

## ENDURING ISSUE 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 The question is designed to test your ability to work with historical documents.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 written.**

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
- Using your knowledge of social studies and evidence from the documents, argue why the issue you selected is significant and how it has endured across time

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

**Identify** – means to put a name to; 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.

### Guidelines:

#### **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 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 outside information from your knowledge of social studies and include evidence from the documents

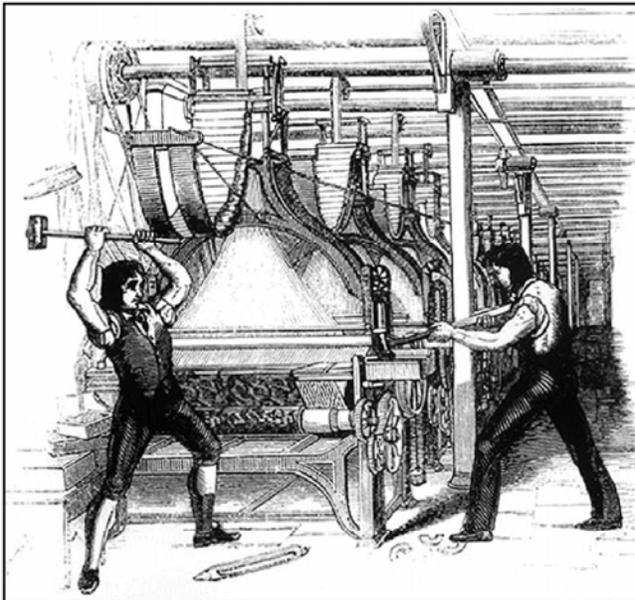
## ENDURING ISSUE ESSAY

*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.

### Document 1

Between 1811 and 1813, workers in textile districts in England often violently protested against social, economic, and political conditions they were experiencing. The poster on the right was published in 1811.

#### Luddites



Source: "Luddites," Robinson Library online

**WHEREAS,**  
Several **EVIL-MINDED PERSONS** have assembled together in a riotous Manner, and **DESTROYED** a NUMBER of

**FRAMES,**  
In different Parts of the Country :

THIS IS  
**TO GIVE NOTICE,**  
That any Person who will give Information of any Person or Persons thus wickedly

**BREAKING THE FRAMES,**  
Shall, upon **CONVICTION,** receive

**50 GUINEAS**  
**REWARD.**

And any Person who was actively engaged in **RIOTING,** who will impeach his Accomplices, shall, upon **CONVICTION,** receive the same Reward, and every Effort made to procure his Pardon.

Information to be given to Messrs. **COLDHAM** and **ENFIELD.**  
Nottingham, March 26, 1811.

G. Jones, Printer, Nottingham

Source: "Luddites," Robinson Library online

## Document 2

This excerpt discusses Japanese education as it developed during the Meiji period.

. . .The fad for things Western was strongest during the 1870s and early 1880s. Starting around the mid 1880s, however, there developed some conservative tendencies that began emphasizing Japanese or “Eastern” traditions. What resulted was a blending of Western and Eastern traditions. One of the best examples of this trend can be found in the area of education. When the Meiji government introduced a modern education system in 1872, the basic structure of education was based on the French model with a curriculum heavily influenced by the United States. In the 1880s, conservative elements in the government exerted their influence and added Shinto and Confucian based morals to the compulsory education curriculum. In 1890, the “Imperial Rescript on Education” (that is, the Emperor’s words to students) was issued and became the basic moral guideline until the end of the WWII. This imperial rescript clearly contained elements of State Shinto, stating: “Our Imperial Ancestors have founded Our Empire on a basis broad and everlasting” and “should emergency arise, offer yourselves courageously to the State; and thus guard and maintain the prosperity of Our Imperial Throne coeval [of the same age] with heaven and earth.” It also emphasized the Confucian virtues of filial piety, loyalty, faithfulness, etc. What began to emerge was a Western-style education system with a uniquely Japanese twist. . . .

Source: Masako N. Racel, “Motivations for the ‘Westernization’ of Meiji Japan: A sin of omission in world history survey textbooks,” *World History Bulletin*, Spring 2009 (adapted)

### Document 3

Iran's people experienced economic dissatisfaction during the 1960s and 1970s. It was a period of growing Iranian discontent.

. . .In 1963, a cleric named Ayatollah Ruhollah Khomeini began to criticize the regime in his sermons and articles. Khomeini opposed the shah's close relations with the United States, Iran's sale of oil to Israel, the corruption of the regime, and Iran's failure to help its masses of poor people. Other Iranians bemoaned [lamented] Iran's dependence on the West in general and on the United States in particular.

“Today we stand under that [Western] banner, a people alienated from ourselves; in our clothing, shelter, food, literature, and press. And more dangerous than all, in our culture. We educate pseudo\*-Westerners and we try to find solutions to every problem like pseudo-Westerners.”

—Jalal-al-e Ahmad,  
“Plagued by the West,” 1962

Source: *Iran Through the Looking Glass: History, Reform, and Revolution*,  
The Choices Program, Watson Institute for International Studies,  
October 2009

\* pseudo: fake

## Document 4

In this passage, experts in Chinese history discuss difficulties China faced in opening the country to economic relationships with foreigners.

. . . Foreign economic policy is always closely linked with domestic economics and politics. Mao's self-reliant development model was based on capital accumulated by repressing living standards and political freedoms. Deng's open-door policy brought in foreign capital and trade, but at the cost of greater vulnerability to Western influence not only in the economy but in culture and politics.

Deng's reforms encountered opposition, but in time they gained wide support. With each new step of reform imports surged, foreign exchange tightened, inflationary pressures mounted, and conservatives complained about the loss of cultural and ideological discipline. In response Deng decreed retrenchments [cutbacks] in 1979, 1986, and 1988. Each retrenchment reduced inflation and tightened discipline, but slowed growth and provoked protests from pro-reform officials in the regions and bureaucracies that profited most from the open door. Each retrenchment soon gave way to a new phase of reform and accelerated growth that benefited wider circles of the population.

The 1989 democracy movement was sparked in part by public opposition to the inflation and corruption associated with the open-door policy. But the policy survived the suppression of the movement and gained new momentum in 1992 when Deng Xiaoping made a symbolic tour of the southern open zones to reaffirm his commitment to reform and opening. . . .

Source: Nathan and Ross, *The Great Wall and the Empty Fortress*,  
W.W. Norton, 1997

## Document 5

### McDonald's Celebrates 26 Years in Russia



One of the world's biggest chains of fast-food restaurants marked its 26th anniversary of business in Russia Saturday, Jan. 31. The first McDonald's was opened in 1990 on Pushkin Square in Moscow, one year before the collapse of the Soviet Union, and became a pioneer for the many foreign food chains that flooded Russia afterward. The restaurant was temporarily closed by the state food safety watchdog in August last year [2015], and reopened in November. Nowadays 471 McDonald's restaurants serve more than 950,000 customers per day in Russia.

Source: "McDonald's Celebrates 26 Years in Russia,"  
The Moscow Times online, February 2016

**OPTIONAL**

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

Enduring Issue Pre-Planning Page

My Enduring Issue is: \_\_\_\_\_

Essay Requirements	Yes	Circle documents that apply	One or two possible ideas for outside info
Is this an issue supported by <i>at least three</i> documents?  Which documents support this issue?		1 2 3 4 5	
Which <i>three</i> 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 page 4 to review the task.

Write your essay on the lined pages in this booklet beginning on page 11.