

EUROPE

GEOGRAPHIC UNDERSTANDINGS

SS6G8. The student will locate selected features of Europe.

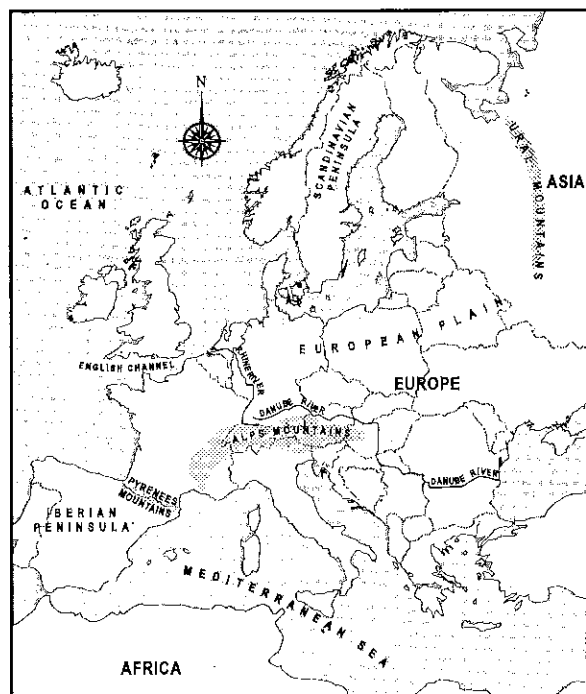
a. Locate on a world and regional political-physical map: Danube River, Rhine River, English Channel, Mediterranean Sea, European Plain, the Alps, Pyrenees, Ural Mountains, Iberian Peninsula, and Scandinavian Peninsula.

LOCATING PHYSICAL FEATURES OF EUROPE

To get to know Europe, you must understand its features, both land and water. Look at the map of Europe below and find the Atlantic Ocean. The Atlantic Ocean is on the eastern side of the United States, but it is on the western side of Europe. Put your finger on the large island off the northwest coast of Europe. The water that separates this island from the rest of the continent is the **English Channel**. Move your finger south along the coast of Europe until you reach another large body of water that joins the Atlantic Ocean. This is the **Mediterranean Sea**. It also touches the continent of Africa.

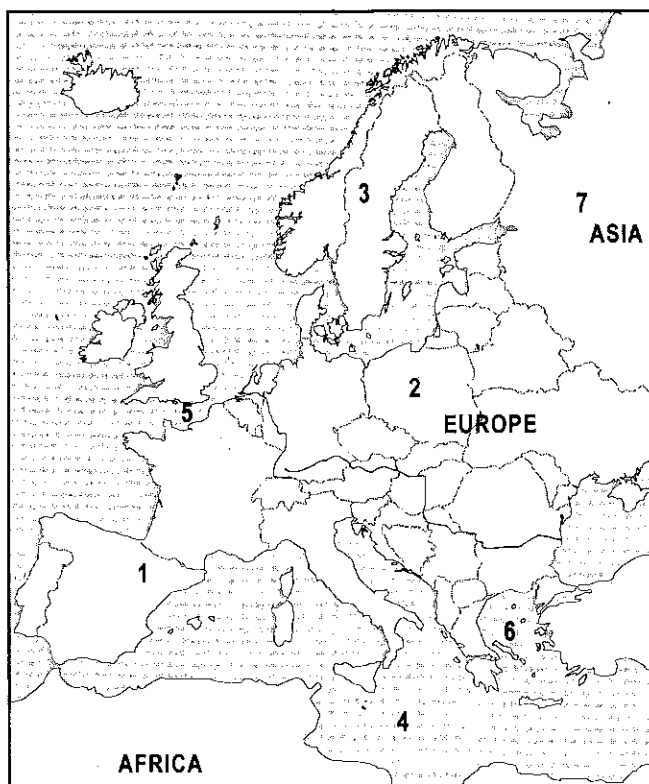
Europe has many peninsulas. The **Iberian Peninsula** is the landmass found where the Mediterranean Sea joins the Atlantic Ocean. Put your finger on the Iberian Peninsula. Moving north, your finger will cross the **Pyrenees Mountains**, a natural border between the Iberian Peninsula and the rest of Europe. The Pyrenees Mountains form the western border of the **European Plain**. This plain extends from France to Russia. It ranges from 50 to 1,500 miles wide. The eastern border of the plain is the Ural Mountains. Some of the world's best farmland is on this plain.

Now move your finger east from the Pyrenees. As your finger enters the European Plain, you will cross the **Rhine River**. The Rhine River begins in the **Alps**, the mountain range that forms the southern border of the European Plain. The European Plain contains another important river, the **Danube River**. The Danube and the Rhine rivers form natural political boundaries for many European countries. Locate the Danube River, the Rhine River, and the Alps. Continue north from the Alps to the **Scandinavian Peninsula**, the largest peninsula in Europe. Move your finger east to the **Ural Mountains**, the eastern boundary of the European Plain. The Ural Mountains, running in a north-south direction, also mark the northern border between the continents of Europe and Asia.



Physical Map
of Europe

Use the following map to answer questions 278-281.



278. Which physical feature is located near the "1" on the map?
- A. Rhine River
 - B. Ural Mountains
 - C. Pyrenees Mountains
 - D. Scandinavian Peninsula
279. Which physical feature is located near the "2" on the map?
- A. Atlantic Ocean
 - B. European Plain
 - C. Ural Mountains
 - D. Iberian Peninsula
280. Which number on the map marks the Mediterranean Sea?
- A. 3
 - B. 4
 - C. 5
 - D. 6
281. Which number on the map marks the English Channel?
- A. 5
 - B. 6
 - C. 7
 - D. not shown

SS6G8 The student will locate selected features of Europe.

b. Locate on a world and regional political-physical map the countries of Belgium, France, Germany, Italy, Poland, Russia, Spain, Ukraine, and United Kingdom

LOCATING COUNTRIES IN EUROPE

Many countries, both large and small, make up the continent of Europe. Put your finger on the **United Kingdom**. It is an island country off the northwestern coast of Europe. The United Kingdom contains the island of Great Britain, the northeastern part of the island of Ireland, and many other smaller islands. Move your finger to the south, across the English Channel to the country of **France**. France has many natural borders: the Pyrenees Mountains, the Alps, and the English Channel.

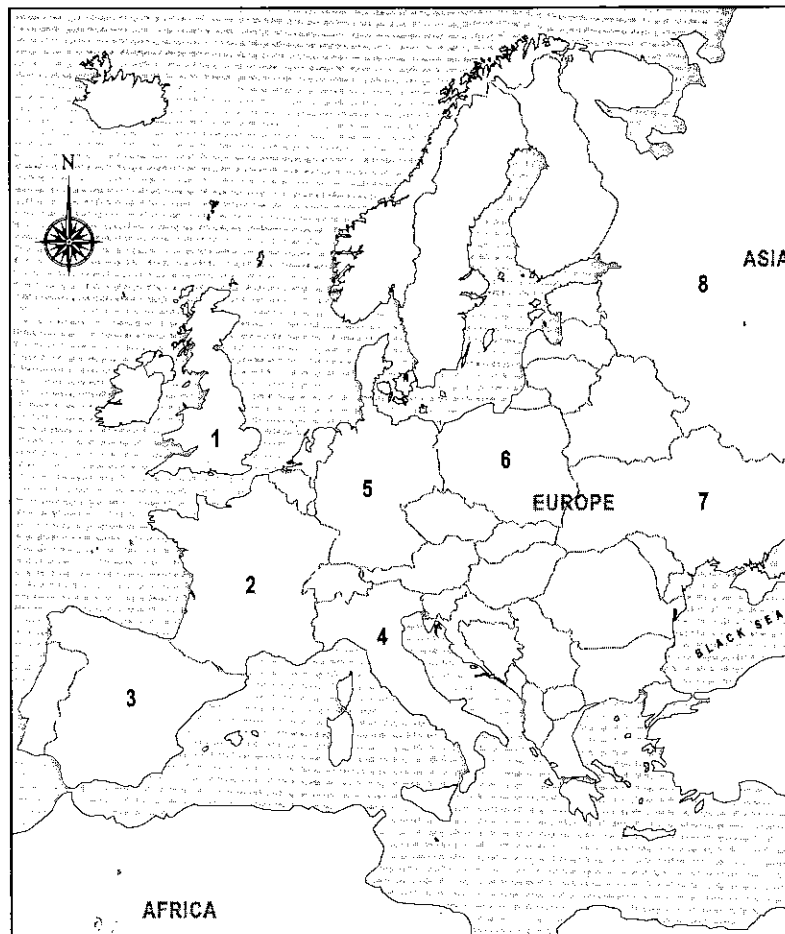
From France, move your finger to the southwest across the Pyrenees Mountains and enter the country of **Spain**. Spain is on the Iberian Peninsula. Spain is bordered by the Mediterranean Sea to the south and east. Move east across the Mediterranean with your finger, and you will find the boot-shaped peninsula of **Italy**. The country of Italy also includes two of the largest Mediterranean islands, Sardinia and Sicily.

Moving north from Italy, your finger will cross the Alps and enter the country of **Germany**, located in Central Europe. Germany is bordered on the west by the tiny country of **Belgium**. On Germany's eastern border is the country of **Poland**. Move your finger to the southeast to find **Ukraine**. One of the largest countries in Europe, Ukraine is mostly plateaus and fertile plains. The Danube River forms one of Ukraine's natural boundaries. Continue northeast into **Russia**, the largest country in the world. Russia covers all of northern Asia and almost half of Europe.

Political Map of Europe



Use the following map to answer question 282-287.



- 282. Which country is located at the “3” on the map?
- A. Spain
 - B. France
 - C. Belgium
 - D. Germany
- 283. Which country is located at the “4” on the map?
- A. Italy
 - B. Poland
 - C. Russia
 - D. Ukraine
- 284. Which number on the map marks the country of Germany?
- A. 3
 - B. 5
 - C. 6
 - D. 8

- _____ 285. Which number on the map marks the United Kingdom?
- A. 1
 - B. 2
 - C. 7
 - D. 8
- _____ 286. Which of the numbered countries is northernmost on the map?
- A. Italy
 - B. Spain
 - C. Russia
 - D. United Kingdom
- _____ 287. Which countries share a border?
- A. Italy and Russia
 - B. Ukraine and Spain
 - C. Poland and Germany
 - D. United Kingdom and France

SS6C9 The student will discuss environmental issues in Europe.

a. Explain the major concerns of Europeans regarding the issues such as acid rain in Germany, the air pollution in the United Kingdom, and the nuclear disaster in Chernobyl, Ukraine.

ACID RAIN IN GERMANY

Germany is a country of old forests, beautiful rivers, and historic artwork and buildings. Over the past thirty years, **acid rain** has taken its toll on these landmarks. Acid rain has ruined nearly half of the Black Forest in southwestern Germany. It has damaged the soil and the trees growing in it. Many acres of diseased trees are at risk of dying. Sulfur and nitrogen found in acid rain eat holes in the surfaces of statues and buildings. Acid rain pollutes rivers, like the Danube and the Rhine, and kills the wildlife living there.

When it comes to the problem of acid rain, Germany is its own worst enemy. The main sources of acid rain are smoke from factories and power plants. These facilities burn fuels like natural gas, coal, and oil. Cars and buses that burn gasoline and diesel produce these gases too. Germany, however, depends on manufacturing. The country is one of the leading exporters of cars, steel, and chemical products. These industries have mostly coal-burning factories. Germans also own more cars than people of most other countries do. This adds to acid rain through auto emissions.

Nature plays a part in the acid rain problem. The toxic smoke from manufacturing plants is carried by air currents to other places before it falls to earth as acid rain. Germany shares its borders with many other countries. With other countries involved, it is also a more difficult problem to solve. For example, air currents bring the chemical-filled smoke from coal-burning factories in the United Kingdom to Germany. The chemicals fall to earth in Germany as acid rain.

Germany has been working on the problem of acid rain. In southern Germany, plants that use water power from streams and rivers in the region are replacing many coal-burning factories. The German government has passed laws to reduce emissions from automobiles and factories. Factories are switching to cleaner fuels. They are building taller smokestacks that scrub the smoke before it enters the air. In 2007, Germany, as a member of the European Union, promised to increase its use of cleaner, renewable energy by 20 percent. Germany's goal is to decrease the use of fossil fuels like coal and oil.

Germany is developing new types of energy. It is the leading producer of wind turbines and solar power technology in the world. It is home to the largest wind farm and the largest solar energy plant in the world. Because of these changes, the country's harmful emissions are falling. This is reducing the amount of acid rain.

288. How does nature play a role in Germany's acid rain problem?

- A. The poisonous emissions from cars cause acid rain.
- B. Air currents carry toxic smoke from other countries' factories to Germany.
- C. The rivers of southwestern Germany are used to make electricity for other countries.
- D. Germany has many buildings that are being destroyed by the chemicals in the acid rain.

289. What are the main causes of acid rain?

- A. farms and forests
- B. water power and electricity
- C. coal burning factories and automobile emissions
- D. solar power and wind turbines blowing the poison gases

290. Which situation is an effect of acid rain?

- A. cleaner rivers
- B. diseased forests
- C. buildings and statues that look new
- D. increased automobile manufacturing

291. Which solution to Germany's acid rain problem would be the most challenging?

- A. reducing automobile emissions
- B. increasing the use of wind and solar power
- C. getting other countries to stop using fossil fuels
- D. changing from coal-burning power plants to water-powered ones

AIR POLLUTION IN THE UNITED KINGDOM

London, the capital of the United Kingdom, is notorious for air pollution. In fact, the word **smog** was first used in 1905 to describe the air in London. Smog is air pollution caused by sunlight acting on the gases from automobile and factory exhausts. It sometimes hangs over cities in the United Kingdom. Thick London smog happens when water in the air mixes with smoke particles from a coal fire. In the **Great Smog** of 1952, the smog was so dense that, for four days, the people in London could not see what was in front of them. Transportation slowed, crime increased, and thousands of people died from the pollution. People around the world suddenly were frightened. They began to worry about the quality of the air they were breathing in.

The United Kingdom's major natural resources are oil, natural gas, and coal. Much of the United Kingdom's manufacturing uses these resources. The Industrial Revolution began around the coalfields where fuel was cheap and available. Many people in the United Kingdom work in these coalfields. Today, coal from these fields still fuels the country's power plants. It also burns in fireplaces and stoves in many homes. Use of coal is decreasing. However, that means fewer jobs for workers in coal mining.

In the past, the major source of air pollution was smoke and sulfur dioxide from burning coal or other fossil fuels. Today, exhaust from gasoline and diesel-powered vehicles is the major problem. Asthma and pneumonia are linked to vehicle emissions. This makes people concerned about air pollution and health. It burns the lungs, nose, and eyes and endangers human life. High air pollution keeps children and senior citizens indoors. Air pollution also blackens buildings and threatens wildlife.

As far back as the 1300s, King Edward I tried to solve the problem by banning coal fires. After the Great Smog, the government created **smokeless zones** in London where only smokeless fuels could be used. Cleaner coals, increased use of electricity, and use of gas have reduced air pollution. Today the government sets limits for industry. Laws have forced automakers to build vehicles that produce less harmful exhaust. The government regularly checks air quality. It asks citizens to drive less and use cleaner forms of energy.

Londoners no longer experience the blackout smog of the 1950s. Air quality has improved. However, the United Kingdom still ranks in the top ten in the world in harmful industrial emissions. Air pollution in the United Kingdom continues to cause acid rain in many countries in Western Europe.

292. What is the main cause of air pollution in the United Kingdom today?

- A. London smog
- B. factory smoke
- C. use of fossil fuels
- D. automobile exhaust emissions

- _____ 293. Which is one of the United Kingdom's solutions to the air pollution problem?
- A. monitoring air quality
 - B. restricting driving miles
 - C. allowing factories to pollute without monitoring
 - D. keeping drivers from using gasoline in their cars
- _____ 294. Which was created after the Great Smog of 1952?
- A. a ban on coal fires
 - B. an industrial revolution
 - C. London's smokeless zones
 - D. King Edward's ban on coal fires
- _____ 295. Which solution began to reduce air pollution in the United Kingdom?
- A. the ban on coal fires
 - B. acid rain in Western Europe
 - C. the development of cleaner coal
 - D. the link between asthma and vehicle exhaust

NUCLEAR DISASTER IN CHERNOBYL, UKRAINE

In 1986, in Ukraine, a country famous for its fertile plains and agriculture, the Chernobyl Nuclear Power Station experienced a disaster. This disaster exposed one-tenth of the Ukraine's 233,090 square miles and approximately one million of its people to unsafe levels of radiation. One of the nuclear reactors at the Chernobyl plant exploded. Tons of radioactive material surrounded the plant, poisoning the land and the water. Even more radioactive material entered the air, falling on northern Europe and Scandinavia. Drinking water was unsafe for months after the accident, and fish in the rivers of the Ukraine and neighboring countries were not safe to eat for years. Nearby pine forests turned brown and died. Many animals died or suffered thyroid damage. A thirty-mile area around the power station was abandoned by humans and became known as the "exclusion zone." The faulty reactor was quickly buried in concrete, but this structure requires major work and the radioactive material is still not safe.

It is difficult to determine the effects on human life. In the first months after the disaster, twenty-eight emergency workers died from acute radiation syndrome. Since the accident, doctors have noticed an increase in cases of cancer in people living in contaminated areas.

Because of Chernobyl, the Ukrainian government decided to become a nuclear-free country. However, due to a lack of power plants in the country and disagreements with Russia over how to get rid of nuclear waste, the three other reactors at Chernobyl continued to operate. The last reactor was finally shut down in 2000.

In the 1980s, many countries were using nuclear power. Nuclear power plants were producing cheaper energy without filling the air with pollution and without using up Earth's supply of fossil fuels. After Chernobyl, concerns about nuclear safety spread around the world. A mistake in one country could have devastating results in another country. Different countries also had different regulations about nuclear power. The reactors at Chernobyl were not housed in the same type of buildings required in other power. Reactors were not always used for their intended purpose. The Chernobyl reactor was built for weapons material production, not for generating electricity. While regulations did not seem to cross borders, radiation did.

The debate continues. Is the cost savings of nuclear-generated electricity worth the risk of human life? How should nuclear waste be disposed of safely? How should it be regulated? Which is the bigger risk to the environment, nuclear energy or fossil fuel?

- _____ 296. Which was an effect of the nuclear disaster at Chernobyl?
- A. People and animals did not get sick.
 - B. Drinking water was unsafe for months.
 - C. Forests got healthier than they had been.
 - D. All the nuclear power plants in the world were closed.
- _____ 297. What steps were taken by the government to make the reactor safe?
- A. The reactor was taken apart.
 - B. The reactor was buried in concrete.
 - C. The government quit using nuclear power.
 - D. The reactor was moved to the exclusion zone.
- _____ 298. Why were other countries concerned about the disaster?
- A. Chernobyl was immediately closed.
 - B. The cost of nuclear power increased.
 - C. Radioactive material fell on other countries.
 - D. They did not have room for the sick people in their hospitals.
- _____ 299. Which problem is associated with the debate about nuclear power?
- A. acid rain
 - B. deforestation
 - C. disposing of nuclear waste
 - D. having enough oil to run nuclear power plants

SS6G10 The student will explain the impact of location, climate, natural resources, and population distribution on Europe.

a Compare how the location, climate, and natural resources of the United Kingdom and Russia affect where people live and how they trade.

LOCATION, CLIMATE, AND NATURAL RESOURCES OF THE UNITED KINGDOM

Location of the United Kingdom

The United Kingdom (U.K.) is a country of islands off the coast of mainland Europe. It is made up of Great Britain, Northern Ireland, Scotland, and Wales. The location of the U.K. makes it a hub for trade with other countries. Across the English Channel from the U.K. is France; west across the Irish Sea is the Republic of Ireland; east across the North Sea is the Scandinavian Peninsula. An island country with many ports and harbors, the United Kingdom at one time dominated world trade. Today, there are ten major ports along the coast. London's Heathrow Airport is the busiest airport in the world. Seven other airports can handle even the largest jets. There is so much air travel around the U.K., it ranks third in number of airports in Europe.

Location has helped the U.K. become an international banking and insurance center. Between London and Edinburgh, Scotland, the United Kingdom has more foreign bank branches than any country in the world. Businesses of all types, from clothing to computers, trade goods in the U.K. to be sold all over Europe. Its location on the Atlantic Ocean also helps it trade with the United States. The United States is the U.K.'s number one trading partner.

Climate of the United Kingdom

The United Kingdom has a mild climate with rainfall throughout the year. Almost no section goes without rain for longer than three weeks. The southeastern parts of Great Britain are protected by mountains from the wind blowing in from the Atlantic, so they are the driest areas. The rest of the country often has mild, wet weather. The highlands of Scotland are the wettest. The temperature changes with the seasons. Winters are mild and wet. Snowfalls are not very deep and usually occur in the mountains. Summers are warmest in the south. The mild climate keeps ports free of ice and open for trade all year.

Warm waters and winds from the Gulf of Mexico affect the climate of the U.K. The **Gulf Stream** moves warm water along the coast of North America. It crosses the Atlantic Ocean and warms Ireland and the western coasts of England, Scotland, and Wales. Other areas of the world along the same latitude as the U.K. have cold and harsh winters. The Gulf Stream makes the winters in the U.K. much milder.

The climate is good for farming. The land is good for farming too. Much of the land is used for grazing and agriculture because of the mild climate, but less than 2 percent of the people earn their living as farmers. Most people live in urban areas where jobs are more available.

Natural Resources of the United Kingdom

The United Kingdom has deposits of coal, petroleum, natural gas, and iron ore. These resources formed the backbone of the country's industry: auto production, steel manufacturing, and shipbuilding. Other resources include lead, zinc, gold, tin, limestone, salt, clay, chalk, gypsum, potash, sand, and slate. Today, manufacturing is declining because these natural resources are being used up and industry is changing to cleaner forms of energy. Competition with other countries has also increased. This has led to a loss of manufacturing jobs in the U.K.

Many people who once had jobs in mining and manufacturing are being retrained for jobs in service industries. In the United Kingdom, nearly 80 percent of the people work in service industries. These include tourism, health care, education, banking, and insurance. Often people must move to more urban areas to find new jobs and must work for a much lower wage.

Fishing is profitable along the shores of the U.K. Fishermen catch crabs and other shellfish, cod, herring, and mackerel. Nearly 25 percent of the country has **arable** land (land that is suitable for growing crops). Over half of the land in the U.K. is used for farms. A large amount of arable land means the country can produce about 60 percent of its own food. Farms with sheep, beef cattle, dairy cattle, and pigs use the land to keep their businesses going.

- _____ 300. Which is a reason for the decline in manufacturing in the United Kingdom?
- A. trade competition
 - B. not enough workers
 - C. fuels are not as clean
 - D. natural resources are close by
- _____ 301. Which accounts for most of the jobs in the United Kingdom?
- A. tourism
 - B. farming
 - C. manufacturing
 - D. service industry
- _____ 302. Which makes the United Kingdom ideal for international banking?
- A. airports
 - B. climate
 - C. location
 - D. natural resources
- _____ 303. Which condition helped the United Kingdom become a leader in world trade?
- A. It is an island with a mild climate located near many other countries.
 - B. Two percent of the people are farmers, and there is a lot of arable land.
 - C. It is home to the world's busiest airport and has seven other large airports.
 - D. Urban areas are heavily populated, and most jobs are found in the urban areas.
- _____ 304. Why is it surprising that the U.K. has such a mild climate?
- A. It is very far north.
 - B. The ocean is always warm.
 - C. People in the U.K. like snowy winters.
 - D. It is warmer in northern parts of the world.
- _____ 305. What causes the U.K. to have an unusually mild climate?
- A. the Gulf Stream
 - B. the Scottish highlands
 - C. snowfall that is not very deep
 - D. the mountains in the southeast
- _____ 306. Which is an effect of a declining industry?
- A. Retraining is not needed.
 - B. Many people lose their jobs.
 - C. People earn more money at new jobs.
 - D. People have an easy time finding new jobs.

LOCATION, CLIMATE, AND NATURAL RESOURCES OF RUSSIA

Location of Russia

Russia spans two continents. It covers the eastern part of Europe, and it spans the northern part of Asia. It is so wide that a train trip from western Russia to eastern Russia would take a week. Russia shares a border with fifteen other countries including China, North Korea, Finland, Norway, Poland, and Ukraine. The eastern side of the country is bounded by the North Pacific Ocean. The northern side is bounded by the Arctic Ocean. At its closest point, Russia and the United States are only about three miles apart across the Bering Strait.

European Russia is almost landlocked. Most of the land is far from the sea or frozen over for most of the year. Murmansk and St. Petersburg are the exceptions. Murmansk is on the open ocean near Norway. The Gulf Stream keeps the port warm enough to stay open all year. Other ports on the Arctic Ocean must be cleared with icebreakers.

St. Petersburg is a port city on the Baltic Sea. St. Petersburg was home to the czars of Russia and the capital of Russia for over two hundred years. It has beautiful canals, gardens, and palaces. St. Petersburg is a major center for trade. A network of railroads surrounds St. Petersburg, bringing goods into the city for shipment around the world. It is home to over 5 million people. In the 1990s, tourism began to grow.

Climate of Russia

European Russia really only has two seasons, winter and summer. The hottest month is July and the coldest is January. The average yearly temperature of nearly all of Russia is below freezing. Many areas have soil that is permanently frozen. This ground is called *permafrost*. In the winter, railroad lines are changed to cross frozen lakes and rivers. Because of arctic winds, harsh winters are a part of Russian life. If you lived in the capital city, Moscow, you would expect to have snow on the ground in winter for four to five months. Winters are often dreary with gray skies. In summer, winds from the south bring warmer temperatures, but not much rain.

In Asian Russia, the climate is extreme. Siberia, the land furthest east, can have low temperatures of -40°F . during the long winters. Nights can be even colder. Three to four feet of snow are possible. Summers are usually mild. However, hot days in Siberia can reach over 90°F . Further north, a part of the ground stays frozen all year.

The distance from the sea influences the climate. The European Plain is the driest, but the lands bordering the Black Sea and the Baltic Sea are exceptions. They have more rainfall and warmer temperatures. The area around the Black Sea is considered subtropical, and it is a popular summer resort area. About 73 percent of the entire Russian population lives in European Russia, where the weather is harsh, but not as severe as the Asian Plains and Siberia. The climate, distance from the sea, and rugged terrain keep many of Russia's resources from being used.

Natural Resources of Russia

Russia is a land of many resources. Vast forests for lumber still are found there. However, on the European side of Russia, most of the deciduous and evergreen forests have been cleared away for cities and farms. Deposits of gold, aluminum ore, coal, and iron are found in the Ural Mountains, which border the European Plain. Russia is a leading producer and exporter of gold, minerals, metals, and machinery. Many factories that process iron and other metals are located in this region. The large cities in this area grew up around the mining industry. Today, machinery is produced in many of the factories.

The Volga River is the largest river in Europe. Over half of Russia's major cities are along the Volga. The Volga is a source of hydroelectric power for industry and a waterway to ship manufactured goods. Hydroelectric power is also a possibility on many of the rivers of Russia.

Russia's large size and cold climate make it difficult for Russians to use their resources. For example, oil and gas are natural resources of Russia. However, they are mostly in Siberia and in Asian Russia. That makes them difficult to reach.

- _____ **307. Which area of Russia is a major center for trade?**
- A. Siberia
 - B. Asian Russia
 - C. St. Petersburg
 - D. European Russia
- _____ **308. Which condition keeps Russia's natural resources from being used?**
- A. harsh climate
 - B. lack of workers
 - C. no market for them
 - D. no government funding
- _____ **309. Which statement BEST describes the way the Volga River helps manufacturing?**
- A. It provides food and water for the workers.
 - B. Workers' families ice skate and swim there.
 - C. It is used to clean machinery before it is shipped overseas.
 - D. It is used for hydroelectric power and transportation of goods.
- _____ **310. With its long northern coastline, what makes shipping in Russia so difficult?**
- A. The northern ports are blocked by ice much of the year.
 - B. Manufactured goods and people prefer to travel by train.
 - C. The Volga River is used only for hydroelectric power, not for shipping.
 - D. Cruise ships bringing tourists to St. Petersburg take up much of the harbor.

COMPARING THE UNITED KINGDOM AND RUSSIA

Russia and the United Kingdom are geographically very different. By area, Russia is the larger country, with a long coastline bordering the Arctic Ocean. Its port cities are locked by ice most of the year. The United Kingdom is an island country with a mild climate and many ports accessible all year round.

The natural resources of both countries include fossil fuels, like coal and oil. While the United Kingdom's are dwindling, much of Russia's coal and oil is untouched because of the climate and the geography of the country.

London, on the River Thames, is the capital of the United Kingdom. It is home to one of the largest financial centers in the world. International stocks are traded on the London Stock Exchange, and many foreign banks have branches there. Moscow, the capital of Russia, is its largest city. Moscow is the center for all transportation within Russia, but it is St. Petersburg, on the Baltic Sea, that is the Russian center for trade.

- _____ **311. Which natural resources are found in both Russia and the United Kingdom?**
- A. coal
 - B. gold
 - C. forests
 - D. hydroelectric power

312. Which statement BEST describes the natural resources of the United Kingdom and Russia?

- A. The United Kingdom and Russia both have gold, a valuable natural resource.
- B. The United Kingdom's coal resources are used as fuel for manufacturing, but Russia's are not.
- C. The United Kingdom and Russia both have large amounts of land and climates suitable for farming.
- D. The United Kingdom's fossil fuel resources are being used up, but much of Russia's are unused due to Russia's climate and geography.

313. How do the ports of the United Kingdom and Russia differ?

- A. The ports of the United Kingdom are open year round, and Russia's are not.
- B. Russia has no port cities, while the United Kingdom is an island with many.
- C. There is no difference in the year-round use of the ports in the United Kingdom and Russia.
- D. The ports of the United Kingdom are influenced by a mild climate, but Russia's ports are all subtropical.

314. In what way are London and St. Petersburg alike?

- A. Both are centers for trade.
- B. Both are ocean port cities.
- C. Both are capitals of their countries.
- D. Both are the largest city in the country.

SS6G10. The student will explain the impact of location, climate, natural resources, and population distribution on Europe.
b. Compare how the location, climate, and natural resources of Germany and Italy affect where people live and how they trade.

LOCATION, CLIMATE, AND NATURAL RESOURCES OF GERMANY

Location of Germany

Germany is located in north-central Europe on the European Plain. Denmark, the Baltic Sea, and the North Sea lie to the north. Poland and the Czech Republic are to the east. On the southern side lies Austria and Switzerland. To the west are France, Luxembourg, Belgium, and the Netherlands. Germany is about the size of South Carolina, Georgia, and Alabama combined. However, five times more people live in Germany than in these three states. Germany is one of the most densely populated parts of Europe. About 85 percent of people live in urban areas. The land is generally in three zones: Alps Mountains in the south, hilly to mountainous in the middle, plains in the north.

The Rhine River, much of which lies in Germany, is very important for trade. This river is over eight hundred miles long. The Rhine begins in the Alps of Switzerland and flows north, through Germany, to the North Sea. Many German cities lie along the Rhine. This location gives those cities an excellent way to transport goods and people.

Germany's location in the center of Europe makes it a crossroads of travel and trade. The country's excellent highway system has helped Germany take advantage of its location. Countries from Eastern Europe and Western Europe transport goods to and across Germany. The relatively flat European Plain makes transportation easier in the northern part of the country. Toward the south, the Alps make transportation more difficult. Germany has built many highways, bridges, and tunnels to improve trade

with countries to the south. Germany has eight major ports, which handle the country's exports and imports. Fourteen major airports transport goods and people all over the world.

Climate of Germany

Most of Germany has a marine climate. The waters of the Gulf Stream warm the region. That means that the warm waters of the ocean help to keep the land warm in winter. The sea also cools the land in summer. The ocean also brings moisture to the land. Precipitation provides enough moisture for the land to produce good crops. The Bavarian Alps have a climate that changes with their altitude. Some parts of the mountains are deep in snow all winter.

Eastern Germany is farther from the effects of the sea. This part of the country has longer, colder winters. Summers tend to be longer, hotter, and drier.

Natural Resources of Germany

Germany has many natural resources. Iron ore, coal, and potash are major products from mining. Uranium, which is used for nuclear fuel, is found in Germany. Nickel, natural gas, and copper are important too. Timber is a renewable resource. Much of the forests in the north has been cut to provide land for farms, villages, and towns, but there are still large amounts of timber in the south. About one-third of the land is arable (usable for crops).

Natural resources such as coal helped to build large industrial areas. These areas became large cities in Germany. Many of these are along the Rhine River. The Rhine River region is very densely populated.

_____ **315. Which describes the climate of most of Germany?**

- A. very cold winters with hot and dry summers
- B. cool summers with land deep in snow most of the winter
- C. cool winters and mild summers with good precipitation for crops
- D. hot summers and cold winters with little precipitation except for winter snow

_____ **316. Which is a natural resource of Germany?**

- A. coal
- B. gold
- C. diamonds
- D. rain forests

_____ **317. Which has about the same area as Germany?**

- A. Florida and Georgia
- B. the continental United States
- C. the southeastern United States
- D. Alabama, Georgia, and South Carolina

LOCATION, CLIMATE, AND NATURAL RESOURCES OF ITALY

Location of Italy

Italy is a country in southern Europe. It is on a long, boot-shaped peninsula. The peninsula is surrounded on three sides by the Mediterranean Sea. The northern border of Italy is in the Alps. In this region, Italy shares a border with France, Switzerland, Austria, and Slovenia. Italy is about twice the size of the state of Georgia, but it has seven times as many people. Seven out of ten people in Italy live in urban areas. The largest urban areas are Rome, Naples, Milan, and Turin. About half of the people in Italy live in the most northern one-third of the country.

Islands and mountains affect life in Italy. The Apennine Mountains are like a backbone across Italy's length, stretching over six hundred miles. The mountains affect where people live and how they transport people and goods. Two large islands in the Mediterranean are a part of Italy. The island of Sicily is located a few miles west of the tip of "the boot" of Italy. The island of Sardinia is a bit further away. It lies about two hundred miles west of the main part of Italy.

Italy's location on the Mediterranean Sea affects trade with other countries. Italy has a long history of shipping goods to and from other countries in Europe and Asia. Merchants took advantage of Italy's location to trade goods from Africa, Asia, and Europe. Today, there are seven major airports and about one hundred smaller ones. Eight major seaports can handle the largest ships on the sea. Excellent highways, bridges, and tunnels connect Italy with their neighbors to the north.

Climate of Italy

Most of Italy has a Mediterranean climate. The Mediterranean Sea surrounding Italy keeps the temperature comfortable most of the year. Summer skies are generally clear, and rain is rare in summer. Dry summers are one of the main characteristics of this climate. Winters are usually cloudy and rainy. The sea helps keep the temperatures from getting too hot in summer and too cold in winter. The Alps block cold air moving from the north. The hot, dry air of the Sahara Desert plays a role in Italy's climate. It expands from the south sending warm dry air into Italy for much of the year.

Not all of Italy has the same kind of climate. The mountains have a climate that changes with altitude. The Alps and Apennines have snowy winters. Their temperature is usually cooler than the temperature in lower elevations. The south is drier than the north. Northern Italy has enough rain for growing crops. Southern Italy is much drier. It only gets about half as much rain as northern Italy.

Natural Resources of Italy

Italy has few mineral resources. Natural gas is the most valuable mineral resource found in Italy. It is used to help supply the country's energy needs. Marble and granite are available. These are used in the construction of buildings and artwork. Coal, mercury, zinc, and potash are other minerals found in Italy.

Arable land is important in Italy. Small farms cover much of the country. Grapes and olives are important crops. Italy is one of the world's top wine-making countries because of its excellent grape crop.

The sea is an important resource, too. The long coastline allows for more than eight hundred ports for fishing boats. About 50,000 Italians make their living as fishermen. Anchovies and sardines are two fish important to the economy. Italian fishermen also gather sponges and coral.

_____ **318. What geographic feature makes it more difficult for Italian merchants to trade with countries north of Italy?**

- A. Sardinia
- B. Alps Mountains
- C. Mediterranean Sea
- D. Apennine Mountains

_____ **319. What has helped Italian merchants become successful traders?**

- A. the location of the Alps, which are a defense against other countries
- B. the location on the Mediterranean Sea with access to Africa, Asia, and Europe
- C. the islands of Sicily and Sardinia, which are not far from the coast of western Italy
- D. the warm air from the Sahara Desert, which creates a warm, dry summer for most of Italy

320. Which condition is NOT a characteristic of Italy's Mediterranean climate?

- A. dry summers
- B. long, cold winters
- C. clear, blue summer skies
- D. mild temperatures all year

321. Which industry is MOST helped by Italy's arable land and good amounts of rainfall?

- A. wine making
- B. natural gas production
- C. marble and granite mines
- D. fishing fleets on the Mediterranean Sea

Use the following table to answer questions 322-325.

Comparing Italy and Germany

	Italy	Germany
Location	<ul style="list-style-type: none"> • long, boot-shaped peninsula surrounded on 3 sides by the Mediterranean Sea • the Alps form the northern boundary • Apennines Mountains run from the Alps to the sea • 2 islands, Sardinia and Sicily, are part of the country • about 26% arable land • mostly coastal lowlands and river valleys, with mountains like a spine through the peninsula 	<ul style="list-style-type: none"> • in north-central Europe on European Plain • Poland to the east, France to the west, Baltic Sea to the north, Austria and Switzerland to the south • southern region, mountainous; central region, hilly and mountainous; northern region, flat plains • most important commercial waterway in Europe – Rhine River • about 34% arable land
Climate	<ul style="list-style-type: none"> • temperate climate with regional differences • coastal areas have mild winters and warm, dry summers • mountains have cold, wet, and snowy winters and humid subtropical summers 	<ul style="list-style-type: none"> • in the west, winters are mild, summers are cool, with rainfall year round • in the east, winter are very cold, summers are very hot with long dry periods
Natural Resources	coal, mercury, zinc, potash, marble, barite, asbestos, pumice, fluorospar, feldspar, pyrite (sulfur), natural gas and crude oil reserves, fish, arable land	iron ore, coal, potash, timber, lignite, uranium, copper, natural gas, salt, nickel, arable land
Population	about 61,000,000	about 82,000,000
Area	about 116,000 square miles	about 138,000 square miles
Where People Live	<ul style="list-style-type: none"> • Urban: 68% • Rural: 32% • one-half of the population lives in one-third of the country – northern Italy • capital and largest city is Rome • most people live in urban areas around the major cities of Naples, Rome, Milan, and Turin 	<ul style="list-style-type: none"> • Urban: 74% • Rural: 26% • Berlin is the largest city and the capital • most densely populated county in European Union • huge cluster of cities in the coal fields of Western Germany near Rhine
Trade	<ul style="list-style-type: none"> • 12+ major seaports • exports: chemicals, clothing, food, footwear, iron and steel, machinery, motor vehicles, petroleum products, textiles • major trading partners: Germany, France, U.K., and U.S. • tourism 	<ul style="list-style-type: none"> • exports: chemicals, food, instruments, iron and steel, machinery, motor vehicles, potash, railway, textiles • major trading partners: European Union, Switzerland, Japan, and U.S. • tourism

322. Which trading partner is shared by both countries?
- Japan
 - Russia
 - Norway
 - United States
323. A similarity between Italy and Germany is that, in both countries, people tend to live in
- rural areas.
 - urban areas.
 - the southern region.
 - farming communities.
324. A difference between Italy and Germany is that Germany
- has less arable land than Italy.
 - is more densely populated than Italy.
 - has a much smaller population than Italy.
 - does not allow people to live near the Rhine River.
325. In which industries do Italy and Germany compete with each other for trade with other countries?
- chemicals, machinery, food
 - potash, clothing, instruments
 - instruments, footwear, motor vehicles
 - tourism, petroleum, produce, iron, and steel

SS6G11 The student will describe the cultural characteristics of Europe.
 a Explain the diversity of European languages as seen in a comparison of German, English, Russian, French, and Italian.

COMPARING THE LANGUAGES OF GERMAN, ENGLISH, RUSSIAN, FRENCH, AND ITALIAN

The continent of Europe is slightly larger than the United States in land area. However, Europe's population is more than double the population of the United States. In the United States, English is the dominant language. Other languages are spoken by immigrants and by Native Americans, but only in small numbers. Europe is much different. It is home to more than two hundred native languages. A few languages are dominant, but many more are spoken by large numbers of people.

Most European languages are in three main categories: **Germanic** languages, **Romance** languages, and **Slavic** languages. The Germanic language group has the most native speakers. European native speakers of this group live mostly in northwest and central Europe. About 20 percent of Europeans speak one of two languages—English and German—as their native language. Most Europeans learn English as a second language in their schools even if they don't speak English at home.

Another large group is the Romance languages, which includes French, Italian, and Spanish. These languages are found in the south and west of Europe. These languages come from Latin, the language of the ancient Roman Empire. The Roman alphabet is used to write both Romance and Germanic languages, although not every language has the exact same characters and punctuation. The words on this page are written using the Roman alphabet.

Slavic languages include Russian. Slavic languages are found in central and eastern Europe. These languages do not always use the Roman alphabet. Instead, they are written with a **Cyrillic alphabet**. Russian, for example, uses the Cyrillic alphabet.

Russian Alphabet

Аа Бб Вв Гг Дд Ее Ёё Жж Зз Ии Йй Кк Лл Мм Нн Оо
Пп Рр Сс Тт Уу Фф Хх Цц Чч Шш Щщ Ъъ Ыы Ьь Ээ
Юю Яя (Ii Oo Vv ЪЪ)

Having so many languages can be a problem. It is difficult to live, work, and trade with people who cannot communicate with each other. Europeans have worked hard to solve this problem. Most schoolchildren learn one or two other languages besides their own. The European Union has twenty-three "official" languages to make sure that people can understand laws and decisions made by the government. There are special laws to protect languages too. Europeans want to keep alive the languages spoken by only a few people. At the same time, they are working to build a unified Europe.

- _____ 326. What have Europeans done to try to solve the problem of so many languages?
- outlawed the use of languages spoken by only a few people
 - decided not to trade with people who do not speak the same language
 - made laws ensuring that English is the only official language of the European Union
 - required schoolchildren to learn one or two other languages besides their native language
- _____ 327. Which languages come from the language of the ancient Roman Empire?
- Latin
 - Russian and Polish
 - French, Italian, and Spanish
 - English, German, and Dutch
- _____ 328. Besides differences in words, what other challenge do Europeans face in communicating with each other?
- They use two different alphabets.
 - People in the United States speak mostly English.
 - Europe's population is double the size of the United States.
 - Most of the people in Europe do not want to learn another language.

Use these statements to answer question 329.

- Schoolchildren in Europe learn more than one language.
- The European Union records all its business in twenty-three languages.
- Laws have been written to protect languages spoken by only a few people.

- _____ 329. What do these statements show about Europeans?
- Europeans want to have one common language.
 - Europeans respect the languages of other cultures.
 - The people in Europe want English to be the main language.
 - The European Union is working to get rid of languages that few people speak.

Use the table to answer questions 330-332.

Comparing Major Languages of Europe

Origin	Example Language	Official Language in	Approximate Number of European Native Speakers
West Germanic Languages <ul style="list-style-type: none"> largest of the three language groups derived from the Germanic tribes 750 BC-AD 1 	German	Germany, Austria, Switzerland, Liechtenstein, Luxembourg, European Union	100 million people
	English	United Kingdom, Ireland, European Union	62 million people
Slavic Languages <ul style="list-style-type: none"> Russian is the most widely spoke Slavic language Russian is the largest native language in Europe 	Russian	Russia, Belarus, Kazakhstan, Kyrgyzstan, United Nations, Commonwealth of Independent States	140 million people
Romance Languages <ul style="list-style-type: none"> derived from Latin, the language of the Roman Empire Latin is no longer spoken as a native language in any country 	French	France, Belgium, Luxembourg, Monaco, Switzerland, United Nations, European Union	65-80 million people
	Italian	Italy, San Marino, Switzerland, Vatican, European Union	63 million people

330. In what way are the French and Italian languages alike?
- The countries of France and Italy are close to each other.
 - They are both Romance languages that derived from Latin.
 - They are both the official language of the United Nations.
 - French and Italian share the roots of the Germanic languages.
331. Which European language has the largest number of native speakers?
- French
 - Russian
 - English
 - German
332. Which describes a way that Russian is different from the other languages?
- It is only spoken in Asia.
 - It is not spoken by as many people.
 - It is not an official language of the EU.
 - It is not a native language for any country.

DIVERSITY IN EUROPEAN LANGUAGES TODAY

Many European countries have more than one official language. Notice in the earlier chart that Switzerland has three. There is actually a fourth official Swiss language not shown! Multiple official languages are a part of life in many countries in Europe due to the ethnic background of the people living there. Many countries share borders, and people move back and forth across borders easily. About 400 million people in the world speak English because it is often the choice for a second language. It is chosen because it is considered the worldwide language of business. Many more people in Europe speak English as a second language than are noted on the chart of native speakers. In European countries, students are often required to master another language. In France, almost 66 percent of the population speaks some English. Over half of all Europeans speak some English.

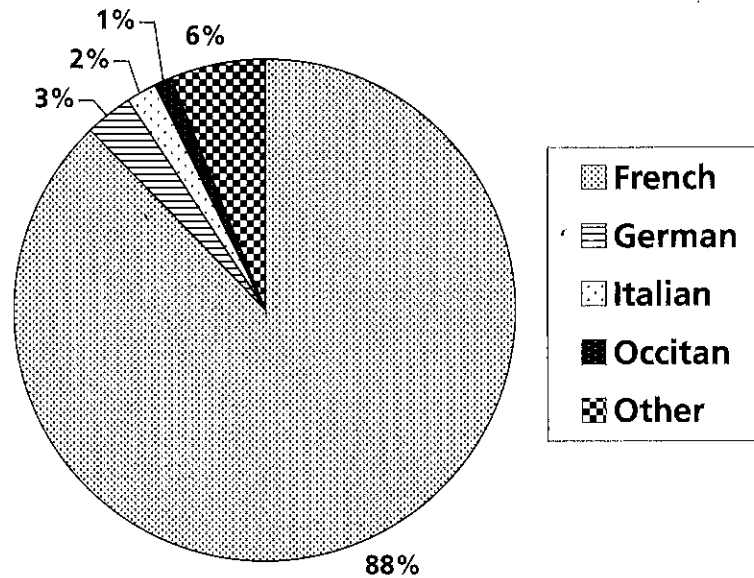
Immigration has created pockets of other language speakers in countries where their native language is not an official one. In Russia, a large community of German Russians moved there in 1871. As is often the case, the Russian government required the children of those immigrants to learn the Russian language in school. As a result, many older citizens use their native language, while the younger population change to the language of their new country.

Problems occur when many languages are spoken in one place. Communication is difficult. Documents are printed only in the official language. Government workers often only speak the official language. In France, the official language is only French, but when you look at the earlier chart and at the graph that follows, you will note how many other languages are used by the people of France.

- _____ 333. Which group is less likely to learn the language of a new country?
- A. men
 - B. women
 - C. older citizens
 - D. young students
- _____ 334. What is a problem caused by many languages spoken in the same country?
- A. There are no problems.
 - B. Children can't talk to their parents.
 - C. Schoolchildren hate to learn other languages.
 - D. It's difficult to read and understand official forms.
- _____ 335. What did children of German immigrants to Russia have to do in school?
- A. learn the Russian language
 - B. agree not to speak German at home
 - C. attend classes away from Russian children
 - D. move to a school where only German is spoken

Use the graph to answer questions 336-337.

Native Language of People in France



336. Which question can be answered using the graph?

- A. How many people in France speak Italian?
- B. How many people in France speak French?
- C. What part of the French population speaks English as a second language?
- D. What percentage of people in France have Italian as their native language?

337. How many of the people in France speaks German as their native language?

- A. 3 percent
- B. 6 percent
- C. 12 percent
- D. 88 percent

SS6G11 The student will describe the cultural characteristics of Europe:

b. Describe the major religions in Europe; include Judaism, Christianity, and Islam.




MAJOR RELIGIONS IN EUROPE: JUDAISM, CHRISTIANITY, AND ISLAM

Europe is home to many religions. There are three main religions, however. These are Judaism, Christianity, and Islam. These religions have some similarities and even a common history. They are also different in their beliefs about God and man. Sometimes these beliefs cause disagreements between people. Disagreements can even happen between people of the same religious group.

Religion has been very important in the history of Europe. Wars have been fought, and government leaders have been changed, because of religious issues. Today, most Europeans have the legal freedom to choose their religion. Most Europeans recognize and respect the rights of others to choose their own religion. Study the following table to learn about the three main religious groups of Europe.

Use the table to answer questions 338-341.

Comparing Judaism, Christianity, and Islam

	Judaism	Christianity	Islam
Founder	Abraham (about 2000 BC)	Jesus Christ (about 30 AD)	Muhammad (about 610 AD)
Holy book	Torah	Bible	Koran
Followers called	Jews 	Christians 	Muslims 
Number of followers	about 15 million	about 2.1 billion	about 1.3 billion
Additional facts	<ul style="list-style-type: none"> • Torah is the first five books of the writings of Moses, believed to be given to Moses by God at Mt. Sinai • Talmud is the written version of the Oral Law • belief is in the laws of one God and the words of his prophets • actions and following the laws are important • three main types of Judaism are: Orthodox (most traditional), Conservative, and Reform (least traditional) • Jews in Europe were nearly wiped out by Hitler and Nazi Germany 	<ul style="list-style-type: none"> • the five books of Moses make up the first five books of the Bible • beliefs are based on the teachings of Jesus: love of God and neighbor, a regard for justice, a belief that Jesus is the Son of God • Christianity is divided into 3 major groups: Eastern Orthodox, Roman Catholic, and Protestant • Protestants include Anglicans, Baptists, Methodists, Presbyterians, Episcopalians and other non-Catholic, and non-Orthodox Christians • Christianity is in most parts of the world today 	<ul style="list-style-type: none"> • Muslims believe that Muhammad was the last of the prophets, which included Abraham and Jesus • the main duties of Muslims (called the Five Pillars) are prayer, giving to charity, belief in and submission to one God (Allah), fasting during the month of Ramadan, and a trip to Mecca once in a lifetime • the two largest groups of Muslims are the Sunnis and the Shiites; the Sunnis account for 90% of the world's Muslims • it is the main religion of the Middle East, North Africa, and Asia • number of followers is rapidly growing

- _____ 338. Which is the oldest of the three main religions of Europe?
- A. Islam
 - B. Judaism
 - C. Christianity
 - D. Roman Catholic
- _____ 339. Which religion is growing at the fastest rate?
- A. Islam
 - B. Sunni
 - C. Judaism
 - D. Christianity
- _____ 340. How are the three religions alike?
- A. They each worship several gods.
 - B. They each worship only one god.
 - C. Each of the three religions is getting smaller.
 - D. They each use a sacred text known as the five books of Moses.
- _____ 341. Which pairing of sacred text and religion is correct?
- A. Protestant – Bible
 - B. Christianity – Talmud
 - C. Shiite Muslim – Torah
 - D. Orthodox Judaism – Koran

SS6G11 The student will describe the cultural characteristics of Europe.

c Explain how the literacy rate affects the standard of living in Europe

THE LITERACY RATE AND THE STANDARD OF LIVING IN EUROPE

Literacy is the ability to read and write. High rates of literacy are usually found in developed or **industrialized countries** like the United States and most of Europe. Industrialized countries depend more on manufacturing than farming for their wealth. Most people in industrialized countries work in manufacturing, communication, or service industries. The increased wealth of these countries allows them to provide education, health care, and access to technology to their citizens. The standard of living is high.

Developing countries are often called **third world countries**. Third world countries do not have much industry and depend on farming for most of their wealth. There are often fewer people in these countries that can read and write. Education, health care, and jobs are not easily available. When education is available, it may be restricted to allow only boys to attend school. People work in low-paying jobs and live in crowded cities. Without the skills of reading and writing, workers cannot get better jobs. Developing countries are poor, and their people are uneducated. It is difficult to pay for education when there is little money for food.

Russia is somewhat unusual in Europe. It has a high literacy rate, but a lower **Gross Domestic Product (GDP) per capita** (the total value of the final goods and services produced in a country in one year divided by the total population) than countries with the same percentage of people who can read and write. The government of Russia has always required education. Now the government is finding ways to bring more manufacturing and communication jobs to the country. Poverty is declining and Russia's economy is growing.

Literacy and Per Capita GDP

Country	Literacy Rate	Per Person Gross Domestic Product
United Kingdom	99%	\$35,100
France	99%	\$33,000
Russia	99%	\$14,700
Germany	99%	\$33,200
Italy	98%	\$30,400

- _____ 342. People in third world countries have
- the best jobs.
 - little education.
 - a higher literacy rate.
 - a greater standard of living.
- _____ 343. Why does Russia have such a high literacy rate but such a low Gross Domestic Product?
- Russians do not want a higher standard of living.
 - Education is only required for boys, but girls may attend.
 - There are too many jobs in manufacturing and not enough schools.
 - The government has always required the children to be educated, but the economy is not as productive.
- _____ 344. A literate person in a developed country is most likely to have all EXCEPT which item?
- health care
 - technology
 - a high-paying job
 - uneducated children

CIVICS/GOVERNMENT UNDERSTANDINGS

SS6CG4 The student will compare and contrast various forms of government.

a. Describe the ways government systems distribute power: unitary, confederation, and federal.

UNITARY, CONFEDERATION, AND FEDERAL GOVERNMENT SYSTEMS

Each country must decide how to set up its government. Countries must decide how to organize and how to distribute power. Governments can have all the power held by one central government, or they can spread out the power to lower levels of government. Governments may be unitary, confederation, or federal.

In a **unitary** government, the central government has all the power. This type of government has a constitution that outlines the duties, powers, and people of the central government. The central government can give power to or create lower levels of government, like states or communities. This power may be changed or taken back at any time. France has a unitary form of government.

A **confederation** is a group of states or communities that come together to support each other and to work on common problems. A confederation is usually formed by a treaty, which may be replaced later with a constitution. In a confederation, the participants are voluntary, equal members. They have to meet with each other before taking action on an issue. Confederations are usually just the first step toward creating a more powerful government. They can also replace central rule. The **British Commonwealth** was formed after the British Empire broke up. When the British Empire lost governing power over its colonies, the **Commonwealth of Nations** was formed. Membership is voluntary. Countries in the Commonwealth work together on common problems. The Commonwealth countries cannot force members to take actions they do not want to take, however.

Like the unitary system, the **federal** system has a constitution. This constitution explains the rights, responsibilities, and duties of the central government and the states. In this way, the power is divided between the central government and the lower levels of government. Unlike the unitary system, the central government cannot take back the power of the states, choose the state's leaders, or do away with these lower levels of government. The United States is an example of a federal government with its constitution and state and federal governments. Germany is an example of a European country that is a federal system. Germany has a federal central government. The country is divided into sixteen federal states. The document that divides and explains the powers of the central government and of the state governments is called the Basic Law.

_____ 345. Which phrase BEST describes a confederation?

- A. partners
- B. divided power
- C. a strong federation
- D. a strong central government

_____ 346. What country in Europe has a federal government?

- A. France
- B. Germany
- C. Great Britain
- D. United States

_____ 347. One reason that the British Commonwealth is called a confederation is that member countries

- A. are voluntary members.
- B. must have a constitution.
- C. have strong central governments.
- D. must do what the majority of the members want to do.

SS6CG4 The student will compare and contrast various forms of government.

b Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.

CITIZEN PARTICIPATION IN AUTOCRATIC, OLIGARCHIC, AND DEMOCRATIC GOVERNMENTS

People have different rights when it comes to participating in government. In some countries, people hold the power and elect their leaders or rulers. They vote on their laws. Because many people are involved in making decisions, solving a problem or responding to a crisis often takes a long time.

In other countries, a small group of people holds power. Those that have wealth, own lots of land, or have military support may form this group. If needed, these groups select one of their own to be the leader.

There are also those countries that have only one ruler. This type of ruler may come to power through family bloodlines, like a king or queen, or may be a dictator in power because of military strength.

Citizens in countries with these last two types of government have no say in the laws or the government. Such rulers often do not do what is best for their country and its people.

Use the text and the following table to answer questions 348-351.

Comparison of Citizens' Rights in Different Governments

	Type of Rule	Who Holds the Power	Who Can Be Elected	Who Can Vote
Autocratic – Czarist Russia was an autocratic government.	Single ruler	Unlimited power for the ruler	No one – citizens have no choice in selecting a ruler	No citizen participation – no elections are held
Oligarchic – Many medieval governments were oligarchic.	Small group of people	Group answers only to each other	No one outside the ruling group – the rulers are selected by the group	No citizen participation – leaders are chosen from within the ruling group and by the group
Democratic – France is an example of a democratic country.	Citizens of the country	The voters	Any citizen (with some restrictions like age, not in jail, etc.)	Any citizen (with some restrictions like age, not in jail, etc.)

348. In which types of government do citizens have no voting rights?

- A. an autocracy and a democracy
- B. an oligarchy and a democracy
- C. an oligarchy and an autocracy
- D. any of the three types of government

349. An autocracy puts the power of the government into the hands of

- A. the citizens.
- B. a single person.
- C. the representatives.
- D. a small group of people.

350. How can autocratic rulers come to power?

- A. by voter election
- B. by legislative election
- C. through their bloodline
- D. by representative appointment

351. Which statement is TRUE about an oligarchy?

- A. Anyone can lead.
- B. Leaders are elected.
- C. Laws protect the citizens.
- D. A small group of people govern.

SS6CG4 The student will compare and contrast various forms of government.

b. Describe the two predominant forms of democratic governments: parliamentary and presidential.

PARLIAMENTARY AND PRESIDENTIAL FORMS OF GOVERNMENT

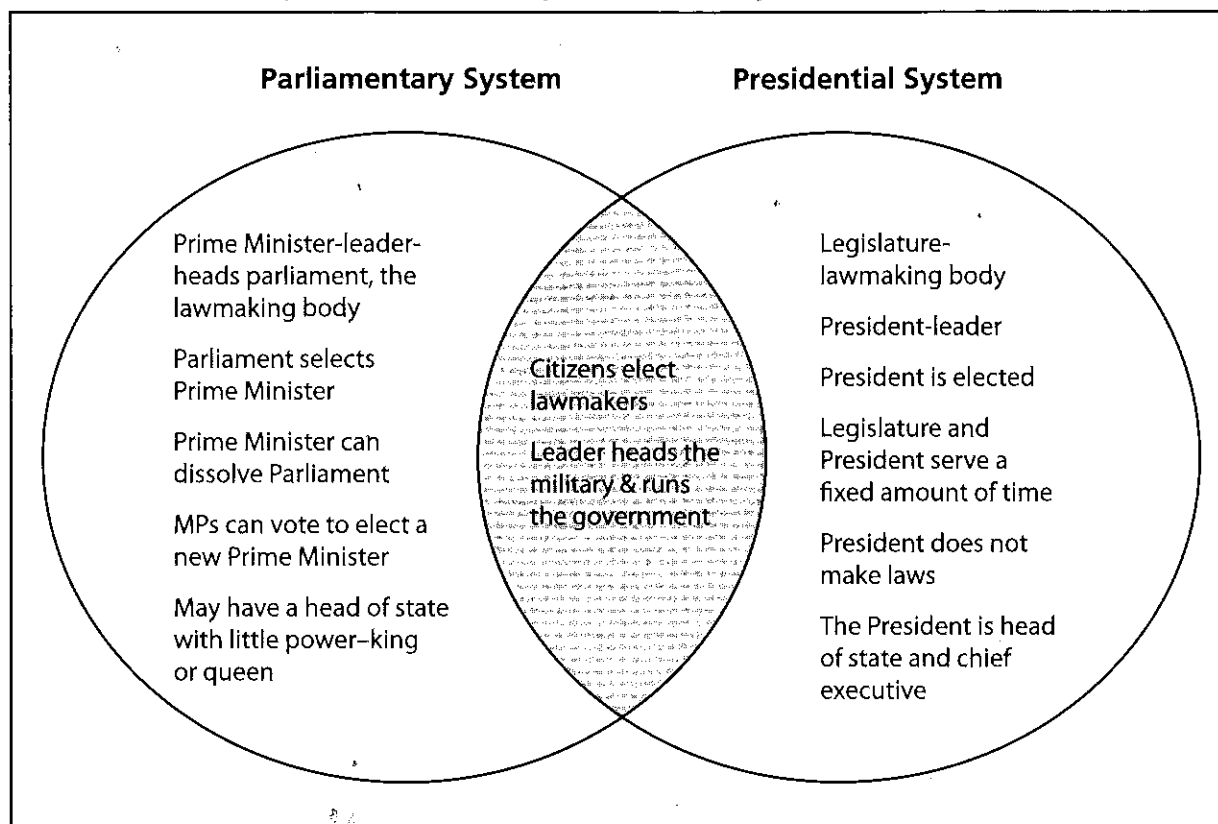
In Europe, there are two main types of democratic government. These are parliamentary government and presidential government. The **parliamentary system** is common in Europe. **Presidential democracies** are common in the Americas. Europe's presidential democracies are often organized differently than the U.S. model.

The head of state is different in these forms of government. The head of state is the chief representative of the country to other countries. This person has ceremonial duties and serves as a symbol for the country. The monarch of the United Kingdom is an example. She serves as the symbol for the United Kingdom and is officially "The Queen of the United Kingdom and other Commonwealth Realms." The U.K.'s **prime minister** is responsible for the day-to-day operations in the country. The prime minister serves as chief executive. In Germany, the person most like a prime minister is the **chancellor**. The members of the legislature choose the chancellor. Representatives of the legislature and representatives of the states choose the president of Germany. The president's role is to be the ceremonial head of state.

In the United States, the president serves as head of state and chief executive. The president is the symbol of the country and serves as a ceremonial leader in dealing with other countries. The president also has the job of running the U.S. government on a day-to-day basis. In France, the prime minister runs the government but is chosen by the president. The president is elected by the people to serve as head of state and has the power to deal with other countries.

Study the following Venn diagram to locate some of the key differences in the two forms of democratic government. Pay attention to the part of the diagram where the circles overlap. This shows the ways in which the two forms of democracy are *alike*.

Comparison of Parliamentary and Presidential Systems of Government



352. In what way are the prime minister and the president alike?

- A. The lawmaking body appoints them.
- B. They make the laws for their countries.
- C. They can dissolve the lawmaking body.
- D. They are in charge of the military and control the government.

353. Which statement about the executive is TRUE?

- A. The president cannot make laws.
- B. The prime minister is the head of state.
- C. The president can dissolve the legislature.
- D. The members of the legislature choose the president.

354. Legislature is to parliament as a president is to

- A. dictator.
- B. monarch.
- C. patriarch.
- D. prime minister.

355. Who has the most government power in the parliamentary system?

- A. a citizen
- B. the monarch
- C. the prime minister
- D. a member of parliament

356. Why is the president of France more powerful than the prime minister?

- A. The French monarch chooses the president.
- B. The president chooses who will be prime minister.
- C. The prime minister has no real power in the government.
- D. The citizens vote for the prime minister but not for the president.

SS6CG5 The student will explain the structure of modern European governments.

a Compare the parliamentary system of the United Kingdom of Great Britain and Northern Ireland (United Kingdom), the federal system of the Federal Republic of Germany (Germany), and the federation of the Russian Federation (Russia) distinguishing the form of leadership and the role of the citizen in terms of voting and personal freedoms

PARLIAMENTARY SYSTEM OF THE UNITED KINGDOM

Parliament is the lawmaking body of the United Kingdom. It is composed of the **House of Lords** and the **House of Commons**. The monarch is considered a part of Parliament too.

In the past, a seat in the House of Lords was passed down through aristocratic families. Today, Lords are elected by the House or are appointed to office by the monarch. The House of Lords has little power. Instead, it can make suggestions of ways to improve a bill that is on its way to becoming law.

The citizens of the United Kingdom elect the members of the House of Commons in a general election. There are 646 members: 529 from England, 40 from Wales, 59 from Scotland, and 18 from Northern Ireland. The power in the House of Commons comes from its control of the budget.

After the election, the leader of the political party with the most members in the House of Commons is asked by the queen to become prime minister. The prime minister is the head of the government, or chief executive, and runs the government on a day-to-day basis.

The monarch is the official head of state. The monarch is a symbol of the country. The monarch is sometimes referred to as "the crown." The monarch's duties are mostly ceremonial. The monarch's role is restricted by the constitution of the United Kingdom.

Citizens in the United Kingdom have personal freedoms like those in the United States. All citizens are treated equally and have the right to worship as they choose. British citizens have freedom of speech, the right to a fair trial, the right to own property, and the right to security.

357. Which representative body of Parliament has the most power?

- A. Monarch
- B. Prime Minister
- C. House of Lords
- D. House of Commons

- _____ 358. To be prime minister, a person must first be elected to which governing body?
- A. Congress
 - B. Privy Council
 - C. House of Lords
 - D. House of Commons
- _____ 359. Which part of government is responsible for making the laws for the United Kingdom?
- A. Congress
 - B. Monarchy
 - C. Parliament
 - D. High Court

FEDERAL SYSTEM OF GERMANY

The German parliament is made up of two houses: the **Bundestag** and the **Bundesrat**. The more powerful of the two is the lower house, called the Bundestag. The citizens of each German state elect its members. The Bundestag also selects the chancellor. The chancellor is the chief executive of the German government and head of the military. The president is the head of state. The president's role is mostly ceremonial and symbolic.

The **Bundesrat**, the upper house of parliament, represents the interests of the state governments. Each state government selects representatives for the Bundesrat. The sixteen states each have differing numbers of representatives, depending on their population. The Bundesrat is mainly concerned with law that affects the states, such as education and local government issues.

The constitution of Germany is called the **Basic Law**. Germany is a representative democracy and operates under the federal system. Power is divided between member states and the central government. Citizens have freedom of religion and expression. All are viewed as equal before the law. Germans have the same basic freedoms as citizens of the United Kingdom. They have equality, freedom of the press, and protection of the family. The Basic Law also states that Germany is a **welfare state**. This means that the government guarantees people certain benefits when they are unemployed, poor, disabled, old, or sick.

- _____ 360. The United Kingdom is to House of Commons as Germany is to the
- A. Basic Law
 - B. Bundesrat
 - C. Bundestag
 - D. Parliament
- _____ 361. How are members in the Bundestag selected?
- A. elected by the voters
 - B. elected by the Bundesrat
 - C. half through election and half appointed by the chancellor
 - D. half are selected by the president and half selected by the chancellor
- _____ 362. In the German welfare state, who receives guaranteed benefits?
- A. college students
 - B. unemployed citizens
 - C. government workers
 - D. Bundestag representatives

FEDERATION SYSTEM OF THE RUSSIAN FEDERATION

The Russian Federation is governed under a constitution. The head of state is the president, who is elected by the people. The president selects the prime minister. The president can also disband the legislature, or Federal Assembly. The Federal Assembly is divided into two parts: the **Federation Council** and the **State Duma**.

The Federation Council has two representatives from each of the states. The states appoint the council's members; they are not elected directly by the people. So, the Council represents the government of the states. One of the Council's important duties is to approve the president's choices of people to fill different government jobs.

The State Duma is larger than the Council. It has 450 members, who are elected by the people. This group controls the budget and makes the laws. They approve the president's choice for prime minister. The day-to-day running of the government is split between the prime minister and the president of Russia.

Russia's constitution guarantees human and civil rights for its citizens. All people are equal in the eyes of the law. Russians have the right to life and dignity, freedom of speech, and the right to privacy.

____ **363. In the Russian Federation, which office do the people elect?**

- A. President
- B. Prime Minister
- C. Public Chamber
- D. Federation Council

____ **364. Who is the Russian head of state?**

- A. President
- B. Prime Minister
- C. Deputy of the State Duma
- D. Federation Council Member

____ **365. How is the Russian prime minister selected?**

- A. by a vote of the citizens
- B. by a vote of the State Duma
- C. by appointment of the Federal Assembly
- D. by appointment of the president with approval of the Duma

Use the statements in the box to answer question 366.

- The lawmaking bodies are divided into two houses.
- All have some part of their lawmaking body elected by the people.
- Each divides the jobs of head of state and head of government (chief executive).

____ **366. Which statement BEST explains what these sentences are about?**

- A. They describe the governments of European countries.
- B. They tell how the countries of Europe choose their leaders.
- C. They explain how the EU countries must set up their parliaments.
- D. They are ways that governments of Germany, Russia, and the United Kingdom are alike.

367. Which BEST describes the rights of the citizens in Germany, Russia, and the United Kingdom?

- A. They are very similar.
- B. They are nothing alike.
- C. They only include religious freedom.
- D. They make no mention of human rights.

SS6CG5 The student will explain the structure of modern European governments.

b Describe the purpose of the European Union and the relationship between member nations

THE PURPOSE OF THE EUROPEAN UNION AND THE RELATIONSHIP OF ITS MEMBERS

Twenty-seven countries are members of the **European Union**, or **EU**. The purpose of the EU is for its members to work together for advantages that would be out of their reach if each were working alone. The EU nations believe that when countries work together they are a more powerful force in the world because they involve more people, more money, and more land area. This helps make the smaller countries of Europe more competitive in the world market. Look at the table. Notice that together the EU has more people and a greater Gross Domestic Product than the United States. (The GDP is the combined value of the goods and services produced in a country each year.) The United States is much larger than the separate EU countries. When the EU countries combine, they have more people and a larger economy.

Comparing the EU and the United States

	EU	United States
Land area (approximate square miles)	1,500,000	3,700,000
Population (approximate)	500,000,000	305,000,000
Gross Domestic Product (total)	\$14 trillion	\$13.5 trillion
Gross Domestic Product per Capita (person)	\$28,213	\$43,444

One result of the EU is the creation of the **euro**. Just as the United States has dollars (\$), the European countries have their own currencies. The euro is the currency of most of the EU. Member countries can choose to give up their own currencies and exchange them for euros (€). France used to have French francs as currency. Germany used to have German marks. Today, both countries use the euro. This makes trade between the countries much easier and less expensive. The United Kingdom uses the **British pound** (£), however. Citizens in the U.K. have decided to keep their own currency even though they are in the EU. Twelve EU countries do not use the euro.

The EU does not handle all the government business for the member countries. Each country still makes its own laws, has its own military, and elects its own leaders. The EU works to improve trade, education, farming, and industry among the members. For example, there are no tariffs between countries in the EU. This makes a large **free-trade zone**. Citizens of one country can freely move to another country. They can live and work in any other EU nation. They can even vote in local elections even if they aren't citizens of the country.

- _____ **368. The European Union was created to**
- A. practice reaching consensus.
 - B. isolate Russia and make it work alone.
 - C. promote the French franc as the money unit.
 - D. make Europe more competitive in world markets.
- _____ **369. Which problem is handled by individual EU member countries instead of the EU government?**
- A. training the country's army
 - B. trade issues between two EU countries
 - C. one country's farmers selling grapes at lower prices than another country's farmers
 - D. making sure that gasoline sold in one country will work in cars from another country
- _____ **370. What is the currency for MOST EU countries?**
- A. euro
 - B. franc
 - C. dollar
 - D. pound
- _____ **371. Which statement is a correct comparison between the EU and the United States?**
- A. The United States has fewer people and less land than the EU.
 - B. The United States has more people and more land than the EU.
 - C. The EU has more people and a higher total Gross Domestic Product than the United States.
 - D. The EU has fewer people and a lower value on goods and services produced each year than the United States.

Use the following map to answer questions 372-374.



372. Which part of Europe has the most EU territory?

- A. western
- B. eastern
- C. northern
- D. southern

- ____ 373. Which is the largest country trying to gain membership in the EU?
- A. Bosnia
 - B. Russia
 - C. Turkey
 - D. Ukraine
- ____ 374. How many countries have applied for EU membership and are waiting for approval?
- A. 1
 - B. 2
 - C. 3
 - D. 4

ECONOMIC UNDERSTANDINGS

SS6E5 The student will analyze different economic systems

- a. Compare how traditional, command, and market economies answer the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce

ANSWERING ECONOMIC QUESTIONS

Scarcity is the limited supply of something. Every country must deal with the problem of scarcity. No country has everything that its people want and need. As a result, every country develops an **economic system** to determine how to use its limited resources to answer the three basic economic questions: (1) **What** goods and services will be produced? (2) **How** will goods and services be produced? (3) **Who** will consume the goods and services? The way a society answers these questions determines its economic system.

Traditional Economy

In a **traditional economy**, the customs and habits of the past are used to decide what and how goods will be produced, distributed, and consumed. In this system, each member of the society knows early in life what his or her role in the larger group will be. Since jobs are handed down from generation to generation, there is very little change in the system over generations. In a traditional economy, people are depended upon to fulfill their traditional role. If some people are not there to do their part, the system can break down. Farming, hunting and gathering, and cattle herding are often a part of a traditional economy. There are no examples of a traditional economy in Europe.

Command Economy

In a centralized **command economy**, government planning groups make the basic economic decisions. They determine such things as which goods and services to produce, the prices, and wage rates. Individuals and corporations generally do not own businesses or farms; these are owned by the government. Workers at a business are told what to produce and how much to produce in a given time. The expectation is that everyone in the country will be able to have the goods they need when they need them. The former Soviet Union was an example of a command economy. After it collapsed in 1991, the new Russian Federation adopted a more mixed economy. However, the Russian economy is still less free than most other European countries. The government owns many of the large businesses and has many limits on private ownership.

Market Economy

In a decentralized **market economy**, decisions are guided by changes in prices that occur between individual buyers and sellers in the marketplace. Other names for market systems are **free enterprise**, **capitalism**, and **laissez-faire**. In a market economy, individuals or corporations generally own businesses and farms. Each business or farm decides what it wants to produce.

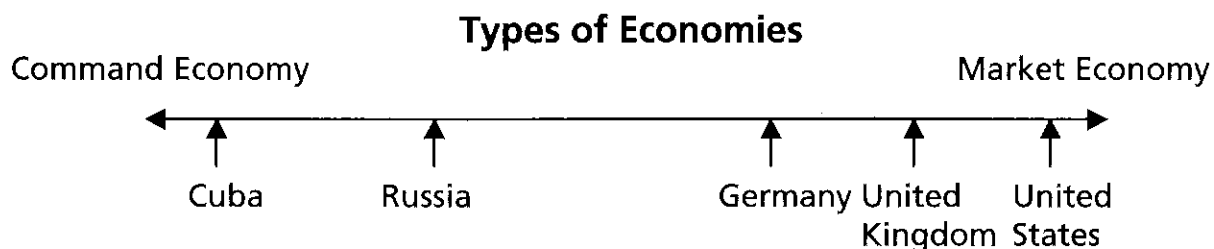
Most of Europe operates in a market economy. The United Kingdom has a market economy. It is considered one of the most **free economies** in Europe. "Free" means that businesses can operate without too many rules from the government. People are free to start a business and can do so quickly. Courts use the laws of the U.K. to protect the property rights of citizens.

- _____ 375. In the United Kingdom, who decides which goods will be produced and sold?
- A. citizens
 - B. the monarch
 - C. business owners
 - D. the prime minister
- _____ 376. Which country owns most of the large and important industries within its borders?
- A. Germany
 - B. Russia
 - C. United Kingdom
 - D. none of these
- _____ 377. Which is LEAST likely to be found in Europe?
- A. capitalism
 - B. market economy
 - C. command economy
 - D. traditional economy

b. Explain how most countries have a mixed economy located on a continuum between pure and market and pure command.

There are no pure command or market economies. All modern economies have characteristics of both systems and are **mixed economies**. However, most economies are closer to one type of economic system than another.

The following diagram shows some world economies on a scale. The ones on the left are most restricted. The ones on the right are most free.



- _____ 378. Which European country shown in the diagram has the **LEAST** free economy?
- A. Cuba
 - B. Russia
 - C. Germany
 - D. United Kingdom
- _____ 379. Because most economies have characteristics of the command economy and the market economy, we say they are
- A. free.
 - B. hybrid.
 - C. mixed.
 - D. communist.

c. Compare the basic types of economic systems found in the United Kingdom, Germany, and Russia.

Study the following table to compare and contrast the economies of the United Kingdom, Germany, and Russia.

Use information from the table to answer questions 380-382.

Comparing the Economies of the United Kingdom, Germany, and Russia

	United Kingdom	Germany	Russia
Who owns businesses and farms?	private citizens and corporations	private citizens and corporations	the government owns large industries such as shipping, oil and natural gas, and aerospace technology; private ownership is allowed in other areas
Who decides what to produce and how much to produce?	private citizens and corporations	private citizens and corporations; there is some regulation by the government in agriculture, energy, and telecommunications	private citizens and corporations for the most part; the government has many restrictions on businesses and controls many of the larger ones
Who decides how goods and services will be produced?	private citizens and corporations	private citizens and corporations; there is some regulation by the government in agriculture, energy, and telecommunications	private citizens and corporations for the most part; the government has many restrictions on businesses and controls many of the larger ones
Who decides distribution methods and prices for goods and services?	private citizens and corporations	private citizens and corporations; there is some regulation by the government in agriculture, energy, and telecommunications	private citizens and corporations for the most part; the government has many restrictions on businesses and controls many of the larger ones
Who decides the prices for goods and services?	buyers and sellers, based on supply and demand	private citizens and corporations; the government regulates prices of some products	private citizens and corporations; the government regulates prices of some products
How are property rights protected?	laws and a good court system protect people's property rights	laws and a good court system protect people's property rights	court system does not always protect the rights of property owners
How difficult is it to start your own business?	very easy (days)	very easy (days)	time-consuming (months)

- _____ 380. In which country would it be most difficult for a person to start a business?
- A. Russia
 - B. Germany
 - C. United Kingdom
 - D. about the same for each
- _____ 381. In which countries do buyers and sellers usually come to agreement on prices in order to trade?
- A. Russia and Germany
 - B. Russia and United Kingdom
 - C. Germany and United Kingdom
 - D. United Kingdom and United States
- _____ 382. Which of these issues would make the United Kingdom a more desirable place to start a business than Russia?
- A. The government in Russia owns most industries.
 - B. Russia's court system always protects the rights of property owners..
 - C. It takes less time to start a business in Russia than the United Kingdom.
 - D. Private citizens and corporations in the United Kingdom decide how goods will be produced.

SS6E6 The student will analyze the benefits of and barriers to voluntary trade in Europe.

a. Compare and contrast different types of trade barriers such as tariffs, quotas, and embargos.

TRADE BARRIERS: TARIFFS, QUOTAS, AND EMBARGOS

Trade is the voluntary exchange of goods and services among people and countries. Trade and voluntary exchange occur when buyers and sellers freely and willingly engage in market transactions. When trade is voluntary, both parties benefit and are better off after the trade than they were before the trade.

Countries sometimes try to limit trade with other countries by creating **trade barriers**. The most common types of trade barriers are **tariffs** and **quotas**. A tariff is a tax on imports. A quota is a limit placed on the number of imports that may enter a country. Another kind of trade barrier is an **embargo**. An embargo is a government order stopping trade with another country. An embargo might be put into place in order to put pressure on another country.

The European Union (EU) is a large **free-trade zone**. There are no tariffs between the countries in the zone. This means that goods can be bought for a lower price. In Russia, there are tariffs on many imports. The Russian government hopes that the tariffs help Russian workers and businesses. Food imported from Germany may have a high tariff placed on it. Therefore, Russian families might choose to buy food grown by Russian farmers.

Russia produces a lot of steel. Steelmakers in the EU may worry that if too much Russian steel comes into the EU, the price of steel will go down. If the price goes down, the EU companies would have trouble making enough money to stay in business. The EU might decide to put a quota on steel imports from Russia. A quota would stop the flow of steel into EU countries, which would keep the prices stable.

- _____ **383. Which type of trade barrier involves a limit on goods brought into the country?**
- A. quota
 - B. tariff
 - C. embargo
 - D. voluntary exchange
- _____ **384. In order to help Russian farmers sell more food, some people want to put a tax on the food imported from other countries. This is an example of a(n)**
- A. quota.
 - B. tariff.
 - C. embargo.
 - D. voluntary exchange.
- _____ **385. Which might make an embargo against a country successful?**
- A. Merchants are able to continue doing business.
 - B. People in the country are not affected by the embargo.
 - C. The country does not need to trade with other countries.
 - D. The citizens in the country suffer because of the embargo and demand a change from their government.

SS6E7 The student will describe factors that influence economic growth and examine their presence or absence in Europe.
a Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).

HUMAN CAPITAL AND THE GROSS DOMESTIC PRODUCT

The **Gross Domestic Product (GDP)** of a country is the total value of all the final goods and services produced in a country in one year. The GDP is one way to tell how rich or how poor a country is. The GDP can be used to tell if the economy of a country is getting better or getting worse. Raising the GDP of the country can mean a higher **standard of living** (economic level) for the people in the country. To increase the GDP, countries must invest in **human capital**. This resource includes the education, training, skills, and health of the workers in a business or country.

Russia, Germany, and the United Kingdom have made large investments in human capital. The **literacy rate** of each country is nearly 100 percent. The workforce is very well trained and educated. This has helped the standard of living in these countries improve over time.

Russia has the most poverty of the three countries. The Russian government is spending large amounts of money to train workers and to educate youth so that they will have more opportunities to be successful in the economy. In the former Soviet Union, everyone was assigned a job. Today, in Russia, workers must show they are skilled and valuable to the business in order to keep their jobs.

- _____ **389. Which is an example of investing in human capital?**
- A. cash
 - B. factories
 - C. highways
 - D. education
- _____ **390. A country that does not invest in human capital will have problems because**
- A. there will be no money to pay its workers.
 - B. workers will learn on their own the skills they need.
 - C. businesses will not pay the taxes to pay for good schools.
 - D. workers who are not educated, skilled, and healthy are less productive.
- _____ **391. What is human capital?**
- A. a country's standard of living
 - B. the cash a business has to spend
 - C. investment in the workers of a business or country
 - D. the buildings, equipment, and property owned by a business

SS6E6 The student will analyze the benefits of and barriers to voluntary trade in Europe.

b. Explain why international trade requires a system for exchanging currencies between nations.

INTERNATIONAL TRADE AND THE EXCHANGING OF CURRENCIES

Currency is the money people use to make trade easier. In the United States, we use U.S. dollars (USD or \$) to buy goods and services. When we Americans work at a job, we are paid in dollars. Most of the time, when you are in a different country, you cannot buy goods and services with currency from your own country. So what do you do? You trade it in, or exchange it! With each exchange, however, the bank charges a fee. A business that exchanges a lot of money will pay many fees.

Imagine an olive farm in Greece. The olive grower pays his workers in euros. He buys fertilizer and pesticide in euros. He pays for water and machinery in euros. When the olives are ripe, a store in Russia wants to buy them. The Russian storeowner has **rubles** (the Russian currency) to spend. In order to make the trade, the Russian storeowner exchanges his rubles for euros. The bank where he makes the trade charges a fee. The olive grower gets money for the olives in euros. The Russian gets the olives. Everyone is happy!

More than half of the EU countries use the euro today. This makes trade among the EU countries easier because they do not have to exchange currency. It also makes trade less expensive because people don't have to pay banks a fee to exchange their currency.

- _____ 386. What is the currency people use in much of the EU called?
- A. euro
 - B. ruble
 - C. dollar
 - D. pound
- _____ 387. What is the currency of Russia?
- A. euro
 - B. ruble
 - C. dollar
 - D. pound
- _____ 388. What is a problem with exchanging currency?
- A. People make more money by trading currency.
 - B. Most people want to use American dollars to trade.
 - C. Banks do not like to exchange their money for other currencies.
 - D. It costs more to do business because banks charge fees for exchanges.

SS6E7. The student will describe factors that influence economic growth and examine their presence or absence in Europe.

b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).

CAPITAL INVESTMENTS AND THE GROSS DOMESTIC PRODUCT

To raise the Gross Domestic Produce (GDP), countries must invest in **physical capital**. Physical capital is the factories, machines, technologies, buildings, and property needed by businesses to operate. If a business is to be successful, it cannot let its equipment break down or have its buildings fall apart. New technology can help a business produce more goods for a lower price.

The former Soviet Union did not do a good job of investing in physical capital. Highways and buildings are in need of repair. Factory equipment and technology are out of date. These conditions are keeping workers from being as productive as workers in the EU. Today, the Russian Federation has the job of helping companies overcome this problem. To solve the problem, the government has a plan to invest \$1 trillion over the next few years in capital improvements.

- _____ **392. Which is an example of investing in physical capital by a company?**
- A. constructing a new factory
 - B. keeping old delivery trucks
 - C. training workers to do their jobs better
 - D. keeping old computers in order to save money
- _____ **393. The Soviet Union did not invest in capital improvements, so Russian workers today**
- A. do not want to increase their standard of living.
 - B. are not as productive as workers in other countries.
 - C. work in brand new factories and are very productive.
 - D. have shut down their factories until new ones are built.

SS6E7 The student will describe factors that influence economic growth and examine their presence or absence in Europe.
C Describe the role of natural resources in a country's economy.

THE ROLE OF NATURAL RESOURCES IN A COUNTRY'S ECONOMY

A country has different kinds of resources that can help its people produce goods and services. Human resources are the education and skills that people have to produce goods and services. Capital resources are the things like machines and equipment that people need to produce goods and services. Natural resources, "gifts of nature," include forests such as those in southern Germany. They include fertile soil, such as the farms of the United Kingdom. Water is another natural resource. Russians use their water resources by damming rivers and creating hydroelectric power.

Natural resources are important to countries. Without natural resources of their own, countries must import the natural resources that they need. This adds to the cost of goods and services. A country is better off if it can use its own natural resources to supply the needs of its people. It can also use the natural resources to create goods that can be traded to other countries. If a country has many natural resources, it can trade these to other countries for goods and services it needs.

In Europe, many countries have used up much of their nonrenewable natural resources. They have had to find other ways to make their economies work. For example, coal was once a plentiful resource in the United Kingdom. Today, most of the supply has been used. Russia is a major exporter of oil and natural gas. Money from these resources has helped many Russians become wealthy. However, these resources will not last forever. Russia must find ways to not only use these resources but also develop other ones.

- _____ **394. Which is an example of a natural resource?**
- A. forests
 - B. highways
 - C. education
 - D. automobiles
- _____ **395. Which natural resources have helped the Russian economy in the twenty-first century?**
- A. oil and natural gas
 - B. highways and factories
 - C. machines and equipment
 - D. education and health care
- _____ **396. Why is a country better off if it does not have to import natural resources?**
- A. Other countries may need the resources.
 - B. Buying from other countries costs more money.
 - C. People in other countries don't want to sell their natural resources.
 - D. Businesses have a hard time using the natural resources that are located nearby.

SS6E7 The student will describe factors that influence economic growth and examine their presence or absence in Europe.
d. Describe the role of entrepreneurship.

THE ROLE OF ENTREPRENEURSHIP

The person who provides the money to start and own a business is called an **entrepreneur**. Entrepreneurs risk their own money and time because they believe their business ideas will make a profit. They must organize their businesses well for those businesses to be successful. Entrepreneurs bring together natural, human, and capital resources to produce goods or services to be provided by their businesses.

In Europe, Russia is a country that has many entrepreneurs. Laws have made it easier than it used to be to own a business. Russia's natural resources and skilled labor make it a good place to have a business. In the twenty-first century, many entrepreneurs in Russia are getting rich. Russia is one of the top five countries in the number of billionaires. Still, doing business in Russia is difficult. Entrepreneurs say that the government needs to do a better job of protecting private property. The courts need to be stronger to protect businesses. It can take months for an entrepreneur to get the proper permissions to start a business.

Entrepreneurs play an important role in the economy of a country. As they work to make their businesses profitable, entrepreneurs hire more workers, giving more people jobs. The tax money that comes from their businesses helps the government. Goods and services entrepreneurs produce encourage trade within a country. This provides more jobs and more money for the economy. Entrepreneurs trading with other countries bring in goods and services that are not already available.

- _____ **397. Which is an example of an entrepreneur?**
- A. people who operate a hospital
 - B. a person who runs a government-owned coal mine
 - C. roofers who work for a business owned by an individual
 - D. a person who uses her money to start a business selling cell phones
- _____ **398. What is a problem faced by entrepreneurs in Russia?**
- A. No one has money.
 - B. There are no skilled workers.
 - C. Courts don't protect property rights.
 - D. There is a lack of natural resources, such as gas and oil.
- _____ **399. Which is a way that entrepreneurs help increase a country's GDP?**
- A. writing laws to protect personal property
 - B. creating businesses that give people jobs
 - C. providing the ideas to start and expand businesses
 - D. working to increase the amount of goods and services bought by a country

HISTORICAL UNDERSTANDINGS

SS6H6 The student will analyze the impact of European exploration and colonization on various world regions.

a. Identify the causes of European exploration and colonization; include religion, natural resources, a market for goods, and the contributions of Prince Henry the Navigator.

THE CAUSES OF EUROPEAN EXPLORATION AND COLONIZATION

Portugal is a small country on the Atlantic coast in southern Europe. During the fifteenth century, Portugal led the world in sea exploration. Beginning in 1415, and for nearly one hundred years, Portugal explored the western coast of Africa.

The Portuguese wanted to find a route around Africa into the Indian Ocean. Goods brought over land from China and India were expensive. Europeans wanted Asian silks and spices, but they wanted to find a way to get them at a lower cost. The Portuguese believed that they could make a lot of money as traders if they could get Asian goods for a cheaper price. There were religious reasons to explore too. The Portuguese wanted to spread Christianity along Africa's west coast.

Prince Henry the Navigator was the son of the Portuguese king. He fought in a battle that helped capture Ceuta, a city on the coast of North Africa. The Moors had controlled Ceuta for hundreds of years. This gave Portugal an important outpost from which to explore Africa. Prince Henry became governor of Portugal's southernmost coasts. He sent more than fifty expeditions down the west coast of Africa. Henry wanted to establish colonies and break the Muslim hold on trade routes.

Henry studied navigation and mapmaking. He established a naval observatory. Students there learned navigation, astronomy, and **cartography** (mapmaking). Henry's efforts advanced what Europeans knew about these sciences.

Henry was unable to make money trading in gold, so he tried creating sugar cane plantations. One of his expeditions discovered the island of Madeira. The climate there was good for growing sugar cane, and he knew that it was a very profitable crop. It also required lots of labor. Henry imported slaves from Africa to work the fields. This plan became successful and was later copied in the New World. In fact, the expansion of the sugar cane economy encouraged a slave trade that lasted another four hundred years.

The Portuguese also gained access to the Spice Islands. By 1513, Portuguese trade extended to China and Japan.

400. Why did Prince Henry the Navigator want to send ships south to Africa?

- A. He hoped to learn more about marine life.
- B. He wanted to prove the world was not flat.
- C. He felt his father, the king, would be proud.
- D. He wanted a route around Africa to the Asian markets.

401. Which religion did Prince Henry the Navigator hope to spread?

- A. Islam
- B. Hinduism
- C. Buddhism
- D. Christianity

SS6H6 The student will analyze the impact of European exploration and colonization on various world regions.

b. Trace the empires of Portugal, Spain, England, and France in Asia, Africa, and the Americas.

THE EMPIRES OF PORTUGAL, SPAIN, ENGLAND, AND FRANCE IN ASIA, AFRICA, AND THE AMERICAS

The **Crusades** (1096 to 1272) were military expeditions sent by different **Popes** (leaders of the Roman Catholic Church) to capture the Holy Land from the Muslim Turks. Though the Crusades were not successful, one positive result was that the people of Western Europe learned how to draw better maps and build better ships. The Crusades also exposed the European Crusaders to desirable products of the East. Europeans and Asians created trade routes to bring products from the East to Europe. These benefits of the Crusades later contributed to the expansion of Portugal, Spain, England, and France.

By the fifteenth century, the major trade routes from the East to Europe went to two Italian cities, Venice and Genoa. The Italian merchants marked up the prices on spices, precious jewels, fragrances, woods, and finished goods and sold them throughout Europe.

Portugal, Spain, France, and England resented the huge profits made by Venice and Genoa. Since Venice and Genoa controlled the trade routes through the Mediterranean Sea, the jealous European countries looked for another way to India, China, and the Spice Islands.

The Empire of Portugal

Portugal established the earliest of the modern European colonial empires. The Portuguese empire lasted for centuries. It started with Prince Henry, the son of the king of Portugal. Henry sent Portuguese ships down the west coast of Africa. He wanted to find a route around the continent to India and China.

Bartolomeu Dias reached the southern tip of Africa and discovered the Cape of Good Hope and the Indian Ocean. Vasco da Gama, another Portuguese explorer, later sailed around the cape. He continued on to India.

Over the following decades, Portuguese sailors continued to explore the coasts and islands of East Asia, establishing forts and trading posts. By 1571, a string of outposts connected Portugal with Africa, India, the south Pacific islands, and Japan.

Portugal grew wealthy from its trade route around Africa to Asia. Its most profitable **colony** was Brazil in South America. Brazil was a Portuguese colony until 1822.

The Empire of Spain

Other explorers from Spain, France, and England searched for a route through or around North America and South America. They hoped to find a route that would lead them to the riches of the East. In the late 1490s, Christopher Columbus, an Italian, was given ships and men to try to find a passage across the Atlantic Ocean to Asia. His first discoveries were the islands of the Bahamas, although he thought he was in Asia. It was later learned that Columbus had found entire continents that were unknown to the Europeans. Exploration and colonization of this "New World" gave Spain enormous wealth.

The Spanish empire was one of the largest empires in history. Spanish conquistadors conquered the Inca and Aztec civilizations in the 1500s and brought home the wealth of these people. Spain claimed huge areas of North and South America and ruled parts of them for over three hundred years. Their empire stretched to Asia, where they controlled the Philippines until almost the twentieth century.

The Empire of England

At one time, England was one of three countries (England, Scotland, and Wales) that shared an island. By the early 1700s, the three united as **Great Britain**. The British empire was the largest in history. At its peak, Great Britain controlled Canada, Australia, India, much of eastern Africa, and numerous islands across the world.

North America came under the control of England and France during the eighteenth century. Great Britain won out over its European rivals—the Dutch, France, and Spain—in gaining control of North America. However, Great Britain lost its American colonies. The United States became an independent country after a war that began in 1776. Great Britain maintained control over Canada, however, until the twentieth century.

Great Britain colonized the continent of Australia, including many islands along the trading routes. During the nineteenth century and into the early twentieth century, Great Britain's influence increased.

By the 1920s, one-fourth of the world's population was under British control. It was said that "the sun never sets on the British empire." This was because it was always daylight at some location in the British empire. After World War II, most of Great Britain's territories and colonies became independent.

The Empire of France

From the 1600s to the 1900s, France was one of the world's dominant empires. The French possessed colonies around the world. During the reign of Napoleon I, France dominated much of the European continent. By 1812, France controlled much of Germany, Italy, and Spain.

Other parts of the French empire were originally established during the sixteenth and seventeenth centuries. This included islands in the Caribbean, the Indian Ocean, the South Pacific, the North Pacific, and the North Atlantic. France maintained influence in parts of Canada, South America, Southeast Asia, and Northwest Africa. In the nineteenth and twentieth centuries, only the British empire was larger than the empire of France.

— **402. Which Italian cities dominated the trade routes from Asia to Europe for a long time?**

- A. Rome and Turin
- B. Florence and Bari
- C. Genoa and Venice
- D. Milan and Palermo

— **403. Which result of the Crusades to the Holy Land helped Europeans become explorers?**

- A. Europeans' mapmaking skills improved.
- B. Shipbuilding skills were lost when the crusaders were killed.
- C. The Pope was not able to free the Holy Land from Muslim control.
- D. Europeans learned of markets and trade routes into southern Africa.

— **404. Which islands in the Americas did Christopher Columbus believe were part of Asia?**

- A. Cayman
- B. Bahamas
- C. Turks and Caicos
- D. Trinidad and Tobago

405. Put the following events in the order in which they occurred.

1. The Spanish conquered the Aztecs and the Incas.
2. The Pope sent Europeans to remove Muslims from the Holy Land.
3. Christopher Columbus explored the Bahamas.
4. Spain controlled the Philippines.

- A. 1, 2, 3, 4
- B. 2, 3, 4, 1
- C. 2, 3, 1, 4
- D. 4, 1, 3, 2

SS6H6. The student will analyze the impact of European exploration and colonization on various world regions.

C. Trace the colonization of Australia by the United Kingdom

THE COLONIZATION OF AUSTRALIA BY THE UNITED KINGDOM

The first Europeans to sail into Australian waters arrived in 1606. To reach Australia from Europe, ships sailed south along the west African coast to the Cape of Good Hope and then turned east across the Indian Ocean. For nearly two hundred years, ships from several European nations sailed to the continent.

In 1770, Captain James Cook charted the eastern Australian coast in his ship *Endeavour*. Following orders from British King George III, Cook claimed the east coast for Great Britain. Cook named eastern Australia "New South Wales." The British mapped the coast of Australia, including the island of Tasmania.

The independence of the thirteen American colonies led the British to colonize Australia in 1788. Before American independence, the British sent prisoners to be colonists in the Georgia colony in America. Britain created a new **penal** (prison) colony by shipping prisoners from Great Britain to Australia.

There were four main reasons for the British to colonize Australia. First, the British wanted to colonize Australia to relieve overcrowding in Great Britain's jails. Second, the British government recognized the importance of having its navy stationed in Australia in the southern hemisphere. The British viewed Australia as an economic base to expand trade. Finally, the British government did not want its rivals, especially the French, to start a colony on the Australian continent.

406. Who claimed Australia for Great Britain?

- A. George III
- B. the Prince of Wales
- C. Captain James Cook
- D. Christopher Columbus

407. Which coast of Australia did Captain James Cook claim for England in 1770?

- A. east
- B. west
- C. north
- D. south

408. What type of people were the first British colonists in Australia?

- A. sailors
- B. captains
- C. prisoners
- D. conquistadors

409. What was the common route used by ships sailing from England to Australia in the eighteenth century?

- A. due south to Antarctica then north to Australia
- B. across the Atlantic Ocean and then around Cape Horn
- C. south along the west African coast to the Cape of Good Hope, then east into the Indian Ocean
- D. west to Central America, through the Panama Canal, then south into the South Pacific Ocean

410. Which was NOT a reason that Great Britain colonized Australia?

- A. to keep it out of French control
- B. to have a naval base in the area
- C. to find gold and spread Christianity
- D. to relieve overcrowded prisons in Great Britain

SS6H6 The student will analyze the impact of European exploration and colonization on various world regions.

d. Explain the impact of European empire building in Africa and Asia on the outbreak of WWI

THE IMPACT OF EUROPEAN EMPIRE BUILDING IN AFRICA AND ASIA ON THE OUTBREAK OF WORLD WAR I

During the late nineteenth century, several European countries wanted more overseas land. These countries were Great Britain, France, Portugal, Spain, Denmark, Germany, Italy, and the Netherlands. The result was a "**Scramble for Africa**" between 1885 and 1910. During this period, several European countries divided the continent of Africa among themselves.

Economic development played a large role in the colonization of Africa. During the nineteenth century, factories in Europe required raw materials to manufacture finished products. The Europeans looked for new sources of raw materials and markets for their goods. Gold, diamonds, and oil were some of the resources the Europeans wanted. Asia and Africa had those resources.

Politics also led to the colonization of Africa. Some European nations showed national pride by competing for colonies in Africa. No major nation—including Great Britain, France, and Germany—wanted to be without colonies. Colonies in Africa and Asia made the Europeans feel pride in their country.

Another reason for colonizing was the European worldview. Many nineteenth-century Europeans viewed themselves as the world's most advanced civilization. Some felt it necessary to "civilize" people in the rest of the world. Increased activity by African missionaries helped make colonization seem less offensive to citizens in Europe.

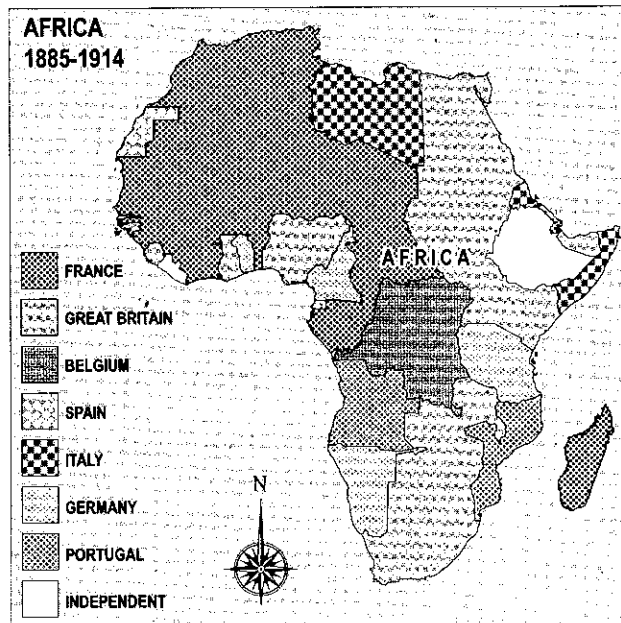
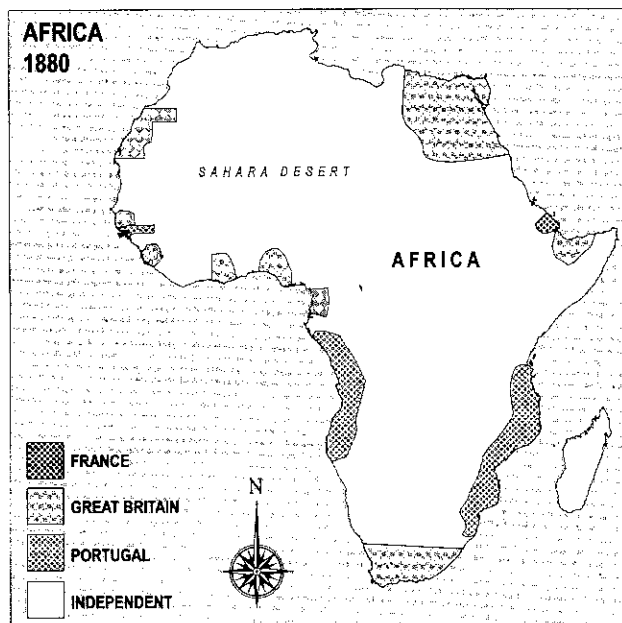
This scramble for land also reached farther into Asia. Many Asian territories saw a change from Europe as trading partner to Europe as conqueror. Great Britain, for instance, took control of India. France controlled lands in Southeast Asia, including Vietnam. The British fought for control of other lands like Burma, Laos, Siam, and Cambodia.

Nationalism (the love of one's country) and **militarism** (using strong armies and threats of war) were on the rise in Europe. European countries signed treaties agreeing to help one another in case of attack. In 1914, a series of events caused Germany to declare war on Russia and France. On the other side, the British joined France and Russia and formed the **Allied Powers**. Austria-Hungary, the **Ottoman Empire** (Turkey and its colonies), and Bulgaria joined the Germans as the **Central Powers**.

Because these countries were large and controlled lands around the world, the war was called the **Great War**. Later, the United States became involved on the side of the Allied Powers. The war lasted until 1918, and an estimated 10 million people died. Some believed it was "the war to end all wars." Unfortunately, just twenty years later, Europe would be at the center of an even bigger conflict. The Great War became known as **World War I**. The later, larger conflict was called **World War II**.

- _____ 411. Which statement best describes how economics played a role in European colonies in the nineteenth century?
- A. The desire for international tourism increased.
 - B. Europe felt Asia's growing population was a threat to expansion.
 - C. Trade routes to Asia from Europe were less important than before.
 - D. Europe wanted more sources of raw materials needed for manufacturing.
- _____ 412. How did nationalism play a part in Europe's competition to colonize Africa and Asia?
- A. European missionaries were trying to spread their religion.
 - B. Europeans felt a need to "civilize" other parts of the world.
 - C. Smaller countries wanted more land to accommodate growing populations.
 - D. Having colonies made countries feel more important and successful than other countries.
- _____ 413. What war was a result of militarism and nationalism in the late nineteenth and early twentieth centuries?
- A. Civil War
 - B. World War I
 - C. World War II
 - D. Vietnam War
- _____ 414. Which group of nations formed the Central Powers?
- A. Japan, Germany, Italy
 - B. United States, France, Great Britain
 - C. Ottoman Empire, Germany, United States
 - D. Germany, Austria-Hungary, Ottoman Empire

Use the following maps to answer questions 415-418.



415. During the Scramble for Africa during the late nineteenth and early twentieth centuries, which two European powers controlled the most African land?
- Spain and Italy
 - Germany and Portugal
 - Great Britain and France
 - Belgium and the Netherlands
416. What physical feature covered most of French West Africa?
- desert
 - rain forest
 - mountains
 - swamplands
417. Which European power controlled most of northwest Africa during the colonial era?
- France
 - Belgium
 - England
 - Germany
418. Which statement summarizes the information on the maps?
- Europe's claims in Africa declined from 1880 to 1914.
 - Europe's claims in Africa increased from 1880 to 1914.
 - Between 1880 and 1914, European countries did not expand much in Africa.
 - Between 1880 and 1914, African countries gained independence from Europe.

SS6H7 The student will explain conflict and change in Europe to the 21st century

a Describe major developments following World War I: the Russian Revolution, the Treaty of Versailles, worldwide depression, and the rise of Nazism.

THE RUSSIAN REVOLUTION

Before 1917, Russia was an autocracy. The **czar** was the absolute ruler. The last of the czars was Nicholas II.

During World War I, Russia did not do well. Millions of people were killed, wounded, or missing. Citizens did not have enough food. Soldiers did not have enough clothes, shoes, or weapons. Germany seemed to be winning the war. The czar ignored the signs that people were unhappy. He did not see that changes were needed in the way that his country was run.

In early 1917, there were riots in the streets. Women, factory workers, and farmers shouting for change outnumbered police. The military could not keep the peace. Many in the czar's army turned against the rulers. The czar and his family were captured. A government was set up to try to run the country. However, there were too many problems. Later in the year, there was another revolution. Communists led by Vladimir Lenin took control. The czar and his family were executed. Lenin reorganized the country and renamed it the Soviet Union.

The new Soviet Union signed a peace treaty with Germany. The Soviets gave up a large amount of land to Germany. This land was good for farming and had many natural resources. The Soviets had little choice. Their country was falling apart around them.

____ **419. What type of government did Czar Nicholas II have in Russia?**

- A. republic
- B. autocracy
- C. oligarchy
- D. democracy

____ **420. Which was a cause of the Russian Revolution?**

- A. The czar was executed.
- B. There were food shortages in Russia.
- C. The Germans showed signs of surrender.
- D. Soldiers did not know how to use their weapons.

Use the statements in the box to answer question 421.

- did not protect the Russian royal family
- changed Russia's name to the Soviet Union
- made a treaty with Germany to end the war
- gave up large amounts of Russian land to Germany

____ **421. Which person did the actions listed in the box?**

- A. Vladimir Lenin
- B. Czar Nicholas II
- C. Woodrow Wilson
- D. Emperor Wilhelm I

TREATY OF VERSAILLES

Versailles is a grand palace outside the city of Paris, France. At the end of World War I, leaders from the countries involved in the war met there to write a treaty. The Treaty of Versailles explained what the winners would gain and what the losers would lose.

Many of the leaders of the winning countries blamed Germany for the war. They wanted the Germans punished severely. Germany lost important territory, including lands rich in natural resources. It also lost all of its colonies. German Emperor Wilhelm II was to be put on trial for war crimes. France and Great Britain wanted to make sure that Germany could not attack them again. Their goal was to make Germany a weak country. Germany had to reduce the size of its army and navy.

France lost a lot in the war. Over 2 million French people lost their lives. A large part of the war was fought in France. Farms, homes, cities, and industries were destroyed. Highways, bridges, and railroads had to be rebuilt. The Allies added a part to the treaty that said Germany had to pay the Allies a very large amount of money. This money was to be used to repay civilians who lost property because of the war.

- _____ 422. What was the goal of France in the Treaty of Versailles?
- A. to help Germany rebuild its industry
 - B. to build better roads and factories in Germany
 - C. to make sure Germany did not invade France in the future
 - D. to give Great Britain and the United States credit for their help in the war
- _____ 423. Which part of the Treaty of Versailles was most damaging to the German economy?
- A. Germany lost its colonies.
 - B. The German emperor was to be put on trial.
 - C. Germany had to pay the Allies large sums of money.
 - D. Germans were not allowed to have a large army and navy.
- _____ 424. How did the Allies hope to keep Germany from becoming too powerful again?
- A. France took over the German bases.
 - B. Great Britain sent troops into Germany for ten years.
 - C. The Germans were not allowed to have a large army or navy.
 - D. Germany was divided into four parts and controlled by four different countries.

WORLDWIDE DEPRESSION

After World War I, most countries in the world began to prosper. Americans enjoyed a time called "the Roaring Twenties." People felt good about the economy. They believed that they had a chance to do well. In 1929, the good times ended.

In the fall of 1929, the United States experienced a **stock market crash**. The value of stocks (shares of ownership) people held in companies began a steep and quick drop. Stockholders realized that they were in danger of losing everything they owned. They began to sell their stocks as fast as they could. Since there were more sellers than buyers, the prices continued to fall.

Businesses found they could no longer sell their goods because people had less money to spend. The businesses could not pay their debts. When businesses could not pay their debts, they had to close. This meant workers lost their jobs. These events happened so quickly that a panic occurred. People tried to get to their banks to get their money, and they tried to sell their stocks for any amount they could get. Panic selling and a "run on the banks" caused the economy of the United States to come to a halt. Farmers who could not get money to pay their loans lost their farms.

Businesses around the world traded with America. When the United States stopped buying goods, it hurt businesses in other countries. When U.S. banks closed, banks in other countries were hurt too. Stockholders in other countries began to sell their stocks for low prices. They could not sell their stocks in American companies for any price.

What followed was called a worldwide **economic depression**. As businesses and factories closed one by one, buying and selling almost stopped. Here's one example.

Mr. Jones managed a shirt factory. Because his customers were losing money in the stock market and in the banks, they did not buy shirts. They just kept the old shirts they already had. Mr. Jones kept the factory going for a while. New shirts began to fill his warehouse. Only a few shirts were sold each day.

Because the company had few sales, Mr. Jones had no money to pay his workers. He told them to go home, but he promised to call them back to work when he had sold the shirts in the warehouse.

Days went by. Now he was selling no shirts. Mr. Jones had no money to pay himself or the guards at the warehouse. The owner of the factory locked its doors. He put a "For Sale" sign out front. He hoped that someone would buy the factory, the warehouse, and the shirts.

Mr. Jones went home. He had no job and no money. His wife wanted to get some new shoes. Mr. Jones told her that was impossible. She would just have to keep the old shoes that she already had.

Meanwhile, at the nearby shoe factory, the manager looked at his warehouse full of shoes and shook his head.

_____ **425. In the story, why was the manager of the shoe factory shaking his head?**

- A. He had a headache from counting shoes.
- B. He was excited to have so many shoes in his warehouse.
- C. He wanted Mr. Jackson to come and work for his shoe factory.
- D. He did not know what to do with all the shoes that no one bought.

_____ **426. Which were effects of the depression?**

- A. Employment rose and wages fell.
- B. Farmers gained land and business grew.
- C. People had more money and better jobs.
- D. Farmers lost their land and banks closed.

_____ **427. Why did business come to a halt after the stock market crash?**

- A. Everyone was waiting for prices to come down.
- B. Businesses were moving their factories to Europe.
- C. People thought they could get a good deal on goods from Europe.
- D. People did not have money to spend, or they were afraid to spend what money they did have.

RISE OF NAZISM

Germany faced many problems after World War I. It had lost lands that contained valuable natural resources. About 2½ million Germans had lost their lives. About 4 million were wounded. The industry and farms in the country had been destroyed. Highways, bridges, and railroads had to be rebuilt.

The German government worked to solve the country's problems. However, the country had another obstacle. It had to pay back the Allied countries for the war. Millions of dollars were leaving Germany for France and Great Britain. Germany was forbidden to have a large army or navy, so many military people lost their jobs.

Prices went up as goods became scarce. Basic items such as food and clothing were not always available. Men had trouble finding jobs to support their families. As things got worse, people blamed the government. They wanted their leaders to find solutions to their problems. Then, the stock market crashed in the United States. This made conditions even worse for Germans. Businesses and people around the world stopped buying as much. They were worried about losing their money.

Adolf Hitler came on the scene with a big plan. He and his followers, called the National Socialist or **Nazi Party**, said they could fix the problems in Germany. They blamed the Treaty of Versailles for many of the problems. They also said that Jews in the country were controlling the banks and money. They blamed Jews for the fact that many Germans were not able to make a good living.

Hitler was named chancellor of Germany in 1933. He made sure that laws were quickly passed to give him more power. Soon he had complete control of the government. He had the powers of a dictator. He and the Nazis began the work to rebuild Germany's military. He opened factories to build weapons. He put unemployed people to work building a superior highway system. The economy improved for a time, but people lost many of their civil rights. However, many decided that it was better to lose rights than to go without food.

The Nazis continued to build their military power. Germans who spoke against them were put in prison or murdered. As Hitler's strength grew, he made plans to go to war. In 1936, Hitler sent troops into some of Germany's former territory. By 1938, German troops controlled Austria and Czechoslovakia. Other European countries protested, but did nothing to stop Hitler. In 1939, Germany invaded Poland. With that, France and Great Britain decided something must be done. They declared war on Germany, and World War II began.

_____ 428. Who was the leader of the Nazi Party in Germany?

- A. Wilhelm II
- B. Adolf Hitler
- C. Vladimir Lenin
- D. Woodrow Wilson

_____ 429. What happened to people who spoke out against Hitler in Germany?

- A. They were sent to Siberia.
- B. They were put under house arrest.
- C. Some were put in prison; others were murdered.
- D. Some were allowed to leave Germany; others were arrested.

430. Put the following events in the order in which they happened.

1. Hitler was named chancellor of Germany.
2. Germany invaded Poland.
3. Germans were unhappy because of high unemployment and poverty.
4. France and Great Britain declared war on Germany.

- A. 1, 2, 4, 3
B. 2, 4, 3, 1
C. 3, 1, 2, 4
D. 4, 3, 1, 2

Use the statements in the box to answer question 431.

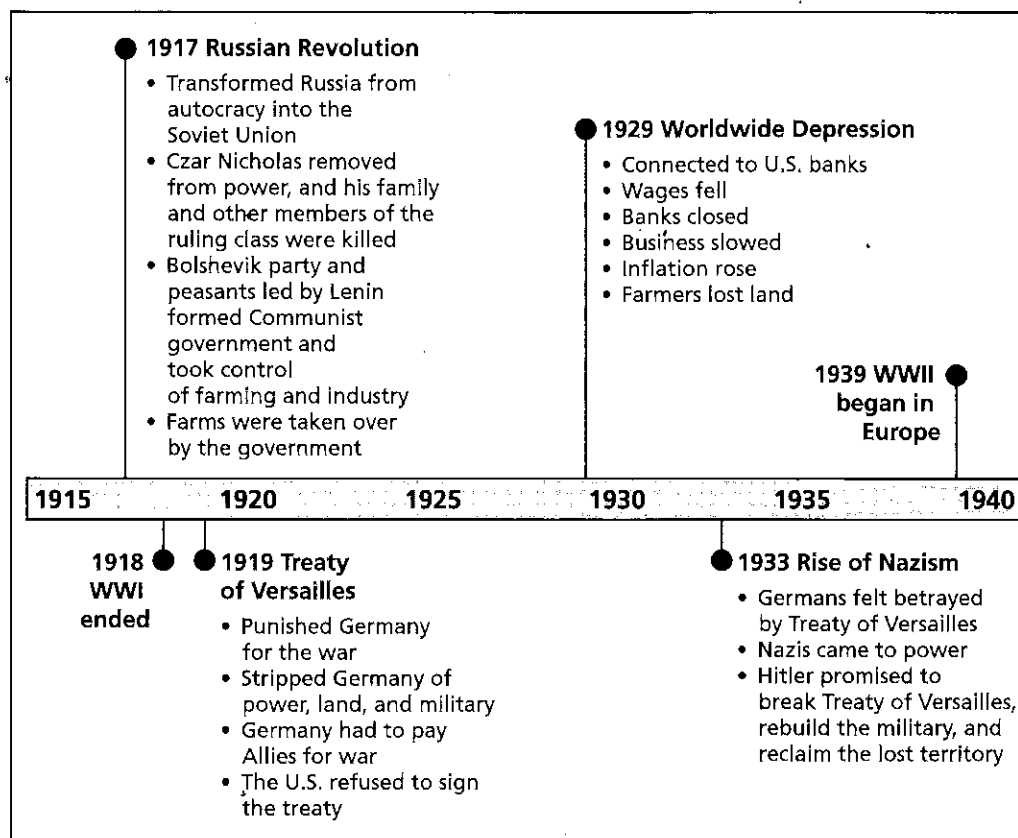
- Hitler promised to rebuild Germany's military.
- The Treaty of Versailles angered Germans.
- Hitler said he would get back Germany's lost land.

431. Which statement explains what these sentences are about?

- A. events that led to World War I
B. feelings Germans had about other countries
C. ways that German leaders tried to rebuild their country
D. reasons why Hitler and the Nazis came to power in Germany

Use the following timeline to answer questions 432-434.

Major Developments in Europe after World War I



- _____ 432. Which of the Allies refused to sign the Treaty of Versailles?
- A. Italy
 - B. France
 - C. Russia
 - D. United States
- _____ 433. About how many years passed between the end of World War I and the start of World War II?
- A. 18
 - B. 21
 - C. 33
 - D. 45
- _____ 434. What major event happened in 1917?
- A. World War I ended
 - B. the Treaty of Versailles
 - C. the Russian Revolution
 - D. worldwide economic depression

SS6H7 The student will explain conflict and change in Europe to the 21st century.

b. Explain the impact of WW II in terms of the Holocaust, the origins of the Cold War, and the rise of Superpowers

THE HOLOCAUST

As part of Hitler's plan to conquer the world, he began the systematic killing of every Jew—man, woman, or child—under Nazi rule. The Nazis imprisoned Jews in certain sections of cities, made them wear special identifying armbands, and separated them from their families. This was only the beginning. The Nazis built concentration camps and sent Jews from the cities by railcar to these camps. When the Jews arrived, their heads were shaved and a number was tattooed onto their arms. Many were immediately herded into showers, which were nothing more than gas chambers. In such places, as many as 2,000 people could be killed at one time. Thousands died from forced labor, little food, and exposure to the summer heat and winter cold. By the time World War II was over, as many as 6 million Jews were dead. Other groups were Hitler's victims as well. He targeted anyone he felt was inferior: political prisoners, the mentally ill, and the disabled. **Genocide**, the planned killing of a race of people, became a crime when the United Nations passed the Genocide Convention in 1948.

At the end of World War II, when the Allies gained control of the camps, the survivors of the **Holocaust** had no place to go. Many had no living family members. They were trapped in the country of their oppressors. The Jews wanted a state in Palestine, their ancient homeland in the Middle East. In 1947, the United Nations divided Palestine into an Arab state and a Jewish state, Israel. Israel officially opened its borders to Jews in 1948.

- 435. What is genocide?
- A. forced labor or slavery
 - B. the planned killing of a race of people
 - C. the division of Palestine into Arab and Jewish states
 - D. not shown
- 436. Who created the country of Israel?
- A. Allies
 - B. Arabs
 - C. Nazi Germany
 - D. United Nations
- 437. Who was spared in the Holocaust?
- A. men
 - B. women
 - C. children
 - D. none of the above
- 438. What actions did the United Nations take as result of the Holocaust?
- A. divided Palestine and Germany
 - B. defeated Hitler and freed the Jews
 - C. helped the Jews find jobs and shelter
 - D. created a Jewish state and made genocide a crime

THE COLD WAR

Beginning in 1945, the **Cold War** was a period of distrust and misunderstanding between the Soviet Union and its former allies in the West, particularly the United States. The Soviet Union was a communist country that believed a powerful central government should control the economy as well as the government. This idea was very different from the democracy and capitalism found in the United States. The United States believed that business should be privately owned. After World War II, Soviet dictator Joseph Stalin placed most of the Eastern European countries under communist control. These countries became known as the Eastern Bloc. The United States led the Western Bloc countries of Western Europe. The line separating the two was called the "Iron Curtain."

Another problem of the Cold War was the division of Germany. At the end of the war, the Allies divided Germany into four sections to keep it from regaining power. The United States, Great Britain, France, and the Soviet Union each controlled a section. In 1948, the Western Allies wanted to reunite Germany, but the Soviets disagreed. The Soviets declared their section of the country "East Germany;" the reunited sections became West Germany. Even the capital of Berlin in East Germany was divided into East and West. Tensions grew. In 1961, communist leaders built the Berlin Wall. It separated the communist part of the city from the free sections.

Some countries under communist rule tried to break away from the Soviet Union, but the Soviets sent the military into these countries to keep them in line.

Each side in this Cold War thought the other was trying to rule the world. Neither side gave up, and people lived in fear that another world war might erupt. People worried that if such a war happened, it would be a nuclear war. Such a war would be a disaster for everyone on the earth. Countries formed new alliances to protect themselves. In 1949, the western European countries plus the United States and Canada formed the **North Atlantic Treaty Organization (NATO)**. The eastern countries signed the Warsaw Pact.

- _____ 439. Which country was the leader of the Eastern Bloc?
- A. Germany
 - B. Soviet Union
 - C. United States
 - D. United Kingdom
- _____ 440. What are the two terms used to describe the dividing line between eastern and western, communist and noncommunist areas?
- A. NATO and Warsaw Pact
 - B. Berlin Wall and Iron Curtain
 - C. Allied Powers and Axis Powers
 - D. Nazi Germany and Free Germany
- _____ 441. Which was one of the areas of disagreement between the Soviet Union and the United States during the Cold War?
- A. defeat of Hitler
 - B. best type of economic system
 - C. the danger of nuclear weapons
 - D. the need to work with other countries

- _____ 442. When was the Cold War?
- A. after World War II
 - B. before World War I
 - C. between World War I and World War II
 - D. before the worldwide economic depression
- _____ 443. The Warsaw Pact was to the Soviet Union as NATO was to the
- A. Eastern Bloc
 - B. United States
 - C. West Germany
 - D. European Union

RISE OF THE SUPERPOWERS

As the Cold War continued, the United States and the Soviet Union increased their area of influence. More countries allied with each. The United States and the Soviet Union had the ability to influence world events and project worldwide power. The countries were evenly matched. The world took sides, communist or democracy, socialist or free market.

The Soviets had a permanent seat on the UN Security Council. They influenced other communist countries and dictatorships around the world. The Soviets occupied the largest country in the world. The Soviet Union had the third-largest population in the world and the second-largest economy. The Soviets had military and space technology, a worldwide spy network (the KGB), and one of the largest stockpiles of nuclear weapons in the world.

The third-largest country in the world, the United States also had a permanent seat on the UN Security Council and strong ties with Western Europe and Latin America. The fourth most populated country, the United States supported undeveloped countries and developing democratic ones. The United States had powerful military support from NATO, the largest navy in the world, and bases all over the world, even bordering the Warsaw Pact countries. The Central Intelligence Agency (CIA) spent money to spy on the Soviet Union. The United States had a large reserve of nuclear weapons.

- _____ 444. As a world superpower, the Soviet Union had
- A. support from NATO.
 - B. the largest navy in the world.
 - C. strong ties with Latin America.
 - D. a seat on the UN Security Council.
- _____ 445. As a world superpower, the United States had
- A. the KGB, a spy network.
 - B. military bases all over the world.
 - C. influence over communist dictatorships.
 - D. the second-largest economy in the world.
- _____ 446. Which condition is required to be considered a superpower?
- A. a space program
 - B. membership in NATO
 - C. democratic government
 - D. influence over world events

THE COLLAPSE OF THE SOVIET UNION AND GERMAN REUNIFICATION

The Soviet Union was spending more and more of its money putting down revolts within its country, protecting its borders, and keeping up with the United States in the arms race. By 1985, the economy was so unstable that Mikhail Gorbachev, the head of the Soviet Union, reduced government control of business and increased freedoms for Soviet citizens. These actions helped to improve relations with the United States and inspired people in other Eastern Bloc countries to demand freedom from communist rule.

In November 1989, the Berlin Wall was torn down, and Germany began the process of unifying. People around the world celebrated. East and West Germany were made one country in 1990. The Cold War was over. The Soviet republics that had once been separate countries began seeking their independence too. The Soviet Union was no more. Many countries were created from the former Soviet Union. Russia was the largest.

- _____ **447. Why did Gorbachev reduce government control of the economy?**
- A. citizens demanded more personal freedom
 - B. other Eastern Bloc countries were reducing control
 - C. an unstable economy due to increased military spending
 - D. not shown
- _____ **448. What marked the end of the Cold War?**
- A. the rule of Gorbachev
 - B. the creation of Russia
 - C. the break-up of the Soviet Union
 - D. the destruction of the Berlin Wall
- _____ **449. What was the largest country created from the former Soviet Union?**
- A. Belarus
 - B. Germany
 - C. Russia
 - D. Ukraine