

Globalization and East Asia

UNIT DESCRIPTION

This unit includes three one-day lesson plans on understanding globalization in the context of East Asia. For background readings on geography and globalization, go to the **Geography: Teaching with the Stars** web site at <http://www.geoteach.org> and click on the Teacher Resources page. The first two links under Content Enhancements-Readings on Globalization are particularly useful as background.

The unit begins with an introductory geography lesson on East Asia. Students divide into groups, learn about one country in East Asia, and then give short presentations to the class. In the second lesson, students are introduced to the term “globalization” by reading “Lizzie’s Morning” and completing a mapping activity. The students next work in cooperative groups to learn about globalization in each East Asian country and then share this information with their peers. On the third day, students think about products that might be sold in East Asia, and develop their own business plans and advertisements for selling those products.

NOTE: You can click on links in the teacher guide to see how the teaching suggestions are operationalized in a classroom.

LEARNING OBJECTIVES

- Students will identify and describe the physical and cultural characteristics of East Asia, including environmental, economic, political, and social/cultural systems.
- Students will examine and explain globalization, in the context of East Asia, and develop business plans for selling products in the countries of the region, using the information they gathered from the lessons, as a source.
- Students will work in cooperative groups to become experts on their topics and present this expert knowledge to their peers.

NATIONAL GEOGRAPHY STANDARDS

Standard 1: How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

Standard 9: The characteristics, distribution, and migration of human population on Earth’s surface.

Standard 11: The patterns and networks of economic interdependence on Earth’s surface.

Standard 16: The changes that occur in meaning, use, distribution and importance of resources.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS

WG5 Geography. The student understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions. The student is expected to:

- (A) analyze how the character of a place is related to its political, economic, social, and cultural characteristics; and
- (B) analyze political, economic, social, and demographic data to determine the level of development and standard of living in nations.

WG8 Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to:

- (A) explain the interrelationships among physical and human processes that shape the geographic characteristics of places such as connections among economic development, urbanization, population growth, and environmental change.

WG11 Economics. The student understands the reasons for the location of economic activities (primary, secondary, tertiary, and quaternary) in different economic systems. The student is expected to:

- (A) map the locations of different types of economic activities;
- (B) identify factors affecting the location of different types of economic activities; and
- (C) describe how changes in technology, transportation, and communication affect the location and patterns of economic activities.

WG20 Science, technology, and society. The student understands how technology affects definitions of, access to, and use of resources. The student is expected to:

- (A) describe the impact of new technologies, new markets, and revised perceptions of resources.

WG21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

- (A) use historical, geographic, and statistical information from a variety of sources such as databases, field interviews, media services, and questionnaires to answer geographic questions and infer geographic relationships.
- (C) construct and interpret maps to answer geographic questions, infer geographic relationships, and analyze geographic change.

WG22 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

- (A) design and draw appropriate maps and other graphics such as sketch maps, diagrams, tables, and graphs to present geographic information including geographic features, geographic distributions, and geographic relationships;
- (B) apply appropriate vocabulary, geographic models, generalizations, theories, and skills to present geographic information;
- (C) use geographic terminology correctly.

WG23 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

- (B) use case studies and geographic information systems to identify contemporary geographic problems and issues and to apply geographic knowledge and skills to answer real-world questions.

ADVANCE PREPARATION

- For Lesson 2: Search major online news websites (such as the *New York Times*, the *Washington Post*, CNN, *The Economist*, etc.) for current events articles on globalization in countries of East Asia. You will need one article for each country in East Asia. Articles should represent recent new stories on globalization, economic or cultural interdependence or connections, or global trade.
- Copy the following Activity Masters. Make one copy for each student.

ACTIVITY MASTERS

- Lesson 1 East Asia Comparison Matrix (ESPN Chart)
- Lesson 1 Six Country Profiles (one profile for each student in each of six country groups)
- Lesson 2 World Outline Map
- Lesson 2 Lizzie's Morning
- Lesson 2 Globalization in East Asia Concept Web (NOTE: Make an overhead of the concept map as well)
- Lesson 3 Business Plan Outline
- Lesson 3 Group Work Skills Rubric (NOTE: Make copies for your own use.)

ADDITIONAL MATERIALS

- map pencils
- poster board or butcher paper and markers
- atlases or textbooks (optional)
- Internet (optional)

REFERENCES AND RESOURCES

Useful Websites:

[CIA World Factbook](#)

[Culturegrams](#) (*must have subscription to use*)

[Internet World Stats](#)

[Library of Congress Country Studies](#)

[National Geographic Society Xpeditions](#)

[National Geographic Society EarthPulse](#)

[Rubistar](#)

Lesson One:

Introducing the Region of East Asia

OPENING THE LESSON

1. Using a wall map of the world, identify the region of East Asia.
2. Ask for volunteers to identify the countries included in the region. (*China, Japan, Mongolia, North Korea, South Korea, Taiwan*)
3. Then, ask students, “[What comes to mind when you think of East Asia?](#)” Encourage all responses at this point in the lesson. Record student responses for use at the end of the day’s lesson.

DEVELOPING THE LESSON

4. Divide students into six groups of three or four (one group for each of the six countries in the region). Provide each group with copies of the assigned **Country Profile**. Provide each student with an **East Asia Comparison Matrix (ESPN Chart)**.
5. Indicate that [each group’s task is to become experts in their assigned country](#), using the material contained in the **Country Profile** as a source, along with classroom resources such as atlases and textbooks. Each group will be asked to present its country to the rest of the class, with each group member being involved in the presentation.
6. Have students draw the ESPN graphic organizer on poster board or butcher paper to use in their presentations.
7. Give each group about 20-30 minutes to learn as much as they can about the assigned country, sharing within their expert group, and assigning presentation tasks to each group member.
8. After the allotted time, ask each group to share their expertise about the country with the class. Presentations should take no more than 3-5 minutes each.
9. Have the other groups keep track of what they learn about each country presented on their own copies of the **East Asia Comparison Matrix**.

CLOSING THE LESSON

10. Return to the list generated at the beginning of the lesson, in response to the question: “What comes to mind when you think of East Asia?”
11. Have students review the list, making changes and additions to it, based on what they have learned so far about East Asia. Ask students to share any surprises about the region that came up during the lesson.
12. Indicate to students that in the next lesson, they will learn more about the region, and its connections to the rest of the world.

East Asia Comparison Matrix (ESPN Chart)

Student Name: _____

Expert Country: _____

Country	Economic (E)	Social/Cultural (S)	Political (P)	Physical/Environmental (N)
China				
Japan				
Mongolia				
North Korea				
South Korea				
Taiwan				

CHINA



Quick Facts about China	
Capital	Beijing
Population	1,338,612,968
Dominant Language	Mandarin Chinese
Government Type	Communist State
Urbanization	43%
GDP per capita (PPP)	\$6,000
Literacy Rate	91%
Life Expectancy	73.5 years

LOCATION AND CAPITAL

China is located in eastern Asia, sharing borders with several Asia nations, such as Vietnam, India, North Korea, and Mongolia. The capital is Beijing, a large city located in northeast China.

PHYSICAL LANDSCAPE, CLIMATE, NATURAL RESOURCES

China has a diverse physical landscape with low coastal plains in the east and high mountains and deserts in the west. Only 12% of China's land is plains, while 69% is classified as mountains, hills, or highlands. The largest area of highlands in China is the Qingzang (Tibetan) Plateau, which meets the Himalayan Mountains. China also has an extensive river system, with over 50,000 rivers. The largest rivers include the Changjiang (Yangtze River), Huanghe (Yellow River), Zhujiang (Pearl River).

China's climates are as diverse as the landscapes, with wet, temperate climates in the south and east and dry or highland climates in the north and west. Monsoons affect southern China, where rice-growing is common practice. Western China has highland, desert, and steppe climate, where grasslands and livestock grazing is more commonly practiced.

HISTORICAL ROOTS

China is one of the oldest and continuous civilizations in the world. The first recognized dynasty, the Xia, arose in 2200 B.C. During the Zhou Dynasty (1040-256 B.C.), Chinese culture and intellectual thought flourished under scholars, like Confucius and Lao-tzu. Both Confucianism and Taoism, philosophies developed by these scholars, are widely practiced in China today. Over several millennia, the Chinese dynasties built cities and armies, developed a written language system, and invented useful items, such as paper and gunpowder. The last dynasty, the Qing, fell in 1911, followed by a nationalist movement, and later a communist form of government was put into place. Prominent leaders of the 20th century included Chiang



Kai-shek, Mao Zedong, and Deng Xiaoping. The Nationalists, led by Chiang-Kai-shek, were defeated by the Communists in 1949, led by Mao Zedong, and the Nationalist Party fled to Taiwan, causing an ongoing rift between the People's Republic of China (mainland China) and the Republic of China (Taiwan). Mao led China for over 25 years under strict, and sometime controversial, rule. After Mao's death in 1976, Deng Xiaoping ushered in a new era of Communist China by improving foreign relations and allowing economic development with less stringent control by the government.

POLITICAL SYSTEMS

China, formally known as the People's Republic of China, is a communist state currently under the leadership of Hu Jintao. The government has three branches: an executive branch, a unicameral legislative branch, and a judicial branch. The president and vice president are elected every 5 years by the legislative branch, the National People's Congress. There is only one controlling political party in China, the Chinese Communist party (CCP). The government supports a dual economic structure that promotes a socialist market economy, a mix of socialism in government practice, allowing some market economy principles in Special Economic Zones (SEZs). For most of mainland China, government offices control the production of agriculture and manufactured goods from state-owned lands and factories. In SEZs, market forces (supply, demand, capital) control the production of goods. The government of China promotes international trade with the SEZs

POPULATION AND PEOPLE

China is the most populous country in the world with over 1.3 billion people living within its borders. China recognizes 55 other ethnic groups, but 92% of people living in China are Han Chinese. The other ethnic groups live primarily on the north, western, and south-western periphery of the country. The dominant language in China is Mandarin Chinese, and the dominant religions include Confucianism, Taoism, and Buddhism. Confucianism is not a religion actually, but a philosophy promoting good morals in family life

and society.

The most densely populated regions of China are in the east and south-



eastern coasts, and particularly along the major river basins, such as the Sichuan Basin. However, 94% of people live in the eastern 1/3 of the country, and 60% of people in China live within 250 miles of the eastern coast. The coast is attractive to rural Chinese, who flock to the coastal cities that are more economically developed and have a milder climate than the western portions of China.

The dominant groups of western China include the Tibetans and the Uyghurs. The groups have largely been isolated because of their location, and have pushed for separation from the central Chinese government.

LAND USE AND INDUSTRY

Approximately 15% of the land in China is arable (used for agriculture), but only 1.3% is used for permanent crops (crops that don't have to be replanted each year). As a result, eastern China, particularly the southeast, uses intensive farming techniques to double-crop, or even triple-crop, rice. This means that the same plot of land can produce 2-3 rice harvests each year, supplying more food for the Chinese population. China also produces large amounts of wheat in the northern part of the country, and corn and potatoes are grown all over.

China's major industries include 1) mining of iron, steel, aluminum, other metals, coal, 2) machine building, 3) textiles and apparel, 4) chemicals and fertilizers, 5) consumer products, including footwear, toys, and electronics, 6) food processing, 7) transportation equipment, including automobiles, rail cars and locomotives, ships, and aircraft, and 8) telecommunications

equipment. There are over 800 million people in the labor force of China, and approximately 25% work in industry.

ECONOMIC SYSTEMS

The economy of China is the second largest in the world, following the United States. Its economy is one of the fastest growing in the world, particularly since the Chinese government opens “special economic zones” along the coasts that have less stringent government control. Special Economic Zones offer less government control, tax incentives, promote materials for export, and an emphasis on international trade. Economic development in China is so rapid that it is actually constrained by a lack of infrastructure (energy, transportation and communication systems) that is needed. China joined the World Trade Organization in 2001, which further liberalized their economic development. However, each sector of the economy is carefully monitored and controlled by government organizations.

Even though China is developing rapidly, 43% of the population still works in agriculture. China is the world’s largest producer of rice. About one fourth of the population works in industry, making China a leader in the production of industrial products. A long-term effect of this rapid development has been environmental deterioration, primarily in the form of air and water pollution and soil erosion. Coal provides 70-75% of China’s energy, the burning of which decreases air quality.

Exports:

China’s major exports include equipment and manufactured goods (electrical machinery, data processing equipment, apparel, toys, textiles, iron and steel, optical and medical equipment). China primarily exports products to the United States (19%), Hong Kong (15%), Japan (8%), South Korea (5%), and Germany (4%).

Imports:

China’s major imports include oil and mineral fuels, metal ores, plastics, and organic chemicals. China primarily imports materials from Japan (14%), South

Korea (11%), Taiwan (11%), US (7%), and Germany (5%).

CULTURE, CUSTOMS AND COURTESIES

Food:

Cuisine in China is dependent upon location. In the south, meals are based on the rice with vegetables, fish, and meats on the side, while in the north, where wheat is grown, meals are based on steamed dumplings and breads. Vegetables, such as Bok Choy or sprouts, make up a large portion of the Chinese diet in addition to the rice or wheat grains. Meat and animal products are more common in restaurants and urban areas than in rural areas, and fast food restaurants are growing too. Soy products have also been used as protein sources, as well as fish. Typical Chinese meals are eaten with chopsticks, a diverse eating utensil that is also used for stirring.

Greeting and Gift-giving:

Greetings are formal and the oldest person is always greeted first. Handshakes are the most common form of greeting with foreigners and many Chinese will look towards the ground when greeting someone. Foreigners should always address the person by a title and their surname.

Gift-giving can be tricky in China. Giving food basket are perfectly acceptable gifts in China, but giving flowers, clocks, or handkerchiefs are associated with funerals. Likewise, giving a gift of scissors or other sharp cutting items indicates a severing of a relationship. Certain numbers, such as 4, are very unlucky, while other numbers, such as 8, give the receiver luck, and gifts should never be given in blue, black, or white wrapping. Always give the gift with two hands, and be prepared if it is refused. A gift might be refused three times before being accepted by the recipient.

Important Festivals:

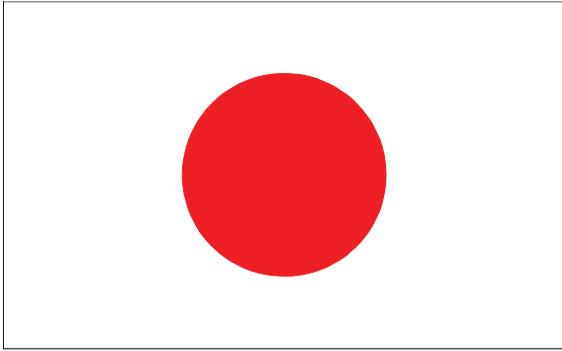
The most important holiday for the Chinese is the Chinese New Year (or Lunar New Year) celebrated each January or February. The celebrations for the New Year last for two weeks, with festivals, firecrackers, and elaborate dinners as part of the traditional celebration. This is also called the Spring Festival.

ENVIRONMENTAL ISSUES

As a result of China's rapid industrialization and reliance on coal for energy, China is now dealing with air pollution and acid rain. There is also an estimated 20% loss of agricultural land from soil erosion (from deforestation) and economic development since 1949. China deals with water shortages in the north, desertification in the west, and water pollution throughout the country. Finally, trade is endangered species is a pervasive problem in China.

Source: CIA World Factbook and Library of Congress Country Studies.

JAPAN



Quick Facts about Japan	
Capital	Tokyo
Population	127,078,679
Dominant Language	Japanese
Government Type	Constitutional monarchy
Urbanization	66%
GDP per capita (PPP)	\$34,200
Literacy Rate	99%
Life Expectancy	82

LOCATION AND CAPITAL

Japan is situated in northeastern Asia between the North Pacific and the Sea of Japan. The area of Japan is 377,873 square kilometers, nearly equivalent to Germany and Switzerland combined or slightly smaller than California. Japan consists of four major islands, surrounded by more than 4,000 smaller islands.

PHYSICAL LANDSCAPE, CLIMATE, NATURAL RESOURCES

About three-fourths of Japan's land surface is mountainous. The Chubu Region of central Honshu is known as "the roof of Japan" and has many mountains which are more than 3,000 meters high. Japan's highest mountain is Mt. Fuji (3,776 meters) on the border of Yamanashi and Shizuoka Prefectures. Japan's second-highest peak is Kitadake in Yamanashi Prefecture, at 3,192 meters, and its third-highest peak is Hotakadake at 3,190 meters, on the border between Nagano and Gifu prefectures. Since it is situated on the Ring of Fire, Japan has several volcanic regions—usually considered to number seven—from the far north to the far south. Of the total number of volcanoes, approximately 80 are active, including Mt. Mihara on Izu Oshima island, Mt. Asama on the border between Nagano and Gunma Prefectures, and Mt. Aso in Kumamoto Prefecture. Japan has almost 10% of the world's approximately 840 active volcanoes, even though it has only about 1/400 of the world's land area. Mt. Fuji, which has been dormant since its last eruption in 1707, is by no means incapable of erupting again in our lifetimes.

Though volcanoes can cause great harm through large eruptions, they also contribute an incalculable tourist resource. Touristic areas such as Nikko, Hakone, and the Izu Peninsula, for example, are famous for their hot springs and attractive scenery of volcanic mountains.

A major feature of Japan's climate is the clear-cut temperature changes between the four seasons. From north to south, Japan covers a range of latitude of some 25 degrees and is influenced in the winter by seasonal winds blowing from Siberia and in the summer by seasonal winds blowing from the Pacific Ocean. In spite of its rather small area, Japan is characterized by four different climatic patterns. Hokkaido has a subarctic weather pattern while the region of northern Honshu to Kyushu, belongs to the temperate zone, and its summers are hot. The side of the country which faces the Sea

of Japan has a climate with much rain and snow. The



southwestern islands of Okinawa belong to the subtropical climate zone, with warm temperatures and large amounts of rain.

The many rivers descending from mountainous areas have done much to mold Japan's topography, creating large and small valleys and basins and producing fan-shaped deltas near the points where they flow into the sea. Most of the country's plains are small. The largest is the Kanto Plain, which includes parts of Tochigi, Ibaraki, Gunma, Saitama, Chiba, Tokyo, and Kanagawa prefectures.

HISTORICAL ROOTS AND CULTURAL BACKGROUND

In 1603, a Tokugawa Shogunate (military dictatorship) ushered in a long period of isolation from foreign influence in order to secure its power. For more than two centuries this policy enabled Japan to enjoy stability and a flowering of its indigenous culture. Following the Treaty of Kanagawa with the US in 1854, Japan opened its ports and began to intensively modernize and industrialize. During the late 19th and early 20th centuries, Japan became a regional power that was able to defeat the forces of both China and Russia. It occupied Korea, Formosa (Taiwan), and southern Sakhalin Island. In 1931-32 Japan occupied Manchuria, and in 1937 it launched a full-scale invasion of China. Japan attacked US forces in 1941 - triggering America's entry into World War II - and soon occupied much of East and Southeast Asia. After its defeat in World War II, Japan recovered to become a world economic power and an ally of the US. While the emperor retains his throne as a symbol of national unity, elected politicians, with heavy input from bureaucrats and business executives, control actual decision-making. The economy experienced a major slowdown starting in the 1990s following three decades of rapid growth, but Japan still remains a major economic power, both in Asia and globally.



POLITICAL SYSTEMS

Japan's system of government is a constitutional monarchy with a parliamentary government, with Emperor Akihito leading the Chief of State as the political figure head and Prime Minister Taro Aso in the position of head of government. The cabinet positions are appointed by the Prime Minister. There is a bicameral legislative branch, called the Diet or Kokkai. There is also a Supreme Court for Japan, and the judicial system and laws are modeled after the English-American system. There are four major political parties in Japan: 1) the Democratic Party, 2) Japanese Communist Party, 3) Liberal Democratic Party, and 4) the Social Democratic Party.

POPULATION AND PEOPLE

Japan's population is over 127 million, but Japan is experiencing a negative population growth. Most Japanese reside in densely populated urban areas. Japan's capital city is Tokyo. The population of the Tokyo Metropolitan Area including the city, some of its suburbs and the surrounding area is approximately 12 million.

Japan is 98.5% ethnically Japanese, with some residents claiming Korean, Chinese, or Other descent. Approximately 84% of Japanese practice either Shintoism or Buddhism, with another 16% claiming another religion (less than 1% Christian). The dominant language in Japan is Japanese and 99% of the population is literate.

LAND USE AND INDUSTRY

Approximately 14% of the land in Japan is used for agriculture, while approximately 80% of the land is either forested, mountainous, or unsuitable for agriculture. Only 4.4% of the workforce works in agriculture, while 28% work in industry and 66% work in services. The primary agricultural products include rice, sugar beets, vegetables, and fruit, with pork, poultry, dairy products, eggs, and fish also being important. The major industries of Japan include motor vehicles, electronic equipment, machine tools, steel and nonferrous metals, ships, chemicals, textiles, and processed foods.

ECONOMIC SYSTEMS

Japan is the third-largest economy in the world after the US and China. Two notable characteristics of the post-war economy were the close interlocking structures of manufacturers, suppliers, and distributors, known as *keiretsu*, and the guarantee of lifetime employment for a substantial portion of the urban labor force. Both features are now eroding under the dual pressures of global competition and domestic demographic change. Japan's industrial sector is heavily dependent on imported raw materials and fuels. A tiny agricultural sector is highly subsidized and protected, with crop yields among the highest in the world. Usually self-sufficient in rice, Japan imports about 60% of its food on a caloric basis. Japan maintains one of the world's largest fishing fleets and accounts for nearly 15% of the global catch. Japan's economy grew rapidly from the 1960s-1980s, but slowed in the 1990s. Currently Japan faces two major problems: government debt and an aging population.

Exports:

Japan's major exports include transport equipment, motor vehicles, semiconductors, electrical machinery, chemicals. Japan primarily exports these products to the United States (20.4%), China (15.3%), South Korea (7.6%), Taiwan (6.3%), and Hong Kong (5.4%).

Imports:

Japan's major imports include machinery and equipment, fuels, foodstuffs, chemicals, textiles, raw materials. Japan primarily imports these products from China (20.5%), US (11.6%), Saudi Arabia (5.7%), UAE (5.2%), Australia (5%), South Korea (4.4%), and Indonesia (4.2%).

CUSTOMS AND COURTESIES

Food:

Culinary originality was able to explode in Japan during the 250 year isolationist period. The different regions were able to develop distinct styles and dishes, typically specializing in particular flavors or styles. Hokkaido developed dishes based on seafood. The plains area, where cattle were raised, gave rise to beef

dishes and cooking styles. Tokyo became the culinary capital of Japan. Some common Japanese foods are:

Sukiyaki: Sukiyaki is prepared right at the table by cooking thinly sliced beef together with vegetables, tofu and vermicelli. **Tempura:** Tempura is food deep-fried in vegetable oil after being coated with a mixture of egg, water and wheat flour. Among the ingredients used are prawns, fish in season and vegetables. **Sushi:** Sushi is a small piece of raw seafood placed on a ball of vinegared rice. The most common ingredients are tuna, squid and prawns. Cucumber, pickled radish and sweet egg omelet are also served. **Sashimi:** Sashimi is sliced raw fish eaten with soy sauce. **Kaiseki Ryori:** Kaiseki ryori is regarded as Japan's most exquisite culinary refinement. Consisting mainly of vegetables and fish with a seasoning base of seaweed and mushrooms, the dishes are characterized by their refined savor. **Yakitori:** Yakitori is made up of small pieces of chicken meat, liver and vegetables skewered on a bamboo stick and grilled over hot coals. **Soba and udon:** Soba and udon are two kinds of Japanese noodles. Soba is made from buckwheat flour and udon from wheat flour. They are served either in a broth or dipped in sauce and are available in hundreds of delicious variations.

Traditions:

The Japanese culture has a massive amount of culture and traditions for almost everything. Festivals, tea ceremonies, cooking, and sake brewing among numerous other examples are highly ritualized and precise.

Tea Ceremony: The tea ceremony (*chanoyu*), which is also known as the Way of Tea (*chado* or *sado*), is the ritualized preparation and serving of powdered green tea in the presence of guests. A full-length formal tea ceremony involves a meal (*chakaiseki*) and two servings of tea (*koicha* and *usucha*) and lasts approximately four hours, during which the host engages his whole being in the creation of an occasion designed to bring aesthetic, intellectual, and physical enjoyment and peace of mind to the guests. **Kabuki:** *Kabuki* is characterized by its stylized acting, its gorgeous costumes and its spectacular scale. However, the features which spring most readily to mind in connection with *kabuki* are probably the *mawari-butai*, or revolving stage, the violent makeup of the *aragoto* actor, and the *oyama*, or female roles, played by male actors. **Calligraphy:** *Sho*,

or calligraphy, is one of the unique arts of the East. In it, beauty is sought through the shape and position of the characters drawn, the gradation of the ink, and the force of the brushstrokes. **Ikebana:** Japanese floral art (*ikebana*) was brought to its peak of refinement in the latter half of the sixteenth century by its founder, *Sen-no-Rikyū*. At present, there are about three thousand schools of ikebana, two of the better-known ones being the *Ikenobō* school and the *Ohara* school.

ENVIRONMENTAL ISSUES

As a result of Japan's power plant emissions, Japan is now dealing with air pollution and acid rain. Acid rain has degraded water quality and aquatic life. Japan is also one of the largest consumers of fish and timber in the world, contributing to massive depletion of these resources in Asia and around the world.

Source: CIA World Factbook.

MONGOLIA



Quick Facts about Mongolia	
Capital	Ulaanbaatar
Population	3,041,142
Dominant Language	Khalkha Mongol
Government Type	Parliamentary republic
Urbanization	60%
GDP per capita (PPP)	\$3,200
Literacy Rate	97.8%
Life Expectancy	67.5 years

LOCATION AND CAPITAL

Mongolia is a landlocked country in northern Asia, sandwiched between China and Russia. Its capital, Ulaanbaatar, also spelled Ulan Bator, is an independent municipality not part of any province, and its population as of 2008 is just over 1 million, 38% of the nation's population.

PHYSICAL LANDSCAPE, CLIMATE, NATURAL RESOURCES

The terrain of Mongolia is one of mountains and rolling plateaus, with a high degree of relief. The landscape includes one of Asia's largest freshwater lakes (Lake Khövsgöl), many salt lakes, marshes, sand dunes, rolling grasslands, alpine forests, and permanent montane glaciers. Northern and western Mongolia are seismically active zones, with frequent earthquakes and many hot springs and extinct volcanoes. Mongolia has three major mountain ranges: the Altay Mountains in western Mongolia; the Khangai Mountains, occupying much of central and north-central Mongolia; and the Khentii Mountains near the Russian border to the northeast of Ulaanbaatar. Much of eastern Mongolia is occupied by a plain, and the lowest area at 1,837 feet (560 meters) is a southwest-to-northeast trending depression that reaches from the Gobi Desert region in the south

near China to the eastern frontier. Natural resources include oil, coal, copper, molybdenum, tungsten, phosphates, tin, nickel, zinc, fluorspar, gold, silver, and iron.

Because of its high elevation (at 4,300 feet, or 1,360 meters), relatively high latitude, and location hundreds of miles from any coast, Ulaanbaatar is the coldest national capital in the world, with a monsoon-influenced subarctic climate with brief, warm summers and long, very cold and dry winters. Precipitation is heavily concentrated in the warmer months. It has an average annual temperature of 29.7 °F (-1.3 °C). The city lies in the zone of sporadic permafrost, which means that building is difficult in sheltered aspects that preclude thawing in the summer, but easier on more exposed ones where soils fully thaw. Suburban residents live in traditional *gers* that do not protrude into the soil.



HISTORICAL ROOTS

The Mongols lived in the outer reaches of the Gobi Desert in what is now Outer Mongolia. They were a pastoral and tribal people that did not really seem to be of any consequence to neighboring peoples. The Mongols were a group of disunified tribes that would gather regularly during annual migrations; although they elected chiefs over the tribes at these meetings, they never unified into a single people. The area of what is now Mongolia has been ruled by various nomadic empires, including the Xiongnu, the Xianbei, the Rouran, the Gökturks, and others. The Mongol Empire was founded in 1206 by Genghis Khan, who created an



incredibly expansive empire, extending west to east from Poland to Siberia, and north to south from Moscow to the Arabian peninsula and Siberia to Vietnam. In 1260, Kublai Khan, a grandson of Genghis Khan, became Great Khan. Four years later he relocated his capital from Mongolia to Beijing in northern China, and in 1271 he adopted a Chinese dynastic name, the Yuan. Kublai Khan had decided to become the emperor of China and start a new dynasty; within a few short years, the Mongols had conquered all of southern China. After the collapse of the Yuan Dynasty, the Mongols returned to their earlier patterns. In the 16th and 17th centuries, Mongolia came under the influence of Tibetan Buddhism. At the end of the 17th century, most of Mongolia had been incorporated into the area ruled by the Qing Dynasty. During the collapse of the Qing Dynasty in 1911, Mongolia declared independence, but had to struggle until 1921 to firmly establish *de-facto* independence, and until 1945 to gain international recognition. As a consequence, it came under strong Russian and Soviet influence: In 1924,

the Mongolian People's Republic was declared, and Mongolian politics began to follow the same patterns as Soviet politics of the time. After the breakdown of communist regimes in Eastern Europe in late 1989, Mongolia saw its own Democratic Revolution in early 1990, which led to a multi-party system, a new constitution in 1992, and the rather rough transition to a market economy.

POLITICAL SYSTEMS

As a democracy, Mongolia has an executive, legislative, and judicial branch. The legislature is the unicameral State Great Hural, which has 76 seats. Members are elected by popular vote to serve four-year terms. Following legislative elections, the leader of the majority party or majority coalition is usually elected prime minister by State Great Hural. Presidential candidates are nominated by political parties represented in State Great Hural and elected by popular vote for a four-year term, and are eligible for a second term. The Supreme Court serves as appeals court for people's and provincial courts, but rarely overturns verdicts of lower courts. Judges are nominated by the General Council of Courts and approved by the president.

POPULATION AND PEOPLE

Mongolia is a sparsely populated country. Approximately 30% of the country's 3 million people are nomadic or semi-nomadic. The predominant religion in Mongolia is Tibetan Buddhism, and the majority of the state's citizens are of the Mongol ethnicity, though Kazakhs, Tuvans, and other minorities also live in the country, especially in the west. Poverty in Mongolia is magnified by the harsh climate, where on average a third of household or institutional budget is spent just on heating and shelter to so as to survive the cold or stay warm.

LAND USE AND INDUSTRIES

The country contains very little arable land and 0% of the land is dedicated to permanent crops, though 34% of the population is employed in agriculture. Although pastoral land use patterns have altered over time in response to the changing political economy, mobility and flexibility remain hallmarks of sustainable grazing

in this harsh and variable climate, as do the communal use and management of pasturelands. Recent changes in Mongolia's political economy threaten the continued sustainability of Mongolian pastoral systems due to increasing poverty and declining mobility among herders and the weakening of both formal and customary pasture management institutions. Major industries include construction and construction materials, mining (coal, copper, molybdenum, fluorspar, tin, tungsten, and gold), oil, food and beverages, and the processing of animal products, cashmere and natural fiber manufacturing.

ECONOMIC SYSTEMS

Economic activity in Mongolia has traditionally been based on herding and agriculture. Mongolia has extensive mineral deposits. Copper, coal, gold, molybdenum, fluorspar, uranium, tin, and tungsten account for a large part of industrial production and foreign direct investment. Soviet assistance, at its height one-third of GDP, disappeared almost overnight in 1990 and 1991 at the time of the dismantlement of the USSR. The following decade saw Mongolia endure both deep recession because of political inaction and natural disasters, as well as economic growth because of reform-embracing, free-market economics and extensive privatization of the formerly state-run economy. Severe winters and summer droughts in 2000-02 resulted in massive livestock die-off and zero or negative GDP growth. This was compounded by falling prices for Mongolia's primary sector exports and widespread opposition to privatization. Growth averaged nearly 9% per year in 2004-08, largely because of high copper prices and new gold production. In 2008, falling prices for copper and other mineral exports reduced government revenues and forced spending cuts. The global credit crisis has stalled growth in key sectors, especially those that had been fueled by foreign investment. Mongolia's economy continues to be heavily influenced by its neighbors. Mongolia purchases 95% of its petroleum products and a substantial amount of electric power from Russia, leaving it vulnerable to price increases.

Exports:

Mongolia exports copper, apparel, livestock, animal products, cashmere, wool, hides, fluorspar, other non-ferrous metals, and coal to China (71.9%), Canada (10.7%), and the United States (4.8%).

Imports:

Imports include machinery and equipment, fuel, cars, food products, industrial consumer goods, chemicals, building materials, sugar, and tea from China (32%), Russia (29.4%), South Korea (7.9%), Japan (7.2%).

CUSTOMS AND COURTESIES

Mongolian culture has been heavily influenced by the Mongol nomadic way of life. Other important influences are from Tibet and Tibetan Buddhism, and from China. In the 20th century, Russian culture and, via Russia, European cultures have had a strong effect on Mongolia. Mongolian dress has changed little since the days of the empire, because it is supremely well-adapted to the conditions of life on the steppe and the daily activities of pastoral nomads. However, there have been some changes in styles which distinguish modern Mongolian dress from historic costume. For a child, the first big celebration is the first haircut, usually at an age between three and five. Birthdays were not celebrated in the old times, but these days, birthday parties are popular. Wedding ceremonies traditionally include the hand-over of a new *ger* to the marrying couple. Deceased relatives were usually put to rest in the open, where the corpses would be eaten by animals and birds. Nowadays, corpses are usually buried.

ENVIRONMENTAL ISSUES

Mongolia has limited natural fresh water resources in some areas. The policies of former Communist regimes promoted rapid urbanization and industrial growth that had negative effects on the environment, including the burning of soft coal in power plants. Deforestation and overgrazing that have led to an increase in soil erosion. Finally, desertification and mining activities had a negative effect on the environment.

Source: CIA World Factbook.

NORTH KOREA



Quick Facts about North Korea	
Capital	Pyongyang
Population	22,665,345
Dominant Language	Korean
Government Type	Communist State
Urbanization	63%
GDP per capita (PPP)	\$1,700
Literacy Rate	99%
Life Expectancy	63.8 years

LOCATION AND CAPITAL

North Korea is located in Eastern Asia, on the northern half of the Korean Peninsula bordering the Korea Bay and the Sea of Japan, between China and South Korea. The capital city is Pyongyang.

PHYSICAL LANDSCAPE, CLIMATE, NATURAL RESOURCES

North Korea occupies the northern portion of the Korean Peninsula, covering an area of 120,540 square kilometres (46,541 sq mi). North Korea shares land borders with People's Republic of China and Russia to the north, and borders South Korea along the Korean Demilitarized Zone. To its west are the Yellow Sea and Korea Bay, and to its east lies Japan across the Sea of Japan (East Sea of Korea). The highest point in North Korea is Paektu-san Mountain at 2,744 metres (9,003 ft). The longest river is the Amnok River which flows for 790 kilometres (491 mi).

North Korea's climate is relatively temperate, with precipitation heavier in summer during a short rainy season called *changma*, and winters that can be bitterly cold. On August 7, 2007, the most devastating floods in 40 years caused the North Korean Government to ask for international help. NGOs, such as the Red Cross, asked people to raise funds because they feared a humanitarian catastrophe.

The capital and largest city is Pyongyang; other major cities include Kaesong in the south, Sinuiju in the northwest, Wonsan and Hamhung in the east and Chongjin in the northeast.

HISTORICAL ROOTS AND CULTURAL BACKGROUND

An independent kingdom for much of its long history, Korea was occupied by Japan beginning in 1905 following the Russo-Japanese War. Five years later, Japan formally annexed the entire peninsula. Following World War II, Korea was split with the northern half coming under Soviet-sponsored Communist control. North Korea (DPRK), under its founder President KIM Il Sung, adopted a policy of ostensible diplomatic and economic "self-reliance" as a check against outside influence. The DPRK demonized the US as the ultimate threat to its social system through state-funded propaganda, and molded political, economic, and mili-





tary policies around the core ideological objective of eventual unification of Korea under Pyongyang's control. KIM's son, the current ruler KIM Jong Il, was officially

designated as his father's successor in 1980, assuming a growing political and managerial role until the elder KIM's death in 1994. After decades of economic mismanagement and resource misallocation, the DPRK since the mid-1990s has relied heavily on international aid to feed its population.

POLITICAL SYSTEMS

North Korea is a self-described *Juche* (self-reliant) state with a pronounced cult of personality organized around Kim Il-sung (the founder of North Korea and the country's first and only president) and his son and heir, Kim Jong-il (in picture to right). Following Kim Il-sung's death in 1994, he was not replaced, but instead received the designation of "Eternal President", and was entombed in the vast Kumsusan Memorial Palace in central Pyongyang.

Although the active position of president has been abolished in deference to the memory of Kim Il-sung, the de facto head of state is Kim Jong-il, who is Chairman of the National Defense Commission of North Korea. The legislature of North Korea is the Supreme People's Assembly, currently led by President Kim Yong-nam. The other senior government figure is Premier Kim Yong-il.

North Korea is a single-party state. The governing party is the Democratic Front for the Reunification of the Fatherland, a coalition of the Workers' Party of Korea and two other smaller parties, the Korean Social

Democratic Party and the Chondoist Chongu Party. These parties nominate all candidates for office and hold all seats in the Supreme People's Assembly.

POPULATION AND PEOPLE

The population of North Korea is just over 22.5 million people. The North Koreans are ethnically homogeneous, but there is a small Chinese community and a few ethnic Japanese living within the country. Most North Koreans are traditionally Buddhist and Confucianists, but there are some Christians and syncretic Chondogyo (Religion of the Heavenly Way). However, it is important to note that religious activities are now almost nonexistent with government-sponsored religious groups existing to provide illusion of religious freedom.

LAND USE AND INDUSTRY

Approximately 37% of North Koreans work in agriculture, with 22% of the land being arable and only 1.66% of the land being used for permanent crops. The major crops of North Korea include rice, corn, potatoes, and soybeans, as well as cattle, pigs, pork, and eggs. The remaining 63% of North Koreans work in either industry or services. The major industries of North Korea are military products, machine building, mining (coal, iron ore, limestone, magnesite, graphite, copper, zinc, lead, and precious metals), metallurgy, textiles, and food processing.

ECONOMIC SYSTEMS

North Korea has an industrialized, command economy, almost completely isolated from the rest of the world. North Korea's isolation policy means that international trade is highly restricted, hampering a significant potential for economic growth. Nonetheless, due to its strategic location in East Asia connecting four major economies and having a cheap, young and skilled workforce, the North Korean economy could grow to 6-7% annually "with the right incentives and reform measures".

Exports:

The primary exports of North Korea are minerals, metallurgical products, manufactures (including arma-

ments), textiles, agricultural and fishery products, and North Korea exports these products to South Korea (45%), China (35%), Thailand (5%).

Imports:

The primary imports to North Korea are petroleum, cooking coal, machinery and equipment, textiles, and grain, which come primarily from China (27%), South Korea (16%), Thailand (9%), and Russia (7%).

CULTURE, CUSTOMS, AND COURTESIES

There is a vast cult of personality around Kim Il-sung and Kim Jong-il and much of North Korea's literature, popular music, theater, and film glorify the two men.

A popular event in North Korea is the Mass Games. The most recent and largest Mass Games was called "Arirang". It was performed six nights a week for two months, and involved over 100,000 performers. Attendees to this event in recent years report that the anti-West sentiments have been toned down compared to previous performances. The Mass Games involve performances of dance, gymnastic, and choreographic rou-

tines which celebrate the history of North Korea and the Workers' Party Revolution. The Mass Games are held in Pyongyang at various venues (varying according to the scale of the Games in a particular year) including the May Day Stadium.

Culture is officially protected by the North Korean government. Large buildings committed to culture have been built, such as the People's Palace of Culture or the Grand People's Palace of Studies, both in Pyongyang. Outside the capital, there's a major theatre in Hamhung and in every city there are State-run theatres and stadiums.

ENVIRONMENTAL ISSUES

North Korea has several environmental issues relating to water, including water pollution, inadequate supplies of potable water, and waterborne disease. Deforestation and soil erosion are also environmental issues in North Korea.

Source: CIA World Factbook and Library of Congress Country Studies.

SOUTH KOREA



Quick Facts about South Korea	
Capital	Seoul
Population	48,508,972
Dominant Language	Korean
Government Type	Republic
Urbanization	81%
GDP per capita (PPP)	\$26,000
Literacy Rate	97.9%
Life Expectancy	78.7 years

LOCATION AND CAPITAL

South Korea, also known as the Republic of Korea, is located on the southern half of the Korean peninsula between the Yellow Sea and the Sea of Japan. Occupying about 45% of the Korean peninsula (about 38,022 square miles, or 98,477 square kilometers), it is about the size of Portugal or Hungary, and is slightly larger than the state of Indiana. Its capital city is Seoul, located in the northwestern part of the country on the Han River.

PHYSICAL LANDSCAPE, CLIMATE, NATURAL RESOURCES

South Korea is a very hilly and mountainous place. Its highest peak is Hallasan, located on Jeju (Cheju) Island, at 6,397 feet (1,950 meters), and is the cone of a volcanic formation that constitutes the island. The lowest point is at sea level on the Sea of Japan. The south and west have coastal plains, and are more prone to low-level seismic activity. As part of the East Asian monsoonal region, South Korea has a temperate climate with four distinct seasons. The movement of air masses from the Asian continent exerts greater influence on South Korea's weather than does air movement from the Pacific Ocean. Winters are usually long, cold, and dry, whereas summers are short, hot, and humid. Spring and autumn are pleasant but short in duration. About two-thirds of the annual precipitation occurs between June and September. Despite this, the country generally has sufficient rainfall to sustain its agriculture. Serious droughts occur about once every eight

years, especially in the rice-producing southwestern part of the country. Natural resources include coal, tungsten, graphite, molybdenum and lead.

HISTORICAL ROOTS

An independent Korean state or collection of states has existed almost continuously for several millennia. Between its initial unification of three predecessor Korean states in the 7th century until the 20th century, Korea existed as a single independent country. In 1905, following the Russo-Japanese War, Korea became a protectorate of imperial Japan, and in 1910 it was annexed as a colony. Korea regained its independence following Japan's surrender to the United States in



1945. After World War II, a Republic of Korea (ROK) was set up in the southern half of the Korean Peninsula while a Communist-style government was installed in the north (the Democratic People's Republic of Korea, or DPRK). During the Korean War (1950-53), U.S. troops and UN forces fought alongside South Korean soldiers to defend South Korea from DPRK attacks that were supported by China and the Soviet Union. The original border between the two Korean states was the 38th parallel of latitude. After the Korean War, the Demilitarized Zone (DMZ) formed the boundary between the two. The DMZ is a heavily guarded, 4,000-meter-wide (2.48 miles) strip of land that runs along the line of cease-fire, the Demarcation Line, from the east to the west coasts for a distance of about 150 miles (241 kilometers). Since the ceasefire that ended the war, South Korea achieved rapid economic growth with per capita income rising to roughly 14 times the level of North Korea.

POLITICAL SYSTEMS

Today, South Korea is a fully functioning modern democracy. In 1993, Kim Young-sam became South Korea's first civilian president following 32 years of military rule. Like other democracies, South Korea has three branches of government: executive, legislative, and judicial. The executive branch has a president, prime minister, and a cabinet (called the State Council) appointed by the president on the prime minister's recommendations. Presidential elections are held every five years, the next to be in 2012, and presidents may serve only one term. The National Assembly, which is the legislative branch of government, approves the president's choice for prime minister. The National Assembly, or Kukhoe, is comprised of 299 seats, 243 of which are elected in single-seat constituencies, and the remaining 56 are elected by proportional representation. Representatives serve four-year terms. Supreme Court justices are appointed by the president and approved by the National Assembly.

POPULATION AND PEOPLE

In the last several decades, South Korea has witnessed a rapid growth of its urban centers. The population of these areas now constitutes over 85 percent of the

national total. Urban growth has been particularly spectacular along the Seoul-Pusan corridor, the Seoul metropolitan area and the Kyongsang-do area. By contrast, the southwestern and northeastern peripheral regions have sustained a considerable loss in population. Koreans are a homogenous ethnic group, with only about 20,000 Chinese living among the South Koreans.



The dominant language is Korean, and English is widely taught in schools as well. There are around 78 million speakers of the Korean language worldwide. Koreans use their own unique alphabet called Hangeul. It is considered to be one of the most efficient alphabets in the world and has garnered unanimous praise from language experts for its scientific design and excellence. Most Koreans do not identify themselves with a religion.

LAND USE AND INDUSTRY

Only 16.58% of land in South Korea is arable, and only 2% of that land is used for permanent crops. Major agricultural products of South Korea include rice, root crops, barley, vegetables, fruit, as well as cattle, pigs, chickens, milk, eggs, and fish. The major industries of South Korea include electronics, telecommunications, automobile production, chemicals, shipbuilding, and steel production.

ECONOMIC SYSTEMS

The economy of South Korea is a highly developed trillion-dollar economy that is the 4th largest in Asia and 13th largest in the world. It sustained double-digit eco-

conomic growth for decades, growing faster than any other major economy in the 20th century. South Korea's overnight transformation to a wealthy developed country in less than half a century is often called the Miracle on the Han River, and earned South Korea the distinctive reputation of "Asian Tiger" in the international community, joining Singapore, Taiwan and Hong Kong. Since the 1960s, South Korea has achieved an incredible record of growth and integration into the high-tech modern world economy. Four decades ago, GDP per capita was comparable with levels in the poorer countries of Africa and Asia. In 2004, South Korea joined the trillion-dollar club of world economies. In 2008, its GDP per capita was roughly the same as that of the Czech Republic and New Zealand. Initially, this success was achieved by a system of close government/business ties including directed credit, import restrictions, sponsorship of specific industries, and a strong labor effort. The government promoted the import of raw materials and technology at the expense of consumer goods and encouraged savings and investment over consumption. South Korea's corporatist economic system has many well known global conglomerates such as Samsung, Hyundai-Kia, and LG.

Exports:

South Korea's major exports include semiconductors, wireless telecommunications equipment, motor vehicles, computers, steel, ships, and petrochemicals. The country primarily exports products to China (22.1%), the United States (12.4%), Japan (7.1%), and Hong Kong (5%).

Imports:

Major imports are machinery, electronics and electronic equipment, oil, steel, transport equipment, organic chemicals, and plastics, coming from China (17.7%), Japan (15.8%), the United States (10.5%), and Saudi Arabia (5.9%).

CUSTOMS AND COURTESIES

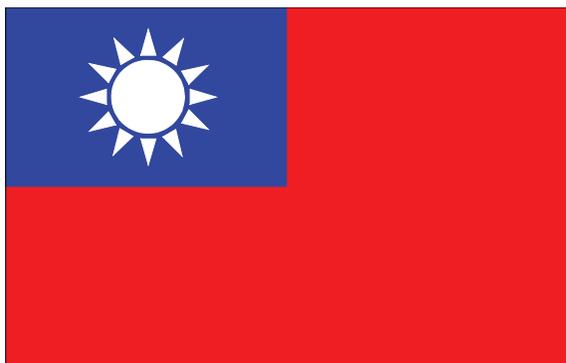
Korea is one of the oldest continuous civilizations in the world and has 5,000 years of documented history. The current political separation of North and South Korea has resulted in divergence in modern Korean cultures; nevertheless, the traditional culture of Korea is historically shared by both states. While the historical links between Korea and China have resulted in extensive influences from China, Korea has nevertheless managed to retain a distinct cultural identity from its larger neighbor. Rice is the staple food of Korea. Having been an almost exclusively agricultural country until recently, the essential recipes in Korea are shaped by this experience. The main crops in Korea are rice, barley, and beans, but many supplementary crops are used. Fish and other seafood are also important because Korea is a peninsula. Kimchi is a traditional Korean pickled dish made of vegetables with varied seasonings. Its most common manifestation is the spicy *baechu* (cabbage) variety. Kimchi is the most common side dish in Korea, served with all meals, including breakfast. It is so ubiquitous that when taking photographs, South Koreans often will use the word "kimchi" in the same way as English speakers tend to use the word "cheese!"

ENVIRONMENTAL ISSUES

South Korea faces several environmental issues, including air pollution in large cities, acid rain, water pollution from the discharge of sewage and industrial effluents, and drift net fishing.

Source: CIA World Factbook and Library of Congress Country Studies.

TAIWAN



Quick Facts about Taiwan	
Capital	Taipei
Population	22,974,347
Dominant Language	Mandarin Chinese
Government Type	multiparty democracy
Urbanization	69%
GDP per capita (PPP)	\$31,900
Literacy Rate	96.1%
Life Expectancy	77.96 years

LOCATION AND CAPITAL

Taiwan is located in eastern Asia, on an island off the southeastern coast of China, just north of the Philippines. The capital is Taipei, a large city located in northern Taiwan.

PHYSICAL LANDSCAPE, CLIMATE, NATURAL RESOURCES

Taiwan is a small island with the eastern two-thirds being mostly rugged mountains, covering approximately 63% of the island. There are flat to gently rolling plains in west of the island, which is also where most of the major cities and towns are located. The climate of Taiwan is tropical and warm, with the rainy season (monsoons) during June through August. Cloudiness is persistent all year. Taiwan also faces typhoons each year (hurricanes), between July to September.

Taiwan has fertile fields in the west, which have been attractive for Chinese immigrants over the last several centuries. However, only 1% of Taiwan's arable land is planted with permanent crops, largely the results of urbanization in the western portions of the island. Taiwan's natural resources included small deposits of coal, natural gas, limestone, marble, and asbestos.

HISTORICAL ROOTS

Taiwan has had human settlement for at least 15,000 years, most of whom were seafaring people. It was not colonized until the 1600s, when Portuguese, Spanish, and Dutch, along with Chinese migration to the

island. During the Qing Dynasty period, Taiwan was made a province of China.

In 1895, military defeat forced China to cede Taiwan to Japan (the first Sino-Japanese War). Taiwan reverted to Chinese control after World War II. Following the Chinese Communist Party victory on the mainland in 1949, 2 million Nationalists fled to Taiwan and established a government using the 1946 constitution drawn up for all of China. Over the next five decades, the ruling authorities gradually democratized Taiwan and incorporated the local population within the governing structure. In 2000, Taiwan underwent its first peaceful transfer of power from the Nationalist Party to the Democratic Progressive Party. Throughout this



period, the island prospered and became one of East Asia's economic "Tigers." The dominant political issues continue to be the relationship between Taiwan and China - specifically the question of Taiwan's status as a separate political entity, or still part of China.

POLITICAL SYSTEMS

Taiwan has a multi-party democracy, with two major parties, the Kuomintang (KMT) and the Democratic Progressive Party (DPP). The KMT holds a majority of 81 followed by the DPP with 27 seats in the 113-seat Legislative Yuan (LY), with the remaining seats held by independents and small parties. The current president is Ma Ying-jeou. The Executive branch is elected every four years with the president and vice president on the same ticket (very similar to the United States).

The debate on Taiwan independence from China has become acceptable within the mainstream politics on Taiwan. Most Taiwanese want to maintain Taiwan's current status, which is neither unified with China or a separate, recognized political sovereignty. The political movement for complete independence wants Taiwan to enter the United Nations a sovereign nation while supporters of unification with China want China to democratize before Taiwan unifies with the mainland.

POPULATION AND PEOPLE

The population of Taiwan is almost 23 million people. The population density is about 700 per square kilometer, making it the second most densely populated country after Bangladesh. Approximately 69% of people in Taiwan live in urban areas, with the remaining 31% living in rural areas.

There are two primary ethnic groups in Taiwan: the native-born Taiwanese (including Hakka) make up 84% of the population while people from mainland Chinese make up about 14% of the population. The remaining 2% are indigenous groups of Taiwan, living primarily in the eastern mountains. The official language is Mandarin Chinese, but is the first language of only 20% of the population. Approximately 70% of the

island speaks Taiwanese (called Min) as their first language. Over 90% of the people of Taiwan practice either Buddhism or Taoism, the about 5% practicing Christianity.

LAND USE AND INDUSTRY

Even though Taiwan is a small island with hills and mountains in the east, 24% of the land is arable and agriculture employs approximately 5% of the population. The primary agricultural products include rice, corn, vegetables, fruit, and tea, as well as pigs, poultry, beef, milk, and fish. Approximately 37% of Taiwanese work in industry and the remaining 58% work in services. The primary industries of Taiwan include electronics, petroleum refining, armaments, chemicals, textiles, iron and steel, machinery, cement, food processing, vehicles, consumer products, and pharmaceuticals.

ECONOMIC SYSTEMS

Taiwan has a dynamic capitalist economy with gradually decreasing guidance of investment and foreign trade by the authorities. In keeping with this trend, some large, state-owned banks and industrial firms have been privatized. Exports have provided the primary impetus for industrialization. The island runs a large trade surplus, and its foreign reserves are among the world's largest. Recently opened cross-strait travel, transportation, and tourism links are likely to increase Taiwan's economic interdependence on China, which has overtaken the US to become Taiwan's largest



export market and its second-largest source of imports after Japan. China is also the island's number one destination for foreign direct investment. Growth fell below 2% in 2008 because of the global slowdown.

Exports:

The primary exports of Taiwan include electronics, flat panels, machinery, metals, textiles, plastics, chemicals, and auto parts, and these primarily come from China (32.6%), US (12.9%), Hong Kong (8.6%), Japan (6.4%), Singapore (5%).

Imports:

The primary imports to Taiwan include electronics, machinery, petroleum, precision instruments, organic chemicals, and metals, and these products typically come from Japan (22.7%), US (13.3%), China (11.2%), South Korea (6.6%), Saudi Arabia (4.8%), and Singapore (4.6%).

CULTURES, CUSTOMS, AND COURTESIES

Taiwan's culture is a blend of its distinctive Chinese, Japanese, and Western influences. Fine arts, folk traditions, and popular culture embody traditional and modern, Asian, and Western motifs. One of Taiwan's greatest attractions is the Palace Museum, which houses over 650,000 pieces of Chinese bronze, jade, calligraphy, painting, and porcelain. This collection was moved from the mainland in 1949 when Chiang Kai-shek's Nationalist Party (KMT) fled to Taiwan. The collection is so extensive that only 1% is on display at any one time.

Taiwanese culture has heavily influenced the west as well: Pearl milk tea (commonly known as bubble tea) is a popular tea drink available in many parts of the world. A notable Japanese influence exists due to the period when Taiwan was under Japanese rule. Taiwanese cuisine itself is often associated with influences

from mid to southern provinces of China, most notably from the province of Fujian (Hokkien), but influences from all of China can easily be found due to the large number of Chinese who immigrated to Taiwan at end of the Chinese Civil War and when Taiwan was under Chinese rule (ROC).

Some of Taiwan's most important annual holidays and festivals include the Chinese New Year, the Lantern Festival, the Dragon Boat Festival, Lovers' Day, and the Hungry Ghosts Festival. But local Taiwanese folk events, such as the Dajia Mazu Pilgrimage, the Goddess Mazu Making Rounds of Inspection in Beigang, the City God Welcoming in Taipei, the Burning of the Plague God Boat in Donggang, and aboriginal rituals, are also regarded as important celebrations. Next to keeping traditional Chinese opera alive, Taiwan has also developed its own Taiwanese opera and the famous glove puppet theater. Taiwanese opera combines local opera and music into one performing art, while the puppet theater has undergone great modernization in recent years and many special effects are added to performances today, making it extremely popular among Taiwan's younger generation. Taiwan's movies and performing groups are also gradually gaining ground on the international stage, once again demonstrating the traditional and creative value of Chinese and Taiwanese culture.

ENVIRONMENTAL ISSUES

The major environmental problems of Taiwan include air pollution and water pollution from industrial emissions and raw sewage. Taiwan also has issues with trade in endangered species and low-levels radioactive waste disposal.

Source: CIA World Factbook and Library of Congress Country Studies.

Lesson Two:

Globalization and East Asia

OPENING THE LESSON

1. Tell students that this lesson focuses on connections between major world regions, with special attention on East Asia.
2. Indicate that the lesson begins with a story about a high school girl, named Lizzie, living in Washington, D.C. The story follows her as she gets ready to go to school. Give each student a copy of **Lizzie's Morning** and a **World Outline Map**. Have them select two different color pencils to use on the maps.
3. Ask the students to work with a partner to read the article and identify on their maps, using one color pencil, where each product or idea that Lizzie encounters in the article comes from.
4. When students have completed this task, ask for volunteers to share what they discovered about Lizzie's early morning activities and the connections she has with other areas of the world.
5. Ask students to identify the origin of items in their classroom, such as clothing, supplies, and furniture. Have them add those places to their maps using the second map pencil color.

DEVELOPING THE LESSON

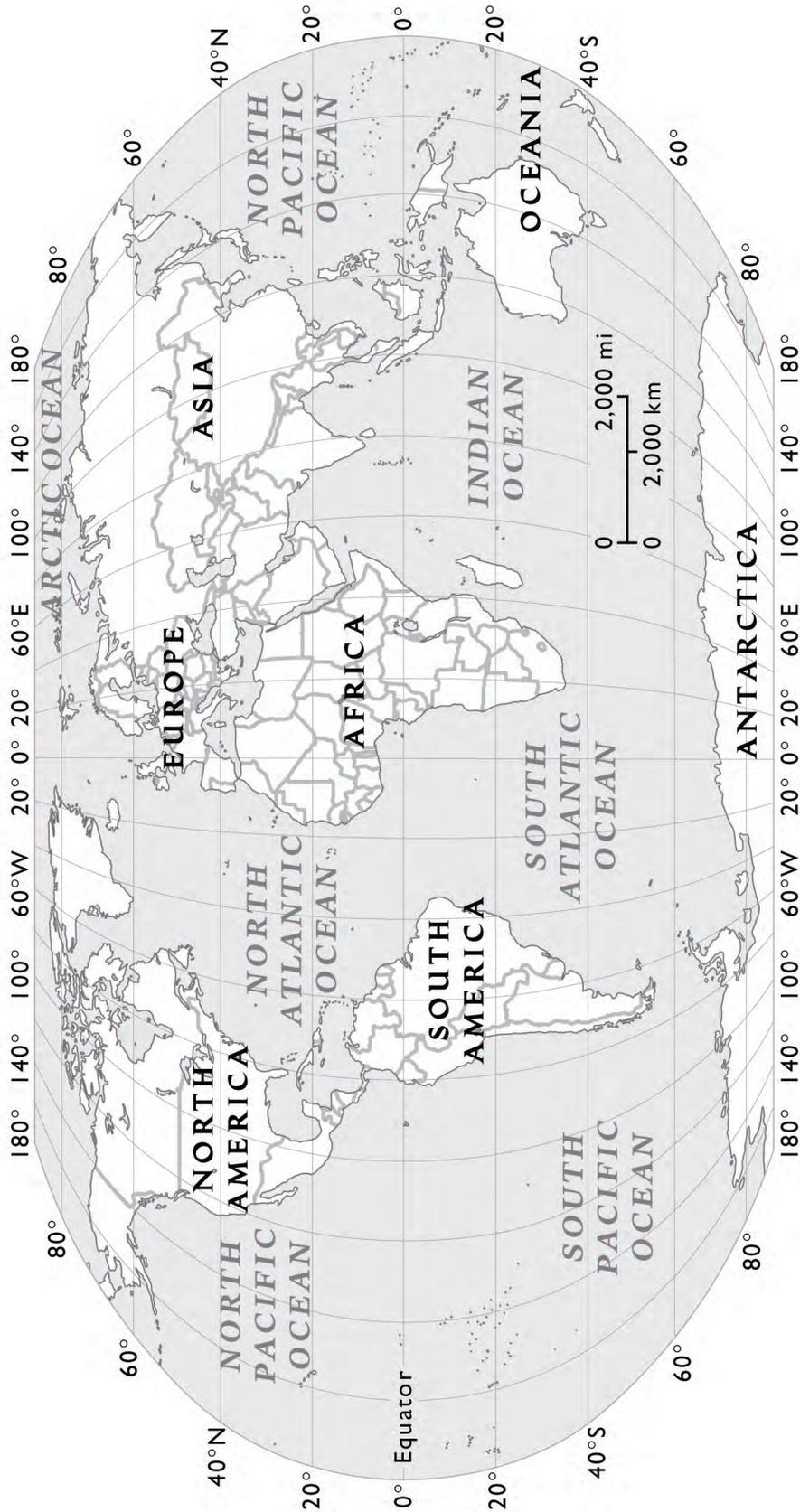
6. Indicate to students that the connections they have identified in their classroom and in Lizzie's story are examples of globalization. Provide a basic definition of globalization: the exchange of goods, information, and ideas among countries and world regions. Write the definition on the board. Tell students that they are going to explore some examples of globalization that connect East Asia to other world regions.
7. Divide students into their six country groups from Lesson One. Provide each group with copies of their assigned news story. Indicate that each group's task is to become experts about the example of globalization contained in the news story to which it was assigned. [As a class, ask students to develop 2-3 guiding questions to investigate as they read their stories.](#) As an alternative, present questions, like the following, to guide their reading. Write the questions on the board.
 - What other world regions were connected to your assigned country, and how were they connected?
 - Globalization is also about interdependence. Was interdependence among countries part of your story? If so, how?
 - What types of goods, information, or ideas were being exchanged between countries or regions?

8. Give each group about 20-25 minutes to read their assigned news story and to develop expertise about the example of globalization contained in the story, making use of the guiding questions, and sharing their findings within their expert group.
9. After the allotted time, form new, six member groups so that there is at least one person who is an expert on each of the stories in each group.
10. Have each member share their expertise about the stories within these new groups. Have other group members write down at least one interesting point about global connections between East Asia and the world in each of the stories shared.
11. After completing the sharing of globalization stories, give students an opportunity to comment on the examples of globalization given (including Lizzie's Morning), express opinions, or ask questions. "Tell me what you heard and read about globalization and East Asia" is a good starting point for the discussion. Then continue, using questions like the following to guide the discussion. Write the questions on the board.
 - Do you think that globalization is something new? What evidence can you give to support your position?
 - Is globalization limited to the movement of products? What are examples of other connections?
 - What are some of the effects of globalization on individual countries?
 - Is there a negative side to globalization as well as a positive side? What evidence can you give to support your position?

CLOSING THE LESSON

12. Project the **Globalization in East Asia** [Concept Web](#) on the overhead. Also, distribute a copy of the concept web to each student. Indicate to students that they are going to use the web to summarize some of the characteristics of globalization.
13. In the center of the web, write the word globalization. Instruct students to think of all the terms and phrases from the lesson and their own experience which they could use to describe globalization. To get them started, write some examples of your own on the chart "legs"- try to group similar topics on the legs of the chart. (*technology, increased tourism, health problems, availability of goods and services*)
14. Record the words and phrases the students supply on the legs of the web. Display the final product in the class either on an overhead or on the board.

THE WORLD



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Lizzie's Morning

7 a.m. The clock radio blasts **Jamaican** reggae into Lizzie's room in Washington, D.C., and the music wakes her. As she comes to life, she thinks about school and the day ahead. She doesn't think about Guglielmo Marconi of **Italy**, who patented the radio. And she doesn't know that the first experimental radio broadcast took place in **Massachusetts** in 1906.

Lizzie gets dressed, heads to the kitchen, and makes a pitcher of orange juice, using frozen concentrate that was preserved by a process developed in **Florida** during the 1940s. The very same round, golden fruit was popular in ancient **China**.

Lizzie's mom uses an electric appliance to grind coffee beans from **Brazil**. The first version of this machine was invented in **Ohio** in the 1930s. (Before then people used manual grinders, which date to the 1800s.) Her mom pours the ground beans into a cone-shaped filter invented in **Germany** around 1900.

For breakfast, Lizzie eats a bowl of Kellogg's corn flakes, named after the **American** family that developed the cereal in the 1890s. As she eats, she glances at the newspaper. (The first regular weekly newspapers appeared in **Germany** in the early 1800s.)

After breakfast, Lizzie brushes her teeth. (The Chinese claim they invented the toothbrush in the 1400s.) She then says good-bye to her father, who is shaving with a safety razor—patented in 1901 by a salesman from **Wisconsin**. The earliest safety razors date from **France** in the late 1800s. Centuries ago, people used shells and sharks' teeth as razors.

Lizzie gathers her stuff for school, including her saxophone—invented in **Belgium** by Adolphe Sax in the 1840s. She puts on her Walkman, developed in **Japan** in the 1970s. Then, when her mom isn't looking, she pops some gum into her mouth. People have enjoyed gum since ancient times, and the Indians of **Mexico** and Central America chewed chicle, a substance from wild sapodilla trees. Chicle was introduced to the **United States** in the 1860s.

Rain begins to fall as Lizzie leaves the house. She races back inside for her umbrella, which was made in **Taiwan**. Umbrellas have a long past. They appear in artwork from ancient **Egypt**, and they've been used in various cultures—both practically and ceremonially.

Back outside, Lizzie dashes across the street once the traffic light turns green. The first working traffic signal was installed outside the Houses of Parliament in London, the capital of the **United Kingdom**. Modern traffic lights were invented in the early 20th century.

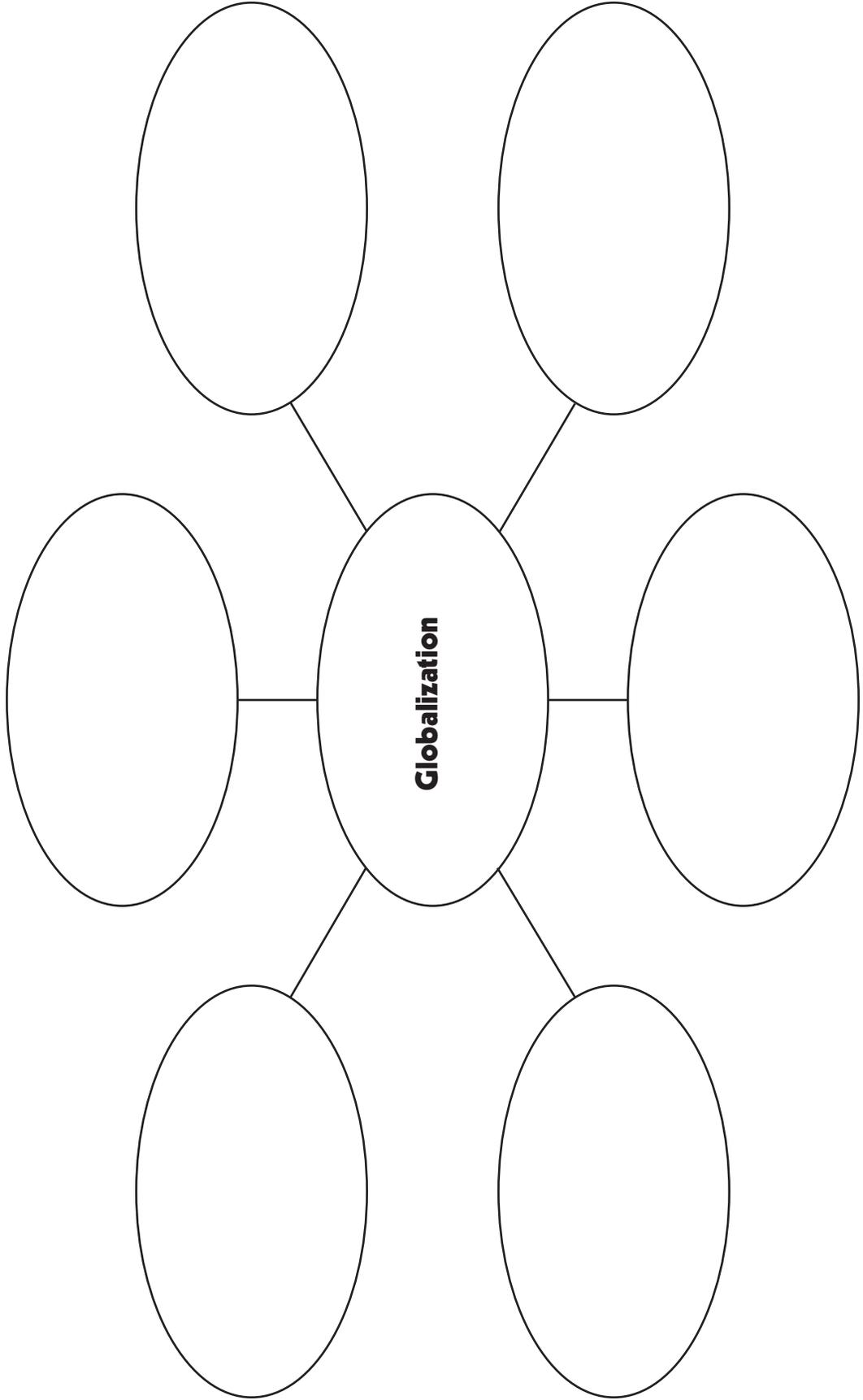
The smooth, solid road that Lizzie crosses is paved with macadam, a surface developed in part by **English** engineer John McAdam. Lizzie waits a few minutes for the bus that will take her to school. The first bus line was established in Paris, **France**, in the 1600s, but it didn't last long. Not until the 1800s were horse-drawn buses a regular part of life in cities such as Paris, London, and New York.

Lizzie climbs aboard the bus, pays her fare, and heads off to school.

Source: National Geographic Expeditions

Student Name: _____

Concept Web: Globalization and East Asia



Lesson Three: Going Global

OPENING THE LESSON

1. Indicate to students that in this lesson they will be develop a business plan for going global in East Asia, using what they learned in Lessons One and Two.

DEVELOPING THE LESSON

2. Ask students to continue working in the same country groups they formed in Lessons One and Two. Distribute copies of the **Business Plan Outline** to each student.
3. Indicate that each group will be developing a preliminary business plan and advertisement to bring a product or a service into the East Asian country to which they were assigned.
4. Have the groups [develop their preliminary business plan](#), following the framework set out in the **Business Plan Outline**. Encourage group members to use the information in the country profiles they received in Lesson One, their completed ESPN matrices, the news article they used in Lesson Two, classroom atlases and textbooks as sources for their decisions. The Internet, if available, may also be used.
5. Student should then develop advertisements for their product on poster board or butcher paper.
6. During this activity, the teacher should circulate among the groups to monitor progress. Use the **Going Global Group Work Skills Rubric** to assess student progress.

CONCLUDING THE LESSON

7. When students have completed their work, ask all groups to share their preliminary business plans and advertisements with the class. Encourage other students to ask questions related to the plans and ads while the presentations are being given.
8. Have groups revise their plans and ads, based on feedback from their classmates (either in class or as homework).
9. Conduct a general debriefing focusing on their experience in developing their plans and advertisements. Ask questions like the following to guide the discussion. Write the questions on the board.
 - What information would you need in order to create a more fully developed business plan?
 - Are there certain products or services that simply would not work in the country you selected? What makes you say so?
 - How would your plan and the information needed to develop your plan, be different if you were trying to go global from the country you selected to the US?
 - Where there certain countries that were not selected? Why not?
 - What characteristics does a country need to have to develop connections with other regions?

Business Plan Outline

Student Name: _____

Question	Response
<p>WHERE</p> <p>Where, specifically, do you plan to locate your business?</p> <p>Why did you select that location?</p>	
<p>WHAT</p> <p>What product or service are you planning to provide?</p> <p>Why did you select that product or service?</p>	
<p>WHO</p> <p>Who are your intended customers?</p> <p>Why did you select those particular customers?</p>	
<p>HOW</p> <p>How do you plan to go about establishing your business?</p> <p>What steps will you take?</p> <p>What obstacles might stand in your way?</p>	
<p>WHY</p> <p>Why do you think your business plan will be successful?</p> <p>What other information would you like to have to aid you in planning?</p>	

East Asia Group Work Skills Rubric

Student Name: _____

CATEGORY	4	3	2	1
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
Quality of Work	Provides work of the highest quality.	Provides high quality work.	Provides work that occasionally needs to be checked/redone by other group members to ensure quality.	Provides work that usually needs to be checked/redone by others to ensure quality.
Focus on the task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
Preparedness	Brings needed materials to class and is always ready to work.	Almost always brings needed materials to class and is ready to work.	Almost always brings needed materials but sometimes needs to settle down and get to work.	Often forgets needed materials or is rarely ready to get to work.
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
Attitude	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).

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