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 opportunities 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 each document, **annotate** it, and identify the **main idea** and **possible enduring issues** for each document.

2. **Compare** each document and the ideas in them to **identify similarities and differences.**

3. **Identify possible enduring issues** that are present in more than one document.

4. **Sort documents into categories** based on possible enduring issues.

5. **Choose an enduring issue** that relates to at least three documents and that you can show has endured over time.

6. **Reread documents** related to the enduring issue.

7. **Refine the enduring issue** and **define it.**

**Enduring Issues Essay Prompt:**

The prompt will be the same every time.

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.
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.

### 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.”

### STEPS FOR DOCUMENT ANALYSIS

**Step 1.** **Draw a three column chart** either under the document or on the back of it. Label the left-side of chart, “MI,” for Main Idea, and the center of the chart, “E.I,” meaning possible enduring issue, and the right-side of the chart, “OI” for outside information.

**Step 2.** Read and annotate your document.

**Step 3.** Write a **1-2 sentence summary** that expresses the **MAIN IDEA** of the document a on the **LEFT HAND SIDE** of the T-chart.

**Step 4.** Write **POSSIBLE ENDURING ISSUES** present in the document in the **CENTER** of the chart. Write out any **PROBLEMS** or **CHALLENGES** faced by the people and societies mentioned in the document.

**Step 5.** Write **OUTSIDE INFORMATION** about the context or effects of the events/ideas present in the document on the **RIGHT HAND SIDE** of the chart.
The following is an excerpt from the laws of the Code of Hammurabi, the King of the Babylonian Empire who reigned from 1792 BCE to 1750 BCE. The laws were inscribed on stelae (upright stone slabs) throughout his Empire to make his subjects aware of his rulings. One of the earliest examples of a promulgated (promoted and publicized) law code, it served to create an orderly society.

22. If any one is committing a robbery and is caught, then he shall be put to death.

23. If the robber is not caught, then shall he who was robbed claim under oath the amount of his loss; then shall the community, and . . . on whose ground and territory and in whose domain it was compensate (pay) him for the goods stolen.

195. If a son strike his father, his hands shall be chopped off.

206. If during an argument one man hit another and wound him, then he shall swear, "I did not injure him intentionally," and pay the physicians.

229 If a builder build a house for some one, and does not construct it properly, and the house which he built fall in and kill its owner, then that builder shall be put to death.

Source: Code of Hammurabi, 1754 BCE.
The following is an excerpt from a World History textbook discussing the leadership style and techniques of two famous rulers of the Achaemenid Persian Empire, Cyrus the Great, who ruled from 559 BCE to 530 BCE, and Darius I, who ruled from 522 BCE to 486 BCE. Both used different strategies to keep the lands they ruled peaceful, organized, and under control.

In the history of the Achaemenid Persian Empire, two emperors stand out as having left the greatest legacy, namely Cyrus and Darius.

Cyrus was a military genius, leading his army from victory to victory between 550 and 539 B.C. In time, Cyrus controlled an empire that spanned 2,000 miles, from the Indus River in the east to Anatolia in the west.

Even more than his military genius, though, Cyrus’s most enduring legacy was his method of governing. His kindness toward conquered peoples revealed a wise and tolerant view of empire. For example, when Cyrus’s army marched into a city, his generals prevented Persian soldiers from looting and burning. Unlike other conquerors, Cyrus believed in honoring local customs and religions. Instead of destroying the local temple, Cyrus would kneel there to pray.

Cyrus also allowed the Jews, who had been driven from their homeland by the Babylonians, to return to Jerusalem in 538 B.C. Under Persian rule, the Jews rebuilt their city and temple. The Jews were forever grateful to Cyrus, whom they considered one of God’s anointed ones...

Although Darius too was a great warrior, his real genius lay in administration. To govern his sprawling empire, Darius divided it into 20 provinces. These provinces were roughly similar to the homelands of the different groups of people who lived within the Persian Empire. Under Persian rule, the people of each province still practiced their own religion. They also spoke their own language and followed many of their own laws. This administrative policy of many groups—sometimes called “nationalities”—living by their own laws within one empire was repeatedly practiced in Southwest Asia.

Although tolerant of the many groups within his empire, Darius still ruled with absolute power. In each province, Darius installed a governor called a satrap, who ruled locally. Darius also appointed a military leader and a tax collector for each province. To ensure the loyalty of these officials, Darius sent out inspectors known as the “King’s Eyes and Ears.”

Two other tools helped Darius hold together his empire. An excellent system of roads allowed Darius to communicate quickly with the most distant parts of the empire. The famous Royal Road, for example, ran from Susa in Persia to Sardis in Anatolia, a distance of 1,677 miles. Darius borrowed the second tool, manufacturing metal coins, from the Lydians of Asia Minor. For the first time, coins of a standard value circulated throughout an extended empire. People no longer had to weigh and measure odd pieces of gold or silver to pay for what they bought. The network roads and the wide use of standardized coins promoted trade. Trade, in turn, helped to hold together the empire.

The following is an excerpt from the Edicts of Ashoka, the rulings of the Emperor of the Mauryan Empire of India, who reigned from 268 BCE to 232 BCE, which were inscribed on pillars and rock walls throughout his Empire to make his subjects aware of his rulings.

All men are my children. Just as I seek the welfare and happiness of my own children in this world and the next, I seek the same things for all men.

It is difficult to achieve happiness, either in this world or in the next, except by intense love of Dharma, intense self-examination, intense obedience, intense fear [of sin], and intense enthusiasm. Yet as a result of my instruction, regard for Dharma and love of Dharma have increased day by day and will continue to increase. . . . For these are the rules: to govern according to Dharma, to administer justice according to Dharma, to advance the people’s happiness according to Dharma, and to protect them according to Dharma.

The faiths of others all deserve to be honored for one reason or another. By honoring them, one exalts (honors) one’s own faith and at the same time performs a service to the faith of others. By acting otherwise, one injures one’s own faith and also does disservice to that of others. . . . Therefore concord (friendly peaceful relations) alone is commendable.

Whatever good deeds I have done the people have imitated, and they have followed them as a model. In doing so, they have progressed and will progress in obedience to parents and teachers, in respect for elders, in courtesy to priests and ascetics3, to the poor and distressed, and even to slaves and servants.

Source: Edicts of Ashoka, 3rd Century BCE.
Han emperors made Confucianism the official belief system of the state. They relied on well-educated scholars to run the bureaucratic government. A scholar-official was expected to match the Confucian ideal of a gentleman. He would be courteous and dignified and possess a thorough knowledge of history, music, poetry, and Confucian teachings.

Han emperors adopted the idea that civil servants—that is, officials in the government—should win their positions by merit, rather than through family ties as had occurred in the past. In the Han civil service system, a young man would start in a clerical job. Once he proved his abilities, he would move up in local government. If he continued to excel, he would eventually be recruited into the civil service and might be tested on his knowledge of government policy. Essential to his studies were the Five Classics, a collection of histories, poems, and handbooks compiled by Confucius and others that served as a guide to conduct for about 2,000 years.

Much later, in the 580s, the Sui dynasty set up a formal system of civil service exams, which were given at the local, provincial, and national levels. In theory, any man could take the exams. In practice, only those who could afford years of study, such as the sons of wealthy landowners or officials, could hope to succeed. Occasionally, a village or wealthy family might pay for the education of a brilliant peasant boy. If he passed the exams and obtained a government job, he, his family, and his clan all enjoyed immense prestige and moved up in society. Confucian teachings about filial piety and the superiority of men prevented women from taking the civil service exam. As a result, women were excluded from government jobs.

The civil service system remained in use until 1912. It put men trained in Confucian thought at every level of government and created an enduring system of values. Dynasties rose and fell, but Confucian influence survived.

The following is a map of the Roman Empire at its greatest height in 116 CE, showing not only the lands under Roman rule, but also the famous Roman Roads, which stretched across the empire, as well as some of the fortification (walls, barriers) used to protect the borders.
Construct an Enduring Issues Argument
Using the documents and activities above, complete the tasks below to construct an enduring issues argument.

Enduring Issues Bank
The issues in the bank below are issues that might be relevant to your documents, but there are many more possible issues that could be used in this essay or future essays. Choose an issue, either from this list or your own mind, that aligns with the documents. When identifying an enduring issue be as specific as possible and try to identify causes and/or effects.

<table>
<thead>
<tr>
<th>Desire for Power</th>
<th>Defense and Security</th>
<th>Interconnectedness</th>
<th>Innovation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Governmental Control</td>
<td>Laws and Legal Systems</td>
<td>Bureaucracy</td>
<td>Tolerance</td>
</tr>
</tbody>
</table>

**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 or a problem.

**Task 2**
From the list of issues you identified, choose one that is an enduring issue evident in at least three documents.

1. 

An enduring issue is an issue that
- exists over time (endures), even in the present
- has had a significant impact on people or been impacted by people throughout history

**Task 3**
Make a claim that argues why the enduring issue you chose is significant.

Claim: __________________________
_______________________________
_______________________________
_______________________________

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
PART 3—EXTENDED ESSAY

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.

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 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 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.