The Teacher Notes were developed to help teachers understand the depth and breadth of the standards. In some cases, information provided in this document goes beyond the scope of the standards and can be used for background and enrichment information. Please remember that the goal of Social Studies is not to have students memorize laundry lists of facts, but rather to help them understand the world around them so they can analyze issues, solve problems, think critically, and become informed citizens. **Children's Literature:** A list of book titles aligned to the 6th-12th Grade Social Studies GSE may be found at the Georgia Council for the Social Studies website: http://www.gcss.net/uploads/files/Childrens-Literature-Grades-6-to-12.pdf

TEACHER NOTES
6TH GRADE SOCIAL STUDIES
Europe
- HISTORICAL UNDERSTANDINGS -

SS6H3 - Explain conflict and change in Europe.

Standard H3 explores the contemporary events of European history which have shaped the current geopolitical and socioeconomic climate of the region. As with all 6th grade historical standards, it is not intended to serve as an exhaustive history of the region, but rather a snapshot of major events and historical trends that help explain the current state of European affairs. In this regard, special attention is given to the aftermath of World War I, key movements and events in World War II, and the rise and fall of the communism during the Cold War.

SS6H3 - Explain conflict and change in Europe.

a. **Describe the aftermath of World War I: the rise of communism, the Treaty of Versailles, the rise of Nazism, and worldwide depression.**

Map of Europe in WWI (Wikimedia Commons)

World War I – or the *Great War* as it was known in 1914 – was the first global conflict of its kind in the modern era. It began in Serbia with the assassination of Archduke Franz Ferdinand I of Austria-Hungary, who was there on a diplomatic visit with his wife. What ensued was a regional war between competing Germanic (i.e., Germany and Austria Hungary) and Slavic (i.e., Russia) interests in Central and Eastern Europe. Preexisting defense pacts and political alliances in the region drew Western Europe into the conflict as well, particularly after German forces invaded Belgium and France. Each European empire's colonies throughout Africa, Asia, and the Americas – France and Britain's were the most extensive – were likewise obliged to take part in the war.
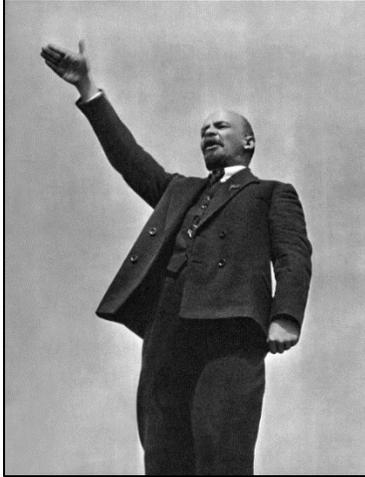
Vladimir Lenin
(Wikimedia Commons)

Russian participation in World War I, and the war's unpopularity among the Russian people, contributed to the rise of **communism** in that country. A popular revolution against the rule of Czar Nicholas II Romanov, beginning in 1914, led to the Russian monarchy's overthrow and Russia's withdraw from World War I in 1917. A civil war ensued, resulting in the communist takeover of Russia by **Vladimir Lenin** and the nation's expansion and rebirth as the **Soviet Union** in 1922.

The United States remained neutral throughout most of World War I, but did eventually enter the conflict on behalf of the **Allies** (Britain, France, Russia, et al) in 1917. The U.S. was instrumental in the defeat of the **Central Powers** (Germany, Austria-Hungary, the Ottoman Empire, et al.)

An **armistice** was signed in 1918, and World War I officially came to an end in 1919 with the **Treaty of Versailles** (*vair-sy'*). The Treaty of Versailles would later lead to renewed conflict with Germany, however, as the terms of Germany's surrender (e.g., loss of lucrative territory, military occupation, etc.) were considered overly punitive and financially untenable by its people.

The rise of **Nazism** in 1919 came in direct response to the German public's outrage over the Treaty of Versailles. The Nazi movement gained traction in the early 1930s – as did likened **fascist** movements elsewhere in Central and Eastern Europe – after the 1929 U.S. stock market crash triggered a worldwide **depression**. Strong leadership, the Nazis argued, and social policies that put the German people and German interests above all else were required to pull their nation out of economic calamity.[1]

- **Allies** – the victorious alliance of nations in World War I
- **armistice** – a formal ceasefire
- **Central Powers** – the defeated alliance of nations in World War I
- **communism** – a sociopolitical model wherein all property is publically owned and workers are paid according to their abilities and needs
- **depression** – in economics, a long-term, sustained downturn in economic activity
- **fascist** – a political movement supporting strong, authoritarian government dictatorship
- **Lenin, Vladimir** – leader of the communist revolution in Russia during World War I
- **Nazism** – a political movement in Germany, from the end of World War I through the end of World War II, which espoused totalitarian government, staunch nationalism, and racial supremacy
- **Soviet Union** – a federation of communist countries in Eastern Europe, led by Russia, from the time of the Russian Revolution until its collapse in 1991 at the end of the Cold War
- **Treaty of Versailles** – the 1919 treaty which formally brought World War I to an end
- **World War I** – also known as the "Great War" or the "War to End all Wars," a global conflict occurring between 1914 and 1918, primarily in Europe

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[1] This pro-German nationalism was epitomized by the original first verse of what later became Germany's national anthem: *Deutschland, Deutschland über alles, / über alles in der Welt.* ("Germany, Germany above all / Above all else in the world.")

Resources:

Causes of World War I
Thorough article, complete with multimedia and primary/secondary sources, on the Great War
http://www.gohistorygo.com/causes-of-wwi

War and Revolution in Russia, 1914-1921 (BBC)
A deeper look into the events surrounding the Russian Revolution and subsequent civil war
http://www.bbc.co.uk/history/worldwars/wwone/eastern_front_01.shtml

The Treaty of Versailles
Thorough article, complete with multimedia and primary/secondary sources, on the Great War
http://www.gohistorygo.com/treaty-of-versailles

The Roaring Twenties
Article and video summarizing the changes in American society in the years following World War I
http://www.history.com/topics/roaring-twenties

The Rise of the Nazi Party, 1918-1933 (A Teacher's Guide to the Holocaust)
Timeline of major events in German history which gave rise to the Nazi political movement
https://fcit.usf.edu/holocaust/timeline/nazirise.htm

The Great Depression in Global Perspective
An explanation of how financial events in the U.S. triggered worldwide economic calamity
http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3433

SS6H3 - Explain conflict and change in Europe.

> **b. Explain the rise of Nazism including preexisting prejudices, the use of propaganda, and events which resulted in the Holocaust.**

Adolf Hitler
(Wikimedia Commons)

Disillusionment with the outcome of World War I, lack of confidence in Germany's post-war leadership, and economic calamity resulting from a worldwide depression all contributed to the rise of Nazism. **Adolf Hitler**'s election to the German chancellery in 1933 brought with it a policy of state-sponsored **anti-Semitism**. Nazi **propaganda** scapegoated the Jewish peoples of Central Europe as complicit in the punitive terms of the Treaty of Versailles, and implicated them in the financial collapse which brought about Germany's economic struggles in the post-war years. As such, party members and Nazi sympathizers alike were encouraged to boycott Jewish businesses, segregate Jewish people within German society, pass laws which forbade certain civil rights and privileges to Jews, and publically burn Jewish literature and religious sites. This anti-Jewish hysteria and persecution culminated in the roundup, internment, and extermination of European Jewry, known as the **Holocaust.**[2]

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[2] An alternate Hebrew name for the Holocaust, the **Shoah**, is preferred by many Jewish survivors and scholars. *Shoah* means great destruction, total ruin, or calamity.

The major events of the Holocaust took place against a backdrop of **World War II**. In fact, the event which triggered Western Europe's declaration of war against Nazi Germany was Hitler's invasion of Poland: a British and French ally with the continent's largest Jewish population at the time. Many of the **ghettos** and **concentration camps** established by the Nazis were not in Germany itself but in its surrounding conquered territories, like Poland.

Infamous sign at the gates of the Auschwitz concentration/death camp in Oświęcim, Poland. The sign reads *Arbeit macht frei*, which means "Work will set you free." (Wikimedia Commons)

Hitler and the **Axis** (Germany, Italy, Japan, et al) were ultimately defeated at the end of World War II; however, the **Allied** victory did not come before nearly 11 million people[3] lost their lives in the Holocaust, some 6 million of whom were Jews.[4]

- **Allies** – the victorious alliance of nations in World War II
- **anti-Semitism** – racial bias or prejudice against Jews
- **Axis** – the defeated alliance of nations in World War II
- **concentration camp** – general term for a Nazi-controlled detention center where Jews, et al were detained, used as forced labor, and exterminated
- **ghetto** – a cordoned off area of city where Jews were isolated from the rest of the German population
- **Hitler, Adolf** – chancellor of Germany and leader of the Nazi regime during World War II
- **Holocaust** - the Nazi internment, forced labor, and extermination of nearly 11 million people during World War II, an estimated 6 million of whom were Jews
- **propaganda** – information, usually misleading or biased, designed to promote a particular political ideology
- **World War II** – a global conflict occurring between 1939 and 1945

Resources:

Hitler's Germany
Thorough article, complete with multimedia and primary/secondary sources, on Nazi Germany
http://www.gohistorygo.com/hitlers-germany

"The Nazi Racial State" by Professor Peter Longerich (BBC)
Article detailing the extent of Hitler's race-based politicking in World War II
http://www.bbc.co.uk/history/worldwars/genocide/racial_state_01.shtml

Changing Life in Germany (GCSE Bitesize / BBC)
Summary information with infographics about life under Nazi rule
http://www.bbc.co.uk/schools/gcsebitesize/history/tch_wjec/germany19291947/2politicalpolicy1.shtml

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[3]Other groups targeted during the Holocaust included communists, the Roma/Sinti, Poles and other Slavic peoples, Jehovah's Witnesses, and the mentally and physically disabled.

[4] "Documenting Numbers of Victims of the Holocaust and Nazi Persecution." Holocaust Encyclopedia. United States Holocaust Memorial Museum. 2 Jul. 2016. Web. 15 Nov. 2016.

SS6H3 - Explain conflict and change in Europe.

c. **Explain how German reunification contributed to the collapse of the Soviet Union and led to the end of the Cold War.**

Without a common enemy to unite them, relations between the capitalist, democratic West and the communist, authoritarian East began to break down after World War II. Both the U.S. and the U.S.S.R., having risen to geopolitical "superpower" status as a result of the war, sought to set the course for world affairs in the years that followed. This period is known as the **Cold War**.

The Cold War was, in essence, a battle of wills and sociopolitical ideologies. Unlike the openly-declared hostilities of the first two World Wars, the Cold War was characterized by political propaganda, threats, and smaller-scale skirmishes, but it stopped short of full-scale military engagement. Nowhere in Europe were Cold War tensions quite so poignant as Germany.

Immediately following Germany's defeat in World War II, steps were taken to ensure that Germany would never again pose a military threat to the peace and stability of Europe. As such, the nation was divided into four separate occupation zones. The three westernmost zones were occupied by American, British, and French forces; the easternmost zone was occupied by Soviet troops. This same division was also carried out in Germany's capital, **Berlin**. Overtime, the three western zones were merged into one, known colloquially as West Germany (officially the **Federal Republic of Germany** or **FRG**), while the Soviet portion of the country became East Germany (officially the **German Democratic Republic** or **GDR**.) The four occupation zones in Berlin were also consolidated, becoming West Berlin and East Berlin.
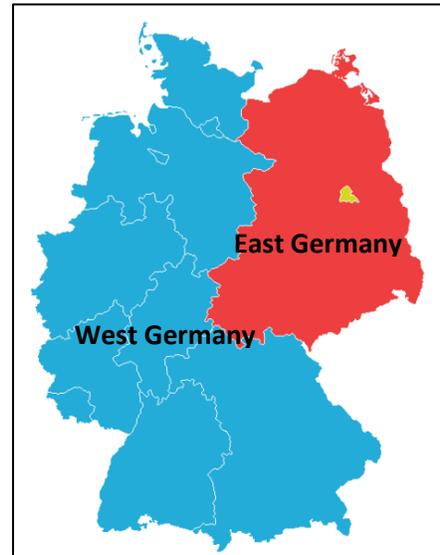
Map of the divided West and East Germany during the Cold War. The yellow area marks the location of the divided capital, Berlin. (Wikimedia Commons)

Map of West and East Berlin (Wikimedia Commons)

Government and society in the FRG (and West Berlin) were recast in the image of the West: capitalist and democratic. The GDR (and East Berlin), meanwhile, mirrored the Soviet Union's other occupied territories: communist and authoritarian. East Germans were only permitted to travel within the **Communist Bloc**; however, those who could make it to West Berlin could fly out of East Germany to freedom. Knowing this, and in an effort to stop the hemorrhage of highly skilled East Germans emigrating to the West, the East German government erected a massive, fortified, 91-mile long wall around West Berlin. This wall came to symbolize the "**iron curtain**" which divided the East and West throughout the Cold War.

Communist influence over the economic decisions and internal politics of Eastern Europe persisted throughout the Cold War. It was not until the 1980s that Soviet power began to wane, at which point many Eastern bloc nations began abandoning communism.

Communism's death knell came in 1989 with the destruction of the **Berlin Wall**. The wall stood for nearly three decades, not only as a literal divide between West and East Berlin but also as a symbolic divide between the divergent ideologies of the East and West. With the fall of the Berlin Wall, democratic ideals spread into communist territories and weakened communist political control.

With the Soviet Union no longer capable – politically or financially – of maintaining a presence in East Germany, the FRG and GDR were **reunified** into a single German state in 1990. One year later, the Soviet Union itself was dissolved and the Cold War came to an end.

- **Cold War** – a state of political hostility between countries without an outright declaration of war
- **Berlin** – the capital of Germany
- **Federal Republic of Germany (FRG)** – the official name of West Germany during the Cold War
- **German Democratic Republic (GDR)** – the official name of East Germany during the Cold War
- **Communist Bloc** – communist states of Central and Eastern Europe during the Cold War
- **iron curtain** – a term coined by British Prime Minister Winston Churchill describing the sociopolitical and ideological divide between the West and East (especially the Soviet Union)
- **Berlin Wall** – a 91-mile wall surrounding West Berlin from 1961 through 1989
- **German reunification** – the reintegration of West and East Germany into a single nation in 1990

RESOURCES

Cold War History
Article and multimedia about the major events of the Cold War
http://www.history.com/topics/cold-war/cold-war-history

Cold War Germany
Thorough article, complete with multimedia and primary/secondary sources, on Germany during the Cold War, the Berlin Wall, and German reunification
http://www.gohistorygo.com/cold-war-berlin

"The Berlin Wall Falls and USSR Dissolves" (U.S. Department of State, Office of the Historian)
Synopsis of the major events which brought about the end of the Cold War
https://history.state.gov/departmenthistory/short-history/berlinwall

TEACHER NOTES
6TH GRADE SOCIAL STUDIES
Europe
- GEOGRAPHIC UNDERSTANDINGS -

SS6G7 – Locate selected features of Europe.

Standard G7 is designed to give students a general overview of Europe's physical and political geography. It is not an exhaustive look at the map as a whole, but rather a snapshot of major physiographic features and selected countries-in-focus.

SS6G7 – Locate selected features of Europe.

  a. **Locate on a world and regional political-physical map: the Danube River, Rhine River, English Channel, Mediterranean Sea, European Plain, the Alps, Pyrenees, Ural Mountains, and Iberian Peninsula.**

The European continent is located north of Africa and accounts for the westernmost portion of the **Eurasian** landmass. The continent is bordered to the west by the Atlantic Ocean, to the north by the Arctic Ocean, and to the south by the **Mediterranean Sea**. Europe's easternmost land boundary is the **Ural Mountains**, which run north to south through western Russia.

Besides the Urals, students will need to identify two other mountain ranges:
- The **Pyrenees** mountains form the border between Spain and France. They serve as the natural boundary dividing the **Iberian Peninsula** (Spain and Portugal) from mainland Europe.
- The **Alps** are located in Southern Europe and divide Italy and Switzerland.

Along with the Mediterranean Sea, students will need to be familiar with three other bodies of water in Europe:
- The **English Channel** is a waterway located along the northwest of the continent between France and the United Kingdom. A rail line, known colloquially as the "Chunnel" (a condensed version of "Channel Tunnel"), runs underground beneath the Engish Channel connecting Folkestone, Kent in the southern U.K. with Coquelles, Pas-de-Calais in northern France.[5]
- The **Rhine River** flows northward from the Swiss Alps through Germany and empties into the North Sea off the coast of Denmark. This nearly 766-mile long river is the busiest shipping route in the world.
- The **Danube River** flows eastward from southwestern Germany, through Central and Eastern Europe, before emptying into the Black Sea off the coast of Ukraine. It is the second longest river in Europe after the Volga in Russia.

Students should also be able to locate the **European Plain**. This is the largest uninterrupted expanse of plains (i.e., mountain-free landform) on Earth.

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[5] "1994: English Channel tunnel opens." 2009. Web. 6 Dec. 2016.

Selected Physical Features of Europe (Wikimedia Commons)

- **Eurasia** – the landmass which includes the continents of Europe and Asia

Resources:

National Geographic Maps
Interactive political, physical, and thematic maps
http://www.nationalgeographic.com/kids-world-atlas/maps.html

SS6G7 – Locate selected features of Europe.
b. Locate on a world and regional political-physical map the countries of France, Germany, Italy, Russia, Spain, Ukraine, and United Kingdom.

Selected countries located in Europe (Wikimedia Commons)

Europe is composed of fifty **sovereign** states. Standard G7b only address seven of these, however, in an effort to give students a snapshot overview of the continent.

In southwestern Europe, making up the largest part of the Iberian Peninsula, is **Spain**. Northeast of Spain, on the other side of the Pyrenees, is **France** – one of the continent's leading economies. Southeast of France, south of the Alps, is **Italy.** Italy is composed of a peninsula and two Mediterranean islands. All three nations are linguistically and religiously similar. (*These similarities will be discussed in detail in the notes for standard G10.*)

Northwest of France, across the English Channel, is the **United Kingdom**. This island nation is another of Europe's leading economies, and is composed of four countries: England, Scotland, Wales, and Northern Ireland. East of France, in Central Europe, is **Germany**, the continent's most potent economy. Both the U.K. and Germany share a common linguistic heritage. (*This similarity will be discussed in detail in the notes for standard G10.*)

In Eastern Europe, northwest of the Black Sea, is **Ukraine**; this country was once the primary agricultural center for the Soviet Union. Northeast of Ukraine, and extending across the north of Asia beyond the Ural Mountains, is the world's largest country in terms of total land area, **Russia**. Both Ukraine and Russia share a common linguistic and religious heritage, as well as a turbulent mutual history throughout Cold War. (*These similarities will be discussed in detail in the notes for standard G10.*)

- **sovereign** – self-governing

Resources:

BBC Country Profiles
Information and maps of countries of the world
http://news.bbc.co.uk/2/hi/country_profiles/default.stm

SS6G8 – Explain environmental issues in Europe.

Standard G8 provides students with a deeper understanding of how human beings can impact the environments in which they live. It focuses on examples from Germany, the United Kingdom, and Ukraine.

SS6G8 – Explain environmental issues in Europe.
a.   Explain the causes and effects of acid rain in Germany.

Germany is famous for its majestic forests and historic Gothic architecture; however, these picturesque landscapes and cities are under threat from **acid rain**. Acid rain results when noxious gases – such as carbon dioxide, sulfur dioxide, and nitrogen oxide – combine with water molecules in clouds. When these clouds burst, the rain released is toxic. Acid rain pollutes freshwater sources, poisons fisheries, kills forests, and even degradates architecture.

The primary cause of Germany's acid rain is emissions from its many coal-burning power plants. The nation is taking steps to reduce its coal-dependence, though, particularly in southern Germany where hydroelectric power is emerging as an alternative energy source. Wind and solar energy are also being harnessed across the nation.[6]
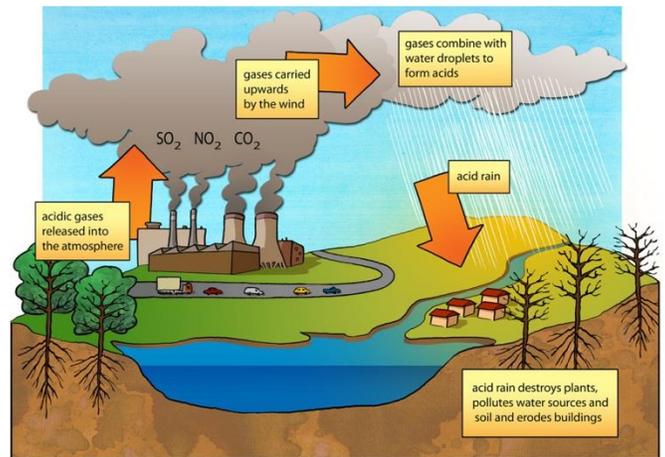
Diagram of cause and effects of acid rain (Flicr.com)

- **acid rain** – toxic rain which results when noxious gases are released into the atmosphere and mix with water molecules

Resources:

"Acid Rain" (National Geographic)
General article on how acid rain affects more than just forests and architecture
http://environment.nationalgeographic.com/environment/global-warming/acid-rain-overview/

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[6] Shankleman, Jessica. *Germany Just Got Almost All of its Power from Renewable Energy*. Bloomberg. 16 May 2016. Web. 15 Dec. 2016.

SS6G8 – Explain environmental issues in Europe.

    b.   Explain the causes and effects of air pollution in the United Kingdom.

London, England, the capital of the United Kingdom, has some of the worst air pollution of any major city in Europe. In fact, the term **smog** originated in London in 1905!

A view of London's smog. (Wikimedia Commons)

The U.K. is one of Europe's leading industrial powers with numerous factories across the country processing oil, natural gas, and coal. The pollutants eminating from these factories, coupled with the overcrowding and widespread use of motor vehicles in its major cities, have led to the U.K.'s air quality woes. Increased incidence rates of pneumonia and asthma have been linked to the nation's widespread air pollution. The U.K. has taken measures to decrease air pollution, however, including tightening vehicle and factory emissions standards, encouraging public mass transportation, and promoting the use of cleaner burning coal.

- **smog** – An atmospheric phenomenon whereby vehicle exhaust and factory smoke combine with fog.

Resources:

"The Killer Fog that Blanketed London" by Christopher Kline (History)
Historical article about the Great Long Smog of 1952
http://www.history.com/news/the-killer-fog-that-blanketed-london-60-years-ago

"UK air pollution: How bad is it?" (BBC)
Article detailing the current state of the United Kingdom's air quality
http://www.bbc.com/news/uk-26851399

> **SS6G8 – Explain environmental issues in Europe.**
>
>   c.   **Explain the causes and effects of the nuclear disaster in Chernobyl, Ukraine.**

One of the worst nuclear disasters in history took place at the **Chernobyl** power plant in Pripyat, Ukraine – at that time, part of the Soviet Union – in 1986. It was the result of an experiment conducted by the plant's engineers to determine whether or not Chernobyl's cooling pump system could still function under low power if auxiliary electricity were to ever fail. A catastrophic decision to disable Chernobyl's safety systems during this experiment resulted in the reactor exploding and releasing irradiated steam and particulate matter into the atmosphere. The **fallout** from Chernobyl had the greatest impact on Ukraine and Belarus, although nuclear contamination from the explosion reached as far north as the Scandinavian Peninsula and as far west as the United Kingdom. Chernobyl's reactor burned for nine days after the meltdown as well. Soil contamination resulting from the Chernobyl disaster is an ongoing concern, as is the increased incidence rate of cancer in northern Ukraine. In the wake of Chernobyl, Ukraine vowed to become a nuclear-free country. Its last nuclear reactor was shut down in 2000.

- **Chernobyl** – located in northern Ukraine, site of the worst nuclear disaster in human history
- **fallout** – the resettling of irradiated particles released into the atmosphere after a nuclear explosion

Resources:

"The Chernobyl Disaster" (BBC)
Thorough article detailing the events and long-term consequences of the Chernobyl nuclear disaster
http://news.bbc.co.uk/2/shared/spl/hi/guides/456900/456957/html/nn1page1.stm

Chernobyl radiation map, 1996 (Wikimedia Commons)

SS6G9 – Explain the impact of location, climate, natural resources, and population distribution on Europe.

Standard G9 is designed to help students make a connection between where people live in Europe in relation to the relative climate and resource availability in their respective countries. This standard gives special attention to Germany, Russia, and the United Kingdom.

SS6G9 – Explain the impact of location, climate, natural resources, and population distribution on Europe.

  a. **Compare how the location, climate, and natural resources of Germany, the United Kingdom, and Russia impact trade and affect where people live.**

Germany, located in Central Europe, is the continent's 7th largest country in terms of total land area, its 2nd largest in terms of population, and its #1 largest economy. It is borderd to the north by Denmark, to the west by the Netherlands, Belgium, and France, to the south by Switzerland and Austria, and to the east by the Czech Republic and Poland. The **climate** of western Germany is warmer in the summer months with mild winters, while eastern Germany tends to have much colder winters and longer, hotter summers. Germany has ample **arable** land and many lush forests supporting an abundant timber industry. The nation also has large deposits of coal and iron ore, which support both its automotive and energy industries. Most of Germany's population centers are found in its **urban** areas, many of which are located in western Germany near the Rhine River; the Rhine plays a major role in transporting goods and people across the country. Germany's largest population center is Berlin, its capital, located in eastern Germany.

The United Kingdom is located off the coast of Western Europe, directly across the English Channel from France. It boasts Europe's 3rd largest population and economy, but ranks 11th in terms of total land area. The climate of the U.K., which is heavily influenced by ocean currents, is relatively mild. The nation receives frequent rainfall throughout the year, which, along with its abundant arable land, makes much of the U.K. suitable for farming and livestock grazing. The U.K. also has large deposits of coal, iron ore, natural gas, and petroleum. Like Germany, its population centers are found in its urban areas where mining and service jobs are prevalent. London, the capital of the U.K., is the nation's largest population center.

Russia, meanwhile, is located across two continents. The majority of its land area is found in northern Asia; however, nearly a quarter of the country is located west of the Ural Mountains in Europe. This western portion of Russia accounts for 77% of the nation's total population, and Russia itself has Europe's largest total land area and population. Its economy ranks 4th. The European side of Russia is bordered to the west by Finland, Estonia, Latvia, Belarus, and Ukraine. Russia's western climate varies between cool summers and harsh winters. In fact much of northern Russia's soil is permanently frozen throughout the year, a phenomenon known as **permafrost**. Russia has vast timber resources, and a bustling mining industry in the Ural Mountains where gold, iron ore, coal, and aluminum are present. Russia also has oil and natural gas in abundance in its northern regions, particularly on the Asian side of the country, although the cold climate in this area makes their extraction difficult. Most Russians live on the European side of Russia where the climate is comparatively more hospitable. Russia's capital, Moscow, boasts its largest population center.

Consider using information from maps regarding each country's natural resources and population density to allow students to determine correlation between natural resources, trade and where people live.

- **arable** – suitable for farming
- **climate** – the average annual weather conditions in a given location
- **permafrost** – permanently frozen soil
- **urban** – an industrialized area of a city or town

Resources:

Population Map of Germany (SEDAC)
Thematic map highlighting Germany's population centers
http://sedac.ciesin.columbia.edu/downloads/maps/gpw-v3/gpw-v3-population-density/deudens.jpg

Population Map of the United Kingdom (SEDAC)
Thematic map highlighting the U.K.'s population centers
http://sedac.ciesin.columbia.edu/downloads/maps/gpw-v3/gpw-v3-population-density/gbrdens.jpg

Population Map of Russia (SEDAC)
*Thematic map highlighting Russia's population centers*
http://sedac.ciesin.columbia.edu/downloads/maps/gpw-v3/gpw-v3-population-density/rusdens.jpg

SS6G10 – Describe selected cultural characteristics of Europe.

Standard G10 explores the common linguistic heritage of Europe, as well as the presence of major monotheistic religions which have influenced the continent's history and cultural development.

SS6G10 – Describe selected cultural characteristics of Europe.
  a.   **Describe the diversity of languages spoken within Europe.**

There are more than forty native **Indo-European** languages spoken in Europe today. Of these, the vast majority fall into three distinct language groups: Romance, Germanic, or Slavic.

Romance languages are spoken primarily in Western and Southern Europe and include Portuguese, Spanish, French, and Italian. Languages in this group have a common linguistic progenitor, Latin, which was spoken throughout the Roman Empire; it is from the word "Roman" that the term "Romance" derives.

Germanic languages, meanwhile, derive from the various languages spoken by the early Germanic peoples of Central and Northern Europe, which is where those languages are still largely spoken on the continent today. Germanic languages include English, German, Dutch, and Norwegian.

Indo-European Language Map of Europe. Blue indicates Romance languages, red indicates Germanic languages, and green indicates Slavic languages. (Wikimedia Commons)

Slavic languages are spoken throughout Eastern Europe. These languages include Russian, Polish, and Ukrainian.

While Romance and Germanic languages are written, for the most part, using the **Roman alphabet**, most Slavic languages – Polish and Czech, among a few others, being notable exceptions – are written in the **Cyrillic alphabet**, which incorporates Roman and Greek characters as well as some uniquely Slavic symbols.

Greetings in Romance Languages			
Portuguese	Spanish	French	Italian
Bom dia!	**¡Buenos días!**	**Bonjour!**	**Buon giorno!**
(*bohm DEE-uh*)	(*bway-nohs DEE-us*)	(*bohn-ZSOOR*)	(*bohn-ZSOOR-noh*)

Greetings in Germanic Languages			
English	German	Dutch	Norwegian
Good day!	**Guten Tag!**	**Goedendag!**	**Goddag!**
(*guhd DAY*)	(*goot-in TAHK*)	(*hoo-duh-DAKH*)	(*goo-DAY*)

Greetings in Slavic Languages		
Russian	Ukrainian	Polish
Здравствуйте!	**Вітаю**	**Halo!**
(*zdrahvst-VWEE-tyeh*)	(*vee-TY-oo*)	(*HAH-lo*)

- **Cyrillic alphabet** – writing system developed by the Slavic peoples of Eastern Europe, incorporating Roman and Greek characters as well as unique Slavic symbols (e.g., А Б В Г Д Е Ж)
- **Germanic** – languages deriving from the early Germanic peoples of Northern and Central Europe
- **Indo-European** – originating from within Europe
- **Roman alphabet** – writing system developed by the Romans and commonly used by many Romance and Germanic languages today (e.g., A B C D E F G)
- **Romance** – languages deriving from Latin, which was spoken during the Roman Empire
- **Slavic** – languages deriving from the early Slavic peoples of Eastern Europe

Resources:

Quick Fix (BBC)
Essential phrases in 40 languages
http://www.bbc.co.uk/languages/other/quickfix

SS6G10 – Describe selected cultural characteristics of Europe.
b.   **Identify the major religions in Europe: Judaism, Christianity, and Islam.**

Like languages, religious practices throughout Europe are just as diverse. The vast majority of Europeans today ascribe to some branch or denomination of the three major **monotheistic** religions: Judaism, Christianity, and Islam. *All three of these religions originated in the Middle East and are explored in detail in 7th Grade Social Studies.*

Judaism, although the oldest of the three religions, is the least practiced in Europe today. European Jewry, particularly in Eastern Europe, once accounted for 60% of all the world's Jewish population. Following the events of the Holocaust, however, this number dropped dramatically. Today only 10% of

the world's Jewish population resides in Europe.[7] Judaism originated in the eastern Mediterranean c. 2000 BC, and made its way to Europe just prior to the rise of the Roman Empire.

Christianity is the most practiced religion in Europe today. Over 76% of Europeans self-identify with a branch or denomination of Christianity. In Western and Southern Europe, it is Roman Catholicism, which is headquartered at Vatican City in Rome, Italy. In Central and Northern Europe, Protestantism dominates; the first Protestant movements occurred in Germany. In Eastern Europe, Eastern Orthodox Christianity is the most-practiced faith. Christianity itself was founded c. 30 AD in Palestine (now Israel), but did not gain prominence in Europe until the 5th century AD.

Islam is not the largest religion in Europe, but it is one of the fastest growing faiths on the continent. Present in highest concentration in Eastern and Southeastern Europe, Muslims make up some 6% of Europe's total population. In recent years, the U.K., France, and Germany have seen the most substantial increases in Muslim population. Founded in 610 AD in modern day Saudi Arabia, Islam first entered Europe in the 700s AD by way of the Iberian Peninsula.

All three faiths believe there is only one God, and do share some common figures (i.e., Abraham), mythos, and moral/ethical positions.

Religion:	JUDAISM	CHRISTIANITY	ISLAM
Followers:	Jews	Christians	Muslims
Sacred Text:	Tanakh (acronym for the 3 parts of the Jewish holy book: Torah, Nevi'im, Ketuvium)	Bible	Quran
Place of Worship:	synagogue	Church	mosque
Symbol:	✡	✝	☪
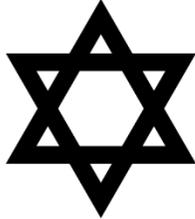
- **monotheistic** – believing in and/or worshipping a single deity (i.e., one God)

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[7] Lipka, Michael. "The continuing decline of Europe's Jewish population." Pew Research Center. 9 Feb. 2015. Web. 17 Dec. 2016.

Resources:

Three Religions, One God (Global Connections, the Middle East – PBS)
Detailed article about the history and core beliefs of the world's three major monotheistic faiths
http://www.pbs.org/wgbh/globalconnections/mideast/themes/religion

GOVERNMENT / CIVIC UNDERSTANDINGS
SS6CG3 – Compare and contrast various forms of government.

Standard CG3 provides an overview of civics concepts, particularly as relates to the role of citizens in Europe in affecting the decisions made by their respective governments. This is not intended to be an exhaustive look at world governance models, but rather a brief summation so that students can grasp what are otherwise very abstract concepts. Special attention is given to the governments of Germany, Russia, and the United Kingdom.

SS6CG3 – Compare and contrast various forms of government.
>   a. **Explain citizen participation in autocratic and democratic governments. [i.e., role of citizens in choosing the leaders of the United Kingdom (parliamentary democracy), Germany (parliamentary democracy), and Russia (presidential democracy)].**
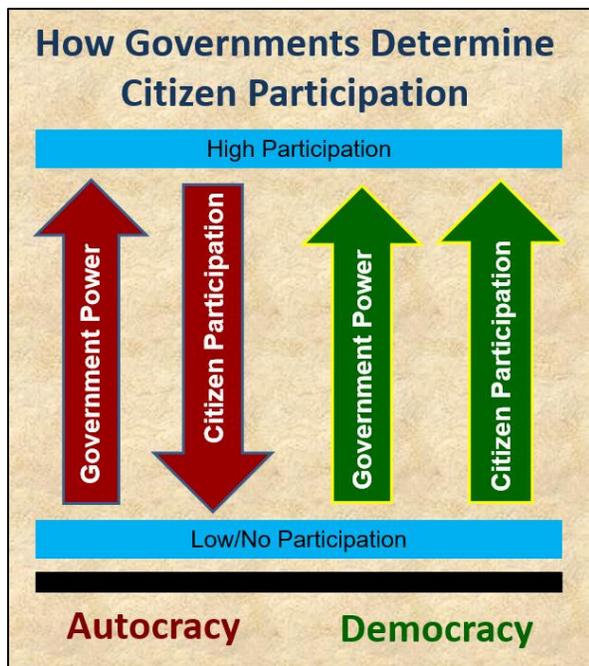
*Autocracy vs. Democracy
(adapted from GeorgiaStandards.org)*

World governments, and the roles citizens are permitted to play therein, can be classified as either **autocratic** systems or **democratic** systems. In an autocracy, all governing authority rests with a single leader. The citizens in an autocracy are not permitted any say in the decisions of their government. In contrast, democracies vest political power with their citizens. This power is exercised through voting.

Germany, Russia, and the United Kingdom are all classified as democracies, although to different degrees. All three nations hold elections at the local and national levels. Germans, Russians, and Brits all elect legislators to represent their interests and pass equitable laws, and there are many **political parties** to choose from in each nation.

Executive leadership in each country varies. In the case of the U.K., the *head of government* is a **prime** minister; however, the nation's monarch serves as a symbolic *head of state*. In Germany, the head of government is a **chancellor**, which is synonymous with a prime minister. Both Germany's chancellor and the U.K.'s prime minister are elected by each nation's Parliament, and both are limited to two consecutive five-year terms in office. In contrast, Russia's head of government is a **president**. The Russian president is directly elected by the Russian citizens and may serve for two consecutive six-year terms. (The term length of the Russian president was extended from four to six years in 2008.)

It should be noted that Russia was, until the 1991 collapse of the Soviet Union, an autocratic state. Although civil liberties and government transparency have improved in Russia since the Soviet era, its democratic institutions are comparably not as vibrant as Germany's or the U.K.'s.

The voting age in Germany, Russia, and the United Kingdom is 18; Germans may, however, vote in state-level elections at age 16.

Like the United States, all three aformentioned European nations have **bicameral** (i.e., two-house) legislatures. In Germany, these houses are the *Bundesrat* (*boon-dess-RAHT*) and *Bundestag* (*boon-dess-TAHK*). In Russia, it is the *Federation Council* and *State Duma* (*DOO-mah*). In the U.K., it is the *House of Lords* and the *House of Commons*.

- **autocratic** – a government where political authority rests with a single leader
- **bicameral** – having a legislature divided into an upper and a lower house
- **chancellor** – title given to the head of government in Germany
- **democratic** – a government where political authority rests with a nation's citizens
- **political party** – an organization which represents a specific political agenda and socioeconomic positions within a given nation
- **president** – title often given to the head of government (and state) in a presidential democracy
- **prime minister** – title often given to the head of government in a parliamentary democracy

Resources:

Freedom in the World 2016 (Freedom House)
An interactive map highlighting sociopolitical freedom throughout the world
https://www.freedomhouse.org/report/freedom-world/freedom-world-2016

SS6CG3 – Compare and contrast various forms of government.
      b. **Describe the two predominant forms of democratic governments: parliamentary and presidential.**

Democracies may be classified as either **parliamentary** or **presidential**.

In a parliamentary democracy, the citizens elect members of the nation's legislature (typically referred to as its **parliament**) to represent their interests and pass laws on their behalf. These legislators are then vested with the authority to elect the nation's chief executive. This head of government is selected from among the members of the nation's leading political party (i.e, those who won the most seats in parliament.) Both the U.K. and Germany exercise a parliamentary system of government.

In a presidential democracy, the citizens elect both the nation's legislators and its chief executive (typically given the title *president*.) Whereas the head of government in a parliamentary democracy is held accountable by his/her own poltical party, the head of government (and state) in a presidential democracy is directly accountable to the voters who put him/her in power. Russia has a presidential democracy.

- **parliament** – common name given to the legislature in a parliamentary democracy

Resources:

Germany: Government (globalEDGE / Michigan State University)
Explanation of Germany's current government structure
http://globaledge.msu.edu/countries/germany/government

Russia: Government (globalEDGE / Michigan State University)
Explanation of Russia's current government structure
http://globaledge.msu.edu/countries/russia/government

United Kingdom: Government (globalEDGE / Michigan State University)
Explanation of the United Kingdom's current government structure
http://globaledge.msu.edu/countries/united-kingdom/government

ECONOMIC UNDERSTANDINGS
SS6E7 – Analyze different economic systems.

Standard E7 explores the question of how various countries in Europe make economic decisions at the national level. Special emphasis is given to the economies of Germany, Russia, and the United Kingdom.

SS6E7 – Analyze different economic systems.

    a. **Compare how traditional, command, and market economies answer the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce.**

Every country on Earth must be able to answer three basic economic questions: 1) <u>What</u> should the nation produce/provide? 2) <u>How</u> should the nation produce/provide this product/service? 3) <u>For whom</u> should the nation produce/provide this product/service? As such, countries must adopt (and adapt) various **economic systems** to answer these three questions.

There are three basic economic models (or systems):

- The **traditional** model is historically associated with small-scale economies. It is a system in which the decision of what to produce/provide, as well as how to distribute or consume it, is based on custom and habit. Economic roles tend to be static, which is to say inherited or generational (i.e., a family of carpenters will have children who grow up to be carpenters.) This model does not provide for large scale economic growth, and is frequently **subsistent** in nature. (**Bartering** is another feature characteristic of traditional economies.)
- The **command** model is one in which the government of a nation makes all the economic decisions. This includes government ownership of land and resources, as well as government control of major industries (i.e., transportation, energy, et al.) It can also include government assignment of jobs, **wage** controls, and requisite **production quotas**. Command economies tend to stifle **entrepreneurship** and **free enterprise** in an effort to maintain economic stability.
- The **market** (or **capitalist)** model places economic decisions in the hands of the people. The law of supply and demand dictate what goods/services are produced/provided, at what price, etc. This model encourages entrepreneurship, but can be economically unstable in that its success depends upon the capacity of businesses to adapt their products/services to the everchanging wants/needs of consumers.

- **bartering** – a system of exchange whereby one good/service is given in return for another; bartering does not require monetary exchange
- **command economy** – an economic model wherein government planners make all business and financial decisions
- **economic system** – an economic model used by governments to determine what should be produced/provided in terms of goods and services, how, and for whom
- **entrepreneurship** – the capacity of private citizens to create new businesses independent of government direction or intervention
- **free enterprise** – the creation, maintenance, and expansion of businesses outside the control or influence of the government.
- **market** (*or* **capitalist**) **economy** – an economic model which the laws of supply and demand (*not* government oversight) determine what is produced/consumed and at what cost
- **production quota** – the required amount of a specific good that must be produced in a given timeframe
- **subsistence** – producing only what is necessary for personal use/survival
- **traditional economy** – an economic model governed by custom, habit, and history
- **wage –** term for one's financial earnings

SS6E7 – Analyze different economic systems.

  b. **Explain that countries have a mixed economic system located on a continuum between pure market and pure command.**

No world economy is purely market or command in nature. As such, it is more accurate to characterize an economy as market-leaning or command-leaning on the **economic continuum**. All modern world economies can be described as **mixed economies** in that they mix market and command principles in various ratios to suit their national interests. The Heritage Index ranks a country's economy based on four criteria: rule of law, government size, regulatory efficiency, and open markets.

- **economic continuum** – a 0-100 scale which ranks world economies from most command-leaning (0) to most market-leaning (100)
- **mixed economy** – term used to describe the market/command blending of all modern world economies

SS6E7 – Analyze different economic systems.

  c. **Compare and contrast the basic types of economic systems found in the United Kingdom, Germany and Russia.**

Economic Conintuum: Europe
Command   *Market*
↑   ↑   ↑
Russia   **Germany U.K.**
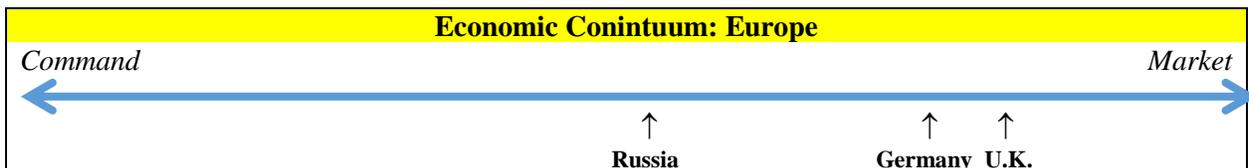
NOTE: Percentages for the country's rankings can be found at http://www.heritage.org/index/ranking. These are updated annually.

The economy of the United Kingdom may be described as mostly market-leaning. Its main economic sectors are services, manufacturing, and construction. Private and intellectual property rights are well-

protected, an unemployment rates have been steadily declining. How the forthcoming **Brexit** will impact the U.K.'s economy remains to be seen. [8]

Germany's economy is slightly less market-leaning than the U.K.'s, although, in terms of **GDP** and **per capita** incomes, Germany has the stronger overall economy. The German government does regulate certain elements of state agriculture, energy, and telecommunications; the automotive and construction industries in Germany are also somewhat politically influenced, but otherwise economic decisions are left up to the German people. Germany has invested heavily in economic rescue packages for fellow **Eurozone** members.[9]

The economy of Russia, on the other hand, is mostly command-leaning. Many of the market reforms Russia sought to make after the collapse of the Soviet Union have floundered in recent years. Bureaucracy is rampant in Russia, especially when it comes to starting a new business. Protection of private and intellectual property rights is weak. Russia's extensive **subsidization** of the energy sector, along with its policy of import subsitition, discourages foregin trade and investment. Government ownership of the vast majoroty of private **domestic** banks, shipping, and aerospace technology development have also contributed to Russia's repressed private sector development. Furthermore, the Russian economy is dominated by the oil and natural gas industries; however, the steady drop in oil prices worldwide over the last several years has hindered Russia's economic growth.[10]

For specific examples in each country, click below:
- Russia: http://www.heritage.org/index/country/russia
- United Kingdom: http://www.heritage.org/index/country/unitedkingdom
- Germany: http://www.heritage.org/index/country/germany

- **Brexit** – 2016 referendum whereupon a majority of British citizens voted for the U.K. to withdraw from the European Union; *Brexit* is a contracted form of "British exit [from the E.U.]"
- **domestic** – term which refers to the products of services originating in one's own country; it is the antonym of *foreign*
- **Eurozone** – European Union member nations who use the *euro* as their common currency
- **GDP per capita** – the average annual income of a nation's citizens; *per capita* is Latin for "by each head"
- **gross domestic product (GDP)** – the estimated total value of all the final goods and services produced in a nation in a year's time.
- **subsidization** – money granted by the government to assist a business or industry in lowering the cost of its product/service

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Resources:

Index of Economic Freedom (Heritage Foundation)
Economic rankings of all modern world economies in terms of command or market tendencies
http://www.heritage.org/index/ranking

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[8] United Kingdom. 2016 Index of Economic Freedom. Heritage Foundation. 2016. Web. 23 Dec. 2016.

[9] Germany. 2016 Index of Economic Freedom. Heritage Foundation. 2016. Web. 23 Dec. 2016.

[10] Russia. 2016 Index of Economic Freedom. Heritage Foundation. 2016. Web. 23 Dec. 2016.

SS6E8 – Analyze the benefits of and barriers to voluntary trade in Europe.

Standard E8 explores the importance of voluntary trade in Europe, and the necessity of a system for currency exchange and economic specialization. Trade barriers are examined, as well as the history and impact of the European Union (E.U.)

SS6E8 – Analyze the benefits of and barriers to voluntary trade in Europe.
    a.   Explain how specialization encourages trade between countries.

Trade between nations is only viable when it is **voluntary** (i.e., not coerced through military threats or economic sanctions) and mutually beneficial. When nations look for trading partners, strategic/military alliances are taken into account. Acquiring trading partners who can meet the product/service demands which one's own country cannot meet is a far greater consideration however.

Although some nations are rich in natural resources and highly developed in terms of technologies, infrastructure, et al, it is not always in a country's best interest financially to produce everything it is capable of. Often times nations choose to market only those products/services which they are capable of providing fastest, cheapest, and in great abundance. This phenomenon is known as economic **specialization**, and it is what sustains voluntary trade partnerships worldwide.

Examples of European specialization include Germany's automotive industry, Russia's natural gas industry, and the United Kingdom's finance and banking industries.

- **specialization** – focusing on a narrow range of products/services that can be produced most efficiently and cost-effectively
- **voluntary trade**– trade in which both partners freely agree to and benefit from the exchange of goods/services

SS6E8 – Analyze the benefits of and barriers to voluntary trade in Europe.
    b.   Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.

Voluntary trade between nations may be inhibited by **trade barriers**. Such barriers exist to protect domestic markets from foreign competition; others are intended to block the importation of dangerous products. Trade barriers may also be employed to **sanction** an enemy nation.

There are three major barriers to trade which students should be aware of in the context of Europe:

- **Tariffs** place a tax on imported good. This is done to artificially inflate the price of a cheaper foreign product so as to make the price of domestic products more competitive.
- **Quotas** place a limit on imported goods. This is done so that cheaper imports do not flood domestic markets and put domestic producers out of business.
- **Embargoes** block all trade with another nation. An embargo may be employed for safety reasons, but is more frequently used to punish rogue states (e.g., sanctions imposed by numerous E.U. member nations against arms sales to or energy exports from Syria.)

o   A **boycott** of a specific product or of a specific country's or company's product(s) may be exercised by citizens within a country even when there is no official embargo in place at the national level.

- **boycott** – refusal to purchase a good/service from a specific company or country
- **embargo** – a trade barrier which blocks all trade with another nation
- **quota** – a trade barrier which places a limit on imported goods
- **sanction** – the act of economically punishing another nation
- **tariff** – a trade barrier which places a tax on imported goods
- **trade barrier** – any activity which slows or outright blocks the free exchange of goods and services between nations

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Resources:

The Basics of Tariffs and Trade Barriers by Brent Radcliffe (Investopedia)
Thorough explanation of trade barriers, their uses, and their risks
http://www.investopedia.com/articles/economics/08/tariff-trade-barrier-basics.asp

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SS6E8 – Analyze the benefits of and barriers to voluntary trade in Europe.

c.   **Explain why international trade requires a system for exchanging currencies between nations.**

In order for countries in Europe to trade, a system of **currency exchange** must exist. This is due to the fact that there are some two dozen unique **currencies** in use in Europe today. Case in point, nineteen of the European Union's twenty-eight member nations use the **euro** for monetary exchange; the other nine are currently using their own national currencies until they meet the E.U.'s financial criteria. (E.g., Hungary uses the *forint.* Poland uses the *złoty.* Sweden uses the *krona.*)[11] This is to say nothing of the continent's twenty-eight non-E.U. members, such as Switzerland (*Swiss franc*), Norway (*krone*), Russia (*ruble*), and Ukraine (*hryvnia.*) Without a method to convert monetary values between disparate currencies, international trade would be impossible.

Euros (Flickr)

Exchange rates are used to determine how much one nation's currency is worth in terms of another's. (e.g., 1.00 U.S. dollar ≈ 0.96 Euros)

- **currency** – a nation's money
- **currency exchange** – converting one nation's money into an equivalent value/quantity of another's
- **euro** – common currency of most European Union member states; those E.U. nations currently using the euro are referred to collectively as the *Eurozone*
- **exchange rate** – the approximate value of one nation's currency in terms of another's

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Resources:

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[11] Although the U.K.'s intends to separate from the E.U., it was never a member of the Eurozone. As such, its currency is and shall remain the *pound sterling*.

X-Rates Currency Calculator
Online currency converter
http://www.x-rates.com/calculator/

SS6E8 – Analyze the benefits of and barriers to voluntary trade in Europe.

    d. Describe the purpose of the European Union and the relationship between member nations.

Flag of the European Union
(Wikimedia Commons)

The political and economic partnership which has evolved into the modern **European Union** can be traced back to the early years of the Cold War. Beginning in1950, a movement to consolidate coal and steel mining/refining in Europe emerged. The idea behind such a measure was twofold: first, it would help revitalize the economies of Western and Central Europe in the wake of two devastating World Wars; second, it would serve as a means by which to keep an eye on Germany and Italy and preclude another major continental war. By 1958, a distinct and interconnected economic community had emerged among Belgium, Italy, France, Luxembourg, the Netherlands, and West Germany. This economic union would, in 1992 under the **Maastricht Treaty**, evolve into the European Union.

The European Union today is composed of twenty-eight member states:

- Austria
- Belgium
- Bulgaria
- Croatia
- Republic of Cyprus
- Czech Republic
- Denmark
- Estonia
- Finland
- France
- Germany
- Greece
- Hungary
- Ireland
- Italy
- Latvia
- Lithuania
- Luxembourg
- Malta
- Netherlands
- Poland
- Portugal
- Romania
- Slovakia
- Slovenia
- Spain
- Sweden
- United Kingdom

Although the U.K. intends to separate from the E.U., there are several other European nations hoping to soon join. These countries include: Albania, Macedonia, Montenegro, and Turkey.

The European Union exists to promote security and economic cooperation across the continent. Conceptually, the guiding premise of the E.U. is that countries who are economically interdependent are less likely to wage war. This economic interdependence has been nurtured by abolishing border controls between member nations in order to promote the free movement of labor, through the adoption of a common currency – the *euro* – to facilitate intracontinental trade, and by eliminating import/export tariffs among E.U. members.

The E.U. also models and promotes transparent, democratic practices via the European Council, which serves as its general assembly. The promotion of human rights is also a major feature of the E.U. as

evidenced by the *Charter of Fundamental Rights of the European Union*[12], which became legally binding on all members states, both present and future, under the 2007 **Treaty of Lisbon**.
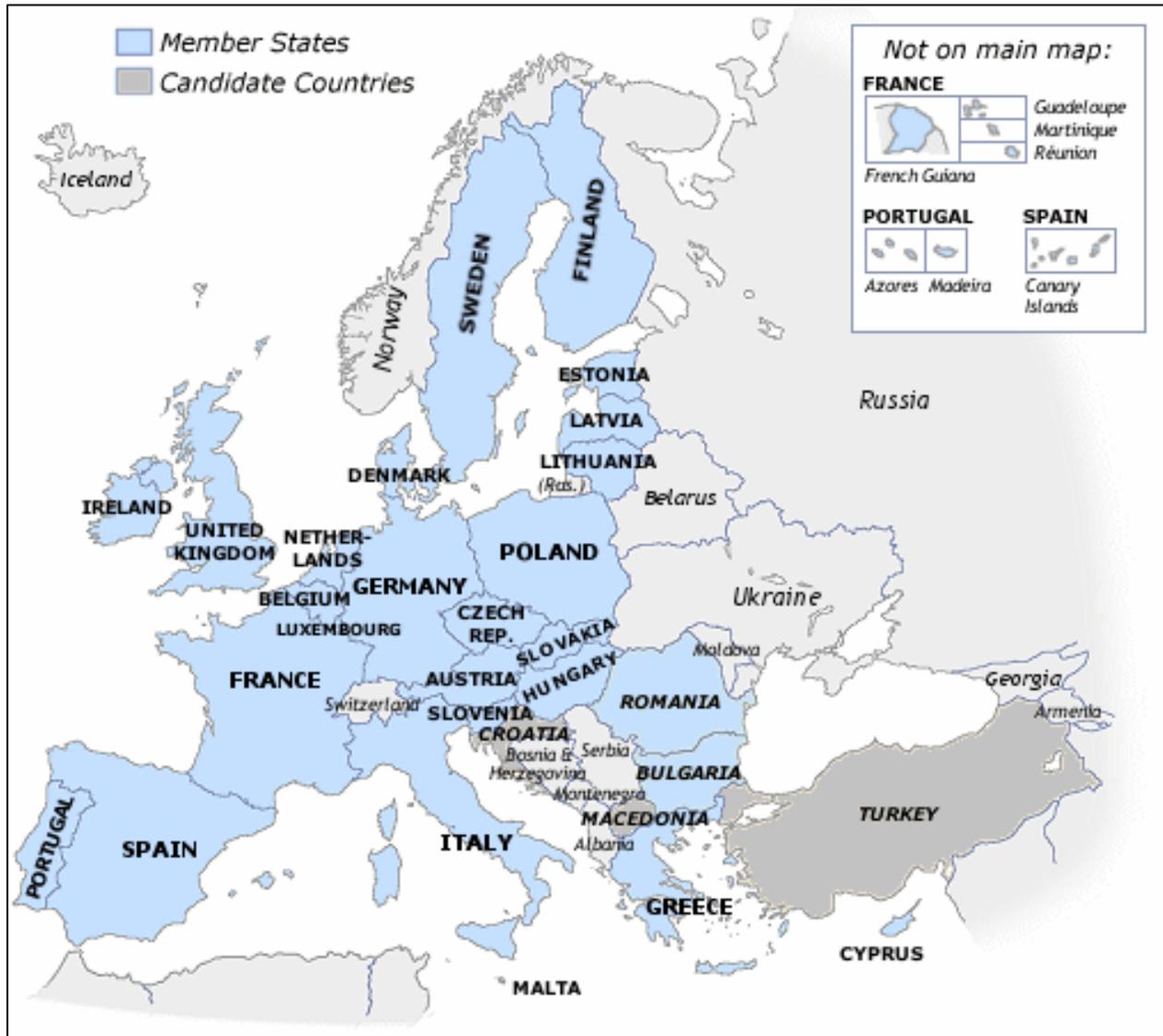
Map of current E.U. members and candidate states (Wikimedia Commons)

- **European Union** – economic and political union of 28 European nations
- **Maastricht Treaty** – legal document which created the European Union
- **Treaty of Lisbon** – legal document which amended and consolidated the Maastricht Treaty and the Treaty of Rome, and which forms the basis of the current constitution of the European Union

Resources:

European Union
Official website of the E.U.

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[12] A full outline of this charter can be found at http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:12012P/TXT

https://europa.eu/european-union/index_en

EUR – Euro
Information on the history and current exchange rate of the euro
http://www.xe.com/currency/eur-euro

SS6E9 – Describe factors that influence economic growth and examine their presence or absence in the United Kingdom, Germany, and Russia.

Standard E9 discusses economic growth factors in Europe, specifically those which directly impact gross domestic product and per capita income. Special emphasis is given to the economic conditions in Germany, Russia, and the United Kingdom.

SS6E9 – Describe factors that influence economic growth and examine their presence or absence in the United Kingdom, Germany, and Russia.
   a. **Evaluate how literacy rates affect the standard of living.**

Literacy Rates in Europe[13]	*Male*	*Female*	*Total*
• Germany	99%	99%	99%
• Russia	99.7%	99.6%	99.6%
• U.K.	99%	99%	99%

In order for a region to sustain high-quality, well-paying, in-demand jobs, its labor force must be **literate**. The **literacy rates** across Europe vary tremendously. Eastern Europe has some of the highest literacy rates, with some of the continent's lowest being in Southern and Southeastern Europe, particularly in the **Balkans**.

Low literacy rates typically correlate to lower standards of living; however, high literacy rates do not always translate to higher **standards of living** in Europe. The United Kingdom, Germany, and Russia all have literacy rates in the 99th percentile; however, in the case of Russia, which has one of the highest literacy rates in the world, more than 13% of Russians live at or below the poverty line.[14]

- **Balkans** – the countries of Europe's southeastern Balkan peninsula, including Croatia, Bosnia and Herzegovina, Slovenia, Serbia, Montenegro, Kosovo, Macedonia, Romania, Bulgaria, Albania, and Greece
- **literate** – able to read and write in one's native language
- **literacy rate** – the percent of a nation's population over the age of 15 who are able to read and write
- **standard of living** – the level of wealth and material comfort available to a people

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[13] Literacy. Index Mundi. 2014. Web. 23 Dec. 2016.

[14] Agence France-Presse. "Millions more Russians living in poverty as economic crisis bites." The Guardian. 21 Mar. 2016. Web. 23 Dec. 2016.

SS6E9 – Describe factors that influence economic growth and examine their presence or absence in the United Kingdom, Germany, and Russia.

    b.   Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita).

The economic strength of a nation is determined by measuring its gross domestic product, or GDP. GDP is the estimated total value of the all the final goods and services produced in a nation in a year's time. In other words, GDP represents what a nation is worth.

GDP in Europe[15]	*Total*
• Germany	$3.358 trillion
• Russia	$1.325 trillion
• U.K.	$2.849 trillion

Nations who wish to compete economically must maintain a competitive GDP relative to other nations' in their region and among their trading partners. One way to ensure a healthy and growing GDP is to invest in **human capital**, which is to say the relative health, education, and training of a nation's labor force. Unhealthy, poorly educated, and/or untrained workers cannot be expected to support a strong national economy, let alone obtain high-quality, well-paying, in-demand jobs. Thus a nation's GDP directly correlates to its level of human capital investment.

GDP Per Capita in Europe[16]	*Total*
• Germany	$47,000
• Russia	$26,000
• U.K.	$41,500

Countries who do invest in human capital tend to see a rise in GDP per capita incomes. GDP per capita measures the average annual income of citizens in a given nation. (This measure can be misleading, however, when one factors in the gap separating the impoverished, middle class, and wealthy. Such is the case in Russia where the number of millionaires per capita in Moscow skews the nation's overall per capita measure.)

Europe has some of the highest human capital investment according to a World Economic Forum report. Of the 130 nations analyzed for 2016, Germany ranked 11th, the U.K. ranked 19th, and Russia ranked 28th.

• **human capital** – the knowledge, skills, and relative health of a nation's labor force

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Resources:

Human Capital Index 2016 (World Economic Forum)
Human capital investment rankings of 130 countries.
http://reports.weforum.org/human-capital-report-2016/rankings/

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[15]Field Listing: GDP (Official Exchange Rate). The World Factbook. Central Intelligence Agency. N.d. Web. 23 Dec. 2016

[16]Country Comparison: GDP - Per Capita (PPP). The World Factbook. Central Intelligence Agency. N.d. Web. 23 Dec. 2016.

SS6E9 – Describe factors that influence economic growth and examine their presence or absence in the United Kingdom, Germany, and Russia.

 c. **Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita).**

Another factor which can greatly impact a nation's GDP is its level of investment in **capital goods** (also called *physical capital*.) Capital goods are the factories, machinery, technology, etc. that are necessary to sustain a service or industry. Older, less efficient factories, antiquated machinery, and obsolete or out-of-date technology slow production and hamper the growth of national GDP. Germany has invested heavily in capital goods, particularly as relates to its automotive industry. Russia's capital goods investment is toward oil and natural gas exploration and refinement. The United Kingdom, meanwhile, has invested in upgrading and expanding its telecommunications in support of multiple economic sectors.

- **capital goods** – the factories, machinery, technology, etc. that are necessary to sustain a service or industry

SS6E9 – Describe factors that influence economic growth and examine their presence or absence in the United Kingdom, Germany, and Russia.

 d. **Describe the role of natural resources in a country's economy.**

A third factor which can affect a nation's GDP is the prevalence, diversity, and management of **natural resources.** In the United Kingdom, there is an abundance of rich farmland. Large forested areas support a booming lumber industry in Germany. Russia, meanwhile, has numerous rivers which it is able to dam to produce hydroelectric power. All three nations have deposits of coal, petroleum, iron ore, and natural gas.

Consider comparing a map of Europe's natural resources with information regarding its imports and exports from CIA Factbook https://www.cia.gov/library/publications/the-world-factbook/

- **natural resource** – a material on or in the earth that has economic value

SS6E9 – Describe factors that influence economic growth and examine their presence or absence in the United Kingdom, Germany, and Russia.

 e. **Describe the role of entrepreneurship.**

In any given country, **public sector** (i.e., government-owned) industries will maintain a nation's GDP, but they will not typically grow it. It is in the **private sector** (i.e., businesses owned and operated by private citizens) that the most GDP growth occurs. A solid investment in human capital will foster the entrepreneurship necessary to generate private sector growth.

Entrepreneurs are private citizens who invest their own capital resources toward the creation of a new business or industry, frequently at some financial risk. Those whose business ideas succeed will **profit**; those whose do not will fail. This is the very essence of the free market / capitalist system.

- **entrepreneur** – those who risk their own money and resources to create a new business or service
- **private sector** – the part of the economy owned and operated by private citizens
- **profit** – as a verb, to gain financially; as a noun, the economic gains of a business
- **public sector –** the part of the economy owned and operated by the national government

Resources:

"Promoting entrepreneurship" (European Commission)
Article detailing the European Commission's plan to promote entrepreneurship throughout the continent; 2020 Action Plan also available at this link in a variety of languages
https://ec.europa.eu/growth/smes/promoting-entrepreneurship_en