



NATIONAL  
GEOGRAPHIC

**FLORIDA**

**WORLD  
HISTORY**  
ANCIENT CIVILIZATIONS

# FIELD JOURNAL

WHY STUDY HISTORY?



# FIELD JOURNAL

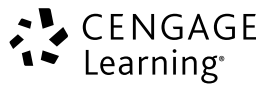
WHY STUDY HISTORY?

Detail of Chinese dragon  
wall in the Forbidden  
City, Beijing, China

#### USING THE INTERNET WITH THIS FIELD JOURNAL

Occasionally in this Field Journal, there are suggestions that you could go online to do some basic research. If you do, please follow these common-sense guidelines:

- ALWAYS seek the permission of your teacher or parent before going online.
- NEVER enter personal information on the Internet.
- ALWAYS follow school-approved procedures for using the Internet.



## Acknowledgments

Grateful acknowledgment is given to the authors, artists, photographers, museums, publishers, and agents for permission to reprint copyrighted material. Every effort has been made to secure the appropriate permission. If any omissions have been made or if corrections are required, please contact the Publisher.

## Photographic Credits

Cover ©Neale Clark/Robert Harding World Imagery/Alamy.  
i ©Wynne Brewer/National Geographic Learning. iii (tl, bl, br) ©Fred Hiebert. iv (tl, tr, bl, bc, br) ©Fred Hiebert. v (t, br, bl) ©Fred Hiebert. vi (t, bl, br) ©Fred Hiebert. vii (tl) ©Fred Hiebert. (b) ©Kenneth Garrett. ix (t) ©Kenneth Garrett/Danita Delimont/Alamy. x–xi (tc) ©Peter Hiebert. (c) ©Marcie Goodale/National Geographic Learning. (bc) ©Fred Hiebert.

Unless noted otherwise, all maps are created by Mapping Specialists.

Copyright © 2017 National Geographic Learning, a part of Cengage Learning

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced or distributed in any form or by any means, except as permitted by U.S. copyright law, without the prior written permission of the copyright owner.

“National Geographic,” “National Geographic Society” and the Yellow Border Design are registered trademarks of the National Geographic Society ® Marcas Registradas

For product information and technology assistance, contact us at Customer & Sales Support, 888-915-3276

For permission to use material from this text or product, submit all requests online at [www.cengage.com/permissions](http://www.cengage.com/permissions)

Further permissions questions can be emailed to [permissionrequest@cengage.com](mailto:permissionrequest@cengage.com)

### National Geographic Learning | Cengage Learning

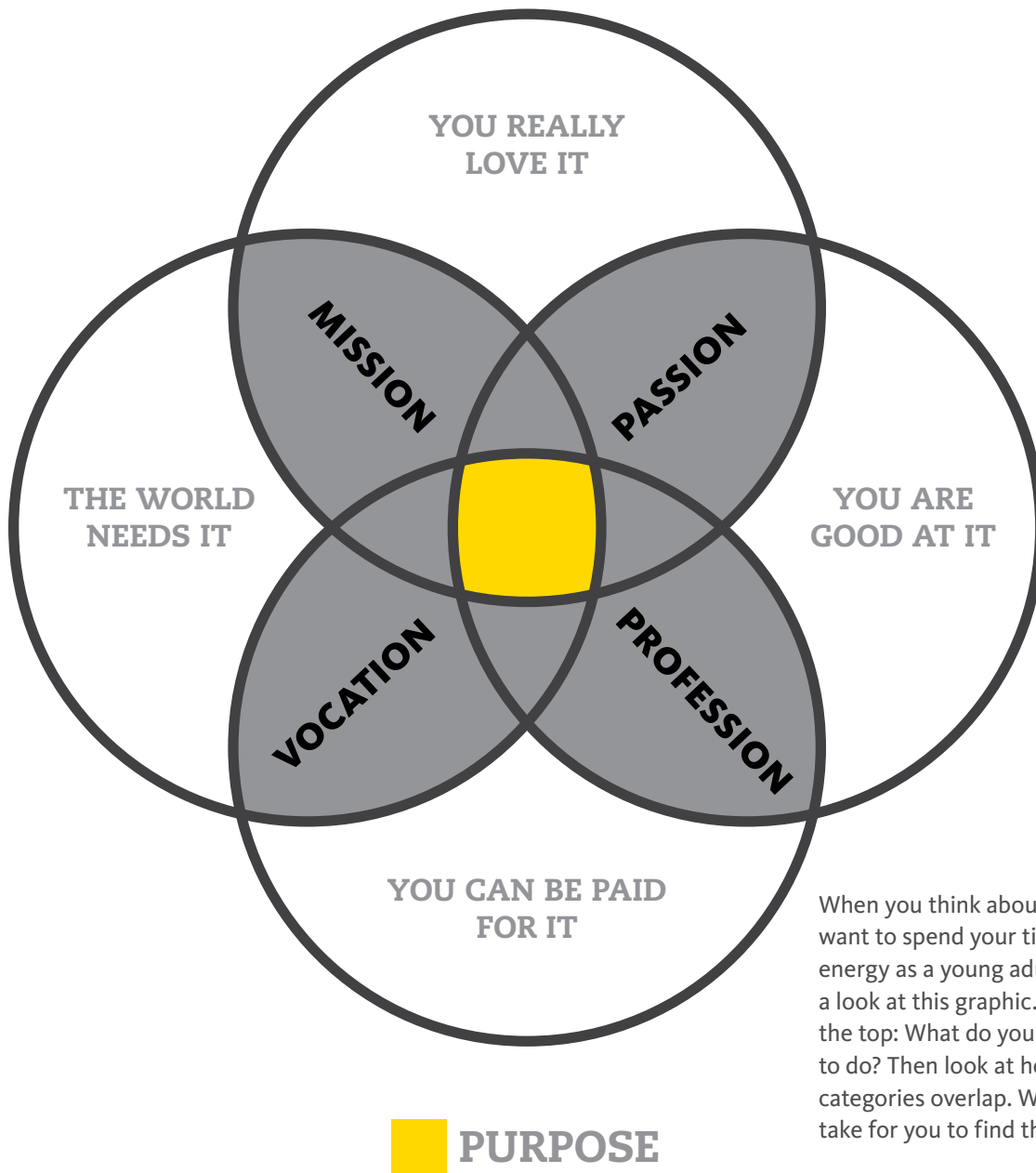
1 N. State Street, Suite 900  
Chicago, IL 60602

Cengage Learning is a leading provider of customized learning solutions with office locations around the globe, including Singapore, the United Kingdom, Australia, Mexico, Brazil, and Japan. Locate your local office at [www.cengage.com/global](http://www.cengage.com/global).

Visit National Geographic Learning online at [NGL.Cengage.com](http://NGL.Cengage.com)

Visit our corporate website at [www.cengage.com](http://www.cengage.com)

World History is an important subject to study. It may sound dusty and boring, but it is a record of how we humans have lived on Earth for the past centuries—what we’ve done well and what we could have done better. And despite the painful conflicts you’ll read about, history still captures the most beautiful objects, the most heartfelt moments, and the bravest of actions that humans have to offer. You need to know about them because, believe it or not, you too will have your chance to make a difference, to say words and make decisions that will not only determine how you live your own life but impact those around you. Count on it.



When you think about how you want to spend your time and energy as a young adult, take a look at this graphic. Start at the top: What do you really love to do? Then look at how the categories overlap. What will it take for you to find that center?







**IDENTITY** “The basis of civilization is identity—who we are and what we stand for.”

Summarize what you wrote about identity on the previous page in a few bullet points below.

**Write About It: What I wrote about identity and what it means to me:**

- 
- 
- 
- 
- 

**How my ideas on identity change as I study world history:**

| <b>Unit—Questions to Think About</b>  | <b>My notes</b> |
|---|-----------------|
| <p><b>1 Origins of Cultures and Civilizations</b></p> <ul style="list-style-type: none"> <li>• How were the early villages described in Chapter 2, Section 1 similar to each other?</li> <li>• What differences among them could be seen as signs of differing identities?</li> </ul> |                 |
| <p><b>2 Early Civilizations</b></p> <ul style="list-style-type: none"> <li>• How important was writing in each of the civilizations in this unit?</li> <li>• What can you infer about the civilization’s identity from its writing?</li> </ul>  |                 |



**3 Greek Civilization**

- If you were to use one word each to describe the identity of Athens and Sparta, what would those words be?
- How would you describe the identity of Alexander the Great?

**4 The World of the Romans**

- How might the identities of the rich and poor in Roman society differ?
- What did Roman art express about the Roman identity?

**5 American and Asian Civilizations**

- How would you describe the identity of Chinese culture based on its architecture and art?
- If you were to list 5 words to describe the identities of Mesoamericans and South and North Americans, what would they be?

Click on the icon next to **“Meet Fred Hiebert”** in your eEdition for World History, and read about how he became interested in archaeology, why he loves it, and his work today in the field and at National Geographic. Then use the questions below to reflect on his story, which is as much about you and how you approach your life as it is about Fred Hiebert.

**Key Questions:** How does one plan for the future? And what do you do when things don’t necessarily work out the way you first planned?

1. How would you describe Fred’s path to archaeology?

**Think about:**

- what he originally set out to do by going to Paris
- the surprise he found when he approached the art studios
- how his direction changed because of his experiences in Paris

---

---

2. How do you think it would have felt to arrive in Paris, alone, that first day? Is that an experience you would find exciting or a little scary?

---

---

3. Looking at Fred’s experiences just out of high school, what do you think that might suggest about exploring your interests and planning for your own future?

---

---

4. Why do you think the writers and editors of this World History program wanted to share Fred’s story with you?

---

---

5. Write a sentence that connects Fred Hiebert’s experiences as a young man discovering archaeology with the concepts of identity and global citizenship that you’ve read about.

**Key Takeaway:** What is the most important thing you want to remember from this story of one person’s discovery of his life’s work?

---

---

---

---

**Key Questions:** Why does Fred Hiebert believe archaeology is important? What does he hope his work as an archaeologist will accomplish?

6. What does Fred Hiebert mean when he says, “We must become stewards of the past”?

---

---

7. Based on everything you’ve learned about archaeology, what is the “human record” and why is it in danger?

---

---

---

8. Fred tells the story of finding a 700-year-old key under the doormat of a house near the Red Sea in Egypt. Imagine that you were part of the team making that discovery and write a few sentences describing what it might have been like.

---

---

---

---

---

9. Why do you think Fred Hiebert says it’s important to do something you love, rather than just work at a job?

---

---

---

---

**Key Takeaway:** How do you want your own “story” to read some day? Make some notes about the experiences you would hope to include; the people you might expect to be part of your story; and what you think your accomplishments might be. Remember, this is just for you—*your* ideas and *your* plans, for you to change and update as you’d like.

---

---

---

---

---

**A. Before you read:** Flip through the chapters in this unit. Skim the text and glance at the maps, illustrations, and photographs. Enter information that you know or recognize, such as terms, regions, and images, in the “I KNOW” column.

**While you read:** Think about what you wrote in the “I WANT TO KNOW” column and seek out this information as you read.

**After you read:** Record important take-aways in the “I LEARNED” column of the chart. Answer your own questions.

| I Know | I Want to Know | I Learned |
|--------|----------------|-----------|
|        |                |           |
|        |                |           |
|        |                |           |
|        |                |           |
|        |                |           |
|        |                |           |

**B. My Favorite Topic** After reading Unit 1, revisit the chapters to select the topic that you find most interesting. Using the space below, write a journal entry that addresses each of the following questions:

1. What is the topic that I found most interesting in this unit?

---

2. How or why does this topic interest or appeal to me?

---

3. How would I explain this topic to someone who knows nothing about it?

---

4. How could I learn more about this topic?

---

**Global Citizenship** How does this topic relate to my life, family, community, and identity as a global citizen?

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**HISTORY THROUGH OBJECTS: New Technology** The tools that early cultures developed reveal what was most important to them. Look at the tools shown in History Through Objects: New Technology in Unit 1. Then record your thoughts on the questions below.

**1.** Based on the tools shown, what activities seemed to occupy much of the time of these early cultures? Why do you think this was the case?

---

---

**2.** This feature is entitled “New Technology.” Think about how these objects compare to what you consider new technology today. How might the urge that produces new technologies be similar across time and location?

---

---

---

**3.** Use a print or online dictionary to find out the meaning of the word *innovation*. Then think of an example of a new product that you would describe as innovative, and explain why.

---

---

---

**NATIONAL GEOGRAPHIC EXPLORER: Jeffrey Rose** You’ve just met Nat Geo Explorer Jeffrey Rose, who tracks human migration out of Africa and Arabia. Let’s see what you think.

**4.** How does Dr. Rose’s work contribute to what we know of the human record?

---

---

**5. Turn and Talk** Write a letter to Jeffrey Rose explaining why you would want to do the kind of work he does—or why not. Come up with a key question you’d like to ask him about his work.

---

---

---

---

---

**A. Before you read:** Flip through the chapters in this unit. Skim the text and glance at the maps, illustrations, and photographs. Enter information that you know or recognize, such as terms, regions, and images, in the “I KNOW” column.

**While you read:** Think about what you wrote in the “I WANT TO KNOW” column and seek out this information as you read.

**After you read:** Record important take-aways in the “I LEARNED” column of the chart. Answer your own questions.

| I Know | I Want to Know | I Learned |
|--------|----------------|-----------|
|        |                |           |
|        |                |           |
|        |                |           |
|        |                |           |
|        |                |           |
|        |                |           |

**FIELD JOURNAL** **UNIT 2** **EARLY CIVILIZATIONS**



**B. My Favorite Topic** After reading Unit 2, revisit the chapters to select the topic that you find most interesting. Using the space below, write a journal entry that addresses each of the following questions:

1. What is the topic that I found most interesting in this unit?

---

2. How or why does this topic interest or appeal to me?

---

3. How would I explain this topic to someone who knows nothing about it?

---

4. How could I learn more about this topic?

---

**Global Citizenship** How does this topic relate to my life, family, community, and identity as a global citizen?

---

---

---

---

---

---

---

---

---

---

---

---

---

---



**HISTORY THROUGH OBJECTS: Tut's Treasures** Imagine you are in charge of an exhibition of Egyptian artifacts that includes the treasures of King Tut shown on pages 110–111 and record your responses to the questions below.

1. The person who chooses and arranges the objects on display in an exhibition is called a **curator**. Looking at the artifacts shown in this feature, what do you think might be your most important goal as curator?

---



---

2. Use your text or a dictionary to define the term **artifact**. Write the definition here. Then write a sentence in which you use both **curator** and **artifact**.

---



---

3. Pick the artifact that you find most interesting or beautiful and explain why.

---



---

**HISTORY THROUGH OBJECTS: Goods from the Silk Roads** You tether your camel to a post near the market and start to unpack the objects shown on pages 188–189. Your long journey should be worth it—it's your job to sell these trade goods to the highest bidders. Look closely at the objects shown in this feature and record your responses to the questions below.

1. **Silk** How would you go about selling the piece of silk fabric shown in this feature? Write your sales pitch, and be sure to draw on the information provided in the caption.

---



---

2. **Hand-Woven Rugs** Explain how the rug shown could be connected to the idea of identity. (Hint: Use the information in the caption at the lower end of the rug.)

---



---

3. **Spices** Pick one of the spices identified in the caption and go online to find a modern-day recipe that uses that spice. What conclusions can you draw from the fact that spices traded along the Silk Roads are still in use in modern kitchens today?

---



---

**NATIONAL GEOGRAPHIC EXPLORER: Sarah Parcak** High-tech equipment is second nature to archaeologist Sarah Parcak. She uses archaeological drones—unmanned aerial vehicles—to photograph sites in Egypt where illegal excavations are taking place.

1. What aspects of being an archaeologist do you think you might find appealing? What aspects might not be appealing for you?

---



---

2. **Preserving Cultural Heritage** Dr. Parcak is sometimes called a “culture hero” because of her work in trying to expose and prevent the looting of heritage sites in Egypt. On the lines provided, explain in your own words what being a culture hero might entail, drawing on what you have read about Sarah Parcak’s work.

---



---

**NATIONAL GEOGRAPHIC EXPLORER: Beverly Goodman** Geoarchaeologist Beverly Goodman knows that coastlines are among the “most dynamic” natural environments on Earth. Her work in Caesarea, Israel, has revealed the impact of a long-ago tsunami—giant wave—on a harbor that Herod the Great, King of Judea, built. Her hope is to help people living on coasts to anticipate tsunamis in the future.

3. Knowing that “geo” means “connected to the earth,” what do you think Beverly Goodman’s title of “geoarchaeologist” means? How do you think her work might differ from that of Sarah Parcak?

---



---

4. How has Goodman’s underwater exploration provided clues about historical events in ancient Israel?

---



---

**NATIONAL GEOGRAPHIC ARCHAEOLOGY FELLOW: Fred Hiebert** Dr. Fredrik Hiebert has excavated archaeological sites along the Silk Roads in Central Asia. He currently spends part of his time at National Geographic helping identify stolen artifacts for sale illegally on the global market. His goal is to return those artifacts to their countries of origin.

5. Based on the lesson on pages 190-191 in your text, what does early trade along the Silk Roads reveal about the cultures involved?

---



---

6. Why does Fred Hiebert say “We don’t actually search for treasure. We search for knowledge— that’s our real gold.”

---



---

**A. Read Why Study History?** pages 198–199 and use the exercises below to think about what you learned in Units 1 and 2.

**1. Building Blocks** Based on what you read in the first two units, what would you say make up the building blocks of all civilizations?

---

**2. Instant Debate** Over the course of the time period described in Units 1 and 2, your text says that humans moved “from individuals struggling to survive to groups creating a life together.” Form a group with 3 other classmates and stage a quick debate on this topic: Humans are basically social creatures who are happiest when living in groups. Take notes here on the arguments posed for and against this statement.

---

---

---

**3. Qualities of Global Citizens** Explain how the quality of empathy for others might play a part in a successful or happy society.

---

---

**4. Exploring Identity** What aspects of identity might we 21st century humans have in common with the early civilizations you read about?

---

---

Do you think you’ll feel like you have more in common with people in the distant future than you do with people in the distant past? There’s no right or wrong answer here—just your opinion.

---

---

---

**5. A Day in the Life** Write a to-do list for someone your age living in ancient Mesopotamia. How do you think that person spends his or her day?

---

---

---

**B. Exploring Identity** Take a minute to go back to the identity chart at the beginning of this Online Field Journal. Fill in any comments related to identity or how your ideas on identity may have changed during your reading of Units 1 and 2.

**C. Key Takeaways, Units 1 and 2: Make a Chart** You're going to see the Key Takeaways concept repeated as you work your way through this program. These are the important ideas that you should start to remember for each unit and actually recognize as they continue to come up in later reading. Try this strategy to help you keep these ideas in mind.

Make a chart that has space for 5 unit titles to run down the left side of the page. Across the top set up 6 categories based on the topics in the yellow heads under "Key Takeaways"—for example, Patterns in History, Government, and so forth. For Units 1 and 2, list a few specific details under each category. These details should show how the bulleted items in each category relate specifically to material in the unit.

|               | <i>Patterns in History</i> | <i>Government</i> | <i>Movement of People and Ideas</i> | <i>Trade</i> | <i>Artistic Expression</i> | <i>Technology Innovation</i> |
|---------------|----------------------------|-------------------|-------------------------------------|--------------|----------------------------|------------------------------|
| <i>Unit 1</i> |                            |                   |                                     |              |                            |                              |
| <i>Unit 2</i> |                            |                   |                                     |              |                            |                              |
| <i>Unit 3</i> |                            |                   |                                     |              |                            |                              |

**D. Preview Units 3–5: Ask Questions** Look at the photos for Units 3–5 along the bottom of the page, and read the annotations that explain what each unit is about. For each unit pose a question that you might have related to the topic provided based on the photo and annotation. Read to see if you find the answer.

**Unit 3 Greek Civilization** \_\_\_\_\_

(Ask a question related to the **enduring contributions** of Greek civilizations.)

**Unit 4 The World of the Romans** \_\_\_\_\_

(Ask a question about what **archaeology** has revealed about ancient Rome.)

**Unit 5 American and Asian Civilizations** \_\_\_\_\_

(Ask a question about the American and Asian civilizations that relates to the **human record**.)

**A. Before you read:** Flip through the chapters in this unit. Skim the text and glance at the maps, illustrations, and photographs. Enter information that you know or recognize, such as terms, regions, and images, in the “I KNOW” column.

**While you read:** Think about what you wrote in the “I WANT TO KNOW” column and seek out this information as you read.

**After you read:** Record important take-aways in the “I LEARNED” column of the chart. Answer your own questions.

| I Know | I Want to Know | I Learned |
|--------|----------------|-----------|
|        |                |           |
|        |                |           |
|        |                |           |
|        |                |           |
|        |                |           |
|        |                |           |

**B. My Favorite Topic** After reading Unit 3, revisit the chapters to select the topic that you find most interesting. Using the space below, write a journal entry that addresses each of the following questions:

1. What is the topic that I found most interesting in this unit?

---

2. How or why does this topic interest or appeal to me?

---

3. How would I explain this topic to someone who knows nothing about it?

---

4. How could I learn more about this topic?

---

**Global Citizenship** How does this topic relate to my life, family, community, and identity as a global citizen?

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**DO-IT-YOURSELF: History Through Objects** Since there is no History Through Objects feature in Unit 3, it's your turn to create your own. And it couldn't be an easier region of the world for which to do so than Greece. Use the two chapters in Unit 3 as a resource, and go online for additional information as needed. Then respond to the prompts below.

**1.** Create your own History Through Objects feature by drawing artifacts shown in Unit 3 or by printing out photos of Greek artifacts you find online. Include at least 6 objects and be sure to provide a caption for each object. On the lines below list the artifacts you included.

---

---

---

---

**2.** Give your feature a title. Explain why you chose the title you did on the lines provided.

---

---

**3. Exploring Identity** Based on the objects you included, how would you describe the idea of identity as expressed in Greek art?

---

---

**NATIONAL GEOGRAPHIC EXPLORER: William Parkinson** National Geographic grantee Bill Parkinson conducts excavations in Greece. His main topic of interest is in how small villages grew into big cities.

**4. Interview** Read the Unit 3 introduction about Dr. Parkinson. Imagine you are assigned to interview him for an article for a classroom newsletter. Pose questions you would ask him about his work in Greece.

---

---

---

---

**5. Turn and Talk** Discuss with a partner how Bill Parkinson fits your understanding of what makes a global citizen. Make notes on the lines below. Then come up with 3 traits that you think he must have to be successful at his job and record them here too.

---

---

---

**A. Before you read:** Flip through the chapters in this unit. Skim the text and glance at the maps, illustrations, and photographs. Enter information that you know or recognize, such as terms, regions, and images, in the “I KNOW” column.

**While you read:** Think about what you wrote in the “I WANT TO KNOW” column and seek out this information as you read.

**After you read:** Record important take-aways in the “I LEARNED” column of the chart. Answer your own questions.

| I Know | I Want to Know | I Learned |
|--------|----------------|-----------|
|        |                |           |
|        |                |           |
|        |                |           |
|        |                |           |
|        |                |           |
|        |                |           |



**B. My Favorite Topic** After reading Unit 4, revisit the chapters to select the topic that you find most interesting. Using the space below, write a journal entry that addresses each of the following questions:

1. What is the topic that I found most interesting in this unit?

---

2. How or why does this topic interest or appeal to me?

---

3. How would I explain this topic to someone who knows nothing about it?

---

4. How could I learn more about this topic?

---

**Global Citizenship** How does this topic relate to my life, family, community, and identity as a global citizen?

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**HISTORY THROUGH OBJECTS: Roman Armor** Look closely at the suit of armor, the shield, and the other weapons shown in this feature. Then use the space below to write a brief account of an hour in the life of a soldier who might have worn this armor and used these weapons. Include some of the objects shown in this feature in your description. But don't just focus on weapons and the blood of the battlefield—be sure to include references to the soldier's clothing and supplies as well as his reactions to his experiences.

---

---

---

---

---

---

---

---

---

---

**NATIONAL GEOGRAPHIC EXPLORER: Steven Ellis** The story of Pompeii is both fascinating and tragic. The city continues to reveal much about life in early Rome. Most summers, archaeologist Steven Ellis leads a group of excavators in unearthing those secrets.

**1.** How does Steven Ellis's work contribute to what we know of life in Pompeii? In your own words explain how his work in Pompeii differs from previous excavations.

---

---

**2. Connect to Today** In news accounts find a recent natural disaster such as a volcanic eruption, an earthquake, a tsunami, or an avalanche—there are plenty of them in the news to draw on. Take notes about how that event affected local people and how the international community responded. Make a poster or some other visual display about that event to share with the class.

---

---

---

---

---

**3. Global Citizenship** Describe how someone who considers himself/herself a global citizen might respond at a community level in challenging circumstances like those you describe above.

---

---

---

---

**A. Before you read:** Flip through the chapters in this unit. Skim the text and glance at the maps, illustrations, and photographs. Enter information that you know or recognize, such as terms, regions, and images, in the “I KNOW” column.

**While you read:** Think about what you wrote in the “I WANT TO KNOW” column and seek out this information as you read.

**After you read:** Record important take-aways in the “I LEARNED” column of the chart. Answer your own questions.

| I Know | I Want to Know | I Learned |
|--------|----------------|-----------|
|        |                |           |
|        |                |           |
|        |                |           |
|        |                |           |
|        |                |           |
|        |                |           |

**B. My Favorite Topic** After reading Unit 5, revisit the chapters to select the topic that you find most interesting. Using the space below, write a journal entry that addresses each of the following questions:

1. What is the topic that I found most interesting in this unit?

---

2. How or why does this topic interest or appeal to me?

---

3. How would I explain this topic to someone who knows nothing about it?

---

4. How could I learn more about this topic?

---

**Global Citizenship** How does this topic relate to my life, family, community, and identity as a global citizen?

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**HISTORY THROUGH OBJECTS: Peruvian Gold** Take some time to really examine the artifacts shown in this feature on pages 380–381. Then record your responses to the questions below.

1. Your text asks the question, “What common themes do you notice in the artifacts featured below?” How would you explain what the term “themes” means in that question? And how would you answer the question?

---



---



---

2. **The Lure of Gold** Dr. Fredrik Hiebert, the curator of the exhibition featuring these objects, described gold as the “most special metal.” Why does gold hold such appeal? Pick your favorite of these artifacts and then write a description of it that you could share with someone who hadn’t seen it. Make sure you explain why this object is your favorite and what makes it so special.

---



---



---

3. How do you think crowds would have reacted to see a leader wearing El Tocado, the beautiful headdress featured on this page?

---



---

**NATIONAL GEOGRAPHIC EXPLORER: William Saturno** Bill Saturno and his students have made some amazing discoveries about the Maya in the jungles of Guatemala. Read the lesson on his work again if you need to, then answer the questions below.

4. **Write a letter** Think about the kind of work Dr. Saturno does, and the conditions in which he works. Write a letter to him to find out more about how he handles such difficult work—and what the rewards are.

---



---



---

5. **Exploring Identity** The Maya are a culture at once ancient and modern—descendants of the Maya still exist today. In what way might that affect how a culture views its identity? From the lesson on Bill Saturno, what is one word that you might use to describe the identity of the Maya?

---



---



---

**NATIONAL GEOGRAPHIC EXPLORER: Christine Lee** As a bioarchaeologist, Christine Lee combines both biology and archaeology to study how ancient humans lived.

1. In your own words, explain what bioarchaeology involves.

---

---

---

---

2. Summarize some of Dr. Lee’s findings in Chicago and Mongolia.

---

---

---

---

3. Comment on Dr. Lee’s reaction to the warning that a particular site was “cursed.” She chooses to wait to examine the skeletons until they were brought into the laboratory rather than dig them up. How does that reflect her respect for the cultures she studies? And how does her decision relate to global citizenship?

---

---

---

---

**A. Read Why Study History?** pages 430–431 and use the exercises below to think about what you learned in Units 3–5.

**1. Global Citizenship** Based on the text on page 430, what idea is critical to global citizenship?

---

---

---

**2.** Why might it be helpful to understand the similarities and differences among civilizations? Be sure to use the phrase “enduring contributions” in your response.

---

---

---

**3. Make a Chart** On the lines below, make a simple chart with the four levels of civilization that were established on page 1. List each of the civilizations you’ve studied under the appropriate level on the chart.

---

---

---

**4. A Day in the Life** Write a to-do list for someone your age living in one of the cultures you just studied. How do you think that person spends his or her day?

---

---

---

**B. Exploring Identity** Take a minute to go back to the identity chart at the beginning of this Online Field Journal. Fill in any comments related to identity or how your ideas on identity may have changed during your reading.

**C. Key Takeaways, Units 3–5: Make a Chart** Key Takeaways are the important ideas that you should remember for each unit and recognize as they come up in later reading. Go back to the chart you made for Why Study History pages 198–199. For Units 3–5, list a few specific details under each category. These details should show how the bulleted items in each category relate specifically to material in the unit.

|               | <i>Patterns in History</i> | <i>Government</i> | <i>Movement of People and Ideas</i> | <i>Trade</i> | <i>Artistic Expression</i> | <i>Technology Innovation</i> |
|---------------|----------------------------|-------------------|-------------------------------------|--------------|----------------------------|------------------------------|
| <i>Unit 3</i> |                            |                   |                                     |              |                            |                              |
| <i>Unit 4</i> |                            |                   |                                     |              |                            |                              |
| <i>Unit 5</i> |                            |                   |                                     |              |                            |                              |

#### D. Synthesizing What You've Learned

**1. Empathy** One of the goals of this World History program is to foster empathy for the world's cultures and their important contributions to modern life. First, explain what you think "empathy" means. Then think back over what you've learned in this course, and identify a couple of examples of times when you felt empathy for the people or culture you were reading about. Flip through the book if you need to.

---



---



---



---

**2. Exploring Identity** Now that you've just about finished your study of World History, draw some conclusions about what "identity" means, why it's important, and how you would describe your own identity. There's no right or wrong answer here—just your opinion.

---



---



---



---



---





**RENEWING RELATIONSHIPS: Cuba and the United States** Stories Making History is about bringing history forward to today. At the time this World History program was published, this story about the relaxation of restrictions in Cuba had the potential to become a political game-changer for the Western Hemisphere and the world.

**A. Where the Story Stood in this Article** Review the article one more time and respond to the questions below.

1. What is the subject of the article?

---

2. Why do you think your text would include this article in Stories Making History?

---

3. How did the relaxing of restrictions between Cuba and the United States come about?

---



---

4. What questions do you have for Juan Valdes about his return to Cuba?

---

**5. Make Predictions** Based on this article, what would you expect the next article on Cuba and the United States to reveal about the situation?

---

**B. Where the Story Stands Today** How did this story develop? Go online to find out how the situation between Cuba and the United States has changed since the article in your text was written.

6. What source(s) did you find in order to update this article?

---

7. According to the sources you found, what is the status of the relationship between the United States and Cuba today? How have things changed?

---

**8. Ask Questions** Write 3 questions that you still have about the situation between Cuba and the United States.

---

9. Explain why this is a story you should follow going forward. In your response refer to “global citizenship” and “empathy.”

---



---



---

**SAVING CULTURAL HERITAGE** Some stories you don't have to seek out—they are so shocking or so broadly discussed that you can't miss them. At the time this program was published, destruction of cultural artifacts and monuments in the Middle East was front page news. While the world struggled with what to do, artifacts beloved by the cultures they came from were under attack. And that wasn't the worst of it—because of brutal fighting, millions of refugees were forced to flee their homes in search of safety.

**A. Where the Story Stood in this Article** Review the article one more time and respond to the questions below.

1. What is the subject of the article?

---

2. Why do you think your text would include this article in Stories Making History?

---

3. Explain why cultural heritage is so important to the people of Syria. Use the term “identity” in your response.

---



---

4. What are Salam Al Kuntar and her team doing to help preserve Syria's cultural heritage? In what ways could they be considered global citizens?

---

**5. Make Predictions** Based on this article, what would you expect the next article about the situation in Syria to report?

---

**B. Where the Story Stands Today** How did this story develop? Go online to find out how the situation in Syria and the Middle East has changed since the article in your text was written.

6. What source(s) did you find in order to update this article?

---

7. According to the sources you found, what is the status of ISIS and other terrorist groups in the Middle East today? How have things changed?

---

**8. Ask Questions** Write 3 questions that you still have about the situation in Syria.

---

9. In what way does the field of archaeology contribute to what we know about the destruction of cultural artifacts and how to preserve them?

---



---

**OUR SHARED HISTORY** If some stories in the news hit you over the head, other stories may seem quiet and undramatic. But you might be surprised. At the time this World History program was published, stories about the illegal sale of cultural artifacts on the underground market and their repatriation to their home countries were beginning to gain traction around the world.

**A. Where the Story Stood in this Article** Review the article one more time and respond to the questions below.

1. What is the subject of the article?

---

2. Why do you think your text would include this article in Stories Making History?

---

3. In what way is the human record a nonrenewable resource? In your response be explicit about what the human record is and what a nonrenewable resource is.

---

---

4. Fred Hiebert calls people who protect cultural heritage “culture heroes.” In your own words explain what that might mean. What kinds of actions might a cultural hero take?

---

5. **Make Predictions** Based on this article, what would you expect the next installment of this story to report about preserving cultural heritage and repatriation?

---

**B. Where the Story Stands Today** How did this story develop? Go online to find out how the world is addressing the looting of cultural artifacts and their repatriation today.

6. What source(s) did you find in order to update this article?

---

7. According to the sources you found, what measures are being taken to deal with illegal looting? What objects since those described in the article in your text have been repatriated to their countries of origin?

---

8. **Ask Questions** Write 3 questions that you still have about looting and repatriation.

---

9. Explain why this is a story you should follow going forward. In your response refer to “identity” and “empowerment.”

---

---

**INTO THE OKAVANGO DELTA: A Live-Data Expedition** This story with its geographic focus may not seem like it belongs in a history program. But think about it. What humankind has already done—or not done—to the Okavango Delta in the past will certainly affect its fate in the coming years. At the time this World History program was published, National Geographic was about to embark on a major initiative to survey the Okavango from its source waters to the delta itself. The findings promise to reveal much about the condition of this ecosystem and its prognosis for a healthy future.

**A. Where the Story Stood in this Article** Review the article one more time and respond to the questions below.

1. What is the subject of the article?

---

2. Why do you think your text would include this article in Stories Making History?

---

3. What questions do you have for Steve Boyes and Shah Selbe about their work in the Okavango?

---

---

4. **Make Predictions** Based on this article, what would you expect the next article on the Okavango to reveal about conditions there?

---

---

**B. Where the Story Stands Today** How did this story develop? Go online to find out what National Geographic learned about the Okavango and conditions there since the article in your text was written.

5. What source(s) did you find in order to update this article?

---

6. According to the sources you found, what is the status of the Okavango Delta today? How have things changed?

---

7. **Ask Questions** Write 3 questions that you still have about the situation in the Okavango.

---

---

---

8. Explain why this is a story you should follow going forward.

---

---

**PEACEMAKING THROUGH PHOTOGRAPHY** If Stories Making History is about breaking stories whose conclusion we just don't know, this article about the world's newest nation has to be the newest of the new. Not only is the story of South Sudan not reaching a conclusion, it really has only just started. At the time this World History program was published, this story and the conflict that it reveals were the focus of peaceful forces around the world, including National Geographic.

**A. Where the Story Stood in this Article** Review the article one more time and respond to the questions below.

1. What is the subject of the article?

---

2. Why do you think your text would include this article in Stories Making History?

---

3. What was the purpose of conducting a Photo Camp in South Sudan?

---



---

4. What questions would you ask the National Geographic photographers or the students who participated in the photo camp?

---

5. **Make Predictions** Based on this article, what would you expect the next article on South Sudan or the photo camp to reveal?

---

**B. Where the Story Stands Today** How did this story develop? Go online to find out how the situation in South Sudan has changed since the article in your text was written.

6. What source(s) did you find in order to update this article?

---

7. According to the sources you found, what is the status of the situation in South Sudan today? How have things changed?

---

8. **Ask Questions** Write 3 questions that you still have about the situation in South Sudan or the National Geographic photo camp.

---

9. Explain why this is a story you should follow going forward. In your response refer to "global citizenship" and "empathy."

---



---



---