

Unit 9.1 Historical Thinking Skills



Name: _____

Period: _____

Historical Thinking - Practice 1: *Getting Familiar*

Directions: From the list below **CIRCLE** any words that look familiar.

history	historian	source
document	evidence	perspective
bias	compare	Categorize
context	reliable	economist
sociologist	archeologist	political scientist

In the box provided, write down one word (terms, people, places, etc) that you associate with that term.

Historical Thinking - Practice 2: *Visualize*

Directions: Given the definition for each word, create an image to represent the definition.

Word	Definition	Symbol/Image
history (n.)		
historian (n.)		
source (n.)		

document (n.)		
evidence (n.)		
perspective (n.)		
bias (n.)		

compare (v.)		
categorize (v.)		
context (n.)		
reliable (adj.)		

economist (n.)		
political scientist (n.)		
archeologist (n.)		
sociologist (n.)		

What is history? How does perspective and point of view affect it?

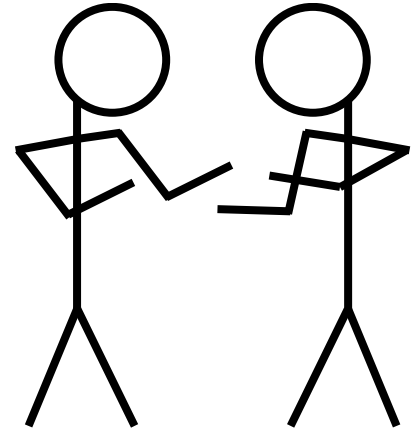
Objective:

- **Explain** how perspective and point of view affects the histories of two people involved in the lunchroom fight.

Introduction: The Lunchroom Fight

➔ **Directions:** Read the situation described below. Respond to the questions below. Then, share with your partner and write their responses.

Imagine that you are the principal of a school and you just found out that there was a fight in the lunchroom. You've asked many students and teachers who witnessed the fight about what they saw so you can figure out who started it. Unfortunately, you have received many different accounts that disagree about who started the fight, who was involved, and when it started.



1. Why would there be different accounts of the fight?

My Response

My Partner's Response

2. Who should the principal interview to try and figure out what happened during the fight and who started it?

My Response

My Partner's Response

3. What questions would you ask interviewees if you were the principal?

My Response

My Partner's Response

What is history?

**History is an account of the past constructed from evidence.
This account of the past differs based on one's perspective.**

Based on this definition of history, why is there no such thing as just "one" history?

SQ 1: What is history? How does perspective affect it?

→ **Directions:** Based on what you have learned, complete the task below.



Compare

Part I

Explain what history is and how perspective affects it.

Part II

The principal soon found out that the two boys who were fighting were named Justin and Max. He spoke to both of them. Here were their responses:

Justin: “That kid started it. Max. I was just standing in line waiting to pay for my food, and he shoved me super hard. And, like, for no reason. He just freaked out on me. I don’t even know the kid, and he’s been weird to me ever since I started going to this school. He and his friends glare at me in English class for no reason.”

Max: “That kid is psycho. He turned around and punched me out of nowhere. Me and my friends were standing in line just joking around, and he turned around and punched me for no reason. He’s messed up and creepy. Ask anyone.”

→ **Directions:** The statements from Justin and Max are their personal histories of the lunchroom fight. Answer the questions below that are based on the definition of history above.

- 1. History is an account of the past constructed from evidence. What evidence did Justin and Max use to construct their histories of the lunchroom fight?**

- 2. How are Justin and Max’s histories of the lunchroom fight different?**

- 3. How did Justin and Max’s perspectives affect their histories?**

What is the difference between a primary and secondary source?

Objective:

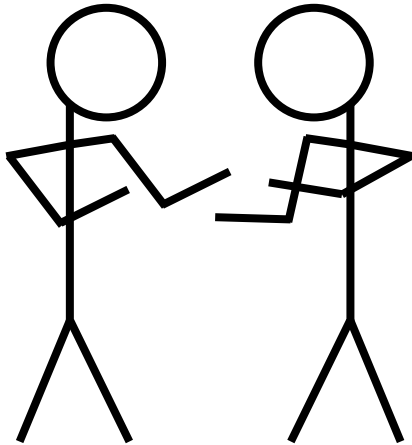
- **Identify** examples of primary sources.
- **Identify** examples of secondary sources.
- **Explain** the difference between a primary and secondary source.

Lunchroom Fight Introduction

→ Directions: Read the two sources below from the principal's investigation into the lunchroom fight, then answer the question that follows.



Compare



Max, one of two boys in the fight:

“That kid is psycho. He turned around and punched me out of nowhere. Me and my friends were standing in line just joking around, and he turned around and punched me for no reason. He’s messed up and creepy. Ask anyone.”

Alicia, a girl in the same grade as

Max and Justin: “My friend Malik said he was in the lunchroom when Max and Justin started fighting. He told me that some people moved away to give the boys space while some others ran to break it up. I don’t really know either of them, but I bet Justin started it.”

1. What are the differences between these two sources?

2. What are the similarities between these two sources?

Historians use two types of resources to write about the past:



Categorize

Primary Source

vs.

Secondary Source

a document or physical object that was written or created by someone during the time period being studied

a document created after the time period being studied using primary sources to write about it

Example: *The Diary of Anne Frank*, a diary written by a young Jewish girl who hid from the Nazis during the Holocaust.

Example: An essay written in 2016 about the Neolithic Revolution that occurred in 10,000 B.C.E.

→ **Directions:** Based on the definitions above, identify each of the documents below as either “primary” or “secondary” and explain why you identified it as that type of source.

1. A **journal entry** written by Christopher Columbus describing his voyage across the Atlantic Ocean.

2. A **biography** of Napoleon Bonaparte (died in 1821) written by a historian in 2013.

3. A **textbook** chapter about World War I (1914-1919), written in 1996.

4. A **photograph** of your grandfather on his first day of school.

Circle one:

Circle one:

Circle one:

Circle one:

Primary Source	Secondary Source	Primary Source	Secondary Source	Primary Source	Secondary Source	Primary Source	Secondary Source
Why?		Why?		Why?		Why?	

5. Winston Churchill’s **autobiography** about the first thirty years of his life which he wrote later in his life.

6. A **newspaper article** about the start of World War II, written the day after it started.

7. A **letter** from George Washington to Thomas Jefferson.

8. A **sword** that was made in 1317.

Circle one:

Circle one:

Circle one:

Circle one:

Primary Source	Secondary Source	Primary Source	Secondary Source	Primary Source	Secondary Source	Primary Source	Secondary Source
Why?		Why?		Why?		Why?	



SQ 2: What sources do historians use to learn about the past?

→ **Directions:** Based on what you have learned, complete the task below.



Part I

Explain the difference between a primary source and secondary source.

Categorize

Part II

→ **Directions:** Identify each of the sources above as either a primary source or a secondary source, then explain why you have categorized each source in that way.

Source	Primary Source or Secondary Source?		Why?
<p>Max, one of two boys in the fight: “That kid is psycho. He turned around and punched me out of nowhere. Me and my friends were standing in line just joking around, and he turned around and punched me for no reason. He’s messed up and creepy. Ask anyone.”</p>	<p>Primary Source</p>	<p>Secondary Source</p>	
<p>Alicia, a girl in the same grade as Max and Justin: “My friend Malik said he was in the lunchroom when Max and Justin started fighting. He told me that some people moved away to give the boys space while some other ran to break it up. I don’t really know either of them, but I bet Justin started it.”</p>	<p>Primary Source</p>	<p>Secondary Source</p>	

Sourcing is the act of determining **who** created a document, **when** the document was created, **where** it was created and **why** it was created.



Source

Historians **source** in order to determine whether the document is a **reliable** (trustworthy) source. To source, historians ask themselves these questions whenever they investigate a source:

Who wrote this?	When was it written?	Where was it written?	What type of source is this?
Why was it written?	What is the author's perspective/point of view ?	How is the source useful ?	How is the source not useful ?

Sourcing Practice

➔ **Directions:** Examine the documents below and answer the questions that follow to determine if they are reliable sources for historians to write about the past.

Sourcing Practice #1

This is another account of the lunchroom fight from the introduction to this lesson. Max wrote this account because the principal asked all witnesses to write down what they saw.

Max: "That kid is psycho. He turned around and punched me out of nowhere. Me and my friends were standing in line just joking around, and he turned around and punched me for no reason. He's messed up and creepy. Ask anyone."

1. **Who** wrote this?
2. **Why** was it written?
3. What is the **perspective** of the author?
4. How is this source useful evidence in determining what happened during the lunchroom fight?
5. What are the limitations of this source in determining what happened during the lunchroom fight?

Sourcing Practice #2

The image to the right was made in 1910. It depicts the type of clothing worn by doctors when treating patients who had the plague, a disease that was deadly and spread quickly in the 17th century (1600s). The artist based the drawing on information about doctors' clothing in a book written in 1721 by Jean Jacques Manget.



[Image](#) courtesy of Wikimedia and is in the public domain

1. Why might the artist have drawn image?
2. When was this drawn?
3. Is this a **primary source** or a **secondary source**? How do you know?
4. How is this source useful evidence in determining what happened during the plague?
5. How is this source not useful evidence in determining what happened during the plague?

Close Reading is the act of reading a source to identify **the author's argument and how they are making it.**



Close Read

When close reading, we try to answer questions like:

What claims does the author make?	What evidence does the author use?
What language (words, phrases, images, symbols) does the author use to persuade the document's audience?	How does the document's language indicate the author's perspective?

Close Reading Practice

→ **Directions:** Read the passage below, then answer the close reading questions on the right.

1 Home-cooked food is healthier than fast food.
2 According to a recent study by the Palo Alto Medical
3 Foundation, fast food burgers have on average 71
4 calories per ounce compared to homemade burgers that
5 contains 67 calories per ounce. That means that a fast
6 food quarter pound burger (4 oz.), has sixteen more
7 calories than the same burger made at home. Those
8 added calories could lead to weight gain, which can be
9 bad for one's health. In addition, in a 2005 study, Dr.
10 Harold Haines states "people who eat fast food meals
11 more than twice a week gain about 9.92 pounds and are
12 more likely to get diabetes than people who eat home
13 cooked meals (2)." The more fast food you eat, the more
14 overweight you will be, and the more likely it is that you
15 will have health problems like heart disease, or diabetes
16 which can prevent you from living an enjoyable and long
17 life with your loved ones.

1. What claim does the author make about home-cooked food?

2. What evidence does the author use to support his/her claim?

3. In addition to evidence, how does the author try to persuade the reader in lines 13 through 17?

How do historians determine if a source is reliable?

Objective:

- **Describe** how historians determine if a source is reliable.
- **Determine** the reliability of sources from the lunchroom fight.

Lunchroom Fight Introduction

The principal interviewed many students about the lunchroom fight. He asked each one,

What happened during the fight?

Below are three responses that the principal determined were *unreliable for his purpose*.

➔ **Directions:** Read each of the responses from students below and write you think the principal found the response unreliable for his purpose.

Student's response to the question, "What happened during the fight?"	Why do you think the principal found this response <i>unreliable for his purpose</i> ?
Sam: "Justin started it, but Max totally won! Justin is a jerk who never stops picking on me in Math, but Max is one of my best friends. "	
Reggie: "The fish sticks were great! What do you think they put in that tartar sauce? It's got to be addictive."	
Harper: "I don't know, I wasn't in lunch...Err...I wasn't skipping either. I couldn't see what was happening from my table, but I could see that Justin wasn't holding back."	

How do historians determine if a source is reliable?

Reliability is the *usefulness* of a source for a given purpose.



Source

Historians **determine** if a source is reliable for their purpose by considering their **purpose for reading the source** and by answering the following questions.

Is it **related to my purpose?**

What **limitations** does the source have?

Limitations are related to **topics discussed** in the text and the author's **purpose, point of view, intended audience, and bias**

What **other sources** would be helpful to corroborate?

If a historian were examining Reggie's statement from the introduction, they would have different responses to the question of reliability depending on the research question.

Reggie's response: "The fish sticks were great! What do you think they put in that tartar sauce? It's got to be addictive."

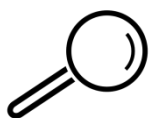
Purpose	Is it related to my purpose?	What limitations does the source have?	What other sources would be helpful to corroborate?
What happened during the lunchroom fight?	No, Reggie does not discuss the lunchroom fight at all.	This is just one student's response and there is no evidence that he even knew a fight occurred.	Sources from students who witnessed the fight and who have statements that are about the fight.
What do students think about school lunch?	Yes, this source discusses one aspect of the school lunch.	This is just one student's response about school lunch, and he only has strong feelings about one dish.	A survey of many students on each of the dishes served.

When discussing the reliability of a source historians rarely ever respond with **“YES”** or **“NO.”** Instead, they discuss all **three aspects of reliability** like this historian responding to Harper’s response:

Is it related to my purpose ?	What limitations does the source have?	What other sources would be helpful to corroborate?
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Harper's statement is not a reliable source for determining what happened during the lunchroom fight, because it is unclear if she was in the lunchroom. Though she states that “Justin wasn’t holding back,” Harper reveals that she might be skipping lunch and not in the room. This makes her statement unreliable for finding out what happened during the fight. Sources from students who were witnesses to the fight would be more reliable.

Practice Determining Reliability



Source

→ **Directions:** In the space below evaluate the reliability of Sam’s response for the purpose of determining what happened during the lunchroom fight.

Sam: “Justin started it, but Max totally won! Justin is a jerk who never stops picking on me in Math, but Max is one of my best friends. “

Purpose	Is it related to my purpose ?	What limitations does the source have?	What other sources would be helpful to corroborate?
What happened during the lunchroom fight?			

In the space below, compose a response to the question, is Sam's response reliable for determining what happened during the lunchroom fight?



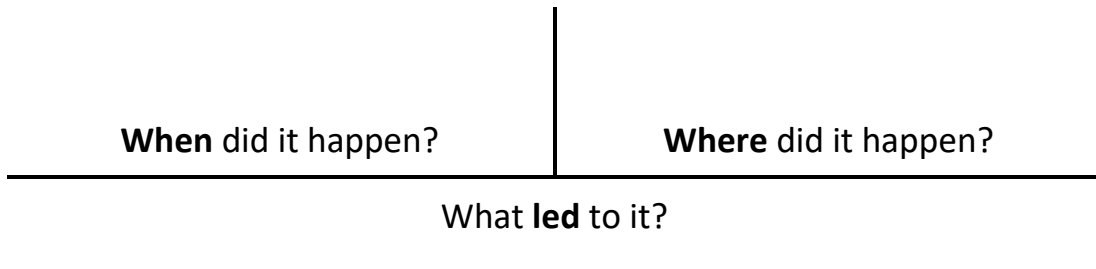
What is context? How do historians use it to understand and write about the past?

Objective:

- **Describe** context and **contextualize** the lunchroom fight.
- **Explain** how historians use context it to understand and write about the past.

Contextualizing a historical event is the act of describing where the event it took place, what led to it, and why.

To contextualize an event historians try to answer these questions:



Lunchroom Fight Introduction

➔ **Directions:** Read the information below about the lunchroom fight and answer the accompanying questions.

During the principal's investigation she found out the following information:

The fight was between Justin and Max. Justin is a new student. He is shy, quiet, and does not have many friends. He moved to town last month because his father was hired to take over the town's main business. Justin's father fired many people, including Max's parents, when he reorganized the business. Max is a popular student, who is known for his friendliness and good humor. In the past few weeks, however, he has been withdrawn and somewhat depressed.

1. What information does this passage provide about the lunchroom fight that the other sources you have read did not give you?

2. Does this information change your idea of who started the lunchroom fight? If so, how? If not, why not?

Lunchroom Fight Contextualization Practice

➔ **Directions:** Read the sources below from the principal’s investigation of the lunchroom fight, then use the evidence from each source to complete the table below. Each row in the table should have at least two pieces of evidence.

Max’s mother: “Max would never start a fight. He’s the sweetest boy. I know he’s had a hard time lately with me and his dad losing our jobs, but he still would never start a fight with anyone. He’s a mentor to the younger boys and helps out at church. You can ask anyone in this town.”

Justin’s father: “I can guarantee 100% that Justin would never lay a finger on anyone unless he was really provoked. Trust me. And I know because we’ve had to move around quite a bit in the last few years because of my job, so unfortunately, Justin knows what it’s like to be the new kid. And I’ve watched him go through these adjustment periods at each new school. He just lies low, and pretty soon the other kids see what a great kid he is. So I know for a fact that Justin wouldn’t stir up trouble. It’s really not in his nature.”

Jamie (student in English class with Max and Justin in the period right before lunch):
 “I wasn’t in the cafeteria today, and I’m not friends with any of those guys, but I’ve seen Max and his friends be mean to Justin in the hallways and in class when the teacher isn’t looking. Not physical or anything, but they’ll like say jokes under their breath and then laugh and stuff like that. They make him uncomfortable.”

English teacher: “To be completely honest with you, I’m not surprised that this happened. There has been a lot of tension in the school and in the town, in general, with the reorganization plan. A lot of people are very upset with the decisions of the new management to fire people, and I must say that I myself am very surprised that they’ve done this. It’s a tremendous strain on the community, and I feel for all the boys.”

Town Context: What is happening in the town that might explain the lunchroom fight?	Who said this?	Explain if this source is useful for explaining the town context around the lunchroom fight or not and why.
School Context: What has been happening in the rest of the school (for example, in English class)?	Who said this?	Explain if this source is useful for explaining the school context around the lunchroom fight or not and why.

FA

SQ 6: What is context? How do historians use it to understand and write about the past?

→ **Directions:** Based on the information provided, respond to the prompts below.



Part I

Describe context. **Explain** how historians use context it to understand and write about the past.

Contextualize

Objective:

How do historians construct arguments?

- **Identify** the components of a historical argument.



Introduction

→ **Directions:** Read through the two arguments below. List three differences and similarities between Argument A and Argument B.

Categorize

Argument A	Argument B
<p>Malcolm: Fast food is better than home cooked food.</p> <p>Brittany: Why do you say that?</p> <p>Malcolm: I like it.</p> <p>Brittany: How can you prove that?</p> <p>Malcolm: When I eat it, I say “Mmmmmm, good and greasy!”</p> <p>Brittany: So, what?</p> <p>Malcolm: So, that’s why it’s better. It tastes better to me.</p>	<p>Aliyah: Home cooked food is better than fast food.</p> <p>Johnny: Why do you say that?</p> <p>Aliyah: Home cooked food is healthier for you.</p> <p>Johnny: How can you prove that?</p> <p>Aliyah: In an experiment, researchers found that on average, home cooked burgers have four less calories per ounce than fast food burgers.</p> <p>Johnny: So, what?</p> <p>Aliyah: The more calories you eat, the more likely you are to be overweight.</p> <p>Johnny: So, what?</p> <p>Aliyah: The more overweight you are, the more likely it is that you will have health problems like heart disease, or a heart attack. Therefore, home cooked meals are healthier than fast food meals.</p>

List three differences and similarities between Argument A and Argument B.

Similarities

Differences

Constructing Arguments is the act of creating persuasive understandings of the past by using relevant evidence from primary and secondary sources.



Construct Arguments

A historical argument **IS NOT**:

- supported by opinions.
- made up on the spot.
- won by the person who can yell the loudest.

A historical argument **IS**:

- supported by information from reliable sources.
- researched and carefully put together.

Historians construct arguments through claims, evidence, and reasoning/explanation.

The Components of a Historical Argument

CLAIM: The claim is the answer to your research question or response to the prompt you are addressing. It should be based on the evidence you have collected.

EVIDENCE: Evidence is information that supports your claim. We collect evidence from sources like texts, videos, and knowledgeable people to support our reasons.

REASONING/EXPLANATION: Reasoning is the explanation for why the evidence supports the claim. In history we contextualize, compare, corroborate, connect cause and effect, and use geography and economic ideas to explain our reasoning.

Constructing Arguments Practice



Construct Arguments



Annotate

→ Directions: Reread the argument below from the introduction and annotate it using the symbols below to label the different components of the argument.

Claim	Evidence	Reasoning
C	E	R

Aliyah: Home cooked food is healthier for you.

Johnny: Why do you say that? How can you prove that?

Aliyah: In an experiment, researchers found that on average, home cooked burgers have four less calories per ounce than fast food burgers.

Johnny: So, what?

Aliyah: The more calories you eat, the more likely you are to be overweight.

Johnny: So, what?

Aliyah: The more overweight you are, the more likely it is that you will have health problems like heart disease, or a heart attack. Therefore, home cooked meals are healthier than fast food meals.



SQ 7: How do historians construct arguments?

→ **Directions:** Based on the information provided, respond to the prompts below.



Part I

Describe what a historical argument is. **Identify** the components of an historical argument.

Construct Arguments



Categorize

Part II

→ **Directions:** Examine the statements below from the lunchroom fight between Justin and Max, then categorize each statement as a claim, evidence that supports that claim, or reasoning that supports the evidence. Place the letter corresponding with each statement in the appropriate place below. There will be only one claim.

Statement Letter	Component	Statement
_____	Claim	A. Megan, Max’s girlfriend said that Max had been acting strange and “kind of mean.”
_____	Evidence #1	B. Justin’s father knows him better than anyone else, so if he believes his son is not capable of starting a fight, then Max probably started it.
_____	Reasoning/explanation in Support of Evidence #1	C. Max started the fight, not Justin.
_____	Evidence #2	D. If Max had been mean to Justin in line, that may have started the fight.
_____	Reasoning/explanation in Support of Evidence #2	E. Justin’s father said that his son “would never lay a finger on anyone unless he was really provoked” and that it was “really not in his nature” to “stir up trouble.”



SQ 9: What enduring issues are there in Global History?

→ **Directions:** Based on what you have learned about enduring issues, complete the prompt below.

Objective:

What is an enduring issue?

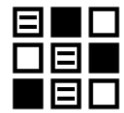
Explain what an enduring issue is.

Identify an enduring issue and explain its significance.

Introduction

Max, who was involved in the lunchroom fight discussed in Unit 9.1, was a responsible student who was on the honor roll and a star of the football team, but his behavior started to change after his father lost his job. Below is his schedule and attendance patterns from the week before the lunchroom fight.

→ **Directions:** Examine Max’s schedule and answer the questions that follow.



Identify Patterns



Predict

Day	Event	Attendance	Day	Event	Attendance
Mon.	School- 1st period	Late	Thur.	School- 1st period	Late
	Football Practice	Late		Football Practice	Present
Tues.	School- 1st period	Present	Fri.	School- 1st period	Late
	Football Practice	Absent		Football Practice	Absent
Wed.	School- 1st period	Absent	Sat.	Work at the Grocery Store	Late
	Football Practice	Late	Sun.	Work at the Grocery Store	Absent

1. What patterns do you see in Max’s attendance during the week before the lunchroom fight?

2. Do you see anything in the evidence presented that you might identify as an “issue?” Who might see it as an issue?

3. Fill out the chart below using evidence from the chart and your interpretation of it.

Event	Who might Max's lateness or absence affect at each event? List as many people as you can.	How might Max's lateness or absences affect those people?
School- 1st Period		
Football Practice		
Work at the Grocery Store		

What is an enduring issue?

ENDURING

continuing or long-lasting

+

ISSUE

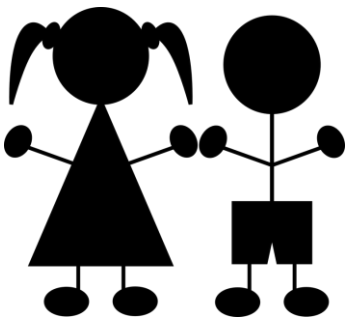
A challenge or problem for debate or discussion

Enduring Issue

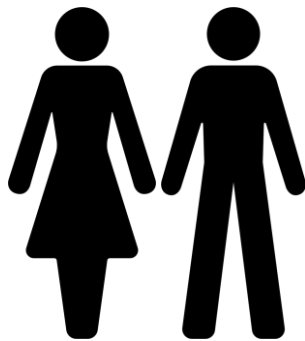
a challenge or problem that has been debated or discussed across time

We encounter enduring issues everyday and people have been dealing with them throughout history. They are enduring because they are difficult to solve and come up frequently. Examine the two examples below.

Enduring Issue: Zak and Sara do not like to share



[Kids black boy silhouette girl](#) by Ciker-Free-Vector-Images/29611 images is published under the [Creative Commons CC0 license](#).



[Male image](#) and [Female image](#) are courtesy of [openclipart.org](#) and are in the public domain

Zak and Sara are brother and sister. When they were kids, they hated sharing with one another. As a result, their parents bought them separate toys. If Zak got a toy truck and Sara wanted to use it, he would run away and hide it and Sara would complain to their parents until they bought her one of her own.

Now, as adults, they still won't share. If Zak needs to borrow Sara's truck to help with some yard work, she refuses. If Sara needs a ride to the airport Zak won't take her.

Enduring Issues: War is used to Gain Power

Dates	Event
600-265 BCE	Greek-Punic Wars
475-221 BCE	Warring States Period in China
59-45 BCE	Caesar's Civil War in Rome
1223-1241	Mongol invasion of Europe
1792-1802	French Revolution
1798	Peasants War
1914-1918	World War I
1939-1945	World War II
2015-present	War in Afghanistan

1. What makes Zak and Sara's inability to share an *enduring issue*?

2. What makes the use of war to gain power an *enduring issue*?

Enduring Issues are HISTORICALLY SIGNIFICANT. What is historical significance?

We encounter enduring issues in our own lives and see evidence of enduring issues in the world around us. All of the enduring issues we observe are significant, or important, in one way or another. In Global History, we study those issues that have endured and are *historically significant*. To prove that something is historically significant one needs to show that it affected a lot of people and had long-lasting effects.

Something is **SIGNIFICANT** if it is **IMPORTANT**.

Something is **HISTORICALLY SIGNIFICANT** if it...

- affected **a lot** of people.
- had **long-lasting** effects.

3. Based on the definition above, which one of the examples of enduring issues from the previous activity, is historically significant? Zak and Sara's inability to share or the use of violence to gain power? Explain.

What enduring issues are there in Global History?

Objective:

- **Describe** events from your life related to enduring issues in Global History.

Introduction

→ **Directions:** Read the story that Adrian's grandfather told him and answer the questions about it.

Adrian's Grandfather: *"How much money do you want? When I was your age, my grandfather used to tell me that he would go down to the store on the corner and buy a sandwich and an apple for five cents. Five cents! Can you imagine that? When I grew up here it cost two dollars to get soda and turkey sandwich at that same store and now you're asking me for 7 bucks!?"*

Identify one enduring issue that Adrian's father discusses in the passage above. Why is that enduring issue significant to him?

What Enduring Issues are there in Global History?

There are MANY enduring issues in Global History that you will discover over during this course, but only nine that you will return to repeatedly throughout.

Use the list below to complete the activity that follows.



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. A new method used to address a problem.



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 in Your Life

→ **Directions:** Use the list on the previous page to choose three enduring issues then, describe an event in your life, or something you have observed in your life, community, country, or the world that is related to each of the enduring issues.

Enduring Issue	Describe an Event Related to the Enduring Issue



SQ 8: What is an enduring issue?

→ **Directions:** Based on what you have learned, complete the task below.



**Identify
Patterns**



**Construct
Arguments**

Task 1

Explain what an enduring issue is.

Task 2

1. Identify one enduring issue in your life, explain why it is an enduring issue, and explain why it is significant to you.

2. Identify one enduring issue you see in your community, state, country, or the world, explain why it is an enduring issue, and explain why it is significant.
