



# Class 1

## INTRODUCTION TO THE AGES OF GLOBALIZATION

**Title:**

**Class 1. Introduction to The Ages of Globalization**

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

**Chapter 1 Video.** [8 billion people living in an interconnected world](#)

**Chapter 2 Video.** [The interconnectedness of humanity](#)

**Chapter 3 Video.** [Huge challenges facing the world today](#)

**Chapter 4 Video.** [Intro to Sustainable Development](#)

**Chapter 5 Video.** [How history helps us to understand the past and inform the present](#)

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

**Grade:** High School Level

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

Download your **free** copy [here](#).

## 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 reflect on the size of the world and how it is interconnected. Learners will consider the challenges facing society today and learn about the meaning of sustainable development. Learners will be able to cite examples of how history helps us to understand how to achieve our goals. Learners will consider how humanity can function peacefully, effectively, and cooperatively on an increasingly crowded planet; how we can find a way forward so that we can have decent and fulfilling lives while facing common challenges such as environmental crises, conflicts, and wars.

#### Enduring Understandings:

The #s in parenthesis point to [UNESCO's Learning Objectives for the Sustainable Development Goals](#)

#### Students will...

- ▶ (4.1.C) understand that a higher cost burden is borne disproportionately by communities most vulnerable to the impacts of climate change.
- ▶ (4.1.C) understand that some loss and damage can be irreplaceable, irreversible, or felt across generations.
- ▶ (3.4.S) develop a sense of leadership and responsibility to act locally, in the context of global interconnected systems.
- ▶ (3.4.S) reflect on the importance of resilience and interconnectedness in their personal and professional lives.
- ▶ (1.3.S) discuss human interdependence, e.g., how human-caused greenhouse gasses circulate globally,
- ▶ (1.3.S) express ideas about 'fair' sharing of finite resources and a quality environment across different generations
- ▶ (1.3.S) express concerns for climate justice and how to equitably share our common heritage with future



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generations.

- ▶ (1.1C) explain the concept of sustainability, and its presentation in the Brundtland report (concern for future as well as present generations).

### Essential Questions:

- ▶ What are some of the concrete ways in which the world is interconnected?
- ▶ What are some of the defining challenges of our current time?
- ▶ What frameworks are in place that can help humanity build a sustainable world?

### Students will know...

- ▶ (3.4.C) how to define global citizenship, understanding their roles and responsibilities as global citizens within interconnected (natural, human, built) systems that are threatened by climate impacts
- ▶ (1.2.C) how to explain the basics of the greenhouse effect.
- ▶ (1.2.C) how to give examples of different greenhouse gasses and their sources (natural, human-made).
- ▶ (1.2.C) how to explain the greenhouse effect and the impact of naturally occurring and human-made greenhouse gasses on human conditions.

### Students will be able to...

- ▶ Discuss the critical challenges of our time with family and peers and local youth organizations

- ▶ This may include: (1.2.B) Raise awareness of the greenhouse effect with family and through youth organizations or online.
- ▶ Discuss the ethical dimensions of greenhouse gas emissions, focusing on the moral responsibility to protect the environment and vulnerable populations
- ▶ (1.2.B) Feel empowered to advocate for climate-related action in local organizations or businesses.

## 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 "Geopolitics," "Sustainable Development" 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.*

- ▶ **Autarky:** An economic system of self-sufficiency and limited trade. A country is said to be in a complete



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state of autarky if it has a closed economy (Britannica).

- ▶ **The Black Death of Europe:** A pandemic (global epidemic of bubonic plague) that ravaged Europe between 1347 and 1351 (and struck Europe and Asia), taking a proportionately greater toll of life than any other known epidemic or war up to that time. The Black Death is widely believed to have been the result of plague, caused by an infection of the bacterium *Yersinia pestis*. The Black Death killed more than 20 million people in Europe – almost one-third of the continent’s population. (Britannica & History Channel).
- ▶ **Christopher Columbus:** The explorer Christopher Columbus made four trips across the Atlantic Ocean from Spain: in 1492, 1493, 1498 and 1502. He was determined to find a direct water route west from Europe to Asia, but he never did. Instead, he stumbled upon the Americas. Though he did not “discover” the so-called New World – millions of people already lived there – his journeys marked the beginning of centuries of exploration and colonization of North and South America (History.com).
- ▶ **Geopolitics:** An analysis of the geographic influences on power relationships in international relations (Britannica).
- ▶ **Homo sapiens:** The species that living human beings on this planet belong to. During a time of dramatic climate change 300,000 years ago, *Homo sapiens* evolved in Africa. Like other early humans that were living at this time, they gathered and hunted food, and evolved behaviors that helped them respond to the challenges of survival in unstable environments. ([Smithsonian National Museum of Natural History](#))
- ▶ **Peloponnesian War (431 - 405 B.C.E.):** The Peloponnesian War was a war fought in ancient Greece between Athens and Sparta – the two most powerful city-states in ancient Greece at the time. This war shifted power from Athens to Sparta, making Sparta the most powerful city-state in the region. The war featured two periods of combat separated by a six-year truce (National Geographic). The fighting engulfed virtually the entire Greek world, and it was properly regarded by [Thucydides](#), who created a [contemporary](#) account of the war (Britannica).
- ▶ **Silk Road (130 B.C.E. - 1453 CE):** A long-distance trade route that linked Europe and East Asia, which

helped to promote sharing of knowledge across that great Eurasian landmass (class lecture). The network of routes was used by traders for more than 1,500 years, from when the Han dynasty of China opened trade in 130 B.C.E. until 1453 C.E., when the Ottoman Empire closed off trade with the West (National Geographic).

- ▶ **Sustainable Development:** Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs (International Institute for Sustainable Development).
- ▶ **Sustainable Development Goals:** [The 2030 Agenda for Sustainable Development](#), adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries - developed and developing - in a global partnership. They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests (United Nations).
- ▶ **UNESCO’s World Heritage Sites:** World Heritage Sites are the designation for places on earth that are of outstanding universal value to humanity, and as such, have been inscribed on the World Heritage List to be protected for future generations to appreciate and enjoy ([Source](#)).

### 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 the current world population?** (8.1 billion) (C1Ch1)
2. **In which of the 7 Ages of Globalization do we see a marked increase in human population?** (5th Age, the Age of Ocean Empires) (C1Ch2)



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- 3. What are some factors that gave rise to the growth of the human population in the last 2.5 centuries?** (Trade enabled increase in food supply, invention of the steam engine, technological advancements, and increased food production) (C1Ch2)
  - 4. What are some of the factors that contribute to the current era's unprecedented level of interconnectedness?** (digital age, global economic transactions, international travel, and the flow of information) (C1Ch3)
  - 5. What has been a key resource in shaping geo-political power in the last two centuries?** (fossil fuels) (C1Ch3)
- 2. What are 3 of the major challenges of our time based on the video lectures of this Class?**
    - a. (economic inequality in the world):** in which in a world of wealth, we still have large parts of the world population stuck in extreme poverty
    - b. (environmental sustainability):** with 8 billion people demanding and needing food supplies each day and other goods and services to live prosperous lives, the strains that are put on the physical environment are enormous. Humanity needs to find ways to be prosperous, but also environmentally sustainable.
    - c. the challenge of (violent conflict and war):** in the current time, conflicts and wars remind us that we need to be better and we need to be peacemakers. We need to be better at understanding the underlying factors that lead to violent conflict and thereby to the solutions to end the violent conflict. Because violence, of course, leads to tragedy, to the destruction of lives, to the maiming of lives, and also to so much waste of our precious resources that get consumed in war when they should be invested in peace.

### 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. World leaders unanimously adopted the **(17 Sustainable Development Goals)** as the framework for global cooperation in 2015.

## 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.** [8 billion people living in an interconnected world](#)

**Chapter 2 Video.** [The interconnectedness of humanity](#)

**Chapter 3 Video.** [Huge challenges facing the world today](#)

**Chapter 4 Video.** [Intro to Sustainable Development](#)

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### Reference Maps

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



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### 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 1 Chapter 1 Video Summary

- ▲ According to the lecturer, the vision for collective humanity rooted in sustainable development must examine the intricate interconnections of human history, emphasizing the global nature of economic challenges.
- ▲ In this course, students will embark on a virtual journey to renowned global sites from the Amazon rainforest, to the Ganges River in India, to the Great Wall of China, to East Africa, understanding how these locations and the lessons learned can help humanity navigate the complexities of the 21st century.

#### Class 1 Chapter 2 Video Summary

- ▲ The current global population stands at 8 billion, presenting a significant challenge for coexistence across the planet. Annual population growth is approximately 70 to 80 million people per year, highlighting the need for prosperity, fairness, and sustainability for all.
- ▲ One of the reasons that the earth faces environmental challenges is due to the increasing size of the human population.
- ▲ A historical overview reveals that for most of civilization, the human population remained relatively small, gradually increasing from a few million to around 300 million at the beginning of the common era.
- ▲ The demographic impact of historical events, such as the Black Death in Europe, and the introduction of diseases to indigenous populations in the Americas, contributed to periods of decline and rise in the human population.

- ▲ The significant surge from a few hundred million people to 8 billion people occurred in the last 250 years, primarily during the industrial age, driven by innovations like the steam engine, rail transportation, and increased food production.
- ▲ The world's population reached one billion in the early 19th century and continued to rise, reaching two billion by 1930, four billion by the 1970s, and currently standing at eight billion in the early 2020s.
- ▲ Projections suggest a continued increase to over 9 billion people on the planet by the middle of the 21st century, influenced by factors such as household choices, urbanization, and global family development patterns.
- ▲ According to the lecturer, with 8 billion people on the planet, this could pose significant challenges across political, social, economic, and environmental dimensions. The lecture asserts that the core challenge in the Age of Globalization is to achieve prosperity, justice, environmental sustainability, and peace for the global population on our crowded planet.

#### Class 1 Chapter 3 Video Summary

- ▲ Global interconnectedness in the 21st century intensified due to advancements in technology, digital communication, and global trade.
- ▲ The digital age has facilitated instant connections, with trillions of dollars transacted daily in global payments for trade and services. Global travel, migration, and tourism are prominent aspects of our interconnected world.
- ▲ While the term "autarky" refers to self-governance or living independently, the reality is the deep interconnectedness of societies across the globe.
- ▲ International transmission involves the international exchange of goods, commodities, technologies, cultural ideas, religion, money, finance, and people.
- ▲ Long-distance migration, whether for survival or tourism, is a significant aspect of our interconnected world. Increasing environmental crises might lead to more movement of people seeking refuge from



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uninhabitable areas.

- ▶ Military might and economic prosperity are influenced by access to critical resources, particularly fossil fuels (coal, petroleum, natural gas).
- ▶ Energy resources and their flow shape global power dynamics.
- ▶ Maps illustrate the flow of critical commodities like petroleum from production-rich regions to other parts of the world. Similarly, historical maps and representations reveal the interconnectedness of civilizations through trade routes and commodity exchanges.
- ▶ Trade is a fundamental part of human history, and has been crucial for prosperity and survival.

### Class 1 Chapter 4 Video Summary

- ▶ According to the lecturer, issues of global economic inequality, environmental sustainability, and violent conflict on a global scale are urgent and need collaborative solutions. Economic, environmental, and social challenges are interdependent within the context of globalization.
- ▶ There is a stark contrast between high and low-income countries, with approximately 1 billion people residing in both categories, highlighting vast economic disparities.
- ▶ The environmental impact of industrialization, particularly climate change resulting from the burning of fossil fuels, leads to global warming and associated climate-related disasters.
- ▶ The prevalence of violent conflicts worldwide highlights the pressing need for better understanding and resolution strategies.
- ▶ According to the lecturer, comprehensive solutions

to poverty, economic inequality, and environmental crises, recognizing the interconnected nature of these global challenges, are urgent now more than ever. Peace and cooperation have a fundamental role in addressing global challenges effectively, but must include historical perspectives on war.

### Class 1 Chapter 5 Video Summary

- ▶ The 193 member states in the United Nations (UN) have adopted and endorsed sustainable development as the guidepost for how we should proceed in the 21st century to better understand and combat the challenges of poverty in a world of wealth, social inequalities, environmental degradation, and war.
- ▶ The concept of sustainable development emerged in the 1980s, introduced by Dr. Gro Brundtland. It was globally endorsed at the Earth Summit in Rio de Janeiro in 1992.
- ▶ In 2015, 17 Sustainable Development Goals (SDGs) were adopted by 193 UN Member States and address various global challenges, including poverty, hunger, gender equality, income inequalities, and environmental crises.
- ▶ The lecturer provides three examples, according to the video, that show how history can inform current-day solutions: 1) The Silk Roads are an example of interconnectedness fostered by trade between Europe and East Asia. 2) The Peloponnesian Wars (431 B.C. to 404 B.C.) between the city-states of Sparta and Athens demonstrates the dynamics of geopolitics and the role of changing relative power in conflicts. 3) Voyages of Discovery, the voyages of Columbus and Vasco da Gama were considered by Adam Smith as two of the most important events in the history of mankind, influencing the course of history significantly.

## Activities



*In this section, you can find a range of interactive activities involving graphics, 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*



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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 #1: "What is it like in my locale/home?" (30 minutes - 1h homework + 40 minutes in class)

In this activity, students will explore how we're all interconnected through objects of our daily life.

#### Homework (30 minutes - 1 hour):

In preparation for this activity, assign your students a brief homework assignment to take place before the activity is conducted in class. Students should pick one specific part or item of their daily life. Examples include food (agriculture), local market, stores, phone, transport (bikes, cars, public transport, etc.). After they have picked one, they should try to answer the following questions:

- ▶ Where did it originate from?
- ▶ Are you able to find the source? Is it local to your town? Or is it from somewhere else?
- ▶ Where has it traveled to and from? (Students may have to ask or take some guesses based on what they chose and what product description is available to them)

These questions can be answered in a worksheet, or written down in the class journal.

#### In-class activity (40 minutes):

##### Introduction (5 minutes)

Set the stage by asking the students the following warm-up questions:

- ▶ Which object or item did you choose?
- ▶ What do you know about the origin of your object or item?

##### Map creation (25min)

Show a map at the front of the room, either on the board or using a projector, to map out the various routes and places that an object or item selected by a student has traveled. Then, use a line to map the various routes this item traveled and use points to mark some of the places it has gone. Alternatively, students can use [ArcGIS](#) to create maps in groups or individually, or they can use printouts of maps, or they can draw a map on a large piece of paper. NOTE: If you're using ArcGIS, find some guidance, amongst other, on how to make a sketch layer [here](#) and how to add pop-ups [here](#).

##### Map analysis (10min)

Take the students through the following prompts, using the map(s) (10 minutes):

- ▶ What does the mapping show you?
- ▶ What did you realize from your mapping?
- ▶ NOTE: Students may realize that even simple items from our day-to-day life are somehow interconnected to many other places and things. It may have been made in another place, it may have traveled many places to get to where we are. In such a way, almost all aspects of our lives are interdependent.

#### Activity #2: "Global Population Growth" (40 minutes)

In this activity, students will explore how the global population has skyrocketed in the past few centuries and how a growing population places more stress on the world to supply enough energy, housing, and food. Students will use population maps to explore spatial and temporal trends in the global population and familiarize themselves with using ArcGIS.

NOTE: The relevant map to use for this activity can be found via the [AOG data hub](#) and is labeled "Countries and Population 3000 BC - 2000 AD".



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### Activity Procedure:

#### Introduction (10 minutes)

- ▶ Access the map “Countries and Population 3000 BC - 2000 AD” 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 to explore population data. 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.
- ▶ 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?
  - Any other relevant information needed to understand the data presented

#### Map Analysis (20 minutes)

- ▶ Inspect the map together with your students to familiarize yourself with the data and how it is presented visually. Scan across the globe to see how population density is distributed globally.
- ▶ How does the visualization of the data contribute to the map’s ability to convey information? How do color, shape, and size help display the data? Can you think of any changes that would make the map easier to comprehend for viewers?
- ▶ Assess the spatial patterns of the data. Does the data change with latitude, longitude, or elevation? How does the data change across countries?
- ▶ Are there any spatial patterns you are surprised by?
- ▶ Identify the countries with the largest populations for the most recent time period. Identify the cities with the largest populations in 1823. How have these locations changed?
- ▶ Click between the century layers to observe how the population has changed over time. When can you see

the largest jump in population?

#### Reflection (10 minutes)

- ▶ Invite your students to reflect and share key insights on the following questions:
  - How can the earth support an exponentially growing population?
  - What impacts on the climate does an increased population have?
  - What impacts of population growth have you seen where you are from?

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

#### Community Engagement & Student Action Considerations

- Read the Brundtland Report and the 2030 Agenda for Sustainable Development (link under “Readings & Additional Resource”).
- Take a look at the 17 SDGs. Under each SDG, research (by using online resources or by asking community members, elders, teachers or by using your local library and local news) to list how your locale is doing related to that specific SDG. You may also want to hold an informal gathering to hold a group discussion.
  - What are the sustainability issues in your town?
  - Are there some areas where your town has been able to address the sustainability issues successfully? How?
  - What are the continued challenges? What can be done to improve the issue?
- Share your findings with your class, teacher, family, peers and friends.

#### Capstone Project

This capstone project will be the culmination of your Ages of Globalization Course. Students will be challenged to apply learned knowledge and research to creating an impact on their community. Every lesson you will be guided with prompts, directions, and ideas to help





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you on your way to creating a lasting impact on your community.

- ▶ Take a look at the 17 Sustainable Development Goals. Which ones are pertinent to your community? Which ones are interesting to you?
- ▶ Make a list of 5-7 SDGs that you may want to work with throughout this course.
- ▶ Then, write down two key points about each SDG.
- ▶ Keep these in mind as we go through the following lessons.

### Readings

1. **Thucydides. History of the Peloponnesian War: Translated From the Greek of Thucydides. A new ed., cor. and rev. New-York: Harper & Brothers, 1844.**

<https://hdl.handle.net/2027/hvd.hx5mfu>  
Read #130 (p.122-126), #210 (p.204)

Paraphrased: “the standard of justice depends on the equality of power to compel and that ... the strong do what they have the power to do and the weak accept what they have to accept.” (Source)

#### “About the Author”:

- ▶ Thucydides (born 460 BC or earlier?—died after 404 BC?) greatest of ancient Greek [historians](#) and author of the [History of the Peloponnesian War](#), which recounts the struggle between [Athens](#) and [Sparta](#) in the 5th century BC. His work was the first recorded political and moral analysis of a nation’s war policies. (Britannica: <https://www.britannica.com/biography/Thucydides-Greek-historian>)
- ▶ “As a high-ranking Athenian military commander (or “strategos”), Thucydides brought to the project firsthand experience of the war, as well as an acute understanding of the complex power politics behind events on the battlefield. His analysis of the immediate and underlying causes of the war and his insight into the considerations and motivations of those fighting it remain one of the most brilliant pieces of political history to date. His sharp analysis of the

kind of forces that stir popular sentiments and drive collective decision making still resonates in the modern world.” ([Source](#))

2. **Gro Harlem Brundtland. Oslo, 20 March 1987. Page 10. Our Common Future, From One Earth to One World. An Overview by the World Commission on Environment and Development: Our Common Future**

<https://sustainabledevelopment.un.org/content/documents/5987our-common-future.pdf>  
(Read p.1-59)

3. **United Nations, Transforming our world: the 2030 Agenda for Sustainable Development**

<https://sdgs.un.org/publications/transforming-our-world-2030-agenda-sustainable-development-17981>  
(Read p. 1-35)

\*Wiggins, G., & McTighe, J. (2005) Understanding by design (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development ASCD