CARRY OUT FAMILY PLANNING
IMPLEMENT THE BASIC NATIONAL POLICY

实行计划生育、贯彻基本国策
万物生长靠太阳
Objectives
As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.
- Analyze how China has reformed its economy but limited freedom.
- Describe the continuing challenges that China faces.
- Understand how India has faced poverty and built a stronger economy.
- Explain important Indian social reforms.

Prepare to Read
Build Background Knowledge
Point out that China and India are among the world’s largest and most populous nations. Ask students to speculate on how this might make development more challenging.

Set a Purpose
- WITNESS HISTORY Read the selection aloud or play the audio.
  - Witness History Audio CD, A Violent Crackdown
- Ask What is the young man in front of the tanks trying to do? (stop the tanks) What does the military action in Tiananmen Square suggest about China’s government? (It was unwilling to tolerate a range of political views.)
- FOCUS Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (Answer appears with Section 3 Assessment answers.)
- PREVIEW Have students preview the Section Objectives and the list of Terms, People, and Places.

Note Taking
Have students read this section using the Paragraph Shrinking strategy (TE, p. T20). As they read, have students fill in the table listing the main ideas about reform and change in China and India.

Reading and Note Taking
Study Guide, p. 302

China and India: Two Giants of Asia

Objectives
- Analyze how China has reformed its economy but limited freedom.
- Describe the continuing challenges that China faces.
- Understand how India has faced poverty and built a stronger economy.
- Explain important Indian social reforms.

China and India are home to two-fifths of the world’s people. These two giant nations dominate Asia economically, too. Today, China is a major industrial nation. While India’s economy is smaller, it is a leading power in Asia and in the world. In the last 60 years, both nations have faced challenges to economic development. They have addressed some of these, while others remain unresolved.

China Reforms Its Economy But Limits Freedom
As you have read, Chinese leader Mao Zedong died in 1976. After Mao’s death, more moderate leaders took control of China. By 1981, Deng Xiaoping (dung show ping) had set China on a new path. Deng was a practical reformer, more interested in improving the economy than in political purity. “I don’t care if a cat is black or white,” he declared, “as long as it catches mice.”

Modernizing the Economy Deng’s program, the Four Modernizations, emphasized agriculture, industry, science, and defense. The plan allowed some features of a free market, such as some private ownership of property. Communists, or collectively owned farms, were also dismantled, and peasant families were allotted plots of farmland in what was called the “responsibility system.” Farmers

Vocabulary Builder
Use the information below and the following resources to teach the high-use word from this section.

High-Use Word: disperse
Definition and Sample Sentence: disperse, p. 1077
v. to break up and scatter
The police ordered the crowd to disperse and leave the area.
still did not own the land, and the government took a share of their crops. However, farmers could sell any surplus produce and keep their profits. Chinese entrepreneurs were allowed to set up businesses, too. Managers of state-run factories were given more freedom, but were expected to make their plants more efficient. Deng also welcomed foreign capital and technology. Investors from Japan, Hong Kong, Taiwan, and Western nations invested heavily in Chinese firms.

These economic reforms brought a surge of growth. In coastal cities, foreign investment created an economic boom. Some Chinese enjoyed an improved standard of living. They bought televisions, refrigerators, and cars.

On the other hand, crime and corruption grew, and a growing economic and regional gap developed between poor rural farmers—mainly in China's interior—and wealthy city dwellers.

Communists Crack Down Economic reforms and more contact with the West led some Chinese to demand greater political freedom. In the late 1980s Chinese students, workers, and others supported a democracy movement like those that were then sweeping Eastern Europe. However, Deng and other Communist leaders refused to allow democratic reforms.

In May of 1989, thousands of demonstrators, many of them students, occupied Tiananmen Square (tay-ahn-men skwah), a huge public plaza at the center of China's capital, Beijing. They raised banners calling for democracy. The demonstrators refused to disperse, and after several days the government sent in troops and tanks. Thousands of demonstrators were killed or wounded in what became known as the Tiananmen Square Massacre. Many others were arrested and tortured. The crackdown showed that China's Communist leaders were afraid of losing control. To them, order was more important than political freedom.

**Checkpoint** Which group did the economic reforms in China benefit most?

**China Faces Continuing Challenges**

Almost 30 years of economic reforms helped quadruple China's economic output. By some measures, as of the mid-2000s its economy was the world's second largest after that of the United States. However, even as China's economy strengthened, the nation faced many internal challenges.

**Limiting a Huge Population** China's population, now more than 1.3 billion, is the largest in the world. In the 1980s, the government's one-child policy, which limited urban families to a single child, aimed to keep population growth from hurting economic development. Rural families were allowed two children. However, these measures worked better in urban areas than in rural areas. Rural families who wanted more than two children to help on the farm often just paid fines. Even so, population growth slowed overall after 1980.

---

**Teach**

China Reforms Its Economy But Limits Freedom

**Instruct**

- **introduce** Review the difference between a command economy and a market economy. Then read aloud the quotation in the text from Deng Xiaoping: "I don't care if a cat is black or white as long as it catches mice.” Use the Think-Write-Pair-Share strategy (TPR, p. 273) and ask students to explain this quotation in their own words. Then have them predict what it might mean for China's economy under Deng.

- **Teach** Review the facets of Deng's Four Modernizations and the ways that China's new economy included features of both market and command economies. Then ask How did China's economy change after Deng's reforms? (Reforms led to surging growth, an improved standard of living, and increased foreign investment.) How did these changes lead to the conflict in Tiananmen Square? (They led to demands for greater freedom by many, such as the demands of the students protesting in Tiananmen Square.)

**Independent Practice**

Have students create a chart with two columns, labeled "China Reforms Its Economy" and "China Limits Freedom." Ask students to fill in their charts with details from the text.

**Monitor Progress**

As students fill in their charts, circulate to make sure they understand main ideas about reform and economic development in China. For a completed version of the table, see.

**Note Taking Transparencies, 203**

---

**Answers**

**Graph Skills** ages 10–39; that it has a large number of people working or about to enter the working world, and that in the future it will have an older population

- those in coastal cities

---

Chapter 33 Section 3 1077
China Faces Continuing Challenges

Instruct

- **Introduce** Ask students to define "human rights" in their own words. Then have volunteers come to the board and list an important human right. Point out that while China's economy has surged ahead, its record on human rights has remained poor.

- **Teach** Ask Why did China's government want to limit population growth? (They felt population growth could damage economic development.) What health problems has economic growth caused? (air and water pollution, the spread of AIDS and other diseases) How have human rights suffered? (Critics have been jailed, free speech has been curtailed, Tibetans have been repressed.)

- **Quick Activity** Have students study the graphs and photos on this page on the economic rise of China and India. Ask What details in the photo of Shanghai suggest economic growth? (the construction, the woman's cell phone and shopping bag) How does the photo of the man voting suggest the difference in the political structure of the two countries? (India is a democracy, while China has a communist government.) Discuss the questions posed in the introduction.

Independent Practice

**Primary Source** To help students better understand human rights issues in China, have them read the selection *The Outlook for China, Human Rights* by Harry Wu and complete the worksheet.

Monitor Progress

Read aloud the two red headings on China and the black headings that follow. Ask students to briefly summarize each subsection.

---

India and China: The Economic Rise of Two Asian Giants

India and China are both huge Asian nations with rapidly growing populations. They have very different governments: India is a democracy, while China is communist. However, they have taken similar economic paths in recent years. Study the chart (right) and graph (left) below. Which country has achieved a higher economic output in recent years? How might policies adopted by that nation help explain this success?

**Economic Growth**

A man casts a vote in an election in Kashmir. India. Religious and political conflict has limited economic growth in that region.

---

**A pedestrian in Shanghai, China, walks past the construction of a new high-rise apartment building.**

---

**Human Rights Suffer**

Despite economic reforms, the Communist Party continues to jail critics and reject calls for political reform. Human-rights activists inside and outside China focused on many abuses, especially as China prepared to host the 2008 Olympics. They pointed to issues like the lack of free speech and the use of prison labor to produce cheap export goods. Critics denounced China's suppression of Tibet's ancient Buddhist culture. China's trading partners pressured China to end these kinds of abuses. Party leaders responded that outsiders had no right to try to impose "Western-style" ideas of human rights on the non-Western cultures of China or Tibet.

---

**Checkpoint**

How did the Chinese government respond to political criticism?

---

**Three Gorges Dam**

In the mid-1990s, China began construction on the world's largest dam. Located on the Chang (Yangtze) River, the Three Gorges Dam is 607 feet high and 1.4 miles long and will hold a reservoir 370 miles long. The dam—expected to have cost as much as $75 billion to build—has sparked controversy. Officials say it will protect millions from floods, generate electric power for one of the country's most underdeveloped regions, and improve navigation along the river. Critics point out that the new lake is flooding 13 cities and 140 towns, forcing some 1.5 million people to relocate. They charge that the lake is destroying important archaeological sites and that the dam will lead to greater pollution as industrial areas are flooded.
India Builds Its Economy

Like China, upon its independence in 1947 India was a large, poor nation embarking on a path of economic development. With a population of around 1.1 billion, India is the world’s largest democracy.

Agriculture and Industry Expand
Like other developing nations, India set out to use modern technology to expand agriculture and industry. The government adopted elements of a command economy, using five-year plans to set economic goals and manage resources. Development, however, was uneven. While it developed some industries, India lacked oil and natural gas, key resources for economic growth. Instead, it had to rely on costly imported oil.

Seeking to increase food production, Nehru promoted the Green Revolution in the late 1960s. New seeds, chemical fertilizers, and irrigation methods improved crop output. Still, only farmers with enough land and money could afford these things. Most farmers continued to use traditional methods, relying on the seasonal rains for water. They produced barely enough to survive.

Beginning in the 1980s, India shifted toward more of a free-market system. It privatized some industries and eased some restrictions on foreign investment. By the 1990s, Indian textiles, technology, and other industries were expanding rapidly. Meanwhile, Indian companies began to sell publishing, computer, and customer-support services to the rest of the world.

Combating Population Growth and Poverty
As in other poor countries, India’s population growth hurt efforts to improve living conditions. While food output has risen, so has demand. More than one-third of Indians live below the poverty line, unable to meet their basic needs for food, clothing, and shelter. Growing populations put added pressure on India’s healthcare system, which faced additional challenges after 1990 from the spread of AIDS.

India’s population boom and the labor-saving methods of the Green Revolution resulted in millions of rural families migrating to cities. But

Bangalore: A Customer Support Center

Workers in Bangalore, India, serve as customer service operators for American and European companies. To make callers feel more comfortable, the operators are trained in English and American slang. How do you expect the customer service industry to change as more countries develop?

Answer

Caption Sample: Customer service operators may have to learn to deal with people from more than one country.
Assess and Reteach

Assess Progress
- Have students complete the Section Assessment.
- Administer the Section Quiz.
- To further assess student understanding, use Progress Monitoring Transparencies, 142.

Reteach
If students need more instruction, have them read the section summary.
- Reading and Note Taking Study Guide, p. 303
- Adapted Reading and Note Taking Study Guide, p. 303
- Spanish Reading and Note Taking Study Guide, p. 303

Extend
Ask students to suppose they are diplomats for either China or India. Have them write a speech introducing their nation's economic challenges and social reforms at a meeting of diplomats from the global South. They should define issues common to all developing nations and specific efforts in their nation.

Answers
- Improved crop output, but only wealthier landowners could afford to invest in new seeds and methods
- by setting aside jobs and university spots for dalits

Section 3 Assessment
1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
2. China has seen stronger economic growth than India, but its government has rejected democracy. India is a stable democracy that has seen modest economic growth.
3. economic inequality, poverty, rapid urbanization, and disease

Reforming Indian Society
In India, as elsewhere, the spread of education and the growth of a modern economy undermined traditional patterns of life. These changes have brought improvements for India's lowest social castes and for women. Yet most Indians still live in villages and followed traditional ways.

Confronting Caste Discrimination India's constitution banned discrimination against people in untouchable castes, or dalits. The government set aside jobs and places in universities for them. However, prejudice and discrimination persist. Higher-caste Hindus generally receive better schooling and jobs. They also sometimes block government plans to open more jobs to dalits.

Women Make Progress Under the constitution, Indian women were granted equal rights. In the cities, well-to-do girls are educated. Some educated women have entered professions or, like Indira Gandhi, won political office. On the other hand, girls from poor families often receive little or no education. In rural areas, women are expected to do unpaid—but valuable—work in household industries or farms. However, Indian women have begun taking political action and setting up self-help organizations to improve their lives.

Sections
- Terms, People, and Places
  1. For each term, person, or place listed at the beginning of the section, write a sentence explaining its significance.
- Note Taking
  2. Reading Skill: Identify Main Ideas
     Use your completed table to answer the Focus Questions: How do China and India compare in building strong economies and democratic governments?
- Comprehension and Critical Thinking
  3. Identify Central Issues: What obstacles to economic development does China still face?
  4. Draw Inferences: How did the Green Revolution contribute to urbanization in India?
  5. Summarize: What economic goals has the Indian government pursued and how has it met these goals?
  6. Predict Consequences: Do you think that China can continue to develop economically without making political reforms? Explain.

For additional assessment, have students access Progress Monitoring Online at Web Code naa-3331.
Brotherhood by Octavio Paz

Mexican poet, essayist, and critic Octavio Paz (1914–1998) was one of Latin America's great modern writers. Besides enjoying enormous success as an author, he was also a diplomat. Paz held diplomatic positions in France and India, where he was exposed to different schools of literature. In France, he explored surrealism. This literary movement encouraged the expression of the irrational and freed Paz to write beyond the limits of literal meaning. In India, Paz studied Buddhism, which also influenced his work. However, even as he contributed to the global culture, Paz maintained his national identity. He thought and wrote much about Mexico, its past, and its place in the modern world. In 1990, Paz became the first Mexican writer to receive the Nobel Prize for Literature. The poem below is dedicated to the Greek scientist and geographer Ptolemy (TAHL uh mee), who wrote one of the most influential astronomy texts of the ancient world.

Brotherhood

Homage to Claudius Ptolemy

I am a man: little do I last
and the night is enormous.
But I look up:
the stars write.
Unknowing I understand:
I too am written,
and at this very moment
someone spells me out.

Heredadad

Homenaje a Claudio Ptolomeo

Soy hombre: duro poco
y es enorme la noche.
Pero miro hacia arriba:
las estrellas escriben.
Sin entender compiendo:
también soy escritura
y en este mismo instante
alguien me delecta.

Thinking Critically

1. Analyze Literature: What do you think is the meaning of the lines "I am a man: little do I last / and the night is enormous"?
2. Draw Conclusions: Why do you think Paz chose the title "Brotherhood" for this poem?

History Background

Ptolemy: The astronomer and mathematician Ptolemy lived in Egypt in the second century A.D. In his most influential work, known as the *Almagest*, he recorded years of observations about stars and planets. It was on the basis of those observations that he developed his theory—based on carefully worked-out mathematics—that the sun, stars, and planets revolved around the earth. He was primarily responsible for the theory of an Earth-centered universe that prevailed in medieval Europe.

Thinking Critically

1. Human life is brief, but the stars and sky last forever.
2. He wanted to convey that he feels a sense of brotherhood with Claudius Ptolemy as well as with the rest of mankind.

Octavio Paz: Brotherhood

Objectives

- Understand the importance of the Mexican writer Octavio Paz.
- Appreciate an example of Paz's poetry.

Build Background Knowledge

Discuss how people everywhere want to maintain their individual and national identities even as they reach for greater global interaction. Point out that the poem *Brotherhood* reflects this desire. Then ask volunteers to read the poem aloud in English, as well as in the original Spanish if possible.

Instruct

Discuss the ideas expressed in Paz's poem. Ask Why do you think Paz dedicated a poem to Ptolemy? (He is interested in how ideas from the past can help him understand his own experience.) What do you think the last four lines of the poem mean? (Sample: Each person leaves a story for those who come after)

Monitor Progress

To confirm students' understanding, ask them to summarize the poem in a single sentence.