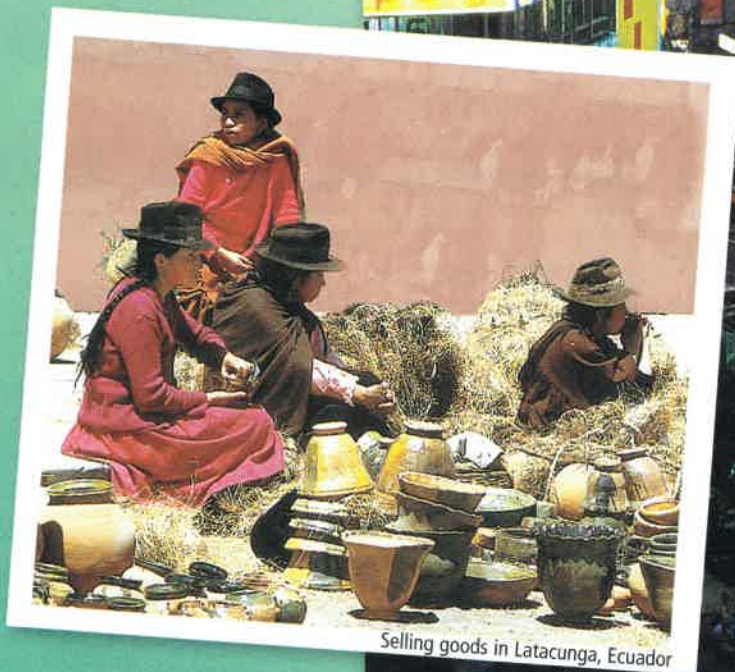
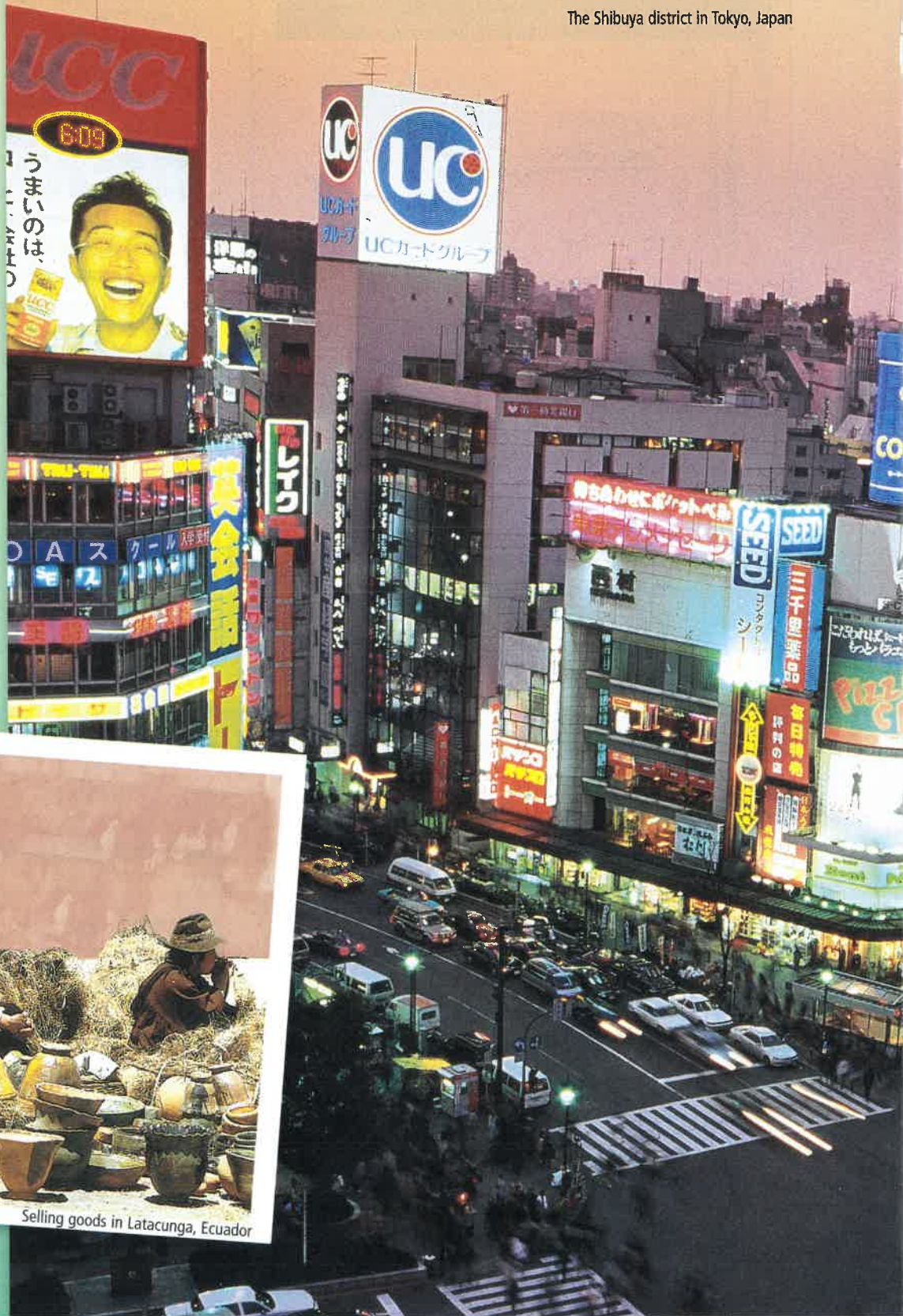


CHAPTER  
**5**

# Human Geography

*People have shaped much of the world around us. Cities, farms, airports, and other features have been created to meet our ever-changing needs. The study of the world's people—how they live and how their activities vary from place to place—is called human geography.*

The Shibuya district in Tokyo, Japan





# Section 1

# Population Geography

## READ TO DISCOVER

1. How do geographers study population?
2. What are some important trends in world population?

## Reading Strategy

**TAKING NOTES** Taking notes while you read will help you understand and remember the information in this section. Your notes will be useful for reviewing the material. Write down the headings in the section. As you read, fill in notes under each heading. Underline the most important details you find.

## DEFINE

demography  
population density  
birthrate  
death rate  
migration  
emigrants  
immigrants  
push factors  
pull factors  
refugees

## HOLT

### Geography's Impact Video Series

Watch the video to learn the impact of culture.

## Studying Population

Is the population of your state growing or decreasing? Where do people choose to live? What is the average age of people in your state? These are the kinds of questions that population geographers ask. These geographers study the relationships between populations and their environments. They use maps, graphs, population pyramids, and a spatial perspective to study population patterns and trends. Population geography is closely related to **demography**—the statistical study of human populations. Statistics are information in number form. They help us learn about populations. Demographers collect statistics about populations and use them to forecast what future populations will be like. Such forecasts and demographic information can be very useful. For example, it can be used to decide where to build new schools or how to redraw political boundaries to reflect changing populations.

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*The high population density of Shanghai, China, can be seen along the city's bustling shopping streets. Geographers and demographers use statistics like population density to study the world's population.*

**Population Density in Selected U.S. Counties**

County, State	People per Square Mile
Loving, TX	0.1
Forest, WI	9.8
Blue Earth, MN	77.2
Honolulu, HI	1,508.8
San Francisco, CA	15,732.5
New York (Manhattan), NY	69,269.6

Source: Populations: U.S. Census Bureau, Areas: The World Almanac 2006

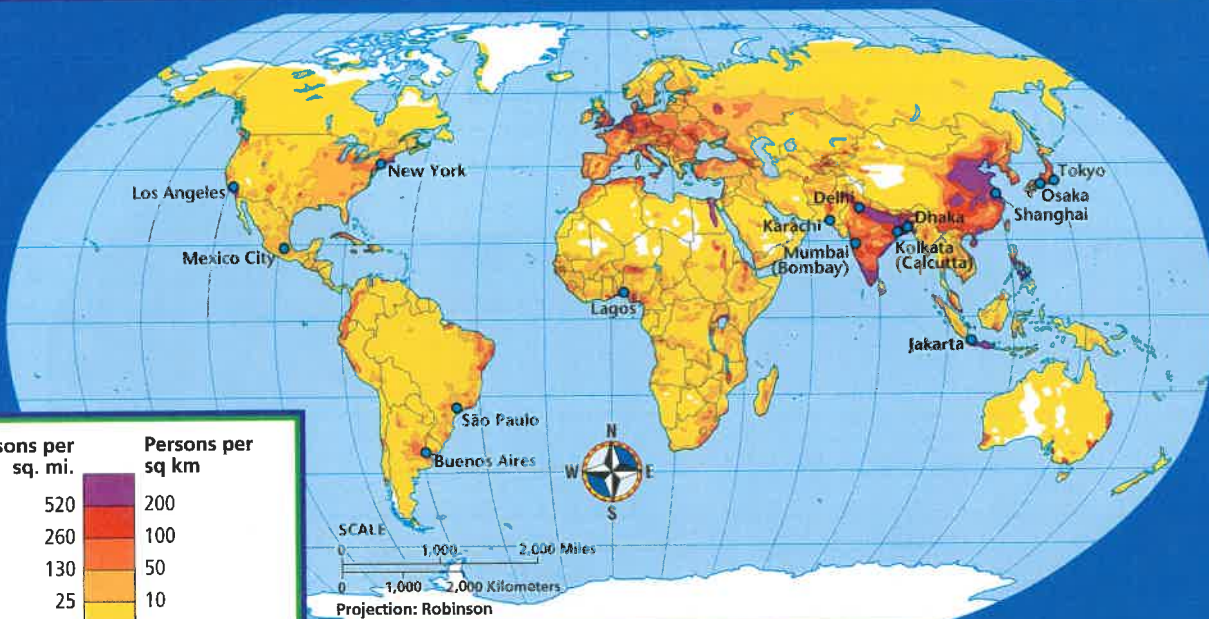
**INTERPRETING THE CHART** Population densities in U.S. counties vary dramatically. Based on the population data in this chart, how would you expect the human geography of Blue Earth County, Minnesota, to be different from that of New York (Manhattan), New York?

**Population Density** One important statistic geographers use is **population density**. This is the average number of people living in an area. It is usually expressed as persons per square mile or square kilometer. In this textbook you will find the population densities of the world's countries in the Fast Facts table in each unit.

Population densities around the world vary greatly. For example, Canada has just 8 persons per square mile. On the other hand, Bangladesh has 2,361 persons per square mile. Population density reflects the size of a country, the size of its population, and its environmental conditions. For example, Canada is a huge country. However, much of it is too cold to support large numbers of people. Most of Canada's 31.6 million people live along the country's southern border. Temperatures are warmer there. As a result, southern Canada is more densely populated than the rest of the country. Bangladesh is much smaller in area than Canada. Yet nearly all of Bangladesh is covered by rich farmland. Many of the country's roughly 131 million people are crowded onto that farmland. Within a country, smaller areas may have an even greater range of population densities. (See the chart of population density in selected U.S. counties.)

**READING CHECK: Human Systems** Why do population densities vary greatly among the world's countries?

**World Population Density**



**INTERPRETING THE MAP** The world's major population clusters can be seen on this map of world population density. The East Asia cluster contains about 25 percent of the world's people and is dominated by China. The South Asia cluster is home to about 20 percent and is dominated by India. Europe has about 12 percent of the world's people, while eastern North America has less than 5 percent. How do you think the patterns on this map will change over the next 100 years? Why?





*Nigeria is an example of a country with a high birthrate—there are about 40 births per 1,000 persons each year. The high birthrate, combined with a much lower death rate, has resulted in a young, rapidly growing society. About 44 percent of Nigeria's population is currently below the age of 15.*

**Population Distribution** People are spread unevenly across Earth. Some places are crowded with people, while others are empty. Where do most of the world's people live? Why do people live in some places and not in others? About 90 percent of the world's people live in the Northern Hemisphere. About two thirds of these people live in the middle latitudes between 20° and 60° north. Many people there live in lowland areas, particularly along fertile river valleys near the edges of continents. Four areas of the world have great clusters of population. Those areas are East Asia, South Asia, Europe, and eastern North America. There are also smaller clusters, such as the Nile Valley in Egypt and the island of Java in Indonesia. (See the World Population Density map.)

Why is the world's population so unevenly distributed? The simple reason is that people tend to live in areas that are favorable for settlement. They also tend to avoid areas that are unfavorable. Therefore, places with mild climates, fertile soils, and an adequate supply of freshwater usually have more people than areas without these features. For the same reason, polar regions, deserts, and rugged mountains usually have few people.

✓ **READING CHECK:** **Human Systems** Why is the world's population so unevenly distributed?

**Population Change** Geographers also use statistics to study how populations are changing. The number of people in any place is the result of three major factors. The first is how many people are born each year. This factor is expressed as the **birthrate**. The birthrate is the number of births each year for every 1,000 people living in a place. The second factor is how many people die each year. This is known as the **death rate**—the total number of deaths each year for every 1,000 people. The third factor is **migration**. Migration is the process of moving from one place to live in another. People who leave a country to live somewhere else are called **emigrants**. People who come to a new

country to live are called **immigrants**. If large numbers of people are leaving or entering a country, it can have major effects on a population.



## FOCUS ON GEOGRAPHY

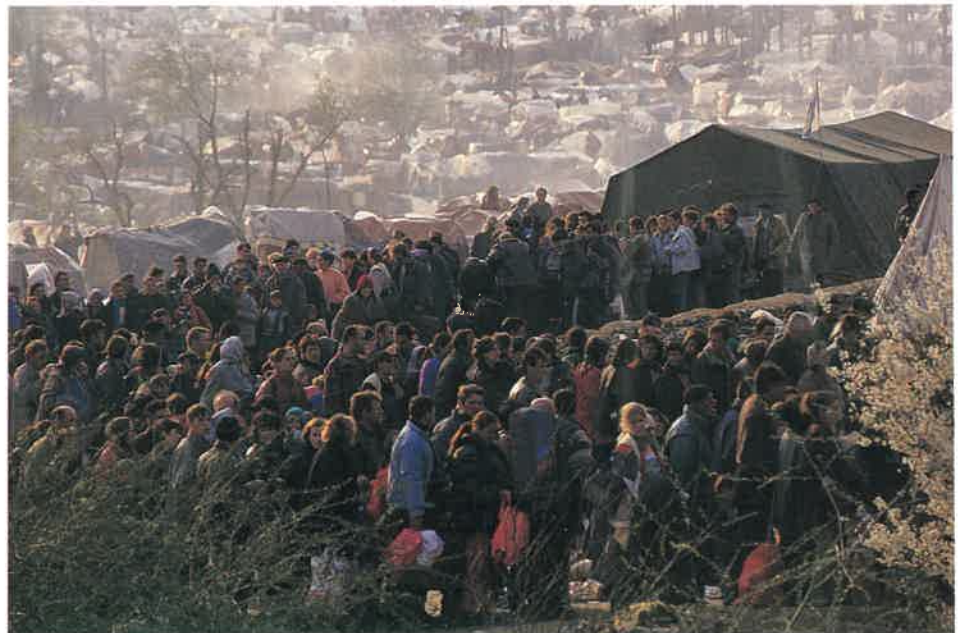
**Migration** Migration is a common theme in human history. Scientists think that humans and their ancestors began migrating out of Africa between 1 and 2 million years ago, moving into Asia and Europe. They may have been looking for better hunting, or perhaps they just wanted to know what was over the horizon. The last continents discovered and settled by humans were Australia at least 40,000 years ago and, later, North and South America. To reach the Americas, people may have crossed a land bridge from Asia to Alaska that became available when sea levels fell during the last ice age. However, there is growing evidence that humans may have reached the Americas even earlier. Some may have traveled to the region in small boats along the coast.

Geographers study migration by analyzing **push factors and pull factors**. A push factor causes people to leave a location. A pull factor attracts people to a new location. Most people migrate for economic reasons. The push may be a lost job or lack of opportunity for promotion. The pull may be a better job or higher pay somewhere else.

Many other push and pull factors can cause people to move. For example, environmental conditions and hazards cause migration. Droughts and floods have often forced people to move. Over time, warm sunny climates have drawn people to Arizona, Florida, and Texas. People also flee political unrest and wars. People who have been forced to leave and cannot return to their homes are **refugees**. They often leave because they do not feel safe where they live or suffer discrimination. On the other hand, political or personal freedom can be a pull factor. For example, people have moved to find freedom in democratic countries like the United States and Canada. Finally, physical geography can affect the routes, flows, and destinations of migrants. For example, many early Americans migrated from the East Coast to the interior plains to farm. The physical

### INTERPRETING THE VISUAL RECORD

*In the late 1990s unrest in Kosovo, Yugoslavia, disrupted the lives of hundreds of thousands of ethnic Albanians and forced many people to flee the region. Here, refugees in neighboring Macedonia wait to be transported to nearby transition camps. How might such a sudden population increase strain the resources of Macedonia?*





geography of the United States, including the locations of the Appalachian Mountains and major rivers, greatly influenced these migration patterns.

✓ **READING CHECK:** *Human Systems* What kinds of factors cause migration?

**Natural Increase** Geographers are also interested in the rate of natural population growth, or natural increase. This rate is based just on births and deaths—it does not take migration into account. You can find the rate by subtracting the death rate from the birthrate. This final number is expressed as a percentage. In the United States, the rate of natural increase is about 0.6 percent each year.

The rate of natural increase varies greatly in countries around the world. The highest rates are found in countries in Africa and Southwest Asia. Rates there are sometimes 3 percent or higher. The number of people living in those places is rising rapidly. Most countries in Central and South America and in Southeast Asia have more moderate rates of natural increase. The rates for these areas are somewhere between 1 and 3 percent. The lowest rates—less than 1 percent—are found in most European and North American countries. Australia, New Zealand, and Japan also have such low rates. Some countries, such as Italy and Russia, actually have negative growth rates. The number of people living in these countries is decreasing.

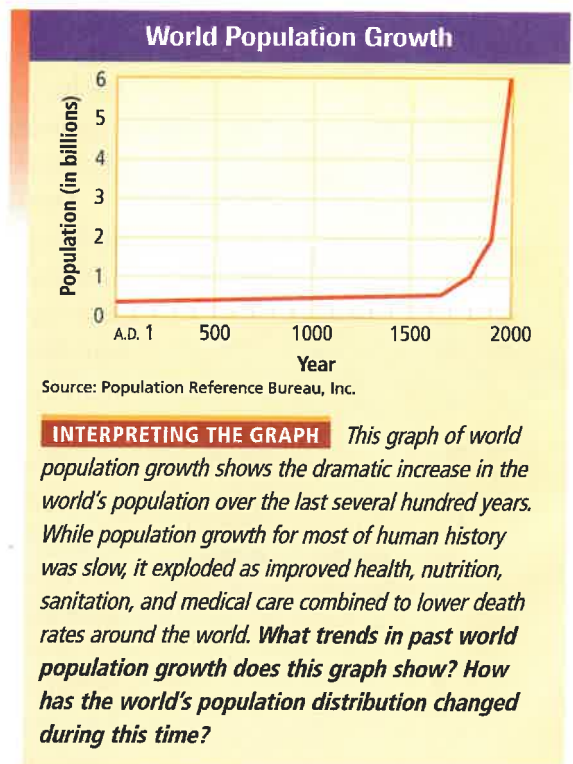
These percentages—1, 2, and 3—may sound small. However, they can add up to large population increases in a short period of time. For example, suppose the number of people living in a country grows at a rate of 3 percent. That country's population will double in only about 23 years! Geographers call the number of years needed to double a country's population its doubling time.

✓ **READING CHECK:** *Human Systems* Where are the highest rates of natural increase found in the world? The lowest?

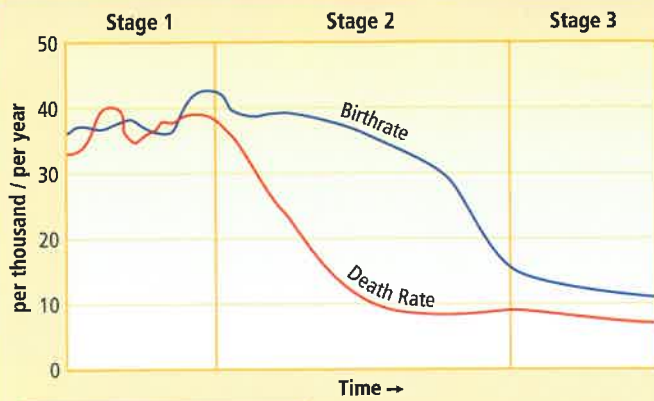
## World Population Trends

The world's population has increased rapidly in the last 200 years. (See the graph of world population growth.) Earth is now home to more than 6 billion people. This number is increasing by nearly 80 million each year. That is almost 220,000 people a day! It is hardly surprising that worries about crowding and environmental problems are in the news.

In the year A.D. 1 the world's population was probably about 300 million. By 1600, it had doubled to 600 million. Then populations began to increase steadily. Farm technology and public sanitation improved, and the basics of modern medicine began. Cities grew larger. The world's population distribution was also changing as large population clusters grew in North America, South Asia, and East Asia. By about 1850, world population had doubled again to 1.2 billion. Since then, Earth's population growth has exploded. World population passed the 2 billion mark before 1930 and doubled again to 4 billion by 1975. In 2000 there were more than 6 billion people.



## The Demographic Transition



**INTERPRETING THE GRAPH** The demographic transition model is based on changes that occurred in the populations of many Western European countries as they industrialized. New economic and social conditions shaped these countries' populations. As medical care and health improved, the death rate fell. Eventually, the birthrate also fell as modern urban societies developed. **During which stage in the model is population growth highest? How could you apply the demographic transition model to present geographic information about the countries of Western Europe?**

Some people worry about overpopulation. Overpopulation is a situation in which the existing number of people is too large to be supported by available resources. However, there is much debate among geographers and other scientists about how many people the world can support. Also, birthrates in many countries have dropped in recent years. These changes will affect future population growth and resource needs around the world.

✓ **READING CHECK: Human Systems** How many people are there in the world? How is this number changing each year?

**The Demographic Transition** The demographic transition is a model that shows how birthrates and death rates dropped in many Western countries as they developed modern economies and industries. Most of the world's richest and most technologically advanced countries have experienced a transition from high birthrates and death rates to low birthrates and death rates. In addition, many of the world's

poorer countries are now in the middle of similar population changes. While many demographers think these countries will also experience a transition to lower birthrates and death rates, no one can predict exactly how this will happen.

During the first stage of the demographic transition, both birthrates and death rates are high. (See the graph of the demographic transition.) Parents have many children, but poor health conditions mean that many do not live to become adults. The infant mortality rate—the number of infants that do not survive their first year of life—is high. Since both the birthrate and death rate are high, the population neither grows nor decreases much. Instead, the total population remains relatively stable. This stage of the demographic transition is typical of countries that are mostly agricultural.

During the second stage, the death rate begins to fall. This happens partly because of improvements in medicine and health care, particularly for infants and children. As a result, the infant mortality rate drops significantly during this stage, and more children survive their early years. Better food production and distribution may also help lower the death rate. While the death rate falls, the birthrate remains high. Families grow as children and adults live longer. As a result, the total population grows. Also during this stage, economic improvements and the switch to more advanced farming technologies cause rural to urban migration and the rapid growth of cities. Near the end of the second stage, the birthrate begins to fall. As more people switch to life in a modern urban society, they marry later and have fewer children. As a result, population growth begins to slow again.

During the third stage, both birthrates and death rates are low. Thus, total population growth is low. All of the world's economically advanced countries have reached this final stage. These countries include the United States, Canada, Japan, Singapore, Australia, New Zealand, and nearly all European countries.



Between 1950 and 1998 the average life expectancy in the developing world rose from 40 to 63 years, and the world's population more than doubled.

These countries have all experienced a demographic transition from an agricultural society with high birthrates and death rates to an urban and industrial society with low birthrates and death rates.

**READING CHECK:** *Human Systems* How does the demographic transition explain trends in past world population growth?

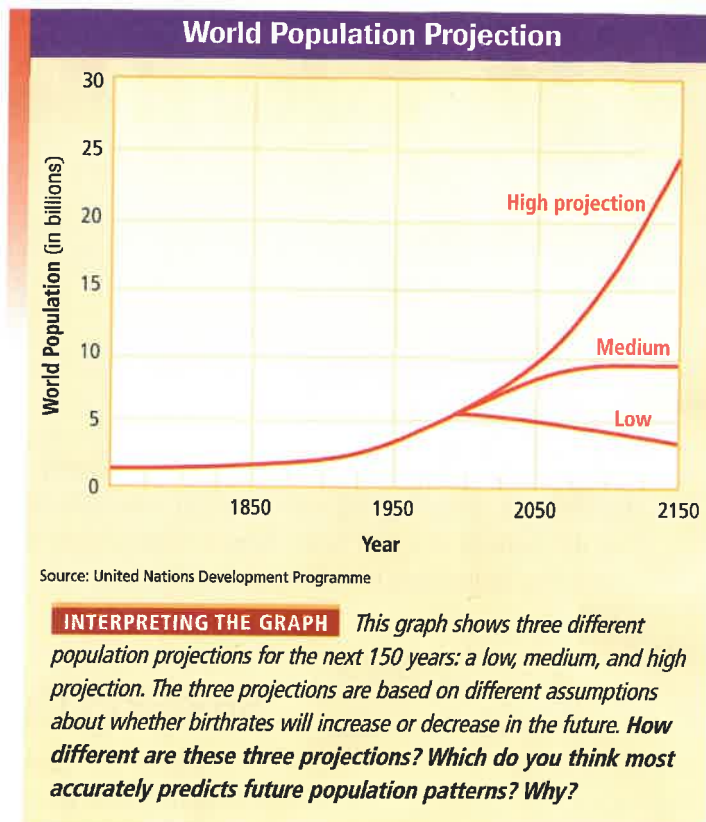
**Future Populations** How will the world's population change in the future? Will it continue to grow rapidly, or will lower birthrates lead to a slower rate of growth and a more stable population?

While we cannot be certain about how populations will change in the future, we can use demographic information to make population projections. Population projections are estimates of a future population's size, age, growth rate, or other characteristics based on current data. Forecasting future population growth is not easy. Population growth is tied to future birthrates, which cannot be known ahead of time. As a result, demographers often make several different projections. (See the graph.) In general, the farther into the future a projection is made, the less reliable it is.

Future world growth rates will depend on what happens in the countries that have high rates of natural increase. In some of these countries birthrates have been falling over the last 20 years. These countries seem to be moving toward the third stage of the demographic transition.

Regardless of how the world's population changes in the future, all countries will face population-related challenges. For example, caring for a growing number of children or older people will strain the resources of many countries. Maintaining public health, producing food, and protecting the environment will be important issues for populations around the world.

**READING CHECK:** *Human Systems* Why is it so difficult to predict population growth?



## Review

**Define** demography, population density, birthrate, death rate, migration, emigrants, immigrants, push factors, pull factors, refugees

### Reading for the Main Idea

- Human Systems** What are some statistics that population geographers and demographers use to study populations?
- Places and Regions** Where are the four great clusters of world population?

### Critical Thinking

- Making Generalizations and Predictions** How can the demographic transition model help geographers predict future population changes?
- Analyzing Information** What is one example of physical geography affecting the route and flow of migration?

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### Organizing What You Know

- Create a chart like the one shown below. Use it to identify five push factors and five pull factors that can cause migration.

Push factors	Pull factors



# Section 2

## Cultural Geography

### READ TO DISCOVER

1. How do geographers study culture?
2. How do cultures change over time?

### Reading Strategy

**PAIRED SUMMARIZING** Read this section silently, making notes as you read. Working with a partner, take turns summarizing the material and your notes. Stop to discuss ideas that seem confusing. Include key terms and their definitions.

### DEFINE

culture	innovation
culture traits	diffusion
culture region	globalization
ethnic groups	traditionalism
acculturation	fundamentalism

## Studying Culture

A key term for understanding human geography is **culture**. Culture includes all the features of a people's way of life. It is learned and passed down from parents to children through teaching, example, and imitation. Important parts of culture include a group's language, religion, architecture, clothing, economics, family life, food, and government. It also includes a people's beliefs, institutions, shared values, and technologies as well as its members' skills. What are some of the features of your culture?

### INTERPRETING THE VISUAL RECORD

*The Amish are a religious group in North America with many distinct culture traits, such as simple clothing styles and the use of traditional farming techniques. These unique culture traits give Amish communities a distinctive cultural landscape. What elements of Amish culture can you see in this photograph?*

**Culture Traits** Activities and behaviors that people often take part in are called **culture traits**. There are many kinds of culture traits. Some, such as learning to read and do math, are much the same around the world. This is true even though different cultures use different alphabets and symbols. Other culture traits vary from place to place. For example, most Americans eat with a knife, fork, and spoon. However, Chinese eat with chopsticks. Ethiopians eat



with their fingers or use bread to scoop their food. Each of these traits is considered correct where it is practiced.

Many culture traits are linked. For example, the Amish are a religious group in the United States and Canada. Traditional Amish beliefs favor a simple way of life and separation from many parts of modern society. People in Amish communities may not use automobiles, electricity, or telephones. Men are known for their simple dress, which includes broad-brimmed black hats and plain clothes. Women wear bonnets, long dresses, and shawls. Most Amish farmers do not use modern technology, such as tractors. Instead, they use horses to plow their fields. This example shows how the culture traits of religion, farming, and the use of technology can be linked.

✓ **READING CHECK:** *Human Systems* How are Amish cultural traits linked, and how do they separate the Amish from the rest of society?

**Culture Regions** The world is made up of many different culture groups. Each group has its own way of life. This includes the way they use their land, the resources they depend on and value, and what religions they practice. It also includes settlement patterns, attitudes toward the role of women in society, forms of government, and other customs. These different ways of life generate distinctive cultural landscapes around the world.

An area in which people have many shared culture traits is called a **culture region**. An individual country may be a single culture region. For example, Japan has one dominant culture throughout the country. However, sometimes countries include many culture regions. For example, many countries in Africa include dozens of different **ethnic groups**. An ethnic group is a human population that shares a common culture or ancestry. African countries that are home to many different ethnic groups include Kenya, Nigeria, and South Africa.

Country borders sometimes divide culture regions and separate members of one ethnic group. For example, the Kurds are an ethnic and linguistic group in Asia. However, the borders of Iran, Iraq, and Turkey divide their traditional homeland. A culture region can also be made up of several countries. Australia and New Zealand make up one such culture region. The two countries share the same language and have similar traditions and systems of government.

✓ **READING CHECK:** *Human Systems* What traits make a place's cultures distinctive?

## Culture Change

Culture traits change through time. Sometimes, these changes are as simple as wearing new clothing styles. Ask some adults what clothing styles were popular when they were your age. Clearly, for many people clothing is more than just something that covers our bodies. It also reflects personal values, tastes, and style.

Often, changes in culture traits are even more complex than new fashions. For example, in the 1800s people in the United States walked or rode streetcars downtown to do their shopping. In the 1900s, buses and cars eventually replaced streetcars. Today modern expressways and subways take shoppers away



*One important change in many cultures involves attitudes toward the role of women in society. In the 1900s women in many countries entered the workforce in large numbers, became politically active, and enjoyed more freedoms and independence. These cultural changes allowed many women to seek careers in traditionally male fields, such as steelmaking.*





#### INTERPRETING THE VISUAL RECORD

*Innovation and diffusion of ideas cause culture change in places like this area near Breves, Brazil. With satellite connections and other modern technologies, diffusion across the world is now possible in a matter of days. How might cultural patterns in this part of Brazil influence the process of diffusion?*

from city centers to huge shopping malls in the suburbs. As transportation systems have changed, so have culture traits such as shopping patterns and personal mobility. Can you think of other examples of changing cultural traits in the United States?

Throughout history, general processes such as migration, war, and trade have caused cultures to change. These processes expose culture groups to new ways of life, including new languages, resources, and technologies. For example, when Spain colonized the Americas, Spanish settlers brought horses with them. Before Spanish settlement, American Indian cultures had not been exposed to these animals. Soon, however, they acquired horses, which became an important part of their culture. Many American Indian groups became skilled riders and used horses in hunting and in war.

The general processes of migration, war, and trade still cause culture change around the world. New culture traits are added as older ones fade from memory. Today modern communications and transportation systems have speeded culture change. Many of the world's young people seem to enjoy such fast change. They look forward to new technologies and ways of thinking.

When an individual or group adopts some of the traits of another culture, the process is called **acculturation**. Immigrants to the United States provide good examples. They often have to learn a new language and adopt a new way of life in this country. It is often difficult and stressful. However, through time, they often fully accept a new culture. When immigrant groups adopt all of the features of the main culture, it is called assimilation.

✓ **READING CHECK:** **Human Systems** How do general processes such as migration, war, and trade cause culture change?

**Innovation and Diffusion** Two concepts help us understand how cultures change. The first is **innovation**—new ideas that a culture accepts. People are always thinking of new ways to do things. However, only new ideas that are

useful will last. Some innovations happen just once and then spread throughout the world. For example, baseball was developed in the United States and later spread to the Caribbean and Asia. Other innovations are discovered in different places at different times. For example, ways for building boats developed independently among people all over the world.

The second important concept for understanding how cultures change is **diffusion**. Diffusion happens when an idea or innovation spreads from one person or group to another and is adopted. For example, jazz is an American form of music that took hold in New Orleans. Later, it spread to other parts of the United States and the world. Certain factors can aid or slow diffusion. For example, physical barriers like mountains and deserts can slow diffusion. Cultural similarities, such as shared languages, can aid diffusion from one group to another.

**Types of Diffusion** How does diffusion happen? Culture traits can spread to new places in several ways. Sometimes, information about a new idea or innovation spreads throughout a society. This is called **expansion diffusion**.

Culture traits also spread when people move to new places and take their culture with them. This is called **relocation diffusion**. That is how English, a European language, became the main language in Australia and New Zealand. Religions often spread through this type of diffusion. For example, Judaism diffused throughout the United States with European immigrants.

Culture traits sometimes spread from places of greater size and influence to smaller places. This is called **hierarchical diffusion**. For example, new fashions and music styles often begin in Los Angeles or New York. These large cities are centers of the entertainment industry. From these cities, the new styles spread to other large cities. Eventually, the latest fashions reach small towns.

✓ **READING CHECK:** **Human Systems** What are some factors that might aid or slow diffusion?

**Globalization** Today communications networks like the Internet and satellite television deliver information constantly to people around the world. These innovations are spreading culture traits more quickly than at any other time in human history. As a result, a global set of culture traits is taking hold. For example, people around the world now eat the same kinds of fast-food and



**INTERPRETING THE VISUAL RECORD**

*The spread of global businesses is an important part of the process of globalization. For example, American fast-food restaurants have diffused to Russia and Eastern Europe, Latin America, Asia, and other world regions. This fast-food restaurant is in Moscow. How might the spread of U.S.-based fast-food franchises such as this one be an example of cultural convergence?*





**INTERPRETING THE VISUAL RECORD**

Geographers are fascinated by globalization and traditionalism. Our world is full of places that are modern and innovative and places that are traditional and historic. Here, bagpipers in Edinburgh, Scotland, play traditional Scottish music. The bagpipe has become a well-known symbol of Scotland. Besides bagpipes, what other examples of cultural traditions can you see in this photograph?

wear the same types of jeans. Many also drive the same kinds of cars and enjoy listening to the same music. This process, in which connections around the world increase and cultures become more alike, is called **globalization**. Today it often has its roots in the United States. For example, American English, slang, popular culture, and businesses have spread to many countries and caused culture change. However, globalization also affects American culture. For example, Japanese electronics, German cars, and Italian fashions are all popular in the United States.

Globalization is an example of cultural convergence—different cultures blending together. This happens when the ideas, habits, and institutions of one culture come in contact with those of another culture. The spread of name-brand soft drinks throughout the world is an example. So is the popularity of Mexican food in the United States.

✓ **READING CHECK: Human Systems** What are some examples of globalization and the spread of cultural traits?

**Traditionalism** The opposite of globalization is **traditionalism**. Traditionalism means following longtime practices and opposing many modern technologies and ideas. In some cases, increasing religious **fundamentalism** has been a reaction to the spread of modern culture. The word *fundamentalism* can describe any movement in which people believe in strictly following certain established principles or teachings. In fact, many people believe that old ways of doing things should not be changed. They argue that old traditions tie people to their community, religion, and ancestors.

Traditionalism contributes to cultural divergence—the process of cultures becoming separate and distinct. This process happens when one group protects its culture from outside influences and another group welcomes change. Places with traditional cultures preserve the past, and their landscapes change very little. For example, ethnic celebrations and festivals keep cultures separate and distinct. These festivals celebrate a culture’s unique history, identity, and way of life.

✓ **READING CHECK: Human Systems** Why do some favor traditionalism? Does traditionalism contribute to cultural convergence or cultural divergence?

Section **2**

**Review**

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**Define**

culture, culture traits, culture region, ethnic groups, acculturation, innovation, diffusion, globalization, traditionalism, fundamentalism

**Reading for the Main Idea**

1. **Human Systems** What do geographers study when they look at a region’s culture?

2. **Human Systems** How does diffusion cause culture change?

**Critical Thinking**

3. **Supporting a Point of View** What do you think are the most important parts of your culture? Why?

4. **Contrasting** How might globalists and traditionalists view cultures, places, and regions differently?

**Organizing What You Know**

5. Copy the graphic organizer below. Use it to describe the three different types of diffusion. Then give two examples of each.

Expansion diffusion	Relocation diffusion	Hierarchical diffusion

# Geography for Life

## Geography and History

To understand our world, we must study its geography and its history at the same time. All historical events happen at a certain place. In turn, environmental conditions affect historical events.

Earth's landscapes and environmental conditions change over time. These changes in physical geography can determine the fates of entire civilizations. Most of these changes are slow and their effects very gradual. Other changes are more dramatic. For example, to the ancient Greeks, Ephesus was a key commercial city on the coast of what is now Turkey. Over time a river filled the city's harbor with sediment. When it was no longer useful as a port, Ephesus faded from importance.

Environmental changes such as climate shifts can also affect history. For example, a period of weather extremes began about A.D. 1300. In Europe heavy rains and early freezes caused crops to fail. In some places, many people starved to death. Because many survivors were poorly nourished, they were vulnerable to diseases, such as the plague. The spread of the plague, or Black Death, across Europe turned the 1300s into a century of disasters.

Physical features can also influence history and the distribution of culture groups. Consider why people have settled in certain places. You may live in the Mississippi River watershed in a city with a French name, such as St. Louis or Des Moines. Why did French explorers and settlers go there instead of farther east or west? The

region's waterways give us the answer. The Great Lakes and the Mississippi River provided a route south and west from French territory in Canada. The Mississippi became a highway into the continent's heart for those who had crossed the Atlantic from France. Similarly, high mountains between Afghanistan and Pakistan seem like a huge wall in the path of travelers. However, the Khyber Pass cuts through this wall. In places this ravine is only 50 feet (15 m) wide. Yet over the centuries invading armies and migrating peoples have poured through the pass. Each group has left its stamp on the region's diverse cultures.

Just as physical features can make diffusion of peoples and ideas easier, they can also make it more difficult. For example, the Sahara forms a vast barrier across northern Africa. During the A.D. 600s, Arab armies brought Islam to the area north of the desert. However, the Sahara slowed the spread of Arab influence to the south. Other features of Africa's natural environments also limited European influences for a time there. The mosquitoes that carry malaria require a warm, rainy climate. Because the insects thrived in Africa's tropical forests, movement by Europeans into many areas was delayed. Many Africans who had lived in those regions for generations had some resistance to malaria. Europeans did not.

In turn, history affects both physical and human geography. For example, European sailors of the 1500s changed forever the human geography of the places they opened to settlement. An area's languages, religions, ethnic makeup, architecture, clothing, customs—all these would change. Humans have also changed physical geography. We have altered the land throughout our history.

*Since ancient times, the Khyber Pass has been an important travel route between Afghanistan and Pakistan. Persians, Greeks, Mughals, Afghans, and other peoples have all passed through it.*



### Applying What You Know

- 1. Summarizing** What are some ways in which geography affects history?
- 2. Drawing Inferences and Conclusions** Look at a physical map of the world. How do you think certain deserts, mountain ranges, rivers, and other physical features affected migration patterns and the distribution of culture groups?



Section  
**3**

# World Languages and Religions

**READ TO DISCOVER**

1. What is the geography of the world's languages?
2. What are the three main types of religions that geographers identify?

**DEFINE**

- |                   |                          |
|-------------------|--------------------------|
| dialect           | universalizing religions |
| lingua franca     | monotheism               |
| ethnic religions  | missionaries             |
| animist religions | mosques                  |
| polytheism        | hajj                     |

## Reading Strategy

**READING ORGANIZER** Before you read this section, draw a concept map (a circle with rays that attach smaller circles). In the large circle write World Languages and Religions. As you read, write in the smaller circles the information you learn about languages and religions. Include key terms and their definitions.

## Geography of Languages

Language is one of the most important areas of study in geography. Language is important to culture because it is the main means of communication. For example, one generation passes customs and skills to the next mainly through language. Language is an important part of a culture's traditional celebrations, rituals, and ceremonies. Language also influences the routes and patterns of cultural diffusion and migration. For example, new information spreads more easily among places that have a common language. In addition, language differences can be a barrier to diffusion.

For geographers, one of the most basic facts about languages is that they have spatial characteristics. Languages are spoken in specific regions of the world and shape people's lives there. Patterns of speech also help make specific regions of the world distinctive. For example, Spanish is spoken throughout most of South America. The widespread use of Spanish in the region helps make South America distinct. However, most people in South America's largest country, Brazil, speak Portuguese. As a result, Brazil is a clear linguistic subregion within South America.

About 3,000–6,500 languages are spoken in the world today. Experts divide these languages into more than a dozen families. These families are groups of languages that experts believe have a common origin. (See the map of world language families.) Language families, in turn, are divided into language branches. For example, English is a language in the Germanic branch of the Indo-European family. Spanish and French are languages in the Romance branch of the same family. About 50 percent of the world's people speak an Indo-European language.

The language with the most speakers is Mandarin Chinese. (See the chart of principal languages of the world.) Mandarin belongs to the Sino-Tibetan language family. About 20 percent of the world's people speak a Sino-Tibetan language. Speakers of any one language might use a particular **dialect**. A dialect



### Principal Languages of the World

Language	Speakers (in millions)
Mandarin	873
Spanish	322
English	309
Arabic	197
Hindi	180
Portuguese	177
Bengali	171
Russian	145
Japanese	122
German	95

Source: *The World Almanac 2006*

**INTERPRETING THE CHART**

*Mandarin has by far the most "first language" speakers of any language in the world, while English is a distant third. Why do you think English has the third-highest number of "first language" speakers?*

## World Language Families



is a regional variety of a language. For example, British English and American English are dialects of the same language. While different dialects can usually be understood by speakers of the same language, they contain distinctive words and pronunciation. These unique words and phrases can usually provide clues to where a speaker is from. Can you think of some dialects of English found in the United States?

To understand language patterns, geographers study where a language comes from and how it has spread. Languages spoken by very few people usually indicate remote populations whose people have not migrated. We can see examples of this in some mountain areas. For example, in the Caucasus Mountains many different languages are spoken by small groups of people. Some of these groups have been isolated in mountain valleys since ancient times.

English has become the most widespread language in the world. English traces its beginnings to Anglo-Saxon, which became distinct about 1,500 years ago on the island of Great Britain. By about 1500, it had developed into Modern English. The language spread rapidly when Britain began to colonize large areas of the world a few hundred years ago. Today English is the main language of globalization and the Internet. Millions of people now speak English as a second language. English words have also become part of other languages. For example, baseball is called *beisbol* in Spanish. The French refer to the weekend as *le weekend*. English has become a **lingua franca**—a language of trade and communication—for the whole world.

✓ **READING CHECK:** *Human Systems* How has English spread around the world?



Some linguists believe that 90 percent of the languages spoken today may die out in the next 100 years.



## English on the Internet

The Internet links millions of the world's computers. It developed out of efforts to make sure that U.S. authorities would be able to communicate after a nuclear war. Ever since then the Internet has been dominated by the United States and the English language. Today more than 80 percent of the Internet's home pages, or Web sites, are in English. Also, about 90 percent of Internet users are English-speakers. Many scientists and businesspeople around the world use the Internet—and therefore English—to communicate with each other.

People in non-English-speaking countries often build their Web sites in English. This is particularly helpful if they use the Web for international communication. In some countries, using English has become a status symbol. It suggests that a Web site's information may interest people around the world.

**Analyzing** In what way is the use of English on the Internet an example of cultural convergence?

## Geography of Religion

Religion is another important topic in human geography. It is a key culture trait that binds many societies together and gives meaning to people's lives. Geographers are interested in religion for many reasons. Religions differ from place to place and produce culture traits that can be mapped. Religions also can greatly affect the cultural landscape. For example, religious buildings and sacred locations are usually clearly marked places where certain types of behavior are required. Religion can also have more indirect effects on the landscape. For example, the Christian practice of burying the dead requires Christian societies to use land for cemeteries. Also, religious differences are a key component of many conflicts around the world. Conflicts between Hindus and Muslims in India and Catholics and Protestants in Northern Ireland are two examples. Perhaps even more importantly, religion is an important part of many people's identity and connection to a certain place.

Geographers identify three main types of religions. **Ethnic religions** focus on one ethnic group and generally have not spread into other cultures. Old beliefs, legends, and customs of different ethnic groups shape these religions. The followers of ethnic religions do not seek to convert people to their beliefs. Instead, they practice their religion as part of their ethnic heritage. Hinduism is the largest such religion. It is centered in India. Other ethnic religions include Confucianism and Taoism in China, Shintoism in Japan, and Judaism in Israel. (See the World Religions map.)

In **animist religions**, people believe in the presence of the spirits and forces of nature. **Polytheism**, or the belief in many gods, is an essential part of most of these religions. Animist religions are also often considered ethnic religions because particular peoples practice them. They are common in many traditional societies and likely were practiced long before more modern types of religions became common.

In contrast to ethnic religions, **universalizing religions** seek followers all over the world. They hope to appeal to people of many different cultures. More than half of the world's people follow these religions. Christianity and Islam are universalizing religions. Each is based on **monotheism**—the belief in one god. These religions also have **missionaries**, who help spread the religion. New converts are accepted through symbolic rituals and initiations. The ultimate goal of universalizing religions is to spread their beliefs to the entire world. Therefore, it is not surprising that universalizing religions are the most rapidly growing religions.

Religion provides a rhythm to daily life and shapes distinctive cultural patterns. In Islamic countries, for example, people stop to pray several times a day. When praying, they face toward Mecca, the spiritual center of Islam. Houses of worship called **mosques** are common. Important mosques are beautifully designed and decorated. Large crowds gather for prayers there, particularly on Friday at noon. Many people in Islamic countries also make a special religious journey to Mecca called a **hajj**. Islam requires its followers to make this journey at least once in their lifetime.



*An Internet cafe in Ecuador*

# World Religions



**Legend:**

- Buddhism
- Chinese religions (Buddhism, Taoism, Confucianism)
- Christianity—Eastern Orthodox
- Christianity—Protestant
- Christianity—Roman Catholic
- Hinduism
- Islam
- Japanese religions (Shintoism, Buddhism)
- ★ Judaism
- Local religions
- Uninhabited

**INTERPRETING THE MAP** The world's major religions each dominate certain regions of the world. For example, Buddhism is most widely practiced in Asia, while Hinduism dominates India. However, within each major world region, a huge number of smaller religions

also exist. Also, a growing number of people are secular, or nonreligious. Based on the map, which religions are practiced in the United States? In Africa? How widespread is Christianity? How widespread is Islam?

While religion remains important around the world, in some places it has declined. A growing number of people in these places are secular, or nonreligious. Europe in particular has experienced declines in the number of people actively participating in religious activities, such as attending church each week. There are many possible reasons for this decline in religion. For example, the development of modern technologies and science has caused some people to question the beliefs of traditional religions.

**READING CHECK:** *Human Systems* What are the three main types of religions?

## Section 3 Review

**go.hrw.com** Homework Practice Online  
Keyword: SW3 HP5

**Define** dialect, lingua franca, ethnic religions, animist religions, polytheism, universalizing religions, monotheism, missionaries, mosques, hajj

### Reading for the Main Idea

1. **Human Systems** Why are communication and beliefs so important in human geography?

2. **Human Systems** About how many languages are spoken in the world today? Which language has the most speakers?
3. **Human Systems** What are some examples of ethnic religions?

### Critical Thinking

4. **Analyzing** How has religion shaped the cultural landscape of your community?

### Organizing What You Know

5. Copy the chart below. Use it to describe, compare, and contrast the three main types of religions.

Animist religions	Ethnic religions	Universalizing religions



**Abraham**  
c. 2000 B.C.



**INTERPRETING BIOGRAPHY**

According to biblical sources, Abraham was originally an inhabitant of Ur, where he was known as Abram. After establishing a covenant with God, he changed his name to Abraham, meaning, "father of many." This reflected a promise that Abraham would be the leader of many peoples.

Abraham is a sacred figure to three religions: Judaism, Christianity, and Islam. All three faiths trace their heritage to Abraham through the line of prophets descended from his sons. Some people consider Abraham the first historical figure to follow a faith with one supreme deity. How does Abraham's connection to modern religions reflect his name "father of many"?



◀ **Sacred Text:**  
*the Torah*



**Sacred Site:** ▶  
*Jerusalem*



▶ **Sacred Symbol:**  
*Star of David*



## Special Days

Passover, in spring; Rosh Ha-Shanah and Yom Kippur, in autumn; and Hanukkah, in late autumn or winter





**Hindus consider it a sacred duty to bathe in the holy waters of the Ganges River. This ritual cleanses the bather's mind and spirit.**

**Sacred Sites:**  
the Ganges River,  
the city of Varanas



**Sacred Texts:**  
The Vedas, Bhagavad Gita



**Festival of Holi**



**Sacred Creature:**  
the Cow

**The cow is a particularly sacred animal in the Hindu faith in part because of the important role it has played in sustaining life.**

**Mahavira**  
c. 599–527 B.C.



### INTERPRETING BIOGRAPHY

*Over the years many religious leaders added to and expanded Hindu thought. One such person was Mahavira, also known as Vardhamana. He was born into a warrior clan in northeastern India. At the age of 30 he left his home and entered the forest to find spiritual fulfillment. He got rid of all his personal possessions. For more than 12 years, he wandered the countryside with nothing to his name and little contact with other people.*

*After he felt he had gained the answers to his questions about life, Mahavira began teaching others. He believed the key to enlightenment was to live apart from the material world as much as possible. Many early Hindus were influenced by his ideas. Eventually his beliefs became the basis of Jainism, a new religion. How did Mahavira influence Hindus?*

## Special Days

Festival of Holi, in spring; Diwali, or Deepavali (Festival of Lights) in autumn



# Buddhism

## Siddhartha Gautama

563 B.C.—483 B.C.



### INTERPRETING BIOGRAPHY

*Siddhartha Gautama was born the son of an Indian prince. At the age of 29, he left his palace and was shocked by the suffering he saw. As a result, he wondered about the great problems of life. "Why does suffering exist?" he asked. "What is the meaning of life and death?"*

*Gautama decided to spend the rest of his life seeking answers to his questions. In what is now called the Great Renunciation, he put aside all his possessions, left his family, and set out to search for truth. One day, while meditating under a bodhi tree near the town of Bodhgaya, Gautama realized the key to ending suffering. This led to the development of the Four Noble Truths and the Eightfold Path, which all Buddhists follow. After his experience under the bodhi tree, Gautama became known as the Buddha, or "enlightened one." How did Siddhartha Gautama reject his old life?*

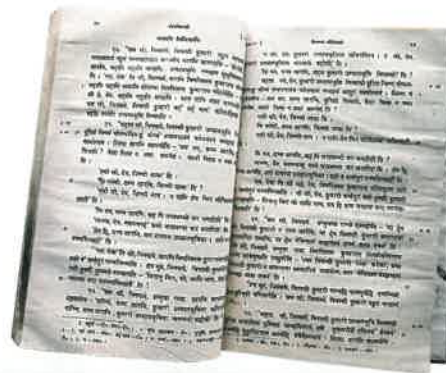


▲ **Sacred Site:** Bodhi tree  
Bodhgaya



**Buddha Day festival**

### Sacred Objects: Statues of the Buddha



▲ **Sacred Text:**  
the Pali Canon

## Special Days

Buddha Day, celebrated at the full moon in May



# Confucianism



**Because Confucius emphasized the importance of education and learning, his followers celebrate his birthday as Teacher's Day.**



**▲ Sacred Text:**  
*The Analects*

**Confucius**  
551 B.C. – 479 B.C.



## INTERPRETING BIOGRAPHY

Westerners know K'ung Ch'iu as Confucius. He was born in the Chinese province of Lu. He spent much of his life tutoring and working in low-level government positions.

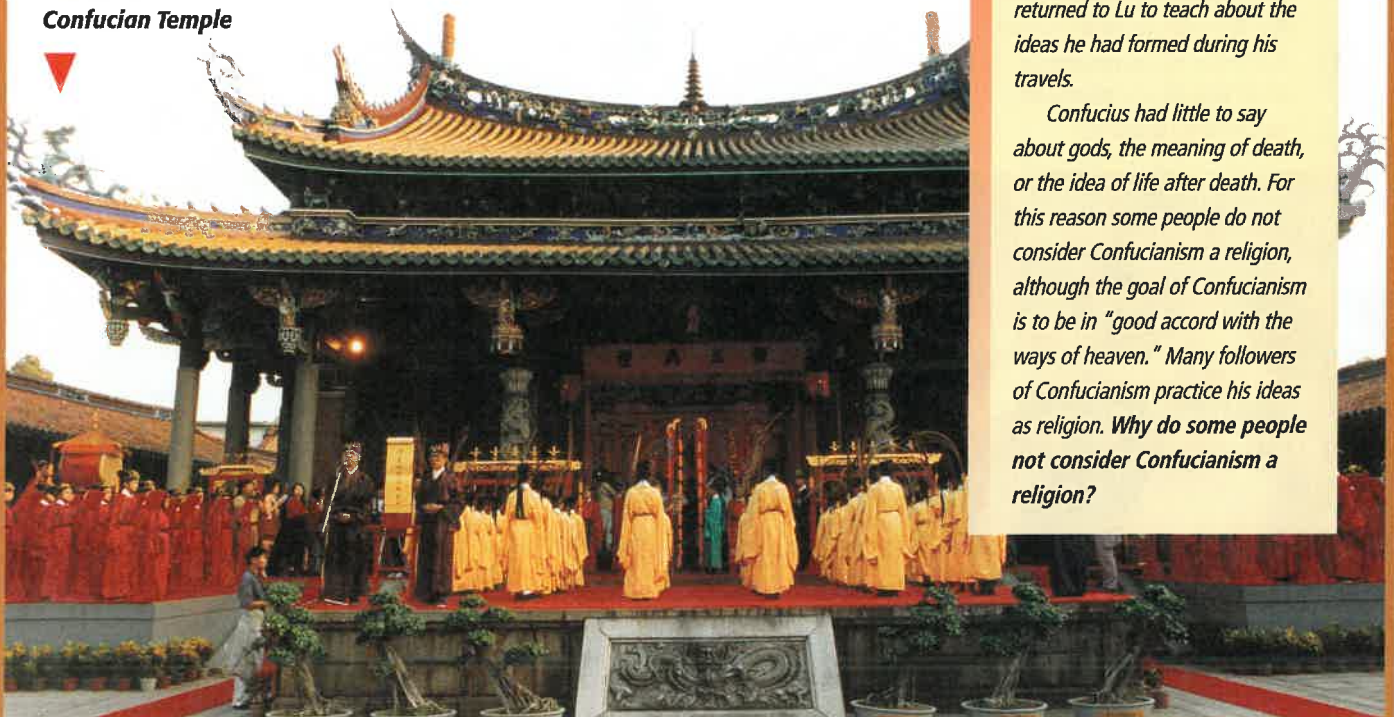
Confucius grew frustrated by other officials around him. In mid-life he left his government position and traveled the countryside promoting reform. After 13 years he returned to Lu to teach about the ideas he had formed during his travels.

Confucius had little to say about gods, the meaning of death, or the idea of life after death. For this reason some people do not consider Confucianism a religion, although the goal of Confucianism is to be in "good accord with the ways of heaven." Many followers of Confucianism practice his ideas as religion. **Why do some people not consider Confucianism a religion?**

**▲ Sacred Symbol:** ►  
*Yin-yang*



**▲ Sacred Site:**  
*Confucian Temple*



**Special Days**

Teacher's Day, in August or September



# Christianity

## Jesus

C. 6 B.C.—C. A.D. 30



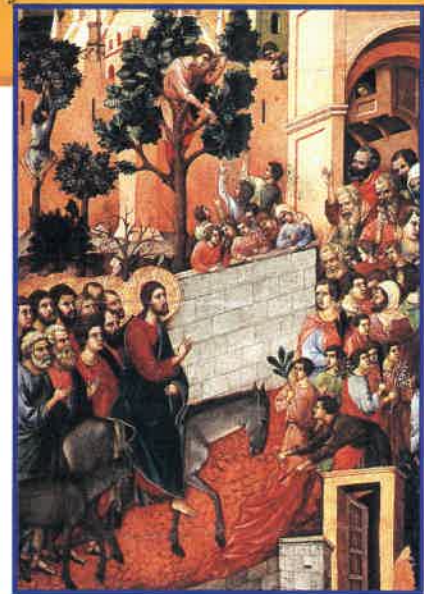
### INTERPRETING BIOGRAPHY

According to the Gospels, Jesus was born in Bethlehem, near Jerusalem, but grew up in Nazareth. He was a Jewish carpenter with a strong interest in religious matters. In time he began preaching. As he traveled through the villages of Judea, he assembled 12 disciples to help him preach.

Jesus often taught using parables, or stories intended to teach a moral lesson. His followers believe that Jesus was the Son of God and that he was resurrected after his death. *Why do you think Jesus taught using parables?*



**Sacred Text:**  
*The Bible*



**Sacred Sites:**  
*Bethlehem  
Jerusalem*



**Sacred Symbol:**  
*cross*

*A Christmas  
candlelight service*



## Special Days

Christmas, on December 25 (January 6 for some Orthodox churches); Easter, in the spring





**▲ Sacred Objects:**  
prayer rugs



**▲ Sacred Text:**  
Qur'an

**Muhammad**  
C. A.D. 570 – A.D. 632



**INTERPRETING BIOGRAPHY**

In Islam, Muhammad is a messenger or prophet of God. Muhammad was born in Mecca (Makkah) and orphaned at an early age. He was from a respected but poor family. They belonged to a leading tribe of caravan merchants and keepers of Abraham's shrine and pilgrimage site, the Ka'bah.

Islam prohibits the use of images for Muhammad. The symbol above, which means "Muhammad is the Prophet of God," is often used in place of his picture. Why is a symbol used in place of Muhammad's image?



**Muslim woman praying during Ramadan**

**Thousands of Muslim pilgrims gather around the Ka'bah, in Mecca.**



**▲ Sacred Sites:**  
Mecca (Makkah),  
Medina, Jerusalem

**Special Days**

Fast of Ramadan, during the entire first month of the Islamic year and Id al-fitr at the end of Ramadan; Id al-Adha at the end of the hajj



# CHAPTER 5

# Review

HOLT

## Geography's Impact Video Program

Review the video to answer the closing question:  
*Why do you think some peoples must work to preserve their cultures in the modern world?*

### Building Vocabulary

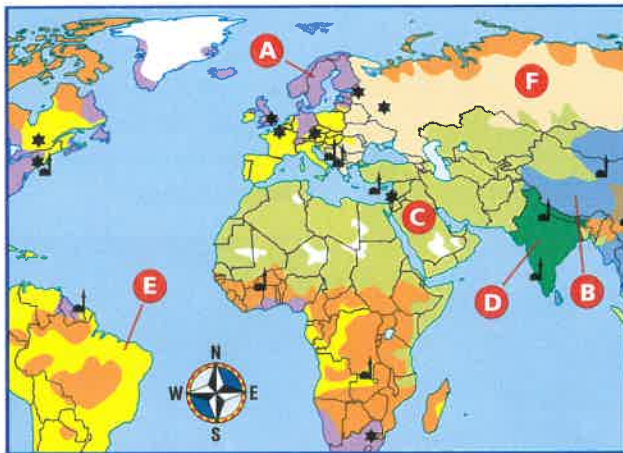
On a separate sheet of paper, explain the following terms by using them correctly in sentences.

demography	diffusion
population density	dialect
migration	ethnic religions
culture	animist religions
culture traits	polytheism
ethnic groups	universalizing religions
acculturation	monotheism
innovation	

### Locating Key Places

On a separate sheet of paper, match the letters on the map with their correct labels.

Hinduism	Christianity—Eastern Orthodox
Buddhism	Christianity—Protestant
Islam	Christianity—Roman Catholic



### Understanding the Main Ideas

#### Section 1

- Human Systems** What do population geographers use to study population patterns and trends?
- Human Systems** What factors influence migration?

#### Section 2

- Human Systems** What are culture traits? What is one example of how culture traits vary from place to place?

#### Section 3

- Human Systems** Why is language fundamental to culture?
- Human Systems** Why is religion fundamental to culture?

### Thinking Critically

- Making Generalizations** How do you think innovations like computers, the Internet, and other modern telecommunications affect culture change today?
- Identifying Points of View** How might a people's culture influence the way they view other cultures, places, or regions?
- Identifying Cause and Effect** In what ways do you think religion shapes daily life and cultural patterns in this country as it does in Islamic countries? What are some examples?

### Using the Geographer's Tools

- Interpreting Graphs** Study the World Population Growth graph in Section 1. How would you describe the world's population growth before about 1600? Afterward? What might this graph tell us about future population growth?
- Interpreting Maps** Study the World Religions map in Section 3. Which areas of the United States does the map identify as Roman Catholic? Why do you think this is so?
- Drawing Graphs** Use the information in the chart of Principal Languages of the World in Section 3 to draw a bar graph of the world's major languages. Which major world regions have many English-speakers?

### Writing about Geography

Imagine a typical day where you live. What activities are going on? How do these activities reflect local culture? What kinds of words and expressions do people use? What kinds of architecture, clothing, food, and music are common? Write a journal entry about the culture of your area. When you are finished with your journal entry, proofread it to make sure you have used standard grammar, spelling, sentence structure, and punctuation.



SKILL BUILDING

## Geography for Life

### Using Questionnaires

**Human Systems** Use a questionnaire to find out what other students in your class think would be a good innovation. First, design a short questionnaire that asks the questions you want the other students to answer. For example, you could ask: What innovation would you like to see developed in your lifetime? Why do you think this would be a good innovation? How would it change your life? When the questionnaires are completed, compare them. What did you learn?

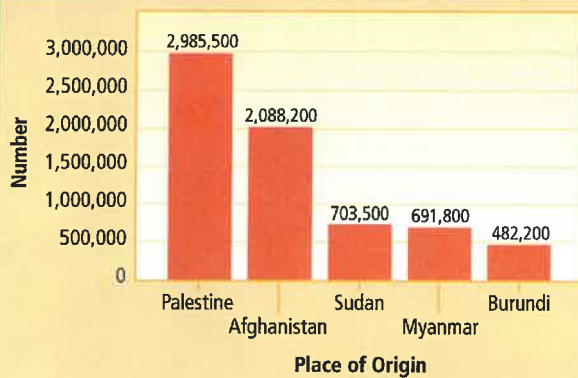
## Interpreting Graphs

Study the bar graph below. Then use the information to help you answer the questions that follow.

- Which country is a source of between 500,000 and 700,000 refugees?
  - Sudan
  - Myanmar
  - Afghanistan
  - Palestine
- Which regions of the world appear to have the most difficult refugee problems? Support your answer.



Top Five Sources of Refugees (year-end 2004)



Source: *World Refugee Survey*, U.S. Committee for Refugees and Immigrants

## Analyzing Secondary Sources

Read the following passage and answer the questions on a separate sheet of paper.

“The demographic transition is a model that shows how birthrates and death rates dropped in many Western countries as they developed modern economies and industries. Most of the world’s richest and most technologically advanced countries have experienced a transition from high birthrates and death rates to low birthrates and death rates. In addition, many of the world’s poorer countries are now in the middle of similar population changes.”

- Birthrates and death rates dropped in many Western countries as they developed what?
  - widespread farming
  - modern economies and industries
  - resistance to diseases
  - strong militaries
- What do you think are examples of low birthrates and death rates? Of high birthrates and death rates?

## Alternative Assessment

### PORTFOLIO ACTIVITY

#### Learning about Your Local Geography

##### Group Project: Research

Plan, organize, and complete a research project about historical migration in your community. Check your local library to find information about the early settlement and history of your community. Talk to local historians to find out what they know about the settlement of your area. As a group, put together a short presentation on historical migration in your community that answers the following questions: When was your area settled? Where did the settlers come from? What brought them to your area? How did they influence the area’s culture? How did physical geography affect the routes migrants took to reach your community?

#### Internet connect

**Internet Activity** [go.hrw.com](http://go.hrw.com)  
KEYWORD: SW3 GT5

Choose a topic on human geography to:

- research and report on world population growth.
- examine push and pull factors that cause the migration of refugees.
- answer questions on demographic calculations and data from the United States Census Bureau.

