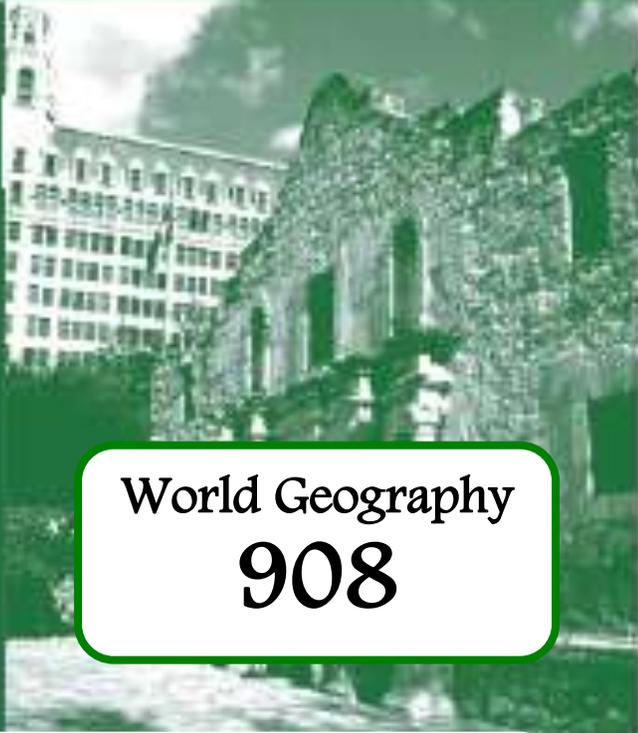
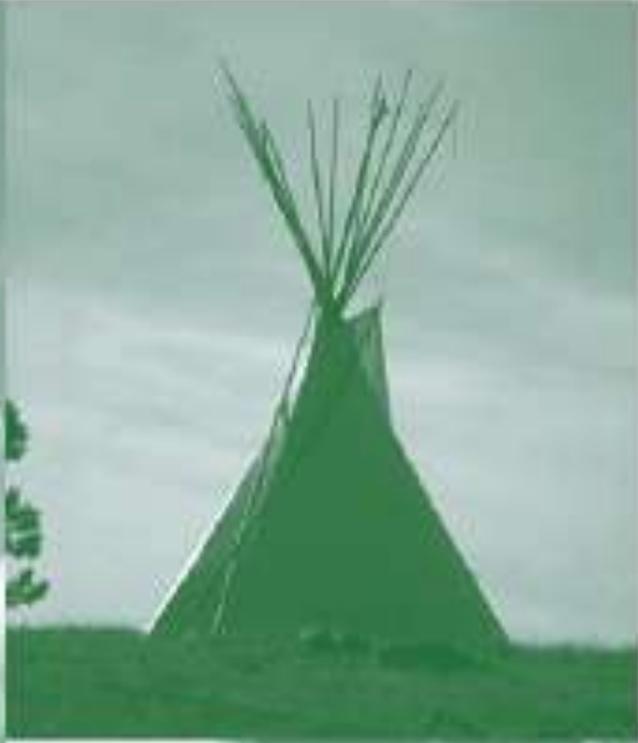


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World Geography
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Date: _____

Name: _____

SOCIAL STUDIES WORLD GEOGRAPHY 908

EUROPE

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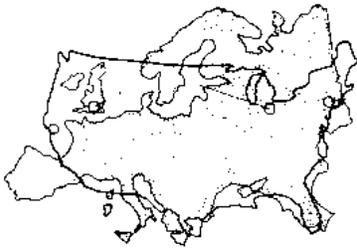
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Objectives

When you have completed this Unit you will:

- Have an understanding of the topography, populations, climates, and natural resources of Europe
- Have an understanding of what a river is, how it is formed, how it sustains life and how destructive it can be
- Have an understanding of the economics, education, and health issues of Europe
- Have an understanding of the life of Winston Churchill
- Have an understanding of the Character Trait “Confident”

CHAPTER ONE: GEOGRAPHICAL FEATURES OF EUROPE



Introduction to Europe

Europe is a relatively small continent. Only Australia is smaller. It has a population of 720 million, second only to the population of Asia. This makes Europe the most densely populated of all the continents. There are countries in Asia that are more densely populated, but the vast size of Asia keeps it from the distinction of being a crowded continent. Europe contains just seven percent of the world’s land area and about ten percent of its population. Most of Europe’s population lives in the industrial areas of the United Kingdom, the Netherlands, Belgium, northern France, Germany, southern Poland, northern Italy, Ukraine, Russia, and the Czech Republic. As you might imagine, the fewest people live in Iceland and the northern regions of Norway, Finland, and Sweden. We have already looked that those inhabitants in our studies of the Arctic.

Europe is bordered to the north by the North, Norwegian, and Barents Seas, and to the west by the Atlantic Ocean. The eastern border is generally defined by a series of geographical landforms. To the northeast Europe is bordered by the Ural Mountains and the Ural River to the Caspian Sea. The westward border goes through the Caucasus Mountains to the Black Sea, and through the channel called the Turkish straits, which includes Bosphorus, the Sea of Marmara and the



Dardanelle's. This boundary divides Russia into European and Asian parts. Even though the Asia portion is three times the size of the European portion, Russia is usually considered to be a European country because the vast majority of its population live on the west side of the Urals and practice a European lifestyle.

To the south Europe is bound by the Mediterranean Sea and parts of Asia. The countries around the Mediterranean Sea have a very long history of trade and political links. For this reason many of the countries of southern Europe have far more in common with countries of Africa or the Middle East than they do with the Scandinavian countries of northern Europe.

Like Russia, Turkey is a country divided. The divisions discussed above leave most of Turkey outside Europe. The city of Istanbul (formerly Constantinople) has a deep history as an important European city; it was the heart of the Byzantine Empire and the Ottoman Empire, both of which ruled a large part of southeastern Europe. Both Russia and Turkey have historic ties to Europe as well as Asia.



Geographical landforms, such as, mountains, rivers, lakes, gulfs, channels, and peninsulas, have preserved the continent's various and distinct cultures. On the edges of the main landmass of Europe are a number of important island groups. Great Britain, Ireland, and Iceland are separate nations. The Mediterranean Sea contains some major islands that are part of other nations.

Sardinia and Sicily, for example, belong to Italy. Generally the smaller island groups such as the Orkney, Shetland, and Channel Islands are associated with Britain and are thus all part of the United Kingdom. Malta, although a small island, is an independent island. Norway, with its numerous *fjords* and irregular coastline has 150,000 small coastal islands.

Most of the people in Europe speak some form of four European languages: Celtic, Latin-Romance, Germanic, or Slavic.

- The Celtic languages are: Breton, Irish, Scottish Gaelic, and Welsh
- The Latin-Romance languages are: French, Italian, Portuguese, Romanian, and Spanish
- The Germanic languages are: Dutch, English, German, and the Scandinavian languages of Danish, Icelandic, Norwegian, and Swedish
- The Slavic languages are: Bulgarian, Czech, Polish, Russian, Serbo-Croatian, and Slovak

To better organize our study of Europe we are going to divide the continent into five parts, they are:

- **Northern:** Denmark, Finland, Iceland, Norway, and Sweden
- **Western:** Belgium, France, Ireland, Luxembourg, Netherlands, Portugal, Spain, and the United Kingdom

- **Central:** Austria, Czech Republic, Germany, Hungary, Poland, Slovakia, and Switzerland
- **Southeastern:** Albania, Bosnia/Herzegovina, Bulgaria, Croatia, Greece, Italy, Romania, Macedonia, Slovenia, and Yugoslavia
- **Eastern:** Armenia, Azerbaijan, Belarus, Estonia, Georgia, Latvia, Lithuania, Moldova, Russian Federation (Russia), and Ukraine.

Europe may be small in size but it is nonetheless a very significant continent, due to its history, its influence on the rest of the world, and its relative prosperity. Over the last 2,000 years Europe has influenced world politics, economic systems, technological innovations, and cultural movements. The Greek and Roman civilizations, the age of exploration, and the Industrial Revolution are all examples of historical periods in which European influence was extended to other parts of the world.

While much of this influence has been beneficial, it has also led to the exploitation and oppression of non-European peoples through colonialism. We saw this in our study of Australia, as well as Africa. During the 1930's nine European countries; the United Kingdom, France, Italy, Belgium, Portugal, Spain, the Netherlands, and Denmark, still had many overseas possessions. In the years following World War II, many of these holdings became independent nations, but their development continued to be shaped by their past links with European nations. The former Union of Soviet Socialist Republics (USSR, 1917-1991) was the world's leading Communist country. It influenced the development of communist satellite states in Europe, Asia, Africa, and Latin America. Before the late 1980's, no one could foresee the end of the communist stranglehold on the Soviet Union and its captive nations of Eastern Europe, but by the 1990's *communism* was gone, and with it, the Soviet Union. All 15 republics became independent nations; Russia, the largest, is the Russian Federation. The Eastern Bloc of Soviet-controlled nations ousted their rulers. Yugoslavia disintegrated into five democratic countries. The "*Cold War*" that lasted for over 40 years, between the communist nations and the democratic nations that made up NATO, was finally over.

Europe's history has seen periods of upheaval and stability. The 20th century is no exception. World War II was a time of great upheaval. The war weakened the economies of Europe and led to the division of the continent between the nations of Eastern Europe in the Soviet bloc and those in the west that were neutral, nonaligned or allies of the United States. Many West European countries received economic aid from the United States through the Marshall Plan, and many of them joined the North Atlantic Treaty Organization (NATO).



Sir Winston Leonard Spencer Churchill was Britain's leader through most of World War II. Churchill was a confident man. His forceful, determined qualities were very important to the British people, especially when London was bombed repeatedly. His confidence in himself, his countrymen, and his allies are noted as

some of the reasons the tyranny of Germany was soundly defeated. He held most of the high offices of state in Great Britain, and was a member of Parliament for more than 60 years. He served as prime minister twice. During this study of Europe you are going to be reading a biography of Sir Winston Churchill. You will find him to be one of the great figures of World History.

The 1950's and 1960's were a time of relative economic stability and growth for West European countries; this was in spite of the political tensions of the cold war, as well as the loss of colonies. The European Economic Community (Common Market) was formed to promote the benefits of economic cooperation, the removal of customs barriers, and the free movement of labor. The European Union was established in 1967 to provide the West European nations with common political institutions that had legislative and judicial functions.



In direct contrast to the 1950's and 1960's, the late 1980's and early 1990's were a time of upheaval. Economic recession affected many European nations, which in turn led to high unemployment. The most significant event happened between 1989 and 1991. Many of the existing political structures in Eastern Europe collapsed and the *Iron Curtain* that had divided Europe since 1945, came down. Unlike the Berlin Wall, the Iron Curtain was not a barrier in a physical sense, but rather a political sense. With the break down of the Soviet system of satellite nations came the establishment of 12 new European nations, whose boundaries were redrawn. Czechoslovakia split into two nations, the Czech Republic and Slovakia. Belarus, Estonia, Latvia, Lithuania, Moldova, and Ukraine, once former Soviet republics, were now independent nations.

It was not as easy as it sounds; some of the new nations have become fairly successful free-market economies. For others, the adaptation process from communism to *capitalism* has been painful and slow.

For others, war seemed to be the only way. In the area of Yugoslavia, a bitter, destructive civil war took place between the different ethnic groups. Over 250,000 people were killed. The new nations that emerged were Slovenia, Croatia, Bosnia/Herzegovina, and Macedonia. Yugoslavia, though much smaller, still remained; it was composed of the republics of Serbia and Montenegro.

You will need to check out a book on Winston Churchill from a library. You may want to take notes as you read to make writing your report easier. You will need to have your teacher approve your selection.



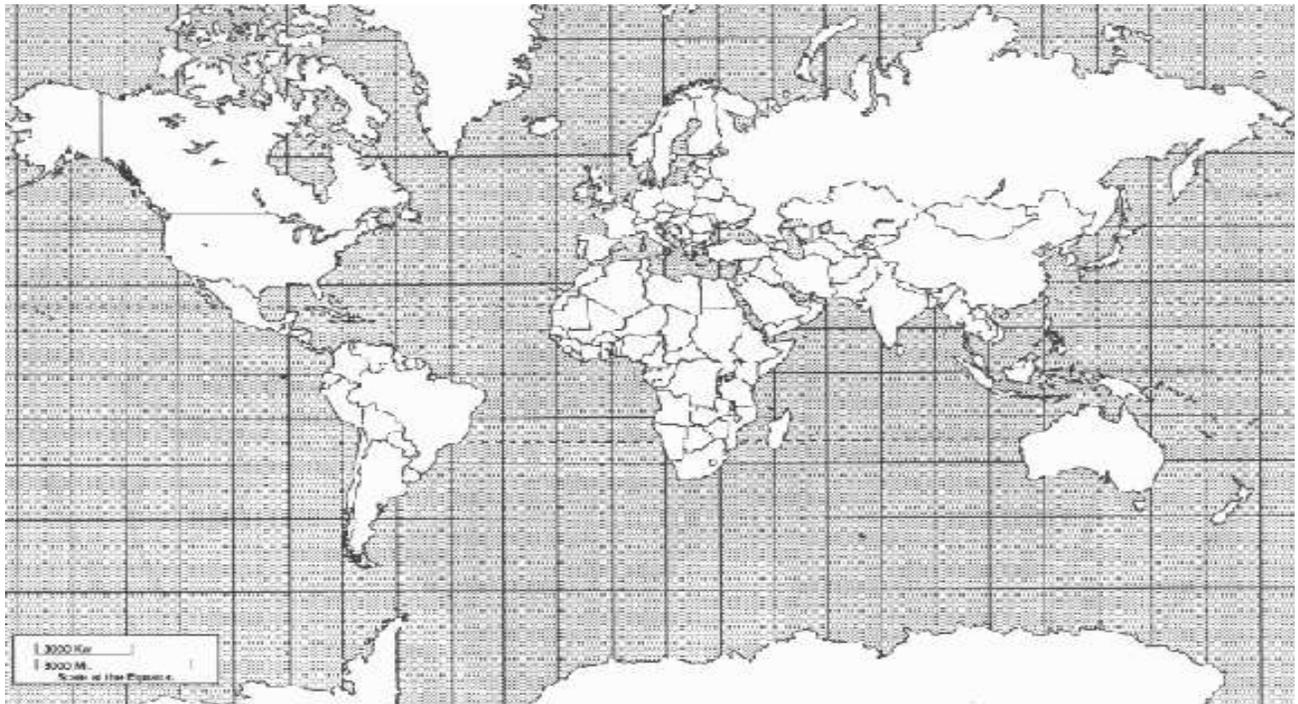
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WHERE IN THE WORLD IS EUROPE?



Using an atlas, if you need to, locate the following by placing the correct number in the proper place:

- | | |
|------------------|----------------------|
| 1. Europe | 2. The United States |
| 3. Canada | 4. Atlantic Ocean |
| 5. North Sea | 6. Baltic Sea |
| 7. Norwegian Sea | 8. Iceland |
| 9. Barents Sea | |



Score - _____
Teacher's Initials _____

Vocabulary

Using either a dictionary or a website such as dictionary.com, look up the following words and write a definition for each in your own words. If you do not understand a word within the definition you find, take the time to look it up. You want to make certain that you understand what you are reading and discussing. It only takes a few more minutes, but it will make a world of difference in your learning a subject.

Capitalism: _____

Communism: _____

Confident: _____

Fjords: _____

Iron Curtain: _____

Teacher's Initials _____

Remember to read your biography of Winston Churchill at least an hour each day.

It generally happens that assurance keeps an even pace with ability.

– Samuel Johnson

Confidence – it’s a funny thing really. It seems to be either something you are born with or something you work on all your life.

People often mistake bravado for confidence, when in reality it is generally those that brag upon their own strengths that have little in the way of self-confidence. They brag to make up for what they are lacking. People make fun at others, for their style of clothing, the neighborhood they live in, or simply because they are different. Some people are labeled as “geeks” because they’re smart or they take the time to study. They have **confidence: They have faith in themselves.**

Think about it, if it weren’t for “geeks” like Bill Gates, Albert Einstein, Thomas Edison, or Marie Curie, where would the world be today. Can you imagine your life without a computer? How about no telephone? It is quite likely that someone who lacked the self-confidence to pursue a “crazy idea” made fun of all these people. It is easier to appear braver and smarter, than it is to actually be braver and smarter.

Self-confidence seems so elusive sometimes. It is hard to think of yourself in a good light. Yes, there will most likely always be someone that is smarter, braver, better looking than you are, but nothing matters as much as what type of person you are. Do you truly care for the plight of others? Are you considerate to those around you, even people that you don’t know? Are you the person that will ride standing up on the bus so an elderly person is able to sit?

When you think about it, it is the people that truly don’t care what others think of them, that do what they know to be right, that follow their own dreams, that are the people that are generally the happiest and the most self-confident.

Hopefully, as you have put yourself in the shoes of others, worked outside your comfort zone, and learned to appreciate those around you, you have gained some self-confidence. You most likely learned that you have abilities that you hadn’t realized before. Maybe you found that you enjoy working to make someone else’s life better. Go back to a day that you were doing something for someone else. How did you feel about yourself? In the space below recount that day and how you felt.

COUNTRY RESEARCH

Using an atlas, locate the following countries, and label them correctly on the map on the next page. Because some of the countries are so small, a number has been given to each one. If it is easier for you to put the number on the map, go ahead and label that way. You will also need five different colored pencils: red, blue, green, orange, and purple. Once you have located all the countries, color the countries of each division a different color. Color lightly so that you are still able to see your labeling, as you will be doing some more work on this map.

Northern – Red

- 1Denmark
- 2Finland
- 3Iceland
- 4Norway
- 5Sweden

Western – Blue

- 6Belgium
- 7France
- 8Ireland
- 9Luxembourg
- 10Netherlands
- 11Portugal
- 12Spain
- 13United Kingdom

Central - Green

- 14Austria
- 15Czech Republic
- 16Germany
- 17Hungary
- 18Poland
- 19Slovakia
- 20Switzerland

Southeastern – Orange

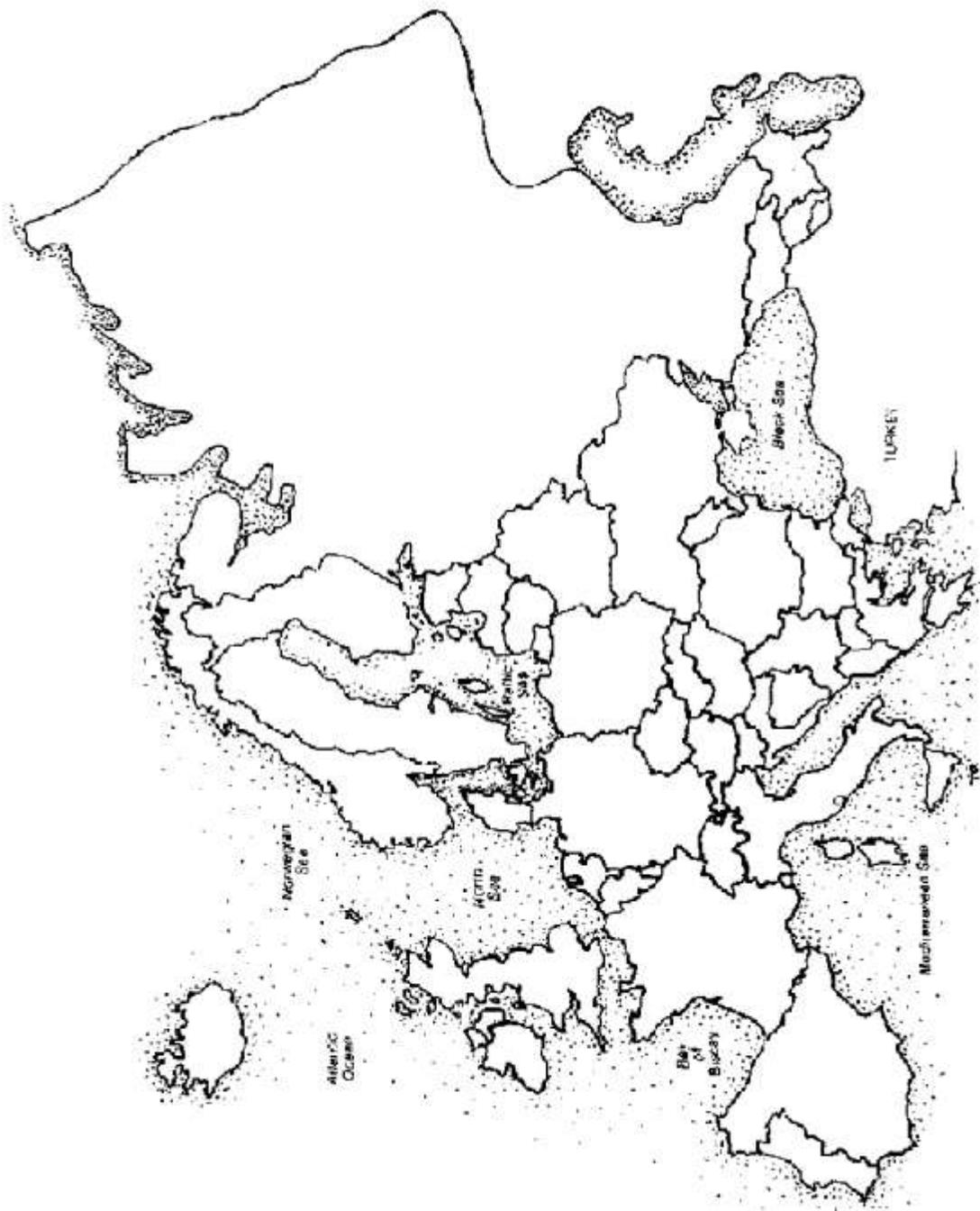
- 21Albania
- 22Bosnia/Herzegovina
- 23Bulgaria
- 24Croatia
- 25Greece
- 26Italy
- 27Romania
- 28Macedonia
- 29Slovenia
- 30Yugoslavia, Federal Republic of*

Eastern – Purple

- 31Armenia
- 32Azerbaijan
- 33Belarus
- 34Estonia
- 35Georgia
- 36Latvia
- 37Lithuania
- 38Moldava
- 39Russian Federation
- 40Ukraine

*Prior to the break up of the USSR, the Socialist Federated Republic of Yugoslavia consisted of six republic; Serbia, Croatia, Slovenia, Bosnia, Herzegovina, Montenegro and Macedonia. In 1992 the Federal Republic of Yugoslavia was established and it has just two republics, Serbia and Montenegro.

*Nobody can make you feel inferior
without your consent.*



Score - _____
Teacher's Initials _____

LANDFORMS

Using an atlas you will need to draw in and label the following landforms.

Major Rivers

Danube
Elbe
Po
Rhine
Seine
Thames
Ural
Volga



The Danube River as it flows through Budapest, Hungary.

Major Mountain Ranges

Alps
Apennines
Carpathians
Caucasus
Pyrenees
Urals



The Alps



The Carpathian Mountains



The Pyrenees Mountains

Europe is a collection of peninsulas, bays, islands, and fjords that together form the western peninsula of the Asian land mass. Some geographers regard the two continents as one; "Eurasia". The many peninsulas give Europe a longer coastline for its size than any other continent. With well over half the countries having access to the sea, Europeans have had a long history of building ships, exploring the world, trading, as well as fishing. There are major fishing industries on the coast of the Atlantic Ocean but none along the Mediterranean. The waters are too shallow and too warm to sustain a large fish population. The Black Sea is far too polluted to sustain any life.

Mountains define much of the landscape of Europe. The Urals in Russia form Europe's eastern boundary. Mountains cover most of Norway, Sweden, Great Britain, and Ireland. The Alpine system, one of the tallest ranges in Europe, spans southern Europe from Spain to Russia. The Alps contain over 1,000 glaciers and almost all of the continent's tallest peaks, with the exception of Mt. Elbrus, in the Caucasus. Their spectacular beauty came as a result of the ice age. The

mountains once bore glaciers that created a rugged landscape of deep valleys and sharp peaks. The fjords of Norway were also formed by glacial action that eroded old river valleys.

The Caspian sea, which border the southeastern most corner of Russia, and Azerbaijan is actually the world's largest saltwater lake. Its surface is the lowest point in Europe at 27 miles below sealevel. The land that surrounds the sea, known as the Caspian Depression, is also below sea level.

The largest lowland region in Europe is the Great European Plains, which stretches continuously from the great plains of Russia and the and the Ukraine across Belarus, northern Poland and Germany, the Netherlands, Belgium, and northern France to eastern England. It is the most productive agriculturally as well as industrially. The relative flatness has allowed for an extensive land transport system to support the various industries.

Iceland and the southern edge of Europe are part of a very active giological zone that produces volcanoes and earthquakes. Iceland is the meeting place for two of the Earth's plates, the North American Plate and the Eurasian Plate. Because it experiences continual volcanic activity, new mountains and islands have appeared in recent years. In southern Europe, the colliding of the Eurasian Plate and the African plate cause seismic and volcanic activity.

CLIMATE AND PRECIPITATION

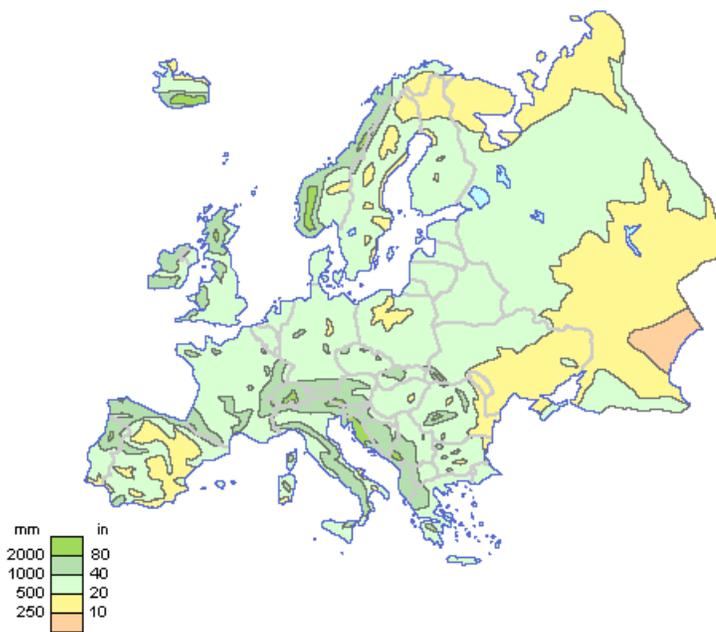
There are three dominant climate zones in Europe; Mediterranean in the south, continental in the east, and temperate or marine, in the west. There are other smaller climate zones, the highlands and at some of the extreme edges of Europe. The Mediterranean region has hot, dry summers and mild to cool winters. The rainfall is fairly regular in the winter months. The mountains cause a great degree of difference in rainfall. In the highlands they can receive as much as 40 inches annually, whereas in the lowlands receive roughly 30 inches of precipitation each year.

The marine or temperate region occurs in the northwestern section of Europe, where the temperature is moderate in both the winter and summer. The 20 to 40 inches of precipitation is spread evenly throughout the year. The prevailing westerly winds and the mild ocean temperatures are the main influence on this climatic zone. The North Atlantic Drift, which is an extension of the Gulf Stream, brings warmer seawater from the ocean areas to the south and east of the North American continent. This produces moderate winters in the coastal areas as far north as central Norway.

Eastern Europe has what is known as a continental climate. We discussed this during our studies of Asia. This is an area that is far from the moderating effects of an ocean, in this case the Atlantic Ocean. This brings extreme differences between the temperatures of winter and summer. In Moscow, Russia the January temperature is 10°F, and in July 60°F. The continental zone receives an annual average precipitation of just 25 inches with the most falling during the summer storms.



This graphic shows the climate zones.



This graphic shows annual precipitation amounts.

Chapter 1 Review

Answer the following questions in the spaces provided.

1. Europe is the most densely populated continent in the world. It contains _____ percent of the world's land area and about _____ percent of its population.

2. Europe is bordered to the east by the Ural Mountains and the Ural River, to the north by the _____ and _____ Seas, to the west by the _____ and the southern border is the _____.

3. Why do the European countries along the Mediterranean Sea have so much in common with countries of Africa and the Middle East? _____

4. What are the four European languages? _____, _____, _____, and _____.

5. Site one historical period in which Europe's influence extended to other part of the world. _____

6. What significant event happened between the years 1989 and 1991?

7. Some geographers regard the two continents that make up the Asian landmass as one continent and have named it _____.

8. The tallest mountain range in Europe is the _____. It spans from _____ to _____.

9. The fjords of Norway were formed as a result of _____ eroding _____.

10. What are the three dominant climate zones in Europe?

a. _____ b. _____ c. _____

11. Explain what a continental climate is. _____

Write the definition of each of the following vocabulary words.

Capitalism: _____

Communism: _____

Confident: _____

Fjords: _____

Iron Curtain: _____

Score - _____
Teacher's Initials _____

*Don't compromise yourself, You are all
you've got.*

- Janis Joplin

Chapter 2: Rivers

AN INTRODUCTION



Rivers, they've been sung about, written about, and filmed; We've changed their courses, and harnessed them for power. The history of civilization began on the banks of a river; North America was explored via her rivers.

The four great civilizations of early human history developed in close proximity to rivers. Man depended on the fertile and easily tilled soils of the floodplains. The Sumerians settled on the Tigris and Euphrates rivers in Iraq. In Pakistan the Harrapans developed a society along the Indus River. The first known settlements in China were along the Yellow and Yangtze Rivers. Probably the most well known of the early civilizations is that of the Egyptians. The great society of Egypt developed along the banks of the mighty Nile River.

There are three types of rivers. The *perennial* river is a river that flows all year round. They are generally found in temperate and tropical areas where the rain falls throughout the year. The Volga in Russia and the Mississippi in the United States are two examples of the perennial river. The *seasonal* river is one that flows only during the rainy season. California and Mediterranean countries have seasonal rivers. These are rivers that flow in the winter, but by early summer they are just a dried bed. *Ephemeral* Rivers are rivers that are usually dry. Many rivers found in deserts are ephemeral rivers. The Todd River in central Australia hardly ever has water in it.

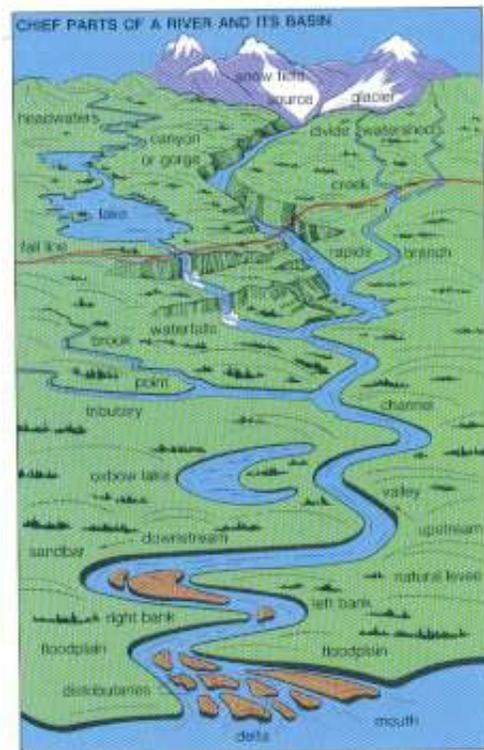
How Rivers Flow

A river begins as a tiny trickle on a slope. Rainfall, snowfall, a spring, or the melting of glacial ice may be its source. As it flows downhill, it is joined by other trickles to make a brook. Other brooks add their waters to form a stream, which broadens into a creek. As the water continues its downward journey, it gains in volume and finally

becomes a river. Along its course it gains more volume from inflowing streams known as tributaries and branches. The river and its many tributaries make up the river system. The area that the system drains is known as the river basin.

Rivers are also fed through an underground water system. This is water that has soaked into the earth instead of running off the surface. This water flows continuously into the river often through underground springs.

Most all rivers have an upper, middle, and lower course. Each level has its own features. The upper course always begins at higher elevations. At the headwater, the river is smaller and usually has a rapid, tumbling flow that cuts a narrow channel through the rocks of the hills or mountains. At this point, many rivers are powerful enough to roll large boulders along its currents. The river will create waterfalls as it erodes away the soft layers of soft rock and leaves a cliff of hard, resistant rock remaining. It forms rapids along the slopes of rocky beds. When a hard rock formation follows a definite line in a region, all the rivers that cross it will have falls. This is known as the fall line. When the river comes to a level or a sunken area, it might form a lake. When a river has traveled over the same ground for thousands of years it erodes the soil and rocks to carve out canyons or deep valleys.



As the river descends to the lower elevations, it runs more slowly as it flows over the gently sloping land of its middle course. The current is no longer as forceful so it cannot carry stones or gravel. These will drop to the riverbed, where they will form bars or build islands. The formations will change form continuously as the river deposits or erodes material. The bars and islands can affect the river in turn by altering its course. River currents swing toward one bank or the other. This action will gradually undercut the banks and turn a V-shaped valley into a U shape. In the United States, for example, V-shaped valleys are more common in the geologically younger Western states, while U-shaped valleys are found in the older regions of the Central and Eastern states.

The lower course of the river will be an even gentler slope. It drops more of its load than it did upstream and begins to build up its bed instead of tearing it down. The building up of a riverbed is called aggradation, the tearing down is known as degradation. The valley has been eroded away to a large plain. The river now swings in great S-shaped curves, forming loops called meanders. Rivers will

generally take the path of least resistance, wearing away the softer soil as it continues its downhill course. When a river floods, it may cut across the narrow part of a loop, making a new shorter channel. The loop is left as a lake known as an oxbow lake.

There are times when heavy rain or melting snow rushes from the upper or middle course of a river into the shallow channel of the lower course. This can cause the river to flood the surrounding country, leaving a thin layer of sediment. This may happen seasonally, such as the annual flooding of the Nile River in Egypt. Or it happens only on the rare occasion, as in the case of unusually heavy rainfall or a sudden snowmelt. If the flooding is seasonal, over time the layers of sediment will accumulate and build up a broad, fertile floodplain. This is what has built up along the Mississippi and the Nile Rivers.

When river reaches the sea, it deposits its remaining load of silt, gravel, and sand at its mouth. This material builds a continuously growing, triangular-shaped area called a delta. Here, the river branches into several small streams, called distributaries. These empty into the ocean. The delta of the Nile River is one of the largest in the world and is 100 miles long. It is formed by thousands of years of silt deposits. Here, the Nile branches into many small streams and two major ones, the Rosetta and Damietta, which meander to the Mediterranean Sea.

FLOODS



A flood is simply the inundation of normally dry land with a rising and overflowing of a body of water. It doesn't sound like much when you read it. If you have ever been in, or seen a flood, you know that it isn't quite that simple.

While we tend to think of floods as only destructive there are some benefits. The Egyptians knew that the Nile flooded annually and were therefore prepared. For them, the flooding was a benefit rather than destructive. As was discussed earlier, the flooding left the surrounding area with a layer of sediment. This sediment material created very fertile land for farming as well as much needed water for the crops. The earliest records of stream levels are from these annual Nile floods.

The flooding of rivers and streams comes from a variety of causes. The natural causes include rain, snowmelt, and ice jams. A river or stream will flood when it has rained for a long period of time over a broad region. The area drained by a river is like a giant sponge; it soaks up much of the moisture that falls upon it. A part of

what is left evaporates. The rest, called the runoff, flows into the river through streams. During the rainy seasons the ground becomes saturated and the runoff is greater. If the rains continue, the river will overflow its banks because the drainage area can no longer absorb the precipitation causing it all to run into the river.

When a warm rain falls onto a snow pack, particularly if the ground beneath the snow is frozen, no moisture can soak into it, and almost all the water runs off. This can cause severe flooding. Such was the case in New England and adjacent states in March of 1936. Snowmelt, equivalent to 30 inches of rain occurred. Slabs of ice constricted river channels and plugged bridge openings. By the time the flood was over 107 people had lost their lives, and damage was estimated to be nearly \$270 million.

A flash flood is caused by extremely intense rainfall, ten or more inches in an hour. They may be short-lived floods, lastly only a few hours or less at a given location. They tend to be somewhat more common in mountainous regions where steep slopes cause the water to travel at high speeds. They may also occur as the result of an intense rainstorm that quickly swells streams, thus causing dam failure by increasing the pressure of held water. One of the most devastating floods due to dam failure in the United States happened in 1972 at Buffalo Creek in Logan County, West Virginia. A dam used to hold coal-mining wastes, as well as water, collapsed after three days of rain; the three-hour flood took eighteen lives. Flash floods have become the prime cause of flood-related fatalities in the United States.

Another devastating natural cause of flooding is a hurricane. In June of 1972, Hurricane Agnes battered the eastern United States. From Virginia to New York, Agnes caused more than \$3.5 billion in damage, 132 lives were lost, and 25,000 people were left homeless. That same month a huge cloudburst-caused flood occurred in the Black Hills of South Dakota, taking 242 lives and causing \$163 million in damage.

Man can cause flooding, as well. Streams and rivers become constricted or filled in by engineering projects such as landfills, the vegetation being removed, or paving and construction. All of these can be the cause for floods and landslides. The removal of vegetation causes the rate of runoff to accelerate, which in turn causes the streams to fill faster than they would if there had been trees, shrubs and grasses to absorb and slow the water down. Paving over the land, and the erecting of buildings serves to reduce the land's capacity to absorb rainfall. The 1993 floods in the upper section of the Mississippi River flood plain were among the most extensive, involving nine states and about eight million acres, the United States has ever known. They were also extremely destructive, causing at least \$17 billion in damages. Although the floods were triggered by a long period of heavy spring and summer rains, many experts blamed the extensive engineering works that have restricted the course of the river and its tributaries.

The devastating floods in northern Europe in 1993, in 1994-1995, and in the winter and spring of 1996-1997 have causes similar to those in the United States. Heavy rains raised river levels very high. Neither the rivers, many of which had been straightened to allow increased barge traffic, nor the adjacent deforested, paved and built upon land, were capable of absorbing the heavy water loads. 1999 brought catastrophic flooding along the eastern coast of the United States. Exceptionally heavy and prolonged rains followed Hurricane Floyd. The deluge fell on land that had dried and hardened during a previous months-long drought. The land was unable to absorb the rainwater, which flooded creeks, streams, and rivers. A great deal of pollution came as a result of hog, chicken and turkey farms being destroyed. Thousands of animal corpses, agricultural chemicals, untreated sewage, and the contents of huge manure-holding lagoons were washed into the flooded rivers of the eastern floodplain. It is estimated that the floods in North Carolina caused more than 40 deaths, damaged 30,000 homes, and caused property losses of at least \$6 billion. When the flood waters withdrew, the land was so thoroughly polluted that it was no longer fit for agricultural use.

During the same period in 1999, weeks of heavy rains in nine Mexican states created floods and mudslides that killed at least 425 people and left 200,000 without homes. The storms dumped over 7 feet of rain on the central coast of Vietnam, creating the worst flooding in that country in a century. Venezuela was the site of massive landslides in the mountains that encompass the capital, Caracas. Thirty thousand people died and many more thousands were homeless. The Pacific Northwest saw 93 straight days of rain, which brought a total of 9 feet of precipitation. The streets, rivers, and lowlands were flooded for weeks.



The summer of 2002 brought devastating floods to Europe. The flooding began in July, and by August 16th they had yet to peak. Nearly 100 people were killed in Germany and the Czech Republic. The Elbe had already surpassed its 157-year-old record with a high of 30 feet 6 inches, when it rose another 14 inches to finally crest at well over 31 feet. The zoo in Prague had to evacuate 400 animals, in addition to the innumerable people. The city of Dresden, Germany had to evacuate 480,000 people.

When the floods finally receded, the countries affected had roughly 462 miles of roads to repair, and over 180 bridges needed to be rebuilt. The loss of historical buildings and artifacts took months to evaluate. Some of the buildings damaged in the Czech Republic date back to the medieval period. Experts say that the damage easily exceeds the \$1.88 billion incurred in the 1997 floods, when nearly 50 people died.

Structural changes to rivers and to the land surrounding them may not be the only causes of flooding. Scientists think that the shifting rain patterns responsible for

much of the unusually heavy rains during the late 1990's may have been the result of El Nino event. El Nino is a seasonal ocean current that flows southward along the coast of northern Peru. It is often associated with atmospheric changes.

In many areas, flooding and landslides occur year after year. People continue to live in areas that flood annually. When they sustain damage, they often expect the government, either Federal or State, to pay for the damage through various programs. Do you feel that this is right? Should taxpayers shoulder the burden of repairing hillsides, and homes of people that are living in a known trouble spot? Should they be allowed to live there? Should it be at their own risk, meaning, when damage is done they have to pay to have repairs made? What is your opinion?

Write a paper, at least three paragraphs in length stating your opinion to the questions posed above. You will need to type the paper, and you will be graded on content, grammar, and spelling.

Score - _____ Teacher's Initials _____

Remember to read your biography of Winston Churchill at least an hour each day.

Character Trait

CONFIDENT

So many of us define ourselves by what we have, what we wear, what kind of house we live in and what kind of car we drive . . . If you think of yourself as the person in the latest jeans and the "right" sweater, a house fire will destroy not only your possessions but your self.

-Anonymous

Is it dangerous to think of yourself in terms of what you have, what you do, and how you look? Why or why not?

Describe what you think a confident person is. _____

Are you a confident person? Why or why not? _____

Teacher's Initials _____

FLOOD CONTROL

Deaths caused by flooding in the United States have averaged 200 annually since 1970. The loss of property has reached over four billion each year with greater losses beginning in 1993. The losses would be far greater if it were not for the fifty state offices of the National Weather Service's River and Flood Forecasting Service, which issue flood forecasts and warnings. The forecasts of floods are based upon *meteorological* data, upstream information, and estimates of how a particular watershed will respond to precipitation. New weather surveillance radar systems, in combination with geological information received from satellites, have greatly increased the service's ability to forecast floods.

GREEK AND LATIN LESSON
meteor (G) – of the sky
logos (G) – study of
hydros (G) – water
Remember that the suffix “ist”
indicates a person.

Hydrologists, Engineers, and planners, use records of past stream flow to estimate the probability of occurrence of floods of various sizes. For example, if a flood of a particular size has a probability of one chance in one hundred of being equaled or exceeded each year, it is said to be a “**100-year flood**”. The massive 1999 flood in North Carolina was ranked as a “500-year flood”.

Currently that are two different, and at times competing, approaches be used to attempt the prevention or reduce the damage caused by flooding. The structural approach depends upon dams and reservoirs, levees or dikes, changing the stream channels, flood-diversion systems, and treatment of watersheds. A flood control dam is used during the time of a flood; it holds back the water to lessen the damage done downstream. After the danger passes, the water is released in a slower more manageable amount. A levee is built to raise the height of the stream banks; this reduces the possibility of the river cresting over its banks. A river or stream might be straightened, thus causing the water to flow faster and shallower. In some places, floodwaters are diverted into previously prepared holding basins to reduce the flood crest downstream. A more natural approach to diminishing the amount of water entering the river is to reforest the watersheds, and slowing the amount of runoff high in the headwaters of a river.

Those against the structural approach prefer using zoning, subdivision regulations, and public acquisition to prevent new building in floodplains. They feel that the land would be better served for agriculture or parks. They feel that any structural flood control is too costly, often costing more than the property being protected, and only moves the flooding up or down stream. Centralia, Washington was the site of a flood as a result of a levee breaking. The levee had been built to protect the town

from flooding nearly every year. The damage from the flood after the dike broke was more extensive than it had been prior to it being built. The straightening of a river is often temporary. Take the Mississippi River for example. The U.S. Army Corps of Engineers began straightening it in the 1930's, since that time the river has begun developing new bends. Nature has a way of showing us her power, no matter how smart we think we are.

Rivers At Work

From the time man first settled on the banks of a river, he has put the river to work. The river has provided water for daily cooking and cleaning needs, and to satisfy thirst. It provides a home and nourishment for fish and other creatures. Rivers have provided transportation; a way to travel from tribe to tribe, explore new territories, and bring goods to trade.

Today, centuries later, we are still using rivers for all those needs. In the United States, the Mississippi River probably has the best-known history. Hernando de Soto was the first recorded European to have discovered the Mississippi; Marquette and Jolliet later explored it. Robert La Salle explored the river from the north and claimed the entire valley for France. In 1803, the United States bought the western portion back, and Lewis and Clark explored it.



For many settlers, the Mississippi was the beginning of their journey west. The arrival of the steamboat in 1812 brought dependable transportation, and river traffic increased rapidly. During the Civil War, control of the river was a major strategic objective. The Vicksburg Campaign (1863) achieved that goal for the Union armies. Traffic resumed after the war, and the dominance of the steamboat followed.

Eventually the steam paddle wheelers were replaced by diesel, screw-driven tugboats pushing barges. The rivalry between rail and river transport, which started in the late 19th century, persists to this day.

Rivers have been used to provide power since at least the 4th century. The Romans used watermills for a time, but it wasn't until later centuries that Europeans really used water mills widely. By the 1800's, ten of thousands of such mills had been built in Europe and New England. The wheel's rotating axle might have turned machinery, a mill, or a generator, either directly or by means of gears or belts. For many centuries, waterwheels were the primary source of mechanical power production.

Steam engines and dams replaced the waterwheel. Modern dam building began in the United States, in 1933, with the establishment of the Tennessee Valley Authority. The comprehensive approach to river basins, they designed, has become the model everywhere. The large dams built today rank as some of man's greatest

engineering feats. The Itaipoe Dam on the Paran River, which flows between Brazil and Paraguay, can generate 12,600 megawatts, making it the largest power complex on Earth.

Hydroelectric dam projects figure significantly in the economic and investment plans of many developing countries. Egypt has provided electricity to almost all of its villages with power from the Aswan. Brazil has attracted industries, providing over a million new jobs, by damming the rivers and producing electricity.



Aswan High Dam

Transportation and shipping still remain a service via the world's rivers. The Elbe River is an important waterway in central Europe. It flows 724 miles from its source in the Sudeten Mountains along the Czech-Polish frontier. It travels through the Czech Republic and Germany before emptying into the Black Sea. It is navigable for more than 500 miles. It is connected to the Ruhr, Rhine, and Weser Rivers by the Mittelland Canal system. Many cities on its banks, including, Dresden, Magdeburg, and Hamburg are important river ports.



Both the Volga and Ural Rivers flow into the Caspian Sea. It is four times larger than Lake Superior

The Volga, the longest river in both European Russia and Europe as a whole, has its headwaters northwest of Moscow, and enters the Caspian Sea to the south after a course of 2,290 miles. The river is almost entirely navigable, except for three or four months in the winter when it is blocked by ice. The Volga and its 70 or more navigable tributaries carry a large percentage of Russia's river freight.

Timber, petroleum, coal, salt, farm equipment, construction materials, fish, and fertilizers constitute the bulk of freight on the Volga. The erecting of dams and reservoirs in recent years has turned the river into a series of lakes between Rybinsk and Vogograd, facilitating navigation and supplying hydroelectric power.

Much of the Mississippi River and her tributaries are currently navigable; from Baton Rouge, Louisiana to Minneapolis, Minnesota. Roughly 15,000 miles of the system are presently navigable, and river traffic has experienced significant growth in recent years. The cargoes, transported by towboat, consist mainly of petrochemicals and grain.



Rivers are important to our landscape. We need them to drain the land, to provide irrigation for crops, water for industries and power. Fish and other wildlife need them for a home and nourishment. We must do all that we can to care for our rivers and streams.

Chapter 2 Review

Answer the questions in the spaces provided

1. The four great civilizations of early human history developed along six rivers, name the rivers. _____, _____, _____, _____, _____, and the _____ Rivers.
2. There are three types of rivers, name and describe them.

3. What are three natural causes for a flood? _____, _____ and _____.
4. What are three manmade causes for a flood? _____, _____ and _____.
5. Name the river that flooded parts of Europe in 2002. _____.
6. Scientists think that another natural phenomena may be causing unusually heavy rains and thus flooding, what is this known as? _____.
7. What is a "100-year flood"? _____

8. What is the purpose of a levee? _____
9. The Romans produced power from the river by using a _____.
10. Why are hydroelectric dams important to developing countries? _____

11. The _____ and _____ Rivers are important to the transportation of goods in Europe. In the U. S. it is the _____ River.

Give the English equivalency to the following Greek words.

Meteor (G) - _____

Hydros (G) - _____

Chapter 3: Europe Today

EDUCATION

By world standards literacy rates are very high throughout Europe, but illiteracy tends to be higher in the rural areas of Southern Europe. Some very old and famous elite schools exist in Europe, but mass education for all social groups was not properly established until the early years of the 20th century. In some rural areas in Eastern Europe school provision was inadequate until the 1950's.

Much of Eastern Europe has been affected by the fall of communism. Although the Russian educational system remains strong in many of the areas in which it traditionally excelled; such as science, mathematics, foreign languages, physical education, literature, and the arts; the system has been severely affected in the post-communist period. Schools have been badly under-funded and Teachers often go for months without receiving their pay. Many schools have worn-out facilities and shortages of basic materials. At the beginning of the school year in 1998, some 2,500 schools around the country were closed due to Teachers' strikes as these instructors, 90% of whom are women, refused to go back to work until their back wages were paid.

Russia also lags behind in the teaching of technological skills. The technology sector of Russia's economy is also far behind the world standards. Areas of basic school curriculum, such as math and science continue to be strong. Since the Soviet regime fell in 1991, Russian schools have been neglected and starved for resources. A substantial and sustained national investment in school facilities, teacher salaries, textbooks, and equipment will be required to bring Russian schooling to a high level of quality once again, let alone to upgrade curriculum content.

Education has long been an important part of Czech life. The oldest university in Central Europe is Charles University in Prague, which dates to 1348. Czech children were first required to attend school in 1869, and the nation has enjoyed nearly 100 percent literacy since the early 1900's.

Germany relies heavily, on a highly skilled workforce. As a result it places great emphasis on education and vocational training. School is six days a week, from 8:00 AM to Noon. There are three types of secondary schools in Germany. Students planning to enter the workforce with a specific skill

The idea of kindergarten was first developed in Germany. The word literally means, "children-garden".

attend a *Hauptschule*. There they study general subjects, at 15 or 16 they go on to further vocational training. Young Germans wanting to work in commerce or administration attend a *Realschule* after primary school; this is followed by further study at a technical school. The last type of vocational school is for those hoping to attend university. They will spend nine years at a *Gymnasium*. They will be required to pass an exam called the *Abitur* before being allowed entrance into one of the country's universities.

In parts of Western Europe, the Catholic Church has played a dominant role in education. Spain, for example, did not have a public school system until the middle of the 1900's, as a result Spain lagged far behind most other European nations. Demand for public school facilities and Teachers have exceeded availability. The increased government subsidies to private schools have allowed them to accepted more students for no charge or at a reduced rate. The illiteracy rate has dropped to just three percent. Ninety percent of all Spanish youths, including girls, attend secondary school.



In France, the school system is generally good and is successful at providing children with equal opportunities, whether their parents are rich or poor. A student, at the age of 17 or 18, who has chosen to attend the *lycee*, an upper secondary school, will work hard to pass the *baccalaureat*, the exam to receive the high-school Diploma. Without the "bac", there is no chance of going to university or of getting a well-paying job. Once a student has their "bac" in hand they have three choices. One path might be through a *grandes ecoles*, or great school, and on to a life in French government, business, or teaching. They may choose a school of industry or technology. Thirdly, there are the ordinary universities, which are open to all students that have attained a baccalaureat.

All English children between the ages of 5 and 16 must go to school. Most attend state schools paid for by the government. Wealthy families may choose to send their children to a "public" school; in the United States they would be called private schools. The public schools are generally a boarding school, with the children living in houses attached to the classrooms. In Ireland most of the school children wear uniforms. They attend school until the age of 16. Besides learning the basics such as math, writing, and reading, they also learn Gaelic. Gaelic is the oldest language in Ireland. In the Irish countryside, children may attend a one-room school. These schools have one teacher and students from different grades learning together.



Irish School children

Most Eastern Europeans enjoy a good education. Many countries are responding to the break up of the Soviet Union by adding their own history and their own language is replacing the study of Russian. The majority of Eastern Europe has a literacy rate of 99 percent. The one glaring exception to that would be Bosnia/Herzegovina; with roughly 60 percent of the population displaced by the war, seeking housing and a job are the priorities. What education does exist is ethnically biased and segregated. They are working on integration and a new curriculum is being developed.

Have you noticed that in the study of Australia and the study of Europe we have not had to discuss how the countries' poverty, poor health care, and lack of hygiene are caused by lack of education? These two continental studies show how important an education is to the success of a country. So many problems come from not having an education. Education is power, and with that power comes freedom and success.

Health Care

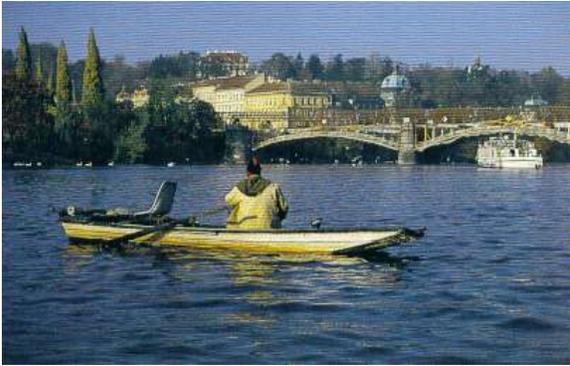
The highest levels of life expectancy, nutritional intake, and availability of doctors and health-care facilities are found in Northern and Western Europe, and these levels tend to fall in Southern and Eastern Europe. The state-funded health systems, established after the World War II, in such countries as the United Kingdom, Sweden, and Germany have played an important role in raising health-care levels. The disappearance of communism in Eastern Europe resulted in a sharp reduction in state health provision. Life expectancy in Eastern Europe is significantly lower than in the west.

After World War II, the health-care system in Czechoslovakia was placed under state control. Doctors and nurses became state employees, and the health-care was free. As a result, health standards rose, especially in rural communities. But when the economy stalled, the state stopped purchasing medical equipment and the standards declined. In the early 1990s, the new government began privatizing hospitals and clinics and legalized private medical insurance companies. Health costs have risen, but the nation also has one of the world's highest ratios of doctors and patient beds to population.

Most of the republics that were formerly part of the Soviet Union, have had to learn to stand on their own feet. They have had to completely reorganize how they deal with medical care for their population. Prior to the break up, the medical services were provided by the state. After, they are going more and more to private insurance. Lithuania has no welfare state health benefits. They do have a very low doctor to patient ratio of 1 doctor per every 250 people. For comparison the United States has a ratio of 1 per 400.

Belarus, another Eastern European country formerly of the Soviet Union, also has a low ratio of 1 per 244 people. The Chernobyl nuclear disaster did put an enormous strain on the health services. The number of cancer and leukemia cases are currently 10,000 above the previous annual average. They have had to build more wards and specialty units, and many Belorussian doctors are being trained in the latest bone-marrow techniques in Europe and the United States.

The Southeastern European country of Bosnia/Herzegovina has suffered severely because of the civil war. During and after the war many people died, not only from war injuries, but also from lack of medical care. They do not have welfare state health benefits, and the unemployment rate is very high, at fifty percent. They do have the potential to become a thriving market economy, with a solid manufacturing base. Reconstruction of many medical facilities is now under way.



In Spain the health care is administered through the National Institute of Health. It has been very successful in tending to the medical needs of the population. As a result, Spain currently enjoys one of the highest life expectancies of any modern nation.

The French have one of the most generous social welfare systems in the world. Roughly one third of the country's budget is spent on health care. Citizens are covered for health care from the time they are born until their death. The state will pay 74% of their bills, while the remainder is covered by private and state insurance programs, or by the individual.

The people of Germany value their health and welfare system. It is one of the most generous and comprehensive in the world. Even so, many are concerned over erosion of their social benefits. Since the reunification of Germany, the system has been under enormous strain because of the number of people drawing on it has increased dramatically. Taxes have had to be raised, and spending limits on drugs and other areas of medical care have been imposed. The number of Germans purchasing private health care is increasing.

It will be exciting to see the former countries of the Soviet Union develop under their new independence. What the future holds for them is anyone's guess, but it will most likely be great success.

Biography Book Report on Winston Churchill

This is your fourth and final biography book report. You have met some interesting people as you have taken this travel around the world. If you chose to take notes as you read, it will be a fairly simple task to write your report. The following information will serve as a reminder of what is expected on your book report. If you need more help than what is below try going to the Ask Jeeves website and ask him about writing book reports. You will write a 2-page paper.



1. INTRODUCTORY PARAGRAPH

This is a short paragraph that states the title of the book, as well as the name of the author. It will also contain a summary of the book or in this case the life of Winston Churchill. Don't get too detailed this is just a summary. Your topic sentence, the first sentence, should make the reader want to read on. It's the hook.

2. THE BODY OF THE REPORT

This is a summary of what the author had to say about the subject of the book, in this case Winston Churchill. You should write about key events in his life. Sometimes the titles of the chapters will aid in deciding what the key events are. Don't get bogged down in writing every-single-detail about every-single-thing he did. This is a summary after all.

3. CONCLUSION

This is a paragraph about what you found most interesting about whom you read. Why did you find it interesting? You might also want to give your opinion of the author. Did their writing make you feel like you knew their subject or were you left with questions?

This report should be typed out. You should have two spaces between lines and make sure to check grammar, capitalization and punctuation. If possible, add photograph or two. Visuals always make a report more interesting.

Teacher's Initials _____

Chapter 3 Review

Answer the questions in the spaces provided.

1. Is Europe considered to have a high literacy rate? Yes or no?
2. The literacy rate tends to be lower in some rural areas of _____ Europe.
3. While Russia is successful in most areas of education, what is the one area in which they lag behind the world standards? _____
4. Which country has their children in school Monday through Saturday, from 8:00 AM until noon? _____
5. The _____ Church plays a dominant role in education in Spain.
6. What is a “public” school in England? _____

7. What have many Eastern European countries added to their curriculum since the break up of the Soviet Union? _____
8. What difference does a good education system make to a country? _____

9. What country began the idea of kindergarten? _____
10. What happened to the health care systems of many Eastern European countries following the break up of the Soviet Union? _____

11. What disaster in Belarus has caused a huge increase in the number of cancer and leukemia cases? _____
12. Spain has such great medical care that they enjoy one of the highest _____ of any modern nation.
13. In France, the state pays for _____ percent of their medical bills.
14. Winston Churchill was elected _____ of England twice.

Score - _____
Teacher's Initials _____

UNIT REVIEW

Answer the questions in the spaces provided.

1. Europe is the most densely populated continent in the world. It contains _____ percent of the world's land area and about _____ percent of its population.
2. Europe is bordered to the east by the Ural Mountains and the Ural River, to the north by the _____ and _____ Seas, to the west by the _____ and the southern border is the _____.
3. Why do the European countries along the Mediterranean Sea have so much in common with countries of Africa and the Middle East? _____

4. What are the four European languages? _____,
_____, _____, and _____.
5. Site on historical period in which Europe's influence extended to other part of the world. _____
6. What significant event happened between the years 1989 and 1991?

7. Some geographers regard the two continents that make up the Asian landmass as one continent and have named it _____.
8. The tallest mountain range in Europe is the _____. It spans from _____ to _____.
9. The fjords of Norway were formed as a result of _____ eroding _____.
10. What are the three dominant climate zones in Europe?
a. _____ b. _____ c. _____
11. Explain what a continental climate is. _____

12. The four great civilizations of early human history developed along six rivers.

Name the rivers. _____, _____, _____,
_____, _____, and the _____ Rivers.

13. There are three types of rivers, name and describe them.

_____: _____
_____: _____
_____: _____

14. What are three natural causes for a flood? _____,
_____ and _____.

15. What are three manmade causes for a flood? _____,
_____ and _____.

16. Name the river that flooded parts of Europe in 2002. _____.

17. Scientists think that another natural phenomena may be causing unusually heavy rains and thus flooding, what is this known as? _____.

18. What is a "100-year flood"? _____

19. What is the purpose of a levee? _____

20. The Romans produced power from the river by using a _____.

21. Why are hydroelectric dams important to developing countries? _____

22. The _____ and _____ Rivers are important to the transportation of goods in Europe. In the U. S. it is the _____ River.

23. Is Europe considered having a high literacy rate? Yes or no?

24. While Russia is successful in most areas of education, what is the one area in which they lag behind the world standards? _____

25. Which country has their children in school Monday through Saturday, from 8:00 AM until noon? _____

26. The _____ Church plays a dominant role in education in Spain.

27. What is a "public" school in England? _____

28. What have many Eastern European countries added to their curriculum since the break up of the Soviet Union? _____

29. What difference does a good education system make to a country? _____

30. What happened to the health care systems of many Eastern European countries following the break up of the Soviet Union? _____

31. What disaster in Belarus has caused a huge increase in the number of cancer and leukemia cases? _____

32. Spain has such great medical care that they enjoy one of the highest _____
_____ of any modern nation.

33. In France, the state pays for _____ percent of their medical bills.

Write a definition for each of the following vocabulary words, and character traits.

Ambitious: _____

Appreciative: _____

Attentive _____

Capitalism: _____

Committed: _____

Communism: _____

Compassionate: _____

Concerned: _____

Confident: _____

Considerate: _____

Fjords: _____

Iron Curtain: _____

Give the English equivalency to the following Greek words.

Meteor (G) - _____

Hydros (G) - _____

Logos (G) - _____

Define the following words.

Meteorologist: _____

Hydrologist: _____

What does the suffix "ist" indicate? _____

_____ **Score**
_____ **Rescore after correction**

Teacher's Initials _____

SOCIAL STUDIES WORLD GEOGRAPHY 908 Test

Name: _____

Date: _____

Score: _____

(100 Possible, 2 Points Each)

Answer the questions in the spaces provided.

1. Europe is the most densely populated continent in the world. It contains _____ percent of the world's land area and about _____ percent of its population.

2. Europe is bordered to the east by the Ural Mountains and the Ural River, to the north by the _____ and _____ Seas, to the west by the _____ and the southern border is the _____.

3. Why do the European countries along the Mediterranean Sea have so much in common with countries of Africa and the Middle East? _____

4. What are the four European languages? _____,
_____, _____, and _____.

5. Site on historical period in which Europe's influence extended to other part of the world. _____

6. What significant event happened between the years 1989 and 1991?

7. Some geographers regard the two continents that make up the Asian landmass as one continent and have named it _____.

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9. The fjords of Norway were formed as a result of _____ eroding _____.

10. What are the three dominant climate zones in Europe?

a. _____ b. _____ c. _____

11. Explain what a continental climate is. _____

12. The four great civilizations of early human history developed along six rivers, name the rivers. _____, _____, _____, _____, _____, and the _____ rivers.

13. There are three types of rivers, name and describe them.

_____:

_____:

_____:

14. What are three natural causes for a flood? _____, _____ and _____.

15. What are three man-made causes for a flood? _____, _____ and _____.

16. Name the river that flooded parts of Europe in 2002. _____.

17. Scientists think that another natural phenomenon may be causing unusually heavy rains and thus flooding, what is this known as? _____.

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19. What is the purpose of a levee? _____

20. The Romans produced power from the river by using a _____.

21. Why are hydroelectric dams important to developing countries? _____

22. The _____ and _____ Rivers are important to the transportation of goods in Europe. In the U. S. it is the _____ River.

23. Is Europe considered to have a high literacy rate? Yes or No?

24. While Russia is successful in most areas of education, what is the one area in which they lag behind the world standards? _____

25. Which country has their children in school Monday through Saturday, from 8:00 AM until noon? _____

26. The _____ Church plays a dominant role in education in Spain.
27. What is a “public” school in England? _____
- _____
28. What have many Eastern European countries added to their curriculum since the break up of the Soviet Union? _____
29. What difference does a good education system make to a country? _____
- _____
30. What happened to the health care systems of many Eastern European countries following the break up of the Soviet Union? _____
- _____
31. What disaster in Belarus has caused a huge increase in the number of cancer and leukemia cases? _____
32. Spain has such great medical care that they enjoy one of the highest _____ of any modern nation.
33. In France, the state pays for _____ percent of their medical bills.

Match the definition to the word by placing the correct number on the line.

- | | |
|-------------------|---|
| ___ Ambitious | 1. Focusing attention on the needs of others. |
| ___ Appreciative | 2. The military, political, and ideological barrier established between the Soviet bloc and Western Europe. |
| ___ Attentive | 3. Having faith in myself. |
| ___ Capitalism | 4. Trying to make each day surpass yesterday. |
| ___ Committed | 5. An economic system in which the means of production and distribution are privately or corporately owned. |
| ___ Communism | 6. Having or showing appreciation. |
| ___ Compassionate | 7. A deep awareness of the suffering of another coupled with the wish to relieve it. |
| ___ Concerned | 8. Being mindful of the comfort of others. |
| ___ Confident | 9. A system of government in which the state plans and controls the economy. |
| ___ Considerate | 10. Willing to dedicate myself |
| ___ Fjords | 11. A long, narrow, deep inlet of the sea between steep slopes. |
| ___ Iron Curtain | 12. Having a regard for the needs or feeling of others |

Write the English definition for each of the following Greek or Latin words.

1. hydros (G): _____

2. logos (G): _____

3. Meteor (G): _____

4. Meteorologist:

5. Hydrologist:
