Step by Step Guide on How to Write an Enduring Issues Essay

Name: _____________________________ Period:_____
<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploring Enduring Issues</td>
<td>1-4</td>
</tr>
<tr>
<td>Guess the Enduring Issue</td>
<td>5-7</td>
</tr>
<tr>
<td>E.I. Writing Guide Sneak Peak</td>
<td>8</td>
</tr>
<tr>
<td>Selecting an Issue &amp; General Essay Format</td>
<td>9-10</td>
</tr>
<tr>
<td>How to write an introductory paragraph</td>
<td>11-12</td>
</tr>
<tr>
<td>How to write a body paragraph</td>
<td>13-19</td>
</tr>
<tr>
<td>How to write a conclusion</td>
<td>20-21</td>
</tr>
<tr>
<td>Best Writing Practices</td>
<td>22</td>
</tr>
<tr>
<td>Pre-Write/Planning Page</td>
<td>23-24</td>
</tr>
<tr>
<td>Student Friendly Rubric for E.I. Essays</td>
<td>25</td>
</tr>
<tr>
<td>Student Reflection Log</td>
<td>26-27</td>
</tr>
<tr>
<td>Self-Check &amp; Peer Review</td>
<td>28-29</td>
</tr>
</tbody>
</table>
Enduring Issues 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.

Directions: Write a well-organized essay that includes an introduction, several paragraphs addressing the task below, and a conclusion.

TASK:

- Identify an issue based on a historically accurate interpretation of three documents.
- Define the issue using evidence from at least three documents.
- Argue that this was a significant issue that endured by showing:
  - How the issue affected people or has been affected by people?
  - How the issue continued to be an issue or changed over time?

Be sure to include outside information from your knowledge of social studies and evidence from at least three documents in your essay.
What is 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.

Some Potential Grade 7 Issues

- Conflict
- Discrimination and Inequality
- Impact of Environment on Humans
- Power
- Technology
- Colonization
- Industrialization
- Nationalism
- Trade

Some Potential Grade 8 Issues

- Urbanization
- Human Rights Violations
- Cooperation
- Population Growth
- Human impact on the Environment
- Cultural Diffusion
- Security
- Technology
- Nationalism
- Impact of Environment on Humans
- Voice in Government
- Industrialization
- Traditional culture vs. modernization
- Imperialism/Expansionism
- Conflict
- Power
- Trade
First things first, what is an "enduring issue"?

- An enduring issue is something that human beings have had to deal with consistently throughout history.

- Is the word "enduring" confusing to you? Here are some synonyms for enduring...

  - lasting, persistent, timeless, never ending, perpetual, existing across time

- Just to make sure we have the word "enduring" down, what are some enduring issues that middle school students deal with across generations?

<table>
<thead>
<tr>
<th>Example 1</th>
<th>Example 2</th>
</tr>
</thead>
</table>

- Here is a chart of enduring issues from 8th Grade American History...

```
<table>
<thead>
<tr>
<th>Discrimination</th>
<th>Progressivism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conflict</td>
<td>Human Rights Violations</td>
</tr>
<tr>
<td>Population Growth</td>
<td>Environment</td>
</tr>
<tr>
<td>Cultural Diffusion</td>
<td>Security</td>
</tr>
<tr>
<td>Trade</td>
<td>Nationalism</td>
</tr>
<tr>
<td>Industrialization</td>
<td>Imperialism/Expansionism</td>
</tr>
<tr>
<td>Voice in Government</td>
<td>Traditional culture vs. modernization</td>
</tr>
<tr>
<td>Urbanization</td>
<td>Power</td>
</tr>
</tbody>
</table>
```

★ Can you think of other Enduring Issues found in history that are not on this list? Add them!
**Directions:** The first column contains some examples of Enduring Issues, but there are many synonyms for these Enduring Issues (see middle column). Can you connect the issue to something you learned in the past few years?

<table>
<thead>
<tr>
<th>Enduring Issue</th>
<th>Related Words-write small</th>
<th>Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Discrimination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Conflict</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Human Rights Violations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Cooperation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Population Growth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Impact of Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Desire for Power</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 Voice in Government</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Traditional vs. Modern Culture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 Expansionism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 Urbanization</td>
<td>Cities, overcrowding, access to education, shift from rural to rural, crowded living quarters</td>
<td><img src="#" alt="Child labor" /> <img src="#" alt="tenements" /> <img src="#" alt="slums" /> <img src="#" alt="factory life" /> <img src="#" alt="lack of garbage disposal" /></td>
</tr>
</tbody>
</table>
Adobe houses (also known as pueblos) are Native American house complexes used by the American Indians of the Southwest. Adobe pueblos are modular, multi-story houses made of adobe (clay and straw baked into hard bricks) or of large stones cemented together with adobe. Each adobe unit is home to one family, like a modern apartment. The whole structure, which can contain dozens of units, is often home to an entire extended clan.

Adobe houses are good homes to build in a warm, dry climate where adobe can be easily mixed and dried. These are homes for farming people who have no need to move their village to a new location. In fact, some Native American people have been living in the same adobe house complex for dozens of generations.
Columbus’ voyages to the Americas are still apparent today in the foods we eat. Many famous products today would not be available without Columbus’ voyage to the Americas. Things like Florida oranges, Irish potatoes, French vanilla ice cream, and Colombian coffee are around because the Old World met the New World and exchanged various goods.

“First, to inspect the country’s (country’s) soil with the greatest care, and not to leave the agricultural (farm) possibilities or a single corner or clod (chunk) of earth unconsidered... Above all, no trouble or expense should be spared to discover gold and silver... Opportunities should be sought night and day for selling the (mother) country’s superfluous (extra) goods to these foreigners in manufactured form.”

- Taken from “Nine Principal Rules of National Economy by Philip Wilhelm von Hornick
Chapter 3: English Colonies

The pictures above show the plan to stow (store) 292 slaves below the deck of the ship. Most of the slaves were stowed in shelves with a height of 2 feet 7 inches.

Although slavery existed in all thirteen colonies, it quickly became a vital part of the southern economy. Slavery was a permanent, hereditary condition. Slaves had no legal rights and were forbidden to read or write. The document above shows the horrible conditions on board a slave ship.

<table>
<thead>
<tr>
<th>COLONY</th>
<th>RELIGION</th>
<th>RACE</th>
<th>GENDER</th>
<th>PROPERTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Hampshire</td>
<td>Christian</td>
<td>White</td>
<td>Male</td>
<td>Land valued at $50</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>Christian</td>
<td>White</td>
<td>Male</td>
<td>Land rented at $2/ year</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>Christian</td>
<td>White</td>
<td>Male</td>
<td>Land rented at $2/ year</td>
</tr>
<tr>
<td>Connecticut</td>
<td>Christian</td>
<td>White</td>
<td>Male</td>
<td>Land rented at $2/ year</td>
</tr>
<tr>
<td>New York</td>
<td>Christian</td>
<td>White</td>
<td>Male</td>
<td>Land rented at $40</td>
</tr>
<tr>
<td>New Jersey</td>
<td>Christian</td>
<td>White</td>
<td>Male</td>
<td>Land valued at $50</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>Christian</td>
<td>White</td>
<td>Male</td>
<td>50 acres or land valued at $40</td>
</tr>
<tr>
<td>Delaware</td>
<td>Christian</td>
<td>White</td>
<td>Male</td>
<td>50 acres or land valued at $40</td>
</tr>
<tr>
<td>Maryland</td>
<td>Christian</td>
<td>White</td>
<td>Male</td>
<td>50 acres or land valued at $40</td>
</tr>
<tr>
<td>Virginia</td>
<td>Christian</td>
<td>White</td>
<td>Male</td>
<td>50 acres</td>
</tr>
<tr>
<td>North Carolina</td>
<td>Christian</td>
<td>White</td>
<td>Male</td>
<td>50 acres</td>
</tr>
<tr>
<td>South Carolina</td>
<td>Christian</td>
<td>White</td>
<td>Male</td>
<td>50 acres</td>
</tr>
<tr>
<td>Georgia</td>
<td>Christian</td>
<td>White</td>
<td>Male</td>
<td>50 acres</td>
</tr>
</tbody>
</table>

Maryland's Act of Toleration (1649)

...be it therefore with the advice and consent of this assembly ordered and enacted...that no person or persons within Maryland professing to believe in any form of Christianity shall from now on be in any way troubled, interfered with or embarrassed in respect to his or her religion, nor in the free exercise thereof...

**Set 3 - Chapter 3: English Colonies**

Salem Witch Trials 1692

In June of 1692, the special Court of Oyer (to hear) and Terminer (to decide) sat in Salem to hear the cases of witchcraft. Presided over by Chief Justice William Stoughton, the court was made up of magistrates (judges) and jurors. The individuals accused of witchcraft had little evidence against them but were found guilty and sentenced to death.

**Conflict** | **Discrimination and Inequality**

**Impact of Environment on Humans** | **Power**

**Colonization** | **Industrialization**

**Nationalism** | **Trade**

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Bonus Resources:

☑ Best Writing Practices, page 22
☑ Track your Progress! Reflection Log, pages 26-27
☑ Peer Review Sheet, page 28
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 about, 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 Specific, If Possible
If possible, instead of choosing “conflict,” try identifying an enduring issue like “conflict between ethnic groups” or “civil wars.”

4. Identify Causes and/or Effects, If Possible
Instead of choosing an issue like “conflict,” if possible, identify what causes conflict like “conflict caused by competition over resources,” or try identifying the effects of an enduring issues. For example, you could write: “conflict has led to human rights violations.”

<table>
<thead>
<tr>
<th>CAUSES</th>
<th>EFFECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phrase</td>
<td>Example</td>
</tr>
<tr>
<td>Need for/to</td>
<td>need for sources of fresh water</td>
</tr>
<tr>
<td>Competition over</td>
<td>competition over sources of fresh water</td>
</tr>
<tr>
<td>Lack of</td>
<td>lack of sources of fresh water</td>
</tr>
<tr>
<td>Scarcity of</td>
<td>scarcity of sources of fresh water</td>
</tr>
<tr>
<td>Rejection/Acceptance of</td>
<td></td>
</tr>
<tr>
<td>Threats of/to</td>
<td>threats of new technology to Traditional ways of life</td>
</tr>
</tbody>
</table>
General Essay Format

Introductory Paragraph
- Format explained on future pages

Do’s

Body Paragraph
- Always start with a TOPIC SENTENCE
- Add Evidence from Document & Cite it!
- Analyze Document Evidence
- Add Outside Information
- Be sure everything connects with TASK
- Closing Sentence

Body Paragraph
- REPEAT ABOVE

Body Paragraph
- REPEAT ABOVE

Conclusion Paragraph
- Format explained on future pages

Cite document information correctly. (Doc. 1)
HOW TO WRITE AN INTRO PARAGRAPH

Introductory Paragraph

There are many ways to write an introductory paragraph. We are going to make it easy and straightforward so you can dedicate your time and energy to your body paragraphs, because they are the most important!

**THE PURPOSE OF THE INTRO is to give background and to set the stage for your essay. PLEASE DO NOT ATTEMPT TO GIVE SPECIFIC INFORMATION RELATING TO THE TASK/PROMPT HERE... save that for your body paragraphs!**

We sometimes use an inverted triangle to represent the intro.

Start off the intro paragraph with a general statement, and get more specific and detailed as you progress.

- **An enduring issues is an issue that exists across time.**
- **One example of an enduring issue is __________. This issue can be defined as...**
  - __________________________
  - __________________________.
- **Some examples of this enduring issue include __________, __________, and __________.**
- **It is one that many societies have attempted to address with varying degrees of success and failure.**

**Tips**

✓ FIRST and LAST sentence are set! Just plug in info about your E.I. to the middle sentences!
✓ Be sure to come up with a solid definition for your E.I. You can use two sentences for this!
✓ When including your examples, keep in mind the documents you are using and outside info.
✓ BONUS* Format for each paragraph will be provided on your pre-write sheet in middle school!
After reading the details on the previous page about how to write an introductory paragraph, let’s see if you are able to create one in less than 8 minutes! Remember, your introduction is short and sweet, but it needs a few key elements to serve its purpose: to introduce the specific topic of your essay to the reader.

Directions: For the intro, you may pick any series of documents from the earlier “Guess the Enduring Issues” activity from pages 5-7. Feel free to use the resources on this page or the previous page. Before you begin, please identify the document set you are using, and the enduring issue selected. Have a timer ready!

### Planning page

**Intro**

<table>
<thead>
<tr>
<th>Formula: General + Identify + Define + Ex. + C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
</tr>
</tbody>
</table>

**Sample:**

An enduring issue is an issue that exists across time. One example of an enduring issue is ________. The definition of ________ is ________. Some examples of this enduring issue include ________, ________, and ________. It is one that many societies have attempted to address with varying degrees of success and failure.

### Document Set:

- Ch. 1 - Natives (pg. 5)
- Ch. 2 - Explorers (pg. 6)
- Ch. 3 - English Colonies (pg. 7)

### Enduring Issue:

| Time: minutes |

---

### Closing (1)

= Introductory Paragraph!!!

(5 or 6 sentences total)

---

It is one that many societies have attempted to address with varying degrees of success and failure.

---

One example of an enduring issue is ________. This issue can be defined as ________. Some examples of this enduring issue include ________ and ________.

---

Identify Enduring Issue and define it (2-3)

Examples your body will include (1)

---

An enduring issues is an issue that exists across time.
HOW TO WRITE A BODY PARAGRAPH

KEEP IN MIND.....

The number of body paragraphs in your essay is determined by ...
★ the number of documents required for your essay ★

Within each body paragraph, you will need to include everything listed below, but really focus on ....
★ the requirements that are listed under the Prompt/Task
★ connecting your information to the Enduring Issue you selected for your essay

Getting Started on your Body Paragraph... Think of your essay as a cheeseburger! The top of the bun is your introductory paragraph and the bottom bun is your concluding paragraph. All the “stuff” between represents your body paragraph(s).

Common Mistakes (that are easy to avoid)
✓ Keep your topic sentence SIMPLE. Just introduce or transition to your topic
✓ Carefully pick out document evidence, rephrase in your own words.
✓ Even though it is in your own words, cite it. (Doc.1)
✓ Explain the document’s relevance by answering the task:
   ☑ How has the enduring issue impacted people or places?
   ☑ How has the enduring issue continued or changed over time?

INCLUDES:
• TOPIC SENTENCE/ TRANSITION
• DOCUMENT INFORMATION. (Doc. 1)
• ANALYSIS that addresses BOTH:
  ☑ How has the enduring issue impacted people or places?
  ☑ How has the enduring issue continued or changed over time?
• Outside Info & vocabulary whenever possible
• Closing sentence (optional)

It is your job to stick to the theme (EI) throughout the paragraph.

Be sure to explain using enough detail! ✓ PRETEND your reader knows nothing about the topic!
★ This is the most common mistake when writing an essay!
TRANSITIONS AND LINKING EXPRESSIONS

Definition: A transition or linking expression is a word or group of words that is used to give a reader some obvious “directional signals.” They act like thread to sew your ideas together. They explain how one idea is linked to another. By using a transition word, you can sometimes combine two sentences into one.

Be careful not to overuse transition words. Their purpose is to show relationships between ideas and sentences so that sentences in a paragraph flow smoothly. If you use too many transition words, you interrupt that smooth flow.

Transitions for Narration
after before later then
afterwards during meanwhile until
as finally next when
at the same time first now while

Transitions for Description
above below in the distance overhead
across from beyond nearby on my left (right)
also further next to opposite to
before me here over to the left (right)

Transitions for Adding to Ideas Already Started
again besides for instance moreover
also finally furthermore one example of...
another first...second... in addition another example of
at the same time finally like wise similarly
for example such

Transitions for Showing Result (Cause-Effect Relationships)
accordingly Because _____ therefore
as a result consequently thus
at last hence To sum up...
at this point Since _____, _____

Transitions for Contrasting Ideas
although On the one hand...
but on the other hand
however otherwise
nevertheless still
yet
**Signal Words**

**Definition:** Signal words are words that tell us what is coming. They may signal a list, summary, comparison/contrast, detail, main idea, beginning or end.

**Add another item**
- or example
- and first
- more second
- moreover third
- furthermore also
- besides finally
- some primarily
- many in addition
- likewise next
- main another

**Presenting Proof**
- for example such as
- to illustrate specifically
- for instance following are
- for this reason

**Conclusion-Summary**
- therefore
- thus
- in conclusion
- consequently
- hence
- as a result
- in summary
- noteworthy
- last of all
- finally
- on the whole

**Comparison/Contrast Words**
- more otherwise than
- compares differences likeness
- similar contrasts alike
- similarity nevertheless

**Words that Define**
- referred to as is
- the same as means
- defined as termed
- means the same a synonym for

**Words for Emphasis**
- better best
- most good
- least important
- most of all chief factor
- above all less
- worst bad
- major minor
- all some

**Cause/Effect Words**
- because as a result
- effect the quality
- attribute cause
- unless it is because
- for this reason consequently

**Change to a different or opposite idea**
- yet however nevertheless
- but otherwise in spite of
- still likewise in contrast
- except instead even though
- although on the other hand
- on the contrary

**Words that Show Time, Order, or Sequence**
- now next soon
- right away suddenly the next second
- meanwhile later a minute later
- long before at last to begin with
- much later soon after some days earlier
- eventually presently immediately
- last (week/day/year...)

-15-
Body Practice- Using Document Evidence 1

To QUOTE or NOT to QUOTE...

Document 1

“I am tired of fighting. Our chiefs are killed...He who led the young men is dead. It is cold and we have no blankets. The little children are freezing to death. My people, some of them have run away to the hills and have no blankets, no food; no one knows where they are – perhaps freezing to death. I want to have time to look for my children and see how many I can find. Maybe I shall find them among the dead. Hear me my chiefs. I am tired; my heart is sick and sad. From where the sun now stands, I will fight no more forever.”

-Chief Joseph of the Nez Perce, September, 1877
Upon his surrender to the U.S. Government Troops

What is plagiarism (in your own words)? Give an example of plagiarism of using Document 1 above.

What does it mean to PARAPHRASE? How does the reader of a DBQ know that you paraphrased information as compared to plagiarizing information?

Using the quote by Chief Joseph, PARAPHRASE a portion of his speech and cite it correctly. Proper citation = (Document #).

*Plagiarism is using the words and/or ideas of someone as your own.*

However, there is one more way to cite textual evidence: Quotation Marks!

Regardless of how you were taught in the past, this is how you should use Quotation Marks when writing a DBQ: If you would like to use three (3) or more words exactly how they are shown in some sort of text, you would indicate this by including the direct quote in Quotation Marks.
For example:

Lincoln’s *Gettysburg Address* began with the words: “Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.” He chose these words to remind those who were present to dedicate a cemetery at the site of the infamous Battle of Gettysburg, that even though the Union and Confederacy were at war, neither side should look upon the other as having less of a reason to defend their beliefs.

I would love to take credit for writing the Gettysburg Address, but I can’t because that would be ILLEGAL...and rather foolish. So, by using quotation marks I give credit to its author, Abraham Lincoln.

IF you are including data from any sort of source that is not as well-known as the Gettysburg Address you need to use parenthetical citations as well. (Document 1)

Avoid Plagiarism and Paraphrasing: Using Document 1, *word for word*, **provide one reason that explains why Chief Joseph is surrendering.** (This requires Quotation Marks and Parenthetical Citation in order to be done correctly.)
Tips for using document evidence:

1. Make sure to rephrase it in your own words and cite evidence properly.
2. Don’t overuse the document evidence; only the essential parts relating to the task/theme of your essay.
3. Be sure to explain (analyze) the evidence you use, relating it to the task/enduring issue.

Today we enjoy an array of foods, some of which we can credit Columbus and his voyage to America.

Enduring Issue Topic: Power

What do you SEE or OBSERVE:
From the document, I LEARNED:

Write a sentence AS IT WOULD APPEAR IN A ESSAY that uses the data you LEARNED from Document 2. Citation required.

________________________________________________________

ANALYSIS of DOCUMENT EVIDENCE:

Let’s ANALYZE the data you wrote in the sentence above. Write each requirement as a COMPLETE SENTENCE exactly how it would appear in an essay.

WHAT is the information you learned from Document 2? Explain it. ________________________________________________________________

__________________________________________________________________________________________________

HOW is the information you learned from Document 2 relevant to the paragraph topic? (see task on prewrite and enduring issues selected) Explain it.

__________________________________________________________________________________________________

__________________________________________________________________________________________________

WHY is the information you learned from Document 2 Significant or Of Importance to the paragraph topic? Explain it.

__________________________________________________________________________________________________

__________________________________________________________________________________________________

__________________________________________________________________________________________________

OUTSIDE INFORMATION:

In a complete sentence, provide one piece of outside information which supports the document or the paragraph topic.

__________________________________________________________________________________________________

ANALYSIS of Outside Information *

*Apply analysis strategy above.
HOW TO WRITE A CONCLUDING PARAGRAPH

Similar to the introductory paragraph, the conclusion is also easy and straightforward. If you use the advice below, the paragraph pretty much writes itself!

**The purpose of the closing paragraph is to sum up your essay in a clear and concise manner. You should not present any new information at this point, or repeat details presented in your body paragraph. As always, avoid personal pronouns (I, we, you, etc.) and your opinion!**

We sometimes use a triangle to represent the intro. We start off our first paragraph with specific information, and end the paragraph with a general, but thought-provoking, statement.

**The formula for writing a simple & concise conclusion paragraph:**

<table>
<thead>
<tr>
<th>Restate Enduring Issue (1)</th>
<th>Body Sum-Ups (3)</th>
<th>Closing (1)</th>
</tr>
</thead>
</table>
|                           |                 | = Concluding Paragraph!!!(5 or 6 Sentences Total)

- _____ is an enduring issue that exists across time.
- One Body Sum-Up (The Key Idea) for each body paragraph. **KEEP it short and sweet!**
- Copy the statement below for your closing sentence.
- Even though societies develop and change, they are unable to escape common issues and problems associated with human nature.

**Tips**

✓ Don’t overthink it, remember, short & sweet.
✓ For your body sum-up, details are not necessary. Including the topic of each body is all you need!
✓ Just like anywhere else in your essay, avoid using personal pronouns (I, you, we, etc.)
After reading the details on the previous page about how to write a conclusion paragraph, let’s see if you are able to create one in less than 8 minutes! Remember, your conclusion is short and sweet, but it needs a few things to serve its purpose (the purpose is to provide a concise summary of what you talked about in your essay with no new details).

Directions: For this conclusion, you may pick any series of documents from the earlier “Guess the Enduring Issues” activity from pages 5-7. Feel free to use the resources on this page or the previous page. Before you begin, please identify the document set you are using, and the enduring issue selected. Have a timer ready!

<table>
<thead>
<tr>
<th>Document Set:</th>
<th>Enduring Issue:</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Ch. 1 - Natives (pg.5) ☐ Ch.2- Explorers (pg.6) ☐ Ch.3- English Colonies (pg.7)</td>
<td>_________________________</td>
<td>minutes</td>
</tr>
</tbody>
</table>

Even though societies develop and change, they are unable to escape common issues and problems associated with human nature.

### Planning page

**Formula:** Restate Issue + Body Sum-Ups + Closing (5 sentences)

**SAMPLE:** __________________ is an enduring issue that exists across time.

**Body Sum-Ups:**

1. 
2. 
3. 

**Closing:**

---

Name:_________________________ Period:___
### KEEP IN MIND WHEN WRITING AN ESSAY

<table>
<thead>
<tr>
<th>Did you complete the following before submitting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic Sentence:</strong> Details the topic/theme of the paragraph</td>
</tr>
<tr>
<td><strong>Concluding Sentence:</strong> Highlights the key takeaways of the paragraph</td>
</tr>
<tr>
<td><strong>Document Usage:</strong> Data from document is included and Data is ANALYZED sufficiently. Citations are included and used correctly.</td>
</tr>
</tbody>
</table>

⚠️ From here on out, **DON’T** make reference to documents this way:

*In document 2, the picture shows African American men voting.*

You’re more grown up! More sophisticated! More capable!

So write about the documents like this:

*As a result of the 15th Amendment to the U.S. Constitution, African American men across the country could now vote (Document 2).*

<table>
<thead>
<tr>
<th><strong>Outside Information:</strong> Additional facts, examples, and details are used to further support the topic presented throughout the paragraph. Outside Information is ANALYZED, and its relationship to the topic/theme is explained.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The entire paragraph is written in the <strong>PAST TENSE</strong></td>
</tr>
<tr>
<td>The entire paragraph is written in the <strong>THIRD PERSON:</strong> He, She, It, One, They, People, The Crowd...etc. (Unless a direct quote is included.)</td>
</tr>
<tr>
<td>The paragraph uses <strong>TRANSITIONAL WORDS AND PHRASES</strong> for smooth and easy movement between thoughts. See reference sheet if you need to peek at examples.</td>
</tr>
<tr>
<td>The paragraph refers to people by <strong>FIRST</strong> and <strong>LAST NAME or LAST NAME ONLY.</strong></td>
</tr>
</tbody>
</table>

---

Document 2

![Image of African American men voting]
### Step 1 - Choose an issue: select an issue that is supported by at least three documents *

The enduring issue I selected to write about is:

This issue is supported by the following documents:

<table>
<thead>
<tr>
<th>Intro</th>
<th>Body Paragraphs</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Formula:</strong> General+ Identify + Define + Ex. +C</td>
<td><strong>Doc. No. &amp; Topic</strong></td>
<td><strong>Supporting Outside Info</strong></td>
</tr>
</tbody>
</table>
| **SAMPLE:** An enduring issue is an issue that exists across time. One example of an enduring issue is _______________. The definition of ________ is _________________. _________________. Some examples of this enduring issue include ________________, ________________, and ________________. It is one that many societies have attempted to address with varying degrees of success and failure. | **How has the enduring issue impacted people or places?**
*supporting info from document | **How has the enduring issue continued or changed over time?** |
| | **Supporting Outside Info** | **Formula:** Restate Issue + Body Sum-Ups+ Closing (5 sentences) |
| **SAMPLE:** ________________ is an enduring issue that exists across time. | **Body Sum-Ups:** | **Closing:** Even though societies develop and change, they are unable to escape common issues and problems associated with human nature. |
| **Body 1** | | |
Enduring Issues Planning - 7th grade

Step 1- Choose an issue: select an issue that is supported by at least three documents *

The enduring issue I selected to write about is:

This issue is supported by the following documents:

<table>
<thead>
<tr>
<th>Intro</th>
<th>Body Paragraphs</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Formula:</strong> General + Identify + Define + Ex. + C</td>
<td>Doc. No. &amp; Topic</td>
<td>How has the enduring issue impacted people or places? *supporting info from document</td>
</tr>
<tr>
<td><strong>SAMPLE:</strong> An enduring issue is an issue that exists across time. One example of an enduring issue is __________. The definition of ________ is ______________. ______________. ______________. ______________. Some examples of this enduring issue include __________, __________, and __________. It is one that many societies have attempted to address with varying degrees of success and failure.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Body 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Body 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Body 3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Must DO's before submitting

Establish an E.I. theme, and define it in your intro!

Be sure to carefully select your document evidence to fit your E.I.!

CONNECT document evidence to the tasks!

Include valuable Outside Information that connects to the theme. Be sure to take your time to explain/analyze the connections in depth & detail!

---

**Checklist**
- Essay is broken down into multiple paragraphs: introduction, body paragraphs, conclusion
- Introduction identifies enduring issue and provides a general description of the issues selected
- Body paragraph(s) start with a topic sentence and end with a closing sentence
- Includes the required number of documents (see directions)
- Includes the proper document citation □ Uses transitions □ Uses the formula for conclusion

---

**RUBRIC**

<table>
<thead>
<tr>
<th></th>
<th>Ineffective</th>
<th>Developing</th>
<th>Effective</th>
<th>Strong</th>
<th>Surpasses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score Range</td>
<td>1 (12)</td>
<td>2 (14)</td>
<td>3 (16)</td>
<td>4 (18)</td>
<td>5 (20)</td>
</tr>
</tbody>
</table>

**Establish your THEME**
- Did not identify which enduring issue applies to your document set and/or your description is either incomplete or contains incorrect information.
- Document evidence does not support theme selected.

I described the documents or what the documents said, but with inaccurate and irrelevant connections to the issue selected.

Did not answer.

**Analyze DOC evidence**
- Did not identify which enduring issue applies to your document set and/or your description is either incomplete or contains incorrect information.
- Document evidence partially supports theme.

I described the documents or what the documents said, but did not connect the documents’ purpose to the enduring issue I selected by only partially answering.

**Interpretations & Connections - Outside Information**
- How well does my analysis explain data, reasoning, & connections to the task?
- Information may include significant errors in explanation and/or accuracy.

I have provided an incomplete or inaccurate explanation to illustrate my understanding of the information. I included data without explaining how the information connects to the task. Some of my information may be unrelated to the topic or inaccurate.

---

**Enduring Issue (theme) selected:**

**Name:**

---

**Final Proof Check**
- Did you capitalize all proper nouns? ☑
- Did you cite doc, evidence? ☑ Did you do it correctly? ☑
- Spelling and grammar ☑ READ IT AGAIN OR ASSESS.
STUDENT REFLECTION LOG

TRACK YOUR PROGRESS ● IDENTIFY STRENGTHS & WEAKNESSES

WRITING ASSIGNMENT #1
Did you forget anything on the checklist above the rubric?
☐ Nope, nothing is circled
☐ YES, I need to remember to: ________________________________

Examine the RUBRIC, note your score for each:

<table>
<thead>
<tr>
<th>Theme &amp; Doc Evidence</th>
<th>Doc. Analysis</th>
<th>Interpret &amp; OI</th>
<th>TOTAL SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Check out the COMMENTS & internalize your scores on each of the categories. What do you need to remember for next time? (make a bulleted list)

WRITING ASSIGNMENT #2
Did you forget anything on the checklist above the rubric?
☐ Nope, nothing is circled
☐ YES, I need to remember to: ________________________________

Examine the RUBRIC, note your score for each:

<table>
<thead>
<tr>
<th>Theme &amp; Doc Evidence</th>
<th>Doc. Analysis</th>
<th>Interpret &amp; OI</th>
<th>TOTAL SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Check out the COMMENTS & internalize your scores on each of the categories. What do you need to remember for next time? (make a bulleted list)
WRITING ASSIGNMENT #3
Did you forget anything on the checklist above the rubric?
☐ Nope, nothing is circled
☐ YES, I need to remember to:___________________________________________

Examine the RUBRIC, note your score for each:

<table>
<thead>
<tr>
<th>Theme &amp; Doc Evidence</th>
<th>Doc. Analysis:</th>
<th>Interpret &amp; OI</th>
<th>TOTAL SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Check out the COMMENTS & internalize your scores on each of the categories. What do you need to remember for next time? (make a bulleted list)

WRITING ASSIGNMENT #4
Did you forget anything on the checklist above the rubric?
☐ Nope, nothing is circled
☐ YES, I need to remember to:___________________________________________

Examine the RUBRIC, note your score for each:

<table>
<thead>
<tr>
<th>Theme &amp; Doc Evidence</th>
<th>Doc. Analysis:</th>
<th>Interpret &amp; OI</th>
<th>TOTAL SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Check out the COMMENTS & internalize your scores on each of the categories. What do you need to remember for next time? (make a bulleted list)
<table>
<thead>
<tr>
<th><strong>Self-Check</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you follow the formula for the Introductory paragraph?</td>
</tr>
<tr>
<td>Did you follow the formula for the Concluding paragraph?</td>
</tr>
</tbody>
</table>

**The Body Paragraph #1: Basics**
- Underline your topic sentence in pencil or pen
- Do the same for words that help you transition from one idea to next.
- Do you have a closing sentence?  ☐ yes  ☐ no

**The Body Paragraph #1: The important stuff**
- Do you use the required number of documents?  ☐ yes  ☐ no
- Did you cite information, rephrasing it in your own words?  ☐ yes  ☐ no
- Highlight document information in YELLOW
- Highlight document analysis in GREEN or BLUE
- Underline KEY terms and Outside Information PINK or ORANGE

**The Body Paragraph #2: Basics**
- Underline your topic sentence in pencil or pen
- Do the same for words that help you transition from one idea to next.
- Do you have a closing sentence?  ☐ yes  ☐ no

**The Body Paragraph #2: The important stuff**
- Do you use the required number of documents?  ☐ yes  ☐ no
- Did you cite information, rephrasing it in your own words?  ☐ yes  ☐ no
- Highlight document information in YELLOW
- Highlight document analysis in GREEN or BLUE
- Underline KEY terms and Outside Information PINK or ORANGE

**The Body Paragraph #3: Basics**
- Underline your topic sentence in pencil or pen
- Do the same for words that help you transition from one idea to next.
- Do you have a closing sentence?  ☐ yes  ☐ no

**The Body Paragraph #3: The important stuff**
- Do you use the required number of documents?  ☐ yes  ☐ no
- Did you cite information, rephrasing it in your own words?  ☐ yes  ☐ no
- Highlight document information in YELLOW
- Highlight document analysis in GREEN or BLUE
- Underline KEY terms and Outside Information PINK or ORANGE

-28-
Name of Writer: ______________________
Name of Reviewer: _____________________

Which enduring issue did the writer choose? □
What document is used as evidence in this paragraph? □
Is the document information cited correctly? □
If the document contains text, did the writer paraphrase and cite or properly use quotation marks and cite? □

<table>
<thead>
<tr>
<th>Did the writer include it in their paragraph? Write the sentence # where you found it.</th>
<th>Ingredients for a good body paragraph</th>
<th>Does the information support the writer’s enduring issue?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Topic Sentence (Does it indicate the theme of the paragraph?)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Document Evidence to Support Bullet #1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Document Analysis (At least 2 sentences)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Outside Information (Can further support the document or provide more examples)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Document Evidence or Outside Evidence to Support Bullet #2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Outside Information (Can further support the document or provide more examples)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Transitions: Used properly and throughout paragraph</td>
<td></td>
</tr>
</tbody>
</table>

What did the writer do well?
____________________________________________________________

Do you have any comments or suggestions for how the writer could improve their paragraph?
____________________________________________________________

-29-