

Design Thinking in the History Classroom

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Introductions



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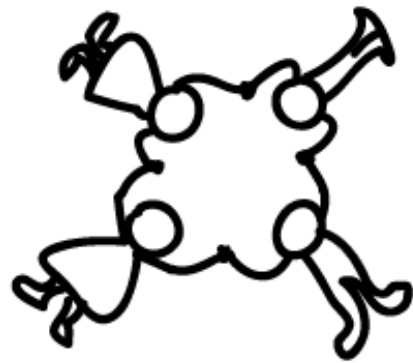
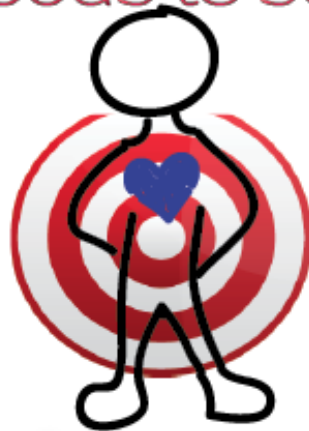


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World Cultures and
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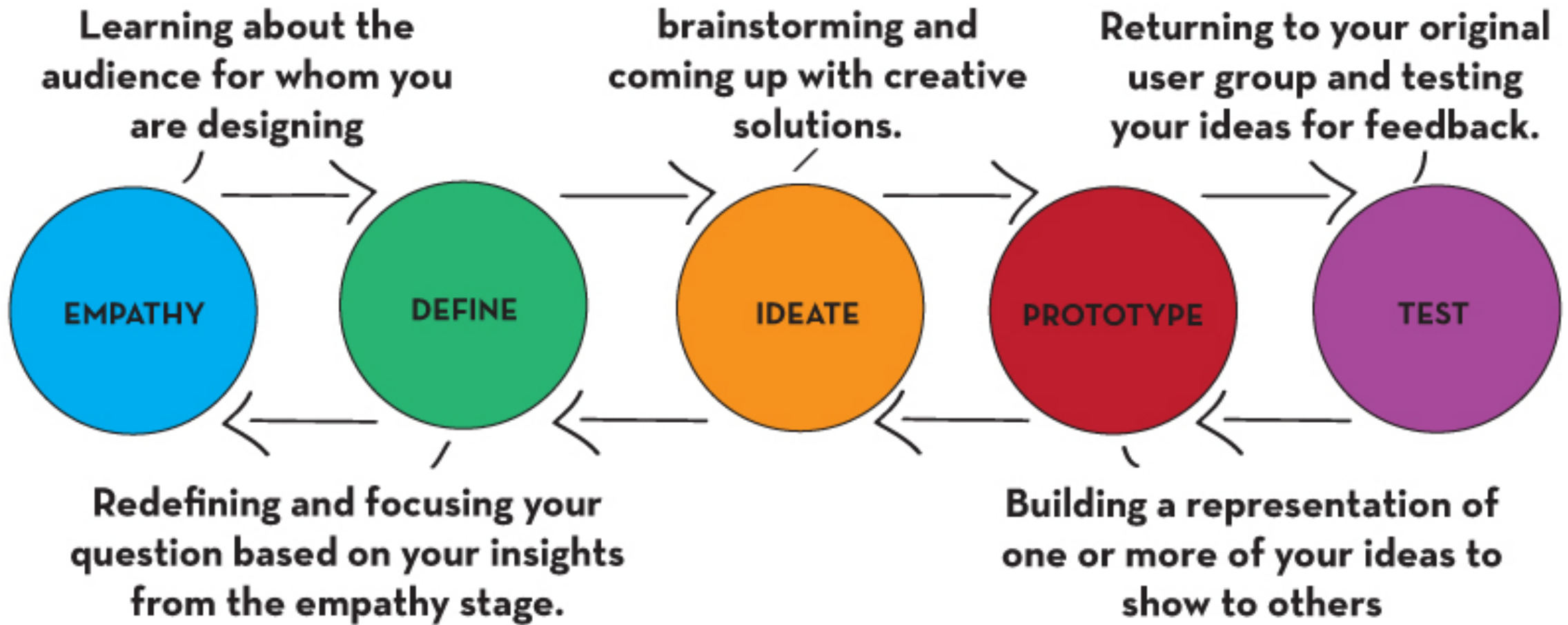
WHAT is design thinking?

...is human-centered problem solving with an emphasis on collaboration, creativity, & empathy.

The key to the process is empathizing with the user's needs to solve the problem.



The Design Thinking Process: Create EDU.org



World Cultures Curriculum Overview

World Cultures is an exploration of different civilizations around the world. We study these civilization within the framework of a set of cultural universals that are common to all human societies.

Ancient Egypt

Ancient Mesoamerica

Middle East

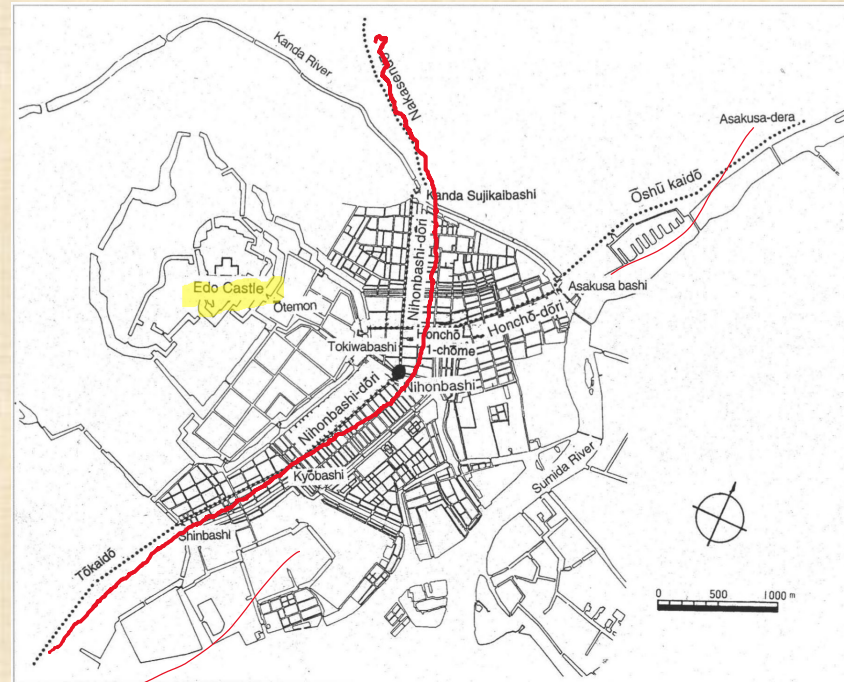
Japan

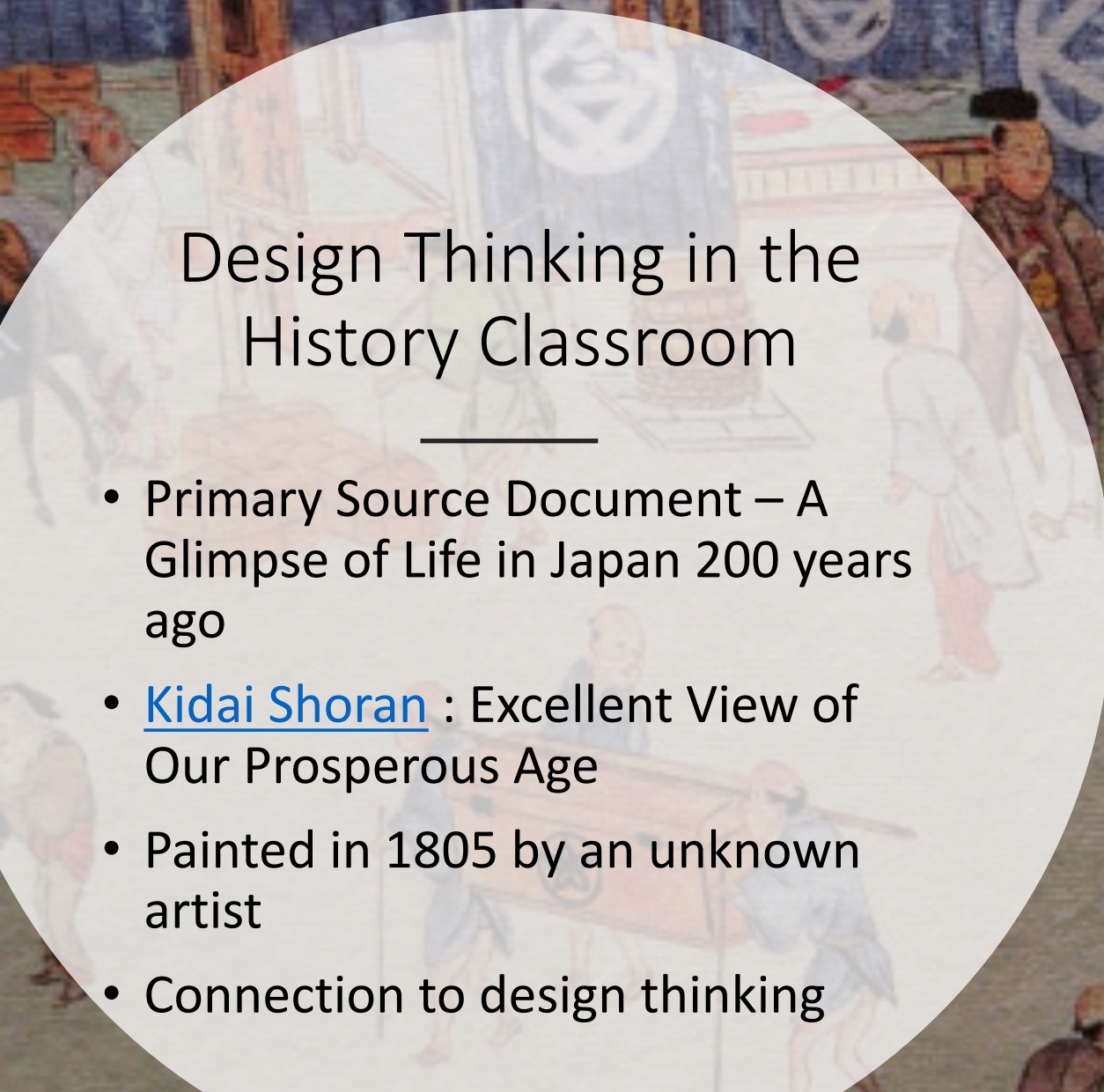
China

Silk Roads

Design Thinking in the History Classroom

- The Shops at Nihonbashi: design thinking in 19th century Edo
 - Summer 2014 – East Asia Center – Jackson School of International Studies
 - Teaching Japan and China in the Classroom
 - Center of Edo
 - Mile Zero
 - Castletown
 - Roads
 - Vibrant Commercial District





Design Thinking in the History Classroom

- Primary Source Document – A Glimpse of Life in Japan 200 years ago
- [Kidai Shoran](#) : Excellent View of Our Prosperous Age
- Painted in 1805 by an unknown artist
- Connection to design thinking



Empathize - Research

- Goal – to learn your artisan product, process, and stall well enough to explain it to a partner, who will design your Market Stall.
 - Involves taking on a role
 - Involves developing another perspective than your own
 - Involves seeing / “reading” a primary source document



Empathize - Research

Interview Questions You Will Answer:

What should your shop look like?

What resources and materials do you need to have in the shop? Where should they be placed?

Is there any special equipment that you use? Where should it be in the shop?

Where will you stand or sit?

How will you display your merchandise for your customers to view?

Do your customers need any space? If so, what for?

Are there any other details that you want me to include?

Ideate/Prototype -1

01

Interview
your
Partner

02

Then:

03

Search for
images on the
Kidai-Shoran
Scroll to help
you get
appropriate
ideas.

04

Draw a sketch
of their shop
on the
Prototype 1:
Building Plan
First Sketch
page.

05

Annotate the
diagram to
help you
explain it to
your partner
tomorrow.

<p>⊕ Things that I liked most.....</p>	<p>▲ Things that could be improved.....</p>
<p>? Things that I don't understand.....</p>	<p>☁ New ideas to consider.....</p>



- Direct Instruction on how to give feedback- Mini Lesson
- Present prototypes to partners
- Each partner completed this chart to provide feedback to partner.

PROTOTYPE



Prototype 2

- Utilizing the feedback, each student made changes to their original design.

Building



Sharing/Writing

- Write a paragraph, from the first person perspective, describing a typical scene in your Merchant Stall along Nihonbashi main street in 19th century Edo.
- Use the following questions to help you plan and then write your paragraph.
- What activities are you doing in your shop? How do you produce your product? *Empathize/Research*
- Are any other people present? (assistants, shoppers, passers-by) *Ideate*
- What are the sights and sounds of your shop? *Ideate*
- What textures, colors, materials? *Ideate*
- What is the overall emotional feeling of your business on this day? *Empathize/Ideate*



[Video of NihonBashi Project at Cary
Academy](#)

2018 Changes
to the
project....

Teaching Brainstorming

Emphasizing the
iteration/prototype process in
the final product

Incorporate Arasma Software

Resources

- <http://www.designthinkingforeducators.com/>
- <http://createdu.org/design-thinking/what-is-design-thinking/>
- Beginner's Guide to K-12 Design Thinking
<http://www.livebinders.com/play/play?id=1062783>
- Nihonbashi Edo's Contested Center
<http://www.eastasianhistory.org/17-18>
- Kidai Shoran Scroll
<http://muza-chan.net/japan/index.php/blog/kidai-shoran>

Questions? Feel free to contact us!

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