



P.E.G.S. Practice

Directions: List all possible items that could fit into each of the categories of Global History below.

Political	Social	Economic	Geographic

Directions: Indicate in the space provided which theme(s) of social studies is the passage about.

Question #1:

<p>. . .The geographical features of Japan have much in common with those of ancient Hellas [Greece]. In both there is the same combination of mountain, valley, and plain, [and] a deeply indented coastline, with its bays, peninsulas, and islands off the coast. Few places inland are far removed from the mountains, and none are really distant from the sea. . . .</p> <p>The land was on all sides well protected, and yet also open to the sea; and in each case, too, there was free access for commerce and civilization from early times. . . .</p> <p>The deeply indented coastline of Japan provides a number of excellent harbours on the Pacific coast, and its shores abound in fish of all kinds, the rich supplies of which have for centuries constituted one of the chief articles of food of the people. The fishing industries have helped to provide Japan with a recruiting-ground for one of the strongest and most formidable navies of modern times. . . .</p> <p>Source: Walter Weston, "The Geography of Japan in Its Influence on the Character of the Japanese People," in <i>The Japan Society of London, Transactions and Proceedings, XX</i> (1922–1923)</p>	<p>Theme(s):</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Why?</p>
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Question #2:

<p>. . .England, however, has grown great in both respects. She is both a great colonial power and a great industrial power. And she has been fortunate in possessing the natural conditions necessary to success.</p> <p>For industry and commerce, no less than the command of the seas, are limited by natural conditions. Modern manufactures cluster round coal-fields, where power can be had cheaply; the possession of good harbours is essential to maritime trade; a country where broad and gently-flowing rivers act as natural canals will have advantages in internal communications over a country broken up by mountain ranges. . . . When we recognize that England is rich in these advantages, that she has coal and iron lying close together, that her sheep give the best wool, that her harbours are plentiful, that she is not ill-off for rivers, and that no part of the country is farther than some seventy miles from the sea, we have not said all. . . .</p> <p>Source: George T. Warner, <i>Landmarks in English Industrial History</i>, Blackie Son Limited</p>	
<p>Themes:</p> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

Question #3

In comparing the advantages of England for manufactures with those of other countries, we can by no means overlook the excellent commercial position of the country — intermediate between the north and south of Europe; and its insular situation [island location], which, combined with the command of the seas, secures our territory from invasion or annoyance. The German ocean, the Baltic, and the Mediterranean are the regular highways for our ships; and our western ports command an unobstructed [clear] passage to the Atlantic, and to every quarter [part] of the world.

Source: Edward Baines, *History of the Cotton Manufacture in Great Britain*, A. M. Kelly

Themes:

Why?

Question #4:

. . . Across the [African] continent, AIDS has robbed schools of their teachers, hospitals of their doctors and nurses, and children of their parents. Until recently, orphanages have been relatively rare, because in Africa families take in the children of relatives. But AIDS has created some 12 million orphans. Orphanages have sprung up everywhere, and in rural villages, one can find huts where one big sister or one grandmother is trying to find food for 10 or more children. On a poor continent, the disease is overwhelming family love.

At this stage of the epidemic, health authorities say preventing new cases—by distributing condoms, for example—is not enough. In order to spare the continent from complete collapse, something must be done for the millions already infected. But in a region where most people live on less than \$2 a day, drugs that cost more than \$10,000 a year are not an option. Of the 26 million HIV-infected Africans, only 10,000 have access to the drugs. . . .

Source: Donald G. McNeil, Jr., "A Continent at Risk," *New York Times Upfront*, May 14, 2001

Themes:

Why?

Question #5:

"Farmers in India Await the Rains, and Despair"

REWARI, India—When the monsoon rains that sweep across India every year failed to arrive in late June, the farmers here began to worry. Now, as they scan the empty blue skies for signs of clouds, their worry is turning to despair.

Broad swaths [wide areas] of India are seeing the country's worst drought in 15 years. Here in the northern state of Haryana, the level of rainfall until July 24 was 70% below average; for the country as a whole, it was 24% below normal. Since July 24, there has been little relief for the hardest-hit areas.

Under these parched [very dry] conditions, economists say, India's growth could wilt, since agriculture accounts for a quarter of gross domestic product [GDP] and sustains [supports] two-thirds of the nation's billion-strong population. Before the drought, economists were expecting agricultural expansion of around 2% and GDP growth of 4.5% to 6% in the current fiscal year, which began April 1. Now they are predicting that agricultural production will remain stagnant or even turn negative, shaving something like half a percentage point off overall economic growth....

Source: Joanna Slater, *The Wall Street Journal*, August 6, 2002

Theme(s):

Why?

Question #6:

. . . The Neolithic Revolution also changed the way people lived. In place of scattered hunting communities, the farmers lived in villages. Near groups of villages, small towns grew up, and later cities too. Thus the Neolithic Revolution made civilization itself possible. (The Ancient Near East) Within the villages, towns and cities, it was possible for people to specialize in the sort of work they could do best. Many stopped producing food at all, making instead tools and other goods that farmers needed, and for which they gave them food in exchange. This process of exchange led to trade and traders, and the growth of trade made it possible for people to specialize evenmore. . . .

Source: D.M. Knox, *The Neolithic Revolution*, Greenhaven Press

Themes:

Why?

Question #7:

The main thing that now worries communists and all citizens of the country is the fate of perestroika, the fate of the country and the role of the Soviet Communist Party at the current, probably most crucial, stage of revolutionary transformation. . . .

The crux [center] of the Party's renewal is the need to get rid of everything that tied it to the authoritarian-bureaucratic system, a system that left its mark not only on the methods of work and interrelationships within the Party, but also on ideology, ways of thinking and notions of socialism. . . .

The platform states clearly what we should abandon. We should abandon the ideological dogmatism [doctrine] that became ingrained in past decades, outdated stereotypes in domestic policy and outmoded views on the world revolutionary process and world development as a whole.

We should abandon everything that led to the isolation of socialist countries from the mainstream of world civilisation. We should abandon the understanding of progress as a permanent confrontation with a socially different world. . . .

— Mikhail Gorbachev, speech delivered at the Soviet Communist Party Central Committee Plenary Meeting, Moscow, February 5, 1990

Themes:

Why?

Question #8:

The conquest of the New World, beginning in 1492, set in motion complex processes of cultural diffusion and population mixture. The seizure and control of the Americas became so important to Europe economically and politically that it had the long-term consequence of altering European interests worldwide. Before 1492, Europe's center was the Mediterranean. After 1492, Europe's orientation shifted radically; it became centered at first around the Atlantic, and much later around the Pacific Ocean.

— Sidney W. Mintz, anthropologist

Themes:

Why?

Question #9:

Glasnost and Perestroika

To achieve his overall objective of making the Soviet Union a more open society, Gorbachev has formulated and is in the process of implementing a strategy of radical reform consisting of ten specific strategies:

1. Economy: Decentralization of decision making of state-owned enterprises including such decisions as product mix, prices, output, wages, employment, investment, research and development, domestic and international sales and marketing, and incentives. Creation of new financial institutions to finance the expansion of Soviet enterprises. Authorization of private enterprises in the service sector of the economy.

2. Agriculture: Decentralization of state-owned farms and strengthening of agricultural cooperatives. Greater use of market incentives and an increase in the number of private farms. . . .

6. Democratization: Decentralization of the Communist party, the Soviet government, and the Soviet economy. Increased democracy in the workplace. Greater freedom of political dissent. Improved possibilities to emigrate from the Soviet Union. . . .

Source: Thomas H. Naylor, *The Gorbachev Strategy*, D.C. Heath and Co.

Theme(s):

Why?

Question #10:

. . . By 1799, however, Frenchmen had had the experience of enjoying, at least in theory, freedom of speech and freedom of the press. Education had been reorganized along the lines which it still follows in most modern states—free, compulsory, universal, and secular. The Revolution had given rise to an extensive, if not always great, periodical press. Lack of opportunities had yielded to the "careers open to talents" already mentioned, and such talents were encouraged and brought to fruition through public prizes, state patronage, and similar devices. Moreover, while there had been few museums and libraries prior to 1789, the revolutionaries established many more, planned still additional ones, and endeavored to integrate them with the educational system. . . .

Source: John Hall Stewart, ed., *A Documentary Survey of the French Revolution*, Macmillan

Themes:

Why?