



## Class 5

## INSTITUTIONS AND HOW WE LIVE

**Title:**

**Class 5: Institutions and How We Live**

**Topics (CHAPTERS – Video lectures):**

**Chapter 1 Video.** [Human beings as “social animals”](#)

**Chapter 2 Video.** [Politics](#)

**Chapter 3 Video.** [Property and Economy](#)

**Chapter 4 Video.** [Religion, Culture, Ethics](#)

**Chapter 5 Video.** [International Relations](#)

**Subject/Course:** Civics, History, Geography, Religion, Ethics, Social Studies

**Grade:** Secondary School Level

**The Ages of Globalization book reference chapters: Chapter 1. Seven Ages of Globalization**

Download your free copy [here](#).

Please consult the Lesson Plan Guide to understand the structure of this and all other lesson plans, and how to best utilize it for your students’ learning journey.

### Stage 1 – Desired Results



*In this section, you will find a detailed framework that outlines the overall learning goals, the enduring understandings, attitudes and values students will develop, essential questions students should be able to formulate and/or to provoke deep thinking and discussion, and specific learning outcomes that emphasize both knowledge and skills.*

**Established Goals:****Summary/Overarching:**

Learners will understand the key role institutions play in the functioning of society. Learners will understand how politics, economy, religion, culture, ethics and international relations are all integral parts of institutions and how they have evolved over time.

**Enduring Understandings:****Students will understand...**

- ▶ Public goods are key in the framework of political institutions.
- ▶ Why collective rule is important and necessary.
- ▶ The role of international institutions and their need in fostering cooperation and peace.

**Essential Questions:**

- ▶ What are different kinds of institutions in our society?
- ▶ What are some of the ways in which institutions have evolved over time in various societies?
- ▶ What is the relationship between institutions, public goods and collective rule?

**Students will know...**

- ▶ The various kinds of institutions that organize societies at local and global scales.



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- ▶ The various kinds of institutions that organize societies at local and global scales.
- ▶ The evolution of political, economic, and religious institutions.
- ▶ How political institutions have engaged in both peaceful cooperation and conflict, with wars shaping human societies.
- ▶ Create linkages and connections between the various types of institutions and how the different institutions' influence and purpose overlap.
- ▶ Explain how the institutions have evolved over time in reflection of the various events that happened in the different ages of globalization.

### Students will be able to...

- ▶ Identify the various types of institutions and describe how they have evolved over time.

## Stage 2 – Assessment Evidence



*In this section, you'll find key concepts and definitions essential for understanding the course material as well as activities, such as Vocabulary Flashcards, Check-Your-Facts and Fill-in-the-Blank to enhance your students' comprehension and retention. You can adapt these activities to suit various subjects and grade levels.*

### Concepts & Definitions

*Familiarize yourself with the provided terms such as "Institutions," "Public Goods," "Zoroastrianism," and others. Understanding these definitions will help you effectively teach the material and connect it to your lessons.*

### Vocabulary Activity

*Create physical flashcards for each term. This hands-on approach helps reinforce terminology and aids in building a solid foundation of knowledge. Encourage students to use these flashcards for review and practice.*

- ▶ **Institutions:** Institutions are the rules, procedures and organizational forms that determine how people interact together and live together in our communities, in our nations, and at the global scale.
- ▶ **Public goods:** are different kinds of goods and services that are non-excludable and non-rivalrous, meaning they are available to everyone and one person's use of the good does not diminish its

availability to others. Examples include clean air, national defense, and public parks. Public goods need to be undertaken collectively so that we as a group can thrive and even survive collectively.

- ▶ **Joint-stock company:** is a forerunner of the modern corporation that was organized for undertakings requiring large amounts of [capital](#). Money was raised by selling shares to investors, who became partners in the venture. One of the earliest joint-stock companies was the [Virginia Company](#), founded in 1606 to colonize [North America](#). By law, individual shareholders were not responsible for actions undertaken by the company, and, in terms of [risk](#) exposure, shareholders could lose only the amount of their initial [investment](#) (Britannica).
- ▶ **Aristotle:** is an ancient Greek philosopher and scientist and one of the greatest [intellectual](#) figures of [Classical antiquity](#) and Western history. He was the author of a [philosophical](#) and scientific system that became the framework and vehicle for both [Christian Scholasticism](#) and [medieval Islamic philosophy](#). Even after the intellectual revolutions of the [Renaissance](#), the [Reformation](#), and the [Enlightenment](#), Aristotelian concepts remained embedded in Western [thinking](#). Aristotle's intellectual range was vast, covering most of the sciences and many of the arts, including [biology](#), [botany](#), [chemistry](#), [ethics](#), [history](#), [logic](#), [metaphysics](#), [rhetoric](#), [philosophy of mind](#), [philosophy of science](#), [physics](#), poetics, political theory, [psychology](#), and [zoology](#) (Britannica).



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- ▶ **Zoroastrianism:** is the ancient [pre-Islamic](#) religion of [Iran](#) that survives there in isolated areas and, more prosperously, in India, where the descendants of Zoroastrian Iranian (Persian) immigrants are known as [Parsis](#), or Parsees. The Iranian prophet and religious reformer [Zarathushtra](#) (flourished before the 6th century BCE) – more widely known outside Iran as Zoroaster (the [Greek](#) form of his name) – is traditionally regarded as the founder of the religion. Zoroastrianism contains both [monotheistic](#) and [dualistic](#) features. It likely influenced the other major Western religions – [Judaism](#), [Christianity](#), and Islam (Britannica).
- ▶ **Christianity:** is a major [religion](#) stemming from the life, teachings, and death of [Jesus of Nazareth](#) (the Christ, or the Anointed One of God) in the 1st century CE. It has become the largest of the world's religions and, geographically, the most widely diffused of all faiths. It has a [constituency](#) of more than two billion believers. Its largest groups are the [Roman Catholic Church](#), the [Eastern Orthodox](#) churches, and the [Protestant](#) churches (Britannica).
- ▶ **Judaism:** is a [monotheistic religion](#) that developed among the ancient [Hebrews](#). Judaism is characterized by a belief in one [transcendent](#) God who revealed himself to [Abraham](#), [Moses](#), and the [Hebrew](#) prophets and by a religious life in accordance with [Scriptures](#) and rabbinic traditions. Judaism is the complex phenomenon of a total way of life for the Jewish people, [comprising theology](#), law, and innumerable cultural traditions (Britannica).
- ▶ **Islam:** is a major world [religion promulgated](#) by the Prophet [Muhammad](#) in [Arabia](#) in the 7th century CE. The Arabic term *islām*, literally “surrender,” [illuminates](#) the fundamental religious idea of Islam – that the believer (called a Muslim, from the active participle of *islām*) accepts surrender to the will of [Allah](#) (in Arabic, *Allāh*: God). Allah is viewed as the sole God – creator, sustainer, and restorer of the world. The will of Allah is made known through the [sacred](#) scriptures, the [Qurān](#) (often spelled Koran in English), which Allah revealed to his messenger, Muhammad. In Islam, Muhammad is considered the last of a series of prophets (including [Adam](#), [Noah](#), [Abraham](#), [Moses](#), [Solomon](#), and [Jesus](#)), and his message simultaneously [consummates](#) and completes the “revelations” attributed to earlier prophets (Britannica).
- ▶ **Confucianism:** is a philosophy and belief system from ancient China, which laid the foundation for much of Chinese culture. Confucius was a philosopher and teacher who lived from 551 to 479 B.C.E. His thoughts on ethics, good behavior, and moral character were written down by his disciples in several books, the most important being the *Lunyu*. Confucianism believes in ancestor worship and human-centered virtues for living a peaceful life. The golden rule of Confucianism is “Do not do unto others what you would not want others to do unto you.” There is debate over if Confucianism is a religion. Confucianism is best understood as an ethical guide to life and living with strong character. Yet, Confucianism also began as a revival of an earlier religious tradition. There are no Confucian gods, and Confucius himself is worshiped as a spirit rather than a god. However, there are temples of Confucianism, which are places where important community and civic rituals happen. This debate remains unresolved and many people refer to Confucianism as both a religion and a philosophy (National Geographic).

### Check-Your-Facts / Review Questions

*Utilize this activity to promote critical thinking by having students verify and analyze information related to the concepts and definitions.*

1. **What is an institution (per AOG)?** (Institutions are the rules, procedures and organizational forms that determine how people interact together and live together in our communities, in our nations, and at the global scale).
2. **Are institutions something that is naturally a part of the world?** (Institutions are a human innovation; an innovation in institutional design and institutions can change overtime; constantly reshaped, reorganized and innovated, just as the physical technologies of society are reshaped).
3. **What is the purpose of political institutions?** (The core purpose is the need to provide for a common defense that benefits the collective and not individual interests).
4. **What does Aristotle describe in his book, *The Politics*?** (In *The Politics*, Aristotle explores different



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forms of government and the ways in which power can be organized within a state. He discusses three main types of governance: rule by one (monarchy), rule by a few (aristocracy), and rule by many (polity). Aristotle further distinguishes between good and corrupt versions of each type. A monarchy can become a tyranny when the ruler governs for personal gain rather than the common good. Similarly, an aristocracy can devolve into an oligarchy when the few ruling individuals prioritize their own interests over those of the people. Lastly, a polity, which is a balanced form of democracy, can deteriorate into mob rule or extreme democracy if the interests of the majority are pursued at the expense of justice and the common welfare).

5. **How does the lecture define “international political institutions”?** (The rules, the behaviors, the laws and other structures that help to shape how political institutions in different locations interact with each other).

### Fill-In-The-Blank

*Incorporate this activity to assess students' understanding of key concepts and historical periods. Provide a word bank to support their learning and check their grasp of the material.*

1. Social institutions, the third fundamental driver of

societal change, include the range of cultural, legal, organizational and political (**rules**) of daily life.

2. Aristotle defined both the range of (**political institutions**) and also observed that some met the human needs of their societies and others were adverse to the common good.
3. One of the outcomes of the economic institutions invented during the age of transoceanic empires is the (**modern corporation**); stemming from a joint stock company in which individual investors would pool their resources for some kind of venture.
4. The modern (**joint stock company**), which became the modern limited liability publicly owned corporation of the 19th century, is an example of an institutional invention in the economic sphere, which was able to mobilize vast resources in the pursuit of profit and came to dominate the modern industrial economy and now the modern economy in the digital age.
5. The public sector's increasing need for financial instruments led to the creation of (**central banks**).
6. Axial Age defines for us a period of extraordinary breakthroughs of (**religious and ethical**) institutions, guidelines, guideposts and ideas that remain the powerful shapers of our world until today.

## Stage 3 – Learning Activities



*In this section, you will find the different learning activities associated with this specific Class. We recommend that you begin by watching the lecture videos as a basis for the course and as a primary element for the course content. Interactive reference maps are mentioned in the lectures and activities.*

### Lecture Videos

**Chapter 1 Video.** [Human beings as “social animals”](#)

**Chapter 2 Video.** [Politics](#)

**Chapter 3 Video.** [Property and Economy](#)

**Chapter 4 Video.** [Religion, Culture, Ethics](#)

**Chapter 5 Video.** [International Relations](#)

### Reference Maps

<https://sdgstoday-sdsn.hub.arcgis.com/pages/ages-of-globalization-data>



# Class 5

## INSTITUTIONS AND HOW WE LIVE

### Chapter Summaries



*In this section, you can find a summary of each Chapter in this Class for your reference. Chapter summaries provide insight into the era discussed in each class period. Should you have issues watching the videos, e.g. due to internet bandwidth, the summaries provide some of the key insight you can build on.*

#### Video Lectures

##### Class 5 Chapter 1 Video Summary

- ▲ Societies change overtime with major influences like environment, technology, and institutions.
- ▲ Three major drivers of change: physical geography (climate, minerals, topography), technological changes (food production, metalworking), and institutions (rules, procedures, organizational forms).
- ▲ Institutions can be defined as rules and procedures determining how people interact on various scales: communities, nations, global.
- ▲ Examples of institutions include laws, religious organizations, economic structures, and political systems.
- ▲ Laws have evolved throughout history, from ancient codes like Hammurabi to modern intellectual property concepts and joint-stock companies.
- ▲ Political institutions, such as constitutions, shape power structures and have been studied since ancient times.
- ▲ Religions, cultures, and societal norms change over time, influenced by new ideas, events, or cultural shifts.
- ▲ The lecture explores how institutions have changed over time in various societies, from small foraging communities to settled villages, city-states, and empires.
- ▲ The constant reshaping and innovation of institutions mirror changes in physical technologies in society.
- ▲ Understanding these changes provides insights into the interconnectedness of humanity and the evolution of institutions in the digital age.

##### Class 5 Chapter 2 Video Summary

- ▲ Political institutions are crucial aspects of public life and governance.
- ▲ Politics is contested, and questions about good and bad government, organization, and common standards are central. The core reason for politics is the need for collective decision-making and common standards for shared practices.
- ▲ Political institutions include structures for common defense, justice, and interaction with other political communities.
- ▲ Public goods are collective activities necessary for the survival and thriving of a group, such as defense and infrastructure.
- ▲ Collective rules are needed due to differences in interests and opinions, with enforcement mechanisms to prevent free riding.
- ▲ Political institutions address public goods, justice, and distribution of goods and services to prevent extreme inequalities.
- ▲ Constant evolution of political institutions are driven by environmental shocks, threats, and technological changes.
- ▲ Political institutions have been invented and reinvented over time, from ancient empires to the birth of democracy in Athens.
- ▲ Philosophers like Aristotle played a key role in studying and categorizing political institutions, laying the foundation for political science.
- ▲ Aristotle's "Politics" defined the range of political institutions, distinguishing good and bad forms of government.
- ▲ Aristotle's insights led to the development of political science over 2000 years ago, continuing to influence the study of political institutions.

##### Class 5 Chapter 3 Video Summary

- ▲ Economic institutions are crucial, governing the rules, regulations, and laws related to the production, trade, and distribution of goods and services.



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- ▶ Economic institutions, like political ones, evolve over time and are influenced by physical geography, technology, and ideas.
- ▶ In the Paleolithic age, the economy was simple, based on foraging, hunting, and gathering, without a concept of private property ownership.
- ▶ Settlements and larger cities led to a more complex division of labor and sophisticated economic institutions.
- ▶ The ownership and disposition of property became more complex, involving households, states, rulers, and religious institutions.
- ▶ Economic life evolved with technological advancements and trade, leading to more complex economic institutions.
- ▶ In the fifth age of globalization, the transoceanic age, significant economic institutional inventions occurred, notably the modern corporation.
- ▶ The joint-stock company allowed individual investors to pool resources for ventures, leading to the modern limited liability publicly owned corporation.
- ▶ The modern corporation plays a dominant role in the industrial and digital economies.
- ▶ Economic institutions in the public sphere, like central banks, emerged to manage resources, taxation, borrowing, and debt for common defense and public works.
- ▶ Innovation in economic institutions extended to financial and banking instruments to meet the diverse needs of society.
- ▶ The study explores institutional change in the economic sphere throughout the investigation of the seven ages of globalization.
- ▶ Similar to political and economic institutions, religious institutions evolve, with innovations driven by religious leaders and changes in societal needs.
- ▶ Around 800 BCE to 300 BCE, there was a simultaneous and remarkable emergence of religious and ethical breakthroughs across different societies, known as the Axial Age. Breakthroughs in religious and ethical thought occurred almost simultaneously in China, India, Persia, Palestine, and Greece, shaping the foundations of these societies.
- ▶ German historian Karl Jaspers coined the term “Axial Age” to describe this period of common breakthroughs in religious and ethical institutions. In China, Confucianism emerged; India saw the Upanishads and Buddhism; Persia had Zoroastrianism; Palestine witnessed the appearance of prophets; and Greece experienced developments in philosophy.
- ▶ The ideas and religious institutions from the Axial Age continue to shape societies and religions worldwide for over 2500 years.

### Class 5 Chapter 5 Video Summary

- ▶ International political institutions refer to the rules, behaviors, laws, and structures shaping interactions between political entities.
  - ▶ Throughout history, political institutions have engaged in both peaceful cooperation and conflict, with wars shaping human societies.
  - ▶ Early history saw conflicts between foraging bands, highlighting a pattern of cooperation within groups and conflict between them.
  - ▶ International political institutions govern war and peace, defining the right kinds of wars, just war principles, and conventions for army conduct.
  - ▶ Attempts at creating international laws to govern relations between states date back to the 16th, 17th, and 18th centuries.
  - ▶ Immanuel Kant proposed ideas for perpetual peace in 1795, emphasizing international rules and organizational forms.
  - ▶ The 19th-century Congress of Vienna aimed to reduce intra-European warfare through principles of balance of power.
  - ▶ The balance of power system reduced European
- ▶ Religious institutions have played a significant role in human history, influencing beliefs about society, morality, and the meaning of life and death.
  - ▶ Throughout history, rulers often governed in the name of God or the prevailing religion, showing a deep connection between religious and political institutions. Religion and ethics are closely linked, providing guiding principles for proper behavior and the right way to live.

### Class 5 Chapter 4 Video Summary



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conflicts but led to imperial expansion into the rest of the world.

- ▶ In the 20th century, attempts to maintain peace led to the League of Nations after World War I and the United Nations after World War II.
- ▶ The League of Nations failed to prevent World War II, leading to the establishment of the United Nations in 1945.
- ▶ The United Nations aimed to prevent cataclysmic wars, with the Universal Declaration of Human Rights adopted in 1948.

- ▶ Despite these efforts, the world remains at war, and the search for effective international institutions and norms continues in the face of nuclear threats.
- ▶ The exploration of these issues is central to the class and the investigation of the ages of globalization for sustainable development.

### Activities



*In this section, you can find a range of interactive activities involving maps, community engagement and a capstone project, designed to engage students in exploring geographic, historical, and environmental concepts. These activities foster critical thinking and help students connect personal and community experiences with larger global patterns, encouraging them to take positive action in their schools and communities. You can use these activities in their entirety or select certain sub-sections, use them as in-class activities or assign them as homework or both, providing you with additional materials to help students showcase their understanding of the desired learning outcomes. For the maps, you can work with [ArcGIS](#) to develop these maps or you can use your own maps.*

### Graphics Activities (Map, Data, Diagrams)

#### Activity: "What's it like in my locale/home" (40min)

In Class 5, we learned how institutions play a key role in the functioning of society. Politics, economy, religion, culture, ethics and international relations are all integral parts of institutions and how they have evolved over time. In this map activity, we will explore the dominant religion(s) in your and other countries.

NOTE: The relevant map to use for this activity can be found via the [AOG data hub](#) and is labeled "Dominant Religion by Country".

#### Activity Procedure:

##### Introduction (10 minutes)

- ▶ Access the map "Dominant Religion by Country" via the [AOG data hub](#), click the "Explore" button, at the bottom of the left-hand panel click "I want to use this", select "Create a map with this data", click "ArcGIS Map Viewer" to open the data in your own map and then use this map with your students.
- ▶ Show the map at the front of the room, either on the board or using a projector and take the students through the following prompts, using the map:
  - Who produced this data?
  - How was the data collected? (satellite, sediment samples, census data, etc)
  - What type of data is this?
  - Note: The data sources for each map are located on the individual map layers. You can click the "Explore" button on the individual layers and the source(s) will be listed under the description.

##### Map Analysis (20 minutes)

- ▶ Inspect the map together with your students to familiarize yourself with the data, how it is presented spatially, and the options available for navigating the map on ArcGIS.
- ▶ Identify what the dominant religious, cultural or



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ethical institutions in your hometown / home culture are? Optionally, you could trace their origins into the current age, marking it on a timeline (and/or) a map if the formation and evolution of the institution has traveled from other parts of the world (or even within your own region and country).

- ▶ NOTE: If you choose to create a map, use a sketch layer to add lines from the place of origin to where it exists now. To add sketch layers: On the left side panel of your web map, click the "Add" button at the top. Select "Create sketch layer". A panel to edit the sketch layer will appear on the right. Choose from points, lines, polygons, or text to create your sketch. Click "Pop-up" in the sketch layer panel to enable pop-ups and add text or an image. You can find further guidance on ArcGIS on how to make a sketch layer [here](#).

### Reflection (10 minutes)

- ▶ Invite your students to reflect and share key insights on one or more of the following questions:
  - What did you find most surprising about the dominant religions in different countries? How does this compare to what you see in your own country?
  - How do you think the dominant religion or cultural institution in your country has influenced the way people live, make decisions, or celebrate events?
  - Why do you think some religions or cultural institutions have spread to many parts of the world, while others have remained more localized? What factors might influence this spread?

### Journal Activity:

#### Journal prompts

- ▶ Which institutions in your local area have been critical in securing the interest of the public goods?
- ▶ What is the dominant religious, cultural or ethical institution in your hometown / home culture? What is its evolution and how did it come into being?

### Community Engagement & Student Action Considerations & Capstone Project

### Cultural Engagement

What is the dominant religious, cultural or ethical institution in your hometown / home culture? Write down 3-5 key features of your most celebrated local culture (in writing, photo, music, poetry, etc.) to be shared with others in the global learning experience with you!

### Community Engagement & Student Action Considerations "Celebration of local institutions"

This is an opportunity for you, your peers, your school community and community members to celebrate those in your locale who are working towards securing the public interest and working towards a sustainable living. You can creatively discuss with your peers and teachers on how you can organize this event. You may want to invite key institutional leaders (political, economic, religious/cultural, or international) in your town to highlight their work and how they work to secure public interest and what they are doing for sustainable living in your town.

### Capstone project

What are some examples of institutions in your community/society making positive change? Who in your community can you reach out to for guidance, help, and support on your project? Why are they relevant to your chosen SDGs? (Ex. Experts, businesses, local government, etc.)

### Readings

#### Max Weber. Politics as a Vocation. Lecture

<http://fs2.american.edu/dfagel/www/class%20readings/weber/politicsasavocation.pdf>

#### Aristotle, and William Lambert Newman. The Politics of Aristotle. Oxford: Clarendon press, 18871902.

<https://hdl.handle.net/2027/pst.000003624227>

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