

The Early Americas



Essential Question

How did geography and climate impact the way American civilizations developed?



About the Photo: This photo shows the ruins of a great Maya temple in Tikal, Guatemala. More than 1,500 years ago, the Mayas built large cities in their American homeland.

In this module, you will learn about the development of civilization in the Americas.

What You Will Learn...

Lesson 1: Geography and Early Cultures 612

The Big Idea The landforms and climate of the Americas affected farming and the development of early cultures.

Lesson 2: The Mayas 619

The Big Idea The Maya civilization was characterized by great cities, trade, and achievements in art, science, and technology.

Lesson 3: The Aztecs 630

The Big Idea The Aztecs developed complex social, religious, artistic, and scientific systems in their empire in central Mexico.

Lesson 4: The Inca Empire 640

The Big Idea The Incas built a huge empire in South America and made many great achievements in architecture, art, and oral literature.

Lesson 5: North American Cultures. 650

The Big Idea Varied environments and available resources shaped the cultures of North American native peoples over thousands of years.

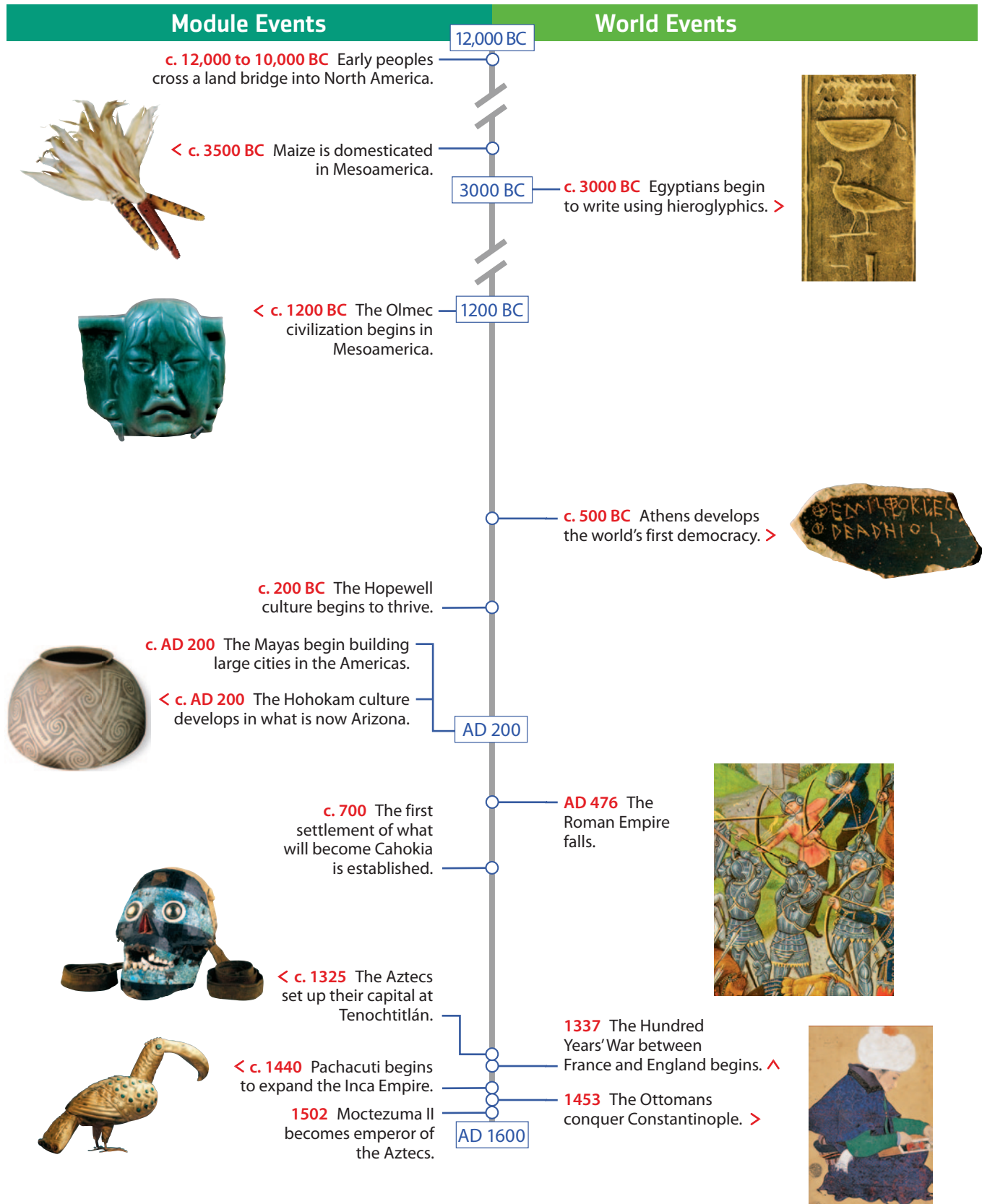
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Reading Social Studies

THEME FOCUS:

Geography, Politics, Science and Technology

In this module, you will read about the development of civilizations in Mesoamerica, a region that includes parts of Mexico and Central America; in the Andes, which are in South America; and in North America. As you read about these civilizations, you will learn about the politics and government that developed in different empires, and you will see how the geography and resources of the areas affected their way of life. You will also learn that these ancient civilizations made advancements in science and technology.

READING FOCUS:

Analyze Historical Information

History books are full of information. As you read, you are confronted with names, dates, places, terms, and descriptions on every page. Because you're faced with so much information, you don't want to have to deal with unimportant or untrue material in a history book.

Identify Relevant and Essential Information Information in a history book should be relevant, or related to the topic you're studying. It should also be essential, or necessary to understanding that topic. Anything that is not relevant or essential distracts from the important material you are studying.

The passage below contains some irrelevant and nonessential information, so that you can learn to identify it.

The Mayas

Who They Were The Maya (MY-ah) civilization developed in Mesoamerica. Early Mayas lived in the lowlands of this region beginning about 1000 BC. Thick forests covered most of the land, so the Mayas had to clear wooded areas for farmland. Today, there are many farms in the region that grow corn.

Communication The Mayas also developed a writing system. It was similar to Egyptian hieroglyphics. Symbols represented both objects and sounds. The Mayas created records, especially about the achievements of their kings, by carving symbols into large stone tablets. Today, most people use computers to record information.

The first sentence of the paragraph expresses the main idea. Anything that doesn't support this idea is not essential.

The last sentence does not support the main idea and is not essential.

This paragraph discusses Maya communication. Any other topics are irrelevant.

The use of computers has nothing to do with Maya communication. This sentence is irrelevant.

You Try It!

The following passage has some sentences that aren't relevant or essential to understanding the topic. Read the passage and identify those sentences.

The Maya Way of Life

Religion The Mayas worshipped many gods related to different aspects of their daily life. The most important god was the creator. This god would take many different forms. Other gods included a sun god, moon goddess, and maize god. One of the most important Aztec gods was the rain god. The Mayas believed their kings communicated with the gods.

Social Structure Most Mayas belonged to the lower classes as farming families. Farming families today aren't always as large as they once were. A portion of the crops grown were given as tribute to the ruler, the local lord, and other members of the ruling class. *Tribute* is a payment to a more powerful ruler or country. A *tribute* can also be a statement that shows respect. Most modern kings don't require tribute.

After you read the passage, answer the following questions.

1. Which sentence in the first paragraph is irrelevant to the topic? How can you tell?
2. Which three sentences in the second paragraph are not essential to learning about the Mayas? Do those sentences belong in this passage?

As you read this module, notice how the writers have left out information that is not essential or relevant to what you are reading.

Key Terms and People

Lesson 1

Mesoamerica
maize

Lesson 2

obsidian
Pacal
observatories
Popol Vuh

Lesson 3

causeways
codex
conquistadors
Hernán Cortés
Moctezuma II

Lesson 4

Pachacuti
Quechua
llamas
Atahualpa
Francisco Pizarro

Lesson 5

adobe
potlatch
wampum
Iroquois Confederacy



Geography and Early Cultures

The Big Idea

The landforms and climate of the Americas affected farming and the development of early cultures.

Main Ideas

- The geography of the Americas is varied, with a wide range of landforms.
- The first people to arrive in the Americas were hunter-gatherers.
- The development of farming led to early settlements in the Americas.

Key Terms

Mesoamerica
maize

If YOU were there . . .

You are a hunter-gatherer in North America. All of your life you have been moving south, following herds of animals. This year you have found a place where the climate is warmer and there are more kinds of plants to eat. Some people say this would be a good place to stay and make a permanent home. But others think you need to keep moving.

Do you think your people should keep going or settle down in this new place? Why?

Geography of the Americas

Two continents—North America and South America—make up the region we call the Americas. These two continents have a wide range of landforms and climates. Early peoples had to adapt to the varied environments as they spread throughout the region.

The northern continent, North America, has high mountains. These include the Rocky Mountains and the Appalachian Mountains. North America also has desert plateaus, grassy plains, and forests. The Mississippi River and its tributaries run through much of the central part of the continent. Look at a physical map to find the location of some of these physical features. In the northern part of the continent, the climate is cold and icy. Temperatures get warmer toward the south.

In the southern part of North America lies Mesoamerica. **Mesoamerica** is a region that includes the southern part of what is now Mexico and parts of the northern countries of Central America. Steamy rain forests cover some of this region. In some places, volcanoes rise above the forest. Their activity over the years has made the surrounding soil very fertile. Fertile mountain valleys, rivers, and a warm climate make Mesoamerica good for farming. In fact, the first farmers in the Americas domesticated plants in Mesoamerica.

The Americas: Physical



Reading Check
Compare What kinds of landforms and climates do North and South America have in common?

Like North America, South America has many different kinds of landforms. The towering Andes Mountains run along the western side of the continent. A narrow desert runs along the edge of rich fishing waters in the Pacific Ocean. East of the Andes lies the Amazon region—a huge, hot rain forest. The mighty Amazon River drains this region. As you will see, the geography of the Americas played an important role in the development of early societies there.

The First People Arrive

Scholars are not sure when the first people arrived in the Americas. Archaeologists, who study ancient civilizations, have uncovered sites throughout the Americas, from Washington state to Chile, containing early human remains. Most of these sites date back 10,000 to 14,000

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years, but a few show signs of being much older. Some sites have been dated to 20,000 years ago. Scholars have suggested that humans may have reached the Americas even earlier than that. One archaeologist working in South Carolina, for example, thinks people lived in the region nearly 50,000 years ago, though other scholars dispute his findings. No one knows how these first Americans arrived in the region. Some scientists believe that they may have arrived in the Americas by boat, sailing along the coasts.

Most scientists agree that more early people reached the Americas between 12,000 and 15,000 years ago, during a worldwide ice age. The world's temperature dropped dramatically, and vast amounts of seawater turned to ice. This lowered the sea level enough that a strip of land was exposed between Asia and North America. People traveled across this strip and, over centuries, spread through North and South America.

Regardless of how they arrived, the first people to arrive in the Americas were hunter-gatherers. They hunted herds of large animals that wandered the land. These animals, including bison and huge woolly mammoths, provided the main food source. Early people also gathered fruits, nuts, and wild grains to eat. Early people didn't settle in one place very long because they were always looking for food.

Eventually, some early people began to settle down. They formed small settlements on the coasts of North and South America, where they fished and gathered food. As populations grew, people started to experiment with seeds.

Reading Check

Make Inferences

How do you think the geography of the Americas affected early peoples' search for food?



A man sits on a stack of maize in Mexico City. In the early Americas, maize was most widely grown among large urban populations.

Farming and Settlement

From their experiments with seeds, people eventually learned to farm. Farming allowed people to stop following animal herds and settle permanently in one place.

First Farming Settlements The first permanent farming settlements in the Americas appeared in Mesoamerica. This region had rich soils, warm temperatures, and plenty of rain. By 3500 BC, people in Mesoamerica were growing **maize** (MAYZ), or corn. Later, they learned to grow beans and squash. By growing these foods, settlements could support larger populations. More advanced societies grew, and people began to focus on activities such as building, trade, art, and organized religion. Eventually, settlements developed into towns and cities.

The Olmecs Around 1200 BC, the Olmecs (OHL-meks) settled in the lowlands along the Gulf of Mexico in what are today the

Views of Writing

Scientists have discovered an Olmec roller used for printing symbols. It may be evidence of the earliest writing system in the Americas. Some people don't believe the Olmecs had a written language. Scientists disagree on what defines a written language. Some think written language must include symbols that stand for sounds—not just for images.

Other scientists think a system of symbols is a form of written communication. The symbols do not have to represent sound or spoken language. These scientists think written communication is the same thing as written language.

Analyze Historical Sources

Which author believes that visual symbols can represent written language? Which part of the quotation makes this point?



“Even if you have symbols—like a light-bulb in a cartoon—that’s not writing.”

—archaeologist David Grove,
University of Florida, Gainesville

“We’re not arguing that we have phonetics [sounds]. . . . But we say we do have logographs [symbols representing words], and we’re arguing that the Maya copied this. We have a system here that goes back to the Olmec.”

—anthropologist Mary E. D. Pohl,
Florida State University

southern Mexico states of Veracruz and Tabasco. They formed the first urban civilization in Mesoamerica. This region's climate is hot and humid. Abundant rainfall and rich, fertile soil made this a perfect area for the Olmecs to grow maize.

Most Olmecs lived in small villages, but some lived in larger towns. These towns were religious and government centers with temples and plazas. Impressive sculptures and buildings mark the Olmecs as the first complex civilization in the Americas. They built the first pyramids in the Americas. They also made sculptures of huge stone heads. Each head probably represented a different Olmec ruler. Other sculptures, such as jaguars, probably represented Olmec gods.

Another factor that marks the Olmec as a civilization is a system of writing. Scientists recently found an Olmec artifact with symbols on it. Researchers believe that the symbols may have been the first writing system in the Americas. The Olmecs may have also had a calendar.

The Olmec civilization also had a large trading network. Villages traded with each other and with other peoples farther away. The Olmecs may have even established a string of trading colonies along the Pacific coast. Through trade, the Olmecs got valuable goods, such as the stones they used for building and sculpture.

Olmec civilization ended around 400 BC. By then trade had spread Olmec influence across Mesoamerica. Later peoples were able to build on their achievements. Some also followed Olmec traditions.

Farming and the Growth of Other Civilizations Early civilizations also developed in other parts of the Americas. As in Mesoamerica, people in North and South America formed civilizations after they domesticated plants and learned how to farm.

About the time Mesoamericans started growing maize, South Americans in the Andes started growing potatoes. Later, maize farming spread south into the Andes from Mesoamerica. By about 2000 BC, South Americans were growing maize and beans as well as potatoes.

A number of small civilizations developed in South America, but the first major civilization began in the Andes. It is known as the Chavín (chah-VEEN) culture, and it lasted from about 900 to 200 BC. Its city was a major religious and trading center. The Chavín culture is known for its woven textiles, carved stone monuments, and pottery shaped like animals and humans.

Several hundred years after farming began in South America, maize farming also spread north from Mesoamerica. People began growing maize in what is now the southwestern United States. The dry climate made farming difficult there, so people learned to choose fertile soils and use

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Early Civilizations in the Americas



Interpret Maps

Location Which early civilization was located in Mesoamerica?



By learning to farm, the people of the Americas no longer had to rely on hunting and gathering.

Reading Check

Find Main Ideas

How did farming influence settlement patterns in the Americas?

river water to irrigate their crops. Eventually, maize became an important crop to people in the region. It was the main food of people in hundreds of small villages.

The development of farming was important in the growth of civilizations all over the Americas. As with other peoples you have studied, a steady food supply led to population growth. Farming also encouraged people to establish permanent villages and cities.

Summary and Preview You have learned that geography affected settlement and farming in the Americas. Early civilizations, such as the Olmec and the Chavín, developed there. In the next lesson, you will learn about a later civilization influenced by the Olmecs—the Mayas.

Lesson 1 Assessment

Review Ideas, Terms, and People

1. a. **Recall** Where is Mesoamerica?
b. **Explain** In what ways is the geography of Mesoamerica good for agriculture?
2. a. **Identify** What landform do most scientists think early people crossed to reach America?
b. **Make Inferences** Why do you think scientists aren't sure how the first people came to the Americas?
3. a. **Identify** What was the first crop domesticated in Mesoamerica?

- b. **Predict Effects** How might the Olmec civilization have influenced later civilizations in Mesoamerica?

Critical Thinking

4. **Analyze Effects** Draw the graphic organizer. Use it to show how the development of maize farming laid the foundation for cultural advances.





The Mayas

The Big Idea

The Maya civilization was characterized by great cities, trade, and achievements in art, science, and technology.

Main Ideas

- Geography affected early Maya civilization.
- The Maya Classic Age was characterized by great cities, trade, and warfare.
- A complex class structure shaped roles in Maya society.
- The Mayas worshipped many gods and believed their kings communicated with them.
- The Maya culture made great achievements in art, science, math, and writing.
- Maya civilization declined, and historians have several theories for why.

Key Terms and People

obsidian

Pacal

observatories

Popol Vuh

Reading Check

Find Main Ideas

What were two ways in which the early Mayas relied on their physical environment?

If YOU were there . . .

You live in a village in the lowlands of Mesoamerica. Your family members have always been weavers, and now your aunts are teaching you to weave cloth from the cotton grown by nearby farmers. Traders from other areas often pass through your village. They tell wonderful stories about strange animals and sights they see in their travels. After talking to the traders who buy your cloth, you begin to think about becoming a trader, too.

Why might you want to become a trader?

Geography Affects Early Mayas

The Maya (MY-ah) civilization developed in Mesoamerica. Early Mayas lived in the lowlands of this region beginning about 1000 BC. Thick forests covered most of the land, so the Mayas had to clear wooded areas for farmland. Like earlier Mesoamericans, the Mayas grew maize and other crops.

Although the thick forests made farming hard, they provided valuable resources. Forest animals such as deer and monkeys were a source of food. In addition, trees and other plants made good building materials. For example, the Mayas used wood poles and vines, along with mud, to build their houses.

The early Mayas lived in small villages. Eventually, these villages started trading with one another. They traded goods such as cloth and **obsidian**, a sharp, glasslike volcanic rock that came from different parts of Mesoamerica. As trade helped support larger populations, villages grew. By about AD 200, the Mayas were building large cities in the Americas.



Obsidian, valued for its sharp edges and considered sacred by the Mayas, was mined in the mountains and traded throughout the Maya world.

Maya Classic Age

The Maya civilization reached its height between about AD 250 and 900. Historians call this period the Classic Age. During the Classic Age, Maya civilization spread to the Yucatán Peninsula and included more than 40 cities of 5,000 to 50,000 people each.

Trade Maya cities in the highlands traded with those in the lowlands. In this way, people all over Maya territory got things that they didn't have nearby.

Different goods were available in different areas of Mesoamerica during the Classic Age. For example, the warm lowlands were



Jade was mined in the mountains and traded to lowland cities.

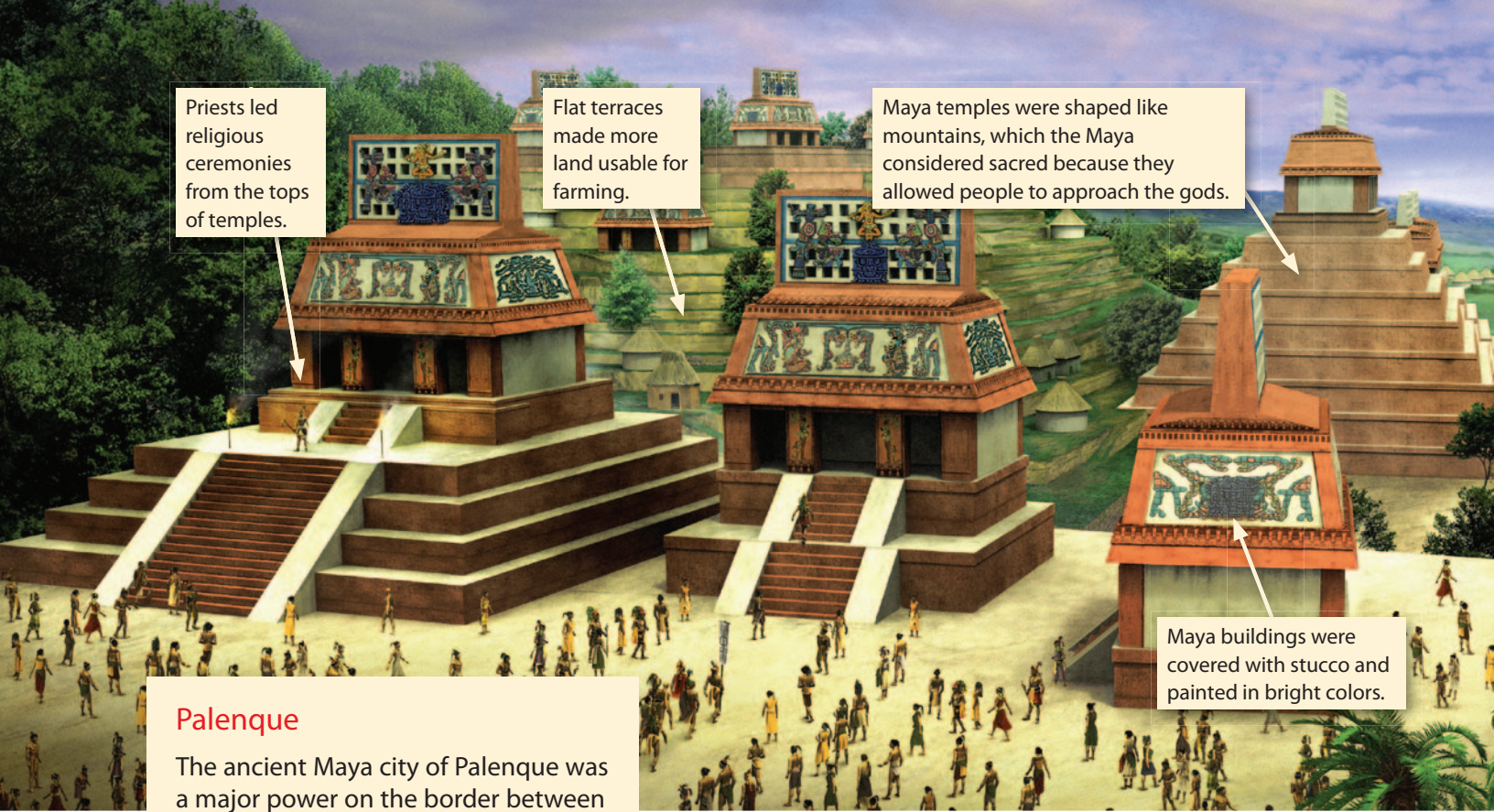
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Maya Civilization



Interpret Maps

Movement What are some natural features that Maya trade routes followed?



Priests led religious ceremonies from the tops of temples.

Flat terraces made more land usable for farming.

Maya temples were shaped like mountains, which the Maya considered sacred because they allowed people to approach the gods.

Maya buildings were covered with stucco and painted in bright colors.

Palenque

The ancient Maya city of Palenque was a major power on the border between the Maya highlands and lowlands. Its great temples and plazas were typical of the Classic Age of Maya civilization.

Analyze Visuals

In what ways might Palenque's setting have helped the city? In what ways might it have hurt the city?

good for growing cotton, rubber trees, and cacao (kah-KOW) beans, the source of chocolate. Cacao beans had great value. Chocolate was known as the food of rulers and of the gods. The Mayas even used cacao beans as currency.

Lowland crops didn't grow well in the cool highlands. Instead, the highlands had valuable stones such as jade and obsidian. People carried these and other products along Maya trade routes.

Cities Maya cities had many grand buildings, including large stone pyramids, temples, and palaces. Maya artists decorated temples and palaces with carvings and colorful paintings. Some of these buildings honored local Maya kings. For example, in the city of Palenque (pah-LENG-kay), a temple honored the king **Pacal** (pah-KAHL). Pacal had the temple built to record his achievements as a ruler. He became king of the Maya city of Palenque when he was just 12 years old. As king, Pacal led many important community events, such as religious dances and public meetings. When he died, he was buried at the bottom of the pyramid-shaped Temple of the Inscriptions.

In addition to temples and palaces, the Mayas built structures to improve city life. Builders paved large plazas for public gatherings, and they built canals to control the flow of water through their cities. Farmers shaped nearby hillsides into flat terraces so they could grow crops on them.



Tikal was one of the most powerful Maya cities. More than 60,000 people lived there, and its central plaza featured impressive structures.

Reading Check

Summarize

What were two ways Maya cities interacted with each other?

Most Maya cities also had a special ball court. People played or watched a type of ball game in these large stone arenas. Using only their heads, shoulders, or hips, players tried to bounce a heavy, hard rubber ball through a stone ring above their heads. Players weren't allowed to use their hands or feet. The winners were awarded jewels and clothing. The losers were sometimes killed. This ball game was one that the Mayas had picked up from Olmec traditions.

The Maya cities were really city-states. Each city-state had its own government and its own king. No single ruler united the many cities into one empire.

Warfare Among Cities Conflicts between cities often led to fighting. Maya cities usually battled each other to gain power and land. For example, the city of Tikal (tee-KAHL) fought many battles with its rival Calakmul (kah-lahk-MOOL). Both cities wanted to control a smaller city that lay between them. Power shifted back and forth between the two larger cities for years.

Maya warfare was bloody. Warriors fought hand-to-hand using spears, flint knives, and wooden clubs. The Mayas often captured enemy prisoners and killed them in religious ceremonies as a sacrifice to their gods. They burned enemy towns and villages. Warfare probably tore up the land and destroyed crops. Maya warfare was so destructive that some scholars think it may have contributed to the end of the Maya civilization.

Roles in Maya Society

Maya society had a complex class structure that affected people's social, political, and economic roles. As you might expect, life for the upper social classes differed greatly from life for the lower classes.

Upper Class The upper class of Maya society included different groups of people. The king held the highest position in society. The Mayas believed their rulers were related to the gods. For this reason, rulers were often involved in religious ceremonies. They also led battles. As the richest people in Maya society, rulers had beautiful clothing and jewelry. Kings wore huge feather headdresses and capes of cotton, jaguar skins, and feathers.

Each of the major city-states, or political units, had its own ruling elite that held all political, religious, and economic power. Members of the upper class controlled trade and served as governors, military commanders, scholars, and administrators. A class of lower-level elite served as military officers, engineers, administrators, and merchants.

Priests were also part of the upper class. Priests were usually born into their role in Maya society. They led religious ceremonies. They were also the most educated people. Priests used their knowledge of astronomy and math to plan the best times for religious ceremonies.

Professional warriors fought battles against other Maya cities. In battle, these warriors wore animal headdresses, jade jewelry, and jaguar-skin capes. They painted their bodies red and black.

A Maya King and His Court

The king and his court were the center of Maya government and religious life. This vase painting shows a Maya king relaxing with some of his servants. Kings enjoyed all the luxuries of Maya life, such as music, fine clothing and food, and even chocolate.

The king is gazing at this mirror, which the Mayas believed held magical powers.

A bodyguard stands behind the king.

The fly whisk in the king's hand is a symbol of authority.

These vases held a chocolate drink, a favorite of Maya nobles.

Analyze Visuals

What about the king indicates he is an important person?

Merchants directed trade among the cities and organized the distribution of goods. They also supervised the people who carried goods between cities. Together, the members of the upper class controlled the politics, religion, and economy in Maya society.

Lower Classes Most Mayas belonged to the lower classes as farming families. They worked a noble's land and farmed a small plot for themselves. A portion of the crops grown were given as tribute to the ruler, the local lord, and other members of the ruling class. *Tribute* is a payment to a more powerful ruler or country. Crops were not the only form of tribute required. If lower-class Mayas made goods for trade, they had to give some of the goods as tribute. They also had to work to build temples, palaces, and roads.

Mayas in the lower classes lived in small houses outside the cities. Girls learned from their mothers how to cook, make yarn, and weave. Women cared for children and taught them skills and moral values at home. Most children also helped the family by working in the fields or in the home.

Men crafted household tools such as knives. They had to provide food for their family, so they also spent a lot of time hunting and farming. They kept small home gardens and worked together to farm larger fields.

Reading Check

Analyze Causes
How might one
become a slave in
Maya society?

Academic
Vocabulary
aspects parts

Reading Check

Form Generalizations
Why did the Mayas
want to please their
gods?

If captured in battle, a lower-class man usually became a slave. Orphans, slaves' children, and people who owed money also became slaves. Slaves had to carry trade goods between cities. They also served upper-class Mayas by working as farmers or household servants.

Although the lower class supported the upper class with food and labor, the upper class also helped the lower class. For example, upper-class Mayas led the religious ceremonies that were part of daily life for all Mayas.

Religious Traditions

The Mayas worshipped many gods related to different aspects of their daily life. The most important god was the creator. This god would take many different forms. Other gods included a sun god, moon goddess, and maize god. The Mayas believed their kings communicated with the gods.

According to Maya beliefs, the gods could be helpful or harmful, so people tried to please the gods to get their help. The Mayas believed their gods needed blood to prevent disasters or the end of the world. All people offered blood to the gods by piercing their tongue or skin. The Mayas sometimes held special ceremonies to give blood at events such as births, weddings, and funerals.

On special occasions the Mayas believed they needed extra amounts of blood. On these occasions they made human sacrifices to their gods. They usually used prisoners captured in battle for this ritual. A priest would offer human hearts to stone carvings of gods, usually at a temple.

This photo shows the observatory at the Maya city of Chichén Itzá.



Cultural Achievements

The Mayas' many artistic and architectural skills are reflected in their sculpture and in their temples. Maya achievements also included discoveries in science and math, as well as developments in writing.

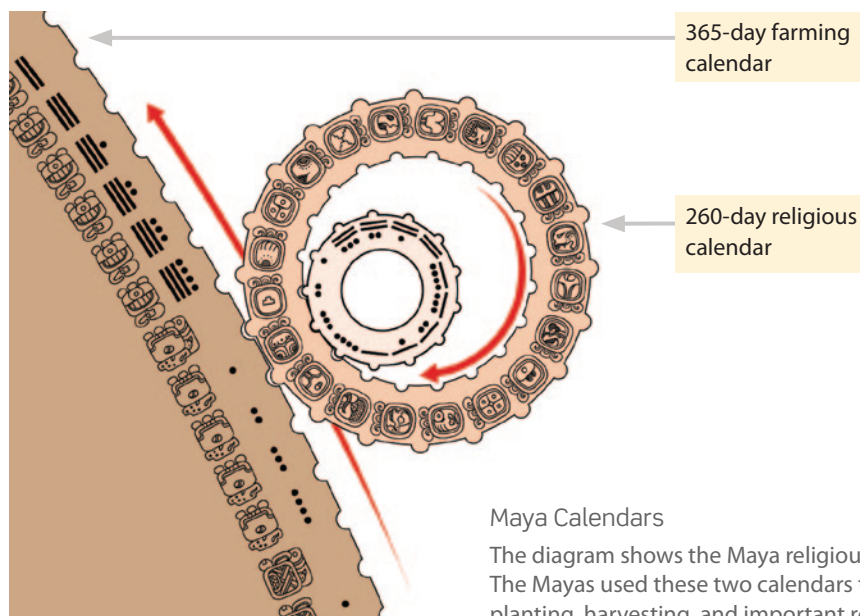
Art and Architecture Some of the best-known Maya art is their sculpture and their jade and gold jewelry. They carved stone sculptures of kings or gods for their cities.

Maya cities showed the talent of their architects and builders. The Mayas built cities without using metal tools. They didn't even have wheeled vehicles to carry supplies. Instead, workers used obsidian tools to cut limestone into blocks. Then, to move the giant blocks, workers rolled them over logs and lifted them with ropes. It took many workers to build Maya cities, perhaps the most recognizable Maya achievement.

Science and Math Maya achievements in science and math were just as important as their achievements in art and architecture. The Mayas built **observatories**, or buildings to study astronomy, so their priests could study the stars. Maya astronomers figured out that a year is about 365 days long. They also learned about the cycles of the moon and how to predict eclipses.

Partly based on their discoveries in astronomy, the Mayas developed calendars. They had a religious calendar to plan religious events. The Mayas used a different calendar for agriculture. It had symbols for different months tied to farming activities such as planting or harvesting. These activities matched changes in the seasons. The Maya calendar was more accurate than the calendar used in Europe at that time.

To go along with their calendars, the Mayas created a number system that included some new concepts in math. For example, the Mayas were among the first people with a symbol for zero. The Mayas used their number system to record important dates in their history.



Maya Calendars

The diagram shows the Maya religious and farming calendars. The Mayas used these two calendars together to coordinate planting, harvesting, and important religious events.

Reading Check

Find Main Ideas

What activities did the Maya calendar regulate?

Writing and Oral Traditions The Mayas also developed a writing system. It was similar to Egyptian hieroglyphics. Symbols represented both objects and sounds. The Mayas created records, especially about the achievements of their kings, by carving symbols into large stone tablets. They also wrote in bark-paper books.

Stories and poetry were passed down orally from one generation to the next. After the Spanish arrived, Maya legends and history were written in a book called the **Popol Vuh** (poh-pohl VOO). This book provides valuable information about the Mayas.

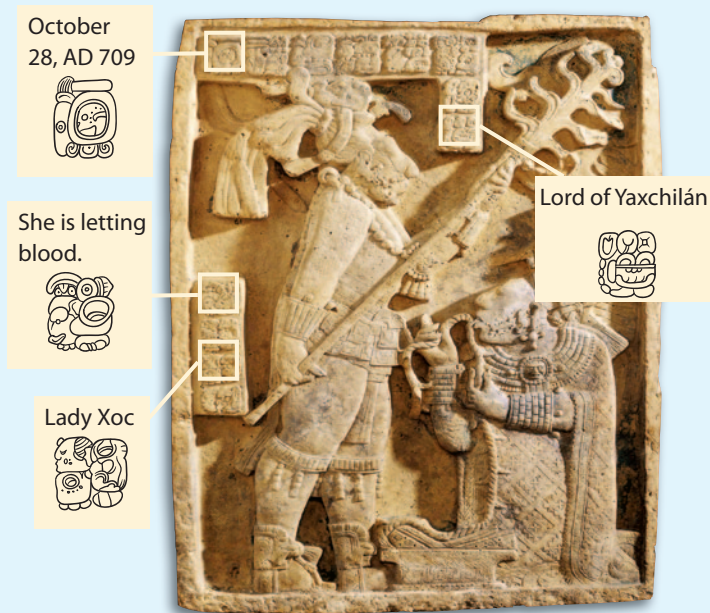
Historical Source

A Maya Carving

This carving comes from the palace at Yaxchilán (yahsh-chee-LAHN). The Mayas recorded historical events on carvings like this one. Historians can now translate most Maya writing. They study the pictures and writings to learn about events in Maya history.

Analyze Historical Sources

Who are the people in this carving?



Maya Civilization Declines

Maya civilization began to collapse in the 900s. People stopped building temples and other structures. They left the cities and moved back to the countryside. Historians aren't sure why, but they do have some theories.

One theory says that increased warfare brought about the end of the Maya Classic Age. A related theory is that, as cities grew, perhaps the Mayas could not grow enough food to feed everyone. Growing the same crops year after year might have left the soil too weak for farming. As a result, competition between cities for land may have increased. This competition could have led to even more warfare than before. Increased warfare would have destroyed more crops and made farming more difficult.

Another possible cause of the decline of Maya civilization is the demands Maya kings made on their people. Kings forced people to build huge temples or farm for them. Maybe people didn't want to work for

Academic Vocabulary
rebel to fight against authority

Reading Check

Make Inferences
Why do you think scientists aren't sure what caused the end of the Classic Age of Maya civilization?

the kings. They might have **rebelled** or left the cities because of these demands. Some historians also think climate might have played a role in the collapse of Maya civilization. Scientists have learned that the region suffered from droughts for about 150 years. These droughts took place about the time the Mayas moved away from their cities. A drier climate and droughts would have made it hard to grow enough food to feed everyone in the cities.

Most researchers agree that there was probably no single event that caused the end of the Classic Age. More likely, a mix of several factors led to the decline of the Maya civilization.

Summary and Preview You have learned that the Mayas built a great civilization with a complex social structure, but it collapsed for what were probably several reasons. The Mayas left behind many records of their society and history. In the next lesson, you will learn about another great empire that developed in the Americas—the Aztecs.

Lesson 2 Assessment

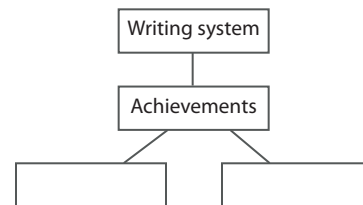
Review Ideas, Terms, and People

1. a. **Recall** What resources did the Mayas get from the forest?
b. **Make Inferences** How might the Mayas have used obsidian?
2. a. **Identify** Who was an important king of Palenque?
b. **Make Generalizations** Why did Maya cities fight each other?
3. a. **Identify** Who were members of the upper class in Maya society?
b. **Explain** In what ways did lower-class Mayas support upper-class Mayas?
4. a. **Describe** What did the Mayas do to try to please their gods?
b. **Explain** Why did the Mayas practice human sacrifice?
5. a. **Recall** What did the Mayas study in observatories?
b. **Draw Conclusions** What do you think was the most impressive Maya achievement?

6. a. **Describe** What happened to Maya civilization in the 900s?
b. **Analyze** In what way did warfare, drought, and the growth of cities possibly affect Maya civilization?
c. **Elaborate** What might scientists study to find out about the end of Maya civilization?

Critical Thinking

7. **Synthesize** Draw a diagram like the one here. Use it to identify some major achievements of the Mayas.



Literature in History

Maya Literature

Word Help

invoked called on
venerate respect greatly
conferred discussed
aimlessly without purpose

❶ Why do the gods wish to make human beings?

❷ What do the gods use to make the body? What happens to it?

About the Reading *In the language of the Mayas, Popol Vuh means “Council Book.” This work contains both the myths and the history of a group of Mayas. It was first used by Maya kings and lords to help them govern their people. Today, the Popol Vuh helps modern readers understand how the Mayas lived and what they believed. The following myth, for example, tells us how the gods tried to create people several times before they eventually succeeded.*

As You Read Pay close attention to the behavior of the creator-gods.

From ***The Book of the People: Popol Vuh***

translated by Delia Goetz and Sylvanus Griswold Morley

For this reason another attempt had to be made to create and make men by the Creator, the Maker, and the Forefathers.

“Let us try again! Already dawn draws near: Let us make him who shall nourish and sustain us! ❶ What shall we do to be invoked, in order to be remembered on earth? We have already tried with our first creations, our first creatures; but we could not make them praise and venerate us. So, then, let us try to make obedient, respectful beings who will nourish and sustain us.” Thus they spoke.

Then was the creation and the formation. Of earth, of mud, they made [man’s] flesh. But they saw that it was not good. It melted away, it was soft, did not move, had no strength, it fell down, it was limp, it could not move its head, its face fell to one side, its sight was blurred, it could not look behind. At first it spoke, but had no mind. Quickly it soaked in the water and could not stand. ❷

And the Creator and the Maker said: “Let us try again because our creatures will not be able to walk nor multiply. Let us consider this,” they said.

Then they broke up and destroyed their work and their creation. And they said: “What shall we do to perfect it, in order that our worshipers, our invokers, will be successful?”

Thus they spoke when they conferred again: “Let us say again to Xpiyacoc, Xmucané, Hunahpú-Vuch, Hunahpú-Utiú: ‘Cast your lot again. Try to create again.’” . . .

And instantly the figures were made of wood. They looked like men, talked like men, and populated the surface of the earth.

They existed and multiplied; they had daughters, they had sons, these wooden figures; but they did not have souls, nor minds, they did not remember their Creator, their Maker; they walked on all fours, aimlessly.

Word Help

annihilated destroyed

deluged flooded

resin a gooey substance that comes from trees

gouged made a hole

3 The Heart of Heaven is the father-god of the Mayas.

4 *In your own words, explain what happened to the creatures.*

5 *This myth explains the origin, or beginning, of what animal?*



Monkeys were common subjects in Maya carvings.

They no longer remembered the Heart of Heaven 3 and therefore they fell out of favor. It was merely a trial, an attempt at man. At first they spoke, but their face was without expression; their feet and hands had no strength; they had no blood, nor substance, nor moisture, nor flesh; their cheeks were dry, their feet and hands were dry, and their flesh was yellow.

Therefore, they no longer thought of their Creator nor their Maker, nor of those who made them and cared for them.

These were the first men who existed in great numbers on the face of the earth.

Immediately the wooden figures were annihilated, destroyed, broken up, and killed.

A flood was brought about by the Heart of Heaven; a great flood was formed which fell on the heads of the wooden creatures. . . .

But those that they had made, that they had created, did not think, did not speak with their Creator, their Maker. And for this reason they were killed, they were deluged. A heavy resin fell from the sky. The one called Xecotco-vach came and gouged out their eyes; Camalotz came and cut off their heads; Cotzbalam came and devoured their flesh. Tucumbalam came, too, and broke and mangled their bones and their nerves, and ground and crumbled their bones. . . . 4

So was the ruin of the men who had been created and formed, the men made to be destroyed and annihilated; the mouths and faces of all of them were mangled.

And it is said that their descendants are the monkeys which now live in the forests; these are all that remain of them because their flesh was made only of wood by the Creator and the Maker.

5 And therefore the monkey looks like man, and is an example of a generation of men which were created and made but were only wooden figures.

Connect Literature to History

1. **Evaluate** According to Maya beliefs, the gods could be helpful or harmful, so people tried to please the gods to get their help. Are the gods in this myth helpful or harmful? Explain your answer.

2. **Analyze** By studying Maya records, archaeologists are learning about the achievements of the Mayas. What have you learned about the Mayas by reading this "record" of their life and society?



The Aztec Empire

The Big Idea

The Aztecs developed complex social, religious, artistic, and scientific systems in their empire in central Mexico.

Main Ideas

- The Aztecs built an empire through warfare and trade, and created an impressive capital city in Mesoamerica.
- Aztec society was divided by social roles and by class.
- Aztec religion required human sacrifice for keeping the gods happy.
- The Aztecs had many achievements in science, art, and language.
- Hernán Cortés conquered the Aztec Empire.

Key Terms and People

causeways
codex
conquistadors
Hernán Cortés
Moctezuma II

If YOU were there . . .

You live in a village in southeast Mexico that is ruled by the powerful Aztec Empire. Each year your village must send many baskets of corn to the emperor. You have to dig gold for him, too. One day some strangers arrive by sea. They tell you they want to overthrow the emperor. They ask for your help.

**Should you help the strangers?
Why or why not?**

The Aztecs Build an Empire

The first Aztecs were farmers from northern Mexico. In about the 1100s, they migrated south. When they arrived in central Mexico, they found that other tribes had taken all the good farmland. All that was left for the Aztecs was a swampy island in the middle of Lake Texcoco (tays-KOH-koh). To survive, the Aztecs hired themselves out as skilled fighters.

War, Tribute, and Trade War was a key factor in the Aztecs' rise to power. The fierce Aztec warriors conquered many towns. In addition, the Aztecs sometimes made alliances, or partnerships, to build their empire. For example, in the late 1420s the Aztecs formed a secret alliance with two other cities on Lake Texcoco. With their allies' help, they defeated the other towns around the lake.

The Aztecs made people they conquered pay tribute with goods such as cotton, gold, or food. This system was the basis of the Aztec economy.

The Aztecs also controlled a huge trade network. Goods were exchanged for items such as cacao, tiny gold nuggets, beautiful feathers, or even cloth or tin, rather than for a standard currency. Most towns in the empire had a market where local farmers and artisans brought their goods to trade. One enormous market near the capital drew buyers and sellers from all over the Aztec Empire. Merchants

carried luxury goods such as gems and rare foods to sell there. Because these merchants dealt with people in many parts of the empire, the emperors used them as spies. These spy merchants reported trouble building in the empire.

War, tribute, and trade made the Aztecs rich. As they grew rich, they grew even stronger and conquered more people. By the early 1500s, they ruled the most powerful state in Mesoamerica.

Geographical Challenges Nowhere was the Aztec Empire's power and wealth more visible than in its capital, Tenochtitlán (tay-NAWCH-teet-LAHN). To build this amazing city, the Aztecs had to overcome many geographical challenges.

The city's island location made travel and trade difficult. To make it easier to get to and from their city, the Aztecs built three wide **causeways**—raised roads across water or wet ground—to connect the island to the shore. The causeways were made of rocks covered with dirt. The Aztecs also built a stone aqueduct, or channel, to bring fresh water to the city because the water surrounding it was undrinkable.

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The Aztec Empire, 1519



Interpret Maps

1. **Place** What bodies of water bordered the Aztec Empire?
2. **Location** Which cities were located on Lake Texcoco?



The Aztecs' magnificent capital, Tenochtitlán, was built on an island in Lake Texcoco.

Reading Check

Find Main Ideas

What was one key factor in the Aztecs' rise to power?

“We were amazed . . . on account of the great towers and cues [temples] and buildings rising from the water, and all built of masonry. . . . I do not know how to describe it, seeing things as we did that had never been heard of or seen before, not even dreamed about.”

—Bernal Díaz del Castillo, from *The True History of the Conquest of New Spain*

At its height, Tenochtitlán was one of the world's largest cities, with somewhere between 200,000 and 400,000 people.

Aztec Society

People in Aztec society had clearly defined roles. These roles, along with social class, determined how Aztec men and women lived. Marriages were generally arranged by parents or other relatives. Married couples lived in their own homes or with relatives. Often, families lived in organized groups called *calpullis* (kahl-POOH-yees). A *calpulli* was a community of families that shared land, schools, and a temple. Each *calpulli* elected a leader who took orders from the king.

Mothers were in charge of teaching their daughters the skills they would need to maintain a household in later life. Fathers undertook the education of their sons, teaching them the skills and values they would need as adults. Older children might also be sent to school.

Kings and Nobles The king was the most important member of the Aztec society. The king lived in a great palace that had gardens, a zoo, and an aviary, or large enclosure, full of beautiful birds. Some 3,000 servants attended to the king's every need. Of these servants, 300



Kings

Aztec kings ruled the empire and lived in luxury.

did nothing but tend to the animals in the zoo. Three hundred additional servants tended to the birds in the aviary! Other servants fed and entertained the emperor.

The king was in charge of law, trade and tribute, and warfare. These were huge responsibilities, and the king couldn't have managed them without people to help. These people, including tax collectors and judges, were Aztec nobles. Noble positions were passed down from fathers to their sons. Young nobles went to special schools to learn the responsibilities of government officials, military leaders, or priests.

Priests and Warriors Just below the king and his nobles were priests and warriors. Priests had great influence and many duties, including

- keeping calendars and deciding when to plant crops or perform ceremonies
- passing down Aztec history and stories to keep traditions alive
- performing various religious ceremonies, including human sacrifice

Aztec warriors also had many duties. They fought fiercely to capture victims for religious sacrifices. Partly because they played this role in religious life, warriors had many privileges and were highly respected. Warriors were also respected for the wealth they brought to the empire. They fought to conquer new lands and people, bringing more tribute and trade goods to enrich the Aztec civilization.



Warriors

Warriors fought to conquer other peoples and capture victims for sacrifice.

DOCUMENT-BASED INVESTIGATION Historical Source

An Aztec Festival

The Aztecs often used the occasion of the crowning of a new king to remind the leaders of their conquered territories just who the true masters were. An observer in Tenochtitlán recalled one such event.

“The intentions of these Mexicans [Aztecs] in preparing a festival . . . was to make known their king, and to ensure that their enemies . . . should be terrorized and filled with fear; and that they should know, by the . . . wealth of jewels and other presents, given away at the ceremonies, how great was the abundance of Mexico, its valor and its excellence. Finally, all was based on ostentation [extravagance] and vain glory, with the object of being feared, as the owners of all the riches of the earth and of its finest provinces. To this end they ordered these feasts and ceremonies so splendidly.”

—Fray Diego Durán, from *Historia de Las Indias de Nueva España e Islas de la Tierra Firme*

Analyze Historical Sources

Do you think Fray Diego Durán admired the Aztecs? Why or why not?

Farmers

Most Aztecs were farmers who lived in simple huts.



Reading Check

Summarize

What groups of people were in the upper class in Aztec society?

Merchants and Artisans Not really members of the upper class, merchants and artisans fell just below priests and warriors in Aztec society. Merchants gathered goods from all over Mesoamerica and sold them in the main market. By controlling trade in the empire, they became very rich. Many used their wealth to build large, impressive houses and to send their sons to special schools.



Artisans

Skilled artisans made a wide variety of goods that people needed.

Like merchants, most artisans were also rich and important. They made goods such as beautiful feather headdresses and gold jewelry, which they sold at high prices. Many of the richest artisans lived in Tenochtitlán. Other artisans, who lived outside the capital and made items for everyday use, lived more like the lower class. Artisans from other tribes often sent crafts to the Aztecs as tribute.

Farmers and Slaves Farmers and slaves were in the lower class of Aztec society. However, some of these people could improve their lives and positions by becoming warriors in the army. They could also study at special schools.

Most of the empire's people were farmers who grew maize, beans, and a few other crops. Farmers did not own their land, and they were very poor. They had to pay so much in tribute that they often found it tough to survive. Farmers lived outside Tenochtitlán in huts made of sticks and mud, and wore rough capes.

The poor could decide to become what were called pawns. In Aztec society, pawns were people who sold themselves to rich families to work for a certain amount of time. Pawns' rights were protected by Aztec law.

No one in the Aztec Empire suffered as much as slaves did. Some people were forced into slavery for not paying their debts. A debtor might choose to sell himself or his children into slavery to pay the debt owed. Other people were enslaved as a punishment for committing certain crimes or for failing to pay tribute. Most slaves were people captured in battle. Captives were frequently sacrificed to the gods.

Aztec slaves had the right to marry and to have children. Their children were not born into slavery. Slaves could also buy their own freedom. Slave owners could not sell their slaves, and when a slave owner died, his or her slaves were often freed.

Aztec Religion

The Aztecs believed gods ruled all parts of life. Their gods' powers could be seen in nature, such as in trees or storms, and in great people, such as kings or ancestors.

Like other Mesoamericans, the Aztecs always tried to please their gods. They believed sacrifice was necessary to keep the gods strong and the world safe.

Aztec Gods

The Aztecs worshipped hundreds of gods. Two of the most important were Tlaloc and Huitzilopochtli, who are shown here.



Tlaloc was the Aztec god of rain. The Aztecs believed he made the rain fall. A mask of Tlaloc decorates this vessel.

Huitzilopochtli was the Aztec god of war. The Aztecs believed he made the sun rise. The eyes of this statue of Huitzilopochtli are made of shell and obsidian.



Aztecs made their greatest number of sacrifices to the war god Huitzilopochtli (wee-tsee-loh-POHSHT-lee) and the rain god Tlaloc (TLAH-lohk). The Aztecs believed the former made the sun rise every day, and the latter made the rain fall. Without them, their crops would die, and they would have no food.

To prevent this, Aztec priests led bloody ceremonies on the top of the Great Temple in Tenochtitlán. These priests cut themselves to give their blood to the gods.

Priests also sacrificed human victims to their gods. Many of the victims for these sacrifices were warriors from other tribes who had been captured in battle. Priests would sacrifice these victims to “feed” their gods human hearts and blood, which they thought would make the gods strong. Aztec priests sacrificed as many as 10,000 victims a year in religious ceremonies.

Science, Art, and Language

The Aztecs valued learning and art. Aztec scientific achievements, artistic traditions, and language contributed to their culture.

Achievements in Math and Science The Aztecs made several advances in science and mathematics. Many of these they accomplished by building on the achievements of the peoples they conquered. The Aztec system of

Reading Check

Find Main Ideas

Why was human sacrifice part of Aztec religion?

Aztec Achievements

Aztec artists were very skilled. They created detailed and brightly colored items such as the ones you see here. Many were used in religious ceremonies.



This mask represented the god Quetzalcoatl. It is made of turquoise, shell, and wood.

This modern drawing shows the Aztec calendar with brightly painted colors.

tribute and their large trading network allowed them to learn skills from people all over the empire. For example, they learned how to build their *chinampas* from neighboring tribes.

The Aztecs created a numbering system that allowed them to keep track of land holdings and measurements. Historians have also found evidence that the Aztecs used multiplication, division, and the basic features of geometry. They also studied astronomy and created a calendar much like the Maya one. The calendar helped the Aztecs choose the best days for ceremonies, for battles, or for planting and harvesting crops. The Aztecs also knew many different uses for plants. For example, they knew of more than 100 plants that could be used as medicines.

Artistic Traditions The Aztecs also had a rich artistic tradition that included architecture, sculpture, and jewelry. Both the architecture and the sculpture made use of stone. Workers built bridges and lined canals with stone. Carpenters and stonecutters built huge pyramid-shaped stone temples. Hundreds of these temples stood in Tenochtitlán.

Talented Aztec artisans used turquoise mosaics to decorate knife handles and masks. Artisans also used gold and colorful feathers to make jewelry. Aztec women wove cloth from cotton and other fibers, and embroidered it with colorful designs.

Reading Check
Summarize
What was one
purpose of the Aztec
oral tradition?

**Academic
Vocabulary**
motive reason for
doing something

Writing and Literature The Aztecs had a complex writing system. They kept written historical records. The records were written down in books made up of separate pages. Another name for this type of ancient book is a **codex** (KOH-deks). Many of the pages of Aztec books were made of bark or animal skins.

In addition to their written records, the Aztecs had a strong oral tradition. They considered fine speeches very important, and they also enjoyed riddles. Knowing the answers to riddles showed that one had paid attention in school.

Stories about ancestors and gods formed another part of the Aztec oral tradition. The Aztecs told these stories to their children, passing them down from one generation to the next. After the Spanish conquered the Aztec Empire, these stories were written down. Much of what historians know about the Aztecs they learned from these written stories.

Cortés Conquers the Aztecs

In the late 1400s, Spanish explorers and soldiers arrived in the Americas. The soldiers, or **conquistadors** (kahn-kees-tuh-DOHRS), came to explore new lands, search for gold, and spread their Catholic religion.

Cortés and Moctezuma A small group of conquistadors led by **Hernán Cortés** (er-NAHN kohr-TAYS) reached Mexico in 1519. The group was looking for gold. Hearing of the conquistadors' arrival, the Aztec emperor, **Moctezuma II** (MAWK-tay-SOO-mah), believed Cortés to be a god. According to an Aztec legend, the god Quetzalcoatl (ket-suhl-kuh-WAH-tuhl) was to return to Mexico in 1519. Cortés resembled the god's description from the legend.

Thinking that the god had returned, Moctezuma sent Cortés gifts, including gold. With getting more gold as his **motive**, Cortés marched to the Aztec capital. When he got there, Moctezuma welcomed him, but Cortés took the emperor prisoner.

Enraged, the Aztecs attacked and drove the Spanish out. In the confusion Moctezuma was killed. Cortés and his men came back, though, with many native peoples as allies. In 1521, they conquered Tenochtitlán.

BIOGRAPHY

Moctezuma II 1466–1520

Moctezuma II ruled the Aztec Empire at its height, but he also contributed to its downfall. The tribute he demanded from neighboring tribes made the Aztecs unpopular. In addition, his belief that Cortés was Quetzalcoatl allowed Cortés to capture him and eventually conquer the empire.

Summarize

How did Moctezuma II contribute to the downfall of the Aztec Empire?



Malintzin c. 1501–1550

Malintzin played a major role in the Spanish conquest of the Aztec Empire. She was from a noble Aztec family but was sold into slavery as a child. While enslaved, Malintzin learned the Maya language, in addition to her first language spoken by the Aztecs. After she was given to Cortés, Malintzin's knowledge of languages helped him make deals with the Aztecs' enemies. She became Cortés's companion and interpreter.

However, because Malintzin helped the Spanish defeat the native Aztecs, today many Mexicans consider her a traitor. Some Mexicans use the word *malinchista* to describe someone who betrays his or her own people.

Make Inferences

Why do you think Malintzin helped the Spanish rather than the Aztecs?



Causes of the Defeat of the Aztecs How did a few conquistadors defeat a powerful empire? Four factors were vital in the Spanish victory: alliances, weapons and horses, geography, and disease.

First, alliances in the region helped the Spanish forces. One important ally was an Aztec woman named Malintzin (mah-LINT-suhn), also known as Malinche. She was a guide and interpreter for Cortés. With her help, he made alliances with tribes who did not like losing battles and paying tribute to the Aztecs. The allies gave the Spaniards supplies, information, and warriors to help defeat the Aztecs.

The Spaniards also had better weapons. The Aztecs couldn't match their armor, cannons, or swords. In addition to these weapons, the Spaniards brought horses to Mexico. The Aztecs had never seen horses and at first were terrified of them.

The third factor, geography, gave the Spanish another advantage. They blocked Tenochtitlán's causeways, bridges, and waterways. This cut off drinking water and supplies. Thousands of Aztecs died from starvation.



In this drawing, Cortés, shown seated in a chair, makes a treaty with the Aztecs. Malintzin is standing by his side interpreting.

Reading Check

Summarize

What four factors helped the Spanish defeat the Aztecs?

The final factor in the Spanish success was disease. Unknowingly, the Spanish had brought deadly diseases such as smallpox to the Americas. These new diseases swept through Aztec communities. Many Aztecs became very weak or died from the diseases.

Together, these four factors gave the Spanish forces a tremendous advantage and weakened the Aztecs. When the Spanish conquered Tenochtitlán, the Aztec Empire came to an end.

Summary and Preview The Aztecs established a great capital city and built a powerful empire in central Mexico. They valued learning and art and made many scientific achievements. A few hundred years later, their empire ended in defeat by Spanish conquistadors. In the next lesson, you will learn about another empire of the Americas—the Inca Empire—and the vast area that it included.

Lesson 3 Assessment

Review Ideas, Terms, and People

- a. **Define** What is a causeway? Where did the Aztecs build causeways?

b. **Explain** How did the Aztecs adapt to their island location?

c. **Elaborate** How might Tenochtitlán's location have been both a benefit and a hindrance to the Aztecs?
- a. **Describe** How was it decided when the Aztecs should plant crops or hold ceremonies?

b. **Evaluate** Who do you think had the most difficult social role in Aztec society? Why?
- a. **Identify** What did the Aztecs feed their gods?

b. **Explain** Why did the Aztecs think human sacrifice was important?
- a. **Identify** What might you find in an Aztec codex?

b. **Make Inferences** Why do you think the Aztecs used so much stone in their art and building?

c. **Explain** What primary sources can historians use to find out about the lives of the Aztecs?

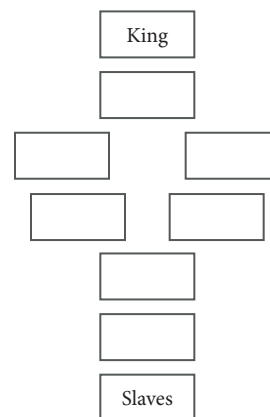
- a. **Identify** Who was the ruler of the Aztecs when Cortés and the conquistadors arrived in Mexico?

b. **Form Generalizations** How and why did allies help Cortés conquer the Aztec Empire?

c. **Evaluate** Did Moctezuma make good decisions as the Aztec leader?

Critical Thinking

- Categorize** Copy the graphic organizer. Write the names of the different social groups in Aztec society in each of the empty boxes.





The Inca Empire

The Big Idea

The Incas built a huge empire in South America and made many great achievements in architecture, art, and oral literature.

Main Ideas

- The rise of the Inca Empire was due to conquest and the achievements of the Inca people.
- For the Incas, position in society affected daily life.
- The Incas made great achievements in building, art, and in oral literature.
- Pizarro conquered the Incas and took control of the region.

Key Terms and People

Pachacuti
 Quechua
 llamas
 Atahualpa
 Francisco Pizarro

If YOU were there . . .

You live in the Andes Mountains, where you raise llamas. You weave their wool into warm cloth. Last year, soldiers from the powerful Inca Empire took over your village and took your leaders away. Now you have new leaders—and they have totally different rules! They say you must all learn to speak a new language and send much of your woven cloth to the Inca ruler.

How do you feel about living in the Inca Empire?

The Rise of the Inca Empire

The Aztecs arose in Mesoamerica, in what is now Mexico. In South America another great empire arose. That empire belonged to the Incas. However, South America was the home of several civilizations before the Incas built their empire. These civilizations provided a foundation for the Incas. The Incas borrowed from the scientific and cultural achievements, such as farming techniques and craft-making skills, of these cultures.

Pre-Inca Civilizations Around 900 BC, complex civilizations began to develop in what is now Peru. These included the Chavín (chah-VEEN) culture in the highlands, and the Nazca, Moche (MOH-chay), and Chimú (chee-MOO) cultures on the coast.

Each of these cultures learned to adapt to its environment. In doing so, each made scientific advances. For example, in the steep mountains, people made terraces for farming. On the coast they developed irrigation systems, so they could farm in the desert. As a result, farming could support large populations both in the highlands and on the coast.

These early cultures also built some of South America's first cities. In these cities people developed crafts such as textiles, pottery, and gold jewelry. Because the cities

were also religious centers, religious symbols frequently appeared in the crafts. The influence of these early civilizations set the stage for the Inca civilization.

The Early Incas The Incas began as a small tribe in the Andes. Their capital was Cuzco (KOOS-koh). In the mid-1400s, a ruler named **Pachacuti** (pah-chah-KOO-tee) led the Incas to expand their territory. He gained territory through agreements with other tribes or through conquest.

Later Inca leaders continued to expand their territory. By the early 1500s, the Inca Empire was huge. It stretched from what is now northern Ecuador to central Chile and included coastal deserts, snowy mountains, fertile valleys, and thick forests. At its center, in modern-day Peru, are three distinct climate regions. The west coast of Peru, which borders the Pacific Ocean, is extremely dry. Towering mountains to the east block

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The Inca Empire, 1530



Interpret Maps

Place About how many miles did the Inca Empire stretch from north to south?



The Incas lived in a region that included high plains and mountains.

moisture flowing in from the hot and humid Amazon rain forest. This coastal region is mostly desert that does not support agriculture. However, nutrient-rich waters along the coast support an abundant fish population. Fishing was an important part of Inca life and trade.

Inland from the coast lie the massive Andes Mountains. At lower elevations, temperatures are fairly mild, but the higher elevations are cold. Terraced agriculture is possible at lower elevations. Numerous rivers cascade down the Andes to rich farmlands at lower elevations.

Lake Titicaca is the highest navigable lake in the world at 12,500 feet above sea level. The land around it is also a productive agricultural region. In areas where rivers do not flow year-round, the Inca built irrigation systems.

Central Government and Language About 12 million people lived in the Inca Empire. To rule this empire, the Incas formed a strong central government. The Incas didn't want the people they conquered to have too much power, so they forced large groups of people in conquered areas to move out of their villages. The Incas often brought conquered leaders to the capital to teach them about Inca culture, so they could return to their regions as representatives of the empire. The Incas also made the children of conquered leaders travel to the capital to learn about Inca government and religion. Eventually, the children went back to rule their villages, where they taught people the Inca way of life.

The Incas knew that to control their empire they had to communicate with the people. But the people spoke many different languages. To unify their empire, the Incas established an official language, **Quechua** (KE-choo-wah). All official business had to be done in that language.

Although the Incas had no written language, they kept records with cords called *quipus* (KEE-poos). Knots in the cords represented numbers. Different colors stood for information about crops, land, and other important topics.

Economy The Inca government also controlled the economy. Instead of paying taxes, Incas had to “pay” their government in labor. This labor tax system was called the *mita* (MEE-tah). Under the *mita*, the government told each household what work to do.

Most Incas were farmers. They grew crops such as maize and peanuts in valleys where the climate was warm. In the cooler mountains, they grew potatoes. In the highest mountains, people raised animals such as **llamas** (LAH-mahz), animals that are related to camels but native to South America, for meat and wool.

As part of the *mita*, farmers worked on government-owned farms in addition to their own farms. Villagers produced cloth and grain for the army. Other Incas worked in mines, served in the army, or built roads to pay their labor tax.

There were no merchants or markets in the Inca Empire, and the Inca had no currency. Instead, government officials **distributed** goods collected through the *mita*. Leftover goods were stored for emergencies.

Academic Vocabulary

distribute to divide among a group of people

Reading Check

Summarize

How did the Incas control government and language?

Early American Societies

Olmec	Maya	Aztec	Inca
<ul style="list-style-type: none"> • worshipped many gods and influenced later religions • developed first urban civilization in Mesoamerica • created large-scale sculpture • may have developed first writing with symbols in the Americas • built large trade network 	<ul style="list-style-type: none"> • worshipped many gods • built grand buildings • created sophisticated calendar • used hieroglyphics • studied astronomy and understood the 365-day year • used writing and number system, including zero • built large trade network 	<ul style="list-style-type: none"> • worshipped many gods • built one of the world's largest cities • created highly layered society • used advanced writing and mathematical systems • built large trade network 	<ul style="list-style-type: none"> • worshipped many gods • built stone structures without using mortar • used advanced terrace agriculture • selectively bred plants • created central government and language • used the <i>mita</i>, a labor tax system • built advanced system of roads

Interpret Charts

Which cultures contributed to the development of written language?

Society and Daily Life

Inca society had two main social classes—an upper class and a lower class. The Incas from Cuzco made up the upper class. As they conquered new lands, the conquered people became Inca subjects and joined the lower class.

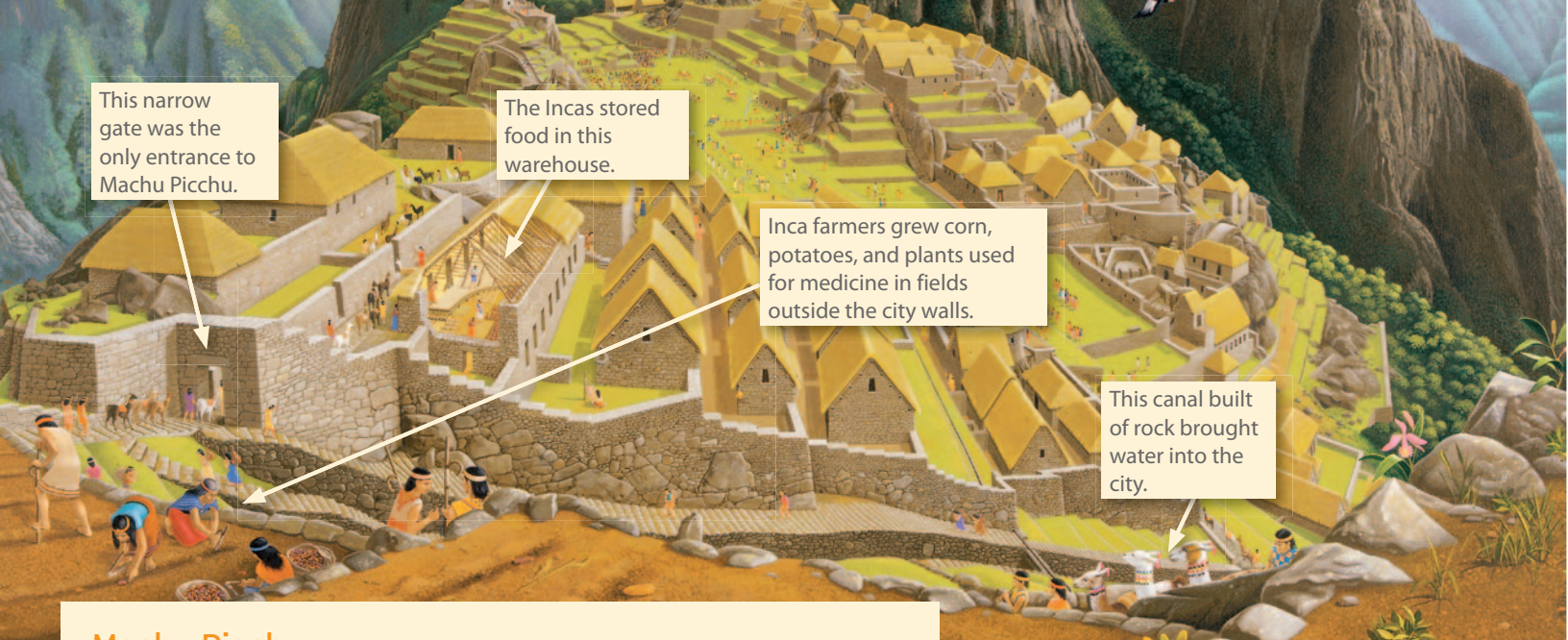
Daily Life for the Upper Class The king, priests, and government officials made up the Inca upper class. Most noblemen worked for the government as local government officials or administrators. They could also enter politics—positions were often passed down from father to son.

Women from noble families had similar household duties as women of the lower classes. They spent their time at home spinning, weaving, cooking, cleaning, and running the household. They made the family's clothing and cared for the children. Inca women could own land and herds and inherit both from relatives.

Sons of upper-class families went to school in Cuzco. They studied Quechua, religion, history, and law to prepare for lives as government or religious officials.

Upper-class families had many privileges. They lived in stone houses in Cuzco and wore the best clothes. They didn't have to pay the labor tax, and they often had servants. Still, as part of the Inca government, they had a duty to make sure that people in the empire had what they needed.

Daily Life for the Lower Class Most Incas were farmers, artisans, or servants. There were no slaves in Inca society. Lower-class men and women farmed on government lands, served in the army, worked in mines, and built roads.



Machu Picchu

Machu Picchu was a royal retreat for the Inca rulers. Built amid sacred mountain peaks, the city is an amazing engineering accomplishment. Its massive stone walls, steep staircases, and level fields were built so well that many remain today, more than 500 years later.

Parents taught their children the skills they would need as adults, so most children

didn't go to school. Girls learned household skills from their mothers. Boys learned from their fathers to work the fields, care for animals, or master a craft. Some carefully chosen young girls did go to school to learn weaving, cooking, and religion. Then they were sent to serve the king or work in the temple in Cuzco.

Lower-class Incas lived outside Cuzco in small houses. By law they had to wear plain clothes. Also, they couldn't own more goods than they needed.

Religion The Inca Empire had an official religion. When the Incas conquered new territories, they taught it to the conquered peoples. But the people could still worship their own gods, too. As a result, the many groups of people who made up the empire worshipped many different gods.

The sun god was important to Inca religion. As the sun set earlier each day in the winter, at Machu Picchu priests performed a ceremony to tie down the sun and keep it from disappearing completely. The Incas believed their kings were related to the sun god. As a result, the Incas thought their kings never really died.

In fact, priests brought mummies of former kings to many ceremonies. People gave these royal mummies food and gifts. Some Inca rulers even asked them for advice.

Inca ceremonies often included sacrifice. But unlike the Mayas and the Aztecs, the Incas rarely sacrificed humans. They usually sacrificed llamas, cloth, or food.

Incas outside Cuzco worshipped their gods at local sacred places. The Incas believed certain mountaintops, rocks, and springs held magical powers. Incas performed sacrifices at these places as well as at the temple in Cuzco.

Reading Check

Contrast

How was daily life different for upper- and lower-class Incas?

Building, Art, and Oral Literature

The Incas had strong traditions of building, art, and storytelling. Many of their creations still exist today.

Building The Incas are known for their massive buildings and forts made of huge, stone blocks. Workers cut the blocks so precisely that they didn't have to use mortar to hold them together. Inca masonry, or stonework, was of such high quality that even today it is nearly impossible to fit a knife blade between the stones. In fact, many Inca buildings in Cuzco are still being used.

As the Incas gained wealth and power, they began to build a vast network of roads. They constructed two roads running north and south. The coastal road ran about 2,250 miles along the Pacific. An inland route hugged the lower reaches of the Andes Mountains. The rugged terrain challenged the Incas to innovate. They built rock tunnels through Andean foothills. They made strong ropes out of vines to support suspension bridges over rivers and deep valleys. Numerous side roads were connected to the main "highways."

Only government officials and the military were allowed to use the roads. As the network of roads expanded, it made the movement of armies more efficient. The roads connected all parts of the empire and gave the Incas easier access to neighboring regions they sought to conquer.

Inca arts included beautiful textiles and gold and silver objects. Although many gold and silver objects have been lost, some Inca textiles have survived for hundreds of years.



Reading Check
Make Inferences
How might the Inca road system have helped strengthen the empire?

Art The Incas produced works of art as well. Artisans made gold and silver jewelry and offerings to the gods. They even created a life-sized field of corn out of gold and silver in a temple courtyard. Each cob, leaf, and stalk was individually crafted. The Incas also made some of the best textiles in the Americas. Archaeologists have found brightly colored Inca textiles that are still in excellent condition.

Oral Literature While archaeologists have found many Inca artifacts, there are no written records about the empire. Instead, Incas passed down stories and songs orally. Incas sang about daily life and military victories. Official “memorizers” learned long poems about Inca legends and history.

Later, after the conquistadors came, some Incas learned how to speak and write in Spanish. They wrote about Inca legends and history. We know about the Incas from these records and from the stories that survive in the songs, dances, and religious practices of people in the region today.

Pizarro Conquers the Incas

A civil war began in the Inca Empire around 1530. After the Inca ruler died, his two sons, **Atahualpa** (ah-tah-WAHL-pah) and Huáscar (WAHS-kahr), fought to become the new ruler. Atahualpa won the war, but fierce fighting had weakened the Inca army.

The Capture of the King On his way to be crowned, Atahualpa got news that a group of Spaniards had come to Peru. They were conquistadors led by **Francisco Pizarro**. Stories about the Spaniards amazed Atahualpa. One Inca reported:

“They and their horses were supposed to nourish [feed] themselves on gold and silver. . . . Above all, it was said that all day and all night the Spaniards talked to their books and papers. . . . They were all dressed alike and talked together like brothers and ate at the same table.”

—Anonymous Inca, quoted in *Letter to a King* by Huamán Poma



Spaniard Francisco Pizarro kidnapped the Inca leader Atahualpa to defeat the Incas. This painting from the 1800s shows Pizarro leading the attack on the Inca ruler.

After he had heard of the Spaniards' arrival, Atahualpa agreed to meet Pizarro. At that meeting, the Spaniards told Atahualpa to convert to Christianity. When he refused, they attacked. They captured Atahualpa and killed thousands of Inca soldiers.

Spanish Control To win his freedom, Atahualpa asked his people to fill a room with gold and silver for Pizarro. The people rushed to bring jewelry, statues, and other objects. Melted down, the precious metals may have totaled 24 tons. However, the Spaniards killed Atahualpa anyway. Some Incas fought the Spaniards, but in 1537 the Spaniards defeated the last of the Incas and gained control over the entire region.

The fall of the Inca Empire was similar to the fall of the Aztec Empire.

- Both empires had internal problems when the Spanish arrived.
- Cortés and Pizarro captured the leaders of each empire.
- Guns and horses gave the Spanish a great military advantage.
- Disease weakened native peoples.

After defeating both the Aztecs and Incas, the Spanish ruled their lands for around 300 years.

Summary and Preview The Inca Empire's strong central government helped it control a huge area. But it could not survive the challenge posed by the Spanish. In the next lesson, you will learn about the development of Native American civilizations to the north.

Reading Check

Analyze Causes
What events led to the end of the Inca Empire?

Lesson 4 Assessment

Review Ideas, Terms, and People

- a. Identify** What were two things the central Inca government controlled?

b. Explain How did pre-Inca civilizations adapt to their environment?

c. Evaluate Do you think the *mita* system was a good government policy? Why or why not?
- a. Identify** Who were members of the Inca upper class?

b. Explain How were Inca government and religion related?

c. Elaborate Why do you think Inca law outlined what clothes people of various classes could wear?
- a. Describe** What was impressive about Inca masonry?

b. Draw Conclusions Were Inca oral traditions successful in preserving information? Why or why not?

c. Make Inferences Why do you think the Incas wanted to connect all parts of their empire with roads?

- a. Recall** When did the Spanish gain full control over the entire Inca region?

b. Compare How was the end of the Inca Empire similar to the end of the Aztec Empire?

c. Predict What might have happened if Atahualpa had told Pizarro he accepted Christianity?

Critical Thinking

- Organize Information** Draw a timeline like this one. Use it to identify three key dates and events in the history of the Inca Empire.



History and Geography

Inca Roads

Inca roads were more than just roads—they were engineering marvels. The Incas built roads across almost every kind of terrain imaginable: coasts, deserts, forests, grasslands, plains, and mountains. In doing so, they overcame the geography of their rugged empire.

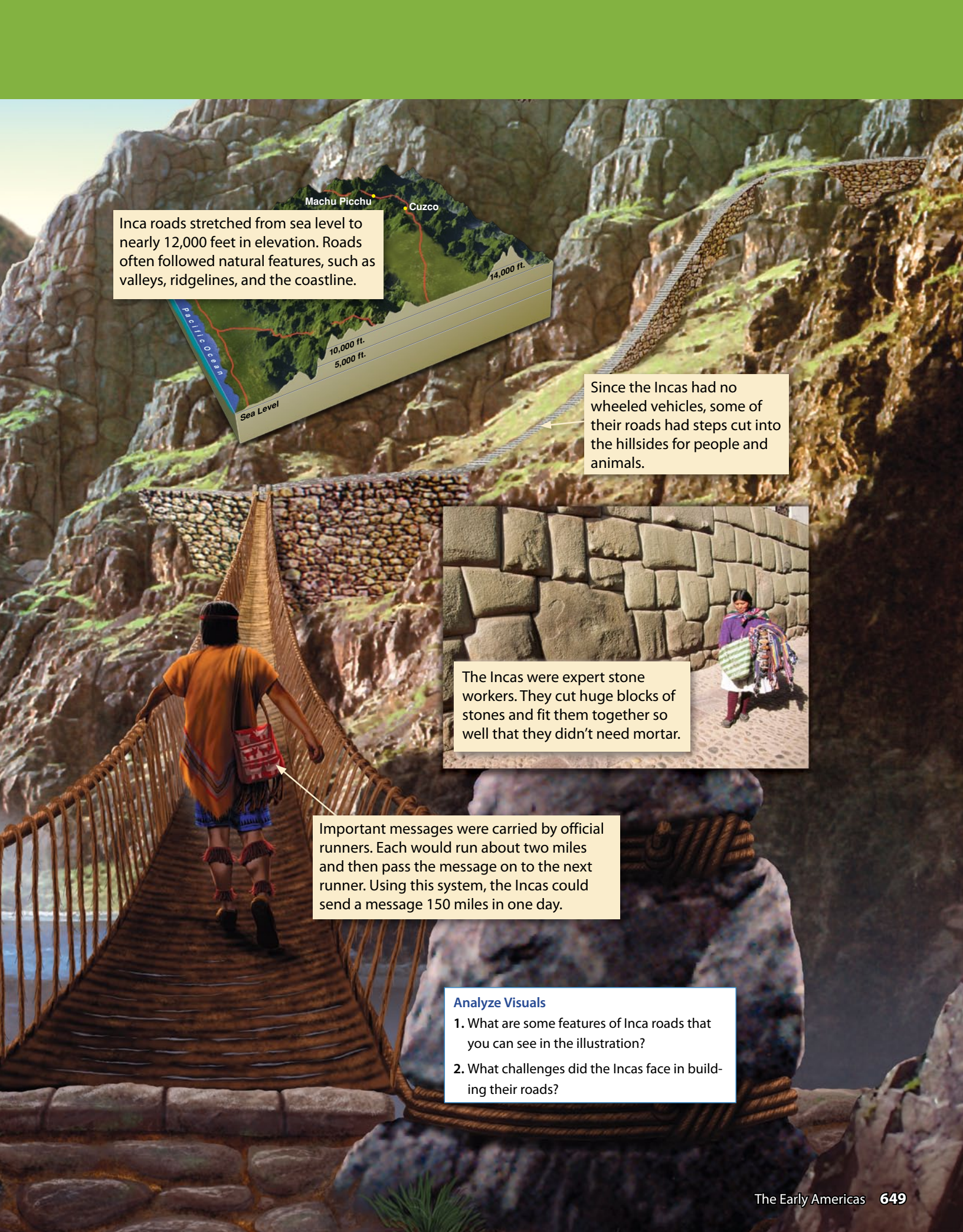
Although the Incas had no wheeled vehicles, they relied on their roads for transportation, communication, and government administration. The roads symbolized the power of the Inca government.



The Incas' vast empire was connected by a road network of about 15,000 miles of roads.

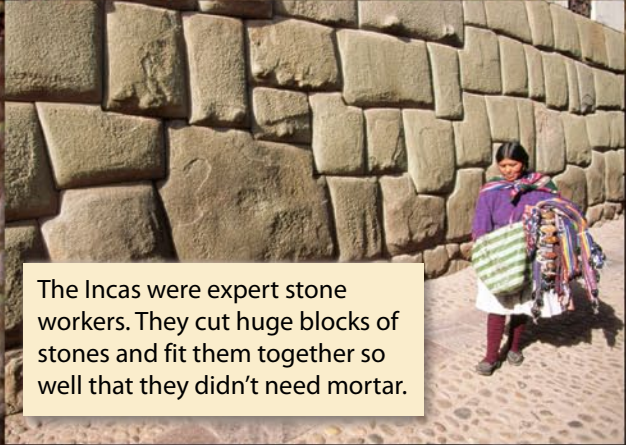
Many roads were just three to six feet wide, but that was wide enough for people on foot and for llamas, which the Incas used as pack animals.

Inca engineers built rope bridges to cross the valleys of the Andes Mountains. Rope bridges could stretch more than 200 feet across high gorges.




Inca roads stretched from sea level to nearly 12,000 feet in elevation. Roads often followed natural features, such as valleys, ridgelines, and the coastline.

Since the Incas had no wheeled vehicles, some of their roads had steps cut into the hillsides for people and animals.



The Incas were expert stone workers. They cut huge blocks of stones and fit them together so well that they didn't need mortar.



Important messages were carried by official runners. Each would run about two miles and then pass the message on to the next runner. Using this system, the Incas could send a message 150 miles in one day.

Analyze Visuals

1. What are some features of Inca roads that you can see in the illustration?
2. What challenges did the Incas face in building their roads?



North American Cultures

The Big Idea

Varied environments and available resources shaped the cultures of North American native peoples over thousands of years.

Main Ideas

- The earliest North American cultures developed in the Southwest and eastern woodlands.
- North America's diverse geographical features led to the development of varied cultures.

Key Terms and People

adobe
potlatch
wampum
Iroquois Confederacy

If YOU were there . . .

You are a member of the Tlingit people in northwest North America. You are hosting a feast and have invited your entire community. In addition to feeding your guests seal and salmon, you will follow your traditions by giving them special gifts. Many guests will receive a gift of food, but you want to give your most honored guest something valuable. You have blankets, tools, and a canoe.

What will you give your most important guest?

The Earliest North American Cultures

The civilizations of the Maya, Aztec, and Inca were among the most advanced in the Americas. They were not, however, the only civilizations to develop in the hemisphere. Farther north, in what are now the United States and Canada, thousands of smaller societies developed and thrived.

Southwestern Cultures The southwestern United States is largely a desert region. The cultures that developed there had to adapt to a harsh, dry environment.

Many Anasazi pueblos were built into cliffs for safety. Often, ladders were needed to reach the buildings. The ladders could be removed, keeping invaders from reaching the dwellings.



For example, the Anasazi, or Ancestral Pueblo, thrived between around AD 1 and 1300. To survive in the desert, they built irrigation canals to bring water to their fields and villages. They also dug homes called pit houses into the ground. These pit houses had roofs made of a clay called **adobe**. In addition to pit houses, the Anasazi developed a new form of architecture called pueblo. Pueblo structures were several stories tall and had many rooms, like modern apartment buildings.

Although the Anasazi lived in the area for many centuries, after 1300 they began to abandon their villages. Historians are not sure why. Perhaps drought, disease, or attacks caused them to leave the area. Despite this decline, many descendants of the Anasazi, called the Hopi and the Pueblo, still live in the Southwest.

The Mound Builders Farther east, in the woodlands along the Mississippi and Ohio rivers, a different culture developed. These river systems were hugely important to these culture groups. The Mississippi River, for example, provided peoples in the region with abundant fish, fertile land, and access to transportation routes.

The societies that grew up in the region became known for the huge earthen mounds they built. Together they are called the mound-building cultures. An early mound-building culture was the Hopewell, who lived from 200 BC to AD 500. The Hopewell built their mounds as burial sites. In addition to bodies, many of these mounds contain items such as pottery and metal ornaments. Some ornaments came from as far away as the Rocky Mountains in the west and the Gulf of Mexico and Atlantic Ocean in the east. Hopewell artifacts have also been found in these locations. For this reason, scholars believe that the Hopewell peoples developed extensive trading routes that followed the Mississippi River and its tributaries.






Native American mounds can still be seen throughout many parts of the eastern United States. These circular mounds are a part of a huge mound complex in Newark, Ohio.



North America's Native Cultures

Interpret Maps

- 1. Region** Which cultural group settled throughout the Arctic and Subarctic region?
- 2. Region** In which region did the Seminole live? The Apache?

	Arctic and Subarctic
	Eastern Woodlands
	Great Plains
	Desert West
	Far West

0 150 300 Miles
0 150 300 Kilometers
Projection: Azimuthal Equal-Area



Reading Check

Summarize

How did varied environments influence the lives of early North American peoples?



Artifacts like this copper crow made by the Hopewell help archaeologists learn about early Native American culture.

After the Hopewell declined, another group called the Mississippian culture arose. The Mississippians were more advanced than the Hopewell. They built some of the earliest cities in North America. Their largest city, Cahokia, in what is now Illinois, was home to some 30,000 people. Like the Hopewell, the Mississippians were mound builders. Cahokia alone had more than 100 mounds, which are believed to have been built for religious ceremonies.

Later Cultures

By the time Europeans arrived in the 1500s, thousands of Native American groups lived in North America. Like the Anasazi, Hopewell, and Mississippians, these groups were shaped by their environments. As a result, distinct cultures developed in the various regions of North America.

Northwestern Cultures The Arctic lands of the far north are among the harshest regions of North America. They are covered in ice for a large part of the year. Yet the region was home to several cultures, among them the Inuit. Living in northern Alaska and Canada, the Inuit built igloos and hide tents for shelter. They fished and hunted large animals and used dogs for many tasks, such as hunting and pulling sleds.

Farther south, in the Pacific Northwest, civilizations such as the Haida lived among towering trees and survived on the region's plentiful animals and plants. Many people of the Northwest depended on fish, especially salmon, for food. Some cultures of this area carved images of totems, or animal spirits, on tall wooden poles. Totem poles held great religious significance.

Northwestern peoples also held ceremonies, dances, and events known as **potlatches**. During a potlatch, a host prepared a feast for one or more members of the group. The host gave valuable gifts to honored guests. Potlatches and other events were used for trading, socializing, and improving relations within the community or with a neighboring community.



Native American groups in different regions developed very different cultures. The totem pole is a re-creation of a traditional style on Vancouver Island, Canada.



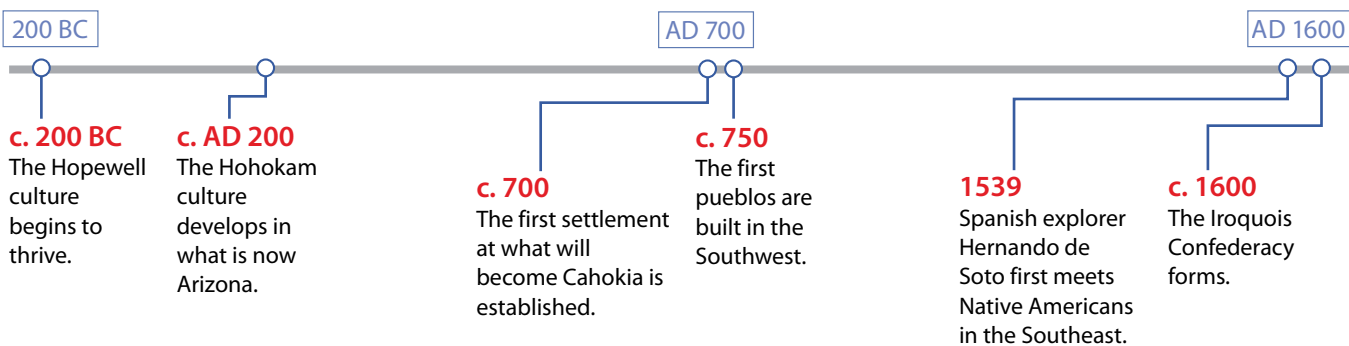
This image of Plains Indians hunting buffalo was painted on hide—most likely buffalo hide. Buffalo were central to the culture and survival of Plains Indians.

Plains Cultures Many cultures lived on the Great Plains of North America. Most of the people who lived in this vast, largely treeless region were nomadic hunters. They used bows and other weapons to hunt the plains' plentiful animals, especially buffalo. Besides food, the buffalo provided other essentials of life. For example, people used buffalo hides to build teepees for shelter.

Eastern Cultures A variety of cultures developed in eastern North America. Groups like the Cherokee, Creek, and Seminole lived in the Southeast in villages governed by councils. People farmed, hunted, gathered plants, and fished. Many used **wampum**, or strings of beads, as currency.

Native peoples of the Northeast lived among seemingly endless forests, which blanketed the land east of the Mississippi River. Many Northeastern peoples built homes and other structures with wood. They were good

Timeline: Key Events in North America



Analyze Timelines

Which culture developed first: the Hopewell or the Hohokam?

Making Economic Decisions

Even people living in small communities must decide how to answer the basic economic questions of what goods and services to produce and how and for whom to produce them. Native Americans typically worked together to decide the answers to these questions. Chiefs and tribal council members usually talked about how to find and use resources together. They considered the needs and opinions of the entire tribe. Then, they made decisions that were based on the good of the group. For Native Americans, the well-being of the entire group was all-important.

This point of view also influenced Native American decisions about trade and land use. Native Americans often saw trade as a form of gift-giving or sharing. They also believed land belonged to the entire tribe instead of just one person or family. Iroquois land, for example, was owned by the community. Every few years, the Iroquois Clan Mothers Council decided how the community's land would be shared among its people. They based their decisions on the makeup of the population. They also considered how clans had used their lands in the past.

Analyze Information

What effect did gift-giving have on the culture of Native American culture groups?

hunters who relied on game, such as deer, for food. They also grew crops such as maize, beans, and squash. Northeastern cultures included those of the **Iroquois** (IR-uh-kwoy) **Confederacy**. This group was an alliance of five peoples—the Cayuga, Mohawk, Oneida, Onondaga, and Seneca. They called themselves “the people of the longhouse” after the houses they built.

Together, the five peoples of the Iroquois Confederacy waged war against and made peace with non-Iroquois peoples. Combining their strength made the Iroquois one of the most powerful Native American peoples in North America.



Iroquois longhouses were made of wooden poles and bark. Large longhouses could shelter up to a dozen families through a hard winter.

Northeastern native peoples had governments similar to those of many Native American cultures. Most groups had a chief, whose title and power were often inherited. A council that included the chief and as many as 50 other respected members of the group made important decisions.

Family and social life was typically based on the clan. A clan was a small group of people who worked together and considered themselves relatives, even if there was no blood relation. In some groups, such as the Delaware, children were part of their mother's clan. In others, such as the Algonquian, children were members of the father's clan. Every clan was responsible for the well-being of all its members.

Summary Native American peoples adapted to their physical environment. They developed cultures based on the geography and environment in which they settled.

Reading Check

Draw Conclusions

What is one way the Plains cultures differed from those of the Northwest and the East?

Lesson 5 Assessment

Review Ideas, Terms, and People

- a. Identify** What enabled the early Anasazi peoples of the Southwest to grow crops?

b. Evaluate What was the main purpose of early North Americans' mound-building?
- a. Summarize** How did the Plains people use the buffalo?

b. Identify In which regions of North America did Native Americans rely most heavily on forests and timber?

c. Describe What is a potlatch?

Critical Thinking

- Evaluate** What method did many Native American tribes use to make important decisions? What are the positive and potentially negative aspects of this form of decision making?
- Compare** How did Native American peoples living in different regions use the resources in their environment? Create a comparison chart to show each region, its resources, and how these resources were used by native peoples there.

Region	Resources	How Resources Were Used
Northwestern		
Plains		
Eastern		

Social Studies Skills

Interpret Culture Maps

Define the Skill

A culture map is a special type of political map. As you may recall, political maps show human features of an area, such as boundaries, settlements, and roads. The human features on a culture map are cultural features, such as languages spoken, major religions, or groups of people. Culture maps are one of several different types of political maps that historians often use. The ability to interpret them is an important skill for understanding history.

Learn the Skill

The guidelines for interpreting a culture map are similar to those for understanding any map.

1. Use map basics. Read the title to identify the subject. Note the labels, legend, and scale. Pay particular attention to special symbols for cultural features. Be sure you understand what these symbols represent.
2. Study the map as a whole. Note the location of the cultural symbols and features. Ask yourself how they relate to the rest of the map.
3. Connect the information on the map to any written information on the subject.

Practice the Skill

Apply the guidelines to the map here. Use them to answer the questions.

1. What makes this map a culture map?
2. Where did the Aztecs live?
3. What people lived to the north of the Aztecs?
4. What other peoples lived in the Lake Texcoco area?
5. What was the main culture in the city of Texcoco?
6. How does this map help you better understand the Aztec Empire?



Module 18 Assessment

Review Vocabulary, Terms, and People

Match each numbered definition with the correct lettered vocabulary term.

- | | |
|--|----------------------|
| 1. book that contains Maya legends and history | a. codex |
| 2. type of ancient book | b. obsidian |
| 3. leader who expanded Inca Empire | c. Moctezuma II |
| 4. raised paths across water or wet ground | d. Pachacuti |
| 5. Spanish leader who defeated Aztec Empire | e. causeways |
| 6. Spanish soldiers who came to the Americas to explore new lands, search for gold, and spread their religion | f. <i>Popul Vuh</i> |
| 7. sharp, glasslike volcanic rock | g. Francisco Pizarro |
| 8. Inca leader captured by the Spanish | h. conquistadors |
| 9. region that includes the southern part of what is now Mexico and parts of the northern countries of Central America | i. Hernán Cortés |
| 10. Aztec leader at the fall of the Aztec Empire | j. Mesoamerica |
| 11. Spanish leader who defeated Inca Empire | k. Atahualpa |

Comprehension and Critical Thinking

Lesson 1

12. a. **Identify** What plants did early farmers in Mesoamerica grow for food? What plants did farmers grow in South America?
- b. **Make Inferences** What do Olmec towns, sculptures, and other items tell us about Olmec society?
- c. **Evaluate** Evaluate this statement: "Global temperature change had a big impact on the history of the Americas."

Lesson 2

13. a. **Recall** What were two important trade goods for the early Mayas?
- b. **Elaborate** For which people in Maya society was life probably pleasant and secure? For which people was life less pleasant or secure?
- c. **Analyze** Why did the Maya civilization decline?

Lesson 3

14. a. **Describe** What was Tenochtitlán like? Where was it located?
- b. **Elaborate** How did Aztec art and architecture make use of natural materials?
- c. **Draw Conclusions** What factor do you think played the biggest role in the Aztecs' defeat? Defend your answer.

Lesson 4

15. a. **Recall** Who was Pachacuti, and what did he accomplish?
- b. **Predict** What might have happened if Atahualpa and Huáscar had settled their argument peacefully?
- c. **Compare and Contrast** In what ways were the economies of the Mayas, Aztecs, and Incas similar in terms of the common person's responsibilities to the rulers of the empire? In what ways did this system differ among the three empires?

Module 18 Assessment, continued

Lesson 5

16. a. **Explain** How did the Southwestern peoples adapt to their environment?
b. **Summarize** Why do scholars believe that the Hopewell developed extensive trade networks?
c. **Analyze** What was the purpose of potlatches?

Review Themes

17. **Science and Technology** “The Mayas were clever and talented because they built their cities without the help of metal tools or wheeled vehicles.” Do you agree with that statement? Why or why not?
18. **Politics** What were the similarities between the rise of the Aztec Empire and the rise of the Inca Empire?
19. **Science and Technology** What methods did Aztec and Inca builders develop to overcome geographical challenges?
20. **Geography** What evidence from the text shows how early peoples in the Americas adapted to their physical environments?

Reading Skills

Analyze Information Use the Reading Skills taught in this module to determine relevant and irrelevant information. In each of the following passages, one underlined selection is irrelevant, nonessential to the meaning of the sentence, or cannot be verified as true. Identify the irrelevant, nonessential, or unverifiable selection in each sentence.

21. Pacal was greatly honored by the Mayas. He was very tall. The Mayas built a great temple to record his achievements.
22. Ball games were popular in Maya cities. Players could not use their hands or feet to touch the ball. The Mayas would not enjoy modern basketball very much.
23. Chocolate was valuable in Maya society. Only rulers and gods could have chocolate. Today, many people enjoy chocolate every day.
24. The Mayas developed an accurate calendar system. They knew that a year had 365 days. The ancient Romans also had a calendar. The Maya calendar used symbols to represent months.
25. Mesoamerica is largely covered by rain forests. Many kinds of plants and animals live in rain forests. The people of Mesoamerica probably liked to watch monkeys playing in the trees.

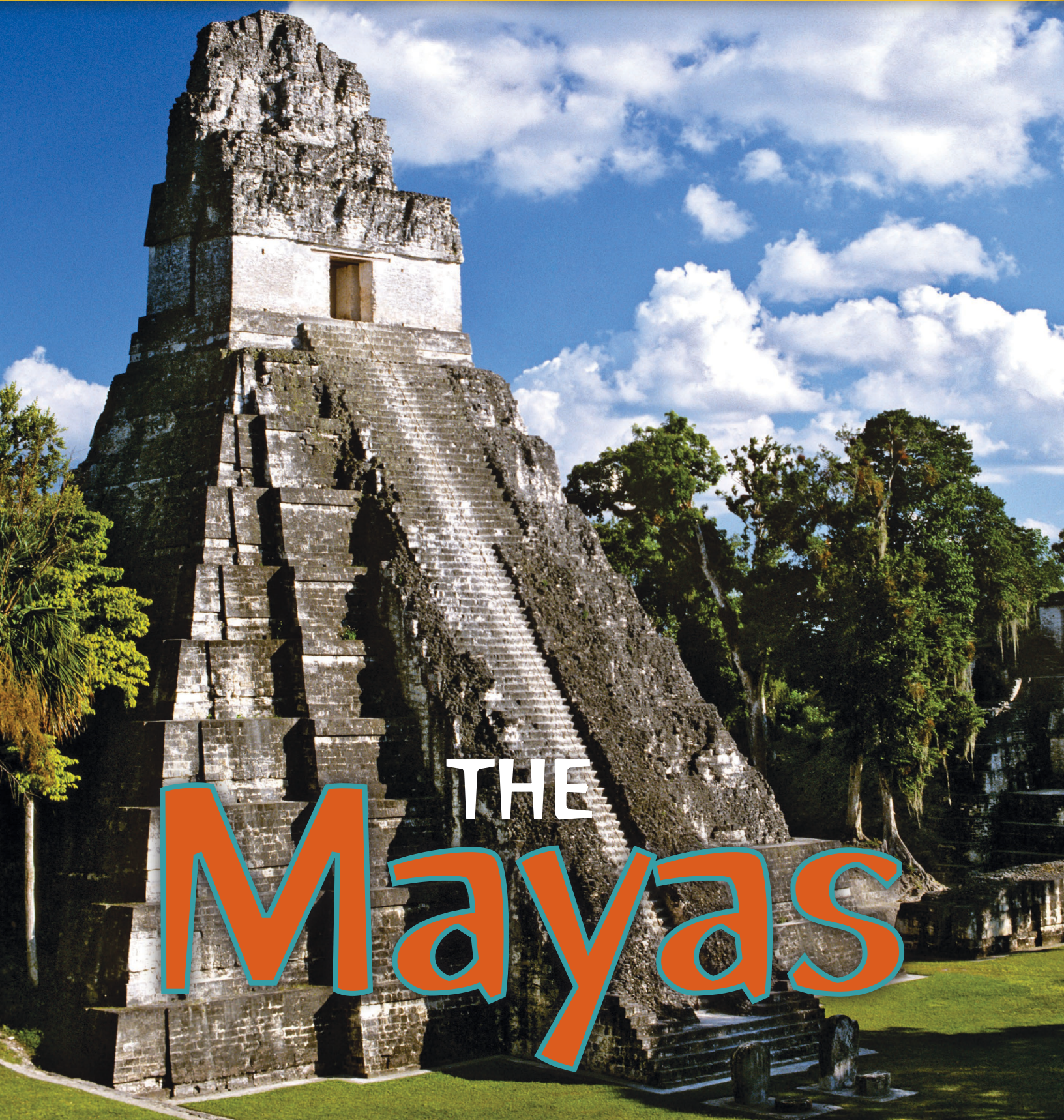
Social Studies Skills

Understand Culture Maps Use the Social Studies Skills taught in this module to answer the question about maps in the module.

26. Look in the module at the map of the Aztec empire. Why do you think the Aztec Empire didn't include all the land from Tula to Xoconochco?
27. Look in the module at the map of the Inca empire. How would physical features have affected the Inca rulers' ability to rule their empire?

Focus on Writing

28. **Write a Travel Guide** Travel guides often feature exciting descriptions of tours. Use what you have learned in the module to write such a description for a historical tour of the ancient Americas. Your tour should have at least five stops. Choose sites from the oldest civilizations to the Inca cities. For each site, write several sentences about the people who lived there. You might tell how they came to live there or how an object there played a part in their lives. Most travel guides show lots of pictures. What pictures would you choose to go with what you've written? Include them in your guide.



THE
Mayas

The Mayas developed one of the most advanced civilizations in the Americas, but their story is shrouded in mystery. Around AD 250, the Mayas began to build great cities in southern Mexico and Central America. They developed a writing system, practiced astronomy, and built magnificent palaces and pyramids with little more than stone tools. Around AD 900, however, the Mayas abandoned their cities, leaving their monuments to be reclaimed by the jungle and, for a time, forgotten.

Explore some of the incredible monuments and cultural achievements of the ancient Mayas online. You can find a wealth of information, video clips, primary sources, activities, and more through your online textbook.

“Thus let it be done!
Let the emptiness be filled!
Let the water recede and
make a void, let the earth
appear and become solid; let it
be done . . . “Earth!” they said,
and instantly it was made.”



The Popol Vuh

Read the document to learn how the Maya believed the world was created.



Destroying the Maya Past

Watch the video to learn how the actions of one Spanish missionary nearly destroyed the written record of the Maya world.



Finding the City of Palenque

Watch the video to learn about the great Maya city of Palenque and the European discovery of the site in the eighteenth century.



Pakal's Tomb

Watch the video to explore how the discovery of the tomb of a great king helped archaeologists piece together the Maya past.