### Chapter 27: Planning Guide

#### Key to Ability Levels
- BL: Below Level
- OL: On Level
- AL: Above Level
- ELL: English Language Learners

#### Key to Teaching Resources
- Print Material
- CD-ROM or DVD
- Transparency

#### Levels
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*Also available in Spanish

✓ Chapter- or unit-based activities applicable to all sections in this chapter.
### TEACH (continued)

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*Also available in Spanish

✓ Chapter- or unit-based activities applicable to all sections in this chapter.
**Using a Widget**

### Teach With Technology

**What is a widget?**
The McGraw-Hill widget is a program for any computer with Internet access that acts as a one-stop launching pad for both software- and online-based programs.

**How can the widget help my students and me?**
The widget is a convenient way for you and your students to access McGraw-Hill’s technology tools, both software-based and online. Some features of the widget include:
- customizable links to frequently used Glencoe Web pages
- recognition of, and compatibility with, Glencoe DVD and CD-ROM programs
- QuickPass entry for fast access to chapter content and activities

Visit [glencoe.com](http://glencoe.com) to download the free student and teacher versions for the McGraw-Hill widget.

### Geography ONLINE

Visit [glencoe.com](http://glencoe.com) and enter QuickPass™ code WGC2630C27T for Chapter 27 resources.

You can easily launch a wide range of digital products from your computer’s desktop with the McGraw-Hill widget.

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**Additional Resources**

- **Timed Readings Plus in Social Studies** helps students increase their reading rate and fluency while maintaining comprehension. The 400-word passages are similar to those found on state and national assessments.

- **Reading in the Content Area: Social Studies** concentrates on six essential reading skills that help students better comprehend what they read. The book includes 75 high-interest nonfiction passages written at increasing levels of difficulty.

- **Reading Social Studies** includes strategic reading instruction and vocabulary support in Social Studies content for both ELLs and native speakers of English.

- **Content Vocabulary Workout** (Grades 6-8) accelerates reading comprehension through focused vocabulary development. Social Studies content vocabulary comes from the glossaries of Glencoe’s Middle School Social Studies texts. [www.jamestowneducation.com](http://www.jamestowneducation.com)

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**Biography**

The following videotape programs are available from Glencoe as supplements to Chapter 27:

- Korea: The Forgotten War (ISBN 1-56-501540-1)
- The War In The Pacific (ISBN 1-56-501994-6)
- China’s Boxer Rebellion (ISBN 0-76-700617-8)
- Iwo Jima Hell’s Volcano (ISBN 0-76-700462-0)

To order, call Glencoe at 1-800-334-7344. To find classroom resources to accompany many of these videos, check the following pages:

- A&E Television: [www.aetv.com](http://www.aetv.com)
- The History Channel: [www.historychannel](http://www.historychannel)

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**Reading List Generator CD-ROM**

Use this database to search more than 30,000 titles to create a customized reading list for your students.

- Reading lists can be organized by students’ reading level, author, genre, theme, or area of interest.
- The database provides Degrees of Reading Power™ (DRP) and Lexile™ readability scores for all selections.
- A brief summary of each selection is included.

**Leveled reading suggestions for this chapter:**

**For students at a Grade 7 reading level:**
- Wild Swans: Three Daughters of China, by Jung Chang
- The Great Wall: The Story of Thousands of Miles of Earth and Stone, by Elizabeth Mann

**For students at a Grade 8 reading level:**
- My Two Dads, by Marie G. Lee
- Kublai Khan, by Kim Kramer

**For students at a Grade 9 reading level:**
- Oracle Bones, Stars, and Wheelbarrows, by Frank Ross

**For students at a Grade 11 reading level:**
- Embracing Defeat: Japan In the Wake of World War II, by John W. Dower

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**National Geographic**

- **Index to National Geographic Magazine:**

  The following articles relate to this chapter:


  **National Geographic Society Products** To order the following, call National Geographic at 1-800-368-2728


Access National Geographic’s new dynamic MapMachine Web site and other geography resources at:

- [www.nationalgeographic.com](http://www.nationalgeographic.com)
- [www.nationalgeographic.com/maps](http://www.nationalgeographic.com/maps)
INTRODUCTION

CHAPTER 27

CULTURAL GEOGRAPHY OF East Asia

Geography is used to interpret the past, understand the present, and plan for the future. East Asia’s increasing participation in the global community, and the resulting diffusion of the region’s cultures, continue to have a profound effect on the world. East Asia’s growing and aging populations bring challenges for the future.

Essential Questions

Section 1: China
How might rural-to-urban migration affect the physical landscape in China?

Section 2: Japan
How might culture influence people’s perceptions of Japan?

Section 3: North Korea and South Korea
How can two countries with similar histories move in very different directions today?

Focus

More About the Photo

Visual Literacy Tell students that Kiyomizu-dera (The Clear Water Temple) received World Cultural Heritage Listing by UNESCO in December 1994. It has been destroyed and rebuilt many times in its 1200-year history. Kiyomizu-dera was founded in 780 and is associated with the Hosso sect of Japanese Buddhism. The temple was named for the spring running below the large wooden terrace. Visitors to the temple can taste the spring water, which is said to have healing powers. Because Kyōto has many other historic temples and shrines, the city was avoided as an air raid target in World War II.

Teach

As you begin teaching this chapter, read the Big Idea out loud to students. Explain that the Big Idea is a broad, or high-level, concept that will help them understand what they are about to learn. Use the Essential Question for each section to help students focus on the Big Idea.

China

Essential Question How might rural-to-urban migration affect the physical landscape in China? (As people migrate from rural areas to cities, the regional economy changes to become less agricultural. Modern conveniences (the automobile) replace traditional practices (travel by foot or horse).) Point out that in Section 1 students will learn about the numerous changes China has seen in the last several hundred years. OL

Japan

Essential Question How might culture influence people’s perceptions of Japan? (Participation in the global economy exposes people to new ideas and customs, which leads to the diffusion of Japanese culture.) Tell students that in Section 2 they will learn how Japan’s mix of Asian and Western culture has influenced the world. OL
Previewsing the Region

If you have not already done so, engage students in the Regional Atlas and Country Profiles activities to help them become familiar with the general content of the region.

Section 3
North Korea and South Korea

Essential Question How can two countries with similar histories move in very different directions today? (In some instances, countries with similar histories can be closely connected physically, but take very different directions politically and economically. Examining how and why these countries diverged will help people understand the countries’ current circumstances.) Tell students that in Section 3 they will learn how and why North Korea and South Korea have moved in such very different directions.  

Dinah Zike’s Foldables

Purpose This Foldable helps students to track the main ideas found in each section. The completed Foldable will help them organize information on each country, which will help them review the chapter as they prepare for assessment.

Geography ONLINE

Visit glencoe.com and enter code WGC2630C27T for Chapter 27 resources.
China

China is rapidly changing and urbanizing, its cities becoming busier than ever before. Like other cities around the world, Chinese cities are a mix of excitement, crowds, skyscrapers, and shops selling everything imaginable.

Voices Around the World

“No matter how you enter modern China, it’s always a shock. Whether you fly in through Hong Kong or Shanghai, or come in by road or rail, once inside you can’t help but experience China’s vitality through a condition the Chinese refer to as renao, meaning ‘hot and noisy.’ . . . Crossing from Myanmar to China above the wide Shweli River, I feel renao’s zing as soon as I reach the other side: honking cars and trucks and constantly beeping cell phones. My first stop, the city of Ruili, is full of neon lights, skyscraper hotels, and audio speakers blaring pop music from storefronts. I have a sense that, were I to ask, I could buy anything along its streets . . .”

— Donovan Webster, “Blood, Sweat, and Toil Along the Burma Road,” National Geographic, November 2003

Guide to Reading

Essential Question
How might rural-to-urban migration affect the physical landscape in China?

Content Vocabulary
• aborigine (p. 677)
• ideology (p. 678)
• culture hearth (p. 678)
• atheist (p. 680)

Academic Vocabulary
• design (p. 677)
• philosophy (p. 678)
• restriction (p. 680)

Places to Locate
• Tibet (p. 677)
• Mongolia (p. 677)
• Shanghai (p. 677)
• Beijing (p. 677)
• Tianjin (p. 677)
• Guangzhou (p. 677)

Reading Strategy
Categorizing
Complete a table similar to the one below by describing the following Chinese dynasties.

<table>
<thead>
<tr>
<th>Dynasty</th>
<th>Key Events</th>
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<td>Shang</td>
<td>first historical records kept; about 1600 B.C. in North China Plain; faced rebellions by local lords, attacks by central Asian nomads, and natural disasters</td>
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<tr>
<td>Zhou</td>
<td>ruled for 800 years beginning around 1045 B.C.; trade grew, culture spread and iron tools were made; era of Confucius</td>
</tr>
<tr>
<td>Han</td>
<td>united China, built first section of the Great Wall, traders and missionaries took Chinese culture to all of East Asia</td>
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Shang | Zhou | Han
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first historical records kept; about 1600 B.C. in North China Plain; faced rebellions by local lords, attacks by central Asian nomads, and natural disasters | ruled for 800 years beginning around 1045 B.C.; trade grew, culture spread and iron tools were made; era of Confucius | united China, built first section of the Great Wall, traders and missionaries took Chinese culture to all of East Asia |

To generate student interest and provide a springboard for class discussion, access the Chapter 27, Section 1 video at glencoe.com.
Population Patterns

**MAIN Idea** Cities and rural areas are changing as large numbers of Chinese move to urban areas.

**GEOGRAPHY AND YOU** How do people’s lives change when they move from rural areas to the city? Read to learn how China’s cities are changing.

Ancient cultures mix with modern ways as China adapts to the changing needs of the people, many of whom are moving to large urban centers.

**The People**

When people in China say someone is Chinese, they use the Chinese word that means “a person of the Middle Kingdom.” About 92 percent of China’s more than 1.3 billion people belong to the Han, an ethnic group named for a powerful ancient ruling family. From 206 B.C. to A.D. 220, Han rulers developed a culture whose influence has lasted to the present. The remaining 8 percent of China’s population belongs to about 55 different ethnic groups.

Although ruled by China, non-Chinese ethnic groups have their own separate histories and cultures. Tibet was once a Buddhist kingdom. Since China’s takeover in the 1950s, tensions still exist between the Chinese and the Tibetans.

Taiwan, an island country off China’s southeastern coast, and China share a long history. Most of Taiwan’s people are descended from Chinese who migrated to the island several hundred years ago. Taiwan’s original inhabitants, or aborigines, are related to peoples in Southeast Asia and the Pacific region. They make up only about 2 percent of Taiwan’s population.

The people of Mongolia are mostly ethnic Mongolians. Centuries ago, their Mongol ancestors ruled the world’s largest land empire, which stretched from China to eastern Europe. Today the Mongolians are divided into separate linguistic groups.

**Density and Distribution**

Despite China’s large land area, more than 90 percent of its people live on only one-sixth of the land. Most inhabit the fertile valleys and plains of China’s three great rivers: the Huang He, Chang Jiang, and Xi River. Large urban centers, such as Shanghai, Beijing, Tianjin, and Guangzhou, lie in river valleys or coastal plains. Mongolia’s vast steppe regions have a population density of only 5 people per square mile (2 people per sq. km).

**Urban Growth**

Although most Chinese still live and work on farms, millions of people continue to migrate to high-growth urban areas. This increasing urbanization, along with population growth, has led to overcrowding in some Chinese cities. The rural-to-urban shift has contributed to farm labor shortages. To stem migration from rural areas to overcrowded urban areas, China has built dozens of new agricultural towns in remote areas. These towns are designed to provide more social services and a better quality of life for rural people.

The strains from China’s growing population have led the government to enact policies to limit population growth. In 1979 China began a policy that allowed each family to have no more than one child. This policy has somewhat slowed the growth. Because there are exceptions to this policy, which is no longer strictly enforced, China’s population growth is once again increasing.

**Differentiated Instruction Strategies**

**Logical/Mathematical** Have students study the graph. Ask: Why is there such a sharp drop in the 25–29 age group? Explain your reasoning. (Individuals in this age group were born shortly after the one-child policy was instituted in 1979. Since the graph reflects the population in 2009, the people in this age group were born between 1977 and 1981.)

**Critical Thinking**

**Drawing Conclusions** Ask: Why do you think rural Chinese are migrating to the cities? (Answers will vary but might include better access to health care and other services.)

**Understanding Medical Systems**

**Objective:** Students will compare Western medicine and traditional Chinese medicine (TCM).

**Focus:** Students will research to make a poster comparing how a sore throat is diagnosed and treated in TCM and in Western medicine.

**Teach:** The term traditional Chinese medicine may bring more focused results than Eastern medicine.

**Assess:** TCM methods: acupuncture and herbs; Western methods: swabbing throat and antibiotics.

**Close:** Lead a class discussion on student findings.

**Differentiated Instruction Strategies**

**BL** Have students report on what happens in a typical acupuncture treatment.

**AL** Ask students to report on the roles of qi (CHEE), and the five elements (wind, heat, dampness, dryness, and cold) in TCM.

**ELL** Make sure students understand what is meant by “Western” and “Eastern” medicine.
History and Government

MAIN Idea China has experienced powerful transformations throughout its long history.

**GEOGRAPHY AND YOU** What do you know about the early history of the United States? Read to learn about China’s ancient and modern history.

China has experienced numerous long-ruling dynasties and has undergone major political and cultural changes. Throughout its history, the country has been a powerful force in East Asia.

**Early History**

China, home to the earliest East Asian civilization, is the region’s culture hearth, a center from which ideas and practices spread to surrounding areas. Although China’s culture began more than 5,000 years ago in the valley of the Wei River, historical records were first kept under the Shang dynasty, or ruling family. This dynasty took power about 1600 B.C. in the North China Plain. Like all succeeding dynasties, the Shang faced rebellions by local lords, attacks by central Asian nomads, and natural disasters. When the government was stable, it could defend its people against some of these problems. Eventually, however, the dynasty weakened and fell. According to the Chinese, a fallen dynasty had lost the “mandate of heaven,” the approval of the gods and goddesses.

After the Shang, the Zhou (JOH) dynasty ruled for about 800 years, beginning around 1045 B.C. During the Zhou dynasty, Chinese culture spread, trade grew, and the Chinese began making iron tools. China’s best-known philosopher, Confucius (or Kongfuzi), lived during this time. He founded a system of thought, based on discipline and moral conduct, called Confucianism. Another thinker, Laozi (or Lao-Tzu), helped found Daoism, a philosophy of living in simplicity and harmony with nature.

**MAP STUDY**

1. Place Which Chinese empire had the greatest east-west expanse?
2. Human-Environment Interaction Why do you think the Chinese built the Grand Canal?

**Differentiated Instruction**

**BL** Reading Essentials and Note-Taking Guide, p. 199

**OL** Differentiated Instruction, p. 106

**AL** Enrichment Activity 27, URB, p. 29

**ELL** Guided Reading 27-1, URB, p. 31
In the 200s B.C., Qin Shi Huang Di united all of China and built the first section of the Great Wall to ward off attacks from Central Asia. Under the Han and Tang dynasties, traders and missionaries took Chinese culture to all of East Asia. In the early 1400s, under the Ming dynasty, explorer Zheng He (JUHNG HUH) reached as far as the coast of East Africa. The Qing ruled China from the mid-1600s to the early 1900s.

By the 1600s Western countries had set up shipping routes to East Asia, hoping to share in the region’s rich trade in silk and tea. China, however, rejected foreign efforts to penetrate their markets. During the 1800s, Europeans became increasingly dissatisfied and used powerful warships to force China to open more ports. By the 1890s, European governments and Japan had claimed large areas of China as spheres of influence—areas in which they had exclusive trading rights.

Modern China

During the 1900s, East Asia as a whole was involved in two world wars. Meanwhile, China faced its own internal upheavals.

Revolutionary China In 1911 a revolution led by Sun Yat-sen ended the rule of emperors in China. By 1927 a military leader, Chiang Kai-shek (or Jiang Jishi), had formed the Nationalist government of the Republic of China. Meanwhile, Chiang’s Communist rival, Mao Zedong, gained support from China’s farmers. After years of civil war, the Communists won power in 1949 and set up the People’s Republic of China on the mainland. The Nationalists fled to Taiwan where the Republic of China continued.

Economic Changes During the “Great Leap Forward” campaign of the 1950s, large government-owned farms replaced small-scale cooperatives. The new farms, however, failed to produce enough food for the country. Millions of Chinese died of starvation, and the economy crumbled.

To move China forward in the 1970s, Deng Xiaoping (DUHNG SHYOW-PING) and other leaders allowed private ownership of businesses and farms. Chinese officials welcomed foreign businesses and technology.

In the late 1900s, the People’s Republic of China maintained strict Communist political rule. However, pressures to modernize gradually opened China’s economy to free market influences.

Meanwhile, Taiwan built a powerful export-based economy and carried out democratic reforms in government.

A Tale of Two Chinas Since the 1950s, Taiwan and China have wanted reunification, but only on their own terms. By the 1990s, Taiwan was an economic powerhouse. Today the economies of China and Taiwan are intertwined. Taiwan has invested billions of dollars in factories on the mainland, China, along with the rest of the world, relies on Taiwan for key computer and electronics parts.

A Free Mongolia The modern country of Mongolia was born after the overthrow of China’s Qing dynasty in the revolution of 1911. At the time, Outer Mongolia was a province of China. However, the Mongols declared that although they had been loyal to the Manchu rulers of the Qing dynasty, they owed no loyalty to the new China.

Under Soviet influence, Mongolia was a communist state from 1924 to 1991. After the collapse of Soviet communism, the Mongolians adopted a democratic constitution that opened the way for free elections and economic reform.

Connecting Cultures in East Asia

Step 1: Making a Map Students will work in small groups to gather information about East Asian cultural practices and their origins.

Essential Question How does culture influence perceptions of places and regions?

Directions Divide students into seven groups and assign each group one of the following categories: Language, Religion, Education, The Arts, Family Life, Leisure, and Food. Post a large outline map of East Asia on the board. Have students use the textbook, as well as Internet and library sources, to research their assigned category for each of the four countries of East Asia. Students should note the current practice, how and when it was introduced, and any connections to other East Asian countries. Have students collect pictures, illustrations, and other visual elements, and label and attach these to the outline map on the appropriate country.

Putting It Together Have students complete their research on China before moving on to the next step. Ask each group to give a brief preview of their findings for culture in China. Encourage groups to share sources that might be of use to each other. OL

(Chapter Project continues on page 684.)
Culture

**Main Idea** Chinese culture is a mix of modern and traditional practices.

**Geography and You** What cultural traditions does your family practice? Read to learn about the traditional and modern elements of Chinese culture.

The people of China have a long, rich cultural heritage with influences that include Confucianism, Buddhism, and communism.

**Education and Health Care**

In the past, only the wealthiest Chinese learned to read and write, but China's communist government has pushed efforts to increase literacy. During the Cultural Revolution, a period of upheaval in the late 1960s, literacy suffered a brief setback. Schools and factories closed, and people believed to be enemies of Mao Zedong's form of communism were persecuted. After Mao's death, however, the government again emphasized education, and literacy has steadily risen.

Better health care has increased life expectancy in China to above 70 years. Communist governments generally pay for medical treatment, but economic reforms mean fewer promised services than before.

**Language and Religion**

Most people in China speak the Mandarin dialect of the Han Chinese language. Unlike Western languages that use letters to represent sounds, Chinese languages use **ideograms** pictures or symbols that stand for ideas.

The Chinese Communist government discourages all religious practices, and many people officially identify themselves as **atheist**, or nonreligious. Others, however, still hold to their traditional faiths, which include Buddhism, Confucianism, and Daoism. In Tibet the Chinese government places restrictions on the Buddhist population. Tibetans risk arrest for owning photos of the Dalai Lama, Tibet's exiled spiritual leader.

**The Arts**

Chinese artistic and literary achievements are rooted in the long history of the region. Ancient Chinese poetry described human relationships and the beauty of nature. Chinese traditional opera uses elaborate costumes, music, and acrobatics or martial arts. During the Tang dynasty, Chinese potters created the fine, thin porcelain known today as China. In modern times, the Cultural Revolution tried to wipe out the traditional arts, but these traditions are slowly returning.

**Assess**

**Geography Online**

**Study Central** provides summaries, interactive games, and online graphic organizers to help students review content.

Section Review

**Vocabulary**

1. Explain the significance of: aborigine, culture hearth, dynasty, ideogram, atheist.

**Main Ideas**

2. What was one of the powerful transformations China experienced during ancient times? During modern times?
3. How is Chinese culture a mix of traditional and modern practices? Give an example of each.
4. Create a diagram like the one below to describe how cities and rural areas are changing as large numbers of Chinese people move to cities.

**Critical Thinking**

5. Answering the **Essential Question** How might population growth and the continued rural-to-urban migration affect China's agricultural future?
6. Making Inferences Why do you think the Chinese Nationalists called their government the Republic of China?
7. Analyzing Visuals Study the population pyramid on page 677. What does its shape say about the structure of China's population?

**Writing About Geography**

8. Expository Writing Write a paragraph explaining the impact of the Cultural Revolution in China.

Answers

1. Definitions for the vocabulary terms are found in the section and the Glossary.
2. rise of dynastic tradition; Communist revolution
3. The use of ideograms represents a link to traditional practices, while the discouragement of religion is a modern practice.
4. **Changes in cities**: becoming more populated and overcrowded; **Changes in rural areas**: becoming less populated, less able to cultivate crops, more services are being brought to rural areas to encourage people to stay.
5. China will have to find new ways to farm with fewer people or import food.
6. They believed they were the true government of China.
7. China's population growth is beginning to slow down.
8. Paragraphs should explain how literacy suffered, and describe how people were persecuted, and that industries and schools were closed.

680 Unit 9
In Japan, the traditional and the modern exist side-by-side. Traditional beliefs characterize Japanese culture in modern cities. Ancient moats and palaces sit next to glass skyscrapers in Tokyo, the capital city.

Voices Around the World

“. . . I understood why one morning, on a walk up Hibiya-dori, a major road that runs through Tokyo’s Marunouchi district, where cars wheezed alongside an outer moat. At my back, traffic noises echoed off glass skyscrapers while commuters in their thousands poured from subway stops. Before me lay Babasaki Moat, deep and black, with a steep stone wall rising from the water on the other side; beyond that, another ring of moats, and more walls guarding the inner palace. It looked impenetrable, enough to wilt the toughest samurai.”

—Robert M. Poole, “Japan’s Imperial Palace: Beyond the Moat,” National Geographic, January 2001
Reading a Map

Have students study the map on this page. Ask:
Where would you expect to have more local traffic problems—Sapporo or Tokyo? Why? (Tokyo would have more traffic problems because it is so densely populated.)

Answers
1. You could take a major road directly or the bullet train after a stop in Tokyo.
2. The bullet train stops in each of the most populated areas.

Reading Check
Answer:
Mountains cover the central part of the country leaving the coastal plains and valleys heavily settled.

Population Patterns

**MAIN Idea** Japan’s ethnically homogeneous and highly urban society shapes population patterns.

**GEOGRAPHY AND YOU** How do urban areas influence life in the United States? Read to learn about Japan’s densely populated cities and the people who live there.

Most of Japan’s people and urban areas are concentrated in the relatively small lowland areas on seacoasts and in valleys and plains. As in other countries, life in Japan’s large cities moves at a quicker pace than it does in more rural areas.

**Density and Distribution**
Japan has limited land area for its large population. Its average population density is about 907 people per square mile (350 people per sq. km). Forested mountains cover the central part of the country, leaving only valleys and coastal plains for settlement. About 86 percent of Japan’s 127.6 million people live in coastal urban areas, such as the **Tokaido corridor**—a series of cities crowded along the Pacific coast of Honshu between Tokyo and Kobe. **Tokyo** is the world’s most populous urban area, with more than 35 million people. By contrast, Japan’s northernmost large island, Hokkaido, remains rural with few people.

Urbanization shapes the physical surroundings and lifestyles of the Japanese people. Hundreds of skyscrapers tower over the busy streets of Japan’s modern cities. Glaring neon signs advertise cars, electronics, and watches. As in most of East Asia’s crowded cities, people often live in a tiny one- or two-bedroom apartment. Because of Japan’s high population density and costly land, suburban homes are small compared to those in other developed countries.

As citizens of one of the most heavily urbanized countries in the world, the Japanese have adapted to their crowded conditions with a system of expressways and trains. Many people use the Shinkansen bullet train for long-distance travel. The electric train reaches speeds of up to 186 miles per hour (300 km per hour) along the Tokaido corridor.

**Human-Environment Interaction**
How does the physical landscape impact population density in Japan?
Japan’s history is one of transformation and tradition. Japan has maintained its cultural traditions while leaping toward modernization over the last century.

Early History
The Korean Peninsula was for centuries a cultural bridge between the Asian mainland and Japan. As a result, China and Korea had a significant impact on Japan’s civilization. In the a.d. 400s Japan, once ruled by many clans, or family groups, united under the Yamato dynasty. Yamato rulers adopted China’s philosophy, writing system, art, sciences, and governmental structure. The Japanese also were influenced by the works of Korean scholars.

By the 1100s, armies of local nobles had begun fighting for control of Japan. Yoritomo Minamoto became Japan’s first shogun, or military ruler, in 1192. Supporting the shogun were professional warriors, or samurai. Although an emperor officially ruled Japan, the samurai helped powerful shoguns govern the country until the late 1800s.

The first documented contact with the West was in 1542, when a Portuguese ship headed to China was blown off its course and landed in Japan. Next followed European traders and Catholic missionaries, which raised suspicions among Japanese shoguns that European military conquest would follow. The shoguns then restricted foreigners within Japan, eventually forcing them to leave and barring all outside peoples except for a few merchants at Nagasaki. Japan remained isolated for two hundred years.

During the 1800s the United States worked to open Japan for trade. In 1854 the U.S. Navy pressured the Japanese to trade with the United States. Not long afterward, rebel samurai forced shoguns to return full authority to the emperor. Japan’s new government rapidly modernized the country’s economy, government, military forces, education, and legal system. This period came to be known as the Meiji Restoration.

Modern Japan
From the 1890s to the 1940s, Japan was transformed from a feudal country to a modern country in which education improved and the economy grew rapidly. The country experienced a cultural convergence, or the mixing of cultures, as interaction with other countries increased. Japan used diplomacy and military force to build an empire. Japan was at war with China from 1894 to 1895, finally gaining islands that included Taiwan (then called Formosa). It fought Russia from 1904 to 1905, also for control of Korea, and gained rights to Manchuria and the large Russian island called Sakhalin. Japan finally annexed Korea in 1910.

This expansion was one factor that led Japan to fight the United States and other Allied countries in World War II. After World War I, in which Japan fought with the victorious Allies, the country had experienced record prosperity.

Identifying Central Issues
Explain that war and military occupation have often embittered relations between different peoples in East Asia. For example, the occupation of Korea by Japan in the 1900s has caused mistrust and resentment in many Koreans toward the Japanese. Have students use library and Internet sources to locate news articles that illustrate tensions among East Asian countries and efforts to overcome these differences. Once students have completed their research, hold a roundtable discussion regarding the ways that a society’s culture and experience can influence the development or success of economic activities such as tourism, business, and trade.
Critical Thinking

Predicting Consequences

Have students read the selected text. Ask: What effect is implied regarding increased military influence on the Japanese government? (The increased influence of military leaders led Japan into repeated armed conflicts and war.) What might have differed had the government resisted this influence and built a strong democracy instead? (Answers will vary, but could include that Japan might have used diplomacy instead of force to resolve conflicts.)

Skill Practice

Visual Literacy

Have students study the map. Ask: What part of the United States did the Japanese reach in 1942? (the Aleutian Islands)

Answers

1. North and South Korea, and eastern China
2. It gave it close access to Beijing.

Reading Check

Answer: the Korean Peninsula

Hands-On

Chapter Project

Step 2

Connecting Cultures in East Asia

Step 2: Making a Chart

Students will gather information about the culture of Japan, and fill in a Culture Chart.

Directions

Have students review their notes from the Essential Question on the Chapter Opener (p. 674). Remind students to include both traditional and westernized aspects of Japanese culture as they gather information for this section. Use a large poster board to make a Culture Chart with the following categories: along the side, Language, Religion, Education, The Arts, Family Life, Leisure, Food; and along the top, China, Japan, North Korea, South Korea. Have groups attach pictures and other visuals about Japanese culture to the outline map, and then fill in their sections on the Culture Chart.

Putting It Together

Have each group give a brief overview of their findings on Japan. Make sure each group has completed the Culture Chart for both China and Japan by the end of the session.
**Language and Religion**

Although the Japanese language developed in isolation, experts believe it may be distantly related to Korean and Mongolian. Over the centuries, Japanese borrowed words and a writing system from Chinese. Western languages, especially English, have also influenced Japanese.

Many Japanese people practice both Buddhism and Shintoism, an ancient Japanese religion that stresses reverence for nature. Religion in Japan tends to be a blend of different practices from various faiths. For example, a family may celebrate Shinto rituals, have a Christian wedding, and hold a funeral ceremony at a Buddhist temple.

**The Arts**

The Japanese have developed their own unique art forms. Throughout history, artists have painted the rugged landscapes of their country. Other Japanese art forms include origami, in which paper is folded into the shapes of animals and birds; the tea ceremony; and formal landscaping. Japan’s lively Kabuki theater uses costumes, song, and dance.

In ancient Japan, poetry flourished among the educated members of society. In A.D. 1010 a Japanese nobelwoman, Lady Murasaki Shikibu, wrote one of the world’s first novels, *The Tale of Genji*, about the life and loves of a prince at the emperor’s court. The Japanese developed a form of poetry called *haiku* that originally had only 3 lines and 17 syllables but now is written in many line and syllable combinations.

**Family Life and Leisure**

Although the Japanese have smaller families than in the past, the family is still viewed as a source of stability and strength. Ancient traditions and beliefs continue to shape how children are raised. They are taught that being part of a group is more important than individuality.

Japanese culture, in contrast, is more flexible. As in many countries, Japanese people experience *acculturation*, the absorption of popular culture from another country. The popularity of the Western sport of baseball is one example.

**Critical Thinking**

6. **Answering the Essential Question** How has Western culture influenced culture and government in Japan?

7. **Drawing Conclusions** What might have caused Japan to become an economic power after World War II?

8. **Analyzing Visuals** Study the map of Japan in World War II on page 684. Which present-day countries were controlled by Japan in 1941? In 1942?

**Writing About Geography**

9. **Descriptive Writing** Write a letter to a friend describing your recent visit to Japan. Be sure to include details you learned in the section.

**Vocabulary**

1. Explain the significance of: homogeneous, clan, shogun, samurai, cultural convergence, haiku, acculturation.

**Main Ideas**

2. How has Japan’s ethnically homogeneous population shaped population patterns in the country?

3. What influences Japan’s population density and the location of its cities?

4. Describe one example of how isolation and one example of how interaction shaped Japan’s history.

5. Create a chart like the one below to identify ancient and modern influences on Japanese culture.

<table>
<thead>
<tr>
<th>Ancient Influences</th>
<th>Modern Influences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Answers**

1. Definitions for the vocabulary terms are found in the section and the Glossary.

2. Since 99 percent of the population is ethnically Japanese, the country has not experienced much ethnic conflict.

3. physical geography/coastal plains

4. Isolation kept Japan cut off from the world for 200 years until 1854, when the U.S. forced trade with Japan, causing the new government to rapidly modernize the country.

5. **Ancient Influences**: Korean Peninsula, original art forms, religion; **Modern Influences**: outside cultures, modern education systems

6. becoming a democracy, absorbing Western sports such as baseball

7. Answers may vary but should reflect logical reasoning based on facts from the text. An example would be that help from the United States supported economic development in post-WWII Japan.

8. 1941: North Korea, South Korea, China, Vietnam, Taiwan, Cambodia, Laos, Palau, Federated States of Micronesia, Marshall Islands, Nauru, Kiribati; 1942: Myanmar, Philippines, Indonesia, Singapore, Malaysia, Brunei, East Timor, Papua New Guinea, Solomon Islands

9. Letters will vary but should be well written and accurately describe information presented in the text.
It is impossible to understand the histories of North Korea and South Korea without seeing the connections of both countries to the surrounding region. Nestled between China and Japan, the cultures of the Koreas have been influenced by both countries. While South Korea becomes more engaged in the world market, Communist North Korea becomes more isolated as it develops its military.

Voices Around the World

“I can’t take my eyes off the North Korean guards staring at us through the windows, close enough for us to see the red Kim Jong Il pins on their chests. Their hard stares unnerve me. ‘As a visitor you are not allowed to gesture at, or communicate with, the North Koreans. They want to provoke incidents,’” Lieutenant Levine has warned me.


Guide to Reading

Essential Question
How can two countries with similar histories move in very different directions today?

Content Vocabulary
- cultural divergence (p. 689)

Academic Vocabulary
- job (p. 687)
- ideology (p. 690)

Places to Locate
- Seoul (p. 687)
- Pyongyayng (p. 687)

Reading Strategy
Main Ideas
As you read about North Korea and South Korea, fill in a chart like the one below with information about each country.

<table>
<thead>
<tr>
<th>Country</th>
<th>People</th>
<th>History</th>
<th>Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>North Korea</td>
<td>homogenous culture influenced by Chinese</td>
<td>invaded by Mongolia, China and Japan, formed when country divided after WWII</td>
<td>Communists invaded South Korea 1950, war ended in truce, developed nuclear technology, cut off from world, education and art as propaganda</td>
</tr>
<tr>
<td>South Korea</td>
<td>homogenous culture influenced by Chinese</td>
<td>invaded by Mongolia, China and Japan, formed after WWII</td>
<td>invaded by North Korea 1950, war ended in truce, now a democracy, culture influenced by West</td>
</tr>
</tbody>
</table>

To generate student interest and provide a springboard for class discussion, access the Chapter 27, Section 3 video at glencoe.com.
Population Patterns

MAIN Idea  Physical geography and an ethnically homogeneous population affect population patterns in North Korea and South Korea.

GEOGRAPHY AND YOU  How has U.S. culture benefited from the many different peoples who have come to live here? Read to learn how ethnicity influences life in North Korea and South Korea.

Although people in North Korea and South Korea share the same ethnic background, each country’s politics and economies have diverged greatly over the last few decades. This has led to large population shifts as North Koreans and South Koreans have migrated to other countries.

The People

Like Japan, Korea is ethnically homogeneous. Koreans trace their origins to early peoples from northern China and central Asia. They have maintained their common identity despite long periods of foreign rule and today’s division of the Korean Peninsula into Communist North Korea and democratic South Korea. While no indigenous minorities live in North Korea, there are small groups of Chinese and Japanese who moved to the country in the mid-1900s. South Korea is home to people of Chinese descent, as well as foreign nationals.

Density and Distribution

In North Korea and South Korea, most people inhabit coastal plains that wrap around the Korean Peninsula’s mountainous interior. About two-thirds of the Korean population live in rapidly growing cities, such as Seoul (SOHL), South Korea, and P’yongyang, North Korea.

The population characteristics of the two countries begin to diverge with population density. The average population density in South Korea is 1,301 people per square mile (502 people per sq. km). North Korea’s population density is much lower at 488 people per square mile (189 people per sq. km). North Korea's population is unevenly distributed, with higher densities along the coastlines.

The North Korean government’s focus on industrialization after World War II led to a shortage of farm labor as people migrated to cities for work. The urban population also grew quickly after the Korean War in the 1950s. Today, however, North Korea is about 60 percent urban. In South Korea many people have moved to coastal cities, seeking industrial jobs. Today the country is 82 percent urban.

Politics has affected migration on the Korean Peninsula. To escape communism, many people in the mid-1900s fled from North Korea to South Korea or to other countries, especially the United States and Canada, seeking political and economic freedom. South Korea’s population more than doubled between 1950 and 1990. Today South Korea has 48.7 million people, more than twice as many as North Korea, where the standard of living is much lower.

North Korea and South Korea are divided by the Demilitarized Zone (DMZ). This border area was established at the end of the Korean War. Since the war, no official peace treaty has ever been signed, and the DMZ continues to have a large military presence. Soldiers from the two sides can peer across the zone at each other through binoculars. In 2009 North Korea announced that it was nullifying all military and political agreements with South Korea.

ACTIVITY: Collaborative Learning

Problem Solving  Have students review the chapter about the following population issues in East Asia: population growth rate, migration, and urbanization. Remind students that solutions begin with a clear expression of a concern and may include causes and effects. Organize students into three groups and have each group analyze one of the issues listed above. Ask: What is the history of the issue? Why is it a concern now? What are its apparent causes and effects? What is expected to happen in the future? What are East Asians doing about the issue? What else could be done? Have each group write an essay that clearly outlines the challenge. Ask groups to share their thoughts with the class.
History and Government

MAIN Idea The decision to divide Korea into North Korea and South Korea remains an important factor in the two countries’ development.

GEOGRAPHY AND YOU How did the division between the U.S. and South lead to the Civil War? Read to learn how Korea’s division has affected the history of North Korea and South Korea.

Korea, in its early history, faced the challenges of aggression from neighboring countries China and Japan. Its more recent history, as North Korea and South Korea, is one of harsh rule by each country’s own leaders.

Early History

About 1200 B.C., Chinese settlers brought their culture to the neighboring Koreans. Buddhism later spread from China to Korea and became the main religion. In the centuries that followed, a series of Korean dynasties, including the Silla and the Koryo, united the Korean Peninsula.

Throughout Korea’s history, neighboring countries invaded and fought over its land. Mongolia occupied the country from the early A.D. 1200s through the early 1300s. Around 1300 the Chinese seized control of Korea and introduced Confucianism, which became the model for Korea’s government, education, and family life. Japan launched invasions in the late 1500s, during the height of Korean civilization.

By the 1800s, colonial powers in Japan and Europe desired control of Korea. Western countries approached Korea through a unified policy called “gunboat diplomacy.” Korea responded by adopting a closed-door, isolationist policy to keep out foreign powers. This earned it the nickname “Hermit Kingdom.”

Though Korea maintained its independence until the late 1800s, other countries began to view it as a territorial prize. A war between China and Japan, the Sino-Japanese War (1894–1895), erupted over control of the country. Another war between Russia and Japan, the Russo-Japanese War (1904–1905), was fought for control of Korea. After winning both wars, Japan annexed Korea in 1910, incorporating the country into its expanding empire.

The Japanese administered harsh control of the Korean people. They tried to replace the Korean language and culture with Japanese language and culture. Japan maintained its control over Korea until the end of World War II, in 1945.

Creating an East Asian Menu

Objective: To create an illustrated multi-course menu featuring foods from East Asia.

Focus: Students will research foods from each East Asian country to create a menu of several courses for a special dinner.

Teach: Students may use Internet and library resources to research East Asian foods. Menus should include photos of the dishes.

Assess: Review student menus for neatness.

Close: Discuss student menus with the class.

Differentiated Instruction Strategies

BL Have students research the foods served at New Year’s celebrations for one country in East Asia.

AL Have students research a typical menu for a special occasion in East Asia and compare it to a menu for a similar occasion in the United States.

ELL Have students create a special occasion menu from their culture of origin.
A Divided Korea

After World War II, Korea was divided into U.S.-backed South Korea and Communist-ruled North Korea. Wanting to unite Korea, North Korea invaded South Korea in 1950. During the Korean War, UN forces, led by the United States, rushed to South Korea’s defense. By June 1951, each army had dug in near the thirty-eighth parallel. The stalemate ended with a truce in 1953. Millions of Koreans had died, and both countries were devastated. Today North Korea and South Korea are still separated. Though once a united culture, North Korea and South Korea have experienced cultural divergence, or a growing apart of their cultures, because of their distinctly different political and economic systems.

After the war, people of both North Korea and South Korea experienced strict rule under autocratic rulers. A military coup in South Korea in the early 1960s put Major General Park Chung-Hee in power. He was assassinated in 1979. Under his rule, the country’s economy grew, but political freedoms were limited. South Koreans protested against this harsh rule, culminating in violent clashes between the government and the pro-democracy movement.

North Korea has a centralized government controlled by the Korean Workers’ Party (KWP). All government officials belong to the party, which is the only official party in the country. Very little is known today about the government’s operation, except that the current leader, Kim Jong Il, holds authority over the country and its government.

In 2000 talks between North Korea and South Korea helped to improve their relations. This progress ended, however, when North Korea reactivated its nuclear reactor in 2002. Most nations condemned North Korea for testing nuclear weapons in 2006 and in 2009. The strict government rule has contributed to the country’s economic stagnation, acute food shortages, and serious mismanagement of crucial resources. Since the mid-1990s, an estimated two million North Koreans have died from food shortages. There are said to be as many as 200,000 political prisoners in North Korea. Human rights abuses in slave labor camps are also reported.

Did you know . . .

- Soccer and basketball are the most popular sports in South Korea. Students also enjoy playing a traditional game, similar to dodgeball, called pee-gu.
- A favorite holiday is Children’s Day. On this day schools are closed, and children often go to amusement parks.
- Students go to school Monday through Saturday and have much more homework than U.S. students. After school most Korean kids go to a study school, or hokwon, until 10 or 11 P.M.
- In their free time, most Korean teenagers enjoy playing video and computer games.
- After school children living in cities often eat fast food such as pizza and hamburgers.

Connecting Cultures in East Asia

Step 3: Connecting North Korea and South Korea  Students will add information on the cultures of North Korea and South Korea to the class map and chart, and make adjustments for space as needed.

Directions  Remind students to review their notes from the Essential Question on the Chapter Opener. Have groups research their respective topics for North Korea and South Korea and use their findings to fill in the outline map and Culture Chart. As more visual elements are added to the outline map, groups may need to rearrange their earlier entries and add labels.

Putting It Together  Have each group give a brief overview of their cultural category for North Korea and South Korea. Make sure groups complete the exercise for North Korea and South Korea before continuing to the Wrap-Up at the end of the chapter. (Chapter Project continues on the Visual Summary page.)
**Culture**

**MAIN IDEA** Ancient ties have created a shared culture, while modern political divisions have fueled differences in North Korea and South Korea.

**GEOGRAPHY AND YOU** What cultural similarities does the United States share with Great Britain? Read to learn about cultural similarities in North Korea and South Korea.

The different governments of North Korea and South Korea have influenced the directions these countries have recently taken.

Education has improved in South Korea since World War II. Most students attend middle and high school, and university attendance is increasing. In North Korea, however, education serves primarily to teach communist ideology.

The United Nations helped South Korea rebuild its health-care system after the war. Today it is a successful, modern system, and life expectancy is 80 years. North Korea provides health care to its citizens, but its people still suffer from inadequate food, water, and heating supplies.

The language of North Korea and South Korea is Korean, which experts believe is distantly related to Japanese. Over centuries, Korean has also borrowed from Chinese.

The Korean way of life is largely based on Confucianism. However, people also practice Buddhism, Christianity, and Cheondogyo, a combination of these religions.

The traditional arts are similar in both countries. During the Koryo dynasty, artists made graceful vases with a pale green glaze called celadon, which is still highly valued throughout the world. Buddhist temples contain many statues and sculptures in stone, bronze, or jade. Local woods and granite are used to build Buddhist temples.

The arts today are influenced by the different political atmospheres in North Korea and South Korea. The Communist ideology shapes culture and the arts in North Korea, whereas South Korea has adopted many elements of Western culture.

**SECTION 3 REVIEW**

**Vocabulary**
1. Explain the significance of: cultural divergence.

**Main Ideas**
2. How has the ethnically homogeneous population influenced population patterns in North Korea and South Korea?
3. Describe the ancient ties that have created a shared culture for North Korea and South Korea.
4. How have modern political divisions fueled cultural differences in North Korea and South Korea?
5. Complete a table like the one below by listing the differences between the governments of North Korea and South Korea. Then list examples of how these differences have impacted each country’s political structure.

<table>
<thead>
<tr>
<th>Country</th>
<th>Government</th>
<th>Political Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>North Korea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>South Korea</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Critical Thinking**
6. **Answering the Essential Question** How were developments in North Korea and in South Korea similar after the Korean War? How were they different?

7. **Analyzing Visuals** Study the population density map on page 658 of the Regional Atlas. Which areas of North Korea and South Korea are the most densely populated?

**Writing About Geography**
8. **Narrative Writing** Choose one of the arts or religions of North Korea and South Korea and consider what interests you about this subject. Then write a paragraph describing why you would like to learn more about this topic.

**Answers**

1. Definitions for the vocabulary terms are found in the section and the Glossary.
2. Both made up primarily of Koreans.
3. Because they were a single country until 50 years ago, they were influenced by the same ancient cultures and faced the same invasions by the same countries.
4. North Korea is an isolated Communist dictatorship; its political isolation has kept its culture relatively isolated. South Korea is a capitalist democracy and participates in cultural exchange with the outside world.
5. **North Korea**: Government—Communist dictatorship; Political Impact—enforces and indoctrinates communism on population. **South Korea**: Government—capitalist democracy; Political Impact—open policy toward cultural and economic exchange
6. Both countries kept their language, both were ruled by a dictatorship, though not the same one. North Korea adopted a Communist ideology and enforced this on the population; political isolation and state control of services and supplies has led to poor education and health care, as well as shortages of food, water, and heating supplies. South Korea changed from a dictatorship to a free democracy and participates in the global economy; UN support has helped establish good health care and education.
7. Western coastal areas
8. Paragraphs will vary but should be well written and reflect the student’s understanding and appreciation of the chosen topic.
THE PEOPLE OF EAST ASIA
• The populations of North Korea, South Korea, and Japan are ethnically homogeneous.
• China, Mongolia, and Taiwan have slightly more diverse populations. For example, China is home to about 56 different ethnic groups, most of which are Han Chinese.
• Population in China and South Korea continues to grow, while Japan’s aging population is creating new challenges for the country.

ETHNICITY IN EAST ASIA
- China
  - Han Chinese: 91.5%
  - Other: 8.5%
- Taiwan
  - Han Chinese: 98%
  - Aborigines and other Chinese: 2%
- North Korea
  - Korean: 99.8%
- South Korea
  - Korean: 97.7%
  - Japanese: 2%
- Japan
  - Japanese: 98.5%
  - Other: 1.5%
- Mongolia
  - Mongol: 87.3%
  - Kazakh: 4.3%
  - Other: 8.4%


HISTORY AND GOVERNMENT
• Confucianism and Daoism developed in China. Buddhism spread from India throughout East Asia.
• China was ruled by a succession of dynasties until the early 1900s. Today China’s government is an authoritarian one-party state.
• Japan, South Korea, Taiwan, and Mongolia have democratically elected governments.
• North Korea’s government is run by communist dictator Kim Jong Il.

EAST ASIA TODAY
• Diplomatic and military pressure from the West has gradually opened up much of East Asia to the outside world.
• With the exception of North Korea, East Asia has actively opened up its markets and become a global exporter of goods.
• North Korea remains economically cut off from the rest of the world.

EXPORTS TO THE UNITED STATES, 1990–2008
Note: Figures are given in U.S. dollars.
Source: www.census.gov, U.S. Census Bureau.

Connecting Cultures in East Asia
Step 4 Connecting Cultures Students will make connections between cultural practices in East Asia.

Directions Write the Essential Question (from p. 679) on the board and tell students to write a descriptive paragraph for each visual explaining what it represents and the country in East Asia to which it pertains.

Putting It Together As a class, review the Culture Chart and read aloud the descriptive paragraphs. Ask students how the facts relate to the Essential Question.
When you have finished, check your work to be sure you have answered all the questions.

**Reviewing Vocabulary**

1. **C** An empire can be ruled by any unrelated authority but power is not necessarily handed down. An autocracy is a government where one person has unlimited power, but power is not necessarily handed down family lines. In a democracy, the people decide whether or not to change a leader. The correct answer is dynasty.

2. **B** Ask students to think of what other words include –gram. (telegram, diagram). Point out that it comes from Greek, meaning “something written.” Combined with idea (idea), the word suggests they are written ideas, or symbols standing for words.

3. **C** King and general are Middle English words and do not refer to Asian leaders. Both shogun and samurai are old Japanese words. Students may remember that samurai has fighting connotations and refers to a warrior. However, shoguns were military rulers.

4. **B** Both conversion and syncretism would suggest making something similar rather than different. War might cause places to differ but is not a logical choice here.

**Reviewing Main Ideas**

5. **A** While food production initially increased during the Great Leap Forward, the Chinese government was unable to sustain it, and famine resulted.

6. **B** The main idea found in Japan’s more recent history is its focus on economic rebuilding rather than its military. Japan today has the world’s second-largest economy and sells high-value products to nearly every country in the world.

7. **C** Students may recall that a truce means that hostilities are suspended but does not necessarily involve a formal treaty or time period.
Critical Thinking
8. B When the last Chinese dynasty ended, Mongolia was a loyal province of China. Japan, not China, was forced open to trade by the United States. Chinese nationalist leaders fled to Taiwan in 1949.

9. B Confucianism is predominant in South Korea. Looking at the map students should be able to see that both North Korea and South Korea have borrowed from the religions of their neighbors, the Chinese.

Document-Based Questions
10. After reading the text students should pull out three main ideas. In the first paragraph he encourages them to combat waste and be frugal; in the second paragraph he tells them they should work together to solve problems instead of evading them; in the last paragraph he says they need to be eager to address difficulties to be a good comrade.

TEST-TAKING TIP
Tell students that when identifying main ideas, they should try to decide what the paragraph is about, remembering that main ideas contain details. For example, in the third quote, is the main idea struggle, or that the people must be eager to struggle, overcome, and solve difficulties? Since struggle is just a detail of the main idea, the latter is correct.

11. In the second paragraph Mao credits the workers, peasants, and working intellectuals for creating the wealth of the country.

Extended Response
12. Answers will vary but students should use details from the Foldable to help outline their responses.
Focus
Introducing the Feature
Point out to students that immigration by East Asians has been critical to the economic and cultural enrichment of the United States. As each group arrived, they brought ideas, talents, traditions, and customs that benefited our society.
Ask: What influences from East Asia do you see around you? (possible answers: food, technology, art)

Teach
S Skill Practice
Using Geography Skills Have students use census data from the Internet to find out the geographic distribution of Asian American communities in the United States. Then have students use this data to prepare a distribution or a population density map.

Just the Facts:
• There are 13.1 million Asian Americans living in the United States today.
• In 2006 Asia supplied about 60 percent of the technology imports to the United States.
• There are approximately 25 Chinatowns located throughout the United States in various cities.
• In 2005 China surpassed Canada as the number 1 exporter of goods to the United States.
• In 2005 basketball player Yao Ming received a record 2,558,278 votes for the NBA All-Star team.

Additional Support

Visual Literacy Fireworks form the centerpiece of many festivals around the world. The Freedom Festival, held each year in Detroit, Michigan, is a notable example. Launched from three barges in the Detroit River, the display uses more than 250,000 pounds (113,398 kg) of fiberglass mortars, 100 miles (161 km) of wire, 500 tons (454 metric tons) of sand, over 10,000 fireworks shells, and attracts more than one million viewers on both sides of the river each year. Most historians believe that the earliest known fireworks were made in China when a mixture of charcoal and soil salts accidentally ignited and exploded. Later experiments revealed that the mixture made an even louder noise if it was compressed inside a bamboo tube before lighting it. Firecrackers were introduced to the West by Marco Polo, who brought them back from his journeys to Asia. Though firecrackers are used around the world today, the Liu Yang region in China remains the primary producer of fireworks for global distribution.
Making the Connection

The connections between East Asia and the United States are obvious in everything from the cars we drive to the food we eat. Immigration and trade continue to bring the countries of this region in closer contact with the United States.

Food  Immigrants brought East Asian cuisine to the United States. The food traditionally includes lots of vegetables and fish and is frequently served with steamed rice. The cuisine served in U.S. restaurants is often Americanized, making use of fewer vegetables and more red meat and sauces.

Chinatowns  During the 1840s and 1850s, the United States experienced its first major Chinese immigration. Most newcomers worked in the California gold mines and railroad construction. These immigrants were often discriminated against by other American citizens because of differences in culture and language. As a result, the Chinese often settled together in what have become known as Chinatowns. Many of these were located on the West Coast, especially in California.

Going Out With a Bang  Simple fireworks were made as early as the Chinese Han dynasty (206 B.C.) by roasting bamboo, which made a loud sound. Daoist monks later played with gunpowder, creating more modern fireworks. Today, across the United States, large fireworks displays are used to commemorate holidays such as Independence Day.

Critical Thinking

Making Generalizations

Explain that just as early Chinese immigrants settled together in Chinatowns, Japanese and Korean immigrants often live in close-knit communities. Have students use the Internet to learn about Asian communities where you live or in a nearby major city. Then have students use their findings to write generalizations about Asian communities in the United States. Ask students to share their statements with the class.

Assess

Have students complete the “Thinking Geographically” questions.

Close

Summarizing  Ask: What are some contributions of Asian immigrants that enhance everyday life in the United States? (Answers will vary, but might include cars, foods, fireworks, computers and technology imports, and so on.)

Answers  

1. Computers, music players, stereos, and cars are all possible answers. There are many more examples students could choose from; answers will vary.

2. Answers will vary. Sample answer: There are more people in China than any other country in East Asia.