B. Reviewing Vocabulary
Directions: Define the following terms.

7. seismic ____________________________
8. geyser ____________________________
9. coral reef ___________________________
10. aquaculture _________________________
11. intensive farming _______________________
12. terrace ____________________________
The Emergence of Modern China

A. As You Read

Directions: As you read Section 1, complete the chart below to organize information about China, by writing supporting details under each idea.

Main Idea A: In the 1920s, a split developed in the Nationalist party.
1. _____________________________________________________________
2. _____________________________________________________________

Main Idea B: Mao Zedong’s economic and political reforms did not succeed.
3. _____________________________________________________________
4. _____________________________________________________________

Main Idea C: The Four Modernizations gave a boost to China’s economy.
5. _____________________________________________________________
6. _____________________________________________________________

B. Reviewing Vocabulary

Directions: Complete each sentence by writing the correct term in the blank.

7. An area controlled by a country but not directly governed by it is called a(n) ________________.

8. To ________________ is to give up a throne.

9. In China, a(n) ________________ was a regional leader with an army.

10. The production of small consumer goods is usually referred to as ________________.

Regions of China

A. As You Read

Directions: As you read Section 2, answer the following questions.

1. In the past few decades, what region of China has become the center of its booming economy?

2. What color is the loess soil?

3. Why is the Huang He also called China’s Sorrow?

4. What is the purpose of terrace farming along the slopes of hills?

5. What river serves as China’s east-west highway?

6. Three of the four Special Economic Zones are located in which province of China?

7. What is the chief economic activity in Northwest China?

8. What physical feature dominates the Southwest region?

9. What religion is the Tibetan society based on?

10. What was the result of the Tibetan uprising of 1959?

B. Reviewing Vocabulary

Directions: Complete each sentence by writing the correct term in the blank.

11. Growing more than one crop a year on the same land is called ____________________________.

12. A(n) ______________ is someone who claims to rule by religious or divine authority.

13. A political unit with limited self-government is known as a(n) ____________________________.
China’s People and Culture

A. As You Read
Directions: As you read Section 3, complete the chart below to organize information about China by writing two supporting details under each main idea.

Main Idea A: China’s recent population policy has had differing effects in different parts of China.
1. 
2. 

Main Idea B: China is a land of great ethnic diversity.
3. 
4. 

Main Idea C: Written Chinese is different from many other written languages.
5. 
6. 

Main Idea D: Officially, China is an atheist country, but religious belief is not absent.
7. 
8. 

B. Reviewing Vocabulary
Directions: Complete each sentence by writing the correct term in the blank.
9. Pictures or characters that represent a thing or an idea are called ________________.
10. ________________ is the denial of the existence of God.
11. The Chinese use ________________, which is the practice of inserting needles into the body to cure diseases or ease pain.
# China’s Neighbors

## A. As You Read

**Directions:** As you read Section 4, complete the chart below by writing a brief description of each topic listed.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>China’s neighbors</td>
<td>1. ...</td>
</tr>
<tr>
<td>Nationalist migration</td>
<td>2. ...</td>
</tr>
<tr>
<td>Taiwanese industries</td>
<td>3. ...</td>
</tr>
<tr>
<td>Hong Kong</td>
<td>4. ...</td>
</tr>
<tr>
<td>Mongols</td>
<td>5. ...</td>
</tr>
</tbody>
</table>

**Directions:** Use the chart above and your textbook to answer questions 6-10.

6. Which of China’s neighboring countries is also an island?

7. Who was the leader of the Nationalists?

8. On what kind of industries has Taiwan concentrated recently?

9. When is Hong Kong scheduled to become part of China?

10. Politically, has Mongolia been influenced more by China or Russia?

## B. Reviewing Vocabulary

**Directions:** Define the following terms.

11. buffer

12. provisional

13. exodus
Critical Thinking

Perceiving Cause-and-Effect Relationships

The Cultural Revolution: A Personal Experience

As you read in Chapter 31, Mao began a Cultural Revolution in 1966 to eradicate old ideology, old thought, old habits, and old customs. The excerpt below is from China, Alive in the Bitter Sea, written by Fox Butterfield, a foreign correspondent for The New York Times. In this excerpt, the author describes his conversation with Lu Hong, who, as a young girl, was a member of Mao’s Red Brigades.

Directions: Read the excerpt. Then, answer the questions that follow on the back of this paper or on a separate sheet of paper.

“I was very young when the Cultural Revolution began,” she [said]. . . . “My schoolmates and I were among the first in Peking [Beijing] to become Red Guards, we believed deeply in Chairman Mao . . . .”

Hong remembered in particular a winter day, with the temperature below freezing, when she and her faction of Red Guards put on their red arm-bands and made three teachers from their high school kneel on the ground outside without their coats or gloves. “We had gone to their houses to conduct an investigation, to search them, and we found some English-language books. They were probably only textbooks, but to us it was proof that they were worshipping foreign things and were slaves to the foreigners. We held a bonfire and burned everything we had found.” . . .

Two years later, Hong . . . was one of the first to volunteer when Mao proclaimed, “It is very necessary for educated young people to go to the countryside and be reeducated by the poor and lower-middle peasants.”

“They put me on a train to the northeast. There were two thousand four hundred other high school students in the cars . . . . Then they put us in a dormitory made of mud, with mud walls and mud floors. . . . Sixty people slept in one room on two kangs, made of mud, straw, and manure.” (A kang is a raised platform heated by flues [tubes or pipes for heat transfer] running underneath [on] which northern Chinese sit during the day and sleep at night to keep warm.) “At night, if you came in late, all you could see were sixty heads sticking out of their covers, down a narrow aisle.”

The only way for her to bathe, Hong said, was in a small enamel basin. In the entire eight years she spent on the farm, she never got to take a bath or shower.

But the worst problem was boredom. The nearest town was a three-hour walk. That was where she had to go to see a movie. But in the first five years on the farm, she saw only three movies, all of which she had seen before in Peking. There were no books or magazines for sale . . . .

“After getting up at five a.m. to work in the fields, you were too tired to read at night anyway, so some of the young people forgot how to read and write.” . . .

“I spent eight years fanning the flames of revolution; it was like losing a big chunk out of your life. Now I would like to contribute to the motherland, but what do I have? I never finished high school. It’s like my friends say, the Chinese people don’t live, they just exist.”

1. Why did Lu Hong and her faction of the Red Guards burn their teachers’ books?
2. Why, do you think, Mao thought it necessary for educated youth to live in the countryside?
3. Why did Lu Hong become disillusioned with the Cultural Revolution?
4. Many young Chinese had experiences similar to those of Lu Hong. What effect might a generation of disillusioned and uneducated youth have on a country such as China?
Section 1 Guided Reading and Review

Japan: The Land of the Rising Sun

A. As You Read
Directions: As you read Section 1, complete the chart below by writing a brief description of each feature of Japan.

<table>
<thead>
<tr>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Landform</td>
<td>1.</td>
</tr>
<tr>
<td>Landscape</td>
<td>2.</td>
</tr>
<tr>
<td>Tectonic activity</td>
<td>3.</td>
</tr>
<tr>
<td>Influences on climate</td>
<td>4.</td>
</tr>
<tr>
<td></td>
<td>5.</td>
</tr>
<tr>
<td></td>
<td>6.</td>
</tr>
<tr>
<td>Population density</td>
<td>7.</td>
</tr>
<tr>
<td>Ethnic makeup</td>
<td>8.</td>
</tr>
<tr>
<td>Religious influences</td>
<td>9.</td>
</tr>
</tbody>
</table>

B. Reviewing Vocabulary
Directions: Complete each sentence by writing the correct term in the blank.

10. A(n) ____________ is a device that detects movements in the earth’s crust.

11. Tropical hurricanes that bring heavy rains to Japan in late summer and early fall are called ____________.

12. Japan’s population is considered to be ____________, because 99 percent of the people share the same cultural background.
Section 2 Guided Reading and Review

Japan’s Economic Development

A. As You Read
Directions: As you read Section 2, complete the chart below by supplying an effect for each cause listed.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japan’s government feared that early European traders might take over their country. (1639)</td>
<td>1.</td>
</tr>
<tr>
<td>Commodore Perry used a show of force to negotiate a trade agreement between the United States and Japan. (1853)</td>
<td>2.</td>
</tr>
<tr>
<td>The new Meiji government decided to strengthen Japan so it would no longer be at the mercy of foreign powers. (1868-1912)</td>
<td>3.</td>
</tr>
<tr>
<td>Japan’s lack of natural resources was an obstacle to industrialization. (1900-1937)</td>
<td>4.</td>
</tr>
<tr>
<td>In World War II, Japan fought on the side of Nazi Germany and was defeated. (1939-1945)</td>
<td>5.</td>
</tr>
</tbody>
</table>

B. Reviewing Vocabulary
Directions: Define the following terms.

7. militarism  
8. downsizing  
9. tariffs  
10. quotas  
Section 3 Guided Reading and Review

The Koreas: A Divided Peninsula

A. As You Read
Directions: As you read Section 3, complete the charts below to summarize the similarities and differences between North and South Korea.

<table>
<thead>
<tr>
<th>Similarity</th>
<th>North and South Korea</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culture</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Religion</td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Difference</th>
<th>North Korea</th>
<th>South Korea</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>3.</td>
<td>4.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Climate</td>
<td>5.</td>
<td>6.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Land and resources</td>
<td>7.</td>
<td>8.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economy today</td>
<td>9.</td>
<td>10.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Reviewing Vocabulary
Directions: Define the following terms.
11. demilitarized zone
12. proliferation

Name _____________________________
Date __________ Class _______________

Guided Reading and Review
### Historical Influences on Southeast Asia

**A. As You Read**

**Directions:** As you read Section 1, organize information about the different cultural influences on Southeast Asia by completing the chart below. For each culture, list the appropriate historical events and the impact of that culture’s interaction with Southeast Asia.

<table>
<thead>
<tr>
<th>Culture</th>
<th>History and Impact</th>
</tr>
</thead>
</table>
| Indian  | 1. History ____________________________  
|         | 2. Impact ____________________________ |
| Muslim  | 3. History ____________________________  
|         | 4. Impact ____________________________ |
| Chinese | 5. History ____________________________  
|         | 6. Impact ____________________________ |
| European| 7. History ____________________________  
|         | 8. Impact ____________________________ |

**B. Reviewing Vocabulary**

**Directions:** Define the following terms.

9. barbarians ____________________________
10. paddy ____________________________
11. indigenous ____________________________
The Countries of Southeast Asia

A. As You Read

Directions: As you read Section 2, complete the chart about the countries of Southeast Asia by writing supporting details under each main idea.

Main Idea A: Several factors have contributed to Myanmar’s weak economy.
1. __________________________________________
2. __________________________________________

Main Idea B: Although Thailand’s economy was once dependent on agriculture, it is now diversified.
3. __________________________________________
4. __________________________________________
5. __________________________________________

Main Idea C: Although Vietnam, Laos, and Cambodia are ethnically different, they have much in common.
6. __________________________________________
7. __________________________________________
8. __________________________________________

Main Idea D: Singapore’s success has much to do with its physical features and location.
9. __________________________________________
10. __________________________________________

B. Reviewing Vocabulary

Directions: Define the following terms.
11. insurgent __________________________________________
12. doi moi __________________________________________
13. heterogeneity ______________________________________

Guided Reading and Review
Analyzing Statistics: Making a Graph from a Table

Directions: Use the information from the table below to complete the activities that follow.

### Populations of Selected Countries in Southeast Asia

<table>
<thead>
<tr>
<th>Country</th>
<th>Life Expectancy (at birth)</th>
<th>Literacy Rate</th>
<th>Percentage of Workers in Agriculture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cambodia</td>
<td>males—48 years, females—51 years</td>
<td>74%</td>
<td>80%</td>
</tr>
<tr>
<td>Malaysia</td>
<td>males—69 years, females—74 years</td>
<td>78%</td>
<td>21%</td>
</tr>
<tr>
<td>Myanmar</td>
<td>males—58 years, females—63 years</td>
<td>78%</td>
<td>65%</td>
</tr>
<tr>
<td>Philippines</td>
<td>males—63 years, females—66 years</td>
<td>89%</td>
<td>46%</td>
</tr>
<tr>
<td>Singapore</td>
<td>males—72 years, females—77 years</td>
<td>91%</td>
<td>1% or less</td>
</tr>
</tbody>
</table>


1. Which country shown on the table is probably the most industrialized? How can you tell?

2. How do the people of Cambodia compare with people living in other Southeast Asian countries in terms of life expectancy, literacy rate, and employment? What factors may explain this difference? Use the information in Chapter 33 to help you.

3. Compare the data shown on the table. What is one generalization you can make about the people in Southeast Asia?

Challenge: Select one of the categories shown in the table. Present the data as a bar graph. Be sure to label the horizontal and vertical axes of the graph and to give the graph a title. Draw your bar graph on the back of this paper, or on a separate sheet of paper.