

This is a list of suggested Enduring Issues which is not intended to be memorized. It is not meant to be an all-inclusive or comprehensive list.

Part III Enduring Issues

Considerations

- Enduring Issues are often nested, e.g., conflict (war, competition, armed struggle, resistance, invasions, threats to balance of power) and human rights violations (injustice, inequality, discrimination, unfair treatment, persecution for beliefs, threats to cultural identity, restrictions to movement). These sets of issues show a range of possible issues a student could identify when writing the Enduring Issues Essay. Issues can be expressed negatively as well as positively.
- The concept of “Nested Issues” is one way to think about Enduring Issues. When choosing the Enduring Issue to write about, a student may choose one of the Enduring Issues identified in this chart, a nested issue, or one of their own issues. What presents itself as a “Nested Issue” in one set of documents could be the Enduring Issue in another set of documents depending on the documents provided and the student’s perspective.
- To identify an Enduring Issue a student must analyze each of the documents, determine the issues in each document, and then group those issues under a common category that encompasses all of these other issues. This common category is the student’s Enduring Issue. An example using the Prototype Enduring Issue Essay might be human rights violations or injustice: Doc. 1 discrimination, Doc. 2 destruction of a group, Doc. 3 genocide, Doc. 4 apartheid, Doc. 5 religious discrimination. The issues from these documents fit under the category of human rights violations or injustice.
- The identified Enduring Issue must be an issue that has affected people or has been affected by people and has continued to be an issue across time or has changed over time.
- Defining the Enduring Issue will require information from the documents and the application of social studies knowledge.
- The identification of the Enduring Issue will be dependent on the documents provided, the context of those documents, and the perspective or lens the student uses to interpret those documents. This set of circumstances will affect how the Enduring Issue is defined.

This is a list of suggested Enduring Issues which is not intended to be memorized. It is not meant to be an all-inclusive or comprehensive list.

| Enduring Issue | Nested Issues | Grade 10 Key Idea Connections | Grade 9 Key Idea Connections |
|--------------------------------|--|---|--|
| Conflict | war, competition, armed struggle, resistance, invasions, threats to balance of power, power struggles, disputes over boundaries or location of boundaries, disputes over land use, disputes over land acquisition, disputes over resources, disputes over resource use, disputes over waste disposal sites, disputes over socio-economic status, disputes over who has power, disputes over how power is obtained, disputes over how power is maintained, ethnic disputes, religious disputes, disputes between social classes, terrorism; debates over choice of reform needed, negative reaction to reform; response to lack of reform | 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8, 10.9, 10.10 | 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9, 9.10 |
| Human Rights Violations | injustice, inequality, discrimination, exclusion, unfair treatment, cruel treatment, persecution for beliefs, threats to cultural identity, restrictions to movement, enslavement, human trafficking, disenfranchisement, lack of freedom of speech, lack of freedom of assembly, lack of freedom of press, censorship, genocide, denied access to earning a living | 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8, 10.9, 10.10 | 9.4, 9.6, 9.9, 9.10 |
| Scarcity | lack of food, lack of human resources, lack of natural resources, lack of industrial resources, lack of housing/shelter, lack of clean water/water resources, lack of medical treatment, lack of arable land, lack of technology, lack of capital | 10.2, 10.3, 10.4, 10.5, 10.7, 10.8, 10.9, 10.10 | 9.1, 9.4, 9.8, 9.10 |
| Power | lack of access to power, unfair distribution of power, shifts in power and authority, power struggles, relationship of ruler to ruled, social class tensions, ability of the people to have a voice in government (consent of the governed/social contract), shifts in the balance of power, access to free and fair elections, lack of free and fair elections | 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8, 10.9, 10.10 | 9.1, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9, 9.10 |

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| Enduring Issue | Nested Issues | Grade 10 Key Idea Connections | Grade 9 Key Idea Connections |
|-----------------------|--|---|-------------------------------------|
| Security | threats to privacy, threats to property, terrorism, lack of safety, nuclear proliferation, biological weapons, chemical weapons, weapons of mass destruction, impact of new weaponry, role of technology in protecting security, role of technology in harming security, hacking, cyber theft, crime, debates over piracy, debates over espionage, need for espionage, protection of borders/frontiers, protection of national sovereignty, debate over formation of alliances/membership in an alliance, debate over the need for collective security, responsibilities of collective security, protection from disease | 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8, 10.9, 10.10 | 9.3, 9.4, 9.5, 9.7, 9.8, 9.9, 9.10 |
| Population Growth | strain on resources, strain on housing, increase in production of waste and need to address waste disposal, sanitation conditions/strain on sanitation systems, healthcare needs, ability to feed population, expanding the need to educate the population, need for social services, debate over population policies, restrictions on population growth, impact of negative population growth, relationship between population growth and national power, rate of expansion | 10.1, 10.3, 10.4, 10.5, 10.7, 10.8, 10.9, 10.10 | 9.1, 9.6, 9.8, 9.10 |

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| Enduring Issue | Nested Issues | Grade 10 Key Idea Connections | Grade 9 Key Idea Connections |
|---------------------------------|--|--|---|
| Human Impact on the Environment | consequences of establishing political/physical boundaries, impact of boundaries on people, environmental degradation, deforestation, desertification, global warming, destruction of ozone layer, pollution, extinction of species/loss of species, loss of biodiversity, debate over monoculture, land-use disputes, erosion, diversion of rivers/water sources, draining of aquifers, impact of extraction of resources, use of alternative energy sources, impact of reducing energy use, consequences of building road systems/transportation systems, consequences of changing agricultural practices/techniques (use of pesticides, use of chemical fertilizers, hybrid seeds/genetically modifying seeds, crop rotation, irrigation, increasing acreage in production), impact of changes to the physical environment/landscape, impact of policies to adapt to potential flooding, impact of policies on sustainability, impact of over-mining, spread of disease | 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8, 10.9 | 9.1, 9.2, 9.3, 9.5, 9.7, 9.8, 9.9, 9.10 |
| Impact of Environment on Humans | impact of natural physical barriers, impact of access to plains, impact of access to oceans, impact of access to rivers, impact of access to seas, impact of access to straits, impact of access to lakes, impact of natural resources, impact of access to fertile soil, impact of access to fresh water, impact of physical geography, impact of climate, impact of weather, impact of natural disasters, impact of flooding, impact of earthquake destruction, impact of volcanic eruptions, impact of destruction by tsunamis, impact of hurricane/cyclone destruction, impact of environmental hazards (collapse of structures, wildfires), impact of efforts to mitigate natural disasters, impact of policies designed to deal with natural disasters | 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.9 | 9.1, 9.3, 9.4, 9.9, 9.10 |

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| Enduring Issue | Nested Issues | Grade 10 Key Idea Connections | Grade 9 Key Idea Connections |
|--|--|---|------------------------------------|
| Tensions Between Traditional Culture and Modernization | loss of cultural identity, loss of language, loss of traditional beliefs, traditional gender roles versus modern gender roles, disputes over gender roles, role of ethnic identity and power, ethnic tensions, religious identity, tensions between religious identity and modernization efforts, debate over definition of modernization, debate over westernization as modernization, difficulty of maintaining traditions in a time of change | 10.2, 10.3, 10.4, 10.5, 10.7, 10.8, 10.10 | |
| Impact of Trade | integration of new ideas, rejection of new ideas, economic sanctions, boycotts, embargoes, imposing/levying tariffs, loss of jobs, integration of new technology, rejection of new technology, introduction of new goods, rejection of new goods, distribution of/access to new goods, loss of cultural identity, loss of language, loss of traditional beliefs, consequences of connections, impact of consumption, impact on raising standards of living, impact of changes in production, impact of uneven patterns of development, impact on levels of poverty, economic costs, economic benefits, impact of market forces, political benefits, political costs, social benefits, social costs, difficulty of maintaining traditions, attempts to expand trade, attempts to restrict trade; impact of trade agreements, balance of trade, impact on environment, ability to participate in global trade, spread of disease | 10.1, 10.2, 10.3, 10.4, 10.6, 10.7, 10.9, 10.10 | 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.10 |

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| Enduring Issue | Nested Issues | Grade 10 Key Idea Connections | Grade 9 Key Idea Connections |
|------------------------------|--|---|--|
| Impact of Cultural Diffusion | loss of/threats to cultural identity, loss of/threats to unique language(s), loss of traditional beliefs, spread of disease, impact of introduction of new species (invasive/noninvasive), conflict, debate over change, challenge of imported technology, debate over value of accepting a new good, debate over value of accepting a new idea, debate over value of accepting a new philosophy, debate over value of accepting a new religion, debate over the pace of change, benefits of improved transportation, challenges of improved transportation, benefits of improved communication, challenges of improved communication, benefits of new ideas, unintended consequences of embracing new ideas, unintended consequences of embracing new philosophies, unintended consequences of accepting new goods, debate over whether the acceptance of a new good or idea strengthens or weakens a culture | 10.1, 10.2, 10.3, 10.4, 10.6, 10.7, 10.9 | 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9, 9.10 |
| Impact of Technology | consequences of technology use for people, consequences of technology use for the environment, disruptive nature of technology, impact of technology on jobs/livelihoods, environmental costs of adopting technology, environmental costs of rejecting technology, production of waste by new technology, safe waste disposal/need to address waste disposal produced by technology, consequence of the spread of technology on a culture, impact of technology on physical environment, impact of technology on cultural traditions, impact of technology on land usage, impact of technology on settlement patterns, impact of technology on settling disputes/conflicts/warfare, impact of technology on industrialization, impact of technology on urbanization, impact on privacy | 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8, 10.9, 10.10 | 9.1, 9.3, 9.4, 9.5, 9.8, 9.9, 9.10 |

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| Enduring Issue | Nested Issues | Grade 10 Key Idea Connections | Grade 9 Key Idea Connections |
|-----------------------------|---|---|---|
| Impact of Industrialization | low wages, poor working conditions, unsafe working conditions, use of child labor, unequal wages for similar work, need for regulations, need for reform, unionization, pollution, carbon emissions, consequences of industrialization, outsourcing jobs, demand for resources, demand for water, demand for energy, demand for transportation, demand for infrastructure, impact of industrialization on agriculture, increase in standard of living, increases in longevity, decline in birthrate, growth of comparative wealth, impact on status of women, rise of socialism, impact of welfare state, sociopolitical reactions/development of sociopolitical philosophies | 10.3, 10.4, 10.5, 10.6, 10.7, 10.8, 10.9 | |
| Impact of Urbanization | overcrowding, challenge to meet housing/shelter needs, need to address waste disposal/sanitation, ability to keep order, ability to provide protection, availability of jobs, ability to provide clean drinking water, spread of disease, increased demand for water, increased demand for energy sources, loss of rural areas, loss of wilderness, loss of forested areas, demand for transportation, demand for infrastructure, development/growth of squatter settlements, impact on status of women, impact on family structure, access to/demand for education | 10.1, 10.3, 10.8, 10.9 | 9.1, 9.3, 9.4, 9.5, 9.6, 9.8, 9.9, 9.10 |
| Impact of Nationalism | secession, demand for a shift in the boundaries, reaction to new boundaries, citizenship/what does it mean to belong/what does it mean not to belong, force of unification, force of division, development of national cohesion, dissolution of national cohesion, lack of national cohesion, emergence of separatism, use of terrorism, manipulation of nationalistic feelings/ultra-nationalism, manipulation of belief systems to incite conflict | 10.2, 10.4, 10.5, 10.6, 10.7, 10.8, 10.9, 10.10 | |

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|---|---|--|---|
| <p>Impact of Imperialism</p> <p>Impact of Colonization</p> <p>Impact of Empire Building</p> <p>Impact of Decolonization</p> | <p>challenge of securing resources, challenge of controlling land, challenge of maintaining control of territory, challenge of exerting power, ability to supply people living in controlled territories, ability to protect citizens in controlled territories, conflicting world views, maintaining cultural identity, maintaining ethnic identity, loss of cultural identity, loss of ethnic identity, loss of traditions, challenges to religious practices, loss of political control, managing change, resistance, response to resistance, resentment, exploitation, segregation, discrimination, disputes, conflict, threats to a culture as a result of being conquered, improvements to healthcare, introduction of new diseases, improvements to infrastructure, loss of jobs, debate over education, access to education, ability to participate in/have a say in government, economic overextension, ability to get goods to market, market for goods produced, challenges of moving away from a barter economy</p> | <p>10.4, 10.5, 10.7, 10.8, 10.9, 10.10</p> | <p>9.3, 9.5, 9.6, 9.7, 9.8, 9.9, 9.10</p> |
| <p>Impact of Migration</p> | <p>reaction to immigrants, reaction to migrants, reaction to outsiders/those who are different, challenge of integrating immigrants, reaction to efforts to integrate immigrants, reaction to refugees, acceptance of refugees, problems faced by refugees, disenfranchisement, strains on housing, impact of squatter settlements, strains on social welfare systems, availability of jobs, access to citizenship, debate over granting citizenship to immigrants, economic costs of accepting migrants, threats to or change to culture as a result of accepting immigrants, economic contributions of immigrants/migrants, debate over economic benefits provided by immigrants/migrants, benefit of cultural contributions of immigrants/migrants, impact of outmigration on homeland</p> | <p>10.1, 10.3, 10.4, 10.5, 10.7, 10.8, 10.9, 10.10</p> | <p>9.1, 9.3, 9.4, 9.9, 9.10</p> |

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|------------------------------|--|---|-------------------------------|
| Impact of Globalization | rate of cultural change, unintended consequences of cultural change, costs of cultural change, changes in people's diets/dress/housing/music, changes to traditional culture, threats to traditional culture, threats to language(s), access to information, access to education, access to jobs/job opportunities, threats or costs to sustainability, debate over sustainability, ability to maintain unique cultural traits, support for cultural divergence, support for cultural convergence, use of a common language, displacement of industries/companies, displacement of jobs, impact on human capital, consequences of interdependence, economic advantages, economic risks, economic challenges, effects of global debt crises, political advantages, political risks, political challenges, challenges of illegal trade, debate over spread of technology, debate over reduction in barriers, elimination of inefficiencies, hostility toward globalization, protests against globalization, impact of migration, impact of cooperative economic efforts, impact of cooperative political efforts, impact of media, impact of blended cultural ideas (music, language, technology, healthcare), power of transnational corporations, importance of international workers, devaluation of diversity, politics of diversity | 10.1, 10.4, 10.5, 10.7, 10.8, 10.9, 10.10 | 9.10 |
| Equity Issues/Lack of Access | lack of access to information, lack of access to education, lack of access to food, lack of access to shelter, lack of access to clean water, lack of access to jobs/occupations, lack of access to a living wage, lack of access to status, lack of access to power, lack of access to health care/medical treatment, lack of fairness, inequitable treatment, rights not protected | 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8, 10.9, 10.10 | 9.1, 9.2, 9.3, 9.7, 9.9, 9.10 |

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|--|--|---|------------------------------|
| Impact of Cooperation (solving of mutual problems) | consequences of cooperation on countries/on cultures/on traditions, consequences of mitigation of hunger/famine, consequences of mitigation of medical problems/health care issues, consequences of disease prevention/efforts to prevent the spread of disease, consequences of mitigation of environmental issues, consequences of mitigation of climate change, consequences of mitigation of pollution, consequences of prevention of terrorism, consequences of involvement in maintaining peace or in multinational peacekeeping efforts, consequences of mediating disputes, consequences of membership in cooperative organizations, benefits of working together to solve mutual problems, challenges of working together to solve mutual problems, benefit of nongovernmental organizations, challenges faced by nongovernmental organizations | 10.2, 10.4, 10.5, 10.6, 10.7, 10.8, 10.9, 10.10 | |

Identify Enduring Issue Pre-Planning Page

My Enduring Issue is: _____

| Essay Requirements | Yes | No | Circle documents that apply | One or two possible ideas for outside info |
|--|-----|----|-----------------------------|--|
| Is this an issue that is supported by <i>at least three</i> documents? Which documents support this issue? | | | 1 2 3 4 5 | |
| Which <i>three</i> documents can be used to develop the definition for the issue? | | | 1 2 3 4 5 | |
| Has this issue significantly affected people or been affected by people? In which document or documents do you find evidence of this? | | | 1 2 3 4 5 | |
| Has this issue endured across time or changed over time? In which document or documents do you find evidence of this? | | | 1 2 3 4 5 | |

If "No" was the response to any of these questions, you will need to change your enduring issue. Be sure your enduring issue meets all of the criteria in this chart.

Planning Sheet for Enduring Issue

| | | Significance of Issue Using Document Info and Outside Info | | | |
|-----|-------------------------|---|---|---|--|
| Doc | Connection to Framework | Identify issue(s) in document | Define enduring issue using document evidence | How issue affected people / how people affected issue | How issue continued or changed over time |
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |

PART 3—EXTENDED ESSAY

An enduring issue is an issue that exists across time. It is one that many societies have attempted to address with varying degrees of success.

In your essay

- 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.

Be sure to

- Identify the issue based on a historically accurate interpretation of 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 been affected by people
 - How the issue has continued to be an issue or changed over time
- Include outside information from your knowledge of social studies and evidence from the documents.

Guidelines for Part 3 Construction

- Total of five documents
- At least *one* document connected to Framework key ideas 10.1 through 10.6
- At least *two* documents connected to Framework key ideas 10.7 through 10.10
- At least *one* document is a visual (cartoon, map, photograph, chart, timeline, graph)
- More than one enduring issue to be found within each document
- Inclusion of common enduring issues to be found across document set
- Availability of potential outside information considered

PART 3—EXTENDED ESSAY

DOCUMENT SET #1

DOCUMENT 1

Julius Streicher, member of the Nazi Party, March 31, 1933

German national comrades! The ones who are guilty of this insane crime, this malicious atrocity propaganda and incitement to boycott, are the Jews in Germany. They have called on their racial comrades abroad to fight against the German people. They have transmitted the lies and calumnies abroad. Therefore the Reich leadership of the German movement for freedom have decided, in defense against criminal incitement, to impose a boycott of all Jewish shops, department stores, offices, etc., beginning on Saturday, 1 April 1933, at 10 a.m. We are calling on you, German women and men, to comply with this boycott. Do not buy in Jewish shops and department stores, do not go to Jewish lawyers, avoid Jewish physicians. Show the Jews that they cannot besmirch Germany and disparage its honor without punishment. Whoever acts against this appeal proves thereby that he stands on the side of Germany's enemies. Long live the honorable Field Marshal from the Great War, Reich President Paul v. Hindenburg! Long live the Führer and Reich Chancellor Adolf Hitler! Long live the German people and the holy German fatherland!

Source: *Schulthess' europäischer Geschichtskalender. Neue Folge*, ed. by Ulrich Thürauf, Vol. 49 (Munich: Beck, 1933), p. 81

DOCUMENT 2

Miron Dolot, eyewitness account of growing up in Ukraine under Stalin's Soviet policy

But thanks to those meetings, those of us able to attend learned that sometime in January the Communist Party of the Soviet Union, after accusing Ukraine of deliberately sabotaging the fulfillment of grain quotas, had sent [Pavel] Postyshev, a sadistically cruel Russian chauvinist, as its viceroy to Ukraine. His appointment played a crucial role in the lives of all Ukrainians. It was Postyshev who brought along and implemented a new Soviet Russian policy in Ukraine. It was an openly proclaimed policy of deliberate and unrestricted destruction of everything that was Ukrainian. From now on, we were continually reminded that there were "bourgeois-nationalists" among us whom we must destroy. They were the ones causing our "food difficulties." Those hideous "bourgeois-nationalists" were starving us to death, and on and on went the accusations. At every meeting, we were told that the fight against the Ukrainian national movement was as important for the "construction of socialist society" as the struggle for bread. This new campaign against the Ukrainian national movement had resulted in the annihilation of the Ukrainian central government as well as all Ukrainian cultural, educational, and social institutions. There were also arrests in our village as a result of this new policy.

With the arrival of Postyshev, the grain collection campaign was changed into a Seed Collection Campaign. The fact that the farmers were starving did not bother the authorities at all. What they worried about was the lack of seed for the spring sowing. I remember one of

Postyshev's speeches in which he instructed all Party organizations to collect seed with the same methods used in collecting grain. He also ordered the expropriation of grain seed which had supposedly been stolen or illegally distributed as food for the members of collective farms. It was made clear that the needed seed must be collected and delivered immediately and at all costs. But it was beyond our comprehension that the Communist authorities could so ruthlessly demand grain at a time when the bodies of starved farmers were littering the roads, fields, and backyards. As we listened to these harangues, we often thought that perhaps there was hidden sabotage at work to discredit the Communist Party. But we were naive. Devoid of all human emotions, the Party wanted grain from us; starvation was no excuse. The Party officials treated us with contempt and impatience. All this was heightened by the traditional Russian distrust and dislike of Ukrainian farmers.

Thus we were forced to listen to the endless lies of these Russian officials that there was no famine; that no one was starving. Those who died were the lazy ones who refused to work at the collective farm. They deserved to die.

Source: Miron Dolot, *Execution by Hunger: The Hidden Holocaust*, 1985

DOCUMENT 3

Excerpt from unanimously adopted Resolution by the United Nations General Assembly, December 9, 1948

Article 1

The Contracting Parties confirm that genocide, whether committed in time of peace or in time of war, is a crime under international law which they undertake to prevent and to punish.

Article 2

In the present Convention, genocide means any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:

- (a) Killing members of the group;
- (b) Causing serious bodily or mental harm to members of the group;
- (c) Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
- (d) Imposing measures intended to prevent births within the group;
- (e) Forcibly transferring children of the group to another group.

Source: United Nations General Assembly, December 9, 1948, Resolution 260 (III) A.

DOCUMENT 4

Debbie Wolfe writes about growing up as a white child under apartheid

I was born in South Africa, under apartheid -- a white child with every privilege. It was the year 1969, five years after Nelson Mandela was sentenced to life in prison.

While my parents weren't wealthy, my dad was an engineer, and a graduate of the University of Cape Town. We had a pretty little townhouse in the suburbs of Cape Town. I had good food to eat. There were dolls to play with, and presents under the tree at Christmas. I went to ballet lessons, and my lovely preschool down the road.

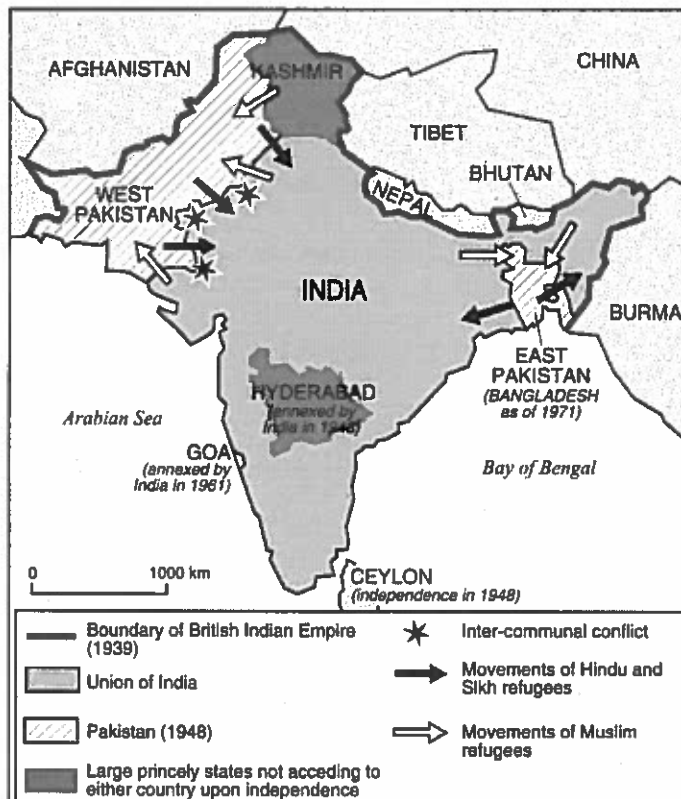
I had never heard the name 'Nelson Mandela'. I was too little to understand what was happening in my country, or what apartheid meant. I got the faintest glimpse every couple of weeks, when we rode the train into Cape Town to meet my father for lunch.

Those were the only days that I actually saw black children. But it was always from far away, or through the window of a train. In the first six years of my life, I never got to speak or play with a child whose skin was a different colour than mine.

On those train rides, my mother and I waited on a platform designated for 'whites' waiting to board the train cars for 'whites'. There was a separate platform for 'blacks'. Once on the train, we'd pass parks and beaches clearly marked 'white' and 'black'. In Cape Town, if we needed to go to the bank, we'd approach a different counter than families with black children.

Source: Debbie Wolf, *I Grew Up In South Africa During Apartheid*, Huffington Post, December 6, 2013

DOCUMENT 5



Source: https://en.wikipedia.org/wiki/File:Partition_of_India-en.svg (adapted)

DRAFT APRIL 2016

This is an example demonstrating *one way* a student might conceptualize Enduring Issues.

Enduring Issue: Discrimination



To identify an Enduring Issue a student must analyze each of the documents, determine the issues in each document, and then group those issues under a common category that encompasses all of these other issues. This common category is the student's Enduring Issue.

An example using the Prototype Enduring Issue Essay might be discrimination:

Doc. 1—German people told not to buy from Jews; Doc. 2—Ukrainians treated with contempt and impatience; Doc. 4—separate platforms, train cars, parks, and beaches for whites and blacks. The issues from these documents fit under the category of discrimination.

When deciding on the common category—the Enduring Issue—a student must be able to argue that this is a significant issue that has endured by showing how the issue has affected people or has been affected by people, and how the issue has continued as an issue or has changed over time.

This is an example demonstrating *one way* a student might conceptualize Enduring Issues.



To identify an Enduring Issue a student must analyze each of the documents, determine the issues in each document, and then group those issues under a common category that encompasses all of these other issues. This common category is the student's Enduring Issue.

An example using the Prototype Enduring Issue Essay might be human rights violations:
Doc. 1—discrimination through boycotting; Doc. 2—forced starvation of Ukrainians; Doc. 4—apartheid.
The issues from these documents fit under the category of human rights violations.

When deciding on the common category—the Enduring Issue—a student must be able to argue that this is a significant issue that has endured by showing how the issue has affected people or has been affected by people, and how the issue has continued as an issue or has changed over time.

This is an example demonstrating *one way* a student might conceptualize Enduring Issues.



To identify an Enduring Issue a student must analyze each of the documents, determine the issues in each document, and then group those issues under a common category that encompasses all of these other issues. This common category is the student's Enduring Issue.

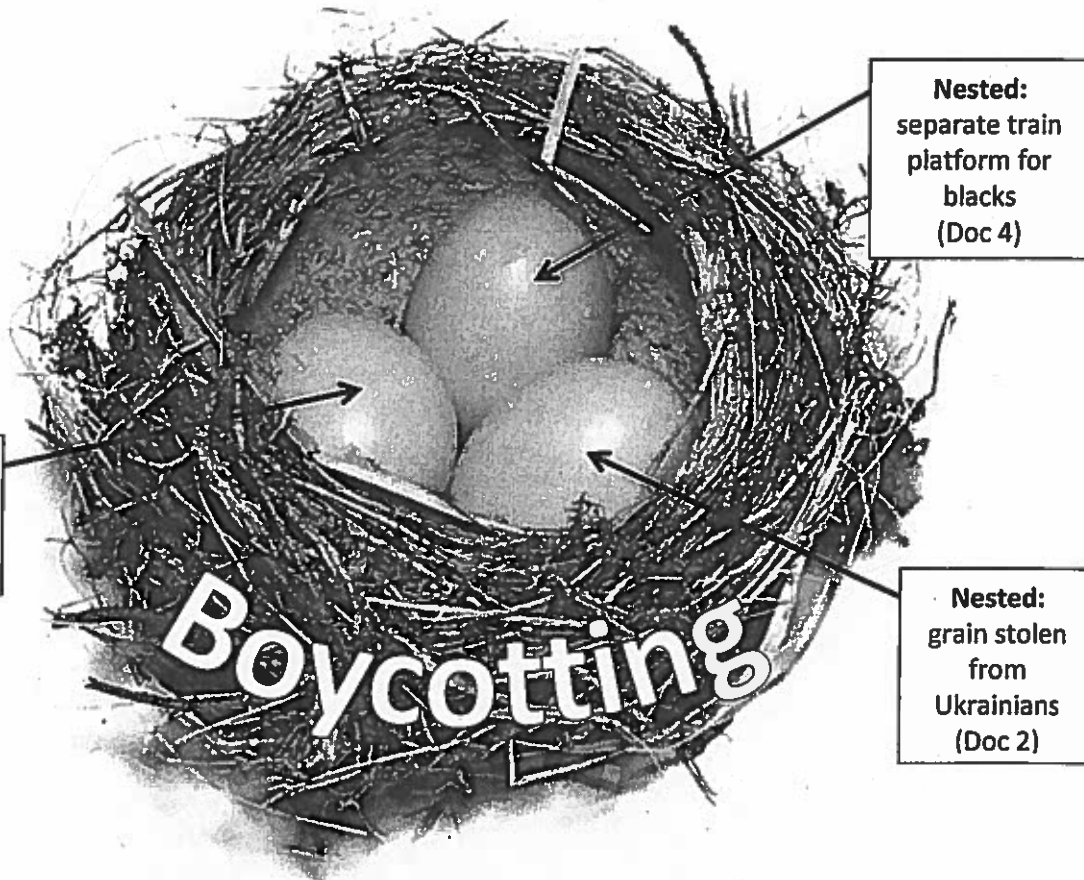
An example using the Prototype Enduring Issue Essay might be human rights violations:

Doc. 1—encouraging ultra-nationalism; Doc. 2—Soviet campaign against Ukrainian nationalism; Doc. 5—impact of nationalism on Hindu and Muslim migrations; The issues from these documents fit under the category of nationalism.

When deciding on the common category—the Enduring Issue—a student must be able to argue that this is a significant issue that has endured by showing how the issue has affected people or has been affected by people, and how the issue has continued as an issue or has changed over time.

This is an example demonstrating one way a student might conceptualize Enduring Issues. This example shows a misinterpretation of the task and a misuse of the documents. Although boycotting may work as an enduring issue for a different set of documents, it would be a difficult issue to define using the documents provided in this set.

Enduring Issue: Boycotting



To identify an Enduring Issue a student must analyze each of the documents, determine the issues in each document, and then group those issues under a common category that encompasses all of these other issues. This common category is the student's Enduring Issue.

An example using the Prototype Enduring Issue Essay might be boycotting:

Doc. 1—Jewish shops to be boycotted; Doc. 2—grain stolen from Ukrainians; Doc. 4—separate train platform for blacks. The issues from these documents **DO NOT** fit well under the category of boycotting that the student has chosen.

When deciding on the common category—the Enduring Issue—a student must be able to argue that this is a significant issue that has endured by showing how the issue has affected people or has been affected by people, and how the issue has continued as an issue or has changed over time.

Planning Sheet for Enduring Issue

| | | Significance of Issue Using Outside Info and Document Info | |
|-----|-------------------------|--|---|
| Doc | Connection to Framework | Identify issue(s) in document | Define enduring issue using document evidence |
| 1 | 10.5 Text | <p><u>Holocaust: human rights violations: Jews denied a right to earn a living; discrimination through boycotting; nationalism; manipulation of nationalistic feelings; encouraging ultra-nationalism</u></p> | <p>Human Rights Violations (Docs. 1-5)</p> <p>Human rights violations include denying a people the right to earn a living, cruel treatment and forced starvation, intentionally setting out to destroy a group, separation of the races under apartheid, and targeting and discrimination based on religious affiliation.</p> <p>Human rights are inalienable rights that all humans have. These rights have been violated across time in different settings by different cultures and civilizations. The UNUDHR was adopted in 1948 to protect all humans' rights from being violated.</p> <p>Impact of Nationalism (Docs. 1, 2, 4, 5)</p> |
| 2 | 10.5 Text | <p><u>Holodomor: human rights violations: cruel treatment of Ukrainians by Russians; policy of destruction/annihilation of Ukrainians; forced starvation of Ukrainians; unequal food distribution; ethnic tensions between Russians and Ukrainians; Soviet campaign against Ukrainian nationalism; manipulation of nationalistic feelings in Soviet Union; Soviet use of power</u></p> | <p>Human Rights Violations:</p> <p>Details about the Holocaust—forced migration of Jews, concentration camps, Final Solution, Nuremberg Trial;</p> <p>Details about Holodomor—Stalin's five-year plans, collectivization, exportation of grain, Russification; campaign of terror; gulags;</p> <p>Details about apartheid—ANC, protests, beatings, arrests and jail, Mandela, Desmond Tutu, Steven Biko, F.W. DeKlerk;</p> <p>Details about the partition of British India and the creation of Pakistan; protests and conflicts in border areas between Hindus and Muslims; assassination of Gandhi;</p> <p>Details about Japan's actions in Nanjing, China, policy of comfort women, treatment of POWs, Tokyo Trials;</p> <p>Details about Armenian situation under Ottomans—forced migrations, starvation; European treatment of native peoples/indigenous peoples under imperialism;</p> |
| 3 | 10.10 Text | <p><u>Genocide: human rights violations: intent to destroy a national group, ethnic, racial, or religious groups; killing members of the group; causing serious</u></p> | <p>Human Rights Violations:</p> <p>Details about the Killing Fields in Cambodia;</p> <p>Details about Tiananmen Square;</p> <p>Details about Serbia and tensions between Serbs and Muslims, ethnic clashes, discrimination;</p> <p>Details about Rwanda and tensions between the Hutus and Tutsis;</p> <p>Details about Kosovo; Details about Sudan and Darfur;</p> <p>Details about the Pinochet government; Details about the efforts of Mother Teresa;</p> <p>Details about Aung San Suu Kyi;</p> <p>Details about the efforts of Women of the Plaza de Mayo;</p> <p>Idea that human rights violations continue in different places despite UN Universal Declaration of Human Rights—formation of International tribunals;</p> <p>Denial that human rights violations have occurred or down</p> |

Planning Sheet for Enduring Issue

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| | | <p><u>bodily or mental harm to members of the group; deliberately inflicting on the group conditions of life calculated to bring about its physical destruction; imposing measures to prevent births within the group; forcibly transferring children of the group to another group</u></p> | <p>Discrimination (Docs. 1-5)</p> <p>Unfair Treatment (Docs. 1-5)</p> | <p>While not required, nothing prohibits a student from bringing in information from 9th grade such as details about the trans-Atlantic Slave trade; European treatment of indigenous people in the Americas during the colonial period</p> | <p>playing/underreporting what occurred</p> |
| 4 | <p>10.10 Text</p> | <p><u>Apartheid: discrimination; inequality; human rights violations; unfair distribution of power; social class tensions</u></p> | | | |
| 5 | <p>10.5 Visual</p> | <p>Religious tensions/Hindu and Muslim tensions; conflict; impact of imperialism; impact of decolonization; impact of nationalism; <u>fear of discrimination</u>; impact of refugees; conflict between communities</p> | | | |

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| 1 | 10.5 Text | Holocaust; human rights violations; Jews denied a right to earn a living; discrimination through boycotting; <u>nationalism</u> ; <u>manipulation of nationalistic feelings</u> ; <u>encouraging ultra-nationalism</u> | Leaders and governments often will target people's feelings of pride for their people and their culture or for their country. Campaigns are waged as seen in Doc. 1 and Doc. 2 to manipulate people's feelings of belonging to a particular group or country. This manipulation can lead to some people being discriminated against. Nationalism can bring people in a country to pull together, but it can also tear a territory or country apart. In Doc. 5, Hindus and Muslims worked to get independence from Great Britain and the result was two separate countries being formed, India and |
| 2 | 10.5 Text | Holodomor; human rights violations; cruel treatment of Ukrainians by Russians; policy of destruction/annihilation of Ukrainians; forced starvation of Ukrainians; unequal food distribution; ethnic tensions between Russians and Ukrainians; Soviet campaign against <u>Ukrainian nationalism</u> ; <u>manipulation of nationalistic feelings in Soviet Union</u> ; Soviet use of power | Information related to Italian unification; Information related to German unifications; Information related to the Pan-Slavic movement in the Balkan area that had an impact on the Austro-Hungarian and Ottoman empires; Armenian nationalist efforts and Armenian massacres; Details about Zionism; Details related to the Ukrainian nationalist movement; Detail related to Hitler and nationalism; Details related to Soviet nationalism; Details related to independence movements in Africa and Asia (efforts by Nkrumah, Kenyatta, Ho Chi Minh to build nationalism in their respective countries); Details about the Algerian independence movement; Details about nationalism in the Middle East |
| 3 | 10.10 Text | Genocide; human rights violations; intent to destroy a national group, ethnic, racial, or religious groups; killing members of the group; causing serious | Details showing situations/circumstances where nationalism has divided or unified a people, territory, or country; Details related to secession efforts; Details where demands are made to shift or change borders/boundaries based on ethnicity or religious affiliation; Nationalist efforts by Chechens, Kurds, Palestinians, Ukrainians; Conflicts resulting from nationalism and nationalist efforts |

Planning Sheet for Enduring Issue

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| | | <p>bodily or mental harm to members of the group; deliberately inflicting on the group conditions of life calculated to bring about its physical destruction; imposing measures to prevent births within the group; forcibly transferring children of the group to another group</p> | <p>Pakistan.</p> | | |
| 4 | <p>10.10 Text</p> | <p>Apartheid; discrimination; inequality; human rights violations; unfair distribution of power; social class tensions</p> | | | |
| 5 | <p>10.5 Visual</p> | <p>Religious tensions/Hindu and Muslim tensions; conflict; impact of imperialism; impact of decolonization; <u>impact of nationalism</u>; fear of discrimination; impact of refugees; conflict between communities</p> | | | |