

Hello Teachers and Students

This is Pearson's new Saskatchewan Portal!

What's the Same?

- The login page (for students and teachers)
- The bookshelf and books
- The content and media within the books
- The teacher role (i.e. teachers see more content than students)

What's New?

- Removed Teacher Resource page, and embedded the teacher guides within the student eTexts
- Removed some expired books
- Universal accounts and/or LMS links for all customers



Table of Contents

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Click the TOC icon
and click any page to
visit

The screenshot displays the Pearson eText user interface. On the left, a sidebar contains navigation icons: a home icon, a menu icon (three horizontal lines), a search icon, and a text formatting icon. The main content area is titled "Table of contents" and features two tabs: "Contents" (selected) and "Recent". Under the "Contents" tab, the following items are listed:

- ✓ Saskatchewan Social Studies 8
 - Copyright
 - Acknowledgements
 - Contents
- ✓ Canada: Our Land
 - Essential Question: How is the identity of Canadians influenced by the land and by historical events?
 - > Chapter 1: Developing a Canadian Identity
 - > Chapter 2: The Importance of Land to Canadians

On the right, the book cover for "PEARSON SASKATCHEWAN Social Studies 8" is shown. The cover features a large image of a bonfire with a historic building in the background, and a smaller collage of three images at the bottom: a field, a waterfall, and a lake. At the bottom of the interface, there is a "Cover" button and a right-pointing arrow.



Teacher Resources

The image shows two parts of the Pearson eText interface. On the left is the 'Table of contents' page, and on the right is the 'Cover' page of a Science eText.

1 Teacher material, Combined Grades documents, and line masters are located at the bottom of TOC

2 In the **Science** eTexts, the line masters are included within the teacher guide pages

3

The 'Table of contents' page shows a list of items: Illustrated Glossary, Index, Acknowledgments, Program Masters, Unit Masters, Try Its, Tool Box, See Its, and Teacher Resources. The 'Teacher Resources' item is highlighted with a blue box. The 'Cover' page shows the title 'Math Makes Sense' and a large image of a deer's head.

Navigating

Chapter 1: The Civilization of Early China

UNIT
1

Awakening Civilizations

Distinct civilizations and societies arose in many different parts of the world and under different conditions, but they have common characteristics. They have worldviews and economies, and they often have large populations and central governments. Peoples are also unified by social structures and religions. They often benefit from and contribute to public works, such as roads and temples.

UNIT FOCUS QUESTION

How do civilizations form and grow?

Europe's Early Middle Ages
What conditions are crucial for civilization? Chaos followed the collapse of the Roman Empire in Western Europe. Rebuilding meant creating laws and developing a successful economy. Christianity also played a unifying role.

1

Use the Forward or Back arrows to turn the pages

Islamic Civilization
How can religion influence a civilization? Islamic civilization developed because of the spread of Islam. For hundreds of years, Islamic civilization was among the most advanced in the world.

First Nations and Waukeewin
How does worldview shape a society? Before the Pyramids of Egypt and the Great Wall of China were built, First Nations thrived at Waukeewin in Saskatchewan. They left evidence of peoples with deep connections to the land. The word Waukeewin means "living in harmony" in Cree, reflecting their worldview.

The Civilization of Early China
What is a civilization? Chinese civilization began in the Huang He valley thousands of years ago. In time this civilization became one of the world's greatest.

Ancient Egypt
Why are civilizations shaped by place? For 3000 years, Egyptian civilization rested firmly on the foundation of the Nile River. It gave them the food they ate, the gods they worshipped, and the papyrus on which they wrote. Even the shape of the empire followed the twists and turns of the Nile River.

The Civilization of India
Does diversity build up or tear down a civilization? Indian civilization is very old and diverse. It adapted to the cultures of frequent invaders, and in return has given much to the world.

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2 | 3
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Icons

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

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. **Significance** 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 map continually swung up you and your neighbor of Victoria, Nanaimo, or Prince George to rule the province of British Columbia. So the question is: how to stop this?

Eventually, you and other British Columbia Chinese did: start searching for an answer to live in **harmony**. That is exactly what the Warring States period. Four individuals—Confucius, Siddhartha (from India)—independently sought the same 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.

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.



Text Settings

Display settings

Zoom

Fit to height

Fit to width

Page view

Single page Double page

Visibility

Show highlights

Show hotspots

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

China

FOCUS QUESTION

What is a civilization?

Yirong, a Beijing scholar, was his doctor prescribed "dragon" to grind them up. Then he noticed on them: fine scratch marks that ing!

standing up the bones for medicine, investigating. He found out that the been gathered in the Huang He valley, the birthplace of Chinese civilization. Excited archaeologists gathered more of these "dragon bones" and studied them.

The bones were actually ancient turtle shells and oxen shoulder blades. Wang was right: the markings were the earliest version of Chinese writing ever found. During the Shang Dynasty, priests used these bones to communicate with the gods. If the king wanted advice, priests wrote his question on a bone, performed ceremonies to get the attention of a god or ancestor, and then cracked the bone with the tip of a hot poker. The priests would interpret the resulting cracks to find an answer. The questions people asked were often long and complex, so the old "dragon bones" have taught us a great deal about Chinese civilization.

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.

KEY CONCEPTS society civilization Confucianism harmony central government

Chapter 1 The Civilization of Early China

In This Chapter

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 history, but Chinese civilization remains today. It is one of the civilizations on Earth. What makes this civilization successful?

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

- 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?
- How can freedoms advance a civilization?

Reading

Use Background Knowledge

Why would the discovery of Shang writing be so exciting? How could language help a civilization advance?



Tech Support

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