

Economic Expansion



Student Objectives

I will be able to:

- Read and analyze informational and journalistic texts related to economics and world history.
- Share ideas with my peers.
- Build my vocabulary knowledge.
- Conduct research to write an informational essay.

Tips for Text Annotation

As you read closely for different purposes, remember to annotate the text. Use the symbols below. Add new symbols in the spaces provided.

| Symbol | Purpose |
|------------------|--------------------------------------------------------------------------------------------|
| <u>underline</u> | Identify a key detail. |
| ★ | Star an important idea in the margin. |
| ① ② ③ | Mark a sequence of events. |
| ○magma○ | Circle a key word or phrase. |
| ? | Mark a question you have about information in the text. Write your question in the margin. |
| ! | Indicate an idea in the text you find interesting. Comment on this idea in the margin. |
| | |
| | |

Your annotations might look like this.

15 The accuracy of scanning potential dig sites also improved. In the 1950s, archaeologists first began using instruments called magnetometers to measure magnetic properties below the Earth's surface. Variations in magnetism in the soil, for example, can help identify the presence of objects (artifacts) or areas where human activities, such as cooking, occurred. The results can be recorded and mapped to give an overview of a site for archaeological exploration.

16 Then, in the 1960s, lidar (light detection and ranging), which uses a combination of light pulses and radar, was attached to airplanes and used to scan for possible excavation sites. Later, in the 1970s, ground-penetrating radar was used to identify structures buried beneath the ground.

Notes

It's amazing what we can learn through technology!

How low do these planes fly?

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Essential Question

What does it mean to be a citizen in a global society?





Short Read 1

Remember
to annotate
as you read.

Marco Polo, China Trader

by Andrea Matthews



Notes

1 In the 1200s, spices and silks were important goods that fueled trade between Europe and China. Merchants in the spice trade traveled the Silk Road, an overland route to Asia, to purchase these goods. One trader was Marco Polo. He journeyed from the West to China with his father and uncle when he was seventeen years old. Polo became an important agent in the court of the Mongol-born Chinese emperor Kublai Khan. Polo brought back from China valuable information about the East that helped his fellow traders and explorers.

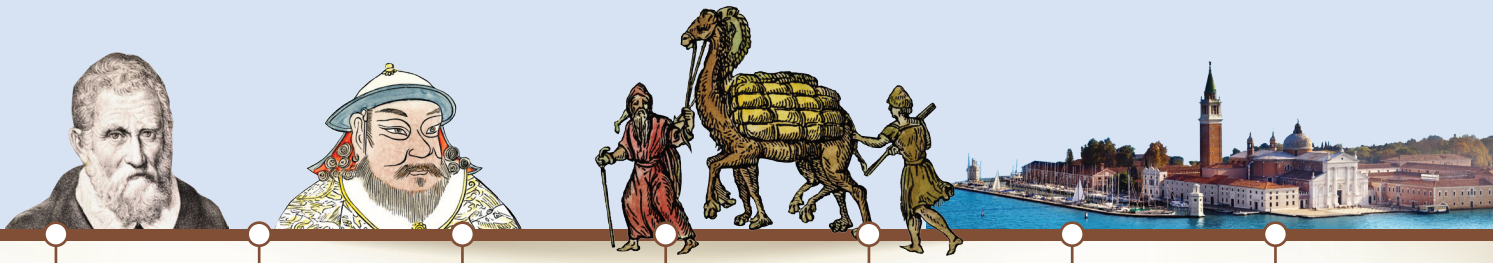
2 Marco Polo was born in Venice, Italy, around 1254. He was the son of a well-to-do merchant family. He was educated, knew several languages, and had learned accounting skills. These skills would be useful later when he served as a tax collector for Kublai Khan.

Many Europeans believed Marco Polo's stories were lies, but he said, "I have not told half of what I saw."

Marco Polo's Journey



Time Line of Marco Polo's Travels



- 1254**
Marco Polo
is born in
Venice,
Italy.
- 1271**
Marco Polo
begins
journey
to China.
- 1274**
Marco Polo
arrives
at Kublai
Khan's
court.
- 1280**
Marco Polo
travels
through
Asia as
Khan's
envoy.
- 1292**
Marco
Polo
leaves
China.
- 1295**
Marco
Polo
arrives in
Venice.
- 1324**
Marco
Polo dies
in Venice.

Notes

- 3 It took Marco Polo and his family members four years to travel from Venice to China. As described in *The Travels of Marco Polo*, an account of the Polos' adventures, the Polo family arrived to a festive welcome: "They stayed at the Court and had a place of honor above the other barons."
- 4 In order to better serve Kublai Khan, Marco learned the customs and language of the Mongols as well as their practices of war. As a result, he became a key player in Khan's court and a trusted adviser to the emperor. "The emperor held him in high esteem . . . ," according to *The Travels of Marco Polo*. "He would employ [Marco] . . . on the most weighty and most distant of his missions . . ."
- 5 After around seventeen years, Marco traveled home to Venice with his father and uncle. Three years after his return, he was captured during a war with Genoa and sent to prison. There he told his adventures to a fellow prisoner who was a writer. Polo's stories became the popular book *The Travels of Marco Polo*. Polo's tales of his travels helped expand the boundaries of future trade exploration.

Remember
to annotate
as you read.

Perry Opens the Door to Japan

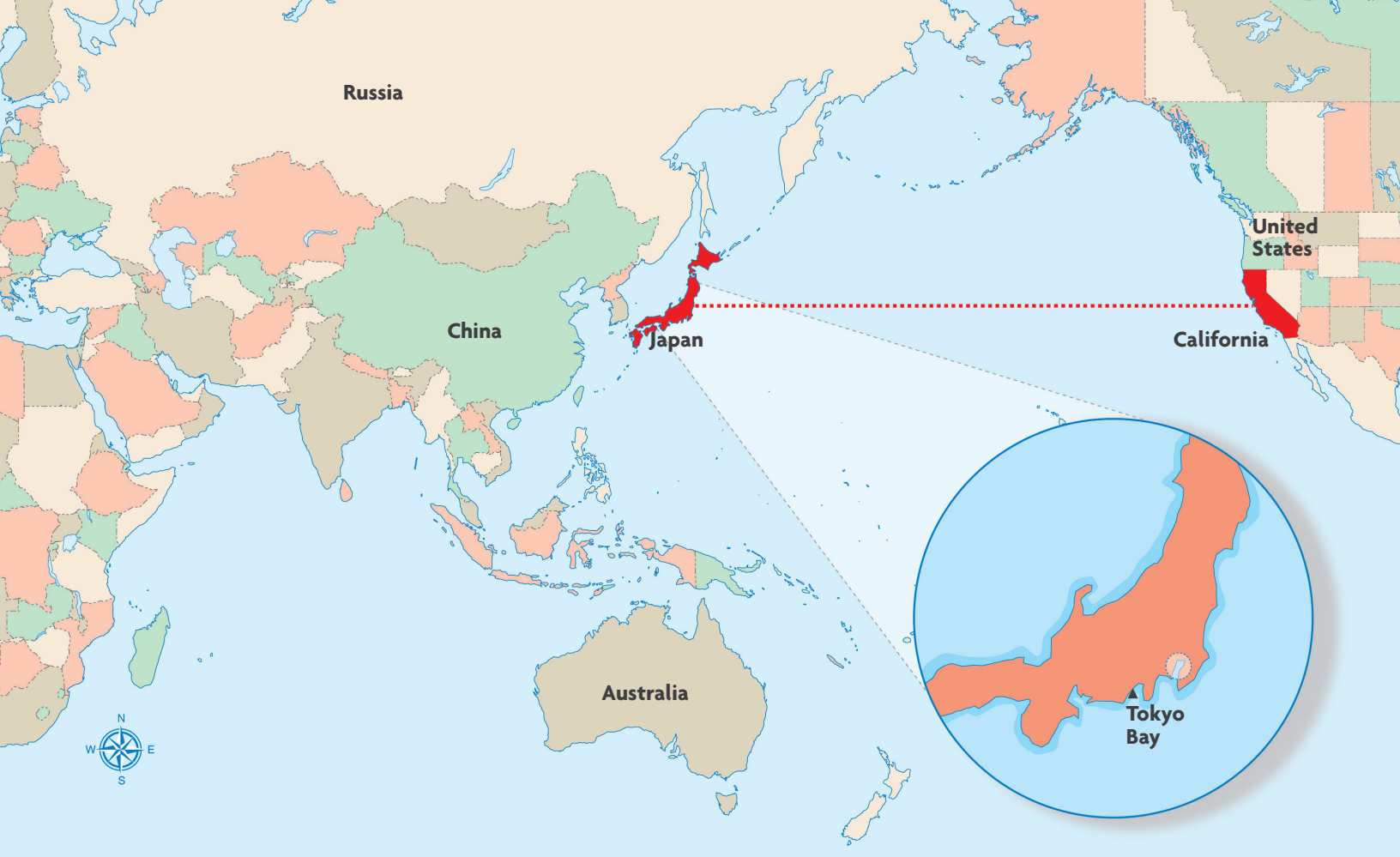
by Monica Halpern

Notes

- 1 On July 8, 1853, four black ships commanded by American commodore Matthew Perry steamed into Tokyo Bay, Japan. The Japanese had never seen ships powered by steam, and they described the ships as “giant dragons puffing smoke.” It was a historic moment. Under the Tokugawa shogunate—a family of military leaders—Japan had allowed almost no foreign visitors for 200 years.
- 2 By the mid-1800s, many Western nations were looking to Japan as a potential trading partner. They wanted to open new markets for their goods, and they wanted raw materials to supply their rapidly growing industries. The United States had its own reasons for wanting to establish contact with Japan. One reason was that American merchant ships were sailing to China to trade with the Chinese. After California became part of the United States, its ports on the Pacific Ocean became a convenient launching point for American ships sailing to Asia. The ships needed places to refuel and pick up supplies. Japan seemed like a good stopping point.

Perry arrives in Japan.





Perry's route to Japan

- 3 Another reason the United States wanted to establish contact with Japan was that the American whaling fleet was operating in the North Pacific Ocean and generating big profits. The more U.S. whaling ships there were in the Pacific region, the more important it was for the fleet to have access to Japanese ports for supplies and safety. Finally, as steamships replaced sailing ships, American traders in the Pacific needed coaling stations to refuel and get provisions as they traveled on to China.
- 4 By the 1850s, Japan was a nation in trouble. Its taxes were high, food was scarce, and many people were poor. At the same time, merchant families had become more powerful, and they pressed the government to open Japan to trade. Since Japan had been isolated, it had not shared in any technological advances. It had no navy fleet or modern weapons, so the American ships with their size and weapons shocked and frightened the Japanese.

Notes

- 5 Commodore Perry presented a letter from the American president Millard Fillmore to the emperor of Japan. Then he sailed away, saying he would return for a reply with “a much larger force.”

**Excerpt from President Fillmore's
letter to the emperor of Japan
November 13, 1852**

- 6 I am desirous that our two countries should trade with each other, for the benefit both of Japan and the United States. . . . Our steamships . . . burn a great deal of coal. . . . We wish that our steamships and other vessels should be allowed to stop in Japan and supply themselves with coal, provisions, and water. . . . They will pay for them. . . . These are the only objects for which I have sent Commodore Perry, with a powerful squadron, to pay a visit. . . .
- 7 Perry returned in early March of 1854 with nine ships, over 100 guns, and a crew of close to 1,800. The Japanese felt they had to agree to the American demands. A treaty between the two nations was signed on March 31, 1854. American ships would be allowed to stop for supplies and fuel in two of Japan's harbors. Some trade would also be allowed. Perry left Japan pleased with what he had done. His American interpreter wrote in his diary that a “key was put into the lock and a beginning made to do away with the long seclusion of this nation.”

Notes

- 8 The Japanese, however, were furious. One Japanese nobleman expressed how many Japanese leaders felt about the new agreement. He described the Americans as “arrogant and discourteous” and their actions as an “outrage.”
- 9 Perry’s visits and the signing of the treaty with America caused great changes in Japan. Other Western nations soon arrived, demanding their own treaties. The new trade brought foreign money into the country, which upset the Japanese economy. The shoguns were pushed aside, and the emperor was restored as Japan’s leader.
- 10 Japan began to look beyond itself in order to learn from the rest of the world. Scholars were sent to Europe to learn Western technology. Cotton mills, paper mills, coal mines, and ironworks were built. Japan chose to modernize its economy while holding on to its culture, an approach called “Japanese spirit, Western things.” Today, Japan is a main trade ally of America and one of the world’s biggest economies.

Japan now ships goods all around the world.



Remember
to annotate
as you read.

Notes

The Mongol Empire

At its height during the 1200s, the Mongol empire was the largest continuous land empire the world had ever seen. Founded by a young Mongolian nomad who took the name Genghis Khan, it stretched across Asia from the Pacific Ocean to the Carpathian Mountains. After Khan's death, his descendants added to the empire. Ultimately it covered an area almost the size of Africa.

- 1 Genghis Khan is remembered today mainly for his ferocious fighting ability. However, Khan was also a talented ruler. He sought not only to rule those he conquered, but also to establish order so that people could trade freely. He even founded a postal system, so that he could communicate with the people he ruled.
- 2 The Mongols had a huge influence on the cultures of Asia and Europe. Because they favored trade, they welcomed merchants such as Marco Polo. They built roads and bridges to help people move more easily from place to place. This led to an exchange of both goods and ideas throughout Asia and Europe. They traded Chinese silk to Europe and the Middle East and brought weavers, potters, and painters from those lands to live and work in their domains in China and Persia.
- 3 The Mongols' policy of religious tolerance arose because they found it easier to rule a people if they allowed their subjects to keep their own religious beliefs. In fact, they offered tax benefits to religious leaders in order to gain their support.
- 4 The Mongols also created a universal alphabet and taught it to their subjects. Genghis Khan's grandson, Kublai Khan, spread the use of paper money and attempted to establish schools for children throughout the empire to make everyone literate.

BuildReflectWrite

Build Knowledge

Briefly describe the journeys of Marco Polo and Commodore Perry. What were some of the effects of their travels? Use the chart below to record your ideas. Then summarize the significance of each explorer's travels.

| | Effects of Journeys | Significance |
|-----------------|---------------------|--------------|
| Marco Polo | | |
| Commodore Perry | | |

Reflect

What does it mean to be a citizen in a global society?

Based on this week's texts, write down new ideas and questions you have about the essential question.

Research and Writing

Informative/Explanatory

Select one of the cities or towns along the Silk Road. Research the city or town and write an informative report explaining how and why it became a stop, what products were traded there, and the effect on people who lived there.

CHOOSE YOUR TOPIC

This week, conduct a pre-search to identify a city or town along the Silk Road that you would like to research. Construct three or more guiding questions that will help you focus your research on the information you will need to write your informative report.

Remember
to annotate
as you read.

Notes

The Silk Road, Yesterday and Today

by Alexandra Hanson-Harding



- 1 The words *Silk Road* conjure up a beautiful image. But the Silk Road was not made of silk. Nor was it an actual road. It was a series of routes that linked Asia to Europe in ancient times. Traders from the West used the route to purchase silk from China, which is how the Silk Road got its name. However, much more than silk and other goods were exchanged. As trading stations developed along the Silk Road, different peoples came together. They learned one another's languages and shared customs. Ideas and beliefs—including those of Buddhism and Christianity—spread. According to the Silk Road Project, an organization that studies the meeting of cultures on the Silk Road, “The intersections among people from diverse cultures along the way promoted an unprecedented sharing of commodities, ideas, arts, sciences and innovations.” Although the old Silk Road died out a long time ago, a new kind of “Silk Road”—a train route—exists today. It, too, makes it possible to trade goods between East and West.

China and Rome

Notes

2 The Silk Road first became a prominent trade route between China and Ancient Rome; in the first century CE China exported silk to Rome, where it was very popular among Roman citizens. In exchange, Rome traded glassware and other items. The Chinese kept the process of making silk a secret until around 500 CE. As a result, silk was rare and expensive, and it was in great demand from the West. Even after the secret was discovered, Chinese silk was preferred for its high quality. In turn, Western traders brought products such as silver, wool, and gold to China.

3 One trade route on the Silk Road started around 120 BCE as far east as the city of Chang'an (now Xi'an), which was the capital of the Chinese empire. This route passed by the Great Wall of China. It skirted the brutal Taklimakan Desert in western China by either a northern or southern route. It then went through the harsh Pamir Mountains of Afghanistan, continuing on to the deserts of the Middle East. Finally, it reached the Mediterranean. From there the goods sailed to Rome. Another route along the Silk Road ran between China and India. The main goods on this route were spices. Some, such as pepper, were more valuable than gold.



This painting from the book *The Travels of Marco Polo* shows pepper being harvested in India.



Religious ideas spread on the Silk Road. Buddhism from India became a dominant religion in China.

- 4 Travelers on the Silk Road routes faced some of the most hostile landscapes on the planet: deserts, mountains, and icy steppes. They also faced nomadic raiders from the north, who would sweep in with fast horses and steal their goods. To protect themselves, traders traveled in large caravans, on camels and horses, to cross the deserts.
- 5 Products other than silk and spices were also shipped and traded along the Silk Road. Goods from Chang'an also included chrysanthemums, rhubarb, and paper. Animals, such as horses, were brought from the West to China. From Rome came items ranging from gold coins to grapevines. Delhi sent cotton and precious stones. Medicines found their way both east and west.
- 6 The Silk Road reached its peak during China's Tang Dynasty (618–907 CE). When the dynasty declined in the mid-700s, so did trading on the Silk Road. During the thirteenth and fourteenth centuries, it became popular again when Chinese Mongol emperors, such as Kublai Khan, promoted the route.

Marco Polo

7 In 1271, a traveler named Marco Polo of Venice made his famous journey to China along the Silk Road with his father and uncle. He had the opportunity to meet the great emperor Kublai Khan. He spent seventeen years in China. Polo admired China's power, wealth, and complex social structure. The economy of China was huge compared to that of Europe. China produced great quantities of iron and salt, two products that could be used for trade with Europe. Marco Polo's tale of his time in China, *The Travels of Marco Polo*, helped promote trade with China. It became a best seller. Many merchants followed the route he took. They also sought many of the goods he described. The Silk Road would die out in the 1500s, when travel by ship became faster and cheaper. But the old Silk Road would be remembered in stories and legends.



Kublai Khan ruled China and traded with the west along the Silk Road.

Silk Road Time Line




130 BCE
Silk Road trade officially begins.

618–907 CE
Silk Road reaches peak during Tang Dynasty.



1200s–1300s
Mongols rule central Asia and China. They revive trade along Silk Road.



1271
Marco Polo begins four-year journey from Venice to China.

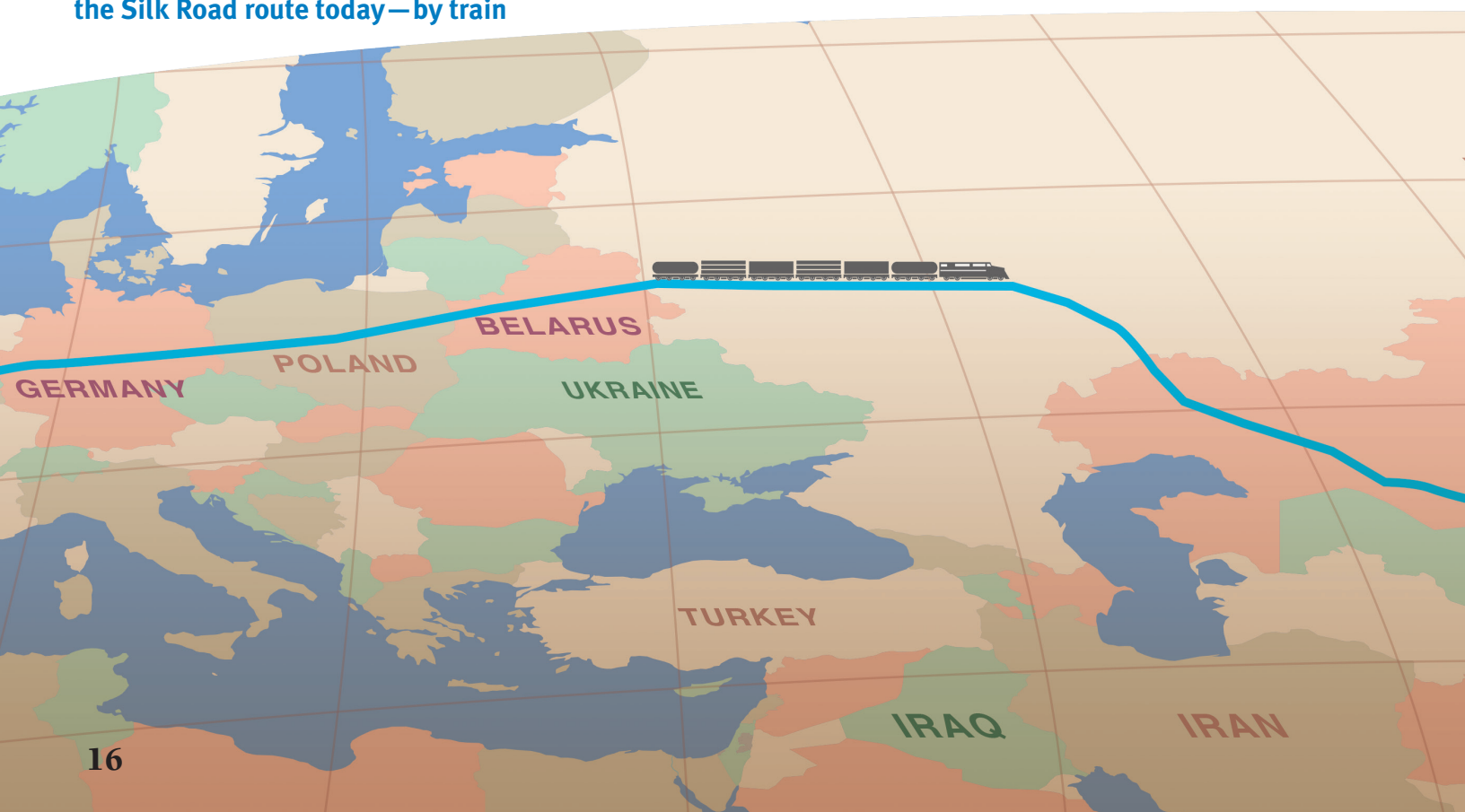


1500s
Discovery of sea routes to the west makes shipping more popular than overland routes.

The Silk Road Today

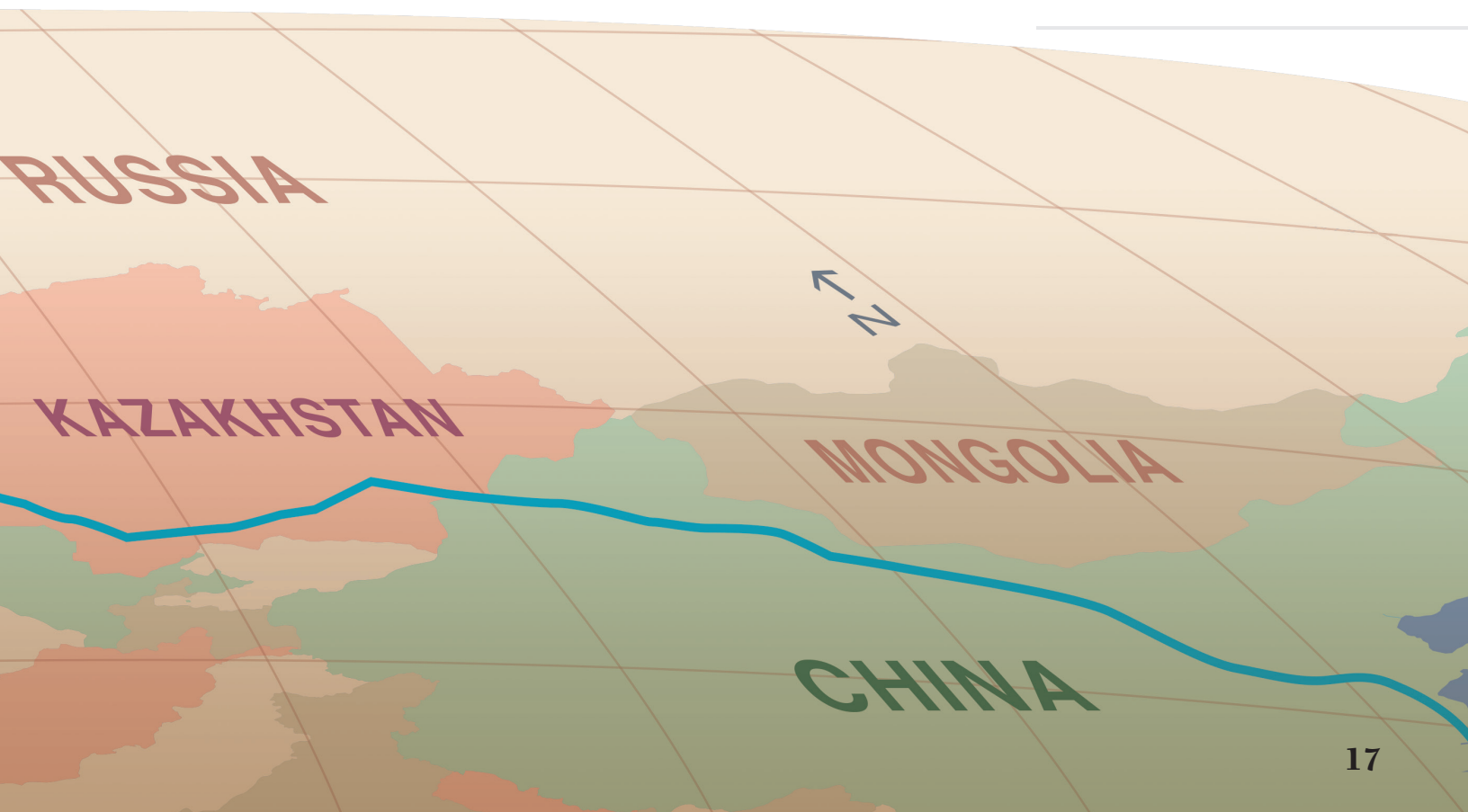
- 8 Today, there is a new “Silk Road.” Like the original, it isn’t exactly a road. Today’s Silk Road is actually a train route that starts in China and passes through a number of the other lands that the ancient Silk Road’s northern route once used. It carries computers, printers, and other goods in specially sealed containers on a 7,000-mile journey from China to Germany. As President Nursultan Nazarbayev of Kazakhstan said to the *New York Times*, “We are reviving a New Silk Road by setting up a Western Europe-Western China transportation corridor.”
- 9 The idea for the new Silk Road train route came from the American computer company Hewlett-Packard. A few years ago, the company began shipping its products from its factories in China on express trains bound for Europe. This overland route proved to be cheaper than air freight and faster than shipping by sea. The advantages of shipping by train led other companies to follow Hewlett-Packard’s example.

the Silk Road route today — by train



Notes

- 10 Since the 1970s, when China opened its borders to Western trade, foreign companies have built factories in cities along the coast of China, so that their products could easily be shipped from there. However, with the rising cost of oil, many ships are moving more slowly to save money. That means it takes a lot longer for companies to get their goods to market. In addition, in the last decade, labor costs in China's coastal cities have risen, so manufacturers are trying to reduce costs by moving factories to inland China. As a result, products must be transported via truck to the coastal ports for shipping, which is expensive and slow. It's also not good for the environment.
- 11 Hewlett-Packard and other manufacturers worked with the governments of six countries to explore the ship-by-rail option. The countries were China, Kazakhstan, Russia, Belarus, Poland, and Germany. This group agreed to streamline long inspections and make customs easier, which made the travel time faster. In addition, containers could stay sealed to protect valuable cargo from theft.



- 12 Now, trains leave cities like Chongqing in western China several days a week. The trains stream through desert, steppes, and other terrain at 50 miles per hour until they reach their destination in western Europe. The train changes drivers every few hours, so there are more than 100 drivers on every trip. While ship traffic takes up to five weeks, the trains can get the goods to the West in as few as nineteen days. This makes the Silk Road very profitable for companies that use this route to distribute their products. It took Marco Polo almost four years to cover this same distance on his journey from Italy to China.

Chongqing is one of several cities in western China on the modern Silk Road.





These tourists enjoy a camel ride along the Silk Road.

Notes

- 13 Today's Silk Road is different from the old trading routes in many ways. Because the goods are sealed and the computers are not for sale anywhere along the route, there is little opportunity for the exchange of ideas and the cultural mixing that happened on the old road. However, many tourists today travel the old Silk Road, seeking to explore and to see the same sites that Marco Polo saw centuries ago. Since they come from all over the world, there is still a mix of ideas and cultures. Now, the Silk Road itself is a business, with trips, hotels, and other tourist attractions helping to build the economies of the countries along this ancient route.

Remember
to annotate
as you read.

Notes

The Secret of Silk

- 1 Silk is not only a beautiful fabric but also one with a long history. Samples of silk have been found that are about five thousand years old! The Chinese guarded the secret of silk production for two thousand of those years. However, with the rise of the Silk Road, people in Europe and Asia, even in far-flung places, turned from their linen and wool fabrics to this sumptuous new cloth.
- 2 To produce silk, the farmer must do two things: feed the silkworm the optimal diet and prevent the flightless moth, whose larvae produce silk, from hatching too early. The Chinese developed secret techniques to do both things.
- 3 Producing silk, a process known as silk culture, is labor-intensive and time-consuming. The silkworm is not actually a worm, but the larva, or caterpillar, of a moth. First, the silkworm caterpillar is fed a special diet of leaves from the mulberry tree. It takes about a month for the caterpillar to grow large enough to spin a cocoon. When the farmer deems it ready, the silkworm is placed on a pile of straw, where it attaches itself and begins to spin a cocoon.
- 4 When the cocoon is ready, it must be heated to kill the silkworm just before it turns into a moth. If the moth is allowed to hatch, it ruins the cocoon by making a hole in it. After heating, each cocoon is carefully unwound. The threads are twisted into raw silk and then dyed. Finally, they are woven into cloth.
- 5 One cocoon can yield as much as 1,000 meters (about 1,100 yards) of silk thread, but it takes 630 cocoons to make a single shirt. Despite the introduction of man-made fibers in the mid-1930s, silk is still one of the world's most popular fabrics.

BuildReflectWrite

Build Knowledge

Identify key developments and their effects in the history of the Silk Road. Then formulate a conclusion about how the Silk Road has changed over time.

| Developments | Effects |
|---------------------------------------------|---------|
| | |
| | |
| | |
| Conclusion about how the Silk Road changed: | |

Reflect

What does it mean to be a citizen in a global society?

Based on this week's texts, write down new ideas and questions you have about the essential question.

Research and Writing

Informative/Explanatory

Select one of the cities or towns along the Silk Road. Research the city or town and write an informative report explaining how and why it became a stop, what products were traded there, and the effect on people who lived there.

CONDUCT RESEARCH

Use your guiding questions to conduct research this week. Gather information from at least three sources, including both print and online sources. Use your sources to plan your informative report.

Remember
to annotate
as you read.

Notes

Going Out

an excerpt from *Factory Girls: From Village to City in a Changing China*

by Leslie T. Chang

Throughout history and around the world, people have migrated great distances in search of economic opportunity. Whether the movement is from one continent to another or within one's own country, many people must make major life choices in order to have access to jobs and resources. Today, China has around 130 million migrant workers who are at the heart of the country's economic boom. These workers have moved from the Chinese countryside to city centers, where they work in factories. In *Factory Girls*, journalist Leslie Chang paints a vivid picture of these migrant workers by following the lives of two young working women. In this excerpt, the reader is introduced to Lu Quigmin (Min) as she confronts the realities of being a "factory girl" in Dongguan, China. To "go out," or chugu, is the term Chinese migrants use when they leave home to find work.

an unfinished high-rise building among
the smaller buildings that dominate
Dongguan, China



- 3 A day on the assembly line stretched from eight in the morning until midnight—thirteen hours on the job plus two breaks for meals—and workers labored every day for weeks on end. Sometimes on a Saturday afternoon they had no overtime, which was their only break. The workers made four hundred yuan a month—the equivalent of fifty dollars—and close to double that with no overtime, but the pay was often late. The factory employed a thousand people, mostly women, either teenagers just out from home or married women already past thirty. You could judge the quality of the workplace by who was missing: young women in their twenties, the elite of the factory world. When Min imagined sitting on the assembly line every day for the next ten years, she was filled with dread. She was sixteen years old.

men working in a surveillance-camera producer factory in China (Shenzhen)



Notes



- 4 From the moment she entered the factory she wanted to leave, but she pledged to stick it out for six months. It would be good to toughen herself up, and her options were limited for now. The legal working age was eighteen, though sixteen- and seventeen-year-olds could work certain jobs for shorter hours. Generally only an employer that freely broke the labor law—"the very blackest factories," Min called them—would hire someone as young as she was.
- 5 Her first week on the job, Min turned seventeen. She took a half-day off and walked the streets alone, buying some sweets and eating them by herself. She had no idea what people did for fun. Before she had come to the city, she had only a vague notion of what a factory was; dimly, she imagined it as a lively social gathering. "I thought it would be fun to work on the assembly line," she said later. "I thought it would be a lot of people working together, busy, talking, and having fun. I thought it would be very free. But it was not that way at all."

- 6 Talking on the job was forbidden and carried a five-yuan fine. Bathroom breaks were limited to ten minutes and required a sign-up list. Min worked in quality control, checking the electronic gadgets as they moved past on the assembly line to make sure buttons worked and plastic pieces joined and batteries hooked up as they should. She was not a model worker. She chattered constantly and sang with the other women on the line. Sitting still made her feel trapped, like a bird in a cage, so she frequently ran to the bathroom just to look out the window at the green mountains that reminded her of home. Dongguan was a factory city set in the lush subtropics, and sometimes it seemed that Min was the only one who noticed. Because of her, the factory passed a rule that limited workers to one bathroom break every four hours; the penalty for violators was five yuan.

This is Chinese money, the yuan. The image shows Mao Zedong, the founder of the People's Republic of China.






a young factory worker in Dongguan leaving her job at the end of the day

Notes

- 7 After six months Min went to her boss, a man in his twenties, and said she wanted to leave. He refused.
- 8 “Your performance on the assembly line is not good,” said Min’s boss. “Are you blind?”
- 9 “Even if I were blind,” Min countered, “I would not work under such an ungrateful person as you.”

- 10 She walked off the line the next day in protest, an act that brought a hundred-yuan fine. The following day, she went to her boss and asked again to leave. His response surprised her: Stay through the lunar New Year holiday, which was six months away, and she could quit with the two months' back pay that the factory owed her. Min's boss was gambling that she would stay. Workers flood factory towns like Dongguan after the new year, and competition for jobs then is the toughest.
- 11 After the fight, Min's boss became nicer to her. He urged her several times to consider staying; there was even talk of a promotion to factory-floor clerk, though it would not bring an increase in pay. Min resisted. "Your factory is not worth wasting my whole youth here," she told her boss. She signed up for a computer class at a nearby commercial school. When there wasn't an overtime shift, she skipped dinner and took a few hours of lessons in how to type on a keyboard or fill out forms by computer. Most of the factory girls believed they were so poorly educated that taking a class wouldn't help, but Min was different. "Learning is better than not learning," she reasoned.



This posh residential development in Qingxi Township, Dongguan, was built in 2010. Qingxi was a sleepy town surrounded by farms before economic reforms but is now home to hundreds of factories.



workers at a furniture factory in Dongguan

Notes

- 12 She phoned home and said she was thinking of quitting her job. Her parents, who farmed a small plot of land and had three younger children still in school, advised against it. “You always want to jump from this place to that place,” her father said. Girls should not be so flighty. Stay in one place and save some money, he told her.
- 13 Min suspected this was not the best advice. “Don’t worry about me,” she told her father, “I can take care of myself.”

Epilogue

In Factory Girls, Min continues to be the breadwinner for her family as she works in various factory and office jobs. According to the book’s author, Leslie Chang, Min later married, had two children, and saved enough money to buy a car for herself and an apartment for her parents. Speaking on National Public Radio’s TED Radio Hour in 2013, Chang explained that migrant workers like Min are driven by the same goals as workers everywhere: “They’re thinking about their own plans and their own futures,” Chang said. “And the product they’re making is exactly that, it’s a product. It’s just a tool for their own life and their own future. And why is that so different from a worker anywhere else?”

Remember
to annotate
as you read.

Notes

The Young Head of the Cheng Family

- 1 Once there was a man named Cheng who had three sons. Two were married. Their homesick wives asked permission to visit their childhood villages. “You may have one lunar month to visit your families,” Cheng said, “but only if you return with two gifts—fire wrapped in paper and wind on paper.”
- 2 The women quickly agreed, but after setting out, they realized the difficulty of their task. “This is lunacy!” they cried despairingly, for no person or even a factory knew of the items they needed.
- 3 They were about to give up when they met Precious Jade, a young woman who had immigrated to the mainland from a small island in the South China Sea. When they told the young immigrant their problem, she declared: “That is easy!” She led them to the market and bought a lantern with a candle inside and a paper fan. “Light the candle, and you will have fire wrapped in paper.” Then she manipulated the fan and said, “Wave the fan to create wind.” The two women thanked their benefactor warmly.
- 4 When they returned home, the daughters-in-law presented their gifts to Cheng and explained how Precious Jade had helped them. Astonished, he sought out this remarkable young woman. On finding she was unmarried, he arranged for her to marry his youngest son.
- 5 Precious Jade swiftly proved her worth by sensibly instructing the sons, “When you go to the fields, always carry a tool or seeds. When you return, always bring bundles of sticks for fuel.” As a result, the family never had to buy firewood that winter. In gratitude, Old Cheng made Precious Jade the head of the household and the happy family prospered greatly.

BuildReflectWrite

Build Knowledge

“Factory Girls” Conclusions

1. **Based on your reading of paragraph 12 of “Factory Girls,” what conclusions can you draw about Min’s family, her relationship to them, and the life Min has left behind?**
2. **Identify other details in the reading that also support your conclusion.**

Reflect

What does it mean to be a citizen in a global society?

Based on this week’s texts, write down new ideas and questions you have about the essential question.

Research and Writing

Informative/Explanatory

Select one of the cities or towns along the Silk Road. Research the city or town and write an informative report explaining how and why it became a stop, what products were traded there, and the effect on people who lived there.

WRITE YOUR INFORMATIVE ESSAY

Use your research results to draft, revise, and edit your informative report. Share your report with your peers.

Support for Collaborative Conversation

Discussion Prompts

Express ideas or opinions . . .

When I read _____, it made me think that _____.

Based on the information in _____, my [opinion/idea] is _____.

As I [listened to/read/watched] _____, it occurred to me that _____.

It was important that _____.

Gain the floor . . .

I would like to add a comment. _____.

Excuse me for interrupting, but _____.

That made me think of _____.

Build on a peer's idea or opinion . . .

That's an interesting point. It makes me think _____.

If _____, then maybe _____.

[Name] said _____. That could mean that _____.

Express agreement with a peer's idea . . .

I agree that _____ because _____.

I also feel that _____ because _____.

[Name] made the comment that _____, and I think that is important because _____.

Respectfully express disagreement . . .

I understand your point of view that _____, but in my opinion _____ because _____.

That is an interesting idea, but did you consider the fact that _____?

I do not agree that _____. I think that _____ because _____.

Ask a clarifying question . . .

You said _____. Could you explain what you mean by that?

I don't understand how your evidence supports that inference. Can you say more?

I'm not sure I understand. Are you saying that _____?

Clarify for others . . .

When I said _____, what I meant was that _____.

I reached my conclusion because _____.

Group Roles

Discussion Director:

Your role is to guide the group's discussion. Ask your peers to explain and support their responses.

Notetaker:

Your job is to record the group's ideas and important points of discussion.

Summarizer:

You will write a short summary of the group's comments and conclusions. Check with the group that it accurately reflects their ideas.

Connector:

In this role, you will look for connections between the group's discussion and ideas you've talked about in class or events that have happened in the real world.

Presenter:

Your role is to provide an overview of the group's discussion to the class.

Timekeeper:

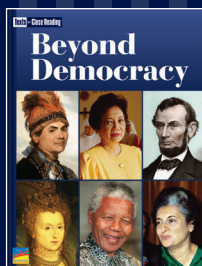
Your job is to track the time and keep your peers on task.

Making Meaning with Words

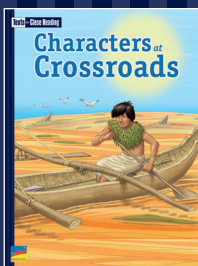
| Word | My Definition | My Sentence |
|---------------------------------|---------------|-------------|
| assembly (p. 24) | | |
| convenient (p. 6) | | |
| dominant (p. 14) | | |
| equivalent (p. 24) | | |
| forbidden (p. 26) | | |
| modernize (p. 9) | | |
| nomadic (p. 14) | | |
| prominent (p. 13) | | |
| promotion (p. 28) | | |
| unprecedented (p. 12) | | |
| | | |

Build Knowledge Across 10 Topic Strands

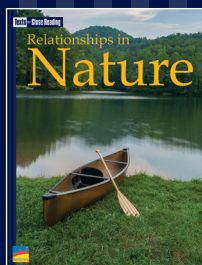
Government and Citizenship



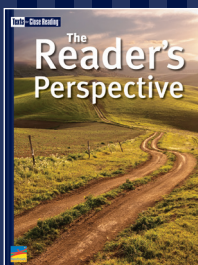
Character



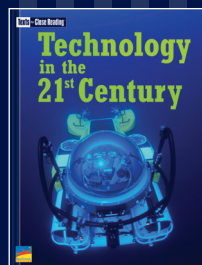
Life Science



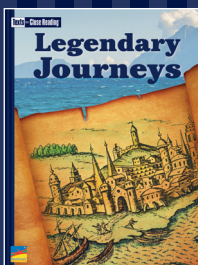
Point of View



Technology and Society



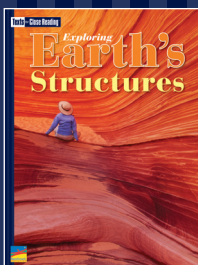
Theme



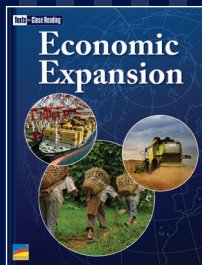
History and Culture



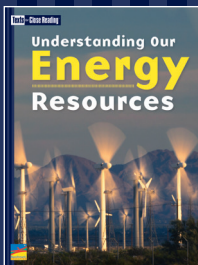
Earth Science



Economics



Physical Science



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