

Enduring Issues

This lesson will introduce students to Enduring Issues so they can begin to identify commonalities and patterns in struggles, challenges, and successes that people have had throughout history. This is a skill they will need to demonstrate on the New York State Global History Regents Exam in their 10th-grade year. This lesson is intended to be an introduction to enduring issues. Ideally, the teacher will continue this identification throughout the year during unit discussions and current events lessons. Once students begin to identify enduring issues, they will be able to see patterns in history and will become more fluent with the terminology and identification.

Lesson Duration: 60 minutes

Enduring Understanding: There are recurring patterns in challenges that people have faced over time.

Concepts: enduring issue, pattern, change

New York State Social Studies Standards Addressed:

All NYS Social Studies Standards could be addressed in this lesson.

New York State Social Studies Practices Addressed:

A. Gathering, Interpreting, and Using Evidence

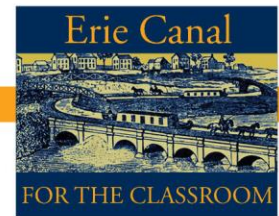
2. Recognize, use, and analyze different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).
6. Create an understanding of the past by using primary and secondary sources.

B. Chronological Reasoning and Causation

1. Explain how events are related chronologically to one another.
3. Identify the relationship between multiple causes and multiple effects, using examples from his/her life or from a current event or history.
7. Recognize and identify patterns of continuity and change in New York State.

C. Comparison and Contextualization

2. Identify multiple perspectives on an historical event.
4. Recognize the relationship between geography, economics, and history in social studies.



Enduring Issues

Teacher Questions:

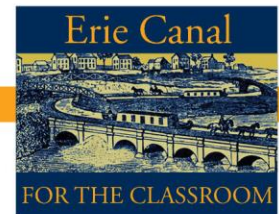
1. What is an enduring issue?
2. How do we know if it is enduring?
3. What are some enduring issues related to the Erie Canal?
4. Why is it important to learn about the past?

Materials List:

1. Poster paper, tape, and markers
2. Egg Nest Graphic Organizer (provided)
3. Images that connect with a clear enduring issue (these need to be from NYS Standards K-3 so students have a common entry point; see sets A, B, and C; provided)
4. Resource sets for independent/group work (sets D, E, and F; provided)
5. Student recording sheet with Enduring Issues checklist, example list, and resource sets (provided)

More Information about Enduring Issues (from EngageNY):

- 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.
- Enduring issues are often nested or embedded. For example, conflict (war, competition, armed struggle, resistance, invasions, threats to balance of power) and human rights violations (injustice, inequality, discrimination, unfair treatment, persecution of beliefs, threats to cultural identity, restrictions to movement).
- Issues can be expressed negatively as well as positively. For example, exploration can be positive for people expanding boundaries or discovering natural resources and negative for indigenous cultures or the toll it may take on the explorers that were in search of something specific.
- An enduring issue must be something that has affected people or has been affected by people and has continued to be an issue across time or has changed over time.
- TEACHER NOTE: “Enduring Issue” is the term New York State uses to create a common understanding so students can be assessed on their knowledge of concepts and issues that have repeated throughout history. The *Erie Canal for the Classroom* lessons use the term “Enduring Understanding” to mean the “big idea” that each lesson is uncovering.



Enduring Issues

For More Support on Enduring Issues:

Engage NY Enduring Issues Chart:

<https://www.engageny.org/sites/default/files/2-enduring-issues-chart.pdf>

New Visions for Public Schools Enduring Issues Resources:

<https://curriculum.newvisions.org/social-studies/course/regents-readiness/regents-prep-and-writing-resources-global-ii-exam/suggested-instructional-sequence-enduring-issues-essay-RR/>

https://docs.google.com/document/d/1Du2HhpAPryul6zuUSdncxFWROCP7yr_ntrHey1byMsY/edit

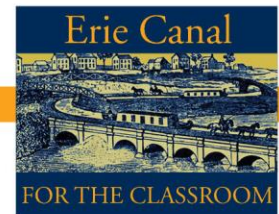
Procedure:

Teacher Questions	Procedure	Materials
<ol style="list-style-type: none"> 1. What is an enduring issue? 2. How do we know if it is enduring? 	<p>15 minutes: Teacher begins by having a group conversation about previously learned social studies concepts that can be easily identified and exist in the K-3 NYS Social Studies Standards.</p> <ol style="list-style-type: none"> 1. First, the teacher shows the students three images that all encompass the same concept. Any examples will work, as long as there are clear patterns or commonalities among the events depicted. The sets that are provided are taken from the NYS Inquiry Toolkits. It may be helpful to project these images so the students can all view them together. 2. The teacher then asks students to identify a word or phrase that can be used to describe the challenge or problem that is taking place in all situations. What are these events? What do they all have in common? 3. The teacher hangs the images on a sheet of poster paper and labels the paper with the identified word or phrase. 	<ul style="list-style-type: none"> • Poster paper, tape, and markers • Egg Nest Graphic Organizer (provided) • 3 images that connect with a clear enduring issue (these need to be from NYS Standards K-3 so students have a common entry point; see sets A, B, and C; provided) <p>Set A: Needs and Wants: http://www.c3teachers.org/wp-content/uploads/2015/06/New_York_K_NeedsandWants.pdf</p> <p>Set B: Human Impacts on the Environment/Pollution: http://www.c3teachers.org/wp-content/uploads/2015/09/New_York_2_Community_History.pdf</p> <p>Set C: Interdependence: http://www.c3teachers.org/wp-content/uploads/2015/09/New_York_3_Global_Trade.pdf</p>



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	<p>4. Continue this process until 3 examples have been practiced.</p> <p>TEACHER NOTE: Model for students that the labels will all be phrases or a single word that can act as the catch-all category (the “nest”) for the events depicted (the “eggs”). You can use the Egg Nest Graphic Organizer to help students see this idea visually. Students may also use the graphic organizer during their independent/group work time (they will need blank copies of it). The teacher should model placing one of the practice sets into the organizer before students use it.</p>	
<ol style="list-style-type: none"> 1. What is an enduring issue? 2. How do we know if it is enduring? 	<p>5 minutes: Teacher explains to students that they will now do this categorization/identification exercise on their own or with groups, with specific images and words that portray historical events.</p>	<ul style="list-style-type: none"> • Resource sets for independent/group work (sets D, E, and F; provided). Each individual/group will need one copy of each set • Student recording sheet with Enduring Issues checklist, example list, and resource sets (provided). <p>Set D: Trade/Scarcity/Economic Decisions: http://www.c3teachers.org/wp-content/uploads/2015/08/New_York_1_Economic_Choices.pdf</p> <p>Set E: Children’s Rights: http://www.c3teachers.org/wp-content/uploads/2015/08/New_York_3_ChildrensRights.pdf</p> <p>Set F: Power: http://www.c3teachers.org/wp-content/uploads/2015/09/New_York_3_Leadership_Governmen_t.pdf</p>



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<ol style="list-style-type: none"> 1. What is an enduring issue? 2. How do we know if it is enduring? 	<p>25 minutes: Students review the documents and complete the labeling. Check in with individuals/groups frequently to model the type of language they will be using for labeling the enduring issues. Using the language of an enduring issue takes practice and modeling!</p> <p>TEACHER NOTE: It is okay to tell the students the word or phrase that would fit if the students were close but used a full sentence or wordy phrase.</p>	
<ol style="list-style-type: none"> 1. What is an enduring issue? 2. How do we know if it is enduring? 	<p>10 minutes: Students come back together as a class to discuss their labels. As long as their ideas can be backed up with factual evidence, they can be counted as correct.</p>	
<ol style="list-style-type: none"> 1. What is an enduring issue? 2. How do we know if it is enduring? 3. What are some enduring issues related to the Erie Canal? 4. Why is it important to learn about the past? 	<p>5 minutes: After all the students/groups have shared, the teacher then explains that they will identify enduring issues during the rest of the Erie Canal unit and throughout the year. To do this, the teacher will write several enduring issues on sheets of poster paper and place the paper around the room to be left up all year. Each time the class talks about an event, including current events, students can determine which enduring issue(s) it would fall under. The teacher should write the event name on the corresponding poster paper and attach an image if appropriate.</p>	<ul style="list-style-type: none"> • Poster paper, tape, and markers to create Enduring Issues posters to hang around the room <p>Suggestions for Enduring Issues to include:</p> <ul style="list-style-type: none"> ✓ Human Impact on the Environment ✓ Population Growth ✓ Conflict ✓ Innovation ✓ Beliefs and Ideas ✓ Power ✓ Meeting Needs and Wants ✓ Technology ✓ Scarcity ✓ Trade ✓ Human Rights ✓ Interdependence

Enduring Issues

Enduring Issue Egg Nest Graphic Organizer

Enduring Issue

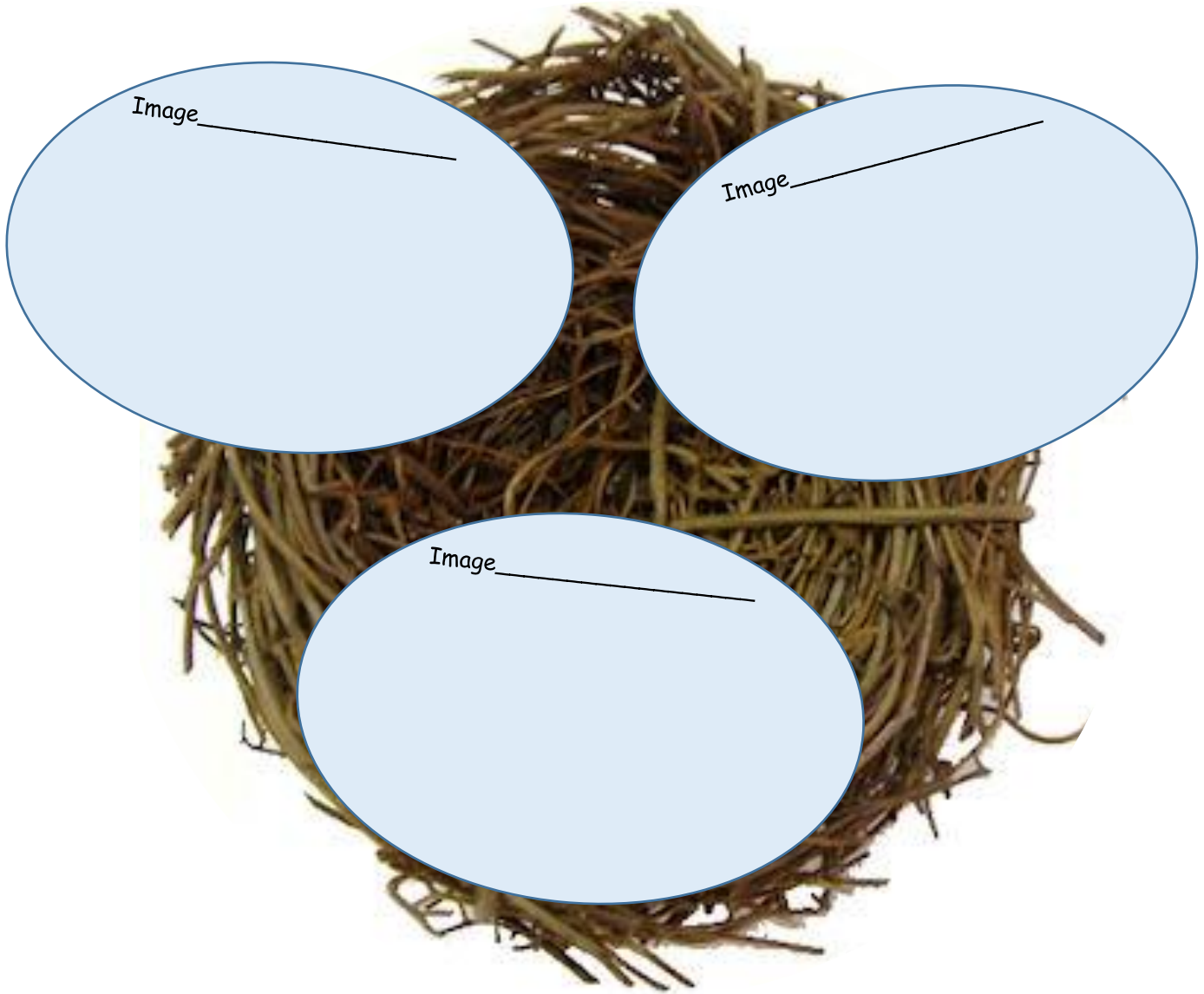
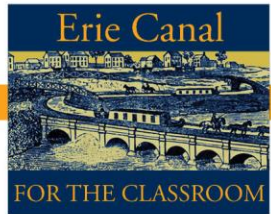


Image	Notes



Enduring Issues

Enduring Issues Recording Sheet

Name _____ Date _____

Directions: Using the sets of documents and images, identify the Enduring Issue that you think is present in all three in the set.

An Enduring Issue is:

- ✓ A word or short phrase
- ✓ A big idea, not specific details
- ✓ A challenge or a problem
- ✓ Something that existed in the past and exists in the present
- ✓ Has affected a lot of people

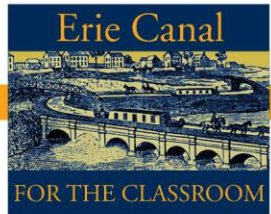
Some examples of Enduring Issues:

Human Impact on the Environment	Population Growth	Conflict
Innovation	Beliefs and Ideas	Power
Meeting Needs and Wants	Technology	Scarcity
Trade	Human Rights	Interdependence

Set D Enduring Issue: _____

Why did you choose that issue? Be sure to reference all 3 documents.





Enduring Issues

Enduring Issues Recording Sheet, page 2

Set E Enduring Issue: _____

Why did you choose that issue? Be sure to reference all 3 documents.

Set F Enduring Issue: _____

Why did you choose that issue? Be sure to reference all 3 documents.

