Bibliothèque nationale de France, Département des manuscrits, Espagnol 30, arc:/12148/btv1b55002481n, gallica.bnf.fr

So why did we do it this way? The simplest answer is that world history is changing. It was a new field when the authors of the framework and standards did their work in the 1980s and '90s. Since that time, scholars have done research that has exploded many treasured conceptions about Western Civilization and relations between Europe and the world. Their work has called into question periodization models (ancient-medieval-early modern), regional divisions, research agendas, and topics to be covered. There is no new model – yet – that makes sense to most world historians. There is no consensus except that the Western Civilization model and a Eurocentric focus are wrong. We thought that it would ultimately be more valuable and useful for teachers if we crafted a unit that contained up-to-date scholarship. The best way to do that was to depart from the structure of the content standards. So here is what we suggest in terms of logistics:

- Our recommendation to 7th-grade teachers using the unit is to teach standards 7.1 through 7.6, but to leave out the substandards that are covered in the *Sites of Encounter in the Medieval World* unit. Next the teacher should teach the *Sites of Encounter in the Medieval World* unit, followed by the first two substandards of 7.11 (Voyages of Exploration) and then standards 7.7 through 7.11.

- An alternate plan would be to incorporate the individual lessons of the unit into the regional standards. During 7.2 (Islam), teach part of Lesson 1 *Sicily* and all of Lesson 3 *Cairo*, during 7.3 (China) teach Lesson 2 *Quanzhou*; during 7.4 (Mali), teach Lesson 4 *Mali*; during 7.6 (Medieval Europe), teach the rest of Lesson 1 *Sicily* and all of Lesson 5 *Majorca*. Teach Lesson 6 *Calicut* with the first two substandards of 7.11, as it sets up the European voyages very well.

- If this is too much for the 7th-grade teacher, we encourage him or her to try out an individual activity from a lesson, or perhaps several activities. If the students enjoy the lessons and seem to be learning, it might be worthwhile to devote more time to the unit, or to use the Common Core and literacy support activities for other topics.

We encourage teachers to keep in mind that although the unit covers the content of nine substandards from Grade 7 standards -7.2 Islam; 7.3 China, 7.4 Mali, 7.6 Medieval Europe, 7.8 Renaissance and 7.9 Reformation, the list of lessons – *Sicily, Quanzhou, Cairo, Mali, Majorca* and *Calicut* – looks very unfamiliar. Even though the grip of pacing guides and testing is loosening somewhat, it can be nerve-wracking to let go of the unit organization that 7th-grade history teachers have been following since the mid-1990s. Teachers who use the unit will likely have to learn new historical content, but in doing so they will encounter exciting new developments and interpretations in the field of world history.

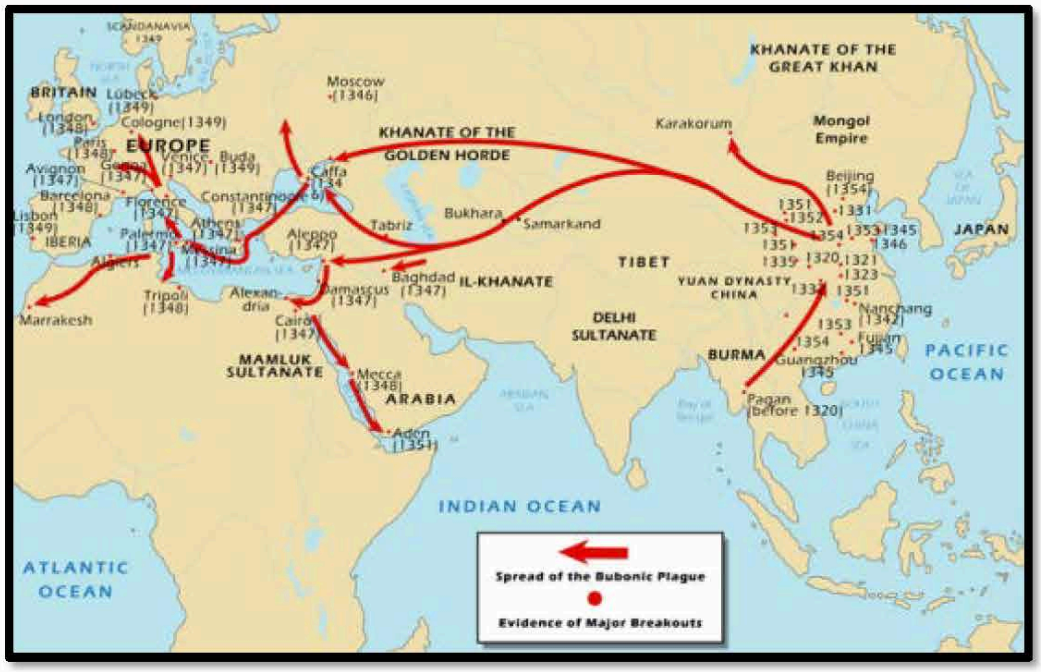
I'll close by sharing an anecdote I heard from Jennifer Mustin, who piloted the Civil War unit in 2012. At Back to School Night of the following school year, she quizzed a few of her former 8th-graders about Civil War content. They could answer all of her questions. Her amazement at the content they had retained convinced her that spending the time to teach the unit was worthwhile. I hope that you find the *Sites of Encounter in the Medieval World* unit similarly worthwhile.

The Sites of Encounter in the Medieval Unit has benefited from the collaborative labor of many people. Teo Ruiz, Professor at UCLA and faculty advisor for the unit, provided the original inspiration and the concept of sites of encounter. Four fantastic 7th-grade teachers, Erica Aguirre, Michelle Delgado, Shomara Gooden, and John Muller, designed lessons and provided feedback to each other. Mary Miller, co-director of the UCLA History-Geography Project, designed the remaining lesson. Many professors, particularly Beverly Bossler, Laura Mitchell and Mike Vann, guided the content of lessons and provided sources and feedback. Graduate students, Maya Maskarinec, Antonio Zaldivar, and Jeremy Ledger gathered sources and helped revise lessons. Talented undergraduate Design majors, Sonali Dujari, Kevin Tsukamoto and Lillian Liu, created maps and visuals. My colleague, Beth Slutsky, and our Director, Nancy McTygue, helped revise and organize the unit. All this was made possible by a grant from the British Council and the Social Science Research Council.

The Black Death: A Fatal Exchange

A Common Core-Aligned Lesson from the History Blueprint

SoE3.7 The Black Death: A Fatal Exchange (page 1 of 4)



Instructions: Read the secondary background and answer the questions.

Secondary Background: Many of the effects of exchanges at Cairo were positive. Trade bought new products to people and improved the economy. People learned about distant places from travelers. But one effect of the exchange of people and things was very negative. On the same roads and sea routes, disease germs passed from one person to another, or passed to new people when the host of the disease (in this case, rats) traveled into new areas. The worst disease pandemic of the Middle Ages was the outbreak of the bubonic plague in the mid-14th century, known as the Black Death. The Black Death killed about one-third of the people in Europe and western Asia, and millions more in China. Historians estimate that 75 million people died.

Citation: A Flea Infected with Yersinia pestis, from anonymous photo in article "Plague" by B. Joseph Hinnebusch, Ph.D., National Institute of Allergies and Infectious Diseases, 2006, http://www.niaid.nih.gov/labsandresources/labs/aboutlabs/lzp/plaguesection/Pages/hinnebusch.aspx.

1. *What helped the disease spread across Afro-Eurasia?*

2. *How many people died?*

The Black Death was caused by a bacillus called Yersinia pestis. Rats were the host of the bacillus, which may have come from Central Asia. As they looked for food, rats went onto ships and followed caravans. When the ships and caravans moved, so did the rats and the disease they carried. Fleas bit the rats and then bit people. The flea bite carried the plague bacillus. This form of the disease was called the bubonic plague.

SoE3.7 The Black Death: A Fatal Exchange (page 2 of 4)

Citation: This plague patient is displaying a swollen, ruptured inguinal lymph node, or buboe, Centers for Disease Control-Public Health Image Library, no. 2047, http://commons.wikimedia.org/wiki/File:Plague - buboes.jpg.

The symptoms of bubonic plague were large, black swellings, called buboes, in the neck, armpits or groin, and high fever. Pus coming from the buboes was extremely smelly. Victims suffered for several days before they died, but some people did recover.

3. *How did the disease pass from the host to people?*

4. What were the symptoms of the bubonic plague?

There was another form of the disease: the pneumonic plague, which was passed directly through the air from the infected person to another person. The symptoms of pneumonic plague were chest pains, trouble breathing, and coughing up blood. Victims died in a few hours. Almost no one survived.

Today this infection can be cured by antibiotics, but there were no cures for it in the Middle Ages.

5. *What were the symptoms of the pneumonic plague?*

Instructions: Below are written and visual primary sources. Study each and discuss what effect of the Black Death the source shows. Record that effect on the Effects of the Black Death Chart. Then write down specific evidence from the source that demonstrates the effect. It is not enough to say that people died!

Source #1: Ibn Battuta was traveling in Syria when the Black Death was raging there. He wrote that in Damascus, the plague was killing 2,000 people per day. In response:

The people fasted for three successive days . . . [Then] the amirs . . . and all other classes of people . . . assembled in the great mosque . . . and spent Thursday night there in prayers . . . [The next morning] they all went out together on foot carrying Qurans in their hands – the amirs too [were] barefooted. The entire population of the city joined in . . . the Jews went out with their book of law and the Christians with their Gospel, their women and children with them. . . [begging] the favor of God through His Books and His Prophets.

Citation: Ibn Battuta, C. Defrémery, B.R. Sanguinetti, C.F. Beckingham, and H.A. R. Gibb, trans. and eds. The Travels of Ibn Battuta, A.D. 1325-1354 (Cambridge: Hakluyt Society at University Press, 1958-2000), I: 143-144.

SoE3.7 The Black Death: A Fatal Exchange (page 3 of 4)

Source #2: Agnolo di Tura, a writer from Siena, Italy, described what happened in his city in 1348:

Father abandoned child, wife [abandoned] husband, one brother [abandoned] another. . . . And no one could be found to bury the dead for money or friendship. . . . And I, Agnolo di Tura, called the Fat, buried my five children with my own hands. . . .

Citation: Agnolo di Tura, trans. by W. M. Bowsky in The Black Death: A Turning Point in History? *(New York: Holt, Rinehart and Winston, 1971), 13-14.*

Source #3: Josse Lieferinxe, Saint Sebastian Interceding for the Plague-Stricken, 1497-1499

Citation: Josse Lieferinxe, Saint Sebastian Interceding for the Plague-Stricken, 1497-1499, Courtesy of the Walters Art Museum and Wikipedia Commons, http://commons.wikimedia.org/wiki/File:Josse_Lieferinxe_-_Saint_Sebastian_Interceding_for_the_Plague_Stricken_-_Walters_371995.jpg

Source #4: Of the plague in Cairo, Al-Maqrizi wrote in the early 15th century:

Streets were full of dead bodies, the mosques . . . were full of dead bodies, without anyone to bury them. The markets became deserts. . . . Cairo became an empty desert, and there was no one to be seen in the streets. A man could go from the Zuwayla Gate to the Bab al-Nasr without encountering another soul. The dead were so numerous that people thought only of them. . . . Wailing could be heard on all sides, and you did not pass a house without being assailed by shrieks.

Citation: Al-Maqrizi, quoted in André Raymond, Cairo, *translated by Willard Wood (Cambridge, MA: Harvard University Press, 2000), 139.*

SoE3.7 The Black Death: A Fatal Exchange (page 4 of 4)

Source #5: Giovanni Boccaccio witnessed the plague in Florence, Italy. In his work, the Decameron, he wrote:

Some people . . . formed themselves into groups and lived in isolation from everyone else. . . . [T]hey locked themselves in. . . . Others took the opposite view, and maintained that an infallible way to warding off this terrible evil was to drink heavily, enjoy life to the full, go round singing and merrymaking, [and] gratify all of one's cravings. . . . In the face of so much affliction and misery, all respect for the laws of God and man had virtually broken down and been extinguished in our city.

Citation: Giovanni Boccaccio, The Decameron, *quoted in Rosemary Horrox, ed.,* The Black Death *(Manchester: Manchester University Press, 1994), 28-29.*

Effects of the Black Death Chart

Instructions: Study each and discuss what effect of the Black Death the source shows. Record that effect on the Effects of the Black Death Chart. Then write down specific evidence from the source that demonstrates the effect. It is not enough to say that people died!

Source (Author or Artist, Title, Date)	Effect of the Black Death	Evidence of the Effect (specific details)

To download **Sites of Encounter** *lessons, visit: http://chssp.ucdavis.edu/programs/historyblueprint/sites-of-encounter-in-the-medieval-world-unit*

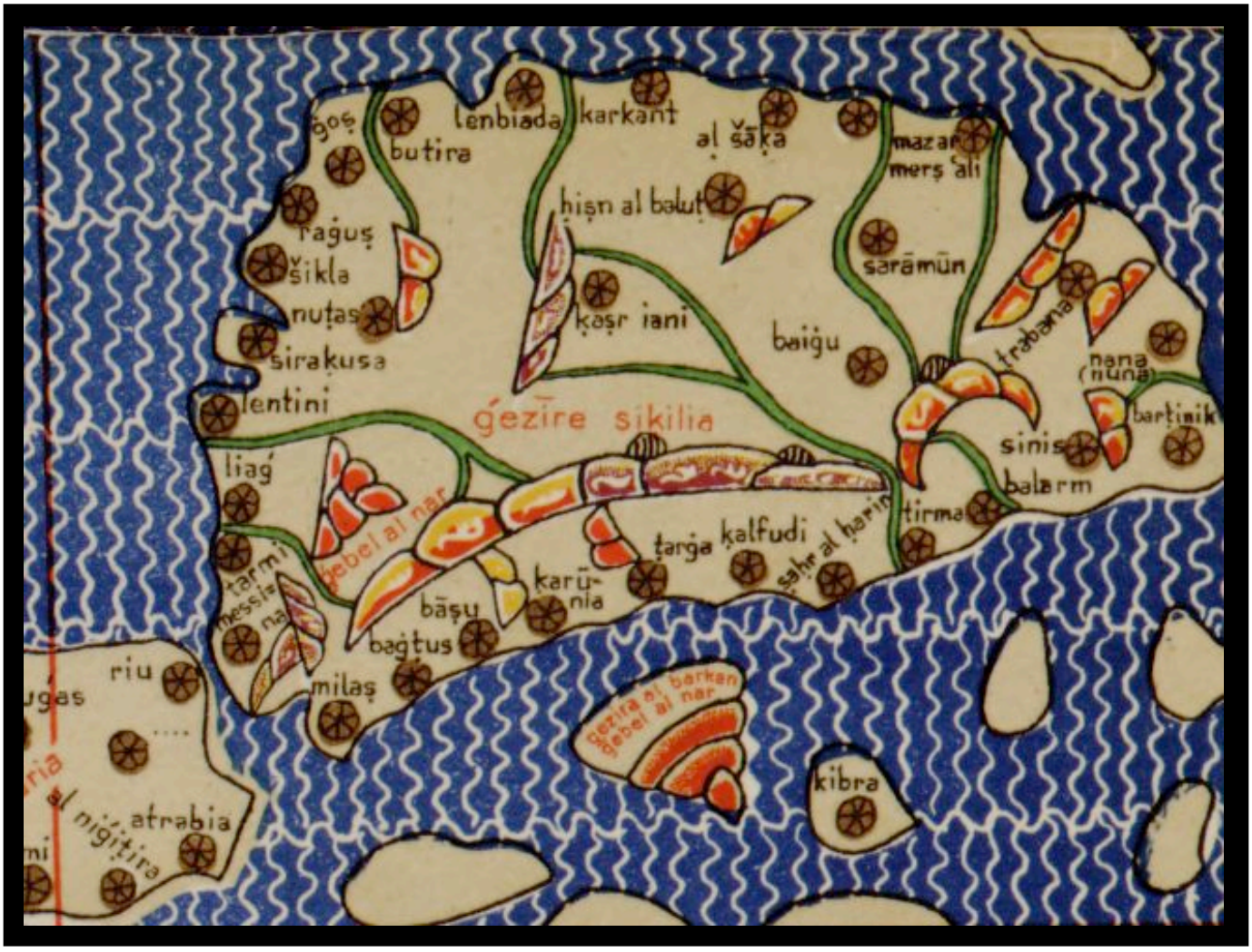
Teaching the Medieval World in the Age of Common Core

Juliana Liebke, 7th grade teacher, San Diego Unified School District

Juliana Liebke is a middle school history and art teacher in San Diego Unified School District. She is also a teacher leader with the UC Irvine History Project. Last spring, Liebke was one of the first teachers to pilot the History Blueprint's latest unit, Sites of Encounter in the Medieval World*, a 7th grade unit of study. The Source caught up with Liebke this fall to hear how it went.*

I could tell immediately that the History Blueprint was unique because of its thematic approach and in particular the *Sicily* lesson, because it linked the medieval period to the globalization of the early modern times. In addition, I have heard several historians lecture on similar approaches, but I had no idea how to implement it in my classroom. Finally, I thought the Sicily unit would be a great way to revisit the twelfth century prior to beginning the unit on the Renaissance. My students studied medieval Europe in the fall. In the spring, I was beginning the Renaissance after studying other parts of the world. I thought that this would be a terrific way to revisit medieval Europe and the Crusades before moving into the early modern world through the Renaissance.

I was a bit overwhelmed when I first downloaded the 67-page document, but I quickly determined that one part of the lesson, "Introducing Merchants and Trade" would be a terrific fit for my students because it entailed reading highly engaging but short primary sources about the difficulties and risks merchants



North Africa, the Mediterranean Sea and Sicily from Weltkarte des Idrisi vom Jahr 1154 n. Ch., Charta Rogeriana / wiederhergestellt und herausgegeben von Konrad Miller, Courtesy of the Library of Congress.

experienced while traveling. I use a lot of technology with my students, so I decided to make a digital notebook with all the primary sources so that my students could access their sources and annotate directly on the computer. This step enabled me to make last minute changes and avoid making too many photocopies.

The *Sicily* lesson is designed to generate student discussion and includes text dependent questions that help students understand the sources. I felt I could address the Common Core Reading Standards for Literacy in History/Social Studies with ease, because students are asked to discuss evidence and engage in critical thinking through their analysis of sources. For instance, students are asked to identify the risks medieval traders faced by examining short primary sources and then comparing that primary source evidence to a secondary source summarizing what historians have concluded about medieval trade. I used one primary source, a merchant letter, to model the thinking required for students to answer this question. Then, using a second primary source, student groups analyzed the secondary source to identify relevant evidence from the primary source. The activity generated student discussion, focused students on key ideas and details, and generated student integration of knowledge and ideas through the practice of matching a primary source with a secondary summary. Not only did this make implementation of the CCSS easy, but it was also really engaging for students. The brevity of the sources also enabled students to understand and revisit a complex text from the eleventh and twelfth centuries. I have also noticed that with each progressive lesson, the strategies increase in complexity enabling students to grow intellectually as the year progresses.

There are some challenges with the unit, specifically timing and technology. Since the 7th grade curriculum is very packed, it can be difficult to find enough time for the entire unit. This lesson deals primarily with the twelfth and thirteenth centuries. Since the 7th grade curriculum begins around 500 and ends in the eighteenth century, it would be wonderful if thematic units existed to connect the surrounding centuries. The other challenge is technology. I have been working on "digitalizing" the lessons that I use to reduce the need for photocopies.*

One of my most interesting student experiences during the implementation of *Sites of Encounter in the Medieval World* was during this task: "Imagine that you lived in 1135 and you wanted to learn more about the Mediterranean Sea. Which of the two maps below would be most useful to you? Give two pieces of specific evidence to support your answer." Students examined a map from the *Etymologiae of Isodoris* and a map of the world created by al-Idrisi. The maps were shaped by the perceptions, background, and religion of their creators. These maps are very different from the typical maps that we use today where the north is presented at top. Students were turning their computers around and discussing perspectives. It took them awhile to figure out how to view the Mediterranean region using these artifacts. The more students struggled through them, the better they were able to understand the differing perspectives from a Christian and Muslim view of the world. They came away from the experience realizing that our modern perspective is not right or wrong, but different. It is through such short, engaging lessons that the History Blueprint's *Sites of Encounter in the Medieval World* facilitates the implementation of Common Core standards for literacy in History/Social Studies. I hope to see more units like this developed for middle school.

* *Editor's note: The California History-Social Science Project welcomes feedback to help us improve the History Blueprint, including the Sites of Encounter unit. To share your thoughts or to download curriculum, visit* http://chssp.ucdavis.edu/programs/historyblueprint.

Juliana Liebke has a Bachelor of Arts degree in Classics with a minor in Psychology. In 2009, she completed her Master of Arts in Educational Technology/Instructional Design. She is currently in her fourteenth year of teaching history-social science and English language arts to grades 6-8. Traveling is a favorite past time and her goal is to see all the sights she teaches about. She is currently enrolled in the Aspiring Administrator's program through the department of Educational Leadership at SDSU.

How does the Sicily lesson depart from the textbooks?

Thoughts from Mary Miller at the UCLA History-Geography Project, co-author of the *Sicily* lesson

After more than three decades of researching and preparing lessons for seventh graders, I felt reasonably confident that I had "done right" by my students when teaching this era of world history. We had looked at each of the civilizations specified in the standards, but involvement in the Blueprint Project made me realize that I had not sufficiently emphasized their interconnections as the CHSSP's newest Blueprint unit—*Sites of Encounter in the Medieval World*—allows us to do. In the one part of the world where the term "medieval" (Latin for middle+age) really fits—Europe between the fall of Rome and the Renaissance—the standards call for addressing geography, Christian and government institutions and their relationships, and issues relating to Jewish and Muslims populations—check, check, and check. Of course, years of watching movies about Eleanor of Aquitaine and Richard the Lionheart had an effect too (kings! queens! castles! knights!) so it was eye-opening to investigate medieval history through the History Blueprint.

The Sicily lesson provided the first revelation. The island's fortunate location made it an obvious magnet for trade and multicultural interaction, but that is only passingly addressed (if at all) in most textbooks. Check the index of the book you use—If Sicily is even there, it is probably not in the context of a medieval site of encounter. Fortunately, the Blueprint unit offers extensive background information along with up-to-date pedagogy. Students will learn about the varied religious ethnic and religious groups that lived there in relative harmony under Byzantine, Muslim, and then Norman rule. There are lessons that enable students to develop their knowledge of trade goods and relationships while thinking like historians—a cause and effect activity about the Crusades, learning chronology through labeling a timeline, and comparative map investigations. The lesson also incorporates multiple primary source documents and images, including a flattering history of King Roger I that provides an excellent opportunity to look at bias, mosaics and a coronation mantle, and the glorious "Book of Roger" maps (now known through later reproductions) commissioned by the Norman king Roger II from the Muslim scholar al-Idrisi.

The positive aspects of medieval Sicily's history are balanced by information on the challenges of the time, from storms, shipwrecks, and pirates to the many inter- and intra-religious conflicts that marked the era. These are investigated through documents from the Cairo Geniza and Venetian archives, many paired with literacy activities that break down the sometimes difficult text so all students can grasp their import.

How does this play out in an actual classroom? *Sites of Encounter* team-member Shomara Gooden taught the lesson to her seventh graders at Cesar Chavez Middle School in Lynwood, California and has shared the results at a number of conferences. After checking students' prior knowledge, she had them develop maps, do a gallery walk to gather information, participate in several unit activities that embedded multiple perspectives, and, most important, reflect on their learning. Their reflections reveal that they have not only gained substantial knowledge about the period but have solidified their awareness of the types of evidence that historians actually use, of the importance of relying on more than one source, and of the challenges societies have in their attempts to operate in a world of both necessary cooperation and inevitable conflict.

Similar learning is developed throughout the *Sites of Encounter* unit. We have presented an introduction to the unit at several teacher workshops and found that participants were particularly appreciative of the investigative aspects of the lessons, the opportunities for small group as well as whole class work, the interactive maps, the essay frames that will develop all students' writing abilities, and the fact that they could now think of the Medieval World as much more than "1000 years without a bath"—certainly a worthy result.

Background image: *drawing of a Portuguese galley on a map made by Gratiosus Benincasa, at Ancona, Italy, in 1482,* University Library of Bologna, in *La Découverte de l'Afrique au Moyen Âge. Cartographes et Explorateurs,* Vol. 3, by Charles de la Roncière (Cairo: Société Royale de Géographie d'Égypte, 1927), plate XL.

Toward a Truly Global World History Curriculum

by Tim Keirn, CSU Long Beach

For a variety of reasons, the state of California's history curriculum does not change as quickly as the scholarship of a particular field or subject. Teachers are challenged to design their instruction in alignment with the state curriculum while promoting learning that reflects current scholarly perspectives. This challenge is particularly acute when teaching world history. This article will briefly demonstrate the dissonance between the state curriculum and the current scholarship of world history, and then present some instructional suggestions for teaching world history from a global perspective.

World history is a relatively new field within the discipline of history. In the decades following the Second World War, scholars such as William McNeill and Leften Stavrianos first initiated a world history researched and written by professional historians in American universities. From its genesis, and unlike any other field of history, writing and research in world history developed in synergy with the teaching of the subject. McNeill questioned the utility of teaching western civilization to undergraduates at the University of Chicago in a time when the decisions of American citizens had global significance within the context and tension of the Cold War. His *The Rise of the West* (1963) magisterially examined and traced the history of the rise of the West in global context and in doing so represented a scale of historical investigation that went beyond a focus upon the nation, region, and civilization. Notably, *The Rise of the West* was a book designed not only to be read but also to be taught.[1]

Into the 1980s, most of the writing and research associated with world history was still preoccupied with addressing the origins, timing and

San Bernardino classroom. Image from Library of Congress: http://www.loc.gov/pictures/item/ca3116.photos.206806p/

consequences of the rise of the West. Even the influential world-systems scholarship associated with the work of Immanuel Wallerstein in the 1970s, while demonstrating the historical development of an integrated 'world' system, did so through the lens of commercial and industrial capitalism and the agency of the West.[2] Hence in the 1980s, when California initiated a state K-12 framework that was unique in requiring world history at three grade levels, the representation within the curriculum was to some extent one of 'the west in the world' and deviated only slightly from the accepted narrative of western civilization courses. However, many advocated –teachers in particular- against a Eurocentric version of world history. Inspired by multiculturalism, and the daily recognition that a Eurocentric world history did not align with the increasingly diverse heritage of students in California public schools, there was considerable energy to construct a more inclusive world history curriculum that represented more of the cultures and histories of non-western societies.[3] The result was the *History-Social Science Framework for California Public Schools* in 1988 -- a framework that blended what Ross Dunn has called "Western Heritage" and "Different Cultures" models of world history.[4] As such the California state curriculum added important 'non-Western' content in separate units of world history instruction, but the West remained at the center of the study of global development from ancient to modern times.

The content of the California state world history curriculum has changed only marginally since 1988. However, the scholarship of world history has been radically transformed over the past two decades. Historians have responded to the intensification of globalization, and the resurgence of China at the end of the twentieth century, by investigating and surfacing the 'connectedness' of historical development across large spaces, and within pre-modern times, and in doing so diminishing the agency of the West relative to that of the East.[5] Often regarded as the 'New World History,' this approach argues that world history should be represented and taught on large spatial scales that transcend the nation, region, and civilization. In doing so, the integration of the contemporary world is not represented as a new and unique phenomena but instead as one with origins and antecedents throughout world history.[6] To discover this, it is argued that scholars and students must move the West from the center of the world historical narrative.

The question then is how do we teach world history from such a global perspective? Given that the state curriculum organizes the content of world history instruction place-by-place, one means for getting students to develop a more connected and global sense of world history is through the introduction of substantive concepts that provide historical connectivity across and between nations, regions and civilizations. Teaching with substantive concepts delivers conceptual and overarching frames that provide students with both greater coherence of the content, and in the case of world history assists them in seeing the connection and study of one place with that of another.[7] Three significant substantive concepts that world historians consistently deploy to demonstrate and reveal historical connections and

Color Broadside "*Map of the Present Situation*" from Dispatch #54, 1900.
Image from National Archives: http://research.archives.gov/description/5634178

interrelations across larger spaces are *trade*, *migration,* and *state building*. Students with a conceptual understanding of *trade* recognize that commercial transactions involve not only an exchange of goods and services but also human interaction that facilities cross-cultural exchange.

Migration is another important historical phenomena that has promoted cross-cultural interaction and exchange in the past. Students need to recognize that historical connectivity in this regard has taken place in large scale migrations of, for example, the Bantu and Europeans in early and modern world history. But they also need to understand conceptually the means by which the movements and activities of relatively small numbers of social groups have also served an important role in cross-cultural exchange. In this regard, students should be familiar with the roles and historical significance of merchants, missionaries, and embassaries. Lastly, students should also recognize the means by which *state building* has involved expansion and the incorporation of peoples and societies that involved forms of cross-cultural encounter and exchange. In sum, by utilizing these substantive concepts, teachers can teach a particular historical space within the California state curriculum while calling upon student's conceptual understandings to recognize the connection between one civilization of study with that of another.

However, students also need to be introduced to substantive concepts that address the consequences of connections and interactions – initiated by trade, migration, and the expansion of states -- that promote student global understandings of world history. Four substantive concepts that world historians consistently deploy in this regard are *diffusion, adoption, adaptation,* and *resistance. Diffusion* is an important geographic concept that helps students understand the causes and consequences of the spread of important cultural practices and technologies. Students also need to recognize that diffusion does not take place without a process of *adoption* of practices and technologies through cross-cultural exchange. In addition, the process of *adaptation*, where societies synthesized outside knowledge with local customs and traditions, also played a significant role in the geographic diffusion of technologies and cultural practices -- most notably

Arriving at Ellis Island, 1907. Image from Library of Congress: http://www.loc.gov/pictures/item/97519082/

in the case of religion. Of course, in some historical cases, the process of local *resistance* not only led to conflict but also limited the diffusion and global significance of some practices and technologies.

Another means for promoting global perspective is to focus instruction upon specific historical thinking skills that are especially important to teaching and learning in world history.

Another means for promoting global perspective is to focus instruction upon specific historical thinking skills that are especially important to teaching and learning in world history. *Comparative analysis* is an important methodology of world historians. Engaging students in appropriate historical comparisons between two places within a single period of study not only deepens analysis and learning, but also allows students when studying one region or civilization to do so with consideration of another.[8] Comparative analysis tasks students with identifying and explaining differences and similarities. When attempting to explain similarities in particular, students often see that they are in fact a consequence of wider connections instigated by trade, migration, or state building. Moreover, when examining history on larger scales, it also useful for teachers to promote student historical thinking as it relates to assessing *continuity and change* over time. Continuities and changes within one region or civilization are often a consequence of connection (or the absence of connection) to other regions and civilizations.

The use of these suggested substantive concepts that are grounded in the disciplinary conventions of world history allows teachers to follow the state curriculum while utilizing students' conceptual understandings of the *causes and consequences* -- another important historical thinking skill-- of historical connectivity to periodically promote understanding of the means by which the local (be it nation, region, or civilization) is connected to the global. These instructional moves to promote global perspective, particularly in middle school, will support student success in high school in Advanced Placement (AP) World History – a truly global world history curriculum. Moreover, this instructional melding of substantive concepts and specific historical thinking skills not only promotes student global perspective but also prepares them for success on all the forthcoming AP history examinations where new test items and formats integrate and demonstrate student historical thinking and conceptual understanding.[9]

Tim Keirn is the Faculty Advisor for The History Project at CSU Long Beach. He is also the Chief Reader for Advanced Placement World History.

Notes:

[1] William McNeill, *The Rise of the West: A History of the Human Community* (Chicago: University of Chicago Press, 1963); Leften Stavrianos, et al. *A Global History of Man* (Boston: Allyn & Bacon, 1966).
[2] Immanuel Wallerstein, *The Modern World-System I: Capitalist Agriculture and the Origins of the European World-Economy in the Sixteenth Century* (New York: Academic Press, 1974).
[3] James LaSpina, *California in a Time of Excellence: School Reform at the Crossroads of the American Dream* (Albany, NY: State University of New York Press, 2009), chapters 3 & 6; Brian Fago, "Making and Measuring the California History Standards," *Phi Delta Kappan,* n. 62 (May, 2011), 62-67.
[4] Ross Dunn, "Constructing World History in the Classroom," in *Knowing, Teaching, and Learning History: National and International Perspectives*, edited by Peter N. Stearns, Peter Seixas and Sam Wineburg (New York: New York University Press, 2000) 121-140. See also Robert B. Bain, "Challenges of Teaching and Learning World History," in *A Companion to World History*, edited by Douglas Northrup (Chichester, UK: Blackwell Publishing, 2012), 118.
[5] Jerry Bentley, *Old World Encounters: Cross-Cultural Contacts and Exchanges in the Pre-Modern Past* (Oxford: Oxford University Press, 1993); Sanjay Subrahmanyam, "Connected Histories: Notes towards a Reconfiguration of Early Modern Eurasia," *Modern Asian Studies* v. 31 n. 3 (1997), 735-762.
[6] Jerry Bentley "The New World History" in *A Companion to Western Historical Thought*, edited by Lloyd Kramer and Sarah Maza (Hoboken, NJ: Wiley-Blackwell, 2002), Ross Dunn, "Big Geography, "Big Geography and World History," *Social Studies Review*, v. 49, n. 1 (2010) 14-18.
[7] Peter J. Lee, "Putting Principles into Practice: Understanding History," in *How Students Learn: History in the* Classroom, edited by M. Suzanne Donovan and John D. Bransford (Washington, DC: The National Academies Press, 2005), 61-65; David Neumann, "Training Teachers to Think Historically: Applying Recent Research to Professional Development," *The History Teacher*, v.45, n.3 (2012), 386-388
[8] Robert B. Bain, "Building an Essential World History Tool: Teaching Comparative History," in *Teaching World History: A Resource Book*, edited by Heidi Roupp (New York, NY: M.E. Sharpe, 1997), 29-33; Merry Weisner-Hanks, *Historical Comparisons.* Teaching to Think Historically Series (Washington, DC: American Historical Association, 2007).
[9] The new AP United States History exam format will be initiated in 2015 and that for AP World History in 2017. For the new APUS Curriculum Framework and exam items see: http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/3501.html

A World History Teacher on the Common Core

Siobhan Reilly teaches 10th Grade World History and 11th Grade AP U.S. History at John F. Kennedy High School in Sacramento. She is also a teacher leader with the UC Davis History Project. Like teachers throughout California, Reilly has been shifting her instruction to help her students meet the new expectations of the Common Core State Standards. In order to better understand how these new standards have affected teacher planning and instruction, the History Project asked her to share her plans for the fall.

What was your approach to teaching World History prior to the implementation of the Common Core and new testing models?

In terms of pacing and content, I relied on the state standards and the blueprint for the California Standards Test (CST). I used that almost exclusively for guiding what content I taught and the amount of time I invested on different topics. However, I have always used primary sources and incorporated a lot of writing skills and the big challenge was being able to effectively develop those skills and use complex sources while moving at the necessary pace. I think many teachers felt like there was a conflict between memorizing facts and emphasizing critical thinking skills and analysis. I used to give a quiz every week and it was usually 5-15 CST-style multiple choice questions and one short answer or essay question. Tests were the same only longer. Last year, as we transitioned to Common Core, I think I gave one multiple choice unit test but we did argumentative paragraphs based on text at least once a week.

How has planning changed as a result of altered expectations?

I think one of the biggest changes will be not having to apologize or justify planning larger, more complex lessons and assignments based on a single topic. Before, the pacing was so unrelenting that it felt like you were "wasting time" by going into a particular subject in depth or if a writing assignment took 2-3 class days to complete. So in terms of planning, I feel like I am able to invest time in areas that my students find really interesting and use those topics as opportunities to develop critical thinking, reading and writing skills. It sounds kind of corny, but I used to think about ways to give students all the answers. Now, I am thinking more in terms of what questions I can ask that will give students an opportunity to practice coming up with their own answers.

Where will you expect to make changes to your teaching this year?

I want to take a more thematic approach than I have in the past. There are so many big ideas and concepts in world history that are so much more relevant and interesting when considered as something that changes or evolves over time. Last year I tried a unit on nationalism as a concept. Then we were able to contextualize it in different units, such as imperialism, WWI and the rise of totalitarianism. So instead of just being a vocabulary word they defined once, nationalism was a dynamic, multifaceted force that students were able to engage with and evaluate for themselves. I hope to continue to shift toward that approach more often and away from marching through the timeline of events. This should also give me a better chance to address and discuss current events as they occur. Last year, when the Crimean crisis was beginning, I stopped and students read up on what was happening at that very moment. To be honest, some students were kind of uncomfortable with that and I had a student that actually asked me, "when are we going to get back to the real history we're supposed to be learning?" I think by shifting away from a constant focus on chronology might help overcome

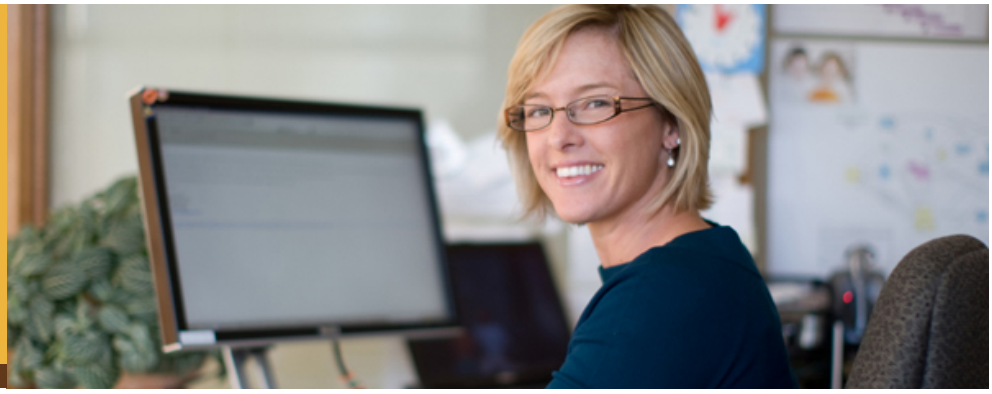
this way of looking at history as something that happened a long time ago, is now over, and is only relevant as far as memorization for the next quiz.

What are you most excited about covering?

I am most excited to bring in more voices and perspectives to the standard narrative. I actually really like teaching most of the topics that are in the content standards. That said, I am looking forward to teaching the same topics but with alternative perspectives that haven't been reflected in the CST. I want to focus more on gender issues. For example, I want to develop a lesson on the role of women in the early Soviet Union. I also want to look at the world wars from a non-European perspective. The CST tested on the European and American roles in the war. There might have been some geography questions about the Pacific in WWII or maybe the Ottoman Empire in WWI. I want to be able to use sources from the Middle East and Southeast Asia to look at those conflicts from another point of view. Like I said earlier, I am also happy to have more flexibility to incorporate current events as they unfold without worrying that I am falling short for the CST. I don't think there are any completely different, new topics I have been dying to cover, but I have always wanted to come at the usual topics from perspectives that are not so Eurocentric. It's supposed to be world history after all.

Turk Negotiations with Arabs, WWI. Image from Library of Congress: http://www.loc.gov/pictures/item/ggb2004008968/

TEACHING the Common Core



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