

Worldview



*How does our worldview shape
our thoughts and actions?*

Where do our beliefs and values come from?

Stephanie Skinner

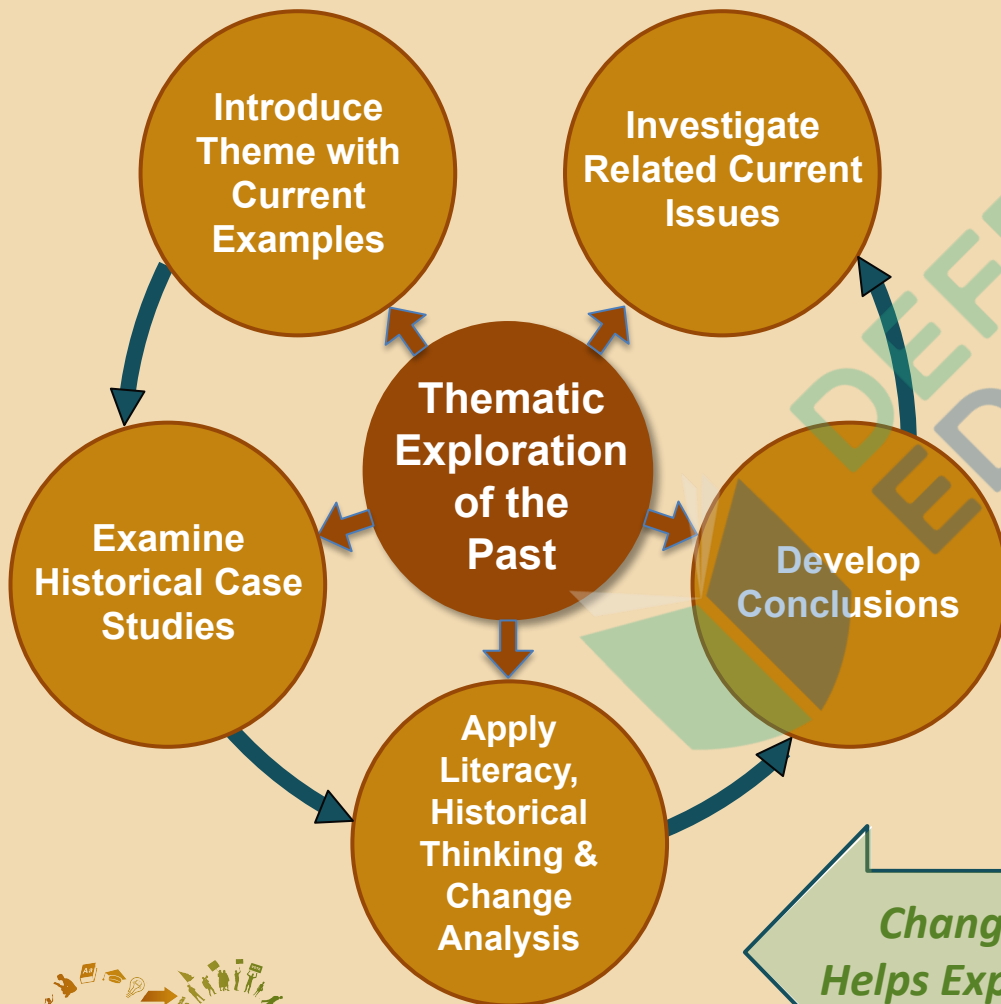
Redwood City School District



Integrated Action Civics

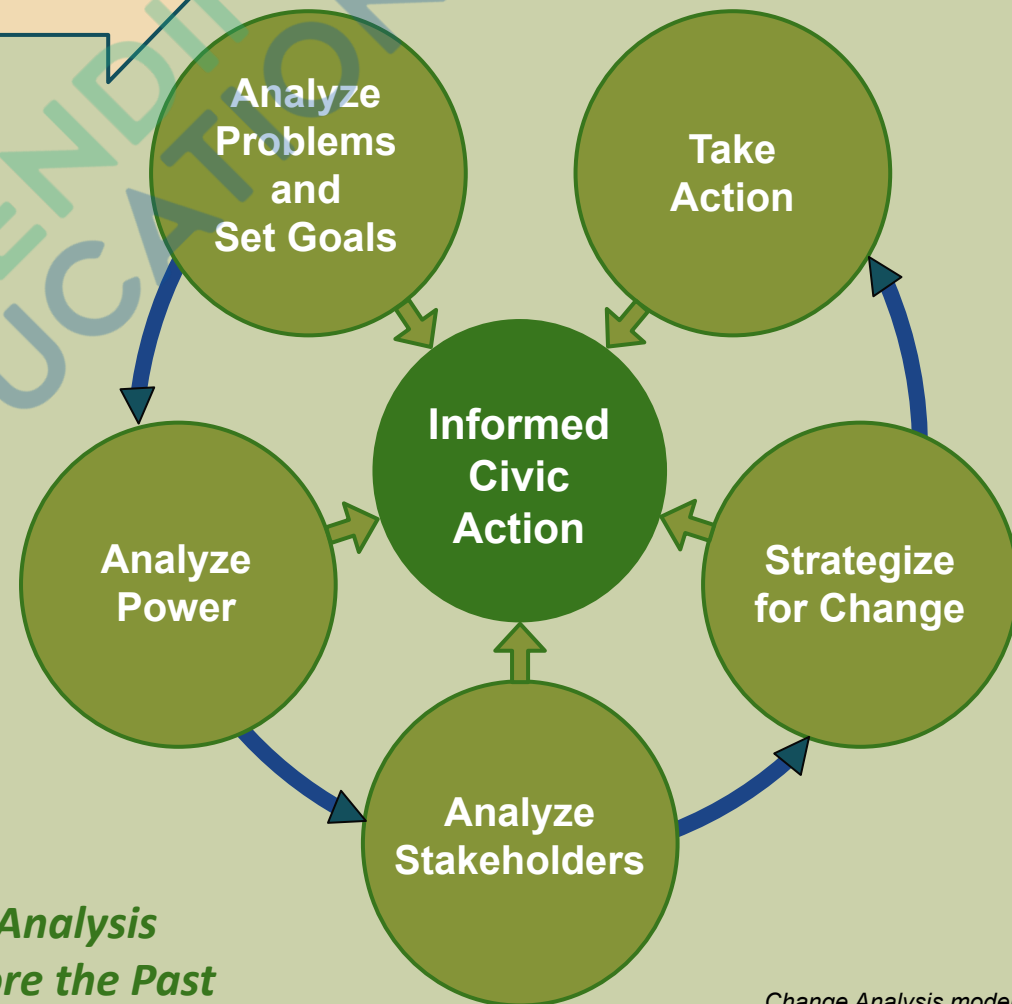
Foster Student Sense of Self: Identity, Justice, and **Worldview**

Historical Analysis



*History Informs
Civic Action*

Change Analysis



*Change Analysis
Helps Explore the Past*



What is Worldview?



Definition: How we see the world

Our worldview - how and why we make sense of the world - shapes our thoughts, opinions and actions. It both contributes to, and is impacted by, one's identity and influences how we move through the world.



What is Worldview?



Understanding Worldview help us understand history

Historical thinking: *Perspective**

- **Guidepost 1:** An ocean of difference can lie between current world views (beliefs, values, and motivations) and those of earlier periods of history.
- **Guidepost 3:** The perspectives of historical actors are best understood by considering their historical context.
- **Guidepost 5:** Different historical actors have diverse perspectives on the events in which they are involved. Exploring these is key to understanding historical events.

** From The Big Six, Peter Seixas & the Historical Thinking Project*



What is Worldview?



Understanding Worldview help us understand history

Historical thinking: *Ethical Dimension**

- **Guidepost 1:** Authors make implicit or explicit ethical judgments in writing historical narratives.
- **Guidepost 2:** Reasoned ethical judgments of past actions are made by taking into account historical context of the actors in question.
- **Guidepost 3:** When making ethical judgments, it is important to be cautious about imposing contemporary standards of right and wrong on the past.

* From *The Big Six*, Peter Seixas & the Historical Thinking Project



What is the Purpose of Worldview?

Student Goals:

- Identify their own worldview and their own implicit/explicit biases.
- How worldview influences their decisions.
- More informed analysis of historical events
- Identify what social/political issues they care about.



What is the Purpose of Worldview?

This activity also

- Helps students recognize that everyone has a different worldview. We are all different and that's okay.
- Help take into consideration worldview of stakeholders/ audience when trying to make meaningful change.
- Builds community and trust in your classroom.



Classroom Procedure: Step One

Students are going to be answering a series of questions. Some examples of those are

- Is there an event in your lifetime that has impacted you and your view of the world? Do you have political views or feelings about what you hear on the news? What are two-three key **political or social issues** that you care about?
- What is your relationship to **privilege and oppression** in this society? What is your relationship to wealth and resources? How do you see these in connection to other peoples in the world?



Grade Level Modifications

Original (High School)

- Is there an event in your lifetime that has impacted you and your view of the world? Do you have political views or feelings about what you hear on the news? What are two-three key **political or social issues** that you care about?

Modified (Middle School)

- What are your feelings about **politics** or what you see on the **news**?
- What are two to three **issues in our world** that you care deeply about?



Grade Level Modifications

Original (High School)

- What is your relationship to **privilege and oppression** in this society? What is your relationship to wealth and resources? How do you see these in connection to other peoples in the world?

Modified (Middle School)

- What is your experience with **fair/unfairness**? Do you feel like you have always been treated fairly?



Student Example: High School

What do you know about privilege and oppression in society? What do you want to know about wealth and resources? How are these all connected?

I know that if you have the privilege to get money from doing something helpful for someone then you can get some money. I also know that wealth and resources are related because if you get money then you have the resource to get something. These are all connected because you can get resources from wealth. But I do know that sometimes wealth is not the biggest resource. Because all of us have different meanings of the word wealth.



Student Example: Middle School

What is your experience with fair/unfairness? Do you feel like you have always been treated fairly?

No, I haven't always been treated fairly. I used to get bullied back in second grade because I didn't know how to speak english just yet. As I started to grow up I've learned how to stand up for myself. I will always thank my dad for that one. When he knows he isn't being treated fairly he stands up for himself.



Classroom Procedures: Step Two

Students reflect on implications of one's worldview.

- Look for and understand role of implicit bias in others.



EXAMPLES: STEP 2

How might a teacher's worldview affect what they teach about the past?

A teacher may only teach stuff that is applicable to their life and what they have experienced



Classroom Procedures: Step Three

Students create a visual representation of their worldview.

- Choose 4-5 aspects of your worldview that are important to and represent them with symbols, pictures, or quotes.
- give the option for students to create their posters digitally or by hand.



Student Example (2nd Grade)





Student Example (12th Grade)



How it can apply to content



World History:

Compare Marco Polo to Ibn Battuta



U.S. History:

Worldview of the founding fathers



How it can apply to activists

Analyzing different approaches to activism



Worldview Exploration

As Individuals (5 min):

- Skim the questions
- Insert your prior responses (#4 and 5)
- Pick one or two more to answer
- **Everyone: Answer # 6 and # 9**



Worldview Exploration

In Breakout Triads (10 min):

- Introduce yourself
- Share a thought from #6 or #9
- Discuss:
 - *What's the value of these conversations?*
 - *How do you think your students would respond?*
 - *Where might I struggle as the teacher with this?*

Be prepared to share out to the whole group



Brainstorming (later...)

~~Begin~~ your “Brainstorming Strategy Application

- Where in the year could you use this activity?
- What content could you connect worldview with?

2) Tuesday

2.1 Sense of Self - Worldview

Where in the year?	Context: In what context would you use this? How would you introduce it?

