

MPHS Social Studies Department

Week of April 6th – April 9th

World Geography: **The United States in the World**

Spencer Clark – Sclark@mpisd.net Karrie Hargrave – Khargrave@mpisd.net

Sherry Hill – Shill@mpisd.net Bobby Betts – Bbetts@mpisd.net

S. Crouch – Scrouch@mpisd.net

World History: **Chapter 13 Reading and Questions/AP Instructions**

Devin Jones – Djones@mpisd.net Wayne Warlick – Wwarlick@mpisd.net

Scott Crouch – Scrouch@mpisd.net

U.S. History: **Cold War Assignment/AP Assignment/Reading/Venn Diagram/Terms**

LeAnne Blalock – Lblalock@mpisd.net Bobby Betts – Bbetts@mpisd.net

Lea Holli Hensley – Lhensley@mpisd.net Angie Criss – Ccriss@mpisd.net

Google classroom set up: You will need a Gmail account to access the google classroom. You will need to download the app (free). From there you will need the code **Class code 75ggdz2**. You will have access to everything we will have covered it will be updated weekly with the most recent material up top. Parents also feel free to join.

Government: **Assignment**

Harris Brownlee – Hbrownlee@mpisd.net

Economics: **Scarcity Notes and Guided Reading**

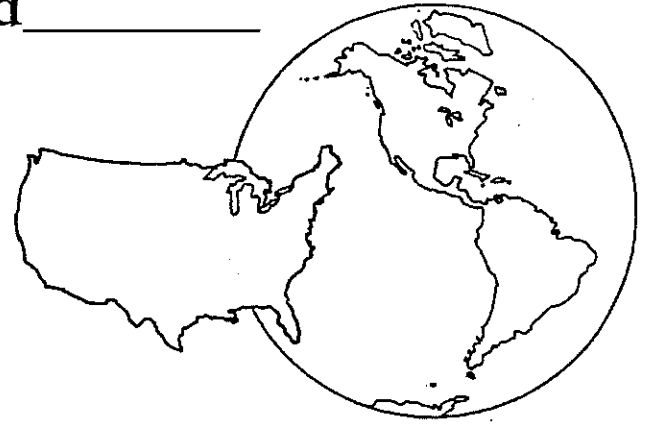
Donald Speidell – Dspeidell@mpisd.net Sherry Hill – Shill@mpisd.net

Department Head: LeAnne Blalock – Lblalock@mpisd.net

Administrator: Kelli Glenn – Kglenn@mpisd.net

The United States in the World _____

Use the maps and additional references to complete the following.



1. Label and color the continents.

Africa	green
Asia	orange
Europe	yellow
Australia	red
North America	brown
South America	purple
Antarctica	gray

2. Label these parallels and meridians: Equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, and Prime Meridian.

3. Label the North and South poles. Label the four hemispheres.

4. Label the oceans: Pacific, Atlantic, Indian, and Arctic.

5. Label the compass rose on the map with these directions: north, south, east, west, northeast, southeast, northwest, and southwest.

6. Label the United States of America.

7. Label the countries north and south of the United States.

Use the eight major directions or names of oceans and continents to complete the statements.

8. The _____ Ocean is north of the United States.

9. The _____ Ocean lies to the west of the United States.

10. The continents of _____ and _____ lie south of the United States.

11. The continent of Africa lies _____ of the United States.

12. The Atlantic Ocean lies _____ of the United States.

13. The United States is part of the continent of _____.

14. The United States lies _____ of South America.

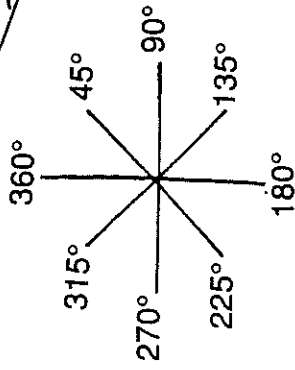
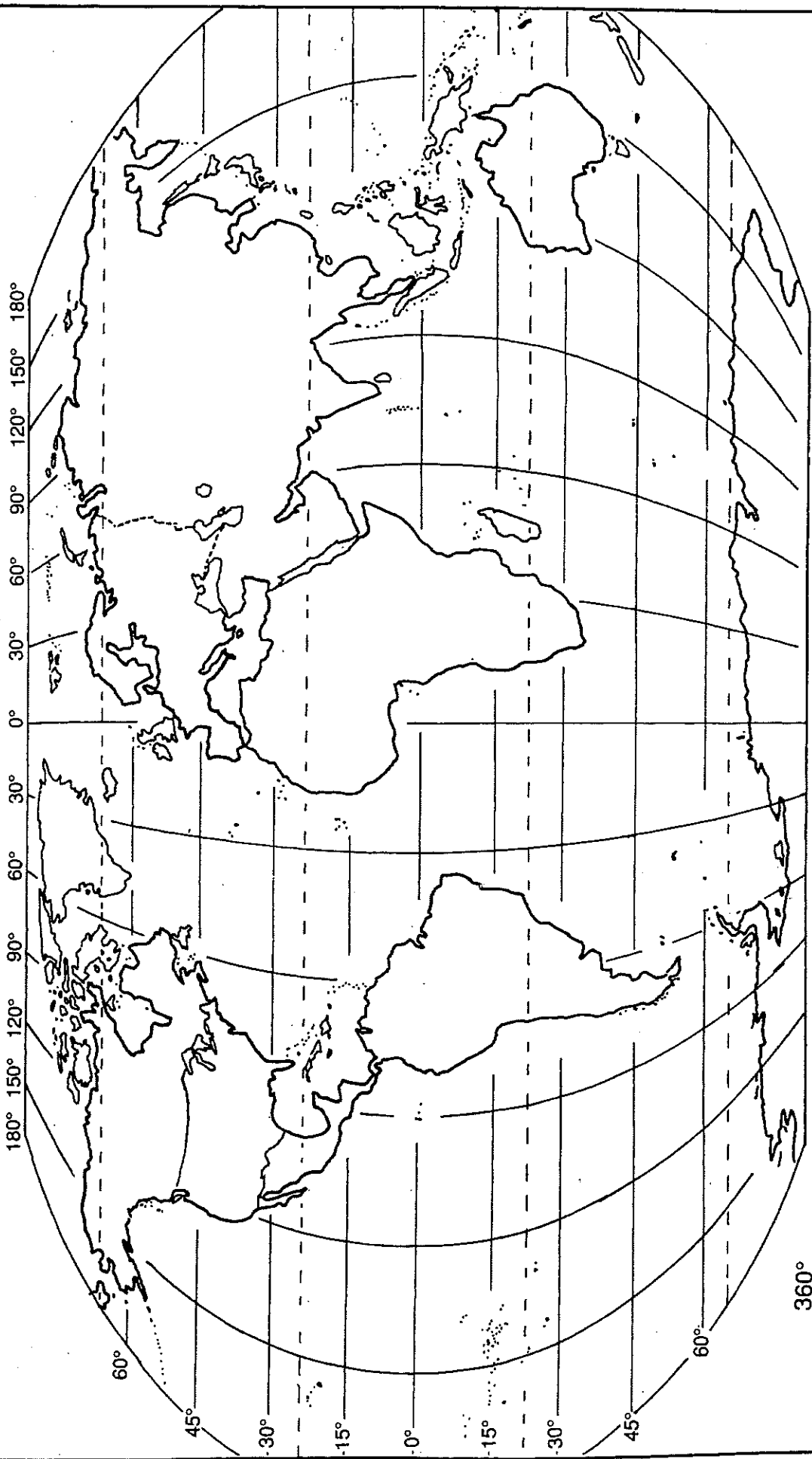
15. The United States is in the _____ and _____ hemispheres.

16. Asia is west of the United States and across the _____ Ocean.

17. None of the United States borders the _____ Ocean.

18. Most of the United States lies north of the Tropic of _____. All of the United States lies north of the tropic of _____.

The United States in the World



Complete the Packet according to the instructions at the Top of the Worksheets..

The first 3 pages is a Summarized version of Chapter 13, read it and answer the Questions on the last Page.

The 4th-5th page is a vocabulary activity, you may google the answers or refer back to your Chapter summary, or log-in to the book on-line

www. myhrw.com User Name: Warlick1@mpisd Password: tigers

CHAPTER
13

TELESCOPING THE TIMES

European Middle Ages, 500–1200

Summary

CHAPTER OVERVIEW German peoples moved into the Roman Empire, causing it to fall. Small kingdoms arose. The kingdom of Charlemagne finally reunited western Europe but split apart after his death. As different groups invaded Europe, people sought protection and gave up some rights to powerful lords, producing a system called feudalism. The Church proved an important spiritual and political force throughout the Middle Ages.

1 Germanic Kingdoms Unite Under Charlemagne

KEY IDEA Many Germanic kingdoms that succeeded the Roman Empire were reunited under Charlemagne's empire.

By the end of the fourth century, invaders from many different German groups overran the Roman Empire in the west. Their arrival and the collapse of Roman rule had several effects. The Germans' attacks put a halt to all trade, as it was not safe to move goods from one place to another. The end of Roman government and the decline in trade made cities less important. As cities faded, nobles moved to the countryside. Poorer people followed, hoping to be able to grow their own food. The general level of education in society became lower. As Germans settled in different areas, they began to blend Latin with phrases of their own. Their language developed different dialects. Europe no longer had a single language understood by all.

From about A.D. 400 to 600, Europe was the scene of turmoil and chaos as small German kingdoms fought each other for power. Long-held Roman ideas about law were replaced by German ideas of society based on close personal ties. The Catholic Church provided the only sense of order. In 496, Clovis, the king of the Franks, became a Christian with all his warriors. From then on, the pope in Rome supported the military efforts of Clovis.

Clovis was one of many leaders to become Christian. The Church made an effort to bring these people to the religion. It also set up new communities called monasteries, where men—monks—and women—nuns—lived lives devoted to God. These monasteries became important because their libraries preserved some of the writings of the ancient world.

The Church also grew in importance when

Gregory I became pope in 590. He made the pope the guardian of the spiritual lives of all Christians. He also made the pope an important power in governing part of Italy.

The kingdom of the Franks covered much of modern France. By the 700s, the most important official was the mayor of the palace. He made laws and controlled the army. In 719 Charles Martel became mayor and expanded the lands controlled by the Franks. He also won a battle in 732 against a Muslim force moving north from Spain. That ended the Muslim threat to Europe and made Martel a Christian hero. His son, Pepin, was crowned king.

One of Pepin's sons, Charlemagne, became king of all the land of the Franks in 771. At six feet, four inches tall, Charlemagne towered over most people of his time. With military skill, he expanded his kingdom to make it larger than any known since ancient Rome. By 800, he held most of modern Italy, all of modern France, and parts of modern Spain and Germany. Pope Leo III crowned him emperor. With that, the power of the Church and the German kings joined the heritage of the old Roman Empire.

Charlemagne cut the power of the nobles in his empire and increased his own. He traveled throughout his lands, visiting the people and judging cases. He brought well-read men to his court and sponsored a revival of learning. However, Charlemagne's empire broke into pieces soon after his death.

2 Feudalism in Europe

KEY IDEA Europeans developed feudalism, a political and military system of protective alliances and relationships.

Between 800 and 1000, Europe was threatened by new invasions. Muslims captured Sicily in southern Italy. Magyars attacked lands to the east. From the north came the most feared fighters of all, the Vikings, or Norsemen.

The Vikings left Sweden and Norway for small, quick raiding parties, taking anything of value from villages and monasteries. They struck terror in the hearts of Europeans. By around the year 1000, though, the Vikings had settled down in many parts of Europe. They adopted Christianity and stopped raiding to become traders and farmers.

The Magyars, Turkish nomads, attacked from the east and reached as far as Italy and western France. They sold local people as slaves. These attacks and those of Muslims and Vikings made life in western Europe difficult. People suffered and feared for their futures. With no strong central government, they went to local leaders for protection.

Beginning about 850, rulers and the invaders made peace. Viking leaders were given pieces of land in return for a promise of loyalty to the ruler. In this way, Europe's feudal system began. It was based on the idea that a lord gave land to another person of lower status, called a vassal. The vassal promised to supply soldiers when the lord needed them. Under feudalism, society in western Europe was divided into three groups: those who fought—the nobles and knights; those who prayed—the officials of the Church; and those who worked—the peasants. Peasants were by far the largest group. Many of them were not free to move about as they wished. They were tied to the land of their lord.

The lord's land was called the manor, and manors became the centers of economic life. Lords gave peasants land, a home, and protection from raiders. The peasants worked the land to grow food, giving part of each year's crop to the lord. They also paid taxes every year and had much of their lives controlled by the lord. Peasants lived in small villages of 15 to 30 families. They found everything they needed in that small community and rarely traveled far from their homes. Their cottages had only one or two rooms with only straw mats for sleeping. They had poor diets. They endured these lives, believing that God had set their place in society.

● The Age of Chivalry

KEY IDEA *The code of chivalry for knights glorified combat and romantic love.*

Nobles were constantly at war with one another. They employed knights, who were soldiers who fought on horseback. Using the saddle and stirrup to stay firmly in place on the horse, these

knights became the most important military weapon of the time in Europe. By about the year 1000, nobles used their armies of mounted knights to fight one another for control of land. When they won battles, they gave some of the new land to their knights. The knights could use the income from this land to support their need for costly weapons, armor, and horses. They devoted much of their time to improving their skill at fighting.

By the 1100s, a new code of conduct for knights had developed. This code of chivalry said that knights had to fight fiercely for three masters: their lord, God, and his chosen lady. They were also required to protect the weak and poor. While the code set high standards, few knights met them. Most were harsh and cruel to peasants.

The sons of nobles and knights began training to become knights at an early age. They gained experience by fighting in staged combats called tournaments. These fights were fierce, but real battles were very bloody and harsh. To protect their lands and homes, nobles built stone castles. When a castle was attacked, defenders poured hot oil or boiling water on people trying to attack.

The literature about knights did not reflect this bloody reality. Poems and stories stressed the code of chivalry, life in the castle, and the knight's loyalty to the woman he loved. Some long poems, called epics, told the story of legendary kings such as King Arthur and Charlemagne. Song told the joys and sorrows of romantic love. Many of the writers of these songs traveled to the court of Eleanor of Aquitaine, the rich and powerful ruler of a land in southern France.

The knights' ideals of love and devotion to a noble lady seemed to give women a high position in the society of the Middle Ages. In fact, the position of women actually worsened in this period. They were limited to working in the home or living in convents. Noble women could sometimes rule the land when their husbands were away from home, but they could not inherit land. It usually passed from father to son.

Among the poor, there was no change, however. Poor women had to work in the fields with their husbands and children simply to grow enough food to survive—just as they had always done.

🕒 The Church Wields Power

KEY IDEA Church leaders and political leaders competed for power and authority.

With the central governments of Europe weak, the Church became the most important force unifying European society. An early pope had said that God had made two areas of influence in the world—religious and political. The pope was in charge of spiritual matters, he said. The emperor and other rulers were in charge of political affairs. Over the years, though, the difference was not so clear. Popes often tried to influence the actions of rulers, who clashed with them in a struggle for power.

The Church was organized into a structure that mirrored society. At the bottom were the priests who led services at local churches. Above them were bishops, who oversaw all the priests in a large area. At the top was the pope, the head of the Church.

The Middle Ages was an Age of Faith, when people were bound together by their belief in God and the teachings of the Church. Though life was hard, the peasants hoped that by obeying God and doing their work they would earn the reward of being saved and being taken to heaven after death. The local church served not only for religious services but also as a center of the community. Holidays such as Easter and Christmas were joyful times of the year.

The Church also developed a body of law called canon law. It set standards for the conduct of people and officials of the Church. These laws ruled over such issues as marriage and religious practices. They applied to all Christians, from kings to peasants. The Church also set up courts that took charge when people broke these laws.

Two punishments were especially harsh. If the Church excommunicated a person, he or she was banished from the Church. The person was denied the chance for eternal life in heaven. Popes often used this power as a threat to try to force rulers to do what they wanted. The other punishment was interdiction. When a ruler refused to obey the pope, the Church leader could place the land under interdiction. That meant that no sacred actions of the Church could officially take place in those lands. The people of the area deeply feared this, for then they were doomed to eternal suffering in hell, not life in heaven.

The kingdom of Germany became the strongest after the death of Charlemagne. It came to be called the Holy Roman Empire and enjoyed close ties with the pope. Soon, though, pope and emperor became caught in a conflict. Rulers had, for a long time, enjoyed the power to name the bishops who led the Church in their lands. In 1075, Pope Gregory VII banned this practice. The German emperor, Henry IV, was angry and got his bishops to say that this pope had no real authority. Gregory then excommunicated Henry. When his nobles rebelled against him, Henry went to the pope and received forgiveness. However, the larger issue of excommunication was left open until 1122. Then an agreement stated that only the pope could name bishops. However, the emperor had the right to turn down any appointment that he did not like.

In the late 1100s, a new German ruler—Frederick I—tried to rebuild the power of the emperor. He tried to increase his control of the cities of Italy but lost an important battle. When he died in 1190, the many nobles of Germany took control of that area. The emperor continued to rule the land, but the smaller nobles held the real power. This situation continued in Germany for many hundreds of years.

Review

1. **Perceiving Cause and Effect** What were the effects of the arrival of the Germans and the fall of the Roman Empire?
2. **Recognizing Main Idea** Why was Charlemagne important? Did his achievements last long?
3. **Making Generalizations** How did invasions contribute to the beginnings of the feudal system?
4. **Recognizing Facts and Details** What was the position of women during the Middle Ages?
5. **Making Judgments** How important do you think the Church was in the Middle Ages? Why?

Glossary **CHAPTER 13 European Middle Ages, 500–1200**

chaos Complete disorder	heritage Traditions passed down or received from the past	nuns Christian women devoted to a religious life
conduct Behavior	interdiction Church ruling prohibiting sacred actions of the Church from taking place in a certain area	province Part of a country with its own government
convert Change to another religion	banned Officially forbidden	revived Brought back
dialects Varieties of a language	monks Christian men devoted to a religious life	rural Having to do with the country
endured Lived through; managed against odds	mounted On horseback	salvation Eternal life in heaven after death
excommunicated Banished from the Church		unifying Bringing together
guardian One who watches over the welfare of another		

AFTER YOU READ

Names and Terms

A. Write the name or term in each blank that best completes the meaning of the paragraph.

- vassal
- serf
- fief
- knight
- lord

The feudal system was based on an exchange. The **1** _____, or landowner, granted land to a person called a **2** _____. The land granted to him was his **3** _____. In return, that person gave the landowner military protection. This meant he might go into battle, performing the duties of a **4** _____. People who worked the land were mostly peasants. Among the peasants were many people who were not free to leave the land. The term used to describe one of these peasants is **5** _____.

B. Write the letter of the name or term next to the description that explains it best.

- a. Franks**
- b. Holy Roman Empire**
- c. Carolingian Dynasty**
- d. Middle Ages**
- e. Charlemagne**

- ___ **1.** Period of European history from 500 to 1500
- ___ **2.** A Frankish ruler who built a huge empire and unified Europe for the first time since the Roman Empire
- ___ **3.** Dynasty of Frankish rulers, lasting from 751 to 987
- ___ **4.** Germanic people who held power in the Roman province called Gaul
- ___ **5.** Empire established in the 10th century mainly consisting of what is now Germany and Italy

AFTER YOU READ (continued) **CHAPTER 13** European Middle Ages

Main Ideas

1. Who was Clovis?

2. Give three examples describing how Charlemagne ruled his empire.

3. Why was life on the manor often harsh for peasants?

4. What did the code of chivalry require?

5. How did Pope Gregory show his power in political affairs?

Thinking Critically

Answer the following questions on a separate sheet of paper.

- 1. How did invasions contribute to the beginning of the feudal system?**
- 2. Why was the Church so important during in the Middle Ages?**

AP World History Weekly Packet: April 6-17, 2020

1. Read Pages 571-622.

2. Watch Heimler's History Unit 8.4 - ? on YouTube. Links below:

<https://www.youtube.com/watch?v=YXJqRv33zB0>

<https://www.youtube.com/watch?v=YrhcC7GSdDU>

Watch the College Board Unit 8.2 and 8.3 on YouTube. Links below:

<https://www.youtube.com/watch?v=pBKM5eqBBX4&list=PLoGgviqq4845dmFXqxdQ3LBR2fxLqv0GM&index=4&t=0s>

https://www.youtube.com/watch?v=6yTD_wS2QHQ&list=PLoGgviqq4845dmFXqxdQ3LBR2fxLqv0GM&index=4

<https://www.youtube.com/watch?v=qjxHoM5EXbQ&list=PLoGgviqq4845dmFXqxdQ3LBR2fxLqv0GM&index=5>

3. Go to theadamsonadventure.net, under the AP World History Menu at the top, open Unit 8.

Link Below:

<http://www.theadamsonadventure.net/unit-8-cold-war--decolonization-1900-present.html>

Scroll down to the "Assignments" on the left margin, open the "Rise and Decline of Communist Regimes Graphic Organizer." Link Below:

https://docs.google.com/document/d/1eGC59iRdsfI7CAVu_-fJuEpCPYgUtl6MuAftQBiq980/edit

4. Scroll down to the "Assignments" on the left margin, open the "Decolonization Graphic Organizer (Topics 8.5 & 8.6)."

Link Below:

https://docs.google.com/document/d/1InfAgIEBZn4k0gKt_pioEFTVhiihrCV5w0li8CbVBk4/edit

Use your Textbook and the below link to answer the above worksheet:

https://docs.google.com/document/d/1p_9IHuPxFhnsyx1ZG5o-WWo19X-cLbsipBQWKf3xRo/edit#heading=h.fx65eaxwfguo

5. Scroll down to the "Assignments" on the left margin, open the "India Partition Primary Source Analysis." Link Below:

<https://docs.google.com/document/d/1pPxUVD66VIPpV9I1nX5-EMJaeaxpY1o0rU63MnKdCCE/edit>

U.S. History

COLD WAR

Following World War II, the United States and the Soviet Union entered a 45 year period of tension between the two countries known as the Cold War. The failure of the Soviet Union to allow free elections in Eastern Europe (following the end of WWII) and the establishment of communist countries prompted the United States to engage in a policy of containment.

“Wonder why we’re not keeping pace?”



Source: Herblock, *The Washington Post* (adapted)

What event occurred in 1957 and how is it associated with the above cartoon?

8A 1. Describe the U.S. responses to Soviet aggression after World War II:

	Identify the responses below
Truman Doctrine	
Marshall Plan	
North Atlantic Treaty Organization (NATO)	
Berlin Airlift	
John F. Kennedy's role in the Cuban Missile Crisis	

2D 2. Why was the launching of Sputnik a significant event?

19E 3. Why was the United Nations established and why would some be opposed to the U.S. participating in it?

26D 4. What role did Eleanor Roosevelt play in the United Nations?

8B 1. Identify each of the following and explain how they led to an increase in Cold War tensions?

	Identify the event	Explanation of increase in tensions
Arms race		
Space race		
McCarthyism		
House Un-American Activities Committee (HUAC)		

8C 2. Explain U.S. involvement in the Korean War:

Reasons for US Involvement in Korea	Outcomes of US Involvement in Korea

3. How was the Korean War related to U.S. containment policy?

17C 1. How did defense spending impact economics from 1945 into the 1990s?

2. How did the Cold War impact education spending from 1945 into the 1990s?

Identify the following terms and explain how they relate to the topic of the Cold War:

3. loyalty oaths

4. Venona Papers

5. Alger Hiss

6. Julius and Ethel Rosenberg

7. containment

AP U.S. History

Assignment for the week of April 6th – April 9th:

1. Finish the Chapter 23/24 Guided Reading questions.
2. Complete a Venn diagram comparing the Red Scare of the 1920s to the Red Scare of the 1950s (a blank Venn diagram is located on the back of this page).
3. On page 3 there is a list of terms/events/people, in your own words write a 2 – 3 sentence definition for each item.
4. Below will list the reading schedule for the week.
5. AP College Board is providing lessons taught by teachers online. You can go to your College Board account to view these or to www.collegeboard.org/ap-covid19-updates, then click on free remote learning resources and go to the link for AP YouTube channel. Scroll down to History and Social Science category, find U.S. History, click VIEW FULL PLAYLIST, and that will show you the videos that are available.
6. If you are taking the AP exam for U.S. History the areas the test will cover will be from 1491 – 1945. You have the review book to help study for this exam.

Reading Schedule

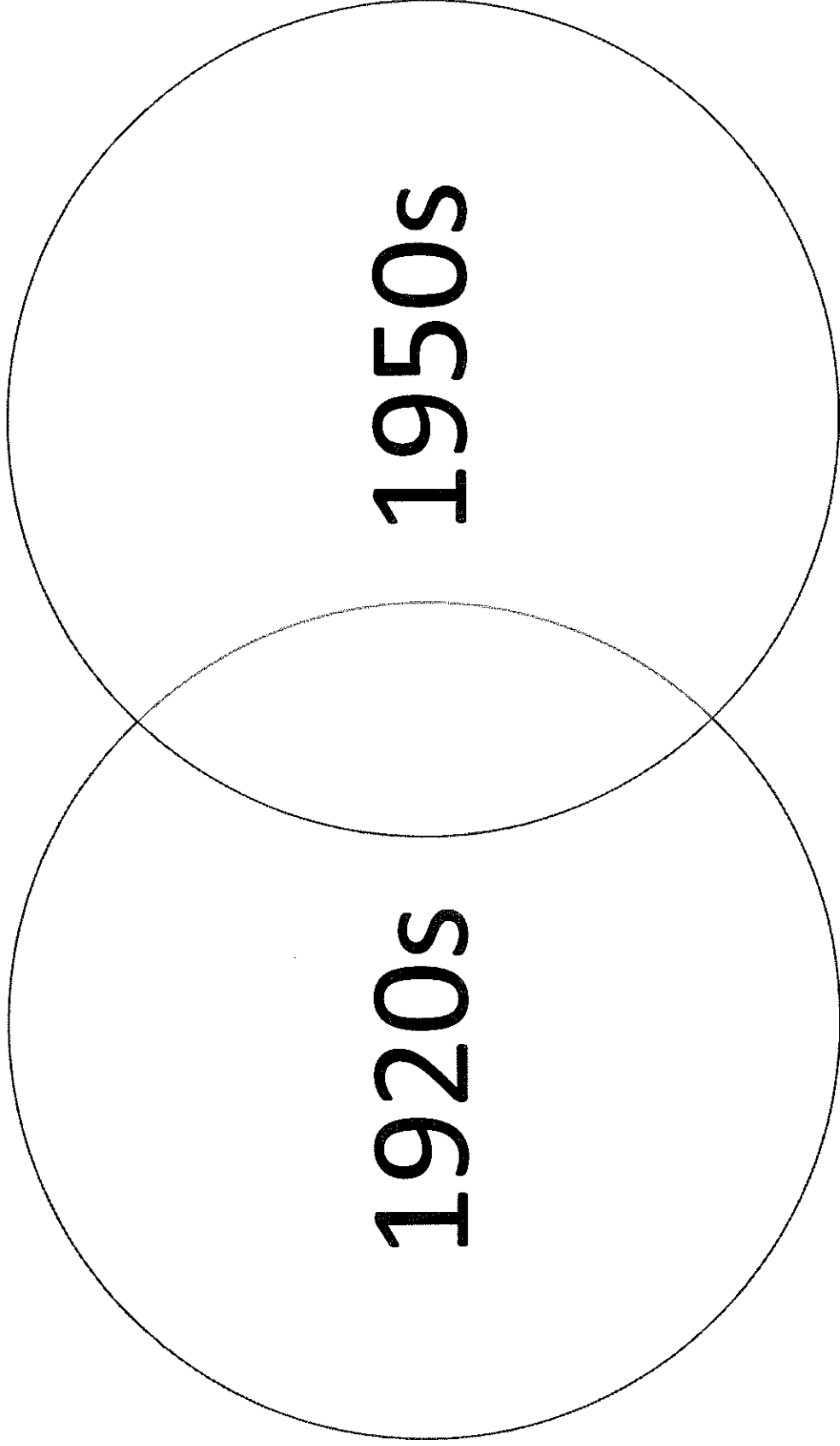
Monday – Read The New Conservatism thru Massive Retaliation p. 1005 – p. 1009

Tuesday – Read Ike and the Russians thru Mass Society and Its Critics p. 1009 – p. 1015

Wednesday – Read Rebels without a Cause thru The Brown Case p. 1015 – p. 1021

Thursday – Read The Montgomery Bus Boycott thru The End of the 1950s p. 1021 – p. 1030

If you have any questions my email address is lblalock@mpisd.net



1920s

1950s

Terms/Events/People

In your own words write a 2 – 3 sentence definition for each item.

Army-McCarthy Hearings
Berlin Blockade
Brinkmanship
Brown v Board of Education
Checkers Speech
Cold War
Containment
Eisenhower Doctrine
Orval Faubus
General Agreement on Tariffs and Trade
House Un-American Activities Committee
Iron Curtain
League of United Latin American Citizens
Levittown
Little Rock Nine
Thurgood Marshall
Marshall Plan
Massive Retaliation
McCarran Internal Security Act, 1950
Military-Industrial Complex
Mendez v Westminster
Montgomery Bus Boycott
Joseph McCarthy
National Defense Education Act, 1958
North Atlantic Treaty Organization
Jackie Robinson
Ethel & Julius Rosenberg
Sputnik I
Taft-Hartley Act
Truman Doctrine

GOVERNMENT ASSIGNMENTS

1. Review the term "judicial review" as it refers to Supreme Court power.
2. Use your phone and internet to list 5 cases that are going before the Supreme Court in 2020 that you believe would most affect your life as a citizen.
3. List each case and describe how it could affect your life a person living in the U.S.
4. Look up the terms "adversarial" and "inquisitorial" systems and explain how each one works within the trial system.
5. Use your phone or the internet to look up the "STEPS IN A TRIAL" from start to finish and list them.

TOPIC
1

Note Taking Study Guide

FUNDAMENTALS OF ECONOMICS

Focus Question: How does economics affect everyone?

As you read the Lesson Summaries on the following pages, complete the following outline to organize and summarize the content of this section.

I. Scarcity

A. Needs and wants

1.

2.

B. What is scarcity?

1.

2.

II. Opportunity costs and trade-offs

A.

1.

2.

B.

1.

2.

III. Production possibilities curves

A.

1.

2.

B.

1.

2.

TOPIC

1

LESSON 1

Lesson Summary**SCARCITY****MODIFIED CORNELL NOTES**

People always have to make decisions about how to meet their needs and wants. A need is something people must have to survive, like air, food, and shelter. A want is something that people would like to have but is not necessary for survival. Economics is the study of how people choose from limited resources to meet their needs and wants.

People have to make such choices because of scarcity, the limited amounts of **resources** to meet unlimited desires. Goods are objects, like cars and clothes. Services are actions that people do for others, such as teaching. A shortage occurs when a good or service is unavailable. Shortages occur when people have trouble supplying goods and services at current prices. Shortages may occur because of situations like war or **drought**. They may end quickly or last a long time.

Economists call the resources used to make goods and services factors of production. There are three types: land, labor, and capital. Land includes natural resources like coal, water, and forests. Labor is work for which people receive pay. Capital is a human-made resource used to produce other goods and services. Objects made by people, like buildings and tools, are called physical capital. Human capital refers to the knowledge and skills people gain from study and experience. Entrepreneurs are people who put together land, labor, and capital to create new businesses.

Lesson Vocabulary

resources something that a country or business can use to increase its wealth

drought a long period of time during which there is very little or no rain

TOPIC

1

LESSON 2

Lesson Summary**OPPORTUNITY COST AND TRADE-OFFS****MODIFIED CORNELL NOTES**

When making decisions people face **trade-offs**, or alternatives we give up when we choose one course of action over another. Individuals, businesses, and governments all face trade-offs. A person who chooses to spend more time at work has less time to spend at home. A business that uses all of its factories to build chairs cannot build tables at the same time. A country that decides to produce more military goods has fewer resources to use for consumer goods. Economists use the term **guns or butter** to describe this trade-off.

A person who chooses one alternative gives up other alternatives. The most desirable alternative given up is called the **opportunity cost**. For example, suppose you have to choose between sleeping late or getting up early to study for a test. The opportunity cost of extra study time is less sleep. The opportunity cost of more sleep is less study time.

Decisions also involve **thinking at the margin**. This means deciding about adding or subtracting one unit of a resource, such as one hour of sleep. In the example above, the decision was between sleeping late or studying. But you could also choose to sleep an hour late, then wake up to study. To make a decision at the margin, you would compare the opportunity cost and benefit of each extra hour of studying. The benefit of adding one more unit of anything, such as one more hour of studying, is called the **marginal benefit**. The cost of adding one more unit of anything is called the **marginal cost**. The process of making decisions based on costs and benefits called a **cost/benefit analysis**.

Lesson Vocabulary

trade-off the act of giving up one benefit in order to gain another, greater benefit

guns or butter a phrase expressing the idea that a country that decides to produce more military goods ("guns") has fewer resources to produce consumer goods ("butter") and vice versa

opportunity cost the most desirable alternative given up as the result of a decision

thinking at the margin the process of deciding whether to do or use one additional unit of some resource

marginal cost the extra cost of adding one unit

marginal benefit the extra benefit of adding one unit

cost/benefit analysis a decision-making process in which you compare what you will sacrifice and gain by a specific action

TOPIC

1

LESSON 3

Lesson Summary**PRODUCTION POSSIBILITIES CURVES**

MODIFIED CORNELL NOTES

Economists use graphs that are called **production possibilities curves** to show alternative ways of using a country's resources. For example, an economist might want to examine the production of shoes and watermelons. A production possibilities curve can show how the number of shoes produced is affected by the number of watermelons grown. As the number of watermelons produced is increased the number of shoes produced will decrease. This happens because land is scarce, and more land for watermelon farms means less land for shoe factories. Similarly, as more shoes are produced fewer resources are available to grow watermelons.

Efficiency means an economy is using resources in such a way as to maximize the production of goods and services. In the above example, efficiency would mean that the most watermelons and shoes possible are being produced. The line on the curve that shows the maximum possible production is called the **production possibilities frontier**. If factory workers and farmers lost their jobs, fewer shoes and watermelons would be produced. In this case the economy would suffer from **underutilization**, or using fewer resources than it is capable of using. A country's resources are always changing.

In the future, resources may increase, causing the economy to grow. If more labor becomes available, there will be more workers to produce more goods. Improvements in technology, or know-how, will also help the economy grow. This growth can be shown by a shift to the right on the production possibilities frontier.

Lesson Vocabulary

production possibilities curve a graph that shows alternative ways to use a country's productive resources

efficiency the use of resources in such a way as to maximize the output of goods and services

production possibilities frontier a line on a production possibilities curve that shows the maximum possible output an economy can produce

underutilization the use of fewer resources than an economy is capable of using