

# Big Picture Questions on the Readings

The readings and questions below will help get you started thinking about the issue of chronology and time in world history. Much of our time together during the webinar will be addressing these types of questions to get at both how we organize our world history courses and how we teach about time within them.

## Reading 1

Chris Peek and Angela Wainwright, "Time Management and Student Ownership—How to Get Through Your Curriculum in the Time Allotted" Roupp, ed. *Teaching World History* 2nd ed. (2010)

Questions:

1. Describe the five-step process you go through when you sit down to pace out your curriculum for the year (not necessarily day by day).
2. How flexible are you with current events (ie. Egyptian Revolution)? Are there any routines that help integrate the unexpected?
3. What are the 21st century skills that our students will need to survive in the future they are entering? How does that influence your pacing knowing that we will be working in large part to develop skills, not knowledge bowl champions?

## Reading 2

Africa Timelines: <http://web.cocc.edu/cagatucci/classes/hum211/timelines/htimelinetoc.htm>

Questions:

1. What dates/events/moments in African history should be taught?
2. How did the website divide up time so it would make sense in African history (and literature)?

## Reading 3a

Chinese Periodization: Peter Perdue, "Eurasia in World History: Reflections on Time and Space" *World History Connected*: <http://www.historycooperative.org/journals/whc/5.2/perdue.html>  
(read in particular the second section on Temporal Boundaries)

## Reading 3b

Chinese Cultural Studies: A Brief Chinese Chronology  
<http://acc6.its.brooklyn.cuny.edu/~phalsall/texts/chron.html>

Chinese Dynasty Song

[http://www.youtube.com/watch?v=NIC4zom3w0g&feature=player\\_embedded](http://www.youtube.com/watch?v=NIC4zom3w0g&feature=player_embedded)

Chinese Dynasty Song (sing to tune of "Frere Jacques")

SHANG, ZHOU, QIN, HAN / SHANG, ZHOU, QIN, HAN

SUI, TANG, SONG / SUI, TANG, SONG

YUAN, MING, QING, REPUBLIC / YUAN, MING, QING, REPUBLIC

MAO ZEDONG, DENG XIAOPING / MAO ZEDONG, DENG XIAOPING

You might want to try this up dated version:

SHANG, ZHOU, QIN, HAN / SHANG, ZHOU, QIN, HAN

SUI, TANG, SONG / SUI, TANG, SONG

YUAN, MING, QING, REPUBLIC / YUAN, MING, QING, REPUBLIC

PRC / PRC

Questions:

1. *What dates in Chinese history are important?*
2. *How should China's history be periodized?*
3. *How might you apply this thinking to another country, or region, of the world?*

#### **Reading 4**

Change over Time Teaching Strategies

Sharon Cohen: [http://apcentral.collegeboard.com/apc/members/courses/teachers\\_corner/44828.html](http://apcentral.collegeboard.com/apc/members/courses/teachers_corner/44828.html)

Peter Stearns: [http://apcentral.collegeboard.com/apc/members/courses/teachers\\_corner/40896.html](http://apcentral.collegeboard.com/apc/members/courses/teachers_corner/40896.html)

Sharon Cohen: <http://worldhistoryconnected.press.illinois.edu/6.2/cohen.html>

Questions:

1. *Do you agree with the advice that Cohen and Stearns give in teaching students how to write about change and continuity over time?*
2. *What strategies do you use to make sure they are both talking about the process of change (and how some things stay the same) as well as situating those changes in a global context?*
3. *Beyond the AP exam, what do students gain from learning to write a narrative in history?*

#### **Optional Reading A**

AHR Forum: Jerry Bentley and Patrick Manning, "The Problem of Interactions in World History," *American Historical Review* June 1996, pp.749-782.

*This more scholarly article provides an interesting exploration of how one might periodize a world history course using the theme of cross-cultural interaction. Consider other themes you might use in world history: gender, environmental history, art, technology, warfare etc. How would you structure the course chronologically? Are there different markers you might use for each of those themes?*

#### **Lesson Plan Brainstorming**

Review the lesson plans in the packet.

1. What might be useful?
2. What do you have questions about?
3. What teaching ideas about time, chronology, and periodization would you like to share?