Dear Freshmen Students/Parents/Guardians,

Thinking globally is an essential part of understanding the content in the High School of Art and Design’s global history classes. Reading about enduring issues during the summer months will help build your reading skills, increase your vocabulary, and prepare you for the content that you will encounter. In an effort to encourage you to read and prepare you for the school year ahead, we have developed the following required summer assignment.

Directions for the Summer Project:

Part 1 - Carefully read and annotate the list of enduring issues vocabulary with questions you have.

Part 2 - Read and Annotate documents 1 through 5 and answer the questions under each document.

Part 3 – Using the documents from Part 2, complete the graphic organizer “Planning for the Global History and Geography Enduring Issues Essay.”

The Summer Global History Assignment will prepare you for the content you will be analyzing in the upcoming year. The project is due on September 5, 2019. Please submit your work to your Social Studies teacher.

We look forward to seeing you at Art and Design this upcoming school year!

Sincerely,

The History Department
### Part 1: Read and familiarize yourself with the following Enduring Issues and their definitions. Annotate with questions that you will share at the start of the year.

Name: ___________________________  Date: _______________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Developing</th>
<th>Underdeveloped</th>
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<tbody>
<tr>
<td>Annotating the Text</td>
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<td>Student marks up both the task and the text effectively by summarizing the most relevant information and making connections to the task, and generating (DOK Level 4) questions in the margins.</td>
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<td>Student marks up parts of the text and task effectively, making some summaries, inferences, connections, and creating (DOK Levels 2-3) questions in the margins, but misses some relevant evidence.</td>
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<td>Student only marks up certain sections of the document; they either don’t mark up the task or there are no notes in the margins. Questions are minimal (DOK Level 1) or non-existent.</td>
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<td>Student minimally marks up the text by either underlining very little information, or none at all. No questions in margins.</td>
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### Enduring Issue and Definition

**Conflict:**
A serious disagreement or argument. There can be conflict between individuals, groups of people, and even nations.

**Related Concepts:**
- war, competition, armed struggle, resistance, power struggles,
- disputes over boundaries or location of boundaries, disputes over socio-economic status, disputes over how power is maintained,
- ethnic disputes, religious disputes, disputes between social classes;
- response to lack of reform

**Cooperation:**
The process of working together to achieve the same goal. You can see the effects of cooperation when someone helps you lift a table, when you play on a team, or when nations come together to solve a mutual problem.

**Related Concepts:**
- consequences of cooperation on countries/on cultures/on traditions, consequences of involvement in maintaining peace or in multinational peacekeeping efforts, consequences of mediating disputes, benefits of working together to solve mutual problems, challenges of working together to solve mutual problems

**Power:**
The ability to influence or control the behavior of people and it is a part of every human interaction. You can see the effects of power in your relationships with your family and friends, and in schools, sports, business, and government.

**Related Concepts:**
- 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

**Human Rights Violation:**
The denial of basic rights and freedoms that all humans are entitled to (life, liberty, equality)

**Related Concepts:**
- 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
| **Scarcity:**  
The state of not having enough of something | 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 |
| **Security:**  
The freedom from risk or danger. | 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 |
| **Population growth:**  
The increase in the number of people who inhabit a territory or state. | 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 |
| **Human impact on the environment:**  
The human influence on the natural world | 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 |
| **Impact of the environment on humans:**  
The natural world’s influence on human interaction | 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 |
| **Tensions between traditional culture and modernization:**  
Old vs. New | 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 |
**Incoming 9th Grade Social Studies Summer Assignment**

<table>
<thead>
<tr>
<th>Impact of trade:</th>
<th>modernization efforts, debate over definition of modernization, debate over westernization as modernization, difficulty of maintaining traditions in a time of change</th>
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<tbody>
<tr>
<td><strong>Influence of the exchange of people, goods, and ideas.</strong></td>
<td>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</td>
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<tr>
<td><strong>Impact of cultural diffusion:</strong></td>
<td>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</td>
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<tr>
<td><strong>Influence of the exchange of identity, society, way of life.</strong></td>
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<tr>
<td><strong>Impact of technology:</strong></td>
<td>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</td>
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<tr>
<td><strong>Influence of man-made tools and ideas to make life easier.</strong></td>
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<tr>
<td><strong>Impact of industrialization:</strong></td>
<td>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</td>
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<tr>
<td><strong>Use of inventions to progress a society independence from a colonizing country.</strong></td>
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| **Impact of urbanization:**  
Effect of the movement of people to cities | 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 |
| **Impact of nationalism:**  
Result of having pride in the country | 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 |
| **Impact of migration:**  
Influence of a movement of people | 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 |
| **Impact of globalization:**  
Influence of economic, social, and political interdependence | 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 |
| **Equity issues/lack of access:**  
Exploring how social, economic, and political factors influence the division of society’s resources | 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 |
| **Imperialism:** Power dynamics influenced by one country taking over another country | 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, ability to get goods to market, market for goods produced, challenges of moving away from a barter economy |
| **Colonization:** Power dynamics influenced by one country setting up colonies in another country | |
| **Empire building:** Power dynamics influenced by one country taking over a lot of other countries | |
| **Decolonization:** Power dynamics influenced by a colonized country getting | |
Part 2 Task: Read and annotate documents 1 through 5 and answer the questions following each document.

Document 1

Christian Persecution in the Roman Empire

Since the birth of Christianity, the Roman Empire feared that it was a threat to Roman unity and belief in pagan Roman gods. Starting in mid-3rd century CE, empire-wide persecution of Christians began to take place. In 249 CE, Emperor Decius issued an edict, or law, calling for all members of the empire to make a sacrifice to the gods. Even though this edict did not only target Christians, it led to some Christians being put to death for refusing to perform the sacrifices. The Diocletianic or Great Persecution beginning in 303 CE, was the last and most severe persecution of Christians in the Roman Empire. In 303, the Emperors Diocletian, Maximian, Galerius, and Constantius issued a series of edicts removing the legal rights of Christians. Christians were required to worship pagan gods or face imprisonment and execution. These edicts prohibited Christians from assembling for worship, ordered the destruction of their scriptures, and destroyed their places of worship across the empire. If you were a Christian senator or soldier, your rank was taken from you. Some Christian freedmen were re-enslaved. Even though Emperor Diocletian stated that the edicts be carried out without violence or death, local judges often enforced executions. Galerius, another Roman Emperor in the East, recommended burning Christians. This method of execution became common throughout the Eastern Roman empire.

Source: The Christian Martyrs’ Last Prayer, by Jean-Léon Gérôme (1883)

What enduring issue best relates to Document 1? (Explain your answer)
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What is the document talking about?

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Why is the enduring issue being talked about in Document 1 important?

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Document 2

**Origins of Sikhism**

The Sikh religion began around 1469 CE in the Punjab region in the present day states of Pakistan and India. At that time, the main religions of the region were Hinduism and Islam. Emerging from the social teachings of Guru Nanak, Sikhism was a new religion that demanded equality for all by denouncing the Hindu caste system. Guru Nanak’s ideas challenged the dominant religions in the area. Nine Gurus followed Nanak and developed the Sikh faith over the next centuries.

The Mughal Empire which at its peak extended over nearly all of the Indian subcontinent and parts of Afghanistan was an Islamic empire that took hold in 1526 CE. The Sikhs lived in relative peace with the political rulers for some time, however Sikhism began to be seen as a threat to the dominance of Islam in India. Emperor Jahangir had the fifth Guru, Guru Arjan tortured to death for his faith in 1606. Guru Arjan’s son Hargobind became the sixth Guru and pledged to protect Sikhs from persecution. He encouraged militarization. His militarization campaign led to a small Sikh army which had some success against the Mughal empire. There was a short period of peace where the Mughal empire was more secular, but that period of peace and tolerance ended under Emperor Aurangzeb who used force to make his subjects accept Islam. Aurangzeb had the ninth Guru, Tegh Bahadur, killed in 1675.

What enduring issue best relates to Document 2? (Explain your answer)

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Why is the enduring issue being talked about in Document 2 important?

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Document 3

The Protestant Reformation was a 16th-century religious, political, intellectual, and Cultural Revolution that sought to change or remake the Catholic Church. In northern and central Europe, reformers like Martin Luther and John Calvin protested and challenged Church authority. This led to the creation of new sects of Christianity called Protestants.
Reaction to Protestants

… More and more Louis [the French king, who was Catholic] tried to impose uniformity in religious affairs. In the 1680s he intensified persecution of Protestants...Louis launched a reign of terror. He refused to allow French Protestants to leave the country. He promised that those who remained could worship privately, free of persecution, but never kept the promise. Their churches were torn down, their gatherings forbidden, their children made to attend [Catholic] mass. The Waldensians in Savoy [Protestant sects] were massacred, and six hundred Protestants “caught making assemblies” were executed. Perhaps two hundred and fifty thousand fled abroad to escape persecution.…


What enduring issue best relates to Document 3? (Explain your answer)
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Why is the enduring issue being talked about in Document 3 important?
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Rohingya refugee camp in western Myanmar in 2012 erected after another event similar to what took place in 2017 created by the United Kingdom Department for International Development. Image is licensed under the Creative Commons Attribution-Share Alike 2.0 Generic license.

The Rohingya are Muslims who live in Myanmar, a country in southeast Asia. The Rohingya are an ethnic and religious minority of about 1 million people in a country which is predominantly Buddhist and most live in one region of the country.

The Myanmar government has discriminated against the Rohingya in the past. They see the group as illegal immigrants from Bangladesh and did not count them in the country’s census in 2014.

In 2017, government-backed violence against the Rohingya intensified. In response to attacks on police posts by Rohingya militants, government troops and local Buddhist mobs burned villages and attacked Rohingya, driving nearly 1 million people to flee the area into nearby Bangladesh for safety. As a result, crowded refugee camps have been built near the border between the two countries.

Source: Adapted from “Myanmar Rohingya: What you need to know about the crisis” BBC, April 2018

What enduring issue best relates to Document 4? (Explain your answer)
What is the document talking about?

Why is the enduring issue being talked about in Document 4 important?

Document 5

The Euphrates, the only major river to flow through Syrian territory, is Syria’s sole reliable source of running water for both its irrigation programs and for maintaining water levels in the Tabqa Dam’s Lake Assad reservoir to sustain the dam’s hydroelectric output.

Iraq, as the furthest country downstream, suffers from both Turkish and Syrian water policies. Many Iraqi villages are said to have been depopulated because of water shortages along the Euphrates and Tigris. Iraqi officials maintain that while Turkey claims to release 500 cubic meters of river water downstream each second from its dams, the actual amount is closer to 200 cubic meters per second.

The Iraqis and the Syrians believe that Turkey is asserting itself as a regional hydrological [water distribution] superpower. Over the next decade Turkey plans to build an additional 1,700 dams, nearly doubling the country’s facilities. Turkey’s attitudes towards its neighbors’ complaints are encapsulated [summarized] in Turkish President Süleyman Demirel’s remarks at the July 25, 1992 dedication of the Atatürk Dam, where he said, “Neither Syria or Iraq can lay claim to Turkey’s rivers any more than Ankara [capital of Turkey] could claim their oil. This is a matter of sovereignty. We have a right to do anything we like. The water resources are Turkey’s, the oil resources are theirs. We don’t say we share their oil resources and they cannot say they share our water resources.”

Source: John Daly, “Turkey’s Water Policies Worry Downstream Neighbors,” Turkey Analyst, September 10, 2014
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What enduring issue best relates to Document 5? (Explain your answer)
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What is the document talking about?
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Why is the enduring issue being talked about in Document 5 important?
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### Planning for the Global History & Geography Regents Enduring Issues Essay

**Step 1—Examine the Documents: What enduring issues exist in these documents?**

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<tr>
<th>Doc. 1</th>
<th>Doc. 2</th>
<th>Doc. 3</th>
<th>Doc. 4</th>
<th>Doc. 5</th>
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</thead>
</table>

**Step 2—Choose an Issue: Decide on an issue to write about that is supported by at least three documents.**

The enduring issue I will write about is:

This issue is supported by the following documents:

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<td>5</td>
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</tr>
</tbody>
</table>

**Step 3—Brainstorm Information for Your Essay**

- **Use info from at least three documents to define the issue.**
- **Argue Significance: How has this issue affected people or been affected by people?**
  - Supporting information from the documents (note document #):
  - Supporting information from my knowledge of social studies:
- **Argue Significance: How has this issue continued to be an issue or changed over time?**
  - Supporting information from the documents (note document #):
  - Supporting information from my knowledge of social studies: