UNIT 4 RESOURCES

Europe

CHAPTER 11 Physical Geography of Europe

CHAPTER 12 Cultural Geography of Europe

CHAPTER 13 The Region Today: Europe
Book Organization

Glencoe offers resources that accompany World Geography and Cultures to expand, enrich, review, and assess every lesson you teach and for every student you teach. Now Glencoe has organized its many resources for the way you teach.

HOW THIS BOOK IS ORGANIZED

Each resources book offers blackline masters at unit, chapter, and section levels for each unit. Each book is divided into three parts—unit-based resources, chapter-based resources, and section-based resources. Glencoe has included tabs at the side of every activity page in this book to help you navigate.

UNIT-BASED RESOURCES

We have organized this book so that all unit resources appear in the first part of the unit resources book. Although you may choose to use the specific activities at any time during the course of unit study, Glencoe has placed these resources up front so that you can review your options. For example, although World Literature Contemporary Selection 4 appears in the front part of this book, you may plan to use this activity in class during the study of the cultural geography of Europe in Chapter 12.

CHAPTER-BASED AND SECTION-BASED RESOURCES

Chapter-based resources follow the unit materials. For example, Chapter 11 blackline masters appear in this book immediately following Unit 4 materials. The materials appear in the order you teach—Chapter 11 activities; Chapter 11, Section 1 activities; Chapter 11, Section 2 activities; and so on. Following the end of the last section activity for Chapter 11, the Chapter 12 resources appear.

A COMPLETE ANSWER KEY

A complete answer key appears at the back of this book. This answer key includes answers for every activity in the book in the order in which the activities appear in the book.

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To the Teacher

THE TOTAL PACKAGE—WORLD GEOGRAPHY AND CULTURES CLASSROOM RESOURCES

Glencoe’s Unit Resources books are packed with activities for the varied needs of all your students. They include the following activities.

ACTIVITIES FOUND IN UNIT RESOURCES BOOKLETS

- **Location Activities**
  These activities help students master the locations of countries, important cities, and major physical features in the region of study. These activities also reinforce students’ awareness of the relationships among places in the region.

- **Real-Life Applications and Problem Solving Activities**
  These activities present a series of realistic geographic issues and problems that students are asked to solve. The activities are designed to utilize the kinds of critical thinking and geography skills that students need to make judgments, develop their own ideas, and apply what they have learned to new situations.

- **GeoLab Activities**
  These activities give students the opportunity to explore, through hands-on experience, the various geographic topics presented in the text.

- **Environmental Issues Case Studies**
  These case studies provide students with the opportunity to actively explore environmental issues that affect each of the world’s regions. Case studies include critical thinking questions and activities designed to extend students’ knowledge and appreciation of environmental challenges.

- **World Literature Contemporary Selections**
  These readings provide students with the opportunity to read literature by or about people who live in each of the world’s geographic regions. Each selection is preceded by background information and a guided reading suggestion, and followed by comprehension and critical thinking questions.

- **Vocabulary Activities**
  These review and reinforcement activities help students to master unfamiliar terms used in the Student Edition. The worksheets emphasize identification of word meanings and provide visual and kinesthetic reinforcement of language skills.

- **Reteaching Activities**
  These are a variety of activities designed to enable students to visualize the connections among facts in the text. Graphs, charts, tables, and concept maps are among the many types of graphic organizers used.

- **Reinforcing Skills Activities**
  These activities correspond to the SkillBuilder lessons that appear at the end of the Student Edition. The activities give students the opportunity to gain additional skills practice. In addition, students are challenged to apply the skills to relevant issues in the region of study.

- **Enrichment Activities**
  These activities introduce students to content that is different from, but related to, the themes, ideas, and information in the Student Edition. Enrichment activities help students develop a broader and deeper understanding of the physical world and global community.

- **Guided Reading Activities**
  These activities provide help for students who are having difficulty comprehending the student text. Students fill in missing information in the guided reading outlines, sentence completion activities, or other information-organizing exercises as they read the text.
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**Location Activity 4A**

*Use with Unit 4*

**DIRECTIONS:** Label each country and city using the Unit 4 Regional Atlas on pages 268–271 of *World Geography and Cultures.*
DIRECTIONS: Write the correct name for each numbered physical feature in the corresponding blank below.

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________
6. __________________________
7. __________________________
8. __________________________
9. __________________________
10. __________________________
11. __________________________
12. __________________________
Rebuilding a Country

Assume the role of Director of the International Reconstruction Task Force. Your assignment is to make recommendations for rebuilding Breslova, an eastern European country that has been torn apart by years of civil war. Now that the war is over, Breslova needs to rebuild its infrastructure, industries, and services, as well as its identity as a nation.

You and your task force must implement programs to rebuild Breslova’s hospitals, schools, businesses, and transportation systems. To make matters even more difficult, you face a shortage of supplies and funds. Breslova’s Department of Reconstruction issued the following memo to provide your task force with information about the country’s level of destruction and current needs. The information provided will help you plan your work toward rebuilding Breslova.

Republic of Breslova
Department of Reconstruction

TO: Director, International Reconstruction Task Force
FROM: Department of Reconstruction, Republic of Breslova
RE: Rebuilding Breslova

Overview
Breslova is in crisis because of the recent war’s devastating impact on our funds, industries, hospitals, medical supplies, schools, transportation, and cooperation among citizens. Specific details follow.

Capital and Industry
• Breslova lacks capital and owes large debts to foreign countries for loans issued during the war.
• Interest rates and unemployment are high; wages and productivity are low.
• Because of the war, many industries have been destroyed, prohibiting Breslova from manufacturing needed goods for use and export.

Medical
• Hospitals in Breslova are functioning at only 20 percent of capacity.
• Hospitals and pharmacies are running dangerously low on basic medical supplies, such as sterilizing agents and antibiotics.
• The number of citizens requiring medical attention has increased 80 percent as a result of the war.

Education
• At this time, 30 percent of Breslova’s schools are open; however, attendance is down by 75 percent.
• Half of the school buildings are usable, but a shortage of qualified teachers has kept half of those closed.
• Even though the war is officially over, prejudices between the opposing sides still run high, making cooperation in rebuilding almost impossible. Communities are divided and fearful.

Transportation
• Over 50 percent of the country’s infrastructure, such as highways and bridges, are unusable.
• Only 15 percent of Breslova’s railways are operational. The one major airport is open and operating at 50 percent of capacity.

(continued)
Real-Life Applications & Problem Solving

As the Task Force Director, you now must create a plan for rebuilding Breslova and financing the reconstruction. Answer the following questions about your plans.

1. How will you get the citizens to work together to rebuild Breslova?

2. What will you set up as the first priorities in the rebuilding? Why?

3. How will you fund the rebuilding? Charity from outside organizations or donations from other countries? Additional loans? The United Nations? The country's own resources? A combination of these? Explain.

Now that you have investigated the ways and means of rebuilding the country, outline your plan in a proposal to the Department of Reconstruction. Be sure to introduce elements of the plan in a logical order and explain the recommendations you make.

Proposal for Rebuilding Breslova

After investigating the condition of Breslova, the Task Force recommends:

Our reasons for these recommendations are:
GeoLab Activity

In this GeoLab Activity you will experiment with acid rain-producing gases.

Acid Rain

**Overview**

Automobiles, factories, and power plants burn fossil fuels such as gasoline, coal, and oil. By-products of this process include sulfur dioxide and nitrogen oxide gases. These gases, when released into the air, combine with water vapor to form sulfuric acid and nitric acid. Dissolved in rain, snow, or fog, these acids create acid rain, a type of environmental pollution. The damage from this pollution is far-reaching. Acid rain kills plant and animal life, corrodes the surfaces of buildings, and causes health problems in people.

Acid rain also causes indirect problems. The toxic gases are carried by winds and spread across political boundaries, creating tension and resentment between otherwise peaceful neighbors, such as the United States and Canada. Many trees in Switzerland have died or become weakened by acid rain. As a result, the trees no longer form an effective barrier against avalanches. The poisoned forest thus poses a threat to humans who inhabit the mountainous area.

**Objectives**

1. To learn how water reacts with atmospheric gases.
2. To understand how the pollution that causes acid rain spreads from its source.

**Materials**

- apron
- goggles
- 96-well microplate
- plastic pipette
- distilled water
- universal indicator solution
- calcium carbonate
- scissors
- soda straws cut into four 1-cm lengths and one 0.5-cm length
- sealable plastic bag
- hydrochloric acid solution (82 ml concentrated HCl diluted with distilled water to fill 1 L)
- watch or clock with second hand or digital second indicator

**CAUTION:** Hydrochloric acid is corrosive, and universal indicator solution can stain clothing. Protect yourself with an apron and goggles.

(continued)
GeoLab Activity

Procedures

- Arrange materials on a flat surface. Using the plastic pipette, fill all but five wells of the microplate with distilled water. Leave the four corner wells and the center well empty.
- In each water-containing well, add one drop of universal indicator solution.
- Place the 0.5-cm straw and a small lump of calcium carbonate in the center well. The straw functions as a smokestack that directs gases away from the calcium carbonate.
- Insert a 1-cm straw into each of the corner wells. The straws will hold the plastic bag away from the microplate, creating an “atmosphere” inside the bag.
- Carefully place the microplate in the plastic bag and seal the bag. With the scissors, make a small hole in the bag directly above the center well.
- Put hydrochloric acid solution into the pipette until it is one-quarter full. Insert the tip of the pipette through the hole of the bag and into the center straw. Add 4 drops of hydrochloric acid to the center well.
- Wait 30 seconds. Note any color changes in the surrounding wells by marking a positive sign (+) in the corresponding sections of the microplate diagram to the right.
1. Review the color changes you recorded on your microplate chart. What do the color changes indicate about how gas particles moved inside the plastic bag? Describe this movement of gas particles.

2. How does your experiment demonstrate the spread of acid rain-producing pollution from its source to other areas?

3. The straw placed in the center well represented a smokestack. How do you think the height of the smokestack affects the spread of pollutants?

Critical Thinking

Analyzing Information Many factors contribute to the spread of acid rain in the environment. What types of factors are not demonstrated in this model experiment?
Environmental Issues

Case Studies

The Brent Spar Conflict

Brent Spar was an oil storage buoy owned and operated by Shell Oil Company and located in the North Sea. Until the early 1990s when it was decommissioned, Brent Spar was used for holding oil for oil tankers. Shell Oil consulted with scientists to determine the “Best Practicable Environmental Option” for disposing of the buoy and came up with a plan to sink it in deep water in the Atlantic Ocean, 150 miles off the coast of Scotland and Ireland.

When the United Kingdom approved the disposal plan early in 1995, the environmental group Greenpeace went into action to protest the dumping of a contaminated oil installation in the ocean. Protesters boarded Brent Spar while it was being prepared for towing to the Atlantic. They had to be forcibly removed by Shell security personnel and the police. When it was being towed, protesters boarded Brent Spar by helicopter. At the same time, Greenpeace initiated a boycott of Shell stations in Germany and the Netherlands, and Shell stations all over the world were picketed. In Germany, Shell sales fell by up to 30 percent.

The government of the United Kingdom continued to support Shell’s plan, but public pressure persuaded other European governments to condemn the plan to sink Brent Spar. At the G7 summit of major industrialized nations, German Chancellor Helmut Kohl asked British Prime Minister John Major to revoke Shell’s license to dump the Brent Spar. Major refused to do so, but in the end Shell Oil bowed to public pressure and came up with a plan to recycle Brent Spar. The giant buoy was dismantled, cleaned, and used as the base for a new quay, or docking structure, at Mekjarvik in Norway.

DIRECTIONS: Read the pro and con arguments below. Then answer the questions under Examining the Issue on a separate sheet of paper.

**PRO**

The victory of Greenpeace in the Brent Spar conflict is proof that people can and should stand up to huge multinational corporations and pressure them to do the right thing. If the Brent Spar had been dumped at sea, it would have set a dangerous precedent for dumping other contaminated industrial waste. There are 400 other installations like the Brent Spar in the North Sea alone that could end up being dumped in the ocean. It is impossible to predict the devastating cumulative effect such dumping could have on the fragile deep sea environment.

“The issue at stake here is whether we live in a throwaway society. The public knows it is wrong to dump old cars in the village pond—and it’s wrong for the Government to let the oil industry treat the sea as its rubbish dump.”

—Chris Rose, Greenpeace Campaign Director, quoted in “North Sea Oilfields Must Be Dismantled on Land,” Greenpeace Press Release, February 5, 1996

(continued)
Examine the Issue

1. What was the Brent Spar, and what was it used for?
2. When Shell Oil wanted to dispose of the Brent Spar, why did the company decide to dump it into the Atlantic Ocean?

Critical Thinking Skills

3. Drawing Conclusions Some violent acts were committed by environmental protesters during the conflict over Brent Spar. Do these actions undermine the arguments of the protesters? Do you think violence is ever justified?

4. Comparing and Contrasting In your opinion, which method of disposal was better—cheaply dumping at sea or the more expensive recycling? Think about each one, and list what you think are the risks and benefits.

Investigating Further

Work in a small group to identify and discuss a local or regional situation that puts people interested in protecting the environment in conflict with an industry that uses natural resources or puts the environment at risk. Analyze and list the benefits to the community of protecting the environment and the benefits brought by the industry. Present your analysis to the rest of the class.

—Dwayne Hicks, “Essay on Brent Spar” on Objectivism Study Group Web Page, 1995
As you read the following passage from “Action Will be Taken: An Action-Packed Story,” think about the relationship between the culture of postwar Germany and the physical setting.

from “Action Will Be Taken: An Action-Packed Story”

The exterior of the factory was enough to arouse my suspicions: the factory was built entirely of glass brick, and my aversion to well-lit buildings and well-lit rooms is as strong as my aversion to work. I became even more suspicious when we were immediately served breakfast in the well-lit, cheerful coffee shop: pretty waitresses brought us eggs, coffee, and toast, orange juice was served in tastefully designed jugs, goldfish pressed their bored faces against the sides of pale-green aquariums. The waitresses were so cheerful that they appeared to be bursting with good cheer. Only a strong effort of will—so it seemed to me—restrained them from singing away all day long. They were as crammed with unsung songs as chickens with unlaid eggs.

... ... I got the job. Even with nine telephones I really didn’t feel I was working to capacity. I shouted into the mouthpieces: “Take immediate action!” or: “Do something!—We must have some action—Action will be taken—Action has been taken—Action should be taken.” But as a rule—for I felt this was in keeping with the tone of the place—I used the imperative.

Of considerable interest were the noon-hour breaks, when we consumed nutritious foods in an atmosphere of silent good cheer. Wunsiedel’s factory was swarming with people who were obsessed with telling you the story of their lives, as indeed vigorous personalities are fond of doing. The story of their lives is more important to them than their lives, you have only to press a button, and immediately it is covered with spewed-out exploits.

Wunsiedel had a right-hand man called Broschek, who had in turn made a name for himself by supporting seven children and a paralyzed wife by working night-shifts in his student days, and successfully carrying on four business agencies besides which he had passed two examinations with honors in two years. When asked by reporters: “When do you sleep, Mr. Broschek?” he had replied: “It’s a crime to sleep!”

Wunsiedel’s secretary had supported a paralyzed husband and four children by knitting, at the same time graduating in psychology and German history as well as breeding shepherd...
dogs, and she had become famous as a night-club singer where she was known as *Vamp Number Seven*.

Wunsiedel himself was one of those people who every morning, as they open their eyes, make up their minds to act . . . . the way he put on his hat, the way—quivering with energy—he buttoned up his overcoat, the kiss he gave his wife, everything was action.

. . . . Within a week I had increased the number of telephones on my desk to eleven, within two weeks to thirteen, and every morning on the streetcar I enjoyed thinking up new imperatives, or chasing the words *take action* through various tenses and modulations. . . .

So I was really beginning to feel I was working to capacity when there actually was some action.

**DIRECTIONS:** Use the information from the reading to answer the following questions. If necessary, use a separate sheet of paper.

**INTERPRETING THE READING**

1. The factory seems to be a perfectly clean and comfortable workplace. How would you describe the narrator’s reaction to the place? Why does the narrator react to everything this way?

   ____________________________________________________________

   ____________________________________________________________

2. What do you think the narrator meant by the statement, “The story of their lives is more important to them than their lives . . .”?  

   ____________________________________________________________

   ____________________________________________________________

3. What does this passage suggest to you about the attitudes and culture of postwar Germany? What do you think was Heinrich Böll’s purpose in writing the story?

   ____________________________________________________________

   ____________________________________________________________

4. **Making Predictions** Will the narrator last very long at this factory job? What do you think happens next, “when there actually was some action”?

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________
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Physical Geography of Europe

**DIRECTIONS:** Choose a word from the box that best matches its definition from the choices below. Write the letter of the answer in the blank at the left of each description.

1. drained area used for farming and settlement
2. earthen or stone banks that are created to hold back water
3. long, narrow, steep-sided inlets
4. fine, rich, wind-borne soil
5. dry winds from the mountains
6. destructive mass which slides down a mountainside
7. strong north wind from the Alps
8. high, dry winds from North Africa
9. elevation above which trees cannot grow
10. soil that is permanently frozen below the surface

A. timberline
B. permafrost
C. siroccos
D. foehns
E. dikes
F. polder
G. fjords
H. loess
I. avalanche
J. mistral
K. glaciation
RETEACHING ACTIVITY 11

Physical Geography of Europe

Terms and Concepts

DIRECTIONS: Match each term from Chapter 11 with the correct definition.

1. fjords  a. area extending from southeastern England to France, Poland, and Russia
2. Danube  b. flows into the Black Sea
3. Romania  c. long, deep inlets cut by glaciers
4. Aegean  d. sea that is bordered by Greece’s islands
5. North European Plain  e. strong wind from the Alps blowing into France
6. mistral  f. country that is part of the southeastern European steppe

Visualizing Information

DIRECTIONS: Look at the diagram below. Write two facts about each peninsula.

(continued)
RETEACHING ACTIVITY 11

Working with Geography

12. DIRECTIONS: On a separate sheet of paper, plan an itinerary to four distinct parts of Europe. Tell what time of year you will travel and what clothes you will bring. Describe the geographic features you would most like to visit.

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CHAPTER 11 REINFORCING SKILLS ACTIVITY

Finding and Summarizing the Main Idea

Determining the main idea of any piece of writing should be among the first tasks you do as a reader. Many times, however, the main idea is not stated directly. Use the following steps to determine the main idea:

- Skim the material. Pay attention to titles, headings, and subheadings.
- Ask “What is the purpose of this information?”
- Read the material carefully. Try to determine what ideas the details support.
- State the main idea in your own words.

Practicing the Skill

DIRECTIONS: Read the paragraph that follows. Note the numbers at the start of each sentence. Use the questions that follow to help you determine the main idea of the paragraph.

1) Most of southern Europe has a Mediterranean climate that is generally warm and dry in summer. 2) Winters in this area are usually mild and rainy. 3) Several other climates, however, are found throughout this area. 4) Northern Spain and southwestern France enjoy a marine west coast climate. 5) Bitter cold winds can sweep into southern France from the Alps. 6) The southeastern part of Spain has a steppe climate. 7) Dry winds from northern Africa can lead to high temperatures in nearby Spain.

1. How does sentence #2 help to explain sentence #1? 

2. Does sentence #3 contradict or support sentence #1? 

3. How do sentences #4, #5, #6, and #7 back up the statement made in sentence #3? 

4. In general, what is the topic of all of these sentences? 

5. To what area of the world do all these sentences refer? 

6. What is the main idea of this paragraph?
Enrichment Activity 11

The Land of the Midnight Sun

“The Land of the Midnight Sun” is the dreamlike name given to the places within the Arctic Circle. In these lands, the sun sometimes remains visible for 24 hours a day. This natural phenomenon is called “the midnight sun.”

The midnight sun lasts for varying periods of time at different latitudes. In lands along the Arctic Circle (latitude 66.5˚N), it may occur only on the summer solstice, which is around June 22. The higher the latitude, the greater the number of days will be that the sun does not set. For example, in some places north of the Arctic Circle, the midnight sun is visible from May until mid-July. At the North Pole (latitude 90˚N), the sun does not set for six months, or from March until September.

Lands south of the Arctic Circle, except at the South Pole in the Antarctic, do not experience the midnight sun. The chart illustrates this fact. Helsinki, Finland (latitude 60˚N), is south of the Arctic Circle. The first day of summer is long in Helsinki. The sun, however, does set.

DIRECTIONS: Use the article, map, and chart to answer the questions below.

1. Which European countries have areas that experience “the midnight sun”?

2. How many degrees of latitude lie between the North Pole and the Arctic Circle?

3. How many degrees of latitude south of the Arctic Circle is Helsinki, Finland?

4. Approximately how many hours of sunlight does Helsinki experience on June 22?

5. On what two dates are day and night almost equal in length in Helsinki?

6. At what location in the Northern Hemisphere does the midnight sun last from March 22 until September 21?

7. On approximately what dates does the period of the midnight sun begin and end at the South Pole?
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Guided Reading  Activity 11-1

For use with textbook pages 280–284.

The Land

Underline the Correct Word

DIRECTIONS: Read each incomplete sentence and the two answer choices in parentheses. Underline the word in the parentheses that best completes the sentence.

1. A range of high, rugged mountains, the _______________ run from France to the Balkans. (Alps/Pyrenees)

2. The huge expanse of the North European Plain extends from Russia in the east to _______________ and France in the west. (England/Spain)

3. Most of Europe is within a relatively short distance of a _______________. (volcano/seacoast)

4. Twenty-five percent of _______________ is below sea level, so dikes have been built to hold back water. (Scandinavia/the Netherlands)

5. Fjords are a common feature in the far northern _______________. Peninsula of Europe. (Scandinavian/Apennine)

6. Spain and Portugal make up the southwestern _______________. Peninsula of Europe. (Balkan/Iberian)

7. Sitting atop the Mid-Atlantic Ridge, _______________ has many volcanoes and hot springs. (Sweden/Iceland)

8. The British Isles contain two main islands, Ireland and _______________. (Scotland/Great Britain)

9. European islands in the _______________. Sea include Sardinia, Sicily, and Crete. (Mediterranean/North)

10. Europe’s development of modern _______________ was boosted by rich deposits of coal and iron ore. (exploration/industry)

11. Large quantities of oil and natural gas are located under the _______________ and are an energy source for Europe. (Rhine River/North Sea)

12. Large deposits of _______________ are found in the United Kingdom, Germany, Ukraine, and Poland. (coal/petroleum)
Climate and Vegetation

Outline

DIRECTIONS: Use the information in your textbook to complete the following outline.

I. Influences on Climate
   A. Factors in Variation
      1. Europe's northern latitude
      2. Proximity to the \( (1.) \)______________________________
      3. Large mountain ranges

II. Climate Regions
   A. \( (2.) \)________________________________________
      1. Tundra regions have \( (3.) \)______________________________
      2. Subarctic regions support \( (4.) \)______________________________ forests.
      3. Western Norway and southern Iceland and Sweden experience warmer climate characteristics of midlatitude regions.
   B. Midlatitude Regions
      1. \( (5.) \)________________________________________ had mild winters, cool summers, and abundant rainfall.
      2. Southern Europe has a \( (6.) \)______________________________ climate.
      3. Eastern Europe has a humid continental climate.
      4. The \( (7.) \)________________________________________ have a highland climate.
   C. Dry Regions
      1. Southeastern and southwestern Europe have a dry steppe climate.
      2. Parts of the \( (8.) \)________________________________________ plateau have a dry steppe climate.
Chapter 12
Resources

Vocabulary Activity 12
   Cultural Geography of Europe ............................................................... 24

Reteaching Activity 12
   Cultural Geography of Europe ............................................................... 25

Reinforcing Skills Activity 12
   Reading a Political Map .......................................................................... 27

Enrichment Activity 12
   The Rock of Gibraltar ............................................................................ 29
Cultural Geography of Europe

DIRECTIONS: Choose a word or phrase from the box to complete each sentence.

Word Bank

- communism
- Cold War
- Crusades
- Enlightenment
- ethnic cleansing
- European Union
- feudalism
- Holocaust
- impressionists
- industrial capitalism
- Middle Ages
- realism
- Renaissance
- reparations
- welfare state

1. A policy that allows one group to expel a rival group from a certain area is called ____________.

2. The period between ancient and modern times is known as the ________________.

3. The ________________ was a 300-year period of discovery and learning.

4. ________________ is a system in which business leaders expand their companies with profits.

5. Artists called ________________ sought to capture immediate experiences of the natural world.

6. Under the system of ________________, monarchs gave nobles land in exchange for loyalty.

7. The ________________ emphasized the importance of reason and encouraged the questioning of longstanding traditions.

8. The mass killing of more than 6 million European Jews by Germany's Nazi Party is known as the ________________.

9. The ________________ is an organization whose goal is to promote economic and political unity among member countries.

10. A ________________ is a country that offers extensive human services to its citizens.
RETEACHING ACTIVITY 12

Terms and Concepts  DIRECTIONS: Write fact-filled sentences that help define each of the following terms from Chapter 12.

1. Bosnia-Herzegovina and Kosovo

2. ethnic cleansing

3. realism

4. Cold War

5. welfare states

Summarizing Information  DIRECTIONS: Finish each sentence with a brief statement that summarizes events in Europe for the time period mentioned.

In the 400s to 300s B.C.,

Between 27 B.C. and A.D. 180,

From the A.D. 400s to the 1400s,

From about A.D. 500 to A.D. 1500,

During the Renaissance,

The 1700s and 1800s were a time of

In the first half of the 1900s,

From 1950 to the 1990s,

Today, Europe
**RETEACHING ACTIVITY 12**

**Visualizing Information**

**DIRECTIONS:** Place each of the following European languages into the correct box below that identifies its language group.

<table>
<thead>
<tr>
<th>Indo-European Language Family</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. Slavic</td>
</tr>
<tr>
<td>German</td>
</tr>
<tr>
<td>Slovak</td>
</tr>
<tr>
<td>English</td>
</tr>
<tr>
<td>Portuguese</td>
</tr>
<tr>
<td>Danish</td>
</tr>
<tr>
<td>Serbo-Croatian</td>
</tr>
<tr>
<td>Bulgarian</td>
</tr>
<tr>
<td>Latvian</td>
</tr>
<tr>
<td>Lithuanian</td>
</tr>
<tr>
<td>Swedish</td>
</tr>
<tr>
<td>Polish</td>
</tr>
<tr>
<td>Ukrainian</td>
</tr>
<tr>
<td>Italian</td>
</tr>
<tr>
<td>Norwegian</td>
</tr>
<tr>
<td>Spanish</td>
</tr>
<tr>
<td>Belorussian</td>
</tr>
<tr>
<td>Czech</td>
</tr>
<tr>
<td>Dutch</td>
</tr>
<tr>
<td>French</td>
</tr>
</tbody>
</table>

**Working with Geography**

**DIRECTIONS:** Complete the following on a separate sheet of paper.

19. Describe a recent European ethnic conflict, including where and why the conflict occurred.

20. Listen to a recording of Renaissance music, or look at an example of Renaissance art. Write a descriptive paragraph about the piece.
CHAPTER 12 **REINFORCING SKILLS ACTIVITY**

**Reading a Political Map**

Political maps display national boundaries that reflect political or official governmental relationships between countries. When reading a political map, ask yourself the following questions:

- What geographic area is shown?
- Is this map current or historical?
- Are major cities and capital cities identified?
- What information can I infer about relationships between countries shown on the map?
- Is there any information included on the map that is not in the key?

**Practicing the Skill**

**DIRECTIONS:** Study the political map of central and southern Europe shown here to answer the following questions on a separate sheet of paper.

**Political Map of Central and Southern Europe, 2009**

1. Does this map show capital cities?
2. Which countries border the Czech Republic?
3. Which countries have major cities other than national capitals shown on the map?
4. Why would Spain and Ukraine tend not to share elements of history and culture as much as Spain and Portugal would?
5. Why might you suspect that the borders of the countries in central and eastern Europe have often changed as political changes occur?
6. What countries are landlocked? What can you infer about the economies of these countries?
The Rock of Gibraltar

Gibraltar sits on a narrow, rocky peninsula at the southern tip of Spain’s Mediterranean coast. It is only three miles (4.8 km) long and less than a mile wide. A narrow isthmus connects it to the Spanish mainland. The dominant feature on this tiny outpost of southern Europe is “the Rock.” The Rock of Gibraltar is a mountain 1,398 feet (426 m) high that towers over its surroundings.

Because of its location, Gibraltar has played a strategic role in history. It overlooks the Strait of Gibraltar, a narrow waterway at the western end of the Mediterranean Sea. From this position, the country that occupied Gibraltar could control all naval traffic between the Mediterranean and the Atlantic Ocean. The map shows several groups that have controlled “the Rock” over the centuries.

DIRECTIONS: Use the article and study the map to answer the questions below.

1. Which of the groups came from North Africa?
   ____________________________________________________________

2. Which of the groups came from the Italian peninsula?
   ____________________________________________________________

3. Which of the groups was most likely to have reached Gibraltar by land?
   ____________________________________________________________

4. Why would ships at sea have been so vulnerable to land-based attacks from Gibraltar?
   ____________________________________________________________

5. Give two reasons why Gibraltar’s terrain is not suited to an economy based on agriculture.
   ____________________________________________________________
   ____________________________________________________________

6. What invention of the 1900s might have lessened Gibraltar’s importance as a military base?
   ____________________________________________________________
Section Resources

Guided Reading Activity 12-1
Northern Europe ........................................................................................................ 31

Guided Reading Activity 12-2
Western Europe ........................................................................................................ 32

Guided Reading Activity 12-3
Southern Europe ..................................................................................................... 33

Guided Reading Activity 12-4
Eastern Europe ........................................................................................................ 34
Guided Reading Activity 12-1

For use with textbook pages 294–298.

Northern Europe

Underline the Correct Word

DIRECTIONS: Read each incomplete sentence and the two answer choices in parentheses. Underline the word in the parentheses that best completes the sentence.

1. Northern Europe includes the relatively ethnically diverse and densely populated _____________.
   (Italy/United Kingdom)

2. Large numbers of ____________ settled in Great Britain at the end of World War II.
   (refugees/tourists)

3. Swedes, Norwegians, and Danes are all ____________ with mostly Germanic heritage.
   (Hispanics/Scandinavians)

4. The United Kingdom is the ____________ densely populated nation in the region. (least/most)

5. ____________ severe economic depression and famine in the 1840s prompted 1.6 million people to leave the country. (Iceland’s/Ireland’s)

6. Northern Europe’s largest urban area is _____________. (Dublin/London)

7. The ____________ was a European religious movement of the 1500s that lessened the power of the Catholic Church. (Reformation/Renaissance)

8. In the first half of the 1900s, two ____________ transformed Europe. (famines/World Wars)

9. The United Kingdom, Ireland, Denmark, Finland, and Sweden are all members of the _____________. (European Union/Soviet Union)

10. The works of Renaissance poet and playwright ____________ have become some of the most read and performed works of all time. (John Keats/William Shakespeare)
Western Europe

Short Answer

DIRECTIONS: Use the information in your textbook to write a short answer to each of the following questions.

1. Where is most of western Europe’s population concentrated?

2. What has been the dominant migration pattern of western Europe?

3. What are three of western Europe’s world famous cities?

4. Who conquered most of ancient Celtic western Europe?

5. How long did the Holy Roman Empire last?

6. What was the purpose of the Crusades?

7. Where, when, and why did the Reformation begin?

8. What Indo-European languages are spoken in Western Europe?

9. Who started World War II?

10. What two influential artistic movements grew out of western Europe?
Southern Europe

Fill In the Blanks

DIRECTIONS: Use your textbook to fill in the blanks in the sentences below with the words in the word bank.

Word Bank

<table>
<thead>
<tr>
<th>Americas</th>
<th>classical civilization</th>
<th>Italy</th>
<th>Renaissance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basques</td>
<td>democratically elected</td>
<td>Mediterranean</td>
<td>rural</td>
</tr>
<tr>
<td>Christianity</td>
<td>Greek</td>
<td>Muslim</td>
<td>Venice</td>
</tr>
</tbody>
</table>

1. Most southern Europeans are descended from Indo-European and _______________ groups.

2. Spain’s population includes the Iberians, the _______________, the Celts, and groups from northern Africa.

3. _______________ is the most populated nation in southern Europe.

4. One-third of Greece’s population is classified as _______________.

5. Athens is a historic city that was at the center of _______________.

6. _______________, a city in northeastern Italy, is known for its canals and architecture.

7. The Roman Empire imitated much of _______________ culture but made breakthroughs in government, law, and engineering.

8. In the late A.D. 300s _______________ became the Roman Empire’s official religion.

9. In 711 a _______________ group called the Moors invaded Spain and held it for over 700 years.

10. The _______________, a period of artistic and intellectual achievement, began in the 1300s.

11. In the 1400s, Europeans began to explore the world and settle in the _______________, Africa, and Asia.

12. Today all nations in southern Europe have _______________ governments and are members of the European Union.
Eastern Europe

Fill In the Blanks

DIRECTIONS: Use your textbook to fill in the blanks in the sentences below with the words in the word bank.

Word Bank

<table>
<thead>
<tr>
<th>Asia</th>
<th>geographic</th>
<th>Ottoman</th>
<th>Slavic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communist</td>
<td>industrialized</td>
<td>Poland</td>
<td>Soviet</td>
</tr>
<tr>
<td>ethnic</td>
<td>Magyars</td>
<td>religious</td>
<td>Tito</td>
</tr>
<tr>
<td>World War II</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Most eastern Europeans are ethnically (1) _________________. Population density and distribution in eastern Europe is influenced by (2) ________________ factors. For example, Ukraine and (3) ________________ both have fertile soil and ample water resources to support large populations.

Immediately following (4) _________________, Poland's population decreased dramatically. As eastern European countries became increasingly (5) ________________, internal migration from rural to urban areas occurred. Since the end of (6) ________________ control over eastern Europe, many cities are experiencing a rebirth.

The earliest inhabitants of eastern Europe included Celtic tribes, Germanic tribes, Slavs, and (7) _________________. It is believed the earliest Slavs migrated from (8) _________________. In 1912, the Slavs of the Balkan league fought against the (9) ________________ Empire, and later formed Yugoslavia, which emerged as a communist country under (10) ________________ after World War II.

From the 1950s to the 1980s revolts against (11) ________________ rule swept eastern Europe, leading to free elections in the 1990s. However, (12) ________________ and (13) ________________ divisions remained at the heart of conflict in the Balkan Peninsula.
Chapter 13 Resources

Vocabulary Activity 13
The Region Today: Europe ................................................................................................................. 36

Reteaching Activity 13
The Region Today: Europe ............................................................................................................... 37

Reinforcing Skills Activity 13
Using the Internet for Research ......................................................................................................... 39

Enrichment Activity 13
Economic Transformation of Ireland ................................................................................................. 41
The Region Today: Europe

DIRECTIONS: Choose a word or phrase from the box to complete each sentence.

Word Bank

- acid deposition
- acid rain
- European Union
- dry farming
- environmentalists
- farm cooperative
- global warming
- heavy industry
- light industry
- meltwater
- mixed farming
- organic farming

1. ______________ refers to the manufacture of machinery.

2. The manufacture of textiles is an example of ______________.

3. A farm in which farmers share in growing and selling products is called a ______________.

4. The ______________ unites much of Europe into one trading community.

5. An increase in the earth’s temperature is called ______________.

6. A farmer who practices ______________ does not use chemicals or fertilizers.

7. ______________, common in parts of Europe, involves the raising of both crops and livestock.

8. Wet or dry acid pollution that falls to the ground is called ______________.

9. ______________ carries acid into lakes and rivers.

10. ______________ are concerned with the quality of the environment.
RETEACHING ACTIVITY 13

Terms and Concepts

DIRECTIONS: Match each term from Chapter 13 with the correct definition.

_____ 1. organic farming
_____ 2. acid rain
_____ 3. genetically modified foods
_____ 4. light industry
_____ 5. heavy industry
_____ 6. mixed farming

a. food with altered genes
b. producers of machines and industrial equipment
c. agricultural method using no chemicals or fertilizers
d. industrial pollution that crosses borders
e. agricultural method raising a variety of livestock and crops
f. producers of textiles or processed food

Working with Geography

DIRECTIONS: Complete each statement with facts about the policies of the European Union.

7. The European Union hopes to __________________________________________

8. The European Union’s successes include __________________________________

9. The European Union’s challenges include __________________________________

(continued)
RETEACHING ACTIVITY 13

Organizing Information

DIRECTIONS: Decide whether each fact below in the Fact Bank describes eastern Europe or western Europe. Write the fact under the correct heading.

FACT BANK

- great industrial centers in Lorraine-Saar District
- United Kingdom, France, and Germany: leaders in manufacturing
- less advanced in communications and technology
- Intervision broadcast network in operation
- moving toward free market economies
- centers of international banking and finance
- high-speed rail lines in use
- lost part of social “safety net”
- Rhine is a major shipping route
- Black Triangle polluted from unregulated industries

Eastern Europe

10. ________________________________

11. ________________________________

12. ________________________________

13. ________________________________

14. ________________________________

Western Europe

15. ________________________________

16. ________________________________

17. ________________________________

18. ________________________________

19. ________________________________
Using the Internet for Research

Because so much information is available on the Internet, it is necessary to evaluate what you find. Most resources in a library have been evaluated by librarians, scholars, and others before you ever see them. When you are using the Internet, however, this is not the case. Anyone can put anything they like on the Internet. Just because it is on the Internet does not make it true or useful.

Use the following points when evaluating Web sites:

- **Accuracy.** Does the content of the site appear to be accurate? What is the purpose of the Web page? Is it to inform, persuade, sell, explain? Does it appear to make sense? Does the information appear to be fact or opinion? Does the content of the page seem to be biased or stereotyped?
- **Analyze** the URL (address). Each part of the URL has a special meaning. What kind of site have you accessed? A government site? Educational? Business? A person's home page?
- **Author/Sponsor.** Check the author or sponsor of the site. What is the author's name, background, and credentials? What organization is sponsoring the site? If no author information is given and the page does not have a reliable sponsor, think twice about using the site.
- **Current.** Is the site current? Material on the Internet rapidly becomes outdated, so it is important to check the date the site was published or last updated. Check whether the information on the page seems to be current. Check whether links to other Web sites work.

**Practicing the Skill**

**DIRECTIONS:** Using your knowledge of Internet research, use the following list of Web sites to answer the questions that follow.

- Europa: The European Union Online (www.europa.eu)
- European Union: Follies and Myths (www.kc3.co.uk/~dt/)
- European Union U.S. Delegation (www.eurunion.org)

1. On which Web sites would you find the best information for use in a term paper about European Union (EU) member countries?

2. If you wanted to see what information a college or university library had about the European Union, which Web site would you check?

3. Which Web site or sites should you probably *not* use for your term paper about EU member countries?
Enrichment Activity 13

Economic Transformation of Ireland

For centuries, Ireland was one of the poorest countries in Europe. Lack of opportunity forced many young Irish adults to leave their homeland in search of better lives. That situation changed in the 1990s. As part of economic globalization, many North American businesses set up manufacturing plants and administrative offices in Ireland. This resulted in an amazing transformation.

Irish economic growth in the years between 1994 and 2000 averaged almost 9 percent, the highest of any country in Europe. This led to a dramatic rise in per capita income. Many Irish citizens returned home from abroad. Jobs also brought a wave of immigrants from other countries. Still, the demand for workers outpaced supply. Ireland’s per capita income has continued to rise in the twenty-first century, outpacing similar growth in the United Kingdom, Canada, and the United States.

DIRECTIONS: Use the article and study the chart to answer the questions below.

1. What was the approximate GDP per capita in Ireland at the end of 2008? ________________

2. After Ireland, which country experienced the largest growth in GDP per capita between 2000 and 2008? ________________

3. In U.S. dollars, how much did Ireland’s GDP per capita change between 2000 and 2008? ________________

4. Between which two years did Ireland’s GDP per capita seem to experience the most growth?

5. How does the economic transformation in Ireland illustrate economic globalization?

6. How does the return of many who left Ireland and the arrival of immigrants illustrate the geographic theme of movement?

7. Why would a trend toward urbanization accompany an increase in high-tech businesses and jobs? ________________
Chapter 13
Section Resources

Guided Reading Activity 13-1
The Economy ................................................................. 43

Guided Reading Activity 13-2
People and Their Environment ............................................. 44
For use with textbook pages 324–329.

**The Economy**

**Fill In the Blanks**

**DIRECTIONS:** Fill in the blanks in the sentences below using one of the words or phrases below each question.

1. The __________ made Europe the birthplace of modern industry.
   - Communist Revolution
   - Industrial Revolution
   - European Union

2. Europe’s early industrialization was sparked by its abundance of __________.
   - water resources
   - coal and iron ore
   - communists

3. More Europeans earn a living __________ than any other economic activity.
   - banking
   - farming
   - manufacturing

4. Many Europeans oppose new agricultural technologies such as __________.
   - mixed farming
   - farm cooperatives
   - genetically modified crops

5. Some European farmers are growing crops using natural substances instead of chemicals, a method known as __________.
   - collective farming
   - organic farming
   - cooperative farming

6. Europe handles more than __________ the world’s international shipping.
   - half
   - three-quarters
   - nine-tenths

7. Europeans moved toward unity to rebuild their economics after __________.
   - World War I
   - the Cold War
   - World War II

8. The European Union (EU) was formally established when the Maastricht Treaty was signed in __________.
   - 1950
   - 1990
   - 1992

9. The primary goal of the EU is to make European economies __________.
   - more competitive
   - eliminate tariffs on
   - reduce their dependence
   - in world trade
   - non-European goods
   - on fossil fuels
People and Their Environment

**Short Answer**

**DIRECTIONS:** Use the information in your textbook to write a short answer to each of the following questions.

1. How do people adapt their methods of agricultural production in arid areas like Spain’s Meseta?

2. When about 1,800 people died in a flood in the Netherlands in 1953, how did the government respond to that natural disaster?

3. Why have the countries of eastern Europe had more severe problems with pollution than those of western Europe?

4. Describe the impact acid rain has had on Scandinavia’s lakes.

5. If some former communist countries are closing polluting factories, why do they still have air pollution problems?

6. How has the use of fertilizers led to higher rates of water pollution?

7. List the possible consequences of an increase in global temperatures.

8. How does the European Union enforce environmental protections?

9. How does the European Union plan to control automobile emissions?
**Location Activity 4** pp. 1–2
A. Labeling should be consistent with the Unit 4 Regional Atlas.

B.
1. Thames River
2. Pyrenees
3. North Sea
4. Alps
5. Sicily
6. Rhine River
7. Adriatic Sea
8. Danube River
9. Carpathian Mountains
10. Baltic Sea
11. Scandinavia
12. Black Sea

**Unit 4 Real-Life Applications** pp. 3–4
Answers will vary but should include a logically organized plan for rebuilding that addresses all of the issues discussed. Students should provide reasons for the recommendations they make and explain the priorities behind those recommendations.

**Unit 4 GeoLab Activity** pp. 5–7
1. The gas particles moved from the source to other areas in the bag through a process called diffusion.
2. Students should recognize that the chemicals that cause acid rain enter the atmosphere as gases. Gases can be carried great distances before they mix with rain or snow and fall to the ground.
3. The higher the smokestack, the farther the gases will be carried.

**Critical Thinking**
The model experiment did not consider wind variability and the effects of physical features such as mountains, valleys, and lakes.

**Unit 4 Environmental Issues** pp. 9–10
1. Answers will vary. The Brent Spar was a holding receptacle for Shell Oil Company tankers in the North Sea. Students might say that an oil spill can cause a catastrophic amount of damage to the environment.
2. Answers will vary. Some students might see the shortsightedness of Shell’s disposal plan to use a huge, deep ocean for a dumping ground. A distance of 150 miles from land is not necessarily safe. Answers should reflect an understanding that other companies could be doing similar dumping of toxic materials. The resulting cumulative effect to a fragile deep sea environment can be devastating.
3. Answers will vary. Students might look for other ways to be found for civilized people to settle disputes without violence and suggest alternatives such as public pressure.
4. Answers will vary. Students should list the risks and benefits of both methods of disposing of the Brent Spar and weigh the costs and benefits to the company, its customers, and the general public.

**Unit 4 World Literature** pp. 11–12
Interpreting the Reading
1. The narrator is suspicious of everything and mocks it, but plays along enthusiastically. Perhaps it all seems too good to be true, as if the factory were an unreal place. The absolute emphasis on action runs counter to the narrator’s pensive nature.
2. Answers will vary. Students may respond that although everyone seems very happy, their lives at the factory are meaningless. Life has been reduced to productivity and the maximum use of energy; the narrator may feel that they prefer this myth to the complex reality of their lives.
3. The passage suggests that the culture is artificial and self-conscious, obsessed with work, and perhaps in a state of denial. Everything looks nice on the surface, but society is hollow.

**Critical Thinking**
4. Students’ predictions will vary. They may say that the narrator will get frustrated and quit or eventually acquire twenty or more telephones and enjoy the job even more. Have students discuss their predictions of how the story will end. Invite students to read the entire story to find out if their predictions were true.
Vocabulary Activity 11  p. 14
1. F
2. E
3. G
4. H
5. D
6. I
7. J
8. C
9. A
10. B

Reteaching Activity 11  pp. 15–16
1. c
2. b
3. f
4. d
5. a
6. e
7. mountainous region; between Black Sea and Adriatic Sea
8. Denmark; juts into North Sea
9. Italy; Apennine Mountains; Lombardy
10. fjords; much of Norway and northern Sweden is mountainous
11. Spain and Portugal; cut off from Europe by Pyrenees in north; 20 miles from Africa via the Strait of Gibraltar; relatively isolated from rest of Europe
12. Itineraries should show an understanding of the climate and geography of four distinct parts of Europe.

Reinforcing Skills Activity 11  p. 17
1. Sentence #2 explains what a Mediterranean climate is like, particularly in the winter.
2. Sentence #3 supports sentence #1. Sentence #1 states that most of southern Europe has a Mediterranean climate, but not all of it.
3. They provide examples of different climates found in southern Europe.
4. climate
5. southern Europe
6. Southern Europe has a variety of climate zones.

Enrichment Activity 11  p. 19
1. Norway, Sweden, Finland, and Russia
2. 23.5° of latitude
3. 6.5° of latitude
4. 19 hours
5. March 22 and September 22
6. the North Pole
7. Slight variations in the exact day are acceptable. At the South Pole, the period of the midnight sun begins about September 22 and ends about March 21.

Guided Reading Activity 11-1  p. 21
1. Alps
2. England
3. seacoast
4. the Netherlands
5. Scandinavian
6. Iberian
7. Iceland
8. Great Britain
9. Mediterranean
10. industry
11. North Sea
12. coal

Guided Reading Activity 11-2  p. 22
1. Sea
2. High-Latitude Regions
3. Permafrost
4. Coniferous
5. Western Europe
6. Mediterranean
7. Alps
8. Meseta

Vocabulary Activity 12  p. 24
1. ethnic cleansing
2. Middle Ages
3. Renaissance
4. industrial capitalism
5. impressionists
6. feudalism
7. Enlightenment
8. Holocaust
9. European Union
10. welfare state

Reteaching Activity 12  pp. 25–26
1. Bosnia-Herzegovina and Kosovo are sites of recent violent ethnic conflict in the former Yugoslavia.
2. In the former Yugoslav republics of Bosnia-Herzegovina and Kosovo, Serbians carried out a policy of ethnic cleansing which killed or expelled rival ethnic groups.
3. Realism was an artistic style that emerged in the mid-1800s that focused on accurately depicting the details of everyday life.
4. After World War II, Europe was divided into communist eastern Europe—backed by the
Soviet Union—and noncommunist western Europe—backed by the United States—which resulted in a power struggle between the two sides called the Cold War.

5. Countries such as Sweden and the United Kingdom that offer complete social welfare programs including tax-supported programs for higher education, health care, and social security are called welfare states.

6. the Greek civilization flourished, developing arts, philosophy, literature, science, and a democratic government.

7. the Roman Empire reached its height of power.

8. Eastern Orthodox Christianity developed in the Byzantine Empire.

9. feudalism replaced centralized government, and Christianity and Islam spread throughout Europe.

10. Europeans made many great scientific discoveries and inventions, explored other regions of the world, and created great works of art, literature, and music.

11. developing industry and political revolutions.

12. Europe was the center of two devastating world wars.

13. Europe endured the Cold War until revolts against communist rule in eastern Europe led to the fall of communism.

14. is unifying and rebuilding former communist economies.

15. Slovak, Serbo-Croatian, Bulgarian, Polish, Ukrainian, Belorussian, Czech

16. Latvian, Lithuanian

17. German, English, Danish, Swedish, Norwegian, Dutch

18. Portuguese, Italian, Spanish, French

19. Students may mention: Ethnic hatreds in Bosnia-Herzegovina and Kosovo fueled the greatest European violence since World War II. Serbs instituted a program of ethnic cleansing, killing ethnic Albanians and expelling them, and international forces now keep peace in that region.

20. Students’ responses should describe and communicate opinions about an example of Renaissance art or music.

Enrichment Activity 12 p. 29

1. the Carthaginians and Moors

2. the Romans

3. The Spanish; the Spanish mainland is connected to Gibraltar by a narrow isthmus.

4. Possible response: The Strait of Gibraltar is so narrow that ships could be seen and attacked from the harbor or the shore.

5. Possible response: Gibraltar is not suited to agriculture because it is very rocky and the land is not level.

6. Answers will vary, but the most likely answer is the airplane.

Guided Reading Activity 12-1 p. 31

1. United Kingdom

2. refugees

3. Scandinavians

4. most

5. Ireland’s

6. London

7. Reformation

8. World Wars

9. European Union (EU)

10. William Shakespeare
Guided Reading Activity 12-2  p. 32
1. Most of western Europe’s population is concentrated in its urban areas.
2. People moving from rural areas into cities and suburbs and from foreign countries.
3. Students may provide any three of the following cities: Paris, Brussels, Amsterdam, Geneva, Vienna, and Berlin.
4. The Roman Empire conquered their lands about 600 B.C.
5. The Holy Roman Empire lasted from about A.D. 962 until about 1806.
6. To win Palestine, the birthplace of Christianity, from Muslim rule.
7. The Reformation started in Germany in 1517 when Martin Luther protested against the Roman Catholic Church’s abuses of power.
8. Indo-European languages spoken in western Europe include German, Dutch, and French.
9. The Germans under the dictator Adolph Hitler in the 1930s.
10. Realism and impressionism began in western Europe.

Guided Reading Activity 12-3  p. 33
1. Mediterranean
2. Basques
3. Italy
4. rural
5. classical civilization
6. Venice
7. Greek
8. Christianity
9. Muslim
10. Renaissance
11. Americas
12. democratically elected
13. Romance
14. Greek mythology

Guided Reading Activity 12-4  p. 34
1. Slavic
2. geographic
3. Poland
4. World War II
5. industrialized
6. Soviet
7. Magyars
8. Asia
9. Ottoman
10. Tito
11. communist
12. religious
13. ethnic

Vocabulary Activity 13  p. 36
1. heavy industry
2. light industry
3. farm cooperative
4. European Union
5. global warming
6. organic farming
7. mixed farming
8. acid deposition
9. meltwater
10. environmentalists

Reteaching Activity 13  pp. 37–38
1. c
2. d
3. a
4. f
5. b
6. e
7. unite European countries for economic, trade, and employment issues.
8. establishing the euro, and lifting restrictions between member countries on trade, workers, and services.
9. cleaning up environmental problems, rebuilding economies in eastern Europe, agreeing upon social programs, and establishing a bank and a common foreign policy.

(Answers within 10–14 and within 15–19 can appear in any order.)

10–14
- less advanced in communications and technology
- lost part of social “safety net”
- moving toward free market economies
- Intervision broadcast network in operation
- Black Triangle polluted from unregulated industries

15–19
- great industrial centers in Lorraine-Saar District
- United Kingdom, France, and Germany: leaders in manufacturing
- Rhine is a major shipping route
- centers of international banking and finance
- high-speed rail lines in use
Reinforcing Skills Activity 13  p. 39
   European Unions in the U.S. (www.eurunion.org)
2. U.C. Berkeley Library—The European Union (www.lib.berkeley.edu)
3. European Unions: Follies and Myths (www.kc3.co.uk/~dt)

Enrichment Activity 13  p. 41
1. $46,200
2. Canada
3. $23,210
4. 2003–2004
5. Answers may vary, but students should understand that Ireland’s economic transformation illustrates economic globalization because it began when North American companies established plants and offices in Ireland, creating jobs and attracting immigrants from other countries.
6. Possible response: One of the primary causes of movement among peoples is the search for economic opportunity.
7. Possible response: High-tech businesses tend to set up offices in or near urban areas. Immigrants returning to take jobs and rural residents looking for employment would move to these locations, increasing the urbanization of the country.

Guided Reading Activity 13-1  p. 43
1. Industrial Revolution
2. coal and iron ore
3. farming
4. genetically modified crops
5. organic farming
6. half
7. World War II
8. 1992
9. more competitive in world trade

Guided Reading Activity 13-2  p. 44
1. Through the use of dry farming, a method that conserves soil moisture, Spanish farmers are able to produce crops without relying on irrigation.
2. The Dutch launched the Delta Plan, building a series of dikes and dams along the southwestern coast of the Netherlands.
3. Before 1989 eastern European countries had virtually no laws that protected the environment. Communist policies emphasized economic growth, not environmental protection.
4. Many lakes in Scandinavia have declining fish populations or no fish at all.
5. More people are driving cars, increasing pollution from traffic.
6. When fertilizers run off and drain into nearby rivers and lakes, the chemicals from the fertilizers lead to an increase in algae growth, which can threaten fish.
7. Some scientists believe that polar ice caps will melt and the world’s sea levels will rise.
8. Member countries can face legal action if they violate environmental laws.
10. By 2010 all member countries of the European Union must lower emissions to 30 percent below 1990 levels.