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| --- | --- | --- | --- |
| Name: |  | Date: |  |

## Purpose

Throughout the course, you have been pushed to see the ways in which we can make history “usable.” In other words, how can we take what we’ve learned about the past and apply it to today, or even to the future? In this activity, you will use what you’ve learned in the course to make some predictions about what will be happening in the world in 2050 in terms of community, networks, and production and distribution. This will help you continue to practice your skill of making the past relevant and useful.

## Process

What will the world be like in 2050? The UN predicts that by 2050, there will be 9.8 billion people on the planet (as compared with 7.7 billion in 2021). What happens when we add 2 billion people to the Earth? In this activity, you’ll predict what the future will be like in various categories and make recommendations for how to prepare for what will be happening in the world in 2050.

First, as a whole class, brainstorm topics that might be problematic when we have 2 billion more people in the world. As we know from our studies of CCOT and causation, things could go in many different directions! After your class has come up with a list, get into small groups and pick one of the issues from the list to focus on.

Take out The World in 2050 worksheet, and fill out the organizer to reflect the state of your particular issue in 2050 in relation to each of the course frames. Once you’ve determined what your chosen issue will be like for each of the frames, make recommendations for how the world should most appropriately handle the issue. Make one recommendation for what the world can do now to try to prevent the issue from materializing, and then a second recommendation about what to do if it does materialize. Be creative, but also realistic in making your recommendations. Be prepared to share your ideas with the class.

**Directions:** First, choose a topic that you think might be an issue in 2050. Then, fill out the table to address each of the questions for each frame.

|  |  |
| --- | --- |
| Our issue: |  |

|  | Community in 2050 | Production and Distribution in 2050 | Networks in 2050 |
| --- | --- | --- | --- |
| How will this issue show up for each of the course frames? |  |  |  |
| Cite three pieces of evidence from the course that support each of the claims you made about this issue in the row above. | 1. | 1. | 1. |
| 2. | 2. | 2. |
| 3. | 3. | 3. |
| What could humans do now to help prevent this issue from occurring in 2050? |  |  |  |
| Cite two pieces of evidence that support your claims. | 1. | 1. | 1. |
| 2. | 2. | 2. |
| If this issue does materialize in 2050, what advice would you give to your future self to help solve this problem? |  |  |  |
| Cite two pieces of evidence that support your claims. | 1. | 1. | 1. |
| 2. | 2. | 2. |