

This winter we will launch the second year (of four) focused on building student and teacher knowledge of global studies through an exploration of contemporary issues and historical case studies. Each year of programming will consist of three Saturday workshops, which include a scholar talk and the introduction of a model lesson in order to explore a sub-topic within the overarching theme of *Movement of Culture*. During the winter of 2015, we hosted three Saturday events around the sub-theme *Movement of Ideas*. This opportunity provided amazing content to 15-20 teachers at each event but the final event masked all the hard work and intellectual collaboration that led to the new lesson.

This collaboration, a partnership with the International and Area Resource Centers at UC Berkeley funded through federal Title VI grants, allows UCBHSSP to fund a dynamic and collaborative lesson development process, leveraging the unique skills of secondary educators and university scholars. Preceding each event, we match a classroom teacher and a graduate student, who serves as our resident content expert. We meet to discuss the theme of the workshop and the focus of the lecture, identify connections to the [California History-Social Science Standards](#), and generate an interesting (and aligned) focus question. Following our first meeting, the graduate student identifies resources that 1) could help build the content knowledge of the teacher and 2) might be excerpted to include in the final lesson. The teacher, in turn, develops a lesson that can be integrated into traditional models of teaching or that would reorient traditional narratives in new and exciting ways.

After the completion of her lesson, Alison Waterman, a sixth grade teacher in Orinda, reflected that the job of the graduate student is "to add complexity" and the job of a classroom teacher "is to simplify concepts" in order for younger students to grasp them. In the end, [Alison's lesson](#) from January 2015, which compared governance in the Roman and Han empires, included

visual artifacts, text-based primary sources, and an excerpted sentence from a monograph written by Michael Nylan, our scheduled scholar. This combination of sources, tied together with literacy strategies Alison had developed through her work with UCBHSSP, exemplified how the work of historians (the raw data of primary sources as well as academic text) can be presented in a way that makes sense to twelve year olds.

In addition to Alison's lesson, Jenna Rentz and Karna Cruz, both high school history teachers in Mt. Diablo, authored lessons that can complicate traditional 10th grade tellings of the appeal of communism following World War II and the multi-religious state that British colonialists encountered in South Asia. [Each lesson is posted on our website.](#)

We are currently amidst the development of materials for this year's programming, which will explore the *Movement of People*. This year, however, we have decided to focus each lecture on a contemporary issue in the world – refugees, transnational labor, and the social impact of environmental change. The lessons will provide a historical case study through which the essential understanding of movement can be explored.

[Learn more about this year's programming and register.](#) It's free!