

Daily Lecture Notes

Glencoe

World Geography



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To the Teacher

The *Glencoe World Geography* Daily Lecture Notes booklet provides detailed outlines for each section of the student textbook, page number references, and discussion questions to encourage student participation in classroom activities. Each section begins with a short, high-interest “Building Geography Literacy” anecdote.



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DAILY LECTURE NOTES

CHAPTER 1

Section 1



Building Geography Literacy

One of the major goals of ancient geographers was to measure the size and shape of Earth. The appearance of Earth's shadow on the eclipsing moon proved to most people that Earth was spherical. In the 200s B.C. Greek geographer Eratosthenes used angles of the sun over a specific distance to calculate the circumference of Earth. His estimate was off by only a few hundred miles.

I. The Elements of Geography pages 19–20

Geographers are specialists who describe Earth's physical and human features and the interactions of people, places, and environments. (p. 19)

Discussion Question

List some of the tools geographers might use to describe the features of Earth and the relationships between them.

(maps, atlases, charts, measuring devices, thermometers, barometers)

II. The World in Spatial Terms pages 20–21

Spatial relations means “relations in space”: how places, people, and features of the earth are connected because of their locations. (p. 20)

A. Absolute location

The exact latitude and longitude at which a place is found on the globe is its absolute location. (p. 20)

B. Relative location

Relative location describes a place's location in relation to another place. (p. 20)

Discussion Question

When is it useful to know the absolute location of a place? When is it useful to know its relative location?

(Absolute location is useful for a team of explorers trying to find a ship that had sunk, like the Titanic, for example. Relative location is useful for giving directions to travelers.)



DAILY LECTURE NOTES**CHAPTER 1, Section 1**

(continued)

III. Places and Regions

page 21

A place is a particular space on Earth with physical and human meaning. A region, larger than a place, is a group of places that are united by shared characteristics. A formal, or uniform, region is an area defined by a common characteristic. A functional region is a central place and the outlying areas linked to it by transit systems, for example. A perceptual region is defined by popular feelings and images rather than by objective data. (p. 21)

Discussion Question

Give some examples of a place, a uniform region, a functional region, and a perceptual region.

(Sample answer: The city of Philadelphia is a place. The Pennsylvania anthracite coal region is a uniform region. The Delaware Valley is a functional region. Pennsylvania—the Keystone State—is a perceptual region.)

IV. Physical Systems

pages 21–22

Physical systems—volcanoes, floods, and hurricanes—shape the earth’s surface. (p. 21)

Discussion Question

What kinds of physical systems have shaped the earth in the region where you live?

(Answers should be appropriate to the location. Possible answers include tornadoes, floods, erosion, glaciation, hurricanes, earthquakes, and volcanoes.)

V. Human Systems

page 22

People affect the earth by settling it, forming societies, and migrating. People also move goods and ideas to new places. (p. 22)

Discussion Question

What historical movements of people and ideas have changed the United States?

(Accept reasonable answers. Sample answer: Native American societies were greatly changed when Europeans began to settle North and South America. Students may mention forced migration of African Americans, waves of European immigrants in the late 1800s, the westward movement across North America, legal and illegal immigrants from Latin America, and Asian immigration following the Vietnam War.)



DAILY LECTURE NOTES

CHAPTER 1, Section 1



(continued)

VI. Environment and Society

page 22

People affect the environment by clearing or planting forests, building industries and cities, and hunting animals. Features of the environment such as mountain ranges and deserts often pose barriers to human migration. (p. 22)

Discussion Question

How can people overcome the physical obstacles of their environment?

(People can fly planes over mountain ranges. They can build tunnels through mountains for roads or railroads. They can clear paths and build roads through forests. They can build bridges, dams, and canals.)

VII. The Uses of Geography

page 22

Geographers provide important information about the planet's physical features and processes, living things, and human systems that describes the planet and contributes to planning for future needs. (p. 22)

Discussion Question

What can a geographer tell you about your environment?

(Describe a place's land [flat, mountainous] and water [salt or fresh]. Give the distances between all the places in a region. Describe the temperatures and precipitation levels at different seasons of the year. Interpret population patterns. Explain cultural relationships. Analyze how various parts of the environment interact with one another. Accept all reasoned responses.)



DAILY LECTURE NOTES

CHAPTER 1

Section 2



Building Geography Literacy

Cartography, or mapmaking, began to develop in the Age of Exploration. Explorers such as Christopher Columbus and Ferdinand Magellan drew rough maps of the lands they found across the Atlantic Ocean. By the early 1500s, European maps showed entire unexplored continents between Europe and Asia.

I. Branches of Geography

pages 23–24

Physical geography focuses on the study of Earth's physical features. Human or cultural geography studies human activities and their relationship to the environment. (p. 24)

Discussion Question

What kinds of questions would you ask a physical geographer? A cultural geographer? (Sample questions: *Physical: Where are the world's tallest mountains? Cultural: Which languages are most commonly spoken worldwide? Suggest that students record their questions and look for answers as they study various world regions.*)

II. Geographers at Work

pages 24–26

A. Direct Observation

Going to a geographic location to see what it is like is direct observation. Sometimes geographers rely on aerial or satellite photographs. (p. 24)

B. Mapping

Cartographers are people who design and make maps—graphic representations of places and regions and more complicated information about the relationships of people, places, and things. (p. 24)

C. Interviewing

Cultural geographers often interview the people whose activities they study. (p. 25)

D. Statistics

Geographers use statistics to present data, find patterns, and study populations. (p. 25)

E. Technology

Geographers use advanced technology—satellite photos, radar, and geographic information systems (GIS)—to study the environment, the weather, and human settlement patterns. (p. 25)



DAILY LECTURE NOTES

CHAPTER 1, Section 2



(continued)

II. Geographers at Work

pages 24–26

Discussion Question

Why do geographers often rely on maps rather than on verbal descriptions?

(A map can show a great deal of information quickly. For example, maps may show relative distances, elevation, crops, population, and resources at a glance; verbal descriptions take much longer to read.)

III. Geography and Other Disciplines

pages 26–27

A. History and Government

Geographers study history and government to understand changes that have taken place over time. (p. 26)

B. Culture

Human geographers study sociology and anthropology to learn how people have interacted with their environment over time. (p. 27)

C. Economics

Geographers study economics to understand how the location of resources affects the ways people make, transport, and use goods and provide services. (p. 27)

Discussion Question

What other areas of study might be useful to geographers? Explain.

(Sample answers: Knowledge of biology would help a physical or cultural geographer who was interested in the environment. Knowledge of literature, especially travel diaries and journals, would give a geographer eyewitness accounts of how places looked at certain times in history. Accept reasonable responses.)

IV. Geography as a Career

page 27

Knowledge of geography helps people who work in many other fields. (p. 27)

Discussion Question

Name a job in which it would be helpful to understand geography. Explain.

(Sample answers: A travel agent needs to inform clients about climates and weather so they can make the best travel plans. A director who wants to shoot a film in the desert needs to know what access he or she will have to necessary supplies and housing and to weather information.)



DAILY LECTURE NOTES

CHAPTER 2

Section 1



Building Geography Literacy

Earth has one moon, which revolves around the planet about once a month; in fact, the words *moon* and *month* come from the same Latin word. The relative positions of the earth, moon, and sun make the moon appear to be a different shape every night, from a barely visible curve to a crescent, a half-circle, an ellipse, and finally a full circle. The side of the moon that seems brightly lit is the side facing the sun.

I. Our Solar System

pages 33–35

The sun is at the center of our solar system. It exerts a strong force of gravity that keeps Earth and all the other objects in the solar system revolving around it. (p. 33)

A. The Planets: Neighbors in Space

The largest objects that orbit the sun are called planets. At least nine planets orbit our sun. Some of the planets have one or more moons. Mercury, Venus, Earth, and Mars are terrestrial planets because they have solid rocky crusts. Farther from the sun are the gas giant planets—Jupiter, Saturn, Uranus, and Neptune. They are much more gaseous and less dense than the terrestrial planets. Pluto, the exception among the planets, is a ball of ice and rock. (p. 34)

B. Asteroids, Comets, and Meteoroids

Smaller objects in the solar system include asteroids, comets, and meteoroids. Asteroids are small, irregularly shaped, planetlike objects. Comets are made of icy dust particles and frozen gases. Meteoroids are pieces of space debris—chunks of rock and iron. (p. 35)

Discussion Question

What conditions on gas giant planets make them unsuitable for life to exist there?
(Possible answers: Gas giant planets have no water. They do not have solid surfaces. Their temperatures are extreme, and their atmospheres lack oxygen.)



DAILY LECTURE NOTES**CHAPTER 2, Section 1**

(continued)

II. Getting to Know Earth

pages 35–36

Earth is the largest of the inner planets. Its diameter at the Equator is larger than the diameter from pole to pole. (p. 35)

A. Water, Land, and Air

The surface of the earth is about 30 percent land and about 70 percent water. The atmosphere is about 78 percent nitrogen, about 21 percent oxygen, and about 1 percent other gases, such as argon. (p. 35)

B. Landforms

The earth's landforms—physical features of particular shape and elevations—include continents, mountains, hills, plateaus, valleys, and plains. (p. 35) The part of a continent that extends underwater is called a continental shelf. (p. 36)

Discussion Question

Astronomers sometimes refer to Earth as the “water planet.” Name as many ways as you can that water affects the earth.

(Accept reasoned answers. Water makes life possible, erodes rock into soil, moves people and products, provides electric power, irrigates crops, changes soil textures by freezing and thawing, and preserves foods and medicines in the form of ice, among many other uses.)

III. Earth's Heights and Depths

page 36

The highest point on Earth is the summit of Mount Everest at 29,035 feet (8,852 m) above sea level. Earth's lowest point of dry land is on the shore of the Dead Sea at 1,349 feet (411 m) below sea level. The deepest known level of the ocean floor is the Mariana Trench at 35,827 feet (10,923 m) below sea level. (p. 36)

Discussion Question

In what ways do you think heights and depths of lands affect the way that people live?

(Students may mention that altitudes affect temperatures, forms of transportation, clothing, activities, occupations, and access to shopping, medical facilities, and schools. Accept all reasonable responses.)



DAILY LECTURE NOTES

CHAPTER 2

Section 2



Building Geography Literacy

In 1906 the booming city of San Francisco was destroyed by an earthquake that measured 8.6 on the Richter scale. Over 400 people were killed, and 28,000 buildings were reduced to rubble. Another slightly less forceful earthquake struck the city in 1989, doing far less damage and claiming 67 lives. Most people remember it because it interrupted the World Series for 12 days while damages were repaired in Oakland and San Francisco.

I. Earth's Structure

pages 37–39

A. A Layered Planet

The earth is composed of three layers: the core, the mantle, and the crust. (p. 38)

1. The inner core is about 4,000 miles (about 6,430 km) below the surface. The outer core is about 1,400 miles (about 2,250 km) thick. Both are made of iron and nickel. (p. 38)
2. The mantle is made of hot, dense rock. It releases 80 percent of the heat generated from the earth's interior. (p. 38)
3. The outer crust is a layer of rock that varies in thickness from about 2 to 75 miles (about 3 to 121 km). It is broken into more than a dozen great slabs called plates that rest on a layer of the upper mantle. The plates carry the earth's continents and oceans. (p. 38)

B. Plate Movement

Many scientists believe that all the continents once were joined and have broken apart and drifted. This theory is called continental drift. Plates move gradually. As they move, they come together and pull apart. This movement pushes up mountains, creates volcanoes, and produces earthquakes. These activities are called plate tectonics. (p. 38)

Discussion Question

Why might a scientist want to study plate tectonics?

(If people knew more about why the plates move, when they are likely to move, and in which direction, they might be able to prepare for disasters like earthquakes or volcanic eruptions.)



DAILY LECTURE NOTES**CHAPTER 2, Section 2**

(continued)

II. Internal Forces of Change

pages 39–41

A. Colliding and Spreading Plates

One way that mountain ranges form is in a process called subduction, when a sea plate collides with and dives beneath a continental plate. Continents grow in a process called accretion, when pieces of the earth's crust come together slowly as a sea plate slides under a continental plate. (p. 39) When two sea plates collide, they may create a chain of islands. (p. 40)

B. Folds and Faults

When plates squeeze the earth's surface, they create folds or bends in layers of rock. When the layers grind or slide past each other, they create cracks known as fault lines. (p. 40)

C. Earthquakes

Sudden, violent movements along the fault lines are called earthquakes. The Ring of Fire is a zone of earthquake and volcanic activity surrounding the Pacific Ocean. Cities in this area, like San Francisco and Los Angeles, are prone to severe earthquakes. (pp. 40–41)

D. Volcanic Eruptions

Volcanoes are mountains formed by magma that has broken through the earth's crust. Volcanoes often rise along plate boundaries. They also occur when especially hot places deep inside the earth blast their magma to the surface. (p. 41)

Discussion Question

Given that earthquakes are common in southern California, why do you think the area is so heavily populated?

(People like the pleasant climate and being near the ocean; many do not worry about earthquakes that may or may not happen. Students may mention other factors such as available jobs and access to services such as education, health care, or entertainment.)



DAILY LECTURE NOTES

CHAPTER 2, Section 2



(continued)

III. External Forces of Change

pages 42–43

A. Weathering

Physical weathering occurs when large masses of rock are broken down into smaller pieces. Chemical weathering changes the chemical composition of rocks. (p. 42)

B. Wind Erosion

The movement of dust, sand, and soil from one place to another is called wind erosion. It can devastate some areas and bring mineral riches to the soil in other places. (p. 42)

C. Glacial Erosion

Glaciers are large bodies of ice that move slowly across the earth's surface. As they move, they carry along rocks and soil. (p. 42) Sheet glaciers are flat, broad sheets of ice. Mountain glaciers are located in high mountain valleys. (pp. 42–43)

D. Water Erosion

Rain, rivers, streams, and oceans wear away soil and rock in a phenomenon called water erosion. Water erosion often forms valleys and canyons. (p. 43)

Discussion Question

Explain why water may be more powerful than rock.

(Water can wear away or dissolve rock over time. Although rocks can displace water, they cannot wear it away or destroy it.)



DAILY LECTURE NOTES

CHAPTER 2

Section 3



Building Geography Literacy

The Caspian Sea in southeastern Europe/southwestern Asia is actually a salt lake—the largest one on Earth. It is a lake, not a sea, because it is surrounded by land. The ancient Romans called the Caspian a sea because its water was salty. Australia’s Lake Eyre, Venezuela’s Lake Maracaibo, and Utah’s Great Salt Lake are other notable saltwater lakes.

I. The Water Cycle

pages 46–47

- A. The part of the earth that is covered by water is called the hydrosphere. Most of the hydrosphere is salt water, found in the oceans, seas, and some lakes. The rest of the hydrosphere is the freshwater of lakes, rivers, and springs. (p. 46)
- B. The sun’s heat evaporates water, which remains in the air until the air cools. The cool air returns the water to Earth in the form of rain, snow, or sleet. (p. 47)
- C. The total volume of the hydrosphere remains relatively constant because the evaporated water returns to Earth as precipitation. (p. 47)

Discussion Question

What will eventually happen to the water you ran in the sink this morning while brushing your teeth?

(Since the total amount of water remains relatively constant, it will eventually return as precipitation to its source. Actual steps will vary with location.)

II. Bodies of Salt Water

pages 47–48

- A. **Oceans**
About 97 percent of the hydrosphere is a huge body of salt water divided into four oceans: the Atlantic, the Pacific, the Indian, and the Arctic Oceans. (p. 47)
- B. **Seas, Gulfs, and Bays**
Large bodies of salt water partially enclosed by land comprise seas, gulfs, and bays. (p. 48)
- C. **Ocean Water to Drinking Water**
Because of the great demand for drinking water, people are experimenting with desalination—the removal of salt from ocean water. (p. 48)



DAILY LECTURE NOTES

CHAPTER 2, Section 3



(continued)

II. Bodies of Salt Water

pages 47–48

Discussion Question

If 70 percent of our planet is covered by water, why might access to freshwater become an important issue in the future?

(Most of Earth's water is salty. Much freshwater is unavailable because it is frozen in ice caps. Human activity has polluted many sources of freshwater. As populations grow, demand increases, but sources of freshwater do not.)

III. Bodies of Freshwater

pages 48–49

Only about 3 percent of the hydrosphere is freshwater, and most of it is frozen in glaciers and icecaps, inaccessible to people. (p. 48)

A. Lakes, Streams, and Rivers

1. A lake is a body of freshwater completely surrounded by land. Only a few lakes are made of salt water. (p. 49)
2. Streams are narrow bodies of water flowing through areas of land. Rivers are large streams that carry greater volumes of water. (p. 49)
3. Because rivers and streams flow through land, they carry freshwater to people and animals. Most people and animals live near sources of freshwater. (p. 49)

B. Groundwater

Groundwater is freshwater lying beneath the planet's surface. Natural springs and handmade wells allow people to retrieve groundwater. (p. 49)

Discussion Question

Name the major sources of freshwater near your home.

(Answers will vary depending on location. Cities and towns often are built near sources of water because the people and animals of the city need the water for survival. Most cities were built before modern water systems carried water to more distant locations.)



DAILY LECTURE NOTES

CHAPTER 3

Section 1



Building Geography Literacy

The sun, the brightest star in our sky, is a major factor in creating Earth's climates. The sun, composed of hydrogen, helium, and other gases, rotates on an axis at about the same angle as the earth's axis. Only a tiny fraction of the power generated by the sun reaches the earth.

I. Climate and Weather

pages 55–56

- A. Weather is the condition of the atmosphere in a certain place at a specific time. (p. 55)
- B. The climate of an area is its long-term typical weather pattern. (p. 55)
- C. The climate of an area is determined by many things; the most important is the earth's position in relation to the sun. (p. 56)

Discussion Question

Think about your location and the earth's relationship to the sun. How does the earth-sun relationship affect your life?

(Answers may vary somewhat depending on location. Students should demonstrate an understanding of climate and its effects on food, clothing, housing, energy consumption, and transportation, among many other factors.)

II. Earth's Tilt and Rotation

page 56

Earth's axis is currently tilted at an angle of about $23\frac{1}{2}^{\circ}$. Because of the tilt of this axis, not all places on Earth receive the same amount of direct sunlight at the same time. (p. 56)

Discussion Question

Which places on Earth receive the most direct sunlight? How does this phenomenon affect their climates?

(Regions in the tropics receive the most direct sunlight. These regions are generally warm or hot year-round, depending on their elevation.)



DAILY LECTURE NOTES**CHAPTER 3, Section 1**

(continued)

III. Earth's Revolution

page 56

- A. Earth travels in an orbit around the sun, completing one trip about every 365 days. (p. 56)
- B. The seasons are caused by the earth's revolution around the sun and the earth's tilt. (p. 56)
- C. The Equator divides Earth into the Northern and Southern Hemispheres. When one hemisphere experiences winter, the other experiences summer. (p. 56)

Discussion Question

How does the reversal of seasons in the Northern and Southern Hemispheres affect the lives of people on Earth?

(Accept reasonable responses. Students might note, for example, that food crops can be produced year-round, so fresh fruits and vegetables generally are available all year long.)

IV. The Tropics of Cancer and Capricorn

pages 56–57

The line of latitude at $23\frac{1}{2}^{\circ}\text{N}$ is called the Tropic of Cancer—the northernmost latitude on the earth to receive the sun's direct rays. (p. 56) The line of latitude at $23\frac{1}{2}^{\circ}\text{S}$ is called the Tropic of Capricorn—the southernmost latitude to receive the sun's direct rays. (p. 57)

Discussion Question

What do you think the climate is like in the tropics? Why do you think so?

(Because the tropics receive direct sunlight all the time, they are probably very warm year-round.)

V. The Poles

pages 57–58

The North Pole and the South Pole are located at either end of the earth's axis. Each Pole receives continuous indirect sunlight six months each year. While one receives continuous sunlight, the other receives little to no sunlight. (p. 57)

Discussion Question

Why do very few people live in polar climate areas?

(Accept reasonable responses. Students may mention extreme temperatures, frozen soils which cannot support crops, great variations in light, and frozen precipitation.)



DAILY LECTURE NOTES

CHAPTER 3, Section 1



(continued)

VI. The Greenhouse Effect

page 58

- A. Part of the sun's radiation passes through Earth's atmosphere. Like the glass in a greenhouse, the atmosphere keeps the heat from escaping back into space too quickly. (p. 58)
- B. Humans have altered Earth's atmosphere by burning fuels that release carbon dioxide and other greenhouse gases into the atmosphere. They also have cut down the forests that absorb carbon dioxide. (p. 58)
- C. Many scientists claim that in recent decades rising carbon dioxide levels have coincided with a rise in global temperatures. This trend known as global warming is believed to be caused in part by human activities, such as the burning of coal, oil, and natural gas. As more fossil fuels are burned, greenhouse gases enter the atmosphere and trap more heat. (p. 58)

Discussion Question

How might global warming affect your community over the course of the next several years?

(Answers will vary according to local climate conditions. Sample answer: It will rain in the winter instead of snowing. Temperatures will be hotter year-round. People will stay indoors more in the summertime because it will be too hot to go outside. Local vegetation will change as the climate changes. Patterns of precipitation may change, causing floods or droughts. Rising sea levels may flood low-lying areas along coasts.)



DAILY LECTURE NOTES

CHAPTER 3

Section 2



Building Geography Literacy

The climates of all planets in the solar system are determined by their atmosphere and their relationship to the sun. Because Venus is much closer to the sun than Earth is, it is much hotter. The surface temperature of Venus is 887°F (475°C)—hot enough to melt lead. Venus is subject to an extreme greenhouse effect. Its atmosphere traps more heat than it can release. Given its distance from the sun, Venus is about 500°F (260°C) hotter than it would be were it not for this effect. About 85 percent of Venus' rocky surface consists of volcanic plains.

I. Latitude and Climate

pages 59–61

A. Low Latitudes

The low latitudes are between the Tropic of Cancer and the Tropic of Capricorn. Portions of the low latitudes receive direct sunlight year-round. (p. 60)

B. High Latitudes

The high latitudes are the polar areas. They receive continuous but indirect sunlight for six months each year, and the climate is always cold. (p. 60)

C. Mid-Latitudes

The mid-latitudes are the zones between the Tropics and the polar areas. They have a temperate climate ranging from fairly hot to fairly cold, with dramatic seasonal changes. (pp. 60–61)

Discussion Question

Which zone would you prefer to live in? Why?

(Some students will say the low latitudes because the weather is always warm and sunny. Others will like the change of seasons that comes in the mid-latitudes. Most will agree that the high latitudes are too cold and dark.)

II. Elevation and Climate

page 61

A. The higher the altitude of a place, the colder its climate will be. (p. 61)

B. At high altitudes, the air is thinner and retains less heat.

Discussion Question

Explain why high mountaintops are always covered by snow, even in the Tropics.

(The thinner atmosphere in higher altitudes retains less heat. Therefore, temperatures are lower at high altitudes. If the mountaintops are high enough, it will always be too cold for the snow to melt.)



DAILY LECTURE NOTES**CHAPTER 3, Section 2**

(continued)

III. Wind and Ocean Currents

pages 61–63

A. Wind Patterns

Prevailing winds, global winds that blow in fairly constant patterns, are affected by the direction of the earth's rotation and latitude. The trade winds of the tropics blow diagonally toward the Equator. The westerlies of the middle latitudes blow diagonally from west to east. The polar easterlies of the high latitudes blow diagonally from east to west. (p. 62)

B. The Horse Latitudes

At the Equator is a narrow, generally windless band called the doldrums. Just north and south of the Tropics are other narrow bands of calm air. Wind-powered sailing ships were in danger if they were stranded in these windless areas. To lighten their vessels in order to take advantage of any breeze, livestock were thrown overboard, which accounts for the name *horse latitudes*. (p. 62)

C. Ocean Currents

Ocean currents move warm and cold water just as winds move warm and cold air. (p. 62)

D. Weather and the Water Cycle

A drop in temperature causes the water vapor in the atmosphere to form clouds and eventually to condense and fall as rain or snow. (p. 62)

E. El Niño

A periodic reversal of the pattern of mid-Pacific ocean currents and water temperatures can cause trade winds to diminish or even change direction, leading to worldwide climate alterations. This phenomenon is called El Niño. It has become more frequent and may be linked to global warming. (p. 63)

Discussion Question

Why is an El Niño year a bad year for most people across the globe?

(Farmers depend on the weather and have learned to adapt to normal climate variations. They choose certain crops and plant at certain seasons, according to their knowledge of local weather patterns. In an El Niño year, the weather may be dramatically different, causing crop failures and therefore food shortages. El Niño years also may cause damaging storms or severe droughts.)



DAILY LECTURE NOTES

CHAPTER 3, Section 2



(continued)

IV. Landforms and Climate

pages 63–64

- A. Earth's surface features, such as mountains and bodies of water, can affect and be affected by climate. (p. 63)
- B. Large bodies of water are slower to heat and cool than land, so bodies of water tend to moderate coastal land temperatures. (p. 63)
- C. When wind meets a mountain range, it is forced upward. This rising air cools and brings precipitation to the windward side (the side facing the wind) of the range. After the rain falls on the windward side, the air is warmer and drier as it descends on the leeward side (the side facing away from the wind) of the mountain range. Areas on the leeward sides of mountains receive little precipitation and are often very dry because of this rain shadow effect. (p. 64)

Discussion Question

What kinds of effects do El Niño phenomena have on the earth's people?

(Accept reasonable answers. Students may say that increased precipitation and warmer winters along the coasts of North and South America, for example, cause flooding in some areas, increase storm damage, lead to crop failures from drought, and make desert areas bloom with wildflowers. Droughts in Southeast Asia and Australia cause massive forest fires, and their smoke spawns additional weather phenomena and adversely affects human health.)



DAILY LECTURE NOTES

CHAPTER 3

Section 3



Building Geography Literacy

Iceland's climate belies the country's name. Because Iceland sits along the rift where the North American and European plates are pulling apart, it has numerous geysers and volcanoes and a ready supply of geothermal energy. In addition, Iceland is affected by the Gulf Stream. Consequently, Iceland's winters are relatively mild and its summers are cool and sunny.

I. Climate Regions

pages 65–69

A. Tropical Climates

Tropical climates are found in or near the low latitudes. The two types of tropical climates are tropical rain forest and tropical savanna. (p. 66) Tropical rain forests are densely wooded areas that are hot and wet year-round. Tropical savannas are grasslands that are hot year-round, dry in winter, and wet in summer. (p. 67)

B. Dry Climates

Dry climates include deserts and steppes. Deserts are always dry with sparse vegetation; temperatures vary greatly from day to night and season to season, and rainfall is 10 inches (about 25 cm) or less per year. Steppes are dry grasslands that receive from 10 to 20 inches (25 to 51 cm) of rain annually. (p. 67)

C. Mid-latitude Climates

Earth's mid-latitude climates include four temperate climate regions. Regions with a marine west coast climate are cool in summer, damp in winter, and forested. Mediterranean climate regions have mild, rainy winters and hot, sunny summers. Humid subtropical climate regions have short, mild winters and year-round rain. Those having humid continental climates are inland; ocean currents do not moderate their climates. Winters in these areas are generally cool to very cold; summers are hot. (p. 68)

D. High Latitude Climates

The surfaces of ice cap regions are constantly covered with snow and ice. Tundra climate regions are slightly warmer than ice cap regions and can support short grasses. Subarctic climate regions, experiencing bitterly cold winters, have a long enough growing season for needled evergreens. (pp. 68–69)

E. Highlands Climates

At high altitudes, climates vary with elevation. The higher the altitude, the cooler the temperatures. The natural vegetation of these areas also varies with elevation. (p. 69)



DAILY LECTURE NOTES

CHAPTER 3, Section 3



(continued)

I. Climate Regions

pages 65–69

Discussion Question

Which of the climate regions do you think are most heavily populated? Why do you think so?

(Mid-latitude climate regions tend to be temperate, and the tropical climate regions are generally warm to hot with lush vegetation. Mid-latitude and tropical regions are the most heavily populated.)

II. Climatic Changes

page 69

- A. Climates change gradually over time. (p. 69)
- B. Humans have altered climates by burning fossil fuels, building dams, and cutting down forests. (p. 69)

Discussion Question

Give an example of one change you think humans have made to climates.

(Accept reasonable responses. One possible answer: People build a dam to irrigate a dry area in which they want to farm. The dam may cause new areas to flood or dry out, and this may affect climate over time.)



DAILY LECTURE NOTES

CHAPTER 4

Section 1



Building Geography Literacy

In 1950 New York was the only metropolitan area in the world with a population over 10 million. By 1994, 14 world cities had populations greater than 10 million. Four of these cities were in economically developed countries; the rest were in countries still developing modern economies. By 2015 experts predict that the population of the following cities will exceed 20 million: Tokyo, Mumbai, Lagos, Shanghai, Jakarta, São Paulo, and Karachi. Of these cities only Tokyo is in an economically developed country.

I. Population Growth

pages 75–77

The population of Earth is now about 6 billion and is expected to reach 7 billion by 2010. People inhabit about 30 percent of the planet's land. (p. 75)

A. Growth Rates

World population is growing rapidly because birthrates have not declined as fast as death rates. Improved diet and health care have lowered the death rate in many places. In economically developing countries, the birthrate is often very high. Wealthy industrialized countries, however, tend to have a low birthrate. (p. 76)

B. Challenges of Population Growth

World food production has risen to meet demands on every continent except Africa. However, rapidly growing populations still face shortages of freshwater, housing, and clothing. (p. 76)

C. Negative Population Growth

In some countries the death rate is higher than the birthrate. Countries with negative growth rates often recruit workers from other countries to supplement their workforce. (p. 77)

Discussion Question

Suggest ways that higher rates of population growth or negative population growth might affect a country's economy.

(Accept reasoned responses. Possible answers: High growth rates cause shortages and unemployment, and stress infrastructure and social services, such as education and health care. Young people require all of these services but may not contribute to a country's economy. Negative growth reduces the labor force and the number of consumers for products. Aging populations require many services which too few young workers often cannot support.)



DAILY LECTURE NOTES

CHAPTER 4, Section 1



(continued)

II. Population Distribution

pages 77–79

A. Population Density

The earth's people are not evenly distributed over the available land. Most people live near sources of freshwater and in areas where the climate is temperate. Population density measures the average number of people living on a square mile or square kilometer of land. (p. 78)

B. Population Movement

More and more people throughout the world are moving to urban areas in search of better jobs, education, and health care. About half the world's people now live in urban areas. People also migrate from one country to another, seeking greater economic opportunities and political freedom. (p. 79)

Discussion Question

Explain how the process of either immigration or urbanization has shaped the city or town where you live.

(Some students might talk about the movement of people from rural areas to their city in order to improve standards of living. Others might talk about the ethnic diversity that has resulted from the movement of people from other countries to their city. Accept reasonable responses.)



DAILY LECTURE NOTES

CHAPTER 4

Section 2



Building Geography Literacy

People who invented ways to irrigate land developed the world's earliest civilizations. Irrigation projects, settled agricultural communities, and thriving urban centers are the common factors in the world's earliest civilizations. Among the earliest was Sumer, in the area of Southwest Asia between the Tigris and Euphrates Rivers. The Sumerians invented a calendar, a system of writing, the plow, the potter's wheel, wheeled carts, and sailboats.

I. Elements of Culture

pages 80–84

A. Language

One unifying element of culture is language. The world's languages are organized into language families, large groups of languages having similar roots. (p. 81)

B. Religion

In many cultures religious beliefs influence certain aspects of daily life. Throughout history religious symbols and stories have shaped the arts and architecture. Religious differences have been the root of conflicts in many countries. (p. 82)

C. Social Groups

Cultures have social systems that include families, social classes, and ethnic groups. (p. 82)

D. Government

Despite differences, governments of the world share certain features, such as maintaining internal order, providing for defense, and supplying public services. (p. 83)

E. Economic Activities

Geographers study economics to see how people in different cultures produce, obtain, use, and sell goods and services. (p. 83)

F. Culture Regions

A culture region generally includes different countries that share certain characteristics—economic systems, languages, forms of government, or social groups. (pp. 83–84)

Discussion Question

How can knowledge of history aid a geographer?

(A geographer needs to know when areas were first occupied by people and how cultures developed as people moved and introduced new languages, religions, ideas, products, plants, animals, and technologies—and how all of these changed the earth's surface.)



DAILY LECTURE NOTES**CHAPTER 4, Section 2**

(continued)

II. Cultural Change

pages 84–85

A. The Agricultural Revolution

About 10,000 years ago when the climate grew warmer, early nomadic peoples began to grow food rather than hunting and gathering it. (p. 84)

B. Culture Hearths

The world's first civilizations arose in the areas of present-day Egypt, Iraq, Pakistan, China, and Mexico. They are known as culture hearths because their ideas and practices spread to surrounding areas. (pp. 84–85)

C. Specialization and Civilization

As farmers began to supply food surpluses, some people could give up farming and earn their livings from other activities, like shipbuilding or metalworking. The production of goods for trade led to increased wealth. (p. 85)

D. Cultural Contacts

Through trade and travel, people in different civilizations made contacts with one another that promoted cultural change. Aspects of migrants' cultures often blended with those of native populations. (p. 85)

E. Industrial and Information Revolutions

In the 1700s and 1800s, people began inventing ways to mass-produce goods. During the Industrial Revolution, millions of people left their farms to live in cities and work in factories. The Information Revolution occurred in the late 1900s as computers made it possible to store huge amounts of information and to send it all over the world instantly. (p. 85)

Discussion Question

What were the advantages of living in one of the ancient culture hearths? What are the advantages of living in the modern age?

(Accept reasoned responses. In earlier times developments occurred at a slower pace and people in many cases could adjust to change more easily. The lack of travel, education, and conveniences posed difficulties from our vantage point. Today people can travel great distances quickly, choose from among hundreds of ways to earn a living, and live to an older age; life, however, is more stressful, and overcrowding and pollution are major concerns. People must adapt to change more quickly.)



DAILY LECTURE NOTES

CHAPTER 4

Section 3



Building Geography Literacy

Democratic forms of government have a long history. The ancient Greek leader Cleisthenes set up an early form of democracy in the city-state of Athens. All citizens, for example, could belong to the Assembly, in which they were considered equal before the law and guaranteed freedom of speech. The citizens in Cleisthenes' democracy, however, made up only 20 percent of Athenians. Noncitizens—women, foreign-born males, and slaves—were still excluded from political life.

I. Features of Government

page 86

The world is made of about 200 independent countries, each with a government that makes and enforces laws binding on all people living in its territory. (p. 86)

Discussion Question

What is the purpose of government, and why does every country have one?

(A government makes laws and carries out the will of the people. Most societies are too large for everyone to participate in decisions affecting the whole group. A government makes such decisions, ideally based on the best interests of the whole.)

II. Levels of Government

page 87

A. Unitary System

A unitary system of government gives all key powers to the national or central government. The national government then creates local governments with limited authority. (p. 87)

B. Federal System

A federal system of government divides governmental powers between the national government and state or provincial governments. The United States, Mexico, and Switzerland are examples of federal governments. (p. 87)

Discussion Question

What relationship might there be between the physical geography of a country and its form of government?

(Accept reasoned answers. Students may suggest that countries small in size may be inclined toward unitary government, and those with larger territories and more diverse interests may favor a federal system.)



DAILY LECTURE NOTES

CHAPTER 4, Section 3



(continued)

III. Types of Governments

pages 87–89

A. Autocracy

In an autocracy a single individual is the absolute ruler. In a totalitarian dictatorship, a leader seeks to control all aspects of a country's social and economic life. In an absolute monarchy, the ruler inherits his or her position and exercises supreme power. (pp. 87–88)

B. Oligarchy

In an oligarchy a small group holds power. The group's authority comes from wealth, social status, or military power. Autocracies and oligarchies do not allow the existence of opposition groups. (p. 88)

C. Democracy

In a democracy, leaders rule with the consent of the people. In a republic voters elect all major officials, who are responsible to the people. (pp. 88–89)

Discussion Question

What do you think are the advantages and disadvantages of each type of government? *(Possible answers: An absolute form of government may be more efficient, but it would work only if the ruler had a total commitment to advancing the interests of citizens. However, this form of government typically rests on force or the threat of force to carry out the leader's interests. A democratic government can be inefficient and slow in making and carrying out decisions, but it rests on popular assent and cooperation.)*

IV. Economic Systems

pages 89–90

A. Traditional Economy

Customs and traditions determine the rules for economic activity in traditional economies, but few areas in the world have such economies today. (p. 89)

B. Market Economy

In a market economy, individuals and private groups decide what they will produce and what they will purchase. A mixed-market economy is one in which the government supports and regulates free enterprise through decisions that affect the marketplace. (p. 89)

C. Command Economy

In a command economy, the government owns the means of producing and distributing goods and controls all economic decision making. (pp. 89–90)



DAILY LECTURE NOTES**CHAPTER 4, Section 3**

(continued)

IV. Economic Systems

pages 89–90

D. Socialism and Communism

A command economy is called either socialism or communism, depending on how much the government is involved. Strict governmental control of the economy and all other aspects of society is known as communism. Under socialism a government allows a fairly wide range of enterprise alongside government-run activities. The aims of socialism are to equally distribute wealth and promote economic opportunity among all people, to place the control of major decisions about production in the government, and to advance public ownership of most land, factories, and other means of production. (p. 90)

Discussion Question

What do you think are the advantages and disadvantages of each economic system?

(A traditional economy promotes close cooperation among small groups but allows little room for advances. It also is impractical for larger areas. A market system gives people the opportunity to make their own economic decisions and to profit from them. A disadvantage is that free enterprise may not meet certain social needs in cases where profit is not readily forthcoming to groups or individuals. A communist system provides a certain amount of economic and social security to citizens but harshly suppresses political and other freedoms and undercuts initiative by providing few incentives to workers. A socialist system tries, not always successfully, to strike a balance between market and command economies, forcing businesses to be socially responsible but also overtaxing profits or overregulating companies, thereby limiting investments.)



DAILY LECTURE NOTES

CHAPTER 4

Section 4



Building Geography Literacy

The United States consumes more than twice as much petroleum as any other country—19.5 million barrels per day in 2000. Japan, the second-largest consumer, only used 5.5 million barrels per day in the same year. The United States must import more than half of its petroleum from such OPEC countries as Saudi Arabia, Nigeria, and Venezuela. The United States also imports petroleum from Canada, Mexico, and the United Kingdom.

I. Resources

pages 91–92

As people use up more and more nonrenewable resources, such as minerals and fossil fuels, scientists work on finding alternatives. Hydroelectric power, which comes from water, and solar energy, which comes from the sun, are two alternatives to fossil fuels. (p. 92)

Discussion Question

What can individuals do to help conserve nonrenewable resources?

(Accept reasonable responses. Some possible answers include riding bikes instead of driving, using public transportation, turning off lights when not in use, recycling, and conserving freshwater, among many others.)

II. Economic Development

page 93

- A. Natural resources are not distributed evenly over the earth. In developed countries only a small portion of the population works in agriculture. In developing countries most of the people are subsistence farmers. (p. 93)
- B. Industrialization has recently helped change economies in countries that once relied mostly on agriculture, such as China and Malaysia. (p. 93)
- C. Certain militant groups in developing countries have used terrorism to counter the global influence of developed countries.

Discussion Question

Why are there fewer farmers in developed countries?

(In developed countries, the farms are often larger; fewer people raise crops and livestock because farms rely on machines rather than workers. In developing countries, the dominant form of agriculture is subsistence farming that uses human or animal power.)



DAILY LECTURE NOTES**CHAPTER 4, Section 4***(continued)***III. World Trade**

pages 93–94

A. Barriers to Trade

Countries trade because of the unequal distribution of natural resources. (p. 93) Each government tries to manage trade to benefit its people. Countries often add tariffs to imported goods or set limits on how much can be imported. When a country bans trade with another country for political or economic reasons, this action is called an embargo. (p. 94)

B. Free Trade

The World Trade Organization promotes free trade internationally. The North American Free Trade Agreement (NAFTA) has removed trade barriers among the United States, Canada, and Mexico. (p. 94)

Discussion Question

Do you think the removal of trade barriers is a good idea? Why or why not?

(Students should support their arguments with facts and logical reasoning that include employment, pollution, and resource allocation issues.)

IV. People and the Environment

pages 94–95

A. Water and Land Pollution

Water pollution includes oil spills from tankers, chemical and industrial waste from factories, fertilizers and chemicals used by farmers, animal wastes, and untreated sewage. Land pollution results from unsanitary dumpsites, radioactive waste, and chemical waste. (p. 94)

B. Air Pollution

The burning of fossil fuels by vehicles and industries causes air pollution. Burning fuels give off gases and combine with precipitation to form acid rain, which can destroy whole forests. (p. 95)

C. The Fragile Ecosystem

People can help protect the environment by treating water, preserving wilderness areas, recycling, and using hydroelectric or solar power instead of burning fossil fuels. (p. 95)

Discussion Question

Name one thing you can do to help reduce land or air pollution.

(Possible answers: Recycle paper, cans, and bottles; compost fruit and vegetable scraps; plant a tree; plant a garden; organize a neighborhood group to clean up an empty lot.)



DAILY LECTURE NOTES

CHAPTER 5

Section 1



Building Geography Literacy

The lower 48 states of the United States contain a number of active volcanoes. Two of the best known are in Washington, on the Pacific coast: Mount Rainier and Mount Saint Helens. At 14,410 feet (4,392 m), Mount Rainier is the third-tallest volcano in North America. It has been dormant for over a century. Mount Saint Helens, at a height of 8,365 feet (2,550 m), violently erupted in 1980, killing 57 people and damaging an area of about 70 sq. mi. (180 sq km).

I. Landforms

pages 115–116

A. Western Mountains and Plateaus

The western mountains of North America are called the Pacific Ranges. They include Alaska's Mount McKinley, the highest point on the continent. The Rocky Mountains link the United States and Canada and stretch northwest from New Mexico to Alaska. Dry basins and plateaus, featuring Death Valley and the Grand Canyon, fill the area between the mountain ranges. (p. 116)

B. Interior Landforms

East of the Rockies, the land falls and flattens into the Great Plains, which extend across the center of North America. (p. 116)

C. Eastern Mountains and Lowlands

North America's oldest mountain chain, the Appalachians, extends from Quebec in Canada to Alabama in the United States. The Canadian Shield, a giant core of rock, makes up the eastern half of Canada and the northeastern United States. (p. 116)

D. Islands

North American islands include Manhattan, home to a major world cultural and financial center, in the northeast. The Hawaiian Islands in the Pacific are volcanic mountaintops. Greenland, the world's largest island, is just off the coast of Canada's Ellesmere Island. (p. 116)

Discussion Question

Which areas of the region would you predict are the most densely populated?

Why do you think so?

(People tend to settle near sources of freshwater and in mild climates. Mountaintops are too cold and the deserts are too dry for many people to live there. People would settle in the Great Plains because the farmland is rich and abundant. Some of the islands are probably crowded, as are most coastal areas where large cities are located. Other populated areas border lakes and rivers that serve as transportation arteries.)



DAILY LECTURE NOTES**CHAPTER 5, Section 1**

(continued)

II. A Fortune in Water

pages 116–119

A. Rivers from the Rockies

The high ridge of the Rockies is called the Continental Divide. Water flows west of the Divide toward the Pacific Ocean and east of the Divide into the Mississippi River and the Gulf of Mexico. (p. 118)

B. The Mighty Mississippi

One of North America's longest rivers, the Mississippi flows 2,350 miles (3,782 km) from its source. It begins in Minnesota as a stream and ends as a broad river that empties into the Gulf of Mexico. The Mississippi drains all or part of 31 U.S. states and 2 Canadian provinces. It is one of the world's busiest commercial waterways. (p. 118)

C. Eastern Rivers

The St. Lawrence, one of Canada's most important rivers, forms part of the United States-Canada border. The Canadian cities of Quebec, Montreal, and Ottawa developed along the St. Lawrence River and its tributaries. Niagara Falls, located on a river connecting Lake Ontario and Lake Erie, is a major source of hydroelectric power for Canada and the United States. (pp. 118–119)

D. From Glaciers to Lakes

Glacial dams created Canada's Great Bear Lake and Great Slave Lake. The Great Lakes—Lakes Superior, Erie, Michigan, Ontario, and Huron—are basins created by glacial activity. The Great Lakes-St. Lawrence Seaway is a network of canals, rivers, and waterways linking the Great Lakes with the Atlantic Ocean. (p. 119)

Discussion Question

What is the importance of the Mississippi River in U.S. history and economics? Explain. *(The river stretches almost the full length of the country's interior, so it provides a means for transporting people and goods. European explorers used the Mississippi to venture into new territories.)*



DAILY LECTURE NOTES**CHAPTER 5, Section 1**

(continued)

III. Natural Resources

pages 119–120

A. Fuels

An abundance of resources, such as fossil fuels and minerals, has contributed to the prosperity of the United States and Canada. (p. 119)

B. Minerals

Gold, silver, and copper are found in the Rocky Mountains. Nickel and iron are mined in parts of the Canadian Shield. Deposits of low-grade iron ore exist in northern Minnesota and Michigan. Canada supplies much of the world's potash, copper, and silver. (p. 119)

C. Timber

Today forests cover less than 50 percent of Canada and about one-third of the United States. Commercial loggers face the challenge of harvesting trees while preserving the remaining forests. (p. 120)

D. Fishing

The coastal waters of the Atlantic and Pacific Oceans and the Gulf of Mexico are important sources of fish and other sea animals. Because of overfishing, however, the Grand Banks, off Canada's southeast coast, are now off limits to cod fishers. (p. 120)

Discussion Question

If you were a commercial fisher, how would you resolve the dilemma between earning a living from the sea and conserving the fish population?

(Accept reasonable suggestions, such as identifying new species for harvest; working to establish protected hatching areas; finding alternative uses for equipment and fishing boats, such as tourism; observing limits and seasons for catching fish; and seeking other, part-time employment in off seasons.)



DAILY LECTURE NOTES

CHAPTER 5

Section 2



Building Geography Literacy

Tornadoes are a common phenomenon in the Great Plains region. "Tornado" comes from the Spanish word for thunderstorm. Tornadoes are usually brief, but they are very destructive. During the 1990s alone, 378 people lost their lives in tornadoes in the United States.

I. A Varied Region

page 121

Two-thirds of Canada and the U.S. state of Alaska experience long, cold winters and brief, mild summers. Most of the continental United States and the southern one-third of Canada enjoy temperate climates, depending on elevation. Hawaii, in the South Pacific, has a tropical climate. (p. 121)

Discussion Question

Which climate regions in the United States and Canada do you think attract the greatest number of people? Explain.

(Possible answer: Many people prefer living in mid-latitude and tropical climates because of relatively mild or warm temperatures and the variety of ways of earning a living.)

II. Northern Climates

page 122

- A. Large parts of Canada and Alaska lie in a subarctic climate zone with very cold winters and extensive coniferous forests. Winter temperatures can fall as low as -70°F (-57°C). (p. 122)
- B. Bitter winters and cool summers in the tundra along the Arctic coastline make the area unsuitable for most plants or people. Greenland boasts only a few ice-free areas with some extremely hardy trees. (p. 122)

Discussion Question

What everyday effects does climate have on people who live in subarctic and tundra climate zones?

(They probably spend a lot of their time indoors. They must wear layers of warm clothing and heavy socks and boots. For travel, they need vehicles that function in icy conditions. They must take precautions against frostbite. They need to keep their kitchens stocked with supplies for the times when they are snowed in. Many fresh fruits and vegetables are expensive or unavailable. Occupational opportunities are limited.)



DAILY LECTURE NOTES**CHAPTER 5, Section 2**

(continued)

III. Western Climates

pages 122–124

A. Marine West Coast

A marine west coast climate brings nearly 100 inches (254 cm) of rainfall every year to the Pacific coast from California to southern Alaska. This amount of precipitation, combined with cool temperatures, is ideal for coniferous forests, ferns, and mosses. (p. 123)

B. Plateaus, Basins, and Deserts

1. The region between the Pacific Ranges and the Rocky Mountains includes deserts and steppes. The weather is hot and dry. Cacti and wildflowers bloom during the brief spring rains. (p. 123)
2. Elevation gives the higher reaches of the Rocky Mountains and Pacific Ranges a highlands climate. Beyond the timberline, coniferous forests give way to only lichens and mosses. In the spring, the warm, dry chinook wind thaws the snows at the base of the eastern slopes of the Rockies. (pp. 123–124)

Discussion Question

Why are trees unable to grow on high mountaintops?

(At high altitudes, the temperatures are too cold for trees to grow. Soils are generally shallow, rocky, and frozen, so seeds do not germinate.)

IV. Interior Climates

pages 124–125

A. Prairies

Prairies, or naturally treeless expanses of grasses, spread across North America's midsection. Some prairie grasses grow up to 12 feet high (3.7 m) as a result of rainfall ranging from 10 to 30 inches (26 to 76 cm) every year. (p. 124)

B. The Dust Bowl

When farmers settled the Great Plains, they plowed up the sod formed by prairie grasses, leaving the soil without protection. During the 1930s, several seasons of drought and dry winds blew the soil away, and the area was nicknamed the Dust Bowl. (pp. 124–125)

Discussion Question

What steps have farmers today taken to prevent future dust-bowl disasters?

(Farmers have planted shelter belts of trees to moderate wind damage, rotated crops, allowed some areas to remain in grass, adopted no-till farming practices, contour plowed to conserve moisture, and planted cover crops. Many participate in government-sponsored conservation programs.)



DAILY LECTURE NOTES

CHAPTER 5, Section 2



(continued)

V. Eastern Climates

page 125

- A. The southeastern United States, with a humid subtropical climate, has mild winters and long, muggy summers. Much of the original deciduous forest has been cleared for agriculture. Wetlands and swamps shelter a great variety of plants and animals. Every summer, the region prepares for hurricanes. (p. 125)
- B. The northeastern United States and southeastern Canada have a humid continental climate with bands of deciduous and mixed forestland. Much of this area is prone to winter blizzards—snowstorms with high winds, heavy or blowing snow, and little visibility. (p. 125)

Discussion Question

In which region would you prefer to live? Why?

(Possible answers: The Northeast, because the climate changes during each of the four seasons; the South, because the winters are mild. Accept responses supported by an understanding of climate regions.)

VI. Tropical Climates

page 125

Hawaii, Puerto Rico, and the southern tip of Florida have tropical climates. Southern Florida has a tropical savanna area, and both Hawaii and Puerto Rico have tropical rain forests. (p. 125)

Discussion Question

Why is southern Florida the only place in the continental United States to have a tropical climate, and what kind of tropical climate exists there?

(Florida's southern tip lies in the low latitudes. The rest of the continental United States is too far north to have tropical climates. Florida's tropical savanna climate zone has seasonal rains, vast grasslands, and high temperatures year-round.)



DAILY LECTURE NOTES

CHAPTER 6

Section 1



Building Geography Literacy

In 1998 about 661,000 immigrants were admitted for legal permanent residence in the United States. The country sending the largest number of immigrants—about 131,000—was Mexico. New York, Los Angeles, Miami, and Chicago were the top four destinations for immigrants in that year.

I. The People

pages 133–134

North America's first immigrants may have come from Asia thousands of years ago. Because they were the first settlers, they are called Native Americans. In recent centuries, people have immigrated to North America from all parts of the world for various reasons—religious or political freedom and economic or educational opportunities. (p. 134)

Discussion Question

What would make you move permanently to a new country? What challenges do you think immigrants to the United States face?

(Students might move for some of the reasons listed above. Challenges include language and cultural barriers, economic hurdles, and prejudice from those already established here. Accept reasoned responses.)

II. Population Density and Distribution

pages 134–135

- A. Canada is larger in land area than the United States, but it has fewer people. About 90 percent of Canadians live in a narrow strip of land along the United States-Canada border. (p. 134)
- B. In the United States, the Northeast, Great Lakes, and Pacific coast regions are the most densely populated areas. Since the 1970s, the American South and Southwest, including California, have become the country's fastest growing areas. (p. 135)

Discussion Question

Do you think the population in the region will be more evenly distributed one day in the future? Why or why not?

(Possible answers: Yes; the heavily populated areas will be overcrowded; people will have to go to less-populated areas. No; people cluster where they can find jobs and services. Most sparsely populated areas have farms but not other kinds of employment opportunities.)



DAILY LECTURE NOTES**CHAPTER 6, Section 1**

(continued)

III. The Cities

pages 135–137

A. Coastal Cities

Today most people in the United States and Canada live in metropolitan areas. Many population centers in both countries lie in coastal areas where healthy economies support large populations. A chain of cities stretching along the northern Atlantic coast of the United States—Boston, New York, Philadelphia, Baltimore, and Washington, D.C.—is home to about 42 million people. Other important U.S. coastal cities include the busy ports of Miami, on the Atlantic coast, and New Orleans and Houston, on the Gulf of Mexico. Vancouver, a year-round warm-water port, is the largest city in British Columbia and handles nearly all the trade between Canada and Asia. (p. 136)

B. Inland Cities

Important inland cities in North America are located on rivers or lakes. These waterways offered both natural resources and transportation routes that contributed to the region's economic growth. Major inland cities include Quebec, Montreal, Toronto, and Ottawa in Canada, and Detroit, Chicago, St. Louis, and Pittsburgh in the United States. Other inland cities, such as Dallas, Atlanta, Denver, and San Antonio in the United States and Regina and Calgary in Canada grew from agricultural or trading centers. (pp. 136–137)

C. Future Trends

Because of the low birthrates in Canada and the United States, most population growth in this region comes from immigration. As immigration adds to population diversity, living with cultural differences and managing urban congestion are ongoing challenges. (p. 137)

Discussion Question

Why are large cities usually near large bodies of water?

(People and animals need freshwater to survive. Living in coastal areas or along rivers and lakes makes it easy to transport goods and people. Oceans, lakes, and rivers offer recreational activities. Large bodies of water often moderate climates.)



DAILY LECTURE NOTES**CHAPTER 6****Section 2****Building Geography Literacy**

The president of the United States is chosen by electors, not by direct popular vote. In presidential elections, each political party in each state presents voters with a slate of electors who will vote for the presidential candidate of their party. In some states, electors are required to vote as a bloc. In others, electors are not legally bound to vote for a particular candidate. The electors in each state vote for president in early December of every election year. Their votes are counted in Congress on the following January 6.

I. History

pages 140–144

A. Native Americans

The lifestyles of Native Americans were shaped by location and climate. Native Americans of the cold Arctic tundra hunted animals, while those in temperate areas grew crops and hunted. (p. 141)

B. European Colonies

By the late 1500s, Europeans had begun migrating to North America in search of farmland, valuable minerals, and freedom. The Spanish colonized what is now the southwestern and southern United States, the English settled along the Atlantic coast, and the French came to northern areas for the fur trade. (p. 141) The middle Atlantic coastal area provided fertile soil and plenty of game. The English settlers there thrived and raised cash crops for trade. Plantation owners in the South used enslaved Africans to provide the labor for large-scale farming. (pp. 141–142)

C. Two New Countries

In the late 1700s, thirteen British colonies along the Atlantic coast fought a successful war of independence, creating the United States of America. In 1867 other British North American colonies formed the Dominion of Canada, a self-governing nation within the British Empire. (p. 142)

D. From Sea to Shining Sea

By the mid-1800s, the United States had expanded westward across the North American continent to the Pacific coast. Canada carried out its own westward expansion during the late 1800s. (p. 142)



DAILY LECTURE NOTES**CHAPTER 6, Section 2**

(continued)

History

pages 140–144

E. Growth, Division, and Unity

Industrialization transformed the United States and Canada during the 1800s.

1. The waterfalls of the northeastern United States were good sources of power for factories. Coal from the Midwestern states powered steam engines. Rivers and lakes throughout the central part of the continent provided easy transport for manufactured goods. (pp. 142–143)
2. Cotton, the raw material of the textile industry, became more and more profitable. By the 1800s the demand for cotton also increased the demand for enslaved workers. Disputes over slavery led to the United States Civil War of 1861–1865. (p. 143)

F. Technological and Social Change

The completion of transcontinental railroads in the late 1800s in both Canada and the United States led to increased settlement of the West. Thousands of immigrants were hired to build the railroads. (p. 144)

Discussion Question

How do you think physical geography shaped the expansion of the United States and Canada?

(Europeans created settlements in coastal areas or traveled inland from Mexico. Great distances, mountain barriers, forest, and dry areas put limits on, but did not block, expansion. When railroads across the continent improved transportation, settlers moved into western and interior areas in greater numbers.)



DAILY LECTURE NOTES**CHAPTER 6, Section 2**

(continued)

II. Government

pages 144–145

- A. The United States is a democratic republic with a federal system of government. In a federal system, the national government shares power with state and provincial governments. The American plan of government is set down in the Constitution, drafted in 1787. Over the years, amendments to the Constitution have been made to meet the country's changing needs. The national government is made of three branches—executive, legislative, and judicial. (p. 144)
- B. Canada is a parliamentary democracy with a federal system that includes a national government and various provinces and territories. The British monarch, represented by a Canadian governor-general, is Canada's ceremonial head of state. The prime minister, who heads the majority party in Parliament, is the actual head of government. Canada became completely independent from the United Kingdom in 1931. (pp. 144–145)

Discussion Question

How are these two governments alike? How are they different?

(Both countries are democracies with mostly elected leaders and a federal division of power. The United States, however, is a republic with three separate but equal branches in the national government. Canada is a parliamentary state, in which the prime minister's base of support lies in Parliament. Also, the symbolic head is the British monarch, represented by a governor-general.)



DAILY LECTURE NOTES

CHAPTER 6

Section 3



Building Geography Literacy

The United States and Canada are pluralistic societies composed of many religions and creeds. The majority of Americans and Canadians, however, identify as Christian. The largest number of American Christians belong to one of many Protestant groups. Roman Catholics make up the largest Christian group in Canada. Other religions in the United States and Canada include Eastern Orthodox Christianity, Judaism, Islam, Buddhism, and Hinduism.

I. Cultural Characteristics

pages 146–148

A. Religious Freedom

Freedom of religion has always been valued in both the United States and Canada. Most Americans and Canadians who are members of organized religions are Christians. (p. 147)

B. Language

English and French are the official languages of Canada. French-speaking Canadians in Quebec and some other provinces want greater protection for their language and its culture; many people in Quebec favor Quebec's independence. (pp. 147–148)

Discussion Question

Why do you think that French-speaking Canadians are so concerned about the future of their language and culture in Canada?

(Possible answer: Many French-speaking Canadians fear their language and culture will be overwhelmed by the dominant English-speaking cultures in Canada and the United States.)

The Arts

pages 148–149

A. Music

Jazz, a mix of African and European musical ideas, was born in New Orleans early in the 1900s as a genuinely American music form. Country music and rock 'n' roll became popular later in the 1900s. (pp. 148–149)

B. The Visual Arts

American and Canadian painting and sculpting began to diverge from European traditions in the early 1900s. Painters from both countries have depicted their unique landscapes and urban environments. (p. 149)



DAILY LECTURE NOTES**CHAPTER 6, Section 3**

(continued)

II. The Arts

pages 148–149

C. Literature

In the late 1800s and early 1900s, American and Canadian literatures took on their own distinct identities as writers wrote about their home regions, such as the Great Plains, and told stories about ordinary working men and women. Writers from other cultures also added their own views to the literatures of the United States and Canada. (p. 149)

D. Popular Entertainment

The United States movie industry, which began in New York City and soon moved to Los Angeles, has had an enormous cultural impact on the rest of the world. Both Canada and the United States are noted for their contributions to the performing arts. The United States is the birthplace of the musical, associated with Broadway—the street that runs through New York City’s theater district. (pp. 149–150)

Discussion Question

What connection do you see between history and the development of the arts in the United States and Canada?

(At first, American and Canadian artists simply imitated Europeans. As both countries matured and developed, the arts began to deal with regional subjects. Jazz, a mixture of African and European musical ideas, might not have developed without the blending of cultures reflected in the region’s music and art.)

III. Lifestyles

pages 150–151

As citizens of two of the world’s wealthiest countries, most Americans and Canadians have a high standard of living as well as the advantage of many personal choices and opportunities. (p. 150)

A. Health Care

In Canada, the government pays for health care for all citizens. In the United States, most people must pay for their own health insurance. The role of the U.S. government in health care is under debate. Many Americans receive health benefits with their jobs, but rising costs have placed quality health care beyond the reach of many of those who do not have this benefit. (p. 150)

B. Education

Both the United States and Canada require all children to attend school. Both countries have public and private schools and universities. Over 95 percent of both populations are literate.



DAILY LECTURE NOTES

CHAPTER 6, Section 3



(continued)

III. Lifestyles

pages 150–151

C. Sports and Recreation

Sports are popular in both Canada and the United States. Many Americans and Canadians also take advantage of their countries' millions of acres of national parks for hiking and camping. (pp. 150–151)

D. Celebrations

People in the United States and Canada celebrate many of the same religious holidays, and many civic observances are similar, although held on different dates. Independence Day is on July 4 in the United States, and Canada celebrates its national holiday, Canada Day, on July 1. (p. 151)

Discussion Question

What is the relationship between the physical geography and the high standard of living enjoyed by most Americans and Canadians?

(The combination of favorable climate, rich soil, available transportation, natural resources, and vast size has allowed the region to produce surplus food and establish many industries. Money earned from these endeavors supports good infrastructure, educational systems, health care, and good wages for workers.)



DAILY LECTURE NOTES

CHAPTER 7

Section 1



Building Geography Literacy

Advertising is one of the major service industries in the United States. In 1997, U.S. companies spent more than \$187 billion to advertise their products or services. About one-quarter of this amount is spent on television commercials. The next biggest markets for advertisements are local newspapers and direct mail.

I. Economic Activities

pages 157–159

Both the United States and Canada have free market economies, in which people can own, operate, and profit from their own businesses. Both economies were once primarily agricultural but are now industrial and service economies. (pp. 157–158)

A. Agriculture

Farming in the region is primarily commercial and large-scale. One billion acres (405,000,000 ha) in the United States and 167 million acres (67,583,000 ha) in Canada are used for agriculture. Only a small percentage of Americans and Canadians work as farmers, because of the high cost of farming, the hard work involved, and unpredictable consumer demand. (p. 158)

B. Key Agricultural Products

The major U.S. and Canadian crops are wheat and corn. U.S. and Canadian ranches and dairies are among the world's leading producers of beef, milk, and eggs. Both countries also grow a variety of fruits and vegetables and produce chickens and pigs. (pp. 158–159)

C. Breaking Geographic Boundaries

Geographic factors in the region once limited agricultural work, but technology and modern transportation have largely overcome these limits. (p. 159)

Discussion Question

How does the region's physical geography relate to its agricultural production?

(Because the countries are so large and spacious, large farms and ranches are possible. There is plenty of room in the West for cattle ranches. The temperate climate of the United States is ideal for farming, as are the rich soils of both countries' midsections. Major rivers and the Great Lakes provide transportation for farm products.)



DAILY LECTURE NOTES

CHAPTER 7, Section 1



(continued)

II. Manufacturing and Service Industries pages 159–161

About 20 percent of Americans and Canadians work in manufacturing industries, which have been transformed by advanced technologies such as robotics and computerized automation. (pp. 159–160)

A. Post-Industrial Economies

About 75 percent of Americans and Canadians work in service industries such as government, health care, and education. High-tech and biotechnology industries also employ many people in both countries. (p. 160)

B. Retooling the Rust Belt

As the U.S. economy shifted from manufacturing to services, older industrial areas in the Great Lakes and Northeast were left with abandoned factories and steel mills. The rusting plants and parts gave these areas the derogatory nickname “the Rust Belt.” Today communities are converting old factories to new uses. (pp. 160–161)

Discussion Question

What are some possible uses for an old factory?

(An old factory might be converted into offices or apartments. It might be made into a shopping mall. It might be converted into a new kind of factory that produces something different, such as computers. It might become a retail store or the headquarters of a catalogue or online company that ships all its goods. Ask students for local examples.)

III. Transportation and Communications pages 161–162

A. The Automobile

Extensive automobile use in Canada and the United States has required investment in the building and maintenance of millions of miles of highways, roads, and bridges. (pp. 161–162)

B. Other Means of Transportation

Most Americans and Canadians travel long distances by airplane. Railroads carry relatively few passengers but carry about 35 percent of the region’s freight. Another 35 percent is carried by waterways and on large trucks. Pipelines carry the region’s gas and oil. (p. 162)

C. Communications

Canada’s broadcasting and telephone systems are operated by the government. Those in the United States are privately owned and operated. Cellular telephones, faxes, and electronic communications are becoming increasingly common. (pp. 162)



DAILY LECTURE NOTES**CHAPTER 7, Section 1**

(continued)

III. Transportation and Communications pages 161–162**Discussion Question**

Why do you think so many Americans and Canadians travel by airplane instead of by train or bus?

(Accept reasoned responses. Airplanes cover great distances in a very short amount of time. A trip from the Atlantic coast to the Pacific coast of the United States or Canada takes a few hours by airplane but a few days by train or bus.)

IV. Trade and Interdependence pages 162–163**A. Exports and Imports**

The United States provides more than 10 percent of all world exports, but its huge purchases of energy, as well as the negative effects of foreign tariffs on U.S. exports, have created an enormous trade deficit. Canada exports and imports less than the United States and enjoys a trade surplus. (p. 163)

B. NAFTA

The North American Free Trade Agreement (NAFTA) removed trade restrictions among the United States, Canada, and Mexico. (p. 163)

Discussion Question

How do you think the United States might reduce its trade deficit?

(Possible answers: Explore alternatives to imported fuel. Develop more existing sources.)

V. United Against Terrorism pages 163–164

The United States and other nations carried out a war on terrorism following terrorist attacks in the United States on September 11, 2001. The first military operation took place in Afghanistan against Osama bin Laden's terrorist network.

Discussion Question

What do you think is the best way for the United States to protect its citizens from terrorist attacks at home and abroad?

(Students' answers should be based on good reasoning and information. Possible answers: Increased security at public places; improved intelligence gathering; military action to uproot terrorist networks.)



DAILY LECTURE NOTES

CHAPTER 7

Section 2



Building Geography Literacy

In 1995 Americans generated more than 208 million tons of garbage. Only 27 percent of the total was recycled or composted. Over 32 million tons of paper and paperboard were recycled that year. Other recycled waste included metals, grass clippings and Christmas trees, plastics, and glass. The Environmental Protection Agency hopes to raise the percentage of recycled garbage to 35 percent by 2005.

I. Human Impact

pages 165–166

Canada and the United States are rich in natural resources, but the growth of industry has seriously damaged portions of the environment. Efforts are being made throughout the region to repair the damage, but much work needs to be done. (pp. 165–166)

Discussion Question

What can ordinary people can do to help the environment?

(Accept all reasonable suggestions. Possible answers: Recycle bottles and cans. Reuse plastic containers and shopping bags. Never litter. Purchase recycled products. Organize cleanup efforts in your community. Plant trees.)

II. Pollution

pages 166–169

A. Acid Rain

Chemical emissions from automobiles, power plants, and factories react with water vapor to cause acid rain. Acid rain corrodes buildings, damages crops, pollutes soil, and poisons fish. (p. 166) Winds blow acid rain from one region into another. The Great Lakes area is the most seriously affected by acid rain. The United States and Canada are working together to improve air quality and prevent acid rain. (pp. 166–167)

B. Smog

Smog is a combination of smoke and fog that creates a haze in the air. Areas throughout the United States measure air quality and issue warnings to citizens when smog levels are high. Some U.S. states require emissions testing for automobiles. Engineers are researching alternatives to fossil fuels. People can help by riding bikes, walking, or taking public transit instead of driving. (p. 167)

C. Water Pollution

Industrial waste combines with acid rain to pollute water, killing fish and birds and making people sick. Runoff from fertilizers and pesticides used on farms also pollutes water resources. (pp. 167–168)



DAILY LECTURE NOTES**CHAPTER 7, Section 2**

(continued)

II. Pollution

pages 166–169

D. Back from the Brink

Water in the Great Lakes region became so polluted that the Cuyahoga River in Ohio actually caught fire several times in the 1970s. Cleanup efforts are returning the lakes and rivers to their natural state.
(pp. 168–169)

Discussion Question

Automobiles are a major source of pollution, yet most people in this region continue to prefer automobile transportation over mass transit. Why might they do so, and how would you meet this challenge?

(Many people like the convenience of being able to get from place to place quickly and whenever they want. Some people need their cars to get to work. Bicycles are not practical for people who have to take their children somewhere. Not everyone lives in an area served by public transit. People in the United States often do not live near the places they need to go, so they have to drive. Both countries are large, and in sparsely populated regions, mass transit may be impractical or uneconomical. Accept reasonable suggestions for meeting the challenge.)

III. Challenge for the Future

page 169

Global warming poses major challenges to North America and the rest of the planet. The United States and Canada will have to monitor and respond appropriately to changes in temperature and other effects of global warming. The melting of polar ice is accelerating. Areas of the permafrost in the tundra are thawing. Flooding of rivers and rising oceans threaten coastal areas with rising ocean waters and more frequent floods. Warmer, higher seas alter climate patterns, causing weather events such as El Niño. (p. 169)

Discussion Question

How does global warming affect the area where you live?

(Possible answers: Increased flooding causes people to lose their homes. Warmer temperatures affect the wildlife in the area. Rising water levels damage parts of cities, change weather patterns, and damage crops.)



DAILY LECTURE NOTES

CHAPTER 8

Section 1



Building Geography Literacy

The Dominican Republic, a small Caribbean country with a population only slightly greater than that of New York City, publishes ten daily newspapers. *El Listín Diario*, read by 50,000 people every day, is the oldest Spanish-language newspaper in the Caribbean.

I. A Vast Region

pages 193–194

- A. Latin America covers 8 million square miles of land, from the United States-Mexico border to the southern tip of Argentina in South America. (p. 193)
- B. The name “Latin America” refers to the languages (Spanish and Portuguese, derived from Latin) spoken in this geographic region. (p. 193)
- C. Geographers divide Latin America into three regions: Middle America, the Caribbean, and South America. (p. 194)

Discussion Question

Why do you think geographers divide Latin America into three distinct areas?

(Each area of this vast region has a distinct physical geography. Dividing the region in this way allows geographers to discuss features of the region more specifically and accurately.)

II. Mountains and Plateaus

pages 194–196

Latin America’s rugged landscape is the result of its location on the Pacific Ring of Fire, where plates of the earth’s crust have collided for millions of years, causing earthquakes and creating mountains and volcanoes. (p. 194)

A. Mountains of Mexico, Central America, and the Caribbean

Mexico’s Sierra Madre and the Central Highlands in Central America rise above the landscape of Middle America. Many Caribbean islands are part of the Central Highlands mountain range. (p. 194)

B. Andes of South America

The Andes mountain ranges run along the western edge of South America and are the world’s longest mountain range (4,500 miles [7,242 km]). Their parallel ranges, called cordilleras, are arranged in deep folds. In southern Argentina, hills and lower flatlands form a plateau known as Patagonia. (pp. 194, 196)

C. Highlands of Brazil

Much of Brazil consists of broad plateaus, such as the Mata Grosso Plateau and the Brazilian Highlands. (p. 196)



DAILY LECTURE NOTES

CHAPTER 8, Section 1



(continued)

II. Mountains and Plateaus

pages 194–196

Discussion Question

What advantages and disadvantages does Latin America's rugged landscape offer to residents?

(The mountains provide abundant natural resources and relief from the heat of the lowlands, but they impede travel and communications, create natural hazards, and make construction of infrastructure difficult.)

III. Lowlands and Plains

pages 196–197

- A. Narrow coastal lowlands hem the Gulf of Mexico, the Caribbean Sea, and the Atlantic and Pacific coasts of South America. (p. 196)
- B. Inland areas of South America hold vast grasslands that provide wide grazing for beef cattle. (pp. 196–197)

Discussion Question

What economic activities might Latin America's lowlands and plains support?

(Fertile land in lowland areas supports tropical crops, such as bananas; plains areas favor ranching and the growing of grains such as corn and wheat.)

IV. Water Systems

pages 197–198

A. Rivers of South America

Navigable rivers, such as the Amazon, serve as transportation routes and provide hydroelectric power. (p. 197)

B. Lakes

Latin America has few large lakes. Lake Titicaca in the Andes of Bolivia and Peru is the world's highest navigable lake. (p. 198)

Discussion Question

Why are rivers important to Latin Americans?

(The rivers often are used to transport goods and people to and from remote, mountainous, or densely vegetated areas.)



DAILY LECTURE NOTES

CHAPTER 8, Section 1



(continued)

V. Natural Resources

page 198

- A. Latin America's significant natural resources include minerals, forests, farmlands, and water. Major deposits of oil and natural gas occur along the Gulf of Mexico and southern Caribbean Sea. Mexico and Venezuela are leading petroleum producers. (p. 198)
- B. Venezuela's Orinoco River area contains 11 percent of the world's gold. Brazil is also rich in gold, and Peru and Mexico are known for their silver deposits. (p. 198)
- C. Chile is the world's leading exporter of copper. (p. 198)
- D. Geographic inaccessibility, lack of capital, and social and political divisions hinder fuller development and distribution of natural resources in Latin America. (p. 198)

Discussion Question

What challenges to the further development of its natural resources does Latin America face?

(Technology has not yet overcome the mountain ranges and other physical barriers between countries. Trade and communication are difficult. Unstable governments have made investors wary of investing in the region. Education systems are undeveloped in some areas, which hampers technological innovation. Health issues remain a challenge.)



DAILY LECTURE NOTES

CHAPTER 8

Section 2



Building Geography Literacy

The rain forests of Latin America are the source of many medicines. For example, the poisonous bark of certain curare plants is used to treat such diseases as multiple sclerosis and other muscular disorders, and as a surgical anesthetic. Scientists use the chemical structures of rain forest plants as models from which they can synthesize drug compounds. Rain forest plants also aid in research. Some plant compounds show scientists how cancer cells grow, for example.

I. Climate and Vegetation Regions pages 199–202

Most of Latin America lies between the Tropic of Cancer and the Tropic of Capricorn; thus, much of its area has a tropical climate. However, there is a great variety of climates in the region. (pp. 199–200)

A. Tropical Regions

Mexico, eastern central America, some Caribbean islands, and such parts of South America as the Amazon Basin have a tropical rain forest climate and vegetation, with hot temperatures and abundant rainfall occurring year-round. (p. 200)

B. The Rain Forest

The Amazon Basin, with the earth's largest rain forest, covers one-third of South America and has trees that form a dense canopy that soars as high as 130 feet (40 m) over the forest floor. (p. 200)

C. Tropical Savanna

In the tropical savanna climate typical of the coast of southwestern Mexico, most Caribbean islands, and north-central South America, the grasslands have hot temperatures, abundant rainfall, and a dry season lasting several months. (p. 201)

D. The Humid Subtropics

In the humid subtropical climate of southeastern South America, the winters are short and mild, and the summers are long, hot, and humid. (pp. 201–202)

E. Desert and Steppe Areas

Parts of northern Mexico and the southwestern climate of South America have desert climates and vegetation; in Chile the rain shadow effect of the Andes has produced the dry, arid Atacama Desert, whereas other areas have a steppe climate, with hot summers, cool winters, and light rainfall. (p. 202)

Discussion Question

What kinds of vegetation might be found in rain forest areas of Latin America?

(*hardwood trees, palms, tree ferns, bamboo*)

DAILY LECTURE NOTES

CHAPTER 8, Section 2



(continued)

II. Elevation and Climate

pages 202–203

- A. The climates of Latin America depend more on elevation than on distance from the Equator. (p. 202)
- B. The *tierra caliente* lies between sea level and 2,500 feet (760 m) and has average annual temperatures from 68°F to 91°F (20°C to 33°C). The main crops include bananas, sugar, rice, and cacao. (p. 203)
- C. The *tierra templada* lies between 2,500 and 6,500 feet (700 and 2,000 m) and has average daily temperatures between 60°F and 72°F (16°C and 22°C). Coffee and corn are the main crops. (p. 203)
- D. In the *tierra fría*, frosts are common in the winter months. Potatoes and barley grow at these elevations. (p. 203)

Discussion Question

Why do you think most Latin Americans live in the tropical zones rather than high in the Andes Mountains?

(It is easier to survive in a tropical climate. People can grow food, and they will not suffer from severe winters. High in the mountains, the temperatures are much colder, and farming is much more difficult. Travel, communications, and access to services such as education, cultural events, and health care are all more difficult.)



DAILY LECTURE NOTES

CHAPTER 9

Section 1



Building Geography Literacy

About 9 percent of the population of present-day Mexico is considered indigenous. This number includes everyone over the age of five who speaks an indigenous language. However, the actual percentage of Mexicans descended from the Aztec, Inca, Maya, and other ancient peoples is much higher. Since the conquering Spaniards freely intermarried with the indigenous people, most modern Mexicans are of mixed heritage.

I. Human Characteristics

pages 211–213

A. A Blending of Peoples

The ancestors of Native Americans were the first people to settle Latin America, followed by Europeans in the 1400s, enslaved Africans in the 1500s, and Asians in the 1800s. Over the centuries there has been a blending of these different ethnic groups throughout Latin America. (pp. 212–213)

B. Language

Language helps bring together the diverse ethnic groups of Latin America. Spanish is the primary language of most countries in the region, but Portuguese, French, English, and many local dialects also are spoken. (p. 213)

Discussion Question

Why is Spanish the primary language in Latin America?

(Answers may vary but should include the fact that Spain was the first European country to conquer Mexico and South America, and the Spaniards imposed their language and culture on the region.)

II. Where Latin Americans Live

pages 213–215

A. South America's Populated Rim

Most South Americans live on the continent's coastal edges, the "populated rim" that provides favorable climates, fertile land, and access to transportation systems. Relatively few South Americans live in the continent's inland areas. (p. 214)



DAILY LECTURE NOTES**CHAPTER 9, Section 1**

(continued)

II. Where Latin Americans Live

pages 213–215

B. Population Density

Population densities vary greatly within Latin American countries. One important factor in a country's population density is its area. For example, most South American countries are large and their population densities are low, but the Caribbean islands are small and much more densely populated. (pp. 214–215)

Discussion Question

How does a country's area affect its population density?

(Answers should include that a larger country has much more area for its population, whereas smaller countries, such as the Caribbean countries, pack a large population into a very small area.)

III. Migration

pages 215–216

A. Migrating North

In addition to immigrants settling in Latin America from other countries, many Latin Americans migrate—both legally and illegally—to the United States, looking for economic opportunities, improved living conditions, political freedom, or escape from political unrest. (p. 215)

B. Internal Migration

As in many other parts of the world, many Latin Americans from the rural areas migrate to cities in search of better jobs or because of a shortage of fertile land to farm. (pp. 215–216)

Discussion Question

What effect do Latin American migration patterns have on the United States and on Latin American cities?

(Answers will vary but should include that cities become crowded, services such as education and health care cannot meet the needs of the growing populations, and there are not enough places for people to live. One effect Latin American immigration has had on the United States is that Spanish is spoken there by a growing number of people.)



DAILY LECTURE NOTES

CHAPTER 9, Section 1



(continued)

IV. Growth of Cities

page 216–217

A. The Urban Setting

Today most Latin Americans live in urban areas. Mexico City is the largest urban area in the region, with 18 million people. Other large cities include Caracas, Venezuela; Montevideo, Uruguay; Santiago, Chile; São Paulo and Rio de Janeiro, Brazil; Buenos Aires, Argentina; and Havana, Cuba. (p. 217)

B. Urban Challenges

Immigrants seeking a better life for themselves have overcrowded cities, and living conditions are poor for many people. Resources in cities are strained by population growth. (p. 217)

Discussion Question

Since living conditions in many overcrowded cities of Latin America are poor, why do you think most people stay there rather than returning to the country?

(Possible answers: Living conditions are often no better in rural areas; farmland is in short supply, and few other means of employment exist. Life in the cities offers hope of a better economic future for many.)



DAILY LECTURE NOTES

CHAPTER 9

Section 2



Building Geography Literacy

The center of the Inca empire was at Cuzco in the Andes mountain ranges of Peru. The Inca built on 800 years of Andean civilization, achieving notable skills in architecture and engineering. Weakened by years of civil war, the Inca Empire fell to Spanish conquerors under Francisco Pizarro in the 1530s. Pizarro set up a capital city at Lima, Peru. The Spanish ruled there until 1821.

I. Native American Empires

pages 220–222

A. The Maya

The Maya dominated southern Mexico and northern Central America from about A.D. 250 to 900. They built many cities and based their economy on agriculture and trade. The Maya also were skilled in mathematics and had a system of picture writing called glyphs. The Maya mysteriously abandoned their cities, and archaeologists are continuing to search for more information about the Mayan civilization. (p. 221)

B. The Aztec

The Aztec civilization arose in central Mexico in the 1300s, with their capital in Tenochtitlán, today the site of Mexico City. The Aztec had a highly structured class system headed by an emperor and military officials. (p. 221)

C. Gifts to the World's Tables

Several foods grown by the Aztec, such as corn, tomatoes, and cacao beans—used to make chocolate—have become worldwide favorites. (p. 221)

D. The Inca

During the time of the Aztec, the Inca established a civilization in the Andes Mountains that stretched from present-day Ecuador to central Chile. The Inca were skilled terrace farmers who built roads, temples, and forts, but they had no written language. Storytelling was used to pass on knowledge to each generation. (pp. 221–222)

Discussion Question

What do these three empires have in common?

(All had agricultural economies. All built cities. All had central governments.)



DAILY LECTURE NOTES**CHAPTER 9, Section 2**

(continued)

II. Empires to Nations

pages 222–224

A. European Conquests

Spanish conquistadors defeated the Aztec and Incan empires. The Portuguese settled on the coast of Brazil. Later, Britain, France, and the Netherlands colonized in the Caribbean area. As a result of these conquests, European colonies arose throughout Latin America. The Roman Catholic Church became the major unifying institution in both Spanish and Portuguese colonies. (p. 222)

B. Colonial Economies

The European colonies were economically prosperous. Some Spanish settlers prospered from the mining of silver and gold. European plantations grew coffee, bananas, and sugarcane for export to Europe. Native Americans and Africans were forced to work on plantations and ranches. (pp. 222–223)

C. Gaining Independence

In the late 1700s, resentment against European rule spread through Latin America. Haiti gained its independence from France in 1804. In 1821 Mexico won its freedom from Spain. By the mid-1800s, most Latin American countries had achieved independence. A few Caribbean islands still remain under foreign control today. (pp. 223–224)

Discussion Question

How did life change for Native Americans when the Europeans colonized Latin America? *(Answers will vary but should include that, although native cultures were conquered, many aspects of their cultural heritage survived. Many Native Americans were forced to work for their conquerors, and many died from disease and hardships.)*

III. Era of Dictatorships

page 224

Latin America's wars for independence led to the emergence of a new kind of leader—a caudillo, or dictator, who ruled with the backing of the military and wealthy landowners. (p. 224)

Discussion Question

Do you think life in a military dictatorship was better or worse for Latin Americans than life under colonial rule? Explain your answer. *(Possible answers: Better, because at least the dictator was a fellow countryman who ruled locally; worse, because colonial rule was probably less severe in some ways, and thus rules were more easily bent or ignored)*



DAILY LECTURE NOTES

CHAPTER 9, Section 2



(continued)

IV. Movements for Change

pages 224–225

- A. During the 1900s, the formation of industries, the building of railroads, and the expansion of trade brought wealth to Latin America's upper classes. Progress was limited, however, for the majority of Latin Americans, especially rural dwellers. Many people began to demand reform and an end to the peonage system. (p. 224)
- B. In 1959, the Cuban Revolution made Cuba a communist state ruled by dictator Fidel Castro. (p. 224)
- C. During the 1990s, several military dictatorships gave way to democratically elected governments. (pp. 224–225)

Discussion Question

How might democratically elected governments bring changes to the Latin American economy? Explain your answer.

(Answers will vary. Possible answers: When the common people have a say in government, their interests will be represented and their concerns will be heard. In order to win their votes, political leaders will have to give them some of the things they want, such as affordable housing and reasonable wages.)



DAILY LECTURE NOTES

CHAPTER 9

Section 3



Building Geography Literacy

Baseball is very popular in many areas of Latin America. In 2001, over 20 percent of the major league players in the United States were from Latin American countries. Many come from the Dominican Republic or Puerto Rico; others are from Panama, Venezuela, Mexico, and Cuba. Although Cuba forbids its citizens to travel to the United States, some Cuban players have found their way to the United States and have remained.

I. Religion

pages 226–228

A. Roman Catholicism

Most Christians in Latin America are Roman Catholics. Roman Catholicism was the official religion of the Spanish colonies and Brazil. The church became wealthy and supported the rich and powerful classes of society. Its clergy benefited from the close ties between church and state. Today, many Roman Catholic clergy and lay people oppose dictatorships and work to improve the lives of the poor. (p. 227)

B. Protestantism

Protestantism came to Latin America with Dutch and British settlers in the 1800s. Recently the number of Protestants has grown rapidly because of Protestantism's emphasis on lay participation. (p. 227)

C. A Mixing of Religions

Many Latin Americans, especially Native Americans and people of African descent, practice a blend of their ancestral religions and Roman Catholicism. (pp. 227–228)

Discussion Question

Why do you think many Native Americans and Africans continue to practice elements of their ancestral religions?

(Answers will vary but may include that they want to maintain a connection to the cultures from which their ancestors came.)



DAILY LECTURE NOTES**CHAPTER 9, Section 3**

(continued)

II. The Arts of Latin America

pages 228–229

A. Traditional Arts

Native Americans produced the earliest art forms in Latin America, including textiles, pottery, metalwork, and woodcarving. They built temples decorated with paintings and mosaics. During colonial times the arts were inspired by European works and Christian themes combined with African and Native American styles. Traditional musical styles and dances brought to Latin America by Africans evolved into calypso, reggae, and samba. (pp. 228–229)

B. Modern Arts

Many modern Latin American works of art focus on social and political subjects. Diego Rivera's murals, for example, illustrate key events in Mexican history, especially the struggle of impoverished farmers to win social justice. The combination of Native American, European, and African musical traditions has created distinctive styles of Latin American music, such as the samba from Brazil, salsa from Cuba, and mariachi from Mexico. Latin American writers and artists today receive international recognition. (p. 229)

Discussion Question

How is the artistic tradition in Latin America like that of the United States?

How is it different?

(Possible answers: Alike: In both places, the art represents a blend of the different ancestral cultures that make up the population. Ancient Native Americans in both places created beautiful works of art. Modern art in both places takes social and political stances. Different: In the United States, northern European influences have had a greater impact on the arts. Accept all reasonable responses.)

III. Everyday Life

pages 229–231

A. Families

In Latin America the family extends beyond parents and children to include grandparents, uncles and aunts, cousins, and compadres, or godparents. Latin American society still displays traces of the Spanish and Portuguese tradition of male supremacy, but women have expanded their public role in many fields, including election to public office. (pp. 229–230)



DAILY LECTURE NOTES**CHAPTER 9, Section 3**

(continued)

III. Everyday Life

pages 229–231

B. Education and Health Care

1. Most Latin American children are required to complete elementary school, but often they do not because of economic hardships. Some gains in education have been made, however. Literacy rates are rising, governments are devoting more funds to schools, and some countries are seeing gains in school attendance. University enrollment also is rising. (p. 230)
2. Poverty, malnutrition, and lack of sanitation and clean drinking water are major health concerns. As in other regions of the world, health care is linked to standards of living. Despite a wide gap between rich and poor, Latin America overall is improving the health of its people. (p. 230)

C. Sports and Leisure

Latin Americans are passionate sports fans, especially of *fútbol* (called soccer in the United States) and baseball. Latin America's leisure activities are similar to those other countries—watching television and attending movies, for example—but its favorite leisure activity may be celebrating. Fiestas are common, such as Carnival held before the Roman Catholic observation of Lent. (pp. 230–231)

Discussion Question

How quickly do you think you could adjust to everyday life in Latin America?

Explain your answer.

(Answers will vary. Some students may say that everyday life in Latin America seems much like life in the United States. Female students might have trouble adjusting to the element of machismo in Latin American life. Students may or may not be accustomed to interacting with an extended family.)



DAILY LECTURE NOTES

CHAPTER 10

Section 1



Building Geography Literacy

The North American Free Trade Agreement (NAFTA), which went into effect January 1, 1994, provides for the elimination of many trade restrictions among the three countries of North America by 2009. Goods such as cars and clothing, if produced in North America, will no longer be subject to import tariffs, nor will farm products crossing national borders. Mexico is emerging with a stronger economy as a result of its expanding trade.

I. Agriculture

pages 237–238

A. *Latifundia* and *Minifundia*

Large agricultural estates owned by wealthy families or corporations are called *latifundia*. These highly mechanized commercial operations produce high yields in return for low labor costs. Small government-owned farms on which rural farmers grow crops for their families are called *minifundia*. Campesinos have begun combining their farms into large, jointly run cooperatives. (p. 238)

B. Cash Crops and Livestock

Latin American countries are the world's largest producers of coffee, bananas, and sugarcane for export. Argentina, Mexico, and Brazil raise cattle for export on large ranches in grasslands areas. Countries are at economic risk, however, if weather or other disasters destroy their cash crops. (p. 238)

Discussion Question

What are the advantages of the *latifundia* system? What are the advantages of the *minifundia* system?

(Possible answers: Large commercial farms are probably more efficient and profitable. Workers on large farms probably have more guarantees of employment. Small farms mean independence for farmers.)

II. Industry

pages 238–240

A. Industrial Growth

Latin America's physical geography—high mountain ranges and dense rain forests—has made the growth of industry and access to natural resources difficult in many areas. Political instability in some Latin American countries has made foreign investors wary of investing in Latin American industry. Countries with relatively stable governments and sufficient human and natural resources have begun to overcome these obstacles. (p. 239)



DAILY LECTURE NOTES**CHAPTER 10, Section 1***(continued)***II. Industry**

pages 238–240

B. Maquiladoras

Foreign-owned factories called maquiladoras—most of which are built along the U.S.-Mexico border—provide jobs to people in the host country. They also benefit the foreign corporations by allowing them to hire low-cost labor and provide duty-free exports. On the other hand, the maquiladoras also keep wages down, may encourage dangerous jobs, and often pollute the environment. (pp. 239–240)

Discussion Question

What is the connection between political instability and foreign investment in Latin America?

(Possible answers: Political turmoil can lead to strikes, demonstrations, civil wars, terrorism, and street fighting. None of these provide a good environment for business.)

III. Trade and Interdependence

page 240

A. NAFTA

By encouraging trade among the United States, Mexico, and Canada, the North American Free Trade Agreement (NAFTA) has strengthened Mexico's economy. Other Latin American countries are watching to see whether a free trade agreement like NAFTA could help their economies as well. (p. 240)

B. Foreign Debts

Many Latin American countries have used loans from foreign countries to finance industrial development. The economic troubles of the 1980s caused many of these countries to restructure their loans to allow more time to repay, but at a higher total cost. Repayment of foreign debt, in turn, caused needed domestic programs to be halted in some countries for lack of funds. (p. 240)

Discussion Question

What are some advantages and disadvantages to NAFTA?

(Answers may vary but should include advantages to the host country of increased employment and general economic prosperity. Disadvantages include pollution to the host country and encouragement of low-cost jobs that are sometimes dangerous.)



DAILY LECTURE NOTES**CHAPTER 10, Section 1**

(continued)

IV. Transportation

pages 240–241

- A. Latin America's physical geography has limited the building of roads, but the region does have a major highway system, the Pan-American Highway. A trans-Andean highway runs through the Andes and links cities in Chile and Argentina. (pp. 240–241)
- B. Some Latin American countries have good railroads; other countries lack the funds to maintain their rail systems. As a result, inland waterways such as the Amazon River, the Paraná-Paraguay Rivers, and the Panama Canal are still major transport routes for both passengers and cargo. (p. 241)
- C. Air travel will help overcome the obstacles of Latin America's physical geography, but it remains a relatively expensive mode of transportation for most Latin Americans. (p. 241)

Discussion Question

How has the geography of Latin America affected its transportation systems?

(Possible answers: Transportation in the region is limited because of rugged terrain in many countries. Waterways have played an important role in transportation.)

V. Communications

page 241

Communications networks are still developing in many countries of Latin America. Newspapers, radio, and television may be censored during political unrest. Few Latin Americans own phones or computers, although some countries are beginning to provide public access to the Internet. (p. 241)

Discussion Question

Why do you think most people in Latin America do not have telephones or computers in their homes?

(Possible answers: Countries may not have the money to extend telephone wires—necessary for both Internet access and telephones—into remote rural areas. People may not be able to afford personal computers.)



DAILY LECTURE NOTES

CHAPTER 10

Section 2



Building Geography Literacy

Because of industrial development, the border between Mexico and the United States has many environmental challenges. About 12 million gallons (45,424,800 l) of raw sewage flow daily into the Tijuana River, which then empties into the Pacific Ocean. Other rivers carry toxic industrial pollution into the United States. Some stretches of the Rio Grande, for example, are so polluted that the water is not safe to touch.

I. Managing Rain Forests

pages 242–244

- A. Latin American rain forests are gradually disappearing. More than 13 percent of the Amazon rain forest has been destroyed for roads, settlements, and mining. (pp. 242–243)
- B. Deforestation threatens the lifestyles of indigenous people and risks the extinction of many species of plants and animals that grow or live nowhere else. (p. 243)
- C. As the rain forest is depleted, there are fewer trees to absorb carbon dioxide, a greenhouse gas that is increasingly trapping more heat in the atmosphere and contributing to global warming. (p. 243)
- D. Brazil and other rain forest countries are working to provide for the needs of their populations—living space and natural resources—without further destroying the rain forest. (pp. 243–244)
- E. **Farms and Ranches Versus Forests**
Slash-and-burn farming—clearing land by cutting and burning vegetation—results in depleted soil that can be used for only a year or two. Farmers and ranchers then move on and clear more land. (p. 244)
- F. **Planting for the Future**
Commercial logging operations also destroy the rain forest. Brazil has set aside about 10 percent of its Amazon rain forest for national forests or parks in which logging is banned. Citizens in Costa Rica are working to conserve their forests, as well. Reforestation, along with new farming, mining, and logging methods can protect the forests. (p. 244)

Discussion Question

Make one suggestion for preserving the rain forest while allowing the people to make a living.

(Sample answers: Encourage shade farming for crops like coffee, so that fewer trees would be cut down. Have people replant areas that have been devastated.)



DAILY LECTURE NOTES**CHAPTER 10, Section 2**

(continued)

II. Urban Environments

pages 244–245

A. Overcrowded Cities

As Latin America's rural workers migrate to cities, they often cannot find adequate housing or jobs. Some are forced to live in makeshift slums and shantytowns, where diseases spread rapidly because of the lack of sanitation systems or running water. Many countries have no clean air laws, making air pollution a serious problem for people in these cities. (pp. 244–245)

B. Building a Better Life

National and local governments, international agencies, and grassroots efforts have begun to help Latin American countries address the problems of their overcrowded cities. (p. 245)

Discussion Question

What might an overpopulated city, such as Mexico City, do to combat the problem of housing?

(Answers may vary but should include that the national government could budget money for housing. The city government could start a program to turn abandoned buildings into housing for the working poor.)

III. Regional and International Issues

pages 245–247

A. Disputed Borders

In Latin America many territorial disputes have occurred, usually over the rights to natural resources. (pp. 245–246)

B. Population Growth and Migration

High birthrates that contribute to overpopulation in some Latin American countries have begun to slow down. However, many skilled workers who might otherwise remain in their home countries and help address many problems are emigrating from Latin America. (pp. 246–247)

C. Disaster Preparedness

Physical geography makes Latin America especially vulnerable to natural disasters such as earthquakes, volcanic eruptions, and hurricanes. Governments in the region are cooperating to help Latin Americans prepare for and anticipate emergencies rather than reacting after the fact. (p. 247)



DAILY LECTURE NOTES

CHAPTER 10, Section 2



(continued)

III. Regional and International Issues pages 245–247

D. Industrial Pollution

Environmental laws have not kept up with the growth of industry and commercial farms. Air and water pollution have increased. Chemical runoff is now crossing borders and threatening neighbor countries.

(p. 247)

Discussion Question

What might Latin American countries do to encourage skilled, educated people not to emigrate?

(Answers may vary but could include the following: Attract foreign investment to provide employment for them. Offer them government grants. Hire them to set up businesses or government programs that will benefit the country and make good use of their skills and education.)



DAILY LECTURE NOTES

CHAPTER 11

Section 1



Building Geography Literacy

Italy's Mount Vesuvius, which is near the city of Naples, erupted in A.D. 79. Possibly the best-known volcanic eruption in recorded history, the disaster buried the ancient cities of Pompeii, Stabiae, and Herculaneum under mounds of lava, ash, and mud. Ironically, the heaps of volcanic ash and mud preserved the towns perfectly—buildings are intact, dishes still sit on tables, and the remains of some of the victims lie right where the people were at the time of the eruption. This glimpse of the ancient world interrupted by disaster is a valuable source of information about a culture.

I. Seas, Peninsulas, and Islands

pages 271–274

A. Struggle with the Sea

Most of Europe lies within 300 miles (483 km) of a seacoast. This closeness to the sea has shaped the lifestyles of Europeans. About 25 percent of the Netherlands lies below sea level. The Dutch have built dikes to hold back the waters. They have gained new land by draining lakes and flooded areas. (pp. 271–272)

B. The Northern Peninsulas

The Scandinavian Peninsula in northern Europe is mountainous. Ice Age glaciers melted here, leaving thousands of lakes. Other glaciers carved out fjords along the coastline. Jutland, the peninsula on which mainland Denmark lies, is mostly flat. (p. 272)

C. The Southern Peninsulas

1. Southwestern Europe's Iberian Peninsula, home to Spain and Portugal, separates the Mediterranean Sea from the Atlantic Ocean. Most of the peninsula is a plateau, but the Pyrenees Mountains form a barrier between it and the rest of Europe. (p. 272)
2. The Apennine Peninsula is a long, thin, boot-shaped piece of land on which the country of Italy lies. The Apennines mountain range, which includes the active volcano Mount Vesuvius, extends down the center of the peninsula. Only about 30 percent of the Apennine Peninsula is plains. (pp. 272–274)
3. The Balkan Peninsula in southeastern Europe is a tangle of mountain ranges and valleys. Overland travel in this region is difficult. (p. 274)



DAILY LECTURE NOTES**CHAPTER 11, Section 1***(continued)***I. Seas, Peninsulas, and Islands** pages 271–274**D. Europe's Islands**

Iceland, an island south of the Arctic Circle in the North Atlantic Ocean, features volcanoes, hot springs, and geysers. The British Isles—primarily Ireland and Great Britain—are cool, hilly, and rainy. In the Mediterranean, five large islands—Sicily, Corsica, Sardinia, Cyprus, and Crete—all have rugged terrain and volcanic mountains. Greece's nearly 2,000 islands in the Aegean Sea have rugged landscapes and a sunny climate that attracts tourists. (p. 274)

Discussion Question

How do you think the Pyrenees and the Apennines affected European history?

(Answers may include that mountain ranges were obstacles to travel. The Pyrenees to some extent protected Spain and Portugal from northern invaders but also isolated them from the rest of Europe. The Apennines may have hindered Italian unity by creating separate, regional cultures and traditions.)

II. Mountains and Plains pages 274–275**A. Mountain Regions**

Europe's northwestern mountains have some of the world's oldest rock formations, but erosion and glaciation made their peaks low. The younger mountains of southern Europe are high and jagged. Mont Blanc, the highest peak in the Alps, is over 15,771 feet (4,807 m) high. Another lofty chain, the Carpathians, runs through eastern Europe. (pp. 274–275)

B. Plains Regions

The fertile North European Plain stretches from southeastern England and western France to Russia. A major agricultural region, the plain is home to some of Europe's largest cities. The Great Hungarian Plain, another fertile region, extends from Hungary to Croatia, Serbia, and Romania. (p. 275)

Discussion Question

What physical processes account for geologically older mountains being shorter than younger ones?

(Possible answers include glaciation and wind, water, and chemical erosion over long periods of time.)



DAILY LECTURE NOTES**CHAPTER 11, Section 1**

(continued)

III. Water Systems

pages 275–276

- A. The rivers of Europe flow from inland mountains and highlands to the coasts. Europeans have built networks of canals that aid transportation and irrigation. (p. 275)
- B. Scandinavian rivers tend to be short. Rivers on the Iberian Peninsula are generally too shallow and narrow for large ships. England's Thames River, however, allows ships easy access to the inland city of London. (p. 275)
- C. The Rhine, Western Europe's major river, runs through France and Germany into the Netherlands, connecting inland industrial cities to the North Sea. The Danube, Eastern Europe's major river, flows from Germany's Black Forest to the Black Sea. The Main-Danube Canal, completed in 1992, links the North Sea and the Black Sea. (pp. 275–276)

Discussion Question

What do Europe's rivers suggest about early migration patterns?

(Answers may include that people moved easily through areas where there were broad rivers like the Rhine. Rivers did not help with migration into Scandinavia or Spain. London developed inland because the Thames allowed access to it from the sea.)

IV. Natural Resources

page 276

- A. Europe's abundant supply of coal and iron supported the development of modern industry. Today, many European coalfields are depleted. (p. 276)
- B. In places where other fuels are scarce, Europeans burn peat, a dense, mossy substance dug up in swamps and dried for fuel. Most Europeans rely on coal, oil, natural gas, and nuclear and hydroelectric power. (p. 276)

Discussion Question

In what kinds of locations do you think people rely on peat for fuel? Explain.

(Possible answers include countries where coal resources are exhausted; countries that have swamps, because peat can be harvested there; countries where people once were too poor to afford other kinds of fuel)



DAILY LECTURE NOTES

CHAPTER 11

Section 2



Building Geography Literacy

Europe's physical geography and climate have made it a popular setting for winter Olympiads. Because winter Olympic sports require ice or snow, they are usually held in countries with cold climates and high elevations. Europe's Alps, for example, are perfect for skiing. Of 19 winter Olympiads since 1924, 11 have been held in Europe—three in France; two each in Switzerland, Norway, and Austria; and one each in Germany and Italy. The 2006 Winter Olympics also will be held in Italy.

I. Water and Land

pages 277–278

European climates vary according to distance from the sea. Countries closer to warm Atlantic ocean currents and winds have milder temperatures than those farther east and north. Vegetation varies according to climate. (pp. 277–278)

Discussion Question

Why do European cities like Paris and Frankfurt enjoy milder winters compared with cities in other parts of the world at the same latitude?

(Warm maritime winds from the Atlantic Ocean produce milder climates in Europe.)

II. Western Europe

pages 278–280

A. Trees and Highlands

Forests in the region include varieties of deciduous and evergreen trees. Conifers thrive in cooler sections of the region, such as the mountains. The Alps have a highlands climate with colder temperatures and more precipitation than nearby lowland areas. Occasional dry winds can trigger avalanches. (p. 279)

B. Ireland's Forests

Much of Europe was originally forested, but over the centuries people have cleared away many of the trees. For example, by 1922 Ireland had cut down 99 percent of its original forest. Government-sponsored reforestation efforts, as well as those of private groups, have increased woodland areas. (pp. 279–280)

Discussion Question

How can Europe balance reforestation with the economic and social needs of densely populated areas?

(Answers may include that governments can protect certain areas from logging or development. People can cooperate by building small gardens and parks on vacant city lots. Logging companies can replant trees where they cut them down. Governments can set up programs to reduce acid precipitation in order to protect existing forests.)



DAILY LECTURE NOTES**CHAPTER 11, Section 2**

(continued)

III. Southern Europe

pages 280–281

- A. Most of southern Europe has a Mediterranean climate with warm, dry summers and mild, rainy winters. The Alps block moist Atlantic winds, so less precipitation falls in southern Europe than in northwestern Europe. (p. 280)
- B. The mistral, an Alpine wind, occasionally blows bitter cold air into southern France. Siroccos—high, dry winds from North Africa—sometimes bring hot weather to Europe. (p. 281)

Discussion Question

Why do you think the Mediterranean region was home to Europe's earliest civilizations? (Answers may include that the climate is comfortable and perfect for growing fruits and vegetables. Warm weather and abundant food meant that people could devote time to other activities, such as developing writing systems, science, and the arts.)

IV. Eastern and Northern Europe

page 281

- A. Eastern and northern areas of Europe have a humid continental climate—cold, snowy winters and hot summers. Warm Atlantic currents have less influences on climates in these areas farther from the Atlantic Ocean. As a result, summer and winter temperatures vary more widely in eastern and northern Europe than in the rest of Europe. (p. 281)
- B. Grasslands cover much of eastern Europe, especially Hungary and Romania. Forests are mixed deciduous and coniferous. (p. 281)
- C. Far northern parts of Scandinavia feature subarctic and tundra climates. Winters are bitterly cold, and summers are short and cool. Much of the soil is permanently frozen below the surface, and only the hardiest vegetation can survive. (p. 281)

Discussion Question

Why is it so cold in Scandinavia, and how might climate affect people's lives? (Answers may include that the northern parts of Scandinavia are located in the high latitudes and are not warmed by Atlantic Ocean currents. Consequently, housing, clothing, occupations, and cultural life are all appropriate to a colder climate.)



DAILY LECTURE NOTES

CHAPTER 12

Section 1



Building Geography Literacy

Of the world's 30 largest cities in the year 2000, only one (Paris, France) was in Europe. In 1950, despite the devastation of World War II, Paris was the world's fifth-largest city, with a population of 5.4 million. By 2000 its population had grown to 9.6 million, but this growth rate was much less than that of other world cities. Paris went from 5th to 22nd in population. Experts predict that by 2015, Paris will be 27th in population.

I. Ethnic Diversity

pages 287–289

A. Ethnic Groups

Europe consists of more than 30 countries and about 160 ethnic groups. Although some countries have one major ethnic group, most European countries have two or more. (p. 288)

B. Ethnic Tensions

In the Balkan Peninsula, serious fighting erupted during the 1990s among ethnic groups that once formed the country of Yugoslavia. (p. 288)

C. Sources of Unity

Since World War II, Europeans have been working to settle their historic differences and to achieve economic and political unity. Shared values include the importance of the past and of family, the cultural achievements of their ancestors, a commitment to democracy, and government responsibility for social welfare. (pp. 288–289)

Discussion Question

Why do you think different ethnic groups are often in conflict with one another?

(Answers may include that each group wants the right to maintain its customs, religion, and language. Each group fears that another will become strong enough to force it to assimilate. Since cultural identity often is based on deeply held belief systems, groups may see new or different ways of thinking and behaving as threats.)



DAILY LECTURE NOTES**CHAPTER 12, Section 1**

(continued)

II. Population Characteristics

page 289

A. Population Density

Although Europe is the sixth-largest continent in land area, it is the third-largest in population. The region includes some of the most densely populated cities in the world. (p. 289)

B. Population Distribution

The most densely populated areas of Europe are the places with the most temperate climates, plains, fertile soil, mineral deposits, and inland waterways. (p. 289)

Discussion Question

Why do you think Europe is the third most populated continent despite its relatively small land area?

(Possible answers include that within its small area, Europe offers rich farmland, temperate climate, waterways, and other natural resources that encourage high concentration of population.)

III. Urbanization

pages 289–291

A. The Industrial Revolution that started in the late 1700s transformed Europe from a rural, agricultural society into an urban, manufacturing society. Today about 75 percent of all Europeans live in cities. (pp. 289–290)

B. Urban Features

Europe's largest cities face the challenge of overcrowding and pollution. European cities offer a unique mixture of old and new ways of life. (p. 290)

C. Population Movements

Population movements have been a continual part of Europe's history. Immigrants from North Africa, Southwest Asia, South Asia, and the Caribbean came to western Europe in the 1950s and 1960s, when it was experiencing a labor shortage. Despite immigration, Europe's overall population is shrinking because of low birthrates. (pp. 290–291)

Discussion Question

Do you think Europe's shrinking population is an advantage or a disadvantage? Why?

(Possible answers: It is an advantage because it will relieve the overcrowded areas, and there will be more resources to go around. It is a disadvantage because there may be a labor shortage again, and an aging population will have to be supported by fewer younger workers.)



DAILY LECTURE NOTES

CHAPTER 12

Section 2



Building Geography Literacy

Throughout history, European universities have been meeting places for both religious and nonreligious philosophies. The earliest universities were founded in England, France, and Italy during the 1200s and 1300s. Students learned Greek and Roman philosophy, the ideas of Muslim thinkers, and the teachings of the Catholic Church. Prior to World War II, European students regularly studied Greek and Latin classics in the original languages.

I. The Rise of Europe

pages 294–296

A. Early Peoples

Archaeological finds suggest that humans lived in Europe more than one million years ago. By 6000 B.C., farming spread from Southwest Asia to many parts of Europe. With the introduction of farming, Europeans settled in villages, some of which grew into large cities. (p. 295)

B. Ancient Greece and Rome

1. The ancient Greeks laid the foundations of Western civilization. Greece's mountains and maritime location led to the rise of separate city-states linked by a common Greek language and culture. Greek forms of government, art, literature, theater, and philosophy left a lasting mark on the Western world. (p. 295)
2. In Italy, another people, the Romans, founded a republic and later, a Mediterranean empire. The Roman Empire at its height spanned much of Europe, Southwest Asia, and North Africa. The Romans imitated many aspects of Greek culture and added their own developments in government, law, and engineering. (p. 295)

C. A Christian Europe

In the late A.D. 300s, the Roman Empire was divided into eastern and western halves. Therefore, eastern and western Europe gradually developed different cultural and political traditions. The Western form of Christianity, known as Roman Catholicism, became dominant in western Europe. The major form of Christianity in eastern Europe became Eastern Orthodoxy. (pp. 295–296)



DAILY LECTURE NOTES**CHAPTER 12, Section 2**

(continued)

I. The Rise of Europe

pages 294–296

D. The Middle Ages

After the fall of the Roman Empire, Europe entered the Middle Ages. Feudalism replaced strong central government, and monasteries and cathedrals became centers of learning. Although generally Christian, Europe was influenced by other religious groups during the Middle Ages. Many Jews settled in Eastern Europe, and Islam spread to Spain and left a lasting influence on European culture. (p. 296)

Discussion Question

How did religion affect early European history?

(Answers will vary but should include the importance of monasteries and cathedrals as centers of learning, Christianity's influence on daily life and culture, and other influences from Judaism and Islam.)

II. Expansion of Europe

pages 296–297

Western Europe's Christians fought a series of brutal religious wars called the Crusades to regain Palestine—the birthplace of Christianity—from Muslim control. Although Crusaders failed to win Palestine, they did extend Europe's trade routes to the eastern Mediterranean world. (p. 296)

A. The Renaissance

The Renaissance was an era of discovery and learning that revived interest in the classical past and sparked advances in European arts, education, and literature. A religious movement called the Reformation led to the beginnings of Protestantism. (p. 297)

B. European Explorations

During the 1400s, Europeans began exploring other parts of the world. European overseas expansion resulted in conquests of foreign lands, often at the expense of local cultures, and increased trade that brought Europe wealth and power. (p. 297)

Discussion Question

How did the Crusades affect the expansion of European culture?

(The Crusades led to the establishment of new trade routes. As Europeans came into contact with other cultures, they were exposed to new products, new foods, new learning, and new ideas and beliefs.)



DAILY LECTURE NOTES**CHAPTER 12, Section 2***(continued)***III. A Changing Europe**

pages 297–300

During the late 1600s and early 1700s, many educated Europeans emphasized the importance of reason and began questioning long-standing traditions and values. This movement, known as the Enlightenment, was followed by political and economic revolutions throughout Europe. (p. 297)

A. Revolutions

1. In the late 1600s, the power of the monarchy was limited in England. The French overthrew their king during the French Revolution in the late 1700s. By 1900 most European countries had achieved some measure of democracy. (p. 297)
2. The Industrial Revolution transformed life in Europe. Changes in manufacturing, transportation, and communications led to the rise of industrial capitalism. A middle class of merchants and factory owners, as well as a working class of factory laborers, emerged. (pp. 297–298)
3. Inequalities among social classes and substandard working conditions for the poor led to the rise of communism—a philosophy that called for economic equality in which the workers would control the means of production. Toward the end of the century, working conditions in Europe began to improve. (p. 298)

B. Conflict and Division

Two world wars in the 1900s drastically changed Europe. Several European monarchies collapsed following World War I, and new countries emerged. Unresolved political problems from World War I, plus the rise to power of Benito Mussolini in Italy and Adolf Hitler in Germany, led to the outbreak of World War II in Europe. More than 6 million Jews and others died at the hands of the Nazis during the Holocaust. World War II left Europe ruined and divided. Eastern Europe came under Soviet Communist control, but western Europe backed democracy and received support from the United States. A divided Germany became a “hot point” of the Cold War rivalry between the United States and the Soviet Union. (p. 298)

C. The Cold War in Europe

During the Cold War, the western European democracies were more economically productive than the eastern European communist countries. (pp. 298–299)



DAILY LECTURE NOTES**CHAPTER 12, Section 2**

(continued)

III. A Changing Europe

pages 297–300

D. A New Era for Europe

After years of popular unrest, the Soviet-backed communist governments of eastern Europe collapsed in 1989. The Berlin Wall—a symbol of the Cold War—came down in 1990, and Germany was reunified. Throughout much of eastern Europe during the 1990s, free elections installed democratic leaders who encouraged the rise of market economies. In western Europe, steps were taken toward economic and political unity. The European Union (EU) became the organization promoting this goal. There are currently 25 member countries in the European Union. The largest increase in membership occurred in 2004 when 10 countries officially joined. (p. 300)

Discussion Question

How did communism change Europe?

(Possible answers: Many eastern European countries' economies lagged behind those of the democratic West. Repression hampered their cultural and economic development. Because communist governments emphasized industrial production at the expense of the environment, serious environmental challenges continue to confront eastern Europe today.)



DAILY LECTURE NOTES

CHAPTER 12

Section 3



Building Geography Literacy

The tallest building in Europe is the Commerzbank Tower in Frankfurt, Germany. This 56-story, 981-foot (299 m) tower was built in 1997. Among the world's 50 tallest buildings, the Commerzbank Tower is the only one that is in Europe.

I. Expressions of Culture

pages 301–305

A. Languages

In Europe, there are about 50 different languages and more than 100 dialects, most of which belong to the Indo-European language family. The Slavic languages of eastern Europe, the Germanic languages of northern Europe, and the Romance languages of southern Europe are Indo-European languages. (pp. 302–303)

B. Religion

1. Europe is predominantly Christian. Most of southern Europe's Christians are Roman Catholics, whereas most northern European Christians are Protestants. In much of southeastern Europe, Eastern Orthodox Christians predominate. Many Muslims also live in southeastern Europe, and Jewish communities exist in all major European cities. (pp. 303–304)
2. Religious freedom was forbidden in communist countries, but with the fall of communism in the 1990s, many eastern Europeans have been able to worship freely. Although religion unites some Europeans, it divides others. Europe has a long history of religious conflict, exemplified by conflicts in Northern Ireland and the Balkans. (p. 304)

C. The Arts

Europe has a rich history of painting, sculpture, music, theater, and literature. Religious beliefs and values are reflected in much of Europe's premodern art and architecture. From the Renaissance onward, writers and artists have largely portrayed secular themes. (pp. 304–305)

Discussion Question

Many Europeans speak more than one language. How might the continent's physical and political geography account for Europe's many languages?

(Answers may include that countries are small and close together. International travel is frequent. Being able to speak several languages is both a matter of necessity and convenience for Europeans, who may spend time in several countries.)



DAILY LECTURE NOTES**CHAPTER 12, Section 3***(continued)***II. Quality of Life**

pages 305–306

Western Europeans generally enjoy a higher standard of living than eastern and southern Europeans do. Eastern Europeans are still recovering from years of communist rule or the ravages of recent conflicts. (pp. 305–306)

A. Education

Europeans are among the world's best-educated people. Most European countries have literacy rates above 90 percent. (p. 306)

B. State-Sponsored Human Services

Many European countries provide citizens with social welfare programs for health care, higher education, and social security. Large portions of national budgets fund these programs. (p. 306)

Discussion Question

Why do you think the fall of communism resulted in challenges for eastern Europe?

(Possible answers include that drastic political changes have required many adjustments. Businesses converting to private ownership need to cut costs, and many workers find themselves without jobs. Some social services have disappeared, forcing people to become more self-sufficient.)

III. Lifestyles

pages 306–307

A. Home Life

Family life is still important in Europe, but many recent changes have taken place. Today, most women have entered the workforce, families are more mobile, and government agencies tend to many social concerns once handled by families. (p. 307)

B. Sports and Recreation

Soccer is enormously popular in Europe. Many countries' sports developed in response to the country's climate, landscape, or culture. (p. 307)

C. Celebrations

Europeans celebrate Christian, Jewish, and Muslim religious festivals, as well as national or patriotic holidays. (p. 307)

Discussion Question

How does geography affect sports and recreation in Europe?

(Possible answers: A country's cold, snowy climate may encourage a sport like skiing; in a sunny, warm climate near the Mediterranean, swimming and sailing might be popular.)



DAILY LECTURE NOTES

CHAPTER 13

Section 1



Building Geography Literacy

In 1998, eight of the world's thirteen busiest airports (excluding those in the United States) were in Europe. Airports in London, England; Frankfurt, Germany; Paris, France; Amsterdam, Holland; Madrid, Spain; and Rome, Italy, had between 24.9 and 60.7 million people pass through them in just one year.

I. Changing Economies

pages 313–316

Today Europe is one of the world's major manufacturing and trading regions. The European Union, which unites much of western Europe into one trading community, enjoys a greater volume of trade than any single country in the world.

A. The European Union

The European Union was formed in the 1990s in an effort to make Europe's economies competitive with those of the rest of the world. Member countries agreed to eliminate restrictions on trade and travel among themselves. The European Union also paved the way for a common European currency, the euro; a central bank; and a common foreign policy. Member countries have worked to boost trade and to improve economic productivity. They also have tried to control government spending for social welfare programs—a move many Europeans oppose. (p. 314)

B. Eastern Europe

Since communism's fall in 1989, eastern European countries have been moving from command economies to market economies. Loans and investments from foreign countries have helped them in their efforts, but many workers have lost the social "safety net"—free health care, child care, lifetime jobs, and other social benefits—provided by the communist system. (p. 315)

Discussion Question

If you lived in a European country, would you be for or against the European Union? Explain.

(Possible answers: For it because it makes travel easier, a common currency is convenient, and it provides economic stability; against it because ethnic and cultural differences may make it difficult to unite, and some countries might lose political or economic power.)



DAILY LECTURE NOTES**CHAPTER 13, Section 1***(continued)***II. Industry**

pages 316–317

A. Manufacturing

Great manufacturing centers in Germany, France, Italy, Poland, and the Czech Republic are located near natural resources such as deposits of coal and iron ore. Countries without these resources, such as the Netherlands or Denmark, specialize in light industry. (p. 317)

B. Service and Technology Industries

About 60 percent of workers in western Europe work in service industries, such as banking, insurance, and tourism. High-technology industries are a growing sector of western Europe's economy. (p. 317)

Discussion Question

How does European industry compare to that of the United States?

(Possible answers: Similarities include factories near natural resources and transportation routes, variety of goods produced. Differences include that Europe is not unified under a central government as is the United States, and European governments have a stronger role in setting economic goals, regulating businesses, and providing public services.)

III. Agriculture

pages 317–318

The percentage of farmers in each European country varies greatly, from 2 percent in the highly industrialized United Kingdom to about 50 percent in largely agricultural Albania. European farmers provide a wide variety of agricultural goods, depending on the climate. Olives, fruits, and vegetables grow in southern areas; grains and livestock are raised in northern areas. (p. 317)

A. Farming Techniques

Many western European farmers practice mixed farming, raising several kinds of crops and livestock on the same farm. Most western European farmers own their land, and the average farm covers about 30 acres (about 12 ha). Farm cooperatives, modern equipment, and fertilizers are helping improve efficiency on Europe's farms. Farmers in eastern Europe are adjusting to the change from collective farms or state farms to private ownership of land. (p. 317)

B. Agricultural Issues

More and more European farmers are using organic farming methods. Genetically altered crops and the use of toxic pesticides increasingly concern European consumers. In 2001 an outbreak of foot-and-mouth disease in the United Kingdom severely affected European agriculture. (pp. 317–318)



DAILY LECTURE NOTES

CHAPTER 13, Section 1



(continued)

III. Agriculture

pages 317–318

Discussion Question

In what ways might the European Union benefit farmers?

(Accept reasoned responses. Possible answer: Since different parts of the region produce different crops, a high volume of trade is necessary. The removal of trade barriers and the creation of a common currency will make trade much easier.)

IV. Transportation and Communications

pages 318–319

Europe's transportation network is among the best in the world. Modern communications systems also link most parts of Europe to one another and to the rest of the world. (p. 318)

A. Railways and Highways

Railroads move freight and passengers throughout Europe. Trains, including high-speed trains, link most western European cities to airports, industrial centers, natural resources, and one another. Europe also boasts a superb highway system. More Europeans own cars than do people in any other part of the world except the United States. (p. 318)

B. Seaports and Waterways

European ports handle more than half of the world's international shipping. The Rhine River, which runs through central Europe, carries more freight than any other European river. Europe's fine system of canals also links port cities. (pp. 318–319)

C. Communications Links

Communications systems in western Europe are similar to those in the United States; people use fax machines, cellular phones, and the Internet as well as regular telephones and surface mail. Telecommunications in eastern Europe lag somewhat behind those in western Europe. With the end of communist rule, government censorship of printed material has ended. (p. 319)

Discussion Question

Why do you think Europeans and Americans own more cars than people in the rest of the world do?

(Europe and the United States are highly developed countries. Most people have a high standard of living and higher income levels than do people in less developed regions. Both Europe and the United States have excellent highway systems.)



DAILY LECTURE NOTES

CHAPTER 13

Section 2



Building Geography Literacy

In 1997, an international summit on global warming was held in Kyoto, Japan. Representatives of the European Union proposed a goal to reduce emissions of carbon dioxide, methane, and other greenhouse gases by 15 percent by the year 2012. At the end of the summit, the European Union member countries agreed to a reduction of 8 percent.

I. Humans and the Environment pages 320–321

Geological forces such as earthquakes and volcanoes helped create the landscape of Europe. These forces still affect the region today, as do droughts in southern Europe. (p. 320)

A. The Delta Project

After a severe flood in 1953 that killed about 1,800 people, a system of dams and dikes was built in the Netherlands to protect its coastline from flooding. (p. 321)

B. Floods

Flooding has caused damage in much of Europe in recent years. Scientists debate whether the cause of the flooding is a natural climate cycle or global warming. (p. 321)

Discussion Question

Do you think increased flooding in Europe is due to natural climate cycles or to global warming? Explain your answer.

(Accept reasoned responses. Possible answers: Natural climate cycles have always changed the earth's climates, for example, several ice ages. Others may say the increase in greenhouse gases and deforestation are causing Earth's temperature to rise, affecting the weather and climate worldwide.)

II. Pollution pages 321–323

Years of industrialization have had a devastating impact on Europe's air, water, and soil. Before the collapse of communism in 1989, eastern European countries had almost no laws to control industrial pollution. Pollution from factories and plants also has affected the health of western Europeans and their environment. To meet this challenge, the European Union now requires environmental protection and cleanup from its members. (p. 321)



DAILY LECTURE NOTES**CHAPTER 13, Section 2**

(continued)

II. Pollution

pages 321–323

A. Acid Rain

Air pollution containing acid-producing chemicals creates acid precipitation. The effects of acid precipitation are especially severe in eastern Europe, where lignite coal is still burned for fuel, but acid rain does not respect a country's borders. Pollution from Eastern Europe damages forests, pollutes rivers and the soil, and damages artistic and architectural treasures across Europe. (p. 321)

B. Air Pollution

Breathing polluted air greatly affects public health in Europe. As a result, life expectancy is lower in the more heavily polluted countries of eastern Europe. Air pollution also poisons crops. Europe is taking steps to address air pollution, but much work needs to be done. (p. 322)

C. Global Warming

Many environmentalists believe that increased carbon dioxide from vehicle exhausts and industrial pollution is responsible for the gradual warming of Earth's atmosphere. Not all scientists agree that global warming is occurring, however, and because the problem is global, reaching an agreement to reduce greenhouse gases is difficult. (p. 322)

D. Water Pollution

Waste disposal is the source of most water pollution in Europe. Water pollution harms or kills marine and animal life and endangers the health of people who drink the water and eat its fish. The Mediterranean Sea, open to the Atlantic Ocean only through the narrow Strait of Gibraltar, takes almost a century to completely renew itself. In eastern Europe, the Danube River is seriously affected by agricultural runoff and untreated sewage. (p. 323)

Discussion Question

How might the European Union reduce pollution in member countries?

(Accept reasonable suggestions. Possible answers: Establish trade sanctions or levy fines against polluters. Offer countries and their industries financial incentives to improve environmental quality. Encourage recycling, conservation, and reforestation. Educate people about the dangers of pollution. Encourage mass transportation through incentive programs.)



DAILY LECTURE NOTES

CHAPTER 13, Section 2



(continued)

III. Reducing Pollution

pages 323–325

A. Concern for the Environment

Europeans today feel responsible for protecting and preserving the environment for future generations. They want to preserve what little wilderness area is left. (pp. 323–324)

B. Cleanup Efforts

The European Union has strict environmental regulations for its member countries. They can face fines and legal action if they do not comply. Pollution that crosses national borders requires international cooperation. (pp. 324–325)

C. Plans for the Future

By 2010 the European Union wants all member countries to reduce their greenhouse gas emissions to 15 percent below 1990 levels. Countries must follow strict environmental standards to be admitted to the Union. (p. 325)

Discussion Question

More Europeans drive cars than do the people of any other region except the United States. Cars cause pollution. What do you think Europeans might do to resolve this dilemma?

(Accept all reasonable responses. Possible answers: Develop alternatives to fossil fuels. Encourage more people to take the trains, ride bicycles, or carpool. Continue to improve mass transportation systems.)



DAILY LECTURE NOTES

CHAPTER 14

Section 1



Building Geography Literacy

Many active volcanoes are found in far eastern Russia, where the Kamchatka Peninsula lies within the Ring of Fire, the belt of volcanic activity surrounding the Pacific Ocean. Four volcanoes in Kamchatka—Kliuchevskoi, Tolbachik, Shiveluch, and Bezymianny—last erupted in 1999.

I. A Vast and Varied Land

pages 345–348

A. Mountains and Plateaus

Stretching across parts of Europe and Asia, Russia is a huge land of plains divided and bordered by mountains and plateaus. The Urals are old, worn-down mountains that mark the boundary between European and Asian parts of Russia. The Caucasus Mountains in the southwest reach their highest elevation at Mount Elbrus, 18,510 ft. (5,642 m), Russia's highest point. Mountain ranges also form a rugged natural boundary between Russia and China. (p. 346)

B. Plains Areas

The North European Plain covers most of European Russia. The southern part of the plain has rich soil, and about 75 percent of the Russian population lives there. The Ural Mountains separate the North European Plain from the West Siberian Plain, which covers almost one million square miles (2.6 million sq. km). (p. 346)

C. Coasts, Seas, and Lakes

Russia has the longest continuous coastline of any country, at 23,400 miles (37,650 km). The coastline touches the Arctic and Pacific Oceans and the Baltic, Black, and Caspian Seas. Most of Russia's ports are frozen for at least part of the year. Lake Baikal in southern Siberia is the deepest freshwater lake in the world. (pp. 347–348)

1. The Black Sea is Russia's warm-water outlet to the Mediterranean Sea. (p. 347)
2. The Caspian Sea is actually a saltwater lake with no outlet. (p. 347)
3. Lake Baikal holds about 20 percent of the earth's freshwater. (p. 348)

Discussion Question

Why is it important to keep the water in Lake Baikal clean, and what global impact might result if the lake were permanently polluted?

(Lake Baikal, containing about 20 percent of Earth's freshwater, is an important ecological area.)



DAILY LECTURE NOTES**CHAPTER 14, Section 1***(continued)***II. Rivers**

page 348–349

Most of Russia's longest rivers are in sparsely populated Siberia. Siberians enjoy a surplus of freshwater, but European Russians often face water shortages or problems with water quality. (p. 348)

A. The Volga River

The Volga is the fourth-longest river in Russia and the longest river in Europe. Draining much of Russia's North European Plain, the Volga River and its canals link the Moscow area to the Caspian, Black, and Baltic Seas. (p. 348)

B. Siberian Rivers

Siberian rivers flow north to the Arctic Ocean. Blocked by ice, meltwaters often flood the land and create vast swamps. (pp. 348–349)

Discussion Question

How might Russia distribute its water more evenly?

(Accept reasonable responses. Possible answer: by building pipelines to carry water west to European Russia)

III. Natural Resources

pages 349–350

A. Minerals and Energy

Russia has huge mineral resources. It is especially rich in mineral fuels, such as oil, natural gas, and coal. Russia's rivers make it a leading producer of hydroelectric power. (p. 349)

B. Soil and Forest Land

Because of Russia's generally cold climate, only about 10 percent of Russia's land is suitable for farming. A rich, fertile "Black Earth Belt," however, stretches from Ukraine to southwestern Russia, supplying the country with grains, sugar beets, and other produce. About one-fifth of the world's forested land is in Siberia. Russian forests supply much of the world's timber. (pp. 349–350)

C. Russia's Fishing Industry

Fish is a staple food in Russia and also an important export. (p. 350)

Discussion Question

How would your diet change if you lived in a country like Russia?

(Accept reasonable responses. Russia imports some fruits, vegetables, and meat products. In Russia there probably are fewer choices and convenience foods.)



DAILY LECTURE NOTES

CHAPTER 14

Section 2



Building Geography Literacy

The coldest temperature ever recorded in Asia was in Russia. On February 6, 1933, the temperature in the Siberian town of Oimekon was -90°F . The same temperature was recorded on February 7, 1892, in Verkhoyansk, another Siberian location.

I. Russia's Climates and Vegetation pages 351–352

Most of Russia has a harsh climate with long, cold winters and short, relatively cool summers. Lying well within the Eurasian landmass, most of the country is far away from any moderating ocean influences. (pp. 351–352)

Discussion Question

How do you think climate affects most Russians on an everyday basis?

(Accept reasonable answers. Russians probably welcome summer when it comes. Because of the long, cold winters, Russians may need heavier and warmer clothes than most Americans do. They wear hats, scarves, and gloves more often.)

II. High Latitude Climates pages 352–353

A. Tundra

The tundra, a vast, treeless plain, covers about 10 percent of Russia. The weather is always cold, and little grows there because of the short growing season and the thin acidic soil. (pp. 352–353)

B. Subarctic

The subarctic lies just south of the tundra. The subarctic has snow for up to 250 days of the year. The taiga is a forest belt in the subarctic that is the world's largest coniferous forest. It contains one-half of the world's softwood timber. (p. 353)

C. Living in a Cold Climate

Russians must be creative to live in an extremely cold climate. Builders plan for the cold when they construct buildings, and cars are made from a special type of steel that will not crack in the cold. Large amounts of oil, gas, wood, and coal are used to keep warm. (p. 353)

Discussion Question

How would the deforestation of the taiga affect the world?

(Accept reasonable responses. Without the taiga there would be a loss of biodiversity. Because trees help reduce the buildup of carbon dioxide in the atmosphere, global warming might be accelerated by the loss of taiga forests.)



DAILY LECTURE NOTES**CHAPTER 14, Section 2***(continued)***III. Mid-Latitude Climates**

pages 354–355

A. Humid Continental

Most of the North European Plain and some of southern Siberia have a humid continental climate, with long, snowy, relatively mild winters. In humid continental areas of Russia, the coniferous taiga of the north gives way to mixed coniferous-deciduous forests. Farther south, the forests gradually merge into temperate fertile grasslands. (p. 354)

B. War and Winter

Russia's cold climate was helpful in defeating Napoleon in 1812 and the Germans in World War II. Russian soldiers, who were used to the cold, fought well against Napoleon's Grand Army and the German soldiers, who were unprepared for a brutal winter. (pp. 354–355)

C. Steppe

The steppe climate region has dry summers and long, cold, dry winters. Its rich soil enables a variety of grasses and plants to flourish. (p. 355)

Discussion Question

In which of these climatic zones do you think most Russians live? Why do you think so?
(They probably live in the humid continental zone because of the mild temperatures and the plentiful rainfall. Rich soils also lie in this zone, so crops grow well there.)



DAILY LECTURE NOTES

CHAPTER 15

Section 1



Building Geography Literacy

During the last half of the 1800s, Russia's urban population increased from about 10 percent of the total population to about 21 percent. By 1910 St. Petersburg and Moscow were two of the ten largest cities in Europe. Although overcrowding and poor sanitary conditions led to outbreaks of disease, urban populations continued to swell as rural farmers moved to the cities.

I. Russia's Ethnic Diversity

pages 363–365

Although 80 percent of Russians are ethnic Russians, the country is home to more than 100 ethnic groups. (p. 363)

A. Ethnic Regions

The Russian Empire and the Soviet Union controlled many non-Russian ethnic groups and territories. Today, 32 of these ethnic groups have their own republics or administrative territories within Russia. (p. 364)

B. The Slavs

Ethnic Russians are part of a larger ethnic group called Slavs. Poles, Ukrainians, and other eastern Europeans are also Slavs. Most Slavs practice Eastern Orthodox Christianity, which was brought to Russia from the eastern Mediterranean area. (pp. 364–365)

C. Turkic Peoples

The Turkic peoples—living mostly in the Caucasus Mountains, Siberia, and the middle Volga area—are Russia's second-largest ethnic group. Although most Turkic peoples are Muslims, their ethnicity is based on language. The Tatars—the largest Turkic group—live in Tatarstan in east-central Russia and have a limited degree of autonomy. (p. 365)

D. Caucasian Peoples

Living in the Caucasus area of southeastern Russia, the Caucasians are mainly Muslims and have similar languages and cultural traditions. Many Caucasian groups, such as the Chechens, are now demanding self-rule. (p. 365)

Discussion Question

Why do Caucasians within Russia want self-rule?

(They may not want to lose their language, traditions, and culture. They do not speak the same language as ethnic Russians, nor do they worship in the same way. These differences make it difficult for two groups of people to get along, especially if one group has all the power.)



DAILY LECTURE NOTES**CHAPTER 15, Section 1***(continued)***II. Population Density and Distribution** pages 365–366

Russia is the world's sixth most populous country, but it does not have a large population relative to its land area. (p. 365)

A. Population and the Environment

Russia's average population density is about 22 people per square mile (9 per sq. km). However, about 75 percent of all Russians live in western Russia, where there are about 120 people per square mile (46 per sq. km). The climate of eastern Russia is too harsh to support a large population. (pp. 365–366)

B. Population Trends

During the Soviet era, many ethnic Russians left their homes to resettle in non-Russian republics. Since the breakup of the Soviet Union in 1991, many of them have returned to their homeland. Russia, however, is experiencing a population crisis. Because of inadequate health care, the number of deaths now exceeds the number of births. (p. 366)

Discussion Question

Suggest solutions to the problem of health care in Russia.

(Accept reasonable solutions. Possible answers: Improve health care facilities. Provide modern equipment and medicines. Pay doctors and nurses better wages. Distribute fresh foods more equally so that more people eat a healthful diet. Clean up environmental hazards, such as air pollution, water pollution, and land pollution. Adopt and enforce better antipollution laws. Adopt more workplace safety rules.)



DAILY LECTURE NOTES

CHAPTER 15

Section 2



Building Geography Literacy

In 1928, the Soviet Union developed its first Five-Year Plan, which was intended to create a modern industrial economy. Older industrial areas expanded, and new technological and engineering projects were begun in remote areas. Between 1928 and 1933, the defense industry tripled its output, and by 1941 the Soviets had laid solid foundations for their later rise as a superpower.

I. Early Peoples and States

pages 367–369

The land now called Russia had its origins in the A.D. 600s, when Slavic farmers and hunters settled near the waterways of the North European Plain. Eastern Slavs—the ancestors of modern Russians, Ukrainians, and Belarussians—settled along the Dneiper and Volga Rivers. (pp. 367–368)

A. Kievan Rus

During the 800s, Scandinavian warriors called the Varangians settled among the Eastern Slavs, eventually adopting the Slavic language and culture. The Varangians organized the Slav communities into a loose union of city-states called Kievan Rus. (p. 368)

1. Ruled by princes, the leading city-state, Kiev, controlled a trade route between the Baltic and Black Seas. (p. 368)
2. Mongol invaders from central Asia occupied Eastern Slavic lands for over 200 years. During this time, the Eastern Slavs developed their own cultural path based on Eastern Orthodoxy. (pp. 368–369)

B. The Rise of Russia

By the late 1400s, the city of Moscow had become the center of an expanding city-state known as Muscovy. The Muscovites became strong enough to drive out the Mongols and lay the foundations of Russia. In 1533 Muscovy's ruler, Ivan IV, became the first crowned czar of Russia. (p. 369)

1. Ivan IV crushed all of his opponents and expanded his realm's borders to gain access to the sea. (p. 369)
2. After Ivan IV's death, the country faced foreign invasion and social upheaval. (p. 369)

Discussion Question

Name important historical differences between early Russia and early western Europe. (*Russia was shaped by the traditions of the eastern Mediterranean, Asia, and Eastern Orthodoxy. Western Europe was shaped by classical cultures, the Germanic cultures, and Roman Catholicism.*)



DAILY LECTURE NOTES**CHAPTER 15, Section 2**

(continued)

II. Romanov Czars

pages 369–370

- A. In the late 1600s, Peter the Great was determined to modernize Russia. Under him, Russia enlarged its territory, built a strong military, and developed trade with Europe. Peter built a new capital city, St. Petersburg, as a “window to the West.” (p. 369)
- B. During the late 1700s, Catherine the Great continued to expand Russia’s borders. By this time, a large gap had opened between the Europeanized nobility and the virtually enslaved serfs, who followed traditional Russian ways. (pp. 369–370)

Discussion Question

What relationship was there between a Russian ruler’s power and his or her policies? Explain.

(Russian czars were absolute rulers. In some cases, they could make decisive reforms easily and quickly. In other cases, they opposed change. In all cases, they allowed no opposition.)

III. The Russian Revolution

page 370

- A. During the 1800s the people of Russia grew more discontented as the government carried out halfhearted political reforms and repression. The serfs were emancipated in 1861, but they were poorly educated and had few economic opportunities. The government’s Russification policy led to harsh treatment of non-Slavic Russians, especially Jews. (p. 370)
- B. Many Russians wanted to establish a socialist government that would create economic equality. Karl Marx’s belief in a workers’ revolution and a classless society captured the imagination of many young, educated Russians. In 1917, the hardships of World War I and long-standing discontent made Czar Nicholas II so unpopular that workers and soldiers forced him to give up his throne. (p. 370)

Discussion Question

In what ways were the circumstances that led to the Russian Revolution similar to those of other revolutions in world history? Explain.

(Accept reasoned responses. Possible answer: As in other periods in history, poor economic conditions and political oppression led to dissatisfaction among people. They were willing to embrace political changes that would improve their situations.)



DAILY LECTURE NOTES**CHAPTER 15, Section 2**

(continued)

IV. The Soviet Era

pages 370–371

A. The Soviet Union

Promising “Peace, Land, and Bread,” the Bolsheviks under Vladimir Ilyich Lenin seized power in November 1917. (p. 370)

1. In 1922 the Bolsheviks, now known as Communists, established the Soviet Union, with Moscow as the capital. (p. 371)
2. Lenin’s successor, Joseph Stalin, set out to make the Soviet Union a strong industrial power by taking complete control of the economy. Stalin eliminated all forms of dissent. As a result of Stalin’s policies, millions of Russians either were killed or died from hunger or brutal conditions in labor camps. (p. 371)

B. A Superpower

1. During World War II, the German army invaded Russia. Soviet military forces and civilians defeated them but at the cost of more than 27 million lives. By 1949 most of eastern Europe was under Soviet control. (p. 371)
2. From the late 1940s to the late 1980s, the Soviet Union and the United States engaged in the Cold War, the struggle between communism and capitalism for world influence. (p. 371)

Discussion Question

How did the Cold War affect the Soviet Union and the United States?

(Accept all reasoned responses. Possible answers include that it sparked an arms race. The military buildup spurred technological development and space exploration but consumed many resources in both communist and capitalist countries.)

V. The Soviet Breakup

pages 371–372

In 1985 Soviet leader Mikhail Gorbachev introduced reforms aimed at revitalizing the stagnant Soviet economy and allowing greater political openness. Gorbachev’s reforms failed to save the Soviet Union, which in 1991 broke up into independent republics. (pp. 371–372)

Discussion Question

What were the main causes of the breakup of the Soviet Union?

(Possible answers: Non-Russian ethnic groups wanted independence. The Soviet command economy had failed. The Soviets could no longer afford to keep pace with the United States in the arms race. Millions of individual Soviet citizens desired a better standard of living and freedom from communist control.)



DAILY LECTURE NOTES

CHAPTER 15, Section 2



(continued)

VI. A New Russia

pages 372–373

A. A Market Economy

In 1991, Russia's government began moving toward a free market economy. The immediate result was inflation and a rise in unemployment. By 2000, however, the Russian economy began to improve. (p. 373)

B. Separatist Movements

Beginning in the early 1990s, separatist groups within Russia—such as the Chechens—increased demands for self-rule or complete independence. In 1994, warfare erupted between the Russian government and Chechen forces. Although Russia eventually claimed to have regained control, Chechen resistance continued. The conflict hurt Russia's economy, and Chechen casualties were high. (p. 373)

Discussion Question

Why was unemployment an immediate result of the conversion to a free market economy?

(Possible answer: When government subsidies ceased, businesses had to succeed on their own or close down. Many probably closed down, and the employees were out of work.)



DAILY LECTURE NOTES

CHAPTER 15

Section 3



Building Geography Literacy

During the Soviet era, Russian Olympic athletes received government subsidies, competed internationally, and became symbols of the country. Today, Russian figure skaters are considered the best in the world. The USSR/Russia, for example, has won all the gold medals in pairs figure skating since 1964.

I. Religion in Russia

pages 376–378

Eastern Orthodox Christianity was central to the Russian state for almost a thousand years until the 1917 Revolution. After acquiring power, the Soviet government discouraged the practice of religion and encouraged atheism. (pp. 376–377)

A. Christianity in Russia

Today, many Russians are once again practicing Eastern Orthodox Christianity. Some Russians belong to Roman Catholic or Protestant groups even though the government has placed restrictions on Christian groups that are not Eastern Orthodox. (p. 377)

B. Islam

Islam is the second-largest religion in Russia. Most of Russia's Muslims live in the southern parts of the country. (pp. 377–378)

C. Judaism

Throughout Russia's history, its Jewish population has often faced discrimination and persecution. Under the czars, Jews could live only in certain areas and were the targets of organized massacres called pogroms. During the Soviet era, religious persecution continued. Today Jewish religious life survives in Russia despite large-scale emigration. (p. 378)

D. Buddhism

Most of Russia's Buddhist population live in two ethnic republics—Kalmykia, near the Caspian Sea, and Buryatia, near Lake Baikal. For this reason, Buddhism is accepted as a traditional religion in Russia. (p. 378)

Discussion Question

Why did the Soviet government discourage religious observances?

(Accept reasoned responses. Possible answers include that the atheistic Soviet government regarded religion as a relic of the past and an obstacle to building a new secular society. It did not want any other institution to rival it in power or influence.)



DAILY LECTURE NOTES**CHAPTER 15, Section 3**

(continued)

II. Education

pages 378–379

- A. Because of the Soviets' emphasis on mandatory education, nearly 100 percent of Russians are literate. Although Soviet schools emphasized sciences and technology rather than liberal arts, Russian students today are encouraged to specialize in a wide variety of curriculum areas. (p. 378)
- B. Education in Russia suffers from inadequate funding. Teachers are poorly paid, schools are in disrepair, and many young Russians concentrate on earning money rather than getting an education. (pp. 378–379)

Discussion Question

What might Russia do to improve its educational system?

(Accept reasoned responses. Possible answers: The government should give the schools more money. Teachers' salaries should be raised. Private businesses should be encouraged to fund schools in exchange for student internships for a specified amount of time after graduation.)

III. Health Care

page 379

Lifestyle choices (such as smoking and drinking alcoholic beverages), disease, and inefficient health care systems all threaten the well-being of Russia's people. (p. 379)

Discussion Question

Name one step the government might take to improve health in Russia.

(Possible answers: Educate people about the dangers of smoking and excessive alcohol consumption. Vaccinate all children for tuberculosis and other diseases. Clean up land, air, and water pollution. Increase salaries for health care professionals so that more people enter the health care field.)

IV. The Arts

pages 379–381

A. Russia's Artistic Golden Age

1. Russia's artistic golden age began during the 1800s and lasted well into the 1900s. Painters like Marc Chagall and composers such as Pyotr (Peter) Tchaikovsky made contributions to their fields that have had an international impact. (pp. 379–380)



DAILY LECTURE NOTES**CHAPTER 15, Section 3***(continued)***IV. The Arts**

pages 379–381

2. Russian literary giants include novelists Leo Tolstoy and Fyodor Dostoyevsky, playwright Anton Chekhov, and poets Alexander Pushkin and Anna Akhmatova. Several Russian operas and ballets are based on Russian literary masterpieces. (p. 380)

B. Culture and the Soviets

The Soviets insisted that all art must glorify communism, so artists were strictly censored. Artists who defied censorship were punished and their works banned. For describing the horrors of the Stalinist labor camps in his works, writer Alexander Solzhenitsyn was expelled from the Soviet Union. (p. 380)

C. Post-Soviet Arts

Beginning in the mid-1980s, government controls on the arts loosened, sparking renewed cultural activity. (p. 381)

Discussion Question

Why did the Soviet government insist on censoring art?

(Possible answer: The government did not welcome any disagreement with its own ideas.)

V. Life and Leisure

page 381

A. Daily life in Russia is a challenge. Although some Russians are becoming prosperous, many people live in crowded apartments and cannot afford to pay the high prices charged for certain goods. Despite frustration, people enjoy watching professional sports, playing chess, and attending concerts, the ballet, and the theater. (p. 381)

B. During the Soviet era, holidays such as May Day, the traditional workers' holiday, were celebrated to honor Soviet workers. Since the breakup of the Soviet Union, the observance of traditional religious holidays has been revived. (p. 381)

Discussion Question

How has daily life changed since the fall of the Soviet Union?

(There is greater political and intellectual freedom. Religious holidays are celebrated again. There is greater access to the arts and popular entertainment. Crime and unemployment have increased, and health care and education have declined.)



DAILY LECTURE NOTES

CHAPTER 16

Section 1



Building Geography Literacy

In spite of its vast population and giant industries, Russia produces relatively few automobiles. In 1998, Russia manufactured slightly fewer than one million passenger cars and a little over one hundred thousand trucks. Compare these statistics with those of the United States, which manufactures 5.6 million cars and 6.5 million trucks a year.

I. Changing Economies

pages 387–390

A. The Soviet Command Economy

The Soviet Union functioned as a command economy, in which the government controlled production, pricing, and distribution. During the 1970s and 1980s, when Western countries began to invest in high technology, the Soviets continued to focus on heavy industry. As a result, the Soviet standard of living declined. (p. 388)

B. The Market Economy

In 1985 Soviet leader Mikhail Gorbachev oversaw the beginnings of the transition to a market economy, in which supply and demand control prices. He allowed people to start small businesses and encouraged foreign investment. (pp. 388–389)

C. Privatization

Privatization of the economy continued after the Soviet Union broke up in 1991. Russian President Boris Yeltsin lifted most price controls and encouraged the transition from state ownership of companies and industries to private ownership. Privatization so far has benefited a few wealthy businesspeople more than most average Russian workers. Widespread corruption and organized crime threaten to destabilize Russia's economy and society. (p. 389)

D. The Transition Continues

A financial crisis in 1998 made prices soar in Russia, and the international community made large loans to help the Russian economy. Yeltsin's successor, Vladimir Putin, faces continuing challenges in his efforts to improve Russia's economic performance. (pp. 389–390)

Discussion Question

Why have the workers not benefited from the removal of price controls?

(Price controls kept goods affordable. Once the controls were lifted, working people could no longer afford many things. Prices rose to amounts that only the wealthy were willing to pay.)



DAILY LECTURE NOTES**CHAPTER 16, Section 1**

(continued)

II. Agriculture and Industry

pages 390–391

- A. Under the Soviets, farms and factories were organized and controlled by the government. (p. 390)
- B. Kolkhozes were small state-controlled farms worked by peasants who shared some of the goods and profits. Sovkhozes were large state-controlled farms worked by people who were paid wages. (p. 390)
- C. In 1991 Yeltsin tried to restructure the state-owned farms, but farmers resisted changes. Production has risen recently, and imports have decreased. (p. 390)
- D. Russia's most important industry is petroleum extraction and processing. Russia's domestic oil provides its other industries with vital energy at a reasonable cost. Most of Russia's heavy industries are in the Volga Valley, near Moscow. (p. 391)

Discussion Question

Why did farmers resist the changes Yeltsin tried to make in agriculture?

(Possible answers: They were used to being told what to grow and how to market crops instead of thinking for themselves. They needed time to adjust to Yeltsin's proposals and develop entrepreneurship.)

III. Transportation and Communications

pages 391–393

A. Transporting Goods

Russia's highways span great distances, but many are in poor repair and are made impassable by the cold climate. Russia's railroads and waterways provide most of its transportation. The Trans-Siberian Railroad covers over 5,744 miles (9,244 km) between Vladivostok and the Ural Mountains. (p. 391)

B. Transporting People

Most urban Russians rely on public transportation, although automobile ownership has risen. The high cost of fuel and reduced passenger traffic because of skyrocketing ticket prices have forced the closing of many airports. (pp. 391–392)

C. Transporting Energy

Russia is crisscrossed with pipelines that carry natural gas, crude oil, and other petroleum products. Some oil reserves and pipelines lie in ethnic republics that are fighting for independence, which raises concern in Moscow. (p. 392)



DAILY LECTURE NOTES**CHAPTER 16, Section 1***(continued)***III. Transportation and Communications** pages 391–393**D. Mass Communications**

1. Under the Soviet Union, the state owned and controlled all mass communications systems. Since the Soviet breakup, Russians have heard and read new voices and fresh views. (p. 392)
2. Although only 20 percent of rural households have telephones because of Russia's great size, about 50 percent of urban households have phones. The Internet, e-mail, and cellular phones are now being used in Russia. (pp. 392–393)

Discussion Question

Why might Russia, in particular, want an efficient, well-run airline industry?

(The distances between places in a country the size of Russia are great. Train travel is much slower than air travel. Unfavorable climate conditions make it difficult to build, maintain, and use highways in Russia.)

IV. Global Interdependence page 393**A. Trade**

Russia and the other former Soviet republics have expanded international trade relations. Russia exports energy and fuels and imports consumer goods, meat, and medicines. (p. 393)

B. International Relations

1. Despite economic and political challenges, Russia maintains its important role in world affairs. Russia occupies the former Soviet Union's seat in the United Nations' National Security Council. Russia has helped settle conflicts and has supported peace efforts in several countries, especially in former Soviet republics. (p. 393)
2. Russia is heavily dependent on foreign investment. With help from other countries, Russia is strengthening its banking system and improving its transportation and communications systems. (p. 393)

Discussion Question

Why are other countries interested in helping Russia?

(Possible answers: Russia produces vast amounts of oil. It also represents new markets for goods and services.)



DAILY LECTURE NOTES

CHAPTER 16

Section 2



Building Geography Literacy

Chernobyl is not the only nuclear accident that has occurred in the world. At least six accidents have occurred in and around nuclear facilities in the United States. The most serious and best known occurred at the Three Mile Island facility in Middletown, Pennsylvania, in 1979. In 1999, a nuclear accident in Japan exposed people to high levels of radiation.

I. Managing Resources

pages 396–397

- A. Russia possesses abundant natural resources. The environment, however, has been damaged by careless resource management. Russia must find a way to make use of its resources without repeating its past disregard for the environment. (p. 396)
- B. Russia is trying to improve the condition of its forests. It is working toward this goal by using land more wisely, planting new trees, and increasing private forestry investment. (p. 397)

Discussion Question

Why do Russians feel the need to replant forests?

(If forests are properly renewed and carefully managed, logging can continue. More trees in Russia and elsewhere may help keep the planet from warming. Replanting could provide jobs for unemployed Russians.)

II. Pollution

pages 397–399

By the 1990s, 40 percent of Russia's land was "ecologically stressed"—heavily polluted. This damage resulted from Soviet-era disregard for the effects of industrialization on the environment. (p. 397)

A. Water Quality

Russia has one of the world's largest supplies of freshwater, but much of it is polluted with industrial waste. (pp. 397–398)

B. Soil and Air Quality

Russia's soil has been damaged by toxic waste dumps, oil spills, and pesticides sprayed on crops. Industries and fossil fuel emissions have polluted the air. (p. 398)

C. Nuclear Wastes

Nuclear waste poses a great danger to Russia's population. Between 1949 and 1987, the Soviet Union set off more than 600 nuclear explosions. The Soviets dumped some nuclear materials into the Baltic and Bering Seas. (p. 398)



DAILY LECTURE NOTES

CHAPTER 16, Section 2



(continued)

II. Pollution

pages 397–399

D. Chernobyl

At Chernobyl, a town in Ukraine, a 1986 fire in a nuclear reactor released tons of radioactive particles into the air. The wind carried this radiation over great distances, contaminating the environment in other countries. Eight thousand people eventually died of radiation poisoning. Many more have been made seriously ill. (pp. 398–399)

1. Twenty-eight nuclear reactors still operate in Russia, providing much of the country's electricity. (p. 399)
2. Making these reactors safe and secure in case of another disastrous fire is a concern of the international community. (p. 399)

Discussion Question

What lessons did the world learn from the disaster at Chernobyl?

(to immediately alert the public to such crises and provide for swift evacuation; to improve safety standards and shut down dangerous plants)

