

Global II Regents Prep Enduring Issues Set #1

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 The question is designed to test your ability to work with historical documents.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

The Declaration of the Rights of the Man and of the Citizen of 1789 is a document written by the National Assembly, a group of representatives for the third estate. In it, members of the third estate describe the type of government they would like to replace the absolute monarchy.

Excerpt from the Declaration of the Rights of Man and Citizen, August 27, 1789

The representatives of the French people, organized as a National Assembly, believing that the ignorance, neglect, or contempt [disgust] of the rights of man are the sole cause of public calamities [disaster] and of the corruption of governments, have determined to set forth in a solemn [serious] declaration the natural, unalienable [not able to be given away], and sacred rights of man...

1. Men are born and remain free and equal in rights. Social distinctions may be founded only upon the general good.
2. The aim of all political association is the preservation of the natural and imprescriptible [in law] rights of man. These rights are liberty, property, security, and resistance to oppression.
6. Law is the expression of the general will. Every citizen has a right to participate personally, or through his representative, in its foundation. It must be the same for all, whether it protects or punishes...
9. As all persons are held innocent until they shall have been declared guilty...
11. The free communication of ideas and opinions is one of the most precious of the rights of man. Every citizen may, accordingly, speak, write, and print with freedom, but shall be responsible for such abuses of this freedom as shall be defined by law.

Source: From *The French Revolution and Human Rights: A Brief Documentary History*, translated, edited, and with an introduction by Lynn Hunt. Copyright © 1996. Reprinted by permission of Bedford/St. Martin's. from the NYS Social Studies ToolKit. <http://www.c3teachers.org/inquiries/frenchrev/>

Document 2

Jamaica Letter (Carte de Jamaica), Simón Bolívar (1815)

In 1815, when in Jamaica and trying to raise money for the Venezuelan fight for independence from Spain, Simon Bolívar wrote this letter in which he writes about his hopes for an independent and unified South America.

My dear Sir:

...The chains have been broken; we have been freed, and now our enemies seek to enslave us anew. For this reason (South) America fights desperately...

[...]

The role of the inhabitants of the American hemisphere has for centuries been purely passive. Politically they were nonexistent. We are still in a position lower than slavery, and therefore it is more difficult for us to rise to the enjoyment of freedom ... a people is therefore enslaved when the government, by its nature or its vices, infringes on and usurps [takes away] the rights of the citizen or subject....Under absolutism there are no recognized limits to the exercise of governmental powers.

[...]

So negative was our existence that I can find nothing comparable in any other civilized society, examine as I may the entire history of time and the politics of all nations. Is it not an outrage and a violation of human rights to expect a land so splendidly endowed, so vast, rich, and populous, to remain merely passive?

Source: Simón Bolívar (1815), Jamaica Letter (Carte de Jamaica),
<http://faculty.smu.edu/bakewell/BAKEWELL/texts/jamaica-letter.html>

Document 3

Sixteen Political, Economic, and Ideological Points, Budapest, October 22, 1956

After World War ended in 1945, Hungary was controlled by the Soviet Union [modern day Russia]. The Soviet Union restricted political freedoms and imposed an economic system called Communism on the country. In 1956, frustrations over the state of their country, led to student protests. The students laid out their demands in Sixteen Points, an excerpt of which is below. The Hungarian government, controlled by the Soviet Union, sent the military to stop the protests. Over 2,500 Hungarians and 700 Soviet troops were killed and 200,000 Hungarians fled the country. Mass arrests and strict restrictions followed.

RESOLUTION ADOPTED AT PLENARY MEETING OF THE BUILDING INDUSTRY TECHNOLOGY UNIVERSITY'

Students of Budapest! The following resolution was born on 22 October 1956, at the dawn of a new period in Hungarian history, in the Hall of the Building Industry Technological University as a result of the spontaneous movement of several thousand of the Hungarian youth who love their Fatherland:

(1) We demand the immediate withdrawal of all Soviet troops in accordance with the provisions of the Peace Treaty.

(2) We demand the election of new leaders in the Hungarian Workers' Party on the low, medium and high levels by secret ballot from the ranks upwards. These leaders should convene the Party Congress within the shortest possible time and should elect a new central body of leaders.

(5) We demand general elections in this country, with universal suffrage, secret ballot and the participation of several Parties for the purpose of electing a new National Assembly. We demand that the workers should have the right to strike.

(7) We demand the reorganization of the entire economic life of Hungary, with the assistance of specialists. Our whole economic system based on planned economy should be re-examined with an eye to Hungarian conditions and to the vital interests of the Hungarian people.

(12) We demand complete freedom of opinion and expression, freedom of the Press and a free Radio, as well as a new daily newspaper of large circulation for the MEFESZ [League of Hungarian University and College Student Associations] organization. We demand that the existing 'screening material' should be made public and destroyed.

Source: From Report of the Special Committee on the Problem of Hungary, UN General Assembly, Official Records: Eleventh Session, Supplement No. 18 (A/3592) p. 69. from the [Internet Modern History Sourcebook](#).

Document 4

Tiananmen Square Protests, 1989

In the 1980s, China was governed by the Chinese Communist Party, led by Deng Xiaoping. The government restricted freedoms of speech, the press, and of assembly.

The Tiananmen Square protests began in China in mid-April 1989. Pro-democracy students and other protesters who wanted more political freedom in China started to gather in Tiananmen Square, an open space outside of the historic Forbidden City, and the mausoleum of Mao Zedong, the founder of the Chinese Communist Party. On April 18, ten thousand students staged a sit-in in Tiananmen Square. On April 21, one hundred thousand students marched on Tiananmen Square. Demonstrations began to occur all over China, and the protests escalated in Beijing.

The students protested against the government's harsh treatment of its people and in favor of democracy and the freedoms enjoyed in other parts of the world. They carried signs that read "Absolute power corrupts absolutely," "Give me democracy or give me death," and "All power belongs to the people."

The Chinese government sent the military to stop the protests. Estimates of civilian deaths which resulted vary: 400-800, 1,000 (NSA), and 2,600 (Chinese Red Cross). Student protesters maintained that over 7,000 protestors were tortured and killed. Following the violence, the government conducted widespread arrests to suppress, torture, and killed the remaining supporters of the movement, limited access for the foreign press, and controlled coverage of the events in the mainland Chinese press.

Source: Adapted from New World Encyclopedia, "Deng Xiaoping," http://www.newworldencyclopedia.org/entry/Deng_Xiaoping



The Goddess of Democracy

Replica of the Goddess of Democracy Statue which was created by protesters during the Tiananmen Square protests in 1989. It was 33 feet tall and made out of foam and papier-mache on a metal frame. Government troops destroyed it on June 4, 1989 when soldiers violently cleared the protesters out of the square.

Source: [Image](#) is in the public domain and courtesy of Wikimedia Commons.

Document 5

For two years, starting in December, 2010, protest movements throughout the Middle East and Northern and Western Africa broke out in predominantly Muslim countries controlled by authoritarian governments ruled by people with absolute power.

Though the specific demands of the protestors were different in each country, most wanted economic opportunities, political and civil rights, and democratically elected officials.

One of the largest protests took place in Egypt and was centered in Tahrir Square.



Protesters holding signs at the Tahrir Square Protests in 2011 that say "Freedom of Speech" and "The Moment We Stop Fighting For Each Other is the Very Moment We Lose Our Humanity."

[Photo](#) was taken by Maged Helal and is published under the Creative Commons 2.0 Generic license.



Tahrir Square, Egypt on July 29, 2011.

Image created by [Ahmed Abd El-Fatah](#) and is licensed under the [Creative Commons Attribution 2.0 Generic](#) license.