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GLOBAL CIVILIZATION: PROGRESS OR COLLAPSE?

Word Generation - Unit 1.19

Focus Words

collapse | conceive | incline | intrinsically | nonetheless



Weekly Passage

Anthropologists and historians define a civilization as a complex society. Based on historical and archeological records, they define ancient societies such as the Sumerians, Egyptians, Greeks, and Mayans as civilizations. Anthropologists and historians tell us that these societies had cities with governments. These societies also conceived of important discoveries and inventions that have continued to be valuable to other societies over the years.

Civilizations, however, rise and fall. There is debate about whether some civilizations are more advanced than others. Some think civilizations that hold the most power are intrinsically better. Others argue that when one civilization conquers another, as the Europeans conquered the Native Americans, it is not necessarily because they are more civilized. Some people suggest that more complex societies are inclined to have a

higher standard of living than simpler societies. Nonetheless, easier access to more goods and services does not always mean higher quality of life.

In some ways, today's communication and transportation technologies have helped to create one unified global civilization. Some people think this contemporary civilization is still progressing. Recent years have brought major technological advancements and spread democracy to different parts of the world. Others think our civilization is beginning to collapse. Problems such as terrorism and environmental destruction are growing. What will be the fate of our civilization? Is our collective future looking brighter or darker?

Unit 1.19 - Global civilization: Progress or Collapse? Focus Word Chart

Word	Meaning	Forms	Examples of Use	Notes
collapse	(v.) – to fall apart			
conceive	(v.) – to develop; to think or believe			
incline	(v.) - leaning toward (a belief)			
intrinsically	(adv.) -fundamentally; at the core			
nonetheless	(adv.) – however; even so			

Unit 1.19 - Global civilization: Progress or Collapse?



Problem of the Week

People who are **inclined** to think positively about global trends often point to the example of life expectancy. As scientists learn more about the causes and cures for disease, they help people live longer and healthier lives. Once, people were considered **intrinsically** past their prime at 40 or 50. Today, medical advances have changed the way we **conceive** of old age. Many people are living active lives, far from physical **collapse**, well into their 80s and beyond.

In today's global civilization, people travel more and diseases can spread quickly. **Nonetheless**, information about how to fight diseases also travels quickly. People around the world are living longer all the time and life expectancies are on the rise.

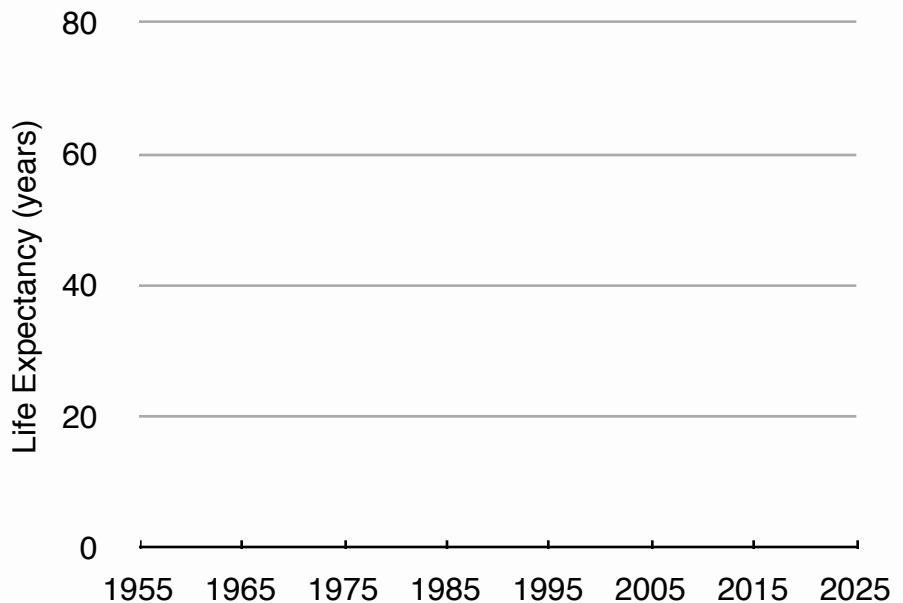
Average global life expectancy at birth in 1955 was 48 years. In 1995 it was 65 years. In 2025 it will reach 73.

Option 1: Plot the points of the data given above, and connect the three points with a line to show change. (We're assuming that life expectancy increased at a constant rate between 1955 and 1995, and between 1995 and 2025.) Using your graph, determine the approximate life expectancy in the following years:

1965 _____

1975 _____

2015 _____



Option 2: Plot the points of the data given above. What was the average increase per decade in life expectancy between 1955 and 1995? What was the average increase per decade in life expectancy between 1995 and 2025?

Math Discussion Question: Some people who are **inclined** to be optimistic think that people will continue to lead longer and better lives than the generations that came before them. Some people who are **intrinsically** pessimistic believe that longer, better lives will mean more strain on the environment, leading to **collapse**. What do you think? Can you **conceive** of a future where the growing human race lives peacefully and sustainably? Many people are working on ways to build a sustainable future by switching to renewable energy and consuming fewer resources. Will these efforts work? Or are we headed for collapse **nonetheless**?

Global civilization: Progress or Collapse? Debating the Issue



I. Get ready...

Pick one of these positions (or create your own).

A Our civilization is making progress. We have made major technological advancements that lead to higher quality of life for our citizens.

B Our civilization is making progress because we inspire people to create democracies around the world.

C Our civilization is about to collapse. We try to make progress, but there is an increasing amount of terrorism and destruction nonetheless.

D Our civilization is about to collapse. Access to more goods and services has not led to higher quality of life for many people in this country.

E _____

2. Get set...

Be ready to provide evidence to back up your position during your class discussion or debate. Jot down a few quick notes:

GO!

Be a strong participant by using phrases like these.

I think it's more accurate to say...

That's interesting - can you tell why you think that?

I think the evidence is contrary to what you're saying because. . .

Let me share something from the reading that will help us...

Unit 1.19 - Global civilization: Progress or Collapse? Science Activity



This activity is designed to help you practice thinking like a scientist and to use this week's focus words. Sometimes the data are based on real research, but they should never be considered true or factual.

Professor Seemy's class joined Professor Kahn's class for a debate about the future of the world. Each student decided whether to join Group Negative or Group Positive. Group Negative argued that global civilization was near **collapse**, pointing to pollution, nuclear weapons, and other threats. The opposing side, Group Positive, agreed that these threats were serious. **Nonetheless**, they said, it was **inconceivable** that our world would end.

Professor Kahn noticed that, in general, the students in Group Positive seemed more **inclined** to be positive. She had read that **intrinsically** positive people have better long-term health than negative people. Was Group Positive healthier?

Question:

Will negative students be out sick more than positive students?

Hypothesis:

Negative students will be out sick more than positive students.

Materials:

- ▶ Group Negative, a group of **intrinsically** more negative students
- ▶ Group Positive, a group of **intrinsically** more positive students

Procedure:

1. Ask students to join group Negative if they think that the world's future will be bad, or to join group Positive if they think the future will be good.
2. Keep track of the number of sick days for Group Negative.
3. Keep track of the number of sick days for Group Positive.
4. Calculate the total number of sick days for each group.

Data:

Sick days for Students (Negative vs. Positive)	
Group P	18
Group N	23

Conclusion:

Is the hypothesis supported or not by the data?

What evidence supports your conclusion?

How would you make this a better experiment?



Support your position with clear reasons and specific examples. Try to use relevant words from the Word Generation list in your response.

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- ☐ Stated my own position clearly
- ☐ Included 1-2 arguments
- ☐ Included 1 counterargument
- ☐ Used 2-5 focus words

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[illegible]