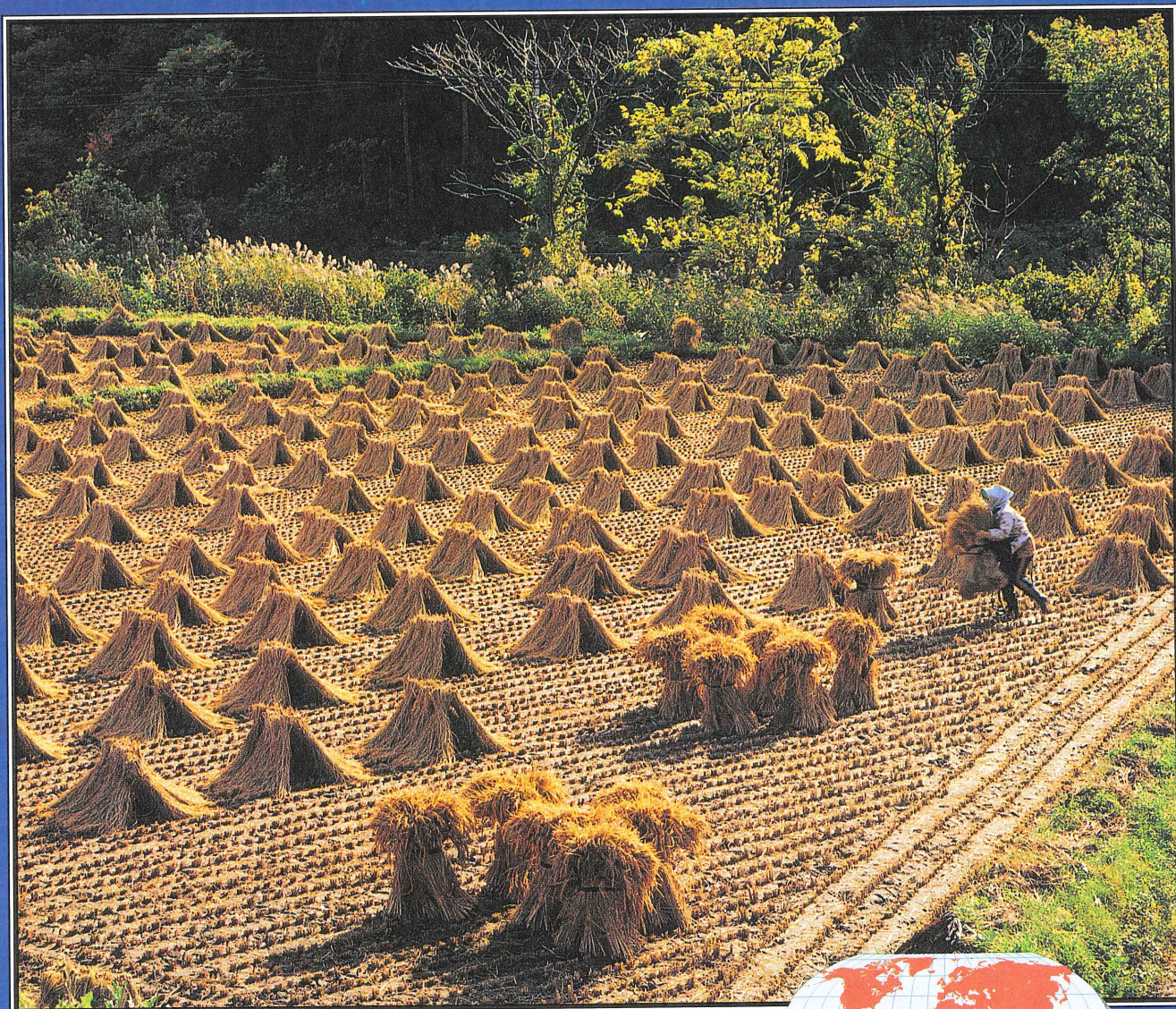


# Environments, Peoples, and Cultures



## CHAPTER FOCUS

### Geographic Setting

About 6 billion people live on the earth. Their ways of life make up a complex pattern of learned customs, beliefs, and actions.



### Geographic Themes

#### Section 1 Limits and Opportunities

**HUMAN/ENVIRONMENT INTERACTION** Humans and the natural environment have an effect on each other.

#### Section 2 Cultural Expressions

**MOVEMENT** Throughout history peoples have exchanged ideas and goods.

#### Section 3 World Culture Regions Today

**REGION** Geographers divide the world into culture regions.

▲ **Photograph:** Rice field after a harvest, Japan

## SETTING THE SCENE

### Read to Discover . . .

- the differences between developed countries and developing countries.
- the challenges that rapid population growth brings to the planet.
- the impact of environmental hazards on people's lives.

### Key Terms

- culture
- subsistence farming
- population distribution
- population density
- tornado
- hurricane
- tsunami
- pollution

### Identify and Locate

Canada, Bangladesh, Tornado Alley, Armenia



**C**ulture is the way of life of a group of people with common traditions, interests, and beliefs. A society's culture includes the way in which people meet their needs. The culture of a society also includes its history, government, language, religious beliefs, art, literature, and music.

## Agriculture

Today about half of the world's people still make their living through agriculture. There are two ways to classify agriculture—traditional and commercial. Traditional agriculture, or **subsistence farming**, depends heavily on human labor, animal power, and basic farm

### HUMAN/ENVIRONMENT INTERACTION

## Making a Living

**C**ultures are shaped by the various ways groups of people meet their economic needs. At least 10,000 years ago, agriculture, the earliest form of economic activity, began to develop. Eventually early farmers stopped moving from place to place and began to farm the same land from one season to the next. Successful farmers produced a surplus of food. Because everyone no longer had to raise their own food, some people started to specialize, or do one kind of work, such as weaving or milling grain. They traded their goods and services for the surplus food of farmers. The exchange of goods and services was easier when people gathered in one place. Therefore, villages, towns, and cities often began and grew where trade routes crossed.



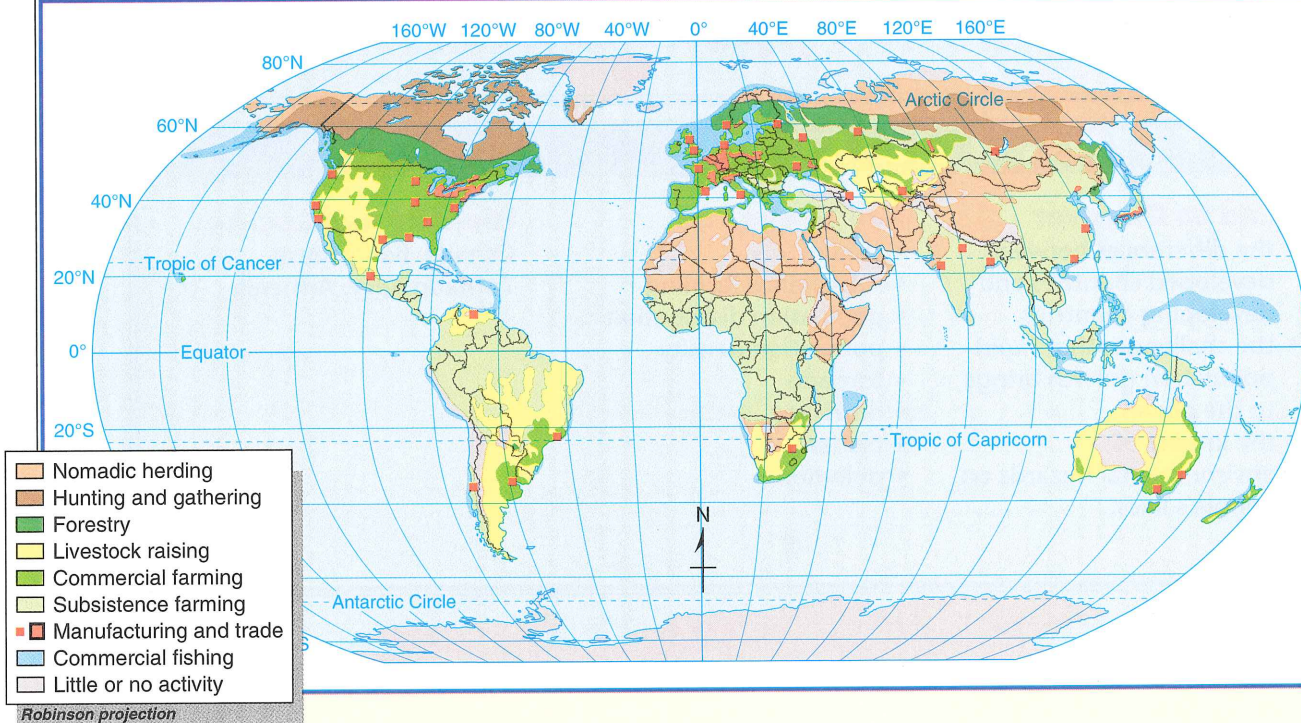
### Geographic Themes

#### Place: Guatemala, Central America

Farmers gather to sell their produce in an outdoor market in the Central American country of Guatemala. *About how many people in the world make their living through agriculture?*



## THE WORLD: ECONOMIC ACTIVITY



### FOCUS ON GEOGRAPHIC THEMES



- 1. Location:** Where are the world's heavily industrialized areas located?
- 2. Region:** What is the principal form of economic activity in Africa?
- 3. Region:** What part of Europe is heavily forested?
- 4. Place:** What is the principal form of economic activity in central Asia?

tools. Traditional farmers usually grow just enough food for themselves. If they are fortunate enough to have a very good crop or have extra livestock, they may sell or trade it; however, most of their efforts involve growing food to eat, not to sell. Most farmers in the world are traditional farmers.

In commercial agriculture, food crops and animals are produced chiefly for sale. Modern fertilizers, pesticides—chemicals used to control pests—and machinery are used to produce crops. Commercial farmers can farm large areas of land using little human labor.

## Industry

A business that produces goods or services is called an industry. The number and kinds of industries vary from country to country.

Countries that produce great quantities of goods and services and employ many of their workers in industry are known as developed, or industrialized, countries. People in these countries use science to improve their technology and to build well-developed economies. Developed countries generally have adequate food, clothing, and housing as well as good health care and education for their people.

People in many countries in the world meet their needs in much the same way their ancestors did. These countries, known as developing countries, often do not have modern technology and industries. Most lack the money, resources, and skilled workers needed for economic growth. Although populations in their cities have rapidly increased, developing countries are still mainly rural, and the majority of their workers are traditional farm-



ers. Developing countries often have a poor distribution of income, clothing, and housing. Few people get proper health care or attend school, and life expectancy is relatively short.

## REGION

# Population Growth and Distribution

The world's population is about 6 billion and growing rapidly. Scientists estimate that by the year 2010 it will be about 7 billion; and by 2025, more than 8.0 billion.

## Growth Rates

The world's population, however, is not growing at the same rate in every country. A country's population growth rate is largely based on the relationship between its birthrate and its death rate. The birthrate is the number of births per year for every 1,000 people. The death rate is the number of deaths per year for every 1,000 people. The difference between those two rates is the natural growth rate.

When the two rates are more or less equal, a country has reached what is called zero population growth. This situation exists in some highly industrialized countries today. In less industrialized countries, however, birthrates are still high, while death rates have fallen because of improved health and living conditions. Population in these countries is growing rapidly compared with the overall world growth rate.

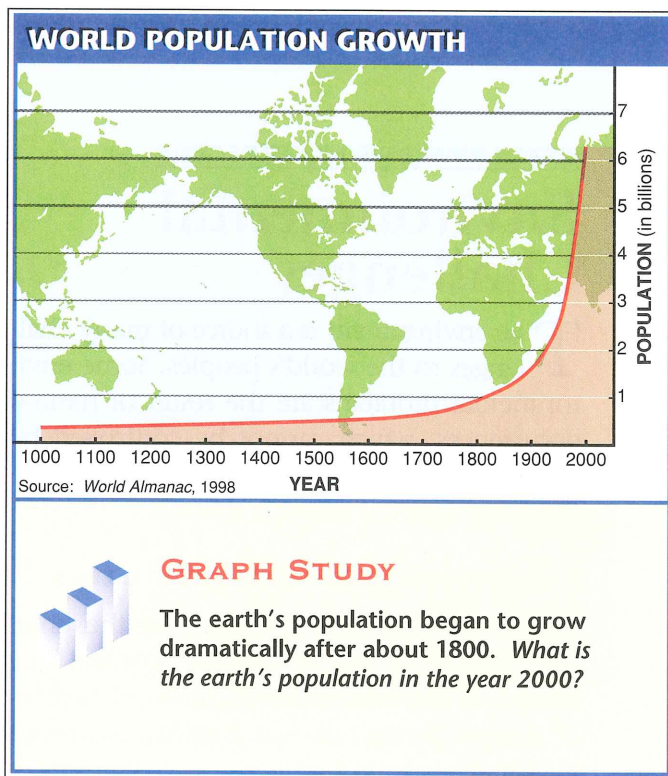
Rapid population growth presents many challenges. As the number of people grows, so does the difficulty of producing enough food to feed them. The birthrates of developing countries are higher than the birthrates of developed countries. Developing countries, however, already have shortages of food, clothing, and housing. Rapidly growing populations in these countries only heighten the problems. Another challenge that faces the world as a result of rapid population growth is the increasing rate at which nonrenewable resources are being used up.

## Population Distribution

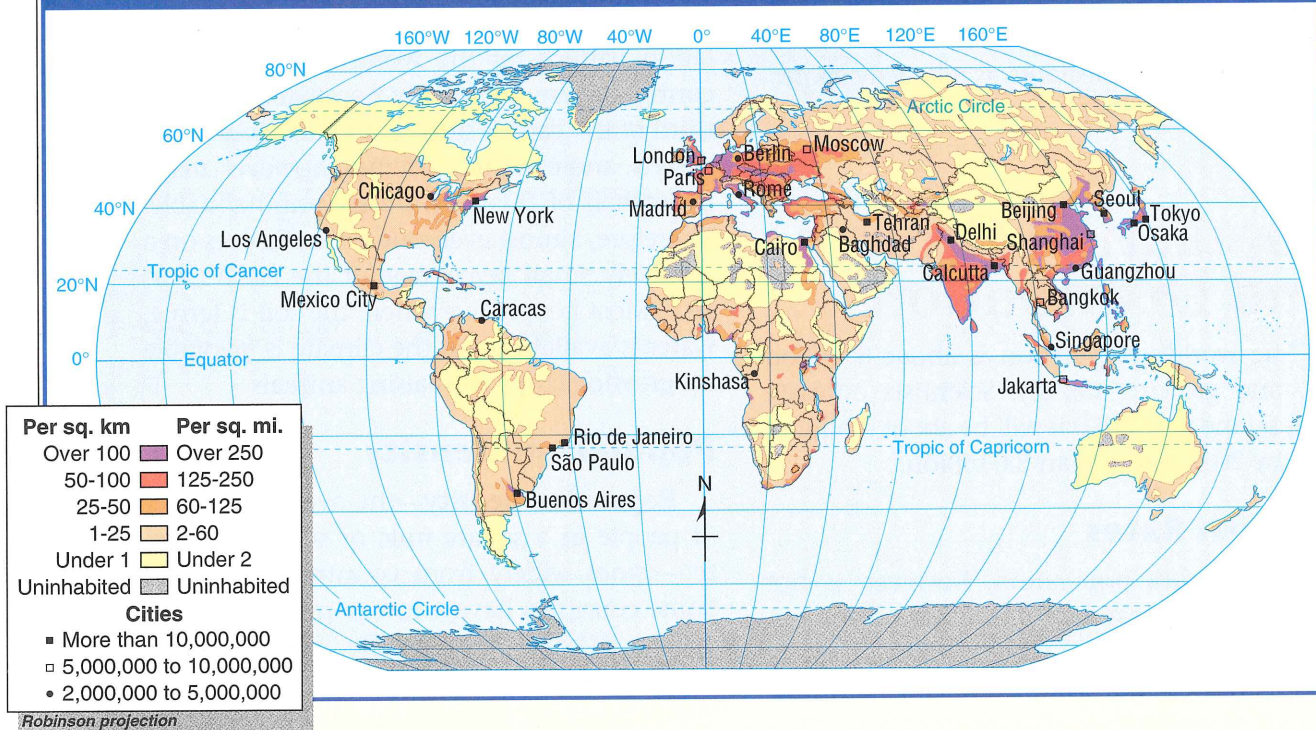
The **population distribution**, or the population pattern, of the world shows that the continents are not evenly populated. About a third of the earth's surface is land. Mountains, deserts, and climatic extremes, however, make about half of this land nearly uninhabitable. Therefore, almost everyone on earth lives on a relatively small percentage of the earth's surface. Most people live where the soil is fertile, water is available, and the climate is favorable for growing crops and raising animals.

## Population Density

**Population density**—the average number of people in a square mile or square kilometer—varies widely from country to country. Some countries have a low population density; others have many people crowded into a relatively small area. For example, Canada has about 9 people per square mile (4 people per sq. km), while the country of Bangladesh has about 2,454 people per square mile (948 people per sq. km).



## THE WORLD: POPULATION DENSITY



### FOCUS ON GEOGRAPHIC THEMES



1. **Region:** What areas of the Northern Hemisphere are densely populated?
2. **Region:** What areas of the Southern Hemisphere are sparsely populated?
3. **Place:** What cities in East Asia have more than 10 million people?
4. **Place:** What city in the United States has more than 10 million people?

### HUMAN/ENVIRONMENT INTERACTION

## Environmental Challenges

The environment is a source of many challenges to the world's peoples. Some environmental problems are the result of natural occurrences, which cannot be controlled by people. Other environmental problems are the direct result of people's actions.

### Environmental Uncertainties

Occurrences and conditions in the environment that people cannot control are known as environmental hazards, or sources of danger. Environmental hazards can result in damage or loss of property, as well as loss of life.

Weather is often the cause of environmental hazards. One type of weather-related hazard is a **tornado**, a powerful, whirling windstorm. The tornado is the most violent of all storms. It may last several hours or just a few minutes and can measure up to 1.5 miles (2.4 km) in diameter. The winds of a tornado, rotating at up to 300 miles (483 km) per hour, destroy almost everything in their path. Only the strongest buildings made of steel and concrete can escape great damage. In the United States, an area of land about 460 miles (740 km) long and 400 miles (644 km) wide extending from northern Texas through Oklahoma, Kansas, and Missouri is known as Tornado Alley. More tornadoes occur annually here than in any other place on the earth.

Another kind of weather-related hazard is a **hurricane**, a powerful, whirling storm that



forms over oceans. Unlike a tornado, a hurricane measures several hundred miles (or km) in diameter. The winds and rain of a hurricane combine with the forces of the sea to produce huge waves, called storm surges. The environmental importance of hurricanes lies in the extent of destruction that they can bring to islands and coastal areas.

Earthquakes are another kind of environmental hazard. Most earthquakes are mild and occur beneath the sea. Earthquakes that occur near large cities, however, can result in much damage and loss of life. A disastrous earthquake in Armenia in 1988 resulted in more than 50,000 deaths and 130,000 injuries. Earthquakes occurring primarily under the ocean can result in **tsunami**, or huge ocean waves. These waves can cause additional damage where they sweep up onto land.

Eruptions of volcanoes and lava flows are severe environmental hazards. Volcanic eruptions have resulted in loss of life and the destruction of towns and cities.

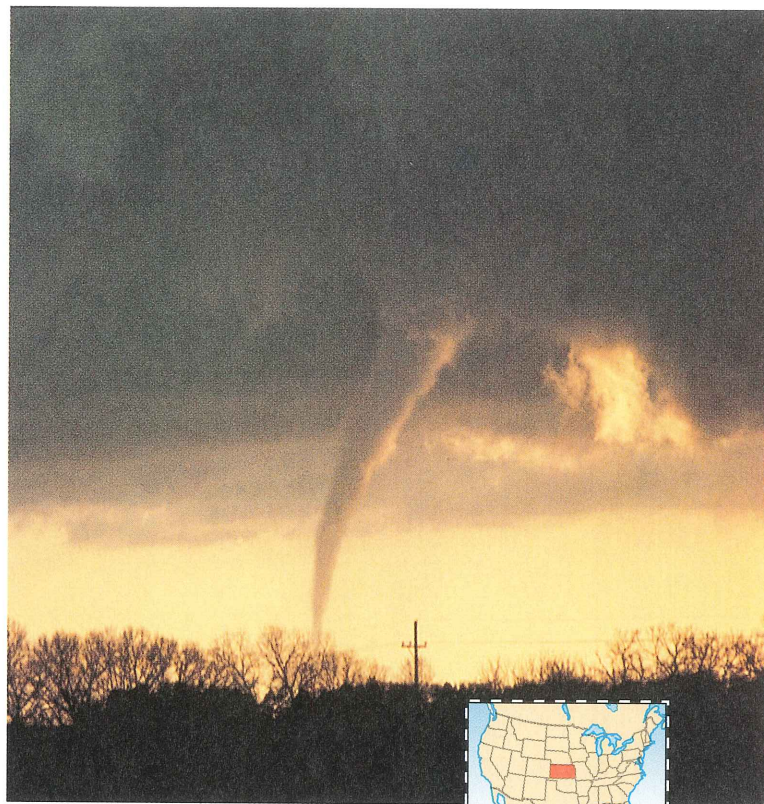
## Pollution

A serious environmental problem today is **pollution**—unclean or impure elements in the environment. Pollution affects the air, the water, and the land.

Most air pollution is caused by burning fossil fuels. Burning fuel gives off poisonous gases and tiny particles of solid or liquid matter. Homes, industries, and motor vehicles that burn such fuels are the major sources of air pollution. The burning of garbage and trash also contributes to air pollution.

The most harmful result of air pollution is its effect on people's health. The gases and particles in the air burn people's eyes and irritate their lungs. Air pollution can worsen some respiratory diseases, such as bronchitis and asthma, and cause other diseases, such as cancer. Air pollution can also destroy plants and animals and erode the surfaces of buildings.

There are several causes of water pollution. Tankers and offshore drilling accidents sometimes cause oil spills that pollute the water. Industries dump large amounts of waste products, which include chemicals, into bod-



### Geographic Themes

#### Human/Environment Interaction: Kansas, United States

A whirling tornado sweeps across Sumner County in the state of Kansas. Many tornadoes occur yearly in central parts of the United States. *What effect do tornadoes have on an area?*

ies of water. Untreated sewage, which is made up of people's wastes and garbage, is another major source of water pollution.

Water pollution harms all living things. Plants and animals cannot live in polluted waters. Polluted water is also very harmful to people's health. Higher-level living organisms often store up pollutants obtained by eating lower-level organisms. The pollutants are passed upward in the food chain. Eventually the food eaten by humans may be poisoned to a dangerous level.

Soil pollution involves damage to the thin layer of fertile soil that covers a large portion of the earth's land. Fertilizers and pesticides are the main causes of soil pollution. Soil pollution can damage and contaminate fertile soils that are necessary for growing the world's food.





### Geographic Themes

#### Place: Hawaiian Islands

Volcanoes formed the Hawaiian Islands. Hawaii, the largest Hawaiian island, has active volcanoes, including Mount Kilauea. *How do volcanoes, such as Mount Kilauea, pose an environmental hazard?*

Solid wastes are a major form of land pollution. People throw out billions of tons of solid wastes each year. Examples of solid wastes are used tires, cans, plastics, and scrap metal. Some of this waste ends up littering roadsides and floating in streams. Many solid wastes end up in open dumps. These dumps provide areas for disease-carrying animals, such as rats, to breed.

Many industrial processes create toxic or hazardous wastes. Nuclear power plants, for example, create radioactive wastes that must be stored properly if they are not to become a threat to society. Poisonous chemical wastes,

all too often dumped in streams and ditches, have caused people to get sick and have led to birth defects. They also have contributed to the rise in cancer and other life-shortening diseases.

### Attempts at Cleanup

People have developed different ways to control pollution. One way is to use fuels that cause less air pollution. Other ways include removing chemicals from the wastes dumped into water, and improving water treatment facilities. The use of organic farming instead of fertilizers and pesticides helps control soil pollution. Recycling is another step that has been taken to lessen pollution.

### Attempts at Regulation

National and local governments in many countries have taken steps to control pollution. Laws have been passed that limit the harmful materials that automobiles and industries can put into the environment. Funds have been established to conduct research into ways of controlling pollution.

## SECTION 1 ASSESSMENT

### Checking for Understanding

- 1. Define** culture, subsistence farming, population distribution, population density, tornado, hurricane, tsunami, pollution.
- 2. Locating Places** Where is Tornado Alley located?
- 3. Region** Why is industry more important in developed countries than it is in developing countries?
- 4. Human/Environment Interaction** What factors have contributed to the pollution of air and water?

### Critical Thinking

- 5. Making Comparisons** How does traditional agriculture compare with commercial farming?



# Cultural Expressions

## SETTING THE SCENE

### Read to Discover . . .

- how the first civilizations developed.
- the ways in which the movement of people, goods, and ideas has caused cultural change.
- the factors that have contributed to cultural contact and cultural barriers.

### Key Terms

- civilization
- history
- prehistory
- culture hearth
- cultural diffusion

### Identify and Locate

Egypt, Iraq, Pakistan, China, Greece

**A** society expresses its culture through such things as language, religion, and the arts. From the beginning of time, people developed different ways of expressing their cultures.

### REGION

## Cultural Origins

Over the centuries, many cultures have built cities, developed writing systems, and achieved varying kinds of development in the arts, sciences, government, and business. These cultures are often called **civilizations**.

### Learning From the Past

Before the rise of civilizations, people focused their attention on meeting basic needs and did not leave many written records. Some of the records they did leave were written in a form that is not understood by people today. Studying the written information about a people's past to learn what, how, and why things happened is called **history**. The time in a people's past before written records were kept is known as **prehistory**.

Geographers have learned about the prehistory of different groups of people with the

help of other scientists called archaeologists. Archaeologists study the sites where people once lived, looking for evidence left by these people. Such evidence includes things like buildings and ruins of buildings, bones, and artifacts. Artifacts are objects that were made or used by people, such as weapons, tools, and pottery. Sometimes only bits and pieces of artifacts are found. Archaeologists use artifacts to look for hints about the way people lived before written history. These hints show how cultures developed at certain locations and times.

### Culture Hearths

Four ancient civilizations made special contributions to world cultures. These civilizations developed in areas of the world known today as Egypt, Iraq, Pakistan, and China. These areas are known as **culture hearths**, or places where civilizations began.

These culture hearths had certain common geographic features that were helpful for the beginning of early agriculture. Each location was characterized by a mild climate and fertile lands. Each civilization was near a major river. The people discovered ways to make use of these good conditions. For example, they dug canals and ditches in order to use the rivers to





irrigate the land. In this way, people were able to grow surplus crops.

## MOVEMENT

# Cultural Change

Cultures often are changed by both internal and outside influences. Within a specific culture, discoveries and inventions can promote change. Outside influences come through **cultural diffusion**, or the spread of people, ideas, practices, and goods from one culture to another.

## Cultural Contacts

Travel and trade are two age-old activities that have encouraged cultural contacts among different groups of people. As a culture developed better ways of moving over land and water, its trade increased. Inventions like the magnetic compass improved navigation and led to the exploration of new lands. Consequently, contacts were made among many cultures.

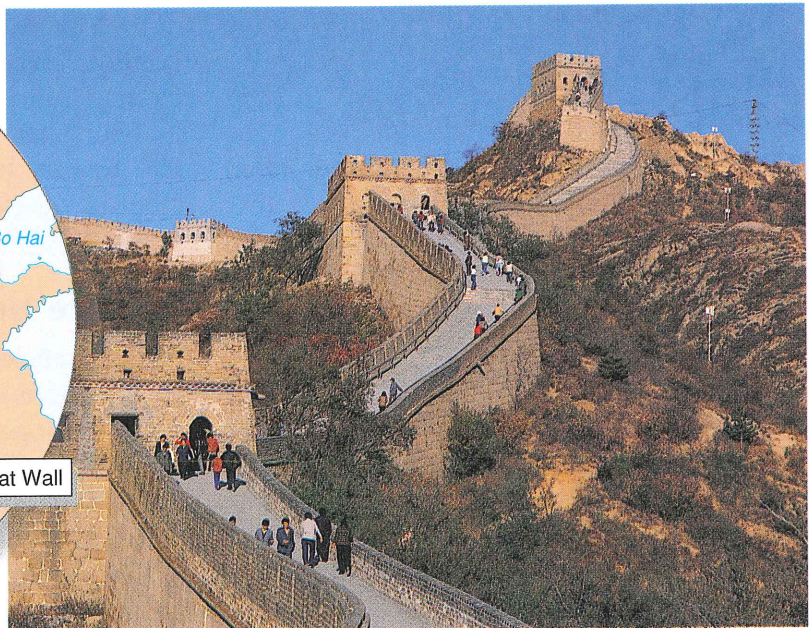
Many times people migrated, or made a permanent move to live in another place. Throughout history, migrations have generally occurred as a reaction to natural or political conditions. The Ice Age, for example, caused people to move to warmer climates. People have also migrated to avoid harsh governments, wars, religious persecutions, and famines.

When people migrate, they carry their culture with them. In their new homelands their ideas and ways of doing things generally become mixed with the ideas and ways of the people already living there.

## Cultural Barriers

While some factors have encouraged cultural contact, others have created barriers to it. Natural barriers, such as huge deserts, high mountains, dense rain forests, and unknown ocean waters, have sometimes restricted the movement of goods and ideas between cultures.

People have also created cultural barriers. Such barriers generally come about because of



## Geographic Themes

### Movement: Northern China

The early Chinese built the Great Wall in the northern part of their country to keep out foreign invaders. *What impact did the Great Wall have on Chinese relations with the outside world?*



### CULTURE HEARTHES

■ Early culture hearth  
 Robinson projection

### FOCUS ON GEOGRAPHIC THEMES

1. **Region:** What culture hearths emerged in Asia?
2. **Region:** On what continent did the Nile Valley culture hearth develop?

people's beliefs. One culture might not understand or accept another culture's activities or viewpoints. This lack of understanding leads to fear or mistrust. Such feelings encouraged the ancient Chinese to build their Great Wall to keep others from crossing their boundaries.

Today the barriers posed by distance and natural features are gradually disappearing. Technology enables people to speak to others almost anywhere in the world. Satellites broadcast television signals around the globe. As modern communications systems spread more information, cultural exchange will increase.

### Far-reaching Changes

Peoples and their cultures change and evolve through time. Historians have labeled periods of time when change has taken place on a large scale and created a great impact. The time when European countries were exploring the world, for example, is called the Age of Discovery. The mobility of this period encouraged cultural diffusion.

The Industrial Revolution was another time of great change. Power-driven machinery and mass production were introduced at a rapid pace. This led to great changes in the economies of many countries, since goods

could be produced quickly and cheaply. The Industrial Revolution also led to social changes. Many people moved to large cities in order to get jobs in factories.

Historians also have labeled periods when great ideas are stressed. One such period is known as the Age of Classical Greece. This period is known for its democratic ideas of government and for its great achievements in art. The Renaissance (REN•uh•SAHNTS), meaning rebirth, is the name given to a period that took place hundreds of years after the time of classical Greece. During the Renaissance, many ideas of early civilizations were reintroduced, and there was a great search for knowledge that led to many changes in the arts, the sciences, and education.

At certain times in history, ideas about government have been rethought. People often wanted more freedom from their rulers. Sometimes, the desire for freedom led to revolutions, or complete changes in government in short periods of time. An age of nationalism also developed. Nationalism involves loyalty and devotion to country. Before the development of nationalism, people generally expressed their loyalty to individual rulers. Nationalism includes a people's pride in their heritage, or those things handed on to people from their ancestors. A people's history and culture are a part of their heritage.

## SECTION 2 ASSESSMENT

### Checking for Understanding

1. **Define** civilization, history, prehistory, culture hearth, cultural diffusion.
2. **Locating Places** Where did the earliest civilizations develop?
3. **Movement** What factors have affected contact between cultures?
4. **Movement** How have cultural changes had far-reaching effects?

### Critical Thinking

5. **Identifying Central Issues** Why do people create cultural barriers?





## CASE STUDY

### OUT OF OZONE

*Though the news keeps breaking, good and bad, the Montreal Protocol is a real achievement. For once, nations worked together to prevent an environmental catastrophe instead of trying haplessly to repair one that has already happened.*

The Global Citizen, 1991

**I**n March 1985, British scientists announced that they had recorded a steady loss of ozone in the upper atmosphere during the previous 10 years. NASA confirmed the British report. Later in the year, American scientists added alarming figures of their own: ozone above Antarctica was depleted 40 to 60 percent.

Discovery of the “ozone hole,” as the media dubbed it, shocked the world. Scientific teams around the globe began a burst of research and environmental and diplomatic activities to push national governments into action.

In September of 1987, representatives from 46 countries met in Montreal, Canada, to consider the proposal. From this meeting came the Montreal Protocol, the first multinational treaty to curb a global air pollutant.

#### THE ISSUE

The Montreal Protocol called on the world’s nations to cut in half their use of chemicals proven devastating to the

ozone layer. Developed nations, accounting for 97 percent of such use, supported the treaty. Many had already begun to search for substitute chemicals.

Developing nations, however, protested the treaty. They pointed out that the chemicals in question were so widely used in their growing industries that to cut their use would stop economic progress in their countries. In addition, they said, their governments could not afford the costs of finding substitutes.

#### THE BACKGROUND

The ozone layer is a “buffer zone” of pale blue gas between 14 and 15 miles up in the atmosphere. It protects the earth from the sun’s deadly ultraviolet rays.

The same studies that exposed the ozone hole also exposed the factor destroying it: *chlorofluorocarbons* (CFCs). CFCs are “wonder” gases that do not rust, explode, burn, or pose immediate dangers to users. They are found in refrig-

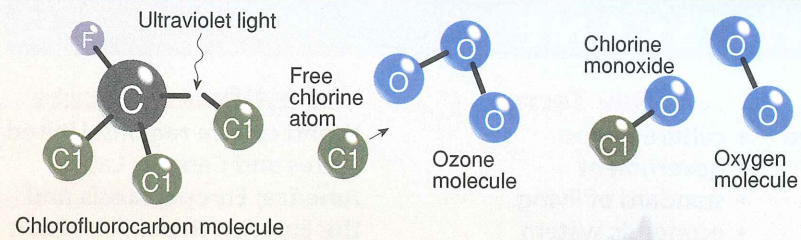
erators, air conditioners, fire extinguishers, plastic foams, aerosol sprays, and many other products. CFCs, however, are very hard to contain. Millions are produced every year, and most find their way to the upper atmosphere. There they devour highly unstable ozone molecules.

*Most scientists agree, however, that ozone-damaging CFCs will remain in the atmosphere for 75 years.*

#### THE POINTS OF VIEW

Developing nations, led by China, India, and Brazil, protested that cutting CFC use would considerably hurt their economic progress. In China, for example, refrigerator production is the fastest growing sector of their economy. Besides, developing nations used only a small percentage of CFCs: China, India, and Brazil—the 3 largest—account

## HOW CFCs DESTROY OZONE

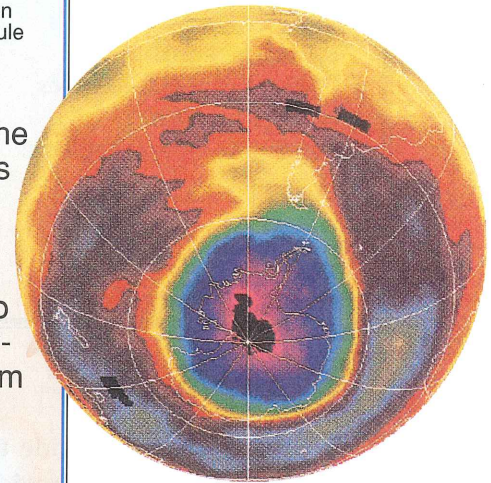


Carbon, fluorine, and chlorine atoms make up CFC molecules. Ultraviolet rays break chlorine atoms free.

A free chlorine atom "steals" an oxygen atom from an ozone molecule.

Oxygen and the chlorine atoms then form a molecule of chlorine monoxide. The two remaining oxygen atoms form an oxygen molecule.

The chlorine monoxide molecule can break up again and again to "eat" more ozone molecules. A single atom of chlorine can devour 100,000 molecules of ozone!



A computer-generated image shows the "hole" that has appeared in the ozone layer above Antarctica.

for 2 percent of the world's CFC use. A Chinese environmental official stated, "Developed countries are responsible for most of the damage to the ozone layer so they should do the most to clean up the problem."

Without that buffer, more of the sun's ultraviolet rays would reach the earth. Such rays cause skin cancer and eye cataracts, weaken the body's immune system, and harm plants, wildlife, and marine food chains.

### THE ISSUE TODAY

By the end of 1989, continuing reports that the ozone layer

was disappearing more rapidly than first thought caused another UN-sponsored meeting. In Helsinki, Finland, delegates from 80 nations revised the Montreal Protocol to completely ban CFC use in industrialized nations by the year 2000, and in developing nations by 2010. Developed countries agreed to establish a global fund to help developing nations find substitute chemicals.

In 1992 western European countries and the United States announced that their industries would work to stop the use of CFCs. Most scientists

agree, however, that ozone-damaging CFCs will remain in the atmosphere for 75 years. The ozone layer may not return to its full strength until at least 2100.

### Reviewing the Case

1. What was the final main provision of the Montreal Protocol?
2. Why did developing nations object to the treaty's demands?

3. **Human/Environment Interaction** What concerns does the Montreal Protocol address?



# World Culture Regions Today

## SETTING THE SCENE

### Read to Discover . . .

- what factors are considered to determine the earth's culture regions.
- how other social sciences help geographers determine culture regions.

### Key Terms

- culture region
- government
- standard of living
- economic system
- per capita income
- free enterprise
- capitalism
- socialism
- language family
- religion

### Identify and Locate

World culture regions: United States and Canada; Latin America; Europe; Russia and the Eurasian Republics; North Africa and Southwest Asia; Africa South of the Sahara; South Asia; East Asia; Southeast Asia; Australia, Oceania, and Antarctica

**G**eographers often divide the planet into areas called **culture regions**. These culture regions may not have clear boundaries. For this reason geographers with varying viewpoints may use different ways to decide the number of culture regions and the countries included in each. The authors of this book have divided the world into the 10 culture regions shown on the map. Geographers, as well as political scientists, economists, sociologists, and anthropologists, might divide the world into different culture regions based on government, social groups, economic systems, languages, or religions.

### REGION

## Governments

**P**eople who study **governments**, or groups' political systems, are political scientists. The kind of government a society has reflects the values of a culture. Democracy—a form of government in which the people of a country vote for their leaders—shows that the people value individual freedom.

Among some cultures, the power of the government is more important than individual freedom. These governments are called au-

thoritarian governments. A government in which one leader has full power over a country is a dictatorship. Iraq and North Korea are dictatorships.

Some countries combine elements. For example, some countries that have monarchs—kings or queens—also have elected a lawmaking group. This type of government is called a constitutional monarchy.

### REGION

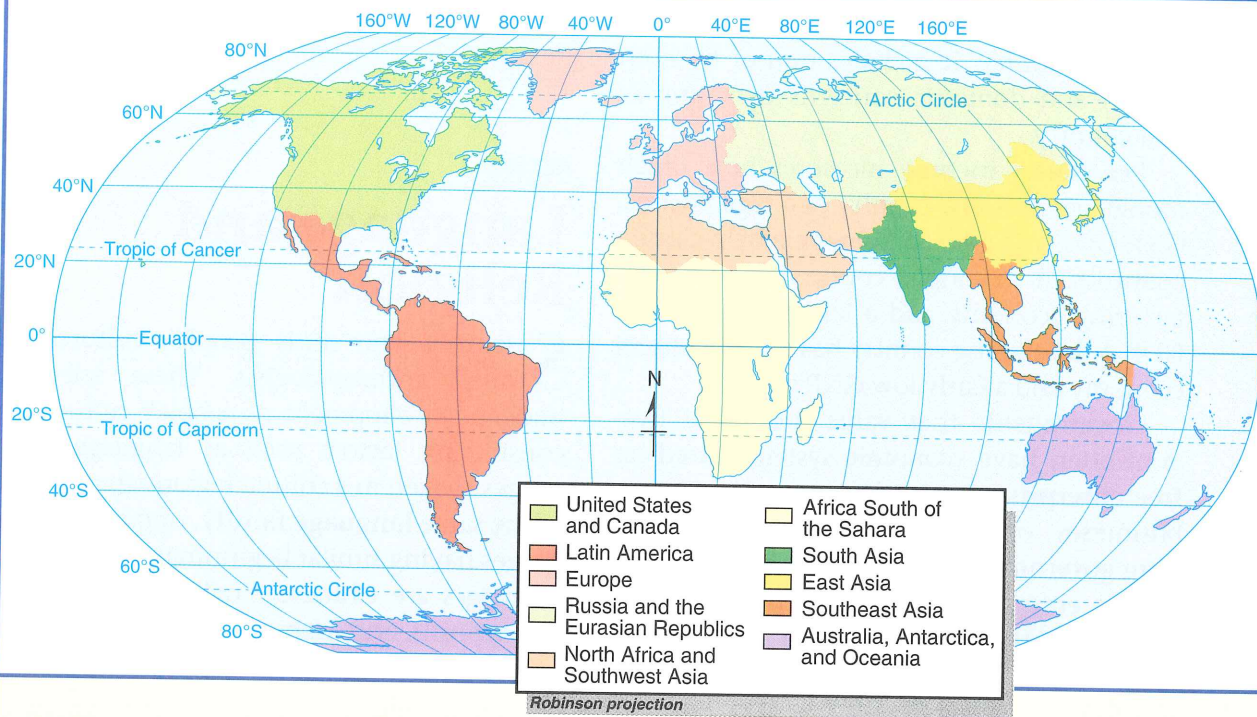
## Social Groups

**T**hose who study people's relationships to one another in groups are called sociologists. Sociologists study the structure of a society, people's social institutions, and the quality of life in a society.

Sociologists use certain measures to determine how well a society meets its needs. For example, the infant survival rate—the number of babies that live to be 1 year old out of the number of babies born—is often used. This figure and a group's life expectancy, or the average number of years a person can expect to live, show the level of health care. The number of people in a group who can read and write is the literacy rate. This figure shows how



## THE WORLD: CULTURE REGIONS



### FOCUS ON GEOGRAPHIC THEMES



- Location:** What culture regions are located in the Western Hemisphere?
- Region:** What culture regions span more than one continent?
- Region:** What culture region includes two entire continents?
- Region:** What culture regions are crossed by the Equator?

widely people are educated. The **standard of living** measures the quality of life based on available material goods.

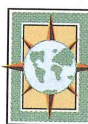
Sometimes quality of life is affected by urbanization—the growth of large cities. Rapid growth can be a problem if the city cannot provide such things as food and housing.

### REGION

## Economic Systems

A country's **economic system** is the way in which the people of the country produce, get, and use goods and services. Economists are people who study and describe how economic systems work.

The value of all goods and services produced annually by the citizens, working inside or outside the country, is the gross national



### Geographic Themes

#### Place: Nairobi, Kenya

The African country of Kenya—along with its modern capital, Nairobi—has prospered under a free enterprise economy. *What is the relationship between government and business in a free enterprise economy?*



product (GNP). Many nations prefer the more precise measure of gross domestic product (GDP). GDP covers all annual production *within* a country. It includes output by both foreign and domestic concerns operating in that country.

**Per capita income** measures how much money per person a country or a region earns. GNP, GDP, and per capita income help classify countries. A developed country has a manufacturing economy and a fairly high GNP or GDP. A developing country has an agricultural economy and a fairly low GNP or GDP.

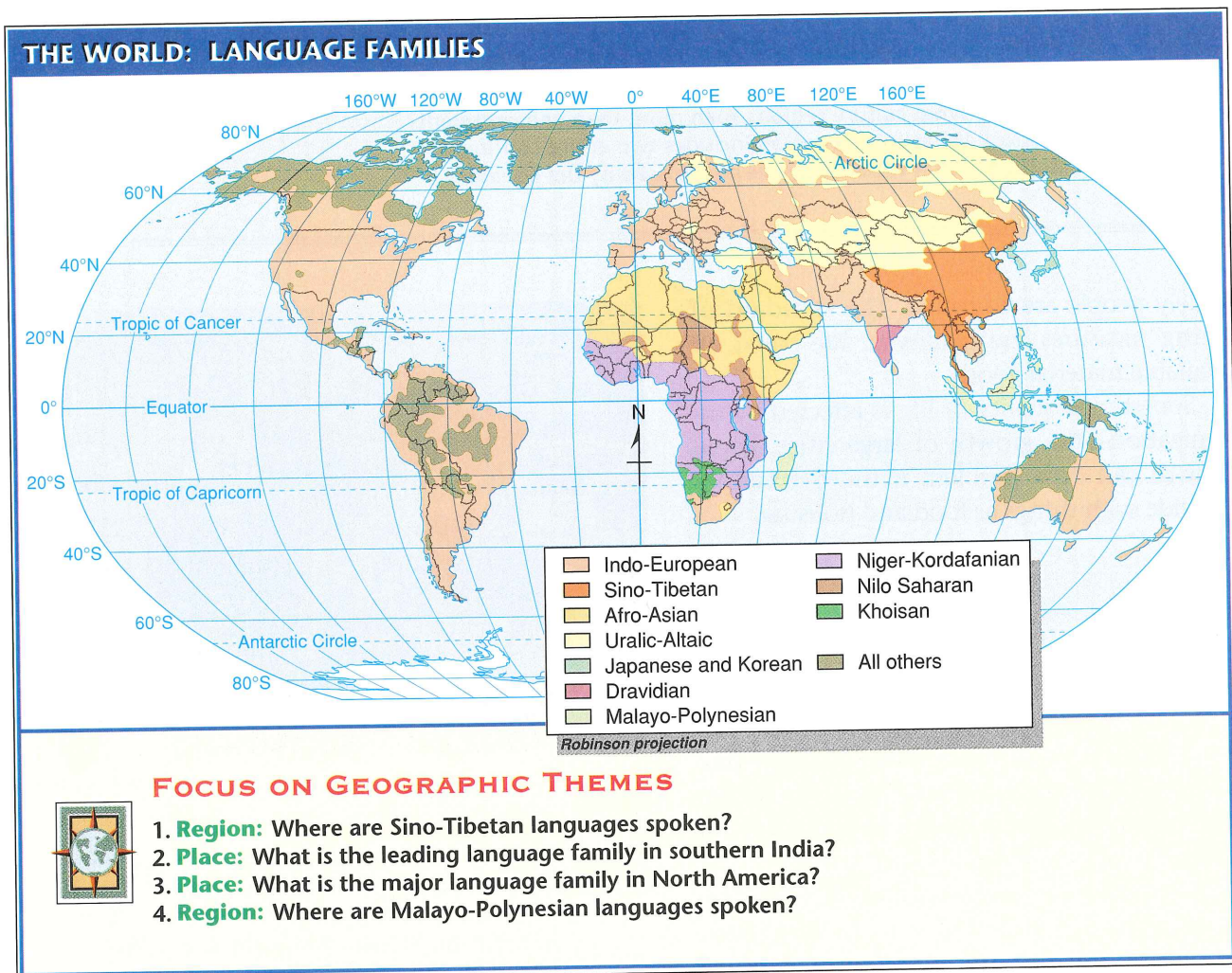
Governments that value individual freedom often have economic systems based on **free enterprise**. Under free enterprise private businesses operate with little interference from government. An economic system based on free enterprise, as in the United States, is called **capitalism**. Authoritarian governments

often use an economic system called **socialism**, in which the government decides how resources will be used and how businesses will be run.

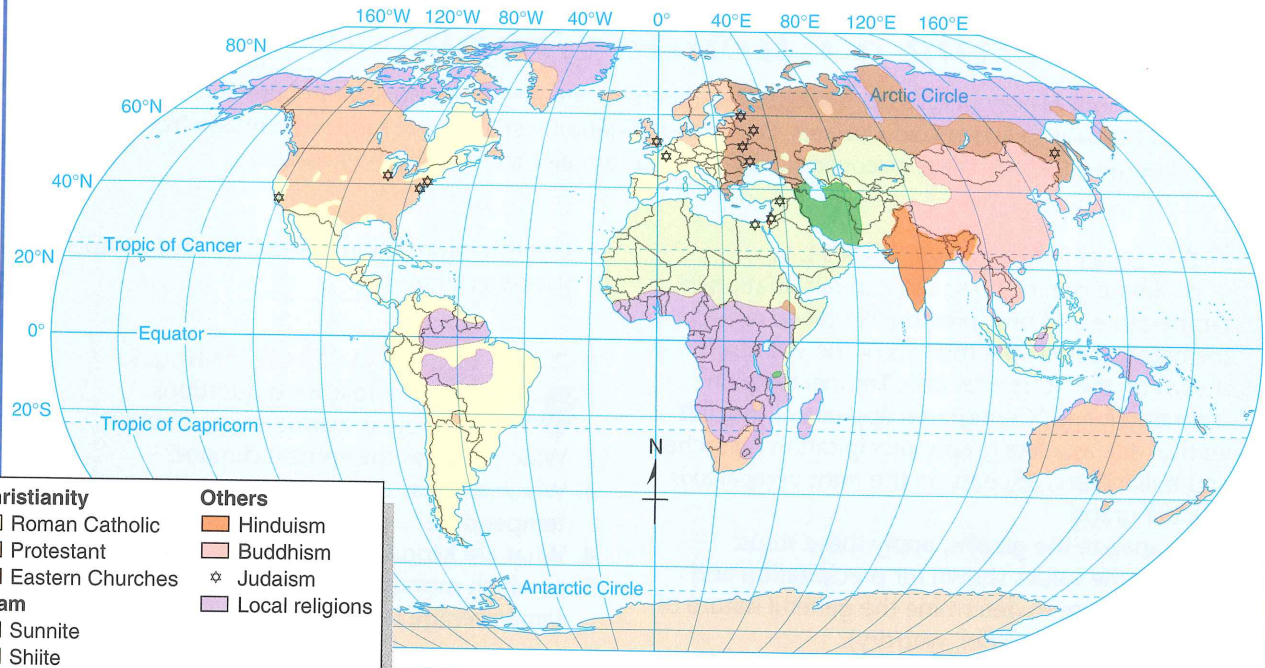
## REGION

# Language and Religion

Scientists who study people's cultures are called anthropologists. These scientists trace the development of people's cultures by considering factors such as language. Languages spoken in a culture region often belong to the same **language family**, or group of languages having similar beginnings. Some major languages are Chinese, English, Hindi, Russian, Spanish, and Arabic.



## THE WORLD: RELIGIONS



Christianity		Others	
Yellow	Roman Catholic	Red	Hinduism
Orange	Protestant	Pink	Buddhism
Brown	Eastern Churches	☆	Judaism
Islam		☆	Local religions
Light Green	Sunni		
Dark Green	Shiite		

Robinson projection



### FOCUS ON GEOGRAPHIC THEMES

- 1. Location:** In what continents of the world is Islam a leading religion?
- 2. Region:** What is the principal religion of South America?
- 3. Place:** Where is Hinduism a major religion?

Language is a powerful tool of communication. It offers a way for people to share information and experiences. Language also permits people to preserve their past and present experiences through history and literature. Through the written word, the people of one generation can pass their knowledge and skills to later generations.

Anthropologists also consider people's **religion** when studying their cultures. Religion is an organized way of worshipping a spiritual being or thinking about life. Anthropologists study which religions are practiced in different parts of the world. Some of the major religions in the world today are Judaism, Christianity, Buddhism, Islam, Hinduism, and Confucianism. Religion and language are part of a society's traditions, or the practices and beliefs passed on to people throughout the ages.

## SECTION 3 ASSESSMENT

### Checking for Understanding

- 1. Define** culture region, government, standard of living, economic system, per capita income, free enterprise, capitalism, socialism, language family, religion.
- 2. Locating Places** In what parts of the world do each of the world's major religions predominate?
- 3. Region** What factors are considered when describing different culture regions?

### Critical Thinking

- 4. Analyzing Information** Why do scientists use such measures as GNP, GDP, and literacy rate in studying groups of people?





# MAP & GRAPH SKILLS

## Interpreting a Climate Graph

Throughout history people have adapted to different climates. The discoveries of fire and clothing allowed humans to live in cold climates. Dams and irrigation systems have reduced damage from floods and droughts. Despite these discoveries, climate is still a major factor in human culture.

### REVIEWING THE SKILL

A climate graph shows the annual variation in temperature and precipitation in a given region. In the graphs below, the months of the year are shown on the horizontal axis. Temperature (in °Fahrenheit and °Centigrade) appears on the left vertical axis as a line graph; precipitation (in inches and millimeters) appears on the right vertical axis as a bar graph.

To analyze the graphs, apply these steps:

- Study the values shown for precipitation and temperature to determine the general nature of the climate (hot/cool, wet/dry).
- Determine annual temperature variation by identifying highest and lowest temperatures.
- Determine annual precipitation variation.
- Identify the months with the most extreme temperatures and precipitation.

- Use this information to describe and compare the two climates.

### PRACTICING THE SKILL

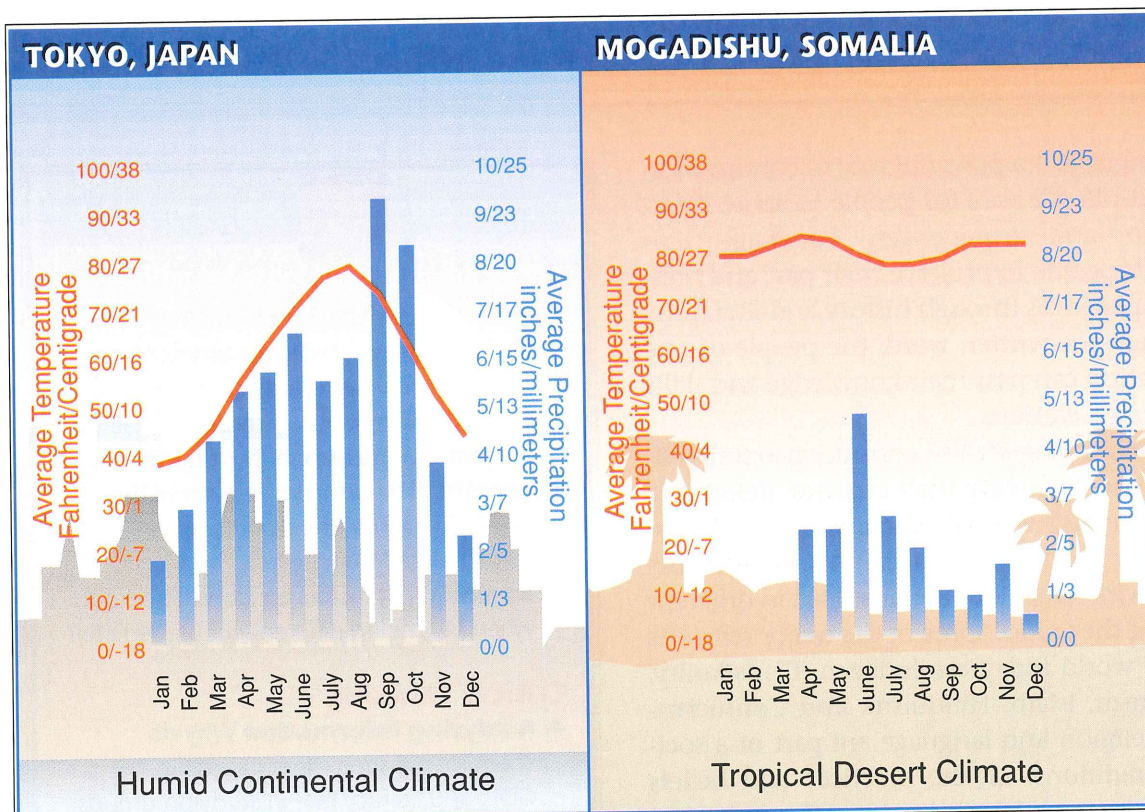


Answer the following questions:

1. Which city is warmest year-round?
2. Which city has the wettest climate?
3. Which city has the greatest annual variation in temperature?
4. What are Mogadishu's driest months?
5. In which months do both cities have about the same average temperature?



The **Glencoe Skillbuilder Interactive Workbook, Level 2** provides instruction and practice in key social studies Skills.



Source: World Weather Guide, 1990

\*lines measure temperature/bars measure precipitation

1

SECTION

Limits and Opportunities



Market scene in Guatemala

KEY TERMS

culture (p. 63)  
 subsistence farming (p. 63)  
 population distribution (p. 65)  
 population density (p. 65)  
 tornado (p. 66)  
 hurricane (p. 66)  
 tsunami (p. 67)  
 pollution (p. 67)

SUMMARY

- Nations can be classified as either developed or developing. Developed countries are highly industrialized, while developing countries are largely agricultural.
- The rapidly growing population of the world is creating many challenges, including meeting food needs and conserving resources.
- Environmental hazards include weather-related phenomena and pollution.

2

SECTION

Cultural Expressions



Archaeological dig

KEY TERMS

civilization (p. 69)  
 history (p. 69)  
 prehistory (p. 69)  
 culture hearth (p. 69)  
 cultural diffusion (p. 70)

SUMMARY

- Cultures express themselves in different ways. Some important cultural expressions are language, religion, and the arts.
- Early civilizations developed near major rivers in areas where the climate was mild and the lands were fertile.
- As cultures developed better modes of transportation, trade increased and cultural contacts were made.

3

SECTION

World Culture Regions Today



Nairobi, Kenya

KEY TERMS

culture region (p. 74)  
 government (p. 74)  
 standard of living (p. 75)  
 economic system (p. 75)  
 per capita income (p. 76)  
 free enterprise (p. 76)  
 capitalism (p. 76)  
 socialism (p. 76)  
 language family (p. 76)  
 religion (p. 77)

SUMMARY

- To help them describe people and cultures, geographers divide the world into culture regions.
- Different factors are used to determine world culture regions. Among the factors considered are environment, history, language, religion, government, social structure, and economy.



## Reviewing Key Terms

Choose the vocabulary term that best completes each of the sentences below. Write your answers on a separate sheet of paper.

- culture (p. 63)
- subsistence farming (p. 63)
- tornado (p. 66)
- tsunami (p. 67)
- civilization (p. 69)
- cultural diffusion (p. 70)
- capitalism (p. 76)
- free enterprise (p. 76)
- socialism (p. 76)

### SECTION 1

1. A \_\_\_\_\_ is a powerful, whirling storm that ranks as the most violent of all storms.
2. \_\_\_\_\_ is the way of life of a group of people having common traditions, interests, and beliefs.
3. Earthquakes under the ocean can result in \_\_\_\_\_, or huge ocean waves.
4. Many people in developing countries engage in \_\_\_\_\_.

### SECTION 2

5. The spread of ideas and practices from one part of the world to another is called \_\_\_\_\_.
6. A culture with a high level of development in the arts and sciences is called a \_\_\_\_\_.

### SECTION 3

7. \_\_\_\_\_ is an economic system based on free enterprise.
8. The American economy is based on the principles of \_\_\_\_\_.
9. Under \_\_\_\_\_, a government decides how resources will be used and how businesses will be run.

## Reviewing Facts

### SECTION 1

10. What challenges does the world's rapidly growing population present?

### SECTION 2

11. What is prehistory? History?

### SECTION 3

12. What are some major languages of the world today?

## Critical Thinking

13. **Making Comparisons** How do developed and developing countries differ?
14. **Identifying Central Issues** What steps have governments taken to solve environmental problems?
15. **Analyzing Information** Why are countries increasingly preferring gross domestic product (GDP) over gross national product (GNP) as a measure of economic well-being?



## Geographic Themes

16. **Human/Environment Interaction** What is the most harmful result of air pollution?
17. **Region** What geographic features did culture hearths have in common?
18. **Movement** Why have cultures changed over the years?



## Practicing Skills

### Interpreting a Climate Graph

Refer to the climate graph on page 78.

19. Referring to the climate graph for Mogadishu, how would you describe a desert climate?
20. Referring to the climate graph for Tokyo, how would you describe a humid continental climate?
21. What is the total annual precipitation for each city?
22. What are the highest and lowest average monthly temperatures for each city?

## Projects

### Individual Activity

Make a list of objects that you own or use. Note where each item was manufactured. Locate these places on a world map. What culture regions of the world have contributed most to your way of life?

### Cooperative Learning Activity

Working with a partner, use a world almanac and other sources to create an economic data chart. Pick 10 countries from different culture regions. For each country, find information that provides evidence of its level of economic development. Rank the countries by level of development.

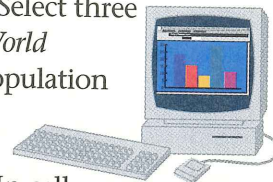
## Writing About Geography

**Narration** Pick a current international event that is significant and write a geographic

analysis of the story. Apply the observations recorded in your journal as well as the ideas and cultural characteristics that you have learned in this chapter to discuss the event in geographic terms.

## Technology Activity

**Using a Spreadsheet** Select three countries and use the *World Almanac* to find their population data in 10-year increments. Use your data to create a spreadsheet. In cells A2, A3, and A4, type in the names of your selected countries. In cells B2 through F2, type in 1960, 1970, 1980, 1990, 2000. In cells B2 through F2, type in the data for the three countries. Click on "Chart Wizard" and follow the prompts to create a bar graph showing population changes over a 40-year period.

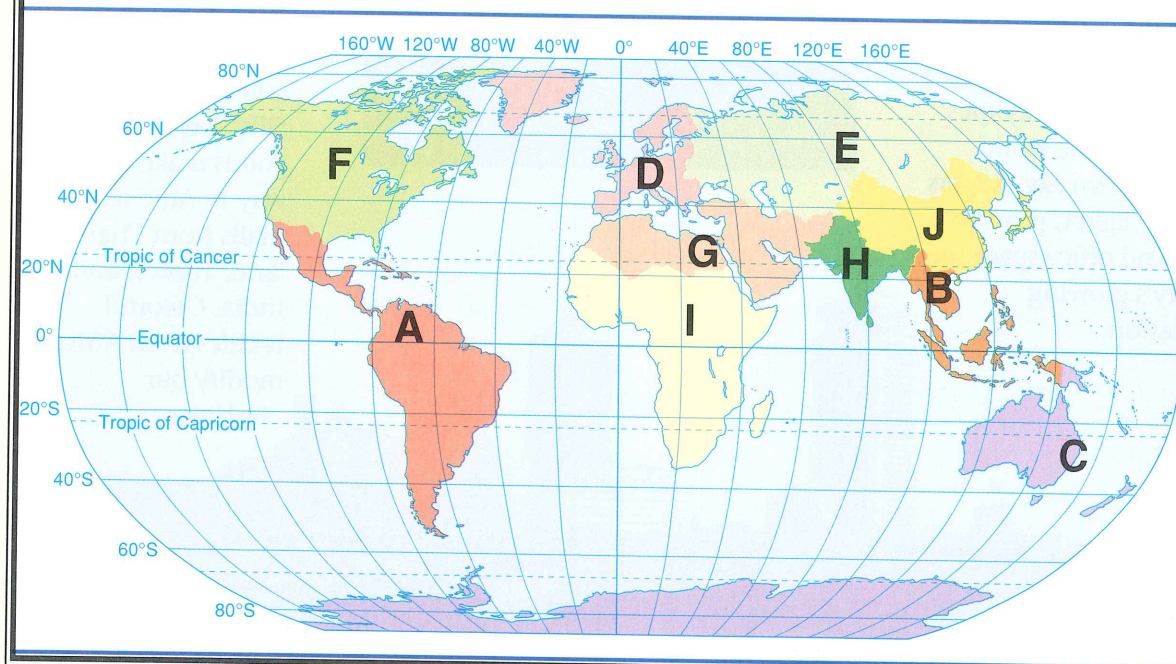


### Locating Places

#### THE WORLD: CULTURE REGIONS

Match the letters on the map with the culture regions of the world. Write your answers on a separate sheet of paper.

- |                                      |  |
|--------------------------------------|--|
| 1. The United States and Canada      | 6. Africa South of the Sahara          |
| 2. Latin America                     | 7. South Asia                          |
| 3. Europe                            | 8. East Asia                           |
| 4. Russia and the Eurasian Republics | 9. Southeast Asia                      |
| 5. North Africa and Southwest Asia   | 10. Australia, Oceania, and Antarctica |

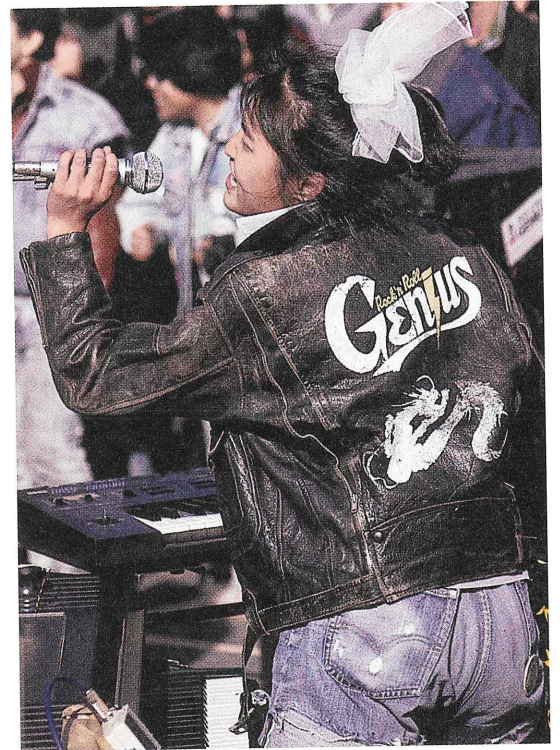


**THE GLOBAL CULTURE**

**S**ince the end of World War II, the fads and fashions of the United States have spread across the globe. American television, American businesses and industries, and American products have greatly influenced today's global culture.

**ROCK AS WELL AS COUNTRY AND WESTERN MUSIC** ▶

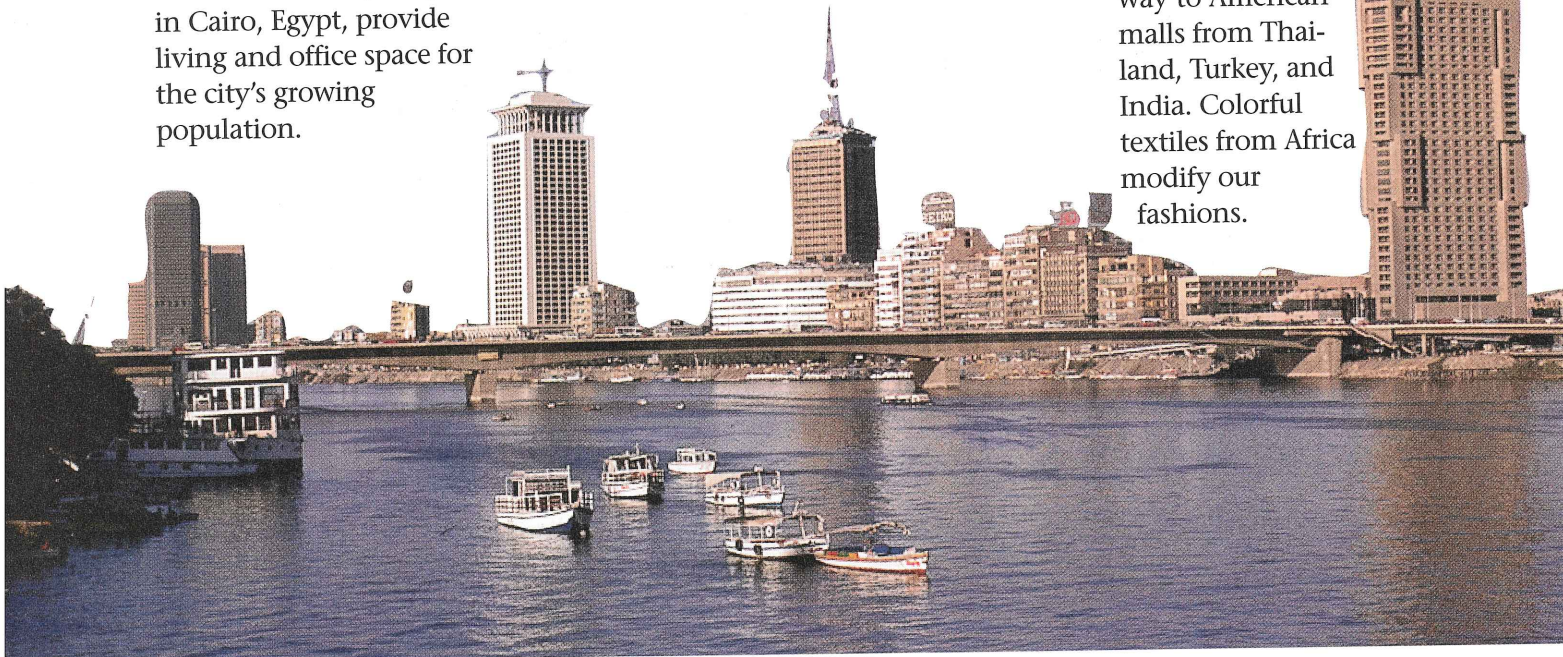
are popular from Mozambique to Japan. Rock began as rock 'n roll, getting its start in the 1950s with American musicians Chuck Berry and Elvis Presley. Country and western developed from early American folk tunes. During the mid-1980s, country music began to gain in worldwide popularity. This Japanese teenager is part of a rock band performing before an outdoor audience.

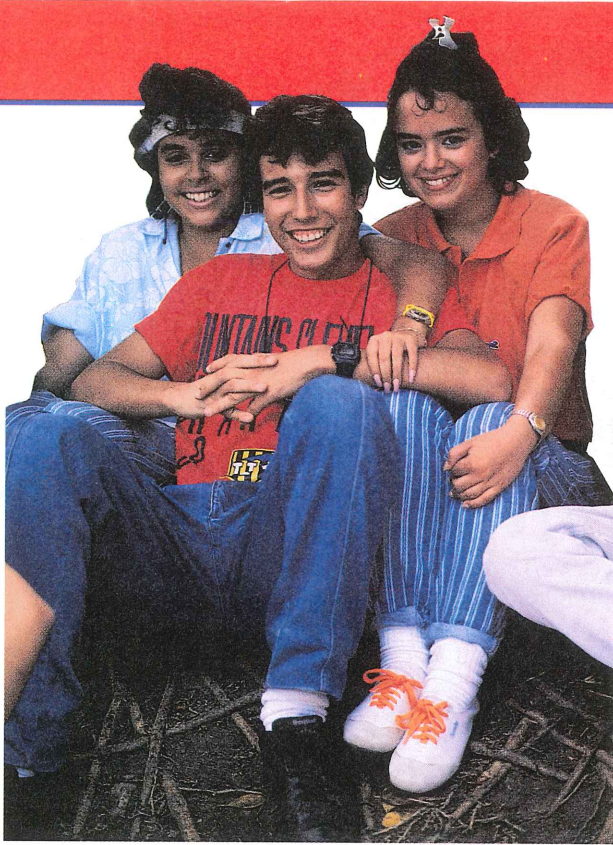
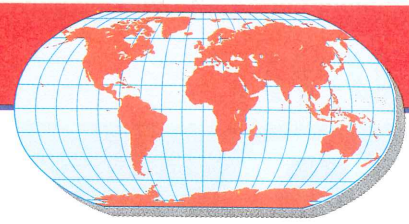


▼ **SKYSCRAPERS** are found in many countries of the world. These structures first reached skyward in Chicago and New York. Steel-and-concrete buildings now define skylines throughout the world. These modern skyscrapers in Cairo, Egypt, provide living and office space for the city's growing population.



◀ **PRODUCTS FROM OTHER NATIONS**, such as this German sports car, influence American culture. From Japanese assembly lines come automobiles and electronic products. Silk, batik, and bamboo goods make their way to American malls from Thailand, Turkey, and India. Colorful textiles from Africa modify our fashions.





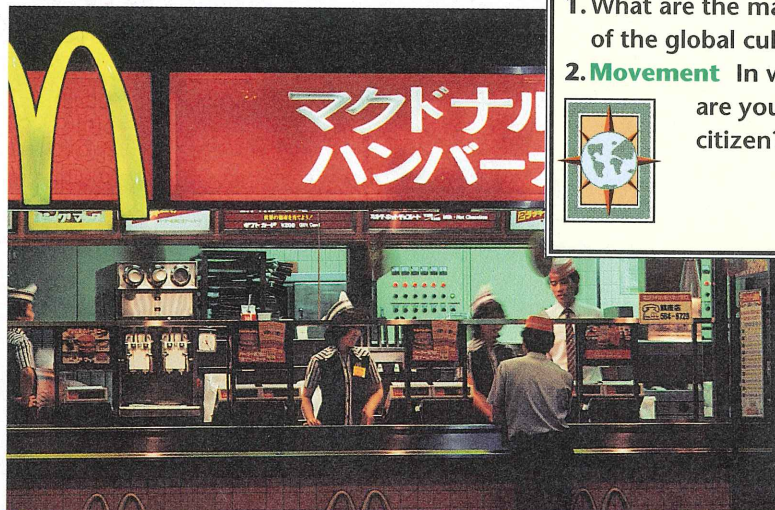
▲ **JEANS AND SNEAKERS**, worn by these students in Latin America, are two of the most popular products from the United States ever to reach global markets. Developed in the 1860s by Levi Strauss, jeans took off globally in the 1950s, when jeans-wearing American movie stars Marlon Brando and James Dean roared onto movie screens. United States Rubber introduced rubber-soled Keds in 1917. As other brands of rubber-soled footwear appeared, they became known as sneakers because wearers could “sneak” around almost soundlessly on the rubber soles.



▲ **MASS PRODUCTION AND MOVING ASSEMBLY LINES** characterize manufacturing in most of the world’s nations. The American automobile industry developed assembly lines during the early 1900s. Mass production is now an indispensable part of manufacturing worldwide. These South African workers are assembling transistor radios.

**AMERICAN FAST FOODS** ▶

are as much a part of global culture as they are of American culture. Shoppers in Moscow and Milan enjoy Kentucky Fried Chicken. Coca-Cola fills glasses in Budapest, Beijing, and Bogotá. This customer is buying a McDonald’s hamburger in Tokyo.



**Checking for Understanding**

1. What are the main features of the global culture?
2. **Movement** In what ways are you a global citizen?

