

## Chapter 13 People's Republic of China

Pages 338-369

### Section 1

The Geography of China  
Pages 344-350

### Section 2

A Brief History of China  
Pages 351-356

### Section 3

The Government of China  
Pages 357-360

### Section 4

The Economy of China  
Pages 361-365

### Section 5

US-China Relations  
Pages 366-367

### Chapter Review

Pages 368-369

## Getting Started

Have students copy the terms and places from the Chapter Preview into their notebooks. Ask them to define each term and identify each place as they read each section of the chapter.

## Class Discussion

Ask students what they know about China.

# Chapter 13

## People's Republic of China

### Chapter Preview

#### People

Shi Huangdi, Sun Yixian, Mao Zedong, Chiang Kai-shek, Deng Xiaoping

#### Places

South China Sea, East China Sea, Yellow Sea, Taklamakan Desert, Gobi Desert, Huang He River, Chang Jiang River, Shanghai, Grand Canal, Himalayan Mountains, Beijing, Taiwan, People's Republic of China, Tiananmen Square

#### Terms

monsoon season, Three Gorges Dam, acid rain, Han, Mandarin, Qing Dynasty, Nationalist Party, Chinese Communist Party (CCP), Long March, Red Army, Great Leap Forward, Cultural Revolution, Red Guards, communist, Political Bureau of the Communist Party, premier, president, head of government, head of state, National People's Congress, Supreme People's Court, command economy, market economy, yuan, Four Modernizations, Special Economic Zones, human rights, cyber security

**Top:** Shanghai is one of China's largest cities. **Background:** The Great Wall of China is located in the northern part of the country and stretches across mountain ranges.

338

**NOTE:** Websites appear, disappear, and change addresses constantly. The Internet addresses included throughout this program were operative when the text was published.

**Bottom:** A bronze lion in front of the Gate of Supreme Harmony in the Forbidden City.

It is difficult to imagine a country as old as China. The United States is a little over 200 years old, but China was ancient even when the United States was new. The unique and mysterious Chinese culture was mostly unknown to Europeans until Marco Polo published a book of his travels to this land in the late 13th century. Even then, China was old. The cities and kingdoms that became a united China date back 4,000 years. About 2,000 years ago, the Chinese kingdoms were united by the emperor Shi Huangdi.

For centuries, China was one of the leading civilizations in the world, outperforming the rest of the world in the arts and sciences. In the 19th and early 20th centuries, however, the country was faced with civil unrest, major famines, military defeats, and foreign occupation. After World War II, Mao Zedong and the communists established an autocratic socialist system that strictly controlled everyday life and killed tens of millions of people. After 1978, Mao's successor Deng Xiaoping and other leaders focused on market-oriented economic development. Since the early 1990s, China has increased its global outreach and participation in international organizations. By 2000, economic output had quadrupled! For much of the population, the standard of living has greatly improved and the ability to have personal choice has expanded, yet political control remains tight.

Visions of ancient China can still be found today. The Great Wall of China, for instance, was expanded over a 1,000-year period, and it is a major attraction for tourists today. The Forbidden City, home of twenty-four emperors, covers nearly eighteen acres. The first emperor built a terracotta (clay) army to guard him after his death made up of over 8,000 life-size soldiers and horses.

Modern China, however, dominates the landscape. With its thriving high-tech economy and over 1 billion people, China is a force like no other in the world. Its leaders struggle with ways to keep control of the people, yet encourage innovation. The rapid growth of industry has led to many challenges. Among them are issues of child labor in factories and destruction of the environment by air and water pollution.

“

*My hope is that the Chinese government will come to realize that it is futile to repress free speech, and that contrary to what they believe, a regime's strength rests not in its suppression of a plurality of opinions and ideas, but in its capacity and willingness to encourage them.*

-Ma Jian,  
Chinese author

## Class Discussion

Discuss what students may have learned about ancient China in another class.

## Using Technology

Have students use the Internet to find information about ancient China.

## Using Technology

Ask students to find images of ancient China. Compare the images to the photograph on the first page of this chapter. What differences do you see?

## Class Discussion

Ask students what happened in China after World War II?

## Did You Know?

The last imperial dynasty in China was the Qing Dynasty, which lasted from 1644 to 1912.

Teacher Notes

## Class Activity

Ask students to copy the Passport information into their notebooks.

## Using Photographs and Illustrations

Have students examine China's flag and discuss what the symbols on the flag represent. (*Big star stands for Communist Party, four smaller stars stand for four social classes, and color [red] stands for revolution.*)

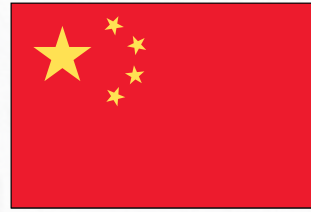
## Using Vocabulary

Ask students to review the difference between capitalism and communism.

## Developing Writing Skills

Have students write a two-paragraph essay comparing capitalism and communism.

# PASSPORT



**Official Name:** People's Republic of China (中华人民共和国 or Zhōnghuá Rénmín Gònghéguó)

**Capital:** Beijing

**Form of Government:** communist state

**Head of Government:** Premier

**Head of State:** President

**Suffrage:** 18 years of age; universal

**Currency:** Yuan (CNH)



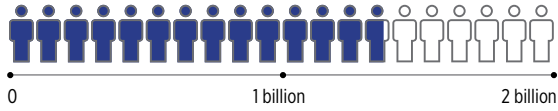
**Top Left:** President of China, Xi Jinping. **Top Right:** Flag of the People's Republic of China. **Middle:** The Great Hall of the People at night. **Bottom:** Chinese yuan, also known as the renminbi.

340

## Teacher Notes

# CULTURE CONNECTION

## POPULATION



**China**  
1,373,541,278 (est. July 2016)  
Population Rank 1

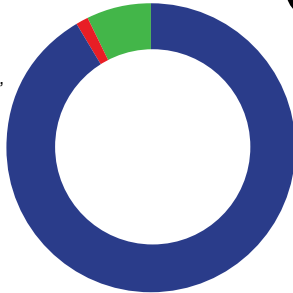
**United States**  
324,386,000 (est. 2017)  
Population Rank 3

## FUN FACTS

China has 4,000 years of recorded, unbroken history, which is unheard of in the rest of the world.

## ETHNIC GROUPS

- Han Chinese 91.6%
  - Zhuang 1.3%
  - other 7.1% (includes Hui, Manchu, Uighur, Miao, Yi, Tujia, Tibetan, Mongol, Dong, Buyei, Yao, Bai, Korean, Hani, Li, Kazakh, Dai and other nationalities)
- Note: the Chinese Government officially recognizes 56 ethnic groups.



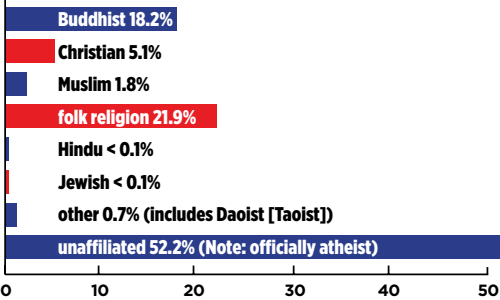
### Official Language:

Chinese

### Phrases in Chinese

- Hello** - 你好 - Nǐ hǎo
- Goodbye** - 再见 - Zàijiàn
- Good morning** - 早上好 - Zǎoshang hǎo
- Good afternoon** - 下午好 - Xiàwǔ hǎo
- Thank you** - 谢谢 - Xièxiè
- You're welcome** - 别客气 - Bié kèqì
- Yes** - 是 - Shì
- No** - 没有 - Méiyǒu

## RELIGION



## LIFE EXPECTANCY

**Average** 75.5 years  
**Male** 73.5 years  
**Female** 77.9 years

## EDUCATION

Statistics not available

## Class Activity

Ask students to copy Culture Connection information and statistics into their notebooks.

## Class Discussion

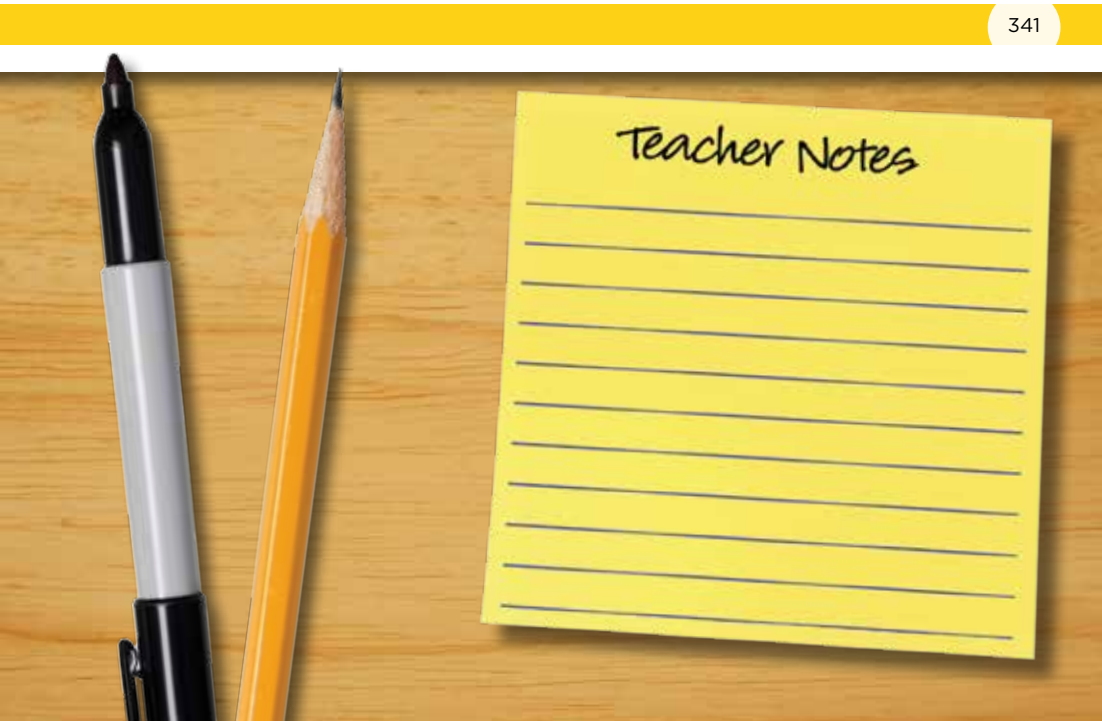
Have students compare the life expectancy in China with the countries in Africa and Southwest Asia. Ask: What does the difference suggest about the standard of living in China?

## Using Technology

Have students use the Internet to translate some common phrases that they would use into Mandarin.

## Did You Know?

There are thirty-two million Christians registered with the Chinese government, but some estimates place the number as high as seventy million. In 2016, the communist government began a crackdown on Christianity and began persecuting followers.



### Reading Strategy

Have students use the information on the timeline to determine the number of years between the formation of the Chinese Communist Party and the establishment of the People's Republic of China. (1949 – 1921 = 28 years)

### Class Discussion

Ask students to discuss the role of Mao Zedong in Chinese history.

### Reading Strategy

Have students skim the chapter and make a list of events that are not on the timeline. Have them add three of those events to the timeline they keep in their notebooks.

**Below:** Mao Zedong established the People's Republic of China. **Bottom Right:** Tiananmen Square, Beijing, was the site of protests during 1989. **Background:** The terracotta army was constructed to protect the tomb of the first emperor.



## TIMELINE OF CHINA HISTORY



Figure 13.1



Teacher Notes





**Area:** 3,705,407 square miles

**Rank:** 4

**Natural Resources:**

coal, iron ore, petroleum, natural gas, mercury, tin, tungsten, antimony, manganese, molybdenum, vanadium, magnetite, aluminum, lead, zinc, rare earth elements, uranium, hydropower potential (world's largest), arable land

**Environmental Issues:**

air pollution (greenhouse gases, sulfur dioxide particulates) from reliance on coal produces acid rain; China is the world's largest single emitter of carbon dioxide from the burning of fossil fuels; water shortages, particularly in the north; water pollution from untreated wastes; deforestation; estimated loss of one-fifth of agricultural land since 1949 to soil erosion and economic development; desertification; trade in endangered species



**Map 13.1**

**China**

**Map Skill:** Which country shares the longest border with China?

## Using Maps

Have students list these cities that are located between the Yellow Sea and the South China Sea: Tianjin, Shanghai, Hong Kong, Qingdao. They should then use the Internet to find information on each city.

## Critical Thinking

Tell students that most of the cities in China are in the eastern provinces. Ask: What does that suggest about China's population distribution?

## Critical Thinking

Ask students to look at the list of environmental issues in China. Discuss which ones are similar to issues in other countries they have studied.

## Developing Writing Skills

Have students choose one of the environment issues and write an editorial proposing ways to improve the situation.

Teacher Notes

## Section 1

### The Geography of China

## INTRODUCE

### Outline

- Location and Size of China
- Physical Features of China
- Climate of China
- Natural Resources of China
- Impact of Location on Where People Live in China
- Environmental Issues in China
- People of China

### Materials

Textbook, pages 344-350

Student Workbook

Teacher Tech Website

Lesson Plan

Guided Reading, 13.1

myworldstudies.com

Online Textbook

### Getting Started

Have students use the Glossary to define the terms.

### Class Discussion

Ask students to identify the fourteen countries that border China. What do they know about any of China's neighbors? Are they good or bad neighbors?

## Section 1

# The Geography of China



### As you read, look for

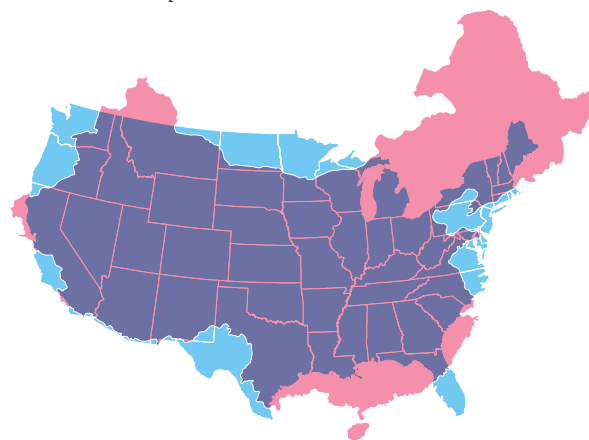
- ▶ problems associated with rivers in China;
- ▶ where most people live in China;
- ▶ where the industrial centers of China are located;
- ▶ size of the population;
- ▶ terms: **monsoon season, Three Gorges Dam, acid rain, Han, Mandarin.**



### Location and Size of China

On a map of Asia, China is easy to find. Its large size causes it to stand out because it covers most of Eastern Asia. China is located in both the eastern and northern hemispheres.

Fourteen countries border China. To the north of China are Russia and Mongolia. On the west lie Kazakhstan, Kyrgyzstan, Tajikistan, Afghanistan, and Pakistan. To the south are India, Nepal, Bhutan, Malaysia, Laos, and Vietnam. The Korean Peninsula connects to China in the northeast corner, with North Korea sharing a border with China. In addition to being surrounded by fourteen other countries, China is also bordered by several bodies of water. The South China Sea is to the southeast of China and separates China from the Philippines. To the east of China is the East China Sea. Finally, the Yellow Sea separates China from South Korea. All of these seas are part of the western Pacific Ocean.



**Above:** Huangshan is an iconic mountain range in eastern China.

344

## Georgia Standards of Excellence for Section 1

### SS7G9 Locate physical features in Southern and Eastern Asia.

- Locate the following on a world and regional map: Ganges River, Huang He (Yellow River), Chang Jiang (Yangtze) River, Bay of Bengal, Indian Ocean, Sea of Japan, South China Sea, Yellow Sea, Gobi Desert, Taklamakan Desert, Himalayan Mountains, and Korean Peninsula.
- Locate on a world and regional map the countries of China, India, Japan, North Korea, South Korea, and Vietnam.

### SS7G10 Describe the impact of environmental issues across Southern and Eastern Asia.

- State the causes and effects of pollution on the Chang Jiang (Yangtze) and Ganges Rivers.

*Continued on bottom of next page.*

China is one of the largest countries in the world in area and the largest in population. In area, it is the fourth-largest country, and it is about 3.7 million square miles. That makes it slightly smaller than the United States.

### Physical Features of China

China is home to two large deserts, the Gobi and the Taklamakan. Located in the center of the country, these desert areas are harsh and dry. The Taklamakan Desert is over 600 miles long, making it one of the longest deserts in the world. The Gobi Desert is one of the hottest and one of the coldest places in the world and is mainly covered by sand and rocks. Few people live in these regions, and many of those who do live as nomads and animal herders.

Most of China's more than 1.3 billion people live in the areas of the country that have the milder climates, which are in the southeastern and eastern parts of China. Here are found the great river valleys and the most fertile farmland. Two major rivers flow through China. The Huang He, or Yellow River, begins in the mountainous plateau of Tibet. It flows toward the east and finally empties into the Yellow Sea. The yellow dust blowing out of the Gobi Desert is picked up by the Huang He and carried along as loess (silt), giving both the river and the sea a yellowish color. Loess is also deposited along the river's banks, creating rich soil for the farmers in the area. The river is also used for transporting people and goods. Even though the Huang He benefits the people of China, it also frequently floods.

The other major river in China is the Chang Jiang, or Yangtze River. It also begins in the Tibetan plateau and travels east, ending in the East China Sea. The Chang Jiang is over 3,400 miles long, making it China's longest river and the fourth-longest river in the world. The river travels through fertile farmland and is one of China's main transportation routes. One of China's most important ports, Shanghai, is located at the mouth of the river. The Chang Jiang and Huang He are connected by the Grand Canal, which is one of the world's oldest and longest canal systems.



**Above:** The Yangtze River flowing in a valley. **Background:** Sand dunes of the Gobi desert.

### Reading Strategy

Have students create a chart of China's physical features including the Gobi and Taklamakan Deserts and the Huang He and Yangtze Rivers. They should include the location and a brief description of each.

### Class Discussion

Ask students where most of the people in China live.

### Class Discussion

Discuss with the class the role China's rivers play in trade and transportation.

### Developing Writing Skills

Ask students to write a poem about one of the physical features found in China.

### Did You Know?

The Yangtze River Basin produces 70 percent of the rice grown in all of China. It is also the most prosperous and densely populated area.

### Georgia Standards of Excellence for Section 1 - *continued*

b. State the causes and effects of air pollution and flooding in India and China.

**SS7G11 Explain how location, climate, physical characteristics, distribution of natural resources and population distribution impact Southern and Eastern Asia.**

a. Explain how the mountain, desert, and water features of Southern and Eastern Asia influence trade and affect where people live.

**SS7G12 Explain the diverse cultural characteristics of the people of Southern and Eastern Asia.**

a. Distinguish the differences between an ethnic group and a religious group.



## Class Discussion

Have students discuss the climate of China. Ask them to compare the climate in north China with the climate in the east and south.

## Using Technology

Have students use the Internet to access the CIA World Fact Book. They can research some of the facts and statistics associated with China today.

## Using Technology

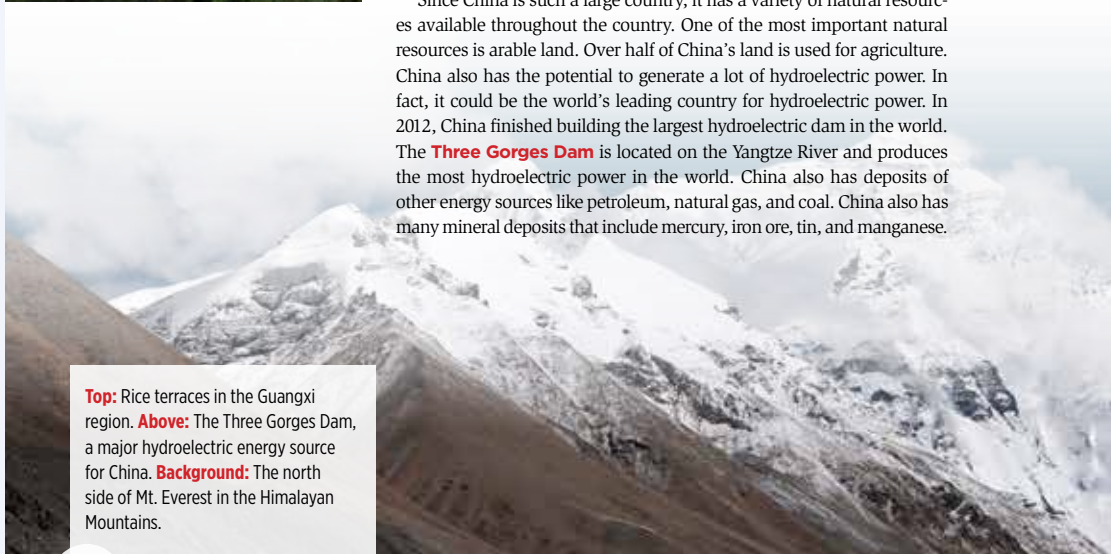
Ask students to research the Three Gorges Dam. Have them find photographs to share with the class.

## Did You Know?

Over 100 towns and settlements were submerged when the Three Gorges Dam was built. Additionally, over 1,000 archaeological and historical sites were submerged and lost.

## Critical Thinking

Ask students to debate the issue of historical preservation versus economic development.



**Top:** Rice terraces in the Guangxi region. **Above:** The Three Gorges Dam, a major hydroelectric energy source for China. **Background:** The north side of Mt. Everest in the Himalayan Mountains.

The Himalayan Mountains are the tallest mountains in the world. In fact, they are so tall that the snowcapped peaks can be seen from space. They form the southern border of China, separating China from India. In addition to being a natural trade barrier, the Himalayas block any moisture that might come from the Indian Ocean. As a result, the land north of the Himalayas is very dry.

## Climate of China

The climate of China is very diverse and can vary significantly from one location to another. Wind currents from both the Arctic north and the Pacific east influence the climate throughout the year. For example, parts of eastern China experience heavy rain during the **monsoon season** (a season when prevailing winds bring heavy rains) in the summer. This heavy rain can cause devastating floods. China's climate is overall cooler in the north and becomes warmer and more tropical the further south and east you are. As you know, the Gobi Desert and the Taklamakan Desert are located in the northern and western parts of China. That part of China naturally has a desert climate. Other parts of northern and western China have climates that are more moderate, and some farming is possible. In the eastern parts of China, you would find a climate similar to that of Georgia—humid subtropical. These areas are where most of the farming in China takes place.

## Natural Resources of China

Since China is such a large country, it has a variety of natural resources available throughout the country. One of the most important natural resources is arable land. Over half of China's land is used for agriculture. China also has the potential to generate a lot of hydroelectric power. In fact, it could be the world's leading country for hydroelectric power. In 2012, China finished building the largest hydroelectric dam in the world. The **Three Gorges Dam** is located on the Yangtze River and produces the most hydroelectric power in the world. China also has deposits of other energy sources like petroleum, natural gas, and coal. China also has many mineral deposits that include mercury, iron ore, tin, and manganese.

## Impact of Location on Where People Live in China

The northeast, along the route of the Huang He, is China's most heavily populated region. Beijing, the capital city, is located here. While agriculture is still common, this region of the country is also China's industrial center. Farming is the most common occupation of the Chinese who live in the southeastern part of the country. Here the Chang Jiang flows to Shanghai. This region is the site of the Three Gorges Dam, which is designed to bring electricity to China's rural areas. Rapid industrialization has meant that many Chinese have left their rural homes and found work in overcrowded cities.



## Environmental Issues in China

One of every seven people in the world lives in China. With such a large population comes the certainty of environmental issues.

### Air Pollution

The Chinese economy has rapidly industrialized, and increasing numbers of people have changed from riding bikes to driving cars. A result is that air pollution has become a major issue for China and the rest of the world. When the Olympic Committee decided to have the 2008 Summer Olympic Games in Beijing, one of the concerns among the athletes was the air quality.

Beijing, like many other major cities in China, has experienced tremendous growth in both population and industry during the past few decades. Burning coal, a process that sends tons of soot, ash, and chemicals into the atmosphere, provides much of China's energy. In addition, millions of Chinese people now drive automobiles and trucks, whose exhaust is another source of massive air pollution. According to the People's Republic of China's own statistics, the leading causes of death in China are respiratory and heart diseases that can be linked to long exposure to air pollution. Air pollution also contributes to acid rain, a problem for at least a third of China's agricultural areas. **Acid rain** occurs when chemicals in the air—especially sulfur dioxide and nitrogen oxides that come from burning fossil fuels like coal—react with the moisture in the atmosphere and fall to the ground as rain containing sulfuric acid and nitric acid. Acid rain is harmful to plants, animals, and even buildings.



**Top:** Smog is a problem in cities like Shanghai. **Above:** Despite its smog problem, Shanghai puts on a colorful light display at night.

## Critical Thinking

Ask students to discuss the negative outcomes associated with economic growth in China.

## Using Photographs and Illustrations

Have students look at the photographs and describe the amount of air pollution in China. Ask why there is so much pollution.

## Class Discussion

Discuss with the class the causes of air pollution. Ask: How are these causes the result of industrialization?

## Using Technology

Tell students that China has an extremely high rate of respiratory and heart disease. Then have them use the Internet to find statistics on the death rate in China from respiratory-related illnesses.

Teacher Notes

## Critical Thinking

Ask students to debate whether China should have reduced automobile travel and temporarily closed factories during the 2008 Olympics.

## Did You Know?

The *China Daily* newspaper said China may have 700,000 annual deaths from lung cancer by 2020.

## Using Photographs and Illustrations

Have students look at the image of a highway in Beijing. Ask if they see any similarities with highways in the United States.

## Did You Know?

The Chinese government spent many years and billions of dollars studying the highways and interstate systems in the United States before improving their highways.

Before the 2008 Olympics, the Beijing Municipal Environmental Protection Bureau was established to work on the quality of the city's air. Automobile traffic was greatly reduced and many factories were temporarily closed. As a result, many major air pollutants were reduced by as much as 45 percent. After the Olympics, however, many of the rules established for the games ended and heavy smog returned to Beijing. Many of the

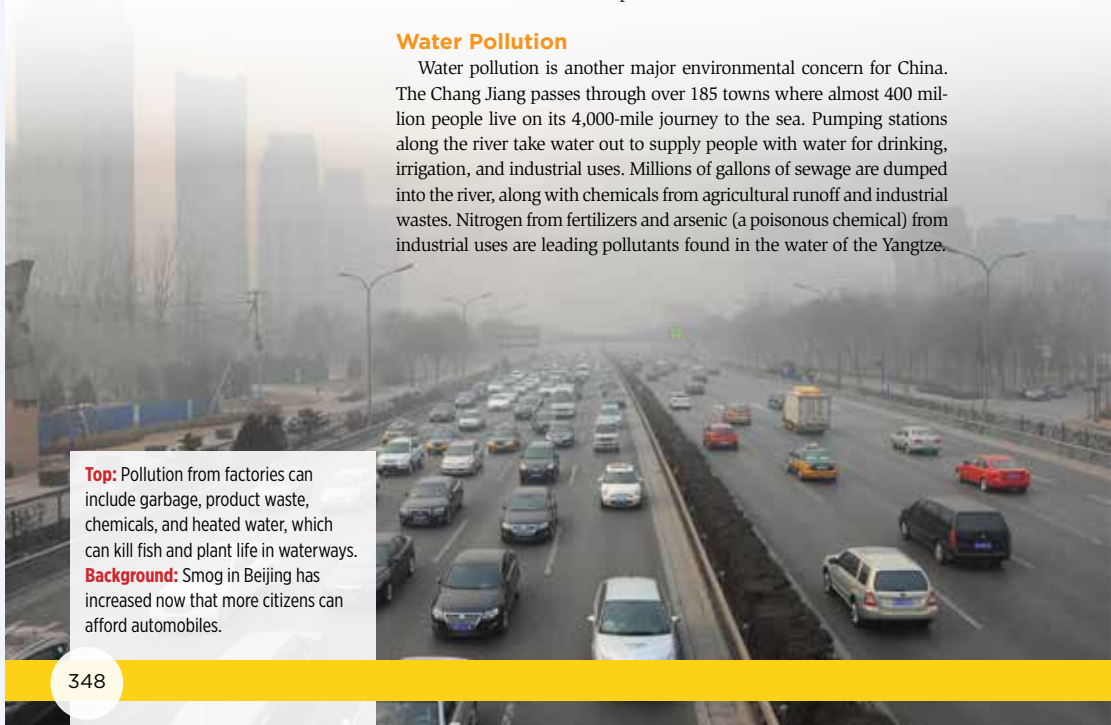
people living in Beijing want the government to find ways to keep pollution down while still allowing for economic progress.

Leaders at the World Bank say that the expenses of health problems tied to air pollution are far greater than any economic profits tied to those industries and activities that contribute to the pollution. In other words, it would be cheaper to solve the pollution problems than to keep paying for medical bills for people who are sick because of breathing in the dirty air. The impact of environmental and health problems related to air and water pollution can take many years to show up in the general population. Often governments begin cleanup efforts long after the health of a country's population has begun to suffer. Because China has such an enormous population, attention to health issues related to air and water pollution is of critical importance.



## Water Pollution

Water pollution is another major environmental concern for China. The Chang Jiang passes through over 185 towns where almost 400 million people live on its 4,000-mile journey to the sea. Pumping stations along the river take water out to supply people with water for drinking, irrigation, and industrial uses. Millions of gallons of sewage are dumped into the river, along with chemicals from agricultural runoff and industrial wastes. Nitrogen from fertilizers and arsenic (a poisonous chemical) from industrial uses are leading pollutants found in the water of the Yangtze.



**Top:** Pollution from factories can include garbage, product waste, chemicals, and heated water, which can kill fish and plant life in waterways.  
**Background:** Smog in Beijing has increased now that more citizens can afford automobiles.

348

Teacher Notes



The pollution in the river puts all of the cities along its banks at risk. Many species of plants and animals that once lived in the river are disappearing. The high levels of nitrogen and phosphates lead to the growth of blue-green algae. This growth reduces oxygen in the water causing fish to die. Contaminated fish are caught and eaten by the Chinese people, leading to other health problems.

China is building more water treatment facilities—places that remove chemicals and other pollutants from wastewater before the water is released back into the river. It is also encouraging cities along the river to build sanitary landfills for garbage rather than dump trash into the river.

### Flooding

Another major environmental issue in China is flooding. The Huang He has caused millions of dollars' worth of damage and killed millions of people, leading people to nickname it “China’s Sorrow.” The floods of 1887, 1931, and 1938 are remembered as the three deadliest floods in history. Historians estimate that the Huang He has flooded at least 1,500 times in the past 2,000 years. The Huang He flows through the North China Plain, and the flat area around the river means that it frequently floods. China’s government has tried to prevent floods by building overflow channels and taller dikes. While the issue of flooding has not been totally solved yet, there has not been a major flood on the Huang He since 1945.

### People of China

China has the largest population in the world at about 1.4 billion people, but this position may not last. China’s population growth rate is only 0.43. This is a very slow growth rate, meaning births are only slightly ahead of deaths in the country. India’s growth rate is 1.19, or over two-and-one-half times greater than China’s. Until 2015, the Chinese government had a one-child policy. This rule limited couples to one child. The end of the policy resulted in an increased birth rate.



**Top:** This Chinese water treatment plant purifies polluted water to make it safe for humans to drink. **Above:** Ethnic Dong women and men display their holiday dress.

## Critical Thinking

Ask students why water supply and treatment is a vital issue. What role does fresh water play in human life?

## Class Discussion

Have students discuss the water problems in Flint, Michigan. Have them research what type of water treatment is available where they live.

## Using Technology

Ask students to use the Internet to research the Huang He floods, sometimes called “China’s Sorrow,” and write five facts about the devastating history of the Huang He River.

Teacher Notes

## Using Technology

Ask students to research the people of China. Have them write ten interesting facts they find.

## Using Photographs and Illustrations

Have students look at the photograph at the top of the page. Ask: What does the image suggest about the population of Shanghai?



Over 90 percent of the people in China are part of the **Han** ethnic group. The other 10 percent of the population is made up of 56 different ethnic groups including the Zhuang, Hui, Machu, and Uighur. It will probably not surprise you that many different languages are spoken in China. **Mandarin**, or standard Chinese, is the official language of China and the most commonly spoken language. Other languages include Yue (Cantonese), Wu (Shanghainese), and Minbei (Fuzhou).

One unique feature about the people of China is that over 50 percent of the population does not practice an official religion. When China became a communist country in 1949, citizens were discouraged from practicing religion. People who declared their faith in a religion were not allowed to join the Chinese Communist Party. Today, however, that rule is not being enforced, and more people are identifying themselves as a member of a religious group. Buddhism is the most commonly practiced religion with 18 percent of the population. It is followed by small numbers of Christians, Muslims, and people who practice traditional, or folk, religions.

## ASSESS

### Answers to Reviewing the Section

1. Yellow dirt comes from the Gobi Desert and is carried by the river as loess. The yellow dirt gives the river and the sea their yellow color.
2. Most live in the northeast, along the Yellow River, because the climate is mild and the industrialized area provides jobs.
3. Beijing is the industrial center. It has a high population density.
4. Answers will vary.
5. Check students' charts. Answers will vary.



**Top:** The streets of Shanghai at night.  
**Above:** The Leshan Buddha statue in Sichuan Province.

### Reviewing the Section

1. Why are the Yellow Sea and Huang He yellow?
2. Where do most people live in China? Why? Give at least two reasons.
3. Where is the industrial center for China? Do you think it would have a high or low population density? Why?
4. China and the United States are roughly the same size in land area, but China has over 1 billion more people than the United States. How do you think this large population impacts daily life in China?
5. Create this chart on paper and fill it in with details from the section.

Environmental Issue	Causes	Effects	Solutions
Air Pollution			
Water Pollution on the Chang Jiang			
Flooding of the Huang He			

Teacher Notes

## Section 2

## A Brief History of China

## As you read, look for

- ▶ the type of government in China before World War I;
- ▶ how China became communist;
- ▶ the importance of Mao Zedong to modern China;
- ▶ the success or failure of the Great Leap Forward and the Cultural Revolution;
- ▶ the protests at Tiananmen Square in 1989;
- ▶ terms: **Qing Dynasty**, **Nationalist Party**, **Chinese Communist Party (CCP)**, **Long March**, **Red Army**, **Great Leap Forward**, **Cultural Revolution**, **Red Guards**.



## Early History of China

China is one of the oldest civilizations in the world, dating back thousands of years. Some of the greatest accomplishments of ancient China include the inventions of gunpowder, silk, tea production, the compass, and papermaking. For most of its history, China was an absolute monarchy, but as the 20th century began, unrest grew throughout China.

Before World War I, nationalism began to grow in China, like it had in Europe. The **Qing Dynasty**, which was an absolute monarchy, had ruled China since the 1600s. However, in 1912, Chinese nationalists overthrew the Qing Dynasty and created a new government without a monarch. The new government was called the Republic of China. One of its declared aims would be an end to foreign control in China's affairs. The leading political party was called the Kuomintang, or the **Nationalist Party**, led by a man named Sun Yixian.



**Above:** The flag of the Qing Dynasty.  
**Left:** This ancient village is still occupied.

351

## Georgia Standards of Excellence for Section 2

**SS7H3** Examine continuity and change in Southern and Eastern Asia leading to the 21st century.

- d. Describe how communism impacted China in terms of Mao Zedong, the Great Leap Forward, the Cultural Revolution, and Tiananmen Square.

Section 2  
A Brief History of China

## INTRODUCE

## Outline

- A. Early History of China
- B. Communist Revolution
- C. Mao and His Programs
- D. Tiananmen Square

## Materials

Textbook, pages 351-356

Student Workbook

Teacher Tech Website

Lesson Plan

Guided Reading, 13.2

[myworldstudies.com](http://myworldstudies.com)

Online Textbook

## Getting Started

Have students define the terms in the sections and explain the relevance of the terms to Chinese history.

## Class Discussion

Ask students to share anything they know about ancient China.

## Using Photographs and Illustrations

As students look at the image of the dragon, ask: Why is the dragon a common symbol associated with China? Have any students gone to Chinese restaurants and seen images of dragons?

## Class Discussion

Tell students the dragon is a symbol of power and benevolence in Chinese culture. Have them create their own image of a dragon. (Dragons often take the form of an animal like a turtle, fish, or snake with four legs.)

## Reading Strategy

Have students take notes or outline the information from the section called “Communist Revolution” through “Tiananmen Square.” They should put the events in chronological order.

## Class Discussion

Discuss with the class the growth of communism and why it was attractive to lower class and blue-collar Chinese.

## Using Photographs and Illustrations

Have students look at the image on the flag of the Chinese Communist Party. Ask: What does the hammer and sickle symbolize? How is this flag like the flag of the old Soviet Union?



**Top:** The red flag and hammer and sickle are symbols of the Chinese Communist Party. **Above:** The Chinese fought against the Japanese during the early 20th century. **Bottom:** This monument at Mao Zedong's mausoleum in Beijing honors common people who became revolutionaries.

The new government was not able to either bring order to China or help the Chinese people. Many people were killed as robbers and thieves roamed the countryside. Agriculture was wrecked and many Chinese faced famine. World War I took the attention of most people away from the problems of China. At the end of the war, European politicians signed the Treaty of Versailles, restoring the government of Sun Yixian and giving Japan control of some Chinese territory. Many young Chinese were angry about the treaty and wanted an end to what they felt was the failed government of Sun Yixian and the Kuomintang. They were unhappy with western-style democracy and looked to Russia and their communist system.

## Communist Revolution

In 1921, a group of young Chinese men, including a young teacher, Mao Zedong, met in Shanghai to form the first **Chinese Communist Party (CCP)**. After Sun Yixian died, the new head of the Nationalist Party, Chiang Kai-shek, tried to make alliances with the new Chinese Communist Party, and for some years the two groups worked together to try and bring order to China. Eventually though, Chiang Kai-shek and the Kuomintang government turned on the communists, and many of the communists were killed. In 1929, Jiang Jieshi announced the formation of his new government, the Nationalist Republic of China. Mao Zedong survived the attack on the communists by Chiang Kai-shek's government. He decided that his future and the future of the Communist Party in China would be found in the countryside with support from the peasants.

A civil war began between Mao and his communist followers and the Nationalist government of Chiang Kai-shek. In 1933, Mao and his followers, over 600,000 people, fled into the mountains to escape being defeated by the Nationalist government. They walked nearly 6,000 miles to avoid capture. This journey is known as the **Long March**, and Chinese communists today look back at this as a sign of Mao's dedication to his cause and to what he felt was the cause of the Chinese people. The Chinese communists and the Nationalist forces had to call a temporary truce during World War II as both groups fought to keep the Japanese from taking over China. At the end of World War II, the truce ended.

352

Teacher Notes

Civil war between the two groups raged from 1946 until 1949, when Mao's communists, now called the **Red Army**, removed the Nationalist government from power. The remaining Nationalist forces and supporters fled to the island of Taiwan. In October 1949, Mao proclaimed the creation of the People's Republic of China, a communist government ruling one of the largest countries in the world. Mao tried to reorganize all of China along communist lines of collective ownership of farms and factories. Private ownership was eliminated and production quotas were set for agriculture and industry.



### Mao and His Programs

In 1958, Mao created a program called the **Great Leap Forward** that would help solve China's agricultural and industrial problems. Mao hoped that the program would help China industrialize quickly. One major part of the program was that every urban neighborhood and village had a small backyard steel furnace so that people could make their own steel. Mao also decided to organize all farms into large collectives, where all ownership and decision making would be in the hands of the government. Many Chinese farmers did not like the large farms. They missed their own land and, because they no longer owned anything themselves, they had little reason to work very hard. A series of crop failures in the late 1950s made everything even worse, and China went through a period of famine. In all, about 20 million people starved to death. The Great Leap Forward was abandoned in 1960.

After the failure of the Great Leap Forward, some people in China began to suggest that private ownership might not be a bad idea. Farmers and factory workers began to do some work for themselves. Mao saw his ideal of a classless society, one where everyone was treated exactly the same and no one had more than anyone else, drifting away. His response was to announce the **Cultural Revolution** in 1966. He urged students to leave school and make war on anything in Chinese society that looked like it was encouraging class differences.

**Middle:** Backyard steel furnaces were one of Mao's ideas for the Great Leap Forward.

### Using Technology

Ask students to research the life of Mao Zedong and Chiang Kai-shek, then create a timeline of major events for each man.

### Developing Writing Skills

Have students write a comparative essay focusing on the differences between Mao Zedong and Chiang Kai-shek.

### Class Discussion

Ask: How did the Long March show the dedication of Mao Zedong to the cause of making China a communist nation?

### Using Technology

Have students use the Internet to research pure communism.

### Critical Thinking

Ask: Why did Mao's Great Leap Forward fail? Why did his Cultural Revolution fail as well? How did these two programs promote the goals of pure communism?

Teacher Notes



## Class Discussion

Discuss with students the role of the Red Guards and the utilization of young people by the Communist Party.

## Developing Writing Skills

Have students write a paragraph stating their opinion as to how Mao Zedong should be viewed historically.

## Developing Writing Skills

Ask students to choose one incident in this section and write a newspaper story about the event.



Many high school students were organized into an army known as the **Red Guards**. It was his or her job to single out and remove anyone who was preventing China from becoming a really classless society. These students were told to target the “four olds” in Chinese culture: old customs, habits, culture, and thinking. Mao wanted China to become a nation of farmers and workers, all of whom would be equal. Leaders in the Chinese community who seemed to be in higher positions were attacked. Business managers, college professors, even government officials who did not agree and support the Cultural Revolution were thrown out. Some were put into prison; others were killed. The result was chaos.

The Cultural Revolution raged on for almost ten years, at which time even Mao himself had to admit it had been a mistake. In 1976, the Red Guards were disbanded, and gradually order returned to China. Mao died in 1976, and by 1980, Deng Xiaoping was named the leader of China. Though Deng had been with Mao since the days of the Long March, he was more moderate in his ideas about the path China should follow. He began to allow farmers to own some of their own land and make decisions about what they would grow. He allowed some private businesses to organize, and he opened China to foreign investment and technological advances. He found that openness to western business meant that the Chinese people were also exposed to western ideas.



**Top:** The Red Guards were honored on this Chinese stamp. **Bottom:** Billboards such as this one featuring Deng Xiaoping honor communist leaders.

354

Teacher Notes



### Tiananmen Square

In 1989, when communist governments were under siege in a number of places around the world, China went through a period of student protests that resulted in a huge demonstration in Beijing's Tiananmen Square. Over 10,000 students gathered to protest what they felt was corruption in the Chinese government. They called for a move toward democracy. The students even went so far as to raise a statue they called the Goddess of Democracy, modeled on America's Statue of Liberty. The world watched as the Chinese leader, Deng Xiaoping, ordered thousands of soldiers into Beijing to end the protest. On June 4, 1989, the Chinese government ordered the soldiers in Tiananmen Square to break up the demonstration. They fired on the students, destroyed the statue of the Goddess of Democracy, and arrested thousands of people. The brief pro-democracy movement was destroyed as well, and Deng Xiaoping was left in control. He held power until his death in 1997.



### Reviewing the Section

1. What type of government did China have until World War I?
2. How did China become communist?
3. Who was Mao Zedong? Why is he important in Chinese history?
4. Copy the chart onto your paper and complete it.

Historical Event	What Was the Purpose or Goal?	What Were the Major Events?	What Were the Results?
Great Leap Forward			
Cultural Revolution			

5. What were people protesting for at Tiananmen Square in 1989? What were the results of their protest?

### DID YOU KNOW?

A Chinese searching the Internet for "Tiananmen Square protest in China" has no results. The government has blocked information about the protest from its citizens.

**Top:** Tiananmen Square was designed and built in 1651, and has since been enlarged by four times its original size in the 1950s. **Above:** The Goddess of Democracy statue was a symbol of protests in Tiananmen Square in 1989.

### Class Discussion

Discuss with students the 1989 incident in Tiananmen Square. Ask: What were the Chinese students trying to gain?

### ASSESS

### Answers to Reviewing the Section

1. China had a dynasty ruled by an emperor.
2. The Nationalist Party was not meeting the people's needs, so a group of men formed the Chinese Communist Party. After a long civil war between the nationalists and communists, the communists succeeded in removing the nationalists from power and forming the People's Republic of China.
3. Mao Zedong was a teacher who introduced communism to China and ruled China until his death in 1976.
4. Check students' charts. Answers will vary.
5. The students were protesting for democracy and against corruption in government. The results were these: soldiers fired on the students; the statue of the Goddess of Democracy was destroyed; thousands of people were arrested; and the pro-democracy movement was destroyed.

Teacher Notes

## Reading Strategy

Have students read the special feature and list five details. Discuss the intent and degree of success of the one-child policy.

## Critical Thinking

Discuss with the class what the one-child policy suggests about the Chinese government.

## Critical Thinking

Ask: What problems were created by the one-child policy?

## Developing Writing Skills

Ask students to write a persuasive essay favoring or rejecting the one-child policy.

# special Feature

## One-Child Policy

Can you imagine living in a place where families are only allowed to have one child? This actually happened in China. By the late 1970s, the population of China was quickly approaching 1 billion. To compare, the United States' population in 1979 was just over 225 million. Deng Xiaoping, the leader of China, decided something must be done to slow population growth. At first, families were limited to two children, and no one was required to follow this rule. However, by 1980, the one-child policy officially began, limiting all families to only one child.

The policy was supposed to be universally enforced; however, exceptions were made. For example, some ethnic minorities were allowed more than one child, as well as couples whose firstborn had a disability. In urban areas, families were more likely to comply with this policy. In rural areas, however, families continued to have more children to help them work in the fields. Rewards in terms of money or jobs were given to people who complied, whereas punishments were given to families who did not comply.

While the one-child policy slowed population growth in China, it had other unintended consequences. The ratio between male and females became skewed. There are 3 to 4 percent more males than females in China today. Baby boys were traditionally preferred by families, which led to abandonment, or even death, of firstborn baby girls. During this time, tens of thousands of Chinese baby girls were adopted by families in the United States and other countries. By 1987, couples who had a firstborn daughter were allowed to have another child in an effort to stop this problem. Another problem with this policy was that there were fewer children to support the elderly. Finally, children who were born "illegally," or after the firstborn and never registered with the government, have had a hard time getting an education and jobs.

The one-child policy in China is no longer enforced. This policy ended in 2015, and families were legally allowed to have two children. What other problems do you think resulted from this policy?



*"I've always had this interest in sibling relationships because I don't have any siblings. I'm completely a product of the one-child policy in China, so I always kind of wished that I had an older brother or a younger brother or sister just to have that bond, so I find myself constantly writing about that relationship."*

-Marie Lu, author of young adult novels



**Top Right:** A sign posted by the government in this village supports China's one-child policy. **Right:** A Chinese baby girl may not have siblings if her parents follow the one-child policy. **Background:** Poster for family planning: Carry out family planning, implement the basic national policy.

356

Teacher Notes

## Section 3

# The Government of China

## As you read, look for



- ▶ the type of government in China;
- ▶ how the head of government and head of state are chosen;
- ▶ how daily life changed in China after the communist revolution;
- ▶ who gets to vote in China;
- ▶ why China is not considered a democracy;
- ▶ terms: **communist**, **Political Bureau of the Communist Party**, **premier**, **president**, **head of government**, **head of state**, **National People's Congress**, **Supreme People's Court**.

## Type of Government

The People's Republic of China is a **communist** country in which a single party controls state-owned means of production with the aim of establishing a classless society. It is run as a one-party dictatorship. The Chinese Revolution in 1949 brought the communists to power under the leadership of Communist Party Chairman Mao Zedong. Mao and the Political Bureau of the Communist Party controlled power. The **Political Bureau of the Communist Party** is a small committee of men who made all of the decisions on how the Chinese government and life in that country would be organized.

## Branches of Government

China's government is separated into three branches, like most countries in the world. The executive branch is made up of the president, premier, and cabinet. The **premier** is the head of government and is nominated by the president and approved by the National People's Congress. The head of state is the **president**, who is chosen by the National People's Congress for a five-year term with a term limit of two terms. The **head of government** (in China, the premier) oversees daily executive and legislative activities of the country. The **head of state** (in China, the president) is an individual who represents the government in a symbolic fashion but does not oversee the daily activities of the country.

**Background:** The Great Hall of the People in Beijing.

357

## Georgia Standards of Excellence for Section 3

### SS7CG4 Distinguish between various forms of government.

- a. Describe the role of citizen participation in autocratic and democratic governments [i.e., explain the role of citizens in selecting the leaders of China (communist state), Japan (parliamentary democracy), North Korea (autocracy), South Korea (presidential democracy), and India (parliamentary democracy)].

## Section 3 The Government of China

### INTRODUCE

#### Outline

- A. Type of Government
- B. Branches of Government
- C. Challenges Facing the Government

#### Materials

Textbook, pages 357-360

Student Workbook

Teacher Tech Website

Lesson Plan

Guided Reading, 13.3

[myworldstudies.com](http://myworldstudies.com)

Online Textbook

#### Getting Started

Have students define the terms and explain their relevance to the government of China.

#### Class Activity

Have students create a chart listing the three branches of government in China. In the executive branch, they should include the president and premier and how they are chosen.

#### Class Discussion

Ask: How is China's government different from other governments you have studied?

## Class Discussion

Ask: Why might elections in China be considered undemocratic despite the fact that citizens can vote?

## Using Photographs and Illustrations

As students look at the image of the National Congress of China, have them discuss the symbolic power of the hammer and sickle.

## Class Discussion

Ask students why China has a high literacy rate.

## Using Photographs and Illustrations

Have students look at the photograph of the classroom and explain how it is different from their own classroom.



The **National People's Congress** is the legislative branch. It is made up of 2,987 people who are indirectly elected by people's congresses throughout the country. The only people who can run for office are members of the Chinese Communist Party (CCP), the eight political parties that are allies of the CCP, and CCP-approved independent candidates. In other words, the Chinese Communist Party controls who can be a part of the government. Members of the National People's Congress are elected for a five-year term.

The National People's Congress also controls the judicial branch. The **Supreme People's Court** is the highest court in China. It has over 340 judges. It is divided into different courts and tribunals for civil, economic, appeal, and other cases. The chief justice is appointed by the National People's Congress for a term of five years that can be repeated once. The other judges are nominated by the chief justice and approved by the National People's Congress.



**Top:** The National People's Congress.  
**Above:** All Chinese children are expected to attend free government schools.

## Challenges Facing the Government

The Chinese communist government has some control over almost every aspect of Chinese life. People are put to work according to what the Communist Party sees are the needs of the country. All children are expected to attend school, and as a result, the literacy rate in China is 96 percent. This is an improvement for the very poorest of the Chinese people.

When the communists took over the government, rural farmers were organized into communities, also called communes, and were told by the government what crops to grow. Property was taken from wealthy landowners and given to peasants who had no land before the revolution. There was often great suffering in the years following the revolution, and starvation was widespread during some of the early years as officials tried to organize farming. Many farmers were unhappy living on communes and missed their old farms. Chinese industries were organized and controlled by the government, too.

358



Today, the Chinese government is still run by the Chinese Communist Party. Every Chinese citizen over age eighteen is eligible to vote; however, few candidates run for election, and the Chinese Communist Party must approve all candidates.

Historically, China has isolated itself from the rest of the world, but there are signs that China is gradually opening itself up. Demand for western goods and interest in western culture have become part of China's daily life. The Internet has made the Chinese people aware of life outside of China. The Beijing Olympics gave the rest of the world a look at China, including a look at how strong the government control is over most things in that country. The role of the citizen, including what job and what education he or she will have, is still decided by the government, and no one runs for election except candidates who are approved by the government.

China's government also faces many economic challenges. Like many countries, China's government must try to help reduce environmental problems, like air pollution, that are the result of rapid industrialization. The government is looking for new, cleaner energy resources to reduce the demand for oil and coal. Other problems include increasing the standard of living for its people and reducing corruption of government leaders. Areas on the coast of China are more economically developed than areas in the western interior, which means that millions of workers and their families are moving from the western part of China toward urban areas, looking for jobs. China also has one of the most rapidly aging workforces in the world as a result of the one-child policy.

## Reviewing the Section

1. What type of government does China have?
2. Who are the head of government and head of state? How do they come to power?
3. How did daily life change in China after the communist revolution?
4. Who gets to vote in China? Whom do they elect?
5. If people get to vote for leaders in China, why is China not considered a democracy?
6. Which problem facing China's government do you think is the most important to solve? Why?



When something is referred to as “western” goods or culture, it means it is from the United States or Europe.

**Bottom:** The National Stadium, built for the 2008 Beijing Summer Olympics, is known as the Bird's Nest because of its distinctive design.

## Class Discussion

Discuss the factors that have made China more open to the world.

## Critical Thinking

Ask students what economic challenges China's government faces. They should choose one to research and make recommendations to improve the situation.

## Did You Know?

Foreigners who relocate to China have a hard time adjusting to poor air quality. They often experience headaches, throat irritations, and a cough. This phenomenon has been dubbed the “Beijing cough.”

## ASSESS

### Answers to Reviewing the Section

1. China is a communist state.
2. The head of government is the premier, who is nominated by the president and approved by the National People's Congress. The head of state is the president, who is chosen by the National Congress.
3. China became a strict communist state where the government controls most aspects of daily life.
4. Every citizen over 18 can vote, but they can only vote for members of the National People's Congress.
5. The candidates the people vote for must be approved by the Communist Party. There is no choice; therefore, the government is not a democracy.
6. Answers will vary.

# special Feature

## Reading Strategy

Ask students to read the special feature. As they read, have them state what their reactions would be if the US government placed the same restrictions as China on their use of the Internet.

## Critical Thinking

Have students suggest why it is vital for the communist party to control the use of the Internet in China.

## Did You Know?

China considers Google to be a threat and has blocked the Internet search engine.

## Critical Thinking

Ask students to discuss topics that the Chinese government might block from its citizens.

## China's Great Firewall

When the Internet came to China in 1994, the Chinese Communist Party was not completely happy about its arrival. The CCP saw the Internet as a threat to their control of China. As a result of this perceived threat, China started monitoring and censoring Internet usage. The phrase "Great Firewall" often references the massive Internet surveillance and content-control system in China.

Do you ever watch videos on YouTube or post pictures on Instagram? These actions are not allowed in China. Both of these sites are blocked, as well as Facebook, Twitter, and Wikipedia. Foreign news websites are often blocked, too. The government has shut down many websites and social media accounts that it declared are lying about the Communist Party and/or the history of China. Just because our common social media websites are blocked in China does not mean that Chinese citizens do not use social media. There are Chinese versions of social media like YouKu and WeChat. Being a social media star can be a problem in China. It often means that the government watches you more closely and you are more likely to be censored or even arrested.

Most of the content the Chinese government blocks from its citizens is anything that they believe would hurt their control of China. For example, any information about the Tiananmen Square protests in 1989 is blocked. A discussion about the environmental problems leading up to the 2008 Olympics was even blocked. People who post things that are not government approved and go viral can even be sent to prison for years.

How do you think your life would change if our government followed China's example and started monitoring and censoring everything on the Internet?

**Background:** Chinese manufacturers produce many of the world's computer circuit boards. **Right:** The Chinese government blocks access to many websites on the Internet.

360



Teacher Notes

## Section 4

## The Economy of China

## As you read, look for

- ▶ where China falls on the economic continuum between command and market;
- ▶ the economic changes that were made after China became communist;
- ▶ the purpose of the Four Modernizations;
- ▶ the purpose of the Special Economic Zones;
- ▶ how investment in the factors of economic growth impact China's economy;
- ▶ terms: **command economy, market economy, yuan, Four Modernizations, Special Economic Zones.**



## Type of Economy

The economy of the People's Republic of China has been a **command economy**. The government had control over nearly all the major parts of the economy, including large industries and banks. The government also made the decisions about what was to be produced, what goods would cost, and what workers were to be paid.

When the Chinese Communists came to power in 1949, nearly all of China was agricultural. The leader of the Communist Party decided how many people would remain in farming and how many would switch to industrial production. Traditional farms were reorganized into collective farms, where people worked together and shared whatever they produced. The government tried to reorganize the economy in the late 1950s, during the period known as the Great Leap Forward. Conditions did not improve fast enough, and another program, the Cultural Revolution, came about in the 1960s. This program tried to eliminate all previous programs, and reorganized farms, businesses, and most of society. The people in charge of the Cultural Revolution wanted China to do away with everything old—to have a new approach to all aspects of their life. This program was also a failure.



**Above:** A Chinese container ship filled with cargo containers transports goods to US markets.

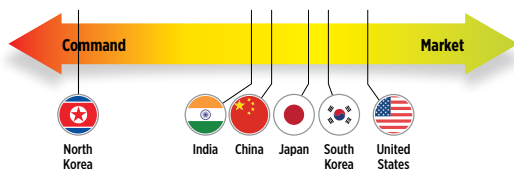


Figure 13.2

Economic Systems in Southern and Eastern Asia

Section 4  
The Economy of China

## INTRODUCE

## Outline

- A. Type of Economy
- B. Trade in China
- C. Natural Resources in China
- D. Human Capital in China
- E. Capital Goods in China
- F. Entrepreneurship in China

## Materials

Textbook, pages 361-365

Student Workbook

Teacher Tech Website

Lesson Plan

Guided Reading, 13.4

myworldstudies.com

Online Textbook

## Getting Started

Have students define the terms and cite the context in which they are used.

## Class Discussion

Have students identify who controls the factors of production in China.

## Class Discussion

Ask students to explain how the agricultural sector of its economy changed after communism was introduced.

## Using Photographs and Illustrations This may move.

Have students look at Figure 11.2 illustrating the economic continuum. Ask: Why might China have shifted to the right from where they have been historically?

## Georgia Standards of Excellence for Section 4

## SS7E7 Examine different economic systems.

- a. Compare and contrast how traditional, command, and market economies answer the economic questions of what, how, and for whom to produce.
- c. Compare economic systems in China, India, Japan, North Korea, and South Korea.

## SS7E8 Determine how voluntary trade benefits buyers and sellers in Southern and Eastern Asia.

- a. State how specialization encourages trade between countries.
- b. Compare trade barriers such as tariffs, quotas, and embargoes.
- c. Explain the importance of a system of currency exchange in international trade.

*Continued on bottom of next page.*



## Using Photographs and Illustrations

As students look at the photograph of Hong Kong, ask: What does the image suggest about the economic wealth of the city?

## Economic Activity

Have students look at Figure 13.2 illustrating the economic continuum. Ask: Why might China have shifted to the right from where it has been historically?

## Class Discussion

Discuss with students the goods the United States imports from China. Ask if they are surprised by the inclusion or omission of any of them.

## Class Activity

Ask students to survey goods in their homes. Have them create a chart categorizing types of goods into clothing, appliances, technology, furniture, toys, etc. Then have them check labels of items in each category and note where the item was made—if the information is available. Discuss the results as a class.

## Critical Thinking

Ask students what changes are occurring in China that may signal the country is beginning to change from a command economy.



**Above:** Hong Kong is a major economic center in China. Because of its history, it has greater economic freedom than the rest of China.

The command economy of China is beginning to change very slowly. Many Chinese people today are entrepreneurs and have small businesses of their own, even though the Chinese government still has final authority in most matters. There are many more examples of a **market economy** at work in China than in the years since the revolution. Although China does not have an unlimited supply of farmland, the country still manages to feed itself even though there are over 1.3 billion people to feed. At least half of China's workers remain in agriculture. Today, China's economy continues to be growing and strong, and many Chinese enjoy a higher standard of living than ever before. Cities along the southeastern part of China are experiencing tremendous growth, especially places like Shanghai and Hong Kong.



## Trade in China

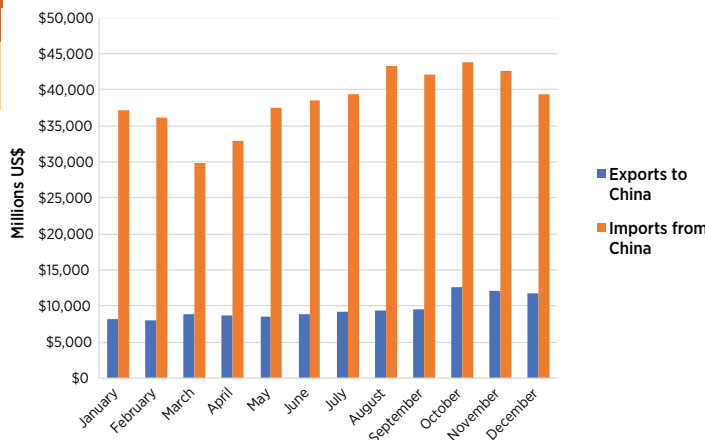
Trade is very important to China's economy. China is the largest exporter of goods in the world. China exports over \$2 trillion of goods each year. China exports goods to countries around the world, but its top export markets include the United States, Japan, and South Korea. The United States, for instance, imported about \$462 billion in goods from China in 2016. Some of the top exports are machinery, clothes, furniture, and textiles.

China is also one of the top importing countries in the world. The top countries that import goods to China include South Korea, the United States, Japan, Germany, and Australia. China imported about \$115 billion in goods from the United States in 2016. Some of the top imports include machinery, oil, nuclear reactor pieces, and soybeans.

In order to trade with other countries, Chinese businesses must exchange their currency, the **yuan**, for other countries' currencies. Other countries trading in China may need to exchange their currencies for yuan. One US dollar can be exchanged for about 6.8 yuan.

**Figure 13.3**

**United States Trade with China (2016)**



## Georgia Standards of Excellence for Section 4 - continued

**SS7E9 Describe the factors that influence economic growth and identify their presence or absence in China, India, Japan, South Korea, and North Korea.**

- Describe the effect of literacy rates on the standard of living.
- Describe the relationship between investment in human capital (education and training) and Gross Domestic Product (GDP) per capita.
- Describe how investment in capital goods (factories, machinery, and technology) affects the Gross Domestic Product (GDP) per capita.
- Explain the role of natural resources in a country's economy.
- Explain the role of entrepreneurship.

China is an important trading partner for the state of Georgia. Georgia Governor Nathan Deal traveled to China in 2011 and 2013 to encourage trade between Georgia and China. Atlanta Mayor Kasim Reed led a trade mission to China in 2012, as well. In 2015, Georgia's exports to China totaled \$2.6 billion, ranking 12th among Georgia's top exporter nations. Top exports from Georgia to China include civilian aircraft and parts, chemical wood pulp, kraft paper, and poultry.

### Natural Resources in China

China's mineral deposits include iron ore, tin, tungsten, aluminum, lead, zinc, and other minerals. Some of China's resources, like uranium, are rare in the world, which means they can be sold at high prices when there is also high demand. China is also fortunate enough to have a diverse and large amount of energy sources including, coal, petroleum, natural gas, and hydroelectric power. Finally, arable land is a very important natural resource to the people of China because large parts of the population are still involved in agriculture. Being able to grow enough food to feed over 1.3 billion people is quite a challenge.

### Human Capital in China

Investment in human capital is very important to the Chinese to maintain their country's strong economy. Because most of the major economic decisions in China are made by the central government, they are able to make investments in both training and technology that might be more difficult for privately owned businesses. Even though more private decisions are being made in Chinese business, China still has many characteristics of a command economy.

In the 1970s, the Chinese government announced that the country would begin a program called the **Four Modernizations**, an effort to improve all aspects of Chinese production including farming, military defense, heavy and light industry, and scientific and technical research and production. Money was made available for newer and better farming equipment and seed, and new quotas were set for higher production. In addition, farmers were allowed to sell crops produced above the quota for their own profit. Industrial production was shifted to making more consumer goods that would sell on the world market. Though the government planners retained most of the control, factory managers and workers were encouraged to make suggestions about how their companies could be reorganized to be more efficient. New methods of production required new training, all of which meant investment in the human capital of China.

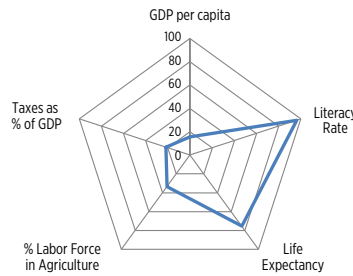


## DID YOU KNOW ?

The Chinese yuan has been used for over 2,000 years and was the first currency to use metal coins and banknotes.



**Figure 13.4**  
China Spider Graph



**Above:** Chinese coal miners. **Left:** Members of the Chinese military honor guard.

### Class Discussion

Ask students to describe China's natural resources. Which ones are the most valuable? Which are their important energy resources?

### Using Vocabulary

Have students review the term *human capital*. Ask what role human capital plays in China.

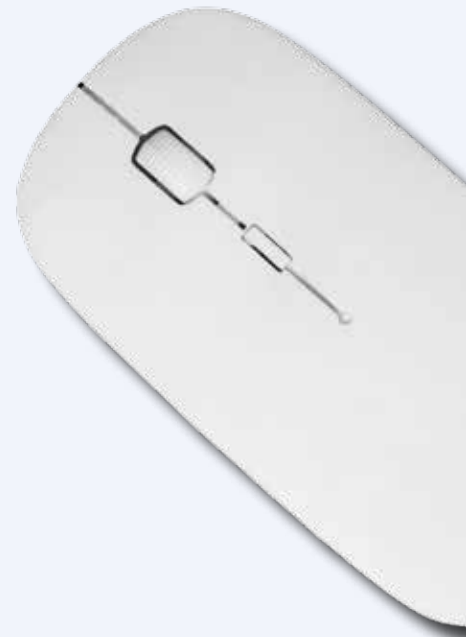
### Critical Thinking

Ask students why the methods of production in a country require an investment in human capital.

### Class Discussion

Discuss the Four Modernizations program, including its purpose and the areas affected.

Teacher Notes



## Using Photographs and Illustrations

Have students look at the photograph of the factory in China. Ask: How has the loss of manufacturing resulted in the loss of factories like the one pictured here?

## Class Discussion

Ask students if there are any factories near where they live that have closed because of shipping American business to China.

## Critical Thinking

Ask students if they believe the United States should have a lot of its goods made in China. What are the advantages to companies in the United States? What are the disadvantages?

## Class Discussion

Discuss how China's Four Modernizations program has resulted in the country's increased investment in capital goods.

Four **Special Economic Zones** were established in provinces along the eastern coast of China to act as trade centers for global trade in these new consumer goods. These changes in the Chinese economy have had both positive and negative results. The gross domestic product of China continues to go up about 8 percent every year, and China has become a leader in exporting consumer goods to the world market. The United States imports about 20 percent of the goods produced in China for foreign sale. Many Chinese people have benefited from earning more money and having better training and education.

On the other hand, while the areas in and around the eastern Special Economic Zones have prospered, many parts of the rural interior of the country have not done as well. Millions of workers have left farms and moved to cities, hoping to find better work there, but often jobs have been scarce because these workers do not have the necessary skills for the jobs that are available. The Chinese government is looking for ways to bring industrial development to other parts of the country, to help those areas where the economy is not as strong. As the Chinese economy moves more toward industrial and service industries, the investment in human capital is going to become even more important to keep the GDP growing at a rate that will keep up with China's rapidly growing population.

## Capital Goods in China

Because China's government has control over spending and planning in both agriculture and industry, China has been able to establish programs and make changes more quickly than a country where power is more widely shared among regions, communities, and individuals. China's Four Modernizations program is a clear example of government decisions to increase the country's investment in capital goods. More modern equipment and technology was brought into nearly every area of Chinese production, including agriculture, industry, and the military. One big change has been that new technology and planning have allowed China to increase the production of smaller consumer goods that have sold well in the world market. The Special Economic Zones created places in China that were convenient for foreign trade so the goods produced by the newly improved industries could find foreign buyers.

**Background:** Chinese industries are known for paying workers a low wage. This practice makes products cheaper to sell on world markets.

364

Teacher Notes

## Entrepreneurship in China

Entrepreneurship in China is relatively new. The Chinese government has only allowed individual business projects since the late 1970s. Even so, many have taken advantage of the new openness, and China now may have as many as 100 people who are billionaires. The Chinese government realizes that the country has to be more competitive in the world market, and they have decided to let their own entrepreneurs help lead the way. The Chinese government is still working out what its relationship will be to these new companies. China can never go back to the old strict command economy it once had if it is to be competitive in the modern global marketplace.

### Reviewing the Section

1. Based on what you just read, where would China fall on the economic continuum? Why?
2. What economic changes were made after China became communist?
3. What was the purpose of the Four Modernizations? Were they successful?
4. What is the purpose of the Special Economic Zones?
5. How has investment in the factors of economic growth impacted China's economy?



**Bottom:** Chinese businesspeople, such as these meeting in London, trade goods and services with markets around the world.

365

## Critical Thinking

Ask students how China's support of entrepreneurs suggests the government is moving away from a command economy.

## ASSESS

### Answers to Reviewing the Section

1. China has a command economy but is moving toward a market economy.
2. China moved to a command economy with strict centralized planning and government ownership of all lands and businesses.
3. The Four Modernizations program was an effort to improve production in farming, military defense, heavy and light industry, and scientific and technical research and production. The program was somewhat successful. The Chinese economy began to shift to give people more control.
4. The purpose was to establish zones in provinces along the eastern coast of China to act as trade centers for global trade in the new consumer goods.
5. China has grown as a result of modernization and government acceptance of some principles of a market economy.

Teacher Notes

## Section 5 US-China Relations

### INTRODUCE

#### Outline

- A. A Complex Relationship
- B. US Assistance to China
- C. Bilateral Economic Relations
- D. China's Membership in International Organizations

#### Materials

Textbook, pages 366-367

Student Workbook

Teacher Tech Website

Lesson Plan

Guided Reading, 13.5

myworldstudies.com

Online Textbook

#### Getting Started

Find out what students already know about the relationship between the United States and China.

#### Using Vocabulary

Ask students to define the terms and explain their relevance to US-China relations.

#### Class Discussion

Have students explain the US-China Strategic and Economic Dialogue.

#### Class Discussion

Ask students to identify some of the global challenges facing the United States and China.

## Section 5

# US-China Relations



#### As you read, look for

- ▶ why the United States and China want to have a good relationship;
- ▶ the purpose of the US-China Strategic and Economic Dialogue;
- ▶ the four areas that the United States focuses on with its programs in China;
- ▶ terms: **human rights**, **cyber security**.

#### A Complex Relationship

The relationship between China and the United States is very important and complex. The United States wants to build a positive, cooperative, and comprehensive relationship with China by increasing areas of cooperation and addressing areas of disagreement, such as **human rights**, copyright, and **cyber security**. The United States wants a strong, peaceful, and prosperous China playing a greater role in world affairs. The annual US-China Strategic and Economic Dialogue (S&ED) provides an opportunity for China and the United States to discuss topics that are important to their economies. These talks promote understanding between the two countries, as well as provide an opportunity to discuss differences, build trust, and increase cooperation. Some of the discussions have focused on global challenges like concerns in Iran and North Korea, climate change, and environmental protection.

On November 10, 2014, President Obama announced an arrangement with China that allows tourists and businesspeople to have visas for up to ten years. Student and exchange visas would also increase from one to five years. This arrangement allows for extended visits by citizens of one country in the other country.



**Above:** US President Jimmy Carter met with Chinese leader Deng Xiaoping.  
**Right:** US President Barack Obama greeted Chinese delegates at the United Nations in 2010.



366

### Georgia Standards of Excellence for Section 5

**SS7E8 Determine how voluntary trade benefits buyers and sellers in Southern and Eastern Asia.**

- a. State how specialization encourages trade between countries.

## US Assistance to China

The United States provides assistance to China in different areas. The four main areas are supporting environmental protection and climate science, expanding human rights, helping Tibetan communities, and addressing the threat of pandemic diseases. The US programs support the development of environmental law, as well as a free and fair justice system. Programs in each of these areas are targeted and directly address US interests such as limiting the spread of avian influenza, HIV/AIDS, and other diseases that pose threats to global security. Finally, with the help of local Chinese resources, programs in Tibetan areas of China work to preserve Tibetan culture.



## Bilateral Economic Relations

The economic relationship between the United States and China has two main goals: (1) integrating China into the global economic and trading system and (2) expanding US exporters' and investors' access to the Chinese market. Two-way trade between China and the United States has grown from \$33 billion in 1992 to over \$562 billion in goods in 2013. China is currently the third-largest export market for US goods (after Canada and Mexico), and the United States is China's largest export market. The two countries have announced ways to strengthen cooperation, promote open trade and investment, enhance global cooperation, and more.

## China's Membership in International Organizations

The People's Republic of China assumed the China seat at the United Nations in 1971, replacing Taiwan, and is a permanent member of the UN Security Council. Over the years, China has become increasingly active in multilateral organizations, particularly the United Nations. China and the United States work closely with the international community to address threats to global security, including the nuclear programs of North Korea and Iran.



## Reviewing the Section

1. Why is it beneficial for the United States and China to have a good relationship?
2. What is the purpose of the US-China Strategic and Economic Dialogue?
3. What are the four areas that the United States focuses on with its programs in China?
4. Which international organization do both China and the United States belong to?

**Top:** Tenzin Gyatso is the current Dalai Lama of Tibet. **Above:** The United States and China met with other nations to discuss Iran's nuclear program.

## Using Technology

Have students use the Internet to research a number of bilateral economic agreements between the United States and China. Which seem to be the most helpful?

## Class Discussion

Have students identify the two goals of the economic relationship between the United States and China.

## Critical Thinking

Ask students to suggest how expanding the access of US exporters and investors to Chinese markets will be beneficial.

## Critical Thinking

Discuss with students how the takeover by the People's Republic of China of Taiwan's seat in the United Nations was controversial. Have students research to find out how this happened.

## ASSESS

### Answers to Reviewing the Section

1. The United States wants a strong, peaceful, and prosperous China.
2. Its purpose is to keep peace and address environmental issues.
3. It focuses on supporting environmental protection and climate science; expanding human rights; helping Tibetan communities; and addressing the threat of pandemic diseases.
4. Both countries belong to the United Nations.

Teacher Notes

# Chapter Review

## Chapter Review

### Reviewing the Content: Amending the Summary

Have students read the statements under each section of the Chapter Summary. Then ask them to add two or three statements under each.

### Answers to Activities for Learning

### Reviewing People, Places, and Things

Check students' sentences.

### Understanding the Facts

1. It is the world's largest producer of hydroelectricity.
2. Himalayan Mountains
3. They wanted democracy.
4. They singled out and removed anyone who prevented China from becoming a classless society. Eventually, they were disbanded.
5. republic
6. The head of state represents the government in a symbolic fashion while the head of government oversees daily executive and legislative activities.
7. \$462 billion in goods in 2016
8. to establish trade centers for global trade focusing on new consumer goods
9. supporting environmental protection and climate science; expanding human rights; helping Tibetan communities; addressing the threat of pandemic diseases
10. human rights, copyright, cyber security

## Chapter Summary

### Section 1: The Geography of China

- China is a large country with many physical features, climates, and borders with numerous bodies of water and countries.
- China has the largest population on earth, composed of multiple ethnic groups speaking multiple languages.
- China's large population and growing industry have created water and air pollution that has begun causing health problems.

### Section 2: A Brief History of China

- China was governed by a monarchy for thousands of years but, in the 20th century, faced decades of political struggle before becoming communist.
- Mao Zedong attempted to reorganize China into a communist country with the failed Great Leap Forward and Cultural Revolution.

### Section 3: The Government of China

- China only has one political party citizens can vote for: the Chinese Communist Party.
- The government controls most aspects of people's lives. This has benefits and disadvantages for citizens.

### Section 4: The Economy of China

- China is a command economy but has slowly included market traits such as entrepreneurs.
- Half of the workforce remains in the agricultural sector, but the rest work in industry making China the world's largest exporter of products.
- The Four Modernizations include helping China invest in capital goods and human capital for more efficient industry.

### Section 5: US-China Relations

- The United States provides aid to China in order to address US interests abroad.
- The two countries have bilateral trade and visa agreements that encourage cooperation although they disagree on many issues.

## Activities for Learning

### Reviewing People, Places, and Things

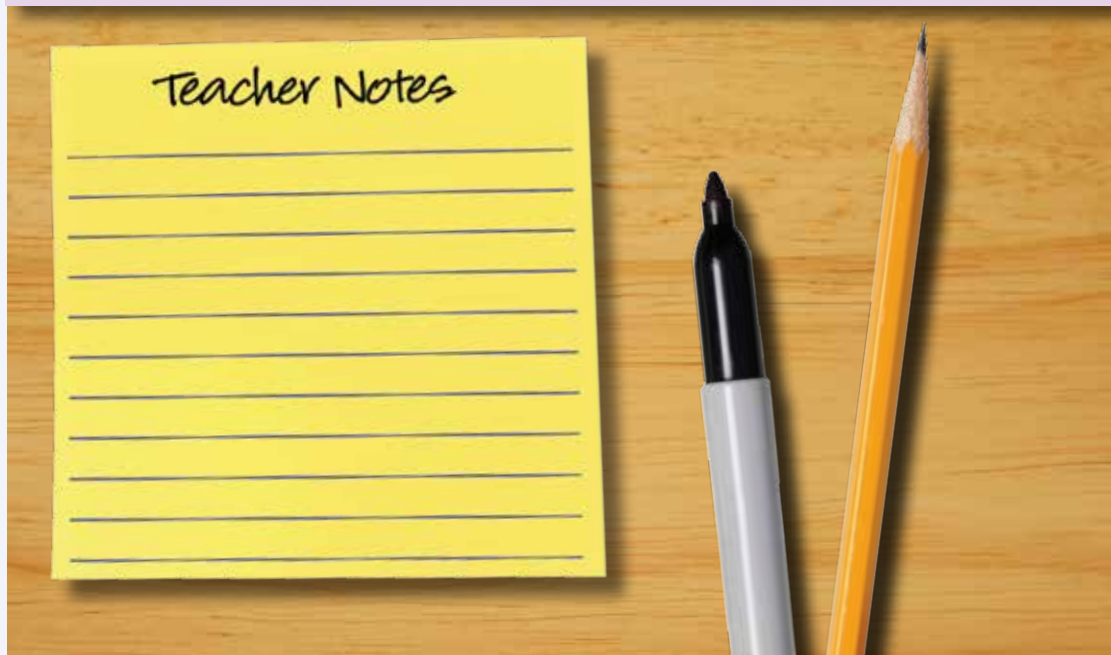


Write a sentence to illustrate the meaning of each word and name below as it relates to China. Be sure not to repeat a sentence from the chapter or rewrite the definition.

Han  
Mao Zedong  
Chinese Communist Party  
Mandarin  
yuan  
air pollution  
market economy  
cyber security  
monsoon

368

Teacher Notes



### Understanding the Facts

1. Why is the Three Gorges Dam special?
2. What physical feature acts as a natural barrier between China and India?
3. Why were people protesting at Tiananmen Square in 1989?
4. How effective were the Red Guards?
5. What styles of government did China have before communism?
6. What is the difference between the head of state and head of government?
7. How much does the United States import from China?
8. What is the purpose of the Special Economic Zones?
9. In what four areas does the United States provide assistance to China?
10. Over what topics do the two countries disagree?

### Developing Critical Thinking

1. When Mao Zedong collectivized farming in China, many farmers were unhappy and produced less. How do you think the current use of quotas incentivizes farmers to produce as much as possible?
2. While China has a number of ethnic groups and languages, 90 percent of citizens belong to a single ethnic group and speak Mandarin. How do you think this affects the culture of China? How do you think the other 10 percent of citizens feel about this? Use examples.
3. China experienced two revolutions within a relatively short span of time. What were the aims of each revolution? Do you think the reasoning and desire for each revolution was similar?



### Writing across the Curriculum

1. Write a short report summarizing the benefits and disadvantages of the four Special Economic Zones. Include examples of how they helped and hurt people around the country.
2. A large problem facing the Chinese government is air and water pollution. Write a short report detailing the cause of pollution, harmful side effects for people and society, as well as what the government has done so far to provide a safer environment.

### Applying Your Skills

1. Imagine you are a college student getting ready to study abroad in China. What are the three most important facts to know about China before your departure? Why?
2. What is something you found interesting while reading Section 5? Formulate a research question about this interest. Write down your research question and what sources could help you answer this question.

### Exploring Technology

1. Using your computer, create a timeline that includes what you think are the six most important events to know about China. Include a title and images.
2. Use Google Maps to view the political map and satellite images of China. What physical features do you notice? Locate (a) Taklamakan Desert, (b) Three Gorges Dam, (c) Huang He River, (d) Chang Jiang River, and (e) Beijing.



### Developing Critical Thinking

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.

### Writing across the Curriculum

1. Check students' reports.
2. Check students' reports.

### Applying Your Skills

1. Check students' responses.
2. Check students' responses.

### Exploring Technology

1. Check students' timelines.
2. Check students' knowledge of maps.

Teacher Notes

