

Overview

Summary

East Asia: People and Places

By Minnie Ashcroft

This book explores the cultures of East Asia today by looking at five themes: Traditions, Economy, Population, Government, and Sports.



TRADITIONS

Angkor explores the capital of the ancient Khmer empire in today's Cambodia.

Fly a Kite! describes the development of the centuries-old kite-fighting tradition of Japan.

Mongolian Horse Racing presents an ancient tradition popular with children.

Indonesian Shadow Puppets traces Indonesia's efforts to save this endangered art form.

ECONOMY

Expanding Tokyo probes the challenges that the growth of Japan's largest city present to its people and planners.

Malaysia: Joining the Global Economy examines the efforts of Malaysia to turn itself into a major world business center.

POPULATION

Migration in China investigates the shift from rural to urban life of the Chinese people.

GOVERNMENT

Hong Kong Returns to China maps Hong Kong's transition from colony to Chinese port.

SPORTS

Dragon Boat Racing describes a rowing sport popular in China and the rest of East Asia.

Sumo Wrestling presents one of Japan's most popular sports.

Background

East Asia includes the world's largest country in population, China; and several other countries with large populations—Indonesia, Japan, and Vietnam. Migration and modernization are major trends in the region. For the past 50 years, millions of people have migrated either within their own countries or to other regions of the world. Several countries have become major players in the global economy. Both trends continue to create prospects as well as challenges to the people of East Asia.

Learning Objectives

Social Studies/Geography

- Analyze how arts, traditions, values, and behaviors contribute to the development and transmission of culture
- Identify ways regional, ethnic, and national cultures influence daily lives
- Show how groups and institutions work to meet individual and group needs
- Explore ways people change governmental structures
- Examine global issues such as the environment, migration, and economic development

Process Skills

- Skill Focus**
 - Create a cultural presentation
- Supporting Skills**
 - Observe
 - Communicate
 - Infer
 - Collect data
 - Interpret data

Reading Skills

- Recognize cause-and-effect relationships
- Draw conclusions
- Identify main idea and details
- Sequence events
- Compare and contrast
- Distinguish fact from opinion
- Use visual representations

Focus on Content Area Reading

Before Reading

Activate Prior Knowledge

Refer students to the question that introduces the spread on pages 4–5: “What Is Culture?” Ask them for terms they would use to define *culture*. Write these terms on the board around the word *Culture*—creating a web. Help them to see that language, customs, religions, and arts are all parts of culture. Ask:

How are the elements of culture shown in these pictures similar to yours? How are they different?

Then ask students to go through the themes that introduce the articles to find other elements of culture—Traditions, Economy, Population, Government, and Sports. Encourage students to see how exploring all these different themes about a people can give us many insights into why they are the way they are and do the things they do.

Preview

Give students a few minutes to look through the book. Urge them to pay particular attention to introductory paragraphs and summaries, photos and captions, other graphic aids, and article summaries.

Tell students that *East Asia: People and Places* presents a series of articles that together give a general picture of the way of life of people living in East Asia.

Set Purpose

Write the following phrase on the board: *Knowing Your World*. Point out to the class that the articles in this book combine to present a broad picture of the ways of life in one part of their world—East Asia. Ask:

Why is it important for us to know about different parts of the world?

How can learning about one part of the world, such as East Asia, help us understand the world as a whole?

Vocabulary Strategy: Relate Words

Graphic Organizer, page 110
Explain to students that some words are related because they refer to things in the same category. Write the following pairs of words on the board: *steppes* (page 21); *wetlands* (page 26); *communism, free enterprise system* (page 42); *treaty, constitution* (page 48). Have students use the Vocabulary Study Graphic Organizer on page 110 to list these words and define them. Also ask them to determine how one word in each pair relates to the other word.

Strategy Tip: Use illustrations to aid comprehension

Encourage students to refer to the images in the book. Ask how the illustrations help explain the text.

Meeting Individual Needs

For specific strategies on meeting individual needs, see pages 80–85.

Correlation to National Standards

Writing/Communication Skills

- Write a letter
- Write and orally present a sports report
- Write a prediction
- Write a full-page ad
- Create a descriptive paragraph
- Create a travel guide

Reading/Language Arts

- Read to become informed about the needs of society
- Apply a range of strategies to comprehend text
- Use and adjust written and spoken language for learning
- Use the writing process
- Conduct research

Social Studies

- Culture
- Time, Continuity, & Change
- People, Places, & Environments
- Production, Distribution, & Consumption
- Science, Technology, & Society
- Global Connections

Geography

- The World in Spatial Terms
- Places and Regions
- Human Systems
- Environment and Society
- The Uses of Geography

Focus on Content Area Reading (continued)

Angkor

(pages 8–13)

Preview

Have students read the introductory paragraph to discover what the Khmer empire was and why it was important. Ask them to skim the article to find out what territory it covered (much of today's Cambodia, Thailand, Vietnam, and Laos). Distribute copies of the outline map of East Asia, page 113. Have students use the map on page 4 to identify and color the area covered by the Khmer empire. Have them label the countries that now occupy this same territory.

Read Strategically: Sequence Events

Graphic Organizer, page 106

Have students use the Time Line Graphic Organizer to sequence the major events in the article from the beginning of Khmer history 1,200 years ago to recent efforts to save Khmer monuments.

Respond

Initiate a class discussion to assess reading comprehension. Ask:

Why are people so anxious to save the Khmer temples?
(See pages 11–12.)
(draw conclusions)

Fly a Kite!

(pages 14–19)

Preview

Ask students if they have ever flown a kite and invite them to describe what it is like and why it is enjoyable. If possible, pass around illustrations of kite-flying scenes. Also encourage students to identify the materials involved. Explain that they will now explore a very different type of kite-flying.

Read Strategically: Compare and Contrast

Graphic Organizer, page 108

Have students use the Venn Diagram Graphic Organizer to compare and contrast the kite-flying they know with a version of it popular in Japan. In the circle at the left, have them fill in facts about kite-flying as they know it. As students read, have them fill in the same kinds of facts in the circle at the right, as they pertain to the Hamamatsu kite festival. If there are similarities, have students write them where the two circles overlap.

Respond

Ask students to imagine that they have attended the Hamamatsu kite festival. They want to write a letter to a friend back home to compare and contrast kite-flying at Hamamatsu to the kite-flying that the friend knows.

Mongolian Horse Racing

(pages 20–21)

Preview

Refer students to the articles' illustrations. Ask:

Have you ever gone horseback riding? Describe your experiences.

Read Strategically: Draw Conclusions

Graphic Organizer, page 109

Have students use the K-W-L (Know-Want-Learn) Graphic Organizer to guide their reading of the article. In the first column, they should fill in what they already know about horse racing; in the second, what they want to learn about horse racing in Mongolia; and in the third, facts they learn from the article. After students have read the article and filled in their charts, have them talk about conclusions they have drawn. Be sure these conclusions are not directly stated in the text.

Respond

Invite students to act as TV sports reporters and create a report describing a Mongolian horse race—who took part, conditions of the “track,” outcome, and awards. Have students “broadcast” their reports to the class.

Focus on Content Area Reading (continued)

Expanding Tokyo

(pages 22–27)

Preview

Have students find where the boldface term *megalopolis* is used to describe Tokyo, Japan. Ask them to find the term in a dictionary and break it into its parts: *mega* (great) and *polis* (city), to reinforce its meaning. Point out that many other large urban areas in the world can be described as megalopolises, such as the corridor between Boston, New York, and Washington, D.C.

Read Strategically: Identify Problems and Solutions

Activity Master, page 26

Explain that like all large cities, Tokyo faces challenges. Have students use the Activity Master to help them identify examples of problems and possible solutions as they read the article.

Respond

Initiate a class discussion of how conditions in Tokyo are linked to one another. Ask:

How is population growth in Tokyo linked to economic growth? (See page 23.)

(main idea and details)

How are population growth and economic growth both linked to the growth of pollution?

(See pages 26–27.)

(draw conclusions)

Malaysia: Joining the Global Community

(pages 28–33)

Preview

Tell students to think about labels in their clothes, backpacks, and other items that say “Made in...”. Invite students to name some of these places. Refer them to the boldface term *global economy* on page 29 and have them define it and relate it to those labels they see so often. Help them see that countries all over the world want to sell their goods and services to other countries to make money and strengthen their economies.

Read Strategically: Sequence Events

Graphic Organizer, page 105

Have students use the Flow Chart Graphic Organizer to guide their reading of the article. Encourage them to use it to note stages in the process that Malaysia is following to make it a bigger and more profitable part of the global economy.

Respond

Ask students to imagine that they are writers for a business magazine. Invite them to write a paragraph predicting where they think Malaysia will stand in the global economy in 20 years, giving the reasons for their prediction.

Indonesian Shadow Puppets

(pages 34–39)

Preview

Outline Map, page 113

Have students use the outline map of East Asia and a wall map to label the major islands of Indonesia and color them in. Point out that though Indonesia is spread across many islands, it has a unifying tradition.

Read Strategically: Identify Main Idea and Details

Explain to students that to find the main ideas in an article, they should ask themselves what it is mainly about. Ask them to divide a sheet of paper into two columns—one labeled *Main Ideas* and the other labeled *Details*. In the first, ask students to note down the main ideas. Opposite each, in the second column, they should note the details that support and describe each of the main ideas. Have students exchange papers with a partner and compare their answers.

Respond

Initiate a class discussion to assess reading comprehension. Ask:

How has the tradition of shadow puppet theater been carried on? (See page 36.)

(main idea and details)

Focus on Content Area Reading (continued)

Migration in China

(pages 40–45)

Preview

Have students find the term *migrant workers* on page 41. Ask students what they know about migrant workers. Are there any working in their country? Their community? Help students to understand that migrant workers are sometimes farmworkers who travel from harvest to harvest across the country picking crops.

Read Strategically: Distinguish Fact from Opinion

Activity Master, page 27

Have students read the Activity Master to identify important topics in the article. When they have finished reading the article, ask them to return to those topics and state one fact and one opinion about each. Remind them that facts can be proven while opinions are beliefs or feelings.

Respond

Initiate a class discussion to assess reading comprehension. Ask:

How large is China's floating population? (See page 41.)
(**main idea and details**)

How did the end of collective farms contribute to the increase in the floating population? (See page 42.)
(**cause and effect**)

Hong Kong Returns to China

(pages 46–51)

Preview

Give students a few minutes to look through the article.

Ask:

What clues do the pictures and captions give you about life in Hong Kong?

Have students locate Hong Kong on the map on page 4.

Read Strategically: Identify Main Idea and Details

Activity Master, page 28

As students read the article, have them think about the main ideas, or important concepts, in the article, and the details, or important facts that support the main ideas. Then have students read the four statements on the Activity Masters and follow the directions to help clarify the differences between main ideas and details.

Respond

Ask students to imagine that they have been hired by the government of Hong Kong to create a full-page illustrated advertisement to attract businesses to move there. Encourage them to identify reasons why doing business in Hong Kong might be profitable.

Dragon Boat Racing

(pages 52–53)

Preview

Crew, the racing of oar-driven boats, is a popular sport at many colleges in the United States. Invite students who have seen the sport to tell what they know about it. Tell them that they will now read about a traditional Chinese sport that is also a kind of boat-racing.

Read Strategically: Recognize Cause-and-Effect Relationships

Graphic Organizer, page 107

Use the Cause-and-Effect Graphic Organizer to help guide students in their reading of this article. Write the following topics on the board and ask students to write at least one cause and its effect(s) related to each topic:

- beginning of the sport
- importance of teamwork
- ceremonies connected to it
- popularity of the sport

Respond

Ask students to create a descriptive paragraph of a scene that might occur during a dragon boat race. Urge them to make it as dramatic as they can by using action verbs like *plunge*, *pound*, and *race*. You might have them add an illustration to accompany their written descriptions.

After Reading/Assess

Sumo Wrestling

(pages 54–59)

Preview

Some students have probably watched Olympic wrestling on television. Some may have competed on school wrestling teams. Invite students to explain what they know about wrestling to the class—holds, rules, and competition. Ask students to preview the photographs in the article, then predict how sumo wrestling is similar to or different from other types of wrestling.

Read Strategically: Compare and Contrast

Graphic Organizer, page 105

Ask students to use the Flow Chart Graphic Organizer to guide their reading. Have them follow the match described on pages 56–57, filling in a box for each step in the competition.

Respond

Have students reread the article and make notes on features they find most interesting or distinctive about sumo wrestling. Have them create a chart based on these features titled “Sumo: A Popular Sport in Japan.”

Focus on Skills

Investigate Cultures Skill: Find Out How Cultures Change Activity Master, page 29

Have students pick a country based on their reading of the ten articles. Note that some of the questions on the chart may be answered in one of the articles, but that other questions will probably involve library or Internet research. Have students note the source of their findings in the chart.

Assessment Options

Questions

Use the following questions during individual conferences, or ask students to write the answers in their notebooks:

- 1 Why has Angkor in Cambodia been named a World Heritage site?
- 2 What are some examples of traditional sports that are popular in East Asia, and what is unique about each?
- 3 In what ways are nations of East Asia working to strengthen their economies and play leading roles in the global economy?
- 4 What examples show that East Asia is growing more urban and less rural?
- 5 What is *wayang kulit*, and why is Indonesia trying to save it?

Assessment Activity

Have students, alone or in pairs, create travel guides for people who want to visit East Asia. Assign students different countries covered in the book.

Have students imagine what they think travelers would like to see in the assigned country.

Encourage students to do further research on their countries. Encyclopedias, travel books, or on the Internet are all good sources. The travel guides should include information on:

- how to get there
- an interesting city or cities to visit and what to see there
- any great natural wonders to visit
- places to go to see traditional arts and sports events

Travel guides should:

- clearly state the location and attractions of each place given
- include illustrations, either drawn or clipped from another source, with captions
- make the visits to places of interest appealing to the traveler
- include a cover page with a title and image, perhaps a physical map

Multiple-Choice Test

Use the multiple-choice test on page 97.

Articles from *National Geographic*

“Boom Times on the Gold Coast of China”: March 1997

“Hong Kong: Countdown to China”: March 1997

“Malaysia: Rising Star”:
August 1997

“Peace Revives Hope of Preserving Angkor”:
October 1992

“Tokyo Bay”: October 2002

Read Strategically: Identify Problems and Solutions

As you read “Expanding Tokyo,” you will investigate problems that face a rapidly expanding city and possible solutions for these problems. On the lines below, identify several problems that Tokyo faces. For each problem, list one or more solutions or ways that city planners are using to solve the problem. The first problem has been filled in for you.

Problem: rapidly growing population

Solution(s): _____

Problem: _____

Solution(s): _____

Problem: _____

Solution(s): _____

Read Strategically: Distinguish Fact from Opinion

In “Migration in China,” you will read about a major trend taking place in China. For each topic below, write one fact and one opinion about it. Use your book to find information to help you write statements of fact and opinion. The first is done for you.

Topic: Increase in migration

Fact Since the commune system ended, more farmers have moved to cities.

Opinion Most farmers prefer living and working at new jobs in the cities rather than remaining farmers in the country.

Topic: Jobs available to migrant workers

Fact _____

Opinion _____

Topic: Opportunities for advancement among migrant workers

Fact _____

Opinion _____

Topic: Challenges to migrant workers

Fact _____

Opinion _____

Topic: Growth of the migrant worker population

Fact _____

Opinion _____

Read Strategically: Identify Main Idea and Details

As you read “Hong Kong Returns to China,” think about the main ideas in the article and the details that support these main ideas. A main idea is a concept that is important in understanding the article. A detail is a fact that supports the main idea. Identify each statement above as a main idea or a detail. If it is a main idea, write a detail from the article that supports it. If it is a detail, write the main idea that it supports. The first one is done for you.

- 1.** Hong Kong developed from a fishing and farming community to a world business center in less than 200 years.

Detail: In the 1800s, Hong Kong was an isolated place of farms and fishing villages.

- 2.** Britain gave control of Hong Kong to China in 1997. _____
-
-

- 3.** Britain made several demands of China about the governing of Hong Kong. _____
-
-

- 4.** The Chinese government agreed that Hong Kong would continue to have a free enterprise economy.
-
-

- 5.** Some Hong Kong residents feel the region is no longer an economic leader. _____
-
-

Investigate Cultures Skill: Find Out How Cultures Change

Choose a country in East Asia and research how its culture may be changing.

Ask yourself these questions to guide your research: How are people educated?

What kinds of jobs do they have? How are they governed? What kinds of activities do they do for fun? How do they express themselves through art, music, literature, and dance? Use the chart below to organize your findings.

The Changing Culture of _____

Questions to Ask	Traditional Customs	Changes
How are people educated?		
What kinds of jobs do they have?		
How are they governed?		
What kinds of activities do they do for fun?		
How do they express themselves in art, music, literature, and dance?		