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Teacher Overview: 10.7 Enduring Issue Check-In #18

[Go directly to student-facing materials!](#)

Unit Essential Question(s): What impact did post-World War II nationalist movements have?

| [Link to Unit](#)



Objective(s):

- **Review** content through the lens of enduring issues.
- **Practice** the skills needed for the enduring issues essay.

NYS Social Studies Framework:

Key Idea

10.7 DECOLONIZATION AND NATIONALISM (1900–2000): Nationalism and decolonization movements employed a variety of methods, including nonviolent resistance and armed struggle. Tensions and conflicts often continued after independence as new challenges arose. (Standards: 2, 3, 4, 5; Themes: TCC, GEO, SOC, GOV, CIV,)

Conceptual Understandings	Content Specifications
10.7a Independence movements in India and Indochina developed in response to European control.	Students will explore Gandhi's nonviolent nationalist movement and nationalist efforts led by the Muslim League aimed at the masses that resulted in a British-partitioned subcontinent. Students will compare and contrast the ideologies and methodologies of Gandhi and Ho Chi Minh as nationalist leaders.
10.7b African independence movements gained strength as European states struggled economically after World War II. European efforts to limit African nationalist movements were often unsuccessful.	Students will explore at least two of these three African independence movements: Ghana , Algeria , Kenya .
10.10c Historical and contemporary violations of human rights can be evaluated, using the principles and articles established within the UN Universal Declaration of Human Rights.	Students will examine the policy of apartheid in South Africa and the growth of the anti-apartheid movements, exploring Nelson Mandela's role in these movements and in the post-apartheid period.
10.7c Nationalism in the Middle East was often influenced by factors such as religious beliefs and secularism.	Students will investigate Zionism, the mandates created at the end of World War I, and Arab nationalism. Students will examine the creation of the State of Israel and the Arab-Israeli conflict.
10.7d Nationalism in China influenced the removal of the imperial regime, led to numerous conflicts, and resulted in the formation of the communist People's Republic of China.	Students will trace the Chinese Civil War, including the role of warlords, nationalists, communists, and the world wars that resulted in the division of China into a communist-run People's Republic of China and a nationalist-run Taiwan.

Students will investigate political, economic, and social policies under Mao Zedong and Deng Xiaoping and compare and contrast these policies.

Social Studies Practices

NYS Social Studies Practices

Gathering, Using and Interpreting Evidence (A2, A3, A5, A6, A7)
Chronological Reasoning and Causation (B2, B3, B4)
Comparison and Contextualization (C2, C4, C5, C6)
Geographic Reasoning (B2)

New Visions Student Social Studies Practices



Annotate



Categorize



Connect Cause and Effect



Construct Argument



Compare



Source



Close Read



Corroborate



Contextualize



Think Like a Geographer

NYS Common Core Learning Standards

Reading

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.9-10.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure:

CCSS.ELA-LITERACY.RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RH.9-10.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-LITERACY.RH.9-10.9: Compare and contrast treatments of the same topic in several primary and secondary sources.

Writing

Text Types and Purposes:

CCLS.ELA-LITERACY.WHST.9-10.1: Write arguments focused on *discipline-specific content*.

CCLS.ELA-LITERACY.WHST.9-10.1.A: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

CCLS.ELA-LITERACY.WHST.9-10.1.B: Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

CCLS.ELA-LITERACY.WHST.9-10.1.C: Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCLS.ELA-LITERACY.WHST.9-10.1.D: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCLS.ELA-LITERACY.WHST.9-10.1.E: Provide a concluding statement or section that follows from or supports the argument presented.

Speaking and Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Range of Reading and Level of Text Complexity:
CCSS.ELA-LITERACY.RH.9-10.10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Associated Classroom Posters

[New Visions Enduring Issues and Enduring Questions 2017-2018 Draft Student Social Studies Practices Poster](#)

Enduring Issues Check-in Guide for Teachers

What is the purpose of an Enduring Issues Check-in?

Starting in June 2019, Global History and Geography students in New York State will be able to take the **Global History and Geography II** exam. Part 3 of the new exam is the only essay and is commonly referred to as the “Enduring Issues Essay.” The essay prompts students to examine five documents and argue for the significance of an enduring issue raised by at least three of the documents.

The purpose of an Enduring Issues Check-in is to give students an opportunity to practice the skills needed on the Enduring Issues Essay and to organize what they have learned about Global History through the lens of enduring issues.

When should I give students an Enduring Issues Check-in?

Enduring Issues Check-ins should be administered when students have completed learning about a topic. To help teachers decide when to give Enduring Issues Check-ins, we identified some opportunities within the unit pages on the website.

What should an Enduring Issues Check-in look like in the classroom?

Enduring Issues Check-ins could be 5 minute activities, or take a whole class period depending on which skills the students are working on and how in-depth their teacher would like to go.

For example, a short Enduring Issues Check-in might only ask students to identify one enduring issue related to the Code of Hammurabi and to explain why the issue is related.

A longer check-in might require students to examine three documents, identify the issues raised by each, and then select one issue that they believe is *enduring* and explain how the issue has endured over time.

Whenever possible, we believe that enduring issues check-ins should be

- Engaging
- Involve discussion and collaboration
- Incorporate kinesthetic activities
- Help students organize the history they have learned
- Connect the history students have learned to the present

Use this Enduring issues Check-in Presentation with your students!

Why are there documents representing topics that students have not learned yet?

Students cannot show that an issue has endured unless they have evidence from the present or recent past that the problem or challenge still exists, so we have included documents from modern times. To help students understand these documents, we provide more context for the topics they have not covered than those they have studied.

Enduring Issues Check-in Document Activity Prompts:

The skills that students work on in the check-in are determined by the teacher who can choose from any of the prompts below or create their own. The prompts can be used independently or together in a sequence of activities leading up to the writing of an Enduring Issues Essay.

Annotate the document(s).

Identify challenges or problems in the document(s).

Identify possible enduring issues raised in the document(s).

Categorize the documents.

Select the most appropriate enduring issue.

Define the enduring issue by

- **describing what it is,**
- **clarifying what the words in the enduring issue and the description mean,**
- **and by providing at least three examples from history or modern day that demonstrate it is an enduring issue.**

Explain why the enduring issue is significant by describing

- **how people were and/or have been affected by it.**
- **how many people's lives were and/or have been affected by it.**
- **how long lasting the changes were and/or have been.**

Instructional Strategies to Engage Students and Give Equal Access for All Learners

To assist teachers in planning the Enduring Issue Check-ins, we have compiled a list of instructional strategies to engage students and give equal access for all learners for each of the prompts listed above. We identified whether the strategy requires modifying materials, the environment and/or instruction. [Look to these for inspiration](#) and create your own. We recommend choosing a few strategies and making them routines in your classroom that students can get used to.

Unit 10.7 Enduring Issue Check-in #18

Objective: **Review** content through the lens of enduring issues.
Practice the skills needed for the enduring issues essay.

Introduction

➔ **Directions:** Read the text below and answer the questions that follow.

At the end of your Global I and Global II courses, you will take the Global History and Geography II Regents Exam. That test includes one essay, called an **Enduring Issues Essay**.

For the Enduring Issues Essay, you will receive **five** documents and be asked to write an essay arguing for the historical significance of an enduring issue raised by the documents.

This enduring issues check-in provides you with an opportunity to review what you have learned and practice the skills you'll need to master the enduring issues essay and to discuss enduring issues in history with your classmates.

Steps for Choosing an Enduring Issue for the Enduring Issues Essay:

1. Read the essay **prompt**.
2. Make your **pre-writing** chart.
3. Read and **annotate** to **contextualize** the documents and identify enduring issues by underlining **problems** and **challenges**, then writing down possible enduring issues.
4. Skim documents and annotations to **identify and define a common enduring issue**.
5. Draft a **claim**.
6. **Select the documents** that support your claim.
7. Complete your **pre-writing chart**.

Enduring Issues Essay Prompt:

The prompt will be the same every time.

An enduring issue is a challenge or problem that has been debated or discussed across time. An enduring issue is one that many societies have attempted to address with varying degrees of success.

Task:

- Identify and define an enduring issue raised by this set of documents
- Using your knowledge of social studies and evidence from the documents, argue why the issue you selected is significant and how it has endured across time

Guidelines:

In your essay, be sure to

- Identify the enduring issue based on a historically accurate interpretation of at least **three** documents.
- Define the issue using evidence from at least **three** documents
- Argue that this is a significant issue that has endured by showing:
 - How the issue has affected people or has been affected by people
 - How the issue has continued to be an issue or has changed over time
- Include outside information from your knowledge of social studies and include evidence from the documents

1. What part of the Enduring Issues Essay process do you feel most confident about?

2. What part of the Enduring Issues Essay process do you think you still need to work on?



Enduring Issue Check-In Document-Based Activity

➔ Directions: Follow the steps below to examine the documents presented in preparation for constructing an enduring issues argument.

Annotate

Starting Position:

- Groups of **FIVE (or however many documents are used)**
- Each member of the group should have a different document (1, 2, 3, 4, and 5)

Step 1. Write **E.I.** for “Enduring Issue” under the document and underline it.

Step 2. Read your document and underline any **PROBLEMS** or **CHALLENGES** you see.

Step 3. Based on what you underlined, write **POSSIBLE ENDURING ISSUES** present in the document under the E.I.

Step 4. Pass the Documents, Repeat Steps 2-3.

When time is up, pass your document to another person in your group and complete the same process. Add other possible enduring issues under your group members’ and star issues that you agree with.

Example Document

Document 2

This excerpt discusses Japanese education as it developed during the Meiji period.

... The fad for things Western was strongest during the 1870s and early 1880s. Starting around the mid 1880s, however, there developed some conservative tendencies that began emphasizing Japanese or “Eastern” traditions. What resulted was a blending of Western and Eastern traditions. One of the best examples of this trend can be found in the area of education. When the Meiji government introduced a modern education system in 1872, the basic structure of education was based on the French model with a curriculum heavily influenced by the United States. In the 1880s, conservative elements in the government exerted their influence and added Shinto and Confucian based morals to the compulsory education curriculum. In 1890, the “Imperial Rescript on Education” (that is, the Emperor’s words to students) was issued and became the basic moral guideline until the end of the WWII. This imperial rescript clearly contained elements of State Shinto, stating: “Our Imperial Ancestors have founded Our Empire on a basis broad and everlasting” and “should emergency arise, offer yourselves courageously to the State; and thus guard and maintain the prosperity of Our Imperial Throne coeval [of the same age] with heaven and earth.” It also emphasized the Confucian virtues of filial piety, loyalty, faithfulness, etc. What began to emerge was a Western-style education system with a uniquely Japanese twist. . . .

Source: Masako N. Racel, “Motivations for the ‘Westernization’ of Meiji Japan: A sin of omission in world history survey textbooks,” *World History Bulletin*, Spring 2009 (adapted)

E.I.

Changes to Education System and opposition to it***
westernization*
Government expects people to sacrifice themselves
Loyalty to the government demanded

Document 1

The Decree Abolishing the Feudal System, August 4, 1789

ARTICLE I. The National Assembly hereby completely abolishes the feudal system...

ARTICLE III. The exclusive right to hunt and to maintain unenclosed warrens [network of rabbit burrows] is likewise abolished, and every landowner shall have the right to kill, or to have destroyed on his own land, all kinds of game, observing, however, such police regulations as may be established with a view to the safety of the public.

ARTICLE V. Tithes [one-tenth of annual earnings taken as tax to support the Catholic church and its clergy] of every description...are abolished, on condition, however, that some other method be devised to provide for the expenses of divine worship, the support of the officiating clergy, for the assistance of the poor, for repairs and rebuilding of churches and parsonages, and for the maintenance of all institutions, seminaries, schools, academies, asylums, and organizations to which the present funds are devoted.

Source: Copyright © Hanover Historical Texts Collection. Used by permission of Hanover College, Hanover, IN. from the NYS Social Studies ToolKit. <http://www.c3teachers.org/inquiries/frenchrev/>

Document 2a

... More and more as years go by a feeling of unrest is growing in India. More and more as the people understand their place in the Empire is a spirit of discontent pervading [spreading throughout] its three hundred millions of inhabitants. And more and more as they realise that amid the differences of creed and caste is one basic nationality, does agitation spread and take the form of definite demands for the fulfilment of the solemn assurances of the British Government that they should be given the ordinary rights of British subjects. It is impossible that national aspirations can be for ever repressed, and equally impossible for India to remain a "dependency" in an Empire to which it contributes more than half the population.... Is it then surprising that the teeming millions of India should be dissatisfied with being ruled by a number of too-often self-sufficient and unsympathetic aliens, ignorant of the genius of the people? Not even the "mild" Hindu can bear this for ever. Is it possible for the patriotic spirits of a people with the glorious traditions of India to be content with serfdom?....

Source: Gandhi, Indian Opinion, September 2, 1905 from NYS Global History and Geography Regents Exam, January 2015.

Document 2b

In his book Indian Home Rule, Gandhi asked the question, "Why do you want to drive away the English?" He replied with the following statement:

. . . "Because India has become impoverished by their Government. They take away our money from year to year. The most important posts are reserved for themselves. We are kept in a state of slavery. They behave insolently [insultingly] towards us and disregard our feelings. . . ."

Source: Mohandas Gandhi, Indian Home Rule, Navajivan Publishing, 1938, reprinted in 1946 (adapted) from the NYS Global History and Geography Regents Exam, June 2004.

Document 3a

Excerpts of the [Nazi] Party Boycott Order, 28 March 1933

. . . 3. The action committees must at once popularize the boycott by means of propaganda and enlightenment. The principle is: No German must any longer buy from a Jew or let him and his backers promote their goods. The boycott must be general. It must be supported by the whole German people and must hit Jewry in its most sensitive place. . . . 8. The boycott must be coordinated and set in motion everywhere at the same time, so that all preparations must be carried out immediately. Orders are being sent to the SA and SS so that from the moment of the boycott the population will be warned by guards not to enter Jewish shops. The start of the boycott is to be announced by posters, through the press and leaflets, etc. The boycott will commence on Saturday, 1 April on the stroke of 10 o'clock. It will be continued until an order comes from the Party leadership for it to stop. . . .

Source: J. Noakes and G. Pridham, eds., *Documents on Nazism, 1919–1945*, The Viking Press from the NYS Global History and Geography Regents Exam, January 2016.

Document 3b

Decree Eliminating Jews from German Economic Life, 12 November 1938

. . . Article 1 1. From 1 January 1939 the running of retail shops, mail order houses and the practice of independent trades are forbidden to Jews. . . .

Source: J. Noakes and G. Pridham, eds., *Documents on Nazism, 1919–1945*, The Viking Press from the NYS Global History and Geography Regents Exam, January 2016.

Document 4a

Native Laws Amendment Act, Act No. 54 of 1952, Union of South Africa

. . . 29 (1) Whenever any authorized officer has reason to believe that any native [black South African] within an urban area or an area proclaimed in terms of section twenty-three— (a) is an idle person in that— (i) he is habitually unemployed and has no sufficient honest means of livelihood. . . he [authorized officer] may, without warrant arrest that native or cause him to be arrested and any European police officer or officer appointed under sub-section (1) of section twenty-two may thereupon bring such a native before a native commissioner or magistrate who shall require the native to give a good and satisfactory account of himself. . . .

Source: Native Laws Amendment Act, Act No. 54 of 1952, Digital Innovation South Africa online (adapted) from the NYS Global History and Geography Regents Exam, January 2016.

Document 4b

Natives (Abolition of Passes and Coordination of Documents) Act, Act No. 67 of 1952, Union of South Africa

. . . Any policeman may at any time call upon an African [black] who has attained the age of sixteen years to produce his reference [pass] book. If a reference book has been issued to him but he fails to produce it because it is not in his possession at the time, he commits a criminal offence and is liable to a fine not exceeding ten pounds or imprisonment for a period not exceeding one month. . . .

Source: Leslie Rubin and Neville Rubin, *This is Apartheid*, Christian Action, London (adapted) from the NYS Global History and Geography Regents Exam, January 2016.



“Let me see your pass.”

Source: New York State Global History and Geography Regents Exam, June 2002.

Document 5

Saudi Arabian Guardianship Laws

Despite the loosening of some laws that restrict women's rights in Saudi Arabia in 2018, they are still prevented from independence by guardianship laws. Guardians, according to the laws are men in a woman's family. For example, a father, uncle, husband, brother or son. The New York Times reported in June 2018 that women in Saudi Arabia cannot enroll in school without approval from a guardian and if that school is outside of her hometown, a guardian needs to approve her travel to the school and for a passport if she hopes to leave the country. Women are usually asked to get consent from a man in their family if they want to work outside of the home, though the law does not require this. The same is the case for opening a bank account, getting a loan, or a credit card. Saudi women also need the approval of a guardian to get married. Without permission, the Saudi government will not recognize any marriage.

Source: Adapted from "[How Guardianship Laws Still Control Saudi Women](#)" by Margaret Coker, New York Times, June 22, 2018.

Identifying an Enduring Issue

An **ENDURING ISSUE** is a *challenge* or *problem* that a society has faced and debated or discussed across time. An enduring issue is one that many societies have attempted to address with varying degrees of success.

Criteria for an Enduring Issues

- ✓ It is a challenge or a problem.
- ✓ It existed in the past and exists today.
- ✓ It has affected a lot of people.
- ✓ If you have been given five documents, there is evidence of the challenge or problem in at least **THREE** of the documents.

Four Tips for Identifying an Enduring Issue

1 Base your issue on evidence.

You will need to support your choice of enduring issue with evidence from documents or topics you have learned in class, so instead of choosing an issue that you like to write about and trying to find evidence for it, look for evidence of challenges or problems, then identify an issue based on what you find.

2 Do not stick to the list.

If you see evidence of an enduring issue in a set of documents or topics you have learned in class that is not on the list, then choose that one. Do not limit yourself to the list. For example, “hatred,” and “pollution” are not on the list, but are enduring issues.

3 Be as specific as possible.

Instead of choosing “conflict,” try identifying an enduring issue like “conflict between ethnic groups” or “civil wars.”

4 Identify causes and/or effects.

Instead of choosing an issue like “conflict,” identify what causes conflict like “conflict caused by competition over resources” or try identifying the effects of an enduring issue. For example, you could write, “conflict has led to human rights violations.”

Phrases to help identify an enduring issue

Phrase	<i>An enduring issue in history has been the...</i>	Phrase	<i>An enduring issue in history has been the...</i>
Need for/to	need for sources of freshwater	Effects of	effects of new technology
Competition over	competition over sources of freshwater	Impact of	impact of new technology
Lack of	lack of sources of freshwater	Change(s) in/to	changes in technology
Scarcity of	scarcity of freshwater	Conflict(s) over	conflicts over new technology
		Rejection/ acceptance of	rejection of new technology
		Threats of/to	threats of new technology to traditional ways of life



Construct an Enduring Issues Argument

Using the documents and activities above, complete the tasks below to construct an enduring issues argument.

Construct Arguments

Enduring Issues Bank

These nine issues commonly come up in Global History, but they are just a starting point. Choose an issue based on the documents presented, not on this list. When identifying an enduring issue be as specific as possible and try to identify causes and/or effects.

Conflict	Desire for Power	Inequity	Need for and Impact of Innovation	Impact of Interconnectedness
Impact of Ideas and Beliefs	Environmental Impact	Scarcity	Population Growth	

Task 1

Identify at least **three** issues related to the document(s) identified above. You are **not** limited to the issues in the bank.

1. _____

2. _____

3. _____

An **Issue** is a **challenge** of a **problem**.

Task 2

From the list of issues you identified, choose **one** that is an **enduring issue** evident in at least **three** documents.

An **enduring issue** is an issue that

- existed in the past and exists today
- has affected a lot of people

Task 3

Identify **three** documents that support the enduring issue you chose. Doc: _____ Doc: _____ Doc: _____

Task 4

Make a claim that **argues why** the **enduring issue** you chose is **significant**.

Examples of claims that argue an enduring issue is significant because...

it AFFECTS A LOT OF PEOPLE	its EFFECTS are LONG LASTING	it AFFECTS A LOT OF PEOPLE and its EFFECTS are LONG LASTING
Conflict is a significant enduring issue because major conflicts like wars affect millions of people.	Conflict is a significant enduring issue because its effects are felt generations later.	Conflict is a significant enduring issue because major conflicts like wars affect the millions of people involved in them and later generations.



FA

What enduring issues are there in Global History?

➡ **Directions:** Based on what you have learned, complete the task below.

1. What was easy about this enduring issues check-in?

2. What was hard about this enduring issues check-in?

3. What do you need to work on to get better prepared for an enduring issues essay?
