

World Geography and Cultures

UNIT 9 RESOURCES

East Asia

- CHAPTER 26** Physical Geography of
East Asia
- CHAPTER 27** Cultural Geography of
East Asia
- CHAPTER 28** The Region Today:
East Asia

Book Organization

Glencoe offers resources that accompany *World Geography and Cultures* to expand, enrich, review, and assess every lesson you teach and for every student you teach. Now Glencoe has organized its many resources for the way you teach.

HOW THIS BOOK IS ORGANIZED

Each resources book offers blackline masters at unit, chapter, and section levels for each unit. Each book is divided into three parts—unit-based resources, chapter-based resources, and section-based resources. Glencoe has included tabs at the side of every activity page in this book to help you navigate.

UNIT-BASED RESOURCES

We have organized this book so that all unit resources appear in the first part of the unit resources book. Although you may choose to use the specific activities at any time during the course of unit study, Glencoe has placed these resources up front so that you can review your options. For example, although World Literature Contemporary Selection 9 appears in the front part of this book, you may plan to use this activity in class during the study of the cultural geography of East Asia in Chapter 27.

CHAPTER-BASED AND SECTION-BASED RESOURCES

Chapter-based resources follow the unit materials. For example, Chapter 26 blackline masters appear in this book immediately following Unit 9 materials. The materials appear in the order you teach—Chapter 26 activities; Chapter 26, Section 1 activities; Chapter 26, Section 2 activities; and so on. Following the end of the last section activity for Chapter 26, the Chapter 27 resources appear.

A COMPLETE ANSWER KEY

A complete answer key appears at the back of this book. This answer key includes answers for every activity in the book in the order in which the activities appear in the book.

Acknowledgments

Page 11: From “Journey to Mount Bliss” by Chiang Hsiao-yün, translated by Helena Hsü. From *Bamboo Shoots After the Rain: Contemporary Stories by Women Writers of Taiwan* edited by Ann C. Carver and Sung-sheng Yvonne Chang. Copyright 1990 by The Feminist Press.

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To the Teacher

THE TOTAL PACKAGE—WORLD GEOGRAPHY AND CULTURES CLASSROOM RESOURCES

Glencoe's Unit Resources books are packed with activities for the varied needs of all your students. They include the following activities.

ACTIVITIES FOUND IN UNIT RESOURCES BOOKLETS

- **Location Activities**

These activities help students master the locations of countries, important cities, and major physical features in the region of study. These activities also reinforce students' awareness of the relationships among places in the region.

- **Real-Life Applications and Problem Solving Activities**

These activities present a series of realistic geographic issues and problems that students are asked to solve. The activities are designed to utilize the kinds of critical thinking and geography skills that students need to make judgments, develop their own ideas, and apply what they have learned to new situations.

- **GeoLab Activities**

These activities give students the opportunity to explore, through hands-on experience, the various geographic topics presented in the text.

- **Environmental Issues Case Studies**

These case studies provide students with the opportunity to actively explore environmental issues that affect each of the world's regions. Case studies include critical thinking questions and activities designed to extend students' knowledge and appreciation of environmental challenges.

- **World Literature Contemporary Selections**

These readings provide students with the opportunity to read literature by or about people who live in each of the world's geographic regions. Each selection is preceded by background information and a guided reading suggestion, and followed by comprehension and critical thinking questions.

- **Vocabulary Activities**

These review and reinforcement activities help students to master unfamiliar terms used in the Student Edition. The worksheets emphasize identification of word meanings and provide visual and kinesthetic reinforcement of language skills.

- **Reteaching Activities**

These are a variety of activities designed to enable students to visualize the connections among facts in the text. Graphs, charts, tables, and concept maps are among the many types of graphic organizers used.

- **Reinforcing Skills Activities**

These activities correspond to lessons in the SkillBuilder Handbook at the end of the Student Edition. The activities give students the opportunity to gain additional skills practice. In addition, students are challenged to apply the skills to relevant issues in the region of study.

- **Enrichment Activities**

These activities introduce students to content that is different from, but related to, the themes, ideas, and information in the Student Edition. Enrichment activities help students develop a broader and deeper understanding of the physical world and global community.

- **Guided Reading Activities**

These activities provide help for students who are having difficulty comprehending the student text. Students fill in missing information in the guided reading outlines, sentence completion activities, or other information-organizing exercises as they read the text.

World Geography and Cultures

Unit 9

Resources

Location Activity 9

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East Asia	11
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Location Activity 9A



Use with Unit 9

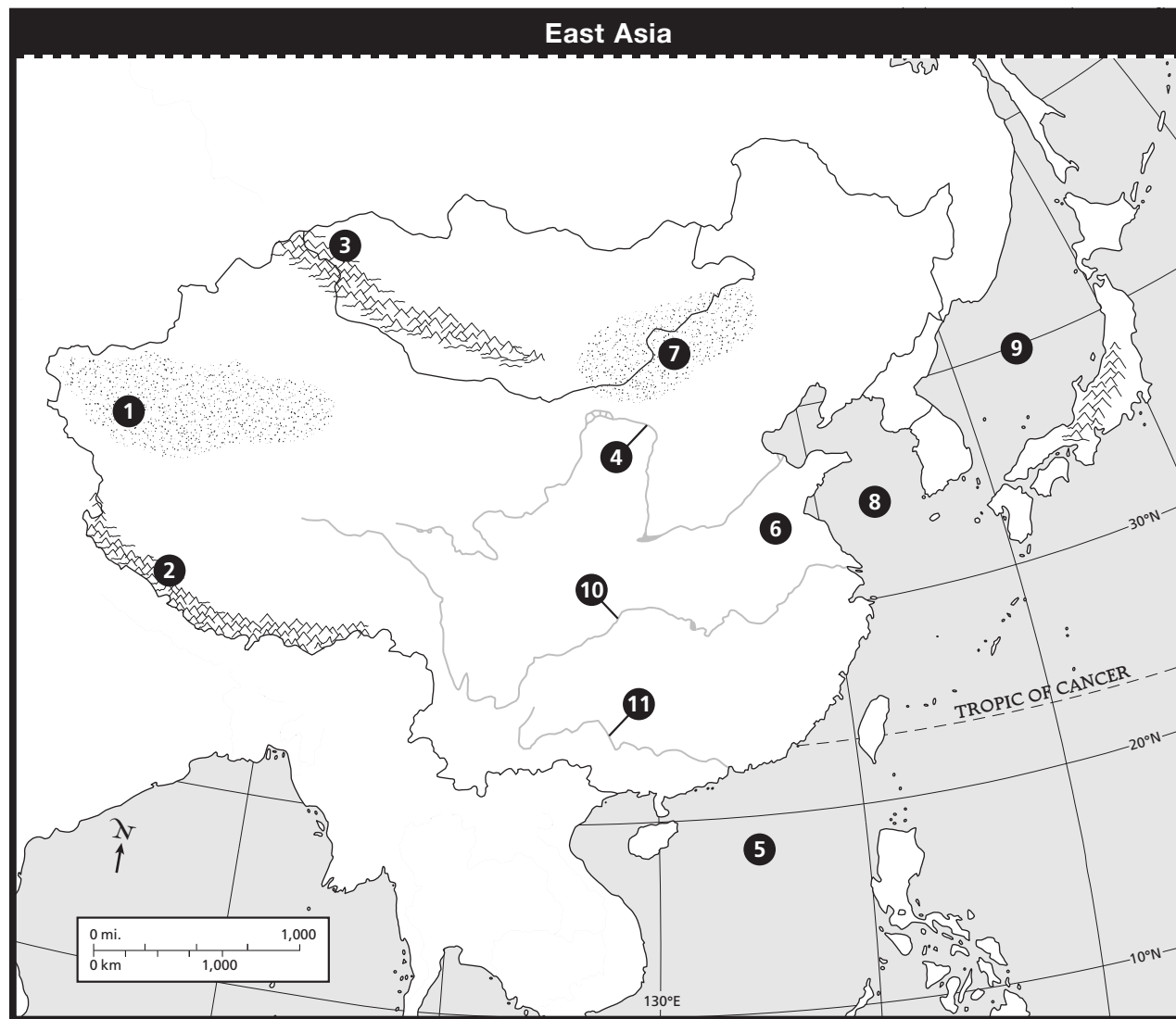
DIRECTIONS: Label each country and city using the maps on pages 654–657 of *World Geography and Cultures*.



Location Activity 9B

DIRECTIONS: Write the correct name for each numbered physical feature in the corresponding blank below.

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1. _____

7. _____

2. _____

8. _____

3. _____

9. _____

4. _____

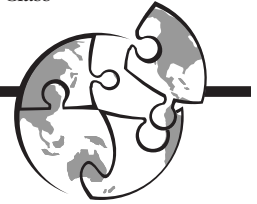
10. _____

5. _____

11. _____

6. _____

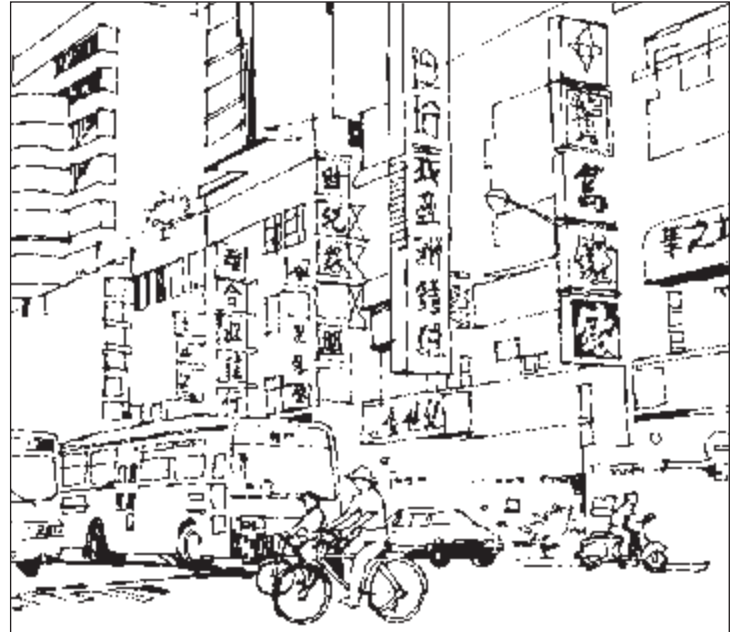
Real-Life Applications & Problem Solving



Moving From a Rural Area to a Large City

Assume the role of Transition Director in the city of Meiking, in the Asian country Aiko. You were elected to this position because your family was one of the first to move to Meiking from the countryside surrounding the city. Your task is to help people deal with the issues they will face when making such a transition.

Your first step is to interview other families that have moved from rural lands into the big city. You have compared the benefits and the drawbacks people have experienced since arriving in the city. Review the chart below. In the space provided, include any other information people making the transition to urban life will find useful.



City Living		
Aspect	Benefits	Drawbacks
Jobs	plentiful	must have specific skills
Food	plentiful	must purchase all food
Education	free to children	must pay for adults
Housing	safe, sturdy homes	must buy or pay monthly rent
Community	many people to help; exposure to different ideas and ways of life	some people are unfriendly; discrimination against strangers exists
Transportation		
Recreation		
Safety		

(continued)

Real-Life Applications & Problem Solving

Now it is time to compile your information in a written guide sheet that can be distributed to rural people who are moving to Meiking. On the lines provided, write your advice to migrants traveling to Meiking. Base your advice sheet on the information in the chart on the previous page.

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Guide for Moving from Aiko Countryside to Meiking

The following guide offers advice on how to handle the life changes that will occur in the following areas when you move to Meiking.

Jobs: _____

Food: _____

Education: _____

Housing: _____

Community: _____

Transportation: _____

Recreation: _____

Safety: _____

Other: _____

GeoLab Activity

In this GeoLab Activity, you will build a variety of structures that employ quake-proofing techniques and then test your structures for strength.

Construction Methods for Earthquake Zones

OVERVIEW

Earthquakes can cause the loss of many lives and millions of dollars in damage. When earthquakes strike cities, tall buildings may sway violently and even collapse. Although no one can control earthquakes, smart building techniques can reduce the effects of their destructive force. Some local building codes in earthquake zones now require these new methods. These measures force builders to make new buildings as earthquake-resistant as possible in order to minimize the damage.

In tall buildings, reinforced concrete provides support. With this method, steel rods called *rebars* placed into the newly poured concrete act as braces after the concrete dries. Another quake-proofing method is called *cross-bracing*. Diagonal steel beams attached to the outer walls of buildings keep the walls from collapsing. Sometimes, builders protect medium-sized structures by installing shock absorbers, called base isolators, at the foundation. *Base isolators* reduce the side-to-side movement of buildings during a quake (see Figure 1).

OBJECTIVES

1. To discover what materials and construction methods make some structures more earthquake-resistant than others.
2. To understand some problems involved in designing earthquake-resistant structures.

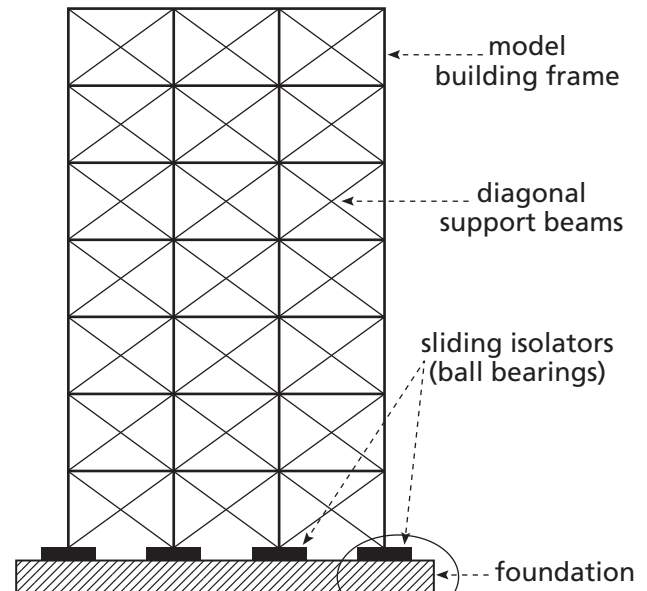
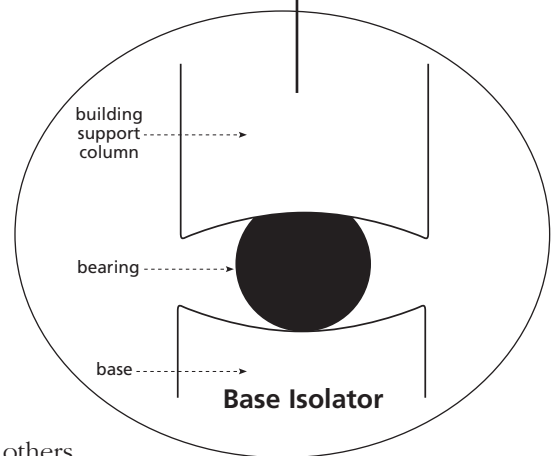


Figure 1





GeoLab Activity

1 Materials

For the earthquake shake tray:

- 2 shallow corrugated cardboard boxes (such as cardboard soda can packing trays)
- 25–30 marbles
- 4 short rubber bands or lengths of elastic

For the structures:

- index cards
- dominoes
- coffee stirrers, craft sticks, and straws (about 25 each)
- miniature marshmallows

2 Procedures

A. Build a shake tray using the cardboard tray and marbles.

- Place one box on a table, and place the marbles inside it.
- With scissors, cut off the walls of the second box.
- Trim the edges of the remaining flat piece so that it has a 2-cm clearance on each side when placed inside the first box (see Figure 2).

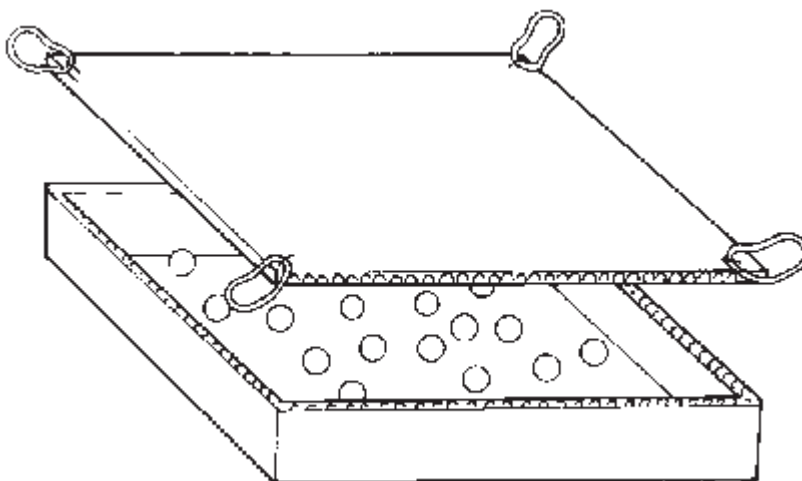


Figure 2

- Staple one rubber band or elastic piece to each corner of the flat piece of cardboard. Then staple each rubber band or elastic piece to one corner of the box. Make sure the rubber bands are just taut, not stretched out and not slack.
- To simulate an earthquake, pull the cardboard platform toward you and then let go.

B. Organize the class into teams. Each team selects building materials from those suggested in the list above. Each team then builds three structures—one, two, and three or more stories tall.

C. Place each structure on the shake tray, and simulate an earthquake. Repeat the “tremor” until the “building” collapses. In each case, record the number of quakes a team’s structure endured, the construction method, the material used, and the height of the “building.”

(continued)

**GeoLab Activity****LAB ACTIVITY REPORT**

1. Which structures survived the quakes the longest time? The shortest time?

2. Did any structure more than one story high survive the first quake?
If so, note the height and construction methods.

3. Were any of the experiment results surprising? Explain.

Critical Thinking

Making Inferences What other materials, shapes, or techniques could be used to reinforce buildings? Do you think buildings can ever be made totally earthquake proof? Explain.

Environmental Issues

Case Studies

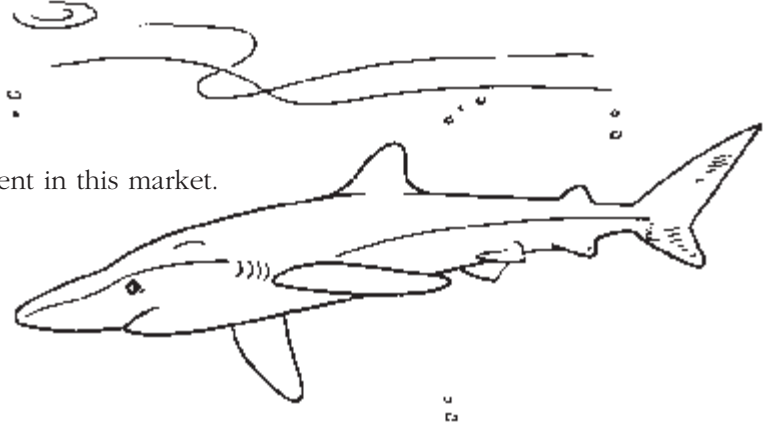
Should the Global Community Ban the Practice of “Finning”?

For hundreds of years, hosts in China have impressed their guests by serving a soup made from rare shark fins. Today, even at a cost of more than \$100 a bowl, shark-fin soup remains popular in parts of eastern Asia.

A practice called finning supplies the demand for this “status” food. Finning is the practice of cutting the fins from live sharks and tossing the shark back into the water to die. The practice is largely a by-product of tuna fishing. Tuna boats use lengths of baited fishing lines to trap the tuna. The lines also sometimes trap sharks, which are finned for sale in Asian markets. While there is little demand for shark meat, dried shark fin sells for more than \$250 per pound (compared with \$3 to \$5 per pound for tuna).

The controversy over finning focuses on its wastefulness, inhumaneness, and environmental considerations. In 1993 the United States banned finning in the Atlantic Ocean and Gulf of Mexico. In June 2000 Hawaii’s governor signed into law regulations designed to reduce finning dramatically in Hawaiian waters, where 150,000 sharks are slaughtered yearly. Later in 2000 the U.S. Congress passed legislation to stop all finning in the central and western Pacific.

Estimates indicate that more than 100 million sharks worldwide are killed each year, most of them for their fins. An American ban may make only a small dent in this market.



DIRECTIONS: Read the pro and con arguments below. Then answer the questions under **Examining the Issue**. Use another sheet of paper for your answers if necessary.

PRO

Finning is inhumane and hurts the ecosystem. Most sharks either are killed after capture or are left alive while their fins are cut off and tossed back into the sea to drown. Fins account for less than 5 percent of a shark’s body weight, which means that most of a finned shark’s carcass is wasted.

Sharks play an important role in controlling other ocean populations. A drastic reduction in the shark population in Tasmania allowed octopuses to severely hurt the area’s lobster industry.

The loss of millions of sharks may be disastrous to the Pacific ecosystem.

“Shark finning is ecologically and economically short-sighted. . . . Those engaged in it see sharks as a swimming dollar sign, and fail to look at the animals from a broad perspective.”

—Robert Hueter, director of the Center for Shark Research, quoted in *“Shark Conservation Bill Stalls in Senate,” Discovery.com News* (July 27, 2000)

Environmental Issues

Case Studies

UNIT 9

CON

Ban opponents claim that the Pacific shark population is not in danger. They point out that since the blue shark, which makes up about 90 percent of sharks affected by finning, reaches maturity more rapidly than many other species, overfishing is not a problem.

Finning puts an estimated \$2,500 into the pocket of each fishing crew member in Hawaii alone. Opponents feel that a ban on finning would create economic hardship.

Anti-ban advocates charge that the ban hinges solely on the fear that continuing to

allow finning would damage Hawaii's image and keep tourists away.

"Basically, we're in charge of looking at the science, [and] the science that's come before us so far shows this particular resource is in good shape."

—James Cook, Regional Chairman of the Western Pacific Regional Fishery Management Council, quoted in "Isle Fishermen Oppose Shark Finning," *Honolulu Star-Bulletin* (August 19, 1999)



Examining the Issue

Recalling Facts

1. What is finning? _____

2. Why is finning practiced? _____

Critical Thinking Skills

3. **Identifying Cause and Effect** How would a drastic reduction in the shark population impact other parts of an ocean ecosystem?

4. **Evaluating Information** In your opinion, which viewpoint takes more information into account as it presents its case? As you answer, note any questions that you think should be answered to make that case even stronger.

Investigating Further

Assume that a ban on finning is being put to a national vote. Divide the class into two teams—one pro, one con—and have each team prepare a "voter information guide" on the issue. Each guide should outline the group's position, present supporting information, and respond to the other group's view.



World Literature: East Asia

About the Author

Chiang Hsiao-yün (b. 1954) was born in Taiwan to parents from Hunan Province in mainland China. She has published many short stories in newspapers. In 1977 her first book-length collection of stories, *Sui-Yüan*, was published. Her second collection, *Path to Marriage*, was published in 1980. Chiang now lives in the United States. "Journey to Mount Bliss," excerpted below, first appeared in the *United Daily News* in 1977.

GUIDED READING

As you read the excerpt from "Journey to Mount Bliss," think about the effect that the mountain's beauty has on Mr. Fu.

from "Journey to Mount Bliss"

All at once, the cicadas in the opposite mountains began chirring with such force that the resonance could be felt all the way back at the house. This was the first sound of early summer that made him feel the joy of living near the mountains. And gradually he felt some of his displeasure at his son and daughter-in-law receding. He looked again at the green mountain through the screen. Its rambling, rounded peaks, though squat and inelegant, appeared rather inviting. Viewing the monastery on the side of the mountain, with its scripture library rising above a gray wall, the yellow tile roof and red pillars standing out in a mass of green, he had a sudden yearning to go up there.

During the holidays, he and the grandchildren had gone there, but he had never felt like going up on his own. Since it was already past the time for early climbers, he had the quiet mountain path to himself. The sounds made by the birds and cicadas, and that of the wind whistling through the treetops, were all melodies of the mountain. For the past two years, Mr. Fu had only thought of the loneliness of places without people but now he began to somewhat savor the sweetness of quiet and solitude. Only, the ten o'clock sun felt a little too warm. It was shady along the path but the foliage was not quite dense enough. He thought, "Coming here for a morning stroll isn't a bad idea. Tomorrow I'll come up earlier."

He sauntered over to the terrace in front of the scripture library; the few times he had come up with the grandchildren, he had only come this

far. Now he discovered newly built steps at the side which he had not seen before. A notice on the signboard said, "The library has built this five-hundred-step stone stairway leading to the peak of Kao Lin Shan. The public is requested to keep the area clean."

"Well," he thought, "it'd be good to go up there for a change of scene. It's hot today, though, so I might as well head back."

On the way down, Mr. Fu felt unusually light-footed. Looking around, he saw a beautiful, long-tailed bird perched on the power line overhead. Just as he was about to stop and take in the scene, the bird spread its wings and took flight. He saw a rainbow of colors reflect off its jet plumage before the bird, which had an exquisitely curved tail, plunged into the depths of the woods. Eyeing it with awe, he told himself not to forget to describe it to his grandchildren.

The next day, after sending the grandchildren off to school, Mr. Fu went mountain climbing again. That evening at dinner, thanks to his having something to talk about, he was no longer just an audience. In high spirits, he explained, "I went up rather early, only a little past seven, but the people I saw were already coming down. All were old men about my age, wearing shorts—ha-ha—sneakers, and carrying water canteens. They say 'Good morning' to everyone they see, whether they know them or not—it seemed quite strange. I followed suit and answered 'Good morning.' It's great fun. Didn't I say yesterday I would go and explore the mountain behind the library? Well, I

(continued)



World Literature: East Asia

(continued)

UNIT 9

can't. I'm too old—the steps are numbered, and by the time I climbed to fifty I was exhausted. I forced myself to climb to a hundred but I could hardly breathe!"

"You'll get used to it if you do it regularly, Dad—I guarantee," Ch'ing-k'ai quickly put down his chopsticks and thumped his chest with assurance, fearing his father's newfound interest in mountain climbing would diminish. "One month—not even a month—and I won't be able to keep up with you."

"Mountain climbing is good practice for *kung fu*. I want to go, too," piped Yu-p'ing, who was in third grade.

"Dad, you should get a pair of sneakers. They're far better than leather shoes," ventured Ching-yu.

"I was thinking the same thing; shoes are important. Leather shoes strain the feet if you walk too long, only . . . I'm afraid I wouldn't wear them enough if I bought them," Mr. Fu said thoughtfully.

"Of course you would. People all say the scenery up there is beautiful and there's that public pleasure park. It'll be fine once you get used to walking. I'm too busy, otherwise I'd go up with you every day." Ch'ing-k'ai was very enthusiastic. "How about this, Dad, you go up first and have a look around, then on Sunday, the whole family can go mountain climbing first thing in the morning." Determinedly, he committed himself to sacrificing his Sunday morning snooze for his father's sake.

"Whoopee! We're going to climb the mountain!" the kids chimed in excitedly.

"Eat your supper! Sunday is several days off. Grandpa will take you there often," said Ching-yu, subtly pushing the idea a little further.

"Dad should get a pair of shorts to wear," Ch'ing-k'ai said laughingly.

"Nonsense! How would that look?" Mr. Fu replied, smiling. His mind turned to the people he had met on the mountain path; he had already figured out just what gear he would need.

Sunday arrived, but Ch'ing-k'ai and Ching-yu ended up not going along. First of all, neither was really keen on the idea, and, secondly, the children and Grandpa were too impatient to wait for them. Since it was Sunday and the kids didn't have to go to school, they were able to set out especially early, catching up with some of the early climbers, several of whom had greeted Mr. Fu before. A few remembered, and remarked, "Aren't you early today!" Mr. Fu smiled and returned their greetings. The camaraderie on the mountain path after only a few days was certainly heartwarming. Now he looked very much like them, wearing a T-shirt, Western-style pants, sneakers and a cap, and carrying a stick and a towel. He looked happy and relaxed.

DIRECTIONS: Use the information from the reading to answer the following questions on a separate sheet of paper.

INTERPRETING THE READING

1. How does Mr. Fu feel as he looks at the mountain?
2. What do you think Mr. Fu's life was like before he decided to climb the mountain? Which details in the story make you think so?
3. What effect does climbing the mountain have on Mr. Fu?

CRITICAL THINKING

4. **Predicting Consequences** What might have happened to Mr. Fu if he hadn't lived near the mountains?

World Geography and Cultures

Chapter 26 Resources

Vocabulary Activity 26

Physical Geography of East Asia 14

Reteaching Activity 26

Physical Geography of East Asia 15

Reinforcing Skills Activity 26

Developing Multimedia Presentations 17

Enrichment Activity 26

Land Use in Japan 19

VOCABULARY**26****A C T I V I T Y****Physical Geography of East Asia**

DIRECTIONS: Choose a word or phrase from the box to complete each sentence.

Word Bank

monsoons

loess

archipelagos

tsunami

Japan Current

typhoons

1. Chains of islands are referred to as _____.
2. A _____ is a huge sea wave that gets higher as it approaches the coast.
3. Seasonal winds called _____ bring seasonal weather patterns.
4. The warm-water _____ adds moisture to the winter monsoon and warms the land.
5. Violent storms called _____ are caused by the interaction of ocean currents and seasonal winds.
6. Seasonal winds blow _____, a yellowish-brown topsoil, across China.

DIRECTIONS: Match each item in Column A with an item in Column B.
Write the correct letters in the blanks.

_____ 7. Japan Current

a. makes the Yellow River yellow

_____ 8. typhoon

b. brings dust storms to the Gobi and torrential rains elsewhere

_____ 9. tsunamis

c. form due to location on Ring of Fire

_____ 10. archipelago

d. influences the seasonal wind

_____ 11. monsoon

e. caused by undersea earthquakes

_____ 12. loess

f. destructive storm

RETEACHING ACTIVITY 26

Physical Geography of East Asia

Terms and Concepts

DIRECTIONS: Match each term from Chapter 26 with the correct definition.

- | | |
|------------------------|--|
| _____ 1. monsoon | a. cold water brought to Japan from the Bering Sea |
| _____ 2. archipelago | b. chain of islands |
| _____ 3. Kuril Current | c. wind that changes with the seasons |
| _____ 4. North Korea | d. powerful, hurricane-like storm |
| _____ 5. Mongolia | e. country with ample iron ore |
| _____ 6. typhoon | f. landlocked country |

Visualizing Information

DIRECTIONS: Fill in each block with information from the text and maps about each climate. Tell what it is like and where it might be found in East Asia.

<p>7. Midlatitude Climate</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>9. Highland Climate</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>8. Desert and Steppe Climate</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>10. Tropical Wet Climate</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

RETEACHING ACTIVITY 26**Connecting Ideas**

DIRECTIONS: Answer the following questions in the space provided.

11. How does East Asia's location affect the potential for natural disasters?

12. In what ways have mountain ranges affected life in East Asia?

Connecting Ideas

DIRECTIONS: Read the passage below, and then answer the questions.

China's major rivers originate in the Plateau of Tibet and flow eastward to the sea. The Yellow River, or Huang He, which empties into the Yellow Sea, earned its name from the tons of fine, yellowish-brown topsoil deposited throughout the river's floodplain. The Yangtze River, or Chang Jiang, is Asia's longest river at 3,965 miles (6,380 km). The Yangtze flows through spectacular gorges and broad plains to empty into the East China Sea near Shanghai. The Xi, or West River, flows into the South China Sea near Guangzhou and Macao, where it has created a huge, fertile delta. All three river systems have created fertile plains that are important agricultural areas in China.

13. What are the three main rivers in China?

14. Where do these rivers originate, and where do they flow?

15. Why are these rivers important to China?

CHAPTER 26 REINFORCING SKILLS ACTIVITY

Developing Multimedia Presentations

In addition to books, libraries offer a wide range of media. Videotapes and audiotapes, compact discs, DVDs, and filmstrips are available, as well as a variety of computer software applications.

Developing a multimedia presentation using these media requires planning. First, the purpose of your presentation should be stated briefly in one or two sentences. Identifying the purpose will guide your research and help you select the

media to use. The final decision of which media to use depends on what is available, what will be easy to use, and how each medium relates to the rest of the presentation.

Keep in mind, too, the effect the media you choose will have on your audience. Which media will best present your ideas and entertain the audience? Above all, practice and test each element of the presentation before you display it.

Practicing the Skill

DIRECTIONS: Imagine that you have done some research for a multimedia presentation on the importance of plants in East Asia. You have written a statement of purpose and have found four kinds of media that seem to be appropriate. One of them, however, does not seem relevant. Read the descriptions of several media below. Write your statement of purpose in the space provided. Then decide which items should be used in the presentation, and place them in order of importance and relevance to your statement of purpose. Note, too, which selection to leave out. Then write an introduction to your presentation.

Statement of Purpose: _____

- 1. TRANSPARENCY:** "Rare animals aren't the only ones who depend on plant growth in East Asia. Look at this transparency. You can see from these charts that mulberry trees and bamboo are economically important plants. The bamboo, tea, and silk markets are important to the East Asian economy."
- 2. WEB SITE:** "Check out this Web site about restaurants found along the Grand Canal between Beijing and Hangzhou. It is very helpful for first-time tourists."
- 3. VIDEOTAPE:** "Some rare animals depend on plants that grow in this region. Watch this videotape of giant pandas and red pandas. As you can see, they are feasting on bamboo, a treelike grass that grows abundantly in the warmer areas."
- 4. PHOTOGRAPHS:** "These are pictures of trees and plants that grow in eastern East Asia. As you can see, a wide variety of vegetation grows in the warmer regions."

Order of Presentation: _____ **Leave Out:** _____

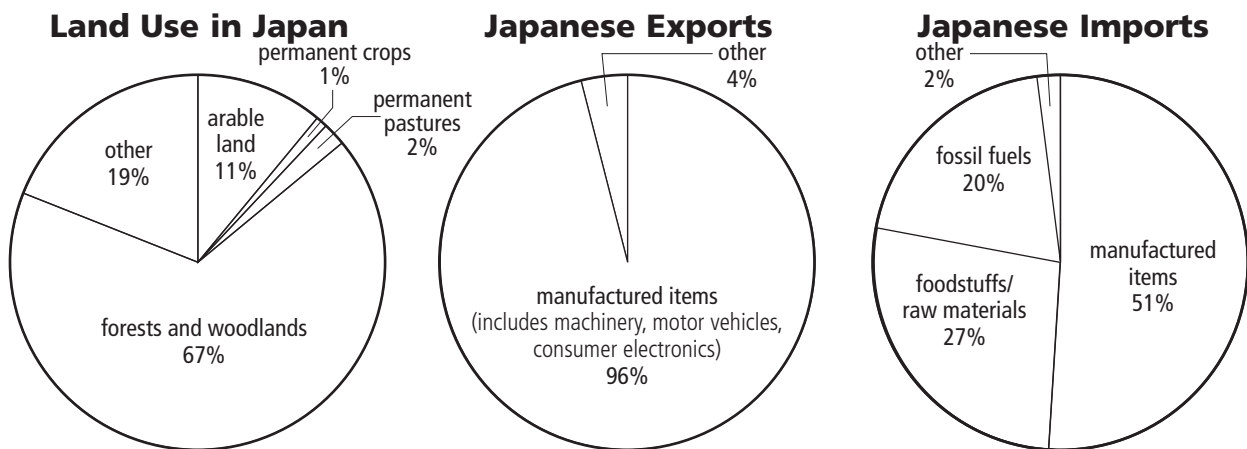
Introduction to Presentation: _____

Enrichment Activity 26



Land Use in Japan

Physical geography is an important factor in determining how a country uses its land. In Japan generally poor soil has limited the amount of arable land, or land that is fit for cultivating crops. A pasture is land set aside for vegetation, such as grass, on which farm animals feed. Other land uses include residential, commercial, and industrial development. Study the circle graphs below, and then answer the questions that follow.



Sources: CIA World Factbook, 2006; Gale Encyclopedia of Nations, 2005

- Which land use is most prevalent in Japan?

- What percentage of the land in Japan is arable?

- Why are pastures not considered part of a country's arable land?

- What effect has the shortage of arable land had on the products Japan imports?

- What is the relationship between the shortage of Japan's arable land and its exports?

- Japan is one of the United States' biggest trading partners. How are Japanese imports and exports evident in the daily lives of Americans?

World Geography and Cultures

Chapter 26 Section Resources

Guided Reading Activity 26-1

The Land 21

Guided Reading Activity 26-2

Climate and Vegetation 22

Guided Reading Activity 26-1

For use with textbook pages 662–666.

The Land

Underline the Answer

DIRECTIONS: Read each incomplete sentence and the two answer choices in parentheses. Underline the word in parentheses that correctly completes the sentence.

1. China's landmass covers about _____ percent of East Asia. (80/50)
2. The _____ separates the Sea of Japan from the Yellow Sea.
(Manchurian Plain/Korean Peninsula)
3. Japan is made up of a(n) _____ consisting of many islands. (peninsula/archipelago)
4. Japan's largest island is _____, which contains many major cities. (Honshu/Hokkaido)
5. When earthquakes originate under the seabed, destructive _____ may occur.
(tsunamis/undertows)
6. The _____ form a natural barrier between Mongolia and China.
(Pamirs/Altay Shan)
7. The _____, which separate China from South Asia, are the highest mountains in the world. (Andes/Himalaya)
8. The highest plateau in East Asia is the _____. (Plateau of Tibet/Manchurian Plain)
9. Large, flat wastelands, including the deserts and salt marshes of the _____, lie between the Kulun Shan and Tian Shan. (Tarim Basin/Taklimakan Desert)
10. The _____ in China is East Asia's longest river. (Chang Jiang/Huang He)
11. Southern China's most important river system is the _____. (Xi/Chang Jiang)
12. In contrast to China, the rivers of Japan and Korea are _____.
(short and fast/long)
13. China has a wide range of unevenly distributed resources, such as iron, tin, and _____.
(tungsten/diamonds)
14. China is the world's leading producer of _____, which grows abundantly in the southern part of the country. (bamboo/rice)
15. China and the other nations in East Asia have huge _____ fishing industries, harvesting millions of tons a year. (deep-sea/inshore)

Guided Reading Activity 26-2

For use with textbook pages 667–670.

Climate and Vegetation

Short Answer

DIRECTIONS: Use the information in your textbook to write a short answer to each of the following questions.

1. What factors shape East Asia's climates?

2. What climate characterizes the northeastern quarter of East Asia?

3. What types of vegetation can be found in the forests of the mid-latitude climates?

4. How is the climate of Mongolia an example of the rain shadow effect?

5. What types of vegetation can be found in East Asia's steppe climate?

6. Which climate region supports the growth of flowers, trees, lichens, and mosses?

7. What types of climate and vegetation occur on China's Hainan island?

8. How do people rely on seasonal winds in East Asia?

9. How long do monsoons blow in one direction before they change direction?

10. What two types of natural forces interact to produce typhoons?

World Geography and Cultures

Chapter 27 Resources

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RETEACHING ACTIVITY 27

Cultural Geography of East Asia

Terms and Concepts

DIRECTIONS: Match each term from Chapter 27 with the correct definition.

- | | |
|--------------------|---|
| _____ 1. dynasties | a. highly urban country |
| _____ 2. samurai | b. pictures or symbols that stand for ideas |
| _____ 3. Japan | c. military ruler of Japan |
| _____ 4. China | d. mostly rural country |
| _____ 5. ideogram | e. ruling families of early China |
| _____ 6. shogun | f. professional soldier in early Japan |

Organizing Information

DIRECTIONS: Complete the chart below. For each country, write the form of government that currently exists.

Types of Government in East Asia

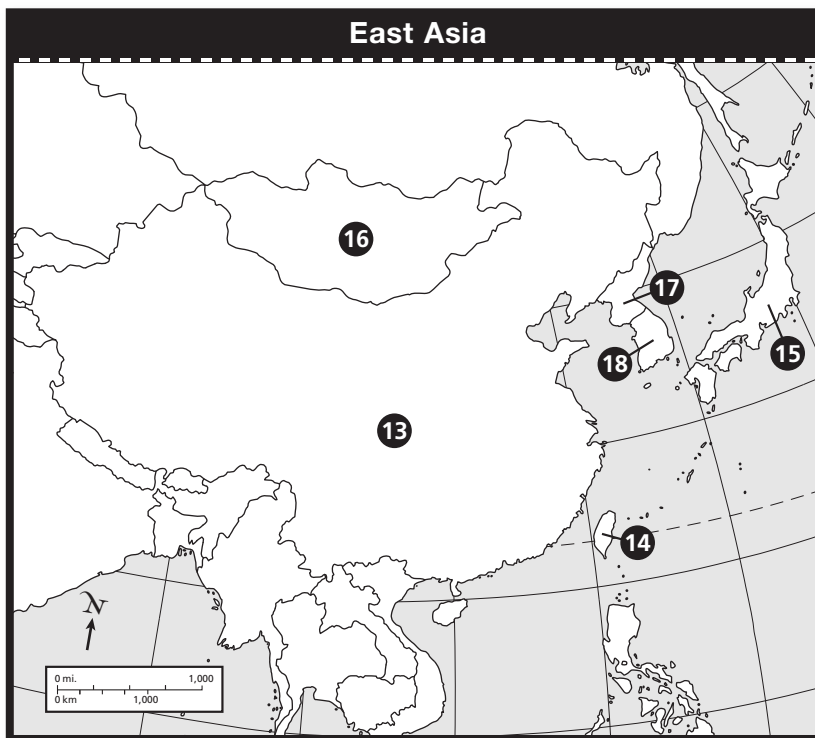
7. Japan	_____
8. North Korea	_____
9. China	_____
10. Mongolia	_____
11. South Korea	_____
12. Taiwan	_____

RETEACHING ACTIVITY 27

Working with Geography

DIRECTIONS: Write the name of the country that matches each number on the map to the right.

13. _____
14. _____
15. _____
16. _____
17. _____
18. _____



Working with Geography

DIRECTIONS: Answer the following questions in the space provided.

19. How has improved health care impacted Japan's health care system?

20. How would you describe the first reaction of East Asians to the arrival of westerners? What changed this reaction?

CHAPTER 27 REINFORCING SKILLS ACTIVITY

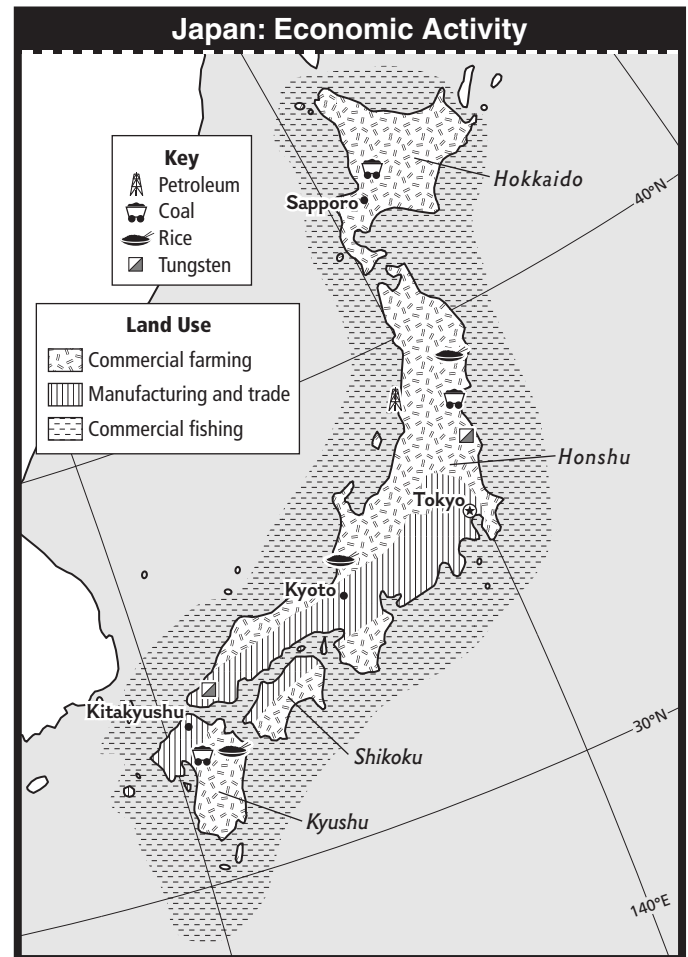
Reading an Economic Activity Map

Maps can be made to show a wide variety of information. The diversity of a country's economy, for example, can easily be seen on an economic activity map. Economic activity maps show how people use the land and resources of a region to live and develop. Mapmakers use shading, patterns, or symbols that represent the presence of industries and patterns of land use.

An economic activity map's key is a very important feature. It guides the researcher by providing an explanation for the symbols, colors, or shading used to identify the location of an economic activity. Like maps that show climate, population concentrations, or resources, economic activity maps can reveal much about the interaction of humans and the environment.

Practicing the Skill

DIRECTIONS: Use the economic activity map at the right to answer the following questions about Japan.



- Which island has the widest variety of economic activity?

- Where is petroleum found? _____
- What is Hokkaido's primary economic activity? _____
- On what island is tungsten mined? _____
- Tokyo and Kyoto have which primary economic activities? _____
- What activity is common in the entire region? _____

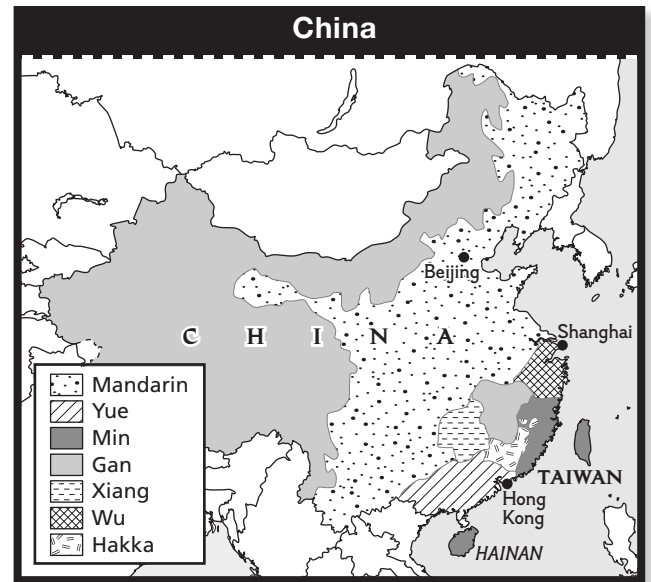
Enrichment Activity 27



The Languages of China

China is home to one-fifth of the people on Earth. Its 1.25 billion people speak many regional languages. Mandarin and Cantonese (Yue) are two examples of distinct Chinese languages. They are related and use the same written characters, but those who speak Mandarin may not understand spoken Cantonese, and vice versa. The same is true for other Chinese dialect speakers such as Wu, spoken in and around Shanghai.

In 1913 delegates from around China met in Beijing to try to establish an official language for all Chinese people. Instead of making one of the existing languages the national language, they developed a standardized Chinese language called *Putonghua* (literally, “common language”). Putonghua is based on the Mandarin dialect spoken in Beijing and northern China. It is now the standard language used in all schools and universities. Teachers and students are forbidden to speak anything else. Putonghua also is the language of the government, and Chinese newspapers are written in Putonghua.



DIRECTIONS: Use the article and the map above to answer the following questions.

- What does the map show? _____

- How does the map show the cultural ties that exist between China and the island of Taiwan? _____

- From the map, which language do you think the greatest number of Chinese speak? Why do you think so? _____

- Why do you think the delegates at the 1913 language conference made Putonghua the official language? _____

- Why do you think the standard language was based on Mandarin? _____

- What advantages do you see in a country's having one common language? _____

- What are two possible disadvantages of the language policy in China's schools? _____

World Geography and Cultures

Chapter 27 **Section Resources**

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North Korea and South Korea	33

Guided Reading Activity 27-1

For use with textbook pages 676–680.

China

Underline the Correct Word

DIRECTIONS: Underline the word or phrase in parentheses that correctly completes the sentence.

1. More than 90 percent of people living in China belong to the ancient _____ ethnic group. (Tibetan/Han)
2. Despite its distinct culture and history, the Buddhist kingdom of _____ was taken over by China in 1950. (Tibet/Mongolia)
3. Taiwan's original inhabitants, or _____, make up about 2 percent of Taiwan's population. (aborigines/Southeast Asians)
4. Ancestors of the _____ once ruled the world's largest empire. (Chinese/Mongolians)
5. Most Chinese live along rivers or in _____ areas. (coastal/mountainous)
6. More than _____ of China's population lives on one-sixth of the land. (90 percent/one-fourth)
7. In China many rural people are _____ urban areas. (migrating to/abandoning)
8. In China, urbanization has resulted in _____ shortages in farming communities. (labor/irrigation)
9. The growth rate of the Chinese population slowed after the government instituted its _____ policy in 1979. (target/one-child)
10. The first Chinese dynasty to keep historical records was the _____ dynasty. (Wei/Shang)
11. _____ founded the Chinese philosophy of Daoism. (Confucius/Laozi)
12. By the 1890s, Japan and European governments established large _____ in China in which they had exclusive trading rights. (spheres of influence/markets)
13. _____ formed the Nationalist government of China by 1927. (Chiang Kai-shek/Mao Zedong)
14. The Republic of China was established in _____. (Taiwan/Mongolia)
15. Literacy in China suffered during the _____ of the late 1960s. (communist revolution/Cultural Revolution)

Guided Reading Activity 27-2

For use with textbook pages 681–685.

Japan

Outline

DIRECTIONS: Use the information in your textbook to complete the following outline.

I. Japan**A.** (1.) _____

1. Lowland areas

2. (2.) _____

B. The People

1. 99 percent ethnic Japanese

2. (3.) _____

II. Japanese History**A.** Early Rulers

1. Clans under the Yamato dynasty

2. (4.) _____

B. Contact with the West

1. Japan remained isolated

2. U.S. Navy pressured the Japanese to trade

3. (5.) _____

4. Samurai rebellion restores power to emperor

III. Modern Japan**A.** Wars

1. (6.) _____

2. (7.) _____

3. World War II, 1941–1945

B. Religion

1. Buddhism

2. (8.) _____

C. Arts

1. Painting

2. (9.) _____

3. Kabuki theater

4. (10.) _____

Guided Reading **Activity 27-3**

For use with textbook pages 686–690.

North Korea and South Korea

Fill In the Blank

DIRECTIONS: Use the information in your textbook to fill in the blanks for the following sentences.

1. Like Japan, the population of Korea is ethnically _____. (diverse/homogenous)
2. _____ is the democratic nation on the Korean peninsula.
(North Korea/South Korea)
3. Because of politics, many people fled from North Korea to South Korea and _____. (the United States/Russia)
4. The population in North Korea is _____ that of South Korea. (half/twice)
5. Throughout its history, Korea has been invaded by _____.
(colonial powers/neighboring countries)
6. Western countries approached Korea through _____, a unified diplomatic policy.
(gunboat diplomacy/treaties)
7. In the late 1800s, a war over Korea erupted between _____ and China. (Russia/Japan)
8. In 1910, _____ annexed Korea. (Japan/China)
9. Korea was divided into North Korea and South Korea after _____.
(World War II/the Sino-Japanese War)
10. When Korea was divided, South Korea was supported by _____.
(the United States/communist nations)
11. North Korea is lead by the General Secretary of the Korean Worker's Party, _____.
(Major General Park Chung-Hee/Kim Jong Il)
12. Talks between North Korea and South Korea ceased in 2002 because North Korea reactivated _____.
(a nuclear reactor/human rights abuse)
13. Many people in Korea practice a combination of religions, called _____.
(Confucianism/Cheondogyo)
14. Artists in Korea create vases that have a pale green glaze called _____.
(Cheondogyo/celadon)

World Geography and Cultures

Chapter 28 Resources

Vocabulary Activity 28

The Region Today: East Asia 35

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The Region Today: East Asia 37

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The Chinese Space Program 41

VOCABULARY

28

ACTIVITY



The Region Today: East Asia

DIRECTIONS: Choose words or phrases from the box to complete each sentence.

Word Bank

command system
commune
trade deficit
merchant marine
trade surplus

economic sanctions
cooperative
aquaculture
chlorofluorocarbons
dissidents

Asia-Pacific Economic
Cooperation Group
(APEC)
World Trade Organization
(WTO)

1. A _____ is a large farming community whose members share work and products equally, while a _____ is a farm jointly operated by households.
2. East Asia, like other global regions, has a trading partnership known as _____, which like the international _____ seeks to make trade between countries fair in order to avoid trade disputes.
3. A _____ occurs when countries export more goods to other countries than they import.
4. Citizens who speak out against their government's policies are called _____.
5. Trade restrictions called _____ are imposed on countries that treat these citizens unfairly.
6. Exports are commercially transported by the _____.
7. Environmental laws reduce the use of substances called _____, found in liquid coolants.
8. The cultivation of fish and other seafood is called _____.
9. In a _____ system of government, the people do not control industry.
10. A country that imports more than it exports to trading partners is said to have a _____.

RETEACHING ACTIVITY 28

The Region Today: East Asia

Terms and Concepts

DIRECTIONS: Match each term from Chapter 28 with the correct definition.

- | | |
|-----------------------------|--|
| _____ 1. economic sanctions | a. situation that exists when a country exports more than it imports |
| _____ 2. dissident | b. field of work of the majority of Chinese workers |
| _____ 3. agriculture | c. citizens who speak out against government policies |
| _____ 4. aquaculture | d. trade restrictions used to influence a country |
| _____ 5. command system | e. cultivation of fish and seafood |
| _____ 6. trade surplus | f. government-controlled economy |

Visualizing Information

DIRECTIONS: Look at the diagram below. Use each line to write the name of a fuel used to produce electric power for each country at present or, in the case of China, likely in the near future. Next to each source, write *I* if the fuel supply is imported or *D* if it is developed within the country.

Sources of Electric Power in East Asia

7. Japan

10. China

8. North Korea

11. Mongolia

9. South Korea

12. Taiwan

RETEACHING ACTIVITY 28**Summarizing Information**

DIRECTIONS: Read the passage below, and then answer the questions.

Most of the countries of East Asia are becoming increasingly industrialized. Some are now among the leading industrial countries of the world. Other countries are more dependent on agriculture to support their economies, but they are shifting increasingly to industry. The leading industrial nations of East Asia are Japan, Taiwan, and South Korea. These countries manufacture enormous amounts of goods each year, including ships, electronics, cars, textiles, plastics, cameras, and computers.

While agriculture is still very important in China, the country is quickly developing its industrial economy. China manufactures goods such as textiles, clothing, footwear, toys, and plastics. Mongolia also is developing industries, primarily for processing livestock and farm products.

North Korea produces heavy machinery and military goods. However, since the collapse of the Soviet Union, on whom North Korea depended for economic aid, the country has seen industrial production fall off sharply.

East Asia experienced dramatic changes during the 1900s. One such change has been the move to more highly developed industrial economies. It is likely that this trend will continue during the 2000s.

13. What are two products produced in China?

14. Which three East Asian countries are the most industrialized?

15. What is the general economic trend of countries in East Asia?

CHAPTER 28 REINFORCING SKILLS ACTIVITY

Decision Making

Difficult decisions cannot be made with the luxury of looking ahead in time to discover how successful that decision may or may not be. Yet decisions made in the past can be analyzed, and their wisdom can be evaluated. The thought process that went into a decision can be reviewed, and flaws that led to mistakes can be discovered.

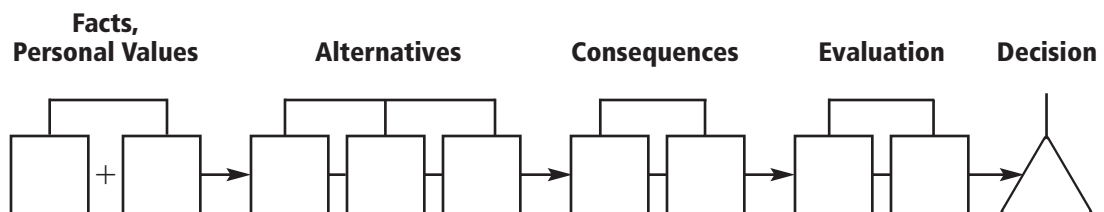
In 1949 China's leaders made a historic decision to abandon the traditional system of small farms and turn to large farming communes. This proved to be a mistake that resulted in famine. In the 1980s the Chinese government encouraged smaller farms with private gardens as a better way to feed the people. This approach has proved successful and was a good decision.

Practicing the Skill

DIRECTIONS: The numbered items below represent steps that may have occurred in the Chinese government's decision-making process. Beneath these steps is a blank flow chart. From the information in the paragraph above, show how the Chinese government came to its decisions. First, state the situation or define the problem. Then fill in the blank boxes below with their corresponding step numbers. Some boxes will remain empty; this reflects a lack of information about the government's decision-making process.

1. Communist government selects another type of farming to replace the traditional system.
2. Crop production drops, and famine results.
3. The Communist government believes in communes.
4. The government devises a new system of smaller farms.
5. In 1949 the traditional system feeds the nation.
6. The Great Leap Forward campaign organizes communes.
7. The Communist government must deal with the famines or they will continue.
8. The commune system was not successful in China.

Situation or Problem: _____



Enrichment Activity 28



The Chinese Space Program

In April 1961 the Soviet Union became the first country to launch a human being into space. The United States achieved human space flight less than one month later. In the last decades of the 1900s, China resolved to be the third country to put a human in orbit. Chinese leaders believed that this accomplishment would give China greater credibility as a superpower and would foster a sense of national pride. Some important steps China has taken toward achieving its goal are listed below.

DIRECTIONS: Use the following information to fill in the time line.

- 1970**—China puts its first satellite into space.
- 1976**—A spacecraft capable of re-entering Earth's atmosphere, but too small to carry a human, is launched.
- 1980**—A space capsule is launched, brought back to Earth, and recovered.
- 1992**—Chinese leaders approve Project 921, with a goal of achieving manned space flight by October 1999.
- 1995**—Russia signs an agreement to sell manned spacecraft technology and training to China.
- 1997**—Two taikonauts (astronauts), trained in Russia for a year, begin training other Chinese taikonauts.
- 1999**—A capsule, capable of carrying a crew, is launched and lands successfully in Mongolia. After rumored explosions at a launch site, China sets 2005 as its new target date for manned space flight.
- 2003**—China successfully completes its first manned space flight.

DIRECTIONS: Use the time line to decide whether each of the following statements is true or false. Write *True* or *False* on the blank next to each statement. Then, answer the questions below.

- _____ 1. China's space program got an important boost from the Soviet Union.
- _____ 2. It has taken China about ten years to get a man into space.
- _____ 3. In 1995 the United States sold manned spacecraft technology and training to China.
- _____ 4. China set a goal for manned space flight and then put its first satellite in space.
- _____ 5. China met its original goal of achieving manned space flight by 1999.
- 6. Why was China so interested in achieving manned space flight?

- 7. Why do you think China changed its target date for manned space flight from 1999 to 2005?

1970
2005

World Geography and Cultures

Chapter 28 **Section Resources**

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Guided Reading Activity 28-2	
People and Their Environment	44

Guided Reading **Activity 28-1**

For use with textbook pages 698–703.

The Economy

Fill In the Blanks

DIRECTIONS: Use the information in your textbook to fill in the blank in each sentence below.

1. In the 1970s, South Korea and Taiwan became _____.
2. In the 1950s, production dropped on China's huge government-run farms, resulting in _____.
3. In Mongolia most land is used for _____.
4. As people in South Korea migrate to the cities, a farm labor _____ has developed.
5. Farms in North Korea are organized into _____.
6. Japan and Taiwan _____ food products.
7. South Korea today is a major manufacturer of ships, cars, electronics, and _____.
8. Today, Taiwan has one of the most successful _____ economies.
9. In China, industries once _____-run are now adopting free market methods.
10. The Chinese territories of Hong Kong and _____ provide great wealth to China.
11. _____ is a major transportation center in central China.
12. Many South Asian nations are members of APEC, an organization working to improve _____ in the region.
13. Japan's high taxes on imported finished goods are intended to restrict foreign _____.
14. Its trade _____ means that Japan exports more than it imports.
15. After the Tiananmen Square killings, many countries placed _____, or restrictions, on China.

Guided Reading Activity 28-2

For use with textbook pages 706–710.

People and Their Environment

Underline the Correct Word

DIRECTIONS: Underline the word or phrase in parentheses that correctly completes each sentence.

1. Economic growth and a rising living standard have increased East Asia's demand for _____. (manual labor/electric power)
2. China gets most of its energy from burning _____. (oil/coal)
3. Despite the fact that the area is prone to tectonic activity, Japan relies on _____ power plants for energy. (geothermal/nuclear)
4. Part of China's air pollution problem comes from windblown _____. (smog/dust)
5. _____ in Japan suffer from the acid rain caused by China's coal burning. (Forests/Farmers)
6. Widespread tree cutting has intensified the severity and destructiveness of _____ in China. (floods/fires)
7. A program of tree planting along _____ aims to reduce this kind of damage. (highways/riverbanks)
8. South Korea is building more nuclear power plants, even though it's difficult to safely dispose of the _____. (fossil fuels/radioactive waste)
9. Although it plans to reduce its carbon dioxide emissions to curb global warming, Japan's total emissions have _____ since 1990. (decreased/increased)
10. Despite a 1986 international conservation agreement, Japan still hunts _____ for their meat. (whales/squid)
11. China's Three Gorges Dam has displaced over _____ people and destroyed natural ecosystems. (1 million/2 million)
12. Much of East Asia is prone to _____, which can cause severe damage and loss of life. (earthquakes/monsoons)

Answer Key

Unit 9 Location Activity pp. 1–2

A. Labeling should be consistent with the Unit 9 Regional Atlas.

B.

1. Taklimakan Desert
2. Himalaya
3. Altay Shan
4. Huang He
5. South China Sea
6. North China Plain
7. Gobi
8. Yellow Sea
9. Sea of Japan
10. Chang Jiang
11. Xi River

Unit 9 Real-Life Applications pp. 3–4

Jobs: Answers will vary. Students might advise people to look for jobs that utilize the specific skills they already have. They also might explain that a steady job will be essential in order to purchase necessities such as food and shelter.

Food: Answers will vary. Students should explain that rural people, who might be used to growing their own food, should expect to have to purchase their food in the city, but that a variety of food is always available.

Education: Answers will vary. Students might inform people that their opportunities for education are plentiful in the city but must be sought out. They also should explain that children's education is provided by the government but that adults must pay for schooling.

Housing: Answers will vary. Students should explain that although people may find safe homes in the city, these also must be paid for. Students might advise people to save money before they move to the city in order to secure a home.

Community: Answers will vary. Students should explain that the city is filled with people of all kinds—some friendly and helpful who will enrich their lives with opportunity and experience and some who will not.

Transportation: Answers will vary.

Recreation: Answers will vary.

Safety: Answers will vary.

Other: Answers will vary.

GeoLab Activity 9 pp. 5–7

1. Answers will vary. Those that were least rigid or employed cross-beam construction methods survived longest; the most top-heavy collapsed first.
2. Answers will vary, but few multiple-story structures will survive heavy tremors. The lower the structure, the better are its chances of survival.
3. Students may be surprised that soft materials, such as marshmallows, might withstand shock better than others.

Critical Thinking

Answers will vary, but it is probably safe to say that no structure is totally earthquake proof unless it is somehow suspended in air.

Unit 9 Environmental Issues pp. 9–10

1. Finning is the practice of cutting the fins from live sharks.
2. There is a high commercial demand for shark fins but little demand for other kinds of shark meat.
3. There would be sharp increases in the populations of the fish that sharks feed on.
4. Answers will vary.

Unit 9 World Literature pp. 11–12

Interpreting the Reading

1. Its beauty makes Mr. Fu's irritation fade away. He begins to appreciate its majesty and wants to get a closer look.
2. Mr. Fu was probably lonely. The story suggests that it's a new thing for him to have a story to tell at dinner, that usually he just listens to the others. His position in the house evidently causes tension, since he is annoyed with his son and daughter-in-law.
3. He feels happy and excited to have something to do outside the house. He enjoys meeting other mountain climbers, who are friendly to him. He is proud to have something to show off to his grandchildren. He enjoys the beautiful scenery.

Critical Thinking

4. **Predicting Consequences** Mr. Fu might never have left the house. He might have moped and simply waited for the time to pass, or he may have found some other attractive place.

Vocabulary Activity 26 p. 14

1. archipelagos
2. tsunami
3. monsoons
4. Japan Current
5. typhoons
6. loess
7. d
8. f
9. e
10. c
11. b
12. a

Reteaching Activity 26 pp. 15–16

1. c
2. b
3. a
4. e
5. f
6. d
7. **Midlatitude:** warm with cold winters; in the southeastern corner of East Asia, summers are hot with heavy rains; found in parts of China, Korea, Japan, and Taiwan
8. **Desert and Steppe:** dry and often cold and windy, though sometimes hot; found in Mongolia and northern China
9. **Highlands:** usually cool or cold but varies with elevation; found in China and Tibet
10. **Tropical Rain Forest:** year-round high temperatures and very rainy summer monsoons; found in Hainan
11. East Asia is located where tectonic plates meet, making it an area that is very active with earthquakes and volcanoes. When earthquakes occur offshore, they may create destructive tsunamis, which can destroy coastal areas.
12. The Himalaya separate China from South Asia; the Qin Ling mountains affect the climate of China, creating a warmer area south of the range; Mount Fuji is an important spiritual symbol; in general, the larger ranges have restricted travel and trade.
13. the Yellow River (Huang He), the Yangtze River (Chang Jiang), and the Xi (West) River

14. These rivers originate in the Plateau of Tibet and flow eastward to the sea: the Yellow River flows to the Yellow Sea, the Yangtze flows to the East China Sea near Shanghai, and the Xi flows into the South China Sea near Guangzhou and Macao.
15. All three rivers have created fertile floodplains which are important agricultural areas in China.

Reinforcing Skills Activity 26 p. 17

Order of Presentation: 4, 3, 1 **Leave Out:** 2

Introduction: Possible answer: Plants are very important in East Asia, both to the native wildlife and to the East Asian economy. Over the next hour you will see photographs, a video, and some charts to make the relationship clearer and to give you a better sense of the region.

Enrichment Activity 26 p. 19

1. forests and woodlands
2. 11 percent
3. Possible response: Pastures are more often left alone for farm animals to eat, rather than intensively cultivated.
4. Possible response: The shortage means that Japan has to import 28 percent of its foodstuffs and raw materials, rather than growing its own and relying on domestic sources.
5. Possible response: The shortage of arable land has made it to Japan's advantage to emphasize industrial development, which has been highly profitable through exports to other countries.
6. Possible response: Japan's need to import agricultural products probably benefits farmers in the United States. Japanese exports are evident in the number of Japanese products sold in this country, including cars, TVs, computers, and other electronic equipment.

Guided Reading Activity 26-1 p. 21

1. 80
2. Korean Peninsula
3. archipelago
4. Honshu
5. tsunamis
6. Altay Shan
7. Himalaya
8. Plateau of Tibet
9. Tarim Basin
10. Chang Jiang

11. Xi
12. short and fast
13. tungsten
14. rice
15. deep-sea

Guided Reading Activity 26-2 p. 22

1. latitude and physical features, such as mountains, highlands, and coastal areas
2. It has a cooler, humid continental climate, with warm summers and cold winters.
3. needle-leaved and broad-leaved evergreens, broad-leaved deciduous trees, and bamboo
4. Mountains that surround Mongolia create a rain shadow effect by preventing rain from reaching the desert.
5. Grasses and sparse trees are the most common forms of vegetation in the steppe climate.
6. The highlands climate supports these types of vegetation.
7. Hainan island has a tropical wet climate, which supports palms, tropical hardwoods, broad-leaved evergreens, and tropical fruit trees.
8. Seasonal winds bring rainfall.
9. Monsoons blow in a steady direction for about six months before changing direction.
10. Ocean currents interact with monsoon winds to produce typhoons.

Vocabulary Activity 27 p. 24

1. c
2. a
3. b
4. c
5. d
6. c
7. d
8. f
9. a
10. e
11. c
12. b

Reteaching Activity 27 pp. 25–26

1. e
2. f
3. a
4. d
5. b
6. c

7. democratic
8. communist
9. communist
10. democratic
11. democratic
12. democratic
13. China
14. Taiwan
15. Japan
16. Mongolia
17. North Korea
18. South Korea
19. Improved health care increased life expectancy in Japan to 82 years. This aging population has put a strain on the cost and availability of health care.
20. East Asians in general resisted contact with westerners. Eventually, westerners forced East Asians to trade with them and to allow some of them to live in East Asia and do business there.

Reinforcing Skills Activity 27 p. 27

1. Honshu
2. on the northeast coast of Honshu
3. commercial farming
4. Honshu
5. manufacturing and trade
6. commercial fishing

Enrichment Activity 27 p. 29

1. the major languages spoken in China and the areas in which they are spoken
2. Possible response: Even though Taiwan is a separate country, the language of Taiwan is one of the Chinese languages.
3. probably Mandarin, which covers the area that has the greatest population on the map, including the capital, Beijing
4. Possible response: Delegates came from around the country. In the interests of national unity, they compromised.
5. Possible response: Mandarin is spoken in Beijing, China's capital.
6. Possible responses: People who share a national identity should be able to communicate. If a business wants to expand throughout a country, workers in different branches must be able to communicate with each another and with customers. The government and the news media need to be able to communicate to all citizens.

- Possible response: Students who do not speak the official language will not learn as much as students who can speak the official language will. The prohibition against speaking other languages may cause students and teachers to resent the official language.

Guided Reading Activity 27-1 p. 31

- Han
- Tibet
- aborigines
- Mongolians
- coastal
- 90 percent
- migrating
- labor
- one-child
- Shang
- Laozi
- spheres of influence
- Chiang Kai-shek
- Taiwan
- Cultural Revolution

Guided Reading Activity 27-2 p. 32

- Population Patterns
- valleys
- 1 percent Ainu
- Shoguns
- Matthew C. Perry and Japanese negotiate treaty
- China, 1894–1895
- Russia, 1904–1905
- Shintoism
- Origami
- Haiku

Guided Reading Activity 27-3 p. 33

- homogenous
- South Korea
- United States
- half
- neighboring countries
- gunboat diplomacy
- Japan
- Japan
- World War II
- the United States
- Kim Jong Il
- a nuclear reactor
- Cheondogyo
- celadon

Vocabulary Activity 28 p. 35

- commune; cooperative
- APEC (Asian-Pacific Economic Cooperative Group); WTO (World Trade Organization)
- trade surplus
- dissidents
- economic sanctions
- merchant marine
- chlorofluorocarbons
- aquaculture
- command
- trade deficit

Reteaching Activity 28 pp. 37–38

- d
- c
- b
- e
- f
- a
- 7.–12. Order of answers within each item may vary.
- coal, I; oil, I; natural gas, I; nuclear, D
- coal, D
- coal, I; oil, I; natural gas, I; nuclear, D
- coal, D; hydroelectric, D; nuclear, D
- coal, D
- coal, I; oil, I; natural gas, I; nuclear, D
- textiles, clothing, footwear, toys, plastics
- Japan, South Korea, and Taiwan
- Countries in East Asia are becoming more and more industrialized, a trend that probably will continue during the 2000s.

Reinforcing Skills Activity 28 p. 39

Facts, Personal Values—5, 3; Alternatives—blank, 1, 6; Consequences—2, blank; Evaluation—7, 8; Decision—4

Enrichment Activity 28 p. 41

Dates should appear in the correct order: 1970, 1976, 1980, 1992, 1995, 1997, 1999, and 2003.

- True
- False
- False
- False
- False
- China wants the prestige of achieving manned space flight to strengthen national pride and to enhance China's image as a superpower.
- China may have had basic problems with the equipment that would take several years to correct. There was evidence of explosions at a launch site.

Guided Reading Activity 28-1 p. 43

1. newly industrialized countries
2. famine
3. grazing
4. shortage
5. cooperation
6. import
7. steel
8. export-based
9. state
10. Macao
11. Wuhan
12. trade
13. competition
14. surplus
15. economic sanctions

Guided Reading Activity 28-2 p. 44

1. electric power
2. coal
3. nuclear
4. dust
5. Forests
6. floods
7. riverbanks
8. radioactive waste
9. increased
10. whales
11. 1 million
12. earthquakes