

## AHA Online Teacher Institute in World History

July 31 – August 1, 2023

### 2023 Teacher Institute: Is Democracy in Crisis?

*The five sessions in this week-long program will explore how teachers can channel one of the most pressing questions in global current events to engage students in the world history classroom. Historian Kenneth Pomeranz will lead participants through analysis of the efforts of leading historians to contextualize the political, social, and economic forces driving a resurgence of authoritarianism around the globe. Understanding today's international news requires careful consideration of many of the issues around which teachers organize surveys of world history: competing models of sovereign authority; the expansion of global capitalism; the Cold War and its legacies; the enduring power of ethnonationalism; and the ongoing reverberations of imperialism, decolonization, and racial discrimination. The institute will focus on providing participants with content knowledge, primary sources, and lessons that can be applied directly to topics covered in many state standards for world history from the Neolithic to the present.*

### July 31, 2023

#### **12:00-12:15 – Welcome and Introductions**

Brendan Gillis and James Grossman

#### **12:15-12:30 – Is Democracy in Crisis**

Kenneth Pomeranz

#### **12:30-1:00 – Break-out Sessions – Teaching World History in 2023**

Brendan Gillis

A series of short ice-breaker activities in break-out rooms focused on sparking conversations about the opportunities and challenges that shape world history courses in 2023. What issues are you most concerned about as you prepare for the new school year? What do you hope to gain from the conversations that make up this institute?

**1:00-2:00 – State of the Field for Busy Teachers – Part 1**

Kenneth Pomeranz, Carra Gaines, Katharina Matro

**Before this session** – read Kenneth Pomeranz, “Chap. 1 – World History, Human History, Useable History” (in Online Teacher Institute Community)

This session begins with a 10-15 minute presentation by Dr. Kenneth Pomeranz about some of the overarching themes and interventions in a new draft textbook. His talk will touch on the latest historiographical interpretations, new lines of inquiry, current debates, primary sources, and even new periodizations to consider in world history.

The second part will be a moderated 45-minute discussion, led by two high school teachers, who will query Dr. Pomeranz about how his approach and interpretations might be applied in the classroom. Teachers attending the session will be invited into that conversation by these moderators. We envision a lively exchange in which all participants can walk away with new insights and resources. This session will provide them not only new historiographical insights but a chance to really engage an expert in conversation about the latest scholarship and what it means for how we teach world history.

**August 1, 2023**

**12:00-1:00 – OER Project Content Resources**

Trevor Getz, Bennett Sherry, Bridgette O’Connor

**Before this session** – read [Tool](#), [Intro Activity](#), [History and Memory graphic bio](#). And watch [Preserving the Past video](#)

OER Project content resources help students locate themselves in world history as they develop new literacy skills.

This session will introduce some of the great classroom resources in two of OER Project’s courses: World History Project and Big History Project. The session will then offer a deep-dive into an interactive session on graphic biographies. Graphic biographies are one-page comics that tell the story of an individual in world history. OER Project graphic biographies present students with evidence at our smallest scale and often complicate the large-scale narratives of world history. Importantly, graphic biographies also help students develop new literacy and historical interpretation skills

as they decode different types of text. The session will conclude with an exploration of our Three Close Reads for Graphic Bios tool, which guides students (and their teachers) through the challenges and opportunities of this medium.

### **1:00-2:00 -- State of the Field for Busy Teachers – Part 2 – Writing World History**

Kenneth Pomeranz, Carra Gaines, and Katharina Matro

**Before this session** – read Pomeranz, excerpt from Chap. 4, Chap. 13 – The Geographic Ends of Eurasia and Chap. 15 – Australia, Oceania, and the Americas into the 1500s

In this session, two high school history teachers will moderate a discussion with Kenneth Pomeranz about two draft chapters from a forthcoming world history textbook. This conversation will provide a forum to discuss how historians craft the broad narratives, whether published in textbooks or in other kinds of instructional resources, around which survey courses are constructed. How and why is the approach adopted here different from previous accounts of world history? What might it look like to incorporate some of the insights gathered here into a K-12 history classroom?

## **August 2, 2023**

### **12:00-1:00 – OER Project Practice Progressions**

Trevor Getz, Bennett Sherry, Bridgette O'Connor

OER Project focuses on studying the past (content) and conducting historical inquiry (skills). We integrate content and skills together throughout the course, but pedagogically, it's helpful for students if we break down the skills into manageable chunks or progressions so they're skilled in each when they put them all together to conduct historical inquiry.

This session will introduce OER Project's practice progressions, thinking tools, and feedback forms. Each practice progression is based on a historical thinking or reasoning skill—the activities in the progression build upon one another as students' progress throughout the course. Each activity in a progression is meant to be more sophisticated than the one before, challenging students along the way but also supporting them as they do this work. OER Project practice progressions include causation, contextualization, claim testing, continuity and change over time (CCOT), comparison, and sourcing. One of the main supports we provide within each progression is what we refer to as a thinking tool, which helps students “think out

loud” about the steps they should take to engage in each practice. We’ve also included feedback forms in each progression activity so that teachers can informatively assess how their students are progressing, and for students to self- or peer-evaluate these skills. In this session we’ll introduce OER Project’s practice progressions and do a deep dive on sourcing, highlighting our sourcing collections, activities, sourcing and quick sourcing tools, and feedback forms.

**1:00-2:00** – Open Conversation (optional)

The institute will break at 1:00 PM ET ahead of the webinar at 3:00. We will keep the Zoom room open for any participants who wish to continue the conversation in an informal setting.

*Break*

**3:00-4:00** – **History Behind the Headlines Webinar: Is Global Democracy in Crisis?**

Ruth Ben-Ghiat, Rafael Ioris, Kenneth Pomeranz, and Paul Zeleza

The AHA’s History Behind the Headlines series features prominent historians discussing the history behind current events. In this session, a panel of experts in different regions will contextualize contemporary concerns about waning support for democratic institutions as authoritarian regimes grow in popularity.

**August 3, 2023**

**12:00-1:00** – **History Behind History Behind the Headlines Follow-up Q&A**

Ruth Ben-Ghiat, Rafael Ioris, and Kenneth Pomeranz

Q&A and moderated discussion with Kenneth Pomeranz and other presenters from the HBH webinar. What aspects of the webinar did you find most meaningful? Can some of the historical context provided to the public help establish connections between topics addressed in state standards and current events? What kinds of questions do you think your students might have for our panelists?

**1:00-2:00 – Teaching Things Workshop**

Sarah Weicksel

This pedagogy workshop will focus on preparing teachers to incorporate object analysis and material culture into the world history classroom.

**August 4, 2023**

**12:00-12:45 – World History for College, Career, and Civic Life**

Julia Brookins, Brendan Gillis, Jennifer Hart

In 2013, the AHA joined more than a dozen other organizations in developing and publishing the *College, Career, and Civic Life (C3) Framework for Social Studies State Standards*. The C3 Framework has shaped education policy in many states, inspired an array of inquiry-based instructional models, and, more recently, produced a backlash aimed at reorienting social studies around a content-rich approach. This session will focus on the AHA's efforts over the decade since the publication of the C3 Framework to refine our descriptions of the skills, knowledge, and habits of mind that students develop in history courses. This includes the History Discipline Core, the History Gateways initiative, as well as how these relate to the shifting challenges of teaching world history in 2023.

**12:45-1:30 – Sources, Assignments, and Lessons**

Jennifer Hart, Kathleen Hilliard, Kenneth Pomeranz

Historians will reflect, asks questions, and provide feedback based on lesson plans and assignments provided by institute participants.

**1:30-2:00 – Concluding Conversation**

This session will provide an opportunity for participants to reflect on what we discussed over the course of this week, as well as what we're thinking about as we prepare for the coming school year.