

Essential Question Preview

Which early Latin American civilization was most successful?

Have the students consider the Essential Question and capture their initial responses.

Explore the Essential Question

- Explain that the Maya civilization, which included more than 40 large cities, developed systems for writing and measuring time. However, the Maya civilization began to collapse in the AD 900s. Have students speculate why.
- Explain that through war, tribute from conquered enemies, and an elaborate trade system, the Aztecs created a powerful empire. The Inca Empire in South America established a strong central government and a well-organized economy. Both civilizations were conquered by the Spanish.

Encourage students to keep the Essential Question in mind as they work through the module. Help students plan inquiries and develop their own supporting questions such as:

What is required to create a successful civilization?

Why do some civilizations fail fairly quickly, while others continue for hundreds of years?

You may want to assign students to write a short essay in response to the Essential Question when they complete the module. Encourage students to use their notes and responses to inform their essays.

Explore the Online Video

ANALYZE VIDEOS

Mexico's Ancient Civilizations

Invite students to watch the video to learn about the growth and decline of the Olmec, Maya, Toltec, and Aztec civilizations.

History Which civilizations thrived in Central America? *Teotihuacan, Maya, Toltecs, and Aztecs*



Module 8

Early Civilizations of Latin America

Essential Question

Which early Latin American civilization was most successful?



About the Photo: The Maya built impressive pyramids in Central America. These ruins are in Tikal, Guatemala.

In this module, you will learn about the location, growth, and decline of early Latin American societies, including the Olmec, Maya, Aztec, and Inca civilizations.

Explore ONLINE!



VIDEOS, including ...

- Mexico's Ancient Civilizations
- Studying Glyphs
- The Search for Inca Gold

- Document-Based Investigations
- Graphic Organizers
- Interactive Games
- Interactive Map: Maya Civilization, c. 900
- Image with Hotspots: Tenochtitlán
- Image Carousel: Inca Arts

What You Will Learn

Lesson 1: The Olmec and Maya 249

The Big Idea Influenced by Olmec civilization, the Maya developed an advanced civilization that thrived in Mesoamerica from about 250 until the 900s.

Lesson 2: The Aztecs 257

The Big Idea The strong Aztec Empire, founded in central Mexico in 1325, lasted until the Spanish conquest in 1521.

Lesson 3: Andean Civilizations 263

The Big Idea After many smaller civilizations rose and fell, the Inca controlled a huge empire in South America, but it was conquered by the Spanish.

246 Module 8

Lesson 1 Big Idea

Influenced by Olmec civilization, the Maya developed an advanced civilization that thrived in Mesoamerica from about 250 until the 900s.

Main Ideas

- The Olmec were the first complex civilization in Mesoamerica and influenced other cultures.
- Geography helped shape the lives of the early Maya.
- During the Classic Age, the Maya built great cities linked by trade.
- Maya culture included a strict social structure, a religion with many gods, and achievements in science and the arts.
- The decline of Maya civilization began in the 900s.

Lesson 2 Big Idea

The strong Aztec Empire, founded in central Mexico in 1325, lasted until the Spanish conquest in 1521.

Main Ideas

- The Aztecs built a rich and powerful empire in central Mexico.
- Social structure, religion, and warfare shaped life in the empire.
- Hernán Cortés conquered the Aztec Empire in 1521.



The Maya Maya cities, ruled by local kings, traded items like jade and cacao with each other.



The Inca The Inca built well-crafted stone cities high in the Andes.



Early Civilizations of Latin America 247

Lesson 3 Big Idea

After many smaller civilizations rose and fell, the Inca controlled a huge empire in South America, but it was conquered by the Spanish.

Main Ideas

- Prior to the Inca Empire, several civilizations grew in the Andes and along the Pacific coast of South America.
- The Inca created an empire with a strong central government in South America.
- Life in the Inca Empire was influenced by social structure, religion, and the Inca's cultural achievements.
- Francisco Pizarro conquered the Inca and took control of the region in 1537.

Explore the Images

The Maya Artifacts, like this artwork, give scholars clues to what life was like long ago.

The Aztecs This mask is a human skull decorated with turquoise and lignite. It shows the artistic abilities of the Aztecs.

The Inca Explain that the Maya, the Aztecs, and the Inca were some of the pre-Columbian civilizations. These civilizations are known as pre-Columbian because they existed before the arrival of Christopher Columbus in the Americas.

Analyze Visuals

Have students examine the images and then answer the following questions.

- In the image depicting the Maya, what do you think is happening? Be as detailed as possible.
Possible answer: Two men are seated and trading with one another. Perhaps they are bargaining. Women stand ready to show the goods available for trade.
- Why do you think the Aztec skull is decorated and preserved? Where might it have come from? *It could have been a trophy or memorial made from the skull of an enemy killed in battle.*
- Based on the photos, which civilizations were skilled at working with stone? *the Maya, Aztecs, and Inca*

► Online Module Flip Cards

Use the flip cards as a whole class activity or in student pairs to preview the module's Key Terms and Places. Students can guess the meaning of each word, then review its definition, or do the reverse, using the flip card's toggle button to switch from "Term" to "Definition" mode. Students can also use the flip cards at the end of the module as a review tool before taking the Module Assessment.

► Online Map Activity

Students can use this activity to review some of the locations discussed in this module. To complete, have students drag each label to the correct location on the map.



Reading Social Studies

Reading Social Studies

READING FOCUS

Set a Purpose

Explain to students that, like travelers finding their way to a new destination, active readers use different skills and strategies to arrive at an understanding of a text. Emphasize that setting a purpose for reading is one of these strategies. Model for students how to set a purpose for reading. Remind them to first identify why they are reading a text. For example, are they reading to learn, to be entertained, or for another reason?

Have students look at the beginning of Lesson 1 of this module. Guide students through steps for setting a purpose for reading. Have them examine the headings, the picture, the map and other features. Write the headings *The Olmec, Geography and the Early Maya*, and *The Classic Age* on the board. Work with students to set a purpose for reading and to write questions that will guide them as they read. (*purpose: I will read to learn about the history of the Olmec and Maya; guiding questions: Who were the Olmec? Who were the Maya? What was the Classic Age? Why were the Olmec and the Maya important?*) Finally, have students read the text.

You Try It!

Possible answers: *What do I want to learn about Tenochtitlán? Purpose: I wonder what Tenochtitlán was like and why it was so amazing. I'll read to find out.*

Set a Purpose

READING FOCUS

When you go on a trip, you have a purpose or a destination in mind before you start. Maps can help you get to your destination. When you read, you should also have a purpose in mind before you start. This purpose keeps you focused and moving toward your goal of understanding. Textbooks often provide "maps" to help you set a purpose for your reading. A textbook's "map" includes a module's headings, pictures, and study tips. To determine a purpose for your reading, look over the headings, pictures, and study tips. Then ask yourself a question that can guide you. See how looking over the module's first page can help you set a purpose.

What You Will Learn

Lesson 1: The Olmec and Maya. 249
The Big Idea Influenced by Olmec civilization, the Maya developed an advanced civilization that thrived in Mesoamerica from about 250 until the 900s.

Lesson 2: The Aztecs 257
The Big Idea The strong Aztec Empire, founded in central Mexico in 1325, lasted until the Spanish conquest in 1521.

Lesson 3: Andean Civilizations 263
The Big Idea After many smaller civilizations rose and fell, the Inca controlled a huge empire in South America, but it was conquered by the Spanish.

Notice Headings, Pictures, or Tips

Here's a tip on what I should learn about in this chapter.

Ask Questions

What do I want to learn about these civilizations?

Set a Purpose

I've never heard of these civilizations. I wonder what they were like and why they declined. I'll read to find out.

YOU TRY IT!

You can also use the method described above to set a purpose for reading the main text in your book. Look at the heading for the following caption. Then write down one or two questions about what you will read. Finally, develop a purpose for reading about Tenochtitlán. State this purpose in one or two sentences.

Tenochtitlán

The Aztecs turned a swampy, uninhabited island into one of the largest and grandest cities in the world. The first Europeans to visit Tenochtitlán were amazed. At the time, the Aztec capital was about five times bigger than London.

As you read this module, set a purpose for reading as you begin reading each segment.



The Olmec and the Maya



► Online Lesson 1 Enrichment Activities

Maya Class Structure

Article Students read an article about the strict class structure of the Maya and how people's lives were affected by it. Then they write a dialogue between a Maya noble and a Maya commoner.

Maya Glyphs

Article Students read an article about the Maya writing and number systems. Then they practice using those systems to record information.

The Olmec and Maya

The Big Idea

Influenced by Olmec civilization, the Maya developed an advanced civilization that thrived in Mesoamerica from about 250 until the 900s.

Main Ideas

- The Olmec were the first complex civilization in Mesoamerica and influenced other cultures.
- Geography helped shape the lives of the early Maya.
- During the Classic Age, the Maya built great cities linked by trade.
- Maya culture included a strict social structure, a religion with many gods, and achievements in science and the arts.
- The decline of Maya civilization began in the 900s.

Key Terms and Places

civilization
maize
Palenque
observatories

If YOU lived there ...

You live in a rural Maya village in Mesoamerica. You and your family farm maize, beans, and other vegetables. One day you go with your father to bring crops to the king, and you see a big city with large pyramids, plazas, and observatories. You also see people playing a ball game. You learn that the winners get rewarded with jewels, but the losers are often killed.

Would you want to learn to play the ball game?

The Olmec

The region known as Mesoamerica stretches from the central part of Mexico south to include the northern part of Central America. It was in this region that a people called the Olmec (OHL-mek) developed the first complex civilization in Mesoamerica.

A **civilization** is an organized society within a specific area. Civilizations often include large cities in which different social classes of people live. Writing, formal education, art, and architecture are often features of civilizations. In civilizations, governments are made up of leaders or family groups. The governments make decisions that help the civilization develop. These characteristics improve people's quality of life.

Around 1200 BC, the Olmec settled in the lowlands along the Gulf of Mexico in what are today the southern Mexico states of Veracruz and Tabasco. This region's climate is hot and humid. Abundant rainfall and rich, fertile soil made this a perfect area for the Olmec to grow **maize**, or corn. Olmec also grew beans, squash, peppers, and avocados. In some places, the Olmec could harvest crops twice a year.

Olmec Life and Achievements Most Olmec 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 and planned-out settlements show that the Olmec were a complex civilization with a class structure. The ruling class ordered the large building projects that the Olmec completed.

Early Civilizations of Latin America 249

Teach the Big Idea

1. Whole Class Open/Introduction

If YOU lived there ...

Would you want to learn to play the ball game?

Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

Consider reasons to PLAY the game:

- Winners get big rewards.
- Players are admired.
- Being the center of attention is exciting.

Consider reasons NOT to play the game:

- Losers are often killed.
- Playing the game takes hard work.

2. Direct Teach

Introduce the Big Idea: *Influenced by Olmec civilization, the Maya developed an advanced civilization that thrived in Mesoamerica from about 250 until the 900s.* Ask students what kinds of societal structures would be required for a civilization to endure for hundreds of years? Create a list of their ideas. Possible answers: *an organized government, social classes in a hierarchy that includes many different kinds of jobs from rulers to workers, trade, urban centers, infrastructure such as roads and buildings. Also art, music, and architecture, as well as systems of writing.*

3. Practice/Assess/Inquire

Have students create Maya mobiles. The parts of the mobile should illustrate aspects of the Maya civilization and Classic Age.

4. Explore (Collaborative Exploration)

As you review the section, have students share how they represented different aspects of Maya civilization in their mobiles.

5. Whole Group Close/Reflect

Have each student write a fictional obituary for the "death" of the Maya civilization. Encourage students to look at some real obituaries for models.

*Alternative Assessment Handbook, Rubrics 3: Artwork; and 37: Writing Assignments

ONLINE DOCUMENT-BASED INVESTIGATION

Early Civilizations of Latin America

A Maya Ceremony is the first of three document-based investigations that students will analyze in Early Civilizations of Latin America. Students explore the image using the interactive hotspots.

Teach the Main Idea

The Olmec were the first complex civilization in Mesoamerica and influenced other cultures.

Recall What distinctive kind of sculpture did the Olmec create? What might these sculptures have represented? *giant stone heads; rulers or gods*

Define What is a civilization? *an organized society within a specific area*

Draw Conclusions Why do you think the Olmec first settled in the lowlands along the Gulf of Mexico? *The area was good for growing food because it had plenty of rain and fertile soil.*

Make Decisions Which characteristic of the Olmec do you think was most important

to their civilization? Why? *Possible answer: their organization, because it allowed them to create impressive works like pyramids and sculptures*

More About ...

The Cascajal Block In the 1990s workers looking for stones to build a nearby road unearthed a stone slab. The slab contains writing and is believed by many to have been created by the Olmec. Known as the Cascajal Block, it is thought by some scholars to be the oldest writing that has been found in the Americas. It contains 62 drawings of items such as animals, bugs, tools, and corn. So far, no one has been able to decipher the writing. In fact, some authorities are concerned that the block may be a forgery. Before passing judgment, experts are waiting to see if similar artifacts will be unearthed in the area.

Teach the Main Idea

Geography helped shape the lives of the early Maya.

Recall What was the primary occupation of the early Maya? *farming*

Describe How did the Maya adapt to and change their environment? *cleared wooded areas for farmland, used available resources for building, traded to obtain resources not available locally*

Make Inferences Why do you think the Maya expanded into the highlands? *needed more space as populations grew, to access resources*

▶ ONLINE ANALYZE VIDEOS

Corn

Have students watch the video individually or as a class to learn about the importance of maize, or corn. You may wish to use the associated question as a discussion prompt.



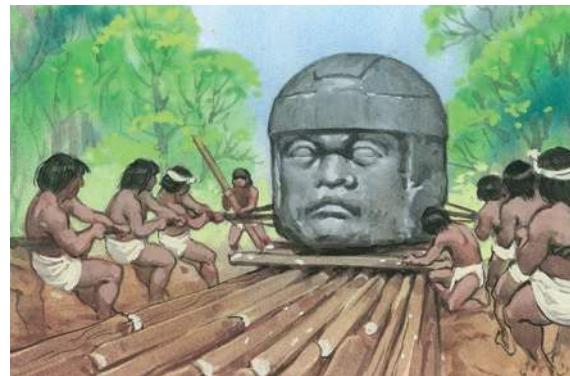
Analyze Videos How did maize, or corn, change the world? *Possible answer: It provided food for the indigenous people. Bread or meal could be made from it. It provided calories and vitamins not available in Central America. Today, 33 percent of the products in supermarkets contain corn or a corn product.*



PLAY VIDEO 2:30
Corn

READING CHECK

Summarize What characteristics made the Olmec a civilization? *They were an organized society in a specific area, and they had writing, art, and architecture.*



The Olmec used basalt to create huge stone sculptures of heads. This rock was not from the area and had to be transported, probably by raft or by rolling the stone along logs, as shown here.

The Olmec 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.

The Olmec created one of the first writing systems in the Americas. Unfortunately, historians and archaeologists don't know how to read their writing, so what they wrote remains a mystery. Other innovations developed by the Olmec include a calendar and a ball game using a rubber ball. Harvesting latex and making rubber were technological advances made by the Olmec. Similar elements of culture were later used by other Meso-American civilizations.

Olmec Trade and Influence The Olmec civilization also had a large trading network. Villages traded with each other and with other peoples farther away. Through trade, the Olmec got valuable goods, such as the stones they used for building and sculpture. This interaction with nearby people also spread Olmec culture.

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. One group influenced by the Olmec was the Maya.

Geography and the Early Maya

Around 1000 BC the Maya began settling in the lowlands of what is now northern Guatemala. Thick tropical forests covered most of the land, but the people cleared areas to farm. They grew a variety of crops, including beans, squash, avocados, and maize. The forests provided valuable resources, too. Forest animals such as deer, rabbits, and monkeys were sources of food. In addition, trees and other forest plants made good building materials. For example, some Maya used wooden poles and vines, along with mud, to build their houses.

250 Module 8

COLLABORATIVE LEARNING

The Importance of Maize

1. Have students create a multimedia display about maize, or corn. The display will explore the importance of maize to the Olmec and Maya as well as the role of corn in our lives today.
2. Organize the class into three groups. Assign each group one of the following sets of questions:
 - What kind of land and climate does corn need to grow? How difficult is it to grow?
 - Where did the Olmec and Maya grow corn? Where do we grow corn today?
 - How did the Olmec and Maya use corn? How do we use corn today?

3. Instruct each group to write answers to its assigned questions. Groups should use what students already know and conduct additional research as needed to answer the questions. Students should collect images or create artwork to include in their display to illustrate the information.
4. Each group should then create one poster for the display. Each poster should answer the questions that were assigned to the group.
5. The class should work together to create a final display. This should compare the importance of maize in early societies with its importance today.

*Alternative Assessment Handbook, Rubrics
14: Group Activity; and 30: Research

For additional instruction, go to end of lesson.

Reading Check
Find Main Ideas
How did the early Maya make use of their physical environment?

The early Maya lived in small, isolated villages. Eventually, though, these villages started trading with one another and with other groups in Mesoamerica. As trade increased, the villages grew. By about AD 200, the Maya had begun to build large cities in Mesoamerica.

The Classic Age

The Maya civilization reached its height between about AD 250 and 900. This time in Maya history is known as the Classic Age. During this time, Maya territory grew to include more than 40 large cities. Each had its own government and its own king. No single ruler united the many cities into one empire. Sometimes the different cities fought with each other for control of land and resources.

Maya cities were linked through trade. The Maya established trade routes throughout Mesoamerica. People exchanged goods for products that were not available locally. Look at the trade routes on the map to see the goods that were available in different areas of Maya civilization. For example, the warm lowlands were good for growing cotton and cacao (kuh-KOW), the



ONLINE LESSON FLIP CARDS

Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **civilization**, **maize**, **Palenque**, **observatories**.

ONLINE GRAPHIC ORGANIZER

The Olmec and Maya

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

Compare and Contrast How were Olmec and Maya civilizations similar? How were they different? *Possible answer: Both were in Central America and were based on agriculture. They both had writing and religions that worshiped many gods. Both played ball games with rubber balls. Maya and Olmec civilizations existed at different times. We know more about the Maya because we can read their writing.*

For additional instruction, go to end of lesson.

Teach the Main Idea

During the Classic Age, the Maya built great cities linked by trade.

Describe List some nouns and adjectives that describe Maya cities. *Nouns might include temples, palaces, plazas, canals, and ball courts; adjectives might include grand, decorated, terraced, and paved.*

Summarize How did the Maya change their environment to improve city life? *terraced land for farming, paved areas for public gatherings, built canals*

Draw Conclusions Look at the map titled "Maya Civilization, c. 900." Why was Quiriguá an important trade center? *It had resources such as obsidian, jade, and cacao.*

More About . . .

Cacao Evidence suggests that the Maya were drinking chocolate by 500 BC. Many scholars, however, believe it was the Olmec who first learned about chocolate—*cacao* is actually an Olmec word. The seeds (or beans) of the cacao tree were ground to make a chocolate paste. The Maya would then add water, spices, and chili peppers to the paste to make a drink. The Maya loved chocolate and believed that their gods did as well. Several murals show chocolate being served to the gods. Cacao vessels and imagery have also been found in the tombs of Maya rulers.

ONLINE INTERACTIVE MAPS

Maya Civilization, c. 900

Have students explore the map using the interactive features and answer the associated questions.

Human-Environment Interaction What would traders from Copán visiting Uxmal most likely receive in exchange for their jade? *cotton*

In print edition, see map of same title.

1. Place What two resources were mostly found in the lowland region? *cacao and cotton*

2. Movement What are some natural features that Maya trade routes followed? *rivers and coastlines*

READING CHECK

Find Main Ideas How did the early Maya make use of their physical environment? *They relied on land for farming, trees and plants for building, and forest animals for food.*



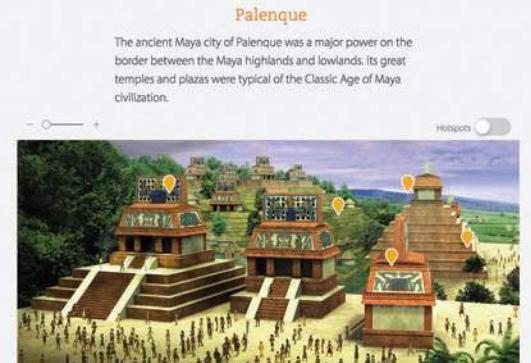
ONLINE INTERACTIVE VISUALS

Image with Hotspots: Palenque

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

Analyze Visuals In what ways might Palenque's setting have helped the city? In what ways might it have hurt the city? *Possible answers: helped—may have brought it power as an important stop on trade routes between the lowlands and the highlands; hurt—may have led it into conflict as other Maya cities fought to control it*

In print edition, see image of same title.

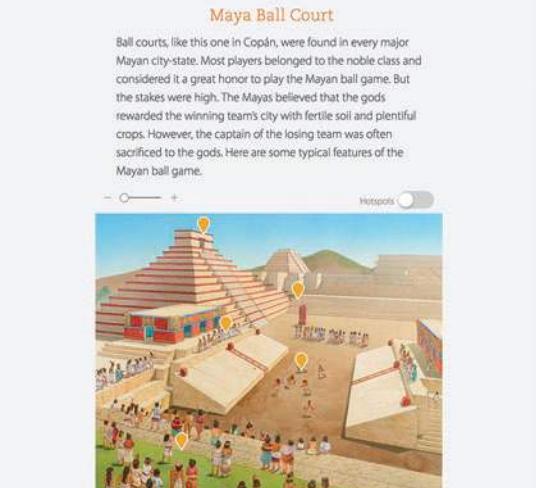


ONLINE INTERACTIVE VISUALS

Image with Hotspots: Maya Ball Court

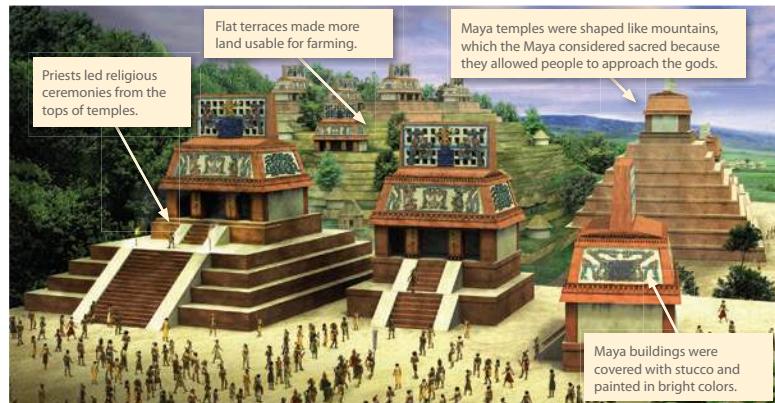
Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

Analyze Visuals What made the Maya ball game so difficult to play? *Possible answers: Players could not use their hands or feet. The ball was heavy and hard. The goal was high off the ground.*



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?

source of chocolate. But lowland crops did not grow well in the cool highlands. Instead, the highlands had valuable stones, such as jade and obsidian. People carried these and other products along trade routes.

Through trade, the Maya got supplies for construction. Maya cities had grand buildings, such as palaces decorated with carvings and paintings. The Maya also built stone pyramids topped with temples. Some temples honored local kings. For example, in the city of **Palenque** (pah-LENG-kay), the king Palac (puh-KAHL) had a temple built to record his achievements.

In addition to palaces and temples, the Maya built canals and paved large plazas, or open squares, for public gatherings. Farmers used stone walls to shape hillsides into flat terraces so they could grow crops on them. Almost every Maya city also had a court for playing a special ball game. Using only their heads, shoulders, or hips, players tried to bounce a heavy rubber ball through rings attached high on the court walls. The winners of these games received jewels and clothing. The losers were often killed.

Volcanoes and volcanic activity influenced Maya civilization during the Classic Age. Volcanic ash fertilized fields but could also destroy them. Volcanic eruptions may have forced people to move from the south into Maya territory and altered trade routes. There was a period of time around AD 535 that historians call the Maya Hiatus. During that time, evidence suggests there wasn't as much activity in Maya cities. Historians have wondered what could cause a break in building and monument-making.

252 Module 8

TIERED ACTIVITY

Create a Brochure for Palenque

Discuss with students that the Maya city of Palenque contains the ruins of many buildings, including temples. Tourists travel from around the world to see the ruins.

Below Level—Organize students into pairs and tell them they are going to make a brochure to encourage travelers to visit Palenque. Have them conduct research to locate pictures of the temples in Palenque. Instruct each pair to create a colorful brochure containing photos of the temples. Students should give their brochure an appropriate title and place each temple's name below its photograph.

At Level—Going beyond the Below Level activity, students should:

- Choose one temple and add information about that temple to their brochure. They should explain the temple's components and how it was probably built.
- Add labeled photographs and illustrations.

Above Level—Going beyond the Below Level and At Level activities, students should:

- Add to their brochure by explaining their chosen temple's purpose.
- Discuss any gods that were associated with their temple.
- Explain any ceremonies that might have taken place at the temple.

*Alternative Assessment Handbook, Rubric 2: Advertisements

Reading Check
Summarize
How were Maya cities connected?

Now, some scholars think giant volcanic explosions may have been responsible. In fact, volcanic activity in Central America may have even affected crops as far away as Rome and China.

Maya Culture

In Maya society, two main forces heavily influenced people's daily lives. One was the social structure and the other was religion.

Social Structure The king held the highest position in Maya society. The Maya believed their kings were related to the gods, so Maya kings had religious as well as political authority. Priests, rich merchants, and noble warriors were also part of the upper class. Together with the king, these people held all the power in Maya society.

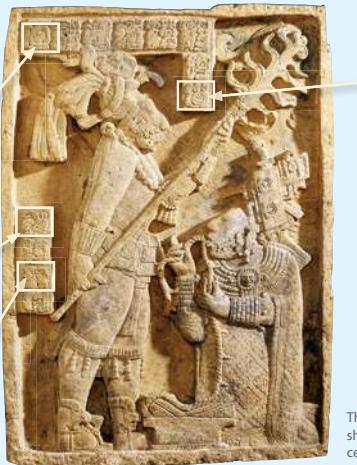
Most Maya, though, belonged to the lower class. This group was made up of farming families who lived outside the cities. The women cared for the children, cooked, made yarn, and wove cloth. The men farmed, hunted, and crafted tools.

Lower-class Maya had to "pay" their rulers by giving the rulers part of their crops and goods such as cloth and salt. They also had to help

Historical Source

A Maya Ceremony

This carving comes from the palace at Yaxchilán (yahsh-chee-LAHN). The Maya recorded historical events on carvings like this one.



The stone carving shows a religious ceremony.

Analyze Sources

What is happening in this religious ceremony?

Early Civilizations of Latin America 253

STRUGGLING READERS

Complete a Chart

- To help students focus on the characteristics of Maya culture, make a three-column chart for students to see. Label the columns *Social Structure*, *Religion*, and *Achievements*. Point out that these titles match the three sub-headings in the lesson under the "Maya Culture" heading.

- Ask students to copy and fill in the chart as they read about Maya culture.

*Alternative Assessment Handbook, Rubric 7: Charts

Teach the Main Idea

Maya culture included a strict social structure, a religion with many gods, and achievements in science and the arts.

Contrast How did the roles of men and women differ in Maya society? *men crafted tools, hunted, farmed; women cared for children, cooked, made yarn, wove cloth*

Explain Why was blood significant in Maya religious beliefs and practices? *The Maya believed their gods needed blood to avoid disasters or to prevent the end of the world, so they frequently offered blood to the gods.*

Draw Conclusions How might Maya beliefs have contributed to frequent warfare? *Maya beliefs involved human sacrifices, which were often obtained through battle.*

Summarize What advances did the Maya make in astronomy? *built observatories, developed calendars, determined length of year*

More About . . .

Maya Astronomy The Maya considered stars and planets to be gods. They watched the stars to predict events on Earth that they believed the gods controlled. The planet Venus was one of the Maya's most important "stars." The Maya determined that Venus took about 584 days to reappear at the same point on the horizon.

ONLINE DOCUMENT-BASED INVESTIGATION

A Maya Ceremony

A Maya Ceremony is a carving from the palace in Yaxchilán. Have students explore the image using the interactive hotspots.

Analyze Sources What does this carving suggest about Maya religion? *Possible answers: It involved painful rituals and personal sacrifice; noble women played prominent roles in religion; religious rituals were public events.*

In print edition, see Historical Source of same title.

Analyze Sources What is happening in this religious ceremony? *There is blood letting.*

READING CHECK

Summarize How were Maya cities connected?
Maya cities were connected through trade.

VISUALS

A Maya Observatory

Have students study the image and answer the associated question.

Analyze Visuals How would an observatory help someone to observe the stars? *Being higher than the trees would allow someone to see more of the sky.*

▶ ONLINE ANALYZE VIDEOS

Studying Glyphs

Have students watch the video individually or as a class to learn more about Maya writing. You may wish to use the associated question as a discussion prompt.



Analyze Videos How do glyphs help people study ancient cultures? *Possible answer: They give insight into what ancient people were thinking and how they were seeing their world.*



construct temples and other public buildings. If their city went to war, Maya men had to serve in the army, and if captured in battle, they often became slaves. Slaves carried goods along trade routes or worked for upper-class Maya as servants or farmers.

Religion The Maya worshiped many gods, such as a creator, a sun god, a moon goddess, and a maize god. Each god was believed to control a different aspect of daily life.

According to Maya beliefs, the gods could be helpful or harmful, so people tried to please the gods to get their help. The Maya believed their gods needed blood to prevent disasters or the end of the world. Every person offered blood to the gods by piercing their tongue or skin. On special occasions, the Maya made human sacrifices. They usually used prisoners captured in battle, offering their hearts to stone carvings of the gods.

Achievements The Maya's religious beliefs led them to make impressive advances in science. They built large **observatories**, or buildings from which people could study the sky, so their priests could watch the stars and plan the best times for religious festivals. With the knowledge they gained about astronomy, the Maya developed two calendars. One, with 365 days, guided farming activities, such as planting and harvesting. This calendar was more accurate than the one used in Europe at that time. The Maya also had a separate 260-day calendar that they used for keeping track of religious events.

The Maya were able to measure time accurately partly because they were skilled mathematicians. They created a number system that helped them make complex calculations, and they were among the first people with a symbol for zero. The Maya used their number system to record key dates in their history.

A Maya Observatory

The Maya studied the stars from their observatory at Chichén Itzá.



Analyze Visuals
How would an observatory help someone to observe the stars?

254 Module 8

ANALYZE INFORMATION

Maya Classic Age Recipe

1. Have students create an imaginary recipe for the Maya Classic Age. The recipe should include a list of ingredients and preparation steps. Students will specify the "dish" they want to make.
2. Explain that the recipe's ingredients should be the defining characteristics of the Maya Classic Age. Ingredient amounts should reflect the importance of each item. Preparation or cooking instructions should be creative or

symbolize aspects of the Maya Classic Age. For example, preparation might require actively beating two ingredients together to symbolize the warfare common to the Maya Classic Age. Or the recipe might include a warning not to overcook the dish to symbolize theories about the decline of the Maya civilization.

3. Encourage students to illustrate or decorate their recipes.

*Alternative Assessment Handbook, Rubric 37: Writing Assignments

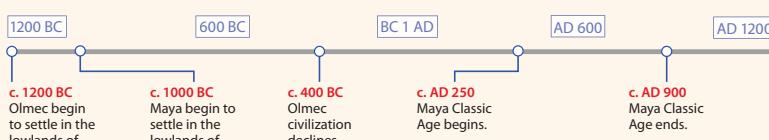
Link to Math

Timelines and Number Lines

In math, you may have used a number line to visualize problems and solutions, especially for problems that use positive and negative numbers. A timeline is a special type of number line. Just like a number line can help you to understand the relationship between numbers, a timeline can help you see the relationship between events.

Instead of using positive and negative numbers on a timeline, historians use AD and BC. For BC dates, the bigger the number, the longer ago it took place. For dates that start with AD, bigger numbers mean more recent dates. CE and BCE are another way to say AD and BC.

Timeline: The Olmec and the Maya



Sequence

Which group settled in the lowlands first?

Reading Check

Evaluate

Which individuals do you think were most important to the Maya economy?

The Maya also developed a writing system. Anthropologists, or scholars who study people and cultures, have figured out that symbols used in Maya writing represented both objects and sounds. The Maya carved these symbols into large stone tablets to record their history. In some cases, the tablets were housed in shrines or temples. This method of record keeping has allowed scholars to learn more about the Maya. The Maya also wrote in bark-paper books and passed down stories and poems orally. Unfortunately, most Maya books were destroyed by the Spanish.

The Maya created amazing art and architecture as well. Their jade and gold jewelry was exceptional. Also, their huge temple-pyramids were masterfully built. The Maya had neither metal tools for cutting nor wheeled vehicles for carrying heavy supplies. Instead, workers used obsidian tools to cut limestone into blocks. Then workers rolled the giant blocks over logs and lifted them with ropes. The Maya decorated their buildings with paintings.

Decline of Maya Civilization

Maya civilization began to collapse in the AD 900s. People stopped building temples and other structures. They left the cities and moved back to the countryside. What caused this collapse? Historians are not sure, but they think that a combination of factors was probably responsible.

One factor could have been the burden on the common people. Maya kings forced their subjects to farm for them or work on building projects.

Early Civilizations of Latin America 255

ADVANCED/GIFTED

Maya Number System

1. Have students research the number system developed by the Maya. Students should determine the symbols the Maya used and how the Maya represented numbers in writing.
2. Have pairs of students work together to create flashcards for the Maya symbols for 1–100. On one side of the card, students should draw the Maya symbol for the number. On the other side, students should write the corresponding number.

3. Then have partners challenge each other to see if they can identify the correct number based on the Maya symbol.

*Alternative Assessment Handbook, Rubric 30: Research

Teach the Main Idea

The decline of the Maya civilization began in the 900s.

Recall When did the Maya civilization decline, and what resulted? *in the AD 900s; the Maya stopped building temples and other structures and left their cities*

Evaluate Which theory do you think best explains why the Maya civilization collapsed, and why? *Answers will vary, but students should accurately describe the theory they choose.*

Explain How could a growing population have led to the collapse of the Maya civilization? *If the population was growing rapidly, there may not have been enough food, which could have led to unrest and people leaving the cities. In addition, the soil could have become less fertile from continuously growing the same crops, making it difficult to feed the increasing population.*

More About . . .

Deforestation and the Decline of Maya Civilization

Civilization Some scholars believe that rapid deforestation was a major cause of the Maya decline. The Maya practiced “slash-and-burn” agriculture, in which land is cleared for farming by clear-cutting any trees and then scorching the earth. Over the long run, this method leads to infertile land. During the time of the Maya decline, the Yucatan was already undergoing a drought, and cleared land generates less moisture than forested land. According to researchers from Columbia University, this intense deforestation increased the strength of the drought. Crops failed and starvation began. Many people probably left their homeland in an attempt to find food elsewhere.

TIMELINE

The Olmec and the Maya

Have students interpret the timeline and answer the associated question.

Sequence Which group settled in the lowlands first? *Olmec*

READING CHECK

Evaluate Which individuals do you think were most important to the Maya economy? *Possible answer: merchants because trade was very important to the Maya economy*

ONLINE ANALYZE VIDEOS

The Disappearance

Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.



Analyze Videos What are some possible explanations for the disappearance of the Maya civilization? *Possible answers: There may have been an invasion, a weather disaster, a revolt by the peasant class, or war between different Maya city-states.*



▶ PLAY VIDEO 3:28

The Disappearance



READING CHECK

Summarize What factors may have caused the end of Maya civilization? *Possible answers: rebellion by the common people, increased warfare between cities, lack of food, climate change*

Academic Vocabulary
rebel to fight against authority

Perhaps people didn't want to work for the kings. They might have decided to **rebel** against their rulers' demands and abandon their cities.

Increased warfare between cities could also have caused the decline. Maya cities had always fought for power. But if battles became more widespread or destructive, they would have disrupted trade and cost many lives. People might have fled from the cities for their safety.

A related theory is that perhaps the Maya could not produce enough food to feed everyone. Growing the same crops year after year would have weakened the soil. In addition, as the population grew, the demand for food would have increased. To meet this demand, cities might have begun competing fiercely for new land. But the resulting battles would have hurt more crops, damaged more farmland, and caused even greater food shortages.

Climate change could have played a role, too. Scientists know that Mesoamerica suffered from droughts during the period when the Maya were leaving their cities. Droughts would have made it hard to grow enough food to feed people in the cities.

Whatever the reasons, the collapse of Maya civilization happened gradually. The Maya scattered after 900, but they did not disappear entirely. In fact, the Maya civilization later revived in the Yucatán Peninsula. By the time Spanish conquerors reached the Americas in the 1500s, though, Maya power had faded.

Summary and Preview The Olmec were the first civilization in Mesoamerica and influenced later groups. The Maya built a civilization that peaked between about 250 and 900 but later collapsed for reasons still unknown. In the next lesson, you will learn about another people who lived in Mesoamerica, the Aztecs.

Lesson 1 Assessment

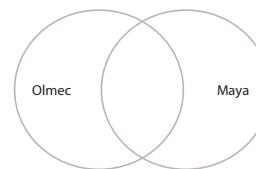
Review Ideas, Terms, and Places

1. a. **Analyze** How did Olmec trade affect other civilizations? *It spread Olmec culture and knowledge.*
- b. **Make Inferences** Why don't historians know more about the Olmec? *They lived long ago and historians can't read their writing.*
2. a. **Recall** What resources did the Maya get from the forest? *deer, rabbits, and monkeys for food; wood poles, vines, and mud for building materials*
- b. **Elaborate** How do you think Maya villages grew into large cities? *increased food supply and trade*
3. a. **Describe** What features did Maya cities include? *temples, pyramids, palaces, plazas, canals, ball courts*
- b. **Make Inferences** How did trade strengthen the Maya civilization? *brought city-states into contact with each other, provided food and supplies that were not available locally, held civilization together*
4. a. **Identify** Who belonged to the upper class in Maya society? *kings, priests, warriors, merchants*

5. a. **Describe** What happened to the Maya after 900?
- b. **Evaluate** What would you consider to be the key factor in the collapse of Maya civilization? Explain.

Critical Thinking

6. **Compare and Contrast** Create a Venn diagram like the one shown below. Use it to compare and contrast Maya and Olmec civilizations.



256 Module 8

- b. **Explain** Why did the Maya build observatories? *Priests could look at the stars and decide on the best times for religious festivals.*
- c. **Evaluate** What do you think was the most impressive cultural achievement of the Maya? Why? *Answers will vary, but students should give reasons for the achievement they think is most impressive.*
5. a. **Describe** What happened to the Maya after 900? *Their civilization began to decline.*
- b. **Evaluate** What would you consider to be the key factor in the collapse of Maya civilization? Explain. *Possible answers: rebellion, food shortages, warfare, climate change*

Critical Thinking

6. **Compare and Contrast** Create a Venn diagram. Use it to compare and contrast Maya and Olmec civilizations.

Possible answers: Olmec—settled in what is now southern Mexico, 1200–400 BC; Both—they had large trading networks, worshiped many gods, built pyramids; Maya—lived in what is now Guatemala, Classic Age AD 250–AD 900, scholars can read their writing

► Online Assessment

1. How did trade help the Olmec?

- It enabled them to develop a writing system.
- It enabled them to develop a class structure.
- It enabled them to plan their settlements.
- It enabled them to erect stone buildings.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Through **trade** , the Olmec got valuable goods, such as the stones they used for building and sculpture.

2. How did geography affect the lives of the early Maya?

- It required them to clear areas to farm.
- It required them to live in one large city.
- It required them to build houses with obsidian.
- It required them to trade to have enough food.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Because of the geography of what is now northern Guatemala, the early Maya had to **clear areas to farm** .

3. Why was there sometimes fighting among Maya cities during the Classic Age?

- because of the theft of valuable sculptures and paintings
- because of disagreements over how to select a single ruler
- because of competition over the control of land and resources
- because of disagreements over how to conduct religious ceremonies

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

During the Classic Age, it was difficult to avoid fighting among Maya cities for control of land and resources because there was no **single ruler** .

4. Why were the Maya able to measure time accurately?

- They had clear skies.
- They had two calendars.
- They were deeply religious.
- They were skilled mathematicians.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

The Maya were able to **measure time accurately** partly because they were skilled mathematicians.

5. How might have Maya kings contributed to the decline of Maya civilization?

- by taking power away from religious leaders
- by storing food surpluses for use by the upper class
- by forcing farmers to sell their land to the government
- by forcing people to perform labor for the government

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Maya kings might have contributed to the decline of Maya civilization by forcing **common people** to farm for them or work on building projects.

6. **Make Generalizations** Why are the Olmec considered the first complex civilization in Mesoamerica? Describe two reasons.

Writing, formal education, art, and architecture are often features of civilizations. The Olmec erected impressive buildings, such as the first pyramids in the Americas. They also created one of the first writing systems in the Americas.

7. **Make Inferences** Why did the early Maya value obsidian for its sharp edges? Explain two possible reasons.

The sharp edges of obsidian would make it a good material for making tools such as knives. It would also be a good tool for making weapons, such as arrows and spears.

8. **Cause and Effect** How did volcanoes and volcanic activity influence Maya civilization during the Classic Age? Describe two ways.

Volcanic activity produced ash that fertilized Maya fields. However, this ash could also destroy fields and may have forced people from the south into Maya territory and altered trade routes.

9. **Make Generalizations** How did the Maya treat men who were captured in battle? Describe two ways.

Men captured in battle were made slaves and carried goods along trade routes or worked for upper-class Maya. Some who were captured in battle were used as human sacrifices to the gods.

10. **Cause and Effect** How might have agricultural practices contributed to the decline of Maya civilization?

The Maya grew the same crops year after year. This might have weakened the soil and limited the Maya's ability to feed their growing population.

ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 250

More About . . .

Obsidian A major concern of early people was making tools. They needed weapons to kill game and knives to skin and clean it. Sharp tools were necessary, and the Maya did not make metal tools. Therefore, they made their tools from stone—but not just any stone. The stone had to be hard and it had to be able to be shaped into the needed implement, such as an arrowhead. One of the best types of stone for this purpose was obsidian. Obsidian is a natural glass that results from volcanic eruptions. Because of usefulness, obsidian was highly valued in trading.

continued from page 251

ENGLISH LANGUAGE LEARNERS

Draw a Maya City

1. Have each student draw a picture of a typical Maya city from this Classic Age. Drawings should include such elements as palaces, temples, canals, plazas, farmlands, or a ball court. Ask students to label the elements of their drawings.
2. Have each student write a one-paragraph description of his or her drawing or, if time permits, verbally describe the drawing with other students in groups.

*Alternative Assessment Handbook, Rubrics 3: Artwork; 24: Oral Presentations; and 40: Writing to Describe

MAKE GENERALIZATIONS

Maya Civilization Regional Slogans

1. Ask students to summarize how geography affected early Maya civilization. Ask students to describe how the Maya both changed their environment and adapted to it.
2. Tell students that some of the states in our nation have state slogans that reflect the state's geography or the resources for which the state is known.
3. Then have students create similar types of slogans for different regions of Maya civilization, as shown on the map in this lesson. For example, students might describe the Maya highlands as the Land of Black Rock.
4. Close by having students explore how life for the Maya may have varied by region.

*Alternative Assessment Handbook, Rubric 34: Slogans and Banners

continued from page 252

More About . . .

John Lloyd Stephens (1805–1852) In the 1830s John Lloyd Stephens, an American lawyer, was advised to travel for his health. He went to the Middle East and eastern Europe, where he toured ruins and archaeological sites. Having developed a passion for exploration, Stephens went to Honduras in 1839. He was in search of ancient ruins said to exist deep in the Yucatán jungle. After struggling through dense tropical rain forest, Stephens came upon a magnificent carved stone. He had found the ruins of the ancient Maya city of Palenque. News of the find sparked interest in the Maya and led to modern historical study of Maya civilization. Today, scientists and explorers continue to find Maya ruins hidden in the jungle.

continued from page 256

SPECIAL NEEDS STUDENTS

Classification Game

1. Have small groups of students create a classifying game with index cards. They should make two sets of cards: one set identifying the characteristics and achievements of the Olmec and another set identifying the characteristics and achievements of the Maya. Some characteristics may be a feature of both civilizations; students should identify these achievements as occurring in both civilizations.
2. Ask students to trade their index cards with another group.

3. Then have group members play the game by shuffling the cards and placing them face down. Each student takes a turn selecting a card and identifying whether it names an Olmec or Maya characteristic or achievement. If the student identifies the correct answer, he or she keeps the card. If the student is incorrect, the card is returned to play. The student who collects the most cards wins.

*Alternative Assessment Handbook, Rubrics 1: Acquiring Information; and 14: Group Activity



The Aztecs

- Tenochtitlán
- Aztec Art
- Spanish Conquistadors and Aztec Warriors

- Now & Then: Solutions to Geographic Challenges
- Traveling with Cortés
- Plan an Archaeology Tour
- Malintzin



► Online Lesson 2 Enrichment Activities

Traveling with Cortés

Article Students read an article about Hernán Cortés and some of his travels in Mexico. They then imagine that they are traveling with Cortés and write several diary entries about their experiences.

Traveling with Cortés



Plan an Archaeology Tour

Article Students read an article about Aztec archaeological sites in Mexico, conduct research to obtain additional information about sites around Mexico City, and design a brochure of the sites.

Malintzin

Biography Students read a biography about Malintzin, who, as a slave, became an interpreter for Cortés. After conducting additional research, they write a journal entry from Malintzin's point of view.

Malintzin



ONLINE INTERACTIVE MAPS

The Aztec Empire, 1519

Have students explore the map using the interactive features and answer the associated questions.

Location Which city was not located on Lake Texcoco? *Teotitlán*

In print edition, see map of same title.

1. Location Which cities were located on Lake Texcoco? *Tenochtitlán, Texcoco, and Tlacopán*

2. Place What bodies of water bordered the Aztec Empire? *the Pacific Ocean and the Gulf of Mexico*

ONLINE INTERACTIVE VISUALS

Image with Hotspots: Tenochtitlán

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

Analyze Visuals What is the most important building in this picture? How can you tell? *the Great Temple; it is by far the largest building in the city*

In print edition, see image of same title.

Tenochtitlán

The Aztecs turned a swampy, uninhabited island into one of the largest and grandest cities in the world. The first Europeans to visit Tenochtitlán were amazed. At the time, the Aztec capital was about five times bigger than London.



Tenochtitlán

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258 Module 8

COLLABORATIVE LEARNING

Present a Design

- Explain to students that the Aztecs designed and built many complex structures. Discuss the different types of structures, including temples, government buildings, causeways (raised roads connecting their island to the shore), and floating gardens called *chinampas*.
- Organize the class into small groups and assign each group one of these structures.

- Have students imagine that they are engineers working for the emperor. Instruct them to research their assigned structure. They then should create a presentation explaining why their structure is important and give simple instructions on how they would build it. For example, they might state the types of materials it would require. Their presentation should contain labeled drawings of the structure.
- Have students share their presentations with the rest of the class.

*Alternative Assessment Handbook, Rubrics 14: Group Activity; 29: Presentations; and 30: Research

War was a key factor in the Aztecs' rise to power. The Aztecs fought fiercely and demanded tribute payments from the people they conquered. The cotton, gold, and food that poured in as a result became vital to their economy. The Aztecs also controlled a huge trade network. Merchants carried goods to and from all parts of the empire. Many merchants doubled as spies, keeping the rulers informed about what was happening in their lands.

War, tribute, and trade made the Aztec Empire strong and rich. By the early 1400s the Aztecs ruled the most powerful state in Mesoamerica. By 1519 the Aztecs ruled much of central Mexico. Nowhere was the empire's greatness more visible than in its capital, **Tenochtitlán** (tay-nawch-teet-LAHN).

To build this amazing island city, the Aztecs first had to overcome many geographic challenges. One problem was the difficulty getting to and from the city. The Aztecs addressed this challenge by building three wide **causeways**—raised roads across water or wet ground—to connect the island to the lakeshore.

They also built canals that crisscrossed the city. The causeways and canals made travel and trade much easier.

Tenochtitlán's island location also limited the amount of land available for farming. To solve this problem, the Aztecs created floating gardens called *chinampas* (chee-NAHM-pahs). They piled soil on top of large rafts, which they anchored to trees that stood in the water. There they grew the corn, beans, and squash that most people ate.

The Aztecs made Tenochtitlán a truly magnificent city. Home to some 200,000 people at its height, it had huge temples, a busy market, and a grand palace.

Reading Check
Find Main Ideas
How did the Aztecs rise to power?

Link to Today

Solutions to Geographic Challenges

The Aztecs came up with innovative solutions to problems presented by the geography of where they settled. Today, we still use some of the solutions that the Aztecs used. Causeways connect islands to the mainland or go across bays and lakes. They make it easier for people to travel from place to place. The *chinampas* enabled farmers to grow food where land was scarce. Today, people are experimenting with floating island gardens. Some people are using them to grow food, and others are using them to help clean polluted water. These gardens are built on barges or large pieces of buoyant plastic. If populations continue to grow and oceans continue to rise, floating islands might be used more often.

Draw Conclusions
Why might floating islands be used more often in the future?



Early Civilizations of Latin America 259

SOLVE PROBLEMS

Making More Farmland

- Organize the class into small groups and ask students to imagine they are Aztecs who have come to build a new home around Lake Texcoco. However, there is not enough farmland.
- Each group should explore options for creating more farmland, such as building *chinampas*. Encourage students to brainstorm.

- Once groups have decided how they are going to create additional farmland, have them list necessary materials and processes. For example: What tools will be needed? If they need rafts, what materials will be required? How will they move soil around?
- Have students explain how these resources will be used to create more farmland. Ask for volunteers to share their solutions.

*Alternative Assessment Handbook, Rubrics 14: Group Activity; and 35: Solving Problems

NOW & THEN

Solutions to Geographic Challenges

Have students read the Now & Then feature about *chinampas*. Discuss that the Aztecs' location required them to be resourceful in growing enough food for their population. Likewise, we must think of resourceful ways to grow enough food for the world's increasing population.

In print edition, see Link to Today of same title.

Draw Conclusions Why might floating islands be used more often in the future? *If populations grow and the space on land we have shrinks, we will need more space to grow food in order to feed everyone.*

ONLINE LESSON FLIP CARDS

Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **Tenochtitlán**, **causeways**, **conquistadors**.

ONLINE GRAPHIC ORGANIZER

The Aztecs

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

Evaluate Which factor in the rise of the Aztecs contributed to their achievements and downfall? *Possible answer: Conquering others made them rich and able to achieve many things. However, groups they conquered eventually helped the Spanish to overtake them.*

READING CHECK

Find Main Ideas How did the Aztecs rise to power? war, tribute, and trade

Teach the Main Idea

Social structure, religion, and warfare shaped life in the empire.

Analyze Why do you think priests were able to remain so powerful? *Possible answer: People were afraid that if the priests did not pacify the gods with their rituals, terrible things would happen.*

Draw Inferences If you were a young Aztec child, why would you be proud if you knew the answer to a riddle an adult asked? *because Aztecs believed that this showed you had been paying attention in school*

More About . . .

Connect to Today In 1790 a 25-ton basalt object was unearthed in Mexico City. The object was a two-foot circular Aztec sun stone with the Aztec sun god Tonatiuh at its center. The stone was originally painted in bright colors, but the paint has disappeared. Today, the sun stone hangs in the National Museum of Anthropology in Mexico City.



ONLINE DOCUMENT-BASED INVESTIGATION

The Aztec Sun Stone

The Aztec Sun Stone is a carved stone. It shows an Aztec view of the past. Have students explore the image using the interactive hotspots.

Analyze Sources What does the presence of the sun god on this carving suggest about the Aztec view of the world? *Possible answer: The Aztecs believed that the gods were active in the world and that the sun god was an important figure in the universe.*

DOCUMENT-BASED INVESTIGATION HISTORICAL SOURCE

The Aztec Sun Stone

This elaborately carved stone, created in 1427 and discovered in Mexico City in 1790, shows an Aztec view of the past. The Aztecs believed that the world had moved through a series of ages, each represented by a different sun god. This disk was created to mark the beginning of the fifth—and according to the Aztecs, final—age of history.



HISTORICAL SOURCE

An Aztec Marketplace

Invite students to read the excerpt and answer the associated question.

Analyze Sources Why might have Díaz de Castillo included details about the market in Tenochtitlán? *Possible answer: He was astounded by everything he saw, so he wanted to describe it.*

In print edition, see Historical Source of same title.

Life in the Empire

The Aztecs' way of life was as distinctive as their capital city. They had a complex social structure, a demanding religion, and a rich culture.

Aztec Society The Aztec emperor, like the Maya king, was the most important person in society. From his great palace, he attended to law, trade, tribute, and warfare. Trusted nobles helped him as tax collectors, judges, and other government officials. These noble positions were passed down from fathers to sons, and young nobles went to school to learn their responsibilities.

Just below the emperor and his nobles was a class of warriors and priests. Aztec warriors were highly respected and had many privileges, but priests were more influential. They led religious ceremonies and, as keepers of the calendars, decided when to plant and harvest.

The next level of Aztec society included merchants and artisans. Below them, in the lower class, were farmers and laborers, who made up the majority of the population. Many didn't own their land, and they paid so much in tribute that they often found it tough to survive. Only slaves, at the very bottom of society, struggled more.

Religion and Warfare Like the Maya, the Aztecs worshiped many gods, whom they believed controlled both nature and human activities. To please the gods, Aztec priests regularly made human sacrifices. Most victims were battle captives or slaves. In bloody ritual ceremonies, priests would slash open their victims' chests to "feed" human hearts and blood to the gods. The Aztecs sacrificed as many as 10,000 people a year. To supply enough victims, Aztec warriors often fought battles with neighboring peoples.

Cultural Achievements As warlike as the Aztecs were, they also appreciated art and beauty. Architects and sculptors created fine stone pyramids

Historical Source

An Aztec Marketplace

When Spanish conquistadors arrived in Tenochtitlán, they were amazed by the city. One explorer, Bernal Díaz del Castillo, wrote about his first visit to the market there. In his account, he described everything he saw and what people were selling and buying in detail.

Analyze Sources

Why might have Díaz del Castillo included details about the market in Tenochtitlán?

"When we arrived at the great market place, . . . we were astounded at the number of people and the quantity of merchandise that it contained, and at the good order and control that was maintained, for we had never seen such a thing before . . . Each kind of merchandise was kept by itself and had its fixed place marked out. Let us begin with the dealers in gold, silver, and precious stones, feathers, mantles, and embroidered goods . . . Next there were other traders who sold great pieces of cloth and cotton, and articles of twisted thread, and there were cacahuateros who sold cacao. In this way one could see every sort of merchandise that is to be found in the whole of New Spain."

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

260 Module 8

SPECIAL NEEDS STUDENTS

Tribute to the Aztecs

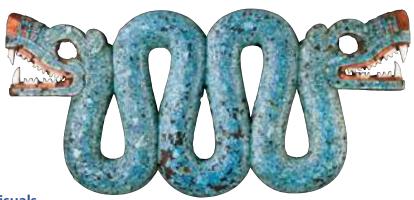
- On the board, draw a diagram with the center circle labeled *Aztec Wealth and Power*. Then draw three circles with arrows pointing to the center circle with the following labels: *War, Tribute, and Trade*. Discuss with students what the diagram shows.
- Explain that a tribute is what a person pays a ruler to show that he or she recognizes the ruler's power over him or her, with the expectation of protection in return. Ask students to think about the kind of protection those paying tribute to the Aztecs might have expected.

- Ask students what people might have given as tribute. Then ask students to think about what items might have been traded.

*Alternative Assessment Handbook, Rubric 12: Drawing Conclusions

Aztec Ceremonial Jewelry

Aztec artists were very skilled. They created detailed and brightly colored items. This double-headed serpent was probably worn during religious ceremonies. The man with the headdress is wearing it on his chest.



Analyze Visuals

What are some features of Aztec art that you can see in these pictures?



Reading Check
Identify Cause and Effect. How did Aztec religious practices influence warfare?

and statues. Artisans used gold, gems, and bright feathers to make jewelry and masks. Women embroidered colorful designs on the cloth they wove.

The Aztecs valued learning as well. They studied astronomy and devised a calendar much like the Maya had. They kept detailed written records of historical and cultural events. They also had a strong oral tradition. Stories about ancestors and the gods were passed from one generation to the next. The Aztecs also enjoyed fine speeches and riddles. Knowing the answers to riddles showed that one had paid attention in school.

Cortés Conquers the Aztecs

In the late 1400s the Spanish arrived in the Americas, seeking adventure, riches, and converts to Catholicism. One group of **conquistadors** (kahn-KEEES-tuh-dohrz), or Spanish conquerors, reached Mexico in 1519. Led by Hernán Cortés (er-NAHN kawr-TEZ), their motives were to find gold, claim land, and convert the native peoples to Christianity.

The Aztec emperor, Moctezuma II (MAWK-tay-SOO-mah), cautiously welcomed the strangers. He believed Cortés to be the god Quetzalcoatl (ket-suhl-kuh-WAH-tuhl), whom the Aztecs believed had left Mexico long ago. According to legend, the god had promised to return in 1519.

Moctezuma gave the Spanish gold and other gifts, but Cortés wanted more. He took the emperor prisoner, enraging the Aztecs, who attacked the Spanish. They managed to drive out the conquistadors, but Moctezuma was killed in the fighting.

Within a year, Cortés and his men came back. This time they had help from other peoples in the region who resented the Aztecs' harsh rule. In addition, the Spanish had better weapons, including armor, cannons, and swords. Furthermore, the Aztecs were terrified of the enemy's big horses—animals they had never seen before. The Spanish had also unknowingly brought diseases such as smallpox to the Americas. Diseases weakened or killed thousands of Aztecs. In 1521 the Aztec Empire came to an end.

Early Civilizations of Latin America 261

ADVANCED/GIFTED

The Battle of Tenochtitlán

1. Have students use the library or the Internet to learn more about how Cortés conquered the Aztecs in the Battle of Tenochtitlán.
2. Ask students to write a song or a poem that tells details about the battle.
3. Have students present their songs or poems to the class.

*Alternative Assessment Handbook, Rubrics 24: Oral Presentations; and 30: Research

Teach the Main Idea

Hernán Cortés conquered the Aztec Empire in 1521.

Draw Inferences Why do you think Moctezuma thought Cortés was the Aztec god Quetzalcoatl?
Possible answer: Cortés looked different than the local people, he had armor and powerful weapons, and rode on a horse. Also, legend said Quetzalcoatl had promised to return in 1519.

Identify What were the Spanish soldiers called? *conquistadors*

Evaluate Do you think Moctezuma was too trusting of Cortés and his men? Explain your answer.
Students' answers should reflect the text.

Make Predictions If Cortés and his conquistadors had not arrived, do you think the Aztec Empire would have gone on much longer? Why or why not? *Answers will vary, but students should provide reasons.* Possible answer: probably not, because the conquered groups were becoming increasingly angry over their treatment

ONLINE INTERACTIVE VISUALS

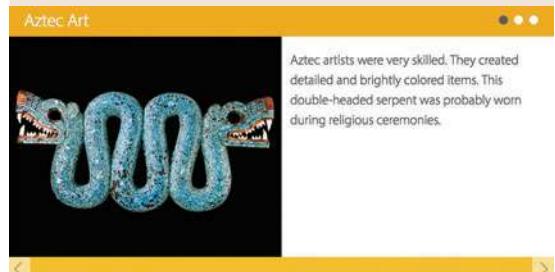
Carousel: Aztec Art

Have students navigate through the carousel and note similarities and differences among the images or identify a unifying theme. You may wish to use the associated question as a discussion prompt.

Analyze Visuals What are some features of Aztec art that you can see in these pictures? *bright colors, stone sculpture, gems, mask with feathers, detailed carving, religious imagery*

In print edition, see visual titled "Aztec Ceremonial Jewelry."

Aztec Art



Aztec artists were very skilled. They created detailed and brightly colored items. This double-headed serpent was probably worn during religious ceremonies.

READING CHECK

Identify Cause and Effect How did Aztec religious practices influence warfare? *Battle captives were used as human sacrifices.*

For additional instruction, go to end of lesson.

ONLINE INTERACTIVE VISUALS

Image Compare: Spanish Conquistadors and Aztec Warriors

Have students explore and compare the images using the interactive slider. You may wish to use the associated question as a discussion prompt.

Analyze Visuals Based on the illustrations, what advantages did the Spanish conquistador have over the Aztec warrior? *Possible answer: He was better protected with metal armor and a metal helmet. He also carried a gun and rode on horseback.*

In print edition, see Quick Facts feature of same title.

Quick Facts

Spanish Conquistadors and Aztec Warriors

Spanish conquistadors had stronger armor and more powerful weapons than Aztec warriors. The quilted leather armor of the Aztecs did not protect them from the guns of the Spanish.



An Aztec warrior

A Spanish conquistador

The Spanish, on the other hand, were there to stay. The diseases, plants, and animals they brought with them, as well as their culture and religion, left a lasting impact on the Americas.

Another effect of Spanish arrival in the Americas still impacts historians today. The Spanish destroyed most of the Aztec and Maya books they found, along with some religious artifacts. The information we have today about these cultures is filtered through the writings of Spanish writers. These writers had biases about the native people. Some wanted to prove that their actions in conquering the indigenous people were justified, some wanted to show the cruelty of the Spanish colonizers, and some aimed to document their experiences with less political motivation.

Summary and Preview The Aztec Empire, made strong by warfare and tribute, fell to the Spanish in 1521. In the next lesson, you will learn about civilizations in South America, including the Inca.

ONLINE ANALYZE VIDEOS

What Happened to the Aztecs?

Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.



Analyze Videos Why did many tribes turn against the Aztecs and become allies of the Spanish?

Possible answer: The Aztecs had used brutal force against those they conquered, forced them to pay tribute, and subjected them to human sacrifice.



READING CHECK

Summarize What factors helped the Spanish defeat the Aztecs? *alliances with other people in the region, better weapons, horses, disease*

Reading Check

Analyze Causes
What factors helped the Spanish defeat the Aztecs?

Lesson 2 Assessment

Review Ideas, Terms, and Places

1. a. **Recall** Where and when did Aztec civilization develop?
- b. **Explain** How did the Aztecs in Tenochtitlán adapt to their island location?
- c. **Elaborate** How might Tenochtitlán's location have been both a benefit and a hindrance to the Aztecs?
2. a. **Recall** What did the Aztecs feed their gods?
- b. **Explain** Consider the roles of the emperor, warriors, priests, and others in Aztec society. Who do you think had the hardest role? Explain.
3. a. **Identify** Who was Moctezuma II?
- b. **Form Generalizations** Why did allies help Cortés defeat the Aztecs?

- c. **Describe** What happened when the Spanish discovered the Aztec capital?

Critical Thinking

4. **Evaluate** Draw a diagram like the one shown. Identify three factors that contributed to the Aztecs' power. Put the factor you consider most important first and put the least important last. Explain your choices.

1.

2.

3.

- c. **Elaborate** How might Tenochtitlán's location have been both a benefit and a hindrance to the Aztecs? *benefit—improved trade; hindrance—limited farmland, made Aztecs vulnerable to isolation*

2. a. **Recall** What did the Aztecs feed their gods? *human hearts and blood*
- b. **Explain** Consider the roles of the emperor, warriors, priests, and others in Aztec society. Who do you think had the hardest role? Explain. *Possible answer: slaves, because they had to work for other people and could be sacrificed to the Aztec gods*
3. a. **Identify** Who was Moctezuma II? *the Aztec emperor conquered by Cortés*
- b. **Make Generalizations** Why did allies help Cortés defeat the Aztecs? *They resented the Aztecs' harsh rule.*

- c. **Describe** What happened when the Spanish discovered the Aztec capital? *At first, the Spanish were welcomed. Then they took Moctezuma prisoner. The Aztecs drove the Spanish out but were defeated a year later, ending the Aztec Empire.*

Critical Thinking

4. **Evaluate** Draw a diagram with three boxes. Use your notes to identify three factors that contributed to the Aztecs' power. Put the factor you consider most important first and put the least important last. Explain your choices. *The Aztecs were fierce warriors, demanded tribute from conquered people, and controlled the trade network. The order of answers will vary as will explanations.*

Print Assessment

Review Ideas, Terms, and Places

1. a. **Recall** Where and when did Aztec civilization develop? *in central Mexico in the early 1300s*
- b. **Explain** How did the Aztecs in Tenochtitlán adapt to their island location? *They built causeways, canals, and chinampas.*

► Online Assessment

1. How did many Aztec merchants help maintain order in the empire?
- by keeping rulers informed by spying
 - by distributing fertile lands to farmers
 - by regulating the quality of goods traded
 - by employing people to protect trade routes

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Many Aztec **merchants** doubled as spies, keeping the rulers informed about what was happening in their lands.

2. How did young men gain positions as nobles in Aztec society?
- by owning land
 - by buying them
 - by winning battles
 - by inheriting them

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

In Aztec society, **noble** positions were passed down from fathers to sons.

3. Why did Moctezuma II cautiously welcome the Spanish?
- He received gold from Cortés.
 - He believed Cortés was a god.
 - He received weapons from Cortés.
 - He believed Cortés could cure diseases.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Moctezuma II cautiously welcomed the Spanish because he believed that Cortés was a **god** .

4. **Make Generalizations** How did the Aztecs overcome the challenge of Tenochtitlán's limited amount of farmland?

The Aztecs created floating gardens called chinampas. They placed large quantities of soil on top of large rafts, which they anchored to trees that stood in the water. There they grew the corn, beans, and squash that most people ate.

5. **Make Judgments** Were most people in Aztec society wealthy? Explain your answer.

Although the Aztecs created fine stone pyramids and statues, and made jewelry using gold and gems, the majority of the population in Aztec society were farmers and laborers, many of whom did not own their land. Because these people had to pay so much in tribute, they often found it difficult to survive. Therefore, most people in Aztec society were not wealthy.

6. **Cause and Effect** How did the Aztecs' treatment of neighboring peoples contribute to the fall of their empire?

The Aztecs treated neighboring peoples harshly, including using them for human sacrifices. As a result of this harsh rule, many neighboring peoples helped the Spanish to conquer the Aztecs.

ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 259

STRUGGLING READERS

Answer Questions About a Text

1. Read aloud the “Solutions to Geographic Challenges” feature, and have students follow along.
2. Ask students to identify the main idea of the text. Check to make sure that students understand that some of the solutions that the Aztecs used to address the challenges of the geography are still used by people today.
3. Ask questions based on the reading. Have students locate and read the answers aloud.

*Alternative Assessment Handbook, Rubric 18: Listening

continued from page 261

More About . . .

Destruction of Tenochtitlán When the Spaniards conquered the Aztecs, they cut the aqueducts that brought water to Tenochtitlán. They blockaded the city so its inhabitants could not obtain supplies from outside and people went for months with little food or water. When Cortés’s soldiers finally entered the city, they were ordered to destroy all buildings, including the main temple. Canals that had connected the island to the mainland were filled in with rubble from Aztec buildings.

continued from page 262

ENGLISH LANGUAGE LEARNERS

Cause-and-Effect Graphic Organizer

1. To help students demonstrate their understanding of the effect the arrival of the Spanish conquistadors had on the Aztec civilization, have them create graphic organizers.
2. On the left side of the page, have students draw one rectangle labeled *Cause* and inside write *Spanish conquistadors arrive in the Americas*. On the right side of the page, have students draw a series of rectangles in a column. Have them label the column *Effects*. Have students draw arrows leading from the rectangle on the left to each of the rectangles on the right.
3. Have students list the effects that the arrival of Spanish conquistadors in the Americas had on the Aztec civilization in the rectangles on the right side of the page.

*Alternative Assessment Handbook, Rubrics 6: Cause and Effect; and 13: Graphic Organizers

LINK TO ARTS

Aztecs at Work

Materials: examples of Mexican murals, butcher paper, art supplies

1. Display examples from art or history books of murals by great Mexican artists, including Diego Rivera and José Clemente Orozco. Point out that these artists have portrayed aspects of Mexican history in their murals.
2. Organize the class into groups of three or four. Have each group conduct additional research on Aztec daily life, especially as it affected the various occupations of the Aztec people.
3. Ask each group to paint a mural, using Rivera or Orozco murals as models, showing the various levels of Aztec society performing the tasks assigned to that group.
4. Display the murals in the classroom.

*Alternative Assessment Handbook, Rubric 3: Artwork



Andean Civilizations

- Machu Picchu
- Inca Roads
- Inca Arts

- **Biography:** Pachacuti
- **Game:** Drag and Drop: Early American Civilizations
- **Biography:** Atahualpa
- **Biography:** Francisco Pizarro
- Nazca Lines
- The *Mita* System
- Social Structures in Latin America

**KEY**

- Non-digital resource

► Online Lesson 3 Enrichment Activities

Nazca Lines

Video Students watch a video to learn more about the designs known as the Nazca Lines. Each student then creates a chart of one of the designs.



PLAY VIDEO 9:33

Secrets of the Nazca Lines



Social Structures in Latin America

Activity Students create charts describing the social structures of early Latin American civilizations. They then write paragraphs comparing and contrasting societies.

The Mita System

Article Students read an article about the public service system used in the Inca Empire. They then write essays discussing the pros and cons of the United States adopting such a system.

Andean Civilizations

The Big Idea

After many smaller civilizations rose and fell, the Inca controlled a huge empire in South America, but it was conquered by the Spanish.

Main Ideas

- Prior to the Inca Empire, several civilizations grew in the Andes and along the Pacific coast of South America.
- The Inca created an empire with a strong central government in South America.
- Life in the Inca Empire was influenced by social structure, religion, and the Inca's cultural achievements.
- Francisco Pizarro conquered the Inca and took control of the region in 1537.

Key Terms and Places

Cuzco
Quechua
masonry

If YOU lived 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. They brought in new leaders, who say you must all learn a new language and send much of your woven cloth to the Inca ruler. They also promise that the government will provide for you in times of trouble.

How do you feel about living in the Inca Empire?

Geography and Early Andean Civilizations

As the Olmec, the Maya, and the Aztecs developed in Mesoamerica, other civilizations developed in South America. A series of cultures rose and fell in the Andes Mountains and along the Pacific coast of South America. These cultures were influenced by the geography of the region in which they lived.

The Geography of the Andes The towering Andes Mountains run along the western side of South America. High plains, or *altiplano*, sit between mountain ridges. A narrow desert runs along the edge of rich fishing waters in the Pacific Ocean. Rivers run from the Andes to the Pacific through the dry region. Other rivers drain into the Amazon River system to the east. Climate varies with latitude and altitude. Higher altitudes are generally colder. Areas closer to the equator are generally warmer. Within this region, many civilizations grew, adapting to the land around them.

Many societies, including the Inca, lived in a region of high plains and mountains in western South America.



Early Civilizations of Latin America 263

Teach the Main Idea

Prior to the Inca Empire, several civilizations grew in the Andes and along the Pacific coast of South America.

Recall What kind of land runs along the edge of western South America between the Andes Mountains and the Pacific Ocean? *a narrow desert*

Understand Cause and Effect What were two methods the Nazca developed for dealing with their dry climate? *They created irrigation systems and built cisterns to store water.*

Describe What were some features of the Chimú city of Chan Chan? *It covered over 14 square miles; the buildings were made*

of adobe; the layout reflected the social hierarchy of the society; its artists made complex metalwork and textiles

More About ...

Chan Chan At its height, about 30,000 people lived in Chan Chan. Over 20,000 skilled craftspeople worked there, many of whom had been brought to the city from conquered regions. Elaborate royal compounds were built of adobe and were surrounded by 30-foot (9-m) walls designed to keep the lower classes out. As time went on, the Chimú obtained more and more tribute from conquered peoples and therefore had to build more storage units. The elaborate irrigation system was composed of reservoirs, wells, and canals to carry water to where it was needed.

Teach the Big Idea

1. Whole Class Open/Introduction

If YOU lived there ...

How do you feel about living in the Inca Empire?

Review the scenario with students and lead a class discussion around responses to the question. You may wish to review the following points to frame your discussion.

Consider the PROS of living under the Inca:

- The government would help if a natural disaster struck.
- You want to live a simple life and own only as much as you need.

Consider the CONS of living under the Inca:

- You would have to learn a new language.
- You would have to give away your woven cloth.
- You might have to give up much of your culture for new ways.

2. Direct Teach Introduce the Big Idea: *After many smaller civilizations rose and fell, the Inca controlled a huge empire in South America, but it was conquered by the Spanish.* Show students on a map the large area covered by the Inca Empire. Ask: What do you think would be necessary to maintain control over such a large area? *Possible answers: a strong central government, a means of communicating with all parts of the empire, a means of traveling throughout the empire.* Tell students that in this lesson, they will learn how the Inca rulers governed their empire.

3. Practice/Assess/Inquire Create a two-column chart for students to see. Title the left column *Before the Spanish Arrived* and the right column *After the Spanish Arrived*. Title the whole chart *The Inca Empire*. Have students copy the chart. Call on volunteers to provide key words and phrases to describe the Inca Empire before and after the Spanish arrival. Place those words and phrases on the chart.

4. Explore (Collaborative Exploration) Ask students if any characteristics in the *Before* column may have continued after the conquest. *Possible answers: aspects of daily life, such as farming techniques, use of llamas*

5. Whole Group Close/Reflect Have each student write a paragraph about how the lives of the Inca people changed after the Spanish conquest.

*Alternative Assessment Handbook, Rubric 37: Writing Assignments

ONLINE DOCUMENT-BASED INVESTIGATION

Early Civilizations of Latin America

An Inca Festival is the last of three document-based investigations that students will analyze in Early Civilizations of Latin America. The photo shows a reenactment of an Inca ceremony.

► ONLINE GRAPHIC ORGANIZER

Andean Civilizations

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

Summarize What was life like for people who were part of the Inca Empire? *Possible answer: Most people worked for the government and got all they needed from the government. There were no merchants, markets, or currency. Conquered people had to learn Inca culture. Everyone had to speak the official language, Quechua. People took part in ceremonies that included sacrifice. There was no written language. Instead, people passed down stories and songs orally and kept records using quipus.*

The Nazca created large designs in the desert. Scholars think this design depicts a hummingbird.



Early Societies The first major civilization in South America was the Chavín (chah-VEEN) culture, and it lasted from about 900 to 200 BC. This culture lived in what is now northern and central Peru. Its main city was a major religious and trading center in the highlands. In addition to growing maize, people in the Andes grew potatoes and other tubers. The Chavín culture is known for its woven textiles, carved stone monuments, and pottery shaped like animals and humans.

Later, in the first through the eighth centuries AD, the Moche (MOH-chay), or Mochica, lived in northern coastal Peru. River valleys provided water and fertile soil for farming. They used irrigation systems to grow corn and engineered pyramids out of adobe, or mud brick. Moche religion involved human sacrifice and drinking the blood of the sacrificed. Moche artwork, including pottery and metalwork, shows their artistic skill. Scholars are not sure why the Moche declined, though some think that drought was a factor.

Further south along the coast, the Nazca developed a collection of chiefdoms that lasted from around 200 BC to around AD 600. Nazca communities also had to use irrigation technology to farm the dry area in which they lived. In addition, they created cisterns, or large collection basins, to hold water. Nazca artifacts have been preserved by the dry climate. The artifacts include large figures carved into the desert called the Nazca lines. The designs, which are best seen from the air, depict animals, plants, and geometric shapes. Archaeologists are not sure of the meaning or purpose of these designs. Scholars think that the Nazca civilization was weakened by drought before being conquered.

The Chimú (chi-MOO) occupied the same area as the Moche but later in time. Since they lived in the same place, they dealt with the same geographic challenges of the Moche, including the scarcity of water. They were great engineers who built with adobe. They made irrigation systems, roads, and a large capital, Chan Chan. This organized city covered over 14 square miles (36.3 sq km). The layout of the city reflects the hierarchy of Chimú society with a clear class structure. Artists made complex metalwork and textiles. The Chimú were eventually conquered by the Inca around 1460. The Incas adopted many Chimú customs and technology.

► ONLINE LESSON FLIP CARDS

Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **Cuzco, Quechua, masonry.**

READING CHECK

Analyze Effects How did the availability of water affect early Andean societies? *They needed to develop irrigation systems to channel water to crops. Lack of water may have led to the decline of several civilizations.*

Reading Check
Analyze Effects
How did the availability of water affect early Andean societies?

264 Module 8

COLLABORATIVE LEARNING

Compulsory National Service

1. Write the words *Compulsory National Service* on the board. Ask students what the word *compulsory* means. *required* Discuss that in the Inca Empire, individuals were required to spend some of their time working for the government, for example, by farming government land or building roads.
2. Discuss with students that some Americans think such government service should be required of all U.S. citizens. For example, young people might be required to spend a year of service after completing high school.
3. Organize the class into two groups. Tell them they are going to organize

opposing rallies—one in support of compulsory national service and the other against it.

4. Have each group brainstorm to come up with a list of ideas in support of their position.
5. Instruct students to make signs and banners for their rallies. Each side should also come up with a slogan and may want to write a “rally song” that states their views.
6. Have the two groups present their rallies, waving their banners, chanting their slogans, and so forth.

*Alternative Assessment Handbook, Rubrics 14: Group Activity; 26: Poems and Songs; and 34: Slogans and Banners

The Inca Create an Empire

The Inca began as a small tribe in the Andes in the 12th century. Their capital was **Cuzco** (KOO-skoh) in what is now Peru.

In the mid-1400s a ruler named Pachacuti (pah-chah-KOO-tee) began to expand Inca territory. Later leaders followed his example, and by the early 1500s the Inca Empire was huge. It stretched from what is now Ecuador south to central Chile. It included coastal deserts, snowy mountains, fertile valleys, and thick forests. About 12 million people lived in the empire. To rule effectively, the Inca formed a strong central government.

Central Rule Pachacuti did not want the people he conquered to have too much power. He began a policy of removing local leaders and replacing them with new officials whom he trusted. He also made the children of conquered leaders travel to Cuzco to learn about Inca government and religion. When the children were grown, they were sent back to govern their villages, where they taught their people about the Incas' history, traditions, and way of life.

As another way of unifying the empire, the Inca used an official Inca language, **Quechua** (KE-chuh-wuh). Although people spoke many other languages, all official business had to be done in Quechua. Even today, many people in Peru and the other former Inca lands still speak Quechua.



STRUGGLING READERS

The Shape of an Empire

- Clear a space in the classroom about 6 feet by 20 feet or secure a space that size in the hallway.
- Supply students with heavy string or twine. Have students use the string to create an outline of the Inca Empire. Students can position chairs and desks to hold the string in place.
- Have students determine the locations of major Inca cities and place individuals at those locations.

- Invite a volunteer to walk from one end of the "empire" to the other. Point out that if the same amount of area was in a different shape, such as a square or circle, the distance from end to end would be much shorter.
- Ask students how they think the empire's shape affected travel and communication.

*Alternative Assessment Handbook, Rubric 14: Group Activity

Teach the Main Idea

The Inca created an empire with a strong central government in South America.

Recall What were some of the jobs that Inca performed as part of the *mita*? *farmed, produced cloth and other goods, mined, served in the army, built roads*

Draw Inferences Why were children of conquered leaders used to govern and teach the Inca way of life? *They would have been trusted and respected.*

Explain How did the Inca government control the economy? *The government told people what work they would do. Most people had to perform some type of work for the government in addition to their job as a form of taxation. There were no markets because the government distributed goods. Excess goods were stored in the capital for the government to give out in times of disaster or when people could not care for themselves.*

More About ...

Connect to Today The Inca were expected to spend some of their time working for the government. Likewise, mandatory government work is required by some governments today. For example, Israel requires most of its young people, both men and women, to serve in the military. Many countries, such as Belarus, draft young men. In recent years, Belarus has allowed these men to perform alternate civil service duties, such as working in a hospital.

ONLINE INTERACTIVE MAPS

The Inca Empire, 1530

Have students explore the map and answer the associated questions.

Location Which mountain range runs the length of the Inca Empire? *Andes*

In print edition, see map of same title.

- Location** Which mountain range runs the length of the Inca Empire? *the Andes*

- Place** Why was Cuzco a better location than Quito for the Inca capital? *centrally located, mountains provided protection from invaders*



HISTORICAL SOURCE

The Inca System of Government

Invite students to read the excerpt and answer the associated question.

Analyze Sources According to Cieza de León, how did the Inca gain control over the people they conquered? *They kept the conquered people in fear and also provided for them.*

In print edition, see Historical Source of same title.

HISTORICAL SOURCE

The Inca System of Government

Conquistador Pedro de Cieza de León interviewed Incas about many aspects of daily life, including government. He later wrote a book about the Incas.

Historical Source

The Inca System of Government

Conquistador Pedro de Cieza de León interviewed Inca about many aspects of daily life, including government. He later wrote a book about the Inca.

"Every district was as well regulated and governed as if the lord was actually present to chastise those who acted contrary to his rules. This fear arose from the known valor of the lords and their strict justice. It was felt to be certain that those who did evil would receive punishment without fail . . . At the same time, the Incas always did good to those who were under their sway, and would not allow them to be ill-treated . . . Many who dwelt in a sterile country where they and their ancestors had lived with difficulty, found that through the orders of the Inca their lands were made fertile and abundant . . . In other districts, where there was scarcity of clothing, owing to the people having no flocks, orders were given that cloth should be abundantly provided. In short, it will be understood that as these lords knew how to enforce service and the payment of tribute, so they provided for the maintenance of the people, and took care that they should want for nothing."

—Pedro de Cieza de León, from
The Second Part of the Chronicle of Peru

BIOGRAPHY

Pachacuti

Have students read the biography of the Inca ruler Pachacuti and then answer the associated question.

Analyze Effects What effects did Pachacuti have on the Inca Empire? *He expanded the empire and established an official religion.*

READING CHECK

Summarize How did the Inca control their empire? *brought in new leaders, educated leaders' children in the capital, established an official religion, established Quechua as the official language, imposed a labor tax, collected and distributed goods*

Reading Check
Summarize
How did the Inca control their empire?

A Well-Organized Economy The Inca government strictly controlled the economy and told each household what work to do. Most Inca had to spend time working for the government as well as for themselves. Farmers tended government land in addition to their own. Villagers made cloth and other goods for the army. Some Inca served as soldiers, worked in mines, or built roads and bridges. In this way, the people paid taxes in the form of labor rather than money. This labor tax system was called the *mita* (MEE-tah).

Another feature of the Inca economy was that there were no merchants or markets. Instead, government officials distributed goods collected through the mita. Leftover goods were stored in the capital for emergencies. If a natural disaster struck, or if people simply could not care for themselves, the government provided supplies to help them.

BIOGRAPHY

Pachacuti

Died 1471

Pachacuti became the Inca ruler in about 1438. Under his rule, the Inca Empire began a period of great expansion. Pachacuti, whose name means "he who remakes the world," had the Inca capital at Cuzco rebuilt. He also established an official Inca religion.

Analyze Effects
What effects did Pachacuti have on the Inca Empire?



266 Module 8

ANALYZE INFORMATION

Paraphrase an Excerpt

1. Have students spend a few minutes reading the Historical Source excerpt. Then discuss that this excerpt uses some complex language.
2. Tell students that they are teaching a class of elementary-school students about the Inca. They know that the elementary-school students will have difficulty understanding this excerpt. Therefore, they have decided to paraphrase, or reword, the excerpt in simpler language. They also should shorten any lengthy sentences.

3. Have students work individually to paraphrase the excerpt. Encourage them to use a dictionary or a thesaurus to locate synonyms for difficult words.

4. Ask for volunteers to read their paraphrases to the class.

*Alternative Assessment Handbook, Rubrics 37: Writing Assignments; and 42: Writing to Inform

Life in the Inca Empire

Because the rulers controlled Inca society so closely, the common people had little personal freedom. At the same time, the government protected the general welfare of all in the empire. But that did not mean everyone was treated equally.

Social Divisions Inca society had two main social classes. The emperor, government officials, and priests made up the upper class. Members of this class lived in stone houses in Cuzco and wore the best clothes. They did not have to pay the labor tax, and they enjoyed many other privileges. The Inca rulers, for example, could relax in luxury at Machu Picchu (MAH-choo PEEK-choo). This royal retreat lay nestled high in the Andes.

The people of the lower class in Inca society included farmers, artisans, and servants. There were no slaves, however, because the Incas did not practice slavery. Most Inca were farmers. In the warmer valleys, they grew crops such as maize and peanuts. In the cooler mountains, they carved terraces into the hillsides to create more space for farming and grew potatoes. High in the Andes, people raised llamas—South American animals related to camels—for wool and meat.

Lower-class Inca dressed in plain clothes and lived simply. By law, they could not own more goods than just what they needed to survive. Most of what they made went to the *mita* and the upper class.

Religion The Inca social structure was partly related to religion. For example, the Inca thought that their rulers were related to the sun god and never really died. As a result, priests brought mummies of former kings to many ceremonies. People gave these royal mummies food and gifts. In addition to the sun god, people worshiped other gods, including the rain god and the creator god.

Inca ceremonies included sacrifices. But unlike the Maya and the Aztecs, the Inca rarely sacrificed humans. They sacrificed llamas, cloth, or food instead.

In addition to practicing the official religion, people outside Cuzco worshiped other gods at local sacred places. The Inca believed certain mountaintops, rocks, and springs had magical powers. Many Inca performed sacrifices at these places as well as at the temple in Cuzco. Elements of Inca religion can still be found in rural areas of the Andes today.

Achievements Inca temples were grand buildings. The Inca were master builders, known for their expert **masonry**, or stonework. They cut stone blocks so precisely that they did not need cement to hold them together. The Inca also built a major network of roads. These were so well built that some of these stone buildings and roads have lasted until today.

The Inca produced works of art as well. Artisans made pottery as well as gold and silver jewelry. They even created a life-sized cornfield of gold and silver, crafting each cob, leaf, and stalk individually. Inca weavers also made some of the finest textiles in the Americas.

Teach the Main Idea

Life in the Inca Empire was influenced by social structure, religion, and the Inca's cultural achievements.

Explain Why did the Inca believe their rulers never really died? *They believed rulers were related to the sun god.*

Analyze How do you think lower-class workers felt about having to work long and hard to pay the labor tax? *Possible answer: may have felt that the Inca government was taking advantage of them*

Draw Inferences Why do you think Inca artisans created a life-sized cornfield of gold and silver? *Possible answer: It showed the importance of maize, or corn, in their culture.*

ONLINE INTERACTIVE VISUALS

Image with Hotspots: Machu Picchu

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

Analyze Visuals What does this illustration reveal about how the Inca used natural resources? *Possible answer: They used stone to construct buildings, walls, stairs, and walkways. They used wood and thatch to make roofs. They dug into the soil to create terraces and to farm. They depended on animals for various tasks.*

ONLINE DOCUMENT-BASED INVESTIGATION

An Inca Festival

This photo shows a modern recreation of an Inca ceremony that took place over nine days each winter. The ceremony was led by the emperor and honored and thanked the sun god.

Analyze Sources What evidence in this photo suggests that the participants wanted to honor their god? *Possible answer: The people are wearing brightly-colored, elaborate costumes, which suggests they are celebrating. They are performing a dance, which would show their respect.*

ADVANCED/GIFTED

Inca Religion

1. Tell students that the Inca had many gods. Some of the gods were connected to the stars and other heavenly bodies. One god was Viracocha, the creator god. He had many names, including Old Man of the Sky and Lord Instructor of the World. Apu Illapu, the rain god, was believed to cause rain by drawing water from the Milky Way. The Inca also paid close attention to the waxing and waning of the moon when planning events such as religious observances.
2. Ask each student to choose and conduct research on a subject related to Inca religion in which he or she is interested.

3. Students should prepare brief oral presentations on their chosen subjects. Encourage students to make the presentations entertaining by including interesting myths and using visual aids.
4. Have students give their presentations to the class.

*Alternative Assessment Handbook, Rubric 24: Oral Presentations

For additional instruction, go to end of lesson.



ONLINE INTERACTIVE VISUALS

Image with Hotspots: Inca Roads

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

Interpret Visuals What are some features of Inca roads that you can see in the illustration?

Possible answers: excellent stonework, steps up steep mountainsides, rope bridges across rivers



ONLINE INTERACTIVE VISUALS

Carousel: Inca Arts

Have students navigate through the carousel and note similarities and differences among the images or identify a unifying theme. You may wish to use the associated question as a discussion prompt.

Analyze Visuals What are some features of Inca art that you can see in these pictures? *Possible answers: bright colors, intricate detail, gold and silver, animals, and people*

In print edition, see visual of same title.

Inca Arts



Inca artists used materials that were available in the Inca Empire. They made many gold objects, such as this mask.

Inca Arts

Inca arts included beautiful textiles and gold and silver objects. Artists used materials that were available in the Inca Empire.



The Inca are famous for their textiles. Inca weavers made cloth from cotton and from the wool of llamas.



Inca artisans made many gold objects, such as this mask.



Inca artisans also made many silver offerings to the gods.

Analyze Visuals

What are some features of Inca art that you can see in these pictures?

268 Module 8

GAME

Drag and Drop: Early American Civilizations

Have students play the game to test their knowledge of early American civilizations by placing items in the correct category.

READING CHECK

Contrast How did daily life differ for upper- and lower-class Inca? *upper class—lived in stone houses, wore the best clothes, did not have to pay labor taxes; lower class—most were farmers, dressed in plain clothes and lived simply, most of what they made went to the labor tax and upper class*

While such artifacts tell us much about the Inca, nothing was written about their empire until the Spanish arrived. Indeed, the Inca had no writing system. Instead, they kept records with knotted cords called *quipus* (KEE-pooz). Knots in the cords stood for numbers and, perhaps, sounds. Different colors represented information about crops, land, and other important topics. Today's scholars are just beginning to understand how to "read" *quipus*.

The Inca also passed down their stories and history orally. People sang songs and told stories about daily life and military victories. Official "memorizers" learned long poems about Inca legends and history. When the conquistadors arrived, the Inca records were written in Spanish and Quechua. We know about the Inca from these records and from the stories that survive in the songs and religious practices of the people in the region today. However, our knowledge of the Inca is limited by what the Spanish writers chose to include in their writings.

IDENTIFY POINTS OF VIEW

The Spanish Conquest

1. Have students conduct research on the arrival of the Spanish in Peru, Atahualpa's meeting with them, and the subsequent Spanish attack.
2. Then have each student write two journal entries. The first entry should present the events related to the conquest of the Inca Empire from the point of view of one of Pizarro's soldiers. The second should describe the same events from an Inca point of view.

3. Each account should be written in the first-person point of view and begin by describing the author. Encourage students to be as descriptive and detailed as possible.

4. Ask for volunteers to share their journal entries with the class.

*Alternative Assessment Handbook, Rubric 15: Journals

Early Latin American Societies

Olmeч	Maya	Aztecs	Inca
<ul style="list-style-type: none"> worshiped many gods and influenced later religions developed first urban civilization in Mesoamerica created large-scale sculpture developed first writing with symbols in the Americas built large trade network 	<ul style="list-style-type: none"> worshiped many gods ruled by kings who controlled cities; no central government built grand buildings created sophisticated 365-day calendar studied astronomy used writing and number system, including zero built large trade network 	<ul style="list-style-type: none"> worshiped many gods ruled by an emperor who collected tribute from conquered areas 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"> worshiped many gods ruled by an emperor created central government and language built stone structures without using mortar used advanced terrace agriculture used the <i>mita</i>, a labor tax system built advanced system of roads

Analyze Information

Which cultures' economies involved large trade networks?

Pizarro Conquers the Inca

The arrival of conquistadors changed more than how the Inca recorded history. In the late 1520s a civil war began in the Inca Empire after the death of the ruler. Two of the ruler's sons, Atahualpa (ah-tah-WAHL-pah) and Huáscar (WAHS-kahr), fought to claim the throne. Atahualpa won the war in 1532, but fierce fighting had weakened the Inca army.

On his way to be crowned as king, Atahualpa got news that a band of about 180 Spanish soldiers had arrived in the Inca Empire. They were conquistadors led by Francisco Pizarro. When Atahualpa came to meet the group, the Spanish attacked. They were greatly outnumbered, but they caught the unarmed Inca by surprise. They quickly captured Atahualpa and killed thousands of Inca soldiers.

To win his freedom, Atahualpa asked his people to fill a room with gold and silver for Pizarro. Inca brought jewelry, statues, and other valuable items from all parts of the empire. The precious metals would have been worth millions of dollars today. Despite this huge payment, the Spanish

BIOGRAPHY

Atahualpa 1502–1533

Atahualpa was the last Inca emperor. He was a popular ruler, but he didn't rule for long. At his first meeting with Pizarro, he was offered a religious book to convince him to accept Christianity. Atahualpa held the book to his ear and listened. When the book didn't speak, Atahualpa threw it on the ground. The Spanish considered this an insult and a reason to attack.

Identify Points of View

How do you think the Spanish viewed non-Christians?



Early Civilizations of Latin America 269

SPECIAL NEEDS STUDENTS

Review Flashcards

- Pair special needs learners with high-ability students. Have each pair choose an Andean civilization discussed in this lesson to learn more about.
- Have pairs create flashcards with words and images associated with their chosen civilizations.
- Ask pairs to share their flashcards with the class. Ask volunteers to identify the civilization each set of cards describes.

*Alternative Assessment Handbook, Rubric 1: Acquiring Information

ONLINE ANALYZE VIDEOS

The Search for Inca Gold

Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.

Analyze Videos What did gold mean to the Inca? How was their view different from Spanish ideas about gold? *The Inca thought the sun was the origin of gold, and to them, gold was a symbol of the sun. The Spanish thought of gold as a valuable material and a way to get rich.*



Teach the Main Idea

Francisco Pizarro conquered the Inca and took control of the region in 1537.

Identify Who was the Inca ruler when Pizarro arrived in the empire? *Atahualpa*

Explain Even though they were greatly outnumbered, why were Pizarro's conquistadors able to defeat the Inca the first time the two groups met? *The Inca were not armed and were caught off-guard.*

Draw Inferences Why do you think the Spanish attacked when Atahualpa wouldn't convert to Christianity? *Possible answer: The Spanish saw Atahualpa's refusal to convert as an unforgivable insult to Christianity.*

More About . . .

Smallpox Diseases were a major threat to Native Americans, and more people died from them than were killed by the European invaders. Smallpox, for example, spread so quickly that it had already killed many Inca before Pizarro arrived in the empire. Emperor Huayna Capac died of smallpox. So many farmers became ill that crop production dropped dramatically. Other deadly diseases included influenza and measles.

TABLE

Early Latin American Societies

Have students examine the table and answer the associated question.

Analyze Information Which cultures' economies involved large trade networks? *Olmeч, Maya, Aztecs*

BIOGRAPHY

Atahualpa

Have students read the biography of Atahualpa and answer the associated question.

Identify Points of View How do you think the Spanish viewed non-Christians?

Possible answer: as uncivilized and deserving conquest and death

BIOGRAPHY

Francisco Pizarro

Have students read the biography of Francisco Pizarro and answer the associated question.

Predict If Pizarro had not found the Inca Empire, what do you think might have happened? *Possible answers: Inca Empire would continue to control South America; weakened by civil war, empire might still have collapsed*

READING CHECK

Identify Cause and Effect What events ended the Inca Empire? *war between Atahualpa and Huáscar, refusal of Atahualpa to convert to Christianity, capture and killing of Atahualpa*

BIOGRAPHY

Francisco Pizarro 1475–1541

Francisco Pizarro organized expeditions to explore the west coast of South America. His first two trips were mostly uneventful. But on his third trip, Pizarro met the Inca. With only about 180 men, he conquered the Inca Empire, which had been weakened by disease and civil war. In 1535 Pizarro founded Lima, the capital of modern Peru.

Predict

If Pizarro had not found the Inca Empire, what do you think might have happened?



killed Atahualpa. They knew that if they let the Inca ruler live, he might rally his people and defeat the smaller Spanish forces.

Some Inca did fight back after the emperor's death, but, in 1537, Pizarro defeated them. Spain took control over the entire empire.

The fall of the Inca Empire was similar to the fall of the Aztec Empire in several ways. Both empires had internal problems when the Spanish arrived and captured each empire's leaders. Also, guns and horses gave the Spanish a military advantage over disease-weakened native peoples.

The Spanish ruled the region for the next 300 years. Even though the Inca Empire was defeated, elements of the Inca culture, including language, religion, and food, remain important in the region today, especially in rural areas.

Summary After earlier Andean cultures thrived, the Inca built a huge empire in South America. But even with a strong central government, they could not withstand the Spanish conquest in 1537.

Lesson 3 Assessment

Review Ideas, Terms, and Places

1. a. **Recall** Which society most directly influenced the Inca? *the Chimú*
- b. **Summarize** What types of artwork did each early Andean civilization make? *Chavín—stone carvings, textiles; Moche—pottery, metalwork; Nazca—giant lines in the desert; Chimú—metalwork, textiles*
2. a. **Identify** Where was the Inca Empire located? What kinds of terrain did it include? *along the west coast of South America; coastal deserts, snowy mountains, fertile valleys, and thick forests*
- b. **Analyze** How might a person who was conquered by the Inca describe being under their rule? Why might that description be different than how Pedro de Cieza de León described it? *Possible answer: Unlike de Cieza de León, a person conquered by the Inca would be directly affected by Inca rule. He or she might describe being forced to work for a different ruler.*
- c. **Evaluate** Do you think the *mita* system was a good government policy? Why or why not? *Possible answers: yes—resources distributed effectively; no—limited freedoms*
3. a. **Describe** What was a unique feature of Inca masonry? *The stone blocks were cut so precisely that cement was not needed.*
- b. **Make Inferences** How might the Inca road system have helped strengthen the empire? *All parts of the empire were connected, simplifying travel and communication.*

4. a. **Recall** When did the Spanish defeat the last of the Inca?
- b. **Compare** In what ways was the end of the Inca Empire like the end of the Aztec Empire?
- c. **Analyze** Why do you think Pizarro was able to defeat the much larger forces of the Inca? Name at least two possible reasons.

Critical Thinking

5. **Sequence** Create a timeline. Include dates given in the lesson for beginnings and endings of the civilizations mentioned.
6. **Analyze** Draw a diagram like the one below. Write a sentence in each box about how that topic influenced the next topic.



270 Module 8

- c. **Analyze** How did Inca arts reflect where the Inca lived? *Gold, silver, wool, and cotton were available in the Inca Empire. The animals in the artwork were animals that lived where the Inca did.*
4. a. **Recall** When did the Spanish defeat the last of the Inca? *1537*
- b. **Compare** In what ways was the end of the Inca Empire like the end of the Aztec Empire? *internal problems, leader captured, Spanish advantage with guns and horses, disease*
- c. **Analyze** Why do you think Pizarro was able to defeat the much larger forces of the Inca? Name at least two possible reasons. *Possible answer: The Spanish had better weapons, and the Inca were without their leader.*

Critical Thinking

5. **Sequence** Create a timeline. Include dates given in the lesson for beginnings and endings of the civilizations mentioned. *Timeline should include the rise and fall of the Chavín, Moche, Nazca, Chimú, and Inca.*
6. **Analyze** Draw a diagram with four boxes. Write a sentence in each box about how that topic influenced the next topic. *Possible answer: Fertile valleys supported crops; government had farmers work lands; public labor took place of taxes; Inca used money not spent on labor to build temples.*

► Online Assessment

1. How did the Chimú influence Inca civilization?

- The Inca adopted many Chimú customs.
- The Chimú briefly controlled several Inca cities.
- The Chimú taught the Inca how to build pyramids.
- The Inca learned how to make pottery from the Chimú.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

After the Inca conquered the Chimú ▾ people, they adopted many of their customs.

2. How did people living in the Inca Empire obtain the goods they needed?

- by buying them at roadside markets
- by buying them from traveling merchants
- by having them given to them by religious leaders
- by having them given to them by government officials

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

In the Inca Empire, government officials distributed goods collected through the tax system ▾.

3. Why did the Inca carve terraces into hillsides?

- to create places to shelter llamas
- to create places to build temples
- to create places to build houses
- to create places to grow crops

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

In the cooler mountains, the Inca carved terraces into hillsides to create more space for farming and grow potatoes ▾.

4. What weakened the Inca army before the arrival of the Spanish?

- a civil war
- a lack of gold
- a rebellion by slaves
- an extended drought

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Before the arrival of the Spanish, the Inca army was weakened by a civil war that began after the death of a ruler ▾.

5. **Make Inferences** How has geography affected the ability of scholars to study the Nazca civilization?

The Nazca lived in a dry area along the western coast of South America. This dry climate has preserved many Nazca artifacts, such as the large figures carved into the desert called the Nazca lines. These artifacts allow scholars to draw conclusions about how the Nazca lived.

6. **Summarize** How did Pachacuti try to limit the power of people in conquered territories?

In an effort to limit the power of people in conquered territories, Pachacuti began a policy of replacing local leaders with new government officials he trusted. He also required the children of conquered leaders to travel to Cuzco to learn about Inca government and religion. When they became adults, they were sent back to rule their villages and to teach their people about Inca history and culture.

7. **Make Generalizations** Why are the Inca considered to be master builders?

The Inca were able to cut stone blocks so exactly that they did not need cement to hold them together. Some Inca buildings were so well built that they are still standing today.

8. **Compare and Contrast** How was the fall of the Inca Empire similar to and different from the fall of the Aztec Empire? Describe one similarity and one difference.

Both the fall of the Inca Empire and the fall of the Aztec Empire were made possible because the native peoples were weakened by European diseases. Only the Inca Empire was weakened by a civil war that started before the arrival of the Spanish.

ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 267

More About . . .

Connect to Music: Ancient Instruments of the Andes Some musical instruments still popular in the Andes today may have been played at Machu Picchu. One example is the *quena*—a flute made from bone or cane. Large and small drums also date back many centuries. When the Spanish arrived, the Andean peoples adapted Spanish instruments. Instead of guitars, the Andean natives made stringed instruments called *charangos* from armadillo shells.

continued from page 268

More About . . .

Connect to Today The weavers of the Inca Empire were the best in the Western Hemisphere, and the cloth they produced could be worth more than gold. Today in Peru, traditional weavers are working to pass on their skills to a new generation. The textiles they make are both beautiful and useful. They also have a ritual purpose—they honor Mother Earth. The Center for Traditional Textiles of Cusco was established in 1996 to make certain that this vital tradition would not be lost. The Center keeps track of weavers in rural communities, provides support, and encourages the elders to teach young people their craft.

ENGLISH LANGUAGE LEARNERS

Oral History

1. To help students demonstrate their understanding of Inca life, organize them into groups of three or four, and ask them to imagine they lived in the Inca civilization. Have them work in groups to write a song, poem, or story about daily life or a military victory in the same way the Inca did.
2. Have each group select one or two students to act as the “memorizer” and present the song, poem, or story to the rest of the class.

*Alternative Assessment Handbook, Rubric 33: Skits and Reader’s Theater

Social Studies Skills

Analyze Information

Define the Skill

An important skill to learn is analyzing information presented in the text you read. One way to do this is to identify main ideas and supporting details. Everything in the paragraph should support the main idea.

After you identify the main idea, watch out for anything that is not relevant, or related to it, or necessary for its understanding. Don't let that extra information distract you from the most important material.

Sometimes you aren't given enough information to answer a question you might have. When you don't have adequate information, you can keep reading to see if your question is answered later in the text. If it isn't, you might do further research to find out more.

Learn the Skill

Look at the paragraph on this page about communication in the Maya civilization. Some unrelated and unnecessary information has been added so that you can learn to identify it. Use the paragraph to answer the questions here.

1. Which sentence expresses the main idea? What details support it?
2. What information is unnecessary, irrelevant, or unrelated to the main idea?
3. If you wanted to know what Maya books were made out of, would you have adequate information?

The Maya

Communication The Maya developed an advanced form of writing that used many symbols. Our writing system uses 26 letters. They recorded information on large stone monuments. Some early civilizations drew pictures on cave walls. The Maya also made books of paper made from the bark of fig trees. Fig trees need a lot of light.

Religion The Maya believed in many gods and goddesses. More than 160 gods and goddesses are named in a single Maya manuscript. Among the gods they worshiped were a corn god, a rain god, a sun god, and a moon goddess. The early Greeks also worshiped many gods and goddesses.

Practice the Skill

Use the passage on this page about Maya religion to answer the following questions.

1. What is the main idea of the paragraph?
2. What details support the main idea?
3. What information is unnecessary or irrelevant?
4. Do you have adequate information to explain how the Maya worshiped their gods?

Social Studies Skills

Analyze Information

Provide each student with a newspaper or magazine article. Tell students that they will create outlines of their articles' main ideas and supporting details. Have students read the articles. Ask them to write the main idea on a piece of paper in outline form. Under the main idea, ask students to write down all of the details that support the main idea. When they have finished, ask students to exchange outlines. Ask them to provide an oral summary of the other student's article based on the outline.

*Alternative Assessment Handbook, Rubric 24: Oral Presentations

Answers

Learn the Skill

1. Which sentence expresses the main idea? *The Maya developed an advanced form of writing that used many symbols. Supporting details: They recorded information on large stone monuments; the Maya also made books of paper made from the bark of fig trees.*
2. What information is unnecessary, irrelevant, or unrelated to the main idea? *Our writing system uses 26 letters. Some early civilizations drew pictures on cave walls. Fig trees need a lot of light.*
3. If you wanted to know what Maya books were made out of, would you have adequate information? Yes, it says they were made of paper made from the bark of fig trees.

Practice the Skill

1. What is the main idea of the paragraph? *The Maya believed in many gods and goddesses.*
2. What details support the main idea? *More than 160 gods and goddesses are named in a single Maya manuscript. Among the gods worshiped were a corn god, a rain god, a sun god, and a moon goddess.*
3. What information is unnecessary or irrelevant? *The early Greeks also worshiped many gods and goddesses.*
4. Do you have adequate information to explain how the Maya worshiped their gods? No, it does not say how they worshiped their gods.

Print Assessment

Review Vocabulary, Terms, and Places

For each statement below, write *T* if it is true and *F* if it is false. If the statement is false, replace the underlined term with one that would make the sentence a true statement.

1. The main crops of the Olmec and Maya included maize and beans. *T*
2. The Quechua came to the Americas to find land, gold, and converts to Catholicism. *F; conquistadors*
3. Palenque, located on a swampy island, was the capital of the Aztec Empire. *F; Tenochtitlán*
4. Maya priests studied the sun, moon, and stars from stone observatories. *T*
5. The official language of the Inca Empire was Cuzco. *F; Quechua*
6. The Aztecs built raised roads called masonry to cross from Tenochtitlán to the mainland. *F; causeways*
7. Tenochtitlán was the Inca capital. *F; Cuzco*
8. Many people in Mesoamerica died at the hands of the conquistadors. *T*

Comprehension and Critical Thinking

LESSON 1

9. a. **Recall** Where and when did the Olmec live? *what is now southern Mexico; 1200–400 BC*
- b. **Categorize** What groups made up the different classes in Maya society? *kings, priests, merchants, noble warriors, farmers, and slaves*
- c. **Analyze** What was the connection between Maya religion and astronomy? How do you think this connection influenced Maya achievements? *Their priests studied the stars to plan the best times for religious festivals; they used the knowledge they gained about astronomy to develop a calendar that helped guide farming activities.*
- d. **Elaborate** Why did Maya cities trade with each other? Why did they fight? *to get goods not available locally; for power and new farmland*

LESSON 2

10. a. **Describe** What was Tenochtitlán like? Where was it located? *magnificent city with 200,000 people, chinampas, huge temples, a busy market, and a grand palace; on an island in Lake Texcoco*
- b. **Make Inferences** Why do you think warriors had many privileges and were such respected members of Aztec society? *War, tribute, and human sacrifices were important to Aztec power, and warriors were responsible for all these things.*
- c. **Compare** In what ways were Aztec and Maya society similar? *Possible answer: Both societies had a king at the top, with priests ranking below them. They both practiced human sacrifice to keep their gods happy. They both built pyramids and had complicated calendars.*

Module 8 Assessment

Review Vocabulary, Terms, and Places

For each statement below, write *T* if it is true and *F* if it is false. If the statement is false, replace the underlined term with one that would make the sentence a true statement.

1. The main crops of the Olmec and Maya included maize and beans.
2. The Quechua came to the Americas to find land, gold, and converts to Catholicism.
3. Palenque, located on a swampy island, was the capital of the Aztec Empire.
4. Maya priests studied the sun, moon, and stars from stone observatories.
5. The official language of the Inca Empire was Cuzco.
6. The Aztecs built raised roads called masonry to cross from Tenochtitlán to the mainland.
7. Tenochtitlán was the Inca capital.
8. Many people in Mesoamerica died at the hands of the conquistadors.

Comprehension and Critical Thinking

Lesson 1

9. a. **Recall** Where and when did the Olmec live?
- b. **Categorize** What groups made up the different classes in Maya society?
- c. **Analyze** What was the connection between Maya religion and astronomy? How do you think this connection influenced Maya achievements?
- d. **Elaborate** Why did Maya cities trade with each other? Why did they fight?

Lesson 2

10. a. **Describe** What was Tenochtitlán like? Where was it located?
- b. **Make Inferences** Why do you think warriors had many privileges and were such respected members of Aztec society?
- c. **Compare** In what ways were Aztec and Maya societies similar?
- d. **Evaluate** What factor do you think played the biggest role in the Aztecs' defeat? Defend your answer.

Lesson 3

11. a. **Identify** Name two Inca leaders, and explain their roles in Inca history.
- b. **Draw Conclusions** What geographic and cultural problems did the Inca overcome to rule their empire?
- c. **Compare** What did Hernán Cortés and Francisco Pizarro have in common?
- d. **Elaborate** Do you think most people in the Inca Empire appreciated or resented the *mita* system? Explain your answer.

272 Module 8



ONLINE DOCUMENT-BASED INVESTIGATION

Have students complete and review all the DBI activities in **Part 1**.

Use this Analytical Essay Rubric to score students' work in **Part 2**.

RUBRIC

- Students' essays should
- present an analysis of the topic that is detailed and relevant
 - develop the analysis logically, clearly, and accurately
 - cite at least two sources of relevant text evidence from Part 1 in support of their analysis
 - be organized into a distinct introduction, a main body consisting of several paragraphs, and a conclusion that sums up the main points

Write an Analytical Essay

The people of the early Americas believed that their gods were active in the world. Many believed that the gods required sacrifices, rituals, and praise to remain happy and that without these ceremonies the gods might turn against people. How do the documents you have read support or refute that claim? Write an analytical essay answering this question. Be sure to cite specific evidence from at least three sources in your response.

Module 8 Assessment, continued

Reading Skills

Set a Purpose Use the Reading Skills taught in this module to answer the questions about the reading selection below.

Life in the Inca Empire

Because the rulers controlled Inca society so closely, the common people had little personal freedom. At the same time, the government protected the general welfare of all in the empire. But that did not mean everyone was treated equally.

12. After reading the beginning of the section, what are some questions you might ask before reading the rest of the section from Lesson 3?
13. State a purpose for reading this section in one or two sentences.

Social Studies Skills



Analyze Information Use the Social Studies Skills taught in this module to answer the question about the passage below.

Cacao beans had great value to the Maya. Cacao trees are evergreens. They were the source of chocolate, known as a favorite food of rulers and the gods. The Maya also used cacao beans as money.

14. In the passage, the first sentence expresses the main idea. One of the following sentences is nonessential to the main idea. Identify the nonessential sentence.

Map Activity



15. **Early History of the Americas** On a separate sheet of paper, match the letters on the map with their correct labels.

Palenque Tenochtitlán
Cuzco



Focus on Writing

16. **Write an Article** Imagine you are a newspaper reporter. Write a article about three of the civilizations in this module. Your purpose is to inform readers about these civilizations. Write a headline or title and a short introduction to the civilizations. Then write a paragraph about one aspect of each civilization. You might discuss the religion, social structure, or scientific achievements of the societies. Use facts and details from the lessons to develop the body of your article. Include relevant vocabulary words. Write clearly and coherently so that your audience will fully understand you. Cite any sources that helped you to write your article. Use transition words as you switch topics. Then, write a conclusion for your article, summing up why you thought your topic was interesting or important and comparing and contrasting the civilizations with each other. Proofread your article to check it for correct spelling and grammar.

Early Civilizations of Latin America 273

- d. **Evaluate** What factor do you think played the biggest role in the Aztecs' defeat? Defend your answer. Possible answers: alliances, weapons and horses, geography, and disease. Students should give reasons for their answers.

LESSON 3

11. a. **Identify** Name two Inca leaders and explain their roles in Inca history. Pachacuti—expanded the Inca Empire, rebuilt Cuzco, and established an official Inca religion; Atahualpa—fought Huáscar to claim the throne, was captured and killed by Francisco Pizarro
- b. **Draw Conclusions** What geographic and cultural problems did the Inca overcome to rule their empire? the empire's long, narrow shape, high Andes, coastal deserts, many different peoples and languages within the empire
- c. **Compare** What did Hernán Cortés and Francisco Pizarro have in common? They both were Spanish conquistadors who took over Latin American civilizations.
- d. **Elaborate** Do you think most people in the Inca Empire appreciated or resented the mita system? Explain your answer. Possible answers: appreciated, because they knew the government would take care of them; resented, because they had no freedom

Reading Skills

Set a Purpose Use the Reading Skills taught in this module to answer the questions about the reading selection below.

Life in the Inca Empire

Because the rulers controlled Inca society so closely, the common people had little personal freedom. At the same time, the government protected the general welfare of all in the empire. But that did not mean everyone was treated equally.

12. After reading the beginning of the section, what are some questions you might ask before reading the rest of the section from Lesson 3? Possible answer: What was life like in the Inca Empire? How were different people treated?
13. State a purpose for reading this section in one or two sentences. Possible answer: I am curious about what life was like in the Inca Empire and how different people were treated differently. I will read to find out.

Essential Question ESSAY

Which early Latin American civilization was most successful?

Write an argument answering this question. Your essay should include specific details about the early American civilizations, their successes, their achievements, and their declines. Be sure to cite evidence to support your point and organize your essay into an introduction, body, and conclusion.

Alternative Activity Instead of writing essays, address the Essential Question through activities such as holding debates, creating multimedia presentations, or writing journal entries. See the Alternative Assessment Handbook for a selection of project rubrics.

RUBRIC

- respond to the Essential Question with a specific position
- illustrate valid reasoning supporting their position
- cite persuasive evidence supporting their position
- identify key people, events, and/or turning points that demonstrate understanding of the module content
- be organized into a distinct introduction, main body, and conclusion

(continued)

Print Assessment (*continued*)

Social Studies Skills

Analyze Information Use the Social Studies Skills taught in this module to answer the question about the passage below.

Cacao beans had great value to the Maya. Cacao trees are evergreens. They were the source of chocolate, known as a favorite food of rulers and the gods. The Maya also used cacao beans as money.

14. In the passage, the first sentence expresses the main idea. One of the following sentences is nonessential to the main idea. Identify the nonessential sentence. *Cacao trees are evergreens.*

Map Activity



15. **Early History of the Americas** On a separate sheet of paper, match the letters on the map with their correct labels.

Palenque **A**

Tenochtitlán **C**

Cuzco **B**

Focus on Writing

16. **Write an Article** Imagine you are a newspaper reporter. Write a article about three of the civilizations in this module. Your purpose is to inform readers about these civilizations. Write a headline or title and a short introduction to the civilizations. Then write a paragraph about one aspect of each civilization. You might discuss the religion, social structure, or scientific achievements of the societies. Use facts and details from the lessons to develop the body of your article. Include relevant vocabulary words. Write clearly and coherently so that your audience will fully understand you. Cite any sources that helped you to write your article. Use transition words as you switch topics. Then, write a conclusion for your article, summing up why you thought your topic was interesting or important and comparing and contrasting the civilizations with each other. Proofread your article to check it for correct spelling and grammar.

RUBRIC Students' articles should

- describe a specific aspect of three or four of the cultures in the module using details and facts
- use vocabulary words from the module
- have an introduction, body, and conclusion
- use transition words
- cite any sources used
- use correct grammar and spelling

► Online Assessment

1. Which statements accurately describe the early Maya?

Select the **three** correct answers.

- They made sculptures of huge stone heads.
 - They built the first pyramids in the Americas.
 - One item that they traded between villages was obsidian.
 - By about AD 200, they had begun to build large cities in Mesoamerica.
 - Around AD 250, they began settling in what is now the central part of Mexico.
 - Around 1000 BC, they began settling in the lowlands of what is now northern Guatemala.
- 2. Which of the following has made it difficult for modern-day scholars to have a fuller understanding of Maya civilization?
- The Maya language has never been decoded.
 - The Maya never developed a writing system.
 - Most Maya books were destroyed by the Spanish.
 - Many Maya books were destroyed by volcanic eruptions.

3. Which of the following was an effect of the decline of Maya civilization?

- The Spanish were able to conquer Maya territories.
 - People left cities and moved back to the countryside.
 - The central government was abolished and city-states were established.
 - The Maya could not cure themselves of diseases brought by the Spanish.
4. Click on the blue square on the map that correctly identifies the location of the Aztec capital, Tenochtitlán.



5. Drag the name of the group into its position in Aztec society from top to bottom.

nobles

warriors

merchants

farmers

6. Why might the information we have today about Aztec culture be inaccurate?

- It mostly comes from Aztec enemies in the region.
- It was written down only by Spanish priests.
- It was written down only by Aztec rulers.
- It mostly comes from Spanish sources.

7. Drag the name of the early Andean civilization into the box next to its description.

Its capital city, Chan Chan, covered over 14 square miles.	Chimú
It used irrigation technology to farm the dry area in which it was located.	Nazca
It had a religion that involved human sacrifices and drinking the blood of the sacrificed.	Moche
It is known for its woven textiles, carved stone monuments, and pottery shaped like animals and humans.	Chavín

8. How did Inca pay their taxes?

- by giving gold to the ruler
- by giving crops to the priests
- by performing labor for wealthy landowners
- by performing labor for the central government

9. Drag the events into chronological order from top to bottom.

An Inca ruler died and two of his sons claimed the throne.

A civil war began in the Inca Empire.

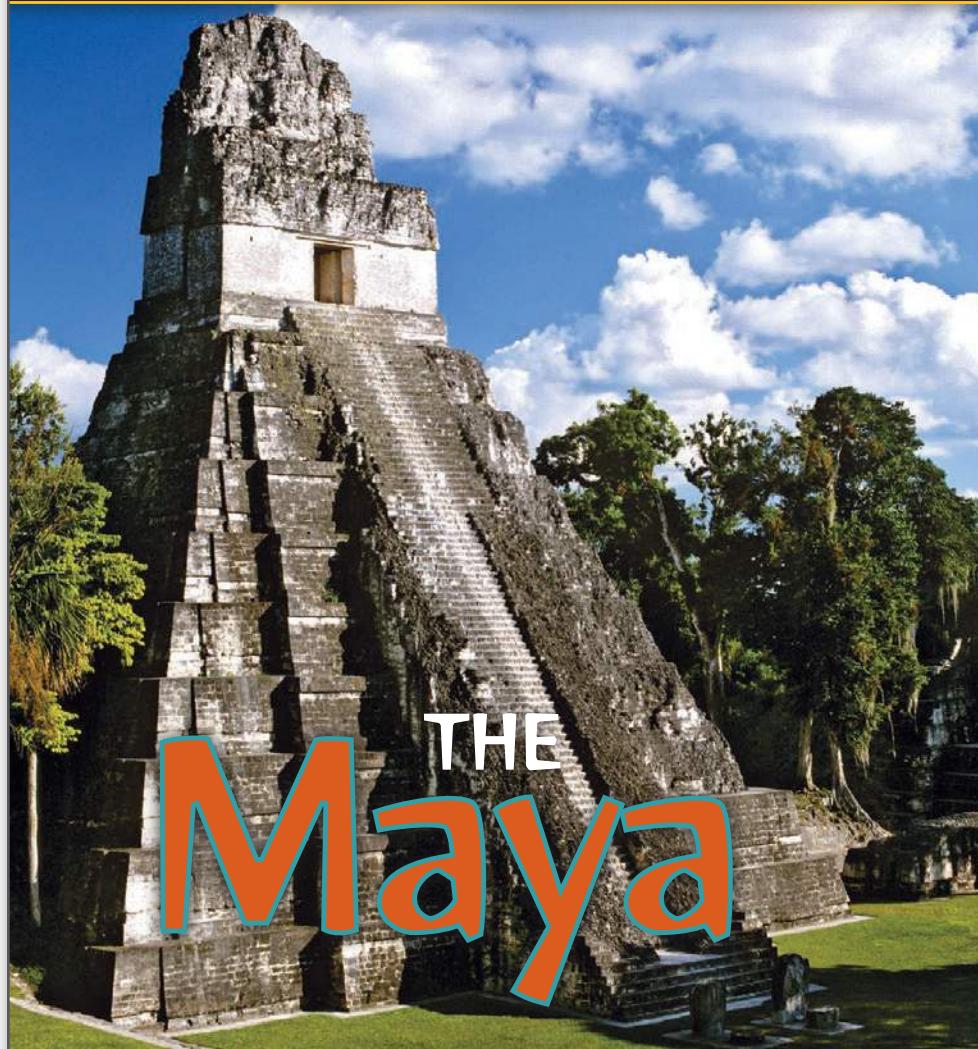
The Inca ruler was captured by the Spanish conquistadors.

The Inca gave the Spanish a room filled with gold.

Pizarro conquered the Inca.

**► Online Multimedia
Connections**

In this Multimedia Connection, students will learn about the ancient Maya civilization by examining the archaeological ruins of Central Mexico. They will watch a short video introducing the Maya, examine a map of Palenque, analyze and discuss an image of the Temple of Kukulkan, and then watch and discuss a short video clip on King Pakal's tomb.



273 MC! MULTIMEDIA CONNECTIONS

The Maya developed one of the most advanced civilizations in the Americas, but their story is shrouded in mystery. Around AD 250, the Maya 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 Maya 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 Maya 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's 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.