

THE STORY OF ALL OF US MANKIND

Dear Educator:

Introduce your students to an exciting new approach to the study of history with this free viewer's guide to **Mankind The Story of All of Us™**, a groundbreaking 12-part/six-night series coming to HISTORY® on Tuesday, November 13, 2012 at 9PM EST and airing each Tuesday night for six weeks.

Tracing the story of human life on Earth from our beginnings on the savannahs of Africa up to the eventful years of the past century, **Mankind The Story of All of Us** adopts the methodology of what's become known as "Big History," viewing the past on a broad scale from a perspective that reveals how the forces of nature, the powers of science, and the innovative genius of individuals have combined to shape our shared experience.

Each episode of this epic miniseries focuses on transformational moments in the human story when we created or discovered the keys to our survival and success as a species. Sometimes these keys are natural resources, like iron and silk, that have changed the course of civilizations. Sometimes the key has been an idea, like democracy, or an invention, like the compass, or a type of social interaction, like trade and warfare. In every case, however, these keys have become the tools of human ingenuity, opening the way toward new opportunities.

This viewer's guide includes activities designed to help your students recognize these keys as they watch **Mankind The Story of All of Us** every Tuesday at 9PM/8C on HISTORY, beginning November 13. In addition, you can download additional study guides and educational materials related to the series at www.history.com/classroom.

And to help you launch this learning adventure, we invite you and your students to join young people from around the world for a history-making online event, **MANKIND CONNECTED: A Global Teach-In**, on Thursday, November 8, at 12PM EST/9AM PST.

This live webcast, streaming from www.history.com/classroom, will explore some of the historic sites featured in **Mankind The Story of All of Us** that have been recognized as World Heritage Sites by UNESCO—the United Nations Educational, Scientific, and Cultural Organization. Use the world map and special activity included as part of this viewer's guide to set the stage for this once-in-a-lifetime learning opportunity, and be sure to download the study guide for **MANKIND CONNECTED** at www.history.com/classroom.

We encourage you to share this viewer's guide with other history teachers at your school. Although these materials are protected by copyright, you have permission to reproduce all components of the viewer's guide for educational purposes.

Please let us know your opinion of this free educational program by returning the enclosed reply card, or send us your comments by email at classroom@aetn.com. We depend on your feedback to continue providing free educational programs that make a real difference in the classroom.

Sincerely,
Dr. Libby O'Connell
Chief Historian, SVP
HISTORY®

PROGRAM OBJECTIVES

- To engage students in learning about the scope of human history and how natural forces, scientific discoveries, and individual genius have combined to shape the course of our shared experience over time.
- To introduce students to UNESCO World Heritage Sites around the globe and help them understand the importance of preserving these natural and cultural treasures.
- To encourage students to reflect on the underlying dynamics that continue to shape human history in our era, and help them recognize their own part in this ongoing story.

TARGET AUDIENCE

This viewer's guide has been designed for use with students in high school history classes.

PROGRAM COMPONENTS

- This teacher's resource guide.
- Three reproducible student activity sheets.
- A colorful world map wall poster for your classroom.
- A reply card for your important comments.
- A downloadable study guide for **MANKIND CONNECTED: A Global Teach-In**, available online at www.history.com/classroom.
- Downloadable study guides for **Mankind The Story of All of Us**, available at www.history.com/classroom.

HOW TO USE THIS PROGRAM

Review the activities in conjunction with the teacher's resource guide, then schedule them into your class plans each week beginning on November 8. Photocopy and distribute the three activity sheets. After completing the activities, display the world map poster prominently in your classroom. Beginning November 13, remind students to watch and take notes on each week's two-part episode of **Mankind The Story of All of Us**, and encourage them to share this viewing experience with their families.

NATIONAL STANDARDS FOR HISTORY

The activities in this viewer's guide align with the National Standards for History. For detailed standards correlation, please visit www.ymiclassroom.com/mankind.html.

ACTIVITY ONE

MANKIND CONNECTED

This activity is designed to help set the stage for the live webcast, **MANKIND CONNECTED: A Global Teach-In**, which will stream from www.history.com/classroom on Thursday, November 8, at 12PM EST/9AM PST. The webcast will also be archived for viewing for those unable to watch live. Additional teaching resources for this online event are available at www.history.com/classroom.

The activity sheet explains that during the webcast, students will explore some of the 962 UNESCO World Heritage Sites around the globe. Have students complete Part 1 of the activity, which asks them to match 12 World Heritage sites featured in **Mankind The Story of All of Us** with their locations. As you review the answers, ask students to share what they know about each site and the time frame in which it was developed. Students should match these sites to their locations through independent research, but after the activity is completed, you can share the world map poster with them to review their answers. Part 2 of

the activity encourages students to review the complete list of World Heritage sites online, and challenges them to propose a site from our time period that could be added to the list. Have students share their ideas and evaluate each site using the official selection criteria outlined on the wall poster. Then take a class vote to determine your candidate.

Answers: 1-l; 2-h; 3-c; 4-e; 5-k; 6-f; 7-j; 8-i; 9-g; 10-b; 11-a; 12-d.

ACTIVITY TWO

KEYS TO HISTORY

This activity sheet equips students with a template they can use to take notes on the "keys" revealed in each episode of **Mankind The Story of All of Us**. Provide students with a fresh copy of the activity sheet on Tuesday each week, beginning November 13, as a reminder to watch that night's episode on HISTORY at 9PM/8C. The next day, have students compare notes on the keys they recognized and discuss how each one helped shape the course of human history.

You might also keep a class guide of keys featured in the miniseries, organizing them by type — for example, natural forces and resources, tools and techniques, social patterns and interactions, individual initiative and innovation, etc. At the end of the miniseries, look back at this catalog to discuss the balance between these factors. To what extent are we as a species shaped by our environment? To what extent has humanity shaped a new way of life on Earth?

The activity sheet also includes space for students to reflect each week on how keys that played a crucial role in past centuries still play an important role in our lives today. Use this part of the activity to help students explore our connections to the past, including connections to cultures and civilizations that might seem far removed from us by distance or time.

ACTIVITY THREE

MEET THE INNOVATORS

This activity is designed for use at the conclusion of **Mankind The Story of All of Us**, providing an opportunity for students to look back at the impact of individual innovators throughout human history. The activity sheet spotlights six individuals who speak for themselves in the series, asking students to identify the type of innovation each contributed to human development. As you review the answers, ask students to recall the story of each individual from the miniseries and how their achievements linked with the broader historical forces at work during their era.

Conclude this activity by having students nominate an innovator who might appear in the next chapter of **Mankind The Story of All of Us**. Provide time for students to research their nominees, then schedule time for class presentations in which students "campaign" for their choices and take a vote to determine their candidate for a place in history.

Answers: 1-f; 2-b; 3-d; 4-e; 5-a; 6-c.

ONLINE RESOURCES

HISTORY: www.history.com/classroom, www.history.com
UNESCO World Heritage Centre: <http://whc.unesco.org>
U.S. Commission for UNESCO: www.state.gov/p/iao/unesco/



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MANKIND CONNECTED

The story of human life covers millions of years and reaches into every continent across the globe. Beginning on November 13, 2012, that story will unfold in **Mankind The Story of All of Us**, a 12-part miniseries presented by HISTORY®. It is a story of innovation and adaptation, tracing human development through the tools we have created over the centuries to shape a new way of life on this planet that has made us the dominant species on Earth.

To help launch this epic learning adventure, HISTORY is inviting young people around the world to participate in a history-making online event, **MANKIND CONNECTED: A Global Teach-In**, on November 8 at 12PM EST/9AM PST. This live webcast, streaming from www.history.com/classroom, will explore some of the historic sites featured in the miniseries that have been recognized as World Heritage Sites by UNESCO—the United Nations Educational, Scientific, and Cultural Organization. You can preview some of these sites on the world map that accompanies this study guide, and can download additional study materials for the webcast at www.history.com/classroom.

PART 1: MAPPING WORLD HERITAGE

As you will learn, UNESCO World Heritage sites represent milestones along the path of human history. Find out how well you know that path and world geography by matching the World Heritage sites listed below with their proper locations. Then, look for these sites as you watch **Mankind The Story of All of Us**. Did you know there are 21 World Heritage sites in the United States? Learn about them by visiting <http://whc.unesco.org>.

1. Cordoba - Once a capital of Muslim rule in Europe.
2. Great Rift Valley - Home of an enormous lake system where early humans thrived.
3. The Great Wall - Built to defend one of history's most powerful empires.
4. Lascaux Caves - Long-lost gallery of prehistoric paintings.
5. Machu Picchu - Sky palace built for the founder of the Incan empire.
6. The Parthenon - Emblem of democracy.
7. Tenochtitlan ruins - Capital of the Aztec empire.
8. Timbuktu - Trade center on the edge of the Sahara desert.
9. Megiddo - Site of the battle known today as "Armageddon".
10. Potosi - Source of a major silver supply to the Spanish empire.
11. Great Barrier Reef - A collection of some of the world's largest coral reefs.
12. Rapa Nui National Park - Site of Polynesian stone figures known as moai.

LOCATIONS OF WORLD HERITAGE SITES

- a. _____ Australia
- b. _____ Bolivia
- c. _____ China
- d. _____ Easter Island
- e. _____ France
- f. _____ Greece
- g. _____ Israel
- h. _____ Kenya
- i. _____ Mali
- j. _____ Mexico
- k. _____ Peru
- l. _____ Spain

PART 2: SITES FOR OUR TIMES

There are 962 UNESCO World Heritage Sites around the world, and you can explore them all at <http://whc.unesco.org/en/list>. So far, however, there are only a few sites that represent our contemporary time period. What site would you add to the list as a milestone of human history over the past 100 years? Use this space to nominate a site and gather some facts about its cultural importance. Then compare ideas in a class discussion.

Site: _____

Its story: _____



Parthenon



Machu Picchu



KEYS TO HISTORY

Mankind The Story of All of Us traces human history in a unique way, focusing on transformational moments when we have created or discovered the keys to our survival and success as a species. Sometimes these keys are natural resources, like iron and silk, that have changed the course of civilizations. Sometimes the key has been an idea, like democracy, or an invention, like the compass, or a type of social interaction, like trade and warfare. In every case, however, these keys have become the tools of human ingenuity, opening the way toward new opportunities.

As you watch **Mankind The Story of All of Us** over the next six weeks, use a fresh copy of this activity sheet each week to take notes on the keys revealed in each episode of the miniseries. Then use the space provided at the bottom of the sheet to reflect on how one of the keys that shaped our past still shapes our lives today. Use your notes to discuss each week's episode with your classmates.



Lascaux

A Viewer's Guide to Mankind The Story of All of Us

Episode: _____ Part 1: _____

Keys	Impact on Human History

Part 2: _____

Keys	Impact on Human History

Choose one key from tonight's episode and explain how its impact is still felt today.



MEET THE INNOVATORS

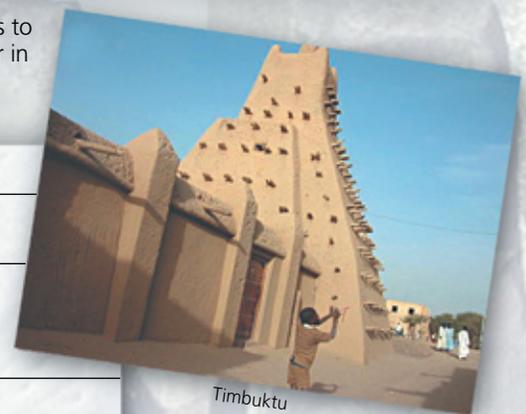
Throughout **Mankind The Story of All of Us**, we are introduced to individuals who turned the keys that unlocked our future or forged the keys themselves with daring, determination, and genius. Some of these innovators are listed in the chart below, along with statements they made that are quoted in the miniseries. After you have watched **Mankind The Story of All of Us**, test your memory by matching each innovator to the type of innovation that he or she contributed to human history.

Types of Innovations: a. Communications b. Exploration c. Medicine d. Navigation e. Science f. Trade

Innovator	Statement	Type of Innovation
1. Imdi Ilum (2000 BCE)	[Amur] needs to learn to do what he's told. He needs to become a man.	
2. Ahmad Ibn Fadlan (10th Century CE)	I have seen the Rus as they came on their merchant journeys and encamped by the Itil. I have never seen more perfect physical specimens, tall as date palms, blond and ruddy; ...the men wear a garment which covers one side of the body and leaves a hand free.	
3. James Cook (18th Century CE)	I had ambition not only to go farther than anyone had been before, but as far as it was possible for man to go...	
4. Benjamin Franklin (18th Century CE)	Surely the Thunder of Heaven is no more supernatural than the Rain, Hail, or Sunshine of Heaven.	
5. Alice Harris (20th Century CE)		
6. Alexander Fleming (20th Century CE)	I was consumed by a desire to discover, after all this struggling, something which will kill those microbes.	

Now think about innovators in our own times. Who are some individuals who have held the keys to human history over the past 50 years? Choose one innovator whom you would expect to appear in the next chapter of **Mankind The Story of All of Us**, and use the chart below to profile his or her impact on human life.

Innovator:	Dates:
Key:	
Accomplishment:	
Impact on history:	



Timbuktu



MANKIND

THE STORY OF ALL OF US™

UNESCO (the United Nations Educational, Scientific and Cultural Organization) works with countries around the world to identify and protect cultural and natural places that merit recognition as part of the common heritage for humankind. HISTORY® is proud to join the effort to raise awareness about the importance of World Heritage sites across the globe. All of these sites are important to preserve as part of our shared human story.



GRANADA: One of the Alhambra's many courtyards. ©UNESCO/Francoise Bandiere



LASCAUX: Wall Paintings from Vézère Valley. ©UNESCO/Jusaid Sarah-Wali



AVIGNON: Avignon as seen from the Mediterranean Sea. ©Viviane Angles



VENICE: Il Redentore as seen from the sea. ©UNESCO/Jusaid Sarah-Wali



ROME: The Colosseum, part of the Roman Forum. ©UNESCO/F. Bandiere



ATHENS: The Parthenon, part of the Greek Acropolis. ©UNESCO/Francoise Bandiere

World Heritage sites are inscribed on the World Heritage List on the basis that they offer a significant contribution to the cultural and natural heritage of the world. Their outstanding universal value is considered to go beyond national boundaries and to be of importance for future generations.

As of 2012, there are 962 World Heritage sites, with new sites added to the list each year. One hundred eighty nine parties have ratified the World Heritage Convention, pledging to preserve and protect World Heritage sites on their territory. There are three main categories of World Heritage sites: Cultural, Natural, and Mixed. **Cultural heritage** refers to monuments, buildings, and

sites with historical, aesthetic, archeological, scientific, ethnological, or anthropological value. **Natural heritage** refers to outstanding physical, biological, or geological features and includes habitats of threatened species, as well as areas with scientific, environmental, or aesthetic value. **Mixed sites** have both cultural and natural values.

The World Heritage Cities Programme seeks to protect living and historic city centers and their cultural and architectural heritage from threats such as uncontrolled development and inappropriate construction.

The World Heritage and Sustainable Tourism Programme helps visitors discover World Heritage sites while encouraging respect of the environment and local culture and enhancing community livelihoods.

The World Heritage Marine Programme helps countries nominate marine sites and manage them effectively to ensure that they will thrive for future generations.

Learn more at **MANKIND CONNECTED: A Global Teach-In**, streaming live at www.history.com/classroom on Thursday, November 8, 12PM EST.

This map highlights World Heritage sites featured in HISTORY's 12-part series **Mankind The Story of All of Us™**. To learn more about the series, visit us online at <http://www.history.com/mankind>.

Visit <http://whc.unesco.org> to see a full list of UNESCO World Heritage sites, and learn more about these important places.

To learn more about World Heritage sites in the United States visit <http://www.nps.gov/oia/topics/worldheritage/worldheritage.htm>



The World Heritage emblem symbolizes the interdependence of the world's natural and cultural diversity. The central square represents the achievements of human skill and inspiration, and the circle celebrates the gifts of nature. The emblem is round, like the world, a symbol of global protection for the heritage of all humankind.

UNESCO seeks to encourage the identification, protection and preservation of cultural and natural heritage around the world considered to be of outstanding value to humanity. This is embodied in an international treaty called the Convention Concerning the Protection of the World Cultural and Natural Heritage, adopted by UNESCO in 1972.

UNESCO World Heritage Site Selection Criteria:

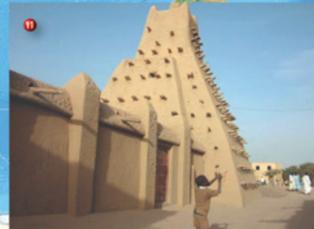
- I. Represent a masterpiece of human creative genius;
- II. Exhibit an important interchange of human values, over a span of time or within a cultural area of the world, on developments in architecture or technology, monumental arts, town-planning or landscape design;
- III. Bear a unique or at least exceptional testimony to a cultural tradition or to a civilization which is living or which has disappeared;
- IV. Be an outstanding example of a type of building, architectural or technological ensemble or landscape which illustrates (a) significant stages in human history;
- V. Be an outstanding example of a traditional human settlement, land-use, or sea-use which is representative of a culture (or cultures), or human interaction with the environment especially when it has become vulnerable under the impact of irreversible change;
- VI. Be directly or tangibly associated with events or living traditions, with ideas, or with beliefs, with artistic and literary works of outstanding universal significance;
- VII. Contain superlative natural phenomena or areas of exceptional natural beauty and aesthetic importance;
- VIII. Be outstanding examples representing major stages of earth's history, including the record of life, significant on-going geological processes in the development of landforms, or significant geomorphic or physiographic features;
- IX. Be outstanding examples representing significant on-going ecological and biological processes in the evolution and development of terrestrial, fresh water, coastal and marine ecosystems and communities of plants and animals;
- X. Contain the most important and significant natural habitats for in-situ conservation of biological diversity, including those containing threatened species of outstanding universal value from the point of view of science or conservation.



JERUSALEM: Dome of the Rock in Jerusalem. ©UNESCO/Francoise Bandiere



THE GREAT PYRAMID: Great Sphinx of Giza with the Great Pyramid seen in the background. ©Aure-Anne de Coninck



TIMBUKTU: Djingareyber Mosque. ©UNESCO/Elouandou Anoume, Lazare



LALIBELA: The Rock-Hewn churches of Lalibela. ©UNESCO/Francoise Bandiere



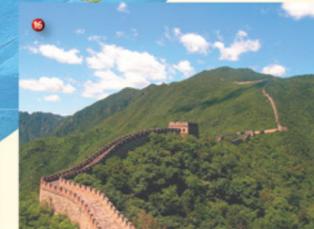
KILWA: Kilwa Kisiwani, Tanzania. ©UNESCO/Ron Van Oers



GREAT ZIMBABWE: Ruins of Great Zimbabwe. ©Graziela Gonzalez Briggs



MACHU PICCHU: Above view of Machu Picchu. ©UNESCO/Francoise Bandiere



THE GREAT WALL: A stretch of the Great Wall of China. ©UNESCO/Francoise Bandiere

WATCH **MANKIND THE STORY OF ALL OF US™** EVERY TUESDAY AT 9PM/8C ON HISTORY® BEGINNING NOVEMBER 13, 2012.