UNIT 10 RESOURCES

Southeast Asia

CHAPTER 29  Physical Geography of Southeast Asia

CHAPTER 30  Cultural Geography of Southeast Asia

CHAPTER 31  The Region Today: Southeast Asia
Book Organization

Glencoe offers resources that accompany *World Geography and Cultures* to expand, enrich, review, and assess every lesson you teach and for every student you teach. Now Glencoe has organized its many resources for the way you teach.

**HOW THIS BOOK IS ORGANIZED**

Each resources book offers blackline masters at unit, chapter, and section levels for each unit. Each book is divided into three parts—unit-based resources, chapter-based resources, and section-based resources. Glencoe has included tabs at the side of every activity page in this book to help you navigate.

**UNIT-BASED RESOURCES**

We have organized this book so that all unit resources appear in the first part of the unit resources book. Although you may choose to use the specific activities at any time during the course of unit study, Glencoe has placed these resources up front so that you can review your options. For example, although World Literature Contemporary Selection 10 appears in the front part of this book, you may plan to use this activity in class during the study of the cultural geography of Southeast Asia in Chapter 30.

**CHAPTER-BASED AND SECTION-BASED RESOURCES**

Chapter-based resources follow the unit materials. For example, Chapter 29 blackline masters appear in this book immediately following Unit 10 materials. The materials appear in the order you teach—Chapter 29 activities; Chapter 29, Section 1 activities; Chapter 29, Section 2 activities; and so on. Following the end of the last section activity for Chapter 29, the Chapter 30 resources appear.

**A COMPLETE ANSWER KEY**

A complete answer key appears at the back of this book. This answer key includes answers for every activity in the book in the order in which the activities appear in the book.

**Acknowledgments**

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To the Teacher

THE TOTAL PACKAGE—WORLD GEOGRAPHY AND CULTURES CLASSROOM RESOURCES

Glencoe’s Unit Resources books are packed with activities for the varied needs of all your students. They include the following activities.

ACTIVITIES FOUND IN UNIT RESOURCES BOOKLETS

• **Location Activities**
  These activities help students master the locations of countries, important cities, and major physical features in the region of study. These activities also reinforce students’ awareness of the relationships among places in the region.

• **Real-Life Applications and Problem Solving Activities**
  These activities present a series of realistic geographic issues and problems that students are asked to solve. The activities are designed to utilize the kinds of critical thinking and geography skills that students need to make judgments, develop their own ideas, and apply what they have learned to new situations.

• **GeoLab Activities**
  These activities give students the opportunity to explore, through hands-on experience, the various geographic topics presented in the text.

• **Environmental Issues Case Studies**
  These case studies provide students with the opportunity to actively explore environmental issues that affect each of the world’s regions. Case studies include critical thinking questions and activities designed to extend students’ knowledge and appreciation of environmental challenges.

• **World Literature Contemporary Selections**
  These readings provide students with the opportunity to read literature by or about people who live in each of the world’s geographic regions. Each selection is preceded by background information and a guided reading suggestion, and followed by comprehension and critical thinking questions.

• **Vocabulary Activities**
  These review and reinforcement activities help students to master unfamiliar terms used in the Student Edition. The worksheets emphasize identification of word meanings and provide visual and kinesthetic reinforcement of language skills.

• **Reteaching Activities**
  These are a variety of activities designed to enable students to visualize the connections among facts in the text. Graphs, charts, tables, and concept maps are among the many types of graphic organizers used.

• **Reinforcing Skills Activities**
  These activities correspond to lessons in the SkillBuilder Handbook at the end of the Student Edition. The activities give students the opportunity to gain additional skills practice. In addition, students are challenged to apply the skills to relevant issues in the region of study.

• **Enrichment Activities**
  These activities introduce students to content that is different from, but related to, the themes, ideas, and information in the Student Edition. Enrichment activities help students develop a broader and deeper understanding of the physical world and global community.

• **Guided Reading Activities**
  These activities provide help for students who are having difficulty comprehending the student text. Students fill in missing information in the guided reading outlines, sentence completion activities, or other information-organizing exercises as they read the text.
Resources

Location Activity 10
Southeast Asia ................................................................. 1

Real-Life Applications & Problem Solving 10
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GeoLab Activity 10
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Market Solutions to Curb Illegal Logging in Indonesia .............. 9

World Literature Contemporary Selection 10
Southeast Asia ....................................................................... 11
Location Activity 10A

Use with Unit 10

**DIRECTIONS:** Label each country and city using the Unit 10 Regional Atlas on pages 724–727 of *World Geography and Cultures.*
DIRECTIONS: Write the correct name for each numbered physical feature in the corresponding blank below.

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________
7. ____________________________
8. ____________________________
9. ____________________________
10. ____________________________
11. ____________________________
12. ____________________________
Real-Life Applications & Problem Solving

Locating an International Bridge

Place yourself in the role of a member of the Ming-Na River International Bridge Committee. The committee was formed to decide on the best location for a bridge connecting the Southeast Asian countries of Phelan and Sangwan, which are separated by the Ming-Na River. Both countries are represented on the committee, as is Kaosa, a country also situated in the Ming-Na River Basin directly north of Phelan and Sangwan. The government of Kaosa is interested in the site of the new bridge because it hopes the bridge will increase trade.

The new bridge will be important to each country because it will enable them to trade for resources not available at home. For example, Sangwan is a country rich in agricultural produce, but it does not have enough forests to provide lumber for construction.

Each member of the committee was given a copy of the map below and asked to recommend the best possible location for the international bridge. Review the map and consider the geography of the area, including existing roads, major cities, and natural resources. As you think about possible sites for the bridge, remember to consider the needs of Kaosa as well.

(continued)
Real-Life Applications & Problem Solving

Now that you have examined the Ming-Na River Basin, answer the questions below to help you identify the important considerations you must make when proposing a site for the international bridge.

1. Identify the existing natural resources and industries in each of the three countries.
   - Phelan: __________________________________________
   - Sangwan: _______________________________________
   - Kaosa: __________________________________________

2. Identify what resources each country lacks and a possible source of the resource through trade.
   - Phelan: _________________________________________
   - Sangwan: _______________________________________
   - Kaosa: __________________________________________

3. What geographic features pose a challenge to the development of the international bridge along the Ming-Na River?
   __________________________________________________
   __________________________________________________
   __________________________________________________

Now prepare a brief report to share with the other members of the committee. Explain your choice of the most desirable location for the international bridge and why you chose that site. Place a red X on the map to identify the site you choose.

____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________

GeoLab Activity

In this GeoLab you will use statistics to create a population map of Southeast Asia.

Mapping Southeast Asia

**OVERVIEW**

One simple way to understand country statistics is to use a specialized map. By using colors on a map to show demographic information about countries, we can see differences and similarities that would not be obvious from reading data in a chart. In this activity you will create a population map of Southeast Asia that reflects one category of demographic data.

**OBJECTIVES**

1. To construct a color-coded map of Southeast Asia.
2. To become familiar with population patterns in Southeast Asia.
3. To define key terms dealing with population statistics.

**Materials**

- map of Southeast Asia (page 6)
- colored pencils or markers
- population data chart (page 6)

**Procedures**

- Use a world almanac or a world population data sheet to complete the population data chart for Southeast Asia on page 6. Select one category of data (such as Annual Growth Rate) from the chart to show on your map. Give your map a title that indicates the category of data shown.

- Determine the highest and lowest values for your data category. These two numbers will be the extremes for your groupings. For example, if your data values are 1, 8, 7, 2, 2, 9, 12, 8, 6, 2, and 10, then the extremes are 1 and 12.

- Now divide the interval between the extremes into groups of equal range. Possible groupings using the example above are 1–3, 4–6, 7–9, 10–12 or 1–4, 5–8, 9–12. The first grouping has a range of three numbers; the second grouping has a range of four numbers.

- Use a different color to represent each group. For example, if you choose red to represent countries in a single grouping, all of the countries with data values in that group’s range would be colored red.

- Label each country on the map. Make a key for your map to indicate the range each color represents.

- Compare your map with other students’ maps of different categories of data.

(continued)
## GeoLab Activity

### Selected Population Data for Southeast Asia

<table>
<thead>
<tr>
<th>Country</th>
<th>Population</th>
<th>% Annual Growth Rate</th>
<th>Population Growth Estimate 2050</th>
<th>Infant Mortality per 1,000 Population</th>
<th>% Urban Population</th>
<th>Per Capita GDP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brunei</td>
<td></td>
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<td>Cambodia</td>
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<td>East Timor</td>
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<td>Indonesia</td>
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<td>Laos</td>
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<td>Malaysia</td>
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<td>Myanmar</td>
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<td>Philippines</td>
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<td>Singapore</td>
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<tr>
<td>Thailand</td>
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<td></td>
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<tr>
<td>Vietnam</td>
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</tbody>
</table>

### Map of Southeast Asia

- **Tropic of Cancer**
- **Equator**

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1. What population patterns or differences do you see?

2. Do the countries near each other have similar population characteristics? Give examples.

3. Are there significant differences between island countries and peninsula countries?

4. Trends in the countries shown are similar in what categories?

**Critical Thinking**

**Evaluating Information** How does using different colors on the map affect your perception of the data?
Market Solutions to Curb Illegal Logging in Indonesia

Indonesia is a region in which local economies depend on logging exports. The country’s efforts to implement reforestation and conservation programs have been unsuccessful and illegal logging operations have continued to destroy much of the Indonesian forests. Despite the economic and environmental damage caused by illegal logging, such as the destruction of local forest-related economies, soil erosion, and the wiping out of endangered species, global demand for lumber products remains high. Allegedly, the biggest buyers of illegal timber have been large United States retail outlets that either knowingly or unknowingly purchase illegal lumber for sale in their stores. As recently as 2004, nearly 75 percent of all logging activity in Indonesia was illegal.¹

Some believe that the solution to limiting the damage of illegal logging is programs that bring conservationists, retailers, and consumers together in market-based solutions. For example, one program uses retail bar code technology to track and mark legal wood products from their point of origin to retail shelves. Retailers can then verify that they are purchasing wood products from sources that work to maintain a sustainable supply of wood through legal logging practices, and concerned consumers can choose to purchase only from retailers that sell verifiably legal products.

However, some environmental organizations claim that retailers are still not doing enough to monitor and restrict their purchases of illegal lumber. For example, they believe that some products continue to be legally purchased by retailers through suppliers that cannot verify the legality of the products. These organizations would like to see government do more to regulate these businesses.


PRO

There is a high demand for lumber products in the United States and the local economies in Indonesia depend on lumber exports. Combining the local economy’s and the industry’s need for a sustainable wood supply with the consumer market’s demand for legal wood products is an effective way to promote responsible and legal logging practices.

“As the world’s largest retailer of wood, The Home Depot wants to promote legal and sustainable forestry. Consumers care about illegal logging and...they can use their wallets to help stop it.”

—Ron Jarvis, Merchandising Vice President for Lumber and Building Materials, The Home Depot

(continued)
Examining the Issue

Recalling Facts

1. How much of the logging in Indonesia is legal?
   
2. What two approaches were suggested to curb illegal logging in Indonesia?
   
Critical Thinking Skills

3. Drawing Conclusions Which approach to curbing illegal logging do you think would be more effective? Explain your answer.

4. Making Inferences Why might American consumers be concerned enough about illegal logging in Indonesia to have it guide how they purchase wood products from retail stores?
World Literature: Southeast Asia

About the Author

Nguyen Thi Vinh (b. 1924) was born in Dong province in the Red River Delta of North Vietnam. She has published poetry, several collections of short stories, and at least two novels, beginning with Two Sisters, her most famous work, in 1953. She worked in Saigon, the capital of South Vietnam, as an editor and magazine writer until the communist takeover in 1975. In 1983 she left Vietnam and is now a refugee in Norway. In “Thoughts of Hanoi” she writes from the point of view of a North Vietnamese living in the South.

GUIDED READING As you read “Thoughts of Hanoi,” think about the effect that human activity has had on the landscape.

“Thoughts of Hanoi”

The night is deep and chill as in early autumn. Pitchblack, it thickens after each lightning flash.
I dream of Hanoi:
Co-ngu Road
ten years of separation
the way back sliced by a frontier of hatred.
I want to bury the past
to burn the future
still I yearn
still I fear
those endless nights
waiting for dawn.

Brother,
how is Hang Dao now?
How is Ngoc Son temple?
Do the trains still run
each day from Hanoi
to the neighboring towns?
To Bac-ninh, Cam-giang, Yen-bai,
the small villages, islands
of brown thatch in a lush green sea?

The girls
bright eyes
ruddy cheeks
four-piece dresses
raven-bill scarves
sowing harvesting
spinning weaving
all year round
the boys
ploughing
transplanting
in the fields
in their shops
running across
the meadow at evening
to fly kites
and sing alternating songs.

Stainless blue sky,
jubilant voices of children
stumbling through the alphabet,
village graybeards strolling to the temple,
grandmothers basking in twilight sun,
chewing betel leaves
while the children run—

(continued)
Brother,
how is all that now?
Or is it obsolete?
Are you like me,
reliving the past,
imagining the future?
Do you count me as a friend
or am I the enemy in your eyes?
Brother, I am afraid
that one day I'll be with the March-North Army
meeting you on your way to the South.
I might be the one to shoot you then
or you me
but please
not with hatred.

For don't you remember how it was,
you and I in school together,
plotting our lives together?
Those roots go deep!

Brother, we are men,
conscious of more
than material needs.
How can this happen to us
my friend
my foe?

DIRECTIONS: Use the information from the reading to answer the following questions. If necessary, use a separate sheet of paper.

INTERPRETING THE READING

1. Where did the speaker grow up? Why do you think so?

2. What is village life like in North Vietnam?

3. What effect has the war had on the speaker’s relationship with his brother?

CRITICAL THINKING

4. Predicting Consequences What do you think would happen if the speaker and the brother did meet as described in the poem? Why do you think so?
Chapter 29
Resources

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Physical Geography of Southeast Asia

**DIRECTIONS:** A. Match each description in the first column with the correct item in the second column. Write the letter of the answer in the blank at the left of each description.

1. parallel mountain ranges and plateaus
2. a group of islands
3. plants
4. island related
5. animals
6. native to a particular area

- a. flora
- b. fauna
- c. endemic
- d. cordillera
- e. insular
- f. archipelago

**DIRECTIONS:** B. Use the clues to complete the puzzle.

**Across**
1. Malaysia’s many islands
4. word for animals
6. parallel landmasses formed by colliding tectonic plates

**Down**
2. having water on all sides
3. native to a region
5. living things in the plant kingdom
## RETEACHING ACTIVITY 29

**Physical Geography of Southeast Asia**

### Terms and Concepts

**DIRECTIONS:** Decide which Southeast Asian country matches each detail in the fact bank below. Then, in the first blank after each number, write the name of the country, and next to it write the letter for a detail from the fact bank that matches that country. **NOTE:** Two countries are part of two regions. In those cases, write the same answer in both boxes.

<table>
<thead>
<tr>
<th>Brunei</th>
<th>Indonesia</th>
<th>Myanmar</th>
<th>Thailand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cambodia</td>
<td>Laos</td>
<td>Philippines</td>
<td>Vietnam</td>
</tr>
<tr>
<td>East Timor</td>
<td>Malaysia</td>
<td>Singapore</td>
<td></td>
</tr>
</tbody>
</table>

### Fact Bank

| A. leading producer of petroleum and home to the Komodo dragon | G. country bordered by Laos, Cambodia, and the South China Sea |
| B. site of perhaps the oldest rain forest in the world       | H. landlocked country located between Vietnam and Thailand |
| C. country that raises orchids for export                     | I. country that recently became fully independent |
| D. country formerly known as Burma                           | J. site of violent volcanic eruption in 1991 |
| E. small country on the north coast of Borneo                 | K. country bordered by Laos, Vietnam, and Thailand |
| F. one large city island and more than 50 smaller islands     |                  |

### Indochina Peninsula

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________

### Malay Peninsula

6. ____________
7. ____________

### Malay Archipelago

8. ____________
9. ____________
10. ____________
11. ____________
12. ____________
13. ____________

(continued)
**RETEACHING ACTIVITY 29**

**Visualizing Information**

**DIRECTIONS:** Look at the map below. Match each number from the map with the correct item from the list. Write the numbers on the lines.

14. Equator
15. Gulf of Thailand
16. Indian Ocean
17. Irrawaddy River
18. Malay Peninsula
19. Mekong River
20. Philippine Sea
21. South China Sea

---

**Working with Geography**

**DIRECTIONS:** Assume the role of a travel writer writing a description for a travel brochure. On separate paper, describe the climate, vegetation, and geographical features of Southeast Asia. Persuade your readers to visit this extraordinary region.
CHAPTER 29  REINFORCING SKILLS ACTIVITY

Writing About Geography
Writing about any content area, including geography, requires a great deal of thought, organization, and attention to detail. The steps involved in the writing process are described below.

**Prewriting:** Select and define your topic. Identify your audience. Complete your research, and organize your facts using an outline or diagram.

**Writing:** Write your first draft. Follow the plan you created, but do not worry too much at this point about grammatically correct sentences. Cover the main idea, and add supporting details.

**Revising:** Add smooth transitions between sentences and paragraphs, tighten your focus on ideas, and eliminate repetitive sentences. Combine or rearrange the order of presentation if necessary.

**Proofreading:** Check grammar, punctuation, and spelling. Ask someone to proofread your final draft.

**Publishing:** Reprint a final clean version, and present it to your audience.

**Practicing the Skill**

**DIRECTIONS:** You have been assigned to write an article about Malaysian flora and fauna. Place the steps listed below in the order you need to follow the writing process described above.

A. I reviewed my final draft, looking for punctuation and grammatical errors.

B. I went to the library and found information about my topic. I felt my topic was too broad, so I narrowed it.

C. I wrote my first draft, following my outline.

D. I asked my teacher to read over a copy of my final draft before I sent it to the school editor to print.

E. I selected the topic of Malaysian flora and fauna.

F. I found many repetitive sentences, so I eliminated them. I also added some transitional statements. I decided to put the third topic first, since it made more sense to present the flora before the fauna. A lot of animals eat the flora discussed in the article.

G. After reading the books I found in the library, I made an outline for my article.
Enrichment Activity 29

Processing Rubber

Many everyday objects are made of rubber—erasers, balls, and the soles of shoes, for example. Rubber is both tough and elastic; rubber objects can stretch and bounce. Although a great deal of rubber is produced artificially today, before the nineteenth century, all rubber was harvested from natural sources.

Natural rubber comes from the rubber tree. These trees require a great deal of rain and grow as high as 120 feet. Indonesia, Thailand, the Philippines, and Vietnam all have large rubber plantations. Malaysia is the biggest producer of natural rubber in the world.

Rubber is harvested in much the same way as maple syrup. A shallow cut is sliced halfway around the tree trunk, and a cup is placed to catch the tree's sap, which is called latex. Trees can be tapped as soon as they are five years old, and rubber trees can live and give sap for 30 years. After collection, the latex is strained through a sieve and mixed with water. Acids are added to make the rubber particles coagulate into slabs of rubber.

DIRECTIONS: Use the map, the diagram, and the article to answer the questions that follow on a separate sheet of paper.

Natural Rubber Harvesting Areas

1. In what latitudes of the world is the rubber tree found?
2. In what ways are these regions similar?
3. What is the function of the cup attached to the tree trunk in the diagram?
4. Why do you think the cut shown in the diagram slants downward toward the cup?
5. Which region produces the most natural rubber?
6. Why should new rubber trees be planted to replace mature trees that are 25 years old?
7. In what ways is rubber useful?
Chapter 29
Section Resources

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Guided Reading Activity 29-2
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The Land

Outline

DIRECTIONS: Use the information in your textbook to complete the following outline.

I. Peninsulas and Islands
   1. Southeast Asian Landmasses
      a. Formed by colliding tectonic plates
      b. (1.)
   A. Mainland Southeast Asia
      1. (2.)
      2. Malaysia is both a mainland and an island country.
   B. (3.)
      1. (4.)
      2. Indonesia and the Philippines are made up of thousands of islands.

II. Mountains and Volcanoes
   A. Mountains
      1. Dominate landscape and form boundaries
      2. (5.)
   B. Volcanoes
      1. (6.)

III. Water Systems
   A. Southeast Asian people rely on waterways for communication and food.
   B. Mainland rivers originate in northern highlands.

IV. Natural Resources
   A. Fossil Fuels
      1. (7.)
      2. Petroleum, coal, and gas are important exports.
   B. (8.)
      1. Abundant throughout the region
      2. Some deposits are undeveloped.
   C. Flora and Fauna
      1. (9.)
Guided Reading Activity 29-2

For use with textbook pages 739–742.

Climate and Vegetation

Modified True or False

DIRECTIONS: Use the information in your textbook to determine whether the underlined word or phrase makes the sentence true or false. Circle the correct answer. If the answer is false, write the word or phrase that makes the sentence true.

1. Most of Southeast Asia has a temperate rain forest climate. (true/false)

2. This region’s rain forests are hot and receive up to 188 inches of rain a year. (true/false)

3. The tropical wet climate is characterized by great variation in temperature. (true/false)

4. One of the region’s oldest forests, dating back millions of years, grows in Brunei. (true/false)

5. Along the tidal mud flats of this region, conifer swamps are common. (true/false)

6. Lowland fruit trees with leathery leaves produce aromatic resins. (true/false)

7. Singapore used to be covered by dense rain forests. (true/false)

8. Volcanoes led to the decrease of most of Singapore’s native plants and animals. (true/false)

9. A tropical wet climate sweeps along the southeastern parts of Indonesia. (true/false)

10. In southern Indonesia, south of the Equator, the hot, dry season begins in October. (true/false)

11. In Laos the Shan Plateau has lower temperatures than the surrounding area and is sometimes called “tropical Scotland.” (true/false)

12. Mountainous areas in places like Myanmar, New Guinea, and Vietnam experience cooler temperatures. (true/false)
Chapter 30 Resources

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Cultural Geography of Southeast Asia

**DIRECTIONS:** Use the clues to complete the puzzle.

**Across**

4. ________ state; neutral territory placed between rival powers to prevent conflict
7. seafaring

**Down**

1. shift from rural to city lifestyle
2. city serving as a country’s major port, economic center, or capital (2 words)
3. ________ of influence; agreed-upon area of control
5. ________ law; policing of civilians by military rule
6. religious building
RETEACHING ACTIVITY 30

Terms and Concepts

DIRECTIONS: Match each term from Chapter 30 with the correct definition.

1. martial law
2. urban overcrowding
3. Khmer Rouge
4. Malay
5. East Timor
6. political oppression
7. Vietnam War
8. wat

a. reason that many have left Vietnam and Laos
b. policing of civilians by military rules
c. indigenous people who settled island countries
d. Indian-style temple
e. conflict in which Americans fought communists
f. challenge facing many Southeast Asian cities
g. brutal communist rule in Cambodia
h. Catholic country that fought for independence from Indonesia

Connecting Ideas

DIRECTIONS: The outline below is meant to provide information about cultural influences on Southeast Asia. Read the list of details below. Then complete the outline by writing the letter of each of the details under their correct headings in the outline on the following page.

A. Spaniards introduced chili peppers.
B. In the early 1900s, Europeans and Americans built large plantations.
C. Immigrants entered Vietnam from the north about 2,500 years ago.
D. Angkor Wat was built 800 years ago to resemble the home of Hindu gods.
E. The people of Funan adopted Hinduism.
F. Brunei, Malaysia, and Indonesia have many Muslims.
G. The Vietnamese adopted Chinese writing.
H. Arab traders brought Islam in the A.D. 800s.
I. The United States gained control of the Philippines in 1898.
J. The Chinese ruled Vietnam from 111 B.C. to the early A.D. 900s.
K. The Netherlands colonized Indonesia.
L. France governed territories that later became Vietnam, Cambodia, and Laos.
M. Small farms were replaced with huge cash-crop plantations.
N. In Singapore, a large percentage of the people are of Chinese ancestry.
O. In the A.D. 100s, Indians brought Hindu and Buddhist religions.
P. The Vietnamese adopted Chinese systems of government.

(continued)
RETEACHING ACTIVITY 30

Cultural Influences on Southeast Asia

INDIA
9. ______________________________________
10. ______________________________________
11. ______________________________________

CHINA
12. ______________________________________
13. ______________________________________
14. ______________________________________
15. ______________________________________
16. ______________________________________

ISLAM
17. ______________________________________
18. ______________________________________

EUROPEANS AND AMERICANS
19. ______________________________________
20. ______________________________________
21. ______________________________________
22. ______________________________________
23. ______________________________________
24. ______________________________________

Working with Geography

DIRECTIONS: Suppose that you have been asked to prepare a presentation about the culture of Southeast Asia for a community celebration called Worldfest. On the lines below, briefly describe four topics that you would include in your presentation.

25. ______________________________________

26. ______________________________________

27. ______________________________________

28. ______________________________________
Understanding Cartograms

Cartograms do not look like traditional maps. They are meant to catch the reader’s attention by presenting information in a way that is easier to see and understand than lists of numbers or facts on a chart. A cartogram provides a visual comparison of the statistics for a given set of states or countries.

In a cartogram, the shape of the area represents data rather than countries or areas by their true physical size on the Earth’s surface. For example, in a cartogram showing the population growth of several countries, a tiny country that has experienced a great deal of population growth is drawn much larger than a country with a low population growth rate.

Practicing the Skill

DIRECTIONS: Study the cartogram of the population of Southeast Asia and compare the countries of Southeast Asia with how they are presented on a traditional world map. Then answer the questions below in the space provided.

1. According to the cartogram, which country has the largest population? the smallest?

2. Which countries appear to have populations roughly equal in size?

3. How does the size of Laos’s population compare to that of Singapore? How does the size of these two countries compare on a traditional map?

4. Which two countries appear less heavily populated in comparison to their actual size?
Enrichment Activity 30

From Siam to Thailand

DIRECTIONS: Study the time line to the right, and use it to answer the following questions.

1. Where did the ethnic Thai originate?

2. In what century did the modernization of Siam begin?

3. When did Siam become known as Thailand?

4. What was the relationship between King Mongkut and King Chulalongkorn?

5. What do the events of 1932, 1976, 1991, and 2006 suggest about the Thai army?

Chapter 30
Section Resources

Guided Reading Activity 30-1
Mainland Southeast Asia ........................................................................................................31

Guided Reading Activity 30-2
Island Southeast Asia ........................................................................................................... 32
Mainland Southeast Asia

Fill In the Blanks

DIRECTIONS: Use the information in your textbook to fill in the blank in each sentence.

1. Groups of migrants from ______________ and eastern Tibet arrived in Southeast Asia about 2,500 years ago.

2. ______________ has the lowest population density of the mainland Southeast Asian countries.

3. Today, Southeast Asian people are increasingly moving from ______________ to ______________ areas.

4. ______________ was first cast in Thailand in 3000 B.C.

5. The ancient Funan people adopted ______________ and the Indian model of government.

6. Bangkok, Thailand, is a ______________ city.

7. Since the 1970s, mainland Southeast Asia has experienced a large amount of ______________ migration.

8. The Khmer are best known for their magnificent ______________.

9. By the 1500s, ______________ had arrived in Southeast Asia to trade.

10. After ______________, Southeast Asians fought to gain their independence.

11. U.S forces left Vietnam in ______________.

12. In 1975, the ______________ took over Cambodia.
Island Southeast Asia

Short Answer

DIRECTIONS: Use the information in your textbook to write a short answer to each of the following questions.

1. Island Southeast Asia includes which countries?

2. About how many people live on the islands and peninsulas of Southeast Asia?

3. What drew outside traders to the region?

4. How were the religions of Hinduism, Buddhism, and Islam introduced to the region?

5. In what way did European traders influence Southeast Asia in the 1400s and 1500s?

6. Why do most people in island Southeast Asia live on coastal plains?

7. To where are large portions of people in island Southeast Asia migrating, and why are they doing so?

8. How did the Srivijaya Empire gain wealth during its control of the seas bordering Southeast Asia?

9. What areas did the colonizing powers of the Netherlands, the United Kingdom, and the United States control in the early 1900s?

10. What resulted from the Japanese takeover of the Philippines in World War II?
Chapter 31
Resources

Vocabulary Activity 31
The Region Today: Southeast Asia ................................................................. 34

Reteaching Activity 31
The Region Today: Southeast Asia ................................................................. 35

Reinforcing Skills Activity 31
Drawing Conclusions ..................................................................................... 37

Enrichment Activity 31
The Population of Singapore ......................................................................... 39
The Region Today: Southeast Asia

**DIRECTIONS:** Read each sentence below. On the line to the left of each item, write the letter of the word or phrase that answers the question or best completes the sentence.

1. Rice grows best in a flooded field called a(n)
   a. terrace.  
   b. swamp.  
   c. paddy.  
   d. aquaculture.

2. Farmers use a sharp, curved knife, or ____________, to hand-harvest grain.
   a. blade  
   b. hoe  
   c. plow  
   d. sickle

3. Technological and economic growth that does not deplete resources is called
   a. subsistence farming.  
   b. shifting cultivation.  
   c. sustainable development.  
   d. self-sufficient.

4. In recent years Southeast Asian countries have become more reliant on one another, or ____________, and have formed trade partnerships.
   a. independent  
   b. self-sufficient  
   c. interdependent  
   d. friendly

5. The Association of Southeast Asian Nations (ASEAN) was formed to
   a. raise trade barriers.  
   b. create competition.  
   c. create greater economic stability.  
   d. assist farmers in growing more rice.

6. A(n) ____________ is a place where cargo can be unloaded without paying duties.
   a. duty-free shop  
   b. economic free zone  
   c. free port  
   d. free load zone

7. A ____________ is an area of low atmospheric pressure surrounded by circulating winds.
   a. low-pressure zone  
   b. cyclone  
   c. trade wind  
   d. monsoon

8. A tropical cyclone that forms south of the Equator is a
   a. tornado.  
   b. loess.  
   c. tsunami.  
   d. typhoon.

9. Shifting cultivation is a process in which
   a. the land is terraced.  
   b. the land is tilled by different people.  
   c. fields are cultivated and then abandoned.  
   d. different crops are grown in alternate years.

10. The Indonesian territory of Papua has rich ____________, or deposits, of mineral resources that it can mine.
    a. loess  
    b. lodes  
    c. mountains  
    d. foundations
RETEACHING ACTIVITY 31

The Region Today: Southeast Asia

Terms and Concepts

DIRECTIONS: Match each term from Chapter 31 with the correct definition.

1. paddy  a. city with free-trade zones to attract foreign investment
2. Singapore  b. crops that include rice, vegetables, corn, and yams
3. shifting cultivation  c. crops that include rubber, sugarcane, coconuts, and coffee
d. traditional farming practice that destroys forests
4. typhoons  e. flooded field where rice is grown
5. OPEC  f. storms that have destroyed Southeast Asian homes and communities
g. organization of which Indonesia is a member

Visualizing Information

DIRECTIONS: Write three pieces of information about each employment category below. Include facts about history, growth, and environmental effects.

Employment in Southeast Asia

8. Farming
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

9. Forestry
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

10. Mining
   __________________________________________
    __________________________________________
    __________________________________________
    __________________________________________
    __________________________________________
    __________________________________________

11. Industry
    __________________________________________
    __________________________________________
    __________________________________________
    __________________________________________
    __________________________________________
    __________________________________________

(continued)
RETEACHING ACTIVITY 31

Working with Geography

DIRECTIONS: You have requested funds from the Asian Development Bank (ADB). Describe how you would spend the money on a specific project to assist one Southeast Asian country.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Connecting Ideas

DIRECTIONS: Write a speech to deliver to the Association of Southeast Asian Nations (ASEAN). Focus on one issue that relates to natural disasters, environmental issues, and/or economic growth. In your speech, discuss the importance of interdependence.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Name ___________________________ Date ___________________________ Class ___________________________
CHAPTER 31 REINFORCING SKILLS ACTIVITY

Drawing Conclusions

Drawing conclusions involves using facts, experience, and insight to form judgments about events. When we draw conclusions, we say something about a topic that is not readily obvious. We put together information from various sources, including our observations and experience, to say something we think is true about a subject. Not all conclusions we may draw, however, are correct or reliable. Skill at drawing reliable conclusions comes from careful thought and practice. It can help us decide things for ourselves without being told what to think. Drawing conclusions also may result in greater understanding of complex relationships.

Practicing the Skill

DIRECTIONS: Study the information in the boxes below that present facts, observations, events, and experiences regarding flash floods in Southeast Asia. Then, fill in the empty box on the left with a reliable conclusion. Fill in the box on the right with a false conclusion that might be drawn from the information.

Commonly Known Facts
- Rivers flood seasonally.
- Cyclones produce heavy rainfall.
- Flash floods kill people and destroy property.

Facts from Reading
- Logging results in deforestation.
- The need for fuel results in removal of vegetation.
- Slash-and-burn agriculture is used to clear the land.
- Soil from erosion causes buildup of silt in rivers.

Events in the News
- Uncontrolled runoff of rainwater caused floods in Southeast Asia.
- Mudslides washed away villages and caused much loss of life.

Personal Observations
- I have seen pictures of crops ruined by floods.

Personal Experience
- I was caught in a flash flood as a child.

Conclusion

False Conclusion

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The Population of Singapore

In 1819 only about 150 people lived on the island of Singapore. This was the year in which Singapore was claimed as a British colony. Soon people began to move to the island. They came from China, India, the Malay Peninsula, and Indonesia. By 1860 Singapore’s population had grown to more than 80,000.

In 1819, 121 Indians came to Singapore with the British. Indians continued to arrive in Singapore, attracted by the job opportunities. Many took government jobs as clerks and teachers. In 1823 several hundred Indian convicts were shipped to Singapore, where they served their sentences while working on construction projects.

Chinese immigrants began coming to Singapore in 1821 to take advantage of trading opportunities. Many Chinese signed indentures, or agreements to work to repay the money they had borrowed to travel to Singapore. In 1914 indentured servitude was made illegal. The Chinese eventually became the largest ethnic group in Singapore.

DIRECTIONS: Use the article and study the circle graph to answer the questions below.

1. About what percentage of Singapore’s population is ethnic Chinese?

2. At the time this circle graph was made, Singapore’s total population was 4,500,000. About how many ethnic Indians lived in Singapore?

3. About what percentage of the population of Singapore is neither Chinese, Malay, nor Indian?

4. What reason brought the vast majority of Chinese and Indian immigrants to Singapore?

5. Why might good relations be important to both Singapore and Malaysia?

6. How has the history of Singapore shaped the makeup of its population today?
Chapter 31
Section Resources

Guided Reading Activity 31-1
The Economy ................................................................. 41

Guided Reading Activity 31-2
People and Their Environment ........................................ 42
The Economy

Underline the Correct Word

DIRECTIONS: Underline the word or phrase in parentheses that correctly completes each sentence.

1. Most of Southeast Asia’s agriculture comes from its ________________ river valleys. (fertile/steep)
2. The most important crop in Southeast Asia is ________________. (yams/rice)
3. The region’s ________________ crops are grown on plantations. (cash/cheapest)
4. Among the region’s most important cash crops are sugarcane and ________________. (palms/rubber)
5. Indonesia is one of the world’s top 10 producers of ________________. (petroleum/natural gas)
6. Residents of Papua remain poor while the Indonesian government allows foreigners to ________________. (extract resources/grow mangroves)
7. Singapore’s harbors and the ________________ it set up are responsible for its economic success. (free-trade zones/skyscrapers)
8. ________________ in many countries in Southeast Asia, such as Indonesia and Laos, is developing slowly. (Industrialization/Urbanization)
9. The quality of ________________ varies from country to country in Southeast Asia because of differences in economic development. (land transportation/maritime trade)
10. Though many Southeast Asians do not have televisions, many do have ________________. (telephones/radios)
11. Southeast Asian countries have become more ________________, and they work together through ASEAN and the Asian Development Bank. (independent/interdependent)
12. ASEAN promotes economic growth and ________________ exchanges among its member nations. (currency/cultural)
People and Their Environment

**Short Answer**

**DIRECTIONS:** Use the information in your textbook to write a short answer to each of the following questions.

1. What steps have some countries taken to protect and preserve their forests?

2. How are Southeast Asian governments dealing with the impact of urban growth on the environment?

3. What benefits and challenges do increased manufacturing and greater wealth bring?

4. What are the sources of pollution in Southeast Asia’s rural areas?

5. Why is deforestation a major concern throughout Southeast Asia?

6. How has mining contributed to environmental challenges?

7. What kinds of natural disasters occur in Southeast Asia?

8. What are some effects of volcanic eruptions in the region?

9. What are the causes of flash floods?

10. Where do Southeast Asia’s typhoons form, and where do they travel?
Location Activity 10 pp. 1–2
A. Labeling should be consistent with the Unit 10 Regional Atlas.
B.
1. Irawaddy River
2. Mekong River
3. Gulf of Tonkin
4. Annam Cordillera
5. Red River
6. Isthmus of Kra
7. Makassar Strait
8. Mekong River Delta
9. Celebes Sea
10. South China Sea
11. Mount Jaya
12. Strait of Malacca

Unit 10 Real-Life Applications pp. 3–4
1. Phelan: forestry and minerals; Sangwan: agriculture; Kaosa: forestry and agriculture
2. Phelan: lacks agriculture; Sangwan and Kaosa can provide agriculture. Sangwan: lacks minerals and forestry; Phelan can provide both; Kaosa can provide forestry. Kaosa: lacks minerals; Phelan can provide minerals.
3. Students should cite the mountains and floodplains as challenges. They also might mention the locations of cities and roads as challenges to the optimum placement of the bridge.

Report: Responses will vary but should demonstrate an understanding of the geography and needs of each country. Students might propose that the bridge be built directly to the west of the city of Mai in Sangwan and connect to either Xia or Longxi in Phelan.

Unit 10 GeoLab Activity pp. 5–7
1. Patterns will vary according to what category of data students choose to show on the map.
2. Not necessarily although students may find some examples.
3. Urban population seems greater in island countries.
4. Population projections, with a few exceptions, are expected to grow dramatically by 2050.

Critical Thinking Responses may vary, but students should indicate that it is much easier to see patterns graphically, although small statistical differences sometimes are lost.

Unit 10 Environmental Issues pp. 9–10
1. In 2004, only 25 percent of logging was performed legally.
2. One approach suggested using market forces to curb illegal logging. Another approach suggested using government intervention.
3. Answers will vary. Those who support a market approach may claim that government programs have failed in the past and that combining the interests of all groups involved will have the most chance at success. Those that oppose a market approach may claim that the government should implement laws preventing illegal sales of lumber because the market is more interested in making money than in protecting the environment.
4. Answers will vary. Sample answer: American consumers may be concerned that the loss of the Indonesian rainforest could possibly have a negative impact on the global climate. Furthermore, American consumers may be concerned about the livelihood of Indonesian people who depend on the forests that are being destroyed by illegal logging.

Unit 10 World Literature pp. 11–12
Thoughts of Hanoi
Interpreting the Reading
1. The speaker probably grew up in a village in the northern part of Vietnam near Hanoi. The speaker describes village life in detail and speaks of it longingly.
2. The villages are surrounded by farmland. The houses have thatched roofs. The people are happy. Everyone works on the farm. The girls also spin and weave, and the boys work in fields and shops, play, and sing. Women relax in the twilight. Old men go to the temple. Everyone has a place and a job to do.
3. They were on opposite sides of the conflict, one in North Vietnam and one in South Vietnam. They grew up together and were friends, but now each is fighting for a different cause.

Critical Thinking
4. Predicting Consequences Possible answers: They still would be friends because war doesn’t spoil true friendship. They would shoot each other because it would be their duty as soldiers. They might shoot before they recognized each other.

Vocabulary Activity 29 p. 14
1. d
2. f
3. a
4. e
5. b
6. c

Puzzle Answers:
Across:
1. archipelago
4. fauna
6. cordilleras
Down:
2. insular
3. endemic
5. flora

Reteaching Activity 29 pp. 15–16
1–13. Answers within each category need not follow the order below.
1. Vietnam; G
2. Cambodia; K
3. Myanmar; D
4. Thailand; C
5. Laos; H
6. Malaysia; B
7. Thailand; C
8. Malaysia; B
9. East Timor; I
10. Brunei; E
11. Singapore; F
12. Philippines; J
13. Indonesia; A
14. 5
15. 4
16. 6
17. 1
18. 3
19. 2
20. 8
21. 7

Working with Geography
Students should include details about the lush rain forests, active volcanoes, rivers used for transporation, and wide variety of flora and fauna in Southeast Asia.

Reinforcing Skills Activity 29 p. 17
A. 6
B. 2
C. 4
D. 7
E. 1
F. 5
G. 3

Enrichment Activity 29 p. 19
1. Rubber trees are found in the tropics.
2. All of the rubber-producing areas are near the equator. All of these areas have tropical climates with high annual rainfalls.
3. The cup catches the tree’s sap (latex).
4. The downward slant directs the sap to flow toward the cup at the bottom.
5. Southeast Asia
6. Rubber trees can give sap for up to 30 years but do not become productive until they are 5 years old. Consequently, new trees should be planted five years before existing ones will become unproductive.
7. Rubber is useful because it is waterproof; that makes it ideal for shoe soles, boots, and raincoats. It is also very tough, so rubber soles last a long time. It bounces, so it is perfect for making balls and toys. It is also very easy to mold, making it a versatile material.

Guided Reading Activity 29–1 p. 21
1. Mountainous terrain
2. Almost half of Southeast Asian countries located on mainland
3. Island Southeast Asia
4. Brunei, East Timor, Indonesia, Singapore, the Philippines
5. Form part of Ring of Fire
6. 327 volcanoes stretch across Indonesia
7. Plentiful fossil fuels
8. Minerals and Gems
9. Exotic and diverse plant and animal life
Guided Reading Activity 29–2 p. 22
1. false: tropical
2. true
3. false: little
4. false: Malaysia
5. false: mangrove
6. false: evergreen
7. true
8. false: urbanization
9. false: dry
10. false: rainy
11. false: Myanmar
12. false: Borneo

Vocabulary Activity 30 p. 24
Across:
4. buffer
7. maritime
Down:
1. urbanization
2. primate city
3. sphere
5. martial
6. wat

Reteaching Activity 30 pp. 25–26
1. b
2. f
3. g
4. c
5. h
6. a
7. e
8. d
9.–26. Order of answers within each category may vary.

India
9. D
10. E
11. O

China
12. C
13. G
14. J
15. N
16. P

Islam
17. F
18. H

Europeans and Americans
19. A
20. B
21. I

22. K
23. L
24. M
25.–28. Answers may vary but should demonstrate an awareness of the influence of one country upon another, including colonial and religious influences. Students may focus on particular elements of culture, such as language or the arts.

Reinforcing Skills Activity 30 p. 27
1. Indonesia; Brunei
3. Laos and Singapore have populations that are similar in size. Laos is a larger country (in land area) than Singapore.
4. Laos, Cambodia

Enrichment Activity 30 p. 29
1. China
2. the nineteenth century
3. 1939
4. King Mongkut was King Chulalongkorn's father.
5. Possible responses: The army is strong enough to overthrow a government. Thai military leaders assert their power to influence who is in control. The army and the government probably do not agree on some policies.
6. Possible responses: In this incident, the Thai government responded to serious civil opposition by using force, indicating that Thailand may not allow its citizens broad rights to free speech.

Guided Reading Activity 30–1 p. 31
1. western China
2. Laos
3. rural; urban
4. Bronze
5. Hinduism
6. primate
7. external
8. architecture
9. Europeans
10. World War II
11. 1975
12. Khmer Rouge

Guided Reading Activity 30–2 p. 32
1. Malaysia, Indonesia, Brunei, Singapore, East Timor, and the Philippines
2. 370 million
3. valuable spices grown on the islands
4. Merchants from India introduced Hindu and Buddhist traditions in the A.D. 100s, and Arab traders introduced Islam in the A.D. 800s.
5. They introduced new products to the region, such as chili peppers, that became an important part of Southeast Asian cooking.
6. The people live mostly on coastal plains because of the ready supply of food, transportation, and jobs.
7. People are migrating to cities for greater economic and educational opportunities.
8. by taxing traders whose ships passed through the straights the Empire’s navy controlled
9. The Netherlands claimed most of Indonesia, the United Kingdom controlled Singapore and Brunei, and the United States controlled the Philippines.
10. About 1 million Filipinos died before the United States granted the country its independence after the war.

Vocabulary Activity 31 p. 34
1. c
2. d
3. c
4. c
5. c
6. c
7. b
8. d
9. c
10. b

Reteaching Activity 31 pp. 35–36
1. e
2. a
3. d
4. f
5. g
6. b
7. c
8–11. Accept details appropriate for each category. Answers may include the following:
8. Rice paddies are farmed on half of Southeast Asia’s fertile land; most people in this region are employed in agriculture; some traditional farm techniques destroy the forest.
9. Vietnam produces lumber, plywood, pulp, and paper; Myanmar leads the world in teak exports; logging has contributed to deforestation; illegal logging is a problem in the region.
10. Malaysia, Thailand, and Indonesia produce tin; iron ore is extracted in Malaysia and the Philippines; Indonesia produces petroleum; the Indonesian territory of Papua is rich in minerals, but its people remain poor.
11. Singapore produces goods for export; textiles, clothing, and automobile production have been developed in the region; Malaysia produces electronic and electrical products; cities suffer from smog, traffic congestion, and overheating.

Working with Geography
Students should focus on a realistic need, such as improving roads in Vietnam, cleaning up toxic waste in Cambodia, or improving urban planning in Indonesia. The need should be clearly described, and the use of the funds should be logically and clearly explained.

Connecting Ideas
Speeches should emphasize interdependence—perhaps a shared heritage or a need that crosses cultures. Issues might include the following: shared dangers from natural disasters; rapidly depleting resources; overpopulation concerns; dumping of toxic wastes; pollution of national parks.

Reinforcing Skills Activity 31 p. 37
Conclusion: Possible answer: The combination of heavy rains from cyclones and seasonal flooding as well as deforestation in parts of Southeast Asia have made flash floods a destructive and killing force.
False Conclusion: Possible answer: Southeast Asia is an unfit and dangerous region in which to live or farm.

Enrichment Activity 31 p. 39
1. about 77 percent
2. about 350,000
3. about 1–2 percent
4. Possible response: The vast majority of Chinese and Indian immigrants came to Singapore in search of economic opportunities.
5. Possible response: Ethnic Malays, a major group in Malaysia’s population, make up about 15% of Singapore’s population.
6. In the early 1800s, Singapore’s status as a British colony resulted in a rise of immigration into the island, particularly from China, India, the Malay Peninsula, and Indonesia. People representing these ethnic groups make up a majority of Singapore’s population today.
Guided Reading Activity 31–1 p. 41
1. fertile
2. rice
3. cash
4. rubber
5. natural gas
6. extract resources
7. free-trade zones
8. Industrialization
9. land transportation
10. radios
11. interdependent
12. cultural

Guided Reading Activity 31–2 p. 42
1. limiting timber exports, introducing reforestation programs, careful management of forests, creating nature reserves
2. They have proposed solutions such as the creation of “green zones” and the banning of tall buildings to allow winds to blow freely.

3. Increased manufacturing raises living standards but creates industrial waste. Wealth enables people to buy more automobiles, increasing air pollution.
4. poor waste disposal, dumping of toxic wastes, volcanic eruptions, forest fires
5. Forests are being cut down without being replanted. Soil erosion clogs rivers and leaves bare land that causes flash floods.
6. Rock waste dumped into rivers will cause land to be flooded. Pollution from rock waste kills vegetation.
7. volcanic eruptions, flash floods, typhoons
8. evacuations, deaths, destruction of homes, weather changes from ash and dust
9. major storms, cleared land, seasonal flooding
10. They form in the western Pacific ocean and may travel to Japan, the Philippines, China, or Vietnam.