

Hello Teachers and Students

This is Pearson's new Saskatchewan Portal!

What's the Same?

- The login page
- 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?

- We embedded the teacher resources within the TOC of the student eTexts
- We removed some expired books
- We provide universal accounts and/or LMS links for all customers



Table of Contents

1

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 font size 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

To the right of the table of contents is a large preview of the book cover for "PEARSON SASKATCHEWAN Social Studies 8". The cover features a collage of images: a large building at night, a fire on a rock, a field of crops, a night sky with the Milky Way, and a lake with trees. At the bottom of the interface, there is a "Cover" button and a right arrow.



Teacher Resources

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 image shows a screenshot of 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 font size icon. The main area displays the 'Table of contents' for a book. The 'Contents' section lists: Illustrated Glossary, Index, Acknowledgments, Program Masters, Unit Masters, Try Its, Tool Box, See Its, and Teacher Resources. A blue box highlights the last five items. On the right, the book cover for 'Math Makes Sense' is shown, featuring a deer's head. A red circle with the number '3' is on the cover. At the bottom, there is a 'Cover' button and a right arrow.

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?

2 Unit 1 Awakening Civilizations

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.

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

- First Nations at Wapuskewin, from the memorial to the present
- Ancient Egyptian Civilization, 3100 BCE
- Tang Empire, 618-907 CE
- Islamic Subcontinent, spread of Islam, 632-750 CE
- Carlemagne's Empire, 768-814 CE

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.

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.

The Civilization of India
Does society build up or tear down 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.

Use the Forward or Back arrows to turn the pages

Use the Bookmark icon to save a page for later

< 2 | 3 >

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 region of Victoria, Nanaimo, or Prince George to rule over British Columbia. So the question is: how to stop this?

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

The screenshot displays the Pearson eText interface. On the left, the 'Display settings' menu is open, showing options for Zoom, Page view, Fit to height, Fit to width, and Visibility. The 'Visibility' section includes 'Show highlights' and 'Show hotspots'. A blue arrow points from the 'Aa' icon in the left sidebar to the 'Visibility' section. A callout box with a large number '1' and a blue arrow points to the 'Aa' icon. The callout box contains the following text:

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

The background shows a sample page from the eText. The page features a large image of terracotta warriors, a text block, and a 'CRITICAL INQUIRY' section. The page number '4' is visible at the bottom left, and the page number '5' is visible in the bottom center navigation bar.



Tech Support

- For questions or technical help, please fill out our School Technology Support form or email us at skpsupport@pearsoncanada.com