

## Essential Question Preview

**How can history and geography help us understand population patterns in China, Mongolia, and Taiwan?**

Have the students consider the Essential Question and capture their initial responses.

## Explore the Essential Question

- Tell students that today, China is a Communist country. Ask volunteers to give a definition of communism.
- Tell students that both Mongolia and Taiwan are democracies. Ask students to speculate about how having China as a neighbor might affect Taiwan and Mongolia.

Encourage students to keep the Essential Question in mind as they work through the module. Help students plan inquiries and develop their own supporting questions such as:

*How might physical features that separate China from its neighbors have affected interactions between regions throughout history?*

*One-fifth of the world's people live in China. How might China's large population be an advantage? How might it be a disadvantage?*

You may want to assign students to write a short essay in response to the Essential Question when they complete the module. Encourage students to use their notes and responses to inform their essays.

## Explore the Online Video

### ANALYZE VIDEOS

**Geography** What are the advantages and disadvantages of rapid urbanization in China? Possible answer: advantages—consumption, economic boom, improved infrastructure, jobs, growing middle class; disadvantages—poor construction, water pollution, dangerous smog



Module 29

# China, Mongolia, and Taiwan

Essential Question

How can history and geography help us understand population patterns in China, Mongolia, and Taiwan?

National capital

Other cities

0 250 500 Miles  
0 250 500 Kilometers

Projection: Two-Point Equidistant

In this module, you will learn about the land and people of China, Mongolia, and Taiwan.

**What You Will Learn**

**Lesson 1: Physical Geography . . . . .** 929  
The Big Idea Physical features, climate, and resources vary across China, Mongolia, and Taiwan.

**Lesson 2: China . . . . .** 933  
The Big Idea China's economy and cities are growing rapidly, but the Chinese have little political freedom and many environmental problems.

**Lesson 3: Mongolia and Taiwan . . . . .** 941  
The Big Idea Mongolia is a rugged land with a nomadic way of life and growing cities, while Taiwan is a densely settled and industrialized island.

Explore ONLINE!

- Document-Based Investigations
- Graphic Organizers
- Interactive Games
- Channel One News Video: Made in China: Building Boom
- Channel One News Video: People and Politics
- Image with Hotspots: Terraced Rice Fields
- Interactive Graph: China's Projected Urban Population
- Image with Hotspots: Mongols on the Move

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### Lesson 1 Big Idea

Physical features, climate, and resources vary across China, Mongolia, and Taiwan.

#### Main Ideas

- Physical features of China, Mongolia, and Taiwan include mountains, plateaus and basins, plains, and rivers.
- China, Mongolia, and Taiwan have a range of climates and natural resources.

### Lesson 2 Big Idea

China's economy and cities are growing rapidly, but the Chinese have little political freedom and many environmental problems.

#### Main Ideas

- In China's modern history, revolution and civil war led to a communist government.
- China's booming economy is based on agriculture and manufacturing.
- China has a massive population and its urban areas are growing.
- China's environment faces a number of serious problems.
- China has a rich culture shaped by ancient traditions.



**Geography** Horses play an important role in Mongolian life and culture. Many Mongolians are nomads and use horses to travel across the country's large plains.



**Culture** Chinese opera uses music and symbolism to tell stories. The actors wear bold and colorful makeup that has special meanings.

**History** China's capital city, Beijing, is over 3,000 years old and home to more than 23 million people.

## Explore the Map and Images

**China, Mongolia, and Taiwan: Political** Point out the relative sizes of China, Mongolia, and Taiwan. Tell students that Mongolia is very sparsely populated and that Taiwan and eastern China are densely populated.

**Geography** Mongolia's land is rugged and wild. Almost half of Mongolians live as nomads. Many depend on horses for transportation.

**History** In Chinese, the name *Beijing* means "northern capital." The city has been the seat of government power in China for more than two centuries.

**Culture** Chinese opera dates back over a thousand years and is one of the world's oldest forms of theater. Performances combine music, song, dance, literature, martial arts, and acrobatics.

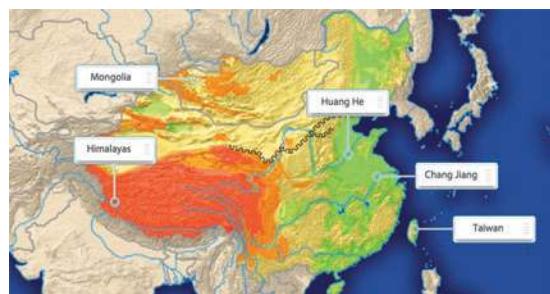
### Analyze Visuals

Have students examine the images and answer the following questions:

1. What can you learn about Chinese opera from the photograph of the opera performer? *Possible answer: Performers wear elaborate costumes and makeup.*
2. What features of Beijing shown in the photo resemble other modern cities? *Possible answer: skyscrapers, parks, pollution*
3. What evidence of human-environment interaction do you see in the photo of the Mongolians on horseback? *Possible answer: The men are wearing jackets with long sleeves and pants, which may protect them from cold weather. They use horses to travel across the plains.*

## ► Online Module Flip Cards

Use the flip cards as a whole class activity or in student pairs to preview the module's Key Terms and Places. Students can guess the meaning of each word, then review its definition, or do the reverse, using the flip card's toggle button to switch from "Term" to "Definition" mode. Students can also use the flip cards at the end of the module as a review tool before taking the Module Assessment.



## Lesson 3 Big Idea

Mongolia is a rugged land with a nomadic way of life and growing cities, while Taiwan is a densely settled and industrialized island.

### Main Ideas

- Mongolia is a sparsely populated country where many people live as nomads.
- Taiwan is a small island with a dense population and a highly industrialized economy.

# Reading Social Studies

## Reading Social Studies

### READING FOCUS

#### Understand Implied Main Ideas

Group students into pairs. Have each student think of an activity they want to convince everyone to do, such as buy pizza from a certain place or see a certain movie. Have students write down three reasons their idea is a good one. Next, have partners exchange papers and see if they can guess each other's idea based only on their reasons for doing it.

#### You Try It!

Read the following sentences. Then use the steps listed to the right to develop a statement that expresses the main idea of the paragraph. Exchange your statement with a partner to check your understanding of the implied main idea.

*topic: farming in China; facts and details: 300 million people work in farming, China leading producer of rice, wheat, corn, and potatoes, only 11 percent of land is good for farming, most farms in eastern plains and river valleys, one-third of workers are farmers, terraces maximize land use; details repeated: many people work in farming; main idea: farming in China requires human work and adapts to the available land*

#### Understand Implied Main Ideas

### READING FOCUS

Main ideas are often stated in a paragraph's topic sentence. When the main idea is not stated directly, you can find it by looking at the details in the paragraph. First, read the text carefully and think about the topic. Next, look at the facts and details and ask yourself what details are repeated. What points do those details make? Then create a statement that sums up the main idea. Examine how this process works for the paragraph below.

In 1644 an ethnic group called the Manchu from northeastern Asia took control of China and founded the Qing (CHING) dynasty. Qing rule was peaceful until the 1800s. At that time, European powers began spreading their empires into Asia. Much of China fell under European influence. At the same time, many Chinese wanted to end dynastic rule. This unhappiness sparked a revolution.

#### YOU TRY IT!

Read the following sentences. Then use the steps listed to the right to develop a statement that expresses the main idea of the paragraph. Exchange your statement with a partner to check your understanding of the implied main idea.

About 300 million Chinese work in farming. The country is a leading producer of rice, wheat, corn, and potatoes. Only about 11 percent of China's land is good for farming. Most farms are in China's eastern plains and river valleys. So how does China produce so much food? More than a third of Chinese workers are farmers. In addition, farmers cut terraces into hillsides to make the most use of the land.

#### What is the topic?

China's contact with Europe

#### What are the facts and details?

- Qing rule was peaceful until the 1800s.
- European empires spread into Asia.
- Much of China fell under European control.
- Many Chinese wanted an end to dynastic rule.

#### What details are repeated?

China was under dynastic rule.

#### What is the main idea?

European influence and unhappiness with dynastic rule led the Chinese to revolution.

As you read this module, use the steps in this lesson to help you identify implied main ideas.



# Physical Geography



## ► Online Lesson 1 Enrichment Activities

### Unlock the Secrets of the Himalayas

**Video** Students view a video about the formation of the Himalayas, then create a poster illustrating the key physical processes that have shaped the world's highest mountain range.

### Perils of Pollution in China

**Create a Poster** Students read about air and water pollution in China, then research and write a proposal for a documentary about pollution in China.

### One More Thing: Ice Festival

**Video** Students view a video about Harbin, China's International Ice and Snow Sculpture Festival, then create a multimedia presentation showcasing the festival.

#### Watch Channel One News



# Physical Geography

## The Big Idea

Physical features, climate, and resources vary across China, Mongolia, and Taiwan.

## Main Ideas

- Physical features of China, Mongolia, and Taiwan include mountains, plateaus and basins, plains, and rivers.
- China, Mongolia, and Taiwan have a range of climates and natural resources.

## Key Terms and Places

Himalayas  
Plateau of Tibet  
Gobi  
North China Plain  
Huang He  
loess  
Chang Jiang

## If YOU lived there ...

You are a young filmmaker who lives in Guangzhou, a port city in southern China. You are preparing to make a documentary film about the Huang He, one of China's great rivers. To make your film, you will follow the river across northern China. Your journey will take you from the Himalayas to the coast of the Yellow Sea.

## What do you expect to see on your travels?

## Physical Features

Have you seen the view from the top of the world? At 29,029 feet (8,848 m), Mount Everest in the **Himalayas** is the world's highest mountain. From atop Everest, look east. Through misty clouds, icy peaks stretch out before you, fading to land far below. This is China. About the size of the United States, China has a range of physical features. They include not only the world's tallest peaks but also some of its driest deserts and longest rivers.

Two other areas are closely linked to China. To the north lies Mongolia (mahn-GOHL-yuh). This landlocked country is dry and rugged, with vast grasslands and desert. In contrast, Taiwan (TY-WAHN), off the coast of mainland China, is a green tropical island. Look at the map to see the whole region's landforms.

**Mountains** Much of this large region, including Taiwan, is mountainous. In southwest China, the Himalayas run along the border. They are Earth's tallest mountain range. Use the physical map of China, Mongolia, and Taiwan in this lesson to locate the region's other ranges. As a tip, the Chinese word *shan* means "mountain."

**Other Landforms** Many of the mountain ranges are separated by plateaus, basins, and deserts. In southwest China, the **Plateau of Tibet** lies north of the Himalayas. The world's highest plateau, it is called the Roof of the World.

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## Teach the Big Idea

### 1. Whole Class Open/Introduction

If **YOU** lived there ...

#### What do you expect to see on your travels?

Review the scenario with students and lead a class discussion around responses to the question. You may wish to review the following points to frame your discussion.

#### Consider the NATURAL features:

- very mountainous regions
- outskirts of desert regions
- fertile river valleys of the North China Plain

#### Consider the HUMAN features:

- heavily populated areas
- many farms; some of China's oldest cities
- some of the Great Wall of China

**2. Direct Teach** Introduce the Big Idea: *Physical features, climate, and resources vary across China, Mongolia, and Taiwan.* Point out to students that China, Mongolia, and Taiwan make up a large part of East Asia. Ask students to speculate on the physical features and climates that are found in this region. As you record their comments on the board, tell students that this lesson will show them which of their ideas are accurate.

**3. Practice/Assess/Inquire** Have students create a chart with three columns. Have them label the columns *China, Mongolia, and Taiwan*. As they read the section, have them list details about each country's physical geography.

**4. Explore** Have each student create five True/False questions about the information. Then have them take turns quizzing each other. When students identify false items, have them explain why they are false.

**5. Whole Group Close/Reflect** Have students write three paragraphs in which they explain the effect that physical geography has on human life in these countries. In their paragraphs, have students include at least one dictionary definition and three words they found in a thesaurus. Have them underline these items.

\*Alternative Assessment Handbook, Rubrics 7: Charts; and 37: Writing Assignments

### ONLINE DOCUMENT-BASED INVESTIGATION

#### China, Mongolia, and Taiwan

The map *China, Mongolia, and Taiwan: Physical* is the first of three document-based investigations that students will analyze in this module. Students will use the map's interactive features to explore the region.

## Teach the Main Idea

Physical features of China, Mongolia, and Taiwan include mountains, plateaus and basins, plains, and rivers.

**Describe** Where are the Himalayas and the Plateau of Tibet located? *in southwest China*

**Identify** What are two major deserts in the region? *the Taklimakan in western China and the Gobi in Mongolia*

**Draw Conclusions** How might the fact that Mongolia is a landlocked country affect its culture? *Possible answers: fewer opportunities for trade and cultural exchange; traditional ways might flourish*

## More About ...

**Climbing Mount Everest** American Erik Weihenmayer reached the summit of the Himalayas' Mount Everest in 2001. Many people have climbed Mount Everest. However, Weihenmayer is blind. He has also climbed Mount McKinley and Kilimanjaro.

**Mongolia's Geography** Mongolia is best known for its mountains, rolling plains, and deserts. But, it is also home to some surprising geographic features. The country has over 3,000 lakes, many of which are salty. More than 200 extinct volcanoes are located in the eastern part of the country.

## ONLINE GRAPHIC ORGANIZER

### Physical Geography

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

**Summarize** What are the major physical features of China, Mongolia, and Taiwan? *Possible answers: mountains—Himalayas, karst towers; plateaus, basins, deserts—Plateau of Tibet, Taklimakan Desert, Gobi Desert, Turpan Depression; plains and river valleys—China Plain; rivers—Huang He, Chang Jiang*

## ONLINE LESSON FLIP CARDS

### Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **Himalayas, Plateau of Tibet, Gobi, North China Plain, Huang He, loess, Chang Jiang.**

## ONLINE DOCUMENT-BASED INVESTIGATION

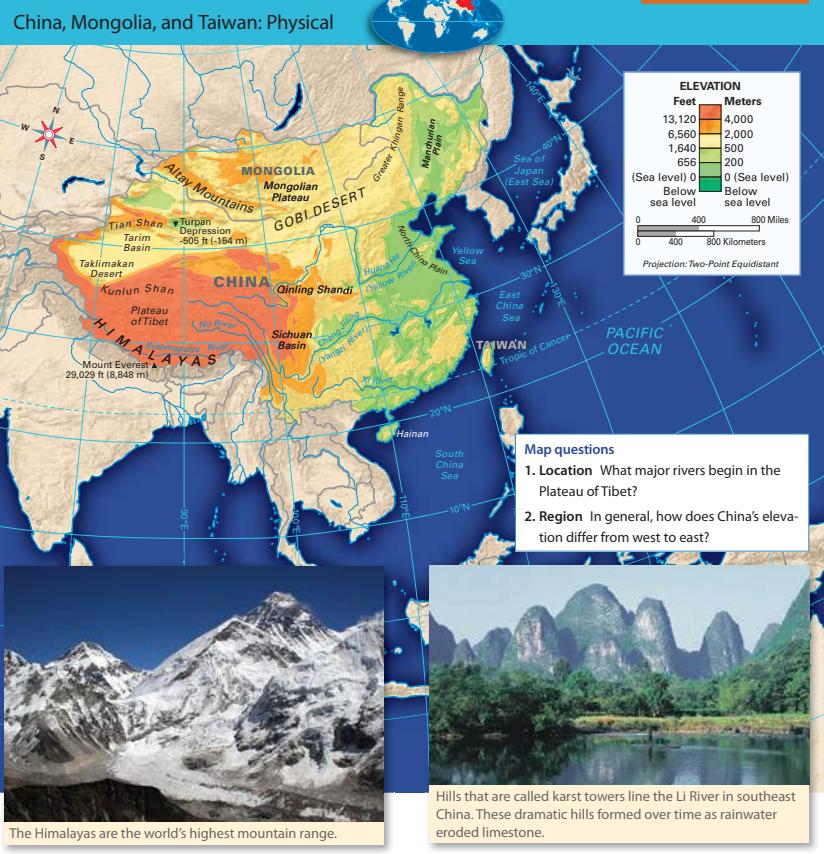
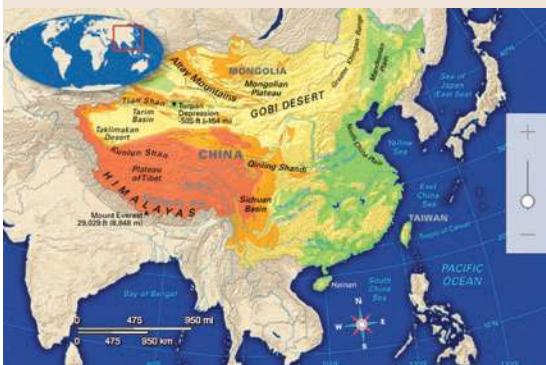
### China, Mongolia, and Taiwan: Physical

Have students explore the map using the interactive features and answer the associated question.

**Analyze Sources** How might rivers influence patterns of settlement and trade in this region?  
*Possible answer: Rivers provide a source of water for farming and drinking. They may also be used as a transportation route. As a result many people likely live and trade near rivers in this region.*

In print edition, see map of same title.

- Location** What major rivers begin in the Plateau of Tibet? *Chang Jiang (Yangzi River), Huang He (Yellow River), Nu, and Brahmaputra*
- Region** In general, how does China's elevation differ from west to east? *higher in the west and lower in the east*



Moving north, we find a low, dry area. A large part of this area is the Taklimakan (tah-kluh-muh-KAHN) Desert, a barren land of sand dunes and blinding sandstorms. In fact, sandstorms are so common that the desert's Turkish name, Taklimakan, has come to mean "Enter and you will not come out." To the northeast, the Turpan (toohr-PAHN) Depression is China's lowest point, at 505 feet (154 m) below sea level.

Continuing northeast, in Mongolia we find the **Gobi**. This harsh area of gravel and rock is the world's coldest desert. Temperatures can drop to below  $-40^{\circ}\text{F}$  ( $-40^{\circ}\text{C}$ ).

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## ENGLISH LANGUAGE LEARNERS

### Identifying Physical Features

- To help students gain a greater understanding of the physical features in China, Mongolia, and Taiwan, organize them into pairs.
- Review the superlative form of short adjectives (e.g., *quick, quickest*). Adding *-est* to an adjective means the noun it is describing is the maximum or most extreme.

- Ask students to work with their partners to identify and locate on the map the world's *tallest* mountain range, *highest* plateau, and *coldest* desert. Ask them to do the same for China's *lowest* point and Asia's *longest* river.

\*Alternative Assessment Handbook, Rubrics 1: Acquiring Information; and 21: Map Reading

For additional instruction, go to end of lesson.

In east China, the land levels out into low plains and river valleys. These fertile plains, such as the **North China Plain**, are China's main population centers and farmlands. On Taiwan, a plain on the west coast is the island's main population center.

**Rivers** In China, two great rivers run west to east. The **Huang He** (HUANG HEE), or the Yellow River, flows across northern China. Along its course, this river picks up large amounts of **loess** (LES), or fertile, yellowish soil. The soil colors the river and gives it its name.

In summer, the Huang He often floods. The floods spread layers of loess, enriching the soil for farming. However, such floods have killed millions of people. For this reason, the river is called China's Sorrow.

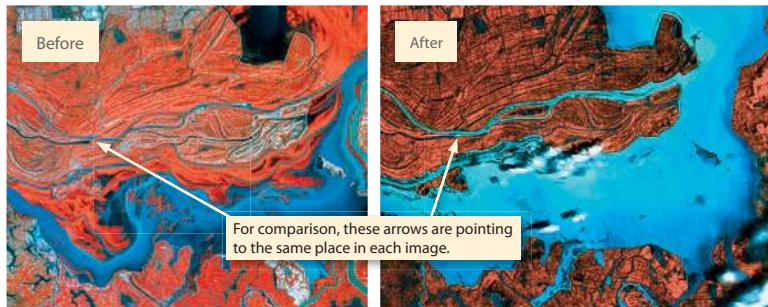
The mighty **Chang (CHAHNG) Jiang**, or the Yangzi (YAHNG-zee) River, flows across central China. It is Asia's longest river and a major transportation route.

### Climate and Resources

Climate varies widely across the region. The tropical southeast is warm to hot, and monsoons bring heavy rains in summer. In addition, typhoons can strike the southeast coast in summer and fall. Similar to hurricanes, these violent storms bring high winds and rain. As we move to the northeast, the climate is drier and colder. Winter temperatures can drop below 0°F (-18°C).

#### Flooding in China

China's rivers and lakes often flood during the summer rainy season. The satellite images here show Lake Dongting Hu in southern China. The lake appears blue, and the land appears red. Soon after the Before image was taken, heavy rains led to flooding. The After image shows the results. Compare the two images to see the extent of the flood, which killed more than 3,000 people and destroyed some 5 million homes.



**Analyze Visuals**  
Why might people continue to live in areas that often flood?

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#### ADVANCED/GIFTED

##### News Brief: Flooding in China

1. Have students review the information about flooding in China that occurred at Lake Dongting Hu. Have students research floods at this lake, as well as other recent floods in China.
2. Have students work individually or with a partner to select one severe flood and prepare an oral news report on it. Students should include maps, statistics, the consequences of the flood, and before-and-after pictures.

3. Have students present their news reports to the class. Encourage other students to listen actively, take notes, and ask relevant questions about the event and its aftermath.

\*Alternative Assessment Handbook, Rubric 24:  
Oral Presentations

## Teach the Main Idea

China, Mongolia, and Taiwan have a range of climates and natural resources.

**Describe** Where do most typhoons occur in the region? *in the southeast*

**Compare and Contrast** Which resource do China and Taiwan have that is not plentiful in Mongolia? *farmland*

### More About . . .

**Fossil Hunting from Space** Buried under the deep sands of the Gobi Desert in Mongolia, researchers discovered a rich fossil site in 1993. For years, they have gone back to the Gobi in search of more fossils. However, these trips were very expensive and dangerous. Today, these scientists are using satellites to find new fossil sites. The Global Positioning System (GPS) uses satellites to determine exact locations—a much more efficient process than walking in one of the world's biggest deserts.

#### ONLINE INTERACTIVE VISUALS

##### Image Compare: Flooding in China

Have students explore and compare the images using the interactive slider. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** Why might people continue to live in areas that often flood? *Possible answer: because the soil is fertile for growing crops*  
In the print edition, see feature titled *Flooding in China*.

#### Flooding in China

China's rivers and lakes often flood during the summer rainy season.

**Before**  
This 1998 satellite image shows Lake Dongting Hu in southern China. The lake appears blue, and the land appears red. Soon after the Before image was taken, heavy rains led to flooding.



#### READING CHECK

**Summarize** What are the main physical features found in this region? *mountains, plateaus, deserts, plains, rivers, and basins*



## ONLINE INTERACTIVE MAPS

### China, Mongolia, and Taiwan: Precipitation

Have students explore the map using the interactive features and answer the associated question.

**Location** How much precipitation does the lower Chang Jiang average each year? *40–60 inches*

## GAME

### Where Am I? China, Mongolia, and Taiwan

Have students play the game to test their knowledge of the geography of China, Mongolia, and Taiwan.



## READING CHECK

**Contrast** Which of these three countries has the most natural resources? *China*

## Print Assessment

### Review Ideas, Terms, and Places

1. a. **Identify** What two major rivers run through China? *Huang He (Yellow River) and Chang Jiang (Yangzi River)*
- b. **Explain** How does the Huang He both benefit and hurt China's people? *It benefits China by enriching the soil for farming. It hurts China by flooding.*
- c. **Elaborate** Why do you think many people in China live on the North China Plain? *Possible answer: More food can be grown in this area to support a larger population.*
2. a. **Define** What is a typhoon? *similar to a hurricane, a violent storm that brings heavy wind and rain*
- b. **Contrast** What are some differences between the climates of southeast and northwest China? *in the southeast—warm to hot, with heavy rains brought by monsoons; in the northwest—mainly dry, with temperatures ranging from cold to hot*

**Reading Check**  
**Contrast** Which of these three countries has the most natural resources?

In the north and west, the climate is mainly dry. Temperatures vary across the area and can get both very hot and cold.

China has a wealth of natural resources. Like its climate, China's natural resources show tremendous variety. The country is rich in mineral resources and is a leading producer of coal, lead, tin, and tungsten. China produces many other minerals and metals as well. China's forestland and farmland are also valuable resources.

Mongolia's natural resources include minerals such as coal, iron, and tin as well as livestock. Taiwan's major natural resource is its farmland. Important crops include sugarcane, tea, and bananas.

**Summary and Preview** As you have read, China, Mongolia, and Taiwan have a range of physical features, climate, and resources. Next, you will read about the history and culture of China.

### Lesson 1 Assessment

#### Reviewing Ideas, Terms, and Places

1. a. **Identify** What two major rivers run through China?  
b. **Explain** How does the Huang He both benefit and hurt China's people?  
c. **Elaborate** Why do you think many people in China live on the North China Plain?
2. a. **Define** What is a typhoon?  
b. **Contrast** What are some differences between the climates of southeast and northwest China?  
c. **Rate** Based on the different climates in this region, which part of the region would you prefer to live in? Why?

#### Critical Thinking

3. **Categorize** Use a chart like the one shown here to organize, identify, and describe the main physical features of China, Mongolia, and Taiwan.

Physical Features	Details
plateaus, basins, deserts	
plains and river valleys	
rivers	

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- c. **Rate** Based on the different climates in this region, which part of the region would you prefer to live in? Why? *Answers will vary, but students should support their opinions with information from the section.*

### Critical Thinking

3. **Categorize** Use a chart to organize, identify, and describe the main physical features of China, Mongolia, and Taiwan. *Mountains—Himalayas; Plateaus, basins, deserts—Plateau of Tibet, Taklimakan Desert, Gobi Desert, Turpan Depression; Plains and river valleys—North China Plain; Rivers—Huang He, Chang Jiang*

For additional instruction, go to end of lesson.

## ► Online Assessment

1. How is the Huang He different from the Chang Jiang?
  - Only the Huang He runs from north to south.
  - Only the Huang He contains large quantities of loess.
  - Only the Huang He is located between two mountain ranges.
  - Only the Huang He is used to transport large quantities of goods.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

The [Huang He] in China is noted for the large amounts of loess it contains.

2. Which natural resource is found in both China and Mongolia?
  - coal
  - diamonds
  - farmland
  - gold

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

[Coal] is likely widely used to heat homes in both China and Mongolia.

3. **Make Inferences** Would you expect more people to live in Mongolia or Taiwan? Explain your answer.

*I would expect more people to live in Taiwan. Taiwan is a green, tropical island that is more likely to be able to support a large population than Mongolia, which is a dry country with a vast desert.*

4. **Draw Conclusions** In which geographic region of China would you expect to find the densest plant growth? Explain your answer.

*I would expect to find the densest plant growth in southeast China. This is because this region has the warmest temperatures and the most rainfall.*

## ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 930

### STRUGGLING READERS

#### Rivers and Deserts

1. Have students reread the text *Other Landforms*. Then have students create a chart with one column labeled *Rivers* and the other labeled *Deserts*.
2. Have students list China's two main rivers and two deserts under each heading.

\*Alternative Assessment Handbook, Rubric 7: Charts

continued from page 931

### COLLABORATIVE LEARNING

#### Planning a Documentary

1. Divide the class into small groups. Have each group plan a documentary about flooding in the region. Have them begin by researching the history of flooding along the Huang He. Suggest that they gather photographs, write interview questions for flood survivors, and in very broad terms examine human-made causes for the floods and actions that might be taken to prevent future flooding.
2. Next, have students create a storyboard for the documentary, sketching out a rough sequence for both text and visuals.
3. Have students display their storyboards and discuss what they have learned.

\*Alternative Assessment Handbook, Rubrics 14: Group Activity; and 22: Multimedia Presentations

continued from page 932

### SPECIAL NEEDS STUDENTS

#### Landform Collage

1. Organize the class into small groups, and assign each group one of China's physical features, including mountains, deserts, plains, rivers, and river valleys.
2. Have each group create a drawing of the assigned feature. Then work with students to create a collage superimposed over a map of China so that students can see where each of these features is located.

\*Alternative Assessment Handbook, Rubric 8: Collages



# China

- National Day
- China's Environmental Issues
- China's Ethnic Groups

- **Geographic Feature:** Chinese Martial Arts
- Three Gorges Dam
- Zang Yimou (1951– )
- Made in China, Part 2: Cheap Goods, Big Business

- Made in China, Part 5: People and Politics

## Videos

## Visuals

## LESSON 2

### Big Idea

China's economy and cities are growing rapidly, but the Chinese have little political freedom and many environmental problems.

## Extend and Enrich

## Maps, Graphs, and Charts

- Map: Imperialism in China, 1842–1900
- Graph: Trends in China's Population
- Map: China: Population
- Graph: China's Growing Cities
- Map: China: Environmental Challenges

## Sources

- Document-Based Investigation: Terraced Rice Fields

## Assessment

- Key Terms Review
- Reading Check
- Graphic Organizer Activity
- Lesson Assessment

## ► Online Lesson 2 Enrichment Activities

### Three Gorges Dam

**Video** Students view a video on China's massive Three Gorges Dam, then create an infographic showing the causes and effects of building the dam.



### Zang Yimou (1951– )

**Biography** Students read about an acclaimed film director, then write a short story with a hero inspired by the director's belief that "the heart is more important than the sword."

### Made in China, Part 2: Cheap Goods, Big Business

**Video** Students view a video about China's manufacturing boom, then write an essay summarizing the effects of Chinese factories on China and its people, as well as on American businesses and workers.





# China

**The Big Idea**

China's economy and cities are growing rapidly, but the Chinese have little political freedom and many environmental problems.

**Main Ideas**

- In China's modern history, revolution and civil war led to a communist government.
- China's booming economy is based on agriculture and manufacturing.
- China has a massive population and its urban areas are growing.
- China's environment faces a number of serious problems.
- China has a rich culture shaped by ancient traditions.

**Key Terms and Places**

Beijing  
Tibet  
command economy  
Shanghai  
Hong Kong  
dialect  
Daoism  
Confucianism  
pagodas

**If YOU lived there ...**

Long ago, your family owned a small farm in the countryside. But, in the 1950s, China's government took over people's farms to create large government-run farms. For years, your parents grew tea on a government farm. Since the government began allowing private businesses, your parents have been selling tea in the market. Now, they are considering opening a tea shop.

**What do you think your parents should do?****Modern History**

In 1644 an ethnic group called the Manchu from northeastern Asia took control of China and founded the Qing (CHING) dynasty. Qing rule was peaceful until the 1800s. At that time, European powers began spreading their empires into Asia. Much of China fell under European influence. At the same time, many Chinese wanted to end dynastic rule. This unhappiness sparked a revolution.

**Revolution and Civil War** In 1911 a revolution ended 2,000 years of rule by emperors. The rebels founded a republic, a political system in which voters elect their leaders. Two rival political groups soon emerged—the Nationalists, led by Chiang Kai-shek (chang ky-SHEK), and the Communists, led by Mao Zedong (MOW ZUH DOOHNG). The Nationalists wanted China to remain a republic based on democracy. The Communists believed that communism was the best political and economic system for China.

The two groups fought a bloody civil war. That war ended in October 1949 with the Communists as victors. They founded a new government, the People's Republic of China. The Nationalists fled to Taiwan, where they founded the Republic of China.

**Communist China** Mao, the Communists' leader, headed China's new government. In a Communist system, the government owns most businesses and land and controls all areas of life. China's new Communist government began by taking over control of the economy. The government seized all private farms and organized them into large, state-run farms. It also took over all businesses and factories.

China, Mongolia, and Taiwan 933

**Teach the Big Idea****1. Whole Class Open/Introduction**

**If YOU lived there ...**

**What do you think your parents should do?**

Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

**Consider the BENEFITS of opening a tea shop:**

- could earn more money
- could be more fun than farming
- could meet more people

**Consider the DRAWBACKS of opening a tea shop:**

- you and parents may have to work longer hours
- may have to move to the city
- could lose all the money earned if the tea shop fails

**2. Direct Teach** Introduce the Big Idea: *China's economy and cities are growing rapidly, but the Chinese have little political freedom and many environmental problems.* Ask students to offer their ideas about what life in China is like today. As students respond, record their answers on the board and ask them why they think this. Query students about what they have heard about China recently in the media. Tell students that China has changed rapidly over the past three decades but that other aspects of life in China have remained the same.

**3. Practice/Assess/Inquire** Have students create a chart with four columns labeled *Economy*, *Government*, *People and Culture*, and *Environment*. As they read, have them fill in the columns with details from the section. Suggest that they underline the details that they find most surprising or intriguing.

**4. Explore** Have students compare the entries on their charts. Ask them to share the details that they have underlined. Then have them quiz each other about their entries.

**5. Whole Group Close/Reflect** Have students choose one detail from each column and write one or two paragraphs explaining its importance.

\*Alternative Assessment Handbook, Rubric 7: Charts

 **ONLINE DOCUMENT-BASED INVESTIGATION**
**China, Mongolia, and Taiwan**

Terraced Rice Fields is the second of three document-based investigations that students will analyze in this module. Students will explore the image with interactive hotspots to discover how China has altered the landscape to create arable land.

**Teach the Main Idea**

In China's modern history, revolution and civil war led to a communist government.

**Define** What is a Communist system? *The government owns most businesses and land and controls many areas of life.*

**Analyze** Who gained more rights under the Communist system, and who had their freedom restricted? *women; critics of the government*

**Draw Conclusions** How did Deng Xiaoping improve economic conditions in China? *He worked to modernize the economy, and he encouraged foreign investments.*

**More About ...**

**Mao Zedong** Mao Zedong (1893–1976) was born to a well-to-do farming family in Hunan province. As a student, Mao was exposed to revolutionary ideas, and by 1921 he was committed to Marxism. Nine years after the establishment of the People's Republic of China, Mao launched the Great Leap Forward, an economic reform program that failed miserably. Between 1958 and 1962, about 20 million Chinese starved to death. In 1966 Mao launched the Cultural Revolution to repress and eliminate critics of his leadership.

## ► ONLINE GRAPHIC ORGANIZER

### China

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

**Identify Effects** How has adopting aspects of a market economy changed life in China? *Possible answer: People are able to own businesses and choose their own careers. China's economy boomed.*

## ► ONLINE LESSON FLIP CARDS

### Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **Beijing, Tibet, command economy, Shanghai, Hong Kong, dialect, Daoism, Confucianism, pagodas.**

## ► ONLINE INTERACTIVE MAPS

### Imperialism in China, 1842–1900

Have students explore the map using the interactive features and answer the associated question.

**Region** Which country likely had the most access to China's interior resources? *Great Britain*

## ► ONLINE INTERACTIVE VISUALS

### Image with Hotspots: National Day

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** Why might China's government include so many different groups in the National Day parades? *Possible answer: to promote unity among different ethnic groups and religions*

## ► ONLINE ANALYZE VIDEOS

### Made in China, Part 5: People and Politics

Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.

**Analyze Videos** Why is China still criticized for human rights issues? *Possible answer: because people can be imprisoned without trial, religious practices are restricted, poor people are oppressed, citizens don't have a say in government*

### National Day

October 1 is National Day in China, a public holiday celebrating the founding of the People's Republic of China. Every five years, Beijing hosts huge parades and festivities in Tiananmen Square, one of the world's largest public gathering places. The parades can include more than 500,000 participants.



#### Analyze Visuals

Why might China's government include so many different groups in the National Day parades?

While some changes improved life, others did not. On one hand, women gained more rights and were able to work. On the other hand, the government limited freedoms and imprisoned people who criticized it. In addition, many economic programs were unsuccessful. Some were outright disasters. In the early 1960s, for example, poor planning and drought led to a famine that killed millions.

**China Since Mao** After Mao's death in 1976, Deng Xiaoping (DUHNG-SHOW-PING) rose to power. Deng worked to modernize and improve China's economy. He allowed some private businesses and encouraged nations to invest in China. Leaders after Deng continued making economic reforms. They also invested in new technologies and transportation networks, such as roads, shipyards, and railways. These actions made it easier to produce, move, and trade resources and goods. As a result economic interdependence has increased, both regionally and globally.

More economic freedom and growth has not lead to more political freedom in China. The Communist government still tightly controls most areas of life. For example, the government censors newspapers and Internet access, which restricts the flow of information and ideas.

934 Module 29

## ENGLISH LANGUAGE LEARNERS

### Prefixes

- To help students gain a greater understanding of the vocabulary used in this lesson, explain that prefixes can be added to a word to change the meaning of the word. Draw students' attention to the word *pro-democracy* as an example.
- Explain to students that if they know the meaning of both parts of the word, they can figure out the new meaning of the word (e.g., *pro-* means "for," so *pro-democracy* means "for democracy").
- Discuss the meaning of other prefixes and how they change the meanings of words.

Give some examples of prefixes (e.g., *anti-*, *pre-*, *dis-*, *extra-*), and have students volunteer words they know with those prefixes (e.g., *anti-theft*, *prehistoric*, *disappear*, *extracurricular*). Discuss the meaning of the words.

- Point out that sometimes hyphens are used to help read the word more clearly (e.g., *anti-aircraft*, *re-enter*) or to clarify meaning (e.g., *re-cover* a book or *recover* from a cold).

\*Alternative Assessment Handbook, Rubrics 1: Acquiring Information; and 11: Discussions

In addition, China harshly punishes people who oppose the government. In 1989 more than 100,000 pro-democracy protestors gathered in Tiananmen Square in **Beijing**, China's capital. The protestors demanded more political rights and freedoms and refused to leave the square. In response, the government deployed troops and tanks to make them leave. Hundreds of protestors were killed. Many more were injured or imprisoned.

China has also taken harsh actions against ethnic rebellions. For example, China controls the Buddhist region of **Tibet**, in southwest China. When the Tibetans rebelled in 1959, the Chinese quickly crushed the revolt. The Dalai Lama (dah-ly LAH-muh), Tibet's Buddhist leader, had to flee to India. China then cracked down on Tibetans' rights.

Because of actions such as these, many countries have accused China of violating human rights. Some countries, including the United States, have considered limiting trade with China until it shows more respect for human rights.

### Economy

Until the 1970s, China had a **command economy**, an economy in which the government owns all businesses and decides where people work and what industries produce. In the late 1970s, China developed a mixed

economy by adopting aspects of a market economy. People were allowed to choose careers, start businesses, and keep the profits they earned. China's economy boomed. Today China has the world's second largest economy.

About 300 million Chinese work in farming. The country is a leading producer of rice, wheat, corn, and potatoes. Only about 11 percent of China's land is good for farming. Most farms are in China's eastern plains and river valleys. So how does China produce so much food? More than a third of Chinese workers are farmers. In addition, farmers cut terraces into hillsides to make the most use of the land.

Today, China is best known for manufacturing, especially of low-cost goods. China is the world's largest producer and exporter of manufactured goods. The familiar label "Made in China" marks all sorts of products worldwide, from satellites and chemicals to clothing and toys. China is able to produce goods cheaply because of its vast resources and a massive, inexpensive labor force.

The global demand for cheap goods has made manufacturing the most profitable part of China's economy. In turn, economic growth has improved wages and living standards. Almost all homes now have electricity. More and more Chinese can afford goods such as TVs, computers, and cars. Still, in rural China, many remain poor and unemployment is high.



Farmers near Yunnan, in southern China, use traditional methods to work rice paddies.

**Reading Check**  
Identify Cause and Effect How have changes in China's economic policies affected individuals and businesses?

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### ANALYZE PRIMARY AND SECONDARY SOURCES

#### Tiananmen Square

- Organize the class into small groups.

Have half of the groups look for primary sources concerning the 1989 protests at Tiananmen Square. Have the other half of the groups find secondary sources about the same event.

- Remind students of the difference between primary sources and secondary sources. Primary sources include first-person accounts from eyewitnesses or persons involved in the event. Secondary sources comment on, describe, or interpret events.

- Have each group present its findings. Ask students: What happened at Tiananmen Square? What kinds of information do you find in primary sources? What do you find in secondary sources? Compare and contrast the sources and discuss any discrepancies among them.

\*Alternative Assessment Handbook, Rubrics 9: Comparing and Contrasting; and 16: Judging Information

### Teach the Main Idea

China's booming economy is based on agriculture and manufacturing.

**Explain** Who makes the decisions in a market economy? *individuals* In a command economy? *the government*

**Describe** What are China's main crops in the north and the south? *wheat; rice*

**Make Inferences** Why do you think China's command economy caused problems? *Possible answers: The government can't increase both productivity and quality; individuals sometimes make better decisions about specific situations.*

### More About . . .

**China's Economy** Tell students that the fact that China is the world's second-largest economy does not mean that everyone is rich there. About 10 percent of the people in China live below the poverty line. China has more than 600 million peasants, or poor farmworkers.

### ONLINE DOCUMENT-BASED INVESTIGATION

#### Terraced Rice Fields

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

**Analyze Sources** Why did farmers add the ridge of soil before they flooded the new fields? *Possible answer: so that they could flood the fields with water, without the water running off of the terrace*

### READING CHECK

**Explain** How did communism change life in China? *Possible answer: The government took over China's land, factories, and businesses. People worked on state farms. Some people gained more rights, but others' rights were limited. Government critics were imprisoned. Some economic programs were unsuccessful and led to disaster.*

**Summarize** How have changes in China's economic policies affected individuals and businesses? *Possible answer: By allowing some free enterprise, closing state-run factories, and creating special economic zones for foreign businesses, China created opportunities for privately owned businesses to grow. Economic growth has improved wages and living standards for individuals.*

## Teach the Main Idea

China has a massive population and its urban areas are growing.

**Recall** How many people live in China today? *about 1.3 billion*

**Identify Cause and Effect** What has caused the rapid growth of cities in China? *growing industry and trade*

**Make Inferences** How can rapid population growth cause problems for a country like China? *Possible answer: can strain already-limited resources*

More About . . .

**China's Population** Although China's one-child policy has ended, the consequences of the policy will affect the country for decades. A cultural preference for male children skewed the population so that there are more men than women, affecting the number of marriages. The policy also caused a disproportionately older population, with fewer young people to support the aging. It is estimated that by 2050, there will be only two workers for every retiree.

### ► ONLINE INTERACTIVE GRAPHS

#### Trends in China's Population

Have students explore the graph and answer the associated question.

**Interpret Graphs** Which statement best describes China's population aged 25–29 in 2015? *China had more males than females in this age range.*

### ► ONLINE INTERACTIVE MAPS

#### China: Population

Have students explore the map using the interactive features and answer the associated question.

**Place** Based on this map, what can you infer about China's eastern cities? *They are located near water features.*

In print edition, see map of same title.

**1. Region** Which areas have the fewest people? *western China*

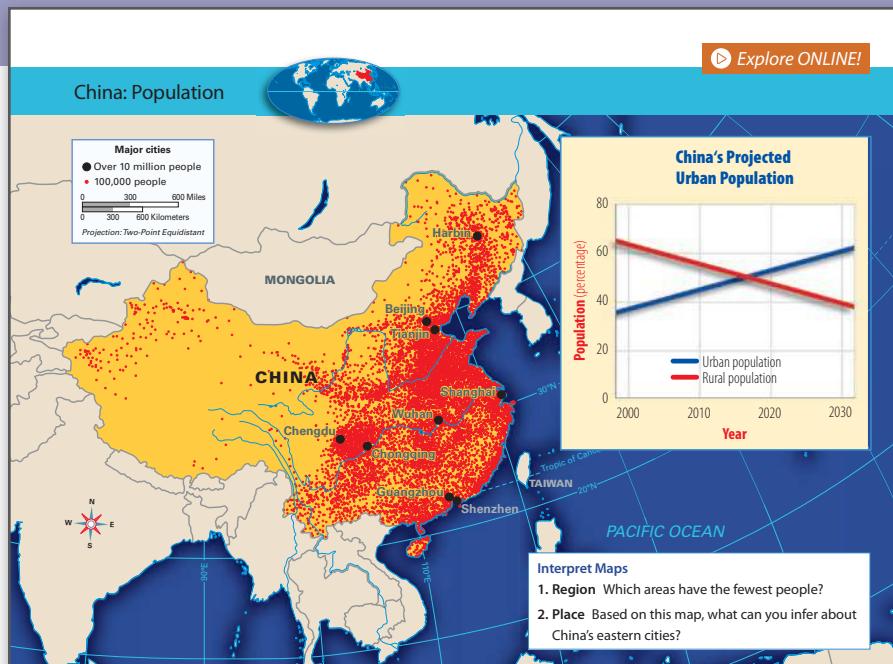
**2. Place** Based on this map, what can you infer about China's eastern cities? *They are located near water features.*

### ► ONLINE INTERACTIVE GRAPHS

#### China's Growing Cities

Have students explore the chart using the interactive features and answer the associated question.

**Interpret Graphs** About what percentage of China's population will be rural in 2030? *about 40 percent*



#### Population

With more than 1.3 billion people, China has the world's largest population and it is on the rise. China's population grows by about 6 million each year. To slow this growth, the government implemented a one-child policy from 1978 to 2015. The policy limited couples to one child. These actions have succeeded in slowing China's population growth. As of 2016, Chinese couples have been able to apply to have a second child.

The vast majority of Chinese people are jam-packed in the eastern part of the country. China's east has fertile farmland. For centuries, its rivers and oceans have supported transportation and communication networks. Historically, these factors gave rise to early civilizations. Today they support industrial and urban growth.

Only 10 percent of China's massive population lives the country's west. Covered by mountains and deserts, this region has little farmland. Many highlanders are nomadic herders of horses and grazing animals such as yaks, sheep, and goats. Because vegetation—mostly mosses and short shrubs—is scarce, grazing herds must be kept moving to find new sources of food. In the mountains, yaks are used for milk, meat, fiber, and transportation across rocky terrain. In the harsh Gobi Desert, people have used camels to travel across vast stretches of desert since ancient times.

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#### TIERED ACTIVITY

##### Evaluate Government Policy

**Below Level**—Ask students to research the one-child policy that China instituted in 1977. Students should describe the details of the policy—including penalties for couples who violated the policy—as well as explain why the Chinese government put it into effect.

**At Level**—Going beyond the Below Level activity, students should:

- evaluate the success of the policy, in both urban and rural areas
- evaluate the long-term consequences of the policy

- cite at least two reputable sources, including one print source

**Above Level**—Going beyond the Below Level and At Level activities, students should:

- draw a conclusion about whether or not the one-child policy in China has been effective and state an opinion as to whether or not it should have been instituted at all.



Many of China's rapidly growing cities are severely crowded, as can be seen in this Shanghai shopping area. Overcrowding is expected to worsen as China's cities continue to grow.

**Reading Check**  
**Contrast** In what ways might rural life differ from city life in China?

center. In central Beijing, large walls hide the golden-roofed palaces of the Forbidden City, former home of China's emperors. Once off-limits to all but the emperor's household, the city is now a museum open to the public.

In southern China, **Hong Kong** and Macao (muh-KOW) are major port cities. Both cities were European colonies until the late 1990s. The United Kingdom returned Hong Kong to China in 1997, and Portugal returned Macao in 1999.

## Environment

Technological hazards caused by urban and industrial growth threaten China's people and environment. Every year, about 25 billion tons of industrial waste and sewage is dumped into the Chang Jiang. The pollution dirties the water, makes it unsafe to drink, and kills fish. Air pollution is another severe problem. Air pollution kills more than 1 million Chinese every year. Burning coal for electricity has the worst effect on China's air quality. Car emissions contribute to the problem. In the past, officials and industry leaders have disagreed over setting emissions standards.



Deforestation is also an issue in China. These children are planting trees to help create new forestland north of Beijing.



Residents of Baotou, in north-central China, wear masks to keep from inhaling harmful particles in the city's polluted air.

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## SPECIAL NEEDS STUDENTS

### Environmental Problems

1. Read aloud the text on China's environmental problems. As you name each issue, write it on the board. Have students copy the list. As you continue to read, have them list the factors that contribute to each problem. For example, problem—water pollution, contributing factors—sewage and factory waste; problem—air pollution, contributing factors—car exhaust and burning coal.

2. When you have finished, ask students to share their lists of contributing factors with the class, and write their responses on the board. Have students correct and add to their own lists as needed.

\*Alternative Assessment Handbook, Rubric 12: Drawing Conclusions

Until 2011, the majority of Chinese people lived in small, rural villages. Today China's massive population is on the move to urban areas. By 2030, approximately 1 billion Chinese are expected to live in cities, which are booming thanks to growing industry and trade.

Most large cities are on the coast or along major rivers. China's largest city, **Shanghai**, is located where the Chang Jiang meets the East China Sea. It is China's leading seaport and an industrial center. China's second-largest city is its capital, Beijing. A mix of old and new, Beijing is China's political and cultural

## Teach the Main Idea

China's environment faces a number of serious problems.

**Identify** What are two causes of air pollution in China? *burning coal for electricity and car exhaust*

**Analyze** What are the positive and negative effects of China's Three Gorges Dam? *positive—clean electric power; negative—at the cost of the loss of plant and animal habitats,*

## More About . . .

**Incinerating Trash** In decades past, the trash from China's cities was transported to huge open-air dumps. The first landfills did not appear until 1994, and since then those landfills have reached capacity or are nearly full. As a result, incineration is a common method of trash disposal in China. But incinerators that are the cleanest-burning are also the most expensive, and some Chinese cities opt for a cheaper process that contributes to air pollution.

## ONLINE INTERACTIVE VISUALS

### Carousel: China's Environmental Issues

Have students navigate through the carousel and note the images that relate to China's environmental issues. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** How has smog changed people's behavior in Baotou, China? *Possible answer: People wear masks to keep from inhaling harmful particles in the air.*

China's Environmental Issues

Deforestation is also an issue in China. These children are planting trees to help create new forestland north of Beijing.

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### READING CHECK

**Contrast** In what ways might rural life differ from city life in China? *Possible answers: fewer goods for sale, a lower standard of living, more traditional lifestyle, less crowded*

## Teach the Main Idea

China has a rich culture shaped by ancient traditions.

**Identify** Which is the largest ethnic group in China?

Han

**Describe** What are two popular sports in China?

martial arts and table tennis

**Analyze** What are the basic beliefs of Daoism, Buddhism, and Confucianism? *Daoism—living simply and in harmony with nature; Buddhism—moral behavior, kindness, and meditation; Confucianism—family, moral values, and respect for elders*

### More About . . .

**Education in China** Education is highly valued in China, but getting a good education can be difficult. Many teachers are poor, work under poor conditions, and have little training. During the Cultural Revolution, many teachers were persecuted, and for five years all universities in China were closed. China's per capita spending on education is only about 3 percent of its GDP, while in many developed countries the spending is closer to 5 percent.

### ONLINE INTERACTIVE MAPS

#### China: Environmental Challenges

Have students explore the map using the interactive features and answer the associated question.

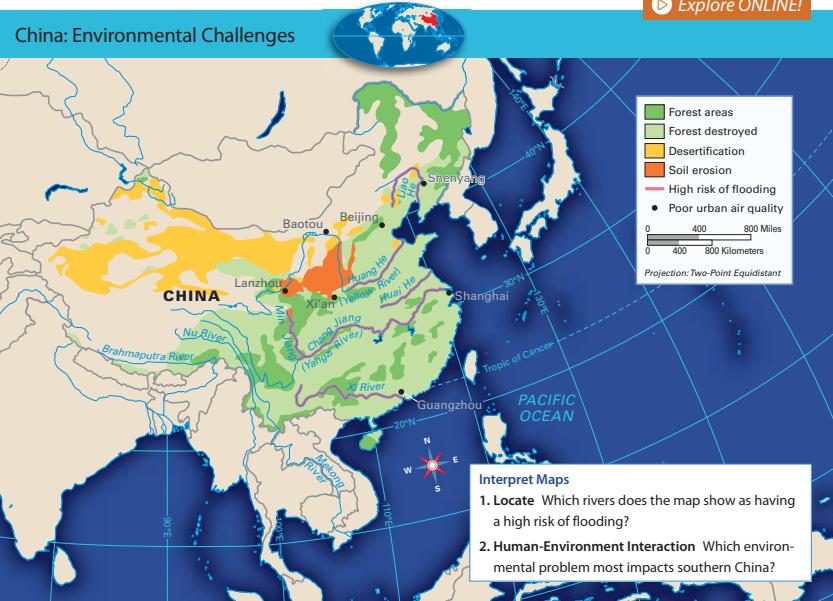
**Human-Environment Interaction** Which environmental problem most impacts southern China? *deforestation*

In print edition, see map of same title.

- Locate** Which rivers does the map show as having a high risk of flooding? *Possible answers: Liao He, Huang He, Huai He, Chang Jiang, Min Jiang, Xi River*
- Human-Environment Interaction** Which environmental problem most impacts southern China? *deforestation*

#### READING CHECK

**Identify Cause and Effect** What are the causes and effects of the pollution of the Chang Jiang? *causes—sewage, industrial waste; effects—dirty water, making it unsafe for people to drink and for fish to live in*



**Reading Check**  
**Identify Cause and Effect** What are the causes and effects of the pollution of the Chang Jiang?

**Academic Vocabulary**  
*values* ideas that people hold dear and try to live by

Today China's government is taking steps to combat pollution. In addition to wind and solar power, China is investing in hydroelectric power, electricity produced from dams. China has built the Three Gorges Dam on the Chang Jiang. It is the world's largest dam and generates as much power as 15 coal-burning power plants. However, the water of the dam's reservoir now covers hundreds of towns and huge amounts of farmland. Millions of people have had to move, and plant and animal habitats have been harmed.

### Culture

**Ethnic Groups and Language** Of China's millions of people, 92 percent identify their ancestry as Han Chinese. These people share the same culture and traditions. Many Han speak Mandarin, one of China's official languages. Others speak a **dialect**, a regional version of a language.

Some 55 other ethnic groups make up the remaining 8 percent of China's population. Most minority groups live in western and southern China, where they have their own distinct cultures.

**Religion, Values, and Beliefs** Ancient religions, **values**, and beliefs shape life for China's many people, even though the Communist government

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### STRUGGLING READERS

#### Multiple-Meaning Words

- Write the following two academic vocabulary terms on the board: *values* and *elements*.
- Have students copy the definitions that appear in the text. Then have students use dictionaries to find other meanings and usages of each word. For example, the word *value* can be used as a verb meaning "to estimate the worth or cost of something"; it can also be defined as "to have a high opinion of someone or something"; as a noun, another meaning is "the importance or worth of something." Invite students to share their definitions.

- Finally, have students write sentences that show that they understand all the meanings of each term.

\*Alternative Assessment Handbook, Rubric 1: Acquiring Information

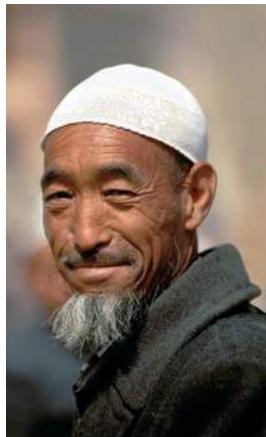
## Ethnic Groups

The majority of Chinese are Han. However, China includes 55 other ethnic groups. Most of these people live in western and southern China.



Han

This woman and other Han make up about 92 percent of China's population. They share the same culture and traditions.



Hui

This Hui man is from Gansu province, in central China. Most Hui are Sunni Muslims.



Zhuang

This Zhuang man is from Guizhou, in southern China. The Zhuang are China's largest minority group.

**Academic Vocabulary**  
elements parts of a whole

discourages the practice of religion. China's two main belief systems are Daoism (DOW-i-zuhm) and Buddhism. **Daoism** stresses living simply and in harmony with nature. It takes its name from the word *Dao*, which means "the way."

Buddhism came to China from India about AD 100. This religion is based on the teachings of Siddhartha Gautama—the Buddha, who lived from 563 to 483 BC. Buddhists believe moral behavior, kindness, and meditation can lead to peace. Many Chinese blend **elements** of Daoism and Buddhism with **Confucianism**, a philosophy based on the ideas and teachings of Confucius. This philosophy stresses the importance of family, moral values, and respect for one's elders.

Other major religions in China include Christianity and Islam. Ancestor worship and fortune telling are popular among the Chinese as well.

**Art and Popular Culture** China has a rich artistic tradition. Traditional Chinese crafts include items made of bronze, jade, ivory, silk, or wood. Chinese porcelain, which the ancient Chinese developed, is highly prized for its quality and beauty.

China, Mongolia, and Taiwan 939



## ONLINE INTERACTIVE VISUALS

### Carousel: China's Ethnic Groups

Have students navigate through the carousel and note the images illustrating China's ethnic groups. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** Which group is China's largest ethnic group? *The Han are China's largest ethnic group.*

#### China's Ethnic Groups



The majority of Chinese are Han. However, China includes 55 other ethnic groups. Most of these people live in western and southern China. This Han woman and other Han make up about 92 percent of China's population. They share the same culture and traditions.

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## ADVANCED/GIFTED

### Daoist, Buddhist, and Confucian Writings

1. Instruct students to find writings containing Daoist, Buddhist, and Confucian ideas. *The Dao De Jing* and *The Analects* are sources for Daoism and Confucianism, and there are a number of writings about Buddhist beliefs.

2. Instruct students to choose two or three passages and read them to the class. Then, have students explain what the passages mean, define any difficult words, and explain why the passages are important.

\*Alternative Assessment Handbook, Rubric 24: Oral Presentations

## GEOGRAPHIC FEATURE

### Chinese Martial Arts

Have students explore the Geography and Culture feature. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** Why do you think discipline, hard work, and respect might be important for learning martial arts? *Possible answer: because students have to wake up early and practice for long periods of time*



Starting as early as age 6, many young Chinese memorize up to several hundred martial arts movements. These movements include different kicks, jumps, and punches.

Traditional Chinese painting is done on silk or fine paper and reflects a focus on balance and harmony with nature. Chinese art often includes calligraphy, or decorative writing. Chinese writing uses symbols, or characters, instead of letters. This writing makes beautiful art, and some paintings feature just calligraphy.

In literature, the Chinese are known for poetry, and poems appear on paintings and in novels and plays. In theater, traditional Chinese opera is popular. These operas tell stories through spoken words, music, and dance. Actors wear elaborate costumes and makeup that have special meanings.

Traditional Chinese architecture features wooden buildings on stone bases. Large tiled roofs curve upward at the edge. Also common are **pagodas**, Buddhist temples that have multi-storyed towers with an upward curving roof at each floor.

Popular culture includes many activities. Popular sports are martial arts and table tennis. A popular game is mah-jongg, played with small tiles. People also enjoy karaoke clubs, where they sing to music.

**Summary and Preview** China is undergoing great economic and social change. Still its government restricts freedom and faces environmental challenges. In the next lesson you will learn about Mongolia and Taiwan.

## READING CHECK

**Evaluate** Which aspect of Chinese culture most interests you? Why? *Possible answer: Chinese opera, because of the elaborate costumes*

### Reading Check

Evaluate Which aspect of Chinese culture most interests you? Why?

## Print Assessment

### Review Ideas, Terms, and People

1. a. **Recall** How did Mao contribute to the economic and political history of China? *Mao turned China into a Communist state.*
- b. **Evaluate** What is your opinion of China's handling of the 1989 demonstration at Tiananmen Square? *Responses will vary. Students should give reasons to support their opinions.*
2. a. **Define** What is a command economy? *The government owns most businesses and makes most economic decisions.*
- b. **Identify Causes** What factors contributed to China's rapid economic development? *more free enterprise, more privately owned businesses, special economic zones for foreign businesses*
3. a. **Analyze** Why did China implement a one-child policy? What were the consequences of the policy? *To slow population growth, China instituted the one-child policy. Because the policy succeeded in slowing population growth, couples may now apply to have a second child.*
- b. **Describe** How have China's mountain, desert, and water features affected where people live and work? *The features caused people to settle in areas of fertile farmland and available transportation routes, mostly in the eastern part of the country.*
4. a. **Explain** What technological hazards most affect China's people and environment? *Urban and industrial growth have created pollution.*
- b. **Identify Cause and Effect** What are the causes and effects of air pollution in China? *causes—automobile emissions and from burning coal for electricity; effects—kills more than 1 million people every year*

### Lesson 2 Assessment

#### Review Ideas, Terms, and Places

1. a. **Recall** How did Mao contribute to the economic and political history of China?  
b. **Evaluate** What is your opinion of China's handling of the 1989 demonstration at Tiananmen Square?
2. a. **Define** What is a command economy?  
b. **Identify Causes** What factors contributed to China's rapid economic development?
3. a. **Analyze** Why did China implement a one-child policy? What were the consequences of the policy?  
b. **Describe** How have China's mountain, desert, and water features affected where people live and work?
4. a. **Explain** Which technological hazards most affect China's people and environment?  
b. **Identify Cause and Effect** What are the causes and effects of air pollution in China?  
c. **Evaluate** Do you think building the Three Gorges Dam was beneficial to China?

5. a. **Identify** What are some popular pastimes in China today?

- b. **Elaborate** What is the relationship between religious and philosophical ideas such as Buddhism, Confucianism, and Daoism and Chinese culture?

#### Critical Thinking

6. **Categorize** Create a table like the one shown to organize information about life in China today.

China Today	
Modern History	
Economy	
Population	
Environment	
Culture	

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- c. **Evaluate** Do you think building the Three Gorges Dam was beneficial to China? *Responses will vary. Students should cite details from the text for support.*

5. a. **Identify** What are some popular pastimes in China today? *martial arts, table tennis, mah-jongg, and karaoke*
- b. **Elaborate** What is the relationship between religious and philosophical ideas such as Buddhism, Confucianism, and Daoism and Chinese culture? *These ancient religions, values, and beliefs shape the daily lives of China's people.*

#### Critical Thinking

6. **Categorize** Create a table to organize information about life in China today. Include the following categories: Modern

History, Economy, Population, Environment, and Culture. *Possible answers: Modern History—economic reforms, new technology, migration to urban areas, accusations of human rights violations; Economy—more economic freedom, some private businesses, poverty and unemployment in rural areas, growth in manufacturing; Population—population growth slowed, migration to cities; Environment—air and water pollution, loss of farmland and animal habitats due to dam construction; Culture—92 percent Han, main religions Daoism and Buddhism, traditional art and crafts, martial arts and table tennis popular sports*

For additional instruction, go to end of lesson.

## ► Online Assessment

1. How did Deng Xiaoping change Chinese society?
  - by limiting foreign trade
  - by increasing voting rights
  - by protecting human rights
  - by increasing economic freedom

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

After the death of Mao Zedong  , Chinese leaders made a number of reforms that increased economic freedom in the country.

2. Why does China currently manufacture so many low-cost goods?
  - because of an international trade agreement
  - because there is a large global demand for them
  - because the government decided to produce them
  - because it is unable to produce large amounts of food

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Today, China is best known for exporting cheap goods  .

3. Why does a small percentage of China's population live in the country's west?
  - because this area has a low birthrate
  - because this area experiences much civil unrest
  - because this area has limited economic opportunities
  - because this area experiences many natural disasters

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Only 10 percent of China's population lives in the country's west   because this area has little farmland and few industries.

4. Which environmental issue poses the greatest threat to people in modern-day China?
  - habitat loss
  - soil erosion
  - air pollution
  - global warming

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Burning coal for electricity   has the worst effect on China's air quality, which kills more than 1 million Chinese every year.

5. Which statement accurately describes Chinese culture?
  - Most minority groups speak Mandarin.
  - Most minority groups live near Mongolia.
  - Most Chinese identify themselves as members of Christian churches.
  - Most Chinese identify themselves as members of the Han ethnic group.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Most people in present-day China identify themselves as Han Chinese and share the same culture   and traditions.

6. **Make Generalizations** How does the present-day Chinese government limit political freedom? Describe two ways.

*The present-day Chinese government controls what newspapers can publish, which limits the flow of information and ideas. It also imprisons people who oppose its policies.*

7. **Summarize** Why is China able to produce a large amount of food despite having a limited amount of farmland? Describe two reasons.

*China is able to produce a large amount of food because more than a third of Chinese workers are farmers. Also, these farmers increase the amount of land that can be used for farming by cutting terraces into hillsides.*

8. **Draw Conclusions** Why are most large cities in China located on the coast or along major rivers?

*Most large cities in China are located on the coast or along major rivers because these locations support industrial growth. Goods made in these locations can be easily shipped to places within China and to other countries. The presence of these industries draws people to these cities for the employment opportunities they provide.*

9. **Analyze Issues** Why might there be disagreement over the use of hydroelectric power in China? Describe one advantage of using this source of energy and one disadvantage.

*Hydroelectric power produces electricity without contributing to air pollution. However, it can also result in the loss of valuable farmland.*

10. **Draw Conclusions** Which belief system has had the greatest influence on traditional Chinese art? Explain your answer.

*Daoism has had the greatest influence on traditional Chinese art. This belief stresses living simply and in harmony with nature, and traditional Chinese painting reflects a focus on balance and harmony with nature.*

## ADDITIONAL INSTRUCTIONAL MATERIALS

*continued from page 934*

### EVALUATE INFORMATION

#### Write an Elegy

1. Have students read a biography of Mao Zedong, Chiang Kai-shek, or Deng Xiaoping. Then have them write an elegy (a song, poem, or speech about someone who has died) that might have been delivered at the leader's funeral.
2. Students' elegies should mention the leader's major achievements. They should also evaluate whether the leader was successful, according to that leader's and others' criteria.
3. Ask volunteers to read their elegies aloud, and encourage other students to give feedback. Have them rank the leaders in terms of the positive effect they had on the lives of their followers.

\*Alternative Assessment Handbook, Rubrics 4: Biographies; and 41: Writing to Express

*continued from page 938*

#### More About . . .

**Connect to Today: Fast-Food Franchises in China** China's first McDonald's restaurant opened in 1990. Within ten years, there were about 500 outlets, and other fast-food chains soon found a market. Some foods and drinks that Chinese consumers have developed a taste for in the last 25 years or so are coffee, ice cream, chocolate, potato chips, and instant noodles.

**Tai Chi** Tai Chi is a martial art of unarmed combat. It is popular in China and in other countries such as the United States, where it is practiced by many as both a form of exercise and a means of stress management or spiritual development. Tai Chi's flowing motions imitate the movements of animals such as bears, birds, deer, monkeys, tigers, and snakes. The forms are named for the images that are created, such as "White stork displays its wings" and "Fall back and twist like a monkey."

*continued from page 940*

### COLLABORATIVE LEARNING

#### Explore Chinese Culture

1. Tell students that many aspects of modern Chinese culture date back to ancient times. Writing, for example, dates back to about 4,000 BC. Music and dance are China's oldest art forms. Theater originated in early religious dances. Poetry, painting, and calligraphy were practiced by the elite throughout China's history.
2. Have students find examples of Chinese calligraphy, poetry, painting, dance, theater, and music. Encourage them to look for contemporary as well as classic examples. Provide video and audio equipment so that students can see and hear examples of the performing arts. Then have students share their findings with the class.
3. Have students discuss which Chinese art forms they find most intriguing and why.

\*Alternative Assessment Handbook, Rubrics 1: Acquiring Information; and 11: Discussions



# Mongolia and Taiwan

- Nomadic Life in Mongolia

Visuals

LESSON 3

## Big Idea

Mongolia is a rugged land with a nomadic way of life and growing cities, while Taiwan is a densely settled and industrialized island.

- Kublai Khan (1215–1294)
- Taming the Horse

Extend and Enrich

Maps,  
Graphs, and  
Charts

Sources

- Document-Based Investigation:  
Mongols on the Move

## Assessment

- Key Terms Review
- Reading Check
- Graphic Organizer Activity
- Lesson Assessment

## ► Online Lesson 3 Enrichment Activities

### Kublai Khan (1215–1294)

**Biography** Students read about the grandson of the Mongol warlord Genghis Khan, then create an illustrated timeline of his life and achievements.

### Taming the Horse

**Video** Students view a video about how the Mongols' use of the horse on the battlefield changed warfare forever, then create a poster illustrating the importance of the horse in Mongol culture.



# Mongolia and Taiwan

## The Big Idea

Mongolia is a rugged land with a nomadic way of life and growing cities, while Taiwan is a densely settled and industrialized island.

## Main Ideas

- Mongolia is a sparsely populated country where many people live as nomads.
- Taiwan is a small island with a dense population and a highly industrialized economy.

## Key Terms and Places

gers  
Ulaanbaatar  
Taipei  
Kao-hsiung

## If YOU lived there ...

Like many Mongolians, you have loved horses since you were a small child. You live in an apartment in the city of Ulaanbaatar, however. Some of your family are talking about leaving the city and becoming nomadic herders like your ancestors were. You think you might like being able to ride horses more. You're not sure you would like living in a tent, though, especially in winter.

## Do you want to move back to the land?

## Mongolia

A wild and rugged land, Mongolia is home to the Mongol people. They have a proud and fascinating history. This history includes conquests and empires and a culture that prizes horses.

**Mongolia's History** Today when people discuss the world's leading countries, they do not mention Mongolia. However, 700 years ago Mongolia was perhaps the greatest power in the world. Led by the ruler Genghis Khan, the Mongols conquered much of Asia, including China. Later Mongol leaders continued the conquests. They built the greatest empire the world had seen at the time.

The Mongol Empire reached its height in the late 1200s. During that time, the empire stretched from Europe's Danube River in the west to the Pacific Ocean in the east. As time passed, however, the Mongol Empire declined. In the late 1600s China conquered Mongolia and ruled it for more than 200 years.

With Russia's help, Mongolia declared independence from China in 1911. Soon Communists gained control and in 1924 formed the Mongolian People's Republic. Meanwhile, Russia had become part of the Soviet Union, a large Communist country north of Mongolia. The Soviet Union strongly influenced Mongolia and gave it large amounts of economic aid. This aid ended, however, after the Soviet Union collapsed in 1991. Since then, Mongolians have struggled to build a democratic government and a free-market economy.

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## Teach the Big Idea

### 1. Whole Class Open/Introduction

#### If YOU lived there ...

#### Do you want to move back to the land?

Review the scenario with students and lead a class discussion around responses to the question. You may wish to review the following points to frame your discussion.

#### Consider the BENEFITS of moving back to the land:

- can see more of the country
- can ride and care for horses
- can learn more about family's traditions by actually living there

#### Consider the DRAWBACKS of moving back to the land:

- will have to adjust to life without running water and electricity
- will miss friends
- will have to adjust to living in harsh weather

### 2. Direct Teach

Introduce the Big Idea: *Mongolia is a rugged land with a nomadic way of life and growing cities, while Taiwan is a densely settled and industrialized island.* Refer students to the political map at the beginning of the module, and ask them to speculate about the population density of Mongolia and Taiwan. *Mongolia—sparsely populated; Taiwan—densely populated* Tell students which answers are correct, then ask them to offer ideas about why this might be so. Possible answer: *Mongolia is large and landlocked, with no major rivers; Taiwan is small and its location is good for trade.*

### 3. Practice/Assess/Inquire

Have students create outlines they can use to write travel brochures for Mongolia and Taiwan. The brochures should have three parts: history, culture, and life today. Have students think about what kind of images they could include in their brochures and where they could be placed.

### 4. Explore

Have pairs of students read each other's outlines and make suggestions about other details that might be added to the brochures.

### 5. Whole Group Close/Reflect

Have students show their brochures to friends or family members and answer any questions they may have.

\*Alternative Assessment Handbook, Rubric 40: Writing to Describe

## ONLINE DOCUMENT-BASED INVESTIGATION

### China, Mongolia, and Taiwan

Mongols on the Move is the third of three document-based investigations that students will analyze in this module. Students explore the image using interactive hotspots to learn about the lives of Mongols.

## Teach the Main Idea

Mongolia is a sparsely populated country where many people live as nomads.

**Identify** What is the name of Mongolia's capital city? *Ulaanbaatar*

**Define** What are gers? *large, circular, felt tents that are homes to nomadic Mongolians*

**Summarize** How have China and Russia influenced Mongolia? *China conquered Mongolia in the late 1600s and ruled for more than 200 years. Russia helped Mongolia declare independence in 1911 and then took over 13 years later. Russia had a strong influence on Mongolia's economy until the 1990s.*

## More About ...

**Mongolian Festivals** The Nadaam festival of the Three Games of Men is an ancient celebration of tradition held every July. The festival includes competitions in wrestling, archery, and horse riding.

## ► ONLINE GRAPHIC ORGANIZER

### Mongolia and Taiwan

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

**Compare** How does life in Mongolia differ from life in Taiwan? *Possible answer: Mongolia is sparsely populated and many people live as nomads. Taiwan is a densely populated, wealthy, and highly industrialized island nation where most people live in cities.*

## ► ONLINE LESSON FLIP CARDS

### Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **gers, Ulaanbaatar, Taipei, Kao-hsiung.**

## ► ONLINE INTERACTIVE VISUALS

### Carousel: Nomadic Life in Mongolia

Have students navigate through the carousel and note the different aspects of nomadic life in Mongolia. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** What do you think it is like to live in a ger? *Possible answer: comfortable but with few modern conveniences*

In print edition, see feature of same title.

### Nomadic Life in Mongolia

Some Mongolians are nomads, who live in tents called **gers**. Inside, gers are furnished mainly with rugs. Different areas of the gers are used for specific purposes. For example, the back is used for an altar.



#### Analyze Visuals

What do you think it is like to live in a ger?

Gers have wooden, painted doors. The doors always face south because the wind usually blows from the northeast.

Academic Vocabulary  
role part or function

Reading Check  
Summarize  
Which features of Mongolia's culture have stayed the same across time? Which have changed?

**Mongolia's Culture** In spite of years of Communist rule, many Mongolians follow a way of life that is traditional and adapted to the landscape. Nearly half of Mongolia's people live as nomads. They herd livestock across Mongolia's vast grasslands and make their homes in **gers** (GUHRZ). These are large, circular, felt tents that are easy to put up, take down, and move.

Since many Mongols are nomadic, horses play a major **role** in Mongolian life. As a result, Mongolian culture highly prizes horse skills, and Mongolian children often learn to ride when they are quite young.

**Mongolia Today** Mongolia is sparsely populated. Slightly larger than Alaska, it has about 3 million people. More than a quarter of them live in **Ulaanbaatar** (oo-lahn-BAH-tawr), the capital and only large city. Mongolia's other cities are quite small. However, Mongolia's urban population is slowly growing.

The country's main industries include textiles, carpets, coal, copper, and oil. The city of Ulaanbaatar is the main industrial and commercial center. Mongolia produces little food other than from livestock, however, and faces food and water shortages.

### Taiwan

When Portuguese sailors visited the island of Taiwan in the late 1500s, they called it *Ilha Formosa*, or "beautiful island." For many years, Westerners called Taiwan by the name Formosa. Today the loveliness of Taiwan's green mountains and waterfalls competes with its modern, crowded cities.

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## ► ONLINE DOCUMENT-BASED INVESTIGATION

### Mongols on the Move

Have students explore the illustration using the interactive hotspots to learn more about the lives of Mongolian warriors. You may wish to use the associated question as a discussion prompt.

**Analyze Sources** How do you think the sight of an approaching Mongol army might have affected people in towns and cities? *Possible answer: scared them, caused them to surrender*

## ENGLISH LANGUAGE LEARNERS

### Journals of Nomadic Life

- To help students demonstrate their understanding of the nomadic life many Mongolians live, ask them to imagine they are young people living in Mongolia.
- Organize students into pairs, and have them share their ideas of what a nomadic life would be like.

- Ask students to pretend they are keeping a journal or diary documenting their daily lives. Have them write three one-paragraph journal entries that each describe one day in the life of a young nomadic Mongolian.
- Invite volunteers to share one of their entries with the class.

\*Alternative Assessment Handbook, Rubric 15: Journals

For additional instruction, go to end of lesson.

**Taiwan's History** The Chinese began settling Taiwan in the 600s. At different times in history, both China and Japan have controlled Taiwan. In 1949, though, the Chinese Nationalists took over Taiwan. Led by Chiang Kai-shek, the Nationalists were fleeing the Communists, who had taken control of China's mainland. The Chinese Nationalist Party ruled Taiwan under martial law, or military rule, for 38 years. Today Taiwan's government is a multiparty democracy.

As the chart below explains, tensions remain between China and Taiwan. The Chinese government claims that Taiwan is a rebel part of China. In contrast, Taiwan's government claims to be the true government of China. For all practical purposes, though, Taiwan functions as an independent country.

**Taiwan's Culture** Taiwan's history is reflected in its culture. Its population is about 85 percent native Taiwanese. These people are descendants of Chinese people who migrated to Taiwan largely in the 1700s and 1800s. As a result, Chinese ways dominate Taiwan's culture.

Other influences have shaped Taiwan's culture as well. Because Japan once ruled Taiwan, Japanese culture can be seen in some Taiwanese buildings and foods. More recently, European and American practices and customs are becoming noticeable in Taiwan, particularly in larger cities.

**Taiwan Today** Taiwan is a modern country with a population of about 23 million. These people live on an island about the size of Delaware and Maryland combined. Because much of Taiwan is mountainous, most people live on the island's western coastal plain. This region is home to Taiwan's main cities.



## Teach the Main Idea

Taiwan is a small island with a dense population and a highly industrialized economy.

**Identify** What are Taiwan's two largest cities? *Taipei, Kao-hsiung*

**Explain** Why is there tension today between China and Taiwan? *Each country believes that it is China's true government.*

**Analyze** Why is Taiwan dominated by Chinese culture? *Most Taiwanese are descendants of people from China.*

### More About ...

**People of Taiwan** About 15 percent of the people in Taiwan are "mainlanders," or former Nationalists. Their language—Mandarin Chinese—is the official language of Taiwan. The native Taiwanese, descendants of people from China, speak regional Chinese dialects.

**Ghost Month** "Ghost Month," which takes place during the seventh lunar month, is a very quiet time in Taiwan. A traditional folk belief is that ghosts are walking the earth during this time. As a result, many Taiwanese stay home as much as possible. They avoid moving, traveling, and getting married.

### READING CHECK

**Summarize** Which features of Mongolia's culture have stayed the same across time? Which have changed? *Possible answer: Many Mongolians still live as nomads and follow a traditional way of life. Mongolia is still very sparsely populated but its urban population is growing.*

### COLLABORATIVE ACTIVITY

#### Create Political Cartoons

1. Have students work in pairs to create a political cartoon based on the ongoing dispute between China and Taiwan. If needed, review previous discussions about political cartoons and the features that make them effective.

2. Once pairs have chosen their subject, have them work together to create an illustration and write a caption that helps explain the topic. Encourage students to experiment with different visual styles.
3. Have students display their cartoons and lead a discussion about their effectiveness.

\*Alternative Assessment Handbook, Rubric 27: Political Cartoons

For additional instruction, go to end of lesson.

## READING CHECK

**Contrast** How does Taiwan's economy differ from Mongolia's? *Possible answer: Taiwan's growing economy is based on finance and industry, while Mongolia's economy is limited with few resources.*

## Print Assessment

### Review Ideas, Terms, and Places

1. a. **Identify and Analyze** What is one way that Mongolia's people have adapted to their environment? Explain its significance. *Possible response: Many of Mongolia's people have adopted a way of life as nomadic herders that is suited to the vast grasslands there.*
- b. **Make Inferences** Why might many Mongolians be proud of their country's history? *About 700 years ago it was a great world power, stretching from the Danube River to the Pacific Ocean.*
- c. **Elaborate** Why does Mongolia's culture prize horses? *Horses are an important part of herding, and herding is an important part of Mongolian culture.*
2. a. **Recall** Why is Taipei an important Taiwanese city, and what problems does the city face? *Taipei is the country's main financial center; overcrowding and environmental problems*
- b. **Summarize** What is the significance of Chiang Kai-shek in Taiwan's history? *Chiang Kai-shek led the Nationalists who fled Communist China. The Nationalist Party ruled Taiwan under martial law for 38 years.*
- c. **Evaluate** Would you rather live in Taiwan or Mongolia? Provide information about each place to explain your answer. *Responses will vary. Students should give reasons for their answers based on the information about each country in the text.*

### Critical Thinking

3. **Compare and Contrast** Create a Venn diagram. Use your notes and compare and contrast the histories, cultures, and societies of Mongolia and Taiwan. *Students should write details of the two countries' histories, cultures, and societies in each section of the diagram.*

Taipei  
Taiwan's capital, Taipei, is a bustling city of more than 2 million people. The tall tower in the photo is the Taipei 101, which is 101 stories tall.



### Reading Check

**Contrast**  
How does Taiwan's economy differ from Mongolia's?

The two largest cities are **Taipei** (TY-PAY) and **Kao-hsiung** (KOW SHY-OOHNG). Taipei, the capital, is Taiwan's main financial center. Because it has grown so quickly, it faces serious overcrowding and environmental problems. Kao-hsiung is a center of heavy industry and Taiwan's main seaport.

Taiwan is one of Asia's richest and most industrialized countries. It is a leader in the production and export of computers and sports equipment. Taiwan's farmers grow many crops as well, such as sugarcane.

**Summary** In this lesson you learned about two of China's smaller neighbors—Mongolia and Taiwan. Mongolia is a wild land with a nomadic people who prize horses. In contrast, Taiwan is a modern and industrialized island.

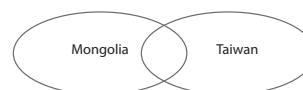
### Lesson 3 Assessment

#### Review Ideas, Terms, and Places

1. a. **Identify and Analyze** What is one way that Mongolia's people have adapted to their environment? Explain its significance.  
b. **Make Inferences** Why might many Mongolians be proud of their country's history?  
c. **Elaborate** Why does Mongolia's culture prize horses?
2. a. **Recall** Why is Taipei an important Taiwanese city, and what problems does the city face?  
b. **Summarize** What is the significance of Chiang Kai-shek in Taiwan's history?  
c. **Evaluate** Would you rather live in Taiwan or Mongolia? Provide information about each place to explain your answer.

#### Critical Thinking

3. **Compare and Contrast** Create a Venn diagram like the one shown. Use your notes and compare and contrast the histories, cultures, and societies of Mongolia and Taiwan.



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## STRUGGLING READERS

### Mongolian and Taiwanese Economies

1. When students have finished reading the lesson, have them create a chart or a two-circle Venn diagram comparing and contrasting the economies of Mongolia and Taiwan. Students should include major industries and natural resources.

2. Direct students to illustrate their diagrams with their own pictures or line drawings.
3. Invite volunteers to share their diagrams with the class, and guide students in a discussion comparing and contrasting the two economies.

\*Alternative Assessment Handbook, Rubrics 3: Artwork; and 13: Graphic Organizers

## ► Online Assessment

1. Which of the following is a present-day Mongol most likely to be able to do?
  - clear land
  - ride a horse
  - mine copper
  - build a house

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Since many Mongols **are nomadic**  , horses play a major role in Mongolian life.

2. Why do Chinese ways have such a strong influence on Taiwan's culture?
  - Most Taiwanese people are descendants of Chinese people.
  - Most Taiwanese people are educated in Chinese universities.
  - Taiwan and China allow migration between the two countries.
  - Taiwan and China allow goods to be freely traded between the two countries.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Taiwan's culture is strongly influenced by the fact that most of its people are descendants of the **Chinese**   people who migrated to Taiwan largely in the 1700s and 1800s.

3. **Draw Conclusions** Why is Mongolia not densely populated?

*Mongolia is not densely populated because the country faces food and water shortages. These conditions, combined with an overall lack of economic development, make it difficult for the country to support a large population.*

4. **Draw Conclusions** Where in Taiwan would a person have the best opportunity to get a high-paying job in the banking industry? Explain your answer.

*A person would have the best opportunity to get a high-paying job in the banking industry in Taipei. This is because Taiwan's capital city is also its main financial center.*

## ADDITIONAL INSTRUCTIONAL MATERIALS

*continued from page 942*

### SPECIAL NEEDS STUDENTS

#### Postcards from Mongolia

1. Ask students to describe what they see in the photographs of nomadic life in Mongolia.
2. Then ask students to tell what they think it would be like to live in a ger.
3. Have students imagine that they are visiting Mongolia and staying with a family of nomadic animal herders. Have each student write a postcard home to a friend. On one side of the card, students should tell what they are seeing and experiencing. On the other side, students should draw their own picture of Mongolia. Invite students to share their postcards with the class.

\*Alternative Assessment Handbook, Rubrics 3: Artwork; and 40: Writing to Describe

*continued from page 943*

### ADVANCED/GIFTED

#### China vs. Taiwan

1. Have students review the chart showing the tensions between China and Taiwan. Then organize students into small groups and have them learn more about the current situation between the two.
2. Instruct each group to prepare two arguments, one in favor of China's taking full control of Taiwan and the other in favor of Taiwanese independence. Once these arguments are prepared, have students prepare a counterargument for each point in their argument.
3. Organize a class debate on the issue.

\*Alternative Assessment Handbook, Rubric 10: Debates

# Social Studies Skills

## Identify Point of View

### Define the Skill

Geographers study issues that affect the world's people and places. To better understand such issues, geographers seek to understand point of view. The way people look at an issue is their point of view. Often, a point of view expresses a person's frame of reference—the elements of a person's background that shapes how he or she sees the world. Sometimes, a point of view may also express a bias, or a one-sided, slanted, or prejudiced view.

To identify point of view, use these tips:

- Consider **frame of reference**. Think about where the person lives, what the person does, and what his or her beliefs and attitudes are.
- Examine the evidence, such as facts and statistics, to see what point of view it supports.
- Look for signs of **bias**. The inclusion or avoidance of particular facts and loaded or emotional language, such as name-calling, can reveal both bias and point of view.
- Put it all together to identify the point of view.

### New Law Angers Taiwan

Taiwan's government has warned that China's new anti-secession [anti-independence] law . . . will have a "serious impact" on security in the region. . .

Taiwan officials were quick to call the measure a "war bill," coming as China boosts its military spending by 13 percent to \$30 billion. . . .

But Chinese Premier Wen Jiabao said the new legislation [law] was not a "war bill" and warned outsiders not to get involved . . . . "It is not targeted at the people of Taiwan, nor is it a war bill," Wen said at a news conference.

Source: CNN International, March 14, 2005

### Learn the Skill

Read the passage "New Law Angers Taiwan" about a law forbidding any part of China to declare independence. Then answer the questions that follow.

1. What is China's point of view about Taiwan?
2. What is Taiwan's point of view about China?

### Apply the Skill

1. In the passage "New Law Angers Taiwan," how might the elements of each side's frame of reference affect its point of view?
2. Which point of view does the evidence about China's military-spending support?
3. What aspects of the text, such as word choice or the selection of facts, reveal the author's point of view, purpose, or bias? Explain.

Consider frame of reference—China considers Taiwan a rebel province. Taiwan has a growing independence movement.

Look at the evidence—The information about military spending is evidence supporting one point of view.

Check for bias—The phrase "war bill" appeals to the emotions. People have strong feelings about war.

Put it all together to identify each point of view.

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# Social Studies Skills

## Identify Point of View

1. Arrange students into groups. Provide groups with copies of editorials from Internet news sources from different countries. Each person in the group should have a copy of their group's editorial.

2. Have students read the material in their groups, noting any unfamiliar words as they read. Encourage students to look up words they don't know in the dictionary.

3. Have students examine the editorials for evidence of point of view, using the guidelines explained under Define the Skill.

4. Have students record any evidence that reveals the author's point of view. Have each group read their editorial to the class, pausing to define any words they looked up in the dictionary. After each editorial is read, discuss it.

### Learn the Skill

1. What is China's point of view about Taiwan?

*Possible answer: China considers Taiwan to be part of China, wants more control, and doesn't want outside interference.*

2. What is Taiwan's point of view about China?

*Possible answer: Taiwan considers itself a separate country from China and feels threatened.*

### Apply the Skill

1. In the passage "New Law Angers Taiwan," how might the elements of each side's frame of reference affect its point of view? *Possible answer: China's point of view makes China feel it is justified in using force to reunify the country.*

2. Which point of view does the evidence about China's military spending support? *Taiwan's*

3. What aspects of the text, such as word choice or the selection of facts, reveal the author's point of view, purpose, or bias? Explain. *Possible answers: "war bill" word choice, citing opinion of officials in Taiwan and degree of military spending increase*

## Print Assessment

### Review Vocabulary, Terms, and Places

Match the words or places below with their definitions or descriptions.

- |                        |                |
|------------------------|----------------|
| 1. command economy e   | 5. Tibet a     |
| 2. North China Plain f | 6. dialect c   |
| 3. pagodas h           | 7. Himalayas b |
| 4. gers g              | 8. Taipei d    |

- |  |
|--|
| a. Buddhist region in southwest China  |
| b. world's highest mountain range  |
| c. regional version of a language  |
| d. capital city of Taiwan  |
| e. system in which the government owns most businesses and makes most economic decisions |
| f. fertile and highly populated region in eastern China                                  |
| g. circular, felt tents in which Mongol nomads live                                      |
| h. Buddhist temples with multiple stories  |

### Comprehension and Critical Thinking

#### LESSON 1

9. a. **Recall** What physical features separate many of the mountain ranges in this region? *plateaus, basins, and deserts*  
b. **Explain** What is the Huang He called in English, and how did the river get its name? *Huang He means "Yellow River" in English. Loess, a yellow, fertile soil that colors the water, gives this river its name.*  
c. **Elaborate** What physical features might you see on a trip from the Himalayas to Beijing? *Possible answer: Plateau of Tibet, Sichuan Basin, North China Plain*

#### LESSON 2

10. a. **Draw Conclusions** How did China's one-child policy impact individuals and families? How did it affect the nation? *Possible answer: most families had only one child; population growth slowed*  
b. **Summarize** What elements of a market economy has China adopted, and how have they affected the economy? *Responses will vary. Students should give reasons to support their answers.*  
c. **Explain** Look back at the physical map and the population map of China in this module. What population patterns can you identify for China? Which geographic factors do you think are responsible for these patterns? *Students should recognize that China's population is most dense near coastlines and in river valleys and the least dense in mountain and desert regions.*

11. a. **Describe** How did the size of China's population contribute to its rapid economic growth? *A massive inexpensive labor force contributed to agriculture and to making manufacturing the most profitable part of China's economy.*  
b. **Explain** After Mao, how did investing in new technologies and transportation networks affect

## Module 29 Assessment

### Review Vocabulary, Terms, and Places

Match the words or places below with their definitions or descriptions.

- |                      |  |
|----------------------|--|
| 1. command economy   | a. Buddhist region in southwest China  |
| 2. North China Plain | b. world's highest mountain range  |
| 3. pagodas           | c. regional version of a language  |
| 4. gers              | d. capital city of Taiwan  |
| 5. Tibet             | e. system in which the government owns most businesses and makes most economic decisions |
| 6. Dialect           | f. fertile and highly populated region in eastern China                                  |
| 7. Himalayas         | g. circular, felt tents in which Mongol nomads live                                      |
| 8. Taipei            | h. Buddhist temples with multiple stories  |

### Comprehension and Critical Thinking

#### Lesson 1

9. a. **Recall** What physical features separate many of the mountain ranges in this region?  
b. **Explain** What is the Huang He called in English, and how did the river get its name?  
c. **Elaborate** What physical features might you see on a trip from the Himalayas to Beijing?

#### Lesson 2

10. a. **Draw Conclusions** How did China's one-child policy impact individuals and families? How did it affect the nation?  
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c. **Explain** Look back at the physical map and the population map of China in this module. What population patterns can you identify for China? Which geographic factors do you think are responsible for these patterns?  
11. a. **Describe** How did the size of China's population contribute to its rapid economic growth?

- b. **Explain** After Mao, how did investing in new technologies and transportation networks affect China's economy and economic interdependence?  
c. **Predict** How might the economic decisions made by American consumers influence China's environment and the daily lives of its people?

- d. **Draw Inferences** Look back at the map titled China: Environmental Challenges in this module. What issues affect Shanghai? What laws or policies might develop in Shanghai in response to the issues? How might an industry leader and an environmentalist respond to the issues?

#### Lesson 3

12. a. **Identify** What is the capital of Mongolia?  
b. **Analyze** How is Taiwan's history reflected in the island's culture today?  
c. **Predict** Do you think China and Taiwan can resolve their disagreements? Why or why not?  
d. **Explain** What is the natural vegetation of Mongolia like and how has it shaped the development cultures in the region?

946 Module 29

### ONLINE DOCUMENT-BASED INVESTIGATION

#### China, Mongolia, and Taiwan

Have students complete and review all the DBI activities in Part 1.

Use this Informative/Explanatory Essay rubric to score students' work in Part 2.

#### RUBRIC

- Students' essays should
- focus on the topic and support it with explanations and facts
  - present information logically, clearly, and accurately
  - cite at least two sources of relevant, informative text evidence from Part 1 in support of their topic
  - be organized into a distinct introduction, a main body consisting of several paragraphs, and a conclusion that sums up the main points

**Write an Explanatory Essay** How has physical geography influenced the human geography of China, Mongolia, and Taiwan? Using the documents in Part 1 and your knowledge of history and geography, write an explanatory essay in which you answer this question. Think about how physical features have shaped where and how people live in China, Mongolia, and Taiwan. Be sure to discuss how physical features have influenced cultural features and settlement patterns in these countries.

## Module 29 Assessment, continued

### Reading Social Studies

13. **Understand Implied Main Ideas** Read the first paragraph under the heading Revolution and Civil War in Lesson 2. What is the implied main idea of this paragraph? What words and phrases help signal the implied main idea?

### Social Studies Skills

**Identify Point of View** Read the following passage from this chapter. Then answer the questions below.

"In 1989 more than 100,000 pro-democracy protestors gathered in Tiananmen Square in Beijing, China's capital. The protestors demanded more political rights and freedoms and refused to leave the square. In response, the government deployed troops and tanks to make them leave. Hundreds of protestors were killed. Many more were injured or imprisoned."

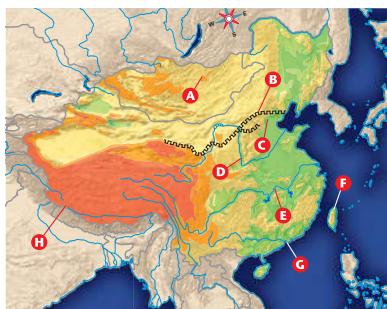
14. What was the point of view of the protestors toward China's government? What elements shaped their frame of reference?
15. What was the point of view of China's government toward the protestors? What elements shaped its frame of reference?

### Map Activity

16. Recall that small-scale maps show large regions and large-scale maps show smaller areas. Locate an economic activity map and a political map that show China, Mongolia, and Taiwan. Then find an economic activity map and a political map of China. Use content from the maps to answer these questions: Which scale, small or large, best shows patterns of political connections across the region? Which scale best shows political patterns within a nation? How do patterns of economic activity in China compare to patterns of economic activity in the region as a whole?

17. **China, Mongolia, and Taiwan** Locate major human and geographic features of this region. On a separate sheet of paper, match the letters on the map with their correct labels below.

Beijing, China	Hong Kong, China
Taipei, Taiwan	Chang Jiang
Huang He	Himalayas
Great Wall of China	Ulaanbaatar, Mongolia



### Focus on Writing

18. **Write a Legend** Choose one physical or cultural feature and decide how you will explain its creation. Then review your notes and choose characters, events, and settings for your legend. Your legend should be two to three paragraphs. It should include (a) a beginning; (b) a middle that includes a climax, or high point of the story; and (c) a conclusion, or end. Remember, legends tell about extraordinary events, so you should use your imagination and creativity.

China, Mongolia, and Taiwan 947

## Essential Question ESSAY

How can history and geography help us understand population patterns in China, Mongolia, and Taiwan?

### RUBRIC

- Students' essays should
- respond to the Essential Question with a specific position
  - illustrate valid reasoning supporting their position
  - cite persuasive evidence supporting their position
  - identify key people, events, and/or turning points that demonstrate understanding of the module content
  - be organized into a distinct introduction, main body, and conclusion

**Alternative Activity** Instead of writing essays, address the Essential Question through activities such as holding debates, creating multimedia presentations, or writing journal entries.

China's economy and economic interdependence? *made it easier to produce, move, and trade resources and goods*

- c. **Predict** How might the economic decisions made by American consumers influence China's environment and the daily lives of its people? *Global demand for cheap goods has grown manufacturing in China; economic growth improved wages and living standards.*

- d. **Draw Inferences** Look back at the map titled *China: Environmental Challenges* in this module. What issues affect Shanghai? What laws or policies might develop in Shanghai in response to the issues? How might an industry leader and an environmentalist respond to the issues? *issues: air and water pollution; policies: new emission standards, rules for industrial waste disposal; industrialist might place emphasis on efficiency of industry and jobs, while environmentalist might emphasize quality of air and water over profit*

## LESSON 3

12. a. **Identify** What is the capital of Mongolia? *Ulaanbaatar*  
b. **Analyze** How is Taiwan's history reflected in the island's culture today? *Most Taiwanese are descended from people from China, so Chinese ways are an important part of its culture. Japan once controlled Taiwan, and elements of its culture (buildings and food) are seen as well. Recent European and American contacts have contributed to Taiwanese culture.*

- c. **Predict** Do you think China and Taiwan can resolve their disagreements? Why or why not? *Responses will vary, but students should review what they have learned about the region's history, economy, and other factors before making their predictions.*

- d. **Explain** What is the natural vegetation of Mongolia like, and how has it shaped the development of cultures in the region? *Responses will vary, but students should review what they have learned about the region's history, economy, and other factors before making their predictions.*

## Reading Skills

13. **Understand Implied Main Ideas** Read the first paragraph under the heading *Revolution and Civil War* in Lesson 2. What is the implied main idea of this paragraph? What words and phrases help signal the implied main idea? *many groups tried to get control of China, with two rival groups emerging; forced out, power struggles, rivals*

(continued)

## Print Assessment (continued)

### Social Studies Skills

**Identify Point of View** Read the following passage from this module. Then answer the questions below.

In 1989 more than 100,000 pro-democracy protesters gathered in Tiananmen Square in Beijing, China's capital. The protesters demanded more political rights and freedoms and refused to leave the square. In response, the government deployed troops and tanks to make them leave. Hundreds of protesters were killed. Many more were injured or imprisoned.

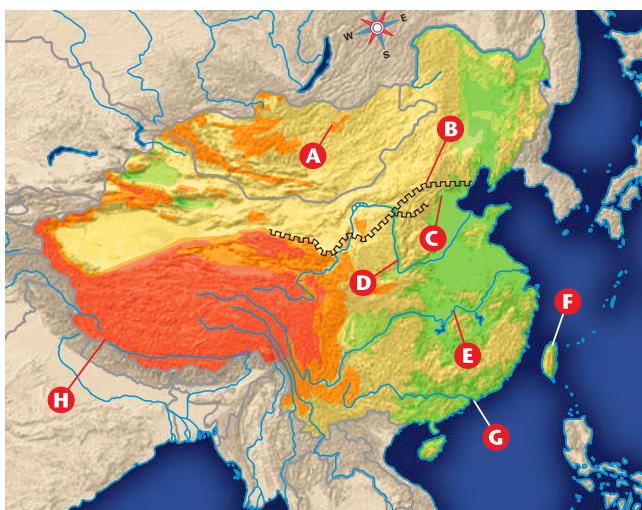
14. What was the point of view of the protesters toward China's government? What elements shaped their frame of reference? *The protesters wanted more political freedoms; the government's refusal to give them political rights and freedoms shaped their frame of reference.*
15. What was the point of view of China's government toward the protesters? What elements shaped its frame of reference? *The government viewed the protesters as rebels and criminals—a threat; the protesters' refusal to leave the square shaped their frame of reference.*

### Map Activity

16. Recall that small-scale maps show large regions and large-scale maps show smaller areas. Locate an economic activity map and a political map that show China, Mongolia, and Taiwan. Then find an economic activity map and a political map of China. Use content from the maps to answer these questions: Which scale, small or large, best shows patterns of political connections across the region? Which scale best shows political patterns within a nation? How do patterns of economic activity in China compare to patterns of economic activity in the region as a whole?

*Answers will vary, but students should give reasons to support their answers.*

17. **China, Mongolia, and Taiwan** Locate major human and geographic features of this region. On a separate sheet of paper, match the letters on the map with their correct labels below.



- |                       |                         |
|-----------------------|-------------------------|
| Beijing, China C      | Hong Kong, China G      |
| Taipei, Taiwan F      | Chang Jiang E           |
| Huang He D            | Himalayas H             |
| Great Wall of China B | Ulaanbaatar, Mongolia A |

### Focus on Writing

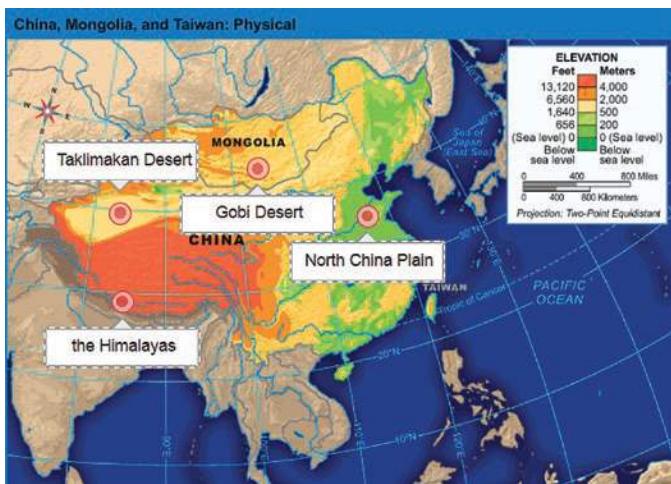
18. **Write a Legend** Choose one physical or cultural feature and decide how you will explain its creation. Then review your notes and choose characters, events, and settings for your legend. Your legend should be two or three paragraphs. It should include (a) a beginning; (b) a middle that includes a climax, or high point of the story; and (c) a conclusion, or end. Remember, legends tell about extraordinary events, so you should use your imagination and creativity.

**RUBRIC:** Students' essays should:

- focus on one physical feature
- explain its creation
- have a beginning, a middle that includes a climax, and an end
- show creativity

## ► Online Assessment

1. Drag the names of the physical features to their correct locations.



2. How is the Gobi Desert different from the Taklimakan Desert?

- The Gobi is colder.
- The Gobi is windier.
- Only the Gobi is in a valley.
- Only the Gobi is on a plateau.

3. Choose the correct button in the table to show if the natural resource is found in China, in Mongolia, or in both countries.

	China	Mongolia	Both Countries
coal			<input checked="" type="radio"/>
iron		<input checked="" type="radio"/>	
lead	<input checked="" type="radio"/>		
tin			<input checked="" type="radio"/>
tungsten	<input checked="" type="radio"/>		

4. Which of the following helped China to develop the world's second-largest economy?

- focusing on making cars
- shifting to a command economy
- focusing on agricultural production
- adopting features of a market economy

5. How did the Chinese government respond to the country's rapid population growth in the late 1970s?

- by expanding the size of the country's cities
- by raising the age at which couples could marry
- by forcing people to move to the country's west
- by limiting the number of children couples could have

6. Which of the following are key elements of Chinese culture?

Select the **three** correct answers.

- one official language
- a lack of a major ethnic group
- going to clubs to perform karaoke
- government promotion of organized religion
- a blending of Daoist, Buddhist, and Confucian ideas
- operas that tell stories through spoken words, music, and dance

7. Which of the following are among Mongolia's main industries?

Select the **three** correct answers.

- agriculture
- automotive
- coal
- electronics
- oil
- textiles

8. How did Chinese Nationalists change Taiwan in 1949?

- by establishing a state religion
- by establishing a multiparty democracy
- by placing the country under military rule
- by building cities in the eastern part of the country

9. Choose the correct button in the table to show whether the statement accurately describes Taipei or Kao-hsiung.

Taipei	Kao-hsiung	Statement
<input checked="" type="radio"/>		It is the capital of Taiwan.
	<input checked="" type="radio"/>	It is Taiwan's main seaport.
	<input checked="" type="radio"/>	It is a center of heavy industry.
<input checked="" type="radio"/>		It is Taiwan's main financial center.
<input checked="" type="radio"/>		It faces serious overcrowding and environmental problems.

## ► Online Multimedia Connections

In this Multimedia Connection, students will learn about key periods of wall construction in China's history. They will watch and discuss short video clips on the construction, purpose, and success or failure of the wall.



## MULTIMEDIA CONNECTIONS

# China and the Great Wall

**Today, the Great Wall of China is an impressive symbol of the Asian giant's power, genius, and endurance.** It wasn't always so. For much of its history, the Chinese people saw the Great Wall as a symbol of cruelty and oppression. This is just one way in which the wall differs from what we think we know. In contrast to popular notions, the wall that draws tourists to Beijing by

the millions was not built 2,000 years ago. Nor is the Great Wall a single wall. Instead, it was patched together from walls built over many centuries. And for all its grandeur, the wall failed to keep China safe from invasion.

Explore facts and fictions about the Great Wall online. You can find more information, video clips, primary sources, and activities through your online textbook.

947MC1 MULTIMEDIA CONNECTIONS

**HISTORY**

Go online to view these and other HISTORY® resources.

**The Great Wall of China**  
Watch the video to learn the history and significance of the magnificent, mysterious walls that snake across northern China.

**A Land of Walls Within Walls**  
Watch the video to learn how the Great Wall fits within the ancient Chinese tradition of wall-building.

**The Human Costs of Building**  
Watch the video to learn about the miseries that awaited the men who built the wall.

**Twentieth-Century China**  
Watch the video to examine the role that the wall has played in modern Chinese history.

CHINA AND THE GREAT WALL 947MC2