



STUDY GUIDE

Chapter 4, Section 1

For use with textbook pages 75–79.

World Population

Terms to Know

death rate The number of deaths per year for every 1,000 people (page 76)

birthrate The number of births per year for every 1,000 people (page 76)

natural increase Growth rate of a population (page 76)

doubling time The number of years it takes a population to double in size (page 76)

population distribution The pattern of human settlement (page 77)

population density The average number of people living on a square mile or square kilometer of land (page 77)

migration The movement of people from place to place (page 79)

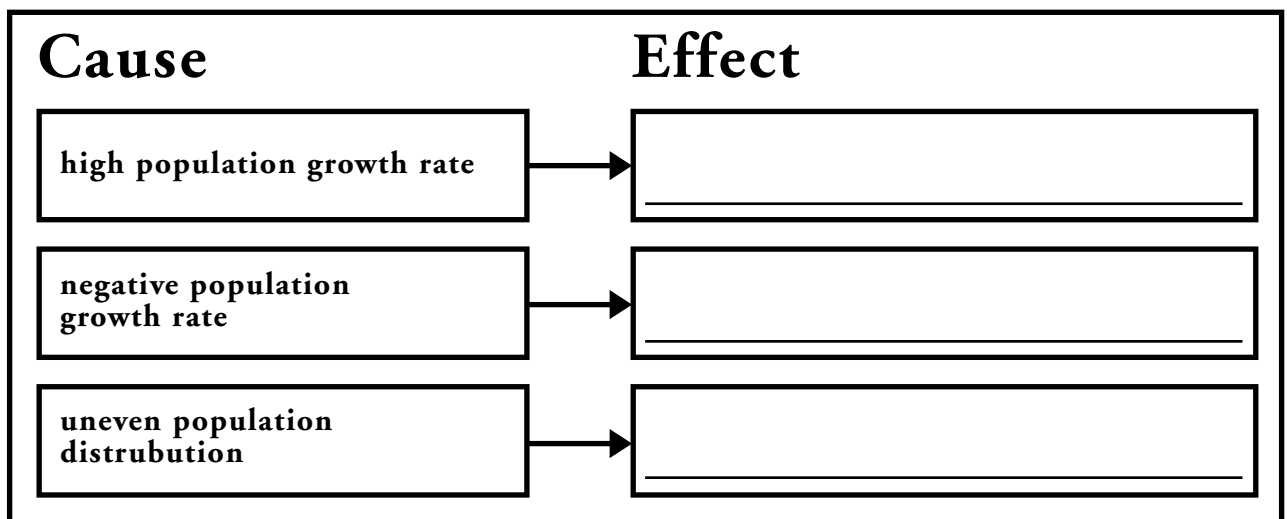
DRAWING FROM EXPERIENCE

How many people live in your community? How many people live in the United States? What do you think can cause the population of a place to increase or decrease?

This section focuses on the population of the world and the factors that affect population changes.

ORGANIZING YOUR THOUGHTS

Use the cause and effect diagram below to help you take notes as you read the summaries that follow. Think about how each of the listed items affects a country.



(continued)

**STUDY GUIDE****Chapter 4, Section 1****READ TO LEARN** **Introduction** (page 75)

Rapid population growth in Egypt's fertile Nile Delta has affected living conditions in this region. Population growth also affects living conditions in other areas of the world today.

1. What factor has affected living conditions in Egypt's Nile Delta?

 **Population Growth** (page 75)

About 6 billion people live on Earth on about 30 percent of the total land area. The world's population is growing rapidly because **birthrates** have not dropped as fast as **death rates**. The birthrate is the number of births per year for every 1,000 people. The death rate is the number of deaths per year for every 1,000 people. Scientists who study population calculate the difference between an area's birthrate and its death rate to determine the **natural increase**, or growth rate, of the area.

Population growth is not the same all over the world. Many industrialized areas of the world have zero population growth. They have a decreasing death rate as well as a decreasing birthrate. In many countries in Asia, Africa, and Latin America, however, the birthrates are high and the death rates are low. As a result, the **doubling time**, or the time it takes for a population to double in size, can be less than 25 years. The doubling time in industrialized countries, however, can be more than 300 years.

Rapid population growth can present many challenges.

- A. As the number of people increases, it becomes more difficult to produce enough food.
- B. Resources such as water and housing are used more rapidly in areas where the population increases rapidly.
- C. Because the majority of the population in some countries are children, there are not enough adult workers to produce enough food.

In some European countries in the late 1900s, the death rates were higher than the birthrates. These countries have experienced negative population growth. This situation can make it difficult for those countries to find enough workers to keep the economy going.

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2. How is the natural increase of an area determined?

 **Population Distribution** (page 77)

Just as the world's population growth rate is uneven, the world's **population distribution**, or where people live, is also uneven. Only about 30 percent of the earth's surface is made up of land. Much of that land is not fit to live in. As a result, most of the world's people live on less than one-third of the land, many of them in cities and their suburbs.

To find out how crowded a place is, geographers measure **population density**, or the average number of people living on a square mile or square kilometer area. They find the population density by dividing the total number of people in a country by the country's total land area. Two countries that have the same number of people may not have the same population density. For example, Belgium and Niger have roughly the same population. Belgium has less land area than Niger, so it has a higher population density.

Many of the world's people are moving—from city to city, suburb to suburb, rural areas to cities. This movement from place to place is called **migration**. Many people move from rural areas to cities to find jobs and a better life. Today, about half the world's people live in cities. People also move from country to country. A person who leaves his or her homeland is called an emigrant. A person moving into a new country is called an immigrant. Some people migrate to another country to escape disaster, war, or persecution. These people are called refugees.

3. Why do most of the world's people live on 9 percent of the earth's surface?



STUDY GUIDE

Chapter 4, Section 2

For use with textbook pages 80–85.

Global Cultures

Terms to Know

culture The way of life of a society of people who share similar beliefs and customs (*page 80*)

language family Large groups of languages having similar roots (*page 81*)

ethnic group A group of people who share a common language, history, place of origin, or a combination of these elements (*page 82*)

culture region A region of the earth where people share common traits (*page 83*)

cultural diffusion The process of spreading new knowledge and skills from one culture to another (*page 84*)

culture hearth Early civilizations whose ideas and practices spread to surrounding areas (*page 84*)

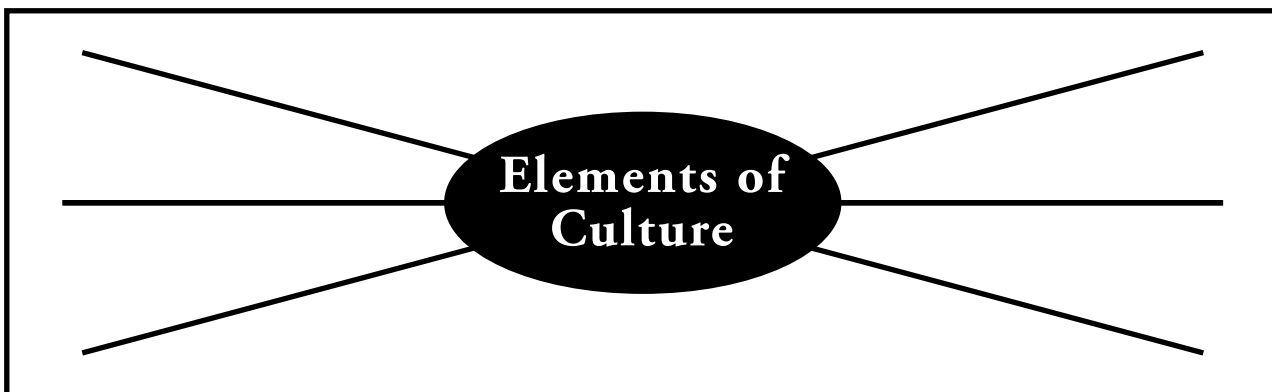
DRAWING FROM EXPERIENCE

What do you think of when you hear the word “culture?” What makes up a culture? What makes up your culture?

In the last section you read about what factors affect the world’s population growth rate. This section focuses on what elements make up a culture and where the first major cultures of the world started.

ORGANIZING YOUR THOUGHTS

Use the web below to help you take notes as you read the summaries that follow. Think about what elements are important in the study of cultures.



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STUDY GUIDE

Chapter 4, Section 2

READ TO LEARN

Introduction (page 80)

People have adapted to changes over time. Change can be seen in a society's architecture, customs, and economic activities. These things express the values that a group of people share and pass down from one generation to another.

1. What do a society's architecture, customs, and economic activities express?

Elements of Culture (page 80)

Geographers study **culture**, or the way of life of a society that shares similar beliefs and customs. The study of a society's culture includes six elements:

- A. Language** People use language to communicate information and to pass on their values and traditions. However, even within a culture there are differences in language. Some people may speak a dialect, or local form of a language that is slightly different from the main language. People who study languages arrange the world's languages into **language families**, or groups of languages that have similar roots.
- B. Religion** Religion influences many aspects of people's daily lives, such as moral values or holiday celebrations. Religious symbols have been part of cultural expressions, including painting, architecture, and music. The major world religions are Hinduism, Buddhism, Judaism, Islam, and Christianity.
- C. Social groups** Every culture organizes its members into smaller social groups. Family is the most important group in all cultures. Most cultures are also made up of social classes, in which people are ranked according to ancestry, wealth, and education. A culture may include people who belong to different **ethnic groups**, or people who share a common language, history, or place of origin.
- D. Government** Governments keep order within the country. They provide protection from outside dangers. Governments also provide services to their people. A government may have national, regional, or local power. Governments may also have a single ruler, a small group of leaders, or a body of citizens and their representatives.

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**STUDY GUIDE****Chapter 4, Section 2**

- E. Economic activities** Geographers study a culture's economic activities. They study how a culture uses its natural resources to meet its needs for food, shelter, and clothing. They also study how a culture produces, uses, and sells goods and services.
- F. Culture regions** Geographers divide the world into specific areas called **culture regions**. Each culture region includes many different countries that have traits in common. These traits may include similar economic systems, forms of government, and social groups. Their history, religion, and art forms may be similar. The housing and clothing of the people in the countries of the culture regions may also be similar.
2. Why is language an important element in studying cultures?
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 **Cultural Change** (page 84)

All cultures change over time. Changes may occur through internal factors such as new ideas and inventions. They might also occur through outside influences such as trade, migration, and war. The process of spreading new knowledge and skills from one culture to another is called **cultural diffusion**. Cultural diffusion has been an important part of cultural development throughout history.

Many early people were nomads who moved from place to place hunting and gathering their food. Some of them settled in river valleys and became farmers, living in permanent villages. This change from gathering food to farming is called the Agricultural Revolution. Some of the farming villages grew into cities and developed the civilized practices of trade, art, science, and government.

The first civilizations are known as **culture hearths**, because their ideas and practices spread to surrounding areas. The most influential culture hearths developed in what are now Egypt, Iraq, Pakistan, China, and Mexico. These culture hearths had four geographic features in common:

- A.** They all started as farming settlements with fertile land and a mild climate.
- B.** They were located near a major river or source of water.
- C.** The people in these culture hearths dug canal and ditches to use the rivers to irrigate the land.
- D.** The people in the culture hearths were able to grow surplus crops.

By having surplus food, everyone in a settlement did not have to farm. People were able to make a living in other ways. They worked as metal-

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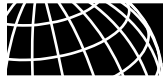
workers and shipbuilders, which led to the development of long-distance trade. The wealth received from trade led to the rise of cities. Rulers of these cities needed a government that would plan building projects and manage an army to defend the city. Government officials and merchants created writing systems to record and pass on information.

Different civilizations made contacts with one another through trade, travel, and migration. The spread of new ideas led to cultural changes in these civilizations.

Cultural diffusion exploded during the last 250 years. In the 1700s and 1800s, some countries began to industrialize. They used power-driven machines and factories to make goods. This development was known as the Industrial Revolution. People left the farms and moved to cities to find work in the factories. As a result, cities grew larger.

At the end of the 1900s, the world experienced the Information Revolution. Computers were able to store large amounts of information and to send the information all over the world. This allowed cultures to be linked together more closely than ever before.

- 3.** What changes occurred as a result of the Agricultural Revolution, the Industrial Revolution, and the Information Revolution?



STUDY GUIDE

Chapter 4, Section 3

For use with textbook pages 86–90.

Political and Economic Systems

Terms to Know

unitary system A system of government that gives all key powers to the national or central government (page 87)

federal system A system of government that divides powers between the national government and state or provincial governments (page 87)

autocracy A system of government in which the power and authority to rule belong to a single individual (page 87)

oligarchy A system of government in which a small group holds power (page 88)

democracy A system of government in which leaders rule with the consent of the citizens (page 88)

traditional economy An economy in which habit and custom determine the rules of economic activity (page 89)

market economy An economy in which individuals and private groups make decisions about what to produce (page 89)

mixed economy An economy in which the government supports and regulates free enterprise through decisions that affect the marketplace (page 89)

command economy An economy in which decisions are made at the upper levels of government and handed down to the people (page 89)

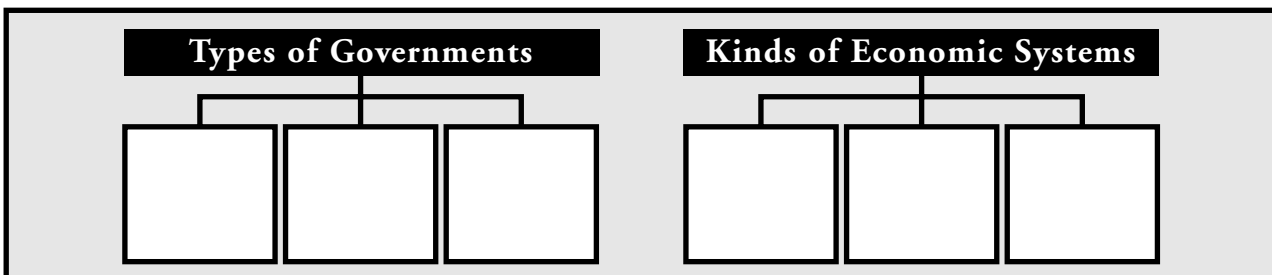
DRAWING FROM EXPERIENCE

How do businesses decide what and how much goods they are going to make? How do you and your family decide what you are going to buy? What kinds of things help you make these decisions?

In the last section you read about the elements that make up a culture. This section focuses on the political and economic systems of the world's countries.

ORGANIZING YOUR THOUGHTS

Use the diagram below to help you take notes as you read the summaries that follow. Think about the different types of governments and economic systems and the main features of each.



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STUDY GUIDE

Chapter 4, Section 3

READ TO LEARN

Introduction (page 86)

The governments and economies of nations around the world today have become increasingly interconnected. Government is the institution that helps a society maintain order, provide services, provide security, and help support its economic activities. An economy is the way a society makes, distributes, and uses goods and services.

1. What is the purpose of government?

Features of Government (page 86)

The world is made up of about 200 countries. These countries vary in size, military strength, natural resources, and world influence. A nation's government is responsible for making and enforcing laws that all of its people are bound to follow.

2. What is a nation's government responsible for?

Levels of Government (page 87)

Each country's government has unique characteristics. To carry out their functions, governments have been organized in a variety of ways. Two ways are:

- A. In a **unitary system** of government, the national or central government holds most powers. The central government creates state or other local governments and gives them limited authority.
- B. In a **federal system** of government, power is divided between the national government and state or provincial governments. Each level of government has authority over certain matters.

3. Who holds power in a unitary system of government? In a federal system?

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Types of Government (page 87)

Governments also differ in the way they exercise authority.

- A. In an **autocracy**, the power to rule lies in a single individual, an autocrat. One kind of autocracy is a totalitarian dictatorship. In this kind of government the ideas of a single leader determine the decisions the government makes. The people have no power to stop their ruler's actions. Another kind of autocracy is a monarchy. Monarchs usually inherit their position. Absolute monarchs have unlimited power to rule. Constitutional monarchs share their power with elected legislatures and serve as ceremonial leaders.
- B. In an **oligarchy**, a small group of people holds power. The group derives its power from wealth, control of the military, social position, or a combination of these elements.
- C. In a **democracy**, leaders rule with the consent of the people. The people hold sovereign power. Most democratic countries have a representative democracy, in which people elect representatives who have the power to make laws and run the government.

Many democratic countries are also republics, in which voters elect all major officials. The officials are responsible to the people. The head of government in most republics is a president. Some democratic countries are constitutional monarchies, in which the official head is the monarch but elected officials have the power to rule.

4. What are two types of democracies?

Economic Systems (page 89)

Governments throughout the world manage different kinds of economic systems. All economic systems have to answer three basic questions:

- A. What and how many goods and services should be produced?
- B. How should the goods be produced?
- C. Who gets the goods and services that are produced?

The three major economic systems answer these questions in different ways.

- A. In a **traditional economy**, habit and custom determine the rules of all economic activity. For example, it was a tradition in the Inuit society of Canada that a successful hunter would share the spoils of a hunt with other families in the village.

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- B.** In a **market economy**, individuals and private groups make decisions about what to produce. Consumers decide what goods they will or will not buy. Businesses make more of what they believe consumers want. A market economy is based on free enterprise. This is the idea that individuals or groups have the right to own property and make a profit with limited government interference. This system is also known as capitalism.

No nation has a pure market economy. Most have a **mixed economy**. In this kind of economy the government regulates free enterprise through decisions that affect the marketplace. The government works to keep competition fair and to work for the benefit of the people.

- C.** A **command economy** is one in which the government makes the economic decisions for the people. The government controls the way goods are made and distributed. Communism is a kind of command economy in which the government strictly controls the economy. People who favor a market economy believe that command economies often decline because businesses do not have incentives to produce or innovate.

Socialism is a kind of command economy with less strict controls. It allows free enterprise together with government-run activities. The main goals of socialism are:

- A.** Equal distribution of wealth and opportunity.
- B.** Society's control of the economy through the government.
- C.** Public ownership of land and key industries.

Many democratic countries have an economic system known as democratic socialism. In this system people have control over government officials through free elections. The government, however, makes most economic decisions.

- 5.** What is the main difference between a market economy and a command economy?



STUDY GUIDE

Chapter 4, Section 4

For use with textbook pages 91–95.

Resources, Trade, and the Environment

Terms to Know

natural resource an element from the earth that can be used for food, fuel, or other necessities (page 91)

developed country a country in which most people are employed in manufacturing or service industries and enjoy a high standard of living (page 93)

developing country a country that is working toward greater manufacturing and technology (page 93)

industrialization the spread of industry (page 93)

free trade the removal of trade barriers so that goods can flow freely between countries (page 94)

pollution the release of unclean or impure elements into the air, water, and land (page 94)

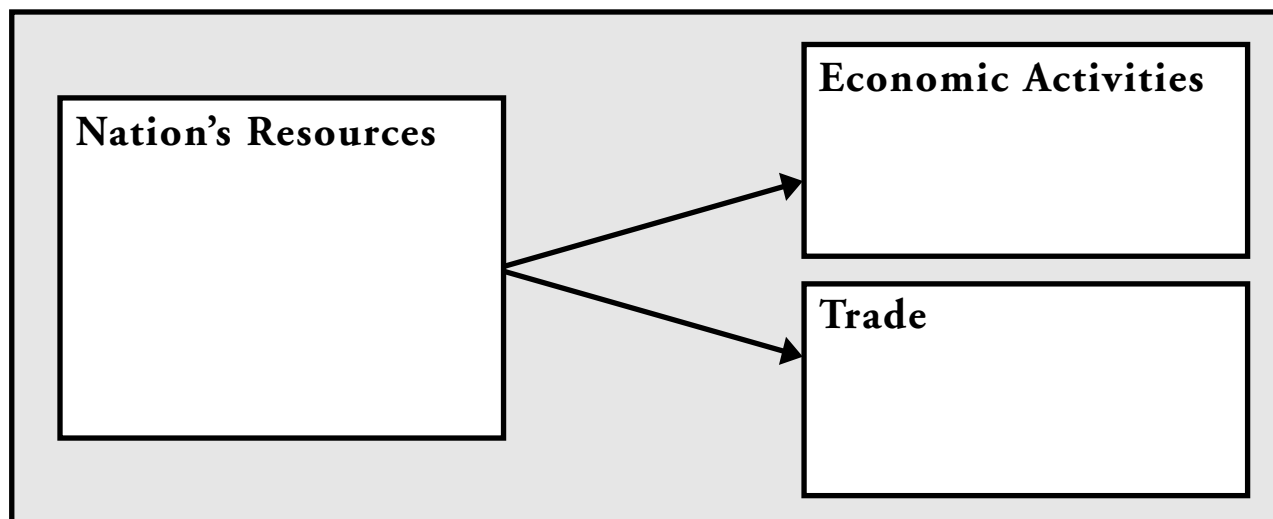
DRAWING FROM EXPERIENCE

How do you use natural resources? What do you do to conserve natural resources?

In the last section you read about the kinds of governments and types of economies that countries have. This section focuses on how countries use natural resources, why they trade, and how their economic activities affect the environment.

ORGANIZING YOUR THOUGHTS

Use the diagram below to help you take notes as you read the summaries that follow. Think about how the kinds of natural resources a country has affects its economic activities and trade.



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STUDY GUIDE

Chapter 4, Section 4

READ TO LEARN

Introduction (page 91)

Today, technological advances such as the Internet have made the world's peoples interdependent. The global economy has affected the way people use their natural resources.

1. Why are people around the world today more interdependent?

Resources (page 91)

Natural resources are the elements from the earth that are not made by people but that people can use for necessities such as food or fuel. There are two kinds of natural resources:

- A. Renewable resources** cannot be used up, or they can be naturally replaced. Wind, sun, water, forests, and animal life are examples.
- B. Nonrenewable resources** cannot be replaced. Most minerals and fossil fuels—coal, oil, and natural gas—are nonrenewable resources. Because nonrenewable resources cannot be replaced, they must be conserved.

2. What is the difference between renewable and nonrenewable resources?

Economic Development (page 93)

Natural resources are not evenly distributed throughout the world. A country's resources help to determine the country's economic activities. **Developed countries** are countries that have a great deal of technology and manufacturing. Most people in these countries make a living in the manufacturing and service industries. Farmers in these countries are involved in commercial farming, raising crops to sell. **Developing countries** are countries that are working toward more manufacturing and technology. Farming is the main economic activity. Most farmers are involved in subsistence farming, where they grow only enough food to meet their families' needs.

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**STUDY GUIDE****Chapter 4, Section 4**

3. What is the main economic activity in developed countries? In developing countries?

 **World Trade** (page 93)

Because natural resources are unevenly distributed, the world's nations have developed a network of trade. Countries sell surplus goods to countries that cannot produce these goods. Countries that cannot make as much as they need of certain goods buy these goods from other countries.

Governments sometimes create barriers to trade in order to help their own economy.

- A. A **tariff**, or a tax, on imported goods makes these goods more expensive, so that people buy goods that are made at home.
- B. A **quota** limits how much of a particular good can be imported into the country.
- C. An **embargo** bans all trade with another country.

Recently, governments throughout the world have moved toward **free trade**. They remove trade barriers so that goods can be traded freely between countries. Many countries today belong to the World Trade Organization (WTO), an international agreement to promote free trade. Several countries have joined together in regional free-trade agreements.

4. In what three ways can governments place barriers on trade with other countries?

 **People and the Environment** (page 94)

People's economic activities have effects on the environment. One major effect is **pollution**, which occurs when impure elements are released into the air, water, and land.

Tankers that cause oil spills and industries that dump chemical wastes into bodies of water cause water pollution. Fertilizers, untreated sewage, and animal wastes also contribute to water pollution. Chemicals that poison topsoil cause land pollution. Solid wastes dumped in unsanitary dump sites and radioactive waste from nuclear power plants also cause land pollution.

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**STUDY GUIDE****Chapter 4, Section 4**

The main cause of air pollution is the burning of fossil fuels by vehicles and industries. Some of the gases given off by burning fuel combine with precipitation to form acid rain. Acid rain destroys the surface of buildings, kills fish, and destroys forests. Some scientists believe that air pollution contributes to global warming, which may cause ice caps to melt, the level of the oceans to rise, and major flooding in some areas.

When human communities expand, they threaten natural ecosystems. These are places where the plants and animals are dependent upon one another and the environment for survival. Because the land, water, and air are interrelated, things that harm one part of an ecosystem harm all the other parts.

5. What is the main cause of air pollution?
