

FINAL PERFORMANCE REPORT

World History Matters: Teaching and Learning Through Online Primary Sources
(<http://chnm.gmu.edu/worldhistorymatters/>)

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World History Matters

Report covering July 1, 2002 to June 30, 2005

During the three years of this grant, ***World History Matters: Teaching and Learning Through Online Primary Sources*** has continued to grow from an idea into a working website with valuable resources for teachers and students. In July 2003, we received funding from the National Endowment for the Humanities for a second world history project, *Women in World History* (<http://chnm.gmu.edu/wwh/>). With the addition of this project, we decided to create a world history portal named *World History Matters* (<http://chnm.gmu.edu/worldhistorymatters/>) that would link to both projects. We renamed this project *World History Sources* (<http://chnm.gmu.edu/worldhistorysources/>) since the main focus is on teaching and learning about world history with primary sources. As we continue to develop content for *Women in World History*, we are making a conscious effort to cross-link resources between sites, thus making the material in *World History Sources* even more accessible.

Now, we have reached and exceeded many of our goals as we continue to grow. We've expanded existing features and developed new ones as we continue to work with teachers and respond to their comments and needs.

Project Content and Scope

In the past year, we completed content for all four features of the website, meeting and exceeding our original content goals:

1. *Finding World History* (<http://chnm.gmu.edu/worldhistorysources/whmfinding.php>) is a guide to the 200 best online primary source archives in world history. Historians with relevant teaching experience and expertise in specific regional areas wrote reviews (500 to 700 words each) of these online archives and discussed materials available, strengths and weaknesses, and strategies for using these resources in the classroom. The framing essay (<http://chnm.gmu.edu/worldhistorysources/framingessay1.html>), written by Deborah Vess, Professor of History and Interdisciplinary Studies at Georgia State University, introduces issues in using online sources, such as reliability, quality, and translation.

We worked closely with our editorial board to generate and expand lists of quality online primary sources for eight regions (Africa, Cultural Contact, East Asia, Europe, Latin America, Middle East & North Africa, South Asia, and the Pacific Basin). In September 2002, the Center for History and New Media (CHNM) received additional funding (\$21,000) from the Delmas Foundation to expand our coverage of Europe in *Finding World History*. We divided Europe into four separate categories: Ancient, Medieval, Early Modern, and Modern. Each subcategory includes 15-20 reviews of primary source archives. Working with 20 scholars who brought expertise in various time periods and regions of the world, we now have 200 completed reviews. See, for example, a review by Sonoma State University Professor Mary Halavais of the website

entitled *The Tres Riches Heures of the Duc de Berry* (<http://chnm.gmu.edu/worldhistorysources/d/295/whm.html>) or a review by Xavier University of Louisiana Professor Jonathan Rotondo-McCord of *Florilegium Urbanum* (<http://chnm.gmu.edu/worldhistorysources/d/297/whm.html>). From the *Finding World History* page (<http://chnm.gmu.edu/worldhistorysources/whmfinding.php>), users may browse reviews by region or time period. Users may also search from the full search page (<http://chnm.gmu.edu/whm/searchwhm.php>) to locate website reviews by topic, keyword, or type of primary source available. Our standards for selecting websites to review are very high, but we will continue to keep our review archive up-to-date by reviewing new sites whenever possible.

2. *Unpacking Evidence* (<http://chnm.gmu.edu/worldhistorysources/whmunpacking.html>) offers eight guides to analyzing primary sources as part of world history. The primary sources we selected (Material Culture—Images; Material Culture—Objects; Maps; Music; Official Documents; Personal Accounts; Newspapers; and Travel Narratives) emphasize non-textual as well as textual sources and promote the use of evidence to deal with cultural contact and globalization. Each guide begins with an introductory essay, focuses on “critical reading strategies,” offers several interactive exercises connected to these strategies, and provides an extended analysis of one or two sources. Guides also include an annotated bibliography and a “webography”—an annotated list of ten to twelve relevant websites with rich archival collections.

All eight guides are now complete and are being used by world history teachers and students around the world:

Material Culture—Images, written by Professor Irene Bierman at the University of California, Los Angeles (<http://chnm.gmu.edu/worldhistorysources/unpacking/imagesmain.html>);

Material Culture—Objects, written by Professor Daniel Waugh at the University of Washington (<http://chnm.gmu.edu/worldhistorysources/unpacking/objectsmain.html>);

Maps, written by Professor Joni Seager at the University of Vermont (<http://chnm.gmu.edu/worldhistorysources/unpacking/mapsmain.html>);

Music, written by Professor Marion Jacobson at Union University (<http://chnm.gmu.edu/worldhistorysources/unpacking/musicmain.html>);

Newspapers, written by Professor Anne Rubenstein at York University (<http://chnm.gmu.edu/worldhistorysources/unpacking/newsmain.html>);

Official Documents, written by Professor David Trask at Guilford Technical Community College (<http://chnm.gmu.edu/worldhistorysources/unpacking/docsmain.html>);

Personal Accounts, written by Professor Beverly Mack at the University of Kansas (<http://chnm.gmu.edu/worldhistorysources/unpacking/acctsmain.html>); and

Travel Narratives, written by Professor Jerry Bentley at the University of Hawai'i

(<http://chnm.gmu.edu/worldhistorysources/unpacking/travelmain.html>).

In addition, twenty-two interactive exercises, which complement the guides, are complete. These interactive exercises, targeted directly to students, help apply skills and strategies discussed in the guides. One exercise, for example, guides students through the methods historians use to unpack archeological objects from pre-literate societies, using a series of pointed questions and hints (<http://chnm.gmu.edu/worldhistorysources/unpacking/objectsql1ex.php>). Another exercise asks students to determine what interests motivated the authors of three different travel accounts about India in the fifteenth century (<http://chnm.gmu.edu/whm/unpacking/travelq2.php>). A third helps students explore the ways in which the form of a personal narrative influences its content (<http://chnm.gmu.edu/whm/unpacking/accts2.php>). As widespread access to computers in middle and high schools increases, we have found that teachers are increasingly interested in using these exercises as part of classroom lessons.

3. *Analyzing Documents* offers eight multimedia models of scholars analyzing primary sources, designed to make the work of historians experienced in world history sources more visible. These segments show how scholars puzzle out the meanings of different kinds of primary sources. Users simultaneously view a series of sources and listen to leading scholars interpreting the sources and discussing strategies for overall analysis. We used Flash to program these short movies that synchronize the audio with the documents and relevant images. Production was labor intensive, but Flash allows the project to guide viewers through a more sophisticated analysis of the various primary documents. We also created a non-Flash version for those with slower connections or older computer equipment. All eight modules are now available online.

Material Culture—Images

(<http://chnm.gmu.edu/worldhistorysources/analyzing/mcimages/analyzingimgintro.html>).

Dana Leibsohn, Associate Professor of Art History at Smith College, discusses two paintings from sixteenth-century Spanish America: a map from the *Codex Mendoza* (circa 1543) that represents the founding of Tenochtitlan, the large imperial capital of the Aztecs, and a painting entitled *The Mulatto Gentlemen of Esmeraldas* by Andrés Sánchez Gallque (1599). Leibsohn addresses questions such as how a student new to analyzing images might begin to make sense of the map and the painting and what additional information would help a student understand the images in a larger historical context.

Material Culture—Objects

(<http://chnm.gmu.edu/worldhistorysources/analyzing/mcobjects/analyzingobjintro.html>).

Lawrence Butler, Professor of Art History at George Mason University, analyzes the Hagia Sophia, the cathedral of the Byzantine Empire in Constantinople (present day Istanbul), and an architectural drawing of the building's floor plan. The Hagia Sophia was built in the early sixth century by the Emperor Justinian and stands today, almost 1,500 years later, despite earthquakes, wars, and revolutions. The Hagia Sophia began its life as a Christian church, became a Muslim mosque, and is now a museum. Butler uses the building and the plan to investigate evolving religious practices, architectural and engineering techniques, and the relationship between buildings and political power.

Maps (<http://chnm.gmu.edu/worldhistorysources/analyzing/maps/analyzingmapsintro.html>).

Gerald A. Danzer, Professor of History, emeritus, at the University of Illinois, Chicago, analyzes a number of maps, including Mercator and Peters projections, maps by Europeans before and after Columbus' voyage, and maps by American Indians. He discusses steps for analyzing a map, how maps function in different cultures, and how other sources enrich our understanding of maps.

Music

(<http://chnm.gmu.edu/worldhistorysources/analyzing/music/analyzingmusicintro.html>).

Michelle Kisliuk, ethnomusicologist and Professor of Music at the University of Virginia, discusses music and dance among the BaAka peoples of the southwestern Central African Republic. Using video footage that she shot on location, Kisliuk analyzes the complex musical system of the BaAka, and discusses how the social and the aesthetic work in tandem in BaAka music and dance as well as how ideas of "performance" vary cross-culturally.

Newspapers

(<http://chnm.gmu.edu/worldhistorysources/analyzing/newspapers/analyzingnewsintro.html>).

Jack Censer, History Professor and Department Chair, George Mason University, analyzes an eighteenth-century French newspaper, *Le Courrier d'Avignon*, as well as twenty-first century newspapers, to investigate how they reflect societal views and can be used as historical evidence. Censer discusses how people read newspapers in different times and cultures.

Official Documents

(<http://chnm.gmu.edu/worldhistorysources/analyzing/documents/analyzingdocsintro.html>).

Dina Khoury, Professor of History at George Washington University, discusses two official proclamations from the Ottoman Empire—the Gulhane Proclamation and the Ottoman "Bill of Rights." Both texts are part of the Ottoman government's response to internal and external demands for reform stemming from the growing weakness of the state. Khoury discusses ways to examine law, government, and internal debates in the Ottoman Empire from these two documents.

Personal Accounts

(<http://chnm.gmu.edu/worldhistorysources/analyzing/accounts/analyzingacctsintro.html>).

Merry Wiesner-Hanks, Professor of History, Director of the Center for Women's Studies, and Coordinator of the Comparative Study of Religion Program at the University of Wisconsin-Milwaukee, examines excerpts from two personal accounts written by women living in Northern Germany in the seventeenth century. The first is a diary written by a Jewish merchant, Glikl of Hameln. The second is a memoir written by a Protestant midwife, Catharina Schrader. These writings offer an important window into the daily lives and life cycles of non-elite women living in early modern Europe. Wiesner-Hanks asks students to think about similarities, differences, language, world view, and motivation for writing.

Travel Narratives

(<http://chnm.gmu.edu/worldhistorysources/analyzing/narratives/analyzingnarrativesintro.html>). Thomas Ewing, Professor of History at Virginia Tech, discusses strategies for reading travel narratives, especially the *Journals of John Ledyard*. Ledyard, born a British subject, became an American citizen after Independence. He traveled with Captain Cook along the

North American coast in the late 18th century. Along the way he encountered many cultures—indigenous and Russian—and left behind an entertaining account of his travels. Ewing talks about how journals, such as Ledyard's, often tell us as much about the traveler/author as they do about the places visited and asks students to think about what is included and excluded from the journals, how Ledyard describes his encounters with "natives," and how to assess what parts of the narrative might be embellished or fabricated.

4. *Teaching Sources* (<http://chnm.gmu.edu/worldhistorysources/whmteaching.html>) offers case studies in which experienced classroom teachers offer a look "behind the scenes" into planning and teaching primary sources in world history. Authors selected primary sources they used in teaching world history and discuss how they analyze them and how they hope students will analyze them, reflecting on strengths and weaknesses and describing successful teaching strategies. We have completed editing and production for all sixteen essays, which deal with diverse topics such as Chinese footbinding practices, the Crusade of Richard I, women's travel writing, and the *Huejotzingo Codex* of 1531. All of the authors of these essays are experienced classroom teachers, and are drawn both from high school and post-secondary institutions. We have expanded the scope of the *Teaching Sources* essays by including copyright-free electronic versions or excerpts of all the sources discussed. This addition renders the essays usable both as models for selecting and teaching primary sources and as lessons ready to implement in the classroom.

The content of the site is complete, but we will continue to update the site as needed and to respond to feedback. We are also eager to increase the website's usefulness and accessibility. In the next year, we plan to redesign the underlying structure of the site in CSS. This redesign will make the site easier to maintain and update, more accessible for those with disabilities, and its pages faster loading. Since the redesign will be standards compliant, it also insures long-term compatibility of the site. We also plan to make several changes to the *World History Sources* search database, which will make the interactive exercises and the new sources in the *Teaching Sources* essays fully searchable.

Outreach and Publicity

With the content in place, we began to publicize actively in the final year of the project, markedly increasing our audience of high school and university teachers around the world. This has included postings to listservs and websites; email announcements; conference presentations; postcard mailings; presentations to teachers; and word-of-mouth.

Outreach efforts have included presentations and workshops on *World History Matters* to the following organizations and conferences:

- World History Institute, George Mason University (June 2003, June 2004, June 2005)
- World History Association (June 2003, June 2004)

- Virginia Council for Social Studies (October 2003, October 2004, forthcoming October 2005)
- “World History, the Next Ten Years”, Northeastern University (March 2004)
- International Society for the Scholarship of Teaching and Learning (October 2004)
- Mid-Atlantic World History Association (October 2004)
- Berkshire Conference on the History of Women (June 2005)
- Loudoun County Public Schools, Professional Development Days (August 2005)
- Fairfax County Public Schools, Social Studies In-service (September 2005)
- Southeast World History Association (forthcoming, October 2005)

Outreach efforts have also included publication of an article on *World History Matters* [see Appendix A for Publicity and Outreach]:

- “Surfing for the Past: How to Sift the Good from the Bad” in *AHA Perspectives*. The article, available online at <http://www.historians.org/Perspectives/Issues/2003/0305/0305for3.cfm>, discusses strategies for analyzing primary sources in the history classroom and highlights *World History Sources* as a valuable resource.

During the summer of 2004, we printed coffee mugs with the *World History Matters* logo. These were distributed to conference and workshop participants and generated a good deal of excitement in the project. In addition, we ran an advertisement in the Fall 2004 *World History Association Bulletin* and in April 2005, sent 6,000 postcards to publicize the site to high school and college teachers around the country [see Appendix A]. Already, we have felt the effects of this publicity. In December 2004, *World History Sources* was given an “A+” in <http://www.educationworld.com>’s directory of websites [see Appendix B for Reviews]. In March 2005, *World History Sources* was selected for inclusion in Thompson ISI Current Web Contents. It is also included in various best-of-web directories compiled by libraries across the country (University of North Carolina, Wilmington; Tennessee Technological University; College of DuPage; North Dakota State University, University of Utah; Lower Hudson Regional Information Center) and is referenced on close to 300 websites.

We are also working with high school and college teachers of world history, and are actively incorporating the feedback we receive to ensure that the website is usable and valuable for teachers at many levels. While publicity for the website is expanding our audience, *World History Sources* has already found a dedicated group of users who are recommending the site to colleagues. A teacher of AP World History and Modern World History in Maryland posted a message to a listserv for AP World History teachers about the site in November 2003. She wrote:

“A really great site everyone should bookmark is the one housed at George Mason University called World History Matters. They have many documents and images and a search engine that is more reliable than any other for world history teachers.” In July 2005, another world history teacher from Moorestown, New Jersey, wrote directly to the project, saying, “Thank you for your wonderful site which I use frequently in my classes.” In September 2005, a world history teacher from Westridge School for Girls in Pasadena, California, called to express his gratitude for the resources that the site offers.

Reflecting these positive individual responses, site traffic for *World History Sources* has continued to grow. Statistics for August 2005 reveal that the site experienced both more “hits” and individual visits than any previous month of the grant. We expect site traffic for the *World History Matters* project as a whole to increase further as we begin running online discussion forums through *Women in World History*. In the first week of publicity alone, we have had close to 100 people register for the October 2005 forum. We expect this number to increase significantly with the more than 8,000 publicity postcards mailed in late September 2005.

Summary

In sum, we believe that the grant was a success. We made enormous progress during this period: developing material for the *World History Sources* website, creating new features, expanding our base of regular visitors and reaching out to new audiences, and putting in place the mechanisms to continue improving the site after the grant period ends.

We would, of course, be delighted to provide more detailed information on our progress and would be happy to meet with NEH staff to present our work at any convenient time.

Sincerely,

Roy Rosenzweig
Center for History and New Media
George Mason University

Appendix A: Publicity and Outreach

[attached WHM card]

From the **Forum: The Internet and the History Classroom** in the May 2003
Perspectives

Surfing for the Past: How to Separate the Good from the Bad

By Kelly Schrum

The Internet has become a vast, rich, and primarily free library. With the right web site addresses or search strategies, you can quickly access a wealth of primary sources for studying almost any historical topic. For example, *Harappa* (www.harappa.com) provides a comprehensive introduction to the ancient Indus culture as well as a rich collection of 19th- and 20th-century lithographs, postcards, and recorded speeches. The *Internet African History Sourcebook* (www.fordham.edu/halsall/africa/africasbook.html) offers extensive sources on the lives of African people in the sub-Saharan region, the wider Atlantic world, and the Indian Ocean basin. For U.S. historians, the Library of Congress' American Memory web sites (<http://lcweb2.loc.gov/amhome.html>) offer more than 100 collections with seven million digitized items, from African American political pamphlets to California folk music, from baseball to the Civil War. *Do History* (<http://dohistory.org>) presents the entire 1,400 page diary, in facsimile and transcribed versions, of the 18th-century Maine midwife Martha Ballard, with tools for decoding Ballard's handwriting. These examples barely scratch the surface of the thousands of excellent sites offering historical primary sources, including official documents, art, music, and archeological sites.

Many historians are exploring these resources and incorporating them into lectures and assignments or their own research. Many more are overwhelmed by the expansive and ever changing online archive, the challenges of sifting through so many lackluster or advertising-laden web sites to find the treasures. Powerful search engines like Google make this work easier, but a search on "colonial American history" yields close to one million results, including syllabi, textbooks, and promotional material for historic locations.

Problems are exacerbated in the classroom, from the challenges of locating and evaluating history web sites to newer concerns over skills for analyzing online primary sources. Recent studies show that college students use online resources heavily—almost 75 percent report using the Internet more than the library.¹ Student papers and projects, however, often lack the critical evaluation of online resources demanded of more traditional sources. This presents a valuable opportunity—to teach critical thinking skills in the context of making effective use of Internet resources. This article offers strategies for evaluating web sites, locating reliable resources, and helping students learn to analyze various kinds of online primary sources.

Evaluating Web Sites

College students today are web savvy, but this does not automatically translate into critical use of online resources. Teaching students to evaluate web sites is an essential

first step. Here are several basic questions that can help structure the process. Answering these questions, even informally, requires students to examine a web site's reliability before using materials.

A good place to start is author or creator. Who created the web site? Who hosts or publishes the site? What is the domain name (.edu, .org, .com, .gov, .net)? Sometimes this information is readily available; if not, e-mail or contact information or a "credits" or "about" page may provide some clues. Look for information on when the site was created and updated as well.

What is the purpose of the web site? To inform or present facts? Persuade or sell? What is the target audience? How accurate is the site? Are facts and opinions clearly identified? Are primary sources complete or edited? Are sources well documented? Are there spelling or grammatical errors? If the site offers links to other web sites, are they working and reliable?

How credible is the web site? One way to check this is to investigate what other web sites and organizations link to it. For example, run a link check from Google (www.google.com) by typing link and the URL ("link: <http://www.theaha.org/>"). Or look at review sites, such as the Merlot Project (<http://www.merlot.org/>) or the Scout Report (<http://scout.wisc.edu/>).

Finding Reliable Web Sites Quickly

Evaluating web sites is an important skill, but a time-consuming one. While shortcuts such as Merlot and the Scout Project are valuable resources, they do not focus specifically on history. One such resource for teachers of U.S. history is *History Matters: The U.S. Survey Course on the Web* (<http://historymatters.gmu.edu>), created by the Center for History and New Media (CHNM) and the American Social History Project.² *History Matters* provides a starting point for exploring American history on the Web with 900 first-person historical documents in text, image, and audio. These include 17th-century grievances of the Wampanoag Indians, such as loss of land and unequal justice, as well as a 19th-century cartoon from the British weekly *Punch* that satirizes the American concept of "liberty." In an oral history interview a century later, Ed Idar discusses the struggle of Mexican Americans to end discrimination in Texas after World War II.³

History Matters also provides an annotated guide to 700 high-quality history web sites, including Library of Congress American Memory sites, resources from universities and libraries around the world, and online archives filled with letters, diaries, advertisements, films, and oral histories. Everything on *History Matters* is searchable by keyword, time period, and topic and additional resources provide tools such as teaching assignments and online discussion forums.

The CHNM is also developing a similar web site focused on world history resources. *World History Matters* will help world history teachers and students locate and analyze

online primary sources, such as material culture and government documents. It will be publicly launched in fall 2003, but you can get a sneak preview at <http://chnm.gmu.edu/whm>.

Analyzing Primary Sources

Locating the wealth of primary sources available online meets many teaching and research needs, yet it also generates new questions. How can students learn to use so many different kinds of sources to understand the past? The *History Matters* feature "Making Sense of Evidence" (<http://historymatters.gmu.edu/browse/makesense/>) is a set of tools designed to help students and teachers make effective use of online primary sources through "Making Sense of Documents" and "Scholars in Action."⁴

"Making Sense of Documents " provides strategies for analyzing online primary materials with interactive exercises and bibliographies of traditional and online sources. Each guide builds on strategic questions, such as "Who is talking?" in oral history or "How do you make a flat map out of a round world?" for maps. The interactive exercises then challenge students to apply this new knowledge. For example, the first question in the guide to analyzing letters and diaries is "What are the characteristics of personal texts?" The exercise asks users to compare two published versions of the February 1861 diary of Mary Boykin Chesnut, a member of South Carolina's planter elite, and decide which was edited by a novelist, and which by a professional historian. Explanations and rollovers help users compare specific passages and explore the complexities of analyzing personal texts.⁵

"Scholars in Action" segments show how scholars puzzle out the meaning of primary sources such as political cartoons and photographs. Users encounter a document and then listen to audio clips in which a leading scholar interprets the document and discusses strategies for analyzing that kind of evidence. For example, "Analyzing an 1804 Inventory" features an early 19th-century appraisal of the goods of a man named Thomas Springer. Users read the inventory (handwritten and transcribed) and then "ask" Barbara Clark Smith, curator of social history at the Smithsonian National Museum of American History, a series of questions. Clark discusses the inventory and how she makes sense of it:

It's a document that's created by the fact that wealth in the late eighteenth, early nineteenth century is not so much in the form of things in the bank or things in the stock market, but real estate and actual moveable goods. . . . Like many of these inventories it begins with the wearing apparel of the deceased . . . coats, jackets, shirts, trousers, hats, boots, drawers. Those are valuable items; you can see that clothes are valuable. They're valued here in 1804 at thirty dollars. You can look at the list of how things are valued and get a sense of what were expensive things and what were cheap things.⁶

Conclusion

Historians and history teachers need more tools for evaluating web sites and for using

online materials creatively in the lecture hall and the classroom. Online primary sources are opening access to exciting resources around the world, allowing students greater control over their learning and research agendas. Students are taking these opportunities in rapidly growing numbers, but are often using online resources without tools for critically analyzing web sites or online sources. This creates an important learning opportunity. Teaching critical evaluation skills, especially for online resources, and requiring students to evaluate web sites used for papers or projects are important first steps. Guiding students to reliable web sites, such as American Memory or *History Matters*, helps them engage more quickly with artifacts of the past. And teaching strategies for analyzing a range of primary sources helps students begin to understand the past in more sophisticated and nuanced ways.

—*Kelly Schrum is assistant director of the Center for History and New Media (<http://chnm.gmu.edu>) at George Mason University.*

Notes

1. Pew Internet Project, "The Internet Goes to College: How Students are Living in the Future with Today's Technology" (September 15, 2002) (<http://www.pewinternet.org/reports/toc.asp?Report=71>)
2. History Matters was created by the Center for History and New Media (<http://chnm.gmu.edu>) at George Mason University and the American Social History Project/Center for Media and Learning (<http://www.ashp.cuny.edu/>) at the City University of New York with support from the W. K. Kellogg Foundation and the National Endowment for the Humanities. The 2002–2003 Talking History online discussion forums (<http://historymatters.gmu.edu/browse/talkhist/>) are funded by the Virginia Foundation for the Humanities.
3. "Metacom Relates Indian Complaints about the English Settlers, 1675" (<http://historymatters.gmu.edu/d/6226/>); "Actions speak louder than words" (<http://historymatters.gmu.edu/d/6812/>); "Fighting Discrimination in Mexican American Education" (<http://historymatters.gmu.edu/d/6584/>).
4. Making Sense of Evidence was created in collaboration with the Visible Knowledge Project at Georgetown University (<http://crossroads.georgetown.edu/vkp/>). World History Matters will offer similar features focused on world history sources: "Unpacking Evidence" (<http://chnm.gmu.edu/whm/whmunpacking.html>) and "Analyzing Documents" (<http://chnm.gmu.edu/whm/whmdocuments.html>).
5. Linda Shopes, historian at the Pennsylvania Historical and Museum Commission, wrote the guide to using oral history (<http://historymatters.gmu.edu/mse/oral/>); David Stephens, professor of geography at Youngstown State University, wrote the guide to understanding maps (<http://historymatters.gmu.edu/mse/maps/>); and Steven Stowe, professor of history at Indiana University, Bloomington, wrote the guide to analyzing letters and diaries (<http://historymatters.gmu.edu/mse/letters/>).
6. <http://historymatters.gmu.edu/mse/sia/inventory.htm>.

Appendix B: Reviews

From Education World (<http://www.educationworld.com>):

December 2004

World History Matters

A well organized guide to world history primary sources and teaching tools.

Grade Level: 6-8, 9-12

<http://chnm.gmu.edu/worldhistorymatters/>

CONTENT:

A project of the Center for History and New Media, George Mason University, offers history teachers guides to primary sources, multimedia case studies on how to analyze documents, teaching sources and more.

SITE DESIGN:

World History Matters is divided into two main sections, World History Sources and Women in World History that will be available in the spring of 2005. The material in the World History Sources section is categorized into four areas. Each area has its own table of contents as well as a top and bottom navigation bar for movement between the sections. The site is also fully searchable by topic, keyword, or type of primary source. Flash Player is required but there is also an audio version for slower connections.

REVIEW:

Although this site is still in the works, with the Women in World History section due in the spring of 2005, it still holds a wealth of material for the history teacher. The completed section, World History Sources, provides teachers with guides, written by historians with relevant teaching experience, for finding primary sources that describe the available materials, strengths and weaknesses, along with classroom suggestions. The time period includes everything from the beginnings of human society to the world since 1945 and covers all the regions of the world. Unpacking the Evidence uses multimedia features and suggested questions to discuss ways of “analyzing particular genres of evidence as part of world history”. Eight Flash movies provide a view of teachers demonstrating the methods they use when analyzing the evidence. There are also sixteen case studies from experienced classroom teachers discussing how they plan and implement lessons based on primary documents along with reflections on the strengths and weaknesses and a description of successful teaching strategies. Case study topics include material culture (objects and images), music, maps, personal narratives and more.

From Thomson ISI Current Web Contents

(<http://scientific.thomson.com/knowtrend/essays/selectionofmaterial/webcontent/>):

Description:

World History Sources -- a project of the George Mason University Center for **History** and New Media (CHNM) -- is aimed at helping teachers and students of **world history** (primarily at the high school and college level) find and interpret online primary sources. The site is divided into four main areas: Finding **World History**, Unpacking Evidence, Analyzing Documents, and Teaching Sources. The first and most substantial section provides an extensive collection of in-depth, expertly authored web site reviews, each highlighting the particular resource's value as an aid to **world history** teaching and learning. The reviews can be searched or browsed by geographic region and historical time period, as well as searched by keyword, primary source type, and/or topic. The remaining three sections present a series of detailed guides, multimedia models, and case studies on analyzing and using specific kinds of materials. In addition to background information on the project and its authors, visitors to the site may wish to follow the link to the CHNM home page and peruse the many other digital **history**-teaching resources to be had there.

Keywords:

analyzing historical documents; comparative; cultural contact; document analysis; genres of evidence; global; globalization; historical research; online primary source archives; primary source materials; primary sources; **world history** education; **world history** scholarship; **world history** sources

Publisher:

George Mason University, Center for **History** and New Media

Language:

English

Type:

annotated links; articles; audio files; bibliographies; case studies; educational materials; essays; image/graphics files; instructor's guides; maps; movies/video files; reviews; transcripts

Format:

CSS; Flash; GIF; HTML; JPG; java_script; PDF; PHP; plug-ins

Provider:

academic; research center/institute

Last Evaluated by ISI:

10 FEB 2005