



A Minority and Gender Rights delegation at a Global Forum at the University of Southern California

“I’ve enjoyed this very much—the emails, the hard work, and the dedication I’ve put into it. This whole simulation has taught me a lesson: I can change the world if I work hard enough for it.”
— Student Delegate, Nigeria



A delegation makes their opening statement during a breakout session at the Global Forum.

CWHP provides participating schools and teachers with:

- A one-week summer institute training program, plus five follow-up professional development sessions (seven days) throughout the school year
- H/SS standards-based curriculum units
- A “World Problems Scenario” book with guidelines and content for the simulation
- An online teacher community for support, sharing, problem-solving and professional dialogue
- Online simulation for students including press conferences and a face-to-face Global Forum

Participating schools provide:

- Access to internet-linked computers for participating class; transportation to the one-day Global Forum at a university campus; and a \$1000 participation fee per teacher, waived first year. Scholarships are available.

California International Studies Project

For more information regarding CWHP, or to register for teacher training, contact:

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Contemporary World History Project

A program of the
California International Studies Project

A Standards-Based
Project
Including:

- Content Literacy
- Engaging Activities
- Critical Thinking
- Reading & Writing
- Presentation Skills
- Research Skills
- Technology
- Teacher Training



Negotiating Unresolved World Problems

Students experience the complexity, excitement, and intrigue of world politics as part of a World History curriculum

The Contemporary World History Project actively engages grade 9/10 World History students in applying knowledge of world history to contemporary problems. CWHP teachers integrate negotiation strategies, computer technology, and teamwork processes into their standards-based instructional programs throughout the year.

As the culminating exercise, student diplomats represent the governments of their assigned country in negotiations to resolve real world problems in eight issue areas: child labor, gender and minority rights, world health, global warming, trade, finance, terrorism, and regional conflict management. They email messages to their counterparts, participate in on-line conferences, and attend a face-to-face Global Forum on a university campus in the region.

Why CWHP?

The Contemporary World History project develops the “unresolved world problems” component of a standards-based World History curriculum. By focusing on the connections between current issues and the past, students see how historical knowledge can be applied to real events in their lives. The project strengthens instruction in content, reading, writing, problem-solving, negotiation, teamwork, and critical thinking. Technology is integrated into the instructional process interactivitiely as well as to access websites and databases.

Continuing professional development prepares teachers with content knowledge as well as the skills to work effectively in heterogeneous environments, engaging all students in the learning process. With exercise groups in both Northern and Southern California, teachers in the project are connected with their cohort through a supportive online, information-sharing community.



Delegates from Russia and the UK make closing statements for the finance delegation at the Global forum.

Focus on Best Teaching Strategies

The Contemporary World History Project employs instructional approaches that:

- Engage students who normally exhibit low levels of on-task behavior
- Address challenges found in heterogeneous classrooms
- Prepare students to take major responsibility for their own learning
- Keep students focused on conceptual ideas and critical thinking processes
- Address world history principles such as multiple perspectives, inter-connectedness, conflict management, context setting and change
- Use higher order questioning strategies that stretch students to analyze, generalize, make connections and assess their own performance
- Use open-ended tasks that require students to think critically and solve problems
- Hold students closely accountable for their work in immediate and specific ways