

Chapter



The ruins of Machu Picchu near Cuzco, Peru



 $\Box \Box I$



Chapter Overview Visit callss glencoe.com for a preview of Chapter 9.



The First Americans

Physical geography plays a role in how civilizations develop. The first people in the Americas arrived thousands of years ago. Farming led to the growth of civilizations in what is now Mexico, Central America, and Peru.



Life in the Americas

Different social, economic, and political classes can exist in a society.

The Maya, Aztec, and many other Native American civilizations developed in North and South America. These societies were organized with powerful kings and social classes.



The Fall of the Aztec and Inca Empires

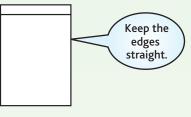
Conflict often brings about great changes. Spanish explorers and soldiers were drawn to the riches of Native American civilizations. Using horses and guns, they defeated the Aztec and Inca Empires in the early A.D. 1500s.

View the Chapter 9 video in the Glencoe Video Program.



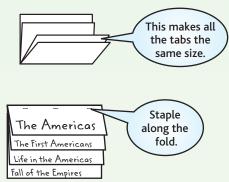
Organizing Information Make this foldable to help you organize information about the history and culture of the Americas.

Step 1 Take two sheets of paper and place them about 1 inch apart.



Step 3 When all the tabs are the same size, crease the paper to hold the tabs in place and staple the sheets together. Label each tab as shown.

Step 2 Fold up the bottom edges of the paper to form four tabs.



Reading and Writing As you read the chapter, write the main ideas presented in each of the three sections on the tabs of your foldable. Note details that support the main ideas.



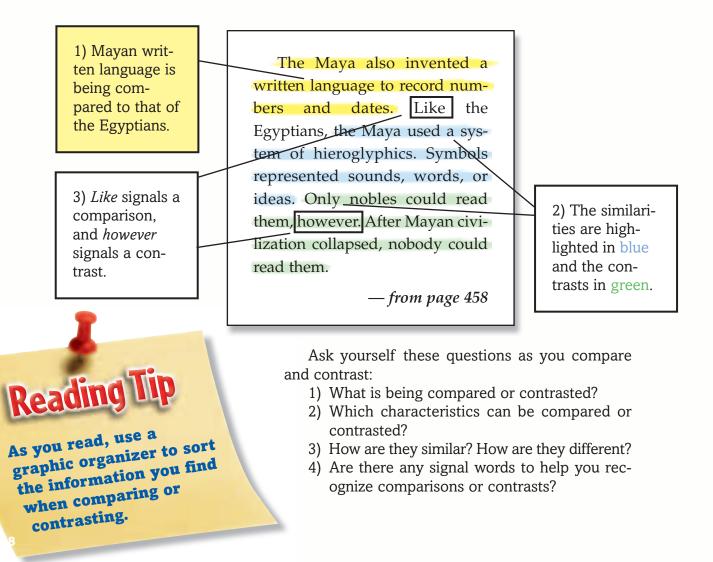
Chapter Solution Contended to Read Violation Read

Comparing and Contrasting





To compare and contrast information, look for similarities and differences. Some comparison signal words are *same, at the same time, like,* and *still.* Contrast signal words may include *some, others, different, however, rather, yet, but,* and *or.* Read the passage below about Mayan writing. Then look at the questions that follow.







Read the passage below from page 447. Then read Section 3 and follow the directions.

Spanish explorers and soldiers were drawn to the riches of Native American civilizations. Using horses and guns, they defeated the Aztec and Inca Empires in the early A.D. 1500s.

—from page 447

Create a chart like the one below to list the similarities and differences between how each conquistador confronted the Aztec and the Inca. In the first column, fill in the characteristics to compare and contrast. Then describe each characteristic in the second and third columns.

Characteristic	Cortés and the Aztec	Pizarro and the Inca

Read to Write …

Read Section 1 of this chapter. Then write a short paragraph comparing and contrasting two civilizations in the Americas.



Apply It!

CONTENTS

Choose three pairs of subjects from the chapter to compare and contrast. List the similarities and differences using a graphic organizer such as the one above.

Section

First Americans

Guide to Reading

Looking Back, Looking Ahead

While Western Europe rebuilt itself after the fall of Rome, diverse cultures thrived in the Americas.

Focusing on the MainIdeas

- People came to the Americas during the Ice Age, and about 10,000 years ago, farming began in Mesoamerica. (page 451)
- The first civilizations in America were based on farming and trade. (page 453)

Locating Places

Beringia (buh•RIHN•jee•uh)

- Mesoamerica (MEH•zoh•uh• MEHR∙ih∙kuh)
- Teotihuacán (TAY∙oh∙TEE∙wuh∙ KAHN)

Yucatán Peninsula (YOO•kuh•TAN) Cuzco (KOOS•koh)

Meeting People

Olmec (OHL•MEHK) Maya (MY•UH) Toltec (TOHL•TEHK) Moche (MOH•cheh) Inca (IHNG•kuh)

Content Vocabulary

glacier (GLAY•SHUHR)
monopoly (muh•NAH•puh•lee)

Academic Vocabulary

environment (ihn•VY•ruhn•muhnt) design (dih•ZYN)

Reading Strategy

Summarizing Information Create a chart to show the characteristics of the Olmec and Moche.

	Location	Dates	Lifestyle
Olmec			
Moche			



History Social Science Standards

WH7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.



WH7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.

Farming Begins in Mesoamerica

MainIdea People came to the Americas during the Ice Age, and about 10,000 years ago, farming began in Mesoamerica.

Reading Connection What would our lives be like if people never learned to farm? Read to learn how farming made civilization possible in Mesoamerica.

We know people came to America a long time ago, but how did they get here? Today, America is not connected by land to the rest of the world, but in the past it was. Scientists have studied the earth's geography during the Ice Age—a period when temperatures dropped sharply. At that time, much of the earth's water froze into huge sheets of ice, or **glaciers** (GLAY • shuhrz).

As the ice froze and the seas fell, an

area of dry land was exposed between Asia and Alaska. Scientists call this land bridge **Beringia** (buh•RIHN•jee•uh), after Vitus Bering, a famous European explorer. They think that people in Asia followed the animals they were hunting across this land bridge into the Americas. By testing the age of bones and tools at ancient campsites, scientists estimate that the first people arrived between 15,000 to 40,000 years ago.

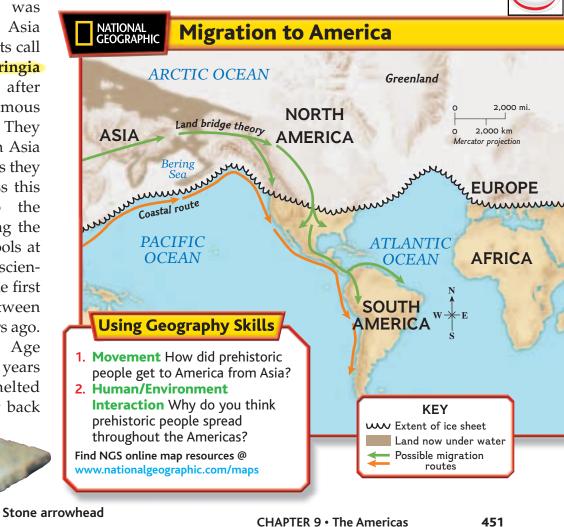
When the Ice Age ended about 10,000 years ago, the glaciers melted and released water back into the seas. The land bridge to America disappeared beneath the waves.

Hunting and Gathering Hunters in the Americas were constantly on the move seeking food. They fished and gathered nuts, fruits, or roots. They also hunted massive prey, such as the woolly mammoth, antelope, caribou, and bison.

It took several hunters to kill a woolly mammoth, which could weigh as much as 9 tons. These big animals provided meat, hides for clothing, and bones for tools.

As the Ice Age ended, some animals became extinct, or disappeared from the earth. Other animals found ways to survive the change in **environment.** The warm weather, however, opened new opportunities to early Americans.

MQtio





The Agricultural Revolution in America

The first Americans were hunter-gatherers, but as the Ice Age ended and the climate warmed, people in America made an amazing discovery. They learned that seeds could be planted and they would grow into crops that people could eat.

Farming began in **Mesoamerica** (MEH• zoh•uh•MEHR•ih•kuh) 9,000 to 10,000 years ago. *Meso* comes from the Greek word for "middle." This region includes lands stretching from the Valley of Mexico to Costa Rica in Central America.

The region's geography was ideal for farming. Much of the area had a rich, volcanic soil and a mild climate. Rains fell in the spring, helping seeds to sprout. They decreased in the summer, allowing crops to ripen for harvest. Then, in the autumn, the rains returned, soaking the soil for the next year's crop.

The first crops grown in the Americas included pumpkins, peppers, squash, gourds, and beans. It took longer to develop corn, which grew as a wild grass. Early plants produced a single, one-inch cob. After hundreds of years, the early Americans finally learned how to cross corn with other grasses to get bigger cobs and more cobs per plant. With this discovery, corn, also known as maize, became the most important food in the Americas.

Reading Check Summarize How did the agricultural revolution begin in America?

The First Americans

Working in groups, hunters could bring down large prey, such as a woolly mammoth. Why do you think early hunters preferred to hunt large animals such as mammoths instead of smaller animals?







WH7.7.1 Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.

Early American Civilizations

Main Idea The first civilizations in America were based on farming and trade.

Reading Connection Have you ever traded something you had with your friend for something you wanted? Read to find out how early American civilizations traded goods to get what they needed.

.....

Growing corn and other crops allowed Mesoamericans to form more complex societies. Around 1200 B.C., a people called the **Olmec** (OHL•MEHK) built a far-reaching trading empire. This was Mesoamerica's first civilization. It lasted about 800 years.

Who Were the Olmec? The Olmec enjoyed rich farming resources, but they lacked other raw materials. They traded salt and

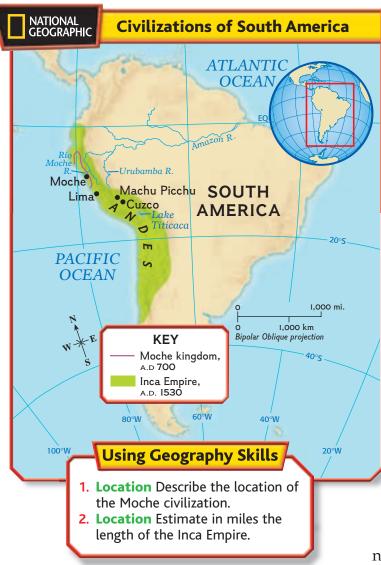
beans with inland peoples to get jade for jewelry and obsidian, or volcanic glass, to make sharp-edged knives. They traded hematite, a shiny volcanic stone, to make polished mirrors and basalt to carve gigantic stone heads.

The Olmec used the region's many rivers as highways for trade, but eventually, the inland peoples seized control of the trade. One of these groups built the first planned city in the Americas. Known as **Teotihuacán** (TAY • oh • TEE • wuh • KAHN), or

Web Activity Visit ca.hss.glencoe.com and click on *Chapter 9—Student Web Activity* to learn more about the Americas.







"Place of the Gods," the city reached its height around A.D. 400. It had a population of over 120,000 people.

As Teotihuacán's power spread, a people called the **Maya** (MY•uh) built another civilization in the steamy rain forests of the **Yucatán Peninsula** (voo•kuh•TAN). They, too, traded throughout Mesoamerica. The Maya used their central location to reach into what is now southern Mexico and Central America.

Teotihuacán and the Mayan cities hit their peaks in the A.D. 400s and A.D. 500s. Then, around A.D. 600, Teotihuacán started to decline. No one is sure why this occurred. Some experts conclude that overpopulation drained the city of food and resources. Others blame a long drought, or period without rain. Still others say that the poor people rebelled against their rich rulers. Whatever the reason, by A.D. 750, the city had been destroyed.

The Mayan civilization lasted about 200 years longer. But it also came to a mysterious end. The Maya abandoned their cities, and by the A.D. 900s, the cities lay deserted, hidden in a thick tangle of vines.

The Rise of the Aztec As the Maya left their cities, a people called the **Toltec** (TOHL•TEHK) built a city called Tula in a prime location northwest of where Mexico City is today. From Tula, they conquered lands all the way to the Yucatán Peninsula.

The Toltec rulers tightly controlled trade. They held a **monopoly** (muh•NAH• puh•lee), or sole right, to the trade in obsidian. As a result, the Toltec kept other people from making weapons to challenge them.

Around A.D. 1200, invaders from the north captured Tula. One group of invaders, who called themselves the Aztec, admired the Toltec and copied their ways. Aztec warriors then took control of the region's trade and built a huge empire. When Europeans arrived in the A.D. 1500s, the Aztec ruled approximately five million people.

The Moche and Inca South of Mesoamerica, other civilizations developed along the west coast of South America. The **Moche** (MOH• cheh) civilization developed in the dry coastal desert of what is now Peru.

The Moche ruled this region from about A.D. 100 to A.D. 700. They **designed** and built canals that carried water from rivers in the Andes mountain ranges to their desert





homeland. Because of this irrigation, the Moche suffered no shortage of food. They ate corn, squash, beans, and peanuts. They also hunted llamas and guinea pigs and fished in the nearby Pacific Ocean.

The Moche did not have a written language. Instead, their culture's story is documented through artwork. Pottery often showed animals that were important to the Moche, such as the llama. The llama served as a pack animal, carrying goods for longdistance trade. It also provided meat for food and wool for weaving.

For all their achievements, however, the Moche never expanded much beyond their homeland. The first empire in South America was built by another people called the **Inca** (IHNG•kuh).

The Incan homeland lay in the Andes mountain ranges of present-day Peru. They chose to live in high river valleys, often

above 10,000 feet (3,048 m). Over time, the Inca built the biggest empire in the ancient Americas. It centered around the capital of **Cuzco** (KOOS • koh), founded in A.D. 1100.

Reading Check Explain What do historians think caused Teotihuacán's collapse?

-istory Inline

Study Central Need help understanding early Mesoamerican civilizations? Visit ca.hss.glencoe.com and click on Study Central.

Reading Summary

 The first Americans were most likely hunter-gatherers who came from Asia across a land bridge.

Section Review

 A number of civilizations developed in the Americas, including the Olmec, Maya, Toltec, and Aztec in Central America and Mexico, and the Moche and Inca in South America. All were dependent on farming.

What Did You Learn?

- Why was Mesoamerica's geography ideal for farming?
- 2. How did the Toltec keep other people from challenging them?

Critical Thinking

3. Summarizing Information Draw a chart like the one below. Add details about the early peoples of Mesoamerica and South America. CA 7RC2.2



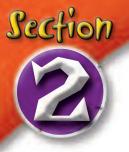
4. Summarize How did the first people come to the Americas, and how did they live once they were here? **CA** 7WA2.5

CONTENTS

- The Big Ideas How did geography shape the development of the Moche civilization?
 CA CS3.
- 6. Analyze Use your local library to research some of the possible explanations for the decline of Teotihuacán and Mayan cities. Then write an essay defending the explanation you think is correct. CA TWA2.4
- 7. Comparing and Contrasting Review the descriptions of hunter gatherers and farmers on pages 451–52. Create a graphic organizer comparing these two groups. CA 7RC2.3

CHAPTER 9 • The Americas





Life in the mericas

Guide to Reading

Looking Back, Looking Ahead

In Section 1, you read about the rise of the first civilizations in the Americas. The first Americans had to use whatever natural resources the land had to offer. As a result, they developed many different cultures suited to where they lived.

Focusing on the Main Ideas

- The Maya created a civilization of citystates and thrived in Mesoamerica's rain forest. (page 457)
- The Maya developed a society and culture based on their religion. (page 458)
- The Aztec moved into the Valley of Mexico where they created an empire based on conquest and war. (page 460)
- To unite their huge empire, Incan rulers set up a highly organized government and society. (page 462)

Meeting People

Jasaw Chan K'awiil I (KAH•weel) **Pachacuti** (PAH•chah•KOO•tee)

Locating Places

Petén (peh•TEHN) Tenochtitlán (tay•NAWCH•teet• LAHN) **Machu Picchu** (MAH•choo•PEE•choo)

Content Vocabulary

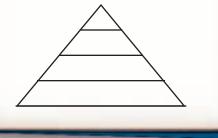
sinkhole (sihngk • hohl) alliance (uh•LY•uhns) **codices** (KOH•duh•sEEZ) quipu (KEE•poo)

Academic Vocabulary

source (SOHRS) **cooperate** (koh•AH•puh•rayt) **previous** (PREE•vee•uhs)

Reading Strategy

Organizing Information Use a pyramid to show the Incan classes.





CONTENTS

History **Social Science** Standards WH7.7 Students compare and contrast the geographic, political,

economic, religious, and social structures of the Meso-American and Andean civilizations.

WH7.7.1 Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.

The Mayan People

MaimIdea The Maya created a civilization of citystates and thrived in Mesoamerica's rain forest.

Reading Connection What would it be like to live in a jungle? Read to learn how the Maya adapted to life in the jungles of Mesoamerica.

In A.D. 1839 an American lawyer named

John Lloyd Stevens and an English artist named Frederick Catherwood slashed their way into the tangled Yucatán rain forest. There they found the vine-covered ruins of an ancient city.

Stevens and Catherwood learned that the people who had built the city were called the Maya. The Maya are the ancestors of millions of Native Americans who still live in present-day Mexico, Guatemala, Honduras, El Salvador, and Belize.

At first glance, it looked like the Maya had settled in one of the worst spots on Earth. They picked the **Petén** (peh•TEHN), the Mayan word for "flat region." Located in present-day Guatemala, the Petén's dense forests nearly blocked out the sun.

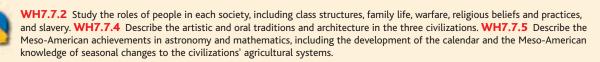
The Maya saw what others missed. Swamps and sinkholes gave them a yearround **source** of water. The **sinkholes** (sihngk•hohlz)—areas where the earth has collapsed—connected the Maya with a huge system of underground rivers.

Even with a ready water supply, only an organized culture could have succeeded in building cities and fields in the Petén. The effort required **cooperation** among many people, which could only be accomplished by having an organized government.

Like the ancient Greeks and Mesopotamians, Mayan civilization was divided into city-states. Each Mayan citystate was ruled by a king who was also leader of the army. Leadership passed from one king to the next, and the city-states often fought with each other.

Reading Check Identify What was the main advantage of living in a tropical rain forest?





Mayan Culture

Main Idea The Maya developed a society and culture based on their religion.

Reading Connection Did you ever wonder why people need calendars? Read to learn how the Maya developed calendars and math to help them farm.

Mayan rulers said they were descended from the sun and claimed to rule as godkings. They expected people to serve them and to build huge monuments to honor them. A good example of this is the pyramid built for **Jasaw Chan K'awiil I** (KAH•weel) at Tikal.

Life in Mayan Cities As god-kings, Mayan rulers taught their subjects how to please the gods. One way was human sacrifice. When the Maya marched into battle, they wanted captives more than they wanted land. During times of drought, Mayan priests offered the captives to Chac, the god of rain and sunlight. The Maya believed Chac lived in the waters below the sinkholes. Captives were often thrown into these watery pits to earn the Chac's favor.

The Maya usually only sacrificed captives from the elite classes of conquered peoples. These included the king, the warriors, and the owners of large estates. Most enslaved people were farmers, however. These captives were typically held by the Mayan elite. They were used for heavy labor or household chores.

The Maya believed that the gods controlled everything that happened on Earth. As a result, religion was at the core of Mayan life. A huge pyramid with a temple at the top towered over every city. Priests, who claimed to know what the gods wanted, set up a strict class system in which everyone had a place.

Royal Mayan women often married into royal families who lived in distant

Mayan city-states. This practice strengthened trade. It also helped form **alliances** (uh•LY•uhns•uhs), or political agreements between people or states to work together.

Women played a significant role in the Mayan city-states. In one Mayan carving, a woman wears a war headdress and rides atop a platform carried by soldiers, which shows she had military influence. In the city-state of Calakmul, at least two women served as all-powerful queens. One of them may have helped to found the city.

Mayan cities also had ball courts. This game was similar to basketball, except that players could not use their hands to throw the ball. They used their hips to propel a ball through stone rings high above the ground. The game had deadly results. The losing team was sacrificed to the gods.

Mayan Science and Writing Mayan rulers relied on their priests for advice. The priests thought gods revealed their plans through the movements of the sun, moon, and stars, so they studied the sky closely.

By watching the sky, the priests learned about astronomy and developed a 365-day calendar. They used it to predict eclipses and to schedule religious festivals, plantings, and harvests. To chart the passage of time, the Maya developed a complex system of mathematics. They invented a method of counting based on 20.

The Maya also invented a written language to record numbers and dates. Like the Egyptians, the Maya used a system of hieroglyphics. Symbols represented sounds, words, or ideas. Only nobles could read them, however. After Mayan civilization collapsed, nobody could read them. Only recently have scholars begun to unlock the stories told by the hieroglyphics.

Reading Check Explain How did the Maya treat enslaved people?





WH7.7.2 Study the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery. WH7.7.4 Describe the artistic and oral

traditions and architecture in the three civilizations.

JASAW CHAN K'AWIIL I Ruled A.D. 682–734

When Jasaw Chan K'awiil began his rule in A.D. 682, the Mayan city-state of Tikal was weak and struggling. Its temples and other buildings were falling into disrepair, and the people were dominated by their great rival city, Calakmul.

iograph

Things began to improve in A.D. 695 when Jasaw defeated the armies of Calakmul in battle. Jasaw held a celebration a month later to honor the gods and himself. Tikal began to prosper again, and Jasaw spent the next 40 years rebuilding and strengthening his city-state.

Although Jasaw had been victorious, he spent only part of his time expanding his control over the region. Instead, most of his efforts went toward helping his people and restarting building projects in Tikal.

Jasaw's efforts teach us a great deal about Mayan art, architecture, and customs. For example, he built the famous pyramid in Tikal. The huge structure was 154 feet (47 m) in height and served as both a temple and as Jasaw's tomb. In the room at the top of the structure, carvings depicted Jasaw's victories and mythological scenes. Jasaw wears clothing similar to the ancient leaders of Tikal to show that he was as great as they were. Other images were carved on bones and on other buildings. They show events from Mayan mythology and history praising Tikal's rulers.



A stone monument showing Jasaw Chan K'awiil I

One piece of art was of great importance: the effigy, or image, of the god that armies carried into battle. This god was supposed to be the special god of that city. When Jasaw defeated Calakmul, he captured the image of their city's god. The people of Tikal thought this meant that their god was more powerful than the others. Jasaw ordered the story of this great accomplishment to be carved on his pyramid so everyone would remember what he had done.

CONTENTS

Jasaw began to rebuild Tikal during his reign, but most of the great building projects and military expansion of the city occurred under the reign of his son. Nevertheless, it could not have happened without Jasaw's efforts.

Then and Now

The Maya emphasized religion and the accomplishments of their rulers in their art and architecture. What do people use as subjects for art today? Why?



WH7.7.1 Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies. WH7.7.2 Study the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery. WH7.7.3 Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish. WH7.7.4 Describe the artistic and oral traditions and architecture in the three civilizations. WH7.7.5 Describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations' agricultural systems.

The Aztec

Main Idea The Aztec moved into the Valley of Mexico where they created an empire based on conquest and war.

Reading Connection Why do you think some countries try to conquer other countries? Read to learn why the Aztec people conquered their neighbors.

The warlike Aztec nomads who arrived in the Valley of Mexico about A.D. 1250 were anything but welcome. One king granted the Aztec a patch of snake-filled land. He expected the deadly serpents to destroy them. Instead, the Aztec feasted on roasted snakes and eventually built their own kingdom.

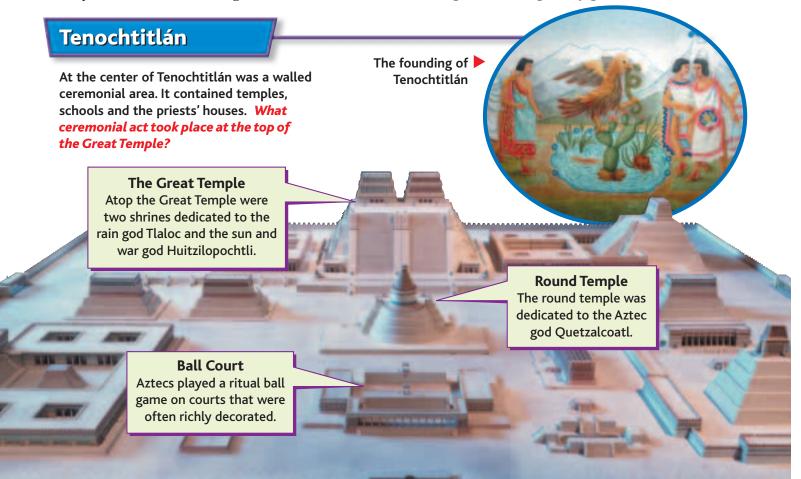
The Aztec Government The Aztec had wandered for years in search of a home that they believed their sun god—the feathered

serpent Quetzalcoatl (KWEHT•suhl•kuh•WAH• tuhl)—had promised them. According to legend, the Aztec would know they had found this place when an eagle "screams and spreads its wings, and eats . . . the serpent."

In A.D. 1325, they took shelter on a soggy, swampy island in Lake Texcoco (tehs•KOH• koh). There an eagle greeted them from its perch on a prickly pear cactus. It tore apart a snake dangling from its beak. The Aztec believed they had found their home.

Priests, speaking for the gods, told the Aztec what to do next: build a great city. Workers toiled day and night. They dug soil from the lake bottom to build bridges to the mainland. They built floating gardens, piling soil on rafts anchored to the lake bottom.

The Aztec called their new city **Tenochtitlán** (tay • NAWCH • teet • LAHN), which means "place of the prickly pear cactus." As





the city rose from the marshes, the Aztec dreamed of conquest and wealth. They wanted to collect tribute, or payment for protection, from conquered peoples.

To fulfill their goal, the Aztec turned to strong kings who claimed descent from the gods. A council of warriors, priests, and nobles picked each king from the royal family. The council usually chose the last king's son, but not always. They expected a king to prove himself by leading troops into battle.

Life in the Aztec Empire The king, or emperor, was at the top of Aztec society. The rest of the population fell into four classes: nobles, commoners, unskilled laborers, and enslaved people. Commoners formed the largest group, working as farmers, artisans, or traders. They could join the noble class by performing one act of bravery in war. They, or their children if the soldier died, received land and the rank of noble.

CONTENTS

Among the important responsibilities of the priests was preserving the religion, history, and poetry of the people. To record their religion and history, the Aztec made books that historians refer to as **codices** (KOH•duh•SEEZ). Aztec codices were painted on deerskin, cloth, or paper made from the bark of fig trees. The Aztec produced so many books that they used the equivalent of nearly 500,000 sheets of paper per year.

Each Aztec book, or codex, was a single strip, up to 40 feet (12 m) long, that was folded in a zig-zag pattern to make a book. Pages were read from top to bottom and consisted of brightly painted images and pictograms showing events and people in Aztec history. Most of these Aztec books were lost after the Spanish conquered the Aztec and broke up their empire. Those that survive provide historians with much information about Aztec life.

CHAPTER 9 • The Americas

WH7.7.1 Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies. WH7.7.2 Study the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery. WH7.7.3 Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish. WH7.7.4 Describe the artistic and oral traditions and architecture in the three civilizations.

Like the Maya, the Aztec also developed a calendar. In fact the Aztec had two different calendars. They used a religious calendar with 260 days to keep track of religious rituals and festivals. They also had a 365-day calendar for daily use and to keep track of when to plant and harvest crops. This calendar was divided into 18 months with 20 days each and a special 5-day week at the end of the year.

In serving their gods, the Aztec saw death as honorable. Those worthy of an afterlife included soldiers who died in battle, captives who gave their lives in sacrifice, and women who died in childbirth.

From an early age, children learned about the glories of war and their duties as an Aztec. Boys were taught that they had been born to be warriors. Although girls were taught to stay in the home, those who gave birth were honored as heroes by Aztec society.

To honor their gods, the Aztec built a huge pyramid in the center of Tenochtitlán. Known as the Great Temple, it rose 135 feet (41 m) high and had more than 100 steps. Thousands of victims were taken to the top, where they were sacrificed to the gods.

Tenochtitlán became the largest city of any in Mesoamerica. At its height, it may have held some 400,000 people, with a million more in other cities and villages under Aztec control. Supporting such a high population was a challenge for the Aztec considering that much of the region was unsuitable for agriculture.

The Aztec accomplished this by heavy use of irrigation, fertilization, and by draining water from swamps. They even drained lakes, turning **previously** water-filled regions into highly productive agricultural areas. The large empire also encouraged trade and paid for government and military actions through taxes and conquest.

Reading Check Describe How could commoners move into the noble class?

Life in the Inca Empire

Main Idea To unite their huge empire, Incan rulers set up a highly organized government and society. Reading Connection Have you ever tried to organize a large number of people? Read to learn how the Inca organized their society to hold their empire together.

The ancient Inca blamed earthquakes on the god Pachacamac, "Lord of the earth." Whenever Pachacamac lost his temper, the earth shook. Pachacamac was the highest Incan god. It is not surprising that the greatest Incan leader took the name **Pachacuti** (PAH• chah•KOO•tee), which means "Earthshaker."

Pachacuti lived up to his name. Starting around A.D. 1438, Pachacuti and his son, Topa Inca, built the largest ancient empire in the Americas. It stretched north to south about 2,500 miles (4,023 km). To hold his empire together, Pachacuti set up a strong central government but let local rulers stay in power. To ensure their loyalty, he took their sons to Cuzco for training.

Pachacuti united the empire in other ways too. He required people to learn Quechua (KEH•chuh•wuh), the language spoken by the Inca. He also designed a network of roads that covered about 25,000 miles (40,234 km).

The large system of roads helped the Inca overcome the challenges of climate and geography. The coastal deserts and the high, rugged mountains and volcanoes made trade and transport difficult. Roads helped them move goods and information quickly.

The Inca also developed agricultural techniques. They used irrigation and fertilizers to improve the land. Incan engineers developed terraced farming, or a series of ridges built into a mountainside that created level farm land. In addition, the Incan herded llama as cattle. With these food resources, they developed healthy urban cities.





WH7.7.2 Study the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery.
WH7.7.3 Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.

PACHACUTI Ruled 1438–1471

Pachacuti was the son of the eighth Inca king, Viracocha. In 1438 an enemy from the north attacked the capital city, Cuzco. Viracocha fled, but Pachacuti stayed behind to defend the city and defeat the enemy. Because of his victory, Pachacuti became king.

Jiography

At first, Pachacuti concentrated on expanding the Inca Empire. When he wanted to conquer a kingdom, he first sent messengers to tell the local rulers all the benefits of being part of the Inca Empire and then asked them to join willingly. If they accepted, they were treated with respect and given some rights. If they refused, the Inca attacked with brutal force.

Pachacuti next turned his attention to rebuilding Cuzco. He was the first to use white granite as a building material. No mortar was needed to hold the granite stones together because the sides of each piece were cut accurately and fit closely together.

Pachacuti built an estate for himself called Machu Picchu. It was made of white granite and was located thousands of feet high in the Andes. Recent research suggests that Machu Picchu was used not only as a home for the royal family, but also as a center for celebrations and ceremonial gatherings.



A Pachacuti

"I was born as a flower of the field . . . "

-Pachacuti, as quoted in History of the Incas



According to legend translated from a sacred text, Pachacuti became very sick when he was an elderly man. He called all of his relatives to his bedside. He divided his possessions among them and then made a speech with instructions for his burial.

Then and Now

CONTENTS

How can a nation today get another nation to do something without threatening war?

🔺 Machu Picchu



An Organized Society The Inca believed the sun god Inti protected Cuzco, the Incan capital. The rulers called themselves "sons of the sun." They and their wives, known as Coyas, were at the top of society.

The head priest and top commander of the army were just below the royal family. Next came regional army leaders. Below them were temple priests, army commanders, and skilled workers. At the bottom were farmers, herders, and soldiers.

The Inca further divided society into 12 job categories. Every man, woman, and child over age five had work to do. Young girls, for example, were baby-sitters, while young boys chased birds from gardens.

What Was Incan Culture Like? The Inca rarely honored their gods with human sacrifice. They turned to sacrifice only in times of trouble, such as during earthquakes, or on special occasions. To please their gods, the Inca built large works of stone. They had no system of writing, no wheels, and no iron tools. Yet they built places like **Machu Picchu** (MAH•choo PEE•choo), a retreat for Incan kings.

Building large structures required the Inca to develop a method for doing mathematical calculations. The Inca used a **quipu** (KEE•poo), a rope with knotted cords of different lengths and colors. Each knot represented a number or item. Quipu was also used to keep records. Like the Aztec, the Inca relied on oral tradition to pass on most of their wisdom and knowledge.

The Inca were also skilled engineers. Workers fit stones so tightly together that a knife could not slip between them. Because the Inca used no mortar, the stone blocks could slide up and down without collapsing during earthquakes.

Reading Check Explain How did Pachacuti make sure local leaders would be loyal to him?

story Inline

Study Central Need help understanding the Maya, Aztec, or Inca? Visit **ca.hss.glencoe.com** and click on Study Central.

Section 🔗 Review

Reading Summary

Review the Main Ideas

- In the rain forests of Central America, the Maya developed a civilization divided into citystates.
- The Maya developed a complex society and culture based on their religion.
- A fierce warrior people, the Aztec created a strong empire in central Mexico.
- In the Andes, the Inca created the largest empire in the Americas.

What Did You Learn?

- 1. How did Pachacuti maintain the empire he built?
- 2. What were the different groups that made up Aztec society?

Critical Thinking

3. Compare and Contrast Draw a Venn diagram and use it to compare Aztec and Incan society. CA 7RC2.0

 Science Link How did the Maya use astronomy?

- Drawing Conclusions Why do you think the Inca assigned specific jobs to people? Is this a good idea for a society? Explain. CA7RC2.3
- 6. **Accurate Understanding** Narratives Reread the Aztec story of the founding of Tenochtitlán on pages 460–461. Do you know if this story is true? What parts do you think are true? What information would you need to verify the story? CA HR3.; HIS



W RLD LITERATURE

THE FLOOD

By Pleasant DeSpain

Before You Read

The Scene: This story takes place in early America, in a part of present-day Mexico.

The Characters: A young Huichol man and his pet dog.

The Plot: The young man is a farmer in a Huichol village. He has trouble growing his crops and asks the advice of the Earth Goddess.

Vocabulary Preview

maneuver: a clever or skillful action unceasing: never-ending deluge: a flood recede: to move or back away embrace: a hug

Have you ever had to move? In this story a young man is faced with a life away from all of the things and people that he knows.

RLD LITERATURE

As You Read

The flood story is a classic tale that appears in many religious texts. From Noah in the Bible to Hindu and Buddhist stories, floods are often responsible for changing the face of the earth and the people who live on it. How does the flood affect the people in this story?

 ∞ \boldsymbol{C}

Long before the Spanish came to the place now called Mexico, the first people to inhabit the land were the Huichol.¹ They lived in caves, and grew maize, pumpkins, and beans.

Life was hard. Life was peaceful.

One of the Huichol was a strong young man who lived apart from the families. One morning, the youth awoke to find a black female dog guarding his cave entrance. He tried to shoo her away. She licked his hand, wagged her tail, and refused to leave.

"Earth Goddess must have sent me this gift," he said aloud, "and I give thanks." Soon after, the Huichol leaders told the youth it was time to marry and have a family. He agreed, saying, "I'll raise one more maize² crop. Then I'll be ready."

Day after day, he labored in his field, tilling the hard earth and planting precious seeds. He returned to the field each morning only to discover his work undone. The ground was packed hard again, and the seeds were carefully piled at the field's edge.

"Earth Goddess!" he cried. "What have I done? Please tell me." An ancient woman with bright eyes appeared before him. She supported her bent body with a mesquite³-wood branch. She beckoned him to lean down to hear her whispered words.

"The flood of all floods is soon to come. It will cover the earth. Every person, creature, and plant will drown. You alone have been chosen to live."

"How will I survive?"

CONTENT

"Chop down the largest tree at the edge of your field and cut it into thick planks. Use the planks to build a watertight box with a strong lid. Make it large enough for you and the black dog I sent you. Place seven seeds of each in the box—maize,

¹Huichol: early settlers in Mexico, related to the Aztec people
 ²maize: corn
 ³mesquite: a thorny, deep rooted tree



pumpkin, and bean. Do not delay. The rain begins in seven days."

So saying, Earth Goddess vanished.

The young man did as he was told, and on the morning of the seventh day, the box was finished. He wrapped the seeds in broad leaves and carefully packed them in a clay jar. After sealing the jar with beeswax, he called to the black dog. She jumped into the box without hesitation. Finally, he climbed in and maneuvered the heavy lid into place. No light crept in through the wooden joints. The box was watertight.

It began to rain. The sky opened wide and poured an unceasing ocean of fresh water upon the land. The deluge was complete.

> The wooden box rose high on the new waves and bobbed

and flowed wherever swift currents carried it. The man and dog fell into a deep and profound sleep. The rain, as well as their sleep, continued for seven years.

At the end of the seven years, the rain stopped falling. The bright sun came out and the waters began to recede. Several days later, the box came to rest on a mountaintop. The man and dog awoke. He pushed the lid aside and they climbed out of the box.

Earth Goddess appeared before them with her mesquite-wood staff. Wherever she pointed, trees, forests, birds, animals, and creatures of all kinds appeared. When again the earth was alive and green, she vanished.

The youth cut down tall trees, moved heavy rocks, and planted three fields with the seven seeds of each—maize, pumpkin, and bean. He worked hard and the crops



RLD LITERATURE

flourished. He and the dog ate well. As the last Huichol on earth, however, he was lonely.

One day he returned from the fields to find his evening meal already prepared. It happened again the following night and for four nights to follow. On the seventh night, he came home early. Hiding in the trees, he watched in amazement as the black dog took off her coat and became a beautiful young woman. She had long, black hair and bright shining eyes. She built a fire and began to prepare their meal. He waited until she went into their cave before he came out of hiding. He picked up her discarded dog skin and threw it on the blazing fire. The smell of burning hair filled the air.

She ran out of the cave and embraced him. "Earth Goddess not only saved you



from the flood, but she has saved the People. We are now husband and wife."

Their children became the new Huichol tribe.

This happened long before the invaders arrived. This happened when People knew only peace.



Responding to the Literature

- **1.** Why does the young man ask the Earth Goddess for help? What does she tell him to do?
- **2.** How long did the youth and his dog stay in the box during the flood? Where did they end up when they awoke?
- **3. Analyze** What are some of the reasons that you think the Earth Goddess caused the flood? Why did she want to destroy the earth and all the life on it? Create a short conversation between the young man and the Earth Goddess in which he asks her why the flood is coming. **CA** 7RL3.0; 7WA2.1
- **4. Understanding Characters** What kind of character is the young man? What can you learn about him from the story, including the words he speaks? Why do you think the Earth Goddess chooses him to be the only one to survive the flood? **CA TRL3.3**
- **5. Read to Write** Use your local library and the Internet to research the flood stories of other civilizations and cultures. Compare these stories to the one you have just read. How are these stories different? How are they the same? Write an essay that compares the stories. **CA 7WA2.3**





Would you like to read more about the Americas, early exploration, or the Age of Enlightenment? If so, check out these other great books.

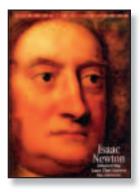


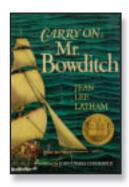
Nonfiction

Machu Picchu: The Story of the Amazing Incas and Their City in the Clouds by Elizabeth Mann describes the history of the Inca people. Follow this fascinating story from their small beginnings through their rise to power and their tragic end. *The content of this book is related to History–Social Science Standard WH7.7*.

Biography

Isaac Newton: Discovering Laws That Govern the Universe by Michael White recounts the life and discoveries of Isaac Newton. Read about the man, his revolutionary ideas, the world he lived in, and why people found it hard to accept him. *The content of this book is related to History–Social Science Standard WH7.10.*



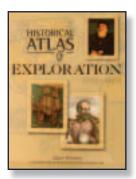


Historical Fiction

Carry On, Mr. Bowditch is a Newbery Medal winner by Jean Lee Latham that tells the story of a young man and his desire to reach his dreams. Follow him through many adventures and learn of his discoveries that forever changed sea travel. *The content of this book is related to History–Social Science Standard History-Social Science Standard WH7.11*.

Nonfiction

Historical Atlas of Exploration 1492–1600 by Angus Konstam tells of exploration during the 1500s. Along with colorful pictures of maps, charts, and ship designs, you will meet the famous explorers of the day and learn about the tools they used for sailing. *The content of this book is related to History–Social Science Standard WH7.11*.







Section

The Fall of the Aztec and Inca Empires

Guide to Reading

Looking Back, Looking Ahead

As the 1400s drew to a close, people in the Americas and Europe knew nothing of each other. This changed when Europeans began exploring the world and searching for trade routes to Asia.

Focusing on the Main Ideas

- Spanish conquerors were able to defeat the Aztec using horses and guns. (page 471)
- The riches of the Aztec Empire led other Spanish conquerors to seek their fortunes in South America. (page 476)

Meeting People

Christopher Columbus Hernán Cortés (ehr•NAHN kawr•TEHZ) Montezuma II (MAHN•tuh•ZOO•muh) Malintzin (mah•LIHNT•suhn) Francisco Pizarro (fran•SIHS•koh puh•ZAHR•oh)

Locating Places

Hispaniola (нінs • puh • NYOH • luh) Extremadura (Енк • struh • muh • DUR • uh)

Content Vocabulary

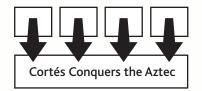
conquistador
 (kahn • KEES • tuh • DAWR)
treason (TREE • zuhn)

Academic Vocabulary

finance (FY•nans) generate (JEH•nuh•RAYT)

Reading Strategy

Cause and Effect Create a diagram to show the reasons Cortés was able to conquer the Aztec.





History Social Science Standards WH7.7 Students

compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.





Main Idea Spanish conquerors were able to defeat the Aztec using horses and guns.

Reading Connection Think of decisions that you have already made today. Read to learn how the decisions made by two people—a Spanish conqueror and an Aztec king—changed the course of history.

In 1492 the Aztec appeared unbeatable. Around 250,000 people lived in Tenochtitlán, making it the largest city in the Americas—if not the world. In just a few short years, however, people from Europe would destroy their empire.

Columbus Arrives in America As you learned previously, by the 1400s several strong European kingdoms had developed in Western Europe. Those kingdoms knew that money could be made if they could find a way to trade with the countries of East Asia without having to deal with the Muslim kingdoms in between.

One by one, the people of Western Europe took to the sea to find a route to Asia. The first were the Portuguese, who began mapping Africa's eastern coast, hoping to find a way around Africa.

Next were the Spaniards, who decided to **finance** a trip by an Italian sea captain named **Christopher Columbus**. Columbus convinced Spain's rulers that he could reach Asia by sailing west across the Atlantic Ocean. He had no idea that two continents blocked his way.

Columbus set sail with three ships in August 1492. In October, he landed on an island in the Caribbean Sea. Columbus believed that he had arrived in Asia. He traveled farther into the Caribbean and landed on the island of **Hispaniola** (HIHS•puh• NYOH•luh), which is today Haiti and the Dominican Republic.

He then returned home carrying colorful parrots, some gold and spices, and several Native American captives. His success astonished and pleased Spain's rulers, and they consented to pay for another trip.

Columbus Returns Columbus set out again in 1493. This time, he came to conquer, bring-ing soldiers to help him. In the spring of 1494, the Spanish landed on Hispaniola.



In the painting above, Christopher Columbus is depicted arriving in the Americas. Why did Columbus sail west across the Atlantic?

CONTENTS

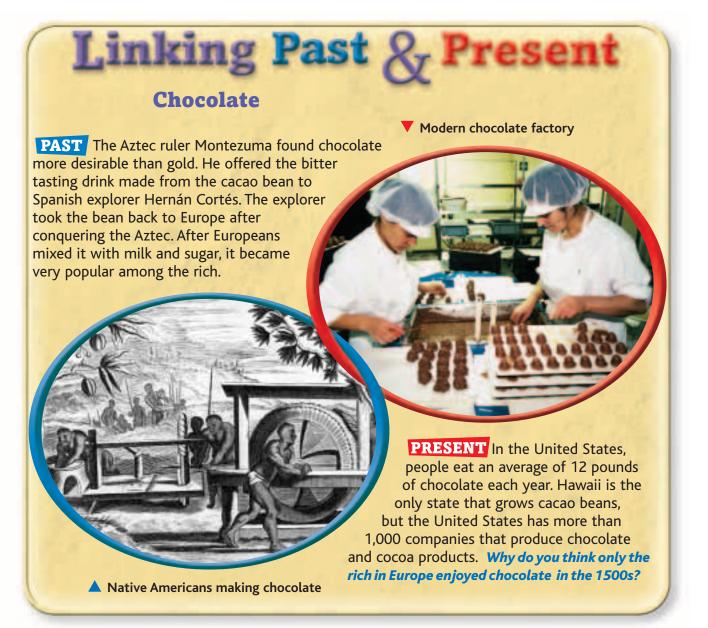
CHAPTER 9 • The Americas



The Taino who lived on Hispaniola got their first look at the **conquistadors** (kahn• KEES•tuh•DAWRZ), the soldier-explorers sent to the Americas by Spain. What they saw frightened them. Armor-clad men rode on armor-clad horses. Snarling dogs ran by their sides. In a show of power, the soldiers fired guns that spit out flames and lead balls.

Soldiers claimed the island for Spain. Then they enslaved the Taino and forced them to work for the Spanish. Spain now had a foothold in the Americas. Who Was Hernán (ortés? Christopher Columbus sailed to the Americas four times. His voyages inspired many poor nobles to go to the Americas to seek their fortunes.

Many came from the part of Spain known as the **Extremadura** (EHK • struh • muh • DUR • uh). This region's poor soil, blistering hot summers, and icy winters held little chance for wealth. One of these nobles was 19-year-old **Hernán Cortés** (ehr • NAHN kawr • TEHZ).







As a teenager, Cortés had a choice of three jobs: priest, lawyer, or soldier. Cortés picked soldier. In 1504 he set out for Hispaniola. In 1511 he took part in the Spanish invasion of Cuba. His courage and energy impressed the Spanish commander, who gave Cortés control over several Native American villages and the goods they **generated**.

Six years later, smallpox swept across Cuba, killing thousands of Native Americans. The Spanish commander asked Cortés to find new people who could be forced to work for the Spanish. Cortés knew just where to look.

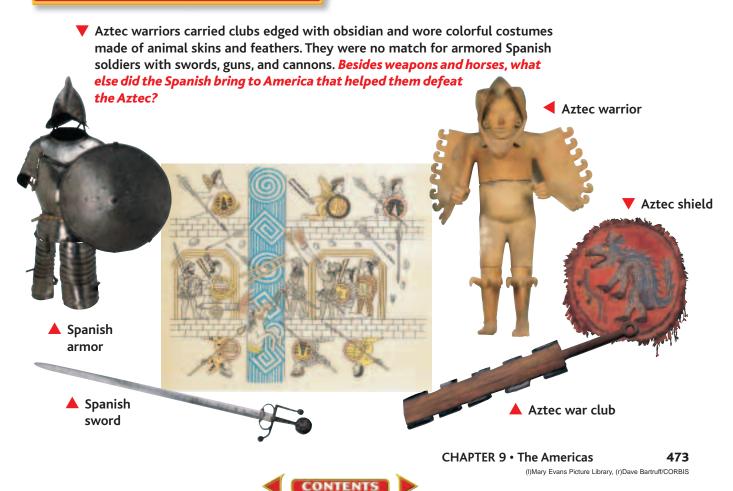
Earlier that year, a ship sent to explore the coast of the Yucatán returned to Cuba. Unlike earlier search parties, the soldiers did not fight with the Maya who lived there. Instead a group of Maya paddled out to greet them. As one soldier recalled: 66 They brought gold cast in bars ... a beautiful gold mask, a figurine [statue] of a man with a half mask of gold, and a crown of gold beads.

> —Juan Díaz, as quoted in "Conquest and Aftermath"

The Spanish needed to hear no more. Cortés made plans to sail. On February 18, 1519, Cortés set sail for Mexico.

Cortés Invades Mexico When Cortés arrived, the Aztec emperor was **Montezuma II** (MAHN • tuh • ZOO • muh), also called Moctezuma. Montezuma expected the invaders. In a dream, he looked into a mirror and saw a huge army headed over the mountains. "What shall I do?" cried the emperor. "Where shall I hide?"





The Aztec Defeat

This excerpt describes the aftermath of Cortés's victory.

"Broken spears lie in the roads; we have torn our hair in our grief. The houses are roofless now, and their walls are red with blood....We have pounded our hands in despair against the adobe walls, for our inheritance, our city, is lost and dead. The shields of our warriors were its defense, but they could not save it."



Battle scene between Aztec and **Spanish soldiers**

-author unknown, from The Broken Spears, edited by Miguel Leon-Portilla

Document-Based Question

The Aztec felt that their lost city was their inheritance. What does that mean?

The dreaded invasion began in April 1519 when Cortés stepped onto a beach near present-day Veracruz. He came with 550 soldiers, 16 horses, 14 cannons, and a few dogs. How could such a small force conquer a huge warrior empire?

First, Cortés knew how to use Spanish horses and guns to shock Native Americans. In a display of power, he forced thousands of Tabascans (tuh•BAS•kuhnz), a people living in Mesoamerica, to surrender. Second, the Tabascans gave Cortés another weapon—a Mayan woman named Malintzin (mah•LIHNT•suhn). She spoke both Mayan and Nahuatl (NAH•waH•tuhl), the language of the Aztec.

Speaking through a Spaniard who knew Mayan, Malintzin described the Aztec Empire to Cortés. She also told Cortés that many of the people the Aztec ruled hated the Aztec. Acting as a translator, she helped Cortés form alliances.

Finally, Cortés benefited from invisible allies—germs that carried diseases, such as measles and smallpox. These diseases would eventually kill more Aztec than the Spanish swords.

Cortés Defeats the Aztec The Spaniards marched 400 miles (644 km) to reach Tenochtitlán, the Aztec capital. At first, Montezuma was afraid to attack the Spanish. The Aztec believed in a lightskinned god named Quetzalcoatl who had left long ago and promised to return someday. Montezuma was afraid Cortés was the god returning home.

As Cortés marched closer, Montezuma decided to ambush the Spanish troops. Cortés learned of the plan and attacked first, killing 6,000 people. In November 1519, the Spaniards marched into Tenochtitlán. To prevent the Aztec from rebelling, Cortés took Montezuma hostage. He then ordered the Aztec to stop sacrificing people.

Cortés's orders angered the Aztec, who planned a rebellion. Fighting erupted, and the Spanish killed thousands of Aztec. Montezuma tried to stop the fighting, but he too was killed. Outnumbered, the Spanish fought their way out of the city and took refuge in the nearby hills with their allies.

While Cortés prepared a second attack, smallpox broke out in Tenochtitlán. Greatly weakened, the Aztec were no match for the Spanish and their allies. In June 1521, the Spanish destroyed the Aztec capital.

Reading Check Explain Why was Cortés able to defeat the Aztec?





WH7.7.3 Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.

MONTEZUMA II 1480–1520 HERNÁN CORTÉS 1485–1547

Sigraphy

Montezuma

Although Montezuma II became known as the emperor who let the Spanish capture the Aztec Empire, most of his years as a ruler had been very successful. Montezuma Xocoyotl was the youngest son of Emperor Axacayatl. Aztec leadership was not hereditary, so after Axacayatl's death a man named Ahuitzotl was selected emperor. Montezuma was in his early twenties when he was chosen emperor. He became a popular leader. He led his armies in battle and won over 40 battles against kingdoms south of the Aztec Empire. His one major mistake was in his dealings with the Spanish conquistadors.

Leading the Spanish march into the Aztec Empire in 1519 was a 34-year-old Spaniard named Hernán Cortés. Cortés was born in the province of Extremadura, Spain. At age 19, Cortés left the university and boarded a ship for the Spanish lands in America. He was determined to make his fortune.

In 1511, Spanish troops led by Diego Velázquez conquered Cuba. Cortés took part in the invasion, and his courage impressed Velázquez. He rewarded Cortés by giving him control of several Native American villages. Six years later, smallpox swept across Cuba, killing thousands of Native Americans.



Velázquez asked Cortés to lead an expedition to the Yucatán Peninsula to find people who could be forced to work for the Spanish. He was also asked to investigate reports of a wealthy civilization there. On February 18, 1519, Cortés set sail for Mexico. After conquering the Aztec, Cortés served as Governor General of New Spain. He returned to Spain a very wealthy man and died near the city of Seville in 1547.

Then and Now

CONTENTS

Because of their encounter in war, the names of Montezuma and Cortés often appear together in history books. What two leaders today do you think will be paired in future history books? Why?

Hernán Cortés



Pizarro Conquers the Inca

MainIdea The riches of the Aztec Empire led other Spanish conquerors to seek their fortunes in South America.

Reading Connection Have you ever done anything because you have seen other people do it and succeed? Read to learn how another conquistador followed the example of Cortés and conquered the Inca.

In 1513 Vasco Núñez de Balboa (VAHS• koh NOON•yays day bal•BOH•uh) led a band of soldiers across the jungle-covered mountains of present-day Panama. Native

Incan Record Keeping

A Spanish conquistador wrote about aspects of Incan culture. "At the beginning of the new year the rulers of each village came to Cuzco, bringing their quipus, which told how many births there had been during the year, and how many deaths. In this way the Inca and the governors knew which of the Indians were poor, the women who had been widowed, whether they were able to pay their taxes, and how many men they could count on in the event of war, and many other things they considered highly important."

Quipu Second Part of the Chronicle of Peru

B Document-Based Question

Quipus were used to calculate records and building plans. How else do you think the Inca might have used quipus? Americans said that if Balboa traveled south along a western sea, he would find a great empire filled with gold.

Balboa found the sea, known today as the Pacific Ocean. However, he never found the golden empire. A jealous Spanish official in Panama falsely charged him with **treason** (TREE • zuhn), or disloyalty to the government, and ordered him beheaded.

Francisco Pizarro (fran•SIHS•koh puh• ZAHR•oh), who marched with Balboa, took up the search. Pizarro could not write his name, but he knew how to fight. Like Balboa and Cortés, Pizarro came from the harsh Extremadura. Unlike his neighbors, however, he was not of noble birth.

At age 16, Pizarro fled a job herding pigs to fight in Italy. In 1502 he arrived in the Americas. After helping to explore Panama, he became a wealthy landowner. But Pizarro longed to find the golden empire.

Pizarro and the Inca By the 1530s, the Inca thought they ruled most of the world. Two threats from the north soon proved they did not. The Inca could do nothing to stop the southward spread of smallpox. They also failed to scare away Pizarro, who led 160 adventurers up the mountains to the Incan homeland.

The Inca tried to ignore him, but Pizarro, now in his 50s, would not leave. He raided Incan storehouses and fired guns at villagers. The Incan emperor, Atahualpa (AH• tuh•WAHL•puh), thought Pizarro was crazy or a fool. How could this man stand up to an army of 80,000 Incan warriors?

Atahualpa misjudged Pizarro. The Spaniard had an advantage. The Inca knew little about the Europeans, but Pizarro knew a lot about Native Americans. He had spent more than 30 years fighting them. In addition, his good friend Hernán Cortés had given him a detailed look at the

conquest of the Aztec. In late 1532, Pizarro decided on a plan so bold that even Cortés might not have risked it.

Pizarro Defeats the Inca Spanish messengers invited Atahualpa to a meeting. Atahualpa agreed but made two errors. He left most of his huge army behind. He believed that his 5,000 bodyguards were enough protection. He also decided, based on Pizarro's small force, that the Inca needed no weapons.

When they met, Pizarro wasted no time in asking the emperor to give up his gods. When Atahualpa laughed at his request, Pizarro ordered an attack. Cannons roared, trumpets blared, and sword-swinging soldiers shrieked battle cries. Pizarro then seized Atahualpa and dragged him off the battlefield.

Atahualpa tried to buy his freedom. He offered to fill his jail cell with gold and a

nearby room with silver for his release. Pizarro agreed.

Atahualpa kept his part of the bargain. Pizarro did not. He charged the emperor with many crimes: plotting a rebellion, worshiping false gods, having too many wives, and more. In 1533 a military court found the emperor guilty and sentenced him to death.

To reward Pizarro, the Spanish king made him governor of Peru. Pizarro then chose a new emperor for the Inca, but the emperor had to follow Pizarro's orders.

Pizarro's conquest of Peru opened most of South America to Spanish rule. Spain controlled a vast territory covering 375,000 square miles (975,000 sq km) with almost 7 million inhabitants. It was on its way to building the world's first global empire.

Reading Check Explain How did Pizarro fail to keep his promise to Atahualpa?

Study Central Need help understanding the

ca.hss.glencoe.com and click on Study Central.

fall of the Aztec and Inca? Visit



Reading Summary Review the Main Ideas

- Christopher Columbus arrived in the Americas and claimed lands there for Spain. With a small army, Spanish conquistador Hernán Cortés conquered Montezuma and the Aztec capital of Tenochtitlán.
- In Peru, a small Spanish force led by Francisco Pizarro captured the Inca Empire.

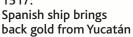
What Did You Learn?

- Why did Cortés sail from Cuba to Mexico in search of the Aztec?
- 2. What was Pizarro's advantage over the Inca?

Critical Thinking

3. Sequencing Information Draw a time line like the one shown. Fill in events related to Cortés's capture of Tenochtitlán.





- Predict How might the history of the Aztec people be different without the legend of the Aztec god Quetzalcoatl?
 CA HI2.
- 5. The Big Ideas Explain How did Spain benefit from the conquests of Cortés and Pizarro? How did these conquests change Spain's power in the world? CATRC2.3
- Narrative Writing Imagine you are an Aztec or an Inca seeing a Spanish conquistador for the first time. Write a short story describing what you have observed. CA 7WA2.1

WH7.7.3 Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.

The Power of Kings

The people in the Americas believed that their rulers were important and powerful men. In some instances, their rulers had absolute control over their people and greatly influenced their daily lives. Read the following passages and study the image on pages 478 and 479, and answer the questions that follow.

Montezuma



Reader's Dictionary

CONTENTS

finery (FY•nuh•ree): fancier clothes and jewelry installed: placed in plunder: stolen goods, usually during war van: troops at the frontlitter: a couch carried by servants on which a leader sits

Arrival of the Spaniards

A few Aztec descriptions of the Spanish conquest still exist. This selection describes the meeting of Montezuma and Cortés.

The Spaniards arrived . . . near the entrance to Tenochtitlan . . .

[Montezuma] now arrayed himself in his **finery**, preparing to go out to meet them. . . .

... Then he hung the gold necklaces around their necks and gave them presents of every sort as gifts of welcome....

... Then [Montezuma] stood up to welcome Cortes; he came forward, bowed his head low and addressed him in these words: "Our lord, you are weary. The journey has tired you, but now you have arrived on the earth. You have come to your city, Mexico."

When the Spaniards were **installed** in the palace, they asked [Montezuma] about the city's resources....

When they entered the hall of treasures, it was as if they had arrived in Paradise. . . . All of [Montezuma's] possessions were brought out: fine bracelets, necklaces with large stones, ankle rings with little gold bells, the royal crowns and all the royal finery—everything that belonged to the king. . . . They seized these treasures as if they were their own, as if this **plunder** were merely a stroke of good luck.

> ----author unknown, from *The Broken Spears*, edited by Miguel Leon-Portilla

Welcoming a New King

The Mayan painting shown below comes from a Mayan tomb. It shows a procession of musicians playing various instruments. The people are shown celebrating the choosing of the heir to the throne.



Incan Wealth

In 1532 Spanish troops led by Pizarro confronted the Incan emperor Atahualpa. The following excerpt describes what happened.

Soon the **van** of the enemy began to enter the open space. First came a squadron of Indians dressed in a livery of different colors, like a chessboard. They advanced, removing the straws from the ground and sweeping the road. Next came three squadrons in different dresses, dancing and singing. Then came a number of men with armor, large metal plates, and crowns of gold and silver. Among them was Atahualpa in a **litter** lined with plumes of macaws' feathers of many colors and adorned with plates of gold and silver. Many Indians carried it on their shoulders on high. . . .

A priest offered Atahualpa a Bible, but Atahualpa, angry at how his people had been treated, threw it to the ground.

Then the Governor [Pizarro] put on a jacket of cotton, took his sword and dagger . . . Then the guns were fired off, the trumpets were sounded, and the troops, both horse and foot, sallied forth. . . . The horsemen rode them down, killing and wounding, and following in pursuit. The infantry made so good an assault upon those that remained that in a short time most of them were put to the sword.

> ---Francisco de Xeres, Narrative of the Conquest of Peru

BQ Document-Based Questions

Arrival of the Spaniards

- Who did Montezuma think that Cortés was? How did this affect Montezuma's interaction with him?
- 2. How did Cortés treat Montezuma? Give examples from the passage.

Welcoming a New King

- **3.** What kinds of instruments do you think the musicians are playing?
- 4. Why do you think someone would place this image in a tomb?

Incan Wealth

- 5. What does this story tell you about the wealth and power of the Incan emperor?
- 6. Did the Spanish seem frightened by Atahualpa's power? Why not?

Read to Write

CONTENTS

 How do each of these sources demonstrate the important role the ruler played?
 CA HR5. **S**Assessment

Standard WH7.7

Review Content Vocabulary

Match the word in the first column with its definition in the second column. Write the letter of the definition in the blank.

- ____ 1. monopoly
- a. disloyalty, usually to a state or nation
- ____ **2**. glacier

Chapfer

b. having the sole right to something

c. Incan counting device

- ____ 3. sinkhole
 - d. soldier-explorers
- ___ **4**. quipu ___ **5**. treason
- e. huge sheet of ice
- ____ 6. conquistador f. areas of collapsed earth

Review the Main Ideas

Section 1 • The First Americans

- **7.** When did the first people arrive in the Americas? How did they obtain food?
- 8. What led to the development of civilizations in Mexico, Central America, and Peru?

Section 2 • Life in the Americas

- **9**. How was the Mayan civilization organized? Who were its leaders?
- **10.** How did the Maya use astronomy?

Section 3 • The Fall of the Aztec and Inca Empires

- **11.** Which groups of Europeans were the first to take control of land in the Americas?
- **12.** What happened after the riches of the Aztec Empire became known?

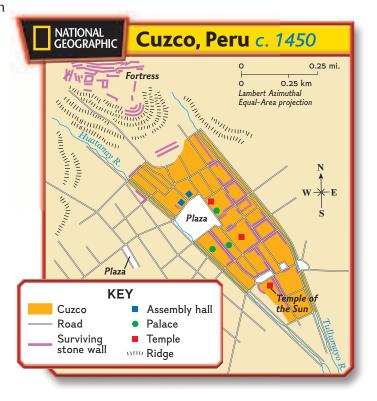
Critical Thinking

- **13. Infer** Why do you think the Mayan civilization came to an end? **CA** 7RC2.0
- **14. Analyze** Why was it so important for Cortés to have Aztec people helping him? How did he use the knowledge gained from them to defeat Montezuma? **CA HI2.**
- **15. Predict** What do you think would have happened if the Inca had seen Pizarro as a threat from the beginning? **CA** 7RC2.3

Geography Skills

Study the map below and answer the following questions.

- **16. Human/Environment Interaction** Why do you think the Inca built stone walls in parts of Cuzco? **CA** CS3.
- 17. Place What natural defenses existed around Cuzco? **CACS3**.
- **18. Movement** What do the roads leading out of Cuzco reveal about the contact between the capital city and the rest of the empire?



Read to Write

CONTENTS

19. The Big Ideas Writing Summaries Write a summary of what life was like in Mesoamerica before Europeans arrived. Then write a summary of what happened after the Europeans arrived. Use these summaries to write an essay describing the changes that occurred in the Americas in the 1500s. **CATWA2.5**



20. Using Your FOLDABLES Create an outline map of the Americas on poster board, a dry erase board, or a blackboard. The map should be big enough for the entire class to work together. Take turns labeling each country and the location of each civilization from your chapter. Then use your foldables to write facts about each civilization on the map. CA CS3.

Using Academic Vocabulary

21. Match the words in Column A with a word or phrase in Column B.

A	В
environment	work together
source	support with money
cooperate	create
previous	surroundings
finance	occurs earlier
generate	origin

Economic Connection

22. Persuasive Writing Imagine that you are a Native American during the time of the Spanish conquests. Write a letter to the conquistadors persuading them to trade with your culture rather than conquer it. Your letter should give examples of ways the Europeans and Native Americans can learn from each other. Be sure to state the benefits that trade would bring to both sides. CA TWA24 CA HIG.

Reviewing Skills

23. Comparing and

Contrasting Create a chart like the one below to compare the Maya and Aztec cultures. Use what you learned from the chapter to provide information for the chart. **CA** 7RC22

	Maya	Aztec
Government		
Daily Life		
Science		
Art		

History Inline

Self-Check Quiz To help you prepare for the Chapter Test, visit ca.hss.glencoe.com

24.

Recognizing Changes The discovery of an ancient Mayan city in the Yucatán rain forest led to new information and a better understanding of the Mayan people. Write a research paper that explains the significance of this discovery. What new things did the world learn about the Maya? What artifacts provided this information? How did the chance discovery change the way historians view ancient American civilizations? Use your local library or Internet to find out information about this discovery and others that helped historians learn about early Native American cultures. CA HI4; HI5.

Standards Practice.

Select the best answer for each of the following questions.

25 The Mesoamerican people formed permanent, complex societies because they

- A learned to grow corn and other crops.
- **B** conquered nearby civilizations.
- **C** were protected from the influences of trade.
- **D** learned to make weapons.
- 26 Sporting events, pyramid construction, and the development of a 365-day calendar revolved around what aspect of Mayan life?
 - A human sacrifice
 - **B** warrior training
 - **C** a strict class system
 - **D** religion