

Global Advanced Summer Assignment

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CLASS CODE: kidvoh5

Welcome to Global 9 Advanced! This year we will cover the Dawn of Man through the Age of Revolutions. We will incorporate the disciplines of geography, anthropology, and archaeology into our study of history. Your task over the summer is to prepare for an assessment the first Friday (9/6) of the first week back to school. The exam will be modeled on the NYS Regents Exam and will include stimulus based multiple choice and constructed response questions. The essay portion of the exam is to be completed at home over the summer and is due the day of the test. All assignments can be found in our Summer Assignment Google Classroom.

Over the summer...

At home, you are responsible for completing several assignments related to the material in Chapter 1, *the Foundations of Civilization*, and Chapter 2, *Ancient Middle East and Egypt*, from our textbook. After completing these assignments, you will write an enduring issues essay. A complete explanation of how to write this type of essay and an exemplar are included in our Google Classroom. You may also reach out to Mr. Whitton or myself at any time but please allow us a few days to respond.

Checklist:

_____ Read and annotate Ch. 1 and 2 of *World History* textbook

_____ Complete Ch. 1 Document Practice Worksheets

_____ *Archaeology for Beginners*

_____ *Paleolithic Art*

_____ *Faces From the Past*

_____ *Catal Huyuk*

_____ Complete Ch. 2 Document Practice Worksheets

_____ *The Epic of Gilgamesh*

_____ *Letters from Mesopotamia*

_____ *Worksheet #2 Hammurabi's Code*

_____ *Wise Sayings of Ptah-Hotep*

_____ *Worksheet #1 Hymn to the Nile*

- _____ Prep for the Test
 - _____ Ch. 1 Review Sheet – Foundations of Civilization
 - _____ Ch. 2 Review Sheet – First Civilizations in Africa and Asia
 - _____ Concept Maps
 - _____ Study (frequent, short study sessions can be effective)
- _____ Write the Enduring Issues Essay
 - _____ Look over Resources Provided in Google Classroom
 - _____ Read, Annotate, and Identify an Enduring Issue found in 3 of the Documents
 - _____ Prepare an Outline
 - _____ Handwrite your Essay and Bring to Class the Day of the Test

First week of school...

- _____ Check over this Checklist (*All assignments are due by 9/6!*)
- _____ Ask Questions if you are Unsure of Anything at All
- _____ Submit all Work as required by your Teacher
- _____ Take Advantage of Additional Review Materials in Google Classroom
- _____ STUDY!

Grading

In order to prepare you for AP Social Studies classes, we are requiring you to demonstrate your ability to learn independently. The topics you will cover this summer are not entirely new to you. If you read carefully and work diligently on all of the assignments, you will be prepared to take the exam the first week of school. The summer work that you complete will be graded and included in your first marking period average along with your test grade. Remember, first impressions matter – set a positive tone for the year by showing up prepared and confident in your mastery of *Foundations of Civilization* and the *Ancient Middle East and Egypt!*

Unless extenuating circumstances are *verifiable* ...

NO LATE WORK WILL BE ACCEPTED

**FAILURE TO HAND IN WORK OR TO HAND IN POORLY DONE WORK MAY
RESULT IN A FIRST MARKING PERIOD FAILING AVERAGE**

Name: _____

Date: _____

Guide to Annotations

Pick 1 Highlighter & highlight only **MOST IMPORTANT DETAILS**

*** Read through the entire paragraph first***

NEW VOCAB= Circle and Define new vocab words or words that are relevant to the unit

Underline notable points and questions

Summarize key points = **IN THE MARGINS**

Highlight your analysis/thoughts

Separate color from earlier

Chapter 1

Prehistoric Cultures

ARCHAEOLOGY FOR BEGINNERS

◆ Section I (pages 12-15)

In his book, *Discover Archaeology*, archaeologist George Sullivan introduced the tools and techniques of his craft to beginners. The following excerpt from the book tells the story of an archaeological dig in southern Illinois.

Before there were kings in Egypt [about 3000 B.C.], before the birth of Christ, people lived in what is now Theodore Koster's cornfield and hog farm near Kampsville, Illinois. They fished, hunted waterfowl and, occasionally, deer and wild turkey. They cooked their food, they made their tools, they buried their dead, and then moved on.

Every time they moved, a layer of soil washed down from the bluffs above the farms and covered the village. But the low hills and a nearby stream made for such an amiable site, that soon other people arrived. The cycle continued for ten thousand years and involved fourteen successive communities.

Koster's farm . . . is a neatly packaged slice of American prehistory. . . . Digging, troweling, sifting, sorting, and interpreting have been going on there for more than a decade.

In the summer of 1968, Stuart Struever [of Northwestern University] was digging at a Hopewell Indian site on a farm near Kampsville, when a farmer named Harlin Helton started pestering him to visit a local cornfield to look at something he had found. Eventually, Struever went. "We waded through growing corn," Struever once recalled, "and, my God, it was fantastic! There was pottery all over. The biggest Hopewell

village I'd ever seen was maybe five acres, but this covered twenty-five to thirty acres. . . . I thought, this place has got to be dug."

The following summer, Struever and several colleagues dug test pits and did some probing. Probing involves sinking five-foot-long steel rods into the ground. Each rod is tipped with a hollow metal ball that traps dirt that can be brought to the surface for examination. Soil in the area is brown or buff-colored. But the rods came up with black soil, an indication of organic material, and organic material meant that the site was once inhabited by humans.

Within three weeks, Struever and his associates had found five different layers—or horizons—of human habitation. And each horizon was separated from the one next to it by a layer of sterile soil that had accumulated when no one lived on the site. . . .

What's been going on at Kampsville is not without significance. Discoveries at the Koster site have radically changed many ideas about early humans. They were not primarily big-game hunters, but depended more on plants than animals for food. Hickory nuts were one of the staples of their diet. Their life was not one of hardship; actually, they had a great amount of leisure time. . . .

1. How was the Koster site discovered? _____
2. _____ Describe the process by which layers of civilization were buried in the Koster site.

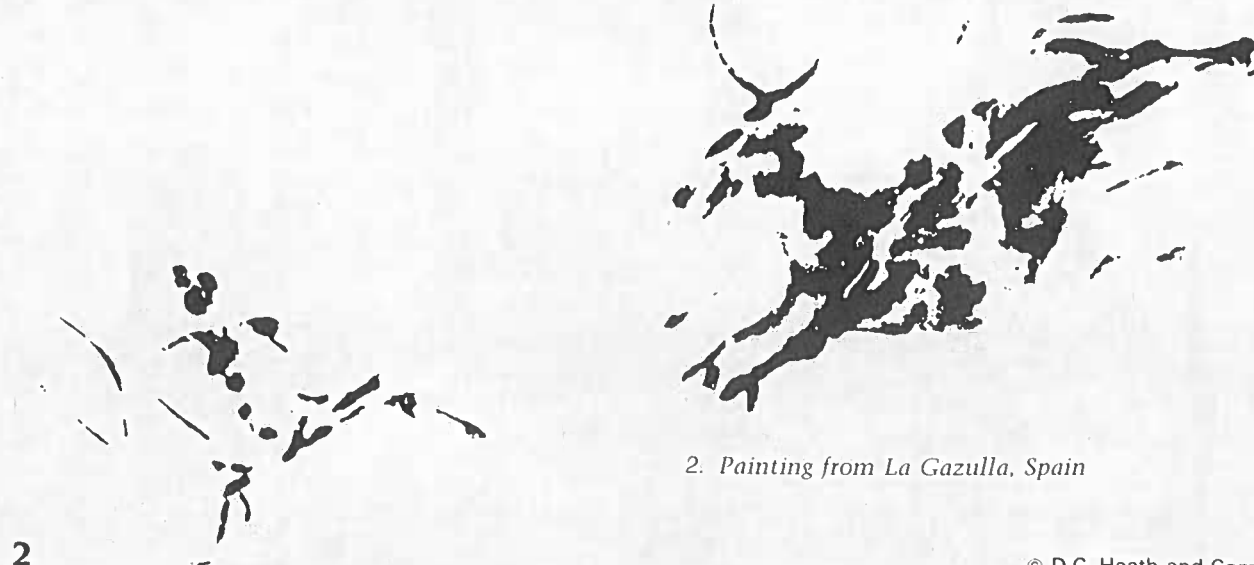
3. What new information about early humans did the Koster site reveal?

PALEOLITHIC ART

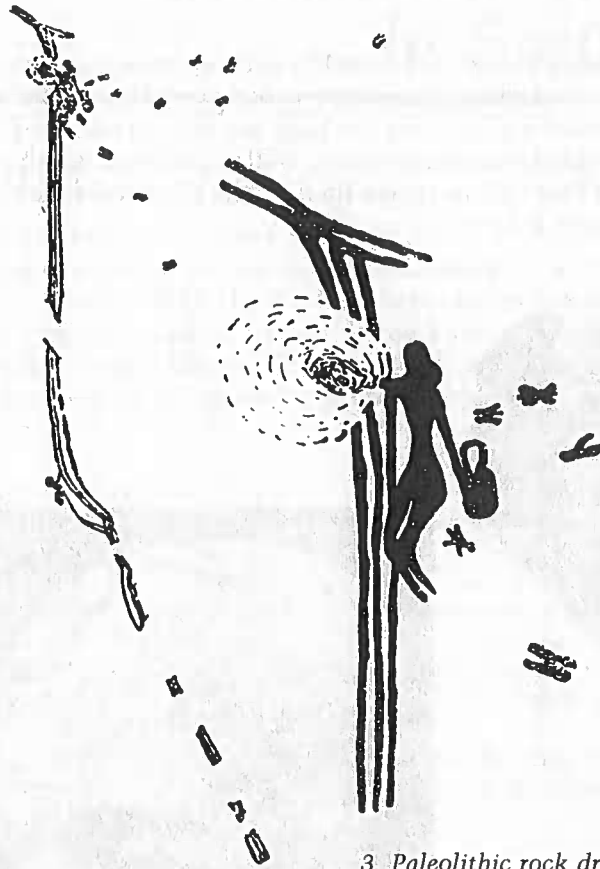
These pictures were drawn in caves or on rocks by early humans. As you look at them, imagine that you are a scientist discovering them for the first time.



1. Mural from Southern Spain



2. Painting from La Gazulla, Spain



3. Paleolithic rock drawing

1. According to these drawings, what different types of animals did early people hunt?

2. One theory about cave paintings is that they represented the wishes and desires of early humans. The first cave painting shows a pregnant mare. Why might hunters draw pregnant animals?

3. (a) What kind of weapon is the hunter in the second drawing using?

b) What story does this drawing tell?

4. Early people used what they could find around them for food. (a) What food items is the person in the fourth picture gathering?

(b) What implement does the person appear to be using?

FACES FROM THE PAST

The mammoth-tusk carving shown below is the world's earliest known portrait. It shows the disfigured face of a woman whose grave site was discovered close to where the carving was found. The remaining faces on the page are not carved; they are actual human skulls found embedded in an ancient stone wall in Jericho in Southwest Asia. To preserve the skulls and make them appear lifelike, the inhabitants covered them with clay and inserted shells for eyes.



1. Mammoth-tusk carving



2. Skulls from Jericho

1. Archaeologists believe that the woman represented in the carving must have been an important member of her community. How did the existence of the carving help them to reach that conclusion?

2. The skulls from Jericho suggest that the people of the city felt the need to preserve human remains. What does this suggest about their religious beliefs?

CHAPTER

1

Section 2

GEOGRAPHY APPLICATION: PLACE *Catal Huyuk*

Directions: Read the paragraphs below and study the illustration carefully. Then answer the questions that follow.

Among the many ancient settlements of human beings in the world was the village of Catal Huyuk. Founded approximately 8,000 years ago in the hills of what is now Turkey, Catal Huyuk lasted for nearly 2,000 years before mysteriously disappearing.

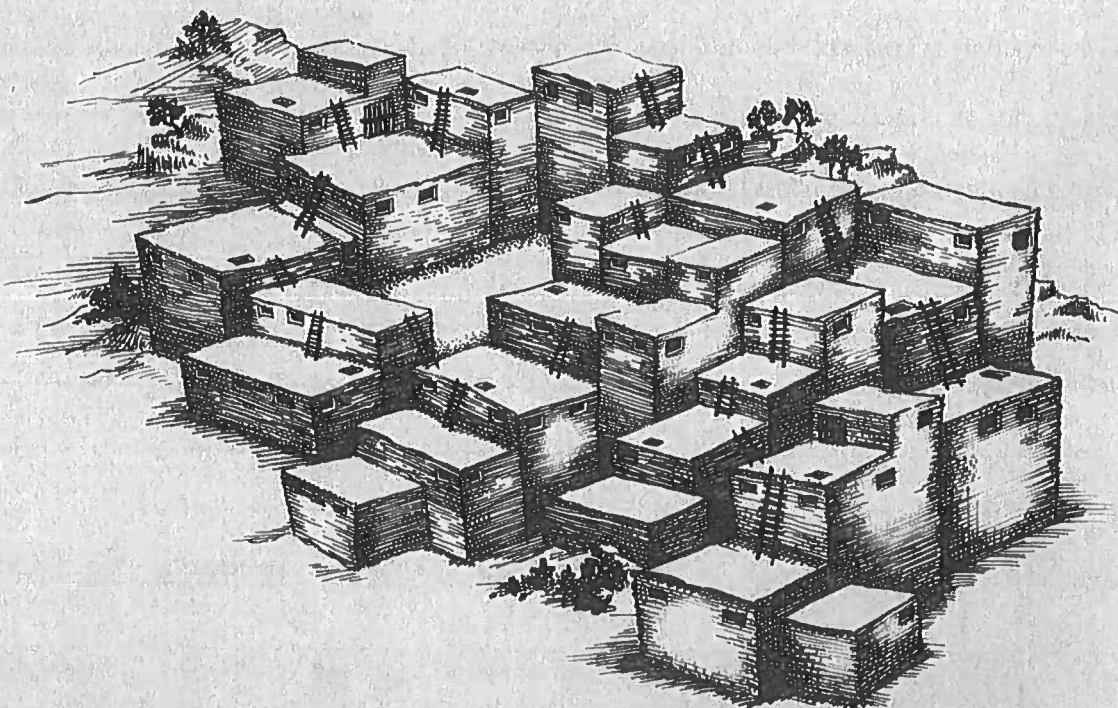
The settlement was the world's most advanced human center of the first agricultural age. However, Catal Huyuk did not develop near a major river system, as might have been expected of a farming village. Instead, it developed near a small stream in the shadow of three menacing volcanoes.

The people of Catal Huyuk fortified themselves against invaders and wild animals by building a village that contained no doors or streets. Instead, inhabitants used a hole in the roof to enter and exit and people simply moved around on top of each other's dwellings. Families constructed their houses with strong mud-dried brick. The roofs were made of woven reeds and mud and were connected on

one or more sides to the units next to them. Each family dwelling contained an open hearth, an oven in the wall, and clearly defined sleeping areas.

The residents of Catal Huyuk appeared to be a religious people. Elaborate shrines were constructed in the same fashion as the dwellings, and contained four or five rooms. Paintings filled the walls of these shrines and often included the chief deity, who was believed to be a goddess. This goddess was frequently depicted giving birth, nursing a child, or living as an old woman accompanied by a vulture.

The economic base of Catal Huyuk was also highly sophisticated for the time. Like their ancestors, these people still hunted, but they also bred goats, sheep, and cattle. In addition, they produced many different types of foods, including peas, several grains, berries, and berry wine. However, like other prehistoric humans, the people of Catal Huyuk did not live much past their twenties.



Interpreting Text and Visuals

1. What does the illustration reveal about the way that the people of Catal Huyuk entered their dwellings and moved from house to house? _____

2. Where was Catal Huyuk located? _____
3. Describe the physical surroundings of Catal Huyuk. _____

4. Explain how the village of Catal Huyuk was constructed. _____

5. What role did religion play in the lives of the people of Catal Huyuk? _____

6. If Catal Huyuk had been built near a major river system, how might life have been different? _____

7. Look again at the illustration. Explain what you think the inhabitants of Catal Huyuk gained by constructing their settlement in this manner. _____

Name _____

Class _____

Chapter 2

Civilizations and Empires in Southwest Asia

THE EPIC OF GILGAMESH

◆ Section 1 (pages 26–33)

The Epic of Gilgamesh is one of the oldest epics in world history. It centers around Gilgamesh, a powerful king of Uruk in ancient Sumer. Gilgamesh is a cruel king whom his people despise. The gods send the heroic Enkidu to challenge Gilgamesh. After a terrible battle, the two become dear friends. When Enkidu dies, the grief-stricken king questions the meaning of life and the nature of death. In the following excerpt, King Gilgamesh has brought his quest for immortality to Utnapishtim, a wise man.

Utnapishtim said to him, to Gilgamesh:
"Do we build a house forever?
Do we seal contracts forever?
Do brothers divide shares forever?
Does hatred persist for ever in the land?
Does the river for ever raise up and bring on
floods?
The dragon-fly leaves its shell
That its face might but glance at the face of
the sun.

Since the days of yore there has been no
permanence; The resting and the dead, how
alike they are!
Do they not compose a picture of death,
The commoner and the noble,
Once they are near to their fate?
The Anunnaki, the great gods, foregather;
Mammetum, maker of fate, with them the fate
decrees:
Death and life they determine.
But of death, its days are not revealed."

1. How does Utnapishtim feel about the permanence of life? Support your answer with evidence from the selection.

2. According to Utnapishtim, does wealth have any bearing on immortality? How do you know?

3. Who determines when a person will die?

4. In the excerpt, Utnapishtim refers to a dragonfly. How might the dragonfly symbolize a human life?

LETTERS FROM MESOPOTAMIA

Etched on clay tablets in Akkadian, a language of ancient Mesopotamia, the letters below reflect the worries and hopes of everyday life in centuries long past.

1

A message from Silla-Labbum and Elani: Tell Puzur-Aššur, Amua, and Aššur-šamši:

Thirty years ago you left the city of Assur. You have never made a deposit since, and we have not recovered one shekel of silver from you, but we have never made you feel bad about this. Our tablets have been going to you with caravan after caravan, but no report from you has ever come here. We have addressed claims to your father but we have not been claiming one shekel of your private silver. Please, do come back right away; should you be too busy with your business, deposit the silver for us. Remember, we have never made you feel bad about this matter but we are now forced to appear, in your eyes, acting as gentlemen should not. Please, do come back right away or deposit the silver for us.

If not, we will send you a notice from the local ruler and the police, and thus put you to shame

in the assembly of the merchants. You will also cease to be one of us.

2

Tell the Lady Zinû: Iddin-Sin sends the following message:

May the gods Šamaš, Marduk, and Ilabrat keep you forever in good health for my sake.

From year to year, the clothes of the young gentlemen here become better, but you let my clothes get worse from year to year. Indeed, you persisted in making my clothes poorer and more scanty. At a time when in our house wool is used up like bread, you have made me poor clothes. The son of Adad-iddinam, whose father is only an assistant of my father, has two new sets of clothes while you fuss even about a single set of clothes for me. In spite of the fact that you bore me and his mother only adopted him, his mother loves him, while you, you do not love me!

1. (a) What is the complaint of the merchants in the first letter? (b) How have they sent their messages? (c) For how long has their problem existed?

2. According to the merchants, what is "good gentlemanly behavior"?

3. What will the debtors' punishment be if they fail to pay the debt?

4. (a) What is Iddin-Sin's relation to Lady Zinu? _____

(b) What is his complaint?

5. (a) What qualities do you admire in the merchants?

(b) What qualities do you dislike in Iddin-Sin?

adopted son of his father's helper.

Worksheet #2

When the lofty Ann, king of the Anunnaki, and Bel, lord of heaven and earth, he who determines the destiny of the land, committed the rule of all mankind to Marduk, the chief son of Ea...at that time, Anu and Bel called me, Hammurabi, the exalted prince, the worshiper of the gods, to cause justice to prevail in the land, to destroy the wicked and the evil, to prevent the strong from oppressing the weak, to go forth like the Sun over the Black Head Race, to enlighten the land and to further the welfare of the people. Hammurabi, the governor named by Bel, am I, who brought about plenty and abundance; who made everything for Nippur and Durilu complete....the ancient seed of royalty, the powerful king, the Sun of Babylon, who caused light to go forth over the lands of Sumer and Akkad; the king, who caused the four quarters of the world to render obedience; the favorite of Nana, am I. When Marduk sent me to rule the people and to bring help to the country, I established law and justice in the land and promoted the welfare of the people.

1. If a man bring an accusation against a man, and charge him with a (capital) crime, but cannot prove it, he, the accuser, shall be put to death.
3. If a man, in a case (pending judgment), bear false (threatening) witness, or do not establish the testimony that he has given, if that case be a case involving life, that man shall be put to death.
8. If a man steal ox or sheep, ass or pig, or boat—if it be from a god (temple) or a palace, he shall restore thirtyfold; if it be from a freeman, he shall render tenfold. If the thief have nothing wherewith to pay he shall be put to death.
14. If a man steal a man's son, who is a minor, he shall be put to death.
25. If a fire break out in a man's house, and a man who goes to extinguish it cast his eye on the furniture of the owner of the house, and take the furniture of the owner of the house, that man shall be thrown into that fire.
195. If a son strike his father, they shall cut off his fingers.
196. If a man destroy the eye of another man, they shall destroy his eye.
197. If one break a man's bone, they shall break his bone.
198. If one destroy the eye of a freeman or break the bone of a freeman, he shall pay one mana of silver.

- | |
|--|
| 199. If one destroy the eye of a man's slave or break a bone of a man's slave he shall pay one-half his price. |
| 200. If a man knock out a tooth of a man of his own rank, they shall knock out his tooth. |
| 201. If one knock out a tooth of a freeman, he shall pay one-third mana of silver. |
| 202. If a man strike the person of a man (i.e., commit an assault) who is his superior, he shall receive sixty strokes with an ox-tail whip in public. |

--Harper, Robert Francis, trans. *The Code of Hammurabi, King of Babylon*.
(Chicago: The University of Chicago Press) 1904, p. 3-17, 73.

1. Explain the historical context of Hammurabi's Code.
2. Explain the purpose of this document.
3. Based on this excerpt, explain Hammurabi's point of view concerning equality of men.

WISE SAYINGS OF PTAH-HOTEP

The pharaohs of ancient Egypt frequently relied on trusted officials to help them govern the country. In the following selection, the wise Ptah-hotep (who lived about 2450 B.C.) instructs his son, who he hopes will one day succeed him as chief advisor, or vizier, to the pharaoh.

Let not thy heart be puffed-up because of thy knowledge; be not confident because thou art a wise man. Take counsel with the ignorant as well as the wise. The full limits of skill cannot be attained, and there is no skilled man equipped to his full advantage. Good speech [truth] is more hidden than the emerald, but it may be found with maidservants at the grindstones. . . .

If thou art a leader commanding the affairs of

the multitude, seek out for thyself every beneficial deed, until it may be that thy own affairs are without wrong. Justice is great, and its appropriateness is lasting; it has not been disturbed since the time of him who made it, whereas there is punishment for him who passes over its laws. . . . It may be that it is fraud that gains riches, but the strength of justice is that it lasts, and a man may say: "It is the property of my father."

1. What does Ptah-hotep mean when he says, "Let not thy heart be puffed-up because of thy knowledge; be not confident because thou art a wise man"?

2. According to Ptah-hotep, should one seek wisdom and truth only from the wise and the powerful? Support your answer with evidence from the selection.

3. What advice does Ptah-hotep give his son in the first sentence of the second paragraph?

4. The ancient Egyptians believed that a strong sense of justice could be passed on from one generation to the next. What words in this passage reflect this belief?

5. Is Ptah-hotep's advice still valid today? Why?

Worksheet #1

I.

Adoration to the Nile!
Hail to thee, O Nile!...
Mysterious is thy issuing forth from the darkness,
On this day whereon it is celebrated!
Watering the orchards created by Ra [sun god]
To cause all the cattle to live,
Though givest the earth to drink, inexhaustible one!
Path that descendest from the sky,
Loving the bread of Seb [Earth] and the first-fruits of Nepera,
Thou causest the workshops of Ptah [master craftsman of the gods] to prosper!

II.

Lord of the fish, during the inundation [flooding],
No bird alights on the crops.
Thou createst the corn, thou bringest forth the barley,
Assuring perpetuity to the temples.
If thou ceaseest thy toil and thy work,
Then all that exists is in anguish.
If the gods suffer in heaven
Then the faces of men waste away....

III.

If he shines, the earth is joyous,
Every stomach is full of rejoicing,
Every spine is happy,
Every jaw-bone crushes (its food).

IV.

He brings the offerings, as chief of provisioning;
He is the creator of all good things,
As master of energy, full of sweetness in his choice.
If offerings are made it is thanks to him.
He brings forth the herbage for the flocks,
And sees that each god receives his sacrifices.
All that depends on him is a precious incense.
He spreads himself over [the land],
Filling the granaries, renewing the marts,
Watching over the goods of the unhappy.

-- "Hymn to the Nile," c. 1200 B.C. Thatcher, Oliver J. ed., *The Library of Original Sources* Vol I. (Milwaukee: University Research Extension Co.) 1907, pp. 79-80.

Geographic Context—refers to where this historical development/event is taking place and why it is taking place there.

1. Explain the geographic context for historical development/event shown in the poem.
2. Explain the purpose of this document.
3. Identify an enduring issue based on a historically accurate interpretation of this document.

Name _____

Date _____

REVIEW SHEET: Chapter One

Foundations of Civilization

A. **Define** and/or **Identify** the following terms.

1. geography
2. anthropology
3. prehistory
4. archaeologists
5. artifacts
6. technology
7. fossils
8. historian
9. primary source
10. secondary source
11. Old Stone Age
12. New Stone Age
13. nomads
14. glaciers
15. bureaucracy
16. polytheistic

18. pictogram

19. scribe

20. cultural diffusion.

B. Discuss the following topics.

21. The Five Themes of Geography (list and briefly describe)

22. *Discuss why the Neolithic Revolution is considered a turning point in history by:*

a. Describing changes that led to the Neolithic Revolution

(Climate Change and the Domestication of Plants and Animals)

b. Explaining how the Neolithic Revolution led to political, economic, and social change

23. The Eight Features of Civilization (list and briefly describe)

Name _____

Date _____

REVIEW SHEET: Chapter Two

First Civilizations: Africa and Asia

A. **Define** and/or **identify** the terms below.

1. ziggurats:
2. cuneiform:
3. city-state:
4. Epic of Gilgamesh:
5. Sargon:
6. Assurbanipal:
7. Hammurabi:
8. Hanging Gardens:
9. Hittites:
10. Darius:
11. satrap:

12. barter economy:

13. Zoroaster:

14. Phoenicians:

15. colony:

16. monotheism:

17. prophet:

18. Diaspora:

19. vizier:

20. mummification:

21. hieroglyphics:

22. Rosetta Stone:

22. Hatshepsut:

23. Ramses II:

24. Akhenaton:

B. Answer the following short answer questions.

25. Why was the Fertile Crescent known as a “crossroads of civilization?”

26. List three achievements of peoples of the ancient Middle East.

27. What are three basic teachings of Judaism?

28. Discuss the importance of the Nile river to Egyptian civilization. How did Egyptians depend on the Nile?

29. What evidence is there that suggests the Egyptians believed in life after death? Give several examples.

NYS Global History and Geography I Regents Exam Review Sheets and Concept Mapping

The following review sheets and concept maps include the major topics discussed in the New Visions Global History and Geography I Curriculum and are aligned with the NYS Social Studies Framework. While learning about each topic, or during review, fill in the review sheets with contextual information, a description of the topics significance, and identify related enduring issues. At a later time, create a concept map of the topic to practice recalling and organizing the information you reviewed. Consider adding to these sheets throughout the year and using them as a year-long review that students return to in preparation for learning about new topics or to get ready for assessments. If possible, we recommend keeping this as a digital resource so the information collected is not lost to disorganized folders or poorly packed backpacks.

How do you create a concept map?

1. Start with a central concept. In the map on the next page, the concept is The French Revolution.
2. Generate a list of words, phrases, ideas, events, or topics that are related to the central topic on the left-hand side of the page.
3. From this central concept, start connecting ideas from your list.
4. Common connections will be “cause,” “effect,” and “example,” but do not limit yourself to these.

As you build your concept map, try to use all of the words you generated in step 2 and use images to represent the concepts if you would like.

Concept Mapping Tips

1. Categorize

Create branches from the center of your map based on similar topics.

Common categories in social studies are “causes,” “effects,” and “people.”

2. Use Arrows to Show and Explain Connections

Arrows are used to show connections between ideas/events/conditions.

Arrows going to a topic indicate causes and arrows leading from a topic shows effects. You can go one step further and explain the connections on each of the arrows.

3. Use Images

Create or select images to represent concepts in your map. Visual representation of a concept on a mind map puts the image in our minds and makes it easier to remember the idea later. Also, it makes your map look great!

4. Make it Your Own

This is *your* mind map from *your* mind. Try new strategies until you find out what techniques work best for you, then use them.

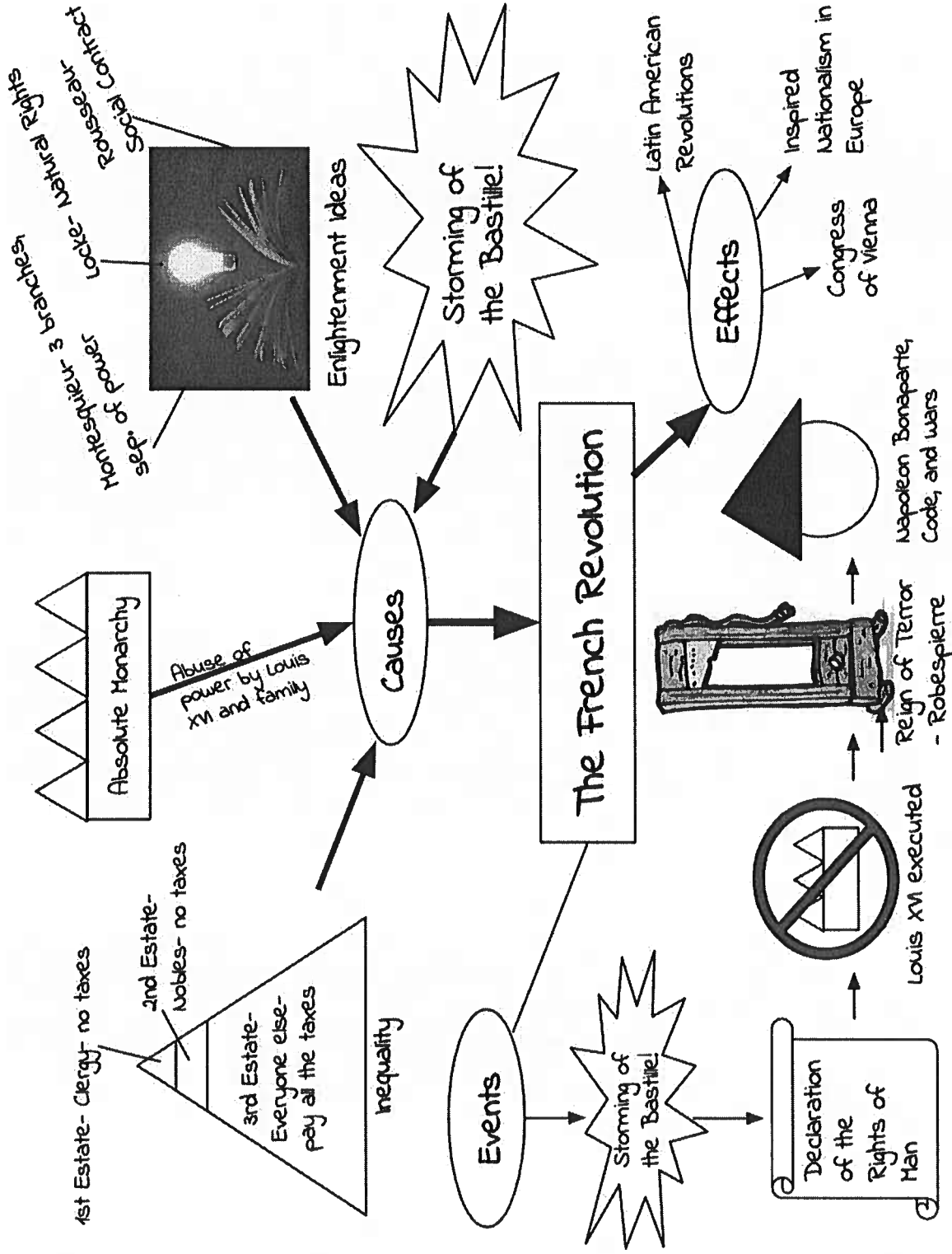
5. Tell A Story

Use your mind map to tell a story about the topic in the middle. Tell the story to yourself and tell it to other people. The more you use your mind map, the better you will remember the connections.

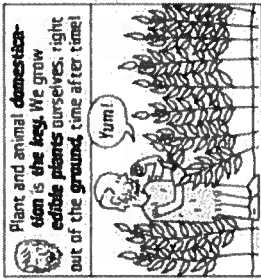
Concept Map: The French Revolution

Terms

Estates (1, 2, 3)
 Absolute monarchy
 Louis XVI
 Napoleon
 L. A. Revs
 Bastille
 Enlightenment Ideas
 - Locke
 - Rousseau
 - Montesquieu
 Dec. of the Rights
 of Man
 Robespierre



Event: Neolithic Revolution



Source: Mysteries of Catalhöyük, Science Museum of Minnesota, www.smm.org/catal (adapted) from the NYS Global History and Geography Regents Exam, January 2010.

Significance

Describe the short and long term EFFECTS of the event.

Enduring Issues

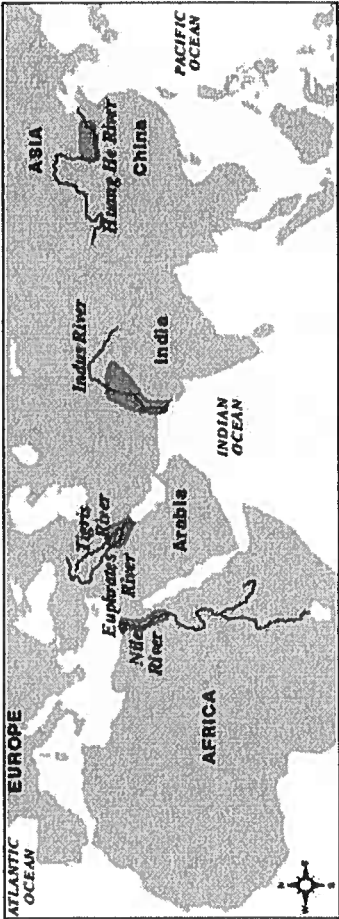
Identify at least two enduring issues related to the event and for each issue, identify two other events you've learned about that are also examples of it.

Enduring Issue

Other Examples of Enduring Issue

Neolithic Revolution

Event: Establishment of Early River Valley Civilizations



Source: Charles F. Gritzner, *Exploring Our World, Past and Present*, D.C. Heath and Company (adapted) from the NYS Global History and Geography Regents Exam.

Context

Describe the **Historical and Geographic Context** that led to the event. Consider the “BIG-C” and “little-c” context while answering the context questions: **WHEN, WHERE, WHO, WHAT, HOW, and WHY**

Significance

Describe the short and long term **EFFECTS** of the event.

Enduring Issues

Identify at least two enduring issues related to the event and for each issue, identify two other events you’ve learned about that are also examples of it.

Enduring Issue

Other Examples of Enduring Issue

Concept Map: Establishment of Early River Valley Civilizations

Establishment of Early
River Valley
Civilizations

Event: Hammurabi's Code



P1050771 Louvre code Hammurabi bas relief rnk.jpg by Mbz1 is published under the CC BY 3.0 Unported license

Context

Describe the **Historical and Geographic Context** that led to the event. Consider the “BIG-C” and “little-c” context while answering the context questions: **WHEN, WHERE, WHO, WHAT, HOW, and WHY**

Significance

Describe the short and long term **EFFECTS** of the event.

Enduring Issues

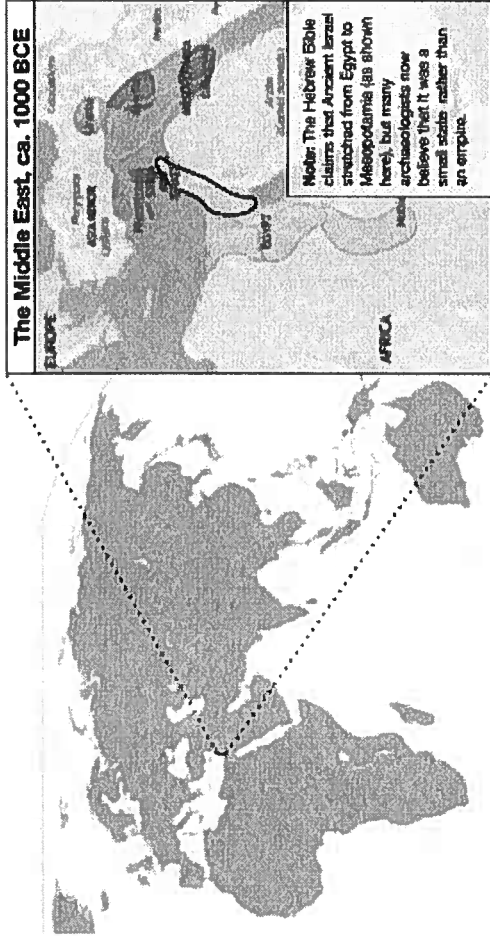
Identify at least two enduring issues related to the event and for each issue, identify two other events you’ve learned about that are also examples of it.

Enduring Issue

Other Examples of Enduring Issue

Hammurabi's Code

Event: Founding of Judaism



Timemap of World History www.timemaps.com. Image used from webpage Middle East 1000 BC, accessed 6/21/2017

Context

Describe the **Historical and Geographic Context** that led to the event. Consider the “BIG-C” and “little-c” context while answering the context questions: **WHEN, WHERE, WHO, WHAT, HOW, and WHY**

Significance

Describe the short and long term **EFFECTS** of the event.

Enduring Issues

Identify at least two enduring issues related to the event and for each issue, identify two other events you’ve learned about that are also examples of it.

Enduring Issue

Other Examples of Enduring Issue

Founding of Judaism

Identifying an Enduring Issue

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.

Criteria for an Enduring Issues

- ✓ It is a challenge or a problem.
- ✓ It existed in the past and exists today.
- ✓ It has affected a lot of people.
- ✓ If you have been given five documents, there is evidence of the challenge or problem in at least **THREE** of the documents.

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."

Phrases to help identify an enduring issue

Phrase	<i>An enduring issue in history has been the...</i>	Phrase	<i>An enduring issue in history has been the...</i>
Need for/to	need for sources of freshwater	Effects of	effects of new technology
Competition over	competition over sources of freshwater	Impact of	impact of new technology
Lack of	lack of sources of freshwater	Change(s) in/to	changes in technology
Scarcity of	scarcity of freshwater	Conflict(s) over	conflicts over new technology
		Rejection/ acceptance of	rejection of new technology
		Threats of/to	threats of new technology to traditional ways of life

NEW VISIONS ENDURING ISSUES

The enduring issues listed below identify nine issues that commonly come up in the New Visions Global History Curriculum. It is derived from a [list from the New York State Department of Education](#). This is not an exhaustive list of possible enduring issues for essays, but can act as a starting point. When faced with an enduring issues prompt, students need to choose issues based on the documents presented and should not limit themselves to the list below.



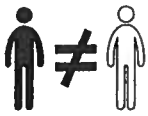
Conflict

Conflict is a serious disagreement or argument. There can be conflict between individuals, groups of people, and even nations.



Desire for Power

Power is the influence or control over 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.



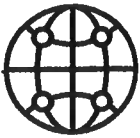
Inequity

Inequity is a lack of fairness or justice. When there is inequity, one person or group of people do not have as much power or opportunity as others.



Need for and Impact of Innovation

An **innovation** is a new method of addressing a problem. Innovations have positive and negative impacts.



Impact of Interconnectedness

Interconnectedness is the state of having connections or relationships with other people. For example, the more people you know from a neighborhood, the more interconnected you are with it.



Impact of Ideas and Beliefs

Our **ideas and beliefs** shape the way we look at the world. Ideas and beliefs can come from one's conclusions from observation, religion, parents, books, or friends.



Environmental Impact

Our **environment** is the area around us in which we live. We are affected by our environment and we have an effect on it. This is true of your local environment (your home, your classroom, and your neighborhood) and the larger environment (your state, your country, and the world).



Scarcity

Scarcity is the state of not having enough of something. Everything we use in our daily life comes from the Earth and there is a limited supply of resources on this planet. Some places have access to more water than others, some have access to oil. Since resources are scarce, we trade for them.



Population Growth

Population growth occurs when more people are born than die and for most of global history, the number of people on Earth has increased.

ENDURING ISSUES ESSAY

Review documents for an issue or problem

- The issue should be found in at least **three** of the documents.
- The issue should be something that has **affected a lot** of people.
- The issue should be something that has **endured or continued** over a long period of time.
- The issue could be something that is **still** a problem/consideration today or is something that has been resolved.

In your introduction

- State the problem/issue and define it.
- Briefly explain how it has affected people or places over a long period of time (enduring).
- Name the documents/examples you will discuss in the essay.

For each body paragraph

- Start with a strong topic sentence
- Discuss one document by referring to the source (not the document #)
- Explain why the issue/problem in the document is significant by discussing how it impacted people and/or continues to impact society
- Include outside information not found in the document

Discuss the documents in
CHRONOLOGICAL ORDER
to show how it is
enduring or continuing
over time

Conclusion

- Restate the enduring issue and the definition
- Discuss whether or not it still affects people today or if it has been resolved and give an example if possible

HOW TO WRITE A BODY PARAGRAPH

KEEP IN MIND.....

The number of body paragraphs in your essay is determined by ...

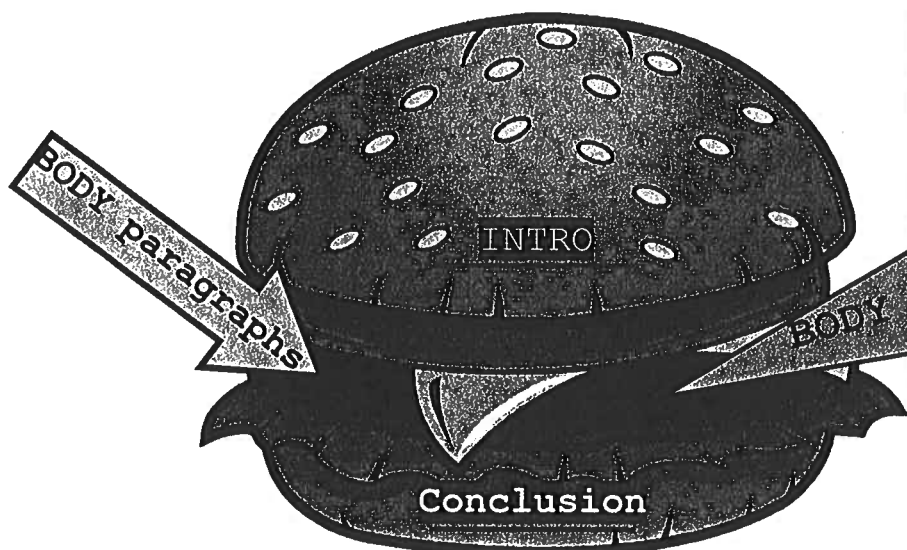
★ the number of documents required for your essay ★

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).



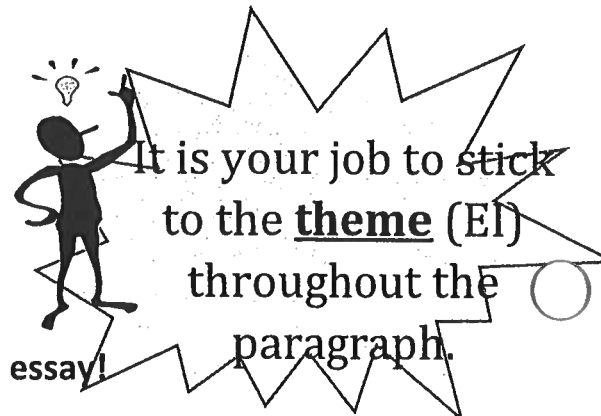
INCLUDES:

- 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)

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?

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!

Throughout history many governments, groups of people, ideas and cultures are all influenced by the impact of interconnectedness. Interconnectedness occurs when any group of people establishes relationships with one another and each influenced the other. **The impact of interconnectedness is a significant enduring issue because it has affected masses of people for centuries as depicted by Baghdad in the Abbasid Dynasty, the importance of Timbuktu in the Mali Empire, and the advancements made in Silicon Valley.**

Baghdad, the capital of the Abbasid Dynasty, was in a prime location. The city is currently located in the Middle East but during the rule of the Abbasid Caliphate (750-1258) - also during the Golden Age of Islam where many achievements were made - Baghdad was in the middle of many trade routes. As shown by the map "Middle Eastern Trade Routes in the Post-Classical Era", Baghdad had many trade routes that connected it with the rest of the region which in turn increases the impact of interconnectedness has on the region. The trade routes also connected the Middle East to Europe and Northern Africa which united many scholars across these regions in the House of Wisdom in Baghdad. This led to advancements in literature, art, math, and architecture which spread in Europe during the Crusades, a series of holy wars between Christians and Muslims for Jerusalem. The impact of interconnectedness impacted a significant amount of people in the region while impacting the European Renaissance which ideas from that time still impact us today.

The major center for learning in the Mali Empire, which ruled Northern Africa from 1235 to 1464, was Timbuktu. Document 2 cites a Swedish explorer's notes created in the early 20th century that accurately reflects the region. Mansa Musa, a major ruler of Mali, controlled it in his time. It also recalls that Timbuktu contained a large collection of books and it could house thousands of students. Mansa Musa brought attention to West Africa through his pilgrimage to Mecca- after converting to Islam- by spending gold wherever he went. With this increased attention on Africa, many people began getting increasingly more interconnected through the promise of wealth and the love of knowledge. It's much like the House of Wisdom in Baghdad and nearly served the same purpose. In fact, the desire for knowledge was so great, these libraries were well preserved and found in the early 1900's.

Closer to own time, Silicon Valley also exhibits the impact of interconnectedness. Silicon Valley is located in California that became the “center for computers and internet-based innovation since the 1900’s,” according to Document 3. The system of young start-ups finding venture capitalists to fund companies began by accident when a technological breakthrough was created with silicon – hence the name “Silicon Valley”. Interconnectedness greatly impacts both sides: the young companies need money in order to begin on supporting their business while the venture capitalists hunts for the company they believe will net a profit. Both meet in Silicon Valley and because of this desire for wealth, both depend on each other which means they become more interconnected as the business grows and joins companies or execute deals with other companies. The impact if interconnectedness still endures to this day, Silicon Valley is still there and continues to effect all who go there and all who benefit from all the advancements made.

The impact of interconnectedness remains a significant enduring issue as depicted by the examples in this essay: Baghdad during the Abbasid Dynasty, the importance of Timbuktu during the Mali Empire, and the advancements of Silicon Valley. Interconnectedness brings people together regardless of origin and as shown above, this has occurred for centuries. Currently, more technology has continued to further interconnectedness. As a result of phones and satellite technology, people worldwide have been connected to each other. Overall, interconnectedness has an impact that will remain an enduring issue.

Part III
(Question 13)
ENDURING ISSUES ESSAY

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document. Keep in mind that the language used in a document may reflect the historical context of the time in which it was created.

Directions: Read and analyze each of the five documents and write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Support your response with relevant facts, examples, and details based on your knowledge of social studies and evidence from the documents.

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.

Task:

- Identify **and** define an enduring issue raised by this set of documents
- Argue why the issue you selected is significant **and** how it has endured across time

In your essay, be sure to

- Identify the enduring issue based on a historically accurate interpretation of *at least three* documents.
- Define the issue using relevant 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 has been affected by people
 - How the issue has continued to be an issue or has changed over time
- Include relevant outside information from your knowledge of social studies

In developing your answers to Part III, be sure to keep these explanations in mind:

Identify – means to put a name to or to name.

Define – means to explain features of a thing or concept so that it can be understood.

Argue – means to provide a series of statements that provide evidence and reasons to support a conclusion.

Document 1

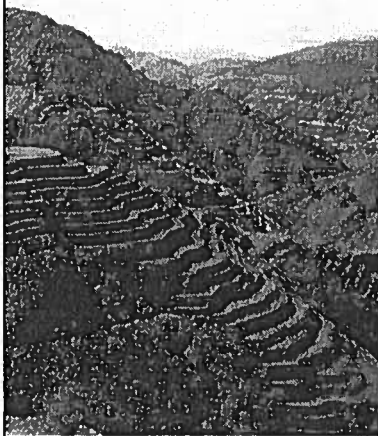
From Food Gathering To Food Producing

. . . Paleolithic men could not control their food supply. So long as they relied on foraging, hunting, fishing, and trapping, they were dependent on the natural food supply in a given area to keep from starving. But while Paleolithic men continued their food-gathering pattern of existence in Europe, Africa, and Australia, groups of people in the Near East began to cultivate edible plants and to breed animals. Often described as the “first economic revolution” in the history of man, this momentous change from a food-gathering to a food-producing economy initiated the Neolithic Age. Paleolithic man was a hunter; Neolithic man became a farmer and herdsman. . . .

Source: T. Walter Wallbank, et al., *Civilization: Past and Present*, Scott, Foresman and Company from the January, 2010 NYS Global History and Geography Regents Examination.

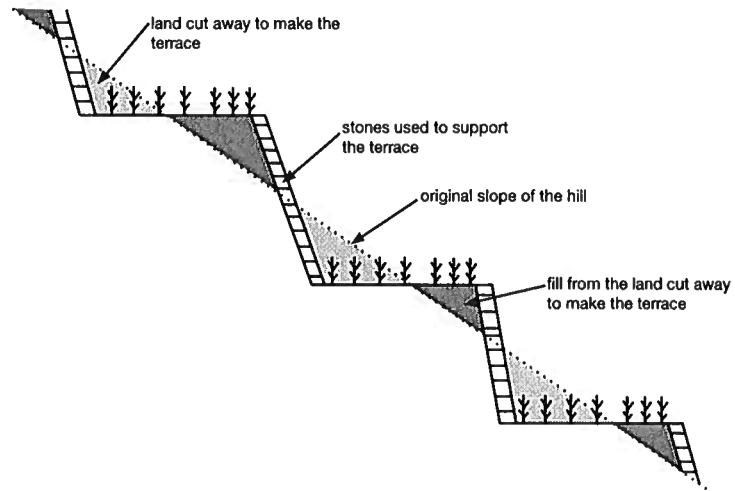
Terrace Farming

Several societies including the Chinese used terrace farming to create farmland where there is little to grow food for growing populations. The technique involves cutting land away from a hillside to create flat surfaces that look like large steps. Plants can then be grown on the newly flattened sections.



Rice terraces

Source: [Rice terraces.png](#) by McCouch S published under the [Creative Commons Attribution 2.5 Generic](#) license.



Terrace farming technique

Document 3

The first successful efforts to control the flow of water were made in Mesopotamia and Egypt, where the remains of the prehistoric irrigation works still exist. In ancient Egypt, the construction of canals was a major endeavor of the pharaohs and their servants, beginning in Scorpio's time. One of the first duties of provincial governors was the digging and repair of canals, which were used to flood large tracts of land while the Nile was flowing high. The land was checkerboarded with small basins, defined by a system of dikes [dams]. Problems regarding the uncertainty of the flow of the Nile were recognized. During very high flows, the dikes were washed away and villages flooded, drowning thousands. During low flows, the land did not receive water, and no crops could grow. In many places where fields were too high to receive water from the canals, water was drawn from the canals or the Nile directly by a swape or a shaduf. These consisted of a bucket on the end of a cord that hung from the long end of a pivoted boom, counterweighted at the short end. The building of canals continued in Egypt throughout the centuries....



This frieze, or architectural adornment, on an ancient temple portrays Egyptians using *shadufs*, devices that enabled them to transfer water from the Nile to their fields.

Source: Larry W. Mays, "Irrigation Systems, Ancient," Water Encyclopedia online (adapted) from the NYS Global History and Geography Regents Exam, January 2014; James Barter, The Nile, Lucent Books from the NYS Global History and Geography Regents Exam, January 2014.

How did plantings seeds change in the 1700s?

The Agricultural Revolution was a change in the way people farmed that started in Great Britain in the 1700s. The advances in agricultural technology and methods led to the production of more food and eventually a rise in population.

BEFORE the Agricultural Revolution

Hand Sowing Seeds

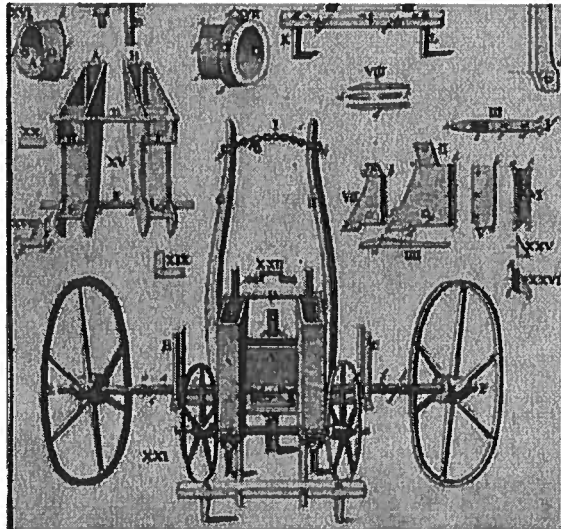


Medieval Farmers plowing a field and sowing seeds by hand.

Before the Agricultural Revolution, **farmers used a plow to create furrows (ditches)** then scattered seeds into them and covered them back up with dirt. This method was ineffective because birds and other animals could easily eat the seeds and they were planted with little accuracy.

INNOVATION During the Agricultural Revolution

Jethro Tull's Seed Drill



Components of Jethro Tull's Seed Drill.

Jethro Tull invented his horse-drawn **seed drill** in 1701. The machine **drilled holes for three rows of seed at a time** to the correct depth, planted the seeds, and covered them in dirt in one action.

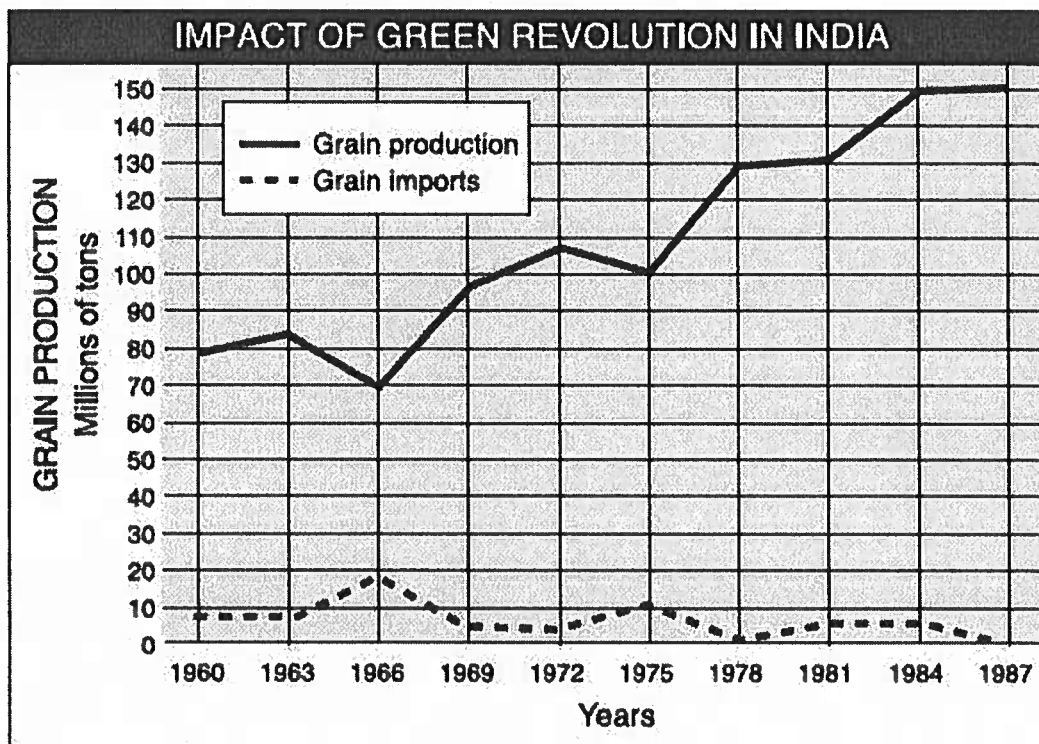
EFFECTS of the Innovation

Tull's seed drill **increased crop yields** [the amount of food grown] five times. In addition, planting with the seed drill was much quicker than hand planting and required fewer workers. As a result, **farmers could plant and grow more crops**. The workers who were no longer needed on the farm had to find work elsewhere, usually in a nearby town or city where factories employed many people.

Document 5

After World War II (1939-1945), population increased greatly around the world, especially in areas outside of Europe and North America. There was concern that the agricultural techniques used in the regions with the greatest population increase would not produce enough crops to keep up with the demand.

The **Green Revolution** was a period from the 1940s to the late 1960s when the production of crops increased drastically as a result of new technological advances such as mechanical equipment, new farming techniques, and chemical fertilizers.



Source: James Killoran et al., *The Key to Understanding Global History*, Jarrett Publishing Co. (adapted) from the NYS Global History and Geography Regents Exam.

This planning page appears on the NYS Global History and Geography II Regents Exam

OPTIONAL

You may use the Planning Page organizer to plan your response if you wish, but do NOT write your essay response on this page. Writing on this Planning Page will **NOT** count toward your final score.

Enduring Issue Pre-Planning Page

My Enduring Issue is:

Essay Requirements	Yes	Circle/highlight documents that apply	One or two possible ideas for outside info
Is this an issue supported by <i>at least</i> three documents? Which documents support this issue?		1 2 3 4 5	
Which documents can be used to develop the definition for this issue?		1 2 3 4 5	
Has this issue significantly affected people or been affected by people? In which document or documents do you see this?		1 2 3 4 5	
Has this issue endured across time or changed over time? In which document or documents do you see this?		1 2 3 4 5	

Refer back to review the task.