Name Date

**Vocabulary**

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| **Word/Phrase**  **(part of speech)** | **Definition** |
| **endure (v.)** | last for a long time |
| **enduring issue (n.)** | a challenge or problem that has been debated or discussed across time |
| **significant (adj.)** | important; a significant event in history had long lasting effects on a lot people |

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| **Introduction**  Max, who was involved in a lunchroom fight, 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.**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **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.**

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| Event | Who might Max’s lateness or absence affect?  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 |  |  |

Examine the two examples below.

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| **Enduring Issue: Zak and Sara do not like to share** | | **Enduring Issues: War is used to Gain Power** |
| [Kids black boy shilhouette girl](https://pixabay.com/en/kids-black-boy-silhouette-girl-303544/) by Clker-Free-Vector-Images/29611 images is published under the [Creative Commons CC0 license](https://pixabay.com/en/service/terms/#usage). | [Male image](https://openclipart.org/detail/249447/male-symbol-silhouette) and [Female image](https://openclipart.org/detail/249446/female-symbol-silhouette) are courtesy of openclipart.org and are in the public domain | |  |  | | --- | --- | | **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 | Peasant’s War | | 1914-1918 | World War I | | 1939-1945 | World War II | | 2015-present | War in Afghanistan | |
| 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. | |
| **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*?** |

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| Something is **SIGNIFICANT** if it is **IMPORTANT.** | |
| Something is **HISTORICALLY SIGNIFICANT** if it... | * affected **a lot** of people. |
| * had **long-lasting** effects. |

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| **Pair/Share**  **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.** |

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| **Exit Ticket** |  |

**➡ Directions:** Based on what you have learned, complete the task below. Choose from Task 1 or Task 2.

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| **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.**  **Extra Credit: (You must do 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.**   |  | | --- | |  | |
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