




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.)



Table of Contents

1

Click the Table of Contents icon and click a page to visit

2

You will also find your Recent pages visited

The screenshot displays the Pearson eText interface. On the left, a navigation sidebar contains icons for home, search, and a menu. The menu icon is highlighted with a red circle and labeled '1'. Below the menu icon, the 'Contents' section is expanded, showing a list of pages: Copyright, Acknowledgements, Contents, Introduction to Worldview, and Exploring Civilizations. The 'Contents' page is highlighted. An orange arrow points from the '1' callout to the menu icon. The main content area shows the chapter page for 'Chapter 1b: First Nations and Wanuskewin'. The chapter title is '1b First Nations and Wanuskewin'. Below the title, there is a 'CHAPTER FOCUS QUESTION' box with the text 'How does worldview shape a society?'. The main text begins with 'Imagine a tree with roots reaching deep into Mother Earth...'. A red circle labeled '2' is placed over the 'Recent' tab in the navigation bar, with an orange arrow pointing to it. A callout box labeled '2' points to the 'Recent' tab and contains the text 'You will also find your Recent pages visited'. The right sidebar contains a 'CRITICAL INQUIRY' diagram and an 'In This Chapter' section with a list of bullet points.



Navigating

2

Open the Navigator to move the slider to a specific page



Hide



Chapter 1: The Civilization of Early China



KR

Civilization of Early China

CHAPTER FOCUS QUESTION

What is a civilization?



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?

1

Use the Forward or Back arrows to turn the pages



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





Icons

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

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.

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.

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. **Write** 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 town continually nagging you and your neighbor of Victoria, Nanaimo, or Prince George. No one would want to live in British Columbia. So the voters would vote 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 during the Warring States period. Four individuals—Confucius, Han Feizi, 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 so 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 in 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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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, including a speaker icon for the audio player. The main content area shows a 'Liste de lecture' (Reading List) with a 'BETA' label. The list includes tracks such as 'CONTEXTE A : Mes préférences (sans texte)', 'Page m1_a5', 'Mes préférences', 'Page m1_5', 'Des compromis', 'Page m1_9', and 'Des collations santé'. An orange arrow points from the speaker icon in the sidebar to the audio player controls. The audio player shows a play button, a progress bar at 0:00, and a volume icon. The background of the interface features a photograph of a woman and children in a gymnasium. Overlaid on the image are three context cards: 'À l'oral et à l'écrit...' with a bulleted list of preferences, 'CONTEXTE A' about healthy snacks, 'CONTEXTE B' about a community center program, and 'CONTEXTE C' about relaxation activities.



Text Settings

Text Settings BETA

Zoom

Zoom slider

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

FOCUS QUESTION
What was the significance of the discovery of the "dragon bones" for the development of a civilization?

... a Beijing scholar, was
... prescribed "dragon
... his "bones" home and put
... them up. Then he noticed
... them: fine scratch marks that

... up the bones for medicine,
... digging. He found out that the
... gathered in the Huang He valley,
... the cradle 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.

CRITICAL INQUIRY

Significance Patterns and Change
Ethical Implications Evidence
Cause and Consequence Perspectives

In This Chapter

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- How can central government advance a civilization?
- How can freedoms advance a civilization?

Reading

Use Background Knowledge

Why would the discovery of the writing be so exciting? How might language help a civilization?

Unit 1 Awakening Civilizations

Chapter 1 The Civilization of Early China



Tech Support

- For questions or technical help, please fill out our School Technology Support form