

Chapter

3

# The World's People

**The World  
and Its People**

NATIONAL  
GEOGRAPHIC

To learn more about the world's culture regions, view *The World and Its People* Chapter 3 video.



**Social Studies** online

**Chapter Overview** Visit *The World and Its People* Web site at [twip.glencoe.com](http://twip.glencoe.com) and click on **Chapter 3—Chapter Overviews** to preview information about the world's people.

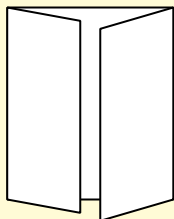


# FOLDABLES™

## Study Organizer

**Organizing Information** Make this foldable to help you organize what you learn about culture, the world's population, resources, and the effect of technology on the world.

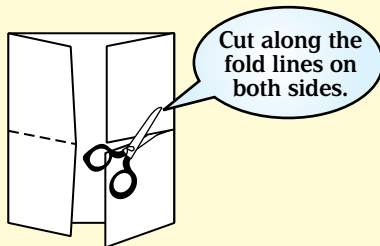
**Step 1** Fold the sides of a piece of paper into the middle to make a shutter fold.



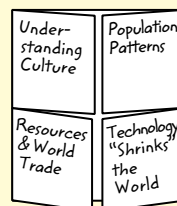
**Step 2** Fold in half from side to side.



**Step 3** Open and cut along the inside fold lines to form four tabs.



**Step 4** Label the tabs as shown.



**Reading and Writing** As you read each section in the chapter, write notes under the correct tab of your foldable.

## Why It Matters

### Discovering Other Cultures

A while ago it was common for people to spend most of their lives in the same town or place in which they were born. Today your neighbor may be someone from another state, another country, or another continent. How do people in the rest of the world live? How do we get along with them? This book will help you learn about other people and places and what issues are important to them.

◀ Painted elephants are part of the Dussehra festival in India.

## Guide to Reading

### Main Idea

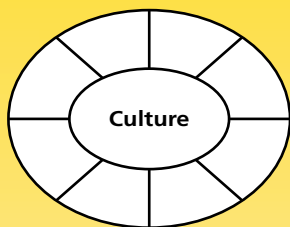
People usually live with others who follow similar beliefs learned from the past.

### Terms to Know

- culture
- ethnic group
- dialect
- democracy
- dictatorship
- monarchy
- cultural diffusion
- civilization
- culture region

### Reading Strategy

Draw a diagram like this one. In each section, write one of the eight elements of culture and give an example of each from the United States today.



## Section 1

# Understanding Culture



## Exploring our World

Three thousand years ago, the Olmec people lived in Mexico. They sometimes wore skins of jaguars, cats that were sacred to them. This young boy lives in an area where the jaguar is still honored. He is preparing for a jaguar dance. An object from modern culture—a soft drink bottle—is used to make the “jaguar” spots of ash on the boy’s clay-covered skin.



If you wake up to rock music, wear denim jeans, and celebrate the Fourth of July, these things are part of your culture. If you eat tortillas, speak Spanish, and honor the jaguar, these things are part of your culture.

## What Is Culture?

**Culture** is the way of life of people who share similar beliefs and customs. Social scientists look at eight elements called traits. They study what groups a society is divided into, what language the people speak, and what religions they follow. They examine people’s daily lives and look at their history and artwork. They also look at how a society is governed and how the people make a living.

**Social Groups** One way of studying cultures is by looking at the different groups of people in a society. For instance, scientists compare the number of rich, poor, and middle class people. They look at how the young and the old are treated. In addition, they study the differing



roles of men and women. Social scientists also examine a country's different ethnic groups. An **ethnic group** is a group of people who share a common history, language, religion, and some physical characteristics. One particular ethnic group in a country may be the majority group. This group in society controls most of the wealth and power. The other ethnic groups in that country are minority groups—people whose race or ethnic origin is different from that of the majority group in the region. The largest ethnic minority groups in the United States are African Americans and Hispanic Americans.

**Language** Sharing a language is one of the strongest unifying forces for a culture. Even within a culture, though, there are language differences. Some people may speak a **dialect**, or a local form of a language that differs from the same language in other areas. The differences may include pronunciation and the meaning of words. For example, people in the northeastern United States say “soda,” whereas people in the Midwest say “pop.” Both groups are referring to soft drinks, however.








## World Religions





## Major World Religions

Religion	Major Leader	Beliefs
<b>Buddhism</b> 	Siddhartha Gautama, the Buddha	Buddhists believe that to escape the suffering caused by worldly desires, people must follow the Eightfold Path, or rules that lead to a life of morality, wisdom, and good thought. By following the Eightfold Path, one can achieve nirvana—a state of bliss.
<b>Christianity</b> 	Jesus Christ	Christians believe that Jesus, the Son of God, was sent to Earth and died on the cross to save humanity. By having faith in Jesus and through God's grace, believers are saved from God's penalty for sin and receive eternal life with God.
<b>Hinduism</b> 	Unknown	Hindus believe in reincarnation—after death, the soul is reborn in another person, animal, or vegetable. Where a soul is reborn depends upon a person's karma, or the spiritual force resulting from actions in past lives. The three main Hindu gods are Brahma, Vishnu, and Siva.
<b>Islam</b> 	Muhammad	The followers of Islam, known as Muslims, believe in one God, Allah. Muslims follow the teachings of the Quran, which the prophet Muhammad said were revealed to him by Allah. By following the five pillars of faith—belief, prayer, charity, fasting, and pilgrimage—believers go to an eternal paradise.
<b>Judaism</b> 	Abraham	Jews believe in one God, Yahweh. By following God's laws, Jews believe they will have peace with God and with each other. The main laws and practices of Judaism are contained in the Torah, the first five books of the Hebrew Bible.



### Analyzing the Chart

How do we become good people? What happens when we die? These are some of the questions that religions attempt to answer.

**Culture** Who was the founder of Buddhism?

**Religion** Another important part of culture is religion. In many cultures, religion helps people answer basic questions about life's meaning. Religious beliefs vary significantly around the world. Struggles over religious differences are a challenge in many countries. Some of the major world religions are described in the chart above. The map on page 81 shows you the main areas where these religions are practiced.

**Daily Life** Do you eat pizza, tacos, yogurt, and egg rolls? All of these foods came from different cultures. What people eat and how they eat it—with their fingers, silverware, or chopsticks—reflect their culture. What people wear also reflects cultural differences. The same is true of how people build traditional homes in their societies.

**History** History shapes how we view the world. People remember the successes of the past. We often celebrate holidays to honor the heroes and heroines who brought about those successes. Stories about these heroes reveal the personal characteristics that the people think are important. A group also remembers the dark periods of history, when they met with disaster or defeat. These experiences, too, influence how a group of people sees itself.

**Arts** People express their culture through the arts. Art is not just paintings and sculptures, but also architecture, dance, music, theater, and literature. By viewing the arts of a culture, you can gain insight into what the people of that culture think is beautiful and important.



**Government** People need rules in order to live together without conflict. Rules or laws are created by governments. Countries may have limited governments or unlimited governments. In a limited government, all citizens—including the country’s leaders—must obey the laws of the land as written in a constitution or statement of rights. A **democracy** is a form of limited government where power rests with the people of the nation. The United States has a representative democracy in which citizens vote to elect representatives who then make and enforce laws.






In unlimited governments, rulers have powers that are *not* limited by laws. One type of unlimited government is a **dictatorship**, where a dictator usually takes power by force. To stay in power, most dictators rely on the police and the military. Dictators are not responsible to the people, and they limit freedom of speech, assembly, and the press. In a **monarchy**, kings or queens are born into a ruling family and inherit their power to rule. Until about the 1600s, such rulers were absolute monarchs with unlimited power. Now, in most countries, absolute monarchy has given way to constitutional monarchy. The United Kingdom, for example, is both a constitutional monarchy and a democracy. The queen is the symbolic head of the country, but elected leaders hold the power to rule. The chart below summarizes forms of government.

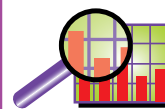
**The Economy** Culture includes economic activities, or how the people in a society earn a living. Some people farm or manufacture products. Others provide services, such as designing a Web page or preparing food. You will learn more about economic systems in Section 3.

 **Reading Check** What is culture?



## Types of Government

Type of Government	Who Holds Power?	Examples
<b>Direct Democracy</b> 	All citizens vote directly on issues.	<ul style="list-style-type: none"> <li>• Parts of Switzerland</li> <li>• Some New England towns</li> </ul>
<b>Representative Democracy</b> 	People vote for representatives who lead the country and make laws.	<ul style="list-style-type: none"> <li>• United States</li> <li>• Russia</li> <li>• France</li> </ul>
<b>Constitutional Monarchy</b> 	A monarch inherits the right to rule but is limited by laws and a law-making body elected by the people.	<ul style="list-style-type: none"> <li>• United Kingdom</li> <li>• Japan</li> <li>• Sweden</li> <li>• Jordan</li> </ul>
<b>Absolute Monarchy</b> 	A monarch inherits the right to rule and has unlimited power.	<ul style="list-style-type: none"> <li>• Saudi Arabia</li> </ul>
<b>Dictatorship</b> 	A dictator makes all laws and suppresses any opposition.	<ul style="list-style-type: none"> <li>• Cuba</li> <li>• Iraq under Saddam Hussein</li> <li>• Germany under Adolf Hitler</li> </ul>

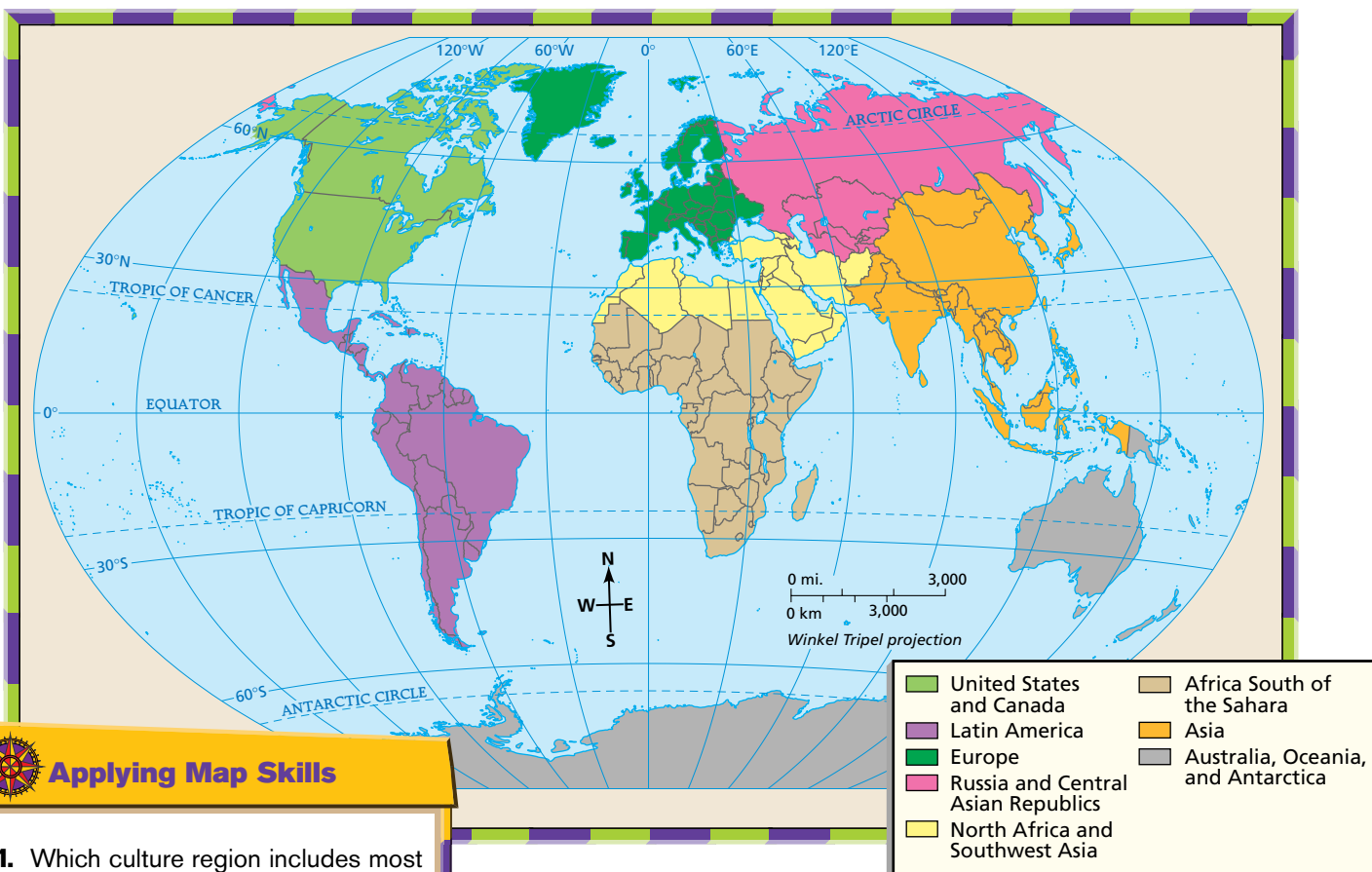


### Analyzing the Chart

The United States is one of many countries with a democratic type of government.

**Government** What is the difference between a direct democracy and a representative democracy?





## Applying Map Skills

1. Which culture region includes most nations of Africa?
2. What culture region is on the continents of both Africa and Asia?

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

## Cultural Change

Cultures do not remain the same. Humans constantly invent new ideas and technologies and create new solutions to problems. Trade, the movement of people, and war can spread these changes to other cultures. The process of spreading new knowledge and skills to other cultures is called **cultural diffusion**. Today television and the Internet are making cultural diffusion take place more rapidly than ever before.

**Culture Over Time** Historians have traced the tremendous changes that humans have made in their cultures. In the first human societies, people lived by hunting animals and gathering fruits and vegetables. They were nomadic, moving from place to place, to follow sources of food.

Starting about 10,000 years ago, people learned to grow food by planting seeds. This change brought about the Agricultural Revolution. Groups stayed in one place and built settlements. Their societies became more complex. As a result, four **civilizations**, or highly developed cultures, arose in river valleys in present-day **Iraq**, **Egypt**, **India**, and **China**. These civilizations included cities,



complex governments and religions, and systems of writing. The map on page 86 shows you where these civilizations were located.

Thousands of years later—in the 1700s and 1800s—came a new set of changes in the world. Some countries began to industrialize, or use machines and factories to make goods. These machines could work harder, faster, and longer than people or animals. As a result of the Industrial Revolution, people began to live longer, healthier, more comfortable lives.

Recently, the world began a new revolution—the Information Revolution. Computers make it possible to store and process huge amounts of information. They also allow people to instantly send this information all over the world. You will learn more about this revolution and how it connects the cultures of the world in Section 4.

**Culture Regions** As you recall, geographers use the term “regions” for areas that share common characteristics. Today geographers often divide the world into areas called culture regions. Each **culture region** includes different countries that have traits in common. They share similar economic systems, forms of government, and social groups. Their languages are related, and the people may follow the same religion. Their history and art are similar. The food, dress, and housing of the people may have common characteristics as well. In this textbook, you will study the different culture regions of the world.

 **Reading Check** What three revolutions have changed the world?



## Assessment

### Defining Terms

1. **Define** culture, ethnic group, dialect, democracy, dictatorship, monarchy, cultural diffusion, civilization, culture region.

### Recalling Facts

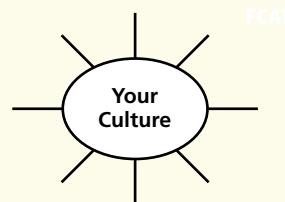
2. **Culture** What kinds of social groups do social scientists study?
3. **Government** What are the different forms of government a society may have?
4. **Culture** In what ways does cultural diffusion occur?

### Critical Thinking

5. **Understanding Cause and Effect** How does history shape cultures? FCAT
6. **Making Comparisons** Describe the beliefs of two major religions. FCAT

### Graphic Organizer

7. **Organizing Information** Create a diagram like this one that describes features of your culture. On the lines, write types of food, clothing, language, music, and so on.



### Applying Social Studies Skills

8. **Analyzing Maps** Look at the map on page 84. In which culture region do you live? In which culture region(s) did your ancestors live?

# Social Studies Skill

## Reading a Thematic Map

**Thematic maps** concentrate on a single theme. This theme may be to show the battles of a particular war or habitats of endangered species, for example.

### Learning the Skill

To read a thematic map, follow these steps:

- Read the map title. It tells what kind of special information the map shows.
- Find the map's scale to determine the general size of the area.
- Read the key. Colors and symbols in the map key are especially important on this type of map.
- Analyze the areas on the map that are highlighted in the key. Look for patterns.

### Practicing the Skill

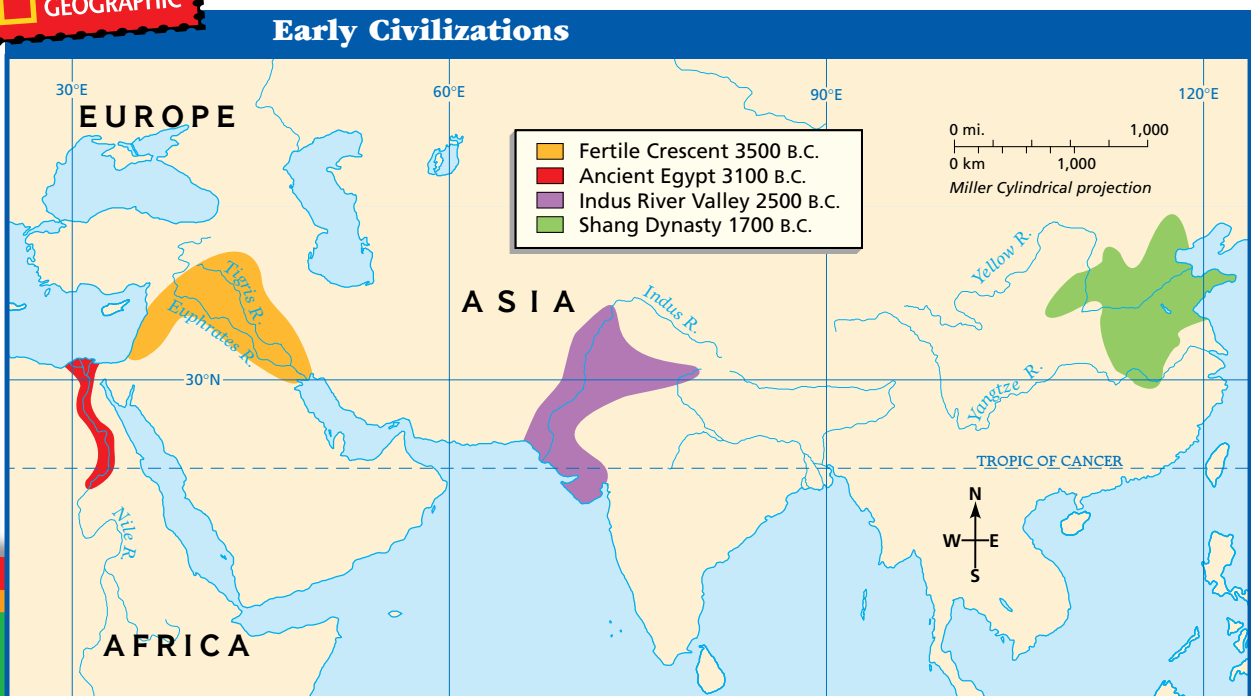
Look at the map below to answer the following questions.

1. What is the title of the map?
2. Read the key. What four civilizations are shown on this map?
3. Which civilization was farthest west? East?
4. What do the locations of each of these civilizations have in common?

### Applying the Skill

Find a thematic map in a newspaper or magazine. Write three questions about the map's purpose, then have a classmate answer the questions.

Practice key skills with **Glencoe Skillbuilder Interactive Workbook, Level 1.**





## Main Idea

The world's population is growing rapidly, and how and where people live are changing too.

## Terms to Know

- death rate
- birthrate
- famine
- population density
- urbanization
- emigrate
- refugee

## Reading Strategy

Draw a chart like this one. In the "Result" column, write a result of the fact listed in the left column.

Fact	Result
World population is increasing.	
Population is unevenly distributed.	
People move from place to place.	

# Population Patterns



NATIONAL GEOGRAPHIC

## Exploring our World

Imagine that you and your friends are in Berlin, Germany. Can you hear the music? Every summer, hundreds of thousands of young people gather here for a music festival. Although most of these young people are here only to visit, many thousands of others come to find jobs and new lives. Germany faces challenges in finding room for its newcomers.



On October 12, 1999, the world reached a significant point in its history. About 370,000 babies were born around the world that day. One of those babies—no one knows exactly which one—was the world's six billionth human being.

## Population Growth

How fast has the earth's population grown? The graph on page 88 shows world population over the years. You will see that for more than fifteen hundred years, the world's population remained about the same. The world did not have 1 billion people until about 1800. It was not until 1930 that the population reached 2 billion. By 1974 the population had doubled to 4 billion. In 1999 it reached 6 billion.

**Reasons for Population Growth** Why has the world's population grown so fast in the past 200 years? One reason is that the death rate has gone down. The **death rate** is the number of people out of every 1,000 who die in a year. Better health care and living conditions have decreased the death rate.

Another reason for the rapid increase in the world's population is that in some regions of the world the birthrate is high. The **birthrate** is the number of children born each year for every 1,000 people. In Asia, Africa, and Latin America, families traditionally are large because children help with farming. High numbers of births have combined with low death rates to increase population growth in these areas. As a result, population in these areas has doubled every 25 years or so.

**Challenges From Population Growth** Rapid population growth presents many challenges. An increase in the number of people means that more food is needed. Fortunately, since 1950 world food production has increased faster than population on all continents except Africa. Because so many people there need food, disaster can result if bad weather or war ruin crops. Millions may suffer from **famine**, or lack of food.

Also, populations that grow rapidly may use resources more quickly than populations that do not grow as fast. Some countries face shortages of water and housing. Population growth also puts a strain on economies. More people means a country must create more jobs. Some experts claim that rapid population growth could harm the planet. Others are optimistic. They predict that as the number of humans rises, the levels of technology and creativity will also rise.

 **Reading Check** How do the definitions of death rate and birthrate differ?

## Where People Live

Where do all the people live? The world's people actually live on a surprisingly small part of the earth. As you learned in Chapter 2, land covers only about 30 percent of the earth's surface. Half of this land is



## World Population



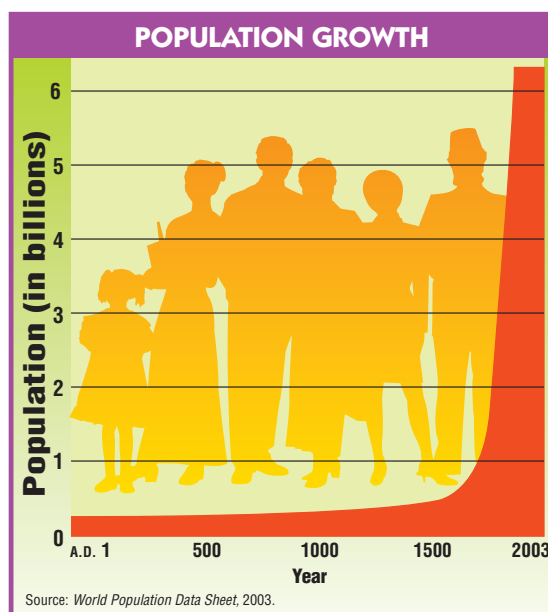
### Analyzing the Graph and Chart

The world's population is expected to reach about 9 billion by 2050.

**Place** Which country has the second-largest number of people?



Visit [twip.glencoe.com](http://twip.glencoe.com) and click on **Chapter 3—Textbook Updates**.



### MOST POPULOUS COUNTRIES

Country Millions of People

China	1,288.7
India	1,068.6
United States	291.5
Indonesia	220.5
Brazil	176.5
Pakistan	149.1
Russia	145.5

Source: World Population Data Sheet, 2003.



# World Population Density



**Applying Map Skills**

1. How many people live in London?
2. Which cities have more than 10 million people?

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not usable by humans, however. Large numbers of people cannot survive on land covered with ice, deserts, or high mountains. The world's people, then, live on a small fraction of the earth's surface.

**Population Distribution** Even on the usable land, population is not distributed, or spread, evenly. People naturally prefer to live in places that have plentiful water, good land, and a favorable climate. During the industrial age, people moved to places that had important resources such as coal or iron ore to run or make machines. People gather in other areas because these places hold religious significance or because they are government and transportation centers. The chart on page 88 shows you the most populous countries in the world. Four of these countries are located on the Asian continent.

**Population Density** Geographers have a way of determining how crowded a country or region is. They measure **population density**—the average number of people living in a square mile or square kilometer. To arrive at this figure, the total population is divided by the total land area. For example, the countries of **Afghanistan** and **Nepal** have about the same number of people. They are very different in terms of population density, though. With a smaller land area, Nepal has



## Kosovo, Yugoslavia

In 1999 a civil war exploded in Kosovo, a province of Yugoslavia. Thousands of people were forced from their homes.

**Movement** What causes people to become refugees?

443 people per square mile (171 people per sq. km). Afghanistan has an average of only 114 people per square mile (44 people per sq. km). Nepal, then, is more crowded than Afghanistan.

Remember that population density is an *average*. It assumes that people are distributed evenly throughout a country. Of course, this seldom happens. A country may have several large cities where most of the people actually live. In Egypt, for example, overall population density is 186 people per square mile (72 people per sq. km). In reality, about 99 percent of Egypt's people live within 20 miles (32 km) of the Nile River. The rest of Egypt is desert. Thus, some geographers prefer to figure a country's population density in terms of farmable or usable land rather than total land area. When Egypt's population density is measured this way, it equals about 6,550 people per square mile. The map on page 10 of the **Geography Handbook** shows how population density can vary within a country. The areas with high density in Egypt follow the path of the Nile River.

**Reading Check** What is population density?

## Population Movement

Throughout the world, people are moving in great numbers from place to place. Some people move from city to city, or suburb to suburb. More and more people are leaving villages and farms and moving to cities. This movement to cities is called **urbanization**.

### Social Studies

Online

**Web Activity** Visit **The World and Its People** Web site at [twip.glencoe.com](http://twip.glencoe.com) and click on **Chapter 3—Student Web Activities** to learn more about the world population “clock.”

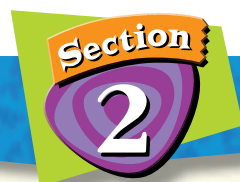


People move to cities for many reasons. The most common reason is to find jobs. Rural populations have grown. The amount of land that can be farmed, however, has not increased to meet the growing number of people who need to work and eat. As a result, many people find city jobs in manufacturing or in services like tourism.

Nearly half the world's people live in cities—a far higher percentage than ever before. Between 1960 and 2000, the population of **Mexico City** more than tripled. Other cities in Latin America, as well as cities in Asia and Africa, have seen similar growth. Some of these cities hold a large part of a country's entire population. About one-third of Argentina's people, for instance, live in the city of **Buenos Aires**. As more and more people come to cities looking for work, the boundaries of cities and their suburbs keep expanding outward. This situation is called urban sprawl.

Some population movement occurs between countries. Some people **emigrate**, or leave the country where they were born and move to another. They are called emigrants in their homeland and immigrants in their new country. In the past 40 years, millions have left Africa, Asia, and Latin America to find jobs in the richer nations of Europe and North America. Many of these people were forced to flee their countries because of wars, political unrest, food shortages, or other problems. They are **refugees**, or people who flee to another country to escape persecution or disaster.

 **Reading Check** What is urban sprawl?



## Assessment

### Defining Terms

1. **Define** death rate, birthrate, famine, population density, urbanization, emigrate, refugee.

### Recalling Facts

2. **Culture** What are three problems caused by overpopulation?
3. **Human/Environment Interaction** Why do people live on only a small fraction of the earth?
4. **Economics** What is the main reason for growing urbanization?

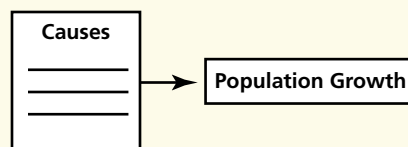
### Critical Thinking

5. **Making Comparisons** What is the difference between an emigrant and an immigrant?

6. **Understanding Cause and Effect** Why have populations in areas of Asia, Africa, and Latin America doubled about every 25 years?

### Graphic Organizer

7. **Organizing Information** Draw a diagram like this one, and list three causes of population growth.



## Applying Social Studies Skills

8. **Analyzing Maps** Look at the population density map on page 89. How would you describe the population density around Tokyo?

## Guide to Reading

## Main Idea

Many resources are limited and distributed unevenly, so countries must trade for goods.

## Terms to Know

- natural resource
- renewable resource
- nonrenewable resource
- economic system
- export
- import
- tariff
- quota
- free trade
- developed country
- developing country

## Reading Strategy

Draw a chart like this one. Write the names of different resources and how they are used.

Resource	Use

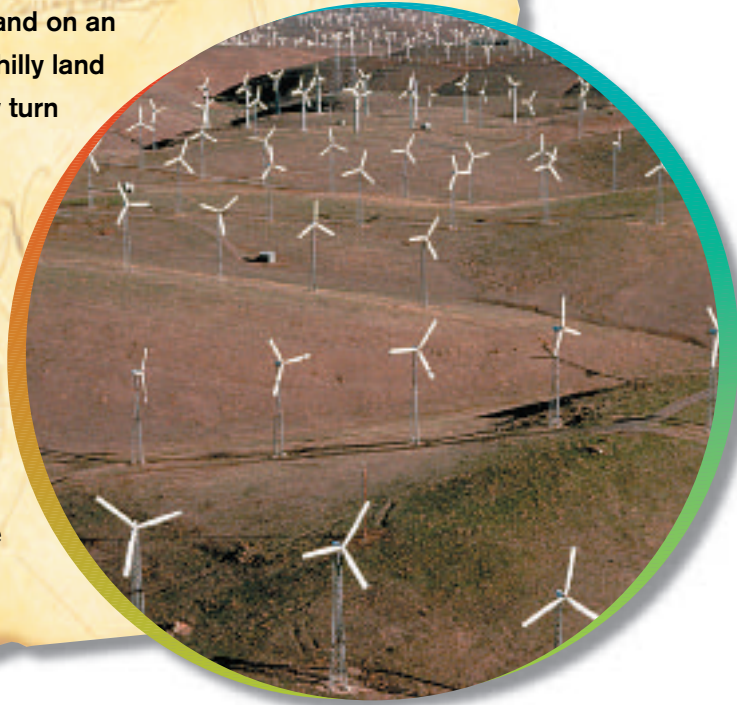
# Resources and World Trade



NATIONAL GEOGRAPHIC

## Exploring our World

About 7,000 windmills stand on an 80-square-mile patch of hilly land near San Francisco. They turn in the strong winds that blow through a nearby pass in California's mountains. Why were they put there? These windmills generate electricity. In fact, they churn out enough electricity every year to meet the needs of all the homes in San Francisco.



## Natural Resources

As you learned in Section 2, people settle in some areas to gain access to resources. **Natural resources** are products of the earth that people use to meet their needs. Wind, water, and oil are resources that provide energy to power machines. Good soil and fish are resources that people use to produce food. Stones like granite and ores like iron ore are resources people can use for making products.

**Renewable Resources** People can use some natural resources as much as they want. These **renewable resources** cannot be used up or can be replaced naturally or grown again. Wind and sun cannot be used up. Forests, grasslands, plants and animals, and soil can be replaced—if people manage them carefully.

Today many countries are trying to find efficient ways of using renewable energy sources. Some produce hydroelectric power, the



energy generated by falling water. Do you have a solar-powered calculator? If so, you know that the sun can provide energy to run people's machines. Solar energy is power produced by the heat of the sun. Making use of this energy on a large scale requires huge pieces of equipment. As a result, this energy source is not yet economical to use.

**Nonrenewable Resources** Minerals found in the earth's crust are also resources. They are **nonrenewable resources** because the earth provides limited supplies of them and they cannot be replaced. These resources were formed over millions of years by forces within the earth. Thus, it simply takes too long to generate new supplies.

One major nonrenewable source of energy is fossil fuels—coal, oil, and natural gas. People burn oil and gas to heat homes or run cars. They burn fossil fuels to generate electricity. Oil and coal are also used as raw materials to make plastics and medicines.

Another nonrenewable energy source is nuclear energy. Nuclear energy is power made by creating a controlled atomic reaction. Nuclear energy can be used to produce electricity, but some people fear its use. Nuclear reactions produce dangerous waste products that are difficult to dispose of. Still, some countries rely on nuclear energy to generate electricity. France and Japan are examples.

✓ **Reading Check** List three fossil fuels.

## Economic Systems

People and nations use natural resources to produce and exchange goods and services. A country's **economic system** sets rules for deciding what goods and services to produce, how to produce them, and who will receive them. There are four main types of economic systems: traditional, command, market, and mixed.

**Traditional Economies** In a traditional economy, economic decisions are based on customs handed down from generation to generation. For example, if your grandparents and parents fished for a living, you will fish for a living. You will probably use the same fishing tools. To get other products you need, you may barter, or exchange part of your catch, instead of using money.

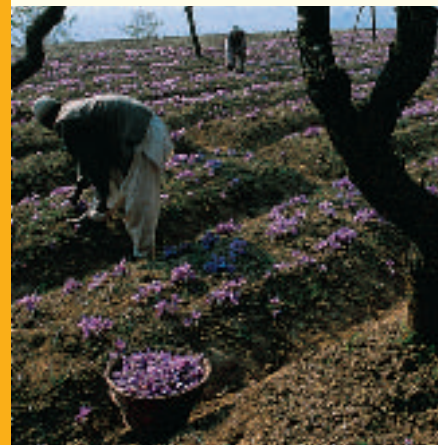
**Command Economies** Under a command economy, the government makes all economic decisions. Individuals have little or no say about what goods and services to produce and how to produce them. The government decides how much something will cost and which people receive training for particular jobs. The term "communism" applies to command economies.

**Market Economies** In a market economy, individuals make their own decisions about what to produce, how to produce it, and for whom to produce it. People and businesses make what they think customers want (supply). Consumers have choices about which goods or services to buy (demand). Prices are determined by supply and demand.

## Believe It! Or Not!

### Saffron— A Valuable Resource

A resource does not have to produce energy to be valued. The people in the Indian region of Kashmir are picking a resource that is precious to cooks—crocus flowers. Inside each crocus are three tiny orange stalks. When dried, the stalks become a spice called saffron. Cooks use it to add a delicate orange color and flavor to food. Saffron—the world's most expensive spice—is in short supply, though. Producers need nearly 4,700 flowers to produce just 1 ounce (28 g) of saffron!



## Types of Economic Systems



### Analyzing the Chart

This chart shows economic systems in theory. In reality, most nations have a mixed economy.

**Economics** Who owns or controls resources in each type of system?

Economic System	WHAT, HOW, and FOR WHOM to produce	Examples (in theory)
<b>Traditional</b> 	Customs and traditions determine what and how to produce. Resources are usually shared. Many traditional systems use bartering to exchange goods and services.	<ul style="list-style-type: none"> <li>• Inuit</li> <li>• Some parts of Africa and South America</li> </ul>
<b>Command</b> 	Government owns resources and controls production, prices, and wages. Shortages of consumer goods occur because government sets prices low and resources are often used for military goods.	<ul style="list-style-type: none"> <li>• China</li> <li>• North Korea</li> <li>• Former USSR</li> </ul>
<b>Market</b> 	Individuals own resources and determine what and how to produce. Prices and wages are determined by producer supply and consumer demand.	<ul style="list-style-type: none"> <li>• United States</li> </ul>
<b>Mixed</b> 	Individuals own most resources and determine what and how to produce. Government regulates certain industries.	<ul style="list-style-type: none"> <li>• Most nations</li> </ul>

A market economy is based on “free enterprise.” This is the idea that you have the right to own property or businesses and to make a profit without the government interfering. Capitalism is another name for a market or free enterprise economy.

**Mixed Economies** Most nations have a mixed economy. China, for example, has mostly a command economy, but the government has allowed some free enterprise. In the United States, most decisions are made by individuals, but the government regulates certain areas. Government agencies, for example, inspect meat and other products.

**Reading Check** What is free enterprise?

## World Trade

Resources, like people, are not distributed evenly around the world. Some areas have large amounts of one resource. Others have none of that resource but are rich in another one. These differences affect the economies of the world’s countries. The competition for scarce resources may also lead to conflict.

Look at the map on page 95. Do you see the centers of manufacturing in the northern and eastern United States? There are large supplies of coal in the region and deposits of iron ore nearby. These areas became industrial centers because the people here took advantage of the resources they had.

In the western United States, you see another picture. People use much of the land for ranching. The soil and climate are well suited to raising livestock. Commercial farming—or growing food for sale in markets—occurs throughout much of the United States.



Countries respond to the unequal distribution of resources by specializing, or focusing on the economic activities best suited to their resources. Parts of **Brazil** have the perfect soil and climate for growing coffee. As a result, Brazil produces more coffee beans than any other country.

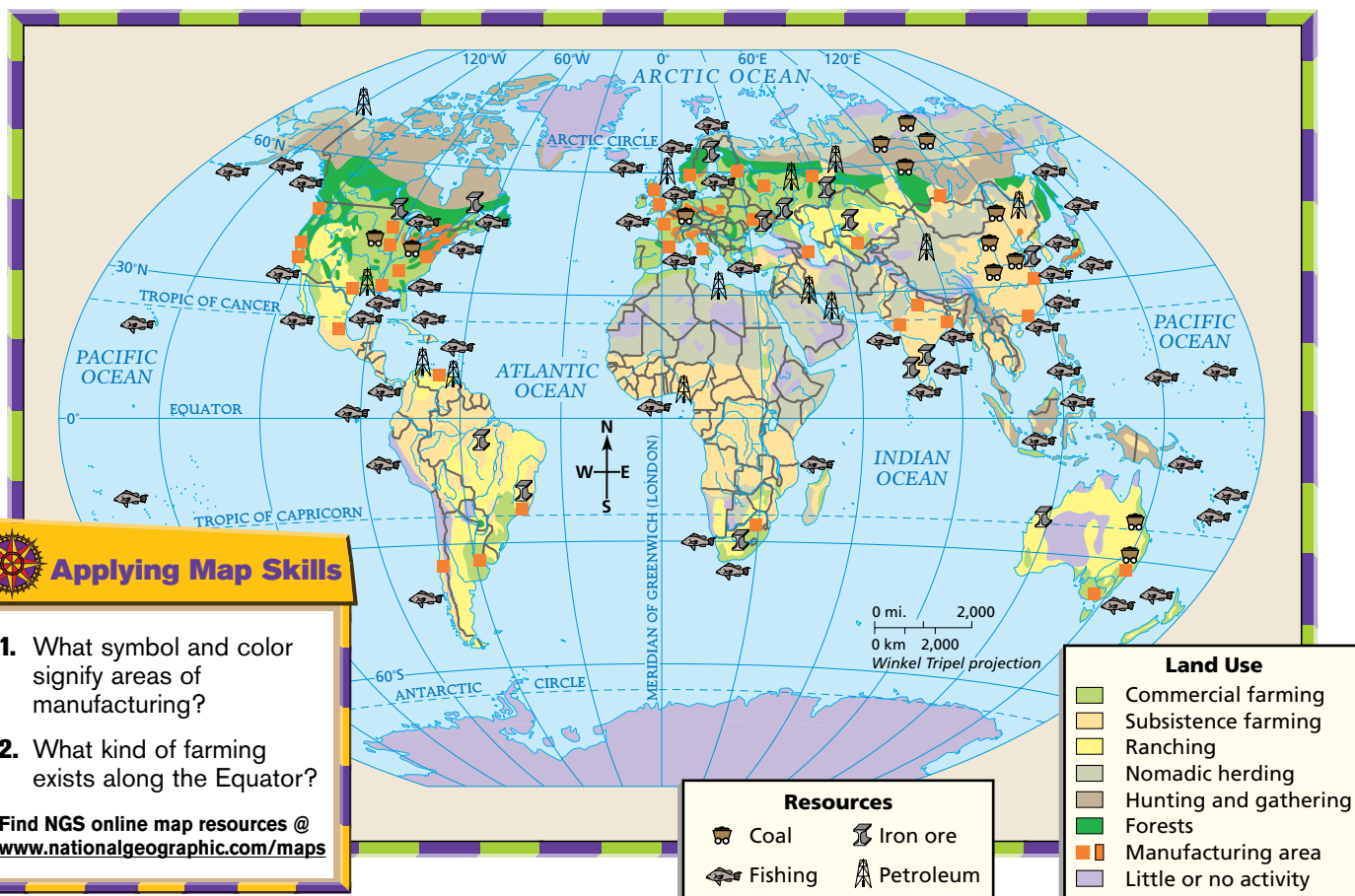
Countries often cannot use all that they produce. Therefore, they **export** what they do not need, trading it to other countries. When they cannot produce as much as they need of a good, they **import** it, or buy it from another country. The world's countries, then, are connected to one another in a complex web of trade.

**Barriers to Trade** Governments try to manage trade to benefit their country's economy. Some charge a **tariff**, or a tax added to the price of goods that are imported. If there is a tariff on cars, for instance, people who buy an imported car pay extra. Governments often create tariffs to persuade their people to buy products made in their own country.

Governments sometimes create other barriers to trade. They might put a strict **quota**, or number limit, on how many items of a particular product can be imported from a particular country. A government may even stop trading with another country altogether as a way to punish it.



## World Economic Activity



# Exploring Economics

## The “Third World”

Until the Soviet Union collapsed in 1991, developed and developing countries were divided into three groups. Developed countries with market economies were known as the “first world.” Countries with communist command economies were known as the “second world.” Developing countries outside of these two groups were together known as the “third world.”

**Free Trade** Governments around the world are moving toward free trade. **Free trade** means removing trade barriers so that goods flow freely among countries. Several countries have joined together to create free trade agreements in certain parts of the world. The United States, Mexico, and Canada have agreed to eliminate all trade barriers to one another’s goods. These three countries set up the North American Free Trade Agreement (NAFTA). The largest free trade organization—the European Union (EU)—includes many countries of Europe.

✓ **Reading Check** What are three barriers to trade?

## Differences in Development

Countries that have a great deal of manufacturing are called **developed countries**. Countries in Europe and North America are developed countries. So are Australia and Japan. Other countries have few, or no, manufacturing centers. Many people in these lands practice subsistence farming, which means they grow only enough food for their own families. These countries—mostly in Africa, Asia, and Latin America—are called **developing countries**. They may be rich in natural resources, however, and are working toward industrialization.

Countries want manufacturing centers because industry generally makes more money than agriculture. As a result, industrial countries are richer than agricultural ones. The spread of industry has created booming economies in Singapore, South Korea, China, and Taiwan.

✓ **Reading Check** Why do developing countries want more industry?

### Section

## 3

## Assessment

### Defining Terms

1. **Define** natural resource, renewable resource, nonrenewable resource, economic system, export, import, tariff, quota, free trade, developed country, developing country.

### Recalling Facts

2. **Economics** What is the difference between commercial farming and subsistence farming?
3. **Economics** Why do countries specialize?
4. **Economics** How do developed and developing countries differ?

### Critical Thinking

5. **Drawing Conclusions** Why are tariffs and quotas called “barriers” to trade?
6. **Making Comparisons** Describe two kinds of economic systems.

### Graphic Organizer

7. **Organizing Information** Draw a chart like this one, listing three examples for each type of resource.

Renewable resources	Nonrenewable resources



### Applying Social Studies Skills

8. **Analyzing Maps** Look at the economic activity map on page 95. What two types of farming are shown on the map?

## Guide to Reading

### Main Idea

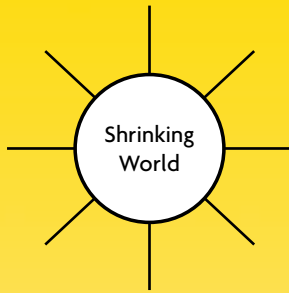
Modern technology has helped to bring the world's diverse peoples closer together.

### Terms to Know

- rights
- responsibilities
- interdependence
- globalization

### Reading Strategy

Create a diagram like this one. On the spokes, list reasons why the world may seem to be getting smaller.



## Section

# 4

# Technology

# "Shrinks" the World



NATIONAL  
GEOGRAPHIC

## Exploring our World

Early in 2001, Ann Bancroft and Liv Arnesen were trying to move into the history books as the first women to cross Antarctica. U.S. residents watched the live newscast on television.

As the women struggled against 100-mile-per-hour winds and temperatures so cold their hair froze, students around the world used the Internet to follow their progress.



**P**eople today can talk across an ocean as easily as across a backyard fence. This is what is meant when you hear people say that the world is "shrinking." The technology that has brought about the Information Revolution has enabled people to talk instantly with others practically everywhere on the earth.

## Effects of Technology

The word "technology" refers to the ability of human beings to make things that will help them and give them some control over their environment. As you learned in Section 1, the first civilizations arose in about 8000 B.C. when humans learned farming technology—or how to grow crops on a regular basis. In just the past 100 years, new technology has emerged in transportation and communication. This new technology has possibly had an equal—if not greater—effect on human society than the Agricultural Revolution did 10,000 years ago.



## Modern Inventions

### Transportation

### Communication



Steamboat (U.S.) 1787

Steam locomotive 1803

Modern bicycle, internal combustion automobile 1885

Electric submarine 1886

Zeppelin 1900

Air flight (airplane) 1903

Nuclear submarine 1954

Bullet train 1964

Jumbo jet 1970

Space Shuttle 1981

Chunnel opens 1994

Hybrid car (U.S.) 2000

1700

1800

1900

2005

1789 National U.S. Postal Service

1839 Photography process

1876 Telephone

1890 Motion-picture camera

1920 Radio transmission of music and speech

1926 Television

1969 Internet (ARPAnet)

1975 Personal Computers

1983 Cellular phones (U.S.)



**Transportation Technology** When steamboats first traveled upstream, people marveled at the technological feat. Settlers in western regions of the United States celebrated when railroad tracks were laid near their towns. Trains could carry passengers from New York City to San Francisco in about 10 days. Imagine their astonishment if early Americans could see how people travel today. Bullet trains speed workers from city to city, often moving well over 300 miles (483 km) per hour. Jet planes cross oceans in several hours, carrying people from one continent to another. The result is a shrinking world.

**Communication Technology** New inventions also have enabled people to communicate faster. For example, when the first telephone cable was laid along the bottom of the Atlantic Ocean in 1956, it could carry only 36 calls between Europe and North America at a time. Nearly forty years later, glass cables as fine as hairs were carrying 300,000 long-distance calls at once. Communication satellites surrounding the earth in space receive radio, television, and other signals. News can be broadcast live to the entire world so that more people than ever can see what is happening at the same time. Even cellular phones and fax machines have brought the world's cultures closer together.

### Analyzing the Time Line

In the last century, communication and transportation technologies have evolved at an amazing rate.

**Technology** Which nineteenth-century inventions are still used today?

Because of improved telephone cables and satellites, millions of people today use the **Internet**, a global network of computers. Other inventions made the Internet possible in the first place, however. The most important of these were the computer and the microchip. Today's personal computers have more processing power than the large computers of the 1960s that helped put an American on the moon! Millions of people use the Internet to exchange mail, shop, do research, take classes, play games with friends in other countries, and much more. The Internet helps make the world seem smaller yet.

**Reading Check** Name two ways in which technology makes the world seem smaller.

# Globalization

Because the world seems to be getting smaller, it is likely that you know or will meet people from many other cultures. What is your role in this new, shrinking world?

**Civic Participation** First, you must learn civic participation. This means being an involved citizen and being concerned with the public affairs of your community, state, nation, and the world. You need to be aware of your rights and responsibilities. **Rights** are benefits and protections guaranteed to you by law. In a democracy like the United States, for example, you have the right to speak freely and to practice the religion of your choice. **Responsibilities** are duties that you owe to other citizens and your government. You have a responsibility to respect the property and privacy of others. When you turn 18 years old, you will be responsible for electing government leaders by voting.

Second, you can learn about the beliefs and values of other people in the world. By studying other cultures, you will become able to see connections between the United States and the world around us. Learning to understand and respect what makes each culture unique—and recognizing common experiences that link all people—will help you become an informed member of the global village.

## Primary Source

### GLOBALIZATION

Kofi Annan, secretary-general of the United Nations, spoke to the General Assembly about globalization.



*“If one word [describes] the changes we are living through, it is ‘globalization.’ . . . What are [the] global issues? I have grouped them under three headings, each of which I relate to a fundamental human freedom . . . . First, freedom from want. How can we call human beings free and equal in dignity when over a billion of them are struggling to survive on less than one dollar a day? . . . The second . . . is freedom from fear. . . . We must do more to prevent conflicts from happening at all. . . . The third [is] the freedom of future generations to sustain their lives on this planet. . . . We need to remember the old African wisdom which I learned as a child—that the earth is not ours. It is a treasure we hold in trust for our descendents.”*

Millennium Report, April 3, 2000.

### Analyzing Primary Sources

Do you think these are the only global issues? Do these issues affect you in your daily life? If they do, how? If they don't, do you think you should have to worry about them?

**Interdependence** Why should we be concerned about what happens on the other side of the globe? The world's countries are interdependent. **Interdependence** exists when countries depend on one another for goods, raw materials to make goods, and markets in which to sell goods. Think of the many ways you use products from other countries. The fruit you put on your breakfast cereal might be from Mexico or South America. Your running shoes may be from China or Taiwan. Your book bag might have been made in India.

Events around the world have a rippling effect because of interdependence. A war or drought in another country, for example, causes instability in that country but also affects the people and economies that are linked to it through trade.

Many people perceive cultures in developing countries as backward because they do not have the same level of technology as developed countries. Others, however, appreciate the diverse cultures that exist in many developing countries. They fear that **globalization**, or the development of a world culture and an interdependent economy, might erase traditions and customs of smaller groups. Thus, an important issue in the world today is to make products, services, and technology available to developing countries yet still preserve local cultures and values. Read more about this challenge in **TIME Reports: Focus on World Issues** on pages 101–107.

 **Reading Check** Why is it important to learn about other cultures?



## Assessment

### Defining Terms

1. **Define** rights, responsibilities, interdependence, globalization.

### Recalling Facts

2. **Technology** What are two examples of new transportation technology?
3. **Technology** What are two examples of new communication technology?
4. **Government** What responsibilities do people in democracies have?

### Critical Thinking

5. **Synthesizing Information** What products found in your classroom were made in other countries?
6. **Making Comparisons** Which do you think had the greater impact on human

society—the Agricultural Revolution or the Information Revolution? Explain.

### Graphic Organizer

7. **Organizing Information** Draw a diagram like this one. On the outer spokes, write ways that people use the Internet.



### Applying Social Studies Skills

8. **Interpreting Time Lines** Look at the time line on page 98. About how many years after the internal combustion engine was invented was air flight invented?



# TIME REPORTS

FOCUS ON  
WORLD  
ISSUES

## Our Shrinking World

Indians in Peru use the Internet to line up buyers for their farm goods.

The Global Economy and Your Future

THOMAS MULLER

Two forms of globalization: In Cuba, a student and her professor develop medicines to sell abroad. A woman in China makes goods for export.

DAVID ALAN HARVEY/MAGNUM

## How Trade Changes Lives

**F**or Nora Lydia Urias Perez, life has never been easy. A single mother, she lived with her five-year-old daughter in the Mexican state of Veracruz. The only work she could find there was on a farm, earning \$5 a day. That just wasn't enough.

In 2000 she moved to Nogales, a city just south of the New Mexico border. She got a job in a stapler factory that had moved to Nogales from New York City. Ms. Urias's job paid her \$10 a day. To her, it was a fortune.

Thanks to the North American Free Trade Agreement (NAFTA), hundreds of thousands of Mexicans work in factories

like Ms. Urias's. Companies in Mexico, Japan, and Europe hire their workers to assemble products with parts that come from the United States. They send the finished goods—everything from dresses to TVs—back to the United States and Canada.

### Global Relationships

This relationship is an example of **globalization**, the linking together of the world's nations through trade. What's driving globalization today is the search for cheap labor. Cheap labor helps manufacturers keep costs low. Low costs can mean lower prices for many things you buy.

## A Sweatshirt's Global Journey

This map follows the route cotton has actually taken to a popular store near you.

**1. Uzbekistan:**  
Workers harvest cotton.

**2. Iran:** A freight train moves bales of raw cotton to the Arabian Sea.

**4. South Korea:**  
Workers spin cotton into thread and weave it into cloth.

**3. Indian and Pacific Oceans:**  
A ship carries the cotton 4,000 miles to South Korea.

**6. Russia's Far East:**  
Workers cut and stitch the cloth into sweatshirts.

**5. Sea of Japan:**  
A ship carries finished cloth to Russia's Far East.

**7. Pacific Ocean:**  
A ship takes the finished sweatshirts to California.

**8. The United States:**  
Trucks haul the sweatshirts to stores.

Source: The Nation

## INTERPRETING MAPS

**Making Inferences** How do you think the price of the sweatshirt might be affected if the sweatshirt were made entirely in the United States?





SERGE ATTAL/GAMMA  
LIAISON NETWORK

ROBIN MOYER

Some fear global companies  
may neglect the environment.

ITSU INOUE/AP

Police block a march  
by globalization's foes.

REUTERS/IMPERX

A U.S. resident made this  
Taiwanese movie in China.

Globalization is changing far more than prices. More people, money, and goods than ever before are crossing national borders.

## Pop Goes Global

Popular entertainment is no exception. A movie popular in the United States is likely to be a favorite elsewhere. Asians love basketball as much as Americans do. Kids everywhere listen to Latin pop music and wear jeans and sneakers to school.

This doesn't mean all kids think and act the same way. "It is important to see individual differences from one country to the next," advises a woman who has studied teens in 44 nations.

## Culture Clash

Companies that forget that advice can get into trouble. A U.S. company opened a theme park outside Paris, France. But the French stayed away. They hated the fast food the park sold. They didn't even like the park's name. It contained the word "Euro," short for "European." The French see themselves as French first, Europeans second.

When the park's owners figured all this out, they made the park more French. They offered food and drinks that suited French tastes, for example. They even put the word "Paris" in the park's name. Today that theme park is one of the most popular in the world.

## Good for Everyone?

As the park's owners learned, globalization isn't "**Americanizing**" the world. Local **cultures**, or ways of life, are too strong for that.

But globalization hasn't been good for everyone. The poorest countries have seen little or no increase in trade. Many Americans' jobs have moved to countries where wages are low. And so far the lives of people like Ms. Urias haven't improved much. It costs more to live in Nogales than in Veracruz. So Ms. Urias is still poor.

## Gaining Skills

Experts say these problems are only temporary. In recent years, trade has created millions of jobs. It has enabled people in poorer countries like Mexico to pick up new skills. The more skilled workers are, the more they get paid.

Ms. Urias looks forward to better times. "I am not saying it will be easy to start life [in Nogales]," she said. "But at last there is a chance that things for me will get better. There was no chance of that in Veracruz. I had no hope." ■

## EXPLORING THE ISSUE

1. **Cause and Effect** How might the health of the U.S. economy shape Ms. Urias's life?
2. **Making Inferences** Why do you think that the poorest countries have seen few gains from globalization?



## Globalization's New Face

**T**he Phoenicians were great sailors. They lived in Southwest Asia, on the coast of Lebanon. They set up **trade routes** all around the Mediterranean Sea. Some experts think they may have sailed to England to bring back tin. They did all this as far back as 1200 B.C.

High-speed cargo ships crisscross the oceans, carrying goods from nation to nation.

### The Internet

The Internet has changed the way we swap goods, too. Twenty-five years ago, an American importer might have used “snail mail” to order a shipment of French bikes. Today she can check out the manufacturer’s stock on his Web page. Then, in seconds, she can e-mail her order halfway around the world.

The deals she makes aren’t much different from those the Phoenicians made. They traded timber for horses. She trades money for bicycles.

What’s different is that she makes her trades in a flash, and without leaving her seat. She can do more business in less time, and she can do business anywhere. The Phoenicians could do business only where they could sail. ■



GARWOOD & AINSIE,  
PLANET PROJECT

▲ **A Yagua (right) takes part in an Internet poll in the rain forests of Peru.**

As the Phoenicians showed, globalization is not new. People have traded in faraway lands, moved around, and mixed cultures for thousands of years.

What is new is the speed at which these exchanges take place. Technology is shrinking the world. Telephones zip our voices around the world. Jet planes carry us great distances in a few hours.

### EXPLORING THE ISSUE

- 1. Making Inferences** How might trade help people from different cultures understand one another?
- 2. Analyzing Information** How does the Internet make growing up different for you than it was for your parents?

# Sharing Globalization's Gains



little more than 6 billion people live on Earth. About half of them get by on less than \$2 a day. What does globalization mean to them? So far, not much.

Overall, the impact of increased trade has been amazing. The ability of people to make and spend money has grown almost everywhere.

Yet the fruits of globalization haven't been spread evenly. **Industrialized countries** have more to trade than **developing countries**. Foreign companies prefer to build more factories in rich countries than in poor ones.

The result is that countries like Kenya tend to create new jobs slowly. Places like Canada tend to create them more quickly. Some countries in Asia and Africa are barely able to create any new jobs at all.

## A Wider Gap

These differences worry many people. If the trend continues, experts say that the gap between rich and poor countries can only get wider.

What can be done to narrow that gap? There are no easy answers. International businesses are certainly part of it. During the 1990s, private companies spent more than \$1 trillion to build factories in developing countries.

Rich nations are also part of the answer. They are already helping poorer countries pay for new roads, phone lines, seaports, and airports. And they are encouraging poor nations to



▲ **Nowhere is the gap between rich and poor clearer than in Pakistan. Here a child laborer makes soccer balls for sale around the world.**

produce things that people elsewhere want to buy.

China figured out how to do that years ago. Thanks to trade, the ability of the Chinese to earn and spend money now doubles every 10 years. Finding ways to help about 200 other nations equal that success is one of today's biggest challenges. ■

## EXPLORING THE ISSUE

- 1. Making Inferences** Why do you think experts worry about the widening gap between rich and poor countries?
- 2. Problem Solving** What would you do to help spread the fruits of globalization more evenly around the globe?

## Preparing for a Smaller World: What Can One Person Do?

**E**very day in 2000, half a million airline passengers, 1.4 billion e-mail messages, and \$1.5 trillion crossed national borders. All that shifting about of people, ideas, and money would have been unthinkable 10 years earlier. The Internet was a toddler. The World Wide Web had just been born.

What will the world look like 10 years from now? No one can say. But two things are sure. Inventions that create faster ways to communicate will make the world seem a lot smaller than it is today. And more and more Americans will have jobs that require them to deal with people from other nations.

### Learning About Other Cultures

You will be able to do that well if you have taken the time to learn about other countries. To really get to know people from other cultures, you need to understand what makes them tick. You can do that best by speaking to them in their own language.

You won't have to leave the United States to need that knowledge. Globalization has enabled more and more people to cross borders to find work. Employers will want to hire people who can work well with people born in other countries.



▲ Which of Pepperdine University's nine teammates was born in the U.S.? It's Anh Nguyen, fourth from left.

They will also want to know if you are committed to a lifetime of learning. As technology changes, your job will, too. Your need to learn new things won't stop when you leave high school or college.

Globalization is shaping tomorrow's job market. Only you can prepare yourself to thrive in it. And there's no time like today to start. ■

### EXPLORING THE ISSUE

#### 1. Determining Cause and Effect

How does the Internet make the world seem smaller?

**2. Analyzing Information** Modern companies require employees at every level to solve problems they face on the job. Why are lifetime learners better equipped than others to solve problems?



## REVIEW AND ASSESS

### UNDERSTANDING THE ISSUE



#### 1. Defining Key Terms

Write definitions for the following terms: *globalization, cultures, trade route, industrialized country, Americanizing, developing country.*

- 2. Writing to Inform** Write a short article about how globalization shapes the way people live and what they do. Use as many words as you can from the above list.

- 3. Writing to Persuade** Overall, is globalization good or bad for the world? Defend your answer in a letter to an imaginary friend who lives in a developing country in Africa.

### INTERNET RESEARCH ACTIVITY

- 4.** With your teacher's help, use Internet resources to contact two classrooms—one in an industrialized country and one

in a developing country. Exchange lists on what imported goods kids in your country and theirs own or use. Compare the lists, and discuss what they say about the importance of trade.

- 5.** Use the Internet to find information on the history of the Internet. Write an essay telling how the Internet sped up communication. Create a time line that notes important developments.

### BEYOND THE CLASSROOM

- 6. Look through your local newspaper for a week.** Find articles on topics related to globalization. For example, look for stories about the Internet, imports and exports, immigration, and even crimes like drug-smuggling. In an oral report, tell how the articles suggest that globalization is making the world smaller.



PHOTODISC

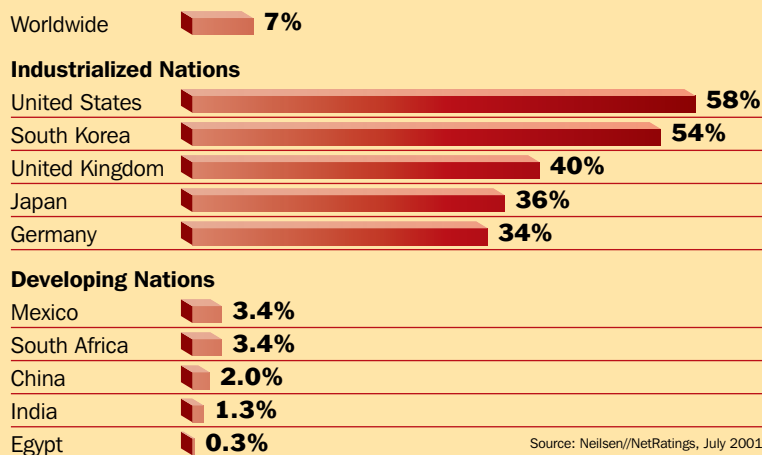
▲ **More and more Americans are crossing the borders for fun.**

- 7. Take an inventory of your room at home.** Write down the name of each item made in another country. Count the items imported from the same country. Then make a bar graph to show how many imported items you own. Have each bar stand for one category—clothing, CDs, or sports equipment, for example. Write a caption explaining what the graph says about how important trade is to you.



## The Digital Divide

(Individuals with home access to the Internet in 2001)



Source: Neilsen/NetRatings, July 2001

Where in the world are people wired to the Internet at home? Almost everywhere. But industrialized nations have a big lead. People with home access make up a big chunk of the populations of these richer nations. It's just the opposite with developing nations. People with home access make up a tiny part of the populations of these poorer nations. Experts call this gap the "digital divide," and it worries them. The Internet is a tool. Nations must use it to participate fully in world trade.

## BUILDING GRAPH READING SKILLS

- 1. Comparing** Compare the amount of Internet use in industrialized and developing nations.
- 2. Determining Cause and Effect** What does a nation need besides Internet access to succeed in world trade?

FOR UPDATES ON  
WORLD ISSUES GO TO  
[www.timeclassroom.com/glencoe](http://www.timeclassroom.com/glencoe)

# MakingConnections

ART

SCIENCE

CULTURE

TECHNOLOGY

## Counting Heads

**How did we know there were nearly 292 million people in the United States in 2000? Who counts the people? Every 10 years since 1790, the United States Census Bureau has counted heads in this country. Why and how do they do this?**

### The First Census

After the American colonies fought the Revolutionary War and won their independence, the new government ordered a census. By knowing how many people were in each state, the government could divide the war expenses fairly. The census would also determine the number of people that each state could send to Congress.

This census began in August 1790, about a year after George Washington became president. The law defined who would be counted and required that every household be visited by census takers. These workers walked or rode on horseback to gather their data. By the time it was completed, the census counted 3.9 million people.

The first census asked for little more than one's name and address. Over time, the census added questions to gather more than just population data. By 1820 there were questions about a person's job. Soon after, questions about crime, education, and wages appeared.

### Changing Technology

As the country's population grew and the quantity of data increased, new technology helped census workers. In 1890 clerks began to use a keypunch device, invented by a Census Bureau worker, to add the numbers. The Tabulating Machine, as it was called, used an electric current to sense holes in punched cards and to keep a running total of the data. In 1950 the census used its first computer to process data. Now census data are released over the Internet.

Remarkably, one technology slow to change has been the way the government takes the census. Not until 1960 did the U.S. Postal Service become the major means of conducting the census. Even today, census takers go door-to-door to gather information from those who do not return their census forms in the mail.



▲ The Electric Tabulating Machine processed the 1890 census in 2½ years, a job that would have taken nearly 10 years to complete by hand.

## Making the Connection

1. In what two ways were population data from the first census used?
2. How has technology changed the way census data are collected and processed?
3. **Drawing Conclusions** Why do you think the national and state governments want information about people's education and jobs?

# Chapter 3

# Reading Review

## Section 1

## Understanding Culture

### Terms to Know

culture	cultural
ethnic group	diffusion
dialect	civilization
democracy	culture
dictatorship	region
monarchy	

### Main Idea

People usually live with others who follow similar beliefs learned from the past.

- ✓ **Culture** Culture is the way of life of a group of people who share similar beliefs and customs.
- ✓ **Culture** Culture includes eight elements or traits: social groups, language, religion, daily life, history, arts, a government system, and an economic system.
- ✓ **Culture** Cultures change over time and influence other regions.

## Section 2

## Population Patterns

### Terms to Know

death rate	urbanization
birthrate	emigrate
famine	refugee
population density	

### Main Idea

The world's population is growing rapidly, and how and where people live are changing too.

- ✓ **History** In the past 200 years, the world's population has grown at a very rapid rate.
- ✓ **Movement** Some areas are more densely populated than others.
- ✓ **Culture** About 50 percent of the world's people live in cities.

## Section 3

## Resources and World Trade

### Terms to Know

natural resource	import
renewable resource	tariff
nonrenewable resource	quota
economic system	free trade
export	developed country
	developing country

### Main Idea

Many resources are limited and distributed unevenly, so countries must trade for goods.

- ✓ **Human/Environment Interaction** Renewable resources cannot be used up or can be replaced fairly quickly.
- ✓ **Human/Environment Interaction** Some resources—such as fossil fuels and minerals—are nonrenewable.
- ✓ **Economics** Countries specialize by producing what they can produce best with the resources they have.
- ✓ **Economics** Countries export their specialized products and import what they need.

## Section 4

## Technology “Shrinks” the World

### Terms to Know

rights  
responsibilities  
interdependence  
globalization

### Main Idea

Modern technology has helped to bring the world's diverse peoples closer together.

- ✓ **Technology** Advancements in transportation and communication technology, including the Internet, have “shrunk” the world.
- ✓ **Interdependence** The world's countries are linked through trade, and some people fear that globalization will erase traditional cultures.



# Chapter 3

# Assessment and Activities



## Using Key Terms

Match the terms in Part A with their definitions in Part B.

### A.

- |                       |                        |
|-----------------------|------------------------|
| 1. culture            | 6. emigrate            |
| 2. developed country  | 7. urbanization        |
| 3. democracy          | 8. quota               |
| 4. globalization      | 9. developing country  |
| 5. population density | 10. cultural diffusion |

### B.

- power rests with the people of a nation
- spreading knowledge to other cultures
- countries working toward industrialization
- to move to another country
- a number limit on imports from a country
- the average number of people living in a square mile
- country where much manufacturing is carried out
- the way of life of a group of people who share similar beliefs and customs
- movement to cities
- development of a world culture and an interdependent world economy



## Reviewing the Main Ideas

### Section 1 Understanding Culture

- Culture** What are the major religions?
- Movement** Give an example of cultural diffusion.

### Section 2 Population Patterns

- Culture** What has created rapid population growth?
- Culture** How do you calculate population density?
- Movement** Why have many people moved to cities?

### Section 3 Resources and World Trade

- Human/Environment Interaction** What are three renewable energy sources?
- Economics** What is the difference between a traditional and market economy?
- Economics** How do countries respond to the unequal distribution of resources?

### Section 4 Technology “Shrinks” the World

- Technology** In what ways is the world shrinking?
- Culture** How can globalization affect cultures in a negative way?

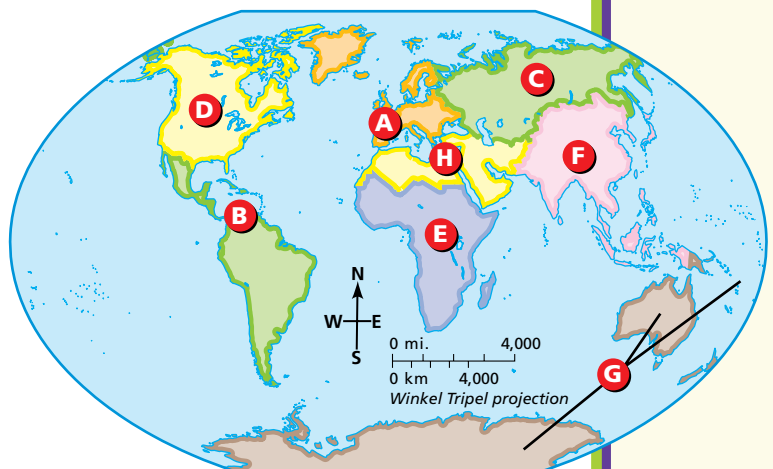


## World Culture Regions

### Place Location Activity

On a separate sheet of paper, match the letters on the map with the numbered places listed below.

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





## Social Studies Online

**Self-Check Quiz** Visit **The World and Its People** Web site at [twip.glencoe.com](http://twip.glencoe.com) and click on **Chapter 3–Self-Check Quizzes** to prepare for the Chapter Test.



### Critical Thinking

- 21. Making Predictions** In what ways do you think a company investing in a developing country could help the people there? How could that same company harm the culture?
- 22. Sequencing Information** Make a chart like the one below, and list the ways you use electricity from the moment you wake up until you go to sleep. In the second column, write how you would perform the same activity if you had no electricity to rely on.

Activities With Electricity	Without Electricity



### Comparing Regions Activity

- 23. Culture** With your teacher's help, find a service that matches pen pals from different regions. In your first letter, describe your clothing, the sports you play, and what you do for fun. Ask your pal to describe the same.



### Mental Mapping Activity

- 24. Focusing on the Region** Draw a simple outline map of the United States. On your map, label the areas where the following activities take place:
  - Commercial farming
  - Manufacturing
  - Raising livestock
  - Fishing
  - Obtaining oil

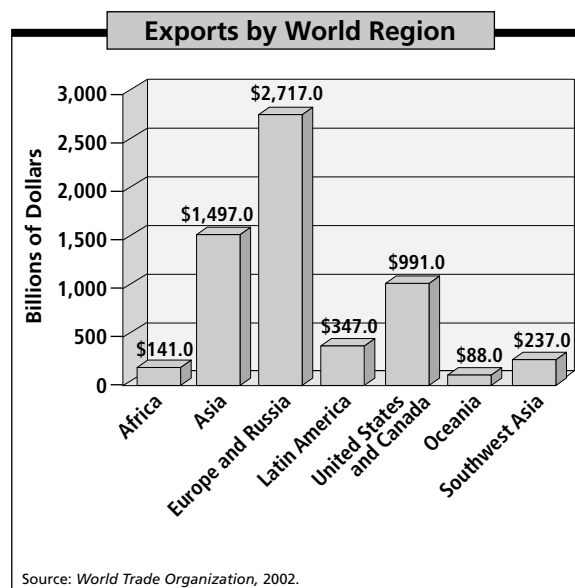


### Technology Skills Activity

- 25. Developing Multimedia Presentations** Research how your state's climate influences its culture, including tourist attractions, types of clothing, and the economy. Use your research to develop an advertisement promoting your state.

## Standardized Test Practice

**Directions:** Study the graph below, and then answer the question that follows.



1. According to the graph, how much do the United States and Canada export?
  - A \$991,000,000,000
  - B \$991,000,000
  - C \$991,000
  - D \$991

**Test-Taking Tip:** In order to understand any type of graph, look carefully around the graph for keys that show how it is organized. On this bar graph, the numbers along the left side represent billions of dollars. Therefore, you need to multiply the number on the graph by 1,000,000,000 to get the correct answer.