SAVVAS
LEARNING COMPANY

PROGRAM
OVERVIEW

World Geography

myWorld
INTERACTIVE

Inspired by you .....



World Geography

myWorld INTERACTIVE

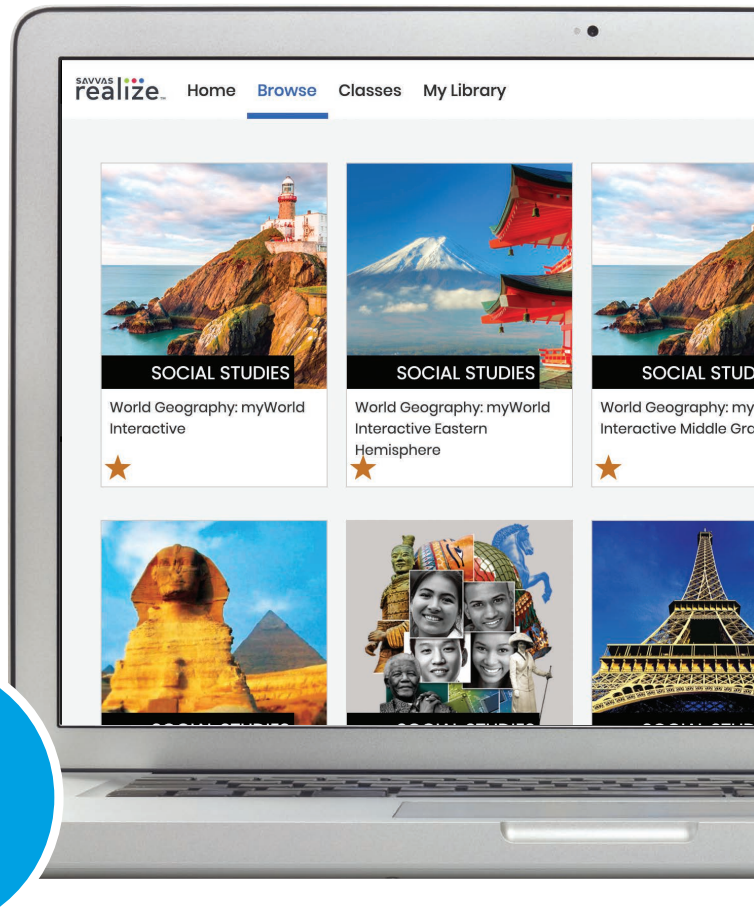
Inspired by you.....

All-new ***myWorld Interactive*** encourages students to explore their world, expand their thinking, and engage their college, career, and civic awareness.

The curriculum is flexible and easily adapts to every classroom.

- **ACTIVITY-BASED LEARNING**
- **STRONG LITERACY CONNECTIONS**
- **WIDE RANGE OF TEACHING OPTIONS**

Create active, responsible citizens who can make a difference right now.



Take a Tour!

Lesson Walkthrough Page 12



Inspire
active learning

Project-Based Learning creates rich inquiry experiences that develop skills for active and responsible citizenship.

Inspire
literacy engagement

Lessons help students read closely, analyze information, and communicate academic, well-defended ideas.

Inspire
flexible classrooms

Teaching Options and Resources provide access and equity for culturally responsive teaching, differentiation needs, delivery approaches, and time constraints.

Interactive! It's in Our Name

myWorld Interactive engages students in real-world inquiry, activities, and practices of citizenship. Students investigate and collaborate as they explore Social Studies content.

A True Inquiry Experience


TOPIC 12 East Asia Preview

Essential Question What are the costs and benefits of technology?

Before you begin this topic, think about the Essential Question by completing the following activities.

1. List two positive aspects and two negative aspects of technology.

2. Preview the topic by skimming lesson titles, headings, and graphics. Then place a check mark next to the uses of technology that you think will play an important role in the growth of East Asia. After you finish reading the topic, circle the predictions that were correct.

__building dikes
__mining for gold
__producing silk
__purifying water
__building cities in deserts
__creating weapons from iron
__building the Great Wall
__sailing across oceans
__inventing the crossbow
__creating the Grand Canal

Map Skills

Using the political and physical maps in the Regional Atlas in your text, label the outline map with the places listed. Then color in water and areas with climates too dry (arid and semiarid) or too cold (tundra and subarctic) for most crops.

Seoul, North China Plain, Huang River, South China Sea, Pearl River Delta, Gobi, Japan, North Korea, Manchurian Plain, Beijing, Plateau of Tibet, Tokyo, Chang River, Taklimakan Desert, Taiwan, China, South Korea

TOPIC 12 306 East Asia TOPIC 12 307 East Asia

◀ The **Active Journal** encourages inquiry, writing, and application of concepts. Create self-motivated learners!

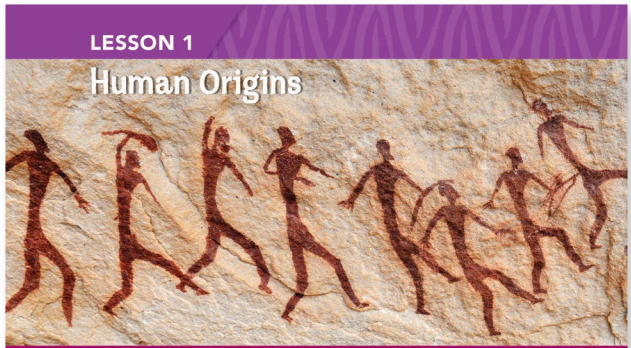
Engage students in interpreting and analyzing graphics to **support visual literacy** and increase comprehension. ▼

Active Classroom strategies engage students with the content. ▼



ACTIVE CLASSROOM

Use the Wallpaper strategy to help students review what they learned from the Interactive Gallery. Have each student design a sheet of "wallpaper" about the work of archaeologists. Post the sheets on the wall.


LESSON 1

Human Origins

GET READY TO READ

START UP

Look at this photo of a prehistoric rock painting from the Sahara. Then preview the guiding questions below. Write a few sentences describing what scientists might learn from evidence such as prehistoric art.

GUIDING QUESTIONS

- How do scientists know about early humans?
- Where did humans originate and how did early people live?
- How did people spread around the world and adapt to different environments?

TAKE NOTES

Literacy Skills: Identify Main Idea

Use the graphic organizer in your Active Journal

Scientists believe that the earliest humans originated in Africa, millions of years ago. Uncovering the history of the earliest people is a complicated, ongoing process.

The Study of Early Humans

Until about 5,000 years ago, there was no history, because people had not invented writing. To study early humans, archaeologists investigate the places where these ancient people once lived.

Hunting for Fossils To learn about the earliest humans, archaeologists study artifacts and fossils. Artifacts are objects made by human beings, such as a tool or weapon. Fossils are



Quest
Discussion Inquiry

Discuss Nigeria's Oil Industry

Quest KICK OFF

Oil is an important export for Nigeria. However, some critics say the oil industry has not benefited all of the people of Nigeria. You are the director of a nongovernmental organization (NGO) that operates with private funding to deal with issues such as disease and poverty. You are going to make a presentation on the impact of the oil industry on Nigeria. Through your research you want to answer this question:

Does the oil industry in Nigeria benefit the country as a whole?

Be ready! Other NGO directors will challenge your arguments. It's time to prepare!

▲ A Nigerian oil pipeline passes through a poor village in the Niger River delta.

1 Ask Questions
You are determined to understand the issue thoroughly. Get started by making a list of questions about Nigeria. Write the questions in your Active Journal.

2 Investigate
As you read the lessons in this topic, look for Quest CONNECTIONS related to your study. Respond to them in your Active Journal.

3 Examine Primary Sources
Next, explore a set of sources. They will support differing viewpoints about whether the oil industry in Nigeria benefits the country as a whole. Capture notes in your Active Journal.

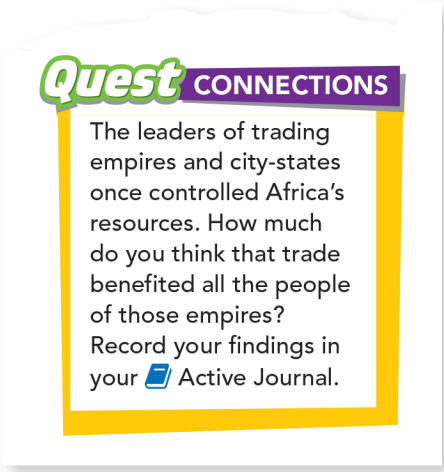
Quest FINDINGS

4 Discuss
After you collect your clues and examine the sources, you will prepare to discuss this question: Does the oil industry in Nigeria benefit the country as a whole? Use your knowledge of Nigeria's needs and its oil industry as well as evidence from sources to make convincing arguments to answer the question. You may also come up with answers of your own.

392 Topic 8 • Africa

▲ Take students on a **Quest!** These long-term **project-based learning** opportunities, engage students in rich inquiry experiences that develop important analysis and citizenship skills.

Quest Connections throughout the lesson provide moments for students to think deeply about their topic-level inquiry. ▼



Quest CONNECTIONS

The leaders of trading empires and city-states once controlled Africa's resources. How much do you think that trade benefited all the people of those empires? Record your findings in your Active Journal.



Lesson 3 Later History of East Asia

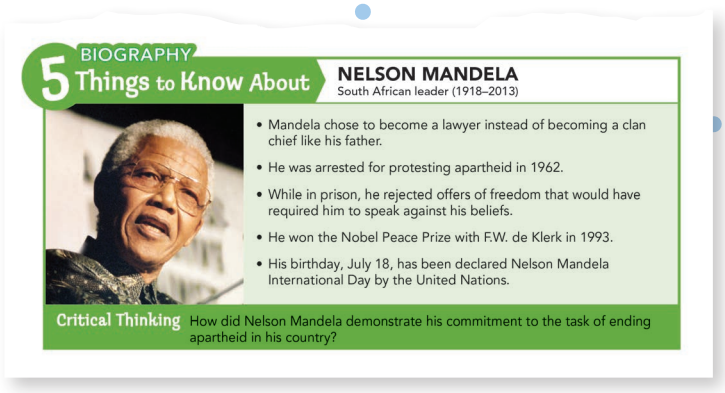
Quick Activity Trade in China

With a partner or small group, discuss how trade has affected China over time. Based on what you have read so far and what you know about China today, think about the various ways trading with other nations has affected China in the past and present. Has China been helped or harmed by trade, or by the absence of trade? What kind of products did China produce in the past, and what does it produce now? How has trade changed the Chinese economy over time?

Products and issues that have affected Chinese trade	How the product or issue changed life in China

▼ Short **Biography** notes invite students in with compelling and interesting facts, to encourage critical thinking.

▲ **Quick Activities** engage students in critical thinking through source analysis to build understanding. Students collaborate to practice literacy skills.



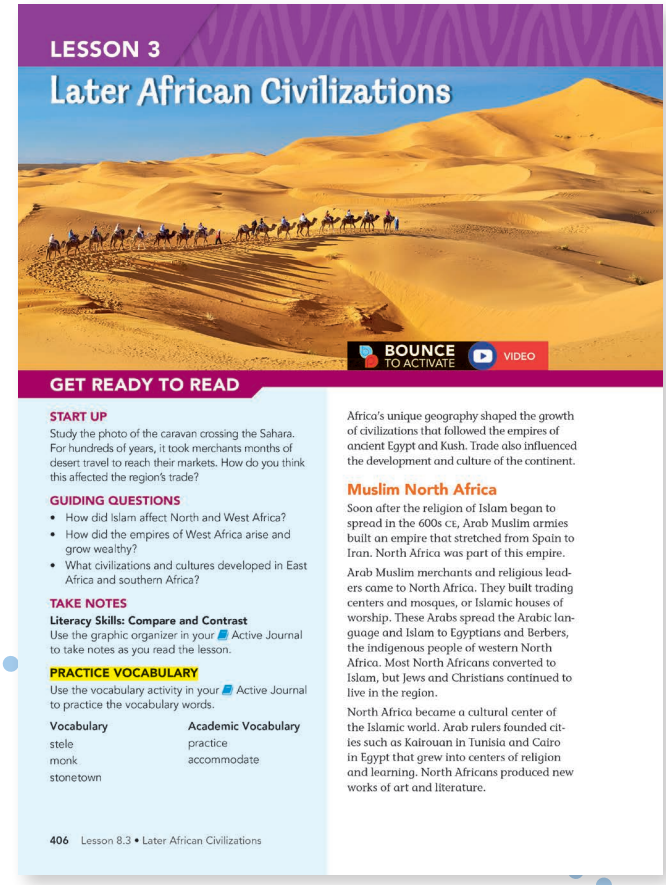
BIOGRAPHY
5 Things to Know About NELSON MANDELA
South African leader (1918–2013)

- Mandela chose to become a lawyer instead of becoming a clan chief like his father.
- He was arrested for protesting apartheid in 1962.
- While in prison, he rejected offers of freedom that would have required him to speak against his beliefs.
- He won the Nobel Peace Prize with F.W. de Klerk in 1993.
- His birthday, July 18, has been declared Nelson Mandela International Day by the United Nations.

Critical Thinking How did Nelson Mandela demonstrate his commitment to the task of ending apartheid in his country?

Content Supported Literacy

Scaffolded literacy support helps students apply close-reading strategies and build vocabulary and language skills while developing claims supported with text evidence.



LESSON 3

Later African Civilizations

BOUNCE TO ACTIVATE VIDEO

GET READY TO READ

START UP

Study the photo of the caravan crossing the Sahara. For hundreds of years, it took merchants months of desert travel to reach their markets. How do you think this affected the region's trade?

GUIDING QUESTIONS

- How did Islam affect North and West Africa?
- How did the empires of West Africa arise and grow wealthy?
- What civilizations and cultures developed in East Africa and southern Africa?

TAKE NOTES

Literacy Skills: Compare and Contrast

Use the graphic organizer in your Active Journal to take notes as you read the lesson.

PRACTICE VOCABULARY

Use the vocabulary activity in your Active Journal to practice the vocabulary words.

Vocabulary	Academic Vocabulary
stele	practice
monk	accommodate
stonetown	

Africa's unique geography shaped the growth of civilizations that followed the empires of ancient Egypt and Kush. Trade also influenced the development and culture of the continent.

Muslim North Africa

Soon after the religion of Islam began to spread in the 600s CE, Arab Muslim armies built an empire that stretched from Spain to Iran. North Africa was part of this empire.

Arab Muslim merchants and religious leaders came to North Africa. They built trading centers and mosques, or Islamic houses of worship. These Arabs spread the Arabic language and Islam to Egyptians and Berbers, the indigenous people of western North Africa. Most North Africans converted to Islam, but Jews and Christians continued to live in the region.

North Africa became a cultural center of the Islamic world. Arab rulers founded cities such as Kairouan in Tunisia and Cairo in Egypt that grew into centers of religion and learning. North Africans produced new works of art and literature.

406 Lesson 8.3 • Later African Civilizations

▲ **Get Ready to Read** infuses pre-reading strategies, guiding questions, and vocabulary support connected to the Active Journal to support student comprehension.



ments. As these Africans became educated, leaders emer frustrated with the unfair rule of colonial powers.

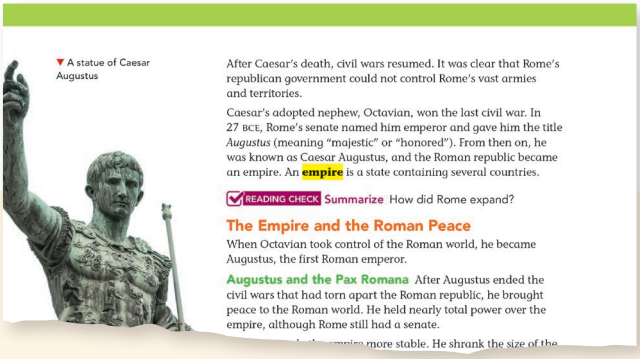
Academic Vocabulary

movement • *n.*, a group of people sharing and pursuing social or political goals

African independence **movements** gained momentum In Ghana, a local political leader named Kwame Nkrum un KROO muh), promoted the idea of **Pan-Africanism**. was a political and social movement to unite black Afric world. Ghana became independent in 1957.

Pan-Africanism influenced other independence leaders, Kenyatta in Kenya and Nnamdi Azikiwe (un NAHM dee ah Nigeria. In Kenya, the Kikuyu (kee KOO yoo) people starte organization in the 1920s with the goal of independence After years of negotiation and finally violence between th Kenyan fighters, Kenya gained independence in 1963. Ke new nation.

▲ **Academic** and **Content Vocabulary** are defined in context to help students develop meaning while they read.



▼ A statue of Caesar Augustus

After Caesar's death, civil wars resumed. It was clear that Rome's republican government could not control Rome's vast armies and territories.

Caesar's adopted nephew, Octavian, won the last civil war. In 27 BCE, Rome's senate named him emperor and gave him the title *Augustus* (meaning "majestic" or "honored"). From then on, he was known as Caesar Augustus, and the Roman republic became an empire. An **empire** is a state containing several countries.

READING CHECK **Summarize** How did Rome expand?

The Empire and the Roman Peace

When Octavian took control of the Roman world, he became Augustus, the first Roman emperor.

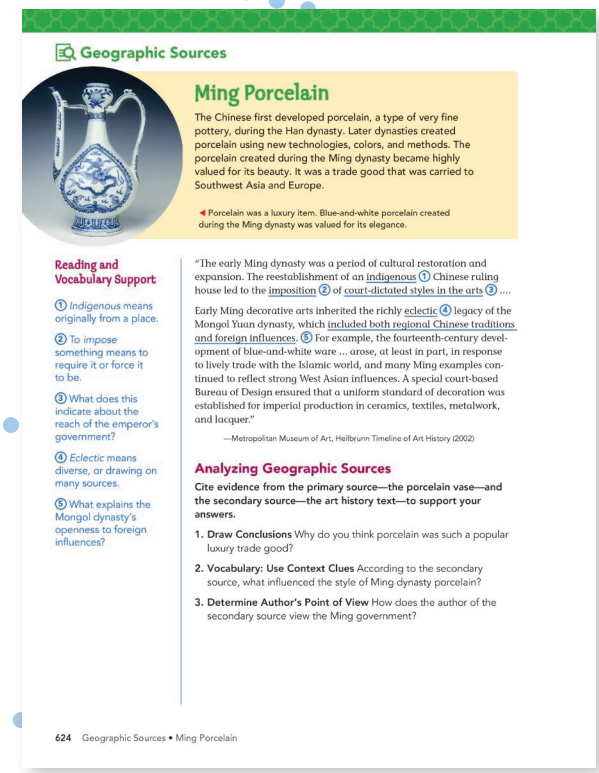
Augustus and the Pax Romana After Augustus ended the civil wars that had torn apart the Roman republic, he brought peace to the Roman world. He held nearly total power over the empire, although Rome still had a senate.

more stable. He shrank the size of the

▲ The **Reading Check** focuses on student comprehension, including the ability to read and understand visuals.

Support Literacy Instruction!

Geographic Sources throughout the topic give context and point of view to locations in history. ▶



Geographic Sources

Ming Porcelain

The Chinese first developed porcelain, a type of very fine pottery, during the Han dynasty. Later dynasties created porcelain using new technologies, colors, and methods. The porcelain created during the Ming dynasty became highly valued for its beauty. It was a trade good that was carried to Southwest Asia and Europe.

◀ Porcelain was a luxury item. Blue-and-white porcelain created during the Ming dynasty was valued for its elegance.

Reading and Vocabulary Support

① *Indigenous* means originally from a place.

② *To impose* something means to require it or force it to be.

③ What does this indicate about the reach of the emperor's government?

④ *Eclectic* means diverse, or drawing on many sources.

⑤ What explains the Mongol dynasty's openness to foreign influences?

"The early Ming dynasty was a period of cultural restoration and expansion. The reestablishment of an indigenous ① Chinese ruling house led to the imposition ② of court-dictated styles in the arts ③ ....

Early Ming decorative arts inherited the richly eclectic ④ legacy of the Mongol Yuan dynasty, which included both regional Chinese traditions and foreign influences. ⑤ For example, the fourteenth-century development of blue-and-white ware ... arose, at least in part, in response to lively trade with the Islamic world, and many Ming examples continued to reflect strong West Asian influences. A special court-based Bureau of Design ensured that a uniform standard of decoration was established for imperial production in ceramics, textiles, metalwork, and lacquer."

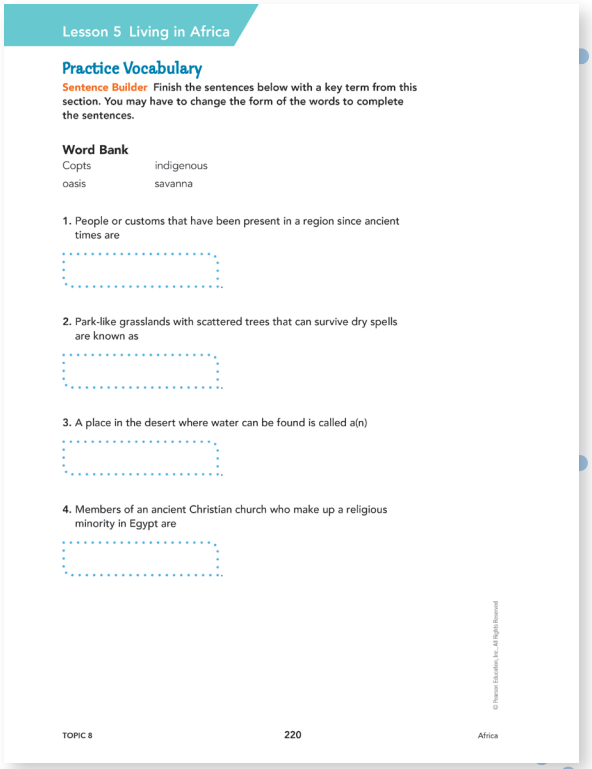
—Metropolitan Museum of Art, Heilbrunn Timeline of Art History (2002)

Analyzing Geographic Sources

Cite evidence from the primary source—the porcelain vase—and the secondary source—the art history text—to support your answers.

1. **Draw Conclusions** Why do you think porcelain was such a popular luxury trade good?
2. **Vocabulary: Use Context Clues** According to the secondary source, what influenced the style of Ming dynasty porcelain?
3. **Determine Author's Point of View** How does the author of the secondary source view the Ming government?

624 Geographic Sources • Ming Porcelain



Lesson 5 Living in Africa

Practice Vocabulary

Sentence Builder **Finish the sentences below with a key term from this section. You may have to change the form of the words to complete the sentences.**

Word Bank

Copts indigenous
oasis savanna

1. People or customs that have been present in a region since ancient times are

2. Park-like grasslands with scattered trees that can survive dry spells are known as

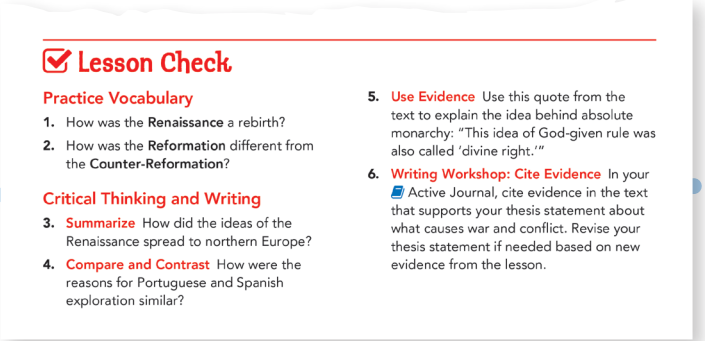
3. A place in the desert where water can be found is called a(n)

4. Members of an ancient Christian church who make up a religious minority in Egypt are

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▲ **Practice Vocabulary** is included with every lesson in the Active Journal. A great support for English Learners!

The **Lesson Check** monitors student mastery of reading skills and Social Studies content. ▼



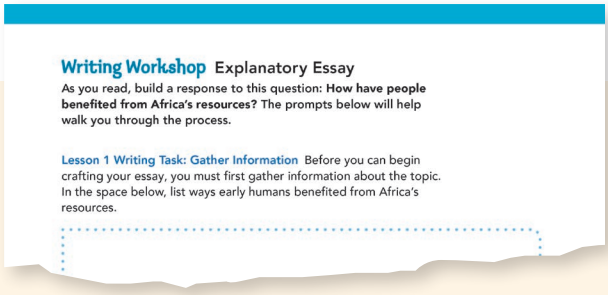
Lesson Check

Practice Vocabulary

1. How was the **Renaissance** a rebirth?
2. How was the **Reformation** different from the **Counter-Reformation**?

Critical Thinking and Writing

3. **Summarize** How did the ideas of the Renaissance spread to northern Europe?
4. **Compare and Contrast** How were the reasons for Portuguese and Spanish exploration similar?
5. **Use Evidence** Use this quote from the text to explain the idea behind absolute monarchy: "This idea of God-given rule was also called 'divine right.'"
6. **Writing Workshop: Cite Evidence** In your Active Journal, cite evidence in the text that supports your thesis statement about what causes war and conflict. Revise your thesis statement if needed based on new evidence from the lesson.



Writing Workshop Explanatory Essay

As you read, build a response to this question: How have people benefited from Africa's resources? The prompts below will help walk you through the process.

Lesson 1 Writing Task: Gather Information Before you can begin crafting your essay, you must first gather information about the topic. In the space below, list ways early humans benefited from Africa's resources.

▲ The **Writing Workshop** extends literary connections. Students practice expository and narrative writing forms related to the content.

Differentiate for All Students

- EMERGING
- EXPANDING
- BRIDGING
- SPECIAL EDUCATION
- BELOW
- ADVANCED

Freedom and Flexibility

This is the most flexible Social Studies curriculum yet. Multiple options and pathways accommodate every teacher, classroom, and schedule.

myWorld Interactive Supports Your World

Choose Your Path! Make the Most of Your Time

1 Comprehensive Path

Teach a comprehensive Social Studies curriculum that balances engaging content, active classroom strategies, and literacy connections.



2 Activity-based Path

Engage students in hands-on activities and inquiry projects that promote collaborative learning in a source-rich, real-world, creative classroom.

3 Content and Literacy Path

Guide your students to mastery of the content through engaging readings, primary source texts and images, and Writing Workshops that support them in developing ideas.





Teaching Ideas, Strategies, and Inspirations!

- Active Classroom Strategies
- Chapter Assessments
- Chapter at a Glance
- Citizenship Lessons
- Common Misconceptions
- Complete Lesson Plans
- Critical Thinking & Writing Strategies
- Curriculum Connections: Literacy, Geography, Math, and Science
- Differentiated Instruction
- Integrated ELD Strategies
- Literacy Skills Lessons
- Pacing Guides
- Primary Source Lessons
- Review Strategies
- Visual Review Strategies
- Vocabulary Strategies
- Writer's Workshop
- Writing Activities



Student Components

Student Edition Hardcover Text: Includes all core content lessons, analysis skill lessons, numerous primary sources, and an English Language Arts Handbook.

Student Active Journal: Student consumable notebook, including support for completing the Quest, close reading and note-taking support, vocabulary practice, and writing workshop.

Student Online Digital Course: Full Digital Course for each grade with Interactivities and links to the Student eText for narrative content.

Teacher Components

Teacher Guide: Print Teacher Edition with full lesson support and integrated ELD Support.

Active Journal Answer Key: Answer key for the student Active Journal.

Online Teacher Resources: Digital course with Interactivities and links to the eText for narrative content. Includes Teacher Resources and blackline masters for additional support with EL strategies, close reading, and skills instruction.

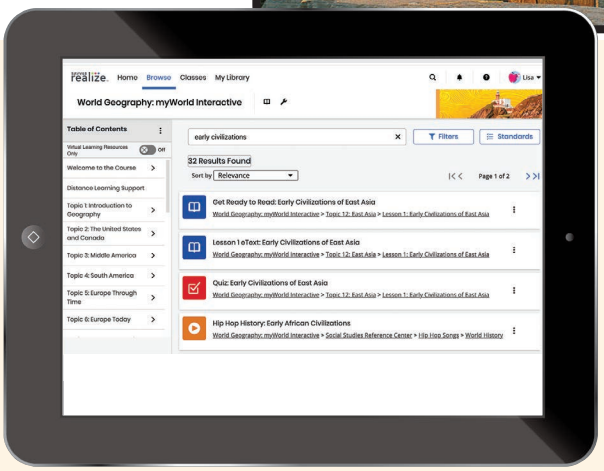
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SavvasRealize.com is your online destination for *myWorld Interactive*. A single sign-on provides access to content, management tools, and student data.

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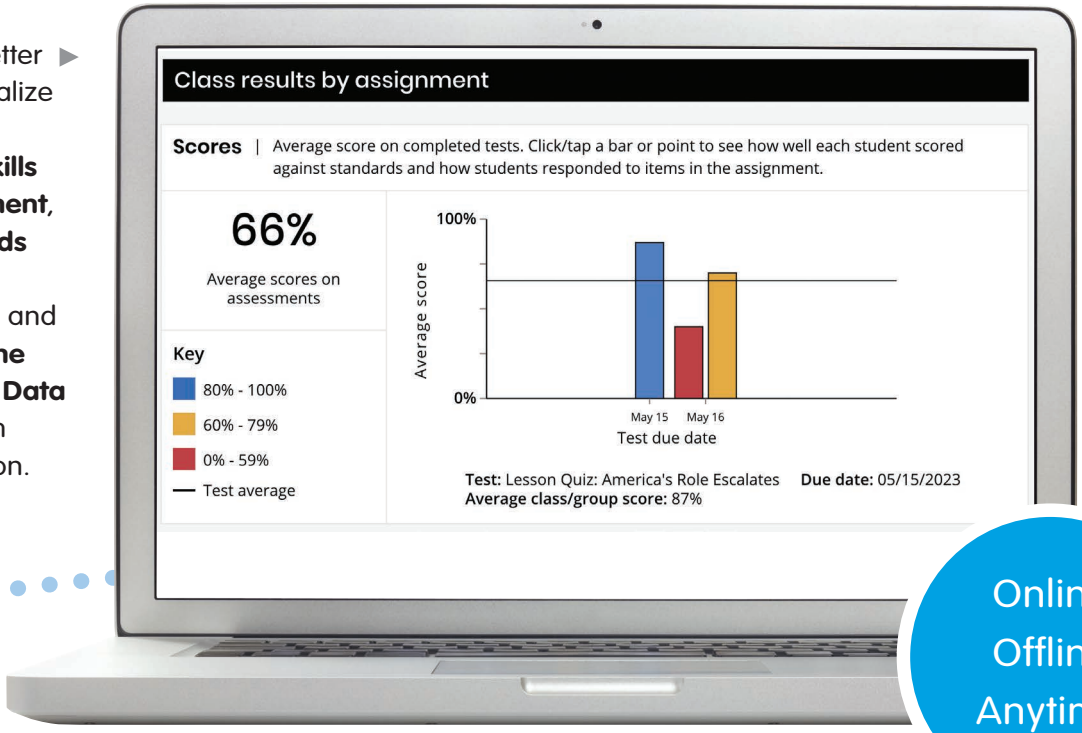
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***myWorld Interactive* 360° Explorations** is a virtual reality learning tool that lets students get up close to and interact with 360° and 3D images.

Welcome! Sample a Student Lesson

Inspire Inquiry

The **Topic Opener** provides stunning images to hook students and connect them to the Essential Question.

SAVVAS realize

Shift to online anytime! **Digital Resources** offer amazing ways for students to delve into the Topic.

The Essential Question for the Topic drives inquiry and focuses learning. The Active Journal helps students unlock the question throughout the lessons.





Watch the **Videos** to engage students in personal stories of people or events related to the lesson content.

Look at the Big Picture

The **Regional Atlas** offers Political, Physical, and Climate maps to frame people, location, and climate to foster curiosity.



Active Journal lets students apply their knowledge and extend learning. It's an interactive inquiry notebook!

TOPIC
12 Regional Atlas

East Asia: Climate

REGIONAL VARIETY
East Asia is a region of sharp contrasts in climate. The frigid tundra climate of the Plateau of Tibet is just a few hundred miles (or kilometers) from the tropical climate of the island of Hainan.



A Cool, Dry Desert
Mongolia, shown in the photograph, has a cool, dry climate. Ulaanbaatar, its capital, has a January average temperature of −6° F (−21° C) and a July average temperature of 63° F (17° C). It averages just 10 inches (256 mm) of precipitation in a year.

Moderate Climates
Most of East Asia's people live in areas with a humid subtropical climate like that of Tokyo, Japan. The coldest month there is January, with an average temperature of about 41° F (about 5° C). The hottest is August, with an average temperature of about 81° F (27° C). Tokyo averages about 56 inches (1,435 mm) of rain in a year.

Frigid Highlands
On the Plateau of Tibet, the town of Nagqu (nahg



601



On the Ring of Fire
Japan and Taiwan are parts of volcanic island chains. Here, Pacific Ocean crust slides beneath the continental crust of Asia. Molten rock rises to form volcanoes, such as Japan's Mount Fuji, shown here.



599

Visual sources add context and build background knowledge, preparing students to learn.

Take Students on a Quest

The **Quest** provides students with inquiry projects to explore questions or problems related to the topic.

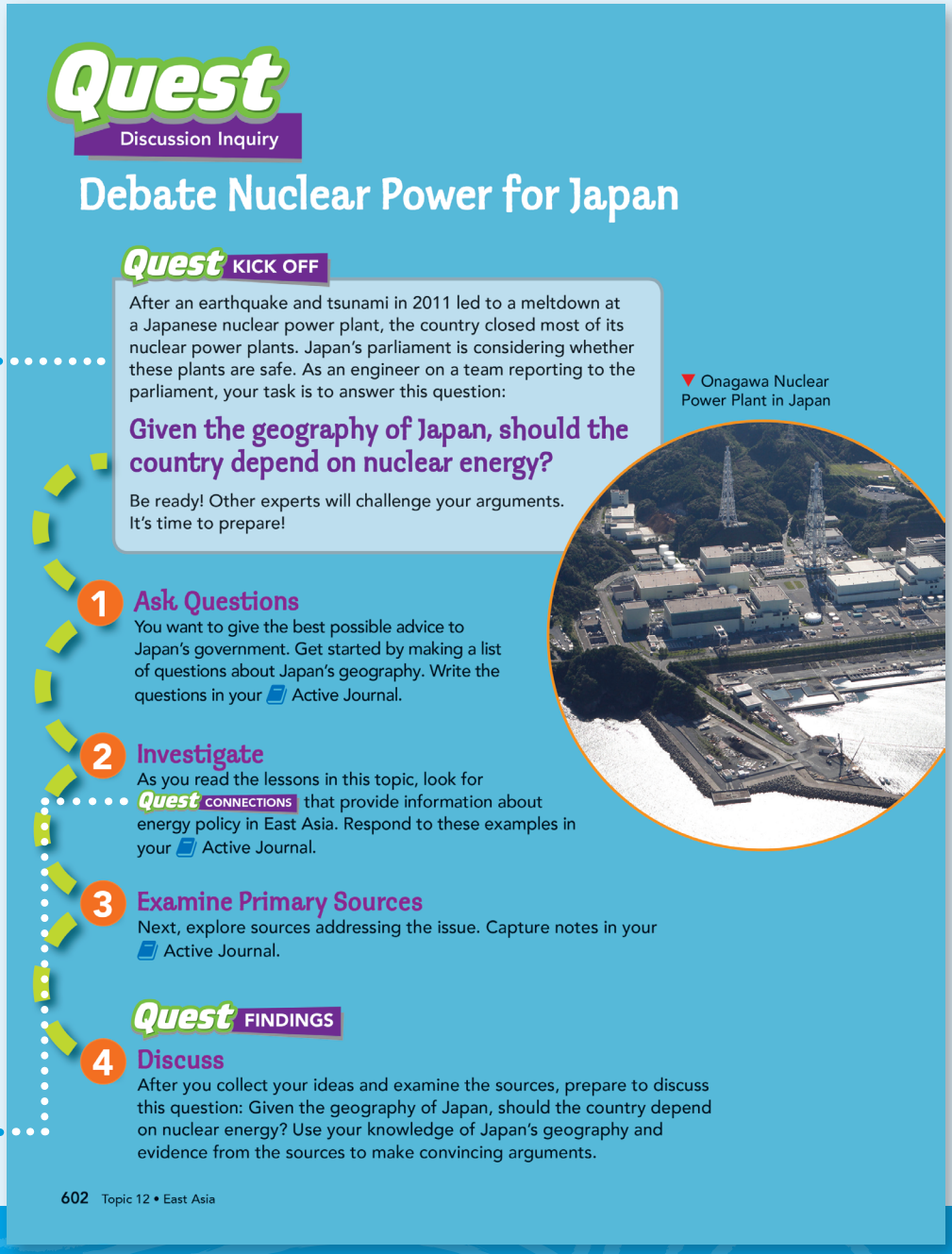
Quest Inquiry Experiences

- Project Based-Learning
- Document-Based
- Discussion

The Quest Kickoff launches the topic inquiry project with a question to explore. Students can find Quest support in the Active Journal.

Preview Steps support the process of developing the inquiry project. Students ask questions, explore sources, and cite their claims with evidence.

Quest Connections throughout the topic provide information to support student investigation.



Quest
Discussion Inquiry

Debate Nuclear Power for Japan

Quest KICK OFF

After an earthquake and tsunami in 2011 led to a meltdown at a Japanese nuclear power plant, the country closed most of its nuclear power plants. Japan's parliament is considering whether these plants are safe. As an engineer on a team reporting to the parliament, your task is to answer this question:

Given the geography of Japan, should the country depend on nuclear energy?

Be ready! Other experts will challenge your arguments. It's time to prepare!

▼ Onagawa Nuclear Power Plant in Japan

1 Ask Questions
You want to give the best possible advice to Japan's government. Get started by making a list of questions about Japan's geography. Write the questions in your Active Journal.

2 Investigate
As you read the lessons in this topic, look for **Quest CONNECTIONS** that provide information about energy policy in East Asia. Respond to these examples in your Active Journal.

3 Examine Primary Sources
Next, explore sources addressing the issue. Capture notes in your Active Journal.

Quest FINDINGS

4 Discuss
After you collect your ideas and examine the sources, prepare to discuss this question: Given the geography of Japan, should the country depend on nuclear energy? Use your knowledge of Japan's geography and evidence from the sources to make convincing arguments.

602 Topic 12 • East Asia

More Quest activities on the Savvas Realize® platform.



Create a Culture of Student-Driven Inquiry

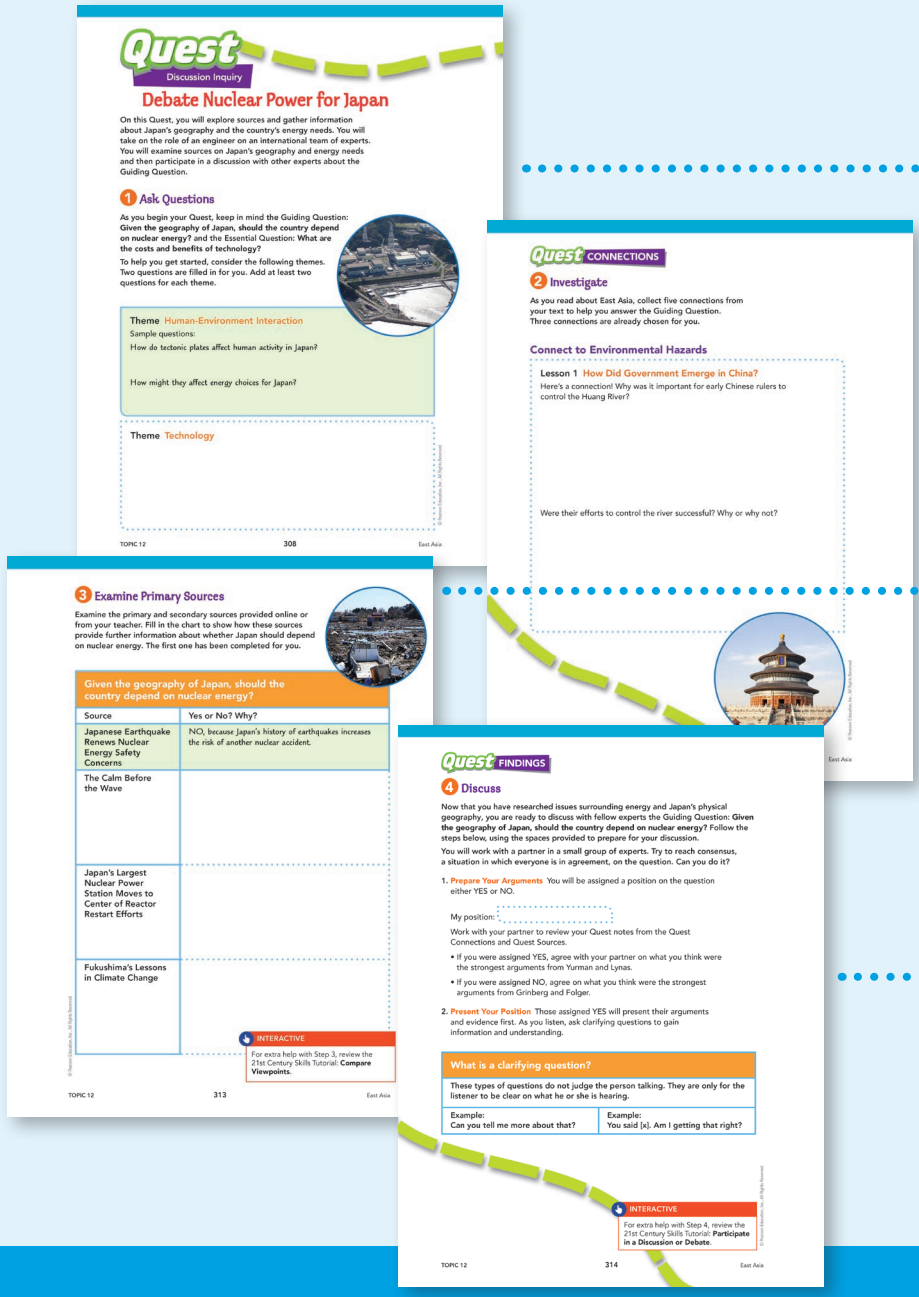
The **Active Journal** promotes self-directed student inquiry. Students use this interactive worktext throughout the Topic.

Students begin their own inquiries. The Active Journal frames the inquiry process, beginning with **Ask Questions.**

Every lesson includes **Quest Connections** to help students explore the Topic's problem-led inquiry.

Primary Sources engage students in critical analysis.

Quest Findings allow students to "pull it all together" and demonstrate their understanding.



Quest
Discussion Inquiry

Debate Nuclear Power for Japan

On this Quest, you will explore sources and gather information about Japan's geography and the country's energy needs. You will take on the role of an engineer on an international team of experts. You will examine sources on Japan's geography and energy needs and then participate in a discussion with other experts about the Guiding Question.

1 Ask Questions

As you begin your Quest, keep in mind the Guiding Question: **Given the geography of Japan, should the country depend on nuclear energy?** and the Essential Question: **What are the costs and benefits of technology?**

To help you get started, consider the following themes. Two questions are filled in for you. Add at least two questions for each theme.

Theme Human-Environment Interaction
Sample questions:
How do tectonic plates affect human activity in Japan?
How might they affect energy choices for Japan?

Theme Technology

TOPIC 12 308 East Asia

Quest CONNECTIONS

2 Investigate

As you read about East Asia, collect five connections from your text to help you answer the Guiding Question. Three connections are already chosen for you.

Connect to Environmental Hazards

Lesson 1 How Did Government Emerge in China?
Here's a connection! Why was it important for early Chinese rulers to control the Huang River?
Were their efforts to control the river successful? Why or why not?

East Asia

3 Examine Primary Sources

Examine the primary and secondary sources provided online or from your teacher. Fill in the chart to show how these sources provide further information about whether Japan should depend on nuclear energy. The first one has been completed for you.

Given the geography of Japan, should the country depend on nuclear energy?	
Source	Yes or No? Why?
Japanese Earthquake Renews Nuclear Energy Safety Concerns	NO, because Japan's history of earthquakes increases the risk of another nuclear accident.
The Calm Before the Wave	
Japan's Largest Nuclear Power Station Moves to Center of Reactor Restart Efforts	
Fukushima's Lessons in Climate Change	

INTERACTIVE
For extra help with Step 3, review the 21st Century Skills Tutorial: **Compare Viewpoints.**

TOPIC 12 313 East Asia

Quest FINDINGS

4 Discuss

Now that you have researched issues surrounding energy and Japan's physical geography, you are ready to discuss with fellow experts the Guiding Question: **Given the geography of Japan, should the country depend on nuclear energy?** Follow the steps below, using the spaces provided to prepare for your discussion.

You will work with a partner in a small group of experts. Try to reach consensus, a situation in which everyone is in agreement, on the question. Can you do it?

1. **Prepare Your Arguments** You will be assigned a position on the question either YES or NO.
My position:
Work with your partner to review your Quest notes from the Quest Connections and Quest Sources.
- If you were assigned YES, agree with your partner on what you think were the strongest arguments from Yurman and Lynas.
- If you were assigned NO, agree on what you think were the strongest arguments from Grinberg and Folger.

2. **Present Your Position** Those assigned YES will present their arguments and evidence first. As you listen, ask clarifying questions to gain information and understanding.

What is a clarifying question?	
These types of questions do not judge the person talking. They are only for the listener to be clear on what he or she is hearing.	
Example: Can you tell me more about that?	Example: You said [x]. Am I getting that right?

INTERACTIVE
For extra help with Step 4, review the 21st Century Skills Tutorial: **Participate in a Discussion or Debate.**

TOPIC 12 314 East Asia

Get Students Ready to Read

The right amount of pre-reading support helps students with complex text and inspires critical thinking.

Guiding Questions bolster comprehension and critical thinking, while supporting the Essential Question.

Students often stumble because of vocabulary. Have students **Practice Vocabulary** in the Active Journal.

LESSON 5

East Asia at Work



GET READY TO READ

START UP

Study the image of manufacturing workers in China and quickly preview the headings in the lesson. What do the image and the headings tell you about the economies of East Asia?

GUIDING QUESTIONS

- What kind of government does each East Asian country have?
- How do the economies of China, North Korea, South Korea, and Japan compare with one another?

TAKE NOTES

Literacy Skills: Classify and Categorize

Use the graphic organizer in your Active Journal to take notes as you read the lesson.

PRACTICE VOCABULARY

Use the vocabulary activity in your Active Journal to practice the vocabulary words.

Vocabulary		Academic Vocabulary
autocracy	sanction	reliant
veto	malnutrition	orient
hydroelectric power		

630 Lesson 12.5 • East Asia at Work

Since the 1970s, several countries of East Asia have seen rapid economic growth, changing their people's lives. Some have also moved toward democracy. Although China's economy has changed dramatically, China and North Korea remain firmly under the control of communist governments.

Governments of East Asia

As you have learned, East Asia has a long history of rule by monarchs and military leaders. Contact with the Western world exposed the region to democratic ideas beginning in the 1800s. Today, East Asian governments fall into two main categories: autocracies and democracies.

Autocracies China and North Korea are communist autocracies. An **autocracy** is a government controlled by one person who has not won a free election. Citizens have no real voice in choosing government officials or policies. In China and North Korea, unelected communist leaders control the government. They appoint government officials and make policy decisions.

Democracies The other countries in the region are democracies. There are two main types: presidential and parliamentary. Japan is a parliamentary democracy, so voters choose representatives in parliament. The party in parliament with the most seats chooses the prime minister, who runs the government. Japan is also a constitutional monarchy. The emperor of Japan has no real power in the government, but he serves as the symbolic leader of the country.

South Korea is a presidential democracy like the United States. Voters elect a president, who is both head of the government and head of state, or the symbolic leader of the country. They also elect members of a parliament that makes laws, just like the U.S. Congress.

Taiwan and Mongolia have what are called semi-presidential democracies. In their systems, a president is elected and suggests someone to be prime minister. Parliament must approve that person for him or her to take office. The prime minister is in charge of the government, while the president has some powers. In Mongolia, for instance, the president can veto laws passed by the legislature. To **veto** is to stop or cancel the action of a government official or body.

READING CHECK **Compare and Contrast** Describe the types of government in power in East Asia.

Economies of East Asia

Trade is important to all of the economies of East Asia. Japan, China, Taiwan, and South Korea have achieved rapid economic growth by building export industries. Mongolia has focused on exporting raw materials to China. With little trade, North Korea remains impoverished.

Types of Economies Most of the economies in East Asia are mixed economies, yet the roles of government and markets vary widely.

BIOGRAPHY

5 Things to Know About XI JINPING

Chinese leader (born 1953)



- Xi Jinping (shee jin ping) became leader of the Chinese Communist Party in 2012 and president of China in 2013.
- Xi has largely been a party loyalist known for acting carefully.
- Xi Jinping was a teen during the Cultural Revolution and was forced to move to the countryside for six years, where he worked alongside peasants.
- His father was a high Communist Party official who criticized party leadership and was frequently imprisoned.
- Xi received a college degree in chemical engineering from Tsinghua University in Beijing in 1979.

Critical Thinking How might Xi Jinping have found a place in the Communist Party leadership despite his father's history?

Vocabulary Highlighted and Defined in Context

Integrated **Reading Checks** provide formative touch points to assess comprehension. Analysis skills, like Summarize, are highlighted before each question.

Short **Biography** notes invite students in with compelling and interesting facts, while encouraging critical thinking.

Scaffold Complex Text

Scaffolding the lesson helps students read the text independently and focus on meaning.

Drive student engagement and excitement with digital learning tools. The **Interactive** icon indicates extended learning online:

- Interactive 3-D Models
- Interactive Maps
- Interactive Charts & Graphs
- Interactive Image Galleries
- Interactive Political Cartoons
- Interactive Timelines
- Interactive Primary Sources

Academic Vocabulary support at point-of-use helps striving readers and ELs access the content of the text.

INTERACTIVE
Comparing Governments and Economies

In North Korea, a command economy controls most aspects of economic life, with markets playing a minor role. The government makes all three economic decisions: what to produce, how to produce it, and for whom it will be produced. China also has a command system controlled by the government. However, China's system has more elements of a market economy, in which individuals make these economic choices. For instance, heads of businesses have some power to make decisions about the firms they run. In addition, the government allows some private ownership, and most prices are set in markets.

South Korea, Japan, and Taiwan all have mixed economies in which markets play a dominant role. However, governments have worked closely with industries to try to promote economic growth. Governments have enacted policies aimed at keeping prices low on imported raw materials and to discourage consumer spending. The goal has been to boost production of goods for export.

Natural Resources Natural resources play a key role in China and Mongolia. Both have large deposits of coal, on which they are largely **reliant** for their energy. North Korea has ample coal supplies, as well. North Korea and China also rely heavily on hydroelectric power. **Hydroelectric power** is the power produced by water-driven turbines to generate electricity.

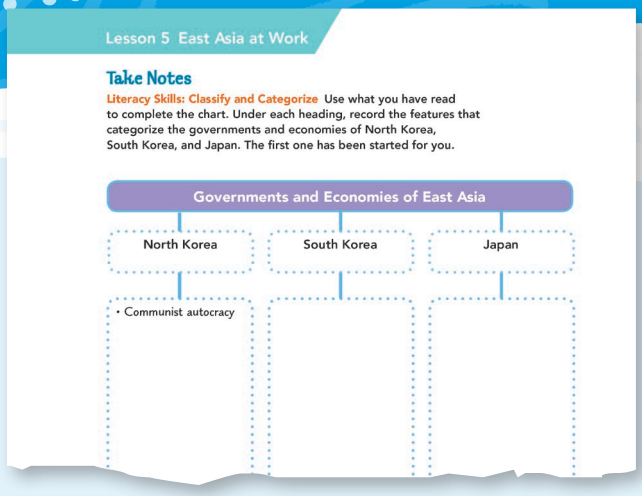
China's steel industry depends on its coal and iron ore deposits, though China also imports these and many other natural resources. Mining is a key industry in Mongolia, where copper, gold, and metals are taken from the earth in addition to coal. North Korea, like China, has iron ore deposits. These deposits support its steel industry. However, in the other East Asian countries, natural resources are limited. Japan, Taiwan, and South Korea have to rely on imports because they have few natural resources.

Human Resources Many countries in East Asia have turned to a different type of resource: human resources. East Asians value education and invest heavily in it. Most East Asians learn valuable skills.

Academic Vocabulary
reliant • *adj.*, dependent

Analyze Images Workers and shoppers throng a busy street in Seoul, South Korea. **Use Visual Information** How does the image show that South Korea has a productive mixed economy?





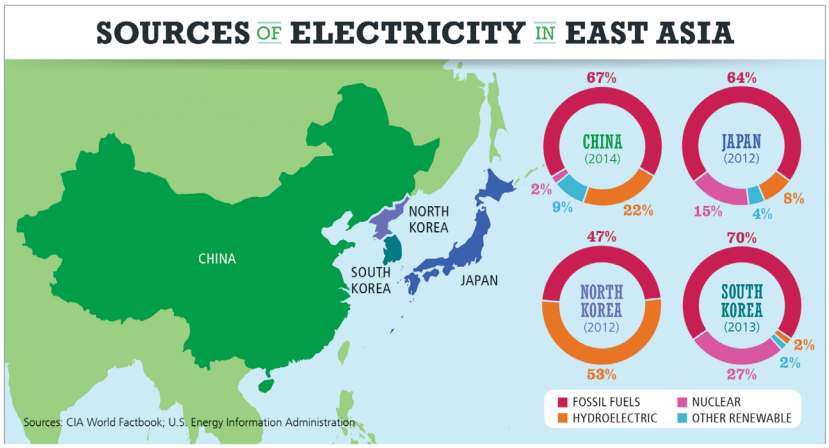
Lesson 5 East Asia at Work

Take Notes

Literacy Skills: Classify and Categorize Use what you have read to complete the chart. Under each heading, record the features that categorize the governments and economies of North Korea, South Korea, and Japan. The first one has been started for you.

Governments and Economies of East Asia		
North Korea	South Korea	Japan
• Communist autocracy		

Students use the Active Journal **Take Notes** page to record learning using graphic organizers and reinforce literacy skills.



Authentic **Visual Aids** show and tell, so students can better grasp concepts.

Geography Skills develop students' ability to "read" and analyze map features, and draw relevant conclusions based on evidence.

Analyze Graphs East Asian countries depend on different energy sources to generate electricity. **Classify and Categorize** Which two countries depend most on hydroelectric power?

Japan, South Korea, and Taiwan rely on the knowledge and skills of working people to make products that can be sold in other countries. This revenue in turn can buy resources from other countries.

Most East Asian economies depend on manufacturing and service industries. In fact, East Asia has more manufacturing jobs than any other region in the world. China's manufacturing sector is larger than that of any other country.

READING CHECK **Classify and Categorize** List the type of economy found in each country in East Asia.

The Reading Checks throughout the lesson support **Close Reading** with complex text.

Trade in East Asia

Countries benefit when they specialize in producing what they are best at producing and trade with other countries for other products. For example, several East Asian countries, including Japan, South Korea, Taiwan, and China, specialize in producing electronic consumer goods. They have workers and companies that are skilled in producing these goods and can do so more efficiently than other countries. They sell the goods they produce in a global market and buy the goods and services they cannot produce efficiently from other countries.

Trade barriers such as tariffs, quotas, embargoes, and protective regulations can stand in the way of trade. As such, several of the countries in East Asia have made trade agreements with one another or with other countries to reduce trade barriers and increase trade.

READING CHECK **Summarize** What are factors that encourage and limit trade?

Quest CONNECTIONS

Why is China's demand for energy soaring? How will this affect its need for natural resources? Record your findings in your Active Journal.

Quest Connections help students refine their thinking around the Topic-led project.

Build Content Knowledge

The text supports student engagement while developing Social Studies skills for World Geography.

One of the best parts of reading is discovering. **Did you know?** adds interest and background knowledge.

Did you know?

In a recent year, the Chinese per capita GDP was $14,189, much less than that of South Korea ($34,772) or Japan ($37,435). Taiwan's was highest in the region, at $46,850.

China's Economy

China invests in productive capital, such as machinery, factories, offices, and computers. This investment is one source of economic development. Chinese cities, especially those along the coast, have received capital investment in recent years that has boosted their economies by making them more productive. Investment in human capital, including education, makes people more productive and allows them to earn a higher standard of living. Literacy rates are a reflection of such investment. China's 96 percent literacy rate is very high.

Even though China ranks high globally on a global entrepreneurship index, Japan, South Korea, and Taiwan are even more highly ranked. Starting a new business is easier in these four countries than it is in most other countries.

GDP per capita measures output per person in an economy. It is one measure of the standard of living. China's GDP per capita is slightly below the global average and well below the per capita GDPs of South Korea, Japan, and Taiwan. Still, China has had rapid economic growth in recent years. This is the result of the government's shift from a command economy to one with a greater market focus, along with an emphasis on rapid economic growth that began in the 1970s.

In the 2010s, however, China's growth slowed, due in part to limits on freedom and overinvestment in less productive, government-owned parts of the economy. Corruption on the part of government officials has been another problem for the economy. Extreme economic inequality has also hurt the economy. A few very rich Chinese have built huge fortunes, while most Chinese have low incomes that limit the development of a consumer economy.

READING CHECK **Understand Effects** What does China's literacy rate say about its economy?

Analyze Images questions help students make observations and inferences while connecting Social Studies ideas.

Analyze Images Eastern China has benefited from specialization and trade. Many schools there have technology in the classroom. **Compare and Contrast** What aspects of this school are similar to yours? What are different?

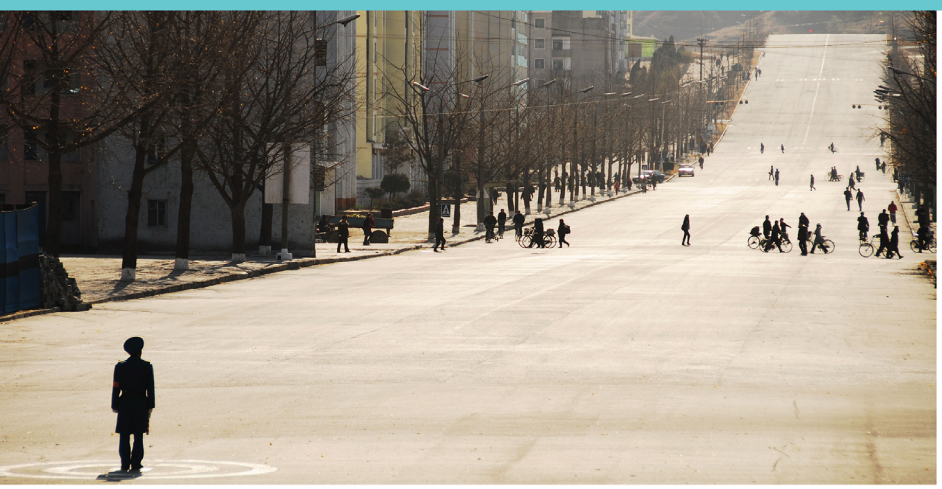


Quick Activity The Effects of Technology on East Asia

With a partner or small group, discuss how technology has affected these aspects of life in East Asia: economy, transportation, daily life, and environment. Which technologies have had the greatest impact? Are these technologies helpful or harmful?

Economy	
Transportation	
Daily life	

The Active Journal provides a **Quick Activity** to engage students in critical thinking with opportunities for student interaction in partner or team collaborations.



Analyze Images Few North Koreans can take advantage of this road, one of many large government infrastructure projects. **Draw Conclusions** Why do you think there are so few cars on the road?

Every image is intentional and purposeful to support students' understanding of the content. Higher-level questions encourage students to **Draw Conclusions** from the image to support their claims.

North Korea's Economy

North Korea's command economy has shown very poor results over the years. Because North Korea's economy is so weak, there is little money available to invest in productive capital. Meanwhile, the government invests its limited resources in its unproductive military. As a result, North Korea has many weapons and much military equipment, including nuclear weapons, but it cannot manufacture many other products. Its factories and workers are among the least productive in the world.

North Korea's economy has also been hurt by sanctions placed on it due to its nuclear weapons program. **Sanctions** are actions that attempt to force a country to follow international law. They have limited the country's ability to trade. Unlike other countries in the region, entrepreneurship is not allowed in North Korea. This has also limited business and economic growth.

North Korea claims to have a 100 percent literacy rate, which would reflect a significant investment in human capital. However, experts question this claim because there is no evidence to support it. The educational system in the country is not strong.

The GDP of North Korea is far below the global average and well below any other country in East Asia. Despite the country's wealth in natural resources, North Koreans have a low standard of living and often face severe food shortages and even death from starvation. **Malnutrition**, or lack of enough nutrients from food, remains a problem for many North Koreans.

READING CHECK **Identify Cause and Effect** Why is North Korea's economy weak?

Visuals Pique Interest and Bring Topics to Life

Chunking Text breaks down complex content into more manageable parts. This strategy helps students identify key ideas and synthesize information.

Improve Achievement

Formative Assessments and **Digital Resources** ensure understanding and continuous improvement.

Analyze Diagrams support students to Synthesize Visual Information to improve achievement.

Academic Vocabulary
orient • *v.*, to tend toward; to adjust or adapt to

South Korea's Economy

Even though South Korea has a limited supply of natural resources, it has a strong, market-**oriented** economy. Since the 1940s, when the Koreas were divided, South Korea has outperformed North Korea, showing the advantage of a market-driven economy over a command economy. Unlike North Korea, South Korea's businesses have invested heavily in productive capital. This has led to strong economic growth.

South Korea's literacy rate is higher than that of China, making it higher than the global average. South Korea has one of the best educational systems in the world. Because of the country's investment in education, people are more skilled and productive and earn a higher standard of living. South Korea's workforce is able to produce expensive, technologically advanced goods more efficiently than workers elsewhere.

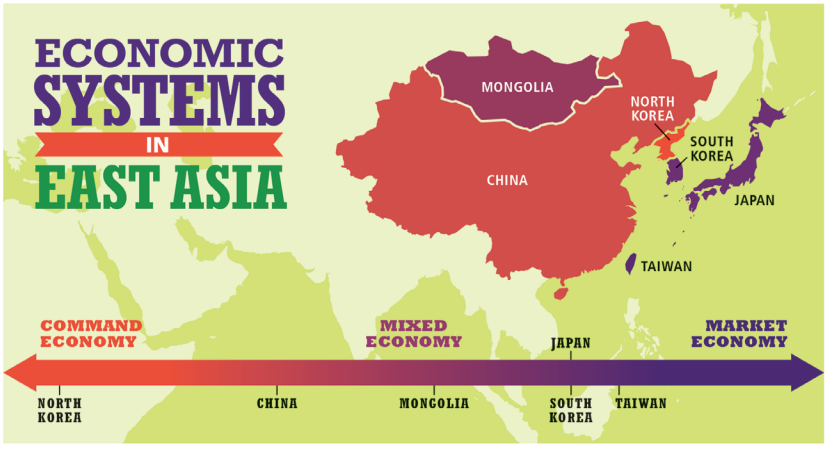
Entrepreneurship is encouraged. In fact, South Korea ranks high among world countries for the ease of starting new businesses. Within the region, it is ahead of China and just behind Japan and Taiwan.

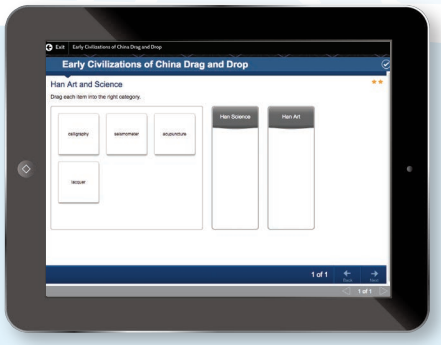
READING CHECK **Compare and Contrast** Why has South Korea's economy grown since it was separated from North Korea, while North Korea's economy has remained weak?

Japan's Economy

Japan has very few natural resources beyond its soil and water. Even the supply of arable land is limited. Much of the country is covered by mountains where farming is not possible. Japan imports most of the natural resources it uses and has had to develop other strengths.

Analyze Diagrams
This diagram shows how government control over the economy varies in the region. **Synthesize Visual Information** Why is China's economy farther to the left of the diagram than Japan's or South Korea's?





Digital **Interactivities** provide students with extended opportunities to explore content.



◀ Investment in advanced technology like this robot has boosted the success of economies in East Asia.

Access More Online!

Lacking resources and surrounded by water, Japan has relied on trade. Its location also led Japan to develop one of the largest fishing industries in the world.

Investment in human and productive capital has been very important to Japan. Japan's skilled workforce is able to produce goods and services while taking advantage of advanced technologies more efficiently than workers elsewhere. This has made Japan one of the world's most successful producers of high-value products. Because of this investment, Japan also has one of the world's most productive economies.

The literacy rate in Japan is 99 percent, which is above the global average and the highest in the region. Investment in education and skills training has enabled many people in Japan to earn high wages and enjoy a high standard of living. Japan also encourages entrepreneurship. It is prosperous partly because it is so easy to start businesses there.

READING CHECK **Draw Conclusions** Why is Japan's GDP so high?

Lesson Check

The **Lesson Check** monitors students' mastery of Standards at regular intervals.

- Practice Vocabulary
- Improve Critical Thinking and Writing

Practice Vocabulary

1. Why is **malnutrition** a problem in North Korea?
2. Why is **hydroelectric power** an important energy source?

Critical Thinking and Writing

3. **Draw Conclusions** What conclusion can you draw about the connection between investing in productive and human capital and a country's GDP? Which countries in East Asia have invested wisely with good results?
4. **Compare and Contrast** What are the literacy rates in East Asia, and how do they affect the standard of living?
5. **Use Evidence** What explains the difference between North Korea's per capita GDP (from the Country Databank) and those of neighboring countries?
6. **Writing Workshop: Choose an Organizing Strategy** Based on what you have learned from this lesson and your sources about the costs and benefits of technology in East Asia, create a structure for your research paper in your Active Journal.

Promote Deeper Thinking

Develop critical and analytical thinkers through **Source Analysis**. Geographic Source, Analysis Skills, and Biographies are found in each Topic.

The **Geographic Source** feature engages students in the critical analysis of extended documents like speeches, journal entries, legal documents, and more.

Reading and Vocabulary Support provides students with close reading strategies to access complex primary source text.

Analyzing Geographic Sources requires students to cite text evidence to support their ideas.

Geographic Sources



Ming Porcelain

The Chinese first developed porcelain, a type of very fine pottery, during the Han dynasty. Later dynasties created porcelain using new technologies, colors, and methods. The porcelain created during the Ming dynasty became highly valued for its beauty. It was a trade good that was carried to Southwest Asia and Europe.

◀ Porcelain was a luxury item. Blue-and-white porcelain created during the Ming dynasty was valued for its elegance.

Reading and Vocabulary Support

① *Indigenous* means originally from a place.

② To *impose* something means to require it or force it to be.

③ What does this indicate about the reach of the emperor's government?

④ *Eclectic* means diverse, or drawing on many sources.

⑤ What explains the Mongol dynasty's openness to foreign influences?

"The early Ming dynasty was a period of cultural restoration and expansion. The reestablishment of an indigenous ① Chinese ruling house led to the imposition ② of court-dictated styles in the arts ③ ....

Early Ming decorative arts inherited the richly eclectic ④ legacy of the Mongol Yuan dynasty, which included both regional Chinese traditions and foreign influences. ⑤ For example, the fourteenth-century development of blue-and-white ware ... arose, at least in part, in response to lively trade with the Islamic world, and many Ming examples continued to reflect strong West Asian influences. A special court-based Bureau of Design ensured that a uniform standard of decoration was established for imperial production in ceramics, textiles, metalwork, and lacquer."

—Metropolitan Museum of Art, Heilbrunn Timeline of Art History (2002)

Analyzing Geographic Sources

Cite evidence from the primary source—the porcelain vase—and the secondary source—the art history text—to support your answers.

1. **Draw Conclusions** Why do you think porcelain was such a popular luxury trade good?
2. **Vocabulary: Use Context Clues** According to the secondary source, what influenced the style of Ming dynasty porcelain?
3. **Determine Author's Point of View** How does the author of the secondary source view the Ming government?

624 Geographic Sources • Ming Porcelain

Analysis Skills

Analyze Data

Follow these steps and use the sources to analyze data and draw conclusions.

INTERACTIVE
Analyze Data and Models

1 Read the title and look at the data given. Starting with this step helps you learn about the data set shown in a chart or graph. Think about why these data are shown.

- **a.** What is the title of each graph?
- **b.** What does each graph show?

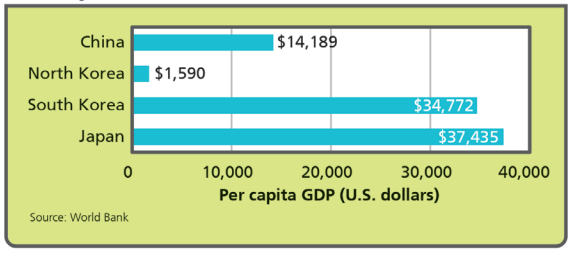
2 Study the numbers, lines, or colors. Taking this step will help you find out what the graphs or data show. Look for patterns such as similarities or differences in the data.

- **a.** What patterns do you see in the first graph?
- **b.** What pattern do you see in the second graph?
- **c.** How would you relate those two findings?

3 Interpret the graphs or data sets by comparing them. Break down the data to compare. What conclusions can you draw from comparing them?

Secondary Source

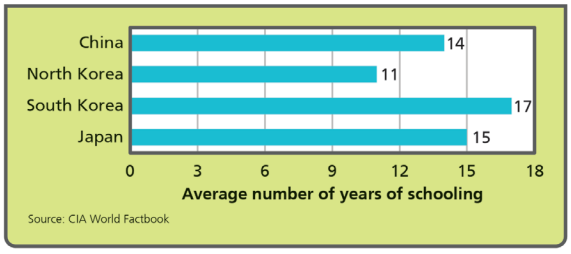
Per Capita GDP, Selected Countries, 2015



Source: World Bank

Secondary Source

Education, Selected Countries



Source: CIA World Factbook

Each topic incorporates the **Analysis Skill Standards**. Students develop important critical thinking skills directly applied to Social Studies content.

Examples Include:

- Distinguish Cause and Effect
- Relate Events in Time
- Identify Physical and Cultural Features
- Conduct a Cost-Benefit Analysis
- Assess Credibility of a Source
- Interpret Economic Performance
- Compare Different Points of View

A **Step-by-step Approach** guides students through the analysis process to develop and reinforce important skills.

Review and Assess

The **Topic Assessment** provides thoughtful review and practice to meet State Standards.

The **Visual Review** displays the topics main events and relationships *before* assessment.

Inquiry learning culminates with **Quest Findings**. Students use their Active Journal for observations, analysis, and performance-based writing.

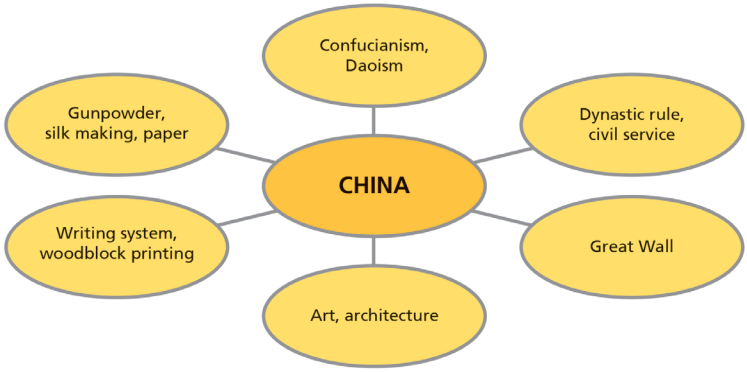
The **Reading Review** in the Active Journal provides activities to review key vocabulary. Graphic organizers support application of literacy skills with the content.

TOPIC 12

Review and Assessment

VISUAL REVIEW

Chinese Achievements



Comparing Governments and Economies in East Asia

Country	Government	Economy
China	Authoritarian communist state	Mixed, with strong command component; export orientation
Japan	Constitutional monarchy; parliamentary democracy	Mixed market; highly productive
North Korea	Authoritarian communist state	Command system; low output and living standard
South Korea	Presidential democracy	Mixed market; highly productive

READING REVIEW

Use the Take Notes and Practice Vocabulary activities in your Active Journal to review the topic.

INTERACTIVE

Practice vocabulary using the Topic Mini-Games.

Quest FINDINGS

Discuss Your Opinion

Get help preparing for your discussion in your Active Journal.

644 Topic 12 • East Asia



The digital course also includes these assessment options:

- **Pretest** - One per Grade Level
- **Lesson Quizzes** - Formative Assessments
- **Chapter Tests** - Summative Assessments

ASSESSMENT

The Topic **Assessment** brings it all together, helping students make connections, analyze, and synthesize information.

- Vocabulary and Key Ideas
- Critical Thinking and Writing
- Analyze Primary Sources
- Analyze Maps

Vocabulary and Key Ideas

1. **Identify Main Ideas** How did **filial piety** relate to **Confucianism**?
2. **Describe** What traveled on the **Silk Road**?
3. **Identify Main Ideas** Explain the significance of the **Meiji Restoration**.
4. **Explain** How does the presence of **arable** land affect where China's people live?
5. **Describe** How is a changing **demography** affecting Japan?
6. **Recall** How has **hydroelectric power** helped China limit its use of fossil fuels?
7. **Check Understanding** In which economic sector does East Asia lead the world?

Critical Thinking and Writing

8. **Draw Conclusions** Why do you think that the United States wished to help rebuild Japan after World War II?
9. **Compare and Contrast** How is the role of citizens in government similar and different among the countries in East Asia?
10. **Use Evidence** Using the Country Databank, compare GDP per capita among the countries of East Asia. Use evidence from the text to explain the differences.
11. **Identify Main Ideas** How did the Japanese and Korean people borrow parts of Chinese culture and then change them?
12. **Revisit the Essential Question** How has technology both benefited and harmed the countries of East Asia?
13. **Writing Workshop: Conduct a Research Project** Using the questions and notes you wrote in your Active Journal, answer the following question in a three-paragraph research paper: What are the costs and benefits of technology in East Asia?

Analyze Primary Sources

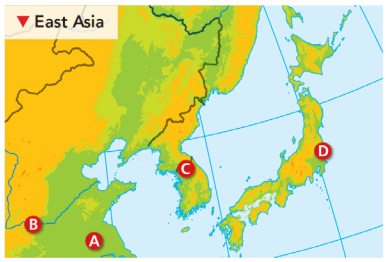
14. From what source does this excerpt most likely come?
    - **A.** the Mandate of Heaven
    - **B.** the *Dao De Jing*
    - **C.** the *Analects*
    - **D.** Buddhist scripture

"Master, You said: It is rare to find a person who is filial to his parents and respectful of his elders, yet who likes to oppose his ruling superior. And never has there been one who does not like opposing his ruler who has raised a rebellion."

Analyze Maps

Use the map at right to answer the following questions.

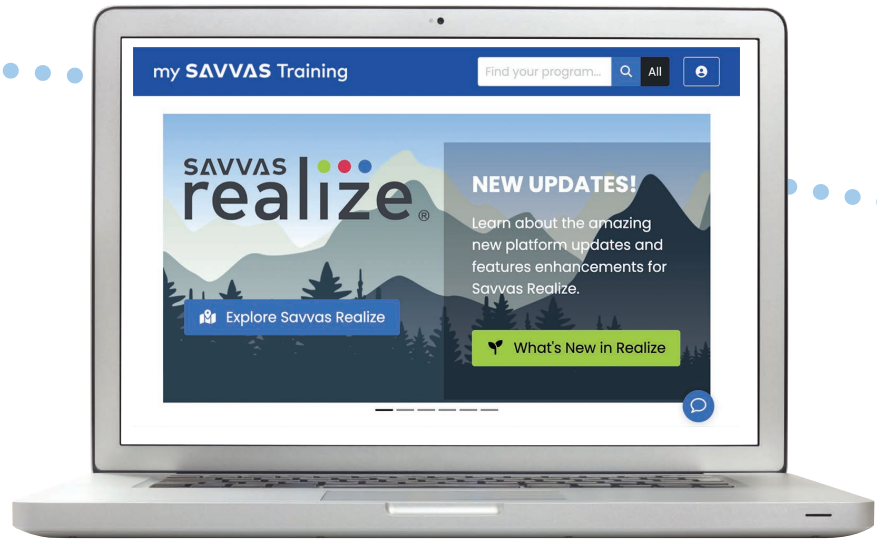
15. Where did Chinese civilization begin?
16. Which is the vast plain where China's most populous cities are found?
17. Which region was the site of a military conflict during the Cold War?
18. Where did tsunamis following a powerful earthquake kill thousands of people in 2011?



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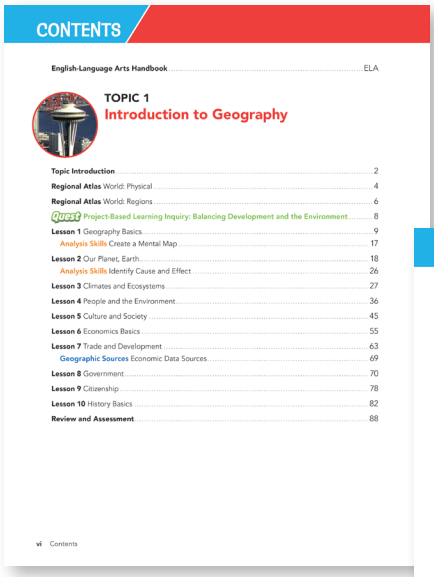
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  Live Chat and Email Support connect you directly with a program expert for instant answers.

- **PROGRAM ACTIVATION**

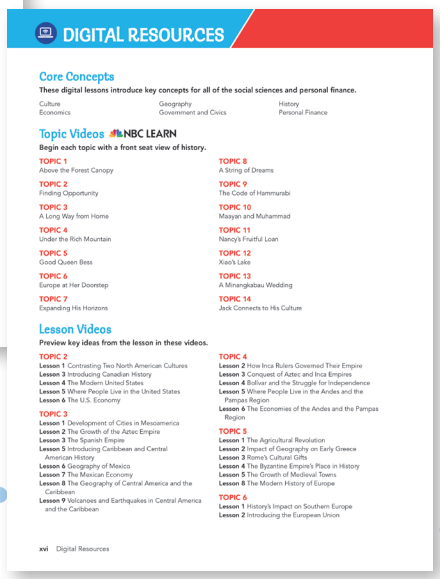
  Savvas provides training to get your teachers started. Teachers have the opportunity to learn the basic print and digital components of the program.

Students can find all of the resources to support their learning in the front of their Student Edition.



The table of **Contents** helps students understand the Topic and Lesson structure, preparing them to take ownership over their learning.

The **English-Language Arts Handbook** in the front of each book helps students apply strategies and build essential vocabulary and language skills.



Digital Resources pages identify all of the content that can be found in the Student Online Digital Course on Savvas Realize®.



Interactive Primary Sources let students experience authentic voices from the past. Each interactivity includes links to the Student eText for narrative content.



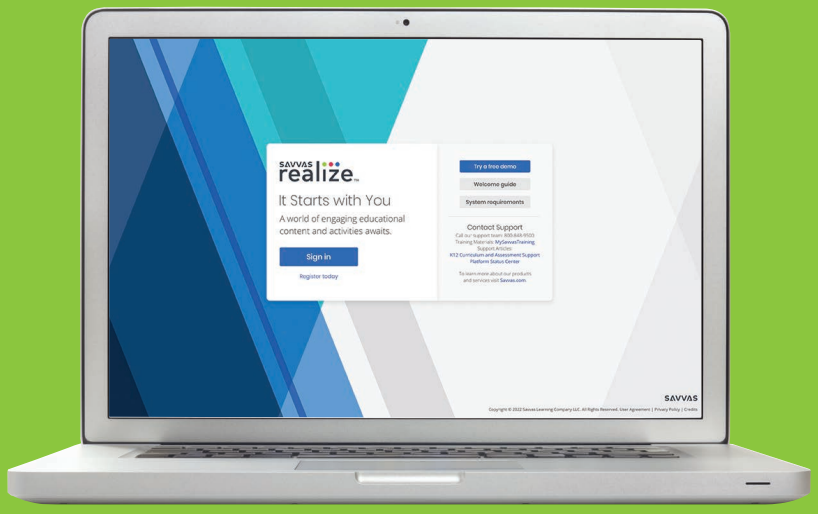
The **Special Features** section shows students all of the resources that are found right in their textbook. Inquiry projects and Primary Sources are listed by name, with the accompanying page references for easy access.

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