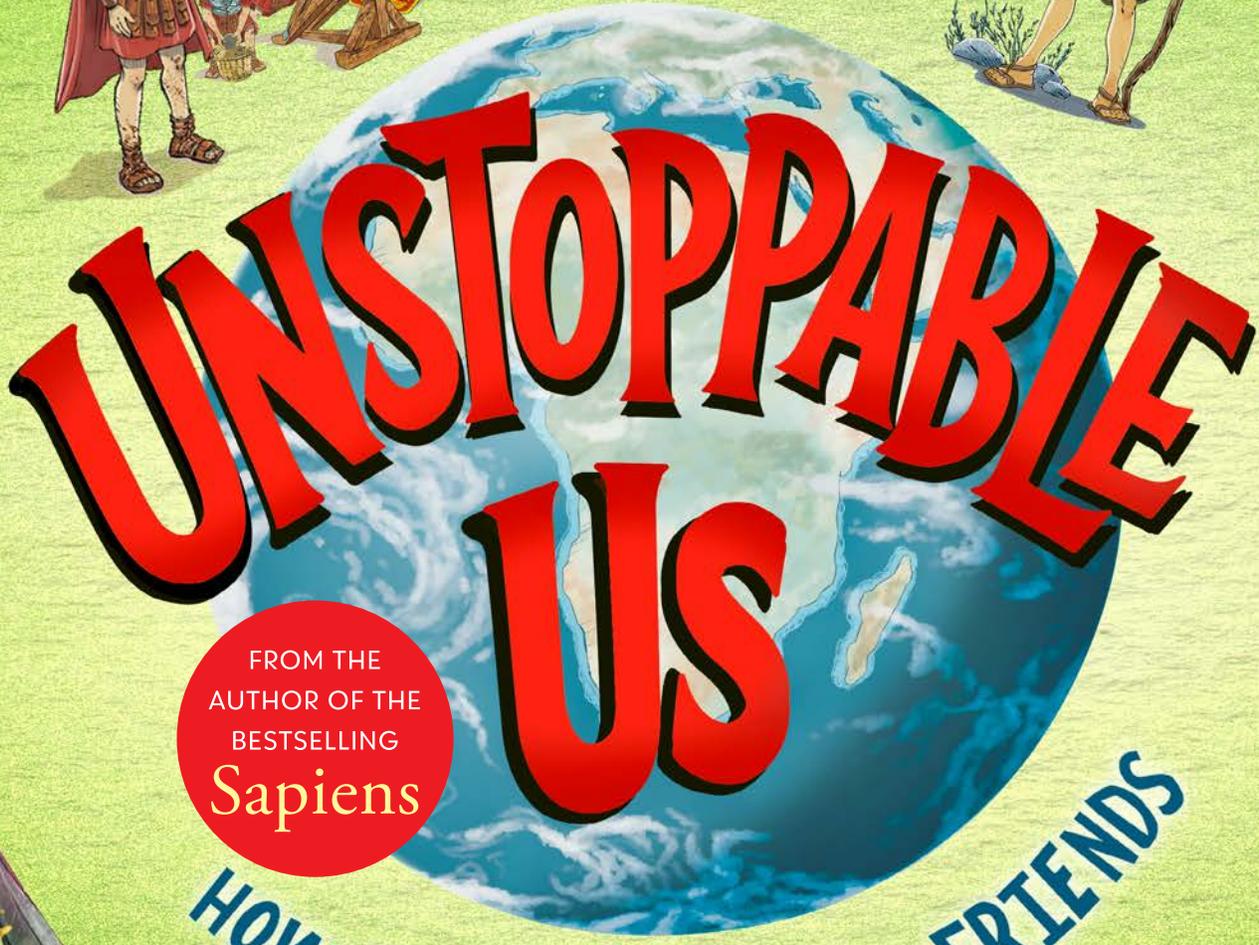


NEW YORK TIMES BESTSELLING AUTHOR

Juval Noah Harari

illustrated by

Ricard Zaplana Ruiz



# UNSTOPPABLE US

FROM THE  
AUTHOR OF THE  
BESTSELLING  
*Sapiens*

HOW ENEMIES BECOME FRIENDS



VOL.  
3



EDUCATORS' GUIDE

[RHCBSchoolLibrarians.com](http://RHCBSchoolLibrarians.com)



## ABOUT THE BOOK

In the third book in the *New York Times* bestselling series from Yuval Noah Harari, explore how different ancient civilizations united and created countries and cultures we have today!

*How do you become friends with your enemies?* The answer to that is one of the strangest tales you'll ever hear. And it's a true story!

Books, movies, and video games are full of stories about wars, battles, and empires, but where did all these conflicts come from? More than 2,000 years ago, humans collaborated, exchanged stories, and married those from different lands. New cities and cultures were formed, and languages and religions were shared. But sometimes our differences become bigger than the things that unite us, turning us from neighbors to enemies.

From exchanging food and traveling across oceans to building empires and developing religions, prepare to explore how early civilizations interacted with each other and shaped the way we are today.

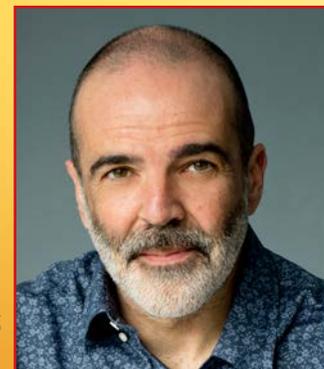
In *Unstoppable Us* volumes 1 and 2, acclaimed author Yuval Noah Harari explored the early history of humankind and how human society flourished. In volume 3, he is back with a captivating story of how cities formed and grew. His dynamic writing is accompanied by a map, timeline, and full-color illustrations, bringing this amazing story of our past to life.



Photograph courtesy of author

## ABOUT THE AUTHOR

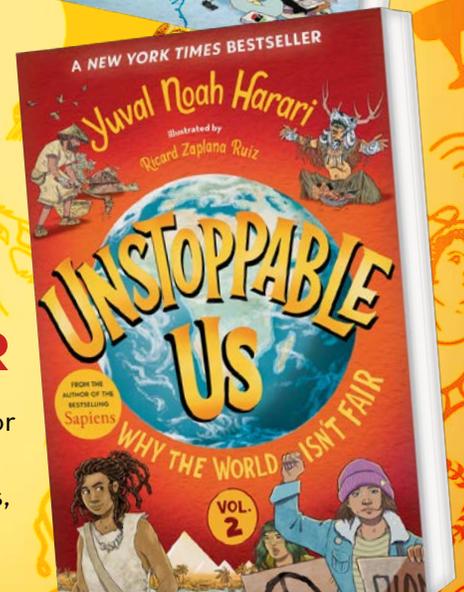
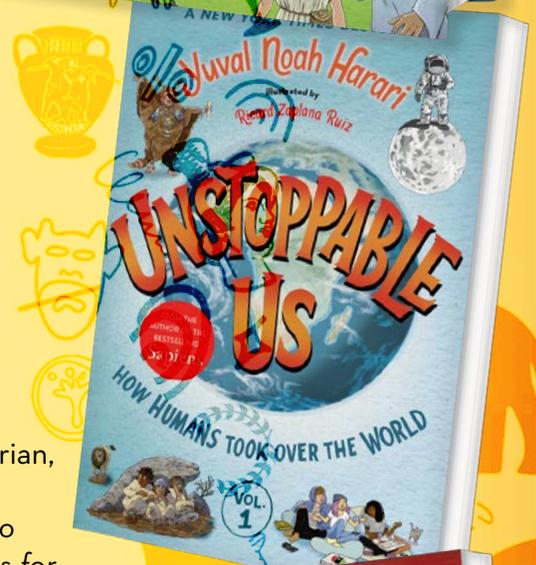
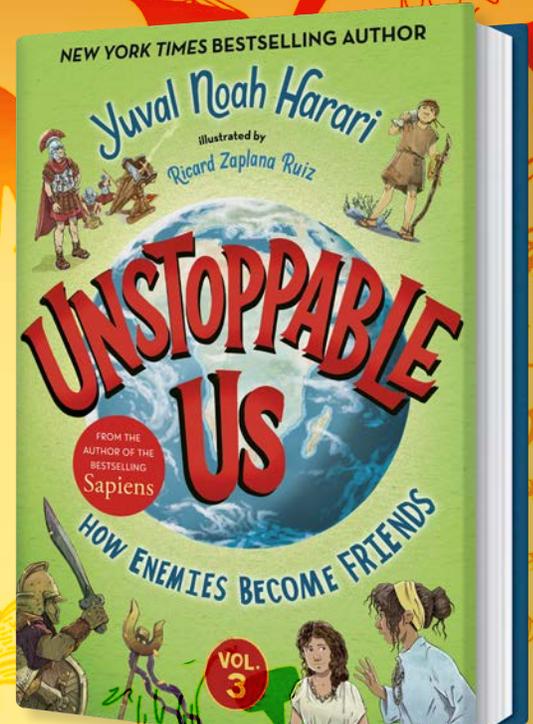
Professor **YUVAL NOAH HARARI** is a historian, a philosopher, and the bestselling author of *Sapiens: A Brief History of Humankind*, *Homo Deus: A Brief History of Tomorrow*, *21 Lessons for the 21st Century*, and *Sapiens: A Graphic History*. His books have sold over 45 million copies in 65 languages, and he is considered one of the world's most influential public intellectuals today.



Photograph © Anna Garcia

## ABOUT THE ILLUSTRATOR

**RICARD ZAPLANA RUIZ** is an artist and illustrator with over twenty years of experience. He has worked as a story artist on animation, commercials, and live-action films. His artwork for children's books has been published worldwide since 2013. He was born and resides in Barcelona, Spain.



Art © 2026 by Ricard Zaplana Ruiz

# PRE-READING ACTIVITIES

## Journal Prompts

- Consider the book cover and title, then skim a few pages. Make predictions about the book. What topics do you think it will address? What questions do you have about the book? What do you hope to learn?
- Where have you heard the term *empire* before? What does the term mean to you, in your own words?
- How familiar are you with the following civilizations: Carthage, Rome, Greece? Rate from 1 (never heard of it) to 5 (I am an expert). Share something you know or a question you have about one of these empires.
- To the best of your knowledge, where did your ancestors come from? What did they bring with them, if they came from somewhere else?
- In real life, “the bad guys sometimes win” (p. 74). When are times that this has happened? What factors helped the bad guys win? Who decides if someone is “bad” or “good”?
- What are challenges facing the scientific field, or problems that science could help us solve?
- What do you think the biggest discovery of all time is? Why? How did this discovery change human life?

## Discussion Questions

- What is history?
- Who decides what stories about the past and present get told? Why?
- What is bias? How can a reader detect it?
- What makes a source credible?
- Why do wars happen? What are they about? Why are wars significant and so often taught in history class?
- How has your day-to-day life benefited from science?
- Preview the Timeline of History at the beginning of the book. What timeline topics do you already know about? What would you like to learn? What questions do you have after reviewing the timeline?



# WHILE READING

## Map Activity

Build context by creating a large world map. Add your own location to the map, then add the following as you read:

- Uruk
- Sardinia
- Tunis
- Ephesus
- Corsica
- Mongol Empire
- Carthage
- Spain
- Karakorum
- Aegina
- Macedonian Empire
- Arabian desert
- Rome
- Jerusalem
- India
- Phoenicia
- Sri Lanka
- Sicily
- Athens



## Timeline Activity

Create your own timeline that includes major moments in history from the book. Add illustrations, where appropriate, to bring it to life!

- Invention of writing in Uruk
- Peloponnesian War
- Founding of Carthage
- Beginning of Roman Empire
- Beginning of Christianity
- Fall of Rome
- Height of Carthaginian Empire
- Spread of Islam in Arabian Peninsula
- Height of Mongol Empire
- Siddhartha and origins of Buddhism

## Discussion Prompts

- “No human can defeat death. Nobody can stop time. Nobody can prevent change.” (pp. 6–7) Do humans try to do these things? Why do you think people attempt these impossible tasks?
- Are we all, as Hanniba’al suggested, “foreigners who once came from another country” (p. 38)? Discuss examples. Can you think of any exceptions?
- “Whenever we move, we become a little different.” (p. 39) Can you relate to this statement? Consider examples from your personal life, including things like changing schools. What changed about you?
- Do you agree with the author’s statement that “most people in the world started accepting that *all* empires are bad” (p. 82)? What are possible pros and cons of empires? Is it ever worth colonizing another society, or being colonized?
- “Life may be like a play, but nobody knows what happens when the curtain comes down.” (p. 100) What does this mean? Is this true? Do you think anyone has answers about what happens after life?
- “But history is complicated. *In the history of Carthage and Rome, for example, it’s difficult to know for sure who was good and who was bad.*” (p. 115) What is another example from history where it’s hard to know who is “good” and “bad”? How do you determine who is right and wrong, good or bad?
- “We like to think we’re descended from the good guys of history. But to some extent, all of us are also descended from the bad guys.” (p. 116) Why do you think Harari says this? What examples can you connect to this statement?
- Why are war stories so commonly told? Why don’t we hear more stories about peace time?
- Why do people fight over religion? What have you heard others say about this topic? What would you ask a military commander or head of state about this?
- What are the different explanations offered for human suffering?
- What is greed? What is one way it makes you suffer? How does it cause others to suffer?
- What are your rules for living, or what prescribed guidelines do you follow? Discuss.

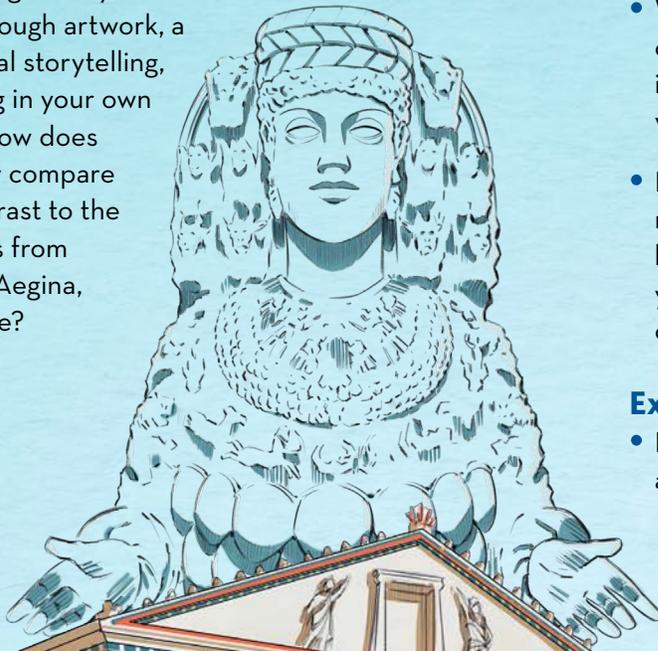
# EXTENSION ACTIVITIES

## Eighth Wonder of the World

Watch "[The 7 Wonders of the World for Kids.](#)" You may want to research an existing wonder of the world that interests you. Then develop your own modern wonder of the world. It should demonstrate the best of current technology and architecture. Draw or build your wonder and write a short description including its name, function, location, and significance.

## Origin Stories Activity

Tell an origin story about a place through artwork, a video, oral storytelling, or writing in your own words. How does this story compare and contrast to the examples from Thebes, Aegina, and Rome?



## Development of Money

- Choose a journal prompt to warm up:
  - ◆ What would we do without money? If people hadn't developed money, how would we get what we need and want?
  - ◆ Reflect on the following quote: "When money hardens people's hearts and makes them greedy, they can do even worse things" (p. 61). What examples can you think of?
- Watch "[How Cryptocurrency Works.](#)" How can you connect cryptocurrency to Harari's claim that "money is made of trust" (p. 56)? What gives cryptocurrency its value?
- Discuss the King Midas legend. Do you agree with the message that people would become miserable if they had the power to turn everything into money? What do you think about the statement "You can't buy friends or love for money" (p. 60)?

## Exploring Ethics

- Explore ethical dilemmas with the following classroom activities:
  - ◆ Choose an area of interest from the [NYU Grossman School of Medicine's bioethics projects list.](#)
  - ◆ The "[Ethics of Generative AI in the Classroom](#)" mini lesson for grades 6-12 from Facing History.

## Research Opportunities

Explore the following topics in your own research. Be sure to review your resources for credibility—were they created by someone with expertise in the topic? Have students share what they learned with a partner or the class, including the long-term impact of your topic. Use the Mini Research Organizer printout in this guide or have students create their own graphic organizer for their findings.

- **Abrahamic faiths:** Judaism, Christianity, Islam
- **Ancient Greek religion and mythology:** Artemis, Hera, Athena, Zeus
- **Roman pantheon:** Jupiter, Mars
- Homer, *The Iliad*, *The Odyssey*
- Peloponnesian War
- **Empires:** Arab, British, Mongol, Spanish, Roman
- Julius and Augustus Caesar
- Mongke Khan, Genghis Khan, Kublai Khan
- Archaeology as a career
- Gladiators
- Military technology advancements
- **Cultural diffusion:** theater, religion, foods, languages, sports
- **Languages:** Phoenician, Latin, Numidian, Greek, Hebrew, Arabic

## Video Supplements

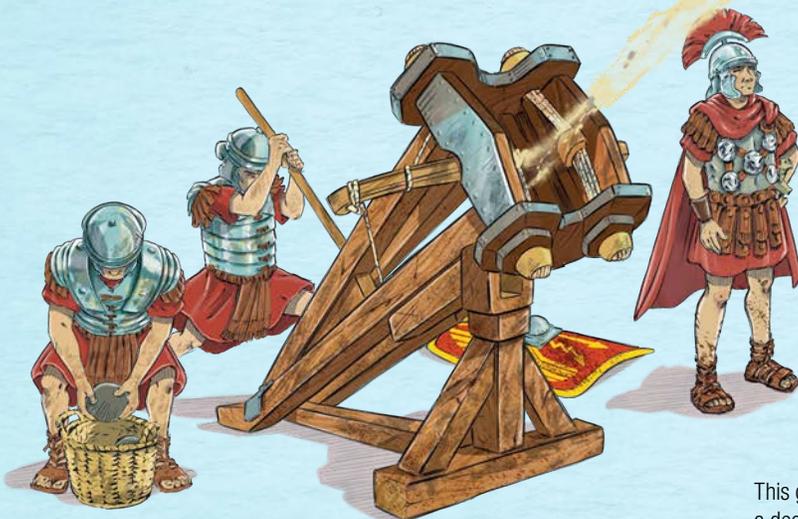
Accessibility note: All video links have been reviewed for closed captions. Playing videos with closed captions supports all students' comprehension.

- Learn more about the origins of civilization in "[Ancient Mesopotamia 101.](#)"
- Expand your awareness of world languages mentioned in *Unstoppable Us* with the "[World Languages: Crash Course.](#)"
- Dive deeper into Hannibal's army, including war elephants, with "[Hannibal's Army Was the Most Powerful in the Ancient World.](#)"
- Explore modern nomadic life in Mongolia by watching "[Inside the Rugged of Lives of Mongolia's Nomads](#)" after reading about the historic Mongol empire. Discuss what you noticed and what you wonder about.

- Expand on the development and diffusion of major world religions noted in *Unstoppable Us* with the following:

- ◆ [Animated map](#) showing how religion spread around the world
- ◆ [Introduction to Hinduism](#)
- ◆ [Introduction to Judaism](#)
- ◆ [Introduction to Buddhism](#)
- ◆ [Introduction to Christianity](#)
- ◆ [Introduction to Islam](#)

This guide was prepared by Gena Roisum, a licensed social studies teacher with a decade of education experience. She lives in Minnesota with her husband, son, and rambunctious dog. You can reach out to her on [LinkedIn](#).



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# MINI RESEARCH ORGANIZER

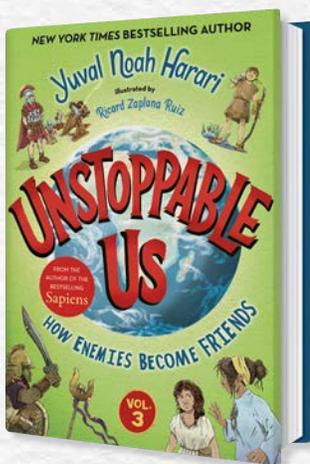
## RESEARCH QUESTION:

## CONNECTION OR QUESTION

Connect the research question to something you know, or ask another question about this topic.

## SOURCES

## HOW I KNOW EACH SOURCE IS RELIABLE



## NOTES

Remember to answer the 5 Ws: Who, What, Where, When, Why/How

## BIG IDEA

Answer the research question. Write a one-sentence summary of what you learned.



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