

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



Name: _____ Period: _____

TABLE OF CONTENTS

The Basics

- Exploring Enduring Issues 1-4
- Guess the Enduring Issue 5-7
- E.I. Writing Guide Sneak Peak..... 8
- Selecting an Issue & General Essay Format..... 9-10
- How to write an introductory paragraph..... 11-12
- How to write a body paragraph..... 13-19
- How to write a conclusion 20-21
- Best Writing Practices..... 22
- Pre-Write/Planning Page 23-24
- Student Friendly Rubric for E.I. Essays..... 25
- Student Reflection Log..... 26-27
- Self-Check & Peer Review..... 28-29

Name: _____

Standard Enduring Issue COVER

Enduring Issues Essay

An enduring issue is an issue that exists across time.

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

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

TASK:

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

Define the EI in the Introduction

Address in Each Body Paragraph for Each Document

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

What is an Enduring Issue?

lasting

problem

Is an issue that exists across time. It is one that many societies have attempted to address with varying degrees of success.

Some Potential Grade 7 Issues

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

Some Potential Grade 8 Issues

Urbanization	Human Rights Violations	Cooperation	
Population Growth	Human impact on the Environment		
Cultural Diffusion	Security	Technology	Nationalism
Impact of Environment on Humans	Voice in Government		
Industrialization	Traditional culture vs. modernization		
Imperialism/Expansionism	Conflict	Power	Trade

What is an Enduring Issue?



First things first, what is an "enduring issue"?

- An enduring issue is something that human beings have had to deal with consistently throughout history.
- Is the word "enduring" confusing to you? Here are some synonyms for enduring...
lasting, persistent, timeless, never ending, perpetual, existing across time
- Just to make sure we have the word "enduring" down, what are some enduring issues that middle school students deal with across generations?

Example 1	Example 2
-----------	-----------

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

Discrimination		Progressivism	
Conflict		Human Rights Violations	
Population Growth	Environment	Cooperation	
Cultural Diffusion	Security	Technology	
Trade	Nationalism	Imperialism/Expansionism	
Industrialization	Traditional culture vs. modernization		
Voice in Government	Urbanization	Power	

★ Can you think of other Enduring Issues found in history that are not on this list? Add them!

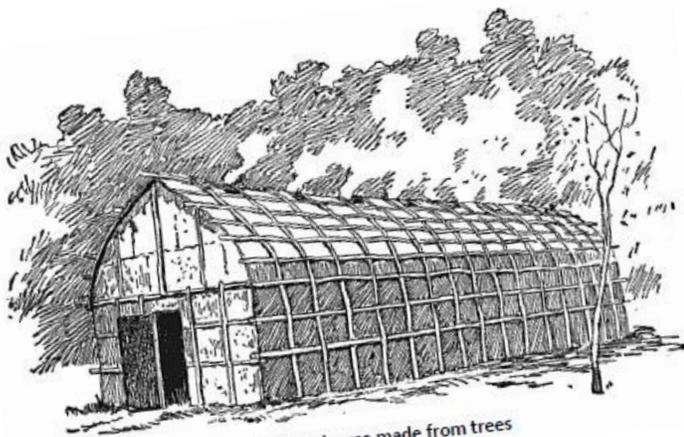
Directions: The first column contains some examples of Enduring Issues, but there are many synonyms for these Enduring Issues (see middle column). Can you connect the issue to something you learned in the past few years?

	Enduring Issue	Related Words-write small	Connections 7 8 +
1	Discrimination		
2	Conflict		
3	Human Rights Violations		
4	Cooperation		
5	Environment		
6	Population Growth		
7	Impact of Technology		
8	Desire for Power		
9	Voice in Government		
10	Traditional vs. Modern Culture		
11	Expansionism		
12	Urbanization	Cities, overcrowding, access to education, shift from rural to rural, crowded living quarters	<ul style="list-style-type: none"> ■ Child labor ■ tenements ■ slums ■ factory life ■ lack of garbage disposal

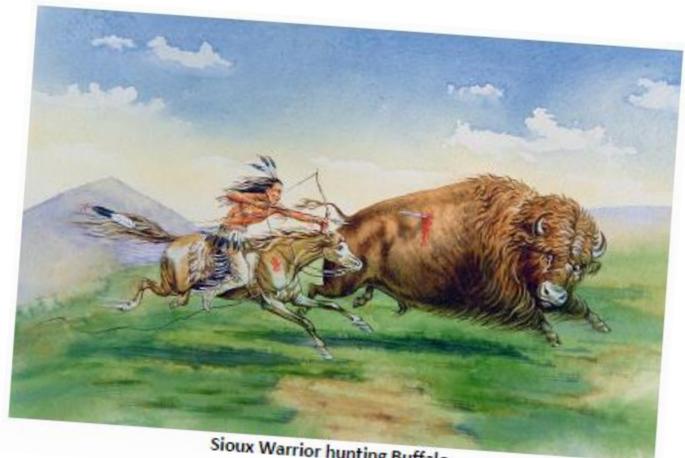
GUESS THE Enduring Issue

Directions: Examine the following documents. For each set, identify at least one potential enduring issue in the empty box provided.

Set 1- Chapter 1: Native Americans



Iroquois Longhouse made from trees



Sioux Warrior hunting Buffalo

Adobe houses (also known as **pueblos**) are Native American house complexes used by the American Indians of the Southwest. Adobe pueblos are modular, multi-story houses made of adobe (clay and straw baked into hard bricks) or of large stones cemented together with adobe. Each adobe unit is home to one family, like a modern apartment. The whole structure, which can contain dozens of units, is often home to an entire extended clan.

Adobe houses are good homes to build in a warm, dry climate where adobe can be easily mixed and dried. These are homes for farming people who have no need to move their village to a new location. In fact, some Native American people have been living in the same adobe house complex for dozens of generations.

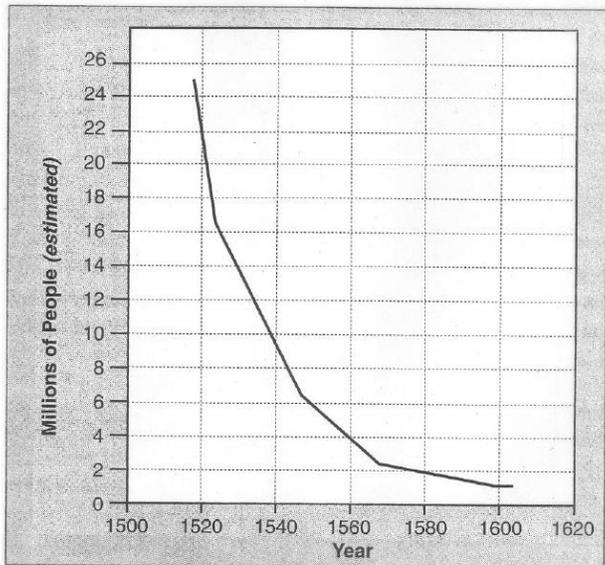
Conflict Discrimination and Inequality

Impact of Environment on Humans Power Technology

Colonization Industrialization Nationalism Trade

Set 2- Chapter 2:European Exploration

Native American Indian Population of Central America



Source: Nicolas Sanchez-Albornoz, *The Population of Latin America*

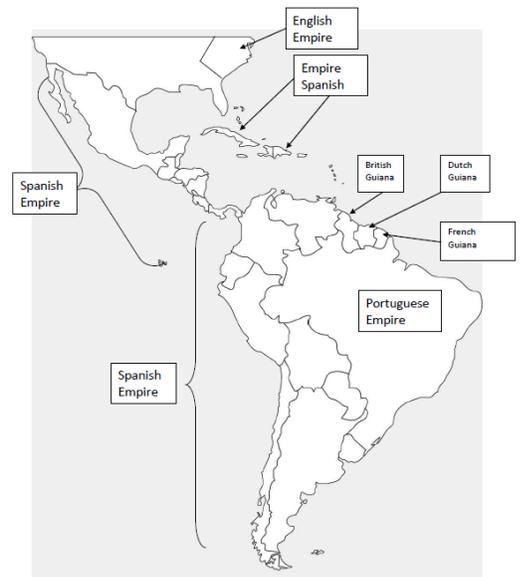


Europeans transporting captured Africans to be slaves in the New World

Columbus' voyages to the Americas are still apparent today in the foods we eat. Many famous products today would not be available without Columbus' voyage to the Americas. Things like Florida oranges, Irish potatoes, French vanilla ice cream, and Colombian coffee are around because the Old World met the New World and exchanged various goods.

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

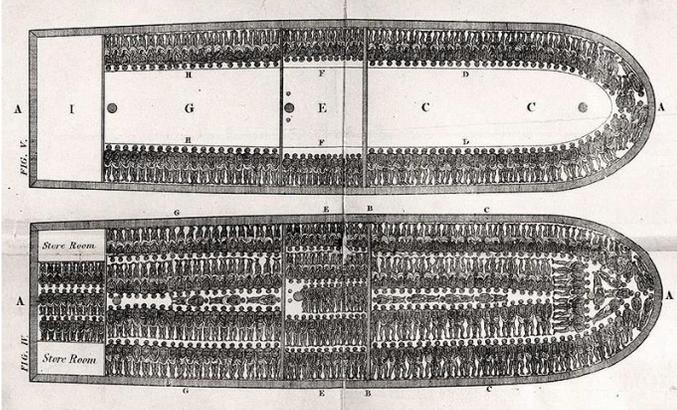
- Taken from "Nine Principal Rules of National Economy by Philip Wihelm von Hornick



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



Set 3- Chapter 3: English Colonies



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

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

Voting Qualifications (Requirements) (1763)

COLONY	RELIGION	RACE	GENDER	PROPERTY
NEW HAMPSHIRE	CHRISTIAN	WHITE	MALE	LAND VALUED AT \$50
MASSACHUSETTS	CHRISTIAN	WHITE	MALE	LAND RENTED AT \$2/ YEAR
RHODE ISLAND	CHRISTIAN	WHITE	MALE	LAND RENTED AT \$2/ YEAR
CONNECTICUT	CHRISTIAN	WHITE	MALE	LAND RENTED AT \$2/ YEAR
NEW YORK	CHRISTIAN	WHITE	MALE	LAND VALUED AT \$40
NEW JERSEY	CHRISTIAN	WHITE	MALE	LAND VALUED AT \$50
PENNSYLVANIA	CHRISTIAN	WHITE	MALE	50 ACRES OR LAND VALUED AT \$40
DELAWARE	CHRISTIAN	WHITE	MALE	50 ACRES OR LAND VALUED AT \$40
MARYLAND	CHRISTIAN	WHITE	MALE	50 ACRES OR LAND VALUED AT \$40
VIRGINIA	CHRISTIAN	WHITE	MALE	25 ACRES WITH A HOUSE OR 100 ACRES WITHOUT
NORTH CAROLINA	CHRISTIAN	WHITE	MALE	50 ACRES
SOUTH CAROLINA	CHRISTIAN	WHITE	MALE	50 ACRES OR LAND RENTED AT \$2/ YEAR
GEORGIA	CHRISTIAN	WHITE	MALE	50 ACRES

Title Page from *The Lady's Law*



This document is the title page of a book that included many of the legal restrictions faced by "femme coverts," women legally dependent on a husband. Once married, colonial women could not own property or collect wages. Men routinely gained custody of children in cases of divorce.

Note: in colonial-era texts, a lower case 's' often looks like a lower case 'f.' To help today's students interpret this old style, chapter headings have been reprinted below:

- I. Of Descents of Lands to Females, Coparceners, etc.
- II. Of Consummation of Marriage, Stealing of Women, Rapes, Polygamy
- III. Of the Laws of Procreation of Children, and of Illegitimate Children
- IV. Of the Privileges of Femme Coverts, and their Power in Regard to Their Husbands, and all Others
- V. Of Husband and Wife, in what Actions they are to Join
- VI. Of the Limitations on Inheritance of Estates, Jointures and Settlements, Real and Personal of Women
- VII. Of What the Wife is Entitled to of the Husband's, and Things Belonging to the Wife, the Husband gains Possession of in Marriage
- VIII. Of Private Contracts by the Wife, Alimony, Separate Maintenance, Divorces, Elopement, etc..

Salem Witch Trials 1692



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

Maryland's Act of Toleration (1649)

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

Conflict Discrimination and Inequality

Impact of Environment on Humans Power Technology

Colonization Industrialization Nationalism Trade

ENDURING ISSUE

Writing Guide

Identify an Enduring Issue, page 9

General Format & Do's and Don'ts, page 10

Manual on Writing an Essay, pages 11-22

Pre-Write/ Planning Page, pages 23-24

Student-Friendly Rubric

Bonus Resources:

- Best Writing Practices, page 22**
- Track your Progress! Reflection Log, pages 26-27**
- Peer Review Sheet, page 28**



Four Tips for Identifying an Enduring Issue

Base Your Issue on Evidence



You will need to support your choice of enduring issue with evidence from documents or topics you have learned about, so instead of choosing an issue that you like to write about and trying to find evidence for it, look for evidence of **CHALLENGES** or **PROBLEMS**, then identify an issue based on what you find.

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.

Be Specific, If Possible



If possible, instead of choosing “conflict,” try identifying an enduring issue like “conflict between ethnic groups” or “civil wars.”

Identify Causes and/or Effects, If Possible



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

CAUSES		EFFECTS	
Phrase	Example	Phrase	Example
	<i>An enduring issue in history has been the...</i>		<i>An enduring issue in history has been the...</i>
Need for/to	need for sources of fresh water	Effects of	effects of new technology
Competition over	competition over sources of fresh water	Impact of	impact of new technology
Lack of	lack of sources of fresh water	Change(s) in/to	changes in technology
Scarcity of	scarcity of sources of fresh water	Conflict(s) over	conflict over new technology
		Rejection/Acceptance of	rejection of new technology
		Threats of/to	threats of new technology to Traditional ways of life

General Essay Format

Introductory Paragraph

-Format explained on future pages

Do's

Cite document information correctly. (Doc. 1)

Body Paragraph

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

Body Paragraph

REPEAT ABOVE

Body Paragraph

REPEAT ABOVE

Conclusion Paragraph

-Format explained on future pages

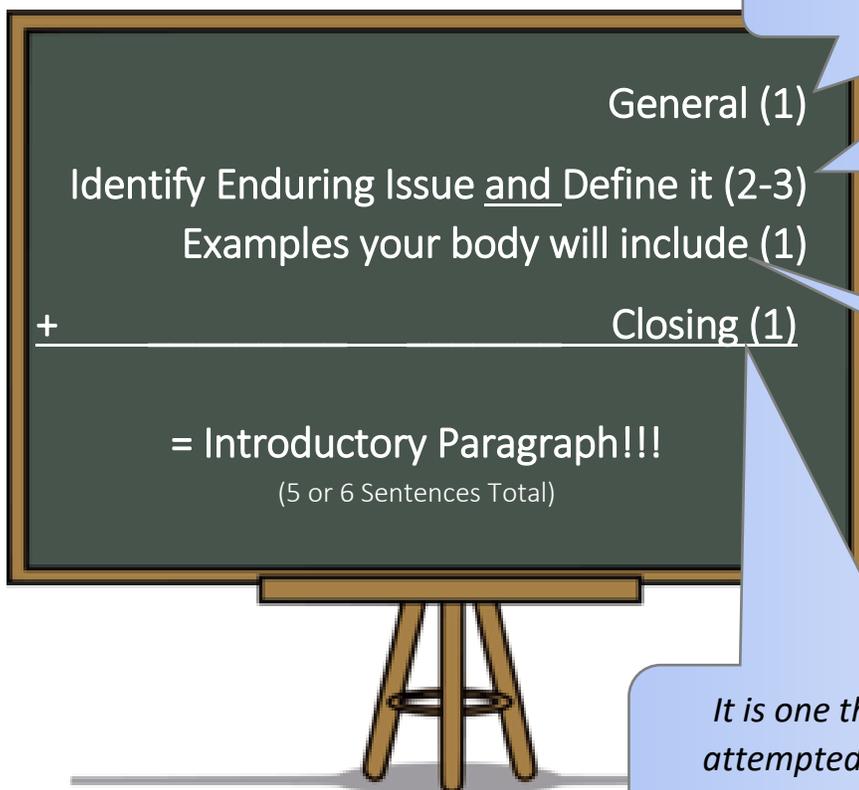
HOW TO WRITE AN INTRO PARAGRAPH

Introductory Paragraph

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

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

We sometimes use an inverted triangle to represent the intro. Start off the intro paragraph with a general statement, and get more specific and detailed as you progress.



An enduring issues is an issue that exists across time.

One example of an enduring issue is _____. This issue can be defined as...

_____.

Some examples of this enduring issue include

_____, _____,
and _____.

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

Tips

- ✓ FIRST and LAST sentence are set! Just plug in info about your E. I. to the middle sentences!
- ✓ Be sure to come up with a solid definition for your E.I. You can use two sentences for this!
- ✓ When including your examples, keep in mind the **documents** you are using and outside info.
- *BONUS* Format for each paragraph will be provided on your pre-write sheet in middle school!

HOW TO WRITE A BODY PARAGRAPH

KEEP IN MIND.....

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

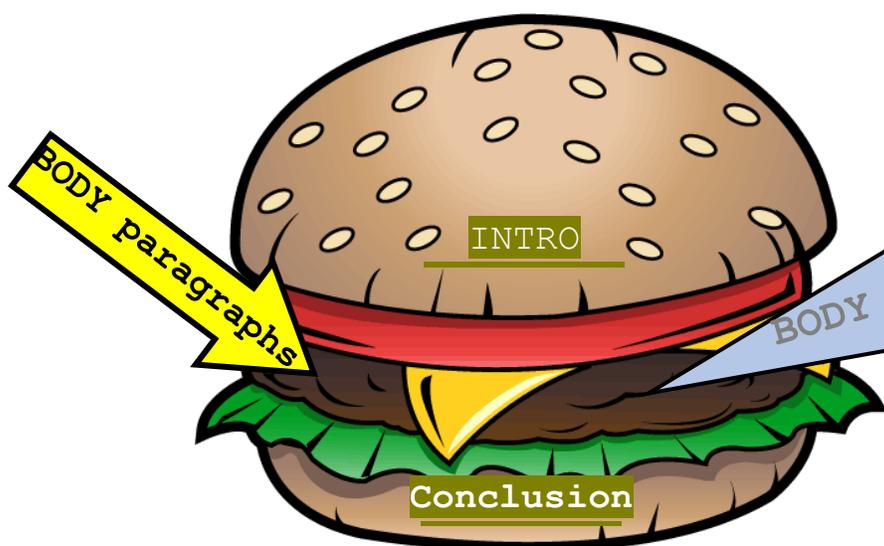
★ the number of documents required for your essay ★

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!



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



TRANSITIONS AND LINKING EXPRESSIONS



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

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

Transitions for Narration

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

Transitions for Description

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

Transitions for Adding to Ideas Already Started

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

Transitions for Showing Result (Cause-Effect Relationships)

accordingly	Because _____	therefore
as a result	consequently thus	
at last	hence	To sum up...
at this point	Since _____, _____	

Transitions for Contrasting Ideas

although	On the one hand...
but	on the other hand
however	otherwise
nevertheless	still
yet	



SIGNAL WORDS

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

**Add another item
or example**

and	first
more	second
moreover	third
furthermore	also
besides	finally
some	primarily
many	in addition
likewise	next
main	another

Presenting Proof

for example	such as
to illustrate	specifically
for instance	following are
for this reason	

Conclusion-Summary

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

Words that Define

referred to as	is
the same as	means
defined as	termed
means the same	
a synonym for	

**Change to a different or
opposite idea**

yet	however	nevertheless
but	otherwise	in spite of
still	likewise	in contrast
except	instead	even though
although	on the other hand	
on the contrary		

Cause/Effect Words

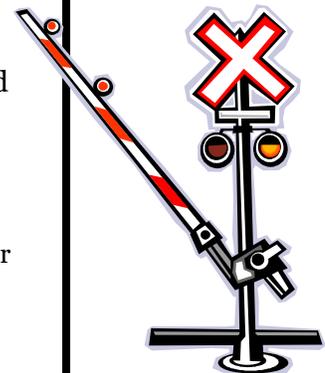
because	as a result
effect	the quality
attribute	cause
unless	it is because
for this reason	
consequently	

Words for Emphasis

better	best
most	good
least	important
most of all	chief factor
above all	less
worst	bad
major	minor
all	some
few	

**Words that Show Time,
Order, or Sequence**

now	next	soon
right away	suddenly	the next second
meanwhile	later	a minute later
long before	at last	to begin with
much later	soon after	some days earlier
eventually	presently	immediately
last (week/day/year...)		



TO QUOTE OR NOT TO QUOTE...

Document 1

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



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

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

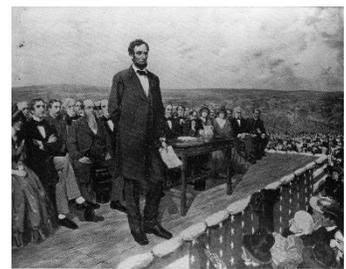
❷ What does it mean to PARAPHRASE? How does the reader of a DBQ know that you paraphrased information as compared to plagiarizing information?

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

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

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

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



For example:

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

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

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

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

Tips for using document evidence:

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

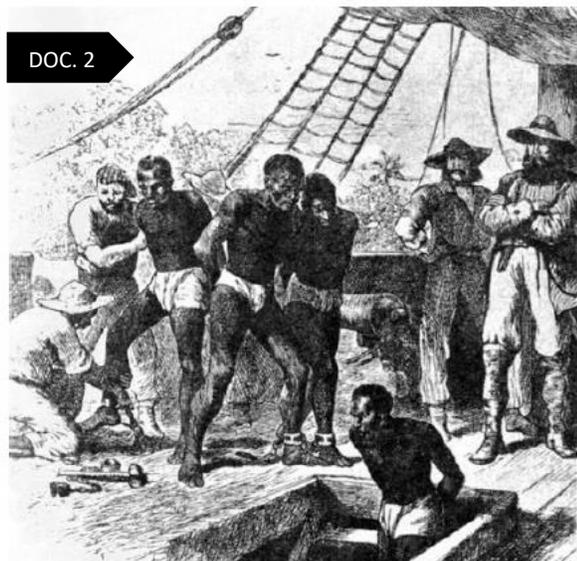
Columbus' voyages to the Americas are still apparent today in the foods we eat. Many famous products today would not be available without Columbus' voyage to the Americas. Things like Florida oranges, Irish potatoes, French vanilla ice cream, and Colombian coffee are around because the Old World met the New World and exchanged various goods.

DOC. 3

TIP	TASK- refer to box in far right to practice each of the tips for using document evidence.	
1	<ul style="list-style-type: none"> ➤ Is the following sentence rephrased in my own words? <input type="checkbox"/> Yes <input type="checkbox"/> No ➤ Properly cite the document evidence to the right. 	Today we enjoy an array of foods, some of which we can credit Columbus and his voyage to America.
2	If I selected COOPERATION as my Enduring Issue for the document above, how can I avoid using the entire passage, and use only a piece? Explain in your own words.	
3	Sticking with the Enduring Issue of COOPERATION, what do I need to do to "analyze" this document information? Explain the process, don't actually analyze.	

POTENTIAL PROBLEM #1- Your document does not contain much text

Enduring Issue Topic: Power



Europeans transporting captured Africans to be slaves in the New World

What do you **SEE** or **OBSERVE**:

☹

☹

☹

DOCUMENT EVIDENCE:

From the document, I **LEARNED**:



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



ANALYSIS of DOCUMENT EVIDENCE:

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

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

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

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

OUTSIDE INFORMATION:

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

ANALYSIS of Outside Information *

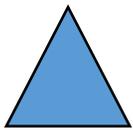
*Apply analysis strategy above.

HOW TO WRITE A CONCLUDING PARAGRAPH

CONCLUDING PARAGRAPH

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

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



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

The formula for writing a simple & concise conclusion paragraph:

_____ is an enduring issue that exists across time.

Restate Enduring Issue (1)

Body Sum-Ups (3)

+ Closing (1)

= Concluding Paragraph!!!
(5 or 6 Sentences Total)

One Body Sum-Up (The Key Idea) for each body paragraph. KEEP it short and sweet!

Copy the statement below for your closing sentence.

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

Tips

- ✓ Don't overthink it, remember, short & sweet.
- ✓ For your body sum-up, details are not necessary. Including the topic of each body is all you need!
- ✓ Just like anywhere else in your essay, avoid using personal pronouns (I, you, we, etc.)



KEEP IN MIND WHEN WRITING AN ESSAY

Did you complete the following before submitting	
	Topic Sentence: Details the topic/theme of the paragraph
	Concluding Sentence: Highlights the key takeaways of the paragraph
	Document Usage: Data from document is included and Data is ANALYZED sufficiently. Citations are included and used correctly.
⊗	From here on out, DON'T make reference to documents this way: <i>In document 2, the picture shows African American men voting.</i> You're more grown up! More sophisticated! More capable! So write about the documents like this: <i>As a result of the 15th Amendment to the U.S. Constitution, African American men across the country could now vote (Document 2).</i>
	Outside Information: Additional facts, examples, and details are used to further support the topic presented throughout the paragraph. Outside Information is ANALYZED, and its relationship to the topic/theme is explained.
	The entire paragraph is written in the PAST TENSE
	The entire paragraph is written in the THIRD PERSON: He, She, It, One, They, People, The Crowd...etc. (Unless a direct quote is included.)
	The paragraph uses TRANSITIONAL WORDS AND PHRASES for smooth and easy movement between thoughts. See reference sheet if you need to peek at examples.
	The paragraph refers to people by FIRST and LAST NAME <u>or</u> LAST NAME ONLY.

Document 2



<p>Step 1- Choose an issue: select an issue that is supported by at least <u>three documents</u> *</p>
<p>The enduring issue I selected to write about is:</p>
<p>This issue is supported by the following documents:</p>

- Urbanization
- Human Rights Violations
- Cooperation
- Population Growth
- Human impact on the Environment
- Cultural Diffusion
- Security
- Technology
- Nationalism
- Impact of Environment on Humans
- Voice in Government
- Industrialization
- Traditional culture vs. modernization
- Imperialism/Expansionism
- Conflict
- Power
- Trade

-23-

Intro	Body Paragraphs				Conclusion
Formula: General+ Identify + Define + Ex. +C	Doc. No.& Topic	How has the enduring issue impacted people or places? <small>*supporting info from document</small>	Supporting Outside Info ⬅ ➡	How has the enduring issue continued or changed over time?	Formula: Restate Issue + Body Sum-Ups+ Closing (5 sentences)
<p>SAMPLE- An enduring issue is an issue that exists across time. One example of an enduring issue is _____. The definition of _____ is _____.</p> <p>Some examples of this enduring issue include _____, _____, and _____. It is one that many societies have attempted to address with varying degrees of success and failure.</p>	Body 1				<p>SAMPLE- _____ is an enduring issue that exists across time.</p> <p><u>Body Sum-Ups:</u></p> <p>❶</p> <p>❷</p> <p>❸</p> <p>Closing: <i>Even though societies develop and change, they are unable to escape common issues and problems associated with human nature.</i></p>
	Body 2				
	Body 3				

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

The enduring issue I selected to write about is:

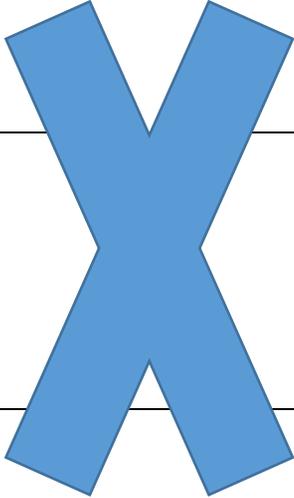
This issue is supported by the following documents:

Conflict **Discrimination and Inequality**

Impact of Environment on Humans **Power** **Technology**

Colonization **Industrialization** **Nationalism** **Trade**

-24-

Intro	Body Paragraphs				Conclusion
Formula: General+ Identify + Define + Ex. +C	Doc. No.& Topic	How has the enduring issue impacted people or places? <small>*supporting info from document</small>	Supporting Outside Info ⬅ ➡	How has the enduring issue continued or changed over time?	Formula: Restate Issue + Body Sum-Ups+ Closing (5 sentences)
<p>SAMPLE- An enduring issue is an issue that exists across time. One example of an enduring issue is _____. The definition of _____ is _____.</p> <p>Some examples of this enduring issue include _____, _____, and _____. It is one that many societies have attempted to address with varying degrees of success and failure.</p>	Body 1				<p>SAMPLE- _____ is an enduring issue that exists across time.</p> <p><u>Body Sum-Ups:</u></p> <p>❶</p> <p>❷</p> <p>❸</p> <p>Closing:</p>
Body 2					
Body 3					

STUDENT FRIENDLY

peek @ how you are graded

Must DO's before submitting

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

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

CONNECT document evidence to the tasks!

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

Checklist

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

Name: _____

Enduring Issue (theme) selected: _____

RUBRIC		Ineffective	Developing	Effective	Strong	Surpasses		
		1 (12)	13	2 (14)	15	3 (16)	17	4 (18)
Establish your THEME	Was it set up in my intro and present throughout? <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Did not identify which Enduring Issue applies to your document set and/or your description is either incomplete or contains incorrect information.	Identifies which Enduring Issue applies to your but your identification of the issue or description is either incomplete or contains incorrect information.	Identifies which Enduring Issue applies to your document set and provided a weak or partial description of your issue (in the introduction).	Identifies which Enduring Issue applies to your document set and provided a general, but basic description of your issue (in the introduction).	Identifies which Enduring Issue applies to your document set and provided a general description of your issue (in the introduction).		
		Document evidence does not support theme selected	Document evidenced selected partially supports theme	Document evidence partially supports theme	Document evidence supports theme	Document evidence supports theme		
Analyze DOC evidence	How well did I select evidence to support the task? <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I described the documents or what the documents said, but with inaccurate and irrelevant connections to the issue selected.	I described the documents or what the documents said, but did not connect the documents' purpose to the Enduring Issue I selected by only partially answering: <input type="checkbox"/> <input type="checkbox"/>	I provided some evidence to demonstrate a general understanding of the documents' relevance to the Enduring Issue I selected by only partially answering: <input type="checkbox"/> <input type="checkbox"/>	I provided thorough and convincing evidence that goes beyond the obvious connections to the Enduring Issue I selected by answering: <input type="checkbox"/> <input type="checkbox"/>	I provided significant and influential evidence to demonstrate the documents' relevance to the Enduring Issue I selected by answering: <input type="checkbox"/> <input type="checkbox"/>		
		Did not answer <input type="checkbox"/> <input type="checkbox"/>						
		<input checked="" type="checkbox"/> How the EI affected people <u>or</u> has been affected by people? (Body 1)				<input type="checkbox"/> Missing/incomplete		
		<input checked="" type="checkbox"/> How has the EI continued to be an issue <u>or</u> changed over time? (Body 2)				<input type="checkbox"/> Missing/incomplete		
Interpretations & Connections -Outside	How well does my analysis explain data relevancy & connection to the task? <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I have provided an incomplete or inaccurate explanation to illustrate my understanding of the information. I included data without explaining how the information connects to the task.	I have provided a vague and limited explanation to illustrate my understanding of the information and how the information connects to the task or only partially addressed the task.	I provided a basic, common, and general explanation to illustrate my understanding of the information, and how the information connects to the task.	I provided a clear, detailed, and convincing explanation to illustrate my understanding of the information, and how the information connects to the task.	I provided a complex, thorough, and extensive explanation to illustrate my understanding of the information, and how the information connects to the task.		
		Information may include significant errors in explanation and/or accuracy.	Some of my information may be unrelated to the topic or inaccurate.	Outside information is convincing, but general.	Includes some relevant outside information.	Includes outside information that demonstrates mastery of the Enduring Issue.		
FINAL PROOF CHECK ✓		Capitalization ✓ - Did you capitalize all proper nouns? <input type="checkbox"/> Yes <input type="checkbox"/> No			Citation ✓ Did you cite doc. evidence? Did you do it correctly? <input type="checkbox"/> Yes <input type="checkbox"/> No			
					Spelling and grammar ✓ -READ IT AGAIN <input type="checkbox"/> all set!			
						/20		

STUDENT REFLECTION LOG

TRACK YOUR PROGRESS • IDENTIFY STRENGTHS & WEAKNESSES

100				
94				
90				
88				
85				
80				
78				
75				
70				
68				
65				
60				
55				
50				
45				
	Assignment 1	Assignment 2	Assignment 3	Assignment 4

WRITING ASSIGNMENT #1

Did you forget anything on the checklist above the rubric?

- Nope, nothing is circled
- YES, I need to remember

to: _____

Examine the RUBRIC, note your score for each:

Theme & Doc Evidence	Doc. Analysis:	Interpret & OI	TOTAL SCORE

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

WRITING ASSIGNMENT #2

Did you forget anything on the checklist above the rubric?

- Nope, nothing is circled
- YES, I need to remember to: _____

Examine the RUBRIC, note your score for each:

Theme & Doc Evidence	Doc. Analysis:	Interpret & OI	TOTAL SCORE

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

WRITING ASSIGNMENT #3

Did you forget anything on the checklist above the rubric?

Nope, nothing is circled

YES, I need to remember to: _____

Examine the RUBRIC, note your score for each:

Theme & Doc Evidence	Doc. Analysis:	Interpret & OI	TOTAL SCORE

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

WRITING ASSIGNMENT #4

Did you forget anything on the checklist above the rubric?

Nope, nothing is circled

YES, I need to remember to: _____

Examine the RUBRIC, note your score for each:

Theme & Doc Evidence	Doc. Analysis:	Interpret & OI	TOTAL SCORE

Check out the COMMENTS & internalize your scores on each of the categories.

What do you need to remember for next time? (make a bulleted list)

Self-Check

	Did you follow the formula for the Introductory paragraph?
	Did you follow the formula for the Concluding paragraph?
The Body Paragraph #1: <i>Basics</i>	
	Underline your topic sentence in pencil or pen
	Do the same for words that help you transition from one idea to next.
	Do you have a closing sentence? <input type="checkbox"/> yes <input type="checkbox"/> no
The Body Paragraph #1: <i>The important stuff</i>	
	Do you use the required number of documents? <input type="checkbox"/> yes <input type="checkbox"/> no
	Did you cite information, rephrasing it in your own words? <input type="checkbox"/> yes <input type="checkbox"/> no
	Highlight document information in YELLOW
	Highlight document analysis in GREEN or BLUE
	Underline KEY terms and Outside Information PINK or ORANGE
The Body Paragraph #2: <i>Basics</i>	
	Underline your topic sentence in pencil or pen
	Do the same for words that help you transition from one idea to next.
	Do you have a closing sentence? <input type="checkbox"/> yes <input type="checkbox"/> no
The Body Paragraph #2: <i>The important stuff</i>	
	Do you use the required number of documents? <input type="checkbox"/> yes <input type="checkbox"/> no
	Did you cite information, rephrasing it in your own words? <input type="checkbox"/> yes <input type="checkbox"/> no
	Highlight document information in YELLOW
	Highlight document analysis in GREEN or BLUE
	Underline KEY terms and Outside Information PINK or ORANGE
The Body Paragraph #3: <i>Basics</i>	
	Underline your topic sentence in pencil or pen
	Do the same for words that help you transition from one idea to next.
	Do you have a closing sentence? <input type="checkbox"/> yes <input type="checkbox"/> no
The Body Paragraph #3: <i>The important stuff</i>	
	Do you use the required number of documents? <input type="checkbox"/> yes <input type="checkbox"/> no
	Did you cite information, rephrasing it in your own words? <input type="checkbox"/> yes <input type="checkbox"/> no
	Highlight document information in YELLOW
	Highlight document analysis in GREEN or BLUE
	Underline KEY terms and Outside Information PINK or ORANGE



Name of Writer: _____

Name of Reviewer: _____

Which enduring issue did the writer choose? _____

What document is used as evidence in this paragraph? _____

Is the document information cited correctly? _____

If the document contains text, did the writer paraphrase and cite or properly use quotation marks and cite? _____

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

What did the writer do well?

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