Europe is the world’s second smallest continent. Located in the Northern Hemisphere, Europe has great diversity of landforms and cultures.

LOCATION The dazzling White Cliffs of Dover in England face the English Channel. The cliffs are made of soft chalk and are slowly eroding.
Many people view the Ural Mountains as the eastern border of Europe, but for historic and cultural reasons, Russia and other former republics of the Soviet Union are in Unit 5.

Europe’s coastline is longer than that of Africa, the world’s second largest continent.

Historically, Europeans used the oceans and seas to make voyages for exploration and trade. Their culture spread around the world.

The Eiffel Tower stands 984 feet above the Paris skyline. It was completed in 1889 for an International Exposition celebrating the French Revolution.

Europeans are wildly enthusiastic about soccer. Teams and fans travel to matches held all over the world. The teams in this game represent two European powerhouses, Germany and Italy.

For more information on Europe . . .

hmssocialstudies.com
Today, Europe faces the issues previewed here. As you read Chapters 12 and 13, you will learn helpful background information. You will study the issues themselves in Chapter 14.

In a small group, answer the questions below. Then participate in a class discussion of your answers.

Exploring the Issues

1. **Conflict** Search a print or online newspaper for articles about ethnic or religious conflicts in Europe today. What do these conflicts have in common? How are they different?

2. **Pollution** Make a list of possible pollution problems faced by Europe and those faced by the United States. How are these problems similar? Different?

3. **Unification** To help you understand the issues involved in unifying Europe, compare Europe to the United States. Imagine what might occur if each U.S. state were its own country. List five problems that might result.

How can people resolve their differences?

In central Bosnia, a child stands near the ruins of a Muslim mosque. Bosnian Croats destroyed the mosque during an “ethnic cleansing” campaign to drive out Muslims during the 1992-1995 Bosnian war.
How can Europeans clean up their environment?

On February 13, 2000, cyanide-polluted water from a Romanian mine reached Hungary. The cyanide killed thousands of fish, some of which are shown here washed up on the banks of the Tisza River.

**Case Study**

What will become of the European Union?

Since 1950, European nations have been working together to develop an economic alliance that is now known as the European Union (EU). However, disagreements remain over many issues.
Use the Unit Atlas to add to your knowledge of Europe. As you look at the maps and charts, notice geographic patterns and specific details about the region. For example, the chart gives details about the rivers and mountains of Europe.

After studying the graphs and physical map on these two pages, jot down answers to the questions below in your notebook.

**Making Comparisons**

1. Compare Europe’s size and population to that of the United States. Based on that data, how might the population densities of the two compare?

2. Compare Europe’s longest river, the Danube, to the Mississippi. How much difference is there in the lengths?

3. Which countries have many mountains? How might those mountains affect human life there?

### Comparing Data

**Landmass**

- **Europe**: 1,888,688 sq mi
- **Continental United States**: 3,165,630 sq mi

**Population**

- **Europe**: 511,545,000
- **United States**: 307,212,000

**Rivers**

- **Elbe**: 724 miles
- **Rhine**: 820 miles
- **Danube**: 1,776 miles
- **Mississippi**: 2,357 miles
- **Nile**: 4,160 miles

**Mountains**

- **World’s Tallest**: Mt. Everest, Nepal-Tibet, 29,035 feet
- **U.S. Tallest**: Mt. McKinley, United States, 20,320 feet
- **Monte Blanc**: France-Italy, 15,771 feet
- **Monte Rosa**: Switzerland-Italy, 15,203 feet
- **Dom**: Switzerland, 14,913 feet
After World War I (1914–1918), the political map of Europe changed radically. Empires disappeared, and new countries were born. Study the political maps of Europe in 1914 and Europe today to see what changes took place in the 20th and 21st centuries. Then answer these questions in your notebook.

**Making Comparisons**

1. Which nations appear on the map of Europe today but don’t appear on the 1914 map?
2. Which nations existed in 1914 but no longer exist today?
3. Which nations are larger now than they were in 1914?
4. Which nations are smaller than they were in 1914?
These two pages contain a pie graph and three thematic maps. The pie graph shows the religions of Europe. The maps show other important features of Europe: its generally mild climate, its diversity of languages, and its high population density. After studying these two pages, answer the questions below in your notebook.

**Making Comparisons**

1. Where are the coldest climates to be found in Europe? Is the population density high or low in those areas? Give possible reasons for that pattern.

2. What do you notice about the number of languages in Europe? Do they belong to one language group or several? Explain whether the pattern of languages would be more likely to increase or decrease conflict in the region.

* Does not include Andorra, Estonia, Latvia, Lithuania, San Marino, or the Vatican

SOURCE: CIA World Factbook, 1999
Study the charts on the countries of Europe. In your notebook, answer these questions.

**Making Comparisons**

1. Make a list of the top five European countries in GDP. Where are each of these countries located, relative to the rest of Europe? What pattern do you notice?

2. In 2000, Albania had an infant mortality rate of 41.3, and its life expectancy, number of doctors, and literacy rate were among the worst in Europe. Today, how does Albania compare to the rest of Europe on these measures?

3. Use the map on page 265 to choose a country in Eastern Europe. How many televisions and cars does it have per 1,000 people? How does that compare to the United States?

*(continued on page 270)*

### Regional Data File

<table>
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<th>Birthrate (per 1,000 pop.)</th>
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*Doctors (per 100,000 pop.) (2000–2004)*

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<th>Import/Export (billions US)</th>
<th>Literacy Rate (percentage)</th>
<th>Televisions (per 1,000 pop.)</th>
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<td>18.69/14.05</td>
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<td>998</td>
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</table>

Europe 269
Making Comparisons (continued)

4. Europe has several countries with populations under 100,000 people. Which of these has the smallest total area?

5. Use the map on page 265 to identify the two countries on the Scandinavian Peninsula. For each of those countries, calculate per capita GDP by dividing total GDP by population. Which country has the higher per capita GDP?

Sources:
Central Intelligence Agency, The World Factbook, 2010
The World Almanac and Book of Facts, 2010
World Health Organization (WHO), 2007

Notes:
* GDP (purchasing power parity) is defined as the sum value of all goods and services produced in the country valued at prices prevailing in the United States.
* Includes land and water, when figures are available.
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<td>1,445/994.7</td>
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* GDP: Gross Domestic Product

**Europe** 271
TAKING NOTES

Sognafjord, north of the city of Bergen, Norway, has only about five and a half hours of light per day in mid-December.

Essential Question

What effect does Europe’s physical geography have on its people?

What You Will Learn

In this chapter you will read about key features of Europe’s physical geography.

SECTION 1
Landforms and Resources

SECTION 2
Climate and Vegetation

SECTION 3
Human–Environment Interaction

Use the graphic organizer online to record information from the chapter about the physical geography of Europe.
Landforms and Resources

A HUMAN PERSPECTIVE Elephants in Europe? In 218 B.C., Hannibal, a general from Carthage in North Africa, attacked the Roman Empire, which was at war with Carthage. He moved 38 war elephants and an estimated 60,000 troops across the Mediterranean Sea to Spain. To reach Italy, his armies had to cross the Pyrenees Mountains, the Rhone River, and the Alps. Hannibal used rafts to float the elephants across the Rhone. In the Alps, steep paths and slick ice caused men and animals to fall to their deaths. Despite this, Hannibal arrived in Italy with 26,000 men and a few elephants, and he defeated Rome in many battles. His crossing of the Alps was a triumph over geographic barriers.

Peninsulas and Islands

On a map you will see that Europe is a large peninsula stretching to the west of Asia. Europe itself has many smaller peninsulas, so it is sometimes called a “peninsula of peninsulas.” Because of these peninsulas, most locations in Europe are no more than 300 miles from an ocean or sea. As you can imagine, the European way of life involves using these bodies of water for both business and pleasure.

NORTHERN PENINSULAS In northern Europe is the Scandinavian Peninsula. Occupied by the nations of Norway and Sweden, it is bounded by the Norwegian Sea, the North Sea, and the Baltic Sea. More than almost any other place in Europe, this peninsula shows the results of the movement of glaciers during the Ice Age. The glaciers scoured away the rich topsoil and left only thin, rocky soil that is hard to farm.

In Norway, glaciers also carved out fjords (fyawrdz), which are steep U-shaped valleys that connect to the sea and that filled with seawater after the glaciers melted. Fjords provide excellent harbors for fishing boats. The fjords are often separated by narrow peninsulas.

The Jutland Peninsula is directly across the North Sea from Scandinavia. Jutland forms the largest part of Denmark and a small part of Germany. This peninsula is an extension of a broad

**Main Ideas**

- Europe is composed of many peninsulas and islands.
- Europe’s landforms also include large plains and mountain ranges.

**Places & Terms**

<table>
<thead>
<tr>
<th>fjord</th>
<th>Massif Central</th>
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<tr>
<td>uplands</td>
<td>peat</td>
</tr>
<tr>
<td>Meseta</td>
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</tbody>
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**Connect to the Issues**

**Unification**

Resources helped Western Europe develop industry before other regions. The European Union began in Western Europe.

**SKILLBUILDER: Interpreting Maps**

1. **LOCATION** Where are Europe’s major peninsulas located in relation to each other?
2. **REGION** Why might each peninsula be considered a region?
plain that reaches across northern Europe. Its gently rolling hills and swampy low-lying areas are very different from the rocky land of the Scandinavian Peninsula.

**SOUTHERN PENINSULAS** The southern part of Europe contains three major peninsulas:
- The Iberian Peninsula is home to Spain and Portugal. The Pyrenees Mountains block off this peninsula from the rest of Europe.
- The Italian Peninsula is home to Italy. It is shaped like a boot, extends into the Mediterranean Sea, and has 4,700 miles of coastline.
- The Balkan Peninsula is bordered by the Adriatic, Mediterranean, and Aegean Seas. It is mountainous, so transportation is difficult.

**ISLANDS** Another striking feature of Europe is its islands. The larger islands are Great Britain, Ireland, Iceland, and Greenland, all located in the North Atlantic. Although far from mainland Europe, Iceland and Greenland were settled by Scandinavians and have maintained cultural ties with the mainland. Over the centuries, many different groups have occupied the smaller Mediterranean Sea islands of Corsica, Sardinia, Sicily, and Crete. All of Europe’s islands have depended upon trade.

**Mountains and Uplands**

The mountains and uplands of Europe may be viewed as walls because they separate groups of people. They make it difficult for people, goods, and ideas to move easily from one place to another. These landforms also affect climate. For example, the chilly north winds rarely blow over the Alps into Italy, which has a mild climate as a result.

**MOUNTAIN CHAINS** The most famous mountain chain in Europe is the Alps. On a map you can see that the Alps arc across France, Italy, Germany, Switzerland, Austria, and the northern Balkan Peninsula. They cut Italy off from the rest of Europe. Similarly, the Pyrenees restrict movement from France to Spain and Portugal. Both ranges provide opportunities for skiing, hiking, and other outdoor activities.

Running like a spine down Italy, the Apennine Mountains divide the Italian Peninsula between east and west. The Balkan Mountains block
off the Balkan Peninsula from the rest of Europe. Historically, they also have isolated the peninsula’s various ethnic groups from each other.

**UPLANDS** Mountains and uplands differ from each other in their elevation. **Uplands** are hills or very low mountains that may also contain mesas and high plateaus. Some uplands of Europe are eroded remains of ancient mountain ranges. Examples of uplands include the Kjølen (CHUR·luhn) Mountains of Scandinavia, the Scottish highlands, the low mountain areas of Brittany in France, and the central plateau of Spain called the Meseta (meh·SEH·tah). Other uplands border mountainous areas, such as the Central Uplands of Germany, which are at the base of the Alps. About one-sixth of French lands are located in the uplands called the **Massif Central** (ma·SEF sahN·TRAHL).

**Rivers: Europe’s Links**

Traversing Europe is a network of rivers that bring people and goods together. These rivers are used to transport goods between coastal harbors and the inland region, aiding economic growth. Historically, the rivers also have aided the movement of ideas.

Two major castle-lined rivers—the Danube and the Rhine—have served as watery highways for centuries. The Rhine flows 820 miles from the interior of Europe north to the North Sea. The Danube cuts through the heart of Europe from west to east. Touching 9 countries over its 1,771-mile length, the Danube River links Europeans to the Black Sea.

Many other European rivers flow from the interior to the sea and are large enough for ships to traverse. Through history, these rivers helped connect Europeans to the rest of the world, encouraging both trade and travel. Europeans have explored and migrated to many other world regions.

**Fertile Plains: Europe’s Bounty**

One of the most fertile agricultural regions of the world is the Northern European Plain (see the map on page 263), stretching in a huge curve across parts of France, Belgium, the Netherlands, Denmark, Germany, and Poland. Relatively flat, this plain is very desirable agricultural land that has produced vast quantities of food over the centuries. However, the plain’s flatness has also allowed armies and groups of invaders to use it as an open route into Europe. Smaller fertile plains used for farming also exist in Sweden, Hungary, and Lombardy in northern Italy.
Resources Shape Europe’s Economy

Europe has abundant supplies of two natural resources—coal and iron ore—needed for an industrialized economy. The map above shows a band of coal deposits stretching from the United Kingdom across to Belgium and the Netherlands and from there to France, Germany, and Poland. Near many of these coal deposits are iron ore deposits. Having both of these resources makes it possible to produce steel. The Ruhr (roor) Valley in Germany, the Alsace-Lorraine region of France, and parts of the United Kingdom are heavily industrialized because these minerals are found there and good transportation exists. But as a result, these regions have suffered from industrial pollution. (See Chapter 14 for more on pollution.)

**ENERGY** Oil and natural gas were found beneath the North Sea floor in 1959. Energy companies began to tap gas fields between the United Kingdom and the Netherlands. In 1971, new technologies made it possible to construct offshore oil rigs in the North Sea despite its deep, stormy waters. Norway, the Netherlands, the United Kingdom, and Denmark now pump oil from rigs as far as 400 miles out in the ocean. The North Sea oil fields are major sources of petroleum for the world.
AGRICULTURAL LAND About 33 percent of Europe’s land is suitable for agriculture. The world average is 11 percent, so Europe is especially well off. The land produces a variety of crops: grains, grapes, olives, and even cork. Timber is cut from vast forests on the Scandinavian Peninsula and in the Alps.

Resources Shape Life

As is true of every region, the resources available in Europe help shape the lives of its people. Resources directly affect the foods people eat, the jobs they hold, the houses in which they live, and even their culture. For example, traditional European folk tales often take place in deep, dark forests that were a major part of the European landscape centuries ago.

The distribution of resources also creates regional differences within Europe. For instance, because Ireland lacks energy sources, the Irish cut peat from large beds and burn it as fuel. Peat is partially decayed plant matter found in bogs. In contrast, coal is plentiful in other parts of Europe and has been mined for centuries. For example, generations of Polish miners have worked the mines that modern-day Poles work.

Just as landforms and resources influence the lives of people, so does climate. In Section 2, you will learn that the climates of Europe are mild near the Atlantic Ocean and grow harsher inland. You will also learn about the climates of the Mediterranean and the Arctic regions.

Background

Cork is the outer bark of the cork oak tree.
A HUMAN PERSPECTIVE Because of Greece’s mild climate, the ancient Greeks spent much time outdoors. Greek men liked to talk with their friends in the marketplace. They also enjoyed sports. Large crowds gathered for athletic contests that were held during religious festivals. The most important of these was a footrace held every four years in the town of Olympia, a contest called the Olympic Games. In time, these games came to include other sports such as wrestling. In this form, they were the model for our modern Olympics. If ancient Greece had had a cold climate, we might not have Olympic Games today.

Westerly Winds Warm Europe

A marine west coast climate exists in much of Europe—from northern Spain across most of France and Germany to western Poland. It also exists in the British Isles and some coastal areas of Scandinavia. With warm summers and cool winters, the region enjoys a milder climate than do most regions at such a northern latitude.

The nearby ocean and the dominant winds create this mild climate. The North Atlantic Drift, a current of warm water from the tropics, flows near Europe’s west coast. The prevailing westerlies, which blow west to east, pick up warmth from this current and carry it over Europe. No large mountain ranges block the winds, so they are felt far inland. They also carry moisture, giving the region adequate rainfall.

Climographs: Fargo and Paris

**Fargo, North Dakota** (46°52’N, 96°47’W)

**Paris, France** (48°58’N, 2°27’E)

**Main Ideas**
- Much of Europe has a relatively mild climate because of ocean currents and warm winds.
- Eastern Europe has a harsher climate because it is farther from the Atlantic Ocean.

**Places & Terms**
- North Atlantic Drift
- sirocco
- mistral

**Connect to the Issues**
- pollution
  Industrial air pollution leads to acid rain, which kills trees and other vegetation.

**SKILLBUILDER: Interpreting Graphs**

**MAKING COMPARISONS** Which of these two locations is farther north? Which has the milder climate? Explain how you determined which was milder.
The Alps create a band of harsher conditions next to this climate zone. Because of their high elevation, the Alps have a much colder climate. Above 5,000 feet, snow can reach a depth of 33 feet in winter.

**FORESTS TO FARMS** Originally, mixed forests covered much of the marine west coast climate region. Over the centuries, people cleared away most of the forest so they could settle and farm the land. Today, farmers in the region grow grains, sugar beets, livestock feed, and root crops such as potatoes.

### Harsher Conditions Inland

People who live far from the Atlantic Ocean do not benefit from the moderating influence of the westerlies. As a result, much of Sweden and Finland and the eastern parts of Poland, Slovakia, and Hungary have a humid continental climate, as does all of Romania. These places have cold, snowy winters and either warm or hot summers (depending upon their latitude). In general, the region receives adequate rainfall, which helps agriculture.

Like most of Europe, the region has suffered much deforestation, but the forests that do survive tend to be coniferous. The region also has broad fertile plains that were originally covered with grasses. Today, farmers grow grains such as wheat, rye, and barley on these plains. Other major crops include potatoes and sugar beets.

### The Sunny Mediterranean

A mild climate lures people to live and vacation in the region bordering the Mediterranean Sea. This Mediterranean climate extends from southern Spain and France through Italy to Greece and other parts of the Balkan Peninsula. Summers are hot and dry with clear, sunny skies, while winters are moderate and wet. One reason for the climate is that mountain ranges block cold north winds from reaching the Iberian, Italian, and Balkan peninsulas.

**SPECIAL WINDS** An exception to this pattern is the Mediterranean coast of France, which is not protected by high mountains. In winter, this coast receives the *mistral* (MIHS•truhl), a cold, dry wind from the north.

Most Mediterranean countries experience a wind called the *sirocco*. The *sirocco* (suh•RAHK•oh) is a hot, steady south wind that blows from North Africa across the Mediterranean Sea into southern Europe. Some siroccos pick up moisture from the sea and produce rain; others carry dust from the desert.
THE CLIMATE ATTRACTS TOURISTS

The Mediterranean region has primarily evergreen shrubs and short trees that grow in climates with hot, dry summers. The region’s major crops are citrus fruits, olives, grapes, and wheat. The sunny Mediterranean beaches also attract thousands of people, making tourism a major industry in the region.

Land of the Midnight Sun

In far northern Scandinavia, along the Arctic Circle, lies a band of tundra climate. As explained in Chapter 3, the land in such a climate is often in a state of permafrost, in which the subsoil remains frozen year-round. No trees grow there—only mosses and lichens. To the south of this lies the subarctic climate, which is cool most of the time with very cold, harsh winters. Little grows there but stunted trees. Because of the climate, agriculture is limited to southern Scandinavia.

This far northern region witnesses sharp variations in the amount of sunlight received throughout the year. Winter nights are extremely long, as are summer days. North of the Arctic Circle, there are winter days when the sun never rises and summer days when the sun never sets. The region is often called the Land of the Midnight Sun.

In the next section, you will read about ways in which Europeans have altered their environment—both positively and negatively.

BACKGROUND

A lichen is an organism made of a fungus and an alga growing together.
Interpreting a Bar Graph

How much rain and snow does your area receive in a year? Average yearly precipitation varies widely throughout the United States, with extremes ranging from a low of less than 2 inches a year in Death Valley, California, to as much as 151.25 inches a year in Yakutat, Alaska. The figures for average yearly precipitation don’t reveal how much rain or snow falls in a given month, but they can provide a general indication of a place’s suitability for agriculture or other activities.

THE LANGUAGE OF GRAPHS A bar graph is a visual way of showing quantities. On a bar graph, it is easy to see how different examples in a category compare; the longer the bar, the greater the quantity. Depending on the subject, the quantities are expressed using measurements such as inches, dollars, or tons. The categories vary from graph to graph. Time periods and places are common categories. Below, a bar graph shows annual precipitation for several European cities.

Average Annual Precipitation in Europe

![Bar Graph]

1. Analyzing Data
Which cities on this graph have the lowest and highest amounts of annual precipitation?

2. Drawing Conclusions
To which city would you move if your doctor advised you to live in a dry climate?

3. Analyzing Data
What is the average annual precipitation for these eight cities?

SOURCE: World Climate, online
Main Ideas
- The Dutch and the Venetians altered lands to fit their needs by constructing polders and canals.
- Uncontrolled logging and acid rain destroy forests.

Places & Terms
- dike
- terpen
- polder
- Zuider Zee
- seaworks
- Ijsselmeer

Connect to the Issues
- pollution

Water pollution is creating conditions that kill the fish in Venice’s lagoon.

A HUMAN PERSPECTIVE
“1800 DIE IN WIND-WHIPPE FLOOD WATERS!” February 1, 1953, witnessed a disaster in the Netherlands. Winds estimated at 110 to 115 miles per hour piled up gigantic waves that ripped through dikes—earthen banks—holding back the North Sea. When the storm was over, 4.5 percent of the Netherlands was flooded, and thousands of buildings were destroyed. The Netherlands is prone to floods because much of its land is below sea level.

Polders: Land from the Sea
An old saying declares, “God created the world, but the Dutch created Holland.” (Holland is another name for the Netherlands.) Because the Dutch needed more land for their growing population, they reclaimed land from the sea. At least 40 percent of the Netherlands was once under the sea. Land that is reclaimed by diking and draining is called a polder.

Making a Polder

1. Earthen dikes are built around a shallow area of water.
2. The water is gradually pumped away and drained off the land.
3. Seawater leaves salt in the soil. Rain gradually washes the salt away.
4. Alfalfa is often the first crop sown. It has deep roots, which break up soil; alfalfa is also used for livestock feed.
5. In time, the land can be used to grow many crops—such as Dutch tulips.

SKILLBUILDER: Interpreting Graphics
1. HUMAN–ENVIRONMENT INTERACTION Why does it take time for polder land to be ready for farming?
2. PLACE How would the process be different if a polder were made in a place where there is freshwater, not saltwater?
SEAWORKS The Dutch erected seaworks, structures that are used to control the sea’s destructive impact on human life. Those seaworks include dikes and high earthen platforms called terpen. The dikes hold back the sea, while the terpen provide places to go for safety during floods and high tides.

Over the centuries, the Dutch found ways to reinforce the dikes and to control water in the low-lying areas the dikes protected. In the 1400s, the Dutch began using their windmills to power pumps that drained the land. When the French conqueror Napoleon viewed a site with 860 windmills pumping an area dry, he reportedly said, “Without equal.” Today the pumps use electric motors instead of windmills.

TRANSFORMING THE SEA Another remarkable Dutch alteration of their environment was the transformation of the Zuider Zee (ZEYE-duhr ZAY). It was an arm of the North Sea and is now a freshwater lake. The idea was originally proposed in 1667. But it was not until the late 1800s and early 1900s that the Dutch perfected a plan to build dikes all the way across the entrance to the Zuider Zee. Since no saltwater flowed into that body of water, it eventually became a freshwater lake. It is now called Ijsselmeer (EYE-suhl-MAIR). The land around the lake was drained, creating several polders that added hundreds of square miles of land to the Netherlands.

Waterways for Commerce: Venice’s Canals

Like the Netherlands, Venice, Italy, is a place where humans created a unique environment. About 120 islands and part of the mainland make up the city of Venice. Two of the largest islands are San Marco and Rialto. A broad waterway called the Grand Canal flows between them.

Moving people or goods in Venice depends upon using the more than 150 canals that snake around and through the islands. Consequently, to get from one place to another in Venice, you generally have two choices: take a boat or walk. Almost anything that is moved on wheels elsewhere is moved by water in Venice.

AN ISLAND CITY GROWS Venice began when people escaping invaders took shelter on inhospitable islands in a lagoon. They remained there and established a settlement that eventually became Venice. The city is located at the north end of the Adriatic Sea, a good site for a port. As a result, trade helped Venice grow.

BUILDING ON THE ISLANDS Building Venice required construction techniques that took into account the swampy land on the islands. Builders sunk wooden pilings into the ground to help support the structures above. So many pilings were required that oak forests in the northern Italian countryside and in Slovenia were leveled to supply the wood. The weight of the buildings is so great that it has compressed the underlying ground. This is one of the reasons that Venice is gradually sinking. Other reasons include rising sea levels and the removal of too much groundwater by pumping.

PROBLEMS TODAY Severe water pollution threatens historic Venice. Industrial waste, sewage, and saltwater are combining to eat away the
foundations of buildings and damage the buildings themselves. Erosion has allowed increased amounts of seawater into the lagoon. Because of this, floods also endanger the city. In November 1966, six feet of floodwater engulfed the city and ruined many of its buildings and the artwork that they housed. Agricultural runoff flowing into Venice’s harbor creates conditions that promote algae growth, sometimes called “killer algae.” These algae grow rapidly and, after they die, decay. The decaying process uses up oxygen in the water, so that fish also die. Dead fish attract insects and create a stench, especially in warm weather.

A Centuries-Old Problem: Deforestation

Throughout history, humans have damaged and destroyed Europe’s forests. The term deforestation means the clearing of forests from an area. Often when we think of deforestation, we think of losing the great rain forests of the world, such as those in South America, which you learned about in Unit 3. But people have also been clearing the forests of Europe since ancient times. Forests provided wood to burn for fuel and to use as building material for ships and houses. When Europeans began to develop industry in the 1700s and 1800s, they needed even
more wood to make charcoal for blast furnaces. Eventually, they used coal as a fuel in place of wood, but not before huge areas of Europe had lost their native forests.

**ACID RAIN STRIPS FORESTS** In the 1960s, people noticed that many trees of the Black Forest in Germany were discolored, losing needles and leaves, and dying. In time, scientists identified one cause of the tree deaths as acid rain. Europe’s factories produce high amounts of sulfur dioxide and nitrogen oxide emissions. These combine with water vapor and oxygen to form acid rain or snow. Winds carry the emissions to other parts of Europe, affecting an estimated one-fourth of all European forests. This problem has hit Scandinavia particularly hard, since the prevailing winds blow in that direction. As mentioned earlier, the Black Forest in Germany also has suffered extreme damage. To save the remaining forests, nations must work together to reduce air pollution.

You can read more about this in Chapter 14.

As you will read in Chapter 13, the ways people live upon the land and interact with each other make up the human geography of Europe.
Reviewing Places & Terms

A. Briefly explain the importance of each of the following.
1. fjord
2. uplands
3. Meseta
4. Massif Central
5. peat
6. mistral
7. polder
8. seaworks
9. terpen
10. Zuider Zee

B. Answer the questions about vocabulary in complete sentences.
11. What are fjords and where are they found?
12. Which of the above terms are examples of uplands?
13. What is France’s highland area called?
14. How does the North Atlantic Drift influence climate?
15. In what part of Europe would you find the mistral?
16. How is peat used?
17. Which of the above terms is a type of seaworks?
18. How did the Zuider Zee become Ijsselmeer?
19. What are polders and where are they found?
20. Which of the above terms are associated with human-environment interaction?

Main Ideas

Landforms and Resources (pp. 273-277)
1. How do the mountain ranges of Europe impact the lives of the people who live near them?
2. Why are the rivers of Europe an important aspect of its geography?
3. Where are the most important oil fields of Europe located, and which countries pump oil from them?

Climate and Vegetation (pp. 278-281)
4. How do the prevailing westerlies affect the climate of Europe? Explain which part of Europe is most affected.
5. In which climate area of Europe would you find citrus fruits growing? Explain why.
6. What types of vegetation are found on the Scandinavian Peninsula?

Human-Environment Interaction (pp. 282-285)
7. Why did the Dutch build seaworks?
8. In what ways have the people of the Netherlands changed the physical geography of their land?
9. What kinds of pollutants are found in the Venice canals?
10. Why were forests chopped down in Europe?
Critical Thinking

1. Using Your Notes
Use your completed chart to answer these questions.

**Landforms**

**Resources**

a. Which of the human-environment interactions try to make the best use of landforms?
b. Which interactions focus on problems with resources?

2. Geographic Themes
a. **PLACE** In what ways has the physical geography of the Balkan Peninsula affected the people who live there?
b. **LOCATION** How would you describe Europe’s location relative to bodies of water and to other regions?

3. Identifying Themes
Considering the climate and landforms, evaluate which areas of Europe would be the most agriculturally productive. Which of the five themes apply to this situation?

4. Identifying and Solving Problems
What factors must the people of Venice consider when dealing with the water pollution in their city?

5. Making Comparisons
How are the Scandinavian Peninsula and the Italian Peninsula alike and how are they different? Discuss landforms, resources, and climates.

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Geographic Skills: Interpreting Maps

**Mountain Ranges of Europe**
Use the map to answer the following questions.

1. **MOVEMENT** Which mountains hinder travel between Spain and France?
2. **REGION** Which mountain ranges are in Eastern Europe?
3. **LOCATION** What is the relative location of the Alps?

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GeoActivity

Create your own sketch map of the physical geography of Europe. Combine the information from this map with the information from the rivers map on page 275 and the peninsulas map on page 273.

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**hmhsocialstudies.com**

**MULTIMEDIA ACTIVITY**

Use the links at hmhsocialstudies.com to do research about acid rain in Europe. Focus on one aspect of acid rain, such as how the European Union is fighting acid rain or how European students learn about acid rain.

**Writing About Geography**
Write a report of your findings. Include a map or a chart that visually presents information on acid rain. List the Web sites that you used in preparing your report.
Essential Question
How have cultural differences caused conflict among Europeans?

What You Will Learn
In this chapter you will compare and contrast features of Europe’s human geography.

SECTION 1
Mediterranean Europe

SECTION 2
Western Europe

SECTION 3
Northern Europe

SECTION 4
Eastern Europe

TAKING NOTES
Use the graphic organizer online to take notes about the history, economics, culture, and modern life of each subregion of Europe.
A HUMAN PERSPECTIVE Have you ever heard the saying, “All roads lead to Rome”? The Mediterranean region was home to the two great civilizations of ancient Europe—ancient Greece and ancient Rome. The city of Rome was founded in about 753 B.C., and Rome conquered a huge empire by about A.D. 100. To aid communication and make it possible for the army to march quickly to distant locations, Rome built a large network of well-paved roads. In ancient Europe, most roads did indeed lead to Rome, enabling that city to control a vast region.

A History of Ancient Glory

Two geographic advantages helped the Mediterranean to become the region where European civilization was born. First, the mild climate made survival there easier than in other areas. So societies had time to develop complex institutions such as government. Second, the nearby Mediterranean Sea encouraged overseas trade. When different societies trade with each other, they also exchange ideas. The spread of ideas often leads to advances in knowledge.

GREECE: BIRTHPLACE OF DEMOCRACY Beginning about 2000 B.C., people from the north moved onto the Balkan Peninsula. They built villages there. The region is mountainous, so those villages were isolated from each other and developed into separate city-states. A city-state is a political unit made up of a city and its surrounding lands.

Ancient Greece left a lasting legacy to modern civilization. The city-state of Athens developed the first democracy, a government in which the people rule. In Athens, all free adult males were citizens who had the right to serve in the law-making assembly. Athenian democracy helped inspire the U.S. system of government. And Greek science, philosophy, drama, and art helped shape modern culture.

In the 400s B.C., conflict weakened Greece. Several city-states fought a costly series of wars with Persia, an empire in southwest Asia. Then Athens fought a ruinous...
war with Sparta, a rival Greek city-state. Finally, in 338 B.C., Macedonia (a kingdom to the north) conquered Greece. Beginning in 336 B.C., the Macedonian general Alexander the Great conquered Persia and part of India. His empire spread Greek culture but broke apart after his death.

**THE ROMAN EMPIRE** As Greece lost power, a state to the west was rising. That state, Rome, ruled most of the Italian Peninsula by 275 B.C. At the time, Rome was a republic, a government in which citizens elect representatives to rule in their name.

The Roman Empire grew by conquering territory overseas, including the Iberian and Balkan peninsulas. At home in Italy, unrest over inequalities led to decades of turmoil that caused Romans to seek strong leaders. Rome began to be ruled by an emperor, ending the republic.

One of Rome's overseas territories was Palestine, the place where Jesus was born. Christianity spread from there across the empire, and by the late 300s, Christianity was Rome's official religion.

By A.D. 395, the empire was too big for a single government, so it split into a western and an eastern half. The Western Roman Empire grew weak, in part because of German invaders from the north, and fell in A.D. 476. The Eastern Roman Empire lasted nearly 1,000 years longer.

**Moving Toward Modern Times**

After 476, the three Mediterranean peninsulas had very different histories. The Balkan Peninsula stayed part of the Eastern Roman Empire...
Italian City-States

The invaders who overran the Italian Peninsula had no tradition of strong central government. Italy eventually became divided into many small states and remained so for centuries.

In 1096, European Christians launched the Crusades, a series of wars to take the Holy Land from the Muslims. Italians earned large profits by supplying the ships that carried Crusaders to the Middle East. Italian cities such as Florence and Venice became rich from banking and foreign trade. This wealth helped them grow into powerful city-states.

The Renaissance, which began in the Italian city-states, was a time of renewed interest in learning and the arts that lasted from the 14th through 16th centuries. It was inspired by classical art and writings. Renaissance ideas spread north to the rest of Europe.

But the wealth of Italy did not protect it from disease. In 1347, the bubonic plague reached Italy from Asia and in time killed millions of Europeans. (See pages 294–295.)

Spain’s Empire

In the 700s, Muslims from North Africa conquered the Iberian Peninsula. Muslims controlled parts of the Iberian Peninsula for more than 700 years. Spain’s Catholic rulers, Ferdinand and Isabella, retook Spain from the Muslims in 1492.

Also in 1492, Queen Isabella paid for Christopher Columbus’s first voyage. Portugal had already sent out many voyages of exploration. Both Spain and Portugal established colonies in the Americas and elsewhere. Their empires spread Catholicism and the Spanish and Portuguese languages throughout the world.

A Rich Cultural Legacy

Mediterranean Europe’s history shaped its culture by determining where languages are spoken and where religions are practiced today. And the people of the region take pride in the artistic legacy of the past.

Rome’s Cultural Legacy

Unlike many areas of Europe that Rome conquered, Greece retained its own language. Greek was, in fact, the official language of the Byzantine Empire. In contrast, Portuguese, Spanish, and Italian are Romance languages that evolved from Latin, the language of Rome.

The two halves of the Roman Empire also developed different forms of Christianity. The majority religion in Greece today is Eastern Orthodox Christianity. Roman Catholicism is strong in Italy, Spain, and Portugal.

Centuries of Art

This region shows many signs of its past civilizations. Greece and Italy have ancient ruins, such as the Parthenon, that reveal what classical art has endured. And Muslim art, like that below, contains elements of calligraphy to praise God.
architecture was like. Spain has Roman aqueducts, structures that carried water for long distances, and Muslim mosques, places of worship.

The region also has a long artistic legacy, which includes classical statues, Renaissance painting and sculpture, and modern art produced by such artists as Pablo Picasso of Spain. The pictures on page 291 contrast Renaissance Italian art with Muslim Spanish art.

**Economic Change**

Because of the Mediterranean region’s sunny climate and historic sites, tourism has long been a large part of its economy. In other ways, the economy has been changing rapidly since World War II.

**AGRICULTURE TO INDUSTRY** In general, the Mediterranean nations are less industrial than those of Northern and Western Europe. For centuries, the region’s economy was based on fishing and agriculture. Fishing remains important, and olives, grapes, citrus, and wheat are still major agricultural crops.

But in the late 20th century, the region’s economy grew and changed. Today, manufacturing is increasing. The making of textiles is Portugal’s biggest industry. Spain is a leading maker of automobiles, and Italy is a major producer of clothing and shoes. Service industries, such as banking, also make up a much larger part of the economy than before.

In the 1980s, Greece, Portugal, and Spain joined the European Union (EU). This aided growth by promoting trade with other EU nations and by making financial aid from the EU available.

**ECONOMIC PROBLEMS** The region still faces economic challenges. For example, Italy’s northern region is much more developed than its southern half. The reasons for this include the following:

- The north is closer to other industrial countries of Europe, such as Germany and France.
- The south has poorer transportation systems.
- The government tried to promote growth in the south but made bad choices. It started industries that did not benefit the local people.

Another problem is that the entire Mediterranean region is poor in energy resources and relies heavily on imported petroleum. This makes the region vulnerable because trade problems or wars could halt oil supplies and prevent industries from functioning.

**Modern Mediterranean Life**

Mediterranean Europe saw political turmoil in the 20th century. Two dictators, Benito Mussolini in Italy
and Francisco Franco in Spain, ruled for long periods. After Franco died in 1975, Spain set up a constitutional government. After World War II, Italy became a republic but has had dozens of governments since then. Greece has also experienced political instability.

THE BASQUES Spain has had an ongoing conflict with a minority group. The Basque people live in the western foothills of the Pyrenees. Their language is the only pre-Roman language still spoken in southwestern Europe. In the late 1970s, Spain granted the Basque region self-rule. But some Basques want complete independence and have used violence to fight for it. The conflict remains unresolved.

CITY GROWTH The transition from agriculture to manufacturing and service industries has encouraged people to move from the country to the city. Urban growth has created housing shortages, pollution, and traffic jams. The people of Mediterranean Europe want to preserve their historic cities, so they are trying to solve these problems. For example, Athens is expanding its subway system to reduce traffic and pollution. A portion of this project was completed in time for the 2004 Olympics, but work will continue until 2013.

Despite their problems, Mediterranean cities give intriguing insight into the past. In Rome and Athens, classical ruins stand near modern buildings. Florence has glorious works of Renaissance art. Granada, Spain, has Catholic cathedrals and a Muslim palace. In Section 2, you will read about Western Europe, a region that also has a rich history.
Bubonic Plague

By the 1300s, Italian merchants were growing rich from the trade in luxury goods from Asia. Then in October 1347, trading ships sailed into the port of Messina, Sicily, carrying a terrifying cargo—the disease we now call bubonic plague. Over the next four years, the plague spread along trade routes throughout Europe. An estimated 25 million Europeans died, about one-fourth to one-third of the population. In terms of its death toll, the plague (also called the Black Death) was the worst disaster Europe ever suffered.

Spread of the Bubonic Plague

The plague originated in Asia. It moved west to Europe with rats traveling in caravans of trade goods and on trading ships.
Transmission of the Plague

1. The bacterium that causes bubonic plague, *Yersinia pestis*, lives in the guts of fleas. The fleas bite rats and feed on their blood, infecting them with the disease.

2. Sometimes, an infected rat comes into contact with humans. Because the rat is dying, the fleas jump onto the humans to feed off them.

3. People catch bubonic plague from flea bites. In some, the plague enters their lungs, becoming pneumonic plague. These victims cough, sneeze, and spit up infected blood and saliva—spreading the disease more quickly.

GeoData

PREVENTIVE MEASURES
In the 1300s, most doctors recommended these methods of purifying the air to prevent plague:
- Burn richly scented incense.
- Fill the house with flowers.
- Sprinkle the floors with vinegar.
- Have doctors wear a bird mask with perfume in the beak.

OTHER DISASTROUS EPIDEMICS

- **1507–1518**
  Smallpox killed one-third to one-half of the people of Cuba, Haiti, and Puerto Rico.

- **1918–1919**
  About 30 million people died from an influenza outbreak that spread around the world.

- **2000**
  A UN report said that AIDS had killed 19 million people worldwide. Seven African countries had 20 percent of their population infected.

GeoActivity

UNDERSTANDING EPIDEMICS
Working with a partner, use the Internet to research an epidemic on the timeline below and create a presentation about it.
- Create a diagram showing the symptoms of the disease and the methods of treating it.
- Add a map of the region affected by this epidemic.
- Last, write a report explaining how the epidemic affected society.

Disasters! 295
Western Europe

Main Ideas
- France and the Germanic countries developed very different cultures.
- These cultural differences led to conflicts that shaped the history of Western Europe.

Places & Terms
Benelux  nationalism
Reformation  Holocaust
feudalism  Berlin Wall

Connect to the Issues
unification  France and Germany have resolved their past conflicts and now cooperate in the European Union.

A HUMAN PERSPECTIVE  Today, the French call Émile Durkheim the father of French sociology (the study of society). But he wasn’t always honored. During World War I, some French patriots considered him a disloyal foreigner. Why? Perhaps it was because he had a German last name and came from Lorraine, a region that had switched between French and German rule many times. France and Germany have long had a deep rivalry, based in part on cultural differences.

A History of Cultural Divisions
France and Germany are the dominant countries in Western Europe. They are the two largest countries, and their access to resources, ports, and trade routes helped them to build productive economies.

French culture is strong in France and Monaco; German culture is strong in Germany, Austria, and Liechtenstein. Switzerland and the Benelux countries of Belgium, the Netherlands, and Luxembourg have their own cultures—but also have been influenced by Germany and France. Western Europe’s cultural divisions have historic roots.

ROME TO CHARLEMAGNE  One cultural division, language, dates from ancient times. By 50 B.C., the Roman Empire had conquered the Celtic tribes in what is now France. French is one of the Romance languages that evolved from Latin (Rome’s language). But Rome never fully conquered the Germanic tribes that migrated into the lands east of France. Germanic languages are still spoken there. (See the chart on page 297.)
In the late 700s, a Germanic king, Charlemagne, conquered most of the region. However, his empire began to fall apart soon after his death. Western Europe remained a region of small, competing kingdoms.

**THE REFORMATION** A religious movement created new differences. During the Renaissance (see Section 1), scholars questioned authority. Some people even began to question the Catholic Church. In 1517, Martin Luther published 95 statements that criticized church practices that he believed were wrong. That began the Reformation, a period when many Christians broke away from the Catholic Church and started Protestant churches. Mutual hostility led Catholics and Protestants to fight religious wars that tore Europe apart.

Today, France is mostly Catholic. The Netherlands, Switzerland, and Germany contain both Protestants and Catholics. In Germany, Protestants live mainly in the north and Catholics in the south of the country.

### The Rise of Nation-States

The period between the fall of Rome and the Renaissance is called the Middle Ages. During this time, Europeans gradually developed the nation-state, an independent nation of people with a common culture.

**NATIONALISM** During the centuries after Rome fell, feudalism gradually developed in Europe. This was a political system in which powerful lords owned most of the land. They gave some land to nobles in exchange for military service by those nobles. Over time, strong kings gained power over feudal lords, and nationalism evolved. **Nationalism** is the belief that people should be loyal to their nation, the people with whom they share land, culture, and history.

Nationalism often causes groups to want their own countries, so it contributed to the rise of modern nation-states. France was one of the...
first nation-states. By the late 1600s, French kings held absolute power, which they often used to benefit themselves, not their people. In 1789, the people began a rebellion—the French Revolution. They deposed the king and formed a republic. But in a few years, an army officer named Napoleon Bonaparte seized power. In 1804, he made himself emperor. Napoleon tried to conquer all of Europe but was defeated.

The nation-states of Europe became strong rivals. From the 1600s to 1945, wars repeatedly broke out between France and Austria or between France and the German states (later Germany). Germany did not unify as a nation until 1871. It was one of many European countries affected by a new wave of nationalism in the 1800s.

Western Europe also experienced industrial growth in the 1800s. Industrialism caused European nations to set up colonies in other lands in order to gain raw materials and markets. Many European nations saw each other as rivals in the race to gain colonies. You will learn more about the effects of colonialism as you read this book.

MODERN CONFLICTS The nationalistic rivalry and competition for colonies among European nations helped cause World War I. The Allied Powers (including France) fought the Central Powers (Germany, Austria-Hungary, and their allies). The Allied Powers won and imposed harsh terms on Germany. German resentment over those terms helped cause World War II, in which Germany, led by Adolf Hitler and the Nazis, tried to conquer Europe. The Nazis also carried out the Holocaust, a program of mass murder of two-thirds of European Jews and the murder of other minorities. In 1945, the Allies defeated Germany.

After the war, Germany was split into two nations. West Germany was allied with non-Communist Europe and the United States. East Germany was allied with the Communist Soviet Union. The capital city of Berlin, located in East Germany, was also divided, cut in two by the Berlin Wall. In 1989, anti-Communist reforms swept Europe, and in response to protests, East Germany opened the Berlin Wall.

In 1990, the two Germanys reunited under a democratic government. In recent years, France and Germany have tried to end the rivalry that so often led to war. These two nations were leaders in the movement toward establishing the European Union. (See the Case Study on pages 326–329.)

Economics: Diversity and Luxury

Since the Middle Ages, Western Europe has been rich in agriculture, and in the 1800s, it was one of the first regions to industrialize. The region’s economy remains strong because it includes agriculture and manufacturing, plus high-tech and service industries.
AGRICULTURE TO HIGH-TECH Dairy farming and livestock provide most of the agricultural income in Belgium, France, the Netherlands, and Switzerland. These countries produce and export dairy products. In addition, France is the largest producer of agricultural products in Western Europe. Its major crops include wheat, grapes, and vegetables.

Western Europe was a leader in developing industry because it was rich in coal and iron ore. Today, the region has three of Europe’s top manufacturing nations: France, Germany, and the Netherlands. The maps above show the major industries of France and Germany.

High-tech and service industries are also very important. Electronics is a major product of the Netherlands. Germany also produces electronics, as well as scientific instruments. France has one of the world’s fastest passenger trains, the TGV (train à grande vitesse, or high-speed train), and a space program. France also relies heavily on nuclear energy. Nuclear plants produce 80 percent of its electricity.

Switzerland specializes in the service industry of banking. One reason for this is that Switzerland refuses to fight in wars, so people believe that money is safer there.

TOURISM AND LUXURY Because of its varied scenery, mild climate, and historic sites, Western Europe is popular with tourists. Tourism is a major part of the French, Swiss, and Austrian economies.

Western Europe exports luxury goods to the world. For example, some German cars and Swiss watches are considered status symbols.
These girls are doing wadlopen, or mud walking. As many as 25,000 people a year take part in this popular Dutch pastime. When the tide goes out on the Waddenzee (part of the North Sea), it leaves mud flats. Mud walking can be extremely strenuous exercise; at times, the mud can reach up to a person’s thighs! The activity can also be risky. If the mud walkers don’t leave the flats before the tide returns, they are in danger of being drowned.

Another popular activity for young people in the Netherlands is ice skating. The Netherlands has an extensive network of canals that link its major rivers. During the Middle Ages, the Dutch began to skate on these frozen canals in the winter. The sport of speed skating originated in the Netherlands.

If you grew up in the Netherlands, you would pass these milestones:
- You would go to school from age 5 to age 18.
- In primary school, you would learn to swim, usually by age 9.
- You could drive at 18.
- You could vote at 18.
- You could marry at 18.

France is famous for its high-fashion clothing and gourmet foods. The Netherlands exports high-quality flower bulbs, such as colorful tulips.

**ECONOMIC PROBLEMS** One nation in the region, Germany, has had economic struggles. When Germany reunified, it faced difficulties because the West had a much higher standard of living. East Germany’s factories were outdated, and many shut down. Germany has been working to foster growth in the former East Germany—for example, by spending billions of dollars on infrastructure. Yet, in 2005, the number of jobless workers remained twice as high in the East as in the West.

**Great Music and Art**

Each Western European country has a distinct identity, shaped in part by language and religion. Even with these differences, one thing is true of the region as a whole—it has a strong artistic legacy.

**MUSIC** Germany and Austria are famous for music. Johann Sebastian Bach, who wrote music for church services, was German. So was Ludwig van Beethoven, who composed symphonies and other works. He wrote music even after going deaf. Austrian composers include Wolfgang Amadeus Mozart, who was a child genius.

**PAINTING** France and the Netherlands have had many important painters. Jan Van Eyck was a painter from Flanders (a region now divided among France, the Netherlands, and Belgium) who perfected techniques for using oil paints. Jan Vermeer and Rembrandt were Dutch artists who painted with great realism. Major French painters include the impressionist Claude Monet and postimpressionists Paul Cézanne and Paul Gauguin, who paved the way for modern art.

**BACKGROUND**
Many landscape paintings of the Netherlands show its flat, low terrain. The sea is also a frequent subject.
Modern Life

Because of their strong economies, Western Europeans enjoy a high standard of living and generally can afford to buy material goods such as cars and computers. Most Western Europeans live in cities.

**CITY LIFE** In general, Western European cities are interesting and pleasant places to live. Most have good public transportation systems. They offer many cultural attractions: movies, concerts, art galleries, and museums. Crime rates are lower than in the United States.

As a rule, Europeans live in smaller homes than Americans do. Because of this, they often socialize in public places. Friends might meet in cafes, sitting at outdoor tables if the weather is nice. Also, most cities have many lovely parks that their citizens regularly enjoy.

One difference between Western Europe and the United States is that Europeans receive more paid vacation time. For example, Germans have about 30 vacation days a year. Vacationing Europeans often leave the city to engage in outdoor activities like biking, hiking, or skiing.

**RECENT CONFLICTS** In recent decades, immigration has been a source of conflict here. In the 1980s, increasing numbers of “guest workers” from Yugoslavia and Turkey came to West Germany for jobs. When the German economy declined, some angry Germans committed discrimination and even violence against immigrants. In response, millions of other Germans protested racism.

Austria has also faced tensions. Political leader Joerg Haider made controversial remarks that defended former Nazis and that immigrants found insulting. Many feared a rebirth of racist politics, so in 2000 Haider had to resign as party head—yet he remained a force in Austrian public life.

In Section 3, you will read about Northern Europe, a region that includes the Nordic countries, the United Kingdom, and Ireland.

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**Geographic Thinking**

Using the Atlas

- Refer to the climate map on page 266. What role does climate play in Western Europeans’ enjoyment of the outdoors?

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**Assessment**

1. **Places & Terms**

   Identify these terms and explain their importance in the region’s history or culture.
   - Benelux
   - Reformation
   - feudalism
   - nationalism
   - Holocaust
   - Berlin Wall

2. **Taking Notes**

   **REGION** Review the notes you took for this section.
   - History
   - Western Europe
   - Culture
   - Economics
   - Modern Life
   - What are major aspects of Western Europe’s artistic legacy?
   - What are some characteristics of modern life in Western Europe?

3. **Main Ideas**

   a. How do language and religion reflect the cultural division in Western Europe?
   b. Which Western European leaders tried to unify Europe through conquest?
   c. In what way does Western Europe have a diverse economy?

4. **Geographic Thinking**

   **Making Generalizations**

   How does the economic strength of a nation affect its willingness to welcome immigrants? **Think about:**
   - whether immigrants are more welcome when jobs are scarce or plentiful
   - the experience of Germany since the 1980s

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**GeoActivity**

Making Comparisons Study the two maps on page 299. Create a Venn Diagram showing the businesses that France and Germany have in common and those that each have separately.
Northern Europe

A HUMAN PERSPECTIVE In World War II, Germany perfected a new military tactic, the blitzkrieg. Using a massive force of dive-bombers, tanks, and artillery, the German army rapidly surprised, attacked, and defeated a foe before it could mount a defense. Germany used blitzkriegs to invade Poland, Belgium, the Netherlands, and France. But Germany couldn’t launch a swift land attack against the United Kingdom on the island of Great Britain. Germany tried to destroy Britain by first bombing it from the air, but such a campaign took time, so Britain was able to fight back. In time, Britain and its allies won the war. Throughout its history, Britain’s status as an island has been a geographic advantage.

A History of Seafaring Conquerors

Today, Northern Europe consists of the United Kingdom, Ireland, and the Nordic countries. The Nordic countries are Denmark, Finland, Iceland, Norway, and Sweden. The history of this region has been a history of using the sea and of conquest.

EARLY CONQUERORS In ancient times, waves of migrating people settled Northern Europe. Each new group tended to push the previous residents out of its way. As a result, the earlier groups ended up living at the tips or along the coasts of Northern Europe’s peninsulas and islands. For example, the Sami, descendants of one of the earliest migrating groups, now live in far northern Scandinavia and Finland.

Ancient Britain was invaded by many peoples, including the Celts. Rome conquered southern Britain by about A.D. 80. In the 400s, Germanic tribes invaded, driving out the Romans and pushing the Celts north and west.

Beginning about 795, a group of seafaring warriors from Denmark, Norway, and Sweden terrorized Europe. These Norsemen, or Vikings, sailed in long ships to coastal towns and conducted hit-and-run raids. They conquered parts of Britain and sailed to Iceland, Greenland, and even North America. They also had a settlement in Normandy (a part of France named for the Norsemen) and moved into Russia.

In 1066, William the Conqueror of Normandy conquered England (the largest kingdom in Britain) and began to rule it. The Normans spoke French, and over time the English language acquired many words of French origin.
DREAMS OF EMPIRE  Denmark, Sweden, and Norway each became a kingdom during the 900s. Sweden was a strong power in the 1600s, but no Nordic country ever became a major empire.

In contrast, Great Britain built an empire that strongly affected the rest of the world. First, the English set out to control the British Isles. Over time, England won control of its neighbors, Wales, Ireland, and Scotland. In 1801, the nation became known as the United Kingdom of Great Britain and Ireland.

Britain drew on its geographic advantages to grow in strength. As you read earlier, Britain’s status as an island helped protect it. After 1066, no outside power ever successfully invaded Britain. In addition, the British people had much experience as sailors. This helped them to build a strong navy and to develop overseas trade.

Drawing on its economic and naval strength, Great Britain built a global empire. By the 1800s, it had colonies in the Americas, Asia, Africa, and Oceania. A popular saying declared, “The sun never sets on the British Empire.” One consequence of the empire is that the English language and British culture spread worldwide.

Moving into the Modern Age

Great Britain played a role in shaping our modern world in two ways. It helped to develop representative government. Also, the industrial revolution started in Britain and spread to other countries.

REPRESENTATIVE GOVERNMENT  Britain’s government is a monarchy that also has a parliament. A parliament is a representative lawmaking body whose members are elected or appointed. (In some cases, they inherit the position.) Over the centuries, English rulers lost power to the English Parliament, so a more representative government evolved. For example, in 1215 nobles forced the king to sign the Magna Carta. That
The document inspired such political ideas as trial by jury and no taxation without representation. Those ideas later spread to the United States, Canada, and various British colonies.

The Nordic countries also developed representative government. Iceland’s parliament, which has been meeting since 930, is the oldest parliament in the world.

**INDUSTRIAL REVOLUTION** As you read in Chapter 12, deposits of iron ore and coal helped Britain to be the first nation to industrialize. Industry used coal as fuel and iron to make machinery. The growth of industry motivated Britain’s empire building. Britain imported raw materials from its colonies and sold finished goods to those colonies.

In the 1800s, the industrial revolution spread from Britain to other countries, especially Belgium, France, Germany, and the United States. Of the Nordic countries, Sweden developed the most industry.

**SINCE 1900** In the 20th century, the Nordic countries did not heavily involve themselves in other nations’ affairs. But Great Britain played a major role in both world wars, fighting as one of the victorious Allies.

After World War II, the British Empire underwent major change as nearly all of its colonies gained independence. Since then, some former colonies, such as Nigeria, have had ethnic conflicts. Many of the conflicts arose because the British had set the boundaries of their colonies without regard to where rival ethnic groups lived. (See the Case Study in Unit 6, on pages 468–471.)
**THE IRISH QUESTION** The British still face a problem that has roots in the past. Protestant English rulers strengthened their hold on Catholic Ireland by seizing Irish land and giving it to Scottish and English Protestants. That left many Irish in poverty. In the 1840s, potato crops failed and caused famine. Over a million Irish fled to other lands.

Many Irish called for independence, and in 1921, Britain divided Ireland into two states. The Republic of Ireland gained independence in 1921. Northern Ireland, which had a Protestant majority, remained part of the United Kingdom. Since then, religious conflict and anti-British violence have plagued Northern Ireland.

**Economics: Diversity and Change**

Today, Northern Europe has a highly developed and varied economy. Manufacturing and traditional economic activities such as fishing and forestry remain important. As is true in all developed countries, the service and information economies are growing.

**INDUSTRY AND RESOURCES** Sweden and the United Kingdom have many types of manufacturing in common. For example, both nations have strong motor vehicle and aerospace industries. Both also produce paper products, food products, and pharmaceuticals.

Northern Europe’s economy benefits from its many natural resources. Sweden exports timber. Iceland relies heavily on its fishing industry, and Norway earns a large portion of its income from North Sea oil.

**HIGH-TECH** Technology is swiftly changing the economy of Northern Europe. For example, the production of computer software and hardware has been a major part of Ireland’s economy since the 1970s. In the 1990s, the section of Scotland between Glasgow and Edinburgh became known as Silicon Glen, because it had so many high-tech companies, which use silicon computer chips. However, from 2000 to 2006, many of those companies moved their plants to Eastern Europe to lower costs. Scotland’s economy now depends on service industries.

**UNION OR INDEPENDENCE?** Most nations of this region joined the European Union (EU), but Norway has chosen not to do so. Even in nations belonging to the European Union, people have mixed feelings about the EU policy that they should adopt a common currency called the euro. In September 2000, Denmark voted against adopting the euro. Economics professor Jesper Jespersen agreed with that decision. He said, “I believe Denmark should retain its own currency . . . [because] our economy is in many ways independent of the eurozone [the region using the euro].” (See the Case Study on pages 326–329 for more about the EU.)

**Norway Rejects the EU** In 1994, Norwegians voted 52 percent to 48 percent against joining the European Union. Norway did not become a separate nation until 1905, so many Norwegians feared losing their independence and national identity.

Another reason for the vote against joining is that the economy was booming. This prosperity was due to Norway’s status as the world’s second-largest exporter of crude oil. Some Norwegians feared that Norway would lose control over its valuable oil resources if it joined the EU.
Cultural Similarities and Modern Art

Throughout most of history, Northern Europe has not been culturally diverse. Even today, the Nordic nations have populations that consist mostly of one ethnic group. In recent years, however, the United Kingdom, particularly its capital London, has grown more diverse. That is partially due to immigration from former colonies, such as India. By the year 2005, more than 1.8 million of London’s 7.2 million residents belonged to an ethnic minority.

SIMILAR LANGUAGES AND RELIGIONS The language map on page 267 shows the effect of historic migrations into this region. Most people of Northern Europe speak a Germanic language. When Germanic tribes migrated to the Scandinavian Peninsula and the British Isles, they pushed the previous inhabitants north and west. Today, the Sami language is spoken in the far north. Celtic languages such as Welsh, Irish Gaelic, and Scottish Gaelic survive on the northern and western edges of the British Isles.

The Reformation, which began in nearby Germany in the 1500s, swept through Northern Europe. Several different Protestant churches took root there. Most of the region is still Protestant. Only Ireland kept Catholicism as its main faith.

MODERN CULTURE AND LITERATURE The Nordic countries have influenced many modern cultures. The Norwegian playwright Henrik Ibsen is sometimes called the father of modern drama. Ingmar Bergman, a Swedish director, influenced movies with his intensely personal films. Both men raised psychological issues in their work that remain important in modern life.

Great Britain and Ireland have had their strongest artistic influence on world literature. Many people consider William Shakespeare the greatest playwright of all time. Nearly 400 years after his death, his works are still performed on stage and also adapted for movies. The English poet William Wordsworth popularized the use of everyday speech in poetry. English novelists of the 1800s, such as Charlotte Brontë, influenced later novels. The Irish novelist James Joyce shaped modern fiction by exploring techniques to portray human thought.

Life in Northern Europe

In Northern Europe, most people live in cities and have a high standard of living. One aspect that distinguishes Northern Europe from most other regions is that its women have made great strides toward political equality. In the late 1990s, women made up 25 percent of the parliament in Iceland, 36 percent in Norway, 37 percent in Finland and Denmark, and 43 percent in Sweden.

SOCIAL WELFARE Overall, the governments of Northern Europe take great responsibility for the welfare of their people. This is especially true
of the Nordic countries, which provide many welfare services for their citizens. For example, Finland, Norway, and Sweden give families a yearly allowance to help raise their children. The Nordic governments help fund national health insurance programs. Britain also has a national health insurance program. To pay for the programs, the people in those countries have very high taxes.

**DISTINCTIVE CUSTOMS** Some social customs of Northern Europe have gained worldwide fame. For example, the British are known for afternoon tea, a small meal of sandwiches, breads, cakes, and tea. Swedes developed the smorgasbord. It is a large assortment of hot and cold dishes served buffet style. Finns are famous for their sauna, in which people sit in a hot room to work up a sweat that cleans the skin’s pores. Afterward, they plunge into a cold bath or icy lake.

**LEISURE** Even though the Nordic countries have some of the coldest climates in Europe, outdoor sports remain popular there. Some of the sports in the winter Olympics developed in Norway and the other Nordic countries. They include cross-country skiing and ski jumping.

Many British enjoy horseback riding, horse jumping, and fox hunting. These traditionally were pastimes for the wealthy upper classes on their large country estates. In addition, the British developed two sports that are unique. Rugby is a form of football, and cricket is played with a ball, a bat, and wickets. Spread by British colonialism, cricket is played around the world.

In Section 4, you will read about Eastern Europe, a region that continues to be torn apart by ethnic conflicts.

**Background**

Because of Sweden’s closeness to the sea, smorgasbords feature a variety of seafood such as salmon and herring.

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**Tea Time**

Nothing seems more English than tea, but it is really an import from Asia. Dutch traders introduced tea to Europe, and it was sold for the first time in England in 1657. Tea soon became Britain’s national beverage.

Perhaps one reason for its popularity is that clean water was scarce; boiling water for tea purified it. Tea also had caffeine, giving tea drinkers energy during the long stretch between the midday meal and supper. The custom of taking food with afternoon tea began in the 1800s.
Comparing Cultures

Geographic Sports Challenges

Over time, humans have found ways to enjoy even the most forbidding climates and terrains. Some popular sports evolved from activities that people used to overcome geographic challenges, such as mountains or snowy climates. Other sports were created to take advantage of special geographic features, such as recurring winds or waves. On these two pages, you will learn about geographically inspired sports from around the world.

Surfing, shown here off the coast of Australia, dates back to prehistoric times. It may have originated when Polynesian sailors of the Pacific Islands needed to reach land from large canoes floating offshore.

Skiing originated as a means of travel in northern Europe, and ski jumping probably evolved in hilly Norway. In 1924, ski jumping became an Olympic sport. Competitors are judged not only on how far they jump but also on the technique they use.
RESEARCH WEB LINKS

EXPLORING MOUNTAIN CLIMBING

Working with a small group, use the Internet to research mountain climbing, another geographic sports challenge. Then create a presentation about the sport.

• Draw a world map, label popular mountains to climb, and give their altitudes.
• Make a chart listing the dangers of mountain climbing.

GeoData

Skiing
• Skis that are more than 4,000 years old have been found in Scandinavian bogs.
• Skiing was once a military skill. Norwegian troops skied in the Battle of Oslo in 1200.

Surfing
• The explorer James Cook first reported seeing surfing in 1778.
• European missionaries banned surfing in 1821. It was revived in 1920 by a Hawaiian, Duke Kahanamoku.

Cliff Diving
• Women did not compete at Acapulco until 1996.
• Divers enter the water at speeds of up to 65 mph.

Sled Dog Racing
• The Iditarod honors a 1925 emergency mission to deliver medicine to Nome, Alaska.
• During the 1985 race, a moose charged across Susan Butcher’s path. The collision that resulted killed 2 dogs and wounded 13 other dogs.

Acapulco, Mexico, is famous for its cliff diving. This dangerous sport often involves diving from heights nearly three times higher than those used in Olympic platform diving. Cliff divers have been killed by hitting their heads on rocks.

The Iditarod Sled Dog Race is held in Alaska. Susan Butcher, shown here, was the first person to have won it three years in a row. The Inuit people first used sled dogs to travel across snow-covered terrain; racing evolved later.
Eastern Europe

Main Ideas
• Eastern Europe has great cultural diversity because many ethnic groups have settled there.
• Many empires have controlled parts of the region, leaving it with little experience of self-rule.

Places & Terms
- cultural crossroads
- balkanization
- satellite nation
- market economy
- folk art
- anti-Semitism

Connect to the Issues
Conflict
Nationalism and ethnic differences have fueled conflicts that have torn apart the Balkans in recent times.

A HUMAN PERSPECTIVE
Eastern Europe has many plains that allow invaders to move from east to west and vice versa. In World War II, Germany invaded the Communist Soviet Union, killing millions. After the war, the Soviet Union decided to protect itself from invasion by setting up a political barrier. So it established Communist governments in the nations of Eastern Europe, which lay between the Soviet Union and its enemies to the west. Soviet dictator Joseph Stalin wanted Eastern Europe to “have governments whose relations to the Soviet Union are loyal.” For decades, the Soviet Union crushed political reform and free trade in Eastern Europe. The region is still recovering.

History of a Cultural Crossroads
Eastern Europe’s location between Asia and the rest of Europe shaped its history. Many groups migrated into the region, creating great diversity. Strong empires ruled parts of Eastern Europe, delaying the rise of independent nation-states there. Today the region includes Albania, Bosnia and Herzegovina, Bulgaria, Croatia, the Czech Republic, Hungary, Kosovo, Macedonia, Montenegro, Poland, Romania, Slovakia, Slovenia, and Serbia.

CULTURES MEET
Eastern Europe is a cultural crossroads, or a place where various cultures cross paths. Since ancient times, people moving between Europe and Asia—traders, nomads, migrants, and armies—have passed through this region. Because the region is an important crossroads, many world powers have tried to control it.

Eastern European History, 1389–2000

1389  The Ottoman Empire defeats the Serbs at the Battle of Kosovo.
1566  Suleiman I, the Ottoman ruler, dies during a siege in Hungary.
1686  The Austrians drive the Ottomans out of Hungary.
1867  Hungary demands equal status with Austria. The empire becomes Austria-Hungary.

Conflict Among Empires
1618  Bohemia (now the Czech Republic) revolts against its Austrian ruler, starting the Thirty Years’ War.
1795  The Russian ruler Catherine the Great divides Poland among Russia, Prussia, and Austria.
**EMPIRES AND KINGDOMS** By about A.D. 100, ancient Rome held the Balkan Peninsula, Bulgaria, Romania, and parts of Hungary. After the Roman Empire was split, the Byzantine Empire held onto those lands for centuries. In the 1300s and 1400s, the Ottoman Empire of Turkey (see Unit 7) gradually took over the southern part of Eastern Europe.

Various Slavic groups moved into Eastern Europe from the 400s through the 600s. Several kingdoms, such as Poland in the north and Serbia on the Balkan Peninsula, formed. In the late 800s, a non-Slavic group called the Magyars swept into what is now Hungary and in time established a kingdom. The Ottomans later conquered it.

Beginning in the 1400s, the nation of Austria became a great power. Austria drove the Ottomans out of Hungary and took control of that state. In the late 1700s, Austria, Prussia (a German state), and Russia divided up Poland among themselves. Poland ceased to exist.

**Turmoil in the 20th Century**

Responding to centuries of foreign rule, most ethnic groups in Eastern Europe fiercely guarded their identities. Many wanted their own nation-states, even though few had a history of self-rule. These characteristics sparked many conflicts in Eastern Europe during the 20th century.

**WAR AFTER WAR** By 1908, the Balkan nations of Bulgaria, Greece, Montenegro, Romania, and Serbia had broken free from the Ottoman Empire. In 1912, Greece, Bulgaria, and Serbia went to war against the Ottomans, who lost most of their remaining European territory. In 1913, the Balkan countries fought over who should own that territory. Their actions led to a new word, **balkanization**. The term refers to the process of a region breaking up into small, mutually hostile units.

The Slavic nation of Serbia also wanted to free the Slavs in Austria-Hungary. In 1914, a Serb assassinated an Austrian noble, sparking World War I. Austria-Hungary and Serbia each pulled their allies into the conflict until most of Europe was involved. After the war, Austria and Hungary split apart. Albania, Bulgaria, Czechoslovakia, Poland, and Yugoslavia gained independence. The Ottoman Empire ended and was replaced by the nation of Turkey.
In 1939, Germany seized Poland, starting World War II. Near the end of that war, the Soviet Union advanced through Eastern Europe as part of an Allied strategy to crush Germany from two sides. The Soviet Union later refused to withdraw from Eastern Europe until it had set up Communist governments there. Eastern Europe became a region of satellite nations—nations dominated by another country.

**RECENT CHANGES** The Soviet Union controlled Eastern Europe for four decades. But by the late 1980s, the Soviet Union had severe economic problems, and a new leader, Mikhail Gorbachev, was making reforms. As one reform, he gave Eastern Europe more freedom.

The impact was dramatic. Eastern Europeans demanded political and economic reforms. In 1989, Czechoslovakia, Hungary, Poland, and Romania ended Communist control of their governments and held free elections. In 1990, Bulgaria and Yugoslavia followed suit.

Instability followed. The old governments had taught people to be loyal only to the Communist Party. After those governments fell, people moved to the West, seeking a better life.

**MOVEMENT** In 1989, the desire for democracy swept Eastern Europe. Country after country saw demonstrations like this one in Budapest, Hungary.
returned to ethnic loyalties. That was especially true in Yugoslavia, a nation consisting of six republics. In the early 1990s, four of the six Yugoslav republics voted to become separate states. Serbia objected, leading to civil war. (See Chapter 14 for details.) In contrast, Czechoslovakia peacefully split into the Czech Republic and Slovakia.

Developing the Economy

Because of its fertile plains, Eastern Europe has traditionally been a farming region. After 1948, the Soviet Union promoted industry there.

**INDUSTRY** Under communism, the government owned all factories and told them what to produce. This system was inefficient because industries had little motive to please customers or to cut costs. Often, there were shortages of goods. Eastern European nations traded with the Soviet Union and each other, so they didn’t keep up with the technology of other nations. As a result, they had difficulty selling goods to nations outside Eastern Europe. And their outdated factories created heavy pollution.

After 1989, most of Eastern Europe began to move toward a market economy, in which industries make the goods consumers want to buy. Many factories in Eastern Europe became privately owned instead of state owned. The changes caused problems, such as inflation, the closing of factories, and unemployment. Since then, however, many factories have cut their costs and improved production. As a result, the Czech Republic, Hungary, and Poland have all grown economically.

**LINGERING PROBLEMS** Some Eastern European nations have had trouble making economic progress—for many different reasons.

- Albania’s economic growth is slowed by old equipment, a lack of raw materials, and a shortage of educated workers.
- Few of Romania’s citizens have money to invest in business. In addition, the Romanian government still owns some industries. Foreigners don’t want to invest their money in those industries.
- The civil wars of the 1990s damaged Yugoslavia and its former republics of Bosnia and Herzegovina and Croatia. Equipment and buildings were destroyed; workers were killed or left the country.

In general, it will take years for Eastern Europe to overcome the damage caused, in part, by decades of Communist control.

**Per Capita GDP in Eastern Europe**

![Graph showing per capita GDP in Eastern Europe from 1990 to 2005 for Albania, Hungary, Poland, and Bulgaria.](source: The Conference Board and Groningen Growth and Development Center, Total Economy Database, January, 2007, http://www.ggdc.net)

**CONNECT TO THE ISSUES: Unification**

Do you think the nations of Eastern Europe wanted to join the European Union? Why or why not?

**SKILLBUILDER: Interpreting Graphs**

1. **SEEING PATTERNS** Which of these four countries have seen economic improvement since 1990? Explain.
2. **DRAWING CONCLUSIONS** In terms of per capita GDP, which country has the best standard of living? Explain.
A Patchwork Culture

Because Eastern Europe contains a variety of ethnic groups, the region as a whole is a patchwork of different languages and religions.

CULTURAL DIVERSITY The map on page 267 shows the languages of Eastern Europe. The number of languages makes it difficult to unify the region. In some places, the national language is most closely related to a language spoken in a different region. For example, Hungarian is related to Finnish, and Romanian is related to Italian, French, and Spanish. Neither are related to the Slavic languages of the countries around them. This pattern was created by long-ago migrations.

Similarly, many different religions can be found in Eastern Europe. The Roman Empire introduced Catholicism, and after Rome fell, the Byzantine Empire spread Eastern Orthodox Christianity. Some countries also have a Protestant minority. And under the Ottoman Empire, some Eastern Europeans converted to Islam.

The region also has a small Jewish minority. Jews once made up a much higher percentage of Eastern Europeans, but in the Holocaust, Nazi Germany killed 6 million Jews. About half of them were from Poland. After World War II, many surviving Jews migrated to Israel.

FOLK ART Religious belief, rural customs, and Byzantine art have all influenced Eastern European folk art. In general, folk art is produced by rural people with traditional lifestyles instead of by professional artists. Eastern European folk artists create items such as pottery, woodcarving, and embroidered traditional costumes.

Many Eastern European ethnic groups also have their own folk music. This music influenced the region’s classical musicians. Frédéric Chopin based some of his piano music on Polish dances. Anton Dvořák wove Czech folk music into his compositions.

Moving Toward Modern Life

Since their Communist governments fell, many Eastern Europeans have expressed a longing for more economic growth and political freedom. These goals provide the region with some major challenges.

LESS URBAN DEVELOPMENT Eastern Europe has several large cities, such as Prague in the Czech Republic. More than 1,000 years old, Prague is one of Europe’s most interesting cities, with quaint buildings, a rich history of music and culture, and thriving industries.

In general, though, Eastern Europe is much less urban than the rest of Europe. For example, the percentage of city dwellers is only 40 percent in Bosnia and Herzegovina and only 37 percent in Albania.

As Eastern Europe develops more industry, its cities will grow. That will have both positive and negative effects. Cities are often places of culture, learning, and modern technology. But urban growth creates problems such as pollution, traffic jams, and housing shortages.

CONFLICT As you read earlier, many Eastern Europeans have fierce loyalties to their own ethnic groups. One result of that has been conflict. For example, many Serbs hate Croats (KROH•ATS) because they believe the Croats betrayed them in World War II by working with the Nazis.
Eastern European minority groups have often faced discrimination. Throughout history, Jews have suffered from **anti-Semitism**, which is discrimination against Jewish people. Another minority that experiences prejudice is the Romany, or Gypsy, people who are scattered across Eastern Europe. Traditionally, the Romany have moved from place to place. Because of this, other groups often look down on them.

**DEMOCRACY** To obtain true democracy, Eastern Europeans need to overcome old hatreds and work together. They also need to accept democratic ideals such as the rule of law—which means that government officials must obey the law. The dictators that ruled Eastern Europe in the past did not do so. But in recent years, Eastern Europeans have often held their leaders accountable. For example, in 2000, the Yugoslav people forced a dictator to accept election results that turned him out of office. You will read about this event in Chapter 14, along with other major issues of European life today.
Reviewing Places & Terms

A. Briefly explain the importance of each of the following.

1. city-state
2. republic
3. Benelux
4. nationalism
5. Berlin Wall
6. Nordic countries
7. euro
8. cultural crossroads
9. balkanization
10. satellite nation

B. Answer the questions about vocabulary in complete sentences.

11. Which of the terms above are the names of regions?
12. Would a supporter of nationalism want to adopt the euro? Explain.
13. Which of the terms above have to do with conflict?
14. In which part of Europe did the countries become satellite nations of the Soviet Union?
15. How does the geographic theme of movement relate to a cultural crossroads?
16. Which ancient civilization was organized into city-states and which was a republic?
17. In what part of Europe is Benelux found?
18. What is the origin of the term balkanization?
19. Which of the terms above can also be applied to the United States? Explain.
20. Which two major peninsulas are found in the Nordic countries?

Main Ideas

Mediterranean Europe (pp. 289–295)

1. What legacy did ancient Athens leave for modern governments?
2. What effect did the empires of Spain and Portugal have on the rest of the world?
3. Why does Spain have a conflict with the Basque people?

Western Europe (pp. 296–301)

4. How did the Reformation create new cultural divisions?
5. How did nationalism lead to conflicts?
6. For what artistic legacy are Germany and Austria famous?

Northern Europe (pp. 302–309)

7. Who were the Vikings, and what did they do?
8. What geographic advantages helped Great Britain build its empire?

Eastern Europe (pp. 310–315)

9. Why did independent nation-states develop later in Eastern Europe than in Western Europe?
10. What problems existed in the Eastern European economy under Communist rule?
**Critical Thinking**

1. **Using Your Notes**
   Use your completed chart to answer these questions.

   ![Map of Europe with labeled countries and regions]

   a. What similarities exist between the ways the Roman Empire and the British Empire influenced other regions of the world?
   b. In what ways are Eastern Europe and Northern Europe different?

2. **Geographic Themes**
   a. **LOCATION** Do you think the location of France and Germany relative to the rest of Europe is a geographic advantage or disadvantage? Explain.
   b. **MOVEMENT** What geographic reason might account for the fact that Spain and Great Britain colonized much of the Americas?

3. **Identifying Themes**
   Explain which countries were the first to develop industry and which developed industry later. If you identify those countries on a map, what spatial patterns do you see? Which geographic themes relate to your answer?

4. **Seeing Patterns**
   How did ancient migrations affect the pattern of where certain languages are spoken in Europe today? Give examples.

5. **Making Inferences**
   Millions of Europeans have migrated to other parts of the world. What are some geographic factors that you think might have encouraged this?

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**Geographic Skills: Interpreting Maps**

**A Divided Germany**
Use the map to answer the following questions.

1. **PLACE** How did the size of West Germany compare with that of East Germany?
2. **LOCATION** In which of the two countries was the city of Berlin located?
3. **LOCATION** Which of the two Germanys was closer to the Soviet Union?

**GeoActivity**

West Germany was divided into several zones after World War II. Use a history book or historical atlas to learn which three countries controlled those zones. Create a historical map showing the zones.

**MULTIMEDIA ACTIVITY**

Use the links at hmhsocialstudies.com to do research about the population of a single society in Europe. Look for such information as age distribution, religions, ethnic or minority groups, and literacy rates.

**Constructing a Population Pyramid** Use the information you have gathered to construct a population pyramid describing the population characteristics of the European society you have chosen.
The Acropolis of Athens symbolizes the city and represents the architectural and artistic legacy of ancient Greece. Acropolis means “highest city” in Greek, and there are many such sites in Greece. Historically, an acropolis provided shelter and defense against a city’s enemies. The Acropolis of Athens—the best known of them all—contained temples, monuments, and artwork dedicated to the Greek gods. Archaeological evidence indicates that the Acropolis was an important place to inhabitants from much earlier eras. However, the structures that we see today on the site were largely conceived by the statesman Pericles during the Golden Age of Athens in the 5th century B.C.

Explore the Acropolis of ancient Greece and learn about the legacy of Greek civilization. You can find a wealth of information, video clips, primary sources, activities, and more at [hhhsocialstudies.com](http://hhhsocialstudies.com).
The Parthenon
Watch the video to see what the Parthenon, one of the most important temples on the Acropolis, might have looked like after it was completed.

The Persian Wars
Watch the video to find out how Athens emerged as the principal Greek city-state at the conclusion of the Persian Wars.

The Goddess Athena
Watch the video to learn how, according to Greek mythology, Athena became the protector of Athens.

Legacy of Greece
Watch the video to analyze *The School of Athens*, a painting by the Italian Renaissance artist Raphael, which pays tribute to the legacy of ancient Greece in philosophy and science.
Throughout the 1990s, ethnic conflict tore apart the Balkan region.
Turmoil in the Balkans

How can people resolve their differences?

A HUMAN PERSPECTIVE The Serbian leader Slobodan Milošević (SLOH•buh•DAHN muh•LOH•suh•VIHCH) tried to increase Serbia’s power over the rest of Yugoslavia. As a result, in 1991 and 1992, four republics left Yugoslavia. Serbia went to war against them but lost. In 1999, an international court accused Milošević (who was the Yugoslav president by then) and Serbian troops of war crimes in those conflicts. Many nations ended trade with Yugoslavia in protest, and the country grew poorer.

In 2000, Yugoslavia voted Milošević out of office. When he refused to accept the election results, thousands of people protested until he admitted defeat. In doing so, the Yugoslav people showed that they wanted peace and a normal relationship with the world. This may have been a turning point in the long history of conflict in the Balkans.

Roots of the Balkan Conflict

One conflict in the Balkans is that different groups want control of the same land. The causes of this conflict go back centuries. In the 500s, Slavic people migrated from Poland and Russia and settled in the Balkan Peninsula. They were called the South Slavs. Each group of South Slavs (the Croats, the Slovenes, and the Serbs) formed its own kingdom.

FOREIGN RULERS In the 1300s, the Muslim Ottoman Empire tried to conquer the Balkan Peninsula. In 1389, the Ottomans defeated the Serbian Empire at the Battle of Kosovo Polje. The Ottomans also ruled Bosnia and Herzegovina. Elsewhere in the Balkans, Austria ruled Slovenia, and Hungary ruled Croatia. Over time, foreign rule created differences among the South Slavs. For instance, under Muslim rule, the Serbs clung to Christianity, while many Bosnians converted to Islam.

Both Serbs and Albanians had lived in Kosovo, a part of the Serbian Empire. When the Muslims seized power, many Serbs fled Kosovo, so the region became more Albanian in culture.

YUGOSLAVIA IS FORMED In 1878, Serbia broke free of the Ottoman Empire. Many Serbs wanted all the South Slavs to be free of foreign rule and to unite in one nation. That desire helped to spark World War I.

In 1918, the Kingdom of the Serbs, Croats, and Slovenes was formed. In 1929, the king renamed it Yugoslavia (which means “Land of the South Slavs”) to help end ethnic divisions.
COMMUNIST RULE During World War II, Germany and Italy invaded Yugoslavia. The Croats cooperated with the Nazis, and the Croat leader ordered the massacre of Jews and Serbs. Many other Yugoslavs joined the Chetniks or the Partisans, two rival groups fighting the Nazis.

One Partisan leader was Josip Broz Tito, head of the Communist Party. After the war, Tito became the dictator of Yugoslavia. He encouraged the Serbs, Croats, and other groups to think of themselves as Yugoslavs.

In 1946, a new constitution organized Yugoslavia into a nation of six republics: Bosnia and Herzegovina, Croatia, Macedonia, Montenegro, Serbia, and Slovenia. Serbia had two self-governing provinces, Kosovo and Vojvodina. The map on page 322 shows that Croatia and Bosnia were ethnically mixed and contained many Serbs.

Ethnic Tension Boils Over

In 1980, Tito died, and the presidency began to rotate among leaders from the many republics and provinces. No single person ran the country.

FEAR OF SERBIA Slobodan Milošević began to propose the creation of a Greater Serbia. Serbia would expand its borders to include other territories with Serbian populations. This plan alarmed Croats and Bosnians. Then in 1991, Serbia blocked a Croat from becoming president.

In response, Slovenia and Croatia declared their independence. In June 1991, the Serbian-led Yugoslav army invaded both republics. The Slovenes quickly achieved freedom. But Croatia had a large Serbian minority, and past Serb-Croat hatreds exploded in all-out war. The fighting claimed thousands of lives before the United Nations arranged a cease-fire in January 1992. Slovenia and Croatia remained free.

WAR IN BOSNIA In March 1992, Bosnia and Herzegovina declared independence. Bosnia’s Muslims and Croats backed the move, but its Serbs (and Serbia) launched a war to stop it. The Serbs used murder and violence to get rid of Bosnia’s Muslims and Croats. The policy of trying to eliminate an ethnic group through violence is called **ethnic cleansing**. More than 200,000 people died, while over 2 million people fled their homes.

In 1995, the United States sponsored peace negotiations, and in December, a peace treaty was signed. Bosnia remained independent.
WAR IN KOSOVO  Serbia saw Kosovo as a sacred part of its heritage and regained control of the province in 1912. But by the 1990s, Kosovo was inhabited mostly by Muslim Albanians, who spoke a non-Slavic language.

Serbia, led by Milošević, tried to assert control over Kosovo and to wipe out its Albanian culture. In response, Kosovo demanded independence. In the 1990s, a group called the Kosovo Liberation Army (KLA) began to carry out attacks against Serbian officials. The Serbian government responded by bombing villages and began a campaign of ethnic cleansing against Albanians.

In March 1999, NATO started bombing Serbia to force it to stop the violence. In June, Serbian troops withdrew from Kosovo. International officials then found evidence that the Serbs had tortured and massacred Kosovars. Milošević died in prison in 2006, after being arrested and put on trial for war crimes.

AN UNCERTAIN FUTURE  In 2000, the Yugoslav people elected a reform leader named Vojislav Kostunica (VAW•yee•lahv kahsh•TOO•neet•sah) as president.

Despite this hopeful event, the country faced problems. The decade of wars had created widespread poverty and millions of refugees. Also, many Kosovars and Montenegrins wanted independence from Serbia.

In 2003, a country called Serbia and Montenegro was formed, but it was short-lived. In 2006, Montenegro gained independence. In 2007, the UN proposed a plan for Kosovo to stay within Serbia but gain self-rule. Kosovo declared its independence in 2008, but Serbia has refused to recognize it as a country.
Interpreting a Thematic Map

This map shows the republics and provinces that made up the former country of Yugoslavia. It also shows the major ethnic and religious groups throughout the region. In the 1990s, civil wars raged throughout this part of Europe. These wars were rooted in centuries-old ethnic and religious conflicts. This map shows the ethnic distribution that contributed to those conflicts.

THE LANGUAGE OF MAPS  A thematic map illustrates a specific feature, or features, of a region. As this map shows, thematic maps may use color to convey information.

Ethnic Groups in the Former Yugoslavia

Map and Graph Skills Assessment

1. Analyzing Data
   Which republics had Serbs as part of their populations?

2. Drawing Conclusions
   What republic had the most diverse population?

3. Making Inferences
   How did the ethnic composition of the most diverse republic relate to its relative location?
Cleaning Up Europe

How can Europeans clean up their environment?

Main Ideas
- Pollution has many complex causes and results. It often spreads across borders, contaminating a region.
- The nations of Europe are cooperating to try to clean up their environment.

Places & Terms
- cyanide
- European Environmental Agency
- particulates
- smog
- ozone

A HUMAN PERSPECTIVE In January 2000, a gold mine in Romania released cyanide into local streams. The cyanide, a deadly poison, flowed into the Tisza River in Hungary. Before the accident, the river held some of Europe’s rarest fish. The poison killed an estimated 80 percent of the fish in the Tisza. Balazs Meszaros, whose family has commercially fished the Tisza for generations, said, “Now I don’t know how I am going to live.” Even worse than the loss of jobs was the threat to health. Experts feared that the poison would seep into wells and contaminate crops and livestock. The damage will take years to undo.

Pollution is a complex example of human-environment interaction. People damage the environment, which in turn affects human lives. For instance, pollution is thought to cause 1 out of every 17 deaths in Hungary. Because cleaning up pollution is time-consuming, difficult, and costly, it remains a serious issue in Europe—and around the world.

Saving Europe’s Water

As the story of the Tisza demonstrates, pollution rarely remains at its point of origin but often spreads to neighboring regions. As a result, water pollution is a problem that concerns almost all of Europe.

CAUSES OF WATER POLLUTION Mines and factories create much of Europe’s water pollution. Industries often discharge chemicals into streams and rivers. Factories sometimes bury solid waste. Poisons from this waste seep into ground water and contaminate wells and rivers. And, as you read in Chapter 12, the burning of coal and other fuels causes acid rain. Acid rain changes the chemistry of lakes and rivers, often killing fish.

The link between industry and pollution creates a dilemma. Most countries want to develop industry, and some accept environmental damage as the price they must pay for progress. Other nations force industry to use pollution controls, but these are usually expensive.

HUMAN-ENVIRONMENT INTERACTION A cyanide spill poisoned Eastern Europe’s streams and rivers. These dead fish are from the Tisza River in Hungary.
Industry is not the only source of water pollution. Other sources include the following:

- **Sewage** Ideally, cities should have treatment plants that remove harmful substances from sewage before it is released into bodies of water. But in Poland, for example, from 1988 to 1990, 44 percent of the cities had no sewage treatment plants. The water in most of Poland’s rivers is unsafe to drink. It has also contaminated the soil so that some crops are toxic.

- **Chemical fertilizers** Rain washes fertilizers from fields into bodies of water, where they cause algae and plants to grow faster than fish can eat them. The plants and algae die and decay, a process that uses up oxygen. The lack of oxygen kills fish—which then decay, using more oxygen. In time, these bodies of water can no longer support life.

- **Oil spills** For example, in December 1999, a tanker sank off the west coast of France and spilled 10,000 tons of oil that spread along 250 miles of coastline. The oil killed tens of thousands of shorebirds.

**CLEANING UP THE WATER** Because water pollution spreads so easily, nations must cooperate to solve the problem. For example, pollution levels in the Rhine River rose sharply in the mid-1900s. To correct this, representatives from France, Germany, Luxembourg, the Netherlands, and Switzerland formed the International Commission for the Protection of the Rhine. Since it began meeting in 1950, the commission has recommended programs such as the treatment of sewage before it enters the Rhine. As a result, pollution of the Rhine has decreased.

In addition, the European Union has passed environmental laws that its member nations must obey. The EU also set up the European Environmental Agency, which provides the EU with reliable information about the environment.

**Improving Europe’s Air Quality**

Although they are often considered separately, the different types of pollution are connected. For example, water pollution can be caused by air pollution—because rain washes chemicals out of dirty air and into bodies of water.

**CAUSES OF AIR POLLUTION** Air pollution is made up of harmful gases and **particulates**, very small particles of liquid or solid matter. Many human activities create air pollution by expelling these gases and particulates into the atmosphere.

- **Using fossil fuels** The burning of petroleum, gas, and coal causes much air pollution. It contributes
to the formation of smog—a brown haze that occurs when the gases released by burning fossil fuels react with sunlight to create hundreds of harmful chemicals. One such chemical is ozone, a form of oxygen that causes health problems.

- **Fires** Forest fires caused by careless human behavior and the burning of garbage release smoke and particulates into the atmosphere.
- **Chemical use** Dry cleaning, refrigeration, air conditioning, and the spraying of pesticides are among the human activities that release harmful chemicals into the air.
- **Industry** Factories discharge chemicals such as sulfur into the air. The factories of former Communist countries have been especially heavy polluters. Because of this, air pollution levels are much higher in the former East Germany than in the United States.

### RESULTING PROBLEMS
Breathing polluted air can contribute to respiratory diseases such as asthma, bronchitis, and emphysema. Air pollution is also suspected to be one of the causes of lung cancer. In addition, air pollution harms livestock and stunts plant growth. It also causes acid rain, which kills forests and damages buildings, such as the famous Parthenon in Athens, Greece.

### CLEANING UP THE AIR
Individual European countries are passing laws to make their air safer to breathe. France, for example, now requires improved thermal insulation of new buildings. This reduces the need to burn fossil fuels for heat. Other European governments are also passing laws to protect the air.

Nations are also cooperating to clean the air. For example, in 1998, the members of the European Union agreed that, starting in 2000, they would require reduced emissions from cars and vans. As that example indicates, a leader in the effort to restore Europe’s environment will be the European Union—which is discussed in the following Case Study.
Europe's long history of conflict reached a crisis in World War II (1939-1945). In the wake of that destructive war, two goals emerged: to rebuild the nations' shattered economies and to prevent new conflict. Some people believed the best way to achieve both goals was to unify Europe. As you read the Case Study, consider the pros and cons of that idea.

**Steps Toward Unity**

The first step toward unification was an industrial alliance. In 1951, France, West Germany, Italy, and the Benelux countries signed a treaty that gave control of their coal and steel resources to the European Coal and Steel Community (ECSC). Because the nations would depend on each other for industrial resources, their economies would suffer if they fought again. No country could prepare for war secretly because each knew what the others were manufacturing. Further, the ECSC would set a tone of cooperation that would help Europe rebuild its economy.

The next step came in 1957 with the formation of the European Economic Community (EEC), also called the Common Market. This alliance removed trade barriers, set common economic goals, and allowed people to live and work in any member country. Between 1958 and 1968, trade among the EEC nations quadrupled.

In 1967, the EEC merged with the ECSC and another European alliance to become the European Community (EC). In 1973, the EC began to admit other European nations. In 1993, the Maastricht Treaty took effect, and the European Union (EU) replaced the EC. By 2007, the EU included 27 member nations. (See the map on page 327.)
Issues Facing the EU Today

In a little more than 50 years, the EU has increased from 6 nations to 27. In time it might expand to 30 countries that presently have almost 560 million people. Such rapid growth creates many challenges.

**GROWING PAINS** Many of the Eastern European nations that joined the EU in 2004 and 2007 had a Communist past. Generally, they are less prosperous than Western Europe and have little experience with democracy. Such differences may create friction among EU members.

Some Europeans fear rising tensions if Turkey joins the EU. Turkey is a Muslim nation, while the countries of Europe are predominantly Christian. Turkey also has a record of human rights abuses and of conflict with Greece. Turkey’s membership process is moving slowly.

**ECONOMICS AND POLITICS** The Maastricht Treaty set the goal of replacing national currencies with a single currency. Having a common currency improves business efficiency and increases trade. In 2002, 12 countries began to use the new euro (symbol €) for all transactions. To adopt the euro, member states had to meet certain economic standards.

Even so, some Europeans had reservations about the euro. They feared losing control of economic factors, such as the ability of each country to set its own interest rates. Denmark and the United Kingdom chose not to adopt the euro.

As the EU grew, people realized that its original structures were inadequate to unite more than 20 nations. In 2002, work began on a new constitution. The changes created fears that the EU would become a “super-nation” and replace individual nations. In 2005, the Netherlands and France rejected the constitution. All members had to accept the constitution for it to go into effect, so the process halted. EU leaders wrote the Lisbon Treaty to replace the failed constitution. The Lisbon Treaty contained many changes proposed for the constitution.
Panel Discussion

Suggested Steps
1. Form a group of three students. Each student will represent one type of country: an original EU member, a recent EU member, and an EU candidate.
2. Research how future expansion might affect your type of country. Consider the following questions during your research:
   • How do people in your type of country feel about EU membership?
   • How might future expansion affect the economies of your type of country?
   • What potential problems face nations who want to adopt the euro?
   • What political or cultural issues might arise because of EU expansion?
3. Create a visual to be shown during the panel discussion.
4. Hold a discussion before the class. Each member should give a short 1-2 minute summary of his or her position; then the panel should discuss their differences.

Materials and Supplies
- Writing paper
- Posterboard
- Encyclopedias and reference books
- Computer
- Internet access
- Felt-tip markers

Primary sources A to E on these two pages present information and opinions on expansion of the EU. Use these sources and your own research to prepare for a panel discussion on EU expansion. You might use the Internet and the library for research.

PRIMARY SOURCE A

News Article  One of the goals of the European Union was for citizens to be able to travel freely among member states. This article, published by BBC News on May 22, 2007, explains how that policy has affected the workforce of the United Kingdom since the EU expanded.

Almost 8,000 Romanian and Bulgarian workers registered to work in the UK in the three months after their countries joined the European Union in January. The Home Office [a British government department] added that a further 49,000 workers from eight other Eastern European countries, which are already in the EU, applied to work in the UK. More than 640,000 workers from Eastern Europe have sought work in the UK since the EU expanded in May 2004. The [British] government has restricted rights for Bulgarian and Romanian workers. Romania and Bulgaria joined the European Union in January 2007—but the government decided not to allow its workers free access to the British labour market.

PRIMARY SOURCE B

Radio Interview  In an interview given in 2003, just before the Czech Republic joined the EU, Czech economist Marketa Sichtarova discussed the economic effects of the euro on countries just joining the eurozone (the region using the euro).

The eurozone comprises very different countries. There are countries such as Ireland, which suffers from high inflation. It is relatively easy to fight inflation by higher interest rates. But there are also countries like Germany which . . . suffer from high unemployment. It is also relatively easy to fight unemployment by cutting interest rates. Now, what should the European Central Bank [ECB] do? Hike the rates to help Ireland or cut the rates to help Germany? Countries within the eurozone are very different but they seem almost the same when compared to the new candidate countries, such as the Czech Republic . . . Adopting euro is a very good idea; however, adopting euro too early would mean high inflation, economic slowdown, and high unemployment.
**Survey Data** Eurobarometer is a company that surveys public opinion for the EU. In 2007, it asked people in all the current EU nations whether they supported further expansion.

**Background Paper** EurActiv.com is a web site offering independent journalism about the European Union. One of their services is to give background for major issues, such as Turkey’s desire to become a member state.

A number of stumbling blocks remain on the road to Turkey’s EU accession. . . . Ever since the foundation of modern day Turkey in 1923, this country with a predominantly Muslim population has been a secular democracy closely aligned with the West. . . . Throughout Europe, the arguments that surround Turkey’s projected accession revolve around a series of issues ranging from demographic through geographic to political. One commonly raised point is that, if and when it were to join the EU, Turkey would become the EU’s most populated member state. . . . Another argument is rooted in the age-old debate on whether it is possible to establish geographic borders for Europe, and whether Turkey “fits” within these borders. . . . Perhaps the most sensitive of all arguments center on the cultural and religious differences. . . . The EU member states’ concerns over Turkey’s human rights record as well as global and regional security-related issues have also been key factors behind Turkey’s prolonged application process.

**Support for Future Enlargement of the EU, 2007**

<table>
<thead>
<tr>
<th>Country</th>
<th>Percent in Favor</th>
<th>Country</th>
<th>Percent in Favor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poland</td>
<td>76%</td>
<td>Denmark</td>
<td>51%</td>
</tr>
<tr>
<td>Lithuania</td>
<td>68%</td>
<td>Portugal</td>
<td>51%</td>
</tr>
<tr>
<td>Slovenia</td>
<td>67%</td>
<td>The Netherlands</td>
<td>50%</td>
</tr>
<tr>
<td>Romania</td>
<td>67%</td>
<td>Italy</td>
<td>48%</td>
</tr>
<tr>
<td>Spain</td>
<td>65%</td>
<td>Belgium</td>
<td>44%</td>
</tr>
<tr>
<td>Cyprus</td>
<td>65%</td>
<td>Ireland</td>
<td>42%</td>
</tr>
<tr>
<td>Czech Republic</td>
<td>64%</td>
<td>United Kingdom</td>
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</tr>
<tr>
<td>Hungary</td>
<td>64%</td>
<td>Finland</td>
<td>39%</td>
</tr>
<tr>
<td>Malta</td>
<td>62%</td>
<td>Germany</td>
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</tr>
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<td>Slovakia</td>
<td>59%</td>
<td>France</td>
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</tr>
<tr>
<td>Bulgaria</td>
<td>58%</td>
<td>Austria</td>
<td>28%</td>
</tr>
<tr>
<td>Greece</td>
<td>56%</td>
<td>Luxembourg</td>
<td>25%</td>
</tr>
<tr>
<td>Latvia</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Estonia</td>
<td>55%</td>
<td>European Union (as a whole)</td>
<td>49%</td>
</tr>
<tr>
<td>Sweden</td>
<td>52%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Political Cartoon** In December 2006, the French cartoonist Frederick Deligne offered this view of Turkey’s request for EU membership.

**PROJECT**

**CheckList**

- researched perspectives of countries of my type
- answered all relevant questions
- prepared a 1-2 minute summary of my position and answers to opposing views
- created a visual for the discussion?
Reviewing Places & Terms

A. Briefly explain the importance of each of the following.
1. Slobodan Milošević
2. South Slavs
3. ethnic cleansing
4. KLA
5. Vojislav Kostunica
6. cyanide
7. European Environmental Agency
8. particulates
9. smog
10. ozone

B. Answer the questions about vocabulary in complete sentences.
11. What is the relationship between ozone and smog?
12. What effect did cyanide have on the rivers of Europe?
13. How are Slobodan Milošević and Vojislav Kostunica different?
14. What do Milošević and Kostunica have in common?
15. Which of the terms listed above might appear in a report by the European Environmental Agency?
16. Who were the South Slavs?
17. Who was the leader associated with the policy of ethnic cleansing?
18. Which groups were targets of ethnic cleansing?
19. Can Slobodan Milošević and the KLA best be described as allies or enemies? Explain.
20. Which type of pollution is associated with particulates? Explain.

Main Ideas

Turmoil in the Balkans (pp. 319–322)
1. How did historic events contribute to the conflict over Kosovo?
2. How did the diversity of Bosnia and Herzegovina’s population contribute to the conflict there?
3. What did international officials discover after Serbian forces withdrew from Kosovo?
4. What are possible sources of future conflict in the Balkans?

Cleaning Up Europe (pp. 323–325)
5. What are the effects of acid rain?
6. Which region became heavily polluted under Communist rule?
7. Why is pollution such a difficult issue to resolve?

The European Union (pp. 326–329)
8. What organizations were forerunners of the European Union?
9. Why did European leaders believe that an economic alliance would help prevent war?
10. What are some possible problems associated with admitting formerly Communist countries to the EU?
Critical Thinking

1. Using Your Notes
Use your completed chart to answer these questions.

<table>
<thead>
<tr>
<th>Issue</th>
<th>Causes</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Conflict</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Pollution</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Which of these issues has caused physical damage to Europe? Explain.
b. Do you think the issues are linked? Explain.

2. Geographic Themes
   a. REGION In what way is the European Union creating a new region?
   b. MOVEMENT What natural processes spread pollution from its point of origin?

3. Identifying Themes
Reread the story about the Tisza River on page 323. How do the five themes of geography relate to that story?

4. Making Inferences
What factors do you think led the Yugoslav people to vote Slobodan Milošević out of office?

5. Drawing Conclusions
How important is international cooperation in solving Europe’s problems? Explain using specific examples.

Geographic Skills: Interpreting Graphs

EU Trade, 2003
(as percentage of total trade)
Use the graph to answer the following questions.

1. PLACE Which country does the highest percentage of its trade within the EU?
2. PLACE Which two countries do the lowest percentage of trade within the EU?
3. MOVEMENT Judging by the countries shown here, is there more trade within the EU or between the EU and nonmember countries? Explain.

GeoActivity
Research trade statistics for Austria, Denmark, Finland, Ireland, Luxembourg, Netherlands, Portugal, and Spain. Create an expanded graph by adding data for these EU countries to those already shown.

hmhsocialstudies.com
MULTIMEDIA ACTIVITY
Use the links at hmhsocialstudies.com to do research about pollution in Europe. Learn about the “Green” political parties and their views on what should be done.

Writing About Geography Write a summary of your findings. Include a chart listing the programs proposed by the “Green” political parties. List the Web sites that were your sources.