




Hello Teachers and Students

This is Pearson's new eText player designed specifically without the use of Flash.

What's the Same?

- The login page
- The bookshelf and books
- The content and media within the books
- The Teacher role (e.g. in some books, teachers see different content than students)

What's New?

- The eText no longer requires Flash to open
-  **New App:** Pearson has a new eText app for mobile devices!
The previous app is no longer available.

- You can also use the new eText directly through the browser on your mobile device.
(The user experience is not ideal on phones.)



Navigating

2

Open the Navigator to move the slider to a specific page

1

Use the Forward or Back arrows to turn the pages

Chapter 1: The Civilization of Early China

Navigation icons: Hamburger menu, Search, Document, etc.

Chapter Focus Question: What is a civilization?

Figure 1-1: Terracotta warriors.

Key Concepts: society, civilization, Confucianism, harmony, central government.

Right sidebar: In This Chapter, Use these questions to set a purpose for reading each section, Reading, Use Background Knowledge.



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Click the Table of Contents icon

Table Of Contents

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Pathways Civilizations Through Time SK Edition

Michael Cranny

✓ Pathways Civilizations Through Time SK Edition

Copyright

Acknowledgements

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Exploring Civilizations

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You will find the Table of Contents and folders with course resources

3

You will also find your Bookmarks and Recent Pages

Chapter 1b: First Nations and Wanuskewin



KR

1b

First Nations and Wanuskewin

CHAPTER FOCUS QUESTION

How does worldview shape a society?



In This Chapter

Thousands of years ago—before the Great Wall of China, the Great Pyramids of Egypt, and Rome's coliseum were built—First Nations peoples were thriving at Wanuskewin. You will read about evidence at Wanuskewin and about the peoples who have lived here since time immemorial. How would First Nations worldviews affect life past and present?

Use these questions to set a purpose for reading each section.

- What First Nations societies were here before contact?
- How do we learn about First Nations of the ancient past?
- What was the relationship between the natural environment and First Nations at Wanuskewin?
- How did First Nations worldviews shape daily life before contact?
- How do First Nations societies of the past have an impact on Canada today?

Imagine a tree with roots reaching deep into Mother Earth and branches stretching up to Father Sky. Now imagine the First Peoples who live here on the North American continent and what life might have been like long, long ago. Like the tree, the roots of these peoples run deep into this land and reach high up into the sky. First Nations peoples of the plains have traditionally told about being a part of the land. We do not own the land; we are a part of it, they say. We are no more important than the smallest insect, the biggest mammal, the deepest-swimming fish, or the highest-flying bird; they are all like our brothers and sisters. The plants that spread out in a beautiful natural garden are like our aunts and uncles, giving us food, clothing, shelter, and medicine. Everything we do affects the land and all living things that live off the land. Everything in the environment is sacred.

Reading

Set a Purpose

How does the story demonstrate a worldview? As you read, ask questions about different worldviews you consider, including your own.

FIGURE 1b-1 First Nations celebrate with a powwow on the 20th anniversary of Wanuskewin Heritage Park, in June 2012. Northeast of Saskatoon, Wanuskewin has been a site for First Nations to gather for thousands of years.



Aboriginal peoples First Nations peoples contact society worldviews





Icons

Icons on the pages represent the various media (e.g., songs, audio, video, games, etc.)

Chapter 1: The Civilization of Early China

Mandate of Heaven the idea that a ruler has the support of the gods as long as he rules correctly
despot a person in authority who acts like a tyrant

Can a civilization outlast a dynasty?

The kings of the Shang Dynasty were constantly at war with other kingdoms. Eventually, they were defeated by the Zhou. The last Shang king was captured and beheaded in 1050 BCE.

The Zhou rulers claimed that the Shang had been defeated because they had lost the **Mandate of Heaven**. The Zhou believed that the gods permitted a king to rule as long as he was worthy. If he became unworthy or a **despot**, the gods would withdraw their approval. This would lead to a change of rulers. The Zhou insisted that they had been given the Mandate of Heaven, which was why they were able to defeat the powerful Shang. Throughout Chinese history, new rulers claimed the Mandate of Heaven to justify overthrowing someone else.

The end of the Shang Dynasty did not mean the end of Chinese civilization. The Zhou, like the dynasties that would follow them, picked up where the previous dynasty left off. The Zhou admired Shang accomplishments, and adopted them for their own.

Eventually, the Zhou Dynasty also fell. This led to the Warring States period (475–221 BCE). Various warlords fought each other, but no one could win. However, even during this chaotic time, three important schools of thought emerged: Confucianism, Legalism, and Daoism would greatly influence Chinese civilization.



FIGURE 1-14 The Zhou adopted the Shang process for silk making, but used their own patterns and designs. Dynasties that followed have done the same. Here, you can see Chinese silk for sale at a shopping mall in Beijing.

Thinking It Through

Summarize What's Important

1. Use a graphic organizer to summarize the reasons historians think that Chinese civilization began in the Shang Dynasty.

Build on the Ideas of Others

2. **Collaborate** With a partner, refer to the eight features of civilization that you read about on pages x–xi in the introduction. Which features did you see developing in the Shang Dynasty? Together, generate ideas for any new features you could add to the original eight. Set the list aside for future reference.

Access Your Background Knowledge

3. What is the difference between a society and a civilization? Is Canada a society or a civilization? Explain your thinking.

Synthesize and Evaluate

4. **Evidence** Write a paragraph to answer the section question: *How do we know when a civilization has begun?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

How can people live in harmony?

Imagine how you might feel if the mayor of your city was constantly signing up you and your neighbor for a Victoria, Nanaimo, or Prince George. No one would be able to rule all of British Columbia. So the violence would do anything to stop this?

Eventually, you and other British Columbian Chinese did: start searching for an answer to live in **harmony**. That is exactly what happened during the Warring States period. Four individuals—Confucius, Han Feizi, Mozi, and Siddhartha (from India)—independently sought out answers to this question. As you read this section, think about how their answers helped Chinese civilization advance.

What answers did Confucius offer?

No other **philosopher** has had as much influence on China as Confucius (Kongfuzi). He taught respect for tradition and duty, two lessons that run through Chinese culture even today.

Confucius probably lived from 551 to 479 BCE. He hated the political turmoil of the times in which he lived. He thought that rulers were not governing as they should and that people were not leading virtuous lives. He believed that these bad behaviours were causing chaos.

Confucius believed that people were basically good, but that they needed to be trained to behave well. This training should start with the family and be continued by society. Harmony mattered more than anything else. According to Confucius, people could build a harmonious society by striving for five virtues. People should be

- 1) honest
- 2) upright
- 3) conscientious
- 4) charitable
- 5) loving in all their relationships

Rulers were expected to be virtuous toward their subjects. Everyone had duties and responsibilities, depending on their station in life.

harmony peaceful co-existence
philosopher someone who seeks wisdom about existence and reality

WEB LINK To learn more about Confucius, visit our website.

FIGURE 1-15 No one knows what Confucius looked like. But virtually all paintings of him show him in robes typical of the late Zhou period, bearded, and holding his hands in front of him as shown here.





Notes/Highlight

1

Use your mouse to highlight a section of text. Then choose a colour option for the highlight, or choose to make a new note

Chapter 1 The Civilization of Early China



KR

How can people live together in harmony?

Imagine how you might feel if the mayor of your community was continually signing up you and your neighbours in a war on the mayors of Victoria, New York, or Prince George. No one ever won the prize—to rule all of British Columbia. So the violence continued. Could you do anything to stop this?

Eventually, you and other British Columbians might do what the Chinese did: start searching for an answer to the question of how to live in **harmony**. That is exactly what happened during the Warring States period. Four individuals—Confucius, Han Feizi, Laozi, and Siddhartha (from India)—independently sought out answers to this question. As you read this section, think about how their answers helped Chinese civilization advance.

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Reading

Set a Purpose

As you read this section, be prepared to compare and contrast.

Highlight

New note

New flashcard

Search selection



FIGURE 1-14 The Zhou adopted the Shang process for silk making, but used their own patterns and designs. Dynasties that followed have done the same. Here, you can see Chinese silk for sale at a shopping mall in Beijing.

Eventually, the Zhou Dynasty also fell. This led to the Warring States period (475–221 BCE). Various warlords fought each other, but no one could win. However, even during this chaotic time, three important schools of thought emerged. Confucianism, Legalism, and Daoism would greatly influence Chinese civilization.

Thinking It Through

Summarize What's Important

1. Use a graphic organizer to summarize the reasons historians think that Chinese civilization began in the Shang Dynasty.

Build on the Ideas of Others

2. **Supplement** With a partner, refer to the eight features of civilization that you read about on pages x–xi in the introduction. Which features did you see developing in the Shang Dynasty? Together, generate ideas for any new features you could add to the original eight. Set the list aside for future reference.

Access Your Background Knowledge

3. What is the difference between a society and a civilization? Is Canada a society or a civilization? Explain your thinking.

Synthesize and Evaluate

4. **Evidence** Write a paragraph to answer the section question: How do we know when a civilization has begun? Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.



Hide





Bookmark

Chapter 1: The Civilization of Early China



KR

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Thinking IT THROUGH

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Build on the Ideas of Others

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How can people live together in harmony?

Imagine how you would live in the Warring States period (475–221 BCE). No other political ruler was not leading were caused by Confucius. He was trained to be a teacher. He started with the society. Harmony was not possible. According to Confucius, people should strive for five virtues. People should be

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2) upright
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What a

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Click the Bookmark icon to save the page. Find your list of bookmarks in the Table of Contents icon.





Text Settings

Text Settings

BETA



Zoom



Page display

Single page

Double page

Page fitting

Fit to width



Fit to page



Show highlights



Show hotspots



Hide

1. Zoom in/out
2. Choose single-page or double-page
3. Resize the page
4. Show/Hide highlights and icons

The screenshot displays the Pearson eText interface for a chapter titled 'Awakening Civilizations'. On the left, a sidebar contains a list of icons for navigation and settings. The main content area shows a large image of terracotta warriors, with a caption below it: 'FIGURE 1-1 Imagine a whole army of warriors standing ready to protect you on a journey. The first emperor of China did not need to imagine—he could make it happen. Shi Huangdi died in 210 BCE. The terra cotta warriors shown here were part of a vast army found in the emperor's tomb, ready to journey with him to the afterlife. Imagine what an emperor with this kind of power could do for his people.' To the right of the image, there is a 'FOCUS QUESTION' section with the text 'a civilization?' and a circular diagram with 'CRITICAL INQUIRY' in the center, surrounded by 'Significance', 'Patterns and Change', 'Evidence', 'Perspectives', and 'Cause and Consequence'. Below this, there is a section titled 'In This Chapter' with the text 'The roots of modern Chinese civilization go back far into the past, to Shang times, about 3500 years ago. Many civilizations have come and gone through human history, but Chinese civilization remains today. It is one of the oldest civilizations on Earth. What made this civilization successful?' and a list of questions: 'How can geography encourage civilization?', 'How do we know when a civilization has begun?', 'How can people live together in harmony?', 'How can central government advance a civilization?', and 'How can freedoms advance a civilization?'. At the bottom, there is a 'Reading' section with the text 'Why would the discovery of the writing be so exciting? How language help a civilization?'. The interface also includes a 'Zoom' slider, 'Page display' options (Single page, Double page), 'Page fitting' options (Fit to width, Fit to page), and 'Show highlights' and 'Show hotspots' toggles.



Read-aloud *not included in all titles

1. Open the audio player
2. Navigate to the chapter and page
3. See a list of tracks for that page

The screenshot displays the Pearson eText interface. On the left, a sidebar contains navigation icons: a menu icon, a back/forward icon, a search icon, an audio player icon (highlighted with an orange arrow), a document icon, a list icon, and a font size icon. The main area is titled "Liste de lecture" with a "BETA" label and a close button. Below the title, it shows "CONTEXTE A : Mes préférences (sans texte)". An audio player is visible with a play button, a progress bar at 0:00, and a volume icon. Below the audio player, a list of tracks is shown:

- Module 1 : On est en forme!
- CONTEXTE A : Mes préférences (san... 0:05)
- Page m1_a5
- Mes préférences
- Page m1_5
- Des compromis
- Page m1_9
- Des collations santé

The right side of the interface shows a preview of the eText content. It includes a "KR" label, a PDF icon, and a list of tracks for the current page:

- CONTEXTE A : Tu choisis des collations santé. Pense aux restrictions et aux préférences des membres du groupe.
- CONTEXTE B : Il y a un nouveau programme d'activités au centre communautaire. Tu choisis une activité et tu expliques ton choix.
- CONTEXTE C : Les activités de détente sont bonnes pour la santé. Tu suggères une activité de détente et tu fais la promotion de ton idée.



Flashcards

Open the Study feature to create your own flashcards and track your progress.

The screenshot displays the Pearson eText interface. On the left, a sidebar contains navigation icons: a list icon, a home icon, a search icon, a document icon, and a book icon. The 'Study' feature is highlighted, showing a progress bar for 'Chapter 1' with 4 total items. The progress bar has three segments: 'Learned' (0), 'Studied' (0), and 'Not seen' (4). An orange arrow points from the 'Study' button to the 'Study' feature. Another orange arrow points from the 'Study' feature to the 'Study' button. The main content area shows a timeline of historical events, including the Yellow River, the Tibetan Plateau, and the Yellow River. The timeline is labeled 'TIMELINE' and includes dates: 1050 BCE, 500 BCE, 221 BCE, and 206 BCE. A 'PDF' icon is visible in the bottom right corner.

Study

My decks **Create**

Chapter 1
4 total

0 0 4
Learned Studied Not seen

Did You Know?
At one time, historians divided history into two eras: B.C. (before Christ) and A.D. (anno Domini, meaning "in the year of the Lord"). Today, historians instead use BCE (before the common era) and CE (the common era).

Timeline
1050 BCE 500 BCE 221 BCE 206 BCE

PDF



Sign Out

**Always Sign Out
before closing the
eText.**

**Note: once you Sign
Out, you cannot sign in
using the same page.
You should go back to
the URL
www.pearsoncanada.ca/pearsonetext**

The screenshot displays the Pearson eText interface for 'Chapter 1: The Civilization of Early China'. On the left is a sidebar with navigation icons. The main content area shows a text passage about the Shang Dynasty and oracle bones. A menu is open on the right, listing 'Help & support', 'Legal', 'Accessibility', and 'Title info'. Below the menu is a 'Sign out' button. An orange arrow points from the 'Sign out' button in the menu to the 'KR' icon in the top right corner of the page. The page footer includes 'Unit 1: Awakening Civilizations' and 'Chapter 1: The Civilization of Early China'.



Error Messages

- There is no “Back to Bookshelf” button. Use the browser back button.
- **Do you get a “Subscription Not Found” error?** You need to clear your cookies for this site. Click the “lock” icon in the URL address bar and click “Cookies.” Then you need to remove all the cookies listed, and go back to the login page to login again.
- For questions or technical help, please fill out our School Technology Support form