



# Class 2

## THE SEVEN AGES OF GLOBALIZATION

**Title:**

**Class 2. The Seven Ages of Globalization**

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

**Chapter 1 Video.** [Why Seven Ages?](#)

**Chapter 2 Video.** [The Drivers of Change: Environment, Technology, and Institutions](#)

**Chapter 3 Video.** [From Homo Erectus to 8 billion of Us](#)

**Chapter 4 Video.** [From Hunting and Gathering to Urban Life](#)

**Chapter 5 Video.** [Seven Ages: Paleolithic, Neolithic, Equestrian, Classical, Ocean, Industrial, Digital](#)

**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](#).

### 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 know the seven ages of human history with environment, technology and institutions as drivers of change. Learners will realize that despite all the diversity in the world, we are one humanity, a species that dispersed from one common home.

##### Enduring Understandings:

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

##### Students will...

- ▲ (13-15, 2.2S) Appreciate that Earth's biodiversity and

ecosystems have resulted from evolution.

- ▲ (2.2S) Appreciate that living things are the result of many years of adaptation and survival.
- ▲ (2.2S) Develop empathy by understanding the interconnectedness of all living things within an ecosystem, fostering a sense of connectedness and empathy towards the broader tree of life.

##### Essential Questions:

- ▲ What does the common origin of species from the African continent tell us about the human race?
- ▲ What are the characteristics that define each of the seven ages of globalization, and how have these characteristics contributed to the world we live in today?
- ▲ What were the crucial "technologies" of each age, and what implications did they have during that period and in the periods that followed?

##### Students will know...

Learners will be able to

- ▲ Identify the seven ages of globalization and what



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characterized each age. Identify the three major drivers of change.

- ▶ Classify three major economic activity sectors.
- ▶ (13-15, 2.2C) Explain the evolution of groups of species through time.
- ▶ (13-15, 2.2C) Identify past mass extinctions.
- ▶ (13-15, 2.2C) Define the concept of Anthropocene.

### Students will be able to...

- ▶ (2.2B) Analyze relevant scientific literature, maps and data, and investigate and interpret the historical links between biodiversity patterns worldwide and global geological changes.

## 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 "Physical Geography," "Technology," "Institutions," 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.*

- ▶ **Physical geography:** is concerned with understanding how the natural environment works and how it affects human activities and vice versa. It studies the physical aspects of the Earth's surface, including landforms, climate, soils, vegetation, water bodies, and processes that shape the Earth.
- ▶ **Technology:** in this course, we see technology as tools and know-how for producing things or managing enterprise or developing new goods and services.
- ▶ **Institutions:** in this course, we explore patterns of cooperation, how our governments operate or how

our cultural institutions are formed and operate. 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.

- ▶ **Homo sapiens:** Homo is the genus of our species, and sapiens is the specific species. Homo sapiens were a breakthrough of the homo genus of a great ape genus that developed tremendous cranial capacity and cognitive capacity for language, rational planning, and social cooperation.
- ▶ **Homo erectus:** was an ancient hominin that roamed the Earth already 2 million years ago. "Early African Homo erectus fossils (sometimes called Homo ergaster) are the oldest known early humans to have possessed modern human-like body proportions with relatively elongated legs and shorter arms compared to the size of the torso" (Smithsonian National Museum of Natural History).
- ▶ **Homo habilis:** is the homo genus with ability. It was a tool making hominin that is essentially an ancestor of modern Homo sapiens.
- ▶ **Ice Age:** any geologic period during which thick ice sheets cover [vast](#) areas of land. Such periods of large-scale [glaciation](#) may last several million years and drastically reshape surface features of entire continents. A number of major ice ages have occurred throughout [Earth's](#) history. The earliest known took place during [Precambrian time](#) dating back more than 570 million years. The most recent periods of widespread glaciation occurred during the [Pleistocene Epoch](#) (2.6 million to 11,700 years ago) (Britannica).



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- ▶ **Great Migration:** Between 70,000 and 100,000 years ago, Homo sapiens began migrating from the African continent and populating parts of Europe and Asia (Khan Academy).
- ▶ **Anthropocene:** The Anthropocene Epoch is an unofficial unit of geologic time, used to describe the most recent period in Earth's history when human activity started to have a significant impact on the planet's climate and ecosystems (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. **When did the dispersal of Homo Sapiens from East Africa take place?** (Around 70,000 years ago)
2. **What characterizes the ways in which early modern humans lived during the Paleolithic Age?** (Hunting and gathering)
3. **What were the crucial technologies of hunters and gatherers in the Paleolithic Age?** (The control of fire and knowledge of edible plants)
4. **Migration is a fundamental aspect of human history. What does the origin of humans from a common source in Africa tell us about our humanity?** (Our common humanity is a defining reality, it connects us as a common human species, and is a source of hope for global cooperation and peace)
5. **What are the 3 main categories of economic activities?** (primary: agriculture, mining, forestry, fishing; secondary: manufacturing, construction; and tertiary: services sectors)

### 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. Paleolithic Age (70,000 B.C. - 10,000 B.C.): The era of **(hunter-gatherers)** and the dispersal from the continent of **(Africa)**.
2. Neolithic Age (10,000 B.C. - 3,000 B.C.): Introduction of **(agriculture)**, domestication of animals, and early government technologies.
3. Equestrian (Horse-based) Age (3,000 B.C. - 1,000 B.C.): Focuses on the transformative impact of **(horse)** domestication on transport, warfare, and agriculture.
4. Classical Age (1,000 B.C. - 1,500 A.D.): The rise of classical empires, such as the **(Roman)** and Hellenistic empires.
5. Trans-Oceanic Imperial Age (1500 - 1800): Exploration and conquest facilitated by global **(trans-oceanic)** navigation, leading to European empires in the **(Americas)**, Africa, and Asia.
6. Industrial Age (1800 - 20th Century): Industrialization begins in Britain, leading to unprecedented productivity, **(military)** capacity, and global **(interconnectedness)**.
7. Digital Age (20th Century - Present): The introduction of **(digital)** technologies has created an ever more interconnected world, enabling the rapid flow of **(information)**, and causing disruptions in various aspects of life, including politics, economy, and society.

## 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.** [Why Seven Ages?](#)



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**Chapter 2 Video.** [The Drivers of Change: Environment, Technology, and Institutions](#)

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**Chapter 5 Video.** [Seven Ages: Paleolithic, Neolithic, Equestrian, Classical, Ocean, Industrial, Digital](#)

### Reference Maps

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

**Get your free copy of the AOG book [here](#).**

2.1 The Human Dispersal in the Paleolithic Period (AOG book p.35)

3.1 The Origins of Agriculture (AOG book p.42)

Figure 1.4 Estimate of Employment Shares by Major Sector in the Seven Ages of Globalization (AOG book p.16)

Figure 1.5 Geography, Technology & Institutions (AOG book p.18)

## 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

The most important lesson of the human dispersal in the Paleolithic period is that the human species is a common– one– humanity. We come from a common home from the continent of Africa and dispersed throughout the world.

### Class 2 Chapter 1 Video Summary

- ▶ Globalization has been a fundamental aspect of human history. There are seven distinct ages of globalization, providing a framework to understand changes in human societies over the course of approximately 70,000 years. The demarcation of human history into specific periods is somewhat artificial but essential for gaining a broader understanding of societal changes.
- ▶ Urban life is considered relatively recent in human history, with most people living in rural areas for the majority of history.

- ▶ The first age of globalization is associated with hunters and gatherers who were nomadic, spanning the globe in search of survival.
- ▶ The second age, marked by the end of the last ice age around 12,000 years ago, ushered in the Neolithic age or the age of agriculture, leading to permanent settlements and farming.
- ▶ Each age of globalization is characterized by specific forms of human settlement, political and economic institutions, technologies, and cultural attributes.
- ▶ Changes between ages can be attributed to factors such as climate change, discoveries (e.g. sea routes), technologies (e.g. agriculture, steam engine), and communication methods.
- ▶ Technologies shape different ages, environments, cultures, and institutions which can lead to both disruptions and transformations in society.
- ▶ The importance of understanding societal change is highlighted, especially in guiding it peacefully and constructively during the current age of massive disruption, referred to as the digital age.

### Class 2 Chapter 2 Video Summary

- ▶ The three major drivers of human change are physical geography, technology, and institutions. The



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interconnectedness of these factors is crucial for understanding societal transformations.

- ▲ Climate, topography, mineral resources, and proximity to trade routes significantly shape societies and economies. Proximity to trade routes and navigation channels for international trade impacts economies and societies.
- ▲ Technology encompasses tools, knowledge, science, and engineering, influencing agriculture, energy, materials, and information management. Technologies like farming, hunting, domestication of animals (e.g. horses and dogs), and inventions such as books and computers shape different ages of globalization.
- ▲ Institutions include patterns of human life, division of labor, gender roles, politics, religion, and societal hierarchies. These institutional patterns have a profound impact on shaping societies.
- ▲ The interplay of physical geography, technology, and institutions is required for a nuanced view of societal change. The idea that either no change or a single dominant factor can drive global change is overly simplistic. Understanding how physical geography, technology, and institutions interact is crucial for guiding societal change in a peaceful and constructive manner.

### Class 2 Chapter 3 Video Summary

- ▲ The origins of humanity, specifically Homo sapiens, are marked by unique traits such as language, rational planning, and social cooperation.
- ▲ The Pleistocene era or the Paleolithic era, also known as the Old Stone Age, is an ancient period of the previous ice age.
- ▲ Early hominins like Homo erectus, existed over 2 million years ago and are known for their status as tool-making hominins. Homo habilis, with the epithet "ability," is an ancestor of modern Homo sapiens.
- ▲ Modern Homo sapiens are believed to have originated in Africa between 600,000 and 300,000 years ago. Evidence points to migrations out of Africa, with the first Homo sapiens in East Africa around 300,000 years ago.
- ▲ Around 70,000 years ago, there was a significant

dispersal of Homo sapiens from East Africa, marking the beginning of the first age of globalization. The dispersal led to the occupation of various regions, including Asia, Australia, Europe, and the Americas.

- ▲ The Paleolithic age is characterized by early modern humans surviving through hunting and gathering. Crucial technologies include the control of fire and knowledge of edible plants.
- ▲ Migration is a fundamental aspect of humanity's history. Humanity originates from one common source in Africa and has spread across the globe. This common humanity is a defining reality and a source of hope for global cooperation and peace.

### Class 2 Chapter 4 Video Summary

- ▲ The history of the ages of globalization focuses on changes in human life and work and spans the transition from rural life as hunters and gatherers to settled farming and complex modern economies.
- ▲ Economists classify economic activities into primary (agriculture, mining), secondary (manufacturing, construction), and tertiary (services) sectors. The great division of labor characterizes modern economies, evolving from simpler structures in early globalization ages. Shift from basic activities to a wide range across the economy as ages progress.
- ▲ In early ages, primary sector activities predominated (hunting, gathering, farming). Agriculture is overwhelmingly rural and has been the primary activity throughout history.
- ▲ The secondary sector involves transforming basic commodities into goods (manufacturing, construction). Over time, the share in the secondary sector rises with technological advancements.
- ▲ The tertiary sector involves services that utilize physical goods (transport, communication, education, health care). This becomes predominant in modern economies, especially in the digital age.
- ▲ Urbanization patterns follow economic changes. From a predominantly rural world, humanity is now more than 50% urbanized, and this trend is expected to continue.
- ▲ The diagram illustrates the shifting workforce across primary, secondary, and tertiary sectors over ages.





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Human settlements transition from rural to urban as economies evolve.

- ▶ Presently, over 80% of workers in the United States are engaged in the service sector. Urbanization exceeds 50% globally, and this trend is projected to rise to 70% by the mid-21st century.
- ▶ The history of globalization is intertwined with economic transformations, technological progress, and changing patterns of human settlement, emphasizing the shift from rural to urban living and the dominance of the service sector in modern economies.

### Class 2 Chapter 5 Video Summary

1. The seven ages of globalization categorize 70,000 years of human history into ages delineated based on changing technologies, economic activities, knowledge, culture, and shifts in the ways humans live.
2. Overview of Ages:
  - a. Paleolithic Age (70,000 B.C. - 10,000 B.C.): The era of hunter-gatherers and the dispersal from Africa.
  - b. Neolithic Age (10,000 B.C. - 3,000 B.C.): Introduction of agriculture, domestication of animals, and early government technologies.
  - c. Equestrian (Horse-based) Age (3,000 B.C. - 1,000 B.C.): Focus on the transformative impact of horse domestication on transport, warfare, and agriculture.
  - d. Classical Age (1,000 B.C. - 1,500 A.D.): The rise of classical empires, such as the Roman and Hellenistic empires.
  - e. Trans-Oceanic Imperial Age (1500 - 1800): Exploration and conquest facilitated by global trans-oceanic navigation, leading to European empires in the Americas, Africa, and Asia.
  - f. Industrial Age (1800 - 20th Century): Industrialization begins in Britain, leading to unprecedented productivity, military capacity, and global interconnectedness.
  - g. Digital Age (20th Century - Present): Introduction of digital technologies has created an ever more interconnected world, enabling rapid flow of information, and causing disruptions in various aspects of life, including politics, economy, and society.
3. The transition from rural to urban living is particularly relevant to the seventh age.
4. Throughout the ages, the common theme is the interconnectedness of humanity, involving trade, ideas, cultural practices, and unfortunately, conflicts. The lesson aims to understand historical patterns to contribute to building a sustainable future.

## Activities



*In this section, you can find a range of interactive activities involving graphics, journal entries and the community 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 is it like in my locale/home?" (50 - 60 minutes)

In this activity, students will explore the history of their family (ancestors') migration.



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Preparation for the activity: In preparation for this activity, assign your students a brief homework assignment to take place before the activity is conducted in class. Students should ask their parents or guardians the following questions, in order to report back to the class:

- ▶ What is the origin of their family name?
- ▶ Where did their ancestors come from? Did their family migrate from one part of the world to another?
- ▶ Are there any unique stories from their family history that their parents/guardians are aware of?

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

### Activity Procedure:

#### Introduction (20 minutes)

- ▶ Set the stage by asking the students the following warm-up questions (5 minutes):
  - What do you know about your family history?
  - What do you know about the origin of your name?
- ▶ Show a map at the front of the room, either on the board or using a projector. Alternatively, students can use a large piece of paper to draw a map together in groups. This map can be a map of your country, or of the world, depending on the diversity of students in your school (5 minutes).
  - NOTE: This portion of the activity can also be done using the maps on ArcGIS that are connected to Class 2. Information on using ArcGIS can be found [here](#).
- ▶ Take the students through the following prompts, using the map (10 minutes):
  - Ask the students to point out or draw their local community on the map.
  - Have the students reflect together on the topography in their surrounding area. Do they live on a coastline? Do they live in the mountains? What types of ecosystems are surrounding their local community? Have the students indicate or draw these items on the map.
  - Is their community in a rural or urban area?

- Explain to the students, building on the concepts in the lecture videos, that physical topography is a major shaper of the world's geography. Physical topography, such as rivers and mountains, can affect boundaries of countries, and can shape how a country's history and society has unfolded.
- Ask the students to reflect on what natural resources are in their country. Does the country contain oil, coal, or natural gas? Explain to the students that natural resources can dramatically shape economic life and geopolitics.
  - » It is suggested that educators and facilitators use a new article to show a current local example explaining this point.
- NOTE: If students are using the mapping software on ArcGIS for this activity, they can add a view or map layer that shows the geographic characteristics of the area. To do so, they will add a Living Atlas Layer of world imagery to show the geographic characteristics near their homes. Information on using ArcGIS can be found [here](#).

#### Storytelling session (15 minutes)

- ▶ Host a storytelling session where the students can take a few minutes to share what they learned during their assignment. This can be done in pairs, or in groups. Alternatively, a few students can be asked to share back to the entire class. Have the students share:
  - Where did their ancestors come from? Did their family migrate from one part of the world to another?
  - Are there any unique stories from their family history that their parents/guardians are aware of?

#### Map Analysis (15 minutes)

- ▶ Using the map, instruct the students to draw or point out the following:
  - Where their home or town is located
  - Where their ancestors came from
  - Next, instruct the students to draw lines that map the movements of their families from their points have their families traveled?



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- NOTE: This can also be done using the maps on ArcGIS that are connected to Class 2. To do so, students will create a line sketch layer to trace the path from their families' place of origin to their current homes. Next, they will use the measure tool to see how far your family or community members have traveled. Information on using ArcGIS can be found [here](#).
- ▲ Have the students reflect on the following additional questions:
  - Where do the majority of people live in the country you reside? How can you tell?
  - What parts of the world have primarily urban populations?
  - What about areas with primarily rural populations?
  - Do they think there is more migration from urban to rural centers? Or from rural to urban centers?
  - Why do people migrate?
  - Who produced the data they are analyzing and how was it collected?

### Journal Activities

#### Journal Prompts

1. "My Life Timeline" Ask students to create a timeline of their lives of major events including the event title & dates. Ask students to think of how they would illustrate it first, and then give a visual sample of what it can look like.

#### Discussion Questions

- What events did they include? Why?
- What do the events tell about the student? What stories do they tell about the person?
- What new things did they learn from doing this timeline?

DEBRIEF\* (Debrief is essential after each activity to highlight key takeaways. Please do not skip): (Sample script for teachers to say or students to read): "Your personal timeline told stories of your

life, and major events that have shaped your life in one way or another. "The aim of a timeline is to present history in an accessible and visual way, helping the reader understand the order that events happened in and how these events influenced history ([source](#))". That is the purpose of illustrating the 7 Ages of Globalization. It helps to tell a story, and that story is important because it explains why humanity and the world is where it is, how we have been shaped and also grounds us in understanding that can help us tackle the challenges of our time."

2. What is the main economic activity/sector in your town? Has it changed over time? Has the economic activity/sector affected the populations or migration patterns to and from your town?

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

#### Capstone Project

Look back at your journal entry for today and consider your community. How do the 7 ages of globalization show up in your community? Provide 1-2 examples for each age. Now, determine some of the positives and negatives of each age on your community and society as a whole. Provide an answer for both sides.

#### Readings

##### Cave Art

Discover National Geographic's collection of cave art that give a glimpse into the periods even before writing systems were in place to record the history of the time:

<https://www.nationalgeographic.co.uk/topic/subjects/history-and-civilisation/archaeology/cave-art>