

Unit

5

A Changing World

Why It's Important

Each civilization that you will study in this unit made important contributions to history.

- Native Americans built a network of trade routes.
- Renaissance and Reformation Europeans affirmed the importance of the human individual.
- People in early modern Europe and America developed ideas about freedom and democracy.

A.D. 1400

A.D. 1450

A.D. 1500

A.D. 1550

The Americas

Chapter 16

c. A.D. 1400
Aztec Empire reaches its height



Mask of an Aztec god ▶

A.D. 1533
Spanish forces defeat the Inca in Peru

Renaissance and Reformation

Chapter 17



c. A.D. 1440
Johannes Gutenberg uses movable type in printing press

◀ Page from Gutenberg Bible

A.D. 1508
Michelangelo paints Sistine Chapel in Rome

▶ Statue of David by Michelangelo



A.D. 1555
Peace of Augsburg divides Germany into Catholic and Protestant states

Enlightenment and Revolution

Chapter 18



A.D. 1488
Bartholomeu Dias of Portugal sails around southern tip of Africa

◀ Early compass

A.D. 1518
First enslaved Africans brought to Americas



A.D. 1543
Copernicus presents a new view of the universe

◀ Ferdinand Magellan

Where in the World?



A.D. 1600

A.D. 1650

A.D. 1700

A.D. 1750

A.D. 1800

c. A.D. 1570

Eastern Woodland peoples form Iroquois League



Native American warrior shirt

A.D. 1769

Spaniards found mission at San Diego

A.D. 1839

Scientists uncover Mayan city of Copan

A.D. 1598

King Henry IV introduces religious toleration in France

A.D. 1608

First checks are used to replace cash in the Netherlands

A.D. 1648

Thirty Years' War ends



Queen Elizabeth I of England



World map, 1630

A.D. 1690

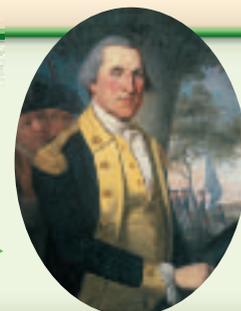
John Locke develops theory of government

A.D. 1702

First daily newspaper published in London

A.D. 1776

American Revolution begins



George Washington

Unit

5

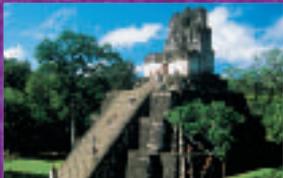
Places to Locate

1 Machu Picchu



See The Americas
Chapter 16

2 Tikal



See The Americas
Chapter 16

NORTH AMERICA

Atlantic Ocean

Pacific Ocean

SOUTH AMERICA

People to Meet



Pachacuti

Ruled A.D. 1438–1471
Inca ruler
Chapter 16, page 589



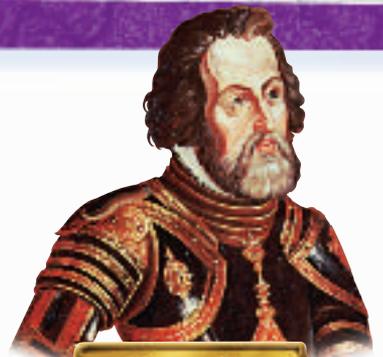
Leonardo da Vinci

A.D. 1452–1519
Italian artist and scientist
Chapter 17, page 622



Martin Luther

A.D. 1483–1546
German Protestant leader
Chapter 17, page 638



Hernán Cortés

A.D. 1485–1547
Spanish conqueror
Chapter 16, page 598





3 Sistine Chapel

See Renaissance and Reformation Chapter 17

4 Wittenberg

See Enlightenment and Revolution Chapter 18

5 Versailles

See Enlightenment and Revolution Chapter 18



Catherine de' Medici

A.D. 1519–1589
French queen
Chapter 17, page 647



Elizabeth I

Ruled A.D. 1558–1603
English queen
Chapter 18, page 665



John Locke

A.D. 1632–1704
English political thinker
Chapter 18, page 683



Isaac Newton

A.D. 1642–1727
English mathematician
Chapter 18, page 677

The Americas

▼ The ruins of Machu Picchu near Cuzco, Peru



When & Where?



c. 1500 B.C. A.D. 500 A.D. 1000 A.D. 1500

c. 1200 B.C.
Olmec build an empire in Mexico

A.D. 500
Mayan cities flourish in Mesoamerica

c. A.D. 1250
Aztec arrive in central Mexico

A.D. 1492
Columbus reaches the Americas

Chapter Preview

During Europe's medieval age, many different peoples were building civilizations in the Americas. Read about how these early Americans grew corn, beans, and other food products that are familiar to you today.



View the Chapter 16 video in the *World History: Journey Across Time* Video Program.

Section

1

The First Americans

The first people in the Americas arrived thousands of years ago. Farming led to the growth of civilizations in what is now Mexico, Central America, and Peru.

Section

2

Life in the Americas

The Maya, Aztec, and many other Native American cultures developed in North and South America.

Section

3

The Fall of the Aztec and Inca Empires

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

FOLDABLES™

Study Organizer

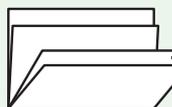
Organizing Information Make this foldable to help you organize information about the history and culture of the Americas.

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



Keep the edges straight.

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



This makes all the tabs the same size.

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



Staple along the fold.

Reading and Writing

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

Reading Social Studies

 Reading
Skill

Summarizing

1 Learn It!

Summarizing Information

Summarizing what you have read, either orally or in writing, is a good way to increase your understanding of the text. Read the information about Christopher Columbus on pages 594–595, **Columbus Arrives in America** and **Columbus Returns**. With a partner, summarize the main points. One person should summarize what he or she read while the other listens. Then the second person should resummarize, adding details that the partner may have left out.

When you are finished, look at the following list to see if you included all the important details.

- Columbus first arrived in the Americas in 1492.
- He believed he had reached Asia but actually landed on an island in the Caribbean Sea.
- He took home many exotic treasures to impress the Spanish rulers.
- He returned the next year with soldiers.
- He landed on Hispaniola, which is present-day Haiti and the Dominican Republic.
- Conquistadors conquered the Native Americans.
- Spain gained a foothold in the Americas.



Reading Tip

As you read, place sticky notes at the tops of pages as a reminder to return to sections that you may need to reread.

2 Practice It!

Retelling

Read the description of how **Spain Conquers Mexico** on pages 595–596. Before you begin, read the first paragraph about Cortés aloud:

The voyages of Christopher Columbus, who sailed to the Americas four times, inspired many poor nobles to go to America to seek their fortunes. Many came from the part of Spain known as the Extremadura. Its poor soil, blistering hot summers, and icy winters held little chance for wealth. One of these nobles was 19-year-old Hernán Cortés.

—from pages 595–596

With a partner, summarize the story of Cortés and how he destroyed the Aztec capital. As you are retelling, you may want to refer back to the text, reading aloud words in quotation marks or italics to provide an authentic voice to your story. Listen carefully so that you can add details that your partner may have left out.

Read to Write

Choose one of the historical figures from Chapter 16 and expand his or her story with details from your own imagination. Add quotes, descriptions, and events that you think might have happened to create a richer, although fictionalized, narrative.



3 Apply It!

As you read this chapter, practice summarizing. Stop after each section and write a brief summary of the major points in that section.

The First Americans

Get-Ready to Read!

What's the Connection?

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

Focusing on the **Main Ideas**

- It is believed that the first people in the Americas came from Asia during the Ice Age. (page 573)
- The invention of farming led to the rise of civilizations in the Americas. (page 574)
- Early people in the northern part of the Americas built complex cultures based on farming and trade. (page 578)

Locating Places

Mesoamerica

(MEH•zoh•uh•MEHR•ih•kuh)

Teotihuacán

(TAY•oh•TEE•wuh•KAHN)

Cuzco (KOOS•koh)

Cahokia (kuh•HOH•kee•uh)

Meeting People

Olmec (OHL•mehk)

Maya (MY•uh)

Toltec (TOHL•TEHK)

Moche (MOH•cheh)

Inca (IHNG•kuh)

Hohokam (HOH•hoh•KAHM)

Anasazi (AH•nuh•SAH•zee)

Building Your Vocabulary

glacier (GLAY•shuhr)

monopoly (muh•NAH•puh•lee)

Reading Strategy

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

	Location	Dates	Lifestyle
Olmec			
Moche			



When & Where?



2000 B.C.

500 B.C.

A.D. 1000

c. 1200 B.C.

Olmec build an empire in Mexico

c. A.D. 500

Mayan cities flourish in Mesoamerica

A.D. 1100

Inca found city of Cuzco



Pathway to the Americas

Main Idea It is believed that the first people in the Americas came from Asia during the Ice Age.

Reading Focus When and how did the first people travel to the Americas? Nobody knows for sure. The story of their arrival remains one of history's mysteries.

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

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

When the Ice Age ended about 10,000 years ago, the glaciers melted and released water back

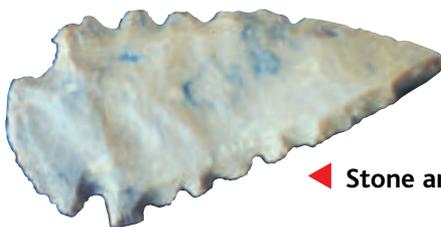
into the seas. The land bridge to America disappeared beneath the waves.

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

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

As the Ice Age ended, some animals became extinct, or disappeared from the earth. The warm weather, however, opened new opportunities to early Americans.

Reading Check Explain Why is there no longer a land bridge between Asia and America?



◀ Stone arrowhead

First American Civilizations

Main Idea The invention of farming led to the rise of civilizations in the Americas.

Reading Focus What would our lives be like if people had never learned to farm? Read to learn how farming made civilization possible in Mexico, Central America, and South America.

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

Farming began in **Mesoamerica** (MEH•zoh•uh•MEHR•ih•kuh) 9,000 to 10,000 years ago. *Meso* comes from the Greek word

for “middle.” This region includes lands stretching from the Valley of Mexico to Costa Rica in Central America.

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

The first crops grown in the Americas included pumpkins, peppers, squash, gourds, and beans. It took longer to develop corn, which grew as a wild grass. Early plants produced a single, one-inch cob. After hundreds of years, the early Americans finally learned how to cross corn

Hunting the Woolly Mammoth

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





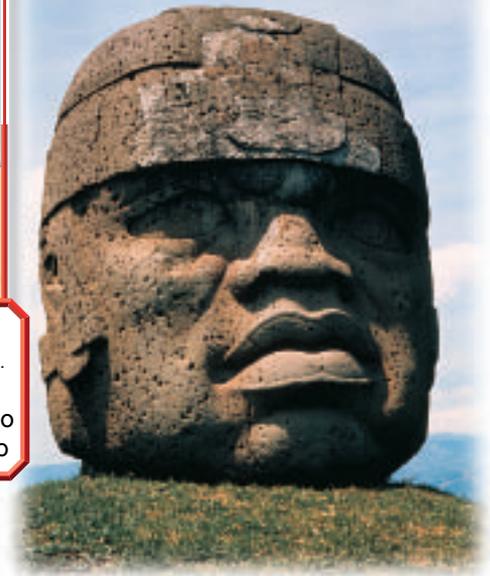
Using Geography Skills

Mesoamerican civilizations developed in Mexico and Central America.

1. Which civilization occupied the Yucatán Peninsula?
2. Which cities developed near Lake Texcoco? What do these cities suggest about the area?

KEY	
.....	Olmec c. 500 B.C.
	Maya c. A.D. 750
.....	Toltec c. A.D. 1200
	Aztec c. A.D. 1500

▼ An Olmec stone head



with other grasses to get bigger cobs and more cobs per plant. With this discovery, corn, also known as maize, became the most important food in the Americas.

Mesoamerican Civilizations Growing corn and other crops allowed the Mesoamericans to stop wandering in search of food. As a result, they formed more complex societies. Starting around 1500 B.C., the first of several ancient civilizations appeared.

Near present-day Vera Cruz, Mexico, a people called the **Olmec** (OHL•mehk) built a far-reaching trading empire. It started around 1200 B.C. and lasted about 800 years.

The Olmec enjoyed rich farming resources, but they lacked other raw materials. They traded salt and beans with inland peoples to get jade for jewelry and obsidian, or volcanic glass, to make sharp-edged knives. They used other trade goods, such as hematite, a shiny volcanic stone, to

make polished mirrors and basalt for carving gigantic stone heads.

The Olmec used the region's many rivers as highways for trade, but eventually, the inland peoples seized control of the trade. One of these groups built the first planned city in the Americas. It became known as **Teotihuacán** (TAY•oh•TEE•wuh•KAHN), or "Place of the Gods." The city reached its height around A.D. 400. It had a population of between 120,000 to 200,000 people.

As Teotihuacán's power spread, a people called the **Maya** (MY•uh) built another civilization in the steamy rain forests of the Yucatán Peninsula (YOO•kuh•TAN). They, too, traded throughout Mesoamerica. The Maya used their central location to reach into what is now southern Mexico and Central America. Mayan traders in sea-going canoes paddled along the coast, perhaps reaching as far as the present-day United States.



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

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

As the Maya left their cities, a people called the **Toltec** (TOHL•TEHK) seized what is now northern Mexico. These warrior nomads built the city of Tula northwest of present-day Mexico City. From Tula, they conquered lands all the way to the Yucatán Peninsula.

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



◀ Figure of Mayan leader

▼ This pyramid was in the Mayan city of Tikal, which was located in present-day Guatemala. **What caused the downfall of the Mayan civilization?**





Moche pottery decorated with the image of a face



Moche pottery in the shape of a llama

Using Geography Skills

The Moche and Inca peoples developed advanced civilizations in South America.

1. Describe the location of the Moche civilization.
2. Estimate in miles the length of the Inca Empire.

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

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

The Moche ruled from about A.D. 100 to A.D. 700. They dug canals that carried water from rivers in the Andes mountain ranges to their desert homeland. Because of this irrigation, the desert bloomed with crops.

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

This wealth of food freed the Moche to do other things. Moche engineers designed huge pyramids, such as the Pyramid of the Sun. Moche traders exchanged goods with people as far away as the rain forests of the Amazon River valley. These goods included pottery, cloth, and jewelry.

The Moche did not have a written language. Instead, their culture's story is told

History online

Web Activity Visit jat.glencoe.com and click on **Chapter 16—Student Web Activity** to learn more about civilizations in the Americas.



through artwork. Pottery often showed animals important to the Moche, such as the llama. The llama served as a pack animal, carrying goods for long distances. It also provided meat for food and wool for weaving.

For all their achievements, however, the Moche never expanded much beyond their homeland. The work of empire building belonged to another people called the **Inca** (IHNG•kuh).

The Incan homeland lay in the Andes mountain ranges of present-day Peru. They chose to live in high river valleys, often above 10,000 feet (3,048 m). Over time, the Inca built the biggest empire in the ancient Americas. It centered around the capital of **Cuzco** (KOOS•koh), founded in A.D. 1100.

Reading Check Explain How did the Toltec keep other people from challenging them?

Civilizations in North America

Main Idea Early people in the northern part of the Americas built complex cultures based on farming and trade.

Reading Focus Would you be surprised to learn that early North Americans built large cities? Read to learn about the complex civilizations that developed in the American Southwest, then in the Mississippi River valley.

North of Mesoamerica, Native Americans developed their own ways of living. Still, they had learned something important from their Mesoamerican neighbors. They learned how to farm.

Farming in what would someday be the United States began in the American Southwest. It also spread from Mesoamerica along the coast and up the Mississippi, Missouri, and Ohio Rivers. As farming developed, so did new civilizations.

NATIONAL GEOGRAPHIC

The Way It Was

Focus on Everyday Life

Anasazi Cliff Dwellings From far away they look like sand castles tightly stacked into the side of a canyon wall. Up close they are life-sized, ancient cliff homes. The two cowboys who discovered them in A.D. 1888 called them the “magnificent city.” They found them while crossing a snowy flat-topped mountain in southwestern Colorado. The men had stumbled upon the homes of the Anasazi—an ancient people who once lived in the Southwest.

The Anasazi built nearly 600 cliff dwellings in the area now protected within Mesa Verde National Park. They began building villages under overhanging



The Hohokam and Anasazi News of farming traveled north along with Mesoamerican traders. But it took a long time for nomads in the scorching deserts of the Southwest to try farming.

Finally, around A.D. 300, a people called the **Hohokam** (HOH•hoh•KAHM) planted gardens on lands between the Salt and Gila Rivers. They dug more than 500 miles (805 km) of canals to carry river waters to their fields. They grew corn, cotton, beans, and squash. They also made pottery, turquoise pendants, and the world's first etchings by using cactus juice to eat through the surface of shells.

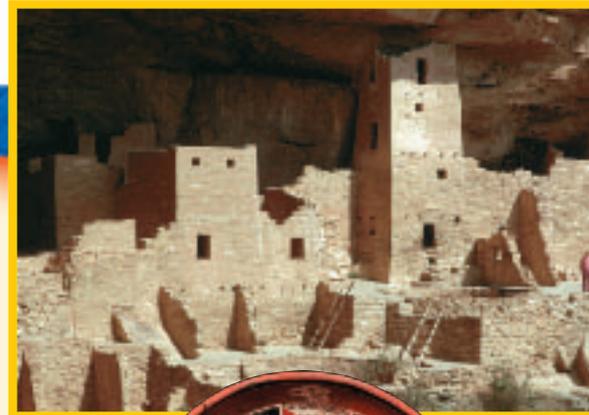
The Hohokam thrived for about 1,000 years. In the mid-A.D. 1300s, they mysteriously fled. Perhaps a long drought drove them away, or floods from heavy rains destroyed their canals. No one is sure.

Around A.D. 600, as the Hohokam planted fields near rivers, the **Anasazi** (AH•nuh•SAH•zee) moved into the region's canyons and cliffs. They also took up farming. However, they did not rely only on rivers for irrigation. They collected water that ran off cliffs during heavy rains and channeled it to their fields.

Anasazi culture reached its height at Chaco Canyon, an area in present-day New Mexico. The people there controlled the trade in turquoise. They used it like money, to buy goods from many different regions including Mesoamerica.

The Anasazi lived in huge apartment-like houses carved into cliffs. The cliff houses had hundreds of rooms and held thousands of people. Spanish explorers later called these buildings *pueblos*—the Spanish word for “village.” The Anasazi

The Cliff Palace at Mesa Verde National Park ▶



cliffs around A.D. 1200. Many scholars believe they settled in the cliffs for protection from the weather and from other groups. Villages were not constructed according to any plan. Each home was built to fill the space available. Some homes are several stories tall. Sandstone and mud mortar still hold them together.

The Anasazi probably did much of their daily work in open courtyards. Artifacts have revealed their skill at making baskets, sandals, and pottery. By A.D. 1300, the Anasazi had left Mesa Verde. A severe drought during that time may have forced them to leave the area.

Anasazi pottery ▶



◀ Anasazi jewelry



Connecting to the Past

1. Why do you think villages were not constructed according to a plan?
2. The Anasazi lived at Mesa Verde for only about 100 years. What—besides the drought—might have made them leave?

prospered until a 50-year drought occurred in the early A.D. 1000s. Like the Hohokam, they also drifted away.

Who Were the Mound Builders? Far to the east, across the Mississippi River, another civilization was taking shape. It started around 1000 B.C. and lasted until about A.D. 400. Its founders built huge mounds made of earth, some in the shape of animals. Such earthworks gave these people their name—“Mound Builders.”

Two groups formed the mound-building culture—first the Adena, then the Hopewell. Together they settled on lands stretching from the Great Lakes to the Gulf of Mexico.

Although the Mound Builders lived mostly as hunters and gatherers, they experimented with farming. Scientists think they tamed many wild plants, including sunflowers, gourds, and barley. It is likely

that women planted the first seeds. Women probably knew the most about plants because they gathered wild foods while the men hunted.

Corn was first brought to the region around A.D. 100, probably carried there by traders. These traders traveled near and far to find raw materials for weapons, jewelry, and fine carvings. Many of these objects were placed in huge burial mounds to honor the dead.

The Mississippians The mound-building culture changed when the Hopewell mysteriously declined and a new people known as the Mississippians emerged. The Mississippians were named for their location in the Mississippi River valley. Their lands reached from present-day Ohio, Indiana, and Illinois, south to the Gulf of Mexico.



◀ The Great Serpent Mound in southern Ohio is an example of the earthen mounds built by the Adena culture. *Besides the Adena, what other group made up the mound-building culture?*



These two-foot-high marble statues of a man and a woman are from a mound in Georgia. ▶

A Cahokia mound in Illinois ▶

The Mississippians found that plants grew well in the rich floodplains along the river. They harvested enough crops to become full-time farmers. The most common crops included corn, squash, and beans.

As in Mesoamerica, large-scale farming led to the rise of cities. Some contained 10,000 or more people. The largest city, **Cahokia** (kuh•HOH•kee•uh), may have had 30,000 people. The remains of this city can still be seen in southwestern Illinois.

The Mississippians built a different kind of mound. Their mounds were pyramid shaped but with flat tops. The base of the biggest one covered 16 acres (6.5 ha), more than the base of the Great Pyramid of Egypt.

The finished mound, known today as Monks Mound, rose more than 100 feet (30 m) high. From the mound's summit, rulers gazed down at dozens of smaller



mounds. The flat tops of the mounds held temples, homes for the rich, and burial places.

In the early A.D. 1300s, the Mississippian civilization collapsed, and the cities were abandoned. Perhaps other Native Americans attacked them, or the city may have become too big to feed itself.

Reading Check Identify How was turquoise used by the Anasazi of Chaco Canyon?

Section 1 Review

History **online**

Homework Helper Need help with the material in this section? Visit jag.glencoe.com

Reading Summary

Review the **Main Ideas**

- The first Americans were most likely hunter-gatherers who came from Asia across a land bridge.
- A number of civilizations developed in the Americas, including the Olmec, Maya, and Toltec in Central America and Mexico, and the Moche and Inca in South America. All were dependent on farming.
- In North America, farming civilizations arose in the Southwest and then in the Ohio and Mississippi River valleys.

What Did You Learn?

1. Why was Mesoamerica's geography ideal for farming?
2. How did the first Americans develop corn?

Critical Thinking

3. **Summarizing Information** Draw a chart like the one below. Add details about the early peoples of North America.

Native Americans	
Southwest	
East/Mississippi River Valley	

4. **Summarize** How and when did the first people come to the Americas, and how did they live once they were here?
5. **Geography** How did geography shape the development of the Anasazi civilization?
6. **Expository Writing** Write a short essay comparing the civilizations that developed in Mesoamerica to those that developed in South America.
7. **Reading Summarizing Information** Write a paragraph that summarizes how farming led to the development of civilizations.

Life in the Americas

Get-Ready to Read!

What's the Connection?

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

Focusing on the **Main Ideas**

- The Maya adjusted to life in the tropical rain forest and built a culture based on their religious beliefs. (page 583)
- The Aztec moved into the Valley of Mexico, where they created an empire based on conquest and war. (page 585)
- To unite their huge empire, Incan rulers set up a highly organized government and society. (page 588)
- The geography in lands north of present-day Mexico shaped the development of many different Native American cultures. (page 590)

Locating Places

Petén (peh•TEHN)

Tenochtitlán

(tay•NAWCH•teet•LAHN)

Meeting People

Pachacuti (PAH•chah•KOO•tee)

Iroquois (IHR•uh•KWOY)

Building Your Vocabulary

quipu (KEE•poo)

igloo

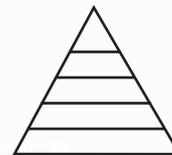
adobe (uh•DOH•bee)

confederation

(kuhn•FEH•duh•RAY•shuhn)

Reading Strategy

Organizing Information Use a pyramid to show the Inca's social classes.



NATIONAL GEOGRAPHIC

When & Where?



A.D. 1300

- **c. A.D. 1250**
Aztec arrive in central Mexico

A.D. 1400

- **A.D. 1325**
Aztec build Tenochtitlán

A.D. 1500

- **c. A.D. 1438**
Pachacuti starts to build Inca Empire

The Mayan People

Main Idea The Maya adjusted to life in the tropical rain forest and built a culture based on their religious beliefs.

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

In A.D. 1839 an American lawyer named John Lloyd Stevens and an English artist named Frederick Catherwood slashed their way into the tangled Yucatán rain forest. There they made an amazing discovery. They found the vine-covered ruins of an ancient city.

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

Mayan City-States At first glance, it looked like the Maya had settled in one of the worst spots on Earth. They picked the **Petén** (peh • TEHN), the Mayan word for “flat region.” Located in present-day Guatemala, the Petén’s dense forests nearly blocked out the sun. Stinging insects filled the air. Poisonous snakes slithered on the ground, and monkeys and parrots screeched in the treetops. Even so, the ancient Maya thrived.

The Maya saw what others missed. Swamps and sinkholes gave them a year-round source of water. The sinkholes—areas where the earth has collapsed—connected the Maya with a huge system of underground rivers and streams. They served as Mayan wells.

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



▲ This Mayan wall painting shows musicians celebrating a royal birth.
Where did the Maya first settle?

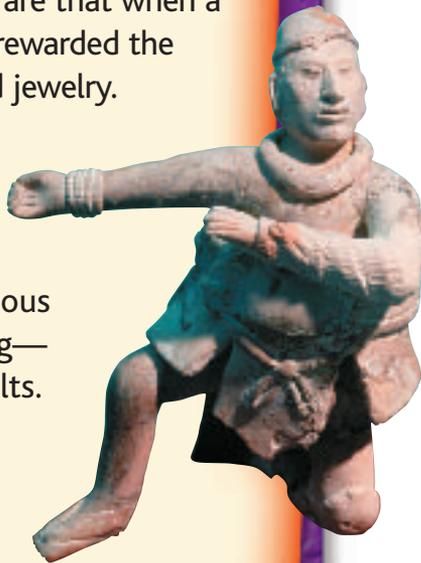
The Way It Was

Sports & Contests

Mayan Ball Game Mayan cities had many ball courts. In a Mayan ball game, teams of two or three players tried to drive a hard rubber ball through a decorated stone ring. Players wore helmets, gloves, and knee and hip guards made of animal hide to protect themselves against the hard rubber balls. They were not allowed to use their hands or feet to throw or bat the ball. They had to use their hips to drive the ball through the stone rings.

Because the stone rings were placed 27 feet (8 m) above the ground on a large rectangular field, players had to have incredible skill to score a goal. Making a goal was so rare that when a player scored, crowds rewarded the hero with clothing and jewelry.

Scholars think that a Mayan ball game was more than a sport or contest. It had a religious and symbolic meaning—as well as deadly results. The losing team was sacrificed to the gods in a ceremony after the game.



▲ Mayan ballplayer

Connecting to the Past

1. How did a player score in a Mayan ball game?
2. Why was losing especially painful for a team?

The Maya set up city-states. Within each city-state, rulers supplied the leadership—and military force—for great building projects. Leadership passed from one king to the next, and the city-states often fought with each other.

Glenn Dagli/OniCORBIS

Life in the Mayan Cities The rulers of Mayan city-states said they were descended from the sun. They claimed the right to rule as god-kings and expected every person to serve them. Service included building huge monuments to honor them.

As god-kings, Mayan rulers taught their subjects how to please the gods. One way was human sacrifice. The Maya believed that the gods gave their life-giving fluid, rain, to keep humans strong. So humans kept the gods strong by giving their own life-giving fluid, blood.

When the Maya marched into battle, they wanted captives more than they wanted land. During times of drought, Mayan priests offered the captives to Chac, the god of rain and sunlight. The Maya believed Chac lived in the waters below the sink-holes. Captives were often thrown into these watery pits to earn the god's favor.

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

Royal Mayan women often married into royal families in distant Mayan city-states. This practice strengthened trade. It also helped form alliances—political agreements between people or states to work together.



▲ Statue of a Mayan god

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

Mayan Science and Writing Both queens and kings turned to Mayan priests for advice. The priests thought gods revealed their plans through movements of the sun, moon, and stars, so they studied the heavens closely.

The Maya also needed to know when to plant their crops. By watching the sky, the priests learned about astronomy. They developed a 365-day calendar to keep track of heavenly movements. They used it to predict eclipses and to schedule religious festivals, plantings, and harvests. To chart the passage of time, the Maya developed a system of mathematics. They invented a method of counting based on 20.

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

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

The Aztec

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

Reading Focus Why do you think some countries try to conquer other countries? Read to learn why the Aztec people conquered their neighbors and built an empire.

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

The Aztec Government The Aztec clearly knew how to survive. They had wandered for hundreds of years in search of a home that

An Aztec Warrior



◀ Aztec warriors often wore colorful costumes decorated with feathers or animal skins. They fought with obsidian-tipped weapons. **Where did the Aztec build their empire?**



Aztec shield decorated with feathers ▶

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

According to Aztec legend, they found their homeland after they sacrificed a local princess to one of their gods. The princess’s father vowed to wipe out the Aztec, who only numbered several hundred. The Aztec went on the run. In A.D. 1325, they took shelter on a soggy, swampy island in Lake Texcoco (tehs•KOH•koh). There an eagle greeted them from its perch on a prickly pear cactus. It tore apart a snake dangling from its beak. Then it spread its wings and screamed in triumph. Filled with wonder at this sight, the Aztec believed that they had reached the end of their journey.

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

The Aztec called their new city **Tenochtitlán** (tay•NAWCH•teet•LAHN), which means “place of the prickly pear cactus.” As the city rose from the marshes, the Aztec dreamed of conquest and wealth. They wanted to collect tribute, or payment for protection, from conquered peoples.

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

Tenochtitlán

At the center of Tenochtitlán was a walled ceremonial area. It contained temples, schools and the priests’ houses. **What ceremonial act took place at the top of the Great Temple?**

The founding of Tenochtitlán



The Great Temple

Atop the Great Temple were two shrines dedicated to the rain god Tlaloc and the sun and war god Huitzilopochtli.

Round Temple

The round temple was dedicated to the Aztec god Quetzalcoatl.

Ball Court

Aztecs played a ritual ball game on courts that were often richly decorated.

Aztec Daily Life

Aztec homes were simple and built for usefulness rather than beauty. *How do you think the Aztec used each of the household items shown here?*



Aztec bowl and loom ▲



Aztec grinding stone ▶



▲ Painting of Aztec home

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

In serving their gods, the Aztec saw death as honorable. Those worthy of an afterlife included soldiers who died in battle, captives who gave their lives in sacrifice, and women who died in childbirth. Others went to the “Land of the Dead,” the lowest level in the underworld.

From an early age, children learned about the glories of war and their duties as an Aztec. When a baby boy came into the world, the midwife, or woman who helped with the birth, cried: “You must understand

that your home is not here where you have been born, for you are a warrior!”

A baby girl heard different words. As she drew her first breath, the midwife declared: “As the heart stays in the body, so you must stay in the house.” Although women stayed at home, those who gave birth were honored as heroes by Aztec society.

Nearly everything the Aztec did grew out of a promise. Speaking through priests, the god Huitzilopochtli (wee•tsee•loh•POHKT•lee) vowed: “We shall conquer all the people in the universe.”

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

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

Life in the Inca Empire

Main Idea To unite their huge empire, Incan rulers set up a highly organized government and society.

Reading Focus Have you ever tried to organize a large number of people? It is not easy to get everyone to work together. Read how the Inca organized their society and developed ways to hold their empire together.

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

Pachacuti lived up to his name. Starting around A.D. 1438, Pachacuti and his son, Topa Inca, built the largest ancient empire in the Americas. It stretched north to south about 2,500 miles (4,023 km)—about the distance between present-day Los Angeles and New York.



▲ Incan gold mask

To ensure their loyalty, he took their sons to Cuzco for training.

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

An Organized Society The Inca believed the sun god Inti protected Cuzco, the Incan capital. The rulers who lived there called themselves “sons of the sun.” As such,

rulers and their wives, known as Coyas, were at the top of society.

The head priest and commander of the armies were just below the royal couple. Next came regional army leaders. Below them were temple priests, army commanders, and skilled workers—musicians, artisans, and accountants. The bottom level consisted of farmers, herders, and ordinary soldiers.

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

What Was Incan Culture Like? The Inca rarely honored their gods with human sacrifice. They turned to sacrifice only in times of trouble, such as during earthquakes, or on special occasions. Priests most often sacrificed children, whom they thought were more pure than adults. The Inca worshiped the sacrificed children as gods.

To please their gods, the Inca built large works of stone. They had no system of writing, no wheels, and no iron tools. Yet they built places like Machu Picchu (MAH•choo PEE•choo), a retreat for Incan kings.

Building large structures required the Inca to develop a way to do mathematical calculations. The Inca used a **quipu** (KEE•poo), a rope with knotted cords of different lengths and colors. Each knot represented a number or item, which was also a way of keeping records.

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

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

PACHACUTI

Ruled 1438–1471

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

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

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

Pachacuti built an estate for himself called Machu Picchu. It was made of white granite and was located thousands of feet high in the Andes. Recent research

suggests that Machu Picchu was used not only as a home for the royal family, but also as a center for celebrations and ceremonial gatherings.

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



▲ Pachacuti

“I was born as a flower of the field . . .”

—Pachacuti, as quoted in *History of the Incas*



▲ Machu Picchu

Then and Now

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

Life in North America

Main Idea The geography in lands north of present-day Mexico shaped the development of many different Native American cultures.

Reading Focus What would your life have in common with people living in a different place but with the same geography? Read to learn how the geography of North America shaped the life of Native Americans living here.

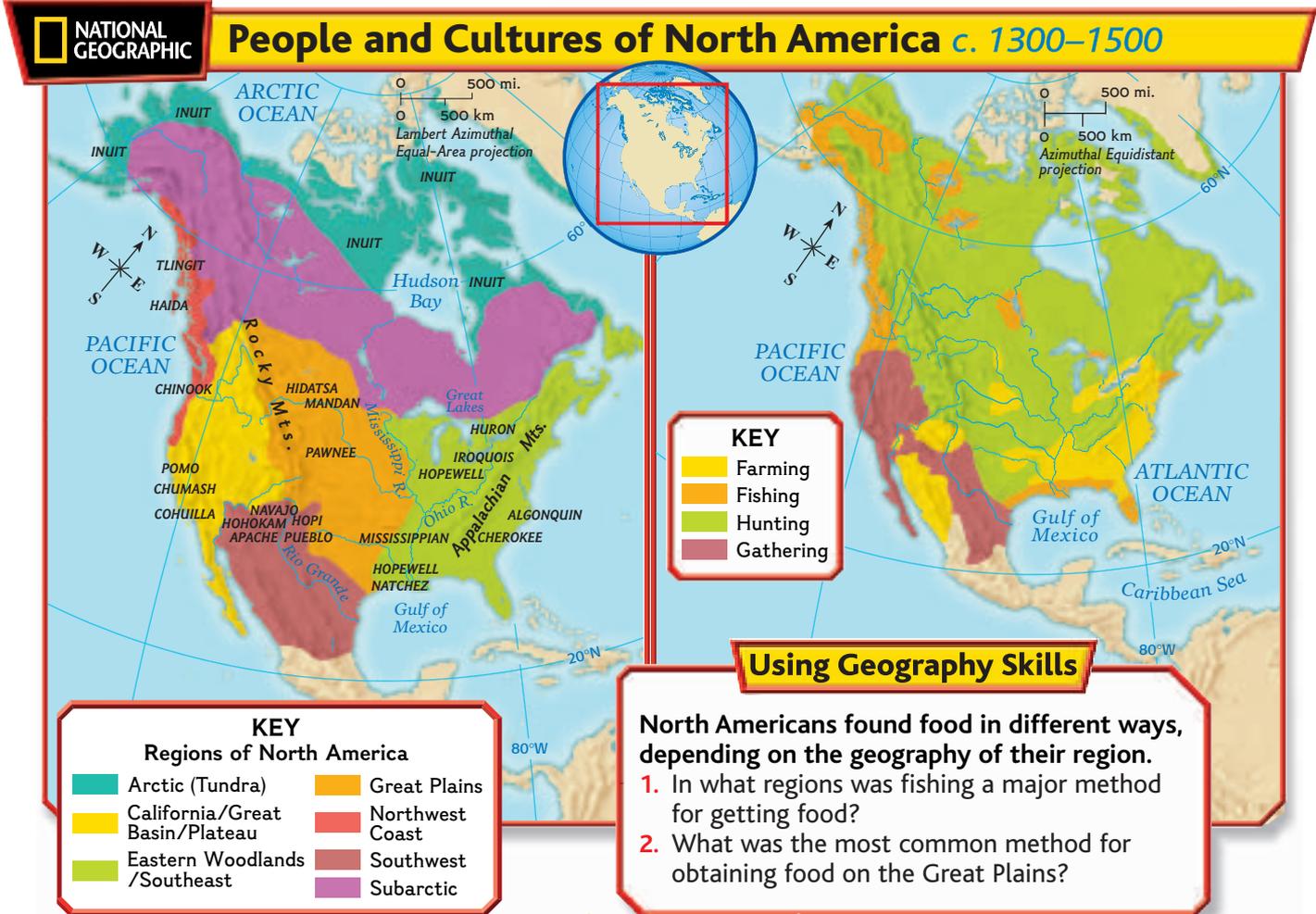
By A.D. 1500, about two million people lived north of Mesoamerica. They spoke around 300 languages and called themselves by thousands of different names.

These Native Americans had inherited the cultures of their ancestors. As early Americans spread out across North America, they adjusted to the varied environments where they settled. They not only survived—they lived well.

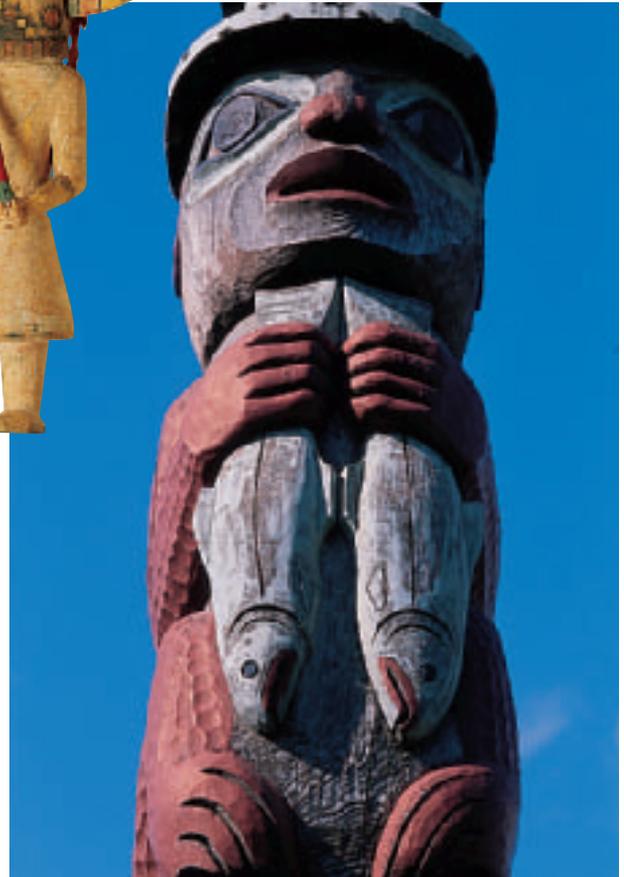
The People of the Far North Scientists think the early people who settled the Arctic regions of present-day Canada and Alaska arrived by boat, perhaps around 3000 B.C. This was long after the Ice Age had ended. These people called themselves the Inuit, which means “the people.”

The Inuit, like other early Americans, found ways to live in their harsh environment. They built **igloos**, dome-shaped homes, from blocks of ice and snow. They used dogsleds to travel on land and seal-skin kayaks to travel by sea.

Most peoples of the Far North hunted. They ate seals, walruses, and land animals like caribou and polar bears. They especially prized strips of blubber, or fat, from seals and whales. The fat provided oil for lamps, and it also gave the Inuit valuable calories.



The carved wooden totem (far right) ▶ was made by Native Americans from the Pacific Northwest. The kachina doll (right) was made by the Hopi people of the Southwest. **Why was the Pacific Northwest region heavily populated?**



Life on the West Coast The groups that settled along North America's Pacific coast enjoyed a milder climate than the Inuit. In the Pacific Northwest, peoples such as the Tlingit (TLIHNG•kuht), Haida, and Chinook used towering cedar trees to build wooden houses and huge oceangoing canoes. They fished the seas for otters, seals, and whales. Each spring, saltwater salmon clogged the rivers as they swam upstream to lay eggs.

Because of rich food resources, the Pacific Northwest was one of the most heavily populated regions north of Mesoamerica. Only the area that is today California supported more people.

Scientists think California was home to about 500 early American cultures. Each culture specialized in using the natural resources found in California's many environments.

Along the northern coast, people like the Chumash fished. In the southern desert, the Cahuilla harvested dates from palm trees and gathered seeds, roots, and pods. In the central valley, the Pomo gathered acorns and pounded them into flour.

Life in the Southwest People who settled in the dry deserts of the Southwest lacked the abundant resources of the California peoples. However, early Americans like the Hohokam and Anasazi had taught their descendants important lessons. The Hopi, Acoma, Pueblo, and Zuni knew how to farm the dry land. Like their ancestors, they dug irrigation canals. They built apartment-like

homes, using a type of sun-dried mud brick called **adobe** (uh•DOH•bee).

In the A.D. 1500s, two groups of hunters—the Apache and the Navajo—moved into the area. The Apache remained hunters, but over time the Navajo started to farm like their neighbors.

Life on the Great Plains People on the Great Plains farmed, but it was not easy. Seas of grass covered the lands stretching from the Rocky Mountains to the Mississippi River. The dense grass roots made farming difficult, especially without iron tools. Peoples like the Mandan, Hidatsa, and Pawnee grew gardens in the fertile land along the Missouri, Arkansas, and Red Rivers.

While the women tended gardens, the men hunted the huge herds of buffalo that grazed on the grasslands. They hunted on

foot, because at that time there were no horses in America. The buffalo gave them meat for food, bones for tools, and skins for clothing and shelter.

Life in the Eastern Woodlands Unlike the Plains, dense forests covered lands east of the Mississippi River. Here people combined farming with hunting and fishing. Farming was more widespread in the Southeast Woodlands, where a mild climate led to a long growing season. In the cooler Northeast Woodlands, people relied more on hunting.

All over the Woodlands, groups formed governments. Some, such as the Natchez in present-day Mississippi, set up strict social classes. Others, like the Cherokee in Georgia and North Carolina, had formal codes of law.

In a few cases, Native Americans in the Woodlands set up **confederations** (kuhn•FEH•duh•RAY•shuhnz), or governments that link

several groups. The most famous was the league formed by the **Iroquois** (IHR•uh•kwoy). The Iroquois League included five groups: Onondaga, Seneca, Mohawk, Oneida, and Cayuga.

The Iroquois formed the league to end the fighting among themselves. A code of laws, known as the Great Peace, governed the league. Women, who controlled Iroquois land, selected male members to sit on a Grand Council. Together council members worked out their differences and made decisions in complete agreement. The Council helped members unite against other Woodland peoples, such as the powerful Algonquian (al•GAHN•kwee•uhn).

Reading Check **Describe** How did geography shape the lives of the people north of present-day Mexico?

Section 2 Review

History  **online**

Homework Helper Need help with the material in this section? Visit jag.glencoe.com

Reading Summary

Review the **Main Ideas**

- In the rain forests of Central America, the Maya developed a civilization divided into city-states.
- A fierce warrior people, the Aztec created a strong empire in central Mexico.
- In the Andes, the Inca created the largest empire in the Americas.
- North America's varied geography led to the development of many diverse Native American groups.

What Did You Learn?

1. How did the Incan leader Pachacuti maintain the great empire he built?
2. Who were the people of the Far North, and what sorts of food did they eat?

Critical Thinking

3. Compare and Contrast

Draw a Venn diagram like the one shown. Add details to compare Aztec and Incan society.



4. **Science Link** How and why did the Maya study astronomy?

5. **Summarize** How did the Aztec find and build their capital city?

6. **Drawing Conclusions** Why do you think the Inca required everyone in their society to do a specific job? Do you think this is a good idea for a society? Explain.

7. **Descriptive Writing** Imagine you are an early European explorer in North America. Write a journal entry describing your encounter with a Native American people in one of the regions described in the section.

Section

3

The Fall of the Aztec and Inca Empires

Get-Ready to Read!

What's the Connection?

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

Focusing on the **Main Ideas**

- Christopher Columbus found the Americas while trying to find a sea route to Asia. (page 594)
- Spanish conquerors defeated the Aztec with the help of horses, guns, and European disease. (page 595)
- The riches of the Aztec Empire led other Spanish conquerors to seek their fortunes in South America. (page 599)

Locating Places

Hispaniola (HIHS•puh•NYOH•luh)

Extremadura

(EHK•struh•muh•DUR•uh)

Meeting People

Christopher Columbus

Hernán Cortés

(ehr•NAHN kawr•TEHZ)

Montezuma II (MAHN•tuh•ZOO•muh)

Malintzin (mah•LIHNT•suhn)

Francisco Pizarro

(fran•SIHS•koh puh•Zahr•oh)

Atahualpa (AH•tuh•WAHL•puh)

Building Your Vocabulary

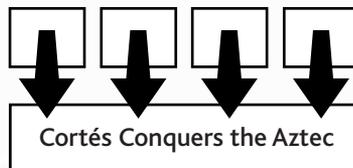
conquistador

(kahn•KEES•tuh•DAWR)

treason (TREE•zuhn)

Reading Strategy

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



NATIONAL GEOGRAPHIC

When & Where?



1450

1500

1550

1492

Christopher Columbus reaches the Americas

1521

Cortés defeats Aztec

1533

Francisco Pizarro conquers the Inca

The Spanish Arrive in America

Main Idea Christopher Columbus found the Americas while trying to find a sea route to Asia.

Reading Focus What is the most vivid memory you have of a place you have visited? Read to learn what the Spanish found when they set out to explore the world.

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

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

One by one, the people of Western Europe took to the sea to find a route to Asia. The first were the Portuguese, who

began mapping Africa's eastern coast, hoping to find a way around Africa.

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

Columbus set sail with three ships in August 1492. In October, he landed on an island in the Caribbean Sea. Columbus believed he had arrived in Asia. He traveled farther into the Caribbean and landed on the island of **Hispaniola** (HIHS • puh • NYOH • loh), which is today Haiti and the Dominican Republic. He then returned home carrying colorful parrots, some gold and spices, and several Native American captives. His success astonished and pleased Spain's rulers and convinced them to pay for another trip.

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



▲ In the painting above, Christopher Columbus is depicted landing on the island of San Salvador. **Why did Columbus sail west across the Atlantic?**

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

Soldiers claimed the island for Spain. Then they enslaved the Taino and forced them to work for the Spanish. Spain now had a foothold in the Americas.

Reading Check Identify Who were the conquistadors?

Spain Conquers Mexico

Main Idea Spanish conquerors defeated the Aztec with the help of horses, guns, and European disease.

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

The voyages of Christopher Columbus, who sailed to the Americas four times, inspired many poor nobles to go to America to seek their fortunes. Many came from the part of Spain known as the

Linking Past & Present

Chocolate

THEN The Aztec ruler Montezuma found chocolate more desirable than gold! He offered the bitter tasting drink made from the cacao bean to Spanish explorer Hernán Cortés. The explorer took the bean back to Europe after conquering the Aztec. After Europeans mixed it with milk and sugar, it became very popular among the rich.

▼ Modern chocolate factory



▲ Native Americans making chocolate

NOW In the United States, people eat an average of 12 pounds of chocolate each year. Hawaii is the only state that grows cacao beans, but the United States has more than 1,000 companies that produce chocolate and cocoa products. **Why do you think only the rich in Europe enjoyed chocolate in the 1500s?**

Extremadura (EHK • struh • muh • DUR • uh). Its poor soil, blistering hot summers, and icy winters held little chance for wealth. One of these nobles was 19-year-old **Hernán Cortés** (ehr • NAHN kawr • TEHZ).

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

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

That same year, a ship sent to explore the coast of the Yucatán returned to Cuba. Unlike earlier search parties, the soldiers did not fight with the Maya who lived there. Instead a group of Maya paddled out to greet them. As one soldier recalled:

“They brought gold cast in bars . . . a beautiful gold mask, a figurine [statue] of a man with a half mask of gold, and a crown of gold beads.”

—Juan Díaz, as quoted in
“Conquest and Aftermath”

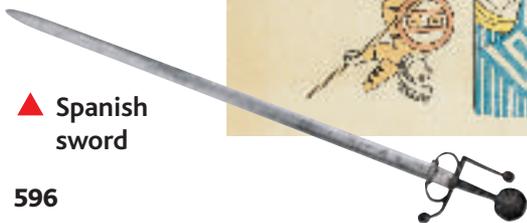
Cortés needed to hear no more. He made plans to sail. On February 18, 1519, Cortés set sail for Mexico.

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

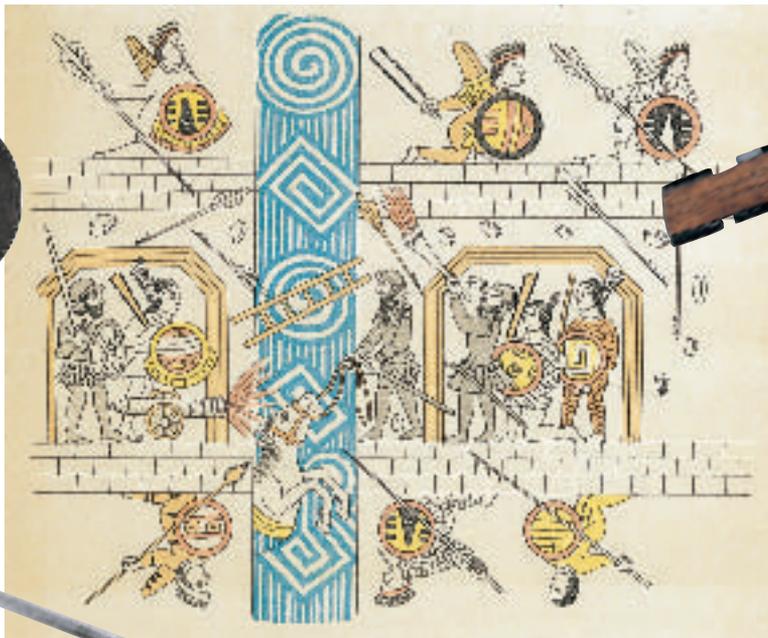
The dreaded invasion began in April 1519 when Cortés stepped onto a beach near present-day Veracruz. He came with 550 soldiers, 16 horses, 14 cannons, and a few dogs. How could such a small force conquer a huge warrior empire?



▲ Spanish armor



▲ Spanish sword



▲ Aztec war club

◀ The Aztec's simple weapons were no match for the guns and cannons of the Spanish.
Besides weapons and horses, what else did the Spanish bring that would help them defeat the Aztec?

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

Speaking through a Spaniard who knew Mayan, Malintzin described the Aztec Empire to Cortés. She also told Cortés how subjects of the Aztec resented their rulers and would join with him to fight Montezuma. Acting as a translator, she helped Cortés form alliances.

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

Cortés Defeats the Aztec The Spaniards traveled 400 miles (644 km) to reach Tenochtitlán, the Aztec capital. Messengers reported their every move to Montezuma. The Aztec believed in a light-skinned god named Quetzalcoatl. This god, who opposed sacrifice, had sailed away long ago, promising to return someday to reclaim his land. Montezuma was afraid Cortés was the god returning home. As a result, he did not want to attack the Spaniards right away.

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

Primary Source

The Aztec Defeat

This excerpt describes the aftermath of Cortés's victory.

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



▲ Battle scene between Aztec and Spanish soldiers

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

DBQ Document-Based Question

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

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

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

Reading Check Explain Why did the Aztec think they should welcome Cortés?

Biography

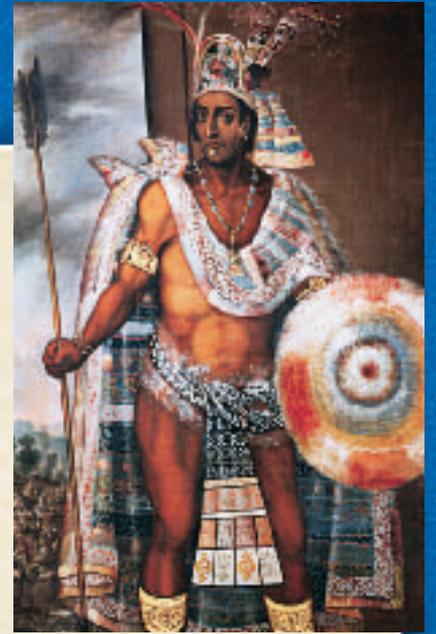
MONTEZUMA II

1480–1520

HERNÁN CORTÉS

1485–1547

Montezuma ►



Although Montezuma II became known as the emperor who let the Spanish capture the Aztec Empire, most of his years as a ruler had been very successful. Montezuma Xocoyotl was the youngest son of Emperor Axacayatl. Aztec leadership was not hereditary, so after Axacayatl's death a man named Ahuitzotl was selected

emperor. Montezuma was in his early twenties when he was chosen emperor. He became a popular leader. He led his armies in battle and won over 40 battles against kingdoms south of the Aztec Empire. His one major mistake was in his dealings with the Spanish conquistadors.

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

In 1511, Spanish troops led by Diego Velázquez conquered Cuba. Cortés took part in the invasion, and his courage impressed Velázquez. He rewarded Cortés by giving him control of several Native American villages. Six years later, smallpox swept across Cuba, killing thousands of Native Americans. Without Native American workers, the farms and mines the Spanish had built in Cuba could not function. Velázquez asked Cortés to lead an expedition to the Yucatán Peninsula to find new peoples who could be forced to work for the Spanish. He was also asked to investigate reports of a wealthy civilization there. On February 18, 1519, Cortés set sail for Mexico.

Several years

later, after conquering

the Aztec, Cortés took part in one more expedition to Honduras and then served as Governor General of New Spain. He returned to Spain a very wealthy man and died near the city of Seville in 1547.

▲ Hernán Cortés



Then and Now

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

Pizarro Conquers the Inca

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

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

In 1513 Vasco Núñez de Balboa (VAHS•koh NOON•yays day bal•BOH•uh) led a band of soldiers across the jungle-covered mountains of present-day Panama. Native Americans said that if Balboa traveled south along a western sea, he would find a great empire filled with gold.

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

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

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

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

160 adventurers up the mountains to the Incan homeland.

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

Atahualpa misjudged Pizarro. The Spaniard had an advantage. The Inca knew little about the Europeans, but Pizarro knew a lot about Native Americans. He had spent more than 30 years fighting Native

Primary Source

Incan Record Keeping

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

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



▲ Quipu

DBQ Document-Based Question

Quipus were used to calculate records and building plans. How else do you think the Inca might have used quipus?

Americans. Also, his good friend Hernán Cortés gave Pizarro an inside look at the conquest of the Aztec. In late 1532, Pizarro decided on a plan so bold that even Cortés might not have risked it.

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

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

Atahualpa tried to buy his freedom. He offered to fill his jail cell with gold and a nearby room with silver. Pizarro jumped at the deal. Atahualpa kept his part of the bargain. Pizarro did not. He charged the emperor with many crimes: plotting a rebellion, worshiping false gods, having too many wives, and more. In 1533 a military court found the emperor guilty and sentenced him to death.

To reward Pizarro, the Spanish king made him governor of Peru. Pizarro then chose a new emperor for the Inca, but the emperor had to follow Pizarro's orders. Pizarro's conquest of Peru opened most of South America to Spanish rule. Spain controlled a vast territory covering 375,000 square miles (975,000 sq km) with almost 7 million inhabitants. It was on its way to building the world's first global empire.

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

Section 3 Review

History  **online**

Homework Helper Need help with the material in this section? Visit jat.glencoe.com

Reading Summary

Review the **Main Ideas**

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

What Did You Learn?

1. How did Christopher Columbus convince Spanish rulers to pay for a second trip?
2. Why did Cortés sail from Cuba to Mexico in search of the Aztec?
4. **Predict** How might the history of the Aztec people be different without the legend of the Aztec god Quetzalcoatl?
5. **Analyze** Why were the Aztec and the Inca so easily defeated by smaller Spanish forces?

Critical Thinking

3. Sequencing Information

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



1517:
Spanish ship brings
back gold from Yucatán

6. **Expository Writing** Imagine you are an Aztec or an Inca seeing a Spanish conquistador for the first time. Write a newspaper article describing what you have observed.

Chapter 16

Reading Review

Section 1 The First Americans

Vocabulary
glacier
monopoly

Focusing on the **Main Ideas**

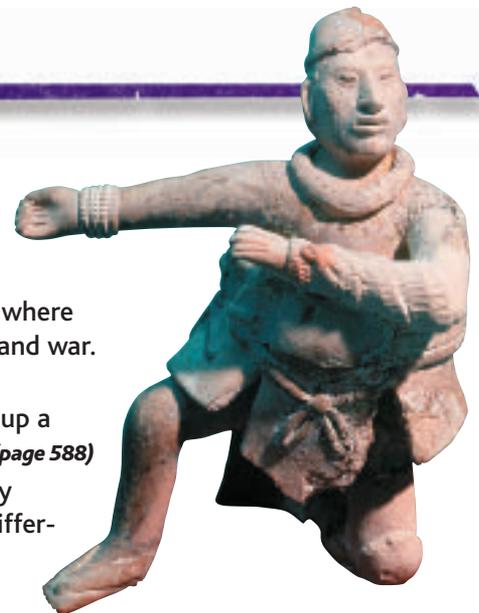
- It is believed that the first people in the Americas came from Asia during the Ice Age. (page 573)
- The invention of farming led to the rise of civilizations in the Americas. (page 574)
- Early people in the northern part of the Americas built complex cultures based on farming and trade. (page 578)

Section 2 Life in the Americas

Vocabulary
quipu
igloo
adobe
confederation

Focusing on the **Main Ideas**

- The Maya adjusted to life in the tropical rain forest and built a culture based on their religious beliefs. (page 583)
- The Aztec moved into the Valley of Mexico, where they created an empire based on conquest and war. (page 585)
- To unite their huge empire, Incan rulers set up a highly organized government and society. (page 588)
- The geography in lands north of present-day Mexico shaped the development of many different Native American cultures. (page 590)



▲ Mayan ballplayer

Section 3 The Fall of the Aztec and Inca Empires

Vocabulary
conquistador
treason

Focusing on the **Main Ideas**

- Christopher Columbus found the Americas while trying to find a sea route to Asia. (page 594)
- Spanish conquerors defeated the Aztec with the help of horses, guns, and European disease. (page 595)
- The riches of the Aztec Empire led other Spanish conquerors to seek their fortunes in South America. (page 599)



Assessment and Activities

Review Vocabulary

Match the word in the first column with its definition in the second column.

- | | |
|--------------------|---|
| — 1. conquistador | a. disloyalty to the government |
| — 2. glacier | b. Spanish soldier-explorer |
| — 3. adobe | c. sun-dried mud bricks |
| — 4. confederation | d. huge sheet of ice |
| — 5. treason | e. form of government that links several different groups |

Review Main Ideas

Section 1 • The First Americans

- When did the first people arrive in the Americas? On which continent did they live originally?
- How did farming lead to the rise and development of civilizations in present-day Mexico, Central America, and Peru?

Section 2 • Life in the Americas

- Explain the differences between the Maya and Aztec civilizations.
- How did geography shape the development of the Native American cultures north of present-day Mexico?

Section 3 • The Fall of the Aztec and Inca Empires

- What was the goal of Christopher Columbus's voyage in 1492?
- What three factors made it possible for the Spanish to conquer the Aztec and the Inca?

Critical Thinking

- Analyze** How do the houses of North American peoples reflect the geography of their regions?
- Infer** Why do you think the Mayan civilization came to an end?
- Predict** What do you think would have happened if the Inca had taken Pizarro's raids more seriously?

Review

Reading Skill

Summarizing

Summarizing Information

Read the paragraph below, then choose the statement that best summarizes its content.

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

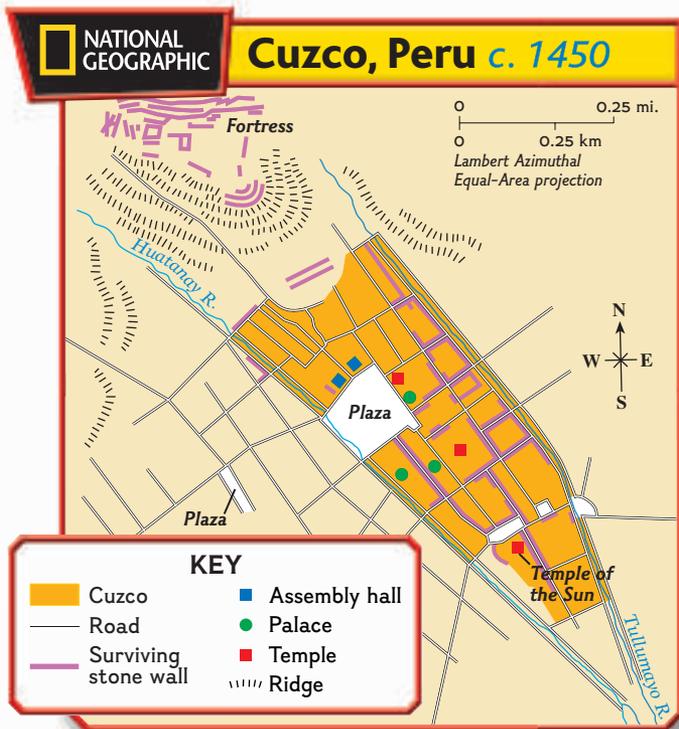
- The Ice Age ended as the climate warmed.
 - Rain fell in the spring.
 - Climate and soil made the region ideal for farming.
 - Seeds that are planted grow into crops.

To review this skill, see pages 570–571.

Geography Skills

Study the map below and answer the following questions.

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



Read to Write

19. **Persuasive Writing** Suppose you are a Native American during the Spanish conquests. Write a letter to the conquistadors to persuade them to trade with your culture rather than conquer it. Your letter should state the ways Europeans and Native Americans can learn from each other.
20. **Using Your FOLDABLES** Create an outline map of the Americas on poster board. It should be big enough for the entire class to work together. Label each country and the location of each civilization from your chapter. Then use your foldables to write facts about each civilization on the map.

Using Technology

21. **Preparing a Report** Use the Internet and your library to gather information about the Mound Builders. Note their reasons for mound building and the shapes of mounds. Then prepare an illustrated report on the computer to compare the mounds to other structures of early civilizations.

Linking Past and Present

22. **Evaluating Information** What impact have Native American ways of the past had on present-day life in the Americas?
23. **Building Citizenship Skills** The Iroquois League was an important confederation of the early Americas. Do confederations exist today? Do they serve the same purpose as the Iroquois League?

Primary Source Analyze

Some Europeans, including this Dominican friar, worked to protect the Native Americans by writing about their cultures.

"They [Native American leaders] issued public edicts and personal commands to all nobles and provincial governors, of whom there were many, that all poor, widows and orphans in each province should be provided for from their own royal rents and riches."

—Bartolomé de las Casas, "Apologetic History of the Indies"

DBQ Document-Based Questions

24. What does this tell you about Native American leaders' attitude toward those in need?
25. Do you think the nobles and provincial governors supported this edict? Why or why not?