



NATIONAL
GEOGRAPHIC

Video: *LIVING IN THE AGE OF AIRPLANES*

Main feature: 47 minutes (Introduction + 5 named segments) Video also includes 12 short special features.

Pre lesson idea: Brainstorm: Life before flight, 2018: Imagine life without flight. What would be different?

INTRODUCTION: (~3 minutes) “The airplane became the first World Wide Web; bringing people, languages, ideas and values together.” Bill Gates

(Suggestion: Challenge students to listen to the narrator and guess who it is.)

1 THE WORLD BEFORE THE AIRPLANE (3:14 – 14:42)

-terrain “after and before” cars, trains, busses, etc.

-200,000 year journey on beginning in Africa – eventually to 6 continents – ending on the southern tip of South America (Ushuaia, Argentina)

-time line: -walking: 150,000 years (high speed 3 mph) wheel: most of past 5000 years,

- mastery of sea: past 500 years, engines creating power: past 200 years

-airplanes: 1920’s production doubled: 1940’s jet engines: 1950’s

Ending: “On any given day there are more than 100,000 take offs and landings. At any moment in time, a quarter million of us are in the sky. The network of airplanes is practically invisible, yet their constant circulation is the lifeblood of the modern world.”

Lesson ideas for part 1:

-Time line organizer (*handout*)

-research or readings on the Wright Brothers

-Map the migration of early humans, discuss emigration (*push*) and immigration (*pull*)

Out of Africa: find it here: msh.councilforeconed.org/lessons.php?lid=68360

National Geographic: Global Patterns of Human Migration or Clues to Human Migration here:

<https://www.nationalgeographic.org/education/living-age-airplanes/>

2 THE PORTAL TO THE PLANET (14:46 – 22:30)

“When we enter an airport, we’re entering a portal to the planet.” “Each gate is a doorway to another part of the world. In a sense, we’re walking distance to almost anywhere.”

Visits to: 1.Savannahs of Africa, 2.Iguazu Falls, Brazil, 3.Uluru, Australia, 4.Cloud Forest, Costa Rica, 5.Grand Canyon, USA, 6.Ushuaia, South America (the end of the world), 7. Mexico, North America, 8. Egypt, Africa, 9.Cambodia, Asia, 10. Italy, Europe, 11.France, Europe

“The airplane is the closest thing we’ve ever have to a time machine.”

3 REDEFINING REMOTE (22:35 – 29:10)

“Over the last century, entire regions of the world have been unlocked, even places without airports.”

Visits to: 12. Maldives, Indian Ocean 13. Punta Arenas, Chile 14. Union Glacier, Antarctica 15. South Pole, Antarctica

Lessons idea for parts 2 and 3:

Using a reference tool (e.g. atlas) find and label all destinations from the segments on a world map, estimate latitude and longitude coordinates for some or all locations

Research on any of the locations shown in the two segments.

Discuss or respond to the quotation above... “walking distance to almost anywhere”

NASA: find **Flight Paths**:(Lesson 2) here:

<https://www.nasa.gov/sites/default/files/files/Living-in-the-age-of-airplanes-resource-guide.pdf>

4 THE WORLD COMES TO US (29:18 - 38:12)

- shows a timeline of flowers traveling from Kenya to Alaska via Amsterdam and Memphis “for these roses, beauty lasts fourteen days”
- enumerates where many household items in an Alaskan home originated
- discusses how local shopping centers have become global markets “Everywhere we go, we find pieces of everywhere else.”
- ending focuses on how Las Vegas has become the most popular meeting spot on earth: “Las Vegas has more space for meeting halls than for casinos. It’s the convention capital of the world.” (handout movement theme – convergence of ideas)
- Ending quote: “We’re truly living in a time of science fiction.”

Lesson ideas for part 4:

Focus on the geographic theme of movement – convergence of ideas

National Geographic: find Geography of a Pencil or Interdependence and You, here:

<https://www.nasa.gov/sites/default/files/files/Living-in-the-age-of-airplanes-resource-guide.pdf>

NASA: find Air Cargo Game (Lesson 3a) or Friends & Flowers (Lesson 3b) here:

<https://www.nasa.gov/sites/default/files/files/Living-in-the-age-of-airplanes-resource-guide.pdf>

5 PERSPECTIVE (38:15 – 47:00ish)

Begins with: “Ironically, the experience of flying doesn’t always feel so impressive. When we’re speeding through the sky, it can feel like we’re going nowhere.”

Lots of beautiful footage...not so much narration.

Ends with: “In the world we’ve made, everything is connected and nothing seems impossible. No virtual technology can ever do what the airplane does. It allows us to stay physically close to the people and places we love. And of all the places an airplane can take us, perhaps the most meaningful is home.”

Lesson ideas for part 5:

National Geographic: find The Debate over Globalization, here:

<https://www.nationalgeographic.org/education/living-age-airplanes/>

Post Lesson idea: Brainstorm: Life after Flight: 2018... What do you have because of flight?

Written Assessment: (handout)

Sample topics:

1. *Define the theme of movement.*
2. *Describe how the world has changed during the aviation age.*
3. *Provide specific examples of how advances in transportation and trade have resulted in greater and more lasting connections between people and places.*