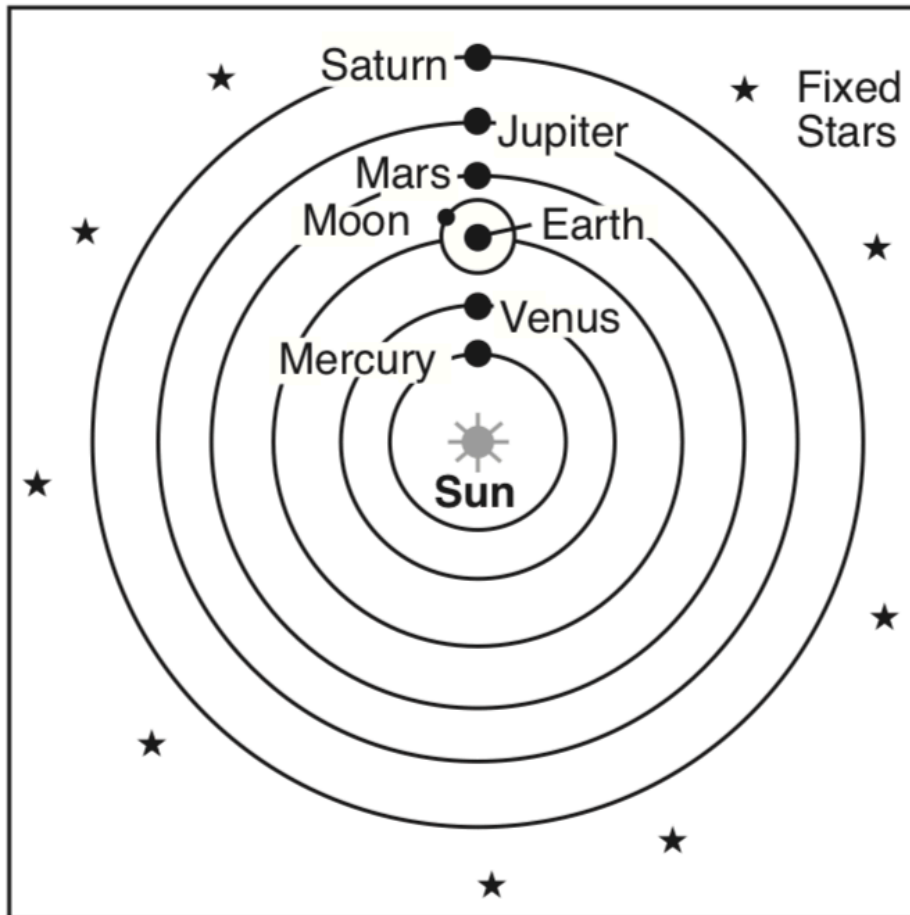


Grade 10 Global Studies Summer Assignment

Directions: Submit answers to Google Classroom to your 10th grade Global teacher as soon as you get your September schedule. See Saunders HS website for teacher codes.

Document #1



1. What historical period would you associate Document #1 with?
2. How did science change our perspective of the world around the 16th century?

Document #2

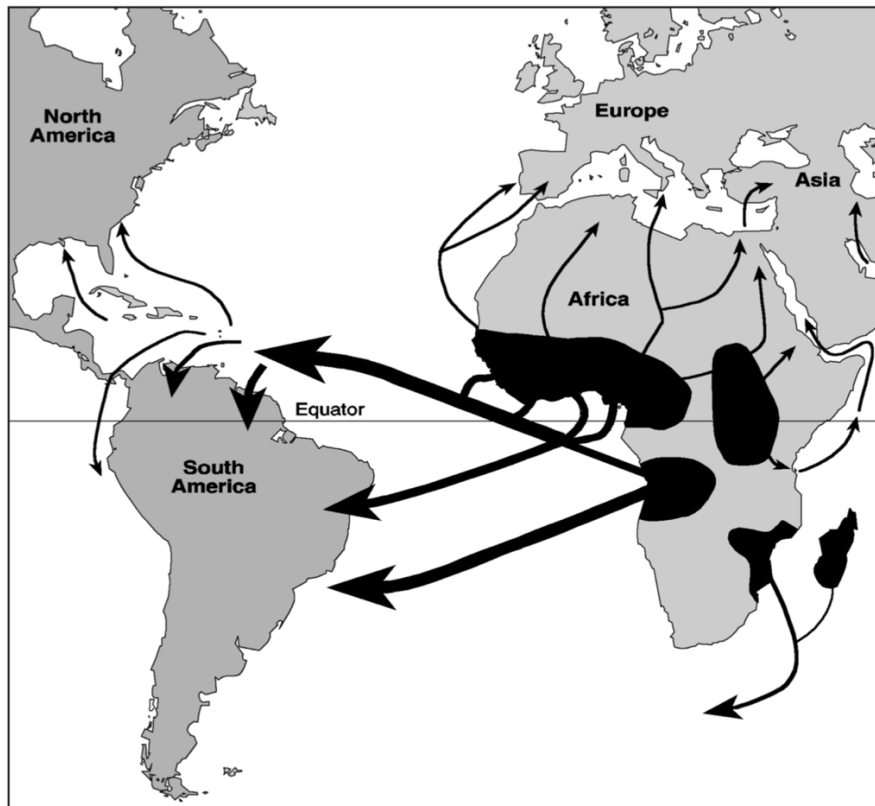
“[When] the legislature shall . . . grasp [for] themselves, or put into the hands of any other, an absolute power over their lives, liberties, and estates of the people, . . . they forfeit the power the people had put into their hands for quite contrary ends, and it [passes] to the people, who have a right to resume their original liberty. . . .”

— John Locke, Two Treatises on Civil Government

3. What is point-of-view of John Locke in the paragraph above?
4. What type of government would John Locke have favored?

Document #3

The African Diaspora, 15th Century – 19th Century



Source: Stanley I. Kutler, ed., *Dictionary of American History*, Third Edition, Volume 7, Charles Scribner's Sons, 2003 (adapted)

5. What major historical event caused the forced mass-migration of people in Document #3?

Document #4

Article 3: Everyone has the right to life, liberty and security of person. . . .

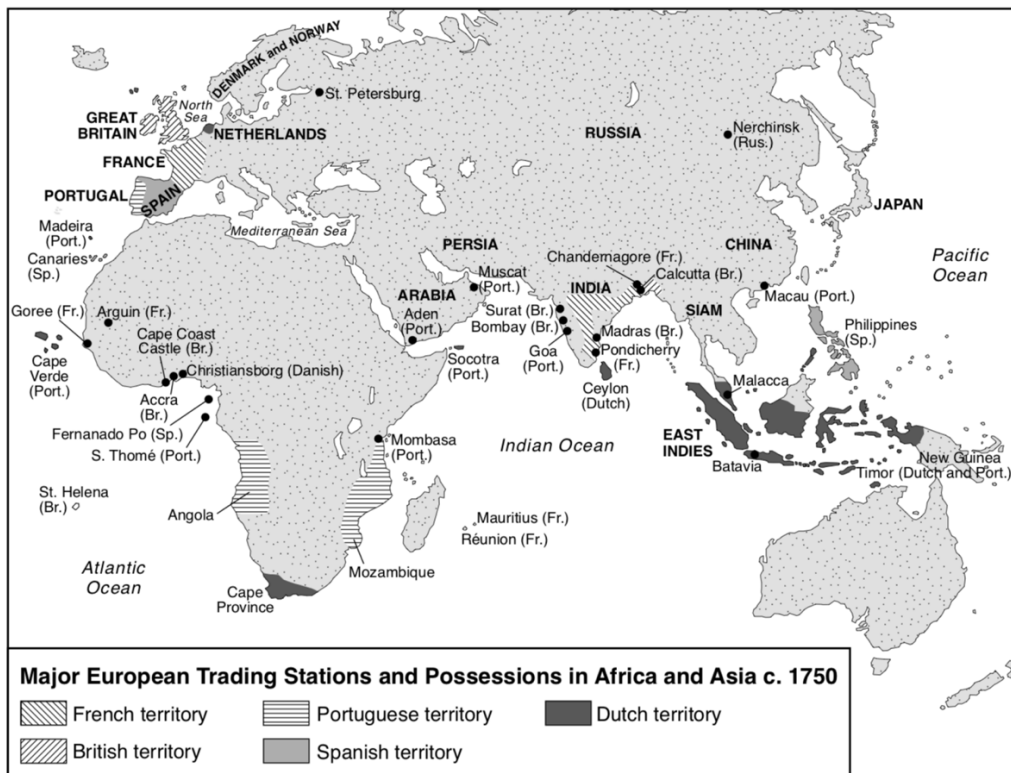
Article 5: No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment. . . .

Article 19: Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers. . . .

— *The Universal Declaration of Human Rights*

6. Would you consider Document #4 a reliable source? Give reasons.
7. What is the purpose of Document #4?

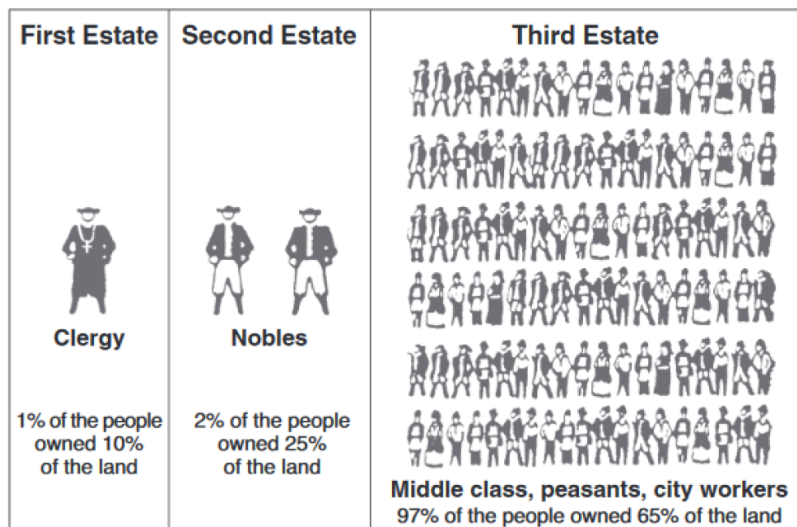
Document #5



Source: J. M. Roberts, *A History of Europe*, Allen Lane (adapted)

8. Which continent on this map was not impacted by European trading in 1750?
9. What Dutch territory was located in Africa in 1750?

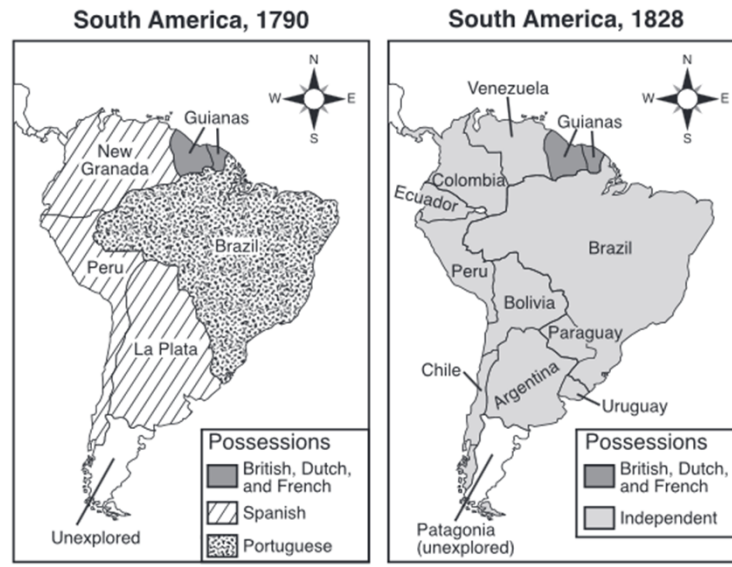
Document #6



Source: Schwartz and O'Connor, *Democracy and Nationalism*, Globe Book Company (adapted)

10. What does Document #6 teach us about French society?
11. Is the distribution of wealth similar to today?

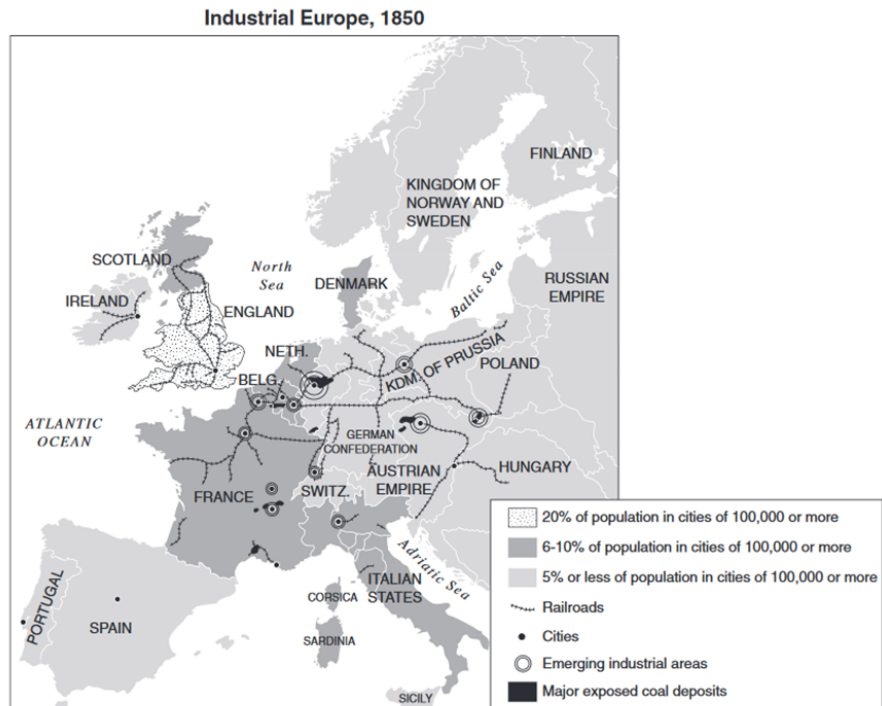
Document #7



Source: Steven Goldberg and Judith Clark DuPré, *Brief Review in Global History and Geography*, Prentice Hall (adapted)

12. Compare and contrast South America in 1790 to South America in 1828.
13. What is the cause and effect relationship shown in Document #7?

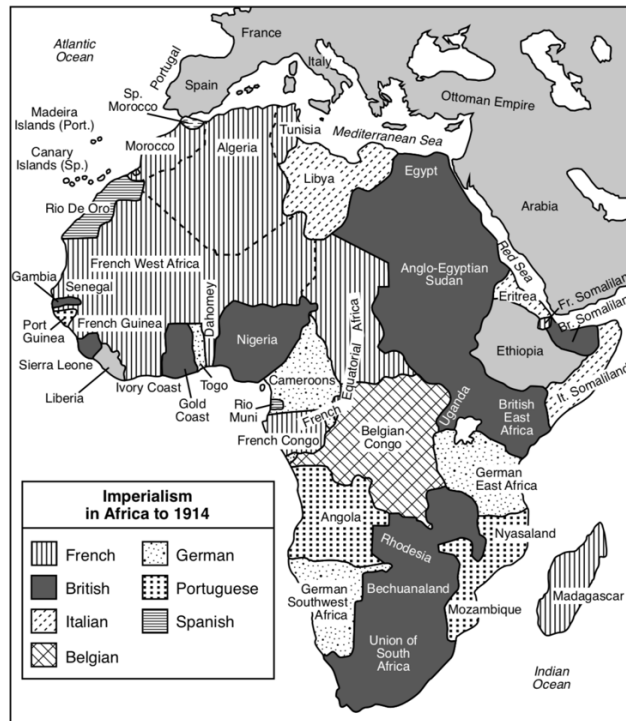
Document #8



Source: Bentley and Ziegler, *Traditions and Encounters: A Global Perspective on the Past*, McGraw-Hill, 2003 (adapted)

14. What transformations occurred in Europe in the 19th century, as shown in Document #8?
15. Compare and contrast Northern and Southern Europe in this map.

Document #9 The Partition of Africa



Source: Costello et al., *World History: Book 3, 1815–1919*, The Center for Learning, 1992 (adapted)

16. As shown in Document #9, Which two European powers possessed the most land in Africa in 1914?
17. What three continents can you see on this map?

Document #10

Quotations Attributed to Kemal Atatürk

Legal Transformation

“We must liberate our concepts of justice, our laws and legal institutions from the bonds which hold a tight grip on us although they are incompatible with the needs of our century.”

Social Reforms

“The major challenge facing us is to elevate our national life to the highest level of civilization and prosperity.”

The New Language

“The cornerstone of education is an easy system of reading and writing. The key to this is the new Turkish alphabet based on the Latin script.”

Women’s Rights

“Everything we see in the world is the creative work of women.”

Source: “Atatürk: Creator of Modern Turkey,” Columbia University Turkish Students Association online (adapted)

18. What country did Kemal Ataturk bring sweeping reforms to?
19. What is the purpose of Ataturk’s quotations?

Document #11

Ladies with western musical instruments



Source: Published by Ōmori Kakutarō, wood block print (detail), c. 1890, Museum of Fine Arts, Boston

20. What is the historical context of the illustration in Document #11?
21. What evidence of westernization do you see?

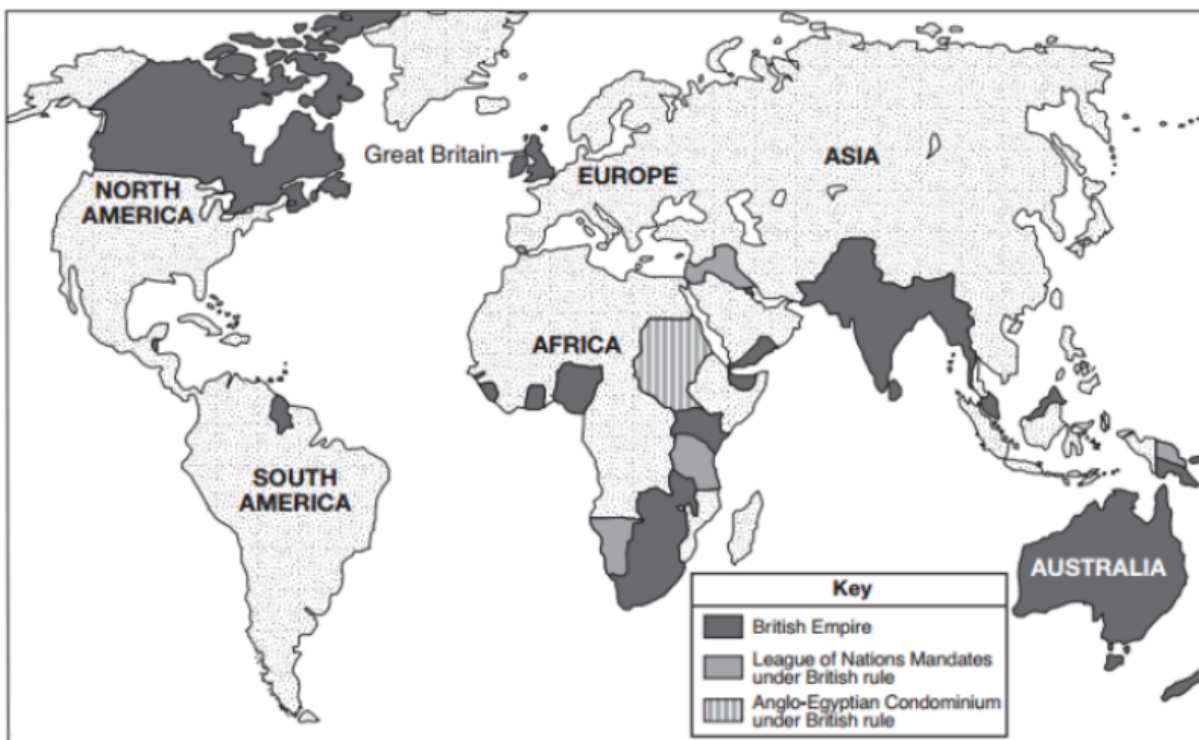
Document #12

“It was a town of red brick, or of brick that would have been red if the smoke and ashes had allowed it; but as matters stood it was a town of unnatural red and black like the painted face of a savage. It was a town of machinery and tall chimneys, out of which interminable serpents of smoke trailed themselves for ever and ever, and never got uncoiled. It had a black canal in it, and a river that ran purple with ill-smelling dye. . . .”
— Charles Dickens, *Hard Times*

22. What does Document #12 tell us about urban life in the 19th century?
23. What are some negative effects of industrialization?

Document #13

The British Empire and Mandates in the Early 1920s



Source: Encyclopedia Britannica Kids (adapted) from the NYSED Global II
Prototype Exam.

24. What is the cause and effect relationship between Document #12 and Document #13?
25. Did geographic circumstances help or hinder the survival of The British Empire? Give reasons for your response.

Document 14

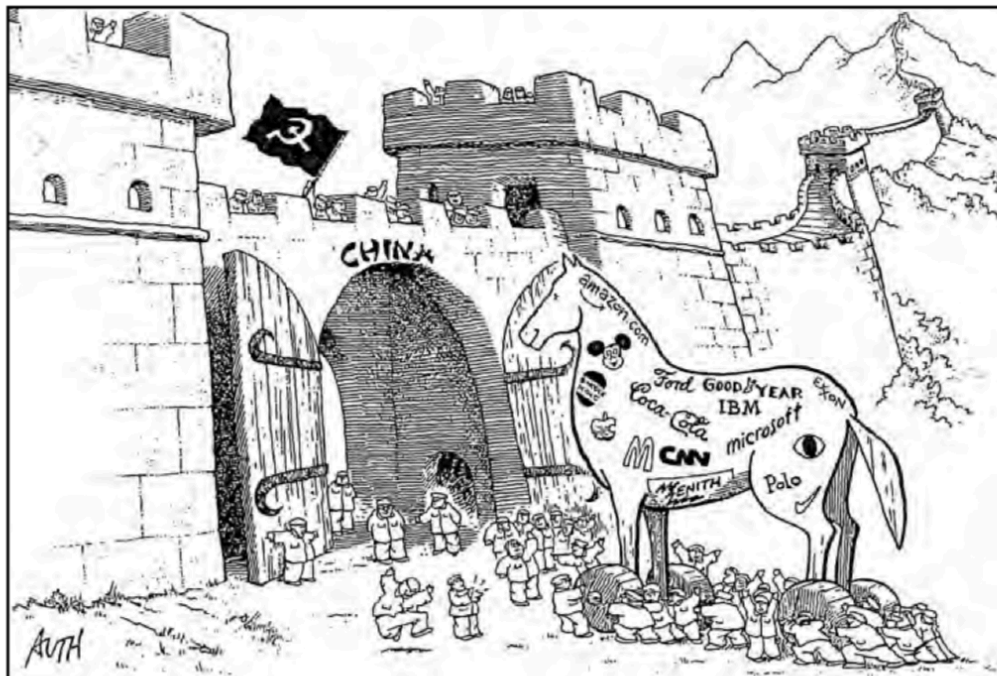


Source: C. R. Hazard, *Baltimore Sun* (adapted)

26. What is the point of view of the cartoonist in Document #14?

27. When did the Cuban Revolution occur?

Document 15



Source: Tony Auth, *The Philadelphia Inquirer*, May 19, 2000

28. According to Document #15, what is China's relationship with the rest of the world?

29. What does the horse represent in this illustration?