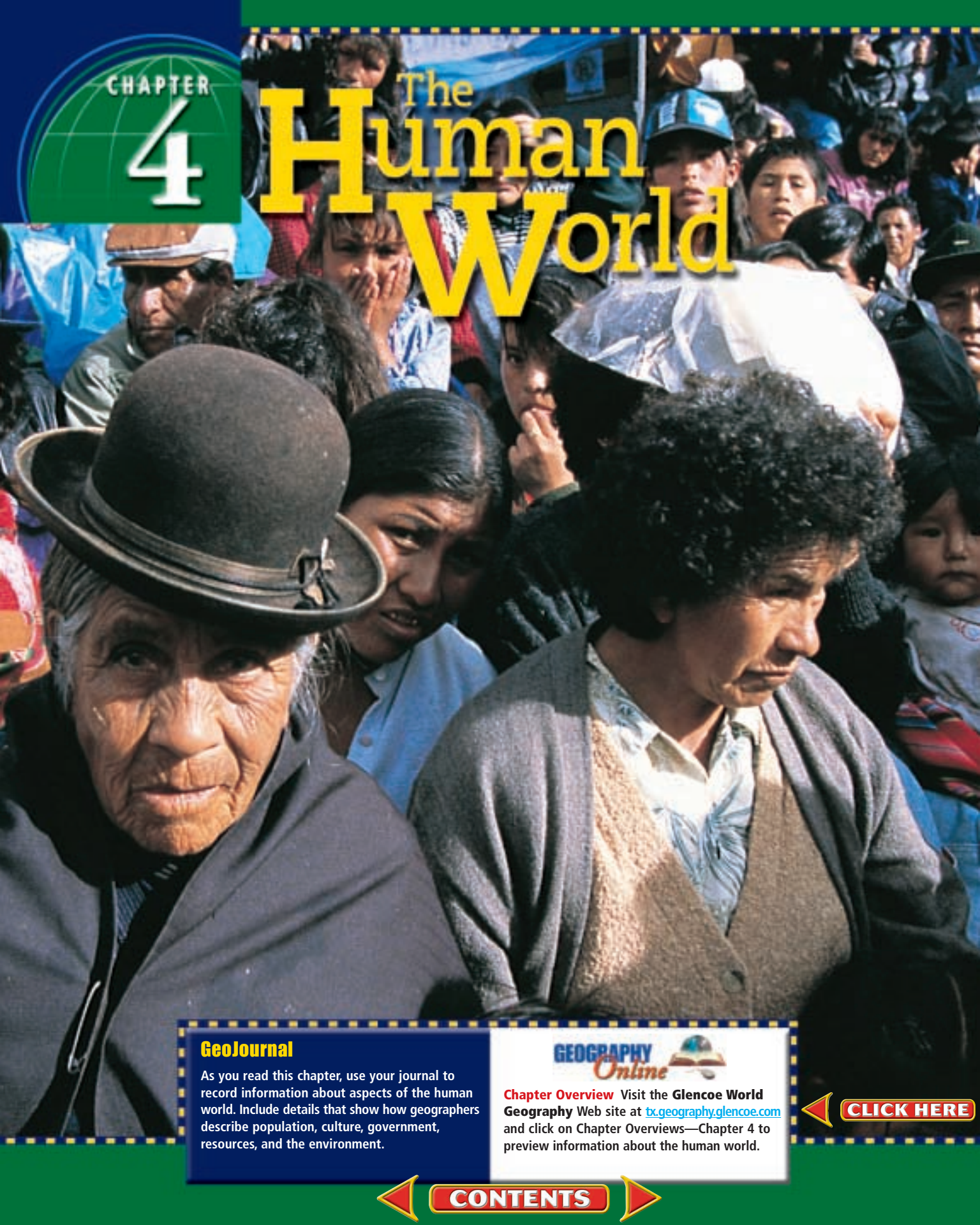


CHAPTER

# 4

# The Human World



## GeoJournal

As you read this chapter, use your journal to record information about aspects of the human world. Include details that show how geographers describe population, culture, government, resources, and the environment.



**Chapter Overview** Visit the **Glencoe World Geography** Web site at [tx.geography.glencoe.com](http://tx.geography.glencoe.com) and click on Chapter Overviews—Chapter 4 to preview information about the human world.

**CLICK HERE**

**CONTENTS**

## Guide to Reading

### Consider What You Know

The world's largest cities are often in the news. Think about where these cities are located and what their locations have in common. Why do you think people have settled in these places?

### Read to Find Out

- What factors affect a country's population growth rate?
- What challenges does population growth pose for the planet?
- Why is the world's population unevenly distributed?

### Terms to Know

- death rate
- birthrate
- natural increase
- doubling time
- population distribution
- population density
- migration

### Places to Locate

- Nile Delta
- Hungary
- Germany
- Canada
- Bangladesh
- Mexico City

◀ *Young and old flock to a carnival in Oruro, Bolivia.*

# World Population

 NATIONAL GEOGRAPHIC

## A Geographic View

### Nile Delta in Peril

*The black soil of the Nile Delta has made it the foundation stone of seven millennia of human history. . . . Today Egypt's battle is to preserve the soil and water that have always given life to the delta. One hundred fifty years ago this nation had five million acres of farmland and five million citizens; now it has seven million acres of farmland and 60 million citizens. And every nine months there are nearly a million more Egyptians to feed. . . . The Nile Delta . . . has survived many challenges from without. Now the challenges it must survive come from its own population. . . .*

—Peter Theroux, "The Imperiled Nile Delta," National Geographic, January 1997



Farmland in the Nile Delta

The effects of rapid population growth on Egypt's fertile Nile Delta reflect the global challenge humans face today. How can people maintain conditions favorable to human life without endangering those very conditions through overpopulation? In this section you will learn about the earth's human population—how it changes and how geographers measure these changes.

## Population Growth

About 6.2 billion people now live on Earth, inhabiting about 30 percent of the planet's land. Global population is growing rapidly and is expected to reach about 7.8 billion by the year 2025. Such rapid growth was not always the case. The graph of population growth on page 76 shows that from the year 1000 until 1800, the world's population

increased slowly. Then the number of people on Earth more than doubled between 1800 and 1950. By 2000 the world's population had soared to more than 6 billion. If the population continues to grow at its current rate, it will pass 9 billion by the year 2050.

## Growth Rates

Global population is growing rapidly because birthrates have not declined as fast as death rates. The **death rate** is the number of deaths per year for every 1,000 people. The **birthrate** is the number of births per year for every 1,000 people. Scientists in the field of *demography*, the study of populations, calculate the **natural increase**, or growth rate, of a population as the difference between an area's birthrate and its death rate.

Population growth occurs at different rates in various parts of the world. Over the past 200 years,

death rates have gone down in many places as a result of improved health care, more abundant food supplies, advances in technology, and better living conditions. In many wealthy industrialized countries, a declining death rate has been accompanied by a low birthrate. These countries have reached what is known as *zero population growth*, in which the birthrate and death rate are equal. When this balance occurs, a country's population does not grow.

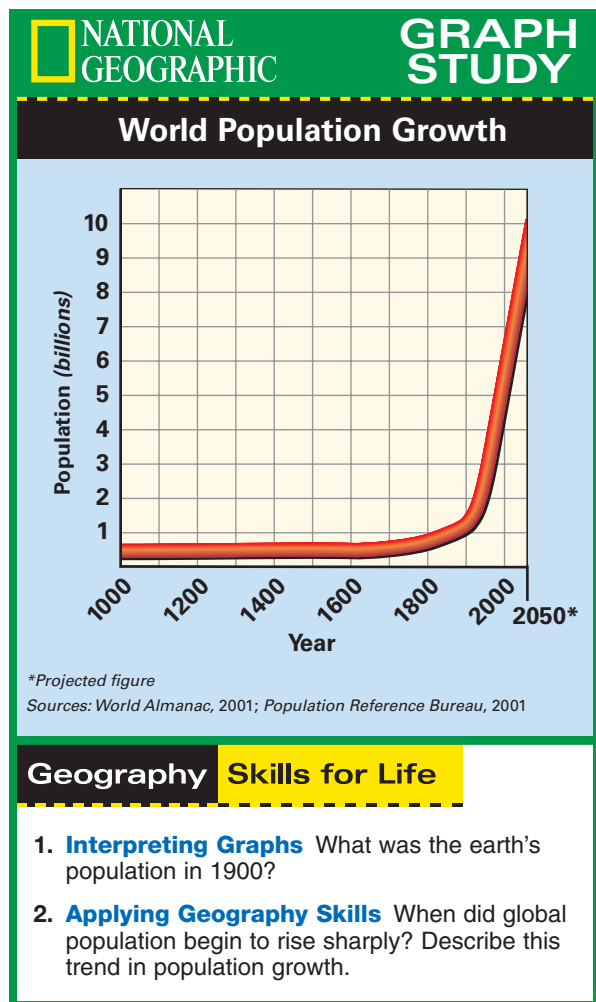
In many countries in Asia, Africa, and Latin America, however, the birthrate is high. Families in these regions traditionally are large because of cultural beliefs about marriage, family, and the value of children. For example, a husband and wife in a rural agricultural area may choose to have several children who will help farm the land. A high number of births combine with low death rates to greatly increase population growth in these areas. As a result, the **doubling time**, or the number of years it takes a population to double in size, has been reduced to only 25 years in some parts of Asia, Africa, and Latin America. In contrast, the average doubling time of a wealthy, industrialized country can be more than 300 years.

## Challenges of Population Growth

Rapid population growth presents many challenges to the global community. As the number of people increases, so does the difficulty of producing enough food to feed them. Fortunately, since 1950 world food production has risen on all continents except Africa. Because so many people in various parts of Africa need food, warfare or severe weather conditions that ruin crops can bring widespread famine.

In addition, populations that grow rapidly use resources more quickly than populations that do not grow as rapidly. Some countries face shortages of water, housing, and clothing, for example. Rapid population growth strains these limited resources. Another concern is that the world's population is unevenly distributed by age, with the majority of some countries' populations being infants and young children who cannot contribute to food production.

While some experts are pessimistic about the long-term effects of rapid population growth, others are optimistic that, as the number of humans increases, the levels of technology and creativity also will rise. For example, scientists



continue to study and develop ways to boost agricultural productivity. Fertilizers can improve crop yields. Irrigation systems can help increase the amount of land available for farming. New varieties of plants such as wheat and rice have been created to withstand severe conditions and yield more food.

### Economics

## Negative Population Growth

In the late 1900s, some countries in Europe began to experience negative population growth, in which the annual death rate exceeds the annual birthrate. **Hungary** and **Germany**, for example, show growth rates of  $-0.4$  and  $-0.1$ , respectively. This situation has economic consequences different from, but just as serious as, those caused by high growth rates. In countries with negative population growth, it is difficult to find enough workers to keep the economy going. Labor must be recruited from other countries, often by encouraging immigration or granting temporary work permits. Although the use of foreign labor has helped countries with negative growth rates maintain their levels of economic activity, it also has created tensions between the “host” population and the communities of newcomers.

## Population Distribution

Not only do population growth rates vary among the earth’s regions, but the planet’s **population distribution**, or the pattern of human settlement, is uneven as well. Population distribution is related to the earth’s geography. Only about 30 percent of the earth’s surface is made up of land, and much of that land is inhospitable. High mountain peaks, barren deserts, and frozen tundra make human activity very difficult. As the population density map on page 78 shows, almost everyone on Earth lives on a relatively small portion of the planet’s land—a little less than one-third. Most people live where fertile soil, available water, and a climate without harsh extremes make human life sustainable.



### Geography

### Skills for Life

### War Refugees

War can cause population shifts by forcing refugees to flee to safety in other countries.

**Movement** How might population growth rates affect a country’s economy?

Of all the continents, Europe and Asia are the most densely populated. Asia alone contains more than 60 percent of the world’s people. Throughout the world, where populations are highly concentrated many people live in *metropolitan areas*—cities and their surrounding urbanized areas. Today most people in Europe, North America, and Australia live in or around urban areas.

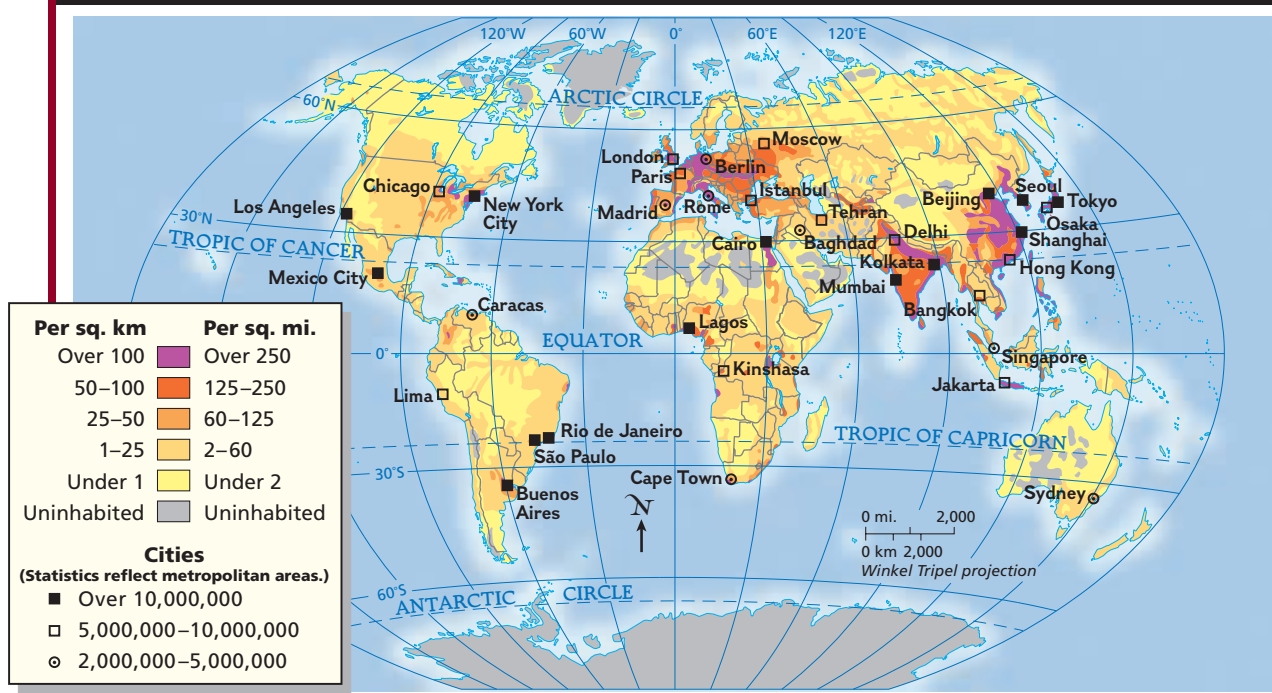
## Population Density

Geographers determine how crowded a country or region is by measuring **population density**—the average number of people living on a square mile or square kilometer of land. To determine population density in a country, geographers divide the total population of the country by its total land area.



**Student Web Activity** Visit the **Glencoe World Geography** Web site at [tx.geography.glencoe.com](http://tx.geography.glencoe.com) and click on Student Web Activities—Chapter 4 for an activity on world population.

World Population Density



Geography Skills for Life

1. **Interpreting Maps** Which areas of the Northern Hemisphere are most densely populated?

2. **Applying Geography Skills** Look at the general population densities for South America. What conclusions can you draw about the continent’s physical geography?

Find NGS online map resources @ [www.nationalgeographic.com/maps](http://www.nationalgeographic.com/maps)

Population density varies widely from country to country. **Canada**, with a low population density of about 8 people per square mile (3 people per sq. km), offers wide-open spaces and the opportunity to choose between living in thriving cities or quiet rural areas. The country of **Bangladesh**, at the other extreme, has one of the highest population densities in the world—about 2,401 people per square mile (927 people per sq. km). In tiny Bangladesh even the rural areas are more crowded than many of the world’s cities.

Countries that have populations of nearly the same size do not necessarily have similar population densities. For example, Niger and Belgium have about the same number of people, roughly 10.3 million. With a smaller land area, Belgium has 872 people per square mile (292 people per sq. km).

However, Niger has an average of only 21 people per square mile (8 people per sq. km). Belgium, then, is more densely populated than Niger.

Because population density is an average, it does not account for uneven population distribution within a country—a common occurrence. In Egypt, for example, overall population density is 181 people per square mile (70 people per sq. km). In reality, about 99 percent of Egypt’s people live within 20 miles of the Nile River. The rest of Egypt is desert. Thus, some geographers prefer to describe a country’s population density in terms of land that can be used to support the population rather than total land area. When Egypt’s population density is measured this way, it equals about 5,807 people per square mile (2,242 people per sq. km)!

## Population Movement

**Migration** is the movement of people from place to place. The earth’s human population is moving in great numbers. Some people are moving from city to city or from suburb to suburb. Large numbers of people are migrating from rural villages to cities.

“Migration is the dynamic undertow of population change. . . . It is, as it has always been, the great adventure of human life. Migration helped create humans, drove us to conquer the planet, shaped our societies, and promises to reshape them again.”

Michael Parfit, “Human Migration,” *National Geographic*, October 1998

The resulting growth of city populations brought about by migration and the changes that come with this increase in population are called *urbanization*. Urbanization has many causes. The primary cause is the desire of rural people to find jobs and a better life in more prosperous urban areas. Rural populations certainly have grown, but the amount of land that can be farmed has not

increased to meet the growing number of people who need to work and to eat. As a result, many rural migrants find urban jobs in manufacturing or in service industries, such as tourism.

About half of the world’s people live in cities—a far higher percentage than ever before. Between 1960 and 2000, the population of metropolitan **Mexico City** rose from about 5 million to about 18 million. Other cities in Latin America, as well as cities in Asia and Africa, have seen similar growth. Some of these cities contain a large part of their country’s entire population. For example, about one-third of Argentina’s people live in the city of Buenos Aires.

Population movement also occurs between countries. Some people emigrate from the country of their birth and move to another. They are known as emigrants in their homeland and are called immigrants in their new country. In the past 40 years, millions of people have left Africa, Asia, and Latin America to find jobs in the wealthier countries of Europe, North America, and Australia. Some people were forced to flee their country because of wars, food shortages, or other problems. They are *refugees*, or people who flee to another country to escape persecution or disaster. In the next section, you will learn how the movement of peoples has influenced the development of cultures.

## TX TAKS Practice

### SECTION 1 ASSESSMENT

#### Checking for Understanding

- 1. Define** death rate, birthrate, natural increase, doubling time, population distribution, population density, migration.
- 2. Main Ideas** On a table like the one below, fill in the main points about population growth and population distribution from this section.

Population Growth	Population Distribution
<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>

#### Critical Thinking

- 3. Comparing and Contrasting** How do the effects of zero population growth and negative population growth differ? How are they similar?
- 4. Drawing Conclusions** How might the population growth rates of developing countries be affected as they become increasingly industrialized?
- 5. Predicting Consequences** What will happen to the standard of living in cities as urbanization increases? How might the standard of living differ between cities in the developing world and cities in the developed world?

#### Analyzing Maps

- 6. Human-Environment Interaction** Look at the population density map on page 78. Identify three of the most densely populated areas on Earth. What physical features do they have in common?

#### Applying Geography

- 7. Influences of Physical Geography** What geographic features might be present in countries that have large numbers of people concentrated in relatively small areas? Write a paragraph with supporting details to explain your answer.

## Guide to Reading

### Consider What You Know

You probably know that, as a country of immigrants, the United States includes people from a great variety of cultural backgrounds. How do you define your own cultural background?

### Read to Find Out

- What factors define a culture?
- What are the major culture regions of the world?
- What developments have affected interaction between cultures in recent years?

### Terms to Know

- culture
- language family
- ethnic group
- culture region
- cultural diffusion
- culture hearth

### Places to Locate

- Egypt
- Iraq
- Pakistan
- China
- Mexico

# Global Cultures



## A Geographic View

### Beijing Construction Boom

*[T]oday's Beijing is awash with change, where the old Confucian ideals of personal cultivation and family values clash with a new emphasis on money and the market, . . . where a construction boom is reshaping Beijing's low-slung profile and cramped alleys with soaring skyscrapers of glass and steel, where car traffic clogs streets that once rang with bicycle bells. . . . Over the centuries the people of Beijing have become expert at adjusting. Like the willows planted around the capital, people have survived by being flexible, yielding to strong winds, then springing back as stillness returns.*

—Todd Carrel, "Beijing: New Face for the Ancient Capital,"  
National Geographic, March 2000



Beijing, China

The Chinese people have shown a remarkable ability to adapt to changes over time. The evidence of change in Chinese and other societies is apparent in such areas as architecture, family customs, and economic activities. These factors and many others express the values that a group of people share and pass down from one generation to another. In this section you will read about how the world's people organize communities, develop their ways of life, and cope with their differences and similarities.

## Elements of Culture

In addition to population trends, geographers study **culture**, the way of life of a group of people who share similar beliefs and customs. A particular culture can be understood by looking at various elements: what languages the people speak, what religions they

follow, and what smaller groups form as parts of their society. The study of a culture also includes examining people’s daily lives. Still other factors are the history the people have shared and the art forms they have created. Finally, culture includes how people govern their society and how they make a living.

## Language

Language is a key element in a culture’s development. Through language, people communicate information and experiences and pass on cultural values and traditions. Sharing a language is one of the strongest unifying forces for a culture. Even

within a culture, however, there are language differences. Some people may speak a dialect, or a local form of a language that differs from the main language. These differences may include variations in pronunciation and the meaning of words.

Linguists, scientists who study languages, organize the world’s languages into **language families**—large groups of languages having similar roots. Seemingly diverse languages may belong to the same language family. For example, English, Spanish, Russian, and Hindi (spoken in India) are all members of the Indo-European language family. The world map below shows where languages from the different language families are spoken.

NATIONAL GEOGRAPHIC
MAP STUDY

World Language Families

**Geography Skills for Life**

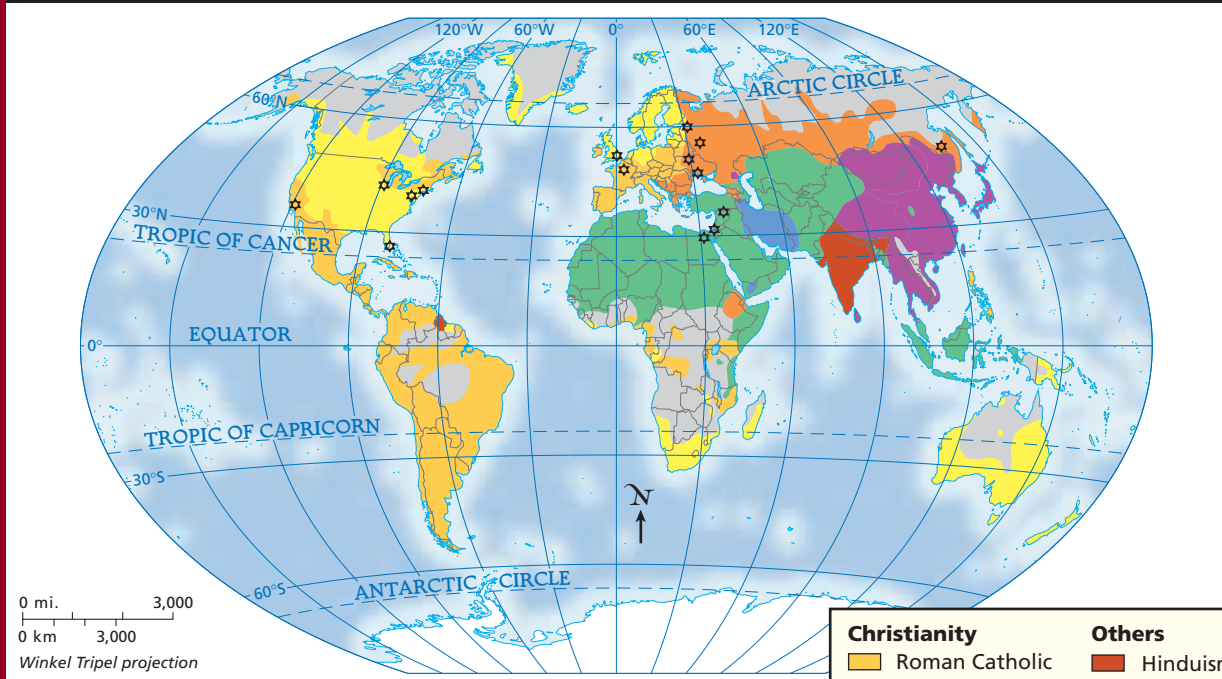
1. **Interpreting Maps** Where are Niger-Kordofanian languages spoken?
2. **Applying Geography Skills** Do people within the same language family necessarily speak the same language? Explain your response.

Indo-European	Dravidian
Sino-Tibetan	Malayo-Polynesian
Afro-Asian	Niger-Kordofanian
Uralic-Altaic	Nilo-Saharan
Japanese and Korean	Khoisan
All others	All others

Find NGS online map resources @ [www.nationalgeographic.com/maps](http://www.nationalgeographic.com/maps)



World Religions



Christianity		Others	
<span style="display:inline-block; width:10px; height:10px; background-color:yellow;"></span>	Roman Catholic	<span style="display:inline-block; width:10px; height:10px; background-color:purple;"></span>	Hinduism
<span style="display:inline-block; width:10px; height:10px; background-color:lightyellow;"></span>	Protestant	<span style="display:inline-block; width:10px; height:10px; background-color:blue;"></span>	Buddhism
<span style="display:inline-block; width:10px; height:10px; background-color:orange;"></span>	Eastern Churches	☆	Judaism
Islam		<span style="display:inline-block; width:10px; height:10px; background-color:grey;"></span>	Local religions
<span style="display:inline-block; width:10px; height:10px; background-color:green;"></span>	Sunnite		
<span style="display:inline-block; width:10px; height:10px; background-color:blue;"></span>	Shiite		

Geography Skills for Life

- Interpreting Maps** Which areas of the world are largely Protestant?
- Applying Geography Skills** In what ways might religion influence other aspects of culture?

Find NGS online map resources @ [www.nationalgeographic.com/maps](http://www.nationalgeographic.com/maps)

Religion

Another important part of culture is religion. Religious beliefs vary significantly around the world, and struggles over religious differences are a source of conflict in many countries. In many cultures, however, religion enables people to find a sense of identity. It also influences aspects of daily life, from the practice of moral values to the celebration of holidays and festivals. Throughout history, religious symbols and stories have shaped cultural expressions such as painting, sculpture, architecture, music, and dance. Some of the major world religions are Hinduism, Buddhism, Judaism, Christianity, and Islam. The map above shows the areas of the world where these religions are practiced.

Social Groups

Every culture includes a social system in which the members of the society fall into various smaller groups. A social system develops to help the members of a culture work together to meet basic needs. In all cultures the family is the most important group, although family structures vary somewhat from culture to culture. Most cultures are also made up of social classes, groups of people ranked according to ancestry, wealth, education, or other criteria. Moreover, cultures may include people who belong to different ethnic groups. An **ethnic group** is made up of people who share a common language, history, place of origin, or a combination of these elements.

## Government

A society's government reflects the uniqueness of its culture. Despite differences, governments of the world share certain features. Each government, for example, maintains order within the country, provides protection from outside dangers, and supplies other services to its people. Governments are organized according to levels of power—national, regional, and local—and by type of authority—a single ruler, a small group of leaders, or a body of citizens or their representatives.


## Economic Activities

People in every kind of culture must make a living, whether in farming or in industry or by providing services such as preparing food or designing

Web pages. In examining cultures, geographers look at economic activities. They study how a culture utilizes its natural resources to meet such human needs as food and shelter. They also analyze the ways in which people produce, obtain, use, and sell goods and services.


## Culture Regions

To organize their understanding of cultural development, geographers divide the earth into specific areas called culture regions. Each **culture region** includes many different countries that have certain traits in common. They may share similar economic systems, forms of government, and social groups. Their histories, religions, and art forms may share similar influences. The food,

**NATIONAL GEOGRAPHIC**

# MAP STUDY

## World Culture Regions




0 mi. 3,000  
0 km 3,000  
Winkel Tripel projection

**Geography Skills for Life**

1. **Interpreting Maps** Which culture regions are located mostly in the Tropics?
2. **Applying Geography Skills** Refer to the language map on page 81. In which three culture regions do languages in the Indo-European family dominate?

<ul style="list-style-type: none"><li><span style="display: inline-block; width: 15px; height: 15px; background-color: green; margin-right: 5px;"></span> United States and Canada</li><li><span style="display: inline-block; width: 15px; height: 15px; background-color: orange; margin-right: 5px;"></span> Latin America</li><li><span style="display: inline-block; width: 15px; height: 15px; background-color: red; margin-right: 5px;"></span> Europe</li><li><span style="display: inline-block; width: 15px; height: 15px; background-color: yellow; margin-right: 5px;"></span> Russia</li><li><span style="display: inline-block; width: 15px; height: 15px; background-color: tan; margin-right: 5px;"></span> North Africa, Southwest Asia, and Central Asia</li></ul>	<ul style="list-style-type: none"><li><span style="display: inline-block; width: 15px; height: 15px; background-color: lightyellow; margin-right: 5px;"></span> Africa South of the Sahara</li><li><span style="display: inline-block; width: 15px; height: 15px; background-color: darkred; margin-right: 5px;"></span> South Asia</li><li><span style="display: inline-block; width: 15px; height: 15px; background-color: blue; margin-right: 5px;"></span> East Asia</li><li><span style="display: inline-block; width: 15px; height: 15px; background-color: purple; margin-right: 5px;"></span> Southeast Asia</li><li><span style="display: inline-block; width: 15px; height: 15px; background-color: lightorange; margin-right: 5px;"></span> Australia, Oceania, and Antarctica</li></ul>
---	---

Find NGS online map resources @ [www.nationalgeographic.com/maps](http://www.nationalgeographic.com/maps)Chapter 4  83

◀ CONTENTS ▶

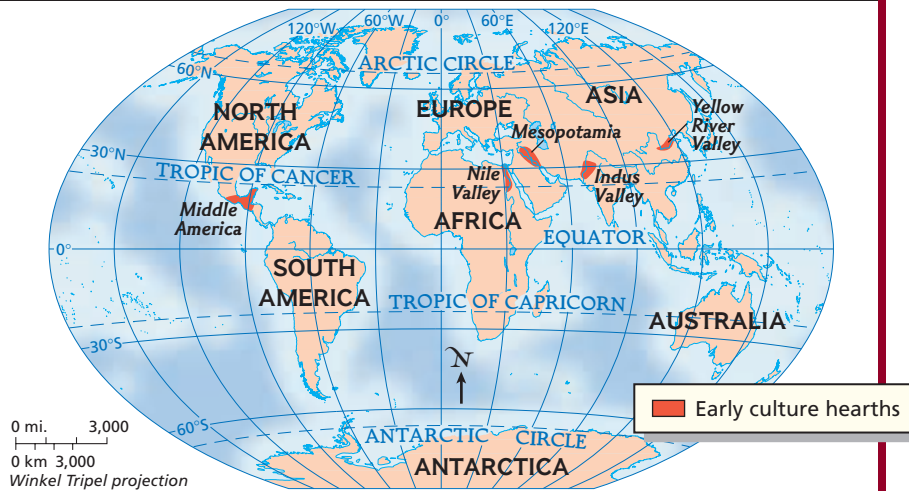
**World Culture Hearths**

**Geography**

**Skills for Life**

- 1. Interpreting Maps** Where in Asia were the first major settlements located?
- 2. Applying Geography Skills** What water feature do most of the culture hearths have in common?

Find NGS online map resources @ [www.nationalgeographic.com/maps](http://www.nationalgeographic.com/maps)



clothing, and housing of people in these countries may all have common characteristics as well. The map on page 83 shows the various culture regions that you will study in this textbook.

By about 3500 B.C. some of these early farming villages had evolved into *civilizations*, highly organized, city-based societies with an advanced knowledge of farming, trade, government, art, and science.

**Cultural Change**

No culture remains the same over the course of time. Internal factors—new ideas, lifestyles, and inventions—create change within cultures.

Change can also come to a culture through outside influences, such as trade, the movement of people, and war. The process of spreading new knowledge and skills from one culture to another is called **cultural diffusion**.

**The Agricultural Revolution**

Cultural diffusion has been a major factor in cultural development since the dawn of human history. The earliest humans were nomads, groups of herders who had no fixed home but who moved from place to place in search of food, water, and grazing land. As the earth’s climate warmed about 10,000 years ago, many of these nomads settled in river valleys and on fertile plains. They became farmers who lived in permanent villages and grew crops on the same land every year. This shift from gathering food to producing food is known as the Agricultural Revolution.

**Culture Hearths**

The world’s first civilizations arose in what are known as **culture hearths**, early centers of civilization whose ideas and practices spread to surrounding areas. As you can see from the map above, the most influential culture hearths developed in areas that now make up the modern countries of **Egypt, Iraq, Pakistan, China, and Mexico**. In Mexico the Olmec culture

“... flourished along Mexico’s Gulf Coast between 1200 and 400 B.C. . . . Because of early achievements in art, politics, religion, and economics, the Olmec stand for many as a kind of ‘mother culture’ to all the civilizations that came after, including the Maya and the Aztec.”

George E. Stuart, “New Light on the Olmec,” *National Geographic*, November 1993

These five culture hearths had certain geographic features in common. They all emerged from farming settlements in areas with a mild climate and fertile land and were located near a major river or source of water. The peoples of the culture hearths made use of these favorable environments. They dug canals and ditches in order to use the rivers to irrigate the land. All of these factors enabled people to grow surplus crops.

### Economics

## Specialization and Civilization

Surplus food set the stage for the rise of cities and civilizations. With more food available, there was less need for everyone in a settlement to farm the land. People were able to develop other ways of making a living. They created new technology and carried out specialized economic activities, such as metalworking and shipbuilding, that spurred the development of long-distance trade.

In turn, the increased wealth from trade led to the rise of cities and complex social systems. The ruler of a city needed a well-organized government to coordinate harvests, plan building projects, and manage an army for defense. Perhaps most importantly, officials and merchants created writing systems that made it possible to record and transmit information.

## Cultural Contacts

Cultural contact among different civilizations promoted cultural change as ideas and practices spread through trade and travel. Permanent migration, in

which people leave one land to seek a new life in another, also has fostered cultural diffusion. People migrate to avoid harsh governments, wars, persecution, and famines. In some cases, such as that of enslaved Africans brought to the Americas, mass migrations have been forced. Conversely, positive factors—a favorable climate, better economic opportunities, and religious or political freedoms—may draw people from one place to another. Migrants carry their cultures with them, and their ideas and practices often blend with those of the people already living in the migrants’ adopted countries.

## Industrial and Information Revolutions

Cultural diffusion has increased rapidly during the last 250 years. In the 1700s and 1800s, some countries began to industrialize, using power-driven machines and factories to mass-produce goods. New production methods dramatically changed these countries’ economies, since goods could be produced quickly and cheaply. This development, known as the Industrial Revolution, also led to social changes. As people left farms for jobs in factories and mills, cities grew larger. Harsh working and living conditions at the outset of the Industrial Revolution eventually improved.

At the end of the 1900s, the world experienced a new turning point—the Information Revolution. Computers now make it possible to store huge amounts of information and to send information all over the world in an instant, thus linking the cultures of the world more closely than ever before.

## TAKS Practice

### SECTION 2 ASSESSMENT

#### Checking for Understanding

- 1. Define** culture, language family, ethnic group, culture region, cultural diffusion, culture hearth.
- 2. Main Ideas** Fill in the main features of global cultures on a web diagram like the one below.



#### Critical Thinking

- 3. Making Generalizations** Explain the factors that influence a country’s power to control territory.
- 4. Identifying Cause and Effect** What cultural changes have resulted from the Information Revolution?
- 5. Analyzing Information** How do factors, such as trade, war, migration, and inventions, affect cultural change?

#### Analyzing Maps

- 6. Place** Study the map of world religions on page 82. What factors are related to the diffusion of world religions?

#### Applying Geography

##### 7. Culture and Environment

Research the Internet to make a list of examples in which varying cultures view particular places or features differently.

## Guide to Reading

### Consider What You Know

Political and economic systems help define a people's culture, or way of life. Think about the political and economic systems in your own region. How do they impact your culture?

### Read to Find Out

- What are the various levels of government?
- What are the major types of governments in the world today?
- What are the major types of economic systems in the world?

### Terms to Know

- unitary system
- federal system
- autocracy
- oligarchy
- democracy
- traditional economy
- market economy
- mixed economy
- command economy

### Places to Locate

- United States
- Saudi Arabia
- United Kingdom
- China
- Vietnam

# Political and Economic Systems



## A Geographic View

### Global Connections

*Geographic location of resources, labor, and capital means less as scattered countries use information technologies to work together. Many cars have parts made in a half dozen countries; stores sell look-alike clothes sewn on four continents. . . . Money moves most easily. Stocks, currency, and bonds traded on worldwide electronic markets amount to an estimated three trillion dollars each day, twice the annual U.S. budget.*

—Joel L. Sverdlow, "Information Revolution,"  
National Geographic, October 1995



Mercantile Exchange, Chicago

As information technology continues to link the world's cultures, the governments and economies of countries around the globe become increasingly interconnected. Government is the institution through which a society maintains social order, provides public services, ensures national security, and supports its economic well-being. An economy is the way a society produces, distributes, and uses goods and services. In this section you will study the major political and economic systems found in the world today.

## Features of Government

Today the world is made up of nearly 200 independent countries that vary in size, military might, natural resources, and world influence. Each country is defined by characteristics such as its territory, its population, and its sovereignty, or freedom from outside control. All of these elements are brought together under a government. In carrying out its tasks, a government must make and enforce policies and laws that are binding on all people living within its territory.

## Levels of Government

The government of each country has unique characteristics that relate to that country's historical development. To carry out their functions, governments have been organized in a variety of ways. Most large countries have several different levels of government. These usually include a national or central government, as well as the governments of smaller internal divisions such as provinces, states, counties, cities, towns, and villages.

### Unitary System

A **unitary system** of government gives all key powers to the national or central government. This structure does not mean that only one level of government exists. Rather, it means that the central government creates state, provincial, or other local governments and gives them limited sovereignty. The United Kingdom and France both developed unitary governments as they gradually emerged from smaller territories during the late Middle Ages and early modern times.

### Federal System

A **federal system** of government divides the powers of government between the national government and state or provincial governments. Each level of government has sovereignty in some areas. The **United States** developed a federal system after the thirteen colonies became independent.

Another similar type of government structure is a confederation, a loose union of independent territories. The United States at first formed a confederation, but this type of political arrangement failed to provide an effective national government. As a result, the U.S. Constitution made the national government supreme, while preserving some state government powers. Today other countries with federal or confederal systems include Canada, Switzerland, Mexico, Brazil, Australia, and India.

## Types of Governments

The governments of the world's countries also differ in the way they exercise authority. Governments can be classified by asking the question: "Who governs the state?" Under this classification system, all governments belong to one of the three major groups: (1) autocracy—rule by one person; (2) oligarchy—rule by a few people; or (3) democracy—rule by many people.

### Autocracy

Any system of government in which the power and authority to rule belong to a single individual is an **autocracy** (aw•TAH•kruh•see). Autocracies are the oldest and one of the most common forms of government. Most autocrats achieve and maintain their position of authority through inheritance or by the ruthless use of military or police power.

Several forms of autocracy exist. One is an absolute or totalitarian dictatorship. In a totalitarian dictatorship, the decisions of a single leader determine government policies. The government under such a system can come to power through revolution or an election. The totalitarian dictator seeks to control all aspects of social and economic life. Examples of totalitarian dictatorships include Adolf Hitler's government in Nazi Germany (from 1933 to 1945), Benito Mussolini's rule in Italy (from 1922 to 1943),

 NATIONAL  
GEOGRAPHIC

## World Explorer



### Geography Skills for Life Ultimate

**Authority** Though an absolute monarch, King Fahd of Saudi Arabia is assisted by a cabinet, or group of advisers.

**Place** Describe the powers of an absolute monarch.



 **CONTENTS** 

and Joseph Stalin’s regime in the Soviet Union (from 1924 to 1953). In such dictatorships, the government is not responsible to the people, and the people have no power to limit their rulers’ actions.

Monarchy (MAH•nuhr•kee) is another form of autocratic government. In a monarchy, a king or queen exercises the supreme powers of government. Monarchs usually inherit their positions. Absolute monarchs have complete and unlimited power to rule their people. The king of **Saudi Arabia**, for example, is an absolute monarch. Absolute monarchs are rare today, but from the 1400s to the 1700s kings or queens with absolute powers ruled most of Western Europe.

Today some countries, such as the United Kingdom, Sweden, Japan, Jordan, and Thailand, have constitutional monarchies. Their monarchs share governmental powers with elected legislatures or serve as ceremonial leaders.

## Oligarchy

An **oligarchy** (AH•luh•GAHR•kee) is any system of government in which a small group holds power. The group derives its power from wealth, military power, social position, or a combination of these elements. Sometimes religion is the source of power. Today the governments of communist countries, such as China, are mostly oligarchies. In such countries, leaders in the Communist Party and the armed forces control the government.

Both dictatorships and oligarchies sometimes claim they rule for the people. Such governments may try to give the appearance of control by the people. For example, they might hold elections but offer only one candidate or control the election results in other ways. Such governments may also have some type of legislature or national assembly elected by or representing the people. These legislatures, however, only approve policies

and decisions already made by the leaders. As in a dictatorship, oligarchies usually suppress all political opposition—sometimes ruthlessly.

## Democracy

A **democracy** is any system of government in which leaders rule with the consent of the citizens. The term *democracy* comes from the Greek *demos* (meaning “the people”) and *kratia* (meaning “rule”). The ancient Greeks used the word *democracy* to mean government by the many in contrast to government by the few. The key idea of democracy is that people hold sovereign power.

Direct democracy, in which citizens themselves decide on issues, exists in some places at local levels of government. No country today has a national government based on direct democracy. Instead, democratic countries have representative democracies, in which the people elect representatives with the responsibility and power to make laws and conduct government. An assembly of the people’s representatives may be called a council, a legislature, a congress, or a parliament.

Many democratic countries, such as the United States and France, are republics. In a republic, voters elect all major officials, who are responsible to the people. The head of state—or head of government—is usually a president elected for a specific term. Not every democracy is a republic. The **United**



### Geography Skills for Life

**The Right to Vote** In the United States, voters such as this man in Mississippi elect their officials.

**Place** How do direct democracies and representative democracies differ?

Kingdom, for example, is a democracy with a monarch as head of state. This monarch's role is ceremonial, and elected officials hold the power to rule.

## Economic Systems

Governments around the world deal with many kinds of economic systems. All economic systems, however, must make three basic economic decisions: (1) what and how many goods and services should be produced, (2) how they should be produced, (3) who gets the goods and services that are produced. The three major types of these economic systems—traditional, market, and command—make decisions differently.

### Traditional Economy

In a **traditional economy**, habit and custom determine the rules for all economic activity. Individuals are not free to make decisions based on what they would like to have. Instead their behavior is defined by the customs of their elders and ancestors. For example, it was a tradition in the Inuit society of northern Canada that a successful hunter would share the spoils of the hunt with the other families in the village. This custom allowed the Inuit to survive the Arctic climate for thousands of years. Today, traditional economic systems exist in very limited parts of the world.

### Market Economy


In a **market economy**, individuals and private groups make decisions about what to produce. People, as shoppers, choose what products they will or will not buy, and businesses make more of what they believe consumers want. A market economy is based on *free enterprise*, the idea that private individuals or groups have the right to own property or businesses and make a profit with only limited government interference. In a free enterprise

system, people are free to choose what jobs they will do and for whom they will work. Another term for an economic system organized in this way is *capitalism*.


No country in the world, however, has a pure market economy system. Today the U.S. economy and others like it are described as mixed economies. A **mixed economy** is one in which the government supports and regulates free enterprise through decisions that affect the marketplace. In this arrangement the government's main economic task is to preserve the free market by keeping competition free and fair and by supporting the public interest. Governments in modern mixed economies also influence their economies by spending tax revenues to support social services such as health care, education, and housing.


### Command Economy

In a **command economy**, the government owns or directs the means of production—land, labor, capital (machinery, factories), and business managers—and controls the distribution

NATIONAL GEOGRAPHIC

## World Explorer





**Geography**

**Skills for Life**

**California Entrepreneur**

The owner of a bicycle shop uses a telephone and laptop computer to conduct business.

**Region** How does a market economy affect the economic activities in a region?



of goods. Believing that such economic decision making benefits all of society and not just a few people, countries with command economies try to distribute goods and services equally among all citizens. Public taxes, for example, are used to support social services, such as housing and health care, for all citizens. However, citizens have no voice in how this tax money is spent.

## Government

### Socialism and Communism

A command economy is called either socialism or communism, depending on how much the government is involved. In theory, communism requires strict government control of almost the entire society, including its economy. The government decides how much to produce, what to produce, and how to distribute the goods and services produced. One political party—the Communist Party—makes decisions and may even use various forms of coercion to ensure that the decisions are carried out at lower political and economic levels.

Supporters of the market system claim, however, that without free decision making and incentives, businesses will not innovate or produce products that people want. Customers will be limited in their choices and economies will stagnate. As a result of these problems, command economies often decline. An example is the former Soviet Union, as described by a Russian observer.

“In 1961 the [Communist] party predicted . . . that the Soviet Union would have the world’s highest living standard by 1980. . . . But when that year came and went, the Soviet Union still limped along, burdened by . . . a stagnant economy.”

Dusko Doder, “The Bolshevik Revolution,” *National Geographic*, October 1992

By 2000, Russia and the other countries that were once part of the Soviet Union were developing market economies. **China** and **Vietnam** have allowed some free enterprise to promote economic growth, although their governments tightly control political affairs.

An economic system called socialism allows an even wider range of free enterprise alongside government-run activities. Socialism has three main goals: (1) the equal distribution of wealth and economic opportunity; (2) society’s control, through its government, of all major decisions about production; and (3) public ownership of most land, factories, and other means of production. Politically, some socialist countries, especially those in western Europe, are democracies. Under democratic socialism, people have basic human rights and elect their political leaders, even though the government controls certain industries.

## TX TAKS Practice

### SECTION 3 ASSESSMENT

#### Checking for Understanding

- 1. Define** unitary system, federal system, autocracy, oligarchy, democracy, traditional economy, market economy, mixed economy, command economy.
- 2. Main Ideas** Copy the outline below, and complete it with information from the section.

#### Political and Economic Systems

- Levels of Government
  - Unitary System
    -

#### Critical Thinking

- 3. Comparing and Contrasting** What different roles might local citizens have in government decision making under a unitary system, a federal system, and a confederation?
- 4. Making Generalizations** What functions do all types of governments carry out?
- 5. Categorizing Information** Describe the characteristics of traditional, command, and market economies.

#### Analyzing Maps

- 6. Region** Study the map of world religions on page 82. Then write two generalizations about the distribution of the world’s religions.

#### Applying Geography

- 7. Political Systems** Research political systems and geography. What geographic factors influence a country’s foreign policy? Use Iraq, Israel, Japan, and the United Kingdom as examples.

## Guide to Reading

### Consider What You Know

People are dependent on the world's resources for survival. Yet you may have heard that certain economic activities threaten humans' future access to these resources. What are some actions people can take to preserve the world's natural treasures?

### Read to Find Out

- What types of energy most likely will be used in societies in the future?
- What factors determine a country's economic development and trade relationships?
- How do human economic activities affect the environment?

### Terms to Know

- natural resource
- developed country
- developing country
- industrialization
- free trade
- pollution

### Places to Locate

- Malaysia
- European Union

# Resources, Trade, and the Environment

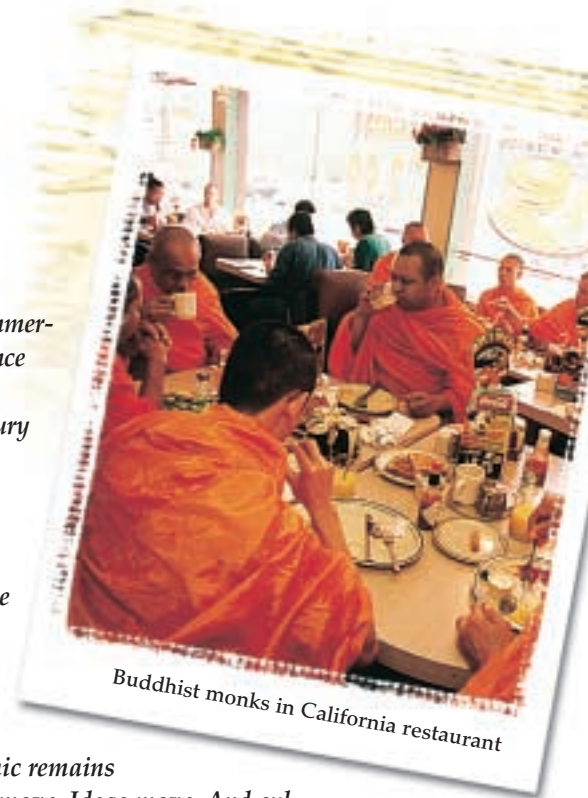


## A Geographic View

### Globalization in High Gear

*Humans have been weaving commercial and cultural connections since before the first camel caravan ventured afield. In the 19th century the postal service, newspapers, transcontinental railroads, and great steam-powered ships [brought about] fundamental changes. . . . Now computers, the Internet, cellular phones, cable TV, and cheaper jet transportation have accelerated and complicated these connections. Still, the basic dynamic remains the same: Goods move. People move. Ideas move. And cultures change. The difference now is the speed and scope of these changes.*

—Erla Zwingle, "A World Together," National Geographic, August 1999



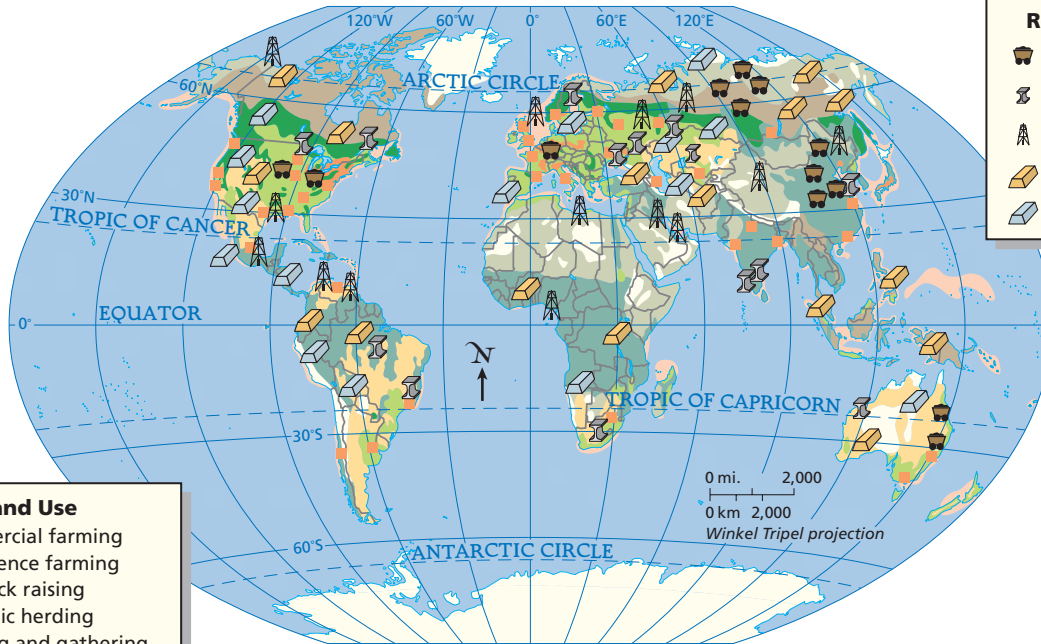
Buddhist monks in California restaurant

At the start of the twenty-first century, technological advances such as the Internet were connecting people around the globe. These connections continue to make the world's peoples increasingly interdependent, or reliant on each other. In this section you will learn about the growth of a global economy and the ways in which the world's peoples use—and misuse—natural resources.

## Resources

Earth provides all the elements necessary to sustain life. The elements from the earth that are not made by people but can be used by them for food, fuel, or other necessities are called **natural resources**. People can use some natural resources as much as they want. These

World Economic Activity



**Resources**

- Coal
- Iron ore
- Petroleum
- Gold
- Silver

**Land Use**

- Commercial farming
- Subsistence farming
- Livestock raising
- Nomadic herding
- Hunting and gathering
- Forests
- Manufacturing and trade
- Commercial fishing
- Little or no activity

**Geography Skills for Life**

1. **Interpreting Maps** Where are the world's centers of manufacturing and trade generally located?
2. **Applying Geography Skills** How does the distribution of global resources affect the location and movement of people, capital, and products?

Find NGS online map resources @ [www.nationalgeographic.com/maps](http://www.nationalgeographic.com/maps)

*renewable resources* cannot be used up or can be replaced naturally or grown again in a relatively short amount of time. Wind, sun, water, forests, and animal life are examples of renewable resources. The earth's crust, however, contains many *nonrenewable resources* that cannot be replaced, such as minerals and fossil fuels.

**Resource Management**

Because fossil fuels, like coal and oil, and other nonrenewable resources cannot be replaced, they must be conserved. The immediate goal of conservation is to manage vital resources carefully so that people's present needs are met. An equally important long-term goal is to ensure that the needs of future generations are met.

With these future needs in mind, environmental experts have encouraged people to replace their dependence on fossil fuels with the use of renewable energy sources. Many countries, for example, already produce hydroelectric power—a renewable energy source generated from falling water. Another renewable energy source is solar energy—power produced by the sun's heat. Unfortunately, harnessing solar energy requires large, expensive equipment, so it is not yet an economical alternative to other energy sources.

Still another renewable source is electricity created by nuclear energy, the power made by creating a controlled atomic reaction. Many concerns, however, surround the use of nuclear power because of the dangerous waste products it produces.

## Economic Development

Most natural resources are not evenly distributed throughout the earth. This uneven distribution affects the global economy, as you see from the economic activities map on page 92. As a result, countries specialize in the economic activities best suited to their resources. Those having much technology and manufacturing, such as the United States, are called **developed countries**. There, most people work in manufacturing or service industries and enjoy a high standard of living. Farmers in developed countries engage in commercial farming, raising crops and livestock to sell in the market. Because of modern techniques, only a small percentage of these countries' workers is needed to grow food to feed entire populations. Those countries working toward greater manufacturing and technology use are called **developing countries**. In many developing countries, which are mainly in Africa, Asia, and Latin America, agriculture remains dominant. Despite much commercial farming, most farmers in these countries engage in subsistence farming, growing only enough food for family needs. As a result, most people in developing countries remain poor. **Industrialization**, or the spread of industry, however, has transformed once largely agricultural countries, such as China and **Malaysia**.

Despite advances, the global influence of developed countries has sparked resentment in some developing countries. Feeding on this discontent, militant groups have tried to strike back by engaging in terrorism, or the use of violence to create fear in a given population. Small in size and often limited in resources, these groups seek to use the fear unleashed by violence to heighten their influence to promote change.



### Geography

### Skills for Life

### Importing Goods

Many multinational companies import clothes for sale in the United States.

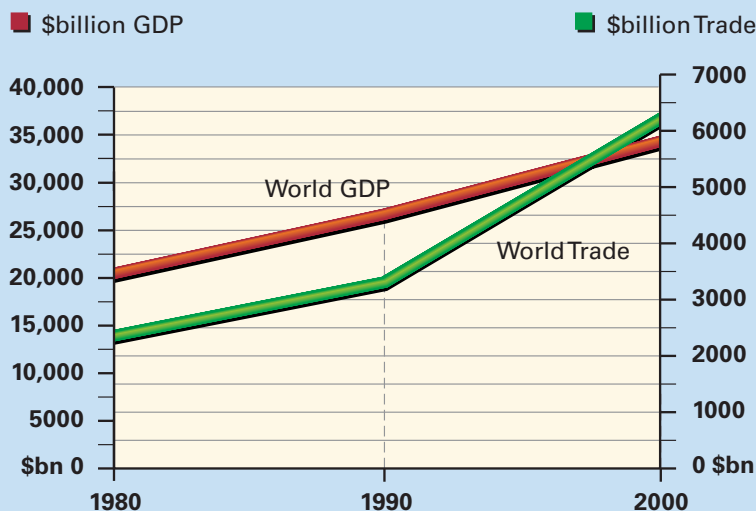
**Place** Why do some U.S. firms locate factories in developing countries?

## World Trade

The unequal distribution of natural resources promotes a complex network of trade among countries. Countries export their specialized products, trading them to other countries that cannot produce those goods. When countries cannot produce as much as they need of a good, they import it, or buy it from another country. That country, in turn, may buy the first country's products, making the two countries trading partners.

A major stimulus to world trade has come from multinational companies. A multinational company is a firm that does business in many places throughout the world. Multinationals are usually headquartered in a developed country and often locate their manufacturing or assembly operations in developing countries with low labor costs. In recent decades many developing countries have allowed multinationals to buy property and build factories or form partnerships with local companies.

World Trade



Gross domestic product (GDP) is the value of goods and services produced within a country in a year. Sources: World Trade Organization; IMF World Economics Outlook, 2001

Geography Skills for Life

- 1. Interpreting Graphs** By how much has world trade increased since 1980? Develop a hypothesis to explain this increase.
- 2. Applying Geography Skills** Explain the relationship between world trade and world GDP.

Free Trade

In recent years governments around the world have moved toward **free trade**, the removal of trade barriers so that goods can flow freely among countries. The General Agreement on Tariffs and Trade (GATT) was the first international agreement to promote free trade. In 1995 GATT became the World Trade Organization (WTO), to which most countries now belong.

In various parts of the world, several countries have joined together to create regional free trade agreements. For example, the United States, Mexico, and Canada have set up the North American Free Trade Agreement (NAFTA) to eliminate all trade barriers to one another's goods. The **European Union (EU)**, the largest trading bloc, includes many of the countries of Europe. Many members of the European Union have adopted a regional currency, the euro, to extend their cooperative efforts. Referring to decreasing trade restrictions, a U.S. trade official observed that

“... an opening world economy has allowed trade to expand fifteen-fold, sparking a six-fold increase in world economic production and a three-fold increase in global per capita incomes.”

Charlene Barshefsky, remarks on trade policy at the National Press Club, Washington, D.C., October 19, 2000

Economics

Barriers to Trade

A government tries to manage its country's trade to benefit its own economy. Some governments add a tariff, or a tax, to the price of goods that are imported. Because tariffs make imported goods more costly, governments often use them to influence people to buy products made in their home country instead of imported goods.

Governments sometimes create other barriers to trade. They might put a strict quota, or number limit, on the quantity of a particular product that can be imported from a particular country. A government may even impose an embargo, banning trade with another country altogether as a way to punish that country for political or economic differences.

People and the Environment

In recent decades human economic activities have drastically affected the environment. A major environmental challenge today is **pollution**—the release of unclean or impure elements into the air, water, and land.

## Water and Land Pollution

Earth's bodies of water are normally renewable, purifying themselves over time, but this natural cycle can be interrupted by human activity. Tankers and offshore rigs can cause oil spills and industries may dump chemical waste that enters and pollutes the water supply. Fertilizers and pesticides from farms can seep into groundwater and cause harm, as can animal waste and untreated sewage.

Land pollution occurs where chemical waste poisons fertile topsoil or solid waste is dumped in landfills. Radioactive waste from nuclear power plants and toxic runoff from chemical processing plants can also leak into the soil and cause contamination.

## Air Pollution

The main source of air pollution is the burning of fossil fuels by industries and vehicles. Burning fuel gives off poisonous gases that can seriously damage people's health. Acidic chemicals in air pollution also combine with precipitation to form acid rain. Acid rain eats away at the surfaces of buildings, kills fish, and can even destroy entire forests.

Forests provide animal habitats, prevent soil erosion, and conduct photosynthesis (FOH•toh•SIHN•thuh•suhs)—the process by which plants take in carbon dioxide and, in the presence of sunlight, produce carbohydrates. The oxygen released

during photosynthesis is vital for human and animal survival. Decreasing pollution-causing acid rain will preserve a region's environmental balance.

Some scientists believe that rising levels of pollutants in the atmosphere are contributing to a general increase in the earth's temperatures, a trend they call global warming. Although not all experts agree that global warming is occurring, scientists who study it warn that the increase in temperature may have disastrous effects, causing glaciers and ice caps to melt and raising the level of the world's oceans. Higher water levels in oceans, they claim, could flood coastal cities and submerge smaller islands.

## The Fragile Ecosystem

As humans expand their communities, they threaten natural ecosystems, places where the plants and animals are dependent upon one another and their environment for survival. Ecosystems can be found in every climate and vegetation region of the world. Because the earth's land, air, and water are interrelated, what harms one part of the system harms all the other parts—including humans and other living things. As people become more aware of how their actions affect this delicate balance of life, they are starting to manage resources more wisely, by improving water treatment, preserving wilderness areas, and developing alternatives to fossil fuels.

## TAKS Practice

### SECTION 4 ASSESSMENT

#### Checking for Understanding

- 1. Define** natural resource, developed country, developing country, industrialization, free trade, pollution.
- 2. Main Ideas** Copy the chart below onto a sheet of paper. Fill in the challenges that each category presents to the world's countries.

Economic World			
Resources	Development	Trade	Environment

#### Critical Thinking

- 3. Evaluating Information** Evaluate the impact of innovations, such as fire, steam power, diesel machinery, and electricity, on the environment.
- 4. Making Inferences** What might be the advantages and disadvantages to a developing country of joining a free trade agreement?
- 5. Making Comparisons** Research and compare two countries in the ways they depend on the environment for products that they export.

#### Analyzing Maps

- 6. Region** Look at the world economic activity map on page 92. What regions of the world produce the most oil? The most coal?

#### Applying Geography

- 7. Effects of Trade Policies** Think about the reasons countries use quotas and embargoes. How are quotas and embargoes different? What unintended consequence do you think quotas and embargoes might have on a country's economy?



# Creating an Electronic Database



**A** computerized database program can help you organize and manage a large amount of information. Once you enter data in a database, you can quickly locate a record according to key information.

## Learning the Skill

An electronic database is a collection of facts that are stored in a file on the computer. The information is organized into different fields. The table, for example, contains three fields: *Language*, *Speakers (in millions)*, and *Main Areas Where Spoken*.

A database can be organized and reorganized in any way that is useful to you. By using special software developed for record keeping—a database management system (DBMS)—you can easily add, delete, change, or update information. You give commands to the computer that tell it what to do with the information, and it follows your commands. When you want to retrieve information, the computer searches through the files, finds the information, and displays it on the screen.

Follow these steps to create a database:

- Determine what facts you want to include in your database.
- Follow the instructions in the DBMS you are using to set up fields.
- Determine how you want to organize the facts in the database—alphabetically, chronologically, or numerically.

Language	Speakers (in millions)	Main Areas Where Spoken
Han Chinese (Mandarin)	874	China, Taiwan, Singapore
Hindi	366	Northern India
Spanish	358	Spain, Latin America, southwestern United States
English	341	British Isles, Anglo-America, Australia, New Zealand, South Africa, former British colonies in tropical Asia and Africa, Philippines
Bengali	207	Bangladesh, eastern India
Arabic	206	Southwest Asia, North Africa
Portuguese	176	Portugal, Brazil, southern Africa
Russian	167	Russia, Kazakhstan, parts of Ukraine and other former Soviet republics
Japanese	125	Japan
German	100	Germany, Austria, Switzerland, Luxembourg, eastern France, northern Italy

Source: National Geographic Desk Reference

- Follow the instructions in the DBMS to sort the information in order of importance.

## Practicing the Skill

Enter the data in the table above into an electronic database. Then use the DBMS commands to answer the following questions.

1. In what order is the information in the table displayed?
2. Sort the data alphabetically by language. Which record appears first?
3. Request the database to display only those languages with more than 200 million

speakers. Which records will not appear?

4. Sort your records using Africa as the main area where spoken. How many languages appear? What are they?

## Applying the Skill

Study the world religion and world cultures maps on pages 82 and 83. Combine the information into an electronic database showing which religions are practiced in the world's culture regions. Write three questions that require sorting these records.



## SECTION 1

## World Population (pp. 75–79)

### Terms to Know

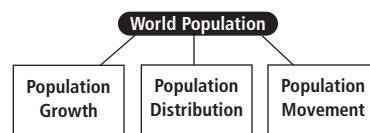
- death rate
- birthrate
- natural increase
- doubling time
- population distribution
- population density
- migration

### Key Points

- Population growth rates vary, posing different problems for different countries.
- The world's population is unevenly distributed.
- Large numbers of people are migrating from rural villages to cities.
- People emigrate because of wars, food shortages, persecution, lack of jobs, or other problems.

### Organizing Your Notes

Use a graphic organizer like the one below to help you organize your notes for this section.



## SECTION 2

## Global Cultures (pp. 80–85)

### Terms to Know

- culture
- language family
- ethnic group
- culture region
- cultural diffusion
- culture hearth

### Key Points

- Language, religion, social groups, government, and economic activities define cultures.
- Geographers divide the earth into specific culture regions.
- Trade, migration, and war change cultures.
- The world's first civilizations arose in culture hearths.

### Organizing Your Notes

Create an outline using the format below to organize your notes.



## SECTION 3

## Political and Economic Systems (pp. 86–90)

### Terms to Know

- unitary system
- federal system
- autocracy
- oligarchy
- democracy
- traditional economy
- market economy
- mixed economy
- command economy

### Key Points

- A country's different levels of government may be organized as a unitary system, a federal system, or a confederation.
- An autocracy, an oligarchy, and a democracy differ in the way they exercise authority.
- The three major economic systems are traditional economy, market economy and command economy.

### Organizing Your Notes

Create a chart like the one below to organize your notes for this section.

Political and Economic Systems	Characteristics
Features of Government	

## SECTION 4

## Resources, Trade, and the Environment (pp. 91–95)

### Terms to Know

- natural resource
- developed country
- developing country
- industrialization
- free trade
- pollution

### Key Points

- Peoples are increasingly interdependent.
- Because natural resources are not evenly distributed, countries must trade.
- Governments can create or eliminate trade barriers.
- Human economic activities have led to pollution.

### Organizing Your Notes

Create a chart like the one below to organize your notes.

Trade	Resources	Development	Environment



## Reviewing Key Terms

On a sheet of paper, classify each of the terms below into one of the following categories:

- Population
  - Political and Economic Systems
  - Cultures
  - Resources, Trade, and Environment
- a. death rate
  - b. culture
  - c. population distribution
  - d. free trade
  - e. language family
  - f. culture region
  - g. democracy
  - h. culture hearth
  - i. developed country
  - j. autocracy
  - k. cultural diffusion
  - l. market economy
  - m. mixed economy
  - n. federal system
  - o. developing country
  - p. birthrate

## Reviewing Facts

### SECTION 1

1. How does population growth affect the global community?
2. Why are large numbers of people moving to cities?

### SECTION 2

3. What are the elements of a culture?
4. What influences may change a culture?

### SECTION 3

5. Name two forms of autocratic government.
6. What kinds of benefits do people receive in a market economy system? In a command economy system?

### SECTION 4

7. What is the difference between a renewable and a nonrenewable resource?
8. What factors make the world's countries increasingly interdependent?

## Critical Thinking

1. **Analyzing Information** Explain the operation of a traditional economy, using Canada's Inuit as an example.
2. **Making Inferences** Why do you think geographers find it useful to divide the world into culture regions? Identify the human factors that constitute a region.
3. **Predicting Consequences** On a sheet of paper, create a graphic organizer like the one below to list the possible challenges faced by the citizens of a country whose government has changed from an autocracy to a democracy. Then suggest ways that people might address these challenges.

Autocracy to Democracy	
Challenges	Ways to Address Them
•	•
•	•
•	•
•	•

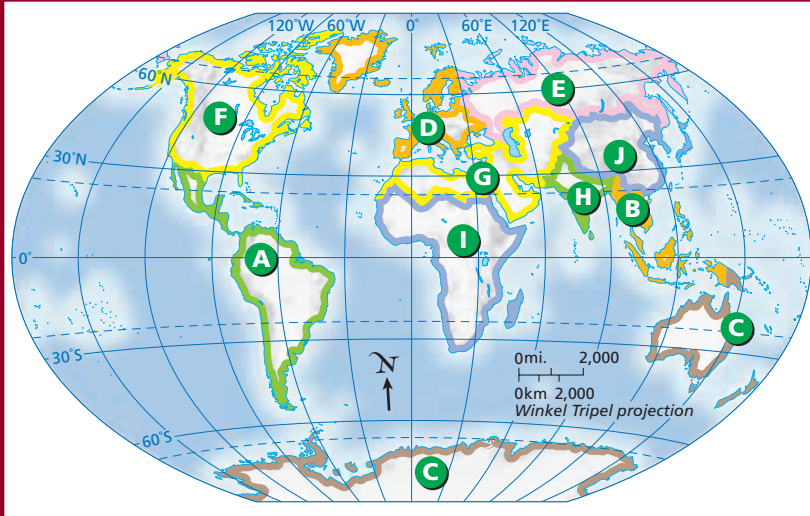


## Locating Places

### The World: Cultural Geography

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

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





**Self-Check Quiz** Visit the **Glencoe World Geography** Web site at [tx.geography.glencoe.com](http://tx.geography.glencoe.com) and click on Self-Check Quizzes—Chapter 4 to prepare for the Chapter Test.

## Thinking Like a Geographer

Based on what you know about cultural diffusion, research the role that diseases such as the bubonic plague have played in this process over the course of time. Create a map that traces the disease's spread from its point of origin to other areas. Write a paragraph that describes the disease's effects on regions of contact.

## Problem-Solving Activity

**Group Research Project** Work with a group to find out more about the North American Free Trade Agreement (NAFTA). Research the important elements of the agreement, the supporting and opposing opinions, and the costs and benefits to participating countries. Decide whether NAFTA might be used as a model agreement for other regions, and present your decision and supporting reasons as a letter to a national news magazine. Include charts, graphs, or tables to support your ideas.

## GeoJournal

**Creative Writing** Choose one of the world's culture regions. Use the notes in your GeoJournal and other sources to research and analyze the effects of human geographic patterns on the region's environment. Write a description of specific human activities that have positively or negatively changed physical features and natural resources there.



## Technology Activity Creating an Electronic Database

Choose several developed and developing countries and create a database of their trading activities. Include data about products they import and export and the amount of income each country earns from trade. Then write a paragraph explaining what the data show about developed and developing countries. Consider the differences among countries related to the kinds of products each category of country produces and the amount of income each kind produces. What accounts for the differences?



## TX TAKS Test Practice

Choose the best answer for the following multiple-choice questions. If you have trouble answering the questions, use the process of elimination to narrow your choices.

- Which of the following is NOT a challenge that rapid population growth presents to the global community?
  - Shortages of food
  - Shortages of metropolitan areas
  - Shortages of water
  - Shortages of housing
- What is the most accurate description of an autocratic government?
  - Power is divided among the national government and state or provincial governments.
  - A small group of people have the power to govern, often because of wealth, military power, or social position.
  - Leaders rule with the consent of the citizens.
  - One person holds the power to rule and may use military or police power to maintain authority.



Read the questions carefully to determine what is being asked. Look for the key words and phrases that will help you eliminate incorrect answers, such as the word *not* in question 1 and the word *autocratic* in question 2. Then compare the answer choices you have not eliminated. Sometimes more than one answer choice seems correct. You must find the answer choice that is the *best*.