**Unit Outline**

**Chapter 1** The Global Environment

1. Early Chinese civilization made important advances in medicine and health care. The practices of counting a patient’s pulse and using herbs in curing sickness spread from China to other cultures around the world.

2. Falashas, or Ethiopian Jews, are waiting for visas outside Israel’s embassy in Addis Ababa. They are among the many people in recent years who have migrated to other lands seeking political and religious freedom.

3. Cotton is grown, woven into cloth, dyed, and spread to dry in Bangladesh. Technology, or the methods used to produce goods, has changed throughout history and varies greatly among nations today.

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<tr>
<th>History and Politics</th>
<th>Prehistory</th>
<th>1200</th>
<th>1300s</th>
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<tbody>
<tr>
<td>▲ 2 million years ago</td>
<td>First people live in Africa</td>
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<td>China develops a strong empire</td>
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<th>Society and Culture</th>
<th>10,000 years ago</th>
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<td>▲ Stone Age people create cave paintings</td>
<td>Aztec and Inca civilizations emerge in the Americas</td>
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<tr>
<td>▲ Stone Age people farm and domesticate animals</td>
<td>Roads link China with Middle East</td>
<td>Europe develops a money economy</td>
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Using the Internet: This activity helps you to keep your understanding of world cultures up to date.

Writer's Workshop: This workshop helps you to develop the writing and research skills needed to write a one-paragraph answer.

In Each Chapter

Chapter Opener
Each chapter opens with an interesting story that illustrates a chapter theme. The Chapter Perspective provides an overview of the main topics and themes of the chapter. The Literature Connections identify the literature excerpts that appear in the chapter.

To Help You Learn
Several features help you to read and understand the chapter:

- **Find Out:** Questions at the beginning of each section guide your reading.
- **Vocabulary:** Vocabulary words are printed in blue type and clearly defined the first time they are used. These terms also appear in the Glossary at the back of the book.
- **Section Reviews:** Questions help you to test your understanding of what you have read and to sharpen your critical thinking skills.

Of Special Interest
Two special features appear in every chapter. There are several kinds of special features throughout the book.

- **Up Close** provides an in-depth look at an interesting person or event that reveals a particular aspect of a region's culture.
- **Geographic Connection** investigates the ways in which land and climate have influenced people's lives.

- **Builders and Shapers** is a short biography of an individual who is important to the region.
- **Tradition and Change** illustrates how a society changes while still holding on to elements of its earlier culture.
- **Science and Technology** presents an example of a scientific or technological achievement that a society has developed and transmitted to others or has adapted for its own use.

Illustrations
Hundreds of pictures and other graphics illustrate how people live, work, and play throughout the world:

- **Pictures:** Many works of fine art, photographs, and cartoons help to bring the regions of the world to life. Picture captions include a question that encourages you to explore a theme that is important to understanding world cultures.

- **Maps, Charts, and Graphs:** Maps, charts, and graphs help you to understand major economic, political, and social developments. Captions provide important background information and also include questions designed to sharpen your map, chart, and graph skills.

Chapter Review
The Chapter Review helps you to review vocabulary words and main ideas and to strengthen your critical thinking skills.

Reference Section
At the back of the book, you will find a Reference Section of materials for use throughout the course. It includes an atlas, charts with information about the regions of the world, a gazetteer of important places, a glossary, Connections With Literature, and an index.
Each day Bolivian farmers climb a steep hillside to return to their village in the Andes Mountains after working in their fields in the valley below. These villagers have adapted to a harsh environment.

### Time Periods

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<tr>
<td>1400</td>
<td>Late 1400s: Strong monarchs emerge in Europe and overseas expansion begins</td>
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<tr>
<td>1400–1500s</td>
<td>Timbuktu is center of Islamic learning</td>
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<td>1569</td>
<td>Mercator develops new map</td>
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<td>1600</td>
<td></td>
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<tr>
<td>1800</td>
<td>1870s: Age of Imperialism begins</td>
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<tr>
<td>1945</td>
<td>1957: Soviet Union launches first artificial satellite</td>
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<tr>
<td>1975</td>
<td>Helsinki Agreement signed</td>
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Angkor Wat is the largest religious complex in the world. It was built in the 1100s by the Khmers, a people who once ruled Cambodia and nearby areas of Southeast Asia. Angkor Wat has become a lasting monument to this early Khmer civilization. 

**Culture** What evidence do you think Angkor Wat provides about early Khmer culture?

Breaking and swaying, the huge ship dropped anchor off the coast of what is today Cambodia. Aboard, an impatient and excited Chou Ta-kuan prepared to go ashore. The year was 1296, and Chou had sailed to this distant land on orders from the emperor of China. Chou's mission was to promote trade with the Khmer people who lived here.

Once ashore, Chou took careful notes about everything he saw. He admired the rich city of Angkor and the beautiful temple of Angkor Wat. He paid special attention to the crops the people grew and the goods they bought and sold. He commented on the mild climate. “Their whole year like our summer months,” Chou wrote, “for they have neither frost nor snow.” He also noted that most Khmer merchants were women.
Like all travelers, Chou wanted to find out how the people lived in a land that was different from his own.

**CHAPTER PERSPECTIVE**

In this book, you will learn about people in many parts of the world. Their ways of life have developed over thousands of years. In some ways, their ideas, customs, and traditions differ from one another as well as from those familiar to us in the United States. Some differences can be traced to geography. As you begin to study world cultures, it is useful to look first at geography in order to discover how it affects the way people live.

As you read, look for these chapter themes:

- Geography affects the way people live in different regions of the world.
- Maps give us vital information about the world.
- Culture is the total way of life of a particular people.
- Many factors, including geography, influence the culture of a region.
- A number of forces influence how cultures change.

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**Literature Connections**

In this chapter, you will encounter passages from the following works.

- *Land of the Spotted Eagle*, Chief Luther Standing Bear
- *The Life of an Irish Travelling Woman*, Sharon Gmalch

For other literature suggestions, see Connections With Literature, pages 804–808.

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hundred years ago, Chief Standing Bear spoke of the vital connection between his people, the Lakota, and their environment:

[They] ... loved the earth and all things of the earth. ... To sit or lie upon the ground is to be able to think more deeply and to feel more keenly; ... to see more clearly into the mysteries of life and come closer in kinship to ... all creatures of the earth, sky, and water.

Wherever people live, they have shaped the environment to suit their needs. The human ability to change the environment, however, is limited. Often, people must adapt their agriculture, industry, arts, and daily habits to their surroundings. People who live in desert regions wear light, loose-fitting clothing. People who live in the northernmost and southernmost regions of the globe adjust to winters without daylight and summers without night. To understand world cultures, it is important to see the connections between people and their environment.
What Is Geography?

Geography is the study of where people, places, and things are located and how they relate to each other. In ancient Egypt, priests studied the land. Through careful observation and mathematics, they calculated how much grain the land could produce. They then used that knowledge to collect the taxes that supported their temples. Later, Greek geographers built on these and other advances to create maps of Europe, Africa, and Asia.

Geography has many uses beyond creating maps, globes, and charts. Today, geographers have developed five basic themes to help us understand the links between people and the Earth. The five themes are location, place, interaction between people and their environment, movement, and region. Each theme offers a way of looking at the world and its people.

Location

Imagine that a friend told you she was flying to Goa next week. "Where is that?" you ask. You want to know Goa's location, its position on the Earth's surface.

Your friend tells you that Goa is a former Portuguese colony on the southwest coast of India. By describing the position of Goa in relation to another place, your friend is giving its relative location. Sometimes, people need to know the absolute, or exact, location of a place. To give absolute location, people use the grid of numbered lines of latitude and longitude seen on many maps or globes.

Lines of latitude measure distances north or south of the Equator. The Equator divides the Earth into two halves, called hemispheres. The Northern Hemisphere lies north of the Equator, and the Southern Hemisphere lies south of it. Lines of longitude measure distances east or west of the Prime Meridian. The Prime Meridian is an imaginary line that runs through Greenwich (GREHN ihch), England. The circle formed by the Prime Meridian divides the Earth into the Eastern and Western hemispheres.

Using lines of latitude and longitude, you can locate any place on Earth. Find Goa on the map on page 188. As you can see, Goa's exact location is 15 degrees (°) north latitude and 73 degrees (°) east longitude. This location is written as 15°N/73°E.

Place

Geographers describe places in terms of their physical and human characteristics. Physical characteristics include the landforms, climate, soil, and animal life of a place. Human characteristics include the people's way of life—their activities, means of transportation, religion, and languages.

Every place in the world has its own physical and human characteristics. Think of Albany, the capital of New York State. Albany's physical characteristics include its position on the Hudson River, its weather, its landforms, and its plant and animal life. Among Albany's human characteristics are state office buildings, stores, houses, and roads.

Albany's physical and human characteristics are connected. Albany's position on the Hudson River drew settlers there in the 1600s. Today, the city is still a busy river port. As you read about different places in this book, notice their physical and human characteristics.

Interaction Between People and Their Environment

Wherever people live, they change the world around them. They may clear forests, blast tunnels through mountains, or plow fields. Indeed, throughout history, much of what we call progress has involved people changing the environment.

Hidden costs. Today, we are learning that this kind of progress can have hidden costs. Some of our actions have polluted the air, water, and land. People have built highways to ease travel from place to place. Cars and trucks, however, are a major cause of air pollution. Farmers have used pesticides to kill insects that destroy crops, yet pesticides in our water and in food can harm us.
A key issue is how we interact with the environment. As you will read, people in all parts of the world face hard choices. They must decide how to develop their economies without destroying the environment.

People adapt. People’s effort to change the environment is only one form of interaction. As you have read, sometimes people adapt to their environment instead. In the frozen lands of the Arctic north, for example, the Eskimos build homes out of ice. In parts of China where there are few trees, people chop vegetables, fish, and meat into bite-sized pieces. They “stir-fry” the food quickly, using little fuel. Many Americans enjoy stir-fried foods. However, probably few people realize that this style of cooking resulted from Chinese cooks adapting to their environment.
Early in the 1950s, Brazilian president Juscelino Kubitschek gave architect Oscar Niemeyer a challenge. “How would you like to be my Michelangelo?” Kubitschek asked, referring to the great Italian artist. Niemeyer’s task was to design and build a new capital city deep in the heart of Brazil. Brasília was to be an ideal, ultramodern city—a new place created in the wilderness.

For years, Brazilians had debated moving the capital inland from Rio de Janeiro on the coast. A new capital, many argued, would bring people and trade into the interior region. In 1957, work finally began. The location chosen was the Planalto Central, a bare plateau 3,500 feet (1,067 m) high. Almost overnight, the Planalto became a 24-hour-a-day construction site for the city of Brasília. Machines, materials, and workers by the thousands were ferried in by raft.

After more than three years of nonstop work, Brasilia was officially dedicated on April 21, 1960. Years later, Niemeyer said, “I’d have more gardens and a center where cars couldn’t go, and perhaps I’d have given the buildings a few more stories.” Still, he was proud that the city he designed was “disciplined and above the chaos of other cities.”

1. Where was Brazil’s old capital located?
2. Why was Brazil’s interior chosen as the site for Brasilia?
3. Applying Information How does the building of Brasília illustrate the theme of interaction?

Movement

Another theme of geography is the movement of people, goods, and ideas. These movements often occur together.

Migration. Even before recorded history, people traveled from one place to another.

Early peoples often moved in order to find food. In more recent times, millions of people came to the United States to find freedom or a better life. Sometimes, people leave their homelands because of natural disasters or wars. Still others are moved against their will. Over a period of 400 years, slave traders took
millions of Africans by force. From the 1500s to the 1800s, they shipped them across the Atlantic Ocean to plantations in the Americas.

**Trade.** Trade is the movement of goods between areas. It occurs because areas of the world have different resources and different levels of economic development. Trade involves exports, or goods sent to markets outside a country, and imports, or goods brought into a country. Some countries export natural resources such as copper, or farm products such as coffee beans. Other countries export manufactured goods such as computers, tanks, and cars.

**Ideas spread.** The movement of ideas occurs with the movement of people and goods. More than 2,000 years ago, missionaries and merchants from India spread the religious teachings of Buddhism to the peoples of China and Southeast Asia. Today, advanced communication and transportation help to spread ideas faster. Television viewers in Angola in Africa, for example, can watch the latest movies from Brazil in South America.

**Interdependence.** The rapid movement of people, goods, and ideas adds to global interdependence. Interdependence is the dependence of countries on goods, resources, and knowledge from other parts of the world. For example, Americans get their coffee from South America, tea from India, and oil from the Middle East. For our economy to prosper, we must sell American-made products to people around the globe. In this book, you will read about how interdependence is affecting our world.

**Region**

A region is an area with its own unifying characteristics. Geographers define regions in several ways. Regions can be identified by physical characteristics, such as landforms or climate. The world’s continents are examples of physical regions. The Rocky Mountain area of the United States and the rain forests of Brazil are also physical regions.

A region can also be identified by cultural, political, or economic features. The Muslim world, for example, is the cultural region influenced by the religion of Islam. It includes parts of Africa and Asia, including the Middle East.* Nations are examples of political regions.

Because regions can be defined in different ways, a country can belong to several different regions. Pakistan, for example, is part of the physical region of South Asia. Because most Pakistanis are Muslims, Pakistan is also part of the Muslim world, a cultural region. Pakistan also belongs to the economic region known as the developing world, sometimes called the Third World. Nations in the developing world are working to build modern industrial economies.

In this book, you will read about many regions. They include Africa, South Asia, Southeast Asia, East Asia, Latin America, Canada, the Middle East, and Europe. The location, history, resources, and people of each region help it to create its own identity. As you will discover, each region also has great variety.

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**SECTION 1 REVIEW**

1. Locate: (a) Africa, (b) South Asia, (c) Southeast Asia, (d) East Asia, (e) Latin America, (f) Middle East, (g) Europe.
2. Define: (a) geography, (b) location, (c) latitude, (d) longitude, (e) export, (f) import, (g) interdependence.
3. Briefly describe the five themes of geography.
4. (a) Give two examples of how people have reshaped their environment. (b) Give two examples of how they have adapted to their environment.
5. How have modern communication and transportation affected movement?
6. Applying Information Describe three different ways to identify the region in which you live.
7. Writing Across Cultures Write a paragraph describing how movement affects the way of life of people around the world.

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* The Middle East lies in the physical region of southwestern Asia. North African nations such as Egypt and Algeria are part of the physical region of Africa. Through their history and culture, the nations of North Africa have strong ties to the Muslim world of the Middle East.
About 2,500 years ago, the leaders of Athens, a city-state in Greece, asked the rulers of nearby Sparta for aid in a war against Persia. To convince them to fight, the Athenians sent the Spartans a map of the world made out of bronze. The Athenians wanted the Spartans to see how close the two cities were. They hoped that Sparta would then join them in the fight against Persia.

The gift had an unexpected result, however. Studying the map, the Spartans noted that Persia lay across the Aegean Sea. They refused to fight, saying that Persia was too far away to be a threat. The Spartans were wrong. Within a year, Persian armies had crossed the Aegean, and Sparta had to fight.

Since ancient times, people have used maps to learn about the world. Knowing the location of continents and countries is important to understanding world cultures.

**Tools of Geographers**

Geographers use globes and maps to represent the Earth. A globe is more accurate than a map. Shaped like the Earth, a globe gives a true picture of the size and shape of landmasses and of distances across oceans.

But globes are awkward to carry around, so most people use maps instead. Even so, maps have a major drawback. Because the Earth’s surface is curved and maps are flat, all maps distort the Earth in some way.

Over the years, mapmakers have developed many map projections. Map projections are ways of showing the curved Earth on a flat surface. Each projection has advantages and disadvantages. Some show the shape of landmasses correctly but not their size. Others show accurate sizes but distort shapes.

**Mercator projection.** By the mid-1400s, sailors from Europe were exploring the oceans. They needed better maps than those that had been made in the past. In 1569, a European mapmaker, Gerardus Mercator, created a map that showed direction accurately. Sailors could then know if they were sailing north, south, east, or west.

Besides showing direction, a Mercator map gives an accurate view of land areas near the Equator. However, it distorts the size and shape of lands near the North and South poles. Greenland, for example, is only one eighth the size of South America. Yet in a Mercator projection, Greenland looks larger than South America.

**Interrupted projection.** In an interrupted projection, mapmakers show the correct sizes and shapes of landmasses by cutting out parts of oceans. The cuts, however, make it impossible to measure distances accurately or to plot a course across an ocean.

**Peters projection.** The Peters projection shows the correct areas of landmasses and oceans. Directions are also accurate, as they are on a Mercator map. Still, a Peters projection distorts the shapes of Africa and South America. They appear longer and thinner than they really are.

**Robinson projection.** Today, many maps use the Robinson projection. It shows the correct sizes and shapes of most landmasses. It also gives a fairly accurate view of the sizes of oceans and the distances across land areas. But even the Robinson projection has distortions, especially in regions shown along the edges.
Types of Map Projections

- Peters Projection
- Robinson Projection
- Mercator Projection
- Interrupted Projection

MAP STUDY
Each map projection shows a round world on a flat surface in a different way. None of the projections can show area, shape, distance, and direction accurately at the same time.

1. Location On which map projection are Africa and South America most distorted?
2. Movement Which map projection would give navigators trouble if they tried to trace a water route between two places?
3. Comparing On which two map projections do the landmasses look most similar?
Special-Purpose Maps

Geographers have developed many kinds of maps to show different information. Each has a special purpose. A political map shows the borders that divide nations from one another. A physical map shows features such as mountains, lakes, and rivers. The physical features of a place or region are called its topography.

A population map shows how many people live in each area on the map. A natural resources map shows where coal, uranium, oil, and other important resources are found. Still other maps show climate and vegetation. Plant life is the plant life of a place or region. Skim the maps in this book. Read the map titles to see the different kinds of information they include.

Using information from different kinds of maps, you can learn a lot about a region. For example, by comparing a climate map and a population map, you can see how climate affects where people live. A physical map will help you see how mountains and rivers also affect population patterns. Each map in this book will help you understand more about a particular region.

Maps and Culture

All maps are made from a particular point of view and usually stress what is important to the mapmaker’s culture. Throughout history, different peoples created maps showing themselves at the center of the world.

During the early Middle Ages, Europeans drew maps expressing a religious view of the world. They placed their holiest city, Jerusalem, at the center. Ancient Chinese maps showed the world from the Chinese emperor’s viewpoint, with his throne placed under the North Star. Modern Chinese world maps show China near the center, while American maps put North America there.

Major Landforms

People have adapted to different kinds of natural features, or landforms. The major landforms are mountains, hills, plains, and plateaus. (See the illustration on page 24.)

Mountains are high, steep, rugged land that rises above the surrounding land. Mountains vary in elevation, or height above sea level, but all mountains are at least 2,000 feet (610 m) high. The Himalaya Mountains in South Asia and the Andes Mountains in South America include some of the world’s highest peaks.

Mountainous areas generally have small populations. Some people, however, have found ways to live on the steep slopes of high
mountains. The ancient Inca city of Machu Picchu in Peru was built on a mountain-top 8,038 feet (2,450 m) above sea level. (See Connections With Literature, page 804, "In Suspect Terrain.")

Hills are also areas of raised land, but they are lower and less steep than mountains. Hilly areas have more settlers than mountains have because farming is easier there.

Every major region includes plains, large areas of fairly level or gently rolling land. Plains generally have low elevation. If plains have fertile soil and receive enough rainfall, they are good for raising crops. A vast plain that spreads across the center of North America has long been the "breadbasket" for the United States and Canada.

Coastal plains are lowland areas that border oceans. Many cities are found along coastal plains. Because of their location on the water, these coastal cities developed as trading ports.
Plateaus are large areas of high, flat or gently rolling land. Plateaus have elevations ranging from a few hundred to several thousand feet above sea level. Like plains, plateaus can provide good farmland depending on rainfall and soil quality.

In hot, tropical regions, plateaus offer relief from high temperatures. As a result, some plateaus are densely populated. Mexico City, the capital of Mexico, is located on a high plateau. With more than 22 million people, it is the world’s largest city.

Climate Zones

The physical characteristics of a region include climate as well as landforms. Climate is the average weather a place has over a period of 20 to 30 years. Turn to the world climate map on page 778. Note the different climate zones that are found around the world.

Climate can have a major effect on people’s lives. Until the widespread use of air conditioning, businesses in regions with hot climates closed during the hottest part of the day. They reopened later when it was cooler. In Spanish-speaking countries, this time was called the siesta, a Spanish word that means both “the hottest part of the day” and “afternoon nap.”

Location. One factor that affects climate is latitude. Lands close to the Equator have tropical climates. One tropical climate is the tropical rain forest. It has high temperatures and ample rainfall all year. Another tropical climate combines hot temperatures with a rainy season and a dry season.

Areas farther north or south of the Equator have temperate climates, with a warm and a cold season. Many areas in the United States have temperate climates, as do large areas of central Asia and Europe. Parts of South America and Africa also have temperate climates. Study the chart at the left to learn about the different kinds of temperate climates.

Located far from the Equator, lands near the North and South poles have arctic climates. They are cold all year.

Nearness to oceans also affects climate. Ocean currents carry warm or cool water in circular patterns around the world. These warm and cold currents influence the climate of nearby coastal areas.

Elevation. Elevation, or height above sea level, also influences climate. In general, highland areas are cooler than lowlands because air cools as it rises. Quito (kee toh), the capital of Ecuador in South America, is located almost on the Equator. Because the city sits high in the Andes Mountains, daytime temperatures do not rise above 90°F (32°C). Nighttime temperatures can drop as low as 40°F (4°C).
SECTION 2 REVIEW

1. Define: (a) map projection, (b) topography, (c) vegetation, (d) mountain, (e) elevation, (f) hill, (g) plain, (h) plateau, (i) climate.

2. Describe one advantage and one disadvantage of each of the following map projections: (a) Mercator, (b) interrupted, (c) Peters, (d) Robinson.

3. List three kinds of information that a map might show.

4. Applying Information How does climate affect the way people live?

5. Writing Across Cultures Jot down five ways that the way of life in a warm climate might differ from that in a cold climate.

Elements of Culture

Everyone is born into a culture. We inherit our culture from parents and grandparents. In turn, we pass on our culture to our children. From birth, we are taught the ways of thinking, believing, and behaving that are accepted in our culture. Our culture shapes our lives.

Culture is made up of many different elements. It is reflected in what we eat, the clothes we wear, and the jokes we tell. Culture influences the buildings we live in, how we spend our free time, and the skills we learn. It also affects our ideas of what is beautiful or ugly, our beliefs about what is right and wrong, and our goals for the future.

In this book, you will read about cultures that have developed in different parts of the world. You will look at the many elements that make up those cultures. Among these are social organization, customs and traditions, language, arts and literature, and religion. Forms of government and economic systems are also key elements of culture.

Social Organization

Every culture creates a social structure by organizing its members into smaller units. This social organization is meant to help the people of a culture work together to meet their basic needs.

Family patterns. In all cultures, the family is the most important unit of social organiza-
tion. Through the family, children learn how they are expected to behave and what they are expected to believe. Although all cultures are built around families, family patterns differ among cultures.

The nuclear family includes a wife, a husband, and their children. It has been the typical family pattern in industrial societies such as the United States. In these societies, a family usually does not need to be large to accomplish the tasks of living. Most Americans live in cities and work in business and industry. They buy what they need with money they earn. They have many machines, such as vacuum cleaners and washing machines, that make daily tasks easy.

Nuclear families, however, are not always small. Some nuclear families have many children.

The extended family has several generations living in one household. It may include grandparents, parents, children, and sometimes uncles, aunts, and cousins. This family pattern is common in many societies. In a farming culture, grandparents may look after the youngest children while older children and adults work the land. Although the family owns animals and tools and grows enough food to eat, it may not have much money. Family members may pool their savings to buy a tractor or send a child to school.

In cultures with extended families, respect for elders is strong. The elders pass on their wisdom to the young. Often, this family pattern is more common among those members of a community who have the wealth to keep the family together. In both nuclear and extended families, people place high value on family ties.

The person who exercises authority, or power, within a family also varies from one culture to another. For centuries, in most cultures, families were patriarchal. Men exercised more authority than women did. In traditional patriarchal families, the oldest man made the important decisions. In some African and Native American cultures, families are matriarchal. Women have greater authority than men and are the main decision makers.

Today, family patterns are changing around the world. Women in many cultures are taking jobs outside the home. As this occurs, men and women tend to share power more equally. The movement from farms to towns and cities is also affecting family patterns. The nuclear family is becoming more common in all cultures. However, traditional ties to the extended family remain strong.

Social classes. Most cultures have social classes that rank people in order of status. Social class may be based on money, occupation, education, ancestry, or any other factor that a culture values highly. In farming cultures, people who own much land or many animals have high status. In a culture where religion plays a key role in people's lives, religious leaders belong to the upper class.

In the past, a person was usually born into a class and stayed there for life. Today, people in most cultures enjoy at least some degree of social mobility. They have some chance of moving up the social ladder. Some ways of rising in society include obtaining a good education, earning more money, or marrying into a family from a higher class. Of course, people can also move down in society if they lose their money or other things their society values.

**Customs and Traditions**

Among the most important elements of a culture are its rules of behavior. Some rules, such as what to wear or how to be polite, affect everyday life. Children learn to eat with a fork or with chopsticks, to sleep on a bed or in a hammock, to greet friends with a handshake or with a bow.

Cultural rules vary in importance, and different rules are enforced in different ways. Often, social pressure is used to enforce minor rules of daily behavior. If you show up at a formal school dance dressed in jeans and a T-shirt, your classmates will probably make fun of you. You will feel embarrassed, and the next time you may dress differently.

People enforce their ideas about right and wrong more strictly than minor rules of be-
behavior. Often, these ideas are part of a culture’s written laws. In most cultures, these include laws against stealing and murder.

Language

Language is the cornerstone of culture. Without it, people would not be able to communicate their thoughts, feelings, and knowledge. They could not pass on what they know or believe to new generations. All cultures have a language, although not all cultures have developed forms of writing.

Language reflects a culture’s identity. People who speak the same language often share the same customs. The United States, for example, does not have an official language, but most Americans speak English.

Many societies, however, include large numbers of people who speak different languages. India, for example, has more than 700 languages. The Indian government has recognized 15 official languages. Canada has two official languages, French and English. The former Soviet Union, too, included speakers of many different languages.
For many countries, language presents a thorny problem. National governments want to develop a unified culture. They choose one or two official languages for schools, government, and business. Many citizens feel loyal to their local languages, however. Giving up their language, they say, is the first step toward losing their culture.

**Arts and Literature**

Products of the human imagination, such as art, music, and literature, please and entertain us. They also teach us about our culture’s values.

Children around the world listen to folk tales that are traditional to their culture. Folk tales are handed down from generation to generation. They help to pass on a culture’s basic beliefs and values. American children hear the tale of “The Tortoise and the Hare.” This story tells about how a slow but steady tortoise wins a race against a fast but lazy hare. It teaches the values of determination and hard work.

Art, music, and literature help to strengthen a culture’s identity. They encourage people to feel proud of their customs and give them a sense of belonging. Today, many governments support the arts with public funds because the arts promote cultural pride and unity.

**Religion**

The arts are often closely linked to people’s religious beliefs. People created beautiful temples, churches, paintings, and music to
express their faith. Within a culture, people usually share religious beliefs. Religion helps people answer basic questions about the meaning and purpose of life. Like other elements of culture, it also supports the values that a group of people consider important.

Religious beliefs vary. The worship of one god is called monotheism. The worship of more than one god is called polytheism. Religious practices such as prayers and rituals also vary from one culture to another.

History has played a central role in shaping the religion of a society or region. Among the major world religions are Hinduism, Buddhism, Judaism, Christianity, and Islam. Christianity, for example, began among a small group of people in the Middle East. Missionaries and conquering armies helped spread the religion around the world. Christianity absorbed ideas from other cultures and also helped to shape those cultures.

Religious differences are a troubling problem in many regions. Struggles over religion are not new. Today, there is fighting between Protestants and Catholics in Northern Ireland and between Muslims and Christians in the Balkans. Religious differences are usually not the only cause of the fighting. Ethnic rivalries or the lack of political power or economic opportunity often fuel conflicts.

Forms of Government

People form governments to provide for their common needs. These needs include keeping order within a society and protecting the society from outside threats. The term government is used in two ways. It refers to the person or people who hold power in a society. It also refers to the society’s laws and political institutions.

People organize governments. Different people organize their governments in different ways. For much of human history, people lived in small groups. Government was fairly simple. Usually, a chief or council of elders made important decisions. Leaders based decisions on the culture’s beliefs and customs.
As societies expanded, more complex forms of government developed. Today, very large numbers of people live together in nations. Each nation has its own government based on a written code of law. National governments include thousands of officials who collect taxes, enforce laws, and administer justice.

**Types of government today.** Nations have different types of government. Today, we often classify governments as democracies or dictatorships. In a democracy, the people have supreme power. The government can act only by and with their consent. In the form of a democracy called a republic, the people choose the leaders who represent them. The United States is an example of a democracy with a republican form of government.

In a dictatorship, a ruler or group holds power by force. Dictators usually rely on military support to stay in power. In many cases, dictatorships claim to be republics although the people have little or no power. In the 1980s and 1990s, a number of nations that were once ruled by dictators became more democratic.

**Economic Systems**

Economics refers to how people use limited resources to satisfy their wants and needs. People as well as nations must answer three basic economic questions. What goods and services should we produce? How should we produce them? For whom should we produce them? Over the centuries, people have created various economic systems to answer these questions.

**Traditional economy.** In a traditional economy, people produce most of what they need to survive. Hunting and gathering, farming, and herding cattle are the bases of a traditional economy. People hunt for the food they eat or raise it themselves. Often they make their own clothing and tools. If they produce more food than they need, they trade the surplus, or extra food, for goods made by others. For thousands of years, most cultures had a traditional economy.

**Market economy.** In a market economy, individuals answer the basic economic questions by buying and selling goods and services. Businesses and industries produce and sell goods for money. People earn the money to buy what they need or want by working for others or running their own businesses. Business people decide what to produce based on what they believe consumers will buy.

**Command economy.** In a command economy, the government controls what goods are produced, how they are produced, and what they cost. Individuals may produce goods and sell them to one another on a small scale. Individuals, however, have little economic power. Until the early 1990s, the communist countries of Eastern Europe had command economies. The governments owned the factories, land, and stores. They made the major economic decisions.

**Mixed economy.** Today, most nations have mixed economies. In a mixed economy, individuals make some economic decisions and the government makes others. The United States has a mixed economy. It has features of a market economy and a command economy. For example, American car makers decide what to produce and sell. However, the government says cars must meet certain standards for safety and fuel use. As you will learn, the amount of government control over the economy varies from country to country.

### Section 3 Review

1. Define: (a) culture, (b) nuclear family, (c) extended family, (d) monotheism, (e) polytheism, (f) democracy, (g) republic, (h) dictatorship.

2. Describe three elements that help give a culture its identity.

3. How are family patterns related to culture?

4. How does religion strengthen a culture?

5. (a) What three basic economic questions must every society answer? (b) How do different societies answer those questions?

6. Synthesizing Information How do the arts in the United States help to unify the nation?

7. Writing Across Cultures Write a paragraph explaining how the arts and literature can help us learn about other cultures.
Warren Cromartie steps up to home plate. The pitcher winds up, then delivers a blistering fast ball. Cromartie drives the ball over the left field fence. As the fans cheer, he rounds the bases. This familiar scene takes place not in the United States but in Tokyo, Japan. Fans are eating grilled squid, not hot dogs.

Cromartie, an African American, played with the Tokyo Giants for six years. The game was the same, but the team was very different. Cromartie was used to the hot tempers and fierce individualism of American baseball players. In Japanese **besoboru**, or baseball, players stress harmony, group identity, and loyalty to the team owners.

Baseball began in the United States and spread to other countries. It became popular in Japan. Although the Japanese adopted
baseball, they adapted it to their own society. Borrowing and adapting new ideas and ways of doing things is one way in which cultures change.

**Causes of Cultural Change**

Many forces can cause cultural change. These forces include discoveries and inventions, changes in the natural environment, and new ideas.

**Technology.** Since earliest times, a major source of cultural change has been new technology. Technology refers to the skills and tools a people use. When people first learned to use tools made of stone and bone, they became more successful hunters and food gatherers. In Chapter 2, you will read about how early people developed a new technology—farming—and changed their whole way of life.

A more recent example of technology and cultural change is the invention of the automobile. To use cars, people need a network of roads. In the United States, the government paved roads and built interstate highways. People who could afford to buy cars moved out of the cities to live in suburbs. The sale of cars spurred the growth of other industries, such as steel, rubber, and paint.

**Changing environment.** Since ancient times, the natural environment has shaped human culture. People’s ways of life have been influenced by where they lived.

For hundreds of years, the Native Americans of the Great Plains hunted buffalo. They ate buffalo meat and made clothes and homes out of buffalo hides. The Native Americans needed these animals in order to live as hunters on the plains. In the late 1800s, settlers from Europe wanted to farm the plains. As a result, they destroyed the huge buffalo herds. As buffalo vanished, the way of life of the Plains people disappeared also. The Native Americans had to adapt if they were to survive.

**New ideas.** Recently, people have become more aware that they have the power to destroy the environment. For example, concern for garbage disposal has led to recycling and conservation. People have begun to alter their actions to protect the Earth. This new behavior is an example of cultural change.

**Diffusion**

Among the most important causes of cultural change is diffusion, the movement of customs or ideas from one place to another. Much of human history concerns the migration, or movement, of people across different regions of the globe. Wherever people travel, they exchange goods, skills, ideas, and technology with the people they meet.

In the past, people moved on foot, on the backs of animals, by boat, or in wagons. No one knows who invented the wheel that rolled those wagons. Gradually, the knowledge of the wheel spread around the globe, changing cultures everywhere.

A recent example of cultural diffusion is rock music. In the 1950s, American musicians developed rock-and-roll. This new form of music soon became popular around the world. But rock-and-roll itself came out of the earlier musical traditions of blues and jazz. Those traditions had their roots in the work songs and spirituals of African Americans who had been forced to work as slaves. Slave songs in turn drew on the rich musical traditions of various African cultures.

Diffusion can occur either through peaceful means such as trade or through war. Many conquerors throughout history forced their ideas on the people they defeated. In some cases, the conquered people saw that their enemies were successful because they had more advanced technology. They adopted the new ways in order to strengthen their own culture.

**Tradition and Change**

For thousands of years, cultures changed slowly. Recent technology has quickened the pace of change. Airplanes, telephones, cars, movies, computers, fax machines, and space satellites have advanced transportation and communication. As a result, contacts among different cultures have increased.

The world has become what the writer Marshall McLuhan called a “global village.”
News spreads almost instantly. In 1991, people on tiny islands in the Pacific Ocean watched the Gulf War on television. The images of war were bounced off space satellites into their homes.

Improved communication and transportation have brought many benefits. Better technology in medicine and other fields is improving people’s lives. In Australia, doctors use two-way radios to give medical information to people living in remote areas. Increased trade makes more goods available to more people.

New technology can also bring negative effects. Rapid changes threaten the foundations of many cultures. In the rush toward progress, valuable traditions may be lost. A challenge for many cultures is how to take advantage of today’s opportunities while preserving the best of the past.

Modern technology is changing cultures in many ways. Older generations recall “the good old days.” Often, they are caught between two worlds, the traditional and the modern. One example is the Travelling People of Ireland.

A Way of Life Changes
Nan Donohoe was one of the Travelling People of Ireland. She was born in a tent by the side of a country road in 1919. Her family traveled around Ireland in a donkey cart. Her father swept chimneys in farmhouses. Her mother sold scrub brushes, needles, lace, and shoe polish at kitchen doors.
An Irish subculture. The Travelling People are a subculture of Irish society. A subculture is a group of people within a society who share certain beliefs, values, and customs. The Travelling People share some traditions, such as the Roman Catholic faith, with other people in Ireland. But for hundreds of years they have had their own way of life.

Like Gypsies, extended families of Travelling People wandered the countryside on foot or in horse-drawn wagons. They made their living as tinsmiths, making tools out of metal. They did odd jobs, traded donkeys and horses, begged, and told fortunes. Nan Donohoe loved the travelling life, despite its hardships. She enjoyed the people she met and the constant movement.

If I was travelling again, I wouldn’t go into towns or near a city. They’re not healthy; there’s too much smoke. You think you’re getting fresh air in a city—you’re not. And cities are nothing but trouble for anyone rearing a young family. . . . In the country they [the children] won’t go wrong on you. . . . A child always has something to do in the country. I’d rather be in a tent at the side of a woods than in a town.

Understanding Other Cultures

Traditional cultures everywhere are facing pressures similar to those of the Travelling People. The younger generations are adapting to the changes. As they do so, their cultures change to meet the new demands of surviving in a new situation.

Most people prefer their own culture because it is familiar and comfortable. Our customs feel so natural to us that we think they are the way things are supposed to be. People in other cultures feel the same about their customs. Around the world, most people have a tendency toward ethnocentrism. They judge other cultures by the standards of their own culture.

Some people say negative things about people they view as different from themselves. The ancient Greeks, for example, felt superior to anyone who did not speak Greek. They called such people barbarians, from the Greek word for “strange, foreign, or uncivilized.” Today, people around the world often have similar reactions to other cultures.

Another form of ethnocentrism is racism. Racism is the belief that one racial group is naturally superior to another. It is largely a modern problem. The ancient Greeks were not racist. Although they believed they had a superior culture, they did not think they themselves were superior to the Africans or Asians with whom they traded.

Racism most often results when groups of people compete for food, land, money, and
social power. The group that wins the struggle uses racist ideas as an excuse for dominating others. Years ago, Europeans used racism to justify enslaving people.

Today, most people recognize that racism is destructive. They realize that differences in culture are the result of many factors. Appreciation of cultural diversity can help to combat the destructive effects of racism.

**SECTION 4 REVIEW**

1. Define: (a) technology, (b) diffusion, (c) subculture, (d) ethnocentrism, (e) racism.

2. (a) Give an example of how technology can lead to cultural change. (b) What other factors can lead to cultural change?

3. Describe two ways in which cultural diffusion occurs.

4. Why has the pace of cultural change increased?

5. Forecasting Do you think increased awareness of other cultures will help to end racism? Explain your answer.

6. Writing Across Cultures Jot down five items from your everyday life that are examples of cultural diffusion. Write a sentence describing each item and telling what culture it comes from.
The list below includes important geographic terms and their definitions. All of these terms are illustrated on the diagram.

1. bay part of a body of water that is partly enclosed by land
2. cape narrow point of land that extends into a body of water
3. coast land that borders the sea or an ocean
4. delta area formed by soil deposited at the mouth of a river
5. divide ridge that separates rivers that flow in one direction from those that flow in the opposite direction
6. hill area of raised land that is lower and more rounded than a mountain
7. isthmus narrow strip of land joining two large land areas or joining a peninsula to a mainland
8. lake body of water surrounded by land
9. mountain high, steep, rugged land area that rises sharply above the surrounding land
10. mouth of a river place where a river empties into a larger body of water
11. peninsula piece of land that is surrounded by water on three sides
12. plain broad area of fairly level land that is usually close to sea level
13. plateau large area of high land that is flat or gently rolling
14. river large stream of water that empties into an ocean, a lake, or another river
15. river valley land drained or watered by a river
16. source of a river place where a river begins
17. strait narrow channel that connects two larger bodies of water
18. tributary stream or small river that flows into a larger stream or river
CHAPTER 1 REVIEW

Understanding Vocabulary

Match each term at left with the correct definition at right.

1. geography a. physical features of a place or region
2. topography b. belief in many gods
3. culture c. the entire way of life of a group or people
4. polytheism d. study of people, their environment, and their resources
5. ethnocentrism e. judging other cultures by the standards of one’s own culture

Reviewing Main Ideas

1. How do location and place differ?
2. (a) How do geographers define movement? (b) How does movement contribute to interdependence among countries?
3. How is it possible for one country to belong to several regions?
4. Describe three special-purpose maps.
5. How does location affect the climate of a region?
6. What are the seven major features of any culture?
7. (a) How can technology lead to cultural change? (b) How does the natural environment help to shape human cultures?
8. Why do many people tend to judge other cultures by standards of their own culture?

Thinking Critically

4. New technology, changes in the environment, and diffusion can lead to cultural change. Give an example of each and describe how it could lead to cultural change.

1. Making Global Connections (a) When people first settled your area, how do you think landforms and climate affected their lives? (b) Are those same features important to you today?
2. Forecasting Assume that cultural diffusion continues at its current rapid pace. What positive and negative results do you foresee?
3. Defending a Position Knowledge of other cultures can help to promote tolerance. What arguments can you offer to support this statement?

Reviewing Chapter Themes

1. The physical characteristics of a region include landforms and climates. Choose two landforms and describe how they help shape human culture.
2. A climate map, physical map, natural resources map, vegetation map, and population map each provides key information about a region. Describe the relationship between information on any two of the maps.
3. Choose two of the following elements of culture. Tell how each helps shape a culture: (a) language, (b) religion, (c) government organization, (d) economic organization.

Applying Your Skills

1. Reading Maps Study the maps on page 9. (a) Which map distorts distance? (b) Which map distorts shapes? (c) Which maps are least accurate near the poles? (d) Why do the curved lines of longitude and latitude on the interrupted projection and Robinson projection more accurately illustrate the land areas? (See Skill Lesson 1 on page 48.)
2. Identifying the Main Idea Reread the subsection “Interaction Between People and Their Environment” in Section 1 on pages 4–5. Write a sentence that summarizes the main idea of the subsection.
Rattan Lal was eager to get started on his first job. Just out of college, he was going to set up a model farm in Ibadan, Nigeria. Using the latest methods, he plowed, fertilized, and planted. A few days later, he recalled, “a tropical storm washed away everything in my fields, including the topsoil and seeds.” The disaster taught him that he had a lot to learn about soil erosion in Africa.

Lal was part of an international team of scientists. They hoped to develop ways to increase food production in Africa. But as he found out, new methods were not always the answer.

The scientists then studied how African farmers cleared land. Local farmers burned off the grass and bushes but left the palm trees standing. The trees protected the crops and added nutrients to the soil. With this knowledge, the researchers saw how they could...
combine old and new methods. They used modern science to develop new types of rice and corn that resisted tropical insects and diseases. But they used traditional ways of clearing the land.

Throughout history, people have invented and adapted a variety of technologies. Today, sharing technology is contributing to interdependence.

CHAPTER PERSPECTIVE

In this chapter, you will look at the large sweep of human development, from ancient times to today. This overview provides a framework for understanding how a wide variety of cultures have developed. Many of the topics here will be discussed in more depth in later chapters.

As you read, look for these chapter themes:

- The agricultural revolution led to the rise of civilization.
- The Industrial Revolution helped European nations to control much of the world.
- Developing countries face many challenges as they work to build modern political and economic systems.
- Interdependence is a key feature of today’s world.

Literature Connections

In this chapter, you will encounter a passage from the following work.

The Cave of Lascaux, Mario Ruspoli

For other literature suggestions, see Connections With Literature, pages 804–808.

A lost dog led young Marcel Ravidat to the cave entrance. Excited, the boy and his friends brought lamps to explore the underground cave. Marcel was amazed by what they found. He wrote his teacher:

“We raised the lamp . . . and saw in its flickering light several lines in various colors. Intrigued by these colored lines, we set about meticulously exploring the walls and, to our great surprise, discovered several fair-sized animal figures.”

News of the boys’ discovery brought scientists to Lascaux, in southern France. They concluded that the animal figures had been painted more than 10,000 years before. The cave paintings at Lascaux, along with those discovered in other parts of the world, give us a glimpse of how early people lived.

Stone Age People

Scientists think that the first people lived more than 2 million years ago in eastern
Africa. Very little evidence about these ancient people has survived. They probably gathered fruits, seeds, nuts, and insects. They also may have hunted small animals.

**Early achievements.** Over thousands of years, people developed important skills. They learned to make stone tools and weapons during what is now called the Stone Age. Stone Age people chipped rocks to shape simple knives, spear tips, and arrowheads. They also learned to control fire. Perhaps most important, Stone Age people developed language. Language allowed Stone Age people to pass on important information. (See Connections With Literature, page 804, “Clan of the Cave Bear.”)

With better tools and knowledge, Stone Age people were able to hunt larger animals such as mammoths and bison. These hunting peoples were nomads. They traveled from place to place to find food. As a result, people migrated across a wide area. They also learned to adapt to different climates and landforms.

About 90,000 years ago, the Earth's climate became colder. Huge sheets of ice covered parts of the Earth. During this Ice Age, bands of Stone Age hunters took shelter in caves like the one at Lascaux. Climate changes such as the Ice Age may have spurred people to develop new technologies. For example, people probably learned to make warm clothing from animal skins at this time.

**The agricultural revolution.** About 10,000 years ago, Stone Age people made two key advances. They learned to farm and to domesticate, or tame, animals. Because these new technologies had such important effects, scholars call these changes the agricultural revolution.*

Scholars used to think that farming first developed in the Tigris-Euphrates Valley of the Middle East in about 7000 B.C. Recent evidence suggests that people in Southeast Asia may have started to farm 2,000 years earlier. Farming developed independently in the Americas, probably in the area of present-day Guatemala and Mexico.

The agricultural revolution changed how people lived. Farming people no longer had to travel in search of food. Instead, they could settle in permanent communities. At first, people hunted and farmed. Slowly, farmers depended more and more on the crops they planted and the animals they raised.

In farming communities, people developed new ways of life. Hunting bands were small. Farming communities could support a greater number of people. To deal with the new conditions, people began to develop new forms of government. Religious beliefs also changed. The ceremonies and beliefs of hunting people centered on the animals they hunted. Farmers looked to gods of nature, such as sun and rain gods. They believed that those gods controlled the harvest. Farmers also developed new tools such as hoes. They wove baskets to store grain and learned to irrigate the land.

**The First Civilizations**

As farming methods improved, populations grew. Over time, some villages grew into towns and cities. City dwellers relied on the surplus, or extra, food that farmers raised. Cities were a key feature of the first civilizations. A civilization is a highly organized group of people with their own language and ways of living.

Many civilizations developed in river valleys where conditions favored farming. (See the map on page 29.) These included the Nile River Valley in northeastern Africa, the Indus Valley in South Asia, and the Huang He Valley of China. You will read more about these river valley civilizations in later chapters.

Although they were different from one another, civilizations everywhere had certain features in common. In addition to cities, these included well-organized governments, complex religions, specialized skills and jobs, social classes, and methods of keeping records.

**Government and religion.** What we know about the first civilizations comes from archaeologists. Archaeologists are scientists

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* The agricultural revolution is also called the Neolithic revolution. Neolithic means New Stone Age.
Early Civilizations

MAP STUDY

As early farming peoples prospered, their villages grew into cities. These cities became the centers of early world civilizations.

1. **Location** What early civilization developed in the Nile River Valley?
2. **Location** Name three early civilizations that developed in Asia.
3. **Comparing** (a) What was similar about the location of early civilizations in Asia?
   (b) What was similar about the location of early civilizations in the Americas?

who study the objects left by early people. They have uncovered ancient cities such as Sumer in the Middle East and Machu Picchu in Peru. In various locations, they have found the remains of huge palaces and temples as well as large irrigation systems. From this evidence, scientists have concluded that ancient civilizations had powerful governments. Only a strong government could have organized the large numbers of people needed to build such projects.

Temples and religious objects show that the people had well-developed religious beliefs. In fact, the rulers of the first civilizations may have been priest-kings. People believed that priests alone knew the special ceremonies and prayers that pleased the gods.

**Specialized jobs.** As early civilizations grew, people developed new technologies. They also acquired special skills. Some people became artisans, or skilled craftworkers. Weavers, for example, turned plant fibers into cloth. Metalworkers made tools and weapons out of bronze or iron. Other people became merchants and traders who made a living by exchanging goods.

**Social classes.** Early civilizations had similar social structures. At the head of society was the ruler, usually a king. Below him was a class made up of priests and nobles. Nobles had high status because they owned or controlled land. The next class included government officials and perhaps wealthy merchants. The majority of people were artisans
or farmers. At the bottom of society were slaves. Slaves included people captured in war as well as those who could not pay their debts.

Record keeping. Most early civilizations developed systems of writing. Writing allowed officials to keep tax records as well as to record religious ceremonies and prayers. The first forms of writing were pictographs, pictures that represented objects. Later, people invented ways to express ideas such as justice and independence.

Cultural Diffusion

As you have read, cultural diffusion has been taking place for thousands of years. Early farmers and city dwellers created many new inventions to meet their needs. These inventions were then borrowed and changed by other civilizations.

The use of the harness is an example of diffusion. The Sumerians probably invented the harness so that oxen could pull wagons. Later, when the Sumerians learned to tame horses, they developed a lighter harness. The harness, though, was attached across the horse’s throat and could strangle the animal. This technology may have traveled along ancient trade routes to China. The Chinese then invented a way to attach the harness so that it would not choke the horse. Eventually, this improved harness returned to Sumer. Thousands of other inventions spread in similar ways.

Ideas also spread. In the ancient Middle East, most people worshipped many gods. One group, the Hebrews, developed Judaism, a religion based on worship of one God. Hebrew monotheism later influenced both Christianity and Islam. Today, millions of people around the world belong to these three religions, which had their roots in the ancient Middle East. (See Chapters 25 and 26.)

Changing World Powers

Over thousands of years, a variety of civilizations thrived in different parts of the world. In A.D. 100, two great powers ruled vast empires. Rome controlled the Mediterranean world from Spain to the Middle East. At the same time, China controlled much of East Asia.

The world in 1300. If you had lived in 1300, you would have found the centers of world power very different from those of A.D. 100. Rome was no longer a power. Islamic rulers prospered in much of the world from Spain to the borders of China. As you will learn in Chapter 26, Islamic civilization blended the learning of many earlier civilizations. Trade flourished throughout the Islamic
world. Muslim traders carried goods from India and China to the Middle East and parts of Africa.

Several African kingdoms grew wealthy from trade. Muslim rulers in the wealthy West African kingdom of Mali sent ambassadors to cities in the Middle East. Later, Muslim scholars flocked to Timbuktu, an important center of Islamic learning.

At Delhi in northern India, Muslim rulers, called sultans, reigned over wealthy courts. India produced valuable silks, cotton, and spices. Loaded with rich cargoes, Indian merchant ships sailed to Mombasa in East Africa or to Guangzhou in China.

China was a major world power in 1300. The Mongols, nomads from central Asia, had conquered China in the 1200s. To control China, Mongol emperor Kublai Khan set up a great highway system. The Mongol network of roads encouraged trade between China and the Middle East. Caravans brought Arab, Italian, Russian, and other traders across the vast Mongol empire. They were impressed by a huge number of Chinese inventions, ranging from paper to gunpowder.

In 1300, two powerful empires were developing in the Americas. In Mexico, the Aztecs were setting out on a course of conquest. Before long, they would rule a large area. In the Andes Mountains of South America, the Incas would build on the achievements of earlier people to develop a highly advanced civilization.
Europe on the fringes. In 1300, Europe was on the fringes of the trade routes that linked Africa and Asia. The region was less developed than the civilizations of China, India, and the Middle East. The rulers of small European kingdoms were fighting with one another and with powerful nobles who controlled much of the land. The relationship between Europe and the rest of the world, however, was beginning to change.

**SECTION 1 REVIEW**

1. **Identify:** (a) Stone Age, (b) agricultural revolution.
2. **Define:** (a) nomad, (b) civilization, (c) archaeologist, (d) artisan.
3. What technological advances did Stone Age people make?
4. What main features do most civilizations have in common?
5. How does cultural diffusion affect civilization?
6. What areas of the world were centers of power in 1300?
7. **Understanding Causes and Effects** How did the agricultural revolution lead to the development of civilizations?
8. **Writing Across Cultures** Write a brief article describing how the three major religions that originated in the ancient Middle East—Judaism, Christianity, and Islam—affect the lives of people in the United States today.
Vasco da Gama was enjoying his welcome home. Portugal’s King Manuel I congratulated the bold sea captain on his successful voyage. Da Gama had made the king’s dream come true. He had discovered a sea route around Africa to India. Portugal stood ready to grow rich from the spice trade.

During the celebrations, a Portuguese noble demanded to know what goods da Gama had brought from India and what the Indians wanted in exchange. The Indians traded pepper, cinnamon, and ginger, replied da Gama. In return, they wanted gold and silver from the Portuguese.

“In that case,” replied the noble in disgust, “it seems to me that it is they who have discovered us!”

In 1499, when Europeans began to trade directly with Asia, they had few goods to interest the people of India or China. At first, Asian rulers dictated the terms of trade. In time, however, European nations grew stronger, and they seized control of many parts of the world.

**Emergence of Europe**

For 1,000 years before da Gama’s voyage, Europe had been divided into many small kingdoms. By the late 1400s, ambitious rulers were building strong nation-states. In Portugal, Spain, England, and France, strong monarchs ruled over centralized governments. Over the next 300 years, these nations competed to expand their power both in Europe and overseas.

**Advances in technology.** New technologies helped European nations expand. During the Renaissance, from about 1350 to 1600, Europeans rediscovered the learning of ancient civilizations. Much of this knowledge had been preserved by Muslim scholars in Spain and the Middle East. Building on this ancient learning, European thinkers made important new scientific discoveries and developed practical inventions.

Europeans also adapted technologies from other lands. The magnetic compass, which was invented in China, reached Europe by way of the Middle East. Europeans improved the compass, allowing sailors to find their location at sea. Along with new kinds of ships and instruments, the compass helped Europeans to take long sea voyages.

Gunpowder also reached Europe from China by way of the Middle East. Europeans then invented new weapons such as muskets and cannons. With these weapons, some Europeans were able to conquer other lands.

**A money economy.** By the 1300s, Europe was moving away from a barter economy, in which people exchanged one set of goods for another. Instead, they used money. The new money economy allowed some people to store up capital, or money that can be invested in business ventures for the purpose of making a profit. Investors risked their capital on overseas trading voyages. They expected to make large profits by selling silks and spices from Asia.

**Overseas expansion.** Some rulers also invested capital in trading activities in the hope of getting richer. Manuel I of Portugal paid for Vasco da Gama’s voyage to India. Similarly, Ferdinand and Isabella of Spain paid for the
voyage of Christopher Columbus. Columbus was looking for a sea route across the Atlantic Ocean to what Europeans called "the Spice Islands" of Southeast Asia. Instead, in 1492 he reached the West Indies in the Caribbean. His voyage opened up what was a "new world" to Europeans.

The voyages of Columbus and da Gama spurred Europeans to explore regions unknown to them in the past. Soldiers and settlers soon followed, claiming lands in the Americas and setting up trading outposts in Africa and elsewhere. Over the next 300 years, Spain, Portugal, England, and France built huge colonial empires.

**The Industrial Revolution**

By the mid-1700s, two changes had ushered in a new age in Europe. They included a revolution both in agriculture and in industry. Each was as important for the modern world as the ancient agricultural revolution had been 10,000 years earlier.

**A second agricultural revolution.** The new agricultural revolution had three main causes. New plants from the Americas, such as potatoes, corn, and squash, helped European farmers to produce a wider variety of crops. In addition, improved farming methods and new farm machines such as the seed drill allowed farmers to grow more food.

Increased food production led to rapid population growth. However, the new farming methods also meant that fewer people were needed to work the fields. Forced off the land, thousands of farmers moved into towns, where the need for workers was growing.

**New systems of production.** Between 1750 and 1914, an industrial revolution transformed Europe and the United States. The Industrial Revolution had two key features. Machines replaced hand tools. Steam and electricity took the place of human and animal power.

The Industrial Revolution began in Britain's cloth-making industry. Inventors developed new machines to speed up the process of making thread and weaving cloth.

Entrepreneurs, people who risked their money to set up businesses in order to make a profit, financed these inventions. They built factories that brought machines and workers together under one roof. The factory system quickly spread to other industries.

**Effects of industrialization.** The Industrial Revolution led to urbanization, or the growth of cities. Millions of people crowded into cities to work in factories. The new industrial workers suffered hardship and poverty. They worked long hours in dangerous conditions for low wages. Reformers protested the terrible conditions. Slowly, workers won better wages and safer working conditions.

During the Industrial Revolution, reformers also urged their governments to become more democratic. Many European govern-
ments slowly extended the right to vote to all male citizens. Women fought an uphill battle for the same right.

In Europe and the United States, inventors developed better means of transportation, such as railroads and steamships, and devised new methods of mining. The development of the telegraph and the telephone improved communication. Many inventions made life easier and helped improve the standard of living. New medical discoveries led to better health care.

**Imperialism**

Industrialization helped set off a new wave of European expansion overseas. European factories needed raw materials from Africa, Asia, and Latin America. In the late 1800s, European nations competed to control the sources of raw materials. They also looked to lands overseas as markets where they could sell their manufactured products.

The period from 1870 to 1914 has been called the Age of Imperialism. Imperialism is
the control by one country of the political, economic, or cultural life of another country or region. European imperialist powers included Great Britain, France, Germany, Portugal, Italy, Belgium, Russia, Spain, and the Netherlands. In addition, Japan and the United States also expanded their influence during the Age of Imperialism.

The Age of Imperialism changed power relationships around the globe. Before the 1800s, Europeans had conquered much of the Americas but were not strong enough to build colonial empires elsewhere. After the Industrial Revolution, however, European nations used their wealth and advanced weapons to extend their influence around the globe. They took colonies in Africa and Asia. They also controlled the economies of independent nations in Latin America. As you will read in the next section, they set up a world economic system that has lasted well beyond the Age of Imperialism.

Westernization. Many people in imperialist nations felt that western culture* was better than the cultures of other regions. They encouraged westernization, or adoption of western culture. Europeans tried to persuade or force people in other lands to become Christians, use western forms of government and law, and adopt western food, clothing, and customs.

European efforts to transform other cultures met with limited success. Most Indians remained loyal to their Hindu or Muslim cultures. The people of India, however, accepted western technology such as railroads. They also adopted the western idea of democratic government.

Nationalism

Another major force affecting the world was the rise of nationalism. Nationalism is pride in and loyalty to one’s country. During the 1800s, nationalist feeling helped both the Italians and the Germans to form strong nations out of many small states.

Nationalism created rivalries among European powers and added to the spread of imperialism. Britain, for example, took control of parts of West Africa to prevent France from

* The term western culture generally refers to the culture of Western Europe and the United States.
expanding there. Nationalism also threatened a number of older European empires. Austria-Hungary ruled many ethnic groups such as Serbs, Croats, and Poles. Each of these groups sought to form its own independent nation. In 1914, nationalist feelings helped spark World War I.

Nationalism spread to other parts of the world. In Africa, Asia, and Latin America nationalist leaders fought to end foreign control. In the decades after World War II, nationalist movements forced European powers to give up their colonies. Many new nations celebrated their independence. You will read in the next section how these new nations also faced many problems.

The Cold War

After World War II, the Cold War shaped the international scene. The Cold War was a political and economic struggle between the democratic nations of the West, led by the United States, and the Communist bloc, led by the Soviet Union. (See Chapter 33.) The Cold War led to a dangerous arms race between the United States and the Soviet Union. The two superpowers stockpiled nuclear weapons capable of great destruction.

During the Cold War, the superpowers competed for influence in the developing world. Many leaders of developing nations received money, weapons, and advice from the Soviet Union or the United States. Some saw communism as a way to free themselves of western control. After Mao Zedong led a successful communist revolution in China, the United States began to oppose some nationalist movements. Sometimes, the United States stepped in directly to oppose Soviet influence. It fought a long, costly war to stop communist rebels in Vietnam.

Most developing nations wanted economic aid from the industrial world. They did not, however, want to become involved in the Cold War.

As you will read in Unit 8, the Cold War ended in the early 1990s with the collapse of the Soviet Union. That dramatic change led to new hopes of an end to the arms race between the superpowers.

SECTION 2 REVIEW

1. Identify: (a) Industrial Revolution, (b) Cold War.
2. Define: (a) capital, (b) entrepreneur, (c) urbanization, (d) imperialism, (e) westernization, (f) nationalism.
3. Why were European nations able to expand overseas in the 1500s and 1600s?
4. Explain two effects of (a) the second agricultural revolution, and (b) the Industrial Revolution.
5. Why were European nations able to gain colonies in the 1800s?
6. Applying Information How did the Cold War create tensions around the world?
7. Writing Across Cultures Imagine that you are an African in a European colony in Africa during the 1800s. Write a diary entry detailing your feelings about European efforts to westernize your land.

“Man has become crazy,” noted Davi Yanomami after spending a few hours observing people in New York City. “They look all the time at the ground and never see the sky. Why do they do that?”
Davi was a long way from the Brazilian rain forest where he was a leader of the Yanomami people. He had gone to New York to ask the United Nations for help. Gold miners were polluting rivers and destroying traditional hunting areas. They also carried diseases that were killing the Yanomami.

Today, mining and other kinds of development threaten traditional cultures around the world. Many developing nations like Brazil face difficult choices in their efforts to build modern industrial economies.

**World Economic Patterns**

As you have read, in 1300 a vast trading network stretched across the Islamic world from the Mediterranean Sea to Southeast Asia. European nations gained a share of this trade by finding their own routes to Asia. During the Age of Imperialism, western nations took control of this global trade. They also created a new trading pattern.

Imperialist nations encouraged people in Africa, Asia, and Latin America to grow cash crops that could be sold on the world market. These cash crops included cotton, rice, coffee, and sugar. Industrial nations also imported mineral resources such as iron, copper, and tin from less-developed areas. The developed countries, in turn, sold manufactured goods, such as clothing and weapons, to less-developed lands.

This trading pattern made less-developed areas dependent on Europe and the United States. Even after developing nations won independence in the years following World War II, they remained tied economically to their former rulers. This dependence created problems for the new nations. Many of them relied on the export of a single crop or commodity. If the world demand for a product...
such as cotton or copper fell, prices dropped. Nations that depended on earnings from cotton or copper suffered. In addition, as people in developing nations depended increasingly on imported manufactured goods, local economies based on crafts declined.

**Goals of Modernization**

After winning independence, developing nations devised political and economic policies aimed at modernization. They wanted to set up stable governments and produce a high level of goods and services. Those goals have often proved hard to achieve. As you study each region, you will learn how different countries have tried to modernize.

**Political stability.** Newly independent nations have faced many challenges. Colonial powers drew artificial borders to create new nations. Often those borders put people with diverse cultures into a single nation. Without common traditions to unite them, these groups competed for power. In some countries, military leaders seized control. On occasion, former colonial rulers or one of the superpowers interfered in political affairs.

**Economic diversity.** For developing nations, modernization includes improving both agriculture and industry. A key goal of modernization is economic diversity. This means producing various kinds of crops and goods so that the nation is no longer dependent on a single export. Just as western nations did during the Industrial Revolution, developing nations are introducing modern farming methods and building factories to produce manufactured goods.

Developing nations have also tried to end dependence on foreign imports by imposing high tariffs. A tariff is a tax on imported goods. Tariffs make foreign goods more costly than those produced locally. This encourages people to buy from local manufacturers.

The policy has had mixed results. In many countries, the government owned major industries. These state-owned companies were often inefficient and produced low-quality goods. Many governments in developing nations have now moved toward privatization. They are selling state-owned industries to private investors. These governments hope that putting businesses in private hands will improve quality and efficiency.

**Education and services.** A major goal of developing nations is to increase literacy. Literacy is the ability to read and write. Governments have set up schools to train students in the skills needed in a modern industrial economy. New nations also have tried to improve other services such as medical care, housing, and water and sewage systems.

**Mixed success.** Some nations have had great success. South Korea and Singapore, for
example, have grown dramatically. Their success is based on technological skill and a decision to produce goods that will sell in the world market. Such nations are often called newly industrialized countries (NICs). Many other nations, however, remain economically dependent.

**Loans and Debt**

To modernize, developing nations had to build transportation and communication systems such as airports and power plants. However, most did not have the money for such projects. They borrowed from wealthy industrial nations.

In the 1970s, the price of oil soared. Oil-rich nations of the Middle East put their wealth in western banks. The banks, in turn, wanted to earn interest on the money. They encouraged developing nations to borrow. Then, in the 1980s, interest rates rose. Many borrower nations could not repay their debts, leading to a major debt crisis.

In time, lender and borrower nations worked out ways to ease the crisis. Even so, debt remains a problem for developing nations. They have to spend much of their income to pay back loans. As a result, they cannot afford to provide basic services such as schools. They have also had to cut spending on new development projects.

The debt crisis made lenders cautious. Banks made fewer loans and restricted how the money could be spent. In the 1990s, fewer loans were made to governments. Instead, banks made loans to private enterprises to finance development projects. At the same time, more foreign companies were allowed to invest directly in building factories and exploring for oil, gas, and minerals.

**Problems of Development**

In 1990, the world’s population topped 5 billion. More than three quarters of the world’s population lives in the developing world. Since birth rates are high in many developing nations, that percentage will rise in the future.

**Population explosion.** Traditionally, people in farming societies have had large families. Farm families needed children to help...
work the land. Also, because a large number of children died in infancy, a family had to have many children to ensure that some lived to adulthood.

Today, better health care has helped increase life expectancy. People live longer, and more children survive to have children themselves. The result is a population explosion, especially in developing nations.

Governments have taken steps to limit population growth. Some nations, such as China, have harsh laws that discourage parents from having more than one child. Others try to inform people about family planning. However, because of traditions and religious beliefs, many people choose to have large families. (See Connections With Literature, page 804, “If I Forget Thee, Oh Earth.”)

Urbanization. The population explosion and the push to industrialize have led to rapid urbanization. Each year, millions of people leave farms for already crowded cities. The population of Mexico City, for example, doubled between 1980 and 1991 and is expected to double again between 1991 and 2000.

Some cities have very high population densities. Population density is the average number of people living in an area of a specific size. Parts of Bombay, India, have a population density of 939,000 people per square mile, compared to Chicago, with an average of 13,200 people per square mile.
Rapid population growth puts a great strain on poor nations. Cities cannot keep up with the need for housing, schools, or even basic health and sanitation services. In later chapters, you will learn why people choose to live in cities despite these problems.

Cultural change. Cities have contributed to changes in traditional ways of life. In cities, people may have fewer ties to family and community than people in farm villages.

Some leaders of developing nations note that western societies have paid a price for their wealth. They point to high crime rates, drug abuse, and the loss of traditional values in the industrial world. These leaders welcome western technology but warn against other parts of western culture. Their goal is to preserve the positive traditions of their own cultures.

A growing gap. Rapid population growth and the failure to modernize have widened the gap between developing and developed nations. In the poorest countries, crop failures brought on by drought or other natural disasters condemn millions to hunger. As you will read in the next section, rich nations support international efforts to aid developing countries.

SECTION 3 REVIEW

1. Identify: (a) economic diversity, (b) debt crisis, (c) population explosion.
2. Define: (a) cash crop, (b) modernization, (c) tariff, (d) privatization, (e) literacy, (f) population density.
3. Describe four goals of developing nations.
4. How has dependence on a single crop or commodity hurt many developing nations?
5. What effects has rapid population growth had on developing nations?
6. Comparing How are the changes taking place in developing nations today similar to those that occurred in Europe during the Industrial Revolution?
7. Writing Across Cultures Write a speech for a leader of a developing nation in which you welcome western technology but warn against other aspects of western culture.

The doctors congratulated Ali Maow Maalin as he left the hospital in October 1977. Maalin, a health care worker, had just recovered from the deadly disease of smallpox. But Maalin’s case was special. His was the last known case of smallpox in the world.

Maalin had been helping to vaccinate villagers in rural Somalia as part of a campaign to rid the world of smallpox. The World Health Organization, an agency of the United Nations, had begun the campaign in 1967. The campaign was so successful that today, only two frozen samples of the smallpox virus remain in the world.

The campaign against smallpox showed how international cooperation could solve a worldwide problem. Today, many problems, such as the illegal drug trade and air pollution, cross national boundaries. Governments have begun to realize that they must work together to find solutions to global problems.

International and Regional Organizations

In 1945, delegates from 51 nations signed the United Nations (UN) Charter. Member nations promised to preserve world peace and to cooperate in solving global social and economic problems. Today, the UN has grown
to 185 member countries. By supporting UN programs, these nations recognize the interdependence of today's world.

Through its many agencies, the UN has helped developing nations. As you have just read, the World Health Organization supports programs to wipe out deadly diseases. Along with national and private groups, it is working to slow the spread of AIDS. Another UN agency, the Food and Agriculture Organization, provides experts to help farmers increase food production. The International Monetary Fund encourages the expansion of world trade. In times of crisis, the UN also sends emergency food and other aid.

The UN tries to solve threats to world peace. On occasion, it has sent troops to keep the peace in troubled areas. During the Cold War, however, the United States and the Soviet Union often used their power to limit UN action. With the easing of Cold War tensions, the UN hopes for increased cooperation in its peacekeeping efforts.

Both the UN and regional organizations support development projects to help people in poor nations. Groups that promote regional cooperation include the Organization of American States (OAS) and the Organization of African Unity (OAU). Member nations share common interests based on their location and work together to promote trade and economic growth.

Private groups also make a difference by helping people at the local level. For example, people in developing countries often find it hard to save enough money to set up businesses. With poor nutrition, little or no schooling or medical care, and few jobs, even the most energetic and talented people face a life of poverty. Private banks that give small loans offer a first step out of poverty. One of these banks is the Grameen Bank.

**Up Close**

**Bringing Hope to the Poor**

Inside a tiny house in rural Bangladesh, five women sit cross-legged on a dirt floor. In hushed, serious voices, they negotiate a loan with an official of the Grameen Bank. The loan is small, just a few dollars. Yet it is enough to let one of the women open a pottery shop. At first, only one woman is eligible for a loan, but all five are responsible for seeing that the money is repaid. Once the first woman begins to
to repay her loan, plus interest, each of the others, in turn, will be allowed to borrow.

The Grameen Bank was founded in 1976 by Dr. Yunus, an economics professor in Bangladesh. He thought of the idea while trying to help a poor village woman get a loan worth about three dollars. He said, “I realized how difficult it was to convince the bank to make that loan without collateral.” (Collateral is money or property that is pledged to guarantee a loan.) Dr. Yunus decided to open a bank that specialized in making small loans.

The Grameen Bank focuses on helping women. As in many other countries, women in Bangladesh seldom own property. With the loans, they can buy cows or set up small businesses to make pottery or weave cloth.

The bank makes loans to groups of women. The women meet every week with a bank official. Those meetings give women a feeling of support. People from the bank also use the meetings to teach the women about health care, family planning, and nutrition. The women show that they take their responsibilities seriously when they recite this pledge:

“Prosperity must we bring to our families,
We shall have decent houses,
We shall keep the family size small,
We shall make sure that our children
get an education . . .
We shall always help each other.”

The women feel pride in helping their families. In addition, as the women earn money, they feel that they are treated with more respect.

**Issues of Global Concern**

Organizations like the Grameen Bank help some people in developing countries move out of poverty. Others, however, see little hope for the future.

**Refugees.** Every year, hundreds of thousands of people leave poor nations. They move to industrial nations such as the United States, Australia, France, and Germany. Many are refugees escaping poverty, war, or harsh governments. Civil wars and other conflicts have created millions more refugees. Most survive in temporary camps set up by the UN and private aid groups.

**Drug trade.** Poverty and underdevelopment contribute to the illegal drug trade. Poor farmers in parts of Latin America and Asia grow crops that are made into illegal drugs. A farmer in Bolivia, for example, can make more money growing coca plants than raising food. Drug traffickers buy the coca and make cocaine. The worldwide drug trade has grown into a huge criminal business.

Today, nations that produce illegal drugs and nations that buy them are working together. The United States and Bolivia, for example, have set up programs to convince farmers to grow other crops.

**Terrorism.** Another issue of global concern is terrorism. Terrorists use acts such as bombings or hijackings to publicize their cause and achieve their goals. They often are driven by political or religious causes.

In 1998, terrorists bombed United States embassies in Kenya and Tanzania, killing and wounding hundreds of people. Another terrorist attack blew up Pan Am Flight 103 over Lockerbie, Scotland, in 1988. After years of pressure from the United States and other nations, Libya handed over two suspects in that attack to face international trial.

**The environment.** Industrial accidents have increased concern for the environment. In 1984, a chemical plant in Bhopal, India, accidentally released deadly gas into the air. The accident killed more than 2,100 people and permanently injured 86,000. A 1986 explosion at Chernobyl, a nuclear power plant in the Soviet Union, also caused widespread damage. Oil spills from ships have damaged coastal waters and wildlife.

Pollution also threatens the environment. Industrial nations produce much of the world’s pollution. Yet developing nations, too, are becoming polluters. They say they cannot afford costly programs to end pollution, but must first develop their economies.

Population pressures and the need to earn income from raw materials have led to the destruction of rain forests around the
world. These forests provide much of the world's oxygen and support 90 percent of plant and animal species. Global efforts are underway to slow the destruction.

**World financial markets.** Economic links among nations have increased. These ties offer benefits but can also cause problems.

Events in one region can affect markets a world away. In 1997, a financial crisis in Thailand spread rapidly across Asia and alarmed western nations as well. Financial problems in Russia have also had a global ripple effect. European and American banks, for example, made loans to Russia. They feared these loans might never be repaid if Russia's economy collapsed.

Through international organizations, industrial nations are seeking reforms in world financial markets. They want better supervision to ensure a stable world economy.

**Human rights.** In 1975, representatives from 35 nations signed the Helsinki Agreement. The agreement states that freedom of speech, religion, and the press are basic human rights. Nations agree to protect the rights of their citizens to get a fair trial, to earn a living, and to live in safety from attack.

Groups such as Amnesty International monitor human rights around the world. Through public campaigns, they expose abuses and pressure governments to respect their citizens' rights.

**Technology and the future.** People are turning to science to solve global problems. Scientists are developing new kinds of crops, new medicines to combat disease, and methods to repair environmental damage. Some advances make life easier for millions. Technology can also promote cultural change.
Satellites Link the World

A farm family watched from their living room in Kansas. A group of college students watched from an apartment in Calcutta, India. Villagers in Zaire crowded into a local store to watch. At the same moment, all of them heard the command—“Let the Games begin!” The 1988 Summer Olympic Games were underway.

As the competition was broadcast from Seoul, South Korea, billions of viewers around the globe enjoyed a close-up view. Thanks to communications satellites, the world had become a smaller place.

In 1957, the Soviet Union launched the first artificial satellite. Since then, many other nations have put satellites into orbit. Today, about 1,000 artificial satellites are circling the Earth. They are used for weather forecasting, for scientific experiments, for spying, and for communication. Communications satellites have had the greatest effect on everyday life. Two hundred years ago, it might have taken more than a month for a message to travel from the United States to Europe. Today, a message bounced off a satellite can reach anywhere on Earth in half a second. Most international telephone calls are now sent by satellite. In Indonesia, a satellite system allows communication among widely scattered islands. In Canada, satellites provide the only link to some remote areas of the Northwest Territory. One satellite expert has written:

“Civilization is founded upon communication and the exchange of knowledge. Where communication is open and efficient, knowledge multiplies, countries prosper, and the likelihood of war is lessened. Better communication between the world’s peoples can only lead to a better world. There is no finer tool for this task than the communications satellite.""

1. How do satellites make the Earth seem smaller?
2. Understanding Causes and Effects
   (a) What are some benefits of satellites?
   (b) What might be some disadvantages?

SECTION 4 REVIEW

1. Identify: (a) United Nations, (b) Helsinki Agreement.
2. How do the United Nations and regional organizations promote international cooperation?
3. Explain why the drug trade and the environment are issues of global concern.
4. How have nations cooperated to promote human rights around the world?
5. Defending a Position Do you think technology can solve the world’s problems? Give reasons to support your position.
6. Writing Across Cultures Imagine that you have moved from a developing country to the United States. Write a letter home describing differences in the cultures.
Chapter 2 Review

Understanding Vocabulary

Match each term at left with the correct definition at right.

1. nomad  a. person who sets up a business in order to make a profit
2. entrepreneur  b. pride in and devotion to one's country
3. westernization  c. selling state-owned industries to private investors
4. nationalism  d. person who travels from place to place
5. privatization  e. adopting western culture

Reviewing the Main Ideas

1. List the major achievements of Stone Age people.
2. What six features do all civilizations share?
3. Name one invention and one idea that spread among early civilizations as a result of cultural diffusion.
4. What three developments helped Europe emerge as a world power?
5. (a) How did nationalism increase the spread of imperialism? (b) How did the Cold War affect developing nations?
6. (a) How are developing nations attempting to achieve modernization? (b) How has the financial cost of modernization affected these nations?
7. How do international and regional organizations create interdependence?
8. Name four global concerns that affect both developing and industrial countries.

Thinking Critically

1. Comparing  Explain the difference between the first agricultural revolution and the second agricultural revolution.
2. Making Global Connections  (a) List examples of objects that originated in the United States that are now available around the world. (b) List examples of objects from around the world that have been adopted by Americans.
3. Solving Problems  How might the developed nations help slow or stop destruction of the rain forests?

Reviewing Chapter Themes

1. The agricultural revolution changed the way people lived. (a) List three changes. (b) Explain how these changes led to the rise of the first civilizations.
2. The Industrial Revolution led to a new wave of European expansion overseas. (a) Give one reason nations wanted overseas colonies. (b) List two developments that made them possible.

Applying Your Skills

1. Reading Maps  Study the map on page 29. (a) Name the rivers on which early civilizations began. (b) Where did the civilizations in the Americas develop? (See Skill Lesson 1 on page 48.)
2. Making a Generalization  Use the photographs in the chapter to make a generalization about the developing world.
Reading a Map: The Pacific Rim

Maps can be useful tools in learning about the world and its people. Some maps show physical features such as oceans, rivers, and mountains. Others provide information about people, such as how they use the land and where they live.

To read a map, it is important to look at all its parts. Most maps have a title, key, scale, directional arrow, and lines of latitude and longitude. Use the following steps to read the map below.

1. Scan the map carefully to find out what information it contains. The title tells you the subject of the map. The key explains what the symbols or colors on the map represent. (a) What is the title of this map? (b) List the countries labeled on the map. (c) Why do you think these nations are referred to as the Pacific Rim? (d) What do the stars on the map symbolize? (e) What is the capital of Malaysia?

2. Practice reading distances on the map. The scale tells you the actual distance in miles and kilometers between places on the map. (a) About how far in miles is it from Bangkok to Jakarta? (b) In kilometers?

3. Study the map to read directions. The directional arrow shows which way is north, south, east, and west. (a) Which Pacific Rim nations are west of Japan? (b) In which direction is Singapore from the Philippines?

4. Locate places on the map using map coordinates. The horizontal lines on the map are called lines of latitude. Each line of latitude is numbered in degrees north or south of the Equator. The vertical lines on the map are called lines of longitude. Each of these lines is numbered in degrees east or west of the Prime Meridian. Latitude and longitude are helpful in locating places on a map. (a) Which capital is located at 35° N/139° E? (b) Where is Phnom Penh located?
Making Generalizations: The Quality of Life

A generalization is a broad statement that is based on data, or facts. It is a statement that links information or ideas together. To make a generalization based on data, look for relationships among the data. Does a rise in one statistic accompany a rise or fall in another statistic?

The chart below contains information about five countries. The male life expectancy refers to the number of years a male child born in a given year can be expected to live. Population doubling time, which is the number of years it takes for the population to double in size, provides a clue to how fast the population of a given place is growing. The lower the number given for population doubling time, the higher the rate of growth. Electricity consumed per person provides a clue to a country’s level of industrialization, urbanization, and income.

Analyze the information below, using the numbered steps as a guide.

1. Study the information on the chart. (a) What information does the chart provide for each country? (b) Which country has the highest male life expectancy? (c) Which country has the fewest people per doctor? (d) Which country has the lowest male life expectancy? (e) How many people per doctor are there in that country?

2. Look for relationships in the information. (a) What is the apparent relationship between life expectancy and the number of people per doctor? (b) Does the availability of food seem to have a bearing on life expectancy? (c) Are the countries with the highest literacy rates the countries that are most industrialized or least industrialized? (d) Are the countries with the fastest-growing population more or less industrialized?

3. Make a general statement based on the facts. (a) What are the characteristics of highly industrialized societies? (b) What would you say are the characteristics of less-industrialized societies? (c) What two suggestions would you make to improve the quality of life in societies that are less industrialized?

<table>
<thead>
<tr>
<th>Quality of Life</th>
<th>Minimum food supply available</th>
<th>Male life expectancy in years</th>
<th>People per doctor</th>
<th>Literacy rate</th>
<th>Population doubling time in years</th>
<th>Kilowatt hours of electricity per person</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States</td>
<td>136%</td>
<td>73</td>
<td>365</td>
<td>95.5</td>
<td>116</td>
<td>12,781</td>
</tr>
<tr>
<td>Venezuela</td>
<td>99%</td>
<td>69</td>
<td>576</td>
<td>91.1</td>
<td>33</td>
<td>3,405</td>
</tr>
<tr>
<td>South Korea</td>
<td>139%</td>
<td>69</td>
<td>784</td>
<td>96.3</td>
<td>68</td>
<td>4,174</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>87%</td>
<td>58</td>
<td>4,759</td>
<td>34.8</td>
<td>38</td>
<td>85</td>
</tr>
<tr>
<td>Nigeria</td>
<td>106%</td>
<td>53</td>
<td>4,496</td>
<td>57.1</td>
<td>23</td>
<td>136</td>
</tr>
</tbody>
</table>

Source: Encyclopaedia Britannica, 1998 Book of the Year.
INTRODUCTION  When she was a teenager, Lensey Namioka (1929– ) moved with her family from China to the United States. Her family, like many Chinese, probably had some trouble adjusting to life and culture in the United States. The narrator in this excerpt from Namioka’s short story, “The All-American Slurp,” shows how easily misunderstandings can occur when two cultures meet.

Vocabulary  Before you read the selection, find the meaning of these words in a dictionary: emigrated, mortified.

The first time our family was invited out to dinner in America, we disgraced ourselves while eating celery. We had emigrated to this country from China, and during our early days here we had a hard time with American table manners.

In China we never ate celery raw, or any other kind of vegetable raw. We always had to disinfect the vegetables in boiling water first. When we were presented with our first relish tray, the raw celery caught us unprepared.

We had been invited to dinner by our neighbors, the Gleasons. After arriving at the house, we shook hands with our hosts and packed ourselves into a sofa. As our family of four sat stiffly in a row, my younger brother and I stole glances at our parents for a clue as to what to do next.

Mrs. Gleason offered the relish tray to Mother. The tray looked pretty, with its tiny red radishes, curly sticks of carrots, and long, slender stalks of pale green celery. “Do try some of the celery, Mrs. Lin,” she said. “It’s from a local farmer, and it’s sweet.”

Mother picked up one of the green stalks, and Father followed suit. Then I picked up a stalk, and my brother did too. So there we sat, each with a stalk of celery in our right hand.

Mrs. Gleason kept smiling. “Would you like to try some of the dip, Mrs. Lin? It’s my own recipe: sour cream and onion flakes, with a dash of Tabasco sauce.”

Most Chinese don’t care for dairy products, and in those days I wasn’t even ready to drink fresh milk. Sour cream sounded perfectly revolting. Our family shook our heads in unison.

Mrs. Gleason went off with the relish tray to the other guests, and we carefully watched to see what they did. Everyone seemed to eat the raw vegetables quite happily.

Mother took a bite of her celery. *Crunch.* “It’s not bad!” she whispered.

Father took a bite of his celery. *Crunch.* “Yes, it is good,” he said, looking surprised.

I took a bite, and then my brother. *Crunch, crunch.* It was more than good; it was delicious. Raw celery has a slight sparkle, a zingy taste that you don’t get in cooked celery. When Mrs. Gleason came around with the relish tray, we each took another stalk of celery, except my brother. He took two.

There was only one problem: long strings ran through the length of the stalk, and they got caught in my teeth. When I help my mother in the kitchen, I always pull the string out before slicing celery.

I pulled the strings out of my stalk. *Z-z-zip, z-z-zip.* My brother followed suit. *Z-z-zip, z-z-zip, z-z-zip.* To my left, my parent.
were taking care of their own stalks. Z-z-zip, z-z-zip, z-z-zip.

Suddenly I realized that there was dead silence except for our zipping. Looking up, I saw that the eyes of everyone in the room were on our family. Mr. and Mrs. Gleason, their daughter Meg, who was my friend, and their neighbors the Badels—they were all staring at us as we busily pulled the strings of our celery.

That wasn’t the end of it. Mrs. Gleason announced that dinner was served and invited us to the dining table. It was lavishly covered with platters of food, but we couldn’t see any chairs around the table. So we helpfully carried over some dining room chairs and sat down. All the other guests just stood there.

Mrs. Gleason bent down and whispered to us, “This is a buffet dinner. You help yourselves to some food and eat it in the living room.”

Our family beat a retreat back to the sofa as if chased by enemy soldiers. For the rest of the evening, too mortified to go back to the dining table, I nursed a bit of potato salad on my plate.

Next day Meg and I got on the school bus together. I wasn’t sure how she would feel about me after the spectacle our family made at the party. But she was just the same as usual, and the only reference she made to the party was, “Hope you and your folks got enough to eat last night. You certainly didn’t take very much. Mom never tries to figure out how much food to prepare. She just puts everything on the table and hopes for the best.”

I began to relax. The Gleasons’ dinner party wasn’t so different from a Chinese meal after all. My mother also puts everything on the table and hopes for the best...
It always starts the same way. Mr. Smith begins to brag about America. Mrs. Jones, who comes from England, then interrupts to ask, “What do you mean by America?” (Mr. Jones says it is because his wife is still angry about the American Revolution.)

The first year, Mr. Smith answered simply, “America is America.”

Mrs. Jones replied, “America includes South America as well as North America. Besides, the whole hemisphere was named after an Italian navigator, Amerigo Vespucci.” Mr. Smith coughed but said nothing.

The next year Mr. Smith was better prepared. When Mrs. Jones interrupted him, he said, “America is its people. America is Americans.”

“But everybody here came from someplace else,” argued Mrs. Jones. “Look around! There are people from Costa Rica, Jordan, and Vietnam. Even the Native Americans migrated here from Asia.” Mr. Smith murmured something under his breath and walked away.

At the following year’s picnic, Mr. Smith said, “America is the land—our eastern woodlands, Great Lakes, midwestern prairies, and colorful deserts.”

“Really?” Mrs. Jones asked. “Don’t you share these woodlands, lakes, prairies, and deserts with your neighbors, Canada and Mexico?” Frustrated, Mr. Smith pounded his palm with his fist.

Diverse Roots

This year, Mr. Smith was sure he had the answer. He said, “America is its history and traditions—like the Fourth of July. You can’t get more American than the Fourth of July!”

“What’s so American about it? The number 4, like all the numbers we use, is of Arabic origin and July is named after a Roman emperor.”

Mr. Smith was not going to give up so easily this time. “You English think you’re so smart. What about the ‘Star-Spangled Banner’ we just finished singing?”

Mrs. Jones smiled. “Actually, the tune comes from an old English song.”

“How about the Declaration of Independence?” demanded Mr. Smith.

“Most of the ideas in it come from Scottish and French philosophers. Even the author of the Declaration, your Thomas Jefferson, admitted that.”
“Our flag? Old Glory?”
“The flag is a Chinese invention.”
“Well, what about this delicious all-American picnic of—”
“Actually,” Mrs. Jones was quick to explain, “the word ‘picnic’ comes from the French pique-enique, and the lawn we’re picnicking on grew from Bermudan grass seed.”
“As I was just saying,” Mr. Smith continued, turning red, “what about this delicious picnic of all-American foods?”
“Like the coleslaw?” asked Mrs. Jones. “A dish from Holland. The hot dogs are from cattle, first domesticated in East Asia—but they’re kosher hot dogs, so they were made according to Hebrew dietary laws.”

Mrs. Jones continued. “The potatoes in the potato salad were first grown in Peru. The watermelon is of West African origin. The lemonade is made from lemons, which originally came from Central Asia, and is sweetened with sugar from cane, a plant first raised in India thousands of years ago. Even the plates are made of paper—invented by the Chinese.”

Rising Arguments

“Forget the food!” shouted Mr. Smith. “How about the activities? Don’t tell me we haven’t been doing some all-American things today!”
“Like the baseball game we were playing?” asked Mrs. Jones. “It’s derived from our English game, cricket. In fact, people played ball in the ancient Maya civilization.”

Mr. Smith was getting frustrated. “Oh, yeah? Well, what about tonight’s concert? It’s all-American rock-and-roll—”
“Sorry to disappoint you again,” said Mrs. Jones. “But it’s a musical form based on African rhythms and modified by English, Scottish, and Irish folk tunes. And I’ll bet that tonight’s band features some guitars, an invention of the Spanish, you know. The piano, of course, is from Italy. And drums are native to nearly every culture around the globe.”
“I give up,” said Mr. Smith wearily. “I guess we can’t even claim the Fourth of July as our own.”
“I wouldn’t say that,” replied Mrs. Jones. “After all, it’s still the birthday of the United States of America.”

Mr. Smith beamed. “That’s right! We’re the only country to celebrate our independence on the Fourth of July!”
With that, Mr. Smith and Mrs. Jones agreed to stop arguing—at least, until next year.

1. According to Mrs. Jones, what cultures contributed to (a) the Declaration of Independence, (b) the food at the picnic, (c) rock-and-roll music?
2. Applying Information How does American culture illustrate the process of cultural diffusion?
3. Writing Across Cultures List 10 ways in which life in your home, school, and community reflects a variety of cultures.
UNIT 1 REVIEW

Reviewing the Main Ideas

1. Describe your town or city using the geography themes of location and place.
2. (a) List four types of special-purpose maps and tell what information is provided by each. (b) What kind of map is on page 62?
3. (a) What is culture? (b) What role does the family play in shaping a society’s culture? (c) How does language contribute to culture?
4. (a) Why do people form governments? (b) What is the difference between a democracy and a dictatorship?
5. (a) What is cultural diffusion? (b) Give an example of how a custom or idea is passed on through cultural diffusion.
6. Describe the key features of the Industrial Revolution.
7. (a) How did industrialization contribute to imperialism? (b) How did imperialism affect the economies of Africa, Asia, and Latin America? (c) How are developing nations trying to improve their economies?
8. What are some of the problems facing developing nations?

Thinking Critically

1. Evaluating Information (a) List the major landforms. (b) On which landforms is life more difficult? On which is life easier? Explain.

2. Making Global Connections Cultures undergo change in many ways. (a) How does American culture influence other cultures around the world? (b) How is American culture influenced by other cultures? (c) Why are some cultures more influential than others?

3. Understanding Causes and Effects (a) What were three causes of the second agricultural revolution? (b) What three effects occurred as a result of the revolution? (See Skill Lesson, page 628.)

1. Analyzing a Quotation Read the quotations on page 22. (a) Do you agree or disagree with Nan Donohoe’s opinion of the differences between farm and city life? Explain. (b) Do you think Nan’s opinions are ethnocentric? Why or why not?

2. Reading a Graph Study the pie graph below and answer the following questions. (a) What percentage of world population is Hindu? (b) Which religion has the greatest percentage of followers? (c) What two religions make up more than 50 percent of the world’s population? (d) Why do you think that in the twentieth century people in the Middle East, Eastern Europe, and the Soviet Union rarely changed their religion even when faced with revolution, invasion, or war? (See Skill Lesson, page 238.)

Source: Encyclopaedia Britannica, 1998 Book of the Year.