




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

CRITICAL INQUIRY

CHAPTER FOCUS QUESTION
What is a civilization?

In 1899, Wang Yirong, a Beijing scholar, was feeling ill, so his doctor prescribed “dragon bones.” Wang brought his “bones” home and put them into a bowl to grind them up. Then he noticed something unusual on them: fine scratch marks that looked like writing!

Instead of grinding up the bones for medicine, Wang started investigating. He found out that the bones had been gathered in the Huang He valley, the birthplace of Chinese civilization. Excited archaeologists gathered more of these “dragon bones” in the years following.

...cient turtle shells
...g was right: the
...ion of Chinese
...Shang Dynasty,
...municate with
...vice, priests wrote
...ed ceremonies
...estor, and then
... 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.

KEY CONCEPTS society civilization Confucianism harmony central government

4 Unit 1 Assessing Civilizations GP GP Chapter 1 The Civilization of Early China 5

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 human history, but Chinese civilization remains today. It is one of the oldest civilizations on Earth. What made 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 civilization?
- How can freedom advance a civilization?

Reading
Use Background Knowledge
Why would the discovery of Shang writing be so exciting? How could written language help a civilization advance?



Table of Contents

1

Click the Table of Contents icon

3

You will also find your Bookmarks and Recent Pages

2

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

The screenshot displays the Pearson eText interface. On the left, a sidebar titled 'Table Of Contents' is open, showing a list of course resources including 'Copyright', 'Acknowledgements', 'Contents', 'Introduction to Worldview', and 'Exploring Civilizations'. The 'Contents' item is highlighted. In the background, the main content area shows 'Chapter 1b: First Nations and Wanuskewin'. A 'CHAPTER FOCUS QUESTION' asks 'How does worldview shape a society?'. Below this is a large image of a First Nations powwow with a caption: '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.' To the right of the image is a 'Reading' section with a 'Set a Purpose' prompt: 'How does the story demonstrate a worldview? As you read, ask questions about different worldviews you consider, including your own.' Further right is a 'CRITICAL INQUIRY' diagram and an 'In This Chapter' section with a list of questions: '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?', and 'How do First Nations societies of the past have an impact on Canada today?'. Navigation icons for back, forward, and search are visible at the bottom.



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.



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.

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.

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.

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 kept calling you and your neighbors to meetings, signing up you and your neighbors to projects, or making you and your neighbors do anything to stop this?

Eventually, you and other British Columbia Chinese did start searching for an answer to live in **harmony**. That is exactly what happened in 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.



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- ↶
- 🔍
- 📖
- 📄
- Ⓐ

Hide





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



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, Vancouver, 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 the ideas of the four philosophers.

Highlight   

New note 

New flashcard 

Search selection 

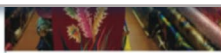


FIGURE 1-14 The Zhou adopted the Shang process for silk making, but used their own patterns and designs. Dynasties that followed have done the same. Here, you can see Chinese silk for sale at a shopping mall in Beijing.

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.

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- Hide



Bookmark

Chapter 1: The Civilization of Early China



-
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- Hide

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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 together in harmony?

Imagine how you would live in the Warring States period. How would you survive? How would you help your people? How would you help your country?

Eventually, the Warring States period ended. The Qin Dynasty helped China become a unified country.

What a

No other political system had ever existed. Confucius was a philosopher who taught that rulers were not leading well if they were causing suffering.

Confucius was trained to be a civil servant. He started with the government.

Confucius taught that 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.

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 a digital page from a Pearson eText. The page content includes a large image of terracotta warriors, a 'FOCUS QUESTION' section, and a 'CRITICAL INQUIRY' diagram. A 'Text Settings' overlay is positioned on the left side of the page, with an orange arrow pointing from the 'Fit to page' option to the page content. The page number '1' is visible in the top left corner of the content area. The interface includes navigation icons at the bottom and a 'KR' (Knowledge Review) icon in the top right corner.



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, with the audio player icon (a speaker with sound waves) highlighted by an orange arrow. The main content area is titled "Liste de lecture" (Reading List) and includes a "BETA" badge. Below the title, there are playback controls (volume, play/pause, previous, next) and a list of tracks. The first track is "CONTEXTE A : Mes préférences (sans texte)" with a duration of 0:05. Below this track, a list of pages is visible: "Page m1_a5", "Mes préférences", "Page m1_5", "Des compromis", "Page m1_9", and "Des collations santé". The background of the interface shows a photograph of a woman in a gymnasium, with an orange callout box titled "À l'oral et à l'écrit..." containing a bulleted list of preferences. To the right, another page is visible with three context cards (A, B, C) featuring images of people and text about healthy snacks, community activities, and relaxation.



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 vertical sidebar contains navigation icons: a menu icon, a home icon, a search icon, a document icon, a flashcard icon (highlighted with a blue circle and an orange arrow), and a font size icon. The main content area is split into two panels. The left panel, titled "Study", shows a "My decks" section with a "Create" button and a progress bar for "Chapter 1" (4 total items). The progress bar has three segments: "Learned" (0), "Studied" (0), and "Not seen" (4). The right panel shows a page from a history textbook with a "Did You Know?" callout box and a list of geographical features. At the bottom, a "TIMELINE" is visible with markers for 1050 BCE, 500 BCE, 221 BCE, and 206 BCE.

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).

civilization?
civilizations thrive of all. Consider the maps on page 9.

- high mountain ranges in the west and southwest
- the Tibetan Plateau in the west (the largest and highest plateau in the world)
- deserts in the west and northeast
- ocean to the east
- jungles in the southeast

China's one weak point lay to the north, where the land consists of **steppes**. These grassy plains gave invaders easy access into China.

TIMELINE

1050 BCE 500 BCE 221 BCE 206 BCE



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 shows the Pearson eText interface for 'Unit 1: Awakening Civilizations'. The main content area displays a chapter titled 'Chapter 1: The Civilization of Early China'. A navigation menu is open, showing options: 'Help & support', 'Legal', 'Accessibility', and 'Title info'. A 'Sign out' button is prominently displayed in a dark blue box. An orange arrow points from the 'Sign out' button to a 'KR' (Knowledge Review) icon in the top right corner. The interface includes a sidebar with navigation icons (home, search, etc.), a 'KEY CONCEPTS' bar at the bottom, and a 'Reading' section with a 'Use Background Knowledge' prompt.



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](#)