

Essential Question Preview

How does geography affect daily life in Japan and the Koreas?

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

Explore the Essential Question

- Ask students to look at a physical map of Japan and the Koreas. Lead a discussion about how physical features might affect ways of life in Japan and the Koreas.

- Tell students that South Korea and Japan have few mineral resources, while North Korea has many. However, Japan and South Korea have robust economies, while North Korea has a poor economy. Ask students to speculate about why this is the case.

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 living on a mountainous island affect the way that people make their living?

How has being close to China affected the cultures of Japan and the Koreas?

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.

Module 30

Japan and the Koreas

Essential Question

How does geography affect daily life in Japan and the Koreas?

NATIONAL CAPITAL

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0 100 200 Kilometers

Projection: Lambert Conformal Conic

Explore ONLINE!

HISTORY

VIDEOS, including ...

- The Rise of the Samurai
- Emperor Hirohito

Document-Based Investigations

Graphic Organizers

Interactive Games

Channel One News Video: Geo Quiz: Japan

Channel One News Video: North Korean Refugee

Interactive Chart: A Military Society

Image with Hotspots: Life in Tokyo

Interactive Map: War in Korea, 1950–1953

In this module, you will learn about how geography has shaped Japan and the Koreas' history, culture, and daily life and how these countries developed after major global conflicts.

What You Will Learn

Lesson 1: Physical Geography 951
The Big Idea Japan and the Koreas are rugged, mountainous areas surrounded by water.

Lesson 2: Japan 955
The Big Idea Japan has overcome many challenges to become one of the most highly developed countries in Asia.

Lesson 3: The Koreas 963
The Big Idea Though they share a common history and culture, the two Koreas have very different governments and economies.

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Explore the Online Video

ONLINE ANALYZE VIDEOS

The Rise of the Samurai

Invite students to watch the video to discover more about the tradition of the samurai and their importance to wealthy Japanese landowners.

History Why did the emperor of Japan need the samurai? *Japan was divided by steep mountain ridges, which made it difficult for a central government to rule. The emperor needed warriors who moved swiftly to enforce his authority even in remote villages.*



Lesson 1 Big Idea

Japan and the Koreas are rugged, mountainous areas surrounded by water.

Main Ideas

- The main physical features of Japan and the Koreas are rugged mountains.
- The climates and resources of Japan and the Koreas vary from north to south.

Lesson 2 Big Idea

Japan has overcome many challenges to become one of the most highly developed countries in Asia.

Main Ideas

- Japan's early government was ruled by emperors and shoguns.
- Japanese culture blends traditional customs with modern innovations.
- Since World War II, Japan has developed a democratic government.
- Japan has become one of the world's strongest economies.
- A shortage of open space shapes daily life in Japan.
- Crowding, competition, and pollution are among Japan's main issues and challenges.



Geography Mount Fuji, a common symbol of Japan, is one of the thousands of mountains found in the region.

History The Silla kingdom unified Korea in AD 668.



Politics Under Kim Il Sung, North Korea became a Communist country.

Lesson 3 Big Idea

Though they share a common history and culture, the two Koreas have very different governments and economies.

Main Ideas

- Korea was one state with a shared history until the Korean War.
- Korean culture reflects its long history, and traditions continue into today.
- The people of South Korea today have freedom and economic opportunities.
- The people of North Korea today have little freedom or economic opportunity.
- Some people in both South and North Korea support the idea of Korean reunification.

Explore the Map and Images

Japan and the Koreas: Political

Point out to students the landforms of Japan (*archipelago*) and the Koreas (*peninsula*). Review with students the names of cities in these countries, and have them note that the major cities in Japan are all located on the coast.

Geography Mount Fuji is an active volcano. Volcanic ash fell on Tokyo when it last erupted in 1707.

History This Silla crown was made of gold and jade by highly skilled artisans.

Politics Kim Il Sung became North Korea's leader in 1948. Today his grandson, Kim Jong Un, rules the country.

Analyze Visuals

Have students examine the images and answer the following questions:

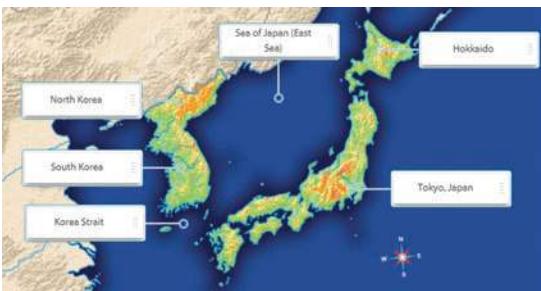
- What can you tell about the land surrounding Mount Fuji? *It is much lower than Fuji and has water and forests.*
- Why do you think many valuable objects, such as this crown, have been found in the royal tombs of the Silla kingdom? *Possible answer: to show the importance and wealth of its rulers*
- Why do you think many of the people in the photo with the Kim Il Sung statue are bowing? *They are showing their respect for Kim Il Sung.*
- What similarities between Japan and the Koreas do these images show? *Possible answer: The natural world is important to these countries; Japan and South Korea developed strong economies.*

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.

Online Map Activity

Students can use this activity to review some of the locations discussed in this module. To complete, have students drag each label to the correct location on the map.



Reading Social Studies

Reading Social Studies

READING FOCUS

Identify Bias

Discuss with students that bias can often be identified by the words a speaker or writer uses. We say that words that express bias are “emotionally charged” or “loaded.” For example, if a speaker refers to a building project as “revolutionary,” he or she is attempting to convey a positive impression. On the other hand, if the speaker says the project is “wasteful,” a completely different bias comes to mind. Organize students into pairs. Have each pair create a list of emotionally charged words. The students should indicate whether they think each word expresses a positive or negative bias.

You Try It!

U.S. general Douglas MacArthur led the United Nations’ forces during part of the Korean War. Examine the statement he made after he met with an ally. Use the steps from this skill to identify bias within the quote.

“His indomitable determination to resist Communist domination arouses my sincere admiration. His determination parallels the common interest and purpose of Americans that all peoples in the Pacific area shall be free—not slave.”

—General Douglas MacArthur, Statement on His Trip to Formosa, August 1, 1950

As you read this module, practice the steps above to identify bias.

1. Words such as indomitable and admiration are emotional.
2. Since he is a United States general, he may trust those who support U.S. values and goals.
3. This information is from one meeting with the ally. This does not include others’ experiences with this ally.
4. Most of this statement is opinion. The peoples in the Pacific area may not consider themselves as slaves. He also does not provide evidence that most Americans believe that people in the Pacific are slaves and should be free.

Identify Bias

READING FOCUS

To understand the events and people in history, you have to be able to recognize a speaker’s or writer’s bias. Bias is the habit of favoring some people or ideas over others. Being biased can affect the accuracy of how someone discusses events and people. Here are some steps you can take to identify bias.

Steps to Recognize Bias

1. **Look at the words and images.** Are they emotionally charged? Do they present only one side or one point of view?
2. **Look at the writer.** What’s the writer’s background and what does that tell you about the writer’s point of view?
3. **Look at the writer’s sources.** Where does the writer get his or her information? Does the writer rely on sources who only support one point of view?
4. **Look at the information.** How much is fact and how much is opinion? Remember, facts can be proven. Opinions are personal beliefs—they can easily be biased.

“By their actions in Korea, Communist leaders have demonstrated their contempt for the basic moral principles on which the United Nations is founded. This is a direct challenge to the efforts of the free nations to build the kind of world in which men can live in freedom and peace.”

—Harry S. Truman, Radio and Television Address to the American People on the Situation in Korea, July 19, 1950

Read from President Harry S. Truman’s address to the American people on the Korean War, and study the steps below used to identify Truman’s bias.

1. The word *contempt* is emotionally charged.
2. As the leader of a democratic country, he may not like Communist leaders.
3. He cites the United Nations’ principles as a source. Principles are beliefs, not facts.
4. Most of his statement is opinion and is based on personal beliefs about freedom and morals.

YOU TRY IT!

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“His indomitable determination to resist Communist domination arouses my sincere admiration. His determination parallels the common interest and purpose of Americans that all peoples in the Pacific area shall be free—not slave.”

—General Douglas MacArthur, Statement on His Trip to Formosa, August 1, 1950

As you read this module, practice the steps above to identify bias.

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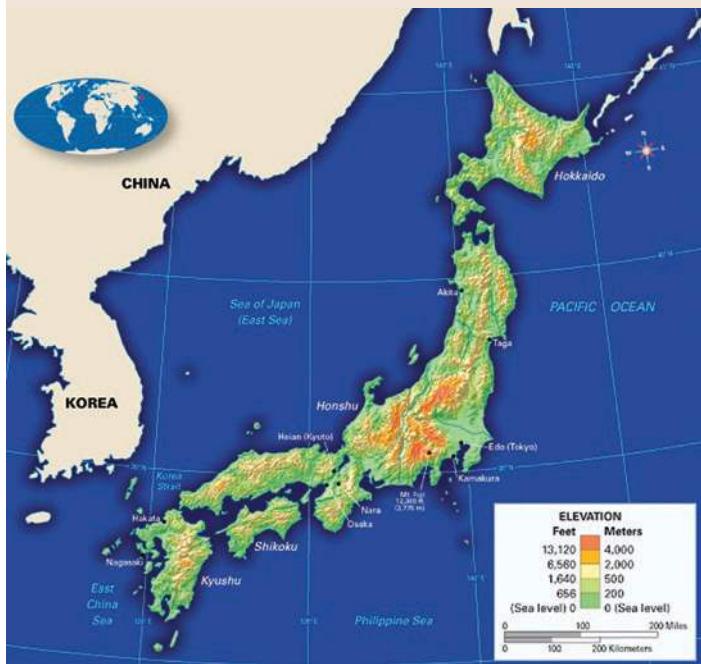
Physical Geography



► Online Lesson 1 Enrichment Activities

Geography Shapes Life in Japan

Article Students learn that because Japan has little flat land and consists of islands, geography has greatly affected where and how the Japanese live. Students then write a paragraph explaining how their state's geography has affected their daily lives.



Mount Paektu Reawakens

Video Students view the video to learn about recent research on Mount Paektu, a volcano in North Korea. Students then answer questions related to the video.

Watch Channel One News



Physical Geography

The Big Idea

Japan and the Koreas are rugged, mountainous areas surrounded by water.

Main Ideas

- The main physical features of Japan and the Koreas are rugged mountains.
- The climates and resources of Japan and the Koreas vary from north to south.

Key Terms and Places

Fuji
Korean Peninsula
tsunamis
fishery

If YOU lived there ...

You are a passenger on a very fast train zipping its way across the countryside. If you look out the window to your right, you can see the distant sparkle of sunlight on the ocean. If you look to the left, you see rocky, rugged mountains. Suddenly the train leaves the mountains, and you see hundreds of trees covered in delicate pink flowers. Rising above the trees is a single snowcapped volcano.

How does this scenery make you feel?

Physical Features

Japan, North Korea, and South Korea are on the eastern edge of the Asian continent, just east of China. Separated from each other only by a narrow strait, Japan and the Koreas share many common landscape features.

Physical Features of Japan Japan is an island country. It is made up of 4 large islands and more than 3,000 smaller islands. These islands are arranged in a long chain more than 1,500 miles (2,400 km) long. This is about the same length as the eastern coast of the United States, from southern Florida to northern Maine. All together, however, Japan's land area is slightly smaller than the state of California.

About 95 percent of Japan's land area is made up of four large islands. From north to south, these major islands are Hokkaido (hoh-KY-doh), Honshu (HAWN-shoo), Shikoku (shee-KOH-koo), and Kyushu (KYOO-shoo). Together they are called the home islands. Most of Japan's people live there.

Rugged, tree-covered mountains are a common sight in Japan. In fact, mountains cover some 75 percent of the country. For the most part, Japan's mountains are very steep and rocky. As a result, the country's largest mountain range, the Japanese Alps, is popular with climbers and skiers.

Japan's highest mountain, **Fuji**, is not part of the Alps. In fact, it is not part of any mountain range. A volcano, Mount Fuji rises high above a relatively flat area in eastern Honshu.

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Teach the Big Idea

1. Whole Class Open/Introduction

If **YOU** lived there ...

How does this scenery make you feel?

Review the train 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 how it makes you feel PROUD:

- awed by the beautiful ocean view
- wonder at the brilliant flowering trees
- amazed at the scenic mountains and majestic volcano

Consider how it makes you feel WORRIED:

- nervous that the volcano could erupt
- worried about the destructive ocean storms
- alert to cold air from mountains bringing snowstorms

2. Direct Teach Introduce the Big Idea: *Japan and the Koreas are rugged, mountainous areas surrounded by water*. Ask students how they think living in a small country that is both mountainous and surrounded by water would affect people's lives. For example, would it be difficult to be a farmer in this country? Why or why not? Would people be more likely to eat fish or beef on a regular basis?

3. Practice/Assess/Inquire Draw a chart with a column for *Japan* and another for the *Korean Peninsula*. Divide these columns into four rows. Label the rows *Mountains/Volcanoes*, *Plains*, *Rivers*, and *Oceans*. Have students copy the chart and complete it using details from the text.

4. Explore (Collaborative Exploration) Ask students to contribute information from their charts to complete the chart you drew.

5. Whole Group Close/Reflect Have students choose a country—Japan, North Korea, or South Korea—and write a geographical profile of it. Encourage students to use transitional phrases so that their profiles are not just disconnected pieces of information.

*Alternative Assessment Handbook, Rubric 13: Graphic Organizers

Teach the Main Idea

The main physical features of Japan and the Koreas are rugged mountains.

Identify What physical feature is considered a symbol of Japan? *Mount Fuji*

Define What is a tsunami? *destructive wave caused by large underwater earthquakes*

Analyze Give one reason for the fact that the Koreas have fewer earthquakes than Japan. *Possible answer: Korea is not located along the boundaries of tectonic plates, like Japan is.*

More About ...

Climbing Mount Fuji, Past and Present The beautifully symmetrical, snowcapped top of Mount Fuji, rising 12,389 feet in central Honshu, Japan, has traditionally been the goal of Japanese religious pilgrims, who consider the mountain sacred. Legend claims that the first person to climb Mount Fuji was a monk in 663. Women were forbidden to climb it until the Meiji Era (1868–1912), when Japan began to modernize from its feudalistic society. Today, thousands of people from all over the world climb Mount Fuji, especially during the official climbing season in July and August.

For additional instruction, go to end of lesson.

ONLINE DOCUMENT-BASED INVESTIGATION

Japan and the Koreas

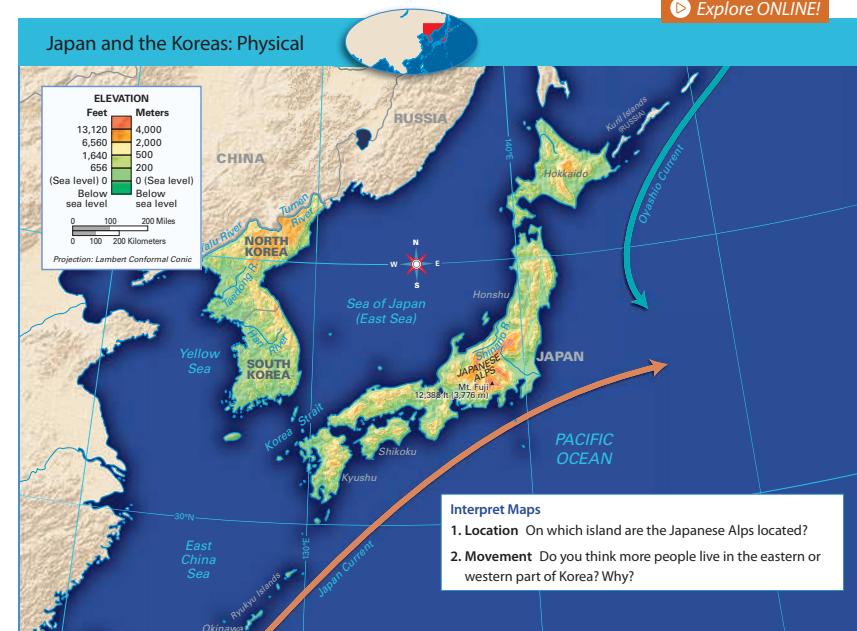
Mount Fuji is the first of three document-based investigations that students will analyze in Japan and the Koreas. Mount Fuji has become the symbol of Japan and is considered a sacred place. Have students examine the photograph of Mount Fuji.

► 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:

Describe What are some of the landforms, climates, and resources of Japan and the Koreas? *Japan's landforms—rugged, tree-covered mountains and volcanoes; Japan's climate—humid continental, humid subtropical; Japan's resources—productive fisheries; the Koreas' landforms—mountains, rivers, plains; the Koreas' climate—humid continental, humid subtropical; the Koreas' resources—coal, iron, hydroelectric power*



► 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: **Fuji, Korean Peninsula, tsunamis, fishery.**

► ONLINE INTERACTIVE VISUALS

Drag-and-Drop Activity: Japan's Major Islands

Have students play the game to test their knowledge of Japan's four largest islands by dragging each label to the correct island.



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The mountain's cone-shaped peak has become a symbol of Japan. In addition, many Japanese consider Fuji a sacred place. As a result, many shrines have been built at its foot and summit.

Physical Features of Korea Jutting south from the Asian mainland, the **Korean Peninsula** includes both North Korea and South Korea. Like the islands of Japan, much of the peninsula is covered with rugged mountains. These mountains form long ranges that run along Korea's eastern coast. The peninsula's highest mountains are in the north.

Unlike Japan, Korea also has some large plains. These plains are found mainly along the peninsula's western coast and in river valleys. Korea also has more rivers than Japan does. Most of these rivers flow westward across the peninsula and pour into the Yellow Sea.

Natural Disasters Because of its location, Japan is subject to many sorts of natural disasters. Among these disasters are volcanic eruptions and earthquakes. As you can see on the map, these disasters are common in Japan. They can cause huge amounts of damage in the country. In addition, large underwater earthquakes sometimes cause destructive waves called **tsunamis** (sooh-NAH-mees).

► ONLINE INTERACTIVE MAPS

Japan and the Koreas: Physical

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

Location On which island are the Japanese Alps located? *Honshu*

In print edition, see map of same title.

- Location** On which island are the Japanese Alps located? *Honshu*
- Movement** Do you think more people live in the eastern or western part of Korea? Why? *western, because there is more flat land there for building and farming*

► ONLINE DOCUMENT-BASED INVESTIGATION

Mount Fuji

Mount Fuji has become the symbol of Japan and is considered a sacred place. Have students read about the importance of Mount Fuji and examine the corresponding photograph.

Analyze Visuals Why do you think Mount Fuji has become a symbol of Japan?

Possible answer: because of its great height, beauty, and how it stands above the flatter areas around it

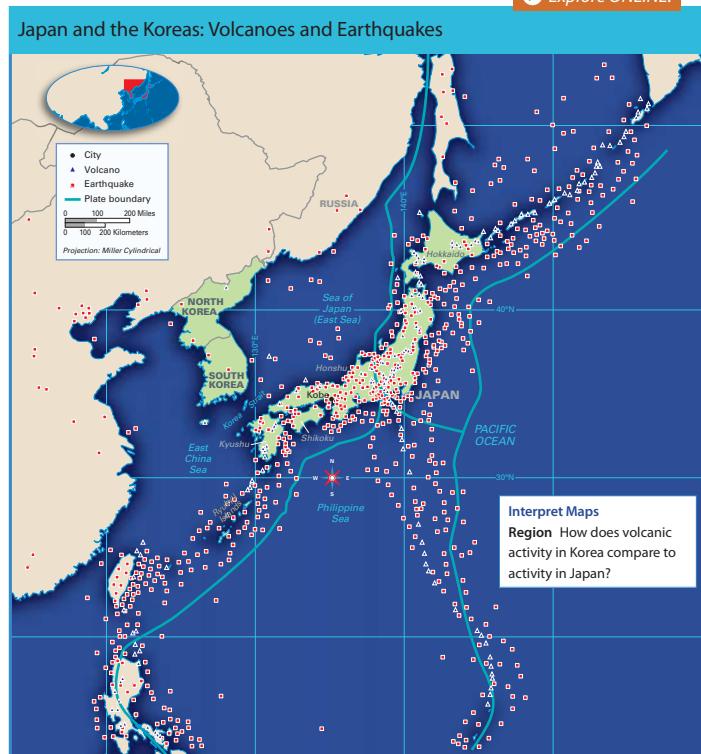
Reading Check
Contrast
How are the physical features of Japan and Korea different?

Korea does not have many volcanoes or earthquakes. From time to time, though, huge storms called typhoons sweep over the peninsula from the Pacific. These storms cause great damage in both the Korean Peninsula and Japan.

Climate and Resources

Just as Japan and the Koreas have many similar physical features, they also have similar climates. The resources found in each country, however, differ greatly.

Climate The climates of Japan and the Koreas vary from north to south. The northern parts of the region have a humid continental climate. This means that summers are cool, but winters are long and cold. In addition, the area has a short growing season.



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ONLINE INTERACTIVE VISUALS

Image Compare: Climates of Japan and the Koreas

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 What differences do you see in the plants of northern Japan and South Korea? *The plants in northern Japan appear to be mostly hardy evergreens that can survive cold winters, whereas the plants in South Korea are more diverse.*

ONLINE INTERACTIVE MAPS

Japan and the Koreas: Volcanoes and Earthquakes

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

Location Which Japanese home island has the highest volcanic activity? *Honshu*
In print edition, see map of same title.

Region How does volcanic activity in Korea compare to activity in Japan? *Korea has much less volcanic activity.*

Teach the Main Idea

The climates and resources of Japan and the Koreas vary from north to south.

Compare and Contrast How is the climate of northern Japan different from that of southern Japan? *In northern Japan, summers are cool and winters are long and cold, while in southern Japan, winters are mild and summers are hot and humid.*

Recall Which country in the region has large deposits of coal? *North Korea*

Draw Conclusions Why does Japan have some of the busiest fish markets in the world? *Its islands lie near one of the world's most productive fisheries.*

Make Inferences Which is more important to the Japanese economy: fisheries or mining? Why? *Possible answer: fisheries, because there are few mineral resources available in Japan, and fisheries are found close by*

More About . . .

Koreans and the Sea The Korean Peninsula is surrounded by different bodies of water and edged with islands, inlets, and reefs. It has some of the best fishing waters in the world. Sea life is plentiful and varied, attracted by the presence of both warm and cold water currents and the different environments along the long coastline. Because of this abundance, seafood is basic in the Korean diet. Seaweed soups are fed to babies and are part of traditional birthday celebrations, and other kinds of seafood are eaten every day as snacks or meals.

ONLINE ANALYZE VIDEOS

Japan Volcano Survivors

Have students watch the video individually or as a class to learn about the eruption of Mount Ontake in Japan in 2014. You may wish to use the associated question as a discussion prompt.

Analyze Videos What is the Ring of Fire? *a system of volcanoes and fault lines surrounding the Pacific Ocean*

READING CHECK

Contrast How are the physical features of Japan and Korea different? *Korea is a peninsula, and Japan is made up of islands; Korea has more plains and rivers than Japan.*



ONLINE INTERACTIVE VISUALS

Image with Text Slider: Japanese Fish Market

Have students explore the image by revealing additional information using the interactive slider. Because of the excellent fishing around the islands, Japanese fish markets are extremely busy.

Japanese Fish Market

Reveal to learn more about Japan's fish markets.



This fish market in Tokyo, Japan, is the busiest in the world. People gather here every morning to buy freshly caught fish.

- Japan is among the top fish-producing countries in the world.
- Japan's fisheries produced over 3,630,000 tons of fish in 2014.
- An average of \$14.6 million worth of fish and seafood is sold each day at the Tsukiji fish market.
- One Bluefin tuna sold for \$632,000 at the Tsukiji fish market in January 2017.
- The average Japanese person ate about 60 pounds of fish and seafood in 2015.

READING CHECK

Analyze What are some resources found in Japan and the Koreas? *Japan—fisheries; the Koreas—coal, iron, hydroelectric power*



This fish market in Tokyo, Japan, is the busiest in the world. People gather here every morning to buy freshly caught fish.

To the south, the region has a humid subtropical climate with mild winters and hot, humid summers. These areas see heavy rains and typhoons in the summer. Some places receive up to 80 inches (200 cm) of rain each year.

Resources Resources are not evenly distributed among Japan and the Koreas. Neither Japan nor South Korea, for example, is very rich in mineral resources. North Korea, on the other hand, has large deposits of coal, iron, and other minerals.

Although most of the region does not have many mineral resources, it does have other resources. For example, the people of the Koreas have used their land's features to generate electricity. The peninsula's rocky terrain and rapidly flowing rivers make it an excellent location for creating hydroelectric power.

In addition, Japan has one of the world's strongest fishing economies. The islands lie near one of the world's most productive fisheries. A **fishery** is a place where lots of fish and other seafood can be caught. Swift ocean currents near Japan carry numerous fish to the islands. Fishers then use huge nets to catch the fish and bring them to Japan's many bustling fish markets. These fish markets are among the busiest in the world.

Summary and Preview The islands of Japan and the Korean Peninsula share many common features. In the next lesson, you will learn about Japan's history and culture, its rise as an economic power, and the current challenges it faces.

Lesson 1 Assessment

Review Ideas, Terms, and Places

- Identify** What types of landforms cover Japan and the Korean Peninsula? *rugged mountains (Japan and Korean Peninsula); plains (Korean Peninsula)*
- Compare** How are the physical features of Japan and Korea similar? *They both have rugged mountains and rivers.*
- Predict** How do you think natural disasters affect life in Japan and Korea? *Possible answers: Earthquakes and tsunamis cause damage and kill people; people plan carefully for natural disasters.*

Critical Thinking

- Categorize** Draw a chart like this one. In each row, describe the region's landforms, climate, and resources.

	Japan	Korean Peninsula
Landforms		
Climate		
Resources		

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- Draw Conclusions** Why are fisheries important to Japan's economy? *They are an important source of food and business.*

Critical Thinking

- Categorize** Draw a chart. In each row, describe the region's landforms, climate, and resources. *Students should create a three-column, four-row chart containing the following information: Landforms: Japan—rugged mountains, Korean Peninsula—rugged mountains and plains; Climate: Japan and Korean Peninsula—humid continental in the north and humid subtropical in the south; Resources: Japan—fisheries, Korean Peninsula—coal, iron, hydroelectric power*

► Online Assessment

1. How are the physical features of Japan and Korea similar?
 - They are both islands.
 - They are both peninsulas.
 - They both have large plains.
 - They both have rugged mountains.

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

Japan and Korea share some similar physical features. For example, both Japan and Korea **have rugged mountains** ▾.

2. How are the countries of Japan and South Korea similar?
 - Both have few rivers.
 - Both have large deposits of iron.
 - Both have large deposits of coal.
 - Both have few mineral resources.

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

Both South Korea and Japan have to import **mineral resources** ▾.

3. **Compare and Contrast** How is Mount Fuji different from most of the mountains in Japan?

Mount Fuji is a volcanic mountain that is not part of a mountain chain. It lies in a relatively flat area on the island of Honshu. Because of its beauty, it has become a symbol of Japan, and many people consider Mount Fuji to be a sacred mountain.

4. **Compare and Contrast** How are the climates of Japan and the Koreas similar? Describe the summer and winter climates of these regions.

The climates of Japan and the Koreas are very similar, and they vary greatly from north to south. In the north of Japan and the Koreas, summers are cool and winters are long and cold. In the south of Japan and the Koreas, summers are hot and humid and the winters are mild. Both Japan and the Koreas have heavy rains during the summer, especially when typhoons strike these regions.

ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 951

Connect to Science: Earthquakes in Japan Four tectonic plates—the Eurasian, North American, Philippine, and Pacific plates—come together in Japan, making the country especially vulnerable to earthquakes. Twenty percent of the world's most powerful earthquakes take place there. In May 2005 Japanese geologist Shinji Toda announced the discovery of a new tectonic plate under Tokyo. The new tectonic plate was thought to be part of the Philippine plate under the region, but Toda's analysis of data on quakes in the region led him to conclude that it was a separate plate.

continued from page 952

SPECIAL NEEDS STUDENTS

The Main Japanese Islands

1. Have students create a chart showing the four main islands of Japan, listing them from north to south.
2. Have students work in pairs. Have each pair create blank lists numbered one to four. One student should name one of the main islands and the other student should put it in its correct place on the list, going north to south. Have students then take turns naming and placing the islands.
3. Finally, have students number off one through four. Call out the name of an island, and have students line up according to the location of the island in the group of four.

*Alternative Assessment Handbook, Rubric 21: Map Reading

ENGLISH LANGUAGE LEARNERS

Interpreting Maps

1. To help students gain a greater understanding of the physical features of Japan and Korea, have them create a two-column chart. Have the students title one column *Land* and the other column *Water*.
2. Read the section *Physical Features* together as a class, and have students note words that might belong in each column. Ask them to include nouns (e.g., *peninsula*, *Yellow Sea*) as well as verbs (e.g., *flow*, *pour*).
3. Review the words students have included on their charts, and discuss their definitions. Point out synonyms (e.g., *rugged/rocky*) and antonyms (e.g., *steep/flat*). You may also choose to add words the students have not included and ask for synonyms and antonyms of those given words.

*Alternative Assessment Handbook, Rubrics 6: Charts; and 30: Research

continued from page 953

STRUGGLING READERS

Resources of Japan and the Koreas

1. Have students discuss the various resources of Japan, North Korea, and South Korea. Ask students for examples of how resources such as coal, iron, and rapidly running water are used.
2. Instruct students to work with a partner to create a collage showing these resources. The collage should indicate what country (or countries) has each resource. For example, rapidly flowing water is used to generate electricity in the Koreas. Remind students to give their collages an appropriate title.
3. Place the collages where the class can view them.

*Alternative Assessment Handbook, Rubric 8: Collages

COLLABORATIVE ACTIVITY

Preparing for Disaster

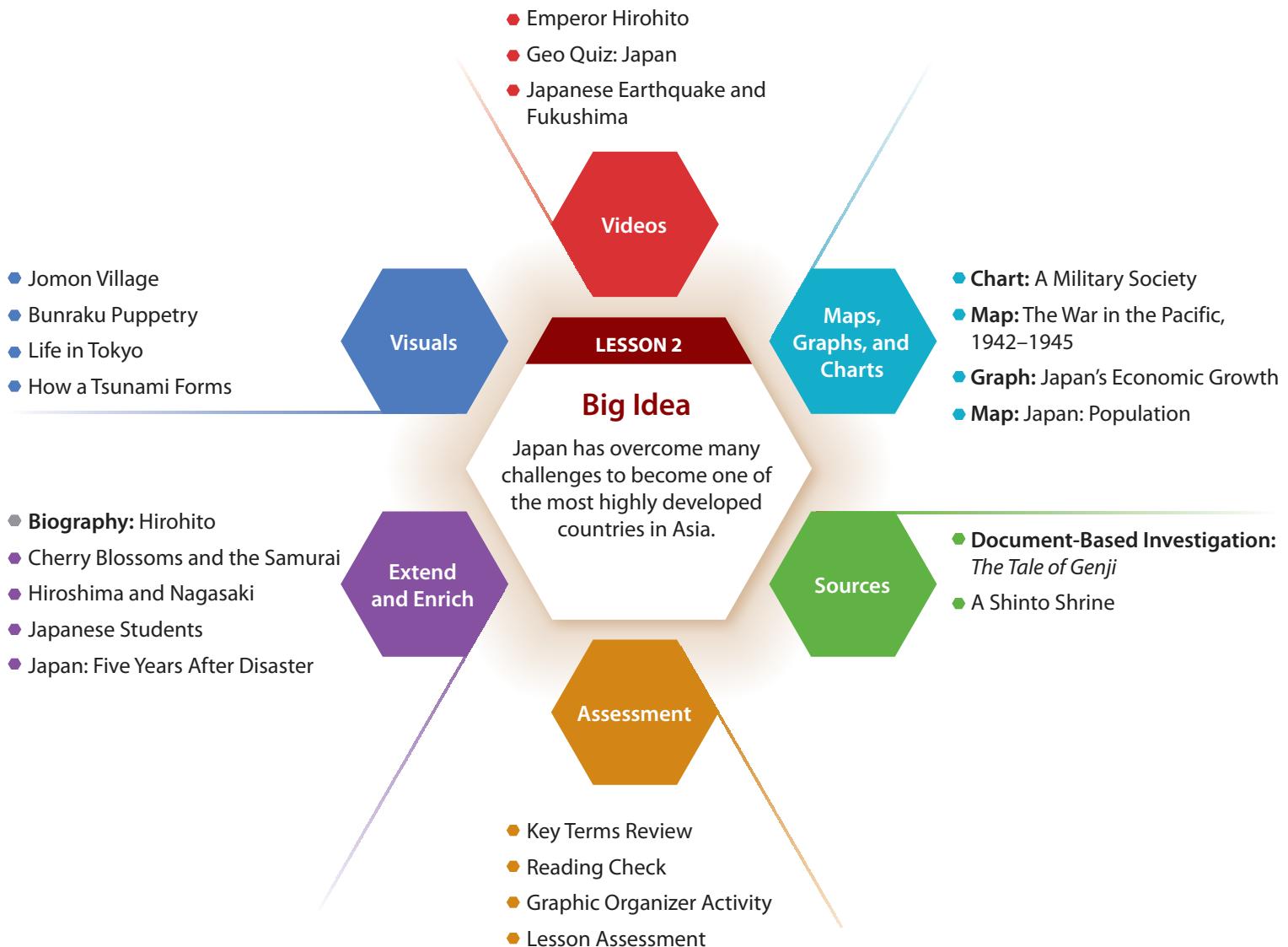
1. Divide the class into three groups. Have each group research technology the Japanese government uses to prepare for natural disasters common to the region.
2. Assign volcano eruptions to one group, earthquakes to another, and typhoons to the third. Have groups use the library, Internet, or other resources to research warning technology (for example, the NEC Earth Simulator in Yokohama used for typhoon prediction). Ask groups to gather the following information about their natural disaster: most recent disaster in Japan of that kind and worst disaster in Japanese history of that kind.
3. Have groups create a presentation for the class. Remind them to use maps, charts, and photographs in their presentation.

*Alternative Assessment Handbook, Rubrics 14: Group Activity; and 29: Presentations

Lesson 2 Planner



Japan



KEY

• Non-digital resource

► Online Lesson 2 Enrichment Activities

Cherry Blossoms and the Samurai

Article Students learn about the symbolism attached to the cherry blossoms, including that they are seen as representing life and death and then rebirth. Students then conduct research to learn more about cherry blossoms and write a paragraph describing customs or traditions related to them.

Japanese Students

Article Students learn about Japanese students throughout history, including trends in overseas education. Students then write a diary entry in which they imagine they are exchange students living in Japan.

Hiroshima and Nagasaki

Video Students view the video to learn about the effects of nuclear blasts on Hiroshima and Nagasaki. Students then answer questions associated with the video.

Watch Channel One News



Japan: Five Years After Disaster

Video Students view the video to examine the effects of the 2011 earthquake and tsunami five years after they happened. Students then write a journal entry in which they imagine they and their families lived in Japan during the 2011 disaster. Students are asked to conduct more research as needed to write about their experiences and to answer the associated questions.

Watch Channel One News



Japan

The Big Idea

Japan has overcome many challenges to become one of the most highly developed countries in Asia.

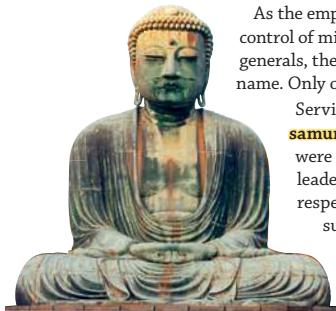
Main Ideas

- Japan's early government was ruled by emperors and shoguns.
- Japanese culture blends traditional customs with modern innovations.
- Since World War II, Japan has developed a democratic government.
- Japan has become one of the world's strongest economies.
- A shortage of open space shapes daily life in Japan.
- Crowding, competition, and pollution are among Japan's main issues and challenges.

Key Terms and Places

Kyoto
shoguns
samurai
kimonos
Diet
Tokyo
work ethic
trade surplus
tariff
Osaka

Buddhism became important to Japanese culture. Artists created statues of Buddha, such as this one.



Japan and the Koreas 955

If YOU lived there ...

You and your family live in a small apartment in the crowded city of Tokyo. Every day you and your friends crowd into jammed subway trains to travel to school. Since your work in school is very hard and demanding, you really look forward to weekends. You especially like to visit mountain parks where there are flowering trees, quiet gardens, and ancient shrines.

Do you like your life in Tokyo? Why or why not?

History

Japan has a very long history. Early in its history, Japan was influenced by China. Since Japan lies just across the sea from China, elements of Chinese culture seeped into Japan.

Among the elements of Chinese culture that influenced Japan was Buddhism. Scholars and missionaries first brought Buddhism into Korea. From there, visitors carried it to Japan. Before long, Buddhism was the main religion in both countries.

Emperors, Shoguns, and Samurai The first central government in Japan was based on China's government. For many centuries, emperors ruled in Japan just as they did in China. The imperial capital at Heian, now called Kyoto, was a center of art, literature, and learning. At times, some of Japan's emperors were more concerned with art than with running the country. Eventually, their power slipped away.

As the emperors' power faded, Japan fell under the control of military leaders called **shoguns**. Powerful generals, the shoguns ruled Japan in the emperor's name. Only one shogun could hold power at a time.

Serving under the shogun were armies of **samurai**, or highly trained warriors. They were fierce in battle and devoted to their leaders. As a result, the samurai were very respected in Japanese society. With their support, the shoguns continued to rule Japan well into the 1800s.

Teach the Big Idea

1. Whole Class Open/Introduction

If **YOU** lived there ...

Do you like your life in Tokyo? Why or why not?

Review the scenario about living in Tokyo 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 POSITIVE aspects:

- being close to mountain parks
- having lots of friends

Consider NEGATIVE aspects:

- crowded subways
- not much privacy at home

2. Direct Teach Introduce the Big Idea: *Japan has overcome many challenges to become one of the most highly developed countries in Asia.* Ask students to list items they use that are made in Japan. Write these items on the board. Ask students if they see a pattern in the types of items. For example, are many of them electronic devices?

3. Practice/Assess/Inquire Have students take out two sheets of paper—one for questions they will create and one for answers to the questions. On the question sheet, have students write questions for every heading and subheading in the lesson. On the answer sheet, have students write answers to their questions.

4. Explore (Collaborative Exploration) Have students give their answer sheet to a partner. Then ask students to take turns answering the questions they created as their partner checks their answers.

5. Whole Group Close/Reflect Have students write questions and answers for photographs, illustrations, and maps that focus on how Japan has become one of the most highly developed countries in East Asia.

*Alternative Assessment Handbook, Rubric 37: Writing Assignments

ONLINE DOCUMENT-BASED INVESTIGATION

Japan and the Koreas

The Tale of Genji is the second of three document-based investigations that students will analyze in Japan and the Koreas. It is significant because many historians believe it is the world's first full-length novel.

Teach the Main Idea

Japan's early government was ruled by emperors and shoguns.

Define Who were the samurai? *highly trained warriors serving under imperial Japanese shoguns*

Draw Inferences Why do you think Japan's first central government was based on China's government? *Possible answer: Japan is just across the sea from China, so the two countries interacted with one another.*

Understand Cause and Effect Why were the shoguns able to take control of Japan? *Japan's emperor became less powerful, so the shoguns took over.*

Recall In what year did Japan attack the United States at Pearl Harbor? *1941*

More About ...

Misconception Alert

Firebombing of Japan The atomic bombs dropped by the United States on Hiroshima and Nagasaki are commonly considered to have caused the most death and destruction in Japan during World War II. In fact, around 66 cities were devastated and hundreds of thousands more people were casualties of firebombings than atomic attack.

Teach the Main Idea

Japanese culture blends traditional customs with modern innovations.

Define What are *kami*? *nature spirits that Shintoists believe are in everything in nature*

Compare and Contrast How is Shintoism different from Buddhism? *Shintoists believe everything in nature has a spirit, or kami, while Buddhists strive to seek peace and enlightenment.*

► 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: **Kyoto, shoguns, samurai, kimonos, Diet, Tokyo, work ethic, trade surplus, tariff, Osaka.**

► ONLINE INTERACTIVE VISUALS

Image with Hotspots: Jomon Village

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

Analyze Visuals How might raised floors have been useful during Japan's humid summers and snowy winters? *Possible answer: The raised floors enabled air to flow under them, which reduced humidity, and they kept the entrances from being blocked by snow on the ground.*

► ONLINE GRAPHIC ORGANIZER

Japan

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:

Analyze Why does Japan's economy rely more on manufacturing than farming? *Possible answer: Japan lacks arable land needed for farming, so manufacturing goods is a better alternative.*

READING CHECK

Sequence List in order the groups that ruled Japan from its early history to World War II. *emperors in its early history, shoguns until 1868, emperors up to World War II*

BIOGRAPHY

Hirohito 1901–1989

Hirohito was Japan's emperor for most of the 1900s. As such, he led the country through periods of great crisis and change. He was emperor when Japan launched wars against China and Russia in the 1930s. He was also in power in 1945 when the United States bombed Hiroshima and Nagasaki. After World War II ended, Hirohito led Japan through changes in its government and economy. Many of these changes affected Hirohito personally. For example, he gave up much of the power he had once held as emperor in favor of a democratic government.

Draw Conclusions

Why might a ruler give up much power?



Later Japan Not everyone was happy with the rule of the shoguns. In 1868 a group of samurai overthrew the shogun and gave power back to the emperor.

When World War II began, Japan allied itself with Germany and Italy. It wanted to build an empire in Southeast Asia and the Pacific. The Japanese drew the United States into the war in 1941 when they bombed the naval base at Pearl Harbor, Hawaii. After many years of fighting, the Americans took drastic measures to end the war. They dropped devastating atomic bombs on two Japanese cities, Hiroshima and Nagasaki. Shocked by these terrible weapons, the Japanese surrendered.

Japanese Culture

Japan's culture reflects the country's long and varied history. For example, some elements of the culture reflect the influence of the Chinese, while others are native to Japan. Since World War II, Western ideas and innovations have also helped shape Japanese life.

Language Nearly everyone in Japan speaks Japanese. The Japanese language is complicated and can be difficult for other people to learn. This difficulty stems in large part from the Japanese writing system. Japanese writing uses two different types of characters. Some characters, called kanji, represent whole words. There are about 2,000 kanji characters in common use today. Other characters, called kana, stand for parts of words. Most texts written in Japanese use both kanji and kana characters.

Religion Religion can also be complicated in Japan. Most people who live there blend elements of two religions—Shinto and Buddhism.

Unlike Buddhism, which was brought to Japan from Korea, Shinto is native to the islands. According to Shinto teachings, nature spirits called *kami* (KAH-mee) live in the world. Shintoists believe everything in nature—the sun, the moon, trees, rocks, waterfalls, and animals—has

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► ONLINE DOCUMENT-BASED INVESTIGATION

The Tale of Genji

The Tale of Genji was written by Lady Murasaki Shikibu around 1000. Many historians believe it is the world's first full-length novel.

Analyze Sources What imagery does the author use to compare the dancers?

Possible answer: nature imagery, such as a bright flower and green vegetation

► ONLINE INTERACTIVE CHARTS

A Military Society

Have students expand the steps to learn about the order of Japanese society into the 1800s and answer the associated question.

Analyze Charts Who was the most powerful person in Japan's samurai society? *the shogun*

Kimonos are the traditional clothing style in Japan. Both men and women wear kimonos for special occasions, such as weddings.



Reading Check
Summarize How did Japan's history affect its culture today?

Academic Vocabulary
abstract a quality or idea without reference to an actual thing

Reading Check
Find Main Ideas. How has Japan's government changed since World War II?

Government

Since World War II, Japan's government and economy have changed dramatically. Japan was once an imperial state that was shut off from the rest of the world. Today, Japan is a democracy with one of the world's strongest economies.

Shortly after World War II, Japan's government became a constitutional monarchy headed by an emperor. Although the emperor is officially the head of state, he has little power. His main role is to act as a symbol of Japan and of the Japanese people. In his place, power rests in the people, who elect a legislature called the **Diet**. The Diet chooses the prime minister. From the capital city of **Tokyo**, the Diet and the prime minister make the laws that govern life in Japan today.

Under the constitution, all Japanese citizens 18 years of age or older can vote. It also guarantees that all Japanese citizens are equal under the law. It also protects the personal freedoms of the Japanese people. For example, the constitution promises that the Japanese people have the right to pursue happiness, and it protects freedom of thought.

kami. They also believe that some *kami* help people live and keep them from harm. As a result, they build shrines to the *kami* and perform ceremonies to ask for their blessings.

Buddhists have also built shrines and temples all over Japan. Some temples are very old. They date back to the earliest days of Buddhism in Japan. People visit these temples to seek peace and enlightenment. The search for enlightenment is Buddhists' main goal.

Customs and Traditions Japan's history lives on in its customs and traditions. For example, many Japanese wear traditional robes called **kimonos** on special occasions, just as samurai did long ago. Most of the time, though, people in Japan wear Western-style clothing.

Traditional forms of art are also still popular in Japan. Among these art forms are two types of drama, Noh and Kabuki. Noh plays use music and dance to tell a story. Actors do not move much and wear masks, using their gestures to convey their tale. Kabuki actors, on the other hand, are much more active. Kabuki plays tell stories, but they often teach lessons about duty and other **abstract** ideas as well.

Teach the Main Idea

Since World War II, Japan has developed a democratic government.

Identify What type of government does Japan have? *constitutional monarchy*

Compare and Contrast How is Japan's prime minister chosen? How is this different from the way in which the U.S. president is chosen? *The prime minister is chosen by the Diet. The U.S. president is elected by the Electoral College, whose members are elected by citizens of the United States.*

BIOGRAPHY

Hirohito

Have students read the biography of Hirohito and then answer the associated question.

Draw Conclusions Why might a ruler give up much power? *Possible answers: for the good of his or her country; the leader might be forced to give up power*

ONLINE INTERACTIVE MAPS

The War in the Pacific, 1942–1945

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

Location Which major battle took place nearest to Hawaii? *Midway*

HISTORICAL SOURCE

A Shinto Shrine

Invite students to examine the image of the Shinto shrine.

Analyze Sources What elements of nature can you see in this painting? *trees and plants*

READING CHECK

Summarize How did Japan's history affect its culture today? *Religious beliefs, architecture, theater, and styles of dress are influenced by Japanese history.*

READING CHECK

Find Main Ideas How has Japan's government changed since World War II? *Japan went from being an imperial state to a democracy. It now has a constitutional monarchy and a democratically elected Diet.*

ONLINE ANALYZE VIDEOS

Emperor Hirohito

Have students watch the video individually or as a class to learn about the life of Emperor Hirohito, who led Japan through periods of great change.

Analyze Videos Why was Hirohito's involvement in government decisions kept from the Japanese people? *The Japanese government wanted people to view the emperor as divine and above worldly concerns.*



ONLINE INTERACTIVE VISUALS

Image with Hotspots: Bunraku Puppetry

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

Analyze Visuals Why do you think it takes up to three people to manipulate the puppet? *Possible answer: Since the puppet is almost life-size and needs to achieve lifelike movements, it takes more than one person to move the body, head, and limbs.*

Teach the Main Idea

Japan has become one of the world's strongest economies.

Explain What are some of the reasons for Japan's economic success? *high-quality products, government help, highly trained workers, efficient production methods, work ethic, foreign trade*

Define What is a tariff? *a fee that a country charges on exports and imports*

Identify What country is Japan's major trading partner? *the United States*

More About . . .

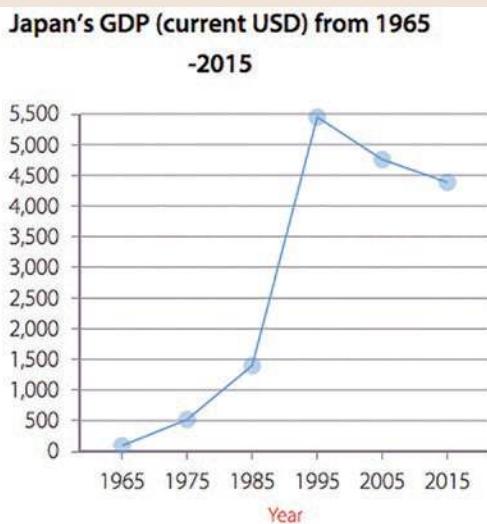
Japanese Tariffs One way that Japan protects its companies and maintains a major trade surplus is to charge high tariffs on imported goods. An example is frozen beef imported from the United States. In 2017 Japan raised the tariff on U.S. beef to 50 percent. This high price strongly encourages the Japanese to purchase domestic, rather than imported, beef. Many other agricultural products are protected by the government.

ONLINE INTERACTIVE GRAPH

Japan's Economic Growth

Have students explore the graph showing Japan's GDP from 1965 to 2015 and answer the associated question.

Interpret Graphs In which year was Japan's GDP the highest? 1995



READING CHECK

Summarize What have the Japanese done to build their economy? *government has been involved in economic planning; emphasized foreign trade; trained workers and encouraged a strong work ethic; imposed high tariffs*

Economy

Do you own any products made by Sony? Have you seen ads for vehicles made by Honda, Toyota, or Mitsubishi? Chances are good that you have. These companies are some of the most successful in the world, and all of them are Japanese.

Today, Japan is an economic powerhouse. However, this was not always the case. Until the 1950s, Japan's economy was not that strong. Within a few decades, though, the economy grew tremendously.

The most successful area of Japan's economy is manufacturing. Japanese companies are known for making high-quality products, especially cars and electronics. Japanese companies are among the world's leading manufacturers of cars, electronic motors, video games and consoles, and video recording equipment. The methods that companies use to make these products are also celebrated. Many Japanese companies are leaders in new technology and ideas.

Reasons for Success Many factors have contributed to Japan's economic success. One factor is the government. It works closely with business leaders to control production and plan for the future.

Japan's workforce also contributed to its success. Japan has well-educated, highly trained workers. As a result, its companies tend to be both efficient and productive. Many workers in Japan also have a strong work ethic. A **work ethic** is the belief that work in itself is worthwhile. People with a strong work ethic work hard and are often loyal to their companies. As a result, the companies are successful.

Trade Japan's economy depends on trade. In fact, many products manufactured in the country are intended to be sold outside of Japan. Japan specializes in manufacturing high-tech items and cars. Many of these goods are sent to China and the United States. The United States is Japan's major trading partner.

Japan's trade has been so successful that it has built up a huge trade surplus. A **trade surplus** exists when a country exports more goods than it imports. Because of this surplus, many Japanese companies have become very wealthy.

Japan is able to export more than it imports in part because of high tariffs. A **tariff** is a fee that a country charges on imports or exports. For many years, Japan's government has placed high tariffs on goods brought into the country. This makes imported goods more expensive, and so people buy Japanese goods rather than imported ones.

Resources Although its economy is based on manufacturing, Japan has few natural resources. As a result, the country must import raw materials. In addition, Japan has little arable land. Farms cannot grow enough food for the country's growing population. Instead, the Japanese have to buy food from other countries, including China and the United States.

Reading Check
Summarize What have the Japanese done to build their economy?

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ADVANCED/GIFTED

Japan's Auto Industry

- Review with students what the text says about manufacturing cars in Japan. Tell them they will be collecting information to answer this question: How did Japan become one of the leading manufacturers of automobiles in the world?
- Guide students in their research by having them look for the following information, perhaps as partners or in groups:
 - the top car-exporting countries, 1965 and 1975
 - the year Japan's car exports peaked

- the effect of the 1973 oil embargo on Japan's automobile industry
- Japan's export market share and rank as automobile manufacturer, at five- or ten-year intervals, beginning in 1965

- Have students complete a timeline by filling in major events in the history of Japan's auto industry. Then have them write a few paragraphs answering the question in Step 1.

*Alternative Assessment Handbook, Rubrics 12: Drawing Conclusions; and 36: Time Lines

Daily Life

Japan is a densely populated country. Slightly smaller than California, it has nearly three times as many people! Most of these people live in crowded cities such as the capital, Tokyo.

Life in Tokyo Besides serving as the national capital, Tokyo is the center of Japan's banking and communication industries. As a result, the city is busy, noisy, and very crowded. About 13 million people live in a relatively small area. Because Tokyo is so densely populated, land is scarce. As a result, Tokyo's real estate prices are among the highest in the world. Some people save up for years to buy homes in Tokyo. They earn money by putting money in savings accounts or by investing in stocks and bonds.

Because space is so limited in Tokyo, people have found creative ways to adapt. Buildings tend to be fairly tall and narrow so that they take less land area. People also use space underground. For example, shops and restaurants can be found below the streets in subway stations. Another way the Japanese have found to save space is the capsule hotel. Guests in these hotels—mostly traveling businesspeople—crawl into tiny sleeping chambers rather than having rooms with beds.

Many people work in Tokyo but live outside the city. So many people commute to and from Tokyo that trains are very crowded. During peak travel times, commuters are crammed into train cars.

Tokyo is not all about work, though. During their leisure time, people can visit Tokyo's many parks, museums, and stores. They can also take short trips to local amusement parks, baseball stadiums, or other attractions. Among these attractions are a huge indoor beach and a ski resort filled with artificial snow.

Life in Other Cities Most of Japan's other cities, like Tokyo, are crowded and busy. Many of them serve as centers of industry or transportation.

The second-largest city in Japan, **Osaka**, is located in western Honshu. In Osaka—as in Tokyo and other cities—tall, modern skyscrapers stand next to tiny Shinto temples. Another major city is Kyoto. Once Japan's capital, Kyoto is full of historic buildings.

Transportation between Cities To connect cities that lie far apart, the Japanese have built a network of rail lines. Some of these lines carry very fast trains called *Shinkansen*, or bullet trains. They can reach speeds of more than 160 miles per hour (260 kph). Japan's train system is very **efficient**. Trains nearly always leave on time and are almost never late.

Rural Life Not everyone in Japan lives in cities. Some people live in the country in small villages. The people in these villages own or work on farms.

Relatively little of Japan's land is arable, or suitable for farming. Much of the land is too rocky or steep to grow crops on. As a result, most farms are small. The average Japanese farm is only about 2.5 acres (1 hectare). In contrast, the average farm in the United States is 175 times that size.

Because their farms are so small and Japan imports so much of its food, many farmers cannot make a living from their crops. As a result, many people have left rural areas to find jobs in cities.

Academic Vocabulary
efficient productive
and not wasteful

Reading Check
Find Main Ideas
What are Japanese cities like?

Japan and the Koreas 959



ONLINE INTERACTIVE VISUALS

Image with Hotspots: Life in Tokyo

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

Analyze Visuals Based on this image, how does life in Tokyo compare to daily life where you are? *Possible answer: Tokyo is more crowded and uses space more economically.*

In print edition, see visual feature of same title.



ONLINE ANALYZE VIDEOS

Geo Quiz: Japan

Have students watch the video individually or as a class to learn more about Japan's bullet train system. You may wish to use the associated question as a discussion prompt.

Analyze Videos Why was the bullet train important to Japan when it was first constructed? *It enabled Japan to build its infrastructure more efficiently, which also helped build its economy.*

Teach the Main Idea

A shortage of open space shapes daily life in Japan.

Identify What are *Shinkansen*? *Japanese bullet trains that can travel more than 160 miles per hour*

Explain How do people afford the expensive homes in Tokyo? *They save for years and invest in stocks and bonds.*

Understand Cause and Effect Why does Japan have to import much of its food? *The land is densely populated, much of it is rocky and steep and unsuitable for farming, and the average farm is small.*

Analyze Of the different ways in which people have adapted to overcrowding in Tokyo, which one do you think best solves the problem? *Possible answer: having very tall buildings, because it creates more vertical space*

More About ...

Douglas MacArthur (1880–1964) The American general Douglas MacArthur played an important role in the modern history of Japan. Graduating from West Point at the top of his class, he led the American force to defeat Japan in World War II, and he accepted their surrender in 1945. As head of the Allied occupation, MacArthur is credited with setting Japan on the road to democracy and restoring its economy.

Japanese Gardens Creating beautiful landscape gardens is an ancient art form in Japanese culture, dating back to at least the 800s. There are three categories of gardens: Tsukiyama (hill), Karesansui (dry), and Chaniwa (tea). Tsukiyama are reproductions of natural scenery, with hills, stones, ponds, bridges, and other features. Karesansui are more abstract reproductions of nature, with stones, gravel, sand, and sometimes moss to suggest mountains and other land forms. Chaniwa are for the tea ceremony and typically include stepping stones leading to the tea house, stone lanterns, and a stone water basin for purification.

Baseball in Japan Baseball came to Japan in the late 1800s, along with other Western ideas. But it wasn't until after the American all-stars—including the legendary Babe Ruth—came to play in 1934 that a professional baseball league was formed. One of the most famous Japanese players is Sadaharu Oh, who hit 868 home runs in Japan, more than Hank Aaron's American record of 755. Another is Ichiro Suzuki, who broke the 84-year-old U.S. record in 2004 for the number of hits in a single season (262).

READING CHECK

Find Main Ideas What are Japanese cities like? *crowded and busy; many serve as centers of industry or transportation*

For additional instruction, go to end of lesson.

Teach the Main Idea

Crowding, competition, and pollution are among Japan's main issues and challenges.

Make Decisions What factors would you consider if you were thinking of moving to a suburb from a crowded city such as Tokyo? *Possible answers: how much more space you would have in the suburb; whether it would be cheaper to live in the suburb; how much time would be spent commuting to the city*

Identify What other countries are challenging Japan for economic dominance of East Asia?
Possible answer: China and South Korea

Draw Inferences Why do you think Japan has such a low level of entrepreneurship? *Possible answer: Japan's culture encourages people to follow tradition, and entrepreneurship often requires people to be creative and consider new business methods.*

► ONLINE INTERACTIVE MAPS

Japan: Population

Have students explore the graph showing population growth in Japan and answer the associated question.

Location Which city on this map has the lowest population? *Sapporo*

In print edition, see map and graph of same title.

1. Location Where are Japan's most crowded cities? *along the southern coast*

2. Human-Environment Interaction How does the size of the Tokyo area relate to Tokyo's population? *The Tokyo area is larger to accommodate the large population in and around Tokyo.*



Life in Tokyo

Home to some 13 million people, Tokyo is one of the world's busiest cities. This illustration shows what a typical day in Tokyo is like.



Analyze Visuals

Based on this image, how does life in Tokyo compare to daily life where you live?

Issues and Challenges

Many people consider Japan one of the world's most successful countries. In recent years, however, a few issues have arisen that present challenges for Japan's future.

One of these issues is Japan's lack of space. As cities grow, crowding has become a serious issue. It is not uncommon for a family of four to live in a one-bedroom apartment. To escape overcrowded city life, some move to

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LINK TO ECONOMICS

Japan's Economic Bubble

1. Explain to students that prices are determined by how much people are willing to pay. Sometimes people see prices for such things as real estate and stocks going up and believe it will continue indefinitely. They then speculate in or buy things they don't really want only because they are increasing in value. The idea is to sell them later and make a profit. Prices driven artificially high by speculation are called a *bubble*. Eventually, all speculation bubbles burst.

2. Have students research the Nikkei index (Japanese stock market) and the prices of real estate, both commercial and residential, in the Tokyo area. Have them answer these questions:

- Which bubble burst first: real estate or stocks?
- Using 1985 as a benchmark, how much had prices increased at the height of the bubble?
- When did prices return to 1985 levels?

3. Have students record their findings in chart form.

*Alternative Assessment Handbook, Rubrics 7: Charts; and 30: Research

For additional instruction, go to end of lesson.

distant suburbs. Unfortunately, many suburban dwellers must travel back to the city for work. For commuters, two- or three-hour daily trips to and from work are normal.

To make space, some people have begun to construct taller buildings. Such buildings have to be carefully planned, though, to withstand earthquakes.

Japan also faces economic challenges. For many years, it had the only strong economy in East Asia. Recently, however, other countries have challenged Japan's economic dominance. Competition from China and South Korea has begun taking business from some Japanese companies.

Some of the economic challenges Japan faces come from within. Many of its top companies are decades old. Some economists believe that Japan needs new businesses. However, Japan has one of the lowest levels of entrepreneurship, or the setting up of businesses, in the developed world. Though as the economy begins to slow down, there is a greater push for more entrepreneurship.



Japan and the Koreas 961

UNDERSTAND CAUSE AND EFFECT

Effects of the 2011 Disaster in Fukushima

1. Have students work in small groups to research and report on various topics associated with the Great East Japan earthquake that occurred in March 2011, the tsunami that followed, the destruction of Fukushima, and the damage to the Fukushima Daiichi nuclear reactors.
2. Instruct students that their reports should also contain information on the effects the earthquake and tsunami had on Japanese life and the nation's economy.

3. Have students add maps and visuals to their reports.
4. After the presentations, discuss with students what they learned about both the long-term and short-term effects of these types of disasters.

*Alternative Assessment Handbook, Rubrics 6: Cause and Effect; 29: Presentations; and 30: Research

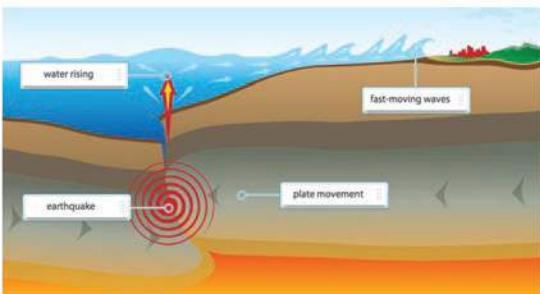
ONLINE INTERACTIVE VISUALS

Drag-and-Drop Activity: How a Tsunami Forms

Have students explore the image by correctly placing labels on the illustration.

How a Tsunami Forms

Tsunamis occur when an earthquake, volcanic eruption, or other event causes seawater to move in huge waves. The majority of tsunamis occur in the Pacific Ocean because of the region's many earthquakes.



ONLINE ANALYZE VIDEOS

Japanese Earthquake and Fukushima

Have students watch the video individually or as a class to learn more about Japan's 2011 earthquake and the resulting tsunami. You may wish to use the associated question as a discussion prompt.

Analyze Videos What challenges did people face after the earthquake and tsunami? *Possible answer: food, water, and gas shortages; cracked roads and debris hindering aid; power plant meltdown*



READING CHECK

Find Main Ideas What are three issues facing Japan? *crowding, economic competition, pollution*



Parts of northeastern Japan, such as the city of Sendai shown here, were devastated by the tsunami that followed the massive earthquake in 2011.

Pollution has also become a problem in Japan. In 1997 officials from more than 150 countries met in Japan to discuss the pollution problem. They signed the Kyoto Protocol, an agreement to cut down on pollution and improve air quality.

Japan's stability was deeply shaken on March 11, 2011, when a massive earthquake struck northeastern Japan, unleashing a savage tsunami. More than 18,000 people were killed; most died by drowning. To make matters worse, the tsunami caused a cooling system failure at the Fukushima Daiichi Nuclear Power Plant, resulting in a nuclear meltdown and the release of radioactive materials. Today, Japan's people and government continue to rebuild their nation.

Summary and Preview Since World War II, Japan has created a democratic government and a strong, highly technological economy. In the next lesson, you will learn about Korea's history and changes that have occurred in South Korea and North Korea.

Lesson 2 Assessment

Review Ideas, Terms, and Places

1. a. **Define** Who were the shoguns?
- b. **Explain** Why did Japan enter World War II?
2. a. **Elaborate** How did World War II affect life in Japan?
 b. **Elaborate** How does Japan's religion reflect its history?
3. a. **Explain** How has Japan's government changed since World War II?
 b. **Summarize** What personal freedoms does Japan's constitution protect?
4. a. **Identify** What are some goods made in Japan?
 b. **Elaborate** Why do you think a work ethic is so important to the Japanese economy?
5. a. **Describe** How have people tried to save space in Japanese cities?
 b. **Identify and Explain** Look back at the model of Daily Life in Tokyo. Use the model to pose and answer a question about population patterns in Japan.

6. a. **Identify** What is one issue that crowding has caused for Japan?
 b. **Analyze** How are other countries presenting challenges to Japan's economy?

Critical Thinking

7. **Analyze** Draw a graphic organizer made of three circles. In one circle, write two sentences about city life in Japan. In another, write two sentences about rural life. In the third, write two sentences about issues facing the Japanese.



Print Assessment

Review Ideas, Terms, and Places

1. a. **Define** Who were the shoguns? *powerful generals who ran Japan in the emperor's name*
b. **Explain** Why did Japan enter World War II? *Japan wanted to build an empire in Southeast Asia and the Pacific.*
2. a. **Elaborate** How did World War II affect life in Japan? *Since World War II, Western ideas and innovations have helped shape Japanese life.*
b. **Elaborate** How does Japan's religion reflect its history? *Possible answers: Shinto is the native belief of Japan; old Buddhist temples reflect the early influence of the Chinese.*
- c. **Identify** What is one traditional style of clothing in Japan? What do people wear most of the time? *kimonos; Western-style clothing*
3. a. **Explain** How has Japan's government changed since World War II? *Although the emperor remains the official head of state, power now rests in an elected legislature and prime minister.*
b. **Summarize** What personal freedoms does Japan's constitution protect? *People can do what makes them feel happy and freely think what they want.*
4. a. **Identify** What are some goods made in Japan? *cars, electric motors, video games and consoles, and video recording equipment*

- b. **Elaborate** Why do you think a work ethic is so important to the Japanese economy? *Possible answers: Loyal workers save companies money on training costs; hard workers are more productive.*
5. a. **Describe** How have people tried to save space in Japanese cities? *Possible answers: by building tall buildings; using underground space; capsule hotels*
- b. **Identify and Explain** Look back at the model of *Daily Life in Tokyo*. Use the model to pose and answer a question about population patterns in Japan. *Students' answers will vary but should show an understanding of population patterns.*
6. a. **Identify** What is one issue that crowding has caused for Japan? *Possible answers: expensive real estate; overcrowded commuter trains; taller buildings must withstand earthquakes; pollution*
- b. **Analyze** How are other countries presenting challenges to Japan's economy? *economic competition*

Critical Thinking

7. **Analyze** Draw a graphic organizer made of three circles. In one circle, write two sentences about city life in Japan. In another, write two sentences about rural life. In the third, write two sentences about issues facing the Japanese. *Students should create a graphic organizer with three circles containing text similar to the following—City life: City life is cramped because cities are so densely populated. People work in the city, but they also visit parks, museums, and stores. Rural life: People live in small villages in Japan's rural areas. Some people have small farms in rural communities. Issues: One of the issues Japan faces is the lack of space. Japan also faces economic competition from other East Asian countries.*

► Online Assessment

1. How did China influence the early development of Japan?
- The Ainu people migrated from China to Japan.
 - The Ainu people began using one of China's languages.
 - Japan adopted Buddhism and China's government structure.
 - Japan adopted the military titles of shogun and samurai from the Chinese.
- Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.
- During the country's early history, Japan adopted many characteristics of *Chinese* culture, such as Buddhism and its government structure.
2. Why can the Japanese language be difficult to learn?
- Japanese uses 26 letters in its alphabet.
 - Few Japanese people speak Japanese since World War II.
 - Spoken Japanese does not resemble Japanese as it is written.
 - Japanese uses characters to represent both whole words, kanji, and part of words, kana.
- Alternate Question** Drag the answer choice into the box to complete the sentence correctly.
- The Japanese language can be difficult to learn because there are about 2,000 characters, called *kanji*, that represent whole words.
3. How did Japan's government change after World War II?
- Emperor Hirohito had more political power.
 - The nation became a constitutional monarchy.
- The national legislative body elected the emperor.
 - Kyoto became the seat of the federal government.
- Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.
- Following the Japanese defeat in World War II, Japan became a *constitutional monarchy*.
4. How did Japan rebuild its economy after it was destroyed during World War II?
- Select the **three** correct answers.
- Japan became a Communist nation and strictly enforced production schedules.
 - Japanese workers created a strong work ethic and are loyal to their companies.
 - The Japanese government employed many foreign workers from Korea and India.
 - Japan produced high-tech items and cars that are sold to the United States and China.
 - The Japanese government worked with business owners to plan industrial production.
 - Japan relied on the export of agricultural products that are sold to South Korea and China.

(continued)

► Online Assessment (continued)

Alternate Question

How did Japan create one of the world's strongest economies after World War II?

- Japan relied on the export of textiles and agricultural products.
- Japanese businesses employed many foreign workers from Korea and India.
- Japan became a Communist nation and strictly enforced production schedules.
- Japanese businesses produced cars and electronic items that were sold to the United States and China.

5. How do Japanese citizens adapt to having little space in large, densely populated cities like Tokyo?

Select the **three** correct answers.

- They have few parks and museums.
- They rely on subway trains for transportation.
- They build all of their tall buildings out of wood.
- They build tall buildings in which to work and live.
- They construct stores and restaurants underground.
- The government provides public housing for the majority of its citizens.

Alternate Question Which of the following is characteristic of densely populated Japanese cities like Tokyo?

- few parks
- few museums
- subway train networks
- public housing for their citizens

6. Why is Japan often struck by tsunamis?

- Most Japanese cities are below sea level.
- Some Japanese cities are located on the coast.
- Japan has many volcanoes that erupt periodically.
- Japan lies close to tectonic plates that cause underwater earthquakes

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

Japan is affected by tsunamis periodically because the country is located near two tectonic plates that shift and cause underwater earthquakes

7. **Find Main Ideas** How did the shoguns take control of Japan and stay in that position until the 1800s?

During the early history of Japan, emperors controlled Japan. However, emperors were more interested in their life at the royal court than ruling the country and lost military control of the country to strong warrior leaders called shoguns. Shoguns ruled in the name of the emperor and were supported by warriors called samurai who were very devoted to their leaders.

8. **Compare and Contrast** How are Shintoism and Buddhism different?

Shintoism is the native religion of Japan, while Buddhism was brought to Japan from Korea. Shintoists believe that nature spirits, called *kami*, live in the world. Buddhists focus on how to achieve enlightenment. Both religions worship at shrines; however, Shintoists pray to nature spirits, while Buddhists pray for peace.

9. **Summarize** Which freedoms are guaranteed to the Japanese people under their constitution?

The post-World War II constitution guarantees that all Japanese citizens are equal under the law. It protects the civil rights of Japanese citizens, such as freedom of thought and the right to pursue happiness. Japanese citizens 18 years of age or older can vote in elections to decide which politicians will represent them.

10. **Make Inferences** How does Japan continue to have profitable industries since it has few mineral resources? Name one industry the lack of mineral resources affects.

Japan has to import its raw materials, such as iron, in order to produce automobiles. Japan receives raw materials from foreign countries and, in return, sells them automobiles. In this way, Japan can continue to have a profitable automobile industry.

11. **Draw Conclusions** Why are few Japanese people farmers?

Japan's land is not suitable for farming, as most of it is rocky or too steep. Most farms are small as compared with farms in other countries like the United States. As a result, Japan imports most of its food, and few Japanese people can make a living as farmers.

12. **Make Inferences** Why do Japanese cities have a problem with pollution, and how has the Japanese government tried to combat the issue?

Japan is a densely populated country, and its people create pollution. As well, Japan is an industrialized country, and its industries also cause pollution. Japan signed the Kyoto Protocol, which sets limits on the amount of pollution that the country and other signers to the agreement can produce.

ADDITIONAL INSTRUCTIONAL MATERIALS

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More About . . .

Connect to Language Arts: Japanese Writing System The Japanese language had no written form until about the year 500, when Chinese characters were introduced. Chinese characters used in Japanese, called kanji, are somewhat like pictures in that they represent ideas or words. They are used for nouns, adjectives, adverbs, and verbs. Phonetic characters, called kana, were developed in Japan in the 700s to make kanji more suitable for writing Japanese. Kana characters were added to represent syllables that form suffixes, to change the tense of a verb, and so forth.

Connect to the Arts: Japanese Drama Noh is a classical, highly stylized form of drama developed in the 1300s. Noh plays are tragic in tone, short, and have little plot. They feature singing, instrumental music, speech, mime, and dancing. Kyogen is comic drama, developed during the same period. Kyogen plays are short farces that are performed between Noh plays for comic relief. Kabuki drama, developed in the 1700s and 1800s, is far more popular with Japanese audiences than the older forms of drama. Like Noh, Kabuki integrates movement, music, and speech, but Kabuki plots are more eventful.

Japanese Films Japanese filmmakers are famous around the world for their imaginative, trendsetting work. Film director Akira Kurosawa (1910–1998) drew international attention for his historical films *Seven Samurai* (1954) and *Ran* (1985). Other groundbreaking Japanese films are the monster classic *Godzilla* (1954) and the anime film *Grave of the Fireflies* (1988). Although highly different in tone and style, both of these films address issues important in Japan after World War II. *Godzilla* is a deep-sea monster awakened by nuclear tests, and the children in *Grave of the Fireflies* survive, only briefly, the U.S. firebombing of Kobe.

COLLABORATIVE LEARNING

The Meiji Period

1. Explain to students that one of the most important periods in Japanese history was the reign of the figurehead Emperor Meiji (1868–1912). During this time, Japan responded to the intrusion of the United States and other Western nations by vowing to modernize its nation and compete with the Western powers.
2. Divide the class into small groups and have each research one of the following topics.
 - Commodore Perry's visits to Japan and their effect on Japan's independence
 - the people who really ruled Japan during Emperor Meiji's reign
 - how government planning influenced industrial and military development
 - the Sino-Japanese War (1894–1895) and the Russo-Japanese War (1904–1905)
3. Have students present their findings by reading a report to the class, displaying posters, sharing booklets they have created, or giving a multimedia presentation.

*Alternative Assessment Handbook, Rubrics 29: Presentations; and 30: Research

(continued)

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STRUGGLING READERS

Vocabulary Development

1. This lesson contains many terms that may make the lesson difficult for students. Have them use their textbooks, dictionaries, and, if needed, encyclopedias to define the following terms: *kabuki*, *kami*, *kana*, *kanji*, *kimono*, *Noh*, *samurai*, *Shinto*, and *shogun*.
2. Instruct students to write out the definition of each term and then use it in a sentence. Students may wish to add a simple illustration of each term.
3. Have students select one or two of the terms and write a short paragraph explaining more about it. Encourage students to use additional resources to gather further information about the term(s) used in their paragraphs.

*Alternative Assessment Handbook, Rubric 1: Acquiring Information; and 42: Writing to Inform

ADVANCED/GIFTED

Shinto Shrines and Buddhist Temples

1. Have students use the library or Internet to research Shinto shrines and Buddhist temples. Tell them that they should find descriptions of shrines and temples, including location, layout, and objects found there; appropriate behavior at these places of worship; and famous temples and shrines. Encourage students to bring illustrations or photographs they find in the course of their research.
2. Draw a two-column chart and label the columns *Shinto Shrines* and *Buddhist Temples*.
3. Call on volunteers to share the information they found and record it in the chart. Have students display any visuals they found.
4. When the chart is complete, guide the class in a discussion comparing and contrasting Shinto shrines and Buddhist temples. Refer to the text, as necessary, to discuss how the places of worship reflect the beliefs of each religion. (For example, Shinto shrines tend to be in isolated, wooded places.)

*Alternative Assessment Handbook, Rubrics 11: Discussions; and 30: Research

continued from page 959

STRUGGLING READERS

Made in Japan

1. Bring in magazines or catalogs, and have students find ads of items made in Japan. Remind students that these items include cars, TVs, and many other items they use or see every day.
2. Have students make copies of the ads or cut them out and make a poster with the images.
3. Have students share their posters with the class.

*Alternative Assessment Handbook, Rubric 28: Posters

ADDITIONAL INSTRUCTIONAL MATERIALS (continued)

continued from page 959

More About . . .

Bullet Trains Japan was the first country to develop a high-speed train system linking its major cities. In 1964 it introduced the first of its *Shinkansen*, or bullet trains, with service from Tokyo to Osaka. Shinkansen are famous not only for their speed, but also for their safety records and punctuality. In 2017 Japan's latest Shinkansen reached a speed of 374 mph, breaking the world record for fastest train.

ENGLISH LANGUAGE LEARNERS

Personal Letters

1. To help students demonstrate their understanding of daily life in Japan, organize them into pairs to write personal letters. Review the parts of a personal letter including heading, greeting, introduction, body, closing, and signature.
2. Ask the partners to imagine that one of them has moved to Japan for one year with their family and they want to keep in touch with each other. Have the students role-play a written correspondence with each other either asking about or describing what daily life living in Japan is like.
3. Provide dictionaries to help students with new vocabulary words. Also, some students may need to draw pictures with labels to help them communicate their ideas. If so, you or their partners can help them write complete sentences about the pictures they have drawn.

*Alternative Assessment Handbook, Rubric 25: Personal Letters

TIERED ACTIVITY

Below Level

- Have students choose a Japanese city that they would like to know more about. Work with students to ensure that a number of cities are selected. Tell students to research the city and then develop an informative presentation covering these topics: location and physical setting; history; and features for which the city is best known.
- Have students share their presentations with the class. Encourage class members to listen actively, to ask relevant questions, and to share information they may know about the cities.

At Level—Going beyond the Below Level activity:

- Instruct students to add to their travelogues by discussing any challenges their city is facing, such as a shortage of transportation, overcrowding, and so forth.

Above Level—Going beyond the Below Level and At Level activities:

- Have students develop potential solutions to at least one of the challenges they presented.
- Encourage the class to respond to students' presentations by suggesting their own ideas for solutions to challenges.

*Alternative Assessment Handbook, Rubrics 11: Discussions; 24: Oral Presentations; 30: Research; and 35: Solving Problems

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More About . . .

High-Rise Buildings and Earthquakes When the largest earthquake in recorded history hit Japan in 2011, tall buildings swayed, but they did not topple. This was the fortunate result of Japan's tough building codes for structures of all heights. Many buildings are positioned on enormous foundations made of Teflon that separate them from the shaking ground beneath them. Some new high-rises are being built with enormous pendulums that sway against the waves of the earthquake to counteract their effects. In addition to strict codes for new buildings, the Japanese have worked to retrofit older ones so they also can withstand ground tremors.

Connect to Economics: Older Workers in Japan The official retirement age in Japan is 60, but many Japanese workers facing retirement today want to work longer. They are Japan's baby boomers, born after World War II, a generation of highly skilled, conscientious workers who helped Japan become the economic power it is today. Their reluctance to retire is welcome news for the Japanese economy, which is facing a shrinking workforce due to Japan's low birthrate.

LINK TO ART

Design Your Own Capsule Space

Materials: drawing supplies, plain and graph paper

1. Have students study the pictures of the capsule hotels. Then talk about other kinds of space that people use every day and how they might be reduced in size. You might mention kitchens, automobiles, offices, boats, restaurants, helicopters, grocery stores, or bathrooms, for example.
2. Have students design and draw plans for a small space. The project should include two drawings: a side view of the small space, similar to the text illustration, and a floor plan executed on graph paper that includes a scale to indicate actual sizes of the space.
3. Move some desks, and have students pantomime what it would be like getting into, working in, or dealing in some other way with their imagined tiny space.

*Alternative Assessment Handbook, Rubric 3: Artwork



The Koreas



► Online Lesson 3 Enrichment Activities

A Buddhist Treasure

Article Students read about how the Koreans carved a collection of Buddhist scripture onto thousands of wooden blocks. Students then answer a question concerning why the blocks were carved.

The Two Koreas

Article Students learn about the economic differences between North and South Korea. Students then write interview questions they would ask North Korean leader Kim Jong Un concerning his country's economic situation.

The Koreas

The Big Idea

Though they share a common history and culture, the two Koreas have very different governments and economies.

Main Ideas

- Korea was one state with a shared history until the Korean War.
- Korean culture reflects its long history, and traditions continue into today.
- The people of South Korea today have freedom and economic opportunities.
- The people of North Korea today have little freedom or economic opportunity.
- Some people in both South and North Korea support the idea of Korean reunification.

Key Terms and Places

Silla
kimchi
Seoul
demilitarized zone
Pyongyang

The Gyeongbokgung Palace was built during the Joseon dynasty. The palace is located in South Korea's bustling capital, Seoul.



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Teach the Main Idea

Korea was one state with a shared history until the Korean War.

Summarize What were some characteristics of the Silla kingdom? *It fought against China but adapted the Chinese system of government and embraced Buddhism and Confucianism.*

Make Generalizations What kind of rulers have the people of North Korea generally had in power? *foreigners who ruled directly (China, Japan) and indirectly (the Soviet Union, with a Communist government)*

Explain Why did North Korea invade South Korea in 1950? *It wanted to unite all of Korea under Communist rule.*

More About . . .

Silla Art The period when the Silla kingdom was able to unify most of the Korean Peninsula (668–935) is considered the golden age for art in ancient Korea. Artisans made stunning objects of gold and precious stones. Most of these objects were found in royal tombs. They include a crown of gold and jade, elaborate earrings, and a dagger with a sheath made of gold, glass, and garnets.

Teach the Big Idea

1. Whole Class Open/Introduction

If **YOU** lived there . . .

Would you like to visit North Korea?

Review the scenario about living in South Korea 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 reasons to VISIT:

- will meet other family members
- will learn more about own family history

Consider reasons NOT to visit:

- worried about where you will stay
- might not be able to find relatives

2. Direct Teach Introduce the Big Idea: *Though they share a common history and culture, the two Koreas have very different governments and economies.* Ask students to consider how life might be different under the Communist regime of North Korea than in a democracy. For example, do they think they'd be free to shop at the mall or go to the movies?

3. Practice/Assess/Inquire Draw two chain-of-events charts for students to see, one for North Korea and the other for South Korea. Each chart should have at least three boxes. Guide the class in a discussion of the developments in each country as described in the lesson and write them in the chart.

4. Explore (Collaborative Exploration) Have students copy the completed charts, and call on students to compare developments that happened about the same time. Conclude with a class discussion of Korean reunification.

5. Whole Group Close/Reflect Have students use their charts to write a brief essay describing how the lives of North Koreans differ from those of South Koreans and discussing how these differences might affect the prospect of reunification.

*Alternative Assessment Handbook, Rubrics 13: Graphic Organizers; and 37: Writing Assignments

ONLINE DOCUMENT-BASED INVESTIGATION

Japan and the Koreas

Buchaechum: Korean Fan Dance is the third of three document-based investigations that students will analyze in the Japan and the Koreas Module. Buchaechum is thought to have evolved from shamanistic rituals or dances. Today, dancers perform the dance using fans to create beautiful movements inspired by nature. Students can explore the image to learn more.

Teach the Main Idea

Korean culture reflects its long history, and traditions continue into today.

Compare and Contrast How is the Korean language different from Japanese? *Korean is written with an alphabet so letters are combined to form words, while Japanese uses symbols to represent entire words or syllables.*

Recall What three religions have shaped Korean culture throughout its history? *Shamanism, Buddhism, and Confucianism*

More About ...

The Korean Diet Preserved foods, such as dried meat, fish, and vegetables, are staples of the Korean diet, making Korean cuisine distinct from other Asian cuisines. Climate played a role in this—Koreans traditionally preserved food to make it last through long, cold winters. Among the most popular preserved foods is a small, dried sardine served in bowls as a condiment at every meal, including breakfast. Another favorite is Korea's most popular snack food, dried cuttlefish.

► ONLINE GRAPHIC ORGANIZER

The Koreas

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 caused the economic and political differences between North and South Korea? *After World War II, North Korea created a Communist government and is still ruled by dictators. North Korea isolated itself from the rest of the world. South Korea created a democratic government in which its leaders and businesses work toward building a strong economy; South Korea invested in education.*

► 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: **Silla, kimchi, Seoul, demilitarized zone, Pyongyang.**

Reading Check
Analyze
How did the Koreas change after World War II?

Later, the Japanese invaded the Korean Peninsula. They were harsh rulers, and the Korean people grew to resent the Japanese.

After World War II, Korea was taken away from Japan and once again made independent. Rather than forming one country, though, Korea was divided into two. Aided by the Soviet Union, North Korea created a Communist government. In South Korea, the United States helped build a democratic government.

In 1950 North Korea invaded South Korea, starting the Korean War. The North Koreans wanted to unify all of Korea under a Communist government. With the aid of many other countries, including the United States, the South Koreans drove the invaders back. The Korean War was costly, and its effects linger in the Koreas today.

Korean Culture

Korea's culture reflects the peninsula's long history. Traditional ways of life influence how people act and think.

Language and Religion People in both North Korea and South Korea speak Korean. Unlike Japanese, Korean is written with an alphabet. People combine letters to form words, rather than using symbols to represent entire words or syllables as in Japanese.

Korea's traditional religion is shamanism, which is the belief that a person called a shaman can communicate with and influence spirits. Shamanism, Buddhism, and Confucianism shaped Korea's culture throughout its history, and their influence is still strong today.

Recently, though, Christianity has become the most widely practiced religion in South Korea. Buddhism is the second-most commonly



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► ONLINE HISTORICAL SOURCE

The Ten Injunctions

Invite the students to read the excerpt and answer the associated question.

Analyze Sources What reasons did Wang Kon give for not copying Chinese ways? *He stated that Koryo is a different location and its people's character is different from that of the Chinese.*

► ONLINE INTERACTIVE MAPS

Korea, 400–1392

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

Location Which feature marked the northern border of the Koryo kingdom? *Yalu River*

READING CHECK

Analyze How did the Koreas change after World War II? *They were divided and had very different governments and economies.*

For additional instruction, go to end of lesson.

Seoul's Post-war Transformation

South Korea was one of the world's poorest countries after the Korean War. Much of its infrastructure was destroyed during the war. Today, South Korea is a major economic power and has one of the strongest economies in East Asia.



Women and children search for items to burn as fuel in war-torn Seoul, 1950.



Today, South Korea's capital city, Seoul, is a busy metropolis.

Analyze Visuals

How has Seoul changed since 1950?

practiced. Confucianism is also widely practiced, though it is seen as a philosophy rather than a religion. The majority of the population, however, does not identify with a particular faith. North Korea, like many Communist countries, discourages people from practicing any religion.

Customs and Traditions The people of Korea have kept many ancient traditions alive. Many Korean foods, for example, have been part of the Korean diet for centuries.

One example of a long-lasting Korean food is **kimchi**, a dish made from pickled cabbage and various spices. First created in the 1100s, kimchi is still served at many Korean meals. In fact, many people think of it as Korea's national dish.

Traditional art forms have also remained popular in parts of the Koreas. Traditional Korean dance began as shamanistic rituals. A famous example is a fan dance called Buchaechum, in which dancers dance with large painted fans.

Korean traditions are especially important in North Korea. Since World War II, the Communist government of North Korea has encouraged people to retain many of their old customs and traditions. The Communists think that Korean culture is the best in the world and do everything they can to preserve it.

In South Korea, urbanization and the spread of modern lifestyles have led to a decline in some traditional customs. Rural areas are still very traditional, but people in urban areas have adopted new ways of life. Many

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ONLINE DOCUMENT-BASED INVESTIGATION

Buchaechum: Korean Fan

Dance Buchaechum is thought to have evolved from shamanistic rituals or dances. Today, a group of dancers perform the dance using fans to create beautiful movements inspired by nature. Students can explore the image to help answer the associated question.

Analyze Sources Why do you think Buchaechum uses movements inspired by nature? *Possible answer: Nature is important to shamanism because natural features have spirits with which shamans can communicate, and Buchaechum evolved from shamanistic rituals or dances.*

For additional instruction, go to end of lesson.

ONLINE INTERACTIVE MAPS

War in Korea, 1950–1953

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

Location Which city sits along the 1953 truce line? *Panmunjom*



GEOGRAPHIC FEATURE

Hangeul: The Korean Alphabet

Have the students read the Geographic Feature discussing the creation and design of Hangeul. You may wish to use the associated question as a discussion prompt.

Analyze Visuals What would the Korean word for *spring* look like in English when spelled using Hangeul letters? *bom*

ONLINE INTERACTIVE VISUALS

Image Compare: Seoul's Post-war Transformation

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 How has Seoul changed since 1950? *The city was in ruins and had little infrastructure in 1950; today, it has skyscrapers, roads, and many different forms of transportation.*

Seoul's Post-war Transformation

South Korea was one of the world's poorest countries after the Korean War. Much of its infrastructure was destroyed during the war. Today, South Korea is a major economic power and has one of the strongest economies in East Asia.

Women and children search for items to burn as fuel in war-torn Seoul, 1950.



Japan and the Koreas 965

Teach the Main Idea

The people of South Korea today have freedom and economic opportunities.

Explain What is the purpose of the demilitarized zone? *to provide a buffer zone between North and South Korea*

Recall Where do most South Koreans live? *a coastal plain in the western part of the country*

Explain Why do some people say the government of South Korea is corrupt? *because concentration of wealth and power in the hands of big business led to corruption of government officials*

Draw Inferences How might South Korea's relationship with North Korea hurt its economy?

Possible answer: resources used for military defense cannot be used for other kinds of development

More About . . .

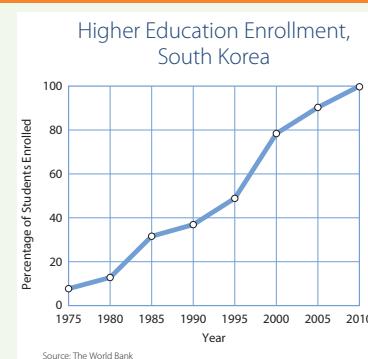
Computer Users South Koreans use computers and the Internet for work, study, entertainment, and socializing. As of 2016, almost 90 percent of South Korean homes were equipped with high-speed Internet connections. Even though it has only about 51 million people, about 45 million South Koreans use the Internet.

Vocational Schools Because of a need for more skilled workers, vocational high schools are important in South Korean education. Starting in eleventh grade, students can prepare to work in fields such as agriculture, commerce, and technology. About 27 percent of students are enrolled in these technical programs. The education ministry works with businesses to make certain the courses meet industry needs. These businesses also cooperate by providing internships to students. The internships allow students to obtain valuable hands-on experience in their chosen fields.

Quick Facts

South Korea's Higher Education Boom

South Korea's investment in higher education has fueled dramatic growth in enrollment. It now has one of the highest rates of higher education student enrollment in the world.



Source: The World Bank

Analyze Graphs

Which year saw the largest growth in student enrollment?

Reading Check

Contrast How are North and South Korea's cultures different?

of these ways are combinations of old and new ideas. For example, Korean art today combines traditional themes such as nature with modern forms, like film.

South Korea Today

Japan's closest neighbor is both a major economic rival and a key trading partner. That neighbor is South Korea. Like Japan, South Korea is a democratic country with a strong economy. Unlike Japan, South Korea shares a border with a hostile neighbor—North Korea.

Government and Economy The official name of South Korea is the Republic of Korea. As the name suggests, South Korea's government is a republic. It is headed by a president and an assembly elected by the people, much like the United States is. In fact, the United States helped create South Korea's government after World War II. It also helped South Korea economically in the years after the war.

During the first half of the 20th century, South Korea was an impoverished nation. Today, South Korea's economy is one of the strongest in East Asia. Korean business leaders and government officials have worked together to ensure that the economy stays strong. In recent years, South Korea has become a major manufacturing country, exporting goods to places all around the world.

Education and Employment Education also played a large role in the dramatic growth of South Korea's economy. Since the 1950s, South Korea experienced an educational revolution. The literacy rate for South Korea in 1945 was about 22 percent. Today, the literacy rate is almost 99 percent. South Korean students are some of the highest performing in the world.

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COLLABORATIVE ACTIVITY

Vocational School Job Fair

- Organize the class into groups of three or four. Tell them they are going to create a skit in which students visit a job fair organized by South Korean vocational schools.
- Each group should select one member to be a representative of one of the vocational schools. Other group members should be students interested in attending the school.

- Each group should create a skit in which the prospective students ask the school representative questions about the advantages of attending a vocational school. The representative should tell the students about the different types of training available at his or her school. In addition, the representative should emphasize the job opportunities available in South Korea for individuals with vocational and technical training.
- Have students present their skits to the class.

*Alternative Assessment Handbook, Rubrics 14: Group Activities; and 33: Skits and Reader's Theater

READING CHECK

Contrast How are North and South Korea's cultures different? *Communist North Korea encourages its people to retain old customs and traditions, except for religion. In South Korea, some customs have been lost due to contact with people from other countries.*

Because of this investment in education, the majority of South Koreans ages 25 to 34 have had higher education, or education beyond high school. However, many South Korean college graduates have trouble finding jobs due to increased competition. At the same time, South Korea needs more skilled workers. To help solve these problems, the South Korean government is beginning to invest more in vocational training, or training for a specific job skill or trade.

Daily Life Like Japan, South Korea is very densely populated. The capital city, **Seoul** (SOHL), is one of the most densely populated cities in the world. It has more than 44,000 people per square mile (17,000 per sq km).

Although parts of South Korea are densely populated, very few people live in the mountainous interior. Most people live near the coast. A coastal plain in western South Korea is the most crowded part of the country.

In South Korea's cities, most people live in small apartments. Because space is scarce, housing is expensive. Also, cities sometimes suffer from pollution from the many factories, cars, and coal-fired heating systems found there. In some cities, industrial waste has also polluted the water.

Outside the cities, many South Koreans still follow traditional ways of life. Most of them are farmers who grow rice, beans, and cabbage they can use to make kimchi. They usually live on small farms.

Issues and Challenges Government policies and international politics have led to some challenges for South Korea. Although South Korea has a successful economy, some people feel that its government is corrupt. For many years, four families have controlled much of the country's industry. As a result, wealth and power became concentrated in the hands of big business.

This led to corruption of government officials. In 2016 then president Park Geun-hye was impeached in connection to a scandal involving bribes

Political Upheaval in South Korea

When news broke of the corruption scandal, many South Koreans held mass protests calling for President Park Geun-hye's resignation. After her removal from office on March 10, 2017, thousands of her supporters began holding demonstrations in Seoul. After months of upheaval, Moon Jae-in was elected president.



Supporters of former president Park Geun-hye set up a camp near City Hall in Seoul to protest her impeachment.



Moon Jae-in was elected as South Korea's 19th president after Park's impeachment.

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DISTINGUISH FACTS FROM OPINIONS

South Korea Corruption Scandal

1. Instruct students to locate an article on the South Korean corruption scandal that ended in President Park Geun-hye's removal from office in 2017. Tell them to choose an article that contains both facts and opinions. (If you prefer, you can provide students with copies of an appropriate article.)
2. Have students work individually to read the article and identify those statements that are factual and those that are opinions.

3. When done, have the class discuss the article and ask volunteers to share how they classified various statements. Encourage students to discuss whether they think the article contains any bias.

*Alternative Assessment Handbook, Rubrics 11: Discussions; and 16: Judging Information

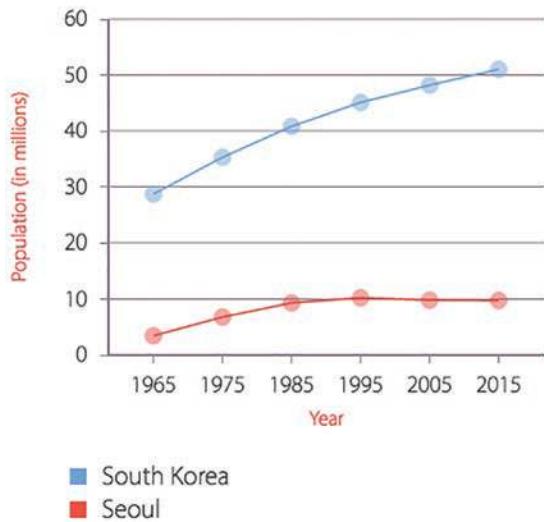
ONLINE INTERACTIVE GRAPHS

South Korea and Seoul's Population

Have students explore the graph showing the growth in both South Korea's and Seoul's population and answer the associated question.

Analyze Graphs What year was Seoul's population the highest? 1995

South Korea's overall population and Seoul's population



Source: The World Bank

ONLINE INTERACTIVE VISUALS

Carousel: Political Upheaval in South Korea

Have students navigate through the carousel to examine the different images related to South Korea's corruption scandal. You may wish to use the associated question as a discussion prompt.

Analyze Visuals Why do you think the flag of the United States was present at the protest camp?

Possible answer: The United States helped South Korea establish its government and economy after the Korean War, so the protesters may have felt a connection to the United States.

In print edition, see image feature of same title.

Political Upheaval in South Korea



Thousands of people gathered in Seoul to protest against President Park Geun-hye.

Teach the Main Idea

The people of North Korea today have little freedom or economic opportunity.

Recall Who ruled North Korea from 1948 to 1994?

Kim Il Sung

Define What is a command economy? *a system in which the government plans the economy and decides what is produced*

Draw Conclusions Why is North Korea poorer than South Korea even though it is rich in mineral resources? *Most factories use out-of-date technology and North Korea has isolated itself from the world, closing its markets to foreign goods.*

Draw Inferences Why are countries around the world concerned that North Korea has nuclear weapons? *North Korea has isolated itself from the rest of the world so has little diplomatic contact with other countries, and its leadership seems to many people to be unstable with no concern for human rights.*

More About . . .

Connect to the Arts: Artistic Expression in North Korea

The state and the Korean Workers' Party control artistic expression in North Korea. Because of this, literature, art, music, and other art forms all serve the goal of teaching and reinforcing *juche*, the government's ideology. *Juche* urges North Koreans to be self-reliant and proud of their traditions, shun foreign influences, and conduct their lives in ways that show devotion to the state and its leader. Three themes are dominant in North Korean artistic works: the martyrdom of revolutionary heroes, the happiness of the current society, and the genius of North Korea's "dear leader."

Famine in North Korea North Korea's agricultural resources are quite limited. Only about one-fifth of the country's land is suitable for farming. In the mid-1990s a number of factors combined to cause a massive famine in North Korea. Food and oil subsidies to North Korea from the Soviet Union ended when communism collapsed, and floods and drought destroyed much of the country's crops. The North Korean government saw to it that its leaders and military were fed but cut food rations to the rest of the population. Between 600,000 and 1 million people are believed to have died of starvation.

Reading Check
Summarize
What issues face South Korea today?

from several businesses. A new presidential election took place in May 2017, in which the Koreans elected former student activist and human rights lawyer Moon Jae-in.

A bigger challenge to South Korea is its relationship with North Korea. Since the end of the Korean War in the 1950s, the two countries have been separated. Between them is a **demilitarized zone**, an empty buffer zone created to keep the two countries from fighting. Although troops are not allowed in the demilitarized zone, guards patrol both sides.

North Korea Today

The official name of North Korea is the Democratic People's Republic of Korea. Its name, however, is misleading. North Korea is neither a democracy nor a republic. It is a totalitarian, Communist state.

Government and Economy The government of North Korea was created soon after World War II. Its first leader, Kim Il Sung, ruled from 1948 until his death in 1994. During this time North Korea was a Communist dictatorship, at times under the Soviet Union's sphere of influence.

Kim Il Sung was succeeded by his eldest son, Kim Jong Il. Called "Dear Leader" by the North Korean state, Kim Jong Il was in fact a brutal, secretive, and unpredictable dictator. He tightly controlled life in North Korea. Under his rule, North Koreans suffered human rights abuses, poverty, and widespread hunger. He also developed long-range missiles and nuclear weapons that he used to threaten neighboring countries.

When Kim Jong Il died in December 2011, his son Kim Jong Un took over. The rise of a new leader brought hope that life would improve for

Life in South and North Korea



The differences between life in South Korea and North Korea can be seen in their capitals. Seoul, South Korea (shown on the left), is a busy, modern city and a major commercial center. By contrast, North Korea's capital, Pyongyang (shown on the right), has little traffic or commercial development.

Analyzing Visuals
What do these photos suggest about life in Seoul and Pyongyang?

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GEOGRAPHIC FEATURE

Aftermath of the Korean War

Have students read the Geographic Feature discussing how Korea was divided after the Korean War. You may wish to use the associated question as a discussion prompt.

Analyze Visuals How do you think Seoul's close proximity to the DMZ affects South Korea's relationship with North Korea?

Possible answer: South Korea might be more careful with North Korea since North Korea has nuclear weapons and Seoul, South Korea's capital, is so close to the DMZ.

ONLINE INTERACTIVE TABLES

Japan and the Koreas Regional Data

Have students explore the interactive table and answer the associated question.

Analyze Tables About how many times higher is South Korea's GDP than North Korea's GDP? *about 50 times*

READING CHECK

Summarize What issues face South Korea today? *Possible answer: government corruption, relationship with North Korea*

For additional instruction, go to end of lesson.

North Koreans. However, Kim Jong Un has followed his father's domestic **policies**. He also continues to develop and test weapons, which has threatened stability in the region.

As a Communist country, North Korea has a command economy. This means that the government plans the economy and decides what is produced. It also owns all land and controls access to jobs.

Unlike Japan and South Korea, North Korea is rich in mineral resources. With these resources, factories in North Korea make machinery and military supplies. However, most factories use out-of-date technology. As a result, North Korea is much poorer than Japan and South Korea.

Because North Korea's land is so rocky, very little of it can be farmed. The farmland that does exist is owned by the government. It is farmed by cooperatives—large groups of farmers who work the land together. These cooperatives are not able to grow enough food for the country. As a result, the government has to import food. This can be a difficult foreign policy task because North Korea's relations with most other countries are strained.

Daily Life Like Japan and South Korea, North Korea is largely an urban society. Most people live in cities. The largest city is the capital, **Pyongyang** (PYUHNG-YAHNG), in the west. Pyongyang is a crowded urban area. About 3 million people live in the city.

Life in Pyongyang is very different from life in Tokyo or Seoul. For example, few people in Pyongyang own private cars. The North Korean government allows only top Communist officials to own cars. Most residents have to use buses or the subway to get around. At night, many streets are dark because of electricity shortages.

North Koreans have fewer rights than the people of Japan or South Korea. For example, the government controls individual speech and the press. Because the government feels that religion conflicts with Communist ideas, it also discourages people from practicing religion.

Issues and Challenges Why does North Korea, which is rich in resources, have shortages of electricity and food? These problems are due in part to North Korea's foreign policies. For years, North Korea had ties with other Communist countries. Since the breakup of the Soviet Union, North Korea has isolated itself from the rest of the world. It has closed its markets to foreign goods, which means that other countries cannot sell their goods there. At the same time, North Korea lacks the technology to take advantage of its resources. As a result, many people suffer and resources go unused.

Many countries worry about North Korea's possession of nuclear weapons. In 2006 North Korea declared that it had successfully conducted its first underground nuclear test. After several more tests, North Korea claimed to have successfully tested a hydrogen bomb in September 2017. These developments concern countries in Asia and around the world.

Reading Check
Form Generalizations
What is North Korea's relationship with the world?

ONLINE INTERACTIVE VISUALS

Image Compare: Life in South and North Korea

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 What do these photos suggest about life in Seoul and Pyongyang? *Seoul is more modern, busy, and prosperous than Pyongyang.*

In print edition, see feature of same title.

GAME

Where Am I? Japan and the Koreas

Have students play the game to test their knowledge of Japan and the Koreas by selecting the correct locations based on the information provided.

ONLINE ANALYZE VIDEOS

North Korean Refugee

Have students watch the video individually or as a class to learn about a refugee's escape from North Korea. You may wish to use the associated question as a discussion prompt.

Analyze Videos How does North Korea control its people? *Nobody is allowed in or out of North Korea; people are brainwashed from birth to worship Kim Jong Un and his family.*

Watch Channel One News



ONLINE ANALYZE VIDEOS

North Korea Tests Nuclear Missile

Have students watch the video individually or as a class to learn about North Korea's hydrogen bomb test in 2017. You may wish to use the associated question as a discussion prompt.

Analyze Videos According to most of the world, why does North Korea keep testing weapons? *to scare others*

READING CHECK

Form Generalizations What is North Korea's relationship with the world? *North Korea is isolated from the rest of the world, and its nuclear weapons program worries countries in Asia and elsewhere.*

Teach the Main Idea

Some people in both South and North Korea support the idea of Korean reunification.

Recall When did leaders from North and South Korea meet for the first time to discuss reunification? 2000

Make Inferences Why were there no roads across the demilitarized zone? *Each side feared the other would use it to launch an attack.*

Explain Why are some younger South Koreans against reunification? *Possible answer: They are concerned that they might inherit the social and political problems of North Korea.*

READING CHECK

Summarize What issues stand in the way of Korean reunification? *Possible answer: the question of what kind of government the reunited country would have, the economic disparity between the two countries*



A crowd of people at a political rally express support for reunification. The flag in the background shows a united Korea.

Korean Reunification

For years, many South and North Koreans wanted their country to be reunited. The creation of two Koreas split friends and family. It also divided people who shared a common culture and history. Many believed that reunification would heal families and Korean culture as a whole.

At times, the governments of both South Korea and North Korea have expressed their support for reunification. Leaders from the two countries met in 2000 for the first time since the Korean War. As part of their meeting, they discussed ways to improve relations between the two countries. For example, they agreed to build a road through the demilitarized zone to connect the two Koreas.

The question of government is an obstacle to reunification. South Koreans want democracy, while North Korean leaders insist on communism. Another obstacle is generational. As time passes, fewer young South Koreans support reunification. Some even fear that they will inherit the social and political problems of North Korea.

Summary In this lesson, you learned about the history, cultures, and people of the Koreas. Both countries shared a long history as one state until the Korean War. Since then, each country developed in drastically different ways, but some Koreans still long for reunification.

Lesson 3 Assessment

Review Ideas, Terms, and Places

1. a. **Identify** Which kingdom unified the Three Kingdoms? *Silla*
- b. **Identify Cause and Effect** Why did North Korea invade South Korea? What was the result? *North Korea wanted to unify all of Korea under a Communist government. This started the Korean War, which was costly and still affects the Koreas today.*
2. a. **Identify** What helped shape traditional Korean culture? *Shamanism, Buddhism, and Confucianism*
- b. **Recall** What is kimchi? Why is it important in Korea? *a dish made from pickled cabbage and spices; it is considered Korea's national dish*
- c. **Explain** What has led to many of the differences between modern culture in North and South Korea? *the division of the country; the differences in economic and political ideas*
3. a. **Summarize** What factors have helped South Korea develop a strong economy? *The United States has helped; business and government leaders have worked together; emphasis is on education and manufacturing.*
- b. **Define** What is the demilitarized zone? Why does it exist? *an empty buffer zone between two countries; to keep North and South Korea from fighting*
4. a. **Explain** Which geographic factor explains why North Korea must import food? Why is this a difficult foreign policy task? *rocky soil; North*

5. a. **Recall** Why do many Koreans support the idea of reunification?
- b. **Evaluate** If you lived in North or South Korea, do you think you would support the reunification of the countries? Why or why not?

Critical Thinking

6. **Analyze** Draw a diagram to analyze the differences between the societies of South and North Korea. Write three statements about South Korea and three statements about North Korea. In the oval, list one factor that supports reunification and one that hinders it.



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Korea does not have good relations with most other countries

- b. **Compare** What was the standard of living like for both Japan and South Korea before the 1950s? What was it like afterward? *Both economies were not strong before 1950. Since the 1950s, both countries have quickly created strong economies.*
5. a. **Recall** Why do many Koreans support the idea of reunification? *They share a common culture and history.*
- b. **Evaluate** If you lived in North or South Korea, do you think you would support the reunification of the countries? Why or why not? *Answers will vary but should be supported by details from the text.*

Critical Thinking

6. **Analyze** Draw a diagram to analyze the differences between the societies of South and North Korea. Write three phrases about South Korea and three phrases about North Korea. In the oval, list one factor that supports reunification and one that hinders it. *Possible answers: South Korea—government is a republic; economy is strong; rural life is traditional. North Korea—government is Communist; has nuclear bombs; few modern luxuries. Supports reunification—the two countries share culture and history. Hinders reunification—cannot agree on form of government*

For additional instruction, go to end of lesson.

► Online Assessment

1. Why was Korea divided into two countries following World War II?

- North Korea became a Communist nation, while South Korea became a democratic country.
- North Korea became a democratic nation, while South Korea became a Communist country.
- North Korea was controlled by the Soviet Union, while South Korea was controlled by Japan.
- North Korea was controlled by China, while South Korea was controlled by the United States.

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

Aided by the Soviet Union ↓, North Korea became a Communist nation, which caused the Korean Peninsula to be divided into two nations.

2. How are the Korean and Japanese writing systems different?

- Korean characters are written horizontally, while Japanese characters are written vertically.
- Korean characters are written from left to right, while Japanese characters are written right to left.
- Korean characters represent entire words, while Japanese characters represent a letter of the alphabet.
- Korean characters represent a letter of the alphabet, while Japanese characters can represent entire words.

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

The Korean and Japanese writing systems look similar as they are written; however, Korean characters represent a letter of the alphabet, while Japanese ↓ characters can represent whole words.

3. How are South Korea and Japan similar?

- They are island nations.
- They border hostile nations.
- They fought destructive wars after World War II.
- They established democratic governments after World War II.

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

Both South Korea and Japan established democratic governments after World War II; however, South Korea had to repel a North Korean ↓ invasion in order to remain a democratic country.

4. Why is North Korea much poorer than its neighbors South Korea and Japan?

- North Korea has few factories.
- North Korea has fewer natural resources.
- North Korea's industries use old technology.
- North Korea's economy relies on agriculture.

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

North Korea uses out-of-date technology in its factories, and as a result, its economy is much poorer than that of its neighbors, South Korea and Japan ↓.

5. Which problems concern South Koreans about reuniting the two Koreas?

- Families fear reconnecting with relatives who live in North Korea.
- Young people fear that they will inherit the political problems of North Korea.
- Business owners fear that they will lose their technology jobs to North Koreans.
- Students fear that they will lose their educational opportunities to North Koreans.

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

Many young South Koreans fear that they will inherit the social and political problems of North Korea if the two countries reunite ↑.

6. Evaluate How did China influence the Silla kingdom of Korea?

Even though the Silla fought against the Chinese for many years, their government and religion were heavily influenced by the Chinese. The Silla adopted the Chinese form of government and Chinese religions, Buddhism and Confucianism.

7. Apply Concepts How has the traditional religion of Korea, Shamanism, influenced Korean dance?

Shamanism, the traditional religion of Korea, is based on nature and the belief that people can communicate with spirits. Traditional Korean dance forms began as shamanistic rituals. One famous dance is Buchaechum, a fan dance with beautiful movements that mirrors nature, such as flowers blooming.

8. Analyze Issues Which issues do South Korean cities face?

South Korea is a small nation with a large population, and as a result, South Korean cities are overcrowded. Most people live in small apartments because real estate is very expensive. Cities are often polluted from cars, factories, and coal-powered heating systems.

9. Analyze Information How do the economies of North and South Korea differ?

North Korea is a Communist state with a command economy, in which the government decides what is to be produced and distributed. North Korean industries focus on the production of military supplies. North Korea's economy is not as successful as South Korea's economy. South Korea is one of the world's most successful economies, while North Korea's economy is in the bottom 100.

10. Analyze Issues Why have talks between North and South Korean leaders about the reunification of the countries failed?

The two Korean countries are very different in their government structures. North Korea is a totalitarian state controlled by a dictator, and South Korea is a democracy. The two Koreas are unlikely to reunite as one country if they cannot decide who will be their leaders and which form of government to follow.

ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 964

SPECIAL NEEDS STUDENTS

From Silla to Two Nations

1. Have students review the information on the history of Korea and create an illustrated timeline showing the history from the time of the Silla until the Korean War. Tell them to include dates whenever possible.
2. Have students share their timelines with the class, and discuss with the class the ways in which the two Koreas have diverged since the division into North and South Korea.

*Alternative Assessment Handbook, Rubric 36: Time Lines

continued from page 965

ADVANCED/GIFTED

Korean Foods

1. Organize the class into small groups and assign them to create an illustrated advertisement and menu for a Korean restaurant. The ad's cover should have a short rhyming poem describing the restaurant and its food.
2. Prices for each dish listed on the menu should be listed in South Korean won and the U.S. dollar, using current exchange rates. Students should also include a brief description and illustration of each dish.
3. Have students write a jingle advertising their restaurant and its food specialties.
4. Allow class time for students to describe their menu choices and to share their poems and jingles.

*Alternative Assessment Handbook, Rubrics 2: Advertisements; and 26: Poems and Songs

continued from page 968

ADVANCED/GIFTED

Pyongyang Architecture

1. Have students prepare a poster on one of the following buildings or monuments in Pyongyang: Museum of the Korean Revolution; Triumphal Arch; 20-meter bronze statue of Kim Il Sung; Juche Idea Tower; People's Culture Palace; Ryugyong Hotel.
2. Tell students that their posters must include photographs (available through research on the Internet) of these structures as well as information about their location, dimensions, and purpose or use.
3. Display students' posters and guide the class in a discussion of generalizations that might be made about them, such as the message that they intend to convey to the North Koreans themselves and to the world.

*Alternative Assessment Handbook, Rubrics 11: Discussions; and 28: Posters

continued from page 968

ENGLISH LANGUAGE LEARNERS

Word Building

1. To help students understand the meaning of the word *demilitarized*, display the word and discuss its meaning.
2. Draw students' attention to the prefix *de-* and explain that it means "to do the opposite of" or "to remove."
3. Display the words *deactivated*, *decaffeinated*, *decompression*, and *defrost*. Ask students to define these words.
4. Organize the class into small groups, and ask them to list other English words with the *de-* prefix. Encourage them to use dictionaries if needed.
5. When students have finished their lists, discuss other prefixes that negate the root word (e.g., *dis-*, *un-*, *in-*, *mis-*). Present word pairs to illustrate (e.g., *appear/disappear*, *do/undo*, *visible/invisible*, *understand/misunderstand*).

*Alternative Assessment Handbook, Rubric 11: Discussions

continued from page 969

STRUGGLING READERS

South vs. North

1. Have students review the information on life in North Korea. Then ask them to prepare a graphic organizer that shows the details about how life in North Korea is different from life in South Korea or Japan. Have students focus on such categories as car ownership and transportation; availability of electricity; access to abundant food supplies; rights to free speech, free press, and religion; and ease of foreign travel.
2. Organize students into small groups and have them share their organizers. Direct students to refer to the text for details and to correct their work.
3. Ask volunteers to share their organizers.

*Alternative Assessment Handbook, Rubric 13: Graphic Organizers

continued from page 970

More About . . .

Misconception Alert: North, South Korea Still at War After World War II, Korea was divided into Soviet and U.S. zones of occupation. In June 1950 North Korea invaded and quickly routed the South Korean army. The United States led a United Nations force to resist them. In September, UN forces counterattacked at Inchon, pushing the North Koreans to their border with China. Alarmed, the Chinese joined with North Korea and attacked, recapturing South Korea's capital of Seoul. UN forces fought back again, and both sides dug in near the original dividing line. An armistice agreement was signed in July 1953 but no peace treaty. The two sides are technically still at war.

Social Studies Skills

Use a Topographic Map

Define the Skill

Topographic maps show elevation, or the height of land above sea level. They do so with contour lines, lines that connect points on the map that have equal elevation. Every point on a contour line has the same elevation. In most cases, everything inside that line has a higher elevation. Everything outside the line is lower. Each contour line is labeled to show the elevation it indicates.

An area that has lots of contour lines is more rugged than an area with few contour lines. The distance between contour lines shows how steep an area is. If the lines are very close together, then the area has a steep slope. If the lines are farther apart, then the area has a much gentler incline. Other symbols on the map show features such as rivers and roads.

Learn the Skill

Use the topographic map on this page to answer the following questions.

1. Is Awaji Island more rugged in the south or the north? How can you tell?
2. Does the land get higher or lower as you travel west from Yura?

Practice the Skill

Search the Internet or look in a local library to find a topographic map of your area. Study the map to find three major landmarks and write down their elevations. Then pose and answer two geographic questions about the landmarks or patterns that you see on the map.



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Social Studies Skills

Use a Topographic Map

Provide a topographic map of your area and of an area with very different terrain. For example, if you live in a flat area, find a map from an area with hills or mountains. Have students compare the two maps, noting the main differences between them (the distance between the contour lines). Have students examine other features of the map such as general elevation of the area; the distance scale; the contour interval, which is the number of feet between each contour line; and the direction corresponding to uphill and downhill in their area. If there are rivers on the map, point out how the contour lines indicate the direction of flow.

Learn the Skill

Use the topographic map on this page to answer the following questions.

1. Is Awaji Island more rugged in the south or the north? How can you tell? *more rugged in the south; since there are more contour lines in that area*
2. Does the land get higher or lower as you travel west from Yura? *higher*

Practice the Skill

Search the Internet or look in a local library to find a topographic map of your area. Study the map to find three major landmarks and write down their elevations. Then pose and answer two geographic questions about the landmarks or patterns that you see on the map.

Questions and answers should reflect an understanding of how to use a topographic map.

Print Assessment

Review Vocabulary, Terms, and Places

Imagine these terms from the module are correct answers to items in a crossword puzzle. Write the clues for the answers.

1. Tokyo *Japan's capital*
2. abstract *expressed ideas; not actual thing*
3. trade surplus *more goods sold than bought on the world market*
4. tariff *fee charged on imports or exports by a country*
5. kimono *traditional garb (Japan)*
6. efficient *produces, and doesn't waste*
7. work ethic *what employers want in a worker*
8. Seoul *capital of South Korea*
9. fishery *where fishing fleets know to go*
10. Pyongyang *capital of North Korea*
11. kimchi *spicy Korean cabbage*
12. policy *rule, course of action*

Comprehension and Critical Thinking

LESSON 1

13. a. **Identify** What physical feature covers most of Japan and the Korean Peninsula? What is one famous example of this landform? *mountains; Mount Fuji*
- b. **Draw Conclusions** Fish and seafood are very important in the Japanese diet. Why do you think this is so? *Possible answer: Japan has little farmland but is close to fisheries.*
- c. **Predict** How do you think earthquakes and typhoons would affect your life if you lived in Japan? *Answers will vary but should mention destruction and disruption of daily life.*

LESSON 2

14. a. **Identify** Who were the shoguns? What role did they play in Japanese history? *powerful Japanese generals; ruled in the name of the emperor*
- b. **Recall** What is the most important aspect of Japan's economy? *Possible answers: efficiency; technology; manufacturing for trade; government assistance and tariffs*
- c. **Develop** How might Japan try to address the problem of crowding in its cities? *Possible answer: build more tall buildings, improve subway service, use more underground space*

LESSON 3

15. a. **Elaborate** How have the histories of Japan and the Koreas affected their cultures? *Answers will vary but should mention both ancient Asian and more recent (Western) influences.*
- b. **Compare and Contrast** What similarities do the governments of South Korea and Japan share? How are these governments different from North Korea's government? *South Korea and Japan both have democratically elected leaders, and the United States*

Module 30 Assessment

Review Vocabulary, Terms, and Places

Imagine these terms from the module are correct answers to items in a crossword puzzle. Write the clues for the answers.

- | | |
|------------------|---------------|
| 1. Tokyo | 7. work ethic |
| 2. abstract | 8. Seoul |
| 3. trade surplus | 9. fishery |
| 4. tariff | 10. Pyongyang |
| 5. kimono | 11. kimchi |
| 6. efficient | 12. policy |

Comprehension and Critical Thinking

Lesson 1

13. a. **Identify** What physical feature covers most of Japan and the Korean Peninsula? What is one famous example of this landform? *mountains; Mount Fuji*
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Lesson 3

15. a. **Elaborate** How have the histories of Japan and the Koreas affected their cultures?
- b. **Compare and Contrast** What similarities do the governments of South Korea and Japan share? How are these governments different from North Korea's government?
- c. **Contrast** How is South Korea's economy different from North Korea's? What events helped create this difference?

972 Module 30



ONLINE DOCUMENT-BASED INVESTIGATION

Japan and the Koreas

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

Use this 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 three 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 What role did the physical features of Japan and Korea play in shaping these countries' cultures? Write an explanatory essay in response to this question. Be sure to cite specific evidence from at least three sources in your response.

Module 30 Assessment, continued

Reading Skills

Use the Reading Skills taught in this module to complete this activity.

16. Examine this quote from President Truman on the Korean War. Use the steps from the Reading Skills to identify four ways this quote shows bias.

"We have the resources to meet our needs. Far more important, the American people are unified in their belief in democratic freedom. We are united in detesting Communist slavery."

—Harry S. Truman, Radio and Television Address to the American People on the Situation in Korea, July 19, 1950

Social Studies Skills

Using a Topographic Map Use the topographic map in this module's Social Studies Skills lesson to answer the following questions.

17. What elevations do the contour lines on this map show?
18. Where are the highest points on Awaji Island located? How can you tell?
19. Is the city of Sumoto located more or less than 500 feet above sea level?

Map Activity



20. **Japan and the Koreas** On a separate sheet of paper, match the letters on the map with their correct labels.

North Korea Tokyo, Japan
South Korea Hokkaido
Korea Strait Sea of Japan (East Sea)



Focus on Writing

Write Your Five-Line Poem Use your notes and the instructions below to create your poem.

21. Review your notes and decide on a topic to write about. Remember that your poem should describe one image or picture—an object, a place, etc.—from Japanese or Korean culture.

The first three lines of your poem should describe the object or place you have chosen. The last two should express how it makes you feel. Try to use the traditional Tanka syllable count in your poem: five syllables in lines 1 and 3; seven in lines 2, 4, and 5. Remember that your poem does not have to rhyme.

Japan and the Koreas 973

helped set up both governments; North Korea has a Communist government, and its leaders are not elected by the people.

- c. **Contrast** How is South Korea's economy different from North Korea's? What events helped create this difference? *Possible answer: South Korea has a market economy, and North Korea has a command economy. South Korea and the United States worked together to establish South Korea as a republic, and the United States helped South Korea economically. South Korea also invested in manufacturing and education. North Korea aligned with Communist countries. It remained a Communist state after the Korean War, and it did not invest in manufacturing.*

Reading Social Studies

Use the Reading Skills taught in this module to complete this activity.

16. Examine this quote from President Truman on the Korean War. Use the steps from the Reading Skills to identify four ways this quote shows bias.

"We have the resources to meet our needs. Far more important, the American people are unified in their belief in democratic freedom. We are united in detesting Communist slavery."

—Harry S. Truman, Radio and Television Address to the American People on the Situation in Korea, July 19, 1950

1. The word *detesting* is full of emotion.
2. President Truman was the leader of a democratic country with a capitalist economy; therefore, he might not like communism.
3. His information is based on American sources. These sources may only support one point of view.
4. Most of this statement is opinion. He does not provide statistics that show most Americans believe that communism is slavery.

Social Studies Skills

Using a Topographic Map Use the topographic map in this module's Social Studies Skills lesson to answer the following questions.

17. What elevations do the contour lines on this map show? *500 and 1,000 feet (304.8 m)*
18. Where are the highest points on Awaji Island located? *How can you tell? south; more area within the 1,000-foot (304.8-m) contour line*
19. Is the city of Sumoto located more or less than 500 feet above sea level? *less*

Essential Question ESSAY

How does geography affect daily life in Japan and the Koreas?

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

Write an argument answering this question. Your essay should include specific details about the role of geography in shaping the governments, economies, and cultures of Japan and the Koreas. Be sure to cite evidence to support your point and organize your essay into an introduction, 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. See the Alternative Assessment Handbook for a selection of project rubrics.

(continued)

Print Assessment (continued)

Map Activity 21ST CENTURY

20. **Japan and the Koreas** On a separate sheet of paper, match the letters on the map with their correct labels.



- North Korea D Tokyo, Japan A
South Korea B Hokkaido C
Korea Strait F Sea of Japan (East Sea) E

Focus on Writing

Write Your Five-Line Poem Use your notes and the instructions below to create your poem.

21. Review your notes and decide on a topic to write about. Remember that your poem should describe one image or picture—an object, a place, etc.—from Japanese or Korean culture.

The first three lines of your poem should describe the object or place you have chosen. The last two should express how it makes you feel. Try to use the traditional Tanka syllable count in your poem: five syllables in lines 1 and 3; seven in lines 2, 4, and 5. Remember that your poem does not have to rhyme.

RUBRIC Students' poems should

- use vivid language to describe an object or place in the first three lines
- effectively express the feelings that the object or place evokes in the last two lines
- follow traditional Tanka syllable count

Online Assessment

1. Drag the name of the Japanese island into the space provided.

Islands of Japan



2. Which natural disasters frequently affect Japan?

Select the **three** correct answers.

- earthquakes
- sandstorms
- tornadoes
- tsunamis
- typhoons
- wildfires

3. Which of the following is true of Japan?

- It relies on hydroelectric power for its energy needs.
- It has a long growing season in the north of the country.
- It has a humid continental climate in the south of the country.
- It developed one of the largest fishing industries in the world.

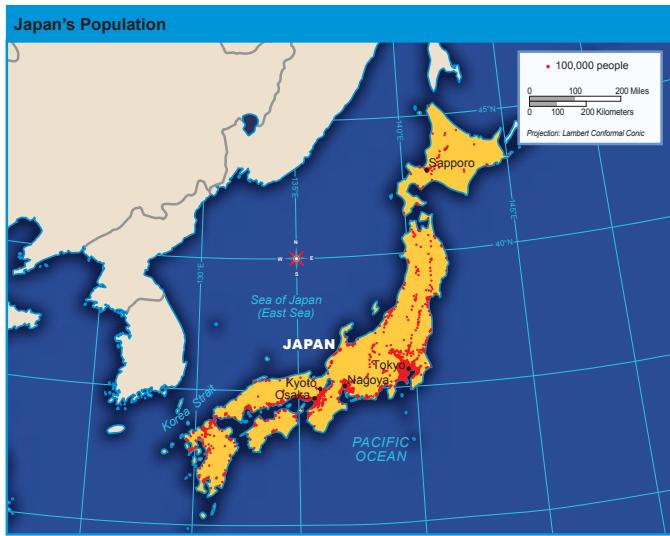
4. Drag the name of the group into its level of importance in Japanese society from top to bottom.

- emperors
- shoguns
- Daimyo
- samurai
- peasants

5. Which of the following is a traditional Japanese art form that uses puppets to tell a story?

- Bunraku
- Kabuki
- Noh
- Shinto

6. Use the map to answer the question.



Which conclusion can be made from the information in the map?

- Japan's largest city is Kyoto.
- Japan's largest population centers are port cities.
- Most of Japan's largest cities are located in the north of the country.
- Most of Japan's largest population centers are located near the Sea of Japan.

7. Which religions are widely practiced in South Korea today?

Select the **three** correct answers.

- Buddhism
- Christianity
- Confucianism
- Hinduism
- Islam
- Judaism

8. What is the demilitarized zone?

- the sea between Japan and the Korean Peninsula
- the densely populated coastal plain of South Korea
- the river that forms the North Korean border with China
- the heavily guarded border between North and South Korea

9. Use the map to answer the question.



Which conclusion can be made from the information in the map?

- The North Korean capital is close to the border with China.
- North Korea's largest cities are located in the east of the country.
- The South Korean capital is close to the border with North Korea.
- South Korea's largest cities are located along the east coast of the country.

► Online Multimedia Connections

In this Multimedia Connection, students will learn about the samurai's code of honor and how that code showed itself in the warrior's conduct in battle, in the warrior's battlefield dress, and in the warrior's conduct when not in battle. Students will watch and discuss short video clips that discuss the samurai's code of honor, the samurai's conduct, and the samurai's dress.



MULTIMEDIA CONNECTIONS

Japan and the Samurai Warrior

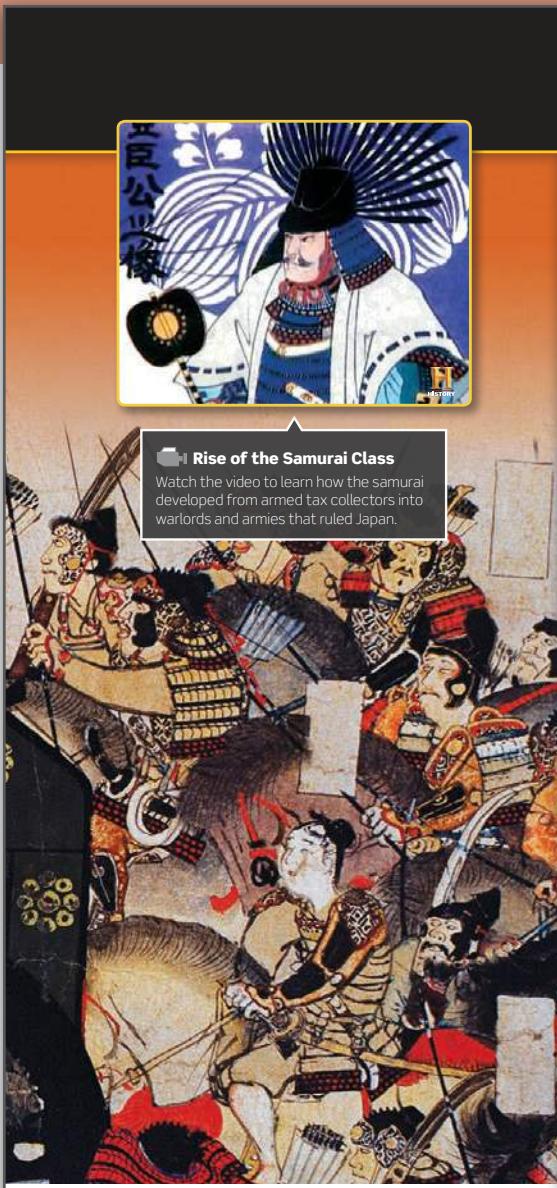


For over a thousand years, the samurai—an elite warrior class—were a powerful force in Japanese society. The way of life of the samurai lords and warriors was, in many ways, like those of the medieval lords and knights of Europe. The great samurai warlords ruled large territories and relied on the fighting skills of their fierce samurai warriors to battle their enemies. But samurai warriors were more than just soldiers. Samurai were

expected to embrace beauty and culture, and many were skilled artists. They also had a strict personal code that valued personal honor above all things—even life itself.

Explore the fascinating world of the samurai warrior online. You can find a wealth of information, video clips, primary sources, activities, and more through your online textbook.

973MC1 MULTIMEDIA CONNECTIONS





Rise of the Samurai Class

Watch the video to learn how the samurai developed from armed tax collectors into warlords and armies that ruled Japan.

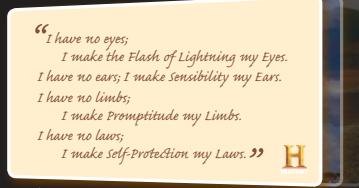


Go online to view these and other HISTORY® resources.



A New Way of Life in Japan

Watch the video to learn how peace and isolation took hold in Japan and changed the role of the samurai in society.



A Code for Samurai Living

Read the document to learn about the strict but lyrical code of the samurai warrior



Death of the Samurai Class

Watch the video to see how the end of Japan's isolation from the outside world signaled the beginning of the end of the samurai class.

JAPAN AND THE SAMURAI WARRIOR 973MC2