

Why World History Matters:

Overview and Learning Goals



- **World history:** thinking about connection, comparison, and change across all humanity



- **Core questions:** How do regions interact? Why do competing narratives matter today?



- **Three rationales:** knowing who we are, living in an interconnected world, global cultural literacy



- **Learning goals:** build historical thinking, recognize bias, connect local to global



- **Roadmap:** frameworks, sources, turning points, memory, teaching, publishing, capstone

What World History Is and Is Not

WORLD HISTORY IS



Interconnected. Relational. Comparative.

VS.

WORLD HISTORY IS NOT



Isolated. Contained. Unconnected.

- ✦ Studies interactions, networks, and comparisons across societies
- ✦ Not isolated civilizational narratives arranged as separate containers
- ✦ Distinct from Western civ surveys, area studies, national history, Big History
- ✦ Key concepts: connectivity, exchange, diffusion, syncretism, divergence
- ✦ Focus on zones of interaction such as the Silk Roads and Indian Ocean world
- ✦ Avoid the myth that world history must cover everything equally

Historical Thinking Skills That Transfer



- **Sourcing:** examine author, audience, purpose, and point of view



- **Contextualization:** place events and ideas in their time and setting



- **Corroboration:** compare sources, weigh agreements, contradictions, and gaps



- **Causation:** distinguish long-term structures, medium-term conditions, short-term triggers



- **Continuity and change:** track what persists, transforms, and at what pace



- **Perspective and bias:** avoid both relativism and presentism



- **Application:** inquiry, research, media literacy, civic reasoning

Questions of the past demand careful, critical, and compassionate thinking.

SOURCING

CONTEXT

CORROBORATION

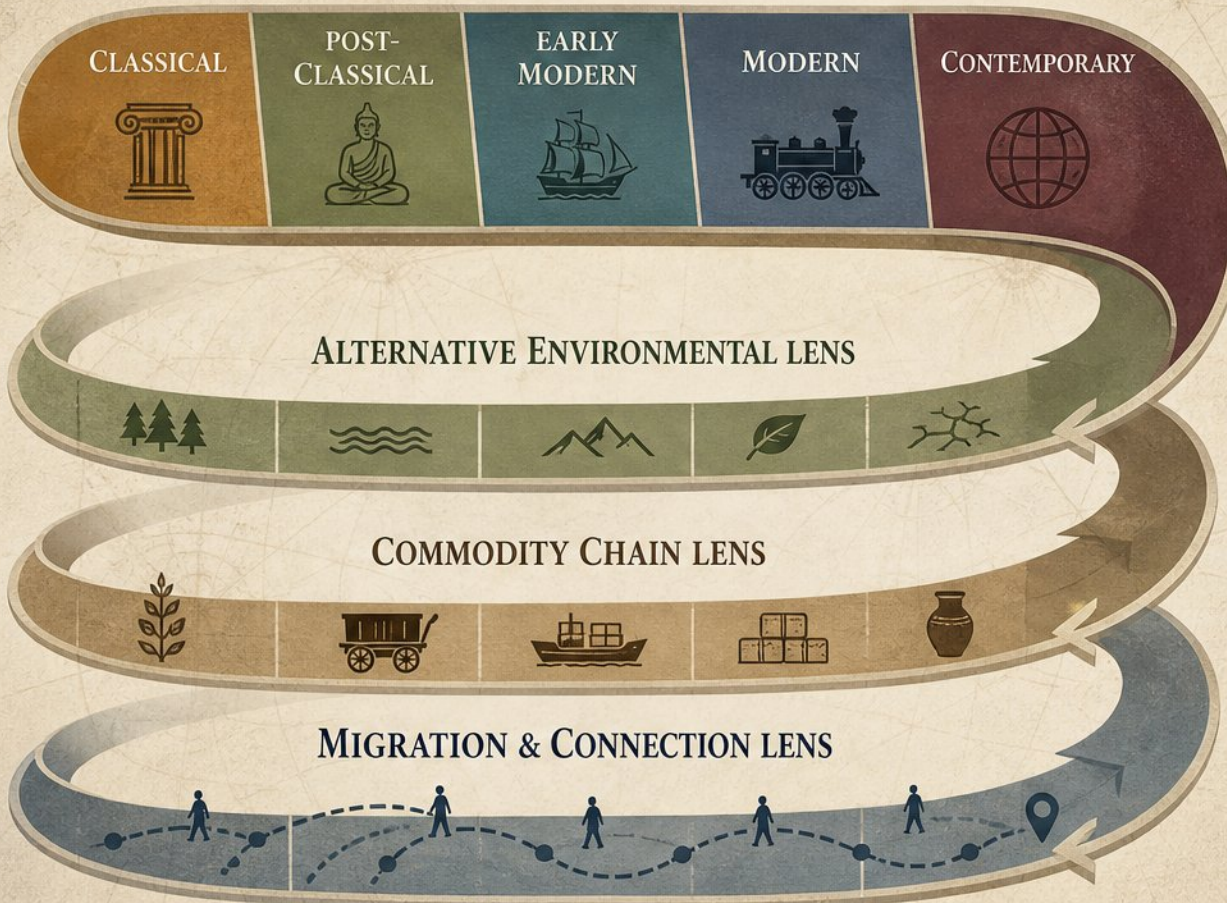
CAUSATION

THE DAILY HERALD

*Think like a historian.
Apply it everywhere.*

Frameworks and Periodization for Global History

STANDARD PERIODIZATION (ONE MODEL AMONG MANY)



- **Standard schemes:** classical, post-classical, early modern, modern, contemporary



- **Alternative lenses:** environment, commodity chains, migration, empire, technology



- **Eurocentrism:** the Antiquity–Middle Ages–Modernity model spread through Western hegemony



- **Debates:** Global Middle Ages and multiple coexisting periodizations



- **Cross-cutting themes:** trade, belief systems, disease, labor, governance



- **Choose the framework** that fits your teaching or publishing goal

Evidence, Sources, and Perspective



- Source types: primary, secondary, archaeological, visual, oral, quantitative, digital — each with limits.
- Archives shape what can be known: selection and arrangement are interpretive acts.
- Read against the grain to recover marginalized voices and recognize silences.
- Open-access digital archives: Arabic scientific manuscripts, Japanese classical books, multilingual print.
- Verify authorship and corroborate digital sources, including AI-generated historical content.
- Publishing: ensure source diversity, licensing, attribution, and accessible formats.



Whose voices
are present?

Whose voices
are missing?

What is left
unsaid?



Global Turning Points and Interconnections

- ✧ Silk Roads, Indian Ocean, and trans-Saharan routes linked Afro-Eurasia
- ✧ Mongol trading zone intensified these connections in the thirteenth century
- ✧ Columbian Exchange created first truly global biological and commercial networks
- ✧ Great Dying and Atlantic slave trade reshaped populations and economies
- ✧ Industrialization became the defining socioeconomic event of three centuries
- ✧ World wars, nuclear weapons, and decolonization rebuilt the international order
- ✧ Today's globalization, pandemics, and migration have deep historical roots



History, Memory, and Public Life

- History is evidence-based inquiry; memory is collective identity and commemoration
- Monuments, museums, holidays, and curricula are contested sites of public memory
- 2026 semiquincentennial: exhibit removals, executive orders, court-ordered restorations
- Evaluate historical claims in news, social media, and AI-generated content
- Historical thinking sustains democratic deliberation and informed citizenship



PAST / PRESENT



LOCAL / GLOBAL



SELF / OTHER



Teaching and Learning World History

- ✦ Backward design; essential questions; thematic coherence across humanity
- ✦ Inquiry arcs, structured discussion, DBQs, project-based learning
- ✦ DBQ: sourcing via HIPP or HAPP-C; explain, don't just identify
- ✦ Skill-based levels with immediate feedback and built-in revision
- ✦ Differentiate for secondary, university, and lifelong learners
- ✦ Assess reasoning and argument, not recall alone
- ✦ Avoid coverage overload, presentism, and document parades



Inquiry Arcs

Students explore compelling questions through structured inquiry over time.

DBQ Analysis

Students source documents using HIPP or HAPP-C and craft evidence-based explanations.

Project-Based Learning

Students investigate real-world problems and create meaningful products.

Differentiated Pathways for All Learners



Secondary Learners
Build foundational skills and historical thinking.



University Learners
Engage in advanced inquiry and complex argumentation.



Lifelong Learners
Explore history for personal growth and civic understanding.



Curriculum Frameworks and Standards Today

Current frameworks set the global scope of world history courses.

- ✦ AP World History: Modern covers 1200 to present (effective fall 2026)
- ✦ Maryland: Modern World History spans 1300 to present
- ✦ Indiana: draft 2026 World History and Civilization standards
- ✦ Michigan: era-based world history and geography expectations
- ✦ Themes recur: environment, culture, governance, economy, society, technology
- ✦ Skills codified: sourcing, contextualization, corroboration, causation, periodization
- ✦ Policy divergence: some jurisdictions center Western traditions, others global narratives

WHERE FRAMEWORKS ALIGN			
	 Recurring Themes	 Spatial Scales	 Inquiry Skills
AP World History: Modern	 Environment, culture, governance, economy, society, technology	 From local communities to regional networks to global connections	 Sourcing, contextualization, corroboration, causation, periodization
Maryland Modern World History	 Environment, culture, governance, economy, society, technology	 From local communities to regional networks to global connections	 Sourcing, contextualization, corroboration, causation, periodization
Indiana draft 2026 World History and Civilization standards	 Environment, culture, governance, economy, society, technology	 From local communities to regional networks to global connections	 Sourcing, contextualization, corroboration, causation, periodization
Michigan era-based world history and geography expectations	 Environment, culture, governance, economy, society, technology	 From local communities to regional networks to global connections	 Sourcing, contextualization, corroboration, causation, periodization



Publishing, Editorial, and Assessment Design

- Align content with C3 Framework and state standards like Indiana and Kentucky
- Balance global range against depth; avoid coverage overload
- Editorial choices—maps, periodization, terminology—shape interpretation
- Digital formats: interactive maps, open resources, accessible design
- Assessment blueprints match historical thinking, not just recall
- Review criteria: accuracy, perspective, coherence, pedagogical fit



Case Study: Analyzing Migration Through a World History Lens



- **Guiding question:** how has migration shaped societies across time?



- **Evidence:** primary accounts, demographic data, maps, scholarship



- **Source, contextualize, and corroborate** each document carefully



- **Link** Columbian Exchange, slave trade, mass migrations, displacement



- **Assess** explanation, sourcing, and argument—not recall



Case Study: Industrialization and Its Global Consequences



- Guiding question: How did industrialization change labor, empires, and daily life worldwide?



- Source set: factory records, worker accounts, colonial reports, treaties, economic data



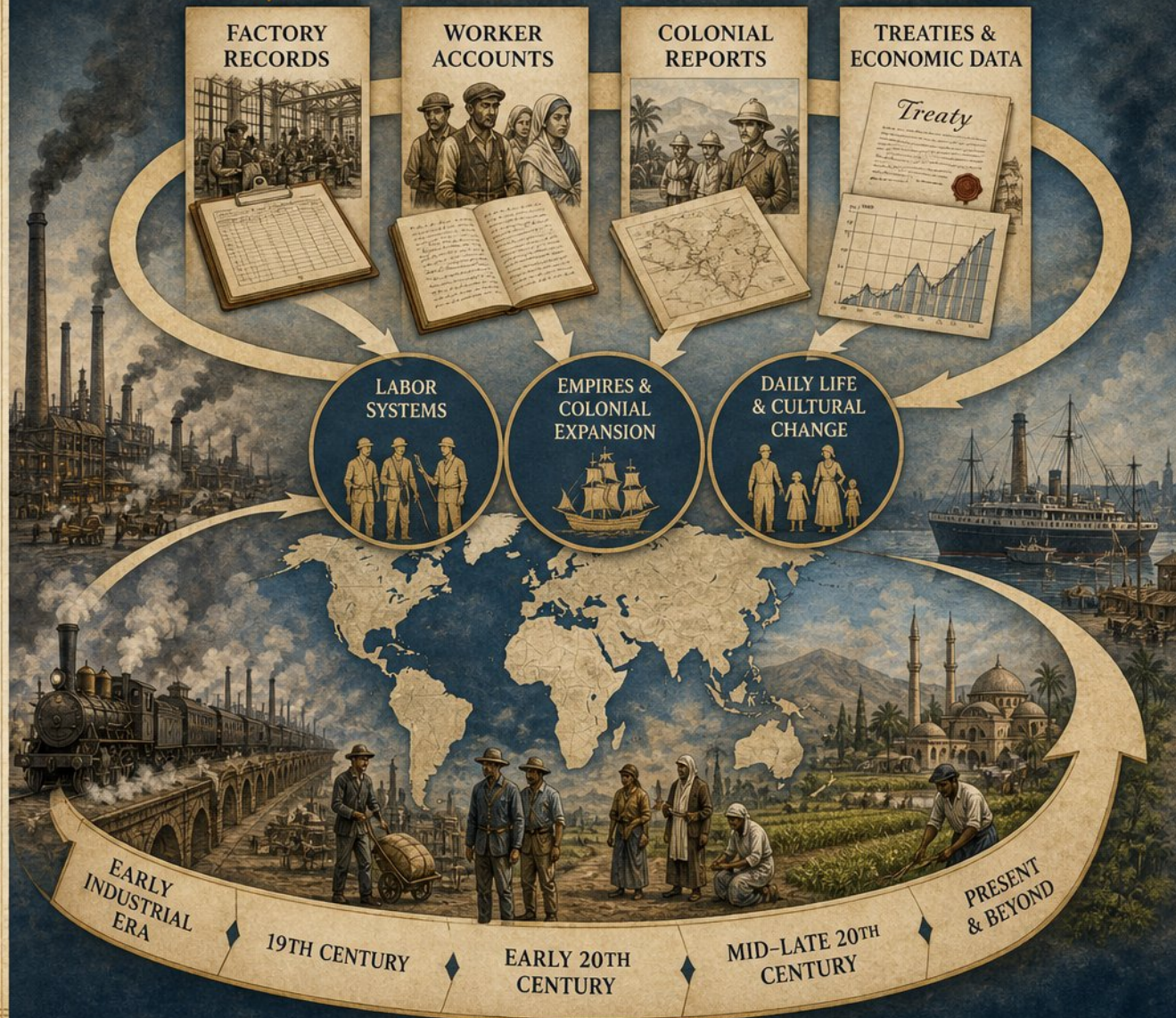
- Build a thesis, group documents by claim, source each one's limits



- Spread beyond the West: Russia, Japan, China, India, Middle East, Latin America



- Connect to today: globalization, AI, labor standards, climate change



Professional Resources and Communities of Practice



- WHA founded 1982; annual conferences, regional affiliates, teacher institutes, awards



- Key journals: *Journal of World History*, *World History Bulletin*, *World History Connected*, *Middle Ground*



- OER collections: *World History Commons*, *OER Project*, *History Atlas*, *Histoverse*, *Gazetteer*



- H/21 modules: open-access, classroom-tested, built by historians for historians



- Action plan: adopt one resource, practice one skill, join one community this month



Capstone: Applying World History Reasoning



- Apply a world history lens to migration, climate, or technology



- Build a mini-unit: essential question, sources, activities, assessment



- Design for real classrooms using DBQ and inquiry arc models



- Peer review: accuracy, perspective, coherence, fit, representation



- Plan one change to current materials and one new resource



PersonWise.

PersonWise • AI digital-human course platform



Scan the code or click anywhere to watch this course live, with voice Q&A

personwise.ai/t/8a6471ee/public