Essential Questions:
1) How did Europe's physical landscape help determine economic activity, level of development, and demographic patterns?
2) How has Europe impacted throughout rest of the world in history?
3) What have been the causes and lasting effects of European political, religious and ethnic conflicts following the fall of the Soviet Union?
The Land

• Europe is part of a large landmass called Eurasia.
• Europe is a large peninsula. A peninsula is a body of land that is surrounded by water on three sides.

Topography

• The Northern European Plain is a flat area that extends from France through the Netherlands, Germany, Poland, and into Russia. The Northern European Plain has very good soil called chernozem.
Peninsulas

- Europe has five major peninsulas:
  A. Scandinavian Peninsula
  B. Jutland
  C. Iberian Peninsula
  D. Italian Peninsula
  E. Balkan Peninsula

Scandinavian Peninsula

- The Scandinavian Peninsula is in Northern Europe. Norway, Sweden, and part of Finland are on the Scandinavian Peninsula. The peninsula is surrounded by the Barents Sea, Baltic Sea, Norwegian Sea, and North Sea.
Fjords

- A **fjord** is a steep, narrow, u-shaped valley that is carved out by a glacier. They are found in Norway on the Scandinavian Peninsula because this area had many glaciers during the last ice age.

Jutland

- The country of Denmark is on Jutland.
Iberian Peninsula

- The countries of Portugal and Spain are on the Iberian Peninsula.

The Italian Peninsula

- Italy is on the Italian Peninsula.

The Balkan Peninsula

- The Balkan Peninsula is surrounded by the Adriatic Sea, Aegean Sea, and Black Sea.
Strategic Waterways

• A strategic waterway is a narrow body of water on an important transportation route or sea lane. Some examples are:
  A. The English Channel
  B. The Strait of Gibraltar
  C. The Dardanelles and Bosporus

The English Channel

• The English Channel separates the island of Great Britain from France. The narrowest point is the Strait of Dover, which is 21 miles wide.
The Chunnel

- The Chunnel is a tunnel that runs underneath the English Channel and connects Britain to France.

Strait of Gibraltar

- The Strait of Gibraltar connects the Atlantic Ocean and the Mediterranean Sea. The strait also separates the continents of Europe and Africa. At the strait’s narrowest point it is eight miles wide.
Gibraltar

- The Rock of Gibraltar or Gibraltar is actually an overseas territory of the United Kingdom. It has been part of the U.K. for 300 years.

The only wild monkeys in Europe live on the Rock of Gibraltar.

The Bosporus and Dardanelles

- The Bosporus and Dardanelles separate Europe from Asia Minor (Turkey). Part of Turkey is in Europe and the other part is located in Asia.
Some islands in Northern Europe are:
A. Great Britain
B. Ireland
C. Iceland
D. Great Britain and Ireland are the two major islands in an archipelago. Together they are called the British Isles.

Great Britain

Great Britain is the name of an island. The United Kingdom refers to a country that is located on Great Britain and Ireland. The United Kingdom is composed of:
A. Wales
B. Scotland
C. England
D. Northern Ireland

Some islands in the Mediterranean Sea are:
A. Sicily
B. Corsica
C. Sardinia
D. Crete
Mountains

- The Alps are located in Northern Italy, Switzerland, Austria, and France. The Alps are not very long and the tallest mountain is Mont Blanc (15,774ft).
Mountains

- The Pyrenees separate the Iberian Peninsula from France.

Climate and Vegetation

- Europe is in the middle and high latitudes, therefore, Europe has many different types of climates.
  A. In Northern Europe there is Tundra and Sub-arctic climates.
  B. Most of Western Europe has a Marine West Coast climate zone.
  C. Southern Europe has a Mediterranean climate.

Climate

- Wind currents and ocean currents have a large impact on the climate of Europe.
  A. The North Atlantic Drift is an ocean current that warms Europe.
  B. Europe is also warmed by wind currents called the Westerlies.
ASSIGNMENT:
• Complete the National Geographic lesson “Mission Geography: Europe” at the website http://www.nationalgeographic.com/xpeditions/lessons/05/g68/geospy.html

ECONOMIC GEOGRAPHY OF EUROPE

Natural resource use
Demographics

Natural Resources
• Europe has many different types of natural resources.
  A. The Northern European Plain has fertile soil called chernozem. This land is good for farming.
  B. The Ruhr and Po Valleys have deposits of iron ore and coal.
  C. Some parts of Europe have forests such as Norway and Sweden.
  D. There are large deposits of oil on the floor of the North Sea.
  E. Mountainous areas have mineral resources.
Ruhr and Po Valleys

• The Ruhr Valley is a region on the border of Germany and France. The Po Valley is located in Northern Italy. These areas are rich in coal and iron ore. These areas also have high concentrations of industry because it is cheaper to put industries next to the source of resources.
Mountain Regions

- The countries of Europe have advanced farming techniques, high crop yields, and fertile soil called chernozem.
- Mountainous areas such as Switzerland and Andorra rely on tourism, recreation, and mineral resources for their economy.
- Switzerland also relies on international banking.

Agriculture in Europe

- Crop yield means how much food can be grown per square mile or hectare. Crop yields are higher in Europe because:
  A. They have chemical fertilizers
  B. They have tractors and machines
  C. They have genetically enhanced plants
Polders

• The Netherlands and Belgium are called the Low Countries because they are low in elevation. These countries are small and do not have a lot of land for farming. In these countries the people have made polders in order to farm. Polders are reclaimed land from the sea.

Developed or Developing?

• All of the countries in Europe are considered developed.

Demographics

A. High per capita GDP
B. High life expectancy
C. Low population growth rate
D. Low infant mortality
E. Low percentage of population under age 15
F. High literacy rate
Find a Modern European Country in Stage 4!

What factors influence population density patterns in Europe?

• **ASSIGNMENT**: Complete the Google Earth assignment to analyze the population density of the UK! You will contrast the city of London with the town of Yorkshire. Download it from my website!

How is the population of different European nations impacted by migration patterns?

• **ASSIGNMENT**: Complete the National Geographic lesson “Migration Station: Should We Stay or Should We Go?” at the website: http://www.nationalgeographic.com/xpeditions/lessons/09/g912/migrationstation.html
Infrastructure, Economic systems, the EU, economic challenges

Infrastructure

- The countries in Europe have well developed infrastructures. Some examples are:
  - A. The Channel
  - B. Rivers are connected with canals
  - C. Efficient rail system
  - D. Large % of internet connections and cell phone use

Economic Systems

- There are three major types of economic systems:
  - A. Free market economy (operates on the idea of supply and demand and private ownership)
  - B. Mixed economy (government owns important industries)
  - C. Command economy (government owns all means of production)
Economic Systems

- After WWII ended in 1945, the Soviet Union controlled much of Eastern Europe and forced the countries to be communist and have a command economy. In 1990, these countries regained independence.

Economic Systems

- Eastern Europe is not as well developed as Western Europe because it was communist. The factories are obsolete and heavy industry in these areas has caused serious pollution.
Economic Systems

- Denmark and Sweden have mixed economies.

The Good - Healthcare is paid for by government, early retirements are common, unemployment is low.

The Bad - Denmark and Sweden rank number 1 and 2 in terms of how much taxes the people pay. Income tax in Denmark is around 42 - 63%.

Economic Unions

- Examples of economic unions:
  A. EU - European Union
  B. NAFTA - North American Free Trade Agreement
  C. ASEAN - Association of Southeast Asian Nations
  D. OPEC - Organization of Petroleum Exporting Countries

European Union

- The European Union is the dominant economic union in Europe. Most countries in Europe are members of the EU. Switzerland, Norway, and Iceland did not join the EU.
- One goal of the EU is to create a common market by getting rid of tariffs, improving transportation networks, introducing one currency, and making it easier for people to travel between countries.
- The European Union has introduced a single currency called the euro in order to promote and facilitate trade.
Economic Challenges

- Several areas in Europe are facing severe pollution problems:
  A. Black Forest - Acid Rain
  B. Venice - Water Pollution
  C. Rhine, Danube, and Seine Rivers - Water Pollution
ASSIGNMENTS:

• Complete the following:
  – “Introducing Europe” worksheet lessons on pages 4-5, 7-8, 11-12.

Europe
Population Geography
Cultural Geography
Historical Geography
Political Geography
Population of Europe

- Europe is one of the most densely populated areas of the world.
- Europe is highly urbanized.
- Europe has many large cities that serve as centers of culture and trade.

Cities

<table>
<thead>
<tr>
<th>City</th>
<th>Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>London</td>
<td>Where a river narrows</td>
</tr>
<tr>
<td>Paris</td>
<td>On an island</td>
</tr>
<tr>
<td>Rome</td>
<td>On a hilltop</td>
</tr>
<tr>
<td>Athens</td>
<td>On a hilltop</td>
</tr>
</tbody>
</table>
Culture

- Europe has many different ethnic groups, languages, and customs.
- Most people in Europe are Christians but there are different types of Christians.
- European culture has spread to other parts of the world.

Culture

- European culture, including language, has spread to other parts of the world due to:
  A. Exploration
  B. Colonization
  C. Imperialism

Indo-European Language Family (50% of World)

Main Branches:
- Germanic
  - Dutch, German
- Romance
  - Spanish, French
- Baltic-Slavic
  - Russian
- Indo-Iranian
  - Hindu, Bengali
Which languages share a common ancestor?

Some Indo-European Shared Words

<table>
<thead>
<tr>
<th>English</th>
<th>Sanskrit</th>
<th>Greek</th>
<th>Latin</th>
<th>Armenian</th>
<th>Old Irish</th>
<th>Lithuanian</th>
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<tr>
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<td>eme</td>
<td>me</td>
<td>is</td>
<td>mane</td>
<td></td>
</tr>
<tr>
<td>father</td>
<td>pitar</td>
<td>pater</td>
<td>pater</td>
<td>hayr</td>
<td>athair</td>
<td>sinis</td>
</tr>
<tr>
<td>mother</td>
<td>matar</td>
<td>mater</td>
<td>mater</td>
<td>mayr</td>
<td>mathair</td>
<td>motina</td>
</tr>
<tr>
<td>brother</td>
<td>bhratar</td>
<td>frater</td>
<td>elbayr</td>
<td>brathair</td>
<td>brolis</td>
<td></td>
</tr>
<tr>
<td>sister</td>
<td>dhuftar</td>
<td>hugden</td>
<td>dhu</td>
<td>dukter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cow</td>
<td>gav</td>
<td>bous</td>
<td>bos</td>
<td>kov</td>
<td>bo</td>
<td>guovs (Latv)</td>
</tr>
<tr>
<td>sheep</td>
<td>thugater</td>
<td>pherei</td>
<td>fert</td>
<td>bere</td>
<td>berid</td>
<td></td>
</tr>
<tr>
<td>dog</td>
<td>svan</td>
<td>kuon</td>
<td>canis</td>
<td>sun</td>
<td></td>
<td></td>
</tr>
<tr>
<td>horse</td>
<td>asvas</td>
<td>hippos</td>
<td>equus</td>
<td>-</td>
<td>ech</td>
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<tr>
<td>foot</td>
<td>pod</td>
<td>ped</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>new</td>
<td>navas</td>
<td>ne(os)</td>
<td>novus</td>
<td>nor</td>
<td>nue</td>
<td>naujas</td>
</tr>
<tr>
<td>bears</td>
<td>bharati</td>
<td>pherei</td>
<td>fert</td>
<td>bere</td>
<td>berid</td>
<td>-</td>
</tr>
<tr>
<td>two</td>
<td>duva</td>
<td>duo</td>
<td>duo</td>
<td>erku</td>
<td>do</td>
<td>du</td>
</tr>
<tr>
<td>three</td>
<td>trayas</td>
<td>treis</td>
<td>tres</td>
<td>erek</td>
<td>tri</td>
<td>trys</td>
</tr>
</tbody>
</table>

Many Indo-European languages have common words for snow, winter, spring; for dog, horse, cow, sheep, bear but not camel, lion, elephant, or tiger; for beech, oak, pine, willow, but not palm or banyan tree.

Indo-European Language Family - Germanic Branch

West Germanic
- English (514 million)
- German (128)
- Dutch (21)

East Germanic
- Danish (5)
- Norwegian (5)
- Swedish (9)
Germanic Branch - Icelandic

Iceland colonized by Norwegians in AD 874.
Largely unchanged because of isolation.
Highly developed literary tradition. Ancient sagas can be read by modern speakers of Icelandic.

Germanic Branch - English

Diffused throughout the world by hundreds of years of British colonialism. Brought to New World by British colonies in 1600s. Has become an important global lingua franca.

Development of English

- Germanic Tribes (Germany/Denmark)
  - Jutes
  - Angles
  - Saxons

- Vikings (Norway)
  - 9th - 11th Centuries

- Normans (French)
  - Battle of Hastings, 1066
  - French was official language for 150 years.
Development of English - Adopted Words

Germanic Tribes (Germany/Denmark)
- kindergarten, angst, noodle, pretzel

Vikings (Norway)
- lake, they, reindeer, window

Normans (French)
- renaissance, mansion, village, guardian

Indo-European Language Family - Romance Branch

Like English these languages have been spread by Colonialism.

- Spanish (425 million)
- Portuguese (194)
- most in Brazil
- French (129)
- Italian (82)
- Romanian (26)

Indo-European Family - Romance Branch

The Roman Empire, at its height in 2nd century A.D., extinguished many local languages. After the fall of Rome in the 5th century, communication declined and languages evolved again.

Literature was all written in Latin until the 13th and 14th centuries.
- Dante Alighieri's 1314 *Inferno* written in *vulgar latin* (Florentine).
Internet Hosts

Fig. 5-1: A large proportion of the world’s internet users and hosts are in the developed countries of North America and western Europe. By looking at internet hosts, one can determine the most frequently used language. Which language is most frequently used in the developed world?

Internet Hosts, by Language

Fig 5-1-1a: The large majority of internet hosts in 1999 used English, Chinese, Japanese, or European languages.

Finding the Roots of Language Using a Dictionary

Where do words come from?

- Many words in the English language are derived from words in other languages. Dictionaries usually provide information about the derivation of words. In this activity, you will peruse an electronic dictionary or encyclopedia looking for words that have their derivation in other languages.
- For print dictionaries:
  - The abbreviations below are used as examples:
    - FR -- French
    - Fr -- from
    - Gr -- Greek
    - L -- Latin
    - MD -- Middle Dutch
  - The abbreviation guide is usually found near the beginning of a print dictionary. Example:
    - blare [Fr, MD blaren to shout]
    - cir-cle [Fr, L, Gk kirkos ring] dis-tant [Fr, L distant remote]
    - pi-età [Fr, FR espion spy]
    - force [L fortis strong]
Assignment:

1. First, find ten interesting words -- each beginning with a different letter of the alphabet -- for which you can document word origin/derivation from another language. Start with www.dictionary.com.

2. Second, research the roots/origins of modern-day Romance languages, such as Spanish, French, Italian, etc. In about 8-10 sentences, summarize the origins of Romance languages as well as argue in support of one of the many origin-language theories out there, as proposed by prominent linguists. Where should you go to find this information? Start with:
   - http://www.ship.edu/~cgboeree/langorigins.html
   - http://www.answers.com/topic/origin-of-language

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Historical Geography Of Europe

Origin of the Concept of State

- The concept of a state first emerged in the river valley civilizations of Mesopotamia (the present-day Middle East) as well as Egypt.
- Here, the first city-states evolved. A city-state is a sovereign state that comprises a town and the surrounding countryside.
- Athens and Sparta became rival city-states in the 3rd Century B.C.E and nearly destroyed each other during the Peloponnesian Wars.
- Some city-states began to control larger territories, eventually forming empires (Ex. Rome).
Democracy

- Europe is also the birthplace of democracy. Greece and the early Roman republic both had democracies.
  A. Athens had a direct democracy
  B. Rome had an indirect democracy

How similar was Rome's government to ours?

The U.S. Capitol Building where our Congress (the Senate and House of Representatives) meets→

SPQR—Senate and the People of Rome

The Republic

- PATRIARCHS
  - The Senate: the oldest branch of the government, consists of 350 members who vote on legislation.
  - The Plebians: ordinary citizens who govern the state.

- Two Consuls
  - Elected by popular vote, serve one year and are limited to two terms.

- The Magistrates
  - Elected by popular vote, serve one year and are limited to two terms.

- Tribunes
  - Elected by popular vote, serve one year and are limited to two terms.

ANCIENT EUROPEAN CIVILIZATIONS

GEOGRAPHY ASSIGNMENTS:

• Complete the following:
  – 1) The National Geographic Lesson “Using Geography to Learn about History” at the website http://www.nationalgeographic.com/xpeditions/lessons/17/g912/greece.html
  – 2) Go to http://www.youtube.com/watch?v=MqMXIRaOnuA and watch the Youtube video about how to navigate through Ancient Rome in Google Earth! Then, you will complete the assignment “The Roman Record” which utilizes Google Earth and the website http://sites.google.com/site/theromanrecord/.

Medieval World Cities
After collapse of Roman Empire in 5th Century, Europe’s cities were diminished or abandoned.

European Feudal Cities
  ✓ Begin in 11th Century
  ✓ Independent cities formed in exchange for military service to feudal lord.
  ✓ Improved roads encouraged trade
  ✓ Dense and compact within defensive walls

Four Defining Characteristics of Medieval Cities

• CHARACTERISTICS:
  1) Charter
  2) Walls
  3) Marketplace
  4) Cathedral
The medieval city

The charter

- The charter -- a written document -- gave cities political independence and authority.
- Made the city responsible for its own defense and government.
- Allowed cities to coin their own money.
- These freedoms contributed to development of urban social, economic, and intellectual life.

The wall

- Symbol of the separation between country and city.
- Within the wall most inhabitants were free; outside most were serfs.
- People inside were able to move about with little restriction.
- Goods entering the gates were inspected and taxed.

The marketplace

- Symbolized role of economic activities in the city.
- City depended on the countryside for food and produce was traded in the market.
- Center for long-distance trade linking city to city.
The medieval city

The cathedral

• Usually the town’s crowning glory
• Symbol of the important role of the church
• Often close to the marketplace and town hall, indicating close ties between religion, commerce, and politics
• Church was often prevailing political force

Historian David Macaulay’s Discussion of Medieval Cathedrals

Cool Video Clip: 3D Rendering of Medieval Paris & cathedral

Which characteristics of a Medieval city can you spot?
The medieval city

- Functional zonation of medieval cities differed from that of modern cities
  - Divided into small quarters, or districts, each containing its own center that served as its focal point
  - Within each district lived people engaged in similar occupations
Problems of the medieval city

Problems created for contemporary urban life by medieval city design:
- Streets were narrow, wandering lanes, rarely more than 15 feet wide
- Today, in 141 German cities, 77 percent of streets are too narrow for two-way traffic

European Cities Today: Characteristics

1. Complex street patterns - prior to automobile, weird angles
2. Plazas and Squares - From Greek, Roman, Medieval
3. High density and compact form - Wall around city or low growth zoning
4. Low skylines - Many built before elevators, others required cathedral or monument to be highest structure
5. Lively downtown - Center of social life, not just office work
6. Neighborhood stability - Europeans moved less frequently than we do
7. Scars of War - Many wars, many cities originally defensive
8. Symbolism - Gothic cathedrals, palaces, and castles
9. Municipal Socialism - Many residents live in buildings that are owned by city govt. Some of these are massive housing projects, others small scale apartment buildings.
Exploration

• Following the medieval era, Europeans started to explore the world in the mid-15th century.
• The first European countries to explore were Portugal and Spain. These countries were looking for a route to Asia in order to buy spices.

European Exploration and Land Claims, 1492–1800

1. Which country had explorers who first explored areas into the heart of the Americas and North America?
2. Which country explored the North and South Pole?
3. Which country explored the farthest west?
4. Which country explored the farthest east?
5. Which country explored the farthest south?
6. Which country explored the farthest north?
7. Which country explored the farthest east?
8. Which country explored the farthest west?
European countries colonized other parts of the world.

Colonization is when a group of people from one country settle in another country.

ASSESSING EFFECTS:

Why would the 'Columbian Exchange' be considered the tsunami of unintentional "bio-terrorism"??


Colonization Leads to…

- **Imperialism** is when a country takes over another country. European countries took over countries and regions all over the world. They did this to control resources and also to compete with other European countries.
Imperialism and the Industrial Revolution

• Imperialism was made possible by the industrial revolution. The industrial revolution was a period of time from the late 18th to mid 19th centuries when machines replaced human labor in Europe.

Industrial Revolution and Imperialism

• The most important machine invented in Europe at this time was the steam engine.
• With the steam engine Europeans could make trains, steamships, better mining equipment, and eventually better weapons. This allowed them to take over other parts of the world.

Imperialism in Political Cartoons …

IMPERIALISM

What is it and what purposes has it served in world history?

Prepare to answer this question though political cartoon analysis!

Read the following quote in order to define the purpose of a political cartoon:

“A cartoonist is a writer and artist, philosopher, and panister, cynic and community conscience. He seldom tells a joke, and often tells the truth, which is funnier. In addition, the cartoonist is more than a social critic who tries to amuse, infuriate, or educate. He is also, unconsciously, a reporter and historian. Cartoons of the past leave records of their times that reveal how people lived, what they thought, how they dressed and acted, what their amusements and prejudices were, and what the issues of the day were.” Ruff, Thomas P., and Jennifer T. Nelson. Classroom Ready Activities for Teaching History and Geography in Grades 7-12. Needham, MA: Allyn and Bacon, 1999.
Imperialism: Political Cartoon Analysis

- Answer the question below:
  - 1) Which countries does each character represent in the cartoon? Are these characters presented in stereotypical ways? Explain.
  - 2) What major event is taking place? Challenge: Name that event!
  - 3) Does the cartoon present a positive or negative view of colonialism and imperialism? Support your answer.

Thinking Beyond:
- 4) Provide several reasons why stronger countries fought for colonies during the imperialistic age.
- 5) How did stronger countries maintain control over their colonies?
- 6) What are the long-term effects of colonialism and imperialism upon the culture, politics, and economics of the now independent nations of Africa?

Competition for Colonies

- Powerful city-states and eventually nation-states began to compete for colonies.
- Colonies are territories which are legally tied to a sovereign state rather than being completely independent.
  - Why did European countries between 1500 to 1900 establish colonies in distant areas?
  - "Scramble For Africa"

Africa Political Divisions in 1913

- Percentage of Africa Controlled by European Countries in 1913
Imperialism: Political Cartoon Analysis

Answer the questions below. Note: Requires some prior knowledge and/or research:
1) Which countries does each character represent in the cartoon? Are these characters presented in stereotypical ways? Explain.
2) What major event is taking place?
3) Does the cartoon present a positive or negative view of colonialism and imperialism? Support your answer.

Thinking Beyond:
4) Provide several reasons why stronger countries fought for colonies during the imperialistic age.
5) How did stronger countries maintain control over their colonies?
6) What are the long-term effects of colonialism and imperialism upon the culture, politics, and economies of the now independent nations of Asia?

Spanish Empire

Portuguese Empire
### Colonization & Imperialism - Summary:

<table>
<thead>
<tr>
<th>Country</th>
<th>Area Colonized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portugal</td>
<td>Brazil, Timor, Mozambique</td>
</tr>
<tr>
<td>Spain</td>
<td>Mexico, Central and South America</td>
</tr>
<tr>
<td>France</td>
<td>Canada, Caribbean</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>Canada, United States, Caribbean, Australia, New Zealand</td>
</tr>
<tr>
<td>Netherlands</td>
<td>South Africa, Caribbean</td>
</tr>
</tbody>
</table>
• How does territoriality serve as a source of conflict in different areas of the world?
• What are the factors which cause political conflicts?

Do Now: Free Write—Imagine a World Without Political Geography, A World Without Borders…

Focus Question: Would the world be better off or descend into anarchy?

Growth of Russian Empire
"Lumping" of Communist countries failed to recognize differences among communists or local causes of conflict.

Why can this map be considered propaganda?

Enlargement of Soviet bloc after World War II

Berlin Wall, 1961-89
The Berlin Wall Goes Up (1961)

Checkpoint Charlie

Do you agree that I have nice teeth?

Kennedy visited Berlin to express his solidarity with the West Germans.

“Freedom has many difficulties and dangers, but we have never had to put a wall up to keep our people in, to prevent them from leaving us.”

“All free men, wherever they may live, are citizens of Berlin, and, therefore, as a free man, I take pride in the words ‘Ich bin ein Berliner.’” — I am a Berliner

Talk: Why does Kennedy mention the word ‘Ich bin ein Berliner?’
Question:
How difficult was it to escape from East to West Germany?

Rewards For Killing Fence Hoppers

During the night of February 14 1972, a 29-year-old East Berliner decided to escape to the West by swimming across the Spree which runs along the Wall between Teptow and Friedrichshain. He was able to get to the river and started swimming to the middle of the Spree when he was intercepted by a border patrol boat from East Germany. The border guards ordered the man to stop but he continued swimming towards the West. The patrol started shooting from a distance of forty meters without making a second attempt at communicating with the swimmer. After five short machine gun bursts, the swimmer is dead and sinks to the bottom of the river. The two border guards were relieved from duty the same day, they were given performance medals as well as cash rewards to the amount of 150 Marks each. Four weeks after the incident, the man's widow was notified that her husband had committed suicide and that his body had already been cremated. How terrible. Getting a reward for killing an innocent man who only had intentions of moving across a wall. Actions like this were common and got examples for the other people. If you tried to get across and escape the communism, you would be killed. After the wall was up no people were to cross the wall at all, later though VISA's were handed out to allow passage across the borders. At Christmas and later times VISA's could be purchased to cross.

Another Story Of A Failed Escape

Two young East German construction workers, Peter Fischer and Helmut Kuhnke, had spotted an opening in the wall near the crossing to the American zone. They managed to enter without being seen and found one window that was not completely boarded up. Two days later, they returned and managed to open the window and climb in. They climbed down into a narrow corridor, followed by Helmut, who was short and stocky. They raced every that washroom and encountered more barbed wire. Slipping through, they dropped onto a road that was between the barriers. Ahead of them stood the wall. Helmut was first to climb, running and tripping at more barbed wire as he reached the top. As he was about to swing over, he realized that Peter was still at the bottom, looking confused. A border guard issued a short distance away. Then the flag began. As bullets pierced his body. Peter struggled to climb the wall and managed to reach the top, but he was unable to lift his body over the barbed wire, and for a minute he remained crouched on the wall, unable to go further. A soldier had uncovered his lung. Then he toppled back on the wrong side and fell there bleeding and helpless at the foot of the wall. West Berliners who had seen Peter on top of the wall rushed to the area, but they could do nothing to save him. The West Berlin police and the U.S. guards at Checkpoint Charlie security could not help because they were forbidden to enter there in the East. The East German guards did not even to approach the scene. They found that they would be shot by the Western police....
What eventually happened to the Berlin Wall?

President Ronald Reagan: “Tear Down this Wall!” (1989)

- President Ronald Reagan’s speech was addressed to the people of West Berlin and Mikhail Gorbachev (1985-1991) – last General Secretary of the Communist Party of the Soviet Union and the last head of state of the USSR.
- The speech contains one of the most memorable lines spoken during his presidency.
- The wall had stood as a stark symbol of the decades-old Cold War between the United States and Soviet Union in which the two politically opposed superpowers continually wrestled for dominance, stopping just short of actual warfare.
Why did Communist Russia (USSR) lose control over its territory in Eastern Europe?
Why did the Wall and why was this so symbolic and momentous?

Soon after Reagan’s speech and amidst growing international protest, the USSR allowed the wall to be torn down! East and West Berlin reunited into one Germany!

What was so “cold” about the “Cold War?”

1. What kind of “war” was the Cold War?
2. Why did relations between the U.S. and the Soviet Union heat up and cool down over time? Explain this process of “heating” and “cooling” with reference to the Cuban Missile Crisis, the Space Race, the Berlin Wall, and the Korean War.
3. Apply your understanding of the Cold War to a more modern-day political conflict. What important insights can be gained?
Main Idea
The Soviet Union collapsed in 1991 and the Cold War came to an end, bringing changes to Europe and leaving the United States as the world’s only superpower.

Essential Questions:
• How did the Soviet Union break up?
• What changes occurred in Europe after communism ended?
• What challenges does the United States face today?

Summarize
How and why did the Soviet Union break up?

Answer(s): Republics fought for freedom and independence, Communist Party leaders tried to overthrow the government and end Gorbachev’s reforms, and republics gained independence.
The fall of the Berlin Wall and the collapse of Soviet-backed regimes in Eastern Europe showed the dramatic crumbling of Soviet power.

**Soviet Union Collapses**
- Soviet Union consisted of 15 separate republics
- Some had been independent nations before World War II and long wanted freedom
- 1990, Lithuania declared independence; appeared other republics planned same
- Not clear if Soviets had will, power to stop movement

**Government in Crisis**
- August 1991, hard-line Communists tried to end Gorbachev’s reforms in coup
- Effort failed due to opposition of Boris Yeltsin, leader of republic of Russia
- Yeltsin favored more radical changes than Gorbachev
- Did not want to see hard-liners take over Soviet Union

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**Failed Coup**

**Gorbachev’s Power Gone**
- Although coup failed, Gorbachev’s power largely gone
- Republic after republic declared independence
- By end of 1991, Soviet government had ceased to function

**End of Soviet Union**
- Twelve republics united in loose confederation, Commonwealth of Independent States
- Mighty Soviet Union, once one of two most powerful countries in world, no longer existed
- Cold War finally over after more than 40 years of tension, conflict

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**The Breakup of the Soviet Union, 1991**

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Activity Challenge: This map displays Cold War politics in an amusing way. Number your paper 1-15. Identify each of the labeled areas on the map as well as explain why the map distorts or poke fun of those areas during the Cold War. For help, start with http://www.historylearningsite.co.uk/map.htm.

Part I.

QUESTION:
Do you think this accurately portrays how Regan viewed the world during the 1980’s?

How Many Americans View the World Today

Activity Challenge: This map amusingly displays the current state of affairs in the world, over twenty years later. Number your paper 1-15 again. For each labeled area, explain whether America’s perception has remained the same or changed since.

Part II.
Another Cartoon:

Bush’s View of the World?

Problem:
Some former allies later seen as “evil”

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Break Up of Soviet Union Map Activity

Introduction: The map below shows how Europe looked BEFORE the breakup of the Soviet Union in 1991. On the following page, there is a modern black map of Europe, which you will later. You will need a good atlas or need to find a map of Western Europe on the Internet. Hold onto the map so you can compare the two maps in order to study the geographic changes which took place in recent years. Write 10 words about how political changes—namely, the Fall of Communism—produced geographic changes.
Why did these changes occur in Europe, 1990-93?

North Atlantic Treaty Organization (NATO), 2002

European Union

Began as European Economic Community (EEC), 1957.
Stronger in 1994
10 new members joined, 2004
Turkey, Greece, Romania, Bulgaria want to join.
Changes in Russia

Economic Change
- Soviet Union fell, communism ended in former Soviet republics
- In largest republic, Russia, Boris Yeltsin began campaign to alter economy’s basic structure
- Goal to make economy function like capitalist system

More Freedom
- Yeltsin began to allow private ownership of businesses, land
- Business owners, workers able to take advantage of economic opportunities
- However, lost guarantee of government-backed job, other government supports

Post-communist meltdown in Russia
- Throughout the entire Yeltsin transition period, flight of capital away from Russia totalled between $1 and $2 billion US every month.¹
- Each year from 1989 to 2001 there was a fall of approximately 8% in Russia’s productive assets.¹
- Although Russia is largely an urban society, 3 out of every 4 people grow some of their own food in order to be able to survive.¹
- Male life expectancy went from 64.2 years in 1989 to 59.8 in 1999. The drop in female life expectancy was less severe from 74.5 to 72.8 years.³
Assignment: Eastern Europe and the End of Communism

- Read “Life under Communism in Eastern Europe” and complete the accompanying comprehension questions. Also complete the following graphic organizer:

Mixed Results

Early results of Russia’s reforms mixed
- Some entrepreneurs prospered, most ordinary Russians did not
- Prices rose sharply
  - Many Russians could not afford to buy goods in stores
  - Some questioned benefits of market reform
- Early 2000s, Russia rebounded somewhat from economic crises; still, path from communism to capitalism not easy
Ethnic Conflicts in Europe

- Because Europe has many ethnic groups and types of religion there have been several conflicts.
  
  A. There was an ethnic and religious conflict in the Balkans from 1992 - 1995
  
  B. There is an ongoing conflict in Northern Ireland.

Other Ethnic Unrest

- After Soviet Union fell, underlying issues in region bubbled to top
- Two were ethnic unrest, need for new governments
- One example of ethnic unrest took place in Chechnya, in Caucasus region

Chechnya
- Chechnya considered part of Russia
- When Chechens tried to gain independence from Russia, dispute led to bloody fighting, insurgency that still affects region today

Azerbaijan
- Early 1990s, another example of ethnic conflict occurred when ethnic Armenian minority sought to break away from country of Azerbaijan
- Tens of thousands died in fighting that followed

Challenging Political Transition

- Transition from communism to new government challenging for some former republics
  
  - 2004, Ukraine held election
  
  - Election had to be repeated amid widespread charges of fraud
  
  - Results of elections left Ukraine deeply divided
  
  - Such transitions continue to trouble the region
Economic Change

Market Reforms
- End of communism brought mixed results for Eastern European economies
- Market reforms created new opportunities for many people
- Some started businesses; some got management, technical jobs

Strain on Western Europe
- Others fared less well; earnings not increasing for all workers
- High unemployment in some areas, forcing many to move to West
- Newcomers compete with longtime residents for jobs, resources

The European Union
- Single economic unit in competition with U.S.
- Many of newer members far poorer than older Western Europe members; some in wealthier nations worry their economies will suffer

Assignment: “How are the new eastern democracies doing?”

- Read “Emerging Democracies in Eastern Europe and Russia: How Are They Doing?” and answer the accompanying comprehension questions.
After the Fall of the Soviet Union: Conflict in the Former Republic of Yugoslavia

The collapse of the Iron Curtain brought new opportunities and new challenges to Europe. The end of communism brought much economic change as well as new threats to peace.

- Communist governments with strict control
- In Yugoslavia, control helped suppress tensions between various ethnic, religious groups living there

Roots of Conflict

- Nationalism: Tensions began to surface, nationalism grew as ethnic, religious tensions increased, independence, Serbia tried to prevent breakup of Yugoslavia

- Yugoslav: Communist governments with strict control
- In Yugoslavia, control helped suppress tensions between various ethnic, religious groups living there

- Bosnian Serbs: Conflict broke out, Bosnia and Herzegovina at war, independence declared in 1992, Bosnian Serbs went to war to stop independence
Fighting in Kosovo

- Soon fighting began in Serbian province of Kosovo
- Serbs, ethnic Albanians fought over control of area
- 1999, NATO airplanes bombed Serbian targets to stop conflict
- NATO peacekeepers eventually maintained order there, although Kosovo remains Serbian province today

War in Bosnia

- Serbs used policy of ethnic cleansing against Bosnian Muslims
- Ethnic cleansing means elimination of an ethnic group from society through killing or forced emigration
- U.S.-led diplomatic efforts finally ended violence in Bosnia in 1995

A Brief History

- Yugoslavia emerged around a Serbian core as the Ottoman Turkish Empire gradually lost control of its Balkan territories
- In 1917, the Pact of Corfu proclaimed that all Yugoslavs (meaning southern Slavs) would unite after World War I to form a kingdom under the Serbian Royal House
- The kingdom was occupied by Germany during World War II
- After World War II, the monarchy was abolished. Communist Party leader Tito proclaimed the country the Federal People’s Republic of Yugoslavia, with himself as prime minister
- Tito died in 1980, and the fragility of the federation he ruled quickly became apparent

Three ethnic groups fell into conflict

- Serbs - dominant in Yugoslavia's politics and army, orthodox Christianity makes them natural allies of Russia.
- Croats - Roman Catholics, closer to the West than Serbs and exposed to Western influences
- Muslims - living mainly in ethnically mixed towns and cities in Bosnia-Herzegovina.
Kosovo Crisis

- Kosovo lies in southern Serbia and has a mixed population of which the majority are ethnic Albanians (Muslims).
- Serbian leader Slobodan Milosevic altered the status of the region, removing its autonomy and bringing it under the direct control of Belgrade, the Serbian capital.
- During the mid-1990’s, Milosevic ordered the genocide (“ethnic cleansing”) of all Muslims living in the area, especially in Albania and Bosnia.

Reputations at stake

- Serb aggression threatened peace throughout the Balkans and created a humanitarian crisis.
- President Milosevic’s conduct directly challenged the credibility of NATO, the United States, and the United Nations.
  - Could the nations of the world take a united stance against Milosevic in order to end the bloodshed and genocide?
  - What should this action take the form of? Create a list of different responses to stop the conflict.
Which Strategy is Best? Defend one!

**U.S. Grand Strategy**
- Maintain a peaceful, prosperous U.S.-led Europe
- Convince NATO to transition from Cold War common defense against external threats to new Continental security coalition
- Persuade NATO to acquire means and will to conduct "out of area" military ops

**European Strategy**
- Maintain a peaceful, prosperous & independent Europe
- Prevent intursion into Albania & Macedonia, thence to Greece & Turkey
- Maintain NATO relationship with Russia and give it a role in helping end the crisis

**Common Effort Concealed Widely Differing Objectives**

Video: President Clinton’s Response to Political Conflicts in Bosnia, Somalia, and Haiti

- What are the causes of conflict in Bosnia, Somalia, and Haiti?
- Why did Clinton decide to intervene in the conflicts in Bosnia, Somalia, and Haiti?
- How did America’s mission to promote democracy influence his decision?
- How does America’s mission continue to influence its policy-making decisions in foreign affairs, especially in regard to the Middle East? Is this an effective policy?

**NATO Action**
- After the failure of repeated international diplomatic efforts since the Spring of 1998, NATO, with U.S. cooperation, conducted air strikes against strategic targets in the Federal Republic of Yugoslavia, aimed at ending the repression of Kosovar Albanians by the Yugoslav government.
- Eventually, Milosevic was removed from power, found guilty for his war crimes ("ethnic cleansing" of Muslims), and sentenced to life in prison where he recently died due to presumed natural causes.
Lessons Learned by U.S. Military

- Global reach can work but duration uncertain
- Reach back can work
- Force structure “numbers” & resources are inadequate for current level of commitments (all services)
- Older platforms with smart weapons may be seen as good enough
- Smart weapons may be better than smart platforms
- Need the right force structure for the future
- Support and training as important to victory as strike
- C4ISR is currently the weakest link in joint & coalition ops
- On the brink of another “Hollow Force”
- Biggest lessons may be in future consequences of Kosovo

Political Lessons Learned by Europeans

- Militarily, Europe remains dependent on Americans
  - Best technology, weapons & platforms “Made in U.S.A.”
  - Pols unwilling to pay the cost of matching unique U.S. capabilities
- U.S. cannot always be counted on to serve the Alliance’s interests
  - U.S. focus shifted with opinion polls
  - Fear U.S. commitment could falter if U.S. forces take heavy casualties
- EU can provide diplomatic muscle (Martti Ahtisaari saves the day) Many foreign policy interests are similar among EU Nations
  - Refugee issue
  - Humanitarian (ethnic cleansing)
  - Threat of rising Islamic fundamentalism
  - Need to build external identity
- Europe can overcome internal diversity to maintain cohesion
  - German Luftwaffe conducted first combat missions since 1945
  - Greece provided logistical support despite popular opposition
  - Italy and France (which have Communist ministers) offered air bases

Assignments:

- Complete the following:
Why do ethnic/religious divisions still exist today in Europe?

• Complete the following lesson “Printing Error? Discussing the Consequences of Publishing Controversial Cartoons” from http://www.nytimes.com/learning or downloadable from my website!
  – Wanna see what the cartoons looked like?....

Post 9/11: Is this how the U.S. and the Western World view Muslims?

• 150 Word Prompt: Examine these Danish cartoons which provoked a great uproar among Muslim communities in the Middle East, resulting in riots, leaving hundreds dead! If these cartoons are offensive, how so? Are these cartoons representative of all Muslims, including how they feel about the U.S.? Is there hope for easing tensions? Explain.