



PRIMARY SOURCE

2018-2019 School Year Courses

SEMINAR SERIES

Global Education Leadership Seminar

Dates of sessions: Part I: October 23, November 14, December (online) 2018
Part II: January 16, February (online), March 13, 2019

Location: Hebrew College, Newton, MA, and online

Time: 9:00 am – 3:00 pm

PDPs/Credits: 45 PDPs; 2 graduate credits available (\$320 fee for credit)

Recognizing that the skills needed to teach globally differ from those needed to lead global education beyond the individual classroom, Primary Source will offer its seminar series for educators interested in broader leadership around global education initiatives. Meeting face-to-face and online during the 2018-19 school year, this seminar will create a collaborative and supportive network of educators who wish to build their skills and understanding in specific tools of leadership: understanding the processes of change, crafting narratives, understanding policy, writing to advocate and persuade, leading dynamic teams, and engaging allies. Participants will also develop their knowledge of the global education field and consider how to design and systematize global learning opportunities across several dimensions of schooling. As the year progresses, all seminar participants will create and begin to implement a capstone project to advance global learning in their schools or districts, benefiting from the feedback and insights of the group and contributing experts.

The main requirement for the seminar is an interest in global education leadership. Any K-12 teacher or administrator is welcome, and we encourage teams that include a teacher and administrator to apply (principals, curriculum supervisors, superintendents or assistant superintendents, department heads, or global studies coordinators). ***Open to all K-12 educators and administrators.***

Focal Skills & Dispositions: Collaboration; Communication; Empowering informed action; Fostering creativity & innovation

What's New with Ancient Civilizations?

Dates: November 15, December 5, 2018, January 8, 2019

Location: Hebrew College, Newton, MA

Time: 9:00 am – 3:00 pm

PDPs/Credits: 22.5 PDPs; 1 graduate credit available (\$160 fee for credit)

How can the study of ancient civilizations activate or enhance global learning today? In light of the new state framework for Social Studies, we will explore innovative approaches, web-based technologies, and classroom strategies that can make the ancient world more meaningful for your students while strengthening their capacity for geographical reasoning and inquiry-based learning. Some topics the course will address include leadership and governance; myth, story and ritual; gender and family; and natural resources for daily life. Focal point civilizations and regions are the ancient Near East, the classical Greco-Roman world, and early China, with comparative examples from West African kingdoms and the ancient civilizations of the Americas. An in-depth museum experience will also be integral to the course. ***Open to all K-12 educators.***

Focal Skills & Dispositions: Research skills; Inquiry; Evaluating visual evidence

Foundations for Civic Learning: Engaging Students in Shaping Their World

Dates: February 14, March (online session), April 10, 2019

Location: Hebrew College, Newton, MA, and online

Time: 9:00 am – 3:00 pm

PDPs/Credits: 22.5 PDPs; 1 graduate credit available (\$160 fee for credit)

Participation in civic life occurs at multiple levels; civic engagement extends to the local, state, national, and global communities in which we live. How, then, can we best prepare students to effectively participate in multifaceted civic life? With an emphasis on 8th grade civics, this course draws upon the new Massachusetts History and Social Science Frameworks to examine foundational topics for government in Massachusetts and the United States and introduce participatory approaches for civic action across the spectrum of civic life. Program resources will help educators create a dynamic 8th grade civics curriculum to prepare all students for all dimensions of civic life. This program is comprised of two face-to-face sessions at Hebrew College (February 14th and April 10th) and one six-hour online component that may be completed at any time between the two sessions.

Especially for educators of grades 6-9.

Focal Skills & Dispositions: Textual analysis & interpretation; Analyzing point of view & purpose; Communication; Empowering informed action

1-DAY WORKSHOPS

Current Events with Context: Teaching the News in a Meaningful Way (Newton)

Date: October 25, 2018

Location: Hebrew College, Newton, MA

Time: 9:00 am – 3:00 pm

PDPs: 5 PDPs

Designed for educators of all grade levels, this multidisciplinary program explores ways to integrate global current events into the curriculum. We will consider how news is made, reported, and consumed around the world; explore teaching strategies that develop students' critical media literacy skills; examine the role of technology in how news is generated and made available; and introduce resources for analyzing news stories around the world for different grade levels and disciplines.

Open to all K-12 educators.

Focal Skills & Dispositions: Research skills; Communication; Developing empathy; Media literacy

Current Events with Context: Teaching the News in a Meaningful Way (Burlington)

Date: March 11, 2019

Location: Burlington High School, Burlington, MA

Time: 9:00 am – 3:00 pm

PDPs: 5 PDPs

Designed for educators of all grade levels, this multidisciplinary program explores ways to integrate global current events into the curriculum. We will consider how news is made, reported, and consumed around the world; explore teaching strategies that develop students' critical media literacy skills; examine the role of technology in how news is generated and made available; and introduce resources for analyzing news stories around the world for different grade levels and disciplines.

Open to all K-12 educators.

Focal Skills & Dispositions: Research skills; Communication; Developing empathy; Media literacy

Weaving Women into World History Narratives

Date: October 26, 2018

Location: Westwood High School, Westwood, MA

Time: 9:00 am – 3:00 pm

PDPs: 5 PDPs

What curriculum approaches can help students see women as active agents in history and in society? Join us for this immersive one-day program that introduces multiple ways to integrate gender and sexuality in your social studies curriculum—comparative, cross-cultural, text-based, visual, and biographical among others. Participants will sample case studies and primary sources from the ancient world, pre-, early-, and modern- world history, colonial American history, and contemporary global studies, and receive guidance to develop a “gender integration” lesson for their own classroom. ***Especially for educators of grades 9-12.***

Focal Skills & Dispositions: Analyzing point of view and purpose; Assessing claims and evidence; Empowering informed action

China’s Influence Abroad: Soft Power or Hardball?

Date: March 7, 2019

Location: Hebrew College, Newton, MA

Time: 9:00 am – 3:00 pm

PDPs: 5 PDPs

How are China’s relations with countries across Asia - and beyond - evolving? We’ll explore China’s initiatives to build infrastructure and influence, promote its culture, and influence overseas Chinese. How are other countries viewing China’s efforts, and how are they responding? We will explore present policy, but also take a historical lens to topics such as the relationship between India and China, and consider how history affects how we see the present. Our focus will be how China is asserting a new direction and sense of leadership -- both through its policies and its people. ***Especially for educators of grades 6-12.***

Focal Skills & Dispositions: Inquiry; Analyzing point of view & purpose; Empowering informed action

Engaging World Literature: A Primary Source Conference for Secondary Educators

Date: April 6, 2019

Location: Buckingham, Browne & Nichols School, Cambridge, MA

Time: 9:00 am – 3:00 pm

PDPs: 5 PDPs

What happens when we read across borders? What do our students gain in cross-cultural understanding? And what might be “lost in translation”? Primary Source’s spring conference will allow us to explore both the theory and practice of engaging diverse global literature in the middle and high school classroom. Our keynote presenter is David Damrosch, comparative literature specialist at Harvard University and author of books including *How To Teach World Literature* and *The Princeton Sourcebook in Comparative Literature*. Dr. Damrosch was host of the groundbreaking PBS series *Invitation to World Literature*. The program includes breakout workshops led by mentor teachers and librarians; a global literature “speed-dating” session; and a virtual conversation with a young adult author (TBA). Build your portfolio of global authors, titles, and questions, and bring your own to share. ***Especially for educators of grades 6-12.***

Focal Skills & Dispositions: Developing cross-cultural sensitivity; Textual analysis & interpretation; Analyzing point of view & purpose

BOOK GROUP

Reading to Save the Planet

Dates: November 1, December 6, 2018, January 17, February 7, March 7, 2019

Location: TBD (Watertown, MA)

Time: 4:30 – 6:00 pm

PDPs: 15 PDPs

In book group this year we dive into the world of eco-literature—writing that challenges us to consider our collective responsibility for planet earth. These compelling works for young adult and adult readers-- inspirational or outraged, speculative or satiric-- seek to wake us from complacency into action. Reading selections this year include a lyrical verse-novel for middle-grade readers (*Forest World*), an international short story collection (*I'm With the Bears: Short Stories from a Damaged Planet*) and a thrilling environmental parable from the Ecuadorian Amazon (*The Old Man Who Read Love Stories*) What we choose to read can help make a difference! Join our community of globally-engaged readers; returning participants and new readers are fully welcome! **Open to all K-12 educators.**

Focal Skills & Dispositions: Developing cross-cultural sensitivity; Textual analysis & interpretation

Global Migration Stories: South Shore Book Group

Dates: December 4, 2018, February 5, March 19, 2019

Location: Hingham High School, Hingham, MA

Time: 4:30 – 6:00 pm

PDPs: 10 PDPs

With 65 million people displaced by war, violence, and economic uncertainty, migration is one of the central issues of our time. Join us to read new, powerful stories about the global journeys of young people and adults that humanize the phenomenon of migration. Book selections will take us from Afghanistan to Italy (*In the Sea There Are Crocodiles*), Africa and the Middle East to the U.S. (*Outcasts United*), and Latin America to the U.S. (*The Book of Unknown Americans*). Facilitated by a veteran English teacher and global educator, this three-session series is open to all educators who want to talk about global and multicultural books for middle, high school and adult readers. Location chosen with special consideration for teachers and school librarians from the South Shore. **Open to all K-12 educators.**

Focal Skills & Dispositions: Developing cross-cultural sensitivity; Textual analysis & interpretation

ONLINE COURSES

Engaging Culturally & Linguistically Diverse Students & Families in Elementary Schools

This course has been approved by the MA DESE to provide 15 PDPs addressing the needs of English language learners.

Dates: October 31 – December 4, 2018

PDPs/Credits: 22.5 PDPs; 1 graduate credit available (\$160 fee for credit)

This online course provides a theoretical and practical foundation for culturally responsive teaching of English language learners in the elementary school setting. We will examine how young immigrant students experience school; the demographic and diversity profile of Massachusetts districts; cross-cultural communication and its implications for teaching and learning; and effective strategies for

elementary schools to engage immigrant and refugee families. You will have the opportunity to reflect on your own teaching practice, apply course skills and strategies, and receive feedback from peers and instructor. ***For educators of grades K-5.***

Focal Skills & Dispositions: Collaboration; Empowering informed action; Developing cross-cultural sensitivity; Critical thinking

Engaging Culturally & Linguistically Diverse Students & Families in Secondary Schools

This course has been approved by the MA DESE to provide 15 PDPs addressing the needs of English language learners.

Dates: October 31 – December 4, 2018

PDPs/Credits: 22.5 PDPs; 1 graduate credit available (\$160 fee for credit)

This online course provides a theoretical and practical foundation for culturally responsive teaching of English language learners in the secondary school setting. We will examine immigrant teenagers and their experience of schooling; the demographic and diversity profile of Massachusetts districts; cross-cultural communication and its implications for teaching and learning; and effective strategies for secondary schools to engage immigrant and refugee families. You will have the opportunity to reflect on your own teaching practice, apply course skills and strategies, and receive feedback from peers and instructor. ***For educators of grades 6-12.***

Focal Skills & Dispositions: Collaboration; Empowering Informed Action; Developing Cross-Cultural Sensitivity; Critical Thinking

Essential Topics for Global Understanding: Health, Environment & Economics

Dates: October 31 – December 4, 2018

PDPs/Credits: 22.5 PDPs; 1 graduate credit available (\$160 fee for credit)

Today's students live in an increasingly globalized and interconnected world. To successfully learn, collaborate, and lead in the future, they need to understand and wrestle with topics of global significance. This online course offers an introduction to trans-regional issues that affect the lives and experiences of people living around the world. You will learn about globalization, the environment, and international health as well as the organizations and people who work together to find fair and sustainable solutions to today's most pressing challenges. Using online resources and readings, scholar videos, and interactive discussion forums, you will collaborate to expand your thinking about global issues and to explore ways to integrate the study of global topics into your teaching. Course highlights include "Featured Teacher" ideas for K-12 classroom application, web 2.0 tool explorations, and weekly "web highlight" resources for classroom use. ***Open to all K-12 educators.***

Focal Skills & Dispositions: Empowering informed action; Analyzing point of view & purpose; Inquiry; Communication

Globalizing Early American History

Dates: October 31-December 4, 2018

PDPs/Credits: 22.5 PDPs; 1 graduate credit available (\$160 fee for credit)

The benefits of a globalized US history curriculum are real, helping students look beyond the confines of national borders and think critically about how they and the nation fit into the larger world. But adopting this approach can be a daunting task. *Globalizing Early American History* - one of a planned suite of three global U.S. courses-- will give you the knowledge, resources, tools and

confidence to bring global perspectives to your US history classroom. The course revisits key moments and developments in the 16th, 17th and 18th centuries in and beyond the British colonies. It probes the transnational connections, cross-cultural comparisons, and wider global narratives that tell a multicultural story of the nation's foundations. Developed with support from the Library of Congress's "Teaching with Primary Sources" program, the course will also familiarize you with the teacher resources of the Library of Congress and other best digital history sites. ***Especially for educators of grades 6-12.***

Focal Skills & Dispositions: Textual analysis & interpretation; Evaluating visual evidence; Research skills

Modern African History: Colonialism, Independence & Legacies

Co-developed with Boston University's African Studies Center

Dates: October 31 – December 4, 2018

PDPs/Credits: 22.5 PDPs; 1 graduate credit available (\$160 fee for credit)

This four-session online course will help you find new entry points in your curriculum for teaching about modern Africa and new strategies and resources to support your teaching. In a community of online learners you will advance your knowledge of African history in the nineteenth through twenty-first centuries, understanding the continent's history not as a "single story" but a multifarious one. The course, as well, will emphasize Africa's relationship to world historical developments. Course topics include European colonization, the multiple forms of African resistance to colonial control, the rise of independence movements and leaders, Africa's experience of the Cold War, the political upheavals and economic crises of the late 20th century, and the hopes and challenges of the continent today. Each session will highlight a unique teaching strategy and explore exceptional web-based resources for the topic. *Our course was co-developed with Boston University's African Studies Center. Especially for educators of grades 6-12.*

Focal Skills & Dispositions: Textual analysis & interpretation; Media literacy; Developing cross-cultural sensitivity; Critical thinking

Global Understanding in Action: Human Rights, Educational Access & Gender Equity

Dates: January 23 – February 26, 2019

PDPs/Credits: 22.5 PDPs; 1 graduate credit available (\$160 fee for credit)

How can we engage students around global topics in meaningful ways that encourage them to become change-makers? This online course explores critical global topics – human rights, educational access, and gender equity – through the lens of social action. Through readings, videos, interactive web-based activities, and discussion forums, you will become familiar with key issues related to these topics and learn how to integrate these themes into classroom teaching and school initiatives. At the same time, you will examine case studies of how K-12 teachers have implemented curricular activities and projects to turn student learning into student action, and develop an action project to support students' transformation from global learners to global citizens. ***Open to all K-12 educators.***

Focal Skills & Dispositions: Empowering informed action; Evaluating quantitative data; Fostering creativity & innovation; Media literacy; Collaboration

India's Century of Change: Diversity, Democracy & Social Dynamics

Dates: January 23 – February 26, 2019

PDPs/Credits: 22.5 PDPs; 1 graduate credit available (\$160 fee for credit)

India's multifold diversity lies at the core of the challenges and opportunities it faces in the political, economic, and social realms. This fully online course will provide educators with ways to approach

this daunting diversity and to use it as a lens to examine India's political development from the movement for independence and Partition to the recent election victory of Narendra Modi. Participants in the course will also examine the challenges India has faced as it has attempted to develop its economy over the last 60 years, paying particular attention to urbanization, the wealth gap, and environmental issues. Social issues from gender to education and a look at differing perspectives on Bollywood will round out the course in the final week. A rich collection of readings, maps, photographs, documents, video, literature, and art will inform our explorations throughout the course.

Open to all K-12 educators.

Focal Skills & Dispositions: Evaluating visual evidence; Media literacy; Research skills; Analyzing point of view & purpose

The Enduring Legacy of Ancient China

Dates: January 23-March 26, 2019

PDPs/Credits: 45 PDPs; 2 graduate credits available (\$320 fee for credit)

In this engaging online course, we explore the long period from the emergence of China's earliest civilizations to the end of the dynastic phase in 1911, with a focus on the remarkable richness and endurance of Chinese civilization. Topics include geography, belief systems, the arts, and China's relationship with the world. Drawing from the most current scholarship, course work features supplemental readings, scholar podcasts, and web-based activities that give you the opportunity to explore student-friendly tools and resources.

This course will be offered completely online and will require a basic comfort level and interest in the use of computer technology as a medium for learning. The time for completing each week's work is approximately 3-5 hours. Participants will receive [*The Enduring Legacy of Ancient China*](#) as course material, free with registration. ***Open to all K-12 educators.***

Focal Skills and Dispositions: Textual analysis & interpretation; Evaluating visual evidence; Developing cross-cultural sensitivity

Thinking Like a Historian: Immigration History Through Primary Sources

Dates: January 23 – February 26, 2019

PDPs/Credits: 22.5 PDPs; 1 graduate credit available (\$160 fee for credit)

Through online resources about immigration history, educators will learn how to incorporate and use primary sources in the elementary and middle school classroom. Teachers will explore materials from the Library of Congress collection and the Lower East Side Tenement Museum, deepen their understanding of primary sources, and consider how K-8 students can benefit from observing and analyzing them.

This course will be offered completely online and will require a basic comfort level and interest in the use of computer technology as a medium for learning. The time for completing each week's work is approximately 3-4 hours. ***Especially for educators of grades K-8***

Focal Skills & Dispositions: Textual analysis & interpretation; Inquiry; Research skills; Developing empathy

Turning Points in Latin American History & Culture: From Colonization to the Cold War

Dates: February 27 – March 26, 2019

PDPs/Credits: 22.5 PDPs; 1 graduate credit available (\$160 fee for credit)

Understanding the dynamism and challenges of Latin America today requires a grasp of key historical events and cultural shifts over the past few centuries. This online course is designed to introduce important events and legacies through multimedia approaches that make history and the arts vivid and explain what is distinctive about the region. We will explore the periods of colonialism, independence and the abolition of the slavery, revolution (with examples from Mexico and Cuba), and the Cold War, making use of case studies from different countries and bilingual primary sources. Sessions include readings, videos, scholar podcasts, classroom-friendly primary sources, featured web resources, and discussion forums for reflection. As part of the course, you will curate a Latin American resource collection for your classroom using a tool of your choosing.

This course will be offered completely online and will require a basic comfort level and interest in the use of computer technology as a medium for learning. The time for completing each week's work is approximately 4 hours. ***Open to all K-12 educators.***

Focal Skills & Dispositions: Textual analysis & interpretation; Evaluating visual evidence; Developing empathy; Assessing claims and evidence

NEW PROGRAM: Building Blocks for Global Learning

Our six online modules will help you build a foundation for global awareness and provide concrete examples and strategies for supporting global competence in your classroom and school community. Each one-hour module - taken anytime at your own pace, on your own schedule - addresses key concepts and themes for global learning. Module topics include:

1. Global Learning: The Primary Source Approach
2. Foundations of Globalization
3. Global Citizenship Skills for Today's World
4. Global Competency through the Global Goals for Sustainable Development
5. Becoming Culturally Responsive
6. Connecting with the World

Take one module for a certificate of completion or complete all six and receive 10 Professional Development Points (PDPs).

Registration:

Please get in touch with the contact person for your school/district (see list at **www.primarysource.org/partners**) and let him or her know which course(s) you are interested in.