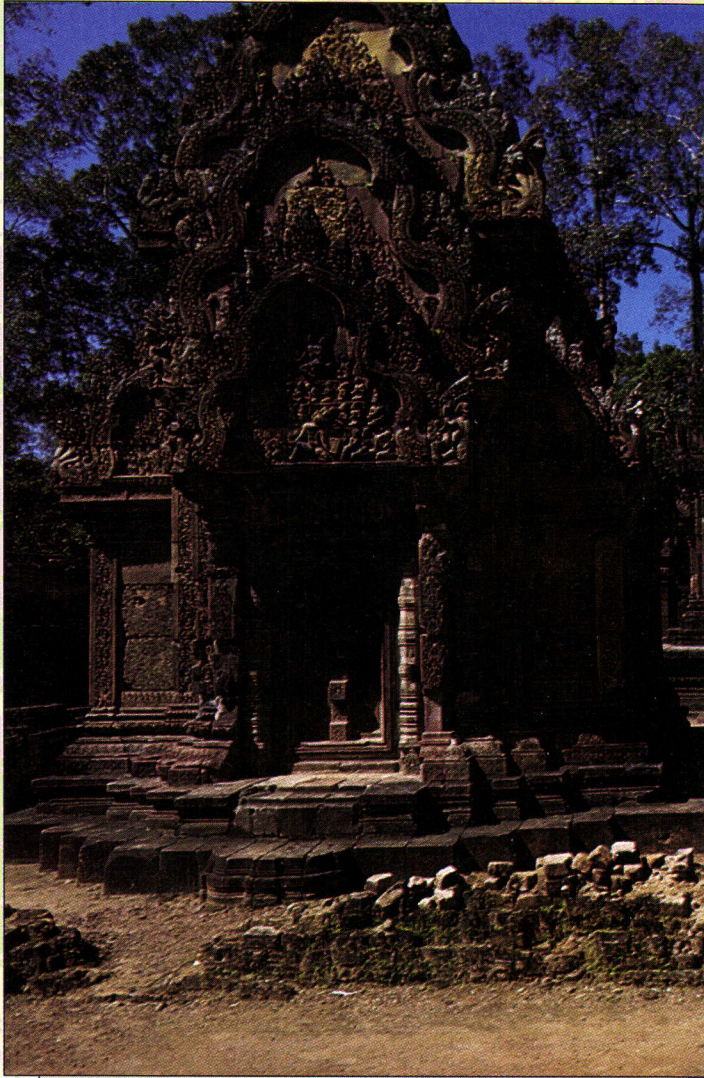


THE GLOBAL ENVIRONMENT



A Temple at Angkor Angkor Wat is the largest religious complex in the world. It was built in the 1100s by the Khmers, a people who once ruled Cambodia and nearby areas of Southeast Asia. Angkor Wat has become a lasting monument to this early Khmer civilization.
Culture What evidence do you think Angkor Wat provides about early Khmer culture?

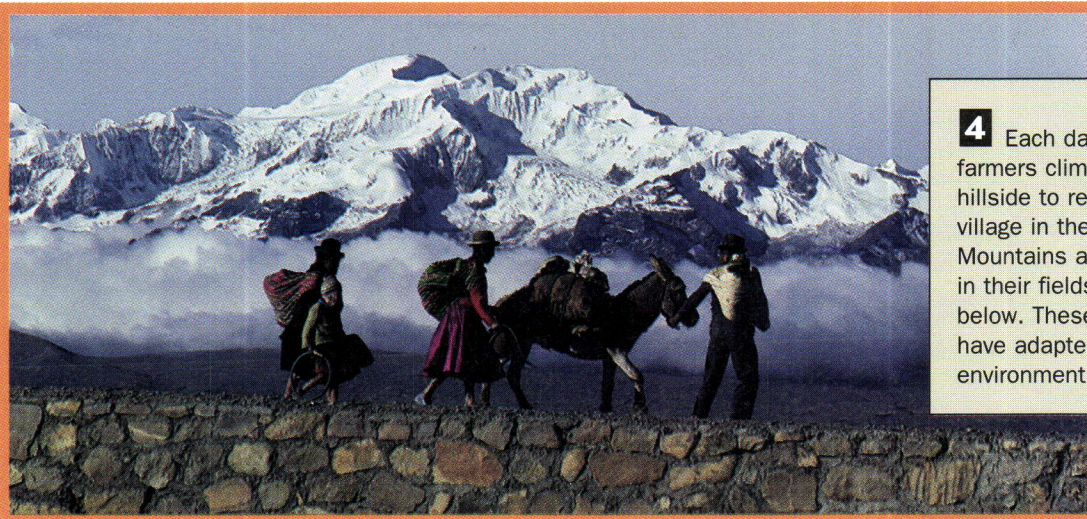
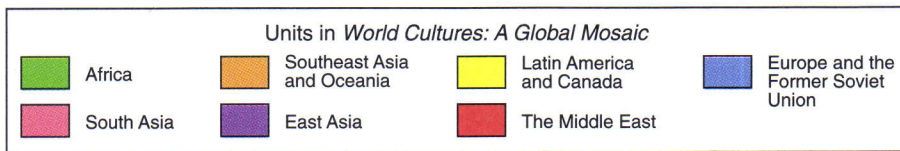
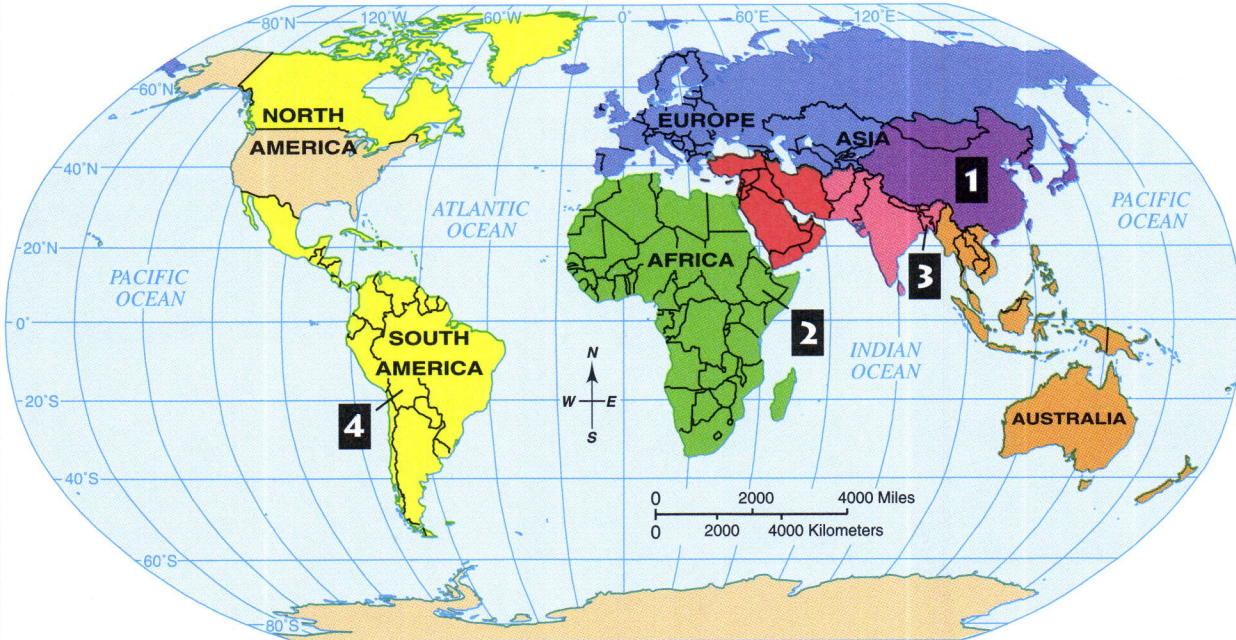
CHAPTER OUTLINE

- 1 Exploring the World Around Us
- 2 Understanding the Physical World
- 3 The Meaning of Culture
- 4 How Cultures Change

Creaking and swaying, the huge ship dropped anchor off the coast of what is today Cambodia. Aboard, an impatient and excited Chou Ta-kuan prepared to go ashore. The year was 1296, and Chou had sailed to this distant land on orders from the emperor of China. Chou's mission was to promote trade with the Khmer people who lived here.

Once ashore, Chou took careful notes about everything he saw. He admired the rich city of Angkor and the beautiful temple of Angkor Wat. He paid special attention to the crops the people grew and the goods they bought and sold. He commented on the mild climate. "Their whole year is like our summer months," Chou wrote, "for they have neither frost nor snow." He also noted that most Khmer merchants were women.

The World



4 Each day Bolivian farmers climb a steep hillside to return to their village in the Andes Mountains after working in their fields in the valley below. These villagers have adapted to a harsh environment.

1400	1600	1800	2000
▲ Late 1400s Strong monarchs emerge in Europe and overseas expansion begins		▲ 1870s Age of Imperialism begins	▲ 1945 United Nations formed
▲ 1400s–1500s Timbuktu is center of Islamic learning			▲ 1975 Helsinki Agreement signed
▲ 1569 Mercator develops new map	▲ 1700s Industrial Revolution begins in Europe		▲ 1957 Soviet Union launches first artificial satellite

Like all travelers, Chou wanted to find out how the people lived in a land that was different from his own.

CHAPTER PERSPECTIVE

In this book, you will learn about people in many parts of the world. Their ways of life have developed over thousands of years. In some ways, their ideas, customs, and traditions differ from one another as well as from those familiar to us in the United States. Some differences can be traced to geography. As you begin to study world cultures, it is useful to look first at geography in order to discover how it affects the way people live.

As you read, look for these chapter themes:

- ▶ Geography affects the way people live in different regions of the world.
- ▶ Maps give us vital information about the world.
- ▶ Culture is the total way of life of a particular people.
- ▶ Many factors, including geography, influence the culture of a region.
- ▶ A number of forces influence how cultures change.

Literature Connections

In this chapter, you will encounter passages from the following works.

Land of the Spotted Eagle, Chief Luther Standing Bear
The Life of an Irish Travelling Woman, Sharon Gmalch

For other literature suggestions, see Connections With Literature, pages 804–808.

1

EXPLORING THE WORLD AROUND US

FIND OUT

- What are the five themes of geography?
- How does movement contribute to global interdependence?
- What are some ways of defining regions?

Vocabulary geography, location, latitude, longitude, export, import, interdependence

One hundred years ago, Chief Standing Bear spoke of the vital connection between his people, the Lakota, and their environment:

“ [They] . . . loved the earth and all things of the earth. . . . To sit or lie upon the ground is to be able to think more deeply and to feel more keenly; . . . to see more clearly into the mysteries of life and come closer in kinship to . . . all creatures of the earth, sky, and water.”

Wherever people live, they have shaped the environment to suit their needs. The human ability to change the environment, however, is limited. Often, people must adapt their agriculture, industry, arts, and daily habits to their surroundings. People who live in desert regions wear light, loose-fitting clothing. People who live in the northernmost and southernmost regions of the globe adjust to winters without daylight and summers without night. To understand world cultures, it is important to see the connections between people and their environment.

What Is Geography?

Geography is the study of where people, places, and things are located and how they relate to each other. In ancient Egypt, priests studied the land. Through careful observation and mathematics, they calculated how much grain the land could produce. They then used that knowledge to collect the taxes that supported their temples. Later, Greek geographers built on these and other advances to create maps of Europe, Africa, and Asia.

Geography has many uses beyond creating maps, globes, and charts. Today, geographers have developed five basic themes to help us understand the links between people and the Earth. The five themes are location, place, interaction between people and their environment, movement, and region. Each theme offers a way of looking at the world and its people.

Location

Imagine that a friend told you she was flying to Goa next week. “Where is that?” you ask. You want to know Goa’s **location**, its position on the Earth’s surface.

Your friend tells you that Goa is a former Portuguese colony on the southwest coast of India. By describing the position of Goa in relation to another place, your friend is giving its relative location. Sometimes, people need to know the absolute, or exact, location of a place. To give absolute location, people use the grid of numbered lines of latitude and longitude seen on many maps or globes.

Lines of **latitude** measure distances north or south of the Equator. The Equator divides the Earth into two halves, called hemispheres. The Northern Hemisphere lies north of the Equator, and the Southern Hemisphere lies south of it. Lines of **longitude** measure distances east or west of the Prime Meridian. The Prime Meridian is an imaginary line that runs through Greenwich (GREHN ihch), England. The circle formed by the Prime Meridian divides the Earth into the Eastern and Western hemispheres.

Using lines of latitude and longitude, you can locate any place on Earth. Find Goa on the map on page 188. As you can see, Goa’s exact location is 15 degrees (°) north latitude and 73 degrees (°) east longitude. This location is written as 15°N/73°E.

Place

Geographers describe places in terms of their physical and human characteristics. Physical characteristics include the landforms, climate, soil, and animal life of a place. Human characteristics include the people’s way of life—their activities, means of transportation, religion, and languages.

Every place in the world has its own physical and human characteristics. Think of Albany, the capital of New York State. Albany’s physical characteristics include its position on the Hudson River, its weather, its landforms, and its plant and animal life. Among Albany’s human characteristics are state office buildings, stores, houses, and roads.

Albany’s physical and human characteristics are connected. Albany’s position on the Hudson River drew settlers there in the 1600s. Today, the city is still a busy river port. As you read about different places in this book, notice their physical and human characteristics.

Interaction Between People and Their Environment

Wherever people live, they change the world around them. They may clear forests, blast tunnels through mountains, or plow fields. Indeed, throughout history, much of what we call progress has involved people changing the environment.

Hidden costs. Today, we are learning that this kind of progress can have hidden costs. Some of our actions have polluted the air, water, and land. People have built highways to ease travel from place to place. Cars and trucks, however, are a major cause of air pollution. Farmers have used pesticides to kill insects that destroy crops, yet pesticides in our water and in food can harm us.

A key issue is how we interact with the environment. As you will read, people in all parts of the world face hard choices. They must decide how to develop their economies without destroying the environment.

People adapt. People's effort to change the environment is only one form of interaction. As you have read, sometimes people adapt to their environment instead. In the

frozen lands of the Arctic north, for example, the Eskimos build homes out of ice. In parts of China where there are few trees, people chop vegetables, fish, and meat into bite-sized pieces. They "stir-fry" the food quickly, using little fuel. Many Americans enjoy stir-fried foods. However, probably few people realize that this style of cooking resulted from Chinese cooks adapting to their environment.

The Nile River Valley Ninety-six percent of Egypt is desert. The Nile River Valley is a strip of fertile land that contrasts sharply with the surrounding land. Most people in Egypt live in the Nile Valley or near the mouth of the Nile where it empties into the Mediterranean Sea. **Geography** How does the geography of Egypt affect where people live?



Brasília—A City Built From Scratch

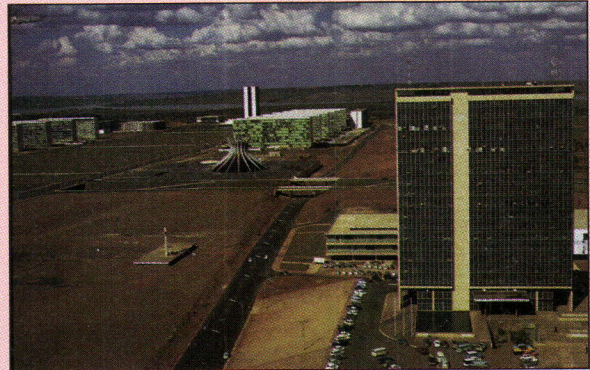


Early in the 1950s, Brazilian president Juscelino Kubitschek gave architect Oscar Niemeyer a challenge. “How would you like to be my Michelangelo?” Kubitschek asked, referring to the great Italian artist. Niemeyer’s task was to design and build a new capital city deep in the heart of Brazil. Brasília was to be an ideal, ultramodern city—a new place created in the wilderness.

For years, Brazilians had debated moving the capital inland from Rio de Janeiro on the coast. A new capital, many argued, would bring people and trade into the interior region. In 1957, work finally began. The location chosen was the Planalto Central, a bare plateau 3,500 feet (1,067 m) high. Almost overnight, the Planalto became a 24-hour-a-day construction site for the city of Brasília. Machines, materials, and workers by the thousands were ferried in by raft.



The new city was designed roughly in the shape of an airplane. Government buildings are located where the pilot would sit, while the “tail” houses a railroad station. In between is a large downtown area, with hotels, shops, and recreational facilities. The “wings” are 60 residential superblocks with apartment buildings, gardens, schools, shops, and theaters.



After more than three years of nonstop work, Brasília was officially dedicated on April 21, 1960. Years later, Niemeyer said, “I’d have more gardens and a center where cars couldn’t go, and perhaps I’d have given the buildings a few more stories.” Still, he was proud that the city he designed was “disciplined and above the chaos of other cities.”

1. Where was Brazil’s old capital located?
2. Why was Brazil’s interior chosen as the site for Brasília?
3. **Applying Information** How does the building of Brasília illustrate the theme of interaction?

Movement

Another theme of geography is the movement of people, goods, and ideas. These movements often occur together.

Migration. Even before recorded history, people traveled from one place to another.

Early peoples often moved in order to find food. In more recent times, millions of people came to the United States to find freedom or a better life. Sometimes, people leave their homelands because of natural disasters or wars. Still others are moved against their will. Over a period of 400 years, slave traders took

millions of Africans by force. From the 1500s to the 1800s, they shipped them across the Atlantic Ocean to plantations in the Americas.

Trade. Trade is the movement of goods between areas. It occurs because areas of the world have different resources and different levels of economic development. Trade involves **exports**, or goods sent to markets outside a country, and **imports**, or goods brought into a country. Some countries export natural resources such as copper, or farm products such as coffee beans. Other countries export manufactured goods such as computers, tanks, and cars.

Ideas spread. The movement of ideas occurs with the movement of people and goods. More than 2,000 years ago, missionaries and merchants from India spread the religious teachings of Buddhism to the peoples of China and Southeast Asia. Today, advanced communication and transportation help to spread ideas faster. Television viewers in Angola in Africa, for example, can watch the latest movies from Brazil in South America.

Interdependence. The rapid movement of people, goods, and ideas adds to global interdependence. **Interdependence** is the dependence of countries on goods, resources, and knowledge from other parts of the world. For example, Americans get their coffee from South America, tea from India, and oil from the Middle East. For our economy to prosper, we must sell American-made products to people around the globe. In this book, you will read about how interdependence is affecting our world.

Region

A region is an area with its own unifying characteristics. Geographers define regions in several ways. Regions can be identified by physical characteristics, such as landforms or climate. The world's continents are examples of physical regions. The Rocky Mountain area of the United States and the rain forests of Brazil are also physical regions.

A region can also be identified by cultural, political, or economic features. The Muslim world, for example, is the cultural region influenced by the religion of Islam. It includes parts

of Africa and Asia, including the Middle East.* Nations are examples of political regions.

Because regions can be defined in different ways, a country can belong to several different regions. Pakistan, for example, is part of the physical region of South Asia. Because most Pakistanis are Muslims, Pakistan is also part of the Muslim world, a cultural region. Pakistan also belongs to the economic region known as the developing world, sometimes called the Third World. Nations in the developing world are working to build modern industrial economies.

In this book, you will read about many regions. They include Africa, South Asia, Southeast Asia, East Asia, Latin America, Canada, the Middle East, and Europe. The location, history, resources, and people of each region help it to create its own identity. As you will discover, each region also has great variety.

SECTION 1 REVIEW

- 1. Locate:** (a) Africa, (b) South Asia, (c) Southeast Asia, (d) East Asia, (e) Latin America, (f) Middle East, (g) Europe.
- 2. Define:** (a) geography, (b) location, (c) latitude, (d) longitude, (e) export, (f) import, (g) interdependence.
- 3.** Briefly describe the five themes of geography.
- 4.** (a) Give two examples of how people have reshaped their environment. (b) Give two examples of how they have adapted to their environment.
- 5.** How have modern communication and transportation affected movement?
- 6. Applying Information** Describe three different ways to identify the region in which you live.
- 7. Writing Across Cultures** Write a paragraph describing how movement affects the way of life of people around the world.

* The Middle East lies in the physical region of southwestern Asia. North African nations such as Egypt and Algeria are part of the physical region of Africa. Through their history and culture, the nations of North Africa have strong ties to the Muslim world of the Middle East.

UNDERSTANDING THE PHYSICAL WORLD

FIND OUT

- Why have mapmakers created different map projections?
- What are the four major landforms?
- What factors influence climate?

Vocabulary map projection, topography, vegetation, mountain, elevation, hill, plain, plateau, climate.

About 2,500 years ago, the leaders of Athens, a city-state in Greece, asked the rulers of nearby Sparta for aid in a war against Persia. To convince them to fight, the Athenians sent the Spartans a map of the world made out of bronze. The Athenians wanted the Spartans to see how close the two cities were. They hoped that Sparta would then join them in the fight against Persia.

The gift had an unexpected result, however. Studying the map, the Spartans noted that Persia lay across the Aegean Sea. They refused to fight, saying that Persia was too far away to be a threat. The Spartans were wrong. Within a year, Persian armies had crossed the Aegean, and Sparta had to fight.

Since ancient times, people have used maps to learn about the world. Knowing the location of continents and countries is important to understanding world cultures.

Tools of Geographers

Geographers use globes and maps to represent the Earth. A globe is more accurate than a map. Shaped like the Earth, a globe gives a true picture of the size and shape of landmasses and of distances across oceans.

But globes are awkward to carry around, so most people use maps instead. Even so, maps have a major drawback. Because the Earth's surface is curved and maps are flat, all maps distort the Earth in some way.

Over the years, mapmakers have developed many map projections. **Map projections** are ways of showing the curved Earth on a flat surface. Each projection has advantages and disadvantages. Some show the shape of landmasses correctly but not their size. Others show accurate sizes but distort shapes.

Mercator projection. By the mid-1400s, sailors from Europe were exploring the oceans. They needed better maps than those that had been made in the past. In 1569, a European mapmaker, Gerardus Mercator, created a map that showed direction accurately. Sailors could then know if they were sailing north, south, east, or west.

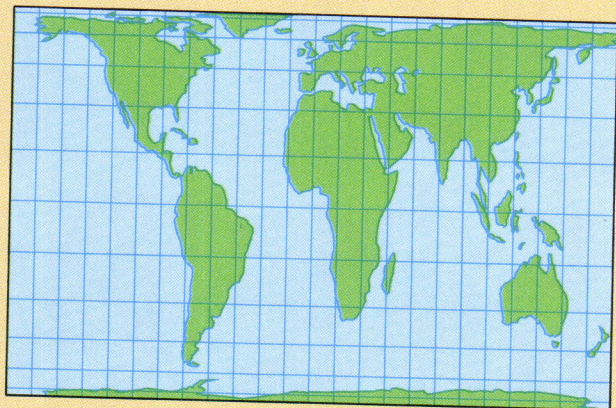
Besides showing direction, a Mercator map gives an accurate view of land areas near the Equator. However, it distorts the size and shape of lands near the North and South poles. Greenland, for example, is only one eighth the size of South America. Yet in a Mercator projection, Greenland looks larger than South America.

Interrupted projection. In an interrupted projection, mapmakers show the correct sizes and shapes of landmasses by cutting out parts of oceans. The cuts, however, make it impossible to measure distances accurately or to plot a course across an ocean.

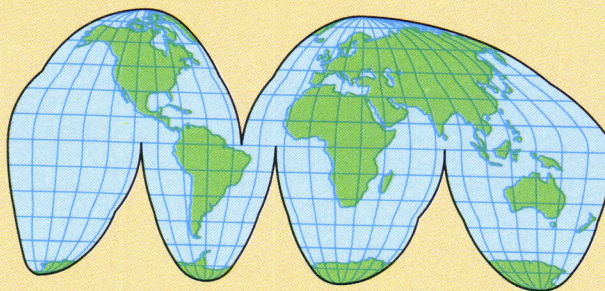
Peters projection. The Peters projection shows the correct areas of landmasses and oceans. Directions are also accurate, as they are on a Mercator map. Still, a Peters projection distorts the shapes of Africa and South America. They appear longer and thinner than they really are.

Robinson projection. Today, many maps use the Robinson projection. It shows the correct sizes and shapes of most landmasses. It also gives a fairly accurate view of the sizes of oceans and the distances across land areas. But even the Robinson projection has distortions, especially in regions shown along the edges.

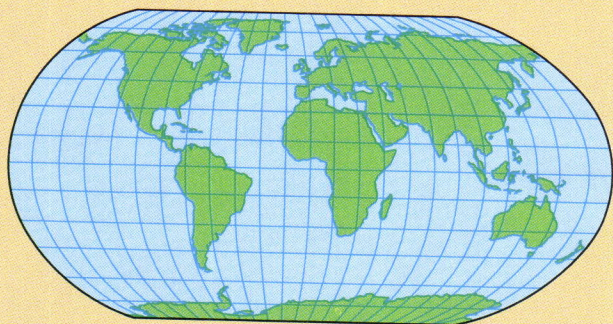
Types of Map Projections



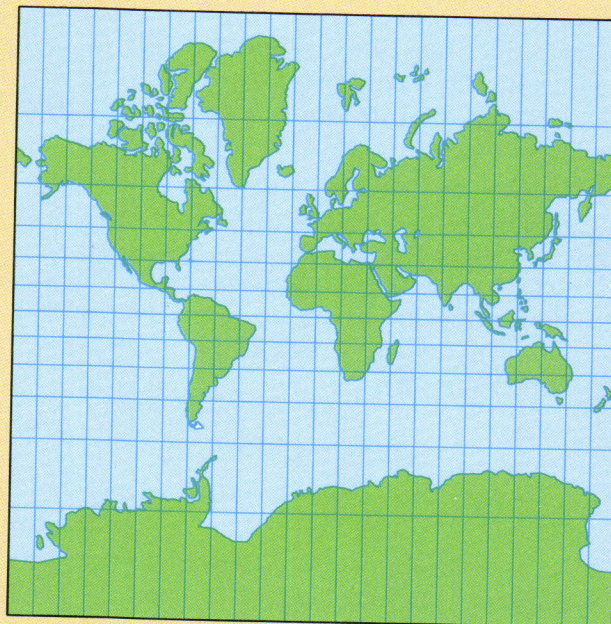
Peters Projection



Interrupted Projection



Robinson Projection



Mercator Projection

MAP STUDY

Each map projection shows a round world on a flat surface in a different way. None of the projections can show area, shape, distance, and direction accurately at the same time.

- 1. Location** On which map projection are Africa and South America most distorted?
- 2. Movement** Which map projection would give navigators trouble if they tried to trace a water route between two places?
- 3. Comparing** On which two map projections do the landmasses look most similar?

Special-Purpose Maps

Geographers have developed many kinds of maps to show different information. Each has a special purpose. A political map shows the borders that divide nations from one another. A physical map shows features such as mountains, lakes, and rivers. The physical features of a place or region are called its **topography**

A population map shows how many people live in each area on the map. A natural resources map shows where coal, uranium, oil, and other important resources are found. Still other maps show climate and vegetation. **Vegetation** is the plant life of a place or region. Skim the maps in this book. Read the map titles to see the different kinds of information they include.

Using information from different kinds of maps, you can learn a lot about a region. For example, by comparing a climate map and a population map, you can see how climate affects where people live. A physical map will help you see how mountains and rivers also affect population patterns. Each map in this book will help you understand more about a particular region.

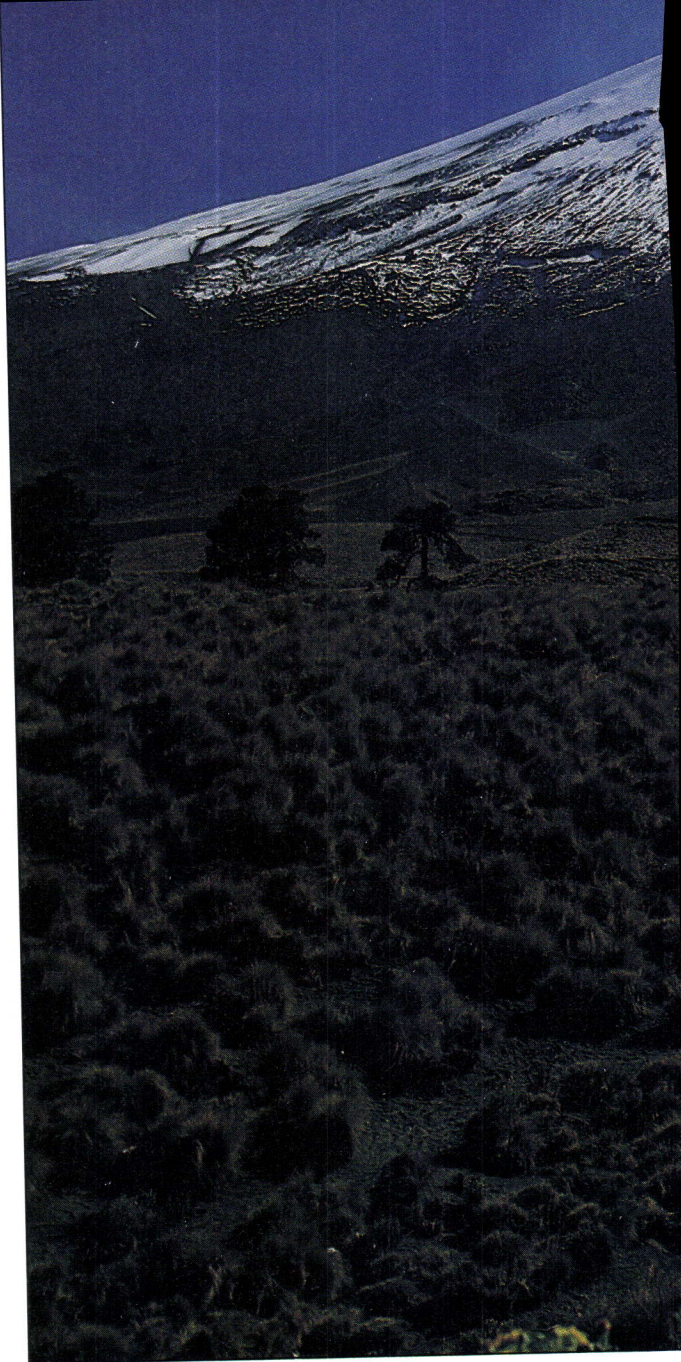
Maps and Culture

All maps are made from a particular point of view and usually stress what is important to the mapmaker's culture. Throughout history, different peoples created maps showing themselves at the center of the world.

During the early Middle Ages, Europeans drew maps expressing a religious view of the world. They placed their holiest city, Jerusalem, at the center. Ancient Chinese maps showed the world from the Chinese emperor's viewpoint, with his throne placed under the North Star. Modern Chinese world maps show China near the center, while American maps put North America there.

Major Landforms

People have adapted to different kinds of natural features, or landforms. The major landforms are mountains, hills, plains, and plateaus. (See the illustration on page 24.)



Mountains are high, steep, rugged land that rises above the surrounding land. Mountains vary in **elevation**, or height above sea level, but all mountains are at least 2,000 feet (610 m) high. The Himalaya Mountains in South Asia and the Andes Mountains in South America include some of the world's highest peaks.

Mountainous areas generally have small populations. Some people, however, have found ways to live on the steep slopes of high



Landforms of Mexico Most of Mexico occupies a plateau. Several mountains with elevations of more than 17,000 feet (5,182 m) rise above the plateau. Popocatepetl, shown in this photo, is a range of volcanic mountains near Mexico City. **Geography** Identify the two landforms that are shown in this photograph.

mountains. The ancient Inca city of Machu Picchu in Peru was built on a mountain-top 8,038 feet (2,450 m) above sea level. (📖 See Connections With Literature, page 804, “In Suspect Terrain.”)

Hills are also areas of raised land, but they are lower and less steep than mountains. Hilly areas have more settlers than mountains have because farming is easier there.

Every major region includes **plains**, large areas of fairly level or gently rolling land.

Plains generally have low elevation. If plains have fertile soil and receive enough rainfall, they are good for raising crops. A vast plain that spreads across the center of North America has long been the “breadbasket” for the United States and Canada.

Coastal plains are lowland areas that border oceans. Many cities are found along coastal plains. Because of their location on the water, these coastal cities developed as trading ports.

Plateaus are large areas of high, flat or gently rolling land. Plateaus have elevations ranging from a few hundred to several thousand feet above sea level. Like plains, plateaus can provide good farmland depending on rainfall and soil quality.

In hot, tropical regions, plateaus offer relief from high temperatures. As a result, some plateaus are densely populated. Mexico City, the capital of Mexico, is located on a high plateau. With more than 22 million people, it is the world's largest city.

Graph Skills Climates vary in different regions of the world. Geographers classify world climates into twelve types, based on the weather and rainfall in a region.
 ► According to this chart, which two climate types have the most rainfall? Which two have the least rainfall?

Climates of the World	
Climate	Weather/ Yearly Rainfall
Tropical wet	hot, humid/ 100 in.
Tropical wet and dry	hot, wet summers; warm, dry winters/ 50 in.
Semiarid	hot summers; mild to cold winters/ 18 in.
Desert (arid)	hot and dry/ 5 in.
Mediterranean	hot, dry summers; cool, moist winters/ 23 in.
Humid subtropical	hot summers; cool winters/ 50 in.
Marine	warm summers; cool winters/ 45 in.
Humid continental	warm summers; cold winters/ 27 in.
Subarctic	cool summers; very cold winters/ 17 in.
Tundra	cold summers; very cold winters/ 16 in.
Polar	cold all year/ 8 in.
Highlands	climate depends on elevation/ 3 in. to 123 in.

Climate Zones

The physical characteristics of a region include climate as well as landforms. **Climate** is the average weather a place has over a period of 20 to 30 years. Turn to the world climate map on page 778. Note the different climate zones that are found around the world.

Climate can have a major effect on people's lives. Until the widespread use of air conditioning, businesses in regions with hot climates closed during the hottest part of the day. They reopened later when it was cooler. In Spanish-speaking countries, this time was called the *siesta*, a Spanish word that means both "the hottest part of the day" and "afternoon nap."

Location. One factor that affects climate is latitude. Lands close to the Equator have tropical climates. One tropical climate is the tropical rain forest. It has high temperatures and ample rainfall all year. Another tropical climate combines hot temperatures with a rainy season and a dry season.

Areas farther north or south of the Equator have temperate climates, with a warm and a cold season. Many areas in the United States have temperate climates, as do large areas of central Asia and Europe. Parts of South America and Africa also have temperate climates. Study the chart at the left to learn about the different kinds of temperate climates.

Located far from the Equator, lands near the North and South poles have arctic climates. They are cold all year.

Nearness to oceans also affects climate. Ocean currents carry warm or cool water in circular patterns around the world. These warm and cold currents influence the climate of nearby coastal areas.

Elevation. Elevation, or height above sea level, also influences climate. In general, highland areas are cooler than lowlands because air cools as it rises. Quito (KEE toh), the capital of Ecuador in South America, is located almost on the Equator. Because the city sits high in the Andes Mountains, daytime temperatures do not rise above 90°F (32°C). Nighttime temperatures can drop as low as 40°F (4°C).

tion. Through the family, children learn how they are expected to behave and what they are expected to believe. Although all cultures are built around families, family patterns differ among cultures.

The **nuclear family** includes a wife, a husband, and their children. It has been the typical family pattern in industrial societies such as the United States. In these societies, a family usually does not need to be large to accomplish the tasks of living. Most Americans live in cities and work in business and industry. They buy what they need with money they earn. They have many machines, such as vacuum cleaners and washing machines, that make daily tasks easy.

Nuclear families, however, are not always small. Some nuclear families have many children.

The **extended family** has several generations living in one household. It may include grandparents, parents, children, and sometimes uncles, aunts, and cousins. This family pattern is common in many societies. In a farming culture, grandparents may look after the youngest children while older children and adults work the land. Although the family owns animals and tools and grows enough food to eat, it may not have much money. Family members may pool their savings to buy a tractor or send a child to school.

In cultures with extended families, respect for elders is strong. The elders pass on their wisdom to the young. Often, this family pattern is more common among those members of a community who have the wealth to keep the family together. In both nuclear and extended families, people place high value on family ties.

The person who exercises authority, or power, within a family also varies from one culture to another. For centuries, in most cultures, families were patriarchal. Men exercised more authority than women did. In traditional patriarchal families, the oldest man made the important decisions. In some African and Native American cultures, families are matriarchal. Women have greater authority than men and are the main decision makers.

Today, family patterns are changing around the world. Women in many cultures are taking jobs outside the home. As this occurs, men and women tend to share power more equally. The movement from farms to towns and cities is also affecting family patterns. The nuclear family is becoming more common in all cultures. However, traditional ties to the extended family remain strong.

Social classes. Most cultures have social classes that rank people in order of status. Social class may be based on money, occupation, education, ancestry, or any other factor that a culture values highly. In farming cultures, people who own much land or many animals have high status. In a culture where religion plays a key role in people's lives, religious leaders belong to the upper class.

In the past, a person was usually born into a class and stayed there for life. Today, people in most cultures enjoy at least some degree of social mobility. They have some chance of moving up the social ladder. Some ways of rising in society include obtaining a good education, earning more money, or marrying into a family from a higher class. Of course, people can also move down in society if they lose their money or other things their society values.

Customs and Traditions

Among the most important elements of a culture are its rules of behavior. Some rules, such as what to wear or how to be polite, affect everyday life. Children learn to eat with a fork or with chopsticks, to sleep on a bed or in a hammock, to greet friends with a handshake or with a bow.

Cultural rules vary in importance, and different rules are enforced in different ways. Often, social pressure is used to enforce minor rules of daily behavior. If you show up at a formal school dance dressed in jeans and a T-shirt, your classmates will probably make fun of you. You will feel embarrassed, and the next time you may dress differently.

People enforce their ideas about right and wrong more strictly than minor rules of be-

SECTION 2 REVIEW

- 1. Define:** (a) map projection, (b) topography, (c) vegetation, (d) mountain, (e) elevation, (f) hill, (g) plain, (h) plateau, (i) climate.
- 2.** Describe one advantage and one disadvantage of each of the following map projections: (a) Mercator, (b) interrupted, (c) Peters, (d) Robinson.
- 3.** List three kinds of information that a map might show.
- 4. Applying Information** How does climate affect the way people live?
- 5. Writing Across Cultures** Jot down five ways that the way of life in a warm climate might differ from that in a cold climate.

3

THE MEANING OF CULTURE

FIND OUT

What are the major elements of culture?

Why is the family the most important unit of social organization?

What kinds of governments and economies have societies developed?

Vocabulary culture, nuclear family, extended family, monotheism, polytheism, democracy, republic, dictatorship

“You don’t have to be afraid. Look at me when you speak, Eleanor,” the teacher urged.

Eleanor Wong looked up. She had arrived in New York from Hong Kong only a week earlier. Now, on her first day in an American school, her teacher seemed displeased.

Eleanor was confused. Didn’t the teacher know that it was disrespectful to look directly at a person in authority? Even Eleanor’s

father did not look his boss in the eye. Only later did Eleanor find out that Americans think it is rude not to look them in the eye when speaking.

Many misunderstandings between people around the world occur because we do not know enough about each other. As Eleanor Wong and the teacher found out, even the way we look at another person depends on where we grew up. To understand other people, we must understand their **culture**, that is, all the things that make up a people’s entire way of life. (See World Literature, “The All-American Slurp by Lensey Namioka,” page 50.)

Elements of Culture

Everyone is born into a culture. We inherit our culture from parents and grandparents. In turn, we pass on our culture to our children. From birth, we are taught the ways of thinking, believing, and behaving that are accepted in our culture. Our culture shapes our lives.

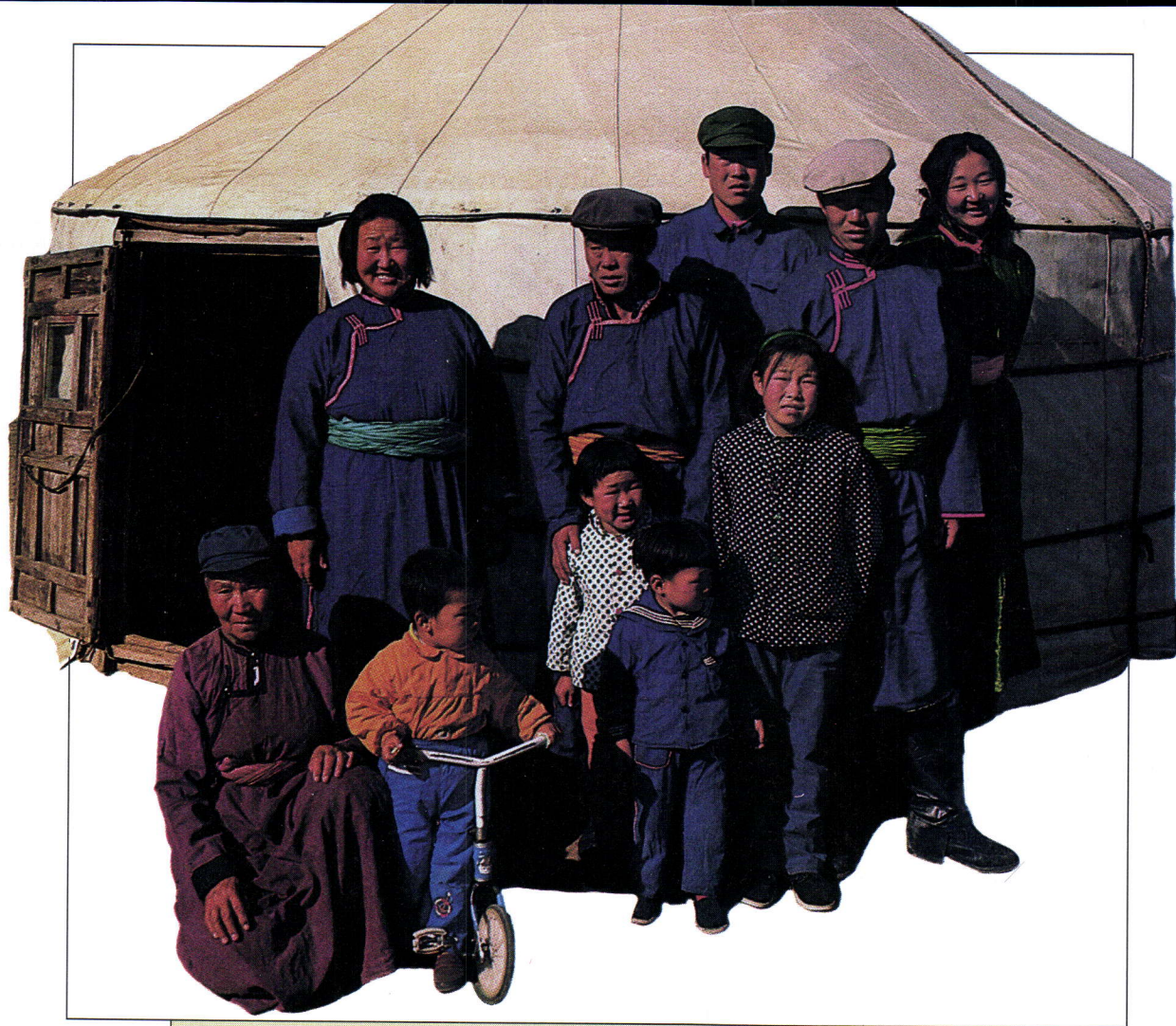
Culture is made up of many different elements. It is reflected in what we eat, the clothes we wear, and the jokes we tell. Culture influences the buildings we live in, how we spend our free time, and the skills we learn. It also affects our ideas of what is beautiful or ugly, our beliefs about what is right and wrong, and our goals for the future.

In this book, you will read about cultures that have developed in different parts of the world. You will look at the many elements that make up those cultures. Among these are social organization, customs and traditions, language, arts and literature, and religion. Forms of government and economic systems are also key elements of culture.

Social Organization

Every culture creates a social structure by organizing its members into smaller units. This social organization is meant to help the people of a culture work together to meet their basic needs.

Family patterns. In all cultures, the family is the most important unit of social organiza-



An Extended Family People live in extended families for many reasons. Members of this family in Mongolia, in Asia, live and work together as herders. Extended families provide a means of caring for older family members and passing traditions on to the young. **Culture** Why do you think that extended families are less common in industrialized societies?

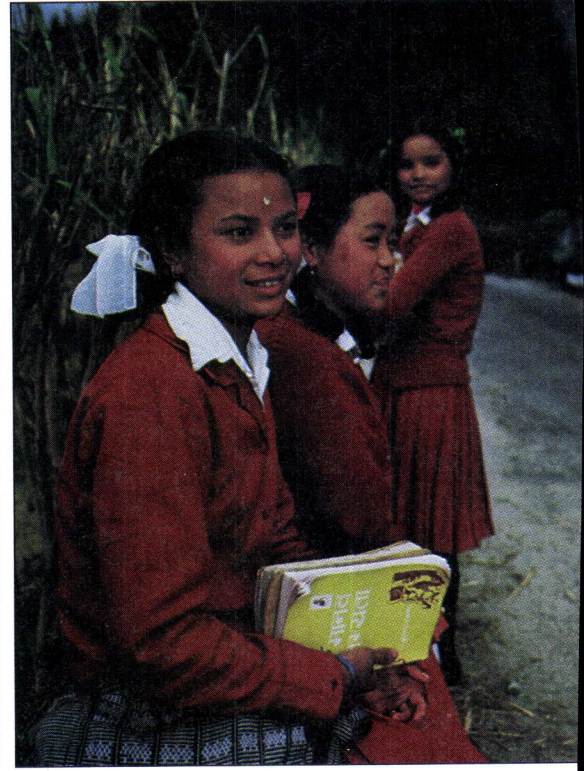
havior. Often, these ideas are part of a culture's written laws. In most cultures, these include laws against stealing and murder.

Language

Language is the cornerstone of culture. Without it, people would not be able to communicate their thoughts, feelings, and knowledge. They could not pass on what they know or believe to new generations. All cultures have a language, although not all cultures have developed forms of writing.

Language reflects a culture's identity. People who speak the same language often share the same customs. The United States, for example, does not have an official language, but most Americans speak English.

Many societies, however, include large numbers of people who speak different languages. India, for example, has more than 700 languages. The Indian government has recognized 15 official languages. Canada has two official languages, French and English. The former Soviet Union, too, included speakers of many different languages.



Elements of Culture People's behavior reflects elements of their culture. Many American students express themselves as they wish and have a great deal of freedom to dress as they please. Students in some other cultures are more restricted. **Diversity** What differences can you point out between the school life of the American students and the students of Nepal shown here?

For many countries, language presents a thorny problem. National governments want to develop a unified culture. They choose one or two official languages for schools, government, and business. Many citizens feel loyal to their local languages, however. Giving up their language, they say, is the first step toward losing their culture.

Arts and Literature

Products of the human imagination, such as art, music, and literature, please and entertain us. They also teach us about our culture's values.

Children around the world listen to folk tales that are traditional to their culture. Folk tales are handed down from generation to generation. They help to pass on a culture's

basic beliefs and values. American children hear the tale of "The Tortoise and the Hare." This story tells about how a slow but steady tortoise wins a race against a fast but lazy hare. It teaches the values of determination and hard work.

Art, music, and literature help to strengthen a culture's identity. They encourage people to feel proud of their customs and give them a sense of belonging. Today, many governments support the arts with public funds because the arts promote cultural pride and unity.

Religion

The arts are often closely linked to people's religious beliefs. People created beautiful temples, churches, paintings, and music to

express their faith. Within a culture, people usually share religious beliefs. Religion helps people answer basic questions about the meaning and purpose of life. Like other elements of culture, it also supports the values that a group of people consider important.

Religious beliefs vary. The worship of one god is called **monotheism**. The worship of more than one god is called **polytheism**. Religious practices such as prayers and rituals also vary from one culture to another.

History has played a central role in shaping the religion of a society or region. Among the major world religions are Hinduism, Buddhism, Judaism, Christianity, and Islam. Christianity, for example, began among a small group of people in the Middle East. Missionaries and conquering armies helped spread the religion around the world. Christianity absorbed ideas from other cultures and also helped to shape those cultures.

Religious differences are a troubling problem in many regions. Struggles over religion are not new. Today, there is fighting between

Protestants and Catholics in Northern Ireland and between Muslims and Christians in the Balkans. Religious differences are usually not the only cause of the fighting. Ethnic rivalries or the lack of political power or economic opportunity often fuel conflicts.

Forms of Government

People form governments to provide for their common needs. These needs include keeping order within a society and protecting the society from outside threats. The term government is used in two ways. It refers to the person or people who hold power in a society. It also refers to the society's laws and political institutions.

People organize governments. Different people organize their governments in different ways. For much of human history, people lived in small groups. Government was fairly simple. Usually, a chief or council of elders made important decisions. Leaders based decisions on the culture's beliefs and customs.

Monarchies Great Britain is a monarchy and a democracy. Queen Elizabeth II, shown here, is a figurehead, and her role is largely ceremonial. The Cabinet and the people's elected representatives in Parliament hold the real power to govern Britain. **Political System** How does the British system of government allow for a democracy headed by a monarch?



As societies expanded, more complex forms of government developed. Today, very large numbers of people live together in nations. Each nation has its own government based on a written code of law. National governments include thousands of officials who collect taxes, enforce laws, and administer justice.

Types of government today. Nations have different types of government. Today, we often classify governments as democracies or dictatorships. In a **democracy**, the people have supreme power. The government can act only by and with their consent. In the form of a democracy called a **republic**, the people choose the leaders who represent them. The United States is an example of a democracy with a republican form of government.

In a **dictatorship**, a ruler or group holds power by force. Dictators usually rely on military support to stay in power. In many cases, dictatorships claim to be republics although the people have little or no power. In the 1980s and 1990s, a number of nations that were once ruled by dictators became more democratic.

Economic Systems

Economics refers to how people use limited resources to satisfy their wants and needs. People as well as nations must answer three basic economic questions. What goods and services should we produce? How should we produce them? For whom should we produce them? Over the centuries, people have created various economic systems to answer these questions.

Traditional economy. In a traditional economy, people produce most of what they need to survive. Hunting and gathering, farming, and herding cattle are the bases of a traditional economy. People hunt for the food they eat or raise it themselves. Often they make their own clothing and tools. If they produce more food than they need, they trade the surplus, or extra food, for goods made by others. For thousands of years, most cultures had a traditional economy.

Market economy. In a market economy, individuals answer the basic economic questions

by buying and selling goods and services. Businesses and industries produce and sell goods for money. People earn the money to buy what they need or want by working for others or running their own businesses. Business people decide what to produce based on what they believe consumers will buy.

Command economy. In a command economy, the government controls what goods are produced, how they are produced, and what they cost. Individuals may produce goods and sell them to one another on a small scale. Individuals, however, have little economic power. Until the early 1990s, the communist countries of Eastern Europe had command economies. The governments owned the factories, land, and stores. They made the major economic decisions.

Mixed economy. Today, most nations have mixed economies. In a mixed economy, individuals make some economic decisions and the government makes others. The United States has a mixed economy. It has features of a market economy and a command economy. For example, American car makers decide what to produce and sell. However, the government says cars must meet certain standards for safety and fuel use. As you will learn, the amount of government control over the economy varies from country to country.

SECTION 3 REVIEW

- 1. Define:** (a) culture, (b) nuclear family, (c) extended family, (d) monotheism, (e) polytheism, (f) democracy, (g) republic, (h) dictatorship.
- 2.** Describe three elements that help give a culture its identity.
- 3.** How are family patterns related to culture?
- 4.** How does religion strengthen a culture?
- 5.** (a) What three basic economic questions must every society answer? (b) How do different societies answer those questions?
- 6. Synthesizing Information** How do the arts in the United States help to unify the nation?
- 7. Writing Across Cultures** Write a paragraph explaining how the arts and literature can help us learn about other cultures.

4

HOW CULTURES CHANGE

FIND OUT

What factors cause cultures to change?

Why has the rate of cultural change increased in this century?

Why do people often have trouble understanding one another's cultures?

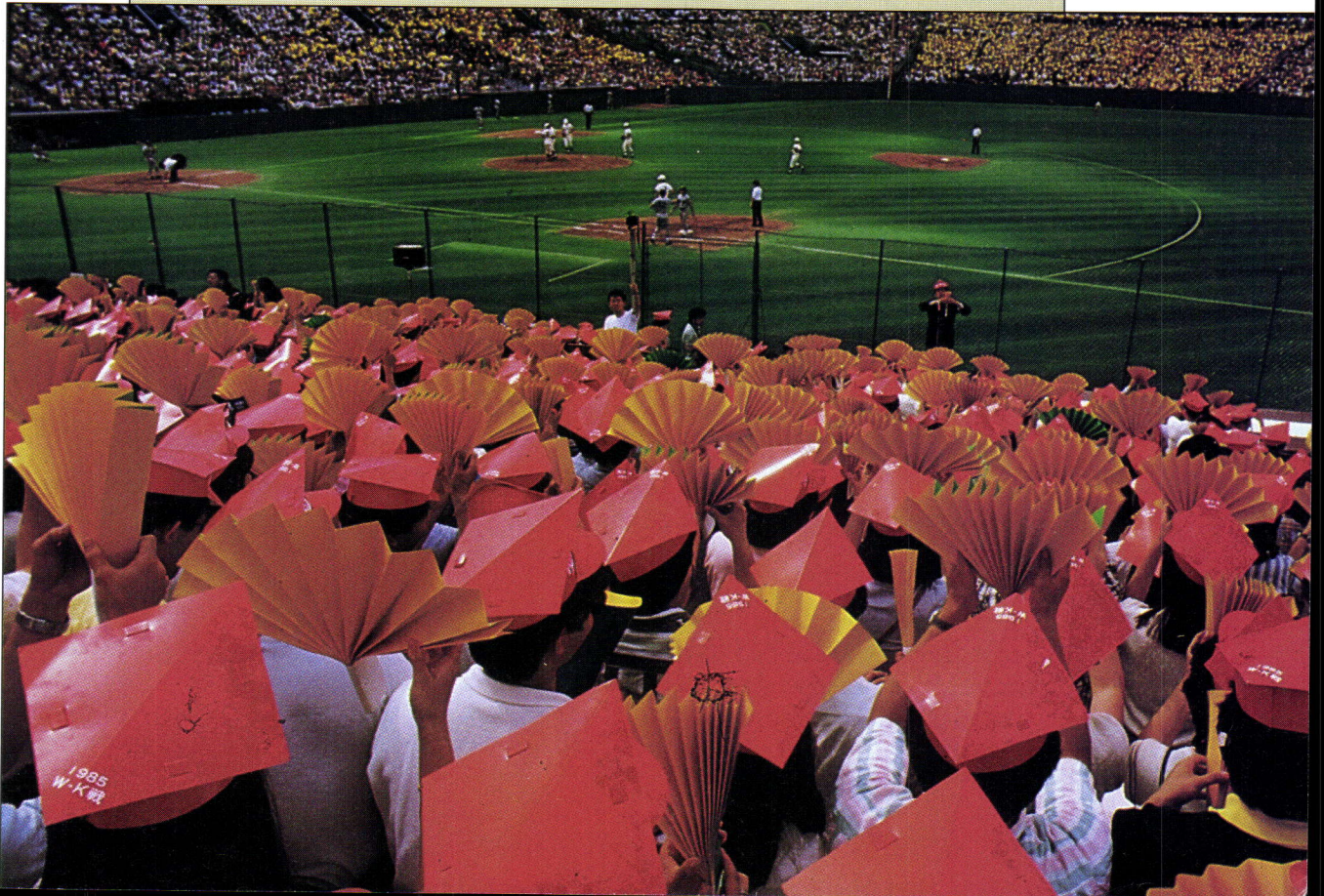
Vocabulary technology, diffusion, subculture, ethnocentrism, racism

Warren Cromartie steps up to home plate. The pitcher winds up, then delivers a blistering fast ball. Cromartie drives the ball over the left field fence. As the fans cheer, he rounds the bases. This familiar scene takes place not in the United States but in Tokyo, Japan. Fans are eating grilled squid, not hot dogs.

Cromartie, an African American, played with the Tokyo Giants for six years. The game was the same, but the team was very different. Cromartie was used to the hot tempers and fierce individualism of American baseball players. In Japanese *besoboru*, or baseball, players stress harmony, group identity, and loyalty to the team owners.

Baseball began in the United States and spread to other countries. It became popular in Japan. Although the Japanese adopted

Baseball in Japan The Japanese have been playing baseball for more than 100 years. They have had professional teams since 1935. These teams are owned by large Japanese corporations. Today, Japan has two baseball leagues with six teams each. **Culture** In what ways is baseball in Japan like baseball in the United States? How is it different?



baseball, they adapted it to their own society. Borrowing and adapting new ideas and ways of doing things is one way in which cultures change.

Causes of Cultural Change

Many forces can cause cultural change. These forces include discoveries and inventions, changes in the natural environment, and new ideas.

Technology. Since earliest times, a major source of cultural change has been new technology. **Technology** refers to the skills and tools a people use. When people first learned to use tools made of stone and bone, they became more successful hunters and food gatherers. In Chapter 2, you will read about how early people developed a new technology—farming—and changed their whole way of life.

A more recent example of technology and cultural change is the invention of the automobile. To use cars, people need a network of roads. In the United States, the government paved roads and built interstate highways. People who could afford to buy cars moved out of the cities to live in suburbs. The sale of cars spurred the growth of other industries, such as steel, rubber, and paint.

Changing environment. Since ancient times, the natural environment has shaped human culture. People's ways of life have been influenced by where they lived.

For hundreds of years, the Native Americans of the Great Plains hunted buffalo. They ate buffalo meat and made clothes and homes out of buffalo hides. The Native Americans needed these animals in order to live as hunters on the plains. In the late 1800s, settlers from Europe wanted to farm the plains. As a result, they destroyed the huge buffalo herds. As buffalo vanished, the way of life of the Plains people disappeared also. The Native Americans had to adapt if they were to survive.

New ideas. Recently, people have become more aware that they have the power to destroy the environment. For example, concern for garbage disposal has led to recycling and conservation. People have begun to alter their

actions to protect the Earth. This new behavior is an example of cultural change.

Diffusion

Among the most important causes of cultural change is **diffusion**, the movement of customs or ideas from one place to another. Much of human history concerns the migration, or movement, of people across different regions of the globe. Wherever people travel, they exchange goods, skills, ideas, and technology with the people they meet.

In the past, people moved on foot, on the backs of animals, by boat, or in wagons. No one knows who invented the wheel that rolled those wagons. Gradually, the knowledge of the wheel spread around the globe, changing cultures everywhere.

A recent example of cultural diffusion is rock music. In the 1950s, American musicians developed rock-and-roll. This new form of music soon became popular around the world. But rock-and-roll itself came out of the earlier musical traditions of blues and jazz. Those traditions had their roots in the work songs and spirituals of African Americans who had been forced to work as slaves. Slave songs in turn drew on the rich musical traditions of various African cultures.

Diffusion can occur either through peaceful means such as trade or through war. Many conquerors throughout history forced their ideas on the people they defeated. In some cases, the conquered people saw that their enemies were successful because they had more advanced technology. They adopted the new ways in order to strengthen their own culture.

Tradition and Change

For thousands of years, cultures changed slowly. Recent technology has quickened the pace of change. Airplanes, telephones, cars, movies, computers, fax machines, and space satellites have advanced transportation and communication. As a result, contacts among different cultures have increased.

The world has become what the writer Marshall McLuhan called a "global village."

News spreads almost instantly. In 1991, people on tiny islands in the Pacific Ocean watched the Gulf War on television. The images of war were bounced off space satellites into their homes.

Improved communication and transportation have brought many benefits. Better technology in medicine and other fields is improving people's lives. In Australia, doctors use two-way radios to give medical information to people living in remote areas. Increased trade makes more goods available to more people.

New technology can also bring negative effects. Rapid changes threaten the foundations of many cultures. In the rush toward progress, valuable traditions may be lost. A challenge for many cultures is how to take advantage of today's opportunities while preserving the best of the past.

Modern technology is changing cultures in many ways. Older generations recall "the good old days." Often, they are caught between two worlds, the traditional and the modern. One example is the Travelling People of Ireland.

Up Close

A Way of Life Changes

Nan Donohoe was one of the Travelling People of Ireland. She was born in a tent by the side of a country road in 1919. Her family traveled around Ireland in a donkey cart. Her father swept chimneys in farmhouses. Her mother sold scrub brushes, needles, lace, and shoe polish at kitchen doors.

The Travelling People For many years, the Travelling People roamed through the Irish countryside selling goods and doing odd jobs. They carried their possessions in donkey carts from village to village. Today, most of them have moved to the cities and have given up their old way of life. **Change** How did advances in technology affect the life of the Travelling People?



An Irish subculture. The Travelling People are a subculture of Irish society. A **subculture** is a group of people within a society who share certain beliefs, values, and customs. The Travelling People share some traditions, such as the Roman Catholic faith, with other people in Ireland. But for hundreds of years they have had their own way of life.

Like Gypsies, extended families of Travelling People wandered the countryside on foot or in horse-drawn wagons. They made their living as tinsmiths, making tools out of metal. They did odd jobs, traded donkeys and horses, begged, and told fortunes. Nan Donohoe loved the traveling life, despite its hardships. She enjoyed the people she met and the constant movement.

“ I think it an awful thing to stay in a farm, just to walk around the one yard, do the same thing day after day, never to leave that farm, and to die and be buried there

When I see a trailer or a wagon or a tent, I think freedom. ”

The impact of technology. By the 1950s, advances in technology were changing Ireland. People bought mass-produced metal goods from stores instead of from wandering tinsmiths. Tractors took the place of donkeys and horses. As a result, the lives of the Travelling People changed dramatically. Today, most of them live in cities. They collect scrap metal and car parts for resale. Many beg or live on welfare. Some crowd their trailers into vacant lots. Others move into government housing.

When social change brought hard times, Nan and her large extended family moved into a housing project in Dublin. As an old woman, Nan recalled her people's traditional values and customs. She did not think the changes were an improvement.

The Travelling People “used to be harmless and innocent,” she explained. “They believed in nothing, only telling stories. But they've gone spiteful and jealous” under the pressures of modern life.

“ If I was travelling again, I wouldn't go into towns or near a city. They're not healthy; there's too much smoke. You think you're getting fresh air in a city—you're not. And cities are nothing but trouble for anyone rearing a young family. . . . In the country they [the children] won't go wrong on you. . . . A child always has something to do in the country. I'd rather be in a tent at the side of a woods than in a town. ”

Understanding Other Cultures

Traditional cultures everywhere are facing pressures similar to those of the Travelling People. The younger generations are adapting to the changes. As they do so, their cultures change to meet the new demands of surviving in a new situation.

Most people prefer their own culture because it is familiar and comfortable. Our customs feel so natural to us that we think they are the way things are supposed to be. People in other cultures feel the same about their customs. Around the world, most people have a tendency toward **ethnocentrism**. They judge other cultures by the standards of their own culture.

Some people say negative things about people they view as different from themselves. The ancient Greeks, for example, felt superior to anyone who did not speak Greek. They called such people barbarians, from the Greek word for “strange, foreign, or uncivilized.” Today, people around the world often have similar reactions to other cultures.

Another form of ethnocentrism is racism. **Racism** is the belief that one racial group is naturally superior to another. It is largely a modern problem. The ancient Greeks were not racist. Although they believed they had a superior culture, they did not think they themselves were superior to the Africans or Asians with whom they traded.

Racism most often results when groups of people compete for food, land, money, and



Tolerance Versus Intolerance Worldwide protests, such as this rally in South Africa, led to dramatic changes in South African race laws. In 1994, black South Africans voted for the first time and helped elect Nelson Mandela, South Africa's first black president. **Human Rights** What actions might South Africans take to heal wounds caused by years of legal separation?

social power. The group that wins the struggle uses racist ideas as an excuse for dominating others. Years ago, Europeans used racism to justify enslaving people.

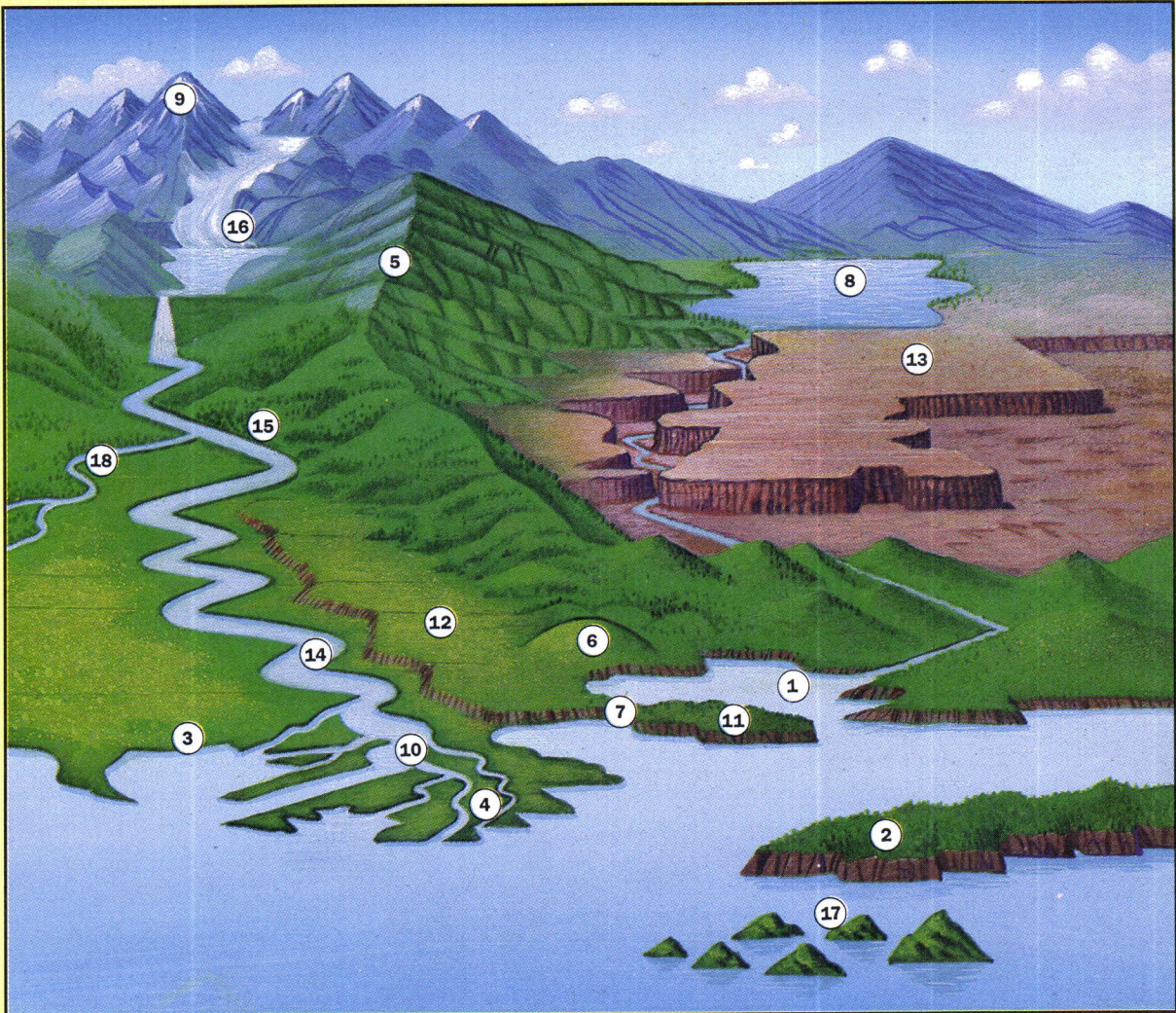
Today, most people recognize that racism is destructive. They realize that differences in culture are the result of many factors. Appreciation of cultural diversity can help to combat the destructive effects of racism.

SECTION 4 REVIEW

1. Define: (a) technology, (b) diffusion, (c) subculture, (d) ethnocentrism, (e) racism.

- 2.** (a) Give an example of how technology can lead to cultural change. (b) What other factors can lead to cultural change?
- 3.** Describe two ways in which cultural diffusion occurs.
- 4.** Why has the pace of cultural change increased?
- 5. Forecasting** Do you think increased awareness of other cultures will help to end racism? Explain your answer.
- 6. Writing Across Cultures** Jot down five items from your everyday life that are examples of cultural diffusion. Write a sentence describing each item and telling what culture it comes from.

DICTIONARY OF GEOGRAPHIC TERMS



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The list below includes important geographic terms and their definitions. All of these terms are illustrated on the diagram.

- | | | |
|---|---|---|
| <p>1. bay part of a body of water that is partly enclosed by land</p> <p>2. cape narrow point of land that extends into a body of water</p> <p>3. coast land that borders the sea or an ocean</p> <p>4. delta area formed by soil deposited at the mouth of a river</p> <p>5. divide ridge that separates rivers that flow in one direction from those that flow in the opposite direction</p> | <p>6. hill area of raised land that is lower and more rounded than a mountain</p> <p>7. isthmus narrow strip of land joining two large land areas or joining a peninsula to a mainland</p> <p>8. lake body of water surrounded by land</p> <p>9. mountain high, steep, rugged land area that rises sharply above the surrounding land</p> <p>10. mouth of a river place where a river empties into a larger body of water</p> <p>11. peninsula piece of land that is surrounded by water on three sides</p> | <p>12. plain broad area of fairly level land that is usually close to sea level</p> <p>13. plateau large area of high land that is flat or gently rolling</p> <p>14. river large stream of water that empties into an ocean, a lake, or another river</p> <p>15. river valley land drained or watered by a river</p> <p>16. source of a river place where a river begins</p> <p>17. strait narrow channel that connects two larger bodies of water</p> <p>18. tributary stream or small river that flows into a larger stream or river</p> |
|---|---|---|