

Chapter 1. A Holistic World History: An Introduction

Chapter 1. A. Study Questions

Chapter 1. Toki Gawa: A Life of Change

Questions to Consider:

1. The fictional character Toki Gawa experienced many changes in her lifetime.
 - a. If you were Toki Gawa, what changes do you think would be most upsetting to you?
 - b. What changes would you have welcomed the most? Or would you prefer no changes?
 - c. Write your own story about what Toki Gawa's children might have experienced when they moved to the city.
 - d. Imagine you were the writer of the National Geographic article about Toki Gawa's life. What would you say?

Chapter 1. Section 1. An Introduction to a Holistic World History

Section 1. Terms to Consider:

holistic

holistic world history

holistic perspective

Section 1. Questions to Consider:

1. Read Albert Einstein's quote at the beginning of chapter 1.
 - a. What does Albert Einstein's quote mean to you: "The significant problems we face cannot be solved at the same level of thinking we were at when we created them."
 - b. Who is Albert Einstein?
 - c. What credentials or qualification does he have to make this quote meaningful?
 - d. In your research can you find a similar quote?

2. Global Problems:

I have listed a few of the many global problems that we are facing today.

 - a. Have the students get a buddy or form groups of any size. Add or subtract from the list of global problems.
 - b. What does each group think are the top 3 problems? Go around the room and have each group share with others what their top 3 global problems are. List the consensus top 3 global problems.
 - d. Have students do a survey asking their parents or others what they think are the most pressing global problems today. Discussion may follow on any of these questions.

3. Future Paths
 - a. In this book I often refer to the best possible paths for our future. What does this mean to you? Share your answer with a buddy or form a larger group.
 - b. What do you and your buddy (or the group) think are the best possible paths? Groups, pick 2 as the best possible paths. Go around the room and have each group share with others what their top 2 best possible future paths scenario would look like. Teacher: ask each group what their top scenario is, write on the board. Discussion may follow.
 - c. Have students ask their parents or others what they think are the best future paths to follow today. Discussion may follow.

4. In the text, I state that "If we pay attention, our history can teach us valuable lessons from the past that can be applied to our life today."
- What do you think we can learn from the past?
 - Can these lessons be applied to our life today? How?

Chapter 1. Section 2. Systems Thinking: A Different Approach to History

Section 2. Terms to Consider:

system
 holistic
 holistic world history
 holistic perspective
 system
systems thinking
 analysis
 synthesis
conventional thinking

Section 2. Questions to Consider:

- Systems: Get with a buddy or group.
 - List at least 5 systems that you can think of. Briefly describe to each other why you think each one is considered a system.
 - Go around the room and ask each group to share an example or two of what they consider a system.
- Forest and Trees
 - What does the saying "You can't see the forest for the trees" mean to you?
 - Can you think of examples of when this saying is applicable in your life?
 - Think of two examples of when this saying is applicable at school. Share your examples with others and listen to their examples.
 - Do you think it is important to see the "forest?" Why?
- Analysis and Synthesis: Think about the terms analysis and synthesis.
 - Write out definitions of both terms.
 - What is the difference between the two terms?
 - Use both words in at least 2 sentences.
 - List 3 ways you use analysis skills in your world history or social studies class.
 - List 3 ways you use synthesis skills in your world history or social studies class.
- Conventional Thinking
 - What is conventional thinking?
 - What are other terms that describe conventional thinking?
 - Can you think of at least 3 examples of conventional thinking in your own life? ...3 examples in school? 3 examples on the national scene? 3 examples on the global scene? Share your 3 examples with a buddy? Share a few of the examples with the class?
 - Is conventional thinking a popular way of thinking today? Why?
 - What problems is our conventional way thinking causing in our schools today? ...in our world today?
 - What benefits does conventional thinking have in our schools? ...in our world?

g. Explain conventional thinking to your parents or others. Ask them to share examples of conventional thinking with you. Bring these examples back to share with the class.

Chapter 1. Section 3. Reasons to Use Systems Thinking in World History

Section 3: Terms to Consider:

None

Section 3: Questions to Consider:

1. Systems Thinking

- a. Why do I (the author) suggest that systems thinking is a better way for solving problems today than conventional thinking? Do you agree?
- b. Why should (or shouldn't) we use systems thinking in a world history course?
- c. Take a problem or issue and use systems thinking to look at or solve (or attempt to solve) the problem. Just using systems thinking is the goal here, not an in-depth solution to a problem. Perhaps begin with a problem that affects the student's life, such as amount of homework assigned or food in the lunchroom. Have them team up with a buddy or larger group.
- d. What do you think are the two most important benefits of systems thinking? Why?

Chapter 1. Section 4. The Interacting Parts of a System

Section 4. Terms to Consider:

stability

leverage

feedback

reinforcing feedback

balancing feedback

Section 4: Questions to Consider:

1. Stable Systems

- a. What is a stable system?
- b. How do stable systems change?
- c. What are 3 examples of stable systems? Share your examples with others, listen to their examples.
- d. Name 3 examples of systems that collapse. Share your examples with others, listen to their examples.

2. Leverage

- a. What is leverage?
- b. Think of 3 examples where the application of leverage has created change. Share your examples with others, listen to their examples.

3. Feedback Loops

- a. What is feedback?
- b. Take one of the problems or issues that you or your group have been working on and draw feedback loops into the system.
- c. Where should leverage be applied in the system to create change?

4. Reinforcing Feedback

- a. What is reinforcing feedback?
 - b. Give 3 examples of reinforcing feedback.
 - c. What is reinforcing feedback in the system that you have been working on?
 - d. Is the reinforcing feedback in your system good or bad in your opinion?
5. Balancing Feedback
- a. What is balancing feedback?
 - b. Give 3 examples of balancing feedback.
 - c. What is the balancing feedback in the system that you have been working on?
 - d. Is the balancing feedback in your system good or bad in your opinion?
6. System Thinkers
- a. Do you think you will incorporate systems thinking into your way of thinking and learning? How?
 - b. What are 2 principles of systems thinking that you think are most important? Why? Share with others your examples, listen to their examples.

Chapter 1. Section 5. Worldviews: The Way We Look at the World

Section 5. Terms to Consider:

iceberg

worldview

indigenous

modern worldview

fundamentalism

globalized worldview

globalization

economic globalization

transformative worldview

Section 5. Questions to Consider:

1. Systems Thinking
 - a. Why do you think that systems thinking is within our radar screen as a problem solving approach? Or do you think it is being used in different arenas?
2. Iceberg
 - a. Do you think an iceberg is a good symbol to describe how we look at problems? Why?
 - b. What are the different “layers” of the iceberg analogy?
 - c. Take a problem that you think is significant. Examine the problem using the 5 layers of the iceberg. Describe each layer.
3. Worldviews
 - a. What is a worldview?
 - b. What other analogies—besides glasses and a filter— can you think of to describe a worldview?
4. The Global Wave
 - a. What is the Global Wave?
5. Contemporary Worldviews

a. What are the five contemporary worldviews?

6. The Indigenous Worldview

- Who are indigenous peoples?
- What other terms are used to describe indigenous peoples?
- What changes have indigenous peoples endured over the years?
- Why have indigenous peoples been systematically discriminated against?

7. The Modern Worldview

- How would you describe the modern worldview?
- What do you see as the benefits brought about with the modern worldview?
- What do you see as the drawbacks brought about with the modern worldview?

8. The Fundamentalist Worldview

- What does fundamentalism mean?
- There are fundamentalist groups in what major world religions?
- Why have fundamentalists formed a separate identity from "mainstream" society? Do you think this is a good or bad idea?
- In what ways has the term fundamentalism been extended to other areas of society? Do you think this is an appropriate use of the term?

9. The Globalized Worldview

- How would you describe the globalized worldview?
- How would you describe globalization?
- Conduct interviews of a number of people asking them what globalization means to them.
- How would you describe economic globalization?
- What is the difference between globalization and economic globalization?
- What do you see as the benefits of globalization? Economic globalization?
- What do you see as the drawbacks of globalization? Economic globalization?

10. A Transformative Worldview

- What is a transformative worldview?
- Why are some people embracing a transformative worldview?
- Why do critics think the four other worldviews are not up to the challenges of the 21st century?
- What elements from the other four worldviews are incorporated into the transformative worldview?

11. Analysis of Worldviews

- What do you think is (are) the dominant worldviews at this point in time?
- What do you think are the benefits of each worldview? The drawbacks?
- Essay: What worldview do you most closely identify with? Explain your choice. There is certainly no right or wrong answer on this one. If you feel comfortable you may share your thoughts with others, if you feel uncomfortable with sharing your ideas with others, please do not feel you must do so.
- Fill in the chart for worldview analysis.
- Fill in the chart for notable individuals and their worldviews. I would suggest to work with a buddy or group on this.
- Define the characteristics of the kind of worldview you would like for yourself.
- Is there any balancing feedback that is preventing you from reaching the kind of worldview you would like for yourself? Describe this feedback.

Chapter 1. Section 6. Waves of Global Change: A Holistic World History

Section 6. Terms to Consider

paradox
 continuity
human development

Section 6. Questions to Consider

1. World History Perspectives

- a. What is meant in this book by the term "traditional history?"
- b. This world history is told from a holistic perspective informed by the transformative worldview. What aspects of the transformative worldview inform this holistic approach?

2. A "Big Picture" World History.

- a. When do you think is a good time to begin the study of world history? Why?
- b. When does our human history begin in this holistic world history? Why?
- c. What is meant by the term human development in the context of this holistic world history?
- d. How is using the human development organization method different than the chronological method for organizing world history? Which do you prefer? Why?

Chapter 1. Section 7. Waves of Global Change

Section 7. Terms to Consider:

waves
 currents
 flows
 interdependence
 paradox
 change
continuity

Section 7. Questions to Consider:

1. Waves

- a. What are "waves"?
- b. How are they used in this world history model?
- c. What are the five waves?
- d. When does each begin? When does each end? (Ha! A trick question!)
- e. What does it mean: "This world history model is only the map, not the actual territory?"
- f. How can the waves simultaneously exist?

2. Currents

- a. What are "currents" in this holistic world history?
- b. What are the sub-currents in this world history?

3. Flows

- a. What are the five flows in this world history?

b. What is the purpose of including the five flows in this holistic world history?

4. Interdependence

a. Give 3 examples of how the world is independent. Share with others.

5. Creative and Destructive Energies

a. List 3 creative forces today.

b. List 3 destructive forces today.

c. What are other destructive human behaviors besides the ones I noted? Do you have any of these behaviors? Explain. Do any people you know have any of these behaviors? Explain.

d. What are other human creative behaviors? Do you have any of these behaviors? Explain. Do any people you know have any of these behaviors? Explain.

6. Paradox

a. Think of 3 examples of paradox in your own life.

b. Think of 3 examples of paradox in your school life.

c. Think of 3 examples of paradox on the national scene today.

d. Think of 3 examples of paradox in on the world scene today.

7. Commonalities and Diversity

a. Think of as many things as possible, at least 5, that all humans share.

b. Think of as many things as possible, at least 5, that make humans different.

8. Change and Continuity

a. List at least 3 things that have changed in your life.

b. What are at least 3 things that have continued in your life.

c. What are the variables that create change? Can you think of others? Which 3 do you think are most important? Why?

c. Briefly describe the 6 types of change and give your own example for each one.

d. What are the common responses to change? Give examples of each one.

9. Flows

a. Which of the five flows do you most identify with? Explain.

Chapter 1. Section 8. Features of a Holistic World History

Section 8. Terms to Consider:

big picture

universal

transdisciplinary

voice

non state people

insight

Section 8. Questions to Consider:

1. Features of a Holistic World History

a. What is a "big picture" periodization plan?

b. Do you think universal flows are important to world history?

- c. Do you think emphasizing commonalities is an appropriate inclusion in world history?
- d. Rank the five currents in world history in order of interest to you? Give an explanation for your top choice.
- e. What is the difference between transdisciplinary and interdisciplinary? Rank the transdisciplinary subjects in order of interest to you. Give an explanation for your top choice.
- f. What is a global format? How is it different than a Western civilization format? National history format? Regional format?
- g. Do you think a "female voice" is important in world history? How do you think it is different than a "male voice?"
- h. Who are non-state people? Should they be included in world history? Why?
- i. What are insights? Do you think this is an important section in world history?

Chapter 1. Section 9. An Introduction to a Holistic World History: Concluding Insights

Section 9. Questions to Consider:

- 1. Weaknesses and Strengths of the Model
 - a. What are the main weaknesses of the model?
 - b. What are the main strengths of the model?