

# TEACHER NOTES

## 7<sup>TH</sup> GRADE SOCIAL STUDIES

### *Southern and Eastern Asia*

#### - HISTORICAL UNDERSTANDINGS -

**SS7H3 Analyze continuity and change in Southern and Eastern Asia.**

**a. Describe how nationalism led to independence in India.**

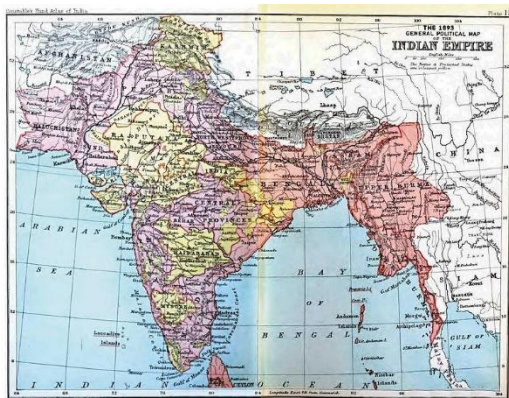


Figure 1. British India. "Political Map of the Indian Empire, 1893" from Constable's Hand Atlas of India, London: Archibald Constable and Sons, 1893. Reproduced from Wikimedia Commons.

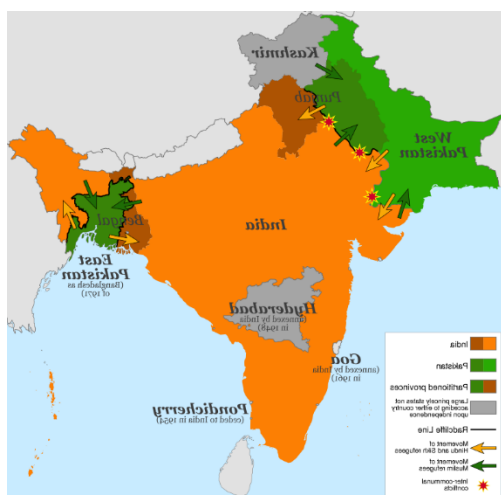


Figure 2. Map of partition of India. Reproduced from Wikimedia Commons.

While the concept of India as a single unified nation can be found as far back as the Mauryan Empire, the modern Indian Nationalist movement was based on territorial nationalism and grew in opposition to the British Raj. Territorial nationalism includes all people of a defined area regardless of their individual religious, ethnic, or linguistic background. The people of the Indian subcontinent have long a sense of a shared past and pan south asianism.

During the late nineteenth century, an emerging Indian middle class frequently found their economic, social, and political interests thwarted by the British Raj. This opposition to the Raj led to the emergence of Indian nationalistic institutions which sought to increase the influence Indians over the institutions that governed them. The moderate Indian National Congress was formed in 1885 which sought to negotiate with the Raj for greater autonomy.

The Raj also came under attack by radical nationalist who sought to use violence to drive the British from India. While earlier nationalist movements had been fragmented on religious, class, and ethnic lines, Mohandas Gandhi's rejection of these divisions and appeals to a common Indian identity allowed for greater unification of the nationalistic movement. This popularity of the independence movement under Gandhi's leadership, led to the Indian Act of Independence in 1947 which formed the modern state of

India.

After the external threat to Indians that the British represented was removed by independence, internal division along religious lines reemerged and the British Raj was divided into two countries. The largely Hindu areas became India, whereas the largely Muslim areas became Pakistan.

### What Students Should Know:

There were many Indians who did not like the British Raj. The people of India built upon ancient ideas of them being one people and began to see themselves as one people. Without paying attention to differences in religion, caste, or ethnic group, they all came together as one people against the British Raj.

### Resources:

BBC- From Empire to Independence: The British Raj in India 1858-1947

*Detailed article provides more information on the route to independence*

[http://www.bbc.co.uk/history/british/modern/independence1947\\_01.shtml](http://www.bbc.co.uk/history/british/modern/independence1947_01.shtml)

*The Telegraph*- “Indian Independence Day: everything you need to know about Partition between India and Pakistan 70 years on”

*Detailed article provides more information on the effects of India’s independence*

<https://www.telegraph.co.uk/news/2017/08/15/indian-independence-day-everything-need-know-partition-india/>

CIA World Factbook- India

*Webpage has more details on pre-modern history*

<https://www.cia.gov/library/publications/the-world-factbook/geos/in.html>

## SS7H3 Analyze continuity and change in Southern and Eastern Asia.

### b. Describe the impact of Mohandas Gandhi’s belief in non-violent protest.

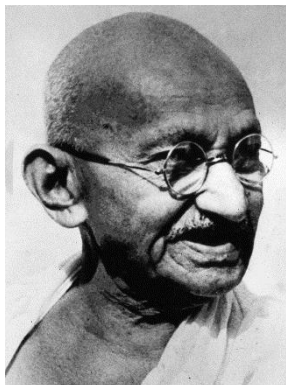


Figure 3. Mahatma Gandhi during the 1940s, reproduced Wikimedia Commons

By advocating direct but non-violent resistance to the British Raj, Mohandas Gandhi found a way for all Indians, regardless of social class, to participate in the struggle against the British Raj. Gandhi’s embrace of non-violence also undercut British claims that the Raj was necessary to preserve order in India. Gandhi’s non-violent protesters repeatedly attacked British authority with actions such as nationwide strikes and making salt in violation of the British monopoly. When the Raj government engaged in harsh crack downs, the killing and beating of

unarmed peaceful protesters drew condemnation from all over the world

including in Britain. Since the British Raj never found a way to deal with the protester's attacks on its authority without resorting to state violence, and such violence only further undermined its authority at home and abroad, the British eventually yielded to the protester's demands and gave India its independence in 1947.

**What Students Should Know:**

Mohandas Gandhi was an Indian Nationalist who advocated for nonviolent protests. He made civil disobedience accessible for all protestors and helped unite people regardless of background. Protesters would peacefully do things like make salt, which was illegal, and when the government arrested, beat, or killed them for doing it, the government would look bad and more people would protest it.

**Resources:**

Encyclopedia Britannica- Mahatma Gandhi

<https://www.britannica.com/biography/Mahatma-Gandhi>

**SS7H3 Analyze continuity and change in Southern and Eastern Asia.**

**c. Explain the role of the United States in the rebuilding of Japan after WWII.**

The end of World War II led to the American occupation of Japan. While the US was initially committed to the demilitarization of Japan, the fear of growing Soviet influence led the US to change course. The United States rebuilt post-war Japan by investing in the economy and instating a democratic government.

The United States believed that an economically prosperous Japan would be less tempted by communism and could become a major military ally in the region. They spent a total of \$1.9 billion creating a strong economy in Japan. The American occupation government also engaged in land redistribution which increased competition and efficiency of the Japanese agricultural sector. These acts, along with contributions of the Japanese Ministry of International Trade and Industry, led to the rapid recovery of the Japanese economy.

A democratic Japan was also important to avoid the country falling to communism. General MacArthur was tasked with creating a new democratic government for the country. Taking influence from both American and Japanese culture, he created a constitutional monarchy with a bicameral parliament. This preserved traditional Japanese reverence for the emperor while still making the country a democracy. Japan's constitution is still referred to as the MacArthur constitution and Japan and the United States remain strong allies today.

**What Students Should Know:**

After WWII, The United States wanted to ensure Japan would not fall to communism. To do so, the United States invested heavily in the Japanese economy to ensure economic prosperity and set up a new democratic government in the country.

**Resources:**

Office of the Historian- Occupation and Reconstruction of Japan, 1945–52  
*Article provides more detail on American occupation and reconstruction*  
<https://history.state.gov/milestones/1945-1952/japan-reconstruction>

U.S. Indo-Pacific Command - 70 Years Of Service: Post-WWII Reconstruction in Japan  
*Contemporary Video of the rebuilding of Japan*  
<https://www.youtube.com/watch?v=BlbqFyXxpg0>

**SS7H3 Analyze continuity and change in Southern and Eastern Asia.**

**d. Describe the impact of Communism in China in terms of Mao Zedong, the Great Leap Forward, the Cultural Revolution, and Tiananmen Square.**

In 1950, Chinese communists led by Mao Zedong defeated the Chinese nationalist party. After consolidating power in China, Mao began a series of collectivization efforts called the Great Leap Forward in 1958. The goal of these efforts included modernizing and industrializing the largely agrarian

Chinese economy in an economic program. Key components of this plan were accelerated agrarian collectivization (the merging of small private farms into large state run farms), a large scale irrigation project, investment in heavy industry (including shifting workers from farm labor to industrial labor), and boot-strap steel production (every commune and neighborhood was to construct its own blast furnace to help the state meet steel production quota.)

The Great Leap Forward failed in its goals and also led to a massive famine that killed between 18 and 55 million people. Due to the large number of workers who had been diverted into industrial production and irrigation projects, a large amount of the harvest for the year was not collected. To make matters worse, an effort to improve farm productivity by

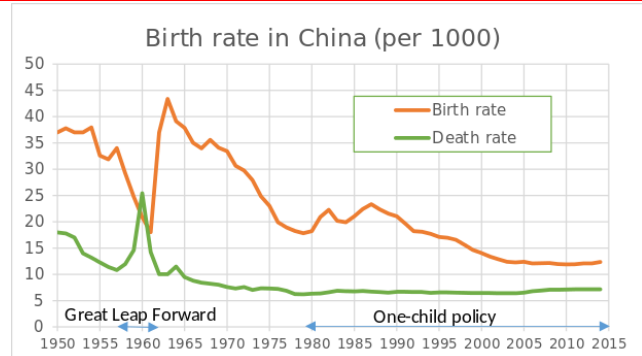


Figure 4. Graph showing spike in mortality rate in China during the great leap forward. Retrieved from Wikimedia Commons.

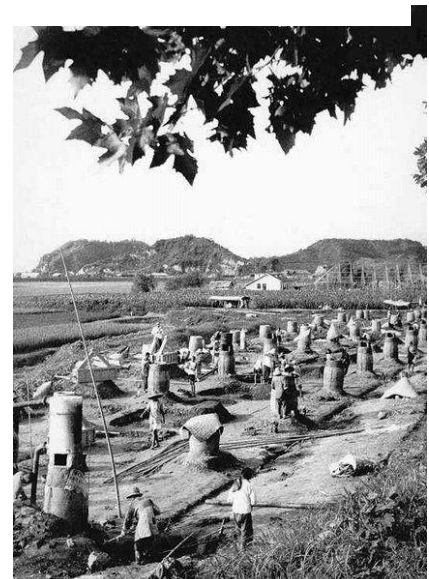


Figure 5. Furnaces used during the Great Leap Forward, reproduced from Wikimedia Commons



killing grain eating sparrows led to a massive locust swarm that swept the countryside. While the Great Leap Forward was supposed to last from 1958 to 1963, it was ended abruptly in 1960 as Mao was pushed aside by moderates within the Communist Party as the scale of the disaster became clear.

By 1966 Mao, upset by the moderate direction of the government, began the Cultural Revolution. Lasting from 1966 to 1976, the Cultural Revolution sought to drive moderates from the Communist Party, eliminates the “Four Olds” (old culture, customs, habits, and ideas), and instill a spirit of permanent revolution. To this end ancient books were burned, monuments, statues, and temple were desecrated. Youth groups called the Red Guards were organized and harassed communist party officials who were moderate or opposed to Mao. Students denounced teachers as rightist and children denounced parents. Many schools were forced to close from 1966-1972 and many of the most educated people in China were killed. Thus, many people in China could not read or right with literacy rate dipping as low as 40% in some parts of China. The Cultural Revolution would only end with the death of Mao in 1976.



Figure 6.. Mao Zedong, 1963  
reproduced from Wikimedia  
Commons

In April 1989, over 10,000 students gathered in Beijing’s Tiananmen Square protesting corruption within the communist party and asking for a move towards democracy. The Chinese government denounced the protestors as anti-government and anti-party. The students protested for weeks. On June 4, 1989, the Chinese army converged on the protestors with orders to clear Tiananmen Square. Soldiers used live ammunition, as well as tanks and armored personnel carriers to force their way into the square and disburse the protestors. While the Communist Party denies that the massacre happened and forbids mention of it in China, outside estimates place the death toll from between 300-1,000 people.

#### **What Students Should Know:**

Mao Zedong was a revolutionary communist leader of China who brought the communist party to power. His plan to industrialize China’s economy with the Great Leap Forward was a disaster and led to massive famine throughout China causing the communist party to curb Mao’s power. However, Mao would later seek to purge his enemies and re-instill revolutionary vigor in China in the Cultural Revolution. In 1989, students protested the corruption of government and communism that was Mao’s legacy in China. The government responded violently killing many of them.

#### **Resources:**

Columbia University- Mao Zedong: Biographical and Political Profile  
*Brief article includes biography and questions to consider*  
[http://afe.easia.columbia.edu/special/china\\_1900\\_mao\\_early.htm](http://afe.easia.columbia.edu/special/china_1900_mao_early.htm)

Encyclopedia Britannica- Great Leap Forward

*Article provides more detail on the Great Leap Forward and its repercussions*

<https://www.britannica.com/event/Great-Leap-Forward>

*The New York Times- China's Cultural Revolution, Explained*

*Article provides more details on China's Cultural Revolution*

<https://www.nytimes.com/2016/05/15/world/asia/china-cultural-revolution-explainer.html>

The National Security Archive- Tiananmen Square, 1989: The Declassified History

*Website provides detailed information and primary source documents*

<https://nsarchive2.gwu.edu/NSAEBB/NSAEBB16/>

**SS7H3 Analyze continuity and change in Southern and Eastern Asia.**

**e. Explain the reasons for foreign involvement in Korea and Vietnam in terms of containment of Communism.**

Following WWII, the United States and the Soviet Union had much greater military and economic power than other countries. Because of this, these two countries were referred to as superpowers. These former allies soon engaged in a global competition to try a spread their political, economic, and military influence around the globe. This competition became known as the Cold War because the two countries never engaged in direct military action against each other. The United States settled on a policy of containment. They would allow communism to exist where it was currently but would fight to stop it from spreading to new countries. This policy of containment would lead to American involvement in both the Korean and Vietnam Wars.

One of the first battlefields of the Cold War was in Korea. Following World War II, the Soviet Union had gained control of the northern part of Korea, whereas the southern part of Korea, which had been under Japanese Control, came under American control. As in Europe, the Soviet Union created a communist dictatorship in the north and the United States created a pro-western capitalist government in south. The pro-western government was named Republic of Korea (commonly called South Korea). The pro-Soviet government in the north was called the People's Republic of Korea



*Figure 7. American troops firing at North Korea, reproduced Wikimedia Commons*

(commonly called North Korea).

In June 1950, the North Korean government, equipped with Soviet aid, weapons, and training, invaded South Korea. They managed to quickly overrun the South Korean and U.S. armies and almost captured the entire peninsula. American led UN forces began reinforcing the South Korean army, and by late 1950, had driven the North Korean Forces out of South Korea and had invaded North Korea. The communist Chinese warned that they would not tolerate US forces close to their boarder. In October-December of 1950, the Chinese drove American backed forces back out of North Korea to the 38<sup>th</sup> Parallel where the war devolved into a bloody stalemate that would last two more years. In 1953, an armistice was signed ending the fighting, although no permanent peace treaty was agreed to and the US technically remains at war with North Korea.

The US would also try, less successfully, to stop the spread of communism in Vietnam. Vietnam had been a colony of the French until communist nationalist forces, led by Ho Chi Minh, defeated the French in 1954. The French and Ho Chi Minh agreed that the country would be divided along the 17<sup>th</sup> parallel with North Vietnam to be a communist state under Ho Chi Minh and South Vietnam to be a pro-western government under Emperor Bo Dai and Prime Minister Diem. The elections that were scheduled to be held in 1956 to create a unified government were cancelled after disagreement arose.

North Vietnam tried to unite the country by force. Increasing numbers of American troops were sent to Vietnam (up to 500,000 soldiers) to fight the communists on behalf of South Vietnam. Meanwhile the Soviet Union and China sent weapons, money, and military trainers to North Vietnam. Despite sending large numbers of troops and fighting in Vietnam for over a decade, the American public became increasingly skeptical of their country's ability to win the war. The United States began withdrawing troops, and South Vietnam fell to North Vietnam in 1975.

### What Students Should Know:

During the Cold War, the United States created a policy of containment which meant that no new countries or colonies would become communist. Although there was no direct fighting between the United States and the Soviet Union, the Korean War and Vietnam War were battlefields of the Cold War. The United States only became involved in these foreign conflicts to stop the spread of communism.

### Resources:

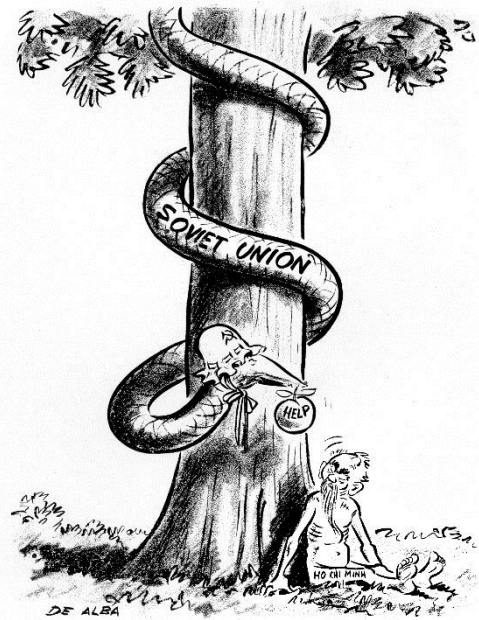


Figure 8. "Price of an Apple" cartoon by Joaquín De Alba referencing Soviet interference in Vietnam, reproduced Wikimedia Commons

Office of the Historian- Containment and Cold War, 1945-1961

*Multi-sectioned work provides details of containment ideology*

<https://history.state.gov/departments/history/short-history/containmentandcoldwar>

*The New York Times- “Korean War, a ‘Forgotten’ Conflict That Shaped the Modern World”*

*Article provides more detail and photographs of the conflict*

<https://www.nytimes.com/2018/01/01/world/asia/korean-war-history.html>

PBS- Battlefield Vietnam: A Brief History

*Article provides detail on the Vietnam War*

<https://www.pbs.org/battlefieldvietnam/history/>

**TEACHER NOTES**  
**7<sup>TH</sup> GRADE SOCIAL STUDIES**  
*Southern and Eastern Asia*  
**- Geographic Understandings -**

The intent of this standard is for students to be able to locate selected countries and major physical features in Southern and Eastern Asia using a world and regional political-physical map. This will give students the necessary context to understand other standards which deal with these locations.

**SS7G9 Locate selected features in Southern and Eastern Asia.**

- a. Locate on a world and regional political-physical 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, Taklimakan Desert, Himalayan Mountains, and Korean Peninsula.**

The following is included to give teachers basic background knowledge of each physical feature and why it matters in the greater context of the unit.

The **Ganges River** winds 1,600 miles from the Himalayan Mountains through India and Bangladesh before emptying in the Bay of Bengal. The river is sacred to many Hindus who revere it as a spiritual place. It also provides water to many India cities and is important to agriculture in many arid parts of India. Despite its importance, the waters of the Ganges River have become heavily polluted by runoff near its banks as well as items intentionally left there such as cremated bodies.



Figure 9. Hukuo Water Fall showing the large amounts of silt in the Yellow River. Reproduced from Wikimedia Commons.

The **Huang He** or **Yellow River**, located in northern China, is the second longest river in Asia . It flows from western China and flows east to the Yellow Sea. It derives its name from



the large amount of loess it carries giving it a distinct yellowish color. Because of frequent and deadly flooding, the river is also called “China’s Sorrow.” While the Yellow River is famous for its deadly flood’s it is also famous for the fertile farm land that surrounds the river, because as the river flood deposits fertile silt on the surrounding land.

The **Chiang Jiang** or **Yangtze River**, is the longest river in China flowing from western China near the Taklimakan Desert eastward towards Shanghai and empties into the East China Sea. The Chiang Jiang is vital to China providing water, irrigation, sanitation, and transportation to the Chinese for centuries. Its silt filled waters, ensure fertile land all along its banks. Despite its essential role in China, it has become badly polluted with agricultural runoff and industrial waste.



Figure 10. The Yangtze River's sediment flowing off from the coast, reproduced Wikimedia Commons



Figure 11. Bay of Bengal, reproduced Wikimedia Commons

The **Bay of Bengal** is a largest bay in the world and located off the Indian Ocean. It is touched by India, Bangladesh, and Myanmar on its western, northern, and eastern sides. Many rivers, including the Ganges River, empty into the bay. Like these rivers, the bay has issues with pollution.

The **Indian Ocean** is a salt water ocean covering stretching more than 6,200 miles and filling the space between Africa, Australia, India, and Antarctica.

The **Sea of Japan** is a large sea separating Japan from mainland Asia. Due to this barrier, Japanese culture developed differently without any influence from the rest of Asia. It is home to many great fisheries which leads to fishing disputes between China, Russia, Japan, and the Koreans.

**South China Sea** is a sea between China, Vietnam, the Philippines and Indonesia. One third world sea traffic flows through the South China Sea and it is expected to hold vast oil and natural gas reserves. For this reason, the sea, and the many small uninhabited island in the sea are fiercely disputed by the countries bordering the sea.

The **Yellow Sea** is a sea that separates China from South Korea. The Yellow Sea get its name from the yellow color of the surface water which is caused by the deposition of sediment by the yellow river as well as periodic sandstorms in the Gobi Desert.

**Gobi Desert** is a large desert approximately 500,000 square miles covering much land in northern China and Mongolia. Like all deserts, it is sparsely populated, although some nomadic

herders live there, as well as some trading towns and mining camps. However, this climate has also helped to keep out invaders.



Figure 12. The Himalayan Mountains as seen from space, reproduced CIA World Factbook

**Taklimakan Desert** is a desert approximately 124,000 square miles in northwestern China. It is located directly west of the Gobi Desert. It has a sparse population due to its harsh climate. However, this climate has also helped to keep out invaders.

The **Himalayan Mountains** is the tallest mountain range in the world and contains Mount Everest, the tallest

mountain in the world. It runs approximately 200 miles creating an almost impenetrable border between China and India. This border has protected India from invaders and acted as a trade barrier. This has contributed to the cultural differences between the subcontinent and the rest of Asia.

The **Korea Peninsula** is a peninsula from China that lies between the Yellow Sea and the Sea of Japan which also separates it from Japan. The peninsula has been divided at the 38<sup>th</sup> parallel between North Korea and South Korea since 1950.

### What Students Should Know:

Students are expected to be able to use a political-physical or physical map to locate where in Southwest Asia the listed physical features are located. They should be able to locate the physical features either on a world map or regional map of Southwest Asia, Asia or Eurasia.

### Resources:

National Geographic- Asia: Physical Geography

Webpage provides information, photos, and maps for Bay of Bengal, Yangtze River and the Himalayas

<https://www.nationalgeographic.org/encyclopedia/asia/>

World Wildlife Fund (WWF) - Yellow Sea

Webpage has information and images of the Yellow Sea

[http://wwf.panda.org/knowledge\\_hub/where\\_we\\_work/yellow\\_sea/](http://wwf.panda.org/knowledge_hub/where_we_work/yellow_sea/)

Gobi Desert website

Webpage has detailed information and images on the Gobi Desert

<http://gobidesert.org>



Figure 13. Korea Peninsula at night. Separation between North and South clearly visible due to dearth of electric light in DPRK. Reproduced from Wikimedia Commons.

**SS7G9 Locate selected features in Southern and Eastern Asia.**

**b. Locate on a world and regional political-physical map the countries of China, India, Japan, North Korea, South Korea, and Vietnam.**

**China** is located on most of the eastern coast of Asia. It is bordered by fourteen countries including Afghanistan, India, Laos, Nepal, Pakistan, and Russia. It has approximately 9,000 miles of coast East China Sea, Korea Bay, Yellow Sea, and South China Sea. China is a large country and is only slight smaller than the United States.



Figure 14. political-physical map of China, reproduced from CIA World Factbook

**India** is the largest country on the Indian subcontinent. It is bordered by Bangladesh, Bhutan, Burma, China, Nepal and Pakistan. Despite all these neighbors, India has an impressive over 4,000 mile long coastline bordering the Arabian Sea and the Bay of Bengal which are both part of the Indian Ocean.



Figure 15. political-physical map of India, reproduced from CIA World Factbook

**Japan** is a country spread across an island chain to the east of the Korean Peninsula.

It has no borders with any other countries and is nestled between the North Pacific Ocean and the Sea of Japan.



Figure 16. political-physical map of Japan, reproduced from CIA World Factbook

**North Korea** comprises the northern half of the Korean Peninsula. It is bordered by the countries of China and South Korea. It also has over 1,500 miles of coastline on the Korea Bay to the west and the Sea of Japan to the east.



Figure 17. political-physical map of North Korea, reproduced from CIA World Factbook



Laos.

Figure 19. political-physical map of South Korea, reproduced from CIA World Factbook

### What Students Should Know:

Students are expected to be able to use a political-physical or physical map to locate where in Southwest Asia the listed countries are located. They should be able to locate the countries either on a world map or regional map of Southwest Asia, Asia or Eurasia.

### Resources:

CIA World Factbook

Select each country from the dropdown menu to see maps, images, and geographical information <https://www.cia.gov/library/publications/the-world-factbook/docs/profileguide.html>

**South Korea** comprises the southern half of the Korean Peninsula. The only country that borders it is North Korea. Along its 1,500 miles of coastline, it borders the Sea of Japan and the Yellow Sea.

**Vietnam** lies in Southeastern Asia. It is a long country with over 2,000 miles of coastline along its eastern half. This long coast borders the Gulf of Thailand, Gulf of Tonkin, and South China Sea. On land, Vietnam neighbors Cambodia, China, and



Figure 18. political-physical map of Vietnam, reproduced from CIA World Factbook

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

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

The Chang Jiang River has 25 billion tons of sewage and industrial waste dumped into it by China's large population every year. On its long journey to the sea, the river also receives large amounts of agricultural run-off from nearby farms. These contaminants put everyone who lives along the river at risk. Many people are pumping this contaminated water from the river to use for drinking and irrigation. Many animals that used to live in the river are disappearing and any fish caught for food can make people sick.



Much like the Chang Jiang, the Ganges River has struggled to meet the needs of the over 400 million people live along it. The river is used variously to bathe, wash clothes, obtain drinking and cooking water, and carry away waste from open latrines. It also is used for religious purposes, such as the disposal of human remains. This has made the Ganges a major source of water borne illnesses, such as fecal coliform bacteria. In 1985, a program called the Ganges Action Plan was put into effect to clean the river. However, as the population continues to grow, the pollution continues to increase.



Figure 20. Cattle bathing on the trash covered banks of the Ganges, reproduced Wikimedia Commons

### What Students Should Know:

The Chang Jiang and Ganges Rivers have become heavily polluted as industrial, agricultural, and domestic waste have been dumped into them. Contaminated water is often ingested by or in close contact with humans who can be made ill by the poisonous chemicals.

### Resources:

WWF- Threat of Pollution in the Yangtze

[https://wwf.panda.org/our\\_work/water/freshwater\\_problems/river\\_decline/10\\_rivers\\_risk/yangtze/yangtze\\_threats/](https://wwf.panda.org/our_work/water/freshwater_problems/river_decline/10_rivers_risk/yangtze/yangtze_threats/)

*Business Insider*- “India’s holy Ganges River is devastatingly polluted”

*Image heavy article of Ganges pollution*

<https://www.businessinsider.com/photos-indias-ganges-river-pollution-2018-1>

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

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



Figure 21. Air pollution in Beijing. Reproduced from Wikimedia Commons.

As the Chinese economy has quickly industrialized and more and more people drive cars, air pollution has become a major issue for China. The leading cause of air pollution in China is the burning of coal in electric power generation plants and the increasing number of cars on the road. The burning of coal and car exhaust pumps tons of chemicals and ash into the air causing intense air pollution.

Today the leading causes of death in China are respiratory diseases which can be linked to exposure to air pollution. These chemicals in the air, particularly those that come from burning fossil

fuels, also cause acid rain. Water in the atmosphere interacts with these chemicals and falls to the earth as rain. Acid rain is harmful to people, plants, and animals. It can even destroy buildings.

China also suffers major problems with flooding. The Yellow River frequently floods and changes course. This leads to fertile soil along the river as receding flood water deposits silt. However, farms on these flood planes are vulnerable. The Chinese government has invested heavily in hydroelectric dams along the course of the river to control flooding and produce power, but the dams also have a negative effect on the river system affecting fish and dolphin behavioral patterns and causing increases in the amount of silt the river contains.

India actually has worse air pollution than China! Air pollution is caused by the burning of wood and biomass (usually in the form of agricultural waste and dung cakes) for fuel in cook stoves. As Indians own more cars, a growing amount of pollution comes from car exhaust as well. New Delhi has the worst air pollution in the world leaving India with the highest rates of respiratory diseases in the world. In addition to causing respiratory ailment, it also is a major factor in the creation of the Asian Brown Cloud which is a brown cloud of air pollution that is visible from space.



Figure 22. Three Gorges Dam helps control flooding along the Yellow River, reproduced from CIA World Factbook

Like China, India also faces danger from flooding. Flooding in India normally occurs during the monsoon season. The monsoon season occurs over the summer months and brings heavy rainfall. The rivers and poor infrastructure cannot handle the massive increase in water and it spreads out into populated areas. In many areas, annual flooding is now a regular occurrence.

### **What Students Should Know:**

Both China and India face problems with air pollution caused by car exhaust, burning of fossil fuels for power, and industrial air pollution. This results in increased respiratory health issues and deaths in these countries. China deals with flooding along the Yellow River and has tried to control this flooding with dams. India faces increasingly widespread and deadly floods during monsoon season.

### **Resources:**

BBC- “India cities dominate world air pollution list”  
*Article discussing India’s air pollution*  
<https://www.bbc.com/news/world-asia-india-43972155>

NASA- “NASA Eyes Effects of a Giant 'Brown Cloud' Worldwide”

*Article describing the Brown Cloud's effect globally*

[https://www.nasa.gov/centers/goddard/earthandsun/brown\\_cloud.html](https://www.nasa.gov/centers/goddard/earthandsun/brown_cloud.html)

*New York Times- “Coal Burning Causes the Most Air Pollution Deaths in China, Study Finds”*

<https://www.nytimes.com/2016/08/18/world/asia/china-coal-health-smog-pollution.html>

CNBC- “80,000 Displaced in Flooding in Southern Indian State”

<https://www.cnn.com/2018/08/19/800000-displaced-in-flooding-in-southern-indian-state.html>

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

- c. Describe how the mountain, desert, and water features of Southern and Eastern Asia impact trade and affect where people live.**

Southern and Eastern Asia can claim the tallest mountain range in the world, the Himalayan Mountains. This range includes Mount Everest, the tallest peak in the world. This mountain range has made movement difficult between China and India. This has resulted in few people living here and very little trade through the region. It also protected people on the Indian subcontinent from invasion.



Figure 23. Gobi Desert, reproduced Wikimedia Commons

The Gobi and Taklamakan Deserts are massive deserts that feature heavily on the landscape of Southern and Eastern Asia. The lack of fertile lands in these regions means few people live here and those that do have a semi-nomadic lifestyle based around raising livestock. Trade is also limited in these regions due to lack of drinkable water in the great desert expanses.

Southern and Eastern Asia contains some of the longest rivers in the world including the Ganges, Chang Jiang, and Huang He Rivers. The land surrounding these rivers is particularly fertile thanks to the rich sediments that are deposited on the banks during flooding. This has made the land very attractive to societies historically, and the banks of these rivers are densely populated as the waterways are integral to life for local people.

The Ganges serves as an important source of drinking water, watering livestock, and is central to religious life. The Chiang Jang is the longest river in China and serves as an important trading route across the country in addition to being fertile farmland. The Huang He or Yellow

River actually gets its name from the important yellow loess, or sediment, which makes this one of the most fertile areas in the region.

**What Students Should Know:**

People in Southern and Eastern Asia usually live near fertile river banks. The fertile land sustains a growing population and the water can help bolster trade. Deserts can also sustain life through semi-nomadic herding but few people live this way. The tall and vast Himalayan Mountains are not ideal for trading and have few people that live there.

**Resources:**

Encyclopedia Britannica- Gobi Desert  
<https://www.britannica.com/place/Gobi#ref47958>

Encyclopedia Britannica- Himalayas  
<https://www.britannica.com/place/Himalayas>

**SS7G12 Analyze the diverse cultural characteristics of the people who live in Southern and Eastern Asia.**

**a. Explain the differences between an ethnic group and a religious group.**

A **religious group** is a group of people who all believe in the religious teachings. This can include worshipping the same god or gods, sharing a sacred text, and sharing ideas of ethics. People of all different ethnicities can be part of a religious group because this grouping is based solely on what religion an individual decides to practice. In Africa, the two major religions are Islam and Christianity brought by Muslim traders and European colonists although there remain many traditional religions.

An **ethnic group** is a group of people who share a common ancestry and therefore usually also share cultural, historical, and linguistic similarities passed down by ancestors. People of the same ethnic group often do share religion but it is not a prerequisite. People of the same ethnic group are usually raised speaking the same language, celebrating the same holidays, and having a similar sense of identity. In Africa, there are estimated to be thousands of ethnic groups.

**Resources:**

Encyclopedia Britannica- African People  
*Webpage provides more in depth information on African ethnic groups*  
<https://www.britannica.com/place/Africa/People>

CIA- World Factbook  
*Each country's webpage shows percentages of religion and ethnic groups within the country*  
<https://www.cia.gov/library/publications/resources/the-world-factbook/>



**SS7G12 Analyze the diverse cultural characteristics of the people who live in Southern and Eastern Asia.**

**b. Compare and contrast the belief systems originating in Southern and Eastern Asia: Buddhism, Hinduism, Shintoism, and Confucianism.**

## **Hinduism**

Hinduism is the oldest continuously practiced religion in South Asia and perhaps in the world. According to scholars the Hinduism began between 500BCE -300CE, although the religious practices that comprise Hinduism are much older. Scholars consider Hinduism to be a fusion of a variety of Indian cultures and traditions. This makes making generalities about Hinduism difficult as the term encompasses a wide variety of followers, practices, beliefs, and tradition emerging from multiple sources.

At the core of Hinduism is the belief in reincarnation. This endless cycle of birth, life, death, and rebirth is called samsara. Some Hindus believe that samsara can be escaped by achieving a state of moksha. The pursuit of Moksha is the ultimate goal of Hinduism as it allows the soul to escape the suffering of the material world. Some Hindus believe that it can be achieved as a result of meditation and realization of self, whereas others maintain that it can only be achieved through a long process of acquiring good karma. Good karma is acquired by following the correct dharma.

Dharma is one's role in life. It can change based on social class or time of life. Simply, it is what is expected of a person throughout their life by their family and society. Behaving in accordance with one's Dharma can bring harmony and order to the world. Rejection brings chaos and disorder. This belief helped create the caste system which is a system of inherited and fixed identities in society. There are four main castes: the Brahmins (priests), Kshatriyas (warriors), Vaishyas (merchants), and Shudras (farmers). The untouchables

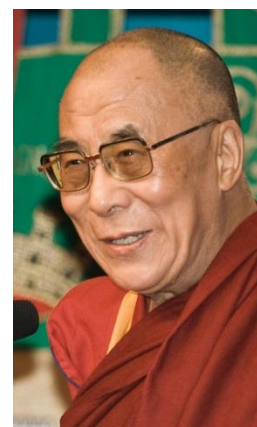
## **Buddhism**

Like Hinduism, Buddhism is a term that encompasses a wide variety of religious beliefs and practices with some similar attributes. Because Buddhism emerged in the Indian subcontinent alongside Hinduism, the two religions share some basic concepts such as samsara (the cycle of death and rebirth) and moksha (the desirable escape from samsara).

Buddhism emerged between the sixth and the fourth century BCE and was founded by Siddhartha Guatama who later became known as the enlightened one or Buddha. Because many Buddhist believe that multiple



*Figure 24. Ganesha, one of the Hindu gods, reproduced publicdomainpictures.net*



*Figure 25. The Dalai Lama is an important teacher for Tibetan Buddhists, reproduced Wikimedia Commons*

people have achieved enlightenment, Siddhartha Guatama is frequently referred to as the Guatama Buddha to distinguish him from the other Buddhas. Buddha sought to discover the roots of human suffering. The conclusion that he reached was that people desire and cling to impermanent things which leads to suffering (dukkha).

Dukkha is a key concept in Buddhism. Essentially humans desire mundane pleasures such as wealth, relationships, happiness, and life itself but these things are impermanent. They will end and when they do, people will suffer or become dissatisfied. Even when they have the thing or state that they desire, people suffer because they are anxious about it ending

The Guatama Buddha believed that dukkha resulted in negative karma and trapped people in a cycle of birth, dukkha, death, and rebirth (samsara) and that ending attachment to mundane pleasure was key to achieving moksha (the state of enlightenment and selflessness that allows one to escape samsara). These core beliefs are contained in the four noble truths:

1. Dukkha (suffering) exists
2. Dukkha arises from attachment to desires
3. Dukkha ceases when attachment to desire ceases
4. Freedom from Dukkha is possible by practicing the Eightfold Path

The Eightfold Path lists Buddhist practices that help people achieve samsara.

Three Qualities	Eightfold Path	
Wisdom ( <i>panna</i> )	Right View	Accepting key Buddhist tenets about karma, samsara, the four noble truths, and the eightfold path.
	Right Thought	Removing dukkha from ones thoughts and thinking of others in a compassionate way.
Morality ( <i>sila</i> )	Right Speech	Clear truthful communication that does not harm others.
	Right Action	Acting in a way that does not harm or exploit oneself of others. Acting ethically.
	Right Livelihood	Making ones living in a manner that does not hurt or exploit others.
Meditation ( <i>samadhi</i> )	Right Effort	Making an effort to prevent unwholesome qualities from emerging and enhancing wholesome qualities.
	Right Mindfulness	Being aware of ones thoughts and seeking to eliminate subjective thought. Seeing things as they are not how they relate to you.
	Right Contemplation	Meditation, also the elimination of self to achieve samsara that can be achieved through the eight fold path and meditation.

## Confucianism

Confucianism emerged from the teachings of Confucius (Kong Fuzi - lit. Grand Master Kong) who lived in China from 551–479 BCE. Confucianism was eventually integrated into the Chinese government when it became part of the imperial exam system for imperial officers during the Song Dynasty (960–1297). Although the exam system was abolished in 1905 centuries of rule by Confucian bureaucrats have left a deep impact on Chinese culture. It is found not only within China, but also in neighboring countries.



Figure 26. Temple of Confucius in Liuzhou, reproduced Wikimedia Commons

Confucianism is variously described as a religion or a philosophy. Confucians seek to become a Junzi (gentleman) by embracing Confucian virtues. Confucianism sees the world as a web of relationships between superiors and inferiors most clearly embodied by the relationship between father and son. The son (the inferior) is expected to do as his father (the superior) tells him to do. However, the obligation is reciprocal. The father is expected to take care of the son and raise him in a upright manner.

Similarly the people (inferiors) are expected to do as the emperor (superior) commands, but the emperor is also responsible for providing for and ensuring the righteousness of the people. So it is with all relationships. If people understand their place within each of their relationships and act accordingly, then the world will be harmonious. If they do not know their place or do not act accordingly, then the world will be chaotic.

## Shinto

Shinto is a religion native to Japan. There is no central god or a religious text. Many of its practices date to the ninth century, but its roots are much older. Many Japanese participate in Shinto practices, and engaging in Shinto rituals is viewed as just part of life in Japan because it is so interwoven into the culture. Many Japanese Christians and Buddhists will take part in Shinto rituals.

Shinto belief revolves around kami or natural spirits which live in nature and embody both its good and bad aspects. Japanese people believe that kami reside inside animals, their ancestors, and the natural world around them including mountains and rivers. They believe these kami created Japan, founded clans (the Emperor of Japan claims decent from the sun kami), and sometimes people become kami when they die.



Figure 27. Torri gates are often found at the entrance of Shinto shrines, reproduced Wikimedia Commons

Rituals to please and honor the kami are practiced at shrines around Japan. Many people have small shrines in their homes as well to ask for blessings and favors. Shinto also places an emphasis on purity. It asserts that some actions can cause someone to become impure and that this can bring bad luck upon that person. It is important that they perform cleansing rituals to regain their purity.

**What Students Should Know:**

Hinduism and Buddhism both come from India and share similar ideas. Both religions aim to end the continuous cycle of reincarnation. In Hinduism, this is done by being in line with one's dharma and earning good karma. In Buddhism, this is done by following the Eightfold Path to release suffering.

Shinto and Confucianism are both more philosophy than religion as they can be practiced alongside other religions and are deeply entwined in their country's culture. Shinto, from Japan, aims to connect with kami in nature in order to seek blessings. Confucianism, from China, aims to create strong relationships between superiors and inferiors.

**Resources:**

BBC- Hinduism

*Webpage with images and detailed information*

<http://www.bbc.co.uk/religion/religions/hinduism/>

BBC- Buddhism

*Webpage with images and detailed information*

<http://www.bbc.co.uk/religion/religions/buddhism/>

BBC-Shinto

*Webpage with images and detailed information*

<http://www.bbc.co.uk/religion/religions/shinto/>

Encyclopedia Britannica- Confucianism

*Webpage with images and detailed information*

<https://www.britannica.com/topic/Confucianism>



**TEACHER NOTES**  
**7<sup>TH</sup> GRADE SOCIAL STUDIES**  
***Southern and Eastern Asia***  
**- Government/Civic Understandings-**

**SS7CG4 Compare and contrast various forms of government.**

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

**Japan** and **India** are both parliamentary democracies. This means the people elect the legislature, and the legislature chooses the head of government. This head of government is called the president. South Africa is still a parliamentary democracy because its head of government is chosen by the legislative branch that the people choose. These elections are free and fair and people have many freedoms, such as the right to a trial, right to privacy, and freedom of speech. Both countries received high ranks as flawed democracies on The Economist Intelligence Unit's Democracy Index.

**South Korea** is a presidential democracy. This means that the people elect a head of government (chief executive) and a national legislature separately. The head of government is independent of the national legislature. Because South Korea is a democracy, the people have many rights and freedoms, such as ability to vote, to engage in political speech, and to run for office. South Korea received a high rating as flawed democracies on The Economist Intelligence Unit's Democracy Index.

**North Korea** is an autocracy ruled by a dictator. Its current dictator, Kim Jung-Un, inherited the position from his father Kim Jung-II. The people do not select their leader and are unable to voice their opinions. Because it is a dictatorship, the people have very little freedom. Entire families are sometimes imprisoned if one member of the family criticizes the government. South Korea received one of the lowest scores and is recognized as an authoritarian regime by The Economist Intelligence Unit's Democracy Index

**China** is a one-party communist state (oligarchy) run by the Chinese Communist Party (CCP). The CCP has 86 million members. Every five years the party convenes at a national party congress to elect a 370 member central committee. This committee chooses the 25 member politburo, which in turn chooses the 7 person standing committee of the politburo, the head of which is the president, currently Xi Jinping. Because of this structure, members of the

high ranking committee of the CCP have a great deal of control over the government. This can lead to corruption in which people bribe high ranking party officials.

### **What Students Should Know**

Although South Korea chooses its leaders differently than Japan and India, they are all democracies. The people tend to have a lot of freedom and choose their leaders. North Korea is an autocracy which means that people do not get to choose their leaders. People in an autocracy have very little freedom. China is an oligarchy (single party state) which means that only some people have a say in the government. These people who have a say in the government receive preferential treatment by the government and frequently the government is unfair to people who don't have a say in what it does.

### **Resources:**

Economist Intelligence Unit: Democracy Index

*Interactive map shows the spectrum of autocracy to democracy around the globe*

<https://infographics.economist.com/2018/DemocracyIndex/>

Freedom House's Freedom in the World 2015 index

*Interactive map shows the level of freedoms around the globe in 2015*

<https://freedomhouse.org/report/freedom-world/freedom-world-2015>

## **SS7CG4 Compare and contrast various forms of government.**

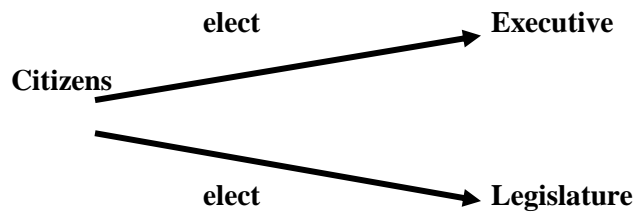
### **b. Describe the two predominant forms of democratic governments: parliamentary and presidential.**

**Democracy** is rule by the people. In a democracy, all citizens that choose to vote have a say in their government. There are two basic forms of representative democracy: presidential and parliamentary. In a **Presidential Democracy** voters directly elect the individual who holds executive power typically called a president. They then also vote again, to elect the members of their legislature. In a **Parliamentary Democracy**, voters only elect a legislature to pass laws (typically called a parliament) and then the party with the most votes, chooses one of its members to enforce the laws (typically called the prime minister.) While the people do not directly choose the Chief Executive as in a presidential democracy, they can still change the Chief Executive by electing more members of the other party to Parliament.

### **What Students Should Know**

If the person who has the executive power is chosen by and is a member of the legislature, then it is a parliamentary democracy. If the person who has executive power is chosen directly by the people and is separate from the legislature, then it is a presidential democracy.

### Presidential Democracy



### Parliamentary Democracy



**TEACHER NOTES**  
**7<sup>TH</sup> GRADE SOCIAL STUDIES**  
*Southern and Eastern Asia*  
**- Economic Understandings-**

**SS7E7 Analyze different economic systems.**

**a. Compare how traditional, command, and market economies answer the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce.**

In a **traditional economy**, the three questions are answered in a way that is consistent with the way they have always been answered across time in that society. The answers are therefore answered based on habit and custom. The goal is to maintain the status quo. Although there are elements of traditional economic systems in every country on Earth, no country today operates primarily on a traditional system of answering the three economic questions.

In a **command economy**, the three questions are answered by the authorities in control of the government. The motivating factor in a command economy is to set and meet goals. The government sets the goals. Everyone works for the government. The government consumes the bulk of the goods and services produced. Because the government decides what the society will produce, the government controls the factors of production, and is the primary consumer of the

goods and services produced in the society. Due to a lack of positive incentives to motivate workers to be productive, a lack of understanding of government officials to correctly recognize individual and societal wants, and few goods and services available to citizens, command economies are inefficient.

In a **market economy**, the three questions are answered through the interaction between producers and consumers. The goal becomes the ability of producers to use their limited resources to produce a good or service that people want. The producer must be able to produce the good or services at a price low enough that they can then sell it to consumers at a higher price that consumers are able and willing to pay. The difference between the production cost and the selling price is profit, and profit becomes the motivating factor in a market economy.

### **Resources**

Productive Resources Video and Quiz

<https://archive.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?iid=191>

Economic Questions Video and Quiz

<https://archive.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?iid=218>

**SS7E7 Analyze different economic systems.**

**b. Explain that countries have a mixed economic system located on a continuum between pure market and pure command.**

There are no pure market or pure command economies in the world. All countries exist on a continuum between pure command and pure market with some being closer to command and some being closer to market. The determination as to where a specific country falls along this continuum is subjective. Various non-profit organizations (with specific political philosophies) rank the countries of the world on various criteria. One such organization, the conservative Heritage Foundation, bases their evaluations and rankings on twelve specific criteria that cluster into four areas: the rule of law, size of government, regulatory efficiency, and open markets. Every nation is rated on these criteria and then ranked on a scale from zero to 100 with zero being pure command and 100 being pure market.

### **Resource**

The **Heritage Index of Economic Freedom**

<http://www.heritage.org/index/>



**SS7E7 Analyze different economic systems.**

**c. Compare and contrast the economic systems in China, India, Japan, North Korea, and South Korea.**

**CHINA**

China's economy is "mostly unfree" but the country does benefit from engaging in the global economy. China leans heavily toward a command economy as its overall ranking is below the regional and world averages. There is little government movement toward reform, and government owned businesses still dominate the financial sector and many basic industries. The political leadership appears to be stepping back from economic reform measures

**INDIA**

India is developing into an open-market economy, but it's status is mixed with elements of a once command economic system remaining. Capitalist economic measures put into place in the 1980s, including deregulation of industry, privatization of state-owned businesses, and reduced controls on foreign trade and investment, did accelerate growth. Corruption, underdeveloped infrastructure, a burdensome regulatory climate, and poor financial and budget management by the government undermines overall development.

**JAPAN**

Japan's economy is among the freest in the world. Its overall score has been increasing due to a dramatic deficit reduction. The government's two-thirds parliamentary "super majority" is allowing the government to double down on its "revitalization" agenda aimed at building the economy: monetary easing, "flexible" fiscal policy, and structural reform. Trade liberalization is also a goal. The government is working to revive the Trans-Pacific Partnership following the U.S. withdrawal, but that is unlikely to occur soon. Japan has one of the world's heaviest government debt burdens. Political stability and a well-maintained rule of law strengthen its economic freedom.

**NORTH KOREA**

North Korea's economic freedom score is the most repressed of any country in the world. The country faces chronic economic problems. The military regime has largely resisted reform, although it has tolerated some private entrepreneurship to generate growth and enhance its chances for political survival. Frequent weather-related crop failures aggravate ongoing systemic problems in agriculture, including a lack of arable land, collective farming practices, and poor soil quality have led to famine and the death of hundreds of thousands of citizens.

**SOUTH KOREA**

South Korea's level of economic freedom is among the highest in the world. South Korea leans strongly toward a market economy, and is the freest of the five focus countries in the curriculum. Despite a high-profile corruption scandal that led to the president's impeachment, the rule of law is fairly well institutionalized. The government has departed significantly from prior political administrations with an economic policy agenda that emphasizes populist spending and "income-

led growth” through measures aimed at alleviating debt pressures for households, raising taxes on corporations and the wealthiest, and increasing the minimum wage.

**Resources**

The Heritage Foundation- China

<https://www.heritage.org/index/pdf/2018/countries/china.pdf>

The Heritage Foundation- India

<https://www.heritage.org/index/pdf/2018/countries/india.pdf>

The Heritage Foundation- Japan

<https://www.heritage.org/index/pdf/2018/countries/japan.pdf>

The Heritage Foundation- North Korea

<https://www.heritage.org/index/country/northkorea>

The Heritage Foundation- South Korea

<https://www.heritage.org/index/pdf/2018/countries/southkorea.pdf>

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

Voluntary trade is always beneficial to the parties engaged in it. If the trade was not beneficial to one of the parties, then that party would not agree to the trade and the trade would not occur.

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

**a. Explain how specialization encourages trade between countries.**

Trade between nations is only viable when it is voluntary (i.e., not coerced through military threats or economic sanctions) and non-fraudulent (mutually beneficial). Both parties involved in a trade will be better off after the trade than they were before the trade or they wouldn't have engaged in the trade (again, assuming the trade was voluntary and non-fraudulent). When nations look for trading partners, they are looking for other countries who can produce specific goods/services which their own country cannot produce as efficiently.

Although some nations are rich in natural resources and highly developed in terms of technologies, infrastructure, etc., it is not always in a country's best interest to produce everything it could for itself. Nations instead choose to focus on only those products/services which they are capable of providing fastest, cheapest, and in great abundance. This phenomenon is known as economic specialization.

**Resources:**

Specialization Video and Quiz

<https://archive.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?iid=185>

Trade, Exchange and Interdependence Video and Quiz

<https://archive.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?iid=196>

Benefits of Trade Video and Quiz

<https://archive.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?iid=224>

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

**b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.**

Even though voluntary trade is always beneficial to the parties engaging in it, sometimes countries create trade barriers to pursue the country's interests. This could be to punish another country or to protect an industry within the country creating the trade barrier. These trade barriers always hurt both parties that would otherwise be trading.

**Tariff** is a tax placed on goods coming into a country. The goal of a tariff is to increase the price of an import, so that people in that country will buy the cheaper domestically produced good.

**Quota** is a limit on the amount of a foreign good that can be imported. As with a tariff, the goal of a quota is to encourage people to buy domestically made goods.

**Embargo** is a cessation of trade between two countries. Unlike the previous two trade barriers, the goal is not to protect domestic industry, but to punish another nation by suspending trade.

#### **Resource**

Econed Linked- Barriers to Trade Video and Quiz

<https://archive.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?iid=223>

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

**c. Explain why international trade requires a system for exchanging currencies between nations**

In order for countries to trade, a system of currency exchange must exist. Without a method to convert monetary values between currencies, international trade would be impossible. People want to be paid in their own nation's currency when they sell goods and services to businesses in other nations. Exchange rates are used to determine how much one nation's currency is worth in terms of another's. (e.g., 1 U.S. dollar = 113 Japanese yen)

#### **Resource**

Currency Conversion Calculator

<https://www.bankrate.com/calculators/investing/currencycalc.aspx>

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

**a. Evaluate how literacy rates affect the standard of living.**

Literacy rate is the percentage of people over the age of 15 in a country who can read or write. The more educated a work force is the more literate it is. AS people in a workforce receive more education, then they can perform jobs that create more valuable goods and services. Investment in human capital allows workers to produce more goods and services and increases a nation's standard of living.

### **Resource**

Literacy Rates by country

<https://www.cia.gov/library/publications/the-world-factbook/fields/2103.html#sf>

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

**b. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita).**

Human capital is the training and skills a worker has to produce a good or service. A better educated and trained workforce can work more efficiently and create more valuable, skill-intensive goods and services. Investments in human capital raise the per capita GDP by allowing each worker to produce more goods and services. The following data can be used in conjunction with literacy rates to come to conclusions regarding the relationship between investment in human capital, literacy rates, and standard of living.

In 2015, India spent 3.8% of their GDP on education expenditures and the country has a literacy rate of 71.2% (81.3% for men and 60.6% for women). Japan spent 3.6% on education expenditures, and South Korea spent 5.1% (literacy rates not available). For China, data on the percentage of the GDP spending on education is not available, but the literacy rate is 96.4% (98.2 for men and 94.5 for women). The literacy rate in Korea is reported as 100% (100% for men and 100% for women).

The 2017 GDP per capita in China was \$16,700; in India it was \$7,200; in Japan it was \$42,800; in North Korea it was \$1,700; and in South Korea it was \$39,400.

### **Resources**

Human Capital Index 2016 (World Economic Forum) Human capital investment rankings of 130 countries.

<http://reports.weforum.org/human-capital-report-2016/rankings/>



CIA World Fact Book

<https://www.cia.gov/library/publications/resources/the-world-factbook/>

Human Capital Video and Quiz

<https://archive.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?iid=230>

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

**c. Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita).**

**Capital Goods** are durable goods used in the production of goods. This can include factories, machines, and tools. A country that has invested in newer, more efficient tools will be able to produce more than one that has not. Investments in capital goods raise the per capita GDP by allowing each worker to produce more.

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

**d. Describe the role of natural resources in a country's economy.**

Different countries have different natural resources. Natural resources includes both abiotic resources like coal, oil, and diamonds and biotic resources like forest and fertile farm land. Large countries like India and China will frequently have a large variety of natural resources ranging from mineral reserves to fertile farmlands. Small countries like the Koreas tend to have a more limited variety of resources. The Koreas for example have limited forest, but a great deal of mineral resources. Japan, which exists on a few volcanic islands, has very small amount of natural resources with limited farmland and mineral resources.

A country's natural resources can give it advantage over other countries in its ability to efficiently produce goods. For example, India's large iron reserves and cheap labor costs have led it to become a major iron and steel exporter because it can produce these goods less expensively than other nations. Just because a country is poor in certain natural resources does not mean it could not produce goods derived from that resource or substitute goods, rather it means it is more expensive to do so. For example, while much of Japan's land is mountainous and not good for farming, the Japanese government has pursued limited food independence through a combination of tariffs on foreign rice and subsidies to Japanese farmers. The result is that farmland-poor Japan grows a fair amount of very expensive rice.

Just because a country is resource poor, does not mean that it is a poor country. Japan is very resource poor and has one of the strongest per capita GDPs in Asia. Unable to produce goods for export Japan has instead made investment in capital goods and human capital to make it a large producer of finished or value added goods.

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

**e. Describe the role of entrepreneurship**

Entrepreneurship is one of the four factors of production. Entrepreneurs are people who are willing to risk with their own productive resources (human, natural and capital tools) to produce a new or better good or service. Entrepreneurs allow the market to innovate, creating new goods or services that better satisfy people's wants or allowing the market to become more efficient. Countries with entrepreneurial cultures are more able to satisfy the wants of its people.

**Resource**

Entrepreneurship Video

<https://player.vimeo.com/video/224478561>

**SS7E10 Understand that a basic principle of effective personal money management is to live within one's income.**

**a. Understand that income is received from work and is limited.**

People exchange their mental and/or physical labor for a salary, wage, or income. The money received is then exchanged for the goods and services that people want. The income a person receives is limited. Some people earn more income than others based on the amount of education they have and the skills that they can offer. The more education a person has, the longer they stay in school, the more income they earn. However, all income is limited for each individual, so people must make choices about how much of their income to save and how much to spend on goods and services.

Other sources of income not earned through work may include government assistance for the economically disadvantaged; retirement benefits; spousal support following a divorce or legal separation; and earnings from stock dividends or other financial investments.

**Resource**

Income (Investopedia) Definition and explanation of income and its applications

<http://www.investopedia.com/terms/i/income.asp>

**SS7E10 Understand that a basic principle of effective personal money management is to live within one's income.**

**b. Understand that a budget is a tool to plan the spending and saving of income.**

Budgets are plans that people can use to make wise decisions about how much of their income to spend and how much to save. Budgets outline the percentage of income allocated to specific expenses (e.g., housing, transportation, food, healthcare, etc.); what portion should be diverted to savings for later use (e.g. saving accounts, certificates of deposits, money market accounts, stocks, bonds, and mutual funds) such as buying a home, college tuition, retirement, a new car, or other major purchases.

**Resource**

Budgeting (Practical Money Skills)

*A guide to the basics of budgeting*

<http://www.practicalmoneyskills.com/personalfinance/savingspending/budgeting/>

**SS7E10 Understand that a basic principle of effective personal money management is to live within one's income.**

**c. Understand the reasons and benefits of saving.**

People should save and invest some of their income on a regular basis in order to acquire more costly goods and services in the future. Saving is planning for future largescale expenses so that the buyer can avoid taking out loans or using credit and paying high interest charges. While some purchases can be planned for, it is also important to save for unexpected and emergency situations. These might include unexpected home repairs, car repairs, or emergency dental or medical events.

**Resource**

8 Simple Ways to Save Money (Better Money Habits / Bank of America) A simple how-to guide for beginning the process of saving money

<https://bettermoneyhabits.bankofamerica.com/en/saving-budgeting/ways-to-save-money>

**SS7E10 Understand that a basic principle of effective personal money management is to live within one's income.**

**d. Understand the uses and costs of credit.**

Credit allows people to acquire goods and services they want without saving for these purchases in the future. Credit is borrowing money that you must then repay with interest. With credit, people can acquire goods or services now and not have to wait until they have enough money. However, the interest that is charged for credit is high and the end result is that people pay much more for that good or service than they would have to pay if they saved and delayed the purchase.

**Resource**

Credit and You (Hands on Banking for Teens)

*Interactive website explaining credit to teens*

<https://handsonbanking.org/teens/credit-and-you/introduction/credit-and-you-introduction/>