

Chapter

11

Europe— Modern History



**The World
and Its People**

NATIONAL
GEOGRAPHIC



To learn more about Europe and its people, view *The World and Its People* Chapters 10–13 videos.



Social Studies **online**

Chapter Overview Visit *The World and Its People* Web site at twip.glencoe.com and click on **Chapter 11—Chapter Overviews** to preview information about the modern history of Europe.

FOLDABLES™

Study Organizer

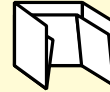
Summarizing Information Make the following foldable to help you organize and summarize information about historic events and modern events in Europe, and how they are related.

Step 1 Fold a sheet of paper from side to side, leaving a 2-inch tab uncovered along the side.

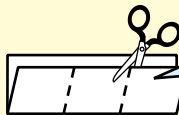


Fold it so the left edge lies 2 inches from the right edge.

Step 2 Turn the paper and fold it into thirds.

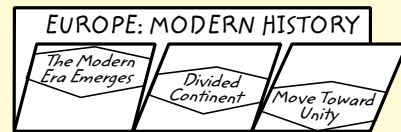


Step 3 Unfold and cut along the two inside fold lines.



Cut along the two folds on the front flap to make 3 tabs.

Step 4 Label the foldable as shown.



Reading and Writing As you read about the modern history of Europe, write important facts under each appropriate tab of your foldable.

Why It Matters

The Modern Era

Europe has played a major role in shaping today's world. Industrialization, which started in Europe, is one of the reasons for the high standard of living we experience today. The two World Wars, fought largely on European soil, shaped world politics and preserved democracy.

◀ A modern office building stands next to Billingsgate Fish Market in London, England.

Guide to Reading

Main Idea

Industrialization led not only to a higher standard of living for some, but also to increased tensions in the world.

Terms to Know

- productivity
- human resources
- textiles
- cottage industry
- union
- strike
- imperialism
- communism
- Holocaust
- genocide

Reading Strategy

Create a chart like the one below. Write three statements of fact under the Fact column. In the Opinion column, write how you feel about each fact statement.

Fact	Opinion

Section 1

The Modern Era Emerges



NATIONAL
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Exploring our World

From the beginning of the Industrial Revolution, factories required a new system of labor. It involved regular hours and shifts to keep the machinery producing. This arrangement was different from that in rural areas, where farmers worked hard during some periods but had little work to do at other times. Life in a British factory town ran on a regular schedule.



The Industrial Revolution began in Great Britain in the 1700s. It was a time when people used machinery and new methods to increase **productivity**. Productivity is a measure of how much work can be done in a certain length of time. The changes these machines brought led to a revolution in the way work was done and in how people lived.

A Rapidly Changing World

The Industrial Revolution started in Great Britain for several reasons. Great Britain had a ready supply of natural resources such as coal and iron. These were needed to make and run machinery. There was also a plentiful supply of raw materials such as wool and imported cotton, used to make cloth. In addition, there was a supply of people—**human resources**—who could run the machines. As farmers relied more on machines to plant and harvest crops, fewer people were

needed in the fields. Many people who used to work on the farms went to the cities to find work in factories and shops.

Major Industries **Textiles**, or woven cloth, was the first industry to be moved to factories. Before that, spinning and cloth weaving had been a **cottage industry**, in which family members supplied their own equipment to make goods. With industrialization, huge quantities of cloth could be produced in factories that employed many workers. Textile mills became even more productive when steam replaced waterpower for running the machinery.

The steam engine was invented by Thomas Newcomen in the early 1700s and was first used to pump water out of coal mines. In 1769 James Watt invented a more efficient steam engine, which was used for textile mills, riverboats, and locomotives. Inventions like the railroad improved transportation and stimulated the growth of more industries. By the early 1800s, the Industrial Revolution had spread from Great Britain to much of western Europe and North America.

✓ **Reading Check** How did machinery affect the textile industry?

Changing Lifestyles

As towns and cities grew, people's lives changed dramatically. At first, industrial workers, including women and children, had to work hard for long hours often under dangerous conditions. Eventually, the workers formed groups called unions. A **union** spoke for all the workers in a factory or industry and bargained for better working conditions, higher pay, and a shorter working day. If a factory owner refused these demands, union members often went on **strike**. That is, they refused to work until their demands were met.

Overall, the Industrial Revolution made life more difficult for people in the short term but easier in the long run. For example, because manufactured cotton clothing was better and cheaper, people could afford more. They could change their clothes and wash them more often. This new cleanliness reduced sickness and disease, so people generally lived healthier and longer lives.

The Industrial Revolution also resulted in strong economies in western Europe. It was because of this economic strength that Europe was able to dominate the world in the 1800s and early 1900s.

✓ **Reading Check** How did the Industrial Revolution improve people's lives?

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On Location



Industrial Revolution

During the Industrial Revolution, children as young as age seven worked 12 to 15 hours per day, six days a week.

Economics How did new machinery affect production?



Then and Now

The town of Verdun, France, was nearly destroyed during World War I (above). Today it is a thriving commercial center and tourist attraction (above right).

Place Name another city that has been rebuilt since World War I.

Rivalry Between Nations

Industrialization created new rivalries among the countries of Europe. Great Britain, France, Germany, and other European countries competed around the world for markets and resources for their factories. Under a system called **imperialism**, European countries claimed colonies in Africa and Asia in the late 1800s. European nations built up armies and navies to protect themselves and their empires. Different alliances were formed, whereby various countries agreed to support one another in times of war.

World War I In 1914 a war broke out in Europe that quickly spread to the European colonies and other areas of the world. It was known as the Great War, and later called World War I. This war was not like any earlier wars. With the techniques learned in the Industrial Revolution, machines designed for war were mass-produced. Tanks, heavy artillery, machine guns, and airplanes helped make the war more violent than any before it. In the four years of the war, millions of people were killed or wounded, and many European cities and villages were destroyed.

New Problems Arise As a result of the war, Europe faced political and social turmoil. Millions were homeless and hungry. Germany was blamed for starting the war and was asked to pay for much of it. The United States and Japan became great powers. A revolution in Russia in 1917 led to a new political, economic, and social system called **communism**. Communism was based on the teachings of a German philosopher named Karl Marx. Marx believed that industrialization had created two classes of people. One class owned the means of producing goods and the other worked to produce the goods. He wrote that this system was unfair and needed to be overthrown.

World War II In the 1930s, a worldwide depression severely tested the ability of many governments to provide for their citizens. The problems that were not solved after World War I eventually led to new alliances in Europe. Germany became a dictatorship under Adolf Hitler and his National Socialist German Workers' Party. Its members, called Nazis, believed in German superiority. By 1939 Germany, Italy, and Japan (the Axis Powers) were at war with Great Britain, France, and China (the Allies). In 1941 the United States and Soviet Union joined the Allies in the war that became known as World War II.

During the war, Hitler and the Nazis carried out the **Holocaust**, in which over 12 million people were killed. Over 6 million of the victims were Jews. Other persecuted groups included the Roma people (called Gypsies), Poles, individuals with disabilities, and many other groups that were classified as “undesirable” by the Nazi leaders. The Holocaust is an example of the war crime of **genocide**, or the mass murder of a people because of race, religion, ethnicity, politics, or culture.

Italy surrendered in 1943. Germany was finally defeated in May 1945, but the Japanese continued to fight. In August, the United States—in an effort to end the war in Asia—dropped two atomic bombs on the Japanese cities of Hiroshima and Nagasaki. From this global conflict, the United States and the Soviet Union emerged as superpowers.



▲ Hitler at a Nazi rally, Dortmund, Germany

✓ **Reading Check** What was the Holocaust?

Section 1 Assessment

Defining Terms

1. **Define** productivity, human resources, textiles, cottage industry, union, strike, imperialism, communism, Holocaust, genocide.

Recalling Facts

2. **History** Where did the Industrial Revolution begin?
3. **Government** Name the political, economic, and social system that was based on the teachings of Karl Marx.

Critical Thinking

4. **Comparing and Contrasting** How did people's living habits change after the introduction of factories? Do you think people were generally better off? Explain.
5. **Evaluating Information** Why did the new military equipment introduced in World War I change the way wars were fought?

Graphic Organizer

6. **Organizing Information** Create a diagram like the one below. Then fill in the names of the countries that made up the two powers fighting each other in World War II.

Axis Powers	Allies



Applying Social Studies Skills

7. **Analyzing Maps** Refer to the **Reference Atlas** map of the world on pages RA2-RA3. Which of the Allies was located nearest to Japan?

MakingConnections

ART

SCIENCE

CULTURE

TECHNOLOGY

The Holocaust

The Holocaust is one of the most horrifying events in human history. *Holocaust* is a word that means complete and total destruction. Learning about the Holocaust is important so that such crimes against humanity can be prevented in the future.

The Final Solution

Adolf Hitler, chancellor of Germany, believed that the Germanic peoples of the world, called Aryans, were a superior race. His goal was to populate Europe with one “master” race of people. In the years before and during World War II, Hitler’s government persecuted many racial, religious,

and ethnic groups that he considered “undesirable.” These groups included the Roma (Gypsies), Jehovah’s Witnesses, people with disabilities, and political protesters of all backgrounds.

The chief target of Hitler’s plan—which he called his “Final Solution”—was the Jews. Jewish communities throughout Germany and German-controlled territory suffered terribly. Jews, forced to wear identification badges, were blamed for all of Germany’s economic and social problems.

Between 1939 and 1945, Hitler’s Nazi forces attempted to kill the Jews in every country Germany invaded, as well as in those countries that were Nazi allies. Jews from Germany, Poland, the Soviet Union, France, Belgium, the Netherlands, Greece, and Hungary were among those killed during the Holocaust.

Mass Murder

In the early years of the war, Jewish people in Eastern Europe were rounded up, gathered together, shot by machine guns, and buried in mass graves. Later, millions of Jews were uprooted and forced into concentration camps. Few people survived these. Those who were too young, sick, or elderly for heavy labor were executed in gas chambers. In all, more than 6 million Jews and about 6 million Roma (Gypsies), Poles, Soviet prisoners of war, and others were murdered.



▲ Auschwitz Nazi concentration camp in Oswiecim, Poland

Making the Connection

1. What was the Holocaust?
2. Why did Hitler want to rid Europe of its Jewish people?
3. **Understanding Cause and Effect** How can studying about the Holocaust today help prevent another genocide from happening in the future?

Guide to Reading

Main Idea

After World War II, the democratic United States and the Communist Soviet Union worked to bring their forms of government to the war-torn nations of Europe.

Terms to Know

- Cold War
- nuclear weapon
- deterrence
- satellite nation
- blockade
- airlift

Reading Strategy

As you read the section, fill in a time line like the one below with an event that occurred during that year.

1948	+	_____
1955	+	_____
1961	+	_____
1985	+	_____
1989	+	_____

Section 2

A Divided Continent



Exploring our World

For nearly 30 years, armed guards patrolled a wall that divided the German city of Berlin into eastern and western halves. During that time, the citizens of Communist East Berlin were not allowed to travel freely to democratic West Berlin. In late 1989, the wall finally came down. Germans from both parts of the city came together and celebrated.



After World War II, much of Europe was in ruins. The total defeat of Germany, Italy, and Japan left a power gap that would be filled by two rivals—the United States and the Soviet Union.

The Cold War

The global competition between the democratic United States and its allies and the Communist Soviet Union and its supporters came to be called the **Cold War**. It was a dangerous time because by 1950 both sides had **nuclear weapons**. Nuclear weapons use atomic reactions to release enormous power and can cause mass destruction. It was a “cold” war because countries never mobilized armies in an official war.

The Cold War began in Europe. In 1948 the United States started a loan program called the Marshall Plan. The goals were to help rebuild Europe and try to stop the spread of communism. Under the Marshall Plan, factories were rebuilt, mines were reopened, and roads were

✓ Reading Check What was the Cold War?

Eventually, Western European countries began to cooperate economically with one another. The small countries of Belgium, the Netherlands, and Luxembourg joined together in 1948 to form the Benelux trade union, an arrangement for the free movement of money, goods, and people among these nations. West Germany, France, and



Italy joined with the Benelux countries to form the European Coal and Steel Community. In 1958 this became the European Economic Community, also called the Common Market. The members agreed to free trade amongst themselves. This meant that no tariffs blocked trade and that workers from one country could get jobs in any of the other member countries. Between 1958 and 1986, Denmark, the United Kingdom, Ireland, Spain, Portugal, and Greece also joined the Common Market. Now known as the European Union, its goal is greater cooperation and economic development.

 **Reading Check** Why did the countries of Western Europe join NATO?

Soviets Control Eastern Europe

In Eastern Europe, the Soviet Union made **satellite nations** of those countries bordering it. Satellite nations are dependent upon a stronger power. Bulgaria, Romania, Czechoslovakia, Hungary, Poland, and East Germany became communist. They were strictly controlled by the Soviet Union. With these countries, the Soviet Union created the Council for Mutual Economic Assistance, or COMECON, primarily for its own economic benefit.

To counter NATO, the Soviet Union formed its satellites into an anti-Western military alliance known as the Warsaw Pact in 1955. It was named after the Polish capital city of Warsaw, where the treaty of alliance was signed.

Yugoslavia and Albania also became communist but refused to be placed under Soviet control. During the Cold War, Yugoslavia joined a number of Asian and African countries to form the Non-Aligned Community. Its members tried to stay neutral—to not support either side—during the Cold War.

 **Reading Check** In what way was the Warsaw Pact like NATO?

A Clash in Berlin

During the Cold War, there were many “hot spots,” or areas of tension and conflict. Some of these were China, Korea, Cuba, and Vietnam. The earliest clash, however, took place in Berlin, Germany.

Divided Berlin At the end of World War II, the Allies (the United States, the Soviet Union, Great Britain, and France) occupied Germany. Germany was divided into four occupation zones. The Soviet Union controlled the eastern part of the country, while the other three Allies divided and controlled the western part. Turn to the map on page 337 to see the four occupation zones. The German capital of Berlin, located deep within Soviet-controlled East Germany, was also divided among the four nations. In 1948, to promote peace and German recovery, the United States, Great Britain, and France united their occupation zones. The Soviet Union was against any plan that would strengthen Germany, its historical enemy. In June 1948, the Soviets **blockaded**, or closed off, all land and water traffic into the western part of Berlin. They hoped this would force the other three powers to leave the city.

Exploring Economics

Restructuring

Under Soviet control, the satellite nations had command economies. This meant that the government owned all resources. A communist central planning committee decided what goods and services to produce, and how and for whom they would be produced. When the Soviet Union fell in 1991, the Eastern European satellites tried to restructure to a free market economy. This was not easy. Why? Imagine a family-owned business in which the head of the family makes all the decisions. Then suddenly the head of the family disappears. Family members must now make the business decisions, even though they have had no experience doing so. In a similar way, moving from a command economy to a free market economy has been a difficult change.



Berlin Airlift

People in West Berlin (above right) wave to an American airlift plane. A line of planes (above) waits to be unloaded at a Berlin airfield.

Technology How did airplane technology affect Soviet military plans in Germany?

In response, the United States and Great Britain began an **airlift**, or a system of carrying supplies into West Berlin by airplane. Day and night, the planes flew tons of food, fuel, and raw materials into the city. This heroic effort caused the Soviets to finally end the 11-month blockade of West Berlin. That same year, two separate governments were set up. Bonn became the capital of West Germany, which was democratic. East Berlin, in the Soviet zone, became the capital of East Germany, which was communist. West Berlin remained a democratic stronghold surrounded by communism.

The Berlin Wall Many people in East Germany were unhappy under communist rule. About 3 million people fled to West Berlin in search of political freedom and better living conditions. The East German government wanted to stop this movement. In August 1961, the government built a 103-mile (166-km) wall between East and West Berlin. The wall, with Soviet soldiers guarding it, became a symbol of the split between Eastern and Western Europe. Many East Germans continued to risk their lives trying to escape over or under the wall.

Reading Check What did the Berlin Wall symbolize?

Freedom for Eastern Europe


During the Cold War, the Soviet Union spent large sums of money on military and space ventures. In spite of plans to improve consumer housing and agriculture, the economies of the Soviet Union and its satellites kept falling further and further behind the United States and its Western European allies.

In 1985 Mikhail Gorbachev became the leader of the Soviet Union. To encourage economic growth, he introduced reforms that loosened government control over the Soviet people and the satellite nations. These reforms unleashed a powerful desire for independence. Soon, the satellite nations in Eastern Europe began to demand their freedom. The first successful challenge to communist rule came in Poland. In 1989 the Polish communists lost power as a result of a democratic election. In East Germany, massive protests caused the country's communist government to resign. The Berlin Wall came down, and West Germany and East Germany reunited in October 1990. By 1991 all of the Soviet-controlled nations in Eastern Europe had thrown off communist rule in favor of democracy.

The Soviet Union officially broke up on December 25, 1991. It separated into Russia and a number of other independent republics. Yugoslavia and Czechoslovakia also broke up. After much fighting and a number of civil wars, Yugoslavia became the independent republics of Slovenia, Croatia, Bosnia and Herzegovina, Macedonia, and Serbia and Montenegro. Czechoslovakia peacefully became the Czech Republic and Slovakia. All of these countries today struggle with poor economies, ethnic tensions, and a lack of understanding of democracy. You will read more about the countries of Eastern Europe in Chapter 13.

Social Studies Online

Web Activity Visit *The World and Its People* Web site at twip.glencoe.com and click on **Chapter 11—Student Web Activities** to learn more about the Cold War.

 **Reading Check** Which Russian leader moved the Soviet Union and Eastern Europe toward democracy?

Section 2 Assessment

Defining Terms

- Define** Cold War, nuclear weapon, deterrence, satellite nation, blockade, airlift.

Recalling Facts

- History** What was the purpose of the Marshall Plan?
- Place** Which countries were considered satellites of the Soviet Union?

Critical Thinking

- Making Inferences** What are the similarities and differences between a “cold” war and a “hot” war?
- Analyzing Information** How did the city of Berlin reflect tensions between the United States and the Soviet Union?

Graphic Organizer

- Organizing Information** Create a chart like this. Explain how each of the following events intensified the Cold War.

Marshall Plan	
Truman Doctrine	
NATO	
Warsaw Pact	



Applying Social Studies Skills

- Analyzing Maps** Look at the map of Western and Eastern Europe on page 320. Name the Western European countries that shared a border with countries in Eastern Europe.

Section 3

Guide to Reading

Main Idea

Although the Cold War is over, many challenges still face the old and new nations of Europe.

Term to Know

- euro

Reading Strategy

Create a chart like the one below and write one key fact about each topic.

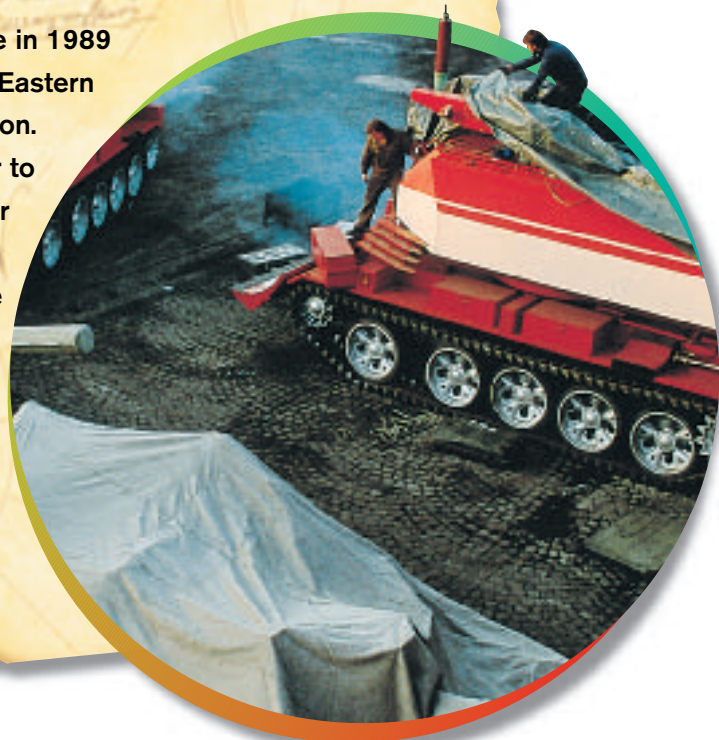
European Union	
NATO	
Chunnel	
Pollution	

Moving Toward Unity



Exploring our World

The end of communist rule in 1989 brought many changes to Eastern Europe and the Soviet Union. Factory workers now labor to convert weapons no longer needed to new uses. In this factory, workers remove the cannons from tanks, make other changes, and paint the vehicles red and white. Why? They are creating radio-controlled fire-fighting vehicles.



Since the fall of communism and the Soviet Union, there is no longer a political division between western and eastern Europe. Cultural and economic differences remain, however. As a result of cooperation though, Europe is becoming an economic powerhouse in the world.

The New Europe

As you learned in Section 2, many European countries joined together for economic reasons after World War II. One of the economic alliances was the Common Market, which became the European Union (EU) in 1993. At that time, the twelve members included the United Kingdom, Ireland, France, Luxembourg, Spain, Portugal, Denmark, the Netherlands, Belgium, Germany, Italy, and Greece. Austria, Finland, and Sweden joined in 1995. In 2004, ten additional countries, including many from eastern Europe, joined the EU. Three other nations have begun preparations to join the EU.

The European Union is moving toward even greater unity today. Some Europeans would eventually like to see it become a United States of Europe that would include all European countries. Citizens of EU countries hold common passports and can travel anywhere in the EU to work, shop, save, and invest. In January 2002, most EU members began using a common currency, the **euro**, to replace their national currencies. This means that citizens of countries in the EU are using the same type of money to buy goods and services. You can read more about the European Union and its significance in **Time Reports: Focus on World Issues** on pages 327–333.

Continued Cooperation European countries have cooperated in science and technology as well as economics. Europe had one of the first treaties on nuclear energy. The European Atomic Energy Community (EURATOM) has wide powers. These include the right to enter into contracts, obtain raw materials, and establish standards to protect workers and the general population from nuclear radiation.

Technology has also brought Europe's countries closer. A high-speed rail system links London in the British Isles with Paris and Brussels on the European mainland. The rail line passes beneath the English Channel through the Chunnel, or Channel Tunnel. In 2000 Denmark and Sweden were connected for the first time when they opened a bridge and tunnel system linking the two countries.

NATO's New Role In recent years, the once-communist eastern European countries have joined NATO. Russia, at first, was opposed to NATO's growth toward its borders. Now it cooperates with NATO as a limited partner. With more members, NATO is moving beyond its original role as Europe's protector from communism. It has taken on



NATIONAL GEOGRAPHIC

On Location




The Euro

Ten different national sides of the one euro coin are shown, along with the front image (above) that does not change.

Place How many nations can you identify by the images chosen to represent the country?



peacekeeping tasks in the former Yugoslav republics. Its forces are also now being trained to respond quickly to terrorist threats that may arise in areas far beyond NATO's borders. NATO's success, however, depends on close ties among its members. In 2003 these ties were strained as a result of the United States-led war on Iraq. Several member countries, such as France and Germany, opposed the conflict.

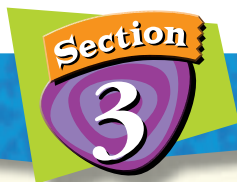
 **Reading Check** What is the name of the new European Union currency?

Facing the Region's Challenges

Several challenges face Europe, which Europeans are actively trying to solve. The income gap between the rich and poor nations of Europe needs to be lessened. The increasing food and health needs of the people of these countries must also be met.

Environmental Issues Another important challenge for Europe concerns the environment. In France, rivers like the Seine and the Loire are polluted, as are the major canals. Nowhere is the problem worse than in the Rhine River. As the river flows north, it passes through a continuous bank of cities and industrial regions. By the time it reaches the Netherlands, it is carrying a staggering 25 million tons of industrial waste per year. This is all dumped into the North Sea. Air pollution is another environmental issue in the region. You will learn more about these and other challenges in Chapters 12 and 13.

 **Reading Check** Why is water pollution a problem in Europe?



Assessment

Defining Terms

1. **Define** euro.

Recalling Facts

2. **History** List three of the original twelve members of the European Union.
3. **Economics** What is the European Union trying to achieve?

Critical Thinking

4. **Making Inferences** What allowed the construction of the Chunnel?
5. **Making Predictions** Do you think Russia will join the European Union? Why or why not?

Graphic Organizer

6. **Organizing Information** Create a diagram like the one below. Then write three of Europe's challenges in the ovals.



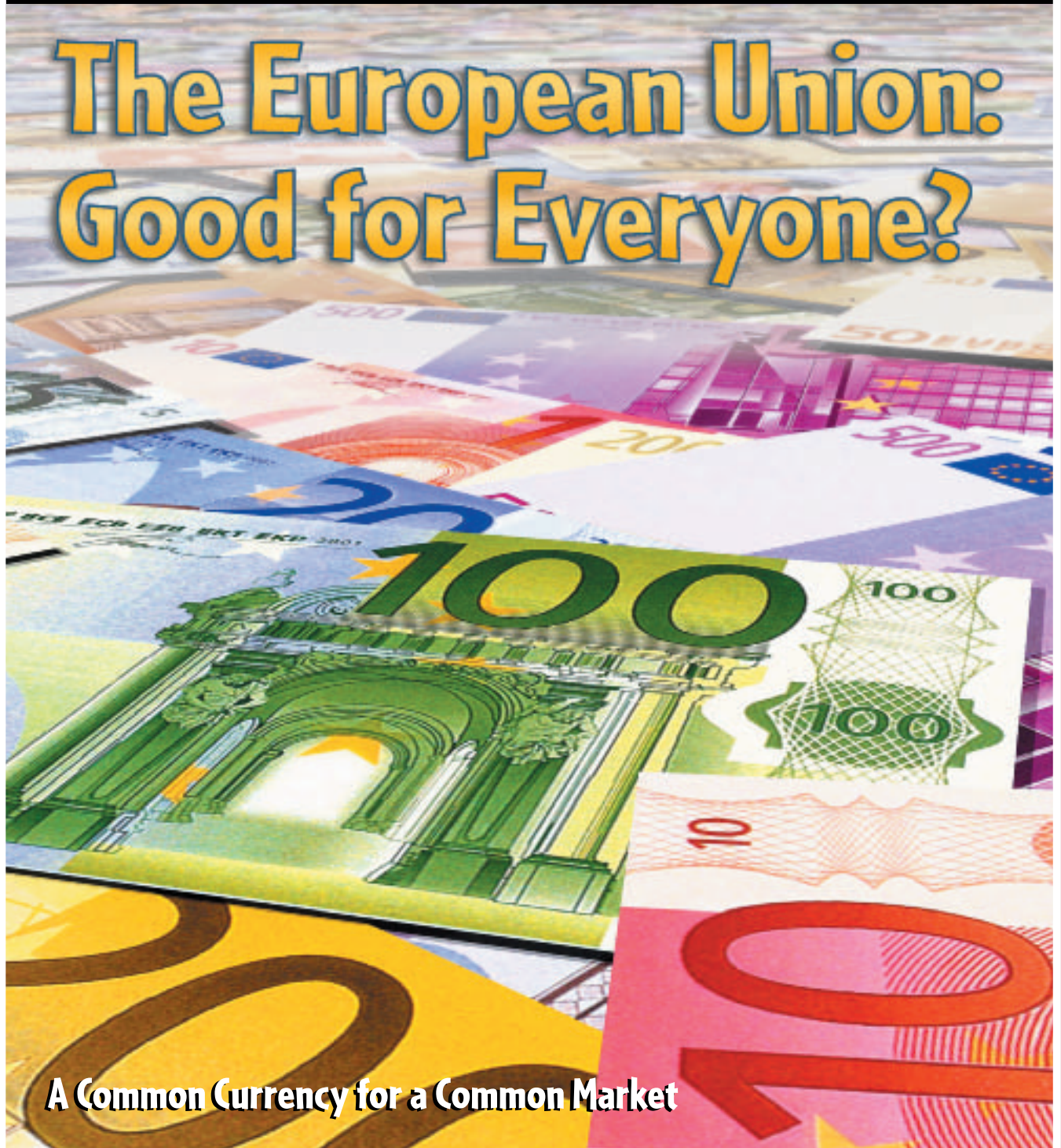
Applying Social Studies Skills

7. **Summarizing** Write a paragraph that summarizes the changing role of NATO. In your summary, be sure to include NATO's original role, why that role has changed, and any issues surrounding its new role.

TIME REPORTS

FOCUS ON
WORLD
ISSUES

The European Union: Good for Everyone?



A Common Currency for a Common Market



Building a United Europe

Damien Barry had a problem. In 2001 he wanted to work in Paris, France. The trouble was, the French were fussy. French people could work in France. And so could people from 14 other loosely united European nations. All 15 nations belonged to the **European Union**, or the EU. Barry wasn't from an EU nation. He was from Brooklyn, New York.

But that didn't stop him. Ireland is an EU nation. It grants citizenship to anyone with an Irish parent or grandparent. Barry had Irish grandparents. He applied for an Irish passport and got one. Soon after that he had a job in a French bank.

A Big Story for Americans

Barry would never give up his U.S. citizenship. Yet he's not letting go of his Irish passport, either. "It's worth a million dollars to me," he said.

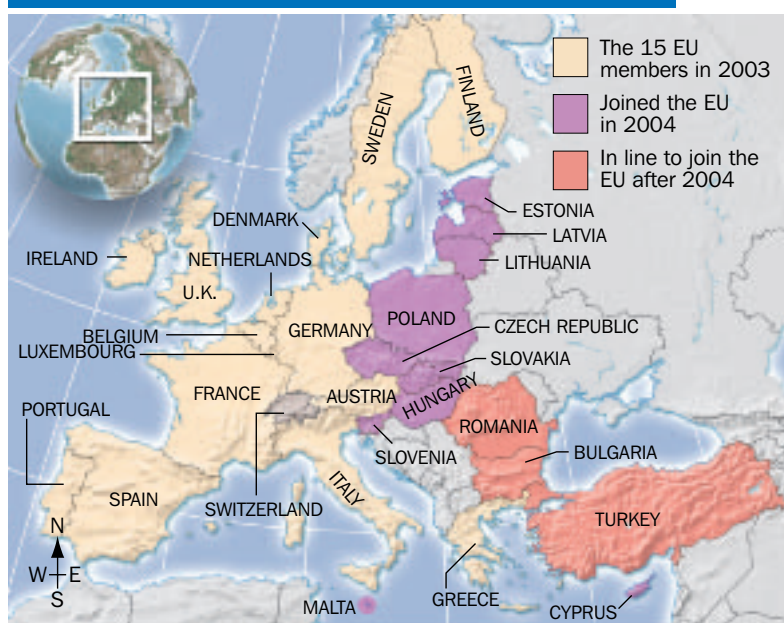
Barry's story suggests how much the EU matters to Americans. The EU nations form the world's largest trading group. That gives them awesome power to control jobs and the price of many things you buy.

That's not all. The EU is expanding. In 2004, ten new countries—including Poland and Estonia—joined the Union. In

the past, the U.S. dealt one-on-one with those countries. Now it has to deal with them through the EU. By 2020, the EU plans to grow to 30 nations.

What's more, the EU is piecing together a small army. That army will change the U.S. military's role in Europe. "In the next 10 years," TIME magazine said in 2001, "there may be no bigger story than the EU."

Europe in 2004



INTERPRETING MAPS

- 1. Categorizing** In which part of Europe—east or west—are most current EU members? In which part are nations that want to join?
- 2. Making Inferences** Why might it be hard for all these nations to agree on important issues?



The new euro is exchanged for bread.



Farm animals' health is a big EU concern.



This Dutchman is one of hundreds of pro soccer players in the EU.

CENTRAL AUDIOVISUAL LIBRARY, EUROPEAN COMMISSION

Common Problems

What is the EU? Simply put, it is a group of nations that have joined forces to solve common problems. Finding a safe way to recycle used batteries is one problem. Convincing Europeans to stop smoking is another. Making sure goods flow freely within Europe is still another. The EU is a **free trade zone**. That means EU nations don't tax goods they import from each other.

The EU hopes to help its members prosper. But it has another goal—bringing peace to a continent with a long history of conflict.

A Heavy Load

To get the euro to shoppers by January 2002, the EU sent 56 billion coins to banks in 12 nations. The coins weighed 168,000 tons—24 times more than the Eiffel Tower in Paris, France!



Weak Government

Some people compare the EU with the United States around 1785. The U.S. government had little muscle then. It had no president, no army, no power to raise money. The states had all the money and almost all the power.

In many ways, the EU is like that. Officials at EU offices in Brussels, Belgium, make a lot of decisions, but they have no **authority** to force member

nations to give up their armies. They can't even make them stop printing money.

In 1789 America's original 13 states agreed to give up some powers. They did it by approving the U.S. Constitution.

The EU doesn't have a constitution. Its members are joined by treaties, or written agreements. Without a constitution to guide them, it's hard to get all of the nations to agree on anything.

New Money

One thing most EU members have agreed on is a common currency, the **euro**. In January 2002, most EU nations replaced their own money with the euro. Three nations—the United Kingdom, Denmark, and Sweden—chose not to make the switch immediately.

In 2001 Damien Barry got paid in French francs. Now he gets paid in euros. When he goes to Italy and Holland, he no longer carries Italian lira and Dutch guilders. Like his Irish passport, the euro has made his life easier. And it's done the same for the more than 300 million Europeans who use the euro every day. ■

EXPLORING THE ISSUE

- 1. Making Generalizations** Three EU nations refused to replace their currencies with the euro. Why might a nation want to keep its own currency?
- 2. Cause and Effect** How might the EU affect your life—today, and in the future?

CENTRAL AUDIOVISUAL LIBRARY, EUROPEAN COMMISSION

From Peace to Prosperity

World War II ended in 1945. It was the third time in 75 years that Germany and France had fought each other.

Could another war be prevented? A Frenchman named Jean Monnet thought so. He proposed taking coal and steel production out of the hands of individual countries. Without fuel and steel, he said, nations couldn't wage war.



U.S. President John F. Kennedy shares a smile with Jean Monnet.

In 1951 six nations accepted Monnet's proposal. They were Belgium, West Germany, Italy, Luxembourg, the Netherlands, and France. They set up an organization that told each nation how much coal and steel it could produce.

A Free Trade Zone

That was a big step. Next, in 1957, all six nations agreed to stop taxing goods they imported from each other. Those **import taxes** acted like walls, stopping goods from moving between nations. By removing those walls, these nations created a **common market**.

How the EU Grew

1951: France, Germany, Italy, the Netherlands, Belgium, and Luxembourg agree to pool their coal, iron ore, and steel industries.

1973: Denmark, Ireland, and the United Kingdom join.

1981: Greece joins.

1986: Spain and Portugal join.

1995: Austria, Finland, and Sweden join.

2004: Cyprus, the Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Slovakia, and Slovenia join.

Common markets were nothing new. The United States had had one for more than 150 years. California never taxed beef "imported" from Texas, for instance. Free trade was new for Europe, however. And it helped businesses there grow.

Growing Pains

By 1995, nine nations had joined the original six, and ten countries became new members in 2004. Looking ahead, the EU expects to let other nations join by 2020.

Getting so many nations to work together won't be easy. But no one doubts that the EU's impact on the world is going to grow. Somewhere Jean Monnet, who died in 1979, must be smiling. 🍷

EXPLORING THE ISSUE

- 1. Explaining** In what ways might the simple fact of the EU's existence promote peace?
- 2. Cause and Effect** How might a common market help businesses grow?

A Model for Change

Hungary had a bumpy 50 years after World War II. This East European nation suffered under Communist rule from 1948 to 1990. Now Hungarians have a democratic government. Individuals there can own their own businesses again. Those changes put Hungary on track to join the EU in 2004.

Qualifying for entry wasn't easy. Hungary's government had to budget its spending. It had to sell factories and land it owned to private citizens. Thousands of workers lost their jobs.

Creating Jobs

Hungarians were willing to make the sacrifices, because they wanted to join the EU. Once in, they would be able to sell what they made to other



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▲ **U.S. President George W. Bush confers with an EU official.**

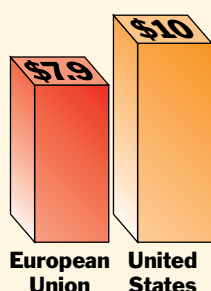
as a model for Hungary and other former Communist nations to follow.

The EU has been especially good for the United States. Every day the U.S. and the EU nations sell each other goods worth \$2 billion. In 2000 EU citizens bought nearly \$41 billion worth of goods from Texas and California alone. That money paid the salaries of at least 696,000 Texans and Californians.

Ads for Democracy

The U.S. and the EU compete with each other. They often disagree on major issues. But they are firm friends, and both are good advertisements for democracy and free trade. The prospect of joining their "club" spurred Hungary and other nations to change—and to change quickly. ■

The Top Two Output of goods and services in 2001, in trillions of dollars



Analyzing information

One of every 10 people in the world lives in the U.S. or in EU nations. But every year U.S. and EU workers together create more than half the world's goods and services. Why do you think this is so?

EU members. Those sales would create jobs at home and make lives easier for Hungarians.

Would Hungary have changed if the EU didn't exist? Certainly. But chances are it wouldn't have changed so fast—and so completely. The EU has served

EXPLORING THE ISSUE

- 1. Comparing** How are the U.S. and the EU alike?
- 2. Making Inferences** Why might a Hungarian worker be both for and against change?

Resolving Differences: What Can One Person Do?

The EU and the United States are good friends. But friends have their differences. Here are four:

1. The U.S. doesn't trade with Libya, Iran, and Cuba. It tried to get EU nations to do the same, but the EU refused. Companies in EU nations want to be free to sell goods to anyone.
2. The EU puts limits on some U.S. companies that do business in Europe. Some Americans don't think the EU should be able to tell U.S. companies how to run their businesses.
3. Another dispute involved food. U.S. food companies wanted to grow **genetically altered crops** that resisted disease. So their scientists invented new types of crops. Many Europeans are afraid that those crops might pose health risks. Some EU countries won't even allow those products inside their borders.
4. Global warming is another sticking point. Scientists fear that gases from factories and automobiles keep the earth's heat from escaping into space. EU nations and the U.S. can't agree on the best way to solve the problem.

Choose one of the four problems. Research each side's argument. Then create a solution to the problem—one you think both sides might accept.

Make your views public. Put them in a letter. Send the letter to your repre-



SCIENCE SOURCE/PHOTO RESEARCHERS

▲ **Genetically altered foods are creating an EU controversy.**

sentatives in Congress. You might even want to send a copy to the European Union's ambassador to the United States. Address: Ambassador, Delegation of the European Commission to the United States, 2300 M Street, NW, Washington, D.C., 20037. ■

EXPLORING THE ISSUE

1. **Analyzing Information** What might all four disputes have to do with each side's view of its "rights"?
2. **Making Predictions** How might these disputes affect parts of the world outside the U.S. and the EU?

REVIEW AND ASSESS

UNDERSTANDING THE ISSUE



1. Defining Key Terms

Write definitions for the following terms:

European Union, free trade zone, authority, euro, import taxes, common market, and genetically altered crops.

- 2. Writing to Inform** Write a short article about the European Union, explaining how it could affect you and other students. Use as many words as you can from the above list.

- 3. Writing to Persuade** Write a letter to an imaginary friend in Denmark. Convince your friend that all European countries should use the euro.

INTERNET RESEARCH ACTIVITY

- 4.** Use Internet resources to find information about the European Union. Read about the EU's

three main governing bodies. Choose one and write a brief description of it in your own words. Then decide, with your classmates, how those bodies work together and which ones have the most power.

- 5.** With your teacher's help, use Internet resources to research the symbols of the European Union: the flag, the anthem, and Europe Day. How is the EU's flag like—and different from—the first U.S. flag? Download the EU anthem. Why do you think the EU chose it? How is Europe Day like Independence Day in the U.S.? Put your answers in a 250-word essay.

BEYOND THE CLASSROOM

- 6. Research the history of the U.S. dollar.** How hard was it to get Americans to accept U.S. currency in 1792? Ask your parents about the U.S.



The EU flag's gold stars represent solidarity and harmony among European peoples.

\$2.00 bill. How did they react to its introduction? How is the dollar like the euro? Explain your answers in an article appropriate for a school newspaper.

- 7. Organize the class into three teams.** Debate this resolution: "It is unfair for the EU to let only European citizens work in EU countries." A panel of student judges will decide which team has the most convincing arguments.



It's All About Jobs!

Where U.S. Exports Create Jobs
(Top ten states with jobs supported by exports to Europe)

State	Number of Jobs
1 California	490,300
2 New York	281,100
3 Washington	221,500
4 Texas	206,200
5 Mass.	141,400
6 Illinois	127,200
7 New Jersey	114,100
8 Michigan	88,800
9 Ohio	88,300
10 Penn.	83,200

Where Europe's Money Creates Jobs
(Top ten states with jobs supported by European companies)

State	Number of Jobs
1 California	336,300
2 New York	268,500
3 Texas	260,600
4 N. Carolina	200,000
5 Penn.	188,200
6 Illinois	185,000
7 Florida	183,800
8 Michigan	176,900
9 New Jersey	173,400
10 Ohio	162,200

Source: European-American Business Council. Note: "Europe" refers to the 15 EU members in 2003 plus four members of a related group, the European Free Trade Association (Iceland, Liechtenstein, Norway, and Switzerland).

BUILDING SKILLS FOR READING TABLES

- 1. Analyzing Data** Using an almanac, find the 10 states with the largest populations. How many of those states are listed among the top 10 on each graph? What relationships do you see between state populations and jobs supported by exports? How might state populations influence the number of jobs European companies create in the U.S.? Put your answers in a short report.
- 2. Making Inferences** European companies create more jobs in Florida and North Carolina than exports do. How might you explain this?

**FOR UPDATES ON
WORLD ISSUES GO TO
www.timeclassroom.com/glencoe**

Social Studies Skill

Reading a Population Map

Population density is the number of people living in a square mile or square kilometer. A **population density map** shows you where people live in a given region. Map-makers use different colors to represent different population densities. The darker the color, the more dense, or crowded, the population is in that particular area. Cities that are shown by dots or squares also represent different population sizes.

Learning the Skill

To read a population density map, follow these steps:

- Read the title of the map.
- Study the map key to determine what the colors mean.
- On the map, find the areas that have the lowest and highest population density.
- Identify what symbols are used to show how heavily populated the cities are.

Practicing the Skill

Look at the map below to answer the following questions.

1. Which color stands for 125–250 people per square mile (50–100 per sq. km)?
2. Which cities have more than 1 million people?
3. Which areas have the lowest population density? Why?

Applying the Skill

Obtain a population density map of your state. What is the population density of your area? What is the nearest city with 1 million people?



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



Spain and Portugal: Population Density



Chapter 11

Reading Review



Section 1

The Modern Era Emerges

Terms to Know

productivity
human resources
textiles
cottage industry
union
strike
imperialism
communism
Holocaust
genocide

Main Idea

Industrialization led not only to a higher standard of living for some, but also to increased tensions in the world.

- ✓ **Economics** Machinery made it possible to increase productivity, leading to the Industrial Revolution.
- ✓ **Culture** Industry changed the way people worked and lived.
- ✓ **Economics** Competition for markets and resources led to imperialism and friction among European countries.
- ✓ **History** The two World Wars changed the way wars were fought and created new political power for the United States and the Soviet Union.

Section 2

A Divided Continent

Terms to Know

Cold War
nuclear weapon
deterrence
satellite nation
blockade
airlift

Main Idea

After World War II, the democratic United States and the Communist Soviet Union worked to bring their forms of government to the war-torn nations of Europe.

- ✓ **History** Competition between the United States and the Soviet Union started the Cold War.
- ✓ **Economics** Western European countries joined together to form the European Common Market, which moved toward greater cooperation and economic development.
- ✓ **Government** The Soviet Union made satellites of its surrounding nations.
- ✓ **History** Berlin became a “hot spot” for conflict between the superpowers, symbolized by the Berlin Wall.
- ✓ **Government** By 1991 countries in Eastern Europe had thrown off communist rule in favor of democracy.

Section 3

Moving Toward Unity

Term to Know

euro

Main Idea

Although the Cold War is over, many challenges still face the old and new nations of Europe.

- ✓ **Economics** The European Union is moving much of Europe toward greater economic and political unity. It has expanded to include many eastern European countries.
- ✓ **Economics** In 2002 most EU member countries began using a common currency.
- ✓ **Human/Environment Interaction** Problems still remain in Europe, including poverty and pollution.

Assessment and Activities



Using Key Terms

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

A.

- | | |
|-----------------|---------------------|
| 1. productivity | 6. Cold War |
| 2. union | 7. deterrence |
| 3. imperialism | 8. textiles |
| 4. communism | 9. cottage industry |
| 5. genocide | 10. euro |

B.

- group that bargains for better working conditions
- woven cloth
- mass murder of a people because of race, religion, ethnicity, politics, or culture
- European Union common currency
- work carried out in homes rather than in factories
- countries claim colonies for their resources and markets
- how much work can be done in a certain length of time
- conflict between the United States and the Soviet Union
- political system that called for the overthrow of the industrialized system
- designed to discourage a first attack



Reviewing the Main Ideas

Section 1 The Modern Era Emerges

- History** How did the Industrial Revolution change working and living conditions?
- Economics** Why did European countries find it necessary to have colonies?
- History** What were some of the problems that led to World War II?

Section 2 A Divided Continent

- History** What was the Truman Doctrine, and why was it important?
- History** What is the Common Market known as today?
- Government** What was the Non-Aligned Community, and which European nation belonged to it?
- History** Why did the Soviet Union build the Berlin Wall?
- Government** How did the policies of Mikhail Gorbachev affect Eastern Europe?

Section 3 Moving Toward Unity

- Economics** What are the advantages to citizens of EU member countries?
- Economics** What is the euro?
- Human/Environment Interaction** What environmental issues does Europe face?

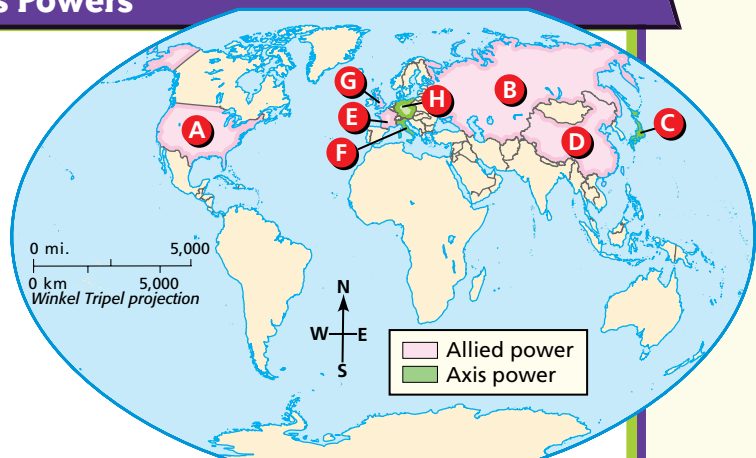


The Allies and Axis Powers

Place Location Activity

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

- | | |
|-------------------|------------------|
| 1. Germany | 5. China |
| 2. Italy | 6. Soviet Union |
| 3. United Kingdom | 7. Japan |
| 4. France | 8. United States |





Social Studies Online

Self-Check Quiz Visit **The World and Its People** Web site at twip.glencoe.com and click on **Chapter 11—Self-Check Quizzes** to prepare for the Chapter Test.



Critical Thinking

22. Predicting Consequences What further changes will occur in Europe as a result of the European Union and the collapse of the Soviet Union?

23. Sequencing Events List five events that made the Cold War “colder.”

1. _____
2. _____
3. _____
4. _____
5. _____



Comparing Regions Activity

24. History Like Europe after World War II, the Korean Peninsula was comprised of Communist and non-Communist countries. Eastern Europe had much in common with North Korea during the Cold War. Create a chart and list the similarities between Communist Eastern Europe and North Korea. On another chart, list the similarities between non-Communist Western Europe and South Korea.



Mental Mapping

25. Focusing on the Region Draw a simple outline map of Europe and label the following:

- United Kingdom
- Germany
- Italy
- France
- Russia
- Spain
- Greece



Technology Skills Activity

26. Using the Internet Research the national currencies that are being used in at least three European countries that have not yet adopted the euro. Note what each country's currency is called and when the country plans to phase it out. Research to find how the transition to the euro works.

Standardized Test Practice

Directions: Study the map, and then answer the question that follows.



1. In 1945, which country controlled the land surrounding Berlin, Germany's capital?

- F the United Kingdom
- G the Soviet Union
- H the United States
- J France

Test-Taking Tip: This question asks you to synthesize information on the map with prior knowledge. Notice that the map does not specifically state that the United Kingdom, for example, controlled a portion of Germany. Instead, it refers to this area as “British.”