WORLDBUILDING & HISTORY EDUCATION

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INTHEOLDENDAYS.
HOME.BLOG

CURRICULAR PLANNING PROCESS

SPECIFY EACH ENQUIRY AS A MENTAL LANDSCAPE

BUILD INSIDE-OUT
(WITHIN AND ACROSS ENQUIRIES)

CONSIDER HOW THESE LANDSCAPES CONNECT INTO A COHERENT WORLD

BUILD OUTSIDE-IN
(WITHIN AND ACROSS ENQUIRIES)

CLASSROOM PRACTICE

STORYTELLING
TEACH CONTENT AS NARRATIVE; WEAVE PLACES INTO STORIES

HISTORICAL QUESTIONS ABOUT PLACE
PUPILS INTERROGATE RELATIONSHIPS BTW PEOPLE AND THE MATERIAL WORLD

MAPS, DIAGRAMS, ILLUSTRATION
USE VISUOSPATIAL REPRESENTATION TO CONSTRUCT LANDSCAPES

TREAT THE IMAGINED PAST AS A SOCIAL ENVIRONMENT (INCLUDING MATERIAL CULTURE)

TEACHER

WORLD BUILDING

PUBLIC PROCESS

PUPIL

WORLD MAKING

PRIVATE COGNITIVE PROCESS

IMAGINED PAST

HISTORICAL THINKING RELIES ON THE ABILITY TO CONSTRUCT "SITUATION MODELS" (COGNITIVE REPRESENTATIONS) OF THE PAST.

WINEBURG (1994)

HUMANS FIND IMAGINARY WORLDS INTRINSICALLY INTERESTING.

TOOBY & COSMIDES (2000; 2001); CF. HOLLAND (2009)

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