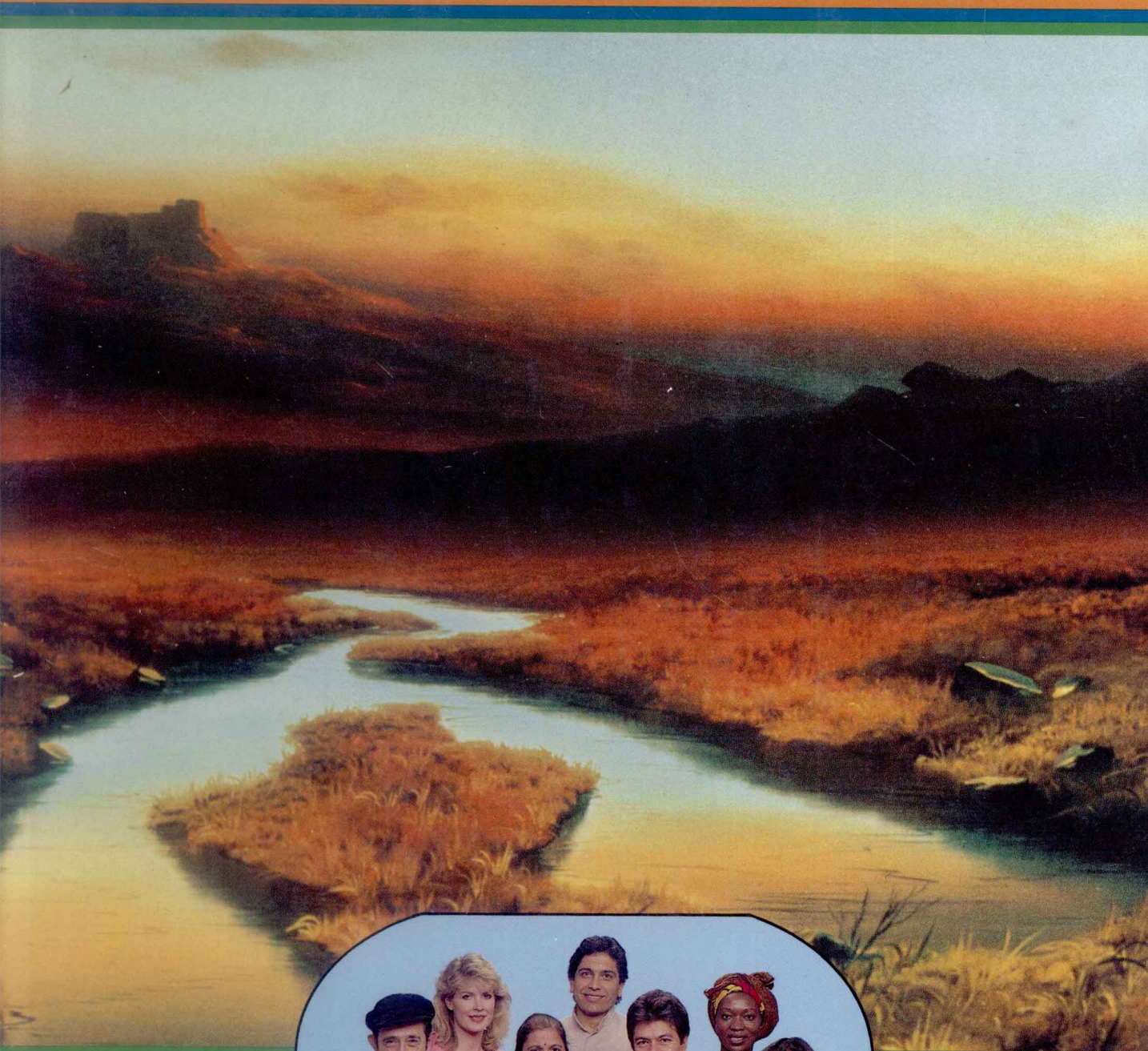
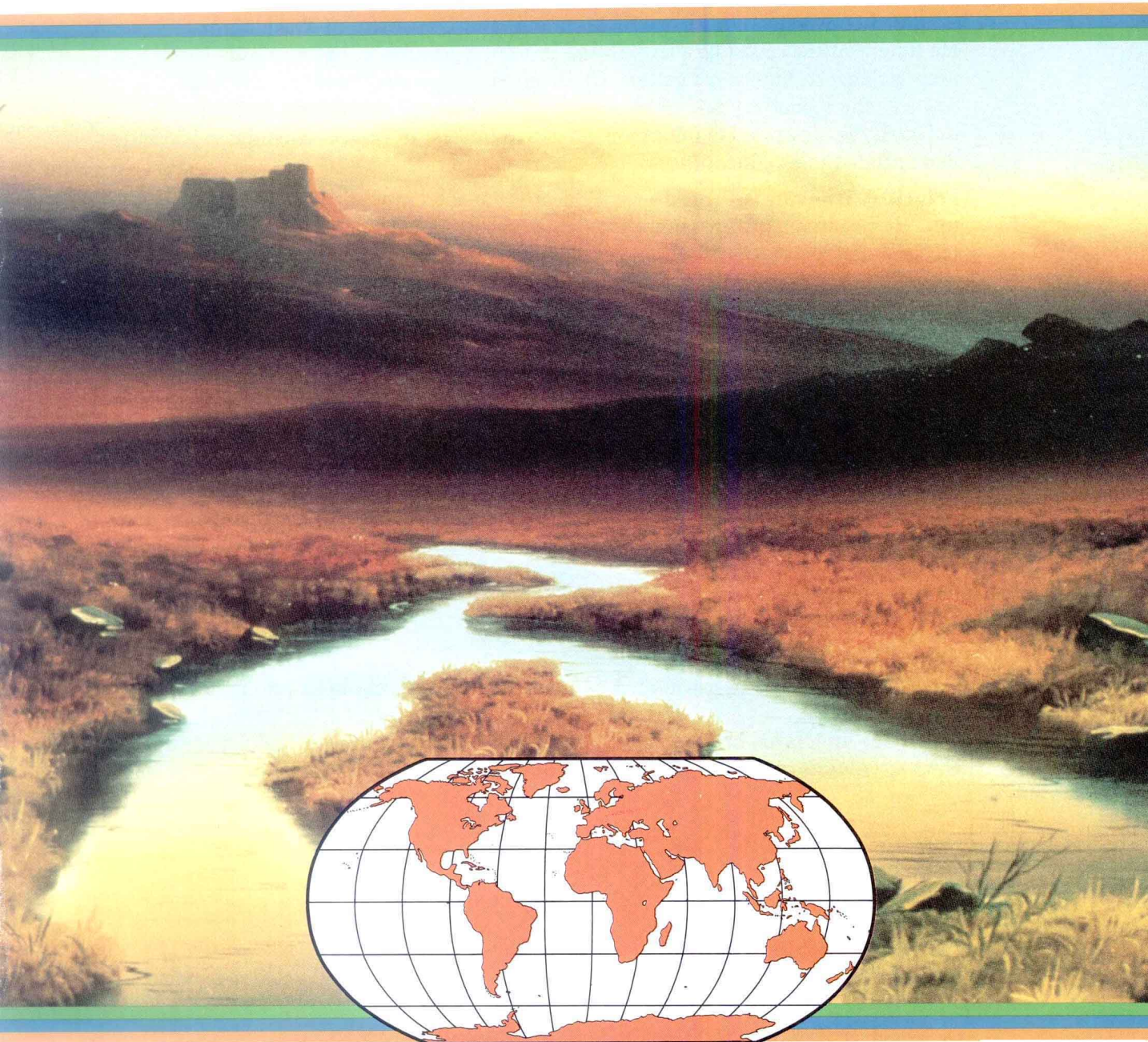


MERRILL
WORLD GEOGRAPHY
PEOPLE AND PLACES



MERRILL
WORLD GEOGRAPHY
PEOPLE AND PLACES
ARMSTRONG HUNKINS



MERRILL
PUBLISHING COMPANY
Columbus, Ohio

AUTHORS

David G. Armstrong is Professor of Educational Curriculum and Instruction at Texas A&M University. A social studies education specialist with additional advanced training in geography, Dr. Armstrong was educated at Stanford University, University of Montana, and University of Washington. He taught at the secondary level in the state of Washington before beginning a career in higher education. Dr. Armstrong has written books for students at the secondary and university levels, as well as for teachers and university professors. He maintains an active interest in travel, teaching, and social studies education.

Francis P. Hunkins is Professor of Education at the University of Washington. He began his professional career as a teacher in Massachusetts. He received his doctorate from Kent State University in general curriculum with a concentration in geography. Dr. Hunkins has written books and articles for students and teachers at the secondary and university levels. He has also written many professional articles and has assumed leadership roles in national professional organizations. As a student of geography, Dr. Hunkins has visited every continent but Antarctica.

ILLUSTRATORS

Map Illustrators

Atlas Illustrators

Maryland CartoGraphics, Inc.

R. R. Donnelley & Sons Co.,
Cartographic Services

Graphic Illustrator

Collage Illustrator

David Germon

Jim Pearson

Cover Illustrations: background, L. Guderian/Image Bank; inset photo, Tim Courlas.

Title Page and Table of Contents Photos: *i*, L. Guderian/Image Bank; *v*, NASA; *vi-vii*, Ed Kumler; *viii-ix*, *x-xi*, Michael Collier; *xii*, Steve Lissau.

ISBN 0-675-02288-6

Published by
Merrill Publishing Company
Columbus, Ohio

Copyright © 1989, 1984 by Merrill Publishing Company

All rights reserved. No part of this book may be reproduced in any form, electronic or mechanical, including photocopy, recording, or any information storage or retrieval system, without permission in writing from the publisher.

Printed in the United States of America

10 11 12 13 14 15 RRW/LP 00 99 98 97 96 95

PREFACE

Merrill's *World Geography: People and Places* blends physical and human geography, helping students understand themselves and their relationship to Earth and to other peoples of the world. The text, introduced by a one-page Prologue that stresses the reasons for studying geography, is made up of 10 units divided into 31 chapters. The first three units introduce basic concepts within the disciplines of physical and human geography. Each of the remaining units focuses on a major world region, reinforcing the concepts introduced in the first three units.

Each unit opens with a descriptive photograph, an indicator map, a brief introduction to unit content, and a unit table of contents. Each concludes with a two-page Unit Review that includes a brief summary of unit generalizations; review questions; suggestions for group and individual activities; and a one-page skill-developing activity.

Each chapter opens with a colorful full-page photograph that highlights a theme from the chapter. Themes presented in the chapter are listed as a preview. An introduction helps set the tone for the narrative, which presents facts and concepts in a readable and interesting style. Supporting, reinforcing, and supplementing the narrative is a great variety of maps, full-color photographs, illustrations, graphs, diagrams, and charts. To promote ease of reading and comprehension, each chapter is divided into numbered sections and subsections, the headings of which serve as a content outline. Each section is followed by a Content Check that includes a list of concept terms, a list of important people and places, recall questions, and a challenge question that requires higher-level thinking and problem-solving skills.

At the end of each chapter is a Conclusion that summarizes the chapter narrative in light of any future changes faced by Earth and its people. This is followed by a two-page Chapter Review that consists of a summary of key points; a vocabulary exercise; three sets of questions that test knowledge, comprehension, and higher-level thinking and problem-solving skills; a geographic skills exercise; and several challenge questions.

Supplementing the basic chapter and unit content are four types of one-page special features—Thinking Like a Geographer, which discusses the important skills or vocabulary of geographers; Strange But True, which describes unusual geographic phenomena; Focus, which highlights studies of or stories about physical, cultural, economic, or historical geography; and The Urban World, which treats urban geography concepts as they relate to certain cities of the world. In addition, throughout *World Geography: People and Places*, special attention is given to skills development. Not only are social studies skills defined, taught, applied, and practiced in Unit Reviews, but each chapter contains a graphic skills feature as well.

At the end of the text is an Appendix that includes an atlas with general reference maps, a data chart that provides statistics and shows the flags of each independent nation of the world, a glossary that defines all boldfaced terms that appear in the text, and a comprehensive, cross-referenced index.

REVIEWERS

Geraldine Coleman

Social Studies District Supervisor
Bremen Community High School District 228
Country Club Hills, Illinois

Catherine L. Jorgensen

Social Studies Teacher
Prince Georges Public Schools
Beltsville, Maryland

Patricia Maguire

Social Studies Teacher
Immaculate Heart Middle School
Los Angeles, California

Harold Russell

Social Studies Consultant
Memphis City Schools
Memphis, Tennessee

Delores Jones

Social Studies Teacher
Shortridge Junior High School
Indianapolis, Indiana

Becky L. Louks

Social Studies Teacher
Elmwood Junior High School
Rogers, Arkansas

Jay C. Pierson

Social Studies Teacher
William B. Travis High School
Austin, Texas

Donald Salvucci

Social Studies Department Chairperson
Brockton High School
Brockton, Massachusetts

CONSULTANTS

Dr. Donald W. Davis

Distinguished Service Professor of Geography
Department of Earth Science
Nicholls State University
Thibodaux, Louisiana

Dr. Susan Wiley Hardwick

Assistant Professor
Department of Geography
California State University, Chico
Chico, California

PROGRAM STAFF

Project Editor Carol MacPherson Bloom; **Assistant Editors** Tom Photos, Wanita Thompson Teagarden, Sally Kennedy, Connie J. Dwyer, Patricia Cornelius Travnicek, Robert A. Kohan, Joan Nieto, Elise Longpree, Wayne C. Beatty; **Project Assistants** Marcia Earnest, Peg MacPherson, Joanne Oaks; **Designer and Program Art Coordinator** Brent Good; **Artists** Paul Helenthal, Bill Roberson; **Production Editors** Kimberly Munsie, Linda Kauffman Peterson, Julie A. Higgins; **Photo Editor** David T. Dennison; **Indexer** Schroeder Editorial Services; **Software Coordinator** Don Parsisson

CONTENTS

| | |
|-----------------------|---|
| PROLOGUE | 1 |
|-----------------------|---|

UNIT 1 **FOUNDATIONS OF** **GEOGRAPHY** 2

CHAPTER 1 **NATURE OF GEOGRAPHY** ... 4

| | |
|---------------------------------|----|
| 1. WHAT IS GEOGRAPHY? | 6 |
| 2. THE STUDY OF GEOGRAPHY | 14 |
| 3. THE VALUE OF GEOGRAPHY | 17 |

CHAPTER 2 **MAPS** 22

| | |
|------------------------|----|
| 1. KINDS OF MAPS | 24 |
| 2. READING MAPS | 28 |
| 3. MAKING MAPS | 32 |

UNIT 2 **PHYSICAL PATTERNS** 42

CHAPTER 3 **LANDSCAPES** 44

| | |
|-----------------------------|----|
| 1. LANDFORMS | 45 |
| 2. SOIL | 55 |
| 3. PLANTS AND ANIMALS | 57 |
| 4. IMPACT OF PEOPLE | 62 |

CHAPTER 4 **WATER AND WATERWAYS** ... 66

| | |
|---------------------------|----|
| 1. WATER | 67 |
| 2. WATERWAYS | 69 |
| 3. IMPACT OF PEOPLE | 79 |

CHAPTER 5 **CLIMATE** 84

| | |
|------------------------------|-----|
| 1. ELEMENTS OF CLIMATE | 85 |
| 2. CONTROLS ON CLIMATE | 90 |
| 3. EARTH'S CLIMATES | 94 |
| 4. IMPACT OF PEOPLE | 102 |

UNIT 3 **HUMAN PATTERNS** ... 108

CHAPTER 6 **POPULATION** 110

| | |
|-------------------------------------|-----|
| 1. EARTH'S GROWING POPULATION | 111 |
| 2. POPULATION PATTERNS | 116 |
| 3. POPULATION ISSUES | 119 |

CHAPTER 7 **CULTURE** 126

| | |
|---|-----|
| 1. CULTURAL DEVELOPMENT AND CHANGE | 127 |
| 2. WORLD CULTURES | 129 |

CHAPTER 8 **URBAN PATTERNS** 144

| | |
|---|-----|
| 1. CLASSIFYING URBAN AREAS | 145 |
| 2. HISTORY OF CITIES | 149 |
| 3. URBAN ENVIRONMENT | 151 |
| 4. WORLD PATTERNS OF URBAN DEVELOPMENT | 156 |

UNIT 4 **ANGLO-AMERICA** 162

CHAPTER 9 **UNITED STATES: LANDSCAPE** **AND CLIMATE** 164

| | |
|-----------------------------|-----|
| 1. LANDSCAPE PATTERNS | 165 |
| 2. CLIMATE PATTERNS | 174 |

CHAPTER 10
UNITED STATES:
ECONOMIC AND
CULTURAL PATTERNS 182

1. NORTHEASTERN UNITED STATES 184
2. NORTH CENTRAL UNITED STATES 189
3. SOUTHERN UNITED STATES 192
4. WESTERN UNITED STATES 196

CHAPTER 11
UNITED STATES:
INFLUENCES
OF THE PAST 202

1. COLONIAL SETTLEMENT 203
2. SETTLING THE UNITED STATES 206
3. THE AMERICAN PEOPLE 213

CHAPTER 12
CANADA 218

1. LANDSCAPE AND CLIMATE 220
2. ECONOMIC AND CULTURAL PATTERNS 224
3. INFLUENCES OF THE PAST 231

UNIT 5
LATIN AMERICA 242

CHAPTER 13
MEXICO AND
CENTRAL AMERICA 244

1. MEXICO 246
2. CENTRAL AMERICA 256

CHAPTER 14
THE CARIBBEAN 268

1. WEST INDIES 270
2. CONTINENTAL LANDS 281

CHAPTER 15
SOUTH AMERICA:
ATLANTIC NATIONS 288

1. BRAZIL 289
2. ARGENTINA 298
3. PARAGUAY AND URUGUAY 306

CHAPTER 16
SOUTH AMERICA:
ANDEAN NATIONS 310

1. CHILE 311
2. PERU 317
3. BOLIVIA AND ECUADOR 323

UNIT 6
EUROPE 332

CHAPTER 17
NORTHWEST EUROPE 334

1. BRITISH ISLES 335
2. FRANCE 343
3. WEST GERMANY 347
4. OTHER COUNTRIES
OF NORTHWEST EUROPE 352

CHAPTER 18
MEDITERRANEAN
EUROPE 358

1. IBERIAN PENINSULA 359
2. ITALY 367
3. GREECE 374

CHAPTER 19
EASTERN EUROPE 380

1. NORTHEASTERN EUROPE 383
2. SOUTHEASTERN EUROPE 389

CHAPTER 20
THE SOVIET UNION 400

1. LANDSCAPE AND CLIMATE 402
2. ECONOMIC AND CULTURAL PATTERNS 408
3. INFLUENCES OF THE PAST 417

UNIT 7 NORTH AFRICA AND SOUTHWEST ASIA 426

CHAPTER 21 NORTH AFRICA AND THE SAHEL 428

1. EGYPT AND SUDAN 429
2. ARAB WEST 437
3. THE SAHEL 443

CHAPTER 22 SOUTHWEST ASIA 450

1. ISRAEL 451
2. SAUDI ARABIA 458
3. TURKEY 461
4. IRAN 464
5. OTHER COUNTRIES
OF SOUTHWEST ASIA 468

UNIT 8 AFRICA SOUTH OF THE SAHARA 476

CHAPTER 23 EAST AFRICA 478

1. KENYA 479
2. TANZANIA 484
3. OTHER COUNTRIES
OF EAST AFRICA 487

CHAPTER 24 WEST AND CENTRAL AFRICA 496

1. WEST AFRICA 497
2. CENTRAL AFRICA 503

CHAPTER 25 SOUTHERN AFRICA 514

1. SOUTH AFRICA 515
2. ZIMBABWE 524
3. OTHER COUNTRIES
OF SOUTHERN AFRICA 527

UNIT 9 ASIA 536

CHAPTER 26 SOUTH ASIA 538

1. INDIA 539
2. PAKISTAN 546
3. OTHER COUNTRIES
OF SOUTH ASIA 550

CHAPTER 27 EAST ASIA 556

1. JAPAN 557
2. CHINA 563
3. OTHER COUNTRIES AND
TERRITORIES OF EAST ASIA 570

CHAPTER 28 SOUTHEAST ASIA 578

1. CONTINENTAL SOUTHEAST ASIA 579
2. INSULAR SOUTHEAST ASIA 586

UNIT 10 OCEANIA AND ANTARCTICA 598

CHAPTER 29 AUSTRALIA AND NEW ZEALAND 600

1. AUSTRALIA 601
2. NEW ZEALAND 609

CHAPTER 30 PACIFIC ISLANDS 618

1. MELANESIA 620
2. MICRONESIA 622
3. POLYNESIA 626

CHAPTER 31 ANTARCTICA 632

1. LANDSCAPE AND CLIMATE 633
2. NATURAL RESOURCES 635
3. EXPLORERS AND SCIENTISTS 637
4. ANTARCTICA TODAY AND TOMORROW 639

| | |
|--------------------------------|------------|
| APPENDIX | 645 |
| ATLAS | 645 |
| THE WORLD | 646 |
| UNITED STATES | 648 |
| NORTH AMERICA | 650 |
| SOUTH AMERICA | 651 |
| WESTERN EUROPE | 652 |
| EASTERN EUROPE | 653 |
| SOVIET UNION | 654 |
| MIDDLE EAST | 656 |
| AFRICA | 658 |
| SOUTH ASIA | 659 |
| EAST ASIA | 660 |
| SOUTHEAST ASIA | 662 |
| OCEANIA | 664 |
| POLAR REGIONS | 666 |
| NATIONAL PROFILES | 667 |
| GLOSSARY | 681 |
| INDEX | 691 |
| PHOTO CREDITS | 707 |

FEATURES

FOCUS

| | |
|---|-----|
| ALEXANDER VON HUMBOLDT | 16 |
| IRRIGATION | 80 |
| THOMAS ROBERT MALTHUS | 120 |
| YOUTH SUBCULTURE | 134 |
| GULF OF MEXICO | 194 |
| THE ANCIENT MAYA | 254 |
| MONGOOSE: FRIEND OR FOE? | 274 |
| CAPE HORN | 314 |
| EUROPE'S POSTAGE-STAMP COUNTRIES | 370 |
| WORLD'S WORST CLIMATE? | 406 |
| ANCIENT LEPTIS MAGNA | 440 |
| THREE MAJOR RELIGIONS | 454 |
| NATIONAL PARKS AND RESERVES | 482 |
| FABULOUS DIAMONDS | 520 |
| A STORY OF TEA | 552 |
| AMAZING CAPTAIN COOK | 608 |

THINKING LIKE A GEOGRAPHER

| | |
|--|-----|
| WORLD TIME ZONES | 26 |
| AERIAL ANALYSIS OF CITIES | 146 |
| GEOGRAPHIC AND POPULATION CENTERS | 210 |
| BALKANIZATION | 392 |
| PINYIN | 566 |

THE URBAN WORLD

| | |
|--|-----|
| NORTHEASTERN UNITED STATES: MEGALOPOLIS | 188 |
| BUENOS AIRES: URBAN SPRAWL | 300 |
| LONDON: CULTURAL CENTER | 340 |
| CAIRO: URBAN GROWTH | 434 |
| CAPE TOWN: SITE AND SITUATION | 518 |
| CALCUTTA: POVERTY | 544 |
| CANBERRA: URBAN PLANNING | 606 |

STRANGE BUT TRUE

| | |
|--|-----|
| DRIFTING CONTINENTS | 48 |
| UNUSUAL WEATHER BY EL NIÑO | 88 |
| MILD WINTERS IN SOUTHEAST ALASKA? | 178 |

| | |
|----------------------------------|-----|
| CAN YOU SEE BORDERS? | 232 |
| MANAUS RUBBER BOOM | 294 |
| BANANAS IN BRITAIN | 338 |
| THAT IS NO JUNGLE | 504 |
| MIGHTY BLAST AT KRAKATAU | 588 |
| STATUES OF EASTER ISLAND | 628 |
| ANTARCTICA AND OUTER SPACE | 638 |

SKILLS

USING GRAPHIC SKILLS

| | |
|--|-----|
| DESCRIBING EXACT AND RELATIVE LOCATIONS | 12 |
| UNDERSTANDING SCALE | 30 |
| COMPARING MAP PROJECTIONS | 36 |
| UNDERSTANDING DIAGRAMS | 52 |
| MAKING AND READING CIRCLE GRAPHS | 72 |
| READING CLIMOGRAPHS | 100 |
| COMPARING TABULAR DATA | 114 |
| COMPARING DATA FROM MAPS AND GRAPHS | 138 |
| MAKING OBSERVATIONS | 154 |
| READING MAPS WITH INSETS | 170 |
| READING THEMATIC MAPS | 186 |
| ANALYZING HISTORICAL MAPS | 208 |
| INTERPRETING DIAGRAMS | 226 |
| ANALYZING DEMOGRAPHIC MAPS..... | 262 |
| READING TOPOGRAPHIC MAPS | 278 |
| READING TRANSPORTATION MAPS | 296 |
| ANALYZING DATA FROM BAR GRAPHS | 324 |
| MAKING GENERALIZATIONS | 354 |
| ANALYZING LINE AND BAR GRAPHS | 362 |
| READING POLITICAL MAPS | 388 |
| COMPARING LAND-AREA MAPS | 404 |
| COMPARING THEMATIC MAPS | 438 |

| | |
|---|-----|
| READING TERRITORIAL BOUNDARIES | 456 |
| READING PICTOGRAPHS | 492 |
| INTERPRETING THEMATIC MAPS | 506 |
| ANALYZING CIRCLE GRAPHS | 522 |
| MAKING HYPOTHESES | 540 |
| DRAWING CONCLUSIONS | 568 |
| REVIEWING EXACT AND RELATIVE LOCATIONS | 590 |
| READING TIME-ZONE MAPS | 614 |
| REVIEWING SCALE | 624 |
| EVALUATING INFORMATION | 636 |

DEVELOPING GEOGRAPHY SKILLS

| | |
|--|-----|
| ASKING EFFECTIVE QUESTIONS | 41 |
| ANALYZING PHOTOGRAPHS | 107 |
| DEVELOPING A GLOBAL POINT OF VIEW | 161 |
| OBSERVING IN THE FIELD | 241 |
| CLASSIFYING INFORMATION | 331 |
| MAKING COMPARISONS | 425 |
| MAKING INFERENCES | 475 |
| SUPPORTING GENERALIZATIONS | 535 |
| TESTING HYPOTHESES | 597 |
| IDENTIFYING TRENDS AND MAKING FORECASTS | 643 |

ILLUSTRATIONS

MAPS

| | |
|-----------------------------------|----|
| SOUTH CENTRAL UNITED STATES | 13 |
| STANDARD TIME ZONES | 26 |
| PHOENIX, ARIZONA | 30 |

| | |
|---|-----|
| EARTH'S BIOMES | 61 |
| EARTH'S OCEAN CURRENTS | 70 |
| ZONES OF EARTHQUAKES AND VOLCANOES | 75 |
| EARTH'S CLIMATE REGIONS | 96 |
| WORLD POPULATION DENSITY | 117 |

| | | | |
|-------------------------------------|-----|-----------------------------------|-----|
| POPULATION OF EGYPT | 118 | LAND USE AND RESOURCES | |
| DIFFUSION OF AGRICULTURE | 129 | OF THE CARIBBEAN | 282 |
| WORLD CULTURE AREAS | 130 | PHYSICAL REGIONS | |
| WORLD LITERACY | 137 | OF THE ATLANTIC NATIONS | 290 |
| WORLD RELIGIONS | 139 | TRANSPORTATION ROUTES | |
| BALTIMORE METROPOLITAN | | TO BRASÍLIA | 296 |
| STATISTICAL AREA | 148 | LAND USE AND RESOURCES | |
| SITE OF SINGAPORE | 154 | OF THE ATLANTIC NATIONS | 302 |
| SITUATION OF SINGAPORE | 154 | COLONIAL SOUTH AMERICA—1790 | 304 |
| FALL-LINE CITIES | 167 | ATLANTIC NATIONS OF | |
| PHYSICAL REGIONS OF | | SOUTH AMERICA | 305 |
| THE UNITED STATES | 171 | PHYSICAL REGIONS | |
| UNITED STATES CLIMATE REGIONS | 175 | OF THE ANDEAN | |
| AVERAGE ANNUAL TEMPERATURES | 176 | NATIONS | 312 |
| KETCHIKAN AND | | ANDEAN COUNTRIES BORDER | |
| MINNEAPOLIS-ST. PAUL | 179 | DISPUTES—1828-1928 | 316 |
| ECONOMIC AND CULTURAL REGIONS | | LAND USE AND RESOURCES | |
| OF THE UNITED STATES | 184 | OF THE ANDEAN NATIONS | 319 |
| LAND USE AND RESOURCES | | ANDEAN NATIONS | |
| OF NORTHEASTERN UNITED STATES | 187 | OF SOUTH AMERICA | 323 |
| LAND USE AND RESOURCES | | PHYSICAL REGIONS | |
| OF NORTH CENTRAL UNITED STATES | 191 | OF NORTHWEST EUROPE | 336 |
| LAND USE AND RESOURCES | | COMMONWEALTH OF NATIONS | 342 |
| OF SOUTHERN UNITED STATES | 195 | LAND USE AND RESOURCES | |
| LAND USE AND RESOURCES | | OF NORTHWEST EUROPE | 346 |
| OF WESTERN UNITED STATES | 199 | NATIONS OF NORTHWEST EUROPE | 348 |
| COLONIAL EUROPEAN | | OCCUPIED GERMANY | |
| SETTLEMENT PATTERNS | 205 | AND DIVIDED BERLIN | 351 |
| UNITED STATES OF AMERICA | 207 | LAND FROM THE SEA | 353 |
| TERRITORIAL EXPANSION | | PHYSICAL REGIONS | |
| OF THE UNITED STATES | 209 | OF MEDITERRANEAN EUROPE | 360 |
| GEOGRAPHIC AND POPULATION | | LAND USE AND RESOURCES | |
| CENTERS OF THE UNITED STATES | 210 | OF MEDITERRANEAN EUROPE | 369 |
| PHYSICAL REGIONS OF CANADA | 220 | POSTAGE-STAMP COUNTRIES | 371 |
| PROVINCES AND TERRITORIES | | GROWTH OF THE ROMAN EMPIRE | 372 |
| OF CANADA | 225 | NATIONS OF | |
| LAND USE AND RESOURCES | | MEDITERRANEAN EUROPE | 376 |
| OF CANADA | 228 | PHYSICAL REGIONS | |
| GROWTH OF CANADA | 235 | OF EASTERN EUROPE | 382 |
| PHYSICAL REGIONS | | LAND USE AND RESOURCES | |
| OF MEXICO AND CENTRAL AMERICA | 246 | OF EASTERN EUROPE | 385 |
| LAND USE AND RESOURCES | | POLAND—1918-PRESENT | 388 |
| OF MEXICO AND CENTRAL AMERICA | 250 | ETHNIC GROUPS | |
| NATIONS OF MEXICO | | OF THE BALKAN PENINSULA | 392 |
| AND CENTRAL AMERICA | 257 | NATIONS OF EASTERN EUROPE | 395 |
| PANAMA CANAL | 261 | PHYSICAL REGIONS | |
| POPULATION DISTRIBUTION | | OF THE SOVIET UNION | 402 |
| AND DENSITY | 263 | UNITED STATES | |
| PHYSICAL REGIONS | | AND THE SOVIET UNION | 404 |
| OF THE CARIBBEAN | 270 | VERKHOYANSK, U.S.S.R. | 406 |
| COUNTRIES OF THE CARIBBEAN | 273 | LAND USE AND RESOURCES | |
| ADJUNTAS, PUERTO RICO | 279 | OF THE SOVIET UNION | 409 |

| | |
|---|-----|
| UNION OF SOVIET | |
| SOCIALIST REPUBLICS | 412 |
| TERRITORIAL EXPANSION | 418 |
| PHYSICAL REGIONS | |
| OF NORTH AFRICA AND THE SAHEL | 430 |
| AVERAGE ANNUAL RAINFALL | |
| IN NORTH AFRICA AND THE SAHEL | 439 |
| LAND USE AND RESOURCES | |
| OF NORTH AFRICA AND THE SAHEL | 441 |
| NATIONS OF NORTH AFRICA | |
| AND THE SAHEL | 444 |
| DESERTIFICATION IN NORTH AFRICA | |
| AND THE SAHEL | 445 |
| AFRICAN KINGDOMS | |
| OF THE MIDDLE AGES | 447 |
| PHYSICAL REGIONS | |
| OF SOUTHWEST ASIA | 452 |
| ISRAEL'S CHANGING BOUNDARIES | 457 |
| LAND USE AND RESOURCES | |
| OF SOUTHWEST ASIA | 463 |
| FERTILE CRESCENT | 468 |
| NATIONS OF SOUTHWEST ASIA | 469 |
| PHYSICAL REGIONS OF EAST AFRICA | 480 |
| LAND USE AND RESOURCES | |
| OF EAST AFRICA | 486 |
| NATIONS OF EAST AFRICA | 489 |
| PHYSICAL REGIONS | |
| OF WEST AND CENTRAL AFRICA | 498 |
| COLONIALISM IN AFRICA | 501 |
| NATIONS OF WEST | |
| AND CENTRAL AFRICA | 505 |
| LAND USE AND RESOURCES | |
| OF WEST AND CENTRAL AFRICA | 507 |
| WORLD ECONOMIC DEVELOPMENT | 510 |
| PHYSICAL REGIONS OF | |
| SOUTHERN AFRICA | 516 |
| NATIONS OF SOUTHERN AFRICA | 521 |
| LAND USE AND RESOURCES | |
| OF SOUTHERN AFRICA | 525 |
| PHYSICAL REGIONS OF SOUTH ASIA | 540 |
| MONSOON WINDS OF INDIA | 542 |
| RELIGIONS OF SOUTH ASIA | 543 |
| INDUS VALLEY CIVILIZATION—3000 BC | 545 |
| LAND USE AND RESOURCES | |
| OF SOUTH ASIA | 548 |
| NATIONS OF SOUTH ASIA | 550 |
| PHYSICAL REGIONS OF EAST ASIA | 558 |
| POPULATION DISTRIBUTION | |
| OF EAST ASIA | 567 |
| EARLY RIVER-VALLEY CIVILIZATIONS | 569 |
| NATIONS OF EAST ASIA | 571 |
| LAND USE AND RESOURCES | |
| OF EAST ASIA | 574 |

| | |
|--------------------------------------|-----|
| PHYSICAL REGIONS | |
| OF SOUTHEAST ASIA | 580 |
| LAND USE AND RESOURCES | |
| OF SOUTHEAST ASIA | 583 |
| NATIONS OF SOUTHEAST ASIA | 587 |
| THE PHILIPPINES | 590 |
| PHYSICAL REGIONS | |
| OF AUSTRALIA AND NEW ZEALAND | 602 |
| ELEVATION OF AUSTRALIA | |
| AND NEW ZEALAND | 604 |
| LAND USE AND RESOURCES | |
| OF AUSTRALIA AND NEW ZEALAND | 607 |
| NATIONS OF AUSTRALIA | |
| AND NEW ZEALAND | 610 |
| STANDARD TIME ZONES | 614 |
| RELATIVE SIZE OF | |
| THE PACIFIC ISLANDS | 621 |
| REGIONS OF THE PACIFIC ISLANDS | 624 |
| RELATIVE SIZE OF ANTARCTICA | 635 |
| CLAIMS TO ANTARCTICA | 636 |

CULTURAL COLLAGES

| | |
|----------------------------------|-----|
| CANADA | 236 |
| MEXICO AND CENTRAL AMERICA | 255 |
| EASTERN EUROPE | 394 |
| SOUTHWEST ASIA | 466 |
| WEST AND CENTRAL AFRICA | 509 |
| SOUTHEAST ASIA | 579 |
| PACIFIC ISLANDS | 627 |

CHARTS, DIAGRAMS, AND GRAPHS

| | |
|--|----|
| REVOLUTION AND ROTATION OF EARTH | 6 |
| LATITUDE AND LONGITUDE | 9 |
| HEMISPHERES | 10 |
| ELEVATION AND TOPOGRAPHY | 24 |
| GREAT CIRCLE | 34 |
| GREAT CIRCLE ROUTE | 35 |
| CYLINDRICAL PROJECTION | 36 |
| CONIC AND FLAT-PLANE | |
| PROJECTIONS | 36 |
| MODIFIED PROJECTIONS | 37 |
| EARTH'S STRUCTURE | 46 |
| MAJOR KINDS OF MOUNTAINS | 47 |
| PANGAEA | 48 |
| FUTURE EARTH | 48 |
| TECTONIC MOUNTAIN BUILDING | 49 |

| | | | |
|-------------------------------------|-----|---------------------------------------|-----|
| PLATE TECTONICS | 53 | LEADING EXPORTS | |
| LANDFORMS | 54 | OF CENTRAL AMERICA | 260 |
| SOIL PROFILE | 55 | FOREIGN INFLUENCE | |
| WATER CYCLE | 68 | IN THE CARIBBEAN | 276 |
| WATER TABLE | 69 | CLIMATE: RIO DE JANEIRO, BRAZIL | 292 |
| EARTH'S LARGEST OCEANS | 69 | COMPAR-A-GRAPH: | |
| EARTH'S WATER AND LAND AREAS | 72 | BRAZIL-UNITED STATES | 293 |
| TECTONIC MOVEMENT ON | | SELECTED PEAKS OF THE AMERICAS | 299 |
| THE OCEAN FLOOR | 74 | ANDEAN ETHNIC GROUPS | 324 |
| WATER FORMS | 77 | STATISTICS ON SELECTED CITIES | 354 |
| GREENHOUSE EFFECT | 86 | PER CAPITA GROSS | |
| PRESSURE ZONES | | NATIONAL PRODUCT | 362 |
| AND WIND PATTERNS | 89 | TOTAL GROSS NATIONAL PRODUCT | 363 |
| SUN'S RADIATION | 91 | WORDS OF LATIN ORIGIN | 373 |
| SEASONS | 92 | CLIMATE: MOSCOW | 407 |
| SEA AND LAND BREEZES | 93 | COMPAR-A-GRAPH: | |
| OROGRAPHIC EFFECT | 94 | U.S.S.R.-UNITED STATES | 411 |
| CLIMATE: COLOMBO, SRI LANKA | 100 | SHOPPING IN MOSCOW | |
| CLIMATE: CAIRO, EGYPT | 101 | AND NEW YORK | 415 |
| CLIMATE: PERTH, AUSTRALIA | 101 | WORLD TRANSPORTATION SYSTEMS | 419 |
| CLIMATE: MOSCOW, U.S.S.R. | 101 | LONGEST RIVERS | |
| CLIMATE: POINT BARROW, U.S.A. | 101 | OF EACH CONTINENT | 431 |
| WORLD POPULATION GROWTH | 113 | ISRAEL AND ITS NEIGHBORS | 455 |
| STATISTICS ON SELECTED | | WORLD OIL RESERVES | 459 |
| COUNTRIES | 114 | CLIMATE: TEHRAN | 465 |
| POPULATION PYRAMIDS | 115 | CLIMATE: NAIROBI | 481 |
| POPULATION DENSITY: | | EAST AFRICAN POPULATIONS | |
| BANGLADESH AND BRAZIL | 118 | AND LIFE EXPECTANCIES | 493 |
| INDO-EUROPEAN LANGUAGE FAMILY | 133 | COMPAR-A-GRAPH: | |
| WORLD RELIGIONS | 139 | NIGERIA-UNITED STATES | 499 |
| MIGRATION TO THE CITIES | 151 | AFRICAN URBAN CENTERS | 508 |
| URBAN HEAT-ISLAND EFFECT | 153 | SOUTH AFRICAN ETHNIC GROUPS | 522 |
| WORLD'S LARGEST | | COMPAR-A-GRAPH: | |
| METROPOLITAN AREAS | 157 | INDIA-UNITED STATES | 541 |
| UNITED STATES IMMIGRATION | | CLIMATE: TOKYO | 559 |
| PATTERNS—1820-1980 | 213 | COMPAR-A-GRAPH: | |
| AMERICAN ETHNIC GROUPS | 215 | JAPAN-UNITED STATES | 560 |
| COMPAR-A-GRAPH: | | COMPARING ECONOMIES: | |
| CANADA-UNITED STATES | 221 | JAPAN AND UNITED STATES | 562 |
| RELATIVE POPULATION OF CANADA | 226 | COMPAR-A-GRAPH: | |
| FRENCH DOMINANCE IN QUEBEC | 227 | CHINA-UNITED STATES | 565 |
| COMPAR-A-GRAPH: | | RURAL AND URBAN | |
| MEXICO-UNITED STATES | 247 | ASIAN POPULATIONS | 589 |
| CLIMATE: MEXICO CITY | 248 | COMPAR-A-GRAPH: | |
| LATIN AMERICA'S | | INDONESIA-UNITED STATES | 591 |
| LEADING OIL PRODUCERS | 252 | COMPAR-A-GRAPH: | |
| | | AUSTRALIA-UNITED STATES | 603 |
| | | CLIMATE: AUCKLAND | 612 |

PROLOGUE

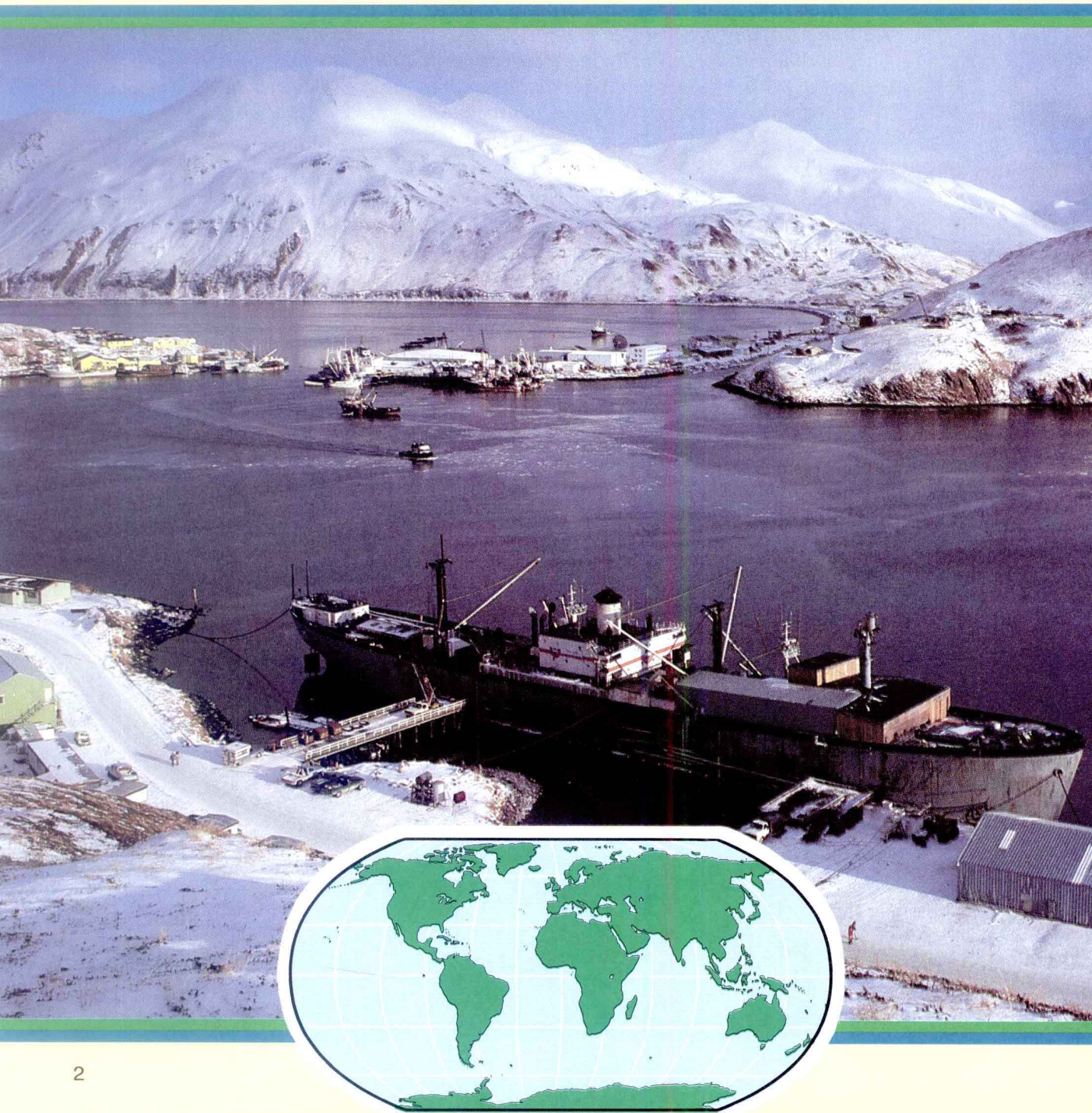
[People] can no longer be studied apart from the ground which [they] fill, or the lands over which [they] travel, or the seas over which [they] trade, than polar bears or desert cactus can be understood apart from its habitat. [People's] relations to [their] environment are infinitely more numerous and complex than those of the most highly organized plant or animal. So complex are they that they constitute a legitimate and necessary object of special study.

The “special study” American geographer Ellen Churchill Semple spoke of in her 1911 book, *Influences of Geographic Environment*, is what is now called human geography. At the time, Semple was among a group of noted scientists that wanted geography to include more than just the study of Earth and its physical features. They believed that the study of relationships between Earth and the people who lived there was as important as physical geography.

Today, nearly a century later, the need for special study of both Earth and its people is even stronger. Educators and government leaders join geographers in promoting more geographic education for everyone. They strongly believe that, in the world we live in today, people need not only to understand themselves and their relationship to Earth but also their relationships to peoples all over the world.

In today's world people depend on each other for the needs of their daily lives. It is not unusual for an American teenager to wake up to an alarm clock manufactured in Taiwan, style his or her hair with a product from France, dress in jeans sewn in Honduras, and ride in a car made in Japan. With increased transportation, communication, and trade linking even the most faraway parts of Earth, people need to learn about cultures other than their own and know the environments in which they live. This will help them interact effectively not only in trade but in political and social situations as well. *World Geography: People and Places* seeks to provide the insights needed to begin understanding Earth's awesome environments and the world's fascinating cultures.

FOUNDATIONS OF GEOGRAPHY



UNIT 1



CHAPTER

PAGE

| | |
|-----------------------------|----|
| 1 Nature of Geography | 4 |
| 2 Maps | 22 |

Geography involves a special way of looking at planet Earth and its people. It looks at relationships between groups of people, between places, and between people and places.

The study of geography involves describing, explaining, and making forecasts about people and places. To do these tasks, the geographer uses special methods of inquiry and several different tools.

The most important tools are maps. Maps show information in picture form. They can show any of Earth's features that can be measured or counted. They give the geographer and the student of geography the information they need to learn more about this planet and the people who live on it.

Ship docked at Dutch Harbor in the Aleutian Islands of Alaska

CHAPTER 1

